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》的要求，你在高中阶段将完成5个必修模块的英语学习。在此基础上，还有六个模块的选修教材供你学习。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。课后后面的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《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
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Welcome to the unit

Our senses are very important in our daily lives. Read the following information from a book, and then discuss the questions below with your partner.

Five senses

People have five senses: **sight, hearing, taste, smell** and **touch**. Sometimes senses affect one another. If you hold your nose when you eat, your sense of taste will not work as well as usual. Sometimes when one of the senses fails, other senses become stronger. Blind people can read by touching letters in raised dots called **Braille**. People with hearing problems can understand each other using **sign language**. However, even if we have good senses, they can still confuse us. Look at the pictures below and try to answer the questions.

1. Do you see a vase or two faces?
2. Which is longer, Line x or Line y?
3. Are Lines m and n straight?
4. How do you read Line b?

1. Do you use one of your senses more than the others? Give an example.
2. Some people cannot remember something until they have seen it. Other people only need to hear something once or twice before they can remember it. Which sense helps you learn best? How does it help you?
3. Do you know of any people who have made great achievements even if they have lost the ability to use one of their senses? What did they achieve?
Reading

A  Read the story quickly and answer these questions.
1 What is the story about?
2 Where did Polly live?
3 Who helped Polly?

B  Have you ever been in a fog? Read this story about a young woman lost in the fog and guess what will happen before you reach the end.

Fog

by Bill Lowe

Fog warning
When Polly left home that morning, the city was already covered in a grey mist. At lunch, the radio forecast that the mist would become a thick fog in the afternoon. At four o’clock, Polly left work and stepped out into the fog. She wondered if the buses would still be running.

No buses to King Street
Once out in the street, she walked quickly towards her usual bus stop. ‘How far are you going?’ the bus conductor asked her before he took her fare. ‘King Street,’ said Polly.
‘Sorry, Miss,’ replied the man, ‘the truth is that it is too foggy for the bus to run that far. Take the Underground to Green Park. The weather might be better there and you might be able to get a taxi.’

A tall man
As Polly observed the passengers on the train, she had a feeling that she was being watched by a tall man in a dark overcoat. At last the train arrived at Green Park station. While the rest of the passengers were getting out, she glanced at the faces around her. The tall man was nowhere to be seen.

Footsteps
When Polly got to the station entrance, it was empty. Outside, wherever she looked the fog lay like a thick, grey cloud. There was no one in sight. Polly set off towards Park Street. As she walked along the narrow street, she heard the sound of footsteps approaching, but by the time she reached the corner of the street, the footsteps were gone. Suddenly Polly felt a rough hand brush her cheek, and she heard a man’s voice in her ear saying ‘Sorry.’ The man moved away. She could feel her heart beating with fear.

The helpful stranger
Then she heard the sound again—soft footsteps behind her. A minute before, she had wished for someone to come along. Now she wanted to run, but fear held her still. The footsteps seemed close now. Then a man’s voice came out of the darkness. ‘Is anybody there?’ Polly hesitated. At last she answered, ‘Hello, I think I’m lost.’
A few seconds later, a hand reached out and grasped her arm. Polly found herself staring up at the face of an old man with a beard. ‘Maybe I can help you. Which road do you want?’ he asked.

35 ‘I live at 86 King Street,’ Polly replied. ‘Just take my hand,’ said the man. ‘Come with me. You’ll be all right.’ He took Polly’s hand. ‘Watch out for the step here.’

In his other hand the man carried a stick. Polly heard it hit the step. ‘I can remember some terrible fogs, but maybe that was before your time. I can’t see your face, but you sound young. How old are you?’

‘Just twenty,’ answered Polly. ‘Ah, twenty! A nice age to be. I was young once. Now we’re at the crossroads. Turn left here.’

‘I’m quite lost now. Are you sure you know the way?’

45 Polly was beginning to feel frightened again. ‘Of course. You really shouldn’t feel anxious.’ He held her hand more firmly.

The grateful helper

‘Here we are. King Street.’ He stopped.

50 ‘Thank you so much for coming to my aid,’ said Polly in relief. ‘Would you like to come in and rest for a while?’

‘It’s very nice of you,’ said the man, ‘but I’ll be off. There may be more people lost today, and I’d like to help them. You see, a fog this bad is rare. It gives me the chance to pay back the help that people give me when it’s sunny. A blind person like me can’t get across the road without help, except in a fog like this.’

(Adapted from Fog and Other Stories, Oxford Progressive English Readers © Oxford University Press 1992.)

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Reading strategy: reading a story

Stories usually have the following things in common. Take the above story as an example:

- a plot—a woman lost in the fog was helped by an old man
- main characters—a woman and an old man
- a certain time period—one afternoon
- a place—a foggy city
- a problem to be solved—how she could get home
- a climax or a surprise ending—the old man was blind

Learning to recognize these aspects of a story will help you better understand what you read.
C1 Read the story again carefully and then answer these questions.

1. Why did Polly leave work early?
2. Why did Polly take the Underground to Green Park?
3. What was the weather like outside the station?
4. According to Lines 23–25, what made Polly afraid?
5. According to Line 33, what did the man look like?
6. How could the old man tell that Polly was young?

C2 Put these events in the correct order by writing 1 to 10 in the blanks.

Polly took the Underground to Green Park.
An old man took Polly’s hand.
A hand reached out and grasped Polly’s arm.
Polly thanked the blind man.
A tall man in a dark overcoat was watching Polly.
Polly and the old man turned left at the crossroads.
Polly felt frightened when a rough hand brushed her cheek.
Polly got to King Street safely.
Polly left the office at four o’clock.
The old man went to help others.

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

1. forecast (Line 3)
2. fare (Line 8)
3. narrow (Line 21)
4. stare (Line 33)
5. watch out for (Line 37)
6. relief (Line 50)

a. a feeling of being freed from worry
b. pay attention to; be careful about
c. the money you pay to travel on a bus, train, plane, etc.
d. make a statement about what will happen in the future
e. not wide
f. look at someone or something for a long time
The blind man from the story is explaining what it is like to be blind. Choose the correct words from the box to complete his talk.

<table>
<thead>
<tr>
<th>approaching</th>
<th>wherever</th>
<th>darkness</th>
<th>anxious</th>
</tr>
</thead>
<tbody>
<tr>
<td>hesitate</td>
<td>observe</td>
<td>grasp</td>
<td>aid</td>
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Since I am blind, I always live in (1) __________. It does not make any difference if I am in the street or at my house—(2) __________ I am, it is like I am in a fog, because I can see nothing of the world around me. Going out is an adventure for me. I can remember where the shops are, and I can easily find my way around by counting how many steps I need to take in order to get from one place to another. However, I always (3) __________ when I leave the house, because there are many cars and lorries on the streets near where I live. I cannot see them when they come near, but their drivers may not know that. They may think that I will see them and stop. I am always (4) __________ when I come to a crossroads, and I have to listen very closely to hear if some car is (5) __________. As an (6) __________, I carry a stick with me when I go out. I (7) __________ it in my hand and use it to feel the pavement, so I can know if there is something in front of me. Since other people can (8) __________ that I am carrying a stick, they can usually guess that I am blind and stay out of my way. At the same time, I often run into things that are up high, such as tree branches, and sometimes hit my head on them.

What do you know about our senses? In pairs, have a discussion like the one below.

1. Did you ever lose your sense of taste or smell when you were ill? How did you feel?
2. Some people talk about a ‘sixth sense’. They say it helps people know about things before they happen. Do you believe in a ‘sixth sense’? Why or why not?
**Word power**

**Parts of speech**

He met me in Park Street and walked me the **rest** of the way home.

That was nice of him. Why didn’t you invite him to come in and **rest**?

I did, but he wanted to go and find more people to help.

Like ‘rest’ in the dialogue, many words in English can have more than one part of speech. In some cases, different parts of speech (usually a noun and a verb) have the same spelling but different meanings.

**A** Find the words listed below in the story and complete the table. Use a dictionary to help you if necessary.

<table>
<thead>
<tr>
<th>Part of speech</th>
<th>Meaning</th>
<th>Example</th>
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<tbody>
<tr>
<td>rest (Line 16)</td>
<td>noun</td>
<td>He wants to see the rest of the world.</td>
</tr>
<tr>
<td></td>
<td>the remaining part</td>
<td></td>
</tr>
<tr>
<td>(Line 51)</td>
<td>verb</td>
<td>My mother told me to rest.</td>
</tr>
<tr>
<td></td>
<td>relax</td>
<td></td>
</tr>
<tr>
<td>once (Line 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Line 42)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>left (Line 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Line 43)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>still (Line 5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Line 29)</td>
<td></td>
<td></td>
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</table>

**B** Polly is listening to a radio report on problems around the world, but she cannot hear some words clearly. Use the words below and the correct part of speech to complete the report.

- The air sometimes smells very bad. Do you know what (1) _________ this? One (2) _________ is traffic.
- Does anyone have an (3) _________ to the problem of global warming? So far even scientists can’t (4) _________ this question.
- In some countries, the price of food (5) _________ every year. Poor people often have to go hungry because they cannot afford the (6) _________.
Describing the weather

A  British people often start a conversation by talking about the weather. Read the following conversation between two neighbours.

Richard: Good morning.
Shirley: Morning.
Richard: It's a perfect day today, don't you think?
Shirley: But I heard it was going to become cloudy this afternoon, followed by a storm.
Richard: Oh, well, I'd better go home and get my umbrella. By the way, did you read about the floods in India?
Shirley: No, but I heard about the snowstorms in America. The weather has been really terrible in recent years.
Richard: Yes, strange! Oh look, here's your bus. Have a good day.

B  Look at the weather report for today and see if you understand the words in blue. Then complete the weather forecast for tomorrow, using the symbols below and the pictures at the bottom of the page to help you.

Here is today's weather report. It will be cloudy in the morning, with heavy showers around lunchtime. The afternoon will be mostly fine. A thin mist will develop over the city centre in the early evening, later turning to fog.

Here is the weather forecast for tomorrow. It will be warm and (1) ________ in the morning, with a fair chance of (2) ________ weather developing before noon. It will become cooler in the afternoon. The sky will be very cloudy with heavy (3) ________, in the evening, the temperature will drop a lot and it will become a bit cold. There will be (4) ____________________, with a (5) _________ likely after midnight!

TIP You can also use these adjectives: cold cool warm dry wet hot

TIP In China and most Asian countries, the Celsius/centigrade (°C) scale is used. In some Western countries, the Fahrenheit (°F) scale is used. 0°C is 32°F. 100°C is 212°F.
Grammar and usage

Introduction to noun clauses

Noun clauses have the same functions in a sentence as those of nouns or noun phrases.

1. We can use a noun clause as the subject of a sentence.
   - That I can pay back the help people give me makes me happy.
   - Whether he’ll be able to come is not yet known.
   - Why they have not left yet is not clear so far.

   We can use it as a preparatory subject.
   - It was good news that everyone got back safely.

2. We can use a noun clause as the object of a:
   - verb
     - She believed that he had not told her the truth.
     - I wonder if/whether that’s a good idea.
     - Polly didn’t know which way she should go.
   - preposition
     - I’m interested in who that tall man is.
     - There was a discussion about whether Polly had found the blind man.

   We can use it as a preparatory object.
   - We all thought it good news that the fog had finally gone.
   - The conductor has made it clear that no buses will be running.

3. We can use a noun clause as the predicative of be.
   - The truth is that the fog is too thick for the bus to run that far.
   - My question is whether Polly can find her way home.
   - The problem is how Polly is going to find us in the crowd.

4. We can use a noun clause in apposition to a noun.
   - She had a feeling that she was being watched.
   - The news that he couldn’t come made us upset.
   - Whatever gave you the idea that I can sing?

5. We use that, if/whether or a question word to begin a noun clause.
   - I hope that Polly will be OK.
   - No one knew if/whether he lost his sight because of an accident.
   - She couldn’t imagine how the blind man had found her.
Pleasant smells reduce pain?

The possibility that pleasant smells might reduce pain has recently been suggested by new research. In a scientific study, doctors asked 20 men and 20 women to keep their hands in very hot water for as long as possible while breathing in different smells.

Since it is believed that strong smells can affect the senses, volunteers were required not to eat or drink for eight hours before the experiment. During the experiment, volunteers were asked to sniff various pleasant smells and unpleasant smells. At the same time, the volunteers kept their hands in hot water until they could no longer tolerate the pain.

Scientists are interested in whether the sense of smell is related to pain. They are also curious about whether it is the same for both sexes. Now, the study has proved that for women, pleasant smells reduce pain. For men, there is almost no change.

Dr. Finkelstein has been studying smells since 1999. He says that scientists have already collected data from 40 volunteers. He adds that this year, scientists will test another 60 volunteers and will be in a better position to analyse the results.

One explanation is that women’s sense of smell is better developed than that of men, and is linked to recognizing the smell of babies. Scientists used to believe that mothers recognize their children by sight only. Now, they have become convinced that the sense of smell also helps. However, why pleasant smells do not reduce pain in men remains a puzzle for scientists.
Noun clauses beginning with *that* or *if/whether*

1. We can use *that* to introduce a noun clause.
   - We use *that* to introduce a noun clause when the clause is a *statement*.
     
     The radio announced something. The mist would become a thick fog. →
     The radio announced *that* the mist would become a thick fog.

   - We cannot leave out *that* when the noun clause is the subject of a sentence.
     
     *That* we couldn’t find our way out was really bad news.
     *That* a man came to show her the way made her happy.

   - We can leave out *that* in informal English when the noun clause is the object or predicative of a sentence.
     
     She wished *(that)* someone would come along to help her.
     The truth is *(that)* the buses will not be running.

2. We can use *if* or *whether* to introduce a noun clause.
   - We use *if* or *whether* to introduce a noun clause when the clause is a *yes/no question*. We change the word order in a clause after *if* or *whether* into that of a statement.
     
     She wondered. Would the buses still be running? →
     She wondered *if/whether* the buses would still be running.

   - We can only use *whether*, but not *if*, after a preposition.
     
     She is not certain about *whether* she has done anything wrong.

   - We can only use *whether*, but not *if*, when the clause as the subject is at the beginning of the sentence.
     
     *Whether* it is going to clear up keeps me wondering.

   - We use *whether or not*, but not *if or not*.
     
     I want to know *whether or not* the train goes to King Street.
     No one knows *whether or not* the fog will clear up this afternoon.

3. If one verb has two noun clauses as its objects, we must not leave out *that* or *if/whether* before the second noun clause.
   - He said *(that)* he liked rain very much and *that* he wouldn’t use an umbrella when it was raining.
   - No one knows *whether* it will be fine tomorrow and *whether* he will come to work.
A. You are reading an article about our senses. Circle the right words.

**Staying healthy makes sense**

Many people wonder (1) if / that there is any connection between our senses and our health. Scientists observe (2) that / if making the most of our senses when we are young can keep us healthy later on in life.

Why do we feel anxious or tired? One study shows (3) if / that approximately 90% of our time is spent watching television or using computers. It is added (4) whether / that while our sense of sight is used too much, our senses of touch and smell have been ignored.

People often ask (5) whether / if or not we should develop all our senses. The answer is yes. Experts suggest (6) that / if we do the following things more often. While having dinner, listen to some enjoyable music rather than watch television. While relaxing at home, have some flowers next to you that smell nice. Before going to bed, turn the lights off. While sleeping, wear a nightshirt that is pleasant to touch—it will make us sleep well.

B. Your friend gave you a story to read, but some words are missing. Complete the story using that, whether or if.

I was at the North Pole. I was wearing a warm overcoat, a cotton hat, thick gloves and heavy boots. However, I still felt (1) ___________ my hands and feet were cold. There was such a terrible snowstorm that I could hardly see.

I made my way back to the research camp. I had been out in the snow for three hours and I could not feel my hands. I thought (2) ___________. I needed a hot cup of coffee to warm me up and recover some strength. It took a long time to struggle through the thick snow, but I knew (3) ___________ I was getting close to the camp, as I could smell food. I shouted to find out (4) ___________ there was anyone there, but there was no answer. As I slowly moved on, the snowstorm became worse. It became impossible to see where I was going. I almost believed (5) ___________ I would never find my way.

Suddenly, I heard the sound of footsteps from behind. I turned around but there was nothing in sight. I wondered (6) ___________ it was the sound of the wind. I continued walking anyway, but stopped when I heard the footsteps approaching again. My heart began to beat faster and faster. I was sweating with fear. All of a sudden, I heard a loud noise ring out through the cold air, and I felt (7) ___________ my shoulder was being grasped by a hand. The fact was (8) ___________ now I was frozen by fear, not by cold.
Task  Telling a story

Skills building 1: plotting a story

The chain of events in a story is called the plot. A plot tells what happens to the characters in a story. It usually contains these parts:

1  Start  The start of the story introduces the background of the story and the main characters. It answers these questions: Who? Where? When? Why?

2  Body  The body of the story tells about the problems experienced by the characters, e.g., a problem the main character wants to solve or something he or she needs to learn from the experience.

3  Ending  The ending of the story tells how the problem is solved or how the story ends.

Your friend has written a story about a man called Captain Lee and his ship. Unfortunately, she put the story in the wrong order. Help her put the paragraphs in the correct order.

I noticed Captain Lee was looking at the sky a lot. In the distance I could hear thunder and see lightning coming. This was the first storm I had seen while at sea. It was really exciting, but Captain Lee looked a bit anxious.

This was my first adventure after graduation. The ship had an old captain, who was called Captain Lee. As we set sail for our destination, Captain Lee and I stood at the front of the ship and looked out. There was a bird flying in the sky. The sea was mild and peaceful.

The ship sank but we managed to get on a lifeboat. After a few days, when we were starving and very thirsty, we saw a boat coming towards us. We were so happy! We told the people on the boat what had happened. Then they told us we were in the Bermuda Triangle!

As we stared out at the sea, the bird flew lower and cried out. It sounded like music in the air. Captain Lee told me some of his old sea stories. He had travelled around the world many times. He was outgoing and very interesting to listen to.

The sea became very rough and the ship began to struggle in the heavy waves. I was so scared, but Captain Lee told me not to worry as he had been through worse storms. Then the ship was thrown to the left, then the right. I heard a loud noise and water started coming into the ship. What were we going to do?

Suddenly, the lightning came very close and I could hear the thunder overhead. I was really worried. I asked Captain Lee what was happening, but he said he didn’t know. Then the engine stopped working.
B Decide which part each paragraph belongs to. Write S for start, B for body, or E for ending.

a _____  b _____  c _____  d _____  e _____  f _____

Step 1: completing a checklist

You are going to enter a storytelling competition. Your teacher is giving you some help. Listen to your teacher and complete the list below to help you plot your story.

Joining the storytelling competition

1 The questions your teacher asks are for the _________。(tick one box)
   start of the story  body of the story  ending of the story

2 You need to write about the __________________________ of a girl.

3 The story must end with _________.。(tick one box)
   something happy  something sad  a surprise

B Two students are talking about how to start the story. Listen to their conversation, and then answer the questions below.

1 Who is the main character? __________________________

2 Where did the girl go? __________________________

3 Why did the girl go there? __________________________

4 How did she get there? __________________________

5 What happened before the girl arrived at the museum? __________________________

6 What time of the day was it? __________________________

C Write the start of the story using the answers from Part B.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Skills building 2: recognizing different elements of a comic strip

We can tell a story with pictures. When we tell a story with pictures, we can add words using speech bubbles, thought bubbles, sound bubbles and captions. These four things can help us tell a story better.

speech bubble
I want to be your friend.

thought bubble
But I don’t want to be your friend.

The hand of friendship …

sound bubble

Below is the beginning of a comic strip about a monster. Label the different ways of adding words to pictures.

1. speech bubble
I’ll never find way back to my camp! And I’m so hungry.

2. ______
Tom is lost in the mountains.

3. ______

4. ______
What was that? Is anybody there?

5. ______


Step 2: preparing a story with a surprise ending

A The students have drawn five pictures for their story. Draw the correct bubbles around the words or actions, and complete the captions for the five pictures using the correct forms of the words in the box.

<table>
<thead>
<tr>
<th>feel</th>
<th>hear</th>
<th>smell</th>
<th>stare</th>
<th>taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sandy had _____ at the painting for so long that she began to feel sleepy.

Suddenly, she _____ a tap on her shoulder. It was a man in a metal suit.

Then she _____ Mona Lisa singing.

After that, she looked at a painting of some flowers. She was sure that she could _____ them.

The woman in the painting offered Sandy an apple. It _____ sweet.

B Complete the story in Part A by drawing a sixth picture. Write a caption and add thought, speech and/or sound bubbles where necessary.
Skills building 3: using adjectives and adverbs in stories

When writing stories, we always use adjectives and adverbs to make them more interesting and lively.

1 Adjectives are used to describe a person or thing. For example,

   - My mum bought some **big**, **red** apples.
   - Standing over there was a **tall**, **dark** man.

We use adjectives to express qualities, feelings and views.

   - There is a **beautiful** painting hanging on the wall.
   - If **possible**, I’d like to have some time to think it over.

2 Adverbs are used to add more information to a verb, an adjective or another adverb. They often end in **-ly**. For example,

   - I finished my homework **quickly** so I could go to the cinema with my parents.
   - He **kindly** offered to carry the bags for the old lady standing in the taxi queue.

We use adverbs to express place, time, degree, manner and point of view.

We also use adverbs to make comments, concentrate on a certain word or phrase, and link clauses or sentences.

   - Sandy watched **carefully**.
   - Emily works **hard** every day, **even** on Sundays.

---

Read the following article. Circle all the adjectives and underline all the adverbs.

Mr Liu Weihai is making good progress. Although his hand is weak, he can now feel hot and cold. The operation was done in Zhongshan Hospital and lasted for four hours. During the operation, Mr Liu had a new hand attached.

Liu Weihai was attacked by a wild animal three months ago while leading a group of tourists in the mountains, and lost his left hand. The members of Liu’s group quickly took him to the nearest hospital. He was later flown to a hospital in Guangzhou for an operation.

Mr Liu’s doctor has worked out a safe treatment plan for him. It will be hard for Liu Weihai, but it is expected that in the next few months his body will accept the hand as his own without any disability. During this period, various methods will be applied to help the patient’s hand get strong, according to the doctor.

‘I am very grateful to my doctor. I feel hopeful that I’ll fully recover the use of my hand in the near future,’ said Mr Liu.
Step 3: writing your story

A Make the body of your story more lively by adding adjectives and adverbs. Fill in the blanks with the words in the box below. Then complete the last paragraph using your Picture 6 from Step 2 to help you.

<table>
<thead>
<tr>
<th>asleep</th>
<th>frightened</th>
<th>suddenly</th>
<th>delicious</th>
<th>loudly</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>beautiful</td>
<td>red</td>
<td>alive</td>
<td>tired</td>
</tr>
</tbody>
</table>

Sandy arrived at the museum at last. She was so (1) _______ that she had to find a chair to sit on. Once she sat down, she noticed a nice painting on the wall. She stared at it for a long time—so long, that she fell (2) _______.

(3) ________, she felt a tap on her shoulder. She looked up and saw a man on a horse wearing a metal suit. He was only a sculpture a moment ago, but now he was (4) _______ and talking to Sandy! She was so (5) _______ that she ran down the hall.

From around the corner she could hear someone singing. She went to see who it was but there was nobody in sight. She was confused. Then she turned to a painting on the wall. It was the Mona Lisa. She was interested in the painting. To her surprise, Mona Lisa was singing (6) _______. ‘My goodness,’ Sandy whispered, as she stepped (7) _______.

She wandered to the other side of the hall and came across another painting on the wall. There was a woman in a (8) _______ dress walking in the painting. The woman smiled at Sandy and reached out her hand towards her. Sandy was sure she could smell the flowers she was wearing. Then the woman offered Sandy a big, (9) _______ apple. Sandy hesitated about whether she should eat it. She felt very hungry. ‘It looks (10) _______,’ Sandy thought. She bit into the apple. It tasted sweet.

B Present your story with your partner using the pictures that you have prepared and the adjectives and adverbs you have chosen.

When telling your story, pay attention to these points:

- have a nice tone of voice
- speak loud enough to be heard
- keep a good pace
- use proper stress
- use proper facial expressions
- look your audience in the eye
- use hand gestures
Project Producing a TV show

Animals have developed their own unique senses over the long process of evolution. These senses help them survive their environments.

Read the following articles before you produce a TV show on an animal’s senses.

---

Shark attacks

There are nearly 400 different types of sharks, but only about 30 types are known to have attacked human beings. Many people know that the most dangerous shark is the great white shark, probably because they have seen the film Jaws. However, two other sharks are also rather dangerous: the tiger shark and the bull shark.

Contrary to what many people might assume, evidence shows that sharks seldom attack humans. There are three types of shark attacks. In the main type, the shark attacks you because it mistakes you for a fish, but when it tastes human flesh it decides to give up and swims away. In the second type, the shark pushes you with its nose to find out if you are fit to be eaten, and then bites you if it thinks you are. In the third type, the shark waits for you to swim by, and then attacks you suddenly. The last two types of attack more often result in the death of humans.

To reduce the risk of a shark attack, you should follow these suggestions.

- Do not swim in the dark. Sharks can still see you but you cannot see them.
- Do not go swimming in the ocean if you have a fresh wound. Sharks can smell blood over a long distance.
- Do not wear bright clothing or jewellery, because sharks are attracted to the flash of colours and bright objects.
- Stay in groups, as sharks usually avoid large numbers of people.

Recently, shark attacks have been increasing as water sports are becoming more popular. If a shark attacks you, follow the advice below.

- Keep calm. Do not panic.
- Hit the shark on the nose with your fist.
- Stick your finger in the shark’s eye.

Don’t be frightened by sharks: you are 30 times more likely to be hit by lightning than be attacked by a shark.
The wonderful world of pigeons

It is night. All is quiet. The soldiers are asleep while a guard watches for the enemy. There is a flash, and the sound of guns! They are being attacked! Hundreds of enemy soldiers rush towards them. They are all going to be killed unless they get help. What should they do?

5 An officer writes a short message quickly on a small piece of paper: ‘Being attacked! Hurry!’

He rolls up the paper and puts it into a small case, and then reaches into a cage and gets a bird. Attaching the message to its leg, he sets the bird loose. It immediately flies into the air and disappears in the dark.

10 Will the bird arrive in time? Will they be saved?

Though it may seem hard to believe, the bird the officer uses is the same bird often seen in public parks—the pigeon. Pigeons have a wonderful sense of direction and can find their way home over long distances. Indeed, pigeons have been known to fly home from as far away as 1,800 kilometres. That is why pigeons have been used since ancient times to carry the news or even the mail. However, it was in war that they found their greatest use. During both World War I and II, pigeons were employed by armies to carry messages to and from the front lines, saving the lives of many soldiers and even helping win some important victories.

20 How do pigeons find their way? Pigeons appear to have a compass inside them that tells them which way is north. How this compass works remains a mystery. Of course, since a compass alone is not enough to find one’s way, they also appear to use their sight and even their sense of smell to tell them which way they should go. Unlike humans, they never get lost and can always find their way home.

The project for your group is to choose an animal and then produce a TV show about how the animal uses its senses. You will be able to start your project after you answer the following questions.

1 What animal do you want to talk about?
2 Which of that animal’s senses will the TV show focus on?
3 How long will the TV show last?
4 What kind of information do you need to find out about the animal?
5 Who will do the research for the project?
6 Who will write the TV show?
7 Who will provide the pictures and photos for the show?
8 Who will present the TV show to the class?
## Self-assessment

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Not confident</td>
<td>Slightly confident</td>
<td>Confident</td>
<td>Quite confident</td>
<td>Very confident</td>
</tr>
</tbody>
</table>

### 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:

- understanding the short story about a woman lost in the fog?  □
- reading a story?  □
- using the new vocabulary in the story?  □
- discussing your ideas about your five senses?  □
- distinguishing different parts of speech of a word?  □
- understanding vocabulary about weather?  □
- identifying noun clauses?  □
- using noun clauses beginning with:
  - that?  □
  - if/whether?  □
- plotting a story?  □
- identifying different elements of a comic strip?  □
- using adjectives and adverbs in writing a story?  □
- preparing a story with a surprise ending?  □
- understanding the articles about animal senses?  □
- producing your TV show?  □

### 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 the history of English, a report about how Chinese characters developed, and a story about Braille
- listen to an interview and a lecture
- talk about the way languages develop and survey your classmates
- present a report on Chinese and Western body language
- write a booklet about the development of a language or some Chinese characters

Welcome to the unit

Language, in a broad sense, is the way information is expressed. It can be spoken or seen. Look at the following pictures and talk about the various forms of language.

What are the different languages on this card?

Braille, invented by a Frenchman, is a language for blind people. This word means ‘hello’ in English.

Emoticons make a special Internet language. This stands for a big smile.

Sign language is used all over the world. This sign means ‘Good luck!’ in Britain.

Bees fly in circles to inform their partners about food or danger. All creatures, including animals and insects, can ‘talk’!

1. Can you think of other ways that information can be exchanged?
2. Do you think English is important? Why or why not?
3. What are some good methods for studying English that you can share with your classmates?
Reading

A. Read the article quickly and answer these questions.

1. What is the article about?
2. What are the three kinds of English discussed in the article?
3. In what way is English still changing?

B. The pages below are from a book about the history of different languages. Read about how English developed and why it has some strange rules.

English and its history

All through history, people from many different countries and cultures have lived together in Britain. The English language is made up of the grammar and vocabulary these people brought to Britain. That is why English has so many difficult rules that confuse people.

Old English

Old English is very different from the English we speak nowadays. In fact, we would not be able to understand it if we heard it today. Before the middle of the 5th century, people in Britain all spoke a language called Celtic. Then two Germanic groups from the European mainland—the Angles and the Saxons—occupied Britain. Old English consisted of a mixture of their languages. (Both the English language and the English people are named after the Angles; the word Angle was spelt Engle in Old English.) Aside from place names such as London, very few Celtic words became part of Old English. At the end of the 9th century, the Vikings, people from Northern European countries such as Denmark and Norway, began to move to Britain. They brought with them their languages, which also mixed with Old English. By the 10th century, Old English had become the official language of England.

When we speak English today, we sometimes feel puzzled about which words or phrases to use. This is because English has many words and phrases from different languages, but with similar meanings. For example, the word sick came from a word once used by the Angles and the Saxons, while ill came from a word once used by the Norwegians.

Middle English

Middle English is the name given to the English used from around the 12th to the 15th centuries. Many things played a part in the development of this new type of English. The most important contribution was from the Normans, a French-speaking people who defeated England and took control of the country in 1066. However, the Norman Conquest did not affect English as much as the Angles and
the Saxons’ victory about 600 years earlier, which led to Old English replacing Celtic. Even though the Normans spoke French for the entire 250 years they ruled England, French did not replace English as the first language. On the other hand, the English language did borrow many words from French. This resulted in even more words with similar meanings, such as *answer* (from Old English) and *reply* (from Old French). It is interesting to learn how the words for animals and meat developed. After the Norman Conquest, many English people worked as servants who raised animals. Therefore, the words we use for most animals raised for food, such as *cow*, *sheep* and *pig*, came from Old English. However, the words for the meat of these animals, which was served to the Normans, came from Old French: *beef*, *mutton*, *pork* and *bacon*.

Old French made other contributions to Middle English as well. In Old English, the Germanic way of making words plural was used. For example, they said *housen* instead of *houses*, and *shoen* instead of *shoes*. After the Normans took control, they began using the French way of making plurals, adding an *-s* to *house* and *shoe*. Only a few words kept their Germanic plural forms, such as *man/men* and *child/children*.

After the Norman Conquest, high-class people spoke French while common people spoke English. However, by the latter half of the 14th century, English had come into widespread use among all classes in England. In 1399, Henry IV became King of England. His mother tongue was English, and he used English for all official events.

**Modern English**

Modern English appeared during the Renaissance in the 16th century. Because of this, Modern English includes many Latin and Greek words. Pronunciation also went through huge changes during this period. Of course, this was not the end of the changes in the English language. The question of whether English will keep on changing in the future is easy to answer. It is certain that this process will continue, and people will keep inventing new words and new ways of saying things.

**Reading strategy: reading a history article**

What you have read is a typical history article. When you read a history article, you will notice dates and years in the text, e.g. ‘the 5th century’ and ‘1066’. Recognizing these details will help you understand the order of events and how pieces of information relate to the rest of the text. Next time you read a history article, it is a good idea to make a time chart, listing important information, such as times, places and events in the article.
C1 Fill in the blanks with the following dates from the article.

<table>
<thead>
<tr>
<th>5th century</th>
<th>9th century</th>
<th>10th century</th>
<th>1066</th>
<th>14th century</th>
<th>16th century</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Before the middle of the ________________ , people in Britain did not speak English.</td>
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<tr>
<td>2 Modern English began to develop in the ________________ .</td>
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</tr>
<tr>
<td>3 Almost everyone in England began to speak Middle English in the ________________ .</td>
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</tr>
<tr>
<td>4 At the end of the ________________ , Norwegian words began to be used in the English language.</td>
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</tr>
<tr>
<td>5 The Normans occupied England in ________________ .</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 By the ________________ , people in England used Old English as the official language.</td>
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</tr>
</tbody>
</table>

C2 Answer the following questions using the information from the article.

1 Why does the English language have so many rules that confuse people? 

2 Where did the word *English* come from? 

3 Why can words with similar meanings be found in the English language? 

4 Who made the greatest contribution to the development from Old English to Middle English? 

5 Why are many of the words for animals different from those for meat in English? 

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

1 occupy (Line 10) _____ a whole 
2 consist of (Line 10) _____ b except 
3 aside from (Line 12) _____ c enter a place by force and begin to rule over it 
4 take control of (Line 27) _____ d take care of 
5 entire (Line 30) _____ e be made up of 
6 raise (Line 36) _____ f get power over
The following article explains why American English is different from British English. Complete it by filling in the blanks with words from the box.

One big difference between British and American English is in \((1)\) ______. For example, the British use the word ‘autumn’ while the Americans use the word ‘fall’. In this case, the older word is ‘autumn’. However, about four hundred years ago, the word ‘autumn’ was \((2)\) ______ with ‘fall’. Later, the British returned to ‘autumn’, while the Americans still use ‘fall’.

Of course, people from many different countries came to America and made their \((3)\) ______ to American English. Indeed, in American English there are words from every major \((4)\) ______ spoken on Earth. Many of these words are absent in British English.

Another big distinction between American and British English is spelling. After the Americans \((5)\) ______ the British in 1781 and gained independence, they wanted to make the spelling of English words simpler. \((6)\) ______, Americans write ‘color’ instead of ‘colour’.

Finally, the pronunciations and accents are different. Both countries have slowly changed the way they say the same words, but in different ways. This \((7)\) ______ is continuing even today.

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

Languages borrow words from each other. Do you know any Chinese words that came from English?

Yes, there are quite a few, for example, kung from cartoon and hanbao from hamburger. We have given many words and phrases to other languages too.

You are right. I know that many Japanese words came from Chinese.

And you can find some words and phrases in English that came from Chinese too, such as typhoon, t’ai chi and lose face. …

1. Can you give some examples of Chinese words and phrases that came from other languages?
2. Do you think that it is possible for Chinese to become the most popular international language some day? Why or why not?
Word power

Formal English and informal English

Depending on the situation in which the language is used, English can be formal or informal. Formal English is more common in writing than in speaking. For example, it is usually found in notices and business letters. Informal English is more common in speaking than in writing. There are many situations in everyday life where informal English is allowed or even preferred, for example, while playing sports or meeting friends at a party.

<table>
<thead>
<tr>
<th>Formal English</th>
<th>Informal English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a large amount/number of</td>
<td>a lot of</td>
</tr>
<tr>
<td>admire</td>
<td>look up to</td>
</tr>
<tr>
<td>child</td>
<td>kid</td>
</tr>
<tr>
<td>solve</td>
<td>handle</td>
</tr>
<tr>
<td>I regret to inform you ...</td>
<td>I’m sorry to say ...</td>
</tr>
<tr>
<td>immediately</td>
<td>right away</td>
</tr>
<tr>
<td>satisfy</td>
<td>make ... happy</td>
</tr>
<tr>
<td>prevent</td>
<td>stop</td>
</tr>
<tr>
<td>tough</td>
<td>hard</td>
</tr>
<tr>
<td>reply</td>
<td>answer</td>
</tr>
<tr>
<td>draw your attention to</td>
<td>speak to you about</td>
</tr>
<tr>
<td>appreciate it if you would do</td>
<td>like you to do</td>
</tr>
<tr>
<td>look forward to</td>
<td>wait for</td>
</tr>
<tr>
<td>take ... into consideration</td>
<td>think about ...</td>
</tr>
</tbody>
</table>

Below is a letter to Mr Smith, a park manager. Rewrite it in formal English using the words or phrases above.

Dear Mr Smith

I want to speak to you about the state of the playground. People are throwing their garbage everywhere. They leave garbage on the ground instead of using the garbage cans. This is a danger to kids. Yesterday, a six-year-old kid fell and cut his hand on a broken bottle. The boy was taken to hospital. Also, the garbage makes the playground look dirty, and no one wants to go there.

I would like you to handle this problem right away. For example, you should buy more garbage cans and stop people from littering.

Please think about my suggestions. I am waiting for your answer.

Best regards

Jerry Broker
Countries and languages

There are over 190 countries which are members of the United Nations. China, France, Russia, the United Kingdom and the United States are permanent members of the UN Security Council.

About 6,000 languages are spoken in the world today. The 10 most widely spoken languages are Chinese, Spanish, English, Hindi, Arabic, Bengali, Portuguese, Russian, Japanese and German. If second-language speakers are included, English is the most widely spoken language.

Here are some countries and their official languages.

<table>
<thead>
<tr>
<th>Country</th>
<th>Official language(s)</th>
<th>Country</th>
<th>Official language(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>English</td>
<td>Mexico</td>
<td>Spanish</td>
</tr>
<tr>
<td>Bangladesh</td>
<td>Bengali</td>
<td>New Zealand</td>
<td>English, Maori</td>
</tr>
<tr>
<td>Canada</td>
<td>English, French</td>
<td>Portugal</td>
<td>Portuguese</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Russia</td>
<td>Russian</td>
</tr>
<tr>
<td>Egypt</td>
<td>Arabic</td>
<td>Saudi Arabia</td>
<td>Arabic</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
<td>Brazil</td>
<td>Portuguese</td>
</tr>
<tr>
<td>India</td>
<td>Hindi, English</td>
<td>UK</td>
<td>English</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>USA</td>
<td>English</td>
</tr>
</tbody>
</table>

A Which country does each flag represent? Discuss with your partner and write down the name of each country and its official language(s).

[Flag images]

B What do you think the official languages of the United Nations are? Do some research with your partner and write down the names.
Grammar and usage

Noun clauses introduced by question words

We can use the following question words to introduce noun clauses: what, which, who/whom, whose, when, where, why and how.

1. We can use a question word to introduce a noun clause. The clause can function as the subject, object or predicative of the sentence.

   \underline{wh-question}
   
   Where does a person come from? This will affect his or her style of speech. →
   
   \underline{subject}
   
   Where a person comes from will affect his or her style of speech.

   \underline{wh-question}
   
   Why does English have such strange rules? You can begin to see it! →
   
   \underline{object}
   
   You can begin to see why English has such strange rules!

   \underline{wh-question}
   
   Why does English have so many difficult rules that confuse people? That is the reason. →
   
   \underline{predicative}
   
   That is why English has so many difficult rules that confuse people.

2. In a noun clause that is introduced by a question word, we change the word order into that of a statement.

   What are people from the north saying? People from the south find it difficult to understand. →

   People from the south find it difficult to understand what people from the north are saying.

3. We cannot leave out the question words in noun clauses.

A. Read the following diary entry and decide what sentence element each highlighted noun clause is in its sentence. Indicate in the boxes with S (subject), O (object) or P (predicative).

I always wondered (1) when I would get the English novel my parents had promised to give me. □ I finally got it today. (2) What I always dreamt of has come true. □ It is really exciting! The difficulty is (3) how I’m going to read the book without a dictionary. □ Looking up every new word will certainly be a waste of time. Miss Cheng always told us to guess the meanings of new words from the context. I used to wonder (4) why we should do this. □ I understand now, but the question is (5) what I should do if I cannot guess the meanings. □ I must talk to Miss Cheng about this tomorrow.
‘Borrowed words’—good or bad?

Languages keep borrowing words from other languages. This is one of the reasons why languages keep changing almost every day.

(1) ________ we should do about the increasing number of ‘borrowed words’ in our vocabulary is something that deserves careful thought. In England nowadays, there is no one to decide

(2) ________ new words should be accepted into the language. A standard was first set for the English language by King Henry VII. That is

(3) ________ we have the phrase ‘the King’s English’. King Henry VII was a poet who showed great concern for language. He set a standard for

(4) ________ people were to speak English, but today (5) ________ can make a decision like that is anyone’s guess!

However, there is an organization to make decisions like this in France.

(6) ________ French will be used is decided by a government department. At one time the department banned some ‘borrowed words’ from English, including ‘weekend’ and ‘e-mail’. French people supported this because they wanted to keep their language pure and unique.

Today, the spread of ‘borrowed words’ is mostly due to the easily accessed Internet and television programmes from across the world. Some people are optimistic and believe that this process is good, while others worry that it may result in language pollution. (7) ________ opinion you agree with is up to you.
Preparatory subject *it*

Sometimes in English the subject of a sentence is very long, making the sentence awkward and difficult to understand. One way of making the sentence easier to understand is to use the preparatory subject *it*. With the preparatory subject *it*, the subject is moved to the end of the sentence, and *it* is used in its place at the start of the sentence.

1. We can often use *it* as a preparatory subject
   - when we use a noun clause as the subject of a sentence
     
     *(preferable)*  It is certain that we would not be able to understand Old English today. =
     
     *(correct)*  That we would not be able to understand Old English today is certain.
     
     *(preferable)*  It is not clear how English will keep on changing in the future. =
     
     *(correct)*  How English will keep on changing in the future is not clear.
     
     *(preferable)*  It depends on the weather when we can set off. =
     
     *(correct)*  When we can set off depends on the weather.
   - when the subject is a *to* infinitive
     
     *(preferable)*  It is a challenging task to learn a foreign language. =
     
     *(correct)*  To learn a foreign language is a challenging task.
     
     *(preferable)*  It is important for us to gain access to the Internet. =
     
     *(correct)*  To gain access to the Internet is important for us.
   - when the subject is a verb- *ing* form
     
     *(preferable)*  Wandering in the countryside is fun. =
     
     *(correct)*  It is fun wandering in the countryside.
     
     *(preferable)*  Travelling to Beijing takes up a lot of my time. =
     
     *(correct)*  It takes up a lot of my time travelling to Beijing.

2. *It* can also be used before seem, appear, happen, turn out and prove as the preparatory subject of a sentence.
   
   *It seems* that he is enthusiastic about drawing. =
   
   He seems to be enthusiastic about drawing.
   
   *It happens* that my new neighbour comes from my home town. =
   
   My new neighbour happens to come from my home town.

3. We usually use the preparatory subject *it* with a clause or *to* infinitive (preferable), but with the verb- *ing* form we prefer the real subject at the beginning.
   
   *It is a good idea* to make an official statement about the incident.
   
   Making an official statement about the incident is a good idea.
A  
Read the following dialogue and rewrite the sentences in yellow, using the preparatory subject *it*. The first one is done for you.

A: (1) That animals and insects have their own languages has been proved. **It has been proved that animals and insects have their own languages.**

B: Really? Tell me more.

A: Well, their languages are unlike ours. They have no letters or characters.

B: Then how do you know what the animals mean?

A: (2) To know what they mean requires a good understanding of their behaviour. **To know what they mean requires a good understanding of their behaviour. For example, bees can talk by dancing.**

B: I see. (3) Why my dog barks in certain ways always puzzles me. If I knew his language, I would get along with him better!

A: Of course, you can. Someone in Japan has invented a machine to translate a dog’s barks.

B: Great! I’ve got to buy one. I hope (4) buying a machine like this won’t be difficult. **buying a machine like this won’t be difficult.**

B  
Read the following letter and rewrite the underlined sentences using the preparatory subject *it*.

Hi Nancy

I’ve just returned from Singapore. (1) **Finding that there are four official languages spoken there was interesting.** They are English, Chinese, Malay and Tamil. (2) **Several racial groups happen to live in Singapore.** This is why Singapore has four official languages. These groups are Chinese, Malays and Hindus. (3) **To hear different people speaking different languages all at the same time is fun.** I’ve brought something special from Singapore for you. (4) **That I’ll see you next week is certain.** I’ll give it to you then.

See you soon!

Jenny

1  **It was interesting to find that there are four official languages spoken there.**

2

3

4
Task  Reporting on body language

Skills building 1: predicting an answer

Can you guess what is going to be said next while listening? If you can do this well, you will be able to better understand and remember the things you hear. What you predict will depend on what questions you ask. See the following for example:

**Question**  
Where do they live?  
When did this take place?  
How long have they been in this country?  
Which hand do people from the Middle East eat with?  
Why would you like to write a book about cultures?

<table>
<thead>
<tr>
<th>Information you expect to hear</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>name of a place</td>
<td></td>
</tr>
<tr>
<td>a specific time</td>
<td></td>
</tr>
<tr>
<td>a time period</td>
<td></td>
</tr>
<tr>
<td>left or right hand</td>
<td></td>
</tr>
<tr>
<td>a reason or reasons</td>
<td></td>
</tr>
</tbody>
</table>

Even if you already have an answer to the question in your mind before listening, it is still important to concentrate on that subject to make sure that your guess is correct.

---

*Decide if the statements below are true or false, and then listen to an interview to check your answers.*

1. In China when you are invited to dinner, the host will be upset if you do not try all of the dishes.  
2. It is polite to eat with your left hand in the Middle East.  
3. Making a noise while eating noodles in Italy is okay.  
4. When eating noodles in Japan, making a noise is okay.  
5. It is better to wear your shoes in a Japanese house.  
6. When you are late for a small meeting, there is no need to say ‘sorry’.  
7. In England it is usual to talk about the weather when you start a conversation.  
8. This book is about how to do business in different cultures.
Step 1: filling in a table

Before you begin your report, listen to the recording of an American university professor teaching her class about body language. Fill in the table below based on the information given.

<table>
<thead>
<tr>
<th>Body language</th>
<th>American meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaking hands by grasping the other person's hand quite firmly.</td>
<td>It shows that you are a (1) __________ person and that others can (2) __________ you.</td>
</tr>
<tr>
<td>Looking another person straight in the eye.</td>
<td>It shows that they are (3) ____________ and are (4) ____________ to the other person.</td>
</tr>
<tr>
<td>Nodding your head up and down.</td>
<td>It means (5) ‘__________’.</td>
</tr>
<tr>
<td>Shaking your head from side to side.</td>
<td>It means (6) ‘__________’.</td>
</tr>
<tr>
<td>Moving your hand left to right.</td>
<td>This is used to say (7) ‘__________’ or ‘goodbye’.</td>
</tr>
<tr>
<td>Pointing to the head and moving the finger in a circle.</td>
<td>It means that someone or something is (8) ____________.</td>
</tr>
</tbody>
</table>
Skills building 2: writing questions

When you write questions, you must be very clear. If you are speaking, others can ask you for more information, but when they read a question, they can only depend on the words in front of them. Remember the following advice when you write questions:

1 Get to the point!

❌ I want to go to the park after school because we get out early and the weather is really nice, so is it OK if I go and return home after I have gone out with my friends?

✓ May I go to the park after school with my friends?

2 Give all necessary background information.

❌ Do you like the new book better?

✓ We used a different book last term. Do you like this new one better?

3 Use simple language.

❌ When one goes back home from school, it often takes rather a long time. Perhaps you could tell me a way to shorten the distance.

✓ Do you know a shorter way home from school?

Turn the situations below into questions. Check whether your questions are clear enough by writing them down and asking a partner to answer them. The first one is done for you.

1 You were at a restaurant with your family last night. You started eating at 6 p.m. and finished at 7.30 p.m. Your mum ordered egg and tomato, cabbage, and beef. Your father didn’t like the beef. You want to know which dish your partner has tried before and which dish he/she likes best.

Last night at dinner, we had egg and tomato, cabbage, and beef. Have you eaten these dishes before? If so, which one is your favourite?

2 You saw a show on television last night that you really liked. It was on CCTV 8. You watched it with your cousin and grandfather. Your mum did not watch it because she was washing the dishes. Your cousin’s favourite actress was in it. You want to know if your partner watched it and if he/she liked it.

3 You finished reading a book by J. K. Rowling at 10 p.m. last night. Now you want to read a new one. You want to know about the last book your partner read. You don’t care who wrote it, and you just want to know what events occurred in the story.
Step 2: surveying your classmates

Use this survey to find out what body language means in China. For each of the six points below, you must decide the meaning of the gesture by choosing A, B or Other. After you are done, survey four classmates to find what these gestures mean to them.

1 You meet someone for the first time. You offer your hand and he/she takes it with a light, gentle handshake.
   A This person is polite and pleased to meet you.
   B This person is shy and not a strong leader.
   Other: ________________

2 Your teacher tells you that she does not think you have been working hard in class. When she talks to you, she smiles and looks straight into your eyes.
   A She is making fun of you and trying to embarrass you into trying harder.
   B She is trying not to scare you. She wants to make you relax.
   Other: ________________

3 You see a friend studying in a classroom. You tap on the window to get his attention. He looks up and waves his hand from side to side (←→), and then looks back down at his books.
   A He is saying he is busy and you should not disturb him.
   B He is saying ‘hello’ and you should go into the room to greet him.
   Other: ________________

4 A man in a restaurant wants the attention of the waiter. He looks at the waiter and raises his hand. His hand faces up and his first finger moves backwards and forwards.
   A The waiter will feel the man is rude.
   B The waiter will smile and come right over.
   Other: ________________

5 Your friend is taking photos of you in a park. He is holding a camera. After a flash, your friend holds up his hand with fingers making an ‘O’ (○).
   A He is telling you the photo is OK.
   B He wants to take another photo of you.
   Other: ________________

6 A man is shopping with his young daughter. He picks up a blue skirt for his daughter and shows it to her. She shakes her head from side to side (←→). Then the father picks up a red one. She nods her head up and down (↑↓).
   A She likes the blue skirt.
   B She is satisfied with the red skirt.
   Other: ________________
Skills building 3: organizing a report

One of the most important steps in writing is organizing your information properly. This is especially important when you write a report. There are four main sections you can sort your information into.

1. Introduction — What the report is about.
2. Method — How you found the information.
3. Results — What you found out or proved in your report.
4. Conclusion — A summary of the report. It sometimes includes advice.

Organize the notes below into a proper order. Write the correct numbers in the boxes.

In conclusion, we need to know the customs of a country so that we do not make others embarrassed or annoyed.

It has been found that words such as ‘would’ and ‘could’ can be used to help us to be polite.

It examines how we can make our language more polite and how we can make sure we do not upset someone from another culture.

We should also show proper respect to people older than us.

The information can be accessed on the Internet.

It is also suggested that it is useful to say ‘please’ and ‘thank you’.

This report is about how to be polite.

In a word, it seems that if people learn something about other cultures before they visit a new country, they will be less likely to upset others or be misunderstood.

Saying ‘sorry’ if we interrupt or disagree with someone also helps us to be polite.
Step 3: writing a report on body language

A. After you have collected the information, you can write a report using your notes. Read the report below and compare it to the notes in Skills building 3 to see how this is done.

This report is about how to be polite. It examines how we can make our language more polite and how we can make sure we do not upset someone from another culture. The information can be accessed on the Internet.

It has been found that words such as ‘would’ and ‘could’ can be used to help us to be polite. For example, it is much better to say ‘Would you do this?’ rather than ‘Do this!’ It is also suggested that it is useful to say ‘please’ and ‘thank you’. People from the West like to use these words in cases where some people in Asia may not think it necessary. Saying ‘sorry’ if we interrupt or disagree with someone also helps us to be polite. For example, when we disagree, it is much better to say ‘I’m sorry, but I think you may be mistaken’ rather than ‘You’re wrong!’ We also ought to show due respect for people older than us. Of course, this is true in most countries.

In conclusion, we need to know the customs of a country so that we do not make others embarrassed or annoyed. It seems that if people learn something about other cultures before they visit a new country, they will be less likely to upset others or be misunderstood.

B. Use the information you have collected to write a report about how body language is used in China (Step 2), compared with other countries (Step 1). Follow the directions below to help you organize your material.

- **Introduction**
  Decide what you will concentrate on in your report. In a short paragraph, tell your readers what you will write about and why you think it is interesting to discuss. Some suggestions:
  - How one gesture is used in several different cultures.
  - How body language is the same/different in China and the United States.

- **Method**
  Tell your readers how you got the information. Explain your survey questions and how you decided what the results meant.

- **Results**
  Write about what you learnt from your survey and Steps 1 and 2:
  - What were your results?
  - Did all of the people you surveyed give the same answers?

- **Conclusion**
  What did your results tell you?
  Can you offer some advice using the results of your survey?
Project Designing a booklet

Writing is an important part of language. The way a written language developed can tell us just as much about a culture as the history of a spoken language.

Read these reports about the way two written languages developed. The background information will help you complete your booklet.

The development of Chinese characters

The Chinese language differs from Western languages in that, instead of an alphabet, it uses characters which stand for ideas, objects or deeds. Chinese words are formed by putting together different characters. In many cases, a single character can also make up a word. The history of the Chinese language can be examined by looking at how these characters developed.

Chinese writing began thousands of years ago. According to an ancient story, a man named Cang Jie invented Chinese writing. One winter day while he was hunting, he saw the tracks of animals in the snow and observed that the appearance of each one was different. Then he had the idea that he could use different shapes to represent different objects. The first Chinese characters were drawings of physical objects. Some characters have been simplified and others have been made more difficult over time. However, as a whole, the characters have developed from drawings into standard forms. The character for a mountain was at first three mountaintops together. This became one mountaintop and three lines, and over time turned into the character used nowadays.

Not all characters were developed from drawings of objects. Sometimes to express ideas, some characters were made by combining two or more characters together. For example, ‘rest’ was made up of the characters for a man and a tree. The character ‘prisoner’ was formed with a ‘man’ inside a square. Other characters were developed for directions and numbers. It is easy to distinguish their meanings by looking at them, for example, the characters for ‘up’ and ‘down’, which are opposites of each other.

Though these kinds of characters indicate meanings, one of their shortcomings is that they do not show how they should be pronounced. Therefore, a method was developed to have one part of a character indicate the meaning and the other suggest the pronunciation. Many Chinese characters used today were made this way.

In the 1950s the Chinese government introduced simplified Chinese characters and now they have widespread use in China’s mainland.
The story of Braille

Usually, when we talk about reading, we think of using our eyes to see letters written in ink on paper. However, this is not always true. For example, blind people cannot see, but they can still read books.

The man who introduced blind people to reading was Louis Braille (1809–1852). Braille lost his eyesight at the age of three as a result of an injury. When he was ten, he went to a school for the blind in Paris. In those days, books for blind people used paper pressed against metal wire to form letters. Since the metal wire was heavy, each book weighed as much as 100 pounds. The whole system was not convenient for use. Indeed, the school library only had fourteen such books in it.

In 1821, a soldier visited the school and showed the students a system for passing messages at night during times of battle. His system used paper with small, raised dots that could be felt with the fingers. Each letter of the alphabet was represented by a different pattern which consisted of twelve dots. The soldiers would drag their fingers over the raised dots to read the message.

While the students found the soldier’s idea interesting, the system was too difficult to be of practical use. However, young Louis Braille took the idea and worked on it. At the age of fifteen, he created a system with patterns of six raised dots representing each letter. ‘Braille’, the system for reading used today by blind people around the world, was thus born.

The blind can easily recognize Braille with the fingers. They can also easily write in Braille with a special typewriter. Today, it is the most common system used by blind people for reading and writing, and nearly every language, including Chinese, has its own version of Braille for its people to use.

B

Now you are going to write a booklet either about how a written language developed, or about how some Chinese characters developed. You will be able to start your project after you answer the following questions.

1. Would you like to write about some Chinese characters or a written language?
2. What written language or Chinese characters would you like to write about?
3. How many pages should your booklet contain?
4. What will each page be about?
5. Where can you find information on this topic?
6. Who will do the research for the project?
7. Who will write the booklet?
8. Who will provide the pictures for the booklet?
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:

- understanding the article about the history of English? 
- reading a history article? 
- using the new vocabulary in the history article? 
- discussing your ideas about the development of English? 
- using formal and informal English? 
- understanding words related to countries and languages? 
- using noun clauses introduced by question words? 
- using the preparatory subject it? 
- anticipating a response? 
- writing questions? 
- organizing a report? 
- writing a report on body language? 
- understanding the articles about Chinese and Braille? 
- writing a booklet?

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 diary entries about lost civilizations and articles about two historical figures
- listen to the information for giving a talk about a historical event
- discuss the history of Rome and events that happened in the past
- give a talk about a historical event
- make a poster about a historical figure

Welcome to the unit

People from ancient civilizations built many splendid buildings and objects. Some of them have disappeared, while others remain today. Look at the pictures and discuss the following questions with a partner.

The Statue of Zeus (ancient Greece)  The Taj Mahal (India)

The city of Pompeii (ancient Rome)  The Potala Palace (China)

1 What other ancient civilizations do you know about?
2 Have you ever been to a museum and seen works from ancient civilizations? What did you think of the things you saw?
3 Do you think it is important to protect objects from the past? Why or why not? Do you have any suggestions on how to protect them?
Reading

A  Read the following diary entries quickly and answer these questions.

1  Where are Pompeii and Loulan?
2  What is one main similarity between the two cities?
3  What was Loulan buried beneath?

B  A British club arranged for high school students to go on a cultural tour of places where there are lost civilizations. Below is the diary kept by Ann, one of the students. Read it to find out what she did.

Lost civilizations

Day 1, 15 July

I feel lucky to have won a place on this trip. We are in Italy now, and tomorrow we are visiting Pompeii. Next week we are flying to China, and going to Loulan, which is known as China's Pompeii in the desert. Both Pompeii and Loulan became lost civilizations long ago.

Day 2, 16 July

This morning we attended a lecture about Pompeii. The city was founded in the 8th century BC. In 89 BC, the Romans took over Pompeii. It then became a rich and busy city. Near the city was a volcano. On 24 August AD 79, the volcano erupted and lava, ash and rocks poured out of it onto the surrounding countryside. It continued to erupt for the next two days. Many people were buried alive, and so was the city. How unfortunate!

Day 3, 17 July

Today I saw the ancient Roman city of Pompeii as it was 2,000 years ago. How amazing! The city was forgotten for many years until the 18th century when a farmer discovered a stone with writing on it. People started to dig in the area for treasure, which caused much damage. Thus, in 1860, the area was put under government protection so it could be preserved and studied.

When I walked around the city, I saw streets just as they had been, with stepping stones along the road so you did not have to step in the mud on rainy days! I saw
several houses which were decorated with wall paintings. I also saw the people who had been buried alive. It turns out that after the ash covered the people who failed to flee the city, their bodies nearly completely broke down and disappeared, leaving empty spaces in the ash. Years later, researchers were able to use these empty spaces to produce true-to-life figures of the people who had died in the disaster. You can see them today in Pompeii, in the same places where the people fell. The volcano is still there, but looks very quiet now. It’s hard to imagine how this peaceful volcano destroyed the whole city!

Day 10, 24 July

Finally, we arrived in Loulan after several days of travelling. This commercial city was busy and wealthy about 2,000 years ago. It was a stopping point on the famous Silk Road between the East and the West. It is believed to have been gradually covered over by sandstorms from AD 200 to AD 400. I am so excited to be here!

Day 11, 25 July

A scholar from the local cultural institute, Professor Zhang, told us that around the year 1900 the European explorer Sven Hedin discovered the ruins of the Loulan Kingdom. Sven found the remains of buildings buried beneath the sand, together with a lot of treasures, including coins, painted pots, material such as silk, documents and wall paintings. When we went to the city, we saw the city walls, palaces, temples, workshops and towers. We found the ruins most interesting. There was an ancient water system that ran through the middle of the city. The desert was once a green land with huge trees, but they were cut down and that resulted in the city being buried by sand—what a pity!

Reading strategy: reading diary entries

When you are reading diary entries recording someone’s travels, you should look for dates and place names in the text, for example, ‘24 July: Finally, we arrived in Loulan …’. You will also find facts and historical information, such as the fact that Loulan ‘was a stopping point on the famous Silk Road’. The writer will include personal feelings and opinions in the diary as well. When Ann writes about the disaster in Pompeii, she writes: ‘Many people were buried alive, and so was the city. How unfortunate!’ We know she felt sorry about the disaster, because she used the word ‘unfortunate’.
G1  How well did you understand the details in the diary? Read it again carefully and answer the following questions.

1. What happened to Pompeii in August AD 79?
2. How was Pompeii discovered?
3. What were the stepping stones along the road in Pompeii used for?
4. Why was Loulan an important city about 2,000 years ago?
5. According to the last sentence, how did the author feel about the loss of Loulan?

G2. The sentences below are from Ann’s diary. Do they express emotions (E) or actions (A)? Circle your answers.

1. I feel lucky to have won a place on this trip. (Line 2) E / A
2. This morning we attended a lecture about Pompeii. (Line 7) E / A
3. Many people were buried alive, and so was the city. (Line 11) E / A
4. How amazing! (Lines 14–15) E / A
5. People started to dig in the area for treasure. (Lines 16–17) E / A
6. When I walked around the city, I saw streets just as they had been. (Line 19) E / A
7. I am so excited to be here! (Lines 33–34) E / A
8. Sven found the remains of buildings buried beneath the sand. (Line 38) E / A

D1. Match these new words and phrase from the diary entries with their meanings. Write the correct letters in the blanks.

1. lecture (Line 7) ______ a. take control of
2. found (Line 7) ______ b. a talk given to a group of people to teach them about a subject
3. take over (Line 8) ______ c. a mixture of water and dirt
4. mud (Line 20) ______ d. make something look more attractive by putting things on it
5. decorate (Line 21) ______ e. an organization that has a special purpose, such as for education
6. wealthy (Line 31) ______ f. the things that clothes are made of
7. institute (Line 36) ______ g. start something, such as a city or an organization
8. material (Line 39) ______ h. rich

D2. Find the following words in the diary and decide what they refer to.

1. the city (Line 7) ______ 3. it (Line 31) ______
2. them (Line 26) ______ 4. that (Line 44) ______
Complete this entry from Ann’s diary with the words in the box below.

unfortunate scholar remains fleeing beneath erupted pouring destroy

I often wondered why the people of Pompeii did not run away before the volcano (1) _________. As it turns out, they did not know what a volcano was. In fact, the Romans did not even have a word for ‘volcano’. They had no idea that a volcano would (2) _________ them. Starting from 20 August AD 79, there were some earthquakes near the volcano. However, no one paid them much attention. Then, on 24 August, the mountain exploded, (3) _________ out a cloud of ash. The ash was very hot—as much as 350°C when it reached the city. It was also moving quite fast. Most of the human (4) _________ from Pompeii have been found on the roads away from the city. The people were (5) _________ the city for their lives. However, they could not get away fast enough, so they were buried (6) _________ the ash. A famous Roman (7) _________ happened to be on a boat nearby when all of this happened, so he went to the area to see what was going on. Even he did not know what a volcano was. It was (8) _________ that he too died in the disaster.

Are you interested in the past? Discuss these questions with your partner. Use the following conversation as an example.

A saying goes that Rome wasn’t built in a day. Do you know what that means?

Well, this saying is used to say that a difficult task will take a long time and needs patience.

But do you know exactly when Rome was built? And who built it?

The building of the city actually started in 753 BC, but the Romans tell an interesting story about how the city was built. …

1 Is it useful for people to study things from the past? Why or why not?
2 ‘History repeats itself.’ What do you think this saying means? Do you agree with it? Why or why not?
UNESCO World Heritage

A. Ann wanted to know more about the ancient civilizations in the world. She visited the website of UNESCO (United Nations Educational, Scientific and Cultural Organization) for some information. Read the following part of her letter to a friend.

Do you know about UNESCO? It is a United Nations organization. One of its functions is to protect important heritage sites all over the world. On the World Heritage List put out by UNESCO, altogether there are about 900 World Heritage sites, which are considered to have extraordinary value to human civilizations. These sites are divided into three types: cultural heritage sites, natural heritage sites and mixed cultural and natural heritage sites. Take the ancient Roman city Pompeii as an example. It is a cultural heritage site on the List. In China, Jiuzhaigou in Sichuan Province is a natural heritage site. Mount Tai and Mount Huang are mixed cultural and natural heritage sites. I visited these last three places when I was travelling in China last summer.

B. Ann has been to some World Heritage sites, which she divides into the three types mentioned above.

1. Pompeii
2. Jiuzhaigou
3. Mount Tai
4. Mount Huang
5. Yellowstone National Park
6. Ancient Villages in South Anhui—Xidi and Hongcun

- **cultural heritage sites**: Pompeii, the Great Wall, Ancient Villages in South Anhui—Xidi and Hongcun
- **natural heritage sites**: Yellowstone National Park, Jiuzhaigou
- **mixed cultural and natural heritage sites**: Mount Huang, Mount Tai
Words related to archaeology

A. Read the following page from a book. Pay attention to the words in blue.

Archaeology is the study of a civilization by looking at things that remain from the time the civilization existed. This means that the things have to be carefully examined and studied, as they are often very old. The person who studies archaeology is an archaeologist. The area that is being studied is called an archaeological site.

Some words that can be used to describe what you do when you are studying a site include:

brush  dig  discover  explore  remove  record

B. Below is an excerpt from an interview with Professor Zhang. Use the blue words from above to fill in the blanks. Do not forget to change the verbs to the correct form.

Archaeology is important to China. I became interested in this subject when I was a small child. I studied at Peking University and I have been an (1) ______________ for thirty years. During these years I have had the chance to explore many different places in China and throughout the world. As you know, China has achieved a lot in archaeology in the past sixty years. One of the great (2) ______________ discoveries over the last few years is the area of Loulan. In 1980, I took part in (3) ______________ the preserved body of a woman. We called her the Loulan Beauty. She had died more than 3,800 years before. Then in 1998 we (4) ______________ several other tombs. You have to be very careful not to destroy anything you find, so you always need to remember to (5) ______________ carefully and to (6) ______________ away the dirt. You must (7) ______________ everything you find and never (8) ______________ anything from the site.

C. There are many other subjects besides archaeology. Think about what you want to study in the future, and write at least ten words related to this subject. Use a dictionary to help you.

Words related to _________________________:

_______________________________________
_______________________________________
_______________________________________
_______________________________________
_______________________________________
Grammar and usage

Object complement

1 The object complement gives more information about the object.

They called **her the Loulan Beauty**.

2 An object complement always occurs in this pattern: verb + object + object complement. The object complement can often be a **noun phrase** or an **adjective**.

   They made Professor Zhang **director of the institute**.
   We found the ruins **most interesting**.

3 Sometimes an object complement can be a **to infinitive** or **bare infinitive**.

   They believed this document **to be the official version**.
   Professor Zhang’s speech was full of humour and made us all **laugh**.

4 An object complement can also be a **prepositional phrase**.

   We found ourselves **in the middle of a desert**.

5 An object complement usually agrees with the object in number.

   She made **Joe her companion in Rome**.
   She made **Joe and Sue her companions in Rome**.

Use the words and phrases in the box to complete the second half of Ann’s diary entry for 25 July. Each of them can be used only once.

<table>
<thead>
<tr>
<th>a famous expert</th>
<th>to be a great scholar</th>
<th>in the hotel</th>
<th>crazy</th>
</tr>
</thead>
<tbody>
<tr>
<td>really hot</td>
<td>very kind and patient</td>
<td>recover</td>
<td></td>
</tr>
</tbody>
</table>

We believe Professor Zhang (1) _______________. His devotion to the study of Loulan has made him (2) _______________ in this field.

We have also found Professor Zhang (3) _______________. He took the time to answer all our questions and his answers were very wise.

When we walked in the desert this afternoon, we found the weather (4) _______________. The extreme heat almost drove me (5) _______________.

I sweated a lot and was very thirsty. Unfortunately, it turned out that I had left my water bottle (6) _______________. Jane shared her water with me. This helped me (7) _______________ some strength.
Either ... or ... and neither ... nor ...

1 We can use either ... or ... as one of the sentence elements to express the idea of alternatives.

   subject
   Either Ann or Jane gave me the vase as a birthday gift.

   verb
   People either tried to flee or stayed in their houses.

   object
   We could choose to employ either John or Martin.

   adverbial
   They are going down the valley either today or tomorrow.

2 We can also use neither ... nor ... to join two negative ideas together (the opposite of both ... and ...).

   Neither the museum nor the library seems attractive to her.

   It turned out that this material was neither silk nor cotton.

   Unlike my brother, I liked neither the sculpture nor the painting.

   The island can be accessed neither by train nor by air.

---

Read this conversation between two of the tour guides. Use either ... or ... and neither ... nor ... to rewrite the parts in yellow. The first one is done for you.

Ben:  (1) We can go to the tomb today. We can also go to the tomb tomorrow. What do you think?

Sam: I prefer tomorrow. The students are all too tired today. (2) One complained that the room was not clean and that it was not very comfortable either.

Ben: Well, I think the rooms are very clean and comfortable and I have slept very well in mine. (3) Did you notice that Marco and Peter did not come to the talk?

Sam: I suppose they were tired, but that’s not a very good excuse. Well, after visiting the ruins tomorrow, we can then relax. (4) We can go to the East Mountain Restaurant. The West Lake Restaurant is also good.
Subject-verb agreement

Subject-verb agreement means choosing the correct singular or plural verb after the subject. Here are some points to help us decide if the verb is singular or plural.

1. The verb should be singular if the subject is
   - a singular noun or an uncountable noun
     The city was founded in the 8th century BC.
   - a phrase of measurement, a title or a name
     Two hours is too short for the visit.
   - a phrase or a clause
     Little Women is a great novel.
   - Travelling to Pompeii is exciting.

2. The verb should be plural if the subject is
   - a plural noun
     Both cities were very wealthy, attracting people from all over the country.
   - made up of two or more words or phrases linked by and
     Contrary to what we had expected, the noodles and rice they served on the plane were quite delicious.

3. When the subject is all of/most of/some of/half of/a part of + noun/pronoun, the verb agrees with the noun or pronoun.
   - All of us have attended the lecture about Pompeii.
   - Most of the lecture was about how the ancient city was discovered.

4. When the subject is a group noun, e.g., crowd, class, dozen, family, public and team, we use a singular verb if we are talking about the group or unit as a whole, or a plural verb if we are talking about the members of the group.
   - Our team is very important to me.
   - Our team are now making their way to Xinjiang.

5. Words like news, physics and mathematics take a singular verb; words like glasses, clothes, congratulations and remains take a plural verb.
   - The latest news is that the Loulan Beauty is on exhibition in Shanghai.
   - These remains were preserved for research in the future.

6. When either ... or ..., neither ... nor ..., not only ... but also ... and not ... but ... are used to join the subjects of a sentence, the verb agrees with the subject closest to it.
   - Either the team leader or the guides are looking after the students.
   - Either the guides or the team leader is looking after the students.
A  Look at one more of Ann’s diary entries. Circle the correct words.

Day 12, 26 July

The tomb (1) was / were 22 kilometres from the ruined city of Loulan. The journey (2) was / were very hot and all of us (3) was / were glad when the bus stopped. We followed Professor Zhang to the entrance of the tomb. We got out our flashlights and prepared ourselves to go into the tomb. I felt quite excited.

We went through a 10-metre-long passage and entered a large room. We saw pieces of material, bones, wooden cups and leather bags. Most of them (4) was / were in good condition. Professor Zhang told us that one of the tombs (5) was / were the oldest one found in this area. He also said the tomb (6) was / were probably built in the 3rd century, just before Loulan disappeared.

The paintings on the walls showed how life (7) was / were 1,700 years ago. The paintings (8) was / were of great cultural value. We spent three hours in the tomb, but three hours (9) wasn’t / weren’t enough. All of us wanted to stay there for another hour.

Visiting a place like this (10) is / are always very interesting.

B  After the cultural tour, Ann read the following letter in a local newspaper. Put the verbs into their correct forms.

Dear Sir/Madam

Recently there has been a lot of discussion in your newspaper about preserving the past. Everyone (1) is / are talking about how important it (2) is / are to spend time and money preserving historical buildings and sites.

Well, I (3) have (have) one question. What about all the people living in the world who (4) have (have) no food to eat and no place to live? They (5) are / is more important than ancient civilizations that (6) have (have) disappeared. The money that has been given to researchers who (7) explore (explore) ruins of the past could be better spent on helping poor people all around the world. What has the world come to when the past (8) matters (matter) more than the present? We should pay more attention to the problems that we (9) have (have) today and what kind of solutions we (10) are / is going to find.

Best regards

Michael
Task  Giving a talk about a historical event

Skills building 1: listening for the main ideas

When we are listening to get the main ideas of something, we usually try to find out:
• how many people are talking
• where they are
• what they are doing
• what they are talking about

We only need to focus on the information we are required to listen for.

If you hear a word you do not understand, do not stop to think about what it means—keep listening. Remember that you are listening for the main ideas, not the details.

Listen to a short conversation and complete the notes below.

The number of people talking: (1)

The place where they are talking: (2) classroom

The thing they are doing while talking: (3)

The subject they are talking about: (4)

Step 1: finding useful expressions

You are getting ready to give a talk. Listen to a conversation and complete the notes below by circling the right words or expressions and filling in the blank. Remember to listen for the main ideas.

Notes

I am now listening to (1) an argument / an interview / a chat between friends.

I can hear (2) one person / two persons / three persons talking.

The conversation takes place in a (3) classroom / restaurant / library.

The title of the girl’s talk is (4) _____________________________

________________________________________________________.
Useful expressions to use when giving a talk

1 Words of welcome
   • Classmates, friends:
     (1) Hello, good to see you all here.
         Nice to see you all here.
   • Guests:
     Welcome, ladies and gentlemen.
     Good morning, ladies and gentlemen.

2 Thanking people for coming
   • Classmates, friends:
     Thanks for coming. I’m so glad you could all join us.
     Thank you for coming to the talk today.
   • Guests:
     Thank you all for taking the time to be here.
     (2) Thank you for joining us, ladies and gentlemen.

3 Explaining why you are giving the talk
   Today, (3) show you some photographs
   of the lost civilization of Pompeii, and to tell you about
   (4) .
   We’re all gathered here to view some ...

4 Mentioning your hopes
   I hope this has been interesting to you.
   (5) Hopefully, you have all learnt something new.

5 Giving a last word of thanks
   Thank you for being such a good audience.
   (6) Thanks again for coming.

6 Asking if there are any questions
   I’m now open for any questions you may have.
   (7) Now that we’re finished, does anyone have any questions?
Skills building 2: describing pictures

When describing a picture, do not point out every detail. The audience is not interested in something they can see for themselves. They are more interested in things that are related to the picture in an important way. Therefore, first just briefly mention the picture’s subject, and then focus on related background information about the picture.

A  Look at this picture and read the description beside it.

This is a picture of the Mogao Caves. There are altogether 492 caves. The caves are in Dunhuang, Gansu Province, on the famous Silk Road.

B  Look at the picture below and write a description for it. Use the key words in the box.

Key words
Tian’anmen Gate
1 October 1949
the founding ceremony of the People’s Republic of China
Chairman Mao Zedong

This is a picture of Tian’anmen Gate. ____________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Step 2: writing descriptions for your pictures

You are preparing for a talk about the attack on Pearl Harbor. Here is some information from a website. Use it to describe the pictures below. Write your descriptions on a piece of paper. Use the example in Skills building 2 to help you.

Pearl Harbor, part of the Hawaiian Islands, is one of the major navy bases of the United States. A surprise attack was carried out there by the Japanese in 1941. The attack led to the US entering the Second World War.


At around 8.10 a.m., the United States Ship (USS) Arizona was bombed and then exploded. In less than 9 minutes, the ship sank with 1,177 men on board. The USS Oklahoma was also destroyed with more than 400 men inside. Many other American ships were sunk or badly damaged. Almost 200 American airplanes were destroyed and about 3,000 American soldiers and sailors were killed or wounded in just a few hours. It was fortunate that the US Navy’s aircraft carriers were at sea that day.

The next day, US President Franklin Roosevelt asked that the US declare war against Japan.

In memory of the Americans who died in the attack, a national memorial was built in Pearl Harbor just above the remains of the Arizona.
Skills building 3: planning an outline for a speech

When we prepare a speech, the first thing to do is to plan an outline of what we want to say. A simple outline of a speech often includes the following:

1. a word of welcome
2. a word of thanks to the audience
3. an explanation of why the speaker is there, or what the speech is about
4. the main body of the speech: facts, names, dates and/or history
5. your hopes for the future
6. the conclusion of the speech
7. a last word of thanks

Below are some notes prepared for a speech. Organize them into an outline for the speech.

Future: UNESCO is going to help protect more historical places around the world and educate people so that they can better enjoy the treasures from the past.

Good afternoon, ladies and gentlemen.

Explanation: what UNESCO has done to protect historical places.

Thank you for your kind attention.

I am very grateful that you have come today.

Join us and support our project.

What our team has done in Lijiang, Yunnan Province, China: helping local people form a plan to preserve the ancient town, which includes moving most factories out of town, improving the water supply and fire control.
Step 3: giving your talk

A  Before you give your talk, plan an outline for it. Your outline should introduce the pictures related to the attack on Pearl Harbor. Look at what you have done in Steps 1 and 2. Write your outline below.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

B  Give your talk in your group.

You should:
• use the outline you wrote above to organize your speech
• describe the pictures in Step 2
• point to each picture as you talk about it
• make eye contact with your audience
• use appropriate body language to stress the important parts of your speech
• raise your voice to attract your audience’s attention
Project Making a poster about a historical figure

Events and changes have taken place all through time and continue to take place today. Sometimes the best way to understand these events and changes is to look at the people who played key roles in history.

Before you make a poster about someone famous in history, you should do research on some important people in history whom you may know little about. Read these two articles before you do the project in order to help you get started.

Ancient Greek statue found in Xinjiang

Researchers announced the discovery of a small statue in northern Xinjiang, China, recently. The metal statue is of a Greek soldier. When asked how a statue from distant Greece could have appeared in China, researchers explained that no doubt this was a result of Alexander the Great’s influence.

Alexander the Great (356–323 BC) was the son of a Greek king who defeated many Greek cities in battle. At the age of twenty, Alexander himself became king after his father died. However, many cities rose up against Alexander, so he led an army to take them back. Though his army had only 3,000 troops, he won every battle and many enemy soldiers joined him.

In 334 BC, he took his army, now with 42,000 men, into the Middle East and then Egypt, defeating every army that stood in his path. Then he turned his eyes east, and marched all the way to India, finding victory wherever he went. It seemed that nothing could stop him from taking control of the entire world. However, his own army grew tired of endless battles and refused to go any further, so he had to turn back. By the age of thirty, he had already occupied more land than anyone before, and it seemed that more glory was waiting ahead of him. Yet, in 323 BC, he came down with a fever and died. Since he had no son, his generals divided his vast kingdom among themselves.

Alexander the Great spread the Greek culture from Europe to Africa and Asia, influencing the world for centuries to come. The statue of the Greek soldier found in northern Xinjiang probably came to China in the 4th century BC as a result of trade. Like many other ancient objects that show a Greek influence, it can now be seen in a museum in Urumqi.
The father of Western philosophy

The word ‘philosophy’ means ‘love of wisdom’. Philosophy can be thought of as a way of looking at the world around us, or of answering the great questions of life, such as ‘Why are we here?’ and ‘What is truth?’

The father of Western philosophy was Socrates (469–399 BC). Socrates was from Athens, in Greece. When he was young, he was a brave soldier. Later, he became a teacher, but he taught for free and earned his salary from being a common worker. Aside from this, we know very little about him. Since he never wrote a book, we also know very little about his philosophy. Yet, Socrates has had a deep influence on Western thought and science.

To understand how this can be true, we must understand how Socrates taught. Socrates taught by asking questions. Through this, he challenged his students to develop and explain their own arguments. In many cases, his questions made his students aware of their own errors. Many students got embarrassed and even angry when this happened, while others changed their opinions. Socrates’ way of approaching the truth is now called the Socratic Method. The idea of asking questions until you reach the right answer is the basis of modern philosophy and science.

Unfortunately for him, Socrates questioned too much. He always asked challenging questions to everyone he met, upsetting many people in Athens.

Finally, some people had had enough of him, so they took him to court for questioning the existence of the Greek gods and for corrupting the young people of Athens. At his trial, he defended himself by asking his judges yet more questions. This just made a bad situation worse. Finally he was put to death by being forced to drink poison. Through his death, Socrates became the hero of all people who search for the truth.

Now your group is going to make a poster about someone famous in history. You will be able to start your project after you answer the following questions.

1. What period of history do you wish to do research on?
2. What country are you interested in?
3. What kind of person are you interested in?
4. Who will you make the poster about?
5. Who will do the research for the poster?
6. What information and pictures should be used in the poster?
7. Who will write the text of the poster?
8. Who will draw the pictures?
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:

- understanding the travel diary?
- reading a diary?
- using the new vocabulary in the diary?
- discussing your ideas about the past?
- understanding vocabulary about UNESCO World Heritage?
- understanding vocabulary about archaeology?
- identifying the object complement?
- using the object complement?
- using *either* ... *or* ...?
- using *neither* ... *nor* ...?
- making verbs agree with their subjects?
- listening for the main ideas?
- describing pictures?
- planning an outline for a speech?
- giving a talk about a historical event?
- creating a poster about a historical figure?

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. As Polly observed the passengers on the train, she had a feeling that she was being watched by a tall man in a dark overcoat. (Page 2, Lines 14–15)

当波莉打量地铁车厢里的乘客时，她感觉有个穿着黑色大衣的高个男人一直在看着她。

句中as用作连词，意为“当……的时候”，引导时间状语从句。主句中feeling后接一个由that引导的同位语从句，对feeling加以详细说明。

2. Now she wanted to run, but fear held her still. (Page 2, Lines 28–29)

现在她则想跑开，可恐惧让她挪不动脚步。

句中hold的意思是“使保持某种状态”，后常接形容词或副词，作宾语补足语。如：

Could you hold the door open for me, please?

请替我把门拉住，好吗？

It took three strong men to hold him down.

三个身强力壮的男子才把他按住了。

3. Polly found herself staring up at the face of an old man with a beard. (Page 3, Lines 32–33)

波莉抬头看去，发现是一位长着络腮胡子的老人。

短语find oneself...的意思是“发现自己（做某事或处于某种状态）”，后常接现在分词或介词短语，指没有意料到的事或状态。如：

I suddenly found myself doing all the work alone.

我突然发现自己独自一人在做所有的工作。

When he came to, he found himself in hospital.

他苏醒过来时，发现自己躺在医院里。

4. Thank you so much for coming to my aid. (Page 3, Line 50)

非常感谢您帮忙。

句中aid是名词，短语come to one’s aid的意思是“来帮助某人”。如：

She had an accident and was trapped in her car. Luckily two passers-by came to her aid.

她出了交通事故，被困在车里。幸运的是有两位途人向她伸出了援手。

5. It gives me the chance to pay back the help that people give me when it’s sunny. (Page 3, Lines 53–54)

这给了我一个机会，来回报晴天时人们给我的帮助。

本句是主从复合句，句中the help是pay back的宾语，其后是由that引导的定语从句，该从句中还包含一个由when引导的时间状语从句。短语pay back somebody/something的意思是“(向某人)偿还(某物)；回报”。如：

I’ll pay you back tomorrow.

我明天还你钱。

She is thinking about how to pay back the support from her friends.

她在考虑如何回报朋友们的支持。

6. flood /flʌd/ 洪水  shower /ˈʃaʊə(r)/ 阵雨  thunder /ˈθændə(r)/ 雷

lightning /ˈlaɪtnɪŋ/ 闪电  hurricane /ˈhærinəθ/ 飓风
7 In a scientific study, doctors asked 20 men and 20 women to keep their hands in very hot water for as long as possible while breathing in different smells. (Page 9)

In one scientific study, doctors asked 20 men and 20 women to keep their hands in very hot water for as long as possible while breathing in different smells.

8 In the main type, the shark attacks you because it mistakes you for a fish, but when it tastes human flesh it decides to give up and swims away. (Page 18, Lines 15–19)

In the main type, the shark attacks you because it mistakes you for a fish, but when it tastes human flesh it decides to give up and swims away.

9 In the second type, the shark pushes you with its nose to find out if you are fit to be eaten, and then bites you if it thinks you are. (Page 18, Lines 19–23)

In the second type, the shark pushes you with its nose to find out if you are fit to be eaten, and then bites you if it thinks you are.

10 He rolls up the paper and puts it into a small case, and then reaches into a cage and gets a bird. (Page 19, Lines 7–8)

He rolls up the paper and puts it into a small case, and then reaches into a cage and gets a bird.

11 Though it may seem hard to believe, the bird the officer uses is the same bird often seen in public parks—the pigeon. (Page 19, Lines 11–12)

Though it may seem hard to believe, the bird the officer uses is the same bird often seen in public parks—the pigeon.
Unit 2

1 Before the middle of the 5th century, people in Britain all spoke a language called Celtic. (Page 22, Lines 7–8)

公元5世纪中叶以前，不列颠所有的人都说一种叫凯尔特语的语言。
凯尔特语（Celtic）指古代居住在不列颠和欧洲大陆西部的凯尔特人（Celts）所说的语言。

2 Then two Germanic groups from the European mainland—the Angles and the Saxons—occupied Britain. (Page 22, Lines 8–10)

然后，来自欧洲大陆的两个日耳曼部落——盎格鲁人和撒克逊人——占领了不列颠。
盎格鲁人和撒克逊人（统称为Anglo-Saxons）的祖先来自欧洲大陆，是古代日耳曼人的部落分支。
公元5世纪至6世纪占领不列颠，他们讲的语言构成了古英语的基础。

3 The most important contribution was from the Normans, a French-speaking people who defeated England and took control of the country in 1066. (Page 22, Lines 26–27)

最大的贡献来自于讲法语的诺曼人，他们于1066年击败英格兰并控制了这个国家。
句中a French-speaking people是the Normans的同位语，who引导一个定语从句，修饰people。这里contribution的意思是“贡献，推动作用”。“
This new technology will make a great contribution to the development of this industry.
这项新技术将对该行业的发展起到极大的推动作用。

4 However, the Norman Conquest did not affect English as much as the Angles and the Saxons’ victory about 600 years earlier, which led to Old English replacing Celtic. (Page 23, Lines 28–30)

然而，诺曼征服对英语的影响并不及约600年前盎格鲁人和撒克逊人的胜利对英语的影响，那场胜利导致古英语取代了凯尔特语。
句中which引导一个非限制性定语从句，先行词为victory。这里lead to的意思是“导致”。如：
The news led to a great panic in the village.
这消息在村里引起了极大的恐慌。

5 Even though the Normans spoke French for the entire 250 years they ruled England, French did not replace English as the first language. (Page 23, Lines 30–31)

尽管诺曼人在统治英格兰的整整250年间一直讲法语，但是法语并没有取代英语成为第一语言。
本句是主从复合句，even though的意思是“尽管，虽然”，引导让步状语从句，该从句还包含一个定语从句，即they ruled England，修饰the entire 250 years。

6 litter /ˈlɪtər/ 乱丢垃圾 permanent /ˈpɜːrəmənt/ 永久的
Hindi /ˈhɪndi/ 印地语 Arabic /ˈærəbɪk/ 阿拉伯语
Bengali /ˈbɛŋɡəli/ 孟加拉语 Portuguese /pɔzˈtoʊɡɾəzu/ 葡萄牙语
Bangladesh / bæŋɡlaˈdeʃ/ 孟加拉国  Italy / ˈɪtəli/ 意大利
Italian / ɪˈtæliən/ 意大利语  Mexico / ˈmeɪksɪkəʊ/ 墨西哥
New Zealand / njuˈziːland/ 新西兰  Maori / ˈmɔːri/ 毛利语
Portugal / pɔɾˈtʊɡal/ 葡萄牙  Saudi Arabia / ˈsәːdiәrәˈbɹә/ 沙特阿拉伯
Spain / spæn/ 西班牙  Brazil / bɾɐˈziʃl/ 巴西

7 Some people are optimistic and believe that this process is good, while others worry that it may result in language pollution. (Page 29)
有人抱乐观态度，认为这个过程是好的，而其他人则担心它会导致语言污染。
这里的while并非引导时间状语从句，而是用作并列连词，表转折。句中worry后接一个由that引导的宾语从句，词组result in相当于lead to，意为“导致”。

8 The Chinese language differs from Western languages in that, instead of an alphabet, it uses characters which stand for ideas, objects or deeds. (Page 38, Lines 1–2)
汉语与西方语言不同，区别在于它不使用字母，而是用汉字表示思想、物体和行为。
句中that引导一个名词性从句，充当介词in的宾语。词组stand for在这里意为“代表，象征”，此外还有“支持，主张”的意思。如：

This symbol stands for good fortune.
这个符号象征着好运。
May I ask what policy your party stands for?
请问贵党主张何种政策？

9 Though these kinds of characters indicate meanings, one of their shortcomings is that they do not show how they should be pronounced. (Page 38, Lines 23–24)
虽然这些类型的汉字能够表示意义，但是它们的缺点之一是其字形不具有表音的功能。
句首though引导让步状语从句，主句中that引导一个表语从句，该表语从句中show后接一个由how引导的宾语从句。

10 His system used paper with small, raised dots that could be felt with the fingers. (Page 39, Lines 12–13)
他的方法使用带小凸点的纸张，这些小凸点可以用手指感觉出来。
句中that引导一个定语从句，修饰先行词dots。动词feel在这里的意思是“（用手、足等）摸索”。

John felt in his bag for the key, but it was nowhere to be found.
约翰在袋子里摸索去找钥匙，但哪儿也找不到。

11 While the students found the soldier’s idea interesting, the system was too difficult to be of practical use. (Page 39, Lines 16–17)
虽然学生们都觉得士兵的想法非常有趣，但这一方法太过复杂，并不实用。
本句是主从复合句，其中while的意思是“虽然”，引导一个让步状语从句。句尾of practical use意为“实用的”。一般来说，“of + 抽象名词”相当于形容词，常用作表语，意为“具有，拥有……”。

Today’s meeting will be of great importance.
今天的会议将很重要。
Your advice is of great value to me.
你的建议对我很有价值。
Unit 3

1 We are in Italy now, and tomorrow we are visiting Pompeii. (Page 42, Lines 2–3)

现在我们在意大利，明天我们将游览庞贝。

(1) 庞贝（Pompeii）是古罗马的一座城市，位于现在的意大利境内，公元79年因火山爆发而被火山灰掩埋。该古城保存完好，18世纪科学家对该城开始挖掘后，人们才了解到当时庞贝居民的生活情况。

(2) 句中are visiting是用现在进行时表示将来，意为“将参观”，英语中表示“来”、“去”等意义的动词常可用现在进行时表示将来的动作。如:

My uncle is coming to see me tomorrow.

我叔叔明天要来看我。

2 Many people were buried alive, and so was the city. (Page 42, Line 11)

很多人被活埋了，整个城市也被掩埋。

(1) 句中alive是形容词，意为“活的”，用作主语的补语。

(2) 句中so是副词，意思是“也”，后接倒装结构。如:

I ignored that possibility, and so did my wife.

我忽略了那种可能性，我妻子也一样。

3 Today I saw the ancient Roman city of Pompeii as it was 2,000 years ago. (Page 42, Line 14)

今天我见到了罗马古城庞贝，它就跟两千年前一样。

句中as用作连词，意为“像……一样”。如:

Tom still feels hopeful about life as he did ten years ago.

汤姆仍对生活满怀希望，就像十年前一样。

4 People started to dig in the area for treasure, which caused much damage. (Page 42, Lines 16–17)

人们开始在这一区域挖掘寻宝，这造成了很大的破坏。

句中which引导非限制性定语从句，which指代前面整个主句的内容。

5 When I walked around the city, I saw streets just as they had been, with stepping stones along the road so you did not have to step in the mud on rainy days! (Page 42, Lines 19–20)

当我在城中漫步时，我看到保持原样的街道，沿路都有垫脚石，这样下雨天你就不用在泥泞中行走了！

本句是主从复合句，when引导时间状语从句，主句的主干是I saw streets，而as they had been作方式状语，介词短语with stepping stones along the road作为streets的定语，连词so后接结果状语从句。

6 It turns out that after the ash covered the people who failed to flee the city, their bodies nearly completely broke down and disappeared, leaving empty spaces in the ash. (Page 43, Lines 22–24)

原来，火山灰覆盖了没能逃离城市的人，他们的身体几乎全部烧化消失了，只留下火山灰里的人形空洞。

本句是主从复合句，it是形式主语，逻辑主语是由that引导的主语从句。该主语从句中包含一个由after引导的时间状语从句，此状语从句中还含有一个由who引导的定语从句，修饰先行词people。分词短语leaving empty spaces in the ash充当结果状语。

7 heritage /ˈhɛrɪtɪdʒ/ 遗产            archaeology /ˌɑːkritəˈlɒdʒi/ 考古学
archaeologist /ˌɑːkritəˈlɒdʒɪst/ 考古学家            archaeological /ˌɑːkritəˈlɒdʒɪkl/ 考古学的
8 When asked how a statue from distant Greece could have appeared in China, researchers explained that no doubt this was a result of Alexander the Great’s influence. (Page 58, Lines 2–4)

当被问及来自遥远希腊的塑像怎么会出现在中国时，研究人员解释说，这无疑是亚历山大大帝的影响所致。

本句是主从复合句，其中when asked how ... 是一个时间状语从句，其完整形式为when they were asked how ..., 这里how引导宾语从句。主句中explained 后接一个that引导的宾语从句。亚历山大大帝（公元前356年—公元前323年）是古希腊著名军事家和政治家。他四处征战，建立了一个疆域辽阔的大帝国，客观上推动了东西方的文化交流。

9 In 334 BC, he took his army, now with 42,000 men, into the Middle East and then Egypt, defeating every army that stood in his path. (Page 58, Lines 10–11)

公元前334年，他率领当时已达4万2千人的军队进入中东，接着是埃及，兵锋所至，所向披靡。

分词短语defeating every army that stood in his path在句中作伴随状语，其中that引导定语从句。词组stand in one’s path意为“妨碍，阻拦”，相当于stand in one’s way。如：

He is quite optimistic and insists on carrying out the plan, so you'd better not stand in his path.

他相当乐观，坚持要实施这项计划，你最好别阻挠他。

10 Then he turned his eyes east, and marched all the way to India, finding victory wherever he went. (Page 58, Lines 11–12)

然后，他又将目光转向东方，长驱直入印度，所到之处，攻无不克，战无不胜。

本句是主从复合句。分词短语finding victory wherever he went用作伴随状语，其中wherever he went是地点状语从句。

11 Philosophy can be thought of as a way of looking at the world around us, or of answering the great questions of life, such as ‘Why are we here?’ and ‘What is truth?’ (Page 59, Lines 1–3)

哲学可被认为是观察我们周围世界的一种方式，或是解答人生重大问题的一种方式，如“我们为什么会在这里？”以及“什么是真理？”

句中think of ... as ... 的意思是“认为，看作是”。如：

I have always thought of Peter as a great scholar.

我向来认为彼得是一位了不起的学者。

12 Finally, some people had had enough of him, so they took him to court for questioning the existence of the Greek gods and for corrupting the young people of Athens. (Page 59, Lines 20–22)

最后，一些人对他忍无可忍，于是便把他送上了法庭。罪名是质疑希腊众神的存在和腐蚀雅典的年轻人。

(1) 词组have had enough of ... 的意思是“受够了……，对……感到厌烦”。如：

I have had enough of your stupid ideas.

我受够了你的馊主意。

(2) 词组take somebody to court for (doing) something 的意思是“因某人做了某事而将其告上法庭”。如：

He was taken to court for a murder.

他因一桩谋杀案而被送上法庭。
Wordlist 1 (by unit)

说明：本表收录由单元阅读文章和课后练习中所包含的生词，不收录指示词、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

- **hearing** /ˈhɛərɪŋ/ n. 听力，听觉 (1)
- **raised** /rɛzd/ adj. 升起的 (1)
- **dot** /dɒt/ n. 点，小圆点 (1)
- **sign** /sɪn/ n. 符号，标志；迹象 (1)
- **confuse** /kənˈfjuːz/ v. 使困惑，使迷惑 (1)
- **vase** /vɑːz/ n. 花瓶 (1)
- **fog** /fɒg/ n. 雾 (2)
- **mist** /mɪst/ n. 薄雾，水汽 (2)
- **forecast** /fəˈkɑːst/ (forecast, forecast) vt. & n. 预测，预报 (2)
- **conductor** /ˈkɒnʌktə(r)/ n. (公交车)售票员；（乐队）指挥 (2)
- **fare** /fɛə(r)/ n. 车费 (2)
- **foggy** /ˈfɒgі/ adj. 有雾的，雾茫茫的 (2)
- **observe** /əbˈzɜːv/ v. 观察，注意到，评论 (2)
- **overcoat** /ˌɔvərkəʊt/ n. 大衣 (2)
- **glance** /ɡlɑːns/ vi. & n. 一瞥，匆匆看 (2)
- **nowhere** /ˈnɔʊwɛə(r)/ adv. 无处，到处都不是 (2)
- **footstep** /ˈfʊtstoʊp/ n. 脚步（声） (2)
- **wherever** /wɛrˈɛvə(r)/ adv. & conj. 无论哪里 (2)
- **in sight** 看得到，在视力范围之内 (2)
- **narrow** /ˈnærəʊ/ adj. 狭窄的 (2)
- **approach** /əˈprəʊʃ/ vi. & vt. 靠近；着手处理 (2)
- **wish for** 盼望，企盼 (2)
- **darkness** /ˈdaːknəs/ n. 黑暗 (2)
- **hesitate** /ˈhɛzɪteɪt/ vi. 犹豫，迟疑不决 (2)
- **reach out** 伸出（手） (3)
- **grasp** /ɡrɑːsp/ vt. 抓紧，抓住 (3)
- **stare** /steɪ(r)/ vi. 凝视，盯着看 (3)
- **beard** /beəd/ n. 胡须，络腮胡子 (3)
- **watch out for** 留心，密切注意 (3)
- **crossroads** /ˈkrɒςrɔʊdz/ n. 十字路口 (3)
- **anxious** /ˈæŋkʃəs/ adj. 焦虑，忧虑 (3)
- **firmly** /ˈfɜrmli/ adv. 牢牢地，坚定地 (3)
- **grateful** /ˈɡrɛitfəl/ adj. 感激的，表示感谢的 (3)
- **helper** /ˈhelpə(r)/ n. 帮助者 (3)
- **aid** /eɪd/ n. & vt. 帮助 (3)
- **relief** /rɪˈliːf/ n. 轻松，宽慰 (3)
- **lorry** /ˈlɔrɪ/ n. 卡车 (5)
- **pavement** /ˈpævment/ n. （马路边缘的）人行道 (5)
- **reduce** /rɪˈdjuːs/ vt. & vi. 减少 (9)
- **volunteer** /ˌvɒlənˈtə(r)/ n. 志愿者 vt. & vi. 自愿做，义务做 (9)
- **sniff** /snɪf/ vi. & vt. （吸吸气）嗅，闻 (9)
- **analyze** /ˈænəlaɪz/ vt. 分析 (9)
- **recognize** /rɪˈkɒnəraɪz/ vt. 认识，辨认出；意识到；（正式）承认 (9)
- **puzzle** /ˈpʌzl/ n. 谜，疑问 vt. 迷惑，使困惑 (9)
- **ignore** /ɪgˈnɔː(r)/ vt. 忽视，对……不予理会 (11)
- **pole** /pəʊl/ n. 地极；柱子，棍，杖 (11)
- **the North Pole** 北极 (11)
- **boot** /bʊt/ n. （通常用复数boots）靴子 (11)
- **sweat** /swet/ vi. 流汗 n. 汗水 (11)
- **distance** /ˈdɪstəns/ n. 距离；远处 (12)
- **thunder** /ˈθʌndə(r)/ n. 雷，雷声 (12)
- **lightning** /ˈlaɪtnɪŋ/ n. 闪电 (12)
- **triangle** /ˈtrænɡəl/ n. 三角形；三角形物体 (12)
- **wave** /weɪv/ n. 波浪 vi. & vt. 挥手；摆动 (12)
overhead /ˌoʊvərˈhɛd/ adv. 在头上方 (12)
tap /tæp/ n. & vt. & vi. 轻拍，轻敲 (15)
suit /suːt/ n. 套装 vt. 适合，满足需要 (15)
attach /əˈtætʃ/ vt. 使连在一起，把 …… 附在 …… 上；认为 …… 重要 (16)
disability /ˌdɪsəˈbɪləti/ n. 缺陷；伤残 (16)
hopeful /ˈhaufl/ adj. 拥有希望的 (16)
whisper /ˈwɪʃpr/ vi. & vt. 小声说；私话 (17)
bite /baɪt/ (bit, bitten) vt. & vi. 咬 (17)
brisk /brɪsk/ n. 颤 (17)
bulb /bʊlb/ n. 公牛 (18)
contrary /ˈkɒntrəri/ adj. 相反的 n. 相反的事实或情况 (18)
flesh /fleʃ/ n. (动物或人的) 肉 (18)
jewellery /dʒuˈɛrəli/ n. 珠宝 (18)
attract /əˈtrækt/ vt. 吸引 (18)
calm /kæm/ adj. 镇静的，沉着的，平静的 vt. & vi. 使平静，镇静 (18)
panic /ˈpænɪk/ vi. & n. 惊慌，恐慌 (18)
fist /faɪst/ n. 拳头 (18)
likely /ˈlaɪkli/ adj. 可能的 (18)
pigeon /ˈpaɪdʒn/ n. 鸽子 (19)
soldier /ˈsəʊldər/ n. 士兵 (19)
roll /rəʊl/ vi. & vt. 卷起来；（使）滚动 (19)
roll up 卷起来 (19)
loose /luːs/ adj. 松动的，松开的；宽松的 vt. 松开，释放 (19)
employ /ɪmˈploɪ/ vt. 使用；雇佣 (19)
compass /ˈkæmpəs/ n. 罗盘；指南针 (19)
unlike /ʌnˈlaɪk/ prep. 不像；与 …… 不同 (19)

* Celtic /ˈkeltɪk/ n. 凯尔特语 (22)
* Germanic /dʒærˈmænik/ adj. 日耳曼语（族）的 (22)
mainland /ˈmeɪnlænd/ n. 大陆 (22)
* Angle /ˈæŋgl/ n. 欧格鲁人 (22)
* Saxon /ˈsæksən/ n. 撒克逊人 (22)
occur /ɔkˈjuər/ vt. 占领； (22)
occupy /ɔkˈsjuəri/ vt. 占用（时间，空间等） (22)
consistent /ˌkɒnˈsɪstənt/ vt. 组成，构成 (22)
consistent of 由 …… 组成（构成） (22)
mixture /ˈmɪkstʃə(r)/ n. 混合，混合体 (22)
name of 以 …… 命名 (22)
aside /əˈsaɪd/ adv. 除 …… 之外 (22)
aside from 除 …… 之外 (22)
* Viking /ˈvæŋkɪŋ/ n. 维京人，北欧海盗 (22)
official /ˈɒfɪʃəl/ adj. 官方的，正式的 (22)
phrase /freɪz/ n. 词组，短语 (22)
contribution /ˌkɒntrɪˈbjuːʃn/ n. 贡献，促成因素；捐赠 (22)
* Norman /ˈnɔːrən/ n. 诺曼人（的） (22)
defeat /dɪˈfɪt/ vt. 击败，战胜 (22)
take control of 控制，取得对 …… 的控制 (22)
* the Norman Conquest /koʊnˈkwest/ 诺曼征服 (22)
(诺曼人对英格兰的军事征服) (22)
lead to 导致 (23)
replace /rɪˈpleɪs/ vt. 替换，代替，取代 (23)
tenent /mˈtɛnt(r)/ adj. 完全的，整个的 (23)
servant /ˈsɜːvənt/ n. 仆人 (23)
raise /reɪz/ vt. 养育，培养；举起；增加，提高；筹集；提及 (23)
therefore /ˌðɛəˈfɔː(r)/ adv. 因此，所以 (23)
mutton /ˈmʌtn/ n. 羊肉 (23)
bacon /ˈbeɪkən/ n. 腊猪肉，咸猪肉 (23)
* plural /ˈplʊərəl/ n. & adj. 复数形式的 (23)
high-class /ˈhaɪklɑs/ adj. 上层社会的 (23)
mother tongue n. 母语，本国语 (23)
* the Renaissance /ˌrɪnˈɛnsəs/ n. (欧洲) 文艺复兴 (23)

Unit 2
be made up of 由 …… 组成（构成） (22)
vocabulary /ˌvɒkəˈbæləri/ n. 词汇 (22)
nowadays /naʊˌdeɪz/ adv. 现在，如今 (22)

appearance /əˈprɔrəns/ n. 外观，外貌
represent /repriˈzent/ v.t. 代表，展现
drawing /ˈdrɔːɪŋ/ n. 绘画，绘画艺术
simplify /ˈsimplifai/ v.t. 简化
as a whole 作为整体，总体
combine /kəmˈbain/ v.t. & vi. 组合，使结合
（使）联合


distinguish /dɪˈstɪŋgwɪʃ/ v.t. 区分，辨别；使具有某种特征
indicate /ɪnˈdɪkeɪt/ v.t. 显示，表示；象征，暗示
shortcoming /ˈʃɔːtkaɪmɪŋ/ n. 缺点，短处
ink /ɪŋk/ n. 墨水，油墨
eyesight /ˈaɪsaɪt/ n. 视力
press /preʃ/ v.t. （被）压，挤，推，施加压力
n. 报刊，新闻界，出版社
wire /ˈwaɪr/ n. 金属丝，铜丝
convenient /kanˈviːniənt/ adj. 方便的
battle /ˈbætəl/ n. & vi. 战斗
pattern /ˈpætn/ n. 图案，花纹；模式，方式
drag /dræɡ/ v.t. （使）拖，拉
practical /præktɪkl/ adj. 切实可行的，实用的
thus /ðəs/ adv. 以此方式，如此，因此，从而
typewriter /taɪprəˈtaɪtər/ n. 打字机
version /ˈvɜrʒən/ n. 版本

Unit 3
civilization /ˌsɪvɪləˈ泽ʃən/ n. 文明

lecture /ˈlɛktʃər/ n. 讲座
found /faʊnd/ v.t. 兴建，创建
BC /biˈsiː/ abbr. 公元前
(before Christ的缩写)

* Roman /ˈrəʊmən/ n. 罗马人
d. 罗马的，罗马人的
take over 威取，接管
volcano /vɔlˈkænəʊ/ n. 火山
AD /ə, 'diː/ abbr. 公元
(Anno Domini 的缩写)
erupt /ɪˈrʌpt/ vi. （火山等）爆发
*lava /ˈlævə/ n. 熔岩，火山岩
ash /æʃ/ n. 灰，灰烬
pour /pɔː(r)/ vi. 将流，倾泻
vt. 倒出（液体）
unfortunate /ˌʌnˈfɔːtʃənət/ adj. 不幸的，遗憾的
mud /mʌd/ n. 泥浆，烂泥
decorate /ˈdekərət/ vt. 装饰，装潢
flee /flɪ/ （fled, fled）vt. & vi. 逃避，逃跑；迅速离开
researcher /ˈriːsər(k)r/ n. 研究者，调查者
true-to-life /ˈtruːtəˈlaɪ/ adj. 逼真的
disaster /ˈdɪzəstər/ n. 灾难
destroy /ˈdɪstrɔɪ/ vt. 毁坏，摧毁
commercial /ˌkəmˈɒrəl/ adj. 商业的，贸易的
wealthy /ˈwelθi/ adj. 富有的，富裕的
gradually /ˈɡrædʒʊəlɪ/ adv. 渐渐地，逐渐地
sandstorm /ˈsændstɔːm/ n. 沙尘暴，风沙
scholar /ˈskɔːlər/ n. 学者

*cultural /kəltʃərəl/ adj. 文化的
institution /ˌɪnстиˈʃjən/ n. （教育或其他专业）机构，研究所
ruin /ˈruːm/ n. 废墟，废墟
vt. 破坏，毁灭
remains /riːˈmeɪnz/ n. 遗物，遗迹，遗骸
beneath /bɪˈniːθ/ prep. 在……之下
pot /pɒt/ n. 罐，壶
material /məˈterɪəl/ n. 材料，物质
adj. 物质的
document /ˈdɒkjʊmənt/ n. 文书，文件
workshop /ˈwɜːkʃɒp/ n. 作坊，车间
explode /ɪkˈsplɔʊd/ vi. 爆炸

nearby /ˈnərbɪ/ adv. & adj. 在附近（的）
extreme /ɪkˈstrɪm/ adj. 极度的，极端的
*complain /kəmˈpleɪn/ vi. 抱怨
bone /bɔːn/ n. 骨骼，骨头
wooden /ˈwʊdn/ adj. 木制的
leather /ˈleɪθər/ n. 皮革
historical /hiˈstɔːrɪk(ə)l/ adj. 历史的，与历史研究相关的
*solution /səˈluːʃn/ n. 解决方法，解答
expression /ɪkˈspresʃn/ n. 表达，表情，神色
audience /ɔːˈdiəns/ n. 观众，听众
cave /keɪv/ n. 洞穴
ceremony /ˈsɜːrəmənri/ n. 仪式，典礼
republic /rɪˈpʌblɪk/ n. 共和国，共和政体
chairman /ˈtʃeɪriən/ n. 主席
pearl /pɜːl/ n. 珍珠
harbor /ˈhɑːbər/ (BrE harbour) n. 港口
navy /ˈneɪvɪ/ n. 海军，海军部队
powerful /ˈpauəfl/ adj. 强有力的
airfield /ˈeəflɪd/ n. （军用）机场
bomb /bɒm/ vt. 炸弹，n. 炸弹
sailor /ˈseɪlər/ n. 水手，海员
fortunate /ˈfɔːtʃənət/ adj. 幸运的
aircraft /eəkrɑːft/ n. 飞机
carrier /ˈkærɪər/ n. 航空母舰，运输设备，运输公司
declare /dɪˈkleə(r)/ vt. 宣布，宣称
in memory of 纪念
memorial /məˈmɔːrɪəl/ n. 纪念碑，纪念馆
adj. 纪念的
educate /ɪˈdjuːkeɪt/ vt. 教育
statue /ˈstætju/ n. 雕像，雕像
no doubt 无疑，确实
rise up against 起义，反抗
troop /truːp/ n. 上兵，军队，部队
stand in one's path 阻碍（某人）
march /mɑːtʃ/ vi. & n. 进行，进军，游行
glory /ˈgloʊri/ n. 辉煌；荣耀，光荣
ahead /əˈhed/ adj. （时间、空间）在前面；提前，预先；领先

**come down with** 患（病）

vast /vɑːst/ adj. 辽阔的；巨大的；大量的

philosophy /fəˈlɒsəfi/ n. 哲学

salary /ˈsæləri/ n. 薪金，薪水

aware /əˈweə(r)/ adj. 意识到的，知道的；察觉到的

basis /ˈbeɪsis/ n. 基础；基本；原因
court /kɔːt/ n. 法院，法庭；球场；宫廷
god /ɡɒd/ n. 神，神灵
corrupt /kəˈrʌpt/ vt. 使腐化，使堕落

adj. 贪污的，腐败的

trial /ˈtrɪərəl/ n. 审讯，审理；试验；考验

judge /dʒʌdʒ/ n. 法官，审判员；裁判员

poison /ˈpoʊzn/ n. 毒药，毒物

vt. 毒害，下毒
Wordlist 2 (in alphabetical order)

A

accent /ˈæksənt/ n. 口音，腔调；着重 (25)
access /ˈækses/ vt. 进入；使用
   n. 通道；（使用的）机会，权利 (29)
AD /ædi/ abbr. 公元
   (Anno Domini的缩写) (42)
ahead /əˈhɛd/ adv. （时间，空间）在前面；
   提前，预先；领先 (58)
aid /ɛid/ n. & vt. 帮助 (3)
aircraft /ˈɛəkrɑːft/ n. 飞机 (55)
airfield /ˈɛəflɪld/ n. （不用）机场 (55)
alphabet /ˈælfɪbet/ n. （一种语言的）字母表，全部字母 (38)
analyse /ˈænələs/ vt. 分析 (9)
* Angle /ˈæŋgl/ n. 角度 (22)
anxious /ˈæŋkʃəs/ adj. 焦急，忧虑 (3)
appearance /əˈpærəns/ n. 外观，外貌 (38)
approach /əˈprɑːtʃ/ vi. & vt. 靠近；着手处理
   n. 靠近；方法；路径 (2)
as a whole 作为整体，总体上 (38)
ash /æʃ/ n. 灰，灰烬 (42)
aside /əˈsайд/ adv. 除……之外 (22)
   aside from 除……之外 (22)
attach /əˈtætʃ/ vt. 使连在一起，
   把……附在……上；认为……重要 (16)
attract /əˈtrækt/ vt. 吸引 (18)
audience /əˈdʒʊəns/ n. 观众，听众 (53)
aware /əˈweə(r)/ adj. 意识到的，知道的；
   察觉到的 (59)

B

backwards /ˈbækwɔːdz/ adv. 向后；向反方向 (35)
bacon /ˈbeɪkən/ n. 熏猪肉，咸猪肉 (23)
ban /bæn/ vt. & n. 禁止；取缔 (29)
bark /bɑːk/ n. & vi. （狗）叫 (31)
basis /ˈbeɪsɪs/ n. 基础；基质；原因 (59)
battle /ˈbætl/ n. & vi. 战斗 (39)
BC /biˈsiː/ abbr. 公元前
   (before Christ的缩写) (42)
be made up of 由……组成（构成） (22)
beard /biːrd/ n. 胡须，络腮胡子 (3)
beneath /ˈbɛnəθ/ prep. 在……之下 (43)
bite /bait/ (bit, bitten) vt. & vi. 咬 (17)
bomb /bɒm/ vt. 轰炸 n. 炸弹 (55)
bone /bɔːn/ n. 骨骼，骨头 (51)
boot /bʊt/ n. （通常用复数boots）靴子 (11)
*bull /bʊl/ n. 公牛 (18)

C

calm /kɑːm/ adj. 镇静的，沉着的，平静的
   vt. & vi. 使平静，镇静 (18)
carrier /ˈkærɪər/ n. 航空母舰，运输设备；
   运输公司 (55)
cave /keɪv/ n. 洞穴 (54)
* Celtic /ˈkeltɪk/ n. 凯尔特语 (22)
ceremony /'serəmənə/ n 仪式，典礼
chairman /'ʃeəmən/ n 主席
character /'kærəktə(r)/ n 人物；性格

civilization /ˌsivilə'zeiʃən/ n 文明
combine /'kʌmbайн/ vt & vi 组合
（使）联合

come down with 患（病）
commercial /'kɔmərəs/ adj 商业的，贸易的
compass /'kɔmpəs/ n 罗盘；指南针
complain /'kɑmplɛin/ vi 抱怨
concern /'kɔnsərn/ n 关心；忧虑
vt 涉及；使担忧
对……感兴趣
conclusion /'kənklju:ʒən/ n 结论；推论

can
ductor /'kən'dʌktə(r)/ n（公交车）售票员；
（乐队）指挥
confuse /'kɒnfju:z/ vt 使糊涂，使迷惑
consist /'kɒnsist/ vi 组成，构成
consist of 由……组成（构成）
contrary /'kɒntrəri/ adj 相反的
n 相反的事实或情况
contribution /ˌkɒntrɪ'bjuːʃən/ n 贡献，促成因素；捐献

com
cient /'kɑmviənt/ adj 方便的
corrupt /'kɔrrupted/ vt 使腐化，使堕落
adj 贪污的，腐败的
court /kɔ:t/ n 法院；法庭；球场；宫廷
crossroads /'krɔsreɪd/ n 十字路口
cultural /'kʌltʃərəl/ adj 文化的
custom /'kʌstəm/ n 风俗，习俗

c

darkness /ˈdɑːknəs/ n 黑暗
declare /ˈdɪkla(r)/ vt 宣布，宜称
decorate /ˈdɛkəreɪt/ vt 装饰，装潢
deed /di:d/ n 行为，行动
defeat /ˈdɪfɪt/ vt 击败，战胜
destroy /ˈdɪstrəʊ/ vt 破坏，摧毁
differ /ˈdɪfə(r)/ vi 相异，有区别
differ from 和……不同，不同于
 disability /ˌdɪsəˈbɪləti/ n 缺陷；伤残
disaster /ˈdɪzəstə(r)/ n 灾难
distance /ˈdɪstəns/ n 距离；远处
distinction /ˈdɪstɪŋkʃən/ n 区别，差别
distinguish /ˌdɪstɪŋkwɪʃ/ vt 区分，辨别；
使具有某种特征
document /ˌdɒkjʊmənt/ n 文献，文件
dot /dɒt/ n 点，小圆点

drag /dræɡ/ vt （使劲地）拖，拉

drawing /ˈdrɔɪn/ n 绘画；绘画艺术

E
educate /ɪˈdʒuːkeɪt/ vt 教育
embarrass /ɪmˈbærəs/ vt 使尴尬，使难堪
employ /ɪmˈploʊ/ vt 使用；雇佣
entire /ɪnˈtɪə(r)/ adj 完全的，整个的
erupt /ˈerʌpt/ vi （火山等）爆发
explode /ɪkˈsplɔd/ vi 爆炸
expression /ɪkˈspreʃən/ n 表达；表情，神色
extreme /ɪkˈstrɪm/ adj 极度的；极端的
eyesight /ˈaɪsɪnt/ n 视力

F
fare /fɛə(r)/ n 午餐
firmly /ˈfɜrmli/ adv 牢牢地，坚定地
fist /fɪst/ n 拳头
flee /fli/ (fled, fled) vt. & vi. 逃跑，逃跑；
迅速离开
flesh /fleʃ/ n. (动物或人的) 肉
fog /fɒɡ/ n. 雾
foggy /fɒɡi/ adj. 有雾的，雾蒙蒙的
footstep /ˈfʊtstep/ n. 脚步（声）
forecast /ˈfɔːstɔːk/ (forecast, forecast) vt. & n.
预测，预报
fortunate /fəˈtɔːrənt/ adj. 幸运的
found /faʊnd/ vt. 兴建，创建

G

gentle /ˈdʒentl/ adj. 温柔的，平和的
*Germanic /dʒəˈmæŋɪk/ adj. 日耳曼语（族）的

glance /ɡlɑːns/ vi. & n. 一瞥，匆匆看

glory /ˈɡlɔːrɪ/ n. 辉煌，荣誉，光荣

god /ɡɔd/ n. 神，神灵

gradually /ˈɡrædʒuəli/ adv. 渐渐地，逐渐地

grasp /ɡrɑːsp/ vt. 抓紧，抓住

grateful /ˈɡreɪtfl/ adj. 感激的，表示感谢的
*Greek /ɡriːk/ adj. 希腊语的，希腊（人）的

n. 希腊语，希腊人

H

harbor /ˈhɑːbər(r)/ (BrE harbour) n. 港口

hearing /ˈhɪərɪŋ/ n. 听力，听觉

helper /ˈhelpə(r)/ n. 帮助手

hesitate /ˈhɛzɪteɪt/ vi. 犹豫，迟疑不决

high-class /ˈhaɪklɑːs/ adj. 上层社会的

*historical /hɪˈstɒrɪkl/ adj. 历史的；

与历史研究相关的

hopeful /ˈhoʊpfl/ adj. 抱有希望的

hunt /hant/ vt. & vi. 打猎，猎杀；搜寻

I

ignore /ɪɡˈnɔː(r)/ vt. 忽视，对……不予理会

in memory of 纪念

in sight 看得到，在视力范围之内

indicate /ɪnˈdɪkɪt/ vt. 显示，表示；象征，暗示

ink /ɪŋk/ n. 墨水，油墨

institute /ˌɪnstɪˈtjuːt/ n. （教育或其他专业）机构，研究所

interrupt /ɪnˈtɜːrpt/ vi. & vt. 插嘴，打断，暂停

J

jaw /dʒɔː/ n. 颌

jewellery /ˈdʒuːəlri/ n. 珠宝

judge /dʒʌdʒ/ n. 法官，审判员，裁判员

*Latin /ˈlɑːtɪn/ n. & adj. 拉丁语（的）

*lava /ˈlɑːvə/ n. 熔岩，火山岩

lead to 导致

leather /ˈleɪdɑ(r)/ n. 皮革

lecture /ˈlɛktʃə(r)/ n. 讲座

lightning /ˈlaɪtnɪŋ/ n. 闪电

likely /ˈlaɪkl/ adj. 可能的

loose /luːs/ adj. 松动的，松开的；宽松的

vt. 松开，释放

lorry /ˈlɔːri/ n. 卡车

L

mainland /ˈmeɪnlænd/ n. 大陆

march /mɑːtʃ/ vi. & n. 前进，进发，游行
<table>
<thead>
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<th>Word</th>
<th>Meaning</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>material</td>
<td>n. 材料；物质；adj. 物质的</td>
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</tr>
<tr>
<td>memorial</td>
<td>n. 纪念碑，纪念馆；adj. 纪念的</td>
<td>55</td>
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<tr>
<td>mist</td>
<td>n. 薄雾；水汽</td>
<td>2</td>
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<tr>
<td>mistaken</td>
<td>adj. 错误的；误解的</td>
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<tr>
<td>mixture</td>
<td>n. 混合，混合体</td>
<td>22</td>
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<td>mother tongue</td>
<td>n. 母语，母国语</td>
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<tr>
<td>mud</td>
<td>n. 泥浆，烂泥</td>
<td>42</td>
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<tr>
<td>mutton</td>
<td>n. 羊肉</td>
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<tr>
<td>name after</td>
<td>以……命名</td>
<td>22</td>
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<tr>
<td>narrow</td>
<td>adj. 狭窄的</td>
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<td>navy</td>
<td>n. 海军，海军部队</td>
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<td>nearby</td>
<td>adv. &amp; adj. 在附近的</td>
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<td>no doubt</td>
<td>无疑，确实</td>
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<tr>
<td>Norman</td>
<td>n. 诺曼人（的）</td>
<td>22</td>
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<tr>
<td>nowadays</td>
<td>adv. 现在，如今</td>
<td>22</td>
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<tr>
<td>nowhere</td>
<td>adv. 无处，到处不</td>
<td>2</td>
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<tr>
<td>observe</td>
<td>vt. 观察；注意到；评论</td>
<td>2</td>
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<td>occupy</td>
<td>vt. 占领</td>
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<td>official</td>
<td>adj. 官方的；正式的</td>
<td>22</td>
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<tr>
<td>ought to</td>
<td>modal v. 应当，应该</td>
<td>37</td>
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<tr>
<td>overcoat</td>
<td>n. 长大衣</td>
<td>2</td>
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<tr>
<td>overhead</td>
<td>adv. 在头上方</td>
<td>12</td>
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<tr>
<td>panic</td>
<td>vi. &amp; n. 惊慌，恐慌</td>
<td>18</td>
</tr>
<tr>
<td>pattern</td>
<td>n. 图案，花纹；模式，方式</td>
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<tr>
<td>pavement</td>
<td>n. （马路边的）人行道</td>
<td>5</td>
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<tr>
<td>pearl</td>
<td>n. 珍珠</td>
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<tr>
<td>philosophy</td>
<td>n. 哲学</td>
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<tr>
<td>phrase</td>
<td>n. 词组，短语</td>
<td>22</td>
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<tr>
<td>pigeon</td>
<td>n. 鸽子</td>
<td>19</td>
</tr>
<tr>
<td>plural</td>
<td>n. &amp; adj. 复数形式的</td>
<td>23</td>
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<tr>
<td>poison</td>
<td>n. 毒药，毒物；vt. 毒害，下毒</td>
<td>59</td>
</tr>
<tr>
<td>pole</td>
<td>n. 地极；柱子，棍，杖</td>
<td>11</td>
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<tr>
<td>the North Pole</td>
<td>n. 北极</td>
<td>11</td>
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<tr>
<td>pot</td>
<td>n. 罐，壶</td>
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</tr>
<tr>
<td>pour</td>
<td>vi. 流，倾泻；vt. 倒出（液体）</td>
<td>42</td>
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<tr>
<td>powerful</td>
<td>adj. 强有力的</td>
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<td>practical</td>
<td>adj. 切实可行的；实用的</td>
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<td>press</td>
<td>vt. （被）压、挤、推、施加压力；n. 报刊；新闻界；出版社</td>
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<td>process</td>
<td>n. 过程；进程</td>
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<td>pure</td>
<td>adj. 纯的，纯净的；纯粹的</td>
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<td>puzzle</td>
<td>n. 谜，疑问；vt. 迷惑，使困惑</td>
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<td>racial</td>
<td>adj. 人种的；种族的</td>
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<td>raise</td>
<td>vt. 养育，培养；举起；增加，提高；筹募；提及</td>
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<td>raised</td>
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<td>reach out</td>
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<td>recognize</td>
<td>vt. 认识，辨认出；意识到；（正式）承认</td>
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<td>reduce</td>
<td>vt. &amp; vi. 减少</td>
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<td>relief</td>
<td>n. 轻松，安慰</td>
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<td>remains</td>
<td>n. 遗物，遗迹，遗骸</td>
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Rational
replace /rep'leIs/ vt. 替换，代替，取代 (23)
represent /rep'rezent/ vt. 代表；展示，描绘 (38)
republic /ri'pʌblik/ n. 共和国；共和政体 (54)
researcher /ri'sɛ:sʃə(r)/ n. 研究者，调查者 (43)
rise up against 起义，反抗 (58)
roll /rəʊl/ vi. & vt. 卷起来，（使）滚动 (19)
roll up 卷起来 (19)

*Roman /'rɔrəm/ n. 罗马人 adj. 罗马的，罗马人的 (42)
ruin /ruːm/ n. 废墟；毁坏 vt. 破坏，毁灭 (43)

S
sailor /'seɪlə(r)/ n. 水手，海员 (55)
salary /'seɪləri/ n. 薪金，薪水 (59)
sandstorm /'sændstɔ:m/ n. 沙尘暴，风沙 (43)
*Saxon /'seksən/ n. 撒克逊人 (22)
scholar /'skələ(r)/ n. 学者 (43)
servant /'sɜːvənt/ n. 仆人 (23)
shark /ʃɑːk/ n. 鲨鱼 (18)
shortcoming /'ʃɔːtkəmɪŋ/ n. 缺点，短处 (38)
*sign /saɪn/ n. 符号，标志，迹象 (1)
simplify /'sɪmplɪfaɪ/ vt. 简化 (38)
sniff /snɪf/ vi. & vt. （吸着气）嗅，闻 (9)
soldier /'sɔldʒər/ n. 士兵 (19)
*solution /'səluːʃən/ n. 解决办法，解答 (51)
spelling /'spelɪŋ/ n. 拼写 (25)
stand for 代表，象征 (38)
stand in one's path 阻碍（某人） (58)
stare /streɪ(r)/ vi. 凝视，盯着看 (3)
statue /'steɪʃuː/ n. 雕塑，雕像 (58)
suit /suːt/ n. 套装 vt. 适合，满足需要 (15)
sweat /swet/ vi. 流汗 n. 汗水 (11)

take control of 控制，取得对……的控制 (22)
take over 夺取；接管 (42)
tap /tæp/ n. & vt. & vi. 轻拍，轻敲 (15)
*the Norman Conquest /'nɔrnkwest/ 诺曼征服 (诺曼人对英格兰的军事征服) (22)
*the Renaissance /'ri:nənsi/ n. （欧洲）文艺复兴 (23)
therefore /ðə'feə(r)/ adv. 因此，所以 (23)
thunder /'θʌnə(r)/ n. 雷，雷声 (12)
thus /θʌs/ adv. 以此方式，如此；因此，从而 (39)
trial /'trɪəl/ n. 审讯，审理；试验，考验 (59)
triangle /'traɪəングl/ n. 三角形；三角形物体 (12)
troop /trʌp/ n. 士兵，军队，部队 (58)
true-to-life /'truːtəlaɪf/ adj. 逼真的 (43)
typewriter /taiˈprɪtraɪ(r)/ n. 打字机 (39)

U
unfortunate /ʌn'frəʊntət/ adj. 不幸的，遗憾的 (42)
unique /juːˈnɪk/ adj. 独特的 (29)
unlike /ʌn'laik/ prep. 不像；与……不同 (19)

V
vase /vaːz/ n. 花瓶 (1)
vast /vaːst/ adj. 辽阔的；巨大的；大量的 (58)
version /'və:ʃən/ n. 版本 (39)
*Viking /'vɛɪkɪŋ/ n. 维京人，北欧海盗 (22)
vocabulary /voʊˈkæbjʊlərɪ/ n. 词汇 (22)
volcano /vɒl'kænəʊ/ n. 火山 (42)
volunteer /vɒlˈɔntrɪ(r)/ n. 志愿者 vi. & vt. 自愿做，义务做 (9)
**W**

**watch out for** 留心，密切注意 (3)

**wave** /weɪv/ *n.* 波浪
  *vi.* & *vt.* 挥手；摆动 (12)

**wealthy** /ˈwelθi/ *adj.* 富有的，富裕的 (43)

**wherever** /ˈwɛərɪvə(r)/ *adv.* & *conj.* 无论哪里 (2)

**whisper** /ˈwɪspə(r)/ *vi.* & *vt.* 小声说；私下说 (17)

**wire** /ˈwaɪə(r)/ *n.* 金属丝；铁丝网 (39)

**wish for** 盼望；企盼 (2)

**wooden** /ˈwʊdn/ *adj.* 木制的 (51)

**workshop** /ˈwɜːkʃɒp/ *n.* 作坊；车间 (43)

**writing** /ˈrɪtɪŋ/ *n.* 文字；文字作品 (38)
Wordlist 3 (proper nouns)

注：括号中所标数字为该词条在本教科书中首次出现时的页码。本条按页码排序。

Braille /brel/ 布莱叶盲文 (1)
Polly /pɔli/ 波莉（女子名） (2)
Bill Lowe /bil'ləʊ/ 比尔·洛（男子名） (2)
Richard /rɪtʃəd/ 理查德（男子名） (7)
Shirley /'ʃɜli/ 雪莉（女子名） (7)
Finkelstein /'fɪŋkstəm/ 芬克尔斯坦（姓） (9)
the North Pole /nɔʊθ pəʊl/ 北极 (11)
the Bermuda Triangle /'bɜːmju:drɪˈtræŋgl/ 百慕大三角 (12)
Tom /tɒm/ 汤姆（男子名） (14)
Sandy /ˈsændi/ 桑迪（女子名或男子名） (15)
 Mona Lisa /ˌmɔnəˈliːsə/ 《蒙娜·丽莎》（达·芬奇名画） (15)
Jaws /dʒɔz/ 《大白鲨》（美国影片） (18)
emoticon /ɪˈmɔtɪkən/ （网络上）代表人的面部表情的符号 (21)
Celtic /ˈkeltɪk/ 凯尔特语 (22)
Angle /ˈæŋgl/ 盎格鲁人 (22)
Saxon /ˈseksn/ 撒克逊人 (22)
Viking /ˈvaɪŋk/ 维京人，北欧海盗 (22)
Denmark /ˈdɛnmaːk/ 丹麦 (22)
Norway /ˈnɔrweɪ/ 挪威 (22)
Norwegian /ˈnɔːrəwiən/ 挪威人 (22)
the Norman Conquest /ˈnɔːmən ˈkɒŋkwəst/ 诺曼征服（公元1066年） (22)
Henry /ˈhenri/ IV 亨利四世（英国国王） (23)
the Renaissance /rɪˈnɛns/ （欧洲）文艺复兴 (23)
Latin /ˈlætʃm/ 拉丁语 (23)
Greek /ɡriːk/ 希腊语；希腊人 (23)
Smith /smθ/ 史密斯（姓） (26)
Jerry Broker /ˌdʒɛriˈbrəʊkə(r)/ 杰瑞·布洛克（男子名） (26)
the United Nations 联合国 (26)
the UN Security Council /sɪˈkjʊərəti ˈkɑːnsl/ 联合国安理会 (26)
Henry VII 亨利七世（英国国王） (29)
Nancy /ˈnænsi/ 南希（女子名） (31)
Tamil /ˈtæmil/ 泰米尔语 (31)
Hindu /ˈhɪnduː/ 印度人 (31)
Jenny /ˈdʒeni/ 珍妮（女子名） (31)
the Middle East 中东地区 (32)
J. K. Rowling /ˈrʊlɪŋ/ 罗琳（英国女作家） (34)
Yellowstone National Park

Jane /dʒiːn/

Ben /bɛn/

Sam /sæm/

Marco /maːkɔʊ/

Peter /ˈpiːtə(r)/

Michael /ˈmaɪkl/ (男子名)

dr the Mogao Caves

the People's Republic /ˈprɛbʌlik/ of China

Pearl Harbor /ˈpɜːrəl hɔːbər/

the Hawaiian /ˌhɔːwəˈjæn/ Islands

Arizona /ˈærɪzənə/ (美国的州)

Oklahoma /ˌoʊkləˈhɔʊmə/ (美国的州)

Franklin Roosevelt /fɔːrˈklɪn rʊzˈoʊvəlt/ (美国总统)

Alexander /ˈælɪŋzˈkɔrntə(r)/ the Great

Urumqi /ˈʊrʊmʧiː/ (中国城市)

Socrates /səˈkrætəs/ (古希腊哲学家)

Athens /ˈæθɛnz; ˈæθɛnz/ (希腊首都)

the Socratic / səˈkrætɪk/ Method (苏格拉底的哲学方法)
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### Irregular verbs

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前言

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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Language practice

A1  Fill in the blanks using the words in brackets. Change the form or part of speech where necessary.

1  Joe could not _________ his mother speak because the TV was too loud. His mother asked him if he had trouble with his __________. (hear)

2  Don’t go out after _________ in the countryside because everything will be in complete _________. (dark)

3  We often have _________ weather here. Last Monday, we had to stay at home all day because of a heavy _________. (fog)

4  As we _________ the city, a policeman told us that all _________ to the airport were blocked. (approach)

5  The nurse _________ many of the people who suffered from the earthquake. Later, she showed one of the president’s _________ around the hospital. (aid)

6  She _________ around the room and noticed a man with a beard sitting in the corner. At first _________, he looked like that famous astronaut. (glance)

A2  Fill in the blanks with proper prepositions or adverbs.

1  Jack: Mary lives _________ Yilin Road, which is quite near the centre of town.  
   Anna: Can you give me her address? I want to send her a birthday present.  
   Jack: Oh, sure! She lives _________ 88 Yilin Road.

2  _________ this time next year Bob will have finished high school.

3  At the sight of the bear, the girl stepped back and shook _________ fear.

4  Jane wished _________ the rain to stop, as she had forgotten her umbrella.

5  If you take the kids to the park, always remember to keep them _________ sight.

6  The bus didn’t arrive on time. Tony waited, glancing _________ his watch from time to time.

7  I can never express my thanks to you. How can I ever pay you _________?

8  Hey! Watch _________ for the car. What were you looking at?
Fill in the blanks using the words in brackets. Change the form where necessary.

1 Tea is more popular than coffee in China. On the _________, it is quite the _________ in the USA. (opposite, contrary)

2 Laura: We will reach Guilin tomorrow afternoon.

Steph: What will the weather be _________ when we get there?

Laura: According to the weather forecast, it is _________ to be raining. (like, likely)

3 Would you please keep _________? We need to have a _________ discussion. (peaceful, calm)

4 I was surprised to see Margaret at the party, wearing a necklace set with a large _________ . I had never seen her wear any _________ before. (jewel, jewellery)

5 I don’t like wearing a suit. Instead I prefer a _________ T-shirt, which makes me feel _________ . (relaxed, loose)

Fill in the blanks with the correct forms of the words in the box below.

<table>
<thead>
<tr>
<th>unlike</th>
<th>grasp</th>
<th>ignore</th>
<th>attract</th>
<th>reduce</th>
<th>employ</th>
</tr>
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<tr>
<td>calm</td>
<td>roll</td>
<td>panic</td>
<td>attach</td>
<td></td>
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</tbody>
</table>

1 You will find some pictures _________ to the e-mail.

2 My uncle is doing so well in his business that he has to _________ another five people in his restaurant.

3 _________ his brothers, Michael does not like playing computer games at all. Instead, he is fond of reading modern literature, especially the classics.

4 The team _________ when they realized they were lost.

5 I _________ my weight by five kilos after six months of regular exercise.

6 Mr Thomas was anxious at hearing the bad news, but he soon _________ down.

7 The ball fell off the table and _________ across the floor.

8 What troubles the police these days is that some drivers just _________ the speed limit.

9 Make sure you _________ the rope with both hands when climbing up.

10 You will find that most insects are _________ to bright lights.
C1

Read the following sentences. Underline all the noun clauses you can find and indicate whether they are subject (S), object (O), predicative (P) or appositive (A) clauses. Write the letters above each noun clause.

1 Lucy came to China in 2003. That was when she set up a company with her Chinese friend.

2 The discovery that Chinese was such a difficult language to learn really worried her.

3 What Lucy found most difficult about learning Chinese was how to pronounce it right.

4 However, Lucy was very glad to find that more and more Chinese people were able to speak English and that she could always find someone who could understand her.

5 Then Lucy decided that it would be a waste of time to learn Chinese when others could speak English so well.

6 One day, Lucy got lost, so she asked a policeman if he could take her to her hotel.

7 The problem was that Lucy and the policeman did not speak the same language.

8 Lucy finally decided that it was important to learn Chinese after all. She made up her mind to become fluent in the language.

C2

Join the following sentences using noun clauses beginning with that or if/whether.

1 The weather will not clear up until next week. It is bad news for us.

2 Do animals have the same senses as humans? I often wonder.

3 The policeman noticed something. The man was carrying a gun under his jacket.

4 My question is this: can we invent a pair of glasses to help those who are colour-blind?

5 Are there living things on other planets? Do the creatures that we call aliens really exist? None of us can be sure.

6 Does she want to take part in the project or not? We don’t really care.

7 The fact is this: if a person loses one or more of the five senses, the other senses can develop better.

8 We can remember things faster and better if we try to use all our five senses. I really believe this.
In today's Science class, we learnt that human beings have five (1) _____________.
Our teacher, Mr Smith, asked us to find out (2) ____________ plants have senses too. After some research, I found that, unlike humans, it is more (3) ____________ that plants have just one or two senses.

Some plants can sense the light from the sun, and grow towards it. (4) ____________ is amazing is that plants which like eating small insects can sense the soft touches of the insects on their leaves. After they sense the insects, they move their leaves (5) ____________ to catch them. It has also been discovered (6) ____________ some plants can feel whether the animals around them want to hurt them or not. No one really knows (7) ____________ the plants can do this. The results of a recent experiment (8) ____________ out by some Italian and German scientists are amazing. It is (9) ____________ that when some plants sense dangerous insects, they give off a kind of smell for protection—the smell can attract other insects in the (10) ____________ which can kill the dangerous ones.

I never knew plants were so clever.

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

1. 我不知道您能否给我一些如何提高英语水平的建议。（wonder if/whether）
2. 我一旦收到车票就会打电话告诉你。（once）
3. 当他醒来的时候，发现自己躺在一张温暖的床上。（find oneself ...）
4. 我不会说法语，不过一个好心人帮了我的忙，告诉我怎么走。（come to one's aid）
5. 正好与人们认为的相反，沙漠也可以成为美丽的地方。（contrary to）
6. 她非常感激她的老师们，他们给了她很多关心和鼓励。（grateful）
7. 到18岁时，他已经游历了欧洲大多数的国家。（by the time）
8. 他把他的狗松开了，现在哪儿也找不着它。（set loose, nowhere）
Ludwig van Beethoven is known as one of the greatest composers in history. His music changed the way people listened to music. Early music was mostly heard in churches. However, people listened to Beethoven’s music for pleasure.

Beethoven was born in Bonn, Germany. His father was a musician who wanted to make the young Beethoven great. He taught him music from a very early age. In 1777, when he was seven, Beethoven played music in public for the first time. From the age of ten, he was taught the piano and composition by a famous musician, who spoke very well of the young man.

At the age of 14, he began working as a musician. Three years later, he travelled to Vienna to meet Mozart, who saw Beethoven’s great abilities in music and agreed to teach him. However, Mozart died before Beethoven could return to Vienna.

In 1790, Beethoven met Haydn, and showed him two of his compositions. Haydn liked Beethoven’s work, and promised to teach him in Vienna. When he was nearly 22 years old, Beethoven travelled there to begin his studies under Haydn. Very soon, Beethoven was asked to take part in piano competitions. He always won the competitions, and soon became known as the best piano player in Vienna.

In 1797, Beethoven became very ill, and started going deaf. However, he did not stop writing and playing music. Six years later, in 1803, he began to work as a musician and composer for the king. However, his hearing grew worse and by 1818 he could no longer hear at all. It is amazing that he still wrote music, even though he could not hear it. Later in Beethoven’s life, illness made him very weak. On 26 March 1827, Beethoven died.

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Fill in the form below using the information from the article above.

### Beethoven’s life

<table>
<thead>
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<th>Name: (1) _______</th>
<th>Year of birth: 1770</th>
<th>Year of (2) _______ : 1827</th>
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<tbody>
<tr>
<td>The (3) _______ why he was popular</td>
<td>His music (4) _______ the way people listened to music. People listened to his music for (5) _______.</td>
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<tr>
<td>His purpose for travelling to Vienna</td>
<td>He travelled there to meet (6) _______.</td>
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<td>Haydn’s help</td>
<td>Haydn promised to teach Beethoven (7) _______ seeing his work. Beethoven soon became (8) _______.</td>
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<tr>
<td>His later years</td>
<td>He started going (9) _______ in 1797, and lost his hearing in 1818. However, he (10) _______ writing music.</td>
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</table>
Ben was only four years old when he tasted tea for the first time. He surprised his parents because he liked the taste so much. Soon he was asking for a cup of tea every day. As he grew, so did his interest in tea. His parents told him the story of how Chinese tea was discovered by Shennong, the father of agriculture in Chinese legend, who lived around 5,000 years ago. One day, Shennong sat by a tea plant with a pot of water that was being warmed over a fire. Some leaves fell into the water. He decided to taste the drink and found that it was delicious. That is how people began drinking tea.

Ben decided he wanted to taste different tea leaves, so he asked his mum to buy a different type of tea each time she went out. His mum helped him experiment with different ways to make the tea, and every day Ben wrote down the results of his experiments. He enjoyed his tea tasting experiments so much that he became very good at recognizing the type of tea he was drinking and where it came from. When he was only ten years old, he told his parents that, if it was possible, he wanted to be a tea taster when he grew up. They were very happy that he knew what he wanted to do. He studied hard at school and did very well.

After Ben graduated, he soon got his dream job. He began training as a tea taster. It took five years to develop his tea tasting skills. Now he tastes one to three hundred different types of tea each day and decides which leaves are the best. Ben still loves drinking tea for pleasure and will never get tired of the smell or taste of it. He often dreams about the tea plants. He also dreams about the beautiful cups that the tea is served in. However, it is only a dream, because Ben is blind.

Fill in the following blanks using the information from the passage above.

1. _______________ if Shennong had not tasted the drink around 5,000 years before.
2. Ben’s parents were surprised that he liked the taste of tea so much mostly because _______________.
3. Ben might have written down the _______________ after each experiment.
4. Tea tasters try so many different types of tea each day because they _______________ 
   _______________.
5. Ben has to dream about the tea plants and tea cups because _______________.

Unit 1
Unit 1

LISTENING

A Zhou Qiang and Wang Nan are at the zoo. Listen to their conversation about animals’ senses and take notes by circling the correct words.

### Animals’ senses

<table>
<thead>
<tr>
<th>Animal</th>
<th>Can / can’t see colours</th>
<th>Have strong / weak senses of hearing and smell</th>
<th>Can hear more / less than other animals</th>
<th>Have a strong / weak sense of touch</th>
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<tbody>
<tr>
<td>Elephants</td>
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<td>Snakes</td>
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<td>Dolphins</td>
<td>7</td>
<td>8</td>
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- Use **tongues** / **eyes** to sense food

B Zhou Qiang is searching the Internet for information about animals’ senses and has found some facts about dolphins. He is calling Wang Nan to tell her what he has found. Listen to him and complete the notes above by circling the correct words.

C Zhou Qiang is writing an essay about animals’ senses for the school newspaper. Help him complete it. The missing information can be found in the notes above.

Elephants can’t see very well although they can see some **1**. Snakes and dolphins have very good **2**. Snakes have a very strong **3** of hearing and smell. Dolphins don’t have the ability to **4**—in fact, it’s their worst sense. Elephants can hear **5** and have a better sense of smell than many other animals. Dolphins have a very **6** sense of hearing. They mostly hear through their lower jaws or rather through holes that send sounds to their **7**. Snakes sense food with their **8**. Elephants have a good sense of **9**, and so do dolphins, who feel through their skin. Elephants are good at **communicating with** each other, and so are **10**. They’re all very clever animals.
Writing

A  When we write a story, we need to include these basic things: characters, setting and plot. Read the following story and see how the writer tells the story.

A surprise present

Yesterday was my best friend Li Ming’s birthday. When school was over, I went to the bookshop. I bought a book called Exploring Space, and had it wrapped for him. Since he had wanted to buy this book for weeks, I knew that he would be very pleased with my present.

When I got to the party, Li Ming said ‘hello’ to me with a big smile. I noticed that there were many presents on the floor, but I was sure that mine would be his favourite. I gave the present to Li Ming and whispered in his ear, ‘You will love it.’ He could not wait to unwrap it. All of a sudden, the smile on his face disappeared. I looked and I saw some big red words on the cover of the book that said, Caring for Your Baby! I had picked up the wrong book in the shop!

B  Now look at the following pictures and write a story about what happened to you and your friend Tony on your way home from school.
A1 Choose the correct words to complete the sentences. Change the form where necessary.

1 win/defeat
   a The army finally __________ the war, though it cost them several thousand lives.
   b The Japanese __________ in World War II.

2 raise/rise
   a I was born and __________ in a small town outside Shanghai.
   b World oil prices have __________ over the past two years.

3 progress/process
   a Becoming a true adult is a __________ that can sometimes take years.
   b After many years of hard work, we have finally made some __________ towards success. It is a great relief to everyone who is involved.

A2 Replace the underlined words in the sentences below with words or phrases from the reading passage on Pages 22 and 23 of your book. Change the form where necessary.

1 This drink is a ______________ of milk, chocolate, strawberries and ice.

2 The workers ______________ the factory, asking for more money.

3 This new English book ______________ grammar and vocabulary exercises.

4 Your composition is well written, except for ______________ mistakes.

5 As for the park, the students’ ______________ cannot be ignored.

6 Who will ______________ the company when the manager leaves next month?

7 With the development of technology, new equipment is ______________ instead of the old machines.

8 My ______________ family gets together for dinner every Saturday night.

9 The earthquake ______________ people losing their homes.

10 Though Julian speaks fluent French, his ______________ is really Italian.
B1  Use another form or part of speech of the underlined word in the first sentence to fill in the blank in the second sentence.

1  He feels much pressure, because everyone expects him to have success with his new project.
   Don’t __________ the plastic vase too hard, or it might be broken.

2  When taking simple tests, we should be careful not to make silly mistakes.
   The book is too difficult! I’m afraid I won’t be able to read it. Do you have a copy that has been ____________?

3  Please draw a circle around the correct answer.
   Scientists are wondering how the ancient people made such beautiful ____________ on the cave walls.

4  The sky appeared dark, and it soon became clear that it was going to rain.
   It seems that nowadays most people are worried about their ____________.

5  The shop opposite the library is for women’s clothes.
   My sister is a very quiet girl, but I am quite the ____________.

6  The manager was famous for never being able to give a direct answer to a question.
   The heavy fog caused a serious accident on the highway. There are traffic jams in both ____________ now.

7  Your idea sounds good, but it’s difficult to put it into practice.
   Jane is very helpful. She often gives ____________ suggestions on how to buy cheap things on the Internet.

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

<table>
<thead>
<tr>
<th>differ ... from</th>
<th>turn ... into</th>
<th>as a whole</th>
<th>over time</th>
<th>stand for</th>
<th>work on</th>
</tr>
</thead>
</table>

1  Old English ____________ much ____________ the English we use today.

2  Life on the island has changed ____________ because of the growing number of tourists who visit it each year.

3  ____________, the students did very well on their exam.

4  She said it was the teacher’s praise and encouragement that ____________ her ____________ a good student.

5  Dan ____________ his new book now. It will come out next June.

6  Can you tell me what the letter ‘O’ ____________ in ‘UFO’?
Unit 2

C1 Complete the following sentences, using the correct words to introduce the noun clauses.

1 As I had failed many of my exams, I began to think about ________ I could improve my scores.

2 ________ my teacher advised me to do first was to make an action plan.

3 I did not know ________ my plan would work or not, but I decided to follow it anyway.

4 ________ surprised me most was how quickly my exam scores improved. At the end of term, my parents were so happy that they decided to hold a party for me.

5 I have a lot of friends at school, so I told them all that ________ wanted to come to my party would be very welcome.

6 I wanted to cook some nice food for the party. I bought a cookbook, which explained ________ French food is prepared.

7 I read the book over and over again, but it was very difficult and I had no idea ________ I was supposed to do.

8 The next day, I had to prepare the food for the party. I was happy ________ my mother could help me.

9 Later that day, my friends arrived and we all enjoyed a lovely meal together. They all praised me for my good results. I explained that this was ________ we were having this lovely party.

C2 Rewrite the following sentences, using the preparatory subject it.

1 Who the next manager of the football team would be was still a question.

2 A young man was made manager of the team, which surprised everyone.

3 Whether the young man can manage the team well remains a mystery.

4 However, for many people, how old the manager is does not really matter.

5 To have excellent managing skills and a good ability for organizing the team is more important.

6 To have chosen him made the officials from the football club quite happy.

7 Whether the young man is fit to be the manager will be decided by next week’s match.
D1  Complete the passage using the words and phrase in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>why</th>
<th>as a whole</th>
<th>thus</th>
<th>distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>contribution</td>
<td>accent</td>
<td>mistaken</td>
</tr>
</tbody>
</table>

You are (1) mistaken if you think all Chinese people speak in the same way. Have you ever seen a person from Shanghai try talking to someone from Guangzhou? It is quite likely that both of them may feel puzzled! The Chinese language, (2) as a whole, uses the same set of characters, but even the same characters can have different pronunciations. That is (3) mistaken it is difficult for people to understand each other. Luckily, the widespread use of Putonghua in China has made a great (4) contribution to people’s communication, though people from different areas tend to speak with various (5) accents.

People in Northern Europe are much luckier. Even though people from Sweden, Denmark and Norway have their own official languages, (6) as a whole is very convenient for them to communicate with one another. Do you know why? That is because their languages are quite similar, though not without small (7) differences. (8) Thus, they can communicate easily in their mother tongues.

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

1. 虽然我理解你，但我并不同意你的见解。 (while)
2. 你能在方便时帮我查一下这个单词吗? (convenient)
3. 据说，每天喝八杯水对皮肤有好处。 (it is said that)
4. 1985年美国把玫瑰定为国花。它象征着美与爱。 (stand for)
5. 如果你准备充分，你肯定会通过面试的。 (it is certain that)
6. 约翰的篮球打得比山姆好是因为他做过一年的学校篮球队队员。 (in that)
7. 入口处的指示牌标明山中有熊，所以游客需要当心。 (indicate)
8. 这本书的简化版与原版有很大不同。 (differ from)
Tim is a scientist. He studies how different insects and animals communicate with each other. Read the notes he has prepared for today's speech.

Good afternoon. Today's speech is about language—but not language as we know it. It's a different type of language—a way of communicating that most people probably have not even noticed. This is the language of bees, the way they talk to each other.

Scientists have studied the society bees live in for many years and know that bees have a well-developed language that is different from those of other animals. This was first discovered in the 1920s by an Austrian named Karl von Frisch, who found that bees pass important messages to each other about where to find food.

How do they do it? You may ask. A searcher bee goes out looking for new food supplies. She returns home and gives her information to the worker bees there. The major way that bees communicate is by touch. This is how bees can tell which type of flower the searcher bee has found. The searcher bee then does a dance to give the worker bees more information. There are two types of dances that tell about food: the 'waggle' dance and the 'circle' dance.

The searcher bee will perform the waggle dance if the food supply is far away from home. In this dance, the searcher bee moves in a small figure of 8 pattern. She waggles her stomach. The number of waggles she does and how long she dances tell the worker bees how far away the food supply is. The way she does the dance tells the worker bees how good the food is. The way she does the figure of 8 pattern also tells the other bees where the sun is in the sky. The worker bees then fly to the food supply using all this information.

The searcher bee does the circle dance when the food supply is close to the home. In this dance, she moves in small circles, which tells the worker bees that food is very near. However, the circle dance does not give them any directions. It is amazing that the clever bees still know where to find the food.

Fill in the form below using the information from the notes above.

<table>
<thead>
<tr>
<th>Discoverer</th>
<th>Karl von Frisch, an (1) ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language of bees</td>
<td>Well-developed and (2) ____________ from those of other animals</td>
</tr>
</tbody>
</table>

**Ways that bees ‘talk’ with each other**

<table>
<thead>
<tr>
<th>By touch</th>
<th>(3) ____________ way that bees communicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(4) ____________ dance (when the food is far away)</td>
<td>The (5) ____________ of waggles and the length of the dance tell how far away the food is; the way the dance is done tells how (6) ____________ the food is.</td>
</tr>
<tr>
<td></td>
<td>The way she does the figure of 8 tells where the (7) ____________ is.</td>
</tr>
<tr>
<td>(8) ____________ dance (when the food is close)</td>
<td>The bee moves in small (9) ____________.</td>
</tr>
<tr>
<td></td>
<td>The dance tells that food is very near, but doesn’t give (10) ____________.</td>
</tr>
</tbody>
</table>
There are hundreds of funny expressions in the English language. A lot of them include country names or nationalities, and many are very old. Take these examples:

The Dutch are the target of most English expressions about nationalities. Why are there so many jokes about the Dutch in English? And what do these expressions mean?

In the 17th and early 18th centuries, there were three wars between the British and the Dutch, and ‘Dutch’ became a bad word. So, ‘double Dutch’ means something that has no meaning or is impossible to understand. A ‘Dutch uncle’ is someone who gives much stronger advice than he needs to. There are later expressions, which are funnier and kinder, like ‘to go Dutch’, which is nowadays a popular expression. It means to pay for only your part of a bill. This often happens when a group of friends have a meal together, and each person pays for the food they ate. ‘I’m a Dutchman’ is another common expression. This means not being able to believe something.

An expression with a similar meaning to ‘double Dutch’ is ‘it’s all Greek to me’, which means ‘I don’t understand’. The expression was made famous in Shakespeare’s play *Julius Caesar*, although it is really hundreds of years older.

If you ‘take French leave’, you are not present or leave somewhere without telling anyone. For example, you could take French leave from a classroom or the place where you work. This expression is from the 18th century when French people left parties without saying goodbye to the host.

There are ‘Chinese whispers’, which mean a confused message. This describes the fact that a message can often change as it is passed from person to person. This expression comes from the First World War, when foreigners were often confused by the Chinese language. There is also the expression ‘Chinese puzzles’, meaning a puzzle or problem that cannot be solved.

Many people find English expressions difficult to understand, but now that you know about some of them, you can have fun finding out many more interesting English expressions.

Fill in the form below using the information from the passage above.

<table>
<thead>
<tr>
<th>Expression</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>1 Double Dutch</td>
<td></td>
</tr>
<tr>
<td>2 A Dutch uncle</td>
<td></td>
</tr>
<tr>
<td>3 Go Dutch</td>
<td></td>
</tr>
<tr>
<td>4 Take French leave</td>
<td></td>
</tr>
<tr>
<td>5 Chinese whispers</td>
<td></td>
</tr>
</tbody>
</table>
A. Anjie is asking her English teacher, Mr Black, for some advice on improving her English. Listen to their conversation and circle the correct words below.

**Improving my English**

1. **How?**
   - listen to English programmes on radio / CD / TV
2. **What kind of programmes?**
   - sports / news programmes / teaching programmes / films
3. **Read what?**
   - newspapers / comic books / books
4. **Get what?**
   - a good book / an exercise book / a student’s dictionary
5. **For example:**
6. **What makes a good dictionary:**
   - headwords are coloured / darker
   - long / clear explanations
   - unusual / everyday phrases
   - differences between opposite / similar words explained

B. Mr Black has sent Anjie an e-mail advising her about using a good student’s dictionary. Listen to Anjie read the e-mail to her friend Ma Yan and complete the notes above.

C. Anjie decides to send Mr Black’s advice to her friend Li Min, who lives in Guangzhou. Help her complete the letter by filling in the blanks using the information above.

**Dear Li Min**

My English teacher, Mr Black, gave me some advice on how to improve my English. I think you may find it useful too.

Mr Black said that we need to practise English as much as possible. We can do this by (1) ________ to English programmes on the (2) ________ and TV, like (3) ________ programmes, teaching programmes and (4) ________. We must also remember to read English (5) ________ and (6) ________. It’s important to get a good student’s dictionary. Student’s dictionaries are much easier to use because they have (7) ________ explanations. They also have examples of (8) ________ phrases. And you know all those (9) ________ words we get confused with? The differences between them are explained. Besides, these dictionaries have headwords that are (10) ________. I didn’t know student’s dictionaries could be so helpful.

Write soon!

Anjie
Writing

A When we talk about a language, we can discuss its vocabulary, grammar and pronunciation. We can also discuss how many people use it. Read the following passage and see what the writer says about Esperanto, a man-made language.

Esperanto

Throughout history, different man-made languages have been invented. Of these, Esperanto is spoken by the most people.

Esperanto was invented by a Polish doctor named Zamenhof in 1880. It is based on Latin and other European languages. Dr Zamenhof thought that if everyone spoke the same language, there would be fewer problems in the world. Esperanto is a very regular language. All the words are spelt the same way they are pronounced. All nouns end in the letter ‘o’, all adjectives end in ‘a’, and verbs end in ‘i’. So in Esperanto, varmo means ‘heat’, varma means ‘hot’, and varmi means ‘to heat’.

Esperanto was not made with the idea of replacing any natural language; it was meant to be the international language. However, so many people speak English today that it is regarded by many as the international language, and not Esperanto.

B English is now used all over the world. Read the following notes. Use them to write a passage about the English language in about 150 words. You can change the order of the notes.

- English is now one of the most common languages in the world and is one of the official languages of the UN.
- It is said that over 90% of the websites on the Internet and over 80% of the world’s mail are in English.
- It is spoken as a native language, as an official language and as a foreign language.
- There are some differences between the English spoken in different countries. However, people usually have no problems understanding each other.
Back to the past

Language practice

A1  Fill in the blanks with the correct words or phrases. Change the form where necessary.

1  alive/lively
   a  The local people were so happy to find the missing boy ________ in the forest.
   b  Susan is a(n) ________ young lady, who always makes people around her smile.

2  take over/take out
   a  When digging the new underground line, a worker saw something in a hole. He reached in his hand and ________ a small statue of an ancient soldier.
   b  According to the manager, the business plan will help the company ________ other small businesses, so they can become the number one company in the country.

3  find/found
   a  Harvard University was ________ in 1636 and named after John Harvard, who left his library to the school after his death.
   b  George: How did you like the film last night?
      Rebecca: I ________ it really interesting. In fact, it is one of the best films I have ever seen.

4  paint/draw
   a  Don’t touch the door please! It was ________ this morning.
   b  ________ a line under the words which you do not recognize.

A2  Fill in the blanks with proper prepositions or adverbs.

1  Tom Hanks first became famous for the film Splash. He is now well known ________ a two-time Oscar winner.

2  Mrs Fray is going to have a baby soon, so someone else will have to take ________ her classes.

3  The number of giant pandas has been increasing since they were put ________ government protection.

4  The French piano player will give a concert in Beijing this Saturday; on Sunday he will be ________ to Shanghai, where he will give another concert.

5  The river that runs ________ the city is polluted. We must try to prevent people ________ pouring waste into it.

6  Lena: How amazing! We have never had snow at this time of year. Everything is covered ________ snow.
   Joe: If it doesn’t stop, the streets will be covered ________ with thick snow tomorrow morning.

7  ________ sunny days, I always play with my dog in the garden.
B1 Use another form or part of speech of the underlined word in the first sentence to fill in the blank in the second sentence.

1 It is believed that Christopher Columbus was the European who discovered America. The __________ of coal has helped bring development to this area.

2 My brother influenced my taste in music. Now I like many different kinds of music. The Internet has an increasing __________ over our lives. Many people all over the world use it every day.

3 I collect stamps. Sometimes I trade with other people for the ones that I do not have. Andy is studying in business school now. He hopes to enter the furniture __________ when he graduates.

4 Abraham Lincoln is thought of as one of the greatest presidents of the United States. Western philosophy developed from ancient Greek __________.

5 The professor set aside five minutes at the end of his lecture to answer the students’ questions. Allen is honest. We shouldn’t __________ his test scores.

6 To use English in our daily life, we must grasp the basic vocabulary. This conclusion was drawn on the __________ of experiments.

7 The man’s actions made the judge very angry, and so he gave him the full punishment allowed by the law. We should not be quick to __________ others or treat them badly.

B2 Fill in the blanks with the phrases in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>stand in one’s path</th>
<th>come down with</th>
<th>have had enough of</th>
<th>rise up against</th>
</tr>
</thead>
<tbody>
<tr>
<td>in many cases</td>
<td>grow tired of</td>
<td>no doubt</td>
<td>for free</td>
</tr>
</tbody>
</table>

1 Jane ____________ a cold and was absent from school yesterday.

2 During the American Civil War, a great many blacks ____________ their owners and fought together with the northern troops.

3 I ____________ Michael! He always plays his CDs so loud that I cannot study at all.

4 T-shirts in that shop are on sale now. You buy one and get another one ____________.

5 Jonathan is running for chairman of the board. He is willing to do anything to defeat those who ____________.

6 ____________, people from Northern European countries have little difficulty communicating with each other.

7 Having worked in an office for five years, Uncle Eddie has ____________ sitting at a desk and has opened a small shop in his home town.

8 The play Cats has been ____________ a huge success. Millions of people from around the world have seen it.
Complete the second sentence according to the meaning of the first one, using the pattern ‘verb + object + complement’. Use the verbs in the box below to help you.

<table>
<thead>
<tr>
<th>make</th>
<th>find</th>
<th>believe</th>
<th>feel</th>
<th>leave</th>
</tr>
</thead>
</table>

1. The film was very funny. I laughed all the way through it. The film was so funny that it ________ ________ ________ all the way through it.

2. I found that the story was similar to my own experience. I ________ ________ ________ ________ to my own experience.

3. Even though some people do not like the film, I believe that it is the best I have ever seen. Even though some people do not like the film, I ________ ________ ________ ________ the best I have ever seen.

4. I could not find the keys to my car. I thought that perhaps I had forgotten to bring them with me when I left the cinema. I could not find the keys to my car. I thought that perhaps I had ________ ________ ________ ________ the cinema.

5. When I went back to look for my keys, I found that the cinema was closed. I went back to the cinema to look for my keys, only to ________ ________ ________ ________.

6. As there were no buses or taxis, I walked all the way home. I was very tired when I finally got home. There were no buses or taxis. The long walk back home ________ ________ ________ ________.

7. As I entered my house, I felt that there was something in my pocket. As I entered my house, I ________ ________ ________ ________ my pocket.

8. The keys were in my pocket all along. I feel so angry when I think about it! It ________ ________ ________ ________ ________ ________ to think that the keys were in my pocket all along!

Fill in each blank with the correct word in brackets.

1. In regard to the new factory, the news ________ (is/are) very good.

2. To find information on the Internet ________ (is/are) easy, but to put it into your own words ________ (requires/require) skill.

3. The police ________ (is/are) searching the forest for a monkey which escaped from the local zoo two days ago.

4. Jim likes to read. Most of his pocket money ________ (is/are) spent on books.

5. In the 1960s, Grandma Zhang’s family ________ (was/were) rather big, with more than a dozen members.

6. Physics ________ (is/are) a difficult subject for some students, but it is very useful in everyday life.

7. The fact is that there is only one correct answer to this question. Either you or I ________ (am/are) wrong.

8. The students and teachers in the local school all ________ (likes/like) to go to the park in the spring.

9. The family ________ (was/were) singing and dancing when Kelly arrived.

10. When the car hit the tree, everybody ________ (was/were) frightened. However, no one ________ (was/were) hurt.
We are going to see the (1) ____________ of Machu Picchu in the mountains of the Andes. Machu Picchu was forgotten for centuries, but (2) ____________ in 1911 by Hiram Bingham, a professor from Yale. It is said to be one of the most beautiful (3) ____________ sites in the world.

The Incas had an ancient (4) ____________ at Machu Picchu between the 12th century and the early 16th century. They had no (5) ____________ system, so they (6) ____________ records using thin ropes which they tied together.

The Incas (7) ____________ to be great at building things. They built most of their buildings with huge stones, using nothing to stick the blocks together. (8) ____________, the huge stones fit together so well that you cannot force a knife between two blocks. They also carried out construction projects to (9) ____________ water to their cities—just like the Romans did. The Incas turned the mountains (10) ____________ farms and planted corn and potatoes, and raised animals for food.

Now Machu Picchu has become a major tourist spot in Peru, attracting people from all over the world.

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

1. 能够赢得假期并认识这么多新朋友，我感到非常幸运。(feel lucky to)
2. 尽管对薪水不满意，他还是继续为这家公司工作。(continue to)
3. 很难想象如果没有电和干净的水，我们的生活会是什么样子。(hard to imagine)
4. 这座城市是一个重要的商贸中心，创建于公元9世纪。(found)
5. 我从公共汽车上下来时，发现钱包不见了。真倒霉！(find, unfortunate)
6. 中国正在北方植树，防止风把沙尘吹到农田上。(stop ... from)
7. 因为大雾，我们参加毕业典礼迟到了。(as a result of)
8. 这尊金属雕像是为了纪念一位著名学者而建的。(in memory of)
The Terracotta Warriors

The museum of the Terracotta Warriors is east of the tomb of Qin Shihuang, the man who united China in 221 BC. The museum and tomb are near the city of Xi’an, in Shaanxi Province.

In March 1974, farmers digging to the west of the tomb came across some unusual things, but were not sure if they were rubbish or historical treasures. A large group of scientists arrived to dig the area, and soon discovered the army of Terracotta Warriors — statues of soldiers.

Buried in an area of more than 20,000 square metres and forgotten for over 2,200 years, this is one of the most extraordinary discoveries in the world, with many people calling it ‘the Eighth Wonder of the World’.

The first and largest area has 6,000 Terracotta Warriors facing east. Most of the soldiers look different from one another, and all seem ready for battle. More than 10,000 soldiers have been found altogether. Many of the soldiers carried arms when they were first created. There are also many horses with them. A museum has been built over this area, which is open to visitors.

Scientists searched more areas in the years that followed. In 1976, a second area containing over 1,000 figures was found, followed by a third area containing fewer soldiers. In 1977, the place where Qin Shihuang was buried was discovered. We do not know if Qin Shihuang’s body is still there because the area has not been explored yet. In 1978, they found a fourth area in the shape of the Chinese character 升. In 1980, two beautiful horses were dug up. Scientists say there are many more discoveries to be made, and it will take a long time for the whole area to be dug up.

How to get there

Visitors can take a tour by bus to the area from Xi’an. No photos are allowed, but books, pictures and postcards can be bought at the museum shop.

Answer the following questions about the Terracotta Warriors.

1. Where is the museum of the Terracotta Warriors?
2. How were the Terracotta Warriors discovered?
3. What did the scientists find in the first area?
4. Why are scientists not sure if Qin Shihuang’s body is there?
5. What can visitors buy at the museum shop?
The lost continent

Atlantis, a beautiful and wealthy island, is supposed to have existed over 11,000 years ago. It was in the middle of the vast Atlantic Ocean, and was a centre for trade. Its people were very wealthy and powerful. The rulers of Atlantis controlled their people and land, and their power spread to Europe and Africa.

The weather was very good in Atlantis, and therefore people could grow food all year around. Many different kinds of vegetables, fruits and nuts grew there, and a lot of different animals lived on the island, including elephants.

Atlantis was the home of Poseidon, the Greek God of the Sea. Poseidon had five sets of twin boys, who became the first rulers of Atlantis. The island’s many hills, fields and rivers were divided between the ten brothers. The eldest son, Atlas, was the first king of Atlantis. He controlled the island’s central hill and its surrounding area.

At the top of the central hill, a temple was built in honour of Atlas’s father, Poseidon. Inside the temple was a huge gold statue of Poseidon. The rulers of Atlantis discussed laws in the temple.

For centuries the people of Atlantis lived simple, honest and happy lives. However, over time they began to change. They enjoyed the power they had and desired more of it. When the god Zeus saw how corrupt the people of Atlantis were, he was very angry and gathered the other gods together to decide on a punishment for them. The gods agreed with Zeus and decided to sink the island. In one short day and a half, the island of Atlantis, its people and its memory—a whole civilization—were destroyed forever, swallowed up by the sea.

Answer the following questions about Atlantis.

1. Why were the people of Atlantis very wealthy?
2. Why could they grow food all year in Atlantis?
3. Was Poseidon important? Why?
4. How powerful were the rulers of Atlantis?
5. What do you think ‘swallowed up by the sea’ means?
Unit 3

Listening

A  Mike likes to watch the Travel Quest show, which is organizing a competition. He is telling his mum about the great prize on next week’s show. Listen to their conversation and take notes by circling the correct words.

Need to know

1 about India / Thailand
2 history / geography
3 size / people
4 location / population
5 language / food
6 national flag / colour
7 weather / money
8 festivals / holidays

Information

Notes

History: goes back about ______ years
Size: ______ square kilometres
Population: ______________
Language: ______ major languages spoken
Flag: ______, ______, ______, with a blue wheel in the centre
Money: the rupee

B  Mike wants to take part in the Travel Quest show. He is watching a programme for some useful information. Listen to the programme and finish filling in the notes above.

C  Mike is applying to take part in the competition by e-mail. Use the information in the notes above to complete his application below.

Hello Travel Quest

I want to enter next week’s competition because I’d love to win a trip to (1) __________. I have already done some research on the country. I know its (2) __________ goes back about (3) ________ years. I also know about its (4) __________, which is 3.3 million square kilometres. It has a population of more than one (5) __________ ― that’s 18 per cent of the world’s population! There are (6) __________ major languages spoken around India, and there are (7) __________ colours on the national flag. They are yellow, white and green with a blue wheel in the centre. Indian money is the rupee, and India has lots of different (8) __________ throughout the year.

I will be doing more research if you let me enter your competition.

Thank you.

Mike
Writing

A  When we write about an ancient construction, we need to include the necessary facts so that we give a good picture. Read the following passage and see how the writer describes the making of the Great Wall.

In ancient China, many people built walls around their states to protect their land. When Qin Shihuang brought China together in 221 BC, he had all these walls joined up. Since that time, the walls have often been repaired or added to, especially during the Ming Dynasty. The Great Wall, also called the ‘10,000 li Great Wall’, is over 6,300 kilometres long and is one of the greatest wonders of the world.

The Great Wall, which runs over mountains, through valleys and deserts, was very hard to build. Hundreds of thousands of people worked on the wall. Many people lost their lives while working on its construction. Therefore, the wall was not just made of earth and stone, but of blood and flesh as well.

The Great Wall runs from west to east in the north of China and attracts tens of thousands of tourists each day.

B  The following notes are about the Grand Canal in China. Study the notes and write a passage about it in about 150 words.

- the longest canal in the world; covers a distance of nearly 1,800 km
- from Beijing to Hangzhou
- joins five rivers including the Yellow River and the Yangtze River
- in AD 605, Emperor Yang Guang of the Sui Dynasty ordered the canal to be dug
- 3.6 million people worked on it; many of them lost their lives within a year
- makes the journey from the north to the south more direct
- still plays an important role in travel today
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