普通高中课程标准实验教科书



选 修

NEW SENIOR ENGLISH FOR CHINA STUDENT'S BOOK 7

人民教育出版社 课程教材研究所 英语课程教材研究开发中心



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Unit Living well



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

mental disability difficulty with **eyesight** Down's Syndrome learning difficulty brain injury infantile paralysis hearing problem loss of an arm or a leg walking difficulty



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



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



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

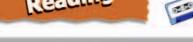


Gao Qiang loves acting. Last year he played a major part in the school play. Now his ambition is to become an actor. He takes singing and dancing lessons after school.

Pre-reading

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





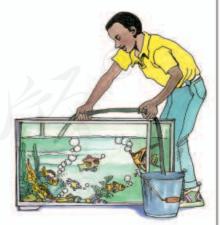
MARTY'S STORY

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

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

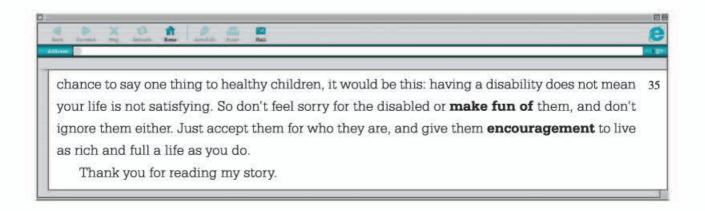
One problem is that I don't look any different from other people. So sometimes some 15 children in my primary school would laugh, when I got out of breath after running a short way or had to stop and rest halfway up the stairs. Sometimes, too, I was too weak to go to school so my education suffered.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

My life is a lot easier at high school because my **fellow** 20 students have accepted me. The few who cannot see the real person inside my body do not make me annoyed, and I just ignore them. All in all I have a good life. I am happy to have found many things I can do, like writing and computer programming. My ambition is to work for a firm 25 that develops computer software when I grow up. Last year I invented a computer football game and a big company has decided to buy it from me. I have a very busy life with no time to sit around feeling sorry for myself. As well as



going to the movies and football matches with my friends, I spend a lot of time with my pets. 30 I have two rabbits, a parrot, a tank full of fish and a tortoise. To look after my pets properly takes a lot of time but I find it worthwhile. I also have to do a lot of work, especially if I have been away for a while.

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



Comprehending

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

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

2 Write a short summary for each paragraph.

Paragraph 1:
Paragraph 2:
Paragraph 3:
Paragraph 4:
Paragraph 5:

3 Discuss these questions in groups.

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

Learning about Language

Discovering useful words and expressions

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

Noun	Adjective	Noun	Adjective
* * * * * * * *	ambitious	clumsiness	
	absent	firmness	
suitability	N R REPORT OF RESIDEN	noise	0 0 00 000000 0 0 0 0
benefit	*******	psychology	
annoyance		0 14 N X 201850 S S	encouraging

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

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

3 Complete this passage using the words below.

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

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

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

S₁: All in all Xie Li's confidence has grown. In other words she is more outgoing.

Revising useful structures

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

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

- 2 Read the dialogue below with the correct pronunciation and intonation. Then underline the perfect infinitives in it. Notice the expressions that are followed by the infinitives.
 - JO: Oh! Am I late? I'm sorry to have kept you waiting.
 - SUE: No, you're fine.
 - JO: Thank you. The trouble is I can't find my shopping list.
 - SUE: Oh dear! Where on earth could you have put it?
 - JO: Well, it isn't in my bag. I might have left it on the kitchen table. I seem to have forgotten so many things now that Christmas is here.
 - SUE: I quite understand. So many presents to buy and so many cards to send!
 - JO: True. I was supposed to have finished all my shopping by now but
 - SUE: Never mind. Nobody is said to have finished till there's no more left to buy!
 - JO: Quite right. Oh look, here's my list in my pocket.
 - SUE: Let's get to work then!
- 3 Living well means enjoying the same rights and the same opportunities for a good life. Complete the passage below about a man who helped give opportunities to black people in 19th-century England. Remember to use infinitives correctly.

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

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

EXAMPLE:

- S: Who would you like to have met / seen / spoken to / talked with / ...?
- S₂: I'd like to have met / seen / spoken to / talked with /
- S_i: Why would you choose him/her?
- S₂: I'd like to have asked him/her



Listening and speaking



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

Barry and his team wanted to	
Joan thinks Barry's plan is amazing because	

3 Listen again and complete the notes below.

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



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

My notes

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

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

climbers, 7 did.

JOAN:

JOAN: How long did it take you?

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

admiration for you and your __ JOAN: Well, Barry, I'm __

BARRY: Oh, I'm going to university next year, but my next climbing ambition is to go up

Mount Qomolangma one day.

JOAN: . I wish you

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

Situations: Student A has just passed his/her final exams.

Student B has just started a new job.

Student A has just won a gold medal in the city **bowling** competition.

Student B's team has just won a football match.

Student A has just received his/her graduation certificate.

Student B has just invented a new computer game.

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

Congratulations All the best. I'm proud of you.

I wish you success. Good luck Well donel

I'm very impressed by your performance. You have my best wishes. I'm very pleased for you. I hope it goes well for you.

That's wonderful/amazing. I want to express my sincere congratulations on

Reading, speaking and writing



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



A LETTER TO AN ARCHITECT

Ms L Sanders Chief architect Cinema Designs 44 Hill Street Bankstown

Alice Major 64 Cambridge Street Bankstown

24 September, 200_

Dear Ms Sanders,

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

- 1 Adequate access for wheelchairs. It would be handy to have lifts to all parts of the cinema. The buttons in the lifts should be easy for a person in a wheelchair to reach, and the doors be wide enough to enter. In some cinemas, the lifts are at the back of the cinema in cold, unattractive places. As disabled people have to use the lifts, this makes them feel they are not as important as other customers.
- 2 Earphones for people who have trouble hearing. It would help to fit sets of earphones to all seats, not just to some of them. This would allow hearing-impaired customers to enjoy the company of their hearing friends rather than having to sit in a special area.
- 3 Raised seating. People who are short cannot always see the screen. So I'd like to suggest that the seats at the back be placed higher than those at the front so that everyone can see the screen easily. Perhaps there could be a space at the end of each row for people in wheelchairs to sit next to their friends.
- 4 Toilets. For disabled customers it would be more convenient to place the toilets near the entrance to the cinema. It can be difficult if the only disabled toilet is in the **basement** a long way from where the film is showing. And if the doors could be opened **outwards**, disabled customers would be very happy.
- 5 Car parking. Of course, there are usually spaces specially reserved for disabled and elderly drivers. If they are close to the cinema entrance and/or exit, it is easier for disabled people to aet to the film in comfort.

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

Yours sincerely,

Alice Major

- 2 Read the letter and list the suggestions the writer put forward.
- 3 Read the letter again and in pairs discuss the questions before writing the answers.
 - 1 What is the purpose of the first paragraph of the letter?
 - 2 Why do you think the writer numbered her suggestions and used italics?
 - 3 What is the purpose of the last paragraph of the letter?

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

EXAMPLES:

I hope you will not mind me writing to ask

I wonder if

It would be handy to have lifts

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

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

LEARNING TIP

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

Unit 2 Robots



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







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

Pre-reading

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

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

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





SATISFACTION GUARANTEED

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

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

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

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

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

Tony gave Claire a new haircut and

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

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

25

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

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

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

that Claire realized that Tony

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

The women were impressed by Claire, the house and the 50 delicious **cuisine**. Just before they left, Claire heard Gladys

> whispering to another woman that she had never seen anyone so handsome as Tony. What a sweet victory to be **envied** by those women! She might not be as beautiful as them, but none

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

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

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

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

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



Comprehending

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

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

- 2 Read the story again and answer the following questions in groups.
 - 1 Why did Tony open the curtains?
 - What did Tony do to prevent Claire from being harmed?
 - 3 Why did Tony have to be rebuilt?
 - 4 How would you feel if you had a robot like Tony in your house?
 - 5 Claire spent three weeks with Tony in her house. What sentences in the story show that she kept forgetting and then remembering that he was a machine?
- 3 In groups, list Tony's characteristics that were similar to and those that were different from those of a human being.

Characteristics	Similar	Different
Physical		
Mental		



Discovering useful words and expressions

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

	turn around	scan	awful	alarm	clerk	cushion	declare	tavour	bedding	
st	(News, 16/04/23 ories about how, a the literat	t one ti	me, peo	ple coul	d buy r	obots as h	ouse deco	orators. T		ould
	esigns that were gr ould be suggested					CILCANIA MEN NOTE I				
	e shops thought the bot's suggestions,		,							
	w other robots workstems sometimes									
	ich behaviour was ouse. So robots be								ld not leave	e the

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

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

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

Revising useful structures

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

	accompany test out desig	n knowas	fill with	envy	rebuild	set aside	
1	The company's new car is goin	g	in t	the con	ning mon	ths.	
2	Since Claire had become attached to Tony, the robot needed						
3	3 Tim refused by his father when he				r a haircu	t.	
4	The desire a great writer inspires m				ing autho	ors.	
5	He felt it was absurd hatred for so			eone h	eone he had never met.		
6	The new product is available		by inte	erested	customer	s.	
7	She was very beautiful but she did not like			by so many people.		any people.	
8	Since these aprons are of such po	or quality, they	need		and tal	ken back to the shop	

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

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

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

RULES FOR WESTERN SOCIETY

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



Listening and speaking



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

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

- 2 Read the questions and then listen again. Answer the questions.
 - 1 What does Kate think the difference between robots and humans is?
 - 2 How does Kate think Claire was hurting herself?
 - 3 Why would one of the girls like a robot such as Tony living at her house?
 - 4 What does Kate think the company's biggest mistake was?
- 3 Listen to the tape again and write down the expressions of supposition and belief.
- 4 Imagine it is the future and people have household robots. In groups of six carry out the tasks. Use the expressions in Exercise 3 in your discussions.
 - 1 Divide each group into two subgroups of three.
 - 2 Subgroup A discuss the question: What do you think the *positive* effects of this situation would be? Be as imaginative as you like.
 - 3 Subgroup B discuss the question: What do you think the *negative* effects of this situation would be? Be as imaginative as you like.
 - 4 Subgroups A and B each choose a reporter to present their ideas to the whole group.
 - 5 Choose a reporter to present their ideas to the whole class.
- 5 Imagine you are engineers in a company that makes robots and you have been asked to design a new type of robot. In groups, carry out the following tasks.
 - Make a list of the purpose of your robot and the abilities you want your robot to have.
 - 2 Make a list of the kinds of body part your robot would need to carry out your instructions.
 - 3 Draw your robot on a large piece of paper and name its parts and explain what each part does.
 Stick your design on the classroom wall. Have one member of your group explain your design to the rest of the class.

Reading, discussing and writing



A BIOGRAPHY OF ISAAC ASIMOV

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

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



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

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

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

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

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

Date	Event
1920	Born in Russia.
1922	
1923	
	Parents bought a candy store.
1929	
	Mother had her third child.
	Started to take himself seriously as a writer.
1939	
	Gained master's degree in chemistry.
1942	Finished working in the candy store.
1942-1945	
	Got PhD in chemistry.
	Became a biochemistry teacher, Boston University School of Medicine
1950	Published his first novel.
	. Developed three laws for robots.
1951-1953	Published the Foundation trilogy and won an award for it.
ಎರಡು ಮು. ೧ಡಕ್ಕಳು	Published first science book.
	Became a full-time writer.
1973	Divorced his first wife.
**18	Direction in that wife,
	Had a blood transfusion. Became infected with HIV.
1992	That a blood danstasion. Decame interest with the v.
1994	

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

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

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

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

ASIMOV'S LAWS FOR ROBOTS

First Law A robot must not injure human beings or allow them to be injured.

Second Law A robot must obey the orders given to it by human beings (as Long as human beings are

not injured).

Third Law A robot must protect its own existence (as long as human beings are not injured;

and as long as the robot does not disobey human beings).

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

Look back at the timeline of Asimov's life.

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

	njoyed	
Content I'c	l like to know more about	
Words and If	ound these words useful: ound these expressions useful:	
	have learned about	

LEARNING TIP

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

"Practice makes perfect."

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

Study texts.

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

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

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

Unit 3 Under the sea



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

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

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



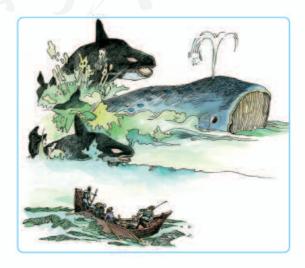




Pre-reading

What do you think is happening in the picture?

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





OLD TOM THE KILLER WHALE

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

On the afternoon I arrived at the station, as I was 10 sorting out my accommodation, I heard a loud noise coming from the

25

30



bay. We ran down to the shore in time to see 15 an enormous animal opposite us throwing itself out of the water and then crashing down again. It was black and white and fish-shaped. But I knew it wasn't a fish.

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

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

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

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

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

"What're they doing?" I asked George.

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

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

"What's happened?" I asked. "Have we lost the whale?"

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

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

"Man overboard! Turn the boat around!" urged George, shouting loudly.

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



back to James, and when we approached him, I saw James being firmly held 40 up in the water by Old Tom. I couldn't believe my eyes.

Then suddenly I saw a shark.

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

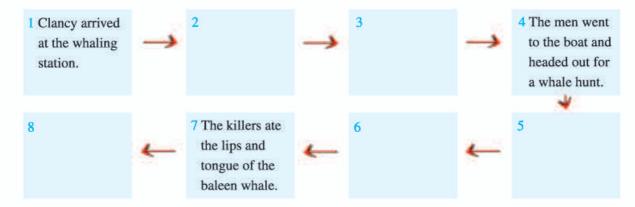
"Don't worry, Old Tom won't let it near," Red replied.

It took over half an hour to get the boat

There were shouts of "Well done, Old Tom" and "Thank God" as we pulled James 45 back into the boat. And then Old Tom was off and back to the hunt where the other killers were still attacking the whale.

Comprehending

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



- 2 In pairs answer the questions.
 - 1 What evidence was there that Old Tom was helping the whalers out?
 - What other animals did the author compare the killer whales with? Why do you think the killer whales behaved like this?
 - 3 Why did George think that the killer whales worked as a team?
 - 4 Why did the whalers allow the killer whales to drag the whale away?
 - 5 How did Old Tom help James? Why do you think he did this?
- 3 In groups, describe the relationship between Old Tom and the whalers. What other animals help humans out in hunting?
- The last whaling station in Australia closed in 1978. Whales are now an endangered species and in need of conservation. They are now protected by an international ban on whaling. However, some countries oppose the ban. In groups, discuss the reasons for and against banning whaling.



Discovering useful words and expressions

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

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

Now make sentences using the words.

- 2 Read these sentences. Then replace the words in italics with words that mean the same from the unit.
 - 1 Some personal stories about Mark Twain are very amusing.
 - 2 Working together is necessary to produce good results.
 - 3 More and more people are concerned with the *protection* of different whale species.
 - 4 Sit facing the street and watch the parade go by.
 - 5 When you hit an iceberg, leave the ship immediately.
- 3 Use these words in their proper forms to complete the passage below.

acpin	aive	you a	iriuai bri	iark acce	mmodavi	n withes	1012	diugund	1166	911016
Whe	n I was	s young	my parei	nts liked j	ogging on	the beach.	. So we	e used to v	visit th	ne seaside on
our	ho	oliday. V	Ve always	stayed in		close to the	e	becau	use my	y parents had
a good_		with	the owne	er of the h	otel. We a	lso went	snorke	elling eac	h tim	e and would
-	under	the wa	ves to see	the colou	rful fish. A	s I grew o	older I	was allow	ed to	go to greater
	and fu	urther o	ut beyond	the bay.	There I say	v small		as they s	wam l	lazily around
the sea b	ottom.	. One da	ıy I	how t	hey would	pursue th	eir pre	y swiftly,	and t	he small fish
had no ti	me to		away. I v	wanted to	a	nd warn th	ne poor	fish but t	hat wa	as impossible
underwa	ter. Th	ank Go	d it was:	otherwise	, I might h	ave been	swallo	wed inste	ad!	

Revising useful structures

researcher.

1 Find and underline all the sentences using the -ing form in the reading passage, marking the passive -ing form in red.

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

3 Underline the use of the -ing form in the following passage, marking the passive -ing form in red.

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

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

EXAMPLE:

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

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



A NEW DIMENSION OF LIFE

19th January

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

my body woke up. It was like discovering a whole new dimension of life.

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

The fish didn't seem to mind me swimming among them. I especially loved the little



orange and white fish that hid in the waving long thin seaweed. And I also loved the small fish that clean the bodies of larger fish — I even saw them get inside their mouths and clean their teeth! It seemed there was a surprise waiting for me around every corner as I explored small caves, shelves and narrow passages with my underwater flashlight: the yellow and green parrotfish was hanging upside down, and sucking tiny plants off the coral with its hard bird-like mouth; a yellow-spotted red sea-slug was sliding by a blue sea-star;

a large wise-looking turtle was passing so close to me that I could have touched it.

There were other creatures that I didn't want to get too close to – an eel with its strong **sharp** teeth, with only its head showing from a hole, watching for a **tasty** fish (or

my tasty toe!); and the giant clam half buried in some coral waiting for something to swim in between its thick green lips. Then there were two **grey** reef sharks, each about one and a half metres long, which suddenly appeared from behind some coral. I told myself they weren't dangerous but that didn't stop me from feeling **scared** to **death** for a moment!



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

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

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

Topic	Paragraph	Topic	Paragraph
colours and shapes		the reef's edge	
dangers		a final thought	
reflecting		some sea creatures	

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

-	O	forman Alexan	All and a second second	Make Heaven	- f - di fi
201	Complete these noun groups	trom the	diary entry	Note the lise	ot adjectives
•	Complete these hour groups	III VIIII LIIIU	MICH & CHILLY	HOLD LING WOO	oi adiconivos

 1
 ______air
 2
 ______seaweed
 3
 ______mouth
 4
 ______sea-slug

 5
 ______turtle
 6
 _______teeth
 7
 _______lips
 8
 _______reef sharks

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

number

size

colour

pattern

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

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

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

Reading, discussing and listening



- 1 Read the advertisement below and discuss these questions.
 - 1 What can you experience on this tour?
 - 2 Would you like to go? What aspect of the tour would you like best?
 - 3 When do you get a refund?



Whale Watching Tours



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

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

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

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

Daily tours late Sept-Nov (8:30 am-12:00 pm)
\$60 per Adult \$55 per Aged **Pensioner**

\$40 per Child

Book early on 02 7892 5547 to avoid disappointment.

			e and check your an	(G) and what they might swers. Then listen again
	Aspec	ets	Good / Bad	Order
1	Saw whales file	med underwater		
2	Saw only one v	whale in the distance		
3				
4				
5	f		Ц	Ц
6	Boat got back t	oo late	Ш	
100		이번째 하는 사람들이 되어 있다면 하는데 하는데 되었다. 그리는 사람들이 없다면 하는데	하다 아이에 아이를 다듬었다면서 아이는 다 없었다. 그렇다	d he/she want to get from te table for each dialogue.
	D. I.	Result wanted:		
	Dialogue 1	Actual result:		
1	Dialogue 2	Result wanted:		
	Dialogue 2	Actual result:		
	Dialogue 3	Result wanted:		
	Dialogue 3	Actual result:		
1 2			with the tour. outside My two kids	
D	ialogue 2		:*.	
		were awesome but		
2			I now have to	
	make another ai	rline booking and I have	no idea whether	Whate Watching
		santa availabla	7-7	White
	there'll be any	seats available.		
	there'll be any	seats available.		
D	there'll be any	seats available.		
D	pialogue 3	tour	and	
D	vialogue 3 Excuse me, the		188	
D 1	Excuse me, the	tour	and	
1	Excuse me, the we'd	tourplease.	and we're visitors to	
1	Excuse me, the we'dthis area and w	tourplease.	and we're visitors to morning.	
2 3	Excuse me, the we'd this area and w Well, actually,	tour pleaseas v	and we're visitors to morning.	then read the lines aloud
1 2 3 5 Li	this area and w Well, actually,	tourpleaseas verified to dialogue and fill in	and we're visitors to morning. the missing words. T	then read the lines aloud,
1 2 3 5 Li pa	Excuse me, the we'd this area and w Well, actually, isten to the firs aying special a	tourpleaseas verified to the stress	and we're visitors to morning. the missing words. The sand intonation.	
1 2 3 5 L i pi	this area and w Well, actually, isten to the firs aying special a	tour please. as we're leaving tomorrow in the dialogue and fill in attention to the stress m sorry but we	and we're visitors to morning. the missing words. To see and intonation. the weather and	you whales.
1 2 3 5 Li pa	this area and w Well, actually, isten to the firs aying special a OUR GUIDE: I' NGELA:	tour please. as vere leaving tomorrow in the dialogue and fill in attention to the stress m sorry but we vell, I'm afraid that's no	and we're visitors to morning. the missing words. To see and intonation. the weather and of the weather and like	you whales. e to talk to the manager.
1 2 3 5 Li pa	this area and w Well, actually, isten to the firs aying special a OUR GUIDE: I' NGELA: W OUR GUIDE: I'	please. as vere leaving tomorrow in the dialogue and fill in attention to the stress of the stress o	and we're visitors to morning. the missing words. To see and intonation. the weather and of the weather and like	you whales. to talk to the manager I know he'll with

Speaking and writing

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

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

I'm sorry but	I'm afraid	That's not good enough.
I'm feeling annoyed with / unha	ppy about / unsatisfied with	1
I'm not happy about / satisfied	d with	I'd like to talk to the manager.
l'd like a (full) refund, please.	That's no good for me.	You should do something about it.

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

LEARNING TIP

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

- You can make up two-part adjectives by using a noun and like when you are describing something as being like something else. For example:
 - The parrotfish's mouth was like a bird's. \rightarrow The parrotfish had a bird-like mouth.
 - The football fans behaved like animals. \rightarrow The football fans' behaviour was animal-like.
- You can make up two-part adjectives with an adjective followed by a noun with the suffix -ed. For example:
 - It looked like a fish.

- → It was fish-shaped.
- The boy broke his girlfriend's heart.
- → She was broken-hearted.
- You can also make up two-part adjectives with an adjective followed by looking. For example:
 - The turtle looked wise.

- → The turtle was wise-looking.
- Her hard life made her look sad.
- → She was sad-looking.

Unit 4 Sharing



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

What do you do to help	Name:	Name:	Name:
1 your parents?	3895555		
2 other relatives?			
3 your friends?			
4 people in your community?			
5 people outside your community?			

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

Pre-reading

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

Photos 1 to 3

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

Photos 4 to 10

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



A LETTER HOME

Dear Rosemary,

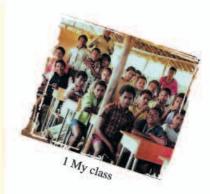
Thanks for your letter, which took a **fortnight** to arrive. It was wonderful to **hear from** you. I know you're **dying to** hear all about my life here, so I've included some photos which will help you picture the places I talk about.

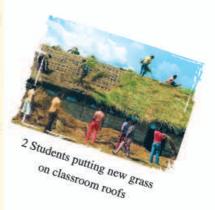
You asked about my high school. Well, it's a bush school — the classrooms are made of bamboo and the **roofs** of grass. It takes me only a few minutes to walk to school down a **muddy** track. When I reach the school grounds there are lots of "good mornings" for me from the boys. Many of them have walked a 10 long way, sometimes up to two hours, to get to school.

There's no electricity or water and even no **textbooks** either! I'm still trying to adapt to these conditions. However, one thing is for sure, I've become more imaginative in my teaching. Science is my most challenging subject as my students have no **concept** 15 of doing experiments. In fact there is no equipment, and if I need water I have to carry it from my house in a bucket! **The other day** I was showing the boys the **weekly** chemistry experiment when, before I knew it, the mixture was bubbling over everywhere! The boys who had never come across anything like this before started 20 jumping out of the windows. Sometimes I wonder how **relevant** chemistry is to these students, most of whom will be going back to their villages after Year 8 anyway. To be honest, I doubt whether I'm making any difference to these boys' lives at all.

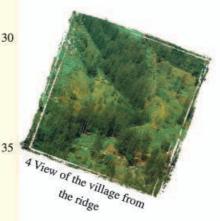
You asked whether I'm getting to know any local people. Well, 25 that's actually quite difficult as I don't speak much of the local English dialect yet. But last weekend another teacher, Jenny, and I did visit a village which is the home of one of the boys, Tombe. It was my first visit to a **remote** village. We walked for two and a half hours to get there – first up a mountain to a 30 ridge from where we had fantastic views and then down a steep path to the valley below. When we arrived at the village, Tombe's mother, Kiak, who had been pulling **weeds** in her garden, started crying "ieee ieee". We shook hands with all the villagers. Everyone seemed to be a relative of Tombe's.

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









Unit 4 Sharing

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

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

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

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

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

Love.

70 Jo



10 Village huts



9 Tombe with his grandfather who's digging up peanuts



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



6 Kiak preparing vegetables



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



8 A woman and baby we saw on the way home

Comprehending

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

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

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

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

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

Positive aspects	Negative aspects
1 Boys value education	1 No running water or electricity
2	2
3	73
4	4

4 In groups, discuss these questions.

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

Learning about Language

Discovering useful words and expressions

1 _	t	o change slightly to make something work better		
2 _		a metal shelf for cooking meat, toasting bread, etc		
3 _		connected with what is being done or discussed		
4 _		nn idea		
5 _		an honour		
6 _		something that has been organized		
7 _		written work in an office, such as writing reports or letters		
8 _	t	o breathe air into your nose noisily		
		paragraph with the words or phrases below in their		
ot	herwise air	nail be dying to adjust muddy hear from fortnight pla	latform	remote
shoe	s, and thoug	ht about the three months she had known him. He was the n	nicest bo	y she ha
him She	met, quickly every week l walked dowr se k at these	ht about the three months she had known him. He was the n she would not have fallen in love with him. She still rere when he heard she came from a village. At first sout now she had not heard for a Why? She had denote the to catch the train to New York feeling both exceen him again but what if he didn't want to see her? definitions and make suitable phrasal verbs with the make a dialogue using each one.	membero she had ecided to ccited and	o find ou
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EXAMPLE:

- S_i : What am I doing when I lie down on the sand in the sunshine after a swimming race?
- S₂: You're drying off.
- S₁: Yes, well done!

Revising useful structures

- 1 Read the letter about visiting Tombe's home again and underline the sentences which contain restrictive attributive clauses.
- 2 Complete the sentences with your own words.

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

- 3 Answer the following questions using attributive clauses with the pronouns in brackets. Compare your answers with a partner. The first one has been done for you.
 - 1 What kind of friend would you like to have? (whom) I'd like to have a friend whom I can trust.
 - What kind of place would you like to go to for a holiday? (where)
 - 3 What story do you enjoy most? (which/that)
 - 4 Which musical instrument would you like to learn to play? (which/that)
 - 5 Why didn't you finish your homework? (why)
 - 6 What kind of person is she married to? (to whom)
 - 7 What sport do you participate in most often? (which/that)
 - 8 Which day won't you ever forget? (when)
- 4 Work in pairs. One student looks at one word in the box and define it with the attributive clause. The other student guesses the word. Then take turns.

1	broom	2 ja	3	tin
4	textbook	5 ro	of 6	grill
7	interpreter	8 w	eed 9	rectangle

EXAMPLE:

- S₁: I'm thinking of a shape which has four straight sides of two different lengths with four 90° angles.
- S₂: Is it a rectangle?
- S₁: Yes, it is. Now it's your turn.

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

Using Language

Reading and speaking







Home page About us Gift order form Contact details



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

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

When you purchase an item, we will send you an attractive card for you to send to your special person. You can use the cards for any special

occasion - weddings, births, birthdays, Christmas or anniversaries, etc.

	10 AV.	50 10
	Gifts	Cost (AUD)
Α	20 tree seedlings	\$5
В	A loan to set up women's	\$8
	self-help group	
C	Water supply for one person	\$10
D	Training in vegetable gardening	\$15
E	Child vaccinations against	\$20
	6 killer diseases	
F	School books	\$20
G	Basic adult education	\$25
H	Basic health-care services	\$30
1	One year of primary schooling	\$35
J	A goat for a poor family	\$40
K	A family toilet	\$50
L	Water for a family	\$65
M	A loan to set up a small business	\$85
N	A sewing machine	\$100
0	Family nutritional supplements	\$130
P	Oxen for ploughing	\$180
Q	A trunk library	\$200
R	Assistance for families headed	\$300
	by children	
S	A community primary school	\$500
T	Village tractor	\$1,000
		C-640-10-500-79-501

A well and water pump

To

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

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



\$1,350

- 1 Before you read the Internet page, glance quickly at it and answer these questions.
 - 1 What does the page show you? Where is the list of gifts?
 - 2 In what kind of order are the gifts listed? How much are the cheapest and dearest gifts? What do the photos show you?
- 2 On the Internet page, when you click on each gift, you get a description of that gift. In pairs, write the correct gift (A to U) from the Internet page next to each description below.
 - 1 This gift allows a woman who is a trained **tailor** to make some income, giving her and her family a better future. (India, Tanzania, Kenya)
 - 2 This gift gives a person the opportunity to acquire basic reading and writing, and life skills. Adults develop the confidence to participate in the social, economic and political lives of their communities. (Nepal, India, Bangladesh, Uganda)
 - 3 This gift covers the cost of production and distribution of seedlings, as well as training in tree care for the local villagers who are working hard to prevent their land from turning into desert. (Kenya, Tanzania, India)
 - 4 This gift buys a goat. A goat gives milk and is a valuable income. Goats increase in number quickly and add much to a family's food and financial **security**. They are easy and fun for children to care for. (Nepal, India, Uganda)
 - 5 This gift covers the cost of exercise books and textbooks for community primary schools that **operate** in poor or remote villages. (Southern Sudan)
 - 6 This gift gives a child a good start in life. Community schools provide good quality education for children who would otherwise have no opportunity to attend school. (Bangladesh, Kenya, Uganda)

Listening and speaking



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

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



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

Time	Place	Event
the 1980s		
1992		
1997		
2001		
Now		
Future		

- 3 With a partner answer the questions before you listen for a third time. As you listen check your answers.
 - 1 Why did Mary decide to work in a developing country?
 - When Mary worked in a clinic in Malawi, why did the children die?
 - 3 In the Sudan, why was it nearly impossible for Mary to get to the clinics when the rains came?
 - 4 Why were conditions in the clinics in the Sudan challenging?
 - 5 Why does Mary enjoy her job?
- 4 Would you like to help others like Dr Mary Murray in the future? Complete the table below and then share your ideas with your partner.

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

Writing

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

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

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

LEARNING TIP

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

Unit 5 Travelling abroad



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

Pre-reading

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





KEEP IT UP. XIE LEI

Chinese student fitting in well

1 Six months ago Xie Lei said goodbye to her family and friends in China and boarded a plane for London. It was the first time she had ever left her 5 motherland. "After getting my visa I was very excited because I had dreamed of this day for so long. But I was also

very nervous as I didn't know what to expect," Xie Lei told me when I saw her waiting in a queue at

10 the student cafeteria between lectures.

Xie Lei, who is 21 years old, has come to our university to study for a business qualification. She is halfway through the preparation year, which most foreign students 15 complete before applying for a degree course. Xie Lei highly recommends it. "The preparation course is most beneficial," she said. "Studying here is quite different from studying in China, so you need some preparation first."

"It's not just study that's difficult. You have 20 to get used to a whole new way of life, which can take up all your concentration in the beginning," explained Xie Lei, who had lived all her life in the same city in China. She told 25 me that she had had to learn almost everything again. "Sometimes I felt like a child," she said. "I had to learn how to use the phone, how to pay bus fare, and how to ask a shopkeeper for things I didn't know the English for. When I 30 got lost and had to ask a passer-by for directions, I didn't always understand. They don't talk like they do on our listening tapes," she said, laughing.

Xie Lei lives with a host family who 35 give her lots of good advice. Although some



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

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

Xie Lei's preparation course is helping her to get used to the academic requirements of a Western university. "I remember the first essay I did for my tutor," she told me. "I found an article on the Internet that seemed to have exactly the information I needed. So I made a summary of the article, revised my draft and handed the essay in. I thought I would get a really good mark but I got an E. I was numb with shock! So I went to my tutor to ask the reason for his revision. First of all, he told me, I couldn't write what other people had said without acknowledging them. Besides, as far as he was concerned, what other people thought was not the most important thing. He wanted to know what I thought, which confused me because I thought that the author of the article knew far more than I did. My tutor explained that I should read lots of different texts that contain different opinions and analyse what I read. Then, in my essay, I should give my own opinion and explain it by referring to other authors. Finally he even encouraged me to contradict the authors I'd read! At first I lacked continued on page 39

Chinese student fitting in well continued from page 38

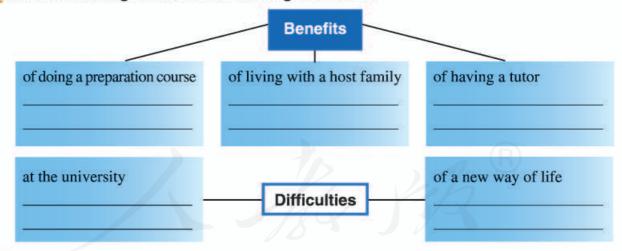
confidence, but now I'm beginning to get the idea and my marks have improved. More importantly, I am now a more **autonomous** learner."

Xie Lei told me that she feels much more at home in England now, and what had seemed very strange before now appears quite normal. "I've just got one more thing to achieve. I have been so occupied with work that I haven't had time for social activities. I think it's important to have a balance between study and a social life, so I'm going to join a few clubs. Hopefully I'll make some new friends."

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

Comprehending

- 1 Answer these questions about the text.
 - 1 What is Xie Lei in England for? How long has she been in England?
 - 2 Why is she doing a preparation course first?
 - 3 Why did Xie Lei feel like a child when she first arrived in England?
 - 4 Which two types of people have helped Xie Lei most since she came to England?
 - 5 Why has Xie Lei decided to join a few clubs?
- 2 Read the text again and fill in the diagram below.



- 3 In groups, discuss the following questions.
 - 1 What kind of person do you think Xie Lei is? Find evidence in the article to support your opinion.
 - 2 Why do you think the reporter used some direct speech in the article?
 - 3 Where do you think this article might have been published?
- In groups, make a list of the problems that the article mentions Xie Lei had when she first went to England. Add two or three other problems she might have had. Then tell what you would do if you had the same problems in England on an exchange programme. Be prepared to share your ideas with another group.

Learning about Language

Discovering useful words and expressions

Complete each of the sentences with	n one of the words in brac	kets in its proper form.
1 Sara (acknowledge/acknowle	edgement) her mistake and mad	le an apology immediately.
2 The report (contradict/contra	10일(H) 1000 미국 (401년) 1000 H) H H H H H H H H H H H H H H H H	하지 않았다 교통을 할아요 등 생각이 되어 되었다고 말았다며 나가 봐요
3 The (recommend/recomme		2 A A
and then arrange to get your visa to E		Z 05/5/250 100 6
4 I am too (occupy/occupate with yours.	ion) with my own essay for	this seminar to help you
5 This new videophone will meet almo	ost all our (require/	requirement).
6 The chemist (analyse/analy	ysis) the coffee and found it of	contained poison.
7 Watching Rugby matches gave me m leg and missed playing the game for the same	nuch(comfort/com	5.
8 After four years of study, you will ga have a bachelor's degree.		ication) in marketing and
9 I've got lots of (prepare/pre	eparation) to do for the dinne	r party tonight.
10 Xie Lei found she could	[다] 프랑마이아 아이 어디었다면 가장 기능하다면 어디에서 사고 하는 것도 그렇게 되어 뭐야 하는데 하다 하다.	하다 아무슨 이 맛이 아이를 보는 이 이 이 이 이 없는 것이 없었다. 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그 그
because her host family were so help		
Commission this recover with the wa		
Complete this passage with the wo	ords and phrases below i	n their proper forms.
cafeteria motherland adjust to idio academic lecture recommo		
I have studied for six months at a Britis the life away from my I live in I go by minibus to the university only work for six hours each day and behas some optional activities such as clubs whether I will be able to meet the of my work. Take revising of my the However, my tells me that if I j standing of English So I spend usually for my meal at the cafe almost the same I qui Active verbs such as come, do, have prepositions, adverbs, or adjective examples as you can into each box.	student accommodation. Afr y halls or the library ve as a/an learner. H for extra work on a of my course or not, as it t essays as an example, it oin in more social activities some time in a club in the afr eteria and then go home. Day te well. get, give, keep, make can es. Look at the table bel	ter eating breakfast at the My tutor that I e thinks I should my essays. I am not sure akes so long for me to do too much of my time. I will improve my under- ternoon. In the evening, I in and day out I follow be followed by nouns, ow and add as many
v, v , $+ n$,	v. + prep. / adv.	v. + adj.
	p. op i i war.	, , , way

keep on/up/out ...

keep calm/quiet ...

keep

keep a diary / bees ...

Revising useful structures

Scotland on the train.

- 1 Read the article about Xie Lei again and pick out the sentences containing non-restrictive attributive clauses.
- 2 Non-restrictive attributive clauses are often used to add additional information. Look at the following sentences, some of which need commas. Insert them and give your reasons.
 - 1 Mark Twain who was a famous American author wrote *The Million Pound Bank Note*.
 - 2 The bird cages some of which were in poor condition were sold by the shopkeeper at half price.
 - 3 Joan passed her exam which surprised me a great deal.
 - 4 The minibus which I usually take on the campus had an accident yesterday.
 - 5 Shenzhou-V which was sent into space on October 15th, 2003 was China's first manned spaceship.
 - 6 The dogs all of which were small and white with long hair barked loudly.
 - 7 The battery to which the robot toys were connected failed to work last night.
 - 8 I asked the doctor to tell me the reason why my hands are numb sometimes.
- 3 Join the two sentences. You need to add commas to most.
 - 1 Peter danced and sang all evening. People used to think Peter was quiet.
 - 2 Sharon gave me a picture for my birthday. She had painted it especially for me.
 - 3 The operation was performed in a famous hospital. My grandfather's hearing improved.
 - 4 When I went on a tour round China, I saw many historical sites. It was very exciting.
 - 5 The two traffic accidents happened on the same morning. Then there was a heavy fog.
 - 6 Tang Ling volunteered to help the welfare house. There she teaches the homeless children.
 - 7 As far as I'm concerned, Anne should not be going to America next year. Her daughter is in my class.
 - 8 He went on a bus tour with a group of people. Most of them had never travelled before.
- 4 Add extra information to the sentences below, using non-restrictive attributive clauses.

EXAMPLE:		
Mount Taishan, which is located in Shandong	Province, is going to be filmed for a CCT	V
programme.		

- Daniel, ______, is the best choice for your enterprise.

 Julie wants to make a few revisions to the book,
- 3 Abigail, ______, always wished to **drill** for oil on an **oilfield**.
- 4 Jamie, ______, hated the idea of travelling overnight to
- 5 The other day Sam saw the snake, _______, sliding away fast into the rocks.



- 1 Before you listen, look at the map of South America on the right. Find the cities of Lima and Cuzco and the Andes Mountains. Discuss what you already know about Peru.
- 2 Lia wants to visit Peru. She goes to a travel agent to find out the best way to travel there. Listen to the conversation and tick the things she says she likes doing.
 - visiting places on her own
 - trying different kinds of food
 - going to historical sites
 - cycling
 - visiting museums
 - swimming
 - climbing mountains
 - looking at wildlife
 - learning about a country's culture
 - staying in expensive hotels



3 Listen again and answer the questions.

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



The Andes Mountains

4 Listen again and complete the sentences.

1	I	independent.
2	But you	as it's your first visit.
3	Yes, but I also	28 *
4	You	from Lima, the capital of
	Peru, to Cuzco.	

5 We ______ into a hotel in Cuzco.



City Hall of Lima

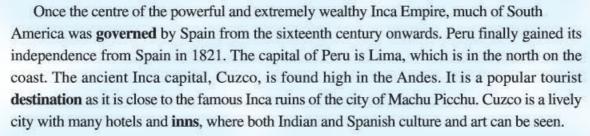
Reading and speaking



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

Peru

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



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

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

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

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

1 First discuss what you like to do when you are on holiday. Use expressions like:

I like / don't like doing / to do I prefer to I enjoy/love/hate doing

2 Then discuss which tours best suit you.

Use expressions like:

We could/might It would be possible to It is impossible to

... could/would be a perfect place for us. I don't think you'd enjoy

... would probably suit us. It's out of the question.

PERU

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

Tour 1

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



Tour 2

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

Tour 3

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





Tour 4

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

Writing

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

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

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

LEARNING TIP

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

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

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

Workbook Unit Living well



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

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

- 1 How did Sara get to work on her own?
- 2 Has Sara always been blind? How do you know?
- 3 What will Lucy learn first at Sara's home?

4	Listen to P	art 1 again and com	plete the d	lialogue b	elow.		
	PHIL:	Definitely. She told n	ne	Home	si	ince her accide	nt.
	MOTHER:	Well, I've	, but I	know Sara	a wants to	be	*
	PHIL:	Well, with Lucy's hel	p she will b	e. How's L	ucy	, by	the way?
	MOTHER:	Oh, it's like		, is	n't it, Sara	?	
	SARA:	Yes. She's beenmy bedroom		(S) (S)	10		w which was
5	Listen to P	art 2 again and ans	wer the que	estions in	pairs.		
	1 How die	d Lucy go across the st	treet?				
	2 What is	Phil going to teach Lu	icy after lun	ch?			
	3 How wi	ll Lucy improve Sara'	s life?				
6	Listen to P	art 2 again and com	plete the d	lialogue b	elow.		
	PHIL:	We'll	Lucy		rest and tl	hen we'll ask he	er
		Sara to the station aga	in.				
	SARA:	Then Phil's going to		Lucy _			the train and
		my office.	(, Lucy and	l I will be g	going to work	- 3
	MOTHER.	That's	I'm so	BACKETIA KOLD	VOU	The rive of T omorous Science (Control of the Control of the Cont	



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

Guide dogs are trained in many countries in the world to help their blind or weak-sighted owners move around the streets independently. For the first 12 months of its life the puppy lives with a

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



	Timeline	
First 12 months A year old		9

- In pairs prepare to interview Phil on how to train dogs and their blind owners based on the listening text and the reading passage above.
 - Think of some questions you would like to ask Phil.
 - Choose the three best ones.
 - Get together with another group and test your questions on them. Revise them if necessary.
 - Act in role to produce a convincing interview. Practise it and be prepared to perform it to the class.

This beginning may help you:

- S₁: Congratulations, Phil, on the splendid work you are doing. What is it that first attracted you to working with guide dogs?
- S₂: Well, I've always enjoyed working with animals and

•••

- In groups of four prepare an interview with Sara, asking her how the guide dog, Lucy, has improved her life. One of you will be Sara and the others will ask questions. Use the expressions on page 7. The beginning may help you:
 - S₁: Hello, Sara. I'm very impressed with your attitude towards your disability. Clearly it is very important for you to be independent. How has Lucy improved the quality of your life?
 - S2: Well, thank you very much. I can't begin to tell you how much

LISTING WORDS AND EXPRESSIONS

1 Complete the passage with the words below.

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

When Bon	her and wished her		
	for her future. U	nfortunately, she could not collect he	er certificate
because the bui	lding where the cer	remony was being held was not who	eelchair So
Bonnie had to	ask a/an	to come to her	and collect the
	for her while sl	ne waited outside. The situation w	ould not have happened if a
qualified	had	been employed to design a	building with wheelchair
	Everybody wa	s conscious of Bonnie's	in dealing with the
situation and de	ecided that it shoul	d never happen again!	

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

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

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

LISING STRUCTURES

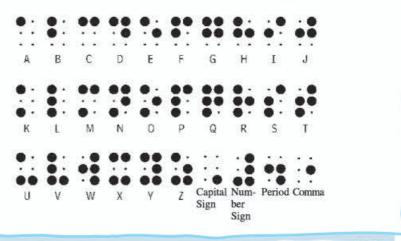
Translate the following sentences into English. Pay attention to the use of the in	finitive.
1 我忘了让您去社区服务中心了。 2 在检查机器之前关掉电源是很重要的。 3 我不知道哪儿能找到这种纽扣。 4 幸运的是,我们没有更多的活儿要做。 5 海伦很高兴到过中国 20 多个省、市。 6 她事业有成,现在最大的愿望就是结婚生子。	
Complete the passage using the verbs below in their proper forms.	
plan go fly help complete do worry put attempt	
It can be difficult to travel on your own when you are disabled. So when Melva Cross and that she wanted from America to China on her own, her friends began about her such a long journey on your own when you are fit and healthy is one to it when you are in a wheelchair is quite another! But Melva was not She was determined this trip and so she called the airline. They were very support course, it's possible," they assured her. "The important thing is ahead so that ever goes smoothly. It is impossible for the wheelchair into the cabin, but it can be pure hold. You will be taken to the plane in one of our wheelchairs and helped onto the plane. pleasure you enjoy your flight." Melva was satisfied and booked her flight immost	off. tive. "Of rerything t into the It is our nediately.
the infinitive or the -ing form of the verb. tell get make ask sail spend press light cry	
Pay attention to the difference: He had forgotten to bring his raincoat and he was wet through. I shall never forget seeing the Potala Palace for the first time. 1 a I regret	e world. able for off now. fish. ate, then ch. ays out.
S₂: I'd like to have entered a key university in China.S₁: What would you like to have accomplished by the time you're thirty?	ř.

49





Braille Alphabet



- 1 Before you listen, discuss these questions with others in your class.
 - 1 Do you know what Braille is?
 - What is it used for?
 - 3 How does it work?
 - 4 Do you know what the Chinese system of Braille looks like? See page 53 for some hints.



- Paul's teacher has asked everyone in the class to prepare a talk about a great inventor. Listen to Paul's talk about Louis Braille. Then answer the questions.
 - 1 What country did Louis Braille come from?
 - What disability did he have?
 - 3 What did books for the blind look like when Louis was a boy?
 - 4 What were the two problems with the books for the blind?
 - 5 What invention gave Louis the idea for his system?
 - 6 What advantages do you think Louis's system has?
- 3 Listen again and pay attention to the dates you have heard. Make notes on the timeline about what happened.

GGGGG	6666	ccccccccccccccc	GGGG
Year	Age	Event	
1809			
1813	4		
1819	10		
1821	12		
1824	15		
1827	18		
1852	43		

READING AND WRITING TASK



ZHANG YUNCHENG ACHIEVES HIS AMBITION

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



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

Yuncheng has a disease which affects the muscles in his

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

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

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

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

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

SPEAKING TASK

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

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



In some countries there are special schools where disabled and able-bodied students learn together. These schools are specially built so that all students have access to every part. They also have special equipment for students who need it and the school employs extra assistants and teachers who have been trained to work with people with disabilities.

For this project you are going to design a school where disabled students can get the same education as their fellow able-bodied students. Describe what the school would be like and what special equipment and teachers it would have. You can also draw a plan of your school if you wish.



CHECKING YOURSELF

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



Unit 2 Robots





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









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

Robot	What is the robot?	What can the robot do?
1		
2		15
3		1/38) / 1
4		



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

USING WORDS AND EXPRESSIONS

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

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

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

Word	Definition	Used as 1 or 2
counter	 place where you pay or are served in a shop or restaurant a piece of electrical equipment that counts something 	
navy	 very dark blue part of a country's military force that fights at sea 	
receiver	1 part of a telephone2 someone who gets the letter you send	
grand	1 rich and important2 big and very impressive	
digital	 using a system to send information electronically in the form of numbers relating to fingers and toes 	
mailbox	1 a box outside the house from which you collect letters2 container where you post letters	

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

	turn	leave	ring	test	out	on	alone	off	up	into	down	around
1	to st	art an en	gine (tı	ırn)	2	to call so	omebo	dy by	telepho	ne (ring_)
3	to n	ot includ	de (leav	ve)	4	to refus	e an o	ffer o	r a job	(turn)
5	to fa	ace in an	other o	direction (turn		_)					
6	to s	top spea	king to	someone	by teleph	one	(ring)			
7	to s	top anno	ying o	r upsettin	g someon	e (lea	ave)			
8	to b	ecome s	omebo	dy or som	ething els	e (tur	n)				
9	to fi	nd out v	vhether	an idea o	r a plan is	corre	ect or not	(test)		

USING STRUCTURES

Rewrite the sentences by using the passive	e infinitive
--	--------------

- Nobody is allowed to take the magazines out of the reading room.

The magazines ______.

3 Her classmates laugh at her and she hates it.

She hates

4 Sometimes the guests would interrupt his writing.

He doesn't want ______.

5 Everybody must obey these rules as they are for the good of the whole school.
These rules
.

6 These are the issues that we will discuss tomorrow.

These are the issues

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



- 1 The dishes need ______. 2 The mail needs _____
- 3 The singer refused ______. 4 The house is _____

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

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



ROBOTS IN THE FIGHT AGAINST LANDMINES

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

By Natasha Wesley

We seem to be losing the fight against landmines. which can then map the mines. As well as being While, every year, about 100,000 landmines are much safer than finding mines by hand, the insect removed, 2,000,000 more are buried in the robot is also much faster.

ground. Removing them is very slow and dangerous work that must be done by hand. Someone has to use a metal detector to find the mines. This is very inaccurate as the metal detector finds all metal objects, not just the mines, and it does not find



centuries to rid the world of landmines.

This is where robotics comes in. Several have been researching into robotics. One of the Perhaps robotics will most exciting projects is at Chiba University, provide a solution, where a robot that looks something like an but as every 20 minutes insect is being developed. It is 4 metres long, goes by, one more 1.8 metres wide, 1 metre high, and weighs person is killed or 900 kilograms, about the size of a small car. It badly injured. walks on 6 legs and when it finds a mine, it marks

the spot with paint and sends data to a computer

The university is also experimenting with the robot so that it can use radar to search for plastic

mines. The goal is for the computer to use the data it receives to determine not only whether an object is just a piece of



metal or a mine, but also what type of mine it is. new types of mine which are covered in plastic. The researchers hope that mass production of Then he or she has to dig the mine out without robots will start in the next year or so and they setting it off. Using this method it could take will be used in such countries as Afghanistan and Cambodia.

In the 1990s world opinion built up against countries are working on technological solutions the use of landmines and, in 1997, 122 countries to the landmines problem. As part of Japan's signed an agreement in Ottawa, Canada, to stop support for finding and removing landmines in the manufacture and use of landmines. However, Afghanistan, Japanese scientists and engineers the task of clearing mines is still a very difficult one.



- 1 You can find out a lot about a text by glancing through it quickly. Before you read the magazine article about landmines, glance through it quickly and answer these questions.
 - 1 What is the main topic of the article? Which part of the text tells you that?
 - 2 Who wrote the article?
 - 3 What do the three pictures show you?
 - 4 Where is research being done on robots that can find landmines?
 - 5 In which two countries might the robots be used?
- 2 Write questions for these answers. Check your work with a partner.

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

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

Paragraph	Main idea	Supporting details
1	Introduction: the damage landmines cause	 26,000 people killed or badly injured each year 100 million buried in 60 countries most victims are innocent people
2		•
3		•
4		·
5		:●).

SPEAKING TASK

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

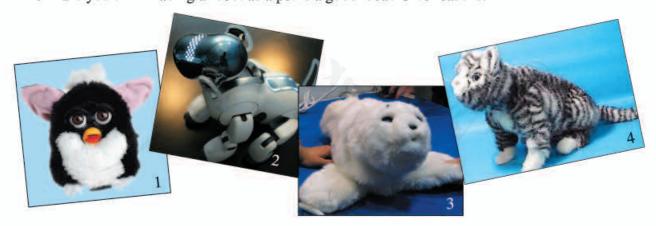
Is it possible that ...? Could it be that ...? Are you sure that ...? It is possible/impossible that It could be that I am sure that I am positive that I am positive that

- 2 Then individually carry out the following tasks.
 - 1 List as many different types of robot as you can ones that exist as well as ones you think will exist in the future.
 - 2 Decide how you could divide them into several groups.
- 3 Now find a partner and compare the ways you grouped the robots. Talk about why you grouped them in the way you did.

MISTENING TASK



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



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

Aibo _____ Furby ____ Paro ____ Tama ____

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

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

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

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

WRITING TASK

- 1 Imagine you are a robot pet that belongs to a child.
 - 1 Think about what kind of child you belong to. Is it a boy or a girl? What is the child like? Is the child kind or not? Is the child sick or in good health?
 - What kind of robot pet are you Aibo, Furby, Paro or Tama?
- Write about one day in your life in your diary. Remember that you are writing from the robot pet's point of view. You may follow these steps.
 - Collect your ideas in pairs or groups.
 - Write down the main ideas and supporting details. Here is an example.
 - Write the diary entry, paying attention to the use of conjunctions in your writing.

Morning		Afternoon		
Owner	Pet	Owner	Pet	
 got up in bad mood carried me by tail knocked me onto the floor left me at home 	 angry hissed at (嘶嘶作声) owner hissed more had a peaceful time later 	 got home after school seemed happier was nice to me patted me promised to take me to the park tomorrow 	 wagged tail couldn't stop purring (呼噜作声) loved the idea / was happy wished he/she were always like that 	



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

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



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



Unit 3 Under the sea





- Before you listen, look at the photos and answer the questions in groups.
 - Where have you seen these animals?
 - 2 What do you know about them?
 - How do you feel when you look at the photos of them?







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

- Seal Rocks, New South Wales
- South Australian coast
- North Queensland coast

Hawaii 3

- Listen again to complete the details of each attack.

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



In groups discuss these questions.

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

LISTING WORDS AND EXPRESSIONS

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

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

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

L	Please do not	our campaign against driftnet fishing. People need to be more aware
	of this issue.	

- 2 I love to wander along the shore of the seaside through the _____ waves.
- 3 The strange noise in the night _____ me to death.
- 4 The table you laid was so neat and attractive, and the food was so _____.
- 5 Her _____ for retirement (退休) is to have saved enough for a large pension.
- 6 The park staff _____ the tourists not to cross that boundary fence. There are many wild animals there.
- 7 Looking after a small baby is a/an _____ responsibility for a teenager.
- 8 She has got a _____ mind and a ____ tongue

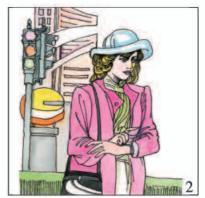
3 Translate the following sentences into English, using the words and phrases in brackets.

- 1 当轮船撞上了冰山的时候, 船被吸入了南极冰冷的海水里。(iceberg; suck; Antarctic waters)
- 2 萨莉每读一本书都喜欢反思一下书的意义。(reflect on)
- 3 我非常喜欢这场演出。这完全是一种享受。(pure)
- 4 你刷那面墙,同时我准备好这面墙,以便你接着刷。(in the meantime)
- 5 他在鲨鱼来袭时抛弃了同伴,独自逃走了。(abandon)
- 6 你要小心,这个海湾里的浪很大,很多游泳的人都被(海浪)卷到海里去了。(aware; tide)
- 7 他看到远处有手电筒发出的信号, 但直到他用望远镜才看到是有人在求救。(flashlight; telescope)

LISING STRUCTURES

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

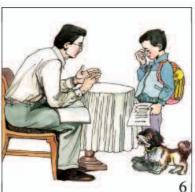












- 2 Rewrite the sentences using the passive voice.
 - Nobody told us that they saw a man fall overboard.
 Nobody told us that a man
 - 2 They are using that steep hill for ski jumping.
 That steep hill ______
 - 3 Our tour guide refunded the money for our tickets.
 The money for our tickets
 - 4 Climbing a high mountain tends to attract many people.

 Many people
 - 5 The witness said that he would easily identify the necklace by its design.
 The witness said that
 - 6 You can divide a rectangle with the dimensions 5 cm × 3 cm into a square and a smaller rectangle.

 A rectangle with the dimensions 5 cm × 3 cm

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

Students' Union Leader

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

Designer

- 1 listen and comment on the ideas for decorating the room
- 2 explain that the work cannot be finished so soon
- 2 Use four different forms of the passive voice in your dialogue:

to be done

have been done

can/will/would be done

be being done

- 3 Finally be prepared to perform your dialogue to the class. You can start like this.
 - S = Students' Union Leader
- D = Designer
- S: Hello, Mr Lee, I'm looking forward to talking to you.
- D: Thank you. What would you like to change in this room?
- S: I know that the walls were painted only last year and as the colour is fine, I don't think that needs to be changed.
- D: A wise choice.

...





- Before listening to Jordon Davies interviewing the shark expert, Don James, read the statements below. Then listen and number the statements in the order that you hear them.
 - Shark populations grow at a very slow rate.
 - A lot are killed because of modern fishing technology.
 - Governments should take action so that the fishing of sharks is slowed down.
 - Shark attacks get a lot of attention in the news.
 - Shark populations are decreasing at a serious rate.
 - Some species need to be protected.
 - The chance of being bitten by a shark is actually very small.
 - Millions of sharks are killed each year.
- 2 In pairs, read the questions below and see how many you can answer. Then listen to the interview again and check your answers.
 - 1 Should people be afraid of swimming in the sea?
 - 2 How many people are killed by sharks each year?
 - 3 Do sharks or people need to be protected? Why?
 - 4 Why are so many sharks being killed?



- 5 Why does the shark's biology affect shark populations? Complete the sentences below.
 - A Age for giving birth to young ____
- B Time for young to develop

- C Number of young
- 6 How long have shark species been in existence?
- 7 What does Don think will happen if we don't slow down the fishing of sharks?



Answer the questions and then complete the survey.

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

Name	1 What was your answer after hearing the news reports?	2 What was your answer after hearing the interview with Don James?	3 If your answer changed what did Don say that made you change your mind?





- Before you read the story, look at the pictures on the next page. In groups, discuss the following questions.
 - Picture 1: 1 Which part of the world do you think this man is from? Give reasons.
 - 2 What do you think his clothes are made of?
 - Picture 2: 1 Have you seen pictures of a creature like this before? Where?
 - 2 Do you know any story that involves a creature like her? What is the story?

THE INUIT LEGEND OF SEDNA THE SEA GODDESS

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

The following day, a stranger approached in his canoe and Sedna's father dragged his daughter down to the shore. Once there he urged the hunter to marry her, saying that his daughter would make a good wife. The hunter replied that he had in fact come to ask Sedna to marry him. He promised to provide her with plenty of food, furs for clothes and blankets. Sedna looked at the man



and, although his face was partly hidden in his furs, he appeared handsome enough. She agreed to marry him and he took her away in his canoe across the waters to his island.

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

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

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

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



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

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

Paragraph Sentence

- A Sedna discovered that her husband was a sea bird.
- B The Inuit believe Sedna has power over the animals in the sea.
- 3 C The bird man was so angry at Sedna's escape that he caused a sea storm.
- D Sedna's father threw Sedna into the sea and she became a sea goddess.
- 5 E Sedna didn't want to get married but her father told her she must.
- 6 F Sedna's father helped his daughter to escape.
- 7 G Sedna agreed to marry a stranger who promised her a good life.
- 3 Read the story again and answer the questions in pairs.
 - 1 Why did Sedna need to have someone to look after her?
 - 2 Why did the bird man dress up as a human?
 - 3 Why did Sedna's father abandon Sedna?
 - 4 What do you think happened or should have happened to Sedna's father? Give reasons.
 - 5 Is Sedna very powerful? Give reasons.
- 4 Have a class discussion. What do you think of the character of Sedna's father? Do you think he was right to do what he did? Can you find any excuses for him? Do you think Sedna was right to depend on him? Should she have been more independent? What could she have done?

WRITING TASK

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

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

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

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



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

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

CHECKING YOURSELF

- What facts have you learned about any sea animals or plants in this unit?
- Which new words and phrases would you like to practise using?
- 3 Did you improve your speaking, listening, reading or writing skills in this unit? Which did you improve the most? Which do you need to work on the most?
- Which sentences use the passive? Circle them.
 - A She doesn't like being told what to do.
- B She told him what to do.
- C She didn't like to be told what to do.
- D She had been told what to do.
- E She hadn't liked telling him what to do.
- F She wasn't going to tell him what to do.
- 5 How would you complain in the following situation?

You have just bought an expensive shirt. When you get home, you notice the shirt has a small hole in it. You take it back to the shop.

Unit 4 Sharing





- Jason, Mick and Annie belong to their high school's Community Care Committee (CCC) which decides how the school can serve communities outside the school. Listen to their discussion and number the items below in the order that you first hear them.
 - The Cancer Council (委员会)
 - the environment
 - Plan International
 - serving soup to the homeless
- old people
- Youth in the City
- children in hospital
- The Fred Hollows Foundation



Listen again and complete the table.

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

- 3 Listen again and list the students' suggestions for raising money.
- 4 Listen again and list the ways the students could give their time.



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

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

LISTING WORDS AND EXPRESSIONS

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

1	dry out / dry up	
	A You're so wet. Come and in front of the fire.	
	B There has been no rain for such a long time that the water in the pond has	-34
2	2 pick out / pick up	
	A After school, Elizabeth her new skirt from the tailor.	
	B Lisa looked at her dresses and her red one to wear to the school dance.	
3	3 look out / look up	
	A Sally can tell you how to things on the Internet.	
	B I'm going to the match too so I'll for you. Maybe we can go somewhere after	vards.
4	4 take out / take up	
	A Ben's going to Alice on Saturday but I'm not sure where.	
	B Andrew says he's going to the piano during the holidays.	
5	5 come out / come up	
	A Why don't you with us on Saturday night?	
	B Have you with any ways we can raise money to buy a new TV for the sc	hool?

- Find the words in list A in the Student's Book Unit 4. Look at the context of each word. Then match each one with a word or a phrase in list B that has a similar meaning in the same context. Use your dictionary if necessary.
 - A donate distribute remote purchase security catalogue weekly participate tailor voluntary trunk assistance operate toast
 - B heated bread done willingly dressmaker distant give hand out every week take part work safety list support large suitcase buy
- 3 Translate the following sentences into English, paying attention to both the vocabulary and the use of the attributive clause.
 - 1 我想知道为什么有些非洲国家还没有用拖拉机替代牛马来进行耕作。(tractor; ox)
 - 2 我所在的组织计划在肯尼亚的一个边远地区建一个小诊所,来帮助改善那里孩子们的健康状况。 (clinic; remote; Kenya)
 - 3 前几天那个裁缝收到了一家慈善机构捐赠的新缝纫机。(tailor; sewing machine; donate)
 - 4 这是一个可以储存种子的罐子。(jar; store seeds)
 - 5 字航员在进入太空之前,要进行几百个小时的训练。(astronaut)
 - 6 今天是这对夫妻的金婚纪念日, 他们正举杯庆祝。(anniversary; with a toast)
 - 7 提出最好的经济计划的那个政党在竞选中获胜了。(political; economic; election campaign)
 - 8 我一打响指就表示音乐会开始。(click one's fingers)

USING STRUCTURES

1 Change the underlined phrases into attributive clauses.

EXAMPLE:

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

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

- Alice had an arranged marriage.
- 2 The other day the crying baby gave me a headache.
- 3 The angle of the light on that <u>fascinating photograph</u> led to it winning first prize in a competition.
- 4 The number of endangered animals increases year by year.
- 5 People in need of a big loan should come to our bank.
- **2** You use *that* after quantifiers (量词) and superlatives (最高级) rather than *which*. Often *that* is omitted. Complete these sentences using attributive clauses.
 - The few times ______ were very disappointing because it was too cold to swim there.
 Don't worry about not bringing anything. I'll share the little food _____ with all of you.
 - Mrs Yang really wanted to help her daughter's school, but there was nothing ________
 because she was very ill.
 - 4 Everything _____ was useful.
 - 5 Something _____ really upset her. I have no idea what he could have done.
 - 6 Have you got *anything* ______? We're collecting things for a sale at our school to raise some money.
 - 7 The best thing _____ was to go on a trip overseas.
 - 8 It was the most beautiful comb_
 - 9 It is the *first* time ______ from so many different angles.
- In groups of four make up a story using the attributive clause. The first person says a line. The next repeats the previous line and adds new information. You should each use a different pronoun or adverb, such as which, who, whose, when, where, etc. Practise it and then say it to the class.

EXAMPLE:

- S₁: This is the house which Jack built.
- S₂: This is the house which Jack built. Jack is a film star who is devoted to charity.
- S₃: This is the house which Jack built. Jack is a film star who is devoted to charity. Charity is very important to poor areas where people lack daily necessities.

S4: ...



A LETTER FROM PLAN INTERNATIONAL

Dear Students.

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



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

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

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

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

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

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

Yours sincerely, Rosanna Chulco

Unit 4 Sharing

1	The CCC has ded through Plan's first paragraph. Write	st letter to the s	tuden	ts and match ea	ch topic belo	and out	1.176
	the family's heal members of the Orlando's daily	family h	pes fo	me to the students or the students' frie e of letters		family's soci Orlando	al life
2	Are these stateme	ents true or fals	e? Re	write the false se	entences.	True	False
	1 Children in Ecu	adar must da iah	e for th	neir families to hel	n than surviv		raisc
		10.75		ne students instead		ve	
					of Oriando.		
		ly has his own be					
		ctors living close		, B	latin a Gald		
				has to go to the to	net in a neid.		
	6 Orlando's famil	y is very unhapp	у.			Ш	Ш
3	Plan International Sponsors are tole larger than an A4 decide on a packa	d that gifts sho I envelope. Loc	uld be ok at t	only a few dollar he suggestions	ars, under 1 for gifts belo	50 grams ow and, in	and not
	jigsaw puzzles	small calendars		paper decorations	your d	rawings	
	stamps	T-shirts		socks	small o	dolls	
	small posters	writing paper		small toy cars	hair rib	obons	
	toothbrush	magazines		balloons	toy jev	vellery	
	bookmarks	maps		pens	small p	plastic toys	
	books	coloured pencil	S	small games	pencil	sharpeners,	erasers
	small combs	handkerchiefs		crayons	very sr	nall soft toy	S
				138)	

SPEAKING TASK

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

In groups, discuss whether you would like to participate in Project Hope by sponsoring a child from a poor area. Give reasons for your answer. If you decided to sponsor a child, how would you do it? You may find the following expressions useful in your discussion.

Why would you ...?

How could you do that?

Because I want to share with others

First, find some information through

Next

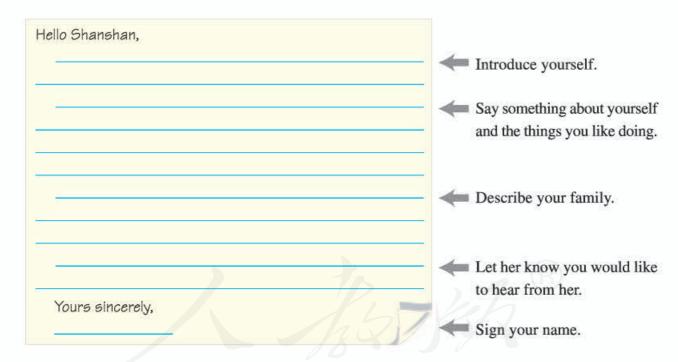
The reason is that

Then

Finally

WRITING TASK

Imagine that you have decided to sponsor Shanshan, an 11-year-old girl from Gansu province whose family cannot afford to keep her at school. Shanshan loves practising English. Write a short letter to her in English.



LISTENING TASK



- Annie is talking to the students about The Fred Hollows Foundation. Before you listen, look at the pictures that Annie shows the students. Answer these questions.
 - 1 Photo 1 shows how things would look if you had cataracts (白内障). How would you describe the effects of having cataracts? Look at the person's eye. Can you see how big the cataract is?

Photo 1



Photo courtesy of The Fred Hollows Foundation.

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



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

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

Photo 3



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

Photo 4



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

Photo 5



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

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

Order	Year	Event(s)
	1985	
	1992	
	1993	
	1994	
	2003	

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



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

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

CHECKING YOURSELF

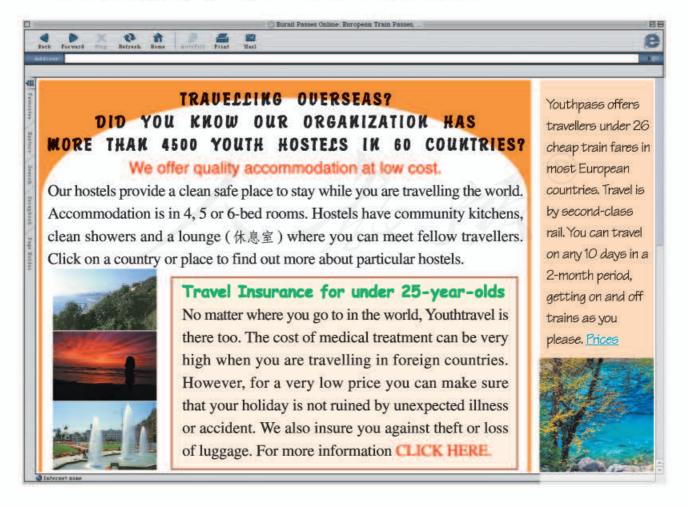
- 1 What did you learn about life in some developing countries?
- What organizations did you learn about that allow people to donate money or time to those in need of help?
- 3 Can you complete each of the attributive clauses in these sentences with a correct pronoun? For each sentence, how many correct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

Unit 5 Travelling abroad



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

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





- 1 Mei Jie has been on the Internet for some time and her friend Tim asks her what she is doing. Listen to their conversation and answer the questions.
 - 1 What has Mei Jie been doing on the Internet?
 - Where is Mei Jie planning to go for her holiday?
 - 3 When is she planning to go?
 - 4 Has she finished all her preparations for the holiday?
- 2 Listen again and find the answers to these questions.
 - 1 Why does Mei Jie want to stay in youth hostels? Give three reasons.
 - 2 How is she going to save money on food?
 - 3 How is she going to travel in Italy and France?
 - Tick the things Mei Jie has planned for in her budget.

accommodation	taxis	train travel	em
food	DVDs	Clothes	SOI

phone calls entry to museums

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

LISING WORDS AND EXPRESSIONS

parallel

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

1 Even though the team's best player was injured and they had to use a/an.

- they still won the match. We took a/an supply of food with us when we went hiking in the mountains.
- 3 It is possible that her new _____ might succeed, but as all her other businesses failed, I doubt it.
- 4 I heard Tony is going to the gym. I'll be very surprised if he ___
- 5 I'm sure she'll _____ into her new home much faster if we visit her from time to time.
- 6 lines never meet.

abundant

2	Tr	ranslate the following sentenc	es into English, using the words and phrases in brackets
	1	因为天气炎热, 屋里的狗狂吠不	止。(bark)
	2	经纪人正在物色一个既有英语本	科学位而且还在出版社工作过的人。(agent; bachelor's degree)
	3	如果你想在一块木头上钻孔,就	需要一个钻机。(drill)
	4	这台机器要么使用家用电力,要	E么使用几组电池,都可以工作得很好。(household electricity
		battery)	
3	Co	Complete the passage with the	e words and phrases below in their proper forms.
		1 8	optional destination day in and day out ettle in abundant tomb inn
		I was very happy when my frier	nd Miriam came to visit me from England. Her wa
	Ве	eijing and the wonderful archite	ectural heritage of China. In preparation for her visit she ha
	att	ttended a series of	on the history of China. So having checked into the Holida
			and began her tour of the capital city she walke
			its cultural sites and experiencing the kindness of
			the Ming (明十三陵), she was eager to make a tri
			rriors. Originally this had been a/an trip on he
			later cancelled for some reason. She felt it was for
		o is is an analysis and a fine of	o see the terracotta warriors, so I helped her arrange a tour t
			ess and Miriam returned to England with wonderful memorie
		f her holiday in China.	Some from the second se
4	Th	he verb settle can be used to	make some phrasal verbs. First match each phrasal ver
	12000		ete the following sentences with proper phrasal verbs. Yo
		nay change the forms if neces	
		lay orlange and forme in house	B
	Г	1 settle down	to move into a new home, job, etc and become established
	ш		to pay
	п		to decide to take something
	п	4 settle in d	to accept something even though it is not the best
	п	5 settle for e	to start living a quiet and calm life
	Ų.	6 settle up f	to lean back in a bed or chair
	1	Maurice did not want to	, buy a house and get married before he met Laura.
	2		and checked out of the hotel before lunch.
	3	and the second s	
	4		the large house with four bedrooms, even thoug
		it needed a lot of decoration a	
	5		g time but at last they a name for the baby.
	6	25 Accept 2 Accept 25	artment last month and we haven't yet.

USING STRUCTURES

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

with/to/in/for which with/to/for/most of whom who whose EXAMPLE: I cannot remember the name of the travel agency, with which we booked our trip to India. 1 My friend, ______ name is Bernard, said that he was very pleased with his new videophone. 2 The restaurant made me an apology for the quality of the meal, _____ wife last night. 3 There were many cages, __ people keep birds, for sale in that market. 4 The scientists all agreed that the rules of physics, ______ we are all familiar, govern the world. 5 I thanked my colleagues, _____ I felt very grateful, for letting me join their Rugby team. 6 My parents, _____ I loved so much, both died last year. 7 Mr White, _____ was a very kind man, died in a terrible earthquake. 8 My students, _____ have computers at home, can search for the information on the Internet. 3 Work in pairs. S₁ reads the first sentence below. S₂ makes the sentence longer by adding a relative clause. If he/she does this correctly, both can swap roles. If not, S, can try to develop the sentence. Each correct answer gets one point. The highest number of points wins. 1 That tool is very useful. That tool, with which you mended the kettle, is very useful. 2 The road runs parallel with the railway. The road, , runs parallel with the railway. 3 The geologists visiting a new oilfield discovered a lot of oil. The geologists visiting a new oilfield discovered a lot of oil, 4 I saw my cousin when she visited China. I saw my cousin, , when she visited China. 5 My uncle is a bachelor. My uncle, , is a bachelor. 6 Yesterday I talked to my friend. Yesterday I talked to my friend,

LISTENING TASK



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

0	Brian's rules for safe travelling	
0	22.444. 9.144.914. 944.9 4.41.4.44.9	
0		
0		
0		
0		
0		
0		
0		
0		

READING TASK



TRAVELLERS' TALES

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

TOM'S STORY



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

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

SALLY'S STORY

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



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



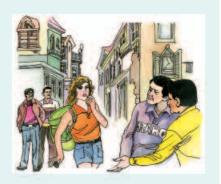
PAUL'S STORY

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

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

DONNA'S STORY

It was a very hot day so I put on some shorts and a T-shirt to go sightseeing. I hadn't gone very far when I noticed everyone was looking at me, and they didn't seem very friendly at all. One woman even spat on me as I walked past. I decided to get off the crowded streets and so I turned left down a small, quiet street. I hadn't gone very far when I realized my mistake. Two men were following me. I started to run but suddenly my way was blocked by two other men walking towards me. Luckily for me a taxi came around a corner and I was able to stop it and



jump inside quickly. On the way back to the hotel the taxi driver explained that this was a very religious town and that the people did not approve of women walking around in clothes that didn't cover them properly.

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

	Problem	Things they should have done
Tom		
Sally		
Paul		
Donna		

- 2 Work with a partner. Complete the advice to travellers.
 - When changing planes
 - 2 If you have to take special medicine while travelling overseas ____
 - 3 If travelling alone.
 - 4 When travelling, always wear

SPEAKING TASK

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

You might It's (very) possible that It's likely/unlikely that

It's a possibility. It could happen. It's not very likely I doubt it.

Probably, He/She/They will probably

3 Give the situations on your list a rating out of 3.

1 = possible but unlikely 2 = possible 3 = very possible

4 Look at the situations you have ranked 2 and 3. Discuss the ways you could prevent these things happening to you when you are travelling.

EXAMPLE:

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

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

WRITING TASK

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



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

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

- 3 Now you have the outline of your story and you can begin to write it. Remember to:
 - give people names
 - explain what they are doing
 - explain how they are feeling at each stage of the story
 - explain why they behave as they do



Choose one of these projects to do.

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



2 Interview and book research

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

CHECKING YOURSELF

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

Appendices

附录

Notes to the texts 课文注释

UNIT I

- 1. Down's Syndrome 唐恩综合征,以在 1866 年首次描述该病的英国医生唐恩(John Langdon Down)的名字命名。也叫先天愚型综合征,其特点是智力迟钝,并有一些体貌特征,如眼睛上斜、鼻子扁平、头小、手粗短。该病是由染色体数目异常引起的。可以采用一种称作羊膜穿刺术的特殊方法来确诊未出生胎儿的唐恩综合征。
- 2. She is proud to have taken part in competitions and to have broken a record by running two laps (800 metres) this year. 今年她参加了多次比赛,而且打破了两圈(800 米)赛跑的纪录。

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

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

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

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

3. the Paralympic Games 残奥会

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

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

adapt (oneself) to 使(某人自己)适合。如:

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

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

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

all in all 总的来说。如:

He has his faults, but all in all he is an honest man. 他有自己的缺点,但总体上看他还是诚实的。 All in all, we had a good time at the barbecue party. 总的来说,大家在烤肉野餐时都很愉快。

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

sit around/about 闲坐着。如:

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

feeling sorry for myself 是动词-ing 形式构成的短语,在句中作状语,表示伴随的情况。如: She lay in bed staring at the last leaf on the tree. 她躺在床上,眼睛盯着树上那最后一片叶子。 The soldier came into the village riding a horse. 那士兵骑着马进了村子。

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

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

Feeling ill, Jane decided to go to bed early.

Seeing the police, he hid himself behind a tree.

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

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

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

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

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

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

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

to live ... 是一个不定式短语,在本句中作定语。

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

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

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

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

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

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

9. William Wilberforce 威廉·威伯福斯(1759—1833)。英国政治家和改革家。早年毕业于剑桥大学, 1780年成为议员。后来,又成为英国下议院废奴运动的主要发言人。1807年,在威伯福斯等人的大力支持下,制定了禁止奴隶交易的法律。1823年,他又积极投入彻底废除奴隶制的战斗中。1825年,由于身体欠佳,他辞去议会工作。就在他去世后一个月,废奴提案正式成为法律。 10. Mount Kilimanjaro 乞力马扎罗山。

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

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

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

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

She's nowhere to be found. 哪儿也找不到她。

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

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

one-eyed 独眼的

kind-hearted 好心的

round-faced 圆脸的

long-armed 长臂的

honey-mouthed / honey-tongued / honey-lipped 甜言蜜语的

cold-blooded 冷血的

又如本单元的 weak-sighted 也是这样构成的复合形容词。

UNIT 2

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

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

问题: 你能利用可以得到的资源了解更多有关阿西莫夫的信息吗?

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

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

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

affair (尤指关系不长久的)风流韵事。如:

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

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

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

won't/can't have sb doing sth 不让某人做某事。如:

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

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

此句型还可以表示"教会;鼓励;劝说"。如:

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

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

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

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

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

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

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

as if 就像……似的;仿佛……。常常放在 look, sound, smell, feel, seem 等系动词的后面。如:That tree looks as if it is going to fall down. 那棵树看起来要倒似的。

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

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

有时,主句是一般现在时,而 as if 引导的从句表达的内容与事实不符合,则用虚拟语气。如:Don't talk to me as if I were a child.不要把我当作孩子那样对我讲话。(我已不是孩子了。)

They treat me as if I were their own kid. 他们把我当作亲生孩子那样对待。(我不是他们的亲生孩子。)问题:你记得与 as if 同义的另一个词组吗?请用该词组造一个句子。

UNIT 3

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

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

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

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

opposite 是介词,在……对面。如:

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

opposite 也可以作形容词,表示"相对的;相反的"。如:

on the opposite side of the street 在街的对面

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

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

He throws his weight about. 他乱用权利。

I felt discouraged when he threw cold water on my idea. 他给我的想法泼冷水时,我感到很沮丧。 She threw herself into a chair and began to cry. 她倒在椅子上,哭了起来。 He has thrown himself into gardening. 他全身心地投入园艺事业。

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

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

be about to do 即将;将要。如:

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

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

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

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

teamwork 协作;配合。如:

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

to stop it breathing 是动词不定式短语作目的状语。如:

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

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

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

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

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

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

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

- 5. The first thing I became aware of was all the vivid colours surrounding me purples, reds, oranges, yellows, blues and greens. 我首先注意到的是我周围那些鲜艳的色彩——紫色、红色、橘黄、明黄、蓝色和绿色等。
 - (be) aware of 意识到;知道;明白;觉察到。如:

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

还有一个常见的句型是 be aware that。如:

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

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

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

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

鹦嘴鱼在珊瑚礁生态系统中,扮演了相当重要的"珊瑚转换成沙"的角色。

短语upside down简单而形象地表达了"倒悬"这个意思,另有短语 inside out 也有同样的效果。如: You'd better turn the bottle upside down to empty out the oil. 你最好把瓶子倒过来,把瓶里的油控干净。

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

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

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

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

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

a steep drop 陡直向下的坡。steep 陡直的; 陡峭的。如:

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

steep 还可以指过高的价格。如:

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

UNIT 4

1. Papua New Guinea 巴布亚新几内亚。

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

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

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

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

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

此外,短语 (be) thirsty for 也可表达类似含义。如:

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

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

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

imaginative 富有想象力的;想象的。如:

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

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

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

Cinderella was dressed in the greatest splendour imaginable.

He is the most suitable person imaginable.

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

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

come across sb/sth 偶然发现或遇见某人或某物。如:

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

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

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

oxen 是 ox 的复数, 这是个不规则的复数名词。

问题:除此以外,你还学过什么不规则的名词复数形式吗?请写出几个来。

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

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

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

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

UNIT 5

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

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

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

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

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

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

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

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

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

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

I am used to sleeping on the sofa.

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

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

- 3. Although some foreign students live in student accommodation or apartments, some choose to board with English families. 虽然有些外国学生住学生宿舍或公寓房, 但有些学生却选择寄宿在英国人家里。
- 4. Living with host families, in which there may be other college students, gives her the chance to learn more about the new culture. 房东家也许会住着其他大学生, 跟这样的家庭住在一起给她提供了机会更好地了解新文化。
 - 一般来讲,英国的学校里有为学生准备的学生公寓,也提供餐食,但是有些留学生为了学习英语,尽快了解英国的生活环境和方式,尽快交友,也选择住在当地人的家里。他们有的自付房租和饭费,有的则提供一些家务劳动作为补偿。
- 5. I have been so occupied with work that I haven't had time for social activities. 我一直忙于学习,以 致于没有时间去搞社交活动。

这是一个用 so ... that ... 引导的主从复合句。

be occupied with 忙碌于;全神贯注于;从事。如:

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

6. Lima 利马。

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

7. Cuzco 库斯科。

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

8. the Andes Mountains 安第斯山脉。

世界上最长的山脉。纵贯南美大陆西部,大体上与太平洋海岸平行。

Inca civilization 印加文明。

南美洲安第斯地区印加帝国统治时期的印第安人文明。15世纪起势力强盛,首都在秘鲁南部的库斯科。16世纪初衰落,1532年被西班牙殖民者灭亡。印加人有宏伟的道路和建筑工程,发达的制陶、纺织和金属加工业。印加人修筑了梯田和复杂的灌溉系统。印加人已有一定的天文知识。

10. From Puno, we travel by boat across Lake Titicaca, stopping on the way at the floating islands of the Uros people. 我们从普诺乘船穿过的的喀喀湖,半途停歇在乌罗族人的浮岛上。

Lake Titicaca 的的喀喀湖。位于秘鲁、玻利维亚边界处的利亚奥高原上,是世界上海拔最高的淡水湖,湖水清澈见底。湖泊的五分之三在玻利维亚境内,五分之二在秘鲁境内。湖水由高山雪水汇集多条河川补给,向南经德萨瓜德罗河入玻利维亚波波湖。

the Uros people 乌罗族人,南美洲的的喀喀湖区居住的印第安人。善于利用湖中盛产的芦苇和蒲草编扎浮岛,他们过着接近原始形态的生活,以芦苇为生。

11. Take the train up to Machu Picchu for a guided tour of the ruins and the royal tomb of the Inca king.

Appendices

乘火车去马丘比丘, 由导游陪同去参观遗址和印加国王的皇家墓地。

Machu Picchu马丘比丘,印加古城遗址。它是南美洲发现的几乎未遭损毁的极少数早期城镇之一。建立在安第斯山西南部两座险峰之间。联合国于1983年宣布马丘比丘为世界遗产。它是秘鲁最著名的旅游胜地之一。

12. A short flight from Cuzco takes you from the Andes into the lowlands of the Amazon Jungle. 从库斯科乘飞机作一次短途飞行,从安第斯山到亚马孙河丛林的低地。

the Amazon Jungle 亚马孙河丛林。地球上面积最大的热带雨林,它也是南美洲绿色的心脏。此处指的是位于秘鲁东部,占其国土面积一半以上的地区,属亚马孙河上游流域,地面平缓,水网稠密,气候湿热,遍布热带雨林。

Grammar 语 法

1 夢 词 (Verbs)

1 动词不定式(The Infinitive)

1 动词不定式的完成式 (Perfect infinitive)

动词不定式的完成式由 "to + have + 动词的过去分词"构成。不定式的完成式表示不定式的动作在谓语表示的动作(状态)之前完成。

I am happy to have found many things I can do.

She was proud to have recently represented her country in an international competition.

She seems to have forgotten what she was looking for.

I would like to have seen her enter the room.

Bob pretended not to have heard me.

2 动词不定式的被动式 (Passive infinitive)

不定式的被动式由 "to + be + 动词的过去分词"构成。当不定式与其逻辑主语之间是被动关系时,要用不定式的被动式。

The robot was going to be tested out by Larry's wife.

The new drug is to be tested (out) on 500 overweight patients next year.

The company's new car has to be designed in two months.

3 在某些动词后用不带 to 的不定式构成复合宾语的句子,在改为被动结构时,不定式要加 to。

The boss made the workers work long hours.

→ The workers were made to work long hours.

We heard him sing English songs.

→ He was heard to sing English songs.

They saw you put a letter into the mailbox just now.

→ You were seen to put a letter into the mailbox just now.

2 动词 -ing 形式的被动式 (The passive -ing form)

动词-ing 形式的被动式由"being + 动词的过去分词"构成。它表示一个正在进行或与谓语表示的动作同时发生的被动动作。

Being badly wounded, the whale soon died.

George didn't like being kept waiting.

I am not interested in the topic being discussed.

主语 Being accepted into the school basketball team is a great pleasure for me.

定语 Do you know the name of the boy being awarded the gold medal?

|| 定语分句 (The Attributive Clause)

定语从句中不能用 which 作关系代词的几种情况:

1 当先行词为 all, little, much, few, everything, anything, nothing, none 等不定代词时, 关系代词用 that 而不用 which。

I have forgotten everything that he told me this morning.

All that I want is your advice.

There is not much that can be done.

2 当先行词有形容词最高级修饰时,关系代词用 that,而不用 which。

This is the funniest film that I have ever seen.

The most beautiful place that I have ever been to is Jiuzhaigou.

3 当先行词有序数词修饰时,关系代词用that,而不用which。

This is the first time that we have met.

4 当先行词被 the only, the very, the same, the right 等修饰时,关系代词用 that,而不用 which。

American audiences will see the same movie that was shown in Asia.

5 当先行词被 all, every, any, much, little, few, no 等修饰时, 关系代词用 that, 而不用 which。

All the things that you told me are lies.

6 当主句是以 which, who, what 开头的特殊问句时, 引导定语从句的关系代词一般用that, 而不用 which。

Who is the girl (that is) sitting by the lake?

Which of those books (that are) on the table belong to you?

Words and expressions in each unit 各单元生词和习惯用语

注: 带△符号的词不要求掌握

Unit 1

disability /ˌdɪsə'bɪlətɪ/ n. 伤残;无力;无能 disabled /dɪs'eɪbld/ adj. 伤残的 hearing /ˈhɪərɪŋ/ n. 听力;听觉 eyesight /ˈaɪsaɪt/ n. 视力

△ syndrome /'sındrəum/ n. 综合病征;综合症状

△ infantile paralysis /'infantail pa'rælasis/ 小儿麻痹

△ Rosalyn /rozəlɪn/ n. 罗莎琳 (女名)

lap /læp/ n. 跑道的一圈;重叠部分;(人坐着时) 大腿的上方

ambition /æm'bɪʃn/ n. 雄心; 野心

ambitious /æm'bɪʃəs/ adj. 有雄心的; 有野心的 dictation /dɪk'teɪʃn/ n. 口授; 听写(的文字)

△ Sally /'sælı/ n. 萨莉 (女名)

noisy /'noɪzɪ/ adj. 吵闹的;嘈杂的

suitable /'sjuttabl/ adj. 适合的;适宜的

entry /'entri/ n. 项目;进入;人口

beneficial /,benr'fifl/ adj. 有益的; 受益的

△ Marty /'ma:tı/ Fielding 马蒂·菲尔丁

in other words 换句话说

clumsy /'klamzı/ adj. 笨拙的

△ bump /bʌmp/ vi. 碰撞; 撞击

outgoing /'autgəuŋ/ adj. 外向的; 友好的; 外出

的, 离开的

adapt /ə'dæpt/ vt. 使适应; 改编

adapt to 适合

bench /bentʃ/ n. 长凳

cut out 切去;省略;停止(做某事)

microscope /'maɪkrəskəup/ n. 显微镜

out of breath 上气不接下气

absence /ˈæbsəns/ n. 缺席;不在某处

fellow /'feləu/ adj. 同伴的;同类的

n. 同伴; 同志; 伙伴

annoy /ə'nɔɪ/ vt. 使……不悦;惹恼 annoyed /ə'nɔɪd/ adj. 颇为生气的

△ annoyance /ə'nɔɪəns/ n. 烦恼

all in all 总而言之

firm /fs:m/ n. 公司

adj. 结实的;坚固的;坚定的

software /'spftweə/ n. 软件

sit around 闲坐着

as well as 和:也

parrot /'pærət/ n. 鹦鹉

tank/tænk/n. (盛液体、气体的)大容器;

缸;大桶

tortoise /ˈtɔːtəs/ n. 陆龟; 龟

in many ways 在很多方面

psychology /sar'kolədʒɪ/ n. 心理(学)

psychologically /ˌsaɪkə'lɒdʒɪklı/ adv. 心理(学)

地;精神上地

make fun of 取笑

encouragement /in'kʌrɪdʒmənt/ n. 鼓励; 奖励 conduct /'kɒndʌkt/ n. 行为; 品行

/kən'dʌkt/ vt. 指挥; 管理; 主持

△ mainstream / memstri:m/n. 主流; 主要倾向

△ fulfilling /fulˈfilm/ adj. 令人满意的;令人愉快的

never mind 不必担心

politics /'politiks/ n. 政治(学)

abolish /ə'bolɪʃ/ vt. 废除;废止

△ abolition /ˌæbəˈlɪʃn/n. 废除;废止

resign /rɪˈzaɪn/ vi. & vt. 辞职;辞去(工作、职位等)

slavery /'sleɪvərɪ/ n. 奴隶制

literature /ˈlɪtrətʃə/ n. 文学 (作品); 著作; 文献

△ Barry Minto /'bærɪ 'mɪntəʊ/ 巴里·明托

△ Mount Kilimanjaro /ˌkɪlɪmənˈdʒɑːrəu/ n. 乞力马 扎罗山(位于坦桑尼亚; 非洲最高山)

companion /kəm'pæniən/ n. 同伴;伙伴

assistance /əˈsɪstəns/ n. 协助;援助
congratulate /kənˈɡrætʃoleɪt/ vt. 祝贺;庆贺

congratulate /kən grætjoleil/ vi. 祝賀; 庆贺 congratulation /kən,grætjo'leiʃn/ n. 祝贺; 贺词 bowling /ˈbəʊlɪŋ/ n. 保龄球 graduation /ˌgrædʒʊ'eiʃn/ n. 毕业; 毕业典礼 certificate /sə'tɪfikət/ n. 证书 all the best (口语)(祝你)一切顺利 architect /ˈɑːkɪtekt/ n. 建筑师 △ Sanders /ˈsɑːndəz/ n. 桑德斯(姓) adequate /ˈædɪkwət/ adj. 足够的; 充分的 access /ˈækses/ n. (接近的)方法; 通路; 可接近性

accessible /əkˈsesəbl/ adj. 可接近的;可进入的;可使用的

△ wheelchair /ˈwiːltʃeə/ n. 轮椅 handy /ˈhændɪ/ adj. 方便的;有用的

△ earphone /'iəfəun/ n. 耳机

△ impair /ɪm'peə/ vt. 削弱;损伤 row /rəu/ n. 一行;一排

vt. & vi. 划 (船)

basement //beismənt/ n. 地下室
outwards //autwədz/ adv. 向外
exit //eksit/ n. 出口;离开;退场
meet with 遇到;经历;会晤
approval /əˈpruːvl/ n. 赞成;认可
dignity //dignəti/ n. 尊严;高贵的品质
profit //profit/ n. 收益;利润;盈利
△ italics /iˈtæliks/ n. (pl) 斜体 (字)
community /kəˈmjuːnəti/ n. 社区;团体;社会

Unit 2

△ household / haushəuld / adj. 家庭的;家用的 n. 一家人;家庭

fiction /ˈfikʃn/ n. 小说;虚构或想象出来的事 desire /dɪˈzaɪə/ n. 渴望;欲望;渴求

vt. 希望得到; 想要

△ Isaac Asimov / arzək 'æsımov/ 艾萨克·阿西莫夫 satisfaction / sætɪs' fæk∫n/ n. 满意, 满足,

令人满意的事物

△ Larry Belmont / lærı 'belmont / 拉里·贝尔蒙特 test out 考验出: 检验完

△ Claire /kleə/ n. 克莱尔(女名) bonus /'bəunəs/ n. 额外津贴,奖金,红利 alarm /ə'lɑːm/ vt. 使警觉,使惊恐,惊动

n. 警报; 惊恐

alarmed /ə'lɑːmd/ adj. 担心的;害怕的 apron /'eɪprən/ n. 围裙 sympathy /'sɪmpəθɪ/ n. 同情(心)

overweight /,əuvə'weɪt/ adj. 超重的,体重超常的 elegant /'elɪgənt/ adj. 优雅的,高雅的,讲究的 △ Gladys Claffern /glædıs 'klæfən/ 格拉迪丝·克拉芬

favour /'fervə/ n. 喜爱; 恩惠

vt. 喜爱; 偏袒

pile /pail/n. 堆; 摞;叠

vi. 堆起; 堆积

vt. 把……堆起;积聚

scan /skæn/ vt. 细看;仔细检查;粗略地看;

浏览;扫描

fingernail /ˈfingəneɪl/ n. 手指甲 absurd /əbˈsəːd/ adj. 荒谬的;可笑的 haircut /ˈheəkʌt/ n. 发型;理发 △ makeup /ˈmeɪkʌp/ n. 化妆品 accompany /əˈkʌmpənɪ/ vt. 陪伴;伴奏 cushion /ˈkʊʃn/ n. (坐、跪时用的)软垫;

靠垫;垫子

bedding /'bedɪŋ/ n. 寝具;铺盖
necklace /'neklɪs/ n. 项链
clerk /klɑːk; klɜːrk/ n. 售货员; 职员; 旅馆接待员
counter /'kauntə/ n. 柜台; 计数器

ring up 给……打电话

turn around 转身;翻转

awful /ˈɔːfl/ adj. 极坏的, 极讨厌的, 可怕的,

(口语) 糟透的

affair /əˈfeə/ n. 事务,事情;暧昧关系 armchair /ˈɑːmtʃeə/ n. 扶手椅;单座沙发 declare /dɪˈkleə/ vt. 宣布,声明,表明,宣称 cuisine /kwɪˈziːn/ n. 烹饪 (风味);菜肴 envy /ˈenvɪ/ vt. 忌妒,羡慕

leave ... alone 不管,别惹,让……一个人待着,

和……单独在一起

digital /ˈdɪdʒɪtl/ adj. 数字的;数码的;手指的; 脚卧的

mailbox / meilboks/n. <美>邮筒;信箱

aside/əˈsaɪd/ adv. 在一边;向一边 set aside 将……放在一边;为……节省或保 留(钱或时间)

grand /grænd/ adj. 大的,豪华的,雄伟的

△ Marion /'mærɪən/ n. 玛丽昂 (女名)

△ alphabetical /ˌælfə'betɪkl/ adj. 字母(表)的; 按字母顺序的

receiver /ri'si:və/ n. 收件人,接收机,电话听筒 in all 一共,总计

affection /əˈfekʃn/ n. 喜爱; 爱; 感情

bound /baund/ adj. 一定的;密切相关的

be bound to 一定做……

biography /bar'ogrəfi/ n. (由他人撰写的) 传记; 传记文学

holy /'həulı/ adj. 神的;上帝的;圣洁的

△ imagination /ɪˌmædʒɪˈneɪʃn/ n. 想象 (力); 创造力; 幻想物

△ transfusion /træns'fju:ʒn/ n. 输血 part-time /'pɑ:taɪm/ adj. 兼职的

△ master's degree 硕士学位

staff /starf/ n. 全体员工; 手杖

△ Philadelphia /ˌfɪləˈdelfɪə/ n. 费城(美国宾夕法 尼亚州重要港口)

navy /'neɪvɪ/ n. 海军,海军部队 junior /'dʒu:nɪə/ adj. 较年幼的,资历较浅的, 地位较低的

n. 年少者;晚辈;等级较低者

△ PhD = Doctor of Philosophy 哲学博士学位; 博士学位

biochemistry /,baɪəu'kemɪstrı/ n. 生物化学

△ Boston /'bostn/ n. 波士顿(美国东北部城市) **talent** /'tælənt/ n. 天才;特殊能力;才干 chapter /'tʃæptə/ n. (书中的)章;篇;回

∆ the Foundation /faun'der∫n/ trilogy /'trilodʒi/

《基地》三部曲

△ empire /'empaiə/ n. 帝国
theoretical /θiə'retikl/ adj. 理论(上)的,假设的
framework /'freimwɜːk/ n. 框架;结构
thinking /'θiŋkɪŋ/ n. 思想;思考
divorce /di'vɔːs/ n. 离婚;断绝关系

vt. 与 ····· · 离婚: 与 ····· · 脱离

obey /ə'beɪ/ vt. & vi. 服从; 顺从 disobey /dɪsə'beɪ/ vt. & vi. 不服从; 违抗 assessment /ə'sesmənt/ n. 评价; 评定

Unit 3

△ snorkel /'sno:kl/ vi. 戴潜水通气管潜泳
n. (潜水艇或潜水者的)通气管

△ aquarium /əˈkweərɪəm/ n. 水族馆;水族箱; 养鱼缸

anecdote /ˈænɪkdəut/ n. 轶事; 奇闻

△ Clancy /'klænsi/n. 克兰西 (男名)

△ baleen /bə'li:n/ n. 鲸须

△ baleen whale 须鲸

annual /ˈænjʊəl/ adj. 每年的;按年度计算的 n. 年刊;年鉴

△ migration /mai'grei∫n/ n. 迁徙;迁居;移居 witness /ˈwɪtnɪs/ vt. 当场见到;目击

n. 目击者; 证人; 证据

accommodation /ə,komə'deɪʃn/ n. 住所;住宿 shore /ʃɔː/ n. 岸;海滨

offshore /ˌɒfʃəː/ adv. & adj. 近海(的);离岸(的) opposite /'ɒpəzɪt/ prep. 在……对面

adj. 相对的;相反的

yell/jel/vi. 大叫; 呼喊

n. 叫声; 喊声

pause /poiz/ vi. & n. 暂停;中止

△ oar /ɔ:/ n. 桨; 橹

telescope /'teliskəup/ n. 望远镜

teamwork /'ti:mws:k/n. 协作;配合

△ blow-hole n. (鲸鱼的)鼻孔; (隧道的)通风口 dive /darv/ vi. & n. 跳水 (的动作); 潜水 (的动作);

俯冲

flee /fli:/ vi. (fled, fled) 逃避; 逃跑

vt. 逃离

△ harpoon /hɑː'puːn/ n. (捕鯨用的) 鱼叉 drag /dræg/ vt. 拖; 拉; 扯 depth /depθ/ n. 深 (度); 深处

△ meantime / mi:ntaɪm/ adv. 其间;同时

 \triangle in the meantime 在此期间,与此同时 lip /lip/ n. 一片嘴唇, (容器或洞的)边,口

△ overboard /'əuvəbɔ:d/ adv. 越过船舷进入水中 urge /ɜ:dʒ/ vt. 催促;极力主张;驱策 abandon /ə'bændən/ vt. 放弃;遗弃;抛弃 shark /ʃɑ:k/ n. 鲨鱼

help (...) out 帮助(某人)摆脱困境或危难 relationship /rɪˈleɪʃ nʃ ɪp/ n. 关系;血缘关系;交往 conservation /ˌkɒnsəˈveɪʃ n/ n. 保存;保护

△ iceberg /'aɪsbɜːg/ n. 冰山

jog /dʒɒg/ vi. 慢跑

vt. 轻推;轻撞

seaside /ˈsiːsaɪd/ n. & adj. 海边(的),海滨(的) net /net/ n. 网,网状物,网络 target /ˈtɑːgɪt/ n. 目标,靶,受批评的对象

tide /taɪd/ n. 潮(汐),潮水,潮流

△ driftnet /'drɪftnet/ n. 流网

dimension /dr'menʃn/ n. 维(数);方面;侧面 reflect /n'flekt/ vi. 思考

vt. 映射;反射;思考 pure /pjuə/ adj. 纯的;纯粹的;纯洁的 cell /sel/ n. 细胞;(蜂房的)巢室 aware /əˈweə/ adj. 意识到的;知道的

be/become aware of 对……知道、明白;意识到……

vivid /'vivid/ adj. 生动的;鲜明的;鲜艳的 **neat** /ni:t/ adj. <口>好的,整齐的;匀称的 seaweed /'si:wi:d/ n. 海草,海藻 narrow /'nærəu/ adj. 狭窄的;有限的;狭隘的 flashlight /'flæʃlant/ n. 闪光信号灯;手电筒;

闪光灯

upside down 上下翻转

suck /sak/ vt. & vi. 吮吸

- △ sea-slug /ˈsiːslʌg/ n. 海蛞蝓
- △ turtle /'tɜːtl/ n. 海龟; 龟; 甲鱼
- △ eel /i:l/n. 鳗;鳝

sharp /ʃɑːp/ adj. 锐利的;锋利的; 敏捷的 tasty /'teɪstɪ/ adj. 好吃的;可口的

△ giant /'dʒaɪənt/ adj. 巨人的; 巨大的

n. 巨人; 伟人

△ clam /klæm/ n. 蛤 grey /greɪ/ adj. & n. 灰色 (的) scare /skeə/ vt. 恐吓

vi. 受惊吓

(be) scared to death 吓死了

shallow /'ʃæləu/ adj. 浅的, 肤浅的, 浅显的 steep /stiːp/ adj. 陡峭的

boundary /'baundən/ n. 界限;分界线

Antarctic /æn'ta:ktɪk/ adj. 南极的

the Antarctic 南极洲

awesome /'ɔ:səm/ adj. 使人敬畏的;令人畏惧的

△ leap /li:p/ vi. & n. (leapt, leaped; leapt, leaped)

跳;跳跃

vt. 跳过 (障碍)

seal /si:l/ n. 海豹; 封条; 印章

△ refund /rɪˈfʌnd/ vt. 退还;偿还

n. 退款

pension / penʃn/ n. 养老金;退休金 pensioner / penʃnə/ n. 领取养老金者

Unit 4

airmail /'eəmeɪl/ n. 航空邮件

△ Papua /'pæpoə/ New Guinea /'gɪnɪ/ 巴布亚新几 内亚

fortnight /'fo:tnart/n. 两星期

hear from 接到……的信

(be) dying to 极想;渴望

roof /ru:f/n. 屋顶;车顶

muddy /'mʌdɪ/ adj. 泥泞的; 泥土般的

textbook /'teksbuk/ n. 教科书;课本

concept /'konsept/ n. 观念; 概念

△ bucket /'bʌkɪt/ n. 水桶; 吊桶; 提桶

the other day 不久前的一天

weekly /'wi:klı/ adj. & adv. 每周(的)

△ bubble /'bʌbl/ vi. 起泡,沸腾,汩汩地流动

relevant /'reləvənt/ adj. 有关的;切题的

remote /n'məut/ adj. 遥远的; 偏僻的

△ ridge /ridʒ/ n. 山脊,屋脊

weed /wi:d/n. 杂草: 野草

vt. & vi. 除杂草

△ hut /hʌt/ n. 棚屋; 小屋

rectangle /'rektængl/ n. 矩形; 长方形

rectangular /rek'tæŋgjolə/ adj. 长方形的; 矩形的 adjust /ə'dʒʌst/ vi. & vt. 调整; (使) 适合 platform /'plætfɔ:m/ n. 台; 平台; 讲台; (火车站的) 月台

broom /bruːm/ n. 扫帚
tin /tɪn/ n. 锡
jar/dʒɑː/ n. 罐;广口瓶
sniff /snɪf/ vt. & vi. 嗅;闻;用鼻子吸
participate /pɑː'tɪsɪpeɪt/ vi. 参与;参加
interpreter /ɪn'tɜːprɪtə/ n. 作口译的人
grill /grɪl/ n. 烤架;大平底锅

vt. 烧烤; 炙烤

dry out(使浸水等之物)完全变干;干透 △leftover /'left,əuvə/ n. 剩余物;残留物;剩饭 adj. 剩余的

△evil /ˈiːvl/ adj. 邪恶的

n. 邪恶; 罪恶

dry up(指河流、井等)干涸 otherwise /ˈʌðəwaɪz/ conj. 否则,不然

adv. 用别的方法; 其他方面

privilege /'privəlidʒ/ n. 特权;特别优待 paperwork /'peɪpəwɜːk/ n. 文书工作 arrangement /ə'reɪndʒmənt/ n. 安排;排列 toast /təust/ vt. 烤(面包等);敬酒

n. 烤面包 (片); 吐司面包; 干杯 comb /kəum/ n. 梳子

vi. 梳 (发)

astronaut /ˈæstrənɔ:t/ n. 宇航员;太空人 angle /ˈæŋgl/ n. 角;角度 catalogue /ˈkætəlɒg/ n. 目录

donate /dəʊˈneɪt/ vt. 捐赠

voluntary /'voləntrı/ adj. 自愿的;志愿的;无偿的 in need 在困难中;在危急中 purchase /'pɜːtʃəs/ vt. & n. 买;购买 anniversary /ˌænɪ'vɜːsərɪ/ n. 周年纪念(日) seed /siːd/ n. 种子;萌芽

△ seedling /'si:dlm/ n. 秧苗,树苗

△ vaccination /,væksɪˈneɪʃn/ n. 接种疫苗

△ loan /ləʊn/ n. 贷款

sew /səu/ vi. (用针线) 缝 vt. 缝制;缝合 sewing machine 缝纫机

△ supplement /'sʌplɪmənt/ n. 增补的事物,补充, 附录,增刊

ox /pks/ n. (pl oxen /'pksn/) 公牛

△ plough /plau/ vi. 犁 (地);耕(地)

trunk /trank/n. 树干; 躯干; 大衣箱

trunk library 箱式 (柜式) 图书馆

tractor /'træktə/ n. 拖拉机; 牵引机

Kenya /ˈkenjə/ n. 肯尼亚(非洲国家)

△ Bangladesh /,bæŋglə'deʃ/ n. 孟加拉国 (亚洲国家) click /klɪk/ vi. & vt. (使) 发出咔嗒声

n. 咔嗒声

tailor /'terlə/ n. 裁缝

vt. 剪裁; 缝制(衣服)

△ Tanzania /,tænzəˈnɪə/ n. 坦桑尼亚 (东非国家)

△ economic /,i:kə'nomik/ adj. 经济的, 经济学的 political /pə'lɪtɪkl/ adj. 政治的, 政党的

△ Nepal /m'po:l/ n. 尼泊尔 (亚洲国家)

△ Uganda /juːˈgændə/ n. 乌干达 (东非国家)

distribute /dr'strɪbju:t/ vt. 分配;分发

distribution /ˌdɪstrɪ'bju:ʃn/ n. 分配,分发,分 布状态

△ financial /far'nænʃl/ adj. 财务的,金融的,财 政的

security /sɪ'kjuərətɪ/ n. 安全;保护;保障 operate /'ppəreɪt/ vi. 工作;运转

vt. 操作

△ Sudan /suːˈdɑːn/ n. 苏丹(非洲国家) clinic /ˈklmɪk/ n. 门诊部;小诊所

△ Malawi /məˈlɑːwɪ/ n. 马拉维(非洲国家)

Unit 5

adjust to 适应
keep it up 保持优秀成绩,继续干下去
fit in 相适应;相融和
motherland / mʌðəlænd/ n. 祖国
visa / ˈviːzə/ n. 签证
queue /kjuː/ n. 队列,行列
vi. 排队

cafeteria /,kæfə'tɪərɪə/ n. 自助食堂;自助餐厅 lecture /ˈlektʃə/ n. & vi. 演讲;讲课 qualification /,kwɒlɪfi'keɪʃn/ n. 资格;资历 preparation /,prepə'reɪʃn/ n. 准备;预备 recommend /,rekə'mend/ vt. 推荐;建议 shopkeeper /ˈʃɒp,ki:pə/ n. 店主 idiom /ˈɪdɪəm/ n. 习语;成语 comfort /ˈkʌmfət/ n. 舒适;安慰

vt. 安慰

substitute /'sʌbstɪtjuːt/ n. 代替者;代用品 vt. 用······代替······

academic /ˌækə'demɪk/ adj. 学校的; 学术的 requirement /rɪ'kwaɪəmənt/ n. 需要; 要求 essay /ˈeseɪ/ n. 文章; 散文 tutor /ˈtjuːtə/ n. 导师; 助教; 家庭教师 △ revise /rɪ'vaɪz/ vt. 复查; 修正; 复习 revision /rɪ'vɪʒn/ n. 复查; 修正; 复习 draft /drɑːft/ n. 草稿; 草案

vt. 草拟;起草

numb /nam/ adj. 麻木的;失去知觉的 acknowledge /ək'nɒlɪdʒ/ vt. 承认;确认;答谢 as far as one is concerned 就……而言 contradict /,kɒntrə'dɪkt/ vt. 反驳;驳斥 autonomous /ɔ:'tɒnəməs/ adj. 自主的;自治的; 独立的

occupy /'okjupaɪ/ vt. 占用;占领;占据

be occupied with 忙着做……;忙于某事物 enterprise /'entəpraız/ n. 事业;事业心 apology /ə'polədʒɪ/ n. 道歉;谢罪 seminar /'semɪnɑː/ n. (专题)研讨会 videophone /'vɪdɪəʊfəʊn/ n. 可视电话 Rugby /'rʌgbɪ/ n. (英式)橄榄球 bachelor /'bætʃələ/ n. 获学士学位的人;未婚男子 bachelor's degree 学士学位

routine /ru:'ti:n/ n. 常规; 日常事务

adj. 通常的;例行的

minibus /'mɪnɪbʌs/ n. 小型公共汽车 optional /'ppʃənl/ adj. 可选择的;随意的

day in and day out 日复一日

cage /keidʒ/ n. 鸟笼; 兽槛 bark /bɑ:k/ vi. (指狗等) 吠叫; 咆哮

n. 犬吠声; 树皮

battery /'bætəri/n. 电池(组), 电瓶, 炮台

△ site /sart/ n. 地方; 地点; 现场

△ Julie /'dʒu:lɪ/ n. 朱莉(女名)

△ Abigail /ˈæbɪgeɪl/ n. 阿比盖尔(女名)drill /drɪl/ vi. & vt. 钻(孔)

n. 钻; 钻机

oilfield /'oilfi:ld/ n. 油田

△ Jamie /'dʒeɪmɪ/ n. 杰米 (男名)

△ Sam /sæm/n. 萨姆(男名)

△ Lima /'li:mə/ n. 利马 (秘鲁首都)

△ Cuzco /'kuskəu/ n. 库斯科 (秘鲁南部城市)

△ the Andes /'ændi:z/ mountains 安第斯山脉

△ Peru /pɔ'ru:/ n. 秘鲁 (南美国家)

△ Lia /lɪə/ n. 莉亚 (女名)

agent /'eɪdʒənt/ n. 代理人; 经纪人

travel agent 旅行代办人,旅行代理人 △ geographical /ˌdʒɪə'græfikl/ adj. 地理(学)的

parallel /'pærəlel/ adj. 平行的,相同的,类似的

△ Lake Titicaca /,tttl'kɑ:kɑ:/ 的的喀喀湖
abundant /ə'bʌndənt/ adj. 丰富的,充裕的

△ Inca /ˈɪŋkə/ Empire 印加帝国

govern /'gʌvn/ vt. & vi. 统治; 支配; 管理

△ onwards /'ɒnwədz/ adv. 向前地;前进地 destination /ˌdestɪˈneɪʃn/ n. 目的地

△ Machu Picchu /ˌmɑːtʃuː 'piːktʃuː/ 马丘比丘 (秘鲁)

inn /m/ n. 客栈

out of the question 不可能的;不值得讨论的

△ hike /haɪk/ vi. & n. 远足; 徒步旅行

△ Puno /'pu:nəʊ/ n. 普诺 (秘鲁)

tomb /tu:m/ n. 坟墓

△ the Amazon /ˈæməzən/ Jungle 亚马孙河热带

丛林

settle in (迁入新居、更换工作后) 安顿下来

Vocabulary 词 汇 表

A		anecdote /ˈænɪkdəut/ n. 轶事; 奇闻	(3)
abandon /əˈbændən/ vt. 放弃;遗弃;抛弃	(3)	angle /ˈæŋgl/ n. 角;角度	(4)
△ Abigail /ˈæbɪgeɪl/ n. 阿比盖尔 (女名)	(5)	anniversary /ˌænɪ'vɜːsərɪ/ n. 周年纪念(日)	(4)
abolish /ə'bɒlɪʃ/ vt. 废除,废止	(1)	annoy /əˈnɔɪ/ vt. 使不悦,惹恼	(1)
△ abolition /,æbəˈlɪʃn/ n. 废除;废止	(1)	annoyed /əˈnɔɪd/ adj. 颇为生气的	(1)
absence /ˈæbsəns/ n. 缺席;不在某处	7 - 2 - 2 - 2	△ annoyance /ə'nəɪəns/ n. 烦恼	(1)
	(1)	annual /ˈænjʊəl/ adj. 每年的;按年度计算的	
absurd /əb'sə:d/ adj. 荒谬的;可笑的	(2)	n. 年刊; 年鉴	(3)
abundant /ə'bʌndənt/ adj. 丰富的, 充裕的	(5)	Antarctic /æn'tɑ:ktɪk/ adj. 南极的	(3)
academic /ˌækəˈdemɪk/ adj. 学校的; 学术的	(5)	the Antarctic 南极洲	(3)
access /ˈækses/ n. (接近的) 方法;通路;	248	apology /ə'pɒlədʒɪ/ n. 道歉,谢罪	(5)
可接近性	(1)	approval /ə'pru:vl/ n. 赞成;认可	(1)
accessible /ək'sesəbl/ adj. 可接近的; 可进		apron /'eɪprən/ n. 围裙	(2)
人的; 可使用的		△ aquarium /ə'kweərɪəm/ n. 水族馆; 水族箱	
accommodation /ə,komə'deɪʃn/ n. 住所;住宿	of the North	养鱼缸	(3)
accompany /əˈkʌmpəni/ vt. 陪伴; 伴奏	(2)	architect /ˈɑːkɪtekt/ n. 建筑师	(1)
acknowledge /ək'nplidʒ/ vt. 承认;确认;答谢	(5)	armchair /ˈɑːmtʃeə/ n. 扶手椅; 单座沙发	(2)
adapt /əˈdæpt/ vt. 使适应,改编	(1)	arrangement /əˈreɪndʒmənt/ n. 安排;排列	(4)
adapt to 适合	(1)	as far as one is concerned 就而言	(5)
adequate /ˈædɪkwət/ adj. 足够的,充分的	(1)	as well as 和;也	(1)
adjust /ə'dʒʌst/ vi. & vt. 调整;(使)适合	(4)	aside/əˈsaɪd/ adv. 在一边;向一边	(2)
adjust to 适应	(5)	set aside 将放在一边,为节省	(-)
affair /əˈfeə/ n. 事务;事情;暧昧关系	(2)	或保留(钱或时间)	(2)
affection /əˈfek∫n/ n. 喜爱; 爱; 感情	(2)	assessment /əˈsesmənt/ n. 评价: 评定	(2)
agent /'eɪdʒənt/ n. 代理人; 经纪人	(5)	assistance /əˈsɪstəns/ n. 协助;援助	(1)
travel agent 旅行代办人,旅行代理人	(5)	astronaut /ˈæstrənɔːt/ n. 宇航员;太空人	(4)
airmail /'eəmeɪl/ n. 航空邮件	(4)	autonomous /ɔ:'tɒnəməs/ adj. 自主的; 自治的	
alarm /ə'lɑ:m/ vt. 使警觉; 使惊恐; 惊动		独立的	(5)
n. 警报; 惊恐	(2)	aware /əˈweə/ adj. 意识到的;知道的	(3)
alarmed /əˈlɑːmd/ adj. 担心的,害怕的	(2)	be/become aware of 对知道、明白;	(3)
all in all 总而言之	(1)	意识到······	(3)
all the best(口语)(祝你)一切顺利	(1)	awesome /ˈɔːsəm/ adj. 使人敬畏的;	(3)
△ alphabetical /ˌælfə'betɪkl/ adj. 字母(表)的;		令人畏惧的	(3)
按字母顺序的(2)		awful /ˈɔːfl/ adj. 极坏的;极讨厌的;可怕的;	
ambition /æm'bɪʃn/ n. 雄心, 野心	(1)	(口语)糟透的	
ambitious /æm'bɪʃəs/ adj. 有雄心的;		(日本) 有及如	(2)
有野心的	(1)		

B		△ clam /klæm/ n. 蛤	(3)
hashalas //hastfala/ a #t 24 1 24 12 44 1		△ Clancy /'klænsı/ n. 克兰西(男名)	(3)
bachelor /ˈbætʃələ/ n. 获学士学位的人; 未婚男子	(5)	clerk /kla:k; kla:rk/n. 售货员;职员;旅馆接待员	(2)
	(5)	click /klɪk/ vi. & vt. (使) 发出咔嗒声	
bachelor's degree 学士学位	(5)	n. 咔嗒声	(4)
△ baleen /bəˈliːn/ n. 鲸须	(3)	clinic /'klınık/ n. 门诊部;小诊所	(4)
△ baleen whale 須鲸	(3)	clumsy /'klʌmzɪ/ adj. 笨拙的	(1)
△ Bangladesh /ˌbæŋglə'deʃ/ n. 孟加拉国	248	comb /kəum/ n. 梳子	
(亚洲国家)	(4)	vi. 梳 (发)	(4)
bark /bɑːk/ vi. (指狗等) 吠叫, 咆哮	- Z-	comfort /'kʌmfət/ n. 舒适;安慰	
n. 犬吠声; 树皮	(5)	vt. 安慰	(5)
△ Barry Minto /'bærɪ 'mɪntəʊ/ 巴里·明托	(1)	community /kəˈmjuːnətɪ/ n. 社区;团体;社会	
basement /'beismənt/ n. 地下室	(1)	companion /kəmˈpænɪən/ n. 同伴; 伙伴	(1)
battery /'bætərı/ n. 电池 (组); 电瓶; 炮台	(5)	concept /ˈkɒnsept/ n. 观念;概念	(4)
(be) dying to 极想, 渴望	(4)	conduct /ˈkondʌkt/ n. 行为; 品行	(1)
bedding /'bedm/ n. 寝具;铺盖	(2)	/kənˈdʌkt/ vt. 指挥; 管理; 主持	(1)
bench /bentʃ/ n. 长凳	(1)	Valida G. Caracte Salvado e Caracter (E. Petterio Val.) - Petterio Caracter (Caracter	
beneficial /ˌbenɪˈfɪʃl/ adj. 有益的, 受益的	(1)	congratulate /kənˈgrætʃuleɪt/ vt. 祝贺, 庆贺	(1)
biochemistry /,barəu'kemɪstrɪ/ n. 生物化学	(2)	congratulation /kənˌgrætʃʊˈleɪʃn/n. 祝贺; 贺词	545.565.76
biography /baɪ'ɒgrəfi/ n. (由他人撰写的) 传	记;	conservation /,konsə'veɪʃn/ n. 保存;保护	(3)
传记文学	(2)	contradict /ˌkontrəˈdɪkt/ vt. 反驳; 驳斥	(5)
△ blow-hole n. (鲸鱼的) 鼻孔;		counter /ˈkaʊntə/ n. 柜台; 计数器	(2)
(隧道的) 通风口	(3)	cuisine /kwr'zi:n/ n. 烹饪 (风味); 菜肴	(2)
bonus /'bəʊnəs/ n. 额外津贴;奖金;红利	(2)	cushion /'ku∫n/ n. (坐、跪时用的) 软垫;	
△ Boston / bostn/n. 波士顿(美国东北部城市	(2)	靠垫;垫子	(2)
bound /baund/ adj. 一定的;密切相关的	(2)	cut out 切去;省略;停止(做某事)	(1)
be bound to 一定做	(2)	△ Cuzco /ˈkuskəu/ n. 库斯科(秘鲁南部城市)(5)
boundary /'baundərı/ n. 界限;分界线	(3)		
bowling /'bəulm/ n. 保龄球	(1)	B	
broom /bru:m/ n. 扫帚	(4)	day in and day out 日复一日	(5)
△ bubble /'bʌbl/ vi. 起泡,沸腾,汩汩地流z	动(4)	declare /dɪˈkleə/ vt. 宣布; 声明; 表明; 宣称	350
△ bucket /'bʌkɪt/ n. 水桶; 吊桶; 提桶	(4)	depth /depθ/n. 深 (度); 深处	(3)
△ bump /bʌmp/ vi. 碰撞,撞击	(1)	desire /dɪˈzaɪə/ n. 渴望;欲望;渴求	
Control of the second of the s	1140020	vt. 希望得到, 想要	(2)
		destination /ˌdestɪˈneɪʃn/ n. 目的地	(5)
		dictation /dɪk'teɪʃn/ n. 口授; 听写 (的文字)	(1)
cafeteria /ˌkæfəˈtɪərɪə/ n. 自助食堂;自助餐戶	广(5)	digital /'dıdʒɪtl/ adj. 数字的; 数码的;	(*)
cage /keɪdʒ/ n. 鸟笼; 兽槛	(5)	手指的; 脚趾的	(2)
catalogue /ˈkætəlɒg/ n. 目录	(4)	dignity /'dignəti/ n. 尊严; 高贵的品质	(1)
cell /sel/ n. 细胞; (蜂房的) 巢室	(3)	그 그렇게 그리고 그렇게 그 그렇게 하면 하셨다면 하면 하면 없다.	
certificate /sə'tɪfikət/ n. 证书	(1)	dimension /di'men∫n/ n. 维(数);方面;侧面	(3)
chapter /'t∫æptə/n. (书中的) 章;篇;回	(2)	disability /ˌdɪsəˈbɪlətɪ/ n. 伤残,无力,无能	(1)
△ Claire /kleə/ n. 克莱尔(女名)	(2)	disabled /dɪs'eɪbld/ adj. 伤残的	(1)

distribute /dɪˈstrɪbjuːt/ vt. 分配;分发	(4)	fingernail /ˈfingəneɪl/ n. 手指甲	(2)
distribution /ˌdɪstrɪ'bju:ʃn/ n. 分配;分发;		firm /fs:m/ n. 公司	
分布状态	(4)	adj. 结实的;坚固的;坚定的	(1)
dive /darv/ vi. & n. 跳水 (的动作);		fit in 相适应;相融和	(5)
潜水 (的动作); 俯冲	(3)	flashlight /ˈflæʃlaɪt/ n. 闪光信号灯;手电筒;	
divorce /dɪ'vɔ:s/ n. 离婚; 断绝关系		闪光灯	(3)
vt. 与离婚; 与脱离	(2)	flee /fli:/ vi. (fled, fled)逃避;逃跑	
donate /dəu'neɪt/ vt. 捐赠	(4)	vt. 逃离	(3)
draft /dra:ft/ n. 草稿; 草案		fortnight /'fo:tnart/ n. 两星期	(4)
vt. 草拟;起草	(5)	framework /'fremws:k/n. 框架;结构	(2)
drag/dræg/vt. 拖;拉;扯	(3)	△ fulfilling /fulˈfɪlɪŋ/ adj. 令人满意的;	
△ driftnet /'drɪftnet/ n. 流网	(3)	令人愉快的	(1)
drill /dnl/ vi. & vt. 钻(孔)			
n. 钻; 钻机	(5)	6	
dry out (使浸水等之物) 完全变干;干透	(4)	△geographical /,dʒɪə'græfɪkl/ adj. 地理(学)的	(5)
dry up (指河流、井等) 干涸	(4)	△ giant /'dʒaɪənt/ adj. 巨人的; 巨大的	(3)
_		n. 巨人; 伟人	(3)
		△ Gladys Claffern /ˈglædɪs ˈklæfən/	(3)
A sambana (referent a Fitti	(1)	格拉迪丝·克拉芬	(2)
△ earphone /ˈɪəfəun/ n. 耳机	(1)	govern /ˈgʌvn/ vt. & vi. 统治;支配;管理	(5)
△ economic /ˌiːkəˈnɒmɪk/ adj. 经济的, 经济学的		graduation /ˌgrædʒʊˈeɪʃn/ n. 毕业,毕业典礼	(1)
△ eel /i:l/ n. 鳗,鳝	(3)	grand /grænd/ adj. 大的,豪华的,雄伟的	(2)
elegant /'eligənt/ adj. 优雅的, 高雅的, 讲究的		grey/grei/ adj. & n. 灰色 (的)	(3)
△ empire /'empara/ n. 帝国	(2)	grill /gril/ n. 烤架;大平底锅	35.5
encouragement /m'kʌrɪdʒmənt/ n. 鼓励; 奖励	(1)	vt. 烧烤; 炙烤	(4)
enterprise /'entəpraiz/ n. 事业; 事业心	(5)		B 6
entry /'entri/ n. 项目;进入;入口	(1)		
envy /'envɪ/ vt. 忌妒;羡慕	(2)	R	10/2007
essay /'eseɪ/ n. 文章; 散文	(5)	haircut / heəkʌt/ n. 发型; 理发	(2)
△evil /ˈiːvl/ adj. 邪恶的	CAN	handy /ˈhændɪ/ adj. 方便的;有用的	(1)
n. 邪恶; 罪恶	(4)	△ harpoon /hoːˈpuːn/ n. (捕鯨用的) 鱼叉	(3)
exit /'eksɪt/ n. 出口, 离开, 退场	(1)	hear from 接到·····的信	(4)
eyesight /'aɪsaɪt/ n. 视力	(1)	hearing /ˈhiərɪn/ n. 听力;听觉	(1)
E		help () out 帮助 (某人) 摆脱困境或危难	(3)
		△ hike /hauk/ vi. & n. 远足; 徒步旅行	(5)
favour /'feivə/ n. 喜爱; 恩惠		holy /ˈhəʊlɪ/ adj. 神的,上帝的,圣洁的	(2)
vt. 喜爱; 偏袒	(2)	△ household /ˈhaʊshəʊld/ adj. 家庭的;家用的 n. 一家人;家庭	
fellow /'feləu/ adj. 同伴的;同类的		<i>n</i> . 一系八; 系庭 △ hut /hʌt/ <i>n</i> . 棚屋; 小屋	(2) (4)
n. 同伴; 同志; 伙伴	(1)	△ nut/mat/n. 侧座; /]/座	(4)
fiction /ˈfikʃn/n. 小说;虚构或想象出来的事	(2)	-	
△ financial /far'nænʃl/ adj. 财务的;金融的;			
财政的	(4)	△ iceberg /'aɪsbɜ:g/ n. 冰山	(3)

idiom /ˈɪdɪəm/ n. 习语;成语	(5)	lecture /'lektʃə/ n. & vi. 演讲;讲课	(5)
△ imagination /l₁mædʒɪˈneɪʃn/ n. 想象 (力); 包]	△ leftover / left,əuvə/ n. 剩余物; 残留物; 剩饭	
造力; 幻想物	(2)	adj. 剩余的	(4)
△ impair /ɪm'peə/ vt. 削弱;损伤	(1)	△ Lia /lɪə/ n. 莉亚 (女名)	(5)
in all 一共,总计	(2)	△ Lima /ˈliːmə/ n. 利马 (秘鲁首都)	(5)
in many ways 在很多方面	(1)	lip /lip/ n. 一片嘴唇; (容器或洞的)边,口	(3)
in need 在困难中;在危急中	(4)	literature /ˈlɪtrətʃə/ n. 文学 (作品); 著作; 文献	(1)
in other words 换句话说	(1)	△ loan /ləun/ n. 贷款	(4)
△ Inca /ˈɪŋkə/ Empire 印加帝国	(5)	MM-M2	
△ infantile paralysis /infantail pa'rælasis/ 小儿麻痹	(1)		
inn /m/ n. 客栈	(5)	A MARIA DE LA CARROLLA CARROLL	
interpreter /m'ts:pritə/ n. 作口译的人	(4)	△ Machu Picchu /ˌmɑːtʃuː ˈpiːktʃuː/ 马丘比丘	
△ Isaac Asimov /'aızək 'æsımov/		(秘鲁)	(5)
艾萨克·阿西莫夫	(2)	mailbox / meɪlboks/ n. <美>邮筒;信箱	(2)
△ italics /i'tælɪks/ n. (pl) 斜体 (字)	(1)	△ mainstream / meinstri:m/n. 主流; 主要倾向	1701040
		make fun of 取笑	(1)
		△ makeup /ˈmeɪkʌp/ n. 化妆品	(2)
	5/E1	△ Malawi /mə'lɑːwɪ/ n. 马拉维(非洲国家)	(4)
△ Jamie /ˈdʒeɪmɪ/ n. 杰米(男名)	(5)	△ Marion /'mærɪən/ n. 玛丽昂 (女名)	(2)
jar/dʒɑː/ n. 罐;广口瓶	(4)	△ Marty / ma:tı/ Fielding 马蒂·菲尔丁	(1)
jog /dʒɒg/ vi. 慢跑		△ master's degree 硕士学位	(2)
vt. 轻推,轻撞	(3)	△ meantime / mi:ntaɪm/ adv. 其间;同时	(3)
△ Julie /'dʒu:lı/ n. 朱莉(女名)	(5)	△ in the meantime 在此期间;与此同时	(3)
junior /'dʒu:nɪə/adj. 较年幼的,资历较浅的,		meet with 遇到,经历,会晤	(1)
地位较低的		microscope /ˈmaɪkrəskəup/ n. 显微镜	(1)
n. 年少者;晚辈;等级较低者	z (2)	△ migration /marˈgreɪʃn/ n. 迁徙, 迁居, 移居	(3)
1.0		minibus /ˈmɪnɪbʌs/ n. 小型公共汽车	(5)
K		motherland /'mʌðəlænd/ n. 祖国	(5)
keep it up 保持优秀成绩,继续干下去	(5)	△ Mount Kilimanjaro /ˌkɪlɪmənˈdʒɑːrəʊ/ n. 乞力	J
Kenya /ˈkenjə/ n. 肯尼亚 (非洲国家)	(4)	马扎罗山(位于坦桑尼亚; 非洲最高山)	(1)
Tellya, nedje, iii H/BEE (HF/HB9C)	1.7	muddy /'mʌdɪ/ adj. 泥泞的;泥土般的	(4)
		Q <u>uoti</u>	
Ran			
△ Lake Titicaca /ˌtɪtɪˈkɑːkɑː/ 的的喀喀湖	(5)	narrow (narrow) adi 独容的 太阳的 独僻的	(2)
lap /læp/ n. 跑道的一圈; 重叠部分;		narrow/nærou/adj.狭窄的,有限的,狭隘的	(3)
(人坐着时) 大腿的上方	(1)	navy /'neɪvɪ/ n. 海军;海军部队	(2)
△ Larry Belmont /læn 'belmont/ 拉里·贝尔蒙特	£ (2)	neat /nixt/ adj. <口>好的,整齐的,匀称的	
△ leap /li:p/vi. & n. (leapt, leaped; leapt, leape	d)	necklace /'neklis/ n. 项链	(2)
跳, 跳跃		△ Nepal /nr'po:l/ n. 尼泊尔(亚洲国家)	(4)
vt. 跳过 (障碍)	(3)	net /net/ n. 网, 网状物, 网络	(3)
leave alone 不管;别惹;让一个人		never mind 不必担心	(1)
待着;和单独在一起	(2)	noisy /ˈnɔɪzɪ/ adj. 吵闹的,嘈杂的	(1)
		numb /nʌm/ adi. 麻木的. 失去知觉的	(5)

		pile /pail/ n. 堆; 摞; 叠	
0		vi. 堆起; 堆积	
△ oar /ɔː/ n. 奖;橹	(3)	vt. 把堆起;积聚	(2)
obey /əˈbeɪ/ vi. & vt. 服从,顺从	(2)	platform / plætfɔ:m/n.台; 平台; 讲台;	
disobey /disə'bei/ vi. & vt. 不服从,违抗	(2)	(火车站的) 月台	(4)
occupy /'okjupaɪ/ vt. 占用, 占领, 占据	(5)	△ plough /plau/ vi. 犁 (地);耕 (地)	(4)
be occupied with 忙着做,忙于某事物	(5)	politics /'politiks/ n. 政治 (学)	(1)
oilfield /ˈɔɪlfiːld/ n. 油田	(5)	political /pə'lɪtɪkl/ adj. 政治的; 政党的	(4)
△ onwards /'ɒnwədz/ adv. 向前地; 前进地	(5)	preparation /,prepə'reɪʃn/ n. 准备; 预备	(5)
operate /'ppəreɪt/ vi. 工作;运转	(3)	privilege /'privəlidʒ/ n. 特权;特别优待	(4)
vt. 操作	(4)	profit/profit/n. 收益;利润;盈利	(1)
opposite /'ppəzɪt/ prep. 在对面	(4)	psychology /sar'kolədʒɪ/ n. 心理(学)	(1)
<i>adj</i> . 相对的; 相反的	(3)	psychologically /,saikə'lodzikli/ adv.	
optional /'ppʃənl/ adj. 可选择的,随意的	(5)	心理(学)地;精神上地	(1)
otherwise / ʌðəwaɪz/ conj. 否则,不然	(3)	△ Puno /'pu:nəʊ/ n. 普诺 (秘鲁)	(5)
adv. 用别的方法,其他方面	i (4)	purchase /'pɜ:tʃəs/ vt. & n. 买;购买	(4)
out of breath 上气不接下气	(1)	pure /pjuə/ adj. 纯的;纯粹的;纯洁的	(3)
out of the question 不可能的;不值得讨论的	3000000		
outgoing / autgoun/ adj. 外向的, 友好的,	9(3)		
外出的, 离开的	(1)	gualification /kumhfrlharfn/ n 次拉 次正	(5)
outwards /ˈautwədz/ adv. 向外	(1)	qualification /ˌkwɒlɪfɪˈkeɪʃn/ n. 资格;资历 queue /kjuː/ n. 队列;行列	(5)
△ overboard /ˈəuvəbɔːd/ adv. 越过船舷进入水中	2362012001	vi. 排队	(5)
overweight /əʊvəˈweɪt/ adj. 超重的,体重超常的		VI. HEBY	(3)
ox /pks/ n. (pl oxen /'pksn/) 公牛	(4)	D	
or toksi n. (pt oxell toksiii) 47	(4)	K	
D		receiver /n'siːvə/ n. 收件人,接收机,电话听筒	(2)
		recommend /,rekə'mend/ vt. 推荐,建议	(5)
paperwork /'peɪpəwɜːk/ n. 文书工作	(4)	rectangle / rektængl/ n. 矩形;长方形	(4)
△ Papua /'pæpuə/ New Guinea /'gını/		rectangular /rek'tængjulə/ adj. 长方形的;	
巴布亚新几内亚	(4)	矩形的	(4)
parallel /pærəlel/adj. 平行的,相同的,类似的	(5)	reflect /rɪˈflekt/ vi. 思考	
parrot /'pærət/ n. 鹦鹉	(1)	vt. 映射; 反射; 思考	(3)
participate /pa:'tɪsɪpeɪt/ vi. 参与;参加	(4)	△ refund /n'fʌnd/ vt. 退还, 偿还	
part-time /'pɑ:taɪm/ adj. 兼职的	(2)	n. 退款	(3)
pause /pɔːz/ vi. & n. 暂停;中止	(3)	relationship /rɪˈleɪʃnʃɪp/n.关系,血缘关系,交往	(3)
pension /'pensn/n. 养老金;退休金	(3)	relevant /'reləvənt/ adj. 有关的;切题的	(4)
pensioner /'penʃnə/ n. 领取养老金者	(3)	remote /rɪˈməʊt/ adj. 遥远的;偏僻的	(4)
△ Peru /pə'ru:/ n. 秘鲁 (南美国家)	(5)	requirement /rɪ'kwaɪəmənt/ n. 需要,要求	(5)
△ PhD = Doctor of Philosophy 哲学博士学位	;	resign /n'zam/ vi. & vt. 辞职;辞去(工作、职位等)	(1)
博士学位	(2)	△ revise /n'vaɪz/ vt. 复查;修正;复习	(5)
△ Philadelphia /,filə'delfiə/ n.		revision /rɪˈvɪʒn/ n. 复查, 修正, 复习	(5)
费城 (羊国常力注尼亚州重更港口)	(2)	△ ridge /ridg/ n 川春、景巻	(4)

ring up 给打电话	(2)	slavery /'sleɪvərɪ/ n. 奴隶制	(1)
roof /ru:f/n. 屋顶;车顶	(4)	sniff /snɪf/ vt. & vi. 嗅;闻;用鼻子吸	(4)
△ Rosalyn /ˈrozəlɪn/ n. 罗莎琳(女名)	(1)	△ snorkel /'sno:kl/ vi. 戴潜水通气管潜泳	
routine /ru:'ti:n/ n. 常规; 日常事务		n. (潜水艇或潜水者的)	
adj. 通常的;例行的	(5)	通气管	(3)
row /rəu/ n. 一行;一排	(1)	software /'softweə/ n. 软件	(1)
vt. & vi. 划 (船)	(1)	staff /sta:f/ n. 全体员工; 手杖	(2)
Rugby /ˈrʌgbi/ n. (英式) 橄榄球	(5)	steep /sti:p/ adj. 陡峭的	(3)
		substitute /'sʌbstɪtjuːt/ n. 代替者; 代用品	
S		vt. 用······代替······	(5)
△ Sally /'sælı/ n. 萨莉 (女名)	(1)	suck /sʌk/ vt. & vi. 吮吸	(3)
△ Sam /sæm/ n. 萨姆(男名)	(1)	△ Sudan /suːˈdɑːn/ n. 苏丹(非洲国家)	(4)
	(5)	suitable /'sju:təbl/ adj. 适合的;适宜的	(1)
△ Sanders /ˈsɑːndəz/ n. 桑德斯(姓)	(1)	△ supplement /sʌplɪmənt/ n. 增补的事物;补充	;
satisfaction /ˌsætɪsˈfækʃn/ n. 满意;满足;	(2)	附录;增刊	(4)
令人满意的事物	(2)	sympathy /ˈsɪmpəθɪ/ n. 同情(心)	(2)
scan /skæn/ vt. 细看; 仔细检查;	(2)	△ syndrome /smdrəum/ n. 综合病征;综合症状	(1)
粗略地看;浏览;扫描 scare /skeə/ vt. 恐吓	(2)	_	
vi. 受惊吓	(3)	T	
(be) scared to death 吓死了	(3)	tailor /'teɪlə/ n. 裁缝	
seal /si:l/ n. 海豹; 封条; 印章	3350	vt. 剪裁; 缝制 (衣服)	(4)
seaside /ˈsiːsaɪd/ n. & adj. 海边(的),海滨(的	(3)	VIENDS CARRY NO. ANY THE RESERVE OF THE PROPERTY OF THE PARTY.	
- 보고 살은 마이트 등록 등에 급시하고 하나 생산되고 보고 있다. 그리고 있는 그 부모를 하는 것이 되었습니다. 보고 있는 것이 되었습니다. 그리고 있는 것이 되었습니다. 그리고 있다면 보고 있다. 		talent /ˈtælənt/ n. 天才;特殊能力;才干	(2)
△ sea-slug /ˈsiɪslʌg/ n. 海蛞蝓	(3)	tank /tænk/n. (盛液体、气体的)大容器;缸;大桶	
seaweed /ˈsiːwiːd/ n. 海草;海藻	(3)	△ Tanzania /ˌtænzəˈmə/n. 坦桑尼亚(东非国家)	(4)
security /sɪ'kjuərətɪ/ n. 安全,保护,保障	(4)	target /ˈtɑːgɪt/ n. 目标; 靶; 受批评的对象	(3)
seed /si:d/ n. 种子; 萌芽	(4)	tasty /'teisti/ adj. 好吃的,可口的	(3)
△ seedling /ˈsiːdlɪŋ/ n. 秧苗,树苗	(4)	teamwork /ˈtiːmwɜːk/ n. 协作;配合	(3)
seminar / semma: / n. (专题) 研讨会	(5)	telescope /'teliskəup/ n. 望远镜	(3)
settle in(迁入新居、更换工作后)安顿下列	K(2)	test out 考验出,检验完	(2)
sew /sou/ vi. (用针线) 缝	(4)	textbook / teksbuk/ n. 教科书; 课本	(4)
vt. 缝制; 缝合	(4)	△ the Amazon /ˈæməzən/ Jungle 亚马孙河	(5)
sewing machine 缝纫机	(4)		(5)
shallow /ˈʃæləu/ adj. 浅的; 肤浅的; 浅显的 shark /ʃɑːk/ n. 鲨鱼	(3)		(5)
	(3)	A the Foundation /faun'dei∫n/ trilogy /'trilədʒi/	
sharp /ʃɑːp/ adj. 锐利的,锋利的,敏捷的	(3)	《基地》三部曲	(2)
shopkeeper /ʃopˌkiːpə/ n. 店主	(5)	THE RESIDENCE AND ADDRESS OF THE PARTY OF TH	(4)
shore /ʃɔː/ n. 岸;海滨 offshore /pfsov/ adv & adi 运流 (bt)	(3)	theoretical /θιəˈretɪkl/ adj. 理论(上)的;	(2)
offshore /ˌɒfʃɔː/ adv. & adj. 近海(的);	(2)		(2)
离岸(的)	(3)	thinking //θɪŋkɪŋ/ n. 思想;思考	(2)
sit around 闲坐着 △ site /saɪt/ n. 地方: 地点: 现场	(1) (5)		(3) (4)
/\ SILC /Salu n, 以E 刀; 以E 尽; 以LJ加	(3)	um / um/ /1. 120	(4)

toast /təust/ vt. 烤 (面包等); 敬酒		videophone /'vɪdɪəufəun/ n. 可视电话	(5)
n. 烤面包 (片); 吐司面包;	干杯(4)	visa /ˈviːzə/ n. 签证	(5)
tomb /tu:m/ n. 坟墓	(5)	vivid /ˈvɪvɪd/ adj. 生动的;鲜明的;鲜艳的	(3)
tortoise /'tɔ:təs/ n. 陆龟; 龟	(1)	voluntary /'vɒləntrı/ adj. 自愿的; 志愿的;	
tractor /'træktə/ n. 拖拉机;牵引机	(4)	无偿的	(4)
△ transfusion /træns'fjuʒn/ n. 输血	(2)		
trunk/trʌŋk/n. 树干; 躯干; 大衣箱	(4)		
trunk library 箱式(柜式)图书馆	(4)	wood /wind/ a 九声 服告	
turn around 转身;翻转	(2)	weed /wi:d/ n. 杂草; 野草 vt. & vi. 除杂草	(4)
△ turtle /'tɜːtl/ n. 海龟; 龟; 甲鱼	(3)		(4)
tutor /'tju:tə/ n. 导师; 助教; 家庭教师	(5)	weekly /ˈwiːklɪ/ adj. & adv. 每周(的)	(4)
		△ wheelchair /ˈwiːltʃeə/ n. 轮椅	(1)
U		witness /ˈwɪtnɪs/ vt. 当场见到; 目击	700
The state of the state of the protection of the protection of the state of the protection of the state of the	-80250 386	n. 目击者;证人;证据	(3)
△ Uganda /juːˈgændə/ n. 乌干达(东非	国家)(4)	**	
upside down 上下翻转	(3)	Y	
urge /3:d3/ vt. 催促;极力主张;驱策	(3)	yell /jel/ vi. 大叫,呼喊	
V		n. 叫声; 喊声	(3)

(4)

△ vaccination /ˌvæksɪˈneɪʃn/ n. 接种疫苗

ltregular verbs 不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
be		
am, is	was /wpz, wəz/	been
are	were /ws:, wə/	
beat	beat	beaten /'birtn/
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew /blu:/	blown /bləun/
break	broke	broken /'brəukən/
bring	brought /bro:t/	brought
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /bo:t/	bought
can	could /kvd/	<u> </u>
catch	caught /ko:t/	caught
choose	chose	chosen /'t∫əuzn/
come	came	come
cost	cost	cost
cut	cut	cut (R
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /dru:/	drawn /dram/
dream	dreamt /dremt/, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate /et/	eaten /'i:tn/
fall	fell	fallen /'fɔ:lən/
feed	fed	fed
feel	felt	felt
fight /fart/	fought /fo:t/	fought
find	found /faond/	found
flee	fled	fled

Infinitive	Past tense	Past participle
fly	flew /flu:/	flown/floun/
forbid /fə'bɪd/	forbade/fə'beid/, forbad/fə'bæd/	forbidden /fə'bıdn/
forget	forgot /fə'gɒt/	forgotten /fə'gotn/
freeze	froze	frozen
get	got	got
give	gave	given /'gɪvn/
go	went	gone /gon/
grow	grew /gru:/	grown/grəun/
hang	hung; hanged	hung; hanged
have	had	had
hear	heard /hs:d/	heard
hide	hid	hidden /'hıdn/; hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew /nju:/	known /nəun/
lay	laid	laid
leap	leapt /lept/, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie /laɪ/	lay /leɪ/	lain /lem/
light	lit, lighted	lit, lighted
lose /lu:z/	lost	lost
make	made	made
may	might /mart/	= (R)
mean	meant /ment/	meant
meet	met	met
mistake	mistook	mistaken /mɪs'teɪkən/
must	must	_
overhear	overheard	overheard
pay	paid	paid
put	put	put
read	read /red/	read
ride	rode	ridden /'rıdn/
ring	rang	rung
rise	rose	risen /'rɪzn/
run	ran	run
say	said /sed/	said
see	saw /so:/	seen

Infinitive Past tense Past participle

sell sold/səuld/ sold send sent set set set

sew sewed sewn /soun/, sewed

shake shook shaken shall should /ʃud/ —

shine shone /fpn/, shined shone, shined

show showed shown /foun/, showed

shut shut shut sing sang sung

sink sank, sunk sunk, sunken

sit sat sat sleep sleep slide slid slid

smell smelt, smelled smelt, smelled sow sowed sown /səun/, sowed speak spoke spoken /'spəukən/

spellbind spellbound/spelbaund/ spellbound spend spent spent spill spilt spilt spit spat spat spoil spoilt spoilt stood /stud/ stand stood

swell swelld/ swollen/'swoulon/

stuck

sweep swept swept swam swum

stuck

stick

take took taken /'teikən/

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

waked, woke waked, woken /'wəukən/

wear wore /wɔ:/ worn /wɔ:n/

will would /wud/ —
win won /wʌn/ won

write wrote written /'rɪtn/

Changes in international phonetic symbols for English

英语国际音标变化表

	有变化		无	变 化	
96743)	i → 1	48000	e	WATER TO	ir
单二	u → v	短	æ	长	u:
单元音	g ← c	短 元 元 音	Э	长 元	31
-	əı → 3ı		Λ		a:

双	еі → еї	อน → อช	іэ → ю
元	ai → aı	au → au	εэ → еэ
音	oi → oı		uə → və

- 注: 1. 单元音 /i/ 改为 /i/, 4个有 /i/ 的双元音中的 /i/ 也都改为 /i/, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
 - 2. 单元音 /u/ 改为 /u/, 3 个有 /u/ 的双元音中的 /u/ 也都改为 /u/, 即 /əu/, /au/, /uə/。长元音 /u:/ 中的 /u/ 不变。
 - 3. /o/ 只出现在单元音,即 /o/ 改为 /o/,而双元音 /oi/ 中的 /o/ 不改,只改 /i/,即 /oɪ/。长元音 /oː/ 中的 /o/ 不变。
 - 4. /ɛə/ 改为 /eə/, 它的前一个元音与 /eɪ/ 中的前一个元音同一符号, 而 /ɛ/ 不再出现。
 - 5. /əɪ/ 改为 /ɜɪ/, 出现一个新的元音符号 /ɜ/。
 - 6. 辅音音标基本上没有变化。

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- 1. page 10 Picture 5
- 2. page 19 Picture 2
- 3. page 54 Picture 2
- 4. page 57 Pictures 1, 2, 3
- 5. page 59 Picture 2
- 6. page 65 Picture

The following pictures are provided by Cnsphoto.

- 1. page 10 Pictures 4, 6
- 2. page 54 Pictures 1, 3
- 3. page 59 Picture 3

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