同学们：

欢迎使用《牛津高中英语》，它将伴你走过高中阶段的学习历程，实现你的英语学习目标。根据国家《普通高中英语课程标准》(实验)的要求，你在高中阶段将完成五个必修模块的英语学习，在此基础上，还有六个模块的顺序选修教材供你学习。必修部分有五个模块，共五本书，每个模块安排三个单元。现在，让我们一起走进教材，了解本套教材为我们展示的新天地。

进入新的单元，首页上的图画和问题会激活你已有的和单元话题相关的知识，让你轻松自然地进入本单元的学习，这就是单元的第一个板块：Welcome to the unit。顺着前面所引出的话题，你将来到 Reading 板块。该板块是你接受英语语言信息的重要环节，在这里，你将有机会感受真实、地道、优美的英语。你也将通过阅读了解现实生活和社会发展的方方面面。课文后面的 Reading strategy 和阅读练习将帮助你掌握英语阅读策略，提高英语阅读能力。在英语学习中，你所面临的挑战之一是扩大词汇量，接下来的板块 Word power 能为你迎接这一挑战提供有效的帮助。在该板块中，你将学到各种词汇学习技巧。语法学习，贵在运用，在 Grammar and usage 板块中，你既可得到系统的语法辅导，又能在该板块精心设计的语言境中学会灵活运用语法知识。Task 板块要求你能综合运用所学的语言知识和语言技能。你将在教材为你设计的语言情境中，通过听、说、读、写等一系列活动，获取信息，处理信息，完成特定的任务，在使用过程中学习英语。Project 是课堂教学的延伸和拓展，属于探究式学习，要求你走出课堂，与同学分工合作。你将首先认真阅读所提供的阅读材料，从中得到启发，然后通过讨论、调查、专访、文献检索等活动，完成一个特定课题。在Self-assessment板块，你将对照单元各个学习项目按五个等级进行自我评价，并算出百分比。通过自我评价，你可以对单元的学习进行自我反思，为下一步的学习制定行动计划。

游历了单元的各个板块以后，你一定会发现，这套由中外专家根据《普通高中英语课程标准》联合编写的《牛津高中英语》是从学习者的角度设计的。相信你在使用这套教材的过程中，通过自己的努力和老师的帮助，一定能够顺利完成高中阶段的学习任务。

祝你学习进步，天天向上！

《牛津高中英语》编写组
牛津大学出版社 (中国) 有限公司
2010年7月
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Welcome to the unit

The world we live in is full of things that cannot be explained even by today’s science. Look at these pictures and discuss the following questions with a partner.

1. Do you believe in unexplained things such as UFOs and Yetis? Why or why not?
2. What other unexplained things do you know about?
3. If you saw a UFO or a Yeti, what would you do?
Boy missing, police puzzled

Police in America have stepped up their search for a fifteen-year-old boy who went missing three days ago in Dover, New Hampshire. This incident has received great interest due to reports of strange lights in the sky and of alien visits around the time the boy disappeared.

Justin Foster, a high school student, was last seen Friday night. That evening at 8 p.m., Justin went to play baseball with two friends, who both say Justin went home after the game. Witnesses also say they saw Justin walking towards his house at 10.45 p.m.

Justin’s sister, Kelly, aged nine, says she heard her brother return home at about 11 p.m.

‘I was getting ready for bed,’ Kelly said. ‘Justin went straight to his room. I didn’t see him, but I heard him put on his favourite CD. I went to bed, and was woken up around midnight by a bright light outside my window.’

At first, the young girl thought it was the light of the full moon, but then she realized that it was moving and coming closer.

‘I pulled back the curtains and saw a large spaceship flying outside. It had blue lights all around it, and there were many windows. Standing inside were lots of strange creatures with white skin and large black eyes. I was frightened!’

Kelly said that the spaceship then moved around to the side of the house, towards her brother’s bedroom. ‘There was a flash of light and I heard Justin
shout, and then the UFO just disappeared. I haven’t seen Justin since.

45 I’m sure the aliens took him.’

Kelly then ran and woke up her mother. However, since Mrs Foster thought that Justin was spending the night with a friend, she assumed that Kelly was having a bad dream, and sent her back to bed. Mr Foster was working that night on his road construction job, and was not home when these events occurred. When Justin did not show up for lunch the next day, Mrs Foster became worried and told her husband to call the police.

Some people in Dover also say that they saw aliens that night. ‘It’s happened to me!’ said Mrs Mavis Wood. ‘The aliens took me aboard the UFO so that they could do research on me. Luckily, they returned me home without any injuries. The whole experience was terrible! I haven’t been sleeping well since I returned home. I think Justin was taken away by them, too.’

When asked about the possibility that Justin was taken by aliens, Detective Sam Peterson, who has taken charge of the case, told journalists, ‘Sometimes people make up such amazing stories. There’s really no hard evidence that aliens took him. So, while we have not dismissed the idea, we are looking into other possibilities as well. We will not give up until we find out what happened.’

**Reading strategy: reading a newspaper article**

This is a typical news story. The broadest, most general information is given first, and then the details.

The first paragraph, or the lead, gives the main idea and most important facts. The second paragraph gives the important facts that are not included in the lead. The rest of the story introduces new but less important background information.

When reading a news story like this one, read the beginning very carefully. Try to answer who, what, when, where, why and how questions with information in the first paragraph. This will help you guess what will follow in the rest of the story.
C1. How well did you understand the details in the newspaper article? Read it again and answer the following questions.

1. Which city does Justin Foster live in? _____________________________________________________________________________
2. What did Justin do with friends last Friday? ____________________________________________________________________________
3. What time did Justin get back home that night? __________________________________________________________________________
4. What does Kelly think happened to her brother? __________________________________________________________________________
5. What colour are the aliens according to Kelly? __________________________________________________________________________
6. What happened to Mrs Mavis Wood? ____________________________________________________________________________________
7. What do the police think about the incident? ____________________________________________________________________________

C2. A newspaper article always gives details to support the main points of the story. Write down the supporting details for each point below.

<table>
<thead>
<tr>
<th>Main points</th>
<th>Supporting details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Foster went missing.</td>
<td>Mrs Foster thought he was spending the night with a friend.</td>
</tr>
<tr>
<td></td>
<td>Justin Foster __________.</td>
</tr>
<tr>
<td>Justin Foster returned home.</td>
<td>Justin’s friends said __________.</td>
</tr>
<tr>
<td></td>
<td>Witnesses said __________.</td>
</tr>
<tr>
<td></td>
<td>Kelly heard __________.</td>
</tr>
<tr>
<td>Justin Foster was taken away by aliens.</td>
<td>Kelly saw __________.</td>
</tr>
<tr>
<td></td>
<td>Kelly heard __________.</td>
</tr>
<tr>
<td></td>
<td>Mavis Wood said __________.</td>
</tr>
</tbody>
</table>

D. Match these new words and phrases from the article with their meanings. Write the correct letters in the blanks.

1. Step up (Line 1) ______ a. on or onto a ship, plane, bus or train
2. Disappear (Line 8) ______ b. get control of
3. Witness (Line 18) ______ c. arrive or appear
4. Assume (Line 49) ______ d. become lost or impossible to find
5. Show up (Line 54) ______ e. think that something is true without having the facts
6. Aboard (Line 60) ______ f. the fact that something might be true
7. Possibility (Line 67) ______ g. increase the amount or speed of something
8. Take charge of (Line 69) ______ h. someone who has seen something happen
While we are wondering if there is life on other planets, perhaps aliens are wondering if there is life on Earth. Use the words in the box to complete this report from the Alien News.

<table>
<thead>
<tr>
<th>construction</th>
<th>making up</th>
<th>dismissed</th>
<th>spaceship</th>
</tr>
</thead>
<tbody>
<tr>
<td>creatures</td>
<td>evidence</td>
<td>amazing</td>
<td>incident</td>
</tr>
</tbody>
</table>

**Alien News**

**Life on Earth?**

Professor Zyke of Mars University reported yesterday that he has found new (1) _________ of life on Earth.

‘It’s really quite (2) _________,’ Professor Zyke said. ‘If you look at the Earth hard enough, you can see that the (3) _________ on Earth have been busy in the (4) _________ of large cities, wide roads and even great walls.’

This news was immediately (5) _________ with laughter by other scientists at Mars University. They remember an (6) _________ a few years ago, where it was believed that a (7) _________ from the Earth was taking photos of the surface of Mars. As we now know, the machine that was found looked more like something made by a local schoolboy than anything that could ever travel in space.

Professor Zyke, however, continued to defend his research. ‘If astronomers would just look into what I have found, they will see that I’m not (8) _________ things. There really is life on Earth.’

**Discuss these questions with a partner. Use the following conversation as an example.**

- Do you believe in aliens?
- Yes, I do. I have read many reports about them.
- I don’t believe in aliens.
- Why not?
- Because scientists have never found any hard evidence.

1. Do you think aliens really come to the Earth and take people away? If not, why do people tell these stories?
2. What do you think really happened to Justin Foster?
A scientist is making a speech to a group of high school students. Below is the first part of his speech.

Good afternoon, everyone. I’m so glad to be here to tell you something about outer space and space travel. The first man-made satellite went around the Earth in 1957. Spaceships have been sent up into space since 1959. The first person who travelled in space was Yuri Gagarin from the former Soviet Union, in 1961. Eight years later, on 20 July 1969, American astronaut Neil Armstrong landed on the Moon. As soon as he set foot there, he said, ‘That’s one small step for (a) man, one giant leap for mankind.’ Today, most of the important planets in the solar system have been examined. Photos have been taken and sent back to the Earth, but no evidence of life has been discovered on any of the planets so far. Scientific research still continues.

The students are now looking at a poster the scientist is showing them.
On 27 September 2008, the Chinese astronaut Zhai Zhigang took a walk in space. I guess some of you are dreaming of becoming an (1) _______________ and travelling to (2) _______________ to carry out scientific research. I once went to space. I travelled by (3) _______________, a spaceship that looks like a plane. Two (4) _______________ supported by a launch tower lifted it into space. At a certain distance from the Earth, the rockets separated from the space shuttle and fell into the sea. Then a (5) _______________ picked them up. I did research in a base in outer space called (6) _______________. Sometimes I went out of it to take a (7) _______________. In outer space astronauts cannot take off their (8) _______________, which protect them and provide oxygen.

The scientist is showing the students a picture of the universe. Write the correct number in each box below.

- ☐ the Sun
- ☐ the Milky Way
- ☐ the Moon
- ☐ the Earth
Grammar and usage

Present perfect tense

1. We use the present perfect tense to talk about things that happened in the recent past but are connected with the present.

   Justin has disappeared, so Kelly is very sad.

2. We also use the present perfect tense to talk about something that started in the past and is still happening now.

   I have not seen Justin since last Friday night.

3. We use the present perfect tense when the exact time of an action is not clear or important. We use it with time expressions such as:

   already ever for just lately never recently since yet

   We use already for affirmative statements and yet for negative statements.

   The boy has already come home.    I haven’t heard anything from him yet.

   We use for + a period of time and since + a point in time.

   We haven’t seen him for two days.    We haven’t seen him since last Monday.

4. We use the present perfect tense to talk about actions that were completed only a short time ago.

   The police have just finished searching the area.

5. We can also use the present perfect tense for repeated actions.

   Some villagers say that they have seen UFOs many times.

6. We form the present perfect tense with have/has and the past participle of the verb.

   You are writing about a friend’s travels in your diary. Complete your diary entry using the correct forms of the verbs in brackets.

My friend Jack is enthusiastic about travelling. He has sent me an e-mail, telling me about his travels around the world.

He (1) has just been (just be) to Qomolangma Base Camp and (2) ___________ (see) a Yeti there. He is still very excited about it. He (3) ___________ (visit) the Great Pyramid in Egypt too. He says that he (4) ___________ (love) Egypt but he (5) ___________ (not visit) all the pyramids yet.

He (6) ___________ (see) crop circles in many places. Though he (7) ___________ (never meet) any aliens, he believes they do exist. He (8) ___________ (travel) to the Indian Ocean many times looking for treasure. Although he (9) ___________ (find) many sunken ships, he (10) ___________ (not find) any treasure yet.

(11) ___________ he ___________ (be) to the Great Wall before? I’m not sure—but I have!
Present perfect continuous tense

1. We use the present perfect continuous tense to talk about actions that started in the past and are still continuing.
   
   *I have not been sleeping* well since I returned home.

2. We also use the present perfect continuous tense to talk about actions that have just finished but are still connected with the present in some way.

   **Kelly:** Sorry, I’m late. **Have** you **been waiting** long?
   **Mavis:** Yes. I’ve **been waiting** for an hour.

3. We form the present perfect continuous tense with *have/has been* and the present participle of the verb.

---

**My life's work**

*by Dr Frank*

9 Nov 1963: Observed an alien for the first time.

I (1) have been observing aliens since 1963. The first time was frightening!

16 Jan 1964: The first time I talked to an alien.

They (2) to me since 1964. They speak English well!

1977: Took my first photo of a Yeti.

I also know some Yetis. I (3) photos of them since 1977.

1990–present: Crop circles are so interesting to study!

Recently I (4) crop circles too.

Last week: Saw an unusual number of UFOs again.

Recently I (5) an unusual number of UFOs!

Recently: Tired from too much writing!

Recently I (6) a book on UFOs. I should be able to finish it early next year.
Present perfect or present perfect continuous?

1 We use the present perfect tense to talk about an action completed in the recent past, and the present perfect continuous tense for an action that started in the past and is still happening.

   Li Jia has read a book about Stonehenge. (She finished reading the book.)
   Li Jia has been reading a book about Stonehenge. (She is still reading the book.)

2 We can use the present perfect tense for repeated actions, and the present perfect continuous tense for non-stop actions.

   I have visited Egypt twice this month.
   I have been touring Egypt for two months.

We usually use the present perfect tense to ask questions beginning with how many/much, and the present perfect continuous tense to ask questions beginning with how long.

   How many times have you swum in the lake?
   How long have you been swimming in the lake?

3 We can use either a state verb or an action verb with the present perfect tense, but we usually can only use an action verb with the present perfect continuous tense.

   state verb
   I have had this camera for five years.

   action verb
   I have taken photos of UFOs with this camera.

   action verb
   I have been taking photos of UFOs with this camera.

4 We use the present perfect tense, not the present perfect continuous tense, with words like never, yet, already and ever.

   I've never visited Paris.
   I've already been to Paris.
A Two friends are chatting. Read their conversation and circle the right words to complete it.

Mary: Hi, John. I haven't (1) heard / been hearing much from you lately. What have you (2) done / been doing?

John: I've (3) researched / been researching unexplained things recently, and it's a whole lot of fun. I've already (4) done / been doing lots of interesting reading and I have (5) started / been starting some writing.

Mary: Really? What have you (6) achieved / been achieving so far?

John: Well, I have already (7) read / been reading an article about a boy who disappeared, and I have (8) found / been finding many websites about aliens and other mysteries. Some of these websites describe what the aliens look like. I have (9) started / been starting drawing some pictures of them.

Mary: What kind of pictures have you (10) drawn / been drawing?

John: I have (11) made / been making a comic strip about aliens visiting the Earth. I'll get it done today. Oh! Look at the time! I have a class at two o'clock. I have to go now, but I'll e-mail it to you.

Mary: OK. Thanks. Take care!

John: Bye!

B This is the comic strip John sent to Mary. Write a story with the characters in it by answering the following questions. Use your imagination and be creative.

Hello, Earth creature. We're your new neighbours. Oh, really? Where do you come from? We come from Zeton. We've been travelling for two years. Oh! Maybe you should have taken the Underground.

1 Where do you think the boy has been waiting?

2 What have the aliens been travelling by? What does it look like?

3 Who else have the aliens talked to?

4 What other planets have the aliens visited?
Task  Doing a survey

Skills building 1: completing a questionnaire

We usually do a survey to collect information. In a survey, we ask people to respond to a list of questions or statements. We call this list a questionnaire. There are several rules for making a good questionnaire. These rules are to make sure that the meaning of each question is clear.

1  Ask one piece of information at a time.
   For example, a sentence like ‘Please state your opinions on aliens and stories about aliens’ should be divided into two parts: ‘Please state your opinions on (a) aliens, (b) stories about aliens.’

2  Use short and simple sentences.
   Sentences with more than three clauses should be avoided.

3  Avoid negative sentences.
   For example, a statement like ‘Tales of the unexplained should not be looked into’ should be changed to ‘Tales of the unexplained should be dismissed.’

4  Use precise language.
   For example, we should use ‘bicycle’ or ‘motorcycle’ instead of simply saying ‘cycle’.

5  Give specific references.
   For example, in the question ‘How often do you buy newspapers?’, the time reference is missing. It might be changed to ‘How many newspapers do you buy each week?’

6  Make sure people have the necessary knowledge to answer.
   For example, a question like ‘Why was Stonehenge built?’ is not a good one because not everyone knows what Stonehenge is.

Below is a questionnaire about people’s shopping habits. The statements are not properly made. Point out which rule each statement breaks. Write the numbers in the blanks. You do not have to fill in the questionnaire.

<table>
<thead>
<tr>
<th>Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tick your level of agreement with the statements below (A stands for Agree, D for Disagree, and N for Not sure).</td>
</tr>
<tr>
<td>1  I do not go shopping in supermarkets. A ☐ D ☐ N ☐ 3</td>
</tr>
<tr>
<td>2  I go shopping once a day and spend more than ¥15 each time. A ☐ D ☐ N ☐</td>
</tr>
<tr>
<td>3  I have gone shopping at Smith’s. A ☐ D ☐ N ☐</td>
</tr>
<tr>
<td>4  When I go shopping, I always go with my friends who live near my house, which is near a shopping centre. A ☐ D ☐ N ☐</td>
</tr>
<tr>
<td>5  I often go shopping. A ☐ D ☐ N ☐</td>
</tr>
<tr>
<td>6  I buy a new top every month. A ☐ D ☐ N ☐</td>
</tr>
</tbody>
</table>

12
Step 1: designing a questionnaire

A You are working for a book club. The club is doing a survey of its members, but in the questionnaire there are three questions/statements that break the rules on Page 12. Please correct them.

Best Book Club Questionnaire

Please tick the appropriate boxes (tick only one after each question) or write your answers in the blanks.

1 How old are you?
   below 15 □  15–20 □  over 20 □

2 How did you find out about the Best Book Club and when did you join the club?
   newspapers □  magazines □  friends □  Internet □
   this year □  last year □  the year before last □

3 How many times have you visited bookshops?
   0 □  1–5 □  6–10 □  over 10 □

4 How much have you spent on books in the last six months?
   ¥0–¥50 □  ¥51–¥100 □  over ¥100 □

5 What subject are you most interested in?
   humour □  travel □  history □  sports □  science □
   other (If you have not ticked any boxes above, do not leave the following blank empty because we need your opinion.) ____________________________

6 Why did you join the Best Book Club?
   for new books □  for discounts □  for used books □
   for free books □  for book exchange □
   other (Please write down your answer.) ____________________________

B Listen to an interview with a Best Book Club member, and fill in your corrected questionnaire.
Skills building 2: greeting others and making introductions

1 The first thing you do when meeting someone is to greet the person in an appropriate manner. The person will then greet you in return. Here are some common greetings.

- **Greeting someone formally**, e.g., in a job interview
  - Good morning/afternoon. (You can also shake hands with the person.)
  - Nice to meet you. (Only used when meeting someone for the first time.)

- **Greeting a friend or classmate**
  - Hello!
  - Hi!

- **Greeting a stranger**, e.g., before asking him/her questions
  - Good morning/afternoon/evening.
  - Excuse me, (sir/madam/...).
  - Hello.

2 After greeting the person, you can introduce yourself and tell the person what you want to do and why. Here are some common introductions.

- I’m ... (your name) from ... (your school/club/company). I’d like to ask you a few questions about your opinions/programme/new book.

- My name is ... (your name). I’m from ... (your school/club/company). I’d like to ask you a few questions if you don’t mind. It’s for ... (the purpose of asking the questions).

Work in pairs. Greet your partner and introduce yourself to him/her as a reporter from the school magazine. Your purpose is to ask him/her about a recent school festival. Use the example below to help you.

**Student 1:** Good morning. My name is Wu Jing, and I’m a reporter for the school magazine. I’d like to ask you a few questions if you don’t mind. It’s for a story we are doing about the school festival.

**Student 2:** No, I don’t mind at all. What would you like to know?

**Student 1:** Well, first of all, what did you do at the school festival?

**Student 2:** I was a member of the dance group.

**Student 1:** Really? How did you find out about the dance group?

**Student 2:** I saw a notice and decided to join it.

**Student 1:** And how long did you practise for the festival?

**Student 2:** We practised for three weeks.

...
Step 2: carrying out an interview

A You are ready to interview club members. Find a partner to interview. Take turns to be the interviewer and the club member. Remember to greet one another appropriately. Use the greetings in Skills building 2 to help you.

**Interviewer:** Greet the club member. Introduce yourself and tell him/her what you would like to do. Ask the club member the questions in Part B. Tick the boxes and write down the answers in your questionnaire.

**Club member:** Greet the interviewer. Answer his/her questions using the vocabulary below.

**Vocabulary**

1 fourteen / sixteen / twenty-seven / ...
2 newspapers / magazines / friends / Internet / ...
3 the year before last / last year / this year / ...
4 never / once / three times / six times / twelve times / ...
5 forty-five yuan / eighty yuan / one hundred and thirty yuan / one hundred and sixty-five yuan / ...
6 humour / travel / history / sports / science / ...
7 new books / discounts / used books / free books / book exchange / book fairs / club meetings / ...

B Your boss is asking you what the club member's answers are. Find a partner to be your boss and use the completed questionnaire on Page 13 to answer the questions. Take turns. The boss may ask these questions in any order.

**Questions:**

1 How much has he/she spent on books in the last six months?
2 Why did he/she join the Best Book Club?
3 How old is he/she?
4 How many times has he/she visited bookshops in the last six months?
5 What subject is he/she most interested in?
6 How did he/she find out about the Best Book Club?
7 When did he/she join the club?
Skills building 3: analysing statistics

We analyse the statistics gathered from a number of questionnaires before we use the information to write a report. These statistics are analysed to draw conclusions and make suggestions.

1 Analysing statistics to draw conclusions
We can always draw one or more conclusions by analysing a certain group of statistics. For example, if over 80 per cent of your classmates have an English-Chinese dictionary, we can draw conclusions such as:

An English-Chinese dictionary is very useful.
It is easy to get an English-Chinese dictionary.

2 Analysing statistics to make suggestions
After we draw conclusions from statistics, we have to make appropriate suggestions based on the conclusions. This is one of our major purposes when doing a survey. Look at the above conclusions. We can make a suggestion such as:

Every student who is studying English should have an English-Chinese dictionary.

Below are some statistics gathered from a school survey about students’ hobbies and interests. Analyse the statistics and draw at least three more conclusions. Then make your suggestions.

Conclusions:

1 Playing sports is the most popular activity for students in the school.

2

3

4

Suggestions:

1 The school should have more sports equipment.

2

3

4
Step 3: Writing a report

A When writing a report, it is important to begin by analysing the facts, drawing a conclusion from these facts, and then giving details of your suggestion. Look at the statistics on Page 16 and below, and read the following report to see how this is done.

**Favourite sports**

From our recent survey of students, we have found that 53 per cent of the students often play sports. The most popular sport is basketball, which is played by 45 per cent of the students. This is followed by football, which 40 per cent of the students often play. A small number of students play other sports, such as table tennis.

We want to give the students more chances to get into shape by playing sports. For this reason, we suggest that we organize a school basketball tournament, since basketball is the most popular sport in the school. Each class would have its own basketball team which would practise several afternoons a week. Then on sports day, the classes could play against each other. We could offer awards to the winning team and the most enthusiastic players. This would be a good way to build the school spirit with an activity that many students enjoy.

B You are to write a report on getting the students at your school interested in reading by starting a book club. Use the information on Page 16, the sample above and the statistics below to help you.

From our recent survey of students, we have found that __________

We want to get the students interested in reading. For this reason, we suggest __________
**Project  Telling about an unexplained mystery**

In some areas of the world there have been reports of Yetis. Do you believe that such a creature exists?

Read the following magazine article. This will give you an idea of what background information you need to gather to write your story.

**Yeti, Bigfoot and the Wild Man of Shennongjia**

For centuries, people have reported seeing a wild creature in the Himalayas called Yeti. The Yeti is said to be a large, hairy animal that walks on two feet like a human being. People believe that Yetis sometimes come down from the mountains to attack villagers.

In 1998, an American mountain climber said that he saw a Yeti on the Chinese side of the Himalayas. ‘It walked like a human, but it had thick black fur and was about six feet tall with huge shoulders, very long arms and large hands,’ he said.

In 2007, an American TV team saw Yeti tracks 33 centimetres in length in the snow near Mount Qomolangma. They made copies of these tracks and had them examined by a scientist in the USA. He reported that they looked like the tracks of a similar creature, called Bigfoot, which some people believe lives in the forests of the north-west of the USA.

Yeti and Bigfoot are similar to a creature known as the Wild Man of Shennongjia. There have been dozens of reports that people have seen a Wild Man in the Shennongjia Nature Reserve in western Hubei Province, China. In one case, a group of engineers ran after the creature, which moved with amazing speed and strength. Large tracks have also been discovered which some people say belong to the Wild Man. Because of these reports and the tracks, there have been several organized searches for this creature, but no strong evidence for its existence has ever been found.

Dr Grover Krantz, a scientist from Washington State University, studied reports of such strange creatures for many years. He became convinced they exist. He believed that these creatures are linked to a common ancestor, an animal that lived in Asia some 300,000 years ago. In his opinion, this animal made its way to other parts of the world, and continues to survive even today.

Scientists hope that the mystery will be solved one day. If such creatures really exist, we might have the chance to see one with our own eyes.
Now you are going to write a story about one of the mysteries on the first page of this unit. You have to find out more about the subject and use your imagination to complete the project. Below are some steps for you to follow.

**Planning**

- Work in groups. Discuss the mysteries on the first page of this unit and choose one of them as your subject for this project. The questions below will help you.
  - Which mystery are you interested in?
  - What will your story be about (a man attacked by a Yeti, seeing a UFO, etc.)?
- Discuss the tasks below and decide which task each group member will do. Write the names in the blanks.
  - Research
  - Write the outline
  - Write the story
  - Draw pictures for the story
  - Tell the story

**Preparing**

- Members doing research need to find as much information as possible on the mystery you have chosen. The group should discuss the information found, and decide what to include in the story and what to leave out.
- Those writing the outline should organize the information the group has decided to use. When the outline is finished, it needs to be approved by the whole group.

**Producing**

- Members who are writing the story should follow the outline. The story should begin with an interesting sentence such as, ‘I have been looking for Yetis in the Himalayas for years, but I have not found one yet.’
- When the story is completed, each member should check the story at least once, correct any mistakes and add any new ideas they can think of.
- The writers in the group should improve the story based on the suggestions of the other group members.
- Those students drawing pictures for the story should draw pictures that include the places, characters and events in the story.
- Finally, the whole group should approve the story and the pictures.

**Presenting**

- Now it is time to tell the story to the class.
- Put your story up on the wall of your classroom and have the class vote on which story is the best.
A  Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

• reading a newspaper article?
• using the new vocabulary in the newspaper article?
• discussing your ideas about aliens?
• using vocabulary about space exploration?
• using the present perfect tense to talk about:
  ■ things that happened in the past but are connected with the present?
  ■ something that started in the past and is still happening now?
  ■ actions that were completed only a short time ago?
• understanding the present perfect continuous tense?
• designing a questionnaire?
• greeting others and making introductions?
• carrying out an interview?
• writing a report?
• preparing to write a story?
• selecting information to present your ideas?
• playing different roles in group work?
• discussing your ideas in a group?

B  If you are not confident about some of the items above, make an action plan so you can improve on them.
In this unit, you will
- read a letter about an adventure in Africa
- listen to details about holiday packages
- talk about travelling and adventures and discuss future travel plans
- write an e-mail
- make a travel leaflet

Welcome to the unit

There are a lot of amazing adventures to have and places to see in the world. Look at these postcards and discuss the following questions with your partner.

1. Which of these places would you like to visit most? Why?
2. What is the most exciting place you have ever been to?
3. Can you think of any other exciting places to visit? What are they?
Reading

A  Read the following letter quickly and answer these questions.
1  How will Colin and Toby travel through the desert? _______________________
2  What activity does Toby think is dangerous? _______________________
3  How long will the brothers stay in Africa? _______________________

B  Read the letter Toby wrote to his friend Aihua about his summer holiday trip.

An adventure in Africa

30 June
Dear Aihua

How are you? Sorry I haven’t written for so long. I’ve been quite busy arranging my holiday with my older brother, Colin. Colin and I plan to spend a few weeks travelling before he goes to university. We’re going to visit so many exciting places and do lots of extraordinary things. We will go to Africa first. I can’t wait! Have you ever been there?

We leave London on 15 July, and we’ll be taking a flight to Morocco, in northern Africa. We’re going to ride camels through the Sahara Desert. It’s the biggest desert in the world—about the size of the US! I expect it will be very hot, dry and dusty there. We’ll be travelling by camel with local guides, camping in tents and sleeping on the ground. I’ve heard that, in the Sahara, there is no shade during the day, and the stars seem especially brilliant on clear nights. I’ll bring a flashlight with me so that I’ll be able to see in the dark. Altogether, the trip will take six days. That means I’ll have to sit on a camel for almost a week—how uncomfortable! I hope my camel likes me!

After the trip by camel, we’re going to travel down the River Nile. We’ll start at Lake Victoria. A little way down the river from Lake Victoria, the water gets quite rough. So, we’ll go white-water rafting. It’s quite dangerous, but very exciting! You have to wear a helmet and a life jacket for protection, just in case you fall into the water.
Then, we’re going on a trip to see wild animals in Kenya. We’ll live with the local people in their villages, and eat and drink whatever they do, including cow’s blood! Do you think I should drink it?

Since we’ll be walking for almost two weeks, I’ll need to buy a large backpack in advance to carry my supplies of food and water. During the day, we’ll walk across the land, following the tracks of wildlife such as elephants, lions and giraffes. We’ll try to get as close as possible to the animals, even though they’re dangerous, so that we can take some really good photographs. But don’t worry about me. Our guides will have guns with them for defence—they can use the guns to scare the animals away if they come too near. I really want to see an elephant up close, and Colin wants to see a giraffe.

After that, we’ll be moving on to Tanzania, where we’re going to climb Mount Kilimanjaro. Mountain climbing can be very tiring, and many people feel sick as the atmosphere gets thinner, so Colin and I will make sure that we get plenty of rest. The African part of our trip will take about four weeks. Afterwards, we’re going to the Himalayas.

I’ll send you postcards from all the different places we visit!

Love

Toby

Reading strategy: reading an informal letter

Informal letters are usually written to family members, relatives, friends, classmates, etc.

Informal letters often use greetings and closings such as ‘Dear Alhua’, ‘Dear Mum’, ‘Love, Toby’ and ‘Best wishes, Alhua’. An informal letter usually begins with a casual and friendly greeting, such as ‘How are you?’ Very often past events are referred back to, such as ‘Do you still remember the trip I told you about?’ and ‘I had a great holiday in Africa.’ When reading informal letters, we can see contractions such as ‘we’re’ and ‘I can’t’, and abbreviations such as ‘CU soon’, which means ‘See you soon’.
C1. Put the activities in the correct order according to Toby’s plan for the trip. The first one has been done for you.

_____ travel down the River Nile
_____ ride camels through the Sahara Desert
_____ climb Mount Kilimanjaro in Tanzania
_____ see wild animals in Kenya
_____ take a flight to Morocco
_____ go to the Himalayas

C2. Read the letter again carefully and then choose the best answer. Mark your answers by circling the letters.

1 According to Paragraph 1, _______.
   A Toby is planning a business trip
   B Toby usually travels in his summer holiday
   C Colin wants to travel before starting university
   D Toby is not very excited about the trip

2 In Line 12, ‘there’ refers to _______.
   A the United States
   B Morocco
   C northern Africa
   D the Sahara Desert

3 According to Paragraph 2, _______.
   A Toby enjoys riding camels
   B Toby is worried about travelling by camel
   C Toby will feed the camels
   D Colin loves camels

4 According to Paragraph 5, Toby wants to _______.
   A see a giraffe up close
   B scare animals away
   C take photographs of animals
   D ride an elephant

5 In Line 34, ‘them’ refers to _______.
   A the elephants
   B Colin and Toby
   C the guides
   D the giraffes

6 According to the letter, Toby enjoys _______.
   A comfortable, expensive holidays
   B cultural holidays
   C adventure holidays
   D staying at home

D. Match these new words and phrase from the letter with their meanings. Write the correct letters in the blanks.

1 extraordinary (Line 7) _______. a make somebody frightened
2 shade (Line 14) _______. b in total
3 altogether (Line 17) _______. c something that protects you from attack
4 in advance (Line 29) _______. d a dark and cool area out of the sun
5 defence (Line 34) _______. e greater or better than usual
6 scare (Line 34) _______. f before something happens
Dear Toby

Thank you very much for your letter. Your trip sounds exciting! I can’t wait to hear what Africa is like.

Since my last letter to you, I have had a little (1) __________ of my own. Early this month, my mother and I took a (2) __________ to Dunhuang, in the north-west of China. The (3) __________ out there was really quite amazing—I had never seen so much sand in my life! While we were there, we (4) __________ with a tour company to ride (5) __________. I was very excited because this was the first time I had seen one (6) __________. We had hoped that we would get to see some other (7) __________ on our trip, but sadly we didn’t.

Since you are going to the Sahara, I have some advice—be sure to bring a large hat and a shirt with long sleeves—you’ll need these for (8) __________. The sun can be so (9) __________ that you’ll need to keep covered or you’ll get burnt—my cheeks were red for days after my trip. And another thing, you’ll need to keep a good (10) __________ of water with you, since it is so dry and hot.

I’m sure you’ll have a nice trip. I look forward to receiving your postcards!

Best wishes

Aihua

Discuss these questions with a partner. Use the following conversation as an example.

---

Do you think travelling is a good way to make discoveries?

I don’t think you’ll make many discoveries.

Because if you only look around without doing any research, you won’t discover much!

Yes, I think so. Because you can see so many things you didn’t know about before. What do you think?

Why not?

1. Which part of the world would you like to visit? Why?

2. Adventures such as mountain climbing and white-water rafting can be dangerous. Do you think it is worth risking your life for adventure? Why or why not?
Word power

Going on an adventure holiday

A. Colin is packing for his adventure holiday. He is thinking to himself.

I need to take a tent and a sleeping bag for a good night’s rest. I need a life jacket for white-water rafting because the water may be very dangerous. I need to take a pan so I can cook my food. I must remember to take some chocolate too. I need to take boots for travelling in the mountains, and I mustn’t forget to take extra clothes to keep warm. I think all these things should keep me safe and comfortable. Now, where’s my chocolate?

B. Colin has also packed the following items to make his holiday comfortable, safe and happy.
Colin’s friend Jennifer wrote an e-mail to Colin, reminding him of all the things that he should take to make his trip more enjoyable. Complete the e-mail.

Hi Colin

I’m glad to hear that you are going to have so many adventures in Africa. You must be very excited! You will need strong (1) ____________ because you are going to walk a lot. Take a (2) ____________ as well, because you will get wet when you go white-water rafting.

Equipment is also very important. I’m sure you will take your (3) ____________ and (4) ____________ for camping in the desert, but don’t forget small things, such as waterproof matches, which you may need to make a fire. Also take a (5) ____________ of all the places you will visit and a (6) ____________ so you don’t lose your way. A (7) ____________ and some (8) ____________ are also useful when it gets dark.

Of course, you will take some food, such as biscuits and chocolate. You can find water in the open air, but remember to boil it before drinking.

Oh, I nearly forgot about the (9) ____________! Take as many pictures as you can and show them to me when you are back.

The last and most important piece of equipment is your first-aid kit in case you become ill. You can also take a (10) ____________ to cut food or anything else when needed.

Best wishes

Jennifer

Jennifer suggested that Colin should take a first-aid kit on his trip. What items should be included in a first-aid kit? Choose the four correct items from the box below.

- bandages
- medicine
- flashlight
- boots
- scissors
- camera
- compass
- cotton balls
Grammar and usage

Future continuous tense

1 We use the future continuous tense to:
   
   - talk about something that will be in progress over a period of time in the future
     Toby will be climbing in the Himalayas all next week.
   
   - talk about an action that starts before a point in the future and probably continues after it
     Toby will not be in London next Tuesday. He will be climbing in the Himalayas.
   
   - express predictions
     The weather report says that it will be raining when we arrive in London.
     When we use the future continuous tense this way, we want to suggest that something will happen naturally. It does not mean the speaker has arranged the action.
   
   - ask politely about other people’s future plans
     Will you be visiting your uncle in London?

2 We form the future continuous tense:
   
   - in statements by using will (not) be + verb-ing form
     Toby and his brother, Colin, will (not) be flying to Morocco.
   
   - in questions by putting will before the subject
     Will they be flying to Morocco on 15 July?
   
   - in short answers by using will (not)
     Yes, they will. No, they will not (won’t).
Dear Mr. Wang

Thank you for your note about the festival in London next month. However, I’m afraid I cannot go as I am very busy during June. Please let me explain.

From 13 to 17 June, I (1) ______________ down the Yangtze. On 18 June, I am going to visit the Yellow Crane Tower. Then, on 19 June, I (2) ______________ some professors about the Yellow Crane Tower. I am sure I will find out lots of interesting facts for next month’s article.

Afterwards, from 20 to 22 June, I (3) ______________ to Chongqing. I have arranged to visit some of the best hotels because I (4) ______________ a report about them in July. Then, on 23 June, I will fly to Lhasa. From 24 to 29 June, I (5) ______________ some places of interest there. I will return to Beijing on 30 June.

As you can see, my schedule for June is full and I cannot manage a trip to London. Thank you for your understanding.

Regards

He Ming
Future in the past

1 We use future in the past to:

- report an action in the past from a time when it was still in the future
  They set off at 9 a.m. and would reach the airport an hour later.

- indicate a past intention
  I was going to leave, but then it began to rain.

- indicate a past arrangement
  Colin left work early because he was going to see Jennifer later that afternoon.

- mean that the future action actually happened
  The journey that was to change Toby’s life started in July that year.

2 We form future in the past in statements:

- by using would + the base form of a verb
  Colin and I would spend a few weeks travelling after he graduated.

- by using was/were going to, was/were to or was/were about to
  We were going to see the wild animals, but then we didn’t have time.
  It was his last day at school—he was to leave the next morning.
  Colin was about to get off the camel when a child ran towards him.

A Tick the sentences which express future in the past.

1 Colin and I would be in Africa the next Monday.

2 John was always going to the beach when he was a kid.

3 Jennifer was going to Hawaii on holiday.

4 I was having dinner with some friends when she called me.

5 Toby and Colin were to fly to Morocco the next day.
Colin wrote in his diary about his adventure in the desert. Complete his diary entry with expressions from the box.

wouldn't see  were going to watch  would get up  would never forget
would fall down  would last  would stop  were about to turn off

15 July

Since we \( (1) \) _______________ the sunrise in the desert early today, we decided to go to bed earlier than usual last night. Just as we \( (2) \) _______________ the radio and get into our sleeping bags, strong winds began to blow. We thought that the strong winds \( (3) \) _______________ until morning, and that we \( (4) \) _______________ anything in the sky except sand during the storm. We were both upset at the news, but Toby decided that he \( (5) \) _______________ early anyway. He believed that the winds \( (6) \) _______________ and the sand \( (7) \) _______________ to the ground before we woke up. Things went just as Toby hoped. When we got up this morning, we found the weather was extraordinary. The sun rose, as it always does, in a clear sky. We sat in total silence and looked at the beautiful pinks and yellows of the sunrise. It was something that I \( (8) \) _______________.

Task  Planning a holiday for your family

Skills building 1: recognizing dates and place names

When we are trying to gather information on travel plans, we need to recognize
dates and place names from various sources. Here are some tips on what to look
out for.

Dates

1  When listening for dates, you need to pay attention to three pieces of
information:
   •  the day of the month, e.g., the 2nd, the 20th, the 31st
   •  the month, e.g., January, March, October
   •  the year, e.g., 1997, 2010

2  When listening for dates, the ending of the number can help you. Most
dates end with -th (e.g., 4th/fourth, 25th/twenty-fifth). However, some have different endings, e.g.,
   1st/first 21st/twenty-first 31st/thirty-first
   2nd/second 22nd/twenty-second
   3rd/third 23rd/twenty-third

3  In British English, we can write a complete date in three ways:
   23 November 2010 23rd November 2010 23/11/2010
   There are two ways to read the date in British English:
   the twenty-third of November 2010 November the twenty-third 2010

Place names

When we talk about place names, we should pay attention to:
   •  the name of the city, e.g., Paris
   •  the name of the country, e.g., France
   •  the name of the continent, e.g., Europe

Listen to Mary talk with Charles about her trip to Europe. Complete the table below
with the information you hear.

<table>
<thead>
<tr>
<th>Place</th>
<th>Paris, France</th>
<th>(3) _________, Italy</th>
<th>Geneva, Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>(1) _________</td>
<td>1 July</td>
<td>(5) _________</td>
</tr>
<tr>
<td>Notes</td>
<td>Eiffel Tower,</td>
<td>Museums,</td>
<td>Walking in the</td>
</tr>
<tr>
<td></td>
<td>(2) _________, sitting</td>
<td>(4) _________,</td>
<td>mountains, beautiful</td>
</tr>
<tr>
<td></td>
<td>at a cafe,</td>
<td>beautiful old</td>
<td>sights, pretty</td>
</tr>
<tr>
<td></td>
<td>wonderful food</td>
<td>buildings</td>
<td>little</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(6) _________</td>
</tr>
</tbody>
</table>
Step 1: reading travel leaflets

You want to go on holiday with your family. You went to the travel agent’s to get some information for your trip. Read the leaflets below and circle the names of all the places mentioned.

Hunan Province Adventure

**Days 1 & 2**
Enjoy nature at Mount Heng, near Hengyang, and spend the day climbing to the top of the mountain. Take a night train to Fenghuang to view a traditional way of life. See the home of Shen Congwen, a modern Chinese writer.

**Day 3**
Travel by bus to Zhangjiajie. Go white-water rafting on the Mengdong River. For almost 50 kilometres your eyes will be filled with the wonders of nature.

**Day 4**
Travel to the top of Mount Tianzi. See the splendid sight of the high mountains rising up through the clouds.

Explore Shandong Province

**Day 1**
Explore Ji’nan, known as ‘the City of Springs’. See the famous Baotu Spring and Daming Lake. Then visit the Yellow River.

**Days 2 & 3**
Take a bus to Tai’an and climb Mount Tai. Spend the night at South Heaven Gate.

**Day 4**
Watch the beautiful sunrise on the mountaintop early the next morning. Visit Dai Temple at the foot of the mountain. Relax a little bit at a teahouse.

Take a bus to Qufu, where Confucius was buried.
You are making a travel plan for your family to consider. Read the travel leaflets on Page 33 carefully and fill in as many blanks as possible.

**Travel Plan 1**

**Destinations:** Mount Heng, Fenghuang, and Zhangjiajie

**Days 1 & 2:** Enjoy nature at Mount Heng, near Hengyang, and spend the day climbing the mountain. Take a (1) _________ to Fenghuang, an ancient mountain (2) _________ built during the early Qing Dynasty. See the home of Shen Congwen, a (3) _________ who wrote about life in the countryside of Hunan.

**Day 3:** Travel by bus to Zhangjiajie. Go white-water rafting on the Mengdong River, one of the (4) _________ places to go white-water rafting in China.

**Day 4:** Travel to the top of (5) _________ . See the splendid sight of the high mountains rising up through the clouds. The highest mountain is over (6) _________ metres high.

**Price:** ¥1,600

**Travel Plan 2**

**Destinations:** Ji’nan, Tai’an, and Qufu

**Day 1:** Explore Ji’nan, (7) _________ . Visit Baotu Spring. See Daming Lake. Then take a bus to the Yellow River, the mother river of the Chinese people.

**Days 2 & 3:** Take a bus to Tai’an and climb Mount Tai. Spend about (8) _________ hours climbing to South Heaven Gate near the top of the mountain. Watch the sunrise on the mountaintop early (9) _________ . Visit Dai Temple at (10) _________ . Relax a little bit at a teahouse.

**Day 4:** Take a bus to Qufu, the place where Confucius was buried. Confucius, also known as Kongzi, was a great Chinese (11) _________ .

**Price:** ¥ (12) _________

Listen carefully as the travel agent gives you more information. Complete the travel plans above.
Skills building 2: forming questions

1. We often have to ask other people questions in order to find out more information. The key question words in English are what, where, when, who, why and how.

2. When forming questions, remember to change the order of the subject and verb. He is going to France for his holiday. \(\rightarrow\) Where is he going for his holiday?

3. We use auxiliary verbs such as be and do with question words to form questions. She usually goes on holiday in summer. \(\rightarrow\) When does she usually go on holiday?

Use question words to complete the questions below.

1. Time you left home → ________ did you leave home?
2. Reason you came to Shanghai → ________ come to Shanghai?
3. Things you would like to see in Shanghai → ______________________
4. Place you come from → ______________________
5. Method of travel → ______________________
6. Person/people you are travelling with → ______________________

Step 2: choosing a holiday destination

A. You are talking with your mother to find out about her holiday plans. Write your questions in the form below, using what, where, when, who, why and how.

1. Type of holiday → What type of holiday do you prefer?
2. Cost →
3. Places to visit →
4. Dates →
5. Length of time →

B. Work in pairs as the son/daughter and mother. Read what each of you needs to do. Take turns to ask and answer the questions.

Son/Daughter: Use the questions you have prepared to ask about your mother’s holiday plans and take notes.

Mother: Answer your son/daughter’s questions using the information below as an example.

- something active
- cost: up to ¥2,000 per person
- somewhere I can see mountains
- no longer than 7 days altogether
- between 1–7 July
Skills building 3: writing an e-mail

An e-mail is usually a kind of informal letter. When you write an e-mail, there are several points to note.

1. You have to type in the e-mail address of the person you are writing to and the subject of your e-mail.
2. Greet the person by first name or whatever you usually call him/her, e.g., Dear Mary.
3. Start your e-mail with a friendly greeting, e.g., How are you doing?
4. Type your first name at the end.
5. You can use contractions, e.g., I'm fine.

There are many ways of ending an informal e-mail, e.g.,

<table>
<thead>
<tr>
<th>All the best</th>
<th>Best regards</th>
<th>Lots of love</th>
<th>Love</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love from</td>
<td>Regards</td>
<td>Take care</td>
<td>Yours</td>
</tr>
</tbody>
</table>

Below is an e-mail written by a tourist in Singapore to her friend. Fill in the boxes with correct numbers of the five points above.

To: ellen@com.com
Subject: Singapore

Hello Ellen

How are you? Have you finished your exams yet?

I’m in Singapore! I only arrived here two days ago, but I’ve already seen a lot of amazing things. Yesterday, we went shopping in the afternoon, and then we went to the Night Safari. It’s a zoo that’s open at night, but there are no cages so you can see the animals up close!

Tomorrow, we’re going to Sentosa. It’s an island south of Singapore. I hear there is a lot to see and do there!

Sorry I don’t have much time to write. I’ll call you when I get back.

CU soon!

Love

Connie
Step 3: e-mailing your father

Write an e-mail to your father, who is on a business trip, telling him about the holiday plans you and your mother have made for your family. Use the information in Steps 1 and 2 to help you.

You need to mention:
- where you should go and why
- when you should travel
- what activities you can do
- what you can see
- the length of time
- the cost

Dear Dad

I’ve looked at several possible places where we can go on holiday and checked Mum’s schedule. We think we should go to ______________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________


________________________

________________________
Project Making a travel leaflet

Are you tired of seeing the same view out of your window? Do you wish you could travel and see beautiful places all over the world? In this project, you are going to do some research and make a travel leaflet for a place you want to visit.

Read the following leaflet. It will give you an idea of what your travel leaflet should look like.

Shangri-la

Would you like the chance to discover a place of mystery and beauty in the south-west of China? If your answer is ‘yes’, consider a trip to Shangri-la!

How to get there

Start in the city of Dali and drive north along the Yunnan-Tibet Highway until you reach Zhongdian (Shangri-la), the capital of Diqing. Zhongdian is 659 kilometres away from Kunming, and there are regular flights between the two cities.

The world-famous Chinese Shangri-la

The word ‘Shangri-la’ first appeared in a classic novel by James Hilton. Today, Shangri-la has become a common English word meaning heaven on earth. Hilton described a beautiful kingdom where three rivers joined together, steep mountains reached to the sky, and fields of long grass covered the earth. In this perfect world lived people who had discovered how to stay young forever.

Which place could officially take the name of this wonderful land? There were arguments over which tourist spot would win the name of Shangri-la. Many years after the book was published, some people realized that the Shangri-la of the novel was a perfect match for Zhongdian in Yunnan Province, China. In September 1997, the government of Yunnan Province announced that Zhongdian was the Shangri-la of Hilton’s story.

What you will see in Shangri-la

Three mountains, Meili, Baimang and Haba, which are covered with snow, tower over the land. Their snowy mountaintops form a beautiful picture that will leave you at a loss for words.

Below the mountains, the sunshine reflects on the many lakes, making them shine like diamonds against the rich countryside. Sheep, cattle and horses wander on the green grass, and the surrounding forests are home to many birds and animals. In this peaceful land, people live in perfect harmony with nature, far away from the noise and worry of the outside world.

Nature has provided Shangri-la with endless natural treasures, making the land a happy home for the local people.

What the weather is like

The weather changes so quickly that people say you can experience four seasons in one day. The best times to visit Shangri-la are spring and autumn when the temperature is at its mildest.
Work in groups and follow the steps below to make a travel leaflet.

**Planning**
- Discuss the place you would like to visit most. Ask questions like:
  - Where do you want to go on holiday?
  - Why do you want to go there?
  - What do you want to see and do there?
- Decide who in your group will collect the following information about your trip. Write their names in the blanks below.
  - climate __________________________
  - history __________________________
  - people __________________________
  - food __________________________
  - method(s) of travel __________________________
  - hotels (where to stay) __________________________
  - activities and sights __________________________

**Preparing**
- Discuss the information each group member has found. Decide what information to include in your leaflet and what to leave out.
- Think about how to arrange your leaflet.
- Make use of photos and pictures. Every group member should find photos and artwork for your leaflet.

**Producing**
- Each group member must write a section.
- Add your photos or pictures.
- Every member has to check the leaflet at least once, correct any mistakes and add any new ideas you can think of.

**Presenting**
- Take turns presenting each section of your leaflet to your class. Make sure everyone has a chance to speak.
- Put your group’s leaflet on the wall of your classroom for the rest of the class to read.
Self-assessment

A. Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- reading an informal letter?
- reading a text for specific information?
- using the new vocabulary in the letter?
- discussing your ideas about travel and adventure?
- understanding the future continuous tense?
- understanding future in the past?
- recognizing dates and place names?
- forming questions?
- writing an e-mail?
- interviewing your classmates?
- taking notes on what you have heard?
- arranging information of a leaflet?
- selecting information and pictures to express your ideas?
- playing different roles in group work?
- discussing your ideas in a group?

B. If you are not confident about some of the items above, make an action plan so you can improve on them.
In this unit, you will
- read an article about a famous explorer and an article about a Chinese astronaut
- listen to a headmaster talking about requirements for a speaker
- talk about famous people and unknown places, and introduce a person
- write a biographical article
- interview an expert

Welcome to the unit

Some amazing people have changed our world for the better through their thoughts and actions. Look at the pictures below. In pairs, discuss the achievements of the following amazing people and answer the questions.

Mother Teresa won a Nobel Peace Prize for her work among the poor people of India.

Bill Gates started Microsoft, one of the biggest IT companies in the world.

Beethoven was one of the greatest musicians of all time.

Zheng He opened up relations between China and the outside world.

1. Do you think these people have made useful changes to the world?
2. Which of these people’s achievements have the largest effect on our lives today?
3. Who is your hero? What are his or her achievements?
Reading

A. Read the following article quickly and answer these questions.
1. Who is Howard Carter?
2. What amazing discovery did Howard Carter make?
3. What happened to some of Carter’s team members after the tomb was opened?

B. Read this magazine article about a famous explorer who worked in Egypt.

The curse of the mummy

Howard Carter is one of the most famous explorers the world has ever known. He was brave and loved to visit and explore new places. During his life, he discovered many amazing things.

When Howard Carter was a child, he was bright and curious about the world outside his home town. In 1891, at the age of 17, he set sail for Alexandria, Egypt. By the 1920s, he had become an explorer, searching for the tombs of the Egyptian kings. He found several important ones. Inside the tombs, he discovered a great fortune in jewels and gold, along with the preserved bodies of dead kings.

These preserved bodies are known as mummies.

In 1922, Howard Carter made his most amazing discovery of all, in the Valley of the Kings, in Egypt. He had received money from Lord Carnarvon, a British man who was very interested in Egypt. Carter’s team was working at a place near the city of Luxor. There, they came across the tomb of King Tutankhamun. It was the most important tomb that had ever been found. ‘The tomb contained more treasure than any of us had ever seen before, as well as the mummy of the king,’ said Carter. ‘After we looked into the tomb, we closed it and hid its entrance. We wanted to study the tomb later when we had more time. Afterwards, all of its contents would go into a museum.’

However, not long after the discovery, people in Carter’s team began to fall ill and die. Upon their entering the tomb, Carter’s lucky pet
bird, which he had left in Cairo, was swallowed by a snake. Then, a few months after Carter had opened the tomb, Lord Carnarvon, who was also present when the tomb was opened, fell ill with a fever and died in Egypt. At the moment of Carnarvon’s death, the lights went out in Cairo, the capital of Egypt. Back in England, his dog died at approximately the same time.

George Gould, a friend of Carnarvon’s, went to Egypt after hearing of his strange death. He too visited the tomb, only to catch a high fever the next day. Twelve hours later, he was dead. Carter’s secretary, Richard Bethell, died of heart trouble four months after the tomb was opened. Arthur Mace, another member of the team, also died shortly after the discovery.

Within seven years, 21 people who had something to do with the opening of the tomb died. Howard Carter, however, lived on until the age of 65. Some people say the deaths were just coincidence. Others believe that they were in connection with a mummy’s curse, as a punishment for those who enter the resting place of the dead.

However, still others believe that there is a scientific explanation. Inside the tombs, there are many viruses. When a tomb is opened, fresh air disturbs the viruses. If breathed in, they can result in illness or even death. Today, when scientists examine mummies, they wear special clothing for protection.

What is certain, though, is that ‘the curse of the mummy’ remains a riddle to this day.

**Reading strategy: predicting information**

Good readers learn to think ahead and predict information in advance.

If you are trying to predict the contents of a passage based on the title and you find your expectations too general, read the first paragraph to make your prediction more specific.

The first paragraph usually tells you what the reading passage will be about. Look for key words such as famous, explore and amazing when you read the first paragraph of the above article. These words may help you prepare for and predict what will come next.
C1. Answer the questions below using the information from the magazine article.

1. What was Howard Carter like when he was a child?

2. What did Howard Carter do when he was 17 years old?

3. What strange things happened when Lord Carnarvon died?

4. What might be considered evidence that there is no curse?

5. What is a possible scientific explanation for the strange deaths?

C2. Below are the main points of the paragraphs in the article you have just read. Match each point with the correct paragraph.

a. There is a scientific reason why people died after entering the tomb.

b. Howard Carter became an explorer and found several important tombs.

c. Lord Carnarvon died after visiting the tomb.

d. Howard Carter discovered the tomb of King Tutankhamun.

e. Howard Carter is a world-famous explorer.

f. The ‘curse of the mummy’ remains a mystery.

g. More people died after Carter’s discovery.

h. People keep wondering why so many people died and have suggested all kinds of explanations.

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

D. Match these new words from the article with their meanings. Write the correct letters in the blanks.

1. explore (Line 2)  _____  a. having a strong wish to know about something

2. curious (Line 4)  _____  b. a situation when two or more similar things happen at the same time by chance

3. entrance (Line 19)  _____  c. search a place in order to discover something

4. coincidence (Line 37)  _____  d. something that is difficult to explain or understand

5. riddle (Line 46)  _____  e. a door or a gate
The following passage is from Howard Carter’s diary. Fill in the blanks using words from the box below.

preserved
fortune
scientific
disturb
breathing
within
contents
death

26 November 1922

Today is the best day of my life! All my years of training as an explorer have finally paid off!

After days of labour, making surveys, digging and carrying away earth, we finally found the tomb of Tutankhamun, opened it and saw its (1) _________. When we broke open the door, the air was so hot and dusty inside that we had trouble (2) _________. Since it was dark, we had to turn on some flashlights so that we could see. (3) _________ the tomb, whichever way we looked there was a (4) _________ in gold and treasure. Everything in the tomb had been (5) _________ from the time of King Tutankhamun’s (6) _________. After looking into the tomb, we closed it back up again. As we want to have a (7) _________ examination of everything there, we do not want to (8) _________ anything in it until we are ready.

Discuss these questions with a partner. Use the following conversation as an example.

Would you rather be famous, or be very helpful but unknown?

I’d rather be famous. Then I could do something good for others later on.

I’d rather do good. Doing good things for the world is better than being famous.

1 Carter did his exploring in the 1920s. Do you think there are still unknown places left for people to discover? What might they be?

2 Who do you think is the most amazing person in history? What did he or she do?
Word power

Different jobs

1 We can add suffixes to verbs, nouns and adjectives to form nouns. For example:

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb</td>
<td></td>
</tr>
<tr>
<td>+ er</td>
<td>teach → teacher</td>
</tr>
<tr>
<td>+ or</td>
<td>act → actor</td>
</tr>
<tr>
<td>+ ant</td>
<td>assist → assistant</td>
</tr>
<tr>
<td>+ ent</td>
<td>study → student</td>
</tr>
<tr>
<td>+ ist</td>
<td>type → typist</td>
</tr>
<tr>
<td>Noun</td>
<td></td>
</tr>
<tr>
<td>+ ist</td>
<td>art → artist</td>
</tr>
<tr>
<td>+ ian</td>
<td>music → musician</td>
</tr>
<tr>
<td>+ er</td>
<td>photograph → photographer</td>
</tr>
<tr>
<td>Adjective</td>
<td></td>
</tr>
<tr>
<td>+ ist</td>
<td>special → specialist</td>
</tr>
<tr>
<td>+ ian</td>
<td>electric → electrician</td>
</tr>
</tbody>
</table>

2 Sometimes we use a different suffix, usually -ess, when referring to a woman.

waiter → waitress  host → hostess  actor → actress

3 We can also join two words together to form nouns. For example:

work + man → workman  police + woman → policewoman
sales + man → salesman

A Lin Qiang wanted to do many things when he was young. Work out what they were.

When Lin Qiang was at primary school, he dreamt of being a (1) ___________ one day because he thought teaching was very enjoyable. Later he wanted to be an (2) ___________ starring in Hollywood films. When he heard that his cousin repaired electrical equipment for people, he then wanted to be an (3) ___________. However, his mother did not think that was a good idea. She wanted him to study art and become an (4) ___________. When Lin Qiang received a camera for his sixteenth birthday and started taking photographs, he thought being a (5) ___________ would be very interesting. That idea did not last long. Lin Qiang studied music at university, and he became a (6) ___________ after graduation.
Put the following jobs into three main categories. Think of one more job for each category.

photographer  manager  professor

musician  accountant  librarian

What kind of job would you like to have? Why? Work in pairs and tell your partner.

I would like to be a/an ___________________ because ___________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Grammar and usage

Past perfect tense

1. We use the simple past tense to talk about a past action. When we want to talk about something that happened at an even earlier time in the past, we use the past perfect tense.

   Upon their entering the tomb, Carter’s lucky pet bird, which he had left in Cairo, was swallowed by a snake.

   Past ← Carter left his lucky pet bird in Cairo. Carter’s lucky pet bird was swallowed by a snake. Present

2. We can also use the past perfect tense to refer to an action that had already happened at the time of speaking.

   ‘We hid the entrance to the tomb,’ said Carter.
   Carter said that they had hidden the entrance to the tomb.

   Past ← They hid the entrance to the tomb. Carter said that they had hidden the entrance to the tomb. Present

3. The use of the past perfect tense simply tells that an action comes before another past action. It does not mean that the past action happened a long time ago.

   I had done my homework this morning before I went to the museum.

4. We often use the past perfect tense with time expressions such as when, after, before, as soon as, until, since, by, for and already.

   Then, a few months after Carter had opened the tomb, Lord Carnarvon fell ill with a fever and died.

   Past ← Carter opened King Tutankhamun’s tomb. Lord Carnarvon died. Present

5. We form the past perfect tense by using had and the verb-ed form.

   Howard Carter had received money from Lord Carnarvon before he made his most amazing discovery.
Amelia Earhart was born on 24 July 1897. She had an exciting childhood. Before she moved to Des Moines, she (1) ________ already ________ her first airplane. She (2) ________ to Chicago, six years later.

She worked as a nurse in the First World War and became interested in flying. She (3) ________ already ________ flying lessons before she bought her first plane.

Then her interest in flying really began to grow. In 1929, she organized an air race for women. A year earlier, she (4) ________ the first woman passenger to fly across the Atlantic.

She married George Putnam in 1931. They (5) ________ three years before when he interviewed her in New York. In 1932, she became the first woman to fly alone across the Atlantic.

On 1 June 1937, she (6) ________ her round-the-world flight. The flight went well in June. She reached New Guinea on the 29th. She (7) ________ flying nearly a month earlier.

When the base tried to get in touch with Amelia at 9.30 p.m. on 2 July 1937, she (8) ________ already ________ missing.
B Complete the article below. Use the simple past or the past perfect tense of the words in brackets. Look at Page 48 if you need help.

The *Titanic*

When the *Titanic* was built, people assumed it would never sink. So, when it sank on its first journey, the news (1) ____________ (surprise) everyone greatly.

The *Titanic* was built in Belfast, Ireland. Its makers (2) ____________ (spend) a great deal of money building the extraordinary ship. When it was finished, it was the largest and most comfortable ship ever built.

The *Titanic* set sail on 10 April 1912. ‘I (3) ____________ (want) to set foot on the *Titanic* ever since it was built,’ said Molly Brown, a *Titanic* survivor. ‘I never imagined it would sink!’

![Titanic Image](image)

On 13 April, the *Titanic* was sailing at full speed towards New York. The captain, who (4) ____________ (receive) warnings about icebergs all day, had dismissed the warnings as they (5) ____________ (arrive).

At 2.20 a.m., the *Titanic* sank into the sea. It (6) ____________ (hit) an iceberg just over two hours before. Of the 2,208 people aboard the ship, only 705 (7) ____________ (survive).

Explorer Robert Ballard (8) ____________ (search) for the *Titanic* for more than 20 years before he found it. ‘When new technology was developed, we (9) ____________ (use) it to send cameras down into the sea. Finally, we found the ship.’ With his cameras, he was able to find the hole along the side of the ship which (10) ____________ (cause) it to fill with water and sink.
Present perfect or past perfect?

The present perfect tense is used when we are talking about a past event in connection with the present time.

Howard Carter is one of the most famous explorers the world has ever known.

The past perfect tense is used when we are discussing the past and want to talk about an even earlier event.

George Gould had been to the tomb before he caught a high fever and died.

Look at the pictures below and use the past perfect tense of the verbs in the box to complete an article about the inventor of paper.

I've tried and failed to make paper with all these plants. Maybe I should try again with this fishing net.

I have tried so many things. Finally I have done it! Now everyone can use paper.

Sir, we have caught some Chinese men. They say this is called paper, but I've never heard of it before.

You have shown us how to make paper. Thanks!

The inventor of paper

Cai Lun is a famous Chinese inventor, known for inventing paper. Cai invented paper in AD 105, but (1) ___________ many times at first. Before his invention worked, Cai (2) ___________ many different parts of trees and plants to make paper—even old fishing nets! After Cai invented paper, people all over China used it. At that time, however, no one (3) ___________ of Cai or paper in the West. Paper was spread to the West through the Arabs, who learnt how to make paper in AD 751. They (4) ___________ several Chinese paper makers during a war, who then told them about Cai’s invention. Once the paper makers (5) ___________ people how to make paper, it came into widespread use all over the world.
Task  Writing a biographical article

Skills building 1: listening for numbers

In a conversation, sometimes you need to hear numbers accurately. To help you do this, you should listen carefully to get an idea of the context.

1. You should pay attention to what kind of numbers are being mentioned.
   - Cardinal numbers
     In 2009, the population of that city was 12,835,432. (twelve million, eight hundred and thirty-five thousand, four hundred and thirty-two)
   - Ordinal numbers
     He was the third student to arrive at the playground. (3rd)
     Our flat is on the 18th floor. (eighteenth)
   - Plural form
     He became an explorer in his thirties. (30s)

2. Note the difference in pronunciation between the endings -ty (e.g., fifty /ˈfɪf(t)ɪ/ ) and -teen (e.g., fifteen /ˈfɪf(ə)tn/).

3. Numbers can refer to different things, e.g.,

| Age | Susan will be 16 next month. |
| Date | Tom was born on 17 December 1988. |
| Percentage | Anna scored 90 per cent in her English test. |
| Price | Susan bought a T-shirt for $20. |
| Street number | Ye Ping lives at 198 Jiangsu Road. |
| Time | Ivy is playing tennis at six o’clock this evening. |

4. We use certain words and phrases to express an approximate number or to modify a number.
   - They moved to Canada about two years ago.
   - There were around 50 people in the hall.
   - My dad has been to more than 30 countries.
   - Students under 14 are not allowed to take part in the competition.
   - I need at least five days to complete the task.

Listen to an introduction to Steve Fossett and fill in the numbers.

In 2002, Steve became the (1) ___________person to fly around the world alone in a balloon without stopping. He had to try (2) ___________times before he finally succeeded. Steve was in his late (3) ___________when he circled the world in a balloon. He set (4) ___________world records in his life. In 2004, he and his team set a world record by sailing around the world in (5) ___________days. Sadly, in (6) ___________, he was flying a plane alone when the plane disappeared. The plane and his body were not discovered until one year later.
Step 1: finding a speaker for your school

A Your headmaster has asked you to help find a person to speak to your schoolmates. Listen to his requirements and fill in the notes below.

Requirements for speaker:
1. Must be older than 18 but younger than ________.
2. Experience as a speaker would be ________.
3. Must be able to speak ________ and Chinese.
4. Must live in or near ________.
5. Available between ________ May and 10 June.
6. Able to speak from two o’clock until ________.
7. Prepare a ________-hour speech, with an extra half an hour for questions and answers.
8. Must be ________ and happy to spend time talking to students.

B You have drafted an advertisement for a speaker. Complete it with the information above.

Wanted!

Exciting Speaker

Have you achieved something exciting or important?

Do you want to inspire students with your experiences?

(1)_________ is looking for an exciting person to give a talk at our school in May or (2)_________. You must be (3)_________ to 35 years of age and live in (4)_________.

The speaker we expect should:
• speak (5)_________ and (6)_________.
• be (7)_________ and happy to spend time talking to students.

E-mail your CV to: speaker@seniorhigh.edu.cn
Skills building 2: reading a CV

A CV (curriculum vitae) is an introduction of your work skills and education. It is mostly used to give information to possible employers. Information in a CV is usually very brief and is presented in a particular order. A CV may include:

1 Identification
   - CVs must include the following information: name, address, phone number and e-mail address.
   - Personal information such as age, nationality and birthplace is sometimes included.

2 Objective
   - Some CVs include a short statement about what kind of job is wanted, such as ‘A sales position, using my strong communication skills’.

3 Education
   - The name of the most recent school comes first.
   - Graduation date should be included.

4 Experience
   - Only experience that is in connection with the job being applied for is listed.
   - The most recent experience comes first.
   - Company name(s) and position(s) held are listed for past jobs.
   - Different kinds of work experience can be included (professional, internship, volunteer, etc.).

5 References
   - Personal or professional references may be included.
   - Phone numbers and e-mail addresses are usually included for references.
   - Many people offer their references upon request, rather than listing them in their CVs.
   - Referees should never be family members.

6 Other
   - Hobbies and interests/activities are often included at the end of a CV.

Read the following CV excerpts. Tick the box by the correct examples.

1 □ 2001–2004 No. 1 High School
   2004–2008 Peking University
   □ 2004–2008 Peking University
   □ 2001–2004 No. 1 High School

2 □ Wang Bing * 123 Nanjing Road * 5555 8920 * wbings@getajob.com
   □ Wang Bing * 123 Nanjing Road * Beijing * China

3 □ Referees: English teacher
   Ms Lu Xia 5555 5339
   Football coach
   Mr Zhang Xi 5555 5433
   □ Referees: Mother
   □ Referees: Father
   Song Meili
   Wang Yihai
Step 2: introducing a speaker

Prepare a short introduction of the speaker. Read the following CV and take notes for use in your talk. Explain why you think this person fits your headmaster’s requirements.

Gao Qian

Flat D * 9407 Zhongshan Road * Nanjing * China * Tel: 5555 8765 * e-mail: gq@address.com

Born: Yangzhou, China. 1982
Sex: Female
Nationality: Chinese
Experience abroad: 2009–2010 Travelled around the world
1995–1996 Lived in Australia
Languages: Chinese (native); English (fluent)
Education: 2004 Graduated from Peking University
2000 Graduated from Nanjing No. 5 High School
Work experience: 2009–2010 Travelled around the world, giving speeches and introducing Chinese culture
2008 Started a school to help students get accepted to study-abroad programmes
2004–2008 Worked as an English teacher in a college
Interests: I am a friendly, outgoing person who loves travel and adventure. I want to encourage more young people to travel and experience other cultures.

1 Name: __________________________ 2 Home: __________________________
3 Male/Female: _________________ 4 Age: __________________________
5 Languages spoken: __________________________
6 Experience: __________________________
7 Achievements: __________________________
8 Interests: __________________________

Work with a partner. Practise your introductions and give each other suggestions on how to improve them.
Skills building 3: organizing information

When we write, we need to make sure that our writing is clear and easy to understand. One way to do this is to organize the information in good order. We should also group the information into different sections.

1 Introduction

- Tell the reader what the text is going to be about. This paragraph should be designed to catch the reader’s attention. It is, therefore, important that we find out who the reader is and what the purpose of the writing is.

2 Body

- Present only one main idea in each paragraph. Use examples, facts, opinions and statistics to support your idea.

- Write about events in the order they happened. However, if we use the past perfect tense, we do not have to mention the events one by one—we can refer back to an earlier time.

3 Conclusion

- Write a surprising or interesting conclusion if possible.

Read these notes about Dian Fossey. Write I for introduction, B for body and C for conclusion in the boxes. Then organize the notes into the best order, writing the correct letters in the blanks.

- 1970: went to Cambridge in the UK to study for a PhD
- 1966: moved to Africa and studied the behaviour of gorillas
- an outgoing and kind person; a strong wish to explore the world
- murdered in 1985
- born in California in 1932
- thanks to her work, mountain gorillas are protected by governments and conservation organizations
- one of the heroes of the 20th century
- 1954: graduated from university and worked at a children’s hospital
- her research lets people know more about mountain gorillas
- 1977: returned to Africa to continue her research after finishing her PhD

1 ______ 3 ________ 5 ________ 7 ________ 9 ________
2 ________ 4 ________ 6 ________ 8 ________ 10 ________
**Step 3: writing a biographical article**

After you organize the information, you can write an article using your notes. Read the article below and compare it to the notes in Skills building 3 to see how this is done.

Dian Fossey is now regarded as one of the heroes of the 20th century. Her love for the mountain gorillas in Africa taught people about dangers these animals are facing. Dian was an outgoing and kind person, and able to gain valuable data about their lives by becoming a companion to them.

Dian Fossey was born in California in 1932. She graduated from university in 1954 and worked at a children’s hospital in Kentucky for several years. However, her interest in animals, and the writings of an American scientist called George Schaller, inspired her to take the first step towards her future work. In 1966, she went to Africa to study rare mountain gorillas.

Even though some of the gorillas were quite dangerous, this did not discourage Dian. She showed great devotion to her work and loved to tell people about gorillas. Because the gorillas had interested her so much, Dian decided to study for a PhD. After she finished her degree, she wrote a book about the gorillas she had lived with. She later returned to Africa. However, she was murdered in 1985.

Dian Fossey is still alive in our hearts to this day. Thanks to her research, we now know more about mountain gorillas. They are also protected by governments and various organizations. Without her work, there would be very few mountain gorillas left today.

**B** Gao Qian will speak at your school. Write a biographical article about her for your school newspaper. Use the information you have collected in Steps 1 and 2, and follow the model above. Tell why Gao Qian is interesting and what can be learnt from her.

You may want to mention:

**Introduction**
- who the article is about
- why a speaker has been invited to the school
- when she will speak
- why she is interesting
- what kind of person she is

**Body**
- where she was born
- where she has been to
- where she lives now
- where she studied
- what jobs she has had
- what interesting things she has done
- what her interests are

**Conclusion**
- why your schoolmates should be excited to listen to her
- what can be learnt from her talk
Project Interviewing an expert

Sending a man into space was a dream for China for many years. In October 2003, Yang Liwei went to space and returned, making the dream a reality. What do you know about him and his life?

**Read the following article about Yang Liwei. Think about why he was chosen to be China’s first astronaut. This will help you prepare for your project.**

What is the most fun you can have in 21 hours and 23 minutes? On 15 October 2003, Yang Liwei answered this question. His voyage in space took him 600,000 kilometres in orbit, around the Earth 14 times, in just over 21 hours. It made him China’s first astronaut in space. He had worked towards this achievement for many years.

Born in 1965, Yang had wanted to fly since he was a young boy. His friends and teachers from Suizhong in Liaoning Province, in the north-east of China, have all said that he loved science and technology from a young age. He always had a strong desire to learn how to fly. His dream was encouraged by his parents as well as his older sister and younger brother.

In 1983, he joined the army, and went to flight school. He graduated in 1987 and became a pilot. In 1998, he applied to be a member of Project 921, which is now called Shenzhou. He was one of the only 14 selected from 1,500 candidates. The team spent the next five years being trained. They not only studied all the subjects required to be an astronaut, but also learnt survival skills and all about how spaceships and rockets are built. Yang scored among the very top in everything the group studied.

In September 2003, only three out of the 14 candidates were picked for the Chinese space adventure, and Yang was one of them. He took all kinds of tests to prove he was fit for this important task. Although Yang did not get the best scores on every single test, it was his high scores on the psychological tests that finally won him the status of China’s first astronaut. Yang was described by his superiors as hard-working and always in control of himself. Because of these qualities, they were optimistic he would be successful.

In the end, Yang was indeed a success. His name will go down in history with those of Yuri Gagarin and Alan Shepard. The people of China can be proud of Yang Liwei, and young people all over the world can look up to him as an example of a man who managed to live his dream.
Now you are going to interview an expert from a certain field. You will need to find out how he/she achieved his/her position, and create a poster to show your classmates what you have found.

Planning

- Work in groups. Choose one of the following types of people to interview for this project. If you have another person in mind, be sure to get your teacher's approval. Before you make your decision, think about what type of background information you can find so that your poster will look interesting. Here are some examples of experts you can interview:
  - school headmaster/teacher
  - dancer
  - musician
  - detective
  - doctor
  - lawyer
  - Position

- Discuss the tasks and decide which group members will do them. Write their names in the blanks below. Remember, two or three people can work on the same task together.
  - Research information about this person’s job
  - Prepare questions
  - Carry out the interview
  - Take notes at the interview
  - Draft the written section
  - Provide pictures for the poster

Preparing

- Members doing research need to find information from various sources on the person you have chosen.
- Those preparing questions must prepare questions based on the information collected.
- Those carrying out the interview and taking notes must discuss with the whole group what information can be used in the poster. Ask the person if he/she could supply photographs to you.

Producing

- Group members writing the text should base it on the interview notes.
- Students providing pictures need to draw pictures that tell about the person’s educational background and work experience.
- When the text and pictures are completed, each member should help check the material at least once, correct any mistakes and add any new ideas you can think of.
- Revisions should be made using suggestions from the group members.

Presenting

- Take turns presenting the story to the class. Make sure everyone in the group has a chance to speak.
- Put your poster on the wall of your classroom for the rest of the class to look at.
A. Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

**How confident are you of:**

- predicting what a text is about?
- reading a text for specific information?
- using the new vocabulary in the magazine article?
- discussing your ideas about discoveries and adventures?
- talking about jobs?
- adding suffixes to nouns, adjectives and verbs?
- understanding the past perfect tense?
- understanding the difference between the past perfect and present perfect tenses?
- reading and listening for numbers?
- taking notes of what you have heard?
- introducing someone?
- collecting and organizing information?
- writing a biographical article?
- researching on the Internet?
- interviewing someone?
- making a poster?

_____ / 80 → _____ %

B. If you are not confident about some of the items above, make an action plan so you can improve on them.
Notes

Unit 1

1 Boy missing, police puzzled (Page 2, Title)

男孩失踪，警方茫然

这是一个省略表达（其完整形式为：A boy is missing and the police are puzzled.）。新闻标题中常常省略冠词、系动词、助动词等，使表达简洁，以达到节省版面的目的。

2 Police in America have stepped up their search for a fifteen-year-old boy who went missing three days ago in Dover, New Hampshire. (Page 2, Lines 1–4)

美国警方现已加紧对一名15岁男孩的搜索，该男孩三天前在新罕布什尔州的多佛市失踪。

(1) 短语step up的意思是“加紧，加速”。如：

We will be stepping up our efforts to prevent further pollution.

我们将加紧努力，以防止更多污染。

(2) 短语go missing的意思是“失踪”，这里的go是系动词。如：

Her hair is going grey. 她的头发渐渐花白了。

3 This incident has received great interest due to reports of strange lights in the sky and of alien visits around the time the boy disappeared. (Page 2, Lines 4–8)

该事件引起了公众的极大兴趣，原因是有各种关于男孩失踪前后天空中出现奇怪光亮和外星人造访地球的新闻报道。

(1) 句中的due to是固定搭配，意思是“由于，因为”。

(2) 这里the boy disappeared是定语从句，修饰先行词time，关系副词when被省略了。

4 Justin Foster, a high school student, was last seen Friday night. (Page 2, Lines 9–11)

人们最后一次看见中学生贾斯廷·福斯特是在星期五晚上。

本句中Friday night作时间状语，前面省略了介词on。在非正式文体中，特定日期前的介词on有时可省略。如：

John will come here (on) the first day of next month. 约翰将于下月一号过来。

5 Standing inside were lots of strange creatures with white skin and large black eyes. (Page 2, Lines 36–38)

里面站着许多白皮肤，眼黑又大个的奇怪生物。

本句是倒装句。英语中，当句子的主语比较长的时候，往往使用倒装句（正常语序应为：Lots of strange creatures with white skin and large black eyes were standing inside.）。

6 I haven’t seen Justin since. (Page 3, Line 44)

从那以后我就再没见过贾斯廷。

句中since是副词，表示从过去某个时候开始一直到现在的。如：

He left home three weeks ago and we haven’t heard from him since. 他三周前离开家，从此杳无音讯。

7 However, since Mrs Foster thought that Justin was spending the night with a friend, she assumed that Kelly was having a bad dream, and sent her back to bed. (Page 3, Lines 47–51)

但是，福斯特夫人以为贾斯廷在一个朋友家过夜了，因此她认为凯莉只是做了个恶梦，于是将她打发回床上。

本句是主从复合句。句中since引导原因状语从句，该从句中thought后是一个由that引导的宾语从句。主句中assumed与sent her back to bed是并列谓语，其中assumed后接一个由that引导的宾语从句。
8 There’s really no hard evidence that aliens took him. (Page 3, Lines 72–73)
事实上并没有确凿的证据证明是外星人劫持了他。
(1) 句中hard 的意思为“确凿的，可靠的”。
(2) 句中evidence 后接一个由that 引导的同位语从句，说明 evidence 的具体内容。同位语从句属于名词性从句，通常由that 引导。如：
The news that our team has won the game is really exciting.
我们队获胜的消息真是令人兴奋。
9 So, while we have not dismissed the idea, we are looking into other possibilities as well. (Page 3, Lines 73–75)
所以，尽管我们不排除这种想法，但是我们也在调查其他的可能性。
句中while 引导让步状语从句。短语look into 是固定搭配，意思是“研究，调查”。如：
The police are looking into the case. 警方正在调查这个案子。
10 satellite 等(Pages 6–7)
satellite /ˈseɪtəlɪt/ 卫星 astronaut /ˈæstrənɔːt/ 宇航员 space shuttle /ˈspɑːʃ ʃʌtl/ 航天飞机
rocket /ˈrɒkɪt/ 火箭 launch tower /ˈlɑːntɔːr/ 发射塔 launch pad /ˈpæd/ 发射台
oxygen /ˈɒksɪdʒən/ 氧气 universe /juːˈnɜːsɪs/ 宇宙 galaxy /ˈgæləksi/ 银河系
solar /ˈsəʊlər/ system 太阳系 comet /ˈkɒmɪt/ 彗星
11 He reported that they looked like the tracks of a similar creature, called Bigfoot, which some people believe lives in the forests of the north-west of the USA. (Page 18, Lines 14–16)
他报告说，它们看起来像一种叫北美野人的类似动物的脚印。有人认为北美野人生活在美西北部的森林里。
本句是主从复合句。句中reported 后接一个由that 引导的宾语从句；a similar creature 后面的called Bigfoot 是后置定语，其后的which 引导一个定语从句，修饰先行词creature。
12 Large tracks have also been discovered which some people say belong to the Wild Man. (Page 18, Lines 21–22)
人们也发现过一些巨大脚印，有人称它们属于野人。
本句是主从复合句。句中which 引导一个定语从句；修饰句子的主语tracks；在这个定语从句中，say 后面接一个省略了that 的宾语从句。如果将原句拆成两句，则应为：Large tracks have also been discovered. Some people say (that) these large tracks belong to the Wild Man.
13 He believed that these creatures are linked to a common ancestor, an animal that lived in Asia some 300,000 years ago. (Page 18, Lines 26–28)
他认为，这些生物与一个共同的祖先相关联，该动物生活于约30万年前的亚洲。
(1) 句中believed 后接一个由that 引导的宾语从句；an animal that 是a common ancestor 的同位语。
(2) 句中some 300,000 years ago 的意思为“大约30万年以前”；some 与数词连用时，常用作副词，相当于approximately。

Unit 2

1 Wish you were here (Page 21, Title)
如果你在这里就好了
动词wish 之后的宾语从句常用虚拟语气，用过去时态表示对现在的虚拟，用过去完成时态表示对过去的虚拟，意思是“但愿，要是……就好了”。如：
2 We leave London on 15 July, and we’ll be taking a flight to Morocco, in northern Africa. (Page 22, Lines 9–10)

我们将于7月15日离开伦敦，坐飞机去北非的摩洛哥。

句中We leave London... 用一般现在时表示将来，指按计划要发生的事情；we’ll be taking a flight... 用的是将来进行时，表示未来某个时候将进行的事情。

3 You have to wear a helmet and a life jacket for protection, just in case you fall into the water. (Page 22, Lines 23–24)

作为保护措施，你得戴上头盔，穿上救生衣，以防万一掉进水里。

短语in case 意思是“以免，以防万一”，常用来引导条件状语从句。如：

I always take an umbrella to work in the rainy season, just in case it rains.

在雨季，我上班时总是带把伞，以防下雨。

4 We’ll live with the local people in their villages, and eat and drink whatever they do, including cow’s blood! (Page 23, Lines 25–27)

我们要跟当地的居民一起住在他们的村落里，不管他们吃什么、喝什么，我们也一起吃、一起喝，包括牛血！

(1) 句中whatever 的意思是“无论什么”，引导宾语从句。

(2) 肯尼亚和坦桑尼亚的游牧民族马萨伊人（Masais）有喝生牛血的习惯。

5 We’ll try to get as close as possible to the animals, even though they’re dangerous, so that we can take some really good photographs. (Page 23, Lines 31–33)

尽管这些动物很危险，我们还是要试着尽可能地靠近它们，这样我们就能拍到一些非常棒的照片。

(1) 本句中，even though 引导让步状语从句，so that 引导结果状语从句。这两个状语从句都单独和主句 We’ll try to... the animals 发生联系，两个从句并不直接关联。

(2) 短语get close to 的意思是“接近”，as... as possible 的意思是“尽可能……”。

6 Mountain climbing can be very tiring, and many people feel sick as the atmosphere gets thinner, so Colin and I will make sure that we get plenty of rest. (Page 23, Lines 38–40)

登山会让人觉得非常疲惫，由于空气变得稀薄，很多人会感到恶心，所以科林和我会确保我们能够得到充足的休息。

(1) 句中as the atmosphere gets thinner 是原因状语从句，说明 feel sick 的原因。

(2) 连词so 后面接结果状语从句。

7 pan 烹 (Page 26)

pan /ˈpæn/ 锅	
towel /ˈtaʊəl/ 毛巾	
compass /ˈkɒmpəs/ 指南针
purify /ˈpɜːrɪfaɪ/ 净化	
kit /kɪt/ 工具箱	
waterproof /ˈwɔːtərpruːf/ 防水的

matches 防水火柴

8 The word ‘Shangri-la’ first appeared in a classic novel by James Hilton. (Page 38, Line 10)

“香格里拉” 一词源于詹姆斯·希尔顿的一部经典小说。

James Hilton (1900–1954)，著名作家，1933年发表了长篇小说《消失的地平线》（Lost Horizon），书中描绘了一处充满神秘色彩的世外桃源——香格里拉。小说出版后大获成功，后来被好莱坞改编成电影。

9 Hilton described a beautiful kingdom where three rivers joined together, steep mountains reached to the sky, and fields of long grass covered the earth. (Page 38, Lines 12–14)

希尔顿描绘了一个美丽的国度，那里三条河交汇，奇峰高耸，深草如茵覆盖大地。
10 In this perfect world lived people who had discovered how to stay young forever. (Page 38, Lines 14–15)

In the perfect world, people discovered how to stay young forever.

11 Three mountains, Meili, Baimang and Haba, which are covered with snow, tower over the land. (Page 38, Lines 23–24)

Three mountains, covered with snow, tower over the land.

12 Below the mountains, the sunshine reflects on the many lakes, making them shine like diamonds against the rich countryside. (Page 38, Lines 26–27)

The sunshine reflects on the lakes, making them shine like diamonds against the countryside.

13 Sheep, cattle and horses wander on the green grass, and the surrounding forests are home to many birds and animals. (Page 38, Lines 27–29)

Sheep, cattle and horses wander on the green grass, and the surrounding forests are home to many birds and animals.

14 In this peaceful land, people live in perfect harmony with nature, far away from the noise and worry of the outside world. (Page 38, Lines 29–31)

In this peaceful land, people live in perfect harmony with nature, far away from the noise and worry of the outside world.

15 The best times to visit Shangri-la are spring and autumn when the temperature is at its mildest. (Page 38, Lines 36–37)

The best times to visit Shangri-la are spring and autumn when the temperature is at its mildest.
Unit 3

1. By the 1920s, he had become an explorer, searching for the tombs of the Egyptian kings.
   (Page 42, Lines 6–7)
   在20世纪20年代，他已成为一名探险家，致力于寻找古埃及国王的陵墓。
   句首by的意思是“到……的时候”，表示从某一更早的时间开始，直到某个时间为止，常与完成时态连用；searching for the tombs of the Egyptian kings是现在分词短语，用作状语，表示伴随状态。

2. In 1922, Howard Carter made his most amazing discovery of all, in the Valley of the Kings, in Egypt.
   (Page 42, Lines 11–12)
   1922年，在埃及的国王谷，霍华德·卡特做出了他最惊人的发现。
   句中的the Valley of the Kings（国王谷）是位于埃及尼罗河西岸的皇家陵墓，那里埋葬着埃及“新王国”时期（约公元前1567年—公元前1085年）的国王和贵族。

3. “The tomb contained more treasure than any of us had ever seen before, as well as the mummy of the king,” said Carter. (Page 42, Lines 16–18)
   “除了国王的木乃伊之外，这座陵墓还藏有大量的珍宝，比我们任何人先前所见过的都要多。”卡特说。
   (1) 句中than是连词，引导表示比较关系的从句。如:
      More people attended the party than I’d expected.
      来参加聚会的人比我预计的要多。
   (2) 词组as well as的意思是“除……之外，也，还”，侧重强调as well as之前的部分。如:
      He grows flowers as well as vegetables.
      他种菜也种花。

4. He too visited the tomb, only to catch a high fever the next day. (Page 43, Lines 30–31)
   他也去了陵墓，结果第二天就发高烧。
   词组only to do something用作结果状语，意为“不料，竟然”。如:
   I hurried to the station, only to find that the bus had just left.
   我匆忙赶到车站，结果发现汽车刚刚开走。

5. Others believe that they were in connection with a mummy’s curse, as a punishment for those who enter the resting place of the dead. (Page 43, Lines 37–39)
   另一些人则相信这与木乃伊的诅咒有关，是对闯入亡灵安息地的人的惩罚。
   (1) 本句是主从复合句，believe后接一个由that引导的宾语从句，those后接一个由who引导的定语从句。句中as的意思是“作为”。
   (2) 短语in connection with的意思是“与……有关联”。
      The police are questioning a man in connection with the incident.
      警察正在审问一名与此事件有关的男子。

6. If breathed in, they can result in illness or even death. (Page 43, Lines 42–43)
   一旦被人吸入，它们就可能导致疾病甚至死亡。
   (1) 句中If breathed in相当于If they are breathed in，由if引导的条件状语从句常用省略形式。如:
      The medicine is very effective if taken on time.
      如果按时服用的话，这药很有效。
   (2) 短语result in的意思是“导致”。如:
      His drunk driving resulted in an accident, causing the death of twelve people.
      他酒后驾车导致了一起事故，造成12人死亡。
What is certain, though, is that ‘the curse of the mummy’ remains a riddle to this day.

They not only studied all the subjects required to be an astronaut, but also learnt survival skills and all about how spaceships and rockets are built.

Although Yang did not get the best scores on every single test, it was his high scores on the psychological tests that finally won him the status of China’s first astronaut.

His name will go down in history with those of Yuri Gagarin and Alan Shepard.

The people of China can be proud of Yang Liwei, and young people all over the world can look up to him as an example of a man who managed to live his dream.
Wordlist 1 (by unit)

说明：本表收录各单元阅读文章和语篇练习中所包含的生词，不收录指示语、讲解文字和Word power板块中所包含的生词。带的词条为课程标准规定之外的词汇。括号内的数字为该词条在本教科书中首次出现时的页码。单词音标以Oxford Advanced Learner’s Dictionary (Sixth Edition)为依据。

Unit 1

tale /teil/ n. 故事，传说 (1)
unexplained /ˌʌnɪkˈspɛpləd/ adj. 无法解释的，神秘的 (1)
puzzled /ˈpʌzld/ adj. 困惑的，茫然的 (2)
step up 加紧，加强，促进 (2)
incident /ˈɪməsənt/ n. 发生的事情 (尤指不寻常的或讨厌的) (2)
due /djuː/ adj. 由于，因为，预期的，适当的 (2)
due to 由于，因为 (2)
* alien /eˈlɛn/ n. & adj. 外星人（的） (2)
disappear /dɪsˈpɪər/ vi. 消失，失踪 (2)
witness /ˈwɪtnəs/ n. 目击者，证人 (2)
vt. 目击，见证 (2)
space ship /ˈspeɪʃɪp/ n. 宇宙飞船 (2)
creature /ˈkriːtʃə/ n. 动物；（具有某种特征的）人 (2)
flash /flæʃ/ n. & vi. 闪光，闪耀 (2)
* UFO /juː ˈɔː/ abbr. 不明飞行物 (unidentified flying object 的缩写) (3)
assume /əˈsaɪn/ vt. 假定，认为 (3)
construction /kənˌstrʌkʃən/ n. 施工，建筑物 (3)
occur /əˈkɜːr/ vi. 发生 (3)
show up 出现，现身 (3)
aboard /əˈboʊrd/ adv. & prep. 在（轮船、飞机、火车等）上（轮船、飞机、火车等） (3)
possibility /ˌpɒsəˈbɪləti/ n. 可能性 (3)
detective /dɪˈtɛktɪv/ n. 侦探 (3)
take charge of 负责，掌管 (3)
case /kɛs/ n. 案件，具体情况，实例 (3)
journalist /ˈdʒɜːnlɪst/ n. 记者 (3)
make up 编造，编撰，构成 (3)
amazing /ˈmezɪŋ/ adj. 令人惊奇（惊叹）的 (3)
evidence /ˈɛvɪdəns/ n. 证据 (3)

injury /ˈɪnʤəri/ n. 伤害 (3)
dismiss /dɪsˈmɪs/ vt. 不予考虑，解雇，解散 (3)
look into 调查 (3)
laughter /ˈlɑːftər/ n. 笑，笑声 (5)
school boy /ˈskuːlbɔɪ/ n. （学校的）男生 (5)
astronomer /ˌæstrəˈnɔmər/ n. 天文学家 (5)
enthusiastic /ɪnˈθjuːzɪəstɪk/ adj. 热情的，热衷的；满脸热忱的 (8)
base /beɪs/ n. 基地，本垒；底部；基础 vt. 以……为基础 (8)
exist /ɪgˈzɪst/ vi. 存在 (8)
*mystery /ˈmɪstri/ n. 神秘的事或人 (11)
* comic strip /ˈkɒmɪk strɪp/ n. 连环漫画 (11)
questionnaire /ˌkwestʃəˈnɛri/ n. 调查问卷 (12)
tick /tɪk/ vt. 标记号，打上钩；对号 (12)
statement /ˈsteɪmənt/ n. 陈述，声明 (12)
disagree /ˌdɪsəˈɡriː/ vi. 不同意 (12)
appropriate /əˈprəʊprɪət/ adj. 适当的 (13)
blank /blæŋk/ n. （文件等）空白处，空格 adj. 空白的，无表情的 (13)
humour /ˈhjuːmər/ n. 幽默 (13)
discount /ˈdɪskɔːt/ n. 折扣 (13)
table tennis n. 乒乓球运动 (17)
badminton /ˈbædmɪntən/ n. 羽毛球 (17)
organize /ˈɔːrɡənaɪz/ (BrE also organise) vt. 组织，筹备，安排，处理 (17)
tournament /ˈtʊənəmənt/ n. 联赛，锦标赛 (17)
award /əˈwɔːd/ n. 奖，奖品，奖金 vt. 授予，奖励 (17)
* Yeti /ˈjɛti/ n. 雪人，野人 (= Abominable Snowman) (18)
* Bigfoot /ˈbɪɡfʊt/ n. 北美野人 (18)
Wild Man of Shennongjia n. 神农架野人 (18)
hairy /ˈheəri/ adj. 多毛的，毛茸茸的 (18)
human being  n. 人 (18)
attack /ˈteɪk/ vt. & vi. & n. 攻击；进攻 (18)
villager /ˈvɪlɪdʒə(r)/ n. 村民 (18)
fur /fə(r)/ n. (动物的)皮毛，毛皮 (18)
track /træk/ n. 足迹，踪迹 (18)
centimetre /ˈsentɪmɪtə(r)/ n. 厘米 (18)
length /lɛŋθ/ n. 长度 (18)
examine /ɪɡˈzæmɪn/ vt. 检查 (18)
north-west /nɔːθˈwest/ n. 西北 (18)
dozen /ˈdaʊzn/ n. (一)打；十三个；十来个 (18)
dozens of (informal) 许多，很多 (18)
reserve /rɪˈzɜːv/ n. (动植物)保护区；储备 vt. 预定；保留；储蓄 (18)
strength /streŋθ/ n. 力量，力气 (18)
belong /bɛləŋ/ vi. 应在（某处）；适应 (18)
belong to 属于 (18)
existence /ɪɡˈzɪstəns/ n. 存在 (18)
convince /kənˈvɪns/ vt. 使确信，使相信 (18)
link /lɪŋk/ vt. & n. 联系，关联 (18)
ancestor /ˈænseستə(r)/ n. 祖先，祖宗 (18)
make one’s way to 前往，到……去 (18)
survive /sərˈvaɪv/ vi. & vt. 生存；挺过（难关） (18)

Unit 2
adventure /ədˈventʃə(r)/ n. 冒险；冒险经历 (22)
arrange /əˈreɪndʒ/ vt. & vi. 安排 (22)
extraordinary /ɪkˈstrɔːrdənri/ adj. 不同寻常的 (22)
flight /flæt/ n. 航班；航空 (22)
camel /ˈkæml/ n. 骆驼 (22)
desert /ˈdezət/ n. 沙漠 vt. 抛弃，舍弃 (22)
dusty /ˈdʌstɪ/ adj. 尘土飞扬的，满是灰尘的 (22)
shade /ʃeɪd/ n. 阴凉处；阴暗；阴凉 (22)
brilliant /ˈbrɪliənt/ adj. 明亮的；鲜艳的 (22)
flashlight /ˈflæʃlайt/ n. 手电筒 (22)
altogether /ɔːlˈtəʊðə(r)/ adv. 总共 (22)
uncomfortable /ʌnˈkʌmfortəbl/ adj. 不舒服的，不自在的 (22)
rough /rɔːf/ adj. 混乱的；粗糙的；大概的 (22)
white-water rafting /wɔtəˈwɔtəˈræftɪŋ/ n. 白浪漂流，激流漂流 (22)
helmet /ˈhelmit/ n. 头盔 (22)
life jacket n. 救生衣 (22)
protection /ˈprəʊtɛkʃən/ n. 保护 (22)
in case 万一 (22)
backpack /ˈbekpæk/ n. 背包 (23)
advance /ədˈvæns/ n. 前进；预先 vi. 前进；进步 (23)
in advance 提前，预先 (23)
supply /ˈsəʊpəl/ n. & vt. 提供，供给，补给 (23)
wildlife /ˈwaɪldlaɪf/ n. 野生动物，野生生物 (23)
photograph /ˈfəʊtəɡrɑːf/ n. 照片 (23)
defence /dɪˈfens/ n. 防御，保护 (23)
scar /ˈskær/ n. vt. 使恐惧，惊吓 (23)
up close 靠近地 (23)
mount /maʊnt/ n. (常常用于山名) 山，山峰 (23)
tiring /ˈtɛəriŋ/ adj. 让人疲劳的，累人的 (23)
atmosphere /ætˈmoʊsfɛr/ n. 空气；大气层 (23)
African /əˈfrɪkən/ adj. 非洲的 (23)
afterwards /ˈɑːftərˌwɔːdz/ adv. 后来，然后 (23)
sleeve /slɛv/ n. 袖子 (25)
cheek /tʃi:k/ n. 脸颊 (25)
tourism /ˌtʊərɪzəm/ n. 旅游业 (29)
schedule /ˈʃedjuːl/ n. & vt. 计划 (29)
explore /ɪkˈsploʊr/ vt. & vi. 探索，勘探 (29)
sunrise /ˈsʌnraɪz/ n. 日出；朝霞 (31)
view /vjuː/ vt. 观看；看待 n. 景色；观点 (33)
heaven /ˈhevn/ n. 天堂；天空 (33)
mountain top /ˈmaʊntəntɒp/ n. 山顶 (33)
temple /ˈtempl/ n. 寺院 (33)
bury /ˈbɜri/ vt. 埋葬，埋藏 (33)
destination /ˌdestriˈneɪʃən/ n. 目的地 (34)
cage /keɪdʒ/ n. 笼子 (36)
beauty /ˈbjuːti/ n. 美，美好的人或物 (38)
south-west /ˌsɔtθˈwest/ n. 西南 (38)
highway /ˈhɑːwaɪ/ n. (尤指城镇间的) 公路，大道，交通要道 (38)
classic /ˈklæsik/ adj. 经典的 n. 经典作品 (38)
novel /ˈnɒvl/ n. (长篇)小说 (38)
swallow /ˈswɔləʊ/ vt. & vi. 吞下，吞咽 (43)
dead/ˈded/ n. 死亡 (43)
shortly /ˈʃɔːtli/ adv. 不久，很快 (43)
within /wɪˈðʌm/ prep. 在……之内，不超过 (43)
coincidence /koʊˈsɪn(d)əns/ n. 巧合，巧合 (43)
connection /kəˈnekʃən/ n. 联系 (43)
punishment /pʌnɪʃmənt/ n. 惩罚 (43)
scientific /ˌsəʊnˈtɪfɪk/ adj. 科学的 (43)
virus /ˈvɜːrəs/ n. 病毒 (43)
disturb /dɪˈstɜːrb/ vt. 打扰，扰乱 (43)
breathe /briːð/ vi. & vt. 呼吸 (43)
result in 导致，结果是…… (43)
clothing /kloʊðɪŋ/ n. 衣物 (43)
riddle /ˈridl/ n. 谜 (43)
labour /ˈleɪbər/ n. 劳动，努力工作 (45)
whichever /wɪtʃˈevə(r)/ pron. 无论哪个；无论哪些 (45)
airplane /ˈɛəplɪn/ n. 飞机 (49)
signal /ˈsɪɡnəl/ n. 信号 vi. & vt. 发信号；表明 (49)
captain /ˈkeɪptn/ n. 船长，飞机机长；队长；海军上校，陆军上尉 (50)
warning /ˈwɔːrnɪŋ/ n. 警告 (50)
*iceberg /ˈaɪsbɜːɡ/ n. 冰山 (50)
widespread /ˌwɜːdspred/ adj. 广泛的，普遍的 (51)
requirement /rɪˈkwaɪrəmənt/ n. 要求，规定 (53)
inspire /ɪnˈspایr/ vt. 启迪，赋予灵感；激励，鼓舞 (53)
sex /sɛks/ n. 性别 (55)
female /ˈfimel/ n. & adj. 女性的 (55)
nationality /ˌneɪʃənəlɪti/ n. 国籍 (55)
native /ˈneɪtrə/ adj. 本地的；本国的 (55)
outgoing /ˈaʊtɡəʊɪŋ/ adj. 爱交际的；友好的；外向的 (55)
gorilla /ˈɡɔːrɪlə/ n. 大猩猩 (57)
data /ˈdeɪtə/ n. (pl.) 数据；资料 (57)
companion /kəmˈpeɪnən/ n. 伴侣；陪伴 (57)
rare /rɪər/ adj. 稀有的，罕见的 (57)
discourage /dɪsˈkɑːrdʒ/ vt. 使灰心；劝阻 (57)

Unit 3

curse /kɜːs/ n. 诅咒；咒语 (42)
vt. & vi. 诅咒；咒骂 (42)
mummy /ˈmʌmi/ n. 木乃伊 (42)
explorer /ɪkˈsplɔːrər/ n. 探险家；勘探者 (42)
curious /ˈkjʊəriəs/ adj. 好奇的，求知欲强的 (42)
set sail 启航 (42)
tomb /tʌm/ n. 墓碑 (42)
Egyptian /ɪˈdʒɪpiən/ adj. 埃及的，埃及人的 (42)
fortune /fɔːtʃən/ n. 大笔的金钱；财富；运气 (42)
jewel /ˈdʒuːəl/ n. 宝石；珠宝首饰 (42)
preserve /prɛzɜːv/ vt. 保存，保护，保持 (42)
valley /ˈvælɪ/ n. 山谷，峡谷 (42)
lord /lɔːd/ n. 勋爵；贵族；大臣；封建领主 (42)
come across (偶然) 遇见；发现 (42)
entrance /ˈentrans/ n. 入口 (42)
content /ˈkəntent/ n. 内容 (42)

* 重点词汇

swallow /ˈswɔləʊ/ vt. & vi. 吞下，吞咽
death /dɛθ/ n. 死亡
shortly /ˈʃɔːtli/ adv. 不久，很快
within /wɪˈðʌm/ prep. 在……之内，不超过
coincidence /koʊˈsɪn(d)əns/ n. 巧合，巧合
connection /kəˈnekʃən/ n. 联系
punishment /pʌnɪʃmənt/ n. 惩罚
scientific /ˌsəʊnˈtɪfɪk/ adj. 科学的
virus /ˈvɜːrəs/ n. 病毒
disturb /dɪˈstɜːrb/ vt. 打扰，扰乱
breathe /briːð/ vi. & vt. 呼吸
result in 导致，结果是……
clothing /kloʊðɪŋ/ n. 衣物
riddle /ˈridl/ n. 谜
labour /ˈleɪbər/ n. 劳动，努力工作
whichever /wɪtʃˈevə(r)/ pron. 无论哪个；无论哪些
airplane /ˈɛəplɪn/ n. 飞机
signal /ˈsɪɡnəl/ n. 信号 vi. & vt. 发信号；表明
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* iceberg /ˈaɪsbɜːɡ/ n. 冰山
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companion /kəmˈpeɪnən/ n. 伴侣；陪伴
rare /rɪər/ adj. 稀有的，罕见的
discourage /dɪsˈkɑːrdʒ/ vt. 使灰心；劝阻
devotion /ˈdɛvəʃən/ n. 奉献；忠诚；专心 (57)
*PhD /pɪˈɛrəd/ abbr. (Doctor of Philosophy 的缩写) (57)
murder /ˈmaːdə(r)/ vt. & n. 谋杀 (57)
various /ˈvɛəriəs/ adj. 各种各样的 (57)
organization /ˌɔːɡənəˈzaʃən/ n. 组织；机构 (57)
voyage /ˈvɔɪdʒ/ n. 航行；尤指航海，航天 (58)
orbit /ˈɔːbɪt/ n. 轨道
vt. 沿轨道运行，围绕……运动 (58)
astronaut /ˈæstrənɔːt/ n. 宇航员 (58)
north-east /ˈnɔːθiːɔːst/ n. 东北 (58)
desire /dɪˈzaɪə(r)/ n. 愿望，欲望，渴望
vt. 渴望，期望 (58)
apply /əˈplaɪ/ vi. 申请　vt. 使用，应用 (58)
candidate /ˈkændɪdət/ n. 候选人；申请人 (58)
survival /ˈsərvəvl/ n. 幸存，存活 (58)
rocket /ˈrɒkɪt/ n. 火箭 (58)
status /ˈsteɪtəs/ n. 地位，身份
adj. 更高的，更好的 (58)
be in control (of something) 掌管，控制（某物） (58)
quality /ˈkwɒləti/ n. 品质；质量 (58)
optimistic /ˌɒptəˈmɪstɪk/ adj. 乐观的，抱乐观看法的 (58)
indeed /ɪnˈdiːd/ adv. 的确，确实 (58)
look up to 敬佩 (58)
Wordlist 2 (in alphabetical order)

说明：本表收录各单元阅读文章和语篇练习中所包含的生词，不收录指示语、讲解文字和Word power板块中所包含的生词。带*的词条为课程标准规定之外的词汇。括号内的数字为该词条在本教科书中首次出现时的页码。单词音标以Oxford Advanced Learner’s Dictionary (Sixth Edition) 为依据。

A

aboard /əˈbɔːrd/ adv & prep. 在（轮船、飞机、火车等）上，上（轮船、飞机、火车等） (3)
advance /əˈvɑːns/ vi. 前进；预先
in advance 提前，预先 (23)
adventure /ədˈvəntʃə(r)/ n. 冒险；冒险经历 (22)
African /ˈeɪfrɪkən/ adj. 非洲的 (23)
afterwards /əˈfɔːrðz/ adv. 后来，然后 (23)
airplane /ˈeəplین/ n. 飞机 (49)
*alien /ˈeɪliən/ n. & adj. 外星人（的） (2)
altogether /ˈɔːltəˈɡeðə(r)/ adv. 总共 (22)
amazing /əˈmeɪzɪŋ/ adj. 令人惊奇（惊吓）的 (3)
ancestor /ˈænsekstə(r)/ n. 祖先，宗亲 (18)
announce /əˈnɑːns/ vt. 宣布，宣称 (38)
apply /əˈplaɪ/ vi. 申请 vt. 使用，应用 (58)
appropriate /əˈprəʊprɪət/ adj. 适当的 (13)
arrange /əˈreɪndʒ/ vt. & vi. 安排 (22)
assume /əˈsjuːm/ vi. 假定，认为 (3)
astronaut /ˈæstrɔːnɑːt/ n. 宇航员 (58)
astronomer /ˈæstrənɔmə(r)/ n. 天文学家 (5)
atmosphere /ˈætməsfɪə(r)/ n. 空气；大气层 (23)
attack /əˈtæk/ vt. & vi. 攻击；进攻 (18)
award /əˈwɔːd/ n. 奖，奖品，奖金
vt. 授予，奖励 (17)

B

*backpack /ˈbækpæk/ n. 背包 (23)
badminton /ˌbædmɪntɔn/ n. 羽毛球 (17)
base /beɪs/ n. 基地，大本营；底部；基础
vt. 以……为基础 (8)
be in control (of something) 掌控（某物） (58)
beauty /ˈbiːtʃ/ n. 美，美好的人或物 (38)
belong /bɛlˈɒŋ/ vi. 在（某处），属于 (18)
belong to 属于 (18)
*Bigfoot /ˈbɪɡfʊt/ n. 北美野人 (18)
blank /blæŋk/ n. （文件等）空白处，空白
adj. 空白的；无表情的 (13)
breathe /breθ/ vi. & vt. 呼吸 (43)
brilliant /ˈbrɪliənt/ adj. 明亮的，鲜艳的 (22)
bury /ˈbɜːrɪ/ vt. 埋葬；埋藏 (33)

C
cage /keɪdʒ/ n. 笼子 (36)
camel /kæml/ n. 骆驼 (22)
candidate /ˈkændɪdæt/ n. 候选人；申请人 (58)
captain /ˈkeɪtɪn/ n. 船长，飞机机长，队长；海军上校，陆军，空军上校 (50)
case /keɪs/ n. 案件；具体情况，实例 (3)
cattle /ˈkætl/ n. (pl.) 牛 (38)
centimetre /ˈsentɪmɪtə(r)/ n. 厘米 (18)
check /tʃek/ n. 脸颊 (25)
classic /ˈklɑːsɪk/ adj. 经典的 n. 经典作品 (38)
clothing /ˈkloʊðɪŋ/ n. 衣物 (43)
coincidence /ˈkəʊmɪnsdəns/ n. 巧合，巧合 (43)
come across （偶然）遇见，发现 (42)
*comic strip /ˈkɒmɪk strɪp/ n. 连环漫画 (11)
companion /kəmˈpænɪn/ n. 伴侣；伴侣 (57)
connection /koʊˈnekʃən/ n. 联系 (43)
construction /ˈkɒnstrʌkʃn/ n. 施工，建筑物 (3)
content /ˈkɒntent/ n. 内容 (42)
convince /kənˈvɪns/ vt. 使确信，使相信 (18)
crane /kred/ n. 鹤 (29)
creature /ˈkriːtʃə(r)/ n. 动物，
（具有某种特征的）人 (2)
curious /ˈkjuərɪəs/ adj. 好奇的，求知欲强的 (42)
curse /kɜːs/ n. 诅咒；咒语
vt. & vi. 诅咒；咒骂 (42)
**D**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>data</td>
<td>/dætə/ n. (pl.) 数据；资料</td>
<td>(57)</td>
<td></td>
</tr>
<tr>
<td>death</td>
<td>/deθ/ n. 死亡</td>
<td>(43)</td>
<td></td>
</tr>
<tr>
<td>defence</td>
<td>/dɪˈfens/ n. 防御；保护</td>
<td>(23)</td>
<td></td>
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<tr>
<td>desert</td>
<td>/dɪˈzɜrt/ n. 沙漠；抛弃，舍弃</td>
<td>(22)</td>
<td></td>
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<tr>
<td>desire</td>
<td>/dɪˈzaɪr/ n. 愿望；欲望；渴望；vt. 渴望，期望</td>
<td>(58)</td>
<td></td>
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<tr>
<td>destination</td>
<td>/ˌdestɪˈneɪʃn/ n. 目的地</td>
<td>(34)</td>
<td></td>
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<tr>
<td>detective</td>
<td>/dɪˈtektɪv/ n. 侦探</td>
<td>(3)</td>
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<tr>
<td>devotion</td>
<td>/dəˈvɛʃn/ n. 奉献；忠诚；专心</td>
<td>(57)</td>
<td></td>
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<tr>
<td>diamond</td>
<td>/ˈdæmənd/ n. 钻石，金刚石</td>
<td>(38)</td>
<td></td>
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<tr>
<td>disagree</td>
<td>/dɪˈzɪɡri/ vi. 不同意</td>
<td>(12)</td>
<td></td>
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<tr>
<td>disappear</td>
<td>/dɪˈsərɪp(r)s/ vi. 消失；失踪</td>
<td>(2)</td>
<td></td>
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<tr>
<td>discount</td>
<td>/dɪˈskɔnt/ n. 折扣</td>
<td>(13)</td>
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<td>discourage</td>
<td>/dɪˈskɜrdʒ/ vt. 使灰心；劝阻</td>
<td>(57)</td>
<td></td>
</tr>
<tr>
<td>dismiss</td>
<td>/dɪˈmɪs/ vt. 不予考虑；解雇；解散</td>
<td>(3)</td>
<td></td>
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<tr>
<td>disturb</td>
<td>/dɪˈstɜrb/ vt. 打扰；扰乱</td>
<td>(43)</td>
<td></td>
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<tr>
<td>dozen</td>
<td>/ˈdəzn/ n. （一）打；十二个；十个</td>
<td>(18)</td>
<td></td>
</tr>
<tr>
<td>dozens of</td>
<td>(informal) 许多，很多</td>
<td>(18)</td>
<td></td>
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<tr>
<td>due</td>
<td>/djuː/ adj. 由于，因为；预期的；适当的</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>due to</td>
<td>由于，因为</td>
<td>(2)</td>
<td></td>
</tr>
<tr>
<td>dusty</td>
<td>/ˈdʌstɪ/ adj. 尘土飞扬的，满是灰尘的</td>
<td>(22)</td>
<td></td>
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**E**

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Pronunciation</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Egyptian</td>
<td>/ˈɪdʒɪpʃn/ adj. 埃及的；埃及人的</td>
<td>(42)</td>
<td></td>
</tr>
<tr>
<td>endless</td>
<td>/ˈendləss/ adj. 无尽的，无休止的</td>
<td>(38)</td>
<td></td>
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<td>enthusiastic</td>
<td>/m,θjuːˈzɪstɪk/ adj. 热情的；热心的；满腔热忱的</td>
<td>(8)</td>
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<td>entrance</td>
<td>/ˈentrəns/ n. 人口</td>
<td>(42)</td>
<td></td>
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<tr>
<td>evidence</td>
<td>/ˈevɪdəns/ n. 证据</td>
<td>(3)</td>
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<tr>
<td>examine</td>
<td>/ɪɡˈzæm/ vt. 检查</td>
<td>(18)</td>
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<tr>
<td>exist</td>
<td>/ɪɡˈzɪst/ vi. 存在</td>
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<tr>
<td>existence</td>
<td>/ɪɡˈzɪstəns/ n. 存在</td>
<td>(18)</td>
<td></td>
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<td>explore</td>
<td>/ɪkˈsplɔ(r)/ vt. &amp; vi. 探索；勘探</td>
<td>(29)</td>
<td></td>
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<tr>
<td>explorer</td>
<td>/ɪkˈsplɔrə(r)/ n. 探险家；勘探者</td>
<td>(42)</td>
<td></td>
</tr>
<tr>
<td>extraordinary</td>
<td>/ɪkˈstrɔːrdɪnəri/ adj. 不同寻常的</td>
<td>(22)</td>
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**F**

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<th>Notes</th>
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<tr>
<td>female</td>
<td>/ˈfeməl/ n. &amp; adj. 女性（的）</td>
<td>(55)</td>
<td></td>
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**G**

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<th>Word</th>
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<tr>
<td>gorilla</td>
<td>/ɡəˈrɪlə/ n. 大猩猩</td>
<td>(57)</td>
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**H**

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<th>Notes</th>
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<tr>
<td>hairy</td>
<td>/ˈheəri/ adj. 多毛的，毛茸茸的</td>
<td>(18)</td>
<td></td>
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<tr>
<td>harmony</td>
<td>/hɑːməni/ n. 和谐，协调，融洽</td>
<td>(38)</td>
<td></td>
</tr>
<tr>
<td>heaven</td>
<td>/ˈhevn/ n. 天堂；天空</td>
<td>(33)</td>
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<tr>
<td>helmet</td>
<td>/ˈhɛlmət/ n. 头盔</td>
<td>(22)</td>
<td></td>
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<tr>
<td>highway</td>
<td>/ˈhɔːwweɪ/ n. （尤指城镇间的）公路，大道，交通要道</td>
<td>(38)</td>
<td></td>
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<tr>
<td>human being</td>
<td>n. 人</td>
<td>(18)</td>
<td></td>
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<tr>
<td>humour</td>
<td>/ˈhjuːmə(r)/ n. 幽默</td>
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**I**

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<tr>
<td>iceberg</td>
<td>/ˈaɪsbɔːɡ/ n. 冰山</td>
<td>(50)</td>
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<td>in case</td>
<td>万一</td>
<td>(22)</td>
<td></td>
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<td>incident</td>
<td>/ɪˈsɪdənt/ n. 发生的事情</td>
<td>(2)</td>
<td></td>
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<td>indeed</td>
<td>/ɪnˈdiːd/ adv. 的确，确实</td>
<td>(58)</td>
<td></td>
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<td>injury</td>
<td>/ˈɪndʒəri/ n. 伤害</td>
<td>(3)</td>
<td></td>
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<td>inspire</td>
<td>/ɪnˈspɜːr/ vt. 启迪，赋予灵感：激励，鼓舞</td>
<td>(53)</td>
<td></td>
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**J**

<table>
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<tr>
<td>jewel</td>
<td>/ˈdʒuːəl/ n. 宝石；珠宝首饰</td>
<td>(42)</td>
<td></td>
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<td>journalist</td>
<td>/dʒəˈraʊnlɪst/ n. 记者</td>
<td>(3)</td>
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</table>

**K**

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<tr>
<th>Word</th>
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<th>Pronunciation</th>
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<tr>
<td>kingdom</td>
<td>/ˈkɪndəm/ n. 王国</td>
<td>(38)</td>
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**L**

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<th>Word</th>
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<th>Pronunciation</th>
<th>Notes</th>
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<tr>
<td>labour</td>
<td>/ˈleɪbər/ n. &amp; vi. 劳动，努力工作</td>
<td>(45)</td>
<td></td>
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<tr>
<td>laughter</td>
<td>/ˈlɑːftər/ n. 笑，笑声</td>
<td>(5)</td>
<td></td>
</tr>
</tbody>
</table>
length /lenθ/ n. 长度

life jacket n. 救生衣

link /linky/ vt. & n. 联系，关联

look into 调查

look up to 敬仰

*lord /lɔrd/ n. 领主；贵族；大臣；封建领主

make one's way to 前往，到……去

make up 编造；构成

mild /maɪld/ adj. 平和的；温和的；温暖的

mount /maʊnt/ n. （常用于山名）山，山峰

mountaintop /maʊntəntɒp/ n. 山顶

*mummy /ˈmʌmi/ n. 木乃伊

murder /ˈmɜːdər/ vt. & n. 谋杀

*mystery /ˈmɪstrɪ/ n. 神秘的事或人

nationality /ˈnæʃəlnəliti/ n. 国籍

native /ˈnetriv/ adj. 本地的；本国的

north-east /nɔːθˈiːst/ n. 东北

north-west /nɔːθˈwest/ n. 西北

novel /ˈnʌvl/ n. （长篇）小说

occur /əˈkɜː(r)/ vi. 发生

officially /əˈfɪʃəli/ adv. 官方地，正式地

optimistic /ˌɒptəˈmɪstɪk/ adj. 乐观的

orbit /ˈɔːrbit/ n. 轨道

vt. 沿轨道运行，围绕……运动

organization /ˌɔːɡənəˈzeɪʃn/ n. 组织；机构

organize /ˌɔːɡənaɪz/ (BrE also organise)

vt. 组织，筹备；安排，处理

outgoing /ˈautɡəʊɪŋ/ adj. 爱交际的；友好的；外向的

photograph /ˌfəʊtəˈgrɑːf/ n. 照片

possibility /ˌpɒsəˈbɪləti/ n. 可能性

preserve /prəˈzɜːv/ vt. 保存，保护，保持

protection /prəˈtekʃn/ n. 保护

publish /ˈpʌblɪʃ/ vt. 出版；发表

punishment /ˈpʌnɪʃmənt/ n. 惩罚

puzzled /ˈpʌzdld/ adj. 困惑的；茫然的

quality /ˈkwɒləti/ n. 品质；质量

questionnaire /ˌkwɪstʃəˈneɪri/ n. 调查问卷

rapid /ˈræpɪd/ adj. 快速的；敏捷的

reflect /rɪˈflekt/ vt. 反射（声、光、热等）；反映

requirement /rɪˈkwərənt/ n. 要求，规定

reserve /rɪˈzɜːv/ vt. (动植物) 保护区；储备

result in 导致，结果是……

riddle /ˈrɪdʒ/ n. 谜

rocket /ˈrɒkɪt/ n. 火箭

rough /rʌf/ adj. 粗糙的；大概的

scar /skɑːr/ n. 痕；伤疤

schedule /ˈskedʒuːl/ n. & vt. 计划

schoolboy /ˈskuːlbɔɪ/ n. （学校的）男生

scientific /ˌsʌntəˈfɪsk/ adj. 科学的

set sail 启航

sex /ˈseks/ n. 性别

shade /ʃeɪd/ n. 阴凉处；阴影；遮阴
cold /kɑːld/ adv. 不久，很快

show up 出现，现身

signal /ˈsɪgnəl/ n. 信号

vi. & vt. 发信号；表明

sleeve /sliːv/ n. 袖子

south-west /səʊθˈwest/ n. 西南

spaceship /ˈspeɪʃɪp/ n. 宇宙飞船

spot /spɒt/ n. 地点，场所

*PhD /ˈfɪd/ abbr. (哲学) 博士学位 （Doctor of Philosophy的缩写）
tourist spot /n. 旅游景点 (38)
statement /n. 陈述，声明 (12)
status /n. 地位，身份 (58)
steep /adj. 陡峭的，急剧的 (38)
step up 加紧，加强，促进 (2)
strength /n. 力量，力气 (18)
sunrise /n. 日出，朝霞 (31)
sunshine /n. 阳光 (38)
supernatural /adj. 上帝的，超自然的 (58)
supply /n. 提供，供给，补给 (23)
surrounding /adj. 周围的，附近的 (38)
survival /n. 幸存，存活 (58)
survive /vt. 生存，挺过（难关） (18)
swallow /vt. & vi. 吞下，吞咽 (43)

T
table tennis /n. 乒乓球运动 (17)
take charge of 负责，掌管 (3)
tale /n. 故事，传说 (1)
temple /n. 寺院 (33)
tick /vt. 打上钩，打对号 (12)
tiring /adj. 让人疲劳的，累人的 (23)
tomb /n. 坟墓 (42)
tourism /n. 旅游业 (29)
tournament /n. 联赛，锦标赛 (17)
tower /n. 高耸，屹立，超过n. 塔，塔楼 (38)
track /n. 足迹，踪迹 (18)

U
*UFO /ju: efˈsoʊ/ abbr. 不明飞行物 (3)
(unidentified flying object的缩写）

V
valley /ˈvælɪ/ n. 山谷，峡谷 (42)
various /ˈværəs/ adj. 各种各样的 (57)
view /vju/ vt. 观看，看待 n. 景色，观点 (33)
villager /ˈvɪlɪdʒər/ n. 村民 (18)
virus /ˈvɜːrəs/ n. 病毒 (43)
voyage /ˈvoʊdʒ/ n. 航行 (尤指）航海、航天 (58)

W
wander /ˈwʌndər/ vi. & vt. 游荡，游走；徘徊，漂泊 (38)
warning /ˈwɔrnɪŋ/ n. 警告 (50)
whichever /wɪˈtʃɪvə(r)/ pron. 无论哪个；无论哪些 (45)
*white-water rafting /ˈwaɪtˈwɔːtərˈreɪftɪŋ/ n. 白浪漂流，激浪漂流 (22)
widespread /ˈwɜːdrəspɔd/ adj. 广泛的，普遍的 (51)
Wild Man of Shennongjia n. 神农架野人 (18)
wildlife /ˈwɜːldlaɪf/ n. 野生动物，野生生物 (23)
within /ˈwɪðɪn/ prep. 在……之内，不超过 (43)
witness /ˈwɪtnəs/ n. 目击者，证人 vt. 目击，见证（2）

Y
*Yeti /ˈjɛtɪ/ n. 雪人，野人 (18)
(= Abominable Snowman)
Wordlist 3 (proper nouns)

Yeti /ˈjɛti/
the Himalayas /ˌhaɪməˈlæzə/
Stonehenge /ˌstəʊnˈheŋɡə/
Dover /ˈdʌvə(r)/
New Hampshire /ˈhæmpʃə(r)/
Justin Foster /dʒəˈstɪnˈfɔːstə(r)/
Kelly /ˈkɛli/
Mavis Wood /ˈmævəsˈwʊd/
Sam Peterson /ˈseɪmˈpiːtərzn/ YURI Gagarin /ˈjʊrɪɡəˈɡɑːrm/ the former Soviet /ˈsɔʊvət/ Union
Neil Armstrong /ˈniːləˈɑːrmstrɔŋ/ Qomolangma /ˌkɔməˈlɑŋɡmə/ the Great Pyramid /ˈɡreɪt pəˈræmɪd/
Egypt /ˈiːgipt/ the Indian /ˈɪndɪən/ Ocean
Frank /frienk/ Mary /ˈmeəri/ John /dʒɔhn/ Bigfoot /ˈbɪɡfʊt/ Wild Man of Shennongjia Shennongjia Nature Reserve Grover Krantz /ˌɡroʊvərˈkrænts/ the Gobi /ɡəˈbʊbi/ Desert
Colin /ˈkɒlɪn/ Toby /ˈtəbi/ London /ˈlɒndən/ Morocco /maˈrəkəʊ/ the Sahara /səˈhærə/ Desert
the River Nile /ˈnaiə/ Lake Victoria /ˈvɪktəriə/ Kenya /ˈkenjə/ Tanzania /tnəˈzɑːnə/ Mount Kilimanjaro /ˌkɪlɪmənˈdʒəroʊ/ Jennifer /ˈdʒɛnərə(r)/ the Yangtze /ˈjæŋtsɨ/ Lhasa /lhaˈsa:/ Charles /ˈtʃɑːrlz/ the Eiffel /ˈɛfəl/ Tower
Italy /ˈɪtəli/ Geneva /ˈdʒɛvniːvə/ Switzerland /swɪtʃəˈlaʊnd/ Singapore /ˌsɪŋɡəˈpɔːr(r)/ Ellen /ˈelən/

雪人，野人 1
喜马拉雅山脉 1
（英国）巨石阵 1
多佛（英国城市） 2
（美国）新罕布什尔州 2
贾斯廷·福特（男子名） 2
凯莉（女子名） 2
（美国）伍德（女子名） 3
萨姆·彼得森（男子名） 3
尤里·加加林（前苏联宇航员） 6
前苏联 6
尼尔·阿姆斯特朗（美国宇航员） 6
珠穆朗玛峰 8
（埃及）大金字塔 8
埃及 8
印度洋 8
弗兰克（姓） 9
玛丽（女子名） 11
约翰（男子名） 11
北美野人 18
神农架野人 18
（中国）神农架自然保护区 18
格罗弗·克兰茨（男子名） 18
戈壁沙漠 21
科林（男子名） 22
托比（男子名） 22
伦敦（英国首都） 22
摩洛哥 22
撒哈拉大沙漠 22
（非洲）尼罗河 22
（非洲）维多利亚湖 22
肯尼亚 23
坦桑尼亚 23
（非洲）乞力马扎罗山 23
詹妮弗（女子名） 27
（中国）长江 29
拉萨（中国城市） 29
查尔斯（男子名） 32
（法国）埃菲尔铁塔 32
意大利 32
日内瓦（瑞士城市） 32
瑞士 32
新加坡 32
艾伦（女子名） 36
Wordlist 4 (Grammar and usage)

present perfect tense 现在完成时 (8)
time expression 表示时间的词语 (8)
affirmative statement 肯定陈述 (8)
negative statement 否定陈述 (8)
period of time 时间段 (8)
point in time 时间点 (8)
repeated action 反复发生的动作 (8)
past participle 过去分词 (8)
verb 动词 (8)

present perfect continuous tense 现在完成进行时 (9)
present participle 现在分词 (9)
non-stop action 连续动作 (10)
state verb 状态动词 (10)
action verb 动作动词 (10)
future continuous tense 将来进行时 (28)
prediction 预测 (28)
future in the past 过去将来时 (30)
past intention 过去的意愿 (30)
past arrangement 过去的安排 (30)
future action 将来的动作 (30)
past perfect tense 过去完成时 (48)
past action 过去发生的动作 (48)
refer to 指代，指称 (48)
verb-ed form 动词的过去分词形式 (48)
past event 过去的事件 (51)
present time 现在时间 (51)
## Irregular verbs

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同学们：

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识、培养能力。

《练习册》中的单元和教材同步对应，由四个板块构成：语言知识训练 (Language practice)、阅读 (Reading)、听力 (Listening) 和写作 (Writing)。语言知识训练设置了A、B、C、D四大项练习。A项练习对应教材中的阅读 (Reading) 板块，B项练习对应课题 (Project) 板块中的阅读材料，C项练习对应语法 (Grammar and usage) 板块，D项练习就整个单元中的语言知识进行综合训练。阅读、听力、写作板块和教材中各个单元的话题及任务相关联，能有效地激发你的学习兴趣，有利于培养你综合运用英语的能力。

《牛津高中英语》编写组
牛津大学出版社 (中国) 有限公司
2010年7月
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Tales of the unexplained

Language practice

A1 Fill in the blanks with proper prepositions or adverbs.

1 You should step ________ your training since the sports competition is only two weeks away.
2 Most problems with the environment are due ________ human activity.
3 I had asked him to come at six o’clock but he didn’t show ________ until eight.
4 The baby is playing with a knife. Please take it ________ as it might hurt her.
5 The boy spent a lot of time searching ________ all sorts of information about UFOs on the Internet.
6 Many people saw something strange in the sky moving ________ the village, but no one knew what it was.
7 The government has formed a research group to look ________ the cause of the terrible accident.
8 He is so good at making ________ stories that no one believes him.
9 Do you know who will take charge ________ the office when the boss is away?
10 The first thing that I do when I get home every day is to put ________ my favourite music.
11 I can’t tell you exactly when he is arriving; it will be ________ five o’clock in the morning.
12 When he woke ________ that morning, Tom found himself lying on the floor instead of his bed.

A2 Replace the underlined parts in the sentences below with words or phrases from the newspaper article on Pages 2 and 3. Use the correct forms.

1 According to those who saw what had happened, the old man was hit by a black car. ________
2 The elephant is the largest animal on land. ________
3 It has been reported that many tourists have got lost in this place. ________
4 Several people were hurt in the accident. The police arrived in fifteen minutes. ________
5 During recent years he has been doing a careful study on the problems of teenagers. ________
6 The blind girl was able to write a book because of her teacher’s help. ________
7 The girls were sad because the famous singer didn’t appear at the party. ________
8 Crop circles are said to have been created by aliens. Is there any chance that this might be true? ________
B1  Fill in the blanks with the correct words in brackets. Change the form where necessary.

1  Maggie: Did you see the wild creature well?  
   Jerry: Yes, it was brown and ____________.  
   Maggie: Do you mean that it was covered with a lot of brown ____________?  
   Jerry: Yes. It was a strange creature with thick brown fur. (hair/hairy)

2  Katie has just had a heart operation. It will take her quite a long time to build up her ____________ again. She hopes she can be as ____________ as before through regular exercise. (strength/strong)

3  Chris does not believe in the ____________ of Father Christmas. In his opinion, if he can't see something with his own eyes, it does not ____________. (existence/exist)

4  Reinhold Messner is a famous mountain ____________. He has been ____________ mountains since he was five years old. (climber/climb)

5  The boat is five metres ____________. That is to say, it is five metres in ____________. (long/length)

6  Miss Li took an eye ____________ so that the doctor could ____________ what was wrong with her eyes. (examine/examination)

7  When mum got near the house, she could hear ____________. After she entered, she saw that the children were ____________ at a TV programme. (laugh/laughter)

8  I was ____________ happy to visit Disneyland. The stories that I had been told since I was a child became ____________ to me there. (real/really)

B2  Fill in the blanks with the correct forms of the words or phrases in the box.

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1  After a long ____________ information on the Internet, he found what he wanted to know about Yetis.

2  He went home late last night and was ____________ by a stranger in the street.

3  Pollution ____________ the rapid development of industry without strict government control.

4  Some parents have become ____________ that learning to play chess helps children develop their mind.

5  The lion felt weak and thirsty. It ____________ to the banks of the river and drank some cool water.

6  You must not smoke once you enter the nature ____________.

7  Many people spend their lives ____________ money, but find they have nothing in the end.

8  I have practised the song ____________ times, but I still can't sing it.
**Unit 1**

**C1** Fill in the blanks with the verbs in brackets, using the present perfect or the present perfect continuous tense.

1. They are happy because they _______ (do) the experiment successfully. They _______ (make) up their minds to tell the world about their results.

2. This is the second time that I _______ (lose) my mobile phone.

3. The students _______ (prepare) for the New Year’s concert since last month. They _______ (invite) their parents to come and watch.

4. For the last two years, he _______ (write) a book on the Second World War, but he _______ (not finish) it yet.

5. I wonder if Mary _______ (forget) my number. I _______ (expect) her to call me for the past two hours.

6. I _______ (wait) for an hour but he still _______ (not arrive).

7. It _______ (snow) for three days. We _______ (have) too much snow this winter.

8. I _______ (try) to talk to him on the phone for weeks, but I _______ (not get) any answer yet. What _______ (happen) to him?

**C2** Fill in the blanks with the correct tenses of the verbs in brackets.

1. Professor Wang _______ (do) research on English literature for more than 30 years. He _______ (write) more than ten books, some of which _______ (sell) in England and the USA in recent years. Now he _______ (teach) English literature at a famous university.

2. Professor Wang’s books _______ (become) quite popular since the 1990s. Many people _______ (write) to him after reading his books, asking many questions about English literature.

3. I _______ (e-mail) Professor Wang last week, asking some questions that had puzzled me. To my surprise, he _______ (answer) me yesterday, saying that he was coming to my school to give us a talk today. My classmates and I _______ (expect) his visit since we got the news.

4. Professor Wang’s talk was very interesting. This is the first time that I _______ (listen) to a famous professor. Many of my classmates _______ (become) interested in English literature since they listened to his talk.

5. In the last few weeks, I _______ (read) Charles Dickens. By reading his works, I _______ (learn) more about British society in the 19th century. I _______ (introduce) him to my classmates in the English class next week.
D1 Complete the following passage using the words in the box below. Change the form where necessary.

- human being
- spaceship
- disappear
- evidence
- creature
- research
- missing
- witness
- have
- exist

In my town we often see UFOs in the sky. They are (1) ______________ that move at amazing speed. They usually arrive at night and have bright lights on them. Sometimes we even see the aliens who travel in them. Most of these (2) ______________ just come to watch us, but some are not so friendly—sometimes they take (3) ______________ so that they can do (4) ______________ on them. Some people in my town have gone (5) ______________ and many said that they had been taken away by aliens. They told us about their terrible experiences when they came back. Now a lot of people in my town are getting worried. My neighbour (6) ______________ last week. Many (7) ______________ say that they have seen a UFO fly over their houses. The police have looked into the case, but say there is not any real (8) ______________ yet that people are not imagining things and that UFOs really do (9) ______________. We are very frightened—I (10) ______________ bad dreams for weeks.

D2 Translate the following sentences into English. Use the words in brackets.

1. 在我们还没来得及认真考虑之前，请不要排除这一建议。 (dismiss)
2. 我记得在看完头两页之后就把书收起来了，可是现在书不见了。 (go missing)
3. 警方调查了这次事故，认为事故大约发生在午夜时分。 (look into, occur)
4. 由于天气恶劣，机场被关闭了。 (because of/due to)
5. 邻居们报告说看到他身穿一件黑色大衣离开了房子。 (report doing, see ... do)
6. 据说这种植物能在非常寒冷的天气里存活下来。（be said to, survive）
7. 虽然玛丽什么也没说，但约翰认为这件事肯定和她有关。（assume, be linked to）
8. 一个孩子能在互联网上创建一家玩具公司，这有可能吗？ （possibility）
Reading

Sophie and Alan both love watching films. They also love to argue about them. They are talking about the famous film, E. T.

Sophie: *E. T.* is one of the biggest money-making films in history. I think it’s a great film.

Alan: I don’t think so. But the story is good in some ways. The idea of a friendly alien living in our world and making friends with a group of children is OK.

Sophie: So, what’s the problem? The film is more than twenty years old now and people still love the story.

Alan: I just think it is a good film but not a great one. I think that Steven Spielberg made the film because he wanted to make everyone cry!

Sophie: That’s OK. Sometimes people need to be moved by art. Have you ever read any books by Charles Dickens? His books are full of poor children who have no homes. He wrote about these children to make people pity them and to make his readers feel moved.

Alan: I don’t like my feelings to be played with. I also think the film is far too long.

Sophie: It’s only one hour and fifty-five minutes long!

Alan: I mean it feels too long. It’s quite exciting at the start, but at the end of the film I think Steven Spielberg tries too hard to make us love E. T. and the children. There’s too much feeling.

Sophie: I don’t understand you sometimes. There’s a really exciting part when the kids are on bikes and they fly through the sky to get away from the policemen who are searching for E. T. The special effects are amazing. You have to remember this film was made in the 1980s.

Alan: Perhaps you’re right. I guess I’m just not excited by alien films.

Sophie: But *E. T.* isn’t really an alien film. The whole idea is that E. T. is like us. He needs friendship, love and help. Can you remember the part where E. T. is dying and one of the children is so fond of E. T. that he becomes very ill too?

Alan: Well, I think I fell asleep at that point.

Sophie: That’s not funny!

Answer the following questions about Sophie and Alan’s discussion.

1. Why does Sophie talk about Charles Dickens?
2. Why does Alan not like the film?
3. How long is the film?
4. What does Sophie think is the most important idea in the film?
5. Why does Sophie talk about how old the film is?
Lake Tianchi Monster

2003 was a bad year for travel in China. People all over the world travelled less this year because they were having money problems and were worried about SARS. However, hundreds of tourists and journalists are now travelling to Jilin Province in northern China because the Lake Tianchi Monster has returned.

The monster was first seen one hundred years ago in Lake Tianchi. Local people tell a story about what happened when the animal first appeared in 1903. They were frightened and tried to kill the monster. They fired at the animal six times but missed. In later years, people reported seeing an animal swimming across the lake. Some people said they were about two or three kilometres away from the animal. Others said they were much closer. They described the monster as having a huge head with big brown eyes and a neck about 1.5 metres long. Its skin was smooth and grey.

The story seems to be like that of Loch Ness, the lake in Scotland that is also said to have a monster. The Loch Ness Monster has helped bring tourists to Scotland since the 1930s, when the first photo of the creature was taken. People have even taken special holidays to look for it.

Many people don’t believe that there is a monster living in Loch Ness. Perhaps there is no monster living in Lake Tianchi either, but the people living near the lake are happy at the thought of getting more tourists. Now people don’t feel afraid of a monster or several monsters living in the lake, because it is great for attracting more people to one of China’s northern provinces.

Answer the following questions about the newspaper report.

1. What were the reasons for 2003 to be a bad year for travel in China?
2. How did local people feel about the Lake Tianchi Monster when it first appeared?
3. Why do some people take special holidays to Loch Ness?
4. Why does the writer choose to write about the Loch Ness Monster as well as the Lake Tianchi Monster?
5. Why are some local people happy about the thought that there is a monster in the lake?
Jessica and her dad are watching news on the television. A journalist is reporting about UFOs. Jessica finds it interesting and is taking some notes for her web page. Listen and fill in as many blanks as possible.

**TV report**
1. Last night, people in Huali, a small ______ in ______ Province, saw a UFO in the sky at about ______ o’clock.
2. The man who took the photo of the UFO is ______ Huali.
3. In the photo, there are many ______ in the sky.
4. The UFO flew over a tall building and then between ______, and finally ______ into the clouds.

**Dad’s beliefs**
1. Dad believes that people in Huali saw a ______ instead of a UFO.
2. UFOs come from distant places, and would have to travel for ______ years, so they would want as many ______ as possible to ______ them.
3. Dad would believe there were UFOs only if one landed in ______.

Jessica and her dad are arguing about whether there really was a UFO. Listen to their conversation and complete the notes above.

Jessica is writing about the UFO in Huali for her web page. Help her by filling in the blanks.

The other day, there was some very exciting news about a UFO flying over Huali, a small ______ in ______ Province. It was said to have happened at about ______ o’clock. The reporter got hold of a photo that was taken by a man ______ Huali. In the photo, there are many ______ in the sky. I talked with my dad about the UFO. He didn’t believe the story. He said the UFO that people saw in Huali was just a ______. He also said that people believe UFOs come from distant places, travelling for ______ years, so they would probably go to a big city with a lot of people who could ______ them. He said he would only believe there were UFOs if one landed in ______. I think it would be better for the UFO to land in Shanghai so that I might see it.
When we have a strange dream, we often want to tell others about it. Look at the pictures and read the story below. See how the writer describes his dream.

I was tired. After resting for a while, I continued to pull myself along the road. Everyone was hurrying somewhere. We were moving forward when we heard the sound of planes. The planes flew past. Then more planes flew past. People ran in all directions and hid. As I looked at a plane, not knowing what was going on, a man on the plane took out a gun and fired at me. I was hit! My arm began to burn in pain and .... What a dream!

You had a very strange dream last night and you want to tell your friend Jim about it. The following are pictures of your dream. Write a letter telling Jim about your dream.
A1 Fill in the blanks with the correct words or phrases. Change the form where necessary.

1 supply/provide
   a This company ____________ bottled milk to every house in this village.
   b This guidebook ____________ very useful information for tourists.

2 atmosphere/air
   a Teachers and students get along very well with each other. There’s a very peaceful ____________ in this school.
   b Recently, many people like to live in the countryside because of the fresh ____________.

3 before/in advance
   a When taking a train trip, it is often good to buy your tickets ____________.
   b Mum got angry because the children ate lots of sweets ____________ dinner.

4 expect/look forward
   a We can’t ____________ to learn a foreign language well in just a few months.
   b One of the most famous basketball stars from the USA will come to China for a visit. Many of his fans are ____________ to meeting him at the airport.

A2 Fill in the blanks with words or phrases opposite in meaning to the underlined words. The answers can be found in the letter on Pages 22 and 23.

1 As a nurse, she tries to make the patients as ____________ as possible. She is a shy girl. She feels ____________ with strangers.

2 One student from our school won the first place in the ____________ speech competition. You need a ____________ guide when you travel in the forests of Brazil.

3 Millie’s father works in a company that is ____________ from their home. I live ____________ the shops, so it’s easy for me to do some shopping.

4 That was a ____________ day—nothing interesting ever seemed to happen. The view from the mountain was really quite ____________. We had seen nothing like it before.

5 Now you are in charge of the house. You must keep it ____________ and tidy. When they came back from holiday, they found everything was covered with dust. They had to spend a whole day cleaning the ____________ house.

6 The Browns usually spend winters in some ____________ provinces of China when they teach in Beijing. Finland, Norway and Iceland are countries in ____________ Europe.

7 You should keep the medicine in a ____________ place. It’s ____________ to play with fire.
B1  Read the following sentences. Replace the underlined parts with the correct words or phrase from the box. Change the form where necessary.

surrounding  tower over  announce  endless  wander
forever  beauty  perfect  reflect  mild

1  We walked on and on but the journey seemed to have no end.

2  At home, Justin feels love and kindness all around him.

3  The headmaster made known the winners of the competition to all the students in the school hall.

4  He is nearly 1.9 metres tall. He is much taller than all his classmates.

5  She is over seventy now, but we can see that she was a very beautiful lady when she was young.

6  The visitors spent the whole morning walking from place to place around the old part of the city.

7  The weather in my home town is neither too cold nor too hot at this time of year.

8  The pictures show a big change in people's food and clothing.

9  I hope our friendship will last for all time.

10  It is warm today, and the sun is shining. It is a very good day for a picnic.

B2  Fill in the blanks with the words or phrases from the box. Change the form where necessary.

in harmony with  provide ... with  cover ... with  join together  surrounding
officially  at a loss  discover  home to  stay

1  After the earthquake, the ________ cities sent help to the area which had been hit the hardest.

2  The government ________ children in poor areas ________ food and clothes.

3  It's said that Zhongguancun is ________ many IT companies.

4  Before leaving the house, she ________ the television ________ a scarf to keep it from getting dusty.

5  The two houses ________ to make one big house.

6  Many people are ________ as to what to do in case of an earthquake.

7  This new tourist spot was ________ opened last week.

8  Columbus ________ America in 1492. The New World soon attracted many people from all around the world.

9  How can you ________ so cool during such a hot argument?

10  The couple live ________ each other: they never quarrel about anything.
Unit 2

Complete the dialogues with the words in brackets.

1 Ben: I am going to the Gold Coast in Australia with my family in July. What’s your plan for the holidays?
Sandy: I ________________ (am planning, will be planning) to visit my grandparents in the country. While you are enjoying yourself on the beach, I ________________ (will be helping, am helping) on the farm.

2 Sam: The train will arrive at the station in half an hour. Who ________________ (will be waiting, has waited) for us?
Katie: Don’t worry. I am sure that Dad ________________ (has stood, will be standing) there when we get off the train.
Sam: I think Mum is probably busy cooking at home. We ________________ (have had, will be having) a nice dinner tonight.

3 Mum: Take a break, Amy. You ________________ (have been practising, will be practising) on the piano all morning.
Amy: All right. But the competition is coming soon. I have to work harder. This time next week, I ________________ (will be giving, have been giving) a concert at Music Hall.

4 Celine: ________________ you ________________ (Will ... be using, Have ... been using) your car this time tomorrow? My car is broken. Can I borrow yours to pick up a friend at the airport?
Jack: You can take it. I ________________ (will be staying, have been staying) home tomorrow watching TV.

Fill in the blanks with the words in brackets. Use the correct forms.

1 The whole class ________________ (visit) the Nature Museum on Saturday, but it will probably rain on Saturday, so we have to go on Sunday.

2 We ________________ (take) the school bus to get to the museum, but it is broken now. We have to take the Underground.

3 The museum director ________________ (show) us around the museum, but she is not free on Sunday. Our teacher is going to show us around instead.

4 We ________________ (see) some ancient plants, but they are travelling around the world for more people to see, so we will not see the ancient plants this time.

5 We ________________ (listen) to a talk given by a scientist on how to protect wild animals, but now that we are not going on Saturday, we have no speech to attend.

6 We ________________ (watch) a film about the environment, but we don’t have enough time, so we have to give that up.

7 Everybody ________________ (write) an article about the film. Now that we are not going to see it, I guess we don’t have to write the article any more.
D1 Complete the letter below with the correct forms of the words or phrase from the box.

describe       sunshine       wander       so that       enjoy       local       view       fly

Dear Mum and Dad

We’re having a wonderful time in Australia. There is so much to see that it is impossible for me to tell you everything. During the past three days, we’ve travelled a lot around Sydney. We climbed the bridge, where we could get a really good (1) __________ of the city. We also went to the zoo, where we saw many animals that can only be found in Australia. We spent some time relaxing in the (2) __________ at the beach, and then we went to Pitt Street and (3) __________ around for a bit while we did some shopping. Though I would like to spend more time here, the (4) __________ guide told us that we (5) __________ to Cairns tomorrow. It’s said that words cannot (6) __________ the beauty of the ocean near Cairns, where many different fish live. Now everybody is busy packing so that we will not lose time when we set off. This time tomorrow we (7) __________ the ocean near Cairns. I can’t wait!

Though I have much more to tell you, I must go to bed now (8) __________ I can get up early and get to the airport on time. Please send my best wishes to Granny and tell her that I am coming back soon.

Love

Robert

D2 Translate the following sentences into English. Use the words in brackets.

1 你最好在旅行的时候带张地图，这样你就不会迷路了。 (so that)
2 她热衷于打羽毛球，正在组织一次学校联赛。 (enthusiastic about, organize)
3 他打算独自一人去山里野营，尽管他的朋友都叫他不要去。 (even though)
4 请记下我的电话号码。万一有什么重要事情，可以打电话给我。 (in case)
5 我们学校建了一个有半个足球场那么大的游泳池。 (the size of)
6 他先给火车站打了电话，以确认开往纽约的火车十点发车，然后立刻打车去火车站。 (make sure, afterwards)
7 2002年该国的森林覆盖率只有16.55%。 (cover ... with)
8 如果你打算来，请提前告诉我，以便我为你做好一切安排。 (in advance, arrange)
The Adventures of Tom Sawyer

The book is set in a small American town in the 19th century. The people in this town are very traditional and live a quiet life.

The story is about a boy called Tom Sawyer, who lives with his aunt Polly. He is often in trouble with his aunt. Aunt Polly is very kind, but Tom thinks she is always trying to control him.

Tom is different from the other children in the town. He loves adventure. He does a lot of bad things, but he never really hurts anyone. He tries very hard not to go to school, and often jumps out of his bedroom window at night to meet his friends. He is very clever. One day, Aunt Polly asks him to do some painting, and he manages to get all the boys in the town to do the work for him by inventing a new painting game. It was these little stories that made me want to keep reading the novel, but it is the adventures that are the most important part of the book.

Tom’s best friend is Huck Finn, a boy who has no home. In one adventure, they spend the night outside, and they see a man kill another man. Later in the book, Tom, Huck and another boy decide to leave the town because they think that life there is too boring. They run away to an island in the middle of a river. They make fires, catch fish and sleep under the stars. They also make a boat to travel up and down the river. Without seeing the boys for days, the people in the town think that they have died. One day, when Tom comes back to his aunt’s house to leave a letter telling her that he is not dead, he hears his aunt talking about his funeral. Then Tom has an idea. On the morning of their funeral, the boys run back into town and attend their own funeral before telling everyone that they are still alive!

Answer the following questions about the review.

1. What does the writer say about the town Tom Sawyer lives in?
2. How did the story manage to hold the writer’s attention?
3. What does the writer think is the most important part of the story?
4. What terrible thing do Huck and Tom see one night?
5. What do the people in the town think after the boys run away?
Famous by accident

Julie is only eleven years old, but she is famous all over the world because of her photos with wild animals. She became famous by accident.

Her parents came to Africa with Julie many years ago when she was only five. They worked for a group called Save the Children, which helps poor children around the world. Julie soon made many new friends there. She became the best friend of a local boy called Kanu.

One day Julie and Kanu were playing together. She was showing him how to use a camera. Then, Kanu wanted to take a photo of Julie with an interesting tree behind her. He couldn’t fit her and the tree in the photo, so he told her to stand closer to the tree. He took a photo of Julie standing under the tree. Nothing happened until they got the photo developed. When they looked at the photo, they saw something hanging down from the tree. At first, they thought it was a snake. Then they realized it was a leopard’s tail. In the photo Julie was only about a metre away from it!

Julie decided to go back to the tree to see if the leopard was still there. She wanted to get a better photo of her and the leopard. She and Kanu went in the middle of the day, because they knew that big cats are often asleep at that time of the day. As it so happened, the leopard was still there and was asleep, so they were able to get a good photo of Julie and the sleeping leopard together.

After they got the photo of Julie with the leopard sleeping in the tree, they showed it to Kanu’s father, who owned the local newspaper. He put the photo of Julie and the leopard in the Sunday paper. When people saw the photo, they wrote letters to the newspaper asking to see more, so Julie started to take more photos with lions, snakes and many other kinds of wild animals. Soon a lot of magazines started to buy the photos from her. Julie and her parents donated a lot of the money from these photos to Save the Children.

It is strange that being famous can start from an accident.

Answer the following questions about the newspaper story.

1 Why is Julie famous all over the world?
2 What did Julie expect to see in the first photo?
3 Why did Julie and Kanu think it was probably safe to go back and get another photo?
4 Julie and Kanu are the most important people in this story, but why are Julie’s parents and Kanu’s father important in the story?
5 Did the photos of Julie with wild animals interest people? Give your reasons.
Annie works for the school newspaper. She is interviewing Martin, a man who often goes on adventure travels. Annie is taking notes of the main points of the interview. Listen to Annie and Martin and fill in as many blanks as possible.

Martin ...
1 went on a boat trip up a long river in ____________ and stayed on the boat for ____________ days.
2 was followed by some ____________, and didn’t know if they were ____________.
3 was very happy to see the ____________ in the morning.
4 loves ____________. He always looks forward to ____________.

Martin’s advice
1 Things to carry:
   • a water ____________
   • a warm ____________
   • comfortable ____________
   • ____________
2 Things to learn:
   • how high the ____________ are
   • how big the ____________ are
   • the ____________ spoken in the country you are visiting

When the interview comes to the end, Annie asks Martin to offer some advice on how to prepare for adventure travelling. Listen to Martin and complete the notes above.

Annie is writing an article for the school newspaper. Fill in the blanks. The information can be found in the notes above.

Martin has gone on many adventures. One time he took a trip up a long
(1) ____________ in (2) ____________, and stayed on the boat for
(3) ____________. One night when he was in Africa, he was (4) ____________ by
some (5) ____________. He didn’t know if they were (6) ____________. He ran all
night and was very (7) ____________ to see the (8) ____________ in the morning.

Martin also gave us some (9) ____________ about things to pack and learn before
we go on travelling. He said we need to bring a (10) ____________, a
(11) ____________, comfortable (12) ____________ and chocolate. He also said
that we need to know how (13) ____________ the mountains are and how
(14) ____________ the rivers are. Finally, he advised us to learn the
(15) ____________ spoken in the country we are visiting so that we can ask for food.
Writing

A  When we write about travel, it is important that we describe the things we saw and what we heard about the places. It is also important to include our feelings about the places. Read the following example and see how the writer describes the places and expresses his feelings.

1 Nov, Sunday

Today we went to the beach. We got up early and after a 2-hour bus ride, we arrived. Luckily for us, there were not many people there yet. The sky was blue and the sun was shining. The water was so clear!

We all swam in the sea and had a good time. I did not dare to swim very far because I was afraid of being carried away by the ocean.

After the swim, we lay on the beach. Bill hid his legs in the sand, which he thought was very funny. It was a great day. I’ll never forget it.

B  You are just back from your trip to Beijing. The following pictures show the places you visited there. Write about your experiences in Beijing.

1  Tian’anmen Square
2  Palace Museum
3  Summer Palace
4  Great Wall
5  Temple of Heaven
A1 Fill in the blanks with words from the magazine article on Pages 42 and 43. Change the form where necessary.

1. Children are ____________ about everything. They are always asking a lot of questions.
2. In the 1850s, Tony made a big ____________ by finding gold in California.
3. He was so hungry that he put the cake into his mouth and ____________ it.
4. He would rather live in the country than in the city. He says people living in the city get less ____________ air than those who live in the country.
5. When he broke the record, no one was ____________, so he has no witnesses.
6. There are many well-__________ old buildings in this small town. These buildings bring in a lot of visitors every year.
7. Jim met Rob at the ____________ of the Underground on the way to the cinema.
8. The Great London Fire, which began on 2 September 1666, ____________ in huge damage to the city of London.

A2 Fill in the blanks with the correct words. Change the form where necessary.

1. Many people ____________ in the attack. Their ____________ caused great pain to their families and friends. (die/death)
2. Scientists have ____________ an animal that they did not know about before. This ____________ has caught much attention from people all over the world. (discover/discovery)
3. The ____________ of the tomb was quite small. Nobody wanted to ____________ it at first. (enter/entrance)
4. Scientists see a ____________ between pollution in the environment and some illnesses. For example, water pollution can be ____________ with certain stomach problems. (connect/connection)
5. Yesterday, we went to see the film based on a famous ____________ story. We arrived at the cinema ____________ before the film started. We were glad that we didn’t miss any of it. (short/shortly)
6. Nancy decided to study ____________ at college. She devoted all her life to ____________ research after she graduated. (science/scientific)
7. He likes reading books about famous ____________. He dreams of ____________ space in the future. (explore/explorer)
8. The man was ____________ for what he did. By law, he was sent to prison as a ____________. (punish/punishment)
Fill in the blanks with the words or phrases from the box. Change the form where necessary.

<table>
<thead>
<tr>
<th>live one’s dream</th>
<th>strong desire</th>
<th>in control of</th>
<th>optimistic</th>
<th>indeed</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply to</td>
<td>survival</td>
<td>superior</td>
<td></td>
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</tbody>
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1. People often say a friend in need is a friend ________.
2. A person often needs to be very ________ in order to survive difficult times.
3. After she entered university, Nancy missed her family very much and had a ________ to return home.
4. The army gave _________ training to all the new men.
5. A teacher should have the ability to be ________ his or her class.
6. Yang Liwei is lucky in that he managed both to ________ and to become famous.
7. Peter decided to ________ a company in Beijing for a job.
8. Jane doesn’t like her ________, because he always orders her to do this or that while she is at work.

Translate the following sentences into Chinese. Pay attention to the italicized words.

1. a She goes shopping three times a month.
   b I had a good time at the Christmas party.

2. a Mr Scott has been training his daughter to be a musician.
   b Are you going to Kunming by train or by plane?

3. a It is true that hundreds of students took the exam but only a few achieved high scores.
   b Who scored the second point in the match between France and Germany?

4. a After years of hard work he finally lived his dream.
   b My grandparents lived a hard life in the old days.

5. a Charles Lindbergh was the first pilot in history to fly across the Atlantic Ocean alone.
   b Waiter, there is a fly in my soup.

6. a After his father died, Robin began to manage the supermarket alone.
   b We really want to go to the concert. Can you manage to get us two tickets?

7. a Sending a man into space was a dream for China for many years.
   b The boy dreams of becoming a doctor when he grows up.
C1 Complete the sentences with the words in brackets, using the simple past or past perfect tense.

1. Steve Fossett set many world records. In 2002, he __________ (fly) without stopping around the world in a balloon. No one else __________ (do) this before. During his flight around the world, Steve Fossett __________ (keep) a diary. During the last two days, he wrote that everything had gone well, just as he __________ (hope) at the start of the journey. He also __________ (believe) everything would be OK for the rest of the flight.

2. That night, after checking his map, Steve Fossett __________ (go) to sleep. He __________ (sleep) for about an hour and __________ (have) a strange dream about his flight. He dreamt that he __________ (fall) into the sea after the balloon __________ (break).

3. Before he __________ (go) to bed, Steve Fossett __________ (plan) to sleep until 6 a.m., when it would be bright enough to see where he __________ (be). But a loud noise __________ (wake) him up from his dream. Then he __________ (notice) that hot air was coming out of a small hole in the balloon. This was just what __________ (happen) in his dream.

4. Steve Fossett finally __________ (land) after he __________ (manage) to repair the balloon. He __________ (travel) around the world in a balloon in fourteen days. A new world record was born.

C2 Complete each dialogue with the words in brackets, using the present perfect or past perfect tense.

1. Sarah: What did you do in Egypt?
   Howard: We discovered some tombs. We were very excited about our discovery, because we __________ (do) a lot of research on tombs before we went to Egypt.

2. Roy: Do you like the film Titanic?
   Kelly: I don’t know. I __________ never __________ (see) it.

3. Sam: __________ you __________ (visit) China before your trip in 1998?
   Lily: No, I __________ never __________ (be) there before 1998.

4. Frank: My car broke down yesterday on the way to the railway station.
   Mark: I am sorry to hear that, but you __________ (use) that car every day for ten years before it broke down. Now you really need to buy a new one.

5. Joan: __________ you __________ (see) any elephants before you went to Africa?
   Simon: Yes, I __________ (see) many pictures of them.

6. Joy: Why did you arrive so late?
   Greg: Well, because the bus was late. We __________ (wait) there for thirty minutes before the bus came.

7. Richard: Where __________ you __________ (be)? I have been waiting for you so long.
   Nancy: Sorry, I __________ (be) in the library, helping my friend look for some books.
Complete the article below using the words or phrase in the box. Change the form where necessary.

come across  coincidence  companion  preserve  curious
murder  shortly  disturb  jewel  tomb

During the dig outside the city walls, researchers (1) _______ thirty to forty bodies lying one on top of another. They had been (2) _______.

The men dug with great care, trying not to (3) _______ the evidence of what had happened. Everyone was (4) _______ as to why all these people had been killed at the same time. Was it just a (5) _______?

Deep in the ground below the bodies, they found a (6) _______ made of stone. It contained many valuable things, including much gold and many (7) _______. Inside it lay the body of a man that was well (8) _______. It was clear that the man had been a king. This explained why the other bodies were there. The workers who had built the tomb were killed (9) _______ after the king had died, in order to keep the tomb a secret, and to make them (10) _______ for him in death.

Translate the following sentences into English. Use the words in brackets.

1 你可以借阅任何一本你喜欢的书。 (whichever)
2 她不仅是一位作家，还是一位母亲，所以她的书很受孩子们欢迎。 (as well as)
3 秘书把我领进经理的办公室，并让我稍等片刻。 (lead ... to)
4 当你在阅读时遇到生词时，不要总是借助词典查阅。 (come across)
5 这家餐馆的名字和餐馆主人的兴趣有关系吗? (have something to do with)
6 战争结束后不久，他就回到家乡，开始写他的第一部小说。 (shortly after, novel)
7 她一直很尊敬她的叔叔，因为他是一位杰出的医生，挽救了很多人的生命。 (look up to)
8 尽管村民们遭受了各种各样的困难，但他们并不气馁。 (various, discourage)
George and Rachel are talking about their high school project on Egyptian mummies.

George: Why did the Egyptians take so much care in preparing dead bodies to make mummies?
Rachel: They wanted to preserve the bodies of people they loved. They believed that making a mummy protected the dead during his journey to the next life.
George: What did they do to the body?
Rachel: They always took out the liver, the stomach and other body parts. These parts were then placed in special bottles in the shapes of four animals.
George: Oh yes, in this picture each bottle has a different head. There was a bird head, a dog head, a monkey head and a human head.
Rachel: They took out the brain and threw it away because they didn’t think it was important.
George: It seems strange to throw the brain away, especially when they cared so much about the other body parts. They even placed special caps on the fingers.
Rachel: And they always painted the mummy before putting it in the tomb.
George: Was every dead person made into a mummy?
Rachel: Well, yes, if their family could afford it. There were about seventy million mummies in Egypt at one time.
George: I wonder what happened to them all.
Rachel: Well, later in history people thought that a good medicine could be made from a mummy. Many of the mummies were also taken away from Egypt by foreign explorers. That’s why there aren’t many mummies in the world now.
George: Maybe the foreign explorers didn’t believe in the idea of a second life!
Rachel: Maybe that was the reason. The Egyptians did believe, though. They thought that the dead person was first questioned about his life to see if he had been a good or bad person. If the person gave good answers, then he could enter his second life.
George: I would be very worried about being questioned about my life. I wonder if I could get a second life.
Rachel: Well, the prize for answering the questions was huge. The Egyptians believed that an hour in the second life was the same as a man's whole life on Earth.

Answer the following questions about Egyptian mummies.

1. Which parts of the body did the Egyptians treasure and which part didn’t they care about?
2. How did the Egyptians make a mummy?
3. Why are there so few mummies now?
4. What did the ancient Egyptians think about the second life?
5. What does George worry about?
Dear Mike

It is well known that Albert Einstein was one of the greatest scientists of all time, but I think he was also a really great person. I’ve done some research on him and found something interesting.

When Einstein started to work in America, someone asked him what he needed. He said he needed a desk, some paper and a pencil. He also asked for a big waste-paper basket to hold all of his mistakes. This shows that he knew even the cleverest man in the world can only learn by making mistakes.

Einstein was also very modest. Many children wrote letters to ask him for help with their homework. One day he wrote a letter to a young girl to tell her not to worry about her Maths homework because he thought Maths was difficult too.

Einstein regarded time as very valuable. He never wore socks, because he thought putting on socks was a waste of time as people already wore shoes. He also thought it was a waste of time remembering things that could be found in a book. That’s why he never remembered his own phone number, which was in the phone book. He knew what was worth remembering. It is true that if we are going to do great things in our lives, we cannot waste time.

Einstein liked to joke too. In one exam a student asked him why all the questions were the same as last year’s. Einstein replied the questions were the same but the answers were different!

If we ever feel like giving up when we have problems, we should think of Einstein. When he was a child, his teachers used to say he was not clever. However, Einstein kept working hard and surprised the world with his achievements. So, never be discouraged!

Yours

Rainer

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Answer the following questions about Rainer’s e-mail.

1. Einstein asked for a waste-paper basket. What does this tell us?
2. Why does Rainer say that Einstein was very modest?
3. What can we learn from how Einstein thought of time?
4. When Einstein replied that the questions were the same but the answers were different, what did that tell about him?
5. Why can remembering Einstein help us when we have problems?
A  Michele loves to read the Harry Potter books. She wants to write a letter to J. K. Rowling, the author of the books. Michele is listening to a radio programme about J. K. Rowling and taking notes. Listen carefully and help her complete as much of the notes as possible.

J. K. Rowling ...
1  was born in __________, and taught __________ at home and abroad before she started writing books.
2  first thought about writing the books when she was travelling on a __________.
3  started to write the Harry Potter books in __________ and worked on the first book for __________ years.
4  could only write the book when her baby was __________.
5  had the book published in __________ because no one took __________ in it at first.
6  lives with her husband and __________ children in Scotland.

Her family:
1  Her husband is a _________
2  She has _________ boy(s) and _________ girl(s).

The Harry Potter books: There are _________ books in total.

B  Michele is asking her friend Peter if he knows anything else about J. K. Rowling. Listen to their conversation and complete the notes above.

C  Michele is writing a letter to J. K. Rowling. Help her complete the letter. The information can be found in the notes above.

Dear Ms Rowling

My name is Michele. I love reading your _________ books. The other day, I listened to a radio programme about you, and my friend Peter told me about your _________ . Now I know you were born in England and you are now living with your _________ and _________ in _________ . I also know that you taught _________ at home and abroad before you started writing.

I really admire you. The radio programme said that you could only write the first book when your baby daughter was _________ , so you worked on it for _________ years. That must have been difficult!

On your website it says that there are _________ books in total. That's great!

I hope I can become as successful as you when I grow up. Thank you for spending time reading my letter.

Yours

Michele
A. When we describe people, it is important that we include some basic information, such as what they look like. We should also talk about their life, their achievements, and what is special about them. Read the following article and see how the writer describes his English teacher.

Mrs Wang is our class teacher. She teaches English. She is a very good teacher and we all like her very much.

Mrs Wang is in her forties. She is tall and slim, and always wears glasses.

She has been a teacher for many years, so she has rich experience. She speaks English well.

Mrs Wang always thinks of ways to make her classes lively and interesting. Not only have we learnt a lot of English from her, but we have also learnt a lot about the cultures of foreign countries.

She is very patient and helpful, though strict with us. We are proud to be the students of such a great teacher.

B. Write an article about Jiang Tianyi, one of your schoolmates, who took part in a web page competition and won first prize. Use the following notes to help you.

<table>
<thead>
<tr>
<th>Basic facts</th>
<th>Jiang Tianyi; boy; 16; Class 5, Senior High 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>No. 1 Middle School in Jianghai City</td>
</tr>
<tr>
<td></td>
<td>No. 1 Primary School in Jianghai City</td>
</tr>
<tr>
<td>Favourite subjects</td>
<td>Maths, Science, Computer and English</td>
</tr>
<tr>
<td>The competition</td>
<td>Jianghai Web Page Competition</td>
</tr>
<tr>
<td></td>
<td>Number of people taking part: 356</td>
</tr>
<tr>
<td>Hobbies</td>
<td>Football, Chinese chess</td>
</tr>
<tr>
<td>Dreams</td>
<td>Attend the best university; work in the IT industry</td>
</tr>
</tbody>
</table>
Acknowledgements

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GETTY IMAGES

p. 1 (Stonehenge)
p. 21 (zebras; beach)
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