

普通高中课程标准实验教科书

英语 4

必修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 4

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心

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Unit 1

Women of achievement

Warming Up

Examine the following six women using the rules about what makes a great person. In pairs discuss what they have in common and what makes them great. Give your reasons.

<p>1</p>  <p>Joan of Arc (1412-1431), France</p>	<p>2</p>  <p>Elizabeth Fry (1780-1845), Britain</p>	<p>3</p>  <p>Song Qingling (1893-1981), China</p>
<p>Joan of Arc was a girl from the countryside who dressed as a man and went to fight for the French. She helped drive the English out of France. She was caught and put to death by the English.</p>	<p>Elizabeth Fry was a Quaker. She helped improve prison conditions and gave prisoners work and education. Her work helped the Quakers get the Nobel Peace Prize in 1947.</p>	<p>Song Qingling, Dr Sun Yat-sen's wife, was one of the top leaders in modern Chinese history. She concerned herself with welfare projects, especially the China Welfare Institute for women and children.</p>
<p>4</p>  <p>Lin Qiaozhi (1901-1983), China</p>	<p>5</p>  <p>Jane Goodall (1934-), Britain</p>	<p>6</p>  <p>Jody Williams (1950-), USA</p>
<p>Lin Qiaozhi was a doctor who became a specialist in women's illnesses. She devoted all her life to medical work for Chinese women and children. Her work encouraged many other women to become doctors.</p>	<p>As a young girl, she always wanted to study animals. She went to Africa and studied chimps instead of going to university. Her research showed the connections between chimps and human beings. She works to protect chimps everywhere.</p>	<p>Jody Williams helped found an international campaign to stop the making of landmines. She also worked hard to make as many countries as possible agree not to use them. She and her organization were given the Nobel Peace Prize in 1997.</p>

Pre-reading

- 1 Why do you think Jane Goodall went to Africa to study chimps rather than to university? Do you think she was right? Give your reasons.
- 2 Look at the title and pictures of the passage and predict the content. Then skim the passage and check if you were right.

Reading



A STUDENT OF AFRICAN WILDLIFE

It is 5:45 am and the sun is just rising over Gombe National Park in East Africa. Following Jane's way of studying chimps, our group are all going to visit them in the forest. Jane has studied these families of chimps for many years and helped people understand how much they **behave** like humans. Watching a family of chimps wake up is our first activity of the day. This means going back to the place where we left the family sleeping in a tree the night before. Everybody sits and waits in the **shade** of the trees while the family begins to wake up and **move off**. Then we follow as they wander into the forest. Most of the time, chimps either feed or clean each other as a way of showing love in their family. Jane warns us that our group is going to be very tired and dirty by the afternoon and she is right. However, the evening makes it all **worthwhile**. We watch the mother chimp and her babies play in the tree. Then we see them go to sleep together in their **nest** for the night. We realize that the **bond** between members of a chimp family is as strong as in a human family.

Nobody before Jane fully understood chimp **behaviour**. She spent years **observing** and recording their daily activities. Since her **childhood** she had wanted to work with animals in their own environment. However, this was not easy. When she first arrived in Gombe in 1960, it was unusual for a woman to live in the forest. Only after her mother came to help her for the first few months was she allowed to begin her project. Her work changed the way people think about chimps. For example, one important thing she discovered was that chimps hunt and eat meat. Until then everyone had thought chimps ate only fruit and nuts. She actually observed chimps as a group hunting a monkey and then eating it. She also discovered how chimps communicate with each other, and her study of their body language helped her work out their social system.



For forty years Jane Goodall has been **outspoken** about making the rest of the world understand and **respect** the life of these animals. She has **argued** that wild animals should be left in the wild and not used for **entertainment** or advertisements. She has helped to set up special places where they can live safely. She is **leading a busy life** but she says:



*"Once I stop, it all comes **crowding in** and I remember the chimps in laboratories. It's terrible. It affects me when I watch the wild chimps. I say to myself, 'Aren't they lucky?' And then I think about small chimps in cages though they have done nothing wrong. Once you have seen that you can never forget ..."*

She has achieved everything she wanted to do: working with animals in their own environment, gaining a doctor's degree and showing that women can live in the forest as men can. She **inspires** those who want to cheer the achievements of women.

Comprehending

1 Choose the correct answers after reading the passage.

- 1 What did the group do first in the morning? They _____.
 - A went into the forest slowly
 - B left the chimp family sleeping in a tree
 - C observed the family of chimps wake up
 - D helped people understand the behaviour of the chimps
- 2 Why did Jane go to Africa to study chimps in the wild? Because she wanted _____.
 - A to work with them in their own environment
 - B to prove the way people think about chimps was wrong
 - C to discover what chimps eat
 - D to observe a chimp family
- 3 Jane was permitted to begin her work after _____.
 - A the chimp family woke up
 - B she lived in the forest
 - C her mother came to **support** her
 - D she arrived at Gombe
- 4 The purpose of her study was to _____.
 - A watch the wild chimps in cages
 - B gain a doctor's degree
 - C understand and respect the lives of chimps
 - D live in the forest as men can

2 Read the passage and write down the main ideas of the four paragraphs.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

3 Fill in the chart according to the information from the passage.

What did Jane do after she came to Africa?	What did she achieve?

4 In pairs discuss the following questions. Make notes of your ideas and report to your class.

- 1 Why do you think Jane is called a student of African wildlife?
- 2 What did Jane have to give up when she went to live in the forest?
- 3 Do you think it is important to study chimps in the wild rather than in a zoo? Give reasons.
- 4 Do you think you will go if you are asked to study animals in the wild? Why or why not?

Learning about Language

Discovering useful words and expressions

- 1** Find the word or phrase from the previous pages of this unit for each of these meanings.

- 1 _____ close connection that people have with each other
- 2 _____ home made in a tree usually for a bird
- 3 _____ organization with a special purpose, especially for research or teaching
- 4 _____ (of thoughts, questions, etc) to fill one's mind
- 5 _____ the period of time when someone is a child
- 6 _____ giving opinions openly and honestly
- 7 _____ to move away from a place; to leave
- 8 _____ happiness and health of people; money paid by the government
- 9 _____ task that requires a lot of time and effort

- 2** Fill in this chart with the proper verb or noun form. Pay attention to the connection between them.

Verb	Noun	Verb	Noun
achieve		connect	
	behaviour	organize	
	observation		inspiration
specialize			argument
	advertisement	permit	

Some nouns and verbs remain the same. Here is one example: *to shade (someone from something); the shade (of a tree)*. Can you find at least two more in this unit?

- 3** Replace the words underlined with a word of opposite meaning. Use the words from the text to help you.

- 1 She saw my friend and ignored him as he danced happily.
She saw my friend and _____ him as he danced happily.
- 2 He knew what he was doing and it was not worth it.
He knew what he was doing but it was _____.
- 3 It is usual for people to agree about the price of a new car.
It is usual for people to _____ about the price of a new car.
- 4 Many people look down upon poor people.
Many people _____ poor people.

Discovering useful structures

- 1** Look at the following two sentences from the text and observe the differences between them.

EXAMPLES: *Our group are all going to visit them in the forest.*

Our group is going to be very tired and dirty by the afternoon.

If the word *group* **refers to** different members, use a plural verb.

If the word *group* is considered as a whole, use a singular verb.

Here are some other nouns that can be used in the same way: *class, family, the public, team, police, group, government, college, school, crowd, audience, etc.*

- 2** Fill in each blank with the proper form of the given verb in brackets.

- 1 The family _____ (be) very big.
The family _____ (be) very early risers.
- 2 This class _____ (have) eighteen girls and twenty-five boys.
This class _____ (be) very bright especially in science subjects.
- 3 The government _____ (be) having an important meeting when I got there.
The government _____ (be) planning further cuts in income tax.
- 4 It was late, but the audience _____ (be) still entering the hall.
The audience _____ (seem) to have enjoyed the concert.
- 5 The police _____ (be) an organization which protects the public from harm.
The police _____ (be) people who catch thieves and robbers.
- 6 The public _____ (be) very excited now that the concert hall is finished.
It was unfair that the public _____ (be) not asked for their opinions.

- 3** Help Xiaoshun choose the correct verb form in this letter.

Dear Xiaoyu,

I think everyone _____ (is/are) settled in London, although neither the weather nor the food _____ (is/are) good. Either rain or snow fell every day this week but everybody _____ (has/have) tried to ignore it. My friends and my mother _____ (has/have) visited almost all the museums in London. None of them _____ (carry/carries) an umbrella but nobody _____ (has/have) let that affect their activities. We are enjoying ourselves so much that I wonder if anybody _____ (want/wants) to come home. This group of tourists _____ (love/loves) the culture and _____ (is/are) happy in England and would like to visit London every summer!

See you soon,
Dong Xiaoshun

- 4** In pairs brainstorm a list of six questions that use collective nouns. Make sure you know the answers. Then join with another pair of students and take turns to ask your questions.

EXAMPLES: *What does your family do in the summer holidays?*

Is there a crowd on an open day?

Using Language

Reading



WHY NOT CARRY ON HER GOOD WORK?

I enjoyed English, biology, and chemistry at school, but which one should I choose to study at university? I did not know the answer until one evening when I sat down at the computer to do some research on great women of China.

By chance I came across an article about a doctor called Lin Qiaozhi, a specialist in women's diseases. She lived from 1901 to 1983. It seemed that she had been very busy in her chosen career, travelling abroad to study as well as writing books and articles. One of them caught my eye. It was a small book explaining how to cut the death **rate** from having and caring for babies. She gave some simple rules to follow for keeping babies clean, healthy and free from **sickness**. Why did she write that? Who were the women that Lin Qiaozhi thought needed this advice? I looked carefully at the text and realized that it was **intended** for women in the countryside. Perhaps if they had an **emergency** they could not reach a doctor.



Suddenly it hit me how difficult it was for a woman to get medical training at that time. That was a **generation** when girls' education was always placed second to boys'. Was she so much cleverer than anyone else? Further reading made me realize that it was hard work and determination as well as her gentle nature that got her into medical school. What made her succeed later on was the **kindness** and **consideration** she showed to all her patients. There was story after story of how Lin Qiaozhi, tired after a day's work, went late at night to **deliver** a baby for a poor family who could not pay her.

By now I could not wait to find out more about her. I discovered that Lin Qiaozhi had devoted her whole life to her patients and had chosen not to have a family of her own. Instead she made sure that about 50,000 babies were safely delivered. By this time I was very excited. Why not study at medical college like Lin Qiaozhi and **carry on** her good work? It was still not too late for me to improve my studies, prepare for the university entrance examinations, and ...

1 Write down three of Lin Qiaozhi's achievements after reading the passage.

2 In pairs, ask and answer the following questions.

- 1 For whom and for what purpose did Lin Qiaozhi write a little book about how to look after babies? Why do you think it was necessary?
- 2 Was it easy for a woman to get medical training at the time Lin Qiaozhi lived? Give a reason.
- 3 Why do you think the writer chose to study at medical college?
- 4 What do you think are the important qualities that a doctor should have?

3 What methods did the writer use to find out about Lin Qiaozhi? What can you learn about how to do research?

Listening



- 1 You are going to hear a personal opinion on why women are not given the same chances in their careers as men. Before you listen, discuss the problems that women may have. Then listen to the tape and check your ideas.
- 2 Listen to the tape again and take notes on the three problems given in the listening.
 - 1 _____
 - 2 _____
 - 3 _____
- 3 Listen to the tape once more and try to spell out the missing words as you hear them. Fill in the blanks and read the sentences aloud with correct stress and intonation.
 - 1 This way of thinking _____ some girls from training for a _____.
 - 2 Unless women are given the _____, they will never be able to show that they can _____ successfully.
 - 3 These are women's _____ while men do not have this problem. They can work long _____ and go on _____.
- 4 In small groups discuss whether you agree with the speaker. Give your reasons. Then report to the class.

Speaking and writing

- 1 Lin Qiaozhi was a special woman who made a successful career. Do you know any women like her? Choose one you admire and describe her.
 - Make a list of her achievements.
 - Describe her using the adjectives you know.
 - Explain what other people think of her.
 - Prepare a dialogue in pairs, using the following questions.
 - Be prepared to perform your dialogue to the class.

hard-working energetic active
 determined intelligent fair generous
 kind helpful **modest** confident brave
 honest **considerate** unselfish
 devoted educated warm-hearted
 ...

What does she look like?
 Why do you admire her?
 What did she do to impress you most?
 How would you describe her?
 Why did she choose to ...?
 What are her strengths/weaknesses?
 Can you give an example to show ...?

- 2 Write a description of the woman you have talked about. Plan your writing as follows.
 - 1 Make a plan. Write down all the ideas you want to use in your description. Each idea will help to make a paragraph. Then separate them so that you can list the interesting words that will help you write the description.

- 2 Now write the first paragraph. The first sentence should give an introduction of this woman to the readers. For example, *Li Jun has been a doctor in my hometown for many years*. Then write about what she looks like and what she often does.
- 3 In the second paragraph describe her character. For example, *She is kind and considerate to ...*. Then explain what kind of things she does to help people.
- 4 Write more paragraphs if necessary.
- 5 Finally explain how other people view her, eg *Li Jun is a person loved by all who know her*.

SUMMING UP

Write down what you have learned about the great women and their achievements.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful expressions: _____
- a new grammar item: _____

LEARNING TIP

When you are writing about somebody's life, choose an interesting example that shows the person's character. Then think about what this tells you about the person. You will find it more interesting to read this than a list of the person's achievements. This is because we are all interested in what people do and what they think. Only when we understand their difficulties and problems, can we better understand their achievements.

* READING FOR FUN

Think about what you do every day and the impact your life is making on people and the environment.
- Jane Goodall

You don't get to choose how you're going to die, or when. You can only decide how you're going to live now.
- Joan Baez

How important it is for us to recognize and celebrate our heroes and heroines!
- Maya Angelou

I never see what has been done; I only see what remains to be done. - Marie Curie

Unit 2 Working the land

Warming Up

- 1 Have you ever been to the countryside? What did you see or do there?
- 2 Are you from a farmer's family? What do you know about farming?
- 3 Have you ever grown any plants? If so, what did you do to grow them? If not, what kind of plant would you like to try growing? How would you grow it?



Pre-reading

- 1 Read the **statistics** below. Did you know these facts before? What problem do they show?



According to the World Health Organization (WHO):

- The world produces enough food for everyone.
- More than 800 million people go to bed hungry every day.

- 2 Rice is the main food in all East Asian and Southeast Asian countries. What do you think would happen if tomorrow there were suddenly no rice to eat?
- 3 Look at the title of the passage and the picture on the next page. What do you predict this passage is going to talk about? Then skim the passage to check if you were right.

Reading



A PIONEER FOR ALL PEOPLE

Although he is one of China's most famous scientists, Yuan Longping considers himself a farmer, for he works the land to do his research. Indeed, his **sunburnt** face and arms and his slim, strong body are just like those of millions of Chinese farmers, for whom he has **struggled** for the past five **decades**. Yuan Longping grows what is called **super** hybrid rice. In 1973, he became the first agricultural pioneer in the world to grow rice that has a high **output**. This special strain of rice makes it possible to produce 20% more of the **crop** in the same fields. Now more than 60% of the rice produced in China each year is from this hybrid strain.



Born in 1930, Yuan Longping graduated from Southwest Agricultural College in 1953. Since then, finding ways to grow more rice has been his life goal. As a young man, he saw the great need for increasing the rice output. At that time, **hunger** was a **disturbing** problem in many parts of the countryside. Yuan Longping searched for a way to increase rice harvests without **expanding** the area of the fields. In 1950, Chinese farmers could produce

about fifty-six million tons of rice. In a recent harvest, however, nearly two hundred million tons of rice was produced. These increased harvests mean that 22% of the world's people are fed from just 7% of the farmland in the world. Yuan Longping is now **circulating** his knowledge in India, **Vietnam** and many other less developed countries to increase their rice harvests. **Thanks to** his research, the UN has more tools in the **battle to rid** the world of hunger. Using his hybrid rice, farmers are producing harvests twice as large as before.

Yuan Longping **is** quite **satisfied with** his life. However, he doesn't care about being famous. He feels it gives him less **freedom** to do his research. He **would** much **rather** keep time for his hobbies. He enjoys listening to violin music, playing mah-jong, swimming and reading. Spending money on himself or leading a comfortable life also means very little to him. Indeed, he believes that a person with too much money has more rather than fewer troubles. He **therefore** gives millions of yuan to **equip** others for their research in agriculture.

Just dreaming for things, however, costs nothing. Long ago Yuan Longping had a dream about rice plants as tall as sorghum. Each ear of rice was as big as an ear of corn and each **grain** of rice was as huge as a peanut. He awoke from his dream with the hope of producing a kind of rice that could feed more people. Now, many years later, Yuan Longping has another dream: to **export** his rice so that it can be grown around the globe. One dream is not always enough, especially for a person who loves and cares for his people.

Comprehending

- 1 Use the information in the passage to complete the following notes about Yuan Longping.**

Name: _____	Nationality: _____
Age: _____	Occupation: _____
Education: _____	
Dream: _____	
Achievement: _____	
Hobbies: _____	

- 2 Paraphrase these sentences from the reading passage, ie write the same meaning using different grammar structure and your own words.**

EXAMPLE: Although he is one of China's most famous scientists, Yuan Longping considers himself a farmer.

Yuan Longping thinks he is just a farmer, even though he is one of the greatest scientists in China.

- As a young man, he saw the great need for increasing the rice output.
- At that time, hunger was a disturbing problem in many parts of the countryside.
- Using his hybrid rice, farmers are producing harvests twice as large as before.
- Spending money on himself or leading a comfortable life also means very little to him.
- Just dreaming for things, however, costs nothing.

- 3 Answer these questions based on your understanding of the passage.**

- Why did Yuan Longping want to increase the rice output when he was young?
- Is Yuan Longping more of a scientist or more of a farmer? Do you think he is a businessman? Give your reasons.
- How would you describe Yuan Longping's personality? Use three or four adjectives.
- Yuan Longping was able to develop a successful agricultural product when thousands of other farmers could not. What do you think is the main reason for his success?
- Yuan Longping thinks that a person with too much money has more rather than fewer troubles. Do you agree or disagree? Why?
- Yuan Longping developed super hybrid rice to help Chinese farmers and hungry people around the world. Can you think of any other major development that would make a great difference to world hunger? Write out your idea and then compare it with your partner.

- 4 Discuss in groups of four. What advantages and disadvantages do you see in Yuan Longping's life? Would you like to have a life like his? Why or why not?**

Learning about Language

Discovering useful words and expressions

1 Find the word or phrase from the text for each of these meanings.

- 1 _____ brown (skin) from spending too much time in the sun
- 2 _____ to make something or somebody free of
- 3 _____ to become larger in size, number or amount
- 4 _____ to send goods, information etc to people
- 5 _____ would prefer to
- 6 _____ to try extremely hard to achieve something
- 7 _____ to send things to foreign countries for sale
- 8 _____ pleased by having what one wants or needs
- 9 _____ to provide with things necessary for a certain purpose
- 10 _____ plant grown by farmers and used as food
- 11 _____ because of

2 Find words from the previous pages of this unit to replace the underlined words. You may need to change the words' forms to fit.

- 1 According to the WHO's information, about 1.8 million people across the world die each year from diseases caused by unsafe food and water.
- 2 Different kinds of powerful corn, another hybrid grain, has been developed by scientists of many different racess.
- 3 Not having enough food leads to poor health and, therefore, sickness.
- 4 Over 56 percent of the people in a small Southeast Asian country are in jobs related to agriculture.
- 5 With the open conditions in today's international business world, hybrid grains can be sold and sent abroad to countries around the world.

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

disturbing expand output struggle battles
grain crops decade equip

In the past _____, some of the farmers in the west of China have met with some success in the _____ against the _____ desert. _____ with new scientific farming methods, they have been able to use less farmland than in the past. Their _____ of _____ and other _____, however, is still the same, which makes it possible for them to use the remaining farmland for planting trees. These and other farmers are starting to win small _____ in the great war against the _____ growth of the desert.

Discovering useful structures

1 Find and underline the sentences in the passage that use *-ing* forms as either the subject or the object.

2 Rewrite the following sentences using the *-ing* form as the subject.

EXAMPLE: It is necessary to get water from wet to dry places.

→ *Getting water from wet to dry places is necessary.*

- 1 It is nice to help people in need.
- 2 It is not easy to grow super hybrid rice.
- 3 It is not difficult to learn more about farming.
- 4 In the countryside it is not as easy to do research as in the city.
- 5 To get rid of hunger is very important for some African countries.
- 6 It is important to explain this again or we will **confuse** the students.

3 Which verbs are followed by *-ing*? Which by the infinitive? First write *doing* or *to do* over the correct group. Then write the verbs in the box in the correct columns and finally practise making at least four sentences with them.

_____	_____	<i>both to do and doing</i>
manage	imagine	hate
expect	suggest	love
decide	avoid	prefer
seem	admit	remember
offer	practise	regret

promise enjoy fail try finish hope stop begin
afford forget like mind miss start plan keep

4 Choose the correct word or phrase from the box to finish each sentence. Be sure to use *to do* and *-ing* forms correctly.

develop experiment fail find out have
learn own see send try out

- 1 It was good _____ the young man working with his father in the fields.
- 2 Paul clearly enjoyed _____ about how to farm well.
- 3 When I talked to him, he told me he dreamed of _____ his own farm.
- 4 He wanted _____ with scientific methods of farming.
- 5 He will keep _____ new ideas so he can help farmers around China.
- 6 I am quite interested _____ what will happen to Paul's farm in the future.
- 7 Someday, he hopes _____ super wheat, like Yuan Longping's super rice.
- 8 He is not afraid _____, because he knows failure will help him learn more.
- 9 He cares very little about _____ a big house and a car.
- 10 His father says that he has never regretted _____ his son to study abroad.

Using Language

Reading

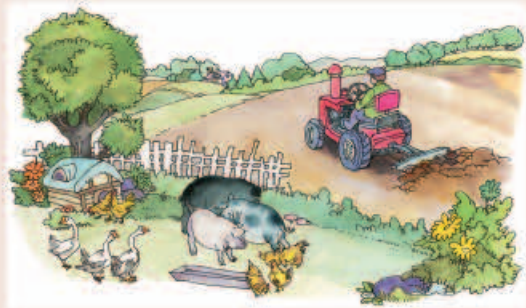


CHEMICAL OR ORGANIC FARMING?

Over the past half century, using **chemical** fertilizers has become very common in farming. Many farmers welcomed them as a great way to stop crop disease and increase **production**. Recently, however, scientists have been finding that long-term use of these fertilizers can cause damage to the land and, even more dangerous, to people's health.

What are some of the problems caused by chemical fertilizers? First, they damage the land by killing the helpful **bacteria** and **pests** as well as the harmful ones. Chemicals also stay in the ground and underground water for a long time. This affects crops and, therefore, animals and humans, since chemicals get inside the crops and cannot just be washed off. These chemicals in the food supply **build up** in people's bodies over time. Many of these chemicals can **lead to** cancer or other illnesses. In addition, fruit, vegetables and other food grown with chemical fertilizers usually grow too fast to be full of much **nutrition**. They may look beautiful, but inside there is usually more water than vitamins and **minerals**.

With these **discoveries**, some farmers and many customers are beginning to turn to organic farming. Organic farming is simply farming without using any chemicals. They **focus on** keeping their **soil** rich and free of disease. A healthy soil **reduces** disease and helps crops grow strong and healthy. Organic farmers, therefore, often prefer using natural waste from animals as fertilizer. They feel that this makes the soil in their fields richer in minerals and so more fertile. This also **keeps** the air, soil, water and crops **free from** chemicals.



Organic farmers also use many other methods to keep the soil fertile. They often change the kind of crop in each field every few years, for example, growing corn or wheat and then the next year peas or soybeans. Crops such as peas or soybeans put important minerals back into the soil, making it ready for crops such as wheat or corn that need rich and fertile soil. Organic farmers also plant crops to use different levels of soil, for example, planting peanuts that use the ground's surface followed by vegetables that put down deep **roots**. Some organic farmers prefer planting grass between crops to prevent wind or water from carrying away the soil, and then leaving it in the ground to become a natural fertilizer for the next year's crop. These many different organic farming methods have the same goal: to grow good food and avoid damaging the environment or people's health.

1 Answer the following questions after reading the passage.

- 1 Why are chemical fertilizers so popular in farming today?
- 2 What problems can be caused by using chemical fertilizers?
- 3 What is organic farming?
- 4 What is the main reason for using organic farming methods?

2 Find and write down the methods and advantages in the passage.

Methods of organic farming	Advantages of methods
Farmers use natural waste from animals. ...	This makes the soil richer in minerals and so more fertile. ...

3 Write a summary of this passage following the procedure.

Step 1: **Skim** the passage to find its main idea. Write it down in your own words.

Step 2: Find and **underline** the topic sentence of each paragraph. Rewrite each topic sentence, using your own words. Do not copy from the passage!

Step 3: Write your **summary**. First state the main idea of the passage and then the topics covered by each paragraph. Remember, use your own words!

Step 4: Swap summaries with your partner and give each other **comments**. Check your partner's summary for the main idea and topic sentences.

**1 As you listen to this dialogue, keep in mind what you have just read about chemical fertilizers. What is the main topic of the conversation?****2 Listen to the dialogue a second time. Decide if the following statements are true or false, according to the conversation. Give your reasons.**

- Paul thinks that Carrie is not telling him the truth.
- Using chemical fertilizers always makes vegetables empty inside.
- Today's fruit is not as healthy for people as fruit fifty years ago.
- Eating more vegetables might not always be good for us.
- All of today's vegetables look healthy but in fact are not.

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

Reading, speaking and writing**1 Read this passage and pay attention to the pauses when reading long sentences.**

You are a producer of "green food" – your food is free of chemical fertilizers and is grown away from industrial areas and dirty water supplies. It is certain to be healthy and safe for people's health. You want to sell your "green food", but the problem is letting people know about your food and how good it is. It is also more expensive than other food which is not so safe. You know, however, that every weekend many people leave the cities and go to the countryside to buy food like yours.

2 Have a conversation in pairs, with one student as the farmer and the other as the customer. The farmer is persuading the customer to buy his/her "green food".

You need to	It's better to	This is good value because
The advantages are	It's more expensive but	You'll taste the difference when
I'd prefer ... because	I don't like ... because	If I have a choice I'll choose
What's the advantage of ...?	I'd rather	It's a great pity that

FARMER: *Good morning! Would you like some organic carrots this morning?*

CUSTOMER: *Hmm ... They're a little expensive! What is the advantage of ...?*

First write down four or five more reasons below to encourage more people to buy your food. Then design your own poster advertising the safety and importance of eating “green food”.



SUMMING UP

Write down what you have learned about working the land.

From this unit you have also learned

● useful verbs: _____

● useful nouns: _____

● useful adjectives and adverbs: _____

● useful expressions: _____

● a new grammar item: _____

LEARNING TIP

Remember that using notes is very useful for planning your writing as well as putting down your reasons clearly on a poster. You can use them when you are planning any kind of speaking or writing. They will make your ideas clearer and help you organize your work better.

* READING FOR FUN



JACK: What's the best way to prevent disease caused by biting insects?

JILL: Don't bite any!

JACK: Here's another one! What's the difference between an elephant and a flea?

JILL: Ah, an elephant can have fleas, but a flea can't have elephants!

JACK: You're too good! OK, just one more. What's the best thing to put into cake?

JILL: Um, sugar? No, I know! Your teeth!

JACK: Ha, ha! Yes, that's right!

Unit 3

A taste of English humour

Warming Up

- 1 Do you know what a punchline is? Read the following jokes and find their punchlines.



POLICEMAN: Why did you have to break into the same shop three times?
THIEF: Well, I stole a dress from that shop but my wife didn't like it. So I had to go back and change it twice!



TEACHER: You say that John Jones has a cold and cannot come to school today. Who am I speaking to?
VOICE: Oh, this is my father.

- 2 This chart shows you some typical actors or writers of English humour. Do you enjoy these kinds of humour in China?

Types of humour	Typical actors/writers of English humour	Examples of Chinese humour
nonverbal • mime	Charlie Chaplin Mr Bean	
verbal • jokes, funny stories, funny poems • comedy	Mark Twain Edward Lear Marx Brothers	

- 3 Which do you like better: verbal or nonverbal humour? Give your reasons.

Pre-reading

- What do you know about Charlie Chaplin?
- What do you know about his films? What is so interesting about them?
- Look at the title and the pictures of the passage and predict its content. Write down your idea in one sentence below. Then skim the passage and see if you were right.

This passage is about _____



Reading



A MASTER OF NONVERBAL HUMOUR

As Victor Hugo once said, "Laughter is the sun that drives winter from the human face", and **up to now** nobody has been able to do this better than Charlie Chaplin. He brightened the lives of Americans and British through two world wars and the hard years in between. He made people laugh at a time when they felt depressed, so they could **feel** more **content with** their lives.

- 5 Not that Charlie's own life was easy! He was born in a poor family in 1889. His parents were both poor music hall **performers**. You may find it **astonishing** that Charlie was taught to sing as soon as he could speak and dance as soon as he could walk. Such training was common in acting families at this time, especially when the family income was often uncertain. **Unfortunately** his father died, leaving the family even **worse off**, so Charlie spent his childhood looking
10 after his sick mother and his brother. By his teens, Charlie had, through his humour, become one of the most popular child actors in England. He could mime and act the fool doing **ordinary** everyday tasks. No one was ever **bored** watching him – his subtle acting made everything **entertaining**.

As time went by, he began making films. He grew more and more popular as his charming character, the little tramp, became known **throughout** the world. The tramp,

- 15 a poor, **homeless** man with a **moustache**, wore large trousers, **worn-out** shoes and a small round black hat. He walked around stiffly carrying a walking stick. This character was a social **failure** but was loved for his optimism and determination to **overcome** all difficulties. He was the underdog who was kind even when others were unkind to him.

- 20 How did the little tramp make a sad situation entertaining? Here is an example from one of his most famous films, *The Gold Rush*. It is toward the end of the nineteenth century and gold has just been discovered in Alaska. Like so many others, the little tramp has rushed there in search of gold, but without success. Instead he and another
25 man are hiding in a small hut during a snowstorm with nothing to eat. They are so hungry that the little tramp tries boiling one of his **leather** shoes for dinner. Charlie **cuts off** the leather top of the shoe and shares the shoe with the other fellow. He tries cutting and **chewing** the bottom of the shoe as if it were the finest steak. Then he **picks out** the lace of the shoe and eats it as if it were spaghetti. He eats each
30 mouthful with great enjoyment. The acting is so **convincing** that it makes you believe that it is one of the best meals he has ever tasted.

- Charlie Chaplin wrote, **directed** and produced the films he **starred in**. In 1972 he was given a special Oscar for his **outstanding** work in films. He lived in England and the USA but spent his last years in **Switzerland**, where he was buried in 1977. He is loved and remembered as a great
35 actor who could inspire people with great confidence.



Comprehending

1 Use the information in the passage to complete the notes about Charlie Chaplin.

Born:	_____
Job:	_____
Famous character:	_____
Costume:	_____
Type of acting:	_____
Died:	_____

2 Read the passage again and write down the main idea of each paragraph.

Main Body

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

Paragraph 5:

Now use this information to write a summary of the passage in your own words.

3 In pairs discuss these questions about Charlie Chaplin.

- 1 Do you think his poor childhood helped him in his work? Why?
- 2 Why do you think he was so successful?

* 4 Chaplin starred in silent films so he had to make use of **gestures** and body language to tell his stories. What dialogue do you think he would have written for the scene described in the reading passage? In pairs make up a dialogue of your own and act it. You can start like this:

LITTLE TRAMP: At last! Thank goodness! Somewhere to hide from the snow! We're lucky to find this hut before we disappeared under the snow.
FRIEND: Yes indeed. It's warm here but I'm hungry!
LITTLE TRAMP: Perhaps ...

Learning about Language

Discovering useful words and expressions

- 1 Fill in the chart below and note the connection between the nouns, verbs, adjectives and adverbs. Pay attention to the words which do not have all the forms.

Noun	Verb	Adjective	Adverb
fortune	perform		
contentment			
humour			
astonishment			
bore			
charm			
entertainment			

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

enjoyment overcome laughter cut off outstanding
uncertain pick out throughout failure charge chew

In the 1990s, Mr Bean became a star using mime to highlight difficult social situations much as Charlie Chaplin had done. His method of acting was to appear _____, look around and then do exactly the wrong thing. Children **particularly** would burst into _____ at his behaviour. He always managed to _____ those things that people are afraid of doing because they do not want to appear a social _____.

On one **occasion** in a restaurant he ordered a *steak tartare*. When the uncooked meat arrived he was _____ by shame because he could not eat it. He _____ a piece of meat and pretended to _____ a mouthful but instead put it into the plant pot beside him. He put other pieces into his pocket. _____ the meal he seemed to show great _____ in his food. He was such an _____ performer that when he finished eating his dinner, the waiter offered him the same dish again at no extra _____!



- 3 Play a game *How did you help your mother last weekend?* One of you may ask the question and the other make as many sentences as you can using the phrases below.

pick up pick out pick off cut off cut down cut up

When either of you makes an incorrect sentence or you have used all the verbs once, swap roles. For each correct sentence you get a point. Add up the points and see who has won.

EXAMPLE:

S1: *How did you help your mother last weekend?*

S2: *I picked up my clothes and hung them up. I picked out the bad fruit ...*

Discovering useful structures

- 1** Look at the examples below, paying attention to the underlined parts. Here the **-ing** form is used as the object complement, predicative or attribute. Find other examples in the passage.

EXAMPLES: *his subtle acting made everything entertaining.* (subject; object complement)

What is so interesting about them? (predicative)

a walking stick his charming character (attribute)

- 2** Complete the passage with the verbs below in their proper forms.

direct pick out make interest join act entertain

Once I was lucky enough to watch Charlie Chaplin _____ one of his famous films. I observed him _____ as well as _____ in it. He had a particular method of film-making. He planned the story and then performed and filmed each scene many times. I saw him making each scene a little different. Then I found him _____ the scenes he liked best and _____ them together to make the film more _____. It was an _____ experience as it was clear that he did not keep to a strict **budget**.

- 3** The **-ing** form can be used as the predicative. Can you complete the following sentences using the **-ing** form?

- 1 Seeing is _____.
- 2 His job is _____.
- 3 What he likes is _____.
- 4 The news is _____.
- 5 The film is more _____ than any that I've ever seen.
- 6 The novel is not as _____ as I expected.
- 7 The comedy was so _____ that the audience kept laughing all the time.

- 4** In pairs have a competition. First complete the sentences in the middle column. Then make as many sentences as you can from this table, using the **-ing** form as the attribute. Take it in turns and the one who makes the most sentences wins.

The boy	<i>laughing at his jokes</i>	seemed quite content with the performance.
The girl		has acted in four films.
The performer		can play the piano well.
That actress		is a friend of my brother.

- 5** Play a game *What did you see/hear/notice/observe/watch yesterday?* One of you asks a question and the other answers it using the **-ing** form as the object complement. Continue this activity until you have collected six sentences. Then tell them to the class.

EXAMPLE:

S₁: *What did you see yesterday?*

S₂: *I saw a man **sliding** on a banana skin. I watched a boy picking up a bottle ...*

Using Language

Reading and speaking



ENGLISH JOKES

- 1 There are thousands of jokes which use “play on words” to **amuse** us. One person asks a question which expects a particular reply. Instead, what he gets is another kind of answer which makes the situation funny. Now read some of these customer and waiter jokes. Can you match the joke with the explanation?

- 1 C: What’s that fly doing in my soup?
W: Swimming, I think!
- 2 C: What’s that?
W: It’s bean soup.
C: I don’t want to know what it’s been. I want to know what it is now.
- 3 C: Waiter, will the **pancakes** be long?
W: No, sir. Round.



Explanation

- A The first person is asking for information about time. The second person treats it as a question about shape.
- B The first person is angry about something and wants to say, “Why is this here?” The second person treats it as a request for information and gives an answer to the question.
- C The answer to the question contains a word which, when spoken, can have two meanings.

- 2 Some jokes are longer and tell a short, funny story. The following is one of those jokes about the famous **detective** Sherlock Holmes and his friend Doctor Watson. Read it and decide which of these two kinds of jokes you like better. Give your reasons.

Sherlock Holmes and Doctor Watson went camping in a **mountainous** area. They were lying in the open air under the stars. Sherlock Holmes looked up at the stars and **whispered**, “Watson, when you look at that beautiful sky, what do you think of?” Watson replied, “I think of how short life is and how long the universe has lasted.” “No, no, Watson!” Holmes said. “What do you really think of?” Watson tried again. “I think of how small I am and how **vast** the sky is.” “Try again, Watson!” said Holmes. Watson tried a third time. “I think of how cold the universe is and how warm people can be in their beds.” Holmes said, “Watson, you fool! You should be thinking that someone has stolen our tent!”



- * 3 Change the story of Sherlock Holmes and Dr Watson into a dialogue. Act it in groups of three – Holmes, Watson and a narrator. Pay special attention to the rhythm and intonation of what you say and try to bring out the humour.

Listening



- 1 You are going to listen to a funny story about jam. Before you listen, look at the exercises below. Try and predict the story. Tell your partner what you think will happen.
- 2 Listen to Part 1 and write down the main idea.
- 3 Listen to Part 1 again and answer these questions.
 - 1 What was Mary going to do with the cooked plums in the pan?
 - 2 What did John think Mary should have done with the **mess** in the pan?
 - 3 What do you think Mary is going to say when she finds out what has happened?
 - 4 How do you think John will **react** to her?
- 4 Before you listen to Part 2, try to put these sentences in order. Then listen again and check if you were right.

Guess Check

- | | | |
|-------|-------|--|
| _____ | _____ | Mary got angry with John. |
| _____ | _____ | Mary saw the chickens behaving strangely. |
| _____ | _____ | John was sorry. |
| _____ | _____ | The chickens enjoyed the jam. |
| _____ | _____ | John said he thought the jam was porridge . |
| _____ | _____ | Mary looked at the red mess on the ground. |
| _____ | _____ | John said the chickens were drunk . |
| _____ | _____ | Mary came home. |

- 5 Fill in the blanks while listening to Part 2 a second time.

"You _____ my jam," she shouted. "Oh, _____ what it was," he said. "I'm _____ but I thought it was _____ which had gone bad in the hot weather. The chickens have _____ the jam, but it's made them _____."

Speaking and writing

- 1 Discuss with your partner whether you think the story you listened to is funny. Give your reasons. Use these words and expressions below to help you.

How wonderful!

I'm pleased we both like

I felt happy because

What fun!

It surprises me that

I (don't) laugh at that kind of thing because

It is (not) very amusing/funny that

I (don't) enjoy this very much because

Think of a funny English or Chinese story and tell it to your partner. While telling your story, use facial expressions and some acting to help make the story as funny as you can.

- 2 Write down the story.

- Use a logical order: explain the situation, what happened and then give the punchline.
- Read it through when you have finished checking for mistakes.
- Read it to your partner and ask for advice.
- Rewrite your story and put it into a class collection of funny stories.

A Funny Story

One day a man called a taxi company for a taxi to take him to the airport. He waited but it did not arrive.

So he called again. The girl said, "I'm sorry the taxi hasn't come, but don't worry as the plane is always late."

"Well, it certainly will be this morning," the man said, "because I happen to be flying it!"

The situation

What happened

The punchline

SUMMING UP

Write down what you have learned about English humour.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful adjectives and adverbs: _____
- useful expressions: _____
- a new grammar item: _____

LEARNING TIP

A good way to improve your English vocabulary is to read short stories. Make sure you choose these stories carefully. You can check to see if they are at the right level for you by reading the first paragraph. It should:

- be easier than your school textbook
- contain no more than two percent of new words
- be easily understood the first time you read it

Whenever you finish your story, you will feel a sense of success. So always carry a book of English short stories with you.

READING FOR FUN

Limericks

There was an old lady who said
When she found a thief under her bed.
So near to the door,
And so close to the floor,
I fear you'll take cold in the head.

There was an old man of Peru
Who dreamed he was kissing a shoe.
He woke in the night,
In a terrible fright,
And found it was perfectly true.

Unit 4 Body language

Warming Up

- 1 Look at the pictures below. What are these people communicating? Discuss your ideas with your partner. Do you both have the same idea about each picture?



- 2 Read the following **statements**. Choose a phrase and act it out without speaking. Can your partner guess what you are trying to communicate?

"Hello!"	"Goodbye!"	"Come here!"	"Go away!"	"Expensive!"
"I'm surprised!"	"I'm tired."	"I'm confused."	"OK!"	"Good luck!"
"I'm delighted!"	"I'm upset!"	"I'm sad!"	"I forgot!"	"You're great!"

Pre-reading

- 1 What do you think is the purpose of language? Discuss your opinion with your partner.
- 2 How can you communicate with someone if you cannot speak? Give an example.
- 3 There are many different ways to **greet** someone using words. How many ways can you think of to greet someone if you **CANNOT** speak? Share your ideas with your partner.
- 4 Look at the title and picture of the passage on the next page. Predict what you think the topic will be. Then skim the passage and check to see if your prediction was right.

Reading



COMMUNICATION: NO PROBLEM?

Yesterday, another student and I, **representing** our university's student **association**, went to the Capital International Airport to meet this year's international students. They were coming to study at Beijing University. We would take them first to their **dormitories** and then to the student **canteen**. After half an hour of waiting for their

5 **flight** to arrive, I saw several young people enter the waiting area looking around **curiously**. I stood for a minute watching them and then went to greet them.

The first person to arrive was Tony Garcia from **Colombia**, closely followed by Julia Smith from

10 Britain. After I met them and then introduced them to each other, I was very surprised. Tony **approached** Julia, touched her shoulder and kissed her on the **cheek**! She stepped back appearing surprised and put up her hands, as if in **defence**. I guessed that there was probably



15 a **major misunderstanding**. Then Akira Nagata from Japan came in smiling, together with George Cook from Canada. As they were introduced, George reached his hand out to the Japanese student. Just at that moment, however, Akira bowed so his nose touched George's moving hand. They both apologized – another cultural mistake!

Ahmed Aziz, another international student, was from **Jordan**. When we met yesterday, he

20 moved very close to me as I introduced myself. I moved back a bit, but he came closer to ask a question and then shook my hand. When Darlene Coulon from France came **dashing** through the door, she recognized Tony Garcia's smiling face. They shook hands and then kissed each other twice on each cheek, since that is the French custom when **adults** meet people they know. Ahmed Aziz, on the contrary, simply nodded at the girls. Men from Middle Eastern and

25 other Muslim countries will often stand quite close to other men to talk but will usually not touch women.

As I get to know more international friends, I learn more about this cultural "body language". Not all cultures greet each other the same way, nor are they comfortable in the same way with touching or distance between people. In the same way that people communicate with **spoken**

30 language, they also express their feelings using unspoken "language" through physical distance, actions or posture. English people, for example, do not usually stand very close to others or touch strangers as soon as they meet. However, people from places like **Spain, Italy** or South American countries approach others closely and **are more likely to** touch them. Most people around the world now greet each other by shaking hands, but some cultures use other greetings

35 as well, such as the Japanese, who prefer to bow.

These actions are not good or bad, but are simply ways in which cultures have developed. I have seen, however, that cultural customs for body language are very general – not all members of a culture behave in the same way. **In general**, though, studying international customs can certainly help avoid difficulties in today's world of cultural **crossroads**!

Comprehending

- 1** How do different international students behave when they greet people? Complete the chart with information from the passage.

Name	Description	Body Language	To Whom
Tony Garcia			everyone
		no touching	
	man from Japan		
George Cook			
			to men to women
		shake hands and kiss twice on each cheek	

- 2** Use the passage to help you answer the following questions.

- Is the author of this passage male or female? How do you know?
- What were the two mistakes that the author noticed?
- Who seemed to prefer to keep more physical distance from others? Who seemed to prefer closer physical distance?
- Did any students have similar greeting customs? If so, which ones?
- "When in Rome, do as the Romans do." What do you think this famous saying means?
- Do you agree with the author's statement that body language is not good or bad? Why or why not?

- 3** Work in groups of four. Read the following questions and then choose one to discuss together.

- If you meet a foreigner who comes up close to you to talk, what countries might he be from? How can you show him that you are uncomfortable with that?
- If a girl in shorts goes into a Muslim house and a man takes her outside pointing at her shoes and shorts, what should she do? Guess why he is so particular.
- What are some situations where body language is the only form of communication? Why?



Learning about Language

Discovering useful words and expressions

1 Find the word from the text for each of these meanings.

- 1 _____ action of **defending** oneself **against** an enemy's attack
- 2 _____ very probably
- 3 _____ European country that is shaped like a boot
- 4 _____ small restaurant provided by a school for its students or by a company for its employees
- 5 _____ to be chosen to speak or act in place of someone
- 6 _____ to run or travel somewhere in a great hurry
- 7 _____ to come nearer to something or someone from a great distance
- 8 _____ group of people organized for a special purpose
- 9 _____ either side of the face below the eye
- 10 _____ the act of flying, especially scheduled on a plane

2 Complete the passage with the words below in their proper forms.

approach cheek contrary curiously dash Jordan misunderstand

Joan was sitting in the park. A tall, dark woman _____ her, singing loudly. She looked as if she was from a Middle Eastern country, maybe _____. After a minute, the woman stopped and started hitting her own _____. Joan watched _____, thinking that the woman seemed a little crazy. Suddenly, the woman saw Joan and _____ over to her. Joan then realized that she had _____ the woman's actions – she wasn't crazy. She was, on the _____, asking for help to kill a bee!

3 Use words from the box to complete the paragraph below.

adult crossroads major greeted flight spoken
dormitory association Colombia curious representing

Julie was at a _____. She had just graduated from university and was ready to begin life as an independent _____. She had already received some great job offers from several _____ companies and was very excited about the opportunities. While cleaning out her _____ room on her last day at university, she received an unexpected phone call. The caller _____ her in careful English and then introduced himself as _____ an international _____. He had met Julie a few weeks ago at a job fair and was impressed with her _____ English. The only difficulty was that his company was in the country of _____. Julie was _____ to find out more, so after talking with her parents that evening, she booked a _____ to South America.

Discovering useful structures

- 1** A verb's *-ing* form can be used as an attribute describing a noun or as an adverbial describing a verb. Find two more examples of each use in the passage and write them below, underlining the *-ing* forms.

Attribute	Adverbial
George's moving hand	Akira Nagata from Japan came in smiling

- 2** Use the *-ing* forms of the verbs below to complete the following sentences. Some verbs will be used more than once.

laugh compete smile touch approach shake

- We were all nervous about the _____ examinations.
- I always know when my mother is telling a joke. After a few seconds, she always looks at me _____.
- Business leaders often look very serious. They do not often have _____ faces.
- After the dog fell in the lake, it climbed out _____ itself.
- The _____ buildings showed us that an earthquake was coming.
- After we saw the comedy show, we left the theatre _____.
- It is exciting to watch _____ athletes reach the other end of the swimming pool.
- The blind man walked _____ the walls of the buildings.

- 3** Work in groups of four. Add more actions to these lists. Then combine the primary and secondary actions to make a sentence about a student in your group. That student must act out what you say.

Primary actions	Secondary actions
walk around the desk	frown (deeply)
look for an eraser	jump (on one foot)
pick up a textbook	smile (in a crazy way)
sit on the desk	shake (his/her head)

A: Cheng Hui walks around the desk *jumping* on one foot.

B: The *frowning* girl, Wang Jing, picked up her English book and threw it on the floor.

C: ...

After practising with your group, make up a short act to perform for the class. One student describes what is happening while the other three act. Make it funny!

Using Language

Reading



SHOWING OUR FEELINGS

Body language is one of the most powerful means of communication, often even more powerful than spoken language. People around the world show all kinds of feelings, wishes and attitudes that they might never speak aloud. It is possible to “read” others around us, even if they do not intend for us to catch their **unspoken** communication. Of course, body language can be misread, but many gestures and actions are universal.

The most universal **facial** expression is, of course, the smile – its **function** is to show happiness and put people **at ease**. It does not always mean that we are **truly** happy, however. Smiles around the world can be **false**, hiding other feelings like **anger**, fear or worry. There are unhappy smiles, such as when someone “**loses face**” and smiles to hide it. However, the general purpose of smiling is to show good feelings.

From the time we are babies, we show unhappiness or anger by frowning. In most places around the world, frowning and **turning one’s back** to someone shows anger. Making a **fist** and shaking it almost always means that someone is angry and threatening another person.

There are many ways around the world to show agreement, but nodding the head up and down is used for agreement almost worldwide. Most people also understand that shaking the head from side to side means disagreement or refusal.

How about showing that I am bored? Looking away from people or **yawning** will, in most cases, make me appear to be uninterested. However, if I turn toward and look at someone or something, people from almost every culture will think that I am interested. If I roll my eyes and turn my head away, I most likely do not believe what I am hearing or do not like it.

Being respectful to people is **subjective**, based on each culture, but in general it is probably not a good idea to give a **hug** to a boss or teacher. In almost every culture, it is not usually good to stand too close to someone of a higher **rank**. Standing at a little distance with open hands will show that I am willing to listen.

With so many cultural differences between people, it is great to have some similarities in body language. We can often be wrong about each other, so it is an amazing thing that we understand each other as well as we do!



1 Before writing, authors usually make a writing outline. Complete this outline in your own words, using these steps:

- Use the topic sentences of the first and last paragraphs to help you write the main idea.
- Use the topic sentences of the middle paragraphs for the supporting points.

Main idea: _____

Points: 1 Showing happiness
2 Showing unhappiness or anger

3 _____

4 _____

5 _____

2 Work in groups of four. Use what you have read in the passage to help you answer the following questions.

- 1 How can we know others' feelings, even if they do not speak to us?
- 2 Why should we be careful with our body language?
- 3 Why is it important to watch as well as listen to others?
- 4 What are some jobs in which using body language is extremely important?

Listening and speaking



1 Can you guess the correct order of the pictures below? Write your guesses. Then listen to the story on the cassette tape and write down the correct order.



What you guess ()

What you hear ()



What you guess ()

What you hear ()



What you guess ()

What you hear ()



What you guess ()

What you hear ()



What you guess ()

What you hear ()



What you guess ()

What you hear ()

2 Work in groups of three and act the story you just heard. Act it out once without speaking. Then act it a second time with words. Use the expressions below to help you.

You may not

Do not

You must

Be careful when

Always stay

You should never

Watch out!

You'll have to

Keep away from

Look out!

You will need to

You'll be fined (200) yuan.

Speaking and writing

1 One of your classmates came in this morning looking very upset about something, but you cannot imagine what it is. Discuss with a partner what body language or behaviour made you think there was a problem.

A: I think that there's something wrong with Lin Pei. When she came in today, she kept her face down and wouldn't speak.

B: Yes, when I saw her in class, she ...

- 2** Your classmate left very quickly after class, so you want to write him/her a short letter to ask about what is wrong and whether you can help. Use the structure on the right to help you.

Dear (friend's name),
 (1st paragraph: describe the body language that you noticed)
 (2nd paragraph: ask if something is wrong; perhaps make some guesses)
 (3rd paragraph: offer to help; remind him/her that you are a good friend)
 (closing),
 (your name)

SUMMING UP

Write down what you have learned about body language.

From this unit you have also learned

- useful verbs: _____
- phrasal nouns: _____
- useful adjectives: _____
- useful expressions: _____
- a new grammar item: _____



LEARNING TIP

Good communication skills include learning body language. When you see an English film or talk with native speakers, observe their facial expressions and gestures. Keep a record of what interests you most. Watch what people do as well as what they say. You can learn more from actions than you can from words.

* READING FOR FUN

You're never fully dressed without a smile.
 — Martin Charnin
 Everyone smiles in the same language.
 — Author Unknown
 The shortest distance between two people is a smile.
 — Author Unknown
 A smile is the universal welcome.
 — Max Eastman
 A smile is a powerful weapon; you can even break ice with it.
 — Author Unknown
 Peace begins with a smile. — Mother Teresa

Unit 5 Theme parks

Warming Up

- With a partner, discuss the following questions.
 - What is a park? What is a park for?
 - What kind of activities do people do in a park?
- Then look at the pictures below. Try to match the names of the parks with the pictures. Can you guess which are parks and which are **theme** parks?

1

2

3

4

5

6

Camelot Park
Central Park
Dollywood
World Waterpark
Disneyland

Pre-reading

- What do you think a theme park is? With a classmate, discuss what you might do in a theme park.
- Skim the passage on the next page to check your ideas.

Reading



THEME PARKS – FUN AND MORE THAN FUN

Which theme park would you like to visit? There are **various** kinds of theme parks, with a different park for almost everything: food, culture, science, **cartoons**, movies or history. Some parks **are famous for** having the biggest or longest roller coasters, others for showing the famous sights and sounds of a culture. **Whichever** and whatever you like, there is a theme park for you!

The theme park you are probably most familiar with is Disneyland. It can be found in several parts of the world. It will bring you into a magical world and make your dreams come true, whether you are travelling through space, visiting a pirate ship or meeting your favourite fairy tale or Disney cartoon character. As you wander around the **fantasy amusement** park, you may see Snow White or Mickey Mouse in a parade or on the street. Of course Disneyland also has many exciting rides, from giant **swinging** ships to terrifying free-fall drops. With all these **attractions**, **no wonder** tourism is increasing **wherever** there is a Disneyland. If you want to have fun and more than fun, come to Disneyland!



Dollywood, in the beautiful Smoky Mountains in the southeastern USA, is one of the most **unique** theme parks in the world. Dollywood shows and celebrates America's traditional southeastern culture. Although Dollywood has rides, the park's main attraction is its culture. Famous country music groups perform there all year in indoor and outdoor theatres. People come from all over America to see **carpenters** and other craftsmen make wood, glass and iron objects in the old-fashioned way. Visit the candy shop to try the same kind of candy that American southerners made 150 years ago, or take a ride on the only steam-**engine** train still working in the southeast USA. You can even see beautiful bald eagles in the world's largest bald eagle **preserve**. And for those who like rides, Dollywood has one of the best old wooden roller coasters, Thunderhead. It is world-famous for having the most **length** in the smallest space. Come to Dollywood to have fun learning all about America's historical southeastern culture!



If you want to experience the ancient days and great **deeds** of English knights and ladies, princes and queens, then England's Camelot Park is the place for you. Every area of the park is **modelled after** life in the days of King Arthur and the Knights of the Round Table. In one place, you can watch magic shows with Merlin the Wizard. If you want to see fighting with **swords** or on horseback, then the jousting area is a good place to visit. If you do well there, King Arthur may choose you to fight in the big jousting **tournament**. Do you like animals? Then visit the farm area, and learn how people in ancient England ran their farms and took care of their animals. To enter a world of fantasy about ancient England, come to Camelot Park!

Comprehending

- Where do you think you would see this kind of writing? What is the meaning of the title "Theme Parks – Fun and More Than Fun"?
- Complete the table with information from the passage.

Park Name	Theme	Example of Activities
Disneyland		
Dollywood		
Camelot		

- Decide if the following statements are true or false, according to the information in the passage. If it is a false statement, rewrite it with correct information.

	True	False
1 Disneyland can be found everywhere.	<input type="checkbox"/>	<input type="checkbox"/>
2 You can meet any cartoon character you like at Disneyland.	<input type="checkbox"/>	<input type="checkbox"/>
3 Tourism develops where a Disneyland is built.	<input type="checkbox"/>	<input type="checkbox"/>
4 Dollywood is in the mountains in the southeastern USA.	<input type="checkbox"/>	<input type="checkbox"/>
5 Country music singers perform in Dollywood throughout the whole year.	<input type="checkbox"/>	<input type="checkbox"/>
6 Dollywood has the only electric train still working in the USA.	<input type="checkbox"/>	<input type="checkbox"/>
7 Visitors to Camelot Park can taste candy like the candy made in ancient England.	<input type="checkbox"/>	<input type="checkbox"/>
8 Camelot Park has the oldest roller coaster in the world.	<input type="checkbox"/>	<input type="checkbox"/>
9 Camelot Park has an ancient English farm.	<input type="checkbox"/>	<input type="checkbox"/>
10 Camelot Park has places for visitors to watch and maybe take part in sword fighting.	<input type="checkbox"/>	<input type="checkbox"/>

- Work in groups of four. Discuss the questions below using the information in the passage and your own opinions to help you.

- What is the purpose of Dollywood? What kind of people do you think will visit this theme park?
- What do you know about ancient English stories? What other activities do you imagine there are at Camelot Park?
- Disneyland is a place to have fun. What will you do if you have a chance to visit Disneyland?
- If you have a chance to visit one of these three parks, which will you visit? Why?

Learning about Language

Discovering useful words and expressions

1 Find the word and phrase from the previous pages of this unit for each of these meanings.

- 1 _____ of several different types
- 2 _____ the main subject of a talk, book, film or something else
- 3 _____ to keep something as it is; an area of land made available for a special group of people or animals to live in
- 4 _____ to or at any place, position or situation
- 5 _____ something that is pleasant to think about but is not real
- 6 _____ action, usually a very great one or a very bad one
- 7 _____ the measurement of something from one end to the other
- 8 _____ being the only one of its kind; unlike anything else
- 9 _____ in the middle of an area or an object
- 10 _____ not surprising

2 Use the words in the box to complete the sentences below. Some words are used as both nouns and verbs.

engine carpenter cartoon amusement eagles slide swing tourism

- 1 Before buying a car, my dad always looks at its _____.
- 2 Early American **settlers** were great _____ – they could build almost anything from wood.
- 3 Both adults and children like to watch _____ just for _____.
- 4 There are about 60 different kinds of _____ around the world, but only two kinds live in North America.
- 5 _____ is a big business for small countries like Singapore.
- 6 When I was little, my favourite thing to do was to go to the playground and _____ down _____ and _____ on _____.

3 Complete the paragraph with words below in their proper forms. One word is used more than once.

attraction deed fantasy preserve sword tournament whichever

There are many stories about Britain's ancient King Arthur, some true, some just _____. When Arthur was a boy, no one knew who his parents were. He worked for a great knight and his son, to help them prepare for _____ and battles. One day, news came that Britain's old king had died without a son. To _____ the kingdom from disorder, the old wizard Merlin took the king's _____ and drove it into a great stone. He announced that _____ knight could take it out was Britain's true king. The _____ brought many knights from all over the country to try their strength. One morning, Arthur came across the _____ in the stone. He knew nothing about it but decided that he should try to get it for his master. He pulled hard, and it came out! Soon the whole country heard about Arthur's amazing _____ and made him king.

Discovering useful structures

- 1** Compound words are made from two words: two separate words (*roller coaster*), one word (*craftsmen*) or words joined by a hyphen (*old-fashioned*). Find the compound nouns in the reading passage and write them here.

- 2** In the chart below, combine the words from the first two columns to make compound words in the third column.

Column 1		Column 2		Compound words
butter	worn	phone	ball	
down	north	line	cream	
foot	earth	out	fly	
hard	mobile	going	hearted	
ice	man	eastern	melon	
kind	head	land	sized	
lap	easy	by	top	
life	home	kind	town	
water	passer	quake	while	
worth	egg	plant	working	

- 3** New words can also be formed by using prefixes and suffixes. Find and underline the prefixes or suffixes in the words below. Then write out the original words. The first one is done for you.

unchangeable *adj* change

dislike *v* _____

impossibility *n* _____

unfriendly *adj* _____

overwork *v* _____

misunderstanding *n* _____

athletic *adj* _____

misread *v* _____

translator *n* _____

- 4** One word can often be used in many different ways just by changing its form. Fill in the table below with the different forms of the words. The first one is done for you. Use your dictionary to check your work.

Noun	Verb	Adjective	Adverb
amusement	amuse	amusing	amusingly
	admit		
	imagine		
	settle		
	equip		
	attract		

Using Language

Listening



1 Look at the names of the **minority** groups on the right. What do you know about their cultures? What are they famous for?

2 Listen to the conversation, and fill in the table with the information that Ricky, Lucy and the guide talk about.

Naxi	food
Uygur	
Dai	
Miao	cloth
Bai	

3 Listen to the cassette again and then answer the following questions.

- 1 Why did Ricky and Lucy come to China?
- 2 What is the purpose of the Folk Culture Villages?
- 3 What two things is Ricky interested in doing?
- 4 What is Lucy most interested in doing?
- 5 What things does the guide think are the most important to see?

Reading



FUTUROSCOPE – EXCITEMENT AND LEARNING

Last week I took a journey deep into space, to the end of the solar system, and was pulled into a black hole. Then I took a trip to Brazil and experienced surviving an airplane crash in the **jungle**. After that, I joined some divers and went to the bottom of the ocean to see strange blind **creatures** that have never seen **sunlight**. For a break, I took part in some car racing and then skied down some of the most difficult mountains in the world. I ended my travels by meeting face to face with a dinosaur, the terrible T-Rex, and survived the experience!

I did all this in one great day at Futuroscope. Opened in 1987, Futuroscope is one of the largest space-age parks in the world. This science and technology-based theme park in France uses the most **advanced** technology. Its 3-D cinemas and giant movie screens provide **brand** new experiences of the earth and beyond. Visitors can **get close to** parts of the world they have never experienced, going to the bottom of the ocean, flying through the jungle or visiting the edges of the solar system. The amazing, up-to-date information together with many opportunities for hands-on learning makes the world **come to life** in a completely new way for visitors. Learning centres throughout the park let visitors try their own scientific experiments, as well as learn more about space travel, the undersea world and much more.

I bought tickets for myself and my friends at the park's entrance, but tickets are also available online. Futuroscope is not only for individuals, but is also the perfect mix of fun and learning for class **outings**. Classes or other large groups that let Futuroscope know their plans **in advance** can get the group **admission** rate. For anyone coming from out of town, Futuroscope has many excellent hotels nearby, most of which provide a **shuttle** service to the park. If driving, Futuroscope is within easy reach of the **freeway**. Plan your trip well before starting, since Futuroscope has so many shows, activities and great **souvenir** shops that it is difficult to see them all. Come ready to walk a lot – be sure to wear some comfortable **sneakers** or other walking shoes!

1 What are three times and three places you can visit at Futuroscope?

2 What is the main topic of each paragraph in the passage?

Paragraph 1: _____

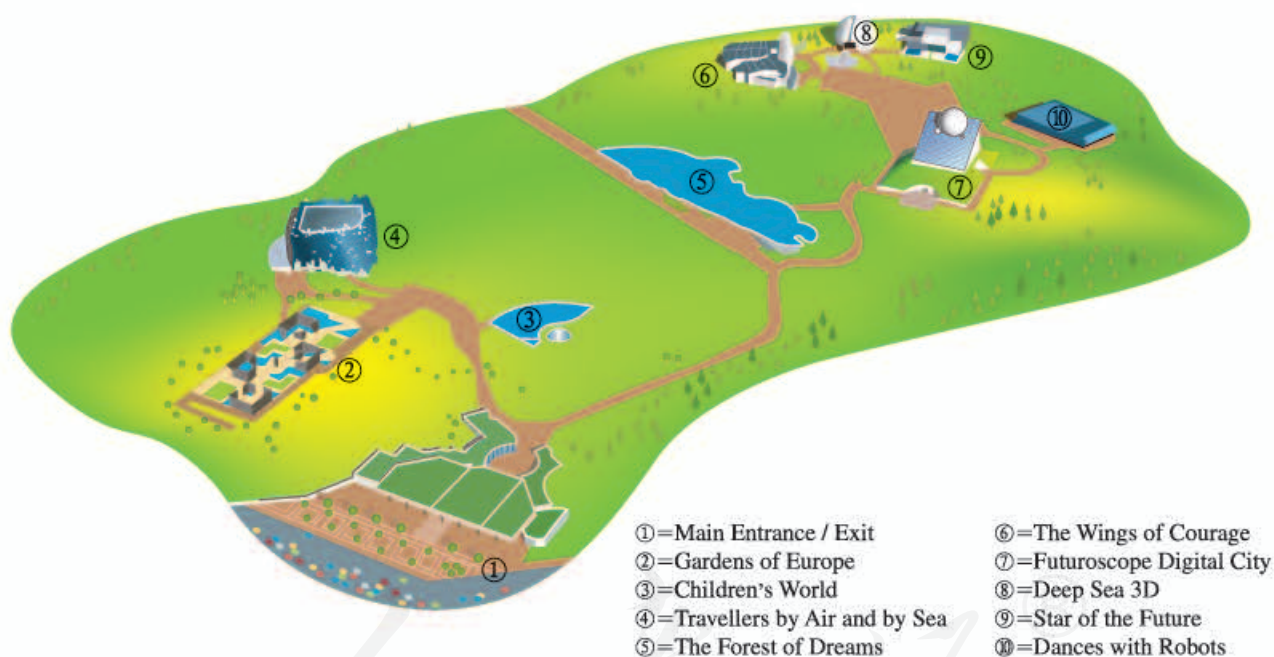
Paragraph 2: _____

Paragraph 3: _____

3 Listen to the cassette. Then practise reading the first paragraph aloud, paying attention to liaison, incomplete plosives and intonation.

Speaking and writing

1 Use the map of Futuroscope to prepare a role play with a partner. You are taking your friend on a tour of Futuroscope. Be ready to present your role play to the class. Use the expressions below to help you.



Where is the ...?

How far is/are the ...?

How can we get to ...?

Can/Could you show me where ...?

Over there is the

Down the path you can see

It's about 10 minutes' walk.

Go down this path and turn left/right at the first crossing.

It's about 200 metres away.

You can reach ... by

It's just behind the

2 Write a short introduction for a **brochure** about Futuroscope, using the passage and the map above to help you. Be sure to include:

- what kind of park it is
- how to get to three of the park's activities
- why it is a great place for both children and adults

SUMMING UP

Write down what you have learned about theme parks.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful expressions: _____
- a new grammar item: _____

LEARNING TIP

In English, there are several ways of forming words: compounding (*gold + fish = goldfish*); derivation (*re- + load + -able = reloadable*); and conversion. In conversion, the same word acts as different parts of speech without changing its form (but sometimes changing stress). For example,

- water *n* & *v* “Don’t ‘water the plants with dirty ‘water.”
- increase *n* & *v* “The ‘increase in the cost of living has led most companies to in‘crease their workers’ pay.”

Be careful, however, because English has some words that look the same, but do not have the same meaning. For example,

- mind *n* & *v* “He has an amazing mind.”
“I don’t mind having a dog in the house, if it’s clean.”

Not all words can be converted, so be sure to memorize them as you find them!

* READING FOR FUN *

English is a funny language: we park our cars on driveways and drive our cars on parkways!
What do you get when you cross a car with a sandwich? A traffic jam!
Why did the clown tie a million balloons to his house? He wanted to see a housefly!
Why did the man feed his dog a watch? He wanted a watchdog!
Where do cars go when they want to cool off? A carpool!
Why did the fisherman take a shield with him to go fishing? In case he caught a swordfish!
Why did the girl drop her gum from the top of the building? She wanted to see a gumdrop!
What kind of nail do carpenters want to avoid hitting? Fingernails, of course!
Why did the boy put an umbrella in his ear? He is planning on doing some brainstorming!
Why did the astronaut take a fishing pole to the moon? He was hoping to catch a starfish!

Workbook

Unit 1

Women of achievement

LISTENING



1 Before you listen, look at the picture and read the exercises below. Predict the content, and then listen to the tape and check if you were correct.

2 Listen to Part 1 and make notes in the chart below.



Joan's country: _____
 Her reason for fighting: _____
 Her enemy: _____
 How did Joan help? _____



3 Listen to Part 2 and fill in the blanks in the sentences below.

- 1 That's because she _____ God had sent her. She had many good ideas and the French soldiers _____ her.
- 2 The English soldiers were very _____. They caught Joan and the Church said that she had not _____ as a woman should. So they _____ her.
- 3 Much _____ they _____ that she was _____ for her country. The Church made her a Saint (圣人).

TALKING

1 Discuss in pairs. Which Chinese woman in the past also disguised (伪装) herself as a man to join the army? What are the similarities between Joan of Arc and this woman? Use the words and expressions on page 7 to help you.

Joan

- Did people allow women to be soldiers at that time?
- Why did she want to join the army?
- Was she successful?
- What happened to her later?
- How can you describe her?

2 Make up a dialogue and be prepared to give your talk to the class.

USING WORDS AND EXPRESSIONS

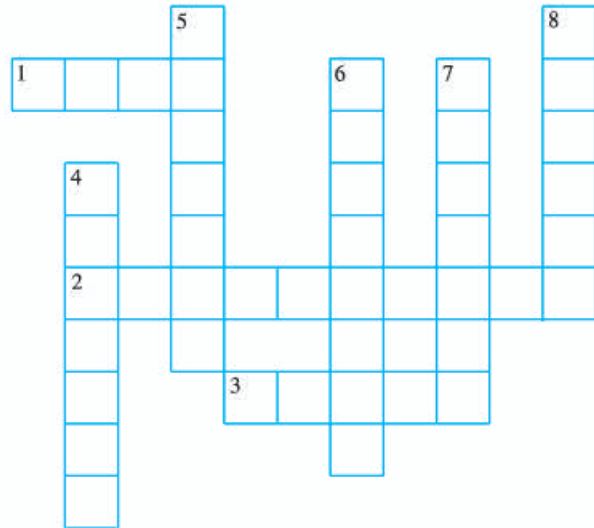
1 Work with your partner to complete the crossword puzzle.

Across

- 1 the number of times something happens
- 2 an expert in a special branch of work or study
- 3 to state something and give the reasons why you think it is true

Down

- 4 to watch something carefully, especially in order to learn about it
- 5 to send things to a place; to help a woman give birth to her baby
- 6 a planned set of activities that people do over a period of time in order to achieve something
- 7 to encourage someone to do something
- 8 not talking too much about one's own abilities or good qualities



2 Complete the passage with the words and phrase given in their proper forms.

audience intend kindness consideration deliver emergency come across sickness

My neighbour Pat Anderson always shows great _____ and _____ to others. One day we had an _____ in our family. My sister Lily was going to _____ a speech at an institute. I _____ to take her there, but our car would not start. I rushed into the street to hire a taxi. Then suddenly I _____ Pat. She was going to go to the hospital, because she feared that she had caught the _____ that was going around the local area. After she heard our problem, she rushed home to get her own car and took us there. The _____ was already in the hall. We were only just in time!

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

- 1 努力提高工厂工人的工作条件是值得做的事情。(It is worthwhile to ...; condition)
- 2 她的行为鼓舞了其他人继续为保护野生动物而奋斗。(behaviour; inspire)
- 3 作为一名学生你应该谦虚, 不应该瞧不起那些知道得比你少的同学。(modest; look down upon)
- 4 如果人类继续这样做, 我们很快就会陷入能源危机。(human beings; be short of)
- 5 年轻的一代中, 许多人都喜欢外国音乐和电影。(generation)
- 6 如果想知道如何翻译这个句子, 你最好查字典。(refer to)
- 7 当游行的队伍离开广场后, 人群拥了进来。(move off; crowd in)

USING STRUCTURES

1 Read each sentence carefully and choose the best answer for each blank.

- 1 There _____ more than one answer to your question.
A have been B has been C are D is
- 2 Email, as well as letters, _____ an important part in daily communication.
A is playing B have played C are playing D play
- 3 Nobody but Jane _____ the secret.
A know B knows C have known D is known
- 4 Not only I but also Li Juan and Mary _____ tired of taking so many exams.
A is B are C am D be
- 5 Either you or the headmaster _____ the prizes to the gifted students.
A is handing out B are to hand out C are handing out D is to hand out
- 6 The number of people invited _____ thirty, but a number of them _____ absent.
A were; was B was; was C was; were D were; were
- 7 Mr Smith's family _____ rather large, with a total of twelve people in all.
A is B are C being D was
- 8 The professor, _____ some of his assistants, _____ to attend our discussion.
A and; is B as well as; is C or; are D except for; are

2 Choose the correct verb form to complete the following passage.

After the talk the audience _____ (is/are) to be divided into two groups. One group _____ (is/are) for the very young with nobody older than eighteen. The other group _____ (is/are) for their parents. Both groups _____ (is/are) to discuss the generation gap (代沟). Neither _____ (is/are) sure how well _____ (he/she/they) understand each other. But neither _____ (does/do) they think that it cannot be resolved. All the trouble _____ (seems/seem) to come from misunderstandings. So what _____ (seems/seem) to be most important _____ (is/are) to have an understanding family. It is the same with a team or a company. A football team _____ (plays/play) very well if _____ (it/they) _____ (understands/understand) each other. A company _____ (becomes/become) a big family for the same reason.

3 Fill in the blanks with the verbs below. Then underline the rhyming words and read the poem aloud.

open move bother stand
come listen seem feel look

Someone _____ knocking at his door, door, door,
But who and what _____ there he's not sure,
 sure, sure,
He opens, he _____, he looks to left and right,
But nothing _____ to move in the pale moonlight.
So who _____ knocking at his door, door, door?
What and why they _____ we're not sure, sure, sure.
Both of us _____ and _____ and _____ to left
 and right,
But it _____ there's nothing moving in the pale
 moonlight.
No one _____ knocking at his door, door, door.
Of that both he and I _____ sure, sure, sure.
We _____, we _____, we _____ to left and right.
No one and nothing _____ in the pale moonlight.

LISTENING TASK



- 1 Ding Lingyu is talking to Ms Jody Williams about her work with the International Campaign to Ban Landmines (ICBL). Before you listen, discuss the following questions in pairs.

- Why are the landmines dangerous?
- What can the landmines do to people?



- 2 Listen to Part 1 carefully and take notes. Then fill in the chart.

Research notes on ICBL	
Who is ICBL's leader?	Jody Williams
Why did Jody start the work?	
What is ICBL's aim?	
Why do ICBL countries talk to each other?	

- 3 Listen to Part 2 carefully and fill in the missing information.

- The Oslo Agreement of _____ stopped the _____ and _____ of landmines. _____ countries signed it and _____ countries agreed to make it part of their _____. We felt so happy and proud.
- Jody Williams and ICBL have _____ an even greater _____ since then. It was the Nobel _____ Prize in _____.

- * 4 Listen to the whole dialogue and write down at least two ways ICBL tries to remove landmines forever.

- _____
- _____

- 5 Now in pairs discuss these questions.

- Do you think Jody Williams's way to help countries remove landmines from their land is a successful one? Give your reasons.
- Jody Williams's work is not easy. What problems do you think she has?
- What do you think might stop ICBL's complete success?

READING TASK



- 1 Read the story of Elizabeth Fry and fill in the form below.

Notes on English prisons in the nineteenth century	Elizabeth Fry's actions to change the conditions

ELIZABETH FRY

When the Quaker Elizabeth married Joseph Fry, it seemed as if her life would be comfortable and peaceful. However, Elizabeth was not content with (满足) her easy life and her growing family. She saw many poor people living near her and she wanted to help them.

One day she was asked to visit a prison. At first the prison officers did not want to let her visit the women prisoners because they feared the prisoners would attack her, but Elizabeth was not afraid. She realized that the prisoners behaved badly because they were being treated like animals. They had no beds, clean clothes, food or heating. Any child born in prison had to stay there and had no chance of an education. This meant they would probably have to beg or steal when they grew up and then would return to prison. So the first thing Elizabeth did was to provide food, clean clothes and straw for beds. Later she began a prison school for the children and taught the women to sew (缝纫), knit (编织) and make goods to sell. In this way they were able to make a little money for themselves and gain some self-respect. Her kindness helped her gain the friendship of the prisoners and they began to try to improve their conditions for themselves. Later Elizabeth was asked to go to the leaders of Britain to discuss how to improve the conditions for prisoners.



Of course she did not do all the work on her own. Other Quaker women helped her and went around the country raising money for her work. Some people did not like her ideas and quarrelled with her. They said that she should spend more time with her family. Other people said she enjoyed being famous too much. However, her husband, Joseph, supported and encouraged her, so she continued working to help improve the lives of poor prisoners till she died. Her ideas did not disappear after her death and her work was remembered in 1947 when the Quakers were given the Nobel Peace Prize.

2 Now imagine what each of these people might have said.

Questions	What they might say and why
1 Elizabeth, why do you not spend more time with your family?	1
2 Joseph, why do you let your wife work with prisoners?	2
3 (to the prisoners) What do you think of Elizabeth's ideas?	3

SPEAKING TASK

In the past, many women didn't have the opportunity to do the job they wanted to do. In pairs make a questionnaire to ask questions of your mother or grandmother or aunt. You can use Chinese to find out the information, but you must use English when you talk to your partner in class. Design questions to find out:

- what job they wanted to do when they were young
- what they did when they began to work
- how they achieved their chosen job (if they did) and why they did not (if they worked at something else)
- any other information they want to tell you

Your questions:

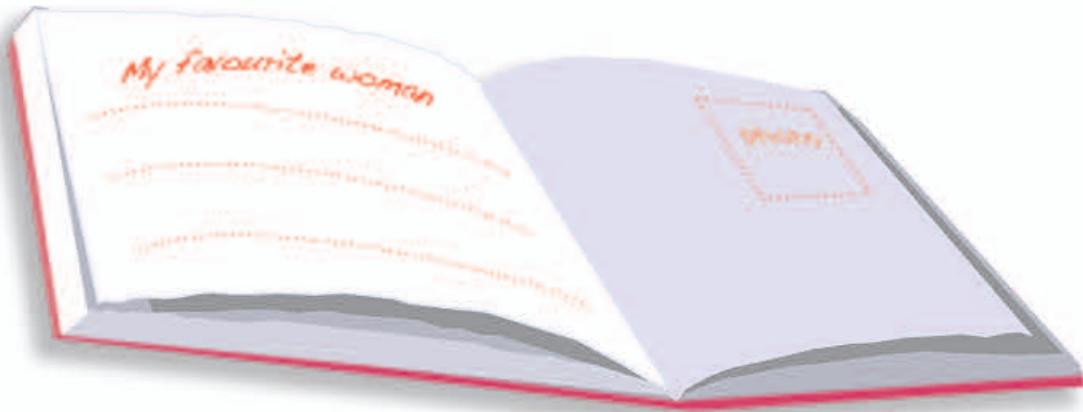
When you have worked out the questions, write them down in English and take them home to do the survey. Make sure you ask the same questions in the same order and in the same way to each family member you interview.

WRITING TASK

- 1 When you have collected the information from the survey, you will be ready with the information to do a report.
 - 1 First you need to analyze the information.
 - Did the women do the jobs they always wanted to do? What were the jobs?
 - Were they able to do that? Why or why not?
 - Any other interesting information.
 - 2 Now you are ready to write a plan. You need a beginning (the question you asked and why you asked it), a middle (the survey and what you found out from it) and the end (what conclusion you can draw from the survey).
 - 3 Write the report and give it to your teacher and other classmates to read. Were their findings the same as yours?
- 2 If you have found some interesting information about your grandmother/mother/aunt, you may write a description or a story about her.

***PROJECT**

Work in groups. Each group can choose any outstanding woman, whom you admire very much. Find out as much as you can about her by asking your teachers, parents and grandparents or going to the library and surfing the Internet. Make a survey and take notes. Then write an article on her and display it in your classroom. The monitor can collect the descriptions and put them in a class folder.

**CHECKING YOURSELF**

- 1 What have you learned from Jane Goodall, Lin Qiaozhi or Elizabeth Fry? What do they have in common? What qualities do you admire in them most?

- 2 Do you know any other woman who has given up a lot for others? Who is she?

- 3 Do you know any other nouns like *group* which can be used as singular or plural?

- 4 What new words and expressions have you learned to describe a person?

- 5 Did you have any problems in understanding this unit? How did you solve them?

- 6 Can you spell out words you are not familiar with by hearing their pronunciation?

- 7 Which of the tasks in this unit is the hardest?

- 8 Which task is the easiest? Why do you think so?

Unit 2 Working the land

LISTENING



- 1 What makes the world's deserts grow? First tick the causes you think are true. Then listen to the tape and tick what you hear.

	You think	You hear
1 Heat and little rain.	<input type="checkbox"/>	<input type="checkbox"/>
2 Turning forests into farmland.	<input type="checkbox"/>	<input type="checkbox"/>
3 Overusing fields to feed farm animals.	<input type="checkbox"/>	<input type="checkbox"/>
4 Using new scientific farming methods.	<input type="checkbox"/>	<input type="checkbox"/>
5 Wasting water in farms and at home.	<input type="checkbox"/>	<input type="checkbox"/>
6 Farming too much on poor land.	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Listen to the tape again and choose the best answer to each question.

- Why was North Africa important in the first century BC?
 - Rome sent a lot of corn and wheat to North Africa.
 - Land in North Africa was used to produce the bread that fed all of Rome.
 - The desert in North Africa was famous in Rome.
- How does farmland turn into desert?
 - Wind blows away dry soil and then the land becomes sandy.
 - Hot weather makes the land become sandy.
 - Too many plants can make farmland become desert.
- How are new farming methods helping to stop the desert in Xinjiang?
 - The methods let the farmers use less water.
 - The methods let farmers grow the same amount of crops in less land.
 - The methods do not use fertilizers.

TALKING

Planting trees is one of the most common ways to stop the world's growing deserts. Every year on March 12th China celebrates Tree-planting Day. Discuss the questions below in groups of four. The expressions below may be useful.

- Why is Tree-planting Day so important? Have you ever planted trees? When?
- After Tree-planting Day is over, what happens to the trees? Who takes care of them?
- Other than planting trees, what can students do to help turn deserts into green land?

May I suggest ...?

But what about / how about ...?

Let me suggest

Perhaps we should consider

USING WORDS AND EXPRESSIONS

- 1 Which of the following verbs must change their form to become nouns? Write the noun forms for the verbs below. Then complete the sentences, using the correct forms.

battle circulate comment confuse discover equip
expand export focus produce regret struggle sum

circulate → circulation

battle → battle

- The news about Jeff's success quickly _____ around the school.
- The _____ of his study was on the _____ of Chinese products.
- In an interview, Jeff _____ that he had only one _____.
- Before, he often _____ to understand the _____ world of business.
- He was studying English to _____ himself for his new job.

- 2 Complete each blank with a word below. Be sure to change the form, if necessary. One word is used more than once.

bacteria chemical discovery focus mineral
nutrition pest production root soil

Today we use _____ in almost every part of our lives, hoping to make life faster, more convenient (方便) or just better. At home we use them to kill flies and other disease-carrying _____. Doctors give them to us in medicine to fight harmful _____ in our bodies. Factory workers use them in industrial _____ to make everything from toys to shoes to toothbrushes. Farmers also use them in the _____ to help their plants grow fast and become strong. However, the _____ of new ways to use _____ have brought difficulties as well as benefits. For example, too much use in farming leads to food that is low in _____ and other things that we need for good _____. What is the _____ of the problem? Some people think it is from a wrong _____ on money and speed, while others say it is just from a lack (缺乏) of education about the problems. Who knows? Maybe it is both.

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

- 今天的课主要讲如何写新闻总结。(focus on; summary)
- 我们必须快速浏览这个报告,找到它的主要内容。(skim)
- 老师让我们在难懂的单词下画线并查字典(找出其意思)。(underline)
- 他说像统计数据这样的细节就不必包括在内了。(statistics; details)
- 我想我将用到一篇关于农民们让自己的土地远离化肥的报告。(keep ... free of; chemical fertilizers)
- 这个农民花了20年的时间来创建自己的企业。(build up)
- 使用过多的化肥导致了严重的问题。(lead to)

USING STRUCTURES

- 1 Complete the sentences with the *-ing* form of the verbs in the box. Then answer the questions using the *-ing* form as much as you can.

do	exchange	get	use	pay
learn	dance	smoke	play	supply

- 1 _____ is bad for you. What is good for you?
- 2 I hate _____ bills. What do you hate doing?
- 3 I'm used to _____ up late. How about you?
- 4 _____ English is hard for me. What is hard for you?
- 5 I enjoy _____ the violin in my free time. What do you like to do?
- 6 _____ your homework is a good idea. What else helps your studies?
- 7 _____ a mobile phone on a motorcycle is dangerous. What else is dangerous?
- 8 She is good at _____. What are you good at?
- 9 After _____ a few words to him, she left quickly. Where do you think she was going?
- 10 Yuan Longping is famous for _____ the farmers with super hybrid rice seeds. What would you like to be famous for?

- 2 Choose the correct verbs for the blanks below. Use their infinitive or *-ing* forms. One word is used twice.

die	encourage	fight	find	leave	work
make	manage	plough	spend	turn	

An old farmer was about _____. He wanted _____ sure that his sons would stop _____ among themselves. He hoped _____ them _____ the farm successfully. The old man called his sons together and said, "My sons, I'm about _____ this life. You will find all that I have in the farm."

Some time later, after their father had died, the sons started _____ long hours _____ in the fields. They thought that their father had buried a treasure in the ground. They kept _____ from morn till night, _____ the soil over again and again, but still failed _____ any treasure. That year's crops, however, were better than any of their father's crops and sold for a very high price. In the end, the young men found that _____ hard is truly a treasure in itself.

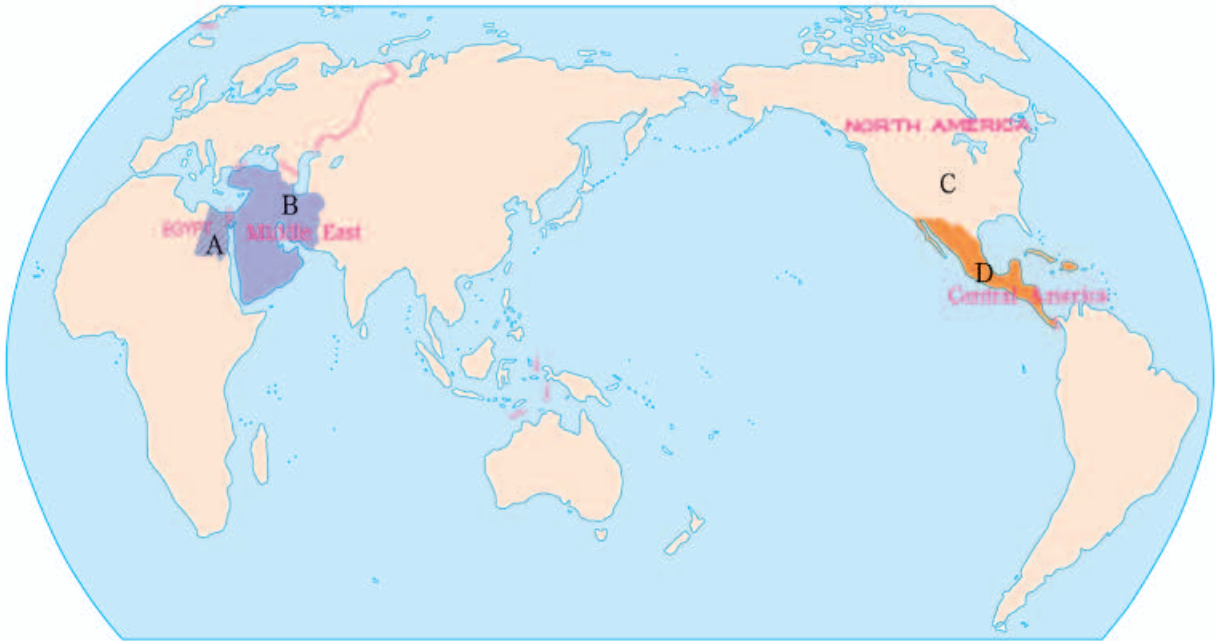
- 3 Work in pairs or groups, telling one another the following:

- 1 what you love/like/hate doing and why
- 2 what you are interested in doing some day in the future
- 3 what city or country you would enjoy visiting and why

LISTENING TASK



- 1 Look at the map and the sentences below. Which area do you think the sentences describe? Write your guesses next to the sentences.



Guess Fact

- 1 Ancient farmers in this area used teams of oxen for ploughing the fields.
 - 2 Farming here was famous for developing a system of watering fields from the River Nile.
 - 3 This area has a system of growing three crops together. The crops are not only good for food but also help make the soil fertile.
 - 4 Farmers here cut large steps into the sides into the hillsides and created islands to get more land for growing crops.
- 2 Now listen to this student's report on ancient farming and match the descriptions with the sites on the map.
- 3 Listen to the tape again and discuss the following questions in groups of four.
- 1 How do you think advances in farming methods influenced early cultures? Brainstorm some of the ways that a culture might change because of the improvements in farming.
 - 2 What do you know about farming developments in ancient China? Do you know who had great influence on developing good farming methods in ancient China?

READING TASK



AN EARLY FARMER PIONEER

Some people thought Jia Sixie was a lucky man. He had worked for the emperor and when he got old, he was able to go to his hometown to relax. Jia Sixie, however, had other plans. He had always been interested in agriculture and intended to do something to make Chinese farming even better.

Jia Sixie lived in the sixth century AD. He was born in Yidu in Shandong Province and worked in Gaoyang, which is also in Shandong. As he rode through the countryside on his journeys for his work he looked out at the fields. Some of them were greener and had more crops than others. Some cows and sheep looked healthier than others too. He was lost in thought. What could a farmer do to get good crops from his fields? Surely there must be rules that would help them. He thought he could use his knowledge to find out the best ways for farmers to grow crops and then write a book to help them. In doing so he collected information from farmers who did well, studied it and did experiments to find the best way.



For example, he studied ways of keeping seeds and advised farmers to choose seed-heads which had the best colour. Then he told them to hang them up to dry all winter. The next spring the seeds should be knocked out of their seed-heads and planted. He studied how to improve the soil. He advised farmers to clear weeds (杂草) from the ground before planting crops. They could either let the animals eat the weeds or turn the soil over so that the weeds were covered and would rot (腐烂). Then he gave advice on turning over the soil. The first time each year, farmers should dig deeply, but the second time should be less deep. Therefore the autumn ploughing of



the soil should be deeper than the spring ploughing. He suggested changing crops in the field every year: rice one year and wheat the next so that they would always get good harvests. They should also grow different plants next to each other in the field. He also gave advice on how to fish, keep a garden and even make wine.

He wrote down his advice in a book called *Qi Min Yao Shu*, which was considered an important summary of the knowledge of farming. For centuries after Jia Sixie died, it was studied by Chinese farmers and students of agriculture.

1 Read the questions and answer them.

- 1 What made Jia Sixie become interested in improving Chinese farming?

- 2 How did he think he could help farmers?

2 What advice did Jia Sixie give farmers? Make notes in the chart.

	Advice for farmers
Keeping seeds	
Choosing seeds to plant	
Way to get rid of weeds (1)	
Way to get rid of weeds (2)	
Autumn ploughing	
Spring ploughing	
Crops	

SPEAKING TASK

Jia Sixie's work was written 1,600 years ago. Is it still at all useful today? In pairs, discuss the following questions and take notes on your conclusions.

- What ideas in *Qi Min Yao Shu* are still useful in farming today?
- What problems do we have today in modern farming that Jia Sixie did not have in his time?

WRITING TASK

Use the ideas you discussed above to write a report about how useful Jia Sixie's ideas are for modern times. Use the steps below to help you.

- 1 First, write a sentence that states your main idea. This sentence will be the topic sentence for your introductory paragraph.
- 2 Next, in sentence form, write down the main points that support your main idea. These are the topic sentences for your next two or three paragraphs.
- 3 Then, in sentence form, write down the details that support each of those main points. These sentences will fill up the paragraphs for each main point.
- 4 Finally, write a sentence that restates your main idea, but in words different from those you used in your introductory paragraph. This sentence will be the topic sentence for your concluding paragraph.

★PROJECT

GM (转基因) food has become a hot topic in today's farming world. Research the good and the bad sides of the topic. Then write a short report, following the steps given in the *Writing Task*. The questions below may help guide your research.

- What is GM (转基因) food? What makes it different from regular food?
- What are the advantages of growing GM food?
- What are some possible dangers of eating GM food?
- Are the advantages greater than the dangers?
- Is some GM food OK, or is it all dangerous?



CHECKING YOURSELF

- 1 What qualities do you admire most in Yuan Longping and Jia Sixie?

- 2 What have you learned about organic farming from this unit?

- 3 Do you know how to write topic sentences for a written report? Have you followed the steps in the *Writing Task*?

- 4 Do you know how to use the *-ing* form as the subject and as the object? Please write an example sentence for each form.

- 5 Do you think the issue of organic farming might affect you personally? Why or why not?

Unit 3

A taste of English humour

LISTENING



- 1 Before listening, look at the exercises below and predict what you think it will be about.
- 2 Listen to the tape and tick the words you hear. Then write down the main idea in one sentence.

<input type="checkbox"/> thief	<input type="checkbox"/> knife	<input type="checkbox"/> potatoes	<input type="checkbox"/> carrots
<input type="checkbox"/> mushrooms	<input type="checkbox"/> midnight	<input type="checkbox"/> shirt	<input type="checkbox"/> trousers
<input type="checkbox"/> spread	<input type="checkbox"/> stole	<input type="checkbox"/> whispered	<input type="checkbox"/> shouted

This story is about _____.

- 3 Listen to the story again and answer the questions. Then check your answers with your partner.
 - 1 Where did Peter get the potatoes?
 - 2 Why did he ask his wife to be quiet when she heard the thief?
 - 3 Why couldn't the thief take away the potatoes?
 - 4 Why was the thief angry?
- * 4 In pairs, discuss with each other what you think will happen next. Then make a dialogue and act it in front of the class – one of you can be Peter and the other the thief. Try to make your performance as humorous as possible.

TALKING

Humour makes people laugh, feel happy and relaxed. In groups, tell each other something you think is funny. However, sometimes one person may find one thing funny while another person does not. After you finish your story, see whether your group members are amused or not. Then discuss with each other what makes you laugh. These expressions may be useful for you.

It's interesting that we both find ... funny.
 I burst into laughter when
 I found it extremely funny that
 I enjoy watching
 How enjoyable that was!
 I laughed till my sides split when

What's so funny about that?
 I don't think that's funny at all.
 I couldn't help laughing when
 I've never laughed so much as when
 Isn't it amusing that ...?
 I can't understand why you laughed at that.

USING WORDS AND EXPRESSIONS

- 1 Read the following sentences and work out their meanings. Find the correct meaning of each underlined word from the right column.

Sentences	Meaning
1 When I got home, the house was in a complete <u>mess</u> .	A set of similar things
2 All she could do was to hope that she could sort out the <u>mess</u> .	B behave in a certain way
3 You don't have to <u>whisper</u> . No one can hear us.	C untidiness
4 People began to <u>whisper</u> that the company might go out of business.	D become ill from eating particular food
5 He <u>reacted</u> angrily to the stories people had made up about him.	E talk secretly, especially when spreading rumours (谣言)
6 Quite a lot of children <u>react</u> badly to shellfish.	F problem
7 This is my stamp <u>collection</u> that I've gathered for ten years.	G several poems, stories, etc in a book
8 All my stories have been put together in one <u>collection</u> .	H speak softly

- 2 Complete the passage with the words below.

Switzerland amusing moustache porridge budget
vast directly outstanding mountainous mess

Mary was so angry with John about the jam that she went to stay with her mother in a _____ part of the country. She could not understand why John had thought it was _____ and had thrown it away. "Why couldn't he behave more sensibly?" she thought to herself. "He found it _____, but I feel he is _____ to blame for the terrible _____ in the chicken yard." However, the _____ scenery and the _____ mountain ranges (山脉) soon calmed her. She began to miss John and think fondly of his smiling face and stiff _____. "When I go home," she thought, "I'll see if our _____ will allow us to have a holiday in _____. John will love that and we can forget our troubles and have a good time together." So that is what they did!

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

- 直到现在，医生还对这种致命的疾病束手无策。(treat; deadly; disease; up to now)
- 父亲死后的一段时间里，查理非常穷困。(badly off)
- 地震过后，政府为无家可归者提供了食物和毯子。(the homeless)
- 爱玛(可)不是一个一般的作家。(ordinary)
- 戴茜羞怯地走进来，穿着一件破旧的大衣。(worn)
- 比赛过后，戴维挥舞着双臂，十分兴奋。(gesture)
- 弗雷迪专门为这个场合买了一套西装。(occasion)
- 爱德华脚下一滑，在冰上失去了平衡。(slide)

USING STRUCTURES

1 Read the sentences carefully, trying to pick out the errors and then correct them.

- 1 I am looking forward to visit Charlie Chaplin Museum in Switzerland next week.
- 2 Many people still enjoy seeing Charlie Chaplin's silent film.
- 3 That cartoon picture shows Charlie Chaplin watch himself acting in a movie.
- 4 Charlie's nonverbal humour often makes people burst into laughters.
- 5 We are all fond of Charlie's early films, which we think are more interested.
- 6 I missed to see the beginning of the film *City Lights* the other day.
- 7 I wouldn't mind to see *The Gold Rush* again with you tonight.
- 8 Charlie's job was entertain people, wasn't it?

2 Look at the pictures and make sentences using the *-ing* form as the attribute, predicative or object complement.



EXAMPLE:

Picture 1: *The man holding a mobile phone thinks it very convenient to keep in touch with his friends whenever he goes on trips. (-ing form as the attribute)*

The man's job is dealing with the customers' complaints (投诉). (-ing form as the predicative)

I saw this man answering a phone call outside our office building for two hours. (-ing form as the object complement)

*** 3** In groups complete the sentence *I saw/heard a man ...* as amusingly as you can. Write down your sentences and vote for the most amusing ones.

EXAMPLE:

I saw a man climbing out of a window with a heavy bag under his arm. He said he was the owner of the house and had lost his key.

LISTENING TASK



- 1 Before listening, look at the pictures below and predict what it is about. Write down your prediction in a sentence. Then listen to the tape and choose the picture which best describes what happened. Check whether your prediction was correct or not.



A



B



C

- 2 Listen to the tape again and choose the best answer to each question.

- 1 Why did the children decide to give the dog to the teacher?
 - A Because none of them wanted to keep the dog.
 - B Because their teacher liked it.
 - C Because they could not decide which of them should own it.
 - D Because they thought the teacher had told the biggest lie.
- 2 What do you know about the children?
 - A They all like dogs.
 - B They all respect their teachers.
 - C They all work hard at their lessons.
 - D They are honest and lovely.
- 3 What do you know about the teacher?
 - A He does not like these boys.
 - B He wants to become the owner of the dog.
 - C He does not like the way the children choose an owner for the dog.
 - D He wants to stop the children telling lies to own the dog.

- 3 Listen to the tape again and answer the question: How do you think the teacher felt when he was offered the dog?

- * 4 Work in pairs. Discuss how you would solve these problems and help the teacher. Then be prepared to tell your ideas to the class.

Help the teacher	Advice
to refuse to take the dog politely	
to decide which boy should have the dog	

READING TASK



- 1 Before you read, discuss what people usually do on April Fool's Day. Do you know any of the funny tricks people play on each other?
- 2 Now read the following passage about the "noodle harvest" which is remembered as one of the best April Fool's jokes ever!

AN APRIL FOOL'S JOKE: THE NOODLE HARVEST

"A fool sees not the same tree that a wise man sees." (William Blake)

April Fool's Day, or April 1st, is known in many countries as a day for playing jokes on others. It is usually a time when children make fun of each other, but sometimes other people can get caught in the fun too.

One of the most famous jokes in England took place on British television in 1957. It was a Monday night when there were always many serious programmes on the television. One of them was called *Panorama* (全景). This show explored problems and progress all over the world, so nobody was surprised when it began with a report on the excellent noodle harvest in south Switzerland. The programme mentioned two reasons for the good crop: an unusually warm winter and the disappearance of the insect that attacked the noodle crop every year. The reporter showed many noodle trees with the farmers pulling noodles off them and putting them into baskets. The people watching were told that they may not have heard of noodles from this part of the world because noodles were grown as part of small family businesses.



The programme makers realized that people might wonder why noodles were always the same size so they explained that "it was the result of many years' patient research with the trees to produce noodles of exactly the same length." But even so they explained, the life of a noodle farmer was not easy. "The last two weeks of March are an anxious time for noodle farmers. There is always a chance of very cold weather spoiling their crop. Then it is difficult for them to get top prices on the world markets."

Many people in England believed this story. They rang the BBC to find out how to grow their own noodle tree. They were told to "place a piece of noodle in a tin of tomato sauce (调料) and hope for the best." This may seem very silly, but in the 1950s very few British people travelled abroad for their holidays and even fewer of them ate noodles. So it seemed possible to imagine that noodles grew on trees like apples, pears and nuts. People also trusted the *Panorama* programme for its careful research and serious information. So they were shocked to find the next day that they had all believed an April Fool's joke. Even today the report of the noodle harvest is remembered as one of the best April Fool's jokes ever!

3 Read the passage and fill in the chart below.

Name of the programme	
Its usual content	
The particular content on April 1st, 1957	
People's reactions	

4 Read the passage once more and answer the question: Why did people believe the programme Panorama on April 1st, 1957?

SPEAKING AND WRITING TASK

1 Now read these two poems. This kind of short, funny poem is called a limerick (五行打油诗). It has only five lines. Three of them are longer than the other two. The longer lines all rhyme with each other and the shorter ones rhyme with each other.

There was an old man of Beijing
Who would eat almost anything.
He ate and he ate
From anyone's plate,
But he stayed just as thin as a string.

There was an old man with a beard
Who said it is just as I feared.
Four insects and then,
Two birds and a hen
Have all made a home in my beard.

Clap the rhythm as you read them aloud.

2 Now it is time to write your own limerick.

- First, think of the hero of your limerick (for example, *a boy, girl, old man*, etc).
- Then, think of a place (*country, city or town*) where your hero lives.
- Next, think of some words to rhyme with that place (for example, *Peru, shoe, blue, new, queue, too*, etc). It does not matter that the words are not spelled in the same pattern as the place. However, they must have the same sound.
- After that, think what your hero will do or have for lines 3 and 4. These are the short lines so he/she needs to be doing things or have things that fit with the poem's rhythm. Look at the poems above to help you. These two lines have to rhyme too but differently from the rest of the poem.
- Finally, either repeat the first line or write another that rhymes with the first line.

Here is a framework for your reference.

There was an old man of _____
Who _____
He laughed and he _____
Till he fell down and _____
That funny old man of _____

When you have finished, recite it to your partner and ask for advice. Practise reading it aloud so that you will be able to read it confidently to the class. Make a collection of your class limericks and display them in your school.

*PROJECT

Make your own collection of jokes, funny poems or short stories. They can be the ones that you heard or enjoyed in books that you read. Make sure you add either a joke, a funny poem or a funny short story of your own. Copy them into a book and display it in the class so that all your classmates can enjoy them.



CHECKING YOURSELF

- 1 Do you find it difficult to understand English humour? Why?

- 2 What role do you think humour plays in your life?

- 3 What language points have you learned in this unit?

- 4 How well have you done in the exercises on the *-ing* form?

- 5 Did you have any problems in understanding this unit? How did you solve them?

Unit 4 Body language

LISTENING



- 1 Look at the pictures below. What do you suppose the listening will be about?
- 2 Read these sentences and listen to the tape. Decide whether they are true or false. Then tick the correct boxes.

- 1 Chimps and humans have the same body language.
- 2 Jane says that smiling makes chimps look more friendly.
- 3 Humans always shout when they feel angry.
- 4 Both chimps and humans want to feel safe and protected.
- 5 We often show affection (爱心) when we like someone.

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

- 3 Listen to the tape again and answer the questions. Use your own ideas as well as the information on the tape.

- 1 Why do both humans and chimps smile when they are nervous?

- 2 What things do both humans and chimps do to make themselves look dangerous and frightening? List two of them.

- 3 What do both humans and chimps do to make their babies feel safe?

- 4 How do bigger chimps make the small ones feel safe? Do humans do things like this?



TALKING

Work in pairs. Read the commands, warnings or prohibitions below and add two more to the list. Then with your partner prepare to act them out for the rest of the class. Ask your classmates to tell you what your body language means.

Go away.
Don't enter here.
Be quiet.
Come here.

Pick up these books.
Stop!
Don't sit here.

Don't smoke here.
Watch out! A car is coming!
Be careful! Don't slip.

USING WORDS AND EXPRESSIONS

- 1 Use the phrases in the box to fill in the blanks below. If necessary, change the forms of the words to fit the sentences.

at ease be likely to in general lose face defend against turn one's back to

- Mr Burns looks rather upset, so he _____ not _____ listen to you.
- Today he seems rather unhappy, but _____ he is a very cheerful guy.
- Jack had a terrible day. He _____ in front of the class, forgetting his words when he started to answer the teacher's question.
- I usually feel very nervous when I stand up in front of others, but today I felt quite _____ when giving a speech to the school.
- I think Ms Jackson is a little angry. Mr Potter came over to talk to her, but when she saw him coming, she _____ him.
- The army _____ its homeland _____ all enemies.

- 2 Complete the blanks in the dialogue with the correct words. Be sure to change the forms if necessary!

anger comedy facial fist optimism
statement subjective truly yawn

- A: Did you see that great _____ at the theatre last night?
 B: Oh, yes ... I _____ the whole time. It was so boring!
 A: Boring?! I _____ thought that that play was one of the best I've seen – it is certainly going to be a worldwide success!
 B: Oh, come on! Your _____ is nice, but you have to admit – the main actor was terrible. When he tried to show _____, the only thing that seemed angry was his shaking _____!
 A: That opinion is completely _____. I think the whole purpose of the author was to show that our _____ expressions can make our _____ have no meaning.
 B: Well, if that was his purpose, it worked well!

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

- 为了捍卫国家的尊严，他牺牲了自己的生命。(defend)
- 伊丽莎白不信任他，所以给他留了假姓名和假地址。(false)
- 如果早上不喝上一杯咖啡，詹妮就无法正常工作。(function)
- 在第二次世界大战期间，他由一名上尉逐步晋升为将军。(rank)
- 别忘了明天把你的卡式录音机带来。(cassette)
- 这里一定有什么误会，我不知道你在说些什么。(misunderstanding)

USING STRUCTURES

- 1** Combine the sentences by deleting the repeated information and using adverbial or attributive *-ing* verb forms.

- 1 The man held the front door open and bowed deeply. The man was smiling.
- 2 The car raced past. It almost hit us as it turned the corner.
- 3 I looked up to see a long line of birds. The birds were flying.
- 4 Your mother just called. She hoped to talk to you.
- 5 There was a man. He was sitting on the sofa. He was reading a newspaper.
- 6 Mr Armstrong hurried to the hospital to see his wife. He heard that his wife had been in an accident.
- 7 He stayed in the room for over an hour during the operation. The room was for waiting. He was worrying about her.
- 8 The field of flowers seemed to go on for miles. The flowers were waving in the wind.

- 2** Fill in the blanks with the correct forms of the verbs in the box and then translate the sentences into Chinese.

- 1 It seemed that he avoided _____ too close to her.
- 2 The news that the Chinese team won the gold medal was very _____.
- 3 It is clear that your _____ English will greatly improve if you can practise _____ whenever you can.
- 4 I saw them _____ to each other, obviously not wanting to be heard.
- 5 I watched the people _____ the theatre, _____ a total of 547.
- 6 The man _____ the sunglasses is a detective.
- 7 _____ ill, he did not take part in the sports meeting.
- 8 _____ his car around is his main hobby.
- 9 I almost fell asleep when I was watching that _____ film.

be
bore
count
drive
encourage
enter
get
speak
wear
whisper

- 3** Make the following paragraph more interesting by putting in some adverbial or attributive *-ing* verb forms. Use your imagination! The verbs and verb phrases in the box may help you.

smiling jumping (up and down) crying (quietly) drinking noisily laughing (loudly)
walking around frowning looking (around him) being (tired) standing (up)

The young mother held her baby. He was very quiet and peaceful. After a while, his mother sat down. The baby immediately started to cry. He screamed (尖声喊叫) louder and louder. The mother quickly pulled a bottle out of her bag and gave it to her baby. The baby was again quiet and peaceful.

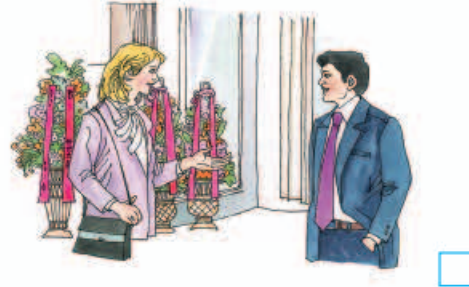
LISTENING TASK



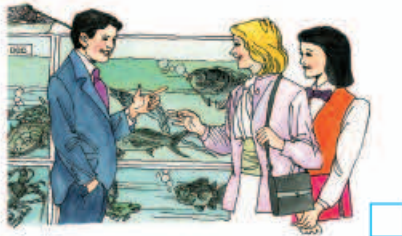
- 1 With a partner, look over the pictures below and try to guess what they are communicating from the body language you see.



The man is ...
The woman is ...



The man is ...
The woman is ...



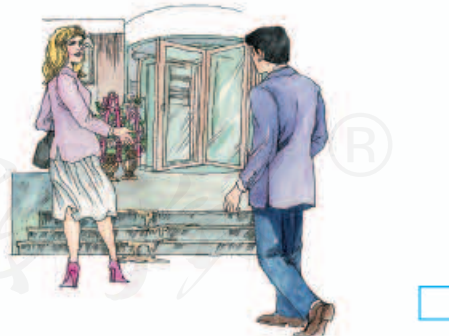
The man is ...
The woman is ...



The man is ...
The woman is ...



The man is ...
The woman is ...



The man is ...
The woman is ...

- 2 Listen to the tape and number the pictures in the correct order as you hear them happen in the story.
- 3 Work in pairs. In the pictures, what differences did you notice between Western and Chinese body language? Can you think of some other examples of differences? Prepare to show them to the class.

READING TASK



THE OPEN HAND – A UNIVERSAL SIGN

When meeting people at the airport, most people smile and shake hands with people they meet. We know that a smile is usually a sign that people feel friendly and happy, but what if we don't know who the new person is? What if we are not introduced by a friend? What if we are meeting a stranger in an unfamiliar place? Sometimes people are dangerous and humans have to find ways to protect themselves. We have to make sure we can trust people we do not know, and we have to show that we are not dangerous. Showing our hands means that we are not armed (武装). In many cultures today, the Western custom of shaking hands is used. We use our right hand, which is usually stronger than the left one. If we are using our hand this way, it cannot be holding a knife or a gun. It shows that we trust the other person, and that the other person can trust us.



Not all cultures use the handshake, and people in many Asian cultures do not always touch another person. Japanese people might cover one hand with the other and, depending on whom they are greeting, bow slightly or quite low. In India, Hindu people join their hands in front of their faces and bow their heads. A Muslim will touch his heart, mouth and forehead (额) to show respect. Even young people in the West now give each other the “high five”, when they slap (拍) each other's hands high in the air. They are all keeping their hands busy. In almost all cultures, to smile and show an open right hand means, “Welcome, you are safe with me.”

This information was found in the notes left by an anthropologist (人类学家). You need to arrange it so that it can be used in a report on international greetings. Organize the information so that it can be used to write a summary.

Notes for a summary

It can be	is usually used	physically touch	they can be trusted.
Many Asian people	dangerous for you	will touch their heart and mouth	strangers.
If we show an open hand	do not usually	because it is almost always	anything dangerous.
The right hand	Muslim people	to meet people	the stronger.
People shake their hands	it means that	to show that	when greeting someone.
To show respect	when meeting people	we are not holding	you do not know.

SPEAKING TASK

- 1** Work in groups of four. For each situation below, prepare a role play. Two students must act without speaking. The other two students must explain what is happening. A few sentences are given to help you get started.

- You and a friend are visiting a city in the UK and need to buy some tea and oranges. You speak only a little English and want to know where to get them and how much they cost.

STUDENT 1: Wang Le says, "Can you help me, please? I need some tea and oranges."

STUDENT 2: The shopkeeper says, "No problem. How much tea do you need? And how many oranges?"

- You have fallen and hurt your foot while hiking in the mountains. You need help and see someone in the distance. You try to get their attention, because you want help to get to the hospital and see a doctor.

STUDENT 1: Zhang Lei says, "Help! Help! Please come over here!"

STUDENT 2: The boy/girl says, "Where are you? I can't see you!"

- Your grandfather just woke up from a nap. He took his glasses off before but now he cannot find them. He calls you over and asks you to help. You look everywhere in the house and finally find them in the ...

STUDENT 1: Grandpa says, "Can you come over here? I need help finding my glasses."

STUDENT 2: Li Lan says, "OK, Grandpa! Where did you put them?"

- * 2** Choose one of the above plays that you acted out and write it out as a play of 10 turns or more (1 turn = 1 speaker). Be sure to follow the points below. Remember to write out directions for what gestures to use in brackets.

NARRATOR: Li Lan's grandfather just woke up from a nap. He can't find his glasses.

GRANDPA: Li Lan, can you come over here? (*moves his hand to ask Li Lan to come*) I can't find my glasses!

LI LAN: OK, Grandpa! Where did you put them? (*moves both hands to ask "Where?"*)

GRANDPA: Eh? What did you say? (*puts his hand up to his ear*) Speak up, child!

LI LAN: I SAID, WHERE DID YOU PUT THEM? (*shouts loudly into Grandpa's ear*)

WRITING TASK

- 1** Look through this unit and other resources for examples of the differences in Chinese and Western body language. Note them down.

- 2** Then create an information sheet that can be used by Chinese or Westerners to help them avoid problems in misunderstanding body language. Use the sample below to help you design your own.

BODY LANGUAGE INFORMATION SHEET	
Similar Actions <i>hand patting stomach gently</i>	Similar Meanings <i>"I'm full."</i>
Similar Actions	Different Meanings West: China:
Different Actions <i>West: hand held upwards, fingers moving</i> <i>China: hand held downwards, fingers moving</i>	Similar Meanings <i>"Come here."</i>
Actions in Only One Culture	Meanings

- 3** Write a report in which you discuss the differences you have found. Focus on the ones you find unusual, funny or difficult to understand. Give reasons for why we should learn more about body language in different cultures.

*PROJECT

Research examples of errors, misunderstandings and mistakes that have taken place because of different kinds of body language. Use the Internet and other resources to find examples of cultural differences and how they might result in serious problems.

CHECKING YOURSELF

- Have you ever misunderstood someone's body language?

- What new information have you learned from this unit?

- What was the most interesting body language discussed in the unit?

- Why is it important to understand and use body language?

- Check your own body language. What are some examples that you use?

Unit 5

Theme parks

LISTENING



1 Some of the most popular places for family holidays are ocean theme parks, such as Sea World or Marine (海洋的) Land. What kind of things do you think visitors can see and do at these parks?

2 Listen to the tape and tick the items below that you can do at Sea World in Australia.

- | | |
|--|--|
| <input type="checkbox"/> Feed the dolphins (海豚). | <input type="checkbox"/> Watch birds do tricks. |
| <input type="checkbox"/> Go on a roller coaster. | <input type="checkbox"/> Play with polar bears. |
| <input type="checkbox"/> Go diving (潜水) to see fish. | <input type="checkbox"/> Learn about a rescue programme. |



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

1 What two things does Ji Yang really want to do?

2 What does David think about training wild animals to do tricks?

3 Does Ji Yang think it is a problem for the polar bears to leave their cold home in the Arctic (北极)? Why or why not?

TALKING

In groups of four, discuss the following questions. Come up with several reasons for both the "yes" and "no" sides of each question. Be prepared to present the reasons to the class. These words and phrases may help you.

- Do you think it is right or wrong to teach wild animals to do tricks? Why or why not?
- Do you think it is right or wrong to take wild animals out of their natural environment and bring them to live in zoos? Why or why not?

In my opinion

It seems to me

I think it's no problem to

I'm afraid I have to disagree.

I'm sorry, but I don't agree.

But have you considered that ...?

USING WORDS AND EXPRESSIONS

1 Complete the following sentences with the correct phrases.

- The World Waterpark in Canada _____ having the world's largest indoor wave pool.
- The Islands of Adventure Theme Park in Florida _____ places in many famous movies.
- The Epcot Center, part of Walt Disney World, lets visitors _____ technology that they have never seen before.
- A historical farm in the US Midwest shows visitors how settlers _____ in the 1880s.
- Dickens World, a theme park in the UK, makes the life, stories and characters of Charles Dickens _____.
- Most theme parks prefer to know _____ if a large group is coming.

be modelled after
come to life
get close to
run a farm
be famous for
in advance

2 The paragraph below is from the diary of a student in Singapore. Complete her diary entry with the words in the box.

souvenir admission outing creature
sunlight jungle brochure minority

Last week our class voted on what to do for our class _____: visit the Singapore Zoo or go on the Night Safari (夜间动物园). We girls wanted to go to the zoo, but since we were in the _____, we lost to the boys, who all wanted the safari. We got the _____ rate for students, which was great since I still had enough money to buy a _____ about the park as well as something at the _____ shops. The safari was scary (吓人) but really fun. As we took the ride through the park's dark _____, we could see the eyes of many _____ looking out at us. Most of the animals there sleep when there is _____ and wake up at night.



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

- 许多运动衣、运动鞋的品牌都采用先进技术寻求最好的设计。(brand; athletic; sneakers; advanced)
- 到游乐园有很多方法：可以坐高速大巴、宾馆的往返汽车，或者乘地铁。(various; amusement; freeway; shuttle)
- 美国早期的移民不得不自己动手制作从布匹到奶油之类的一切东西。(settlers; cloth; cream)
- 如果你想从事旅游行业，当一个至少懂一门外语的翻译是非常有帮助的。(tourism; translator)
- 我发现我能从接近真实生活的情景中学到很多。(get close to)
- 这个主题公园有一部分模拟的是古代中国的生活（场景）。(theme; be modelled after)

USING STRUCTURES

- 1** Change these verbs or noun into adjectives by adding *-able*. Then complete the sentences using the correct words and translate them into Chinese.

- 1 Many nouns are _____ but some are not.
- 2 Mr Simmons is a pleasant man with a very _____ manner.
- 3 Her behaviour is very _____ – one minute she is friendly and the next minute she is quite rude.
- 4 I don't think these desks are _____. They seem to be fixed to the floor.
- 5 My uncle is very _____ about wines.

Verb / Noun	Adjective
agree	
knowledge	
move	
change	
count	

- 2** Make opposites of these words by adding the correct prefix. Then use the new words to finish the conversation below.

Prefixes	Words		
dis-	advantage <i>n.</i>	agreeable <i>adj.</i>	behave <i>v.</i>
un-	like <i>v.</i>	represent <i>v.</i>	suitable <i>adj.</i>
mis-	understanding <i>n.</i>	usual <i>adj.</i>	willing <i>adj.</i>

MR KIM: What a terrible day!

MRS KIM: What happened, dear? Was your boss very _____ today?

MR KIM: Yes, rather! He was _____ to listen to my ideas in our meeting. He said they were completely _____ for the project.

MRS KIM: That's _____, isn't it? He's usually very open!

MR KIM: Yes, it's very strange, but I don't think it's because he _____ me. I think another colleague _____ my ideas in another meeting.

MRS KIM: So now he can only see the _____ of your ideas! I'm sorry, dear. At least you didn't get a call from Tony's teacher!

MR KIM: Oh, no ... Did he _____ at school today?

MRS KIM: I don't think so ... I think there was just a small _____. I talked with the teacher and then with Tony. It's all OK now!

- 3** Play a game in groups of four. One student chooses a compound word and draws or acts it out without speaking, first the beginning of the word and then the last part. The first person to guess the compound word acts next.

birthday catfish doorbell football laptop newspaper
skateboard starfish supermarket underground upstairs weekend

READING TASK



THE POLYNESIAN CULTURAL CENTER

Some theme parks are not only amusing but also educational. Take the Polynesian Cultural Center (PCC) in Hawaii for example. It not only shows visitors the Polynesian way of life but also protects their skills and culture for the future. Polynesia is the name given to the many groups of small islands that are spread about the Pacific Ocean.

The PCC is set in 42 acres of beautiful countryside where visitors can see seven different traditional Polynesian island villages. Villagers from many island communities (社团) come to show visitors their styles of dress and different customs. For example, you can see different skills of the villagers. You can learn how they make clothes from bark (树皮) and how they climb very tall trees with their bare feet or see what kind of wedding ceremonies (庆典) they have. They also tell you about their social customs and show you their cooking methods and their dances.



Their most important skill is boat-building, which allowed the islanders to explore all the islands in the Polynesian Triangle. We know that in their history they were sea travellers moving from island to island. They were able to find their way using the smell of the wind, the movements of the fish and seaweed, and the height and direction of the waves. They were very clever sailors. Now they use those boat-building skills to make long boats and show the races and battles that they took part in long ago. All this helps keep the skills and technology of the island people alive.

Use the information from the passage to fill in the following brochure.

Polynesian Cultural Center

See their _____ and learn their _____!
Everything is shown to you by _____!

Learn how they ...

- make _____.
- climb _____.
- find _____.

See how they ...

- have _____ ceremonies.
- cook.
- dance.
- build _____.

AND MUCH, MUCH MORE!!

LISTENING TASK



- 1 The Polynesian Cultural Center in Hawaii shows visitors many Polynesian ways of life. Look at the pictures below. What do you think the tour guide is going to talk about?
- 2 Listen to the tour guide's talk and take notes to fill in the tables below. A few words are given to help you.



Building a dugout boat

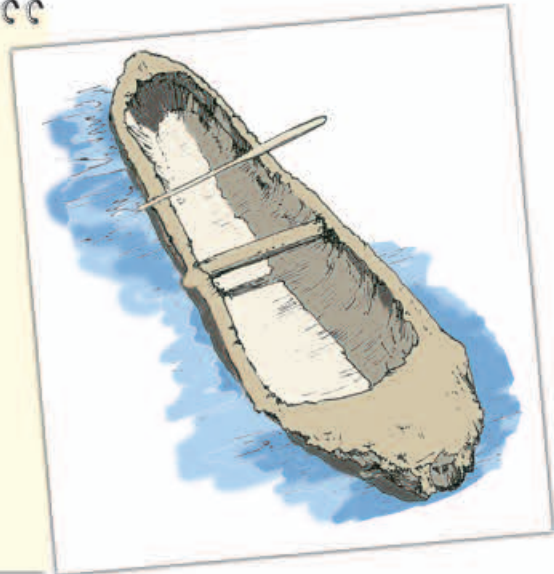
Materials: _____

Step 1: cut down

Step 2: cut

Step 3: remove

Step 4: take off



Building a palm leaf house

Materials: _____

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____



SPEAKING TASK

- 1 The Polynesian Cultural Center tries to preserve Polynesian culture. How would you preserve traditional Chinese culture in a cultural centre? Draw a simple map of a Chinese cultural centre. Here are some tips to help you.

- Imagine what buildings and shows you will have, and mark them clearly on your map.
- Do not forget important places like the front gate, toilets and an information centre!
- Draw paths on the map to connect the places clearly.
- Provide a small drawing to show which direction is north/south/east/west.

2 Now introduce your park to another classmate, using the map you have drawn. Use these expressions to help you.

Follow the (main) path to

on the north/south/east/west side of the park

If you see the ..., you are close to


From the ..., go north/south/east/west.

WRITING TASK

Make a written guide for your theme park. Describe what you can see and do in the park. Give clear directions for how to get from place to place. For each place on your map, write directions on how to get there from the main gate and from two other places in the park. Use your introduction to your classmate in the *Speaking Task* to help you.

Theme Park

A World of Fun



Welcome to _____
 Theme Park! You are entering a world of fun! We have everything you need for a day of laughter and amusement.


PLACES: Don't miss going to see our ...

SHOWS: Every hour, at the _____ Theatre, you can find the ... show. And before you leave, be sure to catch our _____ show. You'll be glad you did!

SPECIAL EVENTS: Every year, on Children's Day, _____ Theme Park has a special day just for kids. We have ...

Theme Park

How to Find Your Way



Bathrooms: From the main gate, ...
 From the information centre, ...
 From the ...

_____ Theatre: From the main gate, ...
 From the information centre, ...
 From the ...

_____ : From the main gate, ...
 From the information centre, ...
 From the ...

★PROJECT

- 1 Work with a partner to create your own theme park. First choose what kind of theme park you want and then decide what kinds of places, shows and activities will be in your park. The list on the right may give you some ideas.

Some Possible Themes

life in space	ocean
adventure	food
life in the future	local culture
science	birds and fish
history	stories
dinosaurs	climbing

- 2 Make a map of your park and mark all the places of interest, including activities, shows or demonstrations.
- 3 Make a poster to advertise your theme park to your class. If possible, make a small model of your theme park and display it to the class.



CHECKING YOURSELF

- 1 What do you like about this unit?

- 2 Which theme park did you like best in this unit?

- 3 What have you learned about different kinds of theme parks from this unit?

- 4 What new language have you learned from this unit? How well can you use it?

- 5 What problems do you have in this unit? Can you solve them?

- 6 What suggestions would you like to give?

Appendices 附录

Notes to the texts

课文注释

UNIT 1

1. Joan of Arc 圣女贞德 (1412 — 1431)。

法国民族女英雄。她组织了法国的抵抗运动，并于1429年迫使英军结束了对奥尔良地区的围困。1430年贞德被人俘虏并出卖给英军，后来被审判烧死。1920年她被封为圣徒。

2. Elizabeth Fry 伊丽莎白·弗赖伊 (1780 — 1845)。

英国人。她一生致力于改善犯人和无家可归者的生活条件。由于她的巨大影响，英格兰银行在印发五英镑纸币时用了她的头像。

3. Song Qingling 宋庆龄 (1893 — 1981)。

也常拼写为 Song Ching-ling。1893年1月27日，宋庆龄出生在上海。少年时代她即赴美国留学。后跟随孙中山开始了她长达70年的革命生涯。中华人民共和国成立后，宋庆龄先后担任过全国人大常委会副委员长和中华人民共和国副主席。与此同时，她把许多精力投入到妇女与儿童的文化、教育、卫生与福利事业中。1981年5月16日，第五届全国人大常委会决定授予她中华人民共和国名誉主席称号。1981年5月29日，宋庆龄病逝于北京。

4. Lin Qiaozhi 林巧稚 (1901 — 1983)。

中国妇产学科主要开拓者，生于厦门市鼓浪屿。1929年毕业于私立北平协和医学院，获美国纽约州立大学医学博士学位。她开创了新生儿溶血症和不孕症的中西医结合治疗的先例。她高尚的医德、精湛的医术为人民敬慕。

5. Jane Goodall 简·古道尔 (1934 —)。

也译作珍·古道尔，英国动物学家。她曾在非洲贡贝国家公园近距离观察研究黑猩猩多年。她写过《野生黑猩猩》和《在人类的阴影下》等书籍，以及许多研究论文，在研究和保护野生动物等方面做出了巨大贡献。

6. Jody Williams 乔迪·威廉斯 (1950 —)。

美国人，“国际禁止地雷运动”的创始人之一，并长期担任该组织的领导人。在减少地雷对人类危害方面，她做出了重要贡献，并因此荣获1997年诺贝尔和平奖。

7. It is 5:45 am and the sun is just rising over Gombe National Park in East Africa. 清晨5点45分，太阳刚从东非的贡贝国家公园的上空升起。

Gombe National Park 贡贝国家公园，位于坦桑尼亚西部基戈马镇以北16公里处，占地52平方公里，园内景色独特。在那里生活着黑猩猩、狒狒和各种猴子。

8. This means going back to the place where we left the family sleeping in a tree the night before. 这意味着我们要返回前一天晚上我们离开黑猩猩一家睡觉的大树旁。

mean doing 与 mean to do 的意思不同，前者意为“意味着”，后者意为“打算；想要去做某事”。

如:

I won't wait if it means delaying more than a week or so. 如果那意味着耽误一周左右时间, 我就不等了。

To help them means helping yourself. 帮助他们就是帮助你自己。

She means to make everything clear to you. 她想一切向你说明清楚。

Sorry, I didn't mean to be rude to you. 对不起, 我没有想对你不礼貌。



问题: 在你学过的动词中, 有哪些动词的用法与 mean 相同? 请举例说明。

9. **However, the evening makes it all worthwhile.** 不过到傍晚时分我们觉得这一切都是值得的。

worthwhile 值得花费精力(时间)的; 值得花钱的。如:

At the railway station we had a long wait but we thought it was worthwhile since we got the tickets. 在火车站外我们排了很久的队, 但我们觉得值, 因为我们最终买到了票。

The effort seemed worthwhile. 此番努力看来是值得的。

10. **When she first arrived in Gombe in 1960, it was unusual for a woman to live in the forest.** 当她1960年最初来到贡贝时, 对女性来说, 住进大森林还是很稀罕的事情。

11. **Only after her mother came to help her for the first few months was she allowed to begin her project.** 她母亲头几个月来帮她的忙, 这才使她得以开始自己的计划。

这是一个倒装句。正常语气的陈述句应当是: She was allowed to begin her project after her mother came to help her for the first few months. 有时因为语气上的需要, 为了强调状语, 人们把状语提到句首, 这时后面的句子需采用倒装句。如:

Only then did I understand what she meant. 那时我才明白她的意思。

Only in this way can we finish it on time. 只有靠这种方法, 我们才能按时完成任务。



问题: 你能总结出倒装句有哪些特点吗?

12. **For forty years Jane Goodall has been outspoken about making the rest of the world understand and respect the life of these animals.** 40年来, 简·古道尔一直在呼吁世人了解并尊重这些动物的生活。

outspoken 直率的; 坦诚的。如:

an outspoken person 一个直率的人

outspoken views 直率的见解

outspoken comments 直率的评论

outspoken in something 对某事直言不讳

注意: outspoken 所指的直言不讳往往指可能会引起别人的不快或得罪别人。如:

She was outspoken in her criticism of our plan. 她直言不讳地批评了我们的计划。

The teacher encouraged the little girl to be more outspoken in her idea. 老师鼓励小女孩直接说出自己的想法。

the rest of 的后面可接可数名词, 也可接不可数名词, 但要注意其含义, 以便决定后面动词的单复数形式。如:

The rest of the money was given to his son. 剩下的钱都给了他的儿子。

The rest of the sailors were missing. 其余的水手都失踪了。

The rest of the apple was thrown away. 那个苹果余下的部分被扔掉了。

The rest of the apples were sent to the nursing home. 剩下的那些苹果被送到养老院去了。

13. **She has argued that wild animals should be left in the wild and not used for entertainment or advertisements.** 她主张应该让野生动物留在野外生活, 而不能用于娱乐或广告。

argue for 为……辩护; argue with 与……争论; argue against 争辩……。如:

The lawyer argues for the poor man. 律师为这可怜的男人辩护。

Do what you are told and don't argue with me! 让你怎么做就怎么做, 别跟我争辩!

He argued fiercely against the plan to cut taxes. 他强烈反对减税计划。

- 14. I looked carefully at the text and realized that it was intended for women in the countryside.** 我细细地看了这篇文章，了解到那是为农村妇女写的。

intend 的被动式常用于表示“(为……而)准备;预定”的意思。如:

The chair was intended for you but she took it away. 这椅子是为你准备的, 但却被她拿走了。

This dictionary is intended for students in senior high. 这本字典是给高中学生用的。

- 15. Suddenly it hit me how difficult it was for a woman to get medical training at that time.** 突然我想起在那个年代, 一个女子去学医是多么困难啊。

it 是形式主语, 真正的主语很长, 是由 how difficult 引导的主语从句。

- 16. Further reading made me realize that it was hard work and determination as well as her gentle nature that got her into medical school.** 进一步阅读使我了解到, 是苦干、决心和善良的天性使她走进了医学院的大门。

realize 后面是一个由 that 引导的宾语从句, 这个宾语从句是由一个强调结构组成的。

It is ... that ... 是强调结构, 用来强调句中的某个成分。如:

I bought this dress in a shop nearby yesterday. 我昨天在附近的一家商店买了这件衣服。(一般陈述句)

It was in a shop nearby that I bought this dress yesterday. 我昨天是在附近的一家商店买的这件衣服。(强调说明是在附近的一家商店)

It was yesterday that I bought this dress in a shop nearby. 我是昨天在附近的商店买的这件衣服。(强调说明是昨天买的)

further 是形容词 far 的比较级, far 的另一个比较级是 farther。farther 意为“更远”, further 意为“更远”或“更进一步”。如:

Our school is farther (further) from the city center than yours. 我们学校比你们学校离市中心更远。

Have you anything further to say? 你还有没有更多的话要说?

- 17. There was story after story of how Lin Qiaozhi, tired after a day's work, went late at night to deliver a baby for a poor family who could not pay her.** 数不胜数的故事讲述着林巧稚如何在劳累一天之后, 又在深夜去为贫苦家庭的产妇接生, 而这些家庭常常是不可能给她报酬的。

deliver 送交; 接生。如:

Milk is delivered to our door every morning. 每天早上牛奶都送到我们家门口。

Mrs Jones was delivered of twins. 琼斯太太生了一对双胞胎。

She delivers three babies every day on average. 她平均每天要接生三个婴儿。

- 18. I discovered that Lin Qiaozhi had devoted her whole life to her patients and had chosen not to have a family of her own.** 我发现林巧稚把毕生都奉献给了病人, 而自己却选择了独身。

devote ... to ... 把……献给; 把……用在……。如:

He devotes every spare moment to his research. 他把空闲时间都用在他的研究上。

Nowadays children devote too much time to playing computer games. 现在孩子们在计算机游戏上花了太多的时间。

choose to do 宁愿; 偏要; 决定。如:

He chose to fly rather than drive. 他选择乘飞机去而不是开车去。

His parents chose to settle in the countryside. 他父母决意在乡下定居。

UNIT 2

- 1. the World Health Organization (WHO)** 世界卫生组织。

该组织是联合国的一个专门机构，致力于在全世界建立更好的卫生体系，尤其是在发展中国家，并使全世界人民获得尽可能高的健康水平。WHO 在不同领域建立了标准，例如食品、卫生、医疗等。该机构还参与疾病的命名和分类工作，另外，预防疾病也是 WHO 的一个重要目标。

2. **Indeed, his sunburnt face and arms and his slim, strong body are just like those of millions of Chinese farmers, for whom he has struggled for the past five decades.** 的确，他那被太阳晒得黝黑的脸庞和手臂，以及他那瘦削而又结实的身体，就跟其他千百万的中国农民一样，过去 50 年来，他一直在努力帮助他们。

decade 十年；十年期间。如：

Prices have risen steadily during the past decade. 在过去的 10 年里，物价平稳地上升。

A decade ago his family lived in a small room. 10 年前他的一家人住在一间很小的房间里。

3. **This special strain of rice makes it possible to produce 20% more of the crop in the same fields.** 这种特殊的稻种使得同样的田地多收获 20% 的产量。

make it ... to do 使做（某事）成为……。如：

The fine weather makes it possible for us to go for an outing next week. 好天气使我们的下周出游成为可能。

Wherever he is, he makes it a rule to run for an hour every day. 他无论在哪里，都把每天跑步一小时当作规定去执行。

4. **Thanks to his research, the UN has more tools in the battle to rid the world of hunger.** 多亏了他的研究，联合国在消除世界饥饿的战斗中又多了些方法。

thanks to 由于；多亏。如：

Thanks to Dr Smith, I can walk around again now. 多亏了史密斯大夫，我现在又能走路了。

Justin kicked the ball into his own goal. It was thanks to his stupidity that we won the game. 贾斯廷把球踢到自己的球门里去了，由于他的愚蠢，我们赢了这场比赛。

the UN 即 the United Nations 联合国。

联合国成立于 1945 年 10 月，第二次世界大战结束之后。联合国是一个维护世界和平与安全、促进人类进步的国际组织，世界上几乎所有独立国家都是联合国会员。联合国以解决人类所面临的各种问题为努力的核心，如增进对人权的尊重，保护环境，防治疾病，减少贫穷等。联合国及其机构还在世界各地援助难民，拟订排雷计划，协助扩大粮食生产，领导遏制艾滋病的斗争等。

5. **Using his hybrid rice, farmers are producing harvests twice as large as before.** 用他的杂交水稻种子，农民们种出的粮食比以前多了一倍。

形容词原级 as ... as 的前面可以用倍数词（如 half, a quarter, twice, three times 等），意为“是……多少倍”。如：

We got three times as many people as we had expected. 来的人数是我们预料的三倍。

The bedroom is twice as big as the kitchen. 卧室是厨房的两倍大。

You are not half as clever as you think you are! 你没有你自己想像的一半聪明！

6. **Yuan Longping is quite satisfied with his life. However, he doesn't care about being famous.** 袁隆平很满意他的生活。但他对自己的成名并不关心。

be satisfied with 对……感到满意。如：

Father is not at all satisfied with Jim's school work. 父亲对吉姆的学业很不满意。

Are you satisfied with your new house with the big garden? 你对你带有大花园的新房子感到满意吗？

care about 在乎；在意；喜欢；有兴趣。如：

I seldom care about what he says and does. 我很少在意他说些什么或做些什么。

It is dangerous to get into the matter but he seems to care little about that. 卷入这件事很危险，但他似乎不太在意。



问题：你能用 *to satisfy, to be satisfied, to be satisfied with* 分别造一个句子吗？

7. **He would much rather keep time for his hobbies.** 他宁愿把时间花在自己的爱好上。

would rather do (than do) 宁愿；宁可做某事。如：

Jane would rather stay at home than go to parties. 简宁愿呆在家中也不愿参加聚会。

I would rather tell him about it myself than let him find out from other people. 我宁肯自己把事情告诉他，也不愿他从旁人处得知这事。

8. **He awoke from his dream with the hope of producing a kind of rice that could feed more people.** 他从梦中醒来，希望能种植一种可以养活更多人的水稻。

with the hope of 带着某种希望。如：

He went to see his boss with the hope of getting a rise in his salary. 他去见老板，希望能提高他的工资。

He decided to talk to his teacher with the hope of persuading her to give him a higher grade. 他决定去和老师谈谈，希望说服她给自己提高分数。

9. **This affects crops and, therefore, animals and humans, since chemicals get inside the crops and cannot just be washed off.** 这影响到庄稼，从而也会影响到动物和人，因为化学物质会进入到农作物里面，而不能被冲洗掉。

affect 影响；感动；使某人有同情或悲伤的感觉。如：

The problems in her family did not affect her school work. 她家里的问题没有影响她的学业。

We were deeply affected by Premier Zhou's death. 周总理的去世让我们非常感伤。



问题：off 可以与许多动词连用。你能列出其他带 off 的动词短语吗？

10. **They focus on keeping their soil rich and free of disease.** 他们主要是想保持土壤肥沃且免受病害。

focus on 集中（注意力、精力）于。如：

I am too tired to focus on anything. 我太累了，不能集中精神啦。

Please focus your attention on the teacher's words. 请把注意力集中在老师所讲的话上。

11. **Organic farmers, therefore, often prefer using natural waste from animals as fertilizer.** 因此，使用有机耕作的农民们通常爱使用天然的动物粪便当作肥料。

prefer 更喜欢某事物；选择某事物。常和to搭配使用。prefer sth (to sth) 选择……（而不是……）；（比……）更喜欢…… 如：

He prefers tea to coffee. 他更喜欢茶而不是咖啡。

prefer to do (rather than do) （相比之下）更喜欢做某事。如：

He prefers to walk home rather than take a bus. 他不愿乘公共汽车，更愿意走回家。

He prefers to stay alone rather than gossip with his co-workers in his spare time. 空闲时间他不愿与同事闲聊，更愿意一人独处。

12. **They feel that this makes the soil in their fields richer in minerals and so more fertile. This also keeps the air, soil, water and crops free from chemicals.** 他们认为这可以让地里的土壤更富含矿物质，变得更肥沃，还可以让空气、土壤、水以及农作物不受化学物质的污染。

rich in 盛产；富含。如：

Shanxi Province is rich in coal. 山西省盛产煤炭。

This kind of fish is rich in oil, which is good for people who have heart trouble. 这种鱼含有丰富的、对患心脏疾病的人有利的鱼油。

13. **They often change the kind of crop in each field every few years, for example, growing corn or wheat and then the next year peas or soybeans.** 他们通常每隔几年就换种农作物，比如在种玉米或小麦后的一年种豌豆或大豆。

UNIT 3

1. mime 哑剧。

mime 哑剧，用手势和身体的动作而不用言语来表现人物、场景或者叙事的艺术。

2. Charlie Chaplin 卓别林 (1889—1977)。

英国电影演员、导演、制片人、剧作家、作曲家。1913年移居美国。卓别林制作和主演了许多影片，其中有《淘金记》、《城市之光》、《摩登时代》、《大独裁者》、《凡尔杜先生》、《舞台生涯》等。1972年美国电影艺术与科学学院授予他艺术成就奖。1975年被英国女王封为爵士。

3. Mr Bean 憨豆先生。憨豆先生的真名是 Rowan Atkinson 罗万·阿特金森 (1955—)。英国喜剧演员。1955年1月6日生于英格兰，因饰演系列喜剧“憨豆先生”而闻名全球。剧中他的对白很少，几乎都是靠丰富的肢体语言，把英国式的幽默淋漓尽致地演绎出来呈现给观众。

4. Edward Lear 爱德华·利尔 (1812—1888)。

英国幽默作家和画家。他画的鸟曾集册出版，但他主要是以写五行打油诗 (limerick) 和打油诗 (Nonsense verse) 而闻名。

5. Marx Brothers 马克斯兄弟。

以演滑稽可笑的影片成名的美国五兄弟。其中最著名的三个分别是奇科 (1887-1961)、哈波 (1888-1964) 和格罗乔 (1890-1977)。马克斯兄弟小组演过十多部作品，其中多部嘲弄社会现象。他们的代表作有《动物饼干》、《恶作剧》、《赛马会一日》等。

6. Victor Hugo 维克多·雨果 (1802—1885)。

法国浪漫主义文学运动的领袖，法国文学史上最伟大的作家之一。代表作《巴黎圣母院》、《悲惨世界》和《笑面人》。

7. He made people laugh at a time when they felt depressed, so they could feel more content with their lives. 在人们感到沮丧的时候，他可以使他们开怀大笑，这让他们对自己的生活感到更加满足。

feel/be content with 对……感到满意。如：

People should be content with what they have. 人应当对自己拥有的东西感到知足。

He read through his newly-finished book and was content with himself. 他把自己刚完成的新书读了一遍，对自己很满意。

8. You may find it astonishing that Charlie was taught to sing as soon as he could speak and dance as soon as he could walk. 你可能会感到惊奇，查理刚会说话时大人就教他唱歌，他刚会走路时大人就教他跳舞了。

astonish 使惊异；使大为吃惊。如：

What astonished me was the box of dollars on the table. 使我吃惊的是桌子上的那一箱美元。

The news he brought astonished everybody in the class. 他带来的消息使全班人都很吃惊。

astonishing adj. 令人惊奇的。如：

The jeep is driving through the forest at an astonishing speed. 那辆吉普车正以惊人的速度穿过森林。

9. Unfortunately his father died, leaving the family even worse off ... 不幸的是他的父亲去世了，使得他的家境更加艰难……

badly off 穷的。如：

They are not so badly off. 他们并不那么穷。

worse off 意思是“境况更差”。如：

I went to his home and found he was worse off than me. 我去他家一看，发现他比我更穷。

10. This character was a social failure but was loved for his optimism and determination to overcome all difficulties. 这个角色是个社会生活中的失败者，但是他的乐观精神和战胜困难的决心使得他深受（观众的）喜爱。

failure 失败；不成功；失败者；未生产；未运转。如：

Their experiment ended in failure. 他们的试验以失败告终。

As a musician he was a complete failure. 作为一个音乐家，他是个彻底的失败者。

The dry weather caused crop failure. 天旱导致了粮食歉收。

11. The Gold Rush 《淘金记》。

卓别林 1924 - 1925 年自导自演的影片，描写一个流浪汉到阿拉斯加淘金的故事。影片用卓别林擅长的苦涩的幽默风格着力表现了主人公虽然又穷又脏，但从未泯灭的正直善良以及乐观向上的精神。

12. Like so many others, the little tramp has rushed there in search of gold, but without success. 像其他许多人一样，这个小流浪汉也赶到那儿去寻找金子，但是没有成功。

in search of 寻找。如：

He set off in search of his missing dog. 他出去寻找他丢失的狗。

He looked around as if in search of something. 他四处张望，好像在寻找什么东西。

13. Then he picks out the lace and eats it as if it were spaghetti. 接着他挑出鞋带来吃，像是吃意大利面条一样。

as if (though) 就像……似的；仿佛……似的。如：

They treated the boy as if he were their own child. 他们对这个男孩就像待自己的亲生孩子一样。

I remember everything as if it happened only yesterday. 我对一切记忆犹新，好像是昨天发生的。

14. He eats each mouthful with great enjoyment. 他每一口都嚼得津津有味。

mouthful 一口；少量。如：

He took a mouthful of the bitter medicine and made a face. 他喝了一口苦药，做了个鬼脸。

I felt so full that I couldn't eat another mouthful. 我太饱了，一口也吃不下了。



问题：请看下列单词，你能说出每个词的意思吗？

handful, cupful, dishful, spoonful, boatful, houseful, armful

15. Charlie Chaplin wrote, directed, and produced the films he starred in. 卓别林自编、自导、自制他主演的电影。

star 用作动词，表示“使……主演；担任主演”。如：

The director wants to star Jim in his new film. 这位导演想让吉姆主演他的新片。

She has starred in a lot of good films. 她主演了许多好电影。

16. In 1972 he was given a special Oscar for his outstanding work in films. 1972年他被授予奥斯卡特别奖，以表彰他在电影界的杰出工作。

Oscar 奥斯卡奖，即美国电影艺术与科学学院奖。美国电影艺术与科学学院成立于 1927 年 5 月。第一尊奥斯卡金像于 1929 年 5 月 16 日颁发。对于奥斯卡奖这个别称的由来，最普遍的说法是：1931 年的一天，学院的新图书馆馆员玛格丽特·赫丽发现金像很像她的叔叔奥斯卡，一个记者把她的话报道了。此后这一别称日渐被人们所熟悉，学院奖反而很少被人提及了。

17. There are thousands of jokes which use “play on words” to amuse us. 有成千上万的笑话是以玩文字游戏的方式来逗我们发笑的。

play on words 其字面的意思就是玩文字游戏。当一个词有两种以上的意思，且在上下文中这些意思都能成立，或者是这个词还有一个类似的发音，而这个发音具有不同的意思，这两种情况都会令读者感到有趣，达到游戏的效果。

18. The following is one of those jokes about the famous detective Sherlock Holmes and his friend Doctor Watson. 下面是一个有关名侦探夏洛克·福尔摩斯和他的助手华生医生的笑话。

Sherlock Holmes 夏洛克·福尔摩斯，是英国小说家亚瑟·柯南道尔笔下多部侦探小说中的主人公。作为一位著名侦探，福尔摩斯善于以缜密的逻辑思维进行严谨的推理而破案。

Doctor Watson 华生医生，是亚瑟·柯南道尔的侦探小说中的另一个人物。他是福尔摩斯的朋友和助手。

UNIT 4

1. body language 身体语言。

可用来与他人进行非语言交流的手势、体态或脸部表情等。

2. Yesterday, another student and I, representing our university's student association, went to the Capital International Airport to meet this year's international students. 昨天，我和另一个学生代表我们学校的学生会，到首都国际机场迎接今年的国际学生。

represent 代表；象征。如：

The athletes will represent Jordan in this year's Special Olympics. 这些运动员将代表约旦参加今年的特奥会。

The dragon represents China. 龙是中国的象征。

association 在这里是“社团、协会”的意思。如：

football association 足球协会

association 还有“联系、联盟”的意思。如：

There has been a close association between these two companies. 这两个公司之间一直有着密切的联系。

此外，association 还可以作“联想”讲，如：

What associations does the sky have for you? 你从天空联想到什么？

3. Tony approached Julia, touched her shoulder and kissed her on the cheek! 托尼走近朱莉娅，摸了摸她的肩，亲了亲她的脸！

approach 靠近；走近。如：

A tourist approached us and asked us the way to Windsor Castle. 一个旅行者走过来向我们打听去温莎城堡的路。

approach 还可以作名词，意思是“途径；方法”。如：

There are different approaches to language teaching. 语言教学有不同的途径。

4. When we met yesterday, he moved very close to me as I introduced myself. 我们昨天见面，我进行自我介绍时，他靠我很近。

close to 接近。如：

Go along this street, turn right at the crossing and you will see a church. The shop is close to the church. 沿着这条街走，十字路口向右拐，你就会看到一个教堂。商店离教堂不远。

introduce 介绍；引入。introduce ... to 把……介绍给…… 如：

At the party, I introduced Julia to David. 聚会上我把朱莉娅介绍给了大卫。

Potatoes were introduced into Europe from South America. 土豆最初是由南美引入欧洲的。

5. When Darlene Coulon from France came dashing through the door, she recognized Tony Garcia's smiling face. 当来自法国的达琳·库隆从门口匆忙进来时，她认出了托尼·加西亚的微笑的面孔。

dashing ... 是-ing形式作状语，修饰came。如：

She stepped back appearing surprised ... 她向后退（了几步），显得很吃惊……

smiling face 中的smiling 是-ing形式作face的定语。如：

the waiting area 候机区

dash 猛冲；突进。如：

The secretary dashed into the room, grabbed the file and ran out again. 秘书飞奔回屋，抓起那个文件，又跑了出去。

You must dash — you're late. 你得赶紧走，已经晚了。

6. **Not all cultures greet each other the same way, nor are they comfortable in the same way with touching or distance between people.** 各种文化背景下人们互致问候的方式不尽相同，身体接触和相互间距离的程度也并不同。

not ... nor ... 既不……又不……。如：

For a whole week he did not write to her nor give her a call. 整整一个星期，他既没给她写信，也没给她打电话。

She has no parents, nor sisters or brothers. She is an orphan. 她既无父母又无兄弟姐妹，她是个孤儿。

7. **However, people from places like Spain, Italy or South American countries approach others closely and are more likely to touch them.** 不过，来自西班牙、意大利和南美等国的人会站在离别人很近的地方，而且可能会（用身体）接触对方。

close 作副词用时，意思是“离……很近”，相当于 near；closely 也有此种含义，但语气较强，相当于 very near。如：

Come close. I want to tell you something. 走近一些，我有事要告诉你。

I saw her walking on the sidewalk with her dog following closely behind. 我看见她在人行道上散步，她的小狗紧紧跟在后面。

此外，closely 还有比喻的用法，意思是“亲密地”，也可作“仔细地，严密地”讲，相当于“carefully”。

如：

Look at this closely. It's very important for us. 仔细研究一下这个，它对我们很重要。

We will follow the argument closely. 我们将密切注视这场争论的进展情况。

be likely 可以跟不定式，也可跟从句，意为“很可能发生某事”。如：

Road accidents are likely to happen in such snowy weather. 这样的雪天很可能会出交通事故。

Do you think he is likely to come? 你觉得他会来吗？

8. **Most people around the world now greet each other by shaking hands, but some cultures use other greetings as well, such as the Japanese, who prefer to bow.** 现在世界上多数人见面要握手相互问候，但有些文化（背景的人）会采取另外一些寒暄方式。比方说，日本人就更愿意鞠躬。

as well 也；还。如：

He is interested in painting and composing (songs) as well. 他对绘画和作曲（谱曲）都有兴趣。

It is a great success for him as well as for the whole family. 这是他自己也是他全家的一个巨大的成功。

9. **In general, though, studying international customs can certainly help avoid difficulties in today's world of cultural crossroads!** 但总的来说，在当今文化交融的世界，学习不同国家的习俗肯定能帮助我们避免交往中的困难。

in general 总的来说；通常。如：

In general his work is very good, but this essay is really unacceptable. 总的来说，他的作品非常不错，但是这篇文章实在没法接受。

avoid 避免，后接动词 -ing 形式。如：

To avoid the car hitting him, he had to make a sharp turn. 为避免被车撞上，他不得不来了个急拐弯。

I quickly walked to the other side of the road to avoid meeting him. 我加快脚步穿过街道，避免与他碰面。



问题：像 avoid 这样通常后接动词 -ing 形式的动词还有哪些？你能说出五个以上类似的动词吗？

crossroads 十字路口；汇集地。如：

Go down this street and then turn right at the first crossroads. 顺着这条路走下去，然后在第一

个十字路口右转。

at a crossroads (人生、经历等) 处于关键时期。

Our company is now at a crossroads. 我们的公司正处在紧要关头。

10. The most universal facial expression is, of course, the smile – its function is to show happiness and put people at ease. 微笑当然是最普遍通用的面部表情，它的作用是表示快乐和安人心境。

function 用作名词，表示“作用；功能；职责”等。如：

In my opinion, the library has a valuable social function. 我认为，图书馆发挥着重要的社会功能。

function 还可以用作动词，表示“起作用；运转”。如：

Her kidney seems to be functioning well. 她的肾脏看来功能正常。

This sofa can also function as a bed. 这个沙发也可以当床。

at ease 舒适；安逸；悠闲。如：

She felt completely at ease during the vacation but now she has to go back to her work again. 度假时她完全放松下来，可现在她又要回到工作中去了。

He handed her a cup of coffee to put her at (her) ease. 他递给她一杯咖啡，让她放松下来。

UNIT 5

1. theme park 主题公园。

一种大型娱乐中心。它以一种或多种构想为特定的主题，创造出别具特色的空间，提供各种各样的游乐车、游戏、展览或演出。主题公园提供的各种活动都互相关联，围绕着一个共同的思想，即以其特定的主题为中心，如太空旅行、历史传奇、野生动物等，建造出具有整体感的公园环境和举行各种表演，使公园形成一个整体。

Camelot Park 卡默洛特公园，也译作卡梅伦魔术王国公园。该公园位于英国兰开斯特，以传说中亚瑟王居住的宫殿 Camelot 命名。公园根据中世纪亚瑟王传奇的情景布置，有引人入胜的魔术表演，骑士表演和中世纪音乐演奏会等内容。

Disneyland 迪斯尼乐园，是沃尔特·迪斯尼创立并以他的名字命名的主题公园。第一个迪斯尼乐园位于加利福尼亚州，于1955年开放，包括四个主题部分：幻想园、奇遇园、边疆园和未来园。这个公园的另一形式是迪斯尼世界，建于佛罗里达州的奥兰多，于1971年开放。日本东京的迪斯尼乐园开放于1983年。法国巴黎附近的欧洲迪斯尼乐园开放于1992年。2006年香港迪斯尼乐园也正式向游人开放。

Dollywood 多莉山主题公园，位于美国东部斯莫基山脉内，是以美国东南部民俗文化为主题的公园。

World Waterpark 世界水上乐园，位于加拿大。该公园拥有世界上最大的室内游泳池，完备的滑水设施和各种水上娱乐项目。

Central Park 中央公园，位于美国纽约。中央公园是美国乃至世界著名的城市公园。该公园建于19世纪，共占地300多万平方米。

central 中央的；中心的；最重要的。如：

Central America 中美洲 central air conditioning 中央空调

Beihai Park is in central Beijing. 北海公园位于北京市中心。

Beihai Park 北海公园，位于中国北京。北海公园是中国现存历史最悠久，保存最完整的皇家园林之一。



问题：你知道中国有哪些主题公园吗？

2. There are various kinds of theme parks, with a different park for almost everything: food, culture, science, cartoons, movies or history. 有各种各样的主题公园，不同的公园有不同的主题，但几乎囊括了一切：食物、文化、科学、卡通、电影或历史。

3. **Whichever and whatever you like, there is a theme park for you!** 无论你喜欢哪一个, 不管你喜欢什么, 都会有一个适合你的主题公园!

whichever 不管哪一个; 任何一个。whatever 无论什么。类似的词还有 wherever, 无论何处。如:

Wherever she goes, there are many fans waiting to see her. 无论她到哪里, 总是有许多影迷等着想见她。

Whichever you choose, you must keep your word. 无论你选择什么, 你都要遵守诺言。



问题: 你能说出 whenever, whoever, whomever 分别是什么意思, 并用它们造句吗?

4. **Dollywood, in the beautiful Smoky Mountains in the southeastern USA, is one of the most unique theme parks in the world.** 位于美国东部美丽的斯莫基山脉中的多莱坞, 是世界上最独特的主题公园之一。
5. **And for those who like rides, Dollywood has one of the best old wooden roller coasters, Thunderhead. It is world-famous for having the most length in the smallest space.** 多莱坞为那些喜欢乘坐搭乘设施的人提供了最好的老式木制过山车之一——雷暴云砧。因其在最小的空间拥有最大的长度而闻名于世。
6. **Every area of the park is modelled after life in the days of King Arthur and the Knights of the Round Table.** 园内所有景区都是按照亚瑟王和圆桌骑士生活的时代复制的。

King Arthur 亚瑟王, 中世纪英国传奇中的国王。the Knights of the Round Table 圆桌骑士。亚瑟王和他的圆桌骑士的故事在世界上广为流传, 英国文学史中也有许多讲述亚瑟王和他的圆桌骑士惊险事迹的文学名著。

7. **In one place, you can watch magic shows with Merlin the Wizard.** 在有的地方, 你还能和大魔术师梅林一起观看魔术表演。

Merlin the Wizard 魔术师梅林。中世纪亚瑟王传奇中的伟大魔术师。

8. **Then visit the farm area, and learn how people in ancient England ran their farms and took care of their animals.** 接下来参观农场区, 在这里你可以了解古英格兰人是如何打理他们的农场以及照看他们的动物的。

run a farm 打理农场。run 在这里表示“使……正常运转”, 如:

run a machine 操作机器。run a company 管理公司。run a house 打理家务

9. **Then I took a trip to Brazil and experienced surviving an airplane crash in the jungle.** 然后我到巴西旅游, 并感受了坠机后在丛林中逃生的滋味。

take a trip (进行) 旅行, 我们还可以说 have a trip, make a trip, go on a trip 等。如:

They are going on a trip to Europe. 他们将到欧洲旅行。

She has decided to take a trip around the world next year. 她已决定明年做环球旅行。

10. **This science and technology-based theme park in France uses the most advanced technology. Its 3-D cinemas and giant movie screens provide brand new experiences of the earth and beyond.** 这个以科技为基础的法国主题公园使用了最先进的技术。它的立体电影以及那巨大的电影屏幕能为 (人们) 提供在地球上以及超越了地球的全新体验。

3-D 即 three-dimensions, 三维, 立体。

science and technology-based 以科技为基础的。如:

task-based language teaching/learning 任务型语言教学 (学习)。

brand new 崭新的, 全新的。

11. **The amazing, up-to-date information together with many opportunities for hands-on learning makes the world come to life in a completely new way for visitors.** 这些让人惊讶的最新的消息加上大量动手实践学习的机会, 让世界以一种全新的方式展现在游人面前。

up-to-date 为复合形容词, 与 out-of-date 相对 (落伍的; 旧式的; 过时的), 意为“现代的; 时

新的”。如：

up-to-date ideas 最新的思想

an up-to-date record 最新的记录

up-to-date clothes 时髦的衣服

an out-of-date model 老式的模型

come to life 苏醒过来；活跃起来

Spring is here and everything comes to life. 春天来临，万物复苏。

The school came to life again as the new term began. 随着新学期的开始，学校又活跃起来了。

12. Futuroscope is not only for individuals, but is also the perfect mix of fun and learning for class outings.

观测未来主题公园不仅仅适合个人，也适合学生全班出游，因为它是娱乐与学习的完美结合。

not only... but also ... 相当于 not just ... but also ..., 相同的意思还可用词组: not merely ... but also, not only ... but ... as well, not only ... too 等来表达。如：

I not only heard it, but (also) saw it.

= I not only heard it, but I saw it, too (as well).

= I not only heard it, but saw it as well. 我不但听到，而且看到它了。

人教版®

Grammar

语 法

I 主语和谓语动词的一致

(Agreement between subject and verb)

- 1 主语要和谓语动词保持人称和数的一致。如:

I am seventeen.

She is sixteen.

There is a desk in the room. **There are** no chairs in it.

John gets up at six o'clock every morning.

They have not come yet.

Nobody knows who is going to win in the competition.

What **is the latest news** about the Olympic Games?

- 2 两个名词由 and 连接作主语时, 谓语动词一般用复数。如:

Wang Gang and Zhang Hua were here a moment ago.

My brother and I have both seen the film.

Both rice and wheat are grown in this part of China.

说明:

- (1) 当 and 不表示并列意义, 连接两个在意义上表示同一人、物或概念或由两个部件配成的物品时, 谓语动词用单数。如:

The professor and writer is speaking at the meeting. 那位教授作家正在会上发言。

One more knife and fork is needed. 还需要一副刀叉。

War and peace is a constant theme in history. 战争与和平是历史永恒的主题。

- (2) 两个并列的名词有 each, every, many a 等修饰语时, 谓语动词一般用单数。如:

Each doctor and (each) nurse / Every doctor and (every) nurse was given a new shirt. 每个大夫和护士都发了一件新衬衫。

No sound and no voice is heard. 一点声音都没有。

Many a boy and (many a) girl has made the same mistake. 许多男孩女孩都犯了同样的错误。

- 3 集体名词 group, class, family, army, enemy 等作主语时, 如果强调整体, 谓语动词用单数形式; 如强调个体, 谓语动词用复数形式。如:

My family is a large one.

The family are sitting at the breakfast table. (指家庭成员)

Our group are reading the newspapers. (指组内成员)

This group is having a meeting.

The army is going to remain in this town.

The army *have* rescued the travellers. (指部队中的官兵)

4 不定代词 anyone, anybody, anything, everyone, everybody, everything, someone, somebody, something, no one, nobody, nothing, each, the other 等作主语时, 谓语动词用单数。如:

Is anybody going to tell him the news?

There **is nobody** in the house.

Everything is ready.

Someone wants to see you.

5 代词 none 和 neither 有时作单数看待, 有时作复数看待, 主要根据说话人的意思决定。但是代表不可数名词时, 只看作单数; neither 作形容词时与单数名词连用, 谓语动词用单数。如:

None of them *has/have* arrived yet. 他们中一个人都没到呢。

Neither of them *knows/know* the answer. 他们俩都不知道答案。

None of this money is mine. 这钱不是我的。

Neither statement was true. 两个陈述都不真实。

6 当用作主语的两个名词或代词由 or, either ... or, neither ... nor 或 not only ... but also 连接时, 谓语动词通常与邻近的名词或代词保持一致。如:

Either you or Jane is to be sent to New Zealand. 要么你, 要么简将被派往新西兰。

Neither he nor I *have* finished the experiment. 他和我都没有完成实验。

Not only his family but (also) he *likes* Chaplin's movies. 不仅他的家人, 还有他都喜欢卓别林的电影。

7 由 there 或 here 引导的句子, 主语不止一个名词时, 谓语动词通常与邻近的名词或代词保持一致。如:

There is a lamp, two pens and six books on the desk. 桌子上有一盏灯、两支钢笔和六本书。

Here are some envelopes and paper for you. 这些是给你的信封和纸张。

8 当主语后面接说明主语的修饰语, 如 with, along with, together with, as well as, like, rather than, but, except, besides, including, in addition to 等时, 谓语动词不受修饰成分的影响, 仍保持同主语一致的关系。如:

The teacher with two students was at the meeting. 那位老师和两个学生参加了会议。

The girl as well as the boys has learned to drive a car. 这姑娘和男孩子们一道, 学会了开车。

9 表示时间、金钱、距离、重量等复数名词, 在表示单位数量用作主语时, 通常被看作整体, 谓语动词用单数。如:

Sixty years is a long time. 60 年是一段长时间。

Ten dollars is enough for him. 10 美元就够他用的了。

Three thousand miles is a long distance. 3,000 英里是一段长距离。

Fifty kilograms is not too heavy to be carried. 50 公斤不至于重到扛不起来。

说明: 如果强调数目, 谓语动词用复数。如:

One hundred cents *make* a dollar. 100 美分就是一美元。

More than fifty years *have* passed since they got married. 他们夫妻已共同走过了 50 多年。

II 动词-ing形式 (The Verb-ing form)

动词-ing形式由动词原形 + **-ing** 构成。动词-ing形式能在句中作主语、宾语、表语、定语、宾语补足语和状语，但不能单独作谓语。如：

用 法	例 句
主 语	Collecting information is very important to businessmen. Learning a foreign language is very useful to me. Seeing is believing. Travelling abroad can be very exciting.
宾 语	He finished reading the book yesterday. I enjoy learning English . I'm looking forward to seeing you again . She suggested doing it in a different way .
表 语	Seeing is believing . The music is exciting . The most important thing is getting there in time . Her job was washing clothes .
定 语	There is a swimming pool in our school. China is a developing country. The person translating the songs can speak seven languages. The boy standing there is a classmate of mine.
宾 补	We heard her singing in her room . You can see them performing every night this week at the new theatre . We watch the children diving into the water from the diving board . Listen to the birds singing .
状 语	She sat at the desk reading a newspaper . Being ill , she went home. Having finished their work , they had a rest. Feeling tired , she went to bed early.

III 构词法 (Word formation)

在英语中，词的构成方法主要有三种：合成、转化和派生。

1 合成 (Compounding)

由两个或更多的词合成一个词，有的用连词符号“-”连接，有的直接连写在一起，还有的由分开的两个词构成。如：

blackboard	nightfall	fantasyland	cowboy	everywhere
somewhere	however	whatever	wherever	maybe
newspaper	playground	backbone	broadcast	sunburn
overthrow	snowstorm	anyone	myself	eggplant
reading-room	bus-driver	man-made	blue-eyed	passer-by
worn-out	up-to-date	ice cream	easy-going	part-time
bus stop	post office	car park	human rights	grass roots

2 转化 (Conversion)

一个单词由一种词性转化为另一种或几种词性。如：

1) taste (v.) → taste (n.)

It *tastes* good.

It has a good *taste*.

2) hand (n.) → hand (v.)

Let's go *hand* in *hand*.

Please *hand* in your exercise books after class.

3) clean (adj.) → clean (v.)

Her room is *clean* and tidy.

She *cleans* her room every day.

4) shade (n.) → shade (v.)

She is sitting in the *shade* of a big tree.

She *shaded* her eyes against the sun.

词性转化后，有的单词读音会发生变化。如：

1) use /ju:s/ (n.) → use /ju:z/ (v.)

The use of too much chemical fertilizer leads to serious problems.

May I use your pencil?

2) present /'preznt/ (n.) → present /pri'zent/ (v.)

She gave a very special present for my birthday.

Large classes present great problems to many teachers.

- 3) transport /'trænsɒ:t/ (n.) → transport /træns'pɔ:t/ (v.)

Horses were the only means of transport in those days.

The goods were transported to Beijing.

- 4) increase /'ɪkri:s/ (n.) → increase /m'kri:s/ (v.)

She is hoping for a wage increase.

The population has increased greatly.

3 派生 (Derivation)

由一个词根加上前缀或后缀构成另一个词。如：

1) 前缀

dis-	agree 同意	disagree 不同意
	appear 出现	disappear 消失
	cover 覆盖	discover 发现
un-	able 能够	unable 不能
	fair 公平的	unfair 不公平的
	limited 有限的	unlimited 无限的
	tie 系上	untie 解开
in-	complete 完全的	incomplete 不完全的
	correct 正确的	incorrect 不正确的
im-	possible 可能的	impossible 不可能的
	patient 耐心的	impatient 不耐烦的；不耐心的
non-	stop 停止	non-stop 不停的
	smoker 抽烟者	non-smoker 不抽烟者
mis-	understand 理解	misunderstand 误解
	lead 领导；引导	mislead 误导
re-	write 写	rewrite 重写
	consider 考虑	reconsider 重新考虑
	use 使用	reuse 再利用
	cycle 循环	recycle 回收
en-	able 有能力的	enable 使能够
	rich 富有的	enrich 使丰富
	danger 危险	endanger 危及
multi-	cultural 文化的	multicultural 多文化的
	channel 渠道；频道	multichannel 多渠道 (的)；多频道 (的)
tele-	phone 电话	telephone 电话
	vision 视觉	television 电视
kilo-	meter 米	kilometer 千米
	gram 克	kilogram 千克

2) 后缀

-able	accept 接受 eat 吃 suit 合适	acceptable 可接受的 eatable 可吃的 suitable 合适的
-al	nation 国家 nature 自然 arrive 到达	national 国家的 natural 自然的 arrival 到达
-an	America 美国; 美洲 Australia 澳大利亚	American 美国的(人); 美洲的(人) Australian 澳大利亚的; 澳大利亚人
-er	farm 耕种 village 村庄	farmer 农民 villager 村民
-or	visit 参观 act 表演 translate 翻译	visitor 参观者 actor (男) 演员 translator 译员; 翻译
-ess	wait 侍候 host 招待	waitress 女服务员 hostess 女主人
-ese	China 中国 Japan 日本	Chinese 中国人; 汉语 Japanese 日本人; 日语
-ist	piano 钢琴 social 社会的	pianist 钢琴家 socialist 社会主义者
-ian	music 音乐 Asia 亚洲	musician 音乐家 Asian 亚洲的(人)
-ism	material 物质 social 社会的	materialism 唯物主义 socialism 社会主义
-ment	amuse 使发笑; 使愉快 entertain 娱乐; 招待 equip 装备	amusement 娱乐; 消遣 entertainment 款待; 娱乐 equipment 设备
-ness	happy 高兴的; 幸福的 ill 有病的 selfish 自私的	happiness 高兴; 幸福 illness 疾病 selfishness 自私
-tion / -ation	collect 收集 liberate 解放 translate 翻译 pronounce 发音	collection 收集 liberation 解放 translation 翻译 pronunciation 发音
-ship	friend 朋友 member 成员 relation 关系	friendship 友谊 membership 成员资格 relationship 关系
-fy / -ify	beauty 美丽 simple 简单的	beautify 美化 simplify 简化

-en	wide 宽的 short 短的 length 长度	widen 加宽 shorten 缩短 lengthen 加长
-ing	feel 感觉 excite 使兴奋 build 建设	feeling 感情 exciting 令人兴奋的 building 建筑
-ize / -ise	apology 道歉 real 真实的 modern 现代的	apologize / ~ise 道歉 realize / ~ise 实现 modernize / ~ise 使现代化
-dom	free 自由的 wise 明智的 king 国王	freedom 自由 wisdom 智慧 kingdom 王国
-th	true 真实的 warm 温暖的 wide 宽的 eight 八	truth 真相; 真理 warmth 温暖 width 宽度 eighth 第八
-teen	four 四 five 五	fourteen 十四 fifteen 十五
-ty	six 六 nine 九 certain 肯定的	sixty 六十 ninety 九十 certainty 确定; 确实的事情
-y	thirst 干渴 storm 暴风雨	thirsty 干渴的 stormy 暴风雨的; 激烈的
-ish	child 孩子 fool 傻瓜	childish 孩子气的 foolish 愚蠢的
-ful	hope 希望 forget 遗忘 mouth 口, 嘴	hopeful 有希望的 forgetful 健忘的 mouthful 一口; 满口
-less	home 家 harm 危害	homeless 无家可归的 harmless 无害的
-ive	create 创造 effect 效果	creative 创造性的 effective 有效的
-ly	bad 坏的 happy 高兴; 幸福 friend 朋友 day 日	badly 坏; 差 happily 高兴地; 幸福地 friendly 友好的 daily 每日 (的); 日报
-ward(s)	back 后面的 east 东方	backward(s) 向后 eastward(s) 向东

Words and expressions in each unit

各单元生词和习惯用语

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

Unit 1

achievement /ə'tʃi:vmənt/ *n.* 成就；功绩

△ Joan of Arc /'dʒəʊn əv 'ɑ:k/ 圣女贞德
(法国民族女英雄)

△ Elizabeth Fry /'lɪzəbəθ 'fraɪ/ 伊丽莎白·弗赖伊 (英国慈善家)

△ Quaker /'kwɛkə/ *n.* 教友派信徒；贵格会会员
welfare /'welfeə/ *n.* 福利；福利事业

project /'prɒdʒekt/ *n.* 项目；工程；规划
institute /'mɪstɪtju:t/ *n.* 学会；学院；协会

△ China Welfare Institute 中国福利基金会
specialist /'speʃəlist/ *n.* 专家；专业工作者

△ specialize /'speʃəlaɪz/ *vi.* 专攻；专门从事；专注于

△ Jane Goodall /'dʒem 'gʊdɔ:l/ 简·古道尔
(英国动物学家)

△ chimp /tʃɪmp/ *n.* (非洲) 黑猩猩
connection /kə'nekʃn/ *n.* 连接；关系

human being 人

△ Jody Williams /'dʒəʊdi 'wɪljəmz/ 乔迪·威廉斯
(美国诺贝尔和平奖获得者)

campaign /kæm'peɪn/ *n.* 运动；战役
vi. 作战；参加运动

△ landmine /'lændmɪn/ *n.* 地雷

organization /ˌɔ:ɡənə'zeɪʃn/ *n.* 组织；机构；团体

△ Gombe National Park 贡贝国家公园
(位于坦桑尼亚)

behave /br'heɪv/ *vt. & vi.* 举动；(举止或行为) 表现
behaviour /br'heɪvjə/ *n.* (=behavior) 行为；举止；习性

shade /ʃeɪd/ *n.* 荫；阴凉处

vt. 遮住光线

move off 离开；起程；出发

worthwhile /wɜ:θ'waɪl/ *adj.* 值得的；值得做的

nest /nest/ *n.* 巢；窝

bond /bɒnd/ *n.* 联系；关系；结合；纽带

observe /əb'zɜ:v/ *vt.* 观察；观测；遵守

observation /ˌɒbzə'veɪʃn/ *n.* 观察；观测

childhood /'tʃaɪldhʊd/ *n.* 童年；幼年时代

outspoken /aʊt'spəʊkən/ *adj.* 直言的；坦诚

respect /rɪ'spekt/ *vt. & n.* 尊敬；尊重；敬意

argue /ɑ:gju:/ *vt. & vi.* 讨论；辩论；争论

argument /'ɑ:gjumənt/ *n.* 争论；争辩；争吵

entertainment /ˌentə'teɪnmənt/ *n.* 款待；娱乐；娱乐表演

lead a ... life 过着……的生活

crowd /kraʊd/ *n.* 人群；观众

vt. 挤满；使拥挤

crowd in (想法、问题等) 涌上心头；涌入脑海

inspire /ɪn'spaɪə/ *vt.* 鼓舞；激发；启示

△ inspiration /ɪnspə'reɪʃn/ *n.* 灵感；鼓舞

support /sə'pɔ:t/ *n. & vt.* 支持；拥护

look down upon/on 蔑视；瞧不起

refer /rɪ'fɜ:/ *vi.* 谈到；查阅；参考

refer to 查阅；参考；谈到

audience /'ɔ:diəns/ *n.* 观众；听众；读者

by chance 碰巧；凑巧

come across (偶然) 遇见；碰见

△ career /kə'riə/ *n.* 事业；生涯

rate /reɪt/ *n.* 比率；速度

sickness /'sɪknɪs/ *n.* 疾病; 恶心
intend /ɪn'tend/ *vt.* 计划; 打算
 emergency /ɪ'mɜ:dʒənsɪ/ *n.* 突发事件; 紧急情况
 generation /,dʒenə'reɪʃn/ *n.* 一代; 一辈
 △ **determination** /dɪ,tɜ:mɪ'neɪʃn/ *n.* 决心; 果断
 kindness /'kændnəs/ *n.* 仁慈; 好意
 considerate /kən'sɪdərət/ *adj.* 考虑周到的
 consideration /kən,sɪdə'reɪʃn/ *n.* 考虑; 体谅
deliver /dɪ'lɪvə/ *vt.* 递送; 生 (小孩儿); 接生;
 发表 (演说等)
carry on 继续; 坚持
 modest /'mɒdɪst/ *adj.* 谦虚的; 谦让的; 适度的

Unit 2

statistic /stə'tɪstɪk/ *n.* (常用 *pl.* statistics) 数据;
 统计; 统计数字; 统计资料
 sunburnt /'sʌnbɜ:nt/ *adj.* 晒黑的
struggle /'strʌgl/ *vi. & n.* 斗争; 拼搏; 努力
 decade /'dekeɪd/ *n.* 十年; 十年期
 super /'sju:pə/ *adj.* 特级的; 超级的
 △ **hybrid** /'haɪbrɪd/ *adj.* 混合的; 杂种的
 n. 杂交种; 混血儿
 output /'aʊtpʊt/ *n.* 产量; 输出
 △ **strain** /streɪn/ *n.* (动、植物的) 品种; 种类
 crop /krɒp/ *n.* 庄稼; 农作物; 产量
 hunger /'hʌŋgə/ *n.* 饥饿; 欲望
 vt. & vi. (使) 饥饿
 disturbing /dɪ'stɜ:bɪŋ/ *adj.* 引起烦恼的;
 令人不安的
expand /ɪk'spænd/ *vt. & vi.* 使变大; 伸展
 circulate /'sɜ:kjʊleɪt/ *vt. & vi.* 循环; 流传
 Vietnam /,vjet'næm/ *n.* 越南 (东南亚国家)
thanks to 幸亏; 由于; 因为
 battle /'bætl/ *n.* 战役; 战斗; 较量; 斗争
 vt. & vi. 搏斗; 奋斗
rid /rɪd/ *vt.* 摆脱; 除去
 rid ... of 使……摆脱或除去
be satisfied with 对……感到满意
 freedom /'fri:dəm/ *n.* 自由; 自主
would rather 宁愿; 宁可

therefore /ðeəfɔ:/ *adv.* 因此; 所以; 因而
 equip /ɪ'kwɪp/ *vt. & vi.* 配备; 装备
 △ **sorghum** /'sɔ:gəm/ *n.* 高粱
 grain /greɪn/ *n.* 谷物; 粮食; 颗粒
 △ **peanut** /'pi:nʌt/ *n.* 花生
export /ɪk'spɔ:t/ *vt. & vi.* 输出; 出口
 nationality /,næʃə'næləti/ *n.* 国籍
 occupation /,ɒkjʊ'peɪʃn/ *n.* 工作; 职业; 占领
 △ **personality** /,pɜ:sə'næləti/ *n.* 性格; 个性; 人格
 confuse /kən'fju:z/ *vt.* 使迷惑; 使为难
regret /rɪ'ɡret/ *vt.* 遗憾; 惋惜
 n. 遗憾; 懊悔
 chemical /'kemɪkl/ *adj.* 化学的; 关于化学的
 n. 化学物质
 △ **organic** /ɔ:'ɡænɪk/ *adj.* 有机的; 器官的;
 组织的
 △ **fertile** /'fɜ:təl/ *adj.* 肥沃的; 富饶的
 △ **fertilizer** /'fɜ:tɪlaɪzə/ *n.* 肥料; 化肥
 production /prə'dʌkʃn/ *n.* 生产; 制造
 bacteria /bæk'tɪəriə/ *n.* (bacterium /bæk'tɪəriəm/
 的复数形式) 细菌
 pest /pest/ *n.* 害虫; 害兽; 害鸟
build up 逐渐增强; 建立; 开发
lead to 导致; 造成 (后果)
 nutrition /nju:'trɪʃn/ *n.* 营养; 滋养; 食物
 mineral /'mɪnərəl/ *n.* 矿物; 矿石
 discovery /dɪ'skʌvəri/ *n.* 发现; 发觉
focus /'fəʊkəs/ *n.* 焦点; 中心点
 vt. 集中; 聚焦
 focus on 集中 (注意力、精力等) 于
 soil /sɔɪl/ *n.* 土壤
reduce /rɪ'dju:s/ *vt.* 减少; 减缩
keep ... free from/of 使……免受 (影响、伤害
 等); 使……不含 (有害物)
 △ **soybean** /'sɔɪbi:n/ *n.* (= soyabean) 大豆
 root /ru:t/ *n.* 根; 根源
 skim /skɪm/ *vt.* 浏览; 略读
 underline /,ʌndə'laɪn/ *vt.* 画底线标出; 强调
 summary /'sʌməri/ *n.* 总结; 摘要; 概要
comment /'kɒment/ *n.* 评论; 议论
 vi. & vt. 表达意见;
 作出评论

- △ producer /prə'dju:sə/ *n.* 生产者; 制片人
 △ industrial /ɪn'dʌstriəl/ *adj.* 工业的; 产业的

Unit 3

- humour /'hju:mə/ *n.* 幽默; 滑稽
 △ punchline /'pʌntʃlaɪn/ *n.* 故事、笑话等中的妙语; 关键词
 △ verbal /'vɜ:bl/ *adj.* 口头的
 △ nonverbal /,nɒn'vɜ:bl/ *adj.* 不用语言的
 △ mime /maɪm/ *n.* 哑剧
 vt. & vi. 表演哑剧
 △ Charlie Chaplin /'tʃɑ:lɪ 'tʃæplɪn/ 查理·卓别林
 (英国喜剧大师)
 △ Edward Lear /'edwəd 'liə/ 爱德华·李尔
 (英国作家、画家)
 comedy /'kɒmɪdi/ *n.* 喜剧
 △ Victor Hugo /'vɪktə 'hju:gəʊ/ 维克多·雨果
 (法国文学家)

up to now 直到现在

- △ brighten /'braɪtn/ *vt.* 使更愉快; 使更有希望
 △ depressed /dɪ'prest/ *adj.* 忧愁的; 沮丧的
 content /kən'tent/ *adj.* 满足的; 满意的
 n. 满足
 vt. 使满足

feel/be content with 对……满足

- performer /pə'fɔ:mə/ *n.* 表演者; 演出者
 astonish /ə'stɒnɪʃ/ *vt.* 使惊诧
 astonishing /ə'stɒnɪʃɪŋ/ *adj.* 令人感到惊讶的
 fortunate /'fɔ:tʃənɪt/ *adj.* 幸运的; 吉利的
 unfortunately /ʌn'fɔ:tʃənɪtli/ *adv.* 不幸地
 badly off 穷的; 缺少的
 △ teens /ti:nz/ *n.* 十几岁 (13 至 19 岁的年龄)
 ordinary /'ɔ:dənəri/ *adj.* 平常的; 普通的
 bored /bɔ:d/ *adj.* 厌烦的
 △ subtle /'sʌtl/ *adj.* 微妙的; 精巧的;
 技艺精湛的

entertain /,entə'teɪn/ *vt. & vi.* 使欢乐; 款待

- △ entertaining /,entə'teɪnɪŋ/ *adj.* 愉快的;
 有趣的
 △ charming /'tʃɑ:mɪŋ/ *adj.* 迷人的; 有魅力的
 △ tramp /træmp/ *n.* 流浪汉; 行乞者

throughout /θru:'aʊt/ *prep.* 遍及; 贯穿

adv. 到处; 始终; 全部

homeless /'həʊmləs/ *adj.* 无家的; 无家可归的

moustache /mə'sta:ʃ/ *n.* 小胡子

worn /wɔ:n/ *adj.* 用旧的; 用坏的; 破烂的

△ worn-out /wɔ:n'aʊt/ *adj.* 磨破的; 穿旧的

△ stiffly /'stɪflɪ/ *adv.* 僵硬地

failure /'feɪljə/ *n.* 失败 (者)

△ optimism /'ɒptɪmɪzəm/ *n.* 乐观; 乐观主义

overcome /,əʊvə'kʌm/ *vt. & vi.* (overcame, overcome) 战胜; 克服

△ underdog /'ʌndədɒg/ *n.* 失败者;
 处于劣势的一方

△ snowstorm /'snəʊstɔ:m/ *n.* 暴风雪

leather /'leðə/ *n.* 皮革

pick out 挑出; 辨别出

△ lace /leɪs/ *n.* 饰带; 花边; 鞋带

cut off 切断; 断绝

chew /tʃu:/ *vt. & vi.* 嚼碎; 咀嚼 (食物)

△ mouthful /'maʊθfʊl/ *n.* 一口; 满口

△ enjoyment /ɪn'dʒɔɪmənt/ *n.* 享受; 欢乐;
 乐趣

convince /kən'vɪns/ *vt.* 使信服

convincing /kən'vɪnsɪŋ/ *adj.* 令人信服的

direct /dɪ'rekt; daɪ-/ *vt. & vi.* 导演; 指示; 指挥
adj. 直的; 直接的; 直率的

star in 在……担任主角; 主演

△ Oscar /'ɒskə/ *n.* 奥斯卡

outstanding /aʊt'stændɪŋ/ *adj.* 突出的; 杰出的;
 显著的

Switzerland /'swɪtsələnd/ *n.* 瑞士 (欧洲中部国家)

△ confidence /'kɒnfɪdəns/ *n.* 信心; 信念

△ costume /'kɒstjʊm/ *n.* 服装; 戏装

gesture /'dʒestʃə/ *n.* 姿态; 手势

vi. 做手势

particular /pə'tɪkjʊlə/ *adj.* 特殊的; 特别的
n. 细节; 细目

particularly *adv.* 特殊地; 特别地

occasion /ə'keɪʒən/ *n.* 时刻; 场合

budget /'bʌdʒɪt/ *n.* 预算; 开支

actress /'æktɪs/ *n.* 女演员

slide /slaid/ *vt. & vi.* (slid, slid)

(使)滑动; (使)滑行

n. 滑; 滑动; 幻灯片

amuse /ə'mju:z/ *vt.* 使发笑; 使愉快

△ **amusing** *adj.* 好笑的; 有趣的

pancake /'pæŋkeɪk/ *n.* 烙饼; 薄饼

explanation /ˌeksplə'neɪʃn/ *n.* 解释; 讲解; 说明

detective /dɪ'tektɪv/ *n.* 侦探

△ **Sherlock Holmes** /'ʃɜ:lɒk 'həʊlmz/ *n.* 夏洛克·福尔摩斯

mountainous /'maʊntɪməs/ *adj.* 多山的; 山一般的

whisper /'wɪspə/ *n.* 耳语; 低语

vt. & vi. 低语; 小声说

vast /vɑ:st/ *adj.* 巨大的; 辽阔的

△ **rhythm** /'rɪðəm/ *n.* 节奏

mess /mes/ *n.* 脏或乱的状态

react /rɪ'ækt/ *vi.* 作出反应; 回应

porridge /'pɒrɪdʒ/ *n.* 粥; 麦片粥

drunk /drʌŋk/ *adj.* 醉的

Unit 4

statement /'steɪtmənt/ *n.* 陈述; 说明

greet /gri:t/ *vi. & vt.* 迎接; 问候

represent /ˌreprɪ'zent/ *vt.* 代表; 象征

association /ə'səʊsɪ'eɪʃn/ *n.* 社团; 联系; 联想

dormitory /'dɔ:mɪtrɪ/ *n.* 宿舍

canteen /kæn'ti:n/ *n.* 食堂

flight /flaɪt/ *n.* 飞行; 航班

curious /'kjʊəriəs/ *adj.* 好奇的

curiously /'kjʊəriəsli/ *adv.* 好奇地

△ **Garcia** /'gɑ:siə/ 加西亚 (姓)

Colombia /kə'lʌmbɪə/ *n.* 哥伦比亚 (南美洲国家)

approach /ə'prəʊtʃ/ *vt. & vi.* 接近; 靠近; 走近
n. 接近; 方法; 途径

cheek /tʃi:k/ *n.* 面颊

defend /dɪ'fend/ *vt.* 保护; 保卫

defend ... against 防御; 保卫……以免受

defence /dɪ'fens/ *n.* 防御; 保卫

major /'meɪdʒə/ *adj.* 主要的; 严重的

misunderstand /ˌmɪsʌndə'stænd/ *vt.* (misunderstood, misunderstood) 误解; 误会

misunderstanding *n.* 误解; 误会

△ **Akira Nagata** /ə'kɪrə nə'gɑ:tɑ:/ 永田明

△ **Ahmed Aziz** /'ɑ:məd 'ɑ:zɪz/ 艾哈迈德·阿齐兹

Jordan /'dʒɔ:dn/ *n.* 约旦 (西亚国家)

△ **Darlene Coulon** /'dɑ:lɪn 'kʊləŋ/ 达琳·库隆

dash /dæʃ/ *vi.* 猛冲; 突进

adult /'ædʌlt; US ə'dʌlt/ *n.* 成人; 成年人

adj. 成人的; 成熟的

△ **simply** /'sɪmplɪ/ *adv.* 简单地; 只

△ **Muslim** /'mʊzlm/ *n. & adj.* 穆斯林 (的); 伊斯兰教信徒 (的)

spoken /'spəʊkən/ *adj.* 口语的

unspoken /ʌn'spəʊkən/ *adj.* 未说出口的; 非口语的

△ **posture** /'pɒstʃə/ *n.* 姿势; 体态

Spain /speɪn/ *n.* 西班牙 (欧洲国家)

Italy /'ɪtəli/ *n.* 意大利 (欧洲国家)

likely /'laɪkli/ *adj.* 可能的

be likely to 很可能……; 有希望……

in general 总的来说; 通常

crossroads /'krɒsrəʊdz/ *n.* 十字路口

△ **employee** /ˌemplɔ'i:ɪ/ *n.* 雇员

△ **frown** /fraʊn/ *vi.* 皱眉; 蹙额

△ **misread** /ˌmɪs'ri:d/ *vt.* (misread /mɪs'red/, misread) 读错; 误解

facial /'feɪʃl/ *adj.* 面部的

function /'fʌŋkʃn/ *n.* 作用; 功能; 职能
vi. 起作用; 运转

ease /i:z/ *n.* 安逸; 舒适

vt. 减轻 (痛苦、忧虑)

at ease 舒适; 快活; 自由自在

truly /'tru:li/ *adv.* 真实地; 真诚地; 真正地

false /fɔ:ls/ *adj.* 错误的; 假的

anger /'æŋgə/ *n.* 怒气; 怒火

lose face 丢脸

turn one's back to 背对

fist /fɪst/ *n.* 拳头

yawn /jɔ:n/ *vi.* 打呵欠

△ **respectful** /rɪ'spektfl/ *adj.* 恭敬的

subjective /səb'dʒektɪv/ *adj.* 主观的

hug /hʌg/ *vi. & vt.* 拥抱

rank /ræŋk/ *n.* 等级; 军衔

cassette /kə'set/ *n.* 磁带

Unit 3

theme /θi:m/ *n.* 题目; 主题 (曲)

△ Camelot /'kæmələt/ *n.* 卡默洛特公园
(位于英国)

central /'sentrəl/ *adj.* 中心的; 中央的

△ Central Park 中央公园 (位于美国纽约)

△ Dollywood /'dɒliwʊd/ *n.* 多莱坞 (公园名,
位于美国)

various /'veəriəs/ *adj.* 不同的; 各种各样的

cartoon /kɑ:'tu:n/ *n.* 漫画; 动画片

be famous for 以……而闻名

△ roller coaster /'rəʊlə 'kəʊstə/ *n.* 过山车

whichever /wɪtʃ'evəl/ *pron.* 无论哪一个;
任何一个

△ pirate /'paɪərət/ *n.* 海盗; 盗版

△ fairy /'feəri/ *n.* 童话故事; 童话

fantasy /'fæntəsi/ *n.* 幻想; 怪念头

amusement /ə'mju:zmənt/ *n.* 消遣; 娱乐 (活动)

swing /swɪŋ/ *n.* 秋千; 摇摆

vt. & vi. (swung, swung) 摇摆; 摆动

attraction /ə'trækʃn/ *n.* 有吸引力的事物; 吸引

no wonder 难怪; 不足为奇

tourism /'tuərizəm/ *n.* 旅游业

wherever /'weər'evəl/ *adv. & conj.*

无论在什么地方; 各处

unique /ju:'ni:k/ *adj.* 独一无二的; 仅有的

carpenter /'kɑ:pəntə/ *n.* 木匠

△ craftsman /'krɑ:ftsmən/ *n.* 匠人; 能工巧匠

engine /'endʒɪn/ *n.* 引擎; 发动机

△ bald /bɔ:ld/ *adj.* 秃头的

preserve /prɪ'zɜ:v/ *vt.* 保存; 保留
n. 保护区

length /lenθ/ *n.* 长度; 长

deed /di:d/ *n.* 行动; 事迹

△ knight /naɪt/ *n.* 骑士; 爵士

be modelled after 根据……模仿; 仿造

△ Merlin the Wizard /'mɜ:lin ðə 'wɪzəd/
魔术师梅林

sword /sɔ:d/ *n.* 剑

△ joust /dʒaʊst/ *vi.* (指中世纪骑士)
骑着马用长矛打斗

tournament /'tɔ:nəmənt/ *n.* 锦标赛; 联赛;
(中世纪) 骑士比武

settler /'setlə/ *n.* 移民; 殖民者

athletic /æθ'letɪk/ *adj.* 运动的

translator /trænz'leɪtə/ *n.* 译员; 翻译

minority /maɪ'nɒrəti/ *n.* 少数; 少数民族

cloth /klɒθ/ *n.* 布

△ Futuroscope /'fju:tʃʊərəskəʊp/ *n.* 观测未来
(公园名, 位于法国)

jungle /'dʒʌŋɡl/ *n.* 丛林

△ diver /'daɪvə/ *n.* 潜水员

creature /'kri:tʃə/ *n.* 生物; 动物

sunlight /'sʌnlʌɪt/ *n.* 阳光

△ T-Rex /'tɪreks/ *n.* (= Tyrannosaurus Rex
/taɪrənə'sɔ:ɪəs 'reks/) 霸王龙

advance /əd'vɑ:ns/ *vt. & vi.* 前进; 促进; 提前
n. 前进; 进步

in advance 提前

advanced /əd'vɑ:nst/ *adj.* 高级的; 先进的

brand /brænd/ *n.* 商标; 牌子

get close to 接近

come to life 活跃起来

outing /'aʊtɪŋ/ *n.* 外出; 短途旅行; 远足

admission /əd'mɪʃn/ *n.* 允许进入; 入场费;
承认

shuttle /'ʃʌtl/ *n.* 往返汽车; 航天飞机

freeway /'fri:weɪ/ *n.* 高速公路

souvenir /su:və'nɪə/ *n.* 纪念品

sneaker /'sni:kə/ *n.* 运动鞋

brochure /'brəʊʃə/ *n.* (作宣传或介绍用的)
小册子; 指南

Vocabulary

词汇表

A

- achievement /ə'tʃi:vmənt/ *n.* 成就; 功绩 (1)
- actress /'æktɪs/ *n.* 女演员 (3)
- admission /əd'mɪʃn/ *n.* 允许进入; 入场费; 承认 (5)
- adult /'ædʌlt; US ə'dʌlt/ *n.* 成人; 成年人
adj. 成人的; 成熟的 (4)
- advance** /əd'vɑ:ns/ *vt. & vi.* 前进; 促进; 提前
n. 前进; 进步 (5)
- in advance** 提前 (5)
- advanced /əd'vɑ:ns/ *adj.* 高级的; 先进的 (5)
- △ Ahmed Aziz /'ɑ:məd 'ɑ:zɪz/ 艾哈迈德·阿齐兹 (4)
- △ Akira Nagata /ə'kɪrə nə'gɑ:tɑ:/ 永田明 (4)
- amuse /ə'mju:z/ *vt.* 使发笑; 使愉快 (3)
- △ amusing *adj.* 好笑的; 有趣的 (3)
- amusement /ə'mju:zmənt/ *n.* 消遣; 娱乐 (活动) (5)
- anger /'æŋgə/ *n.* 怒气; 怒火 (4)
- approach** /ə'prəʊtʃ/ *vt. & vi.* 接近; 靠近; 走近
n. 接近; 方法; 途径 (4)
- argue** /'ɑ:gju:/ *vt. & vi.* 讨论; 辩论; 争论 (1)
- argument /'ɑ:gjumənt/ *n.* 争论; 争辩; 争吵 (1)
- association /ə'səʊsɪ'eɪʃn/ *n.* 社团; 联系; 联想 (4)
- astonish /ə'stɒnɪʃ/ *vt.* 使惊诧 (3)
- astonishing /ə'stɒnɪʃɪŋ/ *adj.* 令人感到惊讶的 (3)
- athletic /æθ'letɪk/ *adj.* 运动的 (5)
- attraction /ə'trækʃn/ *n.* 有吸引力的事物; 吸引 (5)
- audience /'ɔ:diəns/ *n.* 观众; 听众; 读者 (1)

B

- bacteria /bæk'tɪərɪə/ *n.* (bacterium /bæk'tɪəriəm/ 的复数形式) 细菌 (2)
- badly off** 穷的; 缺少的 (3)

- △ bald /bɔ:ld/ *adj.* 秃头的 (5)
- battle /'bætl/ *n.* 战役; 战斗; 较量; 斗争
vt. & vi. 搏斗; 奋斗 (2)
- be famous for** 以……而闻名 (5)
- be modelled after** 根据……模仿; 仿造 (5)
- be satisfied with** 对……感到满意 (2)
- behave** /br'heɪv/ *vt. & vi.* 举动;
(举止或行为) 表现 (1)
- behaviour /br'heɪvjə/ *n.* (=behavior) 行为;
举止; 习性 (1)
- bond /bɒnd/ *n.* 联系; 关系; 结合; 纽带 (1)
- bored /bɔ:d/ *adj.* 厌烦的 (3)
- brand /brænd/ *n.* 商标; 牌子 (5)
- △ brighten /'braɪtn/ *vt.* 使更愉快; 使更有希望 (3)
- brochure /'brəʊʃə/ *n.* (作宣传或介绍用的)
小册子; 指南 (5)
- budget /'bʌdʒɪt/ *n.* 预算; 开支 (3)
- build up** 逐渐增强; 建立; 开发 (2)
- by chance** 碰巧; 凑巧 (1)

C

- △ Camelot /'kæmələt/ Park 卡默洛特公园
(位于英国) (5)
- campaign** /kæm'peɪn/ *n.* 运动; 战役
vi. 作战; 参加运动 (1)
- canteen /kæn'ti:n/ *n.* 食堂 (4)
- △ career /kə'riə/ *n.* 事业; 生涯 (1)
- carpenter /'kɑ:pəntə/ *n.* 木匠 (5)
- carry on** 继续; 坚持 (1)
- cartoon /kɑ:'tu:n/ *n.* 漫画; 动画片 (5)
- cassette /kə'set/ *n.* 磁带 (4)
- central /'sentrəl/ *adj.* 中心的; 中央的 (5)
- △ Central Park 中央公园 (位于美国纽约) (5)
- △ Charlie Chaplin /tʃɑ:lɪ 'tʃæplɪn/ 查理·卓别林
(英国喜剧大师) (3)
- △ charming /tʃɑ:mɪŋ/ *adj.* 迷人的; 有魅力的 (3)
- cheek /tʃi:k/ *n.* 面颊 (4)

- chemical /'kemɪkl/ *adj.* 化学的; 关于化学的
n. 化学物质 (2)
- chew /tʃu:/ *vt. & vi.* 嚼碎; 咀嚼 (食物) (3)
- childhood /'tʃaɪldhʊd/ *n.* 童年; 幼年时代 (1)
- △ chimp /tʃɪmp/ *n.* (非洲) 黑猩猩 (1)
- △ China Welfare Institute 中国福利基金会 (1)
- circulate /'sə:kjʊleɪt/ *vt. & vi.* 循环; 流传 (2)
- cloth /kloθ/ *n.* 布 (5)
- Colombia /kə'lʌmbɪə/ *n.* 哥伦比亚
 (南美洲国家) (4)
- come across (偶然) 遇见; 碰见 (1)
- come to life 活跃起来 (5)
- comedy /'kɒmɪdi/ *n.* 喜剧 (3)
- comment /'kɒment/ *n.* 评论; 议论
vi. & vt. 表达意见;
 作出评论 (2)
- △ confidence /'kɒnfɪdəns/ *n.* 信心; 信念 (3)
- confuse /kən'fju:z/ *vt.* 使迷惑; 使为难 (2)
- connection /kə'nekʃn/ *n.* 连接; 关系; (1)
- considerate /kən'sɪdərət/ *adj.* 考虑周到的 (1)
- consideration /kən,sɪdə'reɪʃn/ *n.* 考虑;
 体谅 (1)
- content /kən'tent/ *adj.* 满足的; 满意的
n. 满足
vt. 使满足 (3)
- be content with 对……满足 (3)
- convince /kən'vɪns/ *vt.* 使信服 (3)
- convincing /kən'vɪnsɪŋ/ *adj.* 令人信服的 (3)
- △ costume /'kɒstjʊ:m/ *n.* 服装; 戏装 (3)
- △ craftsman /'krɑ:ftsmən/ *n.* 匠人; 能工巧匠 (5)
- creature /'kri:tʃə/ *n.* 生物; 动物 (5)
- crop /krɒp/ *n.* 庄稼; 农作物; 产量 (2)
- crossroads /'krɒsrəʊdz/ *n.* 十字路口 (4)
- crowd /kraʊd/ *n.* 人群; 观众
vt. 挤满; 使拥挤 (1)
- crowd in (想法、问题等) 涌上心头;
 涌入脑海 (1)
- curious /'kjʊərəs/ *adj.* 好奇的 (4)
- curiously /'kjʊərəsli/ *adv.* 好奇地 (4)
- cut off 切断; 断绝 (3)

D

- △ Darlene Coulon /'dɑ:lɪn 'kʊləŋ/ 达琳·库隆 (4)
- dash /dæʃ/ *vi.* 猛冲; 突进 (4)
- decade /'dekeɪd/ *n.* 十年; 十年期 (2)
- deed /di:d/ *n.* 行动; 事迹 (5)
- defence /dɪ'fens/ *n.* 防御; 保卫 (4)
- defend /dɪ'fend/ *vt.* 保护; 保卫 (4)
- defend ... against 防御; 保卫……以免受 (4)
- deliver /dɪ'lɪvə/ *vt.* 递送; 生 (小孩儿); 接生;
 发表 (演说等) (1)
- △ depressed /dɪ'prest/ *adj.* 忧愁的; 沮丧的 (3)
- detective /dɪ'tektɪv/ *n.* 侦探 (3)
- △ determination /dɪ,tɜ:mɪ'neɪʃn/ *n.* 决心; 果断 (1)
- direct /dɪ'rekt; daɪ-/ *vt. & vi.* 导演; 指示;
 指挥
adj. 直的; 直接的; 直率的 (3)
- discovery /dɪ'skʌvəri/ *n.* 发现; 发觉 (2)
- disturbing /dɪ'stɜ:bɪŋ/ *adj.* 引起烦恼的;
 令人不安的 (2)
- △ diver /'daɪvə/ *n.* 潜水员 (5)
- △ Dollywood /'dɒlɪwʊd/ *n.* 多莱坞 (公园名,
 位于美国) (5)
- dormitory /'dɔ:mɪtri, US -tɔ:ri/ *n.* 宿舍 (4)
- drunk /drʌŋk/ *adj.* 醉的 (3)

E

- ease /i:z/ *n.* 安逸; 舒适
vt. 减轻 (痛苦、忧虑) (4)
- at ease 舒适; 快活; 自由自在
- △ Edward Lear /'edwəd 'lɪə/ 爱德华·李尔
 (英国作家、画家) (3)
- △ Elizabeth Fry /'ɪlɪzəbəθ 'fraɪ/ 伊丽莎白·
 弗赖伊 (英国慈善家) (1)
- emergency /ɪ'mɜ:dʒənsɪ/ *n.* 突发事件;
 紧急情况 (1)
- △ employee /'emplɔɪ'i/ *n.* 雇员 (4)
- engine /'endʒɪn/ *n.* 引擎; 发动机 (5)
- △ enjoyment /ɪn'dʒɔɪmənt/ *n.* 享受; 欢乐;
 乐趣 (3)
- entertain /,entə'teɪn/ *vt. & vi.* 使欢乐; 款待 (3)
- entertainment /,entə'teɪnmənt/ *n.* 款待;
 娱乐; 娱乐表演 (1)
- △ entertaining /,entə'teɪnɪŋ/ *adj.* 愉快的;
 有趣的 (3)

equip /'kwi:p/ *vt. & vi.* 配备; 装备 (2)
expand /'k'spænd/ *vt. & vi.* 使变大; 伸展 (2)
 explanation /,eksplə'neiʃn/ *n.* 解释; 讲解; 说明 (3)
export /'k'spɔ:t/ *vt. & vi.* 输出; 出口 (2)

F

facial /'feiʃl/ *adj.* 面部的 (4)
 failure /'feiʃə/ *n.* 失败 (者) (3)
 △ fairy /'feəri/ *tale* 神话故事; 童话 (5)
 false /fɔ:ls/ *adj.* 错误的; 假的 (4)
 fantasy /'fæntəsi/ *n.* 幻想; 怪念头 (5)
 △ fertile /'fɜ:taɪl/ *adj.* 肥沃的; 富饶的 (2)
 △ fertilizer /'fɜ:tɪlaɪzə/ *n.* 肥料; 化肥 (2)
 fist /fɪst/ *n.* 拳头 (4)
 flight /flaɪt/ *n.* 飞行; 航班 (4)
focus /'fəʊkəs/ *n.* 焦点; 中心点
vt. 集中; 聚焦 (2)
focus on 集中 (注意力、精力等) 于 (2)
 fortunate /'fɔ:tʃənɪt/ *adj.* 幸运的; 吉利的 (3)
 freedom /'fri:dəm/ *n.* 自由; 自主 (2)
 freeway /'fri:weɪ/ *n.* 高速公路 (5)
 △ frown /'fraʊn/ *vi.* 皱眉; 蹙额 (4)
 function /'fʌŋkʃn/ *n.* 作用; 功能; 职能
vi. 起作用; 运转 (4)
 △ Futuroscope /,fju:tʃʊərəskəʊp/ *n.* 观测未来
 (公园名, 位于法国) (5)

G

△ Garcia /'gɑ:siə/ 加西亚 (姓) (4)
 generation /,dʒenə'reiʃn/ *n.* 一代; 一辈 (1)
 gesture /'dʒestʃə/ *n.* 姿态; 手势
vi. 作手势 (3)
get close to 接近 (5)
 △ Gombe National Park 贡贝国家公园
 (位于坦桑尼亚) (1)
 grain /greɪn/ *n.* 谷物; 粮食; 颗粒 (2)
 greet /gri:t/ *vi. & vt.* 迎接; 问候 (4)

H

homeless /'həʊmləs/ *adj.* 无家的; 无家可归的 (3)
 hug /hʌg/ *vi. & vt.* 拥抱 (4)

human being 人 (1)
 humour /'hju:mə/ *n.* 幽默; 滑稽 (3)
 hunger /'hʌŋgə/ *n.* 饥饿; 欲望
vt. & vi. (使) 饥饿 (2)
 △ hybrid /'haɪbrɪd/ *adj.* 混合的; 杂种的
n. 杂交种; 混血儿 (2)

I

in general 总的来说; 通常 (4)
 △ industrial /'m'ɪndʌstriəl/ *adj.* 工业的; 产业的 (2)
 inspire /'m'spaɪə/ *vt.* 鼓舞; 激发; 启示 (1)
 △ inspiration /,ɪnspə'reiʃn/ *n.* 灵感; 鼓舞 (1)
 institute /'mɪstɪtju:t/ *n.* 学会; 学院; 协会 (1)
intend /'m'tend/ *vt.* 计划; 打算 (1)
 Italy /'ɪtəl/ *n.* 意大利 (欧洲国家) (4)

J

△ Jane Goodall /'dʒem 'gʊdɔ:l/ 简·古道尔
 (英国动物学家) (1)
 △ Joan of Arc /'dʒəʊn əv 'ɑ:k/ 圣女贞德
 (法国民族女英雄) (1)
 △ Jody Williams /'dʒəʊdɪ 'wɪljəmz/ 乔迪·威廉斯
 (美国诺贝尔和平奖获得者) (1)
 Jordan /'dʒɔ:dn/ *n.* 约旦 (西亚国家) (4)
 △ joust /dʒaʊst/ *vi.* (指中世纪骑士)
 骑着马用长矛打 (5)
 jungle /'dʒʌŋgl/ *n.* 丛林 (5)

K

keep ... free from/of 使……免受 (影响、
 伤害等); 使……不含 (有害物) (2)
 kindness /'kændnəs/ *n.* 仁慈; 好意 (1)
 △ knight /naɪt/ *n.* 骑士; 爵士 (5)

L

△ lace /leɪs/ *n.* 饰带; 花边; 鞋带 (3)
 △ landmine /'lændmɪn/ *n.* 地雷 (1)
lead a ... life 过着……的生活 (1)
lead to 导致; 造成 (后果) (2)
 leather /'leðə/ *n.* 皮革 (3)
 length /lenθ/ *n.* 长度; 长 (5)

likely /'laɪklɪ/ *adj.* 可能的 (4)
be likely to 很可能……; 有希望…… (4)
look down upon/on 蔑视; 瞧不起 (1)
lose face 丢脸 (4)

M

major /'meɪdʒə/ *adj.* 主要的; 严重的 (4)
 △ **Merlin the Wizard** /'mɜːlɪn ðə 'wɪzəd/
 魔术师梅林 (5)
mess /mes/ *n.* 脏或乱的状态 (3)
 △ **mime** /maɪm/ *n.* 哑剧 (3)
mineral /'mɪnərəl/ *n.* 矿物; 矿石 (2)
minority /maɪ'nɒrəti/ *n.* 少数; 少数民族 (5)
 △ **misread** /'mɪs'riːd/ *vt.* (misread /'mɪs'red/,
 misread) 读错; 误解 (4)
misunderstand /'mɪsʌndə'stænd/ *vt.*
 (misunderstood, misunderstood) 误解; 误会 (4)
misunderstanding *n.* 误解; 误会 (4)
modest /'mɒdɪst/ *adj.* 谦虚的; 谦让的;
 适度的 (1)
mountainous /'maʊntɪnəs/ *adj.* 多山的;
 山一般的 (3)
moustache /mə'staːʃ/ *n.* 小胡子 (3)
 △ **mouthful** /'maʊθfʊl/ *n.* 一口; 满口 (3)
move off 离开; 起程; 出发 (1)
 △ **Muslim** /'mʊzlm/ *n. & adj.* 穆斯林 (的);
 伊斯兰教信徒 (的) (4)

N

nationality /nə'ʃə'næləti/ *n.* 国籍 (2)
nest /nest/ *n.* 巢; 窝 (1)
no wonder 难怪; 不足为奇 (5)
 △ **nonverbal** /nɒn'vɜːbl/ *adj.* 不用语言的 (3)
nutrition /njuː'trɪʃn/ *n.* 营养; 滋养; 食物 (2)

O

observe /əb'zɜːv/ *vt.* 观察; 观测; 遵守 (1)
 △ **observation** /,əbzə'veɪʃn/ *n.* 观察; 观测 (1)
occasion /ə'keɪʒən/ *n.* 时刻; 场合 (3)
occupation /,ɒkjʊ'peɪʃn/ *n.* 工作; 职业; 占领 (2)
 △ **optimism** /'ɒptɪmɪzəm/ *n.* 乐观; 乐观主义 (3)
ordinary /'ɔːdənəri/ *adj.* 平常的; 普通的 (3)

△ **organic** /ɔː'gænik/ *adj.* 有机的; 器官的;
 组织的 (2)
organization /,ɔːgənə'zeɪʃn/ *n.* 组织; 机构;
 团体 (1)
 △ **Oscar** /'ɒskə/ *n.* 奥斯卡 (3)
outing /'aʊtɪŋ/ *n.* 外出; 短途旅行; 远足 (5)
output /'aʊtpʊt/ *n.* 产量; 输出 (2)
outspoken /aʊt'spəʊkən/ *adj.* 直言的; 坦诚 (1)
outstanding /aʊt'stændɪŋ/ *adj.* 突出的; 杰出的;
 显著的 (3)
overcome /,əʊvə'kʌm/ *vt. & vi.* (overcame,
 overcome) 战胜; 克服 (3)

P

pancake /'pæŋkeɪk/ *n.* 烙饼; 薄饼 (3)
particular /pə'tɪkjələ/ *adj.* 特殊的; 特别的
n. 细节; 细目 (3)
particularly *adv.* 特殊地; 特别地 (3)
 △ **peanut** /'piːnʌt/ *n.* 花生 (2)
performer /pə'fɔːmə/ 表演者; 演出者 (3)
 △ **personality** /,pɜːsə'næləti/ *n.* 性格; 个性;
 人格 (2)
pest /pest/ *n.* 害虫; 害兽; 害鸟 (2)
pick out 挑出; 辨别出 (3)
 △ **pirate** /'paɪərət/ *n.* 海盗; 盗版 (5)
porridge /'pɒrɪdʒ/ *n.* 粥; 麦片粥 (3)
 △ **posture** /'pɒstʃə/ *n.* 姿势; 体态 (4)
preserve /prɪ'zɜːv/ *vt.* 保存; 保留
n. 保护区 (5)
 △ **producer** /prə'djuːsə/ *n.* 生产者; 制片人 (2)
production /prə'dʌkʃn/ *n.* 生产; 制造 (2)
project /'prɒdʒekt/ *n.* 项目; 工程; 规划 (1)
 △ **punchline** /'pʌntʃlaɪn/ *n.* 故事、笑话等中
 的妙语; 关键词 (3)

Q

△ **Quaker** /'kweɪkə/ *n.* 教友派信徒;
 贵格会会员 (1)

R

rank /ræŋk/ *n.* 等级; 军衔 (4)
rate /reɪt/ *n.* 比率; 速度 (1)

- react** /rɪ'ækt/ *vi.* 作出反应; 回应 (3)
- reduce** /rɪ'dju:s/ *vt.* 减少; 减缩 (2)
- refer** /rɪ'fɜ:/ *vi.* 谈到; 查阅; 参考 (1)
- refer to** 查阅; 参考; 谈到 (1)
- regret** /rɪ'gret/ *vt.* 遗憾; 惋惜 (2)
- n.* 遗憾; 懊悔 (2)
- represent** /,repri'zent/ *vt.* 代表; 象征 (4)
- respect** /rɪ'spekt/ *vt. & n.* 尊敬; 尊重; 敬意 (1)
- △ **respectful** /rɪ'spektfəl/ *adj.* 恭敬的 (4)
- △ **rhythm** /'rɪðəm/ *n.* 节奏 (3)
- rid** /rɪd/ *vt.* 摆脱; 除去 (2)
- rid ... of** 使……摆脱或除去 (2)
- △ **roller coaster** /'rəʊlə 'kəʊstə/ *n.* 过山车 (5)
- root** /ru:t/ *n.* 根; 根源 (2)
- S**
- settler** /'setlə/ *n.* 移民; 殖民者 (5)
- shade** /ʃeɪd/ *n.* 荫; 阴凉处 (1)
- vt.* 遮住光线 (1)
- △ **Sherlock Holmes** /'ʃə:ləʊk 'həʊlmz/ (3)
- n.* 夏洛克·福尔摩斯 (3)
- shuttle** /'ʃʌtl/ *n.* 往返汽车; 航天飞机 (5)
- sickness** /'sɪknɪs/ *n.* 疾病; 恶心 (1)
- △ **simply** /'sɪmplɪ/ *adv.* 简单地; 只 (4)
- skim** /skɪm/ *vt.* 浏览; 略读 (2)
- slide** /slaid/ *vt. & vi.* (slid, slid) (2)
- (使) 滑动; (使) 滑行 (3)
- n.* 滑; 滑动; 幻灯片 (3)
- sneaker** /'sni:kə/ *n.* 运动鞋 (5)
- △ **snowstorm** /'snəʊstɔ:m/ *n.* 暴风雪 (3)
- soil** /sɔɪl/ *n.* 土壤 (2)
- △ **sorghum** /'sɔ:gəm/ *n.* 高粱 (2)
- souvenir** /,su:və'niə/ *n.* 纪念品 (5)
- △ **soybean** /'sɔɪbi:n/ *n.* (= soyabean) 大豆 (2)
- Spain** /spem/ *n.* 西班牙 (欧洲国家) (4)
- specialist** /'speʃəlɪst/ *n.* 专家; 专业工作者 (1)
- △ **specialize** /'speʃəlaɪz/ *vi.* 专攻; 专门从事; 专注于 (1)
- spoken** /'spəʊkən/ *adj.* 口语的 (4)
- star in** 在……担任主角; 主演 (3)
- statement** /'steɪtmənt/ *n.* 陈述; 说明 (4)
- statistic** /stə'tɪstɪk/ *n.* (常用 *pl* statistics) 数据; 统计; 统计数字; 统计资料 (2)
- △ **stiffly** /'stɪflɪ/ *adv.* 僵硬地 (3)
- △ **strain** /streɪn/ *n.* (动、植物的) 品种; 种类 (2)
- struggle** /'strʌgl/ *vi. & n.* 斗争; 拼搏; 努力 (2)
- subjective** /səb'dʒektɪv/ *adj.* 主观的 (4)
- △ **subtle** /'sʌtl/ *adj.* 微妙的; 精巧的; 技艺精湛的 (3)
- summary** /'sʌməri/ *n.* 总结; 摘要; 概要 (2)
- sunburnt** /'sʌnbɜ:nt/ *adj.* 晒黑的 (2)
- sunlight** /'sʌnlait/ *n.* 阳光 (5)
- super** /'sju:pə/ *adj.* 特级的; 超级的 (2)
- support** /sə'pɔ:t/ *n. & vt.* 支持; 拥护 (1)
- swing** /swɪŋ/ *n.* 秋千; 摇摆 (5)
- vt. & vi.* (swung, swung) 摇摆; 摆动 (5)
- Switzerland** /'swɪtsələnd/ *n.* 瑞士 (欧洲中部国家) (3)
- sword** /sɔ:d/ *n.* 剑 (5)
- T**
- △ **teens** /ti:nz/ *n.* 十几岁 (13至19岁的年龄) (3)
- thanks to** 幸亏; 由于; 因为 (2)
- theme** /θi:m/ *n.* 题目; 主题 (曲) (5)
- therefore** /'ðeəfɔ:/ *adv.* 因此; 所以; 因而 (2)
- throughout** /θru:'aʊt/ *prep.* 遍及; 贯穿 (3)
- adv.* 到处; 始终; 全部 (3)
- tourism** /'tuərizəm/ *n.* 旅游业 (5)
- tournament** /'tɔ:nəmənt/ *n.* 锦标赛; 联赛; (中世纪) 骑士比武 (5)
- △ **tramp** /træmp/ *n.* 流浪汉; 行乞者 (3)
- translator** /trænz'leɪtə/ *n.* 译员; 翻译 (5)
- △ **T-Rex** /'ti:reks/ *n.* (= Tyrannosaurus Rex /taɪ,rænə'sɔ:rəs 'reks/) 霸王龙 (5)
- truly** /'tru:lɪ/ *adv.* 真实地; 真诚地; 真正地 (4)
- turn one's back to** 背对 (4)
- U**
- △ **underdog** /'ʌndədɒg/ *n.* 失败者; 处于劣势的一方 (3)
- underline** /,ʌndə'laɪn/ *vt.* 画底线标出; 强调 (2)
- unfortunately** /ʌn'fɔ:tʃənɪtli/ *adv.* 不幸地 (3)
- unique** /ju:'ni:k/ *adj.* 独一无二的; 仅有的 (5)
- unspoken** /ʌn'spəʊkən/ *adj.* 未说出口的; 非口语的 (4)

up to now 直到现在	(3)	whichever /wɪtʃˈevəl/ <i>pron.</i> 无论哪一个; 任何一个	(5)
V		whisper /ˈwɪspə/ <i>n.</i> 耳语; 低语	
various /ˈveəriəs/ <i>adj.</i> 不同的; 各种各样的	(5)	<i>vt. & vi.</i> 低语; 小声说	(3)
vast /vɑːst/ <i>adj.</i> 巨大的; 辽阔的	(3)	worn /wɔːn/ <i>adj.</i> 用旧的; 坏的; 破烂的	(4)
△ verbal /ˈvɜːbl/ <i>adj.</i> 口头的	(3)	△ worn-out /wɔːnˈaʊt/ <i>adj.</i> 磨破的; 穿旧的	(3)
△ Victor Hugo /ˈvɪktə ˈhjuːɡəʊ/ 维克多·雨果 (法国文学家)	(3)	worthwhile /wɜːθˈwaɪl/ <i>adj.</i> 值得的; 值得做的	(1)
Vietnam /ˌvijetˈnæm/ <i>n.</i> 越南 (东南亚国家)	(2)	would rather 宁愿; 宁可	(2)
W		Y	
welfare /ˈwelfeə/ <i>n.</i> 福利; 福利事业	(1)	yawn /jɔːn/ <i>vi.</i> 打呵欠	(4)
wherever /ˌweəˈevəl/ <i>adv. & conj.</i> 无论在什么地方; 各处	(5)		

Irregular verbs

不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
be		
am, is	was /wɒz, wəz/	been
are	were /wɜː, wə/	
beat	beat	beaten /'bi:tən/
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew /bluː/	blown /bləʊn/
break	broke	broken /'brəʊkən/
bring	brought /brɔ:t/	brought
broadcast	broadcast	broadcast
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /bɔ:t/	bought
can	could /kʊd/	—
catch	caught /kɔ:t/	caught
choose	chose	chosen /'tʃəʊzn/
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /druː/	drawn /drɔ:n/
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate	eaten /'i:tən/
fall	fell	fallen /'fɔ:lən/
feed	fed	fed
feel	felt	felt
fight /faɪt/	fought /fɔ:t/	fought
find	found /faʊnd/	found
fly	flew /fluː/	flown /fləʊn/
forget	forgot /fə'gɒt/	forgotten /fə'gɒtn/

Infinitive

forgive
freeze
get
give
go
grow
hang
have, has
hear
hide
hit
hold
hurt
keep
know
lay
lead
learn
leave
lend
let
lie /laɪ/
light
lose /luːz/
make
may
mean
meet
misread
mistake
misunderstand
must
overcome
pay
put
read
rid
ride
ring
rise
run
say
see
seek

Past tense

forgave /fə'geɪv/
froze
got
gave
went
grew /gruː/
hung, hanged
had
heard /hɜːd/
hid
hit
held
hurt
kept
knew /njuː/
laid
led
learnt, learned
left
lent
let
lay /leɪ/
lit, lighted
lost
made
might /maɪt/
meant /ment/
met
misread /mɪs'red/
mistook
misunderstood
must
overcame
paid
put
read /red/
rid, rided
rode
rang
rose
ran
said /sed/
saw /sɔː/
sought /sɔːt/

Past participle

forgiven /fə'gɪvən/
frozen /'frəʊzn/
got, gotten
given /'gɪvən/
gone /ɡɒn/
grown /grəʊn/
hung, hanged
had
heard
hidden /'hɪdn/, hid
hit
held
hurt
kept
known /nəʊn/
laid
led
learnt, learned
left
lent
let
lain /leɪn/
lit, lighted
lost
made
—
meant
met
misread
mistaken /mɪs'teɪkən/
misunderstood
—
overcome
paid
put
read
rid, rided
ridden /'rɪdn/
rung
risen /'rɪzn/
run
said
seen
sought

Infinitive	Past tense	Past participle
sell	sold /səʊld/	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should /ʃʊd/	—
shine	shone /ʃɒn/, shined /ʃaɪnd/	shone, shined
show	showed /ʃəʊd/	shown /ʃəʊn/, showed
shut	shut	shut
sing	sang	sung
sink	sank, sunk	sunk, sunken /ˈsʌŋkən/
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt, smelled	smelt, smelled
sow	sowed	sown /saʊn/, sowed
speak	spoke	spoken /ˈspəʊkən/
speed	sped /sped/, speeded	sped, speeded
spell	spelt, spelled	spelt, spelled
spellbind	spellbound /ˈspelbaʊnd/	spellbound
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
spread	spread	spread
spoil	spoilt, spoiled	spoilt, spoiled
stand	stood /stʊd/	stood
steal	stole	stolen /ˈstəʊlən/
stick	stuck	stuck
strike	struck /strʌk/	struck, stricken
sweep	swept	swept
swim	swam	swum
swing	swung /swʌŋ/	swung
take	took	taken /ˈteɪkən/
teach	taught /tɔ:t/	taught
tell	told /təʊld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
understand	understood	understood
upset	upset	upset
wake	woke, waked	woken /ˈwəʊkən/, waked
wear	wore /wɔ:/	worn /wɔ:n/
weave	wove /wəʊv/	woven /ˈwəʊvən/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote	written /ˈrɪtən/

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	iː
	u → ʊ		æ		uː
	ɔ → ɒ		ə		ɔː
	əː → ɜː		ʌ		ɑː

双 元 音	有 变 化		
	ei → eɪ	əu → əʊ	iə → ɪə
	ai → aɪ	au → aʊ	ɛə → eə
	ɔi → ɔɪ		ʊə → ʊɪ

- 注：1. 单元音 /i/ 改为 /ɪ/，4 个有 /i/ 的双元音中的 /i/ 也都改为 /ɪ/，即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
2. 单元音 /u/ 改为 /ʊ/，3 个有 /u/ 的双元音中的 /u/ 也都改为 /ʊ/，即 /əʊ/, /aʊ/, /ʊə/。长元音 /uː/ 中的 /u/ 不变。
3. /ɒ/ 只出现在单元音，即 /ɔ/ 改为 /ɒ/，而双元音 /ɔɪ/ 中的 /ɔ/ 不改，只改 /ɪ/，即 /ɔɪ/。长元音 /ɔː/ 中的 /ɔ/ 不变。
4. /ɛə/ 改为 /eə/，它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号，而 /ɛ/ 不再出现。
5. /ɜː/ 改为 /ɜ˞ː/，出现一个新的元音符号 /ɜ˞ː/。
6. 辅音音标基本上没有变化。

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后 记

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