

经全国中小学教材审定委员会

2004年初审通过

普通高中课程标准实验教科书

英语 1

必修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 1

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



人民教育出版社

主 编 刘道义

编 者 Dodie Brooks Rick Sjoquist Sandra L. Richley

责 任 编 辑 李葆重 李 倩 付 蕾

绘 画 王国林

版 式 设 计 刘 翊

封 面 设 计 林荣桓

平 面 制 作 北京人教聚珍图文制作有限公司

普通高中课程标准实验教科书

英语 1

必修

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

人民教育出版社出版发行

(北京沙滩后街 55 号 邮编：100009)

网址：<http://www.pep.com.cn>

人民教育出版社印刷厂印装 全国新华书店经售

开本：890 毫米×1 240 毫米 1/16 印张：2 字数：158 000

2004 年 5 月第 1 版 2004 年 7 月第 1 次印刷

ISBN 7-107-17702-8 定价：9.25 元
G · 10791 (课)

著作权所有·请勿擅用本书制作各类出版物·违者必究
如发现印、装质量问题，影响阅读，请与出版社联系调换。
(联系地址：北京市方庄小区芳城园三区 13 号楼 邮编：100078)

Warming Up

What do you do to be a good friend? Are you good to your friends? Make the following survey. Add up your score and see how many points you can get.

- 1 You want to see a very interesting film with your friend, but your friend can't go until he / she finishes cleaning the bicycle. You will:
 - A go without your friend.
 - B help your friend clean the bicycle so you can leave early.
 - C plan to go another time.
- 2 Your friend asks to borrow your favourite camera. When he / she borrowed it last time, he / she broke it and you had to pay to get it repaired. You will:
 - A say no.
 - B let your friend borrow it without saying anything.
 - C let your friend borrow it, but tell him / her that if the camera is broken again, he / she will have to pay to get it repaired.
- 3 Your friend comes to school very **upset**. The bell rings so you need to go to class. You will:
 - A ignore the bell and go somewhere quiet to **calm** your friend down.
 - B tell your friend that you've got to go to class.
 - C tell your friend that you **are concerned about** him / her but you have to go to class. You two will meet after class and talk then.
- 4 Your friend has gone on holiday and asked you to take care of his / her dog. While **walking the dog**, you were careless and it got **loose** and was hit by a car. The dog's leg was broken. You will:
 - A take the dog to the vet and pay the bill yourself.
 - B ask your parents to take the dog to the vet and pay for it.
 - C take the dog to the vet but give the bill to your friend to pay.
- 5 You are taking your end-of-term exam. Your friend, who doesn't work hard, asks you to help him / her **cheat** in the exam by looking at your paper. You will:
 - A let him / her look at your paper.
 - B tell him / her that he / she should have studied, so you don't let him / her look at your paper.
 - C tell him / her to look at someone else's paper.



Work out your score on page 8.

Pre-reading

- 1 Why do you need friends? Make a list of **reasons** why friends are important to you.
- 2 What do you think a good friend should be like? **List** what a good friend should do and share the list with your partners.
- 3 Does a friend always have to be a person? What else can be your friend?
- 4 Do you think a diary can become your friend? Why or why not?

Reading**ANNE'S BEST FRIEND**

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

Anne lived in Amsterdam in the **Netherlands** during World War II. Her family was Jewish so they

had to hide or they would be caught by the **German** Nazis. She and her family **hid away** for two years before they were discovered. During that time the only true friend was her diary. She said, "I don't want to **set down a series of facts** in a diary as most people do, but I want this diary itself to be my friend, and I shall call my friend Kitty."

Now read how she felt after being in the hiding place for over a year.

Thursday 15, June, 1944

Dear Kitty,

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

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

Yours,
Anne





Comprehending

1 Join the correct parts of the sentences.

- | | |
|--------------------------------------|---|
| 1 Anne kept a diary because | A she couldn't meet her friends. |
| 2 She felt very lonely because | B Jews were caught by Nazis and put away. |
| 3 They had to hide because | C she could tell everything to it. |
| 4 Anne named her diary Kitty because | D they were discovered. |
| 5 They were finally caught because | E she thought it was her best friend. |

2 Choose the correct answers.

- | | |
|---|------------------------------------|
| 1 Anne Frank and her family hid away for _____. | |
| A over a year | B over two years |
| C three years | D one year and a half |
| 2 According to Anne, a true friend is a person _____. | |
| A that would laugh at you | B who makes you happy |
| C whom you can trust | D who could save your life |
| 3 Anne said that she had grown crazy about nature because _____. | |
| A she had always been so | B her interest in nature had grown |
| C she had been outdoors too long | D she had been indoors too long |
| 4 She didn't dare open the window when the moon was bright. That's because _____. | |
| A they might be discovered | B her family might be disturbed |
| C it was very cold | D a thief might get into the room |
| 5 Anne and her family were caught by German Nazis _____. | |
| A about June 1945 | B about February 1945 |
| C about December 1944 | D about November 1944 |

3 Answer the following questions:

- What would you miss most if you went into hiding like Anne and her family? Explain why.
 - How would you describe Anne's feelings as she was looking out into the night sky?
-

Learning about Language

Discovering useful words and expressions

1 From Warming Up and Reading, find the words and expressions with the following meaning.

1 _____ believe	6 _____ write down
2 _____ feeling disturbed	7 _____ suffer something
3 _____ free, not tied up	8 _____ with the purpose of doing something
4 _____ make one become calm	9 _____ staying close to and looking at somebody
5 _____ very interested in something	10 _____ as stated by somebody or something

2 Complete this passage with some of the words above and in the Warming Up.

Anne's sister, Margot, was very _____ that the family had to move. She found it difficult to settle and _____ in the hiding place because she was _____ whether they would be discovered. She knew she had to _____ her parents and _____ them this was necessary. At first she thought she would go _____ but later she realized that it was better to _____ this together.

3 Complete the following sentences, using words from Warming Up and Reading.

- If you are _____ about somebody, you want to offer help because you are worried about him / her.
- Was it an accident or did David do it on _____?
- From the very beginning, Paul made it clear that he would be _____ in control.
- He used to work _____ even in the middle of winter.
- _____ is all the animals, plants and other things in the world that are not made by people, and all the events that are not caused by people.
- Just the _____ of more food made her feel sick.

- 4** Both **have to** and **have got to** can mean "it is a duty to do something". Find the sentences that contain **have to** and **have got to** in the *Warming Up* and *Reading*.

Discovering useful structures

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

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

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

"Do you think a diary can become your friend?" the writer asks us.

The writer asks us if we think a diary can become our friend.

Anne's sister asked her what she called her diary.

"What do you call your diary?" Anne's sister asked her.

Father asked Anne when she went to bed the night before.

"When did you go to bed last night?" Father asked / said to Anne.

- 2** Please change the following direct speech into indirect speech and indirect into direct.

1 "I'm going to hide from the Germans," Anne said.

2 "I don't know the address of my new home," said Anne.

3 "I cannot ask my father because it is not safe to know," she said.

4 "I had to pack up my things very quickly," the girl said.

5 "Why did you choose your diary and old letters?" Dad asked her.

6 Mum asked her if (whether) she was very hot with so many clothes on.

7 Margot asked her what else she had got.

8 Anne asked her father when they would go back home.

9 Anne asked her sister how she could see her friends.

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

Using Language

Reading, listening and writing



- 1 Lisa wrote a letter to Miss Wang of *Radio for Teenagers* and told her what was upsetting her. Read the letter.

Dear Miss Wang,

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

Lisa

- 2 Play the tape and listen to what Miss Wang says, and then answer the following questions.

1 What does Miss Wang say about their friendship?

She says that _____.

2 Why does Miss Wang think it would be foolish if they end their friendship?

She thinks that _____.

3 How does she explain why Lisa's classmates gossip about their friendship?

She says that _____.

4 What is Miss Wang's advice?

She asks Lisa to _____.

- 3 Listen to the tape again and try to spell out the words as you hear their pronunciation.

1 Ending your friendship with this boy would be a _____ thing to do.

2 But that's no _____ to throw away your friendship with this boy.

3 That way you will show them that you are more _____ up than they are.

Speaking

Work in groups of four. Design a questionnaire to find out what kind of friends your classmates are. Use the quiz in the Warming Up to help you. Here are the steps you may follow.

Step 1: In your group, think of four situations among friends. Design four questions accordingly with three possible answers.

Step 2: Put the four questions together and make a questionnaire.

Step 3: Check the questionnaire through and try it out on your own group.

Step 4: Share your questionnaires with one or two other groups and try each other's questionnaires.

Reading and writing



The 21st Century is a popular paper among teenagers in China. If you have any problem, you can write to the **editor** and ask for advice. Here is a letter from a student.

Write your advice to Xiaodong as an editor. The following points may help you.

- Make an effort to change the situation.
- Start talking to people about what you both like.
- **Join in** people's discussion.
- Show your interest in their talk.
- Try to make friends with one or two classmates.

Dear editor,

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

Xiaodong

Writing for fun

Write a few lines to describe your best friend or a person you know. Here is an example for you. Pay attention to the rhythm in the second paragraph.



George who has no friends
Once had as many as you or me.
His mother said you will lose them all
If you continue to treat them badly.

For he spread their secrets far and wide
And paid no attention to their pride.
He did not help or support when he should,
But looked to his own concerns instead.
So it was not him they wanted to see
And they all avoided his company.

George who has no friends
But once had as many as you or me.
Now sits alone and weeps
About what he's done in the past.

SUMMING UP

Write down what you have learned about friends and friendship.

From this unit you have also learned

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

LEARNING TIP

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

Scoring sheet for the survey on page 1

1 A 1	2 A 1	3 A 1	4 A 3	5 A 0
B 3	B 2	B 2	B 2	B 6
C 2	C 3	C 3	C 1	C 0

Unit 2

English around the world

Warming Up

Do you know that there is more than one kind of English in the world? In some important ways they are very different from one another. They are called world Englishes and they include Canadian, British, American, Australian and Indian English. World Englishes come from those countries where English plays an important role as a first or second language, either because of foreign rule or because of its special role as an international language. So when you hear two native speakers of English, they may still not speak the same kind of English. Look at these examples:

British English

lift

flat

American English

elevator

apartment

Now try to guess which of the following words is British English and which is American English:

mum / mom

in a team / on a team

rubber / eraser

petrol / gas

Pre-reading

- 1 How many people speak English in the world today?
- 2 Why do so many people speak English?

Reading



THE ROAD TO MODERN ENGLISH

At the end of the 16th century, about five to seven million people spoke English. Nearly all of them lived in England. In the next century, people from England started moving to other parts of the world, so English began to be spoken in many other countries. Today, more people speak English as their first, second or foreign language than ever before. China may have the largest number of English speakers.

Native English speakers can understand each other even if they don't speak the same kind of English. However, they may not be able to understand everything. For example, a British person may say to her friends, "Would you please come up to my flat for a visit?" One of her American friends may then ask her, "Come up where?" Her Canadian friend might explain, "She means we should come up to her apartment."

So why has English changed over time? All languages change when **cultures** communicate with one another. The English spoken between about AD 450 and 1150 was very different from the English spoken today. **Actually**, it was based more on German than **present** day English. Then from about 1150 to 1500 English changed even more. It became less like German, and more like French because those who **ruled** England at that time spoke French. It became closer to the language you are learning now. In the 1600's, Shakespeare made use of a wider **vocabulary** than ever before. One big change in English **usage** happened when Noah Webster wrote the *American Dictionary of the English Language*, giving American English its own **identity**. Later, when some British people went to Australia, English began to be spoken there. Now Australian English has its own identity.



English is also spoken as a foreign or second language in South Asia. India has a very large number of English speakers. This is because Britain ruled India from 1765 to 1947. During that time English became the language for **government** and education. English is also spoken in many other countries in Africa and Asia, such as South Africa, Singapore and Malaysia. In China, English has been used in Hong Kong since about 1842. Today the number of people learning English in China is increasing **rapidly**. Will Chinese English become one of the world Englishes? Only time will tell.

Comprehending

1 Read the passage and choose the correct answer.

- 1 English has / had the most speakers _____
A now B when the British ruled many parts of the world
C in the time of Shakespeare D in the 12th century

2 Which of the following statements is true?
A Languages always stay the same. B Languages change only after wars.
C Languages no longer change. D Languages change when cultures change.

3 From AD 450 to 1150, English sounded more like _____
A French B Chinese
C German D Russian

4 Shakespeare's English was spoken around _____
A 1400's B 1150's
C 450's D 1600's

5 Which country has the fastest growing number of English speakers in the world?
A Australia. B China.
C India. D Britain.

2 Answer these questions.

- 1 Do you think it matters what kind of English you learn? Why?

 - 2 Why do you think people all over the world want to learn English?
-

Learning about Language

Discovering useful words and expressions

1 Match the new words and expressions with their meanings.

- | | |
|--------------------------|--|
| 1 actually | A for example |
| 2 elevator | B a set of rooms for living in |
| 3 native English speaker | C really; in fact |
| 4 come up to a place | D a machine used for moving people or things up and down |
| 5 such as | E person who has spoken English since birth |
| 6 apartment | F visit a place |
| 7 play a role (in) | G all the words and phrases you learn |
| 8 vocabulary | H the way that words are used in a language |
| 9 include | I have something or somebody as one of a group |
| 10 usage | J have a part in |

2 Complete this passage with some of the words above.

It is not easy for a Chinese person to speak English as well as a _____. This is _____ because the _____ and usage are different in different parts of the English speaking world. If you say "flat" instead of "_____", people in America will not think you speak good English. If you use the word _____ instead of "lift" in Britain, they will look at you a little strangely! It seems you cannot win!

3 Complete the following sentences, using words from *Warming Up and Reading*.

- 1 The price for the hotel _____ bed and breakfast.
- 2 I love working abroad and meeting people from different _____.
- 3 We are concerned about the _____ situation in the Middle East.
- 4 _____, I've known Barbara for years since we were babies.
- 5 Reading is one of the best ways of improving your vocabulary and _____.
- 6 What the British call "petrol" the Americans call "_____".
- 7 The United Nations is an _____ organization that tries to solve problems between countries.
- 8 After heating the water for a short while, it begins to boil _____.

9. We waited an hour for my aunt to arrive. _____, she had missed the train.
 10. It is the duty of a _____ to provide education for the children of its country.

4 Sometimes British and American people use different prepositions. Fill in the blanks with both British and American prepositions. Compare their differences.

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

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



- | | |
|----------------|--|
| 1 LITTLE GIRL: | Hi, I'd like some sweets, please. |
| STORE OWNER: | No problem. All the candy we sell is sweet. |
| LITTLE GIRL: | I see, so you sell sweet sweets. |
| 2 BRITISH BOY: | Let's take the lorry for a trip into the countryside. |
| AMERICAN GIRL: | Of course. I expect you to take me! |
| BRITISH BOY: | Oh, I'm sorry, Lori, I meant my truck. |
| 3 BRITISH BOY: | What a lovely autumn day! |
| AMERICAN LADY: | Yes, it's a nice fall day, isn't it? |



Discovering useful structures

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

EXAMPLES: "Look at these examples," the teacher said to us.

The teacher told us to look at those examples.

"Would you please come up to my flat for a visit?" she said.

She asked me to go up to her flat for a visit.

2 In English, giving commands is less **polite** than making a request. Not everyone should give commands. People who often give commands are **bosses**, teachers and parents. There are more and less polite ways to give a command.

Not polite

Very polite

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

In pairs look at the commands. Then look at the different expressions for making requests. One student gives the command to another. The other then changes it into a request.

Commands	Requests
Close the door!	Please ...
Get me something to drink!	Could you please ...?
Take the dog for a walk!	Would you please ...?
Speak louder!	
Clean your room!	

Make some dialogues using the commands / requests above.

- 1 You need to ask someone to close the door but you cannot do it yourself. There are many people in the room but you cannot tell who are important and who are not. So how do you do it politely?
- 2 You are standing in the middle of a train carriage and you need to leave. You must not push your way to the door, so how do you do it politely?
- 3 A bear is about to approach a boy. What do you say to him to make sure that he won't be hurt?

Using Language

Reading and talking 

STANDARD ENGLISH AND DIALECTS

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

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

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

- 1** The Chinese language also has many dialects. Perhaps you know some of them. Talk about them with a partner.
- 2** Make a list of the dialects you and your partner have heard.
- 3** Please tell an interesting or funny story that shows great difference between dialects in Chinese. If you can't tell a story, you may discuss why *putonghua* is used in China.

Listening

Imagine that you are in Houston, Texas, a city in the American South. Listen carefully to the way the boy is talking. He is speaking with one kind of Southern dialect and accent.

Hey, y'all, this here is Buford. I come from a big oil town in Texas. Now, y'all need to understand that we ain't really a state, but a whole' nother country. Now let me tell ya a story 'bout when I was just a pup. One hot summer's day I was swimmin' with my cousins Little Lester and Big Billy Bob.

We was jumpin' in the water and feelin' good. Then along comes this catfish 'bout the size of a house. Well, alright, maybe a little smaller than that.

Little Lester starts to thinkin' it's goin' to eat him sure 'nough.

Man, you shoulda seen him. He got outta the water fast as lightning and climbed up a tree. Big Billy Bob and I just laughed and laughed. To this day, Lester won't go near that place.



Answer the following questions after listening.

- 1 What does Buford think of Texas? How do you know?

- 2 How large was the catfish?

- 3 Why did Lester get out of the water very quickly?

- 4 Why did Buford and Big Billy Bob laugh?

5 Who is the second speaker and where is she from?

6 Buford says "Hey, y'all" to greet you. What does the second speaker say to greet you?

Speaking

1 Amy and her American friends are visiting London. She has an aunt who lives in the western part of London. But Amy and her friends are staying in a hotel in the eastern part of the city. Amy buys a map and decides that the quickest and cheapest way to get to her aunt's house is by underground. However, the map doesn't tell her exactly where the nearest underground is.

So she asks **directions** and then tells her friends.

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

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

AMY: Thanks so much.

FRIENDS: What did she say, Amy?

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



2 List the words that were confusing to Amy and her friends in London. Now use them in a role-play of your own. Give your own directions. Be sure to use indirect and direct speech and requests. Do not give commands.

Writing

1 Before you begin to write, it is helpful to prepare what you want to say. Brainstorming is one of the best ways to do this. When brainstorming, you can follow these steps:

- share ideas with others;
- decide which are the best ideas;
- make a list of those ideas;
- put those ideas into a map so that you can easily see them;
- use the map to help you as you write.

- 2 Here is a model of a brainstorming map. The topic question is: "Why should I learn English?"



- 3 Now do brainstorming with a partner on the following topic: *How can learning English help China in the future?* Make a brainstorming map like the one in the model.

- 4 Make a poster that shows all your ideas clearly. Put your question at the top of the poster and the ideas down as bullet points. You must show whether you think it is a good idea with your sentence at the bottom of the poster.
- 5 If it is possible, write a short passage to answer the question.

SUMMING UP

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

From this unit you have also learned

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

LEARNING TIP

When you learn English, try to have fun with the language. Maybe you can make lists of words and find out several different meanings for each of them. Then you can make some jokes using these words, but you cannot understand unless you know their different meanings. For example:

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

Unit 3 Travel journal

Warming Up

- Imagine that you live in Qinghai Province. You have got a good job and you plan to spend a holiday with a friend somewhere in Southeast Asia. Choose three places to visit and find out the one-way fare to get there for different kinds of transport.
- Put the information in the following chart.

From	To	By	Travel fare
Xining	Vientiane	Train	RMB
Qinghai	Laos	Air	RMB
Xining	Phnom Penh	Train	RMB
Qinghai	Cambodia	Air	RMB
Xining	Ho Chi Minh City	Train	RMB
Qinghai	Vietnam	Air	RMB

- In pairs, discuss the fares and decide where to go.
- Then ask each other the following questions:

When are you leaving?

How are you going to ...?

When are you arriving in / at ...?

Where are you staying?

How long are you staying in ...?

When are you coming back?

Pre-reading

- How do people who live along a river use it?
- The world has many great rivers. If you could travel down only one of them, which one would you choose? Why?



Reading**JOURNEY DOWN THE MEKONG****PART I THE DREAM AND THE PLAN**

My name is Wang Kun. Since middle school, my sister Wang Wei and I have dreamed about taking a great bike trip. When we graduated from college, we **finally** got the chance to do it. It was my sister who first had the idea to **cycle** along the Mekong River from where it begins to where it ends. She loves to go for long bike rides in the countryside. Two years ago she bought an expensive mountain bike. Then she **persuaded** me to buy one. Last year, she visited our cousins, Dao Wei and Yu Hang at their college in Kunming. They are Dai and grew up in western Yunnan Province near the Lancang River, the Chinese part of the river that is called the Mekong River before flowing in other countries. Wang Wei soon got them interested in cycling too.

Wang Wei can be really **stubborn**. Although she didn't know the best way of getting to places, she **insisted** that we find the source of the river and begin our journey there. She told me that she wanted to do the trip **properly**. Now, I know that the **proper** way is always *her* way. I asked her whether she had looked at a map yet. Of course, she hadn't; my sister doesn't care about details. So I told her that the source of the Mekong is in Qinghai Province. She gave me a **determined** look – the kind that said she wouldn't **change her mind**. When I told her that our journey would begin at an **altitude** of more than 5,000 metres, she seemed to be excited about it. When I told her the air would be hard to breathe and it would be very cold, she said it would be an interesting experience. I know my sister well. Once she has made up her mind, nothing can change it. Finally, I had to **give in**.

Several months before our trip, Wang Wei and I went to the library. We found a large atlas with good maps that showed details of the world's geography. I kept asking her, "When are we leaving and when are we coming back?" From the atlas we could see that the Mekong River begins at a glacier on a Tibetan mountain. At first, the river is small, and the water is clear and cold. Then it begins to move quickly. It becomes rapids as it passes through deep **valleys**, travelling across western Yunnan Province. Sometimes the river



enters wide valleys and becomes a waterfall. We were both surprised to learn that half of the river is in China. After it leaves China and the high altitudes, the Mekong becomes wide, brown and warm. As it enters Southeast Asia, it travels slowly through hills and low valleys, and the plains where rice grows. At last, the river's delta enters the South China Sea.

Comprehending

1 Work in pairs. Ask and answer the following questions.

- 1 Who are Wang Kun and Wang Wei?

- 2 What was their dream?

- 3 Who are Dao Wei and Yu Hang?

- 4 Where is the source of the Mekong River and which sea does it enter?

- 5 What can you see when you travel along the Mekong?

- 6 Is it a difficult journey to cycle along the Mekong? Why?

2 List the countries that the Mekong River flows through.

3 An attitude is what a person thinks about something. Make lists of Wang Wei's and Wang Kun's similar and different attitudes about the trip.

Similar attitudes about the trip	Different attitudes about the trip
Both Wang Wei and Wang Kun think ...	Wang Wei believes ...
1	1
2	2
3	Wang Kun believes ...
	1
	2

Who do you think was right about the trip? Why?

Learning about Language

Discovering useful words and expressions

1 Use the reading passage to find the correct word or expression for each of the following sentences.

- 1 He is so stubborn that no one can _____ him to do anything.
- 2 A _____ person always tries to finish the job, no matter how hard it is.
- 3 _____ she has made up her mind, nothing will _____.
- 4 Is it _____ for us to take off our hats in church?
- 5 He _____ that we find the source of the trouble as soon as possible. Everyone agreed.
- 6 Do you remember every _____ of the story you have just read?
- 7 I wanted to pay the train _____, but my friend insisted. _____ I gave in.
- 8 She persuaded all of us to _____ to work instead of taking the bus.

2 Use the reading passage to find the correct words for each of the following meanings.

- 1 _____ a high place from which a river suddenly goes down
- 2 _____ a fast-moving part of a river
- 3 _____ a long, low, wide place between hills
- 4 _____ the low place where a river enters the sea
- 5 _____ a large body of ice moving slowly down a high valley
- 6 _____ a large flat place
- 7 _____ a deep, very wide valley, usually with a river

3 Complete this passage with some of the above words.

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

Discovering useful structures

1 Look at the questions in the *Warming Up* again. They are in the present continuous tense but they express future actions. This shows that the present continuous tense can be used to express a plan or something to be done according to plan.

Look at the following dialogue and underline the verbs in this tense.

A: Are you working this evening?

B: No. We're having an English party, don't you know?

A: Yes, I do. And we're giving some performances at the party. What are you going to do?

B: I'm singing songs with my classmates.

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

R: Miss Wang, I hear that you _____ along the Mekong River. That's really exciting. Have you got everything ready?

W: Almost.

R: When are you _____?

W: Next Monday.

R: How far are you _____ each day?

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

R: Where are _____ at night?

W: Usually in our tent, but sometimes in a small hotel in town.

R: Do you think you are _____ back here soon?

W: Oh, we _____ back to this place. We _____ home. That'll be a month later.

R: Thank you for your time, Miss Wang. Good luck on your journey!

W: Thank you.

3 You have got some plans for the future. Fill in the blanks using the present continuous tense to express future actions. Give as much information as you can.

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

1 (tomorrow morning) I _____

2 (the day after tomorrow) _____

3 (next Saturday evening) _____

4 (next month) _____

Using Language**Reading and speaking****JOURNEY DOWN THE MEKONG****PART 2 A NIGHT IN THE MOUNTAINS****THE TIBETAN MOUNTAINS**

Although it was autumn, the snow had already begun to fall in Tibet. Our legs felt so heavy and cold, we thought they were ice. Have you ever seen snowmen ride bicycles? Wang Wei was in front of me, as usual. I knew I didn't need to encourage her. To climb the mountain road was hard work but to go down the hills was great fun. When we reached a valley, it became much warmer. We had to change from our caps, coats, gloves and trousers into T-shirts and shorts. Then, as we reached the colder altitudes, we had to change again. In the early evening, we stopped to make camp. First we put up our tents and then we ate. After supper, Wang Wei went to sleep but I stayed awake. At midnight, the sky became clear and the stars were bright. It was so quiet in the mountains that night – there was almost no wind, only the sound of the fire. We have already travelled so far. We are reaching Dali in Yunnan Province where our cousins Dao Wei and Yu Hang will join us. We can hardly wait to see them!

1 Read the second part of Wang Kun's journal and discuss the questions in pairs.

1 How does Wang Kun feel about the trip now?

2 What do you think has changed his attitude?

3 Imagine that the dialogue happens the next morning before Wang Kun and Wang Wei leave their camp. Write a short dialogue between them.

2 Listen to the tape and mark the rising and falling tone of each sense group and sentence. Then practise reading aloud.

Listening**1 Listen to Part 3 CHATTING WITH A GIRL and tick the words you hear on the tape.**

- | | | | | | |
|------------------------------------|----------------------------------|----------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
| <input type="checkbox"/> mountains | <input type="checkbox"/> forests | <input type="checkbox"/> valleys | <input type="checkbox"/> canyons | <input type="checkbox"/> fish | <input type="checkbox"/> waterfalls |
| <input type="checkbox"/> floods | <input type="checkbox"/> horses | <input type="checkbox"/> Laos | <input type="checkbox"/> Thailand | <input type="checkbox"/> Tibet | <input type="checkbox"/> Dali |

2 Listen again to the tape and fill in the chart.

Topic	Southwest China	Laos
Local name of the river		
Uses of the river		
What to see		
Scenery		

Reading and writing

Many people put their thoughts into a diary but others write about their travels in what is called a travel journal. What is the difference between the two? For one thing, a journal isn't as personal as a diary. For another, a travel journal has a different purpose. In a journal, writers also **record** their experiences, ideas and afterthoughts about what they have seen. While diary writers try to record how they feel very soon after things happen, journal writers try to better understand what has happened to them much later. Unlike a diary, a travel journal is written for lots of readers. Its **topics** can be different from a diary, often including people, things, and events less **familiar** to the readers.

In this unit, you have read the first two parts of a travel journal. Some of the things described in these travels are real and some are not.

- Make a list of details from the travel journal that you believe are real.
- Make another list of details that you don't believe are real.
- Compare your lists with those of one of your classmates. Discuss differences in your lists.
- Now make another list with your partner, keeping only those details you can agree to. Share your new list with the class.

Imagine that you are a friend of Wang Wei. Write a short letter to her and ask her to describe: how she feels, what she is doing, and some place you want to know about. Then wish her well on her journey by using at least two of these expressions:

Have a nice / good time.

Good luck on your journey.

Give my love / best wishes to ...

Have a nice / good trip.

Say "Hello" to

Have fun.

Take care.

Write to me.

You may begin like this:

My dear brave little Wei,

How I worry about _____ and _____.

Your friend forever,

SUMMING UP

Write down what you have learned about travelling.

From this unit you have also learned

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

LEARNING TIP

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

Unit 4 Earthquakes

Warming Up

Many people believe that "It is always calm before a storm." Look carefully at the two photos. Describe what you see in the photos to a partner. Now, imagine there has been a big earthquake. Describe to your partner what might happen to all the things in the photos.



TANGSHAN



SAN FRANCISCO

Pre-reading

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



Reading**A NIGHT THE EARTH DIDN'T SLEEP**

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

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

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

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



Comprehending

1 Read the passage again carefully and do this exercise. Join the correct parts of the sentences.

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

2 Number each of these things during the Tangshan earthquake. Give a "1" to the first thing that happened and a "5" to the last thing that happened.

- ___ Brick buildings were destroyed.
- ___ The walls of the village wells had cracks in them.
- ___ Shelters were put up for those with no homes.
- ___ Roads got huge cracks.
- ___ The army helped the survivors.

3 Writing a summary of a reading text means looking for the main ideas of each part and putting them in a logical order. Divide this passage into three parts. Look at each part and write down its main idea.

1 _____
 2 _____
 3 _____

Learning about Language

Discovering useful words and expressions

1 From the reading passage, find the correct word or expression for each of the following meanings.

- 1 _____ a thin metal piece that carries water
- 2 _____ a special wall that keeps water behind it
- 3 _____ worried or frightened
- 4 _____ hurt
- 5 _____ a deep place to store water to drink

- 6 _____ a very long water way for boats
 7 _____ the part of a building left after the rest has been damaged
 8 _____ a lot of
 9 _____ finished; dead
 10 _____ put something under the earth
 11 _____ go up
 12 _____ help to get someone out of danger
 13 _____ gas that hot water gives out

2 Complete the passage with some of the words above.

It was a frightening night because _____ things happened at the same time. The wall of the _____ cracked, so the water went all over the fields. It filled the _____ and the _____. The water _____ in some buildings burst. The water covered the buildings that had fallen in _____. around the dead and _____ animals. People were _____. They had to _____ many of them for health reasons. It was a very sad time.

3 Match each word to the number that has the same meaning.

- | | |
|----------------------------------|-------------|
| 1 one million | A 90% |
| 2 two-thirds | B 10,000 |
| 3 one-third | C 1,000,000 |
| 4 seventy-five percent | D 150,000 |
| 5 ninety percent | E 75% |
| 6 ten thousand | F 1/3 |
| 7 one hundred and fifty thousand | G 500,000 |
| 8 half a million | H 2/3 |

Discovering useful structures

1 Look at the reading passage again. Find the sentences with attributive clauses.

EXAMPLE: Workers built shelters for survivors whose homes had been destroyed.

2 Now add an attributive clause to complete each sentence using *that*, *which*, *who*, or *whose*.

- 1 The terrible shaking of the building woke up all the people _____ were asleep.
- 2 The next day people put up shelters in the open air with all kinds of things _____ they could find.
- 3 Several days later most of the buildings _____ had been damaged were repaired.
- 4 We went to see our teacher _____ husband was killed in the earthquake.
- 5 A number of children _____ parents had died in the quake were sent to live with families in other cities.

Using Language**Reading, writing and speaking**

- 1** Read this letter and imagine that you are the student who was invited to give a speech.

July 5, 200_____

Office of the City Government
Tangshan, Hebei
China

Dear Student,

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

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

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

Zhang Sha

- 2** In the blank at the beginning of the letter, write the last number of the year it is now. Then in the blank near the end of the letter, use a word to say how many years ago the quake happened.

- 3** Now write a short speech, in which you should follow the following points.

- Thank Mr Zhang Sha and the city government for inviting you to speak.
- Thank the visitors, especially the survivors of the quake.
- Thank those who worked hard to save survivors.
- List some of the things the workers did to help the survivors. (Look at the reading passage again.)
- Thank those who worked hard to build a new city. (For example: they built new homes and offices in only seven years. The UN honoured them for their quick work.)
- Describe your feelings about the city, which is known as the "Brave City of China".
- Encourage the people to be always proud of their city.
- Thank the visitors for listening to your speech.

- 4** Imagine that after your speech, Zhang Sha asks you to give a short talk about the new stamps to honour the city. You may use the model or write your own little talk.

Thank you, Mr Zhang. I am very happy to _____ . As you can see, the stamps show _____ . I think these stamps are very important because _____ .

I will collect the stamps _____ .

It will be my way to honour all the people who lost their lives in the earthquake and _____ .

Thank you for _____ .



Stamps of new Tangshan

Listening

- 1** Listen to the tape as it tells the story of a man who was a survivor of the great San Francisco earthquake of 1906. Read the following statements and tell whether they are true or false.

- 1 The writer was sleeping downstairs when the earthquake broke out.
- 2 The writer threw away his clothes and rushed out.
- 3 Many huge buildings were shaking – rocks and bricks were falling.
- 4 A lot of people were buried under the ruins.
- 5 Some cows were killed in the fires.
- 6 The writer remembers clearly how he got into the boat.

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

- 2** Listen to the tape again and then answer the questions.

- 1 When did the man talk about the earthquake: while it was happening or after it had happened?
How do you know?

- 2 Is the man calm as he talks about the earthquake? Why or why not?

- 3 What was the biggest danger for the man: fires, cows or falling buildings? Why?

- 4 Where was the man going?

- 5 Have you got any ideas to help this man during the earthquake?

3 Listen to the tape again and mark liaison and incomplete explosion in the following sentences. Then practise reading aloud.

- I asked a man standing next to me what happened. Before he could answer, hundreds of bricks fell on him and he was killed.
- I thought the end of the world had come! Then I met a man who knew the way to a boat, and we ran in its direction.
- I saw many frightened cows rush up Market Street and drop into a great crack in the ground.

Writing

You are going to write an article for a newspaper about a special event that happened in your hometown. Before you write a newspaper story, you should write an outline. An outline will **prepare** you to write a better story. It helps you to:

- choose a topic;
- decide what you want to say about the topic;
- organize your ideas and write clearly.

A newspaper outline should have:

- a headline;
- a list of main ideas;
- a list of important details.

When you write a newspaper story, you want the reader to notice it. So you give the reader a headline, which is an interesting title that tells the reader what your topic is. Then you organize your main ideas into paragraphs. Each paragraph has a different main idea or purpose. Next, you put some details into each paragraph. These details help the reader to better understand the main idea. One other thing to remember: a newspaper story gives the *most* important news *first* and the *least* important news *last*.

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

Cyclists Ready to Go on the Road for Blind Kids

From July 5 to 28, a team of cyclists known as *Bikers for the Blind* will ride their bikes 1,888 km from Lijiang, Yunnan Province, to Lhasa, Tibet. The team has a big meeting in Beijing on June 3 to talk about their plan. The cyclists hope to raise money to help thousands of blind children in Tibet to learn better.

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

Email: info@bikingfortheblind.com

HEADLINE*Cyclists Ready to Go on the Road for Blind Kids*

Paragraph 1

Main idea: tells the reader that cyclists plan to get money for blind kids

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

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

Detail 3: The cyclists hope to get money for blind kids to learn better.

Paragraph 2

Main idea: more information about the cyclists and their project

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

Detail 2: The team has men and women, (who are) young and old.

Detail 3: The team got money from lots of activities in China.

Detail 4: You can write to them if you are interested to know more.

- 2** Now prepare the outline for a short newspaper story for *China Daily*. Use the example to help you organize your outline.
-
-
-
-

SUMMING UP

Write down what you have learned about earthquakes.

From this unit you have also learned

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

LEARNING TIP

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

Unit 5

Nelson Mandela – a modern hero

Warming Up

What are the qualities you should find in a great person? Who do you think is a great person? What qualities do you have? Let us find out.

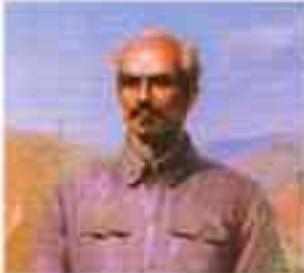
WHAT KIND OF PERSON ARE YOU?

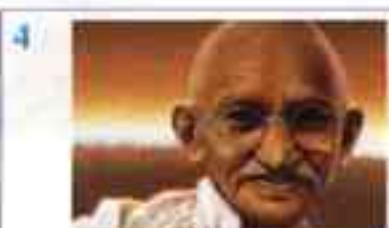
Questions	Yes	No
Do you always do your own homework?		
Do you ask for help when you think it necessary?		
Do you help others with their work if they ask you?		
Do you get on well with your classmates?		
Are you willing to do public service work without pay?		
Your friend needs bus fare home but you want to buy something to eat.		
Would you refuse to help?		
Are you active in school activities?		
Do you have hobbies?		
Do you easily lose heart when you are in trouble?		
Do you often help old people or little children when they need help?		

Pre-reading

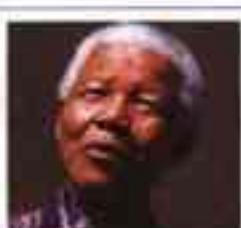
Most of the great people are also important people. But important people may not also be great people. Now look at the information about six men:

HOW CAN WE TELL IF AN IMPORTANT PERSON IS A GREAT PERSON?

 1 William Tyndale (1494–1536), Britain	 2 Norman Bethune (1890–1939), Canada	 3 Sun Yat-sen (1866–1925), China
He wrote the Bible in English so all could read it. He died for his ideas but his work was later used in the Bible.	He fought against the German Nazis and Japanese invaders during World War II. He worked in China as a doctor and saved many Chinese soldiers.	He founded the first Republic in China in 1911 after many years' fighting. He strongly believed in the three principles: nationalism; people's rights; people's livelihood.



4 Gandhi (1869 – 1948), India



5 Nelson Mandela (1918 –), South Africa



6 Neil Armstrong (1930 –), USA

He gave up a rich life for his ideas and **fought** for his country to be free from the UK in a **peaceful** way.

He fought for the black people and was in **prison** for thirty years. He helped the black people to get the same rights as white people.

He landed on the moon in July 1969.

Now in pairs decide which of them are great men and which are just important men. Give your reasons for your decision.

Reading



ELIAS' STORY



My name is Elias. I am a poor black worker in South Africa. The time when I first met Nelson Mandela was a very difficult **period** of my life. I was twelve years old. It was in 1952 and he had opened a black **law firm** to **advise** poor black people on their problems.

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

The day when Nelson Mandela told me what to do and helped me was one of the happiest days of my life. He told me how to get the correct papers so I could stay in Johannesburg. I never forgot how kind he was and when he organized the ANC Youth League, I joined it as soon as I could. He said:

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

It was the truth. Black people had no **vote** and could not choose who ruled them. The parts of town where they lived were places decided by white people. They could not get jobs they wanted. The places where they were sent to live were the poorest areas in South Africa. No one could grow food there. In fact as Nelson Mandela said:

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

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

Comprehending

1 Read these statements. Tell whether they are true or false and why.

	True	False
1 Elias met Nelson Mandela at school.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Nelson Mandela was a black lawyer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3 Elias was unable to read or write because he was lazy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 Nelson Mandela helped him keep his job.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5 Elias was happy blowing up government buildings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 Nelson Mandela believed that black people were being treated as well as white people in South Africa.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7 Nelson Mandela thought violence was a good way to help black people.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8 The government were happy with Nelson Mandela and the ANC.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2 Now make a timeline of Elias' life until he met Nelson Mandela, using the reading to help you. Work out the year in which he was born and then fit in the other events in his life till he was fourteen.

- 1940
- 1942
- 1944
- 1946
- 1948
- 1950
- 1952
- 1954

Learning about Language

Discovering useful words and expressions

1 Look at the reading passage again to find words that mean the same.

Alternative expressions	Words and expressions from the text
group of people organized for a special purpose	
feel hopeless	
lose one's job	
brave man	
in fact	
have some difficult problems	
be taken to prison	

some time
be ready to
money paid for going to school
tell somebody what to do
go on
always doing new things
what people do in a war
a yellow metal for making a ring
agree to take
go against a law
quiet and calm

2 Complete the passage with some of the words above.

When Elias lost his job and was _____, his wife was very unhappy. She knew this meant he was _____ when all she wanted was a _____ life with enough money every month. She tried to _____ him not to fight the government as she thought it was better to _____ that in South Africa black people were not as important as white people. But he was willing to _____ the fight and help Nelson Mandela win equal rights for black people. For a _____ of time she felt helpless and _____, but Elias encouraged her with stories of how good life would be when white and black people worked and played together.

Discovering useful structures

1 Elias has had some problems with his messages for his friends. Can you help him form sentences with the following words and phrases.

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

2 Now Elias has lost some of his messages. Can you and your partner help him by finishing them for him?

- 1 The day when _____ was a very exciting time.
- 2 South Africa is now a country where _____.
- 3 This is the government building in which _____.
- 4 The person to whom _____ is Nelson Mandela.

- 3** Play this game. Get into groups of four. The first person begins with a sentence and each person in the group adds extra and different information using the attributive clause.

EXAMPLE: S₁: The school was very large.

S₂: The school where I learned judo was very large.

S₃: The school where I studied for six years was very large.

S₄: The school where I was so unhappy was very large.

Then change places so S₂ begins the game with another sentence. Do this several times until everyone has had a go. Choose the most interesting set of sentences and present them to the class.

Using Language

Listening



- 1** Listen to the tape and find out the reason why Elias joined the ANC Youth League. Then answer the following questions.

- 1 What is a passbook?
 A A book to help you pass exams.
 C A book to tell you where to live.
 B A book to show your identity.
 D A book to tell you how to live.
- 2 Why is it important?
 A For travelling outside South Africa.
 C For travelling inside South Africa.
 B For showing where you were born.
 D For getting a job.
- 3 What job did Elias want to do?
 A To work with other black workers.
 C To teach in a primary school.
 B To work as a cleaner.
 D To work in the mines.
- 4 Who worked underground?
 A The white workers.
 C The black workers.
 B The black and white workers.
 D Foreign workers.
- 5 Who worked on the surface?
 A The black workers.
 C The white workers.
 B The black and white workers.
 D Foreign workers.
- 6 Where did Elias live?
 A In a classroom.
 C In a large room with beds.
 B In a home of his own.
 D With his family.

- 2** Answer the following questions.

- 1 Do you think Elias was right to join the ANC Youth League? Give a reason.
- 2 Imagine you are Elias, what would you do? Give a reason.

Reading

**THE REST OF ELIAS' STORY**

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

When I had finished the four years in prison, I went to find a job. Since I was better **educated**, I got a job working in an office. But the police found out and told the important men in my business that I had been to prison for blowing up government buildings. So I lost my job. I did not work for twenty years until Mr Mandela and the ANC **came to power** in 1993. All that time my wife and children had to beg for food and help from relatives or from friends. Luckily Mr Mandela remembered me and gave me a job taking tourists round my old prison on Robben Island. I felt bad the first time I talked to a group. All the **terror** and **fear** of that time came back to me. I remembered the beatings and the **cruelty** of the guards and my friends who had died and I felt I would not be able to do it. But my family encouraged me. They said that the job and the pay from the new South African government was my **reward** after working all my life for equal **rights** for the Blacks. So now at 51 I am proud to show visitors over the prison, for I helped to make our people free in our own land.

Choose the best answer to complete each sentence.

- 1 Elias was unhappy in the prison because _____.
 A he was kept with the **criminals** B the prison guards studied with him
 C he had to study D he could not study for a **degree**
- 2 Nelson Mandela showed how good a **leader** he was because _____.
 A he fought the guards in prison
 B he refused to let the guards study in his school
 C he let the guards study in his school but not take the exams
 D he let the guards study even though the **prisoners** could not take the exams
- 3 Life for Elias was not too bad in prison because _____.
 A he had to study B he could study with the guards
 C he wanted to study D he could study and get a **degree**
- 4 As leader of South Africa, Nelson Mandela helped prisoners of Robben Island by _____.
 A giving them an education B giving them money
 C putting the guards in prison D giving them a job

Writing

Imagine now Mr Mandela is in prison. You are going to write a letter to the President of South Africa asking him to free Nelson Mandela. So you need to know more about his life.

LIFE OF NELSON MANDELA

BORN 18/7/1918 NEAR TRANSKEI (SOUTH AFRICA)

1937 ENTERED UNIVERSITY BUT DID NOT COMPLETE DEGREE

1940 COMPLETED LAW DEGREE AT THE UNIVERSITY

1944 FORMED ANC YOUTH LEAGUE

1952 SET UP LAW OFFICE TO HELP POOR BLACK PEOPLE IN JOHANNESBURG

1952 LAW OFFICE CLOSED BY GOVERNMENT BECAUSE HE ATTACKED ANTI-BLACK LAWS

1961 GOVERNMENT BY AND FOR WHITE PEOPLE SET UP IN SOUTH AFRICA

1962 SENTENCED TO FIVE YEARS HARD LABOUR FOR ENCOURAGING VIOLENCE AGAINST ANTI-BLACK LAWS

1963 ANC BEGAN TO BLOW UP BUILDINGS. HE WAS SENTENCED TO PRISON FOR LIFE ON ROBBEN ISLAND FOR BEING ONE OF THEIR LEADERS

Step 1: Collect your ideas for the letter. Write them down in any order. Then sort them out into an order which seems good to you.

Step 2: Begin the letter with your address and the date. You are going to write to the President of South Africa like this:

Dear President,

I am writing to ask you to free Nelson Mandela. Here are some reasons why I think he should be freed ...

Then write down your ideas one by one. Each of them should take one paragraph. It does not matter if the paragraphs are very short, but give one or more reasons for each of your ideas.

Step 3: Finish the letter like this:

Yours sincerely,

(Your name)

Step 4: Share your ideas with the class by reading your letter aloud.

SUMMING UP

Write down what you have learned about Nelson Mandela.

From this unit you have also learned

● useful verbs: _____

● useful nouns: _____

● useful expressions: _____

● new grammar item: _____

LEARNING TIP

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

Workbook

Unit 1

Friendship

LISTENING



Listen to the tape and complete the following passage.

What you write in a diary is usually something _____. With it you can keep remembering what _____ to you when you _____. A diary is very _____ because you want to keep it only for yourself. You don't wish to share your secret thoughts and _____ with others. That's _____. Anne _____ her diary a good friend of hers.

TALKING

Why do people make friends with one another? Listen to what Leslie Clark, a Canadian, has got to say. After listening, discuss these two questions in groups of three or four.

- 1 Do you agree with her?
- 2 What do you think of people from foreign countries?

In the conversation, try to use the following expressions.

I think so.

I agree.

That's correct.

Exactly.

I don't think so.

I don't agree.

Of course not.

I'm afraid not.

Come to a conclusion (结论) and be prepared to give your reasons to the class.

USING WORDS AND EXPRESSIONS

- 1 Read through the vocabulary list on page 93, and choose some of the words to complete the following sentences.

- 1 As good friends, we _____ each other and are always _____ about each other. Sometimes we quarrel, but soon we _____ and have a heart-to-heart talk _____ solve our problems.
- 2 Wu Yiming and I get on very well. We _____ a bedroom. We often tell each other about our deepest _____. But one thing _____ me. He sometimes hurts my _____ by saying "Oh, come on! You mean you didn't even know that!"
- 3 He doesn't say that _____. So tell him how you feel when you hear that.

- 4 My friend Tina is a clever girl who is _____ about singing and movie stars. We _____ the same interests, but she doesn't study hard. She sometimes _____ in the exams by looking at my papers. I hate it. I know if this goes on, I will quarrel with her and break our friendship.
- 5 The two old men became good friends during the war. Their lifetime friendship _____ tests of life and death.

2 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 他们躲在那里差不多两年，从来不敢出去。 (dare)
- 2 我们试图使他平静下来，但他仍不停地叫着。 (calm down)
- 3 不要嘲笑他。有时候你做得还不如他好。 (laugh at)
- 4 在20世纪前期，中国经历了太多的战争。 (go through)
- 5 孩子们一天没出门，让他们出去玩一会儿吧。 (indoors; outdoors)
- 6 请根据所给情境用这个词造句。 (according to)
- 7 这套读物非常有趣。 (series)
- 8 这位男子把那女孩从河里救了出来。女孩的母亲十分感激。 (grateful)
- 9 琼斯先生单独一人生活，常常感到孤独。 (lonely)
- 10 我们通过网络互相交流。 (communicate)

USING STRUCTURES

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

Anne said that they went quickly upstairs and into the hiding place when they arrived at Prinsengracht.

Friday, 10 July, 1942

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

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

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

- A: What did they do when they arrived in the hiding place?
 B: What did he / she say?
 C: He / She asked you what they did when they arrived at the hiding place.

Questions for Student A:

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



LISTENING TASK



- 1** Anne had made a friend in the hiding place — the son of another family hiding with them. Her father was not happy about this. Listen to the story to find out what happened.

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

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

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____

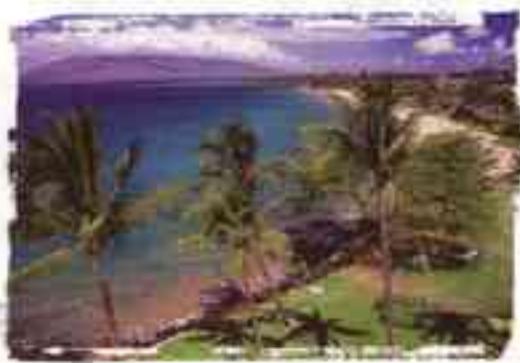
Now be ready to tell the class your ideas.

READING TASK



FRIENDSHIP IN HAWAII

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



Hawaiians believe that once somebody loves the land, they are ready to love their people or community. This is the second most important sign of friendship. It is called *lokahi* in the Hawaiian language, which means "oneness with all people". To enjoy the land you should not be selfish. The land was for everyone who lived on it. Today many different peoples call Hawaii their home. Indeed, Hawaii is a place where people

make one big community (社区) from many smaller communities. Each person gives *kokua* (help) to other people so that all feel stronger. It is believed that the islands can be a paradise (天堂) when people live in peace. People are told that their actions should be as gentle as the wind that blows from the sea. When problems happen, people are asked to solve them with understanding. So when the people of Hawaii talk about *ohana* (family), they are really talking about all those who live on the islands.

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



- 1** Read the passage and decide what each of the following words means in the language of the Hawaiians.

aloha

lokahi

kokua

ohana

lei

- 2** Read the passage again and discuss the following questions.

1 What is the first way Hawaiians show their friendship?

2 What is the second way of showing friendship?

3 What is their third way of showing friendship?

4 Why do many different peoples call Hawaii their home?

5 How do people in Hawaii get on with one another?

6 How can people in Hawaii live in peace?

7 Can you find similar things in your hometown? How do you show friendship to visitors?

SPEAKING TASK

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

- You promised your friend last Tuesday that you would go on a picnic with him / her on Saturday. On Friday night you are offered one ticket to the "Backstreet Boys" concert on Saturday. But there are no more tickets and this is your favourite band. Will you go to the concert or the picnic? Give reasons for your decision.
- Your best friend tells you that he / she has stolen something small from a shop. He / She thinks it is funny that he / she got away with it. What will you say to him / her? Give reasons for your answer.

- 2** What do you and your friends think is cool? Look at the following photos and in small groups talk about whether what they are doing is cool or not. You may begin like this: "I think that ... is cool / isn't cool because ..."



WRITING TASK

Here you see some proverbs about friends and friendship. Read them carefully and pay attention to the sentence stress and intonation. Then write a passage. Choose some you agree with and explain why. Then choose some you disagree with and explain why.

A friend in need is a friend indeed.

Friends are like wine; the older, the better.

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

A friend to all is a friend to none.

The same man cannot be both friend and flatterer.

The best mirror is an old friend.

False friends are worse than open enemies.

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

Friendship cannot stand always on one side.

The friendship that can end was never real.

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

***PROJECT**

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

A POEM

*My mother told me,
"In a world of strangers
You need acquaintances."
So I made many acquaintances.*

*My father told me,
"In a world of acquaintances
You need friends."
So I made many friends.*

*My heart told me,
"In a world of friends
You need a best friend."
So I made best friends with myself.*

CHECKING YOURSELF

- 1 Are you interested in the topic of this unit?

- 2 Which story in this unit most interests you?

- 3 What new ideas have you learned about friendship from this unit?

- 4 How can you be a better friend?

- 5 What new vocabulary have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?

- 6 What problems do you have? Can you solve them? Do you need help?

Unit 2

English around the world

LISTENING



- 1 Listen to the tape. The speakers are using both British and American English. Write the American English words from the dialogue that have the same meanings as the British words listed below.

EXAMPLE: lift (British English) → elevator (American English)

pictures →

lorry →

underground →

sweets →

autumn →

- 2 Listen to the second conversation and answer the following questions.

1 What TV programme is Zhao Li watching?

2 What does Zhao Li think will improve her English?

3 What does Zhao Li think of Cao Ri? What kind of English does he use?

4 How will listening to a good speaker of English help you?

5 What should you do if you find it difficult to understand a native speaker?

TALKING

In small groups, choose one of the situations to role-play. Decide whether you need to use commands or requests. The following expressions may help you. Pay attention to the intonation you use while talking.

Pardon?

Could you repeat that, please?

I beg your pardon?

Can you speak more slowly, please?

I don't understand.

Sorry, I can't follow you.

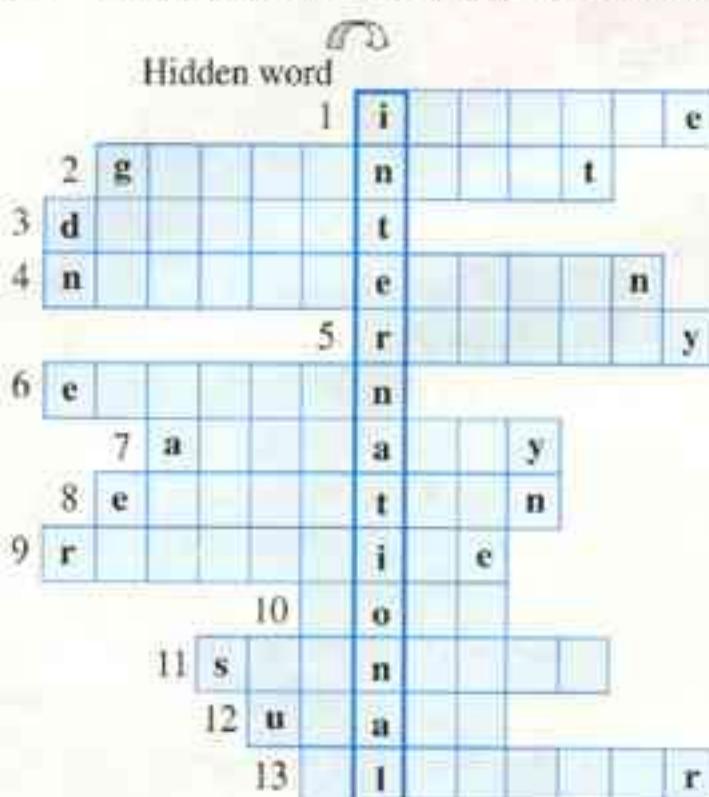
Could you say that again, please?

How do you spell it, please?

- A foreigner meets you on the street. He is worried and excited, so he is speaking too quickly. However, you guess that he is trying to find his Chinese friends. But you are not sure where he plans to meet them.
- Your parents go abroad to the USA for a trip and they take you with them. The first day they go to a restaurant and look around for a toilet. When they ask the waitress, she indicates a sign to the "restroom". But your parents do not want to rest. You ask for the "WC" but the girl says they do not have one. You are confused. When finally they understand what you want, they tell you it is on the second floor. You and your parents go up two floors but only find empty rooms. Where is the toilet?
- An English teacher is telling her students what they must do for homework. She is talking about some difficult language problems but one of the students doesn't understand everything she has said. The student is shy and doesn't want to ask the teacher for help. So another student offers to explain to the teacher.

USING WORDS AND EXPRESSIONS

- 1** Work with a partner to complete the crossword puzzle. Use the text to help you.



- 2** Complete each sentence with words or expressions in the box and make some changes if necessary.

such as
vocabulary

block
native

play an important part
modern

expect
culture

- Do you know Edward _____ in the last project?
- The hospital is four _____ from here. You may go there by bike or on foot.

- 3 My neighbour makes his boy work very hard. He _____ him to get high scores for his college entrance exams.
- 4 Catherine visited a few of the cities in the USA ____ New York, Chicago and Boston.
- 5 It is said that this university is a centre of _____ in this town.
- 6 Accent and _____ are important for people to understand or to be understood.
- 7 _____ technology such as IT has greatly changed our way of life.
- 8 It is not surprising that _____ speakers don't know grammar very well.

3 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 他去年出国工作了半年，因为有病没能结束工作就回来了。 (because of)
- 2 他们已经请求国际援助。 (request)
- 3 带着礼貌的微笑，维多利亚走进房子，关上了门。 (polite)
- 4 希姆喜欢发号施令，但是我们没人愿意听他的。 (give commands)
- 5 贝蒂说她今天上午来我家，可是刚才她来电话说不能来了。因为孩子出了事故，她必须送他去医院。 (come up)

USING STRUCTURES

1 In groups of three, think of at least three commands that your parents and teachers usually give. You may follow these steps.

- Choose who is to give the first command.
- Ask another person in your group to tell somebody what you said.
- The third person will change the request from direct into indirect speech.
- Change roles so each person gets the chance to give some commands and turn them into indirect speech.

EXAMPLE: S₁ (as a teacher): Please don't talk in class.

S₂: What did our teacher tell / ask us?

S₃: She told / asked us not to talk in class.

2 What is the request or command? Read the replies and decide whether they are in answer to a request or a command. Then write the sentence down.

1 _____
I'll go and collect the wood right now, master.

2 _____
Of course I'll be happy to collect your shopping for you.

3 _____
Yes, I'll shut the door at once, Professor Zhang.

4 _____
No, I won't get your coat if you talk to me like that!

5 _____
So sorry, I'll get that book for you right now.

LISTENING TASK

- 1** With a partner, look at the following map. It shows many of the places in the world where different kinds of English are spoken.
- 2** Imagine that you are visiting an international high school in Shanghai. It is the first month of the new school year. The English teacher is having her students play a game so that they can learn more about one another. Right now some students who are native speakers of English are describing where they come from.



English Around the World

- 3** As you listen to the tape with your partner, try to guess the name of each student's country.
- 4** Now discuss the following question with your partner: Why do you think English is spoken in so many places around the world? Make a short list of reasons and share them with your classmates.

READING TASK**THE OXFORD ENGLISH DICTIONARY**

You may think that English dictionaries have been used for many, many centuries. The spelling of English has always been a problem but it was more of a problem in the days before a dictionary. Then people could spell words in different ways which you might find interesting. But it made reading English much more difficult. So dictionaries were invented to encourage everybody to spell the same. In fact, an English dictionary like the kind you use today wasn't made until the time of the Qing Dynasty. Three men did most of the important early work on dictionaries: Samuel Johnson, Noah Webster, and James Murray. These men spent nearly all of their lives trying to collect words for their dictionaries. For them, it wasn't only a job; it was a wonderful journey. The largest dictionary in the world is the



James Murray

Oxford English Dictionary, or *OED* for short. The idea for this dictionary came from an important meeting in Britain in 1857. Twenty-two years later, Oxford University asked James Murray to be the editor of its new dictionary.

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

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

Notes on James Murray's life	
Country	
Education	
Job	
Most important task	Its difficulties: Qualities needed:
Who worked on it	
Date of completion	
Other information	

SPEAKING TASK

We know that languages develop and change over time and that is why we have new dictionaries from time to time. Many things cause languages to change. Teenagers aren't the only people who change the way English is spoken. Today, more and more tourists from English speaking countries are visiting other countries. Many decide to stay and work in these countries. In China, for example, thousands of foreigners come to do business or teach. Another way English moves from one place to another is through movies, radio and TV. Satellites can also send English programmes, for example from the BBC or CNN to countries where it is a second or foreign language. There are also lots of English programmes on the air in China, which are provided by Radio English International, CCTV 9, Hong Kong Phoenix and those broadcast on TV or the radio in many provinces and regions.

Imagine that the government in your hometown has asked your school for help. They would like your group to give them some good advice on how to teach English to beginners. Make a list of your ideas together.

WRITING TASK

Write about your experience of learning English. Think about the things you find most difficult and make a list. Then make notes about the paragraphs for the writing. This will help you make your ideas clear to the reader.

My problems	Ideas for improvement	Why I like English	My future with English

My Experience of Learning English

- Paragraph 1 My problems in learning English.
- Paragraph 2 How I can improve my English.
- Paragraph 3 What I like about learning English.
- Paragraph 4 How I hope to make use of my English.

**PROJECT**

- 1 Read the passage and discuss the questions with a partner.

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

- According to the reading passage, what is the use of a code?

- 2 What other uses can a code have? List one or two here.
-

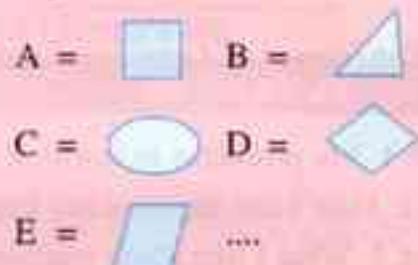
- 3 Describe a situation where codes may not help the people who use them.
-

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

Example 1:

- 1 sth = something
- 2 ? = unclear
- 3 sb = somebody
- 4 @ = at
- 5 mes = message
- 6 w/u = with you

Example 2:



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

CHECKING YOURSELF

- 1 What new information have you learned about the English language?

- 2 Give two examples of where you can find first American and then British English?

- 3 Give an example of when you should use a command and another when you should use a request.

- 4 Give an example of how you can make better use of your dictionary.

- 5 Why will there never be a standard form of the English language?

Unit 3 Travel journal

LISTENING



- 1 Listen to Part 4 of *JOURNEY DOWN THE MEKONG* and tick the words you hear on the tape.

<input type="checkbox"/> Dali	<input type="checkbox"/> Cambodia	<input type="checkbox"/> moonlight	<input type="checkbox"/> mountains	<input type="checkbox"/> yaks (牦牛)	<input type="checkbox"/> cows
<input type="checkbox"/> Laos	<input type="checkbox"/> coats	<input type="checkbox"/> border	<input type="checkbox"/> ducks	<input type="checkbox"/> floods	<input type="checkbox"/> Africa

- 2 Listen again and then answer the questions.

- 1 Who is telling the story? _____
- 2 When did Wang Wei meet her cousins? _____
- 3 Why didn't they begin the journey in Tibet with Wang Wei and Wang Kun? _____
- 4 Find a word that describes how the person telling the story feels about travelling in Laos. _____
- 5 Find an adjective to describe how you think Dao Wei and Yu Hang felt when they heard about Tibet. Adjective: _____

TALKING

Imagine that you are helping the cyclists to prepare for their trip down the Mekong. You need to choose what you will take with you.

- 1 With a partner, number the following objects from "most useful" (1) to "least useful" (12).



_____ flashlight



_____ umbrella



_____ matches



_____ water bottle



_____ can and bottle
openers



_____ radio



_____ tyre



_____ blanket



tent



compass



map



raincoat

- 2 Tell your classmates which object you and your partner think is the most useful. Give a reason why you think it's needed.
- 3 Then tell your classmates which object you and your partner think is the least useful. Give a reason why you think so.
- 4 Give an example of a situation where the object would or would not be useful.

A: If the cyclists ask me to help them plan their bike trip, I'll tell them to take a map with them. I believe that is the most useful object for their trip.

B: I don't think so. Whenever I have a compass I know my direction. I will never lose my way. If you want to have a pleasant trip, a compass is the most useful.

- 5 Find out from the list on the blackboard which objects are the most useful.
- 6 Now discuss the results with your teacher and classmates.
- 7 Make a final list of the most useful and least useful objects to take on a bike trip like the one described in this journal.

USING WORDS AND EXPRESSIONS

- 1 Fill in the blanks with the words and expressions in the box.

plains	brave	clean	finished	shorts	climb	tourists
nervous	clear	change your mind	rapids	however	imagine	

A tour of the Wuyi Mountains in the northwest of Fujian Province is well worth your time. This place has ____ rivers, beautiful forests on hills and peaceful villages. The UN honoured much of Wuyi in 1999. Since then, more and more ____ have visited it and some have used air travel to get there. You will be glad to know, ____, that it is still a special, quiet place to see. Yunufeng, or Jade Lady Peak, is as beautiful as ever. Jiuquxi, a river in the shape of a snake in the southwestern part of the Wuyi Mountains, is still green and ____ as it travels nearly ten kilometres to the ____ below. On the river you can see many high hills or stop to ____ a rock staircase to the top of Tianyoufeng. From there you might stand in a light warm rain as you look out over the beautiful valleys below. Clouds come and go among the mountains and you may ____ yourself in a dream world. Sometimes fog finds its way between the mountains and into the valleys. Birds sing cheerfully in the forest, perhaps calling out names from long



ago. In another part of the river you can take a boat down the _____ but be sure to wear a T-shirt and _____ as you will get wet! If you need to wear glasses, tie them to your head. Don't _____ about going down the river! Be _____! Some guides will help you on the boat and take care of you on the river. You can watch the green water become white as it begins to move more quickly. You will probably feel both excited and _____, but enjoy the ride! When your journey is _____, don't forget to go to the village nearby and try the famous Wuyi rock tea. Then you can have a rest and think about the trip.

2 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 他在访华期间写了一篇旅行日记。 (journal)
- 2 我需要一块平的东面好在上面写字。 (flat)
- 3 好吧, 如果你坚持要我和你一起去, 我就只好去。 (insist)
- 4 她是个意志坚强的人。如果她下决心做什么事, 就一定要做好。 (determined; determine)
- 5 在旅行日记中, 他记下了重大的事件及自己的想法。 (record; afterthought)
- 6 因为第二天他要去骑自行车旅游, 他兴奋得一宿没睡。 (stay)
- 7 我们都忙着。有些人在搭帐篷, 有些人在生火, 其他人忙着做饭。 (put up)
- 8 我们回营地吃, 天快黑了。 (camp)
- 9 我对这座城市不太熟悉, 这是我第一次来访。 (familiar with)
- 10 我认为我们没必要让步。 (give in)

USING STRUCTURES

1 Complete each sentence or dialogue with the verbs given, using proper tenses.

EXAMPLE: Sarah _____ to the party tomorrow night (come). →

Sarah is going to come / will come to the party tomorrow night. /

Sarah is coming to the party tomorrow night.

- 1 Mr Jackson and his wife _____ to the film tonight. (go)
- 2 I'll go nowhere. I _____ home this afternoon. (stay)
- 3 Who _____ to Chicago next week? (fly)
- 4 Ann _____ a taxi to the airport when she _____ this afternoon. (take; leave)
- 5 Hi, the broadcast _____ the latest news about the World Cup. I want to hear what she _____. (give; say)
- 6 MUM: Clare! Supper is ready!
- CLARE: I _____, (come)
- 7 A: Where _____ you _____ on holiday? (go)
B: To Hong Kong, Macao and Zhuhai.
- A: How _____ you _____ there? (get)

B: By air.

- 8 My friends _____ that car yesterday, but they _____ it next week. (buy)
 9 We _____ Tom after class yesterday, and we _____ him after class again later today. (meet)

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

- 1 Where are you going for your holiday?
- 2 Who are you going with?
- 3 How are you getting there?
- 4 What are you doing there?
- 5 Where are you staying?
- 6 When are you returning?



LISTENING TASK



1 Listen to part 5. Wang Kun is describing a few of the things they saw during their tour. Pick out the correct information and then tell about their experience in Laos.

- 1 In the village the cyclists saw _____.
 A electric lights B candle lights C kerosene lights (油灯)
- 2 After lunch they went to Vientiane, the capital city of Laos by _____.
 A bike B bus C truck
- 3 They greeted an old man by _____.
 A putting their hands together B moving their heads C waving their arms
- 4 In Vientiane, they saw _____.
 A trucks, buses and bicycles B cars, motorbikes and buses
 C trucks, buses, jeeps and motorbikes
- 5 The Mekong River is very rich in _____.
 A gold B pearls C fish

2 Listen to the tape again and fill in the information on the chart.

Topic	Laos
The river	
Methods of land transport	
Life in the villages	
Food	

I think China and Laos are similar / not similar in their weather, animals and plants and the land because _____

READING TASK



JOURNEY DOWN THE MEKONG

PART 6 THE END OF OUR JOURNEY

Cambodia was in many ways similar to Laos, although it has twice the population. At another inn, we talked with a teacher who told us that half of the people in her country couldn't read or write. Her village couldn't even afford to build a school, so she had to teach outside under a large tent. When we said goodbye, we all felt very lucky to have studied in college. Back on the road, we passed between many hills and forests. Then we came to the plains and entered Phnom Penh, the capital of Cambodia. In many ways it looked like Vientiane and Ho Chi Minh City; it also had wide streets with trees in rows and old French houses. Unlike Vientiane, ships could travel the Mekong River here. In the centre of the city we visited the palace and saw a beautiful white elephant. It can only be seen outside the palace on special days. We ate an early supper and went to see a great temple with floors made of silver (銀).



Vientiane

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



Ho Chi Minh City

Two days later we crossed the border into Vietnam. We began to see many more people, but I wasn't surprised. I read in an atlas before our trip that Vietnam has almost seven times the population of Cambodia. We met a farmer who gave us directions and told us that he grows a new rice crop four times every year so he can feed more people. He also told us that the northern part of his country has many mountains and is much cooler than here in the south, where it is flat. Although the flat land of the delta made it easier for us to cycle, we got warm

very quickly. So we drank lots of water and ate lots of bananas. Soon the delta was separated by nine smaller rivers. Two days later, after we had passed thousands of rice fields, we came to the sea. We were tired but also very excited: our dream to cycle along the Mekong River had finally come true.

Please fill in the form with the information from the travel journal.

Topic	Laos	Cambodia	Vietnam
Population			
Weather			
Learning			
Farming			

SPEAKING TASK

A dam is a huge wall built on a river that can produce electricity for millions of people. A dam can also stop floods in places that get lots of rain. For these reasons, the Lancang-Mekong River now has some dams. In our country, a lot of dams have been or are being built on the Changjiang and Yellow Rivers.

- Work in pairs and discuss this question: What do you think a dam does to a river and the people who live on it?
- Make a list of at least two good and two bad things a dam does.
- Discuss your report with your classmates.

WRITING TASK

Imagine that you and three of your classmates run a travel business that gives tours of famous places in or near your hometown. You want to make an advertisement that both foreigners and Chinese can read so that your travel agency can get more business. Your advertisement will go into a popular magazine.

- Decide which places in or near your hometown are worth visiting by tourists and make a list of these places.
- You need to think of a name for your company.
- You need to tell how the tourists can get to the places.
- You need to tell the prices for food and lodging.
- All the words in the advertisement should be written in English.
- Use words that will make your tour sound exciting.

Here is a model:

NOW YOU TOO CAN VISIT ONE OF CHINA'S MOST FAMOUS PLACES 2 Days, 3 Nights 985 RMB Ever-Spring Waterfall in Dali	Who Can Show You Yunnan? Hu Travel Can ! HEAR fast-moving water crash onto the big rocks below TASTE the delicious cold water SEE colourful birds, flowers and butterflies <i>Be a part of Nature now and forever !</i>
---	--

*PROJECT

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

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

- ① get together with the same classmates with whom you made an advertisement;
- ② describe in detail the places your group listed in its advertisement; each member of the group writes the description for the place he or she suggested;
- ③ find a photo from a magazine, newspaper or the Internet to put in your brochure;
- ④ try to make a brochure that looks as if both business people and artists made it;
- ⑤ share your brochure with other classmates and decide which is the best one; give your reasons.

CHECKING YOURSELF

- 1 What did you like about this unit?

- 2 What expressions have you learned to describe a journey?

- 3 What skills have you learned about organizing a trip?

- 4 What else have you read about travelling?

- 5 What did you find difficult in this unit? How did you solve your problems?

Unit 4 Earthquakes

LISTENING



- 1 Read these statements and listen to the tape the first time. Then tell whether they are true or false.

- 1 Inside the earth there are a number of plates.
- 2 These plates move all the time.
- 3 If they stop moving there is an earthquake.
- 4 If they jump there is an earthquake.
- 5 China is in an earthquake area.
- 6 The Pacific plate is pushing on China from the east.
- 7 The Himalayan mountains were caused by the movement of plates.
- 8 Human beings have the power (力量) to stop earthquakes.

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

- 2 Listen to the tape again and then complete the following table.

Cause of earthquakes

Moving speed of the Pacific plate

In 1906 the Pacific plate suddenly jumped

The Pacific plate pushes on

The Indian plate pushes on

Ways of reducing losses from earthquakes

TALKING

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

- In pairs make up a story to explain how an earthquake happens.
- Describe what happens in an interesting way like the story from India. Keep your story short.
- Share your story with your classmates. Decide which one is the most interesting. Give a reason.
- Imagine you were the man in the story, now try to tell the story in your own words.

USING WORDS AND EXPRESSIONS

- 1** Look at the picture and guess what has happened. Try to describe an earthquake using the vocabulary in this unit. Then choose the words and expressions from the box to complete the passage below. Change the form if necessary.

shake crack fall destroy trap escape disaster
 hole hit a great number of as usual pipe quake



March 27, 1964 was a holiday in Alaska, when most people were at home, and everything was going _____. Suddenly, there was a sound as loud as thunder. Next, people's houses began to _____. Buildings _____ and water _____ burst. In the town of Anchorage, the main street went up ten feet, _____ opened in the earth, and buildings _____ in. People were shocked by the unexpected _____. Some were running up and down the street while others, _____ in the buildings, were looking out of their windows for help.

The earthquake that _____ Alaska was one of the strongest _____ in North America. People tried to _____, but the earthquake _____ many towns and _____ people were killed. Scientists do not know when the next earthquake will happen. They are difficult to predict (预报), but you will know when it happens.

- 2** Translate the following sentences into English. The words and expressions in brackets may help you.

- 前天晚上她太紧张了，什么也吃不下。 (too ... to)
- 当人们发觉第二次地震时立即从屋里跑了出来。 (quake; right away)
- 那次可怕的灾难以后，百分之六十的无家可归的 (homeless) 孩子被送往其他安全的城市居住。 (disaster; percent)
- 他们一直用蜡烛，没有用电。 (electricity)
- 工厂北边的废墟中挖出了一个小女孩。 (dig out; ruin)
- 士兵们从急流中救出了那几个男孩，我们为他们感到自豪。 (rescue)
- 我们要向那些组织救援的人致敬。 (honour; organize)

USING STRUCTURES

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

A SAFE HOME

It is sad but true that people die in earthquakes from falling furniture (家具) and bricks. Earthquake safety is very important and there is more to it than just keeping buildings from falling down. So we need to take care of things properly before the earthquake comes.

First, make sure you buy a house, which is earthquake safe. All pipes should be tied to the wall and all walls should be especially thick and strong. It is essential to look underneath your house to see if there are bolts (螺栓). They are one of the most important ways of protecting a house. Make sure the building has no broken windows and is well repaired.

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

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

- 1 Never buy a house _____ because it will not be safe in an earthquake.
- 2 Make sure that the walls _____ have the pipes tied to them.
- 3 The people _____ must make sure their furniture does not move around in an earthquake.
- 4 Televisions, computers, lamps and TVs _____ could cause accidents during an earthquake.
- 5 Anyone _____ will be hurt in an earthquake if the glass breaks.
- 6 Those for _____ should read it carefully.

- 2** When a disaster happens, some people may become nervous while others may feel excited. Different people act differently. Think about an unusual experience and how you felt. Work in a group. Take turns asking questions, using "Was it something that...?" or "Was there anyone who ...?" Take notes about the experiences of your group members and report back to the class.

- EXAMPLES : 1 A: Was it something that was quite frightening?
 B: Yes. But I was too young to feel nervous.
 2 A: Was there anyone who was afraid?
 B: Yes. My sisters were excited and nervous, but I was not afraid. I felt safe with my family.

As a little boy he was not frightened then by the actual earthquake. He said, "The rest of the family were quite excited and nervous, but I was not afraid. I felt safe with my family."

READING TASK**THE STORY OF AN EYEWITNESS**

by Jack London

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



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

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

1 Finish the following exercises after reading the story.

- 1 Write an adjective to describe how the author feels about the earthquake and what it did.

Why did you choose this word? _____

- 2 Write an adjective to describe how the author feels about the people of San Francisco.

Why did you choose this word? _____

- 2** Read the first paragraph in this passage. Then go back and read again the first paragraph of the passage on page 26. Compare the ways both writers give you details about the earthquakes.

1 Which writer shows more feeling about the earthquake?

- A The writer of the Tangshan quake in 1976.
- B The writer of the San Francisco in 1906.

How do you know? _____

2 Both writers give similar details about _____

and _____

3 Which one of the following statements is true?

- A Both writers give details of big events before little events.
- B Both writers give details of little events before big events.
- C Neither writer gives details of big events before little events.

4 Which one of the following statements is not true?

- A Both writers saw the earthquake he wrote about.
- B Only one writer saw the earthquake he wrote about.
- C Neither writer saw the earthquake he wrote about.

3 Listen to the tape and practise reading the third paragraph with feeling.

LISTENING TASK



1 You are going to produce an earthquake plan so that everyone will know what to do during an earthquake. When you listen the first time write down the three "things" that are mentioned.

1 _____ 2 _____ 3 _____

2 After listening the second time, give more details about each of the "things".

My Earthquake Plan

1st thing I must do _____

2nd thing I must do _____

3rd thing I must do _____

Any other advice you think useful:

If you are outside, you _____

If you are in the living room, you _____

If you are in the house alone, you _____

SPEAKING TASK

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

Possible items for the personal earthquake bag

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

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

My personal earthquake bag will contain:

1 _____ 2 _____ 3 _____ 4 _____
 5 _____ 6 _____ 7 _____ 8 _____

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

WRITING TASK

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

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

Remember to divide your poster into three parts:

Part 1: What the poster is about and why.

Part 2: The items and why they are chosen.

Part 3: What should be avoided and why.

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

***PROJECT**

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

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



CHECKING YOURSELF

- 1 Have you ever experienced an earthquake?

- 2 Can you describe an earthquake in English?

- 3 What do you know about the cause of an earthquake?

- 4 What new information about earthquakes have you learned now?

- 5 What words and expressions can you use to describe an earthquake?

Unit 5

Nelson Mandela – a modern hero

LISTENING



Look at the questions before you listen to the text. This will help you understand the information.

- 1 About how many years ago did William Tyndale live?

- 2 Give the reasons why he is remembered.

- 3 Why did the Bible have to be written in English?

- 4 Why did some of his phrases become part of the English language?

- 5 Why is his English Bible still popular today?

TALKING

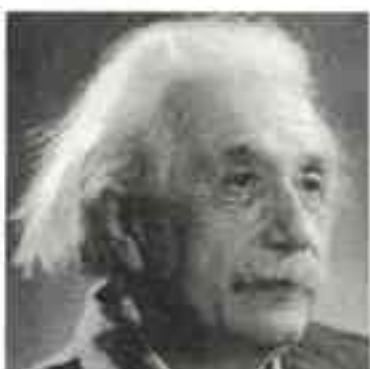
In groups talk about your hero / heroine. Use the following questions to help you.

Who is your hero / heroine?

Did he / she do anything for others?

Why do you like him / her so much?

What are his / her best qualities?



Albert Einstein
(1879–1955)



Qian Xuesen
(1911–)



Abraham Lincoln
(1809–1865)



Marie Curie
(1867–1934)

The Gospel off St John

Chapter 1



The First Page of St John's Gospel in
William Tyndale's English Bible

Use these words and phrases in your discussion.

Good idea!

That's an excellent idea!

I agree / I don't agree.

I prefer ...

In my opinion (意见) ...

I think / I don't think ...

I'm afraid ...

Why do you think so?

What do you think of ...?

What's your opinion?

USING WORDS AND EXPRESSIONS

- 1 Choose the words or expressions from the brackets to complete the passage below.



Charles Babbage was born in 1791 in Britain. He was not in good health when he was young so it was decided he _____ (had got to / might) be educated at home. His mother _____ (worried for / worried about) his health and she was _____ (advised / asked) that he should not be _____ (taught / educating) too much. _____ (Right away / Now) he showed an interest in mathematics and read many books. He worked hard and _____ (received / accepted) a place to study mathematics in Cambridge University (剑桥大学). But when he got there he found that he knew far more mathematics than his teachers did. He hated his studies, but was _____ (attracted by / attracted to) papers of other mathematicians, especially the work of Leibniz, a famous German mathematician.

Babbage began to work on a small difference engine (差分机) in 1819, which in a very short _____ (period / while) of time could work out mathematical tables by itself. He completed it by 1822. In 1827 he became a Professor of Mathematics at Cambridge University and began his work on computers which he _____ (continuous / continued) for the rest of his life. He had to _____ (fight / fought) very hard to get the money he needed to build more powerful machines. _____ (At first / As a matter of fact), the money came but when it stopped he was _____ (put in a position / put for a position) of having to spend his own money. In 1834 he invented the Analytical Machine (分析机) which is the prototype (原型) of a computer. Again he spent a lot of his own money and all his spare time on trying to build this machine. But he never did it and in 1871 he died _____ (peaceful / peacefully). His plans are still the ideas on which computers today are built. He, himself, never made money from his ideas but modern computers, which follow Babbage's ideas, have _____ (changed / continued) mathematics. They have also changed the world. He is remembered as a great man.

2 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 事实上，父母都不希望子女有麻烦。 (as a matter of fact; in trouble)
- 2 失业人数增长了百分之二。 (out of work)
- 3 要想拉掌权以后，他的政府尽力为黑人改善教育。 (come to power)
- 4 大夫建议他多吃水果、多运动。 (advise)
- 5 无论你失败多少次，决不能灰心。 (lose heart)
- 6 罗伯特因偷盗被判处三年监禁。 (be sentenced to)
- 7 你愿意加入我们刚建立的俱乐部吗？ (willing; set up)
- 8 当我对她说话时，她仍然在继续阅读。 (continue)

USING STRUCTURES

1 Complete these sentences using an attributive clause with *when*, *where* or *why*.

- 1 That was the reason _____ and I could not go on my holiday to Britain.
- 2 Mary Brown moved to a place _____, so she could go swimming every day.
- 3 This was the time _____ and everyone was cold and hungry.
- 4 It was the year _____ and everybody had to cook their dinner by candlelight.
- 5 I went back to the town _____. so I could see the house where I used to live.
- 6 He will never forget the park _____.

2 Join two simple sentences to make a complex sentence with an attributive clause.

EXAMPLE: Wang An moved to the US from Shanghai in 1945. He was born in Shanghai.

Wang An moved from Shanghai, where he was born, to the US in 1945.

- 1 Harvard is a world-famous university. There Wang An got his Doctor's degree.
- 2 He arrived in America in 1945 as a young man. He had lost most of his family during the Anti-Japanese War.
- 3 Wang An spent 3 years in Harvard University. There he studied applied physics(应用物理学).
- 4 In 1951 Dr Wang founded his own company. Computers were made there.
- 5 He became a very successful entrepreneur (企业家) in the US in 1985. He made \$3 billion.
- 6 Dr Wang died in the year 1990. At that time IT was developing rapidly all over the world.
- 7 This is Dr Wang. The computer company belonged to him.

LISTENING TASK

- 1** When you look at people or things, you may have a different point of view from others.
Now listen to the tape and answer the following questions.

- 1 What does a "point of view" mean?

- 2 Why will the police not just ask one person after an accident?

- 3 Why will people tell different stories after an accident?

- 4 Why did the two speakers have different ideas about the cause of the accident?

- 2** Listen to the tape again and then complete the following tables.

INFORMATION ON A CAR ACCIDENT BY: A

- | | |
|----------------------------------|--|
| Where did it happen? | |
| How many people in the accident? | |
| BEFORE THE ACCIDENT | |
| Where was the boy? | |
| Where was the car? | |
| What happened? | |
| Who caused it? | |

INFORMATION ON A CAR ACCIDENT BY: B

- | | |
|----------------------------------|--|
| Where did it happen? | |
| How many people in the accident? | |
| BEFORE THE ACCIDENT | |
| Where was the boy? | |
| Where was the car? | |
| What happened? | |
| Who caused it? | |

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

READING TASK

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

I think Bill Gates is / is not a great man because _____

Remember that is *your point of view*. Now read through the evidence and fill in the research note below. You must not add anything or leave anything out.

A FOLLOWER OF BILL GATES

I have been a friend of Bill Gates for a long time. I knew him when he was a student at Harvard University. We were surprised when he left University to set up his own company "Microsoft" and make his own software. But he was the clever one! He is very good at writing computer languages and almost all computers now use Microsoft software. The program "Word" is used from Britain



to China! Of course he has made a lot of money and that makes people very jealous (妒忌的). They want to stop his success. Even the government is against him and has tried to break his company into two parts. They say that he is unfair (不公平的) to other people who want to sell similar software. Because he fits his new software free in every new computer, the government says he is stopping other companies from selling their programs. This is not fair. Everyone should be able to do what they can to make their company bigger. Bill Gates has only done what he can to stop other competitors (竞争对手). He is very rich, but he is generous. He has given millions of dollars to help the education and health of many children around the world. You could not meet a better man than Bill Gates.

A COMPETITOR OF BILL GATES

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

- 1** Fill in the information sheet.

INFORMATION ABOUT BILL GATES

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

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

SPEAKING TASK

Did you change your mind after reading more about him? Why or why not?

What qualities do you think are needed to make a great person? Try to work out reasons so that your choice is not just your point of view. To do this we need to choose some qualities that everybody agrees great men have. Look at the list of qualities that are set out below. You are going to choose four that you consider are the most important for a great person. While you are choosing each one, think of someone you know or have heard of that has that quality. Then when you have finished choosing, prepare to give a talk to the class. You should explain why you chose each one and who shows it.

intelligent

determined

generous

kind

unselfish

hard-working

brave

confident

To my understanding, a great person is someone who _____

WRITING TASK

Choose a great person you admire. Write a passage about him / her. If you want to write about a person who is not known by many people, it is your job to write to the newspaper and tell everyone about his / her good qualities and how he / she helped others.

Paragraph 1: Personal Information

Paragraph 2: His / Her hard work and achievements

Paragraph 3: His / Her good qualities

Paragraph 4: Your opinion

PROJECT

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

CHECKING YOURSELF

- 1 What kind of person do you want to be? What will you do to realize your goal?

- 2 Are you going to become a great person like Nelson Mandela? Why?

- 3 Do you think a rich and successful person is a great person? Why or why not?

- 4 What have you learned from Nelson Mandela? For what quality do you admire (钦佩) him most?

- 5 Do you know anyone who has given up a lot for others?

- 6 How well have you done in the exercises on the attributive clause?

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

Notes to the texts

课文注释

UNIT I

1. Make the following survey. Add up your score and see how many points you can get. 完成下面的调查，将你所得的分数加起来，看看你能得到多少分。

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

upset 在此处是形容词，作补语，用来补充形容主语 your friend 来学校时的心情。如：
He went to bed cold and hungry. 他又冷又饿地上床睡了。

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

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

have got to 必须；不得不。如：

Have you got to go now? 你非得现在走吗？

I've got to go to a meeting. 我得去参加会议。



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

4. You will tell your friend that you are concerned about him / her but you have to go to class. 你会告诉你的朋友你很关心他（或她），但是你得去上课。

be concerned about 为……担心；关心；关注。如：

The family are all concerned about her safety. 全家对她的安全十分担心。

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

5. Anne's Best Friend 安妮最好的朋友。

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

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

Jewish 犹太人，公元前 6 世纪以前称希伯来人，公元前 11 世纪在巴勒斯坦建立过希伯来王国。公元前 63 年罗马人占领巴勒斯坦后，犹太人遭到残酷镇压，绝大多数犹太人逃离巴勒斯坦，流散世界。

各地。第二次世界大战期间有约450~550万欧洲犹太人被德国法西斯杀害。第二次世界大战后，大批犹太人移居巴勒斯坦。1947年11月29日，联合国通过关于巴勒斯坦分治的决议。1948年5月14日，宣布成立以色列国。

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

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

set down 放下；写下；记下。如：

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

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

a series of 一系列；一连串。如：

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

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

itself 在这里是 it 的强调形式，做 diary 的同位语。如：

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

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

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

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

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

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

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

Why hasn't Jane been speaking to me for days? 简为什么好几天不理我？

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

grow (be) crazy about 对……十分狂热；十分痴迷。如：

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

Young girls and boys have grown crazy about rock music. 小女生和小男生们对摇滚乐近乎疯狂。

9. **For example, when it was so warm, I stayed awake on purpose until half past eleven one evening in**

order to have a good look at the moon for once by myself. 比如, 有天晚上天气很暖和, 我熬到 11 点半故意不睡觉, 为的是独自好好看看月亮。

stay 可以作系动词来用, 后面接形容词或名词。如:

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

He remained an ordinary teacher all his life. 他一生都是一个平凡的教师。

on purpose 有意地; 故意地。如:

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

in order to 为了……; 以……为目的。如:

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

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

far 经常与 too 或形容词的比较级连用, 意为“过于; ……得多”。如:

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

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

dare 是具有情态动词和一般动词两种用法的词, 在使用习惯上有如下一些特点:

1) 在肯定句中的 dare, dares, dared 之后, 不定式一般加 to。如:

He dares to do most things, but he doesn't dare to do this. 他什么事都敢做, 但这件事却不敢。

He dared to do that and something even worse. 那件事他都敢做, 更坏的事他也敢做。

2) 在否定句中和疑问句中的 dare 之后, 不定式一般不加 to。如:

We could see he dared not tell the truth. 我们可以看出他不敢说实话。

Dare she tell them what she knows? 她敢把自己知道的告诉他们吗?

How dare you say so? 你怎么敢这么说?

3) 在用 do 或 does 构成的否定句和疑问句中, 理论上虽然应当有 to, 实际使用却经常把 to 省略。

如:

We did not dare (to) tell him that he had failed again this time. 我们不敢把他这次又失败的事情告诉他。

Does he dare (to) go out at night in such stormy weather? 他敢在这样一个暴风雨夜外出吗?

11. Another time some months ago, I happened to be upstairs one evening when the window was open.

还有一次, 就在几个月以前的一天晚上, 我碰巧在楼上, 窗户是开着的。

happen to do 恰巧; 碰巧; 偶然 (做某事)。如:

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

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

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

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

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

It was the third time that she had come to this mountain village to see the children. 这是她第三次

来到这个山村看望这些孩子。

13. Jews were caught by Nazis and put away. 犹太人被纳粹兵抓住并关押起来。

put away 把……关起来。如：

It was unfair to put him away in prison. He only told the truth. 把他关进监狱不公平，他不过是说了些实话。

People like that should be put away. 那样的人应当被关起来。

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

with 后面常跟一个由介词、分词或是其他类型的复合结构，在句子中起状语作用。如：

The young mother came downstairs, with her baby boy in her arms. What a lovely picture! 年轻的母亲怀抱婴儿走下楼梯。这是多么美好的一幅画呀！

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

UNIT 2

1. Today, more people speak English as their first, second or foreign language than ever before.

英语是当前世界上运用最广的语言之一。目前世界上把英语作为第一语言（本族语）的国家有英国、爱尔兰、美国、加拿大、澳大利亚、新西兰等，总人口约有3亿，把英语作为第二语言（即不是本族语，但是是所在国的通用语）使用的国家主要是53个英联邦国家中除英国、澳大利亚等之外的国家，如亚洲的印度、巴基斯坦、马来西亚、新加坡、菲律宾和非洲的尼日利亚、南非、加纳、坦桑尼亚等，英语人口约有2.5亿，共5.5亿。此外，把英语作为外国语使用的人约3~5亿。把英语作为第二语言和作为外国语这两种不同的使用，说明英语越来越被看成一种国际交往的工具，它不再为一国或一个民族所专有，而是一种中性的信息媒介。

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

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

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

2. Native English speakers can understand each other even if they don't speak the same kind of English.

以英语作为母语的人，即使他们所讲的语言不尽相同，也可以相互交流。

even if 即使；尽管。如：

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

 问题：请比较以下两个句子，有什么区别？

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

If I had money, I would buy it.

3. All languages change when cultures communicate with one another. 当不同的文化互相渗透时，所有的语言都会发生变化。

communicate with 通消息；交流；相连。如：

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

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

4. Actually, it was based more on German than present day English. 实际上，当时的英语更多地是以

德语为基础，而现代英语不是。

be based on 以……为基础。如：

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

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

5. It became closer to the language you are learning now. 它更接近你们正在学习的英语。

close to 几乎，接近。如：

The children are close to each other in age. 这些孩子年龄相近。

We were so close to winning the game. 比赛中我们就要赢了。

6. In the 1600's, Shakespeare made use of a wider vocabulary than ever before. 在17世纪，莎士比亚所用的词汇比以前任何时候都多。

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

7. One big change in English usage happened when Noah Webster wrote the *American Dictionary of the English language*, giving American English its own identity. 英语用法发生了一次大变化，在诺厄·韦伯斯特编著《美国英语词典》的那个时期，这本词典体现了美国英语的特色。

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

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

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

9. India has a very large number of English speakers. 印度拥有众多的讲英语的人。

India 印度，亚洲南部国家。首都是新德里 New Delhi。人口约十亿，居世界第二。印度是历史最悠久的国家之一，曾有灿烂的文化。1757—1947年曾沦为英国殖民地。1947年重获独立。

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

believe it or not 信不信由你。如：

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

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

UNIT 3

1. Choose three places to visit and find out the one-way fare to get there for different kinds of transport.

选择三个游览的地方，并查明不同交通方式的单程票价。

one-way 单程；round-way 往返。

2. Vientiane, Laos 万象，老挝首都。

老挝是亚洲东南部国家，有“万象之邦”之称。它是东南亚唯一内陆国。东邻越南，南接柬埔寨，西与泰国、缅甸交界，北同中国云南省接壤。面积 23.68 万平方公里。

3. **Phnom Penh, Cambodia** 柬埔寨的金边。它是柬埔寨首都和经济、交通、文化中心。它位于湄公河、洞里萨河和巴塞河汇合处的西岸，面积 73 平方公里。
4. **Ho Chi Minh City, Vietnam** 越南的胡志明市。越南最大城市和港口，工商业中心。位于湄公河三角洲的东北部，距河口约 80 公里。面积 1,845 平方公里。胡志明市曾有东南亚“米市”之称，同时也是越南南部的重要交通枢纽。
5. **Journey down the Mekong** 沿湄公河而下的旅行。

the Mekong 见本课注释 9。

6. **Since middle school, my sister Wang Wei and I have dreamed about taking a great bike trip.** 从高中起，我姐姐王薇和我—王坤就一直梦想作一次自行车旅行。

dream (of) about doing 梦想做某事。**如：**

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

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

7. **It was my sister who first had the idea to cycle along the Mekong River from where it begins to where it ends.** 首先想到要沿湄公河从源头到终点骑车旅游的是我的姐姐。

It was ... who (that) ... 是个强调句式，用来强调句子里的各种成分，以引起听者的注意。

如果不用强调句式，以上例句可改为 *My sister first had the idea ...*

 **问题：**以下两个强调句有何不同？请自己造一个句子，然后用强调句型强调句子的不同部分。

It was a Mexican who bought our old car last week.

It was last week that we sold our old car to a Mexican.

8. **Then she persuaded me to buy one.** 然后她还说服了我也买了一辆（山地车）。

persuade ... to do 说服；劝服某人做某事。**如：**

Finally we persuaded them to come with us. 最后我们说服他们跟我们来了。

He persuaded me to buy the house and now I'm very glad he did. 他说服我买下了这房子，我现在很高兴他这么做了。

9. **They are Dai and grew up in western Yunnan Province near the Lancang River, the Chinese part of the river that is called the Mekong River before flowing in other countries.** 他们是傣族人，在云南省西部靠近澜沧江的地方长大的，澜沧江在中国境内的这一段叫澜沧江，流到其他国家的就叫湄公河。

Dai (Dai nationality) 傣族是中国的少数民族之一。主要聚居在云南省西双版纳傣族自治州、德宏傣族景颇族自治州和耿马傣族佤族自治县、孟连傣族拉祜族佤族自治县。他们使用傣语。本族有拼音文字。主要节日有关门节、开门节、泼水节等。

the Lancang River 澜沧江源于青藏高原，是横断山脉区的重要河流，它是中国最长的南北向河流和水电重点开发河流，流出中国国境后称湄公河，在越南胡志明市以南入海。澜沧江总长 2,354 公里，流域面积 16.5 万平方公里。

10. **Although she didn't know the best way of getting to places, she insisted that we find the source of the river and begin our journey there.** 虽然她对去某些地方的最佳路线并不清楚，她却坚持我们要找到河的源头，并从那里开始我们的行程。

insist 后面的从句中经常用虚拟语气，动词由 **should** 加动词原形构成，其中的 **should** 可以省略。**如：**

I insist that he (should) study medicine instead of law. 我坚持要他学医，不学法律。

Jack insisted that we (should) put our tent on the big rock. 杰克坚持我们把帐篷搭在那块大岩石上。类似的动词还有 determine, order, request, suggest 等。



问题 在运用连词 although 或 though 引导的状语从句时，我们常犯的错误是什么？

11. She gave me a determined look – the kind that said she wouldn't change her mind. 她给了我一个坚定的眼神——这种眼神表明她是不会改变主意的。

determined 在句中是个形容词，意为“坚定的；坚决的”。如：

His mother is a determined woman who always gets what she wants. 他母亲是一个坚定的女人，她总能达到自己的目的。

They were determined to drive the enemy from their land. 他们决心把敌人赶出他们的领土。

12. Once she has made up her mind, nothing can change it. 她一旦下了决心，什么也不能使她改变。

once 可以做状语从句的连词，意为“一旦”。如：

Once you show fear, he will attack you. 你一旦显出害怕，他就会攻击你。

Once you make a promise, you should keep it. 你一旦许诺，就要兑现。

make up one's mind 下定决心；拿好主意。如：

I haven't made up my mind yet. 我还没打定主意呢。

He has made up his mind to go into business when he leaves college. 他下决心大学毕业后经商。

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

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

14. To climb the mountain road was hard work but to go down the hills was great fun. 上山很艰难，而下山却很好玩。

to climb 和 to go down the hills 都是动词的不定式短语，在句中作主语用。

UNIT 4

1. Earthquake 地震。

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

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

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

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

one-third 三分之一。分数的表达方法如下：

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

If an apple is cut into six equal slices, each slice is called one-sixth. If you eat two slices, you eat two-sixths or one-third. 如果一个苹果被分成六等份，每一份就是 $1/6$ ，如果你吃了两块，就是吃了 $2/6$ 。

或 1/3。

2) 前面带有整数的分数用数字表示，但放在句首时则用文字。如：

Your bag is $2\frac{1}{2}$ times the weight of mine. 你的书包是我的书包的两倍半重。

Two and a quarter inches of rain fell over the weekend. 周末降雨量达 $2\frac{1}{4}$ 英寸。

3. The number of people who were killed or injured reached more than 400,000. 死伤人数达到40多万。

the number of 数字；数量；a number of 很多；好些。如：

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

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

He worked there for a number of years. In fact, the town was part of his life. 他在那里工作了许多年。事实上，那个小镇已经是他生活的一部分了。

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

4. Everywhere they looked nearly everything was destroyed. 人们无论朝哪里看，哪里一切都几乎被毁坏了。

everywhere 在这里做连词用，引起状语从句。如：

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

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

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

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

however 然而；不过。如：

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

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

6. Sand now filled the wells instead of water. 井里满是沙子而不是水。

instead of 代替某人、某事。如：

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

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

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

last 延续；持续。如：

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

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

 问题：我们以前学过的 last 和本单元中的 last 用法和词性有何不同？你能举例说明吗？

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

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

The old and the sick sat on a more comfortable bus. 老人和病人坐在一辆舒适的汽车上。

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

UNIT 5

- William Tyndale** 威廉·汀代尔 (1494—1536)。英国早期的新教改革者，以其翻译的英文版《圣经》而闻名于世。他曾长期旅居德国和比利时，深受德国的宗教改革家马丁·路德的影响。他擅长希腊文和希伯来文，其译作生动且词汇丰富，他翻译的《新约全书》、《摩西五书》和《约拿书》等成为其后所有英文版《圣经》的蓝本。
- Henry Norman Bethune** 白求恩 (1890—1939)。国际主义战士，著名胸外科医师，加拿大安大略省格雷文赫斯特镇人，出身于牧师家庭，1916年毕业于多伦多大学医学院，获学士学位。英国皇家外科医学会会员和美国胸外科学会会员、理事。他的胸外科医术在加拿大、英国和美国医学界享有盛名，1938年3月，他奔赴中国支援抗日战争，不幸于当年11月12日逝世。
- Sun Yat-sen** 孙中山 (1866—1925)。名文，号逸仙，中国近代民主革命家、思想家。1866年11月12日生于广东省香山县（今中山市）。1894年创建中国最早的民主革命团体兴中会，1905年成立中国同盟会，组织了多次反清武装起义。1911年在他的领导下爆发辛亥革命，推翻了清王朝。次年元旦建立了中华民国，担任临时大总统。接着又相继领导了反对袁世凯和各派军阀统治的运动，并在晚年促成中国国民党与中国共产党合作，共同进行反帝反封建的国民革命。1925年3月12日在北京逝世。其著作集为《孙中山全集》。孙中山的政治思想，主要体现于他所倡导的三民主义，即民族主义、民权主义、民生主义的基本内容。
- Mohandas Karamchand Gandhi** 甘地 (1869—1948)。印度国民大会党领袖，民族解放运动最著名的领导人，非暴力不合作运动倡导者，享有“圣雄”称号。
1948年1月30日甘地在德里作晚祷时，被印度教一名极右派分子开枪暗杀，终年77岁。甘地在个人生活上奉行禁欲和苦行，“坚持真理”和“非暴力抵抗”是甘地思想的核心。
- Neil Armstrong** 尼尔·阿姆斯特朗。美国宇航员。生于俄亥俄州，16岁成为一名飞行员，1962年入选美国宇航员。1969年他参加阿波罗11号登月飞行，第一个踏上月球表面，并且说了一句著名的话：“这是一个人的一小步，同时又是人类的一大步。”
- The time when I first met Nelson Mandela, was a very difficult period of my life.** 第一次见到纳尔逊·曼德拉的时候是在我一生中非常艰难的时期。

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

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

- It was in 1952 and he had opened a black law firm to advise poor black people on their problems.** 那是在1952年，他开设了一家黑人法律事务所，为那些遇到麻烦的穷苦黑人提供咨询服务。

advise ... on 就某事出主意。如：

He advised me on some ways to solve my family problems. 他就如何解决我的一些家庭难题给了我许多建议。

It's a doctor's job to advise patients on health problems. 医生的职责就是向病人提供有关健康的建议。

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

be ... away 有……远，可以指距离，也可以指时间。如：

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

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

- 9. After trying hard, I got a job in a gold mine.** 几经周折，我才在一家金矿上找到了一份工作。

after doing 是个介词短语作状语用，表示时间。如：

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

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

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

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

- 11. I never forgot how kind he was and when he organized the ANC Youth League, I joined it as soon as I could.** 我永远也忘不了他对我的恩情。当他组织了非国大青年联盟时，我马上就参加了这个组织。

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

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

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

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

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

The water will soon find its own level. 水很快就会流到低处。

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

- 13. We were put in a position in which we had either to accept we were less important, or fight the Government.** 我们被置于这样一个境地：要么我们被迫接受低人一等的现实，要么我们跟政府作斗争。

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

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

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



问题：在进行比较时，除了用以上的结构表示“不如”或“不及”之意，初中还学过一种表达方式。你还记得吗？请用两种结构造句，想一下这两种结构的用法有何不同。

14. Only then did we decide to answer violence with violence. 只有在这时，我们才决定用暴力反抗暴力。

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

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

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

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

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

Robben Island 罗本岛。位于南非共和国开普敦市七公里之外的海上，以曾经关押过南非前总统纳尔逊·曼德拉而闻名，现被辟为旅游胜地。

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

better educated 是 well educated 的比较级。

Grammar 语 法

I 动 词

(The Verb)

1 将来动作的表达法 (be + v-ing)

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

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

Are you coming to the cinema? 你来看电影吗？

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

He is leaving for London. 他将赴伦敦。

We're spending next winter in Australia. 我们下个冬天在澳大利亚过。

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

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

II 直接引语和间接引语

(Direct Speech and Indirect Speech)

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

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

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

1 陈述句

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

1) 人称的变化

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

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

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

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

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

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

3) 指示代词、时间状语、地点状语和动词的变化

直接引语转换成 间接引语时指示 代词等的变化	例句	
	直接引语	间接引语
this → that	She said, "I will come this morning."	She said that she would go that morning.
these → those	"He said, "These books are mine."	He said that those books were his.
now → then	He said, "It is nine o'clock now."	He said that it was nine o'clock then.
ago → before / earlier	He said, "My sister was here three days ago."	He said that his sister had been there three days before / earlier.

today → that day	He said, "I haven't seen her today."	He said that he hadn't seen her that day .
yesterday → the day before	She said, "I went there yesterday ."	She said that she had gone there the day before .
tomorrow → the next / following day	She said, "I'll go there tomorrow ."	She said that she would go there the next / following day .
the day after tomorrow → in two days' time	He said, "They will arrive the day after tomorrow ."	He said that they would arrive in two days' time .
come → go here → there the day before yesterday → two days before / earlier	She said, "I came here to see the doctor the day before yesterday ."	She said that she had gone there to see the doctor two days before / earlier .

说明：

(1) 直接引语如果是常识真理，变为间接引语时，时态不变。如：

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

He said that light travels much faster than sound.

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

2 折使句

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

She said to us, "Please sit down." 她对我们说：“请坐。” —

She **asked us to sit down**. 她请我们坐下。

He said to him, "Go away!" 他对他说：“走开！” —

He **ordered him to go away**. 他命令他走开。

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

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

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

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

3 疑问句

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

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

"Do you think a diary can become your friend?" the writer says. 作者问: "你认为日记能成为你的朋友吗?" —

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

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

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

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

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

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

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

He asked me what I wanted. 他问我想要什么。

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

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

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

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

III 定语从句

(The Attributive Clause)

在复合句中, 修饰名词或代词的从句叫做定语从句。如:

The man who lives next to us sells vegetables.

You must do everything that I do.

上面两句中的 man 和 everything 是被定语从句修饰的词, 叫先行词, 其后的黑体部分为定语从句, 其中 who 和 that 叫做关系代词。引导定语从句的词有关系代词 that, which, who

(宾格 whom, 所有格 whose) 和关系副词 where, when, why 等。关系代词或关系副词处在先行词和定语从句之间，起着连接主从句、指代先行词和在从句中作句子成分的三重作用。

1 关系代词 that, which, who 引导的定语从句

关系代词		例句
that 在从句中作主语或宾语	指物	1) A plane is a machine that can fly . (作主语) 2) The noodles (that) I cooked were delicious. (作宾语)
	指人	1) Who is the man that is reading a book over there ? (作主语) 2) The girl (that) we saw yesterday was Jim's sister. (作宾语)
which 在从句中作主语或宾语	指物	1) They planted some trees which didn't need much water . (作主语) 2) The fish (which) we bought this morning were not fresh. (作宾语)
who, whom 在从句中分别作主语或宾语	指人	1) The foreigner who visited our class yesterday is from Canada. (作主语) 2) The boy who broke the window is called Tom. (作主语) 3) The person to whom you just talked is Mr Li. (作宾语) 4) Mrs Read is the person to whom you should write . (作宾语)

2 由关系代词 whose 引导的定语从句：

关系代词 whose 为关系代词 who 的所有格形式，用作名词的限定语，whose 引导的定语从句既可为限制性的，也可为非限制性的。先行词既可为人，也可为物，whose 和它所修饰的名词在定语从句中可作主语及动词或介词的宾语。如：

This is the scientist **whose name is known all over the world**.

I went to see my friends the Smiths, **whose children I used to look after** when they were small.

The room **whose window faces south** is mine.

He has written a book **whose name I've forgotten**.

= He has written a book **the name of which I've forgotten**.

= He has written a book **that I've forgotten the name of**.

= He has written a book **of which I've forgotten the name**.

3 由关系副词 when, where, why 引导的定语从句:

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

Words and expressions in each unit

各单元生词和习惯用语

注：带△符号的词不要求掌握。

Unit 1

- △ survey /'sa:vəɪ/ *n.* 调查；测验
- add /æd/ *vt.* 增加；添加；补充说
 vi. 加；加起来；增添
- add up 合计
- point /pɔɪnt/ *n.* 点；尖端；分数
- upset /ʌp'set/ *vt. & vi.* (upset, upset; upsetting)
 使不安；使心烦
 adj. 心烦意乱的；不适的；不舒服的
- ignore /ɪg'nɔ:/ *vt.* 不理睬；忽视
- calm /kɑ:m/ *adj.* 平静的；镇静的；沉着的
 vt. & vi. (使)平静；(使)镇定
- calm down 平静下来；镇定下来
- have got to 不得不；必须
- concern /kən'sə:n/ *vt.* 涉及；关系到
 n. 关心；关注；(利害)关系
- be concerned about 关心；挂念
- walk the dog 遛狗
- loose /lu:s/ *adj.* 松的；松散的；松开的
- cheat /tʃi:t/ *n.* 欺骗；骗子
 vt. & vi. 欺骗；骗取；欺诈；作弊
- reason /ri:zn/ *n.* 理由；原因
- list /lɪst/ *vt.* 列出
- share /ʃeə/ *vt.* 分享；均分；分担
 n. 一份；份额
- feeling /'fi:liŋ/ *n.* 感觉；感情
- go through 经历；经受；
△ Amsterdam /ə'mstə'dæm/ *n.* 阿姆斯特丹
 (荷兰首都)
- Netherlands /neðə'ləndz/ *n.* 荷兰
- △ Jewish /dʒu:(;)ɪʃ/ *adj.* 犹太人的；犹太族的

- German /dʒɜ:mən/ *n.* 德国人；德语
 adj. 德国的；德国人的；德语的
- △ Nazi /'na:tsi/ *n.* 纳粹党人 *adj.* 纳粹党的
- hide away 躲藏；隐藏
- set down 放下；记下；登记
- series /'si:ri:z/ *n.* 连续；系列
 a series of 一连串的；一系列；一套
- △ Kitty /'kɪti/ *n.* 基蒂 (女名)
- outdoors /aʊt'dɔ:z/ *adv.* 在户外；在野外
- crazy /'kreɪzi/ *adj.* 疯狂的；狂热的
- nature /'neɪtʃə/ *n.* 自然；自然界
- △ spellbind /spelbaind/ *vt.* (spellbound, spellbound) 迷住；迷惑
- purpose /'pa:pəs/ *n.* 目的；意图
 on purpose 故意
- in order to 为了……
- dare /deə/ *vt. & v. aux.* 敢；胆敢
- thunder /'θʌndə/ *n.* 雷；雷声 *vt.* 打雷；雷鸣
- entirely /ɪn'taɪəli/ *adv.* 完全地；全然地；整个地
- power /'paʊə/ *n.* 能力；力量；权力
- face to face 面对面地
- according /ə'kɔ:dɪŋ/ *adv.* 依照
 according to 按照；根据……所说
- accordingly /ə'kɔ:dɪŋli/ *adv.* 按照；依据
- trust /trʌst/ *vt. & n.* 信任；信赖
- indoors /ɪn'do:z/ *adv.* 在室内；入室内
- suffer /'safə/ *vt. & vi.* 遭受；忍受；经历
- teenager /ti:n.eɪdʒə/ *n.* 十几岁的青少年
- get along with 与……相处；进展
- △ gossip /'gɒsɪp/ *vi. & n.* 闲话；闲谈
- fall in love 相爱；爱上

advice /əd'veɪs/ *n.* 忠告；建议
 questionnaire /'kwestʃə'nærɪ/ *n.* 调查表；问卷
 quiz /kwɪz/ *n.* 测验；提问
 vt. 对……进行测验
 situation /sɪtju'eɪʃn/ *n.* 情形；境遇；
 (建筑物等的)位置
 editor /'edɪtə/ *n.* 编辑
 communicate /kə'mju:nɪkeɪt/ *vi.* 交际；沟通；传达(感情、信息等)
 join in 参加；加入
 habit /'habɪt/ *n.* 习惯；习性

Unit 2

include /ɪn'klu:d/ *vt.* 包括；包含
 role /rəʊl/ *n.* 角色；任务
 play a role (in) 在……中担任角色；
 在……中起作用
 because of 因为；由于
 international /'ɪntə'næʃnəl/ *adj.* 国际的；世界的
 native /'neɪtɪv/ *n.* 本地人；本国人
 adj. 本国的；本地的
 elevator /'elɪvətə/ *n.* 电梯；升降机
 flat /flæt/ *n.* <英> 公寓住宅；单元住宅
 adj. 平的；平坦的
 apartment /ə'pɔ:tment/ *n.* <美> 公寓住宅；
 单元住宅
 rubber /'rʌbə/ *n.* 橡皮；橡胶
 petrol /'petrol/ *n.* <英> 汽油 (=<美>gasoline)
 gas /gæs/ *n.* 气体；汽油；煤气；毒气
 modern /'mɒdn/ *adj.* 近代的；现代的；时髦的
 come up 走近；上来
 culture /'kʌltʃə/ *n.* 文化；文明
 AD 公元
 actually /æktyʃuətl/ *adv.* 实际上；事实上
 present /'prez(ə)nt/ *adj.* 现在的；出席的；到场的
 rule /ru:l/ *vt. & vi.* 统治；支配；管辖
 △ Shakespeare /ʃeɪkspeɪə/ 莎士比亚(1564-1616)
 英国剧作家、诗人)
 vocabulary /və'kæbjʊləri/ *n.* 词汇；词汇量；词表

usage /ju:sɪdʒ/ *n.* 使用；用法；词语惯用法
 △ Noah Webster /nəʊə 'webstə/ 诺亚·韦伯
 斯特(1758-1843 美国词典编纂家)
 identity /aɪ'dentɪtə/ *n.* 本身；本体；身份
 government /gəvərnəmənt/ *n.* 政府
 such as 例如……；像这种的
 Singapore /sɪnggə'pɔ:/ 新加坡(东南亚国家)
 Malaysia /mə'lajɪə/ 马来西亚(东南亚国家)
 马来群岛
 rapidly /ræpidlɪ/ *adv.* 迅速地
 phrase /frefz/ *n.* 短语；词语；惯用语
 candy /kændɪ/ *n.* <美> 糖果 (=<英> sweets)
 lorry /lori/ *n.* <英> 卡车 (=<美> truck)
 △ Lori /lori/ 罗丽(女名)
 command /kə'mon:d/ *n.* 命令；指令；掌握
 vt. & vi. 命令；指挥；支配
 request /rɪ'kwest/ *n. & vt.* 请求；要求
 retell /rɪ'tel/ *vt.* 复述；重述
 polite /pə'laut/ *adj.* 有礼貌的；客气的
 boss /bos/ *n.* 老板；上司
 standard /stændəd/ *n.* 标准；规格
 adj. 标准的；第一流的
 △ dialect /daɪəlekt/ *n.* 方言
 midwestern /mɪd'wɛstən/ *adj.* 中西部的；
 有中西部特性的
 southern /'sʌðən/ *adj.* 南方的；南部的
 Spanish /'spæniʃ/ *adj.* 西班牙的；西班牙人的；
 西班牙语的 *n.* 西班牙人；西班牙语
 play a part (in) 扮演一个角色；参与
 eastern /'i:stən/ *adj.* 东方的；东部的
 southeastern /səʊθ'i:stən/ *adj.* 东南方的；
 来自东南的
 northwestern /nɔ:θ'westən/ *adj.* 西北方的；
 来自西北的
 recognize /rekəgnɪz/ *vt.* 辨认出；承认；公认
 △ Houston /hju:stən/ *n.* 休斯顿(美国城市名)
 △ Texas /teksəs/ *n.* 德克萨斯州(美国州名)
 accent /'ækṣənt/ *n.* 口音；腔调；重音
 △ Buford /'bju:fəd/ *n.* 布福德(姓氏；男子名)
 △ Lester /'lestə/ *n.* 莱斯特(姓氏；男子名)

- △ catfish /kætfiʃ/ *n.* 鲶鱼
 lightning /laɪtnɪŋ/ *n.* 闪电
 direction /dɪ'rekʃn; daɪ'rekʃn/ *n.* 方向；指导；
 (常用复数) 指示；说明书
 ma'am /mæm/ *n.* 夫人；女士；小姐 <美>
 subway /'sʌbweɪ/ *n.* 地下人行道；<美>地铁
 block /blɒk/ *n.* 街区；块；木块；石块

Unit 3

- journal /'dʒɜːnl/ *n.* 日记；杂志；定期刊物
 fare /feɪər/ *n.* 费用
 transport /trənspɔ:t/ *n.* & *vt.* 运送；运输
 △ Vientiane /vjen'tjam/ *n.* 万象(老挝首都)
 △ Laos /laʊəs/ *n.* 老挝国(东南亚国家)
 △ Phnom Penh /pnɔːm'pen; pə'nɔːm'pen/
 金边(柬埔寨首都)
 △ Cambodia /kæm'bodiə/ *n.* 高棉；柬埔寨
 △ Ho Chi Minh /hoʊtʃi'mɪn/ *n.* 胡志明
 (越南民主共和国前主席)
 Vietnam /viət'næm/ *n.* 越南
 △ Mekong /'meɪkɔŋ/ 湄公河
 finally /'faʊnəli/ *adv.* 最后；终于
 cycle /saɪkl/ *vi.* 骑自行车
 persuade /pa'sweɪd/ *vt.* 说服；劝说
 stubborn /stʌbən/ *adj.* 顽固的；固执的
 insist /ɪn'sist/ *vt.* 坚持；强调
 △ source /sɔ:s/ *n.* 来源；水源
 proper /'propɔ:r/ *adj.* 适当的；恰当的
 properly /'propɔ:rli/ *adv.* 适当地；恰当地
 △ detail /dɪ'teɪl; dɪ'teɪl/ *n.* 细节；详情
 determine /dɪ'tɜːmɪn/ *vt.* 决定；确定；下定决心
 determined /dɪ'tɜːmɪnd/ *adj.* 坚决的；有决心的
 change one's mind 改变注意
 altitude /'æltɪtju:d/ *n.* 海拔高度；高处
 give in 投降；屈服；让步
 △ atlas /'ætləs/ *n.* 地图；地图集
 △ glacier /'gleɪsə: 'gleɪsʃə/ *n.* 冰河
 △ Tibetan /tɪ'bɛtən/ *adj.* 西藏的；藏族的；
 藏族人的 *n.* (西)藏语；西藏人；藏族人

- △ rapids /'reɪpɪdz/ *n.* 急流
 valley /'væli/ *n.* (山)谷；流域
 △ waterfall /'wɔ:təfɔ:l/ *n.* 瀑布
 △ plain /plæm/ *n.* 平原；草原
 △ delta /'dɛltə/ *n.* 三角洲
 attitude /'ætɪtju:d/ *n.* 态度；看法
 shorts /ʃɔ:ts/ *n.* 短裤
 camp /kæmp/ *n.* 营地；阵营 *vt.* 设营；扎营
 △ canyon /'kænjən/ *n.* 峡谷
 record /rɪ'kɔ:d/ *vt.* & *vi.* 记录；录音
 /rekɔ:d/ *n.* 纪录；唱片
 △ afterthought /ə:ftəθɔ:t/ *n.* 回想；事后的思考
 topic /'tɒpɪk/ *n.* 话题；主题
 familiar /fə'miljə/ *adj.* 熟悉的
 brave /brev/ *adj.* 勇敢的

Unit 4

- shake /ʃeɪk/ *v.* & *n.* (shook, shaken) 摆动；摇；
 颤抖；震动
 right away 立刻；马上
 well /wel/ *n.* 井
 rise /raɪz/ *vi.* (rose, risen /rɪzn/) 上升；升起；起身
 n. 上升；增加；上涨
 △ crack /kræk/ *n.* 裂缝；噼啪声
 vt. & *vi.* (使)开裂；破裂
 smelly /smelɪ/ *adj.* 发臭的；有臭味的
 pond /pond/ *n.* 池塘
 pipe /paɪp/ *n.* 管；导管
 burst /bɜ:st/ *vi.* (burst, burst) 爆裂；爆发
 n. 突然破裂；爆发
 at an end 结束；终结
 canal /kə'næl/ *n.* 运河；水道
 steam /sti:m/ *n.* 蒸汽；水汽
 dirt /dɜ:t/ *n.* 污垢；泥土
 ruin /'ru:n; 'ru:n/ *n.* 废墟；毁灭
 vt. & *vi.* (使)破产；毁灭
 injure /ɪndʒə/ *vt.* & *vi.* 损害；伤害
 △ survivor /sə'veɪva:/ *n.* 幸存者；生还者；
 残存物

destroy /dɪ'strɔɪ/ *vt.* 破坏；毁坏；消灭
 brick /brɪk/ *n.* 砖；砖块
 dam /dæm/ *n.* 水坝；堤坝
 useless /ju:sli:s/ *adj.* 无用的；无效的；无益的
 steel /sti:l/ *n.* 钢；钢铁
 shock /ʃɒk/ *vt. & vi.* (使)震惊；震动
 n. 休克；打击；震惊
 quake /kweɪk/ *n.* 地震
 rescue /rɛskju:/ *n. & vt.* 援救；营救
 electricity /ɪlek'trɪsɪtɪ/ *n.* 电；电流；电学
 disaster /dɪ'sa:stə/ *n.* 灾难；灾祸
 army /a:mɪ/ *n.* 陆军；军队
 organize (organise) /ɔ:gənائز/ *vt. & vi.* 组织；
 组织起来
 dig out 挖出；发现
 bury /berɪ/ *vt.* 埋葬；掩埋；隐藏
 coal /kɔ:l/ *n.* 煤
 mine /maɪn/ *n.* 矿；矿山；矿井
 coal mine 煤矿
 △ miner /maɪnə/ *n.* 矿工
 shelter /'ʃelta/ *n.* 掩蔽；掩蔽处；避身处
 fresh /fref/ *adj.* 新的；新鲜的；无经验的
 a (great) number of 许多；大量的
 give out 分发；发出(气味、热等)
 percent /pɔ:sent/ *n.* 百分比；百分数
 speech /spi:tʃ/ *n.* 演说；讲话
 judge /dʒadʒ/ *n.* 裁判员；法官
 vt. 判断；判决
 honour /'ənəʊ/ *n.* 荣誉；光荣；尊敬；敬意
 vt. 尊敬；给以荣誉
 prepare /pri'peə/ *vt.* 准备；预备；调制
 Europe /juərəp/ *n.* 欧洲
 thousands of 成千上万

Unit 5

△ Nelson Mandela /'nelsn mæn'dela/
 纳尔逊·曼德拉 (人名)
 hero /'herəʊ/ *n.* 英雄；男主角；勇士
 quality /'kwɔ:lɪti/ *n.* 质量；品质；性质

willing /'wɪlɪŋ/ *adj.* 乐意的；自愿的
 active /'æktyv/ *adj.* 积极的；活跃的
 lose heart 丧失勇气或信心
 in trouble 处于不幸中；在监禁中
 △ William Tyndale /'wɪljəm 'tndlə/
 威廉·廷代尔 (人名)
 △ Bible /'baɪbl/ *n.* 《圣经》
 △ invader /ɪn'veɪdə/ *n.* 侵略者
 republic /rɪ'publik/ *n.* 共和国；共和政体
 principle /'prɪncɪpl/ *n.* 法则；原则；原理
 △ nationalism /næʃnəlɪzəm/ *n.* 民族主义；
 国家主义
 △ livelihood /'laɪvlɪhod/ *n.* 生计；谋生
 △ Gandhi /'gʌndhɪ/ 甘地 (人名)
 fight /faɪt/ *vt. & vi.* (fought, fought) 打仗；
 搏斗；打架 *n.* 打仗；打架；争论
 peaceful /'pi:fl/ *adj.* 和平的；平静的；安宁的
 prison /prɪzən/ *n.* 监狱
 prisoner /prɪzna/ *n.* 囚犯；战俘
 △ Elias /'elɪəs/ 伊莱亚斯 (人名)
 period /'periəd/ *n.* 时期；学时；周期
 law /lɔ:/ *n.* 法律；法学；规律
 advise /əd'veɪs/ *vt.* 劝告；忠告
 continue /kən'tinju:/ *vt. & vi.* 继续
 fee /fi:/ *n.* 费(会费、学费等)；酬金
 gold /gəuld/ *n.* 黄金；金币 *adj.* 金的；金制的
 △ passbook /'pɑ:sbuk/ *n.* 南非共和国有色人种的
 身份证件
 △ Johannesburg /dʒo:bə'hænsbəg/ *n.* 约翰内斯
 堡(南非东北部城市)
 worry about 担心
 out of work 失业
 △ ANC 非国大；非洲人国民大会；
 非洲民族会议 (African National Congress)
 youth /ju:θ/ *n.* 青年；青年时期
 league /li:g/ 同盟；联盟；联合会
 Youth League 青年团
 stage /steɪdʒ/ *n.* 舞台；阶段；时期
 vote /vout/ *n.* 投票；选票；表决
 vt. & vi. 投票；选举

position /pə'zɪʃn/ *n.* 位置；职位；形势
 accept /ək'sept/ *vt.* 接受；认可 *vi.* 同意；承认
 violence /və'ləns/ *n.* 暴力；暴行
 as a matter of fact 事实上
 blow up 使充气；爆炸
 put ... in prison 把……投入监狱
 equal /'i:kwəl/ *adj.* 相等的；平等的
 △ Robben Island /'robən 'aɪlənd/ 罗本岛
 blanket /'blæŋkit/ *n.* 毛毯；毯子
 degree /dɪ'grɪ/ *n.* 度数；程度；学位
 guard /gʊd/ *n.* 守卫；警戒；看守
 educated /'edju:kɪtɪd/ *adj.* 受过教育的；有教养的
 come to power 当权；上台
 terror /'terə/ *n.* 恐怖；可怕的人；
 恐怖时期；恐怖活动

fear /fiə/ *n.* 恐怖；害怕；担心 *vt.* 害怕；畏惧
 cruelty /'krueəlti/ *n.* 残忍；残酷
 reward /ri'wɔ:d/ *n.* 报酬；奖金
 vt. 酬劳；奖赏
 right /raɪt/ *n.* 权利
 criminal /'krɪmɪnl/ *n.* 犯罪；犯罪者
 leader /'li:də/ *n.* 领导；领袖
 president /prezɪ'dənt/ *n.* 总统；会长；校长；行长
 △ Transkei /triəns'kei/ 特兰斯凯
 (南非东南部一地区)
 set up 设立；建立
 △ anti- [前缀] 反；抗；阻
 anti-black *adj.* 反黑人的
 sentence /'sentəns/ *vt.* 判决；宣判
 be sentenced to 被判处……(徒刑)
 sincerely /sɪn'sɪstlɪ/ *adv.* 真诚地

Vocabulary

词汇表

A

- a (great) number of 许多；大量的
 accent /'ækənt/ *n.* 口音；腔调；重音
 accept /ək'sept/ *vt.* 接受；认可
 vi. 同意；承认
 according /ə'kɔ:dɪŋ/ *adv.* 依照
 according to 按照；根据……所说
 accordingly /ə'kɔ:dɪŋli/ *adv.* 按照；依据
 active /'æktɪv/ *adj.* 积极的；活跃的
 actually /'æktyuəli/ *adv.* 实际上；事实上
 AD 公元
 add /æd/ *vt.* 增加；添加；补充说
 vi. 加；加起来；增添
 add up 合计
 advice /ad'veɪs/ *n.* 忠告；建议
 advise /ad'veɪs/ *vt.* 劝告；忠告
 △ afterthought /'a:ftəθɔ:t/ *n.* 回想；事后的思考
 altitude /'æltitju:d/ *n.* 海拔高度；高处
 △ Amsterdam /'æmstə'dæm/ *n.* 阿姆斯特丹
 (荷兰首都) (1)
 △ ANC 非国大；非洲人国民大会；非洲民族
 会议(African National Congress) (5)
 △ anti- [前缀] 反；抗；阻
 anti-black *adj.* 反黑人的
 apartment /ə'pɑ:tment/ *n.* <美>公寓住宅；
 单元住宅
 army /'ɑ:mu/ *n.* 陆军；军队
 as a matter of fact 事实上
 at an end 结束；终结
 △ atlas /'ætləs/ *n.* 地图；地图集
 attitude /'ætitud/ *n.* 态度；看法

B

- (4) because of 因为；由于 (2)
 (2) △ Bible /'baɪbl/ *n.* 《圣经》 (5)
 blanket /'blænkit/ *n.* 毛毯；毯子 (5)
 block /blɒk/ *n.* 街区；块；木块；石块 (2)
 blow up 使充气；爆炸 (5)
 boss /bos/ *n.* 老板；上司 (2)
 brave /breɪv/ *adj.* 勇敢的 (3)
 brick /brɪk/ *n.* 砖；砖块 (4)
 △ Buford /'bju:fəd/ *n.* 布福德 (姓氏；男子名) (2)
 (2) burst /bɜ:st/ *vi.* (burst, burst) 爆裂；爆发
 n. 突然破裂；爆发 (4)
 bury /beri/ *vt.* 埋葬；掩埋；隐藏 (4)
 C
 calm /kɑ:m/ *adj.* 平静的；镇静的；沉着的
 vt. & *vi.* (使)平静；(使)镇定 (1)
 calm down 平静下来；镇定下来 (1)
 △ Cambodia /kæm'bodiə/ *n.* 高棉；柬埔寨 (3)
 camp /kaemp/ *n.* 营地；阵营 *vt.* 设营；扎营 (3)
 canal /kə'næl/ *n.* 运河；水道 (4)
 candy /'kiend/ *n.* <美>糖果 (= <英>sweets) (1)
 △ canyon /'kaenjən/ *n.* 峡谷 (3)
 △ catfish /'kaetfiʃ/ *n.* 鲶鱼 (3)
 change one's mind 改变注意 (3)
 cheat /tʃeɪt/ *n.* 欺骗；骗子 *vt.* & *vi.* 欺骗；骗取；
 欺诈；作弊 (1)
 coal /kəʊl/ *n.* 煤
 mine /maɪn/ *n.* 矿；矿山；矿井 (4)
 coal mine 煤矿 (4)
 come to power 当权；上台 (5)
 come up 走近；上来 (2)
 command /kə'mand/ *n.* 命令；指令；掌握

vt. & vi. 命令；指挥；支配 (2)	entirely /ɪn'tɔ:lɪ/ adv. 完全地；全然地；整个地 (1)
communicate /kə'mju:nɪkeɪt/ vi. 交际；沟通；传达（感情、信息等） (1)	equal /'ekwəl/ adj. 相等的；平等的 (5)
concern /kən'sɜ:n/ vt. 涉及；关系到 n. 关心；关注；(利害)关系 (1)	Europe /'juərəp/ n. 欧洲 (4)
be concerned about 关心；挂念 (1)	F
continue /kən'tinju:/ vt. & vi. 继续 (5)	face to face 面对面地 (1)
△ crack /kræk/ n. 裂缝；噼啪声	fall in love 相爱；爱上 (1)
vt. & vi. (使)开裂；破裂 (4)	familiar /fə'miljəl/ adj. 熟悉的 (3)
crazy /'kreɪzɪ/ adj. 疯狂的；狂热的 (1)	fare /feɪr/ n. 费用 (3)
criminal /'krɪmɪnl/ n. 犯罪，犯罪者 (5)	fear /fɪə/ n. 恐怖；害怕；担心 vt. 害怕；畏惧 (5)
cruelty /'kru:əltɪ/ n. 残忍；残酷 (5)	fee /fi:/ n. 费(会费、学费等)；酬金 (5)
culture /'kʌltʃə/ n. 文化；文明 (2)	feeling /'fi:lɪŋ/ n. 感觉；感情 (1)
cycle /saɪkl/ vi. 骑自行车 (3)	fight /faɪt/ vt. & vi. (fought, fought) 打仗；搏斗 n. 打仗；打架；争论 (5)
D	finally /'fæməlɪ/ adv. 最后；终于 (3)
dam /dæm/ n. 水坝；堰堤 (4)	flat /flæt/ n. <英> 公寓住宅；单元住宅 adj. 平的；平坦的 (2)
dare /deə/ vt. & v. aux. 敢；胆敢 (1)	fresh /freʃ/ adj. 新的；新鲜的；无经验的 (4)
degree /dɪ'grɪ/ n. 度数；程度；学位 (5)	G
△ delta /'dɛtlə/ n. 三角洲 (3)	△ Gandhi /'gændhɪ/ 甘地 (人名) (5)
destroy /dɪ'strɔ:/ vt. 破坏；毁坏；消灭 (4)	gas /gæs/ n. (气体) 汽油；煤气；毒气 (2)
△ detail /'detɪəl; dɪ'teɪl/ n. 细节；详情 (3)	German /'dʒɜ:mən/ n. 德国人；德语 adj. 德国的；德国人的；德语的 (1)
determine /dɪ'tə:min/ vt. 决定；确定；下决心 (3)	get along with 与……相处；进展 (1)
determined /dɪ'tə:mɪnd/ adj. 坚决的； 决心的 (3)	give in 投降；屈服；让步 (3)
△ dialect /daɪəlekt/ n. 方言 (2)	give out 分发；发出 (气味、热等) (4)
dig out 挖出；发现 (4)	△ glacier /'gleɪsər; 'gleɪʃə/ n. 冰河 (3)
direction /dɪ'rekʃn; daɪ'rekʃn/ n. 方向；指导； (常用复数)指示；说明(书) (2)	go through 经历；经受 (1)
dirt /dɜ:t/ n. 污垢；泥土 (4)	gold /gəʊld/ n. 黄金；金币 adj. 金的；金制的 (5)
disaster /dr'za:stə/ n. 灾难；灾祸 (4)	H
E	△ gossip /'gɒspɪ/ vi. & n. 闲话；闲谈 (1)
eastern /'i:stən/ adj. 东方的；东部的 (2)	government /'gʌvənmənt/ n. 政府 (2)
editor /'edɪtə/ n. 编辑 (1)	guard /ga:d/ n. 守卫；警戒；看守 (5)
educated /'edju:kɪtɪd/ adj. 受过教育的； 有教养的 (5)	H
electricity /ilek'trɪsɪtɪ/ n. 电；电流；电学 (4)	habit /'habɪt/ n. 习惯；习性 (1)
elevator /'elɪvətə/ n. 电梯；升降机 (2)	have got to 不得不；必须 (1)
△ Elias /'elaɪəs/ 伊莱亚斯(男名) (5)	

hero /'heroo/ *n.* 英雄；男主角；勇士 (5)

hide away 躲藏，隐藏 (1)

△ Ho Chi Minh /ho:tʃi'min/ *n.* 胡志明
(越南民主共和国前主席) (3)

honour /'ənər/ *n.* 荣誉；光荣；尊敬；敬意
vt. 尊敬；给以荣誉 (4)

△ Houston /hju:stən/ *n.* 休斯顿(美国城市名) (2)

I identity /a'dentitət/ *n.* 本身；本体；身份 (2)

ignore /ɪg'nɔ:/ *vt.* 不理睬；忽视 (1)

in order to 为了…… (1)

in trouble 处于不幸中；在监禁中 (5)

include /m'klu:d/ *vt.* 包括；包含 (2)

indoors /in'dɔ:z/ *adv.* 在室内；入室内 (1)

injure /'indʒə/ *vt. & vi.* 损害；伤害 (4)

insist /'ɪnsɪst/ *vt.* 坚持；强调 (3)

international /ˌintə'næʃnəl/ *adj.* 国际的；
世界的 (2)

△ invader /in'vedə/ *n.* 侵略者 (5)

J Jewish /'dʒyəf(ə)tʃ/ *adj.* 犹太人的；犹太族的 (1)

△ Johannesburg /dʒən'hæmbsəg/ *n.* 约翰内斯堡
[南非(阿扎尼亚)东北部城市] (5)

join in 参加；加入 (1)

journal /'dʒɜ:mnl/ *n.* 日记；杂志；定期刊物 (3)

judge /dʒʌdʒ/ *n.* 裁判员；法官
vt. 断定；判断；判决 (4)

K Kitty /'kiti/ *n.* 基蒂 (女名) (1)

L Laos /laoz/ *n.* 老挝国 (东南亚国家) (3)

law /lɔ:/ *n.* 法律；法学；规律 (5)

leader /'li:də/ *n.* 领导；领袖 (5)

league /li:g/ *n.* 同盟；联盟；联合会 (5)

△ Lester /'lestə/ *n.* 莱斯特(姓氏；男子名) (2)

lightning /laɪtnɪŋ/ *n.* 闪电 (2)

list /list/ *vt.* 列出 (1)

△ livelihood /'laɪvlihod/ *n.* 生计；谋生 (5)

loose /lu:s/ *adj.* 松的；松散的；松开的 (1)

△ Lori /'lɔri/ 罗丽 (女名) (2)

lorry /'lɔri/ *n.* <英>卡车 (= <美>truck) (2)

lose heart 丧失勇气或信心 (5)

M

ma'am /mæm/ (= madam /'mædəm/) *n.* 夫人；
女士；小姐 (美) (2)

Malaysia /mə'læjsiə/ 马来西亚(东南亚国家)；
马来群岛 (2)

△ Mekong /'me:kɒŋ/ 湄公河 (3)

midwestern /mɪd'westən/ *adj.* 中西部的；
有中西部特性的 (2)

△ miner /'maɪnə/ *n.* 矿工 (4)

modern /'mɒdn/ *adj.* 近代的；现代的；时髦的 (2)

N

△ nationalism /na:fɪəlɪzəm/ *n.* 民族主义；
国家主义 (5)

native /'neɪtiv/ *n.* 本地人；本国人
adj. 本国的；本地的 (2)

nature /'neitʃə/ *n.* 自然；自然界 (1)

△ Nazi /'na:tsi/ *n.* 纳粹党人 *adj.* 纳粹党的 (1)

△ Nelson Mandela /'nelsn mæn'dela/
纳尔逊·曼德拉 (人名) (5)

Netherlands /'nedələndz/ *n.* 荷兰 (1)

△ Noah Webster /noʊə 'websta/ 诺亚·韦伯
斯特 (1758-1843 美国词典编纂家) (2)

northwestern /nɔ:θ'westən/ *adj.* 西北方的；
来自西北的 (2)

O

organize (organise) /'ɔ:gənائز/ *vt. & vi.* 组织；
组织起来 (4)

out of work 失业 (5)

outdoors /aʊt'dɔ:z/ *adv.* 在户外；在野外 (1)

P

△ passbook /'pa:sbɒk/ <i>n.</i> 南非共和国有色人种的 身份证件 (5)	
peaceful /'pi:sfl/ <i>adj.</i> 和平的；平静的；安宁的 (5)	
percent /'pə:sɛnt/ <i>n.</i> 百分比；百分数 (4)	
period /'piəriəd/ <i>n.</i> 时期；学时；周期 (5)	
persuade /pə'sweɪd/ <i>vt.</i> 说服；劝说 (3)	
petrol /'petrɒl/ <i>n.</i> <英>汽油 (<美>gasoline) (2)	
△ Phnom Penh /'fɒnm'pen; po'nɔ:m'pen/ 金边 (柬埔寨首都) (3)	
phrase /freɪz/ <i>n.</i> 短语；词语；惯用语	
pipe /paɪp/ <i>n.</i> 管；导管 (4)	
△ plain /pleɪn/ <i>n.</i> 平原；草原 (3)	
play a part (in) 扮演角色；参与 (2)	
play a role (in) 在……中担任角色； 在……中起作用 (2)	
point /pɔɪnt/ <i>n.</i> 点；尖端；分数 (1)	
polite /pə'lait/ <i>adj.</i> 有礼貌的；客气的 (2)	
pond /pɒnd/ <i>n.</i> 池塘 (4)	
position /pə'zɪʃn/ <i>n.</i> 位置；职位；形势 (5)	
power /'paʊə/ <i>n.</i> 能力；力量；权力 (1)	
prepare /prɪ'peə/ <i>vt.</i> 准备；预备；调制 (4)	
present /'prez(ə)nt/ <i>adj.</i> 现在的；出席的； 到场的 (2)	
president /'prezɪdənt/ <i>n.</i> 总统；会长；校长； 行长 (5)	
principle /'prɪnsəpl/ <i>n.</i> 法则；原则；原理 (5)	
prison /'prɪzn/ <i>n.</i> 监狱 (5)	
prisoner /'prɪznə/ <i>n.</i> 囚犯；战俘 (5)	
proper /'propɔ:/ <i>adj.</i> 适当的；恰当的 (3)	
properly /'propɔ:lɪ/ <i>adv.</i> 适当地；恰当地 (3)	
purpose /'pa:pəs/ <i>n.</i> 目的；意图 (1)	
on purpose 故意 (1)	
put ... in prison 把……投入监狱 (5)	

Q

quake /'kweɪk/ <i>n.</i> 地震 (4)	
quality /'kwɔ:lɪti/ <i>n.</i> 质量；品质；性质 (5)	
questionnaire /'kwestʃə'nærɪ/ <i>n.</i> 调查表；问卷 (1)	

quiz /'kwɪz/ *n.* 测验；提问*vt.* 对……进行测验

(1)

R

△ rapids /'ræpidz/ <i>n.</i> 急流 (3)	
rapidly /'ræpidli/ <i>adv.</i> 迅速地 (2)	
reason /'ri:zn/ <i>n.</i> 理由；原因 (1)	
recognize /rekəgnائز/ <i>vt.</i> 辨认出；承认；公认 (2)	
record /'rɪkɔ:d/ <i>vt. & vi.</i> 记录；录音 /re'kɔ:d/ <i>n.</i> 纪录；唱片 (3)	
republic /'rɪ'publɪk/ <i>n.</i> 共和国；共和政体 (5)	
request /'rɪ'kwest/ <i>n. & vt.</i> 请求；要求 (2)	
rescue /'resku:/ <i>n. & vt.</i> 援救；营救 (4)	
retell /'rɪ'tel/ <i>vt.</i> 复述；重述 (2)	
reward /'rɪwɔ:d/ <i>n.</i> 报酬；奖金 <i>vt.</i> 酬劳；奖赏 (5)	
right /raɪt/ <i>n.</i> 权利 (5)	
right away 立刻；马上 (4)	
rise /raɪz/ <i>vi.</i> (rose, risen /'rɪzn/) 上升；升起；起身 <i>n.</i> 上升；增加；上涨 (4)	
△ Robben Island /'robən 'aɪlənd/ <i>n.</i> 罗本岛 (5)	
role /rəʊl/ <i>n.</i> 角色；任务 (2)	
rubber /'rʌbə/ <i>n.</i> 橡皮；橡胶 (2)	
ruin /'ru:n; 'ru:n/ <i>n.</i> 废墟；毁灭 <i>vt. & vi.</i> (使)破产；毁灭 (4)	
rule /ru:l/ <i>vt. & vi.</i> 统治；支配；管辖 (2)	

S

sentence /'sentəns/ <i>vt.</i> 判决；宣判 (5)	
be sentenced to 被判处……(徒刑) (5)	
series /'sɜ:rɪz/ <i>n.</i> 连续；系列 (1)	
a series of 一连串的；一系列；一套 (1)	
set down 放下；记下；登记 (1)	
set up 设立；建立 (5)	
shake /ʃeɪk/ <i>v. & n.</i> (shook, shaken) 摆动； 摇；颤抖；震动 (4)	
△ Shakespeare /'feɪkspeɪə/ 莎士比亚 (1564-1616) 英国剧作家、诗人 (2)	

share /ʃeə/ *vt.* 分享；均分；分担

n. 一份；份额

shelter /'ʃeltə/ *n.* 掩蔽；掩蔽处；避身处

shock /ʃɒk/ *vt. & vi.* (使)震惊；震动

n. 休克；打击；震惊

shorts /ʃɔ:tʃ/ *n.* 短裤

sincerely /sɪn'sɪəlɪ/ *adv.* 真诚地

Singapore /sɪŋgə'pɔ:/ 新加坡(东南亚国家)

situation /sɪtʃu'eɪʃən/ *n.* 情形；境遇；

(建筑物等的)位置

smelly /'smelɪ/ *adj.* 发臭的；有臭味的

△ source /sɔ:s/ *n.* 来源；水源

southeastern /'səʊθ'ɪ:stən/ *adj.* 东南方的；

来自东南的

southern /'sʌðən/ *adj.* 南方的；南部的

Spanish /'spæniʃ/ *adj.* 西班牙的；西班牙人的；

西班牙语的 *n.* 西班牙人；西班牙语

speech /spi:tʃ/ *n.* 演说；讲话

△ spellbind /'spelbaind/ *vt.* (spellbound,

spellbound) 迷住；迷惑

stage /steɪdʒ/ *n.* 舞台；阶段；时期

standard /'staendəd/ *n.* 标准；规格

adj. 标准的；第一流的

steam /sti:m/ *n.* 蒸汽；水汽

steel /sti:l/ *n.* 钢；钢铁

stubborn /'stʌbən/ *adj.* 顽固的；固执的

subway /'sʌbweɪ/ *n.* 地下人行道；<美>地铁

such as 例如……；像这种的

suffer /'safə/ *vt. & vi.* 遭受；经历；忍受

△ survey /'sɜ:veɪ/ *n.* 调查；测验

△ survivor /sa'verva/ *n.* 幸存者；生还者；

残存物

(1)

(4)

(4)

(4)

(3)

(5)

(2)

(1)

(4)

(3)

(2)

(2)

(4)

(1)

(1)

(1)

(1)

(1)

(2)

(2)

(2)

(2)

(2)

(2)

(2)

(4)

(1)

(2)

(2)

(2)

(2)

(2)

(1)

△ Tibetan /'tibetan/ *adj.* 西藏的；藏族的；

藏族人的 *n.* 西藏语；西藏人；藏族人

(3)

topic /'tɒpɪk/ *n.* 话题；主题

(3)

△ Transkei /træns'keɪ/ 特兰斯凯

(南非东南部一地区)

(5)

transport /træns'po:t/ *n. & vt.* 运送；运输

(3)

trust /trʌst/ *vt. & n.* 信任；信赖

(1)

U

upset /'ʌp'set/ *vt. & vi.* (upset, upset; upsetting)

使不安；使心烦

adj. 心烦意乱的；不适的；不舒服的

(1)

usage /ju:sɪdʒ/ *n.* 使用；用法；

词语惯用法

(2)

useless /ju:lsɪs/ *adj.* 无用的；无效的；无益的

(4)

V

valley /'væli/ *n.* (山)谷；流域

(3)

△ Vientiane /vjen'tj(a)n/ *n.* 万象 (老挝首都)

(3)

Vietnam /vi:t'nɛm/ *n.* 越南

(3)

violence /vɪələns/ *n.* 暴力；暴行

(5)

vocabulary /və'kæbjʊləri/ *n.* 词汇；词汇量；词表

(2)

vote /vɔ:t/ *n.* 投票；选票；表决

vt. & vi. 投票；选举

(5)

W

walk the dog 遛狗

(1)

△ waterfall /'wɔ:təfɔ:l/ *n.* 瀑布

(3)

well /wel/ *n.* 井

(4)

△ William Tyndale /'wiljəm 'tindəl/

威廉·廷代尔 (人名)

(5)

willing /'wɪlɪŋ/ *adj.* 乐意的；自愿的

(5)

worry about 担心

(5)

Y

youth /ju:θ/ *n.* 青年；青年时期

(5)

Youth League 青年团

(5)

T

teenager /ti:n.eɪdʒə/ *n.* 十几岁的青少年

(1)

terror /'terə/ *n.* 恐怖；可怕的人；

恐怖时期；恐怖活动

(5)

△ Texas /teksəs/ *n.* 德克萨斯州(美国州名)

(2)

thousands of 成千上万

thunder /'θʌndə/ *n.* 雷；雷声 *vt.* 打雷；雷鸣

(1)

Irregular verbs**不规则动词**

Infinitive	Past tense	Past participle
be		
am, is	was /wəz, wəz/	been
are	were /wɜː, wə/	
beat	beat	beaten /biːtn/
become	became	become
begin	began	begun
blow	blew /blu:/	blown /blaʊn/
break	broke	broken /brəʊkən/
bring	brought /brɔːt/	brought
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /boːt/	bought
can	could /kʊd/	—
catch	caught /kɔːt/	caught
choose	chose	chosen /tʃəʊzn/
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /dru:/	drawn /drɔːn/
dream	dreamt, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /drɪvn/
eat	ate	eaten /iːtn/
fall	fell	fallen /fɔːlən/
feed	fed	fed
feel	felt	felt
fight /fait/	fought /fɔːt/	fought
find	found /faʊnd/	found

Infinitive	Past tense	Past participle
fly	flew /flu:/	flown /floʊn/
forget	forgot /fɔ'got/	forgotten /fə'gotn/
freeze	froze	frozen
get	got	got
give	gave	given /'gɪvn/
go	went	gone /gon/
grow	grew /gru:/	grown /grəʊn/
hang	hung, hanged	hung, hanged
have	had	had
hear	heard /hɜ:d/	heard
hide	hid	hidden /'hɪdən/, hid
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew /nju:/	known /nəʊn/
lay	laid	laid
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie /laɪ/	lay /leɪ/	lain /lein/
lose /lu:z/	lost	lost
make	made	made
may	might /maɪt/	—
mean	meant /ment/	meant
meet	met	met
mistake	mistook	mistaken /mɪ'steɪkən/
must	must	—
pay	paid	paid
put	put	put
read	read /red/	read
ride	rode	ridden /'ridn/
ring	rang	rung
rise	rose	risen /'rɪzn/
run	ran	run
say	said /sed/	said
see	saw /sɔ:/	seen
sell	sold /səuld/	sold
send	sent	sent

Infinitive	Past tense	Past participle
set	set	set
shake	shook	shaken /'feɪkən/
shall	should /ʃod/	—
shine	shone /ʃon/, shined /ʃaind/	shone, shined
show	Showed /ʃəʊd/	shown /ʃəʊn/, showed
shut	shut	shut
sing	sang	sung
sink	sank, sunk	sunk, sunken
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
sow	sowed	sown /səʊn/, sowed
speak	spoke	spoken /spoʊkən/
spellbind	spellbound /spelbaʊnd/	spellbound
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
stand	stood /stod/	stood
sweep	swept	swept
swim	swam	swum
take	took	taken /teɪkən/
teach	taught /tɔ:t/	taught
tell	told /təuld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θraʊn/
understand	understood	understood
upset	upset	upset
wake	waked, woke	waked, woken /wəʊkən/, woke
wear	wore /wo:/	worn /wɔ:n/
will	would /wud/	—
win	won /wan/	won
write	wrote	written /ritn/

Changes in international phonetic symbols for English

英语国际音标变化表

	有变化	无 变 化			
单 元 音	i → ɪ	短元音	e	长元音	ɪ
	u → ʊ		æ		ʊ
	ɔ → ɒ		ə		ɔ:
	ə: → ə;		ʌ		ə:

双元音	eɪ → ei	əʊ → əʊ	iə → ɪə
	aɪ → ai	au → əʊ	eə → əə
	ɔɪ → ɔɪ		əʊ → əʊ

- 注：1. 单元音 /θ/ 改为 /t/, 4 个有 /θ/ 的双元音中的 /θ/ 也都改为 /t/, 即 /eɪθ/, /aɪθ/, /əʊθ/, /θə/.
 2. 单元音 /hʌ/ 改为 /hʊ/, 3 个有 /hʌ/ 的双元音中的 /hʌ/ 也都改为 /hʊ/, 即 /hʊə/, /hʊə/, /hʊə/. 长元音 /u:/ 中的 /hʌ/ 不变。
 3. /hʊ/ 只出现在单元音，即 /h/ 改为 /hʊ/, 而双元音 /ɔɪ/ 中的 /h/ 不改，只改后，即 /hʊ/. 长元音 /ɔ:/ 中的 /h/ 不变。
 4. /eəθ/ 改为 /eət/, 它的前一个元音与 /eɪθ/ 中的前一个元音为同一个符号，而 /θ/ 不再出现。
 5. /əʊθ/ 改为 /hʊθ/, 出现一个新的元音符号 /hʊ/.
 6. 辅音音标基本上没有变化。

后记

根据教育部制订的普通高中各科课程标准(实验)，人民教育出版社课程教材研究所编写的各学科普通高中课程标准实验教科书，得到了诸多教育界前辈和各学科专家学者的热情帮助和支持。在各学科教科书终于同课程改革实验区的师生见面时，我们特别感谢担任教科书总顾问的丁石孙、许嘉璐、叶至善、顾明远、吕型伟、王梓坤、梁衡、金冲及、白春礼、陶西平同志，感谢担任教科书编写指导委员会主任委员的柳斌同志和编写指导委员会委员的江蓝生、李吉林、杨焕明、顾泠沅、袁行霈等同志。感谢担任学科顾问的邓炎昌教授和丁往道教授。并在此感谢所有对本套教材提出修改意见、提供过帮助和支持的专家、学者、教师和社会各界朋友。

本套教科书的编委会主任：刘道义；副主任：魏国栋、龚亚夫。

编委会成员：张鹏伟、胡明、陈鹤、叶宁庆、李葆重、李俏、付雷、马晓雷、肖菲、Dodie Brooks、Rick Sjöquist、Sandra L. Richley。本书由董蔚君老师审阅。

我们还要感谢使用本套教材的实验区的师生们。希望你们在使用本套教材的过程中，能够及时把意见和建议反馈给我们，对此，我们将深表谢意。让我们携起手来，共同完成教材建设工作。我们的联系方式如下：

电 话：010-82025890，010-62026480

E-mail：jcfk@pep.com.cn

人民教育出版社 课程教材研究所
英语课程教材研究开发中心

The following pictures are provided by Xinhua News Agency.

1. page 17 Picture
2. page 18 Picture
3. page 22 Picture
4. page 25 Picture 1 (TANGSHAN)
5. page 26 Picture

CONTENTS

Unit	Topics	Functional items	Structures	Reading	Writing	Workbook
1 Friendship P1	Friends and friendship Interpersonal relationships	Attitudes Agreement & disagreement Certainty	Direct Speech & Indirect Speech (I): statements and questions	Anne's best friend Friendship in Hawaii	Writing for practical purposes: letter of advice	P41
2 English around the world P9	English language and its development Different kinds of English	Difficulties in language communication	Indirect Speech (II): requests & commands	The road to modern English The Oxford English Dictionary	Discussion: giving opinions and organizing ideas	P48
3 Travel journal P17	Travelling Describing a journey	Good wishes Farewells Means of transportation	The Present Progressive Tense: expressing futurity	Journey down the Mekong The dream and the plan A night in the mountains The end of our journey	Personal recount: impressions	P55
4 Earthquakes P25	Basic knowledge about earthquakes How to protect oneself and help others in disasters	Talking about past experiences	The Attributive Clause (<i>that, which, who, whose</i>)	A night the earth didn't sleep The story of an eyewitness	Recount: newspaper article	P62
5 Nelson Mandela – a modern hero P33	The qualities of a great person The lives of some great people	Giving opinions Making comments	The Attributive Clause (<i>where, when, why, prep. + which / whom</i>)	Elias' story The rest of Elias' story Two ideas about Bill Gates	Persuasive writing: letter	P69
Appendices	Notes to the texts Grammar Words and expressions in each unit Vocabulary Irregular verbs		P76 P87 P93 P98 P103			