

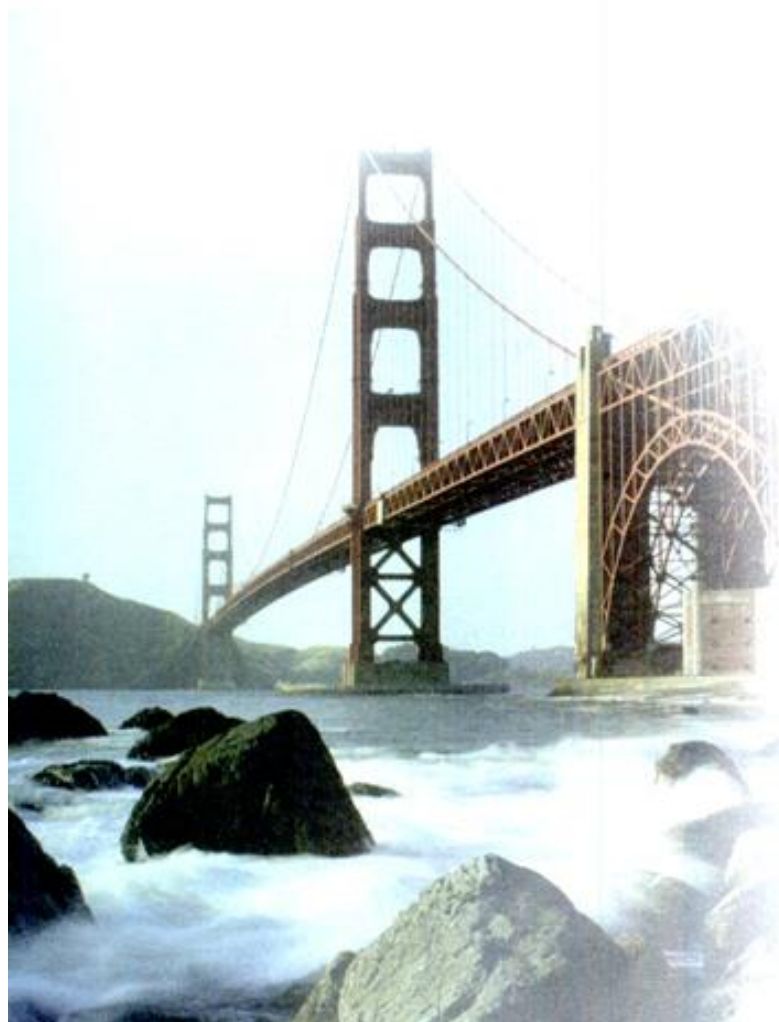
普通高中课程标准实验教科书

英语 8

选修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 8

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



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Unit 1

A land of diversity

Warming Up

Look at the map of the USA. Work with your group to write on the map the names of as many of the following as you can. Compare your answers with other groups.

- ocean on the east coast
- ocean on the west coast
- country to the north of USA
- country to the south of USA
- California
- mountain range in the west
- Great Lakes
- longest river in the USA
- some important cities



Pre-reading

Look at the pictures in the reading passage. Each illustrates something about California. Discuss in groups what each picture means to you.

Reading



CALIFORNIA

California is the third largest state in the USA but has the largest population. It also has the **distinction** of being the most multicultural state in the USA, having attracted people from all over the world. The customs and languages of the immigrants **live on** in their new home. This diversity of culture is not surprising when you know the history of California.

5 NATIVE AMERICANS

Exactly when the first people arrived in what we now know as California, no one really knows. However, it is likely that Native Americans were living in California at least fifteen thousand years ago. Scientists believe that these settlers crossed the Bering **Strait** in the **Arctic** to America **by means of** a land bridge which existed in prehistoric times. In the 16th century, after the arrival of the Europeans, the native people suffered greatly. Thousands were killed or forced into slavery. In addition, many died from the diseases brought by the Europeans. However, some survived these terrible times, and today there are more Native Americans



15 THE SPANISH

In the 18th century California was ruled by Spain. Spanish soldiers first arrived in South America in the early 16th century, when they fought against the native people and took their land. Two centuries later, the Spanish had settled in most parts of South America and along the northwest coast of what we now call the United States. Of the first Spanish to go to California, the **majority** were religious men, whose **ministry** was to teach the **Catholic** religion to the natives. In 1821, the people of Mexico gained their independence from Spain. California then became part of Mexico. In 1846 the United States declared war on Mexico, and after the war won by the USA, Mexico had to give California to the USA. However, there is still a strong Spanish influence in the state. That is why today over 40%

25 RUSSIANS

In the early 1800s, Russian hunters, who had originally gone to Alaska, began settling in California. Today there are about 25,000 Russian-Americans living in and around San Francisco.

GOLD MINERS

30 In 1848, not long after the American-Mexican war, gold was discovered in California. The dream of becoming rich quickly attracted people from all over the world. The nearest, and therefore the first to arrive, were South Americans and people from the United States. Then adventurers from Europe and Asia soon followed. In fact, few achieved their dream of becoming rich. Some died or returned home, but most remained in California to **make a life** for themselves despite great **hardship**. They settled in the new towns or on farms. By the time California **elected** to become the thirty-first **federal** state of the USA in 1850, it was already a multicultural society.



LATER ARRIVALS

40 Although Chinese immigrants began to arrive during the Gold Rush Period, it was the building of the **rail** network from the west to the east coast that brought even larger numbers to California in the 1860s. Today, Chinese-Americans live in all parts of California, although a large **percentage** have chosen to stay in the "Chinatowns" of Los Angeles and San Francisco.

Other immigrants such as **Italians**, mainly fishermen but also wine makers, arrived in California in the late 19th century. In 1911 immigrants from **Denmark** established a town of their own, which today still **keeps up** their Danish culture. By the 1920s the film industry was well established in

Hollywood, California. The industry **boom** attracted Europeans including many Jewish people. Today California has the second largest Jewish population in the United States.



50 Japanese farmers began arriving in California at the beginning of the 20th century, and since the 1980s a lot more have settled there. People from Africa have been living in California since the 1800s, when they moved north from Mexico. However, even more arrived between 1942 and 1945 to work in the ship and **aircraft** industries.

55 **MOST RECENT ARRIVALS**

In more recent decades, California has become home to more people from Asia, including **Koreans**, Cambodians, Vietnamese and Laotians. Since its beginning in the 1970s, the computer industry has attracted Indians and **Pakistanis** to California.

THE FUTURE

60 People from different parts of the world, attracted by the climate and the lifestyle, still immigrate to California. It is believed that before long the mix of nationalities will be so great that there will be no distinct major **racial** or cultural groups, but simply a mixture of many races and cultures.

Comprehending

1 Beside each time note down an important event in Californian history.

15,000 years ago

16th century

1821

1850

1848

1846

2 Beside each cultural group write the period in which they first came to California in large numbers.

Spanish

Russians

Africans

Chinese

Italians

Danish

Jewish

Japanese

Koreans

Cambodians

Vietnamese

Pakistanis

3 Why is California such a multicultural community? What problems do you think might arise? Explain in your own words and write three or four sentences. Compare your answers with your partner and be prepared to tell your ideas to the class.

Learning about Language

Discovering useful words and expressions

1 Complete the following chart with new words from the text. Find more examples of word formation after studying the whole unit.

Adjective	Noun	Adjective	Noun
major		Italian	
hard			Korea
	race		Pakistan
distinct			Denmark

2 Complete these sentences, using new words from the text.

- A _____ country consists of a group of states.
- That is the biggest _____ church I have ever seen.
- The _____ of us voted for Mr Red, who then became chairman of the committee.
- The _____ of Education is one of the government departments.
- The economic _____ in recent years has created more job opportunities.
- _____ shaped like a boot lies in the south of Europe.
- We should draw a _____ between right and wrong.
- To make the **crossing** from Shandong to the Northeast, our ancestors suffered all kinds of _____.
- The people from South or North _____ are called Koreans.
- Nobody knows who will be _____ as president or **vice** president of this country.

3 Choose the words and phrases to fill in the blanks, changing their forms if necessary.

aircraft crossing by means of make a life rail strait Arctic

My **nephew**'s first holiday to the _____ was a delight. The scenery and the icebergs excited him. Looking across the Bering _____ into Russia was something he would remember forever. To make the _____ between these two great countries seemed as if it would take no time at all! Then he travelled across the ice _____ a dog sled. It made the journey he had earlier done by _____ seem very ordinary. When he reached the North **Pole**, he found nothing exciting except for a sign marking the spot, but he did meet some scientists there who were studying the melting of the ice and _____ for themselves among the snowy hills and plains. After a short break he took the local _____ to fly back to Alaska and the sea voyage back home!

Revising useful structures

1 Study the underlined noun clauses in these sentences. In your opinion, what role do these clauses play in the sentences?

What attracts people to California is its pleasant climate and relaxed lifestyle. This is why each year a great number of people from all over the world try to immigrate to California. However, most **applicants** know that they have very little chance of getting a visa.

2 Underline the noun clauses in these sentences. What types of noun clauses are they? Then look through the reading passage again and underline all the noun clauses in it.

- 1 Whether Native Americans arrived in California 15,000 years ago or 14,000 years ago is not important.
- 2 The fact that they arrived a long time before Europeans is what matters.
- 3 I believe that the Native Americans were treated badly when the first Europeans came.
- 4 The **customs** office is where your baggage is inspected when you enter or leave a country.

3 Join the two parts to make sentences containing noun clauses.

- | | |
|--|---|
| 1 She pretended | is what I want to know. |
| 2 It is not surprising | that you get a visa before you travel to the USA. |
| 3 Why she didn't tell you herself | why he lied to me. |
| 4 I wonder | that so many people love California. |
| 5 The trouble was | is what I can't explain. |
| 6 It is essential | that she was a socialist , believing in socialism . |
| 7 What George discovered in California | that she had lost her passport. |
| 8 Where they got all that money | was different from what he saw in the movies. |

4 Complete the dialogue with the sentences below and add information where necessary.

JUDY: Have you decided yet where to go for your holiday?

ALICE: _____

JUDY: What do you mean?

ALICE: _____

JUDY: Full? In New York?

ALICE: _____

JUDY: There must be a room somewhere. I suggest you try another travel agency.

ALICE: _____

Yes. It didn't **occur** to me that ...

I suppose that ...

Not really. The problem is ...

Well, I wanted to go to New York. But I've found out that ...

Using Language

Listening and speaking



1 George is on holiday in the United States and he is touring around California. He is telephoning his friend Christie. Before listening, look at the pictures and go over the exercises below. Guess what might be included in their conversation.

2 Listen to the tape and answer the following questions.

- 1 Where did George's tour start and in which direction has he been travelling?
- 2 What surprised George about California?
- 3 Why did George have the wrong idea about California before he went there?
- 4 Why are there so many different kinds of music, food and art in California?



3 Listen again and complete the postcard George wrote.

Dear Christie,

I'm here in Joshua Tree National Park, in _____
_____. Have been travelling around the
state of California for three weeks now. Very different
from what I have seen in _____. Not everyone
is _____ and not everyone lives near the
_____. First travelled southeast through
rich farmland then to the central part. They grow
everything here including _____,
_____, _____ and fruit. **Cattle** too. Then
travelled further _____ into mountains and



_____. Californians are very friendly, and they are from many different _____ and
cultures. Every culture has its own _____, _____, food and art. Most
interesting.

Wish you were here. Give my love to Paula.

Yours,
George

- 4 Read the questions and expressions below. There are different ways for a speaker to encourage someone else to talk. Christie uses some of them to find out more about George's tour. Listen to the tape again and underline the questions and expressions that Christie uses.

QUESTIONS	EXPRESSIONS
Where are you? Where's that?	Cool. Good. Yes, that's right.
What are you doing down there? Really?	Lucky you! Mmm, sounds interesting.
So how's the trip been? And what about...?	That surprises / doesn't surprise me.
What's it really like? What do you think?	Wow! Sounds fantastic! Give an example.
What happened then? Indeed?	Oh I see. Sounds great! Ah ha!
What other scenery is there?	Gosh, George! Just as I thought.
Such as? Hispanic? Is that so?	

- 5 In pairs hold a telephone conversation about a place you have visited recently. Try to use the expressions above to **indicate** that you are listening carefully to your partner.

- 1 Sit **back to back** with your partner so you can't see each other.
- 2 Partner A: Talk about where the place is, what the climate is like, what you thought about the people, and any other interesting things you saw or did.
Partner B: Encourage your partner to talk by asking questions and making comments.
- 3 Swap roles. Partner B tells Partner A about his/her visit.

Reading and writing



- 1 Look at George's photos below. Then quickly read George's diary. He wrote this part of his diary when he was in San Francisco. Write the day he saw these things under the photos.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

GEORGE'S DIARY 12TH-14TH JUNE

Monday 12th, June

Arrived early this morning by bus. Went straight to hotel to drop my **luggage**, shower and **shave**. Then went exploring. First thing was a ride on a cable car. From top of the hill got a spectacular view of San Francisco Bay and the city. Built in 1873, the cable car system was invented by Andrew Hallidie, who wanted to find a better form of transport than horse-drawn **trams**. Apparently he'd been shocked when he saw a terrible accident in which a tram's **brakes** failed, the **conductor** could not control the situation and the tram **slipped** down the hill dragging the horses with it.

Had a late lunch at Fisherman's Wharf. This is the district where Italian fishermen first came to San Francisco in the late 19th century and began the fishing industry. Now it's a tourist area with lots of shops, sea food restaurants and **bakeries**. It's also the place to catch the **ferry** to Angel Island and other places in the Bay.

Did so much exploring at Fisherman's Wharf. Am exhausted and don't feel like doing anything else. Early bed tonight!

Tuesday 13th, June

Teamed up with a couple from my hotel (Peter and Terri) and **hired** a car. Spent all day driving around the city. There's a fascinating drive **marked out** for tourists. It has blue and white signs with **seagulls** on them to show the way to go. It's a 79km round-trip that **takes in** all the famous tourist spots. Stopped many times to admire the view of the city from different **angles** and take photographs. Now have a really good idea of what the city's like.

In evening, went to Chinatown with Peter and Terri. Chinese immigrants settled in this area in the 1850s. The fronts of the buildings are decorated to look like old buildings in southern China. Saw some interesting temples here, a number of markets and **a great many** restaurants. Also art galleries and a museum containing documents, photographs and all sorts of objects about the history of Chinese **immigration**, but it is closed in the evening. Will go back during the day. Had a delicious meal and then walked down the hill to our hotel.

Wednesday 14th, June

In morning, took ferry to Angel Island from the port in San Francisco Bay. On the way had a good view of the Golden Gate Bridge. From 1882 to 1940 Angel Island was a famous immigration station where many Chinese people **applied for** right to live in USA. The cells in the station were very small, cold and damp; some did not even have light but the immigrants had **nowhere** else to go. Their miserable stay seemed to be **punishment** rather than **justice** and freedom to them. They wrote poems on the walls about their loneliness and **mourned** their former life in China. In 1940 the **civil authorities reformed** the system so that many more Chinese people were able to **grasp** the opportunity of settling in the USA. Made me very thoughtful and **thankful** for my life today.

2 Read George's diary carefully and answer the questions in pairs.

- 1 Why did Andrew Hallidie invent the cable car system?
- 2 Where did George eat lunch on his first day in San Francisco?
- 3 Why did George hire a car? Why do you think he joined up with Terri and Peter?
- 4 What three things can visitors do in Chinatown?
- 5 What is Angel Island famous for?

3 Read George's diary again. Put the mark " ^ " in the places where George has left out some words. Discuss your findings with your partner and be prepared to report to the class.

EXAMPLE:

Went straight to hotel → ^ *Went straight to* ^ *hotel* → *(I) went straight to (the) hotel*

4 Rewrite the diary entry for Tuesday inserting all the missing words.

5 Imagine you are on holiday somewhere. Write an email or a postcard to a friend telling him/her about your trip. You can write about the places mentioned in the *Listening and speaking* section or you can choose a different place.

SUMMING UP

Content	I enjoyed learning about 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

A conversation is a two-way activity. The other person in the conversation is just as important as you are. When the other person is talking, you can show you are listening by:

- making comments about what they are saying
- asking questions
- making replies, such as *yes, not really, ah huh, mmm*
- using body language (eg looking at the speaker, nodding to show you understand)

When it is your turn to talk, you can show respect by making sure the listener understands what you are saying and is interested. You can do this by:

- watching the expression on the listener's face (eg do they look puzzled or bored?)
- noticing how the listener reacts and, if necessary, changing your way of speaking to suit the listener

Unit 2 Cloning

Warming Up



Dolly the sheep



A strawberry plant



Growing new plants

In pairs, look at these pictures and discuss which ones are natural clones and which ones are man-made. Think about how they **differ**.



Twins

Pre-reading

In pairs discuss what you understand about cloning. Then list the questions you want to find out. Share your lists with one another.

Questions about cloning

- 1 What is a clone?
- 2 How is a clone produced?
- 3 What benefits can humans gain from cloning?
- 4 What problems may arise when humans are cloned?
- 5
- 6

Reading



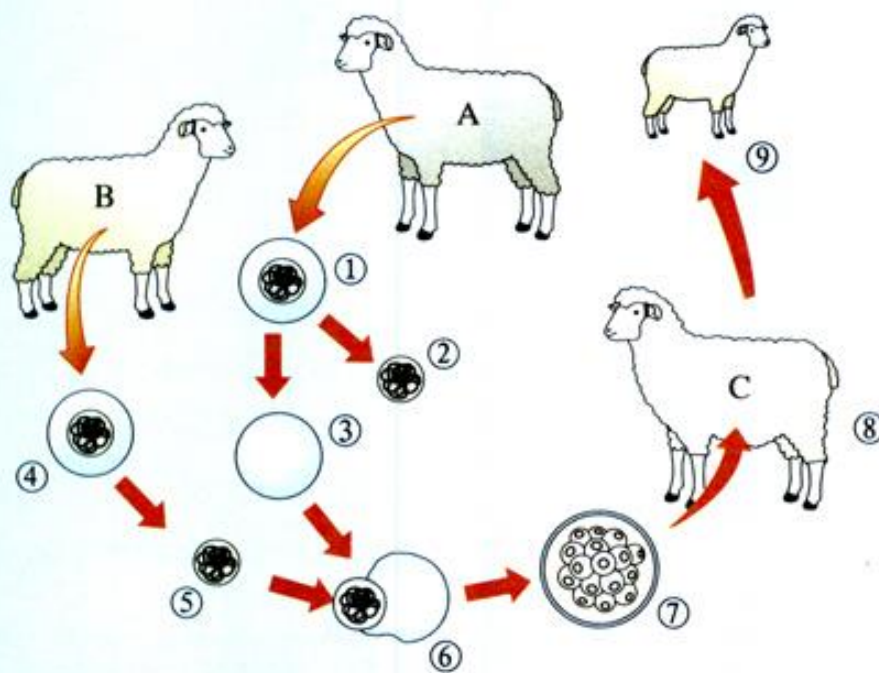
CLONING: WHERE IS IT LEADING US?

Cloning has always been with us and is here to stay. It is a way of making an **exact** copy of another animal or plant. It happens in plants when gardeners take cuttings from growing plants to make new ones. It also happens in animals when **twins** identical in sex and appearance are produced from the same original egg. The fact is that these are both examples of natural clones.

Cloning has two major uses. Firstly, gardeners use it all the time to produce **commercial** quantities of plants. Secondly, it is valuable for research on new plant species and for medical research on animals. Cloning plants is **straightforward** while cloning animals is very complicated. It is a difficult task to **undertake**. Many attempts to clone mammals failed. But at last the determination and patience of the scientists **paid off** in 1996 with a **breakthrough** – the cloning of Dolly the sheep. The **procedure** works like this:

5

10



- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Female sheep A provides an egg cell. 2 The nucleus is removed from the egg cell. 3 The egg cell is ready for a new nucleus. 4 Female sheep B provides a somatic cell for the clone. The nucleus of this cell contains all the genes needed to produce a new sheep. 5 The nucleus is taken out of the somatic cell. | <ol style="list-style-type: none"> 6 The nucleus from sheep B and the egg cell from sheep A are joined using electricity. 7 The cell divides and grows into an embryo. 8 The embryo is put into female sheep C, who becomes the carrier of the clone. 9 The lamb is the clone of the donated cell from Sheep B which provided the nucleus. |
|--|---|

On the one hand, the whole scientific world followed the progress of the first successful clone, Dolly the sheep. The fact that she seemed to develop normally was very encouraging. Then came

the disturbing news that Dolly had become seriously ill. Cloning scientists were **cast down** to find that Dolly's illnesses were more appropriate to a much older animal. **Altogether** Dolly lived 15 six and a half years, half the length of the life of the original sheep. Sadly the same **arbitrary** fate affected other species, such as cloned mice. The questions that concerned all scientists were: "Would this be a major difficulty for all cloned animals? Would it happen forever? Could it be solved if **corrections** were made in their research procedure?"

On the other hand, Dolly's appearance raised a storm of **objections** and had a great **impact** on 20 the **media** and public imagination. It became controversial. It suddenly opened everybody's eyes to the possibility of using cloning to cure serious illnesses and even to produce human beings.

Although at present human egg cells and embryos needed for cloning research are difficult to **obtain**, newspapers wrote of evil leaders hoping to clone themselves to **attain** their ambitions. Religious leaders also raised **moral** questions. Governments became nervous and more 25 **conservative**. Some began to reform their legal systems and **forbade** research into human cloning, but other countries like China and the UK, continued to **accumulate** evidence of the abundant medical aid that cloning could provide. However, scientists still wonder whether cloning will help or harm us and where it is leading us.

Comprehending

1 Read the passage and answer these questions.

- 1 What are the two major uses of cloning?
- 2 Why is it easier to make commercial plant clones than animal clones?
- 3 What was the first clone from an adult animal? At what age did this clone die?
- 4 Why is cloning controversial in some countries?

2 Fill in the chart using the information from the reading passage. Add one reason of your own in each column.

Problems or dangers of cloning	Advantages of cloning

3 What do you think is the writer's point of view in this reading passage? Is it in favour of cloning or against it?

I think the writer is _____ because _____

Learning about Language

Discovering useful words and expressions

1 Complete the sentences using suitable words from the text. The first letter of each word has been given.

- 1 In many aspects natural clones, such as identical twins, do not d_____ greatly from man-made ones.
- 2 He was c_____ down when the procedure he had used to produce a mammal clone ended in failure.
- 3 Dust will a_____ in a deserted house.
- 4 Her memory is so excellent that she could remember the e_____ names of the **side roads** we passed on the way.
- 5 She was not a _____ pleased at the corrections he made to her work.
- 6 Grey decided to move to the countryside and his wife made no o_____ to it.
- 7 According to the **constitution**, it is **compulsory** for a citizen to u_____ military service.
- 8 The media has a m_____ responsibility to report news truthfully.

2 Replace the underlined parts with words that have the same meaning. Rewrite the sentence when necessary.

- 1 Compared with her family, and especially her nephew, her niece Daisy is very honest about her opinions.
- 2 The decisions of the conservative factory leaders that had been made without any reason caused anger among the workers.
- 3 Is the **opera** house in the **business** area of Beijing?
- 4 The producer of the media programme disagreed with Jennifer joining in the **chorus**.
- 5 Before you can make a **loaf**, you need to get some **flour**.
- 6 You **owe** the lady an apology. I will not allow you to leave unless you apologize for what you have done.

3 Complete the passage using the correct form of the words below.

complicated fate attain cast accumulate reform carrier

As Freddy the frog grew older, he only had one ambition left to _____ – to continue his career forever. To do this he thought that he would have to clone himself. The doctor explained that this was a _____ procedure that he should consider carefully. **Shortly** after Freddy did some research, he discovered the _____ of Dolly the sheep. It seemed as if a clone was a _____ of more weaknesses than its original. Freddy was _____ down and looked for some way to _____ the cloning procedure to avoid this problem. Sadly this seemed impossible. So Freddy made up his mind to enjoy his singing and to _____ as many happy experiences as he could so that when he **retired** he would be able to look back on his life with satisfaction.

Discovering useful structures

1 Look at these sentences. The phrase and clause underlined are used as the appositive. Can you find more sentences with the appositive in the reading passage?

- 1 Altogether Dolly lived six and a half years, half the length of the life of the original sheep.
- 2 The fact that she seemed to develop normally was very encouraging.

2 Read and translate the passage into Chinese. Underline the appositive phrases and clauses.

Dolly the sheep became a scientific breakthrough when the news that she had been born was announced in 1997. However, the problem that she later developed a serious lung disease **bothered** scientists. On 14th February 2003 scientists made the decision that Dolly should be put to sleep. Dolly's death, like her birth, **was bound to** raise worries. The fact that Dolly died when she was quite young disappointed people the world over. Scientists hold the belief that cloning may lead to many important scientific breakthroughs and medical treatments. But now the question comes to their minds, "Did she die young because she was a clone?" Besides that, there is also a fierce debate over the question whether human cloning experiments should be allowed. Scientists believe human cloning is just a matter of time but the **assumption** that human clones have already been born hasn't been proved yet.

3 Complete the following sentences with appositives in your own words.

- 1 I had no idea _____.
- 2 We heard the news _____.
- 3 John told the truth _____.
- 4 The law _____ has been passed in our country.
- 5 Charles agreed to the **regulation** _____.
- 6 Yesterday I was glad to get a message _____.
- 7 The fact _____ inspired all of us.
- 8 I got the impression _____.

* **4** The appositive is often used to clarify statements made by others. In pairs make a dialogue. One of you will make statements and the other will clarify it using the appositive.

EXAMPLE:

S: Did you see Lucy last night? She must have left home as she was wandering round the town at midnight.

S: The fact that she was wandering round the town at midnight does not mean she had left home for good.

S: But she got into a taxi late at night. Perhaps she was running away!

S: Nonsense. Didn't you hear the news that her mother was taken to hospital late last night?

S: Oh, I see. She must have gone to the hospital to see her mother.

Using Language

Reading, discussing and writing 

THE RETURN OF THE DINOSAURS?

The possibility of cloning fierce and extinct wild animals has always excited film makers. And they are not the only ones! The popularity of films such as *Jurassic Park*, in which a scientist clones several kinds of extinct dinosaurs, proves how the idea **struck** a mixture of fear and excitement **into people's hearts**. But in fact we are a long way from being able to clone extinct animals. Scientists are still experimenting with cloning mammals. This is because the cloning of mammals is still a new science and its story only began seriously in the 1950s as this list shows:



1950s cloning of frogs	1996 first clone of a mammal: Dolly the sheep
1970s research using the embryos of mice	2000 cow gave birth to a bison
1979 work on embryos of sheep and mice	2001 China's first cloned twin calves
1981 first experimental clones of mice	2002 first cloned cats
1983 first experimental clones of cows	2005 first cloned dog

...

From time to time people suggest that extinct animals like dinosaurs, can possibly be **brought back to life** through cloning. Unfortunately, with what we know now, this is either impossible or unsuitable. There are many reasons.

- The **initial** requirement is that you need perfect DNA (which gives information for how cells are to grow).
- All efforts of cloning an animal will be **in vain** if there is not enough diversity in the group to overcome illnesses. Diversity in a group means having animals with their genes arranged in different ways. The advantage is that if there is a new illness some of these animals may die, but others will survive and pass on the ability to **resist** that disease to the next generation. The great **drawback** to cloning a group of animals is that they would all have the same arrangement of genes and so might die of the same illness. Then none of them would be left to continue the species.
- It would be unfair to clone any extinct animals if they were to live in a zoo. A suitable habitat would be needed for them to lead a natural life.

Based on what we know now, you cannot clone animals that have been extinct longer than 10,000 years. Actually, dinosaurs disappeared 65,000,000 years ago. So the chance of dinosaurs ever returning to the earth is **merely** a dream.

1 Read the passage and answer the questions.





- 1 Why shouldn't you clone an extinct animal unless there is enough diversity in the group?

- 2 Why is it wrong to clone an extinct animal if it would live in a zoo?

2 What is your opinion of cloning? Give a reason.

3 Now in pairs discuss which extinct animals described below (which died out less than 10,000 years ago) are worth restoring by means of cloning. Choose one animal from the table below and use the information to help you argue why this animal should be restored to the earth.

May the best animal win!

Name and date when last seen	Information
Aurochs (1627) 	large wild cattle; long horns and hair; hair good for making into clothes; horns can be used for decoration ; need grasslands
Dodo bird (1755) 	unable to fly; friendly and not harmful; large eggs and tasty meat that could be developed for food; needs hot climate
Great auk (1844) 	very large bird that cannot fly; lives by and in the sea; feathers do not absorb water; useful for protecting clothes from water
Quagga (1883) 	skin looks like a zebra; can be used for decoration; meat very tasty; needs warm climate

4 When you have both agreed on one animal, make a list of your reasons for restoring it. Write a short report giving your reasons to persuade other people. You can use other information you acquire. Here is a list of the reasons and benefits of bringing the dodo back to life.

Let's bring the dodo back to life

The dodo is the most suitable animal to bring back to life. Here are the reasons.

- The aurochs is too large and grasslands are few.
- The great auk does not economically repay all the efforts needed to restore it.
- The quagga does not have enough appeal. It is too similar to the zebra to be worth the trouble of restoring it.
- The dodo became extinct fairly recently so its DNA is still **in good condition**.

Here are the benefits of restoring the dodo.

- It was a friendly animal and is about the size of a **turkey**.
- You could easily farm dodos and sell their feathers as decoration for hats. These can be dyed different colours and would look very pleasing.
- It has long but not sharp **claws** which cannot hurt children. It would make an ideal pet for a family and children will **adore** it.
- It produces large nutritious eggs which easily **hatch** into young dodos.

So I think the dodo would be the best choice to bring back to life both for pleasure and for food!

Listening and speaking



Is cloning cruel? Listen and see whether you agree with Xiao Qing or Rachel.

1 Read these statements before listening. Tick those that you hear.

- 1 Cloning will bring dead pets to life.
- 2 There were 627 experiments before Dolly was successfully cloned.
- 3 Cloning may help cure serious illnesses.
- 4 It's a dead end.
- 5 Dolly the sheep was "middle-aged" when she was born.
- 6 So your grandmother would be able to start her life all over again and live much longer.

2 Listen to the tape again and then work with a partner to fill in the chart.

Rachel's ideas about cloning	Xiao Qing's ideas about cloning
1	1
2	2
3	3
4	4

3 Whose ideas do you agree with? Get ready to have a class discussion. Think about the reasons for your point of view. Use your own ideas as well as those in the text. The expressions below may be helpful to you.

That's a good idea.

I support ... because

I agree with ... because

That's a great idea!

Your argument has convinced me because

Your ideas sound very encouraging to me.

I cannot accept your argument because

No, I can't agree with ... because

How can you believe that?

I would like to agree with you but

I don't care for your ideas because

No, that is not **reasonable** because

SUMMING UP

Content	I enjoyed learning about _____ 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

If you want to speak fluent English, you need to listen carefully to native speakers so that you can understand them. You might find this hard at first but it pays off when you come to speak. It will improve your accent and correct mistakes in your grammar. Meanwhile you will obtain a lot of information. So improve your confidence and your speaking ability by listening to native speakers' recordings over and over again. Repeat what they say out loud. The more you do this, the more you will find yourself becoming comfortable with the sound of the language.

Unit 3 Inventors and inventions

Warming Up

1 Look at the pictures below and discuss in pairs which pictures show inventions and which show discoveries.



An amphibious car



Stephenson's "Rocket"



DNA

Work out the rules that will help you decide what a discovery is and what an invention is.

A discovery is _____.

An invention is _____.

2 In pairs discuss any modern inventions that you know. Describe them to your partner and explain how they changed people's lives.

Pre-reading

Do you know the stages every inventor must go through before they can have their invention approved? Inventing is a scientific activity and so follows similar stages to those used in scientific research. Look at the list and work out a suitable order.

Applying for a **patent**

Finding a problem

Doing research

Testing the solution

Thinking of a creative solution

Deciding on the invention

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

As you read the following passage, check the order you wrote above to see whether it follows the correct stages in producing an invention.

Reading



THE PROBLEM OF THE SNAKES

When I **called up** my mother in the countryside on the telephone she was very upset. "There are some snakes in our **courtyard**," she told me. "Snakes come near the house **now and then**, and they seem to have made their home here, not far from the **walnut** tree. Can you get rid of them please?" I felt very proud. Here was a chance for me to **distinguish** myself by inventing something **merciful** that would catch snakes but not harm them. I knew my parents would not like me to hurt these living creatures!



The first thing I did was to see if there were any **products** that might help me, but there only seemed to be **powders** designed to kill snakes. A new approach was clearly needed. I **set about** researching the habits of snakes to find the easiest way to trap them. Luckily these reptiles are small and that made the solution easier.

Prepared with some research findings, I decided on three possible approaches: firstly, removing their habitat; secondly, attracting them into a trap using male or female **perfume** or food; and thirdly cooling them so that they would become sleepy and could be easily caught. I decided to use the last one. I bought an ice-cream maker which was made of **stainless steel**. Between the outside and the inside walls of the bowl there is some jelly, which freezes when cooled. I put the bowl into the fridge and waited for 24 hours. At the same time I prepared some **ice-cubes**.

The next morning I got up early before the sun was hot. I placed the frozen bowl over the snakes' habitat and the ice-cubes on top of the bowl to keep it cool. Finally I covered the whole thing with a large bucket. Then I waited. After two hours I removed the bucket and the bowl. The snakes were less active but they were still too fast for me. They **abruptly** disappeared into a **convenient** hole in the wall. So I had to adjust my plan.



For the second attempt I froze the bowl and the ice-cubes again but placed them over the snakes' habitat in the evening, as the temperature was starting to cool. Then as before, I covered the bowl with the bucket and left everything overnight. Early the next morning I returned to see the result. This time with great **caution** I bent down to examine the snakes and I found them very sleepy. But once picked up, they tried to bite me. As they were poisonous snakes, I clearly needed to improve my design again.

My third attempt repeated the second procedure. The next morning I carried in my hand a small net used for catching fish. This was in the **expectation** that the snakes would bite again. But monitored carefully, the snakes proved to be no trouble and all went according to plan. I collected the **passive** snakes and the next day we **merrily** released them all back into the wild.

Pressed by my friends and relations, I decided to **seize** the opportunity to get recognition for my successful idea by sending my invention to the patent office. Only after you have had that recognition can you say that you are truly an inventor.

The **criteria** are so strict that it is difficult to get new ideas accepted unless they are truly novel. In addition, no invention will get a patent if it is:

- a discovery
- a scientific idea or mathematical model
- literature or art
- a game or a business
- a computer programme
- a new animal or plant variety



Nor will you receive a patent until a search has been made to find out that your product really is different from everyone else's. There are a large number of patent examiners, too, whose only job is to examine whether your claim is **valid** or not. If it passes all the tests, your application for a patent will be published 18 months from the date you apply. So I have filled in the form and **filed** my patent application with the Patent Office. Now it's a matter of waiting and hoping. You'll know if I succeed by the size of my bank balance! Wish me luck!

Comprehending

1 Read the passage and answer the questions.

- 1 What was the mother upset about?
- 2 Why was the writer happy to help her mother?
- 3 What are the three creative steps that the writer takes to catch the snakes without hurting them?

- 4 Why did cooling make the snakes less active?

2 Discuss with your partner what the advantages might be of getting a patent.

- 3** In pairs look at these problems. Choose one and use the scientific stages to design a new invention to solve it. Remember to include one change to your invention in case it doesn't work the first time. If you want, you can choose your own problem for No 4.

Problem 1: The **ripe** apples on your apple tree are too high for you to reach. What can you invent to pick the apples in comfort?

Problem 2: You need to make a house but you only have **strings, glue**, fishing nets and many plastic bottles. How can you solve it?

Problem 3: You want to catch fish but not hurt them when you do so. Design a fishing rod that will solve this problem.

Problem 4:

Exchange your ideas with another pair and evaluate each other's ideas. Finally after more changes, be prepared to report your ideas to the class.

- 4** Now pretend you are a patent officer and it is your job to decide whether an application should be considered valid or not. Look at these inventions. Do you think they should get patents? Give your reasons.

- 1 Healthier meat:** In Japan scientists have managed to produce pigs that have a plant gene inserted into their DNA. This means the fat in the meat is better for human health. Should this method of inserting plant genes in animals be given a patent?
- 2 Helpful rats:** The "future rats" will be trained using a new computer program to clear landmines or join in the rescue of people after earthquakes or hurricanes. Do you think this training should get a patent?
- 3 Mapping the stars:** Scientists have found a new star system that is millions of light years away. This information is very important to astronomers. Do you think this should be given a patent?
- 4 A trap for insects:** You and your friends have invented a new way to prevent insects coming into the house without hurting them. They cannot enter the house and will be caught ready to be taken back to the wild. Do you think this should be given a patent?
- 5 New book:** I have written a new book and my publisher says it will be a best seller. Do you think it can be given a patent?

Learning about Language

Discovering useful words and expressions

1 In groups make word pairs with the same suffix. Add more of your own.

EXAMPLE: *n.* — *adj.* convenience convenient; independence independent

1 *n.* — *adj.*

_____ **cubic**; _____; mercy _____; _____;
 stain _____; _____; caution _____; _____

2 *v.* — *n.*

expect _____; _____; produce _____; _____;
 identify _____; _____

3 *adj.* — *v.*

_____ strengthen; _____; **freezing** _____; _____

2 Replace the underlined parts with words that have the same meaning. Rewrite the sentence when necessary.

- The **greengrocer** at the corner is probably the easiest and nearest to reach.
- If you want to apply for a credit card, you must provide officially acceptable **identification**.
- You need to approach that animal with great care as it may bite.
- She accepts everything during meetings and does not contribute to discussions at all.
- I found his phone number in the **directory** and tried to telephone him last night, but there was no reply. Later I found I **dialed** the wrong number.
- I don't think of my hometown very much, only sometimes.
- Luckily the **rainfall** stopped suddenly before I left.
- In a courtroom it is sometimes difficult to recognize who is **innocent** and who is guilty.

3 Complete the passage using the correct form of the words or phrase below.

file abruptly valid product seize perfume criterion set about

When I first applied for a patent I was very puzzled by the _____. I had produced a new type of lily. I was amazed when my application was _____ refused. The patent officer dealing with my _____ explained to me that a new plant variety is not a _____ invention as it is a result of adjusting growth scientifically. However, she suggested that I should produce a _____ from my new lily. With her encouragement, I decided to _____ the opportunity to make a real invention, so I _____ my studies on developing my _____, for which I hope I will succeed in applying for a patent.

4 Look at these pictures. Describe them to your partner using the words in the box.

merrily glue courtyard ladder walnut ripe bamboo stick



Discovering useful structures

- 1** Find and underline the sentences in the reading passage containing the past participle used as the attribute. Note its position – either before or after the noun.

EXAMPLE: ... but there only seemed to be powders designed to kill snakes.

- 2** Complete the following sentences by using the past participle of suitable verbs.

understand beat disappoint please sign embarrass

- We need another copy of the _____ agreement.
- He seemed _____ by the failure of his patent.
- She tried to make herself _____ while giving her talk.
- I was _____ to see our team _____ by a weaker team.
- My mother appeared _____ with the lanterns she had made.

- 3** Complete the passage using the correct form of the words below.

welcome develop design improve reject test adopt

If you want to be an inventor, you must have a plan _____ to solve a particular problem. This is not as easy as it sounds. Many ideas, _____ after weeks of research, may not prove successful. Many unsuccessful approaches are _____, and only the most creative and successful ones are _____. Each idea _____ by you will need to be _____ until it leads you closer to a new invention. Once this hard work has been completed and the patent committee has approved your design, you will find your new invention _____ on all sides.

- 4** Complete the sentences with objects from the left box and the past participle form of the verbs in the right box.

myself her paintings my time your bedroom
the play the car sausage some guests

burn tidy perform throw
take up display invite start

- We saw _____ on TV yesterday.
- He left the car lights on overnight and in the morning she couldn't get _____.
- Catherine wants _____ in the gallery.
- You'd better have _____ before I get home from work. It's in a mess.
- I felt _____ forward when the bus stopped.
- I won't have _____ with useless discussion.
- I cannot bear the smell of _____ on the barbecue.
- The host found _____ to the party were late because of traffic jams.

- * **5** Where would you like to live when you grow up? In pairs make a list of places and prepare to describe them to your partner using the past participle as the attribute, predicative or object complement.

EXAMPLE: I would like to live in a well-designed house surrounded by trees

Using Language

Reading



ALEXANDER GRAHAM BELL

Alexander Graham Bell was born in 1847 in Scotland, but when he was young his family moved to Boston, USA. His mother was almost entirely deaf, so Alexander became interested in helping deaf people communicate and in deaf education. This interest led him to invent the microphone. He found that by pressing his lips against his mother's **forehead**, he could make his mother understand what he was saying.

He believed that one should always be curious and his most famous saying was:

*"Leave the **beaten track** occasionally and **dive into** the woods. Every time you do you will be certain to find something that you have never seen before. Follow it up, explore all around it, and before you know it, you will have something worth thinking about to occupy your mind. All really big discoveries are the result of thought."*



It was this exploring around problems and his **dynamic** spirit that led to his most famous invention – the telephone in 1876. Bell never **set out** to invent the telephone and what he was trying to design was a multiple telegraph. This original telegraph sent a message over distances using Morse code (a series of **dots tapped** out along a **wire** in a particular order). But only one message could go at a time. Bell wanted to improve it so that it could send several messages at the same time. He designed a machine that would separate different sound waves and allow different conversations to be held at the same time. But he found the problem difficult to solve. One day as he was experimenting with one end of a **straw** joined to a deaf man's ear drum and the other to a piece of smoked glass, Bell noticed that when he spoke into the ear, the straw drew sound waves on the glass. Suddenly he had a flash of inspiration. If sound waves could be reproduced in a moving electrical **current**, they could be sent along a wire. In searching to improve the telegraph, Bell had invented the first telephone!

Bell was fully aware of the importance of his invention and wrote to his father:

"The day is coming when telegraph wires will be laid on to houses just like water or gas – and friends will talk to each other without leaving home."

The patent was given in 1876, but it was not until five days later that Bell sent his first telephone message to his assistant Watson. The words have now become famous:

"Mr Watson – come here – I want to see you."

Alexander Graham Bell was not a man to rest and he interested himself in many other areas of invention. He experimented with **helicopter** designs and flying machines. While searching for a kite strong enough to carry a man into the air, Bell experimented putting **triangles** together and discovered the tetrahedron shape. Being very **stable**, it has proved invaluable in the design of bridges.

Bell was an inventor all his life. He made his first invention at eleven and his last at seventy-five. Although he is most often **associated** with the invention of the telephone, he was indeed a continuing searcher after **practical** solutions to improve the quality of everybody's life.

Read the passage and answer the questions below.

- 1 What does Bell's saying mean to you?
- 2 What do you think led to his success as an inventor of the telephone?
- 3 What inventions did Bell make?
- 4 Why will he always be known as the inventor of the telephone?

Listening and speaking



Zhou Rui has decided to do a project on a living British inventor called James Dyson. So he telephoned Dyson's company in England to interview one of its engineers about the great man's ideas.

1 Before listening, choose a machine you use every day and think about what you would do to improve it. Would you change the shape, the size or the motor? Discuss with your partner and be prepared to tell the class.

2 Listen to the tape and tick the words you hear.

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> washing machine | <input type="checkbox"/> drum | <input type="checkbox"/> refrigerator |
| <input type="checkbox"/> bicycle | <input type="checkbox"/> carpet cleaner | <input type="checkbox"/> court |

3 Listen again and make notes on James Dyson's invention.

Object	The problem	James Dyson's improvement
Washing machine		

4 You want to apply for a job in James Dyson's company. So you ring up one of his engineers to ask what kind of person he needs. Remember to ask for as much information as you can. Here are some phrases that may be useful for you to make a telephone call.

Which **extension** ..., please?

Hold the line, please.

I'm sorry, but this phone is **out of order**.

Sorry. He/She isn't here right now.

I'll ring him/her up again.

Hang on, please.

Can I speak to ..., please?

Just a moment, please.

I can't **get through**.

Can I **ring back** later?

I must **ring off** now because ...

Writing

Now write a letter to James Dyson asking him for a job at his company. Here is a model to help you. When you finish your letter, revise it and make a final **version**.

<p>Dear Mr Dyson, I would like to apply to become an assistant in your company.</p> <p>I expect to get a Master's degree in mechanical engineering from Beijing University in 2008. In the past few years, I have got experience in designing new projects and developed good professional competence in my subjects.</p> <p>I worked in my holidays for a company that designed engines for jeeps. I helped them design several parts of the new engine. It made me think I would like to work in a real inventor's company.</p> <p>I understand that I have the qualifications and experience that you need for the personnel in your company. I would be grateful if you would consider employing me in your company.</p> <p>Yours sincerely, Liu Xue</p>	<p>← Begin the letter this way</p> <p>← Reason for writing</p> <p>← Personal details: Qualifications + how good and competent you are as a student</p> <p>← Work experience + why you want this particular job</p> <p>← Finish the letter in this formal way</p> <p>← End the letter this way</p> <p>← Applicant's signature</p>
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SUMMING UP

Content	I enjoyed learning about 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

Never be afraid to make mistakes. Even a successful inventor makes many experiments that end in failure. Failure reveals where true success is found. Joy replaces pain when the goal is attained. If you want to find out more about being an inventor,

- read some biographies of famous inventors;
- find out how they overcame problems.

Give a talk about your chosen inventor to your class. Preparation for the talk will help you learn more about inventors and inventions.

Unit 4 Pygmalion

Warming Up

This play by George Bernard Shaw is an **adaptation** of a **classic** Greek story. Do you know the story? If not, look at the pictures and the **captions** below them and try to work out the story and tell it to your partner.



1 Pygmalion, a gifted artist, makes a stone statue of a beautiful woman.



2 He asks the Greek Goddess to bring her to life.



3 His wish is granted.

Pre-reading

- 1 This play was also made into a film called *My Fair Lady*. Have you seen the film? If you have, did you like it? Give your reasons.
- 2 The play by Shaw has the same theme as the Greek story. In pairs discuss what this theme might be.
- 3 Read the information on the main characters below. Think a minute of a possible **plot**. Then begin to read the play and see whether you have got the right idea.

Reading



PYGMALION

MAIN CHARACTERS:

Eliza Doolittle (E): a poor flower girl who is ambitious to improve herself

Professor Higgins (H): an expert in phonetics, convinced that the quality of a person's English decides his/her position in society

Colonel Pickering (CP): an officer in the army and later a friend of Higgins' who sets him a task

Act One

FATEFUL MEETINGS

11:15 pm in London, England in 1914 outside a theatre. It is pouring with rain and cab whistles are blowing in all directions. A man is hiding from the rain listening to people's language and watching their reactions. While watching, he makes notes. Nearby a flower girl wearing dark garments and a woollen scarf is also sheltering from the rain. A gentleman (G) passes and hesitates for a moment.

E: Come over 'ere, cap'in, and buy me flowers off a poor girl.

G: I'm sorry but I haven't any change.

E: I can giv'ou change, cap'in.

G: (surprised) For a pound? I'm afraid I've got nothing less.

E: (hopefully) Oah! Oh, do buy a flower off me, Captain. Take this for three pence. (holds up some dead flowers)



G: (uncomfortably) Now don't be troublesome, there's a good girl. (looks in his wallet and sounds more friendly) But, wait, here's some small change. Will that be of any use to you? It's raining heavily now, isn't it? (leaves)

E: (disappointed at the outcome, but thinking it is better than nothing) Thank you, sir. (sees a man taking notes and feels worried) Hey! I ain't done nothing wrong by speaking to that gentleman. I've a right to sell flowers, I have. I ain't no thief. I'm an honest girl I am! (begins to cry)

H: (kindly) There! There! Who's hurting you, you silly girl? What do you take me for? (gives her a handkerchief)

E: I thought maybe you was a policeman in disguise.

H: Do I look like a policeman?

E: (still worried) Then why did 'ou take down my words for? How do I know whether 'ou took me down right? 'ou just show me what 'ou've wrote about me!

H: Here you are. (hands over the paper covered in writing)

E: What's that? That ain't proper writing. I can't read that. (pushes it back at him)

H: I can. (reads imitating Eliza) "Come over 'ere, cap'in, and buy me flowers off a poor girl." (in his own voice) There you are and you were born in Lisson Grove if I'm not mistaken.

E: (looking confused) What if I was? What's it to you?

CP: (has been watching the girl and now speaks to Higgins) That's quite brilliant! How did you do that, may I ask?

H: Simply phonetics studied and classified from people's own speech. That's my profession and also my hobby. You can place a man by just a few remarks. I can place any spoken conversation within six miles, and even within two streets in London sometimes.

CP: Let me congratulate you! But is there an income to be made in that?

H: Yes, indeed. Quite a good one. This is the age of the newly rich. People begin their working life in a poor neighbourhood of London with 80 pounds a year and end in a rich one with 100 thousand. But they betray themselves every time they open their mouths. Now once taught by me, she'd become an upper class lady ...

CP: Is that so? **Extraordinary!**

H: (*rudely*) Look at this girl with her terrible English: the English that will **condemn** her to the gutter to the end of her days. But, sir, (*proudly*) once educated to speak **properly**, that girl could **pass herself off** in three months as a duchess at an **ambassador's** garden party. Perhaps I could even find her a place as a lady's maid or a shop assistant, which requires better English.



E: What's that you say? A shop assistant? Now that's sommat I want, that is!

H: (*ignores her*) Can you believe that?

CP: Of course! I study many Indian dialects myself and ...

H: Do you indeed? Do you know Colonel Pickering?

CP: Indeed I do, for that is me. Who are you?

H: I'm Henry Higgins and I was going to India to meet you.

CP: And I came to England to **make your acquaintance!**

E: What about me? How'll you help me?

H: Oh, take that. (*carelessly throws a handful of money into her basket*) We must have a celebration, my dear man. (*leave together*)

E: (*looking at the collected money in amazement*) Well, I never. A whole pound! A **fortune!** That'll help me, indeed it will. Tomorrow I'll find you, Henry Higgins. Just you wait and see! All that talk of (*imitates him*) "**authentic** English" ... (*in her own voice*) I'll see whether you can get that for me ... (*goes out*)

Comprehending

1 Read Act One of the play and then answer these questions.

- 1 What is the name of the man hiding from the rain?
- 2 Why is Eliza frightened of him at first?
- 3 Where has Colonel Pickering been living and what has he studied?
- 4 Who is Henry Higgins anxious to meet and why?
- 5 What is Eliza's ambition and what does she decide to do about it?
- 6 Can you recognize each character's social position by their behaviour and language? Is he or she from the upper class, middle class or lower class? Give your reasons.

2 The social position of each character influences the way they behave to each other. **Generally speaking**, people are more polite to those who they think are of a higher social class (H) and less polite to those they consider are members of a lower class (L). Is this true of the characters in Shaw's play? Give your evidence in the chart below.

Relationships between characters	Evidence from the play
Henry Higgins:	1
1 Attitude towards Colonel Pickering (H)	
2 Attitude towards Eliza (L)	2
Is the statement above true?	
Colonel Pickering:	1
1 Attitude towards Henry Higgins (H)	
2 Attitude towards Eliza (L)	2
Is the statement above true?	
Eliza:	1
1 Attitude towards Henry Higgins (H)	
2 Attitude towards Colonel Pickering (H)	2
Is the statement above true?	

3 What other things show one's **status** in society apart from how one speaks?

4 Choose those adjectives in the list which best describe each character in the play. In pairs discuss them and then place them in the boxes below. Some can be used more than once.

impatient kind polite rude confident anxious eager enthusiastic
emotional self-important ambitious generous unsure **superior** dynamic

Henry Higgins

Colonel Pickering

Eliza

5 Suppose you have a chance to help Eliza improve her use of the English language. Correct all these sentences **in terms of** grammar, spelling, etc, so that she can use them properly.

1 Come over 'ere, cap'in, and buy me flowers off a poor girl.

2 I ain't done nothing wrong by speaking to that gentleman.

3 I thought maybe you was a policeman in disguise.

4 How do I know whether 'ou took me down right?

5 A shop assistant? Now that's sommat I want, that is!

Learning about Language

Discovering useful words and expressions

1 Look at the meanings and identify the words from the unit. Then find them in the word square.

- 1 words printed above or below a picture
- 2 a piece of clothing
- 3 high sound made by blowing air with your mouth
- 4 made of wool
- 5 nervous pause before saying sth
- 6 causing problems
- 7 leather purse
- 8 final result of sth
- 9 strongly disapprove or punish
- 10 extremely clever or very bright
- 11 something written in a different form
- 12 someone who steals sth or **robs** sb

w	h	i	s	t	l	e	w	u	r	b	a
a	d	a	p	t	a	t	i	o	n	r	s
l	o	b	q	c	z	l	e	b	s	i	t
l	a	p	d	g	e	n	m	w	v	l	z
e	q	z	c	a	p	t	i	o	n	l	c
t	m	u	q	r	d	f	y	o	x	i	f
h	r	x	e	m	g	c	w	l	d	a	h
i	t	y	n	e	o	i	s	l	g	n	e
e	v	s	o	n	l	u	h	e	j	t	s
f	z	k	d	t	g	j	t	n	n	z	i
q	y	e	i	h	p	a	v	e	g	p	t
p	m	w	s	u	j	h	m	k	o	q	a
n	v	x	i	l	o	p	y	f	e	m	t
l	t	r	o	u	b	l	e	s	o	m	e

2 Complete the passage using the correct form of the words below.

handful upper betray status mistaken fortune
plot pass classic classify superior

George Bernard Shaw was interested in the way people spoke. He argued that he was never _____ about a person's _____. Generally speaking, he thought that lower class people _____ themselves with their remarks whenever they spoke, and that he could _____ people's social position after only a few minutes' observation. However, he never put himself to the test like Henry Higgins and tried to _____ someone of the lower class off as an authentic member of the _____ class. Higgins thought that a _____ social position was more dependent on grammar and pronunciation than on a person's _____. Actually his view was only accepted by a _____ of his followers. These people never realized that this idea would form the _____ for one of Bernard Shaw's most famous and _____ plays!

3 Complete these sentences using the correct form of the phrases below.

in return in disguise in amazement in delight in particular

- 1 The man we thought was a policeman was actually a thief _____.
- 2 As he accepted the prize for his adaptation of a novel for TV, Li looked around him _____.
- 3 She stared at the priceless **antique** ring _____.
- 4 It was such a wonderful play – I enjoyed the music _____.
- 5 He gave me a **musical** box at my birthday party and I gave him a wonderful new coat _____.

Then make a list of more similar phrases that you have learned.

Revising useful structures

- 1** The past participle is sometimes used as the adverbial. It gives more information about the verb in a sentence.

EXAMPLE:

Once educated to speak properly, that girl could pass herself off in three months as a duchess.

Please find one more example from the *Reading* and make up two of your own.

- 2** Correct the errors in the following sentences. Then check with a partner.

- 1 Being taught by the two gentlemen, great progress was made by Eliza.
- 2 Having been awarded so many prizes in literature, George's years of effort was well deserved.
- 3 Bitten by the snake in the bush, we sent Susan back to the camp.
- 4 Being punished by his boss, his mood was very bad.
- 5 All his possession has gone, having been cheated by that company.
- 6 Found a hole in her **stocking** Mandy said to her friend, "I will buy another pair and meet you in two hours' time."
- 7 Been forced to leave his job, he set up his own company.
- 8 Having been caught, the police took the thief to the police station.

- 3** Complete the following passage with suitable words below, in the form of either the present or past participles. Some verbs may be used more than once.

determine force accept know disappoint train speak

Eliza was a flower girl _____ to succeed and be independent of her family. _____ to earn money herself because her family was poor, she dreamed of working in a proper flower shop. _____ it was impossible to be _____ in that profession if she did not speak correct English, she asked Professor Higgins to give her lessons. But after her first lesson, she was _____ because Professor Higgins was so impatient with her. However, Eliza did not give up that easily. _____ for several months, Eliza began to speak in a more attractive accent. In time her _____ English became so pleasant that she became _____ as "the London songbird" because of her beautiful pronunciation. Before long she had been accepted into the highest ranks of society.

- * **4** Describe one of the most beautiful or interesting places you know of or remember. Make a short speech and be careful to use the past participle as the adverbial in your talk.

EXAMPLE:

*I remember a temple outside Beijing as one of the most beautiful buildings I have ever visited. Being set among many lovely trees, the Buddhist temple is calm and peaceful. Its walls, having been decorated by red paint, appear more attractive. Placed inside the rooms, statues of Gods seem to guard the large sleeping Buddha. Believers of **Buddhism** still come here nowadays for their religious services. Having rested there for several hours, I felt refreshed and ready to go back to Beijing.*

Using Language

Reading and acting



Act Two, Scene 1

MAKING THE BET

It is Ham in Henry Higgins' house the next day. Henry Higgins and Colonel Pickering are sitting deep in conversation.

H: Do you want to hear any more sounds?

CP: No, thank you. I rather fancied myself because I can pronounce twenty-four distinct vowel sounds; but your one hundred and thirty beat me. I can't distinguish most of them.

H: *(laughing)* Well, that comes with practice.

There is a knock and Mrs Pearce (MP), the housekeeper, comes in with **cookies**, a **teapot**, some **cream** and two cups.

MP: *(hesitating)* A young girl is asking to see you.

H: A young girl! What does she want?

MP: Well, she's quite a common kind of girl with dirty **nails**. I thought perhaps you wanted her to talk into your machines.

H: Why? Has she got an interesting accent? We'll see. **Show her in**, Mrs Pearce.

MP: *(only half resigned to it)* Very well, sir. *(goes downstairs)*

H: This is a bit of luck. I'll show you how I make records on **wax disks** ...

MP: *(returning)* This is the young girl, sir. *(Eliza comes into the room shyly following Mrs Pearce. She is dirty and wearing a shabby dress. She curtsies to the two men.)*

H: *(disappointed)* Why! I've got this girl in my records. She's the one we saw the other day. She's no use at all. Take her away.

CP: *(gently to Eliza)* What do you want, young lady?

E: *(upset)* I wanna be a lady in a flower shop 'stead o' selling flowers in the street. But they won't take me 'less I speak better. So here I am, ready to pay him. I'm not asking for any favours – and he treats me like dirt.

H: How much?

E: *(happier)* Now yer talking. A lady friend of mine gets French lessons for two shillings an hour from a real Frenchman. You wouldn't have the face to ask me for the same for teaching me as yer would for French. So I won't give yer more than a shilling.

H: *(ignoring Eliza and speaking to Pickering)* If you think of how much money this girl has – why, it's the best offer I've had! *(to Eliza)* But if I teach you, I'll be worse than a father.

CP: I say, Higgins. Do you remember what you said last night? I'll say you're the greatest teacher alive if you can pass her off as a lady. I'll be the **referee** for this little bet and pay for the lessons too ...

E: *(gratefully)* Oh, yer real good, yer are. Thank you, Colonel.

H: Oh, she is so deliciously low. *(compromises)* OK, I'll teach you. *(to Mrs Pearce)* But she'll need to be cleaned first. Take her away, Mrs Pearce. Wash her and burn her **horrible** clothes. We'll buy her new ones. What's your name, girl?

E: I'm Eliza Doolittle and I'm clean. My clothes went to the **laundry** when I washed last week.



MP: Well, Mr Higgins has a **bathtub** of his own and he has a bath every morning. If these two gentlemen teach you, you'll have to do the same. They won't like the smell of you otherwise.

E: (*sobbing*) I can't. I dursn't. It ain't natural and it'd kill me. I've never had a bath in my life; not over my whole body, neither below my **waist** nor taking my **vest** off. I'd never have come if I'd known about this **disgusting** thing you want me to do ...

H: **Once more**, take her away, Mrs Pearce, immediately. (*Outside Eliza is still weeping with Mrs Pearce*) You see the problem, Pickering. It'll be how to teach her grammar, not just pronunciation. She's **in need of** both.

CP: And there's another problem, Higgins. What are we going to do once the experiment is over?

H: (*heartily*) Throw her back.

CP: But you cannot **overlook** that! She'll be changed and she has feelings too. We must be practical, mustn't we?

H: Well, we'll deal with that later. First, we must plan the best way to teach her.

CP: How about beginning with the **alphabet**. That's usually considered very effective ... (*fades out as they go off stage together*)

Rewrite these sentences using correct English.

- 1 I wanna be a lady in a flower shop 'stead o' selling flowers in the street.
- 2 Now yer talking. ... You wouldn't have the face to ask me for the same for teaching me as yer would for French.
- 3 I can't. I dursn't. It ain't natural and it'd kill me.

Listening and speaking



1 Before you listen to Act Two, Scene 2, discuss in groups of four what you need to do to change Eliza into a lady. Make a list and then think about how you will make each change. Then prepare to present your ideas to the class.

2 Now listen to the tape and answer the following questions.

- 1 Check the list of changes you suggested. Are they the same as Professor Higgins'?
- 2 Does Professor Higgins concentrate on her pronunciation or her grammar? Do you think he is correct? Give a reason.
- 3 What do you think of his teaching methods? Would you like to be taught by him? Why?



3 Listen to the tape a second time and fill in the chart. Think about how you would evaluate Eliza's progress.

	What Eliza got right	What still needs to be improved
Pronunciation		
Grammar		

Speaking and writing

- 1** In pairs discuss how Eliza felt after her first lesson and what Mrs Pearce would have said to comfort her. Do you think Henry Higgins and Colonel Pickering would want to teach or behave differently in the second lesson? These expressions may help you in your discussion.

I wonder whether

Is it possible that ...?

Do you know if ...?

Perhaps/Maybe, but

What do you think of this idea?

Do you really think that's true?

I think it's because

Why do you think Higgins felt like that?

How did you feel about your first lesson?

What do you think would make Eliza happier?

Mrs Pearce would comfort/encourage her by

Why do you think so?

- 2** Now in pairs use the ideas suggested in the previous exercise and write a scene in which Professor Higgins gives Eliza her second lesson. Think about what qualities a good teacher should have and how the teaching could be improved. You may begin like this:

Act Two, Scene 3

(Professor Higgins is waiting for Eliza to come to their second lesson. He looks up and smiles as she enters the room.)

HIGGINS: Ah, Eliza. Ready today for our second lesson?

ELIZA: (slowly and carefully) Ye-es ...

SUMMING UP

Content	I enjoyed learning about 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

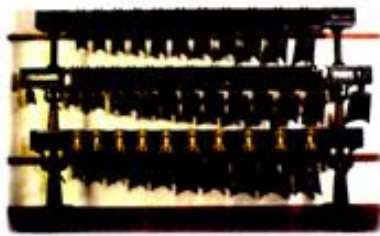
Try reading a play aloud with your friends for fun. You can learn a lot of idiomatic English that way and have a lot of fun as well! It will also help you understand the story better and enjoy the acting more. Find some easy versions of classic plays by well-known playwrights. Read them aloud in groups. It is a very effective way to learn the language and improve your pronunciation and intonation.

Unit 5

Meeting your ancestors

Warming Up

- 1 In pairs, try to identify these objects. Discuss what they were made of and explain their use. Who do you think used them? Can you think of the **alternatives** we would use today?



- 2 When you have come to a conclusion, fill in the chart below. Then report to the class.

Its name	What it was made of	Its use	Today's alternative
1			
2			
3			
4			

Pre-reading

Archaeologists study early people by examining the objects they used. Look at the pictures in the reading passage and think about what kind of life Peking Man lived? Did they suffer from cold, **starvation** or disease? Make a **tentative** guess about what Peking Man may have done and used thousands of years ago. Compare their life with ours today. Then read the passage to see how accurate you were.



	Modern people	Peking Man	Accuracy
Place for living			
Furniture			
Entertainment			
Food			
Clothing			

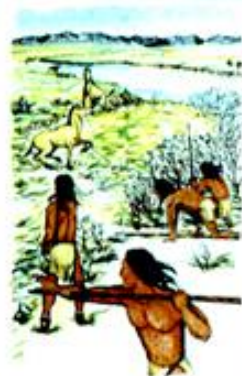
Reading



A VISIT TO THE ZHOUKOUDIAN CAVES

A group of students (S) from England has come to the Zhoukoudian caves for a visit. An archaeologist (A) is showing them round.

A: Welcome to the Zhoukoudian caves here in China. It is a great pleasure to meet you students from England, who are interested in archaeology. You must be aware that it's here that we found evidence of some of the earliest people who lived in this part of the world. We've been excavating here for many years and ...



Life of a hunter

S: I'm sorry to **interrupt** you but how could they live here? There are only rocks and trees.

A: Good question. You are an **acute** observer. We have found human and animal bones in those caves higher up the hill as well as tools and other objects. So we think it is reasonable to **assume** they lived in these caves, **regardless of** the cold.

S: How did they keep warm? They couldn't have **mats**, blankets or **quilts** like we do. It must have been very uncomfortable.

A: We've discovered fireplaces in the centre of the caves where they made fires. That would have kept them warm, cooked the food and scared wild **beasts** away as well. We have been excavating layers of ash almost six metres thick, which suggests that they might have kept the fire burning all winter. We haven't found any doors but we think they might have hung animal skins at the cave mouth to keep out the cold during the freezing winter.

S: What wild animals were there all that time ago?

A: Well, we've been finding the bones of tigers and bears in the caves, and we think these were their most dangerous enemies. Now what do you think this tells us about the life of these early people? (*shows picture of a sewing needle*)



Needle and thread

S: Gosh! That's a needle. Goodness, does that mean they repaired things?

A: What else do you think it might have been used for?

S: Let me look at it. It's **at most** three **centimetres** long. Ah yes, it seems to be made of bone. I wonder how they made the hole for the ...

S: (*interrupting*) Do you mean that they made their own clothes? Where did they get the material?

A: They didn't have material like we have today. Can you guess what they used?

S: Wow! Did they wear clothes made entirely of animal skins? How did they prepare them? I'm sure they were quite heavy to cut and sew together.

A: Our evidence suggests that they did wear clothes made from animal skins. We continue discovering tools that were **sharpeners** for other tools. It seems that they used the **sharpened** stone tools to **cut up** animals and remove their skin. Then smaller scrapers were probably used to remove the fat and meat from the skin. After that they would rub an **ample** amount of salt onto the skin to make it soft. Finally, they would cut it and sew the pieces together. Quite a difficult and **messy**

task! Now look at this. (*shows a necklace*)

S: Why, it's a **primitive** necklace. Did early people really care about their appearance like we do? It's lovely!

A: Yes, and so well preserved. What do you think it's made of?

S: Let me see. Oh, I think some of the beads are made of animal bones but others are made of shells.

A: How clever you are! One bone is actually an animal tooth and the shells are from the seaside. Can you identify any other bones?

S: This one looks very much like a fish bone. Is that reasonable?

A: Yes, indeed, as the **botanical analyses** have shown us, all the fields around here used to be part of a large shallow lake. Probably there were fish in it.

S: But a lake is not the sea. We are miles from the sea, so how did the **seashells** get here?

A: Perhaps there was trade between early peoples or they travelled to the seaside on their journeys. We know that they moved around, following the herds of animals. They didn't grow their own crops, but picked fruit when it **ripened** and hunted animals. That's why they are called hunters and gatherers. Now, why don't we go and visit the caves?



A necklace of animal teeth and shells

40

45

50

Comprehending

1 Read the passage and answer the questions.

- 1 Why have the English students come to the Zhoukoudian caves?
- 2 Where did early people live?
- 3 How did early people keep warm?
- 4 What did they use for doors?
- 5 What did they eat?

2 Write down three ways in which the life of early people differs from your own. Use the information from the reading passage to help you with each **category**.

Homes: _____

Tools: _____

Clothes: _____

3 Read the conversation again and find out the three topics that the archaeologist talked about.

Topic 1	
Topic 2	
Topic 3	

Then use this information to write a brief introduction.

Learning about Language

Discovering useful words and expressions

1 Complete the passage using the correct form of the words and phrase below.

alternative sharpen identify regardless of aware
excavation assume ample primitive due

Davidson Black was a Canadian doctor who organized the _____ that led to the discovery of the bones in the Zhoukoudian caves near Beijing. He was a specialist in the study of bones and it was his ambition to find and _____ bones of early humans. His university was _____ of the **significance** of his work. At first they gave him _____ time to do this research, but later they realized he was prepared to pursue it _____ his students' needs and his teaching career, so they forbade him to travel there any more. It was his assistant, Pei Wenzhong, who made the discovery of these _____ bones and _____ stone tools. **Somehow** he cycled thirty miles to Dr Black because there was no _____ means of transport. Dr Black _____ this discovery would change the way academics thought about early people in China. He knew that his success was almost entirely _____ to his assistant's **systematic** hard work.



2 Complete these sentences using the correct form of the phrases below.

on behalf of in spite of regardless of ahead of because of instead of

- Nobody has the right to **spit** in the street _____ their social position or age.
- _____ the song's popularity, the band **deleted** it from their new **album** as they failed to find one who could sing it well enough.
- Sophie got a bad **scratch** from her cat _____ her carelessness while playing with it.
- Sam made a tentative guess that six months of his flying course lay _____ him.
- The vice president gave a welcome speech _____ the **Academy** of Arts at the exhibition.
- The guest waited patiently at the **receptionist's** desk _____ interrupting the meeting.

3 Complete these sentences with words or phrases from the text. Make sure to use the correct form.

- Since the famine broke out, the number of people dying of _____ has been increasing.
- The doctor's _____ stated that she has suffered from _____ anxiety for a long time.
- This is really a _____ bookshelf and I think you should organize it well and put the books in _____.
- Do you know the best way to stop crying when _____ **onions**?
- I will pay just 120 yuan for the quilt _____ because I only have that much in my wallet.
- This table mat is ten square _____, and you can get a dozen for only one dollar.

Discovering useful structures

- 1** Look at the following sentence where the present perfect continuous tense is used.

EXAMPLE: *We have been excavating here for many years and ...*

Now find one more example from the reading passage.

Please refer to page 95 and find the meaning of the present perfect continuous tense.

- 2** In pairs, take turns to read each statement and turn it into a question using the present perfect continuous tense. The words in brackets may help you.

EXAMPLE: *S: Mrs Smith learned to drive three years ago. (how long)*

S: How long have you been driving, Mrs Smith?

- 1 Sam has just finished learning to fly an airplane in a six-month course. (how long)
- 2 He swam till he felt very tired. He has just stepped out of the swimming pool. (how long)
- 3 The nurses in the **kindergarten** have been busy looking after the sick children all day. (what)
- 4 They have argued with each other for years about the best way to grow potatoes. (what)
- 5 Sales of washing machines have been increasing this year. (why)
- 6 Jiao Yang uses a particular kind of washing powder that makes his clothes clean and soft. (what)
- 7 The poor girl has been collecting seashells to make a living. (why)
- 8 Philip started to ride a **skateboard** at the age of six. (how long)

- 3** Xiao Ping (XP) is interviewing the film star, Pitt Rivers (PR). In pairs take turns to play the part of Pitt Rivers. See who can complete the answers in the most interesting way using the context. Perform your dialogue to the class.

XP: What have you been doing recently?

PR: I've been ...

XP: Oh, I see! Where did you go for your holiday?

PR: I ...

XP: Sounds great! Have you made arrangements for your next film? Do you mind telling what your next film is about?

PR: Well, it's a story about ...

XP: That sounds interesting. Where and when will you film it?

PR: It'll be filmed in ... and ...

XP: I'm sure your fans will love that. By the way, why have you been so private?

PR: Well, I'm **fed up with** all the attention and ...

XP: I quite understand. Thank you so much for your time.

PR: My pleasure.

- * **4** Choose a classmate in your class. Describe what he/she likes to do in daily life, where he/she lives, what he/she did, has done or has been doing, what you think he/she will do after graduating from school. Read your descriptions to your group or the class to see if they can identify the person.

Using Language

Listening and discussing



The work on early people depends on the dates given to the bones that are found. If the dates are wrong, all the data about early people may also be wrong. So Zhou Heping is very interested to find out how archaeologists make sure that their dates are accurate.



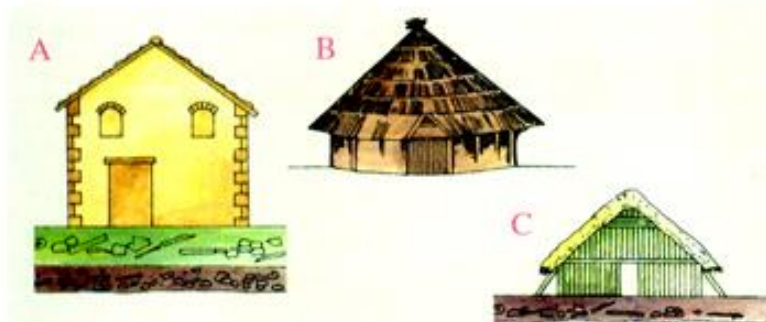
The wastepaper basket

1 Listen to Part 1 of the tape and try to understand “the wastepaper basket” diagram on the right and fill in the layers.

2 Listen to Part 2 and complete the passage below.

It uses **radioactivity** to measure the amount of _____ in living things. The _____ in a dead body _____ at a _____ rate. We know how long that takes, so we can measure the amount of _____ and _____ how old a bone is.

3 Look at this archaeological drawing of a section showing buildings at different times and work out the order in which they were built. Write your answer below and check with your partner. Remember to give a reason for your answer in your discussion.



1 The oldest _____

2 The second oldest _____

3 The most recent _____

Reading



1 Read the passage and find out what the possible work **division** was between men and women in primitive societies and fill in the chart below.

Men's tasks		Women's tasks	
1		1	
2	Fishing	2	
3		3	
4		4	Preparing food
5		5	

THE FEAST: 18,000 BC

Worried about the preparations for her feast, Lala quickly turned for home with her collection of nuts, **melons** and other fruit. It was the custom of family groups to separate and then gather again at different sites for reunions as they followed the animal herds across the grasslands. A **wrinkle** appeared on her forehead. If only it could be just like last year! At that time she had been so happy when Dahu chose her as the future mother of his children. He was the best toolmaker in the group and it was a great honour for her to be chosen. She remembered the blood **pulsing** through her veins. She had felt so proud as the group shouted loudly to **applaud** his choice. If only she had **looked ahead** and planned better this year! Then she wouldn't have been feeling so worried now.



Having heard wolves **howling** in the forest, Lala **accelerated** her walk up the path to the caves fearing that there might be wild beasts lying in wait for her. She had no man with his **spear** to protect her. She had almost reached her destination when a delicious smell **arrested** her progress and she stopped. So the men had brought home the meat for the feast! The smell of cooking meat filled the air surrounding her, and her senses became **dizzy** with hunger. She could see her mother and the older children preparing the deer and pig meat over the fire. Her aunts were making clothes with animal skins. Abruptly she sat down, only to be scooped up by her laughing, shouting sister, Luna. Lala smiled with relief. It was good to have her family around her.

Just then a tall man came up behind her. He had a large, square face, with strongly pronounced eyebrows and cheekbones. Over his shoulder he carried several fish and some pieces of wood under his arm. Lala smiled and handed some stone scrapers over to Dahu, who smiled and went outside the cave to begin his task.

First he looked carefully at the scrapers and then went to a corner of the cave and pulled out some more tools. They were in a pile with other sharp arrowheads and stone axe-heads. He chose one large stone and began to use it like a **hammer** striking the edge of the scraper that needed sharpening. Now and then Dahu would stop, look at it and try it against his hand before continuing his task. He stopped when he felt the scrapers were sharp enough to cut up the meat and scrape the fish. As he passed them to Lala, the first of the guests from the neighbouring caves began to arrive for dinner. Lala's spirits rose. Yes, it was going to be just as wonderful as last year! She smiled to herself **gaily** and went out of the cave to welcome her friends and neighbours.

2 In pairs work out which jobs Dahu did and which Lala did.

3 Now look closely at the tasks before and discuss which adjectives best describe each of them. Give your reasons.

caring tough protective dangerous safe useful
co-operative patient individual exhausting skilful

4 Then consider using the reading passage to find out:

- when they work co-operatively and when they do tasks alone
- who does the most dangerous tasks
- where the danger comes from
- whether the tasks are shared fairly between men and women

Speaking and writing

1 Look at these objects. They were found during an excavation in the Sanxingdui Ruins. Suppose you work in a museum and your job is to describe the objects as they are brought to the museum.



2 In pairs discuss what these objects were possibly used for? All the objects are from the same excavation site in Sanxingdui and can be **dated back** to between 3,000 and 5,000 years ago. Then write a description for the guidebook of the Sanxingdui Ruins. You should include:

- the name of the site where the four objects were found and their possible dates
- a description of each including appearance, shape and a guess about the material it was made of
- what each might be used for
- what we can learn from these objects about the people who lived then

You may find these expressions useful.

It looks like ...

How large do you think it is?

It may be used as/for ...

It could be made from ...

It could be ... because ...

Is there any ... on the ...?

Is it in good/poor condition?

What do you think it is?

3 Write a paragraph about one of the objects. Remember to check your own work for correct grammar, spelling and **punctuation**. Use headings to organize your writing. This model on the bronze tree may help you.

Name: bronze tree

Found: at Sanxingdui archaeological site

Date: between 3,000 and 5,000 years old

Material: It is made of bronze.

Description: It is 395 cm high and looks like a small tree. Each branch has three kinds of fruit. One fruit is a peach. It is in good condition.

Use: It might have religious meaning and be used in worship of Gods of harvest.

What we can learn: The people had a high level of craftsmanship. They might also believe in a nature religion. This object does not have a practical purpose, which shows that the people had a quite high standard of living and culture of their own.

SUMMING UP

Content	I enjoyed learning about 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

In archaeology you will often be asked to write a description of the artefacts that have been found in an excavation. Any description needs adjectives and often more than one. First there are two general rules about their order:

- general before specific (*a large Chinese vase*)
- opinion before description (*a beautiful new car*)

Secondly, if you use two or more adjectives in English, they generally go in front of the noun and have a fixed order:

1	2	3	4	5	6	7	noun
number	size	shape	colour	origin	material	use	
<i>a</i>	<i>short</i>	<i>slim</i>	<i>black</i>	<i>British</i>			<i>girl</i>
<i>a</i>	<i>small</i>		<i>blue</i>	<i>Chinese</i>		<i>servng</i>	<i>dish</i>

Try to remember this order when you are writing any description in English.

Workbook

Unit 1

A land of diversity

LISTENING



1 You are going to listen to a radio interview. Before you hear it, listen to the first speaker's introduction and complete the notes.

- Name of radio programme _____
- Interviewer's name _____
- Traveller's name _____
- Place to be discussed _____



2 Discuss with others in your class what you know about the place mentioned in the radio interview. For example:

- 1 Which part of the United States is it in?
- 2 What kind of climate do you think it would have?
- 3 What is this place famous for?
- 4 Where did the ancestors of the people living there come from?

3 Listen to the tape from beginning to end and tick the boxes to show whether these statements are true or false.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 Mardi Gras is held every two years. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 It lasts for three weeks. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The parades are an important part of the festival. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 In the parades people wear clothes that identify their religion. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 During Mardi Gras street parties often last all night. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 In the beginning Mardi Gras was a religious festival. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 At different times, Louisiana was owned by the French, the Italians and the English. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Mardi Gras earns a lot of money for New Orleans. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 The huge variety of food, music, culture, and architecture is due to the mixture of races and nationalities that live there. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Listen to the tape again and complete the activities.

1 Put a cross on the map where New Orleans is located.

2 Tick the climate that describes New Orleans.

- cool and humid hot and humid
 hot and dry cool and dry

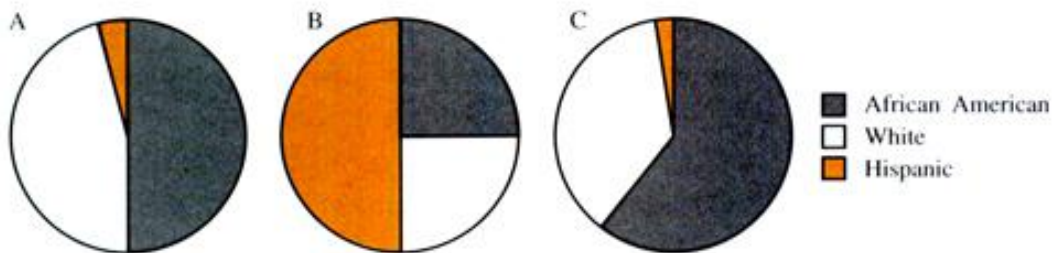
3 What happened on these dates?

1812 _____

1857 _____



4 Tick the graph below that best describes the population of New Orleans.



TALKING

1 In groups talk about a city or province in China that has a mixture of different cultures.

Discuss these questions.

- When did people first live there?
- What's the climate like?
- Why is it so warm/cold/dry/wet there?
- What's the population of the city or province?
- How many nationalities live there?
- What is the percentage of the population of each nationality?
- What is the most important festival there? How do they celebrate it?



2 Work with a partner. Partner A is an interviewer on an English language radio programme.

Partner B is a Chinese person being interviewed about a place in his/her province.

When you have finished, swap roles.

Partner A: Start by introducing your partner and saying where he/she comes from. Then ask questions to help him/her to discuss the place and its customs in an interesting way.

Partner B: Describe the place as you answer your partner's questions. Imagine the radio audience does not know about this place.

Be prepared to present your radio interview to the whole class. You can make your presentation more lively by adding background music or by being humorous.

If possible, grasp this opportunity to record your interview on tape, and write a few listening comprehension questions to go with your tape. Then swap your recordings and questions with another pair.

USING WORDS AND EXPRESSIONS

1 Use the words and phrases below in their proper forms to complete the passage.

fascinating bakery nephew apply for thankful
apparently immigration ferry occur a great many

New Orleans, like _____ other places in the USA, is home to people who have moved there from other countries after _____ permission to work in America. My Chinese _____ entered America in just this way. He travelled to New Orleans on a _____, after the _____ Service had approved his application to work there. He was eager for a new way of life. _____ he was prepared to do any job to support his family in China. Before long, he and many people from other cultures were opening restaurants and _____, playing exciting music and designing magnificent buildings. Their contribution to New Orleans culture did not _____ by chance. It was due to their different cultural backgrounds. The American authorities are _____ that these immigrants, who developed the multicultural nature of New Orleans, made it the _____ place that it is today.

2 Complete these sentences with the words and phrases from the box.

- | | |
|--|--|
| <p>1 You need to stay in New Orleans for at least two weeks if you want to _____ all the tourist places.</p> <p>2 Andrew Hallidie was the first man to _____ the earlier system of horse-drawn trams.</p> <p>3 Even though the tram conductor _____ the route for the new driver and told him how to apply his brakes so as not to slip down the hill, the accident happened.</p> <p>4 If you _____ others to hire a car and see these famous tourist spots, your visit will be more economical.</p> <p>5 My mother asked me and my cousin to stand _____ to see who was taller.</p> <p>6 The vice president indicated that all _____ for the post should have a master's degree.</p> <p>7 Some people try to hide drugs inside small toys to avoid the _____ officers' check.</p> | <p>customs</p> <p>mark out</p> <p>team up with</p> <p>reform</p> <p>take in</p> <p>applicant</p> <p>back to back</p> |
|--|--|

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

- 1 当他到达旅馆的时候，第一件想做的事就是把行李放下，洗个澡，再刮一下胡须，然后出去走走。(luggage; shave)
- 2 我祖父是个社会主义者，终生信奉社会主义。(socialist; socialism)
- 3 许多非法移民觉得他们呆在美国像是种惩罚，因为只有少数人得到了公正的待遇，被允许住在美国。(illegal immigrants; punishment; justice)
- 4 民政部门试图想办法让海鸥减少噪音，但没有成功。(civil authorities; seagull)
- 5 许多英国农民为那些因为疯牛病而被杀死的牛感到悲痛。(cattle; mourn)
- 6 虽然我家离市中心很远，但没有空气污染和交通堵塞的问题。(nowhere near)

USING STRUCTURES

- 1** Choose the appropriate words below to complete the following sentences. Then work in pairs. Distinguish between the different types of noun clauses. Write *SC* before the subject clauses, *OC* before the object clauses and *PC* before the predicative clauses.

what that where when how whether why which as if

- () 1 I can't describe to you _____ I felt when I was watching the parades.
 () 2 _____ you have to do is to insert your credit card in this machine.
 () 3 Could you tell me _____ you think the chairman or vice-chairman is responsible for this financial problem?
 () 4 Tell me _____ city you need to go to if you want to take part in Mardi Gras.
 () 5 I thought it was clear enough _____ she meant.
 () 6 _____ Julie became a poet may have been due to her uncle's influence.
 () 7 _____ he chose Harvard University to further his studies is clear to everybody.
 () 8 She couldn't understand _____ there was controversy over who discovered the North Pole.
 () 9 _____ he'll return from New York depends a great deal on his health.
 () 10 He looked _____ he had lost a pound and found twenty pence.
 () 11 That's _____ the biggest celebration was held last year.
 () 12 _____ she could do such a terrible thing to her friend is a mystery to me.
 () 13 That is _____ you have to study the history of your motherland.
 () 14 The problem is _____ there is nowhere that he wanted to go for his holiday.
 () 15 Can you tell me _____ Steve is Chinese-American or not?

- 2** Conjunctions *who, that, why, when* and *where* can also be used in attributive clauses. How can you tell whether a sentence contains a noun clause or an attributive clause? Discuss in pairs and write down your ideas. Then make up five sentences containing noun clauses.

- 1 A clause is called a noun clause when _____

- 2 A clause is called an attributive clause when _____

- 3** Complete this dialogue using noun clauses.

S: Oh dear! Where's Lucy? We agreed to meet at 3 o'clock and it's now half past.

S: She's not usually late. I am sure ...

S: Well, it's a problem as we'll be late for the film.

S: Perhaps the trouble is ...

S: Yes, maybe. What makes me annoyed is ...

S: But I don't understand ...

S: I wonder ...

S: Never mind. We'll just go to the next showing. Anyway here comes Lucy now.

S: Good. Now she can tell us the reason ...

LISTENING TASK



1 Listen to the music your teacher will play. Discuss:

- 1 Have you heard this kind of music before? If so, where?
- 2 What do you call this music?
- 3 Where did it originally come from? When did it begin?
- 4 What race and nationality first developed this type of music?
- 5 Do you like this music? Give reasons for liking or disliking it.

2 As preparation for the listening task, look at the pictures and discuss what you think is happening. Then make sure you know the meaning of the words below.

trumpet (小号)

drummer

funeral

coffin

ceremony



3 Mandy is listening to a jazz CD she bought while she was in New Orleans. Listen to her talking to Phil about jazz funerals. Complete the sentences in your own words.

- 1 Phil thought the first music he heard was _____.
- 2 Mandy explained that they played this kind of music when _____.
- 3 The second piece of music Mandy played for Phil was _____.
- 4 The third piece of music is an example of the kind of music that is played _____.
- 5 While the third kind of music is playing, everyone _____.
- 6 They do this to _____.

* 4 Listen to the tape again and make notes. Then use your notes to write a short paragraph about jazz funerals for a school English-language newspaper.

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READING TASK

**LOUIS ARMSTRONG: THE GRANDFATHER OF JAZZ**

Some people are considered great, not just because of their achievements but also because of their personalities. One such person is Louis Armstrong, who is without a doubt the most influential (有影响的) jazz musician of all time.

Born in New Orleans in 1901, Louis was so poor that he often went “shopping” in rubbish bins outside fancy restaurants. Although some boys in his situation might have turned to crime to get money for food and clothing, Louis never did. Instead he and several other boys sang on the streets of New Orleans to earn a few cents from passers-by.

At the age of 12, Louis was arrested by the police for firing a gun into the air at a New Year’s Eve party. He was sent to a school for problem boys where the music teacher taught him to play drums and the trumpet. When he left the school two years later, Louis found work wherever he could and in the evenings went to listen and learn at clubs where jazz musicians played. He was noticed by a well-known musician called Joe “King” Oliver who began to teach him about jazz and to find him jobs in bands. When Joe Oliver left New Orleans in 1917, Louis took over his job in one of the best bands in town.

Over the next few years, Louis improved as a musician and in 1922 he began travelling to other cities in the United States where he introduced his particular style of jazz to enthusiastic audiences. In 1924, he began recording his music and from that time on musicians from everywhere would listen to him. Before long, he had become a very big jazz star, as popular as major rock stars are today. Louis loved entertaining people and toured all over the United States before travelling to Europe in 1932.

As well as playing with his band and recording his music for almost 50 years, Louis Armstrong acted in over 50 movies and wrote two autobiographies. He was able to communicate with people from many different backgrounds — rich and poor, famous and ordinary, educated and uneducated, musicians and non-musicians. For this reason the government encouraged him to travel to foreign countries, especially Europe and Africa, as an unofficial goodwill ambassador (非官方亲善大使) for the United States. He spoke publicly about the rights of black people in America, using his fame to help in the fight for equal rights for all American citizens.

Although he became rich and famous, Louis Armstrong continued to live a simple life in a working-class neighbourhood. Although his health was not good in the last three years of his life, he continued playing and recording until July 6th, 1971, when he died in his sleep at his home in New York. Louis Armstrong is still remembered today as the most important person in the early history of jazz. His music is as popular today as it ever was and most of the music he recorded from 1924 to 1971 is still available.



- 1 In groups discuss: what is the main topic of each paragraph? Share your opinions with the rest of the class.
- 2 Make a time line to show the important events in Louis Armstrong's life.

1901	born		
	arrested by police		

- 3 In the first paragraph, the writer says that Louis Armstrong was considered great, not only for his achievements but also for his personality. In your group make two lists – one describing his main achievements and the other describing his good qualities.

SPEAKING AND WRITING TASK

Using the new language you have learned to describe the USA in this unit, discuss and write about a Chinese city, province or zone. Follow the steps below.

- 1 In groups of four make a list of two Chinese cities, provinces or zones you would like to describe. Tell your teacher so that each group is talking about a different place.
- 2 Discuss what topics to write about and in which order. Here are some examples:

- location
- climate
- geographical features
- history
- population
- production
- culture



- 3 Research your place, focusing especially on the topics you have chosen. You can use the library or search for information on the Internet.
- 4 Share the information you have found with your group and then work together to write an opening paragraph.
- 5 Now give each person in the group one of the topics from the list to write a paragraph about.
- 6 When everyone has finished, read the paragraphs aloud in the correct order. Make suggestions for improving each other's writing and check each other's spelling, punctuation and grammar.
- 7 Decide what you want to write in the concluding paragraph. It should make a comment on the future development of this place.
- 8 Write a clean copy of the whole text. If possible, do this on a computer so that all the paragraphs in the text look the same.
- 9 Put in maps, pictures, tables or charts where necessary to make it attractive.
- 10 Make a wall display or a class booklet containing the texts from every group.

*PROJECT

The United States is a large country in which some parts are quite different from others. The best way to understand America is to study small pieces of the country, its culture and its people and then put all the pieces together, like a jigsaw (拼版玩具), to form a more complete picture. In this project, each person in the class should choose a different aspect of America to research and then present their information to the rest of the class.

1 Choose one of these areas to study:

- a city
- a state
- a famous person
- an American festival
- an event in American history
- a sport
- an aspect of American culture
- the geography of an area of the US

2 Now choose one small part of your area to study. For example:

- Famous person: George Washington
- Sport: baseball
- American festival: Thanksgiving
- American culture: movies

3 Research your topic and then prepare your presentation for the rest of the class. You can present your information as an essay, a talk, a poster, or you could even write and perform a play.

4 Read/listen/look at everyone else's presentation. Discuss with the rest of the class what this project has taught you about the United States.

CHECKING YOURSELF

- 1 What information in the Student's Book or Workbook did you find most interesting?
- 2 Write down anything surprising about the United States that you learned from this unit.
- 3 What is your opinion of the *Learning Tip* on page 9? Did you find the advice useful? Did you try any of the suggested techniques in your conversations?
- 4 Have your discussion skills improved as a result of doing the activities in this unit? If so, in what ways have they improved? If not, what discussion skills do you need to develop further?
- 5 Did you enjoy working together to write a group text? Would you like to work like this again? Why or why not?
- 6 What did you learn about writing and about yourself from doing the group task?

Unit 2 Cloning

LISTENING

1 Before listening, discuss this question: what problems do you think might arise from cloning?

2 Now read these statements before you listen to the tape. After listening tick the correct ones.

- 1 Clare thinks human cloning will come soon.
- 2 A clone is the same as the original donor.
- 3 Parents who are unable to have their own babies may want to buy cloned babies.
- 4 Clare believes human cloning will bring unexpected problems.
- 5 Wang Qiao thinks it is moral to clone babies for parents who cannot have children.



3 Listen to the text again and answer the following questions.

- 1 Why does Clare think people will want to buy cloned babies?
- 2 What problem does Clare think people haven't thought of?
- 3 What do you think of the idea of cloning babies? Why?
- 4 Do you think it is necessary to stop cloning experiments? Give your reasons.

TALKING

Suppose that your parents wanted to have another baby. They realize that they cannot have a second child, so they decide to have a clone made of you. Think about these questions and discuss your ideas with your partner.

- 1 How would you feel about having a clone of yourself in the family?
- 2 What problems might your clone have while growing up and how would you help him/her to avoid them?

These expressions may be useful to you during your discussion.

I'm happy to accept a clone but

I can't help thinking

I don't mind but

I don't understand why you don't

Is it fair to ...?

I could never agree to

Well done to you for

Are you sure you want to ...?

Do you think it is wise to ...?

Write down your feelings and attitudes towards clones. Then get ready for a class discussion.

USING WORDS AND EXPRESSIONS

1 Complete the following passage using the words and phrases below in their proper forms.

be bound to bring back from time to time assumption
resist restore procedure claws shortly

Once, an old and eccentric (古怪的) scientist decided to use the cloning _____ to make a clone of his boss's dog. He was working on the _____ that if he produced a clone of the dog, his boss would approve his promotion. The man stirred his mixture which contained the dog's hair. If his colleagues heard about his efforts they would _____ stop him. They could never _____ an opportunity of saying that he was too old to work in a cloning laboratory. True he did make mistakes _____, but only last week he succeeded in _____ a dead mouse to life as a clone. So, why not clone a dog? As he was thinking, the mixture thickened. He stared impatiently at it, waiting for the shape of the animal that would _____ emerge. Gradually the cells began to form. A creature began to grow and develop _____ and feathers! The scientist screamed and fled from the room as any possibility of promotion disappeared in that instant. He had not _____ a dog but produced a monster!

2 Read these phrases and complete the sentences using them appropriately.

in vain in favour of in danger in time in black pen in the meantime

- 1 He was a vain man who enjoyed arriving at a party _____ to have his photographs taken with famous guests.
- 2 It is compulsory to wear a helmet on a motor bike, otherwise you will be _____.
- 3 We waited _____ for the turkey egg to hatch.
- 4 It struck me like a blow when I saw his initials _____ on the legal document which sold my house to another family.
- 5 I was surprised he is so strongly _____ smoking because he is usually very reasonable about health issues.
- 6 It is merely a matter of time till that drawback becomes obvious. _____, we shall look for a replacement.

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

- 1 我非常喜欢自家用黑麦粉做的含有坚果的长方形面包。(adore; loaf; brown flour)
- 2 他非常保守,居然赞赏这个并没有给移民选民多少权利的宪法。(conservative; in favour of; constitution; immigrant voters)
- 3 当合唱队的领队从剧院退休的时候,他们为他举办了一个宴会。(chorus; retire; opera; a dinner party)
- 4 媒体在影响公众意见方面扮演着重要的角色。(the media)
- 5 不要麻烦去取下那些装饰,圣诞庆典还没有结束呢。(bother; decoration)
- 6 克隆动物的规定非常严格,他没有办法继续他的试验。(regulations; unable)
- 7 不用你费心为我克隆我的宠物猫了,我已不再指望它能复活。(bother oneself about; bring back to life)
- 8 洪灾地区的人民非常感激人民解放军的救助。(flooded areas; owe ... to)

USING STRUCTURES

1 Join these sentences together and pick out the one that does not contain an appositive clause.

- | | |
|--------------------------------------|--|
| 1 I promised Mrs Black | A that a further investigation should be made. |
| 2 We were pleased to hear the news | B that he will soon be well again. |
| 3 He gave a suggestion in his report | C that I would drop in to see her today. |
| 4 I have some hope | D that she used to be a quiet girl. |
| 5 The mayor approved our idea | E that Yang Liwei had gone into space. |
| 6 He had the impression | F that traffic conditions should be improved. |

2 Choose the correct clause to fill in the blanks. Find the appositive clauses.

- | | |
|---|---|
| that they should buy a new car | that they would save for six months |
| that Sue's uncle had died unexpectedly | that they wanted the most expensive one |
| that she should save all her money in the bank | that she must follow when she inherited |
| that she was doing the right thing to use the money | (继承) money |

Michael and Sue made a decision _____ . They went straight down the road to the showroom to look at the new cars. It was clear _____ . They could not afford to buy that brand at this moment. So they made a plan _____ . During that time they heard the news _____ . Sue received a lot of money after his death. Her bank told her the regulations _____ . It was their opinion _____ . But Sue did not agree. She believed _____ . So she and Michael went out and bought the car they wanted.

*** 3** In pairs complete this story using your own clauses. Try to make it as interesting and lively as possible. Remember to use at least two appositive phrases or clauses. When you have completed it, be prepared to read it to the class.

Hans Lotte, _____ , is well-known for his excellent television documentaries. However, he does not look like a traditional television host, so many people cannot understand _____ . The fact _____ encouraged his ambition. It made him interested in television documentaries _____ . So he made the decision _____ . Luckily the possibility _____ helped him become a star when the TV company visited Russia. He soon became a regular presenter in front of the camera and viewers began to ask _____ . He became a great success. Unhappily we have heard the news _____ , but everybody can still watch his fascinating series on TV.

LISTENING TASK



1 Before listening to the tape, discuss these questions in pairs.

- 1 What do you think about cloning animals?
- 2 Do you think cloning pets is a good idea?

2 Read these sentences and then listen to the tape for the first time. Tick the boxes to show if they are facts or opinions.

	Fact	Opinion
1 Favourite pets can live forever as clones.	<input type="checkbox"/>	<input type="checkbox"/>
2 It is moral to clone pets for their owners.	<input type="checkbox"/>	<input type="checkbox"/>
3 Billy's mother will have her pet dog cloned before it dies.	<input type="checkbox"/>	<input type="checkbox"/>
4 Getting your pet cloned in America can give you a good holiday.	<input type="checkbox"/>	<input type="checkbox"/>
5 Billy expects a good holiday in America.	<input type="checkbox"/>	<input type="checkbox"/>
6 Many people will go to America to clone their pets.	<input type="checkbox"/>	<input type="checkbox"/>
7 Billy supports his mother's wish to clone her pet dog.	<input type="checkbox"/>	<input type="checkbox"/>
8 In Western countries a pet is as important as a baby.	<input type="checkbox"/>	<input type="checkbox"/>
9 Cloning pets is selfish.	<input type="checkbox"/>	<input type="checkbox"/>
10 Frank doesn't agree with cloning pets.	<input type="checkbox"/>	<input type="checkbox"/>

3 Listen to the tape again and answer the following questions.

- 1 Why does Billy agree with cloning?
- 2 What's Frank's attitude towards cloning? Why?
- 3 What do you think Billy's mother considers about cloning?
- 4 Have you changed your opinion about cloning pet animals?

4 Listen again and sort out the arguments for and against cloning.

Billy's arguments for cloning pets	Frank's arguments against cloning pets
1	1
2	2
3	3

5 Listen to the tape again and complete these sentences.

- BILLY:** Yes, and she knows _____
 She's read about _____
- FRANK:** You are encouraging _____
 Then you will _____

READING TASK



A DEBATE

A debate is an activity in which students can discuss two sides of an issue. It is a sort of competition with a chairperson in charge to make sure of fair play. The chairperson introduces the topic of the debate and then one person from each side has a chance to begin the argument. After that, the issue can be discussed by anyone in the room one at a time. While having a debate there are several things to remember:



- the person who is leading the team that supports the topic will speak first
- the person who is leading the team that disagrees with the topic will speak next
- then other people can take turns to speak in a free discussion
- everyone must listen when other people are speaking
- no one can be rude to other speakers and must always talk to the chairperson
- the chairperson will stop anyone who repeats arguments that have already been made
- anyone can reply to another person's argument

Towards the end of the debate, the chairperson will ask the last speaker of one side to summarize the arguments that have been made to support their point of view. Then the other side will do the same. Finally everyone in the room will vote and we can see who has won the debate. So let's start now.

Topic:

Should medical cloning be allowed?

Team A: They support the idea that there should be medical cloning.

Hello, chairperson and everyone else here today. I suggest that medical cloning is very important for curing serious illnesses that at present have no cure; for example, to replace nerve cells in someone who has suffered a stroke. Most profitably they can be used to help with diseases that gradually cause people to lose their ability to move easily or to think (such as Parkinson's Disease). With the help of special cloning techniques, such people can be restored to perfect health and be able to live a normal life again. This is a wonderful thing for them because it improves their quality of life.

But first we need to be clear about the advantages of the procedure.

- There is no danger of the body refusing to accept the new cells.
- Nobody needs to donate their own organs for someone else's benefit.
- Patients can be treated immediately.

It seems the benefits are so obvious that we hope you will be able to support our side's point of view. Thank you.

Team B: They disagree that there should be medical cloning.

Hello, chairperson and everyone in the room. I would like to suggest that medical cloning is not as simple an issue as my colleague claims. First of all, where do these stem cells come from? Well, from human cells of course. If you believe that human life comes into existence as soon as the cells start to grow, then the practice of removing human stem cells from an embryo kills it. This embryo, if it was allowed to continue to grow and develop, would eventually become another human being. So by using stem cells to save one person, we are actually killing another. Is this ethically justified (正当的)? We feel that the answer must be “no”.

At the moment medical cloning research is a very new science. It has been most successful in cloning some animals – but not all. The scientists are also worried about the efficiency of the system. Steve Stice of the University of Georgia said:

“We can make thousands of embryos. The real cost and real problem for us is when we transfer (转变) that embryo and we don’t produce a (successful) pregnancy. That costs us time and money.”

It took 29 embryos to produce Dolly the sheep and that was nearly ten years ago. But the situation has not got better for mammal cloning. It seems that the problems for human cloning will be even more serious as no human has yet been cloned. It is obvious that we must be very cautious about medical cloning until these problems are solved.

We hope you will agree with us and support our point of view. Thank you.

Read the arguments above and fill in the chart.

Team	What’s their argument?	Two reasons for/against medical cloning	Do you agree with them? Why?
A		1	
		2	
B		1	
		2	

SPEAKING TASK

Now it's time for you to continue the debate. Choose the team you agree with and form groups of four. Each of you needs to give a short speech to support your chosen argument.

- 1 Read the information below. You may use this information to help you make your speech. Remember you need a reason for each argument you make.

Public opinion about cloning

- 1 In America a lot of people want medical cloning to continue.
- 2 In Britain and China medical cloning has been allowed.
- 3 More than twenty European countries do not permit medical cloning.

"Who among us could tell a person suffering from cancer or Alzheimer's (老年痴呆症), 'You cannot have the cure that will save your life'?"
Zoe Lofgren in Congress (House of Representatives) during a debate on medical cloning.

Pope John Paul II attacked the cloning of human embryos as a "scientific and systematic threat against life."
(Quote on 28/11/2001)

- 2 Get your speech ready. It needs a structure just like a piece of writing. You may want to make notes so that you do not forget what you want to say. In a debate the person who speaks last for each team must summarize their ideas that have already been raised in the debate. The following list may help you:

- subject of the debate
- main ideas that support your point of view
- your own idea(s)
- conclusion

- 3 Practise your speech with your partner. Remember to help each other by giving positive encouragement and helpful advice. Then revise your notes for your speech (where necessary) and be prepared to give it to the class. Do not read your speech, but use your notes to help you keep the ideas clear and concise.

WRITING TASK

You are the reporter on a local newspaper and you have been asked to write an article on this debate. To do this you must mention both sides of the argument. Remember to make a large main heading and then a smaller heading below it. Write around 250 words. Organize your writing in this way:

Paragraph 1: the topic of the debate and who won

Paragraph 2: the ideas of the winning side

Paragraph 3: the ideas of the other side

Paragraph 4: conclusion and your reaction to the debate, together with any ideas you feel they left out

When you have finished the writing, show it to your partner for advice and revision. Prepare a revised copy to display in the classroom.

*PROJECT

Now that you know how to organize a debate. Why don't you arrange one with your classmates? Choose whichever topic interests you but make sure that it is an issue which has two points of view. Organize it as you have been shown in this unit. Enjoy the argument and let the better side win!

CHECKING YOURSELF

- 1 Use your own words to explain the process of cloning.
- 2 Why is cloning a controversial subject?
- 3 Do you support medical cloning? Give a reason.
- 4 Do you think clones need moral and legal protection even before they have appeared in society? Why?
- 5 Is it a good idea to restore extinct animals through cloning? Why?
- 6 Make up two sentences using the appositive with words, phrases or clauses.

- 7 What would you say if you didn't want to go with your friend to the theatre?
- 8 What would you say when you accept your friend's invitation to a party?
- 9 What would you say to encourage someone who is feeling upset about his/her studies?

Unit 3 Inventors and inventions

LISTENING



1 Read these questions before listening and discuss them in pairs.

- 1 What functions are already included on a mobile phone?
- 2 Which ones do you find useful?
- 3 What else do you expect a mobile phone to do for you?



2 Listen to the tape and tick the descriptions you have heard.

- | | |
|--|---|
| <input type="checkbox"/> a mobile that "thinks" | <input type="checkbox"/> a mobile that does videotaping |
| <input type="checkbox"/> a mobile that spends your money | <input type="checkbox"/> a mobile that is a computer |
| <input type="checkbox"/> a mobile that can teach you English | <input type="checkbox"/> a mobile that wakes you up |
| <input type="checkbox"/> a mobile that plans your holiday | <input type="checkbox"/> a mobile that orders your food |

3 Listen to the tape again and answer these questions.

- 1 Which mobile does Ruth think she will buy and why?

- 2 What extra applications do mobiles have now?

- 3 What extra applications will they have with the 3G mobiles?

- 4 Why is Ruth worried?

- 5 What advantages do the 3G mobiles offer?

- 6 What do you think might go wrong?

TALKING

- 1** In groups read the following situation. Choose a product you prefer and discuss it with your partner.

Imagine that you are working for a manufacturing company. Your job is to suggest new products that will help your company increase its efficiency and profit. Choose a product that you like and think will be popular with other people. Try to be creative and make a list of your ideas.

- 2** Present your ideas to the class who will act as the leaders of your company. They want to develop one new idea this year, so their job is to choose the best idea for the company. Remember the following points.

- Let each person in the group help in your presentation.
- Tell the class your ideas and show them your designs.
- If possible draw some pictures to help you be understood.
- Try to make the class interested in your talk and let them ask you questions.

The leaders will evaluate your idea using these criteria:

	Score	Team 1	Team 2	Team 3	Team 4
Idea	1-4				
Originality	1-4				
Usefulness	1-4				
Presentation	1-4				
Quality of argument	1-4				
Total score	5-20				

- 3** After each group has taken part, add up all the scores and award the contract to the winner.

USING WORDS AND EXPRESSIONS

- 1** Complete the following sentences using the correct form of the phrases below.

set out set down set up set off set aside set about

- 1 When George _____ his sister's wishes she was very upset.
- 2 The day they _____ was cold and windy and looked as if it would rain.
- 3 She _____ all her working experience in her resume (履历表).
- 4 Are you ready? We will _____ to climb the mountain.
- 5 The government has _____ a committee to look into the affair.
- 6 Zhang Lijuan agreed to move and _____ packing all her goods.
- 7 Before the fireworks were lit, my uncle _____ all the rockets.

2 Use the correct form of the words in the box below to complete this passage.

stable personnel tap wire dot practical invaluable competence dynamic

Before the telephone was invented, people used Morse code to contact each other. They only needed to _____ a pattern of _____ along a _____ to create a message that could be sent hundreds of miles. This invention was very _____ and served people very well. In the eighteenth century in the Midwest of the USA it was _____. It warned the law officials of the coming of those unwanted for serious crimes. It also spread good news far and wide – the discovery of gold in California, for example. It was so important that job applicants for the railway had to prove their _____ in Morse code. In this way the railway _____ were very quickly made aware of any problem to the track or the trains. Of course, nowadays, with more modern _____ ways of sending information, Morse code has become much less popular. But we should not forget how valuable it was in the past in helping to make a really unsettled environment more _____.

3 Look at these phrases commonly used in telephone conversations. Use them correctly in the following dialogue.

ring up ring off call ... back extension out of order get through hang on

A: Hello. Can you put me through to _____ 256, please?

B: _____, I'm putting you through.

A: Hello, Serena. I was expecting you to _____ me _____ yesterday.

C: I'm sorry. I tried but your phone was _____ and I couldn't _____.

A: Oh dear! I'm sorry about that. I didn't realize that.

C: And I'm rather busy now. Would you mind if I _____ you _____ later? I'll _____ now.

A: Not at all. I'll be waiting for your call.

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

- 1 见证人——一位菜商在法庭上证明了那个司机是清白的,他并没有引起交通堵塞长达数小时的严重事故。(eyewitness; greengrocer; in court; innocent; traffic jam)
- 2 我不能忍受住在多雨的城市,尽管对我的皮肤有好处。(bear; rainfall)
- 3 直升飞机和吉普车在现代战争中使用很普遍。(helicopter; jeep; current)
- 4 我同事冰箱坏了,他查电话号码簿给售后服务部门打了电话。(associate; directory; refrigerator; dial)
- 5 那个小女孩的头撞到了桌子角上,结果在额头上留下了一个像三角形的印记。(bump; triangle; forehead)
- 6 清早大雾弥漫,要辨认出正确的道路非常困难。(foggy; identification)
- 7 虽然不会游泳,但他跳下了河去救那个小女孩。(dive into)
- 8 夏季农民们在田里干活的时候,喜欢戴上草帽。(straw)

USING STRUCTURES

- 1 Use the words below to label the pictures with the *-ing* form and past participles. The first one has been done for you.

amuse surprise confuse disappoint shock inspire



disappointing



disappointed



- 2 Complete these sentences using the correct form of the verbs you used in the exercise above.

- The scientist could not explain his theories clearly.
The audience was _____. The lecture was _____.
- He did not expect to hear the news of his mother's sudden death.
He was _____ by his mother's death. His mother's death was _____ news.
- The children who saw Father Christmas at the party all opened their mouths in surprise.
The children were _____. Father Christmas' arrival was _____.
- Mary and I both laughed when we saw the magician doing his tricks with the lantern.
The performance was _____. We were _____.
- The weather upset the travellers so much that they began to regret taking the trip.
The weather was _____. _____ travellers began to regret taking the trip.
- When I watch my favourite singer on television, I feel as if I could sing just like her.
My favourite singer is _____. I am _____ by her singing.

- 3 Now make new sentences or stories from the pairs of pictures above.

READING TASK



WAS LEONARDO DA VINCI JUST A PAINTER?

In 1452 one of the greatest painters and inventors, Leonardo da Vinci, was born. His family was very poor and he grew up in the Italian countryside. But his drawing ability allowed him to study under the famous painter from Florence, called Verrocchio. Leonardo gradually learned the skills needed to be a great artist and by the 1480s he had begun to produce paintings of his own. Unfortunately at this time painting did not always provide a steady income, so the young Leonardo developed his drawing skills to earn money in other ways. He learned to design whatever his employer wanted: cities, canals, bridges or weapons.



Leonardo probably became interested in machines when he was a boy. Some of his early drawings showed clearly how various machine parts worked. While he was studying under Verrocchio, Leonardo observed and used a variety of machines. By studying and drawing them, Leonardo gained knowledge about their design and structure. Artists in Leonardo's time knew how to build and repair many familiar kinds of machines, but nobody seemed to have thought about inventing new ones.

However, Leonardo was different. He developed a new attitude towards machines. He realized that by understanding how each separate machine part worked, he could improve them and combine them in different ways to improve existing machines. In this way he began to design machines no one had ever seen before. He set out to write the first systematic explanation of how machines work and how the parts of a machine are combined in the whole. His drawing skills enabled him to produce clear drawings of his mechanical ideas easily. Even more than five hundred years later, many of his designs can still be used to create perfect working machines.

For him, the most interesting part was the use of mechanical gears (齿轮). Based on the gear, he came up with numerous designs, including the bicycle, a helicopter, an "automobile" and some weapons of course.

While making inventions Leonardo was also painting. One of those who knew him best recognized his special abilities and described him in these words:

"The most wonderful gifts seem to be given to certain human beings. Sometimes, marvellously, they can all be found in one individual This was seen and acknowledged by all men in the case of Leonardo da Vinci, who demonstrated ... a special grace in everything he did. His talent was so rare that he mastered any subject to which he turned his attention He might have been a scientist if he had not been so skilled in other areas."

Today we think of Leonardo da Vinci as one of the greatest painters, but if he had never been a painter, we would still appreciate him as one of the greatest inventors of his time.

1 Read the passage and answer these questions.

- 1 Why did Leonardo need to design things for his employer when he was such a great painter?
- 2 Why were Leonardo's designs different?
- 3 How did painting help him invent things?
- 4 Which skill do you think was more important: his drawing for the inventions or his understanding of machines for his painting? Give a reason.

2 One of the remarkable things about Leonardo da Vinci was his natural ability in so many subjects. What natural abilities do you have? Find out by filling in this chart.

Possible skills	from Leonardo	from you
artist		
engineer		
architect		
teacher		
doctor		
inventor		
scientist		

3 Discuss these questions in pairs.

- 1 How many ways was Leonardo able to earn his living?
- 2 How many areas are you familiar with?
- 3 Which areas of knowledge are you least happy with? Does this worry you? How might you put this right?

LISTENING TASK



1 Before you listen to the tape, be sure you know the meanings of the words below.

tent roundabout caravan metal guidebook



2 Listen to the tape and decide if you agree with the people on the tape. What do you think it was?

3 Then listen again and fill in the chart with the ideas of the two girls and make your own suggestions.

The girls' suggestions	Reasons for	Reasons against
1		
2		
3		

I think Leonardo designed a _____ because _____

SPEAKING TASK

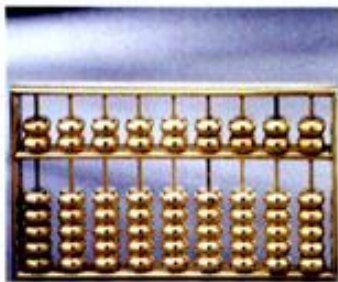
- 1** Look at the picture. In pairs discuss what this invention of Leonardo da Vinci was. Several alternative explanations are provided, but only one is correct. Be prepared to give your ideas to the class with your reasons.



Is it:

- A a water lift? B a messenger?
C a water slide? D a lift / an elevator?

- 2** Look at these Chinese inventions and in pairs discuss what you know about them.



An abacus



A printing press



A south pointer

Think about what they were used for and when they were invented. Collect the information by doing some research. Fill in the chart and prepare to talk about one of the inventions to the class.

What was its possible use? Why?	When and where did it appear in Europe?
1	
2	
3	

WRITING TASK

You have been asked to write an entry for an encyclopedia about one of these three Chinese inventions. Choose one and prepare to write your report. You will include a photograph or drawing, but you must explain some important points in your report:

- a description of the object
- what it was used for
- how it was used
- when it was invented

Make sure in your final version that each point is a new paragraph. Make the first sentence of each paragraph a topic sentence and then add all the information. Finish the report by stating when it was produced in China and when it was found in Western countries.

*PROJECT

Suppose you were on a sea journey and the ship hit a rock, and you were thrown into the sea and landed on a desert island. You have collected a number of useful things. Some of them come from the ship and some from the island.



one thing from the island you can choose

In pairs use these things and design:

- fishing rod
- water container
- way of attracting attention to bring help
- shelter
- means of escape

You may each have different ideas. If that is the case, you must discuss which is better. Then be prepared to join in a class discussion.

CHECKING YOURSELF

- 1 What is the difference between a discovery and an invention?
- 2 Why does one get a copyright and the other a patent to protect the idea?
- 3 What qualities does an inventor need?
- 4 Give an example of two sentences using the past participle as the attribute.

- 5 How many phrases can you remember for making a telephone call?
- 6 Is there anything in the unit that inspired you? What is it?

Unit 4 Pygmalion

LISTENING



- 1** Before you listen to the next part of the play, discuss these questions with a partner.
- 1 How would you test Eliza?
 - 2 What criteria would you use to decide if the test was a success or not?



- 2** Read these statements and listen to the tape. Then decide whether they are true or false.

- 1 Mrs Higgins is not interested in the experiment.
- 2 Clara enjoys the new small talk.
- 3 Eliza thinks somebody killed her aunt.
- 4 Henry is disappointed with how the experiment is going.
- 5 Mrs Higgins thinks Eliza can go to the ambassador's garden party.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 3** Listen to the tape a second time and answer these questions.

- 1 Why does Freddy laugh at Eliza when she talks about the weather?
- 2 Why is Clara confused with Eliza's use of English?
- 3 Why does Henry describe Eliza's conversation as "the new small talk"?
- 4 Do you think Freddy likes Eliza? Why or why not?
- 5 Does Mrs Higgins think the test is successful? Why or why not?
- 6 How does Eliza give herself away?

- 4** Now help Professor Higgins decide what still needs to be done to turn Eliza into a lady.

The improvements in Eliza	What still needs to be improved
1	1
2	2
3	3

TALKING

Once home Henry and Pickering will have to talk to Eliza about the tea party. What should they say to improve her conversational skills without spoiling her confidence? In pairs work out a dialogue between the three of them. The following expressions may help you.

You've made such progress and
 You were very good with
 All in all, you did very well

The problem was that
 Remember (never) to
 I think you just need more practice.

USING WORDS AND EXPRESSIONS

1 Complete the following sentences with the phrases you have recently learned.

- 1 Eliza has made great improvement _____ grammar and pronunciation.
- 2 Eliza thought her English was _____ improvement.
- 3 Was Mrs Higgins _____ her son's experiment?
- 4 _____ many difficulties the experiment was a success.

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

once more laundry in need of cream amazement shilling
teapot sob compromise cookie shabby overlook

Once there was a girl whose rich father wished her to marry a rich man, but she was determined to find her own husband who would love her for herself. At first her father _____ her point of view. But she insisted and at last they came to a _____. She would have one year to find herself a husband. If she couldn't find one, she would _____ reconsider the rich man her father suggested. So she left home. Unfortunately all her money was stolen, and she had to work in a _____ washing clothes. It was heavy work and she often _____ at night with tiredness, but she stayed. One day she got so thirsty that she went into a teashop. At a table was a young man wearing a _____ coat. "Would you like to join me?" he asked. "You look as if you are _____ a drink." The young man poured her a cup of tea from a _____, added _____ and offered her a _____. She gratefully accepted and before long they were chatting like old friends. The young man happily paid several _____ for the food. Imagine their _____ when they discovered that they were both rich and looking for true love. Her father's happiness was complete when the girl returned with a rich husband.

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

- 1 亨利想让伊莱扎结识美国大使,这样他可以像个裁判一样在一旁看自己是否已经把她打造成个淑女了。(make the acquaintance; ambassador; referee; passing ... off as)
- 2 小偷抢这个商店的时候只偷走了两件东西,一个古老的音乐盒和一张有传统民歌的老唱片。(rob; antique; musical box; wax disk)
- 3 伊莱扎进浴缸之前,皮尔斯夫人让她脱掉身上那脏兮兮的背心和糟糕的长袜。(bathtub; horrible; vest; stocking)
- 4 伊莱扎在英语语法方面和发音方面都需要帮助,她的发音还需要从正确说出字母开始。(in terms of; alphabet)
- 5 当伊莱扎练习屈膝礼的时候,她的裙子被钉子刮破了。(curtsey; nail)
- 6 信仰佛教的人在看到佛像的时候通常会合手鞠躬。(Buddhism)

USING STRUCTURES

- 1** Choose suitable verbs below to complete the following sentences, using the past participle as the adverbial or the attribute.

EXAMPLE: *This play, written by George Bernard Shaw, is famous throughout the world.*

inform bear connect tire create fade introduce assist sweep change

- 1 My friend, _____ in India, moved to England when she was five years old.
- 2 _____ of his job, George left the company for a new career.
- 3 Eliza, as a lady _____ by Henry Higgins, was an example of a perfect woman.
- 4 _____ by Eliza, Henry won his bet in the end.
- 5 _____ on the outside, Eliza became a refined and beautiful woman, but she was still as independent as ever.
- 6 The driver, _____ that the accident was his fault, stopped driving soon afterwards.
- 7 The room, _____ to the rest of the house by a long passage, was completely empty.
- 8 _____ by the sun, the dress was no longer fit to wear.
- 9 _____ along by the current, the boat was soon lost at sea.
- 10 This acquaintance, _____ by my friend, has promised to help me buy a jeep.

- 2** Rewrite the following sentences, using the past participle correctly.

- 1 Freddy couldn't help laughing; he was amused by Eliza's funny "small talk".
- 2 Eliza felt very angry because Freddy was laughing at her.
- 3 Eliza fell asleep early at night after she was worn out in the language class.
- 4 Freddy fell in love with Eliza because he was fascinated by her charm and beauty.
- 5 Eliza felt rather uneasy because all the guests were staring at her.
- 6 Eliza decided to leave Henry Higgins because he had ignored her all the time.
- 7 Henry was very surprised the next morning when he discovered Eliza had gone.

- 3** In pairs read the story below and underline all the sentences containing past participles. Try to translate these sentences into Chinese. Then ask each other at least six questions about the story.

Armed with only a light, some food and a map, the team searched the cave for the dangerous creature. Their leader, well experienced in cave expeditions, led the way. Suddenly he lost his footing and fell into a deep hole. Concerned for the safety of their leader, the rest of the team looked down into the hole. Frightened, they turned round to leave the cave, but as they did so they heard a strange low noise behind them. They looked round and saw an enormous creature that was as tall as a tower. Frozen with horror, they stood, rooted to the spot, and stared at the creature. It came toward them slowly growling as it came. Just then they heard a cry from their leader. Determined not to leave him for the terrible monster to find, the group rushed at the animal shouting and waving their arms. The animal, frightened in its turn, ran back. Almost at the same moment their leader appeared, covered in mud like another smaller monster. They screamed, scared to death. When he called them they realized it was their leader. Eventually, they succeeded in catching the creature anyway.

LISTENING TASK



1 Before listening, read all the exercises and then discuss these questions with your partner. Prepare to share your ideas with the whole class.

- 1 What is the role of an ambassador?
- 2 Why is it important for Eliza to go to an ambassador's garden party?
- 3 How do you think Henry will find out whether Eliza is behaving like a lady or not?

2 Read the following questions. Then listen to Act Four of the play and answer them.

- 1 Who is Mr Pommuck?
- 2 What is an interpreter?
- 3 What does Mr Pommuck intend to do when he sees Eliza?

3 Read the following statements and listen to the tape. Then decide whether these statements are true or false.

- | | True | False |
|---|--------------------------|--------------------------|
| 1 Henry thinks Mr Pommuck is his best and greatest student. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The ambassador's wife is impressed by Eliza's beauty. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Mr Pommuck thinks Eliza speaks the language so perfectly that she must be French. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Eliza enjoys people's praise and likes to be the centre of attraction. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Henry and Pickering are very proud of Eliza's "performance" and popularity. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Listen to the tape again and answer the questions.

- 1 Why do Mr Pommuck, the ambassador and his wife think Eliza is a princess?
- 2 Does Henry encourage everyone to think she is a princess? Why or why not?
- 3 Does Eliza enjoy the party? Why or why not?

5 Listen a third time and enjoy the humour of this act. It lies in Mr Pommuck's claiming to be an expert although he fails to see through Eliza. Show how he is wrong about her.

Mr Pommuck's ideas about Eliza	Evidence to prove he is wrong
1 She cannot be English as she speaks the language too well.	1
2 She speaks English so well that she must be a foreigner, probably a Hungarian.	2
3 She is so beautiful that she must be a princess.	3

READING TASK



Act Five

AFTERWARDS

Colonel Pickering and Henry come in with Eliza after eating their supper. She is still in her beautiful clothes. They sit and Eliza gets Henry's slippers.

H: What an evening! Thank God it's over. *(Suddenly he sees the slippers)* Oh, thank you, Eliza.

CP: Were you nervous? I was, but Eliza wasn't.

H: Oh, I knew she'd be all right. This project was interesting enough at first, but it became boring.

CP: Oh, but the ambassador's party was extremely exciting.

H: Yes, at first. But then I saw we would win easily.

CP: Yes. It's been a great triumph (胜利) for you.

They both leave. Eliza throws herself into a chair and sobs violently. Henry returns.

H: Where did I leave my shoes?

E: Here they are. Take them!

She throws them at Henry.

H: *(amazed)* What on earth ...? Is there anything wrong?

E: Nothing wrong – for you. I've won your bet for you, haven't I?

H: YOU won the bet! I won it!

E: Oh – you selfish brute (野兽, 冷酷的人)! What's to become of me?

H: How should I know?

E: You don't care! I'm nothing to you – worthless than those shoes.

H: Are you complaining of your treatment here?

E: No.

H: Has anyone been unkind to you? Colonel Pickering? Mrs Pearce? Me?

E: No.

H: Well, perhaps you're just tired.

E: I'm sorry, but I have to be careful. Are these clothes mine or Mrs Pearce's? I wouldn't like to be accused of stealing when I leave.

H: Leave? You're not leaving! To think I spent all my hard-earned knowledge on you!

Mrs Pearce comes in with a letter.

MP: A letter for you, Eliza.

E: For me? Oh! It's from Freddy.

H: That silly young man!

E: He's not so silly. *(she reads)* He loves me and wants to marry me.

H: A mad idea indeed!



E: That's just it, isn't it?
H: What do you mean, Eliza?
E: Nothing. I'm not blaming you. You see the difference between a lady and a flower girl is the way she's treated. I shall always be a flower girl to you. But to Colonel Pickering I'll always be a lady.
H: What, aren't my manners the same as Pickering's?
E: No. He treats a flower girl as if she were a duchess.
H: And I treat a duchess as if she were a flower girl. Is that correct?
E: Yes. You don't love me, so tomorrow I shall go and marry Freddy because he does.
H: And you'll leave me?
E: Yes, because he'll make me happy.
H: Marry Freddy! What nonsense!
E: (*Proudly*) Goodbye, Professor Higgins. I won't see you again.
H: Now then, Eliza. Stop this nonsense. Tomorrow I want you to order the meat and buy me a new pair of gloves. I leave the colour to you.
Eliza leaves the room, and Henry suddenly feels very upset.
H: Leave me and marry Freddy? Ha, ha, ha, ha!
Henry is still laughing as the play ends.

1 Read the act and answer these questions about Eliza and Henry's attitude to each other.

- 1 Why does Eliza collect Henry's slippers for him although she is not a servant?
- 2 Why does she throw the shoes at him?
- 3 Why does Henry think he won the bet?
- 4 Why does Eliza get upset when Henry does not congratulate her?
- 5 Why does Henry get upset when he hears Eliza will marry Freddy?

2 Now fill in the chart about Eliza and Henry's attitude to each other.

Evidence of Eliza's feelings for Henry	1 2 3
Evidence of Henry's feelings for Eliza	1 2 3

3 Shaw left the end of the play so that nobody was certain how it would end: would Eliza marry Freddy or Henry Higgins? In pairs, discuss what you think would happen. Think about these questions. Make sure you have good reasons for your opinions.

- 1 Do you think Eliza should marry Henry?
- 2 Do you think Eliza should marry Freddy or Pickering?
- 3 If Eliza loves Henry and marries him, do you think he will become a good husband?

4 Get ready to act out the ending that your group agree on.

SPEAKING TASK

- 1** In pairs, think about why Bernard Shaw did not end his play happily with Henry marrying Eliza. Remember that the story is based on the Greek tale of Pygmalion even though there is no character called Pygmalion in the play. Bernard Shaw must have had good reasons for giving his play this title. Refer back to page 28 for the story of Pygmalion, then work out the similarities and differences between the play and the story.

The story of Pygmalion and the play <i>Pygmalion</i>	
Similarities	1
	2
Differences	1
	2
	3

- 2** Now in pairs discuss how the characters change in the play?

EXAMPLE: *Galatea changes from stone into a real person.*

Eliza changes from _____.

Pygmalion changes from _____.

Does Henry change? Consider these questions.

- 1 What does he think of Eliza at the beginning of the play?
- 2 What does he think of Eliza at the end of the play?
- 3 Has his attitude changed? If yes, how?

Write a sentence about Henry and how his change or lack of it caused problems for Eliza.

I think Henry has/hasn't changed because _____.

WRITING TASK

Now use all this information you have gathered to either write a review of this play or write a book review of any book that you have read recently. First analyse the play or book in groups. You may find the following questions useful in your discussion.

- What is the theme of the play?
- What time period is the play set in?
- What are the main characters?
- What is the main plot?

After the discussion, decide on the organization of your review. You may follow this kind of organization:

Review of *Emma* by Jane Austen

This book tells the story of a rich, young lady two hundred years ago who enjoys planning the marriages of all her friends. However, it turns out that her plans are not successful. It is a very amusing book which anyone will enjoy.

The part I enjoyed best was when Emma goes home with a young man who she thinks is in love with her friend. Only then does she discover that the man wants to marry her because she is rich. He proposes marriage and she is very shocked and rude to him.

The humour lies in the fact that Emma thinks she understands everybody around her. In fact everybody else is more aware of the true state of affairs than her.

I enjoyed this book because it showed me that people can make themselves believe that what they want to happen will happen!

Title and author of the book

A brief summary of the story, characters and plot

Your general opinion on the book

The aspect you want to write in particular: theme, the main character(s), or the plot

Develop your ideas on the aspect you want to emphasize

Overall assessment of the book

*PROJECT

Put on a performance of *Pygmalion* for the rest of your school and the parents. Here are some of the things to remember.

- 1 Find someone who would like to be the director.
- 2 Ask people who would like to act in the play for a meeting and see if they are suitable for any of the parts in the play. Let them read aloud a few lines of the dialogues from the play so that the director can give out the parts.
- 3 Before you act, make sure you know how to pronounce all the words correctly.
- 4 Make sure that you think about the rhythm and intonation of the speeches so that you sound like a native speaker.
- 5 While acting, make sure you speak more slowly and loudly than you do in daily life.
- 6 Always face the audience so that they can hear the words clearly.
- 7 Make sure that the action in the play keeps moving so there is no break in the flow of the story.

CHECKING YOURSELF

- 1 What have you learned about how to read and act a play?
- 2 Are you able to read a play so that you can show the emotions of the character you are acting?
- 3 What role do one's pronunciation and intonation play in real life, especially in England at Henry Higgins' time?
- 4 Can you use the past participle correctly?
- 5 Are you able to evaluate a play fairly so that you can present its strengths and its weaknesses?
- 6 Do you know how to put on this play with your classmates?

Unit 5 Meeting your ancestors

LISTENING



The terracotta warriors are one of the greatest Chinese archaeological finds of the twentieth century. Since their discovery in 1974 there has been a great deal of interest in their construction, function and artistic value. Amanda Peters, wants to find out more from her Chinese friend Zhou Lei, an archaeologist, about how to preserve them.



1 Listen to the tape and write down the main idea of their dialogue.

2 Read these questions. Then listen again and answer them.

- 1 What is the first problem? Why is it easier to solve?
- 2 How does the terracotta army show the power of Emperor Qin Shihuang?
- 3 What caused the terracotta warriors to lose their colour?
- 4 Why is it not easy to solve the problem of forty kinds of mould (霉菌)?

3 Then listen to the tape again and fill in the chart below.

Terracotta warriors	Features	Problems	Solutions
Age:		1 Cause:	1
Material:			
Number:		2 Cause:	2

TALKING

The tomb of Emperor Qin Shihuang is a magnificent archaeological site. As an individual, what can you do to help preserve important cultural sites like this? In pairs, discuss this problem and suggest a solution. These phrases may be useful in your discussion.

I think that we should ... because

If ..., then maybe we ought to

It seems likely/unlikely that

We must ask for help from

What if ...?

Perhaps we should/could

I suggest we

Have a class discussion about the solution that each pair suggests. Be prepared to argue your case and provide reasons for your view. At the end of the discussion vote on the solution that the class thinks is the best.

USING WORDS AND EXPRESSIONS

1 Fill in the blanks with the words and phrase below in their proper forms.

dizzy spear skilful BC hammer systematic look ahead wrinkle division

When I first began excavating I went to a site which had been occupied between 200 _____ and 43 AD by the Roman soldiers. I quickly learned there was an important _____ of labour on “digs”. Those who were _____ at drawing did the plans of the site and the rest had to move vast quantities of soil. As I _____, I realized that I would get very tired if I moved soil all day. So I decided to join the group drawing plans. Luckily for me, a _____ was found in my section of the “dig”. I was told to draw it in a _____ way on squared mathematical paper. No matter how much I _____ my forehead and concentrated, I could not get it right. Later the section leader handed me a small _____ and asked me to remove the soil stuck around a metal box. What I finally exposed was a rare Roman necklace in it, I felt _____ with excitement. After that I never minded moving soil – after all you never knew what you might find in it!

2 Replace the underlined parts with words that have the same meaning. Rewrite the sentence when necessary.

- 1 Except for a few marks, the watch is well preserved and its accuracy is amazing.
- 2 The party held for the academy award winners was full of happy laughter and music.
- 3 There is no other choice but to fight against the enemy.
- 4 The man was caught and brought to the police station.
- 5 The wolf let out a long loud cry of pain in the forest.
- 6 The lung cancer patient coughed badly until he finally forced blood out of his mouth.

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

- 1 我喜欢把酸奶和草莓、西瓜或其他水果混合在一起，这样尝起来更鲜美。(yoghurt; melon)
- 2 直到居里夫人使用放射能发展X光射线，科学家才认识到它的重要性。(significance; radioactivity)
- 3 看到那庞大的野兽，哈里的脉搏快速跳动，他立即加速驾车冲出了丛林。(pulse; beast; accelerate)
- 4 在我的家庭相册里，最初的几张照片是在我读幼儿园的时候拍的。(album; kindergarten)
- 5 我一直都知道她已经厌倦了当前台接待。(be fed up with; receptionist)
- 6 观众对滑板运动员们技艺高超的表演报以掌声，这掌声持续了好几分钟。(applaud; skilful; skateboard)
- 7 专家说烟草的使用可追溯到公元前1000年。(date back)
- 8 我认为你在交作文之前，应该删去文章里不必要的重复语句并且检查标点符号。(delete; punctuation)

USING STRUCTURES

- 1 Complete this dialogue, choosing suitable sentences from below.

MARY: _____

JANE: I've been studying botany at the Open University this summer.

MARY: _____

JANE: Yes, it's really been worthwhile. I'd been expecting to find it difficult, but it was great fun. I specifically liked the practical work.

MARY: _____

JANE: Yes, I think so. I would have begun my second year this month, but I couldn't afford it.

MARY: _____

JANE: Yes, but unfortunately my husband's income is too high for me to qualify. So I shall just have to wait. Oh, I've got to go now. Goodbye.

MARY: Goodbye.

Oh, really? Did you find it valuable?

Don't they offer some scholarships if you're a good student?

What have you been doing lately?

Will you continue it for a second year then?

- 2 Choose suitable verbs below and fill in the blanks in their proper forms. When you finish, check with a partner and discuss your verbs and tenses together.

be discover seem increase put become take remain come place surprise

The fame of the terracotta warriors in Western Europe _____ every year since they _____ over thirty years ago. A farmer found them entirely by chance but little did he know they _____ such a source of wonder and delight. However, after the warriors _____ on the list of World Heritage Sites, they _____ very famous. Anybody who _____ to China from Western Europe now usually _____ Xi'an on his/her list of preferred tours. So it _____ not _____ that when some of the warriors _____ to the British Museum in London for an exhibition, they _____ an instant success. It _____ that they _____ the number one tourist attraction for foreigners for many years ahead!

- 3 Make your own dialogue with your partner. One of you will be a foreigner coming to visit the terracotta warriors. The other will be a Chinese volunteer who will tell the foreigner about the warriors. Be prepared to perform it to the class. You may begin it in this way:

S: Hello. May I help you?

S: Yes. I was just wondering if ...

LISTENING TASK



The academic study of ancient Egyptian archaeology has only developed over the last hundred years. One of the first archaeologists to work seriously in this area was Flinders Petrie (1853-1942). He used to spend all his summers excavating sites in Egypt. Wang Wei, a Chinese student interested in archaeology, interviewed him many years ago about his work in Egypt.

- 1** Before listening to the tape, look at the pictures of two graves: One of a rich man and the other of a poor man. Make a statement about what they tell you about the Egyptian belief in the afterlife.

I think the ancient Egyptians believed: _____



- 2** Read these statements. Listen to the tape and decide whether they are true or false.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 Poor people did not bury their dead family members with goods. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Both rich and poor people preserved the bodies of their family members after death. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The ancient Egyptians believed the spirits of dead people went to the afterlife. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The ancient Egyptians believed everyone was first tested to see if they had lived a good life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 If you had not lived a good life, you went into the afterlife anyway. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The God Anubis (埃及神话中导引亡灵之神) ate your spirit if you had led a bad life on the earth. | <input type="checkbox"/> | <input type="checkbox"/> |

- 3** Now listen to the tape again and write down the similarities and differences between the beliefs of rich and poor people.

Similarities	Differences
1	1
2	2
3	3

READING TASK



A GREAT ARCHAEOLOGICAL DISCOVERY IN THE 20TH CENTURY

This was one of the most important archaeological discoveries of the 20th century. Its find was as dramatic and exciting as the discovery itself. Here is the story.

The first hint

The first hint that led to the discovery of the tomb of King Tutankhamun was on November 4th, 1922. Howard Carter, the excavator, noted in his diary:

"At about 10 am I discovered underneath the first hut the first step of the entrance to the tomb ... It seemed like a staircase (楼梯) to a tomb of the type of the 18th Dynasty but nothing more could be discovered till the rubbish was cleared away."

The next day Carter and his team removed the rubbish from the staircase to find the remains of a doorway that was still fastened. This was very significant as it was clearly a tomb of somebody important, and it had not been robbed. He noticed some of the wall had fallen away and when he looked inside, he saw a corridor completely filled with stones and rubbish.



Tutankhamun's tomb



The black box with Tutankhamun's name on the lid

On November 26th, 1922 Carter's colleagues from England came to see what he had found. They started to remove the rubbish from the corridor.

The find

When Carter got to the second sealed doorway, he made a small hole to see what was inside that room or passageway (antechamber – a room in front of an important room) and put a candle inside to get a better view. Everyone with him waited eagerly. He widened the hole and let the others look inside too. In his diary he describes their astonishment at the marvellous (绝妙的) collection of treasures. They included: two strange black statues of the king, wearing gold shoes and carrying royal insignia (徽章); gold chairs decorated with the heads of animals and gods; beautifully painted boxes; flowers; vases decorated with some beautiful flower designs; strange black boxes; white chests; a golden seat for the Pharaoh (法老) and lastly a cart made of gold.

Their first impression was of a room filled with treasure from another civilization. They felt amazement, shock and surprise, and they couldn't help asking themselves, "Was it a collection hidden from thieves or the doorway to a Pharaoh's tomb?"

The tomb

On February 17th of the next year they eventually came to what all archaeologists dream of – an unopened tomb of an Egyptian Pharaoh. The room or burial chamber with the king's body contained boxes of all shapes and sizes. One held the king's body and had his name on it, so they knew whose tomb it was. When it was examined, it was found that the body had been turned into a mummy (木乃伊) and placed within three boxes, one inside the other. One of the boxes was made of pure gold. Another smaller box beside the Pharaoh's body held the four jars containing the liver, lungs, stomach and intestines (肠) of the Pharaoh. In all there were more than 6,000 objects found in the tomb. Carter described the sight as *"one that was greater than any other and one we never dreamed of seeing. We were astonished by the beauty and refinement of the art displayed by the objects, which was greater than we could have imagined."*



Diadem of Tutankhamun

- 1** Now act as an archaeologist and record all the goods that were found apart from the Pharaoh's coffins.

Object	Material	Colour	Decoration
Boxes	Possibly wood		Beautifully painted

- 2** Discuss these questions in groups and prepare to report to the class.
- How did they know whose tomb it was?
 - Why do you think they thought these things came from another civilization?
 - Why did Carter get excited when he noticed the door to the tomb was still fastened?
- 3** An important task of archaeologists is to secure the site from thieves. In pairs, think of what you would do if you were Howard Carter. Write down the first three things you would do to protect the site.

Now your teacher will take the role of the chairperson, and the class, divided in groups, will take the roles of concerned archaeologists. Each group should put forward their ideas and let the rest of the class discuss them. When the class discussion is over, vote on the best ideas for securing and protecting the site.

SPEAKING TASK

This wall painting of an ancient Egyptian dinner party is a form of archaeological evidence which we can use to discover how ancient Egyptians enjoyed themselves.



- 1** In pairs, discuss what you can find from the wall painting and fill in the chart below.

	Evidence from the wall painting
Food	
Arrangements for the meal	
Clothes	
Hygiene (卫生)	
Entertainment	
People	

- 2** Check your answers with another pair. In turns, read your answers aloud to each other. Remember what you have got is only your guess. Archaeologists never state their ideas as facts but have more tentative ways of explaining their ideas about the evidence. Below are the expressions that archaeologists use to describe what they find at excavations. You may find them useful in your discussion.

It is reasonable to assume that

It seems that

We think that

Our evidence suggests that

Perhaps there was

It suggests that

*WRITING TASK

Pyramids were built for the Pharaohs to be buried in after they died. Often a Pharaoh began to build his pyramid as soon as he started ruling the country, as it took many years to complete.

A



B



C



Suppose you were asked to solve two archaeological problems. In pairs discuss:

- Which order were these pyramids built in?
You must decide which one you think was the earliest (and therefore the first to be built), which the second and so on. Make sure you give a reason for your decision.
- Why are pyramids built in this shape?
You know that the Egyptians regarded their Pharaohs as Gods.

Together write two paragraphs giving your ideas and your reasons.

Paragraph 1: Explain the order you think the pyramids were built.

Give your reason for your decision.

Paragraph 2: Notice that these three pyramids all come to a point at the top. Give a reason why you think they are like this.

*PROJECT

Make a study of newly discovered archaeological sites in China. Use the Internet or the local library to find out as much as you can. You may either concentrate on local Chinese archaeological sites and finds or those in China as a whole. Think about why it is important for people to find out what happened in ancient times and what you can learn from archaeological activities. When you have made a careful study, make a poster and share it with the rest of your classmates. You can learn from each other in this way.

CHECKING YOURSELF

- 1 Why is it important to understand earlier civilizations?
- 2 Which of these four choices is the closest definition of archaeology?
A A study of old buildings. B A study of past societies.
C A collection of dead people and their objects.
D A study of ancient societies by examining the objects people used.
- 3 Why are archaeologists interested in the houses and objects of poor people as well as rich people?
- 4 Why do you think archaeologists are tentative when they talk about their ideas?
- 5 Can you use various verb tenses correctly, especially the present perfect continuous tense?
Try to make a brief summary of it.
- 6 In your opinion, what makes a good archaeologist? In other words, what qualities, skills, techniques, etc, do they need to have?

Appendices

附录

Notes to the texts

课文注释

UNIT 1

1. California 加利福尼亚。

美国人口最多的州。位于美国西部太平洋沿岸,主要城市有洛杉矶、旧金山和圣迭戈。终年阳光明媚、气候温和,是著名的旅游胜地。

2. It also has the distinction of being the most multicultural state in the USA, having attracted people from all over the world. The customs and languages of the immigrants live on in their new home. 加州与众不同之处在于它也是美国最具多元文化的一个州,它吸引了来自世界各地的人们。这些移民的风俗习惯以及语言在他们的新家都得以延续。

having attracted people from all over the world 是现在分词的完成时作 state 的定语,其作用相当于一个定语从句 which has attracted people from all over the world。

live on 继续生活或存在。如:

Picasso is dead but his paintings live on. 毕加索人已作古,但他的画作却永远流传。

3. Native Americans 美洲土著人。

他们主要是印第安人。在西方殖民者15世纪来到之前广泛分布于南北美洲各地。学者一般认为,他们的祖先是在上一次冰河期结束之前由亚洲大陆经由白令海峡迁徙而来,在美洲已生活了一万多年。

4. Scientists believe that these settlers crossed the Bering Strait in the Arctic to America by means of a land bridge which existed in prehistoric times. 科学家们认为这些迁居者通过一条史前时代曾经存在的大陆桥穿越北极地区的白令海峡到达美洲。

Bering Strait 白令海峡。沟通北冰洋和太平洋的唯一航道,也是北美洲和亚洲大陆间的最短海上通道。位于亚洲东北端楚科奇半岛和北美洲西北端阿拉斯加之间。北连楚科奇海,南接白令海,白令海峡长约60千米,宽35~86千米,平均水深42米。

by means of 用某办法;借助于某事物。如:

The workers lifted the large wooden boxes by means of a crane. 工人们用起重机把那些大木箱吊起来。

5. Of the first Spanish to go to California, the majority were religious men, whose ministry was to teach the Catholic religion to the natives. 在首批移居加州的西班牙人中,大部分是宗教人士,他们的职责是向原住民传授天主教。

Catholic religion 天主教。与东正教、新教并列的基督教三大派别之一,亦称公教。

6. Although Chinese immigrants began to arrive during the Gold Rush Period, it was the building of the rail network from the west to the east coast that brought even larger numbers to California in

the 1860s. 虽然中国移民在淘金热时期就开始到来了，但是更大批量的移民却是在19世纪60年代为了修建贯穿美国东西海岸的铁路而来的。

the Gold Rush Period 淘金热时期。1848年，在美国加利福尼亚的萨克拉曼多发现大金矿，形成了著名的加利福尼亚淘金热。两年内世界黄金产量倍增，从此圣弗朗西斯科 (San Francisco) 被中国移民称为旧金山。

7. **By the 1920s the film industry was well established in Hollywood, California.** 20世纪20年代，电影业在加州的好莱坞建立了起来。

Hollywood 好莱坞，美国电影业的中心。位于洛杉矶市中心的西北，主要由两条大道组成，日落大道和好莱坞大道。美国的影业中心原在纽约，19世纪末，一些小片商为了摆脱大片商的垄断和专利的束缚而来到好莱坞拍片。到1929年，好莱坞已经形成了以八大公司为主的美国新的电影业中心。

8. **Built in 1873, the cable car system was invented by Andrew Hallidie, who wanted to find a better form of transport than horse-drawn trams.** 缆车系统建于1873年，是由安德鲁·哈利迪发明的，他试图找到一种比马拉轨道车更好的交通方式。

Andrew Hallidie 安德鲁·哈利迪，美国发明家。他发明了有轨街车系统。

9. **Fisherman's Wharf** 渔人码头。

渔人码头是旧金山的主要观光点之一。过去曾是意大利渔民的停泊码头，故得此名。附近有许多海味饭馆和旅游纪念品商店。

10. **It's also the place to catch the ferry to Angel Island and other places in the Bay.** 这也是乘船去天使岛和海湾其他地方的渡口。

Angel Island 天使岛。该岛约188公顷。天使岛是华人当年越过太平洋进入美国的大门。美国国会于1882年通过了“排华法案”，限制从美国西海岸登陆的华人数。歧视性的《排华法案》一直执行到1943年。当时，移民局用尽各种方法禁止华人入境。冰冷的海水让天使岛与外界隔绝，成了移民局羁押华人移民的最好选择。从1910年开始，数十年间，来美华人的80%左右曾被羁押在此。到1940年大火烧毁拘留所为止，拘留所共处理过100万件移民案件，涉及17.5万名华人。

11. **Did so much exploring at Fisherman's Wharf. Am exhausted and don't feel like doing anything else. Early bed tonight!** 在渔人码头看了这么多东西，我精疲力竭，什么也不想干了。今晚要早点睡觉！



问题：用英语写日记可以用短语或省略句代替完整的句子。请你用正确完整的句式重写以上例句。

UNIT 2

1. **Clone** 克隆。

一个细菌经过几十分钟就可一分为二，一根葡萄枝切成十段就可能变成十株葡萄，仙人掌切成几块，每块落地就生根，一株草莓依靠它沿地“爬走”的匍匐茎，一年内就能长出数百株草莓苗……这些都是生物靠自身的一分为二或自身的一小部分的扩大来繁衍后代，这就是无性繁殖。无性繁殖的英文名称叫Clone，译为“克隆”。实际上，英文的Clone起源于希腊文“Klone”，原意是“嫩枝”或“插条”繁殖。

利用动物的胚胎细胞或体细胞，使其与已预先去除遗传物质的成熟卵子融合，并发育成胚胎，再经胚胎移植成仔产出。用这种方法产生的动物其基因全部来自供体，而与卵子无关。这种无性繁殖技术被称为克隆技术。

2. **Dolly the sheep** 多莉羊。

多莉羊于1996年7月5日由苏格兰罗斯林研究所的伊恩·威尔穆特教授等人通过体细胞克

隆法培育问世，是世界上首只成年体细胞克隆动物。多莉诞生后六年，因肺部感染而死亡。六岁对于绵羊来说是年轻的，因此多莉的早逝意味着克隆技术尚不完善。

3. **But at last the determination and patience of the scientists paid off in 1996 with a breakthrough – the cloning of Dolly the sheep.** 但是决心和耐心使科学家们最终于1996年收获了突破性的结果——克隆羊“多莉”。

pay off 在此句中表示“是值得的；没有白费”。如：

His efforts paid off when the girl accepted his proposal. 他的努力没有白费，女孩接受了他的求婚。

另外，pay off 还有“偿清；还清”的意思。如：

I'll have paid off my debt by this time next year. 明年此时我的债就要还清了。

The men were paid off on the last day before the holiday. 工人们休假前一天拿到了工钱。

4. **Then came the disturbing news that Dolly had become seriously ill. Cloning scientists were cast down to find that Dolly's illnesses were more appropriate to a much older animal.** 接着传来了多莉病重的坏消息。研究克隆的科学家发现多莉得的病更容易发生在年老的羊身上，这让他们很沮丧。

本句中的news与that Dolly had become seriously ill是同位语关系。一个名词或代词后面有时可接一个单词、短语或从句，对前者作进一步的解释，说明它指的是谁或是什么，这就是同位语。如：

Mr Wang, my child's teacher, will be visiting us on Tuesday. 王先生，我孩子的老师，星期二要来看我们。

I, the oldest girl in the family, always had to care for the other children. 我，作为家里的长女，老得照料家中的其他孩子。

cast down 使……沮丧；使……泄气。如：

He was much cast down by his failure to find work. 他找不到工作十分泄气。

He was cast down by the result of the experiment. 他被实验的结果搞得很沮丧。

be appropriate to (for) sth 适合于……的；适当的。如：

Beethoven's music is appropriate for the occasion. 贝多芬的音乐适合这种场合。

You should write it in a style which is appropriate to your subject. 你应当用一种适合你的文章主题的写作风格。

5. **Is it in favour of cloning or against it?** 它是赞成克隆行为还是反对克隆行为？

in favour of 赞成；支持。如：

I have told her about our plan, and she is in favour of it. 我对她讲了我们的计划，她表示赞同。

He refused a job in the company in favour of a university appointment. 他拒绝了一家公司的的工作，而接受了一所大学的职位。

6. **Dolly's death, like her birth, was bound to raise worries.** 多莉之死，正如它的出世一样，注定要带来焦虑。

be bound to 肯定会。如：

Look at the sky. It's bound to rain this afternoon. 看看天，今天下午一定会下雨。

In a group as big as this, you are bound to have disagreements. 在这么大的一群人中，你一定会遇到不同意见。

raise 举起；使起来；引起；提出。如：

If you have any questions, please raise your hands. 你们如有问题，可举手问。

Shut the windows. The jeep in front of our car has raised a cloud of dust. 关上窗子，我们车子前面的吉普车扬起了一片尘土。

Their discussion raised a series of problems. 他们的讨论引出了一系列的问题。



问题：raise, rise 和 arise 意义相近，但用法不同。请看以下句子，你能正确理解句子的意思并把它译成汉语吗？

They raise the flag every morning when the sun rises.

Everybody expects a rise in wages at the beginning of the year.

Many problems would arise if he knew the facts.

7. **Scientists believe human cloning is just a matter of time but the assumption that human clones have already been born hasn't been proved yet.** 科学家们相信人类的克隆只不过是时间问题，但是克隆人已经问世的说法还没有被证实。

assumption 设想；假设。如：

They bought the old house in the countryside on the assumption that it would be quiet to live there. 他们在乡下买了幢旧房子，因为觉得住在那里会很安静。

8. **The popularity of films such as *Jurassic Park*, in which a scientist clones several kinds of extinct dinosaurs, proves how the idea struck a mixture of fear and excitement into people's hearts.** 在《侏罗纪公园》这部影片中，有一位科学家克隆了好几种不同的绝种恐龙。类似这样的电影很受欢迎，证明了这一想法使人们感到既兴奋又恐惧。

《侏罗纪公园》(Jurassic Park)是一部1993年的科幻冒险电影，由斯蒂芬·斯皮尔伯格执导，改编自麦克·基里顿的同名原著小说。之后还拍摄了两部续作，该系列电影在全球赢得了很高的票房记录。

strike fear, etc into somebody / somebody's heart 使某人感到恐惧等。如：

The tsunami struck fear into the people of the tsunami-hit countries. 这场海啸使得受灾国家的人民胆战心惊。

9. **All efforts of cloning an animal will be in vain if there is not enough diversity in the group to overcome illnesses.** 如果某个动物群体没有足够的多样性以战胜疾病，那么克隆这种动物的所有努力都将是无用的。

in vain 无效果的；无用的。如：

The girl tried in vain to open the locked door. 女孩怎么也打不开锁着的门。

All attempts to rescue the boy with cancer were in vain. 为挽救那个患癌症的男孩的所有尝试都无济于事。

10. **The great drawback to cloning a group of animals is that they would all have the same arrangement of genes and so might die of the same illness.** 经过克隆的动物群体的最大缺点是：它们的基因排列有可能完全相同，因而它们有可能会死于同一种疾病。

UNIT 3

1. **Here was a chance for me to distinguish myself by inventing something merciful that would catch snakes but not harm them.** 这回我有机会来表现一下自己了。我要发明某种仁慈的东西，既可以把蛇捉住，又不会伤害它们。

distinguish oneself 显扬自己；使自己扬名。如：

The man distinguished himself by his wisdom. 这个人因智慧而扬名。

distinguish 常用作“辨别；区别”的意思。如：

Look at those twin sisters. I can hardly distinguish one from the other. They are so much alike. 看这对双胞胎姐妹，我分不清她们，她们太相像了。

Children should be taught to distinguish right from wrong. 应当教育孩子分辨是非。

Those with good eyesight can distinguish distant objects. 有好眼力的人能辨认远处的物体。

2. **This was in the expectation that the snakes would bite again. But monitored carefully, the snakes proved to be no trouble and all went according to plan.** 这是因为我预料蛇还会再咬人。但是经过仔细监视，证明这些蛇是制造不了麻烦的，一切都按计划进行着。

句中的 that 从句是一个同位语从句，作 expectation 的同位语。

3. **The criteria are so strict that it is difficult to get new ideas accepted unless they are truly novel.** (评定) 专利标准是很严格的，除非新的想法真是新颖的，否则很难被接受。

novel 在此处是形容词，意思是“新的；新颖的；新奇的”。其名词形式是 novelty。如：

He is a person who always has novel ideas. 他经常会有新奇的想法。

Disneyland gave me a completely novel sensation. 迪斯尼乐园给了我一种全新的感觉。

The novelty of office work wore off, and Jim soon got tired of it. 办公室工作的新鲜感消失了，吉米很快就对它厌倦了。

She is always looking for novelty items to wear. 她穿着上总是追求新颖。



问题 你知道 novel 还有别的意思吗？像 novel 这样一词多义的现象在英语中屡见不鲜。你还能举出几个例子吗？

4. **Alexander Graham Bell was born in 1847 in Scotland, but when he was young his family moved to Boston, USA.** 亚历山大·格雷厄姆·贝尔 1847 年生于苏格兰，但在他还小的时候，他们家就搬到了美国的波士顿。

Alexander Graham Bell 亚历山大·格雷厄姆·贝尔(1847—1922)，电话发明人。1847年3月3日生于英国苏格兰爱丁堡，1922年8月2日卒于加拿大布雷顿。1873年贝尔萌发在电报线路上通话的设想，经过反复实验终于在1876年3月10日试验电话通话成功。

5. **He believed that one should always be curious and his most famous saying was: “Leave the beaten track occasionally and dive into the woods. Every time you do you will be certain to find something that you have never seen before. Follow it up, explore all around it, and before you know it, you will have something worth thinking about to occupy your mind. All really big discoveries are the result of thought.”** 他认为一个人应当具有好奇心，他最著名的一句话是：“偶尔离开平路去寻求困境。当你这么做的时候，你一定会发现你从未见过的东西。跟踪下去，不断探索，不知不觉中，你就会发现某种值得思考的东西占据着你的头脑。所有真正伟大的发现都是思考的结果。”

beaten track 踏平的路；一贯走的路；惯例。如：

We followed a well-beaten track through the forest. 我们沿着一条人们踏出来的路穿过森林。

woods 原指“树林”，在这里有“险境，困境”的意思。out of the woods 表示“脱离麻烦或困难”。如：

The situation is improving, but we are not out of the woods yet. 情况正在改善，但我们还没有摆脱困境。

6. **This original telegraph sent a message over distances using Morse code (a series of dots tapped out along a wire in a particular order).** 这种原始的电报用莫尔斯电码长距离传送信息(莫尔斯电码是通过电线发出的以特定次序敲击出的一连串点、划)。

Morse code 莫尔斯电码，电报技术中早期使用的一种电码，由美国科学家莫尔斯于1838年发明。它用点和划组合成字符。

7. **Although he is most often associated with the invention of the telephone, he was indeed a continuing searcher after practical solutions to improve the quality of everybody's life.** 虽然人们常把他和发明电话联系起来，但是他的确是一名永不停息的探索家，不断寻求着改善人们生活质量的途径。

associate with 把……和……联系起来；和……来往。如：

In our minds the Spring Festival is associated with happy family reunions. 在我们心中，春节是和

愉快的家庭团聚联系在一起。

Her parents didn't like her associating with net friends. 她的父母不喜欢她和网友来往。

句中的 continuing 是动词 -ing 形式，在这里作定语用。如：

This is a very pressing problem. 这是一件紧急的事情。

We talked a great deal about the coming festival. 我们说了不少有关即将到来的节日的事情。

He made an inspiring speech at the meeting. 他在会上发表了一段激动人心的讲话。

8. **I'm sorry, but this phone is out of order.** 对不起，这个电话坏了。

out of order 坏了；有毛病。如：

Our refrigerator is out of order again. We'd better buy a new one instead of repairing it. 咱们的冰箱又坏了，我们别修它了，最好买一个新的。

与之相反的短语是 in order，意思是“处于正常状况；情况良好”。如：

The house is painted and decorated, everything is in order. 房子粉刷了，装修了，一切都整整齐齐。

I'll see that everything is in good order when the guests arrive. 客人来时我会把一切都照料得井井有条的。

UNIT 4

1. **Pygmalion** 皮格马利翁。

希腊神话中的人物，他雕刻了一个妇女的塑像，然后向神祈求使之获得生命并陷入对她的爱恋中。后来萧伯纳写了一个同名的剧本。

2. **This play by George Bernard Shaw is an adaptation of a classic Greek story.** 萧伯纳的这个剧本是根据一个经典的希腊传说改编的。

George Bernard Shaw 萧伯纳 (1856—1950)，英国剧作家、评论家，费边社领导人。萧伯纳从1885年开始到1949年为止，共完成剧本51部，其中最杰出的有《凯撒和克里奥帕特拉》(1898)、《人与超人》(1903)、《巴巴拉少校》(1901)、《伤心之家》(1911)、《圣女贞德》(1921)和《苹果车》(1930)等。

萧伯纳是19世纪末和20世纪上半叶英国杰出的现实主义剧作家，他的作品以反映社会问题为主，内容严肃、语言优美，剧情充满机智和幽默。他于1926年获诺贝尔文学奖。

classic 作名词时，意思是“第一流的作品、艺术；经典著作”。作形容词时意思是“第一流的；经典的”。而 classical 为形容词，包含的意思有“古希腊、罗马之文学艺术的；(指音乐)古典的；典雅的”。如：

Shakespeare's plays are among the great classics of English literature. 莎士比亚的戏剧是英国文学中的伟大经典著作。

The cathedral has been considered an example of classic architecture for over a century. 这座教堂百年来一直被看作是一流的建筑杰作。

She likes classical literature and music. 她喜欢古典文学和音乐。

Classical ideas about the speed of light were changed by Einstein. 传统的光速理论被爱因斯坦改变了。

3. **This play was also made into a film called *My Fair Lady*.** 这个剧本还被拍成了一部名为《窈窕淑女》的电影。

《窈窕淑女》(*My Fair Lady*)，故事取材于英国作家萧伯纳的作品《皮格马利翁》，讲述语言学教授希金斯如何将一个满是乡下口音的卖花女在短期内训练成为一个操着贵族口音，并能出没于上流社会的千金小姐。本片在第三十七届奥斯卡奖评选中一举夺得八项大奖。

4. **Colonel Pickering (CP): an officer in the army and later a friend of Higgins' who sets him a task.** 皮

克林上校（简称CP）：陆军军官，后成为希金斯的朋友，并给他安排了一项任务。

officer 军官；警官；高级职员。official 官员；公务员。

The officers live at headquarters and the soldiers live in the camps. 军官住在总部，士兵住在军营。

The President and his ministers are government officials. 总统和部长为政府（高级）官员。

5. **I ain't done nothing wrong by speaking to that gentleman.** 我跟那位先生讲话，又没做错什么事呀。

ain't 是不规范的语言，相当于 am not, is not, are not, has not, have not。如：

We ain't coming. 我们不来了。

They ain't got it. 他们没有那玩意儿。

ain't done nothing wrong 是十分不规范的语言。

对话中多次出现这种不规范的语言是为了突出卖花女的乡下背景和没受过教育的下等人身份。

6. **There you are and you were born in Lisson Grove if I'm not mistaken.** 你呀，如果我没弄错的话，你出生在里森格罗佛。

7. **You can place a man by just a few remarks.** 你可以根据几句话就判定一个人来自何地。

place 在该句中的意思是“凭记忆或经验辨认”。如：

I remember her name but I'm afraid I can't place her face since we only met once. 我记得她的名字，但是恐怕我无法认出她的脸，因为我们只见过一次。

8. **This is the age of the newly rich. People begin their working life in a poor neighbourhood of London with 80 pounds a year and end in a rich one with 100 thousand.** 这是致富的年代。人们从伦敦的穷人区开始工作，年收入才 80 英镑，最后到了富人区工作，年收入就是 10 万英镑了。

9. **... the English that will condemn her to the gutter to the end of her days.** 那一口英语使她注定要在贫民窟里呆一辈子了。

gutter 排水沟；阴沟。the gutter 贫民区。

condemn sb to sth / to do sth 注定；差遣；派遣。如：

The man was condemned to six years in prison for treating his wife cruelly. 那男人因虐待妻子被判六年监禁。

His disabled legs condemned him to a wheelchair all his life. 他残疾的双腿把他一辈子困在了轮椅上。

condemn 经常用以表示“谴责；责备；指责”等意思。如：

Terrorism is condemned by people all over the world. 恐怖主义受到全世界人民的谴责。

10. **What other things show one's status in society apart from how one speaks?** 除了一个人的言谈用辞，还有什么会显示他（她）的社会地位？

statue 塑像；雕像。status 身份；状况。两者拼读有些相近，注意区分。如：

The Statue of Liberty, which was a gift to the United States from the people of France, was put up in 1886. 自由女神像是法国人民赠送给美国人民的礼物，它是 1886 年被矗立在那里的。

What's your status in this country? Are you a citizen or not? 你在这个国家的身份是什么？是不是本国公民？

11. **I'm not asking any favours — and he treats me like dirt.** 我不是求他帮忙，可他把我当下贱人看待。

treat someone like dirt 把某人当下流人对待。又如：

They treated poor old Uncle Bob like dirt. 他们随意侮辱可怜的鲍勃大叔。

Don't you ever speak to him like that! Don't treat him like dirt! He is a man! 不许你那样跟他说话！不许侮辱他！他是个人！

12. **Oh, she is so deliciously low.** 哦，她真是粗俗得可爱。

13. **But you cannot overlook that!** 但你可不能小看这个问题！

overlook 俯视；俯瞰；忽略；忽视；没有注意到。如：

These details are easily overlooked, so you should pay attention to them. 这些细节容易被忽略，所以你们要小心。



问题：你知道与 overlook 意义相近的词吗？请举一个例句。

UNIT 5

1. **Make a tentative guess about what Peking Man may have done and used thousands of years ago.** 试着猜猜几千年前“北京人”可能做的事情和用的东西。

Peking Man “北京人”。中国华北地区旧石器时代早期的人类化石。属直立人。北京人遗址于1921年被发现，位置在北京市房山区周口店镇龙骨山北侧。“北京人”的年代距今约70万至20万年。“北京人”的发现为研究人类早期的生物学演化及早期文化的发展提供了实物依据。1941年太平洋战争爆发前后，1929年以来发现的“北京人”、“山顶洞人”化石标本全部失踪，至今下落不明。

2. **A VISIT TO THE ZHOUKOUDIAN CAVES** 周口店洞穴参观记

Zhoukoudian 周口店，北京市房山区的一个村庄。1921年起在该地发现了北京人的头盖骨和其他骨骼化石。

3. **We have been excavating layers of ash almost six metres thick, which suggests that they might have kept the fire burning all winter.** 我们一直在挖掘一层层的积灰，几乎有六米厚。这意味着他们可能整个冬天都在烧火。

句中 suggest 的含义是“暗示；意味；表明”。如：

The handwriting of the letter suggests that the letter might be from a lady. 从书信的字体上看，写信人是一位女性。

His bad manners suggest a lack of proper childhood training. 他的无礼反映了他缺乏家教。

His restlessness suggested that he wanted to leave immediately. 他的坐立不安说明他想立即离开。

might have done 表示对过去事情的猜测。如：

A: Where was your sister? I didn't see her at the party. 你姐姐上哪里去了？聚会时我没见到她。

B: She might have gone swimming with some friends. 她可能和朋友游泳去了。

4. **After that they would rub an ample amount of salt onto the skin to make it soft.** 然后，他们可能在兽皮上边擦上大量的盐，使皮变柔软。

ample (= more than enough) 充足的、充裕的；enough 足够的、充分的。两者程度有所不同。如：

We have ample money for the journey. 我们有充足的旅费（意为很多，根本不用发愁）。

We have enough money for the journey. 我们有足够的旅费（意为够用）。

5. **Davidson Black** 步达生 (1884—1934)，加拿大解剖学家。北京人化石学名的命名人。

6. **Pei Wenzhong** 裴文中 (1904—1982)，中国史前考古学家、古生物学家、旧石器学家。河北省滦县人。他1929年12月2日在周口店首次发现著名的北京人头盖骨化石，为人类发展史提供了重要的证据。他还通过研究，确认石器、用火灰烬等的存在，从而明确了北京人的文化性质，将北京人的研究纳入考古学研究的范畴。

7. **Having heard wolves howling in the forest, Lala accelerated her walk up the path to the caves fearing that there might be wild beasts lying in wait for her.** 沿着回洞穴的路走着，听到森林里狼的嚎叫声，拉拉加快了步伐，她担心会有野兽隐蔽埋伏着，正等着她。

lie in wait (for sb) 隐蔽静候以出人意料。如：

The police spent a few days lying in wait for the suspected man. 警察为了捕获嫌疑人隐蔽埋伏了好几天。

8. **She had almost reached her destination when a delicious smell arrested her progress and she stopped.**

快到达目的地的时候，一阵香气扑鼻，她停下来，不往前走了。

arrest 吸引（注意力）；阻止；妨碍。如：

The little baby arrested the little girl's attention. 那个小婴儿吸引了小姑娘的注意力。

They are trying to make a new medicine to arrest the spread of the disease. 他们正试图研制一种新药来控制这种疾病的蔓延。

progress 此处指前进的步子。又如：

They made slow progress up the mountain. 他们慢慢地向着山顶前进。

Their progress was stopped by the deep snow. 厚厚的雪使他们寸步难行。

9. **He had a large, square face, with strongly pronounced eyebrows and cheekbones.** 他的脸盘很大，方形脸，浓眉大眼，颧骨突出。

pronounced 明确的；肯定的；明显的。如：

Jean has a pronounced French accent. 吉恩的法国口音很明显。



问题：请查词典看看 accent 和 pronounce 这两个词的最基本的词义和用法。你能用这两个词分别造句来说明其用法吗？

10. **Lala's spirits rose.** 拉拉情绪高起来了。

spirits 心情；心境。多用作复数。如：

He was in low spirits after he lost his job. 他失业以后心情很郁闷。

在此句中 spirits 作为主语与动词 rise 连用，表示“变得更加高兴”。同样可与之连用的动词还有 sink 和 lift。如：

My spirits sank when I heard the news that an earthquake had happened in my hometown. 听到故乡发生地震的消息，我的心情变得很沉重。

Grammar 语法

I 动词 (Verbs)

动词的时态 (Tenses)

动词的时态 (Tenses)	
现在时 (Present)	一般现在时 (The Simple Present Tense) Linda loves sports, music and gardening. What is your opinion about cloning?
	现在进行时 (The Present Continuous Tense) John is thinking about a solution to his problem. The child is always asking silly questions.
	现在完成时 (The Present Perfect Tense) Barry has just passed his university entrance exam. The students haven't reviewed the vocabulary yet.
	现在完成进行时 (The Present Perfect Continuous Tense) 现在完成进行时由 have/has + been + 动词的现在分词构成。现在完成进行时表示一个由过去某一时间开始一直延续到现在的动作，这动作有可能刚刚结束，也可能还要进行下去。 She has been talking on the phone for an hour. It has been snowing ever since we set off.
过去时 (Past)	一般过去时 (The Simple Past Tense) Did the people of ancient Rome speak Latin? Alexander Graham Bell was born in 1847 in Edinburgh.
	过去进行时 (The Past Continuous Tense) In the distance we could see that something was happening . The young man was reading a book when I saw him,
	过去完成时 (The Past Perfect Tense) The train had already left when we got to the station. You hadn't left the key, so we couldn't get into the office.
将来时 (Future)	一般将来时 (The Simple Future Tense) We won't come back tomorrow. She will leave for Paris on Tuesday.
	过去将来时 (The Future-in-the-Past Tense) My brother told me that he would be back on Saturday. I wasn't sure if I should go to see him the next week.

II 同位语 (The Appositive)

同位语主要用作对名词（或代词）做进一步解释，它可以是单词、短语或从句。同位语从句是名词从句的一种，置于某些名词之后。这些名词包括：fact, doubt, idea, news, hope, decision, possibility, assumption, suggestion, question 等。这类从句通常由 that 引导，有时也可用 what, why, whether, when 等引导。

The whole scientific world followed the progress of the first successful clone, **Dolly the sheep**.

Altogether Dolly lived for six years, **half the length of her original sheep**.

The fact **that she seemed to develop normally** was very encouraging.

There is also a fierce debate over the question **whether human cloning experiments should be allowed**.

I have no idea **why he left the party without being noticed**.

He often asked me the question **when we would start our project**.

I had my doubts **whether he would be able to arrive**.

Words and expressions in each unit

各单元生词和习惯用语

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

Unit 1

△ California /kælɪ'fɔːniə/ *n.* 加利福尼亚 (州)
 △ Californian /kælɪ'fɔːniən/ *n. & adj.* 加利福尼亚 (州) 人 (的)
 △ illustrate /ɪlə'streɪt/ *vt.* 说明；阐明
 distinct /dɪ'stɪŋkt/ *adj.* 清晰的；明显的；明确的
 distinction /dɪ'stɪŋkʃn/ *n.* 差别；区分；卓著
 △ immigrant /ɪ'mɪgrənt/ *n.* (从外国移入的) 移民
live on 继续存在；继续生存
 strait /streɪt/ *n.* 海峡
 △ Bering /beərɪŋ/ Strait 白令海峡
 Arctic /ɑːktɪk/ *adj.* 北极的；北极区的
 the Arctic 北极
 means /miːnz/ *n.* 手段；方法
by means of ... 用……办法；借助……
 △ prehistoric /prɪːhɪ'stɔːrɪk/ *adj.* 史前的
 majority /mə'dʒɔːrəti/ *n.* 大多数；大半
 ministry /'mɪnɪstri/ *n.* (政府的) 部；(全体) 牧师；牧师的职责
 Catholic /'kæθəlɪk/ *adj.* 天主教的
n. 天主教徒
 △ Alaska /ə'læskə/ *n.* 阿拉斯加 (州)
 △ San Francisco /sæn frən'sɪskəʊ/ *n.* 圣弗朗西斯科 (也称旧金山)
 △ adventurer /əd'ventʃərə/ *n.* 冒险家
make a life 习惯于新的生活方式、工作等
 △ despite /dɪ'spaɪt/ *prep.* 尽管；不管
 hardship /'hɑːdʃɪp/ *n.* 苦难；困苦
 elect /ɪ'lekt/ *vt.* 选择；决定做某事；选举某人
 federal /'fedərəl/ *adj.* 联邦制的；联邦政府的
 rail /reɪl/ *n.* 铁路；扶手；(护栏的) 横条
 percentage /pə'sentɪdʒ/ *n.* 百分比；百分率

△ Los Angeles /ləs'ændʒəliːs/ *n.* 洛杉矶
 Italy /'ɪtəli/ *n.* 意大利
 Italian /ɪ'tæliən/ *n.* 意大利人；意大利语
adj. 意大利人的；意大利语的
 Denmark /denmɑːk/ *n.* 丹麦 (北欧国家)
keep up 坚持；维持；沿袭 (风俗、传统等)
 △ Hollywood /'hɒliwʊd/ *n.* 好莱坞；美国电影业
boom /buːm/ *n.* (人口、贸易的) 繁荣
vi. 处于经济迅速发展时期
 aircraft /'eəkrɑːft/ *n.* 飞行器；航空器；飞机
 △ Cambodian /kæm'bəʊdiən/ *n.* 柬埔寨人；柬埔寨语
 Korea /kə'riə/ *n.* 韩国；朝鲜
 Korean /kə'riən/ *n.* 韩国 / 朝鲜人；朝鲜 / 韩语
adj. 韩国 (人 / 语) 的；朝鲜 (人 / 语) 的
 Pakistan /pɑːkɪ'stɑːn/ *n.* 巴基斯坦
 Pakistani /pɑːkɪ'stɑːni/ *adj.* 巴基斯坦 (人) 的
n. 巴基斯坦人
 △ immigrate /ɪ'mɪgreɪt/ *vi.* 移入 (外国定居)
 immigration /ɪmɪ'greɪʃn/ *n.* 移民；移居入境
 racial /reɪʃl/ *adj.* 人种的；种族的
 crossing /'krɒsɪŋ/ *n.* 横渡；横越；十字路口；人行横道
 vice /vaɪs/ *n. & adj.* 代理；副职
 nephew /'nefjuː/ *n.* 侄子；外甥
 pole /pəʊl/ *n.* 地极；电极；磁极
 applicant /'æplɪkənt/ *n.* 申请人
 customs /'kʌstəmz/ *n.* 海关；关税；进口税
 socialist /'səʊʃəlɪst/ *n.* 社会主义者；社会党人
adj. 社会主义者的
 socialism /'səʊʃəlɪzəm/ *n.* 社会主义
 occur /ə'kɜː/ *vi.* 发生；出现

cattle /'kætl/ *n.* 牛 (总称)
 △ Hispanic /hi'spænik/ *n.* (美) 讲西班牙语的美人
indicate /'ɪndɪkeɪt/ *vt.* 指出; 标示; 表明; 暗示
back to back 背靠背
 luggage /'lʌɡɪdʒ/ *n.* 行李 (<美> baggage)
 shave /ʃeɪv/ *vt. & vi.* (shaved; shaved, shaven) 刮; 剃
 △ cable /'keɪbl/ *n.* 缆绳; 绳索; 电缆
 △ cable car 缆车; (美) 有轨缆车
 △ Andrew Hallidie /'ændru: 'hæliði/ 安德鲁·哈利迪
 tram /træm/ *n.* (有轨) 电车
 apparent /ə'pærənt/ *adj.* 显而易见的; 显然的; 表面上的
 apparently /ə'pærəntli/ *adv.* 显然地; 显而易见地
 brake /breɪk/ *n.* 闸; 刹车; 制动器
vi. & vt. 刹(车); 用制动器减速
 conductor /'kɒndʌktə/ *n.* (公车) 售票员; 列车员; (乐队) 指挥
slip /slɪp/ *vi.* 滑动; 潜行; 滑跤
n. 滑动; 滑倒
 △ wharf /wɔ:fl/ *n.* 码头
 bakery /'beɪkəri/ *n.* 面包房; 面包厂
 ferry /'feri/ *n.* 渡船; 渡口
vt. 摆渡; 渡运
 △ Angel Island 天使岛
team up with 与……合作或一起工作
hire /haɪə/ *vt. & n.* 租用; 雇用
 △ fascinating /'fæsmɪneɪŋ/ *adj.* 迷人的; 吸引人的
mark out 画线; 标出……界线
 seagull /'si:ɡʌl/ *n.* 海鸥
take in 包括; 吸收
 angle /'æŋɡl/ *n.* 角; 角度
a great/good many 许多; 很多
apply for 申请; 请示得到
nowhere /'nəʊweə/ *adv.* 无处; 到处都无
 △ miserable /'mɪzərabl/ *adj.* 痛苦的; 悲惨的
 punishment /'pʌnɪʃmənt/ *n.* 处罚; 惩罚
 justice /'dʒʌstɪs/ *n.* 正义; 公平
 mourn /maʊn/ *vt. & vi.* 哀悼; 悼念; 表示悲痛
 civil /'sɪvəl/ *adj.* 公民的; 国内的; 民间的

authority /ɔ:'θɔ:ntɪ/ *n.* 权威; 权力
 (*pl.*) 当局; 官方
reform /rɪ'fɔ:m/ *vt. & vi.* 改革; 革新
n. 改革; 改造; 改良
 grasp /grɑ:sp/ *vt. & n.* 抓住; 抓紧; 掌握; 领会
 △ thoughtful /'θɔ:tfʊl/ *adj.* 关切的; 体贴的; 深思的
 thankful /'θæŋkfl/ *adj.* 感激的; 感谢的
 insert /ɪn'sɜ:t/ *vt.* 插入; 嵌入

Unit 2

differ /'dɪfə/ *vi.* 不同; 相异
 exact /ɪg'zækt/ *adj.* 精确的; 准确的
 △ cutting /'kʌtɪŋ/ *n.* 剪枝; 剪报; 剪纸
 twin /tuɪn/ *n.* 双胞胎之一; 孪生儿之一
adj. 成对的; 成双的
 △ identical /aɪ'dentɪkl/ *adj.* 同一的; 一模一样的
 commercial /kə'mɜ:ʃl/ *adj.* 商业的; 贸易的
 straightforward /streɪt'fɔ:wəd/ *adj.* 简单的; 直接的; 坦率的
 △ complicated /'kɒmplɪkeɪtɪd/ *adj.* 复杂的; 难懂的
 undertake /ˌʌndə'teɪk/ *vt.* (undertook; undertaken)
 着手; 从事; 承担
pay off 得到好结果; 取得成功; 偿清
 breakthrough /'breɪkθru:/ *n.* 突破
 procedure /prə'si:dʒə/ *n.* 程序; 步骤; 手续
 △ nucleus /'nju:klɪəs/ *n.* 原子核; 中心
 △ somatic /səʊ'mætɪk/ *adj.* 躯体的; 肉体的; 细胞体的
 △ embryo /'embriəʊ/ *n.* 胚; 胚胎; 萌芽时期
 carrier /'kæriə/ *n.* 携带者; 搬运工; 运输工具
cast /kɑ:st/ *vt.* (cast, cast) 扔; 投; 掷
cast down 沮丧; 不愉快
 altogether /ɔ:ltə'geðə/ *adv.* 总共; 完全地
 arbitrary /'ɑ:bitrəri/ *adj.* 任意的
 △ fate /feɪt/ *n.* 命运; 天命
 correction /kə'rekʃn/ *n.* 改正; 纠正; 修正
object /əb'dʒekt/ *vi.* 反对; 不赞成
 objection /əb'dʒekʃn/ *n.* 不赞成; 反对; 异议
 △ impact /ɪmpækt/ *n.* 撞击; 冲击; 巨大的影响
 medium /'mi:diəm/ *n.* (*pl.* media /'mi:diə/) 媒介; 手段; 工具

the media 大众传播媒体(如电视、报纸等)

obtain /əb'teɪn/ *vt.* 获得; 赢得

attain /ə'teɪn/ *vt.* 获得; 到达(水平、年龄、状况等)

moral /mɔːrəl/ *adj.* 道德(上)的; 伦理的

conservative /kən'sɜːvətɪv/ *adj.* 保守的; 守旧的

forbid /fɔː'bɪd/ *vt.* (forbade, forbid; forbidden)
禁止; 不准

accumulate /ə'kjʊ:mjələnt/ *vt. & vi.* 积累; 聚积

in favour of 赞成; 支持

side road 旁路; 支线; 岔道(〈美〉sidewalk)

constitution /kən'stɪ'tjuːʃn/ *n.* 宪法; 章程

compulsory /kəm'pʌlsəri/ *adj.* 必须做的; 义务的;
强迫的; 强制的

opera /'ɒprə/ *n.* 歌剧; 歌剧团; 歌剧院

chorus /'kɔːrəs/ *n.* 合唱; 合唱队

loaf /lɔːf/ *n.* 一条(面包)

flour /flaʊə/ *n.* 面粉

owe /əʊ/ *vt.* 欠(账、钱、人情等); 归功于……

shortly /'ʃɔːtli/ *adv.* 立刻; 不久

retire /rɪ'taɪə/ *vi.* 退休; 离开

bother /'bɒðə/ *vt.* 打扰
vi. 操心
n. 烦恼

(be) bound to (do) ... 一定或注定(做)……

assumption /ə'sʌmpʃn/ *n.* 假定; 设想

regulation /ˌregjʊ'leɪʃn/ *n.* 规则; 规章; 法规

△ **nonsense** /'nɒnsens/ *n.* 胡说; 无稽之谈; 废话

△ **popularity** /ˌpɒpjə'lerəti/ *n.* 受人喜爱; 流行

△ **Jurassic** /dʒʊə'ræsɪk/ *Park* 侏罗纪公园(美国电影名)

strike /straɪk/ *vt. & vi.* (struck, struck) 打; 撞击;
罢工 *n.* 罢工

strike ... into one's heart 使……刻骨铭心

△ **bison** /'baɪsn/ *n.* 北美或欧洲野牛

△ **calf** /kɑːf/ *n.* 小牛; 牛犊

from time to time 不时; 偶尔

bring back to life 使复生; 使复活

initial /ɪ'nɪʃl/ *adj.* 最初的; 开始的

△ **DNA** 脱氧核糖核酸

vain /veɪn/ *adj.* 虚荣的; 自负的; 徒劳的
in vain 白费力气; 枉费心机

resist /rɪ'zɪst/ *vt.* 抵抗; 对抗

drawback /'drɔːbæk/ *n.* 缺点; 不利条件

merely /'mɪəli/ *adv.* 仅; 只; 不过

△ **restore** /rɪ'stɔː/ *vt.* 恢复; 使恢复原状; 重建

△ **aurochs** /'ɔːrɒks/ *n.* 原牛(古代欧洲野牛, 已灭绝)

decoration /ˌdekə'reɪʃn/ *n.* 装饰

unable /ʌn'eɪbl/ *adj.* 不能的; 不会的

△ **great auk** /ɔːk/ *n.* 大海雀(已灭绝)

feather /'feðə/ *n.* 羽毛

△ **quagga** /'kwægə/ *n.* 白氏斑马(已灭绝)

△ **fairly** /'feəli/ *adv.* 公平地; 相当地

in good/poor condition 状况很好(坏);
情况很好(坏)

turkey /'tɜːki/ *n.* 火鸡

△ **dye** /daɪ/ *vt.* 给……染色; 染
n. 染色剂

claw /klaʊ/ *n.* 爪; 脚爪

adore /ə'dɔː/ *vt.* 崇拜; 爱慕; 喜爱

hatch /hætʃ/ *vt. & vi.* 孵出; 孵卵; 孵化

reasonable /'riːznəbl/ *adj.* 合情理的; 讲道理的;
公道的

Unit 3

△ **amphibious** /æm'fɪbiəs/ *adj.* 两栖(类)的

△ **George Stephenson** /'stiːvnəns/ 乔治·斯蒂芬森
(英国发明家, 蒸汽机的发明人)

patent /'peɪtənt/ *n.* 专利证书; 专利权

call up 给……打电话

courtyard /'kɔːtjɑːd/ *n.* 院子; 庭院; 天井

now and then 偶尔; 有时

walnut /'wɔːlnʌt/ *n.* 胡桃; 胡桃木

distinguish /dɪs'tɪŋgwɪʃ/ *vi. & vt.* 显示……的差别;
使……有所不同; 辨别

merciful /'mɜːsɪfl/ *adj.* 宽大的; 仁慈的; 慈悲的

product /'prɒdʌkt/ *n.* 产品

powder /'paʊdə/ *n.* 粉末; 火药

set about 开始; 着手

perfume /'pɜːfjuːm/ *n.* 香水; 香味

stainless /'steɪnləs/ *adj.* 无锈的; 不锈的;
没有污点的

- △ jelly /'dʒeli/ *n.* 果冻; 果冻状物
 cube /kju:b/ *n.* 立方体; 立方
 cubic /'kju:bɪk/ *adj.* 立方的
 abrupt /ə'brʌpt/ *adj.* 突然的; 意外的
 abruptly /ə'brʌptli/ *adv.* 突然地; 唐突地
 convenient /kən'vi:niənt/ *adj.* 便利的; 方便的
 就近的
 caution /'kɔ:ʃn/ *n.* 小心; 谨慎
 expectation /,ekspek'teɪʃn/ *n.* 预料; 期待; 期望
 passive /'pæsi:v/ *adj.* 被动的; 消极的;
 被动语态的
 merry /'merɪ/ *adj.* 愉快的; 高兴的
 merrily /'merəli/ *adv.* 高兴地; 愉快地
 seize /si:z/ *vt.* 抓住; 捉住; 夺
 △ recognition /,rekəg'nɪʃn/ *n.* 认出; 认可; 承认
 criterion /kraɪ'tɪəriən/ *n.* (*pl* criteria) (评判的)标准;
 尺度
 △ claim /kleɪm/ *n.* & *vt.* 要求; 声称; 主张
 valid /'vælɪd/ *adj.* 有效的; 确凿的
 file /faɪl/ *n.* 文件; 档案; 文件夹
 vt. 提交; 将……归档
 ripe /raɪp/ *adj.* 熟的; 成熟的
 string /striŋ/ *n.* 线; 绳子; 一串
 glue /glu:/ *n.* 胶; 胶水
 vt. 粘贴; 粘合
 △ rod /rɒd/ *n.* 杆; 棒
 freezing /'fri:zɪŋ/ *adj.* 冰冻的; 严寒的
 greengrocer /'grɪ:n,grəʊsə/ *n.* 蔬菜水果商
 (*pl*) 蔬菜水果店
 identification /aɪ,dentɪfɪ'keɪʃn/ *n.* 鉴定; 辨认; 确定;
 身份证明
 directory /dɪ'rektəri/ *n.* 电话簿; 商行名录
 dial /daɪəl/ *vt.* 拨 (电话)
 rainfall /'reɪnfɔ:l/ *n.* 降雨
 △ courtroom /'kɔ:tru:m/ *n.* 法庭; 审判室
 innocent /ɪ'nɒsnt/ *adj.* 清白的; 无罪的; 天真的
 lantern /'læntən/ *n.* 灯笼; 提灯
 bear /beə/ *vt.* (bore, borne) 忍受; 忍耐; 负担
 jam /dʒæm/ *n.* 堵塞; 阻塞; 果酱
 △ Alexander Graham /,æɪlɪg'zɑ:ndə 'greɪəm/ Bell
 亚历山大·格雷厄姆·贝尔
 △ microphone /'maɪkrəfəʊn/ *n.* 麦克风; 话筒
 forehead /'fɒrɪd/ *n.* 额头
 beaten track 被踩出来的路; 常规; 惯例
 △ occasionally /ə'keɪʒənəli/ *adv.* 偶然地; 不时地
 dive into 迅速把手伸入; 一心投入
 dynamic /daɪ'næmɪk/ *adj.* 充满活力的; 精力充沛的;
 动态的; 发展变化的
 set out (to do) 开始 (做)
 △ multiple /'mʌltɪpl/ *adj.* 多种的; 多样的;
 多类型的
 n. 倍数
 △ Morse /mɔ:s/ code 莫尔斯电码
 dot /dɒt/ *n.* 点; 小圆点
 vt. 以小圆点标出; 分散
 tap /tæp/ *vt.* & *vi.* 轻打; 轻拍; 轻敲
 n. 轻轻地敲击 (声); (水) 龙头
 wire /waɪə/ *n.* 金属丝; 电线
 straw /strɔ:/ *n.* 稻草; 麦秆; 饮料吸管
 △ reproduce /,ri:prə'dju:s/ *vt.* 复制; 再现……的
 形象或声音
 current /'kʌrənt/ *n.* (水或气) 流; 电流
 adj. 现在的; 当前的
 helicopter /'helɪkɒptə/ *n.* 直升飞机
 triangle /'traɪæŋgl/ *n.* 三角形; 三角形物体
 △ tetrahedron /,tetrə'hi:drən/ *n.* 四面体
 stable /'steɪbl/ *adj.* 稳固的; 稳定的; 安定的
 △ invaluable /ɪn'væljuəbl/ *adj.* 无价的; 极宝贵的
 associate /ə'səʊʃieɪt/ *vt.* 联想; 联系
 /ə'səʊʃɪət/ *n.* 同伴; 伙伴
 practical /'præktɪkl/ *adj.* 实际的; 实践的; 实用的
 △ James Dyson /'dʒeɪmz 'daɪsən/ 詹姆斯·戴森
 (英国发明家)
 refrigerator /rɪ'frɪdʒəreɪtə/ *n.* 冰箱
 court /kɔ:t/ *n.* 法庭; 法院; 朝廷
 extension /ɪk'stenʃn/ *n.* 电话分机; 扩大; 延伸
 hang on 不挂断; 稍等; 紧紧握住
 out of order 次序颠倒; 发生故障
 get through 设法联系上 (尤指打通电话);
 (设法) 做完; 通过
 ring back 回复电话
 ring off 挂断电话

version /'vɜ:ʃn/ *n.* 版本; 译本
 competence /'kɒmpɪtəns/ *n.* 能力; 胜任; 本领
 △ competent /'kɒmpɪtənt/ *adj.* 能胜任的; 有能力的; 称职的
 jeep /dʒi:p/ *n.* 吉普车
 personnel /'pɜ:sə'neɪl/ *n.* 人力资源; 人事部; 全体人员

Unit 4

△ Pygmalion /'pɪg'meɪliən/ *n.* 皮格马利翁 (希腊神话)
 △ George Bernard Shaw /'bɜ:nəd 'ʃɔ:/
 乔治·伯纳德·萧 (也译萧伯纳, 英国剧作家)
 adaptation /,ædæp'teɪʃn/ *n.* 适应 (性); 改编本
 classic /'klæsɪk/ *adj.* 经典的; 第一流的
n. 经典著作
 caption /'kæpʃn/ *n.* (图片上的) 说明文字; (电视、电影) 字幕; (杂志等文章的) 标题; 题目
 plot /plɒt/ *n.* 情节; 阴谋
 professor /prə'fesə/ *n.* 教授
 △ Higgins /'hɪgɪnz/ 希金斯 (姓)
 △ phonetics /fə'netɪks/ *n.* 语音学
 △ colonel /'kɜ:nl/ *n.* (陆军) 上校
 △ Pickering /'pɪkərɪŋ/ 皮克林 (姓)
 △ fateful /'feɪtfl/ *adj.* 重要的; 决定性的; 命中注定的
 whistle /'wɪsl/ *vi.* 吹口哨; 发出汽笛声
n. 口哨声; 汽笛声
 garment /'gɑ:mənt/ *n.* (一件) 衣服 (外套、裙、袍等)
 (*pl*) 服装
 woollen /'wʊlən/ *adj.* 毛纺的; 纯毛的
 (<美> woolen)
 hesitate /'hezɪteɪt/ *vi.* 犹豫; 踌躇
 uncomfortable /ʌn'kʌmfətbəl/ *adj.* 不舒服的; 不安的; 不自在的
 uncomfortably /ʌn'kʌmfətbəli/ *adv.* 不舒服地; 不自在地
 troublesome /'trʌblsəm/ *adj.* 带来麻烦的; 使人心烦的

wallet /'wɒlɪt/ *n.* 皮夹; 钱包
 outcome /'aʊtkʌm/ *n.* 结果; 效果
 thief /θi:f/ *n.* 小偷; 贼
 handkerchief /'hæŋkətʃɪf/ *n.* 手帕; 手绢; 纸巾
 △ disguise /dɪs'gaɪz/ *vt.* 伪装; 假扮; 遮掩
n. 伪装
 △ in disguise 伪装 (的); 假扮 (的)
 mistaken /mɪs'teɪkən/ *adj.* (见解或判断上) 错误的; 不正确的
 brilliant /'brɪliənt/ *adj.* 光辉灿烂的; 杰出的; 才华横溢的
 classify /'klæsɪfaɪ/ *vt.* 编排; 分类; 归类
 remark /rɪ'mɑ:k/ *n.* 谈论; 言论; 评述
vt. & vi. 谈论; 评论; 说起
 betray /br'treɪ/ *vt.* 显露出 (本来面目); 背叛
 upper /'ʌpə/ *adj.* (位置或地位) 较高的; 级别较高的
 extraordinary /ɪk'strɔ:dnri/ *adj.* 不同寻常的; 非凡的
 condemn /kən'dem/ *vt.* 谴责; 使……注定
 △ gutter /'gʌtə/ *n.* 排水沟; 阴沟; 贫民区
 properly /'prɒpəli/ *adv.* 适当地; 恰当地
 pass ... off as ... (把某人) 改变或冒充成……
 △ duchess /'dʌtʃɪs/ *n.* 公爵夫人; 女公爵
 ambassador /æm'bæsədə/ *n.* 大使; 使节
 acquaintance /ə'kwetəns/ *n.* 相识; 了解; 熟人
make one's acquaintance 结识; 与……相见
 handful /'hændfʊl/ *n.* 一把; 少量
 △ amazement /ə'meɪzmənt/ *n.* 惊讶; 惊愕
 △ in amazement 震惊; 惊讶
 fortune /'fɔ:tʃu:n/ *n.* 机会; 运气; 大笔的钱
 authentic /ɔ:'θentɪk/ *adj.* 真实的; 真正的; 可信的; 可靠的
generally speaking 一般来说
 status /'steɪtəs/ *n.* 身份; 地位; 职位
 superior /su:'piəriə/ *adj.* 优秀的; 较高的; 上级的
n. 上级; 长官
in terms of ... 就……来说; 从……角度
 △ disapprove /,dɪsə'pru:v/ *vt. & vi.* 不赞成; 反对; 认为不好
 rob /rɒb/ *vt.* 抢劫; 盗窃; 剥夺

antique /æn'ti:k/ *adj.* 古时的; (因古老、稀少而) 珍贵的

n. 文物; 古董; 古玩

musical /'mju:zɪkl/ *adj.* 音乐的; 喜爱音乐的

n. 音乐喜剧

stocking /'stɒkɪŋ/ *n.* 长袜

△ believer /bɪ'li:və/ *n.* 信徒; 教徒

Buddhism /'bʊdɪzəm/ *n.* 佛教

△ Buddhist /'bʊdɪst/ *n.* 佛教徒

adj. 佛教的

△ Buddha /'bʊdə/ *n.* 佛

△ vowel /'vaʊəl/ *n.* 元音; 元音字母

△ Pearce /'piəs/ 皮尔斯 (姓)

cookie /'kʊki/ *n.* 饼干

teapot /'ti:pɒt/ *n.* 茶壶

cream /kri:m/ *n.* 奶油; 面霜

nail /neɪl/ *n.* 指甲; 钉子

show ... in 带或领……进来

wax /wæks/ *n.* 蜡; 蜜蜡

vt. 上蜡

disk /disk/ *n.* 磁盘

△ wax disk 旧式唱片

shabby /'ʃæbi/ *adj.* 破旧的; 寒酸的

△ curtsy /'kɜ:tsɪ/ *vi.* (also curtsy) 行屈膝礼

n. (女子行的) 屈膝礼

△ shilling /'ʃɪlɪŋ/ *n.* 先令 (1971 年以前的

英国货币单位, 旧币的 12 便士)

referee /,refə'ri:/ *n.* 裁判员; 仲裁者

compromise /'kɒmprəmaɪz/ *n.* & *vi.* 妥协; 折衷

horrible /'hɒrəbl/ *adj.* 可怕的; 恐怖的

laundry /'ləʊndri/ *n.* 洗衣店; 洗衣房;

(待洗的或洗好的) 衣服

bathtub /'bɑ:θʌb/ *n.* 浴缸; 澡盆

sob /sɒb/ *vi.* 啜泣; 抽噎

n. 啜泣 (声); 抽噎 (声)

waist /weɪst/ *n.* 腰; 腰部; 腰围

vest /vest/ *n.* 背心; 内衣

disgusting /dɪs'gʌstɪŋ/ *adj.* 使人反感的;

令人厌恶的

once more 再一次

in need of 需要……

△ heartily /'hɑ:tlɪ/ *adv.* 尽情地; 热心地; 痛快地

overlook /,əʊvə'lʊk/ *vt.* 俯视; 忽视; 不理睬

alphabet /'ælfəbet/ *n.* 字母表

△ effective /ɪ'fektɪv/ *adj.* 有效的

fade /feɪd/ *vi.* & *vt.* (使) 褪色; 减弱; 逐渐消失

fade out (声音、画面) 逐渐模糊; 渐淡

Unit 5

△ identify /aɪ'dentɪfaɪ/ *vt.* 确认; 识别; 鉴别

alternative /ɔ:l'tɜ:nətɪv/ *n.* 可能的选择

adj. 供选择的; 其他的

△ archaeology /ɑ:kɪ'ɒlədʒɪ/ *n.* 考古学

(*<*美*>*) archeology)

△ archaeological /ɑ:kɪ'ɒlədʒɪkl/ *adj.* 考古学的;

与考古学有关的 (*<*美*>*) archeological)

△ archaeologist /ɑ:kɪ'ɒlədʒɪst/ *n.* 考古学家

(*<*美*>*) archeologist)

starvation /stɑ:'veɪʃn/ *n.* 挨饿; 饿死

tentative /'tentətɪv/ *adj.* 试探性的; 不确定的

accuracy /'ækjərəsɪ/ *n.* 精确; 准确

△ excavate /'ekskəveɪt/ *vt.* 挖掘; 发掘

△ excavation /,ekskə'veɪʃn/ *n.* 挖掘; 发掘

interrupt /ɪntə'rʌpt/ *vt.* & *vi.* 打断……讲话; 打岔;

暂时中断或中止

acute /ə'kju:t/ *adj.* 有观察力的; 敏锐的;

严重的; 深刻的

assume /ə'sju:m/ *vt.* 假定; 设想

regardless /rɪ'gɑ:dləs/ *adv.* 不管; 不顾

regardless of 不管; 不顾

mat /mæt/ *n.* 席子; 垫子

quilt /kwɪlt/ *n.* 被子; 棉被

beast /bi:st/ *n.* 野兽

at most 至多; 最多

centimetre /'sentɪ,mɪ:tə/ *n.* 厘米 (*<*美*>*) centimeter)

sharpen /'ʃɑ:pən/ *vi.* & *vt.* (使) 锋利; 尖锐; 清晰

sharpener /'ʃɑ:pənə/ *n.* 磨具; 削具

cut up 切碎

△ scrape /skreɪp/ *vt.* 擦净; 削平; 磨光

△ scraper /'skreɪpə/ *n.* 刮刀; 刮削器

ample /'æmpl/ *adj.* 足够的; 充足的; 富裕的

messy /'mesi/ *adj.* 凌乱的; 脏的

primitive /'prɪmɪtɪv/ *adj.* 原始的; 远古的; 简陋的

△ bead /bi:d/ *n.* 小珠子; 滴

botany /'bɒtəni/ *n.* 植物学

botanical /bə'tænɪkl/ *adj.* 植物学的;
与植物学有关的

analysis /ə'næləsɪs/ *n.* (*pl* analyses) 分析

seashell /'si:ʃel/ *n.* 海贝壳

ripen /'raɪpən/ *vt. & vi.* 使……成熟; 成熟

category /'kætəgəri/ *n.* 种类; 类别; 范畴

significance /sɪg'nɪfɪkəns/ *n.* 意义; 意思; 重要性;
重要意义

somehow /'sʌmhaʊ/ *adv.* 以……方式; 不知怎么地

systematic /sɪstə'mætɪk/ *adj.* 有系统的; 有计划的;
有条理的

spit /spɪt/ *vt.* (*spat, spit; spat, spit*) 吐出 (唾液、食物等)

vi. 吐痰

delete /dɪ'li:t/ *vt.* 删; 删除

album /'ælbəm/ *n.* 相册; 集邮册; 唱片

scratch /'skrætʃ/ *n.* (刮、抓、划的) 痕迹; 搔; 挠
vt. 搔; 抓; 擦伤; 刮坏

academy /ə'kædəmi/ *n.* 学院; 学会; 学术团体;
院校

receptionist /rɪ'sepʃənɪst/ *n.* 接待员; 招待员

onion /'ʌnjən/ *n.* 洋葱

kindergarten /'kɪndə'gɑ:tən/ *n.* 幼儿园

skateboard /'skeɪtbɔ:d/ *n.* 滑板

fed up with 受够了; 饱受; 厌烦

yogurt /'jɒgət/ *n.* 酸乳酪; 酸奶

radioactive /,reɪdɪəʊ'æktɪv/ *adj.* 放射性的;
有辐射能的

radioactivity /,reɪdɪəʊ'æktɪvətɪ/ *n.* 放射性

division /dɪ'vɪʒn/ *n.* 分割; 划分; 分配; 分界线
BC 公元前

melon /'melən/ *n.* (各种) 瓜

wrinkle /'rɪŋkl/ *n.* 皱纹

pulse /pʌls/ *vi.* 强烈而有规律地跳动; 搏动
n. 脉搏; 节拍

△ vein /veɪn/ *n.* 血管; 静脉

applaud /ə'plɔ:d/ *vi. & vt.* 鼓掌欢迎; 赞赏

look ahead 向前看; 为将来打算

howl /haʊl/ *vt. & vi.* 嚎叫; 叫喊; 吼叫

n. 长嚎; 嚎叫

accelerate /ək'seləreɪt/ *vi. & vt.* 加速; 促进

spear /spiə/ *n.* 矛; 枪

arrest /ə'rest/ *vt.* 逮捕; 吸引

n. 逮捕; 拘留

dizzy /'dɪzi/ *adj.* 晕眩的; 昏乱的;

使人头晕或困惑的

△ eyebrow /'aɪbraʊ/ *n.* 眉毛

△ cheekbone /'tʃi:kboʊn/ *n.* 颧骨

△ arrowhead /'ærəʊhed/ *n.* 箭头

△ axe /æks/ *n.* 斧; 斧子

hammer /'hæmə/ *n.* 铁锤; 锤子

gay /geɪ/ *adj.* 快乐的; 欢快的

gaily /'geɪli/ *adv.* 快乐地; 轻松地

skilful /'skɪfl/ *adj.* 有技巧的; 熟练的

(*<美>*) skillful)

date back 追溯到……

punctuation /,pʌŋktʃə'eɪʃn/ *n.* 标点符号

△ worship /'wɜ:ʃɪp/ *vt. & vi.* 崇拜; 敬奉

n. 崇拜; 敬神

△ craftsmanship /'krɑ:ftsmənʃɪp/ *n.* 技艺; 手艺;

精工细作

Vocabulary

词汇表

A

- a great/good many** 许多; 很多 (1)
- abrupt** /ə'brʌpt/ *adj.* 突然的; 意外的 (3)
- abruptly** /ə'brʌptli/ *adv.* 突然地; 唐突地 (3)
- academy** /ə'kædəmi/ *n.* 学院; 学会; 学术团体; 院校 (5)
- accelerate** /ək'seləreit/ *vi. & vt.* 加速; 促进 (5)
- accumulate** /ə'kjʊ:mjələit/ *vt. & vi.* 积累; 聚积 (2)
- accuracy** /ækjərəsɪ/ *n.* 精确; 准确 (5)
- acquaintance** /ə'kwetəns/ *n.* 相识; 了解; 熟人 (4)
- acute** /ə'kjʊ:t/ *adj.* 有观察力的; 敏锐的; 严重的; 深刻的 (5)
- adaptation** /ædəp'teɪʃn/ *n.* 适应(性); 改编本 (4)
- adore** /ə'dɔ:/ *vt.* 崇拜; 爱慕; 喜爱 (2)
- △ **adventurer** /əd'ventʃərə/ *n.* 冒险家 (1)
- aircraft** /'eəkra:ft/ *n.* 飞行器; 航空器; 飞机 (1)
- △ **Alaska** /ə'læskə/ *n.* 阿拉斯加(州) (1)
- album** /'ælbəm/ *n.* 相册; 集邮册; 唱片 (5)
- △ **Alexander Graham** /æliŋ'gɔ:ndə'greɪəm/ **Bell** 亚历山大·格雷厄姆·贝尔 (3)
- alphabet** /'ælfəbet/ *n.* 字母表 (4)
- alternative** /ɔ:l'tɜ:nətɪv/ *n.* 可能的选择 *adj.* 供选择的; 其他的 (5)
- altogether** /ɔ:ltə'geðə/ *adv.* 总共; 完全地 (2)
- △ **amazement** /ə'meɪzmənt/ *n.* 惊讶; 惊愕 (4)
- ambassador** /æm'bæsədə/ *n.* 大使; 使节 (4)
- △ **amphibious** /æm'fɪbrɪəs/ *adj.* 两栖(类)的 (3)
- ample** /'æmpl/ *adj.* 足够的; 充足的; 富裕的 (5)
- analysis** /ə'næləsɪs/ *n. (pl analyses)* 分析 (5)
- △ **Andrew Hallidie** /'ændru:'hældi/ 安德鲁·哈利迪 (1)
- △ **Angel Island** 天使岛 (1)
- angle** /'æŋgl/ *n.* 角; 角度 (1)
- antique** /æn'ti:k/ *adj.* 古时的; (因古老、稀少而) 珍贵的 *n.* 文物; 古董; 古玩 (4)
- apparent** /ə'pærənt/ *adj.* 显而易见的; 显然的; 表面上的 (1)
- apparently** /ə'pærəntli/ *adv.* 显然地; 显而易见地 (1)
- applaud** /ə'plɔ:d/ *vi. & vt.* 鼓掌欢迎; 赞赏 (5)
- applicant** /'æplɪkənt/ *n.* 申请人 (1)
- apply for** 申请; 请示得到 (1)
- arbitrary** /ə'bɪtrəri/ *adj.* 任意的 (2)
- △ **archaeology** /ɑ:kɪ'ɒlədʒɪ/ *n.* 考古学 (〈美〉 archeology) (5)
- △ **archaeological** /ɑ:kɪ'ɒlədʒɪkl/ *adj.* 考古学的; 与考古学有关的 (〈美〉 archeological) (5)
- △ **archaeologist** /ɑ:kɪ'ɒlədʒɪst/ *n.* 考古学家 (〈美〉 archeologist) (5)
- Arctic** /ɑ:ktɪk/ *adj.* 北极的; 北极区的 (1)
- the Arctic** 北极 (1)
- arrest** /ə'rest/ *vt.* 逮捕; 吸引 *n.* 逮捕; 拘留 (5)
- △ **arrowhead** /'ærəʊhed/ *n.* 箭头 (5)
- associate** /ə'səʊʃieɪt/ *vt.* 联想; 联系 *n.* 同伴; 伙伴 (3)
- assume** /ə'sju:m/ *vt.* 假定; 设想 (5)
- assumption** /ə'sʌmpʃn/ *n.* 假定; 设想 (2)
- at most** 至多; 最多 (5)
- attain** /ə'teɪn/ *vt.* 获得; 到达(水平、年龄、状况等) (2)
- △ **aurochs** /'ɔ:rɒks/ *n.* 原牛(古代欧洲野牛, 已灭绝) (2)
- authentic** /ɔ:'θentɪk/ *adj.* 真实的; 真正的; 可信的; 可靠的 (4)
- authority** /ɔ:'θɔ:ntɪ/ *n.* 权威; 权力 (pl) 当局; 官方 (1)
- axe** /æks/ *n.* 斧; 斧子 (5)

B

- back to back** 背靠背 (1)
- bakery /'beɪkəri/ *n.* 面包房; 面包厂 (1)
- bath tub /'bɑ:θʌb/ *n.* 浴缸; 澡盆 (4)
- BC 公元前 (5)
- (be) bound to (do) ...** 一定或注定(做)…… (2)
- △ bead /bi:d/ *n.* 小珠子; 滴 (5)
- bear** /beə/ *vt.* (bore, borne) 忍受; 忍耐; 负担 (3)
- beast /bi:st/ *n.* 野兽 (5)
- beaten track 被踩出来的路; 常规; 惯例 (3)
- betray /bi'treɪ/ *vt.* 显露出(本来面目); 背叛 (4)
- △ believer /bi'li:və/ *n.* 信徒; 教徒 (4)
- △ Bering /'beəriŋ/ Strait 白令海峡 (1)
- △ bison /'baɪsən/ *n.* 北美或欧洲野牛 (2)
- boom /bu:m/ *n.* (人口、贸易的) 繁荣
vi. 处于经济迅速发展时期 (1)
- botany /'bɒtəni/ *n.* 植物学 (5)
- botanical /bə'tænɪkl/ *adj.* 植物学的; 与植物学有关的 (5)
- bother** /'bɒðə/ *vt.* 打扰
vi. 操心
n. 烦扰 (2)
- brake /breɪk/ *n.* 闸; 刹车; 制动器
vi. & vt. 刹(车); 用制动器减速 (1)
- breakthrough /'breɪkθru:/ *n.* 突破 (2)
- brilliant /'brɪljənt/ *adj.* 光辉灿烂的; 杰出的; 才华横溢的 (4)
- bring back to life** 使复生; 使复活 (2)
- Buddhism /'bʊdɪzəm/ *n.* 佛教 (4)
- △ Buddhist /'bʊdɪst/ *n.* 佛教徒
adj. 佛教的 (4)
- △ Buddha /'bʊdə/ *n.* 佛 (4)
- by means of ...** 用……办法; 借助…… (1)

C

- △ cable /'keɪbl/ *n.* 缆绳; 绳索; 电缆 (1)
- △ cable car 缆车; (美) 有轨缆车 (1)
- △ calf /kɑ:f/ *n.* 小牛; 牛犊 (2)
- △ California /kælɪ'fɔ:nɪə/ *n.* 加利福尼亚(州) (1)

△ Californian /kælɪ'fɔ:nɪən/ *n. & adj.* 加利福尼亚(州)人(的) (1)

call up 给……打电话 (3)

△ Cambodian /kæm'bəʊdiən/ *n.* 柬埔寨人; 柬埔寨语 (1)

caption /'kæpʃn/ *n.* (图片上的) 说明文字; (电视、电影) 字幕; (杂志等文章的) 标题; 题目 (4)

carrier /'kæriə/ *n.* 携带者; 搬运工; 运输工具 (2)

cast /kɑ:st/ *vt.* (cast, cast) 扔; 投; 掷 (2)

cast down 沮丧; 不愉快 (2)

category /'kætəgəri/ *n.* 种类; 类别; 范畴 (5)

Catholic /kæθəlɪk/ *adj.* 天主教的
n. 天主教徒 (1)

cattle /'kætl/ *n.* 牛(总称) (1)

caution /'kɔ:ʃn/ *n.* 小心; 谨慎 (3)

centimetre /sentɪ'mi:tə/ *n.* 厘米
(《美》 centimeter) (5)

△ cheekbone /'tʃi:kboʊn/ *n.* 颧骨 (5)

chorus /'kɔ:rəs/ *n.* 合唱; 合唱队 (2)

civil /'sɪvəl/ *adj.* 公民的; 国内的; 民间的 (1)

△ claim /kleɪm/ *n. & vt.* 要求; 声称; 主张 (3)

classic /'klæsɪk/ *adj.* 经典的; 第一流的
n. 经典著作 (4)

classify /'klæsɪfaɪ/ *vt.* 编排; 分类; 归类 (4)

claw /kloʊ/ *n.* 爪; 脚爪 (2)

△ colonel /'kɜ:nəl/ *n.* (陆军) 上校 (4)

commercial /kə'mɜ:ʃl/ *adj.* 商业的; 贸易的 (2)

competence /'kɒmpɪtəns/ *n.* 能力; 胜任; 本领 (3)

△ competent /'kɒmpɪtənt/ *adj.* 能胜任的; 有能力的; 称职的 (3)

△ complicated /'kɒmplɪkətɪd/ *adj.* 复杂的; 难懂的 (2)

compromise /'kɒmprəmaɪz/ *n. & vi.* 妥协; 折衷 (4)

compulsory /kəm'pʌlsəri/ *adj.* 必须做的; 义务的; 强迫的; 强制的 (2)

condemn /kən'dem/ *vt.* 谴责; 使……注定 (4)

conductor /'kɒndʌktə/ *n.* (公车) 售票员; 列车员; (乐队) 指挥 (1)

- conservative /kən'sɜ:vətɪv/ *adj.* 保守的; 守旧的 (2) 令人厌恶的 (4)
- constitution /kən'stɪ'tju:ʃn/ *n.* 宪法; 章程 (2) disk /dɪsk/ *n.* 磁盘 (4)
- convenient /kən'veɪniənt/ *adj.* 便利的; 方便的; 就近的 (3) distinct /dɪ'stɪŋkt/ *adj.* 清晰的; 明显的; 明确的 (1)
- cookie /'kʊki/ *n.* 饼干 (3) distinction /dɪ'stɪŋkʃn/ *n.* 差别; 区分; 卓著 (1)
- correction /kə'rekʃn/ *n.* 改正; 纠正; 修正 (2) distinguish /dɪ'stɪŋɡwɪʃ/ *vi. & vt.* 显示……的差别; 使……有所不同; 辨别 (3)
- court /kɔ:t/ *n.* 法庭; 法院; 朝廷 (3) **dive into** 迅速把手伸入; 一心投入 (3)
- △ courtroom /'kɔ:tru:m/ *n.* 法庭; 审判室 (3) division /dɪ'vɪʒn/ *n.* 分割; 划分; 分配; 分界线 (5)
- courtyard /'kɔ:tjɑ:d/ *n.* 院子; 庭院; 天井 (3) dizzy /'dɪzi/ *adj.* 晕眩的; 昏乱的; 使人发晕或困惑的 (5)
- △ craftsmanship /'krɑ:ftsmənʃɪp/ *n.* 技艺; 手艺; 精工细作 (5) △ DNA 脱氧核糖核酸 (2)
- cream /kri:m/ *n.* 奶油; 面霜 (4) dot /dɒt/ *n.* 点; 小圆点 (3)
- criterion /kraɪ'tɪəriən/ *n. (pl. criteria)* (评判的)标准; 尺度 (3) *vt.* 以小圆点标出; 分散 (3)
- crossing /'krɒsɪŋ/ *n.* 横渡; 横越; 十字路口; 人行横道 (1) drawback /'drɔ:bæk/ *n.* 缺点; 不利条件 (2)
- cube /kju:b/ *n.* 立方体; 立方 (3) △ duchess /'dʌtʃɪs/ *n.* 公爵夫人; 女公爵 (4)
- cubic /'kju:bɪk/ *adj.* 立方的 (3) △ dye /daɪ/ *vt.* 给……染色; 染 *n.* 染色剂 (2)
- current /'kʌrənt/ *n.* (水或气)流; 电流 *adj.* 现在的; 当前的 (3) dynamic /daɪ'næmɪk/ *adj.* 充满活力的; 精力充沛的; 动态的; 发展变化的 (3)
- △ curtsy /'kɜ:tsɪ/ *vi. (also curtsey)* 行屈膝礼 *n.* (女子行的) 屈膝礼 (4)
- customs /'kʌstəmz/ *n.* 海关; 关税; 进口税 (1)
- cut up** 切碎 (5)
- △ cutting /'kʌtɪŋ/ *n.* 剪枝; 剪报; 剪纸 (2)
- D**
- date back** 追溯到…… (5)
- decoration /ˌdeɪkə'reɪʃn/ *n.* 装饰 (2)
- delete /dɪ'li:t/ *vt.* 删; 删除 (5)
- Denmark /'denmɑ:k/ *n.* 丹麦 (北欧国家) (1)
- △ despite /dɪ'spaɪt/ *prep.* 尽管; 不管 (1)
- dial /daɪəl/ *vt.* 拨 (电话) (3)
- differ /'dɪfə/ *vi.* 不同; 相异 (2)
- directory /dɪ'rektəri/ *n.* 电话簿; 商行名录 (3)
- △ disapprove /dɪsə'pru:v/ *vt. & vi.* 不赞成; 反对; 认为不好 (4)
- △ disguise /dɪs'gaɪz/ *vt.* 伪装; 假扮; 遮掩 *n.* 伪装 (4)
- disgusting /dɪs'gʌstɪŋ/ *adj.* 使人反感的; 逐渐消失 (4)
- E**
- effective /ɪ'fektɪv/ *adj.* 有效的 (4)
- elect** /ɪ'lekt/ *vt.* 选择; 决定做某事; 选举某人 (1)
- △ embryo /'embriəʊ/ *n.* 胚; 胚胎; 萌芽时期 (2)
- exact /ɪg'zækt/ *adj.* 精确的; 准确的 (2)
- △ excavate /'ekskəveɪt/ *vt.* 挖掘; 发掘 (5)
- △ excavation /ˌekskə'veɪʃn/ *n.* 挖掘; 发掘 (5)
- expectation /ˌekspek'teɪʃn/ *n.* 预料; 期待; 期望 (3)
- extension /ɪk'stenʃn/ *n.* 电话分机; 扩大; 延伸 (3)
- extraordinary /ɪk'strɔ:dnəri/ *adj.* 不同寻常的; 非凡的 (4)
- △ eyebrow /'aɪbrəʊ/ *n.* 眉毛 (5)
- F**
- fade** /feɪd/ *vi. & vt.* (使)褪色; 减弱; 逐渐消失 (4)

- fade out** (声音、画面) 逐渐模糊; 渐淡 (4)
- △ **fairly** /'feəli/ *adv.* 公平地; 相当地 (2)
- △ **fascinating** /'fæsɪneɪtɪŋ/ *adj.* 迷人的; 吸引人的 (1)
- △ **fate** /feɪt/ *n.* 命运; 天命 (2)
- △ **fateful** /'feɪtfl/ *adj.* 重要的; 决定性的; 命中注定的 (4)
- feather** /'feðə/ *n.* 羽毛 (2)
- fed up with** 受够了; 饱受; 厌烦 (5)
- federal** /'fedərəl/ *adj.* 联邦制的; 联邦政府的 (1)
- ferry** /'feri/ *n.* 渡船; 渡口 (1)
- vt.* 摆渡; 渡运
- file** /faɪl/ *n.* 文件; 档案; 文件夹 (3)
- vt.* 提交; 将……归档
- flour** /'flaʊə/ *n.* 面粉 (2)
- forbid** /fə'brɪd/ *vt.* (forbade, forbid; forbidden) 禁止; 不准 (2)
- forehead** /'fɒrɪd/ *n.* 额头 (3)
- fortune** /'fɔ:tʃu:n/ *n.* 机会; 运气; 大笔的钱 (4)
- freezing** /'fri:zɪŋ/ *adj.* 冰冻的; 严寒的 (3)
- from time to time** 不时; 偶尔 (2)

G

- garment** /'gɑ:mənt/ *n.* (一件) 衣服 (外套、裙、袍等) (4)
- (*pl.*) 服装
- gay** /geɪ/ *adj.* 快乐的; 欢快的 (5)
- gaily* /'geɪli/ *adv.* 快乐地; 轻松地 (5)
- generally speaking** 一般来说 (4)
- △ **George Bernard Shaw** /'bɜ:nəd 'ʃɔ:/ 乔治·伯纳德·萧 (也译萧伯纳, 英国剧作家) (4)
- △ **George Stephenson** /'str:vnsn/ 乔治·斯蒂芬森 (英国发明家, 蒸汽机的发明人) (3)
- get through** 设法联系上 (尤指打通电话); (设法) 做完; 通过 (3)
- glue** /glu:/ *n.* 胶; 胶水 (3)
- vt.* 粘贴; 粘合
- grasp** /grɑ:sp/ *vt. & n.* 抓住; 抓紧; 掌握; 领会 (1)

- △ **great auk** /ɔ:k/ *n.* 大海雀 (已灭绝) (2)
- greengrocer** /'gri:ngrəʊsə/ *n.* 蔬菜水果商 (3)
- (*pl.*) 蔬菜水果店
- △ **gutter** /'gʌtə/ *n.* 排水沟; 阴沟; 贫民区 (4)

H

- hammer** /'hæmə/ *n.* 铁锤; 锤子 (5)
- handful** /'hændfʊl/ *n.* 一把; 少量 (4)
- handkerchief** /'hæŋkətʃɪf/ *n.* 手帕; 手绢; 纸巾 (4)
- hang on** 不挂断; 稍等; 紧紧握住 (3)
- hardship** /'hɑ:dʃɪp/ *n.* 苦难; 困苦 (1)
- hatch** /hætʃ/ *vt. & vi.* 孵出; 孵卵; 孵化 (2)
- △ **heartily** /'hɑ:tili/ *adv.* 尽情地; 热心地; 痛快地 (4)
- helicopter** /'helɪkɒptə/ *n.* 直升飞机 (3)
- hesitate** /'hezɪteɪt/ *vi.* 犹豫; 踌躇 (4)
- △ **Higgins** /'hɪɡɪnz/ 希金斯 (姓) (4)
- hire** /'haɪə/ *vt. & n.* 租用; 雇用 (1)
- △ **Hispanic** /hɪ'spænik/ *n.* (美) 讲西班牙语的美国人 (1)
- △ **Hollywood** /'hɒliwɒd/ *n.* 好莱坞; 美国电影业 (1)
- horrible** /'hɒrəbl/ *adj.* 可怕的; 恐怖的 (4)
- howl** /haʊl/ *vt. & vi.* 嚎叫; 叫喊; 吼叫 (5)
- n.* 长嚎; 嚎叫

I

- △ **identical** /aɪ'dentɪkl/ *adj.* 同一的; 一模一样的 (2)
- identification** /aɪ'dentɪfɪ'keɪʃn/ *n.* 鉴定; 辨认; 确定; 身份证明 (3)
- △ **identify** /aɪ'dentɪfaɪ/ *vt.* 确认; 识别; 鉴别 (5)
- △ **illustrate** /ɪ'ləstreɪt/ *vt.* 说明; 阐明 (1)
- △ **immigrant** /'ɪmɪgrənt/ *n.* (从外国移入的) 移民 (1)
- △ **immigrate** /'ɪmɪgreɪt/ *vi.* 移入 (外国定居) (1)
- immigration** /ɪmɪ'greɪʃn/ *n.* 移民; 移居入境 (1)
- △ **impact** /ɪmpækt/ *n.* 撞击; 冲击; 巨大的影响 (2)
- △ **in amazement** 震惊; 惊讶 (4)
- △ **in disguise** 伪装 (的); 假扮 (的) (4)

- in favour of** 赞成; 支持 (2)
- in good/poor condition** 状况很好(坏); 情况很好(坏) (2)
- in need of** 需要…… (4)
- in terms of ...** 就……来说; 从……角度 (4)
- in vain** 白费力气; 枉费心机 (2)
- indicate** /ɪn'dɪkeɪt/ *vt.* 指出; 标示; 表明; 暗示 (1)
- initial** /ɪ'nɪʃl/ *adj.* 最初的; 开始的 (2)
- innocent** /ɪ'nɒsnt/ *adj.* 清白的; 无罪的; 天真的 (3)
- insert** /ɪn'sɜ:t/ *vt.* 插入; 嵌入 (1)
- interrupt** /ɪntə'rʌpt/ *vt. & vi.* 打断……讲话; 打断; 暂时中断或中止 (5)
- △ **invaluable** /ɪn'veljəʊəbl/ *adj.* 无价的; 极宝贵的 (3)
- Italy** /ɪ'tæli/ *n.* 意大利 (1)
- Italian** /ɪ'tæliən/ *n.* 意大利人; 意大利语
adj. 意大利人的; 意大利语的 (1)
- J**
- jam** /dʒæm/ *n.* 堵塞; 阻塞; 果酱 (3)
- △ **James Dyson** /'dʒeɪmz 'daɪsən/ 詹姆斯·戴森 (英国发明家) (3)
- jeep** /dʒi:p/ *n.* 吉普车 (3)
- △ **jelly** /dʒeli/ *n.* 果冻; 果冻状物 (3)
- justice** /'dʒʌstɪs/ *n.* 正义; 公平 (1)
- △ **Jurassic** /dʒʊə'reɪsɪk/ Park 侏罗纪公园 (美国电影名) (2)
- K**
- keep up** 坚持; 维持; 沿袭(风俗、传统等) (1)
- kindergarten** /'kɪndəˌɡɑ:tn/ *n.* 幼儿园 (5)
- Korea** /kə'riə/ *n.* 韩国; 朝鲜 (1)
- Korean** /kə'riən/ *n.* 韩国/朝鲜人; 朝鲜/韩语
adj. 韩国(人/语)的; 朝鲜(人/语)的 (1)
- L**
- lantern** /'læntən/ *n.* 灯笼; 提灯 (3)
- laundry** /'ləʊndri/ *n.* 洗衣店; 洗衣房; (待洗的或洗好的)衣服 (4)
- live on** 继续存在; 继续生存 (1)
- loaf** /ləʊf/ *n.* 一条(面包) (2)
- look ahead** 向前看; 为将来打算 (5)
- △ **Los Angeles** /ləʊs'ændʒələs/ *n.* 洛杉矶 (1)
- luggage** /'lʌɡɪdʒ/ *n.* 行李(《美》) *baggage* (1)
- M**
- majority** /mə'dʒɔ:rəti/ *n.* 大多数; 大半 (1)
- make a life** 习惯于新的生活方式、工作等 (1)
- make one's acquaintance** 结识; 与……相见 (4)
- mark out** 画线; 标出……界线 (1)
- mat** /mæt/ *n.* 席子; 垫子 (5)
- means** /mi:nz/ *n.* 手段; 方法 (1)
- medium** /'mi:diəm/ *n.* (*pl media* /'mi:diə/) 媒介; 手段; 工具 (2)
- the media** 大众传播媒体(如电视、报纸等) (2)
- melon** /melən/ *n.* (各种)瓜 (5)
- merciful** /mɜ:sɪfl/ *adj.* 宽大的; 仁慈的; 慈悲的 (3)
- merely** /mɪəli/ *adv.* 仅; 只; 不过 (2)
- merry** /meri/ *adj.* 愉快的; 高兴的 (3)
- merrily** /merəli/ *adv.* 高兴地; 愉快地 (3)
- messy** /mesi/ *adj.* 凌乱的; 脏的 (5)
- △ **microphone** /maɪkrə'fəʊn/ *n.* 麦克风; 话筒 (3)
- ministry** /'mɪnɪstri/ *n.* (政府的)部; (全体)牧师; 牧师的职责 (1)
- △ **miserable** /mɪzərəbl/ *adj.* 痛苦的; 悲惨的 (1)
- mistaken** /mɪ'steɪkən/ *adj.* (见解或判断上) 错误的; 不正确的 (4)
- moral** /mərəl/ *adj.* 道德(上)的; 伦理的 (2)
- △ **Morse** /mɔ:s/ code 莫尔斯电码 (3)
- mourn** /maʊn/ *vt. & vi.* 哀悼; 悼念; 表示悲痛 (1)
- △ **multiple** /'mʌltɪpl/ *adj.* 多种的; 多样的; 多类型的
n. 倍数 (3)

musical /'mju:zɪkl/ *adj.* 音乐的; 喜爱音乐的
n. 音乐喜剧 (4)

N

nail /neɪl/ *n.* 指甲; 钉子 (4)

nephew /'nefju:/ *n.* 侄子; 外甥 (1)

△ nonsense /'nɒnsens/ *n.* 胡说; 无稽之谈;
 废话 (2)

now and then 偶尔; 有时 (3)

nowhere /'nəʊweə/ *adv.* 无处; 到处都无 (3)

△ nucleus /'nju:klɪəs/ *n.* 原子核; 中心 (2)

O

object /əb'dʒekt/ *vi.* 反对; 不赞成 (2)

objection /əb'dʒekʃn/ *n.* 不赞成; 反对;
 异议 (2)

obtain /əb'teɪn/ *vt.* 获得; 赢得 (2)

△ occasionally /ə'keɪʒənəli/ *adv.* 偶然地;
 不时地 (3)

occur /ə'kɜ:/ *vi.* 发生; 出现 (1)

once more 再一次 (4)

onion /'ɒnjən/ *n.* 洋葱 (5)

opera /'ɒprə/ *n.* 歌剧; 歌剧团; 歌剧院 (2)

out of order 次序颠倒; 发生故障 (3)

outcome /'aʊtkʌm/ *n.* 结果; 效果 (4)

overlook /,əʊvə'lok/ *vt.* 俯视; 忽视; 不理睬 (4)

owe /əʊ/ *vt.* 欠(账、钱、人情等);
 归功于…… (2)

P

Pakistan /pə:'kɪstɑ:n/ *n.* 巴基斯坦 (1)

Pakistani /pə:'kɪstɑ:n/ *adj.* 巴基斯坦(人)的
n. 巴基斯坦人 (1)

pass ... off as ... (把某人) 改变或冒充成…… (4)

passive /'pæsɪv/ *adj.* 被动的; 消极的;
 被动语态的 (3)

patent /'peɪtənt/ *n.* 专利证书; 专利权 (3)

pay off 得到好结果; 取得成功; 偿清 (2)

△ Pearce /'piəs/ 皮尔斯(姓) (4)

percentage /pə'sentɪdʒ/ *n.* 百分比; 百分率 (1)

perfume /'pɜ:fju:m/ *n.* 香水; 香味 (3)

personnel /'pɜ:sənəl/ *n.* 人力资源; 人事部;
 全体人员 (3)

△ phonetics /fə'netɪks/ *n.* 语音学 (4)

△ Pickering /'pɪkərɪŋ/ 皮克林(姓) (4)

plot /plɒt/ *n.* 情节; 阴谋 (4)

pole /pəʊl/ *n.* 地极; 电极; 磁极 (1)

△ popularity /,pɒpjə'ləreɪtɪ/ *n.* 受人喜爱; 流行 (2)

powder /'paʊdə/ *n.* 粉末; 火药 (3)

practical /'præktɪkl/ *adj.* 实际的; 实践的;
 实用的 (3)

△ prehistoric /,pri:'hɪstɔrɪk/ *adj.* 史前的 (1)

primitive /'prɪmɪtɪv/ *adj.* 原始的; 远古的;
 简陋的 (5)

procedure /prə'si:dʒə/ *n.* 程序; 步骤; 手续 (2)

product /'prɒdʌkt/ *n.* 产品 (3)

professor /prə'fesə/ *n.* 教授 (4)

properly /'prɒpəli/ *adv.* 适当地; 恰当地 (4)

pulse /pʌls/ *vi.* 强烈而有规律地跳动; 搏动
n. 脉搏; 节拍 (5)

punctuation /,pʌŋktʃə'eɪʃn/ *n.* 标点符号 (5)

punishment /'pʌnɪʃmənt/ *n.* 处罚; 惩罚 (1)

△ Pygmalion /'pɪg'meɪliən/ *n.* 皮格马利翁
 (希腊神话) (4)

Q

△ quagga /'kwægə/ *n.* 斑驴(已灭绝) (2)

quilt /kwɪlt/ *n.* 被子; 棉被 (5)

R

racial /'reɪʃl/ *adj.* 人种的; 种族的 (1)

radioactive /,reɪdɪəʊ'æktɪv/ *adj.* 放射性的;
 有辐射能的 (5)

radioactivity /,reɪdɪəʊ'æktɪvətɪ/ *n.* 放射性 (5)

rail /reɪl/ *n.* 铁路; 扶手; (护栏的) 横条 (1)

rainfall /'reɪmfɔ:l/ *n.* 降雨 (3)

reasonable /'ri:znəbl/ *adj.* 合情理的; 讲道理的;
 公道的 (2)

- receptionist /rɪ'sepʃənɪst/ *n.* 接待员; 招待员 (5)
- △ recognition /ˌrekəɡ'nɪʃn/ *n.* 认出; 认可; 承认 (3)
- referee /ˌrefə'reɪ/ *n.* 裁判员; 仲裁者 (4)
- reform** /rɪ'fɔ:m/ *vt. & vi.* 改革; 革新 (1)
- n.* 改革; 改造; 改良 (3)
- refrigerator /rɪ'frɪdʒəreɪtə/ *n.* 冰箱 (3)
- regardless** /rɪ'gɔ:dləs/ *adv.* 不管; 不顾 (5)
- regardless of** 不管; 不顾 (5)
- regulation /ˌregjʊ'leɪʃn/ *n.* 规则; 规章; 法规 (2)
- remark** /rɪ'mɑ:k/ *n.* 谈论; 言论; 评述 (4)
- vt. & vi.* 谈论; 评论; 说起 (4)
- △ reproduce /ˌrɪ:prə'dju:s/ *vt.* 复制; 再现……的形象或声音 (3)
- resist** /rɪ'zɪst/ *vt.* 抵抗; 对抗 (2)
- △ restore /rɪ'stɔ:/ *vt.* 恢复; 使恢复原状; 重建 (2)
- retire** /rɪ'taɪə/ *vi.* 退休; 离开 (2)
- ring back** 回复电话 (3)
- ring off** 挂断电话 (3)
- ripe /raɪp/ *adj.* 熟的; 成熟的 (3)
- ripen /'raɪpən/ *vt. & vi.* 使……成熟; 成熟 (5)
- rob /rɒb/ *vt.* 抢劫; 盗窃; 剥夺 (4)
- rod /rɒd/ *n.* 杆; 棒 (3)
- S**
- △ San Francisco /sæn frən'sɪskəʊ/ *n.* 圣弗朗西斯科 (也称旧金山) (1)
- scratch /skrætʃ/ *n.* (刮、抓、划的) 痕迹; 搔; 挠 (5)
- vt.* 搔; 抓; 擦伤; 刮坏 (5)
- △ scrape /skreɪp/ *vt.* 擦净; 削平; 磨光 (5)
- △ scraper /'skreɪpə/ *n.* 刮刀; 刮削器 (5)
- seagull /si:gʌl/ *n.* 海鸥 (1)
- seashell /si:ʃel/ *n.* 海贝壳 (5)
- seize** /si:z/ *vt.* 抓住; 捉住; 夺 (3)
- set about** 开始; 着手 (3)
- set out (to do)** 开始 (做) (3)
- shabby /'ʃæbi/ *adj.* 破旧的; 寒酸的 (4)
- sharpen /'ʃɑ:pən/ *vi. & vt.* (使) 锋利; 尖锐; 清晰 (5)
- sharpeners /'ʃɑ:pənə/ *n.* 磨具; 削具 (5)
- shave /ʃeɪv/ *vt. & vi.* (shaved; shaved, shaven) 刮; 剃 (1)
- △ shilling /'ʃɪlɪŋ/ *n.* 先令 (1971 年以前的英国货币单位, 旧币的 12 便士) (4)
- shortly /'ʃɔ:tlɪ/ *adv.* 立刻; 不久 (2)
- show ... in** 带或领……进来 (4)
- side road 旁路; 支线; 岔道 ((美) sidewalk) (2)
- significance /sɪg'nɪfɪkəns/ *n.* 意义; 意思; 重要性; 重要意义 (5)
- skateboard /'skeɪtbɔ:d/ *n.* 滑板 (5)
- skilful /'skɪlfl/ *adj.* 有技巧的; 熟练的 ((美) skillful) (5)
- slip** /slɪp/ *vi.* 滑动; 滑行; 滑跤 (1)
- n.* 滑动; 滑倒 (1)
- sob /sɒb/ *vi.* 啜泣; 抽噎 (4)
- n.* 啜泣 (声); 抽噎 (声) (4)
- socialist /'səʊʃəlɪst/ *n.* 社会主义者; 社会党人 (1)
- adj.* 社会主义者的 (1)
- socialism /'səʊʃəlɪzəm/ *n.* 社会主义 (1)
- △ somatic /səʊ'mætɪk/ *adj.* 躯体的; 肉体的; 细胞体的 (2)
- somehow /sʌmhaʊ/ *adv.* 以……方式; 不知怎么地 (5)
- spear /spiə/ *n.* 矛; 枪 (5)
- spit /spɪt/ *vt.* (spat, spit; spat, spit) 吐出 (唾液、食物等) (5)
- vi.* 吐痰 (5)
- stable /'steɪbl/ *adj.* 稳固的; 稳定的; 安定的 (3)
- stainless /'steɪnləs/ *adj.* 无锈的; 不锈钢的; 没有污点的 (3)
- starvation /stɑ:'veɪʃn/ *n.* 挨饿; 饿死 (5)
- status /'steɪtəs/ *n.* 身份; 地位; 职位 (4)
- stocking /'stɒkɪŋ/ *n.* 长袜 (4)
- straightforward /streɪ'tfɔ:wəd/ *adj.* 简单的; 直接的; 坦率的 (2)
- strait /streɪt/ *n.* 海峡 (1)
- straw /strɔ:/ *n.* 稻草; 麦秆; 饮料吸管 (3)
- strike** /straɪk/ *vt. & vi.* (struck, struck) 打; 撞击; 罢工 *n.* 罢工 (2)
- strike ... into one's heart** 使……刻骨铭心 (2)
- string /strɪŋ/ *n.* 线; 绳子; 一串 (3)

superior /su:'piəriəl/ *adj.* 优秀的; 较高的;
上级的
n. 上级; 长官 (4)

systematic /sɪstə'mætɪk/ *adj.* 有系统的; 有计划的; 有条理的 (5)

T

take in 包括; 吸收 (1)

tap /tæp/ *vt. & vi.* 轻打; 轻拍; 轻敲
n. 轻轻地敲击(声); (水) 龙头 (3)

team up with 与……合作或一起工作 (1)

teapot /ti:pɒt/ *n.* 茶壶 (4)

tentative /'tentətɪv/ *adj.* 试探性的; 不确定的 (5)

△ tetrahedron /tetrə'hɪ:dɹn/ *n.* 四面体 (3)

thankful /'θæŋkfl/ *adj.* 感激的; 感谢的 (1)

thief /θi:f/ *n.* 小偷; 贼 (4)

△ thoughtful /'θɔ:tfl/ *adj.* 关切的; 体贴的;
深思的 (1)

tram /træm/ *n.* (有轨) 电车 (1)

triangle /'traɪæŋgl/ *n.* 三角形; 三角形物体 (3)

troublesome /'trʌblsəm/ *adj.* 带来麻烦的;
使人心烦的 (4)

turkey /'tɜ:kɪ/ *n.* 火鸡 (2)

twin /twɪn/ *n.* 双胞胎之一; 孪生儿之一
adj. 成对的; 成双的 (2)

U

unable /ʌn'eɪbl/ *adj.* 不能的; 不会的 (2)

uncomfortable /ʌn'kʌmfətəbl/ *adj.* 不舒服的;
不安的; 不自在的(4)

uncomfortably /ʌn'kʌmfətəblɪ/ *adv.* 不舒服地;
不自在地 (4)

undertake /ʌndə'teɪk/ *vt.* (undertook; undertaken)
着手; 从事; 承担 (2)

upper /'ʌpə/ *adj.* (位置或地位) 较高的;
级别较高的 (4)

V

vain /veɪn/ *adj.* 虚荣的; 自负的; 徒劳的 (2)

valid /'vælɪd/ *adj.* 有效的; 确凿的 (3)

version /'vɜ:ʃn/ *n.* 版本; 译本 (3)

△ vein /veɪn/ *n.* 血管; 静脉 (5)

vest /vest/ *n.* 背心; 内衣 (4)

vice /vaɪs/ *n. & adj.* 代理; 副职 (1)

△ vowel /'vaʊəl/ *n.* 元音; 元音字母 (4)

W

waist /weɪst/ *n.* 腰; 腰部; 腰围 (4)

wallet /'wɒlɪt/ *n.* 皮夹; 钱包 (4)

walnut /'wɔ:lɒt/ *n.* 胡桃; 胡桃木 (3)

wax /wæks/ *n.* 蜡; 蜜蜡
vt. 上蜡 (4)

△ wax disk 旧式唱片 (4)

△ wharf /wɔ:f/ *n.* 码头 (1)

whistle /'wɪsl/ *vi.* 吹口哨; 发出汽笛声
n. 口哨声; 汽笛声 (4)

wire /waɪə/ *n.* 金属丝; 电线 (3)

woollen /'wʊlən/ *adj.* 毛纺的; 纯毛的
(《美》woolen) (4)

△ worship /'wɜ:ʃɪp/ *vt. & vi.* 崇拜; 敬奉
n. 崇拜; 敬神 (5)

wrinkle /'rɪŋkl/ *n.* 皱纹 (5)

Y

yogurt /'jɒgət/ *n.* 酸乳酪; 酸奶 (5)

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/	
bear	bore	borne
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/	—
cast	cast	cast
catch	caught /kɔ:t/	caught
choose	chose	chosen /'tʃəʊzn/
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /druː/	drawn /drɔ:n/
dream	dreamt /dremt/, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate /et/	eaten /'i:tɪn/
fall	fell	fallen /'fɔ:lən/
feed	fed	fed
feel	felt	felt
fight /faɪt/	fought /fɔ:t/	fought
find	found /faʊnd/	found
flee	fled	fled

Infinitive	Past tense	Past participle
fly	flew /flu:/	flown /fləʊn/
forbid /fə'bid/	forbade /fə'beɪd/, forbade /fə'bæd/	forbidden /fə'bidn/
foresee	foresaw	foreseen
forget	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive	forgave /fə'geɪv/	forgiven /fə'gɪvn/
freeze	froze	frozen
get	got	got
give	gave	given /'gɪvn/
go	went	gone /gɒn/
grow	grew /gru:/	grown /grəʊn/
hang	hung, hanged	hung, hanged
have, has	had	had
hear	heard /hɜ:d/	heard
hide	hid	hidden /'hɪdn/; hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew /nju:/	known /nəʊn/
lay	laid	laid
lead	led	led
leap	leapt /lept/, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie /lai/	lay /leɪ/	lain /leɪn/
light	lit, lighted	lit, lighted
lose /lu:z/	lost	lost
make	made	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met	met
mistake	mistook	mistaken /mɪ'steɪkən/
must	must	—
overhear	overheard	overheard
pay	paid	paid
put	put	put
read	read /red/	read
ride	rode	ridden /'rɪdn/
ring	rang	rung
rise	rose	risen /'rɪzn/
run	ran	run

Infinitive

say
see
sell
send
set
sew
shake
shall
shave
shine
show
shut
sing
sink
sit
sleep
slide
smell
sow
speak
spellbind
spend
spill
spit
spoil
stand
stick
strike
swell
sweep
swim
take
teach
tell
think
throw
understand
undertake
upset
wake
wear
will
win
write

Past tense

said /sed/
saw /sɔ:/
sold /səʊld/
sent
set
sewed
shook
should /ʃʊd/
shaved
shone /ʃɒn/, shined
showed
shut
sang
sank, sunk
sat
slept
slid
smelt, smelled
sowed
spoke
spellbound /ˈspɛlbaʊnd/
spent
spilt
spat, spit
spoilt
stood /stʊd/
stuck
struck
swelled /sweld/
swept
swam
took
taught /tɔ:t/
told /təʊld/
thought /θɔ:t/
threw /θru:/
understood
undertook
upset
woke, waked
wore /wɔ:/
would /wʊd/
won /wʌn/
wrote

Past participle

said
seen
sold
sent
set
sewn /səʊn/, sewed
shaken
—
shaved, shaven
shone, shined
shown /ʃəʊn/, showed
shut
sung
sunk, sunken
sat
slept
slid
smelt, smelled
sown /səʊn/, sowed
spoken /ˈspəʊkən/
spellbound
spent
spilt
spat, spit
spoilt
stood
stuck
struck
swollen /swɒləʊn/
swept
swum
taken /teɪkən/
taught
told
thought
thrown /θrəʊn/
understood
undertaken
upset
woken /ˈwəʊkən/, waked
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
u → ʊ	æ		u:	
ɔ → ɒ	ə		ɔ:	
ə: → ɜ:	ʌ		ɑ:	

双 元 音	有变化		
	ei → eɪ	əu → əʊ	iə → ɪə
ai → aɪ	au → aʊ	εə → eə	
ɔi → ɔɪ		uə → ʊə	

- 注：1. 单元音 /ɪ/ 改为 /i/, 4 个有 /ɪ/ 的双元音中的 /ɪ/ 也都改为 /i/, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
 2. 单元音 /ʊ/ 改为 /u/, 3 个有 /ʊ/ 的双元音中的 /ʊ/ 也都改为 /u/, 即 /əʊ/, /aʊ/, /ɪə/。长元音 /u:/ 中的 /u/ 不变。
 3. /ɒ/ 只出现在单元音，即 /ɔ/ 改为 /ɒ/，而双元音 /ɔɪ/ 中的 /ɔ/ 不改，只改 /ɪ/，即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
 4. /eə/ 改为 /eɪ/, 它的前一个元音与 /eɪ/ 中的前一个元音同一符号，而 /e/ 不再出现。
 5. /ɪə/ 改为 /ɪi/, 出现一个新的元音符号 /ɪi/。
 6. 辅音音标基本上没有变化。

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。

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