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普通高中课程标准实验教科书

# 英语 9

选修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 9

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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## Warming Up

These pictures have been taken at the end of events. How do you think the participants are feeling? Give reasons.



Hurdling



Swimming



Weight lifting



Boxing

## Pre-reading

In groups, answer these questions about the pictures of the activities below.

- What is each person doing? Choose the name of each activity from the list.
  - hula hooping
  - doing jumping jacks
  - standing on a Swiss ball
  - pogo stick jumping
  - somersaulting
  - doing lunges
- Have you ever done any of these activities?
- Would you consider each activity to be a serious sport?
- Which activities would you like to try? Would you need to be fit to do any of them? Do you think you could do any of them for any length of time?



Now read about a man called Ashrita Furman who has broken Guinness records in all these activities.



## Reading



### “THE ROAD IS ALWAYS AHEAD OF YOU”

Ashrita Furman is a sportsman who likes the challenge of breaking Guinness records. Over the last 25 years, he has broken **approximately** 93 Guinness records. More than twenty of these he still holds, including the record for having the most records. But these records are not made in any conventional sport like swimming or soccer. Rather Ashrita attempts to break records in very imaginative events and in very interesting places.

Recently, Ashrita achieved his dream of breaking a record in all seven continents, including hula hooping in Australia, pogo stick jumping under water in South America, and performing deep knee bends in a hot air balloon in North America.

While these activities might seem childish and cause laughter rather than respect, **in reality** they require an enormous amount of strength and fitness as well as determination.

Think about the fine neck adjustments needed to keep a full bottle of milk on your head while you are walking. You can stop to rest or eat but the bottle has to stay on your head.

While Ashrita makes standing on top of a 75 cm Swiss ball look easy, it is not. It takes a lot of concentration and a great sense of balance to stay on it. You have to struggle to stay on top especially when your legs start shaking.

And what about somersaulting along a road for 12 miles? Somersaulting is a tough event as you have to overcome dizziness, extreme tiredness and pain. You are permitted to rest for only five minutes in every hour of rolling but you are allowed to stop briefly to **vomit**.

Covering a mile in the fastest time while doing **gymnastically** correct lunges is yet another event in which Ashrita is outstanding. Lunges are extremely hard on your legs. You start by standing and then you step forward with the right foot while touching the left knee to the ground. Then you stand up again and step forward with the left foot while touching the right knee to the ground. Imagine doing this for a mile!

Yet this talented sportsman is not a natural athlete. As a child he was very **unfit** and was not at all interested in sports. However, he was **fascinated** by the *Guinness Book of World Records*.

How Ashrita came to be a sportsman is an interesting story. As a teenager, he began searching for a deeper meaning in life. He studied Eastern religions and, aged 16, discovered an Indian **meditation** teacher called Sri Chinmoy who lived in his neighbourhood in New York City. Since that time in the early 1970s, Ashrita has been one of Sri Chinmoy's students. Sri Chinmoy says that it is just as important for people to develop their bodies as it is to develop their minds, hearts and **spiritual** selves. He believes that there is no limit to people's physical abilities.

When Ashrita came third in a 24-hour bicycle **marathon** in New York's





Central Park in 1978, he knew that he would one day get into the *Guinness Book of World Records*. He had been urged by his spiritual leader to enter the marathon even though he had done no training. So, when he won third place, he came to the understanding that his body was just an instrument of the spirit and that he seemed to be able to use his spirit to accomplish anything. From then on, Ashrita refused to accept any physical limitation.



With this new confidence, Ashrita broke his first Guinness record with 27,000 jumping jacks in 1979. The motivation to keep trying to break records comes through his devotion to Sri Chinmoy. Every time Ashrita tries to break a record, he reaches a point where he feels he cannot physically do any more. At that moment, he goes deep within himself and connects with his **soul** and his teacher.

Ashrita always acknowledges his teacher in his record-breaking attempts. In fact, he often wears a T-shirt with Sri Chinmoy's words on the back. The words are:

"There is only one perfect road. It is ahead of you, always ahead of you."

## Comprehending

**1** Quickly glance through the text. Tick the topics about Ashrita that the author does not cover.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> physical skills needed for events | <input type="checkbox"/> number of records broken  | <input type="checkbox"/> his family life         |
| <input type="checkbox"/> kinds of records broken           | <input type="checkbox"/> why he became a sportsman | <input type="checkbox"/> countries he likes best |
| <input type="checkbox"/> place and date of birth           | <input type="checkbox"/> his occupation            | <input type="checkbox"/> his education           |
| <input type="checkbox"/> his first Guinness record         |  |  |

**2** Now read the story more carefully and answer the following questions in groups.

- Where do you think Ashrita lives?
- How old do you think he is?
- Has he broken records in all seven continents?
- When did he first come across the *Guinness Book of World Records*?
- What are some of the physical difficulties he has experienced when
 

A walking with a bottle of milk on his head?	C somersaulting?
B standing on top of a Swiss ball?	D doing gymnastically correct lunges?
- Which one of Sri Chinmoy's beliefs led Ashrita to attempting records?
- Why was it amazing that Ashrita came third in the bicycle marathon in 1978?
- Why did Ashrita believe he could accomplish anything after the bicycle marathon?
- What happens in an event that prevents Ashrita from giving up?
- Do you think that the events that Ashrita participates in are childish? Why or why not?



**3** Here are some of Ashrita's beliefs. In groups, discuss whether you agree with them or not.

- 1 There is no limit to people's physical abilities.
- 2 The body is just an instrument of the spirit.
- 3 You can use your spirit to accomplish anything.
- 4 There is only one perfect road. It is ahead of you, always ahead of you.

**\* 4** Get into groups of four and choose two sports. Find out what skills are needed for each activity. Share your ideas with the other groups in your class. Finally decide which activity you would prefer to train for and give a reason.

Sport	Training needed	Sport	Training needed
pogo stick jumping	1 keeping balance 2 jumping and landing with bent knees	jumping jack	
somersaulting		hula hooping	
doing lunges		standing on a Swiss ball	

## Learning about Language

### Discovering useful words and expressions

**1** Complete the table and then choose a word to complete each sentence below.

Verb	Noun	Adjective
		approximate
accomplish	adjustment	
	devotion	
	motivation	

- 1 He is \_\_\_\_\_ to his wife and gives her anything she asks for.
- 2 Can you tell me the \_\_\_\_\_ number of athletes in your club?
- 3 It was a huge \_\_\_\_\_ for her to be able to reach the top of the mountain.
- 4 Some people have the ability to \_\_\_\_\_ others to try to achieve their goals.
- 5 She has \_\_\_\_\_ to the fact that she will never win the 400 metre swimming event.



- 2** Find words in the reading passage that are similar in meaning to the underlined words below. Write down the pairs of words.

When I am on holiday, I don't do the usual kinds of things like catching up with friends or cleaning the house or finishing a book. I go walking alone in the mountains. It doesn't matter what the weather is like. However severe the journey is, as long as I am with nature, I don't care. For me, there is something sacred about breathing clean air, listening to the sounds of birds and observing the plants and animals around me. When I reach the highest place on my walk, I like to sit in silence for a long time and enjoy the beautiful scenery in front of me. It is like food for my spirit.

Last year I invited two friends to come with me. Unfortunately they were not very fit and so the walk was hard on them. I was worried that we wouldn't reach our campsite before dark and begged them to walk faster. They complained loudly all the way. When the walk was over, we all agreed that it was an enjoyable experience. However, the truth was that I would never invite them to come walking with me again. And, they would probably never want to!

- |                |                |               |
|----------------|----------------|---------------|
| 1 usual _____  | 4 spirit _____ | 7 truth _____ |
| 2 severe _____ | 5 hard _____   |               |
| 3 sacred _____ | 6 begged _____ |               |

- 3** In groups of four, add as many words as you can to each box. Compare your lists with another group. Then share your lists with the class.

**Events**

*gymnastics, marathon, triathlon, ...*

**The training is ...**  
*tough, tiring, stressful, ...*



**The event is ...**  
*fascinating, exciting, ...*

**Revising useful structures**

- 1** Underline the subject in these sentences. In groups, check your answers. Then discuss whether you agree with the ideas in the sentences or not.

- Everything that we do is a step in one direction or another. Even the failure to do something is in itself a deed. It sets us forward or backward. (*Henry Van Dyke*)
- Some **conceptions** of a gentleman are these: a gentleman is always considerate for the feelings of others; he has **tact** – he knows how to say and to do the right thing at the right time. (*Unknown*)
- To regret one's errors to the point of not repeating them is true **repentance**. (*Ernest Hemingway*)
- The best companion is one who is wiser and better than ourselves, for we are inspired by his **wisdom** and **virtue** to **nobler** deeds. (*William Makepeace Thayer*)
- Being happy is better than being king. (*West African saying*)



**2 Match the subject on the left with an ending on the right to make the correct saying. Then translate it into Chinese.**

- 1 Worrying
- 2 Two heads
- 3 Those who do not learn from history
- 4 To travel hopefully
- 5 Failing to plan
- 6 A man who asks  
A man who never asks
- 7 The one who understands  
The one who speaks
- 8 What is done

- are **doomed** to repeat it.  
is a fool for five minutes.  
does not speak.  
cannot be undone.  
are better than one.  
never did anyone any good.  
does not understand.  
is planning to fail.  
is a better thing than to arrive.  
is a fool for life.

## Using Language

### Listening and speaking



**1 Listen to the radio interview with two Maryville High School students, Luke and Josh, about their school's bid to break a Guinness record. Number these Guinness records in the order you hear them mentioned.**

- 1 Most people hula hooping at the same time.
- 2 Most bodies painted at the same time.
- 3 Most people **juggling** at the same time.
- 4 Most people brushing their teeth for one minute.
- 5 Most people in a group hug.
- 6 Most people eating breakfast.

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

- 1 What record is the school going to try to break?
- 2 What gave Luke and Josh the idea to break a Guinness record?
- 3 Why won't the record be as easy to break as Luke and Josh first thought?
- 4 How long has the school got to prepare for the record attempt?
- 5 Who is going to support the students in their attempt to break the record?
- 6 What are the four reasons why Luke and Josh want their school to try to break the record?

**3 Read these expressions from the interview. Circle the ones expressing surprise. Now listen and number the circled expressions in the order you hear them. Then, in pairs, practise saying the expressions of surprise, paying special attention to the intonation.**

- You're kidding!       You're right.       Tell us about it.       Well, good luck.  
 We were amazed at some of the things people do to get a Guinness record.  
 Like what?       Is that all?       That's wonderful       How amazing!



- 4** The events that Luke and Josh described are amazing. In pairs, practise using expressions of surprise. Student A imagines or thinks of something amazing. Student B chooses an expression of surprise from the list in Exercise 3 or any others that express surprise. Then swap roles.

EXAMPLE:

Student A: I once saw a woman who was running backwards carrying a bag of potatoes.

Student B: You're kidding!

- 5** In groups, carry out the following tasks.

- A** Do you think your school could break the record for the most bodies painted at the same time? Give reasons.

**B** If not, what do you think you could do?
- A** Imagine your school is going to attempt to break a record. Decide which record you want your school to break. You can choose from the list in Exercise 1 on the previous page. Or you can use your imagination to create another event. Make it fun.

**B** Once you have decided on the event, think about what you need to do to prepare for it. Use the checklist below.

#### Event: Most people ...

Equipment or supplies needed

Skills that we need to develop

Who we can ask to donate: time

supplies

money

### Reading and writing



#### FOCUS ON ...

##### Lance Armstrong

*Date of Birth:* 8th September, 1971

*Country:* USA

Lance Armstrong's Guinness record for the fastest average speed at the Tour de France was set in 1999 with an average speed of 40.27 km/hr. In his teens he was a **triathlete** but at 16 he began to concentrate on cycling. He was an amateur cyclist before the 1992 Olympic Games but turned professional after he had competed in the Games. In the following few years, he won numerous titles, and by 1996 he had become the world's number one. However, in October 1996, he discovered he had cancer and had to leave cycling. Successfully fighting his illness, Armstrong officially returned to racing in 1998. In 1999 he won the Tour de France and in 2003 he achieved his goal of winning five Tours de France.





### Michellie Jones

*Date of Birth:* 9th June, 1969

*Country:* Australia

In 1988 Michellie Jones helped establish the multi-sport event, the **triathlon**, in Australia. After completing her teaching qualifications in 1990, she concentrated on the triathlon. In 1991, she finished third at the world championships. In 1992 and 1993, she was the International Triathlon Union World Champion. Since then, she has never finished lower than fourth in any of the world championships she has competed in. At the Sydney Olympics in 2000 she won the silver medal in the Women's Triathlon, the first time the event had been included in the Olympic Games. Recently, for the first time in 15 years, Jones was not selected as part of the national team and therefore did not compete in the 2004 Olympics in Athens.



### Fu Mingxia

*Date of Birth:* 16th August, 1978

*Country:* China



Fu Mingxia first stood on top of the 10-metre diving platform at the age of nine. At 12 years old she won a Guinness Record when she became the youngest female to win the women's world title for platform diving at the World Championships in Australia in 1991. At the 1992 Barcelona Olympic Games, she took the gold medal in the women's 10-metre platform, becoming the youngest Olympic diving champion of all time. This was followed by great success at the 1996 Atlanta Olympic Games where she won gold for both the

10-metre platform and the three-metre **springboard**. This made her the first woman in Olympic diving history to win three gold medals. She retired from diving after Atlanta and went to study **economics** at university. While there she decided to make a comeback and went on to compete at the Sydney Olympic Games, where she won her fourth Olympic gold, again making Olympic history.

### Martin Strel

*Date of Birth:* 1st October, 1954

*Country:* Slovenia

Strel was trained as a guitarist before he became a professional marathon swimmer in 1978. He has a passion for swimming the world's great rivers. In 2000, he was the first person ever to swim the entire length of the Danube River in Europe – a distance of 3,004 kilometres in 58 days. For this, he attained his first entry in the *Guinness Book of World Records*. Then in 2001 he broke the Guinness record for non-stop swimming – 504.5 kilometres in the Danube River



in 84 hours and 10 minutes. Martin won his third entry in the *Guinness Book of World Records* in 2002 when he beat his own record for long distance swimming by swimming the length of the Mississippi River in North America in 68 days, a total of 3,797 kilometres. Then in 2003 he became the first man to have swum the whole 1,929 kilometres of the difficult Parana River in South America. In 2004, Strel again broke his own Guinness record by swimming the length of the dangerous Changjiang River (4,600 km), the third longest river in the world.



**1** Read the **profiles** from a sports magazine and complete the summary of each sportsperson's (Guinness) record(s).

1 WHO: \_\_\_\_\_  
 WHEN: \_\_\_\_\_  
 WHERE: \_\_\_\_\_  
 WHAT: \_\_\_\_\_

3 WHO: \_\_\_\_\_  
 WHEN: \_\_\_\_\_  
 WHERE: \_\_\_\_\_  
 WHAT: \_\_\_\_\_

2 WHO: \_\_\_\_\_  
 WHEN: \_\_\_\_\_  
 WHERE: \_\_\_\_\_  
 WHAT: \_\_\_\_\_

4 WHO: \_\_\_\_\_  
 WHEN: \_\_\_\_\_  
 WHERE: \_\_\_\_\_  
 WHAT: \_\_\_\_\_

**2** Read the profiles and answer the questions below.

- 1 Who is the youngest athlete?
- 2 Who retired from their sport and then made a comeback?
- 3 Who has trained in another profession?
- 4 Who do you think is the most **courageous** of the four sportspeople? Give reasons.
- 5 What qualities do you think these sportspeople need to be successful?

**3** Which quote below do you think belongs to which sportsperson?

- 1 I am swimming for peace, friendship and clean waters. \_\_\_\_\_
- 2 I'd like to think that I was a role model, that people see my sport and say "Wow, I'd like to try that". \_\_\_\_\_
- 3 I used to ride my bike to make a living. Now I just want to live so that I can ride. \_\_\_\_\_
- 4 I call it a one-second art. It requires you to fully display the beauty of the sport in only a second. \_\_\_\_\_

**4** Write a profile for a magazine about a person who has broken a record. Use the guide below and the profiles on pages 7 and 8 as models.

*Name:*  
*Date of Birth:*  
*Country:*  
*Achievements:*



## SUMMING UP

- 1 Describe some unusual records you have learned about from the unit.
- 2 List the records that interest you most.
- 3 Useful words:
- 4 Useful expressions:
- 5 List three or four important English sayings or proverbs which encourage people to work hard to achieve their goals. Underline the subject of your sentences.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

### LEARNING TIP

What do you think is the best way to remember new words?

- Write a sentence containing the new word – this shows the word in context.
- Find different ways of describing an action. For example, someone can see in different ways. He/she can *glance*, *stare*, *examine*, *observe* and so on.
- Group words that come from the same root, eg *appreciate*, *appreciation*, *appreciative*.
- Group words according to a topic, such as jobs (**accountant**, *receptionist*, *lawyer*, **politician**) or clothes (*scarf*, **zip**, *underwear*, *overcoat*).
- Learn words that have similar meanings (eg **salary/wage**) or opposite meanings (eg *certain/uncertain*).



# Unit 2

## Sailing the oceans

### Warming Up

In pairs discuss these questions:

- 1 What is a navigator?
- 2 What is the difference between a navigator and an explorer?
- 3 Look at these famous people. Are they navigators or explorers? What do you know about them?



Zheng He



Marco Polo



James Cook

### Pre-reading

Look at the pictures. Then answer the questions.

- 1 How do you think seamen found their way before modern accurate methods of navigation were invented?
- 2 Which do you think was easier to work out: **latitude** or longitude?
- 3 Can you identify these early navigational instruments seamen used and explain how they are used?

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



- 4 Which ones do you think are still used today?

Now read about what navigation was like before modern instruments were used.



## Reading



## SAILING THE OCEANS

We may well wonder how seamen explored the oceans before latitude and longitude made it possible to plot a ship's position on a map. The voyages of travellers before the 17th century show that they were not **at the mercy of** the sea even though they did not have modern navigational aids. So how did they navigate so well? Read these pages from an **encyclopedia**.

*Page 1:*

### Using nature to help

#### Keeping alongside the coastline

This seems to have been the first and most useful form of **exploration** which carried the minimum amount of risk.

#### Using celestial bodies

- **North Star**

At the North Pole the North Star is at its highest position in the sky, but at the **equator** it is along the **horizon**. So accomplished navigators were able to use it to plot their positions.

- **Sun**

On a clear day especially during the summer the sailors could use the sun **overhead** at midday to navigate by. They can use the height of the sun to work out their latitude.

- **Clouds**

Sea captains observed the clouds over islands. There is a special cloud formation which indicates there is land close by.

#### Using wildlife

- **Seaweed**

Sailors often saw seaweed in the sea and could tell by the colour and smell how long it had

been there. If it was fresh and smelled strongly, then the ship was close to land.

- **Birds**

Sea birds could be used to show the way to land when it was nowhere to be seen. In the evening nesting birds return to land and their nests. So seamen could follow the birds to land even if they were offshore and in the open sea.

#### Using the weather

- **Fog**

Fog gathers at sea as well as over streams or rivers. Seamen used it to help identify the position of a stream or river when they were close to land.

- **Winds**

Wise seamen used the winds to direct their sailing. They could accelerate the speed, but they could also be dangerous. So the Vikings would observe the winds before and during their outward or return journeys.

#### Using the sea

Certain **tides** and currents could be used by skillful sailors to carry ships to their destination.

These skills helped sailors explore the seas and discover new lands. They increased their ability to navigate new seas when they used instruments.



Page 2:

## Using navigational instruments to help

### Finding longitude

There was no secure method of measuring longitude until the 17th century when the British solved this theoretical problem. Nobody knew that the earth turns eastwards at about 15 degrees every hour, but sailors did know an approximate method of calculating longitude using speed and time. An early method of measuring speed involved throwing a **knotted** rope tied to a **log** over the side of the ship. The rope was tied to a log which was then thrown into the sea. As the ship advanced through the water the knots were counted as they passed through a seaman's hands. The number of knots that were counted during a fixed period of time gave the speed of the ship in **nautical miles** per hour.



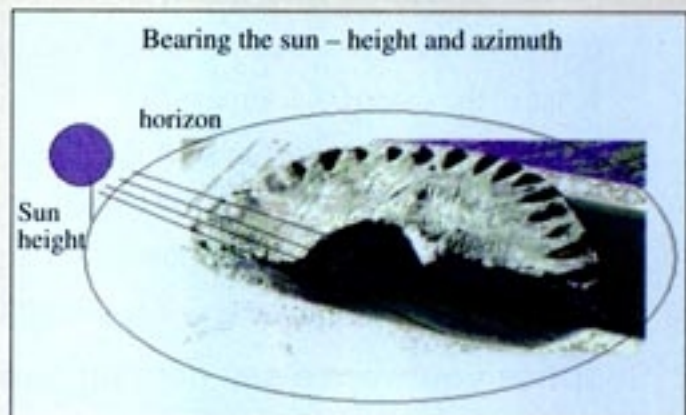
Later, when seamen began to use the compass in the 12th century they could calculate longitude using complicated mathematical tables. The compass has a special **magnetic** pointer which always indicates the North Pole, so it is used to help find the direction that the ship needs to go. In this way the ship could set a straight course even in the middle of the ocean.

### Finding latitude

- **The Bearing Circle**

It was the first instrument to measure the sun's position. A seaman would measure the sun's shadow and compare it with the height of the sun at midday. Then he could tell if he was

sailing on his correct rather than a random course.



A Bearing Circle

- **The Astrolabe**

The astrolabe, quadrant and sextant are all connected. They are developments of one another. The earliest, the astrolabe, was a special all-in-one tool for telling the position of the ship in relation to the sun and various stars which covered the whole sky. This gave the seamen the local time and allowed them to find their latitude at sea. However, it was awkward to use as one of the points of **reference** was the moving ship itself.

- **The Quadrant**

This was a more **precise** and simplified version of the astrolabe. It measured how high stars were above the horizon using a quarter circle rather than the full circle of the astrolabe. It was easier to handle because it was more **portable**. Its shortcoming was that it still used the moving ship as one of the fixed points of reference. As the ship rose and plunged in the waves, it was extremely difficult to be accurate with any reading.

- **The Sextant**

The sextant was the updated version of the astrolabe and quadrant which reduced the tendency to make mistakes. It proved to be the most accurate and reliable of these early navigational instruments. It works by measuring the angle between two fixed objects outside the ship using two mirrors. This made the calculations more precise and easier to do.



## Comprehending

### 1 Read the passage and answer the following questions.

- What is the use of a bearing circle, astrolabe, quadrant or sextant? ( )  
What is the use of a compass? ( )  
A to set the course of the ship                      B to measure the position of the ship  
C to measure the speed of the ship                D to tell the time
- Why are speed and time important in working out the longitude of a ship?
- Why is the position of the sun and various stars useful for working out latitude?

### 2 Suppose you were a sea captain aiming to sail round Africa. Discuss in groups:

- What skills would you seek in your sailors?
- What problems would you anticipate for this journey?

### 3 What would you do if you came across the following problems during your voyage? Read the chart below and fill in your plans of action to deal with them.

What would you do if:	Plan of action
you were far from land and a storm arose.	
you knew your latitude but didn't know your longitude.	
you were blown off-course.	
you were offshore but you needed more food and water.	
you wanted to keep a straight course.	
you were lost with no land in sight.	

### 4 Read the passage again and use the information to analyse the navigational skills. Write the answers in your own words.

#### Using nature

- To find the ship's position at sea a sailor used *the North Star and the sun*.
- A sailor knew that land was nearby if he saw \_\_\_\_\_
- Sailors used \_\_\_\_\_ to increase their speed.

#### Using instruments

- There were two methods to find longitude:  
1 \_\_\_\_\_ 2 \_\_\_\_\_
- Write down the working principles of the following instruments:
  - Bearing circle: \_\_\_\_\_
  - Astrolabe: \_\_\_\_\_
  - Quadrant: \_\_\_\_\_
  - Sextant: \_\_\_\_\_



- 5** Imagine you are on a boat with twenty-nine other people. You have a small box for your personal things but it can only hold ten items. What would you need for a week's journey across the North Sea to England?

Category	Items	Category	Items
Clothes		Shoes	
Hygiene		Tools	
Bedding		Medicines	

Discuss your list with your partner and combine the two sets of choices to make a third and better list. Be prepared to justify your choices to the class.

## Learning about Language

### Discovering useful words and expressions

- 1** Replace the words underlined by ones of similar meaning from the reading passage.

- Seeing the dark clouds above him, George hurried for home.
- Sailing a boat alone far away from the shore made Flora's parents worry about her safety.
- Clare, would you please put your bicycle next to the others in the shed?
- "Why don't you plot a more simple route with the smallest number of stops?" asked Mary.
- Setting out on a long journey by sea with unskilled sailors would be dangerous especially if there were no modern navigational instruments.

- 2** Find the words from the reading passage that are the opposite of these compound words.

\_\_\_\_\_ anywhere

\_\_\_\_\_ upload

\_\_\_\_\_ inward

\_\_\_\_\_ unreliable

\_\_\_\_\_ land flower

\_\_\_\_\_ strong point

- 3** Write down the words you know, which are related to *navigation* and *sea*.

Navigation	Sea



#### 4 Complete the following paragraph with the words below.

precise      outward      nowhere      awkward      reference      seaweed  
 accelerate      mercy      randomly      voyage      alongside      approximate

Samuel the sailor was extremely good at plotting his course using the stars as a \_\_\_\_\_. One day he was determined to set out on a \_\_\_\_\_ across an unknown sea to an unknown continent. He set out with his instruments so he would not be at the \_\_\_\_\_ of the sea. He found on his \_\_\_\_\_ journey a rocky island. It seemed to be covered in nests. Suddenly, as Samuel looked, an enormous bird **swooped** down and picked him up as if he were a / an \_\_\_\_\_ parcel. It \_\_\_\_\_ its speed and rose straight up into the air so as to reach the \_\_\_\_\_ place on the rocks where its nest lay. Once there, it shook itself and threw Samuel in the \_\_\_\_\_ direction of the nest. There seemed to be \_\_\_\_\_ to hide but then he noticed lots of \_\_\_\_\_ on his left and quickly hid under it. The bird landed nearby and **pecked** \_\_\_\_\_ at the rocks. Samuel rolled over swiftly and found himself at the edge of the **cliff**. He looked down slowly with a beating heart. Below him was his boat lying \_\_\_\_\_ the shore! "How lucky I am!" Samuel thought to himself. He then gave a mighty leap and landed in it. Once inside he could safely sail away.

#### Revising useful structures

##### 1 Read the information below and learn more about Captain Cook. Then underline the predicates in the sentences.

- 1 James Cook was a great English navigator and Pacific Ocean **expedition** leader.
- 2 He had not only an outstanding ability in navigation and exploration, but also a real concern for sailors' health. He carried out compulsory dietary reforms that were copied by many other ship captains.
- 3 He had led three great Pacific voyages during his life.
- 4 In his first Pacific voyage in 1769, James Cook rounded Cape Horn, then spent six months charting New Zealand, and finally explored and claimed possession of eastern Australia.
- 5 In 1772, Captain Cook set sail to look for a "theorized great southern continent". Although they could not manage to reach the Antarctic owing to the ice, he predicted that if it did exist, it would have to be a wasteland.
- 6 In 1776, Captain Cook started his third Pacific voyage, searching for the Northwest Passage from the Pacific Ocean to the Atlantic Ocean. Unfortunately, he was killed in a dispute with Hawaiian natives and his men's attempt at the Northwest Passage was unsuccessful. However, this voyage is still recognized as especially significant in the history of the discovery of the west coast of North America.



**2 Complete the following dialogue, using verbs in their proper forms. Remember to read the conversation before and after each blank before you fill it in.**

SUSAN: Do you think you'll be going to that pop concert next week?

CLARE: No. Let's forget about that as it'll soon be time for our exams.

SUSAN: \_\_\_\_\_

CLARE: I don't really think I need to do more revision. I've done enough but it'll help me forget the concert you'll be enjoying.

SUSAN: \_\_\_\_\_

CLARE: Actually there is a reason. I don't think I'm going to have enough money even though I've been saving especially for this occasion.

SUSAN: \_\_\_\_\_

CLARE: Well, thank you for offering to help me. I'll happily clean your father's car if he'll pay me too.

SUSAN: \_\_\_\_\_

CLARE: I hope you'll thank him for me. I'd never be allowed to clean my father's car. He is so proud of it he won't let anyone touch it.

SUSAN: \_\_\_\_\_

CLARE: His fourth car? My goodness. He must have been earning a lot of money to have owned so many.

SUSAN: \_\_\_\_\_

CLARE: Oh I see! That explains things. Please would you phone him now and ask him when it would be convenient for me to clean it?

SUSAN: \_\_\_\_\_

CLARE: That's so kind of you. Now while I'm doing the cleaning perhaps you can order our tickets for the concert. I'll go and get ready to begin work. See you soon. Thanks and goodbye.

## Using Language

### Reading, speaking and writing



#### THE GREATEST NAVIGATIONAL JOURNEY: A LESSON IN SURVIVAL

I am proud to have sailed with Captain Bligh on his journey of over 40 days through about 4,000 miles in an open boat across the Pacific Ocean in 1789. Our outward voyage in the "Bounty" to Tahiti had been filled with the kind of incidents that I thought would be my stories when I returned home. But how wrong I was! On our **departure** from Tahiti, some of the **crew** took over the ship. They **deposited** the captain into a small boat to let him find his own way home. But who else was to go with him? Those of us on board the "Bounty" were caught in a dilemma. Was it better to risk certain death by sitting close together on a small, crowded open boat with very little food and water? Or should one stay on the "Bounty" with the crew and face certain death from the British Navy if caught? The drawback of staying on the ship seemed to grow as I thought about how wrong it was to treat Captain Bligh in this way. So I joined him in the small boat. As dusk fell, we seemed to face an uncertain future. We had no charts and the only instruments the captain was allowed to



take with him were a compass and a quadrant.

Once we were at sea, our routine every day was the same. At sunrise and sunset the captain measured our position using the quadrant and set the course using the compass. It was extremely difficult for us to get a correct reading from the quadrant as the boat moved constantly. The captain used a system called “**dead reckoning**”. He knew there was land directly northwest of our original position. So his task was to make sure we stayed on that course. As you can see from the map we kept to a straight course pretty well. In addition, the captain kept us all busy reading the tables to work out our position. Although this took a great deal of time, it didn’t matter. Time was, after all, what we had a lot of!



Our daily food was shared equally among us all: one piece of bread and one cup of water. It was starvation quantities but the extreme lack of water was the hardest to cope with psychologically. Imagine all that water around you, but none of it was safe to drink because the salt in it would drive you mad! All the time the captain tried to preserve our good spirits by telling stories and talking hopefully about what we would do when we got back to England. We only half believed him.



Map of Captain Bligh’s journey

The **tension** in the boat got worse as the supply of food and water gradually disappeared. We could foresee that we would die if we could not reach land very soon and we sank gradually into a sleepy, half-alive state. The captain was as weak as the rest of us, but he was determined not to give up. He continued his navigational measurements every day. He kept us busy and tried to take our minds off our stomachs and our **thirst**. He kept us alive.

You could not imagine a more disturbing sight than what we looked like when arriving in Timor over forty days after being **set loose** in our small boat. Our clothes were **torn**, we had fever and our faces showed the hardships we had suffered. But after a rest, some good meals and some new clothes, everything changed. We couldn’t stop talking about our voyage and everybody wanted to hear about it. We were the heroes who had escaped the **jaws of death** by completing the greatest navigational feat of all time!

**1** When Captain Bligh returned home he was treated as a hero. It was discussed whether he should receive a special medal or not. Get into groups of four and discuss these questions. Then role-play the dialogue.

- 1 Why do you think this writer describes his journey as one of the greatest in navigational history? Do you agree? Give your reasons.
- 2 What kind of leadership qualities do you think Captain Bligh showed? Are these the only qualities needed for a good captain? Make a list of the qualities you think are important. Give your reasons.

The words and expressions on the next page might be useful for you.



Why are you ...?

Because of ...

As he ...

He ..., so he is ill with fever after the voyage.

It is ..., so I'm afraid ...

How could you ...?

It was because ...

Since he ...

That's why ...

Why did you ...?

The reason is that ...

Now that ...

It was due to ...

Therefore, ...

Be prepared to give a group presentation to the whole class.

**2 Now write a report to your leader explaining to him why you think Captain Bligh should or should not receive the medal. Follow these steps.**

- Write down your ideas in the order as they occur to you.
- Number the ideas so that they are in a logical order.
- Each paragraph should explain one of the reasons why Captain Bligh should get the medal or not.
- Your last paragraph should emphasize again the most important reasons why you think Captain Bligh should or should not get the medal.

**Listening and speaking**



**1 Read these words and then listen to the tape. Circle those aids that early sailors used to find their way.**

compass    maps    fish movements    stars    weather    waves  
currents    clouds    rainfall    birds    other ships    mountains

**2 Listen to the tape again and fill in the chart.**

Sailors from	Sea or Ocean	Skills
Phoenicia	Mediterranean	Used the sky to find their way
	North	
Polynesia		

**3 These are some Viking sailing directions from Norway to Greenland.**

- Sail west but keep to the north of the Shetland Islands so you can hardly see them in good weather.
- Stay far enough south of the Faroes so that their steep mountains are just halfway up the horizon.
- Keep south of Iceland so that you cannot see land but just coastal birds.
- Follow this route and you should reach Greenland.

**Use the information from the listening to explain these sailing strategies.**

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



\* 4 Polynesian seamen had traditional sayings to help them with their sailing. Can you explain what they mean?

- 1 "If you can read the ocean, you will never be lost."
- 2 "Watch for when the sun grows."
- 3 "The stars are the eyes of Heaven."
- 4 "When the bird flies out to sea, the sea will grow calm."

## SUMMING UP

1 Describe the difficulties that one may meet with when sailing the oceans.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Look at the following unfinished passage and underline the predicates in it. If you have time, try to finish the story using your imagination.

Talking about the adventures that I experienced before, I would like to tell you something that happened when I was a little boy living in the remote countryside with my grandparents. One day, my elder cousin and I were fighting for fun. Suddenly, the sky was covered by a huge black cloud and I heard a strange voice **roaring** nearby ...

## LEARNING TIP

If you understand another culture it can help you with your language learning. This is because your background knowledge will make it easier for you to understand the content of a reading passage or a listening text. For example, if you have some knowledge about early navigation in Europe, it will make it easier for you to understand the first reading passage. In the same way if you have watched the film *The Mutiny on the Bounty* you will know the background to the journey of Captain Bligh across the Pacific Ocean. So you will be better able to appreciate how great Captain Bligh's achievement was in the second reading passage. So the more you read and the wider your general knowledge about another culture, the quicker and easier your learning of that language will be.



# Unit 3

# Australia

## Warming Up

Work with a partner to answer the questions about Australia.

1 Which of the pictures below do you **associate with** the following places in Australia? Write the number of the picture beside the place.

Sydney

Perth

Kakadu

Canberra

Uluru

Great Barrier Reef

2 On the map of Australia, find the places listed in question 1. Then write the numbers of the photos in the blanks on the map.

3 Discuss with others in your class what you know about these places.





## Pre-reading

Glance quickly at the five texts below and then answer the questions.

- 1 What topic is common to all five texts?
- 2 What aspect of the topic is discussed in each text (eg scenery, animals, politics)?
- 3 Match each reading passage with a description below.

a postcard from someone on holiday

part of a text in an encyclopedia

part of a tourist brochure

a newspaper article

an advertisement

## Reading



### GLIMPSES OF AUSTRALIA

#### AUSTRALIA

*Capital:* Canberra

*Official name:* **Commonwealth** of Australia

*Area:* 7,686,850 km<sup>2</sup>

*Population:* 20 million

*Highest point:* Mount Kosciuszko, 2,228 metres above sea level

*Lowest point:* Lake Eyre, 15 metres below sea level

Australia is the only country that is also a continent. It is the sixth largest country in the world and is in the smallest continent – **Oceania**. It is a mainly dry country with only a few coastal areas that have adequate rainfall to support a large population. Approximately 80% of Australians live in the south-eastern coastal area, which includes Australia's two largest cities – Melbourne and Sydney. The centre of the continent, which is mainly desert and dry grassland, has few settlements.

Australia is famous for its huge, open spaces, bright sunshine, enormous number of sheep and cattle and its unusual wildlife, which include kangaroos and koalas. Australia is a popular destination with tourists from all over the world who come to experience its unique ecology.

Australia is made up of six states. Like the states in America, Australian states are autonomous in some areas of government. However, Australia has a federal government responsible for matters that affect people all over the country, such as defence, foreign policy and **taxation**. The federal parliament is located in Canberra.

### CITIZENSHIP CEREMONIES PLANNED AROUND AUSTRALIA

**On 26 January, Australia Day, in over 200 locations across the nation, more than 9,000 people will become Australian citizens.**

“By these **citizenship** ceremonies we welcome those who have come from overseas from many different cultural and social backgrounds into our communities and our nation,” said the Minister for Citizenship and Multicultural Affairs.

“Australia Day celebrations that include people from so many birthplaces are an excellent way to encourage **tolerance**, respect and friendship among all the people of Australia.”

Most citizenship ceremonies will be followed by displays of singing and dancing from many of the **migrants'** homelands and the tasting of food from all over the world.



Go by plane and see the clouds

Go by **TRAIN** and see Australia



### Enjoy 3 nights on board the Indian-Pacific

On this 4,352-km journey from Sydney to Perth via Adelaide you'll view some of Australia's unique scenery from the superb Blue Mountains to the treeless plains of the Nullarbor. Along the way you will spot a fascinating variety of wildlife.

### Enjoy 2 nights on board the Ghan

As you travel from Adelaide to Darwin via Alice Springs, you'll observe some of Australia's most spectacular landscapes – from the rolling hills surrounding Adelaide to the **rusty reds** of Australia's centre and the **tropical splendour** of Darwin.

For more information, timetables and fares go to [www.gsr.com.au/trains.htm](http://www.gsr.com.au/trains.htm)

Dear Shen Ping,

I wish you could see this amazing rock. It is part of one of Australia's 14 World **Heritage Sites** and rises about 335 metres out of a vast, flat sandy plain. At different times of the day it appears to change colour, from grey-red at sunrise, to golden and finally to burning red at dusk. **Aboriginal** people have lived near Uluru for thousands of years and you can walk around it with an Aboriginal guide to learn about their customs, art, religion and day-to-day life. It is also possible to climb the rock, but most people don't do this **out of respect** for the Aboriginal people who consider the rock to be sacred. I'll be back in Sydney in a fortnight because I've made a **reservation** on the Indian Pacific train to Perth.

love Jack



### Tours outside Hobart

Drive 250 km northwestwards from Hobart along the A10 highway and you'll arrive at the southern end of the magnificent **Cradle Mountain National Park** and World Heritage area. This park is famous for its mountain peaks, lakes and ancient forests. A popular attraction for active tourists is the 80-km walking track that joins the southern and northern ends of the park. There are also a range of short walks.



## Comprehending

**1** The questions below are written to help you practise skimming for information. Try to answer them in the shortest possible time. You do not need to read every word of all five reading passages in order to answer them.

- 1 Where do most Australians live?
- 2 In what city do federal politicians work?
- 3 How many people live in Australia?
- 4 When is Australia Day?
- 5 How far is it from Perth to Sydney?
- 6 How many World Heritage Sites are there in Australia?
- 7 Which part of Australia gets the most rainfall?
- 8 Why do most people choose not to climb Uluru?
- 9 What two World Heritage Sites are named in these texts?



**2** Now read the five texts again more carefully. Underline any information about Australia that you did not know before. Write down five facts that you consider to be the most interesting. Share your facts with others in your class.

**3** Discuss these questions with others in your class.

- 1 What kind of people do you think make Australia their home?
- 2 Each year large numbers of people become Australian citizens. Why do you think they choose to become citizens?
- 3 When do you think travelling by train across Australia would be appropriate and when do you think travelling by plane would be more suitable? Give more than one reason.
- 4 In what part of Australia do you think most agriculture takes place? Give reasons.
- 5 Why do you think the population of Australia is so small when it is such a large country?
- 6 Choose five words or phrases to describe Australia.

## Learning about Language

### Discovering useful words and expressions

**1** Complete the sentences with the words below.

*backgrounds nation citizens tolerance Aboriginal homelands migrants respect*

The majority of Australians are \_\_\_\_\_ from many different \_\_\_\_\_. In fact, the only \_\_\_\_\_ whose ancestors have lived here for more than 200 hundred years are the \_\_\_\_\_ people. Most Australians believe that having people from so many different \_\_\_\_\_ creates \_\_\_\_\_ and \_\_\_\_\_ and makes Australia a stronger \_\_\_\_\_ and a more interesting place to live.



- 2** Read the paragraph below, paying particular attention to the underlined words, some of which may be new to you. Try to work out the definitions of these words and write them down in the second column. Then check your answer using an English-English dictionary and write the dictionary definitions in the third column.

The first migrants arrived in Australia after a long voyage on small sailing ships. Life was very tough at first because they did not have adequate equipment or food. One of the first things they did was to dig the soil and sow vegetable seeds. However, it wasn't easy to grow enough food for everyone and in the first few years they faced starvation. Despite all the hardships of those early years, many of the migrants succeeded in building a good life for themselves. In the early days there were not nearly as many women migrants as there were males, so many of the men remained bachelors. Many dreamed of having a wife who would share their life and work alongside them as they built houses and established farms. Within a reasonably short time some had established large sheep farms and began to export meat and wool back to England. We know a lot about these early years of European settlement because most migrants corresponded with their families at home and many of their letters still survive. These early settlers owed their survival **to** hard work and determination to succeed.

Word	Your definition	Dictionary definition
migrant		
adequate		
sow		
hardship		
bachelor		
correspond		
owe		

- 3** You will find it easier to learn English words in clusters. Read aloud the following words and write down as many words related to them as possible. Compare your lists with a partner.

EXAMPLE: rain, rainbow, rainfall, rainy, raindrop, raincoat, rainforest, rain water

rain tax home rust time night autonomy defend tolerate  
celebrate nation city birth associate reserve way



**Revising useful structures****1 Read through this paragraph and underline all the predicatives.**

A kangaroo kept getting out of his **enclosure** at the zoo. Knowing that he was a good jumper, the zoo authorities increased the height of the fence around him, but, the next morning, the kangaroo was out of his enclosure again. So the keepers' solution was to build an even higher barrier. However, the next morning, the result was disappointing – the kangaroo was not in his enclosure. The authorities, being desperate, increased the height of the fence again and again and it was soon over forty metres high. A camel in the next enclosure asked the kangaroo, "How high do you think they'll go?" The kangaroo said, "That's a good question. It seems to me, they'll just keep going higher until somebody remembers to shut the gate at night!"

**2 Underline the predicatives in this conversation and then practise it with a partner.**

KIM: The meat seems to be **shrinking!**

SAM: Maybe there's too much fat in it.

KIM: What can I do?

SAM: It's probably the wrong kind of meat for a barbecue.

The best thing is to cook it very slowly.

KIM: You know, it smells strange too.

SAM: Is it rotten? Let's smell. Hey! This isn't steak!

KIM: So, what is it?

SAM: Where did you get it?

KIM: It was in the bottom of the fridge.

SAM: Oh, no! That's the dog's meat!

KIM: Are you sure?

**3 Working with a partner, try to find as many different kinds of predicative in the reading passage as you can.****Using Language****Listening****1 Wei Ping is studying at university in Australia. Just before the summer holidays his friend Bob Martins invites him to go camping. He is a little nervous about this. In a small group discuss what Wei Ping might be nervous about.****2 Listen to the conversation between Bob and Wei Ping and answer the questions.**

1 What is Wei Ping worried about?

2 Does Bob share his worry?

3 Do you think by the end of the conversation, Bob has **talked** Wei Ping **into** going camping? Why do you think this?



**3** Listen again and then complete the poster on the right.

**4** Listen once more and discuss the following questions with a partner.

- 1 Why did Wei Ping misunderstand Bob when he said "When we walk through the bush ..."?
- 2 Why can't Wei Ping make a snake run away?

### How to avoid \_\_\_\_\_ bites

When walking in long grass,

- wear \_\_\_\_\_.
- make \_\_\_\_\_ to frighten them away.
- \_\_\_\_\_ any wood lying on the ground.
- if possible, \_\_\_\_\_ in long grass.

If someone is unlucky enough to be bitten,

- help them to stay calm and tell them not to move.
- **wind** a bandage firmly around the whole **limb** if they are bitten on a limb.
- get them to hospital as soon as possible.

### Reading and discussing



**1** Before you read the following text, read the title and look at the pictures. Discuss with a partner what you expect to read about in the text.

## AUSTRALIA'S DANGEROUS CREATURES

Australia is home to more than 170 different kinds of snake and 115 of these are poisonous. In fact, Australia has more kinds of **venomous** snake than any other country in the world. Luckily, the poison of most snakes can kill or **paralyze** only small creatures. A few varieties, however, can kill humans, so it is just as well that snakes are very shy and usually attack only if they are disturbed and feel threatened.



A brown snake



A funnelweb spider

There are also approximately 2,000 different kinds of spider in Australia and, like snakes, most have a poisonous bite. However, the majority have no effect on humans or cause only mild sickness. Only a few have **venom** that is powerful enough to kill a human being. While a small number of Australians are bitten by spiders each year, most recover without any medical treatment.

The seas around Australia contain over 160 different kinds of shark, which vary in size from just 20 centimetres to over 14 metres. However, although they look dangerous because of their wide mouths and sharp teeth, all but two or three kinds are harmless to humans.



A great white shark



A box jellyfish

Another potentially dangerous sea animal is the jellyfish. Most kinds of poisonous jellyfish can cause severe pain to anyone who touches them but the poison of the box jellyfish can actually kill a human, especially if that person has a weak heart. The tiniest amount of poison from a box jellyfish can kill in less than five minutes and it is probably the most poisonous animal in the world.



There is one other dangerous animal in Australia worth mentioning, and that is the crocodile. Although two types of crocodile live in Australia, only the saltwater crocodile has been known to kill humans. This crocodile moves very quickly when it sees something it considers to be food, and from time to time a crocodile has **snatched** someone before he or she is even aware that the crocodile is there.



A saltwater crocodile

You might think that with all these dangerous animals Australia is an unsafe place to live in or visit. However, this is far from the truth. There are no more than a handful of shark attacks each year and only three deaths have been reported in the last five years. Similarly, in the last three years there have been only two reported deaths from crocodile attacks. Since 1956, when an **anti-venom** treatment for redback spider bites was developed, there have been no deaths from redbacks, and since 1981 when a treatment was developed for funnelweb spider poison, there have been no deaths from this spider either. Treatments for jellyfish stings and snakebites have also been developed and in the last five years there have been only three deaths from jellyfish stings and about the same number from snakebites.

## 2 Answer the following questions.

- 1 How many poisonous snakes and how many poisonous spiders are there in Australia? Are they all capable of killing humans?
- 2 What effect do most jellyfish have on humans? What about box jellyfish?
- 3 How many kinds of shark are there in Australian waters? How many kinds are likely to attack humans?
- 4 What kind of crocodile has occasionally attacked a human?

## 3 In your group discuss the best ways to protect yourself from each of the dangerous animals in the reading passage. The following information will help you.

*Saltwater crocodiles are found a long way from settlements only in the far north of Australia near rivers and waterholes. There are usually signs to warn people that crocodiles are in the area. Crocodiles stay hidden in the water or on the land close to water.*

*Spiders are usually found in dark, dry places, under stones or **amongst** rubbish. The poison is slow acting so there is plenty of time to get to the hospital.*

*Many beaches have shark nets to keep sharks away from swimmers. In hot weather, small planes fly along the coast looking out for sharks. If one is spotted an alarm is sounded to warn people to get out of the water.*

*When jellyfish are close to the beach, you usually find a few dead ones on the beach. Vinegar can help relieve the sting of jellyfish. If a person has trouble breathing or becomes unconscious, they should be taken to hospital immediately.*



- 4 In your group, choose two animals from the reading passage (other than snakes) and make posters to warn people about them. Use the poster on page 27 as a model.

### Debating

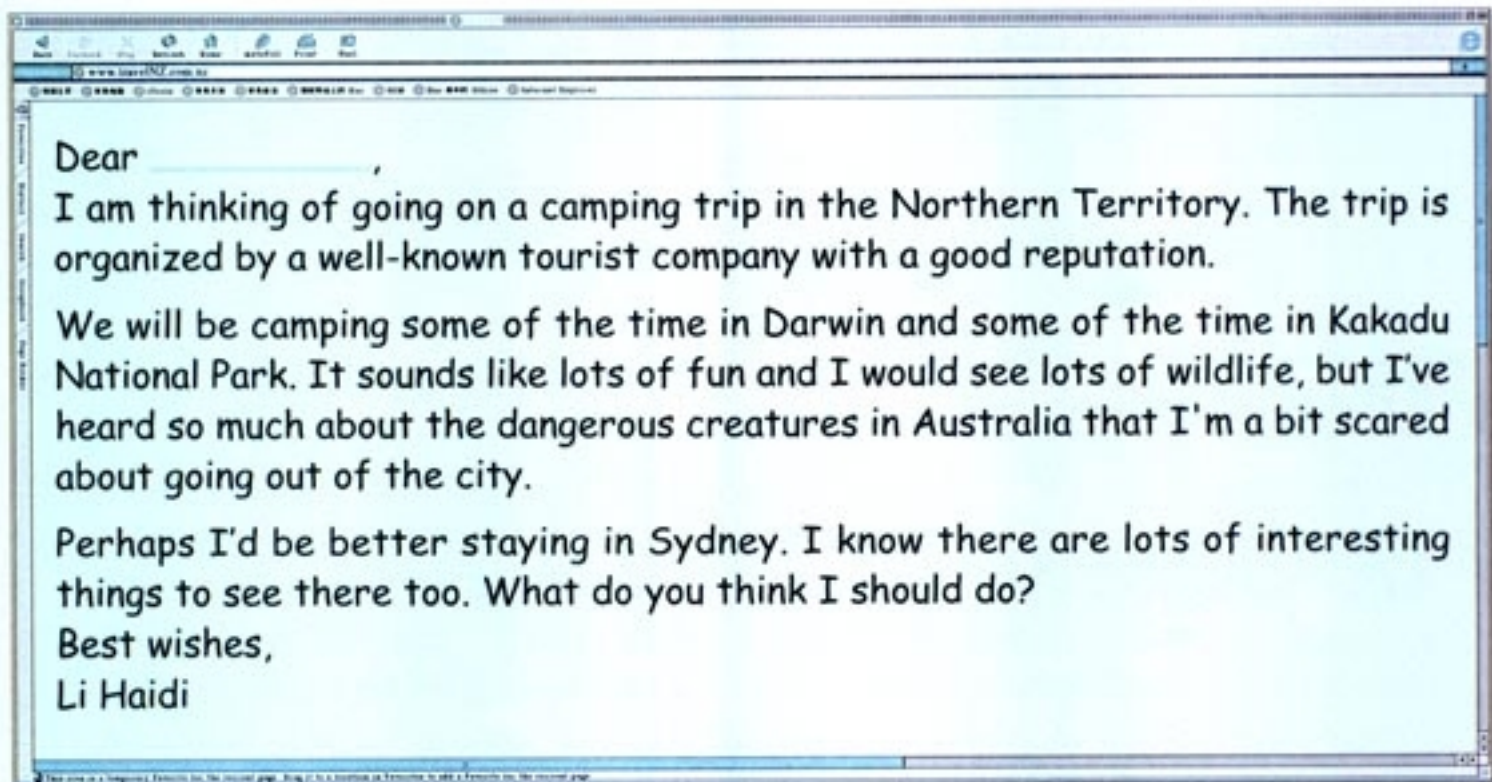
- 1 Discuss with your teacher the rules for debating.
- 2 Break into groups of three and prepare for a debate on the statement below. Choose whether you want to agree or disagree with the statement.

Australia is a dangerous place to visit.

- 3 Join with a group of three that has prepared the opposite argument to your own and hold a debate.

### Writing

Read this email and write a reply.



This email asks you for advice, so you should plan your reply carefully. You need to

- 1 list all the reasons for and against the trip.
- 2 decide on your point of view with reasons.
- 3 put the reasons in the order of importance.
- 4 write your email in this way:
  - tell Li Haidi what you suggest.
  - give each of your reasons in a separate paragraph.
- 5 finish it in this way:

*I hope you will find my advice useful.*  
*Best wishes,*  
*(your signature)*



## SUMMING UP

1 Tell what you have learned about Australia from this unit.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Look at the following sentences, underline and identify the predicative in them.

- Australia is a place of wonders, with its beautiful sightseeing and comfortable weather. (\_\_\_\_\_ as the predicative)
- Your idea sounds so exciting that I can't wait to join in. (\_\_\_\_\_ as the predicative)
- The reason I want to become an English tour guide is not only because I like travelling very much but also because I like communicating with different types of people. (\_\_\_\_\_ as the predicative)

### LEARNING TIP

You don't have to read every text in the same way. The way you read a text depends on your reason for reading it. For example, to answer the first question in Exercise 1 in *Comprehending* on page 24, you don't need to read every word of the passages. All you have to do is glance quickly through each text looking for key words. When you find a key word, you can read the sentence it is in and you will probably find the answer you need. For the second question, however, you need to read every word of the five passages, but you can do this fairly quickly, stopping only when you come to new information and then underlining it. To answer the third question, you will need to skim the texts until you come to a key word and then you will need to read the sentences around the word carefully and slowly and think about what you have read. If you want to be an efficient reader, you should always think about WHY you are reading and then choose the best reading method to achieve your purpose.



# Unit 4

## Exploring plants

### Warming Up

What do you know about plants? Answer the following questions. Then in groups, see how much you know about the plants mentioned in the questions. Give examples of particular plants if you can.

Did you know that:

- 1 some plants do not have flowers?
- 2 some plants have roots that live in the air?
- 3 some plants eat meat?
- 4 some plants need animals to **pollinate** them?
- 5 some plants grow on other plants?
- 6 plants are adapted to live in specific environments?
- 7 people buy plants that come from other countries for their gardens?
- 8 a new plant does not always grow from a seed?



A/B  
C/D



### Pre-reading

- 1 Do you have a courtyard garden or some pot plants on your balcony? Do you know where these plants come from? Are they Chinese plants or do they come from another country?
- 2 When you last visited a public garden, did you look at the individual plants there? Were there any plants from other countries?
- 3 How do you think plants have travelled from one country to another?
- 4 Scan the title of the reading passage and the pictures and predict what it is about.





## Reading



## PLANT EXPLORATION IN THE 18TH AND 19TH CENTURIES

The plants in our gardens look so familiar that often we do not realize that many of them actually come from countries far away. Collecting “**exotic**” plants, as they are called, **dates back to** the earliest times. Many ancient civilisations saw the value of bringing back plants from distant lands. The first plant collecting expedition recorded in history was around 1500 BC when the Queen of Egypt sent ships away to gather plants, animals and other goods.

However, it was not until the eighteenth and nineteenth centuries that the exploration of the botanical world began on a large **scale**. Europe had become interested in scientific discovery and the European middle classes took great interest in collecting new plants. This attraction to exotic plants grew as European nations, like the Netherlands, Britain and Spain, moved into other parts of the world like Asia and Australia. Brave young men took the opportunity of going on botanical expeditions, often facing many dangers including disease, near-starvation, severe environments and conflicts with the local people.



An important group of collectors were French Catholic **missionaries** who, by the middle of the 18th century, were beginning to set themselves up in China. One such missionary, Father d’Incarville, was sent to Beijing in the 1740s. He collected seeds of trees and bushes including those of the Tree of Heaven. Just before he died, he sent some Tree of Heaven seeds to England. They arrived in 1751 and plants from these seeds were grown throughout Europe and later, in 1784, the species was introduced in North America.

Sir Joseph Banks was a very famous British plant collector, who accompanied James Cook on his first voyage from England to Oceania. The purpose of the trip for Banks was to record the plant and animal life they came across. He and his team collected examples whenever they went onto dry land. In 1769, Banks collected vast quantities of plants in the land now known as Australia. None of these plants had been recorded by Europeans before. Cook called the bay where the *Endeavour* had **anchored** Botany Bay.



Keeping plants alive during long land or sea voyages was an enormous challenge. Large numbers of seeds failed to grow after long sea voyages or trips across land between Asia and Europe. One plant explorer lost several years’ work when his plants were ruined with seawater.

The world of plant exploration was completely changed with Dr Nathaniel Ward’s invention of a tightly sealed portable glass container. This invention, called the Wardian case, allowed plants to be transported on long journeys. In 1833, Ward shipped two cases of British plants to Sydney, Australia. All the plants





survived the six-month journey. In 1835, the cases made a return trip with some Australian species that had never been successfully transported before. After eight months at sea, they arrived safely in London.

A British man called Robert Fortune was one of the earliest plant collectors to use Wardian cases. He made several trips to China between 1843 and 1859. At that time, there were **restrictions** on the movement of Europeans and so, in order to travel unnoticed, he developed his **fluency** in Chinese and dressed as a Chinese man, even shaving his head in the Chinese style. He experienced many adventures including huge thunderstorms in the Yellow Sea and **pirates** on the Yangtze River. Not only did Fortune introduce over 120 species of plants to Western gardens but he also shipped 20,000 tea plants from Shanghai to India, where a successful tea industry was established.

The second half of the nineteenth century was a very important period of plant exploration. During this time many Catholic missionaries were sent to China from France. They valued the study of the natural sciences and many of the missionaries knew a lot about plants and animals. Their expeditions resulted in huge plant collections, which were sent back to France. One of the collectors was Father Farges, who collected 37 seeds from a tree that had appealed to him. This tree was later called the **Dove Tree**. He sent the seeds back to France in 1897 but only one seed grew.



Although the missionaries collected large numbers of specimens, there was not enough material for growing particular species in Western gardens. However, European **botanists** were very excited with the knowledge that China had a vast variety of plants, so many plant collectors were sent on collecting trips to China. One of these collectors was E H Wilson who, in 1899, was able to collect a large quantity of seeds of the Dove Tree that Father Farges had discovered. Wilson and other plant collectors introduced many new plants to Western gardens.

## Comprehending

**1** What is each paragraph about? Write down the topic of each paragraph in your own words.

**2** What happened in these years? Complete the sentences.

- 1 In 1500 BC, \_\_\_\_\_
- 2 In the 1740s, \_\_\_\_\_
- 3 In 1751, \_\_\_\_\_
- 4 In 1769, \_\_\_\_\_
- 5 In 1784, \_\_\_\_\_
- 6 In 1833, \_\_\_\_\_
- 7 Between 1843 and 1859, \_\_\_\_\_
- 8 During the second half of the nineteenth century, \_\_\_\_\_
- 9 In 1897, \_\_\_\_\_
- 10 In 1899, \_\_\_\_\_



**3 Answer these questions in groups.**

- 1 Why was there a lot of plant collecting in the eighteenth and nineteenth centuries?
- 2 How did French missionaries come to be plant collectors?
- 3 What were some of the negative aspects of plant collecting expeditions?
- 4 Transporting plants over long distances was a big problem. Why was this?
- 5 Why did many plants fail to reach their destinations alive? Can you think of any other reasons?
- 6 What improved the survival rates of plants transported long distances?

**4 Get into groups of four. Three are botanists and one is the captain of a ship. Each botanist will choose a plant and find as many reasons as possible to persuade the captain to take it back home. Write notes in the chart below. As the captain can only carry one plant, each botanist must argue the advantages of his/her plant. Finally the captain must make a decision and give reasons.**

	Peach trees	Chrysanthemum	Red Date trees
Advantages for trade	1 very sweet fruit	1 travels well	1 medicinal plant
	2	2	2
	3	3	3
		4	4

## Learning about Language

### Discovering useful words and expressions

**1 Complete the sentences with suitable words or expressions from the text.**

- 1 I love going on walks and looking at plants. In fact, I think I'll study \_\_\_\_\_ at university.
- 2 He speaks Spanish with great \_\_\_\_\_ though he is not good at writing it.
- 3 The palace we are going to visit tomorrow \_\_\_\_\_ the 19th century.
- 4 In the centre of the block of flats there is a small \_\_\_\_\_ where I can plant some flowers.
- 5 There are too many cars on the roads. I think there should be \_\_\_\_\_ restrictions on car numbers.

**2 Complete the paragraph with words from the reading passage.**

The thought of another trip of thousands of miles on the high seas certainly did not \_\_\_\_\_ to me, but there was no other way to get the \_\_\_\_\_ to the \_\_\_\_\_ islands of the Pacific. We were unable to do any travelling across countries as there were too many \_\_\_\_\_ by many of the governments and we could not move freely across borders. We had so many \_\_\_\_\_ that they had to be \_\_\_\_\_ packed on the ship. There was not much room left for the crew. These crowded conditions resulted in a lot of \_\_\_\_\_ and several fights. However, the worst part of the trip was sailing through a wild \_\_\_\_\_, in which the rain did not stop for two days. After three months at sea, we finally arrived and **lowered** the \_\_\_\_\_ in the harbour of our destination. We were dirty and had long beards, for we had no fresh water to wash in and we didn't \_\_\_\_\_ at all. What a sight we were!



**Revising useful structures****1 Rewrite these sentences using *to* or *for* with the indirect object.**

1 Can you give me one kilo of ripe peaches?

*Can you give one kilo of ripe peaches to me?*

---

2 Send me your report on **irrigation** as soon as you've finished it.

---

3 He showed me the weeds so that I wouldn't pull out his new seedlings.

---

4 My cousin brought me some spears from Papua New Guinea.

---

5 I buy my fish fresh seaweed every month as it's an important part of their diet.

---

6 Susan handed him the string so he could tie up the box.

---

**2 Complete the sentences using the *-ing* form or the infinitive of the verb as the object. Use the words in brackets to help you.**

1 Barbara learned \_\_\_\_\_ when her uncle came to visit her family last summer. (ride / horses)

2 I enjoy \_\_\_\_\_, though I don't quite understand what they are about. (read / cartoons)

3 Jim and Mandy both denied \_\_\_\_\_. (see / car key)

4 I expect \_\_\_\_\_ this year. (spend / holidays / France)

5 Charlie regretted \_\_\_\_\_. (invite / Joseph / party)

6 Jack finally agreed \_\_\_\_\_. (apologise / broken spade)

**3 Each sentence below contains one mistake. Find the mistake and correct it.**

1 Could you begin by telling what you were doing at 9:30 on the evening of the 13th April?

2 My parents suggested to **postpone** our visit to the **pyramids** because we didn't have enough time to see them before we left Egypt.

3 Please stop interrupting to me when I'm explaining something.

4 In the morning the hunter showed me the way how to get to the track down the mountain.

5 He admitted me that he had done something wrong.

6 I will report them the kind of **monument** we are planning to build for the soldiers.



## Using Language

## Listening and discussing



1 In groups, look carefully at the photos of the plants and answer the questions.

- How would you describe each plant? What do you think is unusual about each plant?
- One of the pictures shows pitcher plants and another shows “living stones”. Which picture shows which plant? The name of the plant in the other picture is Rafflesia.



A



B



C

2 Now listen to Mark, Gordon and Andrea telling their class about these plants. Which student talks about which plant?

Plant	A	B	C
Student's name			
Name of the plant			

3 Listen again and complete the table with the correct information. You might need to listen several times.

	Mark	Gordon	Andrea
Name of the plant			
Reason for its name			
Its smell	_____	_____	_____
Its shape			
Its size	_____		
How it gets its food			
Where it lives	_____		
What its leaves are like			
How common it is	_____		
How it is pollinated	_____		



4 Listen to the other students' reactions to Mark, Gordon and Andrea's descriptions of the plants. Write down the expressions they use.

Expressions of wonder \_\_\_\_\_

\_\_\_\_\_

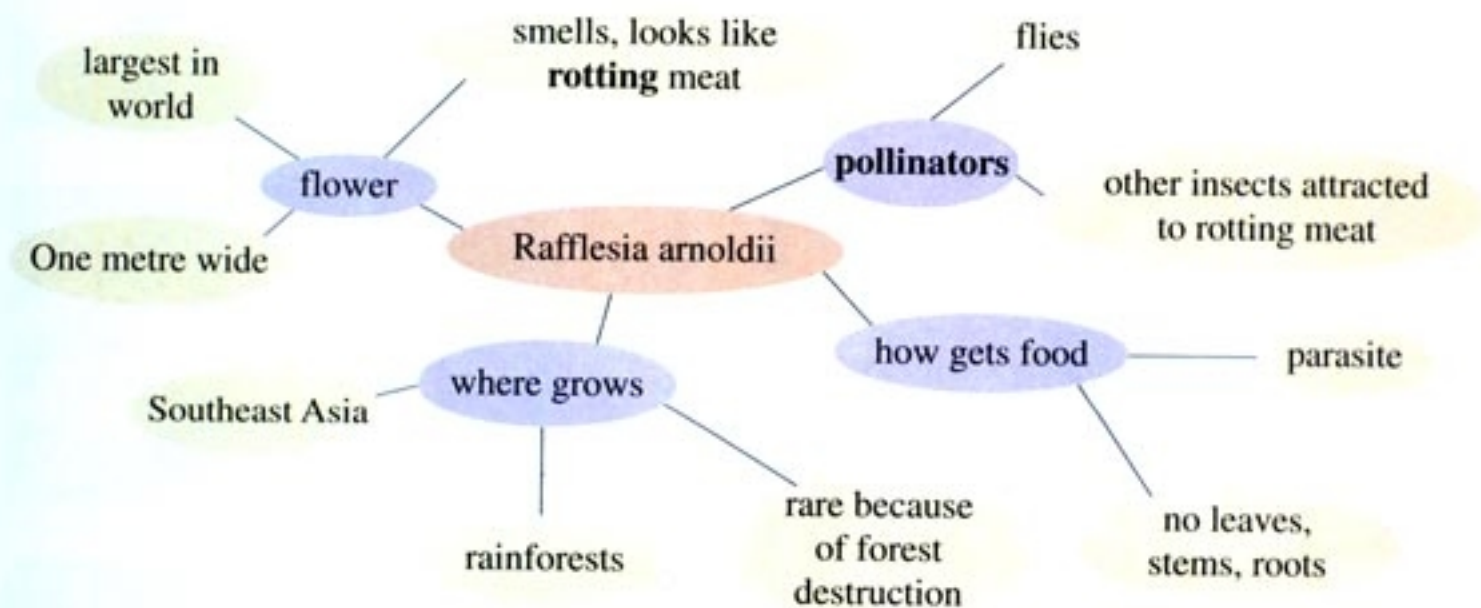
Expressions of disgust \_\_\_\_\_

5 Now look at these photos of unusual things in pairs. Do you react with disgust or wonder? Use the expressions you wrote down in Exercise 4 or any other expressions you know to express your reaction.



**Writing**

Here are some notes about *Rafflesia arnoldii* in the form of a diagram. Use this diagram to write a paragraph about *Rafflesia arnoldii*.



**Reading and discussing**



1 Before you read the text on page 38, have a quick glance at it. What is the text about? What do the pictures show you? What is the chart about?



## FLOWERS AND THEIR ANIMAL POLLINATORS

Over time, many flowering plants and their animal pollinators have **evolved** together. The plant needs the animal to pollinate it and the animal is rewarded with food called **nectar** when it visits the flowers. Pollen becomes attached to the animal during its visit to a flower and is then passed on to another plant's blossom on its next visit. So pollination takes place, therefore increasing the chances of the survival of the plant species.

Through **evolution**, most flowers have adapted to attract specific types of pollinators. Bees, moths and butterflies are the most important pollinators. Flies, **wasps**, **beetles** and other animals such as birds and **bats** are less common.

The type of pollinator depends on the characteristics of the flower such as its colour, shape, size and smell. For example, yellow flowers attract bees, while red flowers attract butterflies. The nectar in some flowers can only be reached by a bird with a long bill or a long-tongued moth or butterfly. The chart below describes some features of flowers that attract certain kinds of pollinators.

Pollinator	Typical flower characteristics
Bees	<p><b>Colour:</b> bright yellow, blue; the flower often has a special pattern to guide the bees to the nectar inside.</p> <p><b>Shape:</b> the <b>petals</b> are wide enough for bees to land on; usually the nectar is at the end of a small, narrow tube whose length is the same as the tongue of a particular species.</p> <p><b>Smell:</b> delicate, fragrant.</p>
Butterflies	<p><b>Colour:</b> red, orange.</p> <p><b>Shape:</b> the petals form a tube of a suitable length for butterflies. Tiny flowers are often in tight bunches that provide a place for butterflies to land on, eg <b>daisies</b>.</p> <p><b>Smell:</b> odourless.</p>
Moths	<p><b>Colour:</b> white, light-coloured so moths can see them at night.</p> <p><b>Shape:</b> the petals form a deep tube to match the length of a specific moth's tongue. The petals lie flat or bend back so the moth can get close to the flower.</p> <p><b>Smell:</b> strong, sweet perfume, typically only <b>given out</b> at night.</p>
Flies	<p><b>Colour:</b> dull-coloured, brownish red.</p> <p><b>Smell:</b> strong like rotting meat.</p>
Humming-birds	<p><b>Colour:</b> brightly coloured, especially red and orange.</p> <p><b>Shape:</b> tube-shaped; petals bent back so birds can get close.</p> <p><b>Smell:</b> no odour.</p>
Bats	<p><b>Colour:</b> white, light-coloured so bats can see them at night.</p> <p><b>Shape:</b> open at night; large, strong with wide mouths for long tongues.</p> <p><b>Smell:</b> <b>musty, fruity</b> smell.</p>





**2 Now read the text and answer the questions.**

- 1 What is the advantage for animals of visiting flowers?
- 2 Why do some plants need animals?
- 3 How does an animal pollinate a flower?
- 4 What features of a flower are important in attracting animal pollinators?
- 5 What is nectar?
- 6 What kinds of animals are most flowers pollinated by?

**3 Are these statements true or false?**

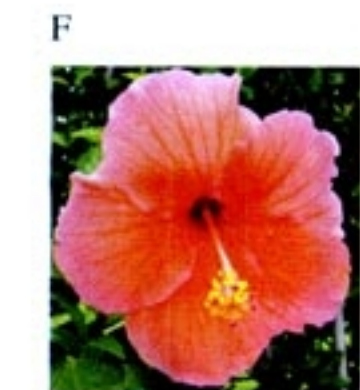
	True	False
1 Bees follow coloured lines to the nectar inside the flower.	<input type="checkbox"/>	<input type="checkbox"/>
2 Flowers that are white or pale can be seen by night pollinators.	<input type="checkbox"/>	<input type="checkbox"/>
3 Butterflies are attracted to sweet-smelling flowers.	<input type="checkbox"/>	<input type="checkbox"/>
4 Bats pollinate flowers at night.	<input type="checkbox"/>	<input type="checkbox"/>
5 Flower colour is not important to hummingbirds.	<input type="checkbox"/>	<input type="checkbox"/>
6 All pollinators need to land on the flower if they are to find the nectar.	<input type="checkbox"/>	<input type="checkbox"/>

**4 Find other nouns in the chart that mean the same as "smell". List adjectives from the chart that are used to describe different kinds of smells.**

*Nouns that mean "smell":* \_\_\_\_\_

*Adjectives that describe smells:* \_\_\_\_\_

**5 In groups, look at the pictures and decide what kinds of pollinators these plants might have. Give reasons for your answers.**





## SUMMING UP

1 Describe some special plants you have learned about in the unit.
2 List the things that interest you most.
3 Useful words:
4 Useful expressions:
5 Read the following sentences and identify the object. <ul style="list-style-type: none"> <li>• At last we realized what had happened. ( _____ as the object)</li> <li>• I regretted having caused trouble, but I didn't do it on purpose. ( _____, _____ as the object)</li> <li>• The brave young man refused to bow before the official. ( _____ as the object)</li> <li>• I'm going to send some photos to my parents after the film is developed. ( _____ as the object)</li> </ul>

### LEARNING TIP

The kind of text you write depends on who you are writing it for and why you are writing it. It is a good idea to read many different types of texts and study the way they are organized and the language they use. Have a folder in which you put examples of different types of texts so that you can use them as models for your own writing.

The following steps describe the process you would use to write a text like "Plant exploration in the 18th and 19th centuries".

- Be aware who you are writing for (in this case, your classmates and your teacher).
- Be aware why you are writing (in this case, so that your readers learn something about the history of plant exploration).
- Research the topic.
- Write an outline, putting the ideas into a logical sequence.
- Write a draft: make sure you start a new paragraph for each new idea.
- Edit your draft: check that the text is well organized and that the spelling, punctuation and grammar are correct. You could also ask a classmate to edit your draft for you as sometimes other people can see ways to improve your writing that you do not notice. It also gives your classmate practice in developing his/her editing skills.
- Write the final copy of the text. Display your writing for your classmates to read.



# Unit 5

## Inside advertising

### Warming Up

1 Where do you see or hear advertisements? Tick the places:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> on TV         | <input type="checkbox"/> on the radio      | <input type="checkbox"/> at the cinema  |
| <input type="checkbox"/> on buses      | <input type="checkbox"/> in train stations | <input type="checkbox"/> in magazines   |
| <input type="checkbox"/> on billboards | <input type="checkbox"/> in newspapers     | <input type="checkbox"/> at the airport |

2 Can you think of anywhere else you see or hear advertisements?

3 Do you think advertisements affect your life in any way; for example do you dress differently because of what you see in advertisements or buy things you might not otherwise buy?

4 How many advertisements do you think you see or hear every day? Can you remember the names of any products that were being advertised? If so, why do you remember these and not others?



### Pre-reading

1 Look at each of the advertisements on the next two pages and discuss the questions with a partner.

- 1 What does the advertisement want you to do?
- 2 How does it try to persuade you to do this?
- 3 Which advertisements do you think are the most effective? Why?

2 Now look at the first group of questions in the Comprehending section. Keep these questions in mind as you read.



## Reading



## HOW ADVERTISING WORKS

Do you know how many advertisements you are exposed to in your daily life? Every day, we pass by advertisements on buses and **billboards**, on trains and in train stations, in shop windows, outside restaurants and on public notice boards. At home, we see advertisements in magazines and newspapers and in the middle of our favourite television programmes. We hear advertisements on the radio and come across them on the Internet. Even some of the casual garments we wear have brand names attached to them which **turn us into** walking advertisements. With so many messages from **advertisers** filling our daily lives, it is important to understand how advertisements work. Then we can avoid being controlled by them.

**What is an advertisement?**

An advertisement is a message or announcement that informs or influences people. It can use words, pictures, music or film to communicate its message. Adverts are not only made and paid for by business, but also by individuals, organizations and associations that wish to inform or educate the public.

**How do advertisers make effective advertisements?***Identify your target*

Advertisers must pay the media for displaying their ads. Their money would be wasted if the message didn't reach its target audience, in other words the people the advertisement intends



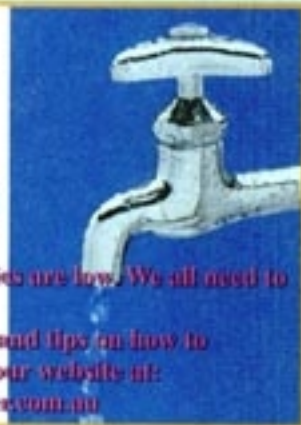
to persuade. For example, adolescent boys are more likely to buy computer games than any other group, so it makes sense to make computer game ads that appeal to this group. Having identified the target group, researchers find out as much as possible about those in the target group, such as their likes and dislikes, and how the product would **fit into** their lives. This information then forms the basis for decisions about what type of advertising techniques to use with this group.

*Appeal to your target*

In order to persuade people to do something, advertisements often appeal to our hopes and dreams or our emotions. For example, the one on the right, which advertises sports shoes, shows young people doing exciting things. The colours and the flames also suggest excitement. The message it is sending is: "Buy our shoes and you'll live an exciting life in the 'fast lane'." The ad above, with the star in it, is for a new radio station. It appeals to people's desire to "fit in" and be part of the group. The message is: "Everyone else is listening and if you want to be part of the group, you'd better listen too."

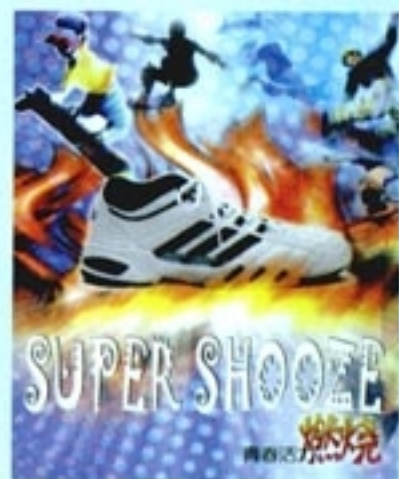
go slow

on the

h<sub>2</sub>O

Our water supplies are low. We all need to save water.

For information and tips on how to save water, visit our website at:  
[www.sydneywater.com.au](http://www.sydneywater.com.au)





Some advertisements appeal to people's desire to save money. Others are more likely to be noticed if they are funny. Ads that **feature** rich and famous people will grab the attention of those who admire people like that. Some adverts, like the environmental protection advertisement below, appeal to our **conscience** or our desire to be **worthy** citizens.

### Use a suitable medium

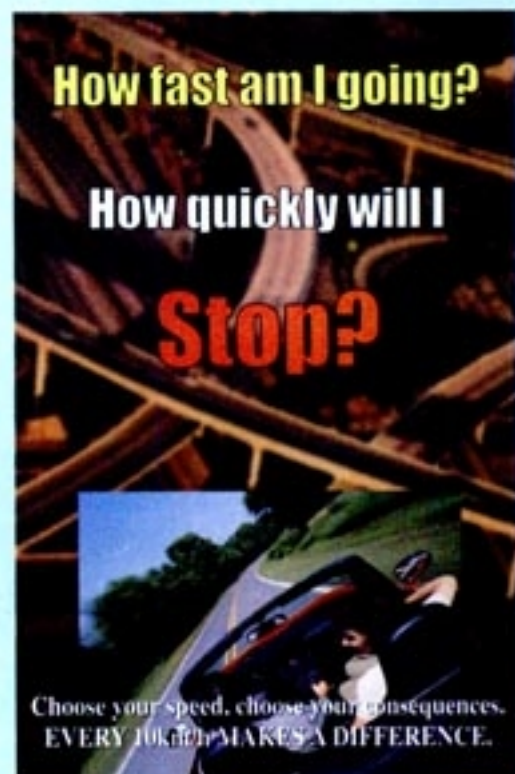
As well as reaching the right audience with the right technique, advertisers must also place their ads in the right medium. Obviously, cost will play a big part in this decision. Television adverts are expensive to make and to show. You have to be a big **corporation** with a big budget to afford television ads. Advertisements in newspapers, on the other hand, are much cheaper.

As well as worrying about the **expense**, advertisers must also consider which media are most appropriate for their product and which their target audience is most likely to see or hear. Because most cars have radios, ads broadcast via radio can reach a lot of drivers very easily. For this reason, it would be appropriate to use radio to advertise goods and services relating to cars. However, it would be no use advertising products on radio if the ad relies on visual effects. Television adverts are great for **generating** emotional **responses** to a product, but magazines and newspapers can give more detail.

### How effective are advertisements?

However good an advertisement is, people are unlikely to be persuaded if the product is unsuitable for them. For example, no matter how good an ad for a car **stereo** system is, people who don't own cars are unlikely to run out and buy one. Look at the advertisements in this unit. How many of the goods or services suit your interests or lifestyle? Would really good advertising persuade you to buy products and services you are not interested in or **have no use for**?

On the other hand, being constantly exposed to advertisements can help to change our opinions over time. This is why governments all over the world pay a lot of money for ads on such things as road safety. They believe these **adverts** will affect the way people think about their driving habits and will subsequently reduce the number of road accidents.





## Comprehending

**1** Make notes about what you have just read under the following headings.

*Who advertises?*

*Why do they advertise?*

*Where do they advertise?*

*How do they decide where to advertise?*

*Does advertising work?*

**2** In your group, discuss these questions about the advertisements.

- 1 Water
  - A What is the most common name for H<sub>2</sub>O? Why did they call it H<sub>2</sub>O? (Hint: What word in the ad rhymes with H<sub>2</sub>O?)
  - B What is the purpose of this advertisement?
- 2 Super Shooze
  - A What group of people is the advertisement made for?
  - B What message does the advertisement give?
  - C Do you think the message is true? Give reasons.
- 3 Refreshing water
  - A Why are the first two lines written bigger than the rest of the advertisement?
  - B The advertisement says that when you buy two, they will give you two more at no extra cost. Does this mean the advertiser will lose money on the sale?
  - C Why do advertisers often use the "Buy one get one free" message?
- 4 Environment
  - A What does this advertisement encourage you to think?
  - B What do you think causes air pollution?
  - C How else can advertisers make people more aware of our fragile environment?
- 5 "Speeding" and "How fast am I going?"
  - A Both of these advertisements have the same purpose. What do both ads want people to do?
  - B Both ads target a certain group of people. Who are they?
  - C If you were a driver, which advertisement would have most effect on you? Why?



**3** Do this role-play in pairs. One is a producer of high quality jeans for young men and women mainly of university age. You need a good advertising campaign to market your jeans so that they will appeal to a wider group of people. The other partner works for an advertising agency and is going to make the advertisement.

- Decide who else might buy the jeans.
- What media you will use.
- How you will appeal to them.

Once you have decided on a suitable advertising campaign, present it to the rest of the class.

## Learning about Language

### Discovering useful words and expressions

**1** Complete the summary of the reading passage using words from the text.

Advertisements have become part of our everyday life and so it is important that we \_\_\_\_\_ ourselves about them to avoid being fooled by them. The aim of advertisements is to persuade people to do something, and so advertisers spend a lot of time deciding what kind of things will \_\_\_\_\_ to their \_\_\_\_\_ group. The kind of advertisement depends **partly** on \_\_\_\_\_ because it costs a lot more money for advertisements in \_\_\_\_\_ such as television than it does in others, such as newspapers. So, why do advertisers spend so much money on advertisements? Are they really worth all that \_\_\_\_\_? The advertisers think so or they wouldn't waste their money.

**2** Complete the sentences using the words from the box in their proper forms.

casual	garment	attach	inform	association
conscience	worthy	corporation	refresh	basis

- 1 When I get home, I always take off my business clothes and change into something \_\_\_\_\_.
- 2 They decided she was the best one for the job on the \_\_\_\_\_ of her exam marks.
- 3 You need to \_\_\_\_\_ a small photo to your passport application before you send it in.
- 4 She is a very \_\_\_\_\_ person who is always doing good things for our city.
- 5 I belong to an \_\_\_\_\_ that goes cycling in the country every weekend.
- 6 I would rather work for a small business than a large \_\_\_\_\_.
- 7 After our long walk we swam in the river to \_\_\_\_\_ ourselves.
- 8 She gave back the watch she stole because she had a guilty \_\_\_\_\_ about it.
- 9 He was wearing a strange \_\_\_\_\_ that went all the way down to his ankles.
- 10 The school sent home a notice to \_\_\_\_\_ parents that there would be no classes on Friday.



**3 Complete the sentences with the correct preposition.**

- 1 We are exposed \_\_\_\_\_ hundreds of different advertisements every day.
- 2 She is a remarkable woman who is worthy \_\_\_\_\_ your admiration.
- 3 If you keep copying everything she does, you'll turn \_\_\_\_\_ her one day.
- 4 The police appealed \_\_\_\_\_ the public for any information about the murder.
- 5 You cannot rely \_\_\_\_\_ him to arrive on time because he is always late for meetings.
- 6 You'll soon fit \_\_\_\_\_ your new job and start enjoying yourself.
- 7 Please attach this label \_\_\_\_\_ your suitcase.

**Revising useful structures****1 Complete these sentences using the correct form of these verbs or phrases as the object complement.**

burn    have    tidy    murder    deliver    hand over    become    come down

- 1 Through the window, I could see the rain \_\_\_\_\_ in **sheets**.
- 2 Mother made Charles \_\_\_\_\_ his bedroom before he went out.
- 3 Can you smell something \_\_\_\_\_? It must be coming from the kitchen.
- 4 When the police arrived, they found the actress \_\_\_\_\_ in the bathroom.
- 5 The boss ordered the typist \_\_\_\_\_ all the documents ready.
- 6 The robbers forced the man \_\_\_\_\_ the suitcase.
- 7 A lot of practice helped the **spokesman** \_\_\_\_\_ a more fluent speaker.
- 8 The hostess had the invitations \_\_\_\_\_ a week before the party.

**2 Read the letter below and underline all the object complements.**

Dear Mr Foster,

I am replying to your kind letter because our president is travelling abroad. Committee members recently appointed me their chairman and have asked me to tell you how much we all appreciate your donation.

It is shocking that so little has been done in the past for these children without parents and we believe it is important to get something done to help them as quickly as possible. Many of these children don't know what it is like to wear clean clothes or sleep in a warm bed. I have seen many of them sleeping in the street and begging for food. We have found it very difficult to raise the money we need to help them as many people are not concerned with their welfare.

We consider your offer of help to be a lifesaver for many of these poor children and cannot thank you enough.

Yours sincerely,

Ms M Lynn

Chairman

Orphan Rescue Society



## Using Language

## Listening



**1** Listen to the three radio advertisements. Tick the words and expressions you hear.

- |   |  |                                     |  |
|---|--|-------------------------------------|--|
| <input type="checkbox"/> superstar      | <input type="checkbox"/> clothing stores | <input type="checkbox"/> run out    | <input type="checkbox"/> uncomfortable     |
| <input type="checkbox"/> singing        | <input type="checkbox"/> wide and narrow | <input type="checkbox"/> save money | <input type="checkbox"/> dial the operator |
| <input type="checkbox"/> latest fashion | <input type="checkbox"/> litres of water |                                     |  |

**2** What was each advertisement promoting? Write down your answers and then listen to the tape again to check.

Advertisement 1: \_\_\_\_\_

Advertisement 2: \_\_\_\_\_

Advertisement 3: \_\_\_\_\_

**3** Listen again to each advertisement and write its number beside the correct answer. You can put more than one number beside an answer.

- 1 What is the purpose of the advertisement?
  - A To inform people about something new.
  - B To sell something.
  - C To persuade people to do something.
  - D To tell people where to get more information.
- 2 Which people are the main target?
  - A Young women.
  - B **Mature** men and women.
  - C Families.
- 3 What is the advertisement appealing to?
  - A A desire to do the right thing.
  - B A desire to be comfortable.
  - C An interest in classical music.
  - D A wish to be in **fashion**.
- 4 Which advertisement contains some humour?

**4** Listen again and write down any facts you hear.

Advert 1	Advert 2	Advert 3



**Writing**

Read the scripts for adverts that your teacher gives you. In groups use the scripts as models for your own advertisement.

- 1 Choose one of the things advertised in the listening but write a different advertisement for a different target. Some possible targets are listed below.

elderly people      teachers      teenagers      11-year-olds      car owners  
sports men and women      parents      young businessmen and women

- 2 Perform your advertisement to the class. Ask them to guess who your target is.

**Speaking**

Think about all the advertisements you have seen and heard in your daily life during the last week and then in your groups answer these questions.

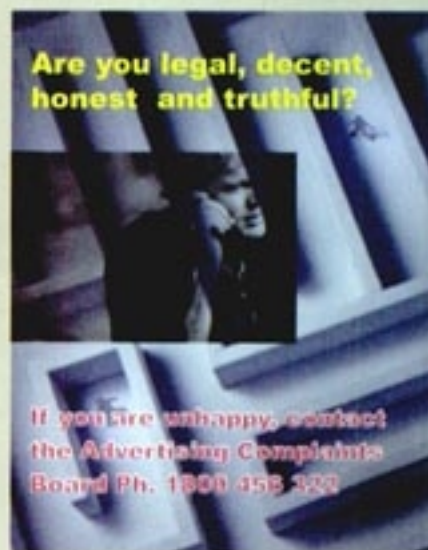
- 1 Did any of the advertisements contain lies or misleading information?
- 2 Did any of the advertisements try to persuade you to do something you consider wrong?
- 3 Do you think any of the advertisements were unsuitable for children to see?
- 4 What percentage of the advertisements do you think were unsuitable in some way?
- 5 What do you think can be done to stop **dishonest** or unethical advertising?

**Reading****KEEPING ADVERTISERS HONEST**

Organizations and individuals advertise because they want to persuade people to behave in certain ways, for example to buy a certain brand of rice, stop speeding or see a movie at their cinema. Advertisers go to a lot of trouble and expense to make adverts and so they want to make sure they achieve their purpose. Unfortunately, not all advertisers are good or honest people. Unless we have ways to protect ourselves, these dishonest advertisers will tell lies or use methods that may mislead us. Fortunately, most countries have developed ways to control advertising and prevent false or unsuitable advertising.

**The law**

One way to control advertising is to make laws that prevent advertisers doing the wrong thing. Many countries have laws that forbid ads being shown at inappropriate times or in unsuitable places. For example, an ad that has an adult theme cannot be shown during children's television programmes. In some countries advertising **alcoholic** drinks or **tobacco** is banned altogether. There are also laws in most places that prevent advertisers making false statements about their products or from **promoting immoral** or harmful behaviour.





### Advertising organizations

Most advertisers are **decent** and honest, and they are as interested as everyone else in making sure ads are **ethical**. For this reason, most advertisers belong to advertising organizations that not only educate and support their members, but also make rules for everyone in the organization to follow. They are called a *code of ethics* and include such rules as: Advertisements must not be untruthful or misleading; Advertisements must not say bad things about other people's products. If well-known people are used in advertisements, they must be honest and truthful about products they advertise.

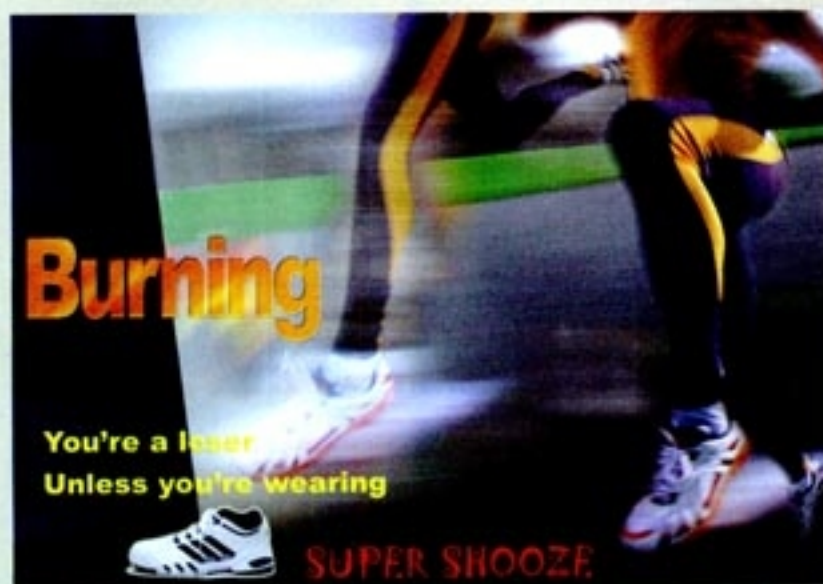


### Complaints organization

Even though there are laws and advertisers' codes of conduct, some bad ads do get made. This is why many countries have a government organization which examines complaints about ads. A consumer can complain to the organization, giving reasons for their complaint, and if the complaint is correct, the organization can make the company stop using the **offending** advertisement.

### The consumer

You may have heard the saying: "Buyer **Beware**". This means that the **consumer** is responsible for checking the product before buying. When it comes to advertising, consumers need to be educated about techniques used by advertisers so they can judge the claims for themselves and not blindly accept everything that is said in advertisements. As we are flooded with advertisements in our modern world, many schools believe it is their duty to educate students about advertising.





## Read the passage and answer the questions.

- 1 In what four ways can consumers be protected from false, misleading or unethical advertising?
- 2 Would you complain about any of the advertisements in this passage? Why?
- 3 Why do some schools teach their students about advertising? What is your opinion of this idea?
- 4 Do you know if China has an organization to which citizens can complain if they see an advertisement they believe is wrong? If you don't know, how can you find out?

## SUMMING UP

1 Tell what you have learned about advertisements from the unit.

2 List the things that interest you most.

3 Useful words:

4 Useful expressions:

5 Complete the following sentences using the object complements.

- Advertisers always want to make their advertisements \_\_\_\_\_.
- My best friend wants me to \_\_\_\_\_.
- We elected Michael \_\_\_\_\_ this term.

## LEARNING TIP

It is not only advertisements which sometimes contain false or misleading information. Almost anything we read, see or hear could be untrue. You have to be particularly careful about what you read on the Internet. Here are some of the things you can do to protect yourself.

- Find out who is responsible for publishing the text. Is this person or organization **trustworthy**? Are they expert in the subject they are writing / speaking / making a movie about?
- Ask yourself: What is the purpose of the text? Is it to persuade me to do something or believe something I might not otherwise have done? Is its purpose good or bad?
- Always question the truth of what you read/hear/watch. Does it seem to be true? Does it agree with things you have learnt from other texts or people? What evidence is there to back up the statements?



### LISTENING



**1** Before you listen to the tape, answer this quiz on world records in small groups. If you don't know the answers, have a guess.

1 What is the longest river in the world?

- A The Changjiang (Yangtze).
- C The Nile.

- B The Amazon.
- D The Yellow River.

2 What is the largest lake in the world?

- A Lake Baikal
- C Lake Superior.

- B The Caspian Sea.
- D The Aral Sea.

3 What is the largest ocean in the world?

- A The Pacific Ocean.
- C The South China Sea.

- B The Atlantic Ocean.
- D The Indian Ocean.

4 What is the highest mountain in the world?

- A Annapurna.
- C Mt Kilimanjaro.

- B Mt Qomolangma.
- D K2 (Chogori).

5 What is the largest mammal in the world?

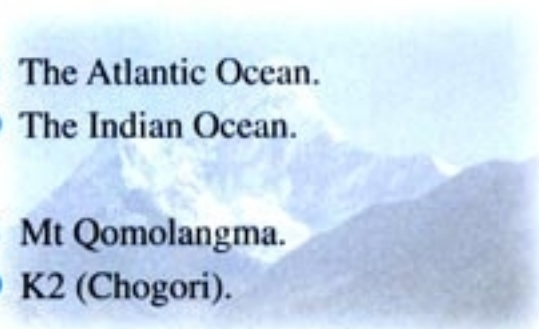
- A The African elephant.
- C The hippopotamus.

- B The giraffe.
- D The Blue Whale.

6 What is the fastest land mammal in the world?

- A The lion.
- C The cheetah.

- B The horse.
- D The Mongolian gazelle.



**2** Edwin and Cecilia have found out the answers to the quiz. Listen to them talking about what they found out. Check your answers. Which ones did you get right?

**3** Listen again. Write the answers in the table and add any other details that Edwin and Cecilia mention. You might need to listen several times.

	Answers	Other details
1		
2		
3		
4		
5		
6		



## TALKING

You are now going to make up your own quiz about records. Divide into groups and follow these instructions.

- Choose a topic from the list below or make up your own. Write down five questions on your topic on a separate sheet of paper. The questions must be in a similar form as the questions in Exercise 1 on the previous page but make them open-ended instead of multiple choice. Every group must know the answers to its own questions.

China      sports      history      animals      plants  
humans      nations      inventions      entertainment      the earth

- When you have finished your questions, put your group's name on the top of your paper and hand it to your teacher. Draw an answer sheet for your group like the one below.

Group	Answers to the questions				
	1	2	3	4	5
A					
B					
C					
...					

- Listen to your teacher asking each group's questions. After each question, your group will have a few seconds to make a decision about the answer. Then one of you writes down this answer.
- At the end of the quiz, the teacher will go through the answers with the whole class. Add up your group's total score and write it on the board.

## USING WORDS AND EXPRESSIONS

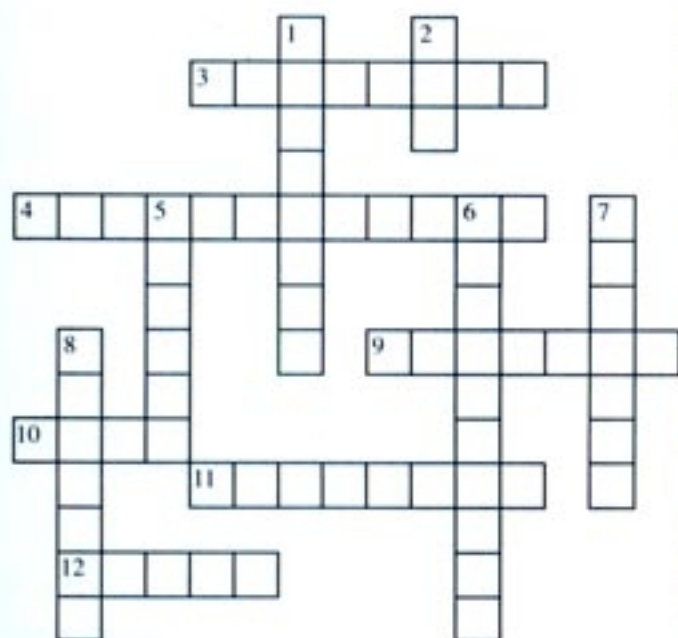
- Complete the dialogues with the correct nouns below. Then check your answers with a partner.

wisdom      appreciation      regrets      conception

- A: Would you like me to help you with your maths on the weekend?  
B: Oh, that'd be great. You've helped me so much this year. How can I show my \_\_\_\_\_?
- A: I don't understand why Ian is so rude to me all the time.  
B: Look, I don't think he means to be. I just don't think he has any \_\_\_\_\_ of being polite.
- A: I love talking to older people. They seem to have so much \_\_\_\_\_.  
B: Yes, I know what you mean. My grandmother always gives me great advice.
- A: Do you have any \_\_\_\_\_ in your life?  
B: No, not really although I'm sorry that I didn't get to know my father very well before he died.



2 In pairs, complete the crossword puzzle with words from the Student's Book.



### Across

- 3 someone who has beaten all others in a competition  
 4 usual or traditional  
 9 a short description of someone containing the most important facts about them  
 10 an amount of money paid, usually every week, to a worker for doing a physical job  
 11 to experience difficulty and make a very great effort in order to do something

12 the opposite of fit

### Down

- 1 a very long race  
 2 effort to do, obtain, achieve something  
 5 the general quality of goodness in a person  
 6 to achieve (something)  
 7 the state of things as they are, rather than as they are imagined to be  
 8 person who practises a sport or artistic skill without receiving money for it

## USING STRUCTURES

1 Match the subject on the left with an ending on the right to make correct sentences.

- |  |  |
|--|--|
| 1 Listening to English programmes on TV                          | is one of the major causes of lung cancer.         |
| 2 Anybody who can help my son improve his maths for \$10 an hour | is an issue that must be discussed by governments. |
| 3 What you need  | is a good way of improving your English.           |
| 4 Whether she can run in the marathon                            | would be a very courageous thing to do.            |
| 5 To climb to the top of Mt Qomolangma                           | please contact me on 4568xxxx.                     |
| 6 Will the person who took my exercise book                      | depends on how fit she is.                         |
| 7 Smoking  | is a red scarf for your black overcoat.            |
| 8 Polluted water   | give it back please?                               |

2 In pairs, complete each sentence, starting with the phrase in italics as the subject.

- 1 *Playing sport* is \_\_\_\_\_.
- 2 *The man who robbed Mrs Davies* has been \_\_\_\_\_.
- 3 *A good friend* is \_\_\_\_\_.
- 4 *Whether he will be a lawyer or not* depends on \_\_\_\_\_.
- 5 *Whoever comes late for work* must \_\_\_\_\_.
- 6 *To reach your goal* is \_\_\_\_\_.



## 3 Translate the following sentences into English.

- 1 大山里静谧的氛围是我最喜爱的。
- 2 参加比赛给我很大的成就感。
- 3 在电话上谈话几个小时是我不能理解的事。
- 4 到奥运会上去比赛是我的梦想。
- 5 她为学校所做的一切使学生和教职员工非常感激。

## READING TASK



## 1 Glance quickly at the headlines of the short newspaper articles and match the pictures with the articles. Write the correct headline above each picture.

A \_\_\_\_\_



B \_\_\_\_\_



C \_\_\_\_\_



D \_\_\_\_\_



E \_\_\_\_\_



F \_\_\_\_\_

**A Biggest porker ever**

LIAONING 23 February 2004: An 898-kilogram pig in the Chinese province of Liaoning might become the biggest pig ever when the Liaoning Provincial Agricultural Museum applies to Guinness World Records for a listing. The pig, which died in early February from lack of exercise, was 2.5 metres long, and had a 2.2 metre waist. Professor Liu Mingyu, a life scientist at Liaoning University, who preserved the pig for the museum, said that the pig had grown too big to move around.

**B Elephant's armour unique**

LEEDS 25 March 2004: The largest suit of armour in the world has made it into the *Guinness Book of World Records*. The armour, on permanent display at the Royal Armouries Museum in Leeds, was used in the late 16th century to protect an Indian elephant. It is the only one of its kind in existence. Even with some parts missing, it weighs nearly 127 kilograms, half as much as it would have weighed originally.



**C Cake could be record breaker**

LA TRINIDAD 20 March 2004: This Saturday will be a day of hope when La Trinidad, the capital town of Benguet, a province of the Philippines, attempts to set a world record for baking the biggest strawberry cake in the world. The recipe calls for 2,000 kilos of fresh strawberries, 675 kilos of strawberry jam, 1,550 bottles of strawberry extract, 1,500 bars of butter, 1,625 kilos of sugar, 9,000 eggs, 860 cans of evaporated milk, 1,155 kilos of flour, 20 kilos of baking powder, 10 kilos of salt and 250 litres of cream. The organizers hope to serve at least 50,000 guests with a slice of the cake.

**E Man of many faces**

CHENGDU 7 February 2001: Mr Peng Denghuai, a master at "bian lian" or face changing, has entered the *Guinness Book of World Records* by changing his brightly coloured Sichuan opera masks 14 times in 24 seconds. Mr Peng performed his lightening speed face changes in front of television cameras when he attempted his record. Face changing is an art that began about 300 years ago in Sichuan opera. Over the years, different ways of creating the faces have developed. Mr Peng created the method of using silk masks which can be worn in many layers. As many as two dozen can be worn and then peeled off one by one as the opera proceeds.

**D China's year of records**

BEIJING 11 December 2003: Nineteen world records broken this year in China were recognized by Guinness World Records in a ceremony held in Beijing yesterday. The records by Chinese teams or individuals included the world's largest afforestation project, the fastest commercial maglev train and even the longest continuous motorcycle ride with the rider standing on the seat without touching the handlebars.

**F World's oldest man dies**

MADRID, SPAIN 6 March 2004: 114-year-old shoemaker, Joan Riudavets, died at his home yesterday in the same village in which he was born on the island of Menorca. Riudavets became recognized as the oldest man alive by Guinness World Records last October after Yukichi Chuganji of Japan died in the previous month, also aged 114. Riudavets rode his bicycle until he was 110 years old. He has two surviving brothers aged 104 and 98. His wife was born in 1889 and died at the age of 90.

**2** Glance quickly through the articles. Underline the records that have been broken and then write them below.

A \_\_\_\_\_ D 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_  
 B \_\_\_\_\_ E \_\_\_\_\_  
 C \_\_\_\_\_ F \_\_\_\_\_

**3** Are these statements true or false? Explain why the false statements are incorrect.

- ( ) 1 Guinness World Records has recognized an 898-kilogram pig as the biggest pig ever.  
 ( ) 2 The elephant's armour would have weighed about 254 kilograms.  
 ( ) 3 More than 50,000 people can be served with a piece of the huge strawberry cake.  
 ( ) 4 Some of China's records were broken by teams of people and others by individual people.  
 ( ) 5 Silk masks have been used in Sichuan opera for the last 300 years.  
 ( ) 6 Joan Riudavets holds the record for the oldest living man in the world.



- 4 The categories below are from the Guinness World Records website. In groups, discuss which records described in the articles would fit into which categories. Give reasons.

Human body      Amazing feats      Natural world      Science and technology  
 Arts and media      History and society      Travel and transport      Sports and games

Article	Record/s	Category
A		
B		
C		
D	1 2 3	
E		
F		

- 5 Imagine you want to find out more about each of the record holders. In small groups, decide what questions you would ask about them. The first one has been done for you.

#### Article Questions

A How old was the pig when it died? Who was the owner of the pig? Why did the owner let it grow so big? What did the owner feed the pig?

F

### LISTENING TASK



- 1 In groups, discuss how you would go about getting into the *Guinness Book of World Records* by answering these questions.

- How would you decide what record to attempt?
- Would you train for the event you have chosen? If so, what kind of training programme would you set up?
- After you have trained but before you attempt to break the record, what do you think you should do?
- If something went wrong when you were attempting to break the record, what would you do?

- 2 Now listen to a guest speaker, Charlie Carini, who is advising students how to go about getting into the *Guinness Book of World Records*. Label the following topics from A to F in the order that you hear Charlie talk about them.

- |                                      |                          |   |                          |
|--------------------------------------|--------------------------|---|--------------------------|
| 1 providing proof of your new record | <input type="checkbox"/> | 4 reasons to attempt a record                           | <input type="checkbox"/> |
| 2 how to choose a category           | <input type="checkbox"/> | 5 the benefits of having friends at your record attempt | <input type="checkbox"/> |
| 3 the advantage of doing a trial run | <input type="checkbox"/> | 6 training for your event                               | <input type="checkbox"/> |



3 Listen again and complete the do's and don'ts of trying to get a Guinness World Record.

DO'S	DON'TS

## SPEAKING TASK

You are going to role-play an interview between a record breaker and two news reporters.

- In groups of three, decide who will play the following roles.
  - Student A: the person who has recently broken a record
  - Student B: the newspaper reporter who is going to ask questions
  - Student C: the newspaper reporter who is going to write down the answers to B's questions
- As a group, make up the record that has been broken. Be as imaginative as you can. Think of questions that Student B and C can ask Student A. You could ask questions about:
  - reasons why he/she chose that event
  - the materials or equipment needed
  - the mental preparation done
  - the proof provided for Guinness World Records
  - the date and place of the event
  - the training he/she did
  - the people at the event
- Now act out the interview. Student C must take notes as these will be needed for the writing task.

## WRITING TASK

In your groups, write a short article about the new record for your school magazine using your notes from the speaking task. Choose a good headline. You could start something like this:

[Name] set a new world record yesterday by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## PROJECT

There are thousands and thousands of Guinness World Records. For your project you are going to find out about four record breakers.

- 1 Choose four categories from which to select the records. You can find a list of these categories in Exercise 4 on page 56.
- 2 Have a look at records made in these categories in the *Guinness Book of World Records* or on the Guinness World Records website ([www.guinnessworldrecords.com](http://www.guinnessworldrecords.com)). Choose four records that catch your eye.
- 3 Research each record you have chosen in more detail using the *Guinness Book of World Records* or the Guinness World Records website. You can also use search engines on the Internet or books in the library to find out more.
- 4 Write a paragraph on each record, stating what the record was for, when and where it was set (if appropriate) and any other interesting details about it.
- 5 Write your paragraphs in large print on a poster and illustrate each one with pictures or drawings. Give each paragraph a title.
- 6 Display your poster on the classroom wall for your classmates to read.

### CHECKING YOURSELF

Answer these questions and then discuss them with others in your class.

- 1 What three Guinness records described in this unit did you find the most interesting? Give reasons.
- 2 Which activity in the unit did you find the most useful? Which activity was the most enjoyable? Give reasons for your answers.
- 3 Has the unit inspired you to attempt to break a Guinness record? Why or why not? If so, in which event would you make your bid?
- 4 Do you think the learning tip is useful? What ways do you already use to learn new words? Do you think you will try any other ways that are listed in the *Learning Tip*? Which one(s)?
- 5 Check your understanding of the different kinds of subject by underlining the subject in the sentences below.
  - 1 To finish a really good book always gives me a great sense of satisfaction.
  - 2 The person whose company I enjoy the most is my best friend Natalie.
  - 3 Whatever you do for this project will always be appreciated.
  - 4 Whether my daughter comes top of the class or not is not that important.
  - 5 Swimming every day is my only form of regular physical activity.
- 6 Were you satisfied with the profile and the newspaper article you wrote in this unit? What aspects did you do well? What aspects do you need to improve? How will you make these improvements?
- 7 Which activities did you find the most useful in improving your speaking skills? Give reasons.



# Unit 2 Sailing the oceans

## LISTENING



Zheng He was one of the most important navigators in Chinese history. Li Huaying is explaining to her friend, Celia Main, about what Zheng He achieved.

- 1** Before listening to the tape, look at the map below. Then write down which new places Zheng He might have visited on his seven voyages.



Map of the Indian Ocean with Important Ports of the 15th Century

Ports or islands of interest that Zheng He may have visited:

- 1 \_\_\_\_\_       2 \_\_\_\_\_       3 \_\_\_\_\_   
 4 \_\_\_\_\_       5 \_\_\_\_\_       6 \_\_\_\_\_

- 2** Listen to the tape for the first time and tick those ports and islands mentioned in the text. Then check to see how many you got right out of the six in the pre-listening activity.

- 3** Read the statements and listen to the tape for the second time. Then complete the chart.





Statement	Evidence
1 He is the only 15th century Chinese navigator we know.	
2 He came from Yunnan Province.	
3 His ships were very large.	
4 He was very important.	
5 Foreign kings liked Chinese porcelain and silk.	
6 He returned with strange presents for the Emperor.	1 2

4 Listen to the tape for the third time and finish these sentences so that they show cause and effect.

- The Emperor wanted to demonstrate Chinese power abroad so \_\_\_\_\_
- Zheng He wanted people to know the important voyages he made so \_\_\_\_\_
- The writers wanted people to believe that Zheng He's ships were large so \_\_\_\_\_
- The writers wanted people to believe Zheng He was very important so \_\_\_\_\_

### TALKING

Work in groups of five. One will play a new Emperor. The other four will become the Emperor's advisors. Imagine that the Emperor is asking his advisors whether he should continue these voyages or not. Use your imagination to have a heated discussion. Here is some information to help you.

#### ***Should the Emperor continue with this policy?***

There are always at least two sides to every argument. So it is important that the Emperor examines each side carefully before he decides future policy. So if China continues to sail further to make trading and diplomatic connections with other countries there will be economic benefits. There may also be some indirect benefits too – it may frighten away pirates from South China Sea. But concentrating resources in naval expeditions may leave the northern border open to attacks by enemies from the north. They are a constant threat to people's lives and security in that part of the country.

Voyages are of course impressive and they make people of other countries aware of China's greatness. But they are also very expensive and take many soldiers away that could be defending China in the north.

It could be argued that if these voyages stop, China will lose influence and opportunities to increase its overseas trade. But it could also be argued that foreign trade is not so important to China's economic development. China has such a large home market because it has such a large population that it does not need foreign trade to develop economically.



1 Two of the advisors will argue for the Emperor continuing with the voyages. The other two will argue against it. You can use the ideas above but try to think of other ideas to produce some arguments of your own. Remember to produce reasons for your ideas.

2 The student acting as the Emperor will listen to the two sets of arguments. He will make the decision and give his reasons for doing so.

3 Get ready for a class debate. Decide who will be the spokesperson for the group to put forward your ideas and your reasons.

4 When the debate begins you must wait for your turn until your teacher calls on you to join in the debate. Make your points briefly and do not repeat anything others have said.

5 At the end of the debate the Emperor of each group will make his decision.



*May the strongest argument win!*

## USING WORDS AND EXPRESSIONS

1 Look at each sentence. Complete it with a word opposite in meaning to the one underlined in the sentence.

EXAMPLE:

The return voyage was calm, but during the outward voyage we had one storm after another.

1 When the dawn appeared and outlined the African mountains, they were very beautiful, but at \_\_\_\_\_ the mountains appeared dark and very frightening.

2 On the arrival of the Queen of England everyone bowed, but on her \_\_\_\_\_ everyone waved her goodbye instead.

3 Relaxation exercises are a good way to calm one's mind, but too much exercise brings too much \_\_\_\_\_.

4 When climbing the mountain we had to slow down before we reached the top, but on the way down we \_\_\_\_\_ all the way.

5 To buy a new car every year would represent a life of luxury, but not to have one is no \_\_\_\_\_ when there are so many buses and taxis.

2 Use the words or phrases below in their proper forms to complete the passage.

survival   portable   starvation   incident   jaws of death   compulsory  
crew   parcel   thirst   dilemma   psychologically   foresee

Last year I had a bad experience in the jungle of South America. We had set out with a \_\_\_\_\_ compass, which was \_\_\_\_\_ for locating the source of the local river. Our \_\_\_\_\_ depended on our navigating skills, but what nobody could have \_\_\_\_\_ was that we would break our compass. Without it, I, as leader, was on the horns of a \_\_\_\_\_. Should we wait for



rescue or continue our expedition and perhaps get lost? My decision was made when we counted our food supplies. \_\_\_\_\_ was not going to be a problem, but \_\_\_\_\_ was something that we were going to have to deal with \_\_\_\_\_. So we waited where we were. Luckily the police sent a small airplane to find us and drop us a \_\_\_\_\_ of supplies and a new compass. When we eventually arrived back from our journey, the air \_\_\_\_\_ congratulated us on our escape from the \_\_\_\_\_. Only their help combined with our self-control and determination prevented this \_\_\_\_\_ from becoming a disaster!

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

- 1 渐渐地,我习惯了学校的常规。既然我已经上了高级班,就可以自己制定学习计划了。(gradually; routine)
- 2 让那个女孩来拍广告有一个不利的方面,就是她方方的下巴使她看上去不大友好。(drawback; jaw)
- 3 数学是一门需要精密准确工作的学科。(mathematics; precise)
- 4 在公园里,我看见一个小男孩手持风筝线,风筝在他的头顶上随风摆动,忽上忽下。(overhead; at the mercy of)
- 5 那个探险家想成为第一个到达南极的人以确保他在历史上的地位。(secure; pole)
- 6 王先生每月都往银行里存款,好攒钱买一所公寓,以尽他对家庭的责任。(deposit; responsibility)

## USING STRUCTURES

Read this passage and then fill in the missing predicates using the verbs in brackets.

In 1909 a disagreement \_\_\_\_\_ (arise) over who had been the first person to reach the North Pole. This geographical point to the north of the earth \_\_\_\_\_ (can, find) among the ice and snow that \_\_\_\_\_ (float) on the northern sea. Three men \_\_\_\_\_ (make) the same claim: Frederick Cook, Matthew Hensen and Robert Peary.

The first to suggest that he \_\_\_\_\_ (reach) the North Pole was Frederick Cook. His claim \_\_\_\_\_ soon \_\_\_\_\_ (find) to be false when the photographs he \_\_\_\_\_ (use) as evidence \_\_\_\_\_ (prove) to be fakes. The second \_\_\_\_\_ (be) Matthew Hensen, a black American explorer of the Arctic. He was the servant of the third candidate, Robert Peary and \_\_\_\_\_ (travel) with him across the Arctic for twenty years. He \_\_\_\_\_ (state) that he and Robert Peary \_\_\_\_\_ both \_\_\_\_\_ (reach) the North Pole together.

The American Congress, however, \_\_\_\_\_ (declare) that Peary was the true winner of this race to be the first American to reach the North Pole. It \_\_\_\_\_ (seem) that although Hensen and Peary travelled together, Peary \_\_\_\_\_ (refuse) to allow Hensen to join in his success. Evidence that Hensen \_\_\_\_\_ (be) there (such as his 110 photographs) all mysteriously \_\_\_\_\_ (disappear). It seems we \_\_\_\_\_ (may) never know exactly which American(s) reached the North Pole first. But the Inuit \_\_\_\_\_ (be) certain that they \_\_\_\_\_ (live) there long after the problem \_\_\_\_\_ (solve).



**LISTENING TASK**

**1** Listen to the tape and put these sentences in the correct order.

- ( ) 1 Sindbad spent his money foolishly.
- ( ) 2 One day he landed on an island.
- ( ) 3 He sold his goods and returned home.
- ( ) 4 He decided to become a merchant.
- ( ) 5 The island was really a whale.
- ( ) 6 He was captured.
- ( ) 7 He drifted to another island.
- ( ) 8 The king gave him a job.
- ( ) 9 He was thrown into the sea when the whale sank.



**2** Listen to the tape again and answer these questions.

- 1 Do you think this story could be true? Why?
- 2 Which part do you find is the most unlikely?
- 3 Identify two aspects of animal behaviour that are not true. Why?
- 4 What is the coincidence in the story? Explain it.

**3** Retell the story of Sindbad you have just heard in your own words.

**READING TASK****SINDBAD'S SECOND ADVENTURE**

On the second evening Sindbad's friends were eager to hear his second adventure. "Tell us," they said, "of more wonders that you have seen!" So Sindbad began describing his second adventure.

"For many years I was happy, but as time passed I longed to visit distant lands and cities again. So having purchased some goods, I set out again in a new ship with a strong crew. Aided by a favourable wind we sailed for many days selling goods and buying more. At last we arrived at an island unknown to us all. It had trees covered with delicious fruit as well as many beautiful flowers. The birds sang in the trees and rivers flowed quietly by. We left the ship and I wandered off on my own through some grasslands and sat down by a stream. It was so peaceful and warm that I presently fell asleep.

I cannot tell how long I slept but when I awoke the ship had gone. Seeing the ship disappearing into the distance, I threw myself down on the sand and cried bitterly. At last realizing that this was hopeless, I climbed the tallest tree to examine my unknown island home. From its top I looked in all directions. Suddenly I noticed something extremely tall, round and white in the centre of the island, and I knew I must discover what the shape was. So I set off. As I drew near I found to my astonishment that the object had no entrance.





The surface was also so smooth and slippery that it was impossible to climb. Yet it was tall enough to be a building so I was confused. As I walked round it I counted my steps – there were fifty altogether. But the mystery solved itself when an enormous bird appeared out of the sky. This bird settled on the white object covering it completely – so I quickly guessed that it must be an egg of some sort.

Terrified, I hid behind a tree. But at the same moment I realized that perhaps the bird could help me escape from the island. So I quickly took the rope tied round my waist and attached it to the bird's leg. I told myself that perhaps it would carry me away from this lonely island to a civilized land. In



any case, I argued in my head, that wherever I was taken must be better than where I was now.

I lay awake all night fearing to sleep in case the bird flew away while I slept. At daybreak the bird rose into the sky carrying me with it. I clung fast to the rope, too frightened to look down. At last we came to rest on the top of a high hill. Quickly untying myself I looked around me. There seemed to be nothing but long sticks. But as I looked I saw the bird pick up one of these long objects and disappear back up into the sky. Looking up, I saw the object move

and understood at once that it must be a large snake. So being careful where I walked, I ran down the hillside into a dark valley. There I sat down and cried bitterly for the second time. At last when I could cry no more I looked about me. Surprisingly the ground was shining. This seemed strange but as I examined the rocks more closely I saw that they were large diamonds. They were so perfect that they made the whole valley glitter in the sun. Choosing the largest diamonds with care, I filled my pockets with as many as I could.

But what good were these diamonds to me if there was no food or water nearby? Should I walk around and try to find a way to escape? I stood undecided. If I moved on, I might find myself in even more danger. But if I didn't, I might be forced to spend my life forever in this valley. What was I to do?

- 1** Now that you have read some of Sindbad's story it is your task to complete it in an exciting way. First, in pairs, sort out the structure of the story.

Structure of the story	Information needed	Information gained
<b>1 Beginning</b>	hero	Sindbad
	place	
	type of writing	
<b>2 Development</b>	place 1	
	what happens	
	place 2	
	what happens	

- 2** Now in pairs you are going to devise an ending for the story. Remember that you want the escape to be as exciting as possible but without using magic. Be prepared to tell your ending together to the rest of the class.

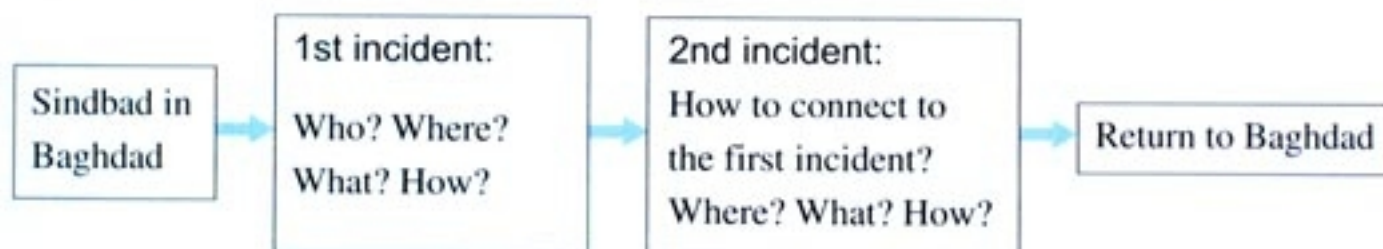


<b>3 Ending</b>	place	
	how it ends	
	hero's situation	

## SPEAKING TASK

Now you are ready to make your own Sindbad story. It will be his third adventure.

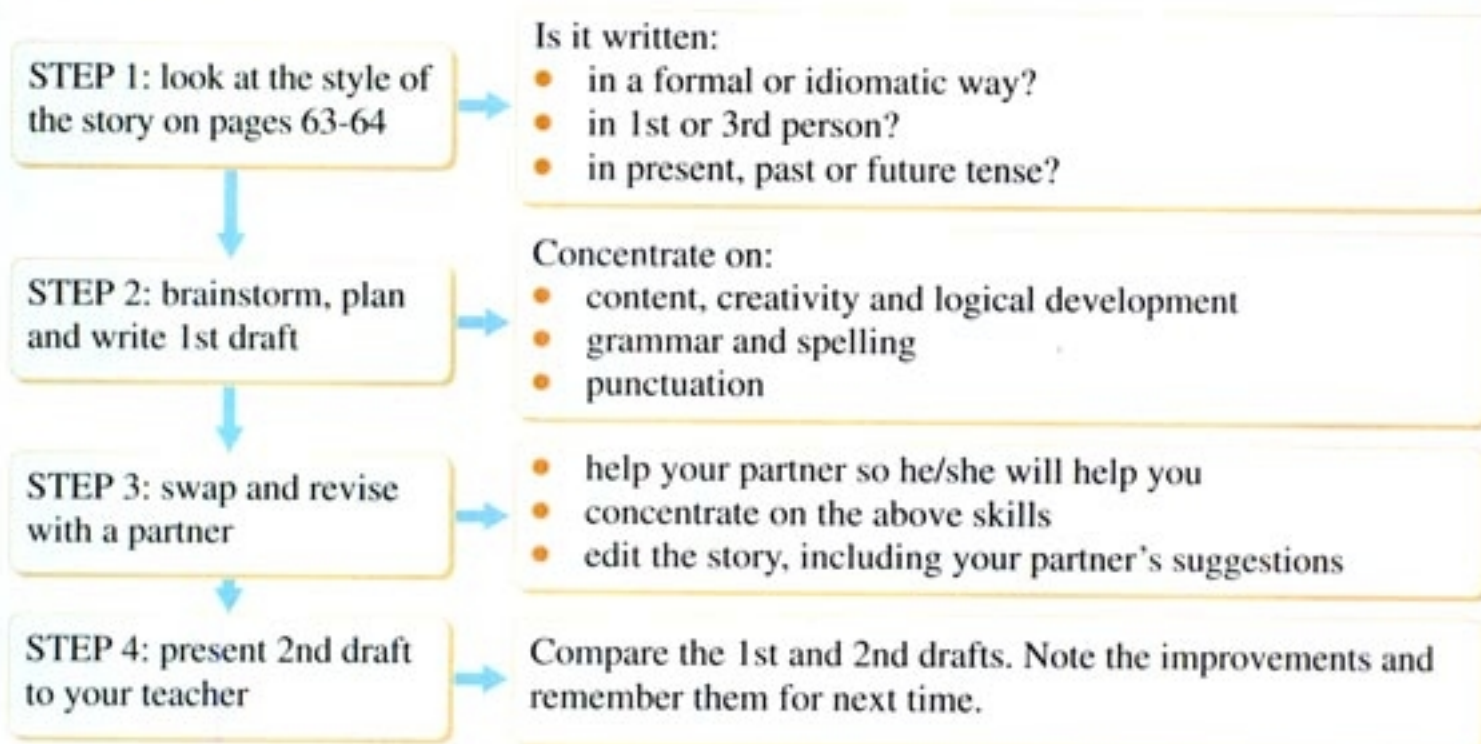
- Remember to follow the outline of the other adventures:
  - It begins in the city of Baghdad with Sindbad needing more money.
  - He goes on a voyage to make his fortune.
  - He has an adventure and returns home with a large fortune.
  - He gave a large amount of money to the poor people.
- Discuss with your partner how Sindbad's adventure will develop. Look at the second adventure of Sindbad again to help you. Then plan the story using the story planning flow chart below.



## WRITING TASK

Now begin to write your own Sindbad story. Use the stories you have read and heard to improve your writing. Follow the process set out below.

### Writing suggestions





Finally put all the stories into a book on Sindbad's adventures.

## PROJECT

Make a collection of stories and poems about the sea. Find out more about other famous navigators like Magellan, Bartholomeo Diaz and Vasco da Gama.

- What navigational instruments did they use?
- Where did they learn their navigational skills?
- Where did they explore?

Give a talk to your class or display your information in the classroom. Mark the journeys on maps and explain why people still think of them as great navigators who enlarged our understanding of the world.

## CHECKING YOURSELF

Think about these questions and then discuss them with your partner.

- 1 Who, in your opinion, was more skilful: early navigators like the Vikings or modern navigators using computers? Why?
- 2 Do you agree that Captain Bligh's journey across the Pacific Ocean was the greatest example of navigation? Give your reasons.
- 3 Do you think you need a map to find your way at sea if you can read the stars?
- 4 Complete these sentences using the predicate correctly.  
A Captain Bligh \_\_\_\_\_ although he was very weak himself.  
B She \_\_\_\_\_ if she passes her exams.  
C George \_\_\_\_\_ before he saw the snake.
- 5 Make a dialogue with your partner, using at least ten new words and phrases you have learned in this unit.
- 6 Do you find the writing suggestions useful? Give a reason. In what aspects have you improved your English writing? How did you achieve that progress?



# Unit 3

# Australia

## LISTENING



- 1 Before you listen to the tape, discuss with a partner what is happening in each of the photographs below. The people in the photos are all members of a surf lifesaving club.



- 2 Listen to Ross talking about surf lifesaving in Australia. Then work with a partner to write captions for each of the photos. Check your captions with others.

- 3 Listen again and answer the questions.

- 1 What part of Australia does Ross come from?
- 2 When Ross lived in Australia, what did he like to do each evening?
- 3 How much does the government pay the surf lifesavers who keep the beaches safe?
- 4 How old are nippers and what do they do?
- 5 What was Ross's favourite activity at the surf club?

- 4 Listen once more and in your own words explain what the words below mean.

- |                        |                                 |
|------------------------|---------------------------------|
| 1 surf                 | 4 nipper                        |
| 2 surf lifesaver       | 5 ironman/ironwoman competition |
| 3 surf lifesaving club |                                 |



## TALKING

Look at the signs below. They are common signs on Australian beaches. In your group discuss what they mean. Look up any words you don't understand. Use expressions like:

You're not allowed ....

You mustn't ....

You can/can't ....

You have to ....

You should ....

It's OK to ....

Be careful ....

Look out!



## USING WORDS AND EXPRESSIONS

1 Use the clues to solve the crossword.



## Clues

## Across

4 an unmarried male

5 (preposition) through

7 a country with its own government, traditions, etc

10 relationship of air, water, land, animals and plants

11 amount of rain that falls

12 official plan adopted by a government or other organization

## Down

1 money paid to the government

2 relating to central rather than local government

3 to put seeds into the ground

5 sour liquid made from wine

6 person or people in control of others

8 be in debt for something that has been given or lent

9 an important road



**2** Complete the sentences with the correct preposition.

- 1 If you associate \_\_\_\_\_ criminals, you are likely to get in trouble with the police too.
- 2 \_\_\_\_\_ of respect for my family, I try to lead an honest life.
- 3 I have been corresponding \_\_\_\_\_ my penfriend for over five years now.
- 4 We tried to talk Jim \_\_\_\_\_ changing his mind, but with no success.
- 5 That all Australians are blond and blue-eyed is far \_\_\_\_\_ the truth. Australians are of many different races and almost every eye, hair and skin colour is represented.
- 6 I am not responsible \_\_\_\_\_ keeping a record of the meeting. Jim is.

**3** Choose the correct words to complete the sentences.**defend / defence / defensive**

- 1 We must take \_\_\_\_\_ action immediately to protect ourselves from the enemy.
- 2 I am taking karate lessons to learn how to \_\_\_\_\_ myself.
- 3 The villagers' only \_\_\_\_\_ against the enemies were sticks and stones.

**desperately / desperation / desperate**

- 4 They fought \_\_\_\_\_ against the wind to bring the boat into shelter before the storm broke.
- 5 There is a \_\_\_\_\_ need to get food and blankets to the earthquake victims.
- 6 In \_\_\_\_\_ they jumped out the window of their fifth floor apartment to escape the fire.

**tolerate / tolerant / tolerable / tolerance**

- 7 Having friends at work is the only thing that makes my job \_\_\_\_\_.
- 8 I think his parents are far too \_\_\_\_\_ with him and that's why he is so badly behaved.
- 9 I think you need to develop more \_\_\_\_\_ towards people who are different from you.
- 10 I can't \_\_\_\_\_ this heat any more. I'm going inside where it's cooler.

**reserve / reserved / reservation**

- 11 I'm sorry you can't sit there. This table is \_\_\_\_\_.
- 12 I would like to make a \_\_\_\_\_ for four people on the 23rd at 8 pm.
- 13 I'm sorry I can't go on Sunday. I always \_\_\_\_\_ Sundays for visiting my grandparents.

**recover / recovery / recoverable**

- 14 If you change your mind about going on the tour, your deposit is not \_\_\_\_\_.
- 15 After they arrested him, the police went to the thief's house to \_\_\_\_\_ the stolen jewellery.
- 16 After the accident his \_\_\_\_\_ was slow and he was in hospital for nearly six months.

**4** Complete the paragraph with the words below.

heritage    birthplace    homeland    celebrations    fortnight    citizen

My name is Steve Papas. Although my \_\_\_\_\_ is Greece, I have lived in Australia for a long time and I am now an Australian \_\_\_\_\_. Even though I haven't visited my original \_\_\_\_\_ for over 20 years, I am still proud of my Greek \_\_\_\_\_. I live in Melbourne where a lot of other Greek migrants live. As well as celebrating great events in Australia we hold \_\_\_\_\_ for Greek events too. When Greece won the 2004 European Soccer Championship, for example, we celebrated in Melbourne for a \_\_\_\_\_.



## USING STRUCTURES

**1** Complete the sentences using either the present or past participle or the infinitive of the verbs in brackets.

- The only thing he can do is \_\_\_\_\_ as far away as possible and never return. (run)
- My problem is \_\_\_\_\_ someone who could fix my computer. (find)
- Her first job was \_\_\_\_\_ the walls in the kitchen. (paint)
- You can't go that way because the bridge on highway 19 is \_\_\_\_\_. (close)
- The table at the front of the room was \_\_\_\_\_ for the bride's family. (reserve)
- In an emergency, the most important thing is \_\_\_\_\_ calm. (stay)

**2** Complete the sentences with some of the verbs below in their proper forms and then underline the predicative in each sentence.

remain    keep    sound    fall    seem    become    prove    begin    appear    be

- As she watched them arguing, they \_\_\_\_\_ to get more and more angry.
- Please \_\_\_\_\_ in your seats until the plane stops.
- I don't know why I did it but it \_\_\_\_\_ a good idea at the time.
- I am sure he will \_\_\_\_\_ to be an excellent student.
- Her cough \_\_\_\_\_ serious and I decided to call a doctor.
- The room \_\_\_\_\_ so hot I found it difficult to stop myself \_\_\_\_\_ asleep.
- Playing basketball \_\_\_\_\_ an excellent way to \_\_\_\_\_ fit.
- Everybody \_\_\_\_\_ to be having a good time at the wedding breakfast.

**3** Translate these sentences into English, choosing the prepositional phrases below as the predicative.

(be) on a course    (be) out of work    (be) of interest    (be) in one's 30s  
(be) with me    (be) on one's hands and knees    (be) at one's best    (be) of help

- 桑迪已经失业半年，没有能力养家糊口了。
- 这是一本各类读者都会感兴趣的小说。
- 如果我能帮上什么忙，就告诉我。
- 阿瑟已经三十多岁了，还没有开始自己的事业。
- 下一步把这个放在机器的这个位置。你们听明白了吗？
- 我认为五月的颐和园是最美的。
- 我最后一次见到他是周五晚上，当时他正趴在实验室的地上在找什么东西。
- 这个月凯西一直在上缝纫课。



## SPEAKING AND LISTENING TASK



1 Discuss these questions with your group.

- 1 Why do countries have flags?
- 2 What can flags tell you about a country? Think of some examples.
- 3 What does China's national flag tell us?
- 4 What other organizations do you know that have flags? What do they use them for?

2 June is giving a talk about Australian flags and what they tell people about the history and culture of Australia. Listen and write down the numbers of the flags in the order you hear June talk about them.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_



3 Listen to June talking about the four flags again. Make notes about what each flag tells you about Australia. Compare your answers with others in the class.

Australian flag: \_\_\_\_\_

Aboriginal flag: \_\_\_\_\_

Eureka flag: \_\_\_\_\_

Kangaroo flag: \_\_\_\_\_

4 In groups, discuss the four designs for a new flag. What does each of the new flags tell you about Australia? Which one do you think is the best? Why?

5 In groups, discuss what symbols you would put on a flag for your school. Then design a suitable flag. Show your design to the rest of the class and explain it.



## READING TASK



- 1 The computers at Susan's school are all connected to each other and the school has an online notice board where students can ask questions and give their opinions. Susan posted a question about the discovery of Australia on the on-line notice board. Read the questions and what her fellow students replied.

### Greenhill High School Notice Board

**My grandfather says that Captain Cook discovered Australia in 1770. But I don't think that's right. What does everyone else think?** *Susan Strong*

I agree with you, Susan. When your grandfather was at school people were taught that Cook discovered Australia, but it's really only part of the story. Lots of other people had already explored northern and western parts of the continent before Captain Cook arrived. Captain Cook was probably the first European to sail up the east coast of Australia, however, and he was the first to produce a map of the east coast. He called the land he saw "New South Wales" and claimed it for England. *Brett Taylor*

So, who WAS the first person to discover Australia? *Paul Baker*

I think the Spanish and the Portugese were the first to catch sight of the north coast of Australia, but it was a Dutch captain who first mapped part of the north coast in 1606. *Brett Taylor*

I don't think you can say these people "discovered" Australia because they didn't know they had reached a continent. They just saw small pieces of land and marked them on a map of the ocean. Over the next hundred years many adventurers from Holland, Spain, Portugal and England sailed up and down the west coast and mapped the pieces they saw. Then in 1644 a Dutchman called Abel Tasman made a map on which he drew all the land they knew about at the time and guessed the rest. He called the country on his map "New Holland". *Mary White*

Then, who gave Australia its name? *Sam Hill*

I know the answer to that. Long after Abel Tasman had mapped the west coast, and more than 30 years after Cook had mapped the east coast, another Englishman, called Mathew Flinders, sailed right around Australia for the first time. This was between 1802 and 1803. Flinders produced a map that proved that New Holland and New South Wales were part of the same continent. And on this map he wrote for the first time the word *Australia*. So I guess you could say, he was the first person to discover Australia! *Susan Strong*

Haven't you all forgotten something very important? The Europeans weren't the first people to sail to Australia. The Chinese were here long before them. In fact, some people believe Chinese sailors regularly journeyed to Australia as early as the ninth century to dig for copper. Later, between 1421 and 1424, ships from the great Chinese fleet led by Zheng He sailed to Australia. I read about this on a website called [www.1421.tv](http://www.1421.tv). *Nick Chance*

I'm afraid you're all wrong. The first people to discover Australia came from Asia at least 40,000 years ago. They walked south across a land bridge that used to join the Asian and Australian continents together. Then about 10,000 years ago, at the end of the Ice Age, the level of the oceans rose and those people living in the Australian continent were trapped. They are the ancestors of the modern-day Aborigines. *Patrick Hall*



2 Complete the timeline.

### Discovery of Australia

40,000 + years ago	1421	1606	1644	1770	1802
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

3 As you can see from the text, there are many different answers to the question: Who discovered Australia? It depends partly on the meaning given to "discover" and "Australia". However, it also depends on the latest research. As historians find new facts, the answer to the question changes. In your group, discuss the following questions and try to explain why different people believe different things.

- 1 Why do you think school children in Australia in the 1950s were told that Captain Cook discovered Australia?
- 2 Why does Mary White think European explorers didn't discover the Australian continent until the 17th century?
- 3 Why does Nick Chance think Chinese explorers reached the continent so much earlier?
- 4 Patrick Hall says that the ancestors of the Aborigines discovered Australia at least 40,000 years ago. Why do you think the other children didn't give this answer?
- 5 Which of the students' answers do you agree with and why? Remember, that you first need to decide what "discovered" means and what "Australia" means.

## WRITING TASK

Imagine your school has an online notice board and a student has put the following question on the notice board:

**What aspect of Australia do you think is the most interesting – its animals, plants, scenery, cities, beaches, people, leisure activities, history or something else?**

- 1 Discuss your opinions and reasons with others in your class.
- 2 Write your answer on a piece of paper and pin it on the class notice board with everyone else's answers.
- 3 Read all the answers and find students who chose a similar aspect of Australia to write about. If your class is going to do the project on the next page, you can work with these students.



## PROJECT

Follow the steps below to make a class information book on Australia.

- 1 Discuss with others in your class what aspects of Australia you should write about in each chapter of your book. Then decide what order you should put the topics in and give each topic a chapter number.
- 2 Decide what size your book will be and what it will look like. Will you write the information or type it? Will you include pictures? About how long should each chapter be? Will you produce just one copy of the book for the class library or will you photocopy it so everyone can have a copy? What will the title of the book be?
- 3 Choose the chapter you wish to write about and join with others who are interested in the same chapter.
- 4 Research the topic for your chapter and take notes. Share your information with others in your group and together write an outline for your chapter.
- 5 Write your group's chapter. You can write individually or in pairs and then combine everyone's texts to make a chapter or you can write the whole chapter as a group.
- 6 Spend some time checking and correcting your group's work. You may also like to swap your chapter with another group and check each other's work.
- 7 Give your chapter a title and write a neat final copy.
- 8 Decide who in the class will design the cover and who will collect all the chapters and put them into the book.

### CHECKING YOURSELF

- 1 Review what you have learned about Australia from the Student's Book and Workbook.
  - A What information surprised you the most?
  - B What information interested you the most?
  - C Has any of the information changed your mind about Australia or its people?
- 2 If you were asked to give a talk on Australia, what five topics would you choose to talk about?
- 3 Do you know what the predicative is and how to structure it?
- 4 List 10-15 new words from this unit that you think are very useful to know.
- 5 Did you enjoy doing the crossword? Do you think crosswords help you learn new words? Give reasons.
- 6 Do you think your reading has improved during this unit? What reading skills have you practised in this unit?
- 7 Did you enjoy the debating activity? Would you like more practice in debating?



# Unit 4

# Exploring plants

## LISTENING



1 Before you listen to the tape, look at the pictures. One is of a tropical rainforest and the other is of a tropical rainforest that has been cut down. In groups, answer the questions.

- 1 In which parts of the world would you find tropical rainforests?
- 2 Why do you think rainforests are being cut down?
- 3 Why do you think tropical rainforests are important to the world?



2 Listen to Ed Walker interviewing Dr Anne Butler about the destruction of tropical rainforests. Number the topics below in the order in which you hear about them.

- the area of the earth's land covered by tropical rainforest
- reasons why rainforests are being destroyed
- the rate of rainforest destruction
- some consequences of rainforests being destroyed
- the best way to make money from rainforests

3 Now listen again. Are these statements true or false? Correct the false statements.

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1 Rainforests cover 14% of the earth's land surface.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 More than half of the rainforests have disappeared.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 150 acres of rainforest are destroyed every day.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 In 40 years' time we might not have any rainforests left on earth.                                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 People can make more money from harvesting rainforest plants than from cutting down the rainforests. | <input type="checkbox"/> | <input type="checkbox"/> |



- 4 Listen again. Write notes under the headings below.

Reasons why rainforests are being destroyed	Consequences of rainforests being destroyed

## TALKING

- 1 Ed Walker's last question was: What can individuals do to help slow down the destruction of rainforests? What do you think Dr Anne Butler said in reply? In groups, brainstorm this question and write a list of your ideas. Share them with other groups.
- 2 As in many parts of the world, China's tropical rainforests are rapidly disappearing. In groups, answer these questions. Then choose a spokesperson to present your ideas to the class.

- Which parts of China have tropical rainforests?
- Why are they disappearing?
- Do you think that China's remaining tropical rainforests need to be protected? Give reasons.
- What do you think you could do to help protect the tropical rainforests?



## USING WORDS AND EXPRESSIONS

- 1 Use the clues below and on the opposite page to circle new words from the Student's Book in the word puzzle. The words run down, across or crossways.

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

### Clues

- an area with walls or bars around it joined to the outside of a building
- the hair that grows on the lower part of a man's face
- a group of people who work together
- a type of white bird that makes a soft singing sound, often used as a symbol of peace
- a large object built to remember and show respect to a person or a group of people
- a particular smell
- a green, brown or dark red plant that grows in the sea



- 8 a solid object with a flat square base and four triangular sides that meet to form a point at the top
- 9 a tool with a long handle used for digging in earth or sand
- 10 ready to be collected or eaten
- 11 sweet or pleasant smelling
- 12 a weapon consisting of a pole with a sharp point at one end which is either thrown or held in the hand
- 13 something made from twisting thin fibres together and used for tying things
- 14 a plant growing in a place where it is not wanted

**2** In pairs, make nouns from these verbs. Then complete each of the sentences with a noun or a verb from your list.

explore \_\_\_\_\_ irrigate \_\_\_\_\_ restrict \_\_\_\_\_ evolve \_\_\_\_\_

- 1 It hasn't rained for months. As a result, the government has put a \_\_\_\_\_ on the amount of water we can use.
- 2 For a week we \_\_\_\_\_ the coast, camping in the most beautiful places we'd ever seen.
- 3 I am very interested in how plants and animals have changed over time. In fact, I think I'll study \_\_\_\_\_ when I go to university.
- 4 To save water, I'm going to set up an \_\_\_\_\_ system in the garden.

## USING STRUCTURES

**1** Rewrite these sentences with a *that-clause* as the *object*.

- 1 They believed the case to contain the treasure stolen from the museum.
- 2 Sue reminded me of Ann's birthday in three days' time.
- 3 My parents advised me to accept the job offer.
- 4 I promised to work hard for the rest of the year.
- 5 Most audiences consider her to be the best singer in the country today.
- 6 I suggested bringing the meeting to an end.
- 7 Doctors believe exercise to be important to your health.
- 8 The government ordered people to decrease their use of coal fires.

**2** Translate the following sentences into English. Pay attention to the use of object clauses.

- 1 我们得知展览会原定在今天，但是已经延期到下周了。
- 2 我很想搞清楚这淡淡的香气是从哪里来的。
- 3 我敢说你只要看五分钟就会发现那部电影乏味得很。
- 4 她问我最喜欢巴黎的哪些博物馆。
- 5 没有人知道为什么这两个国家之间的战争持续了那么多年。



## READING TASK



1 Before you read the text, glance quickly through it and answer these questions.

- 1 What's the topic of the text?
- 2 What three plants are featured?
- 3 What do the photos show you?
- 4 What three animal pollinators are featured?

## CO-EVOLUTION

Some plants, like the examples given below, depend on a single species of pollinator to make its seeds. Likewise, many pollinators rely on one plant species to provide all the food for their young. The kind of evolution where two species have become totally dependent on each other is called co-evolution.

**The Yucca ( 丝兰 )**

The yucca moth is the only animal that is the right size and shape to pollinate yucca flowers. The female moths lay their eggs in the yucca flowers. In the process, pollen sticks to the moths that then carry the pollen to another flower. The moths' caterpillars ( 毛虫 ) eat some of the developing yucca seeds. Although the plant loses a few seeds to the caterpillars, the moths' visits to the yucca flowers ensure pollination.

**The Traveller's Palm**

The Traveller's Palm produces large quantities of sweet nectar to attract pollinators. But the Madagascar black lemur ( 狐猴 ), a monkey-like mammal, is one of the few animals strong enough to open the flower. When it pulls the flower apart to drink the nectar, the pollen sticks to its head. Looking for more nectar, the lemur moves on to another palm, and the pollen stuck to its fur now sticks onto the new flower. So the Traveller's Palm is pollinated, and the lemur satisfies its sweet tooth.

**The Ophrys Orchid**

Ophrys is an orchid with a flower that looks, and even smells like, a certain kind of female wasp. When the male wasps come out of their pupae ( 蛹 ), they are attracted by the smell and try to mate with the flower. In doing so, they collect the pollen which is then moved to another Ophrys flower when he tries to mate with that flower. When the orchid flowers are dying, the female wasps then come out of their pupae and visit the flowers to collect a chemical, the same one to which the males were attracted earlier. The male wasps, attracted by the smell, then mate with the real females.





2 Now read the text more carefully and answer these questions.

- 1 Why can no other animals but the yucca moth pollinate the yucca?
- 2 Can you guess why the Traveller's Palm has that name?
- 3 What do you think "sweet tooth" means?
- 4 Why do the male wasps try to mate with the orchid flowers?
- 5 Why do the female wasps visit the orchid flowers? Do they have a role in pollination?

3 What are the advantages and disadvantages of the relationships between the plants and pollinators described in the text? Complete the table.

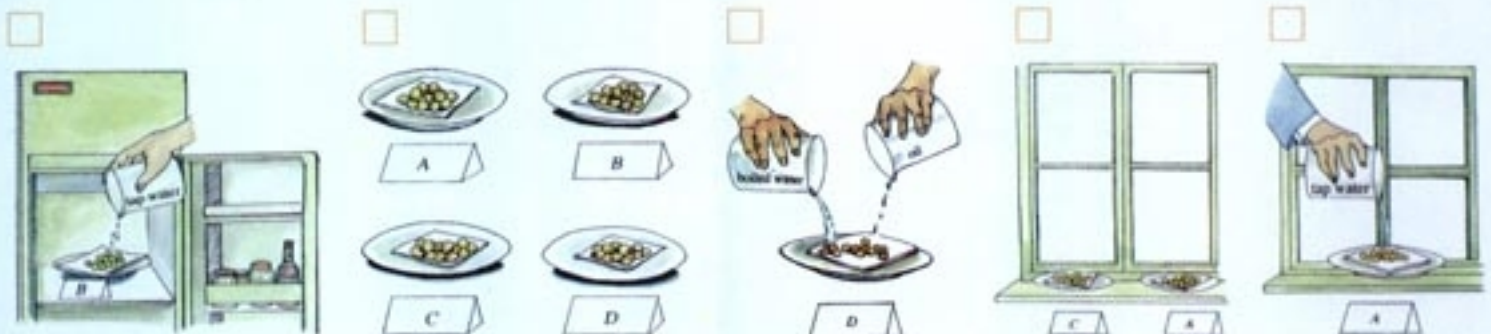
Plant / pollinator	Advantages	Disadvantages
Yucca	_____	_____
Moth	_____	_____
Traveller's Palm	_____	_____
Lemur	_____	_____
Orchid	_____	_____
Wasp	_____	_____

4 In groups, discuss what you think would happen to the animal pollinators of each of the plants described if these plants died out.

## LISTENING TASK



1 Listen to the first part of the tape in which a teacher is helping her class set up an experiment. Number the pictures in the order you hear about them.



2 Now listen to the first part again and answer the questions.

- 1 What is the purpose of the experiment?
- 2 Are students going to do the experiment in groups or individually?
- 3 Where are the materials that the students need to set up the experiment?
- 4 What materials do the students need to set up the experiment?



- 3 Listen to the first part again and complete the table of conditions that each dish of seeds was given.

	Conditions
Dish A	
Dish B	
Dish C	
Dish D	

- 4 Now listen to the second part of the tape in which the class discusses the results of the experiment. Complete the table of results.

	Did the seeds grow?	Reasons why or why not
Dish A		
Dish B		
Dish C		
Dish D		

- 5 Listen to the second part of the tape again. What was the conclusion of the experiment?

## WRITING TASK

Here is an outline of a report of the experiment from the *Listening Task*. Complete the report using the information you collected in the exercises in the *Listening Task*.

Aim: To find out

Materials: four dishes

Procedure: 1: Put the pieces of cloth on the dishes. Spread the seeds on the cloth.  
Label the dishes A to D.

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

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

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

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

6: \_\_\_\_\_

Results: Dish A: The seeds grew.

Dish B: \_\_\_\_\_

Dish C: \_\_\_\_\_

Dish D: \_\_\_\_\_

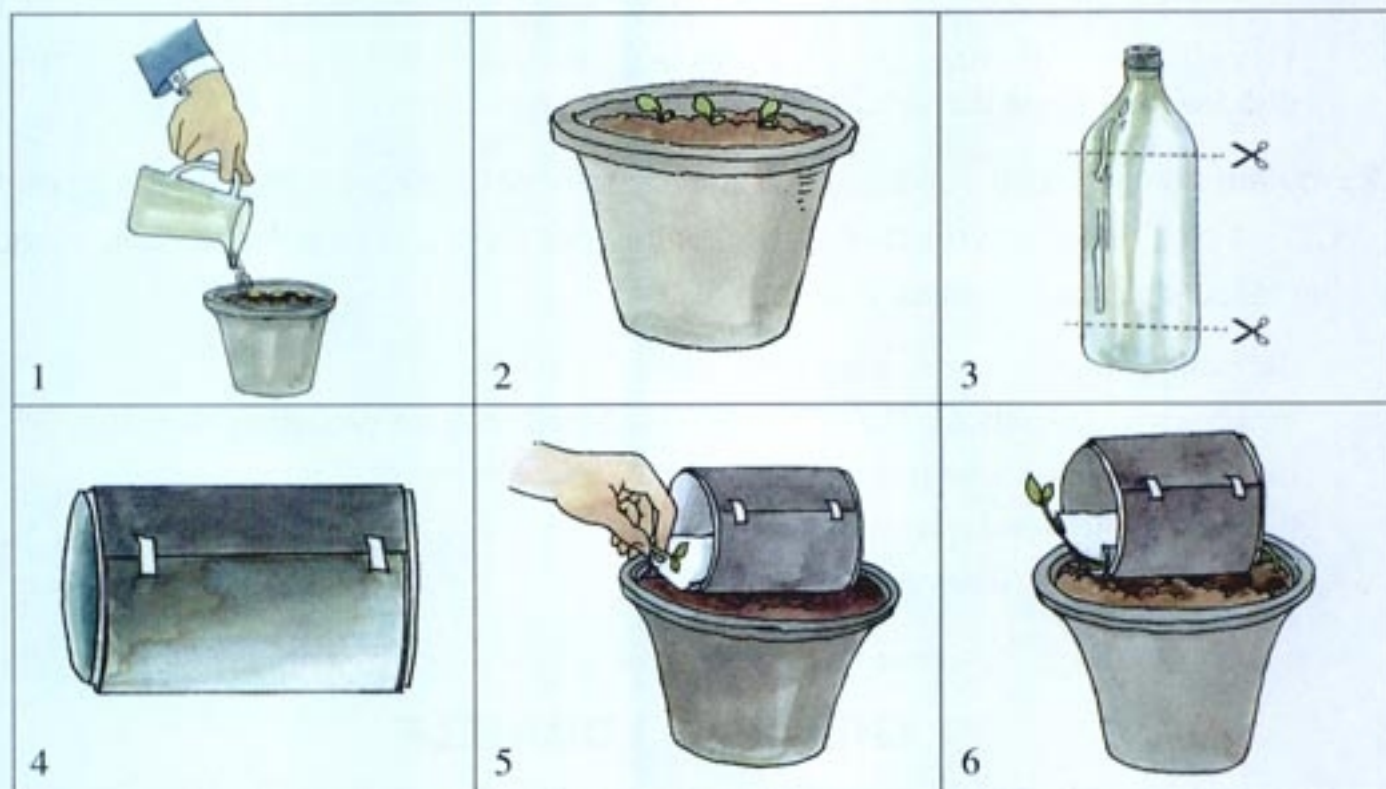
Conclusion: Seeds need



## SPEAKING TASK

1 In groups, look at the pictures of another plant experiment. The pictures are in the correct order. Answer the questions.

- 1 What materials do you need for this experiment?
- 2 What do you have to do to set up the experiment?
- 3 What do you think the purpose of the experiment is?
- 4 What are the results of the experiment?
- 5 What conclusion can you make from the experiment?



2 In pairs, read the paragraph below to check your understanding. Then use the headings next to the paragraph to write a report. Use the report in Exercise 1 as a model. Check your report with another pair of students.

I planted three beans in a pot, watered them and left them in a warm, light spot. In a week each seed had two small shoots. I cut the ends off a plastic bottle and wrapped it in dark paper. I laid the bottle on its side in the pot and put some wet paper towel inside. I put one of the seeds in the centre of the bottle. Two weeks later the seed had two long shoots, one heading towards the soil in the pot and the other growing up towards the light.

*Aim:*

*Materials:*

*Procedure:*

*Results:*

*Conclusion:*

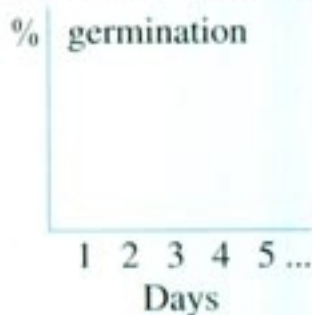


## #PROJECT

Choose one of the following projects.

**1** You are going to carry out an experiment to show the percentage of germination of different seeds over time.

- 1 Collect seeds of three different plants and put them in dishes with moist paper towel or cotton wool. Place the dishes in a light warm place. Keep the paper towel or cotton wool moist throughout the experiment. Make sure you label the dishes.
- 2 Check the seeds each day and note how many of the seeds have germinated until no more of the seeds are going to germinate.
- 3 Write a report of your experiment on a poster and display in the classroom. Use the reports on the previous pages as models. Take photos or illustrate your report with drawings. Put the results in the form of a graph for each dish like the one on the right. Remember to write a conclusion.



**2** You are going to research a plant. You can present your report as a poster or as a talk. Collect pictures or do your own drawings for your report. In your report, give as much of the following information as you can:

- the name of the plant and its scientific name
- how big it grows, when it flowers, how it is pollinated, what its seeds look like
- the type of environment it lives in, eg rainforest, desert
- the parts of the world it lives in
- what it is used for (if anything)

### CHECKING YOURSELF

Answer these questions and then discuss them with others in your class.

- 1 What have you learned about plants in this unit that you didn't know before? List the three most interesting things that you learned in this unit.
- 2 Does this unit inspire you to learn more about plants? If so, what would you like to learn?
- 3 Which new words from the unit do you think will be useful? How will you practise them so that you remember them?
- 4 Look at these sentences and circle the correct form of the verb.
  - 1 She enjoyed to see / seeing her daughter win the race.
  - 2 He told me to listen / listening carefully.
  - 3 Mike suggested to take / taking the football on our picnic.
  - 4 I trained my dog to fetch / fetching a ball.
- 5 Do you think you have improved your speaking, listening, reading and writing skills in this unit? Which did you improve the most? Which do you need to work on the most? How will you do this?



## LISTENING



**1** Before listening, discuss these questions in groups giving reasons for your opinions.

- 1 Would it be a good idea to ban advertising?
- 2 How can you tell if advertisers are being truthful or not?
- 3 If companies stopped spending money on advertising, would the goods be cheaper?
- 4 Does advertising really promote products and services?



**2** Mr Hall, a teacher of a senior English class invited the president of an advertising agency to give a talk to his class. When the talk was over, the students asked the president some questions. Listen to the tape and number the questions above in the order that you hear them.

**3** Read the questions below and then listen to the tape again. Tick the answers that best summarize the president's reply.

- 1 Would it be a good idea to ban advertising?
  - A No, because then advertising companies wouldn't make any money.
  - B Yes, because they are of no benefit to people who buy the products.
  - C No, because ads pay for magazines and television programmes.
  - D Yes, because they are very annoying and interrupt television programmes.
- 2 If companies stopped spending money on advertising, would the goods be cheaper?
  - A Yes, because a lot of money would be saved and so products could be sold for less.
  - B No, because the money spent on advertising is only a small percentage of the total cost.
  - C Yes, because they wouldn't have to pay magazine and television companies to advertise.
  - D No, because you can make quite cheap advertisements that are just as effective.
- 3 Does advertising really promote products and services?
  - A Yes, because you will remember the names of products you are interested in.
  - B No, because you forget the ads as soon as you have seen or heard them.
  - C Yes, because people are easily influenced by the ads they see or hear.
  - D No, because there are too many ads, and no one can tell which ones are true.



- 4 Listen to the tape again and focus on the president's replies. Before she answers the questions she makes a comment about each question. Complete her comment and discuss why she begins her answer with these comments.

- 1 That's an \_\_\_\_\_ question.
- 2 Good \_\_\_\_\_, Ben.
- 3 Yes, I \_\_\_\_\_, but in fact, we'd be a lot worse off without advertising.
- 4 That's \_\_\_\_\_ question.

## TALKING

Look at the advertisements below and discuss the following questions in your group.

- 1 What claim does each advertisement make to persuade the consumer to buy the product?  
Example:

*In Ad 1, the advertiser claims that there is a reduction of at least 50 per cent on all carpets and as much as 90 per cent on some.*

- 2 Do you think the claims the advertisers make are true? Give reasons.
- 3 How could you check the advertiser's claims to make sure they are true before you buy?
- 4 At the end of the listening, Tom asked this question: How can you tell if an advertisement is telling the truth or not? The president's answer was not recorded. Discuss in your groups what she might have said. Share your answer with the rest of the class.

1

HUGHS CARPET WAREHOUSE  
Great carpet  
All carpets reduced by at least 50%  
Some carpets reduced by as much as 90%

2

Why pay a high price when our TVs are quarter of the price  
Same quality, lower price at COST CUTTERS  
TELEVISIONS AT BARGAIN PRICES

3

Cleans like magic New!  
WONDER MOP  
cleans floors in half the time

4

LEARN TO PLAY THE PIANO IN ONLY 10 EASY LESSONS!  
Entertain your friends with all the latest tunes.  
Buy on line at [www.pianoclass.com](http://www.pianoclass.com)  
Payments by credit card only  
If you are not entirely satisfied, we will return your money in full.

5

DO ANY OF THESE SOUND LIKE YOU?  

- I've put on too much weight over the winter.
- None of my clothes fit me any more.
- I'm overweight and I hate it.
- I'm too embarrassed to go swimming.
- I've tried dieting and it never works.

 You don't have to be fat!  
Lose 20 kg in 10 weeks the easy way with  
DR DAN'S WONDER DIET CAPSULES



## USING WORDS AND EXPRESSIONS

1 Complete the paragraph with the words from the box.

mature      targeted      ban      appoint      budget      spokesman      rely  
 corporation      worthy      educate      conscience      informed      tobacco

At a conference yesterday a \_\_\_\_\_ for the Health Department, Mr Dennis Hall, \_\_\_\_\_ the audience that the government would soon be passing laws to make all \_\_\_\_\_ advertising illegal. He said that some cigarette advertisements were not aimed at \_\_\_\_\_ audiences but instead \_\_\_\_\_ at children. He said the public could no longer \_\_\_\_\_ on the \_\_\_\_\_ of people in advertising companies to do the right thing. "The only way to stop children taking up smoking is to \_\_\_\_\_ cigarette advertising altogether and to \_\_\_\_\_ our young people about the dangers of cigarette smoke," Mr Hall said. "The government will also \_\_\_\_\_ a committee to decide on suitable punishments for any tobacco \_\_\_\_\_ that breaks the ban. We have already set up a \_\_\_\_\_ to pay the committee for their work and will now search for \_\_\_\_\_ people to serve on the committee.

2 Translate the sentences into English, using the words and expression in brackets.

- 1 我没法将我所有想带的衣服都装进手提箱。(fit into)
- 2 自从我在那位女主人的晚宴上打碎了一个昂贵的盘子后，她就再也没给我发过邀请信。(hostess; invitation)
- 3 找接线员请拨9。(dial)
- 4 我的衣橱里有很多上班穿的衣服，但是休闲装很少。(casual; garment)
- 5 我非常爱我的狗，所以我并不在乎它摔断腿带来的医疗开支。(expense)
- 6 当我们听说他被指控犯有故意杀人罪时，我们都不敢相信自己的耳朵。(murder)
- 7 警察在市里所有的电台广播说明了那个走失的孩子的模样。(broadcast)
- 8 那家航空公司收了我额外的超重行李费。(overweight)
- 9 需要我把你的电视调到新的频道吗？(tune)

3 Fill in each blank with a word containing the same root of the word chosen from the box.

invite      ban      type      operate      chair      alcohol      act      appoint      advocate

- 1 Although she was still busy working on a film, the \_\_\_\_\_ was \_\_\_\_\_ vice \_\_\_\_\_ of the Motion Picture Association. Once the film was completed, she dedicated her time to a committee \_\_\_\_\_ a complete \_\_\_\_\_ on smoking in films.
- 2 Although Mr Black received an \_\_\_\_\_ to the party, he was unable to go because he had an \_\_\_\_\_ that day in another city. However, he told the hostess that he hoped to be \_\_\_\_\_ to her next party.
- 3 The \_\_\_\_\_ has made several \_\_\_\_\_ errors in copying the document.
- 4 Susan has just had an \_\_\_\_\_ on her throat and has come through it all right. She is expected to return to her job as an \_\_\_\_\_ in a telecom company in a week's time.
- 5 It is against the law to serve \_\_\_\_\_ drinks to teenagers.



## USING STRUCTURES

1 Choose the appropriate object complement to complete the following sentences.

in better health  
tuned

fluent in English  
standing in the garden

to inform you  
impossible

an honour  
going

- The chairman asked me \_\_\_\_\_ that he would be appointing a new manager.
- We thought it \_\_\_\_\_ to reach our target, but we made it with a week to spare.
- We would consider it \_\_\_\_\_ if you would become the spokesperson for our group.
- I saw a small girl \_\_\_\_\_ partly hidden by a huge tree.
- I hope to find you \_\_\_\_\_ when we meet again.
- We'll soon have you \_\_\_\_\_ if you come to stay with us for a while.
- There's something wrong with the machine. Can you get it \_\_\_\_\_ again?
- He always has the piano \_\_\_\_\_ before performing in front of an audience.

2 If necessary, correct these sentences. If they are correct, tick them (✓). Then identify the object complement in each sentence.

- None of us think likely that anyone survived the air crash.
- The government is considering a law to make it illegal advertising cigarette.
- Jack made the most beautiful girl in the village as his wife.
- Do you think advertising of great value when selling products?
- Mum, if you let me go to play football, I'll spend tomorrow to help you with the cleaning.
- The complaints from the tourists about dishonest advertising left the travel agency in an embarrassing situation.

3 Underline all the object complements in this dialogue and then practise the dialogue with a friend. Pay attention to stress and intonation.

A: Mum, I've got you some flowers.

B: That's nice, Jo. But there's no point in you bringing me flowers. You are not going to get me to change my mind.

A: But everyone's expecting me to go with them.

B: I don't care. You've given me nothing but trouble for days and days, and now you want me to do you a favour. No, I'm going to make you stay home until you learn to behave.

A: I'm sorry I've been naughty, but I've done some good things too.

B: Like what?

A: Well, I helped Mary clean her room. I got my homework finished on time and I got your CD player working again. And if you let me go, I'll help you do the gardening.





4 Read the questions and write answers that include the object complement.

1 Is your camera still broken?  
No, I got it fixed last week.

---

---



2 Is that Sheila? I hardly recognized her.

---

---



3 When you found Rick and Jane, what were they doing?

---

---



4 What do you call that beauty?

---

---



5 What do you see in this picture?

---

---



6 What did Angela want Jim to do?

---

---





## LISTENING TASK



- 1 Read the three advertisements and then in groups discuss the questions below.

**COME TO OUR CONCERT!**  
**DID YOU KNOW THERE ARE CHILDREN  
 IN NEWTOWN WITHOUT A WARM  
 BED OR A ROOF OVER THEIR HEADS?**

Help us to make Newtown  
 a community to be proud of.




Only \$2.00 for adults \$1.00 for children  
 All money raised is to help homeless children  
 6.30 pm, July 26 at Newtown High School

**NEWTOWN HIGH SCHOOL CONCERT**

A concert to raise money to help homeless children will  
 be held at Newtown High School at 6.30 pm, on July 26.

Come along and see how talented your child is!

**We play music!  
 We sing!  
 We dance!  
 We tell jokes!**



Come along to support your school and help  
 a worthy cause.

Newtown High School Senior students

**PRESENTING  
 MUSIC!  
 SINGING!  
 DANCING!  
 & JOKES!**



Students, bring a friend and get in for  
 half price!!!

- What is the purpose of these advertisements?
  - What information do all three ads give?
  - Which ad targets parents? Explain why.
  - Which ad targets students? Explain why.
  - Who do you think the first ad targets? Explain why.
- 2 The senior students at Newtown High School are having a concert to raise money to help homeless children. Mandy and her friends are in charge of advertising the concert. Listen as they plan their advertisements and then answer the questions.
- Who do they want to attract to their concert? Name three different groups of people.
  - Why do they need three different adverts?
  - What does Sara think is dishonest? Do you agree or disagree with her? Why?
- 3 Listen again and complete the chart. In the first column write who the target is; in the second column write the message they will use for each target and in the last column write where they will display each advertisement. One row in each column has been done for you as an example.

Target audience	Message	Where to put the ad
People in Newtown		
		School newsletter
	Bring a friend and get in for half price	



**SPEAKING TASK**

Work in groups of four. Imagine your school has decided to organize a sale to raise money to build the China Daily Readers Hope School. Students are going to bring things from home they no longer need, such as books, clothes and CDs and sell them to other students. Your group is in charge of advertising the sale.

- 1 First, decide:
  - what you are going to sell
  - when you are going to have the sale
  - who you want to come to the sale
- 2 Now decide what the message of your advertisement will be and where you will place the advertisement.
- 3 Decide on the wording that will go on your ad.
- 4 Talk about the design of your ad. Consider such things as:
  - size of ad
  - colour of words and background
  - whether you will include pictures and if so what pictures
  - where to place the words, what size to make them, which letters, words or phrases will have capital letters, what style of lettering you will use
- 5 Draw a rough sketch of the advertisement and show it to the rest of the class. Explain to the class why you made the decisions you did.

**READING TASK**

- 1 With a partner, read the following text and make sure you understand it, then complete the tasks on the next page.

### **DOES FOOD ADVERTISING HAVE AN EFFECT ON OBESITY?**

There is a disease sweeping the world today that is killing far more people than any other, including AIDS or SARS. That disease is obesity. The World Health Organization (WHO) has stated that of the 56.5 million deaths per year around the world, over 50 per cent of these are caused by diseases associated with unhealthy diet and lack of exercise and that many of these deaths could be prevented. In the face of these shocking statistics, the WHO announced, in 2004, a plan to fight obesity and invited governments around the world to join the campaign to encourage its citizens to adopt a sensible diet and to take up some form of physical activity. As part of their plan, the WHO asked governments to consider the role of food advertising in encouraging people to eat unhealthy food.

One area of concern for many countries is the advertising of unhealthy food during children's television programmes. In Australia, which has the highest number of food advertisements in children's television in the world, there are an average of 12 food ads per hour. On the other hand, in Sweden and Austria where there are strict laws about advertising during children's programmes, there is only one food ad per hour.

There is much debate, however, about whether television advertisements are in any way responsible for childhood obesity. In Sweden, and Quebec in Canada, for example, there has been no great difference in the number of obese children since the government banned food ads in children's television. However, Holland, where there are no bans on food advertising, has one of the lowest rates of obesity in Europe.



- 2 Write 10 comprehension questions that will check how well others in your class have understood the text. Write five questions about the facts in the text and five questions that require students to give opinions or reasons.
- 3 Give your questions to another pair to answer. When they have finished, check their answers and give them a mark out of 10, with 10 as the highest.

## WRITING TASK

Choose one of the following tasks for your group to do.

- 1 Write a radio, television or magazine advertisement that encourages children to eat a sensible diet and exercise regularly.
- 2 Following the procedure of the Speaking task, produce a final copy of your advert for a sale to raise money to build the Hope School.

## \*PROJECT

Collect several Chinese advertisements that you like for some reason and several that you don't like. You can collect ads from newspapers or magazines, photograph billboard ads or record radio or television ads. For each one, answer the questions below.

- 1 Who is the ad targeted at?
- 2 What does the advertisement want people to do?
- 3 What emotion or desire is it appealing to?
- 4 What facts are given in the advertisement?
- 5 Is there anything dishonest or unethical in the advertisement?
- 6 Why do you like/dislike the advertisement?

## CHECKING YOURSELF

- 1 Do you think the information in this unit is important in your everyday life? Why?
- 2 What are the three most important things you have learnt about the techniques used in advertisements to persuade people to do or buy things?
- 3 Has this unit changed the way you respond to adverts? If so, in what ways?
- 4 Design a quiz, crossword or some exercises that you can exchange with other students to help them check their understanding of the new words.
- 5 How many new words and phrases do you think you have learned in this unit? List the 10 - 15 most important.
- 6 Review what you have learned about the object complement. Write sentences using all the different kinds. Swap your sentences with another student and see if you can name all the different kinds in your partner's sentences.



## Notes to the texts

## 课文注释

## UNIT 1

## 1. Ashrita Furman 阿什里塔·弗曼 (1954— )。

美国纽约州一家食品杂货店的经理，他曾创下 93 项吉尼斯世界纪录，目前仍有 20 余项吉尼斯世界纪录是他保持的，其中包括弹簧单高跷、水下跳绳、头顶杯子跑步和站在大球上不动等等。

## 2. Guinness records 吉尼斯世界纪录。

1955 年，英国吉尼斯啤酒公司首次出版《吉尼斯世界纪录大全》，书中记录了从自然万物到社会世态，从天体宇宙到人类创造发明的“世界之最”。该书现在已经被译成 37 种文字，在 100 多个国家发行，迄今总销量已经超过 9,000 万册。《吉尼斯世界纪录大全》以猎奇取胜，十分迎合读者的口味，有许多人在千方百计创造各种离奇的纪录，以使自己的名字列入书中。这本书本身也列入了世界之最。

## 3. While these activities might seem childish and cause laughter rather than respect, in reality they require an enormous amount of strength and fitness as well as determination. 虽然这些活动看起来孩子气且令人发笑而不是让人肃然起敬，但实际上，这些活动却需要强大的力量、健康的体格和坚定的决心。

rather than 而不是；与其……宁愿。如：

He sold the vegetables at half price rather than let them go bad. 他半价售出了这些蔬菜，省得让它们烂掉。

These shoes are comfortable rather than pretty. 与其说这些鞋好看，不如说它们舒适。

as well as 除……之外；和；与……一样。如：

We travelled by night as well as by day. 我们白天走，晚上也走。

He is nice as well as considerate. 他态度和蔼且考虑周到。

He is learning English as well as French. 他学英语，也学法语。



问题：你还知道别的词汇或短语可以表示“除……之外”吗？请举例说明它们用法上的区别。

## 4. He studied Eastern religions and, aged 16, discovered an Indian meditation teacher called Sri Chinmoy who lived in his neighbourhood in New York City. 他研究东方宗教，16岁时，发现一位名叫斯里琴摩的印度静坐功导师住在纽约市他家附近。

Indian meditation 印度静坐功。印度的静坐功瑜伽是印度教的一个学派。瑜伽是指由该思想学派发展而来的身心修行法，而印度静坐功的冥想是瑜伽的重要组成部分。简单地说，其用意就是使人们脱离由于日常的感知和思考而生的种种幻想，从而对任何事物都能以其最真实的形式去



体验它。

5. **Sri Chinmoy says that it is just as important for people to develop their bodies as it is to develop their minds, hearts and spiritual selves.** 斯里琴摩指出人们发展他们的体魄与发展他们的头脑、心灵和精神上的自我具有同等的重要性。

spiritual 精神上的; physical 身体上的, 肉体的。如:

She is English but India is her spiritual home. 她是一个英国人, 但印度是她的精神故乡。

A complete physical examination once in a year is necessary when you are over forty. 40岁以上的人有必要每年进行一次体检。

6. **There is only one perfect road. It is ahead of you, always ahead of you.** 完美的道路只有一条, 它就在你的前方, 永远在你前方。
7. **To regret one's errors to the point of not repeating them is true repentance. (Ernest Hemingway)** 对自己的错误悔恨到永不再犯的地步是真正的悔改。(海明威)

Ernest Hemingway 海明威(1899—1961), 美国小说家。他的作品风格独特, 文体简洁, 在欧美很有影响。海明威的小说主要有《太阳照样升起》(1926年)、《永别了, 武器》(1929年)、《乞力马扎罗的雪》(1936年)、《丧钟为谁而鸣》(1940年)和《老人与海》(1952年)等。《老人与海》获得1952年度普利策奖。1954年, 海明威获得诺贝尔文学奖。1961年7月2日早晨, 海明威用猎枪自杀。海明威的早期作品表现了第一次世界大战后青年一代的彷徨和惘然若失的情绪。他的作品《太阳照样升起》成了“迷惘的一代”的代表作。海明威在自己的小说里创造出临危不惧、视死如归的“硬汉性格”。这类人物形象对后来美国通俗文学产生了影响。他那简约有力的文体引起了一场“文学革命”, 并在许多欧美作家身上留下了痕迹。海明威虽然没有开创一个新的文学流派, 却是一位开创了一代文风的语言艺术大师。

8. **Lance Armstrong's Guinness record for the fastest average speed at the Tour de France was set in 1999 with an average speed of 40.27 km/hr.** 兰斯·阿姆斯特朗的环法自行车赛最快平均速度的吉尼斯世界纪录是他1999年以40.27公里/小时的平均速度创造的。

Lance Armstrong 兰斯·阿姆斯特朗, 美国职业自行车运动员。曾于1999年至2004年6次获得环法大赛的车手总成绩冠军。阿姆斯特朗在1996年10月被诊断出患了睾丸癌且已扩散。但经过治疗和一年多的停赛休养, 阿姆斯特朗于1998年2月康复, 并在其后连夺环法大赛冠军, 被人们称为“环法英雄”。

Tour de France 环法自行车赛, 欧洲影响最广、规模最大、比赛水平最高的自行车比赛。环法自行车赛为持续多天的比赛, 一般是每年7月初开始, 7月底结束, 围绕法国一圈后, 到达终点巴黎。

9. **For this, he attained his first entry in the Guinness Book of World Records.** 为此, 他第一次进入了《吉尼斯世界纪录大全》。

attain, achieve, obtain 这一组动词都有“获得; 取得”的意思。

attain 常指经过不懈的努力获得未曾预料到的结果; 也可指达到某一目标。如:

The salesperson attained his sales goal for the month. 这位销售员完成了当月的销售目标。

obtain 获得; 买到。用于正式语体中。如:

He obtained the property with a bank loan. 他通过向银行贷款买下了那份房产。

achieve 得到; 获得。多指成就、目标、幸福的取得。如:

The movie star achieved success and wealth. 这个影星获得了成功和财富。



## UNIT 2

1. **Zheng He 郑和 (1371—1433)。**

中国明朝初期的伟大航海家。自1405年到1433年，漫长的28年间，郑和先后七次率大规模船队出使西洋。历经亚非三十余国，涉十万余里，与各国建立了政治、经济、文化的联系，完成了七下西洋的伟大历史壮举。

2. **Marco Polo 马可·波罗 (1254—1324)。**

意大利旅行家。曾在中国元朝期间随从他的父亲和叔叔通过“丝绸之路”来到中国，游历中国各地及东南亚。由他口授的《马可·波罗游记》在许多世纪中一直是欧洲人了解亚洲和中国的主要依据之一。

3. **Captain James Cook 詹姆斯·库克船长 (1728—1779)。**

英国探险家和航海家。他曾三次到南太平洋和北美洲海岸水域探险，很多学者还认为他是夏威夷岛的发现者。



**问题：**关于郑和、马可·波罗、库克船长，你能通过其他渠道获取更多的信息吗？

4. **The voyages of travellers before the 17th century show that they were not at the mercy of the sea even though they did not have modern navigational aids.** 17世纪以前的航海记录显示，即使没有现代航海技术的帮助，旅行者也不是任凭海洋摆布的。

at the mercy of 任……摆布；在……前毫无办法。如：

I shouldn't like to be at the mercy of such a man. 我不愿受这样一个人的摆布。

The boat was at the mercy of the waves. 船随着海浪颠簸着。

5. **So the Vikings would observe the winds before and during their outward or return journeys.** 于是，北欧海盗们在出海或返航时都要观察风向。

Vikings 8至10世纪时劫掠西北海岸的北欧海盗，斯堪的纳维亚人。

6. **There was no secure method of measuring longitude until the 17th century when the British solved this theoretical problem.** 直到17世纪英国人解决了这个理论问题后，人们才有了测量经度的可靠方法。7. **Bearing Circle 方位圆，方向盘。**

它是一种古代航船上使用的定位仪器，它通过测量日出和日落时太阳的位置来确定船只所在的纬度。北欧海盗曾经使用过这种仪器。

Astrolabe 星盘，六分仪发明前测量天体高度的仪器。古希腊的天文学家就已经使用星盘。航海所用的星盘都比较小。

Quadrant 象限仪，一种由四分之一圆弧和指针组成的仪器，是测量天体地平高度的观测仪器。所谓“地平高度”，就是观测者到某颗星星的视线与地平面的夹角。在天文学上，这一角度叫做“天体地平高度”。1492年航海家哥伦布曾在航行中使用过象限仪，但是没有得到正确的结果。

Sextant 六分仪，一种光学仪器，用来测量两个物体之间的角度。这种仪器主要用于航海：用六分仪可以测量太阳和其他星体的角度，由此就可以得到航海船只的经度和纬度，即船只的位置。

8. **I am proud to have sailed with Captain Bligh on his journey of over 40 days through about 4,000 miles in an open boat across the Pacific Ocean in 1789.** 1789年，我有幸与布莱船长乘坐一条敞篷船航行了40余天，我们横穿太平洋，行程约4,000英里。

Captain Bligh 布莱船长 (1754—1817)，英国海军军官。曾参加过库克船长领导的第三次环球航行。1787年，英国政府派他率领“邦蒂号”(Bounty) 船前往塔西提岛采集面包果树苗。由于他的



要求严苛与失职，致使船员叛变，将他和幸存的18名船员流放到一只橡皮艇上。经过3,618海里的海上漂流后，他们竟成功登陆。1805年他被任命为澳大利亚的新南威尔士殖民地的总督。美国影片《叛舰喋血记》(Mutiny on the Bounty)所讲述的就是这件事情。该片曾获第八届(1935年)奥斯卡最佳影片奖。

9. **They deposited the captain into a small boat to let him find his own way home.** 他们把船长放在一条小船里，让他自己想办法回家。

deposit 放下；存放；存储。如：

She deposited three thousand dollars in her savings account. 她在存款账户上存入了3,000美元。

Some insects deposit their eggs on the ground. 有些昆虫把卵产在土里。

10. **Or should one stay on the “Bounty” with the crew and face certain death from the British Navy if caught?** 还是与船上的人一起呆在“邦蒂号”上，面对被英国海军抓获处死的危险？

11. **The captain used a system called “dead reckoning”.** 船长使用了一个叫做“航位推算”的系统。

dead reckoning 航位推算，在古代利用星座导航的方法还没有发明之前，航位推算是一种航行船只定位的主要方法。原理是，从前一时刻船只的已知位置，根据船的航行方向和速度，并且考虑到风和潮流的作用以及舵手的操纵误差，计算出当前时刻船的位置。在这里，dead是deduced(推论，演绎)的意思。哥伦布在他的环球航行中就用过航位推算。

12. **You could not imagine a more disturbing sight than what we looked like when arriving in Timor over forty days after being set loose in our small boat.** 你简直无法想象我们被放逐在小船上漂泊了40天后在帝汶岛登陆时的凄惨样子。

比较级的否定形式常常有最高级的意思。如：

“How did you sleep?” “Never better – like a log.” “你昨夜睡得如何？” “好得不能再好了，像块木头。”

You won't find a better partner. 这是最好的合作者了。

## UNIT 3

1. **Great Barrier Reef** 大堡礁。

它是世界最大最长的珊瑚礁群，是世界七大自然景观之一，也是澳大利亚人最引以为自豪的天然景观。位于澳大利亚东北海岸，长两千多公里，大致与昆士兰州海岸平行。1975年成立大堡礁海洋公园，以利于保护海洋环境。1981年被列入世界遗产名录。

2. **It is a mainly dry country with only a few coastal areas that have adequate rainfall to support a large population.** 这是一个干旱为主的国家，只有少部分沿海区域拥有充足雨量，可以维持着大量人口的生存。

adequate 和 enough 均有“足够”的意思，但是又有所不同。

adequate 表示符合一个客观标准，兼有适当的意思；enough 偏重数量的足够，有“充分的，足够的”的意思。如：

The prisoners received adequate food. 犯人们领取相当好的食物。(质好或量足)

The prisoners received enough food. 犯人们的食物足够吃的。(指量)

3. **However, Australia has a federal government responsible for matters that affect people all over the country, such as defence, foreign policy and taxation.** 然而，澳大利亚有一个联邦政府负责管理涉及到全国人民的事务，诸如国防、外交政策和税收等。



responsible for 是定语，相当于一个定语从句 which is responsible for ...，修饰 government 一词。

4. **“By these citizenship ceremonies we welcome those who have come from overseas from many different cultural and social backgrounds into our communities and our nation,” said the Minister for Citizenship and Multicultural Affairs.** “我们以这些新公民庆典形式来欢迎来自不同文化和社会背景的人加入到我们这个群体和国家中来。”公民与多元文化事务部部长说。

Citizenship and Multicultural Affairs 公民与多元文化事务部，现已改名为 Department of Immigration and Multicultural and Indigenous Affairs 移民与多元文化和本土化事务部。

5. **It is part of one of Australia’s 14 World Heritage Sites and rises about 335 metres out of a vast, flat sandy plain.** 这是澳大利亚14项世界遗产之一，它矗立在一片广阔的沙地平原上，高达335米。

句中所提到的岩石是澳大利亚著名的艾尔斯岩 (Ayers Rock)，艾尔斯岩是目前世界上最大的巨石。成分为砾石，由风沙雕琢而成，呈椭圆形。长3,600米，宽约2,000米，高348米，高出周围荒漠平原335米，基围约8,800米。岩石光滑，形状有些像两端略圆的长面包。巨石整体呈红色，位于澳大利亚荒僻的大陆中心。现在是一个国家公园，并被列入世界遗产名录。

6. **Aboriginal people have lived near Uluru for thousands of years and you can walk around it with an Aboriginal guide to learn about their customs, art, religion and day-to-day life.** 澳洲土著人居住在乌鲁鲁附近已经有几千年了。你可以找一位土著人向导带领你去走一走，了解那里人们的习俗、艺术、宗教和日常生活。

Uluru 乌鲁鲁，当地人称艾尔斯岩为“乌鲁鲁 (Uluru)”，这里是他们的神圣之地。

Aboriginal people 澳大利亚土著人，是澳大利亚最早的居民，他们属游牧民族，没有固定的居住点，分散在整个澳大利亚，在欧洲人占领澳大利亚之前，共有500多个部落，人数达75万之多。澳大利亚土著人始终以狩猎和采集为生。他们有多种石器、树皮船，还有最具特色的工具回标，投出后能自动飞回。欧洲人于1788年开始向澳大利亚移民后，土著人的人口锐减，只是在保留地和偏远的内地还留有一些。

7. **The authorities, being desperate, increased the height of the fence again and again and it was soon over forty metres high.** 感到绝望的管理者一次又一次地加高栅栏，很快栅栏就有40米高了。

being desperate 是一个现在分词短语，在此处做原因状语用。

authority 权力；权威。如：

She was given authority to sign the contract on behalf of the company. 她被授予权力代表整个公司签署了这份合同。

Oxford English Dictionary is a noted authority on English words and expressions. 《牛津英语词典》是一本著名的有关英语单词和短语用法的权威书籍。

authority 表示“当局；官方；行政管理机构”时，常用复数形式 authorities。

8. **... Bob has talked Wei Ping into going camping?** ……鲍勃说服了魏平去参加野营活动吗？

talk sb into doing sth 通过谈话使某人做某事；劝服某人做某事。如：

We finally talked father into buying a new car. 我们总算说服父亲买了一辆新汽车。

The salesman tried to talk me into buying an electric tooth brush. 售货员试图说服我买个电动牙刷。





问题：你能想出别的方式表达与 talk sb into doing sth 同样的意思吗？

9. **A few varieties, however, can kill humans, so it is just as well that snakes are very shy and usually attack only if they are disturbed and feel threatened.** 不过，少数几种蛇能致人于死地，幸好蛇类很胆小畏缩，通常只是在被搅扰和感到威胁时才会主动出击。

## UNIT 4

1. **Collecting “exotic” plants, as they are called, dates back to the earliest times.** 收集所谓“异国”植物的行为要追溯到很久以前。

date back to 可追溯到。如：

This town dates back to the Roman times. 这座城建于古罗马统治时期。

That tradition dates back several centuries, you know. 你知道，那个古老传统要追溯到几个世纪以前。

2. **An important group of collectors were French Catholic missionaries who, by the middle of the 18th century, were beginning to set themselves up in China.** 有一群重要的收集者是法国天主教传教士，18世纪中叶，他们开始进入中国。

French Catholic missionaries 法国传教士。天主教明末清初再次传入我国，在这一中西文化交流过程中，传教士是双方文化传播的使者。后来则又充当了西方列强对中国发动殖民战争的急先锋。

另一方面，有些传教士专以采集丰富的植物资源为目的来到中国。法国耶稣会士汤执中(d'Incarville)经常在北京郊外进行植物考察，采集种子。此外，他还研究过中国植物志，他的结果后来被进化论的创始人之一拉马克所使用。传教士韩国英在《中国论丛》刊登的关于中国植物的研究，包括玉兰、茉莉花、夜来香及秋海棠等常见的观赏性植物。这些材料后来被英国科学家达尔文引用。

3. **One such missionary, Father d'Incarville, was sent to Beijing in the 1740s.** 传教士之一，汤执中，于18世纪40年代被派到北京。

Father d'Incarville 汤执中(1706—1757)，法国传教士。曾在清朝皇帝乾隆的御花园中工作。在此期间，他曾收集了许多中国特有的花木种苗并将它们输送到欧洲，其中有荷包牡丹、苏铁、角蒿、翠菊、侧柏、槐树、臭椿等。



问题：这里介绍了西方人士从中国采集了大量植物品种，你知道我国从国外引进过哪些植物品种吗？

4. **He collected seeds of trees and bushes including those of the Tree of Heaven.** 他收集树种、灌木种，其中包括天堂树的种子。

Tree of Heaven 天堂树，即臭椿。生于山坡、路旁，或栽培于庭院、村边。主产于浙江、河北、湖北、江苏。18世纪传入欧洲后，成为欧洲普遍栽培的绿化植物，天堂树是西方人对这种树的称呼。

5. **Sir Joseph Banks was a very famous British plant collector who accompanied James Cook on his first voyage from England to Oceania.** 约瑟夫·班克斯爵士是一位著名的英国植物收集家，他曾经陪同詹姆斯·库克进行了从英国到大洋洲的首次航行。

Joseph Banks 约瑟夫·班克斯(1743—1820)，英国探险家兼植物学家。1768年8月26日，他和林奈的学生丹尼尔·索兰德一起，搭乘以詹姆斯·库克为船长的英国政府调查船“奋进号”到南太平洋考察，为期三年。1779年，班克斯建议英国政府将澳大利亚的新南威尔士辟为新的罪



犯流放地，起因是旧殖民地美国已于1776年独立。他于1787年将中国牡丹从广州引种到欧洲的邱园。

6. **Cook called the bay where the *Endeavour* had anchored Botany Bay.** 库克把“奋进号”船的抛锚地称为植物湾。

*Endeavour* “奋进号”，英国海军的一艘三桅帆船。1768年8月詹姆斯·库克曾率该船开始了远征南太平洋的探险航行。

Botany Bay 植物湾，澳大利亚东南部新南威尔士州悉尼市附近的塔斯曼海上的小海湾。1770年由英国探险家詹姆斯·库克船长命名。

7. **The world of plant exploration was completely changed with Dr Nathaniel Ward's invention of a tightly sealed portable glass container. This invention, called the Wardian case, allowed plants to be transported on long journeys.** 纳撒尼尔·沃德医生所发明的便携式密封玻璃容器彻底改变了植物探索的世界。这项发明被称为沃德箱，它可以用来进行远距离的植物运输。

Dr Nathaniel Ward 纳撒尼尔·沃德医生(1791—1868)，英国人，沃德箱的发明者。

Wardian case 沃德箱，一种密封的玻璃容器，放入其中的植物可以经受长途和长时间的运输而保持活性。它是1830年由英国医生沃德发明的。

8. **This tree was later called the Dove Tree.** 这种树后来被称为鸽子树。

Dove Tree 鸽子树，即珙桐。我国特有的珍稀树种，分布于四川、贵州、云南等地。这种树的花苞片成对出现，像鸽子展翅，故名“鸽子树”或“手帕树”。珙桐是被法国传教士大卫神甫作为西方人首次发现并命以拉丁种名。1897年另一个法国传教士法尔热神父(Father Farges)在我国采得该树的种子，后来将这种树引种到英国，再传入其他国家，成为世界著名的观赏树木。

9. **Pollen becomes attached to the animal during its visit to a flower and is then passed on to another plant's blossom on its next visit.** 动物接触一朵花后，花粉就附着在它的身上，动物接触下一种植物的花时就把这些花粉传到花朵上。

10. **Through evolution, most flowers have adapted to attract specific types of pollinators.** 通过进化，大部分花朵变得适于吸引特殊种类的花粉传播者。

adapt to 改编；使适应。如：

The spokesman adapts his speech to suit the interests of his audience. 这个发言人把讲演修改了一下，以适应听众的趣味。

He has adapted to the climate there. 他已经习惯于这里的气候了。

## UNIT 5

1. **With so many messages from advertisers filling our daily lives, it is important to understand how advertisements work.** 我们的日常生活中充满了众多的广告信息，可见了解广告如何发挥作用是很重要的事情。

with ... 是独立主格结构，在句子中作状语。一些状语从句的主语如果与主句的主语不是同一人或事时，可以保留主句的主语，将连接词删去，并将动词改成-ing形式或过去分词，这样就形成了独立主格结构。如：

When the sun had set, we arrived at a small village.

→ The sun having set, we arrived at a small village. 太阳已经下山的时候，我们来到了一个小村庄。



When the vacation was over, the students all returned to school.

→ The vacation being over, the students all returned to school. 假期完了, 学生们都回到了学校。

As the problem was solved, they went back to work.

→ The problem solved, they went back to work. 这个问题解决后, 他们就回去工作了。

独立主格结构的前面经常出现介词 with, 其后不仅可以接名词或代词 + -ing 形式或过去分词的复合结构, 还可以接名词或代词 + 介词短语或其他成分。如:

He was asleep with his head on his arms. 他头枕着双臂睡着了。

With nothing to do at the weekend, I slept for a whole day. 周末没事我就睡了一整天。

2. **Having identified the target group, researchers find out as much as possible about those in the target group, such as their likes and dislikes, and how the product would fit into their lives.** 明确了广告的目标群体后, 研究人员会尽量搜寻这个群体的有关信息, 例如他们的好恶, 以及如何让产品适合他们的生活。

fit (in) into 放进去; 安排时间; 相处融洽; 适应环境。如:

A cork fits into the neck of a bottle. 木塞塞进了瓶口。

He fitted the photo into the frame. 他把照片放入了镜框。

I hope the hairdresser can fit me in today. 我希望理发师今天能腾出时间给我理发。

How do you fit in in the new company? 你在新公司与人相处得好吗?

3. **The colours and the flames also suggest excitement. The message it is sending is: "Buy our shoes and you'll live an exciting life in the 'fast lane'."** (广告的) 颜色和其中的火焰也使人感到兴奋。它所传递的信息是: “购买我们的运动鞋, 你就能在‘快车道’过上令人兴奋的生活。”

the fast lane 快车道。如:

His car broke down in the fast lane, and caused a serious car accident. 他的车在快车道上坏了, 引起了一起严重的交通事故。

life in the fast lane 意思是 an exciting way of life that involves dangerous and expensive activities. 非正式用语, 指充满刺激的奢华生活。如:

Laura is a girl who always dreams of life in the fast lane. 劳拉是个总是梦想着能过快车道生活的女孩。

4. **However, it would be no use advertising products on radio if the ad relies on visual effects.** 但是如果一则广告要依靠视觉效果, 那么它在收音机里播出就毫无意义。

It is no use doing ... 做某事没有用处。如:

It's no use asking me. I know no more than you do. 问我没用, 我知道的不比你多。

I don't think it's any use going any further. 我认为继续下去没有用处。

rely on 依靠, 指望。如:

They rely on themselves now, which is much better. 他们现在依靠自己了, 这比以前要好得多。

You can't rely on him for assistance. 你不能指望他的帮助。

5. **However good an advertisement is, people are unlikely to be persuaded if the product is unsuitable for them.** 一则广告无论制作得多好, 如果产品不合适, 也不可能使人信服。

however good 相当于 no matter how good。如:

However rich people are, they always want more. = No matter how rich people are, they always want more. 有钱人无论多有钱, 也总是嫌不足。

However fast you drive, I always feel safe with you. = No matter how fast you drive, I always feel safe



with you. 无论你的车开得多么快，和你在一起我总是觉得很安全。

6. **The advertisement says that when you buy two, they will give you two more at no extra cost.** 广告上说如果你买两个，他们会再免费送你两个。

at cost 按成本（或成本价格）。

It is said that some goods in the supermarket are sold at cost price. 据说那个超市里的部分货品是按成本价出售。

7. **Committee members recently appointed me their chairman and have asked me to tell you how much we all appreciate your donation.** 委员会最近任命我为主席，并让我代为转达我们对您慷慨捐赠的感激之情。

their chairman 是名词短语在此句中作宾语补足语。

appoint 任命；约定。如：

Her father was appointed (to be) manager of the department. 她父亲被委任为部门的经理。

We appointed our classroom as the place for the party. 我们指定我们教室为晚会会场。

8. **We consider your offer of help to be a lifesaver for many of these poor children and cannot thank you enough.** 我们认为您的捐赠对这些穷苦孩子是及时雨，真是不知如何表达我们的感谢。

to be a lifesaver for many of these poor children 是动词不定式，在此句中作宾语补足语。

cannot thank you enough 无法表达感激之情。如：

Your words have taken burden off my mind. How can I thank you enough? 你的话使我如释重负。让我怎么感谢你好呢？



问题：用英语表示感谢之情。你已学过许多表达方式。你能举出五种以上的表达方式吗？

9. **Advertisers go to a lot of trouble and expense to make adverts and so they want to make sure they achieve their purpose.** 广告制作者在广告上花费了不少精力和财力，因此他们希望确保达到他们的目的。

go to a lot of trouble to do sth = take the trouble to do sth 花费功夫，钱财去做某事。如：

She'd go to any expense for him. 为了他，她不惜一切代价。

He went to great trouble to make his guests comfortable. 他费尽周折为的是让客人们感到舒服。

and so 连接并列句。如：

Thanksgiving is an only American holiday and so neither British people nor Australian people celebrate it. 感恩节只是美国人的节日，因此英国人或者澳大利亚人都不过这个节日。

She is tired of her busy city life and so she plans to spend her winter holidays in a small village with her husband. 对繁忙的城市生活感到厌倦，她决定和丈夫一起到一个小乡村过寒假。

10. **They are called a code of ethics.** 这些规则被称为道德规范。

code of ethics 道德规范，这里是指广告业的道德规范。它是除了政府的法令之外的广告业从业者的自我约束规则。其主要内容是减少广告中的误导和欺骗，以及对于竞争对手的产品的贬损和歪曲。

11. **Even though there are laws and advertisers' codes of conduct, some bad ads do get made.** 虽然有法律和广告业的行为规范，一些糟糕的广告还是被制作出来了。

do 经常用于肯定句和祈使句中，表示强调。如：

Please! Do be quiet a moment. 请务必安静一下。

He did tell me that but he is denying it now. 他的确跟我这样说的，但他现在又否认了。



**12. You may have heard the saying: “Buyer Beware”.** 你可能听说过“买者自负”的说法。

Buyer Beware “买者自负”。本来是一句拉丁文“Caveat Emptor”，其对应的英文是“let the buyer beware”，按照早期的公共法，它就是买家责任自负，货物出门，概不退换的意思。但是按照现代法律，“Caveat Emptor”规则说的是，卖家如果把产品的缺陷对买家如实相告，就可以免除其法律责任。



# Grammar 语法

## I 主 语 (The Subject)

主语是一个句子所述说的主体。可以用作主语的有名词、代词、数词、词组、动词不定式、-ing 形式、过去分词和从句。

### 1 名词、代词、数词、词组作主语

**A bison** is a large animal found on the American plains.

Over the last 25 years, **he** has broken approximately 93 Guinness records.

**Three and four** makes seven.

**How many people** reached the top of the mountain?

### 2 动词不定式作主语

**To improve agricultural land** needs a lot of money.

**To travel hopefully** is a better thing than to arrive.

### 3 -ing 形式作主语

**Being happy** is better than being a king.

**Failing to plan** is planning to fail.

### 4 过去分词作主语

**The accused** was sentenced to death.

**Her beloved** died in the war.

### 5 从句作主语

**What is done** cannot be undone.

**How they will solve the problem** remains to be seen.

## II 谓 语 (The Predicate)

谓语是表述主语动作或状态的成分，总是由动词或动词短语担任。谓语通常放置在主语之后。谓语主要有两种类型：简单谓语和复合谓语。

凡是由一个动词或动词短语构成的，不管是什么时态、语态、语气，都是简单谓语。如：



We **have been working** on this project for ten years.

**Don't disturb** her. She **is trying** to write her thesis.

The girl **fell in love with** the young man at first sight.

I'll **call on** you tomorrow morning.

复合谓语有两类,第一类大都是由情态动词+动词原型或由动词不定式与另外的词构成。如:

You **shouldn't refuse** her invitation.

She **might not agree** to this plan.

**Do you happen to know** his email address?

They **are expected to finish** the work this week.

第二类复合谓语都由“系动词+表语”构成。如:

The dish **tasted horrible**.

Her face **turned red** with embarrassment.

### III 表 语

#### (The Predicative)

表语主要是表述主语的特征、状态、身份等。表语位于连系动词之后,与之构成系表结构。在系表结构中,连系动词只是形式上的谓语,而真正起谓语作用的则是表语。可用作表语的有名词、代词、数词、形容词、副词、介词短语、词组、动词不定式、-ing形式、过去分词和从句等。

#### 1 名词、代词、数词、形容词、副词作表语

That remains **a problem**, and I don't know how to solve it.

**Who** is that? It's **me**.

I don't believe she's **forty**.

The young man looks **nervous**.

When will you be **back**?

#### 2 介词短语作表语

The next morning, the kangaroo was **out of his enclosure** again.

The meat was **in the bottom of the fridge**.

#### 3 词组作表语

The box is **twice the size of the books**.

#### 4 动词不定式作表语

The keepers' solution was **to build an even higher barrier**.

The first lesson was **to teach the child how to write his name**.

#### 5 -ing形式作表语

The result was **encouraging**.



His first job was **washing the dishes**.

6 过去分词作表语

Is the meat **rotten**?

The window was **broken**.

7 从句作表语

This is **why they are late for the meeting**.

The question is **how we can avoid making the same mistakes**.

## IV 宾语 (The Object)

宾语是及物动词后的一个成分，表示动作的对象、承受者或结果。可作宾语的有名词、代词、数词、名词化的形容词、动词不定式、-ing形式、复合结构和从句。

1 名词、代词、数词、名词化的形容词作宾语

The botanists collected **seeds from trees and bushes**.

Would you like **something** to eat?

They fired **one-third** of their employees this year.

We should respect **the old** and care for **the young**.

2 动词不定式作宾语

I expect **to spend the holidays** in France this year.

Ashrita refused **to accept any physical limitation**.

3 -ing形式作宾语

I love **going on walks and looking at plants**.

They enjoyed **sharing their work experiences**.

4 从句作宾语

Do you think **advertisements affect your life in any way**?

We seldom realize **that many plants actually come from countries far away**.

有一些动词后面常跟两个宾语，即直接宾语和间接宾语。宾语的位置一般在谓语动词的后面，而间接宾语通常在直接宾语的前面。如：

My cousin brought **me some spears** from Papua New Guinea.

Susan handed **him the string** so he could tie up the box.

大多数宾语都是由一个词、短语或从句担任，称为简单宾语。有一部分宾语由两部分构成（宾语+补语），称为复合宾语。如：

I'll get **the bike repaired** at once.

The headmaster asked **me to come in**.

I found **it astonishing that he should refuse to travel first class**.



## V 宾语补足语

## (The Object Complement)

宾语补足语是补充宾语的成分，通常置于宾语之后。宾语和宾语补足语构成复合宾语。可以用作宾语补足语的有名词、形容词、副词、介词短语、动词不定式、-ing 形式和过去分词。

## 1 名词、形容词、副词作宾语补足语

The committee members recently appointed me **their chairman**.

She said the noise made her **nervous**.

I'll ask her **out** tomorrow evening.

## 2 介词短语作宾语补足语

Please remember me **to your parents**.

His speech left the president **in a very difficult position**.

## 3 动词不定式作宾语补足语

They have asked me **to tell you how much we all appreciate your donation**.

Can I help you **to choose a suit**?

## 4 -ing 形式作宾语补足语

I have seen many poor people **sleeping in the street and begging for food**.

I can hear someone **coming**.

## 5 过去分词作宾语补足语

The hostess had the invitations **delivered** a week before the party.

She is going to have the novel **translated**.



# Words and expressions in each unit

## 分单元词汇表

注：黑体词为生词；带△符号的词不要求掌握；  
其余为已出过的课标词，供复习巩固使用。

### Unit 1

**hurdling** /hɜːdlɪŋ/ *n.* jumping over a series of wooden frames in a race 跨栏运动

**boxing** /'bɒksɪŋ/ *n.* sport fighting with fists 拳击

**hula** /'hu:lə/ **hooping** 玩呼啦圈

△ pogo /'pəʊgəʊ/ stick jumping 弹簧单高跷游戏

△ jumping jack 跳爆竹 (一种跳跃运动, 跳起时双腿展开, 双手在头顶接触, 然后恢复到双脚并拢, 手臂垂放在身体两侧的姿势)

**somersaulting** /'sʌməʊdɔːltɪŋ/ *n.* 翻筋斗

**lunge** /lʌŋdʒ/ *n.* & *v.* sudden forward movement of the body 刺; 跃进; 前冲

△ Ashrita Furman /æ'ʃrɪtə 'fɜːmən/ 阿什里塔·弗曼

**Guinness** /'ɡɪnɪs/ 吉尼斯 (人名)

**Guinness Book of World Records** 《吉尼斯世界纪录大全》

**approximate** /ə'prɒksɪmət/ *adj.* almost correct but not exact; more or less 近似的; 大概的

**approximately** /ə'prɒksɪmətli/ *adv.* 近似地; 大约地

**conventional** /kən'venʃənəl/ *adj.* following accepted practices, customs or standards 习俗的; 传统的

**laughter** /'lɑːftə/ *n.* act, sound or manner of laughing 笑; 笑声

**reality** /rɪ'ælɪti/ *n.* quality or state of being real 真实; 事实

**in reality** in actual fact; really 实际上; 现实

**adjustment** /ə'dʒʌstmənt/ *n.* act of changing slightly in order to fit into a particular job or new conditions 调整; 调节

**tough** /tʌf/ *adj.* difficult 强硬的; 困难的  
*adv.* 顽强地

**extreme** /ɪks'triːm/ *adj.* very great in degree; very severe or serious 极端的; 偏激的

**vomit** /'vɒmɪt/ to throw up (the contents of the stomach) through the mouth 呕吐  
*n.* 呕吐; 呕吐物

**gymnastics** /dʒɪm'næstɪks/ *n. (pl)* exercises performed to develop the muscles or fitness 体操; 体能训练

**gymnastically** /dʒɪm'næstɪkli/ *adv.* of physical exercise and training 体能训练方面

**unfit** /ʌn'fɪt/ *adj.* not perfectly healthy and fit 不适宜的; 不太健康的

**fascinate** /'fæsɪneɪt/ *vt.* to attract or interest (sb) greatly 使着迷; 入迷

**meditation** /ˌmedɪ'teɪʃn/ *n.* practice of deep religious thought; deep thought, esp about spiritual matters 沉思; 冥想

△ Sri Chinmoy /'sri: 'tʃɪnmɔɪ/ 斯里琴摩

**spiritual** /'spɪrɪtʃʊəl/ *adj.* of the human spirit or soul; not of physical things 精神上的

**marathon** /'mærəθən/ *n.* long-distance running race of about 42 kilometres or 26 miles 马拉松赛跑

**urge** /ɜːdʒ/ *vt.* to beg or persuade with force 催促; 力劝

**accomplish** /ə'kɒmplɪʃ/ *vt.* to succeed in doing sth; to achieve 完成; 实现

**motivation** /ˌməʊtɪ'veɪʃn/ *n.* act or state of providing sb with a reason or cause for doing sth 动机

**devotion** /dɪ'veʊʃn/ *n.* deep strong love; giving oneself to 热爱; 投入



- soul** /səʊl/ *n.* spiritual or non-material part of a person, believed to exist after death 灵魂; 心灵; 精神
- sacred** /'seɪkrɪd/ *adj.* connected with a god or religion; regarded with great respect 宗教的; 庄严的; 神圣的
- deed** /di:d/ *n.* act; thing done 行为; 功绩
- conception** /kən'sepʃn/ *n.* an idea or a plan 主意; 计划
- tact** /tækt/ *n.* ability to do or say the right thing at the right time; skill at not offending people 机敏; 乖巧; 老练; 技巧
- regret** /rɪ'gret/ *vt. & vi.* to be sorry about 后悔; 感到抱歉
- repentance** /rɪ'pentəns/ *n.* regret or sorrow for wrongdoing 后悔
- wisdom** /'wɪzdəm/ *n.* quality of being wise 智慧
- virtue** /'vɜ:tju:/ *n.* any good quality of character or behaviour 美德
- noble** /'nəʊbl/ *adj.* having or showing an excellent character 高尚的; 贵族的  
*n.* member of the highest social class 贵族
- doom** /du:m/ *vt. & vi.* to cause to experience or suffer sth unavoidable 注定; 判决  
*n.* fate, esp a tragic or ruinous one 厄运; 毁灭
- bid** /bɪd/ *vt. & vi.* (bade /bæd/, bid; bidden /'bɪdn/, bid) to offer to pay a price or to provide services for a price 出价; 投标  
*n.* an offer or proposal of a price 出价; 投标
- juggle** /'dʒʌɡl/ *vt. & vi.* to throw things up into the air, catch them and throw them into the air again and again 耍把戏; 玩杂耍
- triathlon** /traɪ'æθlən/ *n.* sports competition in which competitors run, swim and cycle long distances 三项全能运动
- triathlete** /traɪ'æθlɪt/ *n.* sb who competes in a triathlon 三项全能运动员
- amateur** /'æmətə/ *n.* person who practises a sport or artistic skill without receiving money for it or as a partime rather than a profession 业余爱好者
- champion** /'tʃæmpjən/ *n.* person, team, animal or plant that has defeated all others in a competition 冠军; 优胜者
- therefore /'ðeəfɔ:/ *adv.* for that reason; so 因此; 所以
- △ Barcelona /bɑ:si'ləʊnə/ 巴塞罗纳 (西班牙东北部港口城市)
- springboard** /'sprɪŋbɔ:d/ *n.* strong board for jumping on or off 跳板
- economics** /,i:kə'nɒmɪks/ *n.* science or principles of the production, distribution and consumption of goods, esp with reference to cost 经济学
- △ Slovenia /sləʊ'vi:njə/ 斯洛文尼亚 (国名)
- entire** /ɪn'taɪə/ *adj.* whole; complete 全部的; 完整的
- △ the Danube /'dænju:b/ River 多瑙河 (位于欧洲)
- attain** /ə'teɪn/ *vt.* to succeed in getting sth; reach or arrive at sth 达到; 获得
- △ the Parana /pə'rɑ:nə/ River 巴拉那河 (位于南美洲中南部, 该洲第二大河)
- profile** /'prəʊfaɪl/ *n.* short description of sb / sth in a newspaper, broadcast programme or on television (人物或事物之) 简介; 侧面; 轮廓
- courageous** /kə'reɪdʒəs/ *adj.* brave; fearless 勇敢的; 有胆量的
- appreciate** /ə'pri:ʃeɪt/ *vt.* to understand and enjoy sth; to be thankful for 鉴赏; 感激
- appreciation** /ə'pri:ʃeɪʃn/ *n.* grateful feelings; understanding and enjoyment 感谢; 感激; 欣赏
- accountant** /ə'kaʊntənt/ *n.* person whose job is to keep and examine the money accounts of businesses or people 会计
- receptionist** /rɪ'sepʃənɪst/ *n.* person who receives people arriving in a hotel 招待员; 接待员
- lawyer** /'lɔ:jə/ *n.* person who is trained and qualified in legal matters 律师
- politician** /,pɒlɪ'tɪʃn/ *n.* person whose business is politics 政治家; 政客
- scarf** /skɑ:f/ *n.* piece of material worn for ornament or warmth round the neck or (by women) over the shoulders or hair 围巾; 头巾; 领巾
- zip** /zɪp/ *n.* fastener made of two sets of metal or plastic teeth and a sliding piece that joins the edges of an opening in material by drawing the teeth together 拉链



**underwear** /ˈʌndəweə/ *n.* clothes worn next to the body under other clothes 内衣裤  
**overcoat** /ˈəʊvəkəʊt/ *n.* long warm coat worn over other clothes when going out, esp in cold weather 外套大衣; 长大衣  
**salary** /ˈsæləri/ *n.* fixed regular pay (usually monthly) of money for a job, esp for workers of higher skill and rank 薪水  
**wage** /weɪdʒ/ *n.* regular pay (usually weekly) of money for labour or services 工资

## Unit 2

△ Marco Polo /ˈmɑ:kəʊ ˈpəʊləʊ/ 马可·波罗  
**latitude** /ˈlætɪtju:d/ *n.* imaginary line around the middle of the world, measured in degrees 纬度  
**voyage** /ˈvɔɪdʒ/ *n.* long journey, esp by sea or in space 航海; 航行  
**mercy** /ˈmɜ:si/ *n.* kindness; forgiveness 仁慈; 宽恕; 怜悯  
**at the mercy of** under the control of sb / sth; in the power of sb / sth 受……支配  
**encyclopedia** /ˌɪnsaɪkləˈpi:diə/ *n.* book or set of books giving information about every branch of knowledge, or about one particular subject, with articles in alphabetical order 百科全书  
**alongside** /əˌlɒŋˈsaɪd/ *prep.* side by side with; *adv.* 靠着; 沿着  
**exploration** /ˌekspləˈreɪʃn/ *n.* activity of exploring 探险; 探测  
**minimum** /ˈmɪnɪməm/ *adj.* least or smallest 最小的; 最低的  
**celestial** /sɪˈlestɪəl/ *adj.* heavenly; of the sky 天上的  
**pole** /pəʊl/ *n.* either of the two points at the exact top and bottom of the earth, which are the opposite ends of the axis on which it turns 地极; 柱; 杆  
**equator** /ˈkweɪtə/ *n.* imaginary line around the earth halfway between its North and South Poles 赤道  
**horizon** /həˈraɪzn/ *n.* line at which the earth and sky appear to meet 地平线; 视野  
**overhead** /ˈəʊvəhed/ *adj.* above one's head 在头上的  
*adv.* 在头顶上; 在空中; 在高空

**seaweed** /ˈsi:wi:d/ *n.* plant growing in the sea, esp on rocks at the edge of the sea 海藻; 海藻  
**nowhere** /ˈnəʊ(h)weə/ *adv.* not anywhere 无处  
**offshore** /ˌɒfˈʃɔ:/ *adj.* at sea not far from land 离岸的; 海面上的  
**outward** /ˈaʊtwəd/ *adj.* (of a journey) going out or away from (a place that one is going to return to) 外面的; 向外的  
*adv.* towards the outside 向外; 在外  
**tide** /taɪd/ *n.* regular rise and fall of large areas of water, esp the sea caused by the pull of the moon and sun 潮; 潮汐; 潮流; 趋势  
**secure** /sɪˈkjʊə/ *adj.* safe 安全的; 可靠的  
**knot** /nɒt/ *n.* a part where one or more pieces of string, rope, cloth etc have been tied or twisted together; a tight uncomfortable feeling caused by a strong emotion such as fear or anger 结  
*v.* to tie together two ends or pieces of string, rope, cloth, etc 打结  
**log** /lɒg/ *n.* thick piece of wood from a tree 原木; 木材  
**nautical** /ˈnɔ:tɪkl/ *adj.* connected with ships or sailing 海上的; 航海的  
**nautical mile** 海里  
**magnetic** /mæɡˈnetɪk/ *adj.* having the qualities of a magnet 磁的; 有磁性的  
△ bearing circle 方位圆  
**random** /ˈrændəm/ *adj.* made or done without any plan 任意的; 随便的  
△ astrolabe /ˈæstrəleɪb/ *n.* 古代的天体观测仪; 星盘  
**awkward** /ˈɔ:kwəd/ *adj.* difficult to use 难使用的; 笨拙的  
**reference** /ˈrefərəns/ *n.* act of mentioning; act of looking at for information 参考  
△ quadrant /ˈkwɒdrənt/ *n.* 象限; 四分仪  
**precise** /prɪˈsaɪs/ *adj.* exact; accurate 精确的; 准确的  
**simplify** /ˈsɪmplɪfaɪ/ *vt.* to make simple 单一化; 简单化  
**portable** /ˈpɔ:təbl/ *adj.* light and that can be (easily) carried or moved 轻便的; 手提的; 便携的  
**shortcoming** /ˈʃɔ:tˌkʌmɪŋ/ *n.* fault; defect 缺点;



短处

△ sextant /'seksənt/ *n.* 六分仪

update /ʌp'deɪt/ *vt.* to bring sth up to date; to make more modern 更新

tendency /'tendənsɪ/ *n.* way a person or thing tends to be or behave; trend 趋向; 倾向

reliable /rɪ'laɪəbl/ *adj.* dependable 可靠的; 可信赖的

△ Samuel /sæmjʊəl/ 塞缪尔

swoop /swu:p/ *vi.* to come down suddenly with a rushing movement 突降; 猛扑

parcel /'pɑ:sl/ *n.* thing or things wrapped up for carrying or posting 小包; 包裹

peck /pek/ *vt. & vi.* (of birds) to pick up and eat (food) with the beak 啄食

cliff /klɪf/ *n.* high, steep face of rock, esp at the edge of the sea 悬崖; 峭壁

expedition /,eksprɪ'dɪʃn/ *n.* organized journey or voyage with a particular aim 远征; 探险

compulsory /kəm'pʌlsəri/ *adj.* that must be done; required by the rules, etc 必须做的; 必修的

reform /rɪ'fɔ:m/ *n.* change or changes made to a system or organization in order to improve it 改革; 革新

survival /sə'vaɪvl/ *n.* state of continuing to live 生存; 幸存

△ Captain Bligh /blaɪ/ 布莱船长

△ Tahiti /tɑ:'hi:tɪ/ *n.* 塔希提岛 (位于南太平洋)

incident /'ɪnsɪdənt/ *n.* event or happening 事件; 事变

departure /dɪ'pɑ:tʃə/ *n.* action of going away or leaving 出发; 离开

crew /kru:/ *n.* all the people working on a ship, plane, etc (轮船、飞机等上的) 工作人员; (工作) 队

deposit /dɪ'pɒzɪt/ *vt.* to put sth down in a particular place; to put money in a bank 放; (把钱) 存入银行

dilemma /dɪ'lemə, daɪ-/ *n.* situation in which one has to choose between two undesirable things or courses of action 进退两难的局面

drawback /'drɔ:bæk/ *n.* disadvantage; problem 缺点; 障碍

dusk /dʌsk/ *n.* time before night 薄暮; 黄昏

routine /ru:'ti:n/ *n.* fixed and regular way of doing things 常规; 日常事务

reckon /'rekən/ *vt.* to calculate approximately; to guess 计算; 估计

reckoning /'rekənɪŋ/ *n.* calculation 计算; 估计  
starvation /stɑ:'veɪʃn/ *n.* suffering or death from lack of food 挨饿; 饿死

psychology /saɪ'kɒlədʒɪ/ *n.* science or study of the mind and how it functions 心理学

psychologically /,saɪkə'lɒdʒɪklɪ/ *adv.* of or connected with or affecting the mind 心理上; 心理学地

tension /'tenʃn/ *n.* feeling of nervous anxiety, worry or pressure 紧张; 不安; 张力

gradual /'grædʒʊəl/ *adj.* happening slowly 逐渐的; 逐步的

gradually /'grædʒʊəli/ *adv.* not suddenly 逐渐地; 逐步地

foresee /fɔ:'si:/ *vt.* (foresaw /fɔ:'sɔ:/, foreseen) see or know that sth is going to happen in the future 预见; 预知

thirst /θɜ:st/ *n.* desire for drink 渴; 口渴

△ Timor /tɪ:mɔ:/ 帝汶岛 (位于东南亚)

set loose start off 出发; 开始

tear /teə/ *vt.* (tore /tɔ:/, torn /tɔ:n/) to pull apart or into pieces by force 扯破; 撕破

hardship /'hɑ:dʃɪp/ *n.* difficult conditions of life 困苦; 艰难

jaw /dʒɔ:/ *n.* either of the bone structures containing the teeth 颞; 颌; 下巴

jaws of death the gate of hell 鬼门关; 死神

△ Greenland /'grɪ:nlənd/ 格陵兰 (位于北美洲东北部, 世界第一大岛)

△ Shetland /'ʃetlənd/ Islands 设得兰群岛 (位于英国苏格兰北部)

△ the Faroe /'feərəʊ/ Islands 法罗群岛 (位于丹麦北大西洋)



**roar** /rɔ:/ *vt. & vi.* to make or produce a loud noise  
咆哮; 轰鸣  
**background** /'bækgraʊnd/ *n.* conditions existing  
when sth happens 背景; 后台

## Unit 3

**associate** /ə'səʊʃieɪt/ *vt.* to join (people or things)  
together; to connect (ideas, etc) in one's mind  
使发生联系; 使联合; 结交  
**associate with** 与……联系

△ Perth /pɜ:θ/ 珀思 (澳大利亚西南部港口城市)

△ Kakadu /kækə'du:/ 卡卡杜湾

**Canberra** /'kænbərə/ 堪培拉 (澳大利亚首都)

△ Uluru /u:'lu:ru:/ 乌鲁鲁; 埃尔斯岩 (Ayres Rock)  
的土著名

**barrier** /'bæriə/ *n.* thing that prevents or controls  
progress or movement; thing that keeps people  
apart 障碍物; 栅栏; 屏障

**Great Barrier Reef** world largest coral reef,  
along the northeast coast of Australia 大堡礁

**brochure** /brəʊ'ʃʊə/ *n.* booklet containing  
information about sth or advertising sth (作介  
绍或宣传用的) 小册子

**Commonwealth** /'kɒmənwelθ/ *n.* 国家; 共和国;  
联邦

△ Kosciuszko /kɒzɪ'jɒskəʊ/ 科西阿斯科山 (位于  
澳大利亚东南部)

**Oceania** /əʊʃi'eɪniə/ *n.* 大洋洲

**adequate** /'ædɪkwɪt/ *adj.* enough for the purpose;  
sufficient 适当的; 足够的

△ Melbourne /melbən/ 墨尔本 (澳大利亚东南  
部港市; 维多利亚州首府)

**ecology** /i'kɒlədʒi/ *n.* scientific study of the pattern  
of relations between plants, animals and people  
to each other and to their surroundings 生态学;  
生态

**autonomous** /ɔ:'tɒnəməs/ *adj.* self-governing;  
governing itself 自治的

**federal** /'fedərəl/ *adj.* of a system of government in  
which several states unite, usually for foreign  
policy, defence, etc, but each state can have its  
own government to decide its affairs 联邦的;  
联合的; 联邦制的

**defence** /di'fens/ *n.* act of protecting against attack  
防卫; 辩护

**policy** /'pɒləsi/ *n.* plan of action in directing affairs  
chosen by a government, political party, business,  
etc 政策; 方针

**tax** /tæks/ *n.* money paid by people or business to a  
government for public purposes according to  
income, property, goods bought, etc 税; 税款  
**taxation** /tæk'seɪʃn/ *n.* act of taxing; taxes to be  
paid 征税; 税款

**nation** /'neɪʃn/ *n.* large group of people, usually  
sharing a common history, language, etc, living  
in one country 国家; 民族

**citizen** /'sɪtɪzn/ *n.* person who has full rights as a  
member of a country 市民; 公民

**citizenship** /'sɪtɪznʃɪp/ *n.* state of being a citizen, esp  
of a particular country, with the rights and duties  
(that involves) 公民身份; 公民的职责和权力

**celebration** /,selɪ'breɪʃn/ *n.* marking of a happy or  
important day, events, etc, with festivities and  
rejoicing 庆祝; 庆典

**birthplace** /'bɜ:θpleɪs/ *n.* place of birth 诞生地

**tolerate** /'tɒləreɪt/ *vt.* to allow (sth that one dislikes  
or disagrees with) 忍受; 容忍

**tolerance** /'tɒlərəns/ *n.* quality of being able to  
tolerate 宽容; 忍受

**migrant** /'maɪgrənt/ *n.* person or animal that moves  
from one place to live or work in another 移居  
者; 移民; 候鸟

**homeland** /'həʊmlænd/ *n.* one's native country 祖  
国; 本国

**via** /'vi:ə, 'vi:ə/ *prep.* by way of (sth) 经; 通过;  
经由

△ Adelaide /'ædɔ:leɪd/ 阿德莱德 (澳大利亚东南  
部港市, 南澳大利亚前首府)

**superb** /sju:'pɜ:b/ *adj.* perfect in form, quality, etc;  
wonderful; excellent; splendid 卓越的; 杰出  
的; 极好的

△ Nullarbor /'nʌləbɔ:/ 纳拉伯平原 (位于澳大  
利亚西南部, 火箭制造基地和试验场)



- rust** /rʌst/ *n.* reddish brown coating formed on iron and some other metals by the action of water and air 铁锈
- rusty** /'rʌsti/ *adj.* covered with rust 生锈的; 铁锈色的
- tropical** /'trɒpɪkl/ *adj.* coming from or existing in the hottest parts of the world 热带的
- splendour** /'splendə/ *n.* excellent or grand beauty; state or quality of being splendid, magnificent, glorious or grand 壮丽; 杰出; 壮观
- timetable** /'taɪm,teɪbl/ *n.* list showing the time at which certain events will take place 时间表; 时刻表
- heritage** /'herɪtɪdʒ/ *n.* sth which one receives by right after the death of an older member of the family 遗产; 继承物
- aboriginal** /,æbə'ɹɪdʒənəl/ *adj.* (esp of people) inhabiting a land from a very early period, esp before the arrival of colonists, esp in Australia 土著的; 土生的 *n.* 土著居民
- out of respect** because of respect 出于尊敬
- fortnight** /'fɔ:tnaɪt/ *n.* two weeks 两星期
- reservation** /,rezə'veɪʃn/ *n.* booking 保留; 预定  
△ Hobart /'həʊbɑ:t/ 霍巴特 (澳大利亚塔斯马尼亚岛东南岸港市)
- highway** /'haɪweɪ/ *n.* main public road; broad main road used by traffic going in two directions and often leading from one town to another 公路; 大路; (美) 高速公路
- cradle** /'kreɪdl/ *n.* small bed for a baby, usually made so that it can be moved gently from side to side; place where some important movement or idea begins 摇篮; 发源地
- rainfall** /'reɪnfɔ:l/ *n.* total amount of rain falling within a given area in a given time 降雨; 降雨量
- agriculture** /'ægrɪkʌltʃə/ *n.* science or practice of farming, esp of growing crops and rearing animals 农业; 农学
- sow** /səʊ/ *vt. & vi.* (sowed; sown /səʊn/, sowed) to plant with seeds 播种; 传播
- bachelor** /'bætʃələ/ *n.* unmarried man 单身汉; (文理) 学士
- correspond** /kɒrɪs'pɒnd/ *vi.* to exchange letters 通信; 符合
- correspond with** 与……通信
- owe** /əʊ/ *vt. & vi.* to feel grateful to; to be in debt to sb for sth 感激; 欠 (债等)
- owe ... to** 把……归功于; 欠
- enclosure** /ɪn'kləʊʒə/ *n.* piece of land that is surrounded with a fence or wall 围地; (用于特定目的的) 围场
- authority** /ɔ:'θɒrɪti/ *n.* person or group having the power to give orders or take action 权力; 权威; 当局
- desperate** /'despəɪt/ *adj.* (of a person) ready for any wild act because of loss of hope; (of an action) done as a last attempt 不顾一切的; 绝望的
- shrink** /ʃrɪŋk/ *vt. & vi.* (shrank, shrunk; shrunk) (cause sth to) become smaller because of heat, cold or water 收缩; (使) 皱缩; 缩短
- barbecue** /'bɑ:bɪkjʊz/ *n.* metal frame for cooking meat, etc over an open fire; outdoor party at which food is cooked in this way and eaten 金属烤架; 烧烤野餐
- talk ... into ...** to persuade sb to do sth 说服某人做某事
- wind** /waɪnd/ *vt.* (wound, wound) to fold sth round sb/sth closely 绕; 缠
- limb** /lɪm/ *n.* leg, arm or wing of an animal 肢; 翼; 分支
- venom** /'venəm/ *n.* 毒液; 恶意; 怨恨
- venomous** /'venəməs/ *adj.* 有毒的; 分泌毒液的
- anti-venom** 抗毒
- paralyze** /'pærəlaɪz/ *vt.* make temporarily unable to move 使瘫痪; 使麻痹
- sickness** /'sɪknɪs/ *n.* illness 疾病; 恶心
- recover** /rɪ'kʌvə/ *vt. & vi.* to return to the usual state of health, or strength, etc 痊愈; 复原
- funnel** /'fʌnl/ *n.* tube-like vessel that is large and round at the top and small at the bottom, used for pouring liquids or powders through a small hole into a vessel with a narrow neck 漏斗



△ funnelweb spider 漏斗网蜘蛛

**snatch** /snætʃ/ *vt.* to seize (sth/sb) quickly and sometimes rudely 攫取; 抢走

**amongst** /ə'mʌŋst/ *prep.* = among; surrounded by; in the middle of 在……中间; 在……之中

**vinegar** /'vɪnɪɡə/ *n.* sour liquid made from malt, wine, etc and used for flavouring food and for pickling 醋

**unconscious** /ʌn'kɒnʃəs/ *adj.* not knowing what is going on around one because one is unable to use bodily senses and mental powers 不省人事; 未发觉的; 无意识的

#### Unit 4

**pollinate** /pɒlmeɪt/ *vt.* transfer pollen and fertilize plant 对……授粉

**pollinator** /pɒlmeɪtə/ *n.* 虫媒

**courtyard** /'kɔ:tjɑ:d/ *n.* space enclosed by walls or buildings, next to or within a large house 庭院; 院子; 天井

**balcony** /'bælkəni/ *n.* platform with a wall or rail built onto the outside wall of a building and reached from an upstairs room 阳台; 包厢

**exotic** /ɪg'zɒtɪk/ *adj.* from elsewhere; strikingly different 异国情调的; 外来的; 奇异的

**date back to** to have lasted since (the date of building or origin) 追溯到; 远在……年代

**distant** /'dɪstənt/ *adj.* far away in space or time 远的; 远处的

**Egypt** /'i:dʒɪpt/ *n.* 埃及

**goods** /gʊdz/ *n.* things for sale 货物

**scale** /skeɪl/ *n.* balance for weighing; one of the two pans on a balance 磅秤; 天平盘  
relative size, extent, scope, etc 规模; 程度; 范围

**conflict** /'kɒnflɪkt/ *n.* struggle; fight; disagreement 斗争; 冲突

**missionary** /mɪʃənəri/ *adj.* 教会的; 传教的  
*n.* 传教士

△ d'Incarville /d'ʌnkɑ:rvɪl/ 汤执中 (法)

△ Joseph /dʒəʊzɪf/ Banks 约瑟夫·班克斯

**endeavour** /m'devə/ *n.* effort; attempt to do sth new or difficult 尽力; 竭力

**anchor** /'æŋkə/ *n.* piece of heavy metal, usually a hook with two arms, at the end of a chain, rope, etc, for lowering in the water to keep a ship from moving 锚

*vi.* & *vt.* to lower an anchor to stop a ship from moving 抛锚; 锚定

△ Nathaniel Ward /nə'θænjəl 'wɔ:d/ 纳撒尼尔·沃德

**tight** /taɪt/ *adj.* fixed, fastened or drawn together firmly 紧的; 紧密的

**tightly** /'taɪtli/ *adv.* in a tight manner 紧紧地; 坚固地

**seal** /si:l/ *vt.* to fasten or close sth securely 封闭; 密封

**container** /kən'teɪnə/ *n.* box, bottle, etc in which sth is kept, transported, etc 容器

△ Wardian case /'wɔ:diən/ case 沃德箱 (培育蕨类植物等的玻璃容器)

**restriction** /rɪs'trɪkʃn/ *n.* act of putting a limit on sb/sth 限制; 约束

**fluency** /'flu:ənsɪ/ *n.* quality of speaking, writing in an easy smooth manner 流利; 流畅

**shave** /ʃeɪv/ *vt.* & *vi.* to cut off (hair or beard) close to the skin with a razor 剃; 刮

**thunderstorm** /'θʌndəstɔ:m/ *n.* storm with thunder and lightning and usually heavy rain 雷雨; 雷暴

**pirate** /'paɪərt/ *n.* person who sails the seas, stopping and robbing ships 海盗

△ Father Farges /fɑ:ʒ/ 法尔热神父 (法)

**appeal** /ə'pi:l/ *vi.* to be attractive or interesting (to sb) (对某人) 有吸引力; 求助  
appeal to being attractive (对某人) 有吸引力; 呼吁

**dove** /dʌv/ *n.* any of various types of pigeon, used as a symbol of peace 鸽子

**botanist** /'bɒtənɪst/ *n.* expert in botany 植物学家

△ chrysanthemum /krɪ'sænthɪməm/ *n.* 菊花

**red date** 红枣

**lower** /'ləʊə/ *vt.* to let or bring sb/sth down 降低; 跌落; 减弱



beard /brəd/ *n.* hair growing on the chin and the lower cheeks of a man's face 胡须

ripe /raɪp/ *adj.* (of fruit, crops, etc) fully grown and ready to be eaten 熟的; 成熟的

**irrigation** /ɪrɪ'geɪʃn/ *n.* supplying (land or crops) with water 灌溉

weed /wi:d/ *n.* unwanted wild plant, esp among crops or garden plants 野草; 杂草

spear /spɪə/ *n.* weapon with a metal point on a long handle used for hunting or fighting 矛; 标枪

string /strɪŋ/ *n.* thin cord made of twisted threads, used to fasten, pull or tie things up 线; 细绳; 一串

**spade** /speɪd/ *n.* tool for digging, with a wooden handle and a broad metal blade 铲; 铁锹

**postpone** /pəʊst'pəʊn/ *vt.* to delay; to move to some later time 推迟; 延迟

**pyramid** /'pɪrəməɪd/ *n.* structure with a flat square base and sloping sides that meet in a point at the top, esp one of those built of stone by ancient Egyptians as tombs 金字塔

**monument** /'mɒnjəmənt/ *n.* building, column, statue, etc built to remind people of a person or event 纪念碑

△ pitcher /'pɪtʃə/ *plant n.* 猪笼草

△ *Rafflesia arnoldii* /ræ'flɪ:ziə ɑ:'nəʊldɪ/ *n.* 大王花

**rot** /rɒt/ *vt. & vi.* to decay naturally or as the result of some outside influence 腐烂; 腐败

**evolve** /ɪ'vɒlv/ *vt. & vi.* to develop naturally and gradually 发展; 进展; 进化

**evolution** /i:və'lʊ:ʃn, ˌevə-/ *n.* (scientific idea of) development of various types of animals, plants, etc from fewer and simpler forms 演变; 进化

**nectar** /'nektə/ *n.* sweet liquid that bees collect from flowers 花蜜; 甘露

**attach** /ə'tætʃ/ *vt.* to connect one thing to another 缚上; 系上; 附加

attach to to fix, fasten, join sth to sth 贴上; 附上

**wasp** /wɒsp/ *n.* insect related to the bee, with black

and yellow stripes 黄蜂

**beetle** /'bi:tl/ *n.* insect often large and black with hard wing-cases 甲虫

**bat** /bæt/ *n.* small mouse-like flying animal that eats fruit and insects and is active at night 蝙蝠

**moth** /mɒθ/ *n.* insect like a butterfly but less brightly coloured, flying mainly at night 蛾

△ humming-bird /'hʌmɪŋ 'bɜ:d/ *n.* 蜂鸟

typical /'tɪpɪkl/ *adj.* representative 典型的; 有代表性的

**petal** /'petl/ *n.* coloured part of a flower that is shaped like a leaf 花瓣

tube /tju:b/ *n.* hollow round pipe 管; 管子

delicate /'delɪkət/ *adj.* fine; sensitive 精巧的; 脆弱的; 微妙的

fragrant /'freɪgrənt/ *adj.* having a pleasant or sweet smell 芬芳的; 香的

**daisy** /'deɪzɪ/ *n.* small white flower with a yellow centre, usu growing wild 雏菊

**odour** /'əʊdə/ *n.* smell 气味; 香味; 臭味

**odourless** /'əʊdələs/ *adj.* without a smell 没有气味的; 无嗅的

**give out** to send out 发出 (气味, 热等); 分发

**dull** /dʌl/ *adj.* not bright or clear; not shining 不鲜明的; 阴暗的

**musty** /'mʌstɪ/ *adj.* smelling old, damp because of not having been used for a long time 发霉的; 有霉味的

**fruity** /'fru:tɪ/ *adj.* tasting or smelling strongly of fruit 果味的; (酒)有葡萄味的

## Unit 5

**billboard** /'bɪlbɔ:d/ *n.* (US) large outdoor board for advertisements (户外) 布告板; 广告牌

casual /'kæʒʊəl/ *adj.* not formal; for informal occasions 偶然的; 随意的; 临时的

garment /'gɑ:mənt/ *n.* article of clothing 衣服; 外衣

**turn ... into** to pass from one condition or state to another (使) 变成



**advertiser** /'ædvətəɪzə/ *n.* person who advertises

登广告者；广告客户

**advert** /'ædvɜ:t/ *n.* = advertisement 广告

**inform** /ɪn'fɔ:m/ *vt.* to tell sb; to give sb knowledge

(of sth) 通知；告诉

**association** /ə.səʊsi'eɪʃn/ *n.* group of people joined

together for a common purpose 协会；联系；

关联

**target** /'tɑ:ɡɪt/ *n.* objective; result aimed at 目标；

对象；靶子

**fit into** to be suitable (for) 适合

**basis** /'beɪsɪs/ *n.* foundation 基础；根据

**technique** /tek'ni:k/ *n.* method of doing or performing

sth, esp in the arts or sciences 技术；技巧

**lane** /leɪn/ *n.* division of a road, street or highway

wide enough for a single line of motor vehicles

车道，行车线

**feature** /'fi:tʃə/ *n.* distinctive characteristic; aspect

特征；容貌；特色；特写

*vi.* & *vt.* to have an important or prominent part

in sth 以……为特色；特写

**conscience** /'kɒnʃəns/ *n.* inner sense that knows the

difference between right and wrong 良心；道

德心

**worthy** /'wɜ:ði/ *adj.* deserving respect or recognition

有价值的；可敬的

**corporation** /'kɔ:pə'reɪʃn/ *n.* business company

公司；法人；社团

**budget** /'bʌdʒɪt/ *n.* plan of how to spend money 预算

**expense** /ɪk'spens/ *n.* spending of money, etc; cost

费用；代价

**broadcast** /'brɔ:dkɑ:st/ *n.* radio or television

programme or presentation 广播；播音

*vt.* & *vi.* to speak or appear on radio or

television; to send out (programmes) by radio

or television 广播；播送；播放

**rely** /rɪ'laɪ/ *vi.* to count or depend on sb / sth 依赖；

信赖

rely on 依赖；依靠

**visual** /'vɪʒʊəl/ *adj.* concerned with or used in

seeing 看的；视觉的

**generate** /'dʒenəreɪt/ *vt.* to produce; to cause to

exist or occur 产生；发生

**response** /rɪs'pɒns/ *n.* answer; reaction 回答；响

应；反应

**stereo** /'stiəriəʊ/ *n.* a machine for playing records

that produces sounds from two speakers 立体

声；立体声器材

**have no use for** to have no respect for sb or sth 不

需要；厌恶；对……不耐烦

**refresh** /rɪ'freʃ/ *vt.* to make fresh again; to give new

strength to (sb / sth) 使(精神)振作；使恢复；

更新

**partly** /'pɑ:tlɪ/ *adv.* not completely; in some

degree; to some extent 部分；在一定程度上

**murder** /'mɜ:də/ *vt.* to kill sb unlawfully, esp on

purpose 谋杀；谋杀案

*n.* unlawful killing of a human being 谋杀

**suitcase** /'sju:tkeɪs, su:tkeɪs/ *n.* case with flat sides

for carrying clothes, etc when travelling 手提

箱；衣箱

**sheet** /ʃi:t/ *n.* thin piece of any material; large four-

sided piece of usually cotton cloth used in pairs

between which a person sleeps 片；张；薄片；

被单

**actress** /'æktɪs/ *n.* woman actor 女演员

**typist** /'taɪpɪst/ *n.* person who types 打字员

**spokesman** /'spəʊksmən/ *n.* person who speaks, or

is chosen to speak, on behalf of a group 发言人

**fluent** /'flu(:)ənt/ *adj.* (of a person) speaking,

writing or perform an action in an easy smooth

manner 流利的；流畅的

**hostess** /'həʊstɪs/ *n.* female host 女主人

**invitation** /,ɪnvi'teɪʃn/ *n.* act of inviting; often written

request to go or come somewhere to do sth 邀请

**appoint** /ə'pɔɪnt/ *vt.* to choose (sb) for a job, position,

etc; to arrange, settle, fix, decide 约定；指定；

任命

**chairman** /'tʃeəmən/ *n.* person in charge of a meeting

主席

**raise** /reɪz/ *vt.* to bring or collect (sth) together 筹集；

提高；饲养



- dial /daɪəl/ *vt.* to use the front or face of a telephone to call 拨(号)
- operator /'ɒpəreɪtə/ *n.* person who works a machine, equipment, etc; person who operates a telephone switchboard at the exchange 操作员; 接线员
- litre /li:tə/ *n.* (=liter) measure of liquids equal to about one and three quarters pints 升
- mature /mə'tʃʊə/ *adj.* fully grown and developed 成熟的; 到期的
- fashion /'fæʃn/ *n.* manner or way of doing sth; popular style (of clothes, behaviour, etc) at a given time or place 样式; 流行; 时尚
- misleading /mɪs'li:dn/ *adj.* giving wrong ideas 易误解的; 令人误解的
- dishonest /dɪs'ɒnɪst/ *adj.* (of a person) not honest; intended to cheat 不诚实的
- alcoholic /,ælkə'hɒlɪk/ *adj.* of or containing alcohol 酒精的; 含酒精的  
*n.* person who drinks too much alcohol 酗酒者; 酒鬼
- tobacco /tə'bækəʊ/ *n.* plant grown for its large leaves, used chiefly in smoking; product made of tobacco 烟草; 烟草制品
- ban /bæn/ *n.* order banning sth 禁令  
*vt.* to forbid, esp by law 禁止; 取缔
- promote /prə'məʊt/ *vt.* to encourage or support; to progress in work 促进; 提升
- immoral /ɪ'mɒrəl/ *adj.* not moral; not considered good or right 不道德的; 邪恶的
- decent /'di:sn/ *adj.* proper; socially acceptable 正派的; 得体的; 适当的
- ethics /'eθɪks/ *n.* science that deals with morals; moral correctness 伦理学; 道德规范
- ethical /'eθɪkəl/ *adj.* of morals or moral questions; morally correct 合乎道德的; 道德的
- offending /ɔ'fendɪŋ/ *adj.* to hurt the feelings of; to cause displeasure to 令人不愉快的; 伤害人感情的
- beware /bɪ'weə/ *vi.* to be careful; to take care (about sb / sth) 小心; 谨防
- consumer /kən'sju:mə/ *n.* person who buys goods or uses services 消费者; 顾客
- trustworthy /'trʌst,wɜ:ðl/ *adj.* worthy of trust; reliable 可信赖的; 可靠的



# Vocabulary

## 词汇表

### A

- aboriginal** /ˌæbəˈrɪdʒənəl/ *adj.* 土著的; 土生的  
*n.* 土著居民 (3)
- accomplish /əˈkɒmplɪʃ/ *vt.* 完成; 实现 (1)
- accountant /əˈkaʊntənt/ *n.* 会计 (1)
- actress /ˈæktɪs/ *n.* 女演员 (5)
- △ Adelaide /ædəˈleɪd/ 阿德莱德 (澳大利亚东南部港口城市, 南澳大利亚前首府) (3)
- adequate /ˈædɪkwət/ *adj.* 适当的; 足够的 (3)
- adjustment /əˈdʒʌstmənt/ *n.* 调整; 调节 (1)
- advert /ˈædvɜ:t/ *n.* = advertisement 广告 (5)
- advertiser /ˈædvɜ:təɪzə/ *n.* 登广告者; 广告客户 (5)
- agriculture /ˈægrɪkʌltʃə/ *n.* 农业; 农学 (3)
- alcoholic /ˌælkəˈhɒlɪk/ *adj.* 酒精的; 含酒精的  
*n.* 酗酒者; 酒鬼 (5)
- alongside /əˌlɒŋˈsaɪd/ *prep.* 靠着; 沿着  
*adv.* 在旁边; 沿着边 (2)
- amateur /ˈæmətə/ *n.* 业余爱好者 (1)
- amongst /əˈmʌŋst/ *prep.* 在……中间; 在……之中 (3)
- anchor /ˈæŋkə/ *n.* 锚  
*vi.* & *vt.* 抛锚; 锚定 (4)
- anti-venom 抗毒 (3)
- appeal /əˈpi:l/ *vi.* (对某人) 有吸引力; 求助 (4)  
appeal to (对某人) 有吸引力; 呼吁 (4)
- appoint /əˈpɔɪnt/ *vt.* 约定; 指定; 任命 (5)
- appreciate /əˈpri:ʃiət/ *vt.* 鉴赏; 感激 (1)  
appreciation /əˌpri:ʃiˈeɪʃn/ *n.* 感谢; 感激; 欣赏 (1)
- approximate /əˈprɒksɪmət/ *adj.* 近似的; 大概的 (1)
- approximately /əˈprɒksɪmətli/ *adv.* 近似地; 大约地 (1)
- △ Ashrita Furman /æʃˈrɪtə ˈfɜ:mən/ 阿什里塔·弗曼 (1)
- associate /əˈsəʊʃiət/ *vt.* 使发生联系; 使联合; 结交 (3)
- associate with 与……联系 (3)
- association /əˌsəʊsiˈeɪʃn/ *n.* 协会; 联系; 关联 (5)
- △ astrolabe /ˈæstrəleɪb/ *n.* 古代的天体观测仪; 星盘 (2)
- at the mercy of 受……支配 (2)
- attach /əˈtætʃ/ *vt.* & *vi.* 缚上; 系上; 附加 (4)  
attach to 贴上; 附上 (4)
- attain /əˈteɪn/ *vt.* 达到; 获得 (1)
- authority /əˈθɔ:rtɪ/ *n.* 权力; 权威; 当局 (3)
- autonomous /ɔ:ˈtɒnəməs/ *adj.* 自治的 (3)
- awkward /ɔ:ˈkwəd/ *adj.* 难使用的; 笨拙的 (2)
- ### B
- bachelor /ˈbætʃələ/ *n.* 单身汉; (文理) 学士 (3)
- background /ˈbækgraʊnd/ *n.* 背景; 后台 (2)
- balcony /ˈbælkəni/ *n.* 阳台; 包厢 (4)
- ban /bæn/ *n.* 禁令  
*vt.* 禁止; 取缔 (5)
- barbecue /ˈbɑ:bɪkjʊ/ *n.* 金属烤架; 烧烤野餐 (3)
- △ Barcelona /ˌbɑ:siˈləʊnə/ 巴塞罗纳 (西班牙东北部港口城市) (1)
- barrier /ˈbæriə/ *n.* 障碍物; 栅栏; 屏障 (3)
- basis /ˈbeɪsɪs/ *n.* 基础; 根据 (5)
- bat /bæt/ *n.* 蝙蝠 (4)
- beard /bɪəd/ *n.* 胡须 (4)
- △ bearing circle 方位圆, 方向盘 (2)
- beetle /ˈbi:tl/ *n.* 甲虫 (4)
- beware /biˈweə/ *vi.* 小心; 谨防 (5)
- bid /bɪd/ *vt.* & *vi.* (bade /bæd/, bid; bidden /ˈbɪdn/, bid) 出价; 投标  
*n.* 出价; 投标 (1)



- billboard** /'bɪlbɔ:d/ *n.* (户外) 布告板; 广告牌 (5)
- birthplace** /'bɜ:θpleɪs/ *n.* 诞生地 (3)
- botanist** /'bɒtənɪst/ *n.* 植物学家 (4)
- boxing** /'bɒksɪŋ/ *n.* 拳击 (1)
- broadcast** /'brɔ:dkɑ:st/ *n.* 广播; 播音  
*vt. & vi.* 广播; 播送; 播放 (5)
- brochure** /brəʊ'ʃu:əl/ *n.* (作介绍或宣传用的) 小册子 (3)
- budget** /'bʌdʒɪt/ *n.* 预算 (5)
- C**
- Canberra** /'kænbərə/ 堪培拉 (澳大利亚首都) (3)
- △ **Captain Bligh** /blaɪ/ 布莱船长 (2)
- casual** /'kæʒʊəl/ *adj.* 偶然的; 随意的; 临时的 (5)
- celebration** /,selɪ'breɪʃn/ *n.* 庆祝; 庆典 (3)
- celestial** /si'lestɪəl/ *adj.* 天上的 (2)
- chairman** /tʃeəmən/ *n.* 主席 (5)
- champion** /tʃæmpɪən/ *n.* 冠军; 优胜者 (1)
- △ **chrysanthemum** /kri'sænθɪməm/ *n.* 菊花 (4)
- citizen** /'sɪtɪzn/ *n.* 市民; 公民 (3)
- citizenship** /'sɪtɪznʃɪp/ *n.* 公民身份; 公民的职责和权力 (3)
- cliff** /klɪf/ *n.* 悬崖; 峭壁 (2)
- commonwealth** /'kɒmənwelθ/ *n.* 国家; 共和国; 联邦 (3)
- compulsory** /kəm'pʌlsəri/ *adj.* 必须做的; 必修的 (2)
- conception** /kən'sepʃn/ *n.* 主意; 计划 (1)
- conflict** /'kɒnflɪkt/ *n.* 斗争; 冲突 (4)
- conscience** /'kɒnʃəns/ *n.* 良心; 道德心 (5)
- consumer** /kən'sju:mə/ *n.* 消费者; 顾客 (5)
- container** /kən'teɪnə/ *n.* 容器 (4)
- conventional** /kən'venʃənl/ *adj.* 习俗的; 传统的 (1)
- corporation** /,kɔ:pə'reɪʃn/ *n.* 公司; 法人; 社团 (5)
- correspond** /kɒrɪs'pɒnd/ *v.* 通信; 符合 (3)
- correspond with** 与……通信 (3)
- courageous** /kə'reɪdʒəs/ *adj.* 勇敢的; 有胆量的 (1)
- courtyard** /'kɔ:tjɑ:d/ *n.* 庭院; 院子; 天井 (4)
- cradle** /'kreɪdl/ *n.* 摇篮; 发源地 (3)
- crew** /kru:/ *n.* (轮船、飞机等上的) 工作人员; (工作) 队 (2)
- D**
- △ **d'Incarville** /d'ɪnkɑ:rvɪl/ 汤执中 (法) (4)
- daisy** /deɪzi/ *n.* 雏菊 (4)
- date back to** 追溯到; 远在……年代 (4)
- decent** /di:snt/ *adj.* 正派的; 得体的; 适当的 (5)
- deed** /di:d/ *n.* 行为; 功绩 (1)
- defence** /dɪ'fens/ *n.* 防卫; 辩护 (3)
- delicate** /dɪ'leɪkət/ *adj.* 精巧的; 脆弱的; 微妙的 (4)
- departure** /dɪ'pɑ:tʃə/ *n.* 出发; 离开 (2)
- deposit** /dɪ'pɒzɪt/ *vt.* 放; (把钱) 存入银行 (2)
- desperate** /dɪ'spɛrət/ *adj.* 不顾一切的; 绝望的 (3)
- devotion** /dɪ'vəʊʃn/ *n.* 热爱; 投入 (1)
- dial** /daɪəl/ *vt.* 拨 (号) (5)
- dilemma** /dɪ'lemə, daɪ-/ *n.* 进退两难的局面 (2)
- dishonest** /dɪ'sɒnɪst/ *adj.* 不诚实的 (5)
- distant** /'dɪstənt/ *adj.* 远的; 远处的 (4)
- doom** /du:m/ *vt.* 注定; 判决  
*n.* 厄运; 毁灭 (1)
- dove** /dʌv/ *n.* 鸽子 (4)
- drawback** /'drɔ:bæk/ *n.* 缺点; 障碍 (2)
- dull** /dʌl/ *adj.* 不鲜明的; 阴暗的 (4)
- dusk** /dʌsk/ *n.* 薄暮; 黄昏 (2)
- E**
- ecology** /i:'kɒlədʒi/ *n.* 生态学; 生态 (3)
- economics** /i:'kɒnɒmɪks/ *n.* 经济学 (1)
- Egypt** /'i:dʒɪpt/ *n.* 埃及 (4)
- enclosure** /ɪn'kləʊʒə/ *n.* 围地; (用于特定目的) 围场 (3)
- encyclopedia** /ɪn'saɪklə'pi:diə/ *n.* 百科全书 (2)
- endeavour** /ɪn'devə/ *n.* 尽力; 竭力 (4)



- entire /m'taɪə/ *adj.* 全部的; 完整的 (1)
- equator /ɪ'kwetə/ *n.* 赤道 (2)
- ethics /eθɪks/ *n.* 伦理学; 道德规范 (5)
- ethical /eθɪkl/ *adj.* 合乎道德的; 道德的 (5)
- evolve /ɪ'vɒlv/ *vi. & vt.* 发展; 进展; 进化 (4)
- evolution /i:və'lju:ʃn, ,evə-/ *n.* 演变; 进化 (4)
- exotic /ɪg'zɒtɪk/ *adj.* 异国情调的; 外来的; 奇异的 (4)
- expedition /,ekspɪ'dɪʃn/ *n.* 远征; 探险 (2)
- expense /ɪk'spens/ *n.* 费用; 代价 (5)
- exploration /,eksplə'reɪʃn/ *n.* 探险; 探测 (2)
- extreme /ɪks'tri:m/ *adj.* 极端的; 偏激的 (1)
- F**
- fascinate /fæsɪneɪt/ *vt.* 使着迷; 入迷 (1)
- fashion /fæʃn/ *n.* 样式; 流行; 时尚 (5)
- △ Father Farges /fɑ:ʒ/ 法尔热神父 (法) (4)
- feature /fi:tʃə/ *n.* 特征; 容貌; 特色; 特写  
*vi. & vt.* 以……为特色; 特写 (5)
- federal /fedərəl/ *adj.* 联邦的; 联合的; 联邦制的 (3)
- fit into 适合 (5)
- fluency /flʊənsɪ/ *n.* 流利; 流畅 (4)
- fluent /flu(:)ənt/ *adj.* 流利的; 流畅的 (5)
- foresee /fɔ:'si:/ *vt.* (foresaw /fɔ:'sɔ:/, foreseen)  
预见; 预知 (2)
- fortnight /fɔ:tnaɪt/ *n.* 两星期 (3)
- fragrant /f'reɪgrənt/ *adj.* 芬芳的; 香的 (4)
- fruity /fru:tɪ/ *adj.* 果味的; (酒) 有葡萄味的 (4)
- funnel /'fʌnl/ *n.* 漏斗 (3)
- △ funnelweb spider 漏斗网蜘蛛 (3)
- G**
- garment /'gɑ:mənt/ *n.* 衣服; 外衣 (5)
- generate /dʒenəreɪt/ *vt.* 产生; 发生 (5)
- give out 发出 (气味, 热等); 分发 (4)
- goods /gʊdz/ *n.* 货物 (4)
- gradual /'grædʒʊəl/ *adj.* 逐渐的; 逐步的 (2)
- gradually /'grædʒuəli/ *adv.* 逐渐地; 逐步地 (2)
- Great Barrier Reef 大堡礁 (3)
- △ Greenland /'grɪnlənd/ 格陵兰 (位于北美洲东北部, 世界第一大岛) (2)
- Guinness /'gɪnɪs/ 吉尼斯 (人名) (5)
- Guinness Book of World Records  
《吉尼斯世界纪录大全》 (1)
- gymnastics /dʒɪm'næstɪks/ *n. (pl)* 体操; 体能训练 (1)
- gymnastically /dʒɪm'næstɪklɪ/ *adv.* 体能训练方面 (1)
- H**
- hardship /'hɑ:dʃɪp/ *n.* 困苦; 艰难 (2)
- have no use for 不需要; 厌恶; 对……不耐烦 (5)
- heritage /'herɪtɪdʒ/ *n.* 遗产; 继承物 (3)
- highway /'haɪweɪ/ *n.* 公路; 大路; (美) 高速公路 (3)
- △ Hobart /həʊbɑ:t/ 霍巴特 (澳大利亚塔斯马尼亚岛东南岸港市) (3)
- hometown /'həʊmlənd/ *n.* 祖国; 本国 (3)
- horizon /hə'reɪzən/ *n.* 地平线; 视野 (2)
- hostess /'həʊstɪs/ *n.* 女主人 (5)
- hula /'hu:lə/ hooping 玩呼啦圈 (1)
- △ humming-bird /'hʌmɪŋ 'bɜ:d/ *n.* 蜂鸟 (4)
- hurdling /'hɜ:dlɪŋ/ *n.* 跨栏运动 (1)
- I**
- immoral /ɪ'mɔərəl/ *adj.* 不道德的; 邪恶的 (5)
- in reality 实际上; 现实 (1)
- incident /ɪn'sɪdənt/ *n.* 事件; 事变 (2)
- inform /ɪn'fɔ:m/ *vt.* 通知; 告诉 (5)
- invitation /,ɪnvɪ'teɪʃn/ *n.* 邀请 (5)
- irrigation /,ɪrɪ'geɪʃn/ *n.* 灌溉 (4)
- J**
- jaw /dʒɔ:/ *n.* 颞; 颌; 下巴 (2)
- jaws of death 鬼门关; 死神 (2)
- △ Joseph /dʒəʊzɪf/ Banks 约瑟夫·班克斯 (4)
- juggle /dʒʌgl/ *vt. & vi.* 耍把戏; 玩杂耍 (1)



△ jumping jack 跳爆竹 (一种跳跃运动, 跳起时双腿展开, 双手在头顶接触, 然后恢复到双脚并拢, 手臂垂放在身体两侧的姿势) (1)

## K

△ Kakadu /kækə'du:/ 卡卡杜湾 (3)

**knot** /nɒt/ *n.* & *v.* 结; 打结 (2)

△ Kosciuszko /kɒzɪ'jɒskəʊ/ 科西阿斯科山 (位于澳大利亚东南部) (3)

## L

**lane** /leɪn/ *n.* 车道; 行车线 (5)

**latitude** /'lætɪtju:d/ *n.* 纬度 (2)

**laughter** /'lɑ:ftə/ *n.* 笑; 笑声 (1)

**lawyer** /'lɔ:jə/ *n.* 律师 (1)

**limb** /lɪm/ *n.* 肢; 翼; 分支 (3)

**litre** /'li:tə(r)/ *n.* (=liter) 升 (5)

**log** /lɒg/ *n.* 原木; 木材 (2)

**lower** /'ləʊə/ *vt.* & *vi.* 降低; 跌落; 减弱 (4)

**lunge** /'lʌndʒ/ *n.* & *v.* 刺; 跃进; 前冲 (1)

## M

**magnetic** /mæg'netɪk/ *adj.* 磁的; 有磁性的 (2)

**marathon** /'mærəθɒn/ *n.* 马拉松赛跑 (1)

△ Marco Polo /mɑ:kəʊ 'pəʊləʊ/ 马可·波罗 (2)

**mature** /mə'tjʊə/ *adj.* 成熟的; 到期的 (5)

**meditation** /,medɪ'teɪʃn/ *n.* 沉思; 冥想 (1)

△ Melbourne /'melbɒn/ 墨尔本 (澳大利亚东南部港口城市; 维多利亚州首府) (3)

**mercy** /'mɜ:sɪ/ *n.* 仁慈; 宽恕; 怜悯 (2)

**migrant** /'maɪgrənt/ *n.* 移民; 移居者; 候鸟 (3)

**minimum** /'mɪnɪməm/ *adj.* 最小的; 最低的 (2)

**misleading** /mɪs'li:dɪŋ/ *adj.* 易误解的; 令人误解的 (5)

**missionary** /'mɪʃənəri/ *adj.* 教会的; 传教的  
*n.* 传教士 (4)

**monument** /'mɒnjəmənt/ *n.* 纪念碑 (4)

**moth** /mɒθ/ *n.* 蛾 (4)

**motivation** /,məʊtɪ'veɪʃn/ *n.* 动机 (1)

**murder** /'mɜ:də/ *n.* 凶杀  
*vt.* 谋杀 (5)

**musty** /'mʌstɪ/ *adj.* 发霉的; 有霉味的 (4)

## N

△ Nathaniel Ward /nə'θænjəl 'wɔ:d/ 纳撒尼尔·沃德 (4)

**nation** /'neɪʃn/ *n.* 国家; 民族 (3)

**nautical** /'nɔ:tɪkl/ *adj.* 海上的; 航海的 (2)

**nautical mile** 海里 (2)

**nectar** /'nektə/ *n.* 花蜜; 甘露 (4)

**noble** /'nəʊbl/ *adj.* 高尚的; 贵族的  
*n.* 贵族 (1)

**nowhere** /'nəʊ(h)weə/ *adv.* 无处 (2)

△ Nullarbor /'nʌləbɔ:/ 纳拉伯平原 (位于澳大利亚西南部; 火箭制造基地和试验场) (3)

## O

**Oceania** /,əʊʃɪ'eɪniə/ 大洋洲 (3)

**odour** /'əʊdə/ *n.* 气味; 香味; 臭味 (4)

**odourless** /'əʊdələs/ *adj.* 没有气味的; 无嗅的 (4)

**offending** /ə'fendɪŋ/ *adj.* 令人不愉快的; 伤害人感情的 (5)

**offshore** /,ɒfʃɔ:/ *adj.* 离岸的; 海面上的 (2)

**operator** /'ɒpəreɪtə/ *n.* 操作员; 接线员 (5)

**out of respect** 出于尊敬 (3)

**outward** /'aʊtwəd/ *adj.* 外面的; 向外的  
*adv.* 向外; 在外 (2)

**overcoat** /'əʊvəkəʊt/ *n.* 外套大衣; 长大衣 (1)

**overhead** /'əʊvəhed/ *adj.* 在头上的  
*adv.* 在头顶上; 在空中; 在高处 (2)

**owe** /əʊ/ *vt.* 感激; 欠 (债等) (3)

**owe to** 把……归功于; 欠 (3)

## P

**paralyze** /'pærəlaɪz/ *vt.* 使瘫痪; 使麻痹 (3)

**parcel** /'pɑ:səl/ *n.* 小包; 包裹 (2)

**partly** /'pɑ:tlɪ/ *adv.* 部分; 在一定程度上 (5)

**peck** /pek/ *vt.* & *vi.* 啄食 (2)

△ Perth /pɜ:θ/ 珀思 (澳大利亚西南部港市) (3)

**petal** /'petl/ *n.* 花瓣 (4)



- pirate** /'paɪənt/ *n.* 海盗 (4)
- △ **pitcher** /'pɪtʃə/ *plant n.* 猪笼草 (4)
- △ **pogo** /'pəʊgəʊ/ *stick jumping*  
弹簧单高跷游戏 (5)
- pole** /pəʊl/ *n.* 地极; 柱; 杆 (5)
- policy** /'pɒlɪsɪ/ *n.* 政策; 方针 (5)
- politician** /,pɒlɪ'tɪʃn/ *n.* 政治家; 政客 (1)
- pollinate** /'pɒlɪneɪt/ *vt.* 对……授粉 (4)
- pollinator** /'pɒlɪneɪtə/ *n.* 虫媒 (4)
- portable** /'pɔ:təbl/ *adj.* 轻便的; 手提的;  
便携的 (2)
- postpone** /pəʊst'pəʊn/ *vt.* 推迟; 延迟 (4)
- precise** /prɪ'saɪs/ *adj.* 精确的; 准确的 (2)
- profile** /'prəʊfaɪl/ *n.* (人物或事物之) 简介;  
侧面; 轮廓 (1)
- promote** /prə'məʊt/ *vt.* 促进; 提升 (5)
- psychology** /saɪ'kɒlədʒɪ/ *n.* 心理学 (2)
- psychologically** /saɪkə'lɒdʒɪklɪ/  
*adv.* 心理上地; 心理学地 (2)
- pyramid** /'pɪrəməɪd/ *n.* 金字塔 (4)
- Q**
- △ **quadrant** /'kwɒdrənt/ *n.* 象限; 四分仪 (2)
- R**
- △ **Rafflesia arnoldii** /ræ'flɪ:zɪə ɑ:'nəʊldɪ/ *n.* 大王花 (4)
- rainfall** /reɪnfɔ:l/ *n.* 降雨; 降雨量 (3)
- raise** /reɪz/ *vt.* 筹集; 提高; 饲养 (5)
- random** /'rændəm/ *adj.* 任意的; 随便的 (2)
- reality** /rɪ'ælɪtɪ/ *n.* 真实; 事实 (1)
- receptionist** /rɪ'sepʃənɪst/ *n.* 招待员; 接待员 (1)
- reckon** /'rekən/ *vt.* 计算; 估计 (2)
- reckoning** /'rekənɪŋ/ *n.* 计算; 估计 (2)
- recover** /rɪ'kʌvə/ *vt. & vi.* 痊愈; 复原 (3)
- red date** 红枣 (4)
- reference** /'refərəns/ *n.* 参考 (2)
- reform** /rɪ'fɔ:m/ *n.* 改革; 革新 (2)
- refresh** /rɪ'freʃ/ *vt.* 使(精神)振作; 使恢复;  
更新 (5)
- regret** /rɪ'gret/ *vt. & vi.* 后悔; 感到抱歉 (1)
- (4) **reliable** /rɪ'laɪəbl/ *adj.* 可靠的; 可信赖的 (2)
- (4) **rely** /rɪ'laɪ/ *vi.* 依赖; 信赖 (5)
- rely on** 依赖; 依靠 (5)
- (1) **repentance** /rɪ'pentəns/ *n.* 后悔 (1)
- (2) **reservation** /,rezə'veɪʃn/ *n.* 保留; 预定 (3)
- (3) **response** /rɪs'pɒns/ *n.* 回答; 响应; 反应 (5)
- (1) **restriction** /rɪs'trɪkʃn/ *n.* 限制; 约束 (4)
- (4) **ripe** /raɪp/ *adj.* 熟的; 成熟的 (4)
- (4) **roar** /rɔ:/ *vt. & vi.* 咆哮; 轰鸣 (2)
- rot** /rɒt/ *vt. & vi.* 腐烂; 腐败 (4)
- routine** /ru:'ti:n/ *n.* 常规; 日常事务 (2)
- (4) **rust** /rʌst/ *n.* 铁锈 (3)
- rusty** /'rʌstɪ/ *adj.* 生锈的; 铁锈色的 (3)
- S**
- sacred** /'seɪkrɪd/ *adj.* 宗教的; 庄严的; 神圣的 (1)
- salary** /'sæləri/ *n.* 薪水 (1)
- △ **Samuel** /'sæmjʊəl/ 塞缪尔 (2)
- scale** /skeɪl/ *n.* 磅秤; 天平盘; 规模; 程度;  
范围 (4)
- scarf** /skɑ:f/ *n.* 围巾; 头巾; 领巾 (1)
- seal** /si:l/ *vt.* 封闭; 密封 (4)
- seaweed** /si:wɪ:d/ *n.* 海草; 海藻 (2)
- secure** /sɪ'kjʊəl/ *adj.* 安全的; 可靠的 (2)
- set loose** 出发; 开始 (2)
- △ **sextant** /'seksɪtənt/ *n.* 六分仪 (2)
- shave** /ʃeɪv/ *vt. & vi.* 剃; 刮 (4)
- sheet** /ʃi:t/ *n.* 片; 张; 薄片; 被单 (5)
- △ **Shetland** /'ʃetlənd/ *Islands* 设得兰群岛  
(位于英国苏格兰北部) (2)
- shortcoming** /'ʃɔ:t,kʌmɪŋ/ *n.* 缺点; 短处 (2)
- shrink** /'ʃrɪŋk/ *vt. & vi.* (shrank, shrunk; shrunk)  
收缩; (使)皱缩; 缩短 (3)
- sickness** /'sɪkɪnɪs/ *n.* 疾病; 恶心 (3)
- simplify** /'sɪmplɪfaɪ/ *vt.* 单一化; 简单化 (2)
- △ **Slovenia** /sləʊ'veɪnjə/ 斯洛文尼亚 (国名) (1)
- snatch** /snætʃ/ *vt.* 攫取; 抢走 (3)
- somersaulting** /'sʌməsɔ:ltɪŋ/ *n.* 翻筋斗 (1)
- soul** /səʊl/ *n.* 灵魂; 心灵; 精神 (1)
- sow** /səʊ/ *vt. & vi.* (sowed; sown /səʊn/, sowed)  
播种; 传播 (3)



- spade** /speɪd/ *n.* 铲; 铁锹
- spear** /spiə/ *n.* 矛; 标枪
- spiritual** /ˈspɪrɪtʃuəl/ *adj.* 精神上的
- splendour** /ˈsplendə/ *n.* 壮丽; 杰出; 壮观
- spokesman** /ˈspəʊksmən/ *n.* 发言人
- springboard** /ˈsprɪŋbɔ:d/ *n.* 跳板
- △ Sri Chinmoy /ˈsri: ˈtʃɪnmɔɪ/ 斯里琴摩
- starvation** /ˈstɑ:ˈveɪʃn/ *n.* 挨饿; 饿死
- stereo** /ˈstiəriəʊ/ *n.* 立体声; 立体声器材
- string** /strɪŋ/ *n.* 线; 细绳; 一串
- suitcase** /ˈsju:tkeɪs/ *n.* 手提箱; 衣箱
- superb** /ˈsju:pə:b/ *adj.* 卓越的; 杰出的; 极好的
- survival** /səˈvaɪvl/ *n.* 生存; 幸存
- swoop** /swu:p/ *vi.* 突降; 猛扑
- T**
- tact** /tækt/ *n.* 机敏; 乖巧; 老练; 技巧 (1)
- △ Tahiti /tɑ:ˈhi:ti/ *n.* 塔希提岛(位于南太平洋) (2)
- talk ... into ...** 说服某人做某事 (3)
- target** /ˈtɑ:ɡɪt/ *n.* 目标; 对象; 靶子 (5)
- tax** /tæks/ *n.* 税; 税款 (3)
- taxation** /tæksˈseɪʃn/ *n.* 征税; 税款 (3)
- tear** /teə/ *vt.* (tore /tɔ:/, torn /tɔ:n/) 扯破; 撕破 (2)
- technique** /tekˈni:k/ *n.* 技术; 技巧 (5)
- tendency** /ˈtendəns/ *n.* 趋向; 倾向 (2)
- tension** /tenʃn/ *n.* 紧张; 不安; 张力 (2)
- △ the Danube /ˈdænjʊ:b/ River 多瑙河(位于欧洲) (1)
- △ the Faroe /ˈfeərəʊ/ Islands 法罗群岛(位于丹麦北大西洋) (2)
- △ the Parana /pəˈrɑ:nə/ River 巴拉那河(位于南美洲中南部; 该洲第二大河) (1)
- therefore** /ˈðeəfɔ:/ *adv.* 因此; 所以 (1)
- thirst** /θɜ:st/ *n.* 渴; 口渴 (2)
- thunderstorm** /ˈθʌndəstɔ:m/ *n.* 雷雨; 雷暴 (4)
- tide** /taɪd/ *n.* 潮; 潮汐; 潮流; 趋势 (2)
- tight** /taɪt/ *adj.* 紧的; 紧密的 (4)
- tightly** /ˈtaɪtli/ *adv.* 紧紧地; 坚固地 (4)
- timetable** /ˈtaɪm.teɪbl/ *n.* 时间表; 时刻表 (3)
- △ Timor /ˈti:mə/ 帝汶岛(位于东南亚) (2)
- (4) **tobacco** /təˈbækəʊ/ *n.* 烟草; 烟草制品 (5)
- (4) **tolerate** /ˈtɒləreɪt/ *v.* 忍受; 容忍 (3)
- (1) **tolerance** /ˈtɒlərəns/ *n.* 宽容; 忍受 (3)
- (3) **tough** /tʌf/ *adj.* 强硬的; 困难的 (1)
- (5) *adv.* 顽强地 (1)
- (1) **triathlon** /traɪˈæθlən/ *n.* 三项全能运动 (1)
- (1) **triathlete** /traɪˈæθli:t/ *n.* 参加三项全能比赛的运动员 (1)
- (2) **tropical** /ˈtrɒpɪkl/ *adj.* 热带的 (3)
- (5) **trustworthy** /ˈtrʌst,wɜ:ðl/ *adj.* 可信赖的; 可靠的 (5)
- (4) **tube** /tju:b/ *n.* 管; 管子 (4)
- (3) **turn ... into** (使) 变成 (5)
- (2) **typical** /ˈtɪpɪkl/ *adj.* 典型的; 有代表性的 (4)
- (2) **typist** /ˈtaɪpɪst/ *n.* 打字员 (5)
- U**
- △ Uluru /u:ˈlu:ru/ 乌鲁鲁; 埃尔斯岩(Ayres Rock) 的土著名 (3)
- unconscious** /ʌnˈkɒnʃəs/ *adj.* 不省人事; 未发觉的; 无意识的 (3)
- underwear** /ˈʌndəweə/ *n.* 内衣裤 (1)
- unfit** /ʌnˈfɪt/ *adj.* 不适宜的; 不太健康的 (1)
- update** /ʌpˈdeɪt/ *vt.* 更新 (2)
- urge** /ɜ:dʒ/ *vt.* 催促; 力劝 (1)
- V**
- venom** /ˈvenəm/ *n.* 毒液; 恶意; 怨恨 (3)
- (1) **venomous** /ˈvenəməs/ *adj.* 有毒的; 分泌毒液的 (3)
- (2) **via** /ˈvi:ə, ˈvi:ə/ *prep.* 经; 通过; 经由 (3)
- vinegar** /ˈvɪnɪɡə/ *n.* 醋 (3)
- (1) **virtue** /ˈvɜ:tju:/ *n.* 美德 (1)
- (1) **visual** /ˈvɪʒuəl/ *adj.* 看的; 视觉的 (5)
- (2) **vomit** /ˈvɒmɪt/ *v. & n.* 呕吐 (1)
- (4) **voyage** /ˈvɔɪdʒ/ *n.* 航海; 航行 (2)
- W**
- wage** /weɪdʒ/ *n.* 工资 (1)
- △ Wardian case /ˈwɔ:diən/case 沃德箱(培育蕨类植物等的玻璃容器) (4)



- wasp** /wɒsp/ *n.* 黄蜂 (4)
- weed** /wi:d/ *n.* 野草; 杂草 (4)
- wind** /waɪnd/ *vt.* (wound, wound) 绕; 缠 (3)
- wisdom** /'wɪzdəm/ *n.* 智慧 (1)
- worthy** /'wɜ:ði/ *adj.* 有价值的; 可敬的 (5)

**Z**

- zip** /zɪp/ *n.* 拉链 (1)



# Irregular verbs

## 不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
be		been
am, is	was /wɒz, wəz/	
are	were /wɜː, wə/	
bear	bore /bɔː/	born /bɔːn/
beat	beat	beaten /'bi:tɪn/
become	became	become
begin	began	begun
bend	bent /bent/	bent
bid	bade /bæd/, bid	bidden /'bɪdn/, bid
bite	bit	bitten
bleed	bled /bled/	bled
blow	blew /bluː/	blown /bləʊn/
break	broke	broken /'brəʊkən/
bring	brought /brɔːt/	brought
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /bɔːt/	bought
can	could /kʊd/	—
cast	cast	cast
catch	caught /kɔːt/	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 /drɔːn/
dream	dreamt /dreɪnt/, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate /et/	eaten /'i:tɪn/
fall	fell	fallen /'fɔːlən/
feed	fed	fed
feel	felt	felt
fight /faɪt/	fought /fɔːt/	fought
find	found /faʊnd/	found



<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>
fly	flew /flu:/	flown /fləʊn/
forbid /fə'bid/	forbade /fə'beɪd/, forbade/fə'bæd/	forbidden /fə'bidn/
forget	forgot /fə'gɒt/	forgotten /fə'gɒtn/
foresee	foresaw /fɔ:'sɔ:/	foreseen
freeze	froze	frozen
get	got	got
give	gave	given /'gɪvən/
go	went	gone /gɒn/
grow	grew /gru:/	grown /grəʊn/
hang	hung, hanged	hung, hanged
have	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
leap	leapt /lept/, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
light	lit, lighted	lit, lighted
lose /lu:z/	lost	lost
make	made	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met	met
mistake	mistook	mistaken /mɪs'teɪkən/
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
say	said /sed/	said



**Infinitive**

see  
 sell  
 send  
 set  
 sew  
 shake  
 shall  
 shine  
 show  
 shrink  
 shut  
 sing  
 sink  
 sit  
 sleep  
 slide  
 smell  
 sow  
 speak  
 spellbind  
 spend  
 spill  
 spit  
 spoil  
 stand  
 stick  
 swell  
 sweep  
 swim  
 take  
 teach  
 tear  
 tell  
 think  
 throw  
 understand  
 undertake  
 upset  
 wake  
  
 wear  
 will  
 win  
 wind  
 write

**Past tense**

saw /sɔ:/  
 sold /səʊld/  
 sent  
 set  
 sewed  
 shook  
 should /ʃʊd/  
 shone /ʃɒn/, shined  
 showed  
 shrank, shrunk  
 shut  
 sang  
 sank, sunk  
 sat  
 slept  
 slid  
 smelt, smelled  
 sowed  
 spoke  
 spellbound /ˈspɛlbaʊnd/  
 spent  
 spill  
 spat  
 spoilt  
 stood /stʊd/  
 stuck  
 swelled /sweld/  
 swept  
 swam  
 took  
 taught /tɔ:t/  
 tore /tɔ:/  
 told /təʊld/  
 thought /θɔ:t/  
 threw /θru:/  
 understood  
 undertook  
 upset  
 waked, woke  
  
 wore /wɔ:/  
 would /wʊd/  
 won /wʌn/  
 wound /waʊnd/  
 wrote

**Past participle**

seen  
 sold  
 sent  
 set  
 sewn /səʊn/, sewed  
 shaken  
 —  
 shone, shined  
 shown /ʃəʊn/, showed  
 shrunk  
 shut  
 sung  
 sunk, sunken  
 sat  
 slept  
 slid  
 smelt, smelled  
 sown /səʊn/, sowed  
 spoken /ˈspəʊkən/  
 spellbound  
 spent  
 spill  
 spat  
 spoilt  
 stood  
 stuck  
 swollen /ˈswəʊlən/  
 swept  
 swum  
 taken /ˈteɪkən/  
 taught  
 torn /tɔ:n/  
 told  
 thought  
 thrown /θrəʊn/  
 understood  
 undertaken  
 upset  
 waked, woken /ˈwəʊkən/,  
 woke  
 worn /wɔ:n/  
 —  
 won  
 wound /waʊnd/  
 written /ˈrɪtɪn/



# Changes in international phonetic symbols for English

## 英语国际音标变化表

单元音	有变化		无变化		
	i → ɪ	短元音	e	长元音	i:
	u → ʊ		æ		u:
	ɔ → ɒ		ə		ɔ:
	ɔ: → ɜ:		ʌ		ɑ:

双元音	有变化		
	ei → eɪ	əʊ → eɔ	iə → ɪə
	ai → aɪ	au → aʊ	ɛə → eə
	ɔi → ɔɪ		ʊə → uə

- 注: 1. 单元音 /i/ 改为 /ɪ/, 4 个有 /i/ 的双元音中的 /i/ 也都改为 /ɪ/, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
2. 单元音 /u/ 改为 /ʊ/, 3 个有 /u/ 的双元音中的 /u/ 也都改为 /ʊ/, 即 /əʊ/, /aʊ/, /ɔʊ/。长元音 /u:/ 中的 /u/ 不变。
3. /ɒ/ 只出现在单元音, 即 /ɔ/ 改为 /ɒ/, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /i/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
4. /eə/ 改为 /eɪ/, 它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号, 而 /e/ 不再出现。
5. /ɔ/ 改为 /ɜ/, 出现一个新的元音符号 /ɜ/。
6. 辅音音标基本上没有变化。



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