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普通高中课程标准实验教科书


英语 ③


必修

NEW SENIOR ENGLISH FOR CHINA

STUDENT'S BOOK 3

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



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Warming Up

Festivals are meant to celebrate important times of year. Different countries have different festivals. Work in groups and list below three more Chinese festivals that you know. Discuss when they **take place**, what they celebrate and what people do at that time. Then tell the group which festival is your favourite and why.

Festival	Time of year / date	What it celebrates	What people do
Mid-Autumn Festival	autumn/fall	the beauty of the full moon, harvest , time with family and friends	give and eat mooncakes, watch the full moon with family and friends

Pre-reading

- 1 What festivals or celebrations do you have in your city or town? What part of a festival do you like best – the activities, the music, the sights, the food or the people who visit?
- 2 Look at the pictures and title of the passage below. Discuss in pairs what kind of information you think will be introduced in the passage.

Reading



FESTIVALS AND CELEBRATIONS

- Festivals and celebrations of all kinds have been held everywhere since ancient times. Most ancient festivals would celebrate the end of cold weather, planting in spring and harvest in autumn. Sometimes celebrations would be held after **hunters** had caught animals. At that time people would **starve** if food was difficult to find, especially during the cold winter months. Today's festivals have many **origins**, some **religious**, some seasonal, and some for special people or events.



Wanguo Festival

Festivals of the Dead

- 10 Some festivals are held to honour the dead or to satisfy the **ancestors**, who might return either to help or to do harm. For the Japanese festival Obon, people should go to clean graves and light incense **in memory of** their ancestors. They also light lamps and play music because they think that this will lead the ancestors back to earth. In **Mexico**, people celebrate the Day of the Dead in early November. On this important **feast** day, people eat food in the shape of skulls and cakes
- 15 with "**bones**" on them. They offer food, flowers and gifts to the dead. The Western holiday Halloween also had its origin in old **beliefs** about the return of the spirits of dead people. It is now a children's festival, when they can **dress up** and go to their neighbours' homes to ask for sweets. If the neighbours do not
- 20 give any sweets, the children might **play a trick on** them.



Festivals to Honour People

- Festivals can also be held to honour famous people. The Dragon Boat Festival in China honours the famous ancient **poet**, Qu Yuan. In the USA, Columbus Day is in memory of the **arrival** of Christopher
- 25 Columbus in the New World. India has a national festival on October 2 to honour Mohandas Gandhi, the leader who helped **gain** India's **independence** from Britain.



Harvest Festivals

- Harvest and Thanksgiving festivals can be very happy events. People are grateful because their
- 30 food is **gathered** for the winter and the **agricultural** work is over. In European countries, people will usually decorate churches and town halls with flowers and fruit, and will get together to have meals. Some people might win **awards** for their farm produce, like the biggest watermelon or the most handsome **rooster**. China and Japan have mid-autumn festivals, when people **admire** the moon and in China, enjoy mooncakes.

Spring Festivals

- The most **energetic** and important festivals are the ones that **look forward to** the end of winter and to the coming of spring. At the Spring Festival in China, people eat dumplings, fish and meat and may give children lucky money in red paper. There are dragon dances and carnivals, and families celebrate the Lunar New Year together. Some Western countries have very exciting carnivals, which
- 40 take place forty days before **Easter**, usually in February. These carnivals might include parades, dancing in the streets **day and night**, loud music and colourful **clothing** of all kinds. Easter is an important religious and social festival for **Christians** around the world. It celebrates the return of
- Jesus from the dead and the coming of spring and new life. Japan's Cherry Blossom Festival happens a little later. The country, covered with cherry tree flowers, looks **as though** it is covered with pink snow.



People love to get together to eat, drink and **have fun with** each other. Festivals let us enjoy life, be proud of our **customs** and forget our work for a little while.

Comprehending

1 Skim the reading passage and then fill in the following chart.

Kinds of Festivals	Names of Festivals	Countries
Festivals of the Dead		
Festivals to Honour People		
Harvest Festivals		
Spring Festivals		

2 Use the information from the reading passage to answer the following questions.

- 1 What are festivals of the dead usually for?
- 2 What makes autumn festivals happy events?
- 3 What do people usually do at spring festivals?
- 4 What is one important reason to have festivals and celebrations?
- 5 Compare the festivals of the dead in Mexico, Japan and China. What things are similar? What things are different?

3 Based on the reading passage, what do most festivals seem to have in common? Why do you think these things might be important to people everywhere? Talk with your partner and fill in the chart below.

Three common things	Reasons why they are important to people everywhere
1	
2	
3	

4 Discuss in pairs which festivals you think are the most important and which are the most fun. Then fill in the chart with your ideas.

	Type of festival	Example of festival	Reasons for your choice
Most important			
Most fun			

Learning about Language

Discovering useful words and expressions

- 1 Which of these words can become adjectives with the *-ous* or *-al* ending? Which can become nouns with the *-(a)tion* ending? Choose the correct ending for each word and then write out the new word. Use the dictionary to help you.

religion → religious

culture → _____

produce → _____

danger → _____

nation → _____

educate → _____

humour → _____

season → _____

celebrate → _____

courage → _____

origin → _____

predict → _____

- 2 Complete the passage below with the words and expressions in the box.

as though belief celebration Christians custom have fun with origin religious

Many people think that Christmas is a western _____, but in fact it is really a **worldwide** holiday. Christmas actually started as a _____ festival celebrated by _____ around the world. Its _____ is around the 3rd or 4th century AD, when the _____ of remembering Jesus' birth on December 25th first started. Today, of course, many people celebrate Christmas _____ it were just a holiday to _____ family, rather than a holiday about a _____.

- 3 Complete each of the sentences with a suitable word or phrase from the box in its correct form. Then read these famous quotes aloud. Can you think of any Chinese idioms or sayings that carry the same meaning?

custom admire feast harvest trick belief starve gather gain look forward to

- Don't _____ the day you stop suffering, because when it comes you know you'll be dead. - Tennessee Williams
- A dog _____ at his master's gate predicts the ruin of the state. - William Blake
- I would rather have a mind opened by wonder than one closed by _____. - Gerry Spence
- _____ you rosebuds while you may, old time is still a-flying, and this same flower that smiles today, tomorrow will be dying. - Robert Herrick
- However big the **fool**, there is always a bigger fool to _____ him. - Nicolas Boileau-Despréaux
- _____, then, is the great guide of human life. - David Hume
- Other people's _____ are always the best _____, but one's own children are always the best children. - Unknown
- There is no _____ on earth that does not end in parting. - Unknown
- Everyone has some _____ they can do, but each has his own way of doing them. - Unknown
- Those who can lose shall _____; those who wish for _____ shall lose. - Unknown

Discovering useful structures

- 1 Modal verbs such as *may, might, will, would, can, could, shall, should, and must* are used for many purposes. Find the sentences in the reading passage that use modal verbs. Underline them and explain the meaning to your partner.
- 2 Read the sentences below and discuss with a partner how each of these modal verbs is being used in the situations. Use the suggestions in the box to help you. Some may have more than one answer.

ability advice agreement guessing past habit necessity
 permission possibility prediction promise request

1 *can* and *could*

Jim isn't very good at maths or science, but he *can* speak English very well.
 Our history test was so long last week that no one *could* finish it.
 It was the last day of school, but the teacher said that we *could* not leave early.
 The hunters have been lost for days. They *could* starve.
Could you please show me the way to Beihai Park?

2 *may* and *might*

What award did you get for the sports competition? *May* I have a look?
 Our football team didn't play very well today, but we *might* do better tomorrow.

3 *will* and *would*

During the Spring Festival time the whole family *will* come for dinner.
 My uncle was poor but liked fashion, so he *would* often dress up as a rich man.
 Are you free this Saturday? *Would* you like to join my family for dinner?

4 *shall* and *should*

The harvest festival begins on Saturday. We *shall* be there with our friends.
 When going by plane, you *should* arrive at the airport at least one hour early.
 It's nearly time for class to start. The teacher *should* be here soon.

5 *must* and *can't*

When you eat fish you *must* be careful with the bones.
 Wang Feng has won the English competition three times. He *must* be very smart.
 A man landed on Mars? You *must* be joking. That *can't* be true.

- 3 With a partner, use modal verbs to ask and answer questions based on the situations below. Try to use each modal verb at least once. Be ready to present your dialogues to the class.

- 1 You want to invite your friend to come to a party on Sunday.
- 2 You want to be a doctor, so you ask your teacher about what subjects to study.
- 3 You want to ask your mum for permission to go with your friends to the cinema.

Using Language

Listening and speaking



- 1 Look at the pictures of the Trinidad Carnival. Discuss with your partner what kind of activities the Carnival might have. Find Trinidad on the map. Predict what kind of problems someone might have when going to such a carnival.



- 2 Li Mei and Wu Ping are going with their friends Carla and Hari to the Carnival parade. Listen to the conversation and answer the questions.

Part 1:

- 1 What is wrong with Li Mei's clothing and shoes?
- 2 What advice does Carla give Li Mei?

Part 2:

- 3 Why is it important for them to have water?
- 4 Why is it difficult for them to hear each other?
- 5 Why do they plan to meet at the **parking lot** at 8 o'clock?

- 3 Imagine you have just visited your friends in Trinidad and seen the Carnival. Make a phone call to invite your friends to a Chinese festival. In pairs make a conversation of at least five turns each. Be ready to present your conversation to the class.

MAKING PHONE CALLS

May I speak to ...?
 Can I ring/call back later?
 Hold/Hang on, please.
 I'll ring him/her up again.
 Just a moment, please.
 Sorry, he/she isn't here right now.

INVITATIONS

I wonder if you are interested in ...
 I'd like to invite you to ...
 Would you like ...?
 Could/Would you please ...?
 I'm looking forward to ...
 I'd love to, but ...

THANKS

Thank you so much.
 Thanks a lot.
 That's very kind of you.
 You're most welcome.
 Don't mention it.
 It's a pleasure.

Reading and writing



A SAD LOVE STORY

Li Fang was heart-broken. It was Valentine's Day and Hu Jin had said she would meet him at the coffee shop after work. But she didn't **turn up**. She could be with her friends right now laughing at him. She said she would be there at seven o'clock, and he thought she would **keep her word**. He had looked forward to meeting her all day, and now he was alone with his roses and chocolates, like a fool. Well, he was not going to **hold his breath** for her to **apologize**. He would **drown his sadness** in coffee.

It was **obvious** that the manager of the coffee shop was waiting for Li Fang to leave – he **wiped** the tables, then sat down and turned on the TV – just what Li Fang needed! A sad Chinese story about lost love.

The granddaughter of the Goddess of Heaven visited the earth. Her name was Zhinü, the weaving girl. While she was on earth she met the herd boy Niulang and they fell in love. ("Just like me and Hu Jin," thought Li Fang.) They got married secretly, and they were very happy. ("We could be like that," thought Li Fang.) When the Goddess of Heaven knew that her granddaughter was married to a human, she became very angry and made the weaving girl return to Heaven. Niulang tried to follow



her, but the river of stars, the Milky Way, stopped him. Finding that Zhinü was heart-broken, her grandmother finally decided to let the couple cross the Milky Way to meet once a year. Magpies make a bridge of their wings so the couple can cross the river to meet on the seventh day of the seventh lunar month. People in China hope that the weather will be fine on that day, because if it is raining, it means that Zhinü is **weeping** and the couple won't be able to meet.

The announcer said, "This is the story of Qiqiao Festival. When foreigners hear about the story, they call it a Chinese Valentine's story. It's a fine day today, so I hope you can all meet the one you love."

As Li Fang **set off** for home, he thought, "I guess Hu Jin doesn't love me. I'll just throw these flowers and chocolates away. I don't want them to **remind** me **of** her." So he did.

As he sadly passed the tea shop on the corner on his way home, he heard a voice calling him. There was Hu Jin waving at him and calling, "Why are you so late? I've been waiting for you for a long time! And I have a gift for you!"

What would he do? He had thrown away her Valentine gifts! She would never **forgive** him. This would not be a happy Valentine's Day!

1 With a partner, answer these questions and be prepared to explain your answers to the class. There may be more than one way to answer the questions.

- 1 Why was the TV story what Li Fang needed?
- 2 Why do people want the weather to be fine on Qiqiao Festival?
- 3 What more do you know about Qiqiao Festival?

2 Read the story about Li Fang again. What do you think is going to happen to Li Fang and Hu Jin? Write your own ending to the story. Use the following hints to help you prepare for writing.

- Think of how Li Fang will explain that the flowers and chocolates are gone.
- Think of what Hu Jin will say when she hears that news.
- Think of an ending to the story that will solve the problem. Will Li Fang be happy or sad?

SUMMING UP

Write down what you have learned about festivals around the world.

From this unit you have also learned

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

LEARNING TIP

Collect information about festivals and events around the world from newspapers, books, encyclopedia, magazines, CCTV International and the Internet. In this way you can increase your vocabulary and knowledge.

* READING FOR FUN

Santa Claus is coming to town

You'd better watch out.
You'd better not cry.
You'd better not pout – I'm telling you why.
Santa Claus is coming to town!

He's making a list.
He's checking it twice.
He's gonna find out who's naughty or nice.
Santa Claus is coming to town!

He sees you when you're sleeping.
He knows when you're awake.
He knows when you've been bad or good,
So be good for goodness' sake!

So ... you'd better watch out.
You'd better not cry.
You'd better not pout – I'm telling you why.
Santa Claus is coming to town!

Unit 2

Healthy eating

Warming Up

Everybody has to eat, but do you eat a healthy **diet**? Do you know that the food you eat helps you grow in different ways?



Food that provides energy (eg, energy-giving food)	Food that helps grow bones and muscles (eg, body-building food)	Food that helps the body fight diseases (eg, protective food)
rice noodles spaghetti bread potatoes chocolate butter cream oils nuts	meat eggs cheese milk tofu	most vegetables (eg, beans, peas, cucumbers, eggplants, peppers, mushrooms , cabbages) and fruit (eg, apples, peaches, oranges, lemons)

Which groups of food do you like best? Which do you eat most often? Do you eat the three kinds of food each day? What will happen to you if you don't eat a **balanced** diet?

Pre-reading

- 1 What do you think should go into a good meal?
- 2 Imagine you and your partner are going to invite some friends for dinner. What special food of your place would you offer them? Plan a menu.
- 3 Look at the title of the reading passage and the pictures. Predict what the passage is about. Then read it quickly to see if you were right.



Reading



COME AND EAT HERE (1)

Wang Peng sat in his empty restaurant feeling very frustrated. It had been a very strange morning. Usually he got up early and prepared his menu of **barbecued mutton** kebabs, **roast** pork, stir-fried vegetables and **fried** rice. Then by lunchtime they would all be sold. By now his restaurant **ought to** be full of people. But not today! Why was that? What could have happened? He thought of his mutton, beef and **bacon** cooked in the hottest, finest oil. His cola was sugary and cold, and his ice cream was made of milk, cream and delicious fruit. "Nothing could be better," he thought. Suddenly he saw his friend Li Chang hurrying by. "Hello, Lao Li," he called. "Your usual?" But Li Chang seemed not to hear. What was the matter? Something terrible must have happened if Li Chang was not coming to eat in his restaurant as he always did.

Wang Peng followed Li Chang into a new small restaurant. He saw a sign at the door.

Tired of all that fat? Want to lose weight?

*Come inside Yong Hui's **slimming** restaurant.*

Only slimming foods served here.

Make yourself thin again!

Curiosity drove Wang Peng inside. It was full of people. The **hostess**, a very thin lady, came forward. "Welcome," she said. "My name is Yong Hui. I'll help you lose weight and be fit in two weeks if you eat here every day." Then she gave a menu to Wang Peng. There were few choices of food and drink on it: just rice, **raw** vegetables served in **vinegar**, fruit and water. Wang Peng was amazed at this and especially at the prices. It cost more than a good meal in his restaurant! He could not believe his eyes. He threw down the menu and hurried outside. On his way home he thought about his own menu. Did it make people fat? Perhaps he should go to the library and find out. He could not have Yong Hui **getting away with telling** people **lies**! He had better do some research!

At the library Wang Peng was surprised to find that his restaurant served far too much fat and Yong Hui's far too little. Even though her **customers** might get thin after eating Yong Hui's food, they were not eating enough energy-giving food to keep them fit. They would become tired very quickly. Wang Peng felt more hopeful as he drove back home. Perhaps with a **discount** and a new sign he could **win** his customers **back**. So he wrote:

Want to feel fit and energetic?

Come and eat here! Discounts today!

Our food gives you energy all day!

The competition between the two restaurants was on!



Comprehending

1 Read the passage carefully and think about these statements. Tick the correct boxes. Give reasons for your answers.

	True	False
1 Usually Wang Peng's restaurant was full of people.	<input type="checkbox"/>	<input type="checkbox"/>
2 Yong Hui could make people thin in two weeks by giving them a good diet.	<input type="checkbox"/>	<input type="checkbox"/>
3 Wang Peng's regular customers often became fat.	<input type="checkbox"/>	<input type="checkbox"/>
4 Yong Hui's menu gave customers more energy-giving food.	<input type="checkbox"/>	<input type="checkbox"/>
5 Wang Peng's menu gave customers more protective food.	<input type="checkbox"/>	<input type="checkbox"/>
6 Wang Peng decided to compete with Yong Hui by copying her menu.	<input type="checkbox"/>	<input type="checkbox"/>

2 In your own words explain the following sentences or parts of sentences taken from the passage.

- 1 Something terrible must have happened if Li Chang was not coming to eat in his restaurant as he always did.
- 2 He could not have Yong Hui getting away with telling people lies!
- 3 Perhaps with a discount and a new sign he could win his customers back.

3 Read the *Warming Up* and the passage again and write out your answers.

- 1 The **weakness** of the diet in Wang Peng's restaurant was that it did not give _____.
- 2 The **strength** of the diet in Wang Peng's restaurant was that it provided _____.
- 3 The weakness of the diet in Yong Hui's restaurant was that it did not give _____.
- 4 The strength of the diet in Yong Hui's restaurant was that it provided _____.

4 Divide the passage into 3 parts. Give the main idea in each part and then retell the story in your own words.

- 1 _____
- 2 _____
- 3 _____

5 Discuss these questions in pairs. Write down your main points and compare them with those of another pair.

- 1 What do you think Wang Peng will provide to win his customers back?
- 2 How do you think the story will end?

* **6** Many different kinds of cooking are mentioned in the passage. Make a list of them and find out what cooking skills they describe.

Learning about Language

Discovering useful words and expressions

1 Find words and expressions from the text that mean the same.

- _____ something that you say is not true
- _____ not to be punished for something
- _____ uncooked
- _____ the strong wish to know about something
- _____ someone who buys things or services from a shop, company, etc
- _____ a particular quality that gives someone or something an advantage

2 Fill in the blanks with words from the left box and paraphrase the italicized parts using the phrases from the right box.

balanced diet raw
slim ought to energetic

lose weight lose heart
lose interest lose face

Julie wanted to *become thinner*. She knew she _____ eat more vegetables and fruit but little meat. However, as she was so afraid of *being laughed at by her friends*, she did not **consult** a doctor but lived on a _____ of rice, _____ vegetables, bananas and lemons. Three weeks later, she found she weighed as much as ever. She *felt so sad and hopeless about herself* and her behaviour changed. She didn't dare to face her boyfriend and she *was unwilling to visit her friends any more*. Luckily, her best friend Fred came to see her and encouraged her to exercise, eat a _____ diet and enjoy life again. Soon Julie became amazingly _____ and _____! She felt very happy.

3 Do the underlined letters in each group have the same pronunciation? Tick the odd one out. Then check if the words in each group refer to the same kind of food. Cross out the odd one and give your reasons.

- peach cream pear bean
- butter nut sugar mutton
- bacon ham cabbage lamb
- lemon eggplant strawberry watermelon

4 In pairs make up a dialogue about food you like or dislike, using the expressions below and as many food words as you know.

My favourite food/fruit/meat is	•	fried chicken smoked chicken roast duck
I'm fond of I don't often eat	•	barbecued mutton lemon beef sweet and sour fish
I really hate I can't stand	•	steamed fish creamed potatoes fried eggplant
... make me gain/lose weight	•	cucumber salad boiled eggs stir-fried mushrooms

EXAMPLE:

- A: Do you know how to make soup?
B: Yes, I put in mushrooms, tomatoes and eggs to make a vegetable soup.
A: Oh, I can't stand tomatoes,

Discovering useful structures

- 1 Underline the sentences containing modal verbs in the reading passage and use the function words below to explain the meaning of the modal verbs.**

Intention

Duty

Permission

Possibility

Guessing

Ability

- 2 Choose suitable modal verbs from below to complete the following dialogues. There may be more than one possibility.**

ought / oughtn't to should / shouldn't mustn't needn't (don't) have to will can / can't

- 1 SAM: How can I grow thinner, Mum?

MUM: Well, you _____ eat food with plenty of **fibre** that helps you **digest** better. And you _____ stop drinking cola or eating sweet food.

SAM: Does it mean I _____ eat my favourite fried chicken any more?

MUM: Not exactly, if you love fried chicken, you _____ give it up. Just eat it less often. You _____ worry too much: a little fried chicken _____ do you good!

- 2 DOCTOR: You are sick because you've eaten poisonous mushrooms. Where did you get them?

LUCY: I picked them in the forest. I know we _____ eat fresh vegetables.

DOCTOR: Oh, but you _____ eat them until you're sure they are not poisonous.

LUCY: Thank you, doctor. I'll be more careful next time.

- 3 CHARLES: I wish I could see things clearly in the dark.

TOM: Eating **carrots** _____ help you see better. You _____ eat some every day.

- 3 Now work in pairs. One of you asks a question. The other answers it. Then swap over. Remember to use modal verbs in your dialogue.**

EXAMPLE:

S: *What should you do after school?*

S: *I have to go home at once. I need to take the bus and I have a bus card. I ought to do my homework as soon as I get home.*

Other possible questions are:

- Do you know what you have to do when you borrow books from the library?
- Do you know what to do when your teeth ache?
- Do you know what to do if you need to meet someone you don't know at the airport?
- Do you know what to do if you want to get a discount in a shop?
- Do you know what you should do when you meet the hostess in your friend's home?

Using Language

Listening



- 1 Read these words. Practise the pronunciation and find out what these illnesses are.

_____ scurvy /'skɜːvɪ/ _____ rickets /'rɪkɪts/ _____ obesity /əʊ'biːsəti/

- 2 Listen to the whole dialogue between Wang Peng and an expert. Write down the main idea of the dialogue.

- 3 Listen to the tape again and join the names of the illnesses to their causes.

Illnesses	Causes
Scurvy	too much rice, noodles, sugar and fat
Rickets	not enough vitamin C
Obesity	not enough protein and vitamin D

- 4 After listening, work in pairs and discuss what problems Wang Peng and Yong Hui have and what suggestions you would give them.

Owner of restaurant	Problems with food offered	What food is needed
Wang Peng		
Yong Hui		

Reading and discussing



COME AND EAT HERE (2)

A week later, Wang Peng's restaurant was nearly full and he felt happier. Perhaps he would be able to **earn his living** after all and not have to close his restaurant. He did not look forward to being **in debt** because his restaurant was no longer popular. He smiled as he welcomed some customers warmly at the door but the smile left his face when he saw Yong Hui walking in. She did not look happy but **glared** at him. "May I ask what you were doing in my restaurant the other day? I thought you were a new customer and now I know that you only came to **spy on** me and my menu," she shouted. "Please excuse me," he calmly explained, "I wanted to know where all my customers had gone last week. I followed one of them and found them in your restaurant. I don't want to upset you, but I found your menu so **limited** that I stopped worrying and started advertising the **benefits** of my food. Why don't you sit down and try a meal?"

Yong Hui agreed to stay and soon they were both enjoying dumplings and **breast** of chicken

cooked with **garlic**. When they were served the ice cream, Yong Hui began to look ill. "I feel sick with all this fat and heavy food," she said, "I miss my vegetables and fruit." Wang Peng was enjoying a second plate of dumplings so he **sighed**. "Yes," he added, "and I would miss my dumplings and fatty pork. Don't you get tired quickly?" "Well, I do have to rest a lot," admitted Yong Hui. "But don't you think it would be better if you were a bit thinner? I'm sure you'd feel much healthier."

They began to talk about menus and balanced diets. "According to my research, neither your restaurant nor mine offers a balanced diet," explained Wang Peng. "I don't offer enough fibre and you don't offer enough body-building and energy-giving food. Perhaps we ought to **combine** our ideas and provide a balanced menu with food full of energy and fibre." So that is what they did. They served raw vegetables with the hamburgers and boiled the potatoes rather than fried them. They served fresh fruit with the ice cream. In this way they **cut down** the fat and increased the fibre in the meal. Their balanced diets became such a success that **before long** Wang Peng became slimmer and Yong Hui **put on** more **weight**. After some time the two found that their business cooperation had turned into a personal one. Finally they got married and lived happily ever after.



1 In pairs discuss these questions after reading the passage.

- 1 How did Yong Hui feel when she came to Wang Peng's restaurant? Why?
- 2 How did they solve their problems and become good friends?
- 3 Why was their cooperation a success?

2 Read the passage again and underline all the different words that are used instead of "said".

Speaking and writing

- 1 Discuss in groups what food you must eat to have a balanced diet. How much should you eat each day?**
- 2 Imagine you are planning to open a restaurant which will provide the best local dishes in your area and a balanced diet. In groups discuss how to run the business. Give each other suggestions and advice. The following expressions may help you.**

What should we do?

You must/mustn't

You'd better

I would strongly advise you to

My advice is / would be

Shall we ...?

I think you ought to

You need/needn't

You might

It might be a good idea to

How about ...?

Perhaps you should

You have to / don't have to

I suggest that you

3 Write a short passage to advertise your restaurant and its service. Your writing should:

- explain what kind of food will be offered in your restaurant
- describe their ingredients, flavour, smell and appearance
- explain how they will provide a balanced diet
- explain why your restaurant will provide the best food in the area
- explain how customers will be served

SUMMING UP

Write down what you have learned about healthy food and healthy eating.

From this unit you have also learned

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

LEARNING TIP

When you buy food in packets or tins, you need to look at the side of the packet or tin. It will tell you how much sugar, fat, vitamin, protein and fibre there is in your food. You will also learn more words and expressions connected with food. You can use this information to help you have a healthier diet as well as increase your vocabulary.

* READING FOR FUN

Food idioms

as cool as a cucumber	=	calm
bring home the bacon	=	earn one's family living
cream of the crop	=	best of a group
full of beans	=	feel energetic
mutton dressed as lamb	=	older people wearing the fashions of young people
raw deal	=	being treated unfairly
like peas in a pod	=	being similar



Unit 3

The Million Pound Bank Note

Warming Up

- 1 This unit is a play based on a short story by an American writer – Mark Twain. In pairs discuss what you know about him. If you don't know about him, read this short passage. Then fill in the chart.

NOTES	
Real name	
Meaning of his pen name	
Birth date	
Birthplace	
Place where he grew up	
His famous stories	

Mark Twain was born in Florida on November 30th, 1835. He was **brought up** in Hannibal, Missouri, along the Mississippi River. He is best known for his **novels** set in his boyhood world on the river, such as *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. Twain loved the river so much that even his pen name is about the river. "Twain" is an old word for "two". The **phrase** "mark twain" means that the water is two fathoms deep. The **author's** real name was Samuel Langhorne Clemens.

- 2 Do you know any of Mark Twain's novels? Choose one and tell the class about it.

Pre-reading

- 1 Imagine that somebody gives you a large sum of money to spend as you like. What would you do with it?
- 2 Have you read the story of "The Million Pound Bank Note"? Have you seen the film? If you have, what did you think of it?

Reading



THE MILLION POUND BANK NOTE

Act I, Scene 3

NARRATOR: It is the summer of 1903. Two old and wealthy brothers, Roderick and Oliver, have made a bet. Oliver believes that with a million pound bank note a man could survive a month in London. His brother Roderick doubts it. At this moment, they see a penniless young man **wandering** on the **pavement** outside their house. It is Henry Adams, an American **businessman**, who is lost in London and does not know what he should do.

- 5
RODERICK: Young man, would you step inside a moment, please?
HENRY: Who? Me, sir?

- RODERICK: Yes, you.
 OLIVER: Through the front door on your left.
 10 HENRY: *(A servant opens a door)* Thanks.
 SERVANT: Good morning, sir. Would you please come in? **Permit** me to lead the way, sir.
 OLIVER: *(Henry enters)* Thank you, James. That will be all.
 RODERICK: How do you do, Mr ... er ...?
 15 HENRY: Adams. Henry Adams.
 OLIVER: Come and sit down, Mr Adams.
 HENRY: Thank you.
 RODERICK: You're an American?
 HENRY: That's right, from San Francisco.
 20 RODERICK: How well do you know London?
 HENRY: Not at all. It's my first trip here.
 RODERICK: I wonder, Mr Adams, if you'd mind us asking a few questions.
 HENRY: Not at all. **Go right ahead.**
 RODERICK: May we ask what you're doing in this country and what your plans are?
 25 HENRY: Well, I can't say that I have any plans. I'm hoping to find work. As a matter of fact, I landed in Britain **by accident.**
 OLIVER: How is that possible?
 HENRY: Well, you see, back home I had my own boat. About a month ago, I was sailing out of the **bay** ... *(his eyes stare at what is left of the brothers' dinner on the table)*
 30 OLIVER: Well, go on.
 HENRY: Oh, yes. Well, towards nightfall I found myself carried out to sea by a strong wind. It was all my **fault.** I didn't know whether I could survive until morning. The next morning I'd just about given myself up for lost when I was **spotted** by a ship.
 OLIVER: And it was the ship that brought you to England.
 35 HENRY: Yes. The fact is that I earned my **passage** by working as an unpaid hand, which **accounts for** my appearance. I went to the American **embassy** to **seek** help, but ... *(The brothers smile at each other.)*
 RODERICK: Well, you mustn't worry about that. It's an advantage.
 HENRY: I'm afraid I don't quite follow you, sir.
 RODERICK: Tell us, Mr Adams, what sort of work did you do in America?
 40 HENRY: I worked for a mining company. Could you offer me some kind of work here?
 RODERICK: **Patience,** Mr Adams. If you don't mind, may I ask you how much money you have?
 HENRY: Well, to be honest, I have none.
 OLIVER: *(happily)* What luck! Brother, what luck! *(claps his hands together)*
 HENRY: Well, it may seem lucky to you but not to me! **On the contrary,** in fact. If this is your idea of some
 45 kind of joke, I don't think it's very funny. *(Henry stands up to leave)* Now if you'll excuse me, I think I'll be on my way.
 RODERICK: Please don't go, Mr Adams. You mustn't think we don't care about you. Oliver, give him the letter.
 OLIVER: Yes, the letter. *(gets it from a desk and gives it to Henry like a gift)* The letter.
 HENRY: *(taking it carefully)* For me?
 50 RODERICK: For you. *(Henry starts to open it)* Oh, no, you mustn't open it. Not yet. You can't open it until two o'clock.
 HENRY: Oh, this is silly.
 RODERICK: Not silly. There's money in it. *(calls to the servant)* James?
 HENRY: Oh, no. I don't want your charity. I just want an honest job.
 55 RODERICK: We know you're hard-working. That's why we've given you the letter. James, show Mr Adams out.
 OLIVER: Good luck, Mr Adams.
 HENRY: Well, why don't you explain what this is all about?
 RODERICK: You'll soon know. *(looks at the clock)* In exactly an hour
 60 and a half.
 SERVANT: This way, sir.
 RODERICK: Mr Adams, not until 2 o'clock. Promise?
 HENRY: Promise. Goodbye.



Comprehending

1 Read the statements below after reading Act I, Scene 3. For each statement, write "F" if it is a fact. Write "O" if it is an opinion.

- 1 _____ Henry wants to find a job in London.
- 2 _____ Henry is given an **envelope** by the two brothers.
- 3 _____ Henry is an unlucky young man.
- 4 _____ The servant is called James.
- 5 _____ Henry is foolish to go and meet the two brothers.

2 Read Act I, Scene 3 carefully and find all the examples of polite requests in it. Then rewrite them in informal language.

- | | | |
|---|--|-------------------------|
| 1 | <i>Would you step inside a moment, please?</i> | <i>Come in, please.</i> |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |
| 5 | _____ | _____ |
| 6 | _____ | _____ |

3 In pairs describe how Henry's feelings change during the conversation. First find what Henry says or does on the following occasions and then use your own words to describe how you think he feels. Explain your reasons.

	What Henry says or does	How he feels
1 Before he enters the brothers' house		
2 When he introduces himself		
3 When the brothers ask him about his plans		
4 When he tells them how he reached London by ship		
5 When they seem happy that he has no money		
6 When they give him the envelope		
7 When they tell him there is money in it		
8 Before he leaves the house		

4 Discuss these questions in groups.

- 1 Why do you think that the brothers chose Henry for their bet?
- 2 What kind of person do you think Henry is? Why do you think so?

5 Listen to the tape. Compare Henry's language with the two brothers' language. What do you notice?

6 Try to retell what happens in Act I, Scene 3 in your own words.

Learning about Language

Discovering useful words and expressions

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

- | | |
|---|--|
| 1 _____ mistake | 2 _____ to allow something to happen |
| 3 _____ someone who writes books | 4 _____ to try to find or get something |
| 5 _____ a thin paper cover for a letter | 6 _____ the place where someone was born |
| 7 _____ a man who works in a business | |
| 8 _____ unusual, exciting or dangerous experience | |
| 9 _____ ability to wait for a long time or to accept trouble without getting angry | |
| 10 _____ part of a play during which there is no change in time or place | |
| 11 _____ path at the side of a road for people to walk on | |
| 12 _____ a long written story in which the characters and events are not usually real | |

2 The italicized words in these sentences have more than one meaning. Explain the usage and meaning of each word in each sentence and then make your own sentences using these words in different meanings.

- A He *wandered* around Tibet for about a month. His experience is **unbelievable**.

B The professor *wandered* from the subject of his speech.
- A Please keep a complete *account* of the money we have spent.

B I opened an *account* at the bank downstairs.
- A It was her *fault*. We were late because she took so long finishing her lunch.

B It sounds as if there is a *fault* in that computer.
- A The museum sits on the exact *spot* where the gold was first discovered.

B That dress has a dirty *spot* right in the middle.

C She *spotted* her friend among the passengers who got off the train.
- A We walked down a long *passage* to the back of the office building.

B I couldn't afford the *passage* to Australia.

C The old bridge isn't strong enough to allow the *passage* of heavy vehicles.

3 Use some of the words recycled above and the phrases below in the correct form to complete the stories.

bring up go ahead account for by accident on the contrary to be honest

- Yesterday when I was wandering on the pavement near a park, I met an old neighbour _____ . He was so happy to see me again and he talked a lot about my grandparents who _____ me _____ . _____ , I didn't want him to _____ with his story. It wasn't because I had no _____ to listen to him, but because it was still very painful for me to think about my dear grandma who died five years ago.
- He was such a stubborn businessman that he didn't _____ anybody to disagree with him. He thought his marketing plan was perfect, but _____ , it was not and it failed. Obviously, it was his _____ because he did not listen to other people's advice. His attitude _____ his loss.

*Now make up your own story with new words and phrases from this unit.

Discovering useful structures

1 Underline all the examples in the play where noun clauses are used as the object. Mark a star beside each of them.

2 Work in pairs. Take turns to ask each other the questions and answer them using noun clauses as the object. Think of more questions.

- 1 Can you tell me if you like this play? → *I must say that I really enjoy it.*
- 2 What do you think of the bet the brothers have made?
- 3 What does Henry tell the brothers about his job in America?
- 4 What else does Henry tell the brothers?
- 5 What do the brothers want to know about Henry?
- 6 What do you think will happen to Henry?

3 Underline all the examples where noun clauses are used as the predicative. Mark a triangle beside each of them.

4 Complete the following sentences using noun clauses as the predicative based on the information from the play.

- 1 Henry arrived in London by accident. The reason was _____.
- 2 Henry has a lot of problems. One of his problems is _____.
Another problem is _____.
- 3 Henry realized he needed help. The embassy was _____.
- 4 Henry tells the brothers about his job in America. His concern is _____.
- 5 The brothers ask Henry some questions. The brothers' concern is _____.
- 6 Henry is invited to the brothers' house. The envelope is _____.

5 Complete the following sentences using noun clauses as the predicative.

- 1 A: I think the brothers were wrong to be happy when they heard Henry had no money with him.
B: I agree. It seems _____.
- 2 A: I can't understand why the brothers made the bet. Did they do it just for fun?
B: Well, that's _____.
- 3 A: Can an honest man always get what he wants?
B: Well, that's _____, too.
- 4 A: I wonder whether you would like to read some stories written by Mark Twain.
B: Sure. I like his writing style. It seems _____.

*** 6 Noun clauses are often used in formal situations. Work in pairs. Imagine you are looking for a job. Your partner is the interviewer. Brainstorm some questions and answer them with noun clauses.**

EXAMPLE:

Why do you want to work for this company? The reason is that

Could you tell me why you are interested in this job? It is because

What quality do you think is the most important for this job? I think

Could you tell me what you know about this company? I know that

Using Language

Reading, acting and speaking



THE MILLION POUND BANK NOTE

Act I, Scene 4

(Outside a restaurant Henry looks at the envelope without opening it and decides to go in. He sits down at a table next to the front window.)

OWNER: (seeing Henry's poor appearance) That one's reserved. This way, please. (to the waiter) Take this gentleman's order, Horace.

HENRY: (after sitting down and putting the letter on the table) I'd like some ham and eggs and a nice big **steak**. Make it extra thick. I'd also like a cup of coffee and a **pineapple dessert**.

WAITER: Right, sir. I'm afraid it'll cost a large **amount** of money.

HENRY: I understand. And I'll have a large glass of beer.

WAITER: OK. (The waiter leaves and soon returns with all the food.)

HOSTESS: My goodness! Why, look at him. He eats like a wolf.

OWNER: We'll see if he's clever as a wolf, eh?

HENRY: (having just finished every bit of food) Ah, waiter. (the waiter returns) Same thing again, please. Oh, and another beer.

WAITER: Again? Everything?

HENRY: Yes, that's right. (sees the look on the waiter's face) Anything wrong?

WAITER: No, not at all. (to the owner) He's asked for more of the same.

OWNER: Well, it is well-known that Americans like to eat a lot. Well, we'll have to **take a chance**. Go ahead and let him have it.

WAITER: (reading the bill after the meal) All right. That's two orders of ham and eggs, two extra thick steaks, two large glasses of beer, two cups of coffee and two desserts.

HENRY: (looking at the clock on the wall) Would you mind waiting just a few minutes?

WAITER: (in a **rude manner**) What's there to wait for?

OWNER: All right, Horace. I'll take care of this.

HENRY: (to owner) That was a wonderful meal. It's amazing how much pleasure you get out of the simple things in life, especially if you can't have them for a while.

OWNER: Yes, very interesting. Now perhaps, sir, if you pay your bill I can help the other customers.

HENRY: (looking at the clock on the wall again) Well, I see it's two o'clock. (he opens the envelope and holds a million pound bank note in his hands. Henry is surprised but the owner and the waiter are shocked) I'm very sorry. But ... I ... I don't have anything smaller.

OWNER: (still shocked and nervous) Well ... er ... just one moment. Maggie, look! (the hostess **screams**, the other customers look at her and she puts a hand to her mouth) Do you think it's **genuine**?

HOSTESS: Oh, dear, I don't know. I simply don't know.

OWNER: Well, I did hear that the Bank of England had issued two notes in this amount ... Anyway, I don't think it can be a fake. People would pay too much attention to a bank note of this amount. No thief would want that to happen.

HOSTESS: But he's **in rags**!

OWNER: Perhaps he's a very strange, rich man. (as if he has discovered something for the first time) Why, yes! That must be it!

HOSTESS: (hits her husband's arm) And you put him in the back of the restaurant! Go and see him at once.

OWNER: (to Henry) I'm so sorry, sir, so sorry, but I cannot change this bank note.

HENRY: But it's all I have on me.

OWNER: Oh, please, don't worry, sir. Doesn't matter at all. We're so very glad that you even entered our little eating place. **Indeed**, sir, I hope you'll come here whenever you like.

HENRY: Well, that's very kind of you.

OWNER: Kind, sir? No, it's kind of you. You must come whenever you want and have whatever you like. Just having you sit here is a great honour! **As for** the bill, sir, please forget it.

HENRY: Forget it? Well ... thank you very much. That's very nice of you.

OWNER: Oh, it's for us to thank you, sir and I do, sir, from the bottom of my heart. (The owner, the hostess and the waiter all **bow** as Henry leaves.)



1 Answer these questions in small groups.

- 1 Whose behaviour changes the most during this scene? Give examples.
- 2 What kind of person is the owner of the restaurant?
- 3 Why do you think the owner of the restaurant gave Henry a free meal?

2 Listen to the tape and role play the text. Remember that Henry has an American accent while the owner, the hostess and the waiters all have British accents. Pay attention to correct pronunciation and intonation.**3 Read Act I, Scene 4 again and underline all the expressions used to order food. Now imagine you are having a good meal in a restaurant. Make a dialogue with your partner, who acts as a waiter/waitress. The following expressions may help you.****WAITER/WAITRESS**

Can I help you?
 I'll take your order in a minute.
 Are you ready to order, sir/madam?
 What would you like ...?
 Enjoy your meal!
 Here's your bill. Here you are.

CUSTOMER

I'd like I'll have
 Do you have ...?
 What do you suggest?
 I'll have that.
 The bill, please.
 Can I have the check, please?

Listening, writing and acting**1 Before listening, predict what you think Henry will do or where he will go next. Give your reasons. Then listen to the whole tape and check your idea.****2 Listen to the tape again and answer the following questions.**

- 1 Why does Henry worry when he leaves the restaurant?
- 2 Why can't he see the two brothers again?
- 3 What do the two brothers ask him to do?

3 In pairs imagine what may happen to Henry in the next month as he tries to use the bank note without getting into trouble. Make a short list of your ideas. Choose the best one to make a new scene for the play. When you write your play, make sure to follow these steps.

- 1 Make a list of the characters.
- 2 Make an outline of the events and the actions of the scene.
- 3 Make a note of how the characters' feelings change.
- 4 Decide on the stage directions which tell the actors what to do or how to say something.
- 5 Think up an exciting ending.

The beginning of the scene has been already done for you.

Act I, Scene 5

NARRATOR: Henry smiles as he leaves the restaurant. When he is walking down the street, he sees a sign for a **barber's** shop. In a shop window, he looks at his own hair. Since it is too long, he decides to get it cut.

HENRY: Good afternoon, I'd like to get a cut, if I may.

BARBER: ...

SUMMING UP

Write down what you have learned about "The Million Pound Bank Note".

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- other expressions: _____
- new grammar items: _____

LEARNING TIP

Try writing a play so you can practise your oral English. Get together with your friends and classmates and write dialogues for a short play. It can be about anything of interest to all of you. Everyone should have a part or role to speak. You can use one of the reading passages from your textbook to make a short play. And acting out the play will help improve your pronunciation and intonation.

*** READING FOR FUN****Humorous quotations by Mark Twain**

- A banker is a fellow who lends you his umbrella when the sun is shining, but wants it back the minute it begins to rain.
- I didn't attend the funeral, but I sent a nice letter saying that I approved of it.
- A classic is something that everybody wants to have read and nobody wants to read.
- When I was younger, I could remember anything, whether it had happened or not.
- A lie can travel halfway around the world while the truth is putting on its shoes.

Unit 4

Astronomy: the science of the stars

Warming Up

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

- 1 In our **solar system** eight planets circle around the sun. What are they? Can you match the names with the planets?
- 2 What interests you in astronomy? Do you know any questions that astronomers are interested in?

Pre-reading

- 1 The origin of life on earth is a question that interests astronomers. What do you know about it?
- 2 Each **religion** and culture has its own ideas about how life began on earth. What do you know?
- 3 Read the title and look at the pictures. Predict what the reading will be about. Then read it quickly to check if you are right.

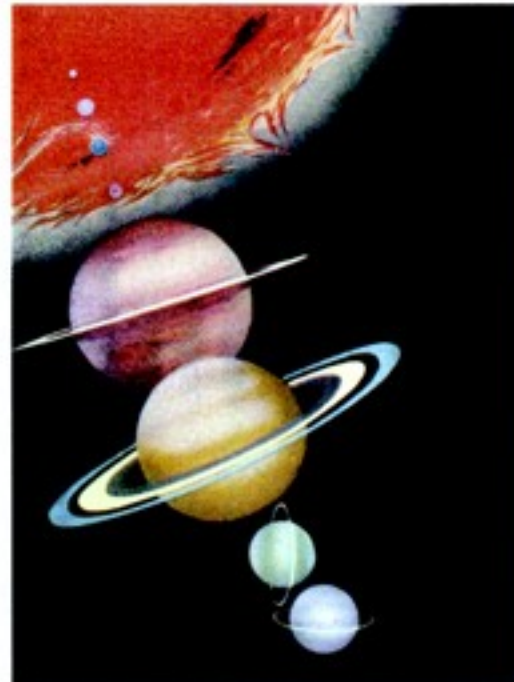
Reading



HOW LIFE BEGAN ON THE EARTH

No one knows exactly how the earth began, as it happened so long ago. However, according to a widely accepted **theory**, the universe began with a “Big Bang” that threw matter in all directions. After that, **atoms** began to form and combine to create stars and other bodies.

- 5 For several **billion** years after the “Big Bang”, the earth was still just a cloud of dust. What it was to become was uncertain until between 4.5 and 3.8 billion years ago when the dust settled into a solid **globe**. The earth became so **violent** that it was not clear whether the shape would last or not. It exploded loudly with fire and rock. They were **in time** to produce **carbon**, nitrogen, water vapour and other



Uranus
Venus
Earth
Mars
Mercury
Jupiter
Neptune
Saturn

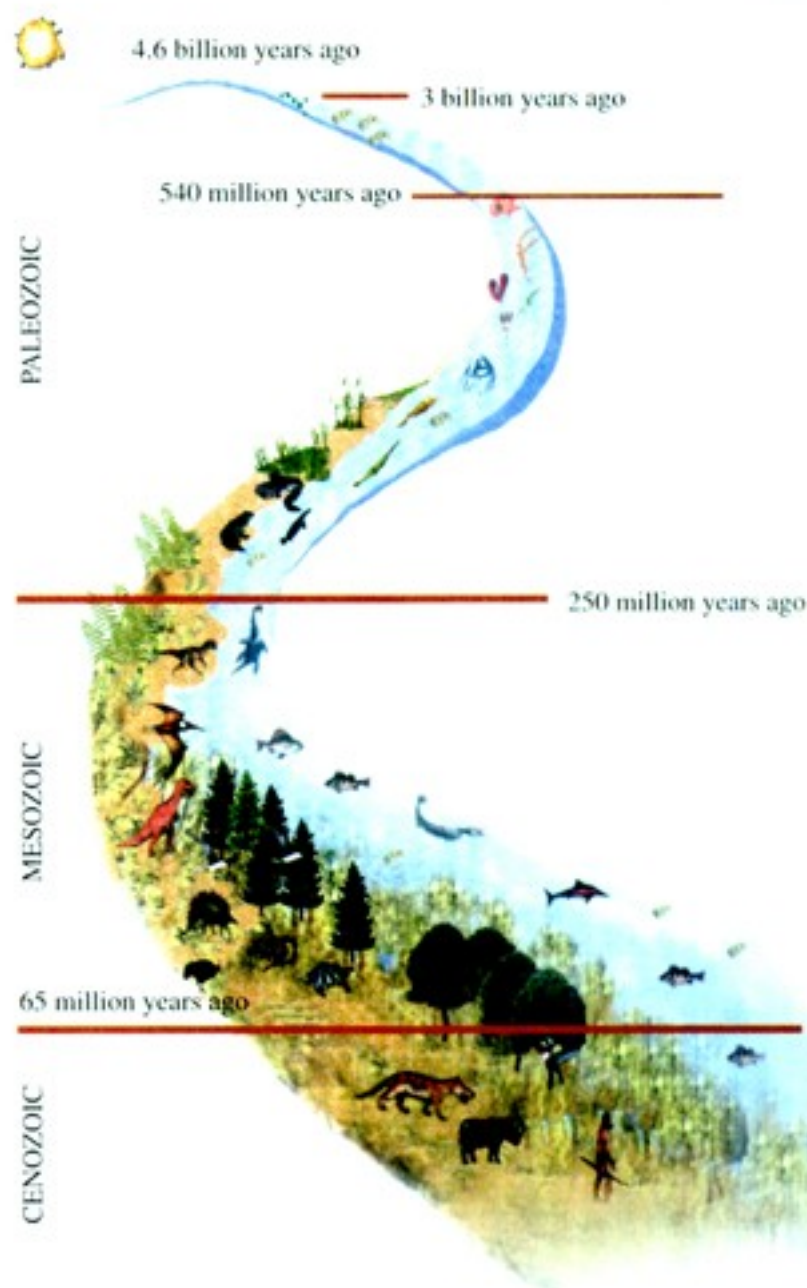
gases, which were to make the earth's **atmosphere**. What is even more important is that as the earth cooled down, water began to appear on its surface.

Water had also appeared on other planets like Mars but, **unlike** the earth, it had disappeared later. It was not immediately obvious that water was to be **fundamental** to the development of life. What many scientists believe is that the continued presence of water allowed the earth to dissolve **harmful** gases and **acids** into the oceans and seas. This produced a **chain** reaction, which made it possible for life to develop.

Many millions of years later, the first extremely small plants began to appear on the surface of the water. They **multiplied** and filled the oceans and seas with **oxygen**, which encouraged the later development of early shellfish and all sorts of fish. Next, green plants began to grow on land. They were followed in time by land animals. Some were insects. Others, called amphibians, were able to live on land as well as in

the water. Later when the plants grew into forests, reptiles appeared for the first time. They produced young generally by **laying eggs**. After that, some huge animals, called dinosaurs, developed. They laid eggs too and **existed** on the earth for more than 140 million years. However, 65 million years ago the age of the dinosaurs ended. Why they suddenly disappeared still remains a mystery. This disappearance made possible the rise of mammals on the earth. These animals were different from all life forms in the past, because they **gave birth to** young baby animals and produced milk to feed them.

Finally about 2.6 million years ago some small clever animals, now with hands and feet, appeared and spread all over the earth. **Thus** they have, **in their turn**, become the most important animals on the planet. But they are not looking after the earth very well. They are putting too much carbon **dioxide** into the atmosphere, which **prevents** heat **from** escaping from the earth into space. As a result of this, many scientists believe the earth may become too hot to live on. So whether life will continue on the earth for millions of years to come will depend on whether this problem can be solved.



The Evolution of Life on the Earth

Comprehending

- 1** Read the passage carefully and analyse its structure. Write down the main idea for each paragraph.

Main Body	Paragraph 1:
	Paragraph 2:
	Paragraph 3:
	Paragraph 4:
	Paragraph 5:

- 2** Put the order of development of life into a timeline. Use the reading passage to help you.

- | | |
|--|---|
| <input type="checkbox"/> 1 Insects and amphibians appeared. | <input type="checkbox"/> 2 Dinosaurs appeared. |
| <input type="checkbox"/> 3 The earth became a solid ball. | <input type="checkbox"/> 4 Small plants grew on the water. |
| <input type="checkbox"/> 5 Reptiles appeared. | <input type="checkbox"/> 6 Plants began to grow on dry land. |
| <input type="checkbox"/> 7 The earth was a cloud of dust. | <input type="checkbox"/> 8 Water appeared on the earth. |
| <input type="checkbox"/> 9 Shellfish and other fish appeared. | <input type="checkbox"/> 10 The universe began with a "Big Bang". |
| <input type="checkbox"/> 11 Clever animals with hands and feet appeared. | <input type="checkbox"/> 12 Mammals appeared. |

- 3** Think about what you have read and discuss these questions in pairs.

- Why was the earth different from the other planets?
- Why did the plants grow before the animals came?
- Why is it wrong to show films with dinosaurs and people together?
- There used to be nine planets in the solar system. Recently scientists have decided that one of them can no longer be considered a planet. Do you know the name of that planet? Do you know why they removed it?
- What problem is caused by human beings?

- 4** Read the passage again and underline all the discourse markers and sentence connectors.

Discourse markers: *however, next, after that, ...*

Sentence connectors: *and, but, ...*

- 5** Discuss in groups and give a report to the class.

How life began on earth is one of the biggest **puzzles** that scientists found hard to solve. What other puzzles are hidden in the passage? Find them out and do some research.

Learning about Language

Discovering useful words and expressions

- 1 Use the correct prefix or suffix for each word. Write out the new word and explain the difference between the two.

-ence			
present →	presence	certain →	
violent →		fair →	
confident →		paid →	
different →		like →	
patient →		kind →	
		culture →	
		globe →	
		universe →	
		agriculture →	
		mathematics →	
		art →	
		physics →	
		chemistry →	
		biology →	
		science →	

- 2 Choose the correct word to fill in each of these blanks.

- At the beginning, the earth had no _____.
A dust B atoms C water D matter
- The development of a planet generally depends on _____ combining together.
A atoms B rocks C gases D water
- The _____ of mammals happened after the disappearance of the dinosaurs.
A harmful B system C spread D method
- Mammals _____ when the animals that were harmful to them disappeared.
A prevented B multiplied C depended D existed

- 3 Complete the following passage with the words and phrases below in the correct form.

astronomy atom fundamental puzzle exist
prevent ... from as a result give birth to

Is the moon a planet? This question is _____ if students are to show that they understand the nature of _____. Some scientists think that the earth _____ the moon because the moon circles our planet. Others believe that the moon _____ before the earth was formed. They think that earlier in time it travelled through space as a small planet which was caught by the earth's **gravity**. _____, it goes around our planet. The evidence for this theory is that the _____ that make up the rocks on the moon seem to be different from those on earth. What is clear is that the moon is smaller than the earth and this _____ it _____ escaping from the earth. Although its origin may still be a _____, the moon can never be anything more than a **satellite** of the earth.

- 4 In pairs divide these adjectives into two groups: emotional words and calm words.

violent patient **gentle** angry rude relaxing kind
shocked excited easy-going calm crazy

Discovering useful structures

- 1** Find all the examples in the reading passage where noun clauses are used as the subject and underline them. Then translate them into Chinese. The first two have been given.

EXAMPLES:

What it was to become was uncertain until between 4.5 and 3.8 billion years ago

... it was not clear whether the shape would last or not.

- 2** Rewrite the following sentences with noun clauses as the subject. The beginning has been given to you.

1 His discovery has not yet been proved.

What _____.

2 Do the other astronomers accept his ideas? It remains a question.

Whether _____.

3 The first appearance of life on earth is still a mystery to scientists.

How _____.

4 Why is the earth becoming warmer? It is an important topic for research.

Why _____.

5 Stephen Hawking at 65 experienced zero gravity during a flight. It amazed everybody.

It amazed everybody _____.

6 Pluto is no longer considered a planet in our solar system. What a surprise!

It is a surprise _____.

- 3** Read the following passage and complete it with the suitable clauses below. Tell which is a subject clause and which is an object clause.

_____ is not only a question which interests biologists and geologists. It is a favourite topic for discussion for **physicists** and astronomers. They would like to know _____ because this may help them find ways to solve the problem of global warming. Some scientists believe _____ . _____ is uncertain, but water and food supply decreased and so the dinosaurs gradually died out. However, the mammals survived. Other scientists believe _____. As a result of this event, a great dust cloud formed in the sky **blocking out** the sunlight. Without sunlight, most plants soon died and so many dinosaur species became extinct. Since the last ice age, the **climate** of the earth has not changed very much. However, _____ is a concern for everybody on earth.

1 How dinosaurs disappeared

2 that a comet **crashed** into the earth long ago and caused the disappearance

3 that the earth slowly became hot and dry dozens of millions of years ago

4 why dinosaurs became extinct

5 How the climate changed

6 whether the climate will change again

Using Language

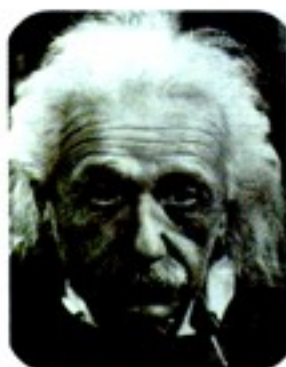
Listening and discussing



- 1 Before listening, look at these pictures. In pairs discuss what you know about the three scientists and their ideas on gravity. Then tell the class.



Isaac Newton



Albert Einstein



Stephen Hawking

- 2 Listen to Part 1 and Part 2 of the tape and choose the best summary of the listening text. Explain what is wrong with the others.

- A The text is about how three scientists wanted to find out about the beginning of the universe.
 B The text is about how the idea of gravity has developed over a long period of time.
 C The text is about the importance of three scientists and their work.

- 3 Listen to Part 1 again and fill in the first column of the chart. Then listen to Part 2 again and fill in the rest.

	Isaac Newton	Albert Einstein	Stephen Hawking
Idea			
Development			

Reading



A VISIT TO THE MOON

Last month I was lucky enough to have a chance to make a trip into space with my friend Li Yanping, an astronomer. We visited the moon in our **spaceship!**

Before we left, Li Yanping explained to me that the force of gravity would change three times on our journey and that the first change would be the most powerful. Then we were off. As the rocket rose into the air, we were pushed back into our seats because we were trying to escape the **pull** of the earth's gravity. It was so hard that we could not say anything to each other. Gradually the weight lessened and I was able to talk to him. "Why is the spaceship not falling back to the earth? On the earth if I fall from a tree I will fall to the ground." I asked. "We are too far from the earth now to feel its pull," he explained, "so we feel as if there is no

gravity at all. When we get closer to the moon, we shall feel its gravity pulling us, but it will not be as strong a pull as the earth's." I **cheered up** immediately and **floated** weightlessly around in our spaceship cabin watching the earth become smaller and the moon larger.

When we got there, I wanted to explore immediately. "Come on," I said. "If you are right, my **weight** will be less than on the earth because the moon is smaller and I will be able to move more freely. I might even grow taller if I stay here long enough. I shall certainly weigh less!" I laughed and climbed down the steps from the spaceship. But when I tried to step forward, I found I was carried twice as far as on the earth and fell over. "Oh dear," I cried, "walking does need a bit of practice **now that** gravity has changed." After a while I got the hang of it and we began to enjoy ourselves.

Leaving the moon's gravity was not as painful as leaving the earth's. But returning to the earth was very frightening. We watched, amazed as fire **broke out** on the outside of the spaceship as the earth's gravity increased. Again we were pushed hard into our seats as we came back to land. "That was very exhausting but very exciting too," I said. "Now I know much more about gravity! Do you think we could visit some stars next time?" "Of course," he smiled, "which star would you like to go to?"



Read the passage carefully and then describe the three ways in which gravity changed for Li Yanping and how his weight changed.

Speaking and writing

1 Life is different on a spaceship. There is very little gravity so that things float around. In pairs discuss what you need if you travel to the moon:

- to protect your skin
- to stop you flying off the moon's surface and into space
- to stop your food floating away

Make a list of your ideas and take part in a class discussion to find the best ones. Use these words and expressions to help you.

Please pay attention to ...

Don't forget to ...

You'd better ...

Please check that ...

Make sure that ...

You must/mustn't ...

You need ...

Watch out for ...

Please look at ...

2 Then write a short article explaining one of the problems that you might have on the moon. Set out what you should do to overcome this difficulty and have a happy visit.

SUMMING UP

Write down what you have learned about the development of the earth and making a space trip.

From this unit you have also learned

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

LEARNING TIP

Astronomy is a scientific subject made up of mathematics and physics. You can use the scientific method when studying English too. Study carefully how new words and structures are used. Try to make a simple rule in your own words to explain how and when a new word or structure is used. Test your theory by using the words or structures in new situations. Ask people to tell you if you are using them correctly. Then you will know if your theory is correct.

* READING FOR FUN

The Sun Travels

by Robert Louis Stevenson

The sun is not a-bed, when I
At night upon my pillow lie;
Still round the earth his way he takes,
And morning after morning makes.
While here at home, in shining day,
We round the sunny garden play,

Each little Indian sleepy-head
Is being kissed and put to bed.
And when at eve I rise from tea,
Day dawns beyond the Atlantic Sea;
And all the children in the west
Are getting up and being dressed.

Unit 5

Canada — “The True North”

Warming Up

Canada is a multicultural country. It is the second largest country in the world. How much do you know about Canada? Work in pairs and answer this quiz.



- 1 What language(s) do **Canadians** speak?
A English. B English and German. C English and French. D English and Spanish.
- 2 What is the capital of Canada?
A Vancouver. B Toronto. C Calgary. D Ottawa.
- 3 What is the national animal of Canada?
A Beaver. B Grizzly bear. C Polar bear. D Penguin.
- 4 What is the Canadian leader called?
A President. B Prime Minister. C Governor. D King.
- 5 How many Great Lakes are there in Canada?
A 4. B 3. C 5. D 6.



Compare your answers with another pair. Then listen to the teacher's correct answers. How many students in your class got 80% or better on this quiz?

Pre-reading

- 1 What is the longest trip you have ever taken?
- 2 Look at the map on the right and discuss the following question in pairs: If you take a trip to Canada, what do you think you might see there?
- 3 What three words would you use to describe Canada?



Reading



A TRIP ON “THE TRUE NORTH”



Li Daiyu and her cousin Liu Qian were on a trip to Canada to visit their cousins in Montreal on the Atlantic coast. **Rather than** take the aeroplane all the way, they decided to fly to Vancouver and then take the train from west to east across Canada. The thought that they could cross the whole **continent** was exciting.

5 Their friend, Danny Lin, was waiting at the airport. He was going to take them and their **baggage** to catch “The True North”, the cross-Canada train. On the way to the station, he **chatted** about their trip. “You’re going to see some great **scenery**. Going **eastward**, you’ll pass mountains and thousands of lakes and forests, as well as wide rivers and large cities. Some people have the idea that you can cross Canada in less than five days, but they forget the fact
10 that Canada is 5,500 kilometres from coast to coast. Here in Vancouver, you’re in Canada’s warmest part. People say it is Canada’s most beautiful city, **surrounded** by mountains and the Pacific Ocean. Skiing in the Rocky Mountains and sailing in the **harbour** make Vancouver one of Canada’s most popular cities to live in. Its population is increasing rapidly. The coast north of Vancouver has some of the oldest and most beautiful forests in the world. It is so wet
15 there that the trees are extremely tall, some **measuring** over 90 metres.”

That afternoon **aboard** the train, the cousins **settled down** in their seats. Earlier that day, when they crossed the Rocky Mountains, they **managed to catch sight of** some mountain goats and even a grizzly bear and an **eagle**. Their next stop was Calgary, which is famous for the Calgary Stampede. Cowboys from all over the world come to compete in the Stampede.
20 Many of them **have a gift for** riding wild horses and can win thousands of dollars in prizes.

After two days’ travel, the girls began to realize that Canada is quite empty. At school, they had learned that most Canadians live **within** a few hundred kilometres of the USA **border**, and that Canada’s population is only **slightly** over thirty million, but now they were amazed to see such an empty country. They went through a wheat-growing province and saw farms that
25 covered thousands of **acres**. After dinner, they were back in an **urban** area, the busy port city of Thunder Bay at the top of the Great Lakes. The girls were surprised at the fact that ocean ships can sail up the Great Lakes. Because of the Great Lakes, they learned, Canada has more fresh water than any other country in the world. In fact, it has one-third of the world’s total fresh water, and much of it is in the Great Lakes.

30 That night as they slept, the train rushed across the top of Lake Superior, through the great forests and southward towards Toronto.

Comprehending

1 Read the passage and write down the answers to the following questions in complete sentences.

- 1 Which continent are the cousins crossing?

- 2 Why are they not flying directly to the Atlantic coast?

- 3 Why is the population of Vancouver growing so rapidly?

- 4 What happens at the Calgary Stampede?

- 5 How are ocean ships able to reach the centre of Canada?

- 6 What are some of Canada’s greatest natural resources?

2 Use the information in the passage to fill in the table below.



Basic Facts about Canada

Distance from east to west coast
Oceans on east and west coasts
Population
Where most Canadians live
Location of largest fresh water supply
Key point about Vancouver
Key point about Calgary
Key point about Thunder Bay

3 Discuss the following questions in pairs.

- 1 Which part of the reading passage interests you most?
- 2 If someday you go to Canada, where will you go? Why?



Learning about Language

Discovering useful words and expressions

1 Guess the meanings of the words below. Then think of more words for each group.

multi- = many

multicultural	multicoloured
multinational	multimedia
multistor(e)y	multichannel

-ward(s) = in a certain direction

eastward(s)	forward(s)
upward(s)	outward(s)
downward(s)	backward(s)

2 Find words in this unit that have the same meaning as the definitions below.

- _____ bags that people take with them when they travel
- _____ a government member who is in charge of a government department
- _____ a short informal test
- _____ to talk to someone in a friendly, informal way
- _____ on or onto a ship, plane, bus or train
- _____ general appearance of nature around you, especially beautiful nature
- _____ in or by a very small amount, so small that it almost cannot be seen
- _____ to be all around somebody or something on every side

3 Use the words below in the correct form to complete the following paragraph. Not all the words will be used.

acre border harbour measure surround urban within

The city of Rome, Italy, completely _____ the smallest country in the world, the Vatican City State. It has an area of 0.44 square kilometres with a _____ 3.2 kilometres long. Because the Vatican is entirely _____ Rome, it has no _____ for ocean ships. The country is really just one very small city: its _____ area covers 100 percent of the country.



4 Use at least five new words from the reading passage to make a dialogue between Li Daiyu and Liu Qian about their trip (at least three sentences each).

EXAMPLE:

LI DAIYU: *What did you like best about the trip from Vancouver to Toronto?*

LIU QIAN: *My favourite part was seeing the grizzly bear in the mountains.*

...

Discovering useful structures

- 1** The Noun Clause can be used as an appositive in a sentence. Find all the examples from the reading passage and underline them.

EXAMPLE: *The thought that they could cross the whole continent was exciting.*

- 2** Match the parts of the sentences below. Some of them may be used in different ways. Then explain why you made your choices.

The possibility	that the world is flat	pleased the Canadians.
The idea	that more and more people settle down in Canada	was exciting.
The hope	that the weather in winter would be warmer	is not scientific.
The fact	that we could go to France	terrifies many people.
The belief	that there will be an earthquake	surprises me.

- 3** In pairs use the nouns above as well as the ones suggested below to make sentences. Be ready to present them to the class.

the *thought* that the *reality* that the *news/message* that the *wish* that

EXAMPLE:

A: *the news ...*

B: *the news that she won the prize*

A: *Her parents were so pleased to get the news that she won the prize.*

Using Language

Listening



- 1** Before you listen, read the incomplete sentences in Exercise 2 and guess what the **topic** of the listening text is.

- 2** Listen to the tape and complete these sentences with the correct information.

- Canada encourages people to keep _____.
- Canada is a **mixture** of _____.
- If you live in the province of Quebec, _____.
- Native Indians and the Inuit are trying to _____.
- More than _____ languages are used in radio and TV programmes.
- You may find areas where _____ live near each other.
- The families _____ are usually all **mixed** up.

3 In pairs take turns to ask and answer the following questions. Make notes and be ready to present your conversation to the class.

- 1 What is a Canadian?
- 2 Why do people say that Canada is a multicultural country?

Reading



“THE TRUE NORTH” FROM TORONTO TO MONTREAL

The next morning the **bushes** and **maple** trees outside their windows were red, gold and orange, and there was **frost** on the ground, **confirming** that fall had arrived in Canada.

Around noon they arrived in Toronto, the biggest and most **wealthy** city in Canada. They were not leaving for Montreal until later, so they went on a tour of the city. They went up the tall CN Tower and looked across the lake. **In the distance**, they could see the **misty** cloud that rose from the great Niagara Falls, which is on the south side of the lake. The water flows into the Niagara River and over the falls on its way to the sea.



They saw the covered stadium, home of several famous basketball teams. As they walked north from the harbour area, Li Daiyu said, “Lin Fei, one of my mother’s old **schoolmates**, lives here. I should phone her from a telephone **booth**.”

They met Lin Fei around dusk in **downtown** Chinatown, one of the three in Toronto. Over dinner at a restaurant called The Pink Pearl, the cousins chatted with Lin Fei, who had moved to Canada many years earlier. “We can get good Cantonese food here,” Lin Fei told them, “because most of the Chinese people here come from South China, especially Hong Kong. It’s too bad you can’t go as far as Ottawa, Canada’s capital. It’s **approximately** four hundred kilometres northeast of Toronto, so it would take too long.”

The train left late that night and arrived in Montreal at **dawn** the next morning. At the station, people everywhere were speaking French. There were signs and ads in French, but some of them had English words in smaller letters. “We don’t leave until this evening,” said Liu Qian. “Let’s go downtown. Old Montreal is close to the water.” They spent the afternoon in lovely shops and visiting artists in their workplaces beside the water. As they sat in a **buffet** restaurant looking over the **broad** St Lawrence River, a young man sat down with them.

“Hello, my name is Henri. I’m a student at the university **nearby**,” he said, “and I was wondering where you are from.” The girls told him they were on a train trip across Canada and that they had only one day in Montreal. “That’s too bad,” he said. “Montreal is a city with

wonderful restaurants and clubs. Most of us speak both English and French, but the city has French **culture** and **traditions**. We love good coffee, good bread and good music.”

That night as the train was speeding along the St Lawrence River toward the Gulf of St Lawrence and down to the distant east coast, the cousins dreamed of French restaurants and red maple leaves.



1 Answer the following questions after reading the passage.

- 1 What can sometimes be seen from the CN Tower in Toronto?
- 2 Why is there good Cantonese food in Toronto?
- 3 Which direction is the train going from Toronto?
- 4 What three things show that Montreal is a French city?

2 Use the information in both reading passages of this unit to draw the girls' route across Canada on the map on page 33.

Speaking and writing

1 Work in groups of four. Imagine two of you are the cousins who travelled across Canada. The others ask questions about the trip. Describe two or three things that impressed you most and your feelings when you experienced them. Then switch roles. The following expressions may help you.

Where is ...? In what direction is ...? How do you get to ...?
 How far is ...? Is it nearby? Is ... close to ...? Is ... far from ...?

It's ... kilometres from ... to ... within ... kilometres of ...
 It's about ... kilometres northeast of is close to ...
 in the north/south/west/east of ... to the north/south/east/west of ...
 on the north/south/west/east of ... go eastward/westward/northward/southward
 across the continent/lake through the forests along the coast/river

excited afraid **terrified** worried tired **pleased** happy **impressed**
 surprised amazed satisfied

Make notes (not full sentences) in the table below.

What impressed you?	Where was it?	How did it make you feel?

2 Write a short report about the two or three most impressive things during the trip across Canada. Be sure that your report has:

- a title
- a short paragraph to introduce your report's topic
- a paragraph for each impressive thing you are presenting (be sure to include its location and how it made you feel)
- a short conclusion

SUMMING UP

Write down what you have learned about Canada.

From this unit you have also learned

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

LEARNING TIP

Knowing some prefixes and suffixes can help you guess the meaning of words. Prefixes are small groups of letters that you put in front of words to give them different meanings. Suffixes are groups of letters placed after a word to modify its meaning or change it into a different part of speech.

EXAMPLES:

- You can put the prefix *super-* in front of many words to give them the meaning “more than” or “above”.
supernatural superhuman supermarket superpower superstar
- You can change some verbs into nouns with the suffix *-ment*.
advertisement agreement achievement excitement

* READING FOR FUN

And My Heart Soars

by Chief Dan George

*The beauty of the trees,
The softness of the air,
The fragrance of the grass,
Speaks to me.*

*The summit of the mountain,
The thunder of the sky,
The rhythm of the sea,
Speaks to me.*

The faintness of the stars,

*The freshness of the morning,
The dewdrop on the flower,
Speaks to me.*

*The strength of the fire,
The taste of salmon,
The trail of the sun,
And the life that never goes away,
They speak to me.*

And my heart soars.



LISTENING



1 Look at the pictures below. What festival do you think these pictures are about?



2 Listen to this conversation between Chen Bin and his American friend, Joey. What is the main topic of their conversation?

3 Listen to the conversation again and take notes to fill in the following chart.

EASTER

In which season? Who celebrates? The reason for the festival? On which day of the week? What things represent Easter?	
---	--

TALKING

You want to invite a foreign friend to join your family's celebration of the Chinese Spring Festival. In pairs, one as the Chinese student and the other as the foreign friend, ask and answer questions about the holiday. Use the questions below to help you.

- When does the Spring Festival usually take place?
- What do you do to celebrate it?
- What special food do you eat?
- What is the origin of the Spring Festival?
- Why is the Spring Festival such a big holiday in China?

USING WORDS AND EXPRESSIONS

- 1 Choose the correct verb and then add *up* or *off* to form the full verb phrase to complete each sentence below. Be sure to use the correct form.

blow dress get look make pack put set take turn

- Most little girls love to _____ in their mothers' clothes and pretend to be grown up.
- I'm sure my keys are in the house. If we just keep looking, they're sure to _____!
- I'm sorry, but you just missed John. He _____ for the airport about an hour ago.
- I _____ the violin when I was seven, but I haven't played recently, so I forgot a lot.
- This bus doesn't go to the zoo. You'll need to _____ at the next stop and take No 105.
- Joe heard a shout above him. He _____ at the window to see a large flower vase falling toward him. He jumped out of the way just in time, his heart beating wildly.
- Mrs Wells carefully _____ the box of Christmas presents to send to her sister's family, and then went to the post office to post it.
- That's an amazing story! Do you think it's true, or did somebody just _____ it _____?
- The city is changing so fast. Just last week they _____ an old building down the street to make room for a new shopping centre.
- The Johnsons just moved into their new home last week, so they haven't had any time to _____ any pictures on the walls.

- 2 Read the passage below and use the words in the box to complete it.

arrival agricultural clothing feasts in memory of independence obvious sadness

It is _____ that festivals are times of happiness, fun and excitement, not of _____. There are festivals to celebrate almost every kind of happy event. Some are for _____ reasons, such as the beginning of the planting season or at harvest time. Others are _____ one-time events, such as the _____ of a country or the _____ of a famous person, like Columbus Day in the USA. No matter what the reason, however, festivals are always times for great _____ with lots to eat, special and often new _____ to wear and generally lots of fun.

- 3 Translate these sentences into English. Use the words and expressions in brackets.

- 那照片让她想起淹死在海里的爱人，她哭了。当她走出房间时，尽管已拭去了泪水，但仍掩盖不住脸上的悲伤。(remind ... of; drown; weep; wipe; sadness)
- 多年来，这位身居墨西哥的老人日夜梦想着回到自己的祖国。(Mexico; day and night)
- 这位精力旺盛的诗人也没有能够找出这些词的起源。(energetic; poet; origin)
- 我们又见面时，他为自己没有信守诺言而向我道歉，并希望我能原谅他。(keep one's word; apologise; forgive)
- 根据专家们的预测，他会荣获今年金鸡奖的最佳男演员奖。(prediction; award; rooster)
- 很明显，他在尽力屏住呼吸。(obvious; hold one's breath)
- 如果你没有获得夜间泊车许可，就不能在此停车。(parking; permission)
- 下周举行的大会是为了纪念他们的祖先 100 多年前来到这个村庄。(take place; in memory of; ancestor; arrival)

USING STRUCTURES

1 Read the following sentences, and then fill in the blanks with the suggested words in the box.

1 A: He's ten years old, but he still _____ read!

B: You _____ be serious!

2 A: The door is open. Someone _____ have come in while I was out.

B: Really? You _____ call the police immediately!

3 A: _____ I have a look at my test scores?

B: Of course, but be prepared! You _____ not like what you see!

4 A: Thanks for inviting me! I _____ come, but I have some housework to do first!

B: Well, just ask me! I _____ come over and help you.

must
may
can't
could

2 Complete each of the following sentences using one of the modal verbs provided. There are several different possibilities.

1 He says he has just arrived, but it has been raining for hours, and his shoes are completely dry. He _____ . (must / can't)

2 A: An old lady just dropped ten *yuan* as she got off the bus. If you get off to give it to her, you will probably be late for school. What's to be done?

B: I _____ . (should / could / might / would)

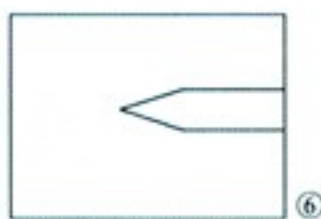
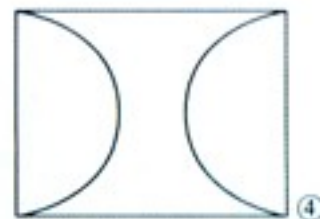
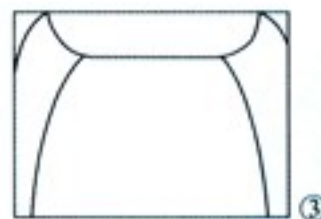
3 Excuse me! I'd like to take a look at that shirt over there, the blue one, but I can't reach it. _____ ? (may / could / would)

4 A: Let's have dinner on Friday after school and then go to see that film, OK?

B: Sounds good! What time?

A: _____ ? (will / shall)

3 Look at the following pictures. Can you guess what they are? In pairs discuss your guesses.



A: I think the first picture could be

B: Maybe, but I think it might be

READING TASK



1 Read the passage below about this famous carnival in Quebec.

WINTER CARNIVAL IN QUEBEC

A group of very cold tourists are sitting in a café in old Quebec, drinking hot coffee to try to warm up. The temperature is 32 degrees below freezing. The windows are covered with steam from the heat inside. Outside, snow covers the streets and is piled up along the sidewalks. The music and lights of the Carnival continue, but after a whole day of watching parades, riding in horse carriages and listening to the music, their feet are freezing and their noses are red.



Every year, hundreds of thousands of people come to Quebec to take part in the week-long winter festival, the biggest in the world. Everyone who comes must be prepared to keep moving, as it is too cold to stand and watch for long.

Early in the morning, you can watch the snowboarding competitions on the hill overlooking the river. Competitors speed down the track and through the air as though they could fly.

The more brave of heart may try the canoe races. Five or six men paddle each canoe across the partly-frozen St Lawrence River. The river is full of big pieces of ice, and if you were to fall in, you would freeze in less than two minutes.

One of the favourite events is the dog-sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track. One person runs behind the sled, shouting to the dogs to encourage them. The sound of the dogs barking, the calls of the drivers and the shouts of the crowd make an exciting Northern experience. The dogs are beautiful strong animals, with long, thick fur and many with blue eyes.



While admiring the ice sculptures everywhere in the city, much like those in Harbin in China, you can stop with other tourists in an igloo (圆顶冰屋) for hot tea or coffee. It is amazing how warm these ice houses can be!

Late in the evening, you can go to the snow palace, where Bonhomme the snowman is king, and join the crowd. You can dance outside to the music of a band, who are all dressed in heavy clothes – even some of their instruments are dressed up for winter.

Finally, you will probably want to sit down in a café to warm up and to plan for tomorrow. You might join the snowmobile races – or maybe you should just sleep in!

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

- 1 Why do you think that dogs are used to pull sleds in cold climates?

- 2 Which activity at the Quebec Carnival do you think would be the most fun? Why?

- 3 Which activity at the Carnival do you think would be the most dangerous? Why?

- 4 If you could go to the Quebec Carnival, what would you do and see? Why?

- 5 If you had to draw a poster for the Carnival, what things would you put on the poster?

- 6 What would you wear if you went to the Carnival? Name three things.

3 Compare what you know about Harbin with Quebec.

City	Similarity	Difference
Harbin		
Quebec		

LISTENING TASK



1 Listen to the tape. Then write the festival name for each picture below.



2 Listen again and then answer the following questions.

- 1 What is the focus of the activity during the Cherry Blossom Festival in Japan?

- 2 Besides soft clay, what kinds of things are used to make well-dressings in Derbyshire?

- 3 Why are Easter lilies a common symbol of Easter?

- 4 Why are flowers used on Valentine's Day and Mother's Day? In which other festivals do you think flowers are used for the same reason?

SPEAKING TASK

Now you have the chance to create a new festival. Talk with your partner and make a name for your festival. Prepare a short report about your new festival and present it to the class.

Points to discuss:

- when the festival takes place
- what the festival is for
- what people do at the festival
- what people eat at the festival



WRITING TASK

Write a brochure for the new festival that you have created, introducing it and giving advice to those who want to come. Be sure to include:

- where it will take place
- how people can get there
- what kind of weather people should expect
- what things people should bring
- three things that visitors should see
- how much it will cost



Use the following expressions to help you.

You must
 You could
 You might
 You would have to

You should
 You can
 You would
 You need

*PROJECT

Look up some information about different minority festivals in China. Choose one, research it, and then write a short report about it for the class. Use the list in the Writing Task to help you.



Aobao Festival (Mongolian)



Water-Splashing Festival (Dai)



Tiaohua Festival (Miao)



San Yue San Festival (Zhuang)

CHECKING YOURSELF

- 1 Which festival interests you most in this unit? Why?

- 2 After studying this unit, what kinds of festivals do you find are most common in different countries?

- 3 What new language about festivals have you learned from this unit? Have you used it in your speaking, reading and writing activities?

- 4 How well have you done in the exercises on modal verbs?

- 5 What problems did you have while studying this unit? How did you solve them?

Unit 2

Healthy eating

LISTENING



Doctors know that there are illnesses that you may get if you do not eat properly. Emma has got a problem and is going to the doctor for advice.

- 1 Before listening, look at the list of illnesses below caused by not eating properly. Then listen to the whole text and find which illness Emma has.

rickets obesity anorexia (厌食症) indigestion (消化不良)

- 2 Listen to Part 1 again and answer the questions.

- 1 What does Emma usually have for breakfast, lunch and supper?
- 2 What is wrong with Emma's diet?
- 3 Why is the doctor concerned about how much Emma eats?
- 4 How does Emma feel after the doctor tells her about the result of not eating properly?

- 3 Listen to Part 2 again and fill in the chart below.

Red food (only a little every day)	Orange food (some every day)	Green foods (some every meal)

TALKING

Now in pairs imagine that one of you is worried about being too fat or too thin and has gone to consult the doctor. The other student will be the doctor, who gives advice on how to change his/her diet. Use the chart above and the expressions below to help you.

DOCTOR

What's the matter?
 What's wrong with you?
 What seems to be the trouble?
 How long have you been like this?
 It's nothing serious, only
 I suppose you had better
 I think you ought to

PATIENT

I've got a pain in It comes and goes.
 I'm suffering from I feel tired all the time.
 I've got a bad cough / cold / fever / headache /
 I've lost my voice.
 I have a pain in my chest/shoulder/back/
 It hurts when I touch it.
 I'll follow your advice.

USING WORDS AND EXPRESSIONS

1 Complete the sentences with the given words in brackets.

- 1 He is full of _____, but his mother tells him not to be _____ about everything. (curious; curiosity)
- 2 _____ food usually contains a lot of _____. (sugar; sugary)
- 3 We must take a _____ point of view towards the wildlife project. The most important thing is to keep the _____ of nature. (balance; balanced)
- 4 Although there was no time _____ in the competition, only a very _____ number of students succeeded. (limited; limit)
- 5 John decided to _____ Lucy. Now the newly-_____ couple work in a newly-opened restaurant. (married; marry)
- 6 When she left the hospital, she was very _____. After a month's rest at home, she recovered from her _____. (weak; weakness)
- 7 She did not usually suffer from bad _____ after a meal, but this time she could not _____ the very spicy meat. (digest; digestion)

2 Complete the sentences below using the words and phrases below in the correct form.

combine benefit sigh digest cut down before long put on weight diet

- 1 The cook _____ the best ingredients from both home and abroad to create this dish.
- 2 A: Come and have some breakfast!
B: No, thanks. I am on a _____.
A: Silly you. If you don't have breakfast and you eat too much at lunch or supper, you are sure to _____. Come on! None of the food is difficult to _____ and it won't hurt your stomach.
- 3 After tasting all the dishes, the judges _____ heavily; it was so difficult to choose the best from all of them.
- 4 _____ tourists will be visiting this town for the food festival.
- 5 It is too early to tell whether _____ the cost of production will _____ the company workers or not.

3 Read these words related to food and drink. Look up the ones you are not familiar with in the dictionary. Add as many words as you can. Divide them into groups, in any way you like.

sugar radish eggplant barbecue grape carrot garlic spicy peach kebab
boil noodle mushroom shrimp bread mutton plum bacon milk fry cola
salty melon spaghetti cabbage turnip mango cheese coffee beef vinegar
rice crispy cucumber mustard cream pepper lemon juice crab pea tea
corn roast tasteless pineapple sour mineral water beancurd (tofu) wine

4 Fill in the blanks with *tell*, *say*, *talk*, *speak*, *discuss*, and *ask*. Then use the phrases to make some sentences.

- | | | |
|--------------------|--------------------|----------------------|
| 1 _____ a lie | 2 _____ a question | 3 don't _____ a word |
| 4 _____ a language | 5 _____ a story | 6 _____ business |
| 7 _____ a topic | 8 _____ a joke | 9 _____ hello |

5 Translate these sentences into English, using the words and expressions in brackets.

- 这一饮食的缺点是包含了太多的脂肪和糖分，优点是有很多能提供能量的食品。(diet; strength; weakness)
- 那个商店老板试图通过打折来赢回顾客。(win back; discount)
- 如果你不为自己的错误道歉的话，他们是不会放过你的。(get away with)
- 他已经负债很久了。对于他来说，如何谋生成了个大问题。(in debt; earn one's living)
- 就在我等朋友时，突然发现有个男人在离我不远处正瞪眼看着我。(spy; glare at)
- 我不想对你说谎，但是我不得不告诉你他的智力有限。(lie; limited)
- 专家说吃胡萝卜对眼睛很有好处。(benefit; carrot)
- 我吃饺子时通常都会加点醋，因为醋有助于消化食物。(vinegar; digest)

USING STRUCTURES

1 Read these dialogues and complete them with the proper modal verbs.

- JOHN: We _____ get to the theatre by seven o'clock. What time do you think we _____ leave?
SARAH: I think we _____ leave home at six o'clock, or we won't arrive there in time.
- GEORGE: I don't feel well. The doctor told me that I _____ give up smoking. He also gave me the medicine. Do you think it'll do me any good?
AMY: If you follow the doctor's advice, it _____ help you.
- SALESMAN: This car is one of the safest on the market. Even so, you _____ be silly and drive without wearing a seat belt.
CUSTOMER: I _____ never do that!
- RON: Let's go to Carla's party tonight!
TOM: Well, I don't mind going as long as I don't _____ dress up.
RON: That's OK. You don't even need to wear a tie if you don't want to.
- SUSAN: Do you know where Alan is? I _____ find him anywhere.
ROBIN: Well, he _____ have gone far. His bag is still here.

2 In pairs choose one of the situations below and develop it into a conversation. Make sure you use as many modal verbs as possible.

- Your friend has borrowed your mobile phone and lost it while he was out with his friends. You are very angry with him. He is not concerned. What are you going to say to each other?
- Your friend sees someone steal a purse from an old lady's pocket. He/She does nothing but is very worried about this. He/She comes up to you for your advice. What would you tell him/her to do?

LISTENING TASK

- 1** McDonald's is a large fast food chain of restaurants that can be found all over the world. One day you hear that your quiet hometown is to have a large new McDonald's restaurant. It will replace a Chinese restaurant that serves the traditional food of your area. Think about whether you would like to have such a restaurant or not, and give your real opinion and a reason to support your idea.

I would / would not like to have such a restaurant in our town because _____

- 2** Now listen to the tape and see what two other people in your hometown think of this plan.

Name	For or against	Reasons
Tina		
Li Qian		

- 3** Design a poster to encourage people to come to a meeting that evening to discuss this new restaurant. Give two reasons on your poster why it should be built and two reasons why it should not. Remember:

- to make a big main heading for the poster
- to write your two reasons for and against
- to give the date and time of the meeting (You can use today's date and start the meeting in the evening.)

READING TASK**FOR BUILDING A MCDONALD'S**

I was excited when I heard that our community was to have its own McDonald's restaurant. I thought about all those young people who would not have to go to the next town to buy their favourite burgers and chips. McDonald's cares about healthy eating too and works with scientists to provide food that is of high quality, safe and healthy. It is also cheap. They often provide salads as well as burgers and chips. You can also choose between cola and milk shakes (奶昔). Of course it also means more work for our area that needs jobs badly. McDonald's says they are interested in doing what is right for the community and being a good neighbour. So I think they will be concerned about providing parking for the cars in our main street. Many of our young people will be only too happy to work for the company. McDonald's makes a promise to the people who work for them. They say, "We value you, your growing skills and your help to the company." I can see nothing but good if this company comes to build its restaurant in our town.

AGAINST BUILDING A MCDONALD'S

I am very worried about McDonald's building a restaurant in our hometown. We are a small community and we enjoy our local dishes. I am not sure if McDonald's food is as healthy as they say in their advertisements. When scientists look at it carefully, they find high levels of fat, sugar and salt. This is very worrying. Too many young people are getting fat through eating too much fatty food. McDonald's is not giving young people a good idea of what a healthy diet should be. Local Chinese food, on the other hand, is full of fresh vegetables and fresh meat and fish. The food at a McDonald's restaurant is always the same, so I wonder if it is made or brought in from elsewhere. Although it is freshly cooked, it must be less healthy than our own locally grown and cooked Chinese food.

I also worry about all those cars bringing people to buy food at McDonald's. First, there will be petrol fumes (气体), which will make our clean air dirty. Second, there is the problem of all those cars that try to park and prevent other cars from moving quickly through our town.

I am sure many young people will be happy to work for McDonald's but will they be treated fairly? In America, McDonald's does not allow workers' unions to operate in its restaurants and these are people who speak up for the workers. If, as they say, the workers are happy with them, why should they fear some workers joining a union?

So when I consider the food, the cars and the jobs, I think we should not allow McDonald's to build their restaurant in our town.

Make notes of the opinions and the reasons given by both sides after reading the passages.

Topic	For building a McDonald's	Against building a McDonald's
About healthy food		
About transport		
About jobs		

SPEAKING TASK

- 1** Now discuss what you have heard at the meeting in groups of four. Two of you argue for building the restaurant and two against. Use the notes above to help you and try to persuade others to change their minds. The following expressions may be useful to you.

I'm not sure about that!
 (I'm afraid) I don't agree.
 That's an interesting idea, but
 Rubbish! / Nonsense!
 Actually, / As a matter of fact, I think

You could be right, but
 I agree up to a point, but
 Do you really think ... ?
 You can't be serious!
 That's not how I see it.

- 2** Now discuss your ideas with the rest of the class. Then look back at your answer written in Exercise 1 on page 51. Is your answer still the same? Would you like to have a McDonald's built in your town? Why?

WRITING TASK

Imagine the old local restaurant has gone. You are asked to write an article describing what you think should be built on the land instead of a McDonald's restaurant. You may choose whatever you like. Describe it fully in words and draw a plan. Remember the order of your article:

- 1 describe the new design
- 2 draw a plan
- 3 explain the advantages of your idea

Here is an example:

An idea for a new library

My idea is to build a new library for our community. It will need a large room for the books and a small room for the librarians to rest.

My idea will help improve the education of the children in our community. It will also give the adults an interest and keep their minds active

I hope you will support my idea.

***PROJECT**

Use sentence structures in this unit to complete this project.

- invent a new kind of drink (cold or hot) or food;
- think of a name for it, and write a recipe (烹饪法) to tell everyone how to make it; explain how it will taste;
- write a sign to advertise the benefits of your drink or food and invite others to have a try;
- share your recipe with your group. Then decide which of the group recipes sounds the most delicious and healthiest.

CHECKING YOURSELF

- 1 What new information about eating have you learned now?

- 2 How many groups of food were mentioned in this unit? What are they? Give examples for each group.

- 3 Have you ever read an English menu? When and where?

- 4 Please try to name as many kinds of food and dishes as you can in English.

- 5 What functional items have you learned from this unit?

- 6 What have you learned about list-making from this unit?

Unit 3

The Million Pound Bank Note

TALKING

After reading the letter from the brothers, Henry puts it back into his coat pocket. Then he notices that his coat is worn out. So he finds a tailor's shop and goes in to get a new coat. In pairs make a dialogue for Act II, Scene 1 using the following information.

- Henry goes into a shop and tells the salesman that he wants a new coat.
- The salesman shows him a cheap coat downstairs.
- Henry doubts if he should take it.
- The salesman persuades him to buy it.
- Henry agrees, but explains that he can't pay him right now as he has no small change.
- Henry shows the million pound bank note to him.



Use the following expressions to help you.

I'd like to have ...

Do you have any ...?

Can you show me ..., please?

How much is it / are they?

I'll take it.

I'm looking for

Do you have any other ...?

May I try it on?

Well, I'll think about it.

Just have a look.

That's it.

May/Can I help you?

What can I do for you?

What about this one?

Did you find everything OK?

Is that everything?

That's all we have.

LISTENING



- 1 In pairs discuss what you think will happen in the tailor's shop, after Henry shows the salesman and the owner the bank note.
- 2 Listen to the tape. Write down the three things that happen in this scene.
- 3 Listen again and answer these questions in groups.

- 1 Why doesn't the salesman give Henry his change right away?
- 2 Is the owner really angry at the salesman or does he just pretend to be angry? How do you know?
- 3 Is Henry glad to get more than one coat? How do you know?
- 4 Henry tells the owner that he is moving. Give two reasons why the owner is not surprised to hear this news.
- 5 What does the owner offer to do for Henry? Why?



USING WORDS AND EXPRESSIONS

1 Complete the story with the words and phrases below in the correct form.

indeed stare in rags unbelievable amount rude
genuine seek as for on the contrary patience

This afternoon a man dressed _____ came into the shop. We all _____ at him doubtfully when he said he wanted a new coat. I took him downstairs and showed him a cheap coat which would cost him only a small _____ of money. I thought he might be a bit upset about the price, but _____, he did not seem to care about it at all. I didn't mean to be _____ but I have no _____ with customers who can't decide. So I persuaded him to buy it. Then the most _____ thing happened to me – he handed me a million pound bank note. I did not know whether it was _____ or not, so I _____ out my boss to ask his advice. He told me that I had _____ made a serious mistake by judging this man by his clothes. My boss looked very angry and told me to find the best coat for the man immediately. I have never seen him so kind to anybody else like that before. _____ me, I felt terrible for the rest of the day!

2 Look at these phrases on the left. Join each phrase to its correct usage and use them correctly in the sentences below.

to be honest	used when adding something after criticizing someone
to be fair	used when you tell someone what you really think
to be sure	used to express what you are saying is exact
to be exact	used to admit something is true before saying the opposite

- A: How long has she worked in your company?
B: For many years. Well, nine _____.
- A: Do you know that man stole my purse and then lied about it?
B: Well, _____, I've never liked him very much.
- A: It must have been a tiring experience to travel to your mother's village last week. I hear that there is no railway station there.
B: It was difficult, _____, but we got there by bus in the end.
- A: Is Sarah coming?
B: No. She should have let us know earlier, but _____ she has been very busy recently.

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

- 事实上，当他进入办公室时是偶然被保安发现的。(spot; by accident)
- 地面在摇晃着，人们尖叫起来，“地震了！”(scream)
- 威廉向那位女士鞠了一躬，送给她一个盒子，里面是一枚漂亮的真钻石戒指。(bow; genuine)
- 这些年，我有很多朋友都来到这座大城市追求幸福和成功。至于我，则想碰碰运气，在家乡开个公司。(seek one's fortune; as for; take a chance)
- 他把大量的时间和金钱花在世界各地的旅游上，因为他酷爱冒险。(amount; adventure)
- 小女孩盯着桌上的菠萝甜点，她很想吃。(stare; pineapple; dessert)

USING STRUCTURES

1 Correct the mistakes in these sentences and identify the use of each noun clause.

- 1 I can't yet tell you I like this bet or not.
- 2 He told the brothers that he already went to the embassy.
- 3 My question is how did Henry land in Britain.
- 4 Why did Henry say that he can't have simple pleasure for a while?
- 5 The brothers' doubt is that Henry can stay out of jail.
- 6 I wonder about how Henry will get food and clothing.
- 7 Henry's question is what kind of bet are the brothers made.
- 8 It seems as if everyone in London become interested in Henry.

2 Complete this story using noun clauses.

I am going to tell you an unbelievable story. This afternoon a poorly dressed gentleman came into my restaurant. Nobody knew _____. After sitting down, he ordered a lot of food. He stared at it and then ate it up very quickly. It seemed _____. We wondered _____. We were very surprised _____. To be honest, we doubted _____. When he was asked to pay the bill, the gentleman asked _____. Then we were shocked to see _____. Unfortunately, we could not change the bank note as it was too large. So I gave this strange but very rich man a free dinner, in the hope that _____.

3 Noun clauses are often used in indirect speech. Rewrite these sentences in indirect speech.

- 1 "How do I know it isn't a fake?" the customer asked the salesman.
- 2 "Could I have a look at your 19th-century watch," Oliver asked his friend.
- 3 "You will get into trouble if you talk to your father so rudely," mother told David.
- 4 "The barber cut the king's hair and then bowed as he left the palace," the teacher told the students.
- 5 "What does the saying 'a fool and his money are soon parted' mean?" the boy asked his father.

* **4** Play the game of "Pass the message". Show the same written message to the first person in each team of your class. Ask that person to pass the message on orally in indirect speech as quickly as possible. The first team that finish it must put up their hands and the last person tells the class the message. If he/she has got it right, that team has won the game.

EXAMPLE:

Message: *There will be no homework tonight.*

S: *The teacher said that there would be no homework tonight.*

LISTENING TASK

- 1 Before you listen make a list of all the changes that Henry has made to his life. For example: new clothes. Discuss with your partner what difference you think this will make to the way people treat him.
- 2 Now listen carefully to Act II, Scene 3 and write down the main idea.
- 3 Listen to the tape again. Make notes as you listen and check your answers with your partner.

The things Portia knows about Henry	Henry's response
1	1
2	2
3	3

- 4 Before you move on to the reading task, discuss the following questions in pairs.
 - 1 What will Henry and Portia tell each other about themselves?
 - 2 What will they keep a secret from each other?

READING AND SPEAKING TASK**THE MILLION POUND BANK NOTE****Act II, Scene 4**

NARRATOR: At the end of the month, Henry was very rich and didn't fear jail. Dressed in the finest clothes, he drove by the brothers' house in Portland Place and, seeing they were back, went to get Portia at her friend's home.

HENRY: My dear, the way you look today, it would be a crime not to ask for a good salary for the job they'll give to me.

PORTIA: Oh, please remember that if we ask for too much we may get no salary at all; and then what'll happen to us, with no way in the world to earn a living?

(At the brothers' home, the servant lets them in. The two brothers are seated, waiting.)



- HENRY: Good morning, gentlemen. (*Roderick seems very surprised to see Portia*) Portia, these are the men who helped me.
- PORTIA: So very nice to meet you, kind sirs. (*She gives Oliver a wink with one eye.*)
- HENRY: Gentlemen, I'm ready to report.
- RODERICK: Er ... Portia, I ...
- OLIVER: We're both glad to hear it, for now we can decide the bet which Roderick and I made. If you've won for me, you shall have any job as my gift. Have you got the million pound bank note?
- HENRY: Here it is, sir.
- OLIVER: I've won! Now what do you say, Roderick?
- RODERICK: I say that I've lost twenty thousand pounds. I never would have believed it. Why, that is amazing, man!
- HENRY: Come, let's be going now, Portia.
- OLIVER: But wait, wait! The job, you know. I must give you a job, as I promised.
- HENRY: Well, thank you very much, but I really don't want one now.
- PORTIA: Henry, I'm disappointed (*失望的*) in you. You didn't thank the gentlemen properly. May I do it for you?
- HENRY: Let me see you try.

(*Portia walks over to Roderick and gives him a hug. Then she sits in Oliver's lap, puts her arms around his neck and kisses him on the cheek. Oliver begins laughing.*)

- PORTIA: Papa, he says he doesn't want anything else from you.
- HENRY: (*shocked*) My dear, is that your papa?!
- PORTIA: He's my stepfather, and the dearest one that ever was.
- HENRY: Oh, my dearest dear sir, I regret what I said. You have got a job open that I want.
- OLIVER: Name it.
- HENRY: Son-in-law.
- OLIVER: Well, well, well! But you've never had such a job before. How can I be sure you can do it successfully?
- HENRY: Try me ... oh, do, I beg of you! Give me 30 or 40 years, and ...
- OLIVER: Oh, well, all right.
- NARRATOR: Are Portia and Henry happy? There are not enough words in the biggest dictionary to describe it. Did the people of London have a good time with this bit of news? Yes. Portia's stepfather took that bank note back to the Bank of England and cashed it. The bank note was then useless for money but was his wedding gift to the young couple. Yes, the bank note was worth millions of dollars, but not worth one tenth as much as how Henry felt about Portia.



Listen to the tape and read the play aloud, paying close attention to the rhythm, pronunciation and intonation.

WRITING TASK

Imagine that after Henry marries Portia, he has bad luck in business and becomes poor again. Now he must tell his wife the bad news. With a partner write a short dialogue between these two characters. Before you write, however, discuss these questions with your partner.

- How do you think Portia feels when she hears the bad news?
 - What do you think Henry plans to do to solve the crisis (危机)?
 - Do you think Portia will leave Henry?
 - Do you think they will get help from the two brothers or anybody else? Give reasons.
 - What will they finally decide to do?
 - How do you think people's attitude will change towards Henry and Portia?
- 1 Read the questions and brainstorm some ideas.
 - 2 Write down your ideas.
 - 3 Share your ideas with another pair and ask them for advice.
 - 4 Organize the ideas into an order suitable for writing.
 - 5 Make up a dialogue and write it down.

*PROJECT

- 1 Work in groups. Go to the library or surf the Internet to find out more about Samuel Langhorne Clemens or "Mark Twain". Read more about the life and works of this great writer. Then each group should give a short report on one of his works to the class.

The life and works of Mark Twain



- 1835 Samuel Clemens was born on November 30 in Florida, Missouri. (Halley's Comet (哈雷慧星) was visible.)
- 1839 The family moved to Hannibal, Missouri.
- 1850 He began working for his brother, Orion, who had purchased the "Western Union" newspaper.
- 1865 *Jim Smiley and His Jumping Frog* was published, and brought him recognition.
- 1866 He was sent to Hawaii as a correspondent (记者). He wrote travel letters, and lectured on his experiences when he returned to California.
- 1869 He became engaged to Olivia Langdon of Elmira, in New York on February 4. His first book, *The Innocents Abroad*, was published.
- 1870 He married Olivia Langdon on February 2, 1870.
- 1873 *The Gilded Age* was published.
- 1876 *The Adventures of Tom Sawyer* was published.
- 1883 *Life on the Mississippi* was published.
- 1885 *The Adventures of Huckleberry Finn* was published.
- ...
- 1910 He died on April 21.



The Adventures of Tom Sawyer



Mark Twain's house



The Adventures of Huckleberry Finn

- 2 Watch the film of "The Million Pound Note". Read and perform the whole play with the help of the scripts in the book.

CHECKING YOURSELF

- 1 How do you like this play? Would you like to act it out?

- 2 How well have you learned about noun clauses as the object and the predicative?

- 3 What expressions have you learned about ordering food and shopping from this unit?

- 4 What do you know about Mark Twain? What other novels written by him have you read?

- 5 What other kinds of plays would you like to read?

- 6 What things did you find difficult in this unit? How did you solve the problems?

- 7 Do you think you have improved your pronunciation and intonation from reading and acting out the play in this unit?

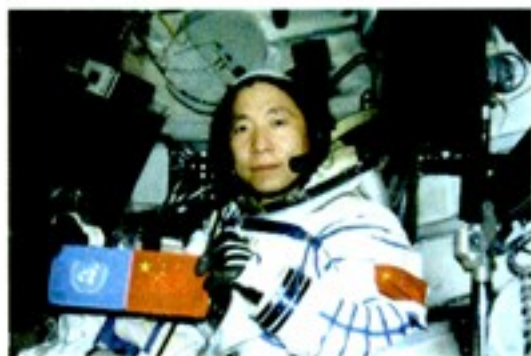
Unit 4

Astronomy: the science of the stars

LISTENING



On October 15th 2003 Yang Liwei became the first Chinese person to go into space. Now he has returned to earth and is being interviewed by Mr Renault, a famous reporter, on a popular television programme *Mysteries in Space*.



- 1 Before listening, discuss in pairs what space travel has taken place so far. Which countries have sent people into space? What have they achieved?
- 2 Listen to the tape and write down the main idea.
- 3 Listen to Part 1 of the tape again and make notes of the answers to the questions.

Questions	Yang Liwei's answers
When was the most exciting moment?	
What surprised him?	
What did he do?	

- 4 Listen to Part 2 and fill in the form.

Information on Yang Liwei, the astronaut

Education

Training

Physical qualities

Personal qualities

- 5 Fill in the blanks in the passage below.

Well, I _____ of it when I was _____, but I never thought my _____ would come _____. It all happened very _____. If there was an _____ I'd _____ to go to the moon one day.

TALKING

One of your friends wants to go on a trip into space. You are worried that he/she is not being careful enough in his/her preparations. So in pairs, make up a set of instructions for new space travellers. Be ready to tell them to the class.

USING WORDS AND EXPRESSIONS

1 Fill in each blank with a suitable phrase from the box in the correct form.

hang out give out break out watch out sell out block out

- Please move that curtain as it is _____ the light.
- I was with my friend when a fight _____ between the fans of the two football teams.
- I _____ the tickets for the concert to my friends because my brother was playing in it.
- I waited in line to buy a copy of the new book but they had _____ when it was my turn.
- "If you don't _____, you will hurt yourself," said my mother.
- She took the wet clothes to _____ on the washing line.

2 Complete the sentences with the words in brackets.

- Buddhism is one of the world _____ and one of its most famous _____ buildings in China is the Potala Palace in Tibet. (religions; religious)
- This girl looked very much _____ her mother. However, _____ the girls of her age, she dreamed of becoming a physicist. (like; unlike)
- Some dinosaurs were very large but also very _____. Young dinosaurs were treated very _____ until they became adults. (gently; gentle)
- If you want to give a _____ about your work on dinosaurs, I suggest you _____ it at a public meeting. (present; presentation)

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

- 既然我们已经完成了设计，就该由公司来进行建设了。(now that; in one's turn)
- 火灾没有造成太大损失，因为消防人员及时赶到了。(in time)
- 由于强大的引力，飞船被拖得离卫星很近。(gravity; pull; satellite; spaceship)
- 沙尘暴导致了连锁反应，最后造成火车撞毁。(chain; reaction; crash)
- 老师幽默的谈话让我们很振奋，班里的气氛也放松了下来。(atmosphere; cheer up)
- 别打扰她。她昨晚刚生了一个男孩，现在还在睡觉。(give birth to)
- 大部分证据都被毁了。因此，不可能证明这种药物是有害的。(harmful; thus)
- 云就是漂浮在空中的大片的非常细小的水滴。(float; mass)

4 Read the passage and fill in the blanks with suitable words and phrases below in the correct form.

exist live prevent ... from protect ... from multiply develop climate weather

One hundred and forty million years before humans _____, dinosaurs ruled the earth. They _____ for so long on the earth that they _____ into many different species. They had few natural enemies besides each other, so each species had to _____ their young _____ being eaten by other dinosaurs. As they lived in a warm and wet _____, there was plenty of food so dinosaur species _____ quickly. Who knows what would have happened if the earth's _____ had not changed? Sadly it became hot and dry and the dinosaurs were unable to _____ themselves _____ disappearing altogether. However, students and scientists love to study their bones and imagine their life.

USING STRUCTURES

- 1** Read the passage below and choose the suitable clause for each blank. Identify the noun clauses and simplify the last two.

Before Einstein, _____ was that light travelled through space in a straight line. But after years of research, Einstein suggested _____ . _____ was so new; it was said _____. The difficulty was _____. It did not upset Einstein _____. He stuck to his opinion and went on with his research. By 1919, with the astronomers' support, he had succeeded in convincing them of his theory. He quickly became world-famous. Now it is generally accepted that _____ .

- 1 how he could prove his ideas to other scientists
- 2 that light coming from the stars was bent as it passed the sun
- 3 that only three people in the world could understand it at that time
- 4 Einstein was the leading scientist of the 20th century
- 5 that many of the scientists did not accept his ideas
- 6 what scientists believed → _____
- 7 what he had suggested → _____

- 2** Complete the sentences with noun clauses as the subject.

- 1 What _____ is astronomy.
- 2 When _____ hasn't been decided yet.
- 3 Whether _____ depends on your behaviour.
- 4 How _____ is a personal decision.
- 5 Why _____ is a puzzle to us.
- 6 It is funny that _____.
- 7 It worried us that _____.
- 8 It appears that _____.

- 3** Have a discussion in groups. The topic is "My problem". Talk about problems in your study or life. The others should give some advice or suggestions. The expressions may help you.

The fact is / It is a fact that
 The difficulty is / What I find difficult is
 The trouble is / What worries me is
 My suggestion is / What I would suggest is
 My advice is / What I would advise is
 What I think is / I think that
 I want to tell you that / What I want to say is

LISTENING TASK

This is part of Professor Wallis' interview with Li Yanping, the famous astronomer, about his first space walk.

- 1** Before listening discuss in pairs what you know of the problems of making a space walk. Make a list. Then listen to the tape and check if you were right.
- 2** In pairs read the words below and then discuss what you know about the new vocabulary. Then listen to the tape again and number the words as you hear them.

_____ Hubble telescope _____ oxygen _____ waist _____ gravity boots
 _____ engines _____ weigh _____ tiring _____ feathers

- 3** Listen to the tape and make notes to answer the questions.

Questions	Notes
1 Why did Li Yanping have to repair the Hubble telescope?	
2 Which two ways does his spacesuit protect him in space?	
3 How does he move about in space?	
4 What does it feel like in space?	
5 What happens if you fly too far from the spaceship?	
6 Was the repair successful?	

- 4** You have been sent a spacesuit for a space walk from the Space Exploration Centre and you need to identify the different parts. Listen to the tape again. Pick out the information and draw lines from the list to where the things are on the suit of the astronaut.

- 1 Oxygen can
- 2 Water system
- 3 Gravity boots
- 4 Left engine
- 5 Right engine
- 6 Tool kit



READING TASK



CAUGHT BY A BLACK HOLE

The spaceship warned Li Yanping and me to be ready as we were approaching (靠近) the “black hole”. We could see some faint lights around what looked like an empty space. Li Yanping said, “That empty hole is like a mouth always needing to be fed. Those lights are things that are being pulled into it by the gravity of the hole.” We watched with interest and amazement at the lights which seemed to be going fainter and fainter round the edge of the black hole. Just then the lights on our spaceship went out and the computer stopped working. What was happening? I tried to turn the spaceship away from the hole but it would not move. Would it eat us too?

Suddenly the spaceship jumped and began to move round the edge of the hole too. The gravity of the “black hole” was pulling us into its “mouth”. As the spaceship moved round the black hole, I felt rather sick. My mouth went dry and I closed my eyes. All the stories about what happened when you were caught by the gravity of a “black hole” seemed to be true.

But then the spaceship jumped again. This time it moved sideways and away from the edge of the “black hole”. Someone watching me would have seen the spaceship flying like a bird away from the “black hole”. But we felt nothing. At last we were able to look around us. Luckily the computer had started working again. We realized that we had discovered something new about “black holes”. If you go inside the edge of a “black hole”, it will “eat” you and there is no escape; but if you do not, you may have an opportunity to escape. How exciting!

Suppose you are a scientist reading this passage. Use this checklist to discover the new ideas about “black holes”. Then write them for the other scientists to read about.

Old ideas about “black holes”	Was this what we found?	New ideas about “black holes”
1 Black holes cannot be seen.		
2 Gravity pulls objects towards them.		
3 Objects go round outside the edge of the “black hole”.		
4 All objects must go into a “black hole” when they are caught by its gravity.		

SPEAKING TASK

As a school newspaper journalist, you are going to meet Li Yanping after his return to the earth. You may ask the following questions as well as work out some more.

- What was the most unexpected thing you found out about “black holes”?
- If you cannot see a “black hole”, how do you know you have got close to it?
- What was the most frightening thing that happened to you on this journey?

Now role-play in pairs. One of you will ask questions. The other will imagine he/she is Li Yanping and answer the questions. Then change roles. Take notes of your partner’s answers to the questions.



• _____

• _____

• _____

WRITING TASK

Now you can choose. You can write an article telling your teacher and classmates about your ideas and hopes for travelling in space. For example, which star or planet would you like to explore? What will you see during your space travel? Or you can prepare the information you have just got in the Speaking Task for an article in your school newspaper. Remember to make a main heading, smaller heading and then the body. Here is an example.

Going into space Scientist spends two years training to mend the space telescope.

Li Yanping, the great astronomer, always wanted to work in space. So he was trained to do repairs on spaceships and telescopes. He had to learn how to use the tools safely and how to walk in space. He was lucky enough to be chosen to repair the Hubble space telescope. He learned how to clean it on the earth and practised a lot. Then he went up in a spaceship to the telescope. He did a good job and the telescope works fine. He is very happy in his work!

Main heading

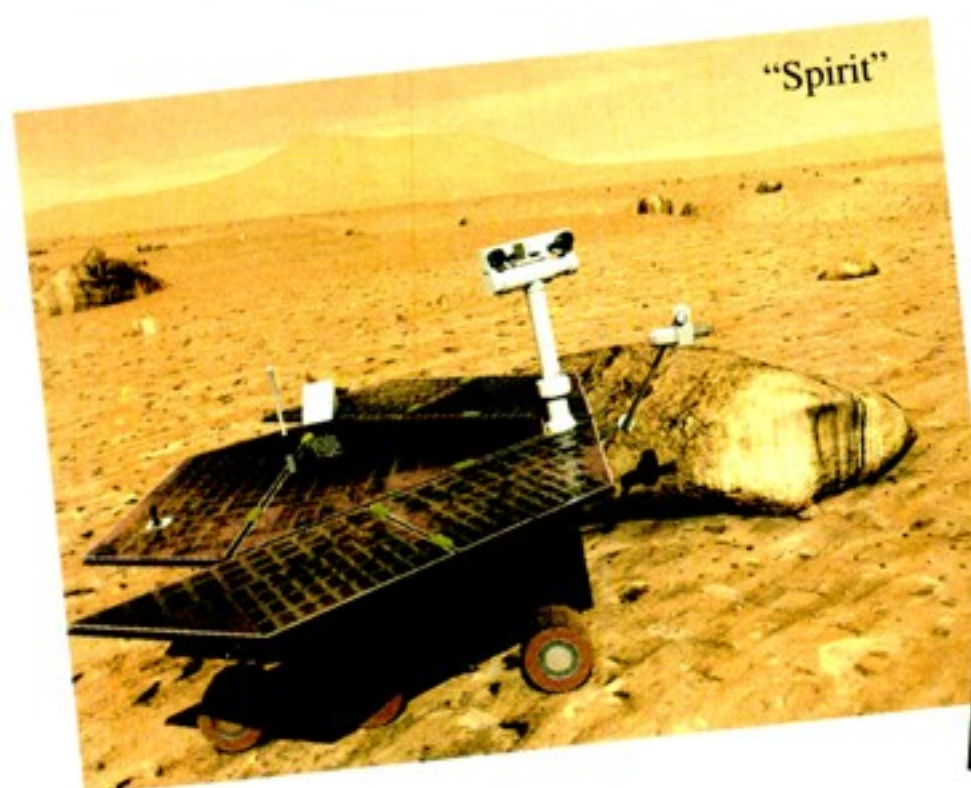
Smaller heading

The body

PROJECT

Find out as much as you can about the eight planets in our solar system. Remember that NASA (USA) has already sent spaceships to explore Jupiter and Mars. Find out what you can from books and the Internet. Think about which planet you would like to explore. Get prepared to present your research report to your class. Your report should include:

- which planet you have chosen and why
- the basic characteristics of the planet, eg, the position and surface size
- what has already been found out about the planet
- what you hope to find out when you visit it



CHECKING YOURSELF

- 1 What new information about astronomy have you learned from this unit?

- 2 Have you ever read any science fiction? Did you like it? Why?

- 3 What have you learned about noun clauses? Please make three sentences using a noun clause as the subject, object and predicative.

- 4 What have you learned about expository (说明文) writing?

- 5 What words and expressions do you use to talk about astronomy?

Unit 5

Canada — “The True North”

LISTENING



- 1 Li Daiyu and Liu Qian were asked to give a report telling their new Canadian friends about China. Discuss with your partner what the most important points are for a foreigner to know about China and then predict what the girls will say in their report.
- 2 Listen to the tape. Decide if the following sentences are true or false. If false, then correct the information.

- 1 China is over 7,000 kilometres from east to west.
- 2 Both China and Canada have mountains in the west of the country.
- 3 The Great Wall cannot keep the desert's dust away from Beijing.
- 4 China has 14 neighbouring countries while Canada only has one.
- 5 Canadians cannot talk with people in their neighbouring country because they do not speak English.

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

- 3 Why might people from Canada want to visit Hainan?

TALKING

What are some of the major similarities and differences between China and Canada? Discuss your ideas in small groups. Use the map on page 33 and the map of China to help you.



USING WORDS AND EXPRESSIONS

- 1 Look at the words below. Choose the proper suffix or prefix for each column to make new words. Write out the new words and then add more to the groups.

	-y	-(r)ess	-ing	-ive	re-
	-ive				
act → active	frost →	host →	hear →	tell →	
impress →	mist →	actor →	spell →	place →	
expense →	smoke →	waiter →	feel →	build →	

- 2 Use the words below in the correct form to complete Li Daiyu's diary entry.

booth buffet frost maple mist mixture nearby topic

On my first morning in Toronto, I woke up early. Looking through the _____, I could just see the _____ trees near the hotel entrance. The _____ from the recent cold autumn nights was starting to turn the leaves bright red. After Liu Qian woke up, we went looking for a restaurant _____. We found a small place that had a _____ with all kinds of great breakfast food. We sat in a small _____ to eat, enjoying the amazing _____ of people around us and the different _____ of conversation. We learned a lot about Canada just by watching and listening to the people at breakfast!

- 3 Choose a pair of expressions to complete each sentence below. Be sure to use the correct expression in the correct form.

as far as / far as well as / well at dawn / dawn in the distance / distance
 catch one's eye / catch sight of have a gift / have a gift for
 manage / manage to do settle / settle down rather than / rather

- _____, we got our fishing poles and headed out to the lake. _____ is the best time to catch fish!
- It's not _____ at all to Atlanta! _____ I can tell, it will take us only about half an hour to drive there.
- The two tall trees _____ made Jack realize that he was going in circles, although he felt like he had come a great _____.
- He can't speak any foreign languages very _____, but his business always takes him to France and Spain _____ Germany!
- A: Darren may not be the best reporter, but he _____ the people under him very well.
 B: Yes, I agree! At first I doubted his ability, but in the end he _____ the job well.

- 6 A: What's this? I _____ on my desk! Hmm ... it looks like a CD!
 B: Let's look! ... You're right! My, you really _____ guessing.
- 7 A: I'm glad we've finally _____ our holiday plans!
 B: So am I. Now I can finally _____ and relax!
- 8 A: That's so disappointing! As soon as those birds _____ us, they flew away!
 B: Well, the zoo has lots of other animals! The monkey mountain _____. Let's go there!
- 9 A: Would you _____ visit Inner Mongolia or Tibet this summer?
 B: Oh, I think I'd like to just stay at home and rest _____ go anywhere!

4 Translate these sentences into English, using the words and expressions in brackets.

- 小时候，在黑暗中睡觉让我感到很害怕。(terrify)
- 按照传统，鹰常常被人们当作勇气的标志。(tradition; eagle)
- 市区的交通总是很糟糕，我每天大概要花一个小时才能回到家。(approximately; downtown)
- 这座城市里宽敞的马路上都种满了灌木和枫树。(broad; bush; maple)
- 她的衣着和行为证实了我的猜想——她确实很富有。(confirm; wealthy)
- 站在塔顶上，我发现自己被云雾包围着。然而我仍能看到远处的山。那迷人的景色给我留下了深刻的印象。(surround; in the distance; scenery; impress)
- 他善于交流，所以在工作中他和各种人打交道都应付自如。(have a gift for; mix; manage)
- 据我所知，距离汽车站不到一百米就有一个银行。(as far as; within)

USING STRUCTURES

1 Rewrite the following sentences with a noun clause as the appositive.

EXAMPLE: *Global warming might be increasing. This possibility worries scientists.*

→ *The possibility that global warming is increasing worries scientists.*

- He suggested that we should take the train from west to east across Canada. It sounds very exciting.
 His suggestion _____.
- They decided to clone (克隆) the first human being. The idea surprised many people at the meeting.

- No one is allowed to smoke on campus. But he broke the rule.

- Yao Ming collected forty points for the Houston Rockets in the game. When the Chinese basketball fans heard the news, they went wild with joy.

- Mary left a message with me for you. She won't be able to see you off this afternoon.

- 6 He is the right person for this job. No one has any doubt about it.
- 7 He hoped that he would come and visit China again. He expressed his wish in the letter.
- 8 The captain gave the order. All the soldiers had to reach the village before dawn.
- 9 He thinks it is impossible to finish the work by the end of this month. But not everyone present agrees with him.

- 2** Read the following passage and make some comments or questions about what Karl Augenstein did and email them to him. Use at least two noun clauses as appositives. The beginning of the email has been given.

This is the journal of my bicycle trip across Canada in the summer of 2000. It started with a couple of side trips, one in the USA, the other in Canada. I left home on the 22nd of June and returned on the 5th of September.

The ride covered 4,674 miles (7,539 kilometres). The trip itself took 65 days, 55 riding and 10 rest days. I didn't do this on my own. I was one of 24 people who set off from Vancouver on June 29 as part of the Tour du Canada.

I'd love to hear from you – comments, corrections or questions are welcome. My address is *kaugenstein@comcast.net*. Send me an email.

To:	Karl Augenstein
Cc:	
Subject:	About the ride
<p>Dear Mr Augenstein,</p> <p>The story that you made a bicycle trip across Canada in the summer is very exciting</p>	

LISTENING TASK



Listen to these introductions of three famous Canadians. Fill in the report charts below with the information you hear.

Oscar Peterson

Hometown

Job

Kind of music

Number of recordings and CDs

Played with

Dr Nancy Olivieri

Hometown	
Job	
Found a drug that	
Refused to	
Is a heroine to	

Wayne Gretsky

Is called	
Job	
Is the best	
He believed in	
He was a star because he scored	

SPEAKING TASK

An important person is visiting your school. You have been asked to introduce this visitor to your class. Find information on the Internet or in the newspaper or a magazine about this person. Make some notes and be prepared to introduce him/her to your class. You should have about four or five pieces of information ready.

You may start like this:

Good morning/afternoon, everybody. It's my pleasure to introduce our guest to you today. We are very honoured to have _____ visiting us, because

READING TASK



Read the passage on the next page and fill in the form.

Points in the passage	What Beth thought	Information in the passage
The temperature		
How to travel		
Holidays		
How people live		
What the Inuit do		
Daylight hours		

IQALUIT – THE FROZEN TOWN



The reporter, Beth Allen, arrived in a northern community called Iqaluit (/i'kwɒlɒɪt/) in Nunavut (/ˈnuːnəvʊt/). Nunavut was created in 1999 as a special area for Inuit people. Its name means “Our Land” in their language. It is in the farthest northeastern area of Canada, north of the Arctic Circle (北极圈), and is very cold – the average winter temperature in Nunavut is 35 degrees below zero.

Beth said, “I knew it would be cold in January, but not this cold! Maybe there is a dog sled (雪橇) that can take me into town.”

The quiet man who had been on the plane with her said, “I’ll take you into town,

but I don’t have a dog sled. Most people only use the dogs for competitions. Why are you visiting Iqaluit?”

Beth answered, “I’m writing a story for my newspaper about Iqaluit – we’d like to advertise it as a holiday place, but I think it’s too cold.”

The man laughed. “My name is Simon and I am Inuit,” he said. “I think it’s too far north here for holidays but more and more tourists are coming. They like ice fishing and photographing polar bears. I stay as far away from polar bears as possible. I like my warm office and my warm house.”

Beth asked, “What do you do in an office? Don’t you hunt animals for a living? I thought you lived in ice houses.”

“I’m a business man. My grandfather would live in ice houses when he hunted in winter, but not so many people do that now. The old men used to make one in a few hours. They used to live in skin tents in summer – the tents were easy to move so the people could follow the animals.”

A few minutes later they arrived in Iqaluit, a town with a population of 6,000, on Simon’s snowmobile. It was two o’clock in the afternoon, but it was already dark, and all the houses shone with bright lights. Beth said, “Why is it so dark? It’s the middle of the day!”

Simon replied, “It’s dark in the day because we are so far north. You should come in June. The sun shines all night in the north then. That’s why it’s called ‘The Land of the Midnight Sun’.” There were people on the streets and snowmobiles everywhere. There were even a few dog teams.



WRITING TASK

A group of visiting students are coming on a three to five-day tour of your city or town. Plan what places are best for them to visit, which direction they will go and what the places are like. Use the words and expressions you have learned for geographical direction and location.

Happy Feet Tour Company

Specializing in Student Tours

Day One: Arrive in Yichang, the city of the Three Gorges Dam project. Check into the hotel in the morning and have lunch. In the afternoon go out to see the sights around Yiling Square. In the evening, watch the dancing out on the square, among the fountains and lights.

....

Day Four:

*PROJECT

Find Iqaluit in the Nunavut territory on the map of Canada. Then find a place on the map of China that is very far north. Find out information about the Chinese city, and compare it with Iqaluit. Talk about climate, daylight, population, and what work people do. Make a chart for the class, showing your comparisons.

Characteristics	Iqaluit	Chinese city – your choice
Climate (summer / winter)		
Daylight (summer / winter)		
Population		
Work		

CHECKING YOURSELF

- 1 What new information about Canada have you learned from this unit?

- 2 Can you explain some differences between China and Canada? What are they?

- 3 What words and expressions have you learned to describe position and direction?

- 4 What have you learned about how to write a report?

- 5 How do you use a noun clause as an appositive or as a predicative? Please give two examples of each use.

Notes to the texts

课文注释

UNIT 1

1. **Festivals are meant to celebrate important times of year.** 节日就是庆祝一年中重要的日子。

mean 后面可以跟带不定式的复合结构。如:

I never meant him to work for us. 我从来没有让他为我们工作的意思。

这种句子也可以用被动结构。如:

Is that mark in the middle of the picture meant to be a building? 图画中心的记号是不是一座建筑物?

2. **Discuss when they take place, what they celebrate and what people do at that time.** 讨论它们(中国节日)是什么时候举行,庆祝的是什么事件,人们在那天做什么事。

take place 发生;举行。如:

The performance did not take place after all. 演出终于没有进行。

Was there anybody passing by when the accident took place? 事故发生时有人路过那里吗?



问题:我们还学过哪个与 take place 意义相同的单词?请举例说明。

3. **Some festivals are held to honour the dead or to satisfy the ancestors, who might return either to help or to do harm.** 有些节日,是为了纪念死者,或者使祖先得到满足,因为祖先们有可能回到世上(给人们)提供帮助,也有可能带来危害。

do harm 损害;危害;伤害。如:

It wouldn't do you any harm to stay up late for a few days. 仅仅熬几天夜不会对你造成任何伤害。

I'm afraid it will do more harm than good. 这样做恐怕弊大于利。

4. **For the Japanese festival Obon, people should go to clean graves and light incense in memory of their ancestors.** 在日本的盂兰盆节,人们要扫墓、烧香,以缅怀祖先。

Obon 盂兰盆节,日本民间最盛大的节日,在每年的7月或8月中旬,为期一周。在此期间,各处高挂红灯,各家都要扫墓、打扫佛像,供奉蔬菜、水果和米饭,在广场和寺庙还有庆祝活动。节日结束的时候,还要放河灯。现在盂兰盆节已成为日本人家庭团聚娱乐的日子。

in memory of 纪念。如:

They set up a monument in memory of the soldiers who died in World War II. 他们建立起一座纪念碑,用以纪念二战中牺牲的战士们。

He wrote a long moving poem in memory of his good friend. 为纪念他的挚友,他写下了一首感人的长诗。

5. **They also light lamps and play music because they think that this will lead the ancestors back to earth.** 他们还点起灯笼,奏响乐曲,因为他们认为这样做可以把祖先引回到世上。

lead (...) to 领往；通往；导致。如：

You see the path on your right? It leads to the village. 你看见右边的小路了吗？它通向村子。

This will probably lead to trouble in the future. 这很可能导致日后的麻烦。

6. **On this important feast day, people eat food in the shape of skulls and cakes with “bones” on them.** 在这个重要的节庆日子里，人们会吃制成颅骨形状的食物，和装点有“骨头”的蛋糕。

in the shape of 呈现某种形状；以某种形式。如：

The shells on the sand were placed in the shape of the letters PKU. 贝壳摆放在沙地上组成字母PKU的字样。

Tom's birthday cake was in the shape of a train. 汤姆的生日蛋糕是火车形状。

7. **The Western holiday Halloween also had its origin in old beliefs about the return of the spirits of dead people.** 西方节日万圣节也源自人们古老的信念，认为亡者的灵魂会返回人间。

Halloween 万圣节前夕，也称为“鬼节”。原为欧洲凯尔特人(Celt)于凯尔特年最后一天（10月31日）庆祝新年、敬奉死神萨马因的节日。后逐渐与基督教的“万圣节”（All Saints' Day, 11月1日）一起庆祝。苏格兰和爱尔兰移民将庆祝此节的风俗习惯带入美国，现已成为儿童的节日。每年的10月31日，许多人家门窗上贴着鬼像，门口台阶或窗台上放着南瓜雕刻的杰克灯。晚上，孩子们打扮成各种鬼怪模样，挨门挨户索要礼品，并且发出“要恶作剧还是给礼品”(trick-or-treat)的“威胁”。

8. **The Dragon Boat Festival in China honours the famous ancient poet, Qu Yuan.** 中国的端午节（龙舟节）是纪念古代著名诗人屈原的。

the Dragon Boat Festival 端午节，中国民间的传统节日，在农历五月初五。龙舟竞渡是节日的重要内容，此外还有挂艾蒲、吃粽子、饮雄黄酒，以及在小儿衣襟上系香袋等习俗。节日的起源有各种解释，但以悼念屈原投江一说流传最广，影响最大。

Qu Yuan 屈原（约公元前340—约前278），战国时期的楚国诗人、政治家，“楚辞”的创立者和代表作者。屈原先后辅佐楚怀王和其长子顷襄王，但怀王庸懦昏聩，怒疏屈原于先，顷襄王轻信诽谤，流放屈原于后。屈原在无奈之际，自沉于汨罗江中，以明忠贞爱国之怀。屈原的作品共有《离骚》等25篇。

9. **In the USA, Columbus Day is in memory of the arrival of Christopher Columbus in the New World.** 美国的哥伦布日是纪念克里斯托弗·哥伦布发现“新大陆”的日子。

Columbus Day 哥伦布日。美国每年10月的第二个星期一为哥伦布日，以纪念克里斯托弗·哥伦布1492年发现美洲新大陆。1971年开始成为法定的节日。

Christopher Columbus 克里斯托弗·哥伦布，意大利人，世界著名航海家，美洲发现者。

10. **China and Japan have mid-autumn festivals, when people admire the moon and in China, enjoy mooncakes.** 中国和日本都有中秋节，这时人们会赏月。在中国，人们还品尝月饼。

the Mid-Autumn Festival 中秋节，以家人团聚赏月为主要内容的中国传统节日，俗称“团圆节”。因在农历八月十五，恰值秋季正中，故名中秋。月饼为中秋佳节的传统食物。

11. **The most energetic and important festivals are the ones that look forward to the end of winter and to the coming of spring.** 最富有生气而又最重要的节日，就是告别冬天、迎来春天的日子。

look forward to 盼望，后面接名词、代词或动词的-ing形式。如：

His art gallery will open next month. I am looking forward to it. 他的画展下月开幕，我盼望着它的到来。

His three kids are all looking forward to going fishing with him. 他的三个孩子都盼望着和他一起去钓鱼。

12. **Some Western countries have very exciting carnivals, which take place forty days before Easter, usually in February.** 在一些西方国家有激动人心的狂欢节，通常在二月，复活节前的40天。

carnival 狂欢节。包括有歌舞、音乐和穿街过巷的多姿多彩的热闹的游行队伍等内容的节日，一般持续数日。在节日期间，人们穿戴起奇异的服饰和面具，日夜唱歌跳舞，狂欢，欣赏游行方阵的表演。巴西里约热内卢、玻利维亚、阿根廷北部地区、加勒比海地区、美国新奥尔良等地的狂欢节闻名于世。

Easter 复活节。基督教纪念耶稣复活的节日。传说耶稣被钉十字架上，死后第三日复活升天。大多数基督徒将复活节定在北半球春分后第一个满月后的第一个星期日。所以，节日可能是3月22日到4月25日之间任何一星期日。节日期间，人们互赠复活彩蛋，象征生命和繁荣。

13. **The country, covered with cherry tree flowers, looks as though it is covered with pink snow.** (节日里) 整个国度到处是盛开的樱花，看上去就像是覆盖了一层粉红色的雪。

as though 好像；仿佛……似的。如：

You sound as though you've caught a cold. 听你的声音好像是感冒了。

He acts as though he didn't know anything about it. 他表现得好像对这件事一点儿也不知道。



问题：与 as though 同义的另一个词组是什么？

14. **Trinidad** 特立尼达岛，是大西洋上的特立尼达和多巴哥的一个岛屿，位于委内瑞拉东北。1962年特立尼达和多巴哥宣告独立，官方语言为英语，首都为西班牙港。特立尼达是卡利普索民间小调和林波舞的故乡。每年基督教四旬斋之前在这里举行的狂欢节吸引众多游人参观。

15. **It was Valentine's Day and Hu Jin had said she would meet him at the coffee shop after work.** 这天是情人节，胡瑾说她下班后会在咖啡店和他见面的。

Valentine's Day 情人节，又译为“圣瓦伦廷节”，为每年2月14日。在很多国家被作为浪漫和爱情的节日来庆祝。在这一天，夫妇、情人之间互赠贺卡、礼物或浪漫书信，所赠之物称为“valentine”。

16. **She said she would be there at seven o'clock, and he thought she would keep her word.** 她说她会在七点到达，他（李方）认为她会守信用的。

keep one's word 遵守诺言。如：

You promised you would take the children camping, so you must keep your word. 你答应过要带孩子们去野营，所以你必须信守诺言。



问题：你知道与 keep one's word 意义相反（即不遵守诺言）的词组吗？

17. **He would drown his sadness in coffee.** 他要用咖啡来解愁。

drown ... in 淹没；浸泡在……里。如：

He decided to drown his sorrows in work. 他决定埋头工作以忘掉悲伤。

18. **The granddaughter of the Goddess of Heaven visited the earth.** 王母娘娘的外孙女下凡来到人间。

The granddaughter of the Goddess of Heaven 据中国民间传说，王母娘娘是天上的统治者玉皇大帝的夫人。她的外孙女织女爱上了人间的牛郎，他们结婚生子，美满幸福。王母娘娘不允，将织女捉回，并用簪子在天上一划，成了天河。牛郎织女被天河所隔，不得相会。后几经波折，每年农历的七月初七，由喜鹊搭桥，牛郎织女才能过河相见一次。

19. **Niulang tried to follow her, but the river of stars, the Milky Way, stopped him.** 牛郎试图追上去，却被银河阻挡住了。

the Milky Way (= the Galaxy) 银河，包括太阳、地球和太阳系其他成员在内的星系。在晴朗的黑夜，银河看起来像是一条宽阔的、乳白色的星光带横亘于天空之中。

20. **Finding that Zhinü was heart-broken, her grandmother finally decided to let the couple cross the Milky Way to meet once a year.** 看到织女伤心欲绝，王母娘娘最后决定让这对夫妻每年跨过银河相会一次。

21. **"I don't want them to remind me of her." So he did.** “我不想因它们想起她来。”于是他花和巧克力都扔了。

remind ... of 提醒某人某事；使某人想起某事。如：

Don't remind me of that day. I made such a fool of myself! 别让我想起那个日子，我可是出尽了丑。

This picture reminds me of my childhood. 这张照片让我想起了童年。

UNIT 2

1. **Wang Peng sat in his empty restaurant feeling very frustrated.** 王鹏坐在他那空荡荡的餐馆里，感到很沮丧。

feeling very frustrated 是 -ing 形式短语作伴随状语。如：

He placed two tables together spreading all the papers out on them. 他把两张桌子摆在一起，把卷子铺放在上面。

Pretending to look frightened, I backed towards the door. 我装出害怕的样子，退到门口。

2. **By now his restaurant ought to be full of people.** 到了这个时候，他的餐馆本该宾客盈门的。

ought to 应该；应当。如：

There is one thing I ought to discuss with you before we start. 我们开始前还有一件事我要和你谈。

Something ought to be done about the waste. 得想办法处理这些垃圾了。

be full of 充满。如：

He was full of curiosity. 他的心里充满了好奇。

The house was full of heavy smoke and shouting. 房子里充满了浓烟和喊叫声。

3. **"Nothing could be better," he thought.** 他想：“再没有比这些更好吃的了。”

比较级的否定形式，实际上表示的是最高级的含义。如：

"Did you sleep well last night?" "Never better, like a rock." "你昨夜睡得怎样?" "从未这么好过，睡得很死。"

Nobody loved money better than he did. 没人比他更爱财。

I think nothing is more pleasant than travelling. 我想没有什么比旅行更令人愉快。

4. **Suddenly he saw his friend Li Chang hurrying by.** 突然间，他看到自己的朋友李昌匆匆走过。

see, hear, notice, watch, feel 等动词后面的宾语补足语可以是不带 to 的动词原形，也可以是 -ing 形式，但两者的含义不完全相同，前者着重叙述事实的经过，后者着重偶然觉察到的一个正在进行的动作。如：

I saw him put everything in his bag and go out. 我看见他把所有的东西都装进了口袋，走了出去。

I saw him putting something in the bag. 我看见他正向口袋里装东西。

I watched her step off the sidewalk, cross the road, and disappear into the post office. 我看着她走下人行道，穿过马路，进了邮局。

When I glanced out of the window I saw Daisy crossing the road. 我目光转向窗外，瞥见戴西正在过马路。

 问题：除了 see, hear 等动词以外，你还能想出别的也可接同样结构的动词吗？

5. **Tired of all that fat? Want to lose weight?** 油腻的东西吃厌了吧？想变瘦吗？

这是省略的句子，完整的句子应当是：Are you tired of all that fat? Do you want to lose weight? 因此朗读时应注意用升调。

be tired of 对……厌倦。如：

I am tired of the same food every day. Can't we have something different? 天天吃同样的食品让人厌倦，难道我们不能换些花样吗？

He has got tired of living abroad. He is considering going back to China. 他厌倦了国外的生活，正在考虑回到中国去。

6. **Wang Peng was amazed at this and especially at the prices.** 王鹏对此感到吃惊,特别是对它们的价格。

be amazed at 对……感到惊讶; 惊愕。如:

Everybody was amazed at his design. 大家都对他的设计感到惊讶。

You would be amazed at how difficult it was. 要知道这是多么困难,你会大为诧异的。

7. **He could not have Yong Hui getting away with telling people lies!** 他可不能让雍慧哄骗人们后跑掉。

have somebody doing something 让某人做某事; 让某情况发生。如:

Our success in the Beijing Olympics has me wondering whether we can win even more medals next time. 我们在北京奥运会上的成功让我真想知道下一届我们能否赢得更多的奖牌。

get away with (做了某事) 而不受惩罚; 携带……跑掉。如:

For that serious accident, he got away with only a fine. 那么严重的事故,他缴了罚款就完事了。

They got away with damaging the car. 他们损坏了汽车却逃之夭夭。

8. **Perhaps he would be able to earn his living after all and not have to close his restaurant.** 也许他仍然能够谋生,而不至于关闭自己的餐馆。

earn one's living 谋生。如:

David earns his living by writing articles for newspapers. 大卫靠为报社撰写文章谋生。



问题: 你还记得 after all 的意思吗? 能用这个词组造个句子吗?

9. **He did not look forward to being in debt because his restaurant was no longer popular.** 他可不希望由于餐馆不受欢迎而负债。

in debt 负债。如:

He is heavily in debt. 他负债累累。

I am in your debt, John. 我欠你很多,约翰。

10. **Why don't you sit down and try a meal?** 你为什么不下下来吃顿饭呢?

Why don't you ...? 为什么不。也可以说 Why not ...? 如:

Why don't you give it a try? (Why not give it a try?) 为什么不试试?

Why don't you call him right now? (Why not call him right now?) 为什么不立刻给他打个电话?

11. **Don't you get tired quickly?** 你不觉得自己很容易疲倦吗?

Don't you ...? 是否定疑问句,这类句子并非真正询问,而是表示说话者的观点或态度。如:

It's almost dinner time and you haven't eaten since breakfast. Aren't you hungry? 快吃晚饭了,你从早饭到现在还没有吃过东西,你难道不饿吗?

We'd better leave now. Isn't it almost two o'clock? 咱们最好现在就走,不是快两点了吗?

12. **In this way they cut down the fat and increased the fibre in the meal.** 这样,他们减少了饭菜中脂肪的含量,增加了纤维素。

cut down 削减; 压缩。如:

He has to cut down on family expenses by one-third. 他不得不把家庭支出减少了三分之一。

The doctor asked her to cut down on sugar. 医生让她减少糖分摄入量。

UNIT 3

1. **Mark Twain was born in Florida on November 30th, 1835. He was brought up in Hannibal, Missouri, along the Mississippi River.** 马克·吐温于1835年11月30日出生在佛罗里达镇,并在密西西比河边密苏里州的汉尼拔长大。

Missouri 密苏里州,位于美国中西部,首府杰佛逊城。主要城市有圣路易斯、堪萨斯城等。

the Mississippi River 密西西比河，北美洲最长的河流。从明尼苏达州西北的源头到墨西哥湾，全长 3,766 千米，世界第四长河。

2. **He is best known for his novels set in his boyhood world on the river, such as *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.** 最使他出名的小说都是以他在密西西比河畔的童年世界作为背景的，例如《汤姆·索亚历险记》和《哈克贝利·费恩历险记》。

《汤姆·索亚历险记》中的主人公汤姆·索亚是一个淘气、机灵、爱冒险的顽童，他与朋友目睹了一件谋杀案的真相。

《哈克贝利·费恩历险记》中的主人公哈克贝利·费恩是一个追求冒险生活的男孩，向往自由，并战胜奴隶制社会畸形意识的影响，帮助与他一起在密西西比河上漂流的逃亡黑奴吉姆获得自由。本书给美国文学以深刻的影响，海明威曾称“整个当代美国文学都起源于这本书”。

马克·吐温 1857 年开始在密西西比河上当水手和领航员，直至南北战争爆发该河停止通航。后来他将这一时期的生活体验写入了《密西西比河上的生涯》。

3. **The phrase “mark twain” means that the water is two fathoms deep.** “mark twain”这一短语的意思是水深两寻。

fathom 英寻。计量单位，合六英尺或 1.8 米，用于测水深。

4. **Imagine that somebody gives you a large sum of money to spend as you like. What would you do with it?** 假设有人给了你一大笔钱让你随意花，你会拿它做些什么？

do with 对待；处理；处置。如：

“What have you done with my new shirt?” “I put it away.” “你把我的新衬衣放哪儿了？”“我把它收起来了。”

What shall we do with the waste paper? 咱们怎样处理这些废纸？

5. **Have you read the story of “The Million Pound Bank Note”?** 你读过《百万英镑》这个故事吗？

“The Million Pound Bank Note”《百万英镑》，是美国作家马克·吐温的短篇小说。大意是一个流落伦敦街头的穷光蛋忽然得到了一张百万英镑的钞票，他的生活由此而改变，人们的态度也随着钞票的得而复失、失而复得而做 180 度的大转弯，讽刺了赤裸裸的拜金主义。

6. **Two old and wealthy brothers, Roderick and Oliver, have made a bet.** 一对年老而又富有的兄弟，罗德里克和奥利弗，打了一个赌。

make a bet 打赌。如：

We made a bet on the outcome of the next horse race. 我们就下次赛马的结果打了个赌。

I made a bet that we would win the football match. 我打赌我们会赢那场足球赛。

7. **It is Henry Adams, an American businessman, who is lost in London ...** 他叫亨利·亚当斯，一个美国商人，在伦敦迷了路……

be lost 迷路；倾心于某事。如：

He was lost in the forest for three days and nights and was finally rescued by his friends. 他迷失在树林里三天三夜，最后被朋友们救了出来。

He was so lost in reading his book that he missed his train. 他看书入了神，误了火车。

8. **Permit me to lead the way, sir.** 先生，请让我来带路吧。

permit ... to do 准许……做某事。如：

Will you permit us to use this room for a meeting this afternoon? 你能准许我们今天下午在这个房间开个会吗？

She won't permit her dogs to enter this yard. 她不允许她的狗进这个院子。

但要注意“准许做某事”应当是 permit doing，不是 permit to do。如：

The rules of the club don't permit smoking. 俱乐部的规定是不允许吸烟。



问题 你知道与 *permit* 同义的另外两个词吗？你可以从英语辞典中找到答案。

9. **That's right, from San Francisco.** 是的，从旧金山来。

San Francisco 旧金山，又译为“圣弗朗西斯科”，美国西海岸加利福尼亚州港口城市。现为美国西部重要工业、金融、文化中心和贸易港口。著名旅游景点有金门大桥、缆车、中国城、渔民码头、花街和金门公园。

10. **As a matter of fact, I landed in Britain by accident.** 事实上，我在英国上岸是偶然的。

by accident 偶然地。如：

By accident, he found the place where his brother had hidden the treasure. 他偶然发现了他弟弟藏宝的地方。

11. **About a month ago, I was sailing out of the bay ... (his eyes stare at what is left of the brothers' dinner on table)** 大约一个月前，我开船驶出了海湾……（他的眼睛盯着桌子上兄弟俩剩下的残羹剩饭。）

stare at 盯着瞧；凝视。如：

It is not polite to stare at other people. 盯着看别人是不礼貌的。

Don't stare at me! I am not to blame! 别盯着我！不该怪我！

12. **The next morning I'd just about given myself up for lost when I was spotted by a ship.** 第二天早上，我正感到绝望的时候，一艘船发现了我。

spot 作动词时有“认出”的意思。如：

He is very tall and can be easily spotted in the crowd. 他很高，在人群中一眼就能看见。

The thief was spotted by the police as he was leaving the bank. 那小偷离开银行时被警察发现了。

13. **The fact is that I earned my passage by working as an unpaid hand, which accounts for my appearance.** 事实上我靠做义工来顶替船费，这就是我为什么衣冠不整的原因了。

earn one's passage 争取旅费。如：

He couldn't afford the fare, and so he had to earn his passage by doing jobs on the ship. 他买不起船票，只得靠在船上做些零活来争取路费。

account for 对……做出解释；说明原因。如：

This might account for his laziness. 这或许能解释他的懒惰。

Nobody could account for his absence from school. 没人能对他旷课做出解释。

14. **On the contrary, in fact.** 事实上，正好相反。

on the contrary 与此相反；正相反。如：

The topic doesn't seem boring to me; on the contrary, I think it's very interesting. 这个话题我不觉得乏味，正相反，我觉得它很有趣。

15. **I'm afraid it'll cost a large amount of money.** 恐怕这得花费一大笔钱。

a large amount of 常用于修饰不可数名词 如：

Now he has a large amount of money. He can do anything he wants with it. 现在他有了一大笔钱，他就可以做他想做的事了。

16. **Well, we'll have to take a chance.** 哦，我们得冒点儿风险。

take a chance / take the chance / take chances 碰运气；冒风险。如：

We mustn't take chances. We'd better play safe. 我们不要冒险，我们最好求稳。

We decided to take a chance on the weather and have the party outdoors. 我们怀着天气可能会好的侥幸心理决定在户外聚会。

17. **(in a rude manner) What's there to wait for?** (很不耐烦地) 还等什么？

in a ... manner 以……的举止（态度）。如：

She talked to us in a very polite manner. 她很有礼貌地与我们谈话。

The dinner was prepared in the Japanese manner. 晚宴是日本式的。

18. **Well, I did hear that the Bank of England had issued two notes in this amount ... Anyway, I don't think it can be a fake.** 哦, 我确实听说英格兰银行发行了两张这样面值的钞票……不管怎样, 我觉得这不可能是假钞。

the Bank of England 英格兰银行, 是英国的中央银行。它代表政府发行纸币, 参与金融市场活动, 并对金融市场进行干预和调节。

can 表示推测, 与主句中的 not 结合在一起, 表示“不可能是”。如:

He can't be joking. He must mean it. 他不可能是开玩笑, 他是认真的。

It can't be Jim. I know him too well. 不可能是吉姆, 我太了解他了。



问题: 你知道“可能是”、“肯定是”在英语中有哪些表达方式吗?

19. **But he's in rags!** 但是他穿得破破烂烂的!

介词 in 后面接颜色或衣物等名词时, 意思是“穿着; 戴着”。如:

The girl in green is a good friend of mine. Would you like to meet her? 穿绿衣服的女孩是我的一个好朋友, 你想认识一下吗?

The man in uniform is my father. 那个穿制服的男人是我父亲。

20. **As for the bill, sir, please forget it.** 至于帐单嘛, 先生, 请把它忘了吧。

as for 至于。如:

As for me, I shall never come to this restaurant any more. 至于我, 我再也不来这个餐馆了。

As for your book, I promise, I'll give it back to you next week. 至于你的书, 我保证, 下周一定会还给你。

UNIT 4

1. **In our solar system eight planets circle around the sun.** 在我们的太阳系中, 有八个行星围绕太阳运转。

solar system 太阳系。太阳系由太阳和所有围绕它运动的天体组成。太阳系包括: 地球和其他七颗行星(水星、金星、火星、木星、土星、天王星、海王星), 还有围绕它们中间大多数运行的卫星、类行星天体、流星体的铁块和石块、彗星的尘埃和冰冻气体、行星际尘埃的漂浮粒子和等离子体的带电气体共同构成的行星际介质。

2. **However, according to a widely accepted theory, the universe began with a "Big Bang" that threw matter in all directions. After that, atoms began to form and combine to create stars and other bodies.** 然而, 一种普遍为人们所接受的理论是: 宇宙起源于一次大爆炸, 这次大爆炸将物质投射到四面八方。然后, 原子开始形成并结合成恒星和其他天体。

Big Bang 宇宙大爆炸理论。现代宇宙学中最有影响的一种学说。它的主要观点是认为宇宙曾有一段从热到冷的演化史。在这个时期里, 宇宙体系在不断地膨胀, 使物质密度从密到稀地演化, 如同一次规模巨大的爆炸。大爆炸理论的创始人之一是伽莫夫。他认为: 我们所观测到的宇宙始于 150 亿年以前的一次大爆炸。爆炸之初, 物质只能以中子、质子、电子、光子和中微子等基本粒子形态存在。宇宙爆炸之后的不断膨胀, 导致温度和密度很快下降。随着温度降低、冷却, 逐步形成原子、原子核、分子, 并复合成为通常的气体。气体逐渐凝聚成星云, 星云进一步形成各种各样的恒星和星系, 最终形成我们现在所看到的宇宙。

3. **It exploded loudly with fire and rock. They were in time to produce carbon, nitrogen, water vapour and other gases, which were to make the earth's atmosphere.** 它(地球) 猛烈的爆炸喷出了烈火与岩石, 最终产生了碳、氮气、水蒸气和其他多种气体, 从而形成了地球的大气层。

in time 最终; 及时。如:

You will learn how to do it in time. 你迟早能学会做这件事。

The doctor came just in time. 医生及时地赶到了。

be to do 常用来表示不可避免将要发生的事。 如：

As a young man he didn't know he was to win world fame later on. 年轻时,他不知道自己日后会举世闻名。

This discovery was to have a major effect on the treatment of heart disease. 这个发现对心脏病的治疗产生了重大影响。

4. **the Paleozoic era** 古生代,是地质时代的第三个代(第一、二个代分别是太古代和元古代)。约开始于5.44亿年前,结束于2.48亿年前。古生代分为寒武纪、奥陶纪、志留纪、泥盆纪、碳纪和二叠纪,共六个纪。

the Mesozoic era 中生代,是地质年代的第四个代。开始于2.48亿年前,结束于6,500万年前。它有三个纪:三叠纪、侏罗纪和白垩纪。

the Cenozoic era 新生代,是地质年代的第五个代。约开始于6,500万年前,现仍在继续。可划分为第三纪和第四纪两个纪。

5. **It was not immediately obvious that water was to be fundamental to the development of life.** 水对于生命的发展会起关键作用,这一点在当时并不明显。
6. **What many scientists believe is that the continued presence of water allowed the earth to dissolve harmful gases and acids into the oceans and seas.** 很多科学家相信,由于地球上长期有水存在,使地球得以把有害气体和酸性物质溶解在海洋里。

allow ... to do 允许某人做某事。 如：

Her parents won't allow her to stay out later than 11:00 in the evening. 她父母不允许她晚上在外逗留超过11点钟。

Please allow me to explain that I did not have any idea about his arrangement. 请允许我解释,我事先不知道他的安排。

但要注意：“准许做某事”应当是 allow doing, 不是 allow to do。 如：

They shouldn't allow parking in this street. It's too narrow. 他们不应当允许在这条街上停车,街道太窄了。
Walking on the grass is not allowed. 不许踩踏草坪。

7. **They produced young generally by laying eggs.** 它们一般是通过孵蛋而繁衍后代的。

by doing 用于说明做某事的手段、方式。 如：

I don't think she can help him by just giving him money. 我认为她光靠给钱是帮不了他的。

He used to make his living by painting. 他以前是靠画画为生。

8. **They are putting too much carbon dioxide into the atmosphere, which prevents heat from escaping from the earth into space.** 他们把过多的二氧化碳释放到大气层中,这使得地球上的热不能释放到太空中去。

上面所述为温室效应 (greenhouse effect), 是大气对于地球的保暖作用的俗称。大气的这种使地表温度升高,使地球维持较高温度下的热平衡的作用,和玻璃温室有相似之处,所以称为温室效应。

prevent ... (from) doing 阻止某人做某事。 如：

His heart trouble did not prevent him (from) going to class the next day. 他的心脏病痛没能阻止他第二天去上课。

Nothing can prevent their plans (from) being carried out. 什么也不能阻止他们的计划得以实施。



问题 你过去学过哪些词组与 prevent ... from 意思相近? 请举例说明。

9. **So whether life will continue on the earth for millions of years to come will depend on whether this problem can be solved.** 所以,在未来的数百万年中,生命能否在地球上延续取决于这个问题能否得到解决。

3. **Rather than take the aeroplane all the way, they decided to fly to Vancouver and then take the train from west to east across Canada.** 她们不想一路乘飞机, 而决定先飞到温哥华, 再从西海岸乘火车横穿加拿大到达东海岸。

rather than 而不是。如:

Rather than cause trouble, he left. 他不愿惹麻烦, 宁可离去。

The colour seems green rather than blue. 与其说这颜色是蓝色, 不如说它是绿色。

Vancouver 温哥华, 加拿大第三大城市、最大的海港。它位于不列颠哥伦比亚省西南部太平洋沿岸, 是加拿大西部农、林、矿产品的主要集散中心和工商业、金融中心。华人聚居于此, 唐人街规模仅次于美国旧金山。

4. **Going eastward, you'll pass mountains and thousands of lakes and forests, as well as wide rivers and large cities.** 一路向东行, 你会经过一座座山脉, 上千个湖泊、森林, 还有宽阔的河流和许多大城市。

eastward 也作 eastwards, 副词, 意为“向东”。注意不能说 go to eastward。如:

They sailed eastward. 他们向东航行。

We couldn't decide whether to go eastward or westward. 我们难以决定是向东走还是向西走。

thousands of 成千上万的。注意 million, billion, thousand, hundred, score (20), dozen (12) 之前有确定的数字时, 不论后面有无 of, 词尾都不加 s。如:

three hundred students 300 名学生 three hundred of them 他们当中的 300 人

three score people 60 人 three dozen eggs 三打鸡蛋

如果前面没有确定的数字而后接 of 时, 词尾都加 s。



问题: 你能用英语说出“成千上万只山羊”、“几十年”、“数十次”、“几百人”吗?

5. **Skiing in the Rocky Mountains and sailing in the harbour make Vancouver one of the Canada's most popular cities to live in.** 落基山脉可以滑雪, 海港供你扬帆, 这些使得温哥华成为加拿大最受欢迎的居住城市之一。

the Rocky Mountains 落基山脉, 是北美科迪勒拉山系东部山脉的主体, 纵贯加拿大和美国西部, 全长 4,500 公里。海拔一般为 2,000~3,000 米, 最高峰埃尔伯特山 4,399 米。

6. **That afternoon aboard the train, the cousins settled down in their seats.** 那天下午表姐妹俩才登上火车落了座。

settle down 安稳坐下; 定居下来; 适应起来。如:

His grandfather settled down in the armchair with a newspaper. 他爷爷手拿报纸坐在扶手椅里。

Have you settled down in your new job yet? 你适应新工作了吗?

7. **... they managed to catch sight of some mountain goats and even a grizzly bear and an eagle.** 她们总算见到了野山羊, 甚至还看到了一只大灰熊和一只鹰。

grizzly bear 灰熊, 北美洲西北部的棕熊亚种, 主要分布在落基山脉地区。其数量因人类活动的加剧而大大减少。

8. **Their next stop was Calgary, which is famous for the Calgary Stampede.** 她们的下一站是卡尔加里, 这个城市因“大西部赛马会”而闻名。

Calgary 卡尔加里, 加拿大艾伯塔省第二大城, 位于该省西南部埃尔博河与鲍河交汇处, 是加拿大石油工业中心和艾伯塔省南部农牧产品集散地。

Calgary Stampede 大西部赛马会, 每年七月上旬在卡尔加里举行, 为期 10 天。主要内容是举行牛仔竞技表演, 项目有骑牛、绳技、骑光背马等。此外还有各种演出, 游行, 燃放烟火等。号称“地球上最盛大的表演”。

9. **Cowboys from all the world come to compete in the Stampede.** 来自世界各地的牛仔们来参加赛马会比赛。

cowboys 牛仔。19世纪早期，在德克萨斯等地区，西进的拓荒者开始以西班牙方式利用大草原放牧牛群，并且也像西班牙牧牛人一样装备自己：阔边帽、高跟靴、皮护腿、左轮枪，这就是豪放矫健的牛仔典型形象。

10. **Many of them have a gift for riding wild horses and can win thousands of dollars in prizes.** 他们中许多人都有骑野马的才能，他们能赢得几千美元的奖金。

have a gift for 在……方面有天分；有天赋。如：

She has a gift for learning languages. 她学语言有天赋。

It seems that he has a gift for music. 好像他对音乐有些天赋。

11. **After dinner, they were back in an urban area, the busy port city of Thunder Bay at the top of the Great Lakes.** 晚饭后，她们又回到城市，位于五大湖区最北端的繁忙的港口桑德湾。

Thunder Bay 桑德湾，加拿大安大略省西南部的城市，位于苏必利尔湖边。

the Great Lakes 五大湖，是世界最大的淡水湖群。位于北美洲中东部，美国和加拿大之间。自西向东为苏必利尔湖、密歇根湖、休伦湖、伊利湖和安大略湖。总面积24.5万平方公里，约三分之二属美国。总蓄水量为2.28万立方公里。五大湖及其周围地区是世界著名旅游胜地之一，沿湖地区辟有许多国家公园和避暑营地。

12. **That night as they slept, the train rushed across the top of Lake Superior, through the great forests and southward towards Toronto.** 那天夜里她们睡着了，火车越过苏必利尔湖北部，穿过大森林，朝南向多伦多飞驰着。

Lake Superior 苏必利尔湖，世界面积最大的淡水湖，北美洲五大湖之一，美国和加拿大共有。东西最远相距563公里，南北最宽处257公里，蓄水量12,240立方公里，占五大湖总蓄水量的一半以上。

Toronto 多伦多，加拿大第一大城，安大略省省会。位于安大略湖西北岸全国经济最发达的大湖半岛上。大市区包括北约克等五个市辖区，是全国首要工商业、金融业和交通运输中心，也是加拿大主要旅游中心之一。

13. **The next morning the bushes and maple trees outside their windows were red, gold and orange, and there was frost on the ground, confirming that fall had arrived in Canada.** 第二天早上，在她们的车窗外到处是灌木丛和枫树，挂满朱红、赤金和橘黄色的叶子，地面上覆盖了一层薄霜，表明秋天已经来到了加拿大。

maple trees 枫树。加拿大是世界著名的“枫叶之国”，加拿大的国旗国徽的图案就有枫叶。

14. **They went up the tall CN Tower, and looked across the lake.** 她们爬上了高高的加拿大国家塔，俯瞰着下面的湖水。

CN Tower (Canada National Tower) 加拿大国家塔，位于多伦多，建成于1976年，高553.33米，是世界最高的建筑物之一。该塔是重要的通讯中转站和著名的旅游景点。

15. **In the distance, they could see the misty cloud that rose from the great Niagara Falls, which is on the south side of the lake.** 远处，她们可以看到在湖的南边尼亚加拉瀑布上方升腾着的雾霭。

in the distance 在远处；远方的。如：

Evening came slowly. The hills in the distance turned dark blue. 夜色渐近，远山变成了深蓝色。

I could make out three figures moving in the distance. 我可以隐约看出三个人影在远处移动。

the great Niagara Falls 尼亚加拉大瀑布，世界著名瀑布之一。位于加拿大和美国边界的尼亚加拉河上，在伊利湖和安大略湖之间。尼亚加拉瀑布实际上是由两个瀑布组成——霍斯舒瀑布和亚美利加瀑布。霍斯舒瀑布位于加拿大境内的安大略省，亚美利加瀑布位于美国纽约州境内。亚美利加瀑布高约54米，宽305米。霍斯舒瀑布高51米，最宽的地方有792米。

16. **They met Lin Fei around dusk in downtown Chinatown, one of the three in Toronto.** 大约黄昏时分，他们在市区的中国城见到了林菲，这是多伦多三个中国城中的一个。

downtown Chinatown 多伦多市中心的老中国城，以登打士 (Dundas) 街为中心，店铺多为餐馆、洗衣店、中国土特产店等。

17. **Over dinner at a restaurant called the Pink Pearl, the cousins chatted with Lin Fei, who had moved to Canada many years earlier.** 在一个名叫“海珠酒楼”的餐馆里用餐时，表姐妹和许多年前就移居加拿大的林菲闲聊了起来。

the Pink Pearl 多伦多的一家中餐馆，经营粤菜，位于该市林荫大道 120 号。

18. **“It’s too bad you can’t go as far as Ottawa, Canada’s capital.”** “很可惜你们不能一直走到加拿大的首都渥太华。”

go as far as 一直走到……。如：

I accompanied him as far as the bus stop. 我陪他一直走到公共汽车站。

This is as far as we go. 我们就到这里了。

Ottawa 渥太华，加拿大首都。位于安大略省东南部与魁北克省交界处。加拿大英语区和法语区的交汇点，英裔约占大市区人口的 55%，法裔占 25%。

19. **The train left late that night and arrived in Montreal at dawn the next morning.** 火车在那一夜的晚些时候起程了，第二天黎明时到达了蒙特利尔。

at dawn 在黎明的时候。如：

At dawn we rose and set off again. 黎明时我们又起身出发了。



问题 介词 at, in, on 常与名词构成表示时间的短语。你能从已学过的表示时间的介词短语中发现一些规律吗？

20. **As they sat in a buffet restaurant looking over the broad St Lawrence River, a young man sat down with them.** 当她们坐在一家自助餐厅里眺望广阔的圣劳伦斯河时，一个年轻人坐到了她们身边。

St Lawrence River 圣劳伦斯河，北美洲东部大河，五大湖的出水道。出自安大略湖东北端，呈西南—东北流向，注入大西洋圣劳伦斯湾，全长 1,287 公里。

Grammar 语法

1 情态动词

(Modal Verbs)

情态动词表示说话人对某一动作或状态的态度，认为“可能”、“应当”、“必要”等等。但本身词义不完全，不能单独作谓语动词，必须和不带to的不定式（即动词原形）连用。情态动词没有人称和数的变化。朗读时，情态动词的肯定式一般不重读。

有些情态动词没有过去式，如 must；有些有过去式，如：

can — could may — might shall — should

will — would have to — had to

情态动词的否定式一般是在它们的后面加否定词 not 构成。

情态动词	否定式	缩略形式	情态动词	否定式	缩略形式
can	cannot/can not	can't	shall	shall not	shan't
could	could not	couldn't	should	should not	shouldn't
may	may not	mayn't	will	will not	won't
might	might not	mightn't	would	would not	wouldn't
must	must not	mustn't	need	need not	needn't
dare	dare not	daren't	ought to	ought not to	oughtn't to

1 can 和 could

用法	例句
表示“能力”、“许可”、“可能性”等。在口语中 can 可以代替 may 表示“许可”，而 may 比较正式，could 可以代替 can，表示语气较为婉转。	(1) Some of us can use the computer now, but we couldn't ten years ago. (能力) (2) Can/Could I borrow your bike for a moment?(许可) (3) He said I could use his computer. (许可) (4) I thought the story could not be true. (可能)

注：can 和 be able to 都可以表示能力，意思上没有区别，但 can 只有现在式和过去式 (could)，而 be able to 则有更多的形式。

2 may 和 might

用法	例句
表示许可或征询对方许可, 有“可以”的意思。用作此意时, 它的否定形式可以用 may not, 但表示“不可以”、“禁止”、“阻止”等意思时常用 must not (mustn't) 代替 may not。	(1) You may go now. (2) He said that I might use his telephone. (3) — May I go with my friends to the harvest festival? — Yes, you may. / No, you mustn't. — No, you may not. / No, you'd better not.
表示可能性, 有“或许”、“可能”的意思, may 或 might + 动词原形都可表示可能性。用 might 则语气更加不肯定。	(1) He may/might be from Canada. (2) They may/might have a lot of work to do.

3 must 和 have to

用法	例句
表示“必须”、“应该”。否定形式 must not (mustn't) 表示“不应该”、“不许可”、“不准”、“禁止”等。在回答 must 的问句时, 否定式常用 need not (needn't) 或 don't have to 表示“不必”, 而不用 must not, 因为 must not 表示“不可以”。表示“一定”、“必定”等推测意义时, 一般只用在肯定句中。	(1) The work must be finished as soon as possible. (2) You mustn't smoke in public places. (3) — Must I be home before eight o'clock, Mum? — Yes, you must. — No, you needn't. / No, you don't have to. (4) There must be something wrong. (5) I don't like this radio. I must buy a new one. (6) The radio is broken. I have to buy a new one.
have to 表示“必须”、“不得不”, 在这个意义上与 must 很接近, 但 must 表示的是说话人的主观看法, 而 have to 表示的却是客观需要。have to 比 must 有更多的形式。	(7) You don't have to worry about that. (8) Every student will have to know how to use computers.

4 shall 和 should

用法	例句
在疑问句中, shall 用来征询对方意见或请求指示, 用于第一、三人称。should 作为情态动词, 表示“劝告”、“建议”, 常译作“应该”。	(1) Where shall I wait for you? (2) Shall we start the meeting now? (3) You should keep your promise. (4) Young people should respect old people.

5 will 和 would

用 法	例 句
will 表示“意志”、“意愿”，可用于多种人称。	(1) I will (I'll) tell you all about it. (2) We will (We'll) help him if he asks us to. (3) He won't go with us.
will 在疑问句中用于第二人称时，表示询问对方的意愿或向对方提出请求。would 是 will 的过去式，表示过去时间的“意志”、“意愿”，可用于多种人称。表示说话人的意愿或向对方提出请求，语气比 will 婉转，指现在时间。	(1) I'm going to the library. Will you go with me? (2) Will you give him a message when you see him? (3) They said that they would help us. (4) I promised that I would do my best. (5) Would you like to join the football club? (6) I'd like to take a look at that shirt over there.

6 ought

用 法	例 句
ought 无人称和时态的变化，后接带 to 的动词不定式。ought to 可表示“义务”、“要求”或“劝告”，常译作“应该”、“应当”等（和 should 差不多，只是语气稍重一些）；有时表示“非常可能”的意思，否定式为 ought not to (oughtn't to)，疑问式为 Ought I/you to ...?	(1) There's something I ought to tell you before you leave. (2) He ought not to do that. (3) — Ought he to see the doctor? — Yes, he ought to. (4) If she is completely well, she ought to be back at school today.

II 名词性从句 (Noun Clauses)

主语从句、表语从句、宾语从句和同位语从句在复合句中的作用相当于名词。因此，这四种从句被称为名词性从句。

I 宾语从句 (The Object Clause)

宾语从句在复合句中起宾语的作用，可以作动词的宾语，也可以作介词的宾语。引导宾语从句的词有连词 **that, if, whether**；连接代词 **who, whose, what, which**；连接副词 **when, where, how, why** 等。如：

I think **(that)** women can reach very high achievements in many fields of science.
 I wonder **whether/if** Lin Qiaozhi remembered how many babies she had delivered.
 Do you know **who/whom** John Adams was speaking to?
 He asked **whose** spacesuit it was.
 Pay attention to **what** the doctor said, will you?
 He can't tell **which** gesture means "good luck".
 Please tell me **when** Jody Williams won the Nobel Peace Prize.
 I don't know **where** Charlie Chaplin got his stick.
 Will you tell me **how** I can keep fit and healthy?
 Do you know **why** he crossed his arms?

2 表语从句 (The Predicative Clause)

表语从句在复合句中作句子的表语。引导表语从句的词有连词 **that, whether, as if**; 连接代词 **who, what, which**; 连接副词 **when, where, how, why** 等。如:

Her wish is **that she could lose weight soon**.
 The question is **whether it is worth doing**.
 It looked **as if it was going to snow**.
 The problem was **who could do the work**.
 That is **what he is worried about**.
 His trouble is **where he can find a new job**.
 The problem is **how he can get food and clothing**.
 That was **why the brothers wanted to make a bet**.

3 主语从句 (The Subject Clause)

主语从句在复合句中作句子的主语。引导主语从句的词有连词 **that, whether**; 连接代词 **who, what, which**; 连接副词 **when, where, how, why** 等。如:

What is needed for the space trip is careful preparation.
Whether wild life can be well protected is of great importance.
Who will go makes no difference.
Why dinosaurs died out remains a puzzle.
Which kind of food is the best is still not certain.

为了避免主语显得过长, 可以用 **it** 作为句子的主语, 把主语从句移到句子的末尾。如:
 It hasn't been decided yet **when the new restaurant will open**.
 It is not clear **how gold was found there**.
 It is hard to understand **why there is gravity**.
 It is a shame **that you have to leave so soon**.

4 同位语从句 (The Appositive Clause)

在主从复合句中,用作同位语的从句,叫同位语从句。它一般跟在某些名词(如**fact, idea, news, promise**等)的后面,用以说明或解释前面的名词,引导同位语从句的词有连词**that**, 连接副词**how, when, where**等。如:

I have no idea **when Chaplin's film will be on again.**

We were very excited at the news **that our team had won.**

The fact **that women can work as well as men** is clear.

Henry Adams made a promise **that he would not open the letter until 2 o'clock.**

Words and expressions in each unit

各单元生词和习惯用语

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

Unit 1

take place 发生

beauty /'bjʊti/ *n.* 美；美人

harvest /'hɑ:vɪst/ *n. & vt. & vi.* 收获；收割

celebration /,selɪ'breɪʃn/ *n.* 庆祝；祝贺

hunter /'hʌntə/ *n.* 狩猎者；猎人

starve /stɑ:v/ *vi. & vt.* (使) 饿死；饿得要死

origin /'ɒrɪdʒɪn/ *n.* 起源；由来；起因

religious /rɪ'ldʒɪəs/ *adj.* 宗教上的；信奉宗教的；虔诚的

△ seasonal /'si:zənl/ *adj.* 季节的；季节性的

ancestor /'ænsɪstə/ *n.* 祖先；祖宗

△ Obon /ə'bon/ *n.* (日本) 盂兰盆节

△ grave /greɪv/ *n.* 坟墓；墓地

△ incense /ɪnsens/ *n.* 熏香；熏香的烟

in memory of 纪念；追念

Mexico /'meksɪkəʊ/ *n.* 墨西哥 (拉丁美洲国家)

feast /fi:st/ *n.* 节日；盛宴

△ skull /skʌl/ *n.* 头脑；头骨

bone /bəʊn/ *n.* 骨；骨头

△ Halloween /'hæləʊ'i:n/ *n.* 万圣节前夕；诸圣日前夕

belief /br'i:lɪf/ *n.* 信任；信心；信仰

dress up 盛装；打扮；装饰

trick /trɪk/ *n.* 诡计；恶作剧；窍门
vt. 欺骗；诈骗

play a trick on 搞恶作剧；诈骗；开玩笑

poet /'pəʊɪt/ *n.* 诗人

△ Columbus Day 哥伦布日

arrival /ə'raɪvl/ *n.* 到来；到达；到达者

△ Christopher Columbus /'krɪstəfə kə'lʌmbəs/

克利斯托弗·哥伦布 (意大利航海家)

gain /geɪn/ *vt.* 获得；得到

independence /,ɪndɪ'pendəns/ *n.* 独立；自主

independent /,ɪndɪ'pendənt/ *adj.* 独立的；自主的

gather /'gæðə/ *vt. & vi. & n.* 搜集；集合；聚集

agriculture /'ægrɪkʌltʃə/ *n.* 农业；农艺；农学

agricultural /,ægrɪ'kʌltʃərə/ *adj.* 农业的；农艺的

award /ə'wɔ:d/ *n.* 奖；奖品

vt. 授予；判定

△ produce /'prɒdju:s/ *n.* 产品；(尤指) 农产品

rooster /'ru:stə/ *n.* 雄禽；公鸡

admire /əd'maɪə/ *vt.* 赞美；钦佩；羡慕

energetic /,enə'dʒetɪk/ *adj.* 充满活力的；精力充沛的；积极的

look forward to 期望；期待；盼望

△ carnival /'kɑ:nɪvl/ *n.* 狂欢节；(四旬斋前的) 饮宴狂欢；嘉年华 (会)

△ lunar /'lu:nə/ *adj.* 月的；月亮的；阴历的

Easter /'i:stə/ *n.* (耶稣) 复活节

△ parade /pə'reɪd/ *n.* 游行；阅兵；检阅

day and night 日夜；昼夜；整天

clothing /'kləʊðɪŋ/ *n.* 衣服

Christian /'krɪstʃən/ *n.* 基督徒；信徒

adj. 基督教的；信基督教的

△ Jesus /'dʒi:zəs/ *n.* 耶稣

△ cherry /'tʃerɪ/ *n.* 樱桃；樱桃树

△ blossom /'blɒsəm/ *n.* 花

vi. 开花

as though 好像

have fun with 玩得开心

custom /'kʌstəm/ *n.* 习惯; 风俗
worldwide /wɜ:ld'waɪd/ *adj.* 遍及全世界的; 世界性的

△ rosebud /'rəʊzbʌd/ *n.* 玫瑰花蕾

fool /fu:l/ *n.* 愚人; 白痴; 受骗者

vt. 愚弄; 欺骗

vi. 干傻事; 开玩笑

adj. 傻的

△ necessity /nɪ'sesəti/ *n.* 必要性; 需要

permission /pə'mɪʃn/ *n.* 许可; 允许

△ prediction /prɪ'dɪkʃn/ *n.* 预言; 预报; 预告

△ fashion /'fæʃn/ *n.* 样子; 方式; 时尚

△ Trinidad /trɪnɪdæd/ *n.* 特立尼达岛

△ Carla /'kɑ:lə/ *n.* 卡拉 (女名)

△ Hari /'hæri/ *n.* 哈利 (男名)

parking /'pɑ:kɪŋ/ *n.* (汽车等) 停放

parking lot 停车场

△ Valentine's Day /'væləntaɪnz 'deɪ/ *n.*

圣瓦伦廷节; 情人节

turn up 出现; 到场

keep one's word 守信用; 履行诺言

hold one's breath 屏息; 屏气

apologize /ə'pɒlədʒaɪz/ *vi.* 道歉; 辩白

drown /draʊn/ *vt. & vi.* 淹没; 溺死; 淹死

sadness /'sædnɪs/ *n.* 悲哀; 悲伤

obvious /'ɒbvɪəs/ *adj.* 明显的; 显而易见的

wipe /waɪp/ *vt.* 擦; 揩; 擦去

△ weave /wi:v/ *vt. & vi.* (wove /wəʊv/, woven /wəʊvən/) 编织; (使) 迂回前进

△ herd /hɜ:d/ *n.* 牧群; 兽群

△ the Milky Way 银河

△ magpie /'mæɡpaɪ/ *n.* 喜鹊

weep /wi:p/ *vi.* (wept /wept/, wept) 哭泣; 流泪
n. 哭; 哭泣

△ announcer /ə'naʊnsə/ *n.* 广播员; 告知者; 报幕员

set off 出发; 动身; 使爆炸

remind /rɪ'maɪnd/ *vt.* 提醒; 使想起

remind ... of ... 使……想起……

forgive /fɔ'ɡɪv/ *vt.* (forgave /fɔ'ɡeɪv/,

forgiven /fɔ'ɡɪvən/) 原谅; 饶恕

Unit 2

diet /'daɪət/ *n.* 日常饮食

vi. 节食

△ spaghetti /spə'ɡetɪ/ *n.* 意大利式细面条

nut /nʌt/ *n.* 坚果; 果仁

△ muscle /'mʌsl/ *n.* 肌肉; (食用) 瘦肉

△ protective /prə'tektɪv/ *adj.* 给予保护的; 保护的

bean /bi:n/ *n.* 豆; 豆科植物

pea /pi:/ *n.* 豌豆

cucumber /'kju:kʌmbə/ *n.* 黄瓜

eggplant /'egplɑ:nt/ *n.* 茄子

pepper /'pepə/ *n.* 辣椒; 辣椒粉

mushroom /'mʌʃrʊm/ *n.* 蘑菇

peach /pi:tʃ/ *n.* 桃子

lemon /'lemən/ *n.* 柠檬

balance /'bæləns/ *vt.* 平衡; 权衡
n. 天平; 平衡

balanced diet 平衡膳食

barbecue /'bɑ:bɪkjʊ:/ *vt. & n.* 烧烤; 烤肉

mutton /'mʌtn/ *n.* 羊肉

△ kebab /kɪ'bæb/ *n.* (= kabob /kə'bɒb/) (印度) 烤腌羊肉串; 肉串上的肉块

roast /rəʊst/ *adj.* 烤制的

vt. & vi. 烤; 烘; 烘烤

△ stir /stɜ:/ *vt.* 摇动; 搅和

fry /fraɪ/ *vt. & vi.* 油煎; 油炸

△ stir-fry *vt.* 用旺火炒 (或煎、焗)

ought /ɔ:t/ *v. aux.* 应当; 应该

ought to 应当; 应该

bacon /'beɪkən/ *n.* 熏咸肉; 腊肉

△ cola /'kəʊlə/ *n.* 可乐饮料

△ sugary /'ʃʊɡəri/ *adj.* 含糖的; 甜的

△ sign /saɪn/ *n.* 牌示; 标记; 符号

lose weight 体重减轻; 减肥

slim /slɪm/ *vi.* 变细; 减肥

adj. 苗条的; 纤细的

curiosity /kjuəri'ɒsəti/ *n.* 好奇心

hostess /'həʊstɪs/ *n.* 女主人; 女主持人

raw /rɔ:/ *adj.* 生的; 未加工的
vinegar /'vɪnɪɡə/ *n.* 醋
get away with 被放过; (做坏事) 不受惩罚
lie /laɪ/ *n.* 谎话; 谎言
vi. 说谎
tell a lie 说谎
customer /'kʌstəmə/ *n.* 顾客; 消费者
discount /'dɪskaʊnt/ *n.* 折扣
win ... back 赢回; 重新获得
weakness /'wi:kni:s/ *n.* 缺点; 虚弱; 弱点
strength /streŋθ/ *n.* 强项; 长处; 力量
consult /kən'sʌlt/ *vt.* 咨询; 请教; 商量
fibre /'faɪbə/ *n.* 纤维; 纤维制品
digest /d(a)'dʒest/ *vi. & vt.* 消化
/daɪdʒest/ n. 摘要; 概要
△ **poisonous** /'pɔɪzənəs/ *adj.* 有毒的
carrot /'kærət/ *n.* 胡萝卜
△ **scurvy** /'skɜ:vɪ/ *n.* 坏血病
△ **rickets** /'rɪkɪts/ *n.* 佝偻病
△ **obesity** /əʊ'bi:əsəti/ *n.* 过度肥胖
△ **vitamin** /'vɪtəmin; 'vaɪtəmin/ *n.* 维生素
△ **protein** /'prəʊtɪn/ *n.* 蛋白质
earn one's living 谋生
debt /det/ *n.* 债; 债务
in debt 欠债
glare /gleə/ *vi.* 怒目而视; 闪耀
n. 怒视; 炫目的光
spy /spaɪ/ *vi. & vt.* 窥探; 秘密监视
n. 间谍; 侦探
spy on 暗中监视; 侦查
limit /'lɪmɪt/ *vt.* 限制; 限定
n. 界限; 限度
limited /'lɪmɪtɪd/ *adj.* 有限的
benefit /'benɪfɪt/ *n.* 利益; 好处
vt. & vi. 有益于; 有助于; 受益
breast /brest/ *n.* 胸部; 乳房
garlic /'gɑ:lɪk/ *n.* 大蒜
sigh /saɪ/ *vi.* 叹息; 叹气
n. 叹息; 叹息声
combine /kəm'baɪn/ *vt. & vi.* (使) 联合;
(使) 结合
cut down 削减; 删节

before long 不久以后
put on weight 增加体重
△ **cooperation** /kəʊ.əpə'reɪʃn/ *n.* 合作; 协作
△ **ingredient** /ɪn'grɪdɪənt/ *n.* (烹调用的) 材料;
原料; 成分
△ **flavour** /'fleɪvə/ *n.* (食物的) 味道与气味;
特性

Unit 3

△ **Mark Twain** /'mɑ:k 'twɛɪn/ 马克·吐温
(美国作家)
birthplace /'bɜ:θpleɪs/ *n.* 出生地; 故乡
△ **Florida** /'flɒrɪdə/ *n.* 佛罗里达州(位于密苏里州)
佛罗里达州(美国州名)
bring up 抚养; 培养; 教育; 提出
△ **Hannibal** /'hænbəl/ *n.* 汉尼拔(美国城市)
△ **Missouri** /mɪ'zɔ:əri/ *n.* 密苏里州(美国州名)
△ **Mississippi** /,mɪsɪ'sɪpi/ *n.* 密西西比河; 密西西
比州(美国州名)
novel /'nɒvl/ *n.* 小说; 长篇故事
adj. 新奇的; 异常的
△ **boyhood** /'bɔɪhʊd/ *n.* 少年时代
adventure /əd'ventʃə/ *n.* 奇遇; 冒险
△ **Tom Sawyer** /'sɔ:ɪjə/ 汤姆·索亚(人名)
△ **Huckleberry Finn** /'hʌklbəri 'fɪn/
哈克贝利·费恩(人名)
phrase /freiz/ *n.* 短语; 词组; 惯用语
△ **fathom** /'fæðəm/ *n.* 长度单位(六英尺)
author /'ɔ:θə/ *n.* 著者; 作家
△ **Samuel Langhorne Clemens**
/'sæmjʊəl 'læŋhɔ:n 'klemənz/
塞缪尔·兰霍恩·克莱门斯(人名)
scene /si:n/ *n.* (戏剧) 一场; 现场; 场面; 景色
△ **narrator** /nə'reɪtə/ *n.* 讲述者; 叙述者
△ **Roderick** /'rɒdrɪk/ *n.* 罗德里克(男名)
△ **Oliver** /'ɒlɪvə/ *n.* 奥利弗(男名)
△ **bet** /bet/ *n.* 赌; 打赌
vi. & vt. 打赌; 赌钱
△ **make a bet** 打赌
△ **penniless** /'penɪləs/ *adj.* 贫困的; 身无分文的

wander /'wɒndə/ *vi.* 漫游; 漫步; 漂泊
 pavement /'peɪvmənt/ *n.* 人行道
 (= <美> sidewalk)
 businessman /'bɪznɪsmæn/ *n.* 商人
permit /pə'mɪt/ *vt. & vi.* 许可; 允许; 准许
 /pɜːmɪt/ *n.* 通行证; 许可证; 执照
 ahead /ə'hed/ *adv.* 在前; 向前; 提前
go ahead 前进; (用于祈使句) 可以; 往下说
by accident 偶然; 无意中; 不小心
 bay /beɪ/ *n.* 海湾
stare /steə/ *vi.* 凝视; 盯着看
stare at 盯着看; 凝视
 △ nightfall /'naɪtɔːl/ *n.* 黄昏
 fault /fɔːlt/ *n.* 过错; 缺点; 故障
spot /spɒt/ *vt.* 发现; 认出
n. 斑点; 污点; 地点
 passage /'pæsɪdʒ/ *n.* 船费 (包括食宿); 通道;
 (一) 段
 △ unpaid /ʌn'peɪd/ *adj.* 未付款的; 不受报酬的
account /ə'kaʊnt/ *vi. & vt.* 认为; 说明; 总计有
n. 说明; 理由; 计算; 帐目
account for 导致; 做出解释
 embassy /embə'si/ *n.* 大使馆; 大使及其官员
seek /si:k/ *vt. & vi.* (sought /sɔːt/, sought) 寻找;
 探索; 寻求
 patience /'peɪjəns/ *n.* 耐性; 忍耐
contrary /kɒntrəri/ *n.* 反面; 对立面
adj. 相反的; 相违的
on the contrary 与此相反; 正相反
 △ charity /'tʃærɪti/ *n.* 慈善 (团体); 施舍
 envelope /'envələʊp/ *n.* 信封
 unbelievable /ʌnbi'li:vəbl/ *adj.* 难以置信的
 △ Horace /'hɒrɪs/ *n.* 霍勒斯 (男名)
 steak /steɪk/ *n.* (供煎、烤的) 肉块; 鱼排;
 牛排
 pineapple /'paɪnæpl/ *n.* 菠萝
 dessert /dɪ'zɜːt/ *n.* 餐后甜点
 amount /ə'maʊnt/ *n.* 数量
take a chance 冒险
 rude /ruːd/ *adj.* 粗鲁的; 无礼的
 manner /'mænə/ *n.* 礼貌; 举止; 方式
 scream /skri:m/ *vi.* 尖声叫
n. 尖叫声; 喊叫声

genuine /'dʒenjuɪn/ *adj.* 真的; 真诚的
 △ issue /'ɪʃuː/ *vt. & vi.* 发行 (钞票等); 发布
 (命令); 出版 (杂志等)
 △ fake /feɪk/ *n.* 假货; 欺骗
adj. 假的
 rag /ræg/ *n.* 破布; 碎布
in rags 衣衫褴褛
indeed /ɪn'diːd/ *adv.* 真正地; 确实; 实在
as for 关于; 至于
 bow /baʊ/ *vi. & n.* 鞠躬; 弯腰
 barber /'bɑːbər/ *n.* 理发师

Unit 4

astronomy /ə'strɒnəmi/ *n.* 天文学
 △ astronomer /ə'strɒnəmɔː/ *n.* 天文学家
 △ solar /'səʊlə/ *adj.* 太阳的; 日光的
system /'sɪstəm/ *n.* 系统; 体系; 制度
 solar system 太阳系
 religion /rɪ'lɪdʒən/ *n.* 宗教; 宗教信仰
theory /'θiəri/ *n.* 学说; 理论
 △ Big Bang 宇宙大爆炸; 创世大爆炸
 atom /'ætəm/ *n.* 原子
 billion /'bɪljən/ *pron. & n. & adj.* <英> 万亿;
 <美> 十亿
 globe /gləʊb/ *n.* 球体; 地球仪; 地球
 △ global /'glɔːbl/ *adj.* 全球性的; 全世界的
violent /'vaɪələnt/ *adj.* 猛烈的; 激烈的; 强暴的
in time 及时; 终于
 carbon /'kɑːbən/ *n.* 碳
 △ nitrogen /'naɪtrədʒən/ *n.* 氮
 △ vapour /'veɪpə/ *n.* (= vapor) 蒸气; 水蒸气
 atmosphere /'ætməsfiə/ *n.* 大气层; 气氛
unlike /ʌn'laɪk/ *prep.* 不同; 不像
 fundamental /'fʌndə'mentl/ *adj.* 基本的; 基础的
 △ presence /'prezns/ *n.* 出席; 到场; 存在
 △ dissolve /dɪ'zɒlv/ *vt. & vi.* 溶解; 解散
harmful /'hɑːmfl/ *adj.* 有害的
 acid /'æsɪd/ *n.* 酸
 chain /tʃeɪn/ *n.* 链子; 连锁; 锁链
 △ reaction /rɪ'ækʃn/ *n.* 反应; 回应

multiply /ˈmʌltɪplaɪ/ *vi.* & *vt.* 乘；增加

oxygen /ˈɒksɪdʒən/ *n.* 氧

△ shellfish /ˈʃelɪʃ/ *n.* 水生有壳动物

△ amphibian /æmˈfɪbiən/ *n.* 两栖动物

△ reptile /ˈreptail/ *n.* 爬行动物；爬虫

lay eggs 下蛋

△ dinosaur /ˈdaɪnəsɔː/ *n.* 恐龙

exist /ɪgˈzɪst/ *vi.* 存在；生存

△ mammal /ˈmæml/ *n.* 哺乳动物

give birth to 产生；分娩

thus /ðʌs/ *adv.* 因此；于是

in one's turn 轮到某人；接着

dioxide /daɪˈɒksaɪd/ *n.* 二氧化物

carbon dioxide 二氧化碳

prevent ... from 阻止；制止

puzzle /ˈpʌzl/ *n.* 谜；难题

vt. & *vi.* (使) 迷惑；(使) 为难

biology /baɪˈɒlədʒi/ *n.* 生物学

biologist /baɪˈɒlədʒɪst/ *n.* 生物学家

gravity /ˈɡrævəti/ *n.* 万有引力；重力

satellite /ˈsætələɪt/ *n.* 卫星；人造卫星

gentle /ˈdʒentl/ *adj.* 温和的；文雅的

△ geologist /dʒɪˈɒlədʒɪst/ *n.* 地质学家

physicist /ˈfɪzɪsɪst/ *n.* 物理学家

block out 挡住(光线)

△ extinct /ɪkˈstɪŋkt/ *adj.* 灭绝的；绝种的

climate /ˈklaɪmɪt/ *n.* 气候

△ comet /ˈkɒmɪt/ *n.* 彗星

crash /kræʃ/ *vi.* & *vt.* 碰撞；坠落

△ Isaac Newton /ˈaɪzək ˈnjuːtn/ 艾萨克·牛顿
(英国科学家)

△ Albert Einstein /ˈælbət ˈaɪnstam/

阿尔伯特·爱因斯坦(德裔美国科学家)

△ Stephen Hawking /ˈstiːvən ˈhɔːkɪŋ/

斯蒂芬·霍金(英国科学家)

spaceship /ˈspeɪsfɪp/ *n.* 宇宙飞船

pull /pɒl/ *n.* & *vt.* 拉(力)；拖；牵引力

△ lessen /ˈlesn/ *vi.* & *vt.* 减少；减轻

cheer up 感到高兴；感到振奋

float /fləʊt/ *vi.* & *vt.* (使) 浮动；(使) 漂浮
n. 漂浮物

△ weightlessly /ˈweɪtlɪshl/ *adv.* 失重地

△ cabin /ˈkæbɪn/ *n.* 小屋；船舱

now that 既然

△ get the hang of 熟悉；掌握；理解

break out 突发；爆发

△ exhaust /ɪgˈzɔːst/ *vt.* 用尽；耗尽；使精疲力尽

watch out 密切注视；当心；提防

Unit 5

△ multicultural /ˌmʌltɪˈkʌltʃərəl/ *adj.* 多种文化的

quiz /kwɪz/ *n.* 测验；问答比赛

Canadian /kəˈneɪdiən/ *n.* 加拿大人

adj. 加拿大的；加拿大人的

△ Vancouver /vænˈkuːvə/ *n.* 温哥华(加拿大城市)

△ Toronto /təˈrɒntəʊ/ *n.* 多伦多(加拿大城市)

△ Calgary /ˈkælgəri/ *n.* 卡尔加里(加拿大城市)

△ Ottawa /ʊtəwə/ *n.* 渥太华(加拿大首都)

△ beaver /ˈbiːvə/ *n.* 海狸

△ grizzly /ˈɡrɪzli/ *n.* (北美洲) 灰熊

adj. 灰色的；有灰斑的

△ polar /ˈpəʊlə/ *adj.* 极地的；近极地的

△ penguin /ˈpenɡwɪn/ *n.* 企鹅

△ prime /praɪm/ *adj.* 首要的；主要的；基本的

minister /ˈmɪnɪstə/ *n.* 大臣；部长

prime minister 首相；丞相

△ governor /ˈɡʌvənə/ *n.* 州长；总督

rather than 与其；不愿

continent /ˈkɒntɪnənt/ *n.* 洲；大陆

baggage /ˈbæɡɪdʒ/ *n.* 行李

chat /tʃæt/ *vi.* & *n.* 聊天；闲聊

scenery /ˈsiːnəri/ *n.* 景色；风景

eastward /ˈiːstwəd/ *adv.* 向东

adj. 向东的；朝东的

westward /ˈwestwəd/ *adv.* 向西

adj. 向西的；朝西的

upward /ˈʌpwəd/ *adv.* 向上地；上升地

adj. 上升的；向上的

surround /səˈraʊnd/ *vt.* & *vi.* 包围；围绕

△ the Rocky Mountains 落基山脉

harbour /ˈhɑːbə/ *n.* (= harbor) 海港

measure /ˈmeʒə/ *vi.* & *vt.* 测量；衡量；判定

n. 计量制；计量单位；措施

aboard /ə'bo:d/ *prep. & adv.* 在船、飞机、火车或公共汽车上

settle down 定居；平静下来；专心于

manage to do 设法做

catch sight of 看见；瞥见

eagle /'i:gl/ *n.* 鹰

△ stampede /stæm'pi:d/ *n.* (美国西部或加拿大) 大西部赛马会

△ cowboy /'kaʊbɔɪ/ *n.* 牛仔；牧童

have a gift for 对……有天赋

within /wɪ'dɪn/ *prep.* 在……之内

border /'bɔ:də/ *n.* 边界；国界；边沿
vt. & vi. 与……接壤；接近

slight /slaɪt/ *adj.* 轻微的；微小的

slightly /'slaɪtli/ *adv.* 稍稍；轻微地

acre /'eɪkə/ *n.* 英亩

urban /'ɜ:bən/ *adj.* 城市的；市镇的

△ Thunder /'θʌndə/ Bay 桑德湾

△ Lake Superior /sju:'piəriə/ 苏必利尔湖

△ location /ləʊ'keɪʃn/ *n.* 位置；地方

△ the Vatican /'vætɪkən/ City State 梵蒂冈城国

topic /'tɒpɪk/ *n.* 话题

mix /mɪks/ *vt. & vi.* 混合；调配

mixture /'mɪkstʃə/ *n.* 混合(物)；混合状态

bush /bʊʃ/ *n.* 灌木(丛)；矮树(丛)

maple /'meɪpl/ *n.* 枫；枫树

frost /frɒst/ *n.* 霜；霜冻

confirm /kən'fɜ:m/ *vt.* 证实；证明；批准

wealthy /'welθi/ *adj.* 富有的

distance /'dɪstəns/ *n.* 距离；远方

in the distance 在远处

mist /mɪst/ *n.* 薄雾

misty /'mɪsti/ *adj.* 有薄雾的；模糊的

△ Niagara /naɪ'æɡərə/ *n.* 尼亚加拉(河；瀑布)

schoolmate /'sku:lmeɪt/ *n.* 同学；校友

booth /bu:θ/ *n.* 公用电话间；货摊；售货亭

downtown /,daʊn'taʊn/ *adj.* 市区的

adv. 在市区；往市区

△ pearl /pɜ:l/ *n.* 珍珠

△ Cantonese /kæntə'nɪz/ *n. & adj.* 广东人(的)；广州人(的)；广东话(的)

approximately /ə'prɒksɪmətli/ *adv.* 接近；大约

dawn /dɔ:n/ *n.* 黎明；拂晓；破晓

△ workplace /'wɜ:kpleɪs/ *n.* 工作场所；工作地点

buffet /'bʊfeɪ/ *n.* 自助餐；饮食柜台

broad /brɔ:d/ *adj.* 宽阔的；广泛的

△ St Lawrence /'seɪnt 'lɒrəns/ River 圣劳伦斯河

nearby /'niəbaɪ/ *adv.* 在附近

adj. 附近的；邻近的

tradition /trə'dɪʃn/ *n.* 传统；风俗

terrify /'terfaɪ/ *vt.* 使恐怖；恐吓

terrified /'terfaɪd/ *adj.* 恐惧的；受惊吓的

pleased /pli:zd/ *adj.* 欣喜的；高兴的；愉快的

impress /ɪm'pres/ *vt.* 使印象深刻；使铭记

impressive /ɪm'presɪv/ *adj.* 给人深刻印象的，感人的

Vocabulary

总词表

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

- A**
- aboard /ə'bo:əd/ *prep. & adv.* 在船、飞机、火车
或公共汽车上 (5)
- account /ə'kaʊnt/ *vi. & vt.* 认为；说明；总计有
n. 说明；理由；计算；帐目 (3)
- account for** 导致；做出解释 (3)
- acid /æ'sɪd/ *n.* 酸 (4)
- acre /eɪkə/ *n.* 英亩 (5)
- admire /əd'maɪə/ *vt.* 赞美；钦佩；羡慕 (1)
- adventure /əd'ventʃə/ *n.* 奇遇；冒险 (3)
- agriculture /'ægrɪkʌltʃə/ *n.* 农业；农艺；农学 (1)
- agricultural /'ægrɪ'kʌltʃərə/ *adj.* 农业的；
农艺的 (1)
- ahead /ə'hed/ *adv.* 在前；向前；提前 (3)
- go ahead** 前进；(用于祈使句) 可以；
往下说 (3)
- △ Albert Einstein /'ælbət 'aɪn.staɪn/
阿尔伯特·爱因斯坦(德裔美国科学家) (4)
- amount /ə'maʊnt/ *n.* 数量 (3)
- △ amphibian /'æm'fɪbiən/ *n.* 两栖动物 (4)
- ancestor /'ænsɛstə/ *n.* 祖先；祖宗 (1)
- △ announcer /ə'naʊnsə/ *n.* 播音员；告知者；
报幕员 (1)
- apologize /ə'pɒlədʒaɪz/ *vi.* 道歉；辩白 (1)
- approximately /ə'prɒksɪmətli/ *adv.* 接近；大约 (5)
- arrival /ə'raɪvl/ *n.* 到来；到达；到达者 (1)
- as for 关于；至于 (3)
- as though 好像 (1)
- astronomy /ə'strɒnəmi/ *n.* 天文学 (4)
- △ astronomer /ə'strɒnəmə/ *n.* 天文学家 (4)
- atmosphere /'ætməsfiə/ *n.* 大气层；气氛 (4)
- atom /'ætəm/ *n.* 原子 (4)
- author /'ɔ:θə/ *n.* 著者；作家 (3)
- award /ə'wɔ:d/ *n.* 奖；奖品
vt. 授予；判定 (1)
- B**
- bacon /'beɪkən/ *n.* 熏咸肉；腊肉 (2)
- baggage /'bæɡɪdʒ/ *n.* 行李 (5)
- balance /'bæləns/ *vt.* 平衡；权衡
n. 天平；平衡 (2)
- balanced diet 平衡膳食 (2)
- barbecue /'bɑ:bɪkjʊ:/ *vt. & n.* 烧烤；烤肉 (2)
- barber /'bɑ:bə/ *n.* 理发师 (3)
- bay /beɪ/ *n.* 海湾 (3)
- bean /bi:n/ *n.* 豆；豆科植物 (2)
- beauty /'bjʊ:ti/ *n.* 美；美人 (1)
- △ beaver /'bi:və/ *n.* 海狸 (5)
- before long 不久以后 (2)
- belief /br'i:li:f/ *n.* 信任；信心；信仰 (1)
- benefit /'benɪfɪt/ *n.* 利益；好处
vt. & vi. 有益于；有助于；受益 (2)
- △ bet /bet/ *n.* 赌；打赌
vi. & vt. (bet, bet) 打赌；赌钱 (3)
- △ make a bet 打赌 (3)
- △ Big Bang 宇宙大爆炸；创世大爆炸 (4)
- billion /'bɪljən/ *pron. & n. & adj.* <英> 万亿；
<美> 十亿 (4)
- biology /baɪ'ɒlədʒi/ *n.* 生物学 (4)
- biologist /baɪ'ɒlədʒɪst/ *n.* 生物学家 (4)
- birthplace /'bɜ:θpleɪs/ *n.* 出生地；故乡 (3)
- block out 挡住(光线) (4)
- △ blossom /'blɒsəm/ *n.* 花
vi. 开花 (1)

- bone /bəʊn/ *n.* 骨; 骨头 (1)
- booth /bu:θ/ *n.* 公用电话间; 货摊; 售货亭 (5)
- border** /'bɔ:də/ *n.* 边界; 国界; 边沿
vt. & vi. 与……接壤; 接近 (5)
- bow /bau/ *vi. & n.* 鞠躬; 弯腰 (3)
- △ boyhood /'bɔɪhʊd/ *n.* 少年时代 (3)
- break out** 突发; 爆发 (4)
- breast /brest/ *n.* 胸部; 乳房 (2)
- bring up** 抚养; 培养; 教育; 提出 (3)
- broad /brɔ:d/ *adj.* 宽阔的; 广泛的 (5)
- buffet /'bʊfeɪ/ *n.* 自助餐; 饮食柜台 (5)
- bush /bʊʃ/ *n.* 灌木 (丛); 矮树 (丛) (5)
- businessman /'biznɪsmæn/ *n.* 商人 (3)
- by accident** 偶然; 无意中; 不小心 (3)
- C**
- △ cabin /'kæbɪn/ *n.* 小屋; 船舱 (4)
- △ Calgary /'kælgəri/ *n.* 卡尔加里
(加拿大城市) (5)
- Canadian /kə'neɪdɪən/ *n.* 加拿大人
adj. 加拿大的;
加拿大人的 (5)
- △ Cantonese /kæntə'nɪz/ *n. & adj.* 广东人 (的);
广州人 (的); 广东话 (的) (5)
- carbon /'kɑ:bən/ *n.* 碳 (4)
- △ Carla /'kɑ:lə/ *n.* 卡拉 (女名) (1)
- △ carnival /'kɑ:nɪvl/ *n.* 狂欢节; (四旬斋前的)
饮宴狂欢; 嘉年华 (会) (1)
- carrot /'kærət/ *n.* 胡萝卜 (2)
- catch sight of** 看见; 瞥见 (5)
- celebration /,selɪ'breɪʃn/ *n.* 庆祝; 祝贺 (1)
- chain /tʃeɪn/ *n.* 链子; 连锁; 锁链 (4)
- △ charity /'tʃærɪti/ *n.* 慈善 (团体); 施舍 (3)
- chat** /tʃæt/ *vi. & n.* 聊天; 闲聊 (5)
- cheer up** 感到高兴; 感到振奋 (4)
- △ cherry /'tʃerɪ/ *n.* 樱桃; 樱桃树 (1)
- Christian /'krɪstʃən/ *n.* 基督徒; 信徒
adj. 基督教的;
信基督教的 (1)
- △ Christopher Columbus /'krɪstəfə kə'lʌmbəs/
克利斯托弗·哥伦布 (意大利航海家) (1)
- climate /'klaɪmɪt/ *n.* 气候 (4)
- clothing /'kləʊðɪŋ/ *n.* 衣服 (1)
- △ cola /'kəʊlə/ *n.* 可乐饮料 (2)
- △ Columbus Day 哥伦布日 (1)
- combine** /kəm'baɪn/ *vt. & vi.* (使) 联合;
(使) 结合 (2)
- △ comet /'kɒmɪt/ *n.* 彗星 (4)
- confirm** /kən'fɜ:m/ *vt.* 证实; 证明; 批准 (5)
- consult** /kən'sʌlt/ *vt.* 咨询; 请教; 商量 (2)
- continent /'kɒntɪnənt/ *n.* 洲; 大陆 (5)
- contrary** /'kɒntrəri/ *n.* 反面; 对立面
adj. 相反的; 相违的 (3)
- on the contrary** 与此相反; 正相反 (3)
- △ cooperation /kəʊ,ɒpə'reɪʃn/ *n.* 合作; 协作 (2)
- △ cowboy /'kaʊbɔɪ/ *n.* 牛仔; 牧童 (5)
- crash /kræʃ/ *vi. & vt.* 碰撞; 坠落 (4)
- cucumber /'kju:kʌmbə/ *n.* 黄瓜 (2)
- curiosity /,kjʊəri'ɒsəti/ *n.* 好奇心 (2)
- custom /'kʌstəm/ *n.* 习惯; 风俗 (1)
- customer /'kʌstəmə/ *n.* 顾客; 消费者 (2)
- cut down** 削减; 删节 (2)
- D**
- dawn /dɔ:n/ *n.* 黎明; 拂晓; 破晓 (5)
- day and night** 日夜; 昼夜; 整天 (1)
- debt** /det/ *n.* 债; 债务 (2)
- in debt** 欠债 (2)
- dessert /di'zɜ:t/ *n.* 餐后甜点 (3)
- diet** /'daɪət/ *n.* 日常饮食
vi. 节食 (2)
- digest /d(a)'dʒest/ *vi. & vt.* 消化
'daɪdʒest/ *n.* 摘要; 概要 (2)
- △ dinosaur /'daɪnəsɔ:/ *n.* 恐龙 (4)
- dioxide /daɪ'ɒksaɪd/ *n.* 氧化物
carbon dioxide 二氧化碳 (4)
- discount /'dɪskaʊnt/ *n.* 折扣 (2)
- △ dissolve /dɪ'zɒlv/ *vt. & vi.* 溶解; 解散 (4)
- distance** /'dɪstəns/ *n.* 距离; 远方 (5)
- in the distance** 在远处 (5)
- downtown /,daʊn'taʊn/ *adj.* 市区的
adv. 在市区; 往市区 (5)
- dress up** 盛装; 打扮; 装饰 (1)
- drown /draʊn/ *vt. & vi.* 淹没; 溺死; 淹死 (1)

- E**
- eagle /'i:gl/ *n.* 鹰 (5)
- earn one's living** 谋生 (2)
- Easter /'i:stə/ *n.* (耶稣) 复活节 (1)
- eastward /'i:stwəd/ *adv.* 向东
adj. 向东的; 朝东的 (5)
- westward /'westwəd/ *adv.* 向西
adj. 向西的; 朝西的 (5)
- upward /'ʌpwəd/ *adv.* 向上地; 上升地
adj. 上升的; 向上的 (5)
- eggplant /'egplɑ:nt/ *n.* 茄子 (2)
- embassy /'embəsi/ *n.* 大使馆; 大使及其官员 (3)
- energetic /,enə'dʒetɪk/ *adj.* 充满活力的;
精力充沛的; 积极的 (1)
- envelope /'envələʊp/ *n.* 信封 (3)
- △ exhaust /hɪ'zɔ:st/ *vt.* 用尽; 耗尽;
使精疲力尽 (4)
- exist** /hɪ'zɪst/ *vi.* 存在; 生存 (4)
- △ extinct /ɪk'stɪŋkt/ *adj.* 灭绝的; 绝种的 (4)
- F**
- △ fake /feɪk/ *n.* 假货; 欺骗
adj. 假的 (3)
- △ fashion /'fæʃn/ *n.* 样子; 方式; 时尚 (1)
- △ fathom /'fæðəm/ *n.* 长度单位 (六英尺) (3)
- fault /fɔ:lt/ *n.* 过错; 缺点; 故障 (3)
- feast /fi:st/ *n.* 节日; 盛宴 (1)
- fibre /'faɪbə/ *n.* 纤维; 纤维制品 (2)
- △ flavour /'fleɪvə/ *n.* (食物的) 味道与气味;
特性 (2)
- float /fləʊt/ *vi. & vt.* (使) 浮动; (使) 漂浮
n. 漂浮物 (4)
- △ Florida /'flɒrɪdə/ *n.* 佛罗里达镇 (位于密苏里州)
佛罗里达 (美国州名州) (3)
- fool /fu:l/ *n.* 愚人; 白痴; 受骗者
vt. 愚弄; 欺骗
vi. 干傻事; 开玩笑
adj. 傻的 (1)
- forgive /fɔ:'grɪv/ *vt.* (forgave /fɔ:'geɪv/,
forgiven /fɔ:'grɪvn/) 原谅; 饶恕 (1)
- frost /frɒst/ *n.* 霜; 霜冻 (5)
- fry** /fraɪ/ *vt. & vi.* 油煎; 油炸 (2)
- △ stir-fry *vt.* 用旺火炒 (或煎、焗) (2)
- fundamental /,fʌndə'mentl/ *adj.* 基本的;
基础的 (4)
- G**
- gain** /geɪn/ *vt.* 获得; 得到 (1)
- garlic /'gɑ:lɪk/ *n.* 大蒜 (2)
- gather** /'gæðə/ *vt. & vi. & n.* 搜集; 集合;
聚集 (1)
- gentle /'dʒentl/ *adj.* 温和的; 文雅的 (4)
- genuine /'dʒenjʊn/ *adj.* 真的; 真诚的 (3)
- △ geologist /dʒɪ'ɒlədʒɪst/ *n.* 地质学家 (4)
- get away with** 被放过; (做坏事) 不受惩罚 (2)
- △ get the hang of 熟悉; 掌握; 理解 (4)
- give birth to** 产生; 分娩 (4)
- glare /gleə/ *vi.* 怒目而视; 闪耀
n. 怒视; 眩目的光 (2)
- globe /gləʊb/ *n.* 球体; 地球仪; 地球 (4)
- △ global /'gləʊbl/ *adj.* 全球性的;
全世界的 (4)
- △ governor /'gʌvənə/ *n.* 州长; 总督 (5)
- △ grave /greɪv/ *n.* 坟墓; 墓地 (1)
- gravity /'grævəti/ *n.* 万有引力; 重力 (4)
- △ grizzly /'grɪzli/ *n.* (北美洲) 灰熊
adj. 灰色的; 有灰斑的 (5)
- H**
- △ Halloween /,hæləʊ'ɪn/ *n.* 万圣节前夕;
诸圣日前夕 (1)
- △ Hannibal /'hænbəl/ *n.* 汉尼拔
(美国城市) (3)
- harbour /'hɑ:bə/ *n.* (= harbor) 海港 (5)
- △ Hari /'hæri/ *n.* 哈利 (男名) (1)
- harmful** /'hɑ:mfl/ *adj.* 有害的 (4)
- harvest /'hɑ:vɪst/ *n. & vt. & vi.* 收获; 收割 (1)
- have a gift for** 对……有天赋 (5)
- have fun with** 玩得开心 (1)
- △ herd /hɜ:d/ *n.* 牧群; 兽群 (1)
- hold one's breath** 屏息; 屏气 (1)
- △ Horace /'hɒrɪs/ *n.* 霍勒斯 (男名) (3)
- hostess /'həʊstɪs/ *n.* 女主人; 女主持人 (2)

- △ Huckleberry Finn /'hʌklbəri 'fɪn/
哈克贝利·费恩 (人名) (3)
- hunter /'hʌntə/ *n.* 狩猎者; 猎人 (1)
- I**
- impress** /ɪm'pres/ *vt.* 使印象深刻; 使铭记 (5)
- impressive /ɪm'presɪv/ *adj.* 给人深刻印象的;
感人的 (5)
- in memory of** 纪念; 追念 (1)
- in one's turn** 轮到某人; 接着 (4)
- in time** 及时; 终于 (4)
- △ incense /ɪnsens/ *n.* 熏香; 熏香的烟 (1)
- indeed** /ɪn'di:d/ *adv.* 真正地; 确实; 实在 (3)
- independence /ɪndɪ'pendəns/ *n.* 独立; 自主 (1)
- independent /ɪndɪ'pendənt/ *adj.* 独立的;
自主的 (1)
- △ ingredient /ɪn'grɪ:dɪənt/ *n.* (烹调用)
材料; 原料; 成分 (2)
- △ Isaac Newton /'aɪzək 'nju:tn/ 艾萨克·牛顿
(英国科学家) (4)
- △ issue /'ɪʃu:/ *vt. & vi.* 发行 (钞票等);
发布 (命令); 出版 (杂志等) (3)
- J**
- △ Jesus /'dʒi:zəs/ *n.* 耶稣 (1)
- K**
- △ kebab /kɪ'bæb/ *n.* (= kabob /kə'bɒb/)
(印度) 烤腌羊肉串; 肉串上的肉块 (2)
- keep one's word** 守信用; 履行诺言 (1)
- L**
- △ Lake Superior /sju:'piəriə/ 苏必利尔湖 (5)
- lay eggs** 下蛋 (4)
- lemon /'lemən/ *n.* 柠檬 (2)
- △ lessen /'lesn/ *vi. & vt.* 减少; 减轻 (4)
- lie /laɪ/ *n.* 谎话; 谎言
vi. 说谎 (2)
- tell a lie** 说谎 (2)
- limit** /lɪmɪt/ *vt.* 限制; 限定
n. 界限; 限度 (2)
- limited /lɪmɪtɪd/ *adj.* 有限的 (2)
- △ location /ləʊ'keɪʃn/ *n.* 位置; 地方 (5)
- look forward to** 期望; 期待; 盼望 (1)
- lose weight** 体重减轻; 减肥 (2)
- △ lunar /'lu:nə/ *adj.* 月的; 月亮的; 阴历的 (1)
- M**
- △ magpie /'mæɡpaɪ/ *n.* 喜鹊 (1)
- △ mammal /'mæml/ *n.* 哺乳动物 (4)
- manage to do** 设法做 (5)
- manner /'mænə/ *n.* 礼貌; 举止; 方式 (3)
- maple /'meɪpl/ *n.* 枫; 枫树 (5)
- △ Mark Twain /'mɑ:k 'twem/ 马克·吐温
(美国作家) (3)
- measure** /'meɪʒə/ *vi. & vt.* 测量; 衡量; 判定
n. 计量制; 计量单位; 措施 (5)
- Mexico /'meksɪkəʊ/ *n.* 墨西哥
(拉丁美洲国家) (1)
- minister /'mɪnɪstə/ *n.* 大臣; 部长 (5)
- prime minister 首相; 丞相 (5)
- △ Mississippi /,mɪsɪ'sɪpi/ *n.* 密西西比河; 密西
西比州 (美国州名) (3)
- △ Missouri /mɪ'zʊəri/ *n.* 密苏里州 (美国州名) (3)
- mist /mɪst/ *n.* 薄雾 (5)
- misty /'mɪsti/ *adj.* 有薄雾的; 模糊的 (5)
- mix** /mɪks/ *vt. & vi.* 混合; 调配 (5)
- mixture** /'mɪkstʃə/ *n.* 混合 (物);
混合状态 (5)
- △ multicultural /,mʌltɪ'kʌltʃərəl/ *adj.*
多种文化的 (5)
- multiply /'mʌltɪplaɪ/ *vi. & vt.* 乘; 增加 (4)
- △ muscle /'mʌsl/ *n.* 肌肉; (食用) 瘦肉 (2)
- mushroom /'mʌʃrʊm/ *n.* 蘑菇 (2)
- mutton /'mʌtn/ *n.* 羊肉 (2)
- N**
- △ narrator /nə'reɪtə/ *n.* 讲述者; 叙述者 (3)
- nearby** /'nɛəbaɪ/ *adv.* 在附近
adj. 附近的; 邻近的 (5)
- △ necessity /nɪ'sesəti/ *n.* 必要性; 需要 (1)
- △ Niagara /naɪ'æɡərə/ *n.* 尼亚加拉
(河; 瀑布) (5)
- △ nightfall /'naɪtɆ:l/ *n.* 黄昏 (3)
- △ nitrogen /'naɪtrədʒən/ *n.* 氮 (4)

- novel /'nɒvl/ *n.* 小说; 长篇故事
adj. 新奇的; 异常的 (3)
- now that** 既然 (4)
- nut /nʌt/ *n.* 坚果; 果仁 (2)
- O**
- △ obesity /əʊ'bi:səti/ *n.* 过度肥胖 (2)
- △ Obon /ə'bon/ *n.* (日本) 盂兰盆节 (1)
- obvious** /ə'bvɪəs/ *adj.* 明显的; 显而易见的 (1)
- △ Oliver /'ɒlɪvə/ *n.* 奥利弗 (男名) (3)
- origin /'ɒrɪdʒɪn/ *n.* 起源; 由来; 起因 (1)
- △ Ottawa /'ɒtəwə/ *n.* 渥太华 (加拿大首都) (5)
- ought** /ɔ:t/ *v. aux.* 应当; 应该 (2)
ought to 应当; 应该 (2)
- oxygen /'ɒksɪdʒən/ *n.* 氧 (4)
- P**
- △ parade /pə'reɪd/ *n.* 游行; 阅兵; 检阅 (1)
- parking /'pɑ:kɪŋ/ *n.* (汽车等) 停放 (1)
 parking lot 停车场 (1)
- passage /'pæsɪdʒ/ *n.* 船费 (包括食宿); 通道;
 (一) 段 (3)
- patience /'peɪʃəns/ *n.* 耐性; 忍耐 (3)
- pavement /'peɪvmənt/ *n.* 人行道
 (= <美> sidewalk) (3)
- pea /pi:/ *n.* 豌豆 (2)
- peach /pi:tʃ/ *n.* 桃子 (2)
- △ pearl /pɜ:l/ *n.* 珍珠 (5)
- △ penguin /'penɪŋwɪn/ *n.* 企鹅 (5)
- △ penniless /'penɪləs/ *adj.* 贫困的;
 身无分文的 (3)
- pepper /'pepə/ *n.* 辣椒; 辣椒粉 (2)
- permission** /pə'mɪʃn/ *n.* 许可; 允许 (1)
- permit** /pə'mɪt/ *vt. & vi.* 许可; 允许; 准许 (3)
 /pɜ:mɪt/ *n.* 通行证; 许可证; 执照 (3)
- phrase /fretz/ *n.* 短语; 词组; 惯用语 (3)
- physicist /'fɪzɪsɪst/ *n.* 物理学家 (4)
- pineapple /'paɪnæpl/ *n.* 菠萝 (3)
- pleased /pli:zd/ *adj.* 欣喜的; 高兴的; 愉快的 (5)
- poet /'pəʊɪt/ *n.* 诗人 (1)
- △ poisonous /'pɔɪzənəs/ *adj.* 有毒的 (2)
- △ polar /'pəʊlə/ *adj.* 极地的; 近极地的 (5)
- △ prediction /prɪ'dɪkʃn/ *n.* 预言; 预报; 预告 (1)
- △ presence /'prezns/ *n.* 出席; 到场; 存在 (4)
- prevent ... from** 阻止; 制止 (4)
- △ prime /praɪm/ *adj.* 首要的; 主要的;
 基本的 (5)
- △ produce /'prɒdju:s/ *n.* 产品;
 (尤指) 农产品 (1)
- △ protective /prə'tektɪv/ *adj.* 给予保护的;
 保护的 (2)
- △ protein /'prəʊtɪn/ *n.* 蛋白质 (2)
- pull** /pʊl/ *n. & vt.* 拉 (力); 拖; 牵引力 (4)
- put on weight** 增加体重 (2)
- puzzle** /'pʌzl/ *n.* 谜; 难题
vt. & vi. (使) 迷惑; (使) 为难 (4)
- Q**
- quiz /kwɪz/ *n.* 测验; 问答比赛 (5)
- R**
- rag /ræg/ *n.* 破布; 碎布 (3)
in rags 衣衫褴褛 (3)
- rather than** 与其; 不愿 (5)
- raw** /rɔ:/ *adj.* 生的; 未加工的 (2)
- △ reaction /rɪ'ækʃn/ *n.* 反应; 回应 (4)
- religion /rɪ'lɪdʒən/ *n.* 宗教; 宗教信仰 (4)
- religious** /rɪ'lɪdʒəs/ *adj.* 宗教上的;
 信奉宗教的; 虔诚的 (1)
- remind** /rɪ'maɪnd/ *vt.* 提醒; 使想起 (1)
remind ... of ... 使……想起…… (1)
- △ reptile /'reptɪl/ *n.* 爬行动物; 爬虫 (4)
- △ rickets /'rɪkɪts/ *n.* 佝偻病 (2)
- roast /rəʊst/ *adj.* 烤制的
vt. & vi. 烤; 烘; 烘烤 (2)
- △ Roderick /'rɒdrɪk/ *n.* 罗德里克 (男名) (3)
- rooster /'ru:stə/ *n.* 雄禽; 公鸡 (1)
- △ rosebud /'rəʊzbʌd/ *n.* 玫瑰花蕾 (1)
- rude /ru:d/ *adj.* 粗鲁的; 无礼的 (3)
- S**
- sadness /'sædnɪs/ *n.* 悲哀; 悲伤 (1)
- △ Samuel Langhorne Clemens
 /'sæmjʊəl 'læŋhɔ:n 'klemənz/
 塞缪尔·兰霍恩·克莱门斯 (人名) (3)

- satellite /'sætələɪt/ *n.* 卫星; 人造卫星 (4)
- scene /si:n/ *n.* (戏剧) 一场; 现场; 场面; 景色 (3)
- scenery /'si:nəri/ *n.* 景色; 风景 (5)
- schoolmate /'sku:lmeɪt/ *n.* 同学; 校友 (5)
- scream /skri:m/ *vi.* 尖声叫
n. 尖叫声; 喊叫声 (3)
- △ scurvy /'skɜ:vɪ/ *n.* 坏血病 (2)
- △ seasonal /'si:zənəl/ *adj.* 季节的; 季节性的 (1)
- seek /si:k/ *vt. & vi.* (sought /sɔ:t/, sought) 寻找; 探索; 寻求 (3)
- set off 出发; 动身; 使爆炸 (1)
- settle down 定居; 平静下来; 专心于 (5)
- △ shellfish /'ʃelɪʃ/ *n.* 水生有壳动物 (4)
- sigh /saɪ/ *vi.* 叹息; 叹气
n. 叹息; 叹息声 (2)
- △ sign /saɪn/ *n.* 牌示; 标记; 符号 (2)
- △ skull /skʌl/ *n.* 头脑; 头骨 (1)
- slight /slaɪt/ *adj.* 轻微的; 微小的 (5)
- slightly /'slaɪtlɪ/ *adv.* 稍稍; 轻微地 (5)
- slim /slɪm/ *vi.* 变细; 减肥
adj. 苗条的; 纤细的 (2)
- △ solar /'səʊlə/ *adj.* 太阳的; 日光的 (4)
- solar system 太阳系 (4)
- spaceship /'speɪsʃɪp/ *n.* 宇宙飞船 (4)
- △ spaghetti /spə'ɡetɪ/ *n.* 意大利式细面条 (2)
- spot /spɒt/ *vt.* 发现; 认出
n. 斑点; 污点; 地点 (3)
- spy /spaɪ/ *vi. & vt.* 窥探; 秘密监视
n. 间谍; 侦探 (2)
- spy on 暗中监视; 侦查 (2)
- △ St Lawrence /'seɪnt 'lɒrəns/ River 圣劳伦斯河 (5)
- △ stampede /stæm'pi:d/ *n.* (美国西部或加拿大) 大西部赛马会 (5)
- stare /steə/ *vi.* 凝视; 盯着看 (3)
- stare at 盯着看; 凝视 (3)
- starve /stɑ:v/ *vi. & vt.* (使) 饿死; 饿得要死 (1)
- steak /steɪk/ *n.* (供煎、烤的) 肉块; 鱼排; 牛排 (3)
- △ Stephen Hawking /'sti:vən 'hɔ:kɪŋ/ 斯蒂芬·霍金 (英国科学家) (4)
- △ stir /stɜ:/ *vt.* 摇动; 搅和 (2)
- strength /streŋθ/ *n.* 强项; 长处; 力量 (2)
- △ sugary /'ʃʊɡəri/ *adj.* 含糖的; 甜的 (2)
- surround /sə'raʊnd/ *vt. & vi.* 包围; 围绕 (5)
- system /'sɪstəm/ *n.* 系统; 体系; 制度 (4)
- ## T
- take a chance 冒险 (3)
- take place 发生 (1)
- terrify /'terɪfaɪ/ *vt.* 使恐怖; 恐吓 (5)
- terrified /'terɪfaɪd/ *adj.* 恐惧的; 受惊吓的 (5)
- △ the Milky Way 银河 (1)
- △ the Rocky Mountains 落基山脉 (5)
- △ the Vatican /'vætɪkən/ City State 梵蒂冈城国 (5)
- theory /'θɪəri/ *n.* 学说; 理论 (4)
- △ Thunder /'θʌndə/ Bay 桑德湾 (5)
- thus /ðʌs/ *adv.* 因此; 于是 (4)
- △ Tom Sawyer /'sɔ:jeɪ/ 汤姆·索亚 (人名) (3)
- topic /'tɒpɪk/ *n.* 话题 (5)
- △ Toronto /tə'rɒntəʊ/ *n.* 多伦多 (加拿大城市) (5)
- tradition /trə'dɪʃn/ *n.* 传统; 风俗 (5)
- trick /trɪk/ *n.* 诡计; 恶作剧; 窍门
vt. 欺骗; 诈骗 (1)
- play a trick on 搞恶作剧; 诈骗; 开玩笑 (1)
- △ Trinidad /'trɪnɪdæd/ *n.* 特立尼达岛 (1)
- turn up 出现; 到场 (1)
- ## U
- unbelievable /ʌnbi'li:vəbl/ *adj.* 难以置信的 (3)
- unlike /ʌn'laɪk/ *prep.* 不同; 不像 (4)
- △ unpaid /ʌn'peɪd/ *adj.* 未付款的; 不受报酬的 (3)
- urban /'ɜ:bən/ *adj.* 城市的; 市镇的 (5)
- ## V
- △ Valentine's Day /'væləntaɪnz 'deɪ/ *n.* 圣瓦伦廷节; 情人节 (1)
- △ Vancouver /væn'ku:vəl/ *n.* 温哥华 (加拿大城市) (5)
- △ vapour /'veɪpəl/ *n.* (= vapor) 蒸气; 水蒸气 (4)

- vinegar /ˈvɪnɪɡə/ *n.* 醋
- violent** /ˈvaɪələnt/ *adj.* 猛烈的; 激烈的; 强暴的
- △ vitamin /ˈvɪtəˌmɪn; ˈvaɪtəˌmɪn/ *n.* 维生素
- W**
- wander /ˈwɒndə/ *vi.* 漫游; 漫步; 漂泊
- watch out** 密切注视; 当心; 提防
- weakness /ˈwiːknɪs/ *n.* 缺点; 虚弱; 弱点
- wealthy /ˈwelθi/ *adj.* 富有的
- △ weave /wiːv/ *vt. & vi.* (wove /wəʊv/, woven /wəʊvən/) 编织; (使) 迂回前进
- (2) weep /wi:p/ *vi.* (wept /wept/, wept) 哭泣; 流泪
n. 哭; 哭泣 (1)
- (4) △ weightlessly /ˈweɪtlɪslɪ/ *adv.* 失重地 (4)
- (2) **win ... back** 赢回; 重新获得 (2)
- wipe /waɪp/ *vt.* 擦; 揩; 擦去 (1)
- within** /wɪˈdɪn/ *prep.* 在……之内 (5)
- (3) △ workplace /ˈwɜ:kpleɪs/ *n.* 工作场所; 工作地点 (5)
- (4) worldwide /ˌwɜ:ldˈwaɪd/ *adj.* 遍及全世界的; 世界性的 (1)
- (2) (5)
- (5) (1)

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
bet	bet	bet
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 /'tʃəʊzn/
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, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvɪn/
eat	ate	eaten /'i:tɪn/
fall	fell	fallen /'fɔ:lən/
feed	fed	fed
feel	felt	felt
fight /faɪt/	fought /fɔ:t/	fought

Infinitive	Past tense	Past participle
find	found /faʊnd/	found
fly	flew /flu:/	flown /fləʊn/
forget	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive	forgave /fə'geɪv/	forgiven /fə'gɪvn/
freeze	froze	frozen /'frəʊzn/
get	got	got, gotten
give	gave	given /'gɪvn/
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
seek	sought /sɔ:t/	sought

Infinitive	Past tense	Past participle
sell	sold /səʊld/	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should /ʃʊd/	—
shine	shone /ʃɒn/, shined /ʃaɪnd/	shone, shined
show	showed /ʃəʊd/	shown /ʃəʊn/, showed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
sow	sowed	sown /səʊn/, sowed
speak	spoke	spoken /ˈspəʊkən/
spell	spelt, spelled	spelt, spelled
spellbind	spellbound /ˈspelbaʊnd/	spellbound
spend	spent	spent
spill	spilt, spilled	spilt, spilled
spit	spat	spat
spread	spread	spread
spoil	spoilt	spoilt, spoiled
stand	stood /stʊd/	stood
steal	stole	stolen /ˈstəʊlən/
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken /ˈteɪkən/
teach	taught /tɔ:t/	taught
tell	told /təʊld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
understand	understood	understood
upset	upset	upset
wake	waked, woke	waked, woken /ˈwəʊkən/, woke
wear	wore /wɔ:/	worn /wɔ:n/
weave	wove /wəʊv/	woven /ˈwəʊvən/
weep	wept /wept/	wept /wept/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote	written /ˈrɪtn/

Changes in international phonetic symbols for English

英语国际音标变化表

单元音	有变化	无变化			
		i → ɪ	短元音	e	长元音
	u → ʊ	æ		u:	
	ɔ → ɒ	ə		ɔ:	
	ə: → ɜ:	ʌ		ɑ:	

双元音	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/, /ɪə/。
2. 单元音 /u/ 改为 ʊ，3 个有 /u/ 的双元音中的 /u/ 也都改为 ʊ，即 /əʊ/, /aʊ/, /ɔʊ/。长元音 /u:/ 中的 /u/ 不变。
3. /ɔ/ 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 /e/ 不再出现。
5. /ɔɪ/ 改为 ɔɪ，出现一个新的元音符号 ɔɪ。
6. 辅音音标基本上没有变化。

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