

普通高中课程标准实验教科书

# 英语 ①

必修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 1

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 编著



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人民教育出版社 出版发行

网址: <http://www.pep.com.cn>

山东新华印刷厂德州厂印装 全国新华书店经销

开本: 890 毫米×1 240 毫米 1/16 印张: 7 字数: 158 000

2007 年 1 月第 2 版 2010 年 5 月第 14 次印刷

ISBN 978-7-107-19988-2 定价: 8.55 元  
G·13038 (课)

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地 图 编 制 博 涛

版 式 设 计 刘 昀

封 面 设 计 林 荣 桓

平 面 制 作 北京人教聚珍图文制作有限公司

# CONTENTS

<b>Unit</b>	<b>Topics</b>	<b>Functional Items</b>
<b>1</b> Friendship P1	Friends and friendship Interpersonal relationships	Agreement and disagreement
<b>2</b> English around the world P9	English language and its development Different kinds of English	Difficulties in language communication
<b>3</b> Travel journal P17	Travelling Describing a journey	Talking about future plans Good wishes Farewells
<b>4</b> Earthquakes P25	Basic knowledge about earthquakes How to protect oneself and help others in disasters	Talking about past experiences Expressing thanks
<b>5</b> Nelson Mandela – a modern hero P33	The qualities of a great person The lives of some great people	Asking for opinions Giving opinions
<b>Appendices</b>	Notes to the texts Grammar Words and expressions in each unit Vocabulary	P76 P87 P92 P97

<b>Structures</b>	<b>Reading</b>	<b>Writing</b>	<b>Workbook</b>
Direct Speech and Indirect Speech (I): statements and questions	Anne's best friend A letter from Xiao Dong Friendship in Hawaii	Persuasive writing: letter of advice	<b>P41</b>
Direct Speech and Indirect Speech (II): requests and commands	The road to modern English Standard English and dialects The Oxford English Dictionary	Factual writing: poster	<b>P48</b>
The Present Continuous Tense: expressing futurity	Journey down the Mekong The dream and the plan A night in the mountains The end of our journey	Personal recount: email	<b>P55</b>
The Attributive Clause (I) ( <i>that, which, who, whose</i> )	A night the earth didn't sleep A letter of invitation The story of an eyewitness	Recount: newspaper article	<b>P62</b>
The Attributive Clause (II) ( <i>where, when, why, prep. + which/whom</i> )	Elias' story The rest of Elias' story Two ideas about Bill Gates	Description of a famous person	<b>P69</b>

**Irregular verbs**

**P103**

**Changes in international phonetic symbols for English**

**P106**

## Warming Up

Are you good to your friends? Do the following survey. **Add up** your score and see how many points you get.

- You want to see a very interesting film with your friend, but your friend can't go until he/she finishes cleaning his/her bicycle. You will

  - go without your friend.
  - help your friend clean the bicycle so you can leave early.
  - plan to go another time.
- Your friend asks to borrow your favourite camera. When he/she borrowed it last time, he/she broke it and you had to pay to get it repaired. You will

  - say no.
  - let your friend borrow it without saying anything.
  - let your friend borrow it, but tell him/her that if the camera is broken again, he/she will have to pay to get it repaired.
- Your friend comes to school very **upset**. The bell rings so you need to go to class. You will

  - ignore** the bell and go somewhere quiet to **calm** your friend **down**.
  - tell your friend that you've **got to** go to class.
  - tell your friend that you **are concerned about** him/her and you will meet after class and talk then.
- Your friend has gone on holiday and asked you to take care of his/her dog. While **walking the dog**, you were careless and it got **loose** and was hit by a car. The dog's leg was broken. You will

  - take the dog to the vet and pay the bill yourself.
  - ask your parents to take the dog to the vet and pay for it.
  - take the dog to the vet but give the bill to your friend to pay.
- You are taking your end-of-term exam. Your friend, who doesn't work hard, asks you to help him/her cheat in the exam by looking at your paper. You will

  - let him/her look at your paper.
  - tell him/her that he/she should have studied, so you don't let him/her look at your paper.
  - tell him/her to look at someone else's paper.



Work out your score on page 8.

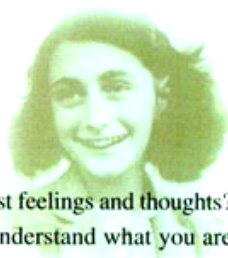
## Pre-reading

- 1 Why do you need friends? Make a list of reasons why friends are important to you.
- 2 Does a friend always have to be a person? What else can be your friend?
- 3 Skim the first paragraph of the reading passage below and find who was Anne's best friend.

## Reading



## ANNE'S BEST FRIEND



Do you want a friend whom you could tell everything to, like your deepest feelings and thoughts? Or are you afraid that your friend would laugh at you, or would not understand what you are going through? Anne Frank wanted the first kind, so she made her diary her best friend.

Anne lived in Amsterdam in the Netherlands during World War II. Her family was Jewish so they had to hide or they would be caught by the German Nazis. She and her family hid away for

Thursday 15th June, 1944

Dear Kitty,

I wonder if it's because I haven't been able to be outdoors for so long that I've grown so crazy about everything to do with nature. I can well remember that there was a time when a deep blue sky, the song of the birds, moonlight and flowers could never have kept me spellbound. That's changed since I came here.

... For example, one evening when it was so warm, I stayed awake on purpose until half past eleven in order to have a good look at the moon by myself. But as the moon gave far too much light, I didn't dare open a window. Another time five months ago, I happened to be upstairs at dusk when the window was open. I didn't go downstairs until the window had to be shut. The dark, rainy evening, the wind, the thundering clouds held me entirely in their power; it was the first time in a year and a half that I'd seen the night face to face ...

... Sadly ... I am only able to look at nature through dirty curtains hanging before very dusty windows. It's no pleasure looking through these any longer because nature is one thing that really must be experienced.

Yours,  
Anne

nearly twenty-five months before they were discovered. During that time the only true friend was her diary. She said, "I don't want to set down a series of facts in a diary as most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty." Now read how she felt after being in the hiding place since July 1942.





## Comprehending

### 1 Read the passage and join the correct parts of the sentences.

- |                                      |   |
|--------------------------------------|---|
| 1 Anne kept a diary because          | A she couldn't meet her friends.        |
| 2 She felt very lonely because       | B Jews were caught by Nazis and killed. |
| 3 They had to hide because           | C she could tell everything to it.      |
| 4 Anne named her diary Kitty because | D she wanted it to be her best friend.  |

### 2 Read the passage again and answer the following questions.

- About how long had Anne and her family been in the hiding place when she wrote this part of her diary?
- How did Anne feel about nature before she and her family hid away?
- Why do you think her feelings changed towards nature?
- Why did Anne **no longer** just like looking at nature out of the window?

### 3 How would you describe Anne's feelings as she was looking out at the night sky?

- With a **partner** brainstorm some adjectives to describe her feelings. Make a list of at least five.
- Share your list with another pair. Choose five good adjectives from the two lists.

### 4 Imagine you have to go into hiding like Anne and her family. What would you miss most? Give your reasons.

Things I would miss	Reasons



## Learning about Language

### Discovering useful words and expressions

#### 1 Find the word or expression for each of the following meanings from the text.

- \_\_\_\_\_ not inside a building
- \_\_\_\_\_ feeling disturbed
- \_\_\_\_\_ to be worried about
- \_\_\_\_\_ free, not tied up
- \_\_\_\_\_ to experience something
- \_\_\_\_\_ to take no notice of
- \_\_\_\_\_ staying close to and looking at somebody
- \_\_\_\_\_ to become quiet after nervous activity
- \_\_\_\_\_ piece of material hung to cover a window
- \_\_\_\_\_ number of things that happen one after another

#### 2 Complete this passage with some of the words and phrases above.

Anne's sister Margot was very \_\_\_\_\_ that the family had to move. However, she knew that she had got to \_\_\_\_\_ all the difficulties with her family. She found it difficult to **settle** and \_\_\_\_\_ in the hiding place, because she was \_\_\_\_\_ whether they would be discovered. She **suffered from** loneliness, but she had to learn to like it there. What she really missed was going \_\_\_\_\_ and walking the dog for her neighbour. It was such fun to watch it run \_\_\_\_\_ in the park. She wished she could tell her neighbour \_\_\_\_\_ that she was sorry not to be able to do it any longer, but she knew that was too dangerous!

#### 3 Complete the following sentences using words and expressions from the text.

- When the man saw the car accident on the **highway**, he stopped \_\_\_\_\_ offer help.
- "How can Linda **recover** from her illness in this room when it's so dirty and \_\_\_\_\_? It will only make her worse," said the doctor.
- After Peter died, George \_\_\_\_\_ the story of their friendship in a book.
- When the street lights go on \_\_\_\_\_, they make a beautiful picture, so different from the daytime.
- Good friends do not \_\_\_\_\_ what they do for each other; instead they offer help when it is needed.
- Although Tim and Mike come from \_\_\_\_\_ different backgrounds, they became close friends.
- Please draw the \_\_\_\_\_; the sunlight is too bright.
- "Sorry, I didn't break the plate \_\_\_\_\_."  
"It's OK. Don't worry about it."

## Discovering useful structures

## 1 Look at these sentences. Can you find the difference between direct speech and indirect speech?

"I don't want to set down a series of facts in a diary," said Anne. (Direct speech) 


Anne said that she didn't want to set down a series of facts in a diary. (Indirect speech)

"Does a friend always have to be a person?" the writer asks us. 

The writer asks us if a friend always has to be a person.

Anne's sister asked her what she called her diary. (Indirect speech) 

"What do you call your diary?" Anne's sister asked her. (Direct speech)



Father asked Anne why she had gone to bed so late the night before. 

"Why did you go to bed so late last night?" Father asked Anne.

## 2 Change the first four sentences from direct speech into indirect speech and the rest from indirect speech into direct speech.

- "I don't know the address of my new home," said Anne.
- "I've got tired of looking at nature through dirty curtains and dusty windows," Anne said to her father.
- "I need to pack up my things in the suitcase very quickly," the girl said.
- "Why did you choose your diary and old letters?" her father asked her.
- Mother asked her if/whether she was very hot with so many clothes on.
- Margot asked her what else she had hidden under her overcoat.
- Anne asked her father when they would go back home.
- Father asked Anne why she had talked so much to that boy.

## 3 Pair work. One of you will be a child and the other the grandmother. The grandmother is listening to a weather report with her grandchild. Try to use indirect speech in your dialogue.

Beijing	rain		16°C ~ 24°C
Shanghai	cloudy		23°C ~ 28°C
Guangzhou	sunny		26°C ~ 33°C
Chongqing	foggy		22°C ~ 30°C
Changchun	overcast		12°C ~ 22°C

GM: What's the weather in Beijing tomorrow? I can't hear the man clearly on the TV.

GC: That's all right, I can help. The man said ....

GM: What did he say about Shanghai?

GC: ...

## Using Language

## Reading and listening



- 1 Read the letter that Lisa wrote to Miss Wang of *Radio for Teenagers* and predict what Miss Wang will say. After listening, check and discuss her advice.

Dear Miss Wang,

I am having some trouble with my classmates at the moment. I'm **getting along** well with a boy in my class. We often do homework together and we enjoy helping each other. We have become really good friends. But other students have started gossiping. They say that this boy and I have **fallen in love**. This has made me angry. I don't want to end the friendship, but I hate others gossiping. What should I do?

Yours,  
Lisa

- 2 Listen to the tape and try to spell the words as you hear their pronunciation. Then divide each of the sentences into several sense groups.

- There is nothing wrong with you and this boy \_\_\_\_\_ friends and \_\_\_\_\_ together.
- \_\_\_\_\_ your friendship with this boy would be a \_\_\_\_\_ thing to do.
- Teenagers like to \_\_\_\_\_, and they often see something that isn't real.
- My advice is to \_\_\_\_\_ your classmates. That way you will \_\_\_\_\_ them that you are more \_\_\_\_\_ than they are.

- 3 Listen to the tape again and use the exercise above to help you answer the following questions.

- What does Miss Wang say about their friendship?  
She says that \_\_\_\_\_.
- Why doesn't she think that Lisa should end their friendship?  
She thinks that \_\_\_\_\_.
- How does she explain why Lisa's classmates gossip about their friendship?  
She says that \_\_\_\_\_.
- What is Miss Wang's advice?  
She asks Lisa to \_\_\_\_\_.

## Speaking

Do you agree with Miss Wang's advice? Discuss it in small groups. You may use the following expressions in your conversation.

## AGREEING

I agree. Yes, I think so. So do I. Me too.  
Exactly. No problem. Sure. Certainly.  
Of course. All right. You're right/correct.  
Good idea. I think that's a good idea.

## DISAGREEING

I don't think so. Neither do I.  
That's not right. Yes, but ...  
I'm afraid not. No way. Of course not.  
I'm sorry, but I don't agree. I disagree.

## Reading and writing

Miss Wang has received a letter from Xiao Dong. He is also asking for some advice. Read the letter on the right carefully and help Miss Wang answer it.

- 1 Before you write, brainstorm with a partner about ways to change the situation. Make a list of your ideas and give your reasons. For example:

Dear Miss Wang,  
I'm a student from Huzhou Senior High School. I have a problem. I'm not very good at communicating with people. Although I try to talk to my classmates, I still find it hard to make good friends with them. So I feel quite lonely sometimes. I do want to change this situation, but I don't know how. I would be grateful if you could give me some advice.

Yours,  
Xiao Dong

Ideas	Why
1 to ask people their likes and dislikes	1 to find classmates with the same interests
2 to join in discussions and show interest in other people's ideas	2 to get to know different people and let them see you are friendly
3 ...	3 ...

- 2 Decide which are the best ideas and put them into an order. Then write down your advice and explain how it will help. Each idea can make one paragraph. The following sample and the expressions may help you.

Dear Xiao Dong,

I'm sorry you are having trouble in making friends. However, the situation is easy to change if you take my advice. Here are some tips to help you:

First, *why not ...?*  
*If you do this, ...*

Secondly, *you should/can ...*  
*Then/That way, ...*

Thirdly, *it would be a good idea if ...*  
*By doing this, ...*

I hope you will find these ideas useful.

Yours,  
Miss Wang

- 3 Swap your letter with your partner. Look at his/her work and help to improve it. Pick out any mistakes you see in spelling, verb forms, or punctuation. Swap back. Correct any mistakes and write out your letter.

## SUMMING UP

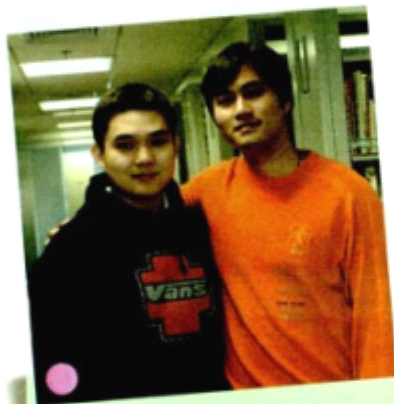
Write down what you have learned about friends and friendship.

\_\_\_\_\_

\_\_\_\_\_

From this unit you have also learned

- useful verbs: \_\_\_\_\_
- useful nouns: \_\_\_\_\_
- useful expressions: \_\_\_\_\_
- a new grammar item: \_\_\_\_\_



## LEARNING TIP

It's a good habit for you to keep a diary. It can help you remember past events. You can express your feelings and thoughts in it. It will help you improve your English if you write your diary in English. Why not have a try?

## READING FOR FUN

## Promise

by Jessica Sills

As you sit in silence,  
 Wondering why  
 I'll be your shoulder to cry on  
 Until your tears run dry.

When you've been hurt,  
 And can't believe what they've done  
 If you need someone to talk to  
 I'll be the one.

If a close friend hurts you,  
 And you don't understand  
 Remember I'm here,  
 I'll lend a helping hand.

Burdens are lighter  
 when carried by two,  
 And I just want you to know  
 I'm here for you.

## Scoring sheet for the survey on page 1

1 A1 B3 C2  
 4 A3 B2 C1

2 A1 B2 C3  
 5 A0 B3 C0

3 A1 B2 C3

# Unit 2

## English around the world

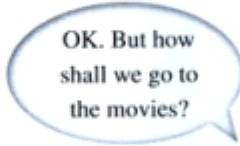
### Warming Up

- 1 Do you know that there is more than one kind of English? In some important ways they are very different from one another. They are called world Englishes. Look at these examples. Can you understand the different kinds of English these people are using?



Let's go to the pictures!

Why not go by Underground?



OK. But how shall we go to the movies?

Er, but the subway station is far away.

- 2 Guess which of the following words is British English and which is American English.

elevator / lift

in a team / on a team

rubber / eraser

petrol / gas

### Pre-reading

- 1 With your partner, list the countries that use English as an **official** language.
- 2 Which country do you think has the most English learners?
- 3 Look at the title of the following passage and guess what it is about. Then read it quickly and see if you are right.

### Reading



#### THE ROAD TO MODERN ENGLISH

At the end of the 16th century, about five to seven million people spoke English. Nearly all of them lived in England. Later in the next century, people from England made **voyages** to conquer other parts of the world and **because of** that, English began to be spoken in many other countries. Today, more people speak English as their first, second or a foreign language than ever before.

**Native** English speakers can understand each other even if they don't speak the same kind of English. Look at this example:

British Betty: *Would you like to see my flat?*

American Amy: *Yes. I'd like to **come up** to your **apartment**.*

So why has English changed over time? **Actually** all languages change and develop when cultures meet and communicate with each other. At first the English spoken in England between about AD 450 and 1150 was very different from the English spoken today. It was **based** more on German than the English we speak **at present**. Then **gradually** between about AD 800 and 1150, English became less like German because those who ruled England spoke first **Danish** and later French. These new settlers enriched the English language and especially its **vocabulary**. So by the 1600's Shakespeare was able to **make use of** a wider vocabulary than ever before. In 1620 some British settlers moved to America. Later in the 18th century some British people were taken to Australia too. English began to be spoken in both countries.

Finally by the 19th century the language was settled. At that time two big changes in English **spelling** happened: first Samuel Johnson wrote his dictionary and later Noah Webster wrote *The American Dictionary of the English Language*. The **latter** gave a separate **identity** to American English spelling.

English now is also spoken as a foreign or second language in South Asia. For example, India has a very large number of **fluent** English speakers because Britain ruled India from 1765 to 1947. During that time English became the language for government and education. English is also spoken in **Singapore** and **Malaysia** and countries in Africa **such as** South Africa. Today the number of people learning English in China is increasing rapidly. In fact, China may have the largest number of English learners. Will Chinese English develop its own identity? Only time will tell.

## Comprehending

**1** Read the passage carefully and decide whether the statements are true or false and explain why.

	True	False
1 English had the most speakers in the 17th century.	<input type="checkbox"/>	<input type="checkbox"/>
2 English developed when new settlers and rulers came to Britain.	<input type="checkbox"/>	<input type="checkbox"/>
3 Languages <b>frequently</b> change.	<input type="checkbox"/>	<input type="checkbox"/>
4 The language of the government is always the language of the country.	<input type="checkbox"/>	<input type="checkbox"/>
5 English is one of the official languages used in India.	<input type="checkbox"/>	<input type="checkbox"/>
6 This reading describes the development of the English language.	<input type="checkbox"/>	<input type="checkbox"/>

**2** Make a timeline of the development of English, using the passage to help you.

- During the 5th century AD: English was based more on German.
- Between about AD 800 and 1150:
- ...

**3** In pairs discuss these questions.

- 1 Why do you think people all over the world want to learn English?
- 2 Why do you think more people in the world now want to learn Chinese?

## Learning about Language

### Discovering useful words and expressions

#### 1 Match the new words and expressions with their meanings.

- |              |  |
|--------------|--|
| 1 petrol     | A who or what somebody or something is                 |
| 2 voyage     | B a word for gas in British English                    |
| 3 gradually  | C not sudden   |
| 4 frequently | D in fact  |
| 5 identity   | E the second of two things or people already mentioned |
| 6 the latter | F often  |
| 7 actually   | G long trip by sea or in space                         |
| 8 fluent     | H able to speak or write a language well               |

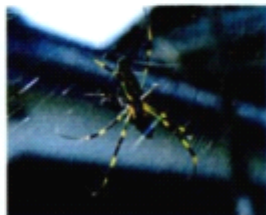
#### 2 Complete this passage with the words from the *Warming Up and Reading*.

It is not easy for a Chinese person to speak English as \_\_\_\_\_ as a \_\_\_\_\_ English speaker. One reason is that English has a large \_\_\_\_\_. It also has different **usage** in different English speaking countries. If you use "flat" instead of "\_\_\_\_\_", people in America will know you have learned British English. If you use the word "\_\_\_\_\_ " instead of "lift" in Britain, people will know you have studied American English.

#### 3 Add these phrases to the rhyme so that it makes sense.

such as    make use of    because of    come up    at present

"Will you \_\_\_\_\_ to my flat?" asked the spider to the fly.  
 "\_\_\_\_\_ it's so pleasant to look down from so high.  
 \_\_\_\_\_ the clear sky it's possible to see  
 Buildings \_\_\_\_\_ theatres and hotels by the sea.  
 So won't you please \_\_\_\_\_ this chance to look?"  
 The fly agreed immediately without a second thought.  
 But as soon as she went up with a step so light that day,  
 The spider caught and ate her and she was never seen again!



Then read the rhyme aloud and mark the sense groups.

#### 4 Sometimes British and American people use different prepositions for the same idea. Choose a pair of prepositions. Then compare them.

at / on    past / after    in / on    from / than

- There are so many people \_\_\_\_\_ the street.
- They are going to have a party \_\_\_\_\_ the weekend.
- We will leave for the airport at a quarter \_\_\_\_\_ five.
- His brother is \_\_\_\_\_ the most famous football team in England.
- As we know, British English is a little different \_\_\_\_\_ American English.
- Are there many children playing \_\_\_\_\_ the playground?

Do you know which usage is British English and which is American? Discuss in pairs and then in class.



### Discovering useful structures

- 1** Can you find the following **command** and **request** from *Reading*? Let's see how to retell them in indirect speech.

EXAMPLES: "Look at this example," the teacher said to us.

The teacher told us to look at that example.

"Would you like to see my flat?" she asked.

She asked me to see her flat.

- 2** In English you use a **command** or a **request** when you want someone to do something. Please look at the three sentences and tell the difference.

#### Command

Not polite

#### Request

Very polite

Open the window.      Please open the window.      Would you please open the window?

Look at these expressions and classify them into Commands and Requests.

Correct your spelling mistakes.	Please ....	Can I sit here and wait for the doctor?
How do you spell that please?	Go and ...!	Would you please ...?
Do that now!	Can I please ...?	Hold that elevator!      Say that again!
Would you please speak more slowly?		Could you repeat the sentence?
Go and buy some more petrol!		Take the dog for a walk!

- 3** Read these sentences and decide which is a command and which is a request. Then retell them in indirect speech.

- The children said to their teacher: "Would you please sing a song for us?"
- The mother said to her child: "Turn off the radio!"
- The dentist said to a patient: "Open your mouth please, so I can see the bad tooth clearly."
- The secretary said to the woman on the phone: "Could you hold on for a minute?"
- John said to his classmate: "Can I borrow your pen please?"
- The teacher said to his student: "Come up to my office!"

- 4** Make some dialogues using commands and requests and retell them in indirect speech.

- A bear is moving towards a boy. What do you say to the boy to make sure that he is not hurt?
- An English teacher is telling her students what they must do for homework. A student cannot hear the teacher very clearly. What should he say to his classmate to find out what to do?

Think of more situations for your conversations.

## Using Language

## Reading



- 1 Read the passage and underline the topic sentence of each paragraph.

## STANDARD ENGLISH AND DIALECTS

What is standard English? Is it spoken in Britain, the US, Canada, Australia, India and New Zealand? Believe it or not, there is no such thing as standard English. Many people believe the English spoken on TV and the radio is standard English. This is because in the early days of radio, those who reported the news were expected to speak excellent English. However, on TV and the radio you will hear differences in the way people speak.

When people use words and **expressions** different from the "standard language", it is called a dialect. American English has many dialects, especially the **midwestern**, southern, **African American** and **Spanish** dialects. Even in some parts of the USA, two people from neighbouring towns speak a little differently. American English has so many dialects because people have come from all over the world.

Geography also **plays a part** in making dialects. Some people who live in the mountains of the **eastern** USA speak with an older kind of English dialect. When Americans moved from one place to another, they took their dialects with them. So people from the mountains in the **southeastern** USA speak with almost the same dialect as people in the **northwestern** USA. The USA is a large country in which many different dialects are spoken. Although many Americans move a lot, they still **recognize** and understand each other's dialects.

- 2 The Chinese language also has many dialects. Work in pairs and make a list of the ones you and your partner have heard.

- 3 Read these dialogues. Mark the sentence stress and intonation. Then practise reading them in pairs. Find the British and American words which are different but have the same meaning.

- 1 LITTLE GIRL: *Hi, I'd like some sweets, please.*  
 STORE OWNER: *No problem. All the candy we sell is sweet.*  
 LITTLE GIRL: *I see, so you sell sweet sweets.*
- 2 BRITISH BOY: *Shall we move the new bed by lorry?*  
 AMERICAN GIRL: *Not by me, I hope.*  
 BRITISH BOY: *Oh, I'm sorry, Lori, I meant by truck.*
- 3 BRITISH BOY: *What a lovely autumn day!*  
 AMERICAN LADY: *Yes, it's a nice fall day, isn't it?*



## Listening



- 1 Before you listen, look at the picture below and read the exercises. In doing so, you can get some idea about the listening and predict the content. Discuss your ideas with your partner.
- 2 Imagine that you are in Houston, Texas, a city in the American South. This is an example of the local dialect. Listen and read through the text and take note of the **accent** and intonation.

Hey, y'all, this here is Buford. I come from a big oil town in Texas. Now, y'all need to understand that we ain't really a state, but a whole 'nother country. Now let me tell ya a story 'bout when I was just a pup. One hot summer's day I was swimmin' with my cousins Little Lester and Big Billy Bob. We was jumpin' in the water and feelin' good. Then along comes this catfish 'bout the size of a house. Well, alright, maybe a little smaller than that. Little Lester starts to thinkin' it's goin' to eat him sure 'nough. Man, you shoulda seen him! He got outta the water fast as **lightning** and climbed up a tree. Big Billy Bob and I just laughed and laughed. To this day, Lester won't go near that place.



- 3 Listen again and put these sentences in the right sequence.

- \_\_\_\_\_ Lester climbed a tree.
- \_\_\_\_\_ Buford, Billy Bob and Lester went swimming.
- \_\_\_\_\_ Lester thought the catfish would eat him.
- \_\_\_\_\_ Buford and Billy Bob laughed.
- \_\_\_\_\_ Lester saw a catfish.
- \_\_\_\_\_ Now Lester is too afraid to visit the place.

- 4 Answer the following questions after listening.

- 1 What does Buford think of Texas? How do you know?  
\_\_\_\_\_
- 2 How large was the catfish?  
\_\_\_\_\_
- 3 Why did Lester get out of the water so quickly?  
\_\_\_\_\_
- 4 Why did Buford and Big Billy Bob laugh?  
\_\_\_\_\_

## Reading and speaking

- 1 Amy and her American friends are visiting London. They plan to visit Amy's aunt and decide to go there by underground, but cannot find the nearest underground station. So she asks directions and then tells her friends. Read the dialogue and circle the words that mean the same.

AMY: Excuse me, ma'am. Could you please tell me where the nearest subway is?

LADY: Er ... the underground? Well, go round the corner on your left-hand side, **straight** on and cross two streets. It'll be on your right-hand side.

AMY: Thanks so much.

FRIENDS: What did she say, Amy?

AMY: She told us to go around the corner on the left and keep going straight for two **blocks**. The subway will be on our right.



- 2 Work in pairs. Choose one of the situations and make a dialogue. Use the following expressions to help you. Pay attention to the intonation you use while talking.

Pardon?      I beg your pardon?      I don't understand.      How do you spell that?  
 Could you say that again please?      Could you speak more slowly please?  
 Sorry, I can't follow you!      Could you repeat that please?

- You and your friend are American. You have arrived in a strange city in England to watch a football match. You need to find a **cab**/taxi to take you to the football ground.
- You and your friend are British. You are visiting America. Your car needs some more petrol but you cannot find a petrol station. Ask directions to the nearest one.

## Writing

- 1 Brainstorm with a partner on the following topic: Why should we learn English? Then try to make a poster to show your ideas.

to talk  
to native speakers

Why should we  
learn English?

to read  
English books

- 2 Make your own poster. Put your question at the top of the poster and the ideas down as bullet points. The following is a sample poster.

*Why should we do exercise?*

- to keep fit
- to make us strong
- to fight illness and disease
- to enjoy ourselves
- to build up our skills

*Some exercise a day keeps the doctor away!*

Title

Reasons

Conclusion

- 3 If it is possible, write a short passage based on your poster.

### SUMMING UP

Write down what you have learned about different kinds of English.

\_\_\_\_\_

\_\_\_\_\_

From this unit you have also learned

- useful verbs: \_\_\_\_\_
- useful nouns: \_\_\_\_\_
- useful adjectives: \_\_\_\_\_
- other expressions: \_\_\_\_\_
- a new grammar item: \_\_\_\_\_

### LEARNING TIP

When you learn English, try to have fun with the language. Maybe you can make lists of words and find out several different meanings for each of them. Then you can make some jokes using these words, but you must know their different meanings. For example:

Don't *rock* that baby on the *rock* while playing that *rock* music.

### READING FOR FUN

#### Tongue twisters

- Can you can a can as a canner can can a can?
- How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as many cookies as a good cook who could cook cookies.

# Unit 3

## Travel journal

### Warming Up

- 1 Which kind of **transport** do you **prefer** to use: bus or train? Think about the **advantages** and **disadvantages** of each form of transport and fill in the following chart.

Transport	Advantages	Disadvantages
bus		
train		
ship		
airplane		

- 2 Imagine that you plan to spend a holiday. Choose a place you want to visit. Think about the **fare** for different kinds of transport and decide how to get there. Then, get into pairs. Use these questions to make a dialogue about your holidays.

When are you leaving?

How are you going to ...?

When are you arriving in/at ...?

Where are you staying?

How long are you staying in ...?

When are you coming back?

### Pre-reading

- 1 Many people live beside a river. How do they make use of it in their daily life?
- 2 The world has many great rivers. If you could follow the route of only one of them, which one would you choose? Why?
- 3 Look at the map on page 18 and list the countries that the Mekong River **flows** through.



## Reading



## JOURNEY DOWN THE MEKONG

## PART I THE DREAM AND THE PLAN

1 My name is Wang Kun. **Ever since** middle school, my sister Wang Wei and I have dreamed about taking a great bike trip. Two years ago she bought an expensive mountain bike and then she **persuaded**  
 5 me to buy one. Last year, she visited our cousins, Dao Wei and Yu Hang at their college in Kunming. They are Dai and grew up in western Yunnan Province near the Lancang River, the Chinese part of the river that is called the Mekong River in other countries.  
 10 Wang Wei soon got them interested in **cycling** too. After **graduating** from college, we **finally** got the chance to take a bike trip. I asked my sister, "Where are we going?" It was my sister who first had the idea to cycle along the entire Mekong River from where it  
 15 begins to where it ends. Now she is planning our **schedule** for the trip.

I **am fond of** my sister but she has one serious **shortcoming**. She can be really **stubborn**. Although she didn't know the best way of getting to places, she insisted that she **organize** the trip properly. Now I know that the proper way is always *her* way. I kept asking her, "When are we leaving and when are we coming back?" I asked her whether she had looked at a map yet. Of  
 20 course she hadn't; my sister doesn't **care about** details. So I told her that the source of the Mekong is in Qinghai Province. She gave me a **determined** look – the kind that said she would not **change her mind**. When I told her that our **journey** would begin at an **altitude** of more than 5,000 metres, she seemed to be excited about it. When I told her the air would be hard to breathe and it would be very cold, she said it would be an interesting experience. I know my sister well.  
 25 Once she has **made up her mind**, nothing can change it. Finally, I had to **give in**.

Several months before our trip, Wang Wei and I went to the library. We found a large atlas with good maps that showed details of world geography. From the atlas we could see that the Mekong River begins in a glacier on a Tibetan mountain. At first the river is small and the water is clear and cold. Then it begins to move quickly. It becomes rapids as it passes through deep  
 30 **valleys**, travelling across western Yunnan Province. Sometimes the river becomes a waterfall and enters wide valleys. We were both surprised to learn that half of the river is in China. After it leaves China and high altitude, the Mekong becomes wide, brown and warm. As it enters Southeast Asia, its **pace** slows. It makes wide **bends** or meanders through low valleys to the plains where rice grows. At last, the river delta enters the South China Sea.



## Comprehending

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

1 What was Wang Kun and Wang Wei's idea of a good trip?

---

2 Who planned the trip to the Mekong?

---

3 Where is the source of the Mekong and which sea does it enter?

---

4 What can you see when you travel along the Mekong?

---

5 What difficulties did Wang Kun and Wang Wei find about their journey?

---

6 What do you think about Wang Kun and Wang Wei?

---

### 2 Look at the following sentences from the text and explain them in your own words.

1 She gave me a determined look – the kind that said that she would not change her mind.

2 ... my sister does not care about details.

3 It makes wide bends or meanders through low valleys to the plains where rice grows.

### 3 An **attitude** is what a person thinks about something. Write down Wang Wei's and Wang Kun's attitude to the trip. Then add your own opinion.

Wang Wei's attitude	
Wang Kun's attitude	
My attitude	

### 4 Work in pairs. Imagine that you are Wang Kun and Wang Wei. Choose a paragraph from the passage and use the information to help you make up a dialogue.

WANG WEI: *You know, we've always wanted to do a long bike trip. Why don't we go on one after we graduate from college?*

WANG KUN: *That's a good idea. ...*

### 5 Compare the following sentences with different stresses and explain the meaning.

EXAMPLE: We were **both** surprised to learn that half the river is in China.

→ Not only my sister, but also I was surprised to learn that.

We were both **surprised** to learn that half the river is in China.

We were both surprised to learn that **half** the river is in China.

We were both surprised to learn that half the river is in **China**.



## Learning about Language

### Discovering useful words and expressions

#### 1 Find the correct words or expressions from the text for each sentence.

- 1 He is so stubborn that no one can \_\_\_\_\_ him to do anything.
- 2 A \_\_\_\_\_ person always tries to finish the job, no matter how hard it is.
- 3 My grandpa \_\_\_\_\_ fishing and sometimes he fishes all day in the river.
- 4 Liu Xiaoding is a good teacher and \_\_\_\_\_ his students very much.
- 5 I \_\_\_\_\_ the red dress to the green one because it fits me better.
- 6 The concert went like clockwork because Li Pei had \_\_\_\_\_ it so well.
- 7 I wanted to pay the train \_\_\_\_\_, but my friend insisted. Finally I \_\_\_\_\_.
- 8 She persuaded all of us to \_\_\_\_\_ to work instead of taking the bus.

#### 2 Choose the correct words or phrases to complete the sentences.

- 1 As neither of them would \_\_\_\_\_, no decision was taken that day. (give in / give up)
- 2 I \_\_\_\_\_ the first flat we saw \_\_\_\_\_ because it was larger. (like ... better / prefer ... to)
- 3 The task was difficult, but Helen's \_\_\_\_\_ expression let me know that she would not give up. (stubborn / determined)
- 4 The list of gifts was very long, and we don't know why, but the most important \_\_\_\_\_, the golden cup, was forgotten. (detail / item)
- 5 "How I wish I could make a \_\_\_\_\_ into space and see the stars up close!" cried Sarah. (journey / travel)
- 6 When he returned from his successful climb of Mount Qomolangma, Andrew finished his travel \_\_\_\_\_ (journal / diary) and gave it to the newspaper.
- 7 She had only one \_\_\_\_\_: she was very stubborn. (disadvantage / shortcoming)
- 8 The very first time that Joe saw the film "ET" directed by Steven Spielberg, he \_\_\_\_\_ to become a director too. (make up one's mind / change one's mind)

#### 3 Complete this passage with some of the following words.

rapids glacier mountain delta plain valley waterfall bank

I really enjoyed my school field trip in geography two months ago. We saw so many beautiful things: a \_\_\_\_\_ that flowed like a river of ice through a \_\_\_\_\_ that cut the mountains into two parts. We also discovered a river that was falling off the mountain and became a wonderful \_\_\_\_\_. This was even more exciting to see than the \_\_\_\_\_ where the water seemed to **boil**. Later we followed the river to a quieter \_\_\_\_\_ and finally into a \_\_\_\_\_ and the sea.

## Discovering useful structures

- 1** Look at the questions in the *Warming Up* again. They are in the present continuous tense but they express future actions. Can you find similar sentences from the reading passage?

---



---



---

- 2** In the following dialogue, a newspaper reporter is interviewing Wang Wei about her plans for the trip along the Mekong River. However, they are not sure about some of the verb tenses. Please complete their conversation.

R: Miss Wang, I hear that you \_\_\_\_\_ (travel) along the Mekong River. Have you got everything ready?

W: Almost.

R: So when \_\_\_\_\_ you \_\_\_\_\_ (leave)?

W: Next Monday.

R: How far \_\_\_\_\_ you \_\_\_\_\_ (cycle) each day?

W: It's hard to say. If the weather is fine, I think we'll be able to ride 75 km a day.

R: What about the weather in Qinghai Province?

W: The weather **forecast** is not good so we \_\_\_\_\_ (take) a large **parcel** of warm clothes with us.

R: Where \_\_\_\_\_ you \_\_\_\_\_ (stay) at night?

W: Usually in our tent, but sometimes in the villages along the river bank.

R: What happens if you have an accident?

W: Don't worry. I had some medical training at my college. Besides, we \_\_\_\_\_ (take) out **insurance** to cover any problems.

R: Well, it sounds fun. I hope you'll have a pleasant journey. Thank you for your time.

- 3** You have got some plans for the future. Use the present continuous tense to express your future actions. Give as much information as you can.

EXAMPLE: (this evening) *I'm going out this evening. / I'm not doing anything this evening. / I don't know what I'm doing this evening.*

1 (tomorrow morning) \_\_\_\_\_

2 (the day after tomorrow) \_\_\_\_\_

3 (next Saturday evening) \_\_\_\_\_

4 (next month) \_\_\_\_\_

## Using Language

## Reading and discussing



## JOURNEY DOWN THE MEKONG

## PART 2 A NIGHT IN THE MOUNTAINS



Although it was autumn, the snow was already beginning to fall in Tibet. Our legs were so heavy and cold that they felt like blocks of ice. Have you ever seen snowmen ride bicycles? That's what we looked like! Along the way children dressed in long **wool** coats stopped to look at us. In the late afternoon we found it was so cold that our water bottles froze. However, the lakes shone like glass in the setting sun and looked wonderful. Wang Wei rode in front of me **as usual**. She is very **reliable** and I knew I didn't need to encourage her. To climb the mountains was hard work but as we looked around us, we were surprised by the **view**. We seemed to be able to see for miles. At one point we were so high that we found ourselves cycling through clouds. Then we began going down the hills. It was great fun especially as it gradually became much warmer. In the valleys colourful butterflies flew around us and we saw many yaks and sheep eating green grass. At this point we had to change our caps, coats, gloves and trousers for T-shirts and shorts.

In the early evening we always stop to make camp. We put up our tent and then we eat. After supper Wang Wei put her head down on her **pillow** and went to sleep but I stayed awake. At **midnight** the sky became clearer and the stars grew brighter. It was so quiet. There was almost no wind – only the **flames** of our fire for company. As I lay **beneath** the stars I thought about how far we had already travelled.

We will reach Dali in Yunnan Province soon, where our cousins Dao Wei and Yu Hang will join us. We can hardly wait to see them!

**1** Read the passage above and discuss these questions in pairs.

- 1 What items are Wang Kun and Wang Wei carrying with them? What do you think they will have to leave behind in Dali? What should they take instead?
- 2 How does Wang Kun feel about the trip now? What do you think changed his mind?

**2** Imagine that in the morning there is a dialogue between Wang Kun and Wang Wei. What do you think they would say before they leave camp?

**3** Listen to the tape and mark the rising and falling tone of each sense group and sentences from "To climb the mountains ..." to "... T-shirts and shorts". Then practise reading it aloud.

## Listening and speaking



- 1** Before you listen, read the exercises below and try to predict what the listening is about.
- 2** Listen to the tape and tick the statement which tells the main idea of the dialogue.
- A A girl from Laos told Wang Kun about how Laotians use the Mekong River.  
 B A girl told Wang Kun about what they would see along the Mekong River.  
 C A girl from Laos told Wang Kun about how important and beautiful the Mekong is.

**3** Listen again and complete the passage below.

The Mekong is the most important river in Laos. It even \_\_\_\_\_ on the national \_\_\_\_\_ of the country. Laotian people use the river for \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ goods and people around the country. They call the Mekong "the \_\_\_\_\_ of Laos", but in Tibet people call it "the water of the \_\_\_\_\_". If you follow the river in Laos, you can visit **temples, caves** and a \_\_\_\_\_. At night, you can sleep in some small \_\_\_\_\_ by the river.

- 4** What else would you expect Wang Kun and the girl to talk about? Get into pairs and continue the dialogue between them. Use the following expressions to end your conversation.

Have a nice/good time.

Have fun.

Say hello to ...

Have a nice/good trip.

Good luck on your journey.

Give my love / best wishes to ...

Take care.

Write to me.

Best wishes.

## Writing

Imagine that you are a friend of Wang Kun. Write a short email asking about Laos.

- In pairs brainstorm some questions.  
EXAMPLE:  
*What is the food like in Laos? What do you think of the country?*
- Choose two or three questions and use each as a new paragraph.

How was your trip?

What did you do when ...?

Have you met ...?

When did you get back?

What kind of things did you see?

Could you give me more details about ...?

Could you tell me about ...?



You can start your email like this.

Mail	Addresses	Calendar	Notepad
Send	Save as a Draft	Spell Check	Cancel
To:	Wang Kun		
Cc:			
Subject:	About Laos		
<p>My dear brave Wang Kun,          How are you these days? I keep wondering how you feel about ...          Your friend forever,</p>			

### SUMMING UP

Write down what you have learned about travelling.

From this unit you have also learned

- useful verbs: \_\_\_\_\_
- useful nouns: \_\_\_\_\_
- other expressions: \_\_\_\_\_
- a new grammar item: \_\_\_\_\_

### LEARNING TIP

When you go on a journey, why not keep a travel journal? There are always so many new people to meet and interesting things to see. Describe them and the scenery in your travel journal as if you are writing to a friend who has never seen them. You may be teaching yourself a whole new job, as many people enjoy reading about journeys and seeing the world through somebody else's eyes.

### READING FOR FUN

TO WANG LUN

by Li Bai

I was about to sail away in a junk,  
 When suddenly I heard  
 The sound of stamping and singing on the bank –  
 It was you and your friends come to bid me farewell.  
 The Peach Flower Lake is a thousand fathoms deep,  
 But it cannot compare, O Wang Lun,  
 with the depth of your love for me.

# Unit 4 Earthquakes

## Warming Up

Many people believe that "It is always calm before a storm." Look carefully at the two photos. Now, imagine there has been a big earthquake. Describe to your partner what might happen to the objects in the photos. Then have a class discussion.



Tangshan



San Francisco

## Pre-reading

- 1 Imagine your home begins to shake and you must leave it **right away**. You have time to take only one thing. What will you take? Why?
- 2 What do you think will happen before an earthquake?



## Reading



## A NIGHT THE EARTH DIDN'T SLEEP

1 Strange things were happening in the countryside of northeast Hebei. For three days the water in the village **wells** rose and fell, rose and fell. Farmers noticed that the well walls had deep cracks in them. A smelly gas came out of the cracks. In the farmyards, the chickens and even the pigs were too nervous to eat. Mice ran out of the fields looking for places to hide. Fish jumped out of  
 5 their bowls and ponds. At about 3:00 am on July 28, 1976, some people saw bright lights in the sky. The sound of planes could be heard outside the city of Tangshan even when no planes were in the sky. In the city, the water **pipes** in some buildings cracked and **burst**. But the one **million** people of the city, who thought little of these **events**, were asleep as usual that night.

At 3:42 am everything began to shake. It seemed **as if** the world was **at an end!** Eleven  
 10 kilometres directly below the city one of the greatest earthquakes of the 20th century had begun. It was felt in Beijing, which is more than two hundred kilometres away. One-third of the **nation** felt it. A huge crack that was eight kilometres long and thirty metres wide cut across houses, roads and **canals**. **Steam** burst from holes in the ground. Hard hills of rock became rivers of **dirt**. In fifteen terrible seconds a large city lay **in ruins**. The **suffering** of the people was **extreme**.  
 15 Two-thirds of them died or were **injured** during the earthquake. Thousands of families were killed and many children were left without parents. The number of people who were killed or injured reached more than 400,000.

But how could the survivors believe it was natural? Everywhere they looked nearly everything was **destroyed**. All of the city's hospitals, 75% of its factories and buildings and 90% of its  
 20 homes were gone. **Bricks** covered the ground like red autumn leaves. No wind, however, could blow them away. Two **dams** fell and most of the bridges also fell or were not safe for travelling. The railway **tracks** were now **useless** pieces of steel. Tens of thousands of cows would never give milk again. Half a million pigs and millions of chickens were dead. Sand now filled the wells instead of water. People were **shocked**. Then, later that afternoon, another big **quake** which  
 25 was almost as strong as the first one shook Tangshan. Some of the **rescue** workers and doctors were **trapped** under the ruins. More buildings fell down. Water, food, and **electricity** were hard to get. People began to wonder how long the **disaster** would last.

All hope was not lost. Soon after the quakes, the army sent 150,000 soldiers to Tangshan to help  
 30 the rescue workers. Hundreds of thousands of people were helped. The army organized teams to **dig out** those who were trapped and to **bury** the dead. To the north of the city, most of the 10,000 **miners** were rescued from the coal **mines** there. Workers built **shelters** for survivors whose homes had been destroyed. Fresh water was taken to the city by train, truck and plane. Slowly, the city began to breathe again.



## Comprehending

### 1 Read the passage carefully and join the correct parts of the sentences.

- |   |   |
|---|---|
| 1 The chickens didn't eat because                   | A the army came to help them.                     |
| 2 The people didn't worry because                   | B the quake happened while they were sleeping.    |
| 3 Such a <b>great number of</b> people died because | C they were nervous.                              |
| 4 Water was needed because                          | D dams and wells were useless.                    |
| 5 The people did not lose hope because              | E they didn't know what the strange events meant. |

### 2 Read the passage again and make a timeline.

TIME	EVENTS
• For three days	
• At about 3:00 am on July 28, 1976	
•	
•	
•	

### 3 Writing a summary of a passage means looking for the main idea of each part and putting it down in a sentence. Look at each paragraph of the reading passage and write down its main idea.

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

### 4 Explain in your own words what the writer means by the title "A night the earth didn't sleep". In pairs, suggest another title for the text.

### 5 Choose a paragraph and act out an interview between a **reporter** and a survivor from the Tangshan earthquake.

EXAMPLE:

Paragraph 1

REPORTER: *Did you notice anything strange before the earthquake?*

SURVIVOR: *There were some strange things ....*



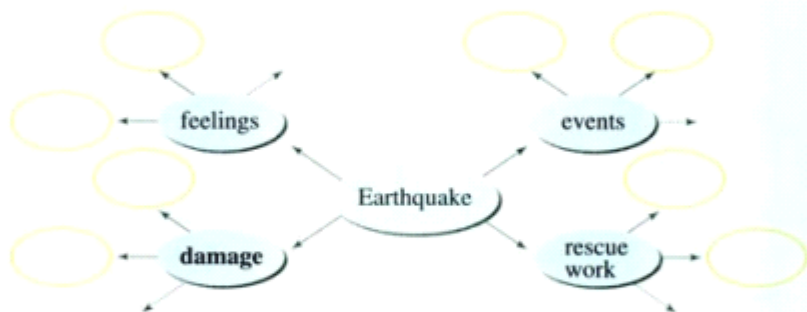
## Learning about Language

### Discovering useful words and expressions

1 Find the correct word or expression for each of the following meanings.

- |  |                                      |
|--|--------------------------------------|
| 1 _____ of no use  | 2 _____ all the people in a country  |
| 3 _____ a lot of   | 4 _____ matter that is not clean     |
| 5 _____ finished   | 6 _____ very great in degree         |
| 7 _____ immediately  | 8 _____ gas that hot water gives out |
| 9 _____ make someone feel very surprised                               |                                      |
| 10 _____ metal <b>bars</b> that a train moves along                    |                                      |
| 11 _____ save something or somebody from danger                        |                                      |
| 12 _____ the part of a building left after the rest has been destroyed |                                      |

2 Try to find as many words you have learned in the reading passage as possible to describe any earthquake you know about.



3 Complete the passage with words from the text.

It was a **frightening** night. The dam cracked and then \_\_\_\_\_ under the weight of the water. The water went all over the fields and \_\_\_\_\_ quite a few villages along the river. Some buildings were in \_\_\_\_\_ and some farmers were \_\_\_\_\_ at the top of their houses. The water filled the canals and the \_\_\_\_\_. Dead bodies and \_\_\_\_\_ animals were seen everywhere. People were \_\_\_\_\_, but they had to \_\_\_\_\_ the dead bodies for health reasons. It was a very sad time.

4 Work in groups. Read some of the sentences and complete the others. Then choose the best to read to the class.

When the earthquake came, it was as if the world was at an end.

When the houses fell down, it sounded as if \_\_\_\_\_.

When the dam broke, it looked as if the sea had arrived suddenly on our doorstep.

When the bricks covered the ground, it was as if \_\_\_\_\_.

When the coal mines fell, the ground above looked as if it would crack.

When the cows ran down the road, they looked as if \_\_\_\_\_.

When the shock hit us, we felt as if we were going to die.

When the nation turned to help us in our need, it seemed as if \_\_\_\_\_.

### Discovering useful structures

- 1** An attributive clause gives more information about someone or something referred to in the main clause. Look at the example below:

*Workers built shelters for survivors whose homes had been destroyed.*

An attributive clause may begin with a relative pronoun such as *that, who, which, whose*. Find the sentences with attributive clauses from the reading passage.

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- 2** Complete each sentence using *that, which, who* or *whose*. Translate the sentences into Chinese and compare them.

- Here are my neighbours \_\_\_\_\_ home was destroyed by the earthquake.
- The terrible shaking of the building woke up all the people \_\_\_\_\_ were asleep.
- The next day people put up shelters in the open air made with anything \_\_\_\_\_ they could find.
- Several days later most of the buildings \_\_\_\_\_ had been damaged were repaired.
- This **frightened** boy \_\_\_\_\_ mother was lost in the disaster is looking for her now.
- We went to see our teacher \_\_\_\_\_ husband lost his life in the earthquake.
- "Is this the young man \_\_\_\_\_ saved several people trapped under buildings?" she asked.
- A number of children \_\_\_\_\_ parents had died in the quake were sent to live with families in other cities.

- 3** Play a game. Get into a group of four and each group makes up a short sentence. Then take turns to complete the sentence using the attributive clauses with *that, which, who* or *whose*.

EXAMPLE: *The boy bought a bicycle.*

S<sub>1</sub>: *The boy bought a bicycle that was stolen from his neighbour.*

S<sub>2</sub>: *The boy bought a bicycle which was newly repaired.*

S<sub>3</sub>: *The boy who is wearing a red jacket bought a bicycle.*

S<sub>4</sub>: *The boy whose glasses were broken bought a bicycle.*

**Repeat the game using the sentences:**

- The girl was rescued from the well.
- The children buried eggs in the garden.
- The survivors were dug out by the soldiers.
- The nation was shocked at the news.

## Using Language

## Reading and speaking



- 1 Here is a letter of invitation. Read it carefully and imagine that you are the student who has been invited to give a speech.

Office of the City Government  
Tangshan, Hebei  
China

July 5, 200 \_\_\_\_

Dear \_\_\_\_\_,

**Congratulations!** We are pleased to tell you that you have won the high school speaking competition about new Tangshan. Your speech was heard by a group of five **judges**, all of whom agreed that it was the best one this year. Your parents and your school should be very proud of you!

Next month the city will open a new park to honour those who died in the terrible disaster. The park will also honour those who helped the survivors. Our office would like to have you speak to the park visitors on July 28 at 11:00 am. As you know, this is the day the quake happened thirty-\_\_\_\_\_ years ago.

We invite you to bring your family and friends on that special day.

Sincerely,  
Zhang Sha  
Zhang Sha

- 2 Now in pairs prepare a short speech, in which you should:

- thank those who worked hard to rescue survivors and list some of the things the workers did to help them;
- thank those who worked hard to build a new city: (For example: they built new homes and offices in only seven years. The UN honoured them for their quick work.)
- thank the visitors for listening to your speech.

I would like to **express** my thanks to ... who ...

Here, I wish to express my thanks for the great efforts ...

I'd also like to thank ...

No words are strong enough to express our ...

It was terrible when ...

It seemed as if ...

I remember ...

I felt ...

Not long after that ...

Luckily, ...

- 3 Look at the stamps of new Tangshan and discuss in groups what had to be done to rebuild a city after an earthquake.



## Listening



- 1** How would you feel if your home was suddenly destroyed without warning? In pairs make a list of useful adjectives to express your feelings.
- 2** Listen to an interview of a survivor of the great San Francisco earthquake of 1906. Read the following statements and mark whether they are true or false. Give a reason.
- |   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 The man was sleeping downstairs when the earthquake happened. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Many huge buildings were shaking – bricks were falling.       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 A lot of people were buried under the ruins.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Some cows were killed in the fires.                           | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 He felt safer because he got away easily.                     | <input type="checkbox"/> | <input type="checkbox"/> |
- 3** Listen to the tape again and in groups discuss these questions. Write down your answers and compare with another group.
- When did the earthquake begin?
  - What did the speaker do after he woke up?
  - What did he see and hear outside?
  - What happened to the man next to him?
  - How did he get away from the city?
  - Which of your adjectives describe the man's feelings most closely?
- 4** Read the sentences below and pay attention to liaison and incomplete explosion.
- I asked a man standing nex(t) to me wha(t) happened.
  - Some of them ha(d) broken their legs and others were climbing upon each other to get out.

## Reading and writing

You are going to write an article for a newspaper about a special event that happened in your hometown. Before you start, you should write an **outline**. It will help you organize your ideas. A newspaper outline usually includes: a **headline**, a list of main ideas and a list of important details.

- 1** Read this example of a newspaper story. Find the headline, main ideas and details of each paragraph.

### Cyclists Ready to Go on the Road for Disaster-Hit Areas

From July 5 to 28, a team of cyclists known as *Bikers for Disaster-Hit Areas* will ride their bikes 1,888 km from Lijiang, Yunnan Province, to Lhasa, Tibet. The team has a big meeting in Beijing on June 3 to talk about their plan. The cyclists hope to raise money to help tens of thousands of children in disaster-hit areas in China.

The cyclists come from China, the US, Europe and other places. Both men and women will ride. Their ages are from 25 to 65. Before their trip this summer, the group hopes to collect 1 million yuan to give to the schools which help the children in those natural disaster-hit areas.

Email: info@bikingford-ha.com

**HEADLINE***Cyclists Ready to Go on the Road for Disaster-Hit Areas*

## Paragraph 1

Main idea: Cyclists plan to get money for disaster-hit areas

Detail 1: Their trip will be made in July in Yunnan and Tibet.

Detail 2: An important meeting will be held in Beijing in early June.

Detail 3: The cyclists hope to raise money to help children in disaster-hit areas.

## Paragraph 2

Main idea: More information about the cyclists and their project

Detail 1: The team of cyclists come from many places in the world.

Detail 2: The team has men and women, young and old.

Detail 3: The team hopes to collect 1 million *yuan* for the schools in disaster-hit areas.

**2** Now write your outline. Before you write it, ask yourself these questions: What happened? When did it happen? Where? Who took part? Why?

**3** Write your article based on the outline.

**SUMMING UP**

Write down what you have learned about earthquakes.

From this unit you have also learned

- useful verbs: \_\_\_\_\_
- useful nouns: \_\_\_\_\_
- other expressions: \_\_\_\_\_
- a new grammar item: \_\_\_\_\_

**LEARNING TIP**

Listening to English is a very important skill because it is only when we understand what is said to us that we can have a conversation with somebody. So listen to the English news on the radio or watch the news on CCTV International. You will get a lot of information about what is happening around the world. You will be able to improve your listening and learn more English words and expressions. At the same time you will improve your pronunciation and intonation.

**READING FOR FUN****A proverb**

A man who fears suffering is already suffering from what he fears.

**A quote**

Neither a wise man nor a brave man lies down on the tracks of history to wait for the train of the future to run over them.

— Dwight D Eisenhower

# Unit 5

## Nelson Mandela – a modern hero

### Warming Up

What adjectives below would you use to describe a great person? And what **qualities** does a great person have? Discuss with your partner and make a list.

hard-working lazy friendly cruel warm-hearted **mean** determined wise  
**active** generous easy-going reliable unkind brave **selfish** stubborn  
**selfless** devoted handsome nice honest famous calm lovely

### Pre-reading

Most great people are also famous people, but famous people may not be great people. A great person is someone who devotes his/her life to helping others. Read the information about these six men. Discuss if they were/are great men. Give reasons.

### ARE THESE FAMOUS PEOPLE ALSO GREAT PEOPLE?

<p>1</p>  <p>William Tyndale (1494 – 1536), Britain</p>	<p>2</p>  <p>Norman Bethune (1890 – 1939), Canada</p>	<p>3</p>  <p>Sun Yat-sen (1866 – 1925), China</p>
<p>He wrote the Bible in English so all could read it. He died for his ideas but his work is still used in the official Bible today.</p>	<p>He fought against the German Nazis and Japanese invaders during World War II. He worked selflessly in China as a doctor and saved many Chinese soldiers.</p>	<p>He <b>founded</b> the first <b>Republic</b> in China in 1911 after many years' fighting. He strongly believed in the <b>three principles</b>: nationalism; people's rights; people's livelihood.</p>
<p>4</p>  <p>Mohandas Gandhi (1869 – 1948), India</p>	<p>5</p>  <p>Nelson Mandela (1918 – ), South Africa</p>	<p>6</p>  <p>Neil Armstrong (1930 – ), USA</p>
<p>He gave up a rich life for his ideas and fought for his country to be free from the UK in a <b>peaceful</b> way.</p>	<p>He fought for black people and was in prison for almost thirty years. He helped black people get the same rights as white people.</p>	<p>He was the first man to land on the moon in July 1969. He said, "That's one small step for (a) man, one giant leap for <b>mankind</b>."</p>

## Reading



## ELIAS' STORY

1 My name is Elias. I am a poor black worker in South Africa. The time when I first met Nelson Mandela was a very difficult period of my life. I was twelve years old. It was in 1952 and Mandela was the black lawyer  
5 to whom I went for advice. He offered **guidance** to poor black people on their **legal** problems. He was generous with his time, for which I was grateful.

I needed his help because I had very little education. I began school at six. The school where I studied for  
10 only two years was three kilometres away. I had to leave because my family could not continue to pay the school **fees** and the bus fare. I could not read or write well. After trying hard, I got a job in a gold mine. However, this was a time when one had got to have a passbook to live in Johannesburg. Sadly I did not have it because I was not born there, and I worried about whether I would become **out of work**.

15 The day when Nelson Mandela helped me was one of my happiest. He told me how to get the correct papers so I could stay in Johannesburg. I became more **hopeful** about my future. I never forgot how kind Mandela was. When he organized the **ANC Youth League**, I joined it as soon as I could. He said:

20 *"The last thirty years have seen the greatest number of laws stopping our rights and progress, until today we have reached a **stage** where we have almost no rights at all."*

It was the truth. Black people could not **vote** or choose their leaders. They could not get the jobs they wanted. The parts of town in which they had to live were decided by white people. The places outside the towns where they were sent to live were the poorest parts of South Africa. No one could grow food there. In fact as Nelson Mandela said:

25 *"... we were put into a position in which we had either to accept we were less important, or fight the government. We chose to **attack** the laws. We first broke the law in a way which was peaceful; when this was not allowed ... only then did we decide to answer **violence** with violence."*

30 As a **matter of fact**, I do not like violence ... but in 1963 I helped him **blow up** some government buildings. It was very dangerous because if I was caught I could be put in prison. But I was happy to help because I knew it would help us achieve our dream of making black and white people **equal**.



## Comprehending

**1** Read the passage carefully and then look at these statements. Decide whether they are true or false and give a reason.

- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| 1 Elias went to see Nelson Mandela when he was <b>in trouble</b> .     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Elias left school because the school was too far from his home.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Nelson Mandela helped him keep his job.                              | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Elias trusted Nelson Mandela and he joined the ANC Youth League.     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Elias was <b>willing</b> to blow up government buildings.            | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Nelson Mandela thought violence was a good way to help black people. | <input type="checkbox"/> | <input type="checkbox"/> |

**2** Answer these questions in pairs after reading. Write down your answers and report to the class.

- Why did Elias visit Nelson Mandela?
- What did Mandela do to help black people?
- What was Elias' attitude towards the **unfair** situation black people faced? How do you know?
- Why did Nelson Mandela **turn to** violence to make black and white people equal?

**3** Now make a timeline of Elias' life. Scan the reading passage to help you. Not all years will have information to be added.

1940: _____	1948: _____
1942: _____	1950: _____
1944: _____	1952: _____
1946: _____	1954: _____

**4** Listen to the tape and read the quotes from Nelson Mandela on page 34, paying attention to pauses in the long sentences. Discuss in pairs and explain the quotes in your own words.

- "The last thirty years have seen the greatest number of laws stopping our rights and progress, until today we have reached a stage where we have almost no rights at all."
- "... we were put into a position in which we had either to accept we were less important, or fight the government. We chose to attack the laws. We first broke the law in a way which was peaceful; when this was not allowed ... only then did we decide to answer violence with violence."



## Learning about Language

### Discovering useful words and expressions

#### 1 Find the words that mean the same from the text.

- 1 \_\_\_\_\_ group of people organized for a special purpose
- 2 \_\_\_\_\_ help and advice given to someone
- 3 \_\_\_\_\_ not having a job
- 4 \_\_\_\_\_ showing great love for someone or something
- 5 \_\_\_\_\_ unkind; ungenerous
- 6 \_\_\_\_\_ a time or state that something reaches as it grows
- 7 \_\_\_\_\_ money paid for going to school
- 8 \_\_\_\_\_ basic general truth
- 9 \_\_\_\_\_ the human race
- 10 \_\_\_\_\_ period of being young

#### 2 Scan through the vocabulary list of this book and the words you have learned. Use the correct endings to form new words.

Adjective	Noun
kind	kindness
selfish	
lonely	

Noun	Adjective	Adverb
care	careful	carefully
hope		
peace		

#### 3 Complete the passage with words and the phrase from the box below. You may change the form if necessary.

equal      official      worry about      mankind      lawyer      attack  
 republic      quality      violence      legal      hopeful      vote      active

My name is Robert Sobukwe. Like Nelson Mandela I was a \_\_\_\_\_ who believed that all \_\_\_\_\_ is created \_\_\_\_\_. I hate \_\_\_\_\_ and tried to use \_\_\_\_\_ ways so that black people could \_\_\_\_\_ for their government. As I live in South Africa, the \_\_\_\_\_ of the South African \_\_\_\_\_ did not agree with me. They \_\_\_\_\_ me for encouraging the blacks to fight against the government and put me in prison. Nobody was allowed to talk to me for five long years and I lost the ability to talk. Before I went to prison, I had been \_\_\_\_\_ that things would change. After I was released I found the \_\_\_\_\_ of life for black people had got worse. I was \_\_\_\_\_ my future, and soon I fell ill. Although I was not as successful as Nelson Mandela, many people remember me as one of the first \_\_\_\_\_ black fighters for human rights in South Africa.

## Discovering useful structures

- 1** Look at the reading passage again. Find sentences with attributive clauses which uses *where*, *when*, or *preposition + which/whom*.

EXAMPLE: The time when I first met Nelson Mandela ....

- (where) \_\_\_\_\_
- (when) \_\_\_\_\_
- (prep + which) \_\_\_\_\_
- (prep + whom) \_\_\_\_\_

- 2** Elias had some messages for his friends. Please help him complete the sentences.

1 The mines	where we voted	was the 5th of August.
2 The reason	where I worked	was because of my hard work.
3 The time	why I got a job	were 9 km from my home.
4 The government building	when I joined the ANC Youth League	was late at night.
5 The date	when I arrived	was very tall.

- 3** Complete the following sentences using attributive clauses.

- The person with whom \_\_\_\_\_ was a good friend of mine.
- The house in which \_\_\_\_\_ was far away from my work.
- The company for which \_\_\_\_\_ was founded five years ago.
- The address to which \_\_\_\_\_ was in South Africa.
- The team for which \_\_\_\_\_ is the best in China.
- The scientist from whom \_\_\_\_\_ never **lost heart** when he was in trouble.

- 4** Play a game. Get into groups of four. The first person begins with a sentence and other people in the group add extra and different information using attributive clauses with *when*, *why*, *prep + which* or *prep + whom*.

EXAMPLE:  $S_1$ : The school was very large.

$S_2$ : The school in which I learned judo was very large.

$S_3$ : The school to which I was sent was very large.

$S_4$ : The school at which I studied French was very large.

You can make your own sentences, but other possible sentences are:

- The person was willing to help.
- The room was dusty.
- The time was very pleasant.
- The reason was known to all.

Choose the most interesting set of sentences and tell them to the class.

## Using Language

## Listening



- 1 Discuss the question in pairs before listening: What things do you think were unfair in South Africa?
- 2 Listen to the tape and write down the main idea.
- 3 Listen again and compare the life and work of white and black people at that time. Fill in the chart below.

Differences	White people	Black people
The jobs they did		
Where the workers lived		
How much land they owned		
Their hospitals and schools		

- 4 Discuss these questions in pairs.
  - 1 Do you think Elias was right to join the ANC Youth League?
  - 2 Imagine you are Elias. What would you do? Why?

## Reading and discussing



## THE REST OF ELIAS' STORY

You cannot imagine how the name of Robben Island made us afraid. It was a prison from which no one **escaped**. There I spent the hardest time of my life. But when I got there Nelson Mandela was also there and he helped me. Mr Mandela began a school for those of us who had little learning. He taught us during the lunch breaks and the evenings when we should have been asleep. We read books under our **blankets** and used anything we could find to make candles to see the words. I became a good student. I wanted to study for my degree but I was not allowed to do that. Later, Mr Mandela allowed the prison guards to join us. He said they should not be stopped from studying for their degrees. They were not cleverer than me, but they did pass their exams. So I knew I could get a degree too. That made me feel good about myself.

When I finished the four years in prison, I went to find a job. Since I was better **educated**, I got a job working in an office. However, the police found out and told my boss that I had been in prison for blowing up government buildings. So I lost my job. I did not work again for twenty years until Mr Mandela and the ANC **came to power** in 1994. All that time my wife and children had to **beg** for food and help from **relatives** or friends. Luckily Mr Mandela remembered me and gave me a job taking tourists around my old prison on Robben Island. I felt bad the first time I talked to a group. All the **terror** and fear of that time came back to me. I remembered the beatings and the **cruelty** of the guards and my friends who had died. I felt I would not be able to do it, but my family encouraged me. They said that the job and the pay from the new South African government were my **reward** after working all my life for equal rights for the Blacks. So now I am proud to show visitors over the prison, for I helped to make our people free in their own land.

1 Read the passage carefully and make notes about what happened to Elias in prison.

Good things	Bad things
<ul style="list-style-type: none"> <li>Mandela started a school in the prison.</li> </ul>	<ul style="list-style-type: none"> <li>He was beaten.</li> </ul>

2 Now discuss the questions in pairs. Compare your ideas with another pair.

- What would you have done if you were Elias?
- How do you think his wife and family felt when he was in prison?

### Speaking and writing

1 Look at the life of Nelson Mandela and find out what happened to him in 1999. In pairs discuss what qualities make Mandela a great man.

#### Life of Nelson Mandela

18/7/1918	born near Transkei (South Africa)
1937	entered university but did not complete degree
1940	completed law degree at the university
1944	formed ANC Youth League
1952	<b>set up</b> law office to help poor black people in Johannesburg, later this year, law office closed by government because he attacked <b>anti-black</b> laws
1961	government by and for white people set up in South Africa
1962	<b>sentenced</b> to five years hard labour for encouraging violence against anti-black laws
1963	ANC began to blow up buildings
1964	sentenced to prison for life on Robben Island for being one of the ANC leaders
1982	moved to a prison in Cape Town
1990	released from prison
1991	became <b>President</b> of the ANC
1993	won the Nobel Peace Prize
1994	became President of South Africa
1999	_____



The following expressions may help you.

#### ASKING FOR OPINIONS

- What do you think of ...?
- What's your opinion?
- What are your ideas?
- Do you have any thoughts on that?
- How do you feel about that?
- Why do you think so?

#### GIVING OPINIONS

- I think / I don't think ...
- I believe / I don't believe (that) ...
- In my opinion ...
- To my understanding, ...
- I'm with you.
- I feel that ... / I don't feel that ...

**2 Use the timeline on page 39 to write a summary of Nelson Mandela's life or a short paragraph about your ideas on Nelson Mandela.**

- With your partner put your ideas into any order which seems good to you.
- Add the adjectives that describe his qualities into your article.

### SUMMING UP

Write down what you have learned about Nelson Mandela.

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From this unit you have also learned

- useful verbs: \_\_\_\_\_
- useful nouns: \_\_\_\_\_
- useful expressions: \_\_\_\_\_
- a new grammar item: \_\_\_\_\_

### LEARNING TIP

Choose a famous person and try to find out as much as you can about his or her life. Read what the person did and what people remember about him or her. Find some people who like the person and some who do not. Try to find out for what reason they like this person or not. While you are doing this, you will be teaching yourself a useful way of learning.

### READING FOR FUN

#### Quotes

Freedom rings where opinions clash.

— Adlai E Stevenson

I disagree with what you say, but I'll defend to the death your right to say it.

— Voltaire

What man wants is simply independent choice, whatever that independence may cost and wherever it may lead.

— Dostoevsky

### LISTENING



1 Before you listen, discuss these questions with your partner.

- 1 Do you think it is a good idea to make friends with people from other countries?
- 2 What are the advantages of this friendship?

2 Listen to the tape and write down in one sentence what Leslie does in China.

3 Listen to Part 1 again and tick the things done by Leslie.

- |  |  |
|--|--|
| <input type="checkbox"/> going to watch Peking Opera | <input type="checkbox"/> going out for delicious dinners |
| <input type="checkbox"/> seeing the Great Wall       | <input type="checkbox"/> visiting a mountain             |
| <input type="checkbox"/> going to people's homes     | <input type="checkbox"/> staying in a good hotel         |
| <input type="checkbox"/> swimming in the sea         | <input type="checkbox"/> going shopping                  |

4 What does Leslie say about the friends she made in China? Listen to Part 2 again and write your answers in one or two sentences.

### TALKING

In pairs discuss these questions.

- 1 Do you agree with Leslie? Give your reasons.
- 2 Do you think foreigners and Chinese people have the same idea about friendship?
- 3 What misunderstandings do you think might occur between Chinese people and foreigners?

### USING WORDS AND EXPRESSIONS

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

- 1 你把所有的数加起来就会知道结果。(add up)
- 2 我们努力想让他平静下来,但他还是激动地大叫。(calm down)
- 3 玛丽在医院里住了很长一段时间后,恢复了健康。(recover)
- 4 李鸣在这里定居后,和邻居们相处得很好。(settle; get along with)
- 5 如果你不想和我在一起,你就收拾东西走人。(pack up)
- 6 战争期间,我受了很多苦。我用日记记下自己的经历,以便老了以后能够记住。(suffer; set down)

- 2 Look at these phrases and make sure you understand them. Then use them correctly in the following sentences. Add any more *get*-phrases you know.

get into    get tired of    get back    get along/on with    get off    get used to

- Dick \_\_\_\_\_ his new toy after playing with it for a week and tried to swap it for another one.
- John \_\_\_\_\_ George very well as a teenager and they decided to go to the same university.
- Amy was excited when she \_\_\_\_\_ the lift to go to her new flat.
- When the CCTV team \_\_\_\_\_ after crossing Africa on the Transafrica Highway, they became very famous in China.
- Mary was grateful when she was told where to \_\_\_\_\_ the bus at the theatre.
- Daniel hurried home with his suitcase so he \_\_\_\_\_ in time for dinner.
- Zhao disliked his new school until he \_\_\_\_\_ the timetable and made some new friends.
- If you don't want to \_\_\_\_\_ trouble, then make sure you understand the rules.

## USING STRUCTURES

- 1 Here is another page of Anne's diary. Read it through and then use indirect speech to retell the story. You may begin like this:

*Anne said that they went quickly upstairs and into the hiding place when they arrived at Prinsengracht (王子运河).*

Friday, 10 July, 1942

When we arrived at Prinsengracht, we went quickly upstairs and into the hiding place. We closed the door behind us and we were alone. Margot had come faster on her bicycle and was already waiting for us. All the rooms were full of boxes. They lay on the floor and the beds. The little room was filled with bedclothes. We had to start clearing up at once, if we wished to sleep in comfortable beds that night. Mummy and Margot were not able to help. They were tired and lay down on their beds. But Daddy and I, the two "helpers" of the family, started at once.



The whole day we unpacked the boxes, filled the cupboards and tidied, until we were extremely tired. We did sleep in clean beds that night. We hadn't had any warm food to eat all day, but we didn't care. Mummy and Margot were too tired and worried to eat, and Daddy and I were too busy.

- 2** Now play the game "What did he/she say?" Form groups of three and carry on conversations like this. Remember to change roles.

A: *What did they do when they arrived at the hiding place?*

B: *What did he/she say?*

C: *He/She asked you what they did when they arrived at the hiding place.*

#### Questions for Student A:

- 1 Who was waiting for them there?
- 2 Why did Margot get there earlier than Anne?
- 3 Were the rooms empty?
- 4 What was the little room filled with?
- 5 Did they clear up the room that night?
- 6 Who tidied the room?
- 7 Why didn't Anne's mother and sister help?
- 8 What did Anne and her father do?
- 9 Did they have any warm food to eat?
- 10 Why didn't they care?

## LISTENING TASK



- 1** Anne made a friend in the hiding place. He was the son of another family hiding with them. Listen to the story and tick the pair who are disagreeing about the friendship.

Anne and her friend     her friend and her father     Anne and her father

- 2** Listen to the story again to find out what happened.

	What Anne's father said	What Anne thought
about being friends with Peter		
about talking to him every night		
about following her father's ideas		

Do you think Anne should follow her father's ideas? Give a reason.

- 3** Anne needs some advice to help her with this problem. Perhaps you can help her. Work in pairs and make a list of things she might say to her father to make him change his mind. Think of as many as you can.

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

Now be ready to tell the class your ideas.



## READING TASK



## FRIENDSHIP IN HAWAII



Every culture has its own ways to show friendship. On the islands of Hawaii, friendship is part of the “*aloha* spirit”. In the language of the Hawaiians who first settled the islands long ago, *aloha* had a very special meaning. That is “to be with happiness”.

Hawaiians believe that once somebody loves the land, they are ready to love their people or community (社区). This is the second most important sign of friendship. It is called *lokahi* in the Hawaiian language, which means “oneness with all people”. To enjoy the land you should not be selfish. The land is for everyone who lives on it. Today many different peoples call Hawaii their home. Indeed, Hawaii is a place where people make one big community from many smaller communities. Each person gives *kokua* (help) to other people so that all feel stronger. It is believed that the islands can be a paradise (天堂) when people live in peace. People are told that their actions should be as gentle as the wind that blows from the sea. When problems happen, people are asked to solve them with understanding. So when the people of Hawaii talk about *ohana* (family), they are really talking about all those who live on the islands.

Living in peace, Hawaiians have developed a third sign of friendship. This personal friendship is shown by giving *leis* to one another. The *lei*, a string of flowers, is put over a friend’s neck. Then the friend is given a kiss on the cheek. Visitors to the islands are also given *leis*. When they hear *aloha*, visitors begin to feel at home. *Aloha* also means “goodbye”, so visitors will hear it again when they leave. It can also mean “our hearts singing together”. Perhaps this is how most visitors will remember their new friendship.



1 Skim the passage and write down what the following words mean.

aloha

lokahi

lei

kokua

ohana

2 Read the passage carefully and discuss the following questions.

- 1 What are the ways Hawaiians show their friendship?
- 2 Why do many different peoples call Hawaii their home?
- 3 How do people in Hawaii get on with one another?
- 4 Can you find similar things in your hometown? How do you show friendship to visitors?

3 The *aloha* spirit has been made into a law for the islands of Hawaii. Which idea or action would you like to make into a law to improve the friendliness of people towards each other?

## SPEAKING TASK

- 1 In pairs read the following dialogue and discuss what you would do.

MARTIN: *Hello, Liu Ming. Er ... Ah ... I've been offered a ticket to the Backstreet Boys concert.*

LIU: *Wow! That's great! When is it?*

MARTIN: *It's tomorrow and I'm so sorry but there's only one ticket.*

LIU: *Oh, I see. Did you try to get a ticket for me?*

MARTIN: *Yes, I did, but there were none left.*

LIU: *So you want to change our plan for Saturday, do you?*

MARTIN: *Yes, I do. I'm so sorry about that!*

LIU: *Well, I suppose we can have our picnic next week.*

MARTIN: *That'd be lovely. Thank you so much.*

LIU: *See you next week then.*

- 1 Do you think Martin behaved fairly to his friend? Give your reasons.

---



---

- 2 How do you think Martin's friend felt?

---

- 3 Imagine you are Martin, what would you do when you see Liu Ming?

---

- 2 Work in pairs. Each pair should choose one of the following situations and make a dialogue.

1 Your best friend tells you that he/she has stolen something small from a shop. He/She thinks it is funny that he/she got away with it. What will you say to him/her?

2 You hate to be late for school but your best friend is so slow that you often arrive at school after the first class has started. You are not pleased but your friend finds it fun. How can you persuade him/her to get to school on time?

3 You have been getting on well with your friend for years, but now you don't like him as much as before. He is crazy about Internet games and he smokes. You tried to stop him doing these things, but he won't listen. What should you do? Should you end the friendship?

## WRITING TASK

Here you see some proverbs about friends and friendship. Read them carefully and think of some Chinese proverbs that have similar meanings. Choose one and write a short story or explanation about it.

When you meet your friend, your face shines — you have found gold.

Friends are like wine; the older, the better.

A friend in need is a friend indeed.

The best mirror is an old friend.

A friend to all is a friend to none.

The same man cannot be both friend and flatterer.

The friendship that can end was never real.

False friends are worse than open enemies.

Walking with a friend in the dark is better than walking alone in the light.

Friendship cannot stand always on one side.

With clothes, the new are best; with friends, the old are best.

The following sample story may help you:

### Friends are like wine; the older, the better.

Everyone at work said they liked my new dress so I wore it for a TV show. When I arrived the producer gave me a strange look but said nothing.

Later that week I watched the show on my TV. As I sat there looking at myself on the TV screen, the telephone rang. It was my old friend Susan. "Next time let me tell you what to wear. That dress makes you look old and boring." It was true. For a moment I felt ashamed but then I felt better.

Next time I will ask Susan and she will tell me the truth. Truly old friends are like wine; the older, the better.

### Analyzing the structure

Text type: story (fiction)

Context: who, where, when, what

Development:

- not happy when I watched myself on TV
- my friend's phone call

Conclusion: (using the proverb)

I realized she was right because she told me the truth — so old friends are the best.

## PROJECT

Collect materials like proverbs, poems, stories, etc and prepare for an English party or an English paper on friendship. The following poem is provided as an example.

### LOVE AND FRIENDSHIP

by Emily Brontë

*Love is like the wild rose-briar;  
Friendship like the holly-tree.  
The holly is dark when the rose-briar blooms,  
But which will bloom most constantly?  
The wild rose-briar is sweet in spring,  
Its summer blossoms scent the air;  
Yet wait till winter comes again,  
And who will call the wild-briar fair?  
Then, scorn the silly rose-wreath now,  
And deck thee with holly's sheen,  
That, when December blights thy brow,  
He still may leave thy garland green.*

### CHECKING YOURSELF

- 1 Are you interested in the topic of this unit? Why or why not?  
\_\_\_\_\_
- 2 Which reading in this unit most interests you?  
\_\_\_\_\_
- 3 What new ideas have you learned about friendship from this unit?  
\_\_\_\_\_
- 4 How can you be a better friend?  
\_\_\_\_\_
- 5 What new vocabulary have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?  
\_\_\_\_\_
- 6 What problems did you have? How did you solve them?  
\_\_\_\_\_

# Unit 2

## English around the world

### LISTENING



- 1 Before you listen, look at the map on the right. It shows some of the places in the world where English is spoken as an official language. Guess what this listening is about. Listen to the tape and see if you are right.



- 2 Listen to the tape again. Work out the name of each student's country and find the hints that help you identify them.

	Speaker 1	Speaker 2	Speaker 3	Speaker 4
Country name				
Hints				

### TALKING

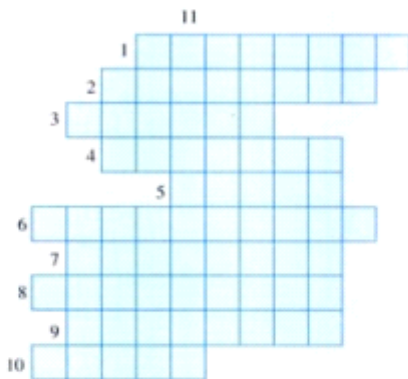
In groups choose one of the situations to role-play. Decide whether you need to use commands or requests. Remember to use the expressions you have already practised on page 15.

- 1 A foreigner meets you on the street. He is so worried and excited that he speaks very quickly. However, you finally understand that he is trying to find his Chinese friends, but you are not sure where he plans to meet them.
- 2 You go abroad to the USA for a trip with your parents. The first day your parents go to a restaurant and look around for a toilet. When they ask the waitress, she indicates a sign to the "restroom". But your parents do not want to rest. You ask for the "WC" but the girl says they do not have one. You are confused. When finally she understands what you want, she tells you it is on the second floor. You and your parents go up two floors but only find empty rooms. Where is the toilet?

## USING WORDS AND EXPRESSIONS

1 Work with a partner to complete the word puzzle. Use the clues to help you.

- 1 agreed, said or done by the government
- 2 like a line or road that goes in one direction
- 3 national, local way of pronouncing words
- 4 a polite way of asking for something
- 5 the way that the words are used in a language
- 6 of the large central part of the USA
- 7 someone's name or a strong feeling of being part of a group, race, etc
- 8 a powerful flash of light in the sky
- 9 the way in which a word is spelled
- 10 truck
- 11 \_\_\_\_\_



2 Play the game "Find the odd one out". Pick out the one that does not fit each group.

- 1 actor elevator visitor doctor director
- 2 eastern western northern modern Midwestern
- 3 windy lorry lucky sandy cloudy
- 4 imagine important impolite improve immediately
- 5 fluently July gradually frequently actually
- 6 unhappy unfriendly untidy unless unnecessary
- 7 afraid alone awake aloud alive
- 8 natural capital national official traditional

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

- 1 博物馆要求参观的游客不得在馆内拍照。(request)
- 2 邓小平在中国经济的发展过程中起着非常重要的作用。(play a part; economy)
- 3 记者问作家他作品中的人物是以谁为原型的。(base)
- 4 她说：“我会穿一件红色的长大衣，这样你肯定能认出我来。”(recognize)
- 5 沿着这条路走三个街区，然后右转，医院就在你的左边。(block)
- 6 我们有很多工作要做，所以要利用好时间。(make use of)
- 7 他直接去了纽约，没在香港停留。(straight)
- 8 这座城市在初夏季节常下雨。(frequent)

## USING STRUCTURES

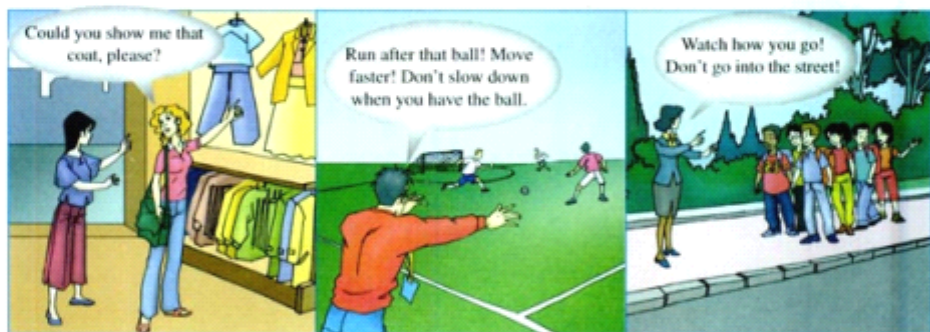
**1** In groups of three, think of at least three commands or requests you and your teachers usually give. You may follow these steps.

- One student gives the first command or request.
- Another student asks what he/she said.
- The third student changes the command or request into indirect speech.
- Change roles so each student gets a chance.

EXAMPLES:

- 1  $S_1$  (as a teacher): *Stop talking now.*      2  $S_2$ : *Would you please answer the question?*  
 $S_2$ : *What did he/she say?*                       $S_2$ : *What did he/she say?*  
 $S_1$ : *He/She told us to stop talking.*       $S_1$ : *He/She asked you to answer the question.*

**2** Look at the pictures. Each one contains an example of a command or a request. Work out what is happening and retell the situation in indirect speech.



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



4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

## READING TASK



## THE OXFORD ENGLISH DICTIONARY

You may think that English dictionaries have been used for many, many centuries. The spelling of English has always been a problem but it was more of a problem in the days before a dictionary. Then people could spell words in different ways which you might find interesting. But it made reading English much more difficult. So dictionaries were invented to encourage everybody to spell the same. In fact, an English dictionary like the kind you use today wasn't made until the time of the late Qing Dynasty. Three men did most of the important early work on dictionaries: Samuel Johnson, Noah Webster, and James Murray. These men spent nearly all of their lives trying to collect words for their dictionaries. For them, it wasn't only a job; it was a wonderful journey of discovery. The largest dictionary in the world is the *Oxford English Dictionary*, or *OED* for short. The idea for this dictionary came from an important meeting in Britain in 1857. Twenty-two years later, Oxford University asked James Murray to be the editor of its new dictionary.



James Murray

Murray had never been to college. At the age of fourteen, he left his village school in Scotland and taught himself while working in a bank. Later he became a great teacher. After Oxford gave him the job, Murray had a place built in the garden behind his house to do his work. Part of it was one metre underground. In winter it felt like a barn, he had to wear a heavy coat and put his feet in a box to keep warm. Every morning, Murray got out of bed at five o'clock and worked several hours before breakfast. Often he would work by candle light into the evening. Murray hoped to finish the new dictionary in ten years. But after five years, he was still adding words for the letter A! Then others went to work with Murray, including his two daughters. He worked on the dictionary until he was very old. Forty-four years later, in 1928, other editors finished it. It included more than 15,000 words in twelve books. And you thought *your* English dictionary was big!

Read the passage and make notes about Murray's life.

## Notes on James Murray's life

Country

Education

Job

Most important task

Who worked on it

Date of completion

Other information

Its difficulties:

Qualities needed:

## LISTENING TASK



- Do you also practise your English outside class? What do you usually do to improve your listening? Discuss with your partner.



- 2 Listen to what Wang Ting and Chen Peng have to say and find out how they improve their English. Write down the main idea.

- 3 Listen again and answer the following questions.

- 1 What is Wang Ting going to do this weekend?
- 2 What does Wang Ting think about listening to English songs?
- 3 Did Chen Peng often watch English films? Does he watch them now?
- 4 What does Chen Peng like watching on CCTV 9?
- 5 What does Wang Ting ask Chen Peng to do?
- 6 What does Chen Peng's teacher say about learning English? What does she mean?

- 4 Write down the three ways Wang Ting suggests to improve English skills.

- 1 Listening to \_\_\_\_\_ is an easy way to \_\_\_\_\_ some idiomatic \_\_\_\_\_.
- 2 Watching \_\_\_\_\_ is a good way to \_\_\_\_\_ your \_\_\_\_\_ of English.
- 3 Listening to \_\_\_\_\_ can improve your \_\_\_\_\_.

## SPEAKING TASK

Imagine that the leaders of your hometown have asked your school to help beginners to learn English. They have suggested these three methods.



Get into pairs and discuss the pictures. What are the advantages and disadvantages? Make a list of your ideas and fill in the chart.

Method	Advantages	Disadvantages
Listening to English programmes on the radio		
Watching English films		
Reading English newspapers		

Now make your recommendation. Compare your idea with another pair and make a final decision. Tell your teacher your idea and your reason for choosing it.

## WRITING TASK

1 What problems do you have in learning English?

- Make a note about your problems or difficulties.
- Share your problems with your friends and discuss how you can solve them.
- List your solutions to two of your problems.
- Decide a title and draft your composition.

2 Read the sample writing and study how the text is organized. Then write about your problems in your English study.

### Ways of improving listening

Of the four skills, I think listening is the hardest. I like watching English films but I can't understand them without the Chinese subtitles.

I am not satisfied with this situation, so recently I had a talk with my friend Wang Ting. She told me some good ways of improving listening. She suggested using CDs to listen to English songs and learn English expressions, watching the news and interviews on CCTV 9, and trying to listen to native speakers.

I will do as she advised. I'm sure I will gradually make progress.

### Studying the text

Text type: *personal recount*

Paragraph 1: *the main problem*

Paragraph 2: *suggestions on how to solve the problem*

- listen to CDs
- watch CCTV 9
- listen to native speakers

Paragraph 3: *conclusion*

## \*PROJECT

1 Read the passage and discuss the questions on page 54 with a partner.

Language is sometimes written as a code so that people can communicate secrets. During the Second World War, the German Navy (海军) used a code to send messages. The British broke the code and learned about many German plans. The Japanese also used a code to talk to their ships at sea. It was called the Purple Code. Although the Americans soon broke this code, the Japanese didn't know it had been broken. In 1942, the Americans began to use their own code to send secrets. A few Navajo (那伐鹤人) Indians made this code, which was based on their language, which only some American Indians spoke. The code described a few things the American army did. Only they could understand this code, so they went with the army from island to island as it fought against the Japanese. These Navajo soldiers promised to keep this code a secret, even though this could cause their deaths. The Japanese never broke the code because they knew nothing about the Navajo language. And the code, which connected two languages, helped win the war in the Pacific.






- 1 According to the reading passage, what is the use of a code?  
\_\_\_\_\_
- 2 What other uses can a code have? List one or two here.  
\_\_\_\_\_
- 3 Describe a situation where codes may not help the people who use them.  
\_\_\_\_\_  
\_\_\_\_\_

- 2** Codes are not always used to send secrets. A code can also save time. It lets you say a lot in a few words, letters or symbols. Work with your partner and make a code to use to take notes when your English teacher talks to the class.

Example 1:

- 1 **c/o** = care of
- 2 **eg** = for example
- 3 **asap** = as soon as possible
- 4 **@** = at
- 5 **mes** = message
- 6 **w/u** = with you

Example 2:

- A =  B = 
- C =  D = 
- E =  ....

After you have finished making your code, share it with your classmates. See if they can guess what each part of the code means.

### CHECKING YOURSELF

- 1 What new information have you learned about the English language?  
\_\_\_\_\_
- 2 Give two examples of where you can find first American and then British English.  
\_\_\_\_\_
- 3 Why will there never be a standard form of the English language?  
\_\_\_\_\_
- 4 Give an example of when you should use a command and another when you should use a request.  
\_\_\_\_\_
- 5 What writing task have you done? How did you do it?  
\_\_\_\_\_

# Unit 3 Travel journal

## LISTENING



1 Discuss what you know about Laos and go over the exercises below before listening.

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

Laos  Tibet  Vientiane  Vietnam  plains  border  
village  candles  lights  truck  ducks  chickens

3 Listen again and answer these questions in pairs.

- 1 Which border of Laos is made by the Mekong River?
- 2 What did Wang Kun and his sister see when they cycled across the plains?
- 3 Which is the best season to travel to Laos? Why?
- 4 What did the river sound like?
- 5 How did they go to Vientiane (万象) after lunch?

4 In groups make a list of adjectives to describe the countryside in Laos.

## TALKING

Imagine that you are preparing for your own trip down the Mekong. What would you take?



1 Circle five that you think are the most useful.

2 Compare your list with your partner. Give your reasons why you choose them.

A: *I think a map is the most useful. Without it, you'd never find the right road.*

B: *Wait a minute! Isn't a compass more useful? You'd never get lost with a compass. Then you'll always know that you're going in the right direction.*

A: *Yes, you're right. Let's put a compass on the list.*

...

## USING WORDS AND EXPRESSIONS

- 1 Some words can be used as a noun and a verb, for example:

view      bend      flow      transport      forecast      pace

Look at the sentences below and find the correct word to fill in the blanks. Then decide whether each word is being used as a verb or a noun.

- Picking up something heavy, you should \_\_\_\_\_ your knees.  
A \_\_\_\_\_ in the river makes the water slow its speed.
- I love this house with its wonderful \_\_\_\_\_ across this valley.  
It is too late to \_\_\_\_\_ this house today. Let's go tomorrow.
- The Mekong River \_\_\_\_\_ into the South China Sea.  
Many people like to see the \_\_\_\_\_ of ice near the Antarctic.
- You can \_\_\_\_\_ goods to other countries by sea or by air.  
The quickest method of \_\_\_\_\_ in London is by Underground.
- It is difficult to be correct when you \_\_\_\_\_ the future.  
The weather \_\_\_\_\_ is not always accurate either.
- The tortoise moves at a very slow \_\_\_\_\_.  
If you \_\_\_\_\_ yourself, you will be able to work efficiently.

- 2 Use the following words or expressions in the correct form to fill in the passage. Then try to translate it into Chinese.

as usual    graduate    parcel    forecast    schedule    insurance    attitude

Ever since I \_\_\_\_\_ from university, I've regretted that I didn't work harder. I seldom followed my own work \_\_\_\_\_. My \_\_\_\_\_ then was not serious enough even though my father \_\_\_\_\_ trouble for me. \_\_\_\_\_ he was right. I tried to get a job in an \_\_\_\_\_ company, but I failed. Now I work in a post office checking \_\_\_\_\_ every day. Although I still smile, I am not that happy.

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

- 当我们发现山洞时已是深夜。(midnight; cave)
- 在那座山上有一座海拔高达3,000多米的庙宇。(temple; altitude)
- 明亮的火焰熊熊地燃烧,水壶里的水开始沸腾。(flame; boil)
- 这家店卖质量很好的羊毛枕头和被子。(wool; pillow; quilt)
- 每年成千上万只蝴蝶会从各个地方来到泉边。(butterfly)
- 他看起来像是个善良又可靠的人,可实际上他只在乎自己的钱。(reliable)
- 孩子们在蓝蓝的天空下建起了沙滩城堡。(castle; beneath)

## USING STRUCTURES

**1** Complete each dialogue with the verbs given, using the present continuous tense and other tenses as necessary.

1 HARRY: \_\_\_\_\_ Sarah \_\_\_\_\_ (come) on the trip tomorrow?

CINDY: Yes. She \_\_\_\_\_ (leave) tomorrow morning.

HARRY: Do you know what time?

CINDY: She \_\_\_\_\_ (leave) the house at seven o'clock and will catch the train at eight.

2 MATTHEW: How \_\_\_\_\_ you \_\_\_\_\_ (get) to school?

JOE: I \_\_\_\_\_ (cycle) to school and leaving my clothes behind. My mum \_\_\_\_\_ (bring) my clothes to school tomorrow morning.

MATTHEW: Lucky you! That seems a good idea.

3 PETER: Where \_\_\_\_\_ we \_\_\_\_\_ (go)?

JAMES: To the sea.

PETER: How \_\_\_\_\_ we \_\_\_\_\_ (get) there?

JAMES: By car.

**2** Work with your partner to plan a trip based on the map. In your plan, discuss the following questions.

1 Where are you going for your holiday?

2 Who are you going with?

3 How are you getting there?

4 What are you doing there?

5 Where are you staying?

6 When are you returning?



**3** In pairs make up a dialogue about the future plans of your group members. Remember to use the present continuous tense in your dialogue. Report to the class what your group members are going to do "in ... (time)".

EXAMPLE:

A: *What are you doing this afternoon?*

B: *I'm meeting Lucy and we're going to see a film. We're meeting outside the cinema in two hours' time.*

**LISTENING TASK**

1 Before you listen to the tape, look at the picture on the right and discuss the questions with your partner.

- Is the photo a modern one or was it taken many years ago? How do you know?
- What information can you get from the picture?

2 Listen and write the main idea in one sentence.



3 Listen again and fill in the information on the chart.

Life along the river in the past	Life along the river now
1	1
2	2
3	3

4 Discuss the following questions in pairs or groups.

- How did Wang Kun and Wang Wei greet the old man when they met him on the river bank?
- What did they talk about?
- Do people like the change of lifestyle? What about the old man's attitude?
- Why does the man prefer the old way of life?
- Can you think of anything similar in China?

**READING TASK**

Read Part 6 of Wang Kun's Journal on the next page. Find out the similarities and differences among Laos, Cambodia and Vietnam and fill in the form.

Topic	Laos	Cambodia	Vietnam
Population			
Weather			
Learning			
Farming			

## JOURNEY DOWN THE MEKONG

### PART 6 THE END OF OUR JOURNEY

Cambodia was in many ways similar to Laos, although it has twice the population. At another inn, we talked with a teacher who told us that half of the people in her country couldn't read or write. Her village couldn't even afford to build a school, so she had to teach outside under a large tent. When we said goodbye, we all felt very lucky to have studied in college. Back on the road, we passed between many hills and forests. Then we came to the plains and entered Phnom Penh (金边), the capital of Cambodia. In many ways it looked like



Phnom Penh



Ho Chi Minh City

Vientiane and Ho Chi Minh City; it also had wide streets with trees in rows and old French houses. Unlike Vientiane, ships could travel the Mekong River here. In the centre of the city we visited the palace and saw a beautiful white elephant. It can only be seen outside the palace on special days. We ate an early supper and went to see a great temple with floors made of silver.

The next morning our group slept late. We were very tired from the long bike ride the day before. Cycling in the hills had been difficult. Now our cousins had the chance to make jokes about Wang Wei and me. Perhaps, they said, they were the strong ones! We had lunch at a nice outdoor café, then rode out of the city.

Two days later we crossed the border into Vietnam. We began to see many more people, but I wasn't surprised. I read in an atlas before our trip that Vietnam has almost seven times the population of Cambodia. We met a farmer who gave us directions and told us that he grows a new rice crop four times every year so he can feed more people. He also told us that the northern part of his country has many mountains and it is much cooler than here in the south, where it is flat. Although the flat delta made it easier for us to cycle, we got warm very quickly. So we drank lots of water and ate lots of bananas. Soon the delta separated into nine smaller rivers. Two days later, after we had passed thousands of rice fields, we came to the sea. We were tired but also in high spirits: our dream to cycle along the Mekong River had finally come true.

### SPEAKING TASK

Imagine that you and three of your classmates run a travel business that gives tours of famous places in or near your hometown. You want to make a poster advertising a tour so that your travel agency can get more business.

- Think of a name for your travel agency.
- Choose a famous place near your hometown and list its attractions.
- In your group discuss what you need to put into your poster, including the pictures and words.



## WRITING TASK

- Now you are going to use your ideas to make the poster. Be sure to include all the information that visitors may need, for example, the price and the details of the tour, contact number, etc.
- Plan your poster. Use the model below to help you.

**Ever-Ready Tours**

**Who can show you Yunnan?  
Ever-Ready Tours Can!**

**HEAR** fast-moving water crash on the rocks below  
**TASTE** the delicious cold Dai food  
**SEE** colourful birds, flowers and butterflies  
**BE** a part of nature now and forever!

This six-day trip includes:

- all travel + 4-star hotel room
- all trips + meals

Cost: 1500 RMB per person  
 Dates: Every Thursday  
 Contact number: 010-66679xxx

**Context:**

- name of travel agency
- destination of the tour

**Development:**

- places of interest
- sightseeing
- enjoyable activities
- service included

**More information:**

- cost
- days
- contact number

- Read the first draft of your poster and check to see if:
  - the printing is large enough to be read from the other side of the room;
  - there is enough but not too much information;
  - everything important has been included;
  - you use words and pictures that make your tour sound exciting;
  - your use of English and your spelling is correct.
- Show your poster to another group. Ask them to give you some advice on improving it. Revise it and put it on the wall for others to see and evaluate.

**PROJECT**

To make their business successful, companies that offer tours often use travel brochures. This kind of brochure is a guide to what tourists can expect to see and do on a tour. It usually gives information about all of the following:

- what places they will visit and when
- how they will get to those places
- what they will see when they get there
- kinds of transport that will be used
- where they will stay at night
- where and what they will eat

- get together with the same classmates with whom you made a poster;
- describe in detail the places your group listed in its advertisement; each member of the group writes the description for the place he or she suggested;
- find a photo from a magazine, newspaper or the Internet to put in your brochure;
- try to make a brochure that looks as if both business people and artists made it;
- share your brochure with other classmates and decide which is the best one; give your reasons.

**CHECKING YOURSELF**

- 1 Which part of this unit do you find most useful? Which part do you dislike?  
\_\_\_\_\_
- 2 Have you learned anything about organizing a trip from this unit? What kind of preparation do you think is needed before you start the trip?  
\_\_\_\_\_
- 3 What words have you learned to describe the environment?  
\_\_\_\_\_
- 4 What expressions have you learned to describe a journey?  
\_\_\_\_\_
- 5 What else do you want to know about travelling? Where could you find the information you need?  
\_\_\_\_\_
- 6 What did you find difficult in this unit?  
\_\_\_\_\_
- 7 How did you solve the problems?  
\_\_\_\_\_

# Unit 4 Earthquakes

## LISTENING



- 1 Read the statements and then listen to the whole text. Decide whether the statements are true or false. Give your reasons.

	True	False
1 It is believed that on the surface of the earth are a number of plates.	<input type="checkbox"/>	<input type="checkbox"/>
2 The plates are always moving.	<input type="checkbox"/>	<input type="checkbox"/>
3 If the plates stop moving, there is an earthquake.	<input type="checkbox"/>	<input type="checkbox"/>
4 If the plates move, there is an earthquake.	<input type="checkbox"/>	<input type="checkbox"/>
5 Wherever you live, you are in an earthquake area.	<input type="checkbox"/>	<input type="checkbox"/>
6 China has two plates pushing on her and they make mountains and earthquakes.	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Listen to the text and answer these questions.

Part 1:

- 1 Why do earthquakes happen?
- 2 Why do California, China and Japan have a lot of earthquakes?

Part 2:

- 1 Do not build \_\_\_\_\_.
  - 2 Make sure you build \_\_\_\_\_.
  - 3 You must \_\_\_\_\_.
- \_\_\_\_\_ buildings will fall down and \_\_\_\_\_ ones may \_\_\_\_\_.

- 3 Discuss this question in small groups: Why do some earthquakes kill more people than others?

## TALKING

For most of human history, people could only imagine what caused earthquakes to happen. So stories were told to explain this natural disaster. A story from India says that four very big elephants hold up the earth. The elephants stand on the back of a bigger turtle. The turtle stands on an even bigger snake. When any of these huge magical animals move, the earth begins to shake!

- 1 In pairs make up a story to explain how an earthquake happens.
- 2 Describe what happens in an interesting way like the story from India. Keep your story short.
- 3 Share your story with your classmates. Decide which one is the most interesting. Give a reason.

## USING WORDS AND EXPRESSIONS

- 1 Choose the words and expressions from the box to complete the passage below. Change the form if necessary.

destroy trap disaster a great number of as usual pipe quake

March 27, 1964 was a holiday in Alaska, so most people were at home, and everything was going on \_\_\_\_\_. Suddenly, there was a sound like thunder. Next, people's houses began to shake. Buildings cracked and water \_\_\_\_\_ burst. In the town of Anchorage, the main street went up into the air ten feet, holes opened up in the ground, and buildings fell down. People were shocked by the unexpected \_\_\_\_\_. Some ran up and down the street while others who \_\_\_\_\_ in the buildings, were looking out of their windows for help.

The earthquake that hit Alaska was one of the strongest \_\_\_\_\_ in North America. The earthquake \_\_\_\_\_ many towns and \_\_\_\_\_ people were killed.

- 2 Translate the following sentences into English, using the words and the phrase in brackets.

- 1 裁判把奖金颁给赢得比赛的自行车选手，并向他祝贺。(judge; congratulation; cyclist)
- 2 那本书的标题是：“葬身海底的船只”。(title; bury; bottom)
- 3 被困在煤矿里两天的矿工们最后得到了营救。(mine; miner; rescue)
- 4 记者意识到女孩很害怕，而且尽力地回避问题。(reporter; frightened)
- 5 大火摧毁了离这儿四个街区的两个商店。(destroy; block)
- 6 气球突然爆炸，我们大吃一惊。(burst; shock)
- 7 我无法表达我现在的感觉。(express)
- 8 他拒绝谈起那场灾难带给他的痛苦。(suffering; disaster)
- 9 每天早上起床，他都会快速浏览一下报纸上的新闻标题。(wake up; headline)

- 3 Match the phrases on the left to the words on the right. Then use them to make sentences.

find out	an outline	_____
hand out	potatoes	_____
try out	a fire	_____
keep out	homework	_____
put out	the cold	_____
take out	ideas	_____
work out	the rubbish	_____
dig out	the answer	_____

## USING STRUCTURES

- 1 This is advice on how to protect your home from an earthquake. Read the passage through and complete the sentences below, using *who(m)*, *which*, *that* or *whose*.

### A SAFE HOME

It is sad but true that people die in earthquakes from falling furniture (家具) and bricks. Earthquake safety is very important and there is more to it than just keeping buildings from falling down. So if your home is in an earthquake area, you should prepare carefully before the earthquake comes.

First, make sure you buy a house which is earthquake safe. All pipes should be fixed to the wall and all walls should be especially thick and strong. You also have to make sure that there are bolts underneath your house. They are one of the most important ways of protecting a house. Make sure the building has no broken windows and is well repaired.

Second, look at the objects in your house. Those in the living room, which are the most likely to hurt us, are computers, televisions and lamps. They can be tied to tables or stuck to them so they won't easily move around. The kitchen, which is also very dangerous, must have strong doors on all the cupboards. This is the place where many small things are stored that might fall down. The water heater (水暖气) should have a case round it too. Windows are a special problem. When they break, glass can cause many accidents. It is better to use safety glass if you can, especially for pictures.

Always remember: "It is better to be safe than sorry."

- 1 It's necessary for people \_\_\_\_\_ to prepare carefully before an earthquake comes.
  - 2 Never buy a house \_\_\_\_\_.
  - 3 Make sure that all pipes are fixed to walls \_\_\_\_\_.
  - 4 It is important to have a house \_\_\_\_\_.
  - 5 Televisions, computers and lamps \_\_\_\_\_ could cause an accident during an earthquake.
  - 6 Anyone \_\_\_\_\_ will be hurt in an earthquake if the window glass breaks.
  - 7 Those for \_\_\_\_\_ should read it carefully.
- 2 Work in groups of four and play a game. Each student chooses a word from the unit and gives a clue. The other students take turns to ask questions to find out more information.

#### EXAMPLES:

- 1 A: *The word I have chosen rhymes with "cake".*  
 B: *Is it something that is frightening?*  
 A: *Yes, it is.*  
 C: *Is it a disaster that happened in Tangshan?*  
 D: *It's "earthquake", isn't it?*  
 A: *You're right. Now it's your turn.*

- 2 A: *The word I have chosen is a person.*  
 B: *Is it a person who works in the office?*  
 A: *No, it isn't.*  
 C: *Is it a person who works in the city?*  
 A: *No, I don't think so.*  
 ...

- 3 Imagine you are going to make a dramatic introduction of a person you know in a formal situation. Remember to use the attributive clauses with *whose* to list his/her strong points, and end with the person's name. Here's an example:

*"Ladies and gentlemen, I would like to introduce a man whose jokes have brought us fun, whose help has warmed our hearts, whose face is the friendliest of all. Ladies and gentlemen, here is my best friend, Jeff Wilkins."*

## READING TASK



### THE STORY OF AN EYEWITNESS

by Jack London

Never before in history has a city been so completely destroyed. San Francisco is gone. Nothing is left of it but memories and some houses far from the centre of the city. Its businesses are gone. The factories, hotels and palaces are all gone too. Within an hour after the earthquake, the smoke of San Francisco's fires could be seen 160 kilometres away. The sun was red in the dark sky. There was no stopping the fires. There was no way to organize or communicate. The steel railway tracks were now useless. And the great pipes for carrying water under the streets had burst. All of the ways man had made to keep the city safe were gone in the thirty seconds the earth moved.



Out at sea it was calm. No wind came up. Yet from every direction – east, west, north, and south, strong winds blew upon the unlucky city. Man himself had to make ruins of some of the city's best buildings so that they would not be a danger to those in the streets. A list of buildings undestroyed was now only a few addresses. A list of the brave men and women would fill a library. A list of all those killed will never be made.

Amazing as it may seem, Wednesday night was a quiet night. There were no crowds. The policemen said nothing; even their horses were quiet. There were no shouts or people doing crazy things. In all those terrible hours I saw not one woman who cried, not one man who was excited. Before the fires, through the night, thousands and thousands of people who had lost their homes left for safety. Some were covered in blankets (毯子). Sometimes whole families put everything they owned and could save into wagons (货车). They helped one another climb the high hills around the city. Never in all San Francisco's history were her people so kind as on that terrible night.

- 1 Find the author's point of view after reading the story.

- Write an adjective to describe how the author felt about the earthquake and what it did.  
Why did you choose this word? \_\_\_\_\_
- Write an adjective to describe how the author felt about the people during the earthquake.  
Why did you choose this word? \_\_\_\_\_

- Read the first paragraph in this passage. Then go back and read again the first paragraph of the passage on page 26. Compare the ways both writers give you details about the earthquakes.
- Do you believe the writer's description? Give your reasons.
- Listen to the tape and practise reading the third paragraph with feeling.

**LISTENING TASK**

- Ever since the San Francisco earthquake, all children in California have been taught what to do during an earthquake. Look at the pictures and discuss what they might have learned.



- You are going to listen to a dialogue between a teacher and her students. Write down the three key words that they mentioned.

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

- Listen to Part 1 again. Write down the three things to do to keep safe if there is an earthquake.

**My earthquake plan**

- 1st thing I must do is \_\_\_\_\_
- 2nd thing I must do is \_\_\_\_\_
- 3rd thing I must do is \_\_\_\_\_

- Listen to Part 2 again. Write down any other advice that you think is useful.

**My earthquake advice**

- If you are outside, you should \_\_\_\_\_
- If you are in the living room, you should \_\_\_\_\_
- If you are in the house alone, you should \_\_\_\_\_

## SPEAKING TASK

In pairs you are to choose eight things from the list below to put into your personal earthquake bag. Remember these may be the only things you have, so make sure that you only take essential things with you. They must last you five days.

### Possible items for the personal earthquake bag

bottle of water	candles	money	identity card
bowls and chopsticks	important papers	food and chocolate bars	personal washing things
umbrella	book to read	torch (手电筒)	clothes
fruit	pen and paper	shoes	knife
scissors	radio	blanket	mobile phone
map	computer	pictures of family	medicine

Now join with another pair and discuss your choices. Make another list of items. Put all the things you agree on into a final list. Discuss the other items explaining your reasons and trying to agree which ones are the most suitable.

#### My personal earthquake bag will contain:

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_  
5 \_\_\_\_\_ 6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_

Now be prepared to present your list to the class and give your reasons for each choice.

## WRITING TASK

Prepare a poster to be put up around schools or hospitals to explain to people what they should collect in a personal earthquake bag and why. Give a list of the items chosen and give reasons for the choice. You must also explain why other things should not be chosen.

**EXAMPLE:** *Do not put fresh fruit in the bag as it will go bad quickly and cause problems.*

Remember to divide your poster into three parts:

Part 1: What the poster is about and why.

Part 2: The items and why they are chosen.

Part 3: What should be avoided and why.

When it is completed, display your poster in the classroom.



## \*PROJECT

By now you know that earthquakes are terrible natural disasters and that China is unlucky enough to have a lot of them. However, people can find hope for a brighter future even after a bad earthquake. An example you were given is the city of Tangshan.

- 1 Talk with three classmates and consider what you have learned about quakes.
- 2 Now imagine that your group lives in a city that has been hit by an earthquake. Your group is given the job to build a new city.
- 3 Make a list of what will need to be done. Decide what things must be done first and what things can be done later. As you make a list, be sure to plan for each of the following things:
  - what to do with the buildings that survived the earthquake;
  - how to take care of the survivors;
  - where to find people to help build a new city;
  - how to honour the rescue workers;
  - how to plan for future disasters;
  - how to rescue those still trapped in the ruins;
  - where to get money to build again;
  - how to repair buildings that survived the earthquake;
  - how to make new buildings safer;
  - how to organize shelters for survivors;
  - what to do with the ruins;
  - how to honour those killed in the earthquake;
  - how to teach children about earthquake safety;
  - where to put information for survivors and their families.
- 4 From your group's list, choose one thing to discuss with other groups.



### CHECKING YOURSELF

- 1 Have you ever experienced an earthquake?  
\_\_\_\_\_
- 2 What words and expressions can you use to describe an earthquake?  
\_\_\_\_\_
- 3 What do you know about the cause of an earthquake?  
\_\_\_\_\_
- 4 What new information about earthquakes have you learned now?  
\_\_\_\_\_
- 5 What problems do you have in using attributive clauses?  
\_\_\_\_\_

# Unit 5

## Nelson Mandela – a modern hero

### LISTENING



1 Read the statements below and then listen to the whole text. Decide whether they are true or false. Correct the wrong information.

	True	False
1 William Tyndale wrote the first Bible.	<input type="checkbox"/>	<input type="checkbox"/>
2 He was born in the fifth century.	<input type="checkbox"/>	<input type="checkbox"/>
3 Many years ago the Bible was written in the Greek and Hebrew languages.	<input type="checkbox"/>	<input type="checkbox"/>
4 William Tyndale later moved to Belgium to complete his work.	<input type="checkbox"/>	<input type="checkbox"/>
5 Everybody in Europe loved the Bible written by William Tyndale.	<input type="checkbox"/>	<input type="checkbox"/>

2 Listen to Part 1 again and complete the passage.

William Tyndale was born in \_\_\_\_\_ in the \_\_\_\_\_ century. He lived from \_\_\_\_\_ to \_\_\_\_\_. He was only \_\_\_\_\_ years old when he died. At that time the Bible was not written in \_\_\_\_\_, so most people in \_\_\_\_\_ couldn't read it at all. So William Tyndale wrote the first \_\_\_\_\_. People still use his \_\_\_\_\_ and \_\_\_\_\_ today.

3 Listen to Part 2 again and answer these questions.

- 1 Why was the king not happy with William Tyndale?
- 2 What happened to him after he was found in Belgium?
- 3 What do people think of his work now?

### TALKING

In groups talk about your heroes. The following questions can help you. In your discussion, please use the expressions on page 39.

Who is your hero?  
Why do you like him so much?

Did he do anything for others?  
What are/were his best qualities?



Abraham Lincoln  
(1809-1865)



Confucius  
(551BC-479BC)



Albert Einstein  
(1879-1955)



Qian Xuesen  
(1911- )

## USING WORDS AND EXPRESSIONS

- 1 Choose the words or expressions from the brackets to complete the passage below. Then read the story about Charles Babbage.



Charles Babbage was born in 1791 in Britain. He was in poor health in his \_\_\_\_\_ (young / youth) so he had to \_\_\_\_\_ (brought / be educated) at home. His mother \_\_\_\_\_ (worried for / worried about) his health and she was \_\_\_\_\_ (advised / begged) that he should not be \_\_\_\_\_ (taught / educating) too much. However, the boy showed an early interest in mathematics and worked hard at it. Later he was \_\_\_\_\_ (received / accepted) by Cambridge University.

Babbage began to work on a small difference engine (差分机) in 1819, which in a very short \_\_\_\_\_ (period / while) of time could work out mathematical tables by itself. He \_\_\_\_\_ (released / completed) it in 1822. In 1827 he became a professor of mathematics and began his lifelong work on computing machines. He worked \_\_\_\_\_ (generously / selflessly). \_\_\_\_\_ (At first / As a matter of fact), he often spent his own money on his invention. In 1834 he invented the Analytical Machine which is the prototype (原型) of a computer. This was a great achievement. He \_\_\_\_\_ (devoted / gave in) a lot of his wealth and energy to his invention, but he never produced a real computer. Finally in 1871 he died \_\_\_\_\_ (peaceful / peacefully). However, his principles are still those on which modern computers are built. As a result, he is remembered as the “grandfather of computing”.

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

- 事实上，父母都不希望子女有麻烦。(as a matter of fact; in trouble)
- 曼德拉掌权成为总统以后，他的政府尽力为黑人改变不平等的状况。(come to power; president; unfair)
- 罗伯特因偷窃被判处三年监禁，于一个月前被释放。(be sentenced to; release)
- 他恳求我让他加入我们刚建立的俱乐部。(beg; set up)
- 布莱克夫妇由于失业，不得不向亲戚求助。(out of work; turn to; relative)
- 约翰要给捡到钱包的出租车司机一百元作为酬谢。(reward; wallet)
- 如果你失败了，你也不该灰心。(lose heart)
- 自从遭袭击之后，她每次看见狗，眼睛里都满是恐惧。(attack; terror)

- 3 Look at the words that describe people's character and put them in two groups. Consult a dictionary if necessary.

intelligent bright smart brainless sociable quarrelsome simple-minded  
kind-hearted out-going generous cruel sincere stubborn frank devoted  
mean lazy friendly hard-working stupid ambitious cold selfish active

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

Use the words above to describe people. See who or which group will make the most sentences.

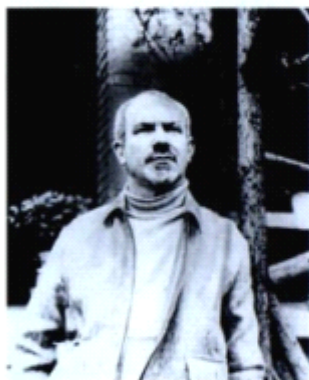
## USING STRUCTURES

### 1 Complete these sentences using attributive clauses.

- My mother was seriously ill. That was the reason \_\_\_\_\_.
- Sarah Martin moved to a place \_\_\_\_\_, so she could go swimming every day.
- This was the time \_\_\_\_\_ and everyone was cold and hungry.
- Mother had a blanket \_\_\_\_\_.
- There have been no successful escapes from the prison \_\_\_\_\_.
- He will never forget the guidance \_\_\_\_\_.
- Confucius was a great teacher \_\_\_\_\_.
- The singer showed his love and care for those \_\_\_\_\_.
- In my opinion, you should not go to a city \_\_\_\_\_.

### 2 Combine these pairs of sentences by using *which, who, whose, when, where* or *prep + which/whom*. Then put them in the correct order to make a story.

- Dr Bethune was born in Gravenhurst, Ontario, Canada. His grandfather was also a well-known doctor. (whose)
- Bethune was shocked by the terrible life of the poor children. He created a free art school for children in Montreal. (for whom)
- After graduation Bethune moved to Montreal. He gave free medical care to poor people there. (where)
- Dr Bethune died from blood poisoning in 1939 and was buried in Shijiazhuang. It is a long way from his homeland. (which)
- Bethune left for China in 1938. At that time the war between China and Japan was under way. (when)
- After Norman Bethune died Chairman Mao Zedong wrote an article. Chairman Mao praised Bethune's excellent qualities in this article. (in which)
- Henry Norman Bethune was a Canadian doctor. He is known as "Bai Qiu-en" in China. (who)



### 3 Make sentences using attributive clauses to talk about yourself.

EXAMPLE: *where you were born* → *Nanjing is the city where I was born.*

- the date when you were born
- the reason why you don't like a certain kind of food
- a place which you want to go to
- a reason why you like/dislike sports
- the time when you went back home

**LISTENING TASK**

- 1** Read these sentences and listen to the tape. Choose the one that describes the main idea. Explain why the other two are wrong.
- A It is about an accident and two people's ideas of what happened.  
 B It explains what a point of view is and gives an example of describing an accident.  
 C It explains what a point of view is and asks you to explain an accident.
- 2** Listen to Part 1 and answer the questions.
- 1 What does a "point of view" mean?
  - 2 Why do the police not just ask one person who was there after an accident?
  - 3 Why do people tell different stories after an accident?
- 3** Listen to Part 2 and complete the following tables. Then give your opinion and your reason.

INFORMATION ON A CAR ACCIDENT	A
Where did it happen?	
How many people in the accident?	
<b>BEFORE THE ACCIDENT</b>	
Where was the boy?	
Where was the car?	
What happened?	
Who caused it?	

INFORMATION ON A CAR ACCIDENT	B
Where did it happen?	
How many people in the accident?	
<b>BEFORE THE ACCIDENT</b>	
Where was the boy?	
Where was the car?	
What happened?	
Who caused it?	

Who do you think caused the accident? Write down your reason(s).

I think \_\_\_\_\_

## READING TASK



Now you are going to look at a famous man, Bill Gates. Use the skills you have learned about expressing points of view and decide whether you think he is a great man. If you have an opinion about that already, please finish this sentence.

I think Bill Gates is / is not a great man because \_\_\_\_\_

Remember that is *your* point of view. Now read through the passages and fill in the research note on page 74.

### A FOLLOWER OF BILL GATES

I have been a friend of Bill Gates for a long time. I knew him when he was a student at Harvard University. We were surprised when he left University to set up his own company "Microsoft" and make his own software. But he was the clever one! He is very good at writing computer languages and almost all computers now use Microsoft software. The program "Word" is used from Britain to China! Of course he has made a lot of money and that makes people very jealous (妒忌的). They want to stop his success. Even the government is against him and has tried to break his company into two parts. They say that he is unfair to other people who want to sell similar software.



Because he fits his new software free in every new computer, the government says he is stopping other companies from selling their programs. This is not fair. Everyone should be able to do what they can to make their company bigger. Bill Gates has only done what he can to stop other competitors (竞争对手). He is very rich, but he is generous. He has given millions of dollars to help the education and health of many children around the world. You could not meet a better man than Bill Gates.

### A COMPETITOR OF BILL GATES

Bill Gates has been very successful and become very rich. He is very generous but how has he got his money? He has done this by making sure that no one else will be able to compete with (竞争) his software. His software is not the best but it is used most widely in the world. When he sees what is needed, he makes a program and produces it quicker than anybody else. That way he gets a large part of the software market. Then he works on improving the software later. He tries hard to stop others making better software. In 1995 the government tried to make things fairer for people like me. The government wanted to make Microsoft into two companies so that neither of them was so strong nor so rich. This meant that they could not stop somebody else making new software. I always wonder how he could get so rich so quickly. Has he done it by fair means? Or has he done it by being a computer bully (霸)?

- 1 Fill in the information sheet based on the passages on page 73.

INFORMATION ABOUT BILL GATES	
Job	
Achievements	
What did he give up for his beliefs?	
Generosity	
Why does he have enemies?	
Why attacked by the government?	

- 2 Now you have to decide what you think of Bill Gates. He is a successful and rich man but is he a great man? Has he given up anything (not money) in his life to help other people and made things fairer in the world? Look at the facts again.
- 3 Have you changed your mind about Bill Gates? Give a reason.
- 4 Read the underlined sentences and pay attention to the pauses.

## SPEAKING TASK

- 1 Work in pairs. Think of a person you both agree is a great man. Here are some possibilities you can consider.



Wang Xuan  
(1937-2006)



Tolstoy  
(1828-1910)



Strauss  
(1825-1899)



Freud  
(1856-1939)



Li Shizhen  
(1518-1593)

- 2 Then consider whether a great man has to be perfect? Do bad qualities make a person less great? Give a reason.
- 3 With your partner prepare to give a talk to the class about your great man. Tell them his good (and not so good) qualities and explain why you both chose him as a great man.

**WRITING TASK**

Now use your talk to write an article for a newspaper. You need to organise your information into four sections (or paragraphs).

**Paragraph 1: Personal information**

When and where he was born  
Where he lived and about his family

**Paragraph 2: Hard work and success**

The difficulties he had to overcome  
His success  
How he helped others

**Paragraph 3: His good (and not so good) qualities****Paragraph 4: Your opinion****Some useful words and expressions:**

\_\_\_\_\_ was born in \_\_\_\_\_.

Then      Afterwards      Soon after

Later      Finally

He/She was always \_\_\_\_\_.

He/She went through \_\_\_\_\_.

At times      Sometimes      often

Now and again

I think \_\_\_\_\_ because \_\_\_\_\_.

He is considered to be \_\_\_\_\_.

**PROJECT**

A great person need not be famous. So your task is to look around your hometown and see if you can find anyone who has given up something (like time or money) to help others. Then write a short report about your research and read it to the class.

**CHECKING YOURSELF**

- 1 What kind of person do you want to be? How will you achieve this?  
\_\_\_\_\_
- 2 Are you going to become a great person like Nelson Mandela? How?  
\_\_\_\_\_
- 3 Do you think a rich and successful person is a great person? Why or why not?  
\_\_\_\_\_
- 4 What have you learned from Nelson Mandela? For what quality do you admire (钦佩) him most?  
\_\_\_\_\_
- 5 How well have you done in the vocabulary exercises?  
\_\_\_\_\_
- 6 How well have you done in the exercises on the attributive clause?  
\_\_\_\_\_
- 7 Did you have any problems in understanding this unit? How did you solve them?  
\_\_\_\_\_



## Notes to the texts

## 课文注释

## UNIT 1

1. **Your friend comes to school very upset.** 你的朋友来上学时心情很不好。

upset 在此处是形容词，作补语，用来补充形容主语 your friend 来学校时的心情。如：

He went to bed cold and hungry. 他又冷又饿地上床睡了。

Long and untidy, his hair played in the breeze. 他的头发又长又乱随风飘舞着。

2. **You will tell your friend that you've got to go to class.** 你会告诉你的朋友你得去上课。

have got to 必须，不得不。如：

Have you got to go now? 你非得现在走吗？

I've got to go to a meeting. 我得去参加会议。



问题：你知道 have got to 与 have got 的意思有何区别吗？请举例说明。

3. **You will tell your friend that you are concerned about him/her and you will meet after class and talk then.** 你会告诉你的朋友你很关心他（或她），下课后你们会见面交谈。

be concerned about 为……担心；关心；关注。如：

The family are all concerned about her safety. 全家人都很担心她的安全。

Why is she so concerned about his attitude to her work? 她为什么那么重视他怎样看自己的工作？

4. **Ann's Best Friend** 安妮最好的朋友。

*Anne's Diary* 《安妮日记》。安妮·弗兰克 1929 年生于德国的法兰克福。1933 年反犹太的希特勒上台后，安妮的父母奥托和伊迪丝察觉到他们一家在德国不会有出路，就举家逃往荷兰。安妮当时才四岁。1940 年 5 月德国占领了荷兰，开始把犹太人驱逐到“工作营”。安妮在荷兰的生活越来越受反犹太法令的限制，安妮的父亲就把安妮藏到他工作处的一个附属建筑物里。安妮在那里秘密藏身的两年中一直写日记，用了好几个笔记本，并曾重写以备日后出版。1944 年，这个秘密的藏身处被发现，安妮被捕，后被送往集中营，1945 年 3 月，安妮被害。安妮的父亲奥托战后遵照爱女的遗愿将《安妮日记》出版，很快成为全世界广为流传的一本书。

5. **Her family was Jewish so they had to hide or they would be caught by the German Nazis.** 她一家都是犹太人，所以他们不得不躲藏起来，否则他们就会被德国纳粹抓去。

犹太人在公元前 6 世纪以前称希伯来人，公元前 11 世纪在巴勒斯坦建立过希伯来王国。公元前 63 年罗马人占领巴勒斯坦后，犹太人遭到残酷镇压，绝大多数犹太人逃离巴勒斯坦，流散世界各地。第二次世界大战期间有约 450—550 万欧洲犹太人被德国法西斯杀害。第二次世界大战后，大批犹太人移居巴勒斯坦。1947 年 11 月 29 日，联合国通过关于巴勒斯坦分治的决议。1948 年 5 月 14 日，宣布成立以色列国。

**German Nazis** 德国纳粹党，前身为德国工人党。1920年9月30日，该党用“德意志民族主义工人联盟”的名义在慕尼黑登记。1921年6月29日，希特勒任该党的主席后，宣扬泛日耳曼主义，打击和取缔其他政党，确立法西斯一党专政。在国内取消民主自由，煽起排犹运动，实行恐怖统治。对外撕毁《凡尔赛和约》，疯狂扩军备战，组织了德国、意大利、日本三国的轴心国，实行侵略扩张政策，挑起第二次世界大战，给世界人民带来深重灾难。该党于1946年9月30日在纽伦堡国际军事法庭宣判为犯罪组织。

6. **She said, "I don't want to set down a series of facts in a diary as most people do, but I want this myself to be my friend, and I shall call my friend Kitty."** 她说：“我不愿像大多数人那样在日记中写水帐，我要把这本日记当作我的朋友，我要把我这个朋友称作基蒂。”

**set down** 放下；写下；记下。如：

He entered the house, set down his heavy bag and asked for some water to drink. 他进了屋，放下沉重的口袋，向人要点儿水喝。

The police asked him to set down what he had seen in a report. 警察让他写个报告，说明他所做的事情。

**a series of** 一系列；一连串。如：

My summer vacation was completely spoiled by a series of wet days. 我的暑假被一连串的阴雨彻底毁了。

He was tired but still had a series of meetings to go to. 他已经很疲惫了，但还有一系列的会议等着他去参加。

**itself** 在这里是it的强调形式，作diary的同位语。如：

We won't buy new tyres when the car itself is so old. 这辆车已经那么旧了，我们就不买新轮胎。

The house itself is worth the money, without the furniture. 不包括家具，这屋子本身就值这个钱。

 **问题：**你能用不同的方式表示“I don't want to set down a series of facts in a diary as most people do.”这个句子的意思吗？

7. **I wonder if it's because I haven't been able to be outdoors for so long that I've grown so crazy about everything to do with nature.** 我不知道这是不是因为我长久无法出门的缘故，我变得对一切与自然有关的事物都无比狂热。

在it is 之后的表示原因的从句中，只能用because来引导，不能用since或as。如：

A: Why was he punished by his teacher? 他为什么受老师惩罚？

B: It was because he behaved so badly. 那是因为他表现太差。

A: Why hasn't Jane spoken to me for days? 简为什么好几天不理我？

B: It was because you spoke about her behind her back. 那是因为你背后说了她的坏话。

**grow/be crazy about** 对……十分狂热；十分痴迷。如：

She is crazy about painting these days. She stays in her studio all day long. 她这些天沉迷于画画，成天呆在画室里。

Young girls and boys are crazy about rock music. 小女生和小男生们对摇滚乐近乎痴迷。

8. **For example, one evening when it was so warm, I stayed awake on purpose until half past eleven in order to have a good look at the moon by myself.** 比如,有天晚上天气很暖和,我熬到11点半故意不睡觉,为的是独自好好看看月亮。

stay 可以作系动词来用,后面接形容词或名词。如:

The weather stayed cold all week. 整个星期天气都很冷。

They stayed friends for years. 他们的友谊维持了多年。

on purpose 有意地;故意地。如:

Everybody can see that she did it on purpose. 人人都能看出来她是故意这么做的。

in order to 为了……;以……为目的。如:

He waited at the gate in order to meet her when she came out. 他在大门口等着,为的是在她出来时见她一面。

9. **But as the moon gave far too much light, I didn't dare open a window.** 但是因为月光太亮了,我不敢打开窗子。

far 经常与 too 或形容词的比较级连用,意为“过于;……得多”。如:

There is very little room in the house because it has far too much furniture. 房子里没有空间,因为家具太多了。

It was far more expensive than I expected. 它比我想的要昂贵得多。

dare 具有情态动词和一般动词两种用法,通常与一般动词一样构成否定句和疑问句,后接带 to 的不定式,最常用于否定句中。如:

I didn't dare to go. 我不敢走。

He won't dare to break his promise. 他不敢食言。

dare 亦可作情态动词,在英国英语中尤用于现在时否定式,后接不带 to 的动词不定式。如:

I daren't tell her the news. 我不敢告诉她这个消息。

在口语中,该词的各种形式常与不带 to 的不定式连用。如:

Don't you dare tell her what I said! 你敢告诉她我说的话!

I didn't dare look at him. 我不敢看他。

10. **Another time five months ago, I happened to be upstairs at dusk when the window was open.** 还有一次,就在五个月以前的一天傍晚,我碰巧在楼上,窗户是开着的。

happen to do 恰巧;碰巧;偶然(做某事)。如:

As I was about to go out and search for him, he happened to come in. 我正要出去找他,他恰巧进来了。

Kohl happened to notice her while she was struggling in the water. 她在水中挣扎时,碰巧被科尔瞧见。

11. **The dark, rainy evening, the wind, the thundering clouds held me entirely in their power; it was the first time in a year and a half that I'd seen the night face to face.** 漆黑的夜晚,风雨交加,电闪雷鸣,我全然被这种力量镇住了,这是我一年半以来第一次目睹夜晚。

It's the first time ... that ... 某人第一次做某事。如:

It's the second time that John has held an art exhibition. 这是约翰第二次举办画展了。

It was the third time that she had come to this mountain village to see the children. 这是她第三次来到这个山村看望这些孩子。

12. **I am only able to look at nature through dirty curtains hanging before very dusty windows.** 我只能透过脏兮兮的窗帘观看大自然,窗帘悬挂在沾满灰尘的窗前。

hanging before very dusty windows 是现在分词短语,作修饰 curtains 的定语。

13. **It's no pleasure looking through these any longer because nature is one thing that really must be experienced.** 观看这些已经不再是乐趣，因为大自然是你必须亲身体验的。

这个句子中 *looking through ...* 是实际意义上的主语，先行词 *it* 为形式上的主语，表语常用名词或形容词。如：

It is no use talking to him. 跟他说没用。

It's nice seeing you again. 很高兴又见到你。

14. **Mother asked her if/whether she was very hot with so many clothes on.** 妈妈问她穿这么多衣服是不是很热。

*with* 后面常跟复合结构，中间可包含副词、现在分词、过去分词、介词短语等，在句子中起状语作用。如：

The young mother came downstairs with her baby boy in her arms. What a lovely picture! 年轻的母亲怀抱男婴走下楼梯，这是多么美好的一幅画面呀！

With Tim away, we will have more room. 蒂姆不在，我们的空间会多一些。

## UNIT 2

1. **Today, more people speak English as their first, second or a foreign language than ever before.** 如今说英语的人比以往任何时候都多了，他们有的是作为第一语言来说，有的是作为第二语言或外语。

英语是当前世界上运用最广的语言之一。目前世界上把英语作为第一语言（本族语）的国家有英国、爱尔兰、美国、加拿大、澳大利亚、新西兰等，把英语作为第二语言（即不是本族语，但是所在国的通用语）使用的国家主要是53个英联邦国家中除英国、澳大利亚等之外的国家，如亚洲的印度、巴基斯坦、马来西亚、新加坡、菲律宾和非洲的尼日利亚、南非、加纳、坦桑尼亚等。此外，把英语作为外国语使用的人约3~5亿。把英语作为第二语言和作为外国语这两种不同的使用，说明英语越来越被看成一种国际交往的工具，它不再为一国或一个民族所专有，而是一种中性的信息媒介。

*than ever before* 常与比较级连用，意为“比以往任何时候更”。如：

Jane looks much prettier than ever before. 简看起来比以前漂亮多了。

The stars were shining brightly in the dark sky, and the night was more beautiful than ever before. 繁星点缀在夜空里，夜晚比以往更美。

2. **Native English speakers can understand each other even if they don't speak the same kind of English.** 以英语作为母语的人，即使他们所讲的语言不尽相同，也可以相互理解。

*even if* 即使；尽管。如：

Even if I have to walk all the way I'll get there. 即使我得一路走着去，我也要走到那里。

 问题：请比较以下两个句子，有什么区别？

Even if I had enough money, I wouldn't buy it.

If I had enough money, I would buy it.

3. **Actually all languages change and develop when cultures meet and communicate with each other.** 事实上，当不同文化互相交流渗透时，所有的语言都会有所变化、有所发展的。

*communicate with* 通消息；交流；相连。如：

With the Internet, he can communicate directly with Hong Kong and Beijing. 用互联网，他能直接与香港和北京联络。

He's a shy boy who can't communicate with other people very well. 他是个腼腆的孩子，不大善于与人交流。

4. **It was based more on German than the English we speak at present.** 当时的英语更多地是以德语为基础,而我们今天所说的英语不是。

be based on 以……为基础。如:

This song is based on an old folk song. 这支歌源于一首古老的民歌。

The film is based on a novel written by Robert James Waller called *The Bridges of Madison County*. 这部电影是以罗伯特·詹姆斯·沃勒的小说《廊桥遗梦》为蓝本的。

5. **So by the 1600's Shakespeare was able to make use of a wider vocabulary than ever before.** 所以到17世纪,莎士比亚所用的词汇量比以前任何时期都大。

William Shakespeare 威廉·莎士比亚 (1564—1616), 英国诗人、剧作家。莎士比亚一生共写了37部戏剧, 154首十四行诗, 两首长诗和其他诗歌。其全部作品的基本思想是人文主义, 反映了新兴资产阶级的理想, 深刻而生动地反映了16至17世纪的英国现实, 集中地代表了整个欧洲文艺复兴的文学成就。其主要代表作品有:《威尼斯商人》、《罗密欧与朱丽叶》、《哈姆雷特》、《奥赛罗》、《李尔王》和《麦克白》等。他是公认的英国最杰出的文豪之一。

6. **At that time two big changes in English spelling happened: first Samuel Johnson wrote his dictionary and later Noah Webster wrote *The American Dictionary of the English Language*. The latter gave a separate identity to American English spelling.** 那时, 英语在拼写上发生了两大变化: 首先塞缪尔·约翰逊编写了词典, 后来, 诺厄·韦伯斯特编纂了《美国英语词典》。后者体现了美国英语拼写的不同特色。

Samuel Johnson 塞缪尔·约翰逊 (1709—1784)。18世纪英国文坛巨匠, 著名的诗人、散文家、文艺批评家和辞书编撰家。编纂的《词典》对英语发展作出了重大贡献。

Noah Webster 诺厄·韦伯斯特 (1758—1843)。美国字典编纂家和作家。在美国独立前后, 韦伯斯特写了三本本土化的英文书, 一本语法, 一本拼写书和一本读物, 发行了数百万册, 影响很大。其后他于1828年编纂了一本韦氏大词典, 收集了七万多个词条, 是第一本美国英语字典。

7. **English now is also spoken as a foreign or second language in South Asia.** 如今英语在南亚也被当作外语或第二语言来使用。

South Asia 南亚次大陆。因面积小于洲, 自成一相对独立的自然地理单位, 故称次大陆。东濒孟加拉湾, 西滨阿拉伯海, 南临印度洋, 北界世界上最高大的山脉——喜马拉雅山脉。次大陆上有印度、巴基斯坦、孟加拉国、尼泊尔、不丹等国和克什米尔地区。

8. **... India has a very large number of fluent English speakers.** ……印度拥有众多讲英语很流利的人。

India 印度, 亚洲南部国家。首都是新德里 (New Delhi)。人口超过十亿, 居世界第二。印度是历史最悠久的国家之一, 曾有灿烂的文化。1757~1947年曾沦为英国殖民地。1947年重获独立。

9. **Believe it or not, there is no such thing as standard English.** 信不信由你, (世界上)没有什么标准英语。

believe it or not 信不信由你。如:

Believe it or not, John cheated in the exams. 信不信由你, 约翰在考试中作弊了。

Believe it or not, the examination tomorrow is cancelled. 信不信由你, 明天的考试取消了。



### UNIT 3

1. **Ever since middle school my sister Wang Wei and I have dreamed about taking a great bike trip.** 从高中起, 我姐姐王薇和我就一直梦想作一次了不起的自行车旅行。

dream of/about doing sth 梦想做某事。如:

It's a small town. You would never dream of shopping there after 5 o'clock in the evening. 那是个小镇, 每天下午五点以后你別想逛商店。

The girl dreams of becoming a teacher like her mother. 这个女孩梦想像妈妈一样当个教师。

2. ... then she persuaded me to buy one. ……然后她说服我买了一辆(山地车)。  
 persuade sb to do sth 说服、劝服某人做某事。如:  
 Finally we persuaded them to come with us. 最后我们说服他们跟我们来了。  
 He persuaded me to buy the house and now I'm very glad he did. 他说服我买下了这房子,我现在很高兴他这么做了。
3. They are Dai and grew up in western Yunnan Province near the Lancang River, the Chinese part of the river that is called the Mekong River in other countries. 他们是傣族人,在云南省西部靠近澜沧江的地方长大,澜沧河在中国境内的这一段叫澜沧江,在其他国家境内叫湄公河。  
 Dai (Dai nationality) 傣族是中国的少数民族之一,主要聚居在云南省西双版纳傣族自治州、德宏傣族景颇族自治州和耿马傣族佤族自治县、孟连傣族拉祜族佤族自治县。他们使用傣语,本族语有拼音文字。主要节日有关门节、开门节、泼水节等。  
 the Lancang River 澜沧江源于青藏高原,是横断山脉区的重要河流,它是中国最长的南北向水流和水电重点开发河流。流出中国国境后称湄公河,在越南胡志明市以南入海。澜沧江总长 2,354 公里,流域面积 16.5 万平方公里。
4. It was my sister who first had the idea to cycle along the entire Mekong River from where it begins to where it ends. 首先想到沿湄公河从源头到终点骑车旅游的是我的姐姐。  
 It was ... who/that ... 是个强调句式,用来强调句子里的各种成分,以引起听者或读者的注意。如果不用强调句式,以上例句可改为 My sister first had the idea ...  
 问题: 以下两个强调句有何不同? 请造一个句子,然后用强调句型强调句子的不同部分。  
 It was a Mexican who bought our old car last week.  
 It was last week that we sold our old car to a Mexican.
5. Although she didn't know the best way of getting to places, she insisted that she organize the trip properly. 虽然她对去某些地方的最佳路线并不清楚,她却坚持要自己把这次旅游安排得尽善尽美。  
 insist 后面的从句中经常用虚拟语气,动词由 should 加动词原形构成,其中的 should 可以省略。如:  
 I insist that he (should) study medicine instead of law. 我坚持要他学医,不学法律。  
 Jack insisted that we (should) put up our tent. 杰克坚持要我们搭起帐篷。  
 类似的动词还有 determine, order, request, suggest 等。  
 问题: 在运用连词 although 或 though 引导的状语从句时,你经常会犯什么错误?
6. She gave me a determined look – the kind that said she would not change her mind. 她给了我一个坚定的眼神——这种眼神表明她是不会改变主意的。  
 determined 在句中是个形容词,意为“坚定的,坚决的”。如:  
 His mother is a determined woman who always gets her own way. 他母亲是一个坚定的女人,她总能达到自己的目的。  
 They were determined to drive the enemy from their land. 他们决心把敌人赶出他们的领土。
7. Once she has made up her mind, nothing can change it. 她一旦下了决心,什么也不能使她改变。  
 once 可以作状语从句的连词,意为“一旦”。如:  
 Once you show fear, he will attack you. 你一旦显出害怕,他就会攻击你。  
 Once you make a promise, you should keep it. 你一旦许诺,就要兑现。  
 make up one's mind 下定决心,拿好主意。如:  
 I haven't made up my mind yet. 我还没打定主意呢。  
 He has made up his mind to go into business when he leaves college. 他下决心大学毕业以后经商。

8. **It makes wide bends or meanders through low valleys to the plains where rice grows.** 河水蜿蜒缓缓地穿过低谷，流向生长稻谷的平原。

9. **At last, the river delta enters the South China Sea.** 最后，湄公河三角洲的各支流流入南海。

South China Sea 南海，中国近海中面积最大、水最深的海区，位于中国最南端。东接太平洋，西南通印度洋，面积约350万平方公里，平均水深1,212米，最大深度5,559米。入海的主要河流有中国的珠江、越南的红河、湄公河和泰国的湄南河等。主要海湾有中、越两国接壤的北部湾、泰国南部的泰国湾等。

10. **The very first time that Joe saw the film "ET" directed by Steven Spielberg, he made up his mind to become a director too.** 乔第一次看斯蒂文·斯皮尔伯格导演的电影《ET 外星人》时，他就下定决心也要成为一名导演。

Steven Spielberg 斯蒂文·斯皮尔伯格 (1947— ) 美国著名导演，其导演的著名作品有：《大白鲨》、《第三类接触》、《ET 外星人》、《印第安纳·琼斯》系列、《太阳帝国》、《侏罗纪公园》、《辛德勒的名单》、《拯救大兵瑞恩》等。其中最后两部作品使得他于1994年和1998均获得奥斯卡最佳导演奖。

11. **At this point we had to change our caps, coats, gloves and trousers for T-shirts and shorts.** 到了这里我们不得不把帽子、外衣、手套和长裤脱掉换成T恤衫和短裤。

change ... for ... 替换或代替某人（或某事物）。如：

I'm thinking of moving and changing my house for a larger one. 我正在考虑搬家换一幢大房子。

12. **There was almost no wind – only the flames of our fire for company.** (晚上) 几乎没有风，只有篝火的火焰与我们作伴。

for company 作伴；一起。如：

The old woman lives on her own and has a dog for company. 那老妇人自己住，有一条狗作伴。

13. **We can hardly wait to see them!** 我们迫不及待地想要见到他们。

can't wait / can hardly wait to do sth 迫不及待要做某事，常用于口语体。如：

Stella couldn't wait to get home after such a long and tiring journey. 经过这次漫长而又疲惫的旅行，斯黛拉迫不及待地想回到家里。

## UNIT 4

### 1. Earthquake 地震。

地震，指地球内部介质（岩石）突然发生变化，产生地震波，从而在相当范围内引起地面震动的现象。破坏开始的地方称为震源，震源在地球表面的垂直投影称为震中。大地震引起的地面震动具有很强的破坏力。

历史上近百年有名的地震有1906年美国旧金山大地震，1923年日本关东大地震，1976年中国唐山大地震，2008年四川汶川大地震等。地震还能引起极严重的次生灾害，如火灾、有毒气体逸出、海啸等。

地震前兆是指地震前出现并预示地震将要发生的现象，迄今已观测到的震前异常现象有：地壳形变异常、地震活动异常以及地震波、地磁、地电、地下水或气异常、地声、地光、动物习性异常等。

2. **It seemed as if the world was at an end!** 仿佛到了世界末日！

as if 好像；似乎；仿佛。如：

She was sitting there as if nothing had happened. 她坐在那儿，一副若无其事的样子。

They looked at me as if I was from another planet. 他们看着我，就像我来自别的星球似的。

3. **One-third of the nation felt it.** 全国三分之一的地方都有震感。

one-third 三分之一。分数的表达方法如下：

1) 前面不带整数的分数一般都用文字表示，分子用基数(one, two, ... )，分母用序数(first, second, ...)，当分子超过1时，分母的字尾需加s。如：

If an apple is cut into six equal slices, each slice is called one-sixth. If you eat two slices, you eat two-sixths or one-third. 如果一个苹果被分成六等份，每一份就是1/6，如果你吃掉两块，就是吃掉了2/6或1/3。

2) 前面带有整数的分数用数字表示，但放在句首时则用文字。如：

Your bag is 2<sup>1</sup>/<sub>2</sub> times the weight of mine. 你的包是我的包的2.5倍重。

Two and a quarter inches of rain fell over the weekend. 周末降雨量达2<sup>1</sup>/<sub>4</sub>英寸。

4. **The number of people who were killed or injured reached more than 400,000.** 死伤人数达到40多万。  
the number of 数字；数量；a number of 很多；好些。如：

The number of competitors is limited. 参赛者的数量是有限的。

Do you know the number of milu deer living in China? 你知道中国现有的麋鹿的数量吗？

He worked there for a number of years. 他在那里工作了多年。

 **问题：**从上面的例句中你可以总结出 the number of 与 a number of 的用法有哪些不同吗？请举例说明。

5. **Everywhere they looked nearly everything was destroyed.** 人们无论朝哪里看，哪里的一切都几乎被毁了。

everywhere 在这里作连词用，引起状语从句。如：

Everywhere he goes, his dog follows him. 无论他走到哪儿，他的狗都跟着。

Everywhere they appeared, they were met with strong protests. 他们不论在哪儿出现，都面对一片抗议声。

6. **No wind, however, could blow them away.** 然而它们是不可能被风刮走的。

这里的 however (但是) 一词是接上一句 Bricks covered the ground like red autumn leaves 来说的，叶子应当能被风刮走，但这不是叶子，故此处用 however 表示转折。

however 然而；不过。如：

We have already got a spoken agreement from them; however, we have to wait for something in writing. 我们已经得到了他们的口头承诺，但是还要再等书面文字。

He has made some spelling mistakes in his paper; however, they are not serious. 他的论文中有一些拼写错误，但不是什么严重问题。

7. **Sand now filled the wells instead of water.** 井里满是沙子，而不是水。

instead of 代替某人、某事。如：

Why did they choose Tom instead of David? I think David is more suitable for the job. 他们为什么不选大卫而选择了汤姆？我觉得大卫做这项工作更合适。

They decided to hold the barbecue in a nearby park instead of a small back garden because the weather was so beautiful. 天气那么好，他们决定把烧烤活动设在附近的公园里，而不是狭小的后花园里。

8. **People began to wonder how long the disaster would last.** 人们开始纳闷，这场灾难还会持续多久。

last 延续；持续。如：

The hot weather lasted for a whole week, which made everybody tired and sleepy. 暑热持续了一周，弄得人人疲惫困倦不堪。

They were very close friends for a while, but their friendship didn't last long. 他们一度是极好的朋友，但友谊持续的时间却不长。

 **问题：**以前学过的 last 和本单元中的 last 用法和词性有何不同？请举例说明。



9. **The army organized teams to dig out those who were trapped and to bury the dead.** 解放军组成小分队，将受困的人们挖出来，将死者掩埋。

the dead 死难者。形容词的前面可以加冠词 the 作为复数名词用。如：

The old and the sick sat on a more comfortable bus. 老人和病人坐在一辆舒适些的公共汽车上。

For the blind, life is difficult. We should care for them whenever we can. 对盲人来说，生活是很艰难的，任何时候我们都要关心他们。

## UNIT 5

1. **William Tyndale** 威廉·廷代尔 (1494—1536)。英国早期的新教改革者，以其翻译的英文版《圣经》而闻名于世。他曾长期旅居德国和比利时，深受德国的宗教改革家马丁·路德的影响。他擅长希腊文和希伯来文，其译作生动且词汇丰富，他翻译的《新约全书》，《摩西五书》和《约拿书》等成为其后所有英文版《圣经》的蓝本。
2. **Norman Bethune** 诺曼·白求恩 (1890—1939)。国际主义战士，著名胸外科医师；加拿大安大略省格雷文赫斯特镇人，出身于牧师家庭；1916年毕业于多伦多大学医学院，获学士学位。英国皇家外科医学会会员和美国胸外科学会会员、理事。他的胸外科技术在加拿大、英国和美国医学界享有盛名。1938年3月，他奔赴中国支援抗日战争，不幸于1939年11月12日逝世。
3. **Sun Yat-sen** 孙中山 (1866—1925)，名文，号逸仙，中国近代民主革命家、思想家。1866年11月12日生于广东省香山县（今中山市）。1894年创建中国最早的民主革命团体兴中会，1905年成立中国同盟会，组织了多次反清武装起义。1911年在他的领导下爆发辛亥革命，推翻了清王朝。次年元旦建立了中华民国，担任临时大总统。接着又相继领导了反对袁世凯和各派军阀统治的运动，并在晚年促成中国国民党与中国共产党合作，共同进行反帝反封建的国民革命。1925年3月12日在北京逝世。其著作集为《孙中山全集》。孙中山的政治思想，主要体现于他所倡导的三民主义，即民族主义、民权主义、民生主义的基本内容。
4. **Mohandas Gandhi** 莫罕达斯·甘地 (1869—1948)。印度国民大会党领袖，民族解放运动最著名的领导人，非暴力不合作运动倡导者，享有“圣雄”称号。1948年1月30日甘地在德里作晚祷时，被印度教一名极右派分子开枪暗杀，终年79岁。甘地在个人生活上奉行禁欲和苦行，“坚持真理”和“非暴力抵抗”是甘地思想的核心。
5. **Neil Armstrong** 尼尔·阿姆斯特朗 (1930—)，美国宇航员。生于俄亥俄州，16岁成为一名飞行员，1962年入选美国宇航员，1969年他参加阿波罗11号登月飞行，第一个踏上月球表面，并且说了一句著名的话：“这是一个人的一小步，同时又是人类的一大步。”
6. **The time when I first met Nelson Mandela was a very difficult period of my life.** 第一次见到纳尔逊·曼德拉的时候，是我一生中非常艰难的时期。

**Nelson Mandela** 纳尔逊·曼德拉，曾任南非共和国总统和南非人民大会党主席。曼德拉以毕生精力从事非洲黑人的解放事业并取得了成功。他于1918年7月18日生于库努，接受大学教育后，从20世纪40年代起组织了很多次群众性的反对种族歧视的斗争。曼德拉曾多次入狱，在罗本岛关押期间，他把监狱变成了文化和政治教育的课堂。在狱中，其他难友从他的身上汲取了无穷的力量。

曼德拉于1990年2月11日被释放，1993年曼德拉被授予诺贝尔和平奖。1994年他领导的南非人民大会党在南非历史上第一次民主的全国大选中获胜。曼德拉于1994年5月10日就任民主的新南非的第一任总统。在任期间，实行稳健与和解政策，达到了政权的平稳过渡。一届任期后，他并不留恋权力，而是选择了退休和平民生活。

7. **The school where I studied for only two years was three kilometres away.** 我仅仅读了两年的那所学校有三公里远。

be ... away 有……远，可以指距离，也可以指时间。如：

The new house he has just bought is about three miles away. 他新买的房子大约在三英里以外。

The exams are still three weeks away. 离考试还有三周。

8. **After trying hard, I got a job in a gold mine.** 几经周折，我才在一家金矿上找到一份工作。

after doing 是介词短语作状语用，表示时间。如：

After getting up, he always drinks a glass of water, which he believes is good for his health. 每日起床后，他都喝一杯水，他认为这对他的身体有好处。

After packing all his things into his travelling bag, he sat on the sofa and waited for the taxi. 把所有东西都装进旅行包后，他坐在沙发上等待出租车。

9. **He told me how to get the correct papers so I could stay in Johannesburg.** 他告诉我要想在约翰内斯堡立住脚，应当如何获取所需证件。

Johannesburg 约翰内斯堡，南非（阿扎尼亚）最大城市和经济中心。位于南非北部威特沃特斯兰德高地中段南坡。半数以上人口为黑人。1886年发现金矿后，迅速发展为世界著名矿业城市、非洲最大的加工工业中心。第二次世界大战后成为非洲最大工矿区 and 世界重要采金中心。

10. **When he organized the ANC Youth League, I joined it as soon as I could.** 当他组织了非国大青年联盟时，我马上就参加了这个组织。

ANC 非洲人民大会党，是 AFRICAN NATIONAL CONGRESS 的缩写，是南非黑人民族解放运动的政党。它创建于1912年，宗旨是团结非洲人为争取基本政治权利和社会经济状况的转变而斗争，并在这方面起到极为重要的作用。ANC Youth League 非国大青年联盟是人民大会党所属的青年组织。

11. **"The last thirty years have seen the greatest number of laws stopping our rights and progress, until today we have reached a stage where we have almost no rights at all."** “过去30年来所出现的大量法律剥夺我们的权利，阻挡我们的进步，一直到今天，我们还处在几乎什么权利都没有的阶段。”

see, find 等动词的主语有时是物，如果用得恰当，语言会显得很生动。如：

This old house has seen better days. 这座老房子曾有过风光的日子。

National Day saw people singing and dancing happily in the streets. 国庆节里人们在大街上高兴地唱啊跳啊。

The water finds its own level. 水往低处流。

Morning found Christie knitting by the window. 清晨克里斯蒂坐在窗边织毛衣。

12. **... we were put into a position in which we had either to accept we were less important, or fight the government.** ……我们被置于这样一个境地：要么被迫接受低人一等的现实，要么跟政府作斗争。

“less + 形容词（副词）原级 + than”是形容词（副词）比较级的一种，表示前者不及后者。

如：

In his life, he has always tried to help those less fortunate than himself. 在他的一生中，他总是设法帮助那些比他不幸的人。

This truck is running less smoothly than it used to. 这辆卡车不如以前跑得那样稳了。

 **问题：**在进行比较时，除了用以上的结构表示“不如”或“不及”之意，初中还学过另一种表达方式，你还记得吗？请用两种结构造句，想一下这两种结构的用法有何不同。

13. ... **only then did we decide to answer violence with violence.** ……只有到这个时候，我们才决定用暴力反抗暴力。

这是一个倒装句。一般句子的结构是主语在前，动词在后，但在这种倒装句中，句子的结构是动词在前，主语在后。

以 **only** 引导副词状语或状语从句放在句首加强语气时，经常使用倒装句。如：

*Only yesterday did his father tell him the truth, which was a big surprise.* 昨天他父亲才把真相告诉他，这对他真是一个令人吃惊的消息。

*Only by shouting was he able to make people on the other side of the river hear him.* 他只有靠大声叫喊才能使河对岸的人们听到他的声音。

14. **You cannot imagine how the name of Robben Island made us afraid.** 你无法想象罗本岛这个名字听起来多么令我们恐惧。

Robben Island 罗本岛。位于南非共和国开普敦市7公里之外的海上，以曾经关押过南非前总统纳尔逊·曼德拉而闻名，现被辟为旅游胜地。

15. **Since I was better educated, I got a job working in an office.** 因为我受过比较好的教育，我得到了一份坐办公室的工作。

**better educated** 是 **well educated** 的比较级。

# Grammar 语法

## I 动词

### (The Verb)

#### 将来动作的表达法 (be + v-ing)

初中课本介绍了 be going to 和 will(shall) + 动词的形式表示将来意义，现在进行时有时也用来表示按计划或安排即将发生的动作。如：

We are going to Mexico next Sunday. 我们下周日去墨西哥。

Are you coming to the cinema? 你来看电影吗？

Put on your coat! I'm taking you down to the doctor. 穿上外衣！我带你去看医生。

He is leaving for London in two hours. 他两个小时后将赴伦敦。

We're spending next winter in Australia. 我们明年冬天在澳大利亚过。

What are you having for dinner? 你们正餐吃什么？

用于这种结构的仅有一部分动词，如：go, arrive, come, leave, start, stay, return, play, do, have, work, wear, spend, see, meet 等。

## II 直接引语和间接引语

### (Direct Speech and Indirect Speech)

引述别人的话有两种方式：直接引述别人的原话，叫直接引语。用自己的话转述别人的话，叫间接引语。间接引语在多数情况下构成宾语从句。直接引语一般前后要加引号，间接引语不用引号。例如：

Mr Black said, "I'm busy." 布莱克先生说：“我很忙。”（直接引语）

Mr Black said that he was busy. 布莱克先生说他很忙。（间接引语）

#### 1 陈述句

直接引语如果是陈述句，变为间接引语时，用连词 that 引导(that 在口语中常省略)，从句中的人称、时态、指示代词、时间状语、地点状语等要作相应变化。在这一方面，汉语和英语有许多相似之处，因此，在做直接引语和间接引语转换练习时，要特别注意句子的意义。

##### 1) 人称的变化

a) He said, "I like it very much." 他说：“我非常喜欢它。” →

He said that **he** liked it very much. 他说他非常喜欢它。

b) He said to me, "I've left **my** book in **your** room." 他对我说：“我把书落在你的房间里了。” →

He told me that **he** had left **his** book in **my** room. 他告诉我他把书落在我的房间里了。

2) 时态的变化 如主句的谓语动词是一般过去时, 直接引语变间接引语时, 从句的谓语动词在时态方面要做相应的变化。如主句的谓语动词是现在时, 从句的时态无需变化。

直接引语转换成 间接引语时时态 的变化	例 句	
	直接引语	间接引语
一般现在时→ 一般过去时	"I <b>don't want</b> to set down a series of facts in a diary," said Anne.	Anne said that she <b>didn't want</b> to set down a series of facts in a diary.
现在进行时→ 过去进行时	The boy said, "I'm <b>using</b> a knife."	The boy said that he <b>was using</b> a knife.
现在完成时→ 过去完成时	Cella said, "I <b>have not heard</b> from Jordan since May."	Cella said that she <b>had not heard</b> from Jordan since May.
一般过去时→ 过去完成时	They said, "We <b>saw</b> her in the street."	They said that they <b>had seen</b> her in the street.
过去完成时不变	He said, "I <b>had finished</b> my homework before supper."	He said that he <b>had finished</b> his homework before supper.
一般将来时→ 过去将来时	Zhou Lan said, "I'll <b>do</b> it after class."	Zhou Lan said that she <b>would do</b> it after class.

3) 指示代词、时间状语、地点状语和动词的变化

直接引语转换成 间接引语时指示 代词等的变化	例 句	
	直接引语	间接引语
this → that	The lawyer said, "I will come <b>this</b> morning."	The lawyer said that she would go <b>that</b> morning.
these → those	He said, " <b>These</b> books are mine."	He said that <b>those</b> books were his.
now → then	She said, "It is nine o'clock <b>now</b> ."	She said that it was nine o'clock <b>then</b> .
ago → before/earlier	Bob said, "My sister was here three days <b>ago</b> ."	Bob said that his sister had been there three days <b>before/earlier</b> .
today → that day	David said, "I haven't seen her <b>today</b> ."	David said that he hadn't seen her <b>that day</b> .
yesterday → the day before	She said, "I went there <b>yesterday</b> ."	She said that she had gone there <b>the day before</b> .
tomorrow → the next/following day	She said, "I'll go there <b>tomorrow</b> ."	She said that she would go there <b>the next/following day</b> .
the day after tomorrow → in two days' time	The captain said, "They will arrive <b>the day after tomorrow</b> ."	The captain said that they would arrive <b>in two days' time</b> .

come → go here → there the day before yesterday →two days before/earlier	She said, "I <b>came here</b> to see the doctor <b>the day before yesterday</b> ."	She said that she had <b>gone there</b> to see the doctor <b>two days before/earlier</b> .
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说明:

(1) 直接引语如果是客观真理, 变为间接引语时, 时态不变。如:

He said, "Light travels much faster than sound."

He said that light travels much faster than sound.

(2) 如果在当地转述, here 不必改为 there, 动词 come 不必改为 go, 如果在当天转述, yesterday, tomorrow 等时间状语也不必改变。

## 2 祈使句

转述祈使句时, 要将祈使句的动词原形变为带 to 的不定式, 并在不定式的前面根据句子的意思加上 tell, ask, order 等动词, 如果祈使句为否定式, 在不定式的前面加 not。例如:

The hostess said to us, "Please sit down." 女主人对我们说: "请坐。" →

The hostess **asked us to sit down**. 女主人请我们坐下。

Father said to him, "Go away!" 父亲对他说: "走开!" →

Father **ordered him to go away**. 父亲命令他走开。

Mother said to me, "Come back before 10:00." 妈妈对我说: "10点钟以前回来。" →

Mother **told me to go back** before 10:00. 妈妈嘱咐我 10 点钟以前回去。

He said, "Don't make so much noise, boys." 他说: "孩子们, 不要大声吵闹。" →

He **told the boys not to make so much noise**. 他告诉孩子们不要大声吵闹。

## 3 疑问句

直接引语如果是疑问句, 变为间接引语时, 要把疑问句语序变为陈述句语序 (主语在谓语的前面), 句末用句号, 主语的人称、时态和状语等也要作相应的变化。

1) 一般疑问句: 直接引语如果是一般疑问句, 变为间接引语时, 谓语动词是 say 或 said 时, 要改为 ask 或 asked, 原问句变成由连词 if (或 whether) 引导的宾语从句。没有间接宾语的, 可以根据情况加上。例如:

"Do you think a diary can become your friend?" the writer **says**. 作者问: "你们认为日记能成为你们的朋友吗?" →

The writer **asks us if we think** a diary can become our friend. 作者问我们是否认为日记能成为我们的朋友。

He said, "Are you interested in English?" 他问道: "你对英语感兴趣吗?" →

He **asked (me) if I was** interested in English. 他问我是否对英语感兴趣。

She said, "Did you see him last night?" 她问: "你昨天晚上看到他了吗?" →

She **asked (me) whether I had seen** him the night before. 她问我前一天晚上是否看到他了。

2) 特殊疑问句: 直接引语如果是特殊疑问句, 变为间接引语时, 仍用原来的疑问词引导。例如:

"What do you want?" he asked me. "你想要什么?" 他问我。一

He asked me **what I wanted**. 他问我想要什么。

"What do you call your diary?" Anne's sister asked her. 姐姐问安妮: "你给你的日记起什么名字?" 一

Anne's sister asked her **what she called** her diary. 姐姐问安妮她给她的日记起什么名字。

"When did you go to bed last night?" Father said to Anne. 爸爸问安妮: "你昨晚什么时间睡的觉?" 一

Father asked Anne **when she went to bed** the night before. 爸爸问安妮她头天晚上什么时间睡的觉。

### III 定语从句

(The Attributive Clause)

在复合句中, 修饰名词或代词的从句叫做定语从句。如:

The man **who lives next to us** sells vegetables.

You must do everything **that I do**.

上面两句中的 man 和 everything 是被定语从句修饰的词, 叫先行词, 其后的黑体部分为定语从句, 其中 who 和 that 叫关系代词。引导定语从句的词有关系代词 that, which, who (宾格 whom, 所有格 whose) 和关系副词 where, when, why 等。关系代词或关系副词处在先行词和定语从句之间, 起着连接主从句、指代先行词和在从句中作句子成分的三重作用。

#### 1 关系代词 that, which, who 引导的定语从句

关系代词		例	句
that 在从句中作 主语或宾语	指物	1) A plane is a machine <b>that can fly</b> . (作主语) 2) The noodles ( <b>that</b> ) I cooked were delicious. (作宾语)	
	指人	1) Who is the man <b>that is reading a book over there</b> ? (作主语) 2) The girl ( <b>that</b> ) we saw yesterday was Jim's sister. (作宾语)	
which 在从句中作主语 或宾语	指物	1) They planted some trees <b>which didn't need much water</b> . (作主语) 2) The fish ( <b>which</b> ) we bought this morning were not fresh. (作宾语)	
	指人	1) The foreigner <b>who visited our class yesterday</b> is from Canada. (作主语) 2) The boy <b>who broke the window</b> is called Tom. (作主语) 3) The person <b>to whom you just talked</b> is Mr Li. (作宾语) 4) Mrs Read is the person <b>to whom you should write</b> . (作宾语)	

## 2 由关系代词 whose 引导的定语从句

关系代词 *whose* 为关系代词 *who* 的所有格形式，用作名词的限定语，*whose* 引导的定语从句既可为限制性的，也可为非限制性的。先行词既可为人，也可为物，*whose* 和它所修饰的名词在定语从句中可作主语及动词或介词的宾语。如：

This is the scientist ***whose name*** is known all over the world.

I went to see my friends the Smiths, ***whose children*** I used to look after when they were small.

The room ***whose window*** faces south is mine.

He has written a book ***whose name*** I've forgotten.

= He has written a book ***the name of which*** I've forgotten.

= He has written a book ***that*** I've forgotten ***the name of***.

= He has written a book ***of which*** I've forgotten ***the name***.

## 3 由关系副词 when, where, why 引导的定语从句

关系副词	例 句
<b>when</b> 在从句中作 时间状语	October 1, 1949 is the day <b><i>when</i></b> (= <b><i>on which</i></b> ) <i>the People's Republic of China was founded.</i> I'll never forget the time <b><i>when</i></b> (= <b><i>during which</i></b> ) <i>we worked on the farm.</i> Do you remember the afternoon <b><i>when</i></b> (= <b><i>on which</i></b> ) <i>we first met three years ago?</i>
<b>where</b> 在从句中作 地点状语	This is the place <b><i>where</i></b> (= <b><i>at/in which</i></b> ) <i>we first met.</i> The hotel <b><i>where</i></b> (= <b><i>in which</i></b> ) <i>we stayed</i> wasn't very clean. I recently went to the town <b><i>where</i></b> (= <b><i>in which</i></b> ) <i>I was born.</i> I'd like to live in a country <b><i>where</i></b> (= <b><i>in which</i></b> ) <i>there is plenty of sunshine.</i>
<b>why</b> 在从句中作 原因状语	I didn't get a pay rise, but this wasn't the reason <b><i>why</i></b> (= <b><i>for which</i></b> ) <i>I left.</i> The reason <b><i>why</i></b> (= <b><i>for which</i></b> ) <i>he was late</i> was that he missed his train.



# Words and expressions in each unit

## 各单元生词和习惯用语

注：所有不带△符号的词汇均为课标词汇，其中黑体部分为本单元重点词汇和短语；带△符号的词不要求掌握。

### Unit 1

△ survey /sə'veɪ/ *n.* 调查；测验

**add up** 合计

**upset** /ʌp'set/ *adj.* 心烦意乱的；不安的；不适的  
*vt.* (upset, upset)

使不安；使心烦

**ignore** /ɪg'nɔː/ *vt.* 不理睬；忽视

**calm** /kɑːm/ *vt. & vi.* (使) 平静；(使) 镇定

*adj.* 平静的；镇静的；沉着的

**calm (...)** **down** (使) 平静下来；(使) 镇定下来

**have got to** 不得不；必须

**concern** /kən'sɜːn/ *vt.* (使) 担忧；涉及；关系到  
*n.* 担心；关注；(利害) 关系

**be concerned about** 关心；挂念

walk the dog 遛狗

loose /luːs/ *adj.* 松的；松开的

△ vet /vet/ *n.* 兽医

**go through** 经历；经受

△ Amsterdam /ˌæmstə'dæm/ *n.* 阿姆斯特丹 (荷兰首都)

Netherlands /'neðə'ləndz/ *n.* 荷兰 (西欧国家)

△ Jewish /'dʒɔː(ɪ)ʃ/ *adj.* 犹太人的；犹太族的

German /'dʒɜːmən/ *adj.* 德国的；德国人的；德语的  
*n.* 德国人；德语

△ Nazi /'nɑːtsɪ/ *n.* 纳粹党人  
*adj.* 纳粹党的

**set down** 记下；放下；登记

series /'sɪəriːz/ *n.* 连续；系列

**a series of** 一连串的；一系列；一套

△ Kitty /'kɪti/ *n.* 基蒂 (女名)

**outdoors** /aʊt'dɔːz/ *adv.* 在户外；在野外

△ spellbind /'spelbaɪnd/ *vt.* (spellbound, spellbound)  
迷住；迷惑

**on purpose** 故意

**in order to** 为了……

dusk /dʌsk/ *n.* 黄昏；傍晚

**at dusk** 在黄昏时刻

thunder /'θʌndə/ *vi.* 打雷；雷鸣  
*n.* 雷；雷声

entire /ɪn'taɪə/ *adj.* 整个的；完全的；全部的

entirely /ɪn'taɪəli/ *adv.* 完全地；全然地；整个地

power /'paʊə/ *n.* 能力；力量；权力

**face to face** 面对面地

curtain /'kɜːtɪn/ *n.* 窗帘；门帘；幕布

dusty /'dʌstɪ/ *adj.* 积满灰尘的

**no longer / not ... any longer** 不再……

partner /'pɑːtnə/ *n.* 伙伴；合作者；合伙人

**settle** /'setl/ *vi.* 安家；定居；停留

*vt.* 使定居；安排；解决

**suffer** /'sʌfə/ *vt. & vi.* 遭受；忍受；经历

**suffer from** 遭受；患病

△ loneliness /'lɒnlɪnəs/ *n.* 孤单；寂寞

highway /'haɪweɪ/ *n.* 公路；大路

**recover** /rɪ'kʌvə/ *vi. & vt.* 痊愈；恢复；重新获得

**get/be tired of** 对……厌烦

**pack** /pæk/ *vi. & vt.* 捆扎；包装；打行李

*n.* 小包；包裹

**pack (sth) up** 将(东西)装箱打包

suitcase /'suɪtkeɪs/ *n.* 手提箱；衣箱

△ Margot /'mɑːgɔː/ *n.* 玛戈 (女名)

overcoat /'əʊvəkəʊt/ *n.* 大衣；外套

teenager /'tiːn,eɪdʒə/ *n.* 十几岁的青少年

**get along with** 与……相处；进展

△ gossip /'gɒspɪ/ *vi. & n.* 闲话；闲谈

**fall in love** 相爱；爱上

exactly /ɪg'zæktli/ *adv.* 确实如此；正是；确切地

**disagree** /dɪsə'grɪ/ *vi.* 不同意

grateful /'ɡreɪtfl/ *adj.* 感激的；表示谢意的

dislike /dɪs'laɪk/ *n.* & *vt.* 不喜欢; 厌恶

**join in** 参加; 加入

tip /tɪp/ *n.* 提示; 技巧; 尖; 尖端; 小费  
*vt.* 倾斜; 翻倒

△ **secondly** /'sekəndli/ *adv.* 第二; 其次

swap /swɒp/ *vt.* 交换

item /aɪtəm/ *n.* 项目; 条款

## Unit 2

△ **subway** /'sʌbweɪ/ *n.* 地下人行道; <美> 地铁

elevator /'elɪvətə/ *n.* 电梯; 升降机

petrol /'petrəl/ *n.* <英> 汽油 (= <美> gasoline)

gas /gæs/ *n.* 汽油; 气体; 煤气; 毒气

official /ə'fɪʃl/ *adj.* 官方的; 正式的; 公务的

voyage /'vɔɪdʒ/ *n.* 航行; 航海

△ **conquer** /'kɒŋkə/ *vt.* 征服; 占领

**because of** 因为; 由于

native /'neɪtɪv/ *adj.* 本国的; 本地的  
*n.* 本地人; 本国人

△ **Amy** /'eɪmi/ *n.* 艾米 (女名)

**come up** 走近; 上来; 提出

apartment /ə'pɑ:tmənt/ *n.* <美> 公寓住宅;  
单元住宅

**actually** /'æktʃʊəli/ *adv.* 实际上; 事实上

AD 公元

**base** /beɪs/ *vt.* 以……为根据

*n.* 基部; 基地; 基础

**at present** 现在; 目前

gradual /'grædʒʊəl/ *adj.* 逐渐的; 逐步的

gradually /'grædʒʊəli/ *adv.* 逐渐地; 逐步地

Danish /'deɪmɪʃ/ *n.* 丹麦语

*adj.* 丹麦的; 丹麦人的; 丹麦语的

△ **enrich** /'ɪn'ri:tʃ/ *vt.* 使富裕; 充实; 改善

vocabulary /və'kæbjʊləri/ *n.* 词汇; 词汇量; 词表

△ **Shakespeare** /'ʃeɪkspiə/ 莎士比亚 (英国剧作家、诗人)

**make use of** 利用; 使用

spelling /'speliŋ/ *n.* 拼写; 拼法

△ **Samuel Johnson** /'sæmjʊəl 'dʒɒnsn/ 塞缪尔·约翰逊 (英国作家, 批评家)

△ **Noah Webster** /'nəʊə 'webstə/ 诺厄·韦伯斯特 (美国词典编纂家)

latter /'lætə/ *adj.* 较后的; 后半的;

(两者中) 后者的

identity /aɪ'dentəti/ *n.* 本身; 本体; 身份

fluent /'flu:ənt/ *adj.* 流利的; 流畅的

fluently /'flu:əntli/ *adv.* 流利地; 流畅地

Singapore /'sɪŋə'pɔ:/ *n.* 新加坡 (东南亚国家)

Malaysia /mə'leɪziə/ *n.* 马来西亚 (东南亚国家);  
马来群岛

**such as** 例如……; 像这种的

frequent /'fri:kwənt/ *adj.* 频繁的; 常见的

frequently /'fri:kwəntli/ *adv.* 常常; 频繁地

usage /'ju:sɪdʒ/ *n.* 使用; 用法; 词语惯用法

**command** /kə'mɑ:nd/ *n.* & *vt.* 命令; 指令; 掌握

**request** /rɪ'kwest/ *n.* & *vt.* 请求; 要求

△ **dialect** /'daɪəlekt/ *n.* 方言

expression /ɪk'spreʃn/ *n.* 词语; 表示; 表达

midwestern /mɪd'westən/ *adj.* 中西部的;

有中西部特性的

African /'æfrɪkən/ *adj.* 非洲的; 非洲人的; 非洲语言的

Spanish /'spæntʃ/ *adj.* 西班牙的; 西班牙人的; 西班牙语

*n.* 西班牙人; 西班牙语

**play a part (in)** 扮演一个角色; 参与

eastern /'i:stən/ *adj.* 东方的; 东部的

southeastern /'səʊθ'i:stən/ *adj.* 东南方的;  
来自东南的

northwestern /'nɔ:θ'westən/ *adj.* 西北方的;  
来自西北的

**recognize** /'rekəgnəɪz/ *vt.* 辨认出; 承认; 公认

lorry /'lɒri/ *n.* <英> 卡车 (= <美> truck)

△ **Lori** /'lɒri/ *n.* 罗丽 (女名)

△ **Houston** /'hju:stən/ *n.* 休斯顿 (美国城市)

△ **Texas** /'teksəs/ *n.* 德克萨斯州 (美国州名)

accent /'æksənt/ *n.* 口音; 腔调; 重音

△ **Buford** /'bju:fəd/ *n.* 布福德 (姓氏; 男名)

△ **Lester** /'lestə/ *n.* 莱斯特 (姓氏; 男名)

△ **catfish** /'kætfɪʃ/ *n.* 鲶鱼

lightning /'laɪtnɪŋ/ *n.* 闪电

straight /streɪt/ *adv.* 直接; 挺直

*adj.* 直的; 笔直的; 正直的

block /blɒk/ *n.* 街区; 块; 木块; 石块

cab /kæb/ *n.* 出租车

### Unit 3

journal /'dʒɜːnl/ *n.* 日记; 杂志; 定期刊物

transport /'trænsˌpɔːt/ *n.* 运送; 运输

*træn'spɔːt/ vt.* 运输; 运送

prefer /prɪ'fɜː/ *vt.* 更喜欢; 选择某事物 (而不选择其他事物)

disadvantage /,dɪsəd'vɑːntɪdʒ/ *n.* 不利条件; 不便之处

fare /feə/ *n.* 费用

△ route /ruːt/ *n.* 路线; 路途

△ Mekong /,mi:'kɒŋ/ *n.* 湄公河

flow /fləʊ/ *vi.* 流动; 流出

*n.* 流动; 流量

ever since 从那以后

persuade /pə'sweɪd/ *vt.* 说服; 劝说

cycle /saɪkl/ *vi.* 骑自行车

graduate /'grædʒʊeɪt/ *vi.* 毕业

*'grædʒʊət/ n.* 大学毕业生

finally /fainəli/ *adv.* 最后; 终于

schedule /'ʃedʒʊl; 'skedʒʊl/ *n.* 时间表; 进度表  
*vt.* 为某事安排时间

fond /fɒnd/ *adj.* 喜爱的; 慈爱的; 宠爱的

be fond of 喜爱; 喜欢

shortcoming /'ʃɔːtkʌmɪŋ/ *n.* 缺点

stubborn /stʌbən/ *adj.* 顽固的; 固执的

organize /'ɔːɡənaɪz/ *vt.* 组织; 成立

care about 关心; 忧虑; 惦念

△ detail /'diːteɪl; dɪ'teɪl/ *n.* 细节; 详情

△ source /sɔːs/ *n.* 来源; 水源

determine /dɪ'tɜːmɪn/ *vt.* 决定; 确定; 下定决心

determined /dɪ'tɜːmɪnd/ *adj.* 坚决的; 有决心的

change one's mind 改变主意

journey /'dʒɜːni/ *n.* 旅行; 旅程

altitude /'æltɪtjuːd/ *n.* 海拔高度; 高处

make up one's mind 下决心; 决定

give in 投降; 屈服; 让步

△ atlas /'ætləs/ *n.* 地图; 地图集

△ glacier /'glæɪsɪə; 'gletʃə/ *n.* 冰河; 冰川

△ Tibetan /tɪ'betən/ *adj.* 西藏的; 藏族的;  
藏族人的

*n.* (西) 藏语; 西藏人;  
藏族人

△ rapids /'ræpɪdz/ *n.* 急流

valley /'væli/ *n.* (山) 谷; 流域

△ waterfall /'wɔːtəfɔːl/ *n.* 瀑布

pace /peɪs/ *vi.* 缓慢而行; 踱步

*n.* 一步; 速度; 步调

bend /bend/ *n.* 弯; 拐角

*vt.* (bent, bent) 使弯曲

*vi.* 弯身; 弯腰

△ meander /mɪ'ændə/ *n.* (指河流等) 蜿蜒缓慢  
流动

△ delta /'delta/ *n.* 三角洲

attitude /'ætɪtjuːd/ *n.* 态度; 看法

△ Qomolangma /,tʃəʊmɑː'ləŋmɑː/ *n.* 珠穆朗玛峰

boil /bɔɪl/ *vi.* (指液体) 沸腾; (水) 开

forecast /'fɔːkɑːst/ *n.* & *vt.* 预测; 预报

parcel /'pɑːsl/ *n.* 小包; 包裹

insurance /ɪn'ʃʊərəns/ *n.* 保险

wool /wʊl/ *n.* 羊毛; 毛织品

as usual 照常

reliable /rɪ'laɪəbl/ *adj.* 可信赖的; 可靠的

view /vjuː/ *n.* 风景; 视野; 观点; 见解

*vt.* 观看; 注视; 考虑

△ yak /jæk/ *n.* 牦牛

pillow /'pɪləʊ/ *n.* 枕头; 枕垫

midnight /'mɪdnɑːt/ *n.* 午夜; 子夜

at midnight 在午夜

flame /fleɪm/ *n.* 火焰; 光芒; 热情

beneath /bɪ'niːθ/ *prep.* 在……下面

△ Laos /ləʊs/ *n.* 老挝 (东南亚国家)

△ Laotian /'ləʊtɪən/ *n.* 老挝人

*adj.* 老挝 (人) 的

temple /'tempəl/ *n.* 庙宇; 寺庙

cave /keɪv/ *n.* 洞穴; 地窖

## Unit 4

earthquake /'ɜ:kweɪk/ *n.* 地震

quake /kweɪk/ *n.* 地震

**right away** 立刻; 马上

well /wel/ *n.* 井

△ crack /kræk/ *n.* 裂缝; 噼啪声

*vt. & vi.* (使) 开裂; 破裂

△ smelly /smelɪ/ *adj.* 发臭的; 有臭味的

△ farmyard /'fɑ:mjɑ:d/ *n.* 农场; 农家

pipe /paɪp/ *n.* 管; 导管

**burst** /bɜ:st/ *vi.* (burst, burst) 爆裂; 爆发

*n.* 突然破裂; 爆发

million /'mɪljən/ *n.* 百万

event /i'vent/ *n.* 事件; 大事

**as if** 仿佛; 好像

**at an end** 结束; 终结

nation /'neɪʃn/ *n.* 民族; 国家; 国民

canal /kə'neɪl/ *n.* 运河; 水道

steam /sti:m/ *n.* 蒸汽; 水汽

dirt /dɜ:t/ *n.* 污垢; 泥土

**ruin** /ru:n/ *n.* 废墟; 毁灭

*vt.* 毁灭; 使破产

**in ruins** 严重受损; 破败不堪

suffering /'sʌfərɪŋ/ *n.* 苦难; 痛苦

extreme /ɪk'stri:m/ *adj.* 极度的

**injure** /'ɪndʒə/ *vt.* 损害; 伤害

△ survivor /sə'vaɪvə/ *n.* 幸存者; 生还者;

残存物

**destroy** /dɪ'strɔɪ/ *vt.* 破坏; 毁坏; 消灭

brick /brɪk/ *n.* 砖; 砖块

dam /dæm/ *n.* 水坝; 堰堤

track /træk/ *n.* 轨道; 足迹; 痕迹

useless /'ju:slɪs/ *adj.* 无用的; 无效的; 无益的

**shock** /ʃɒk/ *vt. & vi.* (使) 震惊; 震动

*n.* 休克; 打击; 震惊

**rescue** /'reskjʊ/ *n. & vt.* 援救; 营救

**trap** /træp/ *vt.* 使陷入困境

*n.* 陷阱; 困境

electricity /i.lek'trɪsəti/ *n.* 电; 电流; 电学

disaster /dɪ'zɑ:stə/ *n.* 灾难; 灾祸

**dig out** 掘出; 发现

**bury** /'berɪ/ *vt.* 埋葬; 掩埋; 隐藏

mine /maɪn/ *n.* 矿; 矿山; 矿井

miner /maɪnə/ *n.* 矿工

shelter /'ʃeltə/ *n.* 掩蔽; 掩蔽处; 避身处

**a (great) number of** 许多; 大量的

title /'taɪtl/ *n.* 标题; 头衔; 资格

reporter /rɪ'pɔ:tə/ *n.* 记者

bar /bɑ:/ *n.* 条; 棒; 条状物

damage /'dæmɪdʒ/ *n. & vt.* 损失; 损害

frighten /'fraɪtn/ *vt.* 使惊吓; 吓唬

frightened /'fraɪntnd/ *adj.* 受惊的; 受惊吓的

frightening /'fraɪtnɪŋ/ *adj.* 令人恐惧的

congratulation /kɒn'grætʃə'leɪʃn/ *n.* 祝贺; (复数)

贺词

judge /dʒʌdʒ/ *n.* 裁判员; 法官

*vt.* 断定; 判断; 判决

sincerely /sɪ'nɪsɪəlɪ/ *adv.* 真诚地; 真挚地

express /ɪk'spres/ *vt.* 表示; 表达

*n.* 快车; 速递

outline /'aʊtlaɪn/ *n.* 要点; 大纲; 轮廓

headline /'hedlaɪn/ *n.* 报刊的大字标题

cyclist /'saɪklɪst/ *n.* 骑自行车的人

## Unit 5

△ Nelson Mandela /'nelzən mæn'delə/

纳尔逊·曼德拉 (前南非共和国总统)

**quality** /'kwɒləti/ *n.* 质量; 品质; 性质

△ warm-hearted /wɔ:m'hɜ:tɪd/ *adj.* 热心肠的

mean /mi:n/ *adj.* 吝啬的; 自私的; 卑鄙的

**active** /'æktɪv/ *adj.* 积极的; 活跃的

generous /dʒɛnərəs/ *adj.* 慷慨的; 大方的

△ easy-going /i:zɪ'gəʊnɪŋ/ *adj.* 随和的;

温和和宽容的

self /self/ *n.* 自我; 自身

selfish /'selfɪʃ/ *adj.* 自私的

selfless /'selflɪs/ *adj.* 无私的; 忘我的

selflessly /'selflɪslɪ/ *adv.* 无私地; 忘我地

**devote** /dɪ'vəʊt/ *vt.* (与 to 连用) 献身; 专心于

devoted /dɪ'vəʊtɪd/ *adj.* 忠实的; 深爱的

△ William Tyndale /'wɪljəm 'tɪndl/

威廉·廷代尔 (英国早期新教改革者)

- △ Bible /'baɪbl/ *n.* 《圣经》
- △ Norman Bethune /nɔːmən bə'θuːn/ 诺曼·白求恩  
(加拿大胸外科医师)
- △ invader /ɪn'veɪdə/ *n.* 侵略者
- found /faʊnd/ *vt.* 建立; 建设
- republic /rɪ'pʌblɪk/ *n.* 共和国; 共和政体
- principle /'prɪnsəpl/ *n.* 法则; 原则; 原理
- △ nationalism /næ'ʃnəlizəm/ *n.* 民族主义;  
国家主义
- △ livelihood /'laɪvlihoʊd/ *n.* 生计; 谋生
- △ Mohandas Gandhi /məʊ'hændəs 'gændi/  
莫罕达斯·甘地 (印度国民大会党领袖)
- peaceful /'piːsfl/ *adj.* 和平的; 平静的; 安宁的
- △ giant /'dʒaɪənt/ *adj.* 巨大的; 庞大的
- △ leap /li:p/ *n.* 飞跃; 跳跃
- mankind /ˌmæn'kaɪnd/ *n.* 人类
- △ Elias /i'liːəs/ *n.* 伊莱亚斯 (男名)
- lawyer /'lɔːjə/ *n.* 律师
- guidance /'ɡaɪdəns/ *n.* 指导; 领导
- legal /'liːgl/ *adj.* 法律的; 依照法律的
- fee /fiː/ *n.* 费 (会费、学费等); 酬金
- △ passbook /'pɑːsbʊk/ *n.* 南非共和国有色人种的  
身份证
- △ Johannesburg /dʒəʊ'hæniəsbɜːdʒ/ *n.* 约翰内斯堡  
(南非城市)

**out of work** 失业

- hopeful /'həʊpfl/ *adj.* 怀有希望的; 有希望的
- △ ANC 非国大; 非洲人国民大会; 非洲民族会  
议 (African National Congress)
- youth /juːθ/ *n.* 青年; 青年时期
- league /liːg/ 同盟; 联盟; 联合会  
Youth League 青年团
- stage /steɪdʒ/ *n.* 舞台; 阶段; 时期
- vote /vəʊt/ *vt. & vi.* 投票; 选举  
*n.* 投票; 选票; 表决
- attack /ə'tæk/ *vt.* 进攻; 攻击; 抨击
- violence /'vaɪələns/ *n.* 暴力; 暴行

**as a matter of fact** 事实上

- blow up 使充气; 爆炸
- equal /'iːkwəl/ *adj.* 相等的; 平等的
- in trouble** 在危险、受罚、痛苦、忧虑等的处境中
- willing /'wɪlɪŋ/ *adj.* 乐意的; 自愿的
- unfair /ˌʌn'feɪə/ *adj.* 不公正的; 不公平的
- turn to** 求助于; 致力于
- △ quote /kwəʊt/ *n.* 引用语; 语录
- △ release /rɪ'liːs/ *vt.* 释放; 发行
- lose heart** 丧失勇气或信心
- △ Robben Island /rɒbən 'aʊlənd/ 罗本岛
- escape** /ɪ'skeɪp/ *vi.* 逃脱; 逃走; 泄露
- blanket /'blæŋkɪt/ *n.* 毛毯; 毯子
- educate** /'edʒəkeɪt/ *vt.* 教育; 训练  
educated /'edʒəkeɪtɪd/ *adj.* 受过教育的; 有教  
养的
- come to power** 当权; 上台
- beg** /beɪ/ *vi.* 请求; 乞求
- relative /'relatɪv/ *n.* 亲戚; 亲属
- terror /'terə/ *n.* 恐怖; 可怕的人;  
恐怖时期; 恐怖活动
- cruelty /'kruːəlti/ *n.* 残忍; 残酷
- reward** /rɪ'wɔːd/ *n.* 报酬; 奖金  
*vt.* 酬劳; 奖赏
- △ Transkei /træns'keɪ/ *n.* 特兰斯凯  
(南非东南部一地区)

**set up** 设立; 建立

- sentence /'sentəns/ *vt.* 判决; 宣判
- be sentenced to** 被判处…… (徒刑)
- anti- [前缀] 反; 抗; 阻
- anti-black *adj.* 反黑人的
- △ Cape Town 开普敦 (南非立法首都)
- president /'prezɪdənt/ *n.* 总统; 会长; 校长; 行长
- △ Nobel Peace Prize /nəʊ'bel 'piːs 'praɪz/ 诺贝尔和  
平奖
- opinion** /ə'pɪnjən/ *n.* 意见; 看法; 主张

## Vocabulary

## 词汇表

## A

- a (great) number of** 许多; 大量的 (4)
- accent** /'æksənt/ *n.* 口音; 腔调; 重音 (2)
- active** /'æktɪv/ *adj.* 积极的; 活跃的 (5)
- actually** /'æktʃʊəli/ *adv.* 实际上; 事实上 (2)
- AD** 公元 (2)
- add up** 合计 (1)
- African** /'æfrɪkən/ *adj.* 非洲的; 非洲人的; 非洲语言的 (2)
- altitude** /'æltɪtjuːd/ *n.* 海拔高度; 高处 (3)
- △ Amsterdam** /,æmstə'dæm/ *n.* 阿姆斯特丹 (荷兰首都) (1)
- △ Amy** /'eɪmi/ *n.* 艾米 (女名) (2)
- △ ANC** 非国大; 非洲人国民大会; 非洲民族会议 (African National Congress) (5)
- anti-** [前缀] 反; 抗; 阻 (5)
- anti-black** *adj.* 反黑人的 (5)
- apartment** /'ɒpɑːtmənt/ *n.* <美> 公寓住宅; 单元住宅 (2)
- as a matter of fact** 事实上 (5)
- as if** 仿佛; 好像 (4)
- as usual** 照常 (3)
- at an end** 结束; 终结 (4)
- at present** 现在; 目前 (2)
- △ atlas** /'ætləs/ *n.* 地图; 地图集 (3)
- attack** /'ɒtæk/ *vt.* 进攻; 攻击; 抨击 (5)
- attitude** /'ætɪtjuːd/ *n.* 态度; 看法 (3)

## B

- bar** /bɑː/ *n.* 条; 棒; 条状物 (4)
- base** /beɪs/ *vt.* 以……为根据 (2)
- n.* 基部; 基地; 基础
- because of** 因为; 由于 (2)
- beg** /beg/ *vi.* 请求; 乞求 (5)

- bend** /bend/ *n.* 弯; 拐角 (3)
- vt.* (bent, bent) 使弯曲
- vi.* 弯身; 弯腰 (3)
- beneath** /bɪ'niːθ/ *prep.* 在……下面 (3)
- △ Bible** /'baɪbl/ *n.* 《圣经》 (5)
- blanket** /'blæŋkɪt/ *n.* 毛毯; 毯子 (5)
- block** /blɒk/ *n.* 街区; 块; 木块; 石块 (2)
- blow up** 使充气; 爆炸 (5)
- boil** /boɪl/ *vi.* (指液体) 沸腾; (水) 开 (3)
- brick** /brɪk/ *n.* 砖; 砖块 (4)
- △ Buford** /'bjuːfɔːd/ *n.* 布福德 (姓氏; 男名) (2)
- burst** /bɜːst/ *vi.* (burst, burst) 爆裂; 爆发 (4)
- n.* 突然破裂; 爆发
- bury** /'berɪ/ *vt.* 埋葬; 掩埋; 隐藏 (4)

## C

- cab** /kæb/ *n.* 出租车 (2)
- calm** /kɑːm/ *vt. & vi.* (使) 平静; (使) 镇定 (1)
- adj.* 平静的; 镇静的; 沉着的
- calm (...)** **down** (使) 平静下来; (使) 镇定下来 (1)
- canal** /kə'neɪl/ *n.* 运河; 水道 (4)
- △ Cape Town** 开普敦 (南非立法首都) (5)
- care about** 关心; 忧虑; 惦念 (3)
- △ catfish** /'kætfɪʃ/ *n.* 鲶鱼 (2)
- cave** /keɪv/ *n.* 洞穴; 地窟 (3)
- change one's mind** 改变主意 (3)
- come to power** 当权; 上台 (5)
- come up** 走近; 上来; 提出 (2)
- command** /kə'mænd/ *n. & vt.* 命令; 指令; 掌握 (2)
- concern** /kən'sɜːn/ *vt.* (使) 担忧; 涉及; 关系到 (1)
- n.* 担心; 关注; (利害) 关系
- be concerned about** 关心; 挂念 (1)
- congratulation** /kɒŋgrætʃu'leɪʃn/ *n.* 祝贺; (复数) 贺词 (4)

- △ conquer /'kɒŋkə/ *vt.* 征服; 占领 (2)
- △ crack /kræk/ *n.* 裂缝; 噼啪声  
*vt. & vi.* (使) 开裂; 破裂 (4)
- cruelty /'kru:əlti/ *n.* 残忍; 残酷 (5)
- curtain /'kɜ:tɪn/ *n.* 窗帘; 门帘; 幕布 (1)
- cycle /'saɪkl/ *vi.* 骑自行车 (3)
- cyclist /'saɪklɪst/ *n.* 骑自行车的人 (4)
- D**
- dam /dæm/ *n.* 水坝; 堰堤 (4)
- damage /'dæmɪdʒ/ *n. & vt.* 损失; 损害 (4)
- Danish /'deɪnɪʃ/ *n.* 丹麦语  
*adj.* 丹麦的; 丹麦人的;  
丹麦语的 (2)
- △ delta /'delta/ *n.* 三角洲 (3)
- destroy /di'strɔɪ/ *vt.* 破坏; 毁坏; 消灭 (4)
- △ detail /'di:teɪl; dɪ'teɪl/ *n.* 细节; 详情 (3)
- determine /dɪ'tɜ:mɪn/ *vt.* 决定; 确定; 下定决心 (3)  
determined /dɪ'tɜ:mɪnd/ *adj.* 坚决的; 有决心的 (3)
- devote /dɪ'vəʊt/ *vt.* (与 to 连用) 献身;  
专心干 (5)  
devoted /dɪ'vəʊtɪd/ *adj.* 忠实的; 深爱的 (5)
- △ dialect /'daɪəlekt/ *n.* 方言 (2)
- dig out 掘出; 发现 (4)
- dirt /dɜ:t/ *n.* 污垢; 泥土 (4)
- disadvantage /,dɪsəd'vɑ:ntɪdʒ/ *n.* 不利条件;  
不便之处 (3)
- disagree /,dɪsə'grɪz/ *vi.* 不同意 (1)
- disaster /dɪ'zɑ:stə/ *n.* 灾难; 灾祸 (4)
- dislike /dɪs'laɪk/ *n. & vt.* 不喜欢; 厌恶 (1)
- dusk /dʌsk/ *n.* 黄昏; 傍晚 (1)  
at dusk 在黄昏时刻 (1)
- dusty /'dʌstɪ/ *adj.* 积满灰尘的 (1)
- E**
- earthquake /'ɜ:θkweɪk/ *n.* 地震 (4)
- quake /kweɪk/ *n.* 地震 (4)
- eastern /'i:stən/ *adj.* 东方的; 东部的 (2)  
southeastern /,saʊθ'i:stən/ *adj.* 东南方的;  
来自东南的 (2)  
northwestern /,nɔ:θ'westən/ *adj.* 西北方的;  
来自西北的 (2)
- △ easy-going /'i:zɪ'gəʊnɪ/ *adj.* 随和的;  
温和宽容的 (5)
- educate /'edʒəkeɪt/ *vt.* 教育; 训练 (5)  
educated /'edʒəkeɪtɪd/ *adj.* 受过教育的;  
有教养的 (5)
- electricity /,lek'trɪsəti/ *n.* 电; 电流; 电学 (4)
- elevator /'elɪvətə/ *n.* 电梯; 升降机 (2)
- △ Elias /'i:liəs/ *n.* 伊莱亚斯 (男名) (5)
- △ enrich /'nɪtʃ/ *vt.* 使富裕; 充实; 改善 (2)
- entire /'n'taɪə/ *adj.* 整个的; 完全的; 全部的 (1)  
entirely /'n'taɪəli/ *adv.* 完全地; 全然地;  
整个地 (1)
- equal /'i:kwəl/ *adj.* 相等的; 平等的 (5)
- escape /'ɪskeɪp/ *vi.* 逃脱; 逃走; 泄露 (5)
- event /'ɪvent/ *n.* 事件; 大事 (4)
- ever since 从那以后 (3)
- exactly /ɪg'zæktli/ *adv.* 确实如此; 正是;  
确切地 (1)
- express /ɪk'spres/ *vt.* 表示; 表达  
*n.* 快车; 速递 (4)
- expression /ɪk'spreʃn/ *n.* 词语; 表示; 表达 (2)
- extreme /ɪk'stri:m/ *adj.* 极度的 (4)
- F**
- face to face 面对面地 (1)
- fall in love 相爱; 爱上 (1)
- fare /feə/ *n.* 费用 (3)
- △ farmyard /'fɑ:mjɑ:d/ *n.* 农场; 农家 (4)
- fee /fi:/ *n.* 费 (会费、学费等); 酬金 (5)
- finally /'faɪnəli/ *adv.* 最后; 终于 (3)
- flame /fleɪm/ *n.* 火焰; 光芒; 热情 (3)
- flow /fləʊ/ *vi.* 流动; 流出  
*n.* 流动; 流量 (3)
- fluent /'flu:ənt/ *adj.* 流利的; 流畅的 (2)  
fluently /'flu:əntli/ *adv.* 流利地; 流畅地 (2)
- fond /fɒnd/ *adj.* 喜爱的; 慈爱的; 宠爱的 (3)  
be fond of 喜爱; 喜欢 (3)
- forecast /'fɔ:kɑ:st/ *n. & vt.* 预测; 预报 (3)
- found /faʊnd/ *vt.* 建立; 建设 (5)
- frequent /'fri:kwənt/ *adj.* 频繁的; 常见的 (2)  
frequently /'fri:kwəntli/ *adv.* 常常; 频繁地 (2)

- frighten /'fraɪtn/ *vt.* 使惊吓, 吓唬 (4)  
 frightened /'fraɪtnd/ *adj.* 受惊的; 受惊吓的(4)  
 frightening /'fraɪtnɪŋ/ *adj.* 令人恐惧的 (4)

## G

- gas /gæs/ *n.* 汽油; 气体; 煤气; 毒气 (2)  
 generous /dʒɛnərəs/ *adj.* 慷慨的; 大方的 (5)  
 German /dʒɜ:mən/ *adj.* 德国的; 德国人的;  
 德语的  
*n.* 德国人; 德语 (1)  
 get along with 与……相处; 进展 (1)  
 get/be tired of 对……厌烦 (1)  
 △ giant /dʒaɪənt/ *adj.* 巨大的, 庞大的 (5)  
 give in 投降; 屈服; 让步 (3)  
 △ glacier /'glæɪsɪ; 'glɛɪʃ/ *n.* 冰河; 冰川 (3)  
 go through 经历; 经受 (1)  
 △ gossip /'gɒsɪp/ *vi. & n.* 闲话; 闲谈 (1)  
 gradual /'grædʒʊəl/ *adj.* 逐渐的; 逐步的 (2)  
 gradually /'grædʒʊəli/ *adv.* 逐渐地; 逐步地 (2)  
 graduate /'grædʒəʊnt/ *vi.* 毕业  
*n.* 大学毕业生 (3)  
 grateful /'grɛntfl/ *adj.* 感激的; 表示谢意的 (1)  
 guidance /'gɑ:dnəns/ *n.* 指导; 领导 (5)

## H

- have got to 不得不; 必须 (1)  
 headline /'hedlɪn/ *n.* 报刊的大字标题 (4)  
 highway /'haɪweɪ/ *n.* 公路; 大路 (1)  
 hopeful /'həʊpfl/ *adj.* 怀有希望的; 有希望的 (5)  
 △ Houston /'hju:stən/ *n.* 休斯顿 (美国城市) (2)

## I

- identity /aɪ'dentɪtɪ/ *n.* 本身; 本体; 身份 (2)  
 ignore /ɪ'gno:z/ *vt.* 不理睬; 忽视 (1)  
 in order to 为了…… (1)  
 in trouble 在危险、受罚、痛苦、  
 忧虑等的处境中 (5)  
 injure /ɪndʒə/ *vt.* 损害; 伤害 (4)  
 insurance /ɪn'ʃʊərəns/ *n.* 保险 (3)  
 △ invader /ɪn'veɪdə/ *n.* 侵略者 (5)  
 item /aɪtəm/ *n.* 项目; 条款 (1)

## J

- △ Jewish /'dʒɔ:(r)ɪʃ/ *adj.* 犹太人的; 犹太族的(1)  
 △ Johannesburg /dʒɔ:'hænbʊrg/  
*n.* 约翰内斯堡 (南非城市) (5)  
 join in 参加; 加入 (1)  
 journal /'dʒɜ:nl/ *n.* 日记; 杂志; 定期刊物 (3)  
 journey /'dʒɜ:n/ *n.* 旅行; 旅程 (3)  
 judge /dʒʌdʒ/ *n.* 裁判员; 法官  
*vt.* 断定; 判断; 判决 (4)

## K

- △ Kitty /'kɪtɪ/ *n.* 基蒂 (女名) (1)

## L

- △ Laos /laʊs/ *n.* 老挝 (东南亚国家) (3)  
 △ Laotian /'lɑ:ʃiən/ *n.* 老挝人  
*adj.* 老挝 (人) 的 (3)  
 latter /'lætə/ *adj.* 较后的; 后半的;  
 (两者中) 后者的 (2)  
 lawyer /'lɔ:jə/ *n.* 律师 (5)  
 league /li:g/ 同盟; 联盟; 联合会  
 Youth League 青年团 (5)  
 △ leap /li:p/ *n.* 飞跃; 跳跃 (5)  
 legal /'li:gl/ *adj.* 法律的; 依照法律的 (5)  
 △ Lester /'lestə/ *n.* 莱斯特 (姓氏; 男名) (2)  
 lightning /'laɪtnɪŋ/ *n.* 闪电 (2)  
 △ livelihood /'laɪvlɪhʊd/ *n.* 生计; 谋生 (5)  
 △ loneliness /'lɒnlnɪs/ *n.* 孤单; 寂寞 (1)  
 loose /lu:s/ *adj.* 松的; 松开的 (1)  
 △ Lori /'lɔ:ri/ *n.* 罗丽 (女名) (2)  
 lorry /'lɔ:ri/ *n.* <英> 卡车 (= <美> truck) (2)  
 lose heart 丧失勇气或信心 (5)

## M

- make up one's mind 下决心; 决定 (3)  
 make use of 利用; 使用 (2)  
 Malaysia /mə'leɪzɪə/ *n.* 马来西亚 (东南亚  
 国家); 马来群岛 (2)  
 mankind /'mæn'kænd/ *n.* 人类 (5)  
 △ Margot /'mɑ:gəʊ/ *n.* 玛戈 (女名) (1)  
 mean /mi:n/ *adj.* 吝啬的; 自私的; 卑鄙的 (5)



- △ meander /mi'endə/ *n.* (指河流等) 蜿蜒缓慢流动 (3)
- △ Mekong /mi'kɒŋ/ *n.* 湄公河 (3)
- midnight /mɪdnaɪt/ *n.* 午夜; 子夜 (3)
- at midnight 在午夜 (3)
- midwestern /mɪd'westən/ *adj.* 中西部的; 有中西部特性的 (2)
- million /'mɪljən/ *n.* 百万 (4)
- mine /maɪn/ *n.* 矿; 矿山; 矿井 (4)
- miner /'maɪnə/ *n.* 矿工 (4)
- △ Mohandas Gandhi /məʊ'hændəs 'gændi/ 莫罕达斯·甘地 (印度国民大会党领袖) (5)

## N

- nation /neɪʃn/ *n.* 民族; 国家; 国民 (4)
- △ nationalism /næʃnə'lɪzəm/ *n.* 民族主义; 国家主义 (5)
- native /'neɪtɪv/ *adj.* 本国的; 本地的  
*n.* 本地人; 本国人 (2)
- △ Nazi /nɑ:tsi/ *n.* 纳粹党人  
*adj.* 纳粹党的 (1)
- △ Nelson Mandela /nɛlsn mən'delə/ 纳尔逊·曼德拉 (前南非共和国总统) (5)
- Netherlands /'neðələndz/ *n.* 荷兰 (西欧国家) (1)
- no longer / not ... any longer 不再…… (1)
- △ Noah Webster /nəʊə 'webstə/ 诺厄·韦伯斯特 (美国词典编纂家) (2)
- △ Nobel Peace Prize /nəʊ'bel 'pi:s 'praɪz/ 诺贝尔和平奖 (5)
- △ Norman Bethune /nɔ:mən bə'θu:n/ 诺曼·白求恩 (加拿大胸外科医师) (5)

## O

- official /ə'fɪʃl/ *adj.* 官方的; 正式的; 公务的 (2)
- on purpose 故意 (1)
- opinion /ə'pɪnjən/ *n.* 意见; 看法; 主张 (5)
- organize /'ɔ:gənaɪz/ *vt.* 组织; 成立 (3)
- out of work 失业 (5)
- outdoors /aʊt'dɔ:z/ *adv.* 在户外; 在野外 (1)
- outline /aʊtlaɪn/ *n.* 要点; 大纲; 轮廓 (4)
- overcoat /'əʊvəkəʊt/ *n.* 大衣; 外套 (1)

## P

- pace /peɪs/ *vi.* 缓慢而行; 踱步  
*n.* 一步; 速度; 步调 (3)
- pack /pæk/ *vi. & vt.* 捆扎; 包装; 打行李  
*n.* 小包; 包裹 (1)
- pack (sth) up 将 (东西) 装箱打包 (1)
- parcel /'pɑ:sl/ *n.* 小包; 包裹 (3)
- partner /'pɑ:tənə/ *n.* 伙伴; 合作者; 合伙人 (1)
- △ passbook /'pɑ:s.bʊk/ *n.* 南非共和国有色人种的身份证 (5)
- peaceful /'pi:sfl/ *adj.* 和平的; 平静的; 安宁的 (5)
- persuade /pə'sweɪd/ *vt.* 说服; 劝说 (3)
- petrol /'petrəl/ *n.* <英> 汽油  
(=<美>gasoline) (2)
- pillow /'pɪləʊ/ *n.* 枕头; 枕垫 (3)
- pipe /paɪp/ *n.* 管; 导管 (4)
- play a part (in) 扮演一个角色; 参与 (2)
- power /'paʊə/ *n.* 能力; 力量; 权力 (1)
- prefer /'prɪ'fɜ:z/ *vt.* 更喜欢; 选择某事物 (而不选择其他事物) (3)
- president /'prezɪdənt/ *n.* 总统; 会长; 校长; 行长 (5)
- principle /'prɪnsəpl/ *n.* 法则; 原则; 原理 (5)

## Q

- quality /'kwɒləti/ *n.* 质量; 品质; 性质 (5)
- △ Qomolangma /tʃəʊmə'lɔŋmə/ *n.* 珠穆朗玛峰 (3)
- △ quote /kwoʊt/ *n.* 引用语; 语录 (5)

## R

- △ rapids /'ræpɪdz/ *n.* 急流 (3)
- recognize /'rekəgnəɪz/ *vt.* 辨认出; 承认; 公认 (2)
- recover /rɪ'kʌvə/ *vi. & vt.* 痊愈; 恢复; 重新获得 (1)
- relative /'relətɪv/ *n.* 亲戚; 亲属 (5)
- △ release /rɪ'li:s/ *vt.* 释放; 发行 (5)
- reliable /rɪ'laɪəbl/ *adj.* 可信赖的; 可靠的 (3)
- reporter /rɪ'pɔ:tə/ *n.* 记者 (4)
- republic /rɪ'pʌblɪk/ *n.* 共和国; 共和政体 (5)
- request /rɪ'kwest/ *n. & vt.* 请求; 要求 (2)

- rescue** /ˈreskjʊ/ *n.* & *vt.* 援救; 营救 (4)
- reward** /rɪ'wɔ:d/ *n.* 报酬; 奖金  
*vt.* 酬劳; 奖赏 (5)
- right away** 立刻; 马上 (4)
- △ **Robben Island** /rɒbən 'aʊlənd/ 罗本岛 (5)
- △ **route** /ru:t/ *n.* 路线; 路途 (3)
- ruin** /ru:ən/ *n.* 废墟; 毁灭 (4)  
*vt.* 毁灭; 使破产 (4)
- in ruins** 严重受损; 破败不堪 (4)
- S**
- △ **Samuel Johnson** /sæmjʊəl 'dʒɒnsn/ 塞缪尔·约翰逊 (英国作家, 批评家) (2)
- schedule** /'ʃedju:l; 'skedʒəl/ *n.* 时间表; 进度表  
*vt.* 为某事安排时间 (3)
- △ **secondly** /səkəndli/ *adv.* 第二; 其次 (1)
- self** /self/ *n.* 自我; 自身 (5)
- selfish** /selfɪʃ/ *adj.* 自私的 (5)
- selfless** /selflɪs/ *adj.* 无私的; 忘我的 (5)
- selflessly** /selflɪshli/ *adv.* 无私地; 忘我地 (5)
- sentence** /'sentəns/ *vt.* 判决; 宣判 (5)
- be sentenced to** 被判处…… (徒刑) (5)
- series** /sɪəri:z/ *n.* 连续; 系列 (1)
- a series of** 一连串的; 一系列; 一套 (1)
- set down** 记下; 放下; 登记 (1)
- set up** 设立; 建立 (5)
- settle** /'setl/ *vi.* 安家; 定居; 停留 (1)  
*vt.* 使定居; 安排; 解决 (1)
- △ **Shakespeare** /'ʃeɪkspɪə/ 莎士比亚 (英国剧作家, 诗人) (2)
- shelter** /'ʃeltə/ *n.* 掩蔽; 掩蔽处; 避身处 (4)
- shock** /ʃɒk/ *vt.* & *vi.* (使) 震惊; 震动 (4)  
*n.* 休克; 打击; 震惊 (4)
- shortcoming** /'ʃɔ:t,kʌmɪŋ/ *n.* 缺点 (3)
- sincerely** /sɪn'sɪəli/ *adv.* 真诚地; 真挚地 (4)
- Singapore** /sɪŋə'pɔ:/ *n.* 新加坡 (东南亚国家) (2)
- △ **smelly** /smeli/ *adj.* 发臭的; 有臭味的 (4)
- △ **source** /sɔ:s/ *n.* 来源; 水源 (3)
- Spanish** /spæniʃ/ *adj.* 西班牙的; 西班牙人的; 西班牙语  
*n.* 西班牙人; 西班牙语 (2)
- △ **spellbind** /spelbaɪnd/ *vt.* (spellbound, spellbound) 迷住; 迷惑 (1)
- spelling** /spelɪŋ/ *n.* 拼写; 拼法 (2)
- stage** /steɪdʒ/ *n.* 舞台; 阶段; 时期 (5)
- steam** /sti:m/ *n.* 蒸汽; 水汽 (4)
- straight** /streɪt/ *adv.* 直接; 挺直  
*adj.* 直的; 笔直的; 正直的 (2)
- stubborn** /stʌbən/ *adj.* 顽固的; 固执的 (3)
- △ **subway** /sʌbweɪ/ *n.* 地下人行道; <美>地铁 (2)
- such as** 例如……; 像这种的 (2)
- suffer** /sʌfə/ *vt.* & *vi.* 遭受; 忍受; 经历 (1)
- suffer from** 遭受; 患病 (1)
- suffering** /sʌfərɪŋ/ *n.* 苦难; 痛苦 (4)
- suitcase** /su:tkeɪs/ *n.* 手提箱; 衣箱 (1)
- △ **survey** /sʌ:veɪ/ *n.* 调查; 测验 (1)
- △ **survivor** /sə'vaɪvə/ *n.* 幸存者; 生还者; 残存物 (4)
- swap** /swɒp/ *vt.* 交换 (1)
- T**
- teenager** /ti:n'eɪdʒə/ *n.* 十几岁的青少年 (1)
- temple** /templ/ *n.* 庙宇; 寺庙 (3)
- terror** /terə/ *n.* 恐怖; 可怕的人; 恐怖时期; 恐怖活动 (5)
- △ **Texas** /teksəs/ *n.* 德克萨斯州 (美国州名) (2)
- thunder** /θʌndə/ *vi.* 打雷; 雷鸣  
*n.* 雷; 雷声 (1)
- △ **Tibetan** /trɪbetən/ *adj.* 西藏的; 藏族的; 藏族人的  
*n.* (西) 藏语; 西藏人; 藏族人 (3)
- tip** /tɪp/ *n.* 提示; 技巧; 尖; 尖端; 小费  
*vt.* 倾斜; 翻倒 (1)
- title** /taɪtl/ *n.* 标题; 头衔; 资格 (4)
- track** /træk/ *n.* 轨道; 足迹; 痕迹 (4)
- △ **Transkei** /træns'keɪ/ *n.* 特兰斯凯 (南非东南部一地区) (5)
- transport** /træns'pɔ:t/ *n.* 运送; 运输  
*træns'pɔ:t/ vt.* 运输; 运送 (3)
- trap** /træp/ *vt.* 使陷入困境  
*n.* 陷阱; 困境 (4)
- turn to** 求助于; 致力于 (5)

## U

unfair /ʌn'feə/ *adj.* 不公正的; 不公平的 (5)

upset /ʌp'set/ *adj.* 心烦意乱的; 不安的; 不适的

*vt.* (upset, upset)  
使不安; 使心烦 (1)

usage /'ju:sɪdʒ/ *n.* 使用; 用法; 词语惯用法 (2)

useless /'ju:sləs/ *adj.* 无用的; 无效的; 无益的 (4)

## V

valley /'vælɪ/ *n.* (山)谷; 流域 (3)

△ vet /vet/ *n.* 兽医 (1)

view /vju:/ *n.* 风景; 视野; 观点; 见解  
*vt.* 观看; 注视; 考虑 (3)

violence /'vaɪələns/ *n.* 暴力; 暴行 (5)

vocabulary /və'kæbjələri/ *n.* 词汇; 词汇量; 词表 (2)

vote /vəʊt/ *vt. & vi.* 投票; 选举  
*n.* 投票; 选票; 表决 (5)

voyage /'vɔɪdʒ/ *n.* 航行; 航海 (2)

## W

walk the dog 遛狗 (1)

△ warm-hearted /'wɔ:m'hɔ:tid/ *adj.* 热心肠的 (5)

△ waterfall /'wɔ:təfɔ:d/ *n.* 瀑布 (3)

well /wel/ *n.* 井 (4)

△ William Tyndale /'wɪljəm 'tʌndl/  
威廉·廷代尔 (英国早期新教改革者) (5)

willing /'wɪlɪŋ/ *adj.* 乐意的; 自愿的 (5)

wool /wʊl/ *n.* 羊毛; 毛织品 (3)

## Y

△ yak /jæk/ *n.* 牦牛 (3)

youth /ju:θ/ *n.* 青年; 青年时期 (5)

# Irregular verbs

## 不规则动词

Infinitive	Past tense	Past participle
be		
am, is	was /wɒz, wɔːz/	been
are	were /wɜː, wə/	
beat	beat	beaten /'bi:tɪn/
become	became	become
begin	began	begun
bend	bent	bent
blow	blew /bluː/	blown /bləʊn/
break	broke	broken /'brəʊkən/
bring	brought /brɔːt/	brought
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /bɔːt/	bought
can	could /kʊd/	—
catch	caught /kɔːt/	caught
choose	chose	chosen /tʃəʊzn/
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /druː/	drawn /drɔːn/
dream	dreamt /dremt/, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate	eaten /'i:tɪn/
fall	fell	fallen /'fɔːlən/
feed	fed	fed
feel	felt	felt
fight /faɪt/	fought /fɔːt/	fought
find	found /faʊnd/	found
fly	flew /fluː/	flown /fləʊn/
forget	forgot /fə'gɒt/	forgotten /fə'gɒtn/
freeze	froze	frozen

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>
get	got	got
give	gave	given /ˈɡɪvən/
go	went	gone /ɡɒn/
grow	grew /ɡruː/	grown /ɡrəʊn/
hang	hung, hanged	hung, hanged
have	had	had
hear	heard /hɜːd/	heard
hide	hid	hidden /ˈhɪdən/; hid
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew /njuː/	known /nəʊn/
lay	laid	laid
lead	led	led
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /luːz/	lost	lost
make	made	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met	met
mistake	mistook	mistaken /mɪsˈteɪkən/
must	must	—
pay	paid	paid
put	put	put
read	read /red/	read
ride	rode	ridden /ˈrɪdn/
ring	rang	rung
rise	rose	risen /ˈrɪzn/
run	ran	run
say	said /sed/	said
see	saw /sɔː/	seen
sell	sold /səʊld/	sold
send	sent	sent
set	set	set
shake	shook	shaken /ˈʃeɪkən/
shall	should /ʃʊd/	—

<b>Infinitive</b>	<b>Past tense</b>	<b>Past participle</b>
shine	shone /ʃɒn/, shined	shone, shined
show	showed	shown /ʃəʊn/, showed
shut	shut	shut
sing	sang	sung
sink	sank, sunk	sunk, sunken
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
sow	sowed	sown /səʊn/, sowed
speak	spoke	spoken /ˈspəʊkən/
spell	spelt, spelled	spelt, spelled
spellbind	spellbound /ˈspelbaʊnd/	spellbound
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
spread	spread	spread
stand	stood /stʊd/	stood
steal	stole /stəʊl/	stolen /ˈstəʊlən/
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken /ˈteɪkən/
teach	taught /tɔ:t/	taught
tell	told /təʊld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
understand	understood	understood
upset	upset	upset
wake	waked, woke	waked, woken /ˈwəʊkən/, woke
wear	wore /wɔ:/	worn /wɔ:n/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote	written /ˈrɪtn/

# Changes in international phonetic symbols for English

## 英语国际音标变化表

单元音	有变化	无变化			
	i → ɪ	短元音	e	长元音	i:
u → ʊ	æ		u:		
ɔ → ɒ	ə		ɔ:		
ɔ: → ɔ:	ʌ		ɑ:		

双元音	有变化		
	eɪ → eɪ	əʊ → əʊ	iə → iə
	aɪ → aɪ	aʊ → aʊ	ɛə → ɛə
	ɔɪ → ɔɪ		ʊə → ʊə

- 注: 1. 单元音 /ɪ/ 改为 /ɪ/, 4 个有 /ɪ/ 的双元音中的 /ɪ/ 也都改为 /ɪ/, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。  
 2. 单元音 /ʊ/ 改为 /ʊ/, 3 个有 /ʊ/ 的双元音中的 /ʊ/ 也都改为 /ʊ/, 即 /əʊ/, /aʊ/, /ɪə/。长元音 /u:/ 中的 /ʊ/ 不变。  
 3. /ɔ/ 只出现在单元音, 即 /ɔ/ 改为 /ɔ/, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /ɪ/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。  
 4. /eə/ 改为 /ɛə/, 它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号, 而 /e/ 不再出现。  
 5. /ɪə/ 改为 /ɪə/, 出现一个新的元音符号 /ɪə/。  
 6. 辅音音标基本上没有变化。