

普通高中课程标准实验教科书

# 英语 ②

必修

NEW SENIOR ENGLISH FOR CHINA  
STUDENT'S BOOK 2

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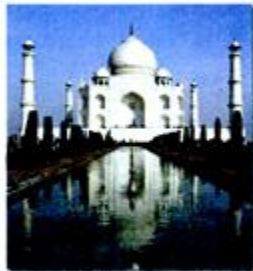
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## Warming Up

- 1 Do you know what a cultural relic is?
- 2 Does a cultural relic always have to be **rare** and **valuable**? Is it enough to have **survived** for a long time?
- 3 Are cultural relics only objects like **vases** or can they be buildings too? Look at the pictures below and discuss what they are and whether they are cultural relics or not.



Ming Dynasty vase



Taj Mahal



ivory dragon boat



Mogao Caves

## Pre-reading

- 1 Have you ever seen a piece of amber? What do you know about it?
- 2 Look at the title and the picture of the reading passage and predict what it is about. Then skim it quickly and see if you were right.



## Reading



## IN SEARCH OF THE AMBER ROOM

Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such an **amazing** history. This gift was the Amber Room, which was given this name because several tons of amber were used to make it. The amber which was **selected** had a beautiful yellow-brown colour like **honey**. The **design** of the room was in the **fancy style** popular in those days. It was also a treasure **decorated** with gold and **jewels**, which took the country's 5 best **artists** about ten years to make.

In fact, the room was not made to be a gift. It was designed for the palace of Frederick I. However,



the next King of Prussia, Frederick William I, **to** whom the amber room **belonged**, decided not to keep it. In 1716 he gave it to Peter the Great. **In return**, the Czar sent him a **troop** of his best soldiers. 10 So the Amber Room became part of the Czar's winter palace in St Petersburg. About four metres long, the room served as a small **reception** hall for important visitors.

Later, Catherine II had the Amber Room moved to a palace outside St Petersburg where she spent her summers. She told her artists to add more details to it. In 1770 the room was completed the way 15 she wanted. Almost six hundred candles lit the room, and its mirrors and pictures shone like gold. Sadly, although the Amber Room was considered one of the wonders of the world, it is now missing.

In September 1941, the Nazi army was near St Petersburg. This was a time when the two countries were **at war**. Before the Nazis could get to the summer palace, the Russians were able to **remove** some 20 furniture and small art objects from the Amber Room. However, some of the Nazis secretly stole the room itself. In **less than** two days 100,000 pieces were put inside twenty-seven **wooden** boxes. There is no **doubt** that the boxes were then put on a train for Königsberg, which was at that time a German city on the Baltic Sea. After that, what happened to the Amber Room remains a mystery.

Recently, the Russians and Germans have built a new Amber Room at the summer palace. By studying old photos of the **former** Amber Room, they have made the new one look like the old one. In 25 2003 it was ready for the people of St Petersburg when they celebrated the 300th birthday of their city.

## Comprehending

### 1 Join the correct parts of the sentences together.

- |                            |  |
|----------------------------|--|
| 1 Frederick I              | A stole the Amber Room.  |
| 2 Frederick William I      | B sent a troop of his best soldiers to the King of Prussia.      |
| 3 Peter the Great          | C had the Amber Room made.                                       |
| 4 Catherine II             | D had it moved outside St Petersburg.                            |
| 5 The Nazi army            | E gave it to the Czar as a gift.                                 |
| 6 The Russians and Germans | F built a new Amber Room after studying pictures of the old one. |

### 2 The following five questions summarize the main idea of the five paragraphs in the passage. Put the paragraph numbers in the boxes. Then answer the questions.

- How did the Amber Room become one of the wonders of the world?
- How was a new Amber Room built?       How did the Amber Room get lost?
- How was the Amber Room made?
- Why did the King of Prussia give the Amber Room to the Czar of Russia as a gift?

### 3 In groups discuss: Is it **worth** rebuilding lost cultural relics such as the Amber Room or Yuan Ming Yuan in Beijing? Give your reasons.

## Learning about Language

### Discovering useful words and expressions

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

- |   |  |
|---|--|
| 1 _____ to choose carefully   | 2 _____ not seen or found very often   |
| 3 _____ welcome area in a hotel   | 4 _____ to surprise somebody very much |
| 5 _____ no more than  | 6 _____ made of wood                   |
| 7 _____ trying to find something; looking carefully for something       |  |
| 8 _____ to manage to live or continue in difficulties                   |  |
| 9 _____ to take something away  |  |
| 10 _____ person who creates things which can be considered works of art |  |
| 11 _____ of an earlier period or time; happening before                 |  |
| 12 _____ in a situation in which two sides fight each other             |  |

#### 2 Complete the passage with the words below.

rare	designed	decorated	style	doubt
fancy	dynasties	amazing	worth	jewels

Chen Lei studied art history and the early \_\_\_\_\_ of China in a university. He was able to recognize the \_\_\_\_\_ of different cultural relics from former times, especially the Tang and Song dynasties. One day he was looking in a second-hand furniture shop when he saw an \_\_\_\_\_ object among the many different vases and \_\_\_\_\_. It was a mirror \_\_\_\_\_ in the Song Dynasty and \_\_\_\_\_ in the \_\_\_\_\_ style of that time. He recognized that it was a \_\_\_\_\_ cultural relic, but at a price he could afford, so he bought it at once. Later he gave it to his **local** museum. The people there were very happy and without \_\_\_\_\_ consider it one of the treasures of their collection. To them, it was \_\_\_\_\_ much more than Chen Lei paid.

#### 3 Look at the dictionary entry for the phrasal verb *belong to*, and match the meanings with the sentences in the right box.

**belong to** *phr v* [T] **1** to be the property of: *That coat belongs to me.* **2** to be a part of; be connected with: *That top belongs to this box.* **3** to be a member of: *He belongs to a large family.*

⚠ Warning: *belong* is not used in the continuous tense or the passive voice.

- The computer is belonging to my sister. ×  
 The computer is belonged to my sister. ×  
 The computer belongs to my sister. ✓

- A Do you belong to the UN peace-keeping force?  
 B Which computer does this mouse belong to?  
 C This strange vegetable belongs to the potato family.  
 D I don't doubt that the gold ring belongs to her.

**Discovering useful structures**

**1** Read the passage again and underline all the sentences with attributive clauses.

**2** Look at sentences that you found and notice the use of commas. What are the differences between them? Try to define non-restrictive clauses in your own words.

**3** Join the pairs of sentences using attributive clauses (restrictive or non-restrictive).

- 1 Here are the farmers. They discovered the underground city last month.
- 2 Hangzhou is a famous city in China. Many people come to buy tea in that city.
- 3 She got so angry. I don't know the reason.
- 4 The old man saw some Germans **taking apart** the Amber Room and removing it. You are talking to an old man.
- 5 The woman remembered the day. She saw Nazis burying something near her home.
- 6 St Petersburg is a very beautiful city. It was once called Leningrad.
- 7 I remember the soldier. He told me not to tell anyone what I had seen.
- 8 The soldiers moved the boxes to a mine. They wanted to hide them.
- 9 Xi'an is one of the few cities with city walls. Its walls remain as good as before.
- 10 Shaanxi Province is a place with many cultural relics. They are well looked after.

**4** In groups of four, look at the sentences below. Complete them by adding the restrictive or non-restrictive attributive clauses.

EXAMPLE: The king had many beautiful art objects.

The king *whose palace was decorated in gold and jewels* had many beautiful art objects.

- 1 The mother \_\_\_\_\_ was very proud.
- 2 The man \_\_\_\_\_ was a farmer.
- 3 The wooden box \_\_\_\_\_ was made a long time ago.
- 4 Celia loves to go to museums \_\_\_\_\_.
- 5 The **painting** \_\_\_\_\_ was very valuable.
- 6 Every year a large number of tourists come to visit the State Apartments of Windsor **Castle** \_\_\_\_\_.
- 7 There are times \_\_\_\_\_.
- 8 He said something else \_\_\_\_\_.
- 9 It's one of the few places \_\_\_\_\_.
- 10 The last time I went to Hainan was in March \_\_\_\_\_.

## Using Language

## Reading and listening



- 1 Read this passage and think about the difference between a fact and an opinion.



A fact or an opinion?

### A FACT OR AN OPINION?

What is a fact? Is it something that people believe? No. A fact is anything that can be proved. For example, it can be proved that China has more people than any other country in the world. This is a fact.

Then what is an opinion? An opinion is what someone believes is true but has not been proved. So an opinion is not good evidence in a trial. For example, it is an opinion if you say "Cats are better pets than dogs". It may be true, but it is difficult to prove. Some people may not agree with this opinion but they also cannot prove that they are right.

In a **trial**, a judge must decide which eyewitnesses to believe and which not to believe. The judge does not consider what each eyewitness looks like or where that person lives or works. He/She only cares about whether the eyewitness has given true information, which must be facts rather than opinions. This kind of information is called **evidence**.

- 2 Now read a man's story about what happened to the Amber Room quickly. Do you think it is a fact or an opinion? Give your reasons.

Hello, I'm Jan Hasek, an old miner from the Czech Republic. In April 1945 I heard something **explode** at midnight. I got up and ran outside. The sound came from a mine that hadn't been used for a long time. Suddenly I saw some German soldiers by the light of the moon. They were taking wooden boxes from trucks and putting them in the mine.

A week later I decided to go and see for myself. To my surprise the **entrance** to the mine was closed. Some people say that the Amber Room and some gold were buried in the mine. I think it might be so, as the Amber Room has never been found.

- 3 Read the story again and fill in the table.

Name	Job
Place	Time
What he heard	
What he saw	1 2
What he believes	

- 4 Now you are going to hear another two people talk about what happened to the Amber Room.

- 1 Listen to Part A and write down where the Amber Room was lost. \_\_\_\_\_
- 2 Listen to Part B and write down how the Amber Room was lost. \_\_\_\_\_



**5 Listen to the tape again. Stop after each part and fill in the blanks.****Part A**

Name	Hans Braun	Job	a sailor	Place	Königsberg
One night during the war	He was told to _____ put some _____ onto the ship.				
	The soldiers said that the heavy boxes _____.				
	The ship _____. On the voyage, the ship _____ and <b>sank</b> . Almost _____. He had to swim three kilometres before _____.				

**Part B**

Name	Anna Petrov	Job	a maid	Place	Königsberg
One night in 1941	_____ came to the castle with _____.				
	_____ took the boxes into the castle. She heard that a special _____ in the castle was shown to _____.				
At the end of August, 1944	She heard _____, and she saw _____.				
	She found some melted pieces of something that looked like _____.				
	The soldiers told her that the melted pieces could have come from _____.				

**Speaking****1 Discuss in pairs which person gave the best evidence, using the information in the former section. The following expressions may help you.**

Do/Don't you think that ...?      Would you consider ...?      Why / Why not ...?  
 Do you have any idea about ...?      How do you know that?  
 Are you sure that he/she was telling the truth?

What do you think?      What do you think of ...?      What's your idea/opinion of ...?  
 What would you say ...?      How do you feel about ...?      Who do you think was ...?  
 What are your reasons for saying that?

I think / don't think that ...      Sorry, I agree / don't agree with you.      In my opinion ...  
 It can be proved.      That can't be true.      I don't believe ... because ...  
 I think ... is telling the truth because ...

**2 Write down the reasons for your choice.**

EXAMPLE: *It can be proved that \_\_\_\_\_ gave the best evidence because \_\_\_\_\_.*

**3 Share your ideas with another group and choose the one with the best reasons. Present your discussion to the class.**

### Reading and writing

- 1 Read this letter from a German newspaper. The writer gives his opinion about what should be done with a cultural relic.
- 2 With a partner decide whether you agree with him. Discuss each question in turn and think of some reasons for your ideas.

Dear Editor,

I'm a student at a high school in Berlin. I think highly of those who are searching for the Amber Room.

I don't agree that they should return the treasure to Russia if they find it. Nor do I think they should give it to any government. The search has cost them a lot of time and money. So I think that those who find the Amber Room should decide what to do with it.

Yours,

Johann Weber

#### Questions for the discussion

- 1 Who do you think the Amber Room belongs to?
- 2 What should you do with things you have found even if the search cost you time and money?
- 3 Do you agree with Johann?

- 3 Read the following tips for organizing an informal class debate. Then have a class debate and take notes of the main ideas of the two sides and their reasons. At the end take a class vote.

#### Tips for an informal class debate

- There must be a question with two possible answers.
- There must be a chairperson.
- There must be two sides in the class: "for" or "against" the question.
- Each side takes turns to debate and gives reasons for their opinion.
- At the end there should be a class vote.
- The chairperson says which side wins and why.

- 4 Write a report on your debate, using the following guidance.

Paragraph 1: State the question.

Paragraph 2: Give the ideas that agree with the question and the reasons.

Paragraph 3: Give the ideas that disagree with the question and the reasons.

Paragraph 4: Give your opinion and the result of the class vote.

## SUMMING UP

Write down what you have learned about cultural relics.

From this unit you have also learned

- useful verbs: \_\_\_\_\_
- phrasal verbs: \_\_\_\_\_
- useful expressions: \_\_\_\_\_
- new grammar items: \_\_\_\_\_

## LEARNING TIP

Go to a museum and look at some real cultural relics. Read the information that is provided for the visitors. Learn as much as you can about the history of your hometown or city. Then if you have time you can work as a guide for visitors to the museum. You can also help foreign visitors by explaining things in English. To do this well, you need to learn more English. It will not only give you a chance of practising your English but also of developing an interest in local history at the same time.

## \* READING FOR FUN

### Thoughts on the Coliseum

An excerpt adapted from *Childe Harold's Pilgrimage* by Lord Byron

"While stands the Coliseum, Rome shall stand;  
When falls the Coliseum, Rome shall fall;  
And when Rome falls — the World." From our own land  
Visitors spoke in this way about those mighty walls:  
In Saxon times, which we like to call  
Ancient; this mighty building was still  
On its foundations, and unchanged;  
Rome's greatness was past and gone but  
The World is still the same — full of thieves.



# Unit 2

# The Olympic Games

## Warming Up

Work in pairs and ask each other the following questions.

Questions	Answers
1 Where did the <b>ancient</b> Olympic Games start?	
2 How many countries <b>competed</b> in the ancient Olympic Games?	
3 Who could not <b>take part in</b> the ancient Olympic Games?	
4 When and where did the modern Olympic Games start?	
5 Who was China's first gold <b>medal</b> winner and for what event?	
6 What are the three words that show the spirit of the Olympic Games?	
7 What do the five rings on the Olympic flag <b>stand for</b> ?	
8 What are the official mascots for the Beijing Olympics?	

## Pre-reading

- 1 Do you know any differences between the ancient and modern Olympic Games? List two of them.
- 2 When and where will the next Olympic Games be held?
- 3 Look at the title and the pictures and predict the content. Then read it quickly and see if you were right.

## Reading



### AN INTERVIEW

Pausanias, who was a **Greek** writer about 2,000 years ago, has come on a **magical** journey on March 18th, 2007 to find out about the present-day Olympic Games. He is now interviewing Li Yan, a **volunteer** for the 2008 Olympic Games.

P: My name is Pausanias. I lived in what you call "Ancient **Greece**" and I used to write about the Olympic Games a long time ago. I've come to *your* time to find out about the present-day Olympic Games because I know that in 2004 they were held in my **hometown**. May I ask you some questions about the modern Olympics?



5

L: Good heavens! Have you really come from so long ago? But of course you can ask any questions 10 you like. What would you like to know?

P: How often do you hold your Games?

L: Every four years. There are two main sets of Games – the Winter and the Summer Olympics, and both are held every four years on a **regular basis**. The Winter Olympics are usually held two years before the Summer Games. Only **athletes** who have reached the agreed standard for their 15 event will be **admitted** as competitors. They may come from anywhere in the world.



P: Winter Games? How can the runners enjoy competing in winter? And what about the horses?

L: Oh no! There are no running races or horse riding events. Instead there are competitions like skiing and 20 ice skating which need snow and ice. That's why they're called the Winter Olympics. It's in the Summer Olympics that you have the running races, together with swimming, sailing and all the team sports.

P: I see. Earlier you said that athletes are invited from 25 all over the world. Do you mean the Greek world? Our Greek cities used to compete against each other just for the honour of winning. No other countries could join in, nor could **slaves** or women!

L: **Nowadays** any country can take part if their athletes are good enough. There are over 250 sports and each one has its own standard. Women are not only allowed, but play a very important role in 30 **gymnastics**, athletics, team sports and ...

P: Please wait a minute! All those events, all those countries and even women taking part! Where are all the athletes housed?

L: For each Olympics, a special village is built for them to live in, a main reception building, several 35 **stadiums** for competitions, and a **gymnasium as well**.

P: That sounds very expensive. Does anyone want to **host** the Olympic Games?

L: As a matter of fact, every country wants the opportunity. It's a great **responsibility** but also a great honour to be chosen. There's as much competition among countries to host the Olympics as to win Olympic medals. The 2008 Olympics will be held in Beijing, China. Did you know that?

P: Oh yes! You must be very proud.

L: Certainly. And after that the 2012 Olympics will be held in London. They have already started planning for it. A new village for the athletes and all the stadiums will be built to the east of London. New medals will be designed of course and ...



P: Did you say medals? So even the olive wreath has been **replaced**! Oh dear! Do you compete for prize money too? 45

L: No, we don't. It's still all about being able to run faster, jump higher and throw further. That's the **motto** of the Olympics, you know – “**Swifter, Higher and Stronger.**”

P: Well, that's good news. How interesting! Thank you so much for your time. 50

## Comprehending

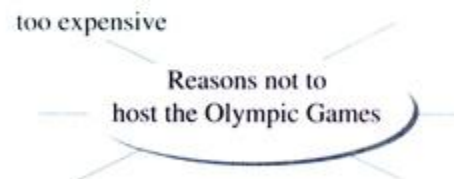
- 1** Scan the passage to find out the characteristics and similarities of the ancient and modern Olympics.

Ancient Olympics	Similarities	Modern Olympics
1 one set of Games	1 have running races	1 two main sets of Games
2	2	2
3	3	3
	4	4
		5

- 2** Read the passage carefully and answer the following questions.

- 1 What amazes Pausanias about the Olympic Games?
- 2 Why does he think Athens and Beijing should feel proud?
- 3 Why does he think people may be competing for money in the modern Olympic Games?

- 3** Discuss this question in groups: Why do many countries want to host the Olympic Games while others do not? Use the mind map below to help you. Then prepare for a class discussion. Put forward your ideas and give reasons for your choices.



- \* 4** In pairs prepare to act part of the dialogue from “Nowadays any country can take part ...” to the end. Before you begin, listen to the tape and mark the sentence stress. Pay attention to the intonation, as that can change the meaning. Then act the interview.

EXAMPLE:

*Did you 'know that?*

*Did 'you know that?*

*Did you know 'that?*

## Learning about Language

### Discovering useful words and expressions

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

- 1 \_\_\_\_\_ to take part in a sports event
- 2 \_\_\_\_\_ to allow to enter (a course or sports competition)
- 3 \_\_\_\_\_ someone who takes part in a sports competition
- 4 \_\_\_\_\_ level of ability
- 5 \_\_\_\_\_ happening every time with the same amount of time in between
- 6 \_\_\_\_\_ to take the place of
- 7 \_\_\_\_\_ short sentence or phrase expressing the beliefs of a person or group
- 8 \_\_\_\_\_ duty to be **in charge** and get in trouble if things go wrong
- 9 \_\_\_\_\_ special hall for **physical** exercise
- 10 \_\_\_\_\_ to join in

#### 2 Choose the word or phrase that means almost the same as the word in *italics*.

- 1 She rose to her feet in one *swift* movement.  
A short                      B quick                      C immediate                      D hurry
- 2 *Nowadays* all countries can take part if their athletes reach the standard.  
A Today                      B These days                      C In the future                      D Tomorrow
- 3 My son went to see the new *stadiums* before the Olympic Games began.  
A concert halls                      B sports halls                      C reception buildings                      D athletes' village
- 4 Li Yan wanted to take part in the Olympic Games as a *volunteer*.  
A someone who offers help                      B someone who offers to pay  
C someone who helps without pay                      D someone who works part-time
- 5 What do the five rings on the Olympic flag *stand for*?  
A support                      B mean                      C introduce                      D look like

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

standard    athlete    admit    compete    responsibility    olive wreath    homeland

Helena was a great \_\_\_\_\_ in the 5000-metre running race. She had won many prizes and wanted to \_\_\_\_\_ in the Olympic Games. So she practised hard every day in order to be \_\_\_\_\_ as a competitor. It didn't take her long to reach the \_\_\_\_\_ for entering the Olympic Games. This made Helena eager to win a gold medal for herself and her \_\_\_\_\_. Unfortunately during the final, she was in front in her race when another competitor pushed her on purpose so that she fell down. Poor Helena lost her chance of a medal but the other woman had to take \_\_\_\_\_ for breaking the rules. The judges felt sorry for Helena and gave her a special prize of an \_\_\_\_\_ instead.

**Discovering useful structures**

**1** Look at the following sentence, paying attention to the underlined part.

EXAMPLE: *Only athletes who have reached the agreed standard for their event will be admitted as competitors.*

Can you find two more examples from *Pre-reading* and *Reading*? Please write them down.

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

**2** Complete the rules below, using the words in brackets in the proper form.

**Rules for the Olympic Games**

- 1 Nobody \_\_\_\_\_ (allow) to enter the stadium without a ticket.
- 2 Children \_\_\_\_\_ (not allow) to make a noise and upset the competitors. If they do, they \_\_\_\_\_ (take away) from the stadium.
- 3 No animals \_\_\_\_\_ (allow) in the stadium.
- 4 Cheating by athletes \_\_\_\_\_ (not excuse).  
They \_\_\_\_\_ (tell) to leave and \_\_\_\_\_ (punish).
- 5 No smoking \_\_\_\_\_ (allow). If you are discovered, you \_\_\_\_\_ (fine).

**3** Now you are asked to make a poster to advertise a sporting event. Every sentence should include some information about the sporting event or instructions people must follow. First analyse the poster:

<p style="text-align: center;"><b>Sailing Races</b></p> <p style="text-align: center;">Sailing races will be held on the lake at 11:30 every Tuesday.</p> <p style="text-align: center;">Food will be served between 12:00 and 14:00.</p> <p style="text-align: center;">Children under 12 will not be allowed to take part.</p>	<p style="text-align: center;"><b>Heading</b></p> <p>← List of events and when they will happen</p> <p>← List of instructions on what to do and not to do at the sports event</p>
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Then design your own poster about one of the important events in your school sports meeting. Don't forget to use the passive voice in your poster.



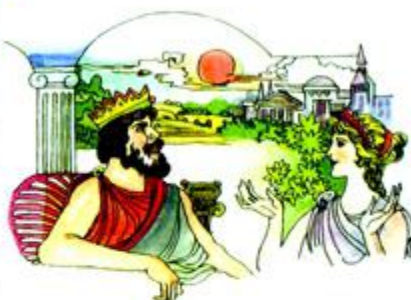
## Using Language

Reading and listening



### THE STORY OF ATLANTA

Atlanta was a Greek princess. She was very beautiful and could run faster than any man in Greece. But she was not allowed to run and win **glory** for herself in the Olympic Games. She was so angry that she said to her father that she would not marry anyone who could not run faster than her. Her father said that she must marry, so Atlanta made a **bargain** with him. She said to him, "These are my rules. When a man says he wants to marry me, I will run against him. If he cannot run as fast as me, he will be killed. No one will be pardoned."



Many kings and princes wanted to marry Atlanta, but when they heard of her rules they knew it was **hopeless**. So many of them sadly went home, but others stayed to run the race. There was a man called Hippomenes who was amazed when he heard of Atlanta's rules. "Why are these men so **foolish**?" he thought. "Why will they let themselves be killed because they cannot run as fast as this princess?" However, when he saw Atlanta come out of her house to run, Hippomenes changed his mind. "I will marry Atlanta – or die!" he said.

The race started and although the men ran very fast, Atlanta ran faster. As Hippomenes watched he thought, "How can I run as fast as Atlanta?" He went to ask the Greek Goddess of Love for help. She promised to help him and gave him three golden apples. She said, "Throw an apple in front of Atlanta when she is running past. When she stops to pick it up, you will be able to run past her and win." Hippomenes took the apples and went to the King. He said, "I want to marry Atlanta." The King was sad to see another man die, but Hippomenes said, "I will marry her – or die!" So the race began.

**1** Read the statements first and then read the passage quickly. Decide whether they are true or false and give a reason.

- 1 She practised running to compete in the Olympic Games.
- 2 At first Hippomenes understood why men ran against Atlanta.
- 3 Atlanta was not sure she could win.
- 4 She was so angry about the fact that she could not run in the Olympics.
- 5 She made as many men as she could share her **pain**.
- 6 Her father did not understand her wish to compete in the Olympics.
- 7 He did not refuse her wish to choose her husband in a race.

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

**2** Read the story again carefully and then discuss in pairs: What will happen during the race between Hippomenes and Atlanta? Who do you think will win the race?

**3** Before you listen, try to work out the order of the following sentences. Then listen to the tape and check whether you were correct. The first one is done for you.

- ( ) One man wanted to win and marry Atlanta very much.
- ( ) Atlanta married him and they lived happily ever after.
- ( ) When the race began, Atlanta ran past him.
- ( ) He asked the Goddess of Love for help.
- ( 1 ) Atlanta was a very beautiful princess.
- ( ) Many men tried to compete with her, but failed and so were killed.
- ( ) She stopped to pick them up.
- ( ) She gave him three golden apples.
- ( ) She ran too slowly and he won.
- ( ) He threw the golden apples **one after another**.
- ( ) She could run faster than any man in Greece.

**4** Listen to the tape and write down the main idea in one sentence.

---

**5** Listen to the tape again and fill in the blanks. Then read this paragraph with expression.

Hippomenes was waiting when Atlanta came out. She thought, "I \_\_\_\_\_ this man \_\_\_\_\_!" So she said to her father, "Tell him \_\_\_\_\_. The race \_\_\_\_\_ today." But Hippomenes said, "These are \_\_\_\_\_: She \_\_\_\_\_ who \_\_\_\_\_ than her! \_\_\_\_\_ – let's run!"

**6** Then discuss these questions in groups.

- 1 If you were Hippomenes, would you run against Atlanta?
- 2 Do you think Hippomenes **deserved** to win the race? Why or why not?
- 3 How do you think Atlanta felt when she discovered Hippomenes had had help from the Goddess of Love? If you were Atlanta, would you agree to marry Hippomenes?

### Speaking and writing

**1** Atlanta's favourite sport was running. What is your favourite sport? Give reasons why you like it so much. Think about:

- how you became interested in that sport
- your favourite athlete
- what you do to improve your skill

**2** Tell your partner about your favourite sport using the outline above. Then listen to your partner's talk about his/her favourite sport. You may find the expressions below helpful.

I like ... because ...

My favourite athlete/footballer/sportsman is ...

I practise ...

I became interested in it when ...

I like him/her because ...

In the future I hope to ...

**3** Make notes of your ideas and write a short passage entitled "My favourite sport."

- Begin by explaining which sport you have chosen and why.
- Make three short paragraphs using the outline above.

- Give a reason for each of your ideas: one for each paragraph.
- Finish by saying what you hope to do with this sport in the future.
- Make your sentences more interesting by using some different linking words. The examples below may help you.

I **first** became interested in football when I was nine. Now I play in my school team and join my friends for a game every week on a regular basis. It's fun.

My favourite footballer is David Beckham **although** I also like Ronaldo. They are both excellent and have great skills **too**.

**Apart from** playing at school I go to sports school every weekend. I learn many skills there, **such as** passing the ball and scoring. I **especially** like playing on the wing like Beckham **but** being a striker is good **as well**.

Linking words to join different ideas together  
*first, although, apart from, but*

Linking words to add information  
*especially, such as, too, as well*

## SUMMING UP

Write down what you have learned about the Olympic Games.

From this unit you have also learned

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

## LEARNING TIP

Be active in your pair work or group work. This is important because the more you speak English, the better your English will become. So don't be shy about making mistakes. Make sure that you all get equal turns in talking to the class. When you have finished your talk, ask somebody to tell you how you can improve. In this way you will become more confident in speaking English.

## \* READING FOR FUN

### Hand in Hand

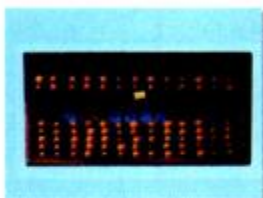
by Giorgio Moroder

We can see the fire in the sky  
We feel the beating of our hearts together  
This is our time to rise above  
We know the chance is here to live forever  
for all time  
Hand in hand we stand  
all across the land  
We can make this world a better place in which  
to live  
Hand in hand we can  
start to understand  
...

# Unit 3 Computers

## Warming Up

- 1 Look at these pictures. In pairs discuss what they have in common.
- 2 What do they tell you about the development of computers?
- 3 What do you think will be the next development?



abacus



calculator



huge computer



PC



laptop



PDA



robot

What's next?

## Pre-reading

- 1 Look at the pictures and the title of the reading passage. Predict what it is going to be about.
- 2 Do you know in what ways computers are used today? Work out a list and compare it with your partner.
- 3 Look at these inventions. Can you put them in an order according to the time when they appeared? After reading the passage, check to see if you were right.
  - ( ) analytical machine
  - ( ) calculating machine
  - ( ) PC
  - ( ) laptop
  - ( ) robot
  - ( ) universal machine

## Reading



## WHO AM I?

Over time I have been changed quite a lot. I began as a calculating machine in France in 1642. Although I was young I could **simplify** difficult **sums**. I developed very slowly and it took nearly two hundred years before I was built as an analytical machine by Charles Babbage. After I was programmed by an **operator** who used cards with holes, I could “think” **logically** and produce an answer quicker than any person. At that time it was considered a **technological revolution** and the start of my “**artificial intelligence**”. In 1936 my real father, Alan Turing, wrote a book about how I could be made to work as a “universal machine” to **solve** any difficult mathematical problem. **From then on**, I grew rapidly both in size and in brainpower. By the 1940s I had grown as large as a room, and I wondered if I would grow any larger. However, this **reality** also worried my 5  
10  
15  
designers. As time went by, I was made smaller. First as a PC (**personal computer**) and then as a laptop, I have been used in offices and homes since the 1970s.



These changes only became possible as my memory improved. First it was stored in **tubes**, then on transistors and later on very small chips. **As a result I totally** changed my shape. As I have grown older I have also grown smaller. Over time my memory has developed **so much** 20  
25  
**that**, like an elephant, I never forget anything I have been told! And my memory became so large that even I couldn't believe it! But I was always so lonely standing there by myself, until in the early 1960s they gave me a family connected by a **network**. I was able to share my knowledge with others through the World Wide **Web**.



Since the 1970s many new **applications** 25  
30  
35  
have been found for me. I have become very important in communication, **finance** and trade. I have also been put into robots and used to make **mobile** phones as well as help with medical operations. I have even been put into **space rockets** and sent to **explore** the Moon and Mars. **Anyhow**, my **goal** is to provide humans with a life of high quality. I am now truly filled with **happiness** that I am a devoted friend and helper of the **human race**!

## Comprehending

**1** Read the passage and finish the timeline below.

1642 : \_\_\_\_\_  
 ↓  
 1822 : The analytical machine was made by Charles Babbage.  
 ↓  
 \_\_\_\_\_ : \_\_\_\_\_  
 ↓  
 1940s : \_\_\_\_\_  
 ↓  
 \_\_\_\_\_ : The first family of computers was connected to each other.  
 ↓  
 1970s : \_\_\_\_\_  
 ↓  
 Now : \_\_\_\_\_

**2** Read the passage again and complete the chart below.

	Paragraph 1	Paragraph 2	Paragraph 3
Topic sentence			
Supporting details	• • • • •	• tubes • • • •	• communications • finance • • • •

**\* 3** In pairs discuss: how computers have changed our lives?

- Brainstorm a list of things that you, your school and your family use computers for.
- Think about what you would have to do if you could not use computers any more.

**You may begin your conversation like this:**

S: I think it's impossible to live without computers!

S: What makes you say that? My grandparents didn't use a computer and they were still able to ...

## Learning about Language

### Discovering useful words and expressions

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

- 1 \_\_\_\_\_ complete change in ways of thinking, working, etc
- 2 \_\_\_\_\_ connected computer system
- 3 \_\_\_\_\_ to make things easier
- 4 \_\_\_\_\_ to find the answer using numbers
- 5 \_\_\_\_\_ can be moved easily from place to place
- 6 \_\_\_\_\_ to work out the answer to a problem
- 7 \_\_\_\_\_ to travel around an area to find out about it
- 8 \_\_\_\_\_ completely
- 9 \_\_\_\_\_ anyway
- 10 \_\_\_\_\_ activity of managing money

#### 2 Complete the passage with the words below.

artificial technology intelligent applications explore Web reality logically

When my brother was in high school, he was very interested in computers and enjoyed writing programs of his own. He used to **download** information from the Internet and made good use of it. He liked to \_\_\_\_\_ the World Wide \_\_\_\_\_ and used the Internet to communicate with computer programmers all over the world. When he went to university he studied IT (information \_\_\_\_\_) and developed a special interest in \_\_\_\_\_ intelligence. After developing special \_\_\_\_\_ of the computer, he hopes to design an \_\_\_\_\_ robot which can think \_\_\_\_\_ and look like a human being, but in \_\_\_\_\_ he has a long way to go.

#### 3 Read the story below and then use the outline to create one of your own.

##### My Story

**When I was young** I was crazy about radios.  
**At the time** my interest began, I was playing with radios at home.  
**Over time** I decided to build my own radio.  
**As time went by** I did research into how to make my radio.  
**By the time** I was sixteen, my dream had come true. I made my own radio.  
**As a result** I became interested in electronics and computers.  
**From then on** I worked hard to get into university.  
**Now** I am working in a computer company designing new programs for computers.  
**As I grow older** I realize how much my life has been connected with my interest in radios!

##### Your Story

When I was young \_\_\_\_\_  
 At the time \_\_\_\_\_  
 \_\_\_\_\_  
 Over time \_\_\_\_\_  
 As time went by \_\_\_\_\_  
 \_\_\_\_\_  
 By the time \_\_\_\_\_  
 \_\_\_\_\_  
 As a result \_\_\_\_\_  
 \_\_\_\_\_  
 From then on \_\_\_\_\_  
 Now \_\_\_\_\_  
 \_\_\_\_\_  
 As I grow older \_\_\_\_\_  
 \_\_\_\_\_

**Discovering useful structures**

**1** Look at the following sentence, paying attention to the underlined part.

EXAMPLE: *Over time I have been changed a lot.*

Can you pick out more than two sentences in the present perfect passive voice from the reading passage?

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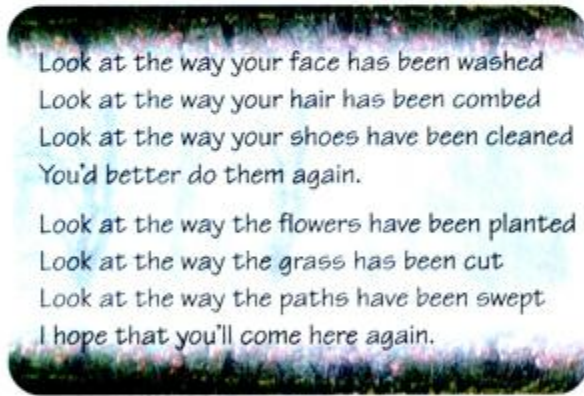
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**2** Change the following sentences into the present perfect passive voice.

EXAMPLE: We have made a plan. → *A plan has been made.*

- 1 My friend has bought a new personal computer.
- 2 The shop has repaired my computer very quickly.
- 3 An unknown **virus** has just attacked my computer.
- 4 We have not solved the problem yet.
- 5 The company has given its computers away to a local school.
- 6 The scientists have developed a kind of intelligent robot.

**3** Underline the use of the present perfect passive voice in the following poem. Then fill in the chart below.



Things that have been done well	Things that have been done badly

Read this poem aloud, paying attention to the rhythm and intonation. Then write your own poem.

Look at the way _____	Look at the way _____
Look at the way _____	Look at the way _____
Look at the way _____	Look at the way _____



## Using Language

### Listening and speaking



- 1 The 21st century will be the century of Information Technology. Before you listen, discuss in pairs what IT consists of. Make a list and compare your ideas with another pair.
- 2 Listen to the whole text and write down the main idea in one sentence.
- 3 Listen to Part A and fill in the chart. Then do the same with Part B.

Part A		Part B	
What does IT include?		Which form of IT describes the skills of a sport best?	
What is the most popular form of IT?		Which form of IT has the most functions?	

- 4 What are the advantages and disadvantages of each form of IT? In small groups discuss this question and put your ideas onto the chart. Then decide when each kind of IT is most useful. Use these reasoning expressions in your discussion.

The advantage/disadvantage is ....

I think / don't think that ....

Give me your reasons.

What makes you think so?

I think ... because (of) ....

Let's decide ....

As/Since ..., I think ....

I agree / don't agree ... because ....

First .... Second ....

I've decided that ....

I believe that ....

Let's make a decision.

Type of IT	Advantages	Disadvantages
Computer		
TV		
Book		
Radio		

## Reading, speaking and writing



The development of “chips” has brought many applications of computer technology. They have even been put into robots or androids. Read the following story.

### ANDY – THE ANDROID

I'm part of an android football team. About once a year we are allowed to get together to play a game of football. I'm as big as a human. In fact, I look like one too. On the football team I'm a striker so I have to be able to run very fast. My computer chips help me to move and think like a human. For example, I have learned to **signal** to my teammates in computer language to give me the ball when I am open and have a good shot for a goal.



My first football competition was in Nagoya, Japan several years ago. Last year our team went to Seattle, Washington in the USA. We won second place. **Personally**, I think the team that won first place cheated. They had developed a new **type** of program just before the competition. So we need to encourage our programmer to improve our intelligence too. We are determined to create an even better system. **In a way** our programmer is like our **coach**. She programs us with all the possible moves she has seen while watching human games. Then she prepares reliable moves to use if a new situation **arises**. In this way I can make up new moves using my “artificial intelligence”. I would really like to play against a human team, for I have been programmed to act just like them. After all, **with the help of** my **electronic** brain which never forgets anything, using my intelligence is what I'm all about!

#### 1 Read the passage carefully and fill in the file for Andy.

Name: <i>Andy</i>	Appearance: _____
Size: _____	Character: _____
Ability: _____	Job: _____

#### 2 Create your own android. Fill in the file, and compare with your partner.

##### My Own Robot

Name: _____	Appearance: _____
Size: _____	Character: _____
Ability: _____	_____:

- 3 Write a description of your android and what it can do. You may draw a picture of it if you wish. Use your notes and the following sample passage to help you.

### My Android

I would like to have an android that can do all my jobs around the house. This means that it should clean the house, **mop** the floors, cook the dinner and **deal with** telephone calls. It should also **watch over** my naughty **niece**, who comes to my house very often. Whenever she comes, I have to look after her, and sometimes help her with her homework. I hope my android will be programmed to do homework and not make mistakes. In that way, my niece will not spoil my free time and I can go out with my friends. I don't mind what my android looks like, but it must be able to talk and tell funny stories to my niece.

### SUMMING UP

Write down what you have learned about computers.

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From this unit you have also learned

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

### LEARNING TIP

If you want to improve your English, you cannot just study the textbook. To be a good learner, you must make full use of library books, newspapers and magazines. You should also learn English from the radio and TV programmes. What's more, you can use the Internet to learn English. There are many websites on the Internet in English that will help you increase your vocabulary and improve your listening, speaking, reading and writing.

### \* READING FOR FUN



#### Android thoughts

I'm an android;  
 I look like a girl;  
 I work day and night.  
 GIRL, COME HERE!  
 GIRL, GO THERE!  
 GIRL, DO THE DISHES!  
 GIRL, MOP THE FLOORS!  
 I'm here to serve;  
 I'm there to serve;  
 But my mind is free.  
 My mind wanders.  
 In my mind I am a real girl;  
 I play with the other girls;  
 And I run in the fields.  
 I am treated like a real person;  
 I am a real person!

# Unit 4 Wildlife protection

## Warming Up

Wild plants and animals have to look after themselves. They need food, a good environment and safety. If their habitat is threatened or they cannot find enough food, their numbers may **decrease**. As a result these endangered animals may even **die out**. They need help. This is what wildlife protection is all about.

### A report on some endangered wildlife in China

There has been some progress in saving endangered wildlife in China.

Animal	Problem	One habitat in China	Number before concern	Number after concern
 Panda	not enough food: <b>loss</b> of bamboo growing areas	Wolong Nature Reserve, Sichuan Province	nearly all disappeared	about 1,600 after more than 50 reserves set up to protect bamboo areas
 Milu deer	disappeared from China	Nanhaizi Milu Park, Beijing	none	more than 2,500 after being brought back from UK
 South China tiger	too much <b>hunting</b> in the 1950s	Baishanzu National Natural Protection Zone, Zhejiang Province	very few	about 30-40 remain after being left <b>in peace</b> with no hunting

Do you know any other endangered wildlife in China that is being protected? Make a list.

## Pre-reading

- 1 What other endangered animals do you know of?
- 2 Why are they **in danger of** disappearing?
- 3 Look at the pictures and the title of the reading passage and predict the content. Then read it quickly to see if you were right.

## Reading



## HOW DAISY LEARNED TO HELP WILDLIFE

Daisy had always longed to help endangered species of wildlife. One day she woke up and found a flying **carpet** by her bed. "Where do you want to go?" it asked. Daisy **responded** immediately. "I'd like to see some endangered wildlife," she said. "Please take me to a **distant** land where I can find the animal that gave **fur** to make this sweater." At once the carpet flew away and took her to Tibet. There Daisy saw an antelope looking sad. It said, "We're being killed for the wool beneath our stomachs. Our fur is being used to make sweaters for people like you. As a result, we 10 are now an endangered species." At that Daisy cried, "I'm sorry I didn't know that. I wonder what is being done to help you. Flying carpet, please show me a place where there's some wildlife protection."



5

The flying carpet travelled so fast that next minute they were in Zimbabwe. Daisy turned around and found that she was being watched by an elephant. "Have you come to take my photo?" it asked. 15



**In relief** Daisy **burst into laughter**. "Don't laugh," said the elephant, "We used to be an endangered species. Farmers hunted us without **mercy**. They said we destroyed their farms, and money from tourists only went to the large tour companies. 20 So the government decided to help. They allowed tourists to hunt only a **certain** number of animals if they paid the farmers. Now the farmers are happy and our numbers are increasing. So good things are being done here to save local wildlife." 25

Daisy smiled. "That's good news. It shows the **importance** of wildlife protection, but I'd like to help as the WWF suggests." The carpet rose again and almost at once they were in a thick rainforest. A monkey watched them as it **rubbed** itself. "What are you doing?" asked Daisy. "I'm **protecting** myself from **mosquitoes**," it replied. "When I find a millipede **insect**, I rub it over my body. It **contains** a **powerful** drug which **affects** mosquitoes. You should **pay** more **attention to** the rainforest where I live and 30 **appreciate** how the animals live together. No rainforest, no animals, no drugs."

Daisy was amazed. "Flying carpet, please take me home so I can tell WWF and we can begin producing this new drug. Monkey, please come and help." The monkey agreed. The carpet flew home. As they landed, things began to disappear. Two minutes later everything had gone – the monkey, too. So Daisy was not able to make her new drug. But what an experience! She had learned 35 so much! And there was always WWF ...

## Comprehending

### 1 Read the story and answer these questions.

- 1 Why has the antelope in Tibet become an endangered species?
- 2 Why are elephant numbers increasing in Zimbabwe?
- 3 How does the government of Zimbabwe help protect wild animals?
- 4 Why is it important to protect the rainforest?
- 5 What must be done if wildlife protection is to **succeed**?

### 2 Read each paragraph carefully and write down its main idea and the supporting details in the correct boxes. The first one is done for you.

Paragraph	Main idea	Supporting details
1	Why we need wildlife protection	1 Animal: Tibetan Antelope 2 Situation: being hunted for the fur under its stomach 3 Result: numbers are decreasing rapidly
2		1 Animal: 2 Situation:  3 Result:
3 and 4		1 Animal: 2 Situation:  3 Result:

### \* 3 Here is a problem which WWF has to deal with. Read the problem first.

In Indonesia there is a wildlife park for endangered animals such as tigers, elephants and rhinos. It is very large and has some of the best farmland. Some poor farmers have moved into the park to grow coffee. Although this is not allowed, the coffee is excellent quality and has sold very well. Now 20 per cent of the wildlife park is used in this way.

WWF is very concerned about it as this is a very important park for endangered animals. However, they know that the farmers are very poor and need to have a **secure income**. What should be done?

**Imagine you work for WWF. Discuss in groups of four what you would suggest.**

- Should the poor farmers move to another place? Can they be **employed** to work in the park and not hurt the animals?
- How can the animals be protected from more people coming into the park? What should be done to punish people who do **harm** to the animals?

**Prepare to share your solution with the whole class.**

## Learning about Language

### Discovering useful words and expressions

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

- 1 \_\_\_\_\_ far away in space or time    2 \_\_\_\_\_ to go down to a lower level  
 3 \_\_\_\_\_ able to control events    4 \_\_\_\_\_ to do something to make a change  
 5 \_\_\_\_\_ to understand how serious a situation is  
 6 \_\_\_\_\_ to run after animals in order to kill or catch them  
 7 \_\_\_\_\_ to keep someone or something safe from harm  
 8 \_\_\_\_\_ to do something as a reaction to something done or said  
 9 \_\_\_\_\_ feeling of comfort when something worrying has ended or not happened

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

protect ... from    wild    reserve    powerful    appreciate    hunt    relief    species

Wendy Lee was a famous photographer and always photographed \_\_\_\_\_ animals in their natural habitat. One day she drove her car into the local game \_\_\_\_\_ as usual to \_\_\_\_\_ for some animals to photograph. After a while she saw some zebra with black and white lines going beneath their stomachs. "This must be a special \_\_\_\_\_ of zebra," thought Wendy. "I've never seen one like this before." Suddenly the zebra looked up and moved away as quickly as they could. Wendy looked around and saw a \_\_\_\_\_ lion in the grass. She \_\_\_\_\_ the danger, so she sounded her horn loudly until the lion turned and walked away. Wendy waited for several minutes to make sure the lion was not coming back. Then she gave a smile of \_\_\_\_\_. But soon her smile disappeared because she realized that in \_\_\_\_\_ the zebra \_\_\_\_\_ the lion she had lost her best chance of taking some amazing photographs!

**3 Find the words that are related to wildlife protection in this unit and fit them into the boxes below.**



**Then make sentences about the endangered species using the words above.**

EXAMPLE: *The South China tiger which has been over-hunted has nearly died out.*

**Discovering useful structures**

- 1** Can you find the following sentence in the reading passage? Pay attention to the verb tense. Then pick out four more sentences using the present progressive passive voice from the passage.

*We are being killed for the wool beneath our stomachs.*

- 2** Try and see if you can help fill in the following form.

Questions	Answers
Who is studying the rhino?	The rhino is being studied by _____.
Who is protecting the African elephant?	The African elephant is _____.
Who is hunting the Tibetan antelope?	The Tibetan antelope is _____.
Who is taking photos of the panda?	The panda is _____.
Who is killing the whales?	The whales _____.
Who is attacking the mice?	The mice _____.
What is being done for the Milu deer?	They are being kept in _____.
What is being done for the rhino?	It is being _____.
What is being done to the rainforest?	It is _____.
What is being done to millipedes?	They _____.

- 3** Work in pairs and discuss what you should do in the following situations.

EXAMPLE:

S: *What should you do if your car is being stolen?*

S: *If my car is being stolen, I should call the police station.*

**Ask questions using the present progressive passive voice. Possible questions might be:**

- 1 What should you do if your friend is being attacked?
- 2 What should you do if you are being followed by a stranger?
- 3 What should you do if you are being kept waiting?
- 4 What should you do if you are being asked difficult questions?
- 5 What should you do if you are being **bitten** by mosquitoes?
- 6 What should you do if you are being run after by a dog?
- 7 What should you say if you are being punished by your parent for something you did wrong?
- 8 What should you say if you are being praised?

- 4** In small groups choose one of these questions to discuss. Prepare to give a presentation of your ideas to the class.

- 1 What is being done in your school to improve your English studies? What suggestions do you have?
- 2 What changes are being made in your town to improve the environment? What do you suggest?



## Using Language

## Reading and listening



## ANIMAL EXTINCTION

Many animals have disappeared during the long history of the earth. The most famous of these animals are **dinosaurs**. They lived on the earth tens of millions of years ago, long before humans **came into being** and their future seemed secure at that time. There were many different kinds of dinosaur and a number of them used to live in China. The eggs of twenty-five species have been found in Xixia County, Nanyang, Henan Province. Not long ago a rare new species of bird-like dinosaur was discovered in Chaoyang County, Liaoning Province. When scientists **inspected** the bones, they were surprised to find that these dinosaurs could not only run like the others but also climb trees. They learned this from the way the bones were joined together.



Dinosaurs died out suddenly about 65 million years ago. Some scientists think it came after an unexpected **incident** when a huge rock from space hit the earth and put too much **dust** into the air. Others think the earth got too hot for the dinosaurs to live on any more. Nobody knows for sure why and how dinosaurs disappeared from the earth in such a short time.

We know many other wild plants, animals, insects and birds have died out more recently. **According to** a UN report, some 844 animals and plants have disappeared in the last 500 years. The dodo is one of them. It lived on the Island of Mauritius and was a very friendly animal. Please listen to a story of the dodo and how it disappeared from the earth.

**1** In pairs discuss the possible reasons for the disappearance of dinosaurs. Think about what is mentioned in the text, and any other reasons there may be.

**2** Before listening to the dodo's story, try to predict in pairs how it might have become extinct.

**3** Listen to the tape and choose the sentence which gives the main idea of the story. Say what is wrong with the other three.

- 1 This story is about how foolish the dodo was.
- 2 This story is about how the dodo became extinct.
- 3 This story is about how the dodo and Man became friends.
- 4 This story is about how the other birds and animals tried to save the dodo.



**4** Listen to the tape and choose the correct answer to complete each sentence.

- 1 The dodo is \_\_\_\_\_.
 

A fierce	B unkind
C friendly	D foolish
- 2 He wants to believe that Man is telling the truth because \_\_\_\_\_.
 

A Man is friendly	B he thinks Man is friendly
C he thinks the bears and monkeys lie	D Man is his best friend
- 3 He didn't realize who had killed many of his friends until \_\_\_\_\_.
 

A Man told him the truth	B the other birds told him
C he saw how his friend was being killed by Man	D the monkeys told him

**Speaking and writing**

**1** It is a pity that in the story nobody helped the dodo. In pairs choose another endangered animal which you know about. Analyse why this animal is endangered.

- Is it being hunted and killed?
- Does it not have enough food?
- Is it because its habitat is being threatened?

**2** Discuss what you might do to save it. These expressions may be useful to you.

**INTENTION**

- I'm going to ...
- I intend/mean/plan to ...
- I will ...
- I'd like to ...
- I'd rather not ...
- I'm ready to ...
- I feel like ...

**PURPOSE**

- to help/save ....
- to protect ... from ....
- so that** ....
- in order to ....
- but do ....
- to teach them a lesson.
- to punish those who do harm to wildlife.

**3** Get together with another group and tell them about your animal and your plan to save it. Choose the better plan and prepare to make a report to the class.

**4** Finally write a letter to WWF based on what you have discussed, asking them to help you save your endangered animal. All letters have a start and an ending. The language used depends on how well the writer knows the person to whom he/she is writing.

	Formal	Informal
Starts	Dear,	Hi, My dear, Dearest,
Endings	Yours sincerely, Sincerely, Sincerely yours, Yours truly, Yours faithfully,	Love, Cheers, Regards, Best wishes, Yours,

- Look at the sample letter on the next page, and then write your first draft based on the ideas you have discussed above.
- Swap your writing with your partner. Check his/her punctuation, spelling and grammar.
- Swap the writing back and rewrite it with the corrections.

Dear WWF,

I live on an island near Africa. This is the only home of the red Colobus monkey but there are very few left. This is my plan to save the monkeys.

First, I suggest making a special park for them. We should inspect them every month and see how fit they are and whether they need more food or medicine.

Second, ...

Please help the poor monkeys and I am sure that they will survive with your help.

Yours sincerely,  
William Long

Formal start to the letter

Body

Formal ending to the letter

## SUMMING UP

Write down what you have learned about wildlife protection.

From this unit you have also learned

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

## LEARNING TIP

When you learn a new English word, you need to see how it is used in the text. Try to pronounce it according to its spelling. Guess its meaning by looking at the words before and after it in the sentence. Then check the pronunciation and meaning in the dictionary. From the text and the dictionary you will learn how to say and use the word properly.

## \* READING FOR FUN

### A squirrel poem

by William B. Yeats

Come play with me;  
Why should you run  
Through the shaking tree  
As though I'd a gun  
To strike you dead?  
When all I want to do  
Is to scratch your head  
And let you go.



# Unit 5 Music

## Warming Up



			
Classical music	Rock 'n' Roll	Orchestra	Rap
			
Folk music	Jazz	Country music	Choral

- 1 Do you like music? How does music make you feel?
- 2 Listen to the different kinds of music on the tape. Guess which music matches which picture.
- 3 What kind of music do you like: Chinese or Western, classical or modern? Why?

## Pre-reading

- 1 Do you know any famous bands? List some if you do.
- 2 Which one do you like best? Why?
- 3 Do you know anything about the Monkees?
- 4 Look at the title and pictures in the reading passage. Can you predict what it is about? Then read it quickly and see if you were correct.

## Reading



## THE BAND THAT WASN'T

Have you ever wanted to be part of a band as a famous singer or **musician**? Have you ever **dreamed of** playing in front of thousands of people at a concert, at which everyone is clapping and appreciating your music? Do you sing karaoke and **pretend** you are a famous singer like Song Zuying or Liu Huan? **To be honest**, a lot of people **attach** great importance **to** becoming rich and famous. But just how do people **form** a band?



Many musicians meet and form a band because they like to write and play their own music. They may start as a group of high-school students, for whom practising their music in someone's house is the first step to fame. Sometimes they may play to **passers-by** in the street or subway so that they can **earn** some **extra** money for themselves or to pay for their **instruments**. Later they may give **performances** in **pubs** or clubs, for which they are paid **in cash**. Of course they hope to make records in a **studio** and sell millions of copies to become **millionaires!**

However, there was one band that started in a different way. It was called the Monkees and began as a TV show. The musicians were to **play jokes on** each other as well as play music, most of which was based loosely on the Beatles. The TV organizers had planned to find four musicians who could act as well as sing. They put an advertisement in a newspaper looking for rock musicians, but they could only find one who was good enough. They had to use **actors** for the other three members of the band.



As some of these actors could not sing well enough, they had to **rely on** other musicians to help them. So during the **broadcasts** they just pretended to sing. Anyhow their performances were **humorous** enough to be copied by other groups. They were so popular that their fans formed clubs in order to **get more familiar with** them. Each week on TV, the Monkees would play and sing songs written by other musicians. However, after a year **or so** in which they became more serious about their work, the Monkees started to play and sing their own songs like a real band. Then they produced their own records and started touring and playing their own music. In the USA they became even more popular than the Beatles and sold even more records. The band **broke up** about 1970, but happily they reunited in the mid-1980s. They produced a new record in 1996, with which they celebrated their former time as a real band.

## Comprehending

### 1 Join the correct parts of the sentences together.

- |   |  |
|---|--|
| 1 They produced a new record in 1996  | A but only one person was accepted.                      |
| 2 Most musicians get together and   | B but reunited in the mid-1980s.                         |
| 3 They put an advertisement in the newspaper looking for four rock musicians, | C form a band because they like to write and play music. |
| 4 The first TV show   | D to celebrate their time as a band.                     |
| 5 However, the band broke up about 1970,                                      | E was a big hit.   |

### 2 Go over the passage and look for the main idea of each paragraph. The first one is done for you.

Paragraph	Main idea
1	Many people want to be famous as singers or musicians.
2	
3	
4	

### 3 In groups of four, choose the adjectives that you think best describe the Monkees. Give your reasons for the choice. Then write down two or three sentences using the adjectives you have chosen to sum up your ideas.

popular lively funny foolish **attractive** brave intelligent bright  
crazy noisy classical humorous honest famous smart determined

EXAMPLE: *The Monkees seem lively and funny because they play jokes on each other.*

---



---

### 4 In groups, discuss the following questions.

- Do you think the TV organizers were right to call the Monkees a band when they did not write or sing their own songs? Give reasons.
- In your opinion, what is the most important thing for a successful band? Why?

---

## Learning about Language

### Discovering useful words and expressions

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

- 1 \_\_\_\_\_ something used to make music
- 2 \_\_\_\_\_ person whose job is to play or write music
- 3 \_\_\_\_\_ to imagine something would come true
- 4 \_\_\_\_\_ person going past
- 5 \_\_\_\_\_ to tell exactly what one thinks
- 6 \_\_\_\_\_ to go away in different directions
- 7 \_\_\_\_\_ to connect something with another
- 8 \_\_\_\_\_ to receive money for what you do
- 9 \_\_\_\_\_ paid in money but not by cheque

**2** Read the words below. They all have two meanings. Read the passage on page 34 again and tick the meaning that is used in the reading.

Word	Meanings	Used
pretend	1 to make believe	1
	2 to imagine something is real as in a game	2
extra	<b>1 in addition</b>	1
	2 not included in the price so you have to pay more	2
rely	1 to trust someone or something to do what you need	1
	2 to depend on someone or something to continue to live	2
familiar	1 (a person) well-known to you	1
	2 having a good knowledge of something or somebody	2
broadcast	1 to send out radio or television programmes	1
	2 to tell something to a lot of people	2

**3** Complete this passage with the words and phrases below in their proper forms.

extra      millionaire      pub      humorous      studio  
broadcast      dream of      familiar      play a joke on

Susan and I loved jazz and we \_\_\_\_\_ becoming musicians. We decided to form a band so that we could earn some \_\_\_\_\_ money by playing and singing in a \_\_\_\_\_. The regulars there were very kind to us. They suggested we go to record our songs in a \_\_\_\_\_. We wondered if they were \_\_\_\_\_ us as they were often very \_\_\_\_\_ to each other. However, to our great surprise, everything was organized and we made our record. Imagine our excitement when we heard it \_\_\_\_\_ on the radio for the first time! It was almost as exciting as later when we became \_\_\_\_\_. Now whenever we go to the pub, we play our songs and buy drinks for the regulars. Although we are famous, we still like to play in \_\_\_\_\_ places.

**Discovering useful structures**

- 1** Can you find five sentences in the reading passage that contain *prep + whom/which* attributive clauses? Underline them.
- 2** Sort out the following messages that are mixed up to make complete sentences containing attributive clauses. Pay attention to the use of prepositions.

I remember the day	with which Dave composed our first hit	was chosen by Mike's mum.
The guitar	when our band was formed	is in a music museum.
The name	in whom we have great interest	as if it was yesterday.
The show	by which we were to become famous	was in America.
The singer	with whom we practised the most	is Freddy.
The musicians	at which we played our first hits	toured Europe with us.

- 3** Read the passage and complete it using attributive clauses, some of which may use *prep + which/whom*.

There have been many popular bands in the world, \_\_\_\_\_ the most famous was the Beatles. The four young men \_\_\_\_\_ made up the band only performed and recorded from 1963 to 1970. During those years they gave many concerts, \_\_\_\_\_ they played all their latest hits. They made many records, \_\_\_\_\_ they will always be remembered. Their songs were a mixture of rock and roll and ballads, \_\_\_\_\_ they often wrote about their own lives and problems. Although they were not trained actors they took part in films \_\_\_\_\_ they often played themselves. Their performances were humorous and interesting. Their fans, \_\_\_\_\_ the Beatles would not have been so famous, at last caused problems for them. They followed them everywhere. Finally they stopped their concerts in order to live quieter lives, although their songs remain as popular as ever.

- 4** Play a game of definitions. Get into pairs. One asks the first question and the other answers it using an attributive clause containing *prep + which/whom*. If the answer is correct, swap roles. If not, continue with the next question. Pick out some questions below to play the game. Work out some questions of your own if you like.

EXAMPLE:

S: What's a letter box?

S: It's a box with a hole through which the postman puts the letters.

- |  |  |
|--|--|
| 1 What's a gym? ( <i>in which</i> )            | 2 What's a vacation? ( <i>during which</i> ) |
| 3 What's a library? ( <i>from/in which</i> )   | 4 What's a university? ( <i>at which</i> )   |
| 5 What's a doctor? ( <i>to whom</i> )          | 6 What's a studio? ( <i>at which</i> )       |
| 7 Who's Father Christmas? ( <i>from whom</i> ) | 8 What's a good friend? ( <i>with whom</i> ) |



## Using Language

Listening, reading and speaking



**1** In pairs discuss how your life would change if you became famous overnight. Make a list of the changes.

**2** Make sure you know the meaning of the following words. Tick those you know and look up the others in the dictionary.

dip	tadpole	lily	confident
grown-up	knock into	feel down	appreciate

**3** Listen to the story of "Freddy the Frog (I)" once and then write down the main idea.

**4** Read the following statements, and then listen to the tape again. Decide which are true and which are false. Give a reason.

- 1 Freddy had changed from a man to a frog.
- 2 He felt lonely in his lake till he met his friends on the lily leaf.
- 3 The singers of the band could sing very loudly.
- 4 Freddy thought he could sing as well as the other singing frogs.
- 5 Freddy was very confident about his singing.
- 6 He sang the song to ask the other frogs to be his friends.

True      False

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

**5** Now read more about Freddy's life.

### FREDDY THE FROG (II)

Not long after Freddy and the band became famous, they visited Britain on a **brief** tour. Fans showed their **devotion** by waiting for hours to get tickets for their concerts. Freddy was now quite confident when he went into a concert hall. He enjoyed singing and all the congratulations **afterwards**!

His most exciting **invitation** was to **perform** on a TV programme called "Top of the Pops." He had to go to London, wear an expensive suit and give a performance to a TV camera. It felt very strange. But as soon as

the programme was over, the telephones which were in the same room started ringing. Everybody was asking when they could see Freddy and his band again. They were truly stars.

Then things went wrong. Freddy and his band could not go out anywhere without being followed. Even when they wore sunglasses or **beards** people recognized them. Fans found them even when they went into the toilet. They tried to hide in the reading rooms of libraries, but it was useless. Someone was always there! Their personal life was regularly discussed by people who did not know them but talked as if they were close friends. At last feeling very upset and **sensitive**, Freddy and his band realized that they must leave the country before it became too **painful** for them. So they left Britain, to which they were never to return, and went back to the lake.



**6** Summarize the main idea of the story in one sentence.

**7** In small groups imagine you are Freddy and his group and you are back at the lake. Discuss the advantages and disadvantages of being famous. Make a list of your ideas and develop them into a short conversation. All of you must take part. Prepare to act it to the class.

### Speaking and writing

**1** Imagine you are going to form your own band. Have a discussion in a group of four.

- Pick a name for your band.
- Decide who will play what instrument and who will sing.
- Decide what kind of band you will be; for example, will you be a rock band or group of singers?
- Choose an English song for your “band” to perform.

**Practise singing it with your tapes or CDs and then perform it to the class. This may be just the beginning for you and your band! You may find the following expressions useful in your discussion.**

I'd like to suggest ....  
How/What about ...?  
Let's ....

Let me say that ....  
What do you think ...?  
What if we ...?

Why don't we ...?  
I think we should ....  
Maybe we could ....

**2** Write an email to Freddy. Based on your discussion above, tell him your ideas and ask him for advice on how to make your band successful. Here is some help.

- In pairs, read the beginning of the letter and Freddy's reply.
- Work out the questions that may be asked. For example:  
*Is it best to play one kind of music or different kinds to start with?*  
...

Dear Freddy,

My name is Li Hua. I'm beginning a band with my friends. However, we have never been in a band before. Could you please give us some advice? I would like to know ....

- Work out a reason for each question.
- Prepare to write the first draft. Use the questions you have worked out, and then finish the letter politely by thanking Freddy for his help.
- Swap the writing with your partner and improve each other's work.
- Write the second draft.

**Freddy's reply:**

Dear Li Hua,

I'm honoured that you would ask me for advice. As you know, our band was formed in a very unusual way. However, we have learned a lot about being a band since then.

First, you will need to agree on what kind of music you want to write and play. You had better play one kind of music if you want to become famous. Next you will need to come up with a name for your band – something that is different.

Then, make a special time for practising and stick to it. You will also want to give several performances for friends and family to get their ideas on your musical ability.

**Above all,** just have fun!

Yours sincerely,

Freddy

**SUMMING UP**

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

From this unit you have also learned

● useful verbs: \_\_\_\_\_

● useful nouns: \_\_\_\_\_

● useful adjectives and adverbs: \_\_\_\_\_

● useful expressions: \_\_\_\_\_

● a new grammar item: \_\_\_\_\_

**LEARNING TIP**

Music is more than just sound. It is a way of thinking. When you listen to music, sing or play an instrument, you are also becoming better thinkers. You can learn English from songs too. While singing a song, you are learning English grammar and vocabulary. Try to use them in your everyday English conversations when it is suitable.

**\* READING FOR FUN**

~~~~~

Stick to it and stay with what is true in your heart. Music is fun, and is for your spirit! Try many different styles of music, and always remember that music will never be a waste of your time.

— Robin Spielberg

I have never thought of writing for reputation and honour. What I have in my heart must come out; that is the reason why I compose.

— Ludwig Van Beethoven

Without music, life is a journey through a desert.

— Pat Conroy

Most of us go to our grave with our music still inside us.

— Unknown

# Workbook

## Unit 1

# Cultural relics

### LISTENING



- 1 Before you listen to the tape discuss with your partner the advantages and disadvantages of building a dam. Tell the class your ideas.
- 2 Now listen to Part A and find out what happened when a dam was built in Egypt. Number the key words as you hear them.

Aswan High Dam  
covered by water

River Nile  
floods

Abu Simbel  
engineers

electricity  
UNESCO

- 3 Listen to Part B and number the key words as you hear them.

move the temple  
stone by stone  
worth  
in 1966

1,900 workers  
more than \$70,000,000  
rebuild  
four years



- 4 Listen to Part A and Part B again and then answer the questions in pairs.

- 1 Why did Abu Simbel need to be moved and rebuilt?
- 2 How did the engineers solve the problem? Was it successful? How do you know?

### TALKING

The cost of moving Abu Simbel was more than seventy million US dollars. That is a great deal of money. In pairs discuss whether you both agree with the following question, and give your reasons.

*Do you think it was worth spending so much money to move a cultural relic such as Abu Simbel?*

#### Reasons to agree

I think so because

- it belongs to everybody.
- it helps us to understand Egyptian history.

...

#### Reasons to disagree

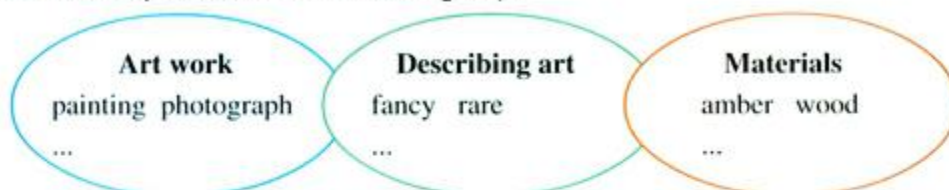
I don't think so because

- it belongs to the past.
- it is more important to build a dam to provide electricity.

...

## USING WORDS AND EXPRESSIONS

- 1 Classifying words is a good way to learn English vocabulary. Study the three groups of words. Think up more words for each group.



- 2 Look at the photos of the cultural relics and complete the following sentences using the words in the right box.



1



2



3



4

- I bought my friend a nice \_\_\_\_\_ box for her birthday. In return, she gave me a blue and white Chinese \_\_\_\_\_ for mine.
- The State Apartments of Windsor Castle are very beautiful. They are \_\_\_\_\_ the cost of entry alone. A few years ago there was a serious fire which destroyed many rooms and \_\_\_\_\_. It cost a lot to restore (恢复) the building to its \_\_\_\_\_ glory, but the paintings were lost for ever.
- One day I went out for a walk to the port (港口). Suddenly I heard a loud noise as if a bomb had \_\_\_\_\_. I looked around and saw \_\_\_\_\_ running here and there while their ship was slowly \_\_\_\_\_ under them. The \_\_\_\_\_ boats put to sea and quickly rescued them all.
- At the \_\_\_\_\_ the witness had to give \_\_\_\_\_ against the person who had stolen some precious (珍贵的) jewels including a famous gold crown from the palace. He told them how he saw the maid come out of the \_\_\_\_\_ carrying a bag filled with the stolen treasure.

worth  
paintings  
sinking  
exploded  
trial  
wooden  
local  
vase  
former  
sailors  
entrance  
evidence

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

- 我拿不准这本书是谁的。(belong to)
- 布朗先生来到中国寻找更美好的未来。(in search of)
- 他为了做沙发而拆掉了两把旧椅子。(take apart)
- 约翰提到了几个法官的名字, 他对他们评价不高。(think highly of)
- 毫无疑问, 搜寻那些丢失的文物的工作还会继续下去。(no doubt; search for)
- 当时两个国家正在打仗, 大批军队被派往前线(战斗)。(at war; troops of)
- 她给了我食物和衣服, 没求任何回报。(in return)

## USING STRUCTURES

- 1** The large stone statues on Easter Island remain a mystery to us. Read the following sentences and correct the mistakes.

EXAMPLE: Easter Island is a place, where large stone statues stand facing the ocean.

*Easter Island is a place where large stone statues stand facing the ocean.*

- 1 No one knows for certain how the islanders transported the statues, most of whom lived far away from where the stones were.
- 2 It was impossible for men to carry the large stone statues, several of them were too heavy.
- 3 People doubt that they were dragged (牵引) over the land, that is too rough.
- 4 Some people think that the islanders used large strong wooden tools that there is not enough evidence to prove.
- 5 The wood for making the tools should come from big trees, that did not exist on the island.
- 6 A number of people think that God moved the statues, which no scientists agree to it.
- 7 According to the islanders, the finished statues were transported by those had magic powers.
- 8 The statues were built during the sixteenth and seventeenth centuries, when a mysterious society ruled the island then.
- 9 The Dutch visited the island in 1722 when the society that made the statues had disappeared.
- 10 The Dutch went to this island in search of supplies, where there were only four thousand people on it.



- 2** In pairs play this game: "Who am I thinking of?" Student A is thinking of one of his/her classmates. Student B has four chances to find out who the classmate is. Each question must include at least one attributive clause. Student A can only answer "Yes" or "No".

EXAMPLE:

B: *Is he/she a person who likes to play football?*

A: *Yes.*

B: *Is he/she sitting in a seat which is close to the window?*

A: *No.*

B: *Does he/she have a big blue bag in which he/she carries all his/her books and pens?*

A: *Yes.*

B: *Is it Li Xiaobo?*

A: *Yes. Well done!*

**LISTENING TASK**



**1** Before listening to the tape discuss these questions in pairs:

- 1 What do you know about the Forbidden City in Beijing?
- 2 When was it built? What was it used for?

**2** Listen to the dialogue and summarize the main idea in one sentence.

**3** Listen again to Part A and fill in the chart with details. Then do the same with Part B.



**Information about the Forbidden City**

**Part A**

Reason for its name

Number of rooms

Reasons for the number

- 1
- 2 It shows respect (尊敬) to the Emperor of Heaven who has 10,000 rooms in his palace

**Part B**

How old is it?

How many Emperors lived there?

What is it used for now?

\* **4** The World Heritage List includes all the most famous ancient buildings in the world such as the Pyramids, Stonehenge (巨石阵), Potala Palace (布达拉宫) and Ankor Wat (吴哥窟). Discuss what makes the Forbidden City (Palace Museum) and these buildings important enough to be placed on this list.



## READING TASK



## BIG FENG TO THE RESCUE

His friends and family call him “Big Feng” because he is very tall and played basketball as a young man. But he is also big in a different way – he fights hard to protect China’s past. His real name is Feng Jicai and he has written many novels about life in China. Several years ago, however, he put down his pen for a while and began to protect the cultural relics in Tianjin, where he lives. Once someone asked him why he no longer wrote. He replied that at the moment he felt protecting cultural relics was more important.

Feng loves his hometown. He believes that old things must be given a place next to new things, or people will soon forget their great past. He does not make speeches to get others to help him in his projects. Instead he goes out and does what he can himself. If others follow him, so much the better. One of his biggest projects was to protect the oldest street in Tianjin. Along that street some shops had done business for seven hundred years. Although the city government rebuilt this street, they did save its oldest building. Another project was more successful: he persuaded the city government to buy some land in the centre of the city so it could not be sold for businesses. This area is very important for the history of Tianjin. It was here that the city was first built during the Song Dynasty. Later many treasures were found here.



To Feng, digging down into the earth is like reading page after page of a book. Each dynasty found in the earth is like an interesting story. Not long ago he and other writers and artists took photos of the old parts of Tianjin. The photos were put into a book which was very popular. The money from the book helps his projects. Once, an old man asked Feng to sign the book for him, saying he would give it to his grandson who was not yet born. Feng was glad to do it – he knows that the past is not only for us to enjoy but also for the children of the future.

- 1 Read the text quickly and decide which summary describes it best. Then explain why the others are wrong.
  - A It tells us about Big Feng and his interests.
  - B It tells us that Big Feng put his career on hold to save the old buildings of his hometown.
  - C It tells us that Big Feng has saved all the old buildings in Tianjin.
- 2 Read the text again carefully and discuss the following questions in groups.
  - 1 What does Big Feng think about cultural relics?
  - 2 What does he do to protect the cultural relics of his hometown?
  - 3 What are his two successful projects?
  - 4 Why does he think it is more important to do this than to write novels?
  - 5 It is very time-consuming (耗时的) and expensive for Feng Jicai to take care of cultural relics. Try to think of two other ways to help him with his projects.



## SPEAKING TASK

Think of your hometown and discuss the following questions with your partner.

- 1 Is there any cultural relic worth protecting in your hometown? What is it? Write it down and give a reason.
- 2 What do you think you can do to protect it?
- 3 Here are some suggestions. Discuss them in pairs and add your own idea.

|                                                  |                                                   |                                                   |                                    |
|--------------------------------------------------|---------------------------------------------------|---------------------------------------------------|------------------------------------|
| Write a letter to the newspaper                  | Put up posters on protecting threatened buildings | Give a talk about the value of the cultural relic | Make things to sell to raise money |
| Give a speech to the city leaders and the public | Collect a list of people who agree with you       | Ask Big Feng to come and speak at your school     | YOUR IDEA                          |

## WRITING TASK

Now you want to inform people that this cultural relic is already in danger, so write a letter to your schoolmates to encourage them to join you and protect it. You can use the following outline as a guide.

(date)

Dear Classmates,

Do you know our local \_\_\_\_\_? It is built of clay bricks which ...

It needs to be ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Thank you very much.

(your name)

*the problem*

- describe it and use one example of an attributive clause

*why we should help*

- protect heritage/culture
- value local historical sites
- develop national pride

*what we can do*

- write letters
- prevent further damage
- encourage repairs

*date of the suggested meeting*

## ★PROJECT

Look at the first picture. Do you know what building it is? It is very famous but do you think it will become a cultural relic in the future?

- Discuss in a small group what makes a cultural relic. Make a list of your ideas.
- Look at the first picture again. Discuss whether your rules apply to this building.
- Give your reasons why it may or may not become a cultural relic.
- Do some research on other famous buildings, such as the Sydney Opera House or the Eiffel Tower, etc.
- Choose one of them that you think may become a cultural relic in the future and make a poster showing the building, your rules and your reasons.
- Have a class discussion to see if you all agree.



### CHECKING YOURSELF

- 1 What new information about cultural relics have you learned from this unit?  
\_\_\_\_\_
- 2 Can you tell the difference between cultural relics and ordinary things?  
\_\_\_\_\_
- 3 What do you think is the most interesting part in this unit?  
\_\_\_\_\_
- 4 What new language have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?  
\_\_\_\_\_
- 5 If you happen to have some cultural relics in your house and someone offers you a big sum of money, will you keep them, sell them or give them to the government? Why?  
\_\_\_\_\_

# Unit 2 The Olympic Games

## LISTENING



- 1 Before listening to the story look at the pictures below. Write underneath each picture what is happening. In what ways can messages be sent to people far away?



Can you think of more ways to communicate with others without using technology?

- 2 Now listen to the tape and write down in one sentence how the hero of the story sent his message miles away.
- 3 Listen again and answer these questions:
- 1 What was Phidippides' job as well as running?
  - 2 Why did the Greek army go to Marathon?
  - 3 Did Phidippides do what he was asked? How do you know?
- 4 In your opinion, why did the Marathon become an event in the modern Olympic Games? What is so special about Phidippides?

## TALKING

- 1 The Marathon is only one of the running events in the Olympic Games. Are you familiar with other events in the Olympic Games? List as many as you can with your partner.
- 2 In pairs, discuss where the following events come from. Make a guess if you are not sure.
- taekwondo, judo, beach volleyball, soccer, ice-hockey, baseball, wrestling, ...
- 3 Some people suggest that the Chinese martial arts (武术) should be included in the Olympic Games. Do you agree? Give your reasons.

## USING WORDS AND EXPRESSIONS

- 1 Read through the Olympic events and fill in the form below. Use a dictionary to help you with the words you don't know.

|            |                |            |            |            |              |
|------------|----------------|------------|------------|------------|--------------|
| badminton  | football       | judo       | skiing     | discus     | basketball   |
| gymnastics | long jump      | swimming   | shot-put   | relay race | table tennis |
| javelin    | diving         | high jump  | running    | tennis     | walking race |
| fencing    | horse riding   | sailing    | volleyball | ice hockey | ice skating  |
| shooting   | weight-lifting | pole vault | hurdling   | soccer     | wrestling    |

| Sporting events in the Winter Olympic Games | Sporting events played between teams | Sporting events done best by Chinese athletes |
|---------------------------------------------|--------------------------------------|-----------------------------------------------|
|                                             |                                      |                                               |

- 2 Choose the words below that are synonyms of the words in italics. Change the sentences where necessary.

as well    as well as    one after another    foolish    hopeless

- She promised to buy her mother tickets to see the gymnastics at the 2008 Beijing Olympics *and also* provide her with accommodation and transport.
- Gradually* the volunteers joined up to help the visitors at the Olympic Games.
- A: "We plan to take our children to the theatre this weekend."  
B: "Great!"  
A: "We are looking forward to seeing you at the magical show *too*."  
B: "You certainly will!"
- Winning the race against Atlanta seemed *impossible* to Hippomenes until he got help from the goddess, Athene.
- Did Atlanta feel *silly* when she lost her race against Hippomenes?

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

- 只有在希腊出生的人才能成为古代奥运会的参赛者。(ancient; Greece; admit; competitor)
- 运动员们一个接一个地离开了奥运村。(one after another)
- 他和儿子讨价还价后答应他,如果孩子努力学习,他就会带他去看2008年的北京奥运会。(bargain; promise)
- 有许多运动员虽然没有为自己赢得奥运奖牌的荣誉,却以运动家的精神帮助别人实现了这个梦想。(athlete; glory; medal; sportsmanship)
- 志愿者将帮助人们找到前往体操馆和体育场的正确的路。(volunteer; gymnasium; stadium)

## USING STRUCTURES

- 1** This passage is an announcement put out by the Olympic Committee about the next Olympic Games. Complete it with the given verbs in their proper forms.

replace    admit    provide    advertise    organize    ask

During the next Summer Olympics more athletes than ever \_\_\_\_\_ as competitors. This may cause problems for the host city. To avoid any problems the host city \_\_\_\_\_ about who will be in charge of organizing the Games. All the events \_\_\_\_\_ ahead of time so visitors can buy the tickets for the events they want to see earlier. The old rules and regulations (規則) for the athletes \_\_\_\_\_ with new ones. Many trips and visits \_\_\_\_\_ for all those competitors who wish to take part. We know that the athletes deserve to have all the care and attention we can offer them. We know they will \_\_\_\_\_ us with wonderful examples of skill and sportsmanship as well as friendship and cross-cultural understanding.

- 2** You are a volunteer in the Olympic Village. Someone has written the following notice for the guests in the village. You are asked to check if it is properly written. Please note that two of the sentences are correct. There is only one mistake in each of the rest.

- 1 Meals will be served three times a day. Please check the exact time in the dining hall.
- 2 Rooms will be cleared in the late morning.
- 3 All competitors will be taking to their sports events at the correct time.
- 4 Visitors will not allowed to stay in the building after 9 pm.
- 5 Smoking will not been permitted (允许) at all in any of the stadiums.
- 6 Doctors will be waited 24 hours a day.
- 7 Competitors deserve a good night's sleep so lights will have been turned off at 10 pm each night.
- 8 Competitors to be punished for cheating.
- 9 All competitors will be expected to behave politely to each other.

- \* 3** Work in groups and create some proverbs of your own.

- Look at this list of opposites on the right. Add some of your own.
- Use them to make two halves of a proverb.
- Use the future passive voice to make your proverb.
- Use the example and hints below to help you make your own proverbs.

EXAMPLE: *When it comes to glory, much will be demanded by the foolish man; much will be offered to the wise one.*

- 1 When it comes to friendship, much will be given to the \_\_\_\_\_ man; little to the \_\_\_\_\_ one.
- 2 When it comes to money, much will be collected for those who ....
- 3 When it comes to business, ...
- 4 When it comes to love, ...

### Opposites

rude / polite  
kind / unkind  
foolish / wise  
hardworking / lazy  
increase / decrease  
save / spend  
...

**LISTENING TASK**



- 1 One of the features of the modern Olympic Games is the torch which is taken from Greece to the country where the Games are to be held. Do you know the journey of the Olympic torch? Where does it begin its journey? Where does the journey end?
- 2 Before listening, try to put these sentences in order. Then listen to the tape and make any corrections to your list. The first one is done for you.
  - \_\_\_\_\_ I start the Olympic Games when the fire in the stadium is lit.
  - \_\_\_\_\_ I am happy when new countries get Olympic medals.
  - \_\_\_\_\_ I travel through many countries carried by many runners.
  - 1 \_\_\_\_\_ The sun lights me.
  - \_\_\_\_\_ I will burn till the end of the Olympic Games.
  - \_\_\_\_\_ The last country I visit is the one with the host city for the Olympics.
  - \_\_\_\_\_ I am proud to be a bridge between the ancient and modern Olympic Games.
  - \_\_\_\_\_ The greatest honour is for the last athlete to carry me into the stadium.
- 3 Listen to the tape again and take notes. Then discuss the questions with your partner.
  - 1 Why does the torch begin its journey in Greece?
  - 2 Why are there Special Olympic Games?



**READING TASK**



Read the stories on the next page and fill in the chart below.

| Bjornar Hakensmoen |  |
|--------------------|--|
| What happened      |  |
| What he did        |  |
| What he said       |  |
| What Sarah said    |  |

| Eric Williams   |  |
|-----------------|--|
| His situation   |  |
| What he does    |  |
| What people say |  |

| Kip Keino           |  |
|---------------------|--|
| His situation       |  |
| What he did         |  |
| What it showed      |  |
| What people thought |  |

## THREE INSPIRING STORIES ABOUT THE OLYMPIC GAMES

### 1 The kind Norwegian

There is a cross-country skiing race which is part of the Winter Olympics. In 2006 a Canadian skier, Sara Renner, was taking part in the cross-country final when her left pole broke. This was a serious problem as she needed the pole to help her travel quickly through the deep snow. Immediately Bjornar Hakensmoen, the coach of the Norwegian team, gave her another pole. So Renner was able to get a silver medal. Hakensmoen said that he had only behaved as any good sportsman should, but Sara said that Hakensmoen had shown everybody the true meaning of sport.



### 2 The Special Olympic athlete

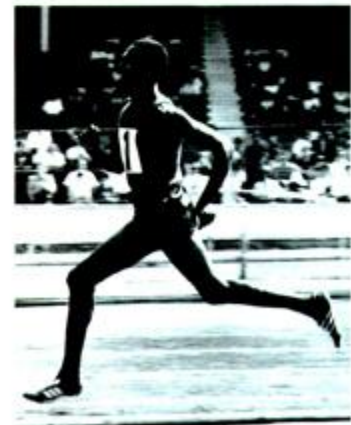
For athlete Eric Williams gold medals are nice, but good sportsmanship is more important. Eric has a low mental ability but this does not stop him from taking a part in the Olympics. In 2005 Eric



competed in running races and the long jump. He said, "I've been competing in the Special Olympics ever since I was at high school. It's really a good experience. You get to meet different athletes and volunteers and make all kinds of friends." John Corbett, an organizer of the Special Olympics said, "He always does his best and has a wonderful time in the process. He truly appreciates (感激) all the people around him who are trying to help, and he makes that appreciation known." Let's hope Eric wins more medals in the next Special Olympics!

### 3 The stubborn African

In 1968 a Kenyan athlete Kip Keino competed in the 1,500 metres running race. At that time he was very ill and in great pain. Although he had reached the standard for the final of the race he decided at first not to take part. However, just before the race was going to start he changed his mind. He ran from his room and arrived at the race track a few minutes before the race was about to begin. Surprisingly, he won the race, finishing well ahead of everyone else and showing what true courage and perseverance (毅力) can achieve. It was no wonder that Kip Keino became the only Kenyan sportsman ever to appear on the cover of the world famous sports magazine *Sports Illustrated*.



## SPEAKING TASK

- 1 Now discuss in pairs which story you like best and give your reasons. Then talk about what you have learned from the story.
- 2 Now prepare an interview based on what you discussed above. You will be one of the three sportspersons and the other will be the reporter. You can follow the steps below:
  - brainstorm questions for the reporter to ask the sportsperson
  - write them down in the chart below
  - think about how your sportsperson would answer and make notes
  - choose three of the best questions for the interview
  - practise your interview and prepare to act it for the class

| Possible Questions | Possible Answers |
|--------------------|------------------|
|                    |                  |
|                    |                  |
|                    |                  |
|                    |                  |

## WRITING TASK

- 1 Write a report about the interview for a newspaper. The organization below will help you.

**Famous runner thanks kind competitor**

In the Berlin Olympics in 1936 Luz Long, a long jumper from Germany, was competing against the American Jesse Owens.

Jesse Owens was having difficulty. He thought to himself, "I've already been disqualified by jumping from the wrong place. If I do it again, I will be removed from the competition."

Just then Luz Long came by. He told Jesse to relax and to stand further back before beginning his run. Jesse followed his advice.

Later after the competition Jesse smiled and said, "I've won the gold medal, but I think Luz Long is the greatest sportsman I've ever met." Everyone else thought so too!

← *Heading of newspaper report*

← *Situation:  
people + problem*

← *First happening*

← *Second happening*

← *The result*

- *Opinion of Jesse Owens*
- *Opinion of the public*



- 2 Use linking words to set out the order of the interview such as: *first, then, just then, after that, so, later, finally, etc.*
- 3 Finish by explaining what other people's opinions might be.

## **\*PROJECT**

Find out more about the Olympic Games. In groups do some research either in books or on the Internet.

- Find out more about the history of the Ancient and Modern Olympic Games.
- Discover facts about some particular Olympic Games.
- Look for more stories of sportsmanship and heroism.

Produce a booklet with all your information. Display it in your classroom. Make an exhibition in your school with posters and booklets to tell other classes about the Olympic Games and what it means for world peace and competition.

### **CHECKING YOURSELF**

- 1 What can you tell us about the Olympic Games?  
\_\_\_\_\_
- 2 What role do you think sports play in your life?  
\_\_\_\_\_
- 3 Please try to name as many sporting events as you can.  
\_\_\_\_\_
- 4 What new language have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?  
\_\_\_\_\_
- 5 What functional items have you learned? Can you use them in speaking?  
\_\_\_\_\_
- 6 What problems have you got? Which do you need to improve?  
\_\_\_\_\_

# Unit 3 Computers

## LISTENING



- 1 Before you listen to the tape, look at the following pictures and guess the content. Tell your partner one sentence about what you think you will hear.
- 2 Listen to the tape. Identify the three robots in the pictures below and number them.



- 3 Look at the following chart before you listen to the tape again. At the end of each part of the tape, complete the chart below.

|            | Robot 1 | Robot 2 | Robot 3 |
|------------|---------|---------|---------|
| Height     |         |         |         |
| Appearance |         |         |         |
| Ability    |         |         |         |
| Price      |         |         |         |

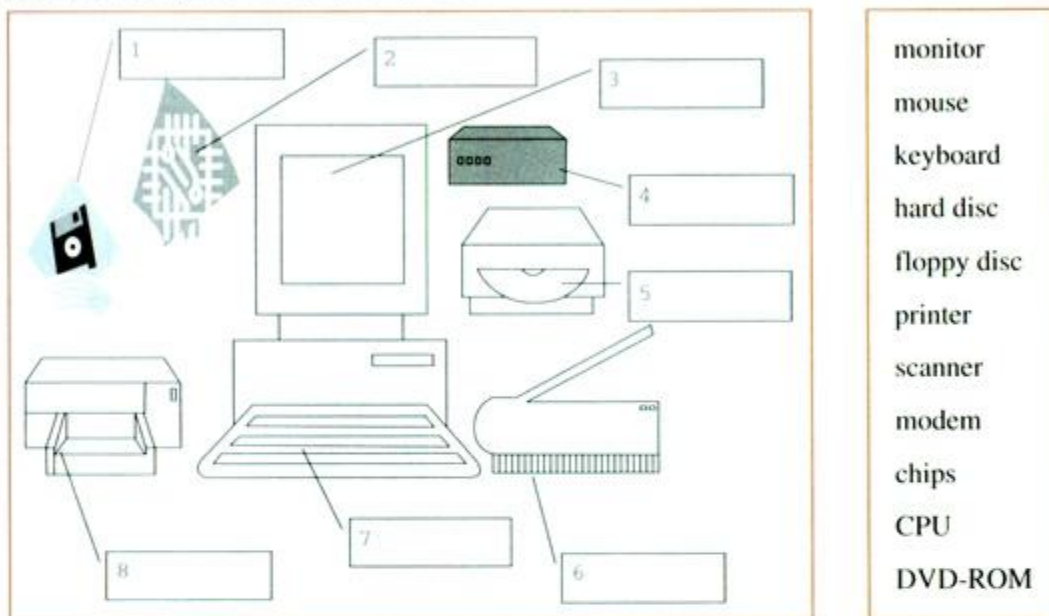
## TALKING

Your family is thinking of buying a robot. You can afford one of these three robots that are mentioned in the listening text. In groups of three discuss which one is the best for you. Remember to discuss the advantages and disadvantages of each one. Then make your choice and give reasons. Remember to use the functional items on page 22 in your discussion.

Our group has chosen \_\_\_\_\_ because \_\_\_\_\_

## USING WORDS AND EXPRESSIONS

- 1 Read through the words in the right-hand box below. Use some of them to name each part of a computer in the left-hand box.



monitor  
mouse  
keyboard  
hard disc  
floppy disc  
printer  
scanner  
modem  
chips  
CPU  
DVD-ROM

- 2 Read the passage below and choose the words from the box to complete it. Change the form of the words as necessary.

appearance electronic type arise virus logical personal download possibility

I am a high school teacher of computer science. \_\_\_\_\_, I am interested in \_\_\_\_\_ machines. I teach the students about the different \_\_\_\_\_ of computer and their functions. Of course they learn how to \_\_\_\_\_ information from the internet. I also train them to think \_\_\_\_\_ about the information to choose. A problem that does sometimes \_\_\_\_\_ is the \_\_\_\_\_ of a computer getting a \_\_\_\_\_. I help my students become aware of how to avoid the \_\_\_\_\_ of a virus. I love this job, because I am happy to see that my students' ability to use the computer improves with my help.

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

- 1 本热爱足球。他最大的快乐就是自己进球那一刻。(happiness; goal)
- 2 有了电脑的帮助,你会发现处理和分享信息是不难的。(with the help of; deal with)
- 3 杰克上学期考试不及格,从那时起他的父母就不再让他玩电脑游戏了。(from then on)
- 4 我不愿意每周末都照看我那淘气的侄女,但是我母亲坚持我得这么做。(watch over; insist)
- 5 当我年轻的时候,我并不乐意帮我妈妈做饭,但是这却在某种程度上帮助了我,现在我能做可口的饭菜啦。(in a way)
- 6 一个能培养世界级运动员的教练将大受欢迎。(coach; universally popular)
- 7 发射火箭进入太空的信号出了差错,结果火箭爆炸掉入了大海。(signal; rocket; as a result)

## USING STRUCTURES

- 1** Complete the following passage with the verbs in brackets, using the present perfect passive voice.

### Notice to parents

Dear parents,

We hope you will welcome this news.

Almost 100 computers \_\_\_\_\_ (give) to us by a local computer company since the end of last year. A decision \_\_\_\_\_ (make) that we will begin a computer teaching experiment in our school. So every teacher \_\_\_\_\_ (provide) with a laptop since the beginning of this term.


Since then, most of our courses \_\_\_\_\_ (teach) using computers. A lot of information \_\_\_\_\_ (take) from the Internet to help us with our teaching. Besides, a new computer room \_\_\_\_\_ (set up) in our school. We started this experiment together with the City Information Technology Centre, which \_\_\_\_\_ (complete) recently.

We hope you will help us with this exciting new development in our school.

No 7 Middle School

12/08/20\_\_

- 2** Look at this series of announcements from the local government. They need to be rewritten using the present perfect passive voice.

EXAMPLE: The government has decided to give everyone free computer training during the holidays.  *It has been decided to give everyone free computer training during the holidays (by the government).*

- 1 The teachers have printed the dates of each course (课程) in the newspaper.
  - 2 The government has given more information on its website.
  - 3 The government has chosen the computer science department of the university to organize the training course.
  - 4 The university has suggested that they teach the course with the new computer science textbook.
  - 5 The computer department has promised that we will be able to use a laptop every day.
- 3** The present perfect passive voice is often used in formal situations such as articles or speeches. The headmaster is making a speech. Help him complete his speech using the present perfect passive voice.

| Name          | Prize for                         |
|---------------|-----------------------------------|
| Wang Xiaoding | hard work in his science project  |
| Wu Lei        | top scores all year               |
| Li Li         | excellent class monitor           |
| Zhang Hong    | best behaved student in the class |

The prizes this year have been awarded (奖励) to four students for their outstanding work. It has been decided that the prize for hard work in science will be presented to Wang Xiaoding. Wu Lei has been given the prize for getting the highest scores in the tests all year. Her hard work deserves this prize. Li Li has been ...

**LISTENING TASK**



- 1 You are going to hear two androids talking about their jobs and life. One of them works as a maid. The other works in a car factory. Before you listen, discuss with your partner and guess what they think about their jobs.
- 2 Listen carefully and fill in the form.

|                                     | Sally            | Brenda            |
|-------------------------------------|------------------|-------------------|
| What are their jobs?                | look after child | work in a factory |
| Who decides their future?           |                  |                   |
| How are they different from people? |                  |                   |
| How are they the same as people?    |                  |                   |

- \* 3 Discuss with your partner what rights you think androids should have and make a list.

- 1 *They should be able to choose the work they do* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**READING TASK**



- 1 Read the story on the next page, then complete the record of Hua Fei's performances.

| RECORD CARD                  | HUA FEI |
|------------------------------|---------|
| Ability                      |         |
| Performance in 78th Olympics |         |
| Prize won                    |         |
| Performance in 79th Olympics |         |
| Reason for failure           |         |
| Treatment                    |         |

### THE SPORTING ROBOT

My name is Hua Fei and I am a sporting robot of the 23rd century. I am an expert at high flying exercises. I jump from spaceships and as I fall I turn, dive, circle and dance until I softly land as close as I can to the finishing line. Robot competitions in the 23rd century are truly a popular sport. Fans from all over China watch their handheld TVs when a competition comes on. Last time I took part in the 78th Olympics on a flying island above Brussels in the sky. I won the silver medal for my performance.



This year I had the honour to be chosen again. I wanted to meet robots from other countries and explore ideas about our sport. However, my programmer fell ill the week before we were going to leave. It was very painful for her and I felt very frightened. I no longer felt so confident that I would win.

The day of the competition was rather cold for my legs and my special oil began to freeze. I paused before I jumped from the starting place on a little spaceship but then I began my performance. At the correct moment I tried to open my parachute but there was a problem. It only opened a little. Instead of flying softly to earth I began to fall faster and faster so that I could not turn, dive, circle or dance. My heart stopped beating as I landed heavily on a mountain covered with snow.

This is why I am writing to you from my hospital bed with two broken legs and a fragile head. I did not win anything at the Olympics after all. I need the factory to build me two new legs and an even bigger head. Then I will be able to compete once more. Let's hope for greater success in the next Olympics!

- 2** Practise reading aloud the second paragraph, paying attention to liaison and incomplete explosion.

### SPEAKING TASK

You have been lucky enough to be allowed to interview Hua Fei in hospital for your school newspaper. Work out some questions in pairs for your interview.

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

Role-play in pairs. One of you will interview Hua Fei. The other will imagine he/she is Hua Fei. Then change roles.

Take notes of your partner's answers to the questions.

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

## WRITING TASK

Now prepare your writing for the newspaper. Look at the structure of the sample passage and follow the structure in your writing. Remember to include the information from your questions in your article.

The diagram illustrates the structure of a newspaper article. On the left, a sample article is shown with three paragraphs. On the right, a yellow box contains labels for each part of the article, with arrows pointing to the corresponding text in the sample. The labels are: Title (pointing to the first line), Subtitle (pointing to the second line), Question 1 (pointing to the first paragraph), Question 2 (pointing to the second paragraph), and Question 3 (pointing to the third paragraph).

*Famous sports hero survives*

*Hua Fei, the flying robot,  
nearly stayed in space*

Yesterday I visited the Olympic medalist, Hua Fei, who nearly died when he fell from 30,000 feet. He was lying in his hospital bed with two broken legs and a cut on his head.

He was beginning his flying for the 79th Olympic flying gymnastics competition when his parachute failed to open. He fell turning over and over till he hit the side of a mountain.

Everybody was afraid that he would be too broken to be repaired. Later when he came to himself, he said, "I've been saved from a serious injury. I hope I'll be able to compete for China again after I am recovered."

**Title**

**Subtitle**

- Subject of the article

**Question 1**

- How ill is Hua Fei?

**Question 2**

- How did he get injured?
  - What happened?
  - What went wrong?

**Question 3**

- What does he hope to do?

- After writing your first draft, swap it with your partner.
- Correct your partner's spelling, punctuation and grammar.
- Swap back and then rewrite your article as well as you can.

## PROJECT

Computer chips are in many things, such as cars, phones, handheld games, digital CD players and digital cameras. In the future many more things will have computer chips to help them work better and quicker. In small groups let your imagination run wild and discuss how computer chips in many different kinds of machines will change the way we do things. Look at the following example to get you started.

- A: I think there will be a computer chip put into a bike.
- B: What would that do to the bike?
- C: It could keep the bike from running into, say, other bikes.
- A: Yes. Perhaps when a bike gets too close to something it rings the bell to warn the rider to be careful.
- B: Or, the chip could actually operate the bike itself so that the rider doesn't have to worry.
- C: Or, maybe the computer chip could program which streets the bike should take and then the bike goes there by itself.



...

### CHECKING YOURSELF

- 1 Which story in this unit do you like best?  
\_\_\_\_\_
- 2 What have you learned about robots and computers from this unit?  
\_\_\_\_\_
- 3 Would you like to help develop computers?  
\_\_\_\_\_
- 4 What new language have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?  
\_\_\_\_\_
- 5 How have you used the new language outside class with your friends?  
\_\_\_\_\_
- 6 What problems do you have in this unit? Can you solve them? Who can help you?  
\_\_\_\_\_
- 7 What else would you like to say after learning this unit?  
\_\_\_\_\_



# Unit 4 Wildlife protection

## LISTENING




Aunty Gladys is a writer for the teenager magazine *Animals*. She usually answers letters from the readers who worry about the wildlife around them.

- 1 Before listening have a look at the pictures on this page and get ready to find the information you need while listening.
- 2 Listen to the three letters without stopping. Then listen to each one in turn and fill in the chart.

| Letter | Name  | Problem |
|--------|-------|---------|
| 1      |       |         |
| 2      | Bengi |         |
| 3      |       |         |

## TALKING

In pairs discuss what advice you might give to one of these worried letter writers. You can write notes of your ideas in the boxes below.


 Ideas to help \_\_\_\_\_  
 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_



## USING WORDS AND EXPRESSIONS

- 1 Look at the words below. Each has two meanings listed, but only one is used in the reading passage on page 26. Read it again and choose the meaning that has been used.

| Word       | Meanings                                                                              | Used |
|------------|---------------------------------------------------------------------------------------|------|
| distant    | 1 far away in space or time<br>2 unfriendly                                           |      |
| relief     | 1 comfort<br>2 to reduce pain or unhappy feelings                                     |      |
| affect     | 1 to do something to make a change<br>2 to make believe you have a particular feeling |      |
| appreciate | 1 to thank someone<br>2 to understand how serious something is                        |      |
| powerful   | 1 important<br>2 having a strong effect (影响) on ...                                   |      |
| certain    | 1 confident and sure without any doubt<br>2 some, enough or to a degree               |      |

- 2 Complete the passage with the words and phrases below. Change their forms as necessary.

*in peace    endanger    die out    mosquito    fur    secure*

I am very concerned about wildlife protection. I would never buy a real \_\_\_\_\_ coat because I know that animals have been killed to make it. In the same way I am careful about the sweaters I buy. I never wear one made with wool taken from beneath the stomach of a Tibetan antelope. They are an \_\_\_\_\_ species and I would feel very sorry if they were to \_\_\_\_\_. However, it is different with some insects such as \_\_\_\_\_. There are enough of them to make their place in the world \_\_\_\_\_. As they spread illnesses, there is a good reason for killing them. But for those harmless insects, I will be happy to leave them \_\_\_\_\_.

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

- 当苏珊看到猴子们在猎物保护区互相追逐(搞得)尘土飞扬时,忍不住大笑起来。它们的样子太滑稽了。(burst into laughter; in the dust of; game reserve)
- 我爷爷如此盼望着麋鹿归来,以至于在南海子麋鹿苑看到它们时,他抑制不住内心的激动哭了起来。(long for; contain one's excitement; burst into tears)
- 野生动植物保护基金会定期视察大熊猫保护区,因此,那里的大熊猫得到了很好的保护。他们确保任何大熊猫捕猎者都会受到惩罚,毫不留情。(inspect; so that; mercy)
- 失去了那么多藏羚羊之后,猎物保护区的工作人员开始采用新的方法去抓捕偷猎者。(loss; game keepers; employ)
- 当熊猫宝宝开始自己啃咬竹子时,这些科学家知道他们的实验会成功的。(succeed; bite)
- 漏油事件危害到了许多海鸟的生存,这促使了许多以保护鸟类为目标的社会团体的形成。(incidents with oil spills; societies come into being)
- 许多人到像深圳那样的新经济开发区去找工作,希望能提高他们的收入。(economic zone; income)

## USING STRUCTURES

- 1** Change the following sentences according to the example, paying attention to the meaning of the passive voice.

EXAMPLE: The wildlife here is under protection.

*The wildlife here is being protected.*

- 1 I'm afraid that the road to Wolong Nature Reserve is under repair.  
\_\_\_\_\_
  - 2 How much money we should spend on endangered tigers is under discussion.  
\_\_\_\_\_
  - 3 The side effects of the new drug are under research.  
\_\_\_\_\_
  - 4 The request to buy a video for each classroom is under consideration.  
\_\_\_\_\_
  - 5 The project to make a new home for pandas is under development.  
\_\_\_\_\_
- 2** Look at this information about WWF and its work of wildlife protection in China. Read it and complete the sentences using the present progressive passive voice.

### The work of the World Wildlife Fund in China

Pandas are the mascot of WWF and \_\_\_\_\_ (protect) both by WWF and the Chinese government. However, they are not the only animals in danger. Other endangered species \_\_\_\_\_ (discover) in China by WWF on a regular basis. One example is the porpoise (江豚) in the Yangtze River. They \_\_\_\_\_ (now study) as their numbers decrease. Another is the tiger in Northeast China, which is being carefully observed (观察) because it is almost extinct.

Over the years WWF has won many prizes for its work, but now it will be given the task of presenting prizes of its own. Prizes will be given to the organizations that protect wildlife well. People in the world \_\_\_\_\_ (encourage) to give more importance to wildlife.

- 3** Hu Xiao has just come back from a visit to Tibet and he worries a lot about the environment there. He's now preparing an oral report to his class. Fill in the blanks with the correct sentences or clauses. Then discuss possible solutions (解决方法) in small groups.

Hello everyone! I've just come back from a wonderful trip to Tibet. It's so beautiful that \_\_\_\_\_ . The scenery is so impressive and the air is so bright and clean. \_\_\_\_\_ .

However, \_\_\_\_\_ . Cans, \_\_\_\_\_ as they pass through Tibet. I worry about the effect this will have on the local wildlife. \_\_\_\_\_ ? We should all think about this.

- A Visitors are being told to pay attention to protecting the environment
- B this beautiful countryside is being spoiled by careless visitors
- C paper and plastic bags are being thrown away by many tour groups
- D How can we make the visitors more aware (意识到) of what is being done to the environment
- E I seemed to be taken into a fairyland (仙境)

**READING TASK**

- 1 Look at the title and picture and predict the content of the reading. Then read it quickly to see if you were correct.
- 2 Scan the passage for the information needed to fill in the chart.

**Information for research into the Milu deer**

|                                      |
|--------------------------------------|
| Appearance of the Milu deer          |
| Features of the Milu deer            |
| Reasons for disappearance            |
| The life of the Milu deer in Britain |
| How they returned                    |
| Present situation                    |
| Value of the cooperation             |

**THE RETURN OF THE MILU DEER**

My name is Lin Hui. I like to tell stories about people who work together. What is even better is when countries help each other and build a good friendship. An excellent example of this happened when Britain and China worked together to bring the Milu deer back to China.



The Milu deer, a species with large horns (角), used to be common in China long ago. Like other deer they lived together and ate grass and the soft parts of trees such as small branches. Milu deer were often hunted for food or sport in the past. The Ming and Qing dynasties did not protect them and many were killed. That is how the Milu deer disappeared from China.

Luckily before all of them were killed, some were taken to Britain to improve the environment of the beautiful park which belonged to the Duke of Bedford. He liked them so much that he took them all the way from China to Britain. The Milu deer liked the cool, wet weather in England and their number increased year by year. As a result, when in 1985 the government of China wanted to reintroduce the Milu deer, the Duke of Bedford was happy to help. The first deer came back to China to the Nanhaizi Milu Park 20 kilometres south of Beijing and the centre in Dafeng, Jiangsu Province.

The deer certainly seem happy to be back in China because their numbers have grown rapidly. There are now so many of them that a new park has been opened for them in Hubei Province. At the moment the Milu deer live in centres where they are being well protected and cared for. It is hoped that one day there will be enough animals to let them live in the wild again. So Britain helped China by bringing back an animal that had disappeared from its homeland. This is a good example of friendship and understanding between these two countries.

## LISTENING TASK



Hu Xiao is interviewing Alice Jones, a volunteer for the International Bird Rescue Research Center (IBRRC), about her work.

- 1 Look at the pictures and predict what the listening will be about. Then listen once all the way through and see if you were right.
- 2 Listen to Part A again and then write down what is the most difficult part of the work according to Alice.



- 3 Go over the following passage guessing the meaning of the unknown words. Listen to Part A once more and fill in the blanks. Write one word for each blank.

Feathers (羽毛) are like \_\_\_\_\_ to keep out \_\_\_\_\_. Oil that \_\_\_\_\_ on the water makes their feathers \_\_\_\_\_ and makes the birds' skin (皮肤) \_\_\_\_\_. When birds try to remove the oil with their beaks (嘴), they \_\_\_\_\_ and \_\_\_\_\_.



- 4 Listen to Part B again and write down the two steps the IBRRC usually takes to help those birds.

Step 1: \_\_\_\_\_

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

## SPEAKING TASK

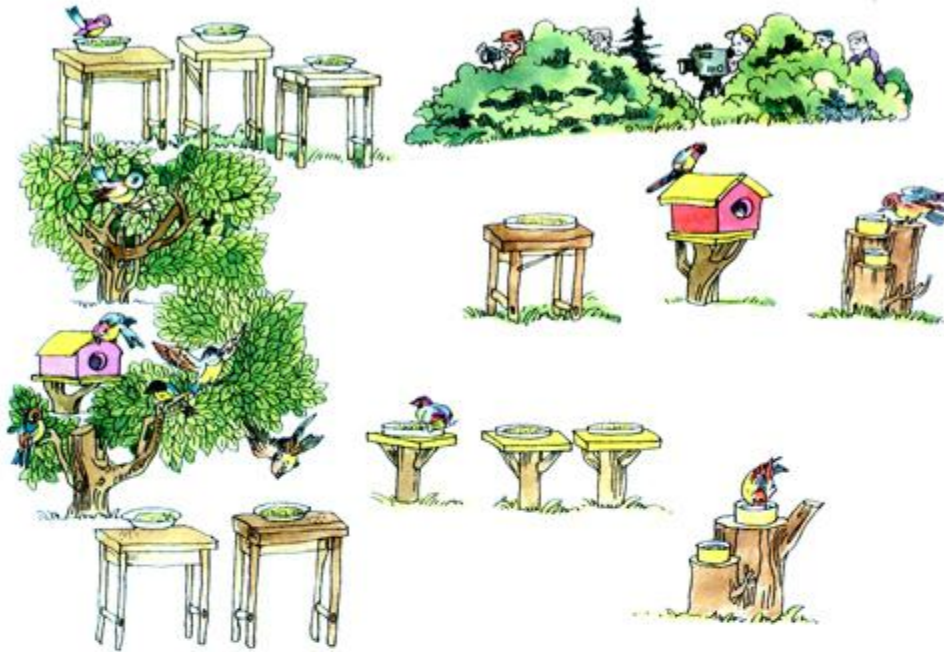
Millions of birds suffer for many reasons. Some die after oil spills. It is said that 85% of the oil polluting the water comes from the cleaning of engines by small personal boat owners. Others are hunted and killed every day. So it is necessary to make people more aware of the importance of protecting birds. In pairs, discuss the following questions:

- 1 What else threatens birds besides oil spills?
- 2 How can we help protect the birds?
- 3 How can we help people understand the importance of protecting the environment so that birds can live in peace?

## WRITING TASK

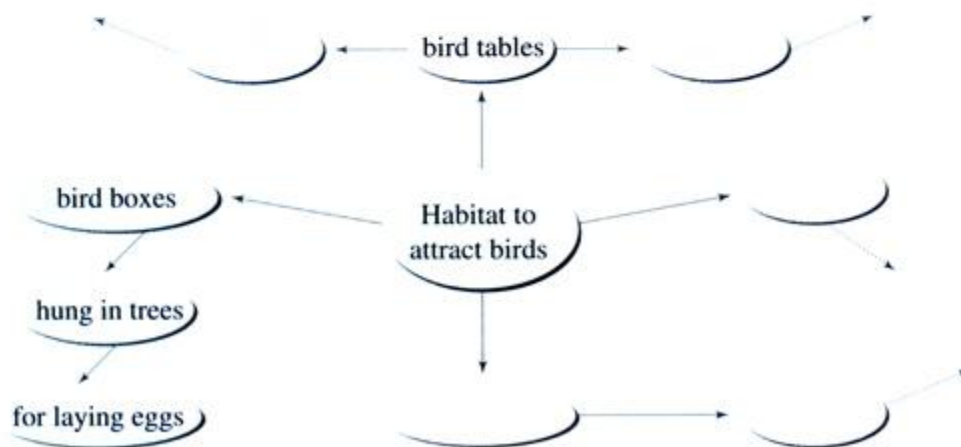
Suppose you would like to attract more birds to come to your area. Study the pictures on the next page carefully. Then write a short passage of about 120 words on how to design a place for watching birds. The plan that follows may help you.

An example of a bird watching area:



A suggested writing plan

- Decide on an area that can be turned into a bird watching place.
- Brainstorm some ideas for attracting birds to the area.
- Think about what birds need. Make a plan to improve this place.
- Draw a mind map like the one below and show what you need to do to attract birds.



- Remember to give reasons when you describe each part of your area:
  - The bird tables should be made of ... because ....
  - The feeding tray should be put on ... so that ....
  - The nesting boxes should be hung ... so the birds ....
  - The observer can use bushes as hides so that ....
  - The water container should be put ... because ....
- Write a draft.
- Swap it with your partner. Correct each other's mistakes.
- Rewrite it as well as you can.

## **\*PROJECT**

### **Choice 1**

In groups find out as much as you can about the wildlife in your local area. Then do some research to see if there are any wildlife protection projects taking place in your area. If there are, find out as much as you can about them and make a poster with information to display in your school. If not, research whether there are any birds or animals that need protection in your area. Make a poster to draw everyone's attention to their situation. Put your poster in a school exhibition about local wildlife and its protection.

### **Choice 2**

Collect some stories about how birds are protected or rescued, and hold a meeting where you can present your stories.

## **CHECKING YOURSELF**

- 1 What have you learned about wildlife protection from this unit?  
\_\_\_\_\_
- 2 What can we do to help protect wildlife?  
\_\_\_\_\_
- 3 Please try to name as many animals and plants as you can.  
\_\_\_\_\_
- 4 What do you usually say if you want to tell others what you intend to do?  
\_\_\_\_\_
- 5 How did you find the writing task?  
\_\_\_\_\_
- 6 Which task did you find most difficult and which the easiest?  
\_\_\_\_\_

# Unit 5 Music

## LISTENING



- 1 Before you listen to the tape, discuss these questions in groups of four.
  - 1 Do you often listen to music while studying at home?
  - 2 If you do, what kind of music do you usually listen to? What kind of effect does the music have on you?
- 2 Listen to the tape again and write down what the "Mozart effect" means to you.
- 3 Read these statements and then listen to the whole passage. Decide whether they are true or false. Check your answers with your partner and give reasons for your choices.

|                                                                       | True                     | False                    |
|-----------------------------------------------------------------------|--------------------------|--------------------------|
| 1 Listening to classical music improves your memory.                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The "Mozart effect" means listening to Mozart's music.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 To improve your long term memory you need to study maths.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Scientists think the "Mozart effect" works with all kinds of music. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Listening to music makes you more intelligent.                      | <input type="checkbox"/> | <input type="checkbox"/> |

## TALKING

In groups of four discuss these questions and make notes of your ideas.

- 1 Do you believe in the "Mozart effect"? Why or why not?
- 2 Have you ever experienced it? Give an example.
- 3 Do you think it also works with other kinds of music such as pop music? Give reasons.

Use these expressions to help you with your discussion.

Music makes me feel happy/comfortable/confident about ....

I prefer/hate classical music because it makes me feel calm/relaxed/sleepy/bored ....

Pop music makes me feel happy/cheerful/lively/tired/energetic (精力充沛的) ....

If I'm worried/frightened/concerned about ... I prefer to listen to ....

I (don't) enjoy/appreciate/understand that kind of music/song because ....

I find that if I listen to classical/pop music I feel ....

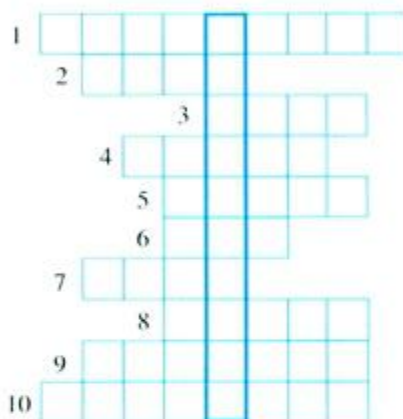
I attach great importance to ....



## USING WORDS AND EXPRESSIONS

**1** Complete these sentences with new words from the unit. Then write the missing words into the puzzle and find the hidden word.

- Marian was shy and \_\_\_\_\_ and did not want to give a performance.
- John worked hard as an actor so that he could \_\_\_\_\_ money for his family.
- You may be able to \_\_\_\_\_ out all that mess but I am not relying on it.
- Jackie Chan is an \_\_\_\_\_ whose fame has spread as far as Hollywood.
- Two days is a very \_\_\_\_\_ visit if you are not familiar with our town or the countryside.
- In England it is fun to go to the local \_\_\_\_\_ for lunch on Sunday and for a walk afterwards.
- Freddy's \_\_\_\_\_ changed when he grew from a tadpole into a frog.
- Watson liked to pretend he was a spy when he wore a hat, a \_\_\_\_\_ and sunglasses.
- George enjoys playing jokes on me but I find them \_\_\_\_\_.
- Kate broadcast her new CD on the radio; in \_\_\_\_\_, she gave performances on TV.



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

painful      familiar with      beard      invitation      play a joke  
afterwards      confident      perform      performance      dip

One day Freddy the frog was given an \_\_\_\_\_ to hear another famous frog, Jeremy Green, \_\_\_\_\_ his songs. Freddy felt very excited as he was Jeremy's friend and was \_\_\_\_\_ his performances. He decided to pretend to be a devoted fan and \_\_\_\_\_ on him. He put on a \_\_\_\_\_, a hat and sunglasses. He felt quite \_\_\_\_\_ that Jeremy would not recognize him. After the \_\_\_\_\_ Freddy went to the bank of the lake and waited for Jeremy. As the singer was near, Freddy waved, \_\_\_\_\_ his legs in the water, slipped on a lily leaf and disappeared. Jeremy looked horrified (惊慌失措的) and then throwing off his clothes he jumped into the water at once. They both reappeared with Jeremy holding Freddy in his arms. \_\_\_\_\_ when they were back on dry land Freddy apologized. "It was not a good joke," he said. "Thank you Jeremy. I hit a rock in the water and it was so \_\_\_\_\_. I might not still be alive if it were not for you!"

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

- 这就是我梦想中的家！我们什么时候可以搬进来？(dream of)
- 你可以跟我说实话，因为我很了解这个情况。(be honest with; be familiar with)
- 他很喜欢拿别人来开玩笑，但是对别人开他的玩笑却非常敏感。(play jokes on; sensitive)
- 在我被那个演员的幽默玩笑逗乐的短暂一刻，我忘记了腿上的疼痛。(brief; pain; actor)
- 他成功的原因很多。后来，我们一致同意，首先是歌迷的喜爱和执著使得他的事业成功。(afterwards; devotion; fan; above all)
- 大约从明年开始，我就不得不依靠儿子来养家糊口了。(or so; rely on)

## USING STRUCTURES

**1** There is a grammatical error in each of the following sentences. Please read them carefully and correct the mistake.

- 1 Simon helped Peter repair his guitar, for that he was very grateful.
- 2 I like songs to which the feeling of love is expressed.
- 3 I enjoyed my holiday on which I went to a concert of pop music.
- 4 I like my music teacher for which I have great respect.
- 5 I have many friends of which some are musicians.
- 6 Peter went to a concert at whom his favourite band played and sang.

**2** There are often ways of simplifying English sentences that use *prep + which/whom* by replacing them with *when/how/where/why*. Read these sentences and try to simplify them changing them where necessary.

EXAMPLE: *I don't understand **the way in which** you solved this problem.*

→ *I don't understand **how** you solved this problem.*

- 1 This is the month during which we like to go to outdoor concerts.
- 2 She gave a musical concert in the hall in which we interviewed a famous violinist last week.
- 3 Lillian lives in a town in which there are many cultural events.
- 4 A concert hall is a place to which you go to buy tickets for a show.
- 5 Finding a job as a singer was the reason for which I moved.
- 6 Summer is the time at which it is best to practise outside with your band.
- 7 His studio was the place in which we recorded our greatest hits.
- 8 I relied on my car until it broke down at the place at which three roads meet.
- 9 I am familiar with your songs and the way in which you compose (作曲) them.
- 10 It is a time at which the sun begins to sink and the moon to rise.

**3** Now in pairs think of someone who has helped you in the past and make up a short speech in his/her honour. Remember to thank him/her for doing something for you. Use at least three examples of *prep + whom/which* in your speech. Look at the example below.

EXAMPLE:

I would like to thank Mr Zhang, \_\_\_\_\_ I would never have learned to play football well. He taught me to dribble (运球) the ball, \_\_\_\_\_ I will always be grateful. It is a basic skill in football. The ways \_\_\_\_\_ he encouraged me have gradually built my confidence. He is a man \_\_\_\_\_ I have the highest respect.

**LISTENING TASK**

**1** Before you listen, make a list of any classical composers that you know of. Share your list with your partner.

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

mathematical      pattern      jazz      folk      composers  
 choral      moving      beauty

**3** Listen to the tape again and fill in the chart below.

| Information on <i>Bach</i>          |  |
|-------------------------------------|--|
| Who did he write for?               |  |
| Where did he play it?               |  |
| What are the features of his music? |  |
| What type of music did he write?    |  |
| Why is he remembered today?         |  |

**4** Listen to the music again and discuss with your partner how it makes you feel. Compare it with how you feel when you listen to pop or rock music. Share your ideas with another pair.

**READING TASK**

The name "Cat's in the cradle" comes from a game that Western young children play. The chorus in the song comes from parts of poems for young children.

**1** Listen to the tape and underline the words that rhyme at the end of each line. Then practise reading it aloud paying special attention to the rhythm.

**2** This song is a ballad and tells a story. Read it and write down the main idea of each part.

Part 1: \_\_\_\_\_

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

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

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

**3** Read it again, and then discuss in groups the following questions.

- In what ways has the son grown up like the father?
- Is your father similar to or different from the father in the song? In what ways? Give examples.
- When you grow up and have your own child, how will you treat him or her? Will you be like the boy in the song? Why or why not?

## CAT'S IN THE CRADLE by Harry Chapin and Sandy Chapin

### Part 1

My child arrived just the other day;  
He **came** to the world in the usual way,  
But there were planes to catch and bills to pay,  
He learned to walk while I was away.  
And **he was** talking before I knew it,  
And as he grew he'd say:  
"I'm going to be like you, dad,  
You know I'm going to be like you."



### Chorus

And the **cat's** in the cradle and the silver spoon,  
Little boy blue and the man in the moon.  
"When you coming home, dad?"  
"I don't know when,  
But we'll get together then,  
You know we'll have a good time then."



### Part 2

My son turned ten just the other day.  
He said, "Thanks for the ball, dad, come on, let's play.  
Can you teach me to throw?"  
I said, "Not today, I've got a lot to do."  
He said, "That's OK."  
And he walked away, but his smile never dimmed;  
He said I'm going to be like him, yeah.  
You know I'm going to be like him. (Chorus)



### Part 3

Well, he came from college just the other day,  
So much like a man, I just had to say,  
"Son, I'm proud of you, can you sit for a while?"  
He shook his head and said with a smile,  
"What I'd really like, Dad, is to borrow the car keys.  
See you later, can I have them please?" (Chorus)

### Part 4

I've long since retired, my son's moved away.  
I called him up just the other day.  
I said, "I'd like to see you if you don't mind."  
He said, "I'd love to, Dad, if I can find the time.  
You see, my new job's a worry and the kids have the flu,  
But it's sure nice talking to you, dad.  
It's sure been nice talking to you."  
And as I hung up the phone, it occurred to me,  
He'd grown up just like me.  
My boy was just like me.



## SPEAKING TASK

In pairs discuss which kinds of musician/singer/composer/conductor you prefer. Choose your favourite. Write down briefly what you know about him or her: why you chose him/her and which part of his/her music you prefer. Make notes in the chart below to help you remember what you are going to say.

**Notes**

Name: \_\_\_\_\_

Famous music of his/hers that I love:  
\_\_\_\_\_

What I like about him/her:  
\_\_\_\_\_

What I like about his/her music:  
\_\_\_\_\_

My general assessment: \_\_\_\_\_

### The following expressions may help you.

I really like ... I love ... because ...

I prefer ... because ...

I admire the words/music/rhythms because ...

natural / generous to fans / friendly / easy to approach / quiet / good voice / humorous

His/Her songs are ...

His/Her music is ...

It makes me feel happy/confident/cheerful ...

beautiful music/interesting words

He/She is outstanding/wonderful/attractive

He/She encourages people to go on ...

Practise your talk in pairs. Then give a report to the class.

## WRITING TASK

Use the information and ideas you have collected to write about the musician you have chosen.

- The information in the chart above will help you to organize your writing better. You could begin by writing down some information on your chosen musician and then describe your opinion of him/her.
- A good choice of vocabulary helps you develop your ideas better. You may find the adjectives and verbs below useful in your writing.

### Adjectives

amazing attractive brilliant funny  
wonderful lively exciting perfect  
relaxing interesting enjoyable sad  
excellent famous friendly humorous  
encouraging moving cheerful

### Verbs

like love (be) fond (of) admire  
appreciate support enjoy encourage  
explain respect celebrate describe  
believe learn (from) express include  
cheer communicate (with) attach

- When you have finished your first draft, swap it with your partner. Help each other by correcting punctuation, spelling and grammar. Swap your work back and explain your changes to each other. Then rewrite it.

## \*PROJECT



- 1 Look at these pictures and discuss what you know about them with your partner. Then choose one of them or any other musical instrument you are interested in and find out as much as possible about it. You can go to the Internet or library to do some research.
- 2 Find out its birthplace and development over time. Then research into these questions:
  - Which style of music can the instrument play most successfully?
  - Which feelings does it describe most clearly?
  - Is it part of an orchestra (交响乐团) or usually a solo (独奏) instrument?
  - Can it be used to play Western and Chinese music or is it only useful for playing folk music?
- 3 Find out some of the famous players of this instrument and what made them particularly good at it?
- 4 Display your findings so that the whole class can share them.

### CHECKING YOURSELF

- 1 Which part in this unit do you like better?  
\_\_\_\_\_
- 2 What new information have you learned about music from this unit?  
\_\_\_\_\_
- 3 Would you like to become famous? Why or why not?  
\_\_\_\_\_
- 4 What new language have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?  
\_\_\_\_\_
- 5 How have you used the new language outside class with your friends?  
\_\_\_\_\_
- 6 What problems do you have? Do you know how to solve them?  
\_\_\_\_\_
- 7 What would you like to do to improve your English?  
\_\_\_\_\_

## Notes to the texts

## 课文注释

## UNIT 1

## 1. Taj Mahal 泰姬陵。

泰姬陵是世界上最美丽，造价最昂贵的陵墓之一，也是印度伊斯兰建筑的杰出代表。泰姬陵还因其浪漫动人的爱情故事闻名于世。印度统治者沙·贾尔汗下令修建这座陵墓是为了纪念他最宠爱的妃子泰吉·玛哈尔，当时动用了两万多名工匠，耗时约22年。陵墓由白色大理石建成，底座位于红砂岩的平台上，平台的每个脚上都矗立着一座尖塔（祈祷塔），陵墓正中覆盖着一个直径21米多，高36米多的穹顶，非常宏伟。

## 2. ivory 象牙。

大象长而大的上颌门齿，质地坚硬、细腻。打磨光滑后，光泽美丽，常用于雕刻或镶嵌宝石制成艺术品，同黄金和宝石一样珍贵。象牙雕刻的历史非常久，可追溯到公元前好几千年。我国的象牙雕刻在商朝时期就已经作为一种艺术形式发展起来。本书图中的象牙镂雕龙舟为清代制品。不过现在，为了保护野生动物，象牙贸易已经受到严格限制。

## 3. Mogao Caves 莫高窟。

又名“千佛洞”，位于甘肃敦煌，是中国从晋到宋元时期陆续建造的一处庞大的佛教石窟艺术宝库，也是中国最重要的艺术文化宝库之一。1987年莫高窟被联合国教科文组织列为世界文化遗产。莫高窟的艺术特点主要表现在建筑、塑像和壁画三者的有机结合上，系统反映了北魏、隋、唐等多个朝代的艺术风格。壁画中最为著名的是身披飘带、凌空起舞的“飞天”和反弹琵琶、载歌载舞的仙女。莫高窟还是一座名副其实的文物宝库。在藏经洞中就曾出土了经卷、文书、织绣、画像等五万多件，艺术价值极高，可惜由于种种原因，这些藏品大多流失在国外。

## 4. Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such an amazing history. 普鲁士国王威廉一世绝不可能想到他送给俄罗斯人民的厚礼会有这样一段令人惊讶的历史。

Frederick William I 腓特烈·威廉一世，1688—1740年在位的普鲁士国王。

情态动词 + have done 表示对过去发生的事情的推测、批评、反悔等意。如：

When you spoke in front of 300 people, you must have felt very nervous. 你面对300人讲话时，一定会感到很紧张。

The box has been moved. Someone must have been here last night. 这盒子被移动了，昨晚一定有人来过。

I wonder why she hasn't written to us lately. We should have heard from her by now. 我很奇怪她最近为什么没来信，现在（我们）该有她的消息了。

You should have told me earlier. What shall we do now? 你本该早些告诉我，现在我们怎么办？

A: I could have lent him the money but he didn't tell me he needed it. 我本可以把钱借给他，但他

没有告诉我他需要钱。

B: It is a good thing you didn't lend it to him. You might never have got it back. 幸好你没有借给他, 要不, 你可能永远也要不回来了。

5. **It was designed for the palace of Frederick I.** 它是为腓特烈一世的宫殿而设计(制作)的。

Frederick I 腓特烈一世 (1657—1713), 普鲁士王国的第一位国王。

6. **However, the next king of Prussia, Frederick William I, to whom the amber room belonged, decided not to keep it. In 1716 he gave it to Peter the Great.** 然而, 下一位普鲁士国王, 腓特烈·威廉一世, 这个琥珀屋的主人却决定不要它了。在1716年, 他把琥珀屋送给了彼得大帝。

Prussia 普鲁士, 位于北欧, 1701年起成为王国, 1871年建立了统一的德意志帝国。

Frederick William I 腓特烈·威廉一世 (1688—1740), 腓特烈一世之子。他建立了欧洲最有效率的政府, 并使普鲁士成为军事强国。

Peter the Great 彼得一世 (1672—1725), 亦称彼得大帝。曾和其兄伊凡五世并立为沙皇。后伊凡病逝, 彼得成为唯一君主。1721年10月, 参议院封彼得为“皇帝”和“祖国之父”。从此, 俄国改称俄罗斯帝国。“彼得一世改革”是彼得一世的著名功绩。他的改革在一定程度上改变了俄国在政治、军事、经济和文化教育等方面的落后状态, 使俄国进入了欧洲强国之列。

7. **In return, the Czar sent him a troop of his best soldiers.** 作为回赠, 沙皇则送给他一队自己最好的士兵。

Czar 沙皇。这一称号来自伊凡四世 (1530—1584), 俄国第一个沙皇 (1547—1584), 号称“伊凡雷帝”。伊凡四世对俄国专制制度的确立和俄罗斯中央集权国家的巩固起了重大的作用。同时, 他也是一个残暴的专制君主以及迷信武力的扩张主义者。

8. **So the Amber Room became part of the Czar's winter palace in St Petersburg.** 这样, 琥珀屋就成了沙皇在圣彼得堡冬宫的一部分。

St Petersburg 圣彼得堡 (曾用名列宁格勒) 是俄罗斯重要水陆交通枢纽之一, 俄罗斯最大海港之一, 也是重要的国际航空港, 素有“俄罗斯科学文化城”之称。

9. **Later, Catherine II had the Amber Room moved to a palace outside St Petersburg where she spent her summers.** 后来, 叶卡捷琳娜二世派人把琥珀屋搬到圣彼得堡郊外她避暑的宫殿中。

Catherine II 叶卡捷琳娜二世 (1729—1796), 俄国历史上唯一被称为“大帝”的女沙皇。她出身于德国贵族, 原名索菲亚, 彼得大帝死后来到俄国, 并取名叶卡捷琳娜。1762年6月发动宫廷政变, 处死其夫俄国沙皇彼得三世后即位34年。对外奉行侵略政策, 扩大了俄罗斯帝国的疆域。

10. **This was a time when the two countries were at war.** 这是在两国交战的时期。

be at war 处于交战状态。如:

At that time, China and Japan were at war, so travelling was extremely difficult. 当时, 中日双方正在打仗, 因此交通(变得)极其困难。

The two countries have been at war for many years. People there are suffering a lot. 两国交战多年, 人民苦难深重。



问题: be at ... 表示“处于……状态”的意思。你知道还有哪些类似 be at war 的短语吗?

11. **There is no doubt that the boxes were then put on a train for Königsberg, which was at that time a German city on the Baltic Sea.** 毫无疑问, 这些箱子后来被装上火车运往哥尼斯堡, 当时德国在波罗的海边的一个城市。

Königsberg 哥尼斯堡, 濒临蓝色的波罗的海, 毗邻波兰, 1945年根据《波茨坦协定》划给苏联, 1946年改为现名加里宁格勒。它是波罗的海重要的军事基地。苏联解体之后, 它归属俄罗斯, 但是被已经独立的立陶宛和白俄罗斯隔开了。

12. **After that, what happened to the Amber Room remains a mystery.** 从那以后, 琥珀屋的去处便成



了一个谜。

remain 保持；继续；依然。其后常接名词或形容词。如：

During the terrifying storm, the captain remained calm. 在狂风暴雨中，船长平静如故。

He remained a prisoner for the rest of his life. 他的余生是在监狱中度过的。



问题 你能用其他方式来表达 “He remained a prisoner for the rest of his life.” 这个句子吗？

13. **I think highly of those who are searching for the Amber Room.** 我很欣赏那些为寻找琥珀屋而努力的人们。

think highly of 赞赏；高度评价。如：

His colleagues thought highly of him though he himself didn't think he had done anything special. 虽然他自己并没有觉得做了什么突出的事情，他的同事们却对他交口称赞。

high 也可以作副词用，但它的意思是“高；高高地”。如：

The sun rose high in the sky and it got hotter and hotter. 太阳高高地升了起来，天气变得越来越热了。

## UNIT 2

1. **The Olympic Games** 奥林匹克运动会。

奥运会是由国际奥林匹克委员会举办的多项目的世界性运动会，每4年举行1次。奥林匹克运动会起源于公元前776年，因举办地点在古希腊的奥林匹亚(Olympia)而得名。公元394年以后没有再举办奥运会。1888年，法国的顾拜旦提出了恢复奥林匹克运动会的建议。1896年，在希腊举行了第一届近代奥林匹克运动会。此后，每4年举行一次。运动会如因故不能举行，奥运会的届数仍照算，1924年开始举办的冬季奥林匹克运动会则按实际举办次数计算。根据国际奥委会章程规定，国际奥委会根据申请举办的城市的组织能力和财力，决定授予某申请城市举办下一届奥运会的权利。凡被国际奥委会承认的国家皆可派运动队参加奥运会比赛。

2. **Pausanias** 帕萨尼亚斯。罗马时代的希腊地理学家，旅行家，著有《希腊志》十卷，书中详细记述多个希腊城市的环境、名胜、传说，以及城中所藏的艺术品。

3. **Only athletes who have reached the agreed standard for their event will be admitted as competitors.** 只有达到他们各自项目统一标准的运动员才会被接受参加奥运会。

be admitted as 作为……被接受。如：

He was admitted as a member of the baseball team. 他被接受成为棒球队的一名队员。

4. **For each Olympics, a special village is built for them to live in, a main reception building, several stadiums for competitions, and a gymnasium as well.** 每届奥运会都有一个特殊的村庄(奥运村)供参赛的人住，一个主要的接待大楼，好几个供比赛用的体育场，还有一个室内体育馆。

as well 也；还；又。如：

We are going to Julie's birthday party tomorrow night. Are you going as well? 我们明晚去参加朱莉的生日聚会，你也去吗？

5. **So even the olive wreath has been replaced!** 就连橄榄枝花环也被取代了！

olive wreath 橄榄枝花环。古代希腊奥林匹克运动会的奖励偏重于荣誉，而非金钱。优胜者被戴上橄榄枝编成的花冠，在其故乡要举行庆祝游行和宴会，以欢迎健儿荣归。

6. **Her father said that she must marry, so Atlanta made a bargain with him.** 他的父亲说她必须结婚，于是亚特兰大就和她的父亲达成了一个协议。

bargain 这里作名词，意思是协议；交易。make a bargain (经过协商) 达成协议。bargain 作名词时，还有个常见的意思“便宜货”。如：

This amber necklace is a real bargain at such a low price. 这条琥珀项链价格这么低，真是个便

宜货。

bargain 也可作动词，意思是“讨价还价”。如：

We bargained with her about the price. 我们跟她讨价还价。

marry 结婚，既可以作及物动词，也可以作不及物动词。

marry somebody 和……结婚，不要说 marry with somebody，这是中国学生中常见的错误。

如：

My son married last month. He married Joan, a very nice girl. 我儿子上月结婚了，新娘是琼，一个非常好的女孩。

be/get married to somebody 和……结婚。这个短语在口语中比 marry 用得更多。如：

She was married to a young engineer in June. 她与一个年轻的工程师在六月结婚了。



问题：marry 和 be/get married to 的用法有何不同？你能用它们分别翻译“玛丽想与自己喜欢的人结婚。”这个句子吗？

### 7. He went to ask the Greek Goddess of Love for help. 他去向希腊爱情女神求助。

希腊神话产生于希腊的远古时代，主要由神的故事和英雄传说组成。神的故事包括天地的开辟、神的产生、神的宗谱、神的活动、人类的起源等。英雄传说中有神话了的历史事件，也有讲述远古社会生活和人与自然斗争的故事，传说里的英雄多是神和人所生的后代。除了神的故事和英雄传说外，希腊神话还包括不少解释某些自然现象的成因、某些习俗和名称的起源的故事。

### 8. Do you think Hippomenes deserved to win the race? 你认为希波墨涅斯应该（算）赢吗？

deserve 值得；应受。如：

She worked day and night and now she deserves a good rest. 她日夜工作，现在她应该得到很好的休息。

He deserved to lose in the competition because he cheated. 他活该输掉比赛，因为他作弊了。

### 9. Make sure that you all get equal turns in talking to the class. 要确保每个人都有同样的机会面对全班讲话。

### 10. In this way you will become more confident in speaking English. 这样你就会有信心了。

### 11. Hand in Hand 《手拉手》，1988年汉城奥运会主题歌。这首歌曲被誉为历届奥运会中传唱最广的主题曲，曾被前国际奥委会主席萨马兰奇称作“历史上最伟大的奥运歌曲之一”。

## UNIT 3

### 1. I began as a calculating machine in France in 1642. 1642年我在法国诞生时是一台计算机。

calculating machine 是法国科学家帕斯卡于1642年研制成功的一种计算机，其外形是一个不大的黄铜盒子，采用齿轮啮合结构，用手工操作，可进行加减运算。

### 2. I developed very slowly and it took nearly two hundred years before I was built as an analytical machine by Charles Babbage. 我发育缓慢，差不多到了两百年之后，查尔斯·巴比奇才把我制成了一台分析机。

analytical machine 分析机，指由程序控制的计算机，是巴比奇在1822年提出的。

Charles Babbage 查尔斯·巴比奇（1792—1871）是英国数学家。巴比奇是剑桥大学的数学教授，1812年巴比奇开始研究差分机，1822年制成一台可以运转的小型样机，它是一台专用的加法机，在计算过程中不用人干预便可自动进行计算。巴比奇提出的分析机设想由于当时技术和经费等原因未能研制成功。

### 3. After I was programmed by an operator who used cards with holes, I could “think” logically and produce an answer quicker than any person. 在操作员用穿孔卡为我设计程序之后，我能够进行逻辑

辑“思考”，并且能够比任何人更快地算出答案。

*cards with holes* 穿孔卡。一种由薄纸板制成，用孔洞位置或其组合表示信息，通过穿孔或轧口方式记录和存储信息的方形卡片。20世纪50至80年代曾被广泛用于电子计算机的数据输入和输出。

4. **At that time it was considered a technological revolution and the start of my “artificial intelligence”.** 那时这被当作是一次技术革命，也是我“人工智能”的开始。

*artificial intelligence* 人工智能，是研究怎样让计算机做一些通常认为需要智能才能做的事情，是计算机科学的一个分支。例如，用计算机进行产品设计、工程设计、自动化管理、翻译、解决数学问题、绘画、作曲、博弈和机器人控制等。

5. **In 1936 my real father, Alan Turing, wrote a book about how I could be made to work as a “universal machine” to solve any difficult mathematical problem.** 在1936年，我真正的父亲，艾伦·图灵写了一本书，讲述了怎样能使我成为一台“通用机器”来解决任何数学难题。

*Alan Turing* 艾伦·图灵（1912—1954）是英国数学家。图灵曾在剑桥大学学习，毕业后留校任教，后于1938年就读于美国普林斯顿大学，获博士学位。自1935年起，图灵开始研究数理逻辑，1937年他提出图灵机的概念。1950年，图灵发表了题为《计算机能思考吗？》的论文，设计了著名的图灵测验，通过问答来测试计算机是否具有与人相等的智力。为了纪念他对计算机科学的贡献，美国计算机协会设立了图灵奖，每年将奖金授予在计算机科学方面做出重大贡献的人。

6. **First it was stored in tubes, then on transistors and later on very small chips.** 最初是被存储到电子管，以后是晶体管上，后来是非常小的芯片上。

*transistors* 晶体三极管。由半导体材料制成的有源三端器件，是一种非常重要的固态电子器件。在通信、广播、电视、雷达、计算机以及各种电子仪器和电子玩具中用途广泛。

*chip* 这个单词有多个意思，这里是指用来存储信息的“芯片”，体积虽小，但存储的信息量却非常大。

*chip* 常用的意思还有（通常为复数）：油炸土豆条，薯条。如：

*a plate of chips* 一盘炸土豆条     *fish and chips* 炸鱼和炸土豆条

*chip* 还可以表示（木头、玻璃等的）缺口，缺损处；碎屑，碎片。如：

*a chip of wood* 木屑

7. **Over time my memory has developed so much that, like an elephant, I never forget anything I have been told!** 随着时间的推移，我的记忆能力发展得如此之快，就像一头大象一样，我从来不会忘记告诉我的任何事情！

*like an elephant* 像一头大象。这里的比喻来自英语谚语“An elephant never forgets.”大象永远不会遗忘。



**问题** 在英语中用动物作比喻的例子很多，你知道别的例子吗？

8. **I was able to share my knowledge with others through the World Wide Web.** 我能够通过万维网和其他人分享我的知识。

*World Wide Web* 万维网，又称全球信息网。1990年英国计算机科学家蒂姆·伯纳斯·李编写了万维网软件，次年万维网成为互联网的一部分。它由网站组成，包含多媒体信息的网页，能提供文本、声音、图画和动态图像。网站与网页存储于与互联网相连的计算机内。在此之前互联网仅包含文本信息，万维网的加入使互联网更容易使用，也更加普及。

9. **The 21st century will be the century of Information Technology.** 21世纪将会是一个信息技术的世纪。

*Information Technology (IT)*，意思是信息技术，是指对信息进行采集、加工、存储和传送的技术，它覆盖了微电子技术、数据处理技术与通信技术而成为一门综合技术。它以计算机应用作

为基础，具有对各种信息（声音、图形、文本和数字等）进行综合处理的能力。各种检索系统及人工智能系统等，都大量运用了信息技术。

10. **On the football team I'm a striker so I have to be able to run very fast.** 我在球队中是前锋，所以我需要跑得非常快。

striker 前锋。在11人的足球队中，一般分为前锋，中场，后卫和守门员，在英语中分别叫作 striker/forward, midfielder, defender, goalkeeper.

11. **In a way our programmer is like our coach.** 从某种程度上看，我们的程序员就像是我们的教练。  
in a way 在某种程度上；就某个意义来说。如：

In a way, you are right — her English has improved a lot. 从某种程度而言，你是对的，她的英语有了很大进步。

His teacher considers him clever and in a way he is right. 他的老师认为他很聪明，而从某些方面看，老师是对的。

12. **After all, with the help of my electronic brain which never forgets anything, using intelligence is what I'm all about!** 不管怎样，在我过目不忘的电子脑的帮助下，运用智能就是我的一切。

after all 尽管；到底；究竟；毕竟。如：

She is quite spoiled but what can you do? After all she is a child. 她是被宠坏了，但又能怎么样呢？她毕竟还是个孩子。

So you see, I was right after all. 所以你看，我还是对了吧。

## UNIT 4

1. **As a result these endangered animals may even die out.** 结果，这些濒危的动物甚至可能会消亡。

as a result 结果是；作为结果。如：

He had a road accident. As a result, he had to stay in hospital for a whole month. 他出了一次车祸，结果只得在医院里躺了整整一个月。

People argued continuously, and as a result, the discussion came to nothing. 人们争论不休，结果讨论一无所获。

endangered 是动词的过去分词做形容词。如：

When shall we send the corrected papers back to them? 我们什么时候把修改过的作业发还给他们？

The unexpected arrival of the letter made us jump with joy. 这封突然的来信使我们高兴地跳了起来。

动词的-ing形式和过去分词都可以做形容词。如：

We were surprised to learn that he was French. 获知他是法国人，我们都感到惊讶。

It's surprising how tall they are. 他们的身材高大得惊人。

Are you interested in football? 你对足球感兴趣吗？

It's a very interesting film. 这是一部很有趣的电影。



**问题：**类似surprise和interest的-ing形式与过去分词用作形容词的例子很多。你能再举一些例子吗？

2. **Why are they in danger of disappearing?** 为什么它们面临灭绝的危险？

in danger (of) 处境危险，有……的危险。如：

The little girl was in danger of being hit by the truck. 那个小女孩有被卡车撞到的危险。

介词和一些名词一起构成短语，表示处于某种状况或形势之中，除了in danger，还有in trouble, in ruins, in good condition/state, in high spirits, in silence等。



问题 本单元还有两个 *in + 名词* 的短语，你能找出来并用它们造句吗？

3. **Daisy had always longed to help endangered species of wildlife.** 戴茜一直都渴望帮助那些濒临天绝的野生动植物。

*long* 作动词时，后接不定式“to do”或以 *for* 引导的介词短语，意思是对……渴望，很想有……。如：

*I'm longing to see you again.* 我盼望再见到你。

*She longed to have a holiday to go home and see her family again.* 她渴望放假回家，再次见到她的家人。

*Children are always longing for holidays.* 孩子们总是渴望假期的。

4. **Our fur is being used to make sweaters for people like you.** 我们的毛被用来为像你一样的人们制作毛衣。  
*be used to do* 被用来做某事。如：

*This kind of scissors is used to cut wool.* 这种剪刀是用来剪羊毛的。

*Can this pan be used to fry potatoes?* 这个平锅能用来煎土豆吗？



问题 你能区分 *used to* 和 *be used to do* 这两个词组的用法和意思吗？请分别造句说明。

5. **The flying carpet travelled so fast that next minute they were in Zimbabwe.** 飞毯飞行得如此之快，以至于转眼他们就来到了津巴布韦。

**Zimbabwe** 津巴布韦是非洲东南部内陆国。邻莫桑比克、赞比亚、博茨瓦纳和南非，首都哈拉雷。津巴布韦旅游业颇盛。著名的石头城遗址和莫西奥图尼亚瀑布吸引着世界各地的游客。东部山地是本国居民游览度假胜地。还有万基等国家公园、野生动物保护区和控制狩猎区。

6. **In relief Daisy burst into laughter.** 戴茜如释重负，突然笑了起来。

*burst into ...* 突然（进入某种状态或发生某种情况）。如：

*David Copperfield burst into tears when he saw his aunt.* 看到姑妈之后，大卫·科波菲尔突然放声大哭。

7. **It shows the importance of wildlife protection, but I'd like to help as the WWF suggests.** 这体现了野生动植物保护的重要性，不过，我还是想按照世界野生生物基金会的建议来帮助你们。

**WWF** 世界野生生物基金会（是 *World Wildlife Fund* 的缩写）。世界上最大的从事自然和野生动物保护的 国际组织。成立于 1961 年。总部设在瑞士格朗德。在加拿大、法国、澳大利亚、比利时、美国、日本等 20 个国家设有分部。其宗旨在于促使人们认识破坏自然生态系统可能造成的严重后果，同时呼吁人们注意到世界上约有 1,000 种动物及 25,000 种植物濒临天绝，如不及时加以保护，其损失将不可弥补。

8. **One day she drove her car into the local game reserve ...** 一天她驾车来到附近的猎物繁殖保护区……

*game* 猎物，野味。*game reserve* 猎物繁殖保护区。

*game keeper* 猎物看守人。*game bird/fish* 准许捕猎的鸟（鱼）。

9. **The eggs of twenty-five species have been found in Xixia County, Nanyang, Henan Province.** 25 个种类的恐龙蛋是在河南省南阳西峡县发现的。

西峡县恐龙蛋化石古生物自然遗迹保护区位于丹水镇境内，距县城 25 公里。该保护区已发现的恐龙蛋化石有 7 科 9 属 25 种，分别占我国总数的 1/2 或世界总数的 1/3。因其在数量、类型、密集度和保存程度等方面都优于其他地方，故有较高的旅游和科研价值，被称为继秦始皇兵马俑之后的“世界第九大奇迹”。

10. **Please listen to a story of the dodo and how it disappeared from the earth.** 请听一个关于渡渡鸟的故事，看看它是如何从地球上消失的。

**dodo** 渡渡鸟。一种已经灭绝的鸟类，由于翅膀很小，不能飞翔，曾生活在毛里求斯（非洲

岛国)。1598年葡萄牙水手发现了这种鸟儿，它们的单纯和友善被水手们认为是呆傻，故给它们起名 *dodo*，意为“傻子”。由于人类的捕杀，约在1680年渡渡鸟灭绝了。

**11. This is the only home of the red Colobus monkey ...** 这里是红髯猴唯一的家园……

*red Colobus monkey* 红髯猴。世界珍奇动物，两肩呈白色，其余全身长满艳丽的红毛。原来生长在坦桑尼亚大陆和乌干达。

## UNIT 5

**1. Rock 'n' Roll** 摇滚乐，也可直接称为 *rock music*，是当今世界上大部分地区流行音乐的主要形式。

**Orchestra** 管弦乐队。由各种管弦乐器为主要组成的规模较大的乐队，通常指交响乐队。

**Rap** 说唱乐。以快节奏的说唱或念唱配合节奏感强的音乐来表现内容的一种流行音乐形式。这种音乐形式产生于20世纪70年代的美国，它强调的是节奏而不是旋律。

**Jazz** 爵士乐。起源于美国的一种音乐艺术形式。融合了美国黑人音乐、蓝调（布鲁斯）、传统的和声等多种音乐元素。

**Country music** 乡村音乐。乡村音乐多从美国的乡村文化和南方地区的生活中汲取灵感，大多都语言直白，叙事性较强，多数表达的是朴实生活中体会到的浪漫主义情感。

**Choral** 合唱音乐。

**2. the Monkees** 门基乐队。一支美国流行音乐的乐队，在20世纪60年代后期兴起，极为流行。

**3. To be honest, a lot of people attach great importance to becoming rich and famous.** 说实在的，很多人把名和利看得重要。

*attach ... to* 认为有（重要性、意义等）。如：

*They attached great significance to the premier's visit.* 他们认为这次总理的出访意义非凡。

*attach ... to* 附上；连接；附属。如：

*He attached a document to a letter.* 他把文件附在信中。

*That middle school is attached to a university.* 那所中学附属于一所大学。

*be attached to* 喜爱；喜欢。

*The little girl is very much attached to her brother.* 这个小女孩非常喜欢她的哥哥。

**4. Sometimes they may play to passers-by in the street or subway so that they can earn some extra money for themselves or to pay for their instruments.** 有时他们可能在街上或地铁里为过路者演奏，这样他们可以为自己或自己要买的乐器多挣一些钱。

*passer-by* 过路者，复数为 *passers-by*；类似的还有 *looker-on* 旁观者，复数为 *lookers-on*。

*so that* 引导的是一个目的状语从句。如：

*I cashed a cheque so that I would have enough money to go shopping.* 我兑换了一张支票，以便有足够的钱去购物。

*They wrote their names in the book so that the family would remember them.* 他们把名字写在了书里，为的是名留家史。

 **问题** *so that* 与 *so ... that* 的用法有何区别？请你造句说明。

**5. The musicians were to play jokes on each other as well as play music, most of which was based loosely on the Beatles.** 组成乐队的音乐人演奏音乐，还彼此打趣逗笑。这些玩笑和音乐大多都在模仿“甲壳虫”乐队。

*play jokes* 开玩笑。如：

*He likes to play jokes, so he is very popular with his classmates.* 他喜欢开玩笑，因此在同学中很有人缘。

*play jokes on* 跟……开玩笑。如：

He always plays jokes on me because we are close friends. 他总是拿我开玩笑, 因为我们是很好的朋友。

Don't play jokes on him. He is always serious and does not like them at all. 别跟他开玩笑, 他很严肃并且一点儿也不喜欢(那些玩笑)。

the Beatles 甲壳虫乐队。指由约翰·列侬(John Lennon)、林高·斯塔尔(Ringo Starr)、保罗·麦卡特尼(Paul McCartney)和乔治·哈里森(George Harrison)四人组成的摇滚乐队。甲壳虫乐队成员都来自英国利物浦, 乐队每个成员都能唱, 斯塔尔敲鼓, 麦卡特尼是贝司手, 列侬和哈里森通常用电吉他, 他们俩还创作了乐队的大部分歌曲。该乐队在20世纪60年代创造和演唱了许多脍炙人口的歌曲, 极受欢迎。乐队在1970年解散, 但创造了流行音乐和摇滚音乐演出的票房纪录。

6. **So during the broadcasts they just pretended to sing.** 所以在演出的时候他们只是假唱。

broadcast (broadcast, broadcast) (电视、收音机) 播放; 广播; 表演; 散布。

The concert will be broadcast live on television and radio. 电视和收音机将现场直播这场音乐会。

There was no need to broadcast the fact that he failed the exam. 没有必要散布他这次考试不及格的事。

7. **Then they produced their own records and started touring and playing their own music.** 然后他们录制自己的唱片, 并且开始巡回表演他们自己的音乐。

tour 巡回(比赛或演出)。如:

a seven-day tour of 为期一周的巡回演出(比赛)

The band is on tour in China. 这个乐队正在中国巡回演出。

8. **Robin Spielberg** 罗宾·斯皮尔伯格, 美国女钢琴家兼作曲家。

9. **Ludwig van Beethoven** 路德维希·冯·贝多芬(1770—1827)。

德国作曲家, 也是历史上最伟大的作曲家之一, 维也纳古典乐派及向浪漫主义乐派过渡时期的代表。贝多芬最著名的作品有《第三(英雄)交响曲》、《第五(命运)交响曲》、《第六(田园)交响曲》和《第九(合唱)交响曲》; 还有歌剧《菲德里奥》以及宗教音乐《庄严弥撒曲》。贝多芬始终以乐观主义和对道德价值的信仰为指导, 在他的音乐中往往能够体会到在黯淡的情绪和艰苦的斗争之后, 最终达到胜利的欢乐。“通过斗争, 达到胜利”这八个字可说是贝多芬的创作思想的概括。

10. **Pat Conroy** 帕特·康罗伊(1945—), 美国当代著名作家、剧作家。主要代表作有《海滩音乐》等。

# Grammar 语法

## 1 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 叫做关系代词。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                              | 指  | 例 句                                                                                                                                                                                                                                                                               |
|-----------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| that<br>在从句中作<br>主语或宾语            | 指物 | 1) A plane is a machine <b>that can fly</b> . (作主语)<br>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)<br>2) The girl ( <b>that</b> ) we saw yesterday was Jim's sister. (作宾语)                                                                                                                                        |
| which<br>在从句中作主语<br>或宾语           | 指物 | 1) They planted some trees <b>which didn't need much water</b> . (作主语)<br>2) The fish ( <b>which</b> ) we bought this morning were not fresh. (作宾语)                                                                                                                               |
| who, whom<br>在从句中<br>分别作主语或<br>宾语 | 指人 | 1) The foreigner <b>who visited our class yesterday</b> is from Canada. (作主语)<br>2) The boy <b>who broke the window</b> is called Tom. (作主语)<br>3) The person <b>to whom you just talked</b> is Mr Li. (作宾语)<br>4) Mrs Read is the person <b>whom you should write to</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：

Sarah got an email from the woman **whose house we visited** last week.

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><br>在从句中作<br>时间状语  | October 1st, 1949 is the day <b>when</b> (= <b>on which</b> ) <i>the People's Republic of China was founded</i> .<br>I'll never forget the time <b>when</b> (= <b>during which</b> ) <i>we worked on the farm</i> .<br>Do you remember the afternoon <b>when</b> (= <b>on which</b> ) <i>we first met three years ago</i> ?                                |
| <b>where</b><br>在从句中作<br>地点状语 | This is the place <b>where</b> (= <b>at/in which</b> ) <i>we first met</i> .<br>The hotel <b>where</b> (= <b>in which</b> ) <i>we stayed</i> wasn't very clean.<br>I recently went to the town <b>where</b> (= <b>in which</b> ) <i>I was born</i> .<br>I'd like to live in a house <b>where</b> (= <b>in which</b> ) <i>there is plenty of sunshine</i> . |
| <b>why</b><br>在从句中作<br>原因状语   | I didn't get a pay rise, but this wasn't the reason <b>why</b> (= <b>for which</b> ) <i>I left</i> .<br>The reason <b>why</b> (= <b>for which</b> ) <i>he was late</i> was that he missed his train.                                                                                                                                                       |

### 4 限制性定语从句和非限制性定语从句:

1) 限制性定语从句是先行词在意义上不可缺少的定语, 如果去掉, 主句的意思就不完整或失去意义。这种从句和主句的关系十分密切, 写时不用逗号分开。限制性定语从句中作宾语的关系代词常可省略。如:

What is the name of the tall man **who** just came in?

Beijing is a city (that) I've always wanted to visit.

He has found the book (that) he was looking for.

She married a man (that/whom/who) she met on a bus.

This was the time when the two countries were at war.

2) 非限制性定语从句和主句的关系不十分密切, 只是对先行词作些附加的说明, 如果去掉, 主句的意思仍然清楚。这种从句和主句之间往往用逗号分开, 一般不用 that 引导。非限制性定语从句中, 关系词不可省略。如:

Beijing, which is the capital of China, has a very long history.

Yesterday I met Li Ping, who seemed to be very busy.

St Petersburg, which is a very beautiful city, was once called Leningrad.

说明:

(1) 在限制性定语从句中, 在某些表示时间、地点的词后, 关系副词在口语中有时省略。如:

That was the year (when) I first went abroad.

We need a place (where) we can stay for a few days.

(2) 关系副词 why 引导的定语从句的先行词只有 reason 一词, why 可转换为 for which, 在口语中可用 that 或者省略。如:

The reason (why / for which / that) I bought the roses is that Mary likes them.

(3) how 不能用作关系副词, 不用来引导定语从句。修饰表示方式的 way 的定语从句用 in which 来引导, 也可用 that 或省略。如:

This is the way (how) I did it. < 误 >

This is the way (in which / that) I did it. < 正 >

(4) 现代语法中把定语从句称作“关系从句 (relative clause)”。

## II 被动语态

(The Passive Voice)

初中课本给大家介绍了被动语态的构成和用法, 一般现在时和一般过去时的被动语态的构成, 以及含有情态动词的被动语态, 这里我们继续介绍有关被动语态的知识。

### 1 一般将来时的被动语态的构成 (以动词 ask 为例)

| 肯定式             | 否定式                 | 疑问式             |
|-----------------|---------------------|-----------------|
| I will (shall)  | I will (shall) not  | Will (Shall) I  |
| You will        | You will not        | Will you        |
| He/She/It will  | He/She/It will not  | Will he/she/it  |
| We will (shall) | We will (shall) not | Will (Shall) we |
| You/They will   | You/They will not   | Will you/they   |
| } be asked .... |                     | } be asked ...? |

### 2 现在完成时的被动语态的构成 (以动词 ask 为例)

| 肯定式               | 否定式           | 疑问式               |
|-------------------|---------------|-------------------|
| I have            | I have        | Have I            |
| You have          | You have      | Have you          |
| He/She/It has     | He/She/It has | Has he/she/it     |
| We have           | We have       | Have we           |
| You have          | You have      | Have you          |
| They have         | They have     | Have they         |
| } been asked .... |               | } been asked ...? |

## 3 现在进行时的被动语态的构成 (以动词 ask 为例)

| 肯定式          | 否定式          | 疑问式          |
|--------------|--------------|--------------|
| I am         | I am         | Am I         |
| You are      | You are      | Are you      |
| He/She/It is | He/She/It is | Is he/she/it |
| We are       | We are       | Are we       |
| You are      | You are      | Are you      |
| They are     | They are     | Are they     |

being asked ....      not being asked ....      being asked ...?

## 4 短语动词的被动语态

一般来说,只有及物动词才有被动语态,因为只有及物动词才可能有动作的承受者。但有许多由不及物动词加介词或副词构成的短语动词,相当于及物动词,可以有宾语,因而也可以有被动语态。但应注意:短语动词是一个不可分割的整体,在变为被动语态时,不可丢掉构成短语动词的介词或副词。例如:

At last they *put out* the fire. → At last the fire *was put out*.

They *will put up* a notice on the wall. → A notice *will be put up* on the wall.

*Have you sent for* a doctor? → *Has the doctor been sent for*?

I have never *heard of* such a thing before. → Such a thing has never *been heard of* before.

We must *take good care of* the children here. → The children must *be taken good care of* here.

His classmates *laughed at* him for the foolish mistake. →

He *was laughed at* for the foolish mistake by his classmates.

说明:

1) 带有双宾语的句子在变为被动结构时,可以将一个变为主语,另一个(多为直接宾语)仍旧保留在谓语后面。

The teacher gave the student a new book. →

The student was given a new book (by the teacher).

A new book was given to the student (by the teacher).

2) 带有复合宾语的句子,变为被动结构时,宾语补足语相应变为主语补足语。要注意,主动语态中作宾语补足语的不带to的不定式,在被动语态时必须带to,如:

Everybody called her *Big Sister*. →

She was called *Big Sister* by everybody.

People last saw the lost girl *playing near the river*. →

The lost girl was last seen *playing near the river*.

The engineer made the robot *clean the windows of the high building*. →

The robot was made *to clean the windows of the high building*.

## Words and expressions in each unit

### 各单元生词和习惯用语

注：所有不带△符号的词汇均为课标词汇，其中黑体部分为单元重点词汇和短语；带△符号的词不要求掌握。

#### Unit 1

△ cultural /'kʌltʃərəl/ *adj.* 文化的  
 △ relic /reɪk/ *n.* 遗物；遗迹；纪念物  
 rare /reə/ *adj.* 稀罕的；稀有的；珍贵的  
 valuable /'væljuəbl/ *adj.* 贵重的；有价值的  
**survive** /sə'vaɪv/ *vi.* 幸免；幸存；生还  
 vase /vɑːz/ *n.* 花瓶；瓶  
 dynasty /'dɪnəsti; 'daɪ-/ *n.* 朝代；王朝  
 △ Taj Mahal /tɑːdʒ mə'hɑːl/ 泰姬陵  
 △ ivory /'aɪvəri/ *n.* 象牙  
 △ dragon /'dræɡən/ *n.* 龙  
 △ amber /'æmbə/ *n.* 琥珀；琥珀色  
**in search of** 寻找  
 △ Frederick William I /'fredrɪk 'wɪljəm də 'fɜːst/ 腓特烈·威廉一世（普鲁士国王）  
 △ Prussia /'prʌʃjə/ *n.* （史）普鲁士（位于北欧）  
 amaze /ə'meɪz/ *vt.* 使吃惊；惊讶  
 amazing /ə'meɪzɪŋ/ *adj.* 令人吃惊的  
**select** /sɪ'lekt/ *vt.* 挑选；选择  
 honey /'hʌni/ *n.* 蜜；蜂蜜  
**design** /dɪ'zaɪn/ *n.* 设计；图案；构思  
*vt.* 设计；计划；构思  
**fancy** /'fænsɪ/ *adj.* 奇特的；异样的  
*vt.* 想象；设想；爱好  
 style /stɑɪl/ *n.* 风格；风度；类型  
**decorate** /'dekəreɪt/ *v.* 装饰；装修  
 jewel /dʒuːəl/ *n.* 珠宝；宝石  
 artist /'ɑːtɪst/ *n.* 艺术家  
**belong** /bɪ'lɒŋ/ *vi.* 属于；为……的一员  
**belong to** 属于  
 △ Peter the Great 彼得大帝（俄国皇帝）  
**in return** 作为报答；回报  
 △ Czar /zɑː/ *n.* 沙皇

troop /truːp/ *n.* 群；组；军队  
 △ St Petersburg /sənt 'piːtəzburɜːg/ *n.* 圣彼得堡（俄罗斯城市）  
 reception /rɪ'sepʃn/ *n.* 接待；招待会；接收  
 △ Catherine II /kæθərɪn də 'sekənd/ 叶卡捷琳娜二世（俄国女皇）  
**at war** 处于交战状态  
**remove** /rɪ'muːv/ *vt.* 移动；搬开  
**less than** 少于  
 wooden /'wɒdn/ *adj.* 木制的  
**doubt** /daʊt/ *n.* 怀疑；疑惑  
*vt.* 怀疑；不信  
 △ Königsberg /kɔːnɪsbɜːg/ *n.* 哥尼斯堡（俄罗斯港市 Kaliningrad 的旧称）  
 △ the Baltic Sea /'bɔːltɪk 'siː/ 波罗的海  
 △ mystery /'mɪstri; US 'mɪstəri/ *n.* 神秘；神秘的事物  
 former /'fɔːmə/ *adj.* 以前的；从前的  
**worth** /wɜːθ/ *prep.* 值得的；相当于……的价值  
*n.* 价值；作用  
*adj.* [古] 值钱的  
 △ rebuild /ri:'bɪld/ *vt.* 重建  
 local /'ləʊkl/ *adj.* 本地的；当地的  
 apart /ə'pɑːt/ *adv.* 分离地；分别地  
**take apart** 拆开  
 △ Leningrad /lenɪŋgræd/ *n.* 列宁格勒（苏联城市）  
 painting /'peɪntɪŋ/ *n.* 绘画；画  
 castle /'kɑːsl/ *n.* 城堡  
 △ Windsor /'wɪnzə/ Castle 温莎城堡（英国著名城堡）  
 trial /traɪəl/ *n.* 审判；审讯；试验  
 △ eyewitness /'aɪ'wɪtnɪs/ *n.* 目击者；证人  
 evidence /'eɪdɪns/ *n.* 根据；证据

△ Jan Hasek /'dʒæn 'hæzək/ 简·哈兹克 (男名)

△ Czech Republic /tʃek rɪ'pʌblɪk/ 捷克共和国  
(东欧国家)

**explode** /ɪk'spləʊd/ *vi.* 爆炸

entrance /'entrəns/ *n.* 入口

△ Hans Braun /'hænz 'brɔ:n/ 汉斯·布朗 (男名)

sailor /'seɪlə/ *n.* 水手; 海员; 船员

**sink** /sɪŋk/ *vi.* (sank, sunk; sunk, sunken)

下沉; 沉下

△ Anna Petrov /'ænə 'petrɒv/ 安娜·帕特罗夫  
(女名)

maid /meɪd/ *n.* 少女; 女仆

△ Berlin /'bɜ:lm/ *n.* 柏林 (德国首都)

**think highly of** 看重; 器重

△ Johann Webber /'dʒəʊ'hæn 'veɪbə/

约翰·韦伯 (男名)

informal /ɪn'fɔ:məl/ *adj.* 非正式的

debate /dɪ'beɪt/ *n.* 争论; 辩论

*vi.* 争论; 辩论

## Unit 2

ancient /'eɪnfənt/ *adj.* 古代的; 古老的

**compete** /kəm'pi:t/ *vi.* 比赛; 竞争

competitor /kəm'petɪtə/ *n.* 竞争者

**take part in** 参加; 参与

medal /'medl/ *n.* 奖章; 勋章; 纪念章

**stand for** 代表; 象征; 表示

△ mascot /'mæskət; 'mæskɒt/ *n.* 吉祥物

△ Pausanias /pɔ:'seɪniəs/ 帕萨尼亚斯

(男名; 古希腊人名)

Greece /gri:s/ *n.* 希腊

Greek /gri:k/ *adj.* 希腊(人)的; 希腊语的

*n.* 希腊人; 希腊语

magical /'mædʒɪkl/ *adj.* 巫术的;

魔术的; 有魔力的

volunteer /'vɒləntɪ'ɪə/ *n.* 志愿者; 志愿兵

*adj.* 志愿的; 义务的

*vt. & vi.* 自愿

homeland /'həʊmlænd/ *n.* 祖国; 本国

regular /'regjələ/ *adj.* 规则的; 定期的; 常规的

basis /'beɪsɪs/ *n. (pl bases)* 基础; 根据

athlete /'æθli:t/ *n.* 运动员; 运动选手

**admit** /əd'mɪt/ *vt. & vi.* 容许; 承认; 接纳

slave /sleɪv/ *n.* 奴隶

nowadays /'naʊədeɪz/ *adv.* 现今; 现在

gymnastics /dʒɪm'næstɪks/ *n. (pl)* 体操; 体能训练

△ athletics /'æθ'letɪks/ *n. (pl)* 体育运动; 竞技

stadium /'steɪdɪəm/ *n.* (露天大型) 体育场

(*pl stadiums or stadia*)

gymnasium (gym) /dʒɪm'neɪzɪəm/ (*dʒɪm/*)

*n.* 体育馆; 健身房

**as well** 也; 又; 还

**host** /hɒst/ *vt.* 做东; 主办; 招待

*n.* 主人

responsibility /rɪ'spɒnsə'bɪlətɪ/ *n.* 责任; 职责

△ olive /'ɒlɪv/ *n.* 橄榄树; 橄榄叶; 橄榄枝;

橄榄色

△ wreath /'ri:θ/ *n.* 花圈; 花冠; 圈状物

**replace** /rɪ'pleɪs/ *vt.* 取代; 替换; 代替

motto /'mɒtəʊ/ *n.* 座右铭; 格言; 警句

swift /swɪft/ *adj.* 快的; 迅速的

△ similarity /sɪmə'lerəti/ *n.* 相像性; 相似点

△ Athens /'æθənz/ *n.* 雅典 (希腊首都)

**charge** /tʃɑ:dʒ/ *vt. & vi.* 收费; 控诉

*n.* 费用; 主管

**in charge** 主管; 看管

physical /'fɪzɪkl/ *adj.* 物理的; 身体的

fine /faɪn/ *vt.* 罚款

poster /'pəʊstə/ *n.* 海报; 招贴

**advertise** /'ædvɜ:təɪz/ *vt. & vi.* 做广告; 登广告

△ Atlanta /ət'læntə/ *n.* 亚特兰大 (女名; 城市名)

△ princess /'prɪn'ses/ *n.* 公主

glory /'glɔ:ri/ *n.* 光荣; 荣誉

**bargain** /'bɜ:ɡɪn/ *vi.* 讨价还价; 讲条件

*n.* 便宜货

△ prince /prɪns/ *n.* 王子

hopeless /'həʊpləs/ *adj.* 没有希望的; 绝望的

△ Hippomenes /hɪ'pɒməni:z/ *n.* 希波墨涅斯

(男名; 古希腊人名)

foolish /'fu:lɪʃ/ *adj.* 愚蠢的; 傻的

△ goddess /'ɡɒdɪs/ *n.* 女神

pain /peɪn/ *n.* 疼痛; 痛苦

**one after another** 陆续地；一个接一个地  
**deserve** /di'zɜ:v/ *vi. & vt.* 应受（报答或惩罚）；  
 值得  
 △ **striker** /'straɪkə/ *n.* 敲击者；（足球的）前锋

## Unit 3

△ **abacus** /'æbəkəs/ *n.* 算盘  
 △ **calculator** /'kælkjələtə/ *n.* 计算器  
 △ **PC** (= personal computer) 个人电脑；  
 个人计算机  
 △ **laptop** /'læptɒp/ *n.* 手提电脑  
 △ **PDA** (personal digital assistant) 掌上电脑；  
 个人数码助理  
 △ **analytical** /ˌænə'lɪtɪkl/ *adj.* 分析的  
**calculate** /'kælkjəleɪt/ *vt.* 计算  
**universal** /ˌjuːnɪ'vɜːsl/ *adj.* 普遍的；通用的；  
 宇宙的  
**simplify** /'sɪmplɪfaɪ/ *vt.* 简化  
**sum** /sʌm/ *n.* 总数；算术题；金额  
 △ **Charles Babbage** /'tʃɑːlz 'bæbɪdʒ/  
 查尔斯·巴比奇（英国数学教授）  
**operator** /'ɒpəreɪtə/ *n.* （电脑）操作员；接线员  
**logical** /'lɒdʒɪkl/ *adj.* 合逻辑的；合情理的  
**logically** /'lɒdʒɪklɪ/ *adv.* 逻辑上；合逻辑地；  
 有条理地  
**technology** /tek'nɒlədʒɪ/ *n.* 工艺；科技；技术  
**technological** /ˌteknə'lɒdʒɪkl/ *adj.* 科技的  
**revolution** /ˌrevə'lʊːʃn/ *n.* 革命  
**artificial** /ˌɑːtɪ'fɪʃl/ *adj.* 人造的；假的  
**intelligence** /ɪn'telɪdʒəns/ *n.* 智力；聪明；智能  
**intelligent** /ɪn'telɪdʒənt/ *adj.* 智能的；聪明的  
 △ **Alan Turing** /'ælən 'tʃuərɪŋ/ 艾伦·图灵  
 （英国数学家）  
**solve** /sɒlv/ *vt.* 解决；解答  
 △ **mathematical** /ˌmæθə'mætɪkl/ *adj.* 数学的  
**from ... on** 从……时起  
**reality** /rɪ'æləti/ *n.* 真实；事实；现实  
 △ **designer** /dɪ'zɑːnə/ *n.* 设计师  
**personal** /'pɜːsənl/ *adj.* 私人的；个人的；亲自的  
**personally** /'pɜːsənəli/ *adv.* 就个人而言；亲自  
**tube** /tjuːb/ *n.* 管；管子；电子管

△ **transistor** /træn'zɪstə/ *n.* 晶体管  
 △ **chip** /tʃɪp/ *n.* 碎片；芯片  
**as a result** 结果  
**total** /'təʊtl/ *adj.* 总的；整个的  
*n.* 总数；合计  
**totally** /'təʊtli/ *adv.* 完全地；整个地  
**so ... that ...** 如此……以致于……  
**network** /'netwɜːk/ *n.* 网络；网状物  
**web** /web/ *n.* 网  
**application** /ˌæplɪ'keɪʃn/ *n.* 应用；用途；申请  
**finance** /'fɑːnæns/ *n.* 金融；财经  
**mobile** /'məʊbaɪl/ *adj.* 可移动的；机动的  
**rocket** /'rɒkɪt/ *n.* 火箭  
**explore** /ɪk'splɔː/ *vt. & vi.* 探索；探测；探究  
 △ **Mars** /mɑːz/ *n.* 火星  
**anyhow** /'enihaʊ/ *adv.* （也作 anyway）无论如  
 何；即使如此  
**goal** /gəʊl/ *n.* 目标；目的；球门；（进球）得分  
**happiness** /'hæpɪnɪs/ *n.* 幸福；快乐  
**human race** 人类  
 △ **supporting** /sə'pɔːtɪŋ/ *adj.* 支持的；支撑的  
**download** /ˌdaʊn'ləʊd/ *vt.* 下载  
 △ **programmer** /'prəʊgræmə/ *n.* 程序员；程序员  
**virus** /'vaɪərəs/ *n.* 病毒  
 △ **android** /'ændrɔɪd/ *n.* 机器人  
**signal** /'sɪgnəl/ *vi. & vt.* 发信号  
*n.* 信号  
 △ **teammate** /'tiːmeɪt/ *n.* 同伴；伙伴  
 △ **Nagoya** /nɑː'gɔːjɑː/ *n.* 名古屋（日本港市）  
 △ **Seattle** /sɪ'ætəl/ *n.* 西雅图（美国城市）  
**type** /taɪp/ *n.* 类型  
*vt. & vi.* 打字  
**in a way** 在某种程度上  
**coach** /kəʊtʃ/ *n.* 教练  
**arise** /ə'reɪz/ *vi.* (arose, arisen) 出现；发生  
**with the help of** 在……的帮助下  
**electronic** /ˌelek'trɒnɪk; ˌlek-/ *adj.* 电子的  
**appearance** /ə'piərəns/ *n.* 外观；外貌；出现  
**character** /'kærəktə/ *n.* 性格；特点  
**mop** /mɒp/ *n.* 拖把  
*vt.* 用拖把拖；擦

**deal with** 处理; 安排; 对付

**watch over** 看守; 监视

△ naughty /nɔ:tɪ/ *adj.* 顽皮的; 淘气的

niece /ni:s/ *n.* 侄女; 甥女

△ spoil /spɔɪl/ *vt.* 损坏; 宠坏

### Unit 4

wildlife /waɪldlaɪf/ *n.* 野生动植物

protection /prə'tekʃn/ *n.* 保护

wild /waɪld/ *adj.* 野生的; 野的;

未开发的; 荒凉的

△ habitat /'hæbɪtæt/ *n.* 栖息地

(动植物的) 自然环境;

△ threaten /'θretn/ *vt. & vi.* 恐吓; 威胁

decrease /dɪ'kri:s/ *vi. & vt.* 减少;

(使) 变小; 或变少

△ endanger /m'deɪndʒə/ *vt.* 危害; 使受到危险

**die out** 灭亡; 逐渐消失

loss /lɒs/ *n.* 损失; 遗失; 丧失

reserve /rɪ'zɜ:v/ *n.* 保护区

**hunt** /hʌnt/ *vt. & vi.* 打猎; 猎取; 搜寻

zone /zəʊn/ *n.* 地域; 地带; 地区

**in peace** 和平地; 和睦地; 安祥地

**in danger (of)** 在危险中; 垂危

△ Daisy /deɪzi/ *n.* 戴茜 (女名)

△ species /'spi:ʃi:z/ *n.* 种类; 物种

carpet /'kɑ:pɪt/ *n.* 地毯

respond /rɪ'spɒnd/ *vi.* 回答; 响应; 做出反应

distant /'dɪstənt/ *adj.* 远的; 远处的

fur /fɜ:/ *n.* 毛皮; 毛; 羊毛

△ antelope /'æntɪləʊp/ *n.* 羚羊

△ Zimbabwe /zɪm'bɔ:bweɪ/ *n.* 津巴布韦

(非洲东南部国家)

relief /rɪ'li:f/ *n.* (痛苦或忧虑的) 减轻或解除;

减轻痛苦的事物

**in relief** 如释重负; 松了口气

laughter /'lɑ:ftə/ *n.* 笑; 笑声

**burst into laughter** 突然笑起来;

大声笑了出来

mercy /'mɜ:si/ *n.* 仁慈; 宽恕; 怜悯

certain /sɜ:tn/ *adj.* 确定的; 某一; 一定

importance /ɪm'pɔ:ns/ *n.* 重要 (性)

△ WWF (World Wildlife Fund)

世界野生生物基金会

rub /rʌb/ *vt.* 擦; 摩擦

**protect ... from** 保护……不受…… (危害)

mosquito /mə'ski:təʊ/ *n.* 蚊子

△ millipede /'mɪlɪpi:d/ *n.* (= millepede) 千足虫

insect /ɪnsekt/ *n.* 昆虫

**contain** /kən'teɪn/ *vt.* 包含; 容纳; 容忍

powerful /'paʊəfl/ *adj.* 强大的; 有力的

**affect** /ə'fekt/ *vt.* 影响; 感动; 侵袭

attention /ə'tenʃn/ *n.* 注意; 关注; 注意力

**pay attention to** 注意

**appreciate** /ə'pri:ʃieɪt/ *vt.* 鉴赏; 感激; 意识到

**succeed** /sək'si:d/ *vi.* 成功

*vt.* 接替; 继任

△ Indonesia /ɪndəʊ'ni:zə; -zɪə/ *n.* 印度尼西亚

(东南亚岛国)

△ rhino /rɪ'nəʊ/ *n.* 犀牛

secure /sɪ'kjʊə/ *adj.* 安全的; 可靠的

income /ɪŋkʌm; 'ɪnkʌm/ *n.* 收入

**employ** /ɪm'plɔɪ/ *vt.* 雇用; 利用 (时间、精力等)

**harm** /hɑ:m/ *n. & vt.* 损害; 危害

△ Milu deer 麋鹿

**bite** /baɪt/ *vt. & vi.* (bit, bitten) 咬; 叮; 刺痛

△ extinction /ɪk'stɪŋkʃn/ *n.* 灭绝; 消亡

dinosaur /dɪ'nɔ:sɔ:/ *n.* 恐龙

**come into being** 形成; 产生

△ county /'kaʊntɪ/ *n.* 县; 郡

**inspect** /ɪn'spekt/ *vt.* 检查; 视察

△ unexpected /ˌʌnɪk'spektɪd/ *adj.* 没料到的;

意外的

incident /ɪn'sɪdənt/ *n.* 事件; 事变

dust /dʌst/ *n.* 灰尘; 尘土; 尘埃

**according to** 按照; 根据……所说

△ Mauritius /mə'nɪʃəs/ *n.* 毛里求斯

(非洲东部岛国)

△ disappearance /dɪsə'piərəns/ *n.* 消失

fierce /fɪəs/ *adj.* 凶猛的; 猛烈的

**so that** 以致于; 结果

ending /'endɪŋ/ *n.* 结局; 结尾

△ faithfully /'feɪθfəli/ *adv.* 忠诚地；忠实地

△ Colobus /'kɒləbəs/ *n.* monkey

(非洲产) 疣猴，髯猴

### Unit 5

△ classical /'klæsɪkl/ *adj.* 古典的；古典文艺的

**roll** /rɒl/ *vt. & vi.* 滚动；(使) 摇摆

*n.* 摇晃；卷；卷形物；面包圈

△ rock 'n' roll (rock-and-roll) 摇滚乐

△ orchestra /'ɔ:kɪstrə/ *n.* 管弦乐队

△ rap/ræp/ *n.* 说唱乐

folk /fɒk/ *adj.* 民间的

jazz /dʒæz/ *n.* 爵士音乐

△ choral /'kɔ:rəl/ *adj.* 唱诗班的；合唱队的

△ the Monkees /'mɒŋki:z/ 门基乐队

musician /'mju:zɪn/ *n.* 音乐家

**dream of** 梦见；梦想；设想

△ karaoke /'kærɪ'əʊki/ *n.* 卡拉OK录音；

自动伴奏录音

pretend /prɪ'tend/ *vt.* 假装；假扮

**to be honest** 说实在地；实话说

**attach** /ə'tætʃ/ *vt. & vi.* 系上；缚上；附加；连接

**attach ... to** 认为有(重要性、意义)；

附上；连接

**form** /fɔ:m/ *vt.* (使) 组成；形成；构成

△ fame /feɪm/ *n.* 名声；名望

passer-by /'pɑ:sə'baɪ/ *n.* 过路人；行人

**earn** /ɜ:n/ *vt.* 赚；挣得；获得

extra /'ekstrə/ *adj.* 额外的；外加的

instrument /'ɪnstromənt/ *n.* 工具；器械；乐器

**perform** /pə'fɔ:m/ *vt. & vi.* 表演；履行；执行

performance /pə'fɔ:məns/ *n.* 表演；演奏

pub /pʌb/ *n.* 酒馆；酒吧

cash /kæʃ/ *n.* 现金

**in cash** 用现金；有现钱

studio /'stju:diəʊ/ *n.* 工作室；演播室

millionaire /'mɪljə'neə/ *n.* 百万富翁；富豪

**play jokes on** 戏弄

actor /'æktə/ *n.* 男演员；行动者

**rely** /rɪ'laɪ/ *vi.* 依赖；依靠

**rely on** 依赖；依靠

broadcast /'brɔ:dkɑ:st/ *n.* 广播；播放

*vi. & vt.* (broadcast; broadcast) 广播；播放

humorous /'hju:mərəs/ *adj.* 幽默的；诙谐的

familiar /fə'mɪliə/ *adj.* 熟悉的；常见的；亲近的

**be/get familiar with** 熟悉；与……熟悉起来

**or so** 大约

**break up** 打碎；分裂；解体

△ reunite /'ri:ju:'naɪt/ *vt.* 再统一；再联合；重聚

attractive /ə'træktɪv/ *adj.* 吸引人的；有吸引力的

addition /ə'dɪʃn/ *n.* 加；增加；加法

**in addition** 另外；也

**sort out** 分类

△ excitement /ɪk'saɪtmənt/ *n.* 兴奋；刺激

△ ballad /'bæləd/ *n.* 歌谣；情歌；民谣

△ overnight /'əʊnə'naɪt/ *adv.* 在晚上；在夜里；

(11) 很快；一夜之间

dip /dɪp/ *vt.* 浸；蘸

△ tadpole /'tædpəʊl/ *n.* 蝌蚪

△ lily /'lɪli/ *n.* 百合；百合花

confident /'kɒnfɪdənt/ *adj.* 自信的；确信的

△ Freddy /'fredi/ *n.* 弗雷迪(男名)

brief /brɪ:f/ *adj.* 简短的；简要的

*n.* 摘要；大纲

briefly /'brɪ:flɪ/ *adv.* 简要地；短暂地

devotion /dɪ'vəʊʃn/ *n.* 投入；热爱

afterwards /ɑ:ftəwədz/ *adv.* 然后；后来

invitation /,ɪnvɪ'teɪʃn/ *n.* 邀请；招待

beard /bɪəd/ *n.* 胡须

sensitive /'sensətɪv/ *adj.* 敏感的；易受伤害的；

灵敏的

painful /'peɪnfl/ *adj.* 痛苦的；疼痛的

**above all** 最重要；首先



## Vocabulary

## 词汇表

## A

- △ abacus /'æbəkəs/ *n.* 算盘 (3)
- above all** 最重要; 首先 (5)
- according to** 按照; 根据……所说 (4)
- actor /'æktə/ *n.* 男演员; 行动者 (5)
- addition /ə'dɪʃn/ *n.* 加; 增加; 加法 (5)
- in addition** 另外; 也 (5)
- admit /ə'dmɪt/ *vt. & vi.* 容许; 承认; 接纳 (2)
- advertise /'ædvɜ:təɪz/ *vt. & vi.* 做广告; 登广告 (2)
- affect** /ə'fekt/ *vt.* 影响; 感动; 侵袭 (4)
- afterwards /'ɑ:ftəwɜ:dz/ *adv.* 然后; 后来 (5)
- △ Alan Turing /'ælən 'tjʊəni/ 艾伦·图灵 (英国数学家) (3)
- amaze /ə'meɪz/ *vt.* 使吃惊; 惊讶 (1)
- amazing /ə'meɪzɪŋ/ *adj.* 令人吃惊的 (1)
- △ amber /'æmbə/ *n.* 琥珀; 琥珀色 (1)
- △ analytical /'ænə'lɪtɪkl/ *adj.* 分析的 (3)
- ancient /'eɪnfənt/ *adj.* 古代的; 古老的 (2)
- △ android /'ændrɔɪd/ *n.* 机器人 (3)
- △ Anna Petrov /'ænə 'petrɒv/ 安娜·帕特罗夫 (女名) (1)
- △ antelope /'æntɪləʊp/ *n.* 羚羊 (4)
- anyhow** /'enihaʊ/ *adv.* (也作 anyway) 无论如何; 即使如此 (3)
- apart /ə'pɑ:t/ *adv.* 分离; 分别地 (1)
- appearance /ə'piərəns/ *n.* 外观; 外貌; 出现 (3)
- application /ˌæplɪ'keɪʃn/ *n.* 应用; 用途; 申请 (3)
- appreciate** /ə'pri:ʃɪət/ *vt.* 鉴赏; 感激; 意识到 (4)
- arise** /ə'raɪz/ *vi.* (arose, arisen) 出现; 发生 (3)
- artificial /ˌɑ:tɪ'fɪʃl/ *adj.* 人造的; 假的 (3)
- artist /'ɑ:tɪst/ *n.* 艺术家 (1)
- as a result** 结果 (3)
- as well** 也; 又; 还 (2)
- at war** 处于交战状态 (1)
- △ Athens /'æθənz/ *n.* 雅典 (希腊首都) (2)
- athlete /'æθli:t/ *n.* 运动员; 运动选手 (2)
- △ athletics /'æθ'letɪks/ *n. (pl)* 体育运动; 竞技 (2)
- △ Atlanta /'ɒt'læntə/ *n.* 亚特兰大 (女名; 城市名) (2)
- attach** /ə'tætʃ/ *vt. & vi.* 系上; 缚上; 附加; 连接 (5)
- attach ... to** 认为有 (重要性, 意义); 附上; 连接 (5)
- attention /ə'tenʃn/ *n.* 注意; 关注; 注意力 (4)
- attractive /ə'træktɪv/ *adj.* 吸引人的; 有吸引力的 (5)

## B

- △ ballad /'bæləd/ *n.* 歌谣; 情歌; 民谣 (5)
- △ the Baltic Sea /'bɔ:lɪk 'si:/ 波罗的海 (1)
- bargain** /'bɜ:gɪn/ *vi.* 讨价还价; 讲条件 *n.* 便宜货 (2)
- base /beɪs/ *n.* 基础; 根据地; 底部 (5)
- basis /'beɪsɪs/ *n. (pl)* bases) 基础; 根据 (2)
- be/get familiar with** 熟悉; 与……熟悉起来 (5)
- to be honest** 说实在的; 实话说 (5)
- beard /bɪəd/ *n.* 胡须 (5)
- belong** /bɪ'lɒŋ/ *vi.* 属于; 为……的一员 (1)
- belong to** 属于 (1)
- △ Berlin /bɜ:'lɪn/ *n.* 柏林 (德国首都) (1)
- bite** /baɪt/ *vt. & vi.* (bit, bitten) 咬; 叮; 刺痛 (4)
- break up** 打碎; 分裂; 解体 (5)
- brief /brɪf/ *adj.* 简短的; 简要的 *n.* 摘要; 大纲 (5)
- briefly /'brɪ:flɪ/ *adv.* 简要地; 短暂地 (5)
- broadcast /'brɔ:dkɑ:st/ *n.* 广播; 播放 *vi. & vt.* (broadcast; broadcast) 广播; 播放 (5)

## C

- △ calculator /'kælkjələtə/ *n.* 计算器 (3)
- calculate /'kælkjələt/ *vt.* 计算 (3)
- carpet /'kɑ:pɪt/ *n.* 地毯 (4)
- cash /kæʃ/ *n.* 现金 (5)
- in cash** 用现金; 有现钱 (5)
- castle /'kɑ:sl/ *n.* 城堡 (1)
- △ Catherine II /'kæθərɪn də 'sekənd/ 叶卡捷琳娜二世 (俄国女皇) (1)
- certain /'sɜ:tn/ *adj.* 确定的; 某一; 一定 (4)
- character /'kærəktə/ *n.* 性格; 特点 (3)
- charge** /tʃɑ:dʒ/ *vt. & vi.* 收费; 控诉 (2)
- n.* 费用; 主管
- in charge** 主管; 看管 (2)
- △ Charles Babbage /'tʃɑ:lz 'bæbɪdʒ/ 查尔斯·巴比奇 (英国数学教授) (3)
- △ chip /tʃɪp/ *n.* 碎片; 芯片 (3)
- △ choral /'kɔ:rəl/ *adj.* 唱诗班的; 合唱队的 (5)
- △ classical /'klæsɪkl/ *adj.* 古典的; 古典文艺的 (5)
- coach /kəʊtʃ/ *n.* 教练 (3)
- △ county /'kaʊnti/ *n.* 县; 郡 (4)
- △ Colobus /'kɒləbəs/ monkey (非洲产) 疣猴; 髯猴 (4)
- come into being** 形成; 产生 (4)
- compete** /kəm'pi:t/ *vi.* 比赛; 竞争 (2)
- competitor /kəm'petɪtə/ *n.* 竞争者 (2)
- confident /'kɒnfɪdənt/ *adj.* 自信的; 确信的 (5)
- contain** /kən'teɪn/ *vt.* 包含; 容纳; 容忍 (4)
- △ cultural /'kʌltʃərəl/ *adj.* 文化的 (1)
- △ Czar /zɑ:/ *n.* 沙皇 (1)
- △ Czech Republic /'tʃek rɪ'pʌblɪk/ 捷克共和国 (东欧国家) (1)
- decorate** /'dekəreɪt/ *v.* 装饰; 装修 (1)
- decrease /dɪ'kri:s/ *vi. & vt.* 减少; (使) 变小; 或变少 (4)
- deserve** /dɪ'zɜ:v/ *vi. & vt.* 应受 (报答或惩罚); 值得 (2)
- design** /dɪ'zaɪn/ *n.* 设计; 图案; 构思 (1)
- vt.* 设计; 计划; 构思 (1)
- △ designer /dɪ'zaɪnə/ *n.* 设计师 (3)
- devotion /dɪ'vəʊʃn/ *n.* 投入; 热爱 (5)
- die out** 灭亡; 逐渐消失 (4)
- dinosaur /'daɪnəsɔ:/ *n.* 恐龙 (4)
- dip /dɪp/ *vt.* 浸; 蘸 (5)
- △ disappearance /,dɪsə'piərəns/ *n.* 消失 (4)
- distant /'dɪstənt/ *adj.* 远的; 远处的 (4)
- doubt** /daʊt/ *n.* 怀疑; 疑惑 (1)
- vt.* 怀疑; 不信 (1)
- download /'daʊn'ləʊd/ *vt.* 下载 (3)
- △ dragon /'dræɡən/ *n.* 龙 (1)
- dream of** 梦见; 梦想; 设想 (5)
- dust /dʌst/ *n.* 灰尘; 尘土; 尘埃 (4)
- dynasty /'dɪnəstri; 'daɪ-/ *n.* 朝代; 王朝 (1)
- E**
- earn** /ɜ:n/ *vt.* 赚; 挣得; 获得 (5)
- electronic** /,elek'trɒnɪk; ,lek-/ *adj.* 电子的 (3)
- employ** /ɪm'plɔɪ/ *vt.* 雇用; 利用 (时间、精力等) (4)
- △ endanger /ɪn'deɪndʒə/ *vt.* 危害; 使受到危险 (4)
- ending /'endɪŋ/ *n.* 结局; 结尾 (4)
- entrance /'entrəns/ *n.* 入口 (1)
- evidence /'eɪdɪəns/ *n.* 根据; 证据 (1)
- △ excitement /ɪk'saɪtmənt/ *n.* 兴奋; 刺激 (5)
- explode** /ɪk'spləʊd/ *vi.* 爆炸 (1)
- explore** /ɪk'splɔ:/ *vt. & vi.* 探索; 探测; 探究 (3)
- extra /'ekstrə/ *adj.* 额外的; 外加的 (5)
- △ eyewitness /,aɪ'wɪtnɪs/ *n.* 目击者; 证人 (1)
- △ extinction /ɪk'stɪŋkʃn/ *n.* 灭绝; 消亡 (4)
- F**
- △ fame /feɪm/ *n.* 名声; 名望 (5)

## D

- △ Daisy /deɪzi/ *n.* 戴茜 (女名) (4)
- deal with** 处理; 安排; 对付 (3)
- debate /dɪ'beɪt/ *n.* 争论; 辩论 (1)
- vi.* 争论; 辩论 (1)

- familiar /fə'mɪliə/ *adj.* 熟悉的; 常见的;  
亲近的 (5)
- △ faithfully /'feɪθfəli/ *adv.* 忠诚地; 忠实地 (4)
- fancy /'fæns/ *adj.* 奇特的; 异样的  
*vt.* 想象; 设想; 爱好 (1)
- fierce /fɪəs/ *adj.* 凶猛的; 猛烈的 (4)
- finance /'fænəns/ *n.* 金融; 财经 (3)
- fine /faɪn/ *vt.* 罚款 (2)
- folk /fɒk/ *adj.* 民间的 (5)
- foolish /'fu:li/ *adj.* 愚蠢的; 傻的 (2)
- form /fɔ:m/ *vt.* (使) 组成; 形成; 构成 (5)
- former /'fɔ:mə/ *adj.* 以前的; 从前的 (1)
- △ Freddy /'fredi/ *n.* 弗雷迪 (男名) (5)
- △ Frederick William I /'fredrɪk 'wɪljəm ðə  
'fɪst/ 腓特烈·威廉一世 (普鲁士国王) (1)
- from ... on 从……时起 (3)
- fur /fɜ:/ *n.* 毛皮; 毛; 软毛 (4)
- G**
- glory /'glɔ:ri/ *n.* 光荣; 荣誉 (2)
- △ goddess /'gɒdɪs/ *n.* 女神 (2)
- goal /gəʊl/ *n.* 目标; 目的; 球门;  
(进球) 得分 (3)
- Greece /gri:s/ *n.* 希腊 (2)
- Greek /gri:k/ *adj.* 希腊(人)的; 希腊语的  
*n.* 希腊人; 希腊语 (2)
- gymnasium (gym) /dʒɪm'neɪzɪəm/ (/dʒɪm/) *n.*  
体育馆; 健身房 (2)
- gymnastics /dʒɪm'næstɪks/ *n.* (*pl.*) 体操;  
体能训练 (2)
- H**
- △ habitat /'hæbɪtət/ *n.* 栖息地;  
(动植物的) 自然环境 (4)
- △ Hans Braun /'hænz 'brɔ:n/ 汉斯·布朗  
(男名) (1)
- happiness /'hæpɪnəs/ *n.* 幸福; 快乐 (3)
- harm /hɑ:m/ *n.* & *vt.* 损害; 危害 (4)
- △ Hippomenes /hɪ'pɒməni:z/ *n.* 希波墨涅斯  
(男名; 古希腊人名) (2)
- homeland /'həʊmlænd/ *n.* 祖国; 本国 (2)
- honey /'hʌni/ *n.* 蜜; 蜂蜜 (1)
- hopeless /'həʊpləs/ *adj.* 没有希望的; 绝望的 (2)
- host /həʊst/ *vt.* 做东; 主办; 招待 *n.* 主人 (2)
- human race 人类 (3)
- humorous /'hju:mərəs/ *adj.* 幽默的; 诙谐的 (5)
- hunt /hʌnt/ *vt.* & *vi.* 打猎; 猎取; 搜寻 (4)
- I**
- importance /ɪm'pɔ:tns/ *n.* 重要(性) (4)
- in a way 在某种程度上 (3)
- in danger (of) 在危险中; 垂危 (4)
- in peace 和平地; 和睦地; 安祥地 (4)
- in relief 如释重负; 松了口气 (4)
- in return 作为报答; 回报 (1)
- in search of 寻找 (1)
- incident /ɪn'sɪdənt/ *n.* 事件; 事变 (4)
- income /ɪŋkʌm; 'ɪnkʌm/ *n.* 收入 (4)
- △ Indonesia /ɪndəʊ'ni:zə; -zɪs/ *n.* 印度尼西亚  
(东南亚岛国) (4)
- informal /ɪn'fɔ:məl/ *adj.* 非正式的 (1)
- insect /ɪnsekt/ *n.* 昆虫 (4)
- inspect /ɪn'spekt/ *vt.* 检查; 视察 (4)
- instrument /ɪn'strʊmənt/ *n.* 工具; 器械; 乐器 (5)
- intelligence /ɪn'telɪdʒəns/ *n.* 智力; 聪明;  
智能 (3)
- intelligent /ɪn'telɪdʒənt/ *adj.* 智能的;  
聪明的 (3)
- invitation /ɪnvi'teɪʃn/ *n.* 邀请; 招待 (5)
- △ ivory /'aɪvəri/ *n.* 象牙 (1)
- J**
- △ Jan Hasek /'dʒæn 'hæzək/ 简·哈兹克 (男名) (1)
- jazz /dʒæz/ *n.* 爵士音乐 (5)
- jewel /'dʒu:əl/ *n.* 珠宝; 宝石 (1)
- △ Johann Webber /'dʒəʊ'hæn 'veɪbər/ 约翰·韦伯  
(男名) (1)

## K

- △ karaoke /kæri'əʊki/ *n.* 卡拉OK录音;  
自动伴奏录音 (5)
- △ Königsberg /kɔ:nɪsbɜ:ɜ/ *n.* 哥尼斯堡  
(俄罗斯港市 Kaliningrad 的旧称) (1)

## L

- △ laptop /læptɒp/ *n.* 手提电脑 (3)
- laughter /lɑ:ftə/ *n.* 笑; 笑声 (4)
- burst into laughter** 突然笑起来;  
大声笑了出来 (4)
- △ Leningrad /lenɪŋgrəd/ *n.* 列宁格勒  
(苏联城市) (1)
- less than** 少于 (1)
- △ lily /lɪli/ *n.* 百合; 百合花 (5)
- local /ləʊkl/ *adj.* 本地的; 当地的 (1)
- logical /lɒdʒɪkl/ *adj.* 合逻辑的; 合情理的 (3)
- logically /lɒdʒɪkl/ *adv.* 逻辑上; 合逻辑地;  
有条理地 (3)
- loss /lɒs/ *n.* 损失; 遗失; 丧失 (4)

## M

- magical /mædʒɪkl/ *adj.* 巫术的; 魔术的;  
有魔力的 (2)
- maid /meɪd/ *n.* 少女; 女仆 (1)
- △ Mars /mɑ:z/ *n.* 火星 (3)
- △ mascot /'mæskɒt; 'mæskət/ *n.* 吉祥物 (2)
- △ mathematical /mæθə'mættɪkl/ *adj.* 数学的 (3)
- △ Mauritius /mə'ri:ʃəs/ *n.* 毛里求斯  
(非洲东部岛国) (4)
- medal /medl/ *n.* 奖章; 勋章; 纪念章 (2)
- △ mystery /'mɪstri; US 'mɪstəri/ *n.* 神秘;  
神秘的事物 (1)
- mercy /'mɜ:si/ *n.* 仁慈; 宽恕; 怜悯 (4)
- millionaire /mɪljə'neɪ/ *n.* 百万富翁; 富豪 (5)
- △ millipede /'mɪlɪpi:d/ *n.* (= millepede) 千足虫 (4)
- △ Milu deer 麋鹿 (4)
- mobile /məʊbaɪl/ *adj.* 可移动的; 机动的 (3)
- mop /mɒp/ *n.* 拖把 *vt.* 用拖把拖; 擦 (3)

- mosquito /mə'ski:təʊ/ *n.* 蚊子 (4)
- motto /'mɒtəʊ/ *n.* 座右铭; 格言; 警句 (2)
- musician /mju:'zɪʃn/ *n.* 音乐家 (5)

## N

- △ Nagoya /nɑ:'gə:ju:/ *n.* 名古屋 (日本港市) (3)
- △ naughty /'nɔ:ti/ *adj.* 顽皮的; 淘气的 (3)
- network /'netwɜ:k/ *n.* 网络; 网状物 (3)
- niece /ni:s/ *n.* 侄女; 甥女 (3)
- nowadays /'nəʊədəɪz/ *adv.* 现今; 现在 (2)

## O

- △ olive /'ɒlɪv/ *n.* 橄榄树; 橄榄叶;  
橄榄枝; 橄榄色 (2)
- one after another** 陆续地; 一个接一个地 (2)
- operator /'ɒpəreɪtə/ *n.* (电脑) 操作员; 接线员 (3)
- △ orchestra /'ɔ:kɪstrə/ *n.* 管弦乐队 (5)
- or so** 大约 (5)
- △ overnight /'əʊvə'nait/ *adv.* 在晚上; 在夜里;  
(口) 很快; 一夜之间 (5)

## P

- pain /peɪn/ *n.* 疼痛; 痛苦 (2)
- painful /'peɪnfl/ *adj.* 痛苦的; 疼痛的 (5)
- painting /'peɪntɪŋ/ *n.* 绘画; 画 (1)
- passer-by /'pɑ:sə'baɪ/ *n.* 过路人; 行人 (5)
- △ Pausanias /pə:'seɪniəs/ 帕萨尼亚斯  
(男名; 古希腊人名) (2)
- pay attention to** 注意 (4)
- perform** /pə'fɔ:m/ *vt. & vi.* 表演; 履行; 执行 (5)
- performance /pə'fɔ:məns/ *n.* 表演; 演奏 (5)
- △ PC (= personal computer) 个人电脑;  
个人计算机 (3)
- △ PDA (personal digital assistant) 掌上电脑;  
个人数码助理 (3)
- personal /'pɜ:sənəl/ *adj.* 私人的; 个人的;  
亲自的 (3)
- personally /'pɜ:sənəli/ *adv.* 就个人而言;  
亲自 (3)

- △ Peter the Great 彼得大帝 (俄国皇帝) (1)
- physical /'fɪzɪkl/ *adj.* 物理的; 身体的 (2)
- play jokes on** 戏弄 (5)
- poster /'pəʊstə/ *n.* 海报; 招贴 (2)
- powerful /'paʊəfl/ *adj.* 强大的; 有力的 (4)
- pretend /prɪ'tend/ *vt.* 假装; 假扮 (5)
- △ prince /prɪns/ *n.* 王子 (2)
- △ princess /prɪn'ses/ *n.* 公主 (2)
- △ programmer /'prɒgræmə/ *n.* 程序员; 程序师 (3)
- protect ... from** 保护……不受…… (危害) (4)
- protection /prə'tekʃn/ *n.* 保护 (4)
- △ Prussia /'prʌʃə/ *n.* (史) 普鲁士 (位于北欧) (1)
- pub /pʌb/ *n.* 酒馆; 酒吧 (5)
- R**
- △ rap/ræp/ *n.* 说唱乐 (5)
- rare /reɪ/ *adj.* 稀罕的; 稀有的; 珍贵的 (1)
- reality /rɪ'æləti/ *n.* 真实; 事实; 现实 (3)
- △ rebuild /ri:'bɪld/ *vt.* 重建 (1)
- reception /rɪ'sepʃn/ *n.* 接待; 招待会; 接收 (1)
- regular /'regjələ/ *adj.* 规则的; 定期的; 常规的 (2)
- △ relic /reɪlɪk/ *n.* 遗物; 遗迹; 纪念物 (1)
- relief /rɪ'li:f/ *n.* (痛苦或忧虑的) 减轻或解除; 减轻痛苦的事物 (4)
- rely** /rɪ'laɪ/ *vi.* 依赖; 依靠 (5)
- rely on** 依赖; 依靠 (5)
- remove** /rɪ'mu:v/ *vt.* 移动; 搬开 (1)
- replace** /rɪ'pleɪs/ *vt.* 取代; 替换; 代替 (2)
- reserve /rɪ'zɜ:v/ *n.* 保护区 (4)
- respond /rɪ'spɒnd/ *vi.* 回答; 响应; 做出反应 (4)
- responsibility /rɪ'spɒnsə'bɪləti/ *n.* 责任; 职责 (2)
- △ reunite /ri:'ju:nait/ *vt.* 再统一; 再联合; 重聚 (5)
- revolution /ˌrevə'lju:ʃn/ *n.* 革命 (3)
- △ rhino /'raɪnəʊ/ *n.* 犀牛 (4)
- △ rock 'n' roll (rock-and-roll) 摇滚乐 (5)
- rocket /'rɒkɪt/ *n.* 火箭 (3)
- roll** /rəʊl/ *vt. & vi.* 滚动; (使) 摇摆  
*n.* 摇晃; 卷; 卷形物; 面包圈 (5)
- rub /rʌb/ *vt.* 擦; 摩擦 (4)
- S**
- sailor /'seɪlə/ *n.* 水手; 海员; 船员 (1)
- △ Seattle /sɪ'ætl/ *n.* 西雅图 (美国城市) (3)
- secure /sɪ'kjʊə/ *adj.* 安全的; 可靠的 (4)
- select** /sɪ'lekt/ *vt.* 挑选; 选择 (1)
- sensitive /'sensətɪv/ *adj.* 敏感的; 易受伤害的; 灵敏的 (5)
- signal** /'sɪgnəl/ *vi. & vt.* 发信号  
*n.* 信号 (3)
- △ similarity /ˌsɪmə'lærəti/ *n.* 相像性; 相似点 (2)
- simplify /'sɪmplɪfaɪ/ *vt.* 简化 (3)
- sink** /sɪŋk/ *vi.* (sank, sunk; sunk, sunken) 下沉; 沉下 (1)
- slave /sleɪv/ *n.* 奴隶 (2)
- so ... that ...** 如此……以致于…… (3)
- so that** 以致于; 结果 (4)
- solve** /sɒlv/ *vt.* 解决; 解答 (3)
- sort out** 分类 (5)
- △ species /'spi:ʃi:z/ *n.* 种类; 物种 (4)
- △ spoil /spɔɪl/ *vt.* 损坏; 宠坏 (3)
- stadium /'steɪdɪəm/ *n.* (露天大型) 体育场  
(*pl* stadiums or stadia) (2)
- stand for** 代表; 象征; 表示 (2)
- △ striker /'straɪkə/ *n.* 敲击者; (足球的) 前锋 (2)
- △ St Petersburg /sənt 'pi:təzbu:rg/ *n.* 圣彼得堡 (俄罗斯城市) (1)
- studio /'stju:diəʊ/ *n.* 工作室; 演播室 (5)
- style /stɑɪl/ *n.* 风格; 风度; 类型 (1)
- succeed** /sək'sɪd/ *vi.* 成功  
*vt.* 接替; 继任 (4)
- sum /sʌm/ *n.* 总数; 算术题; 金额 (3)
- △ supporting /sə'pɔ:tnɪŋ/ *adj.* 支持的; 支撑的 (3)
- survive** /sə'vaɪv/ *vi.* 幸免; 幸存; 生还 (1)
- swift /swɪft/ *adj.* 快的; 迅速的 (2)

## T

- △ tadpole /'tædpəʊl/ *n.* 蝌蚪 (5)
- △ Taj Mahal /tɑ:dʒ mə'hɑ:l/ 泰姬陵 (1)
- take apart** 拆开 (1)
- take part in** 参加; 参与 (2)
- △ teammate /'ti:mmeɪt/ *n.* 同伴; 伙伴 (3)
- technology /tek'nɒlədʒi/ *n.* 工艺; 科技; 技术 (3)
- technological /,tek'nɒlədʒɪk/ *adj.* 科技的 (3)
- △ the Baltic Sea /'bɔ:ltɪk 'si:/ 波罗的海 (1)
- △ the Monkees /'mɒŋki:z/ 门基乐队 (5)
- think highly of** 看重; 器重 (1)
- △ threaten /'θreɪn/ *vt. & vi.* 恐吓; 威胁 (4)
- to be honest** 说实在地; 实话说 (5)
- total /'təʊtl/ *adj.* 总的; 整个的  
*n.* 总数; 合计 (3)
- totally /'təʊtl/ *adv.* 完全地; 整个地 (3)
- △ transistor /træn'zɪstə/ *n.* 晶体管 (3)
- trial /traɪəl/ *n.* 审判; 审讯; 试验 (1)
- troop /tru:p/ *n.* 群; 组; 军队 (1)
- tube /tju:b/ *n.* 管; 管子; 电子管 (3)
- type** /taɪp/ *n.* 类型  
*vt. & vi.* 打字 (3)

## U

- △ unexpected /,ʌŋk'spektɪd/ *adj.* 没料到的; 意外的 (4)
- universal /,ju:nɪ'vɜ:səl/ *adj.* 普遍的; 通用的; 宇宙的 (3)

## V

- valuable /'væljuəbl/ *adj.* 贵重的; 有价值的 (1)
- vase /vɑ:z/ *n.* 花瓶; 瓶 (1)

- virus /'vaɪərəs/ *n.* 病毒 (3)
- volunteer /,vɒlən'tɪə/ *n.* 志愿者; 志愿兵  
*adj.* 志愿的; 义务的  
*vt. & vi.* 自愿 (2)

## W

- watch over** 看守; 监视 (3)
- web /web/ *n.* 网 (3)
- wild /waɪld/ *adj.* 野生的; 野的; 未开发的; 荒凉的 (4)
- wildlife /'waɪldlaɪf/ *n.* 野生动植物 (4)
- with the help of** 在……的帮助下 (3)
- △ Windsor /'wɪnzə/ Castle 温莎城堡  
(英国著名城堡) (1)
- wooden /'wɒdn/ *adj.* 木制的 (1)
- worth** /wɜ:θ/ *prep.* 值得的; 相当于……的价值  
*n.* 价值; 作用  
*adj.* [古] 值钱的 (1)
- △ wreath /ri:θ/ *n.* 花圈; 花冠; 圈状物 (2)
- △ WWF (World Wildlife Fund)  
世界野生生物基金会 (4)

## Z

- △ Zimbabwe /zɪm'bɑ:bweɪ/ *n.* 津巴布韦  
(非洲东南部国家) (4)
- zone /zəʊn/ *n.* 地域; 地带; 地区 (4)

## Irregular verbs

### 不规则动词

| Infinitive   | Past tense              | Past participle   |
|--------------|-------------------------|-------------------|
| arise        | arose                   | arisen            |
| be           |                         |                   |
| am, is       | was /wɒz, wəz/          | been              |
| are          | were /wɜ:, wə/          |                   |
| beat         | beat                    | beaten /'bi:tɪn/  |
| become       | became                  | become            |
| begin        | began                   | begun             |
| bend         | bent                    | bent              |
| bite         | bit                     | bitten            |
| blow         | blew /blu:/             | blown /bləʊn/     |
| break        | broke                   | broken /'brəʊkən/ |
| bring        | brought /brɔ:t/         | brought           |
| broadcast    | broadcast               | broadcast         |
| build        | built /bɪlt/            | built             |
| burn         | burnt, burned           | burnt, burned     |
| burst        | burst                   | burst             |
| buy          | bought /bɔ:t/           | bought            |
| can          | could /kʊd/             | —                 |
| catch        | caught /kɔ:t/           | caught            |
| choose       | chose                   | chosen /'tʃɔ:zn/  |
| come         | came                    | come              |
| cost         | cost                    | cost              |
| cut          | cut                     | cut               |
| deal         | dealt                   | dealt             |
| dig          | dug                     | dug               |
| do           | did                     | done /dʌn/        |
| draw         | drew /dru:/             | drawn /drɔ:n/     |
| dream        | dreamt /dremt/, dreamed | dreamt, dreamed   |
| drink        | drank                   | drunk             |
| drive        | drove                   | driven /'drɪvn/   |
| eat          | ate                     | eaten /'i:tɪn/    |
| fall         | fell                    | fallen /'fɛ:lən/  |
| feed         | fed                     | fed               |
| feel         | felt                    | felt              |
| fight /faɪt/ | fought /fɔ:t/           | fought            |

| <b>Infinitive</b> | <b>Past tense</b> | <b>Past participle</b> |
|-------------------|-------------------|------------------------|
| find              | found /faʊnd/     | found                  |
| fly               | flew /flu:/       | flown /fləʊn/          |
| forget            | forgot /fə'gɒt/   | forgotten /fə'gɒtən/   |
| freeze            | froze             | frozen                 |
| get               | got               | got                    |
| give              | gave              | given /'gɪvən/         |
| go                | went              | gone /gɒn/             |
| grow              | grew /gru:/       | grown /grəʊn/          |
| hang              | hung, hanged      | hung, hanged           |
| have              | had               | had                    |
| hear              | heard /hɜ:d/      | heard                  |
| hide              | hid               | hidden /'hɪdn/; hid    |
| hit               | hit               | hit                    |
| hold              | held              | held                   |
| hurt              | hurt              | hurt                   |
| keep              | kept              | kept                   |
| know              | knew /nju:/       | known /nəʊn/           |
| lay               | laid              | laid                   |
| lead              | led               | led                    |
| learn             | learnt, learned   | learnt, learned        |
| leave             | left              | left                   |
| lend              | lent              | lent                   |
| let               | let               | let                    |
| lie /laɪ/         | lay /leɪ/         | lain /leɪn/            |
| light             | lit, lighted      | lit, lighted           |
| lose /lu:z/       | lost              | lost                   |
| make              | made              | made                   |
| may               | might /maɪt/      | —                      |
| mean              | meant /ment/      | meant                  |
| meet              | met               | met                    |
| mistake           | mistook           | mistaken /mɪs'teɪkən/  |
| must              | must              | —                      |
| pay               | paid              | paid                   |
| put               | put               | put                    |
| read              | read /red/        | read                   |
| ride              | rode              | ridden /'rɪdn/         |
| ring              | rang              | rung                   |
| rise              | rose              | risen /'rɪzn/          |
| run               | ran               | run                    |
| say               | said /sed/        | said                   |
| see               | saw /sɔ:/         | seen                   |



| <b>Infinitive</b> | <b>Past tense</b>       | <b>Past participle</b>          |
|-------------------|-------------------------|---------------------------------|
| sell              | sold /səʊld/            | sold                            |
| send              | sent                    | sent                            |
| set               | set                     | set                             |
| shake             | shook                   | shaken /'ʃeɪkən/                |
| shall             | should /ʃʊd/            | —                               |
| 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 /'spəʊkən/               |
| spell             | spelt, spelled          | spelt, spelled                  |
| spellbind         | spellbound /'spelbaʊnd/ | spellbound                      |
| spend             | spent                   | spent                           |
| spill             | spilt                   | spilt                           |
| spit              | spat                    | spat                            |
| spread            | spread                  | spread                          |
| spoil             | spoilt                  | spoilt                          |
| stand             | stood /stʊd/            | stood                           |
| steal             | stole                   | stolen /'stəʊlən/               |
| stick             | stuck                   | stuck                           |
| sweep             | swept                   | swept                           |
| swim              | swam                    | swum                            |
| take              | took                    | taken /'teɪkən/                 |
| 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 /'wəʊkən/,<br>woke |
| wear              | wore /wɔ:/              | worn /wɔ:n/                     |
| will              | would /wʊd/             | —                               |
| win               | won /wɒn/               | won                             |
| write             | wrote                   | written /'rɪtn/                 |

## 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     |         |         |
|-----|---------|---------|---------|
|     | ei → eɪ | əu → əʊ | iə → ɪə |
|     | ai → aɪ | au → aʊ | ɛə → eə |
|     | ɔi → ɔɪ |         | uə → ʊə |

- 注: 1. 单元音 /i/ 改为 ɪ, 4 个有 /i/ 的双元音中的 /i/ 也都改为 ɪ, 即 /eɪ/, /aɪ/, /ɔɪ/, /iə/。  
 2. 单元音 /u/ 改为 ʊ, 3 个有 /u/ 的双元音中的 /u/ 也都改为 ʊ, 即 /əʊ/, /aʊ/, /iə/。长元音 /u:/ 中的 /u/ 不变。  
 3. /ɒ/ 只出现在单元音, 即 /ɔ/ 改为 /ɒ/, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /i/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。  
 4. /eə/ 改为 /eə/, 它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号, 而 /eɪ/ 不再出现。  
 5. /ɔə/ 改为 /ɔə/, 出现一个新的元音符号 /ɔə/。  
 6. 辅音音标基本上没有变化。

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