同学们：

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

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

游玩了单元的各个板块以后，你一定会发现，这套由中外专家根据《普通高中英语课程标准》联合编写的《牛津高中英语》是从学习者的角度设计的。相信你在使用这套教材的过程中，通过自己的努力和老师的帮助，一定能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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2010年12月
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</tbody>
</table>
In this unit, you will
- read two letters and two articles about friendship
- listen to a conversation on a radio talk show
- discuss friendship and practice agreeing and disagreeing
- write a letter to a friend
- present an oral report on the results of a survey

Welcome to the unit

Almost everyone wants to make friends and develop friendships with others. Look at the following pictures and read the saying under each one. What do you think the sayings tell us about friendship?

1. Friends are thieves of time.
2. The best mirror is an old friend.
3. If you can buy a person’s friendship, it’s not worth having.
4. True friends have hearts that beat as one.

1. Do you have a best friend? Why do you think that he or she is your best friend?
2. How do you get on with your friend(s)? How do you help each other when you have problems?
3. What do you think is the most important quality in a friend?
Reading

A Read the following two letters quickly and answer these questions.

1. Are the writers of the two letters feeling happy or sad?
2. What grade did Sarah get on the math quiz?
3. In Andrew’s opinion, why did his team lose the match?

B Sometimes we need help getting along with others. Read the two letters below written to Annie, a magazine advice columnist.

Dear Annie

I feel betrayed by my friend Hannah. We have been best friends since primary school and spend almost every day with each other. Sometimes, other children say we are no fun because we are both very academic and like to study, but we like it that way. We are both very hard-working and always get good grades at school.

On Monday, we had a surprise math quiz. I thought it was quite easy and was not worried about the results. I must have sounded very proud of myself after the quiz, saying how easy it was and how I was sure to get a good grade. The next day after class, my math teacher told me that I had the lowest grade in the class! I felt so ashamed; I must be really stupid to fail a simple math quiz!

Afterwards, I pretended to be cheerful, but Hannah sensed something was wrong. We went to wash our hands in the girls’ washroom before lunch and I admitted how badly I had done. I begged her not to tell anyone else, and she said she would keep my secret.

However, the next day, I noticed that my classmates were staring at me as I came into math class and, when I went to sit down, I was shocked to find a piece of paper on my desk that said, ‘Stupid Sarah got a D!’ I was so upset that I felt like crying. I thought that Hannah must have told my classmates about my grade after promising not to. Everyone must have been laughing behind my back!

I was so angry that I went straight to Hannah and told her we weren’t going to be friends any more because she couldn’t keep her word. She was really upset and swore that she hadn’t told anyone. However, the only people who see our grades are the teacher and the students that the grades belong to. She said that someone must have been spying on us in the washroom, but I didn’t believe her explanation. I don’t think I can ever truly forgive her. Now I’ve lost my best friend. What shall I do?

Yours sincerely
Sarah
Dear Annie

My name is Andrew. I am 17 years old and I have a problem. My best friend Matthew has stopped talking to me. We have been best friends since childhood and play together in the school football team. Last week, we had an important match against another school. The other team was superb and we really had to focus. I was determined to win, but Matthew was playing badly. He could not keep pace with the game, and as a result of his careless playing we lost.

Afterwards, I got really angry with him, and I told him I thought he was not trying hard enough. He got annoyed, saying it wasn’t his fault if he couldn’t play as well as me, and that I shouldn’t talk to him in this manner. Then we both started shouting at each other and it turned into a horrible argument. He accused me of some really bad things just to hurt me. I feel really guilty because I made some cruel remarks too, but I dislike seeing our team lose. Football is very important to me, but so is our friendship.

Since we argued, he hasn’t spoken to me even though we sit next to each other in class. It’s really awkward. He is usually cheerful and outgoing, but he has been really quiet and looks sad. The things he said hurt me too, but he has not apologized to me.

Yesterday, I saw him talking to another boy, Peter, and I cannot help wondering if he wants Peter to be his best friend instead of me. I told my brother about the quarrel, but he said Matthew is just too sensitive and perhaps a little bitter because I am really athletic and good at football, and that I had better find another friend. What should I do?

Yours truly

Andrew

Reading strategy: reading to understand feelings

Letters to an advice columnist often describe a problem the writer has strong feelings about, like an important event or an experience the writer cannot forget. Usually, the writer is very honest in writing what he/she thinks and feels. For example, in the first paragraph of the first letter, the writer writes about her feelings: ‘I feel betrayed by my friend Hannah’. She goes on to talk about the problem and how it affected her: ‘I felt so ashamed’ and ‘I was so upset that I felt like crying’. By reading the letters, it is possible to find out just how the writer feels about the problem and even think about what advice to give him/her.
C1 How well did you understand the two letters? Answer the questions below. Read the letters again if you are not sure about the answer.

1  What did Sarah think about the math quiz?
2  What did Sarah tell Hannah in the girls’ washroom?
3  Why did Sarah tell Hannah that they weren’t going to be friends any more?
4  Why did Matthew get annoyed at Andrew after the match?
5  What did Matthew think about losing the match?
6  What kind of boy is Matthew?

C2 Read the two letters again and fill in the table below. The first one has been done for you.

<table>
<thead>
<tr>
<th>Letters</th>
<th>How Sarah/ Andrew felt</th>
<th>Why she/ he felt so</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah’s letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>She felt ashamed.</td>
<td>She scored the lowest grade in her class.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>She found a piece of paper on her desk that said, ‘Stupid Sarah got a D!’</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>She thought her best friend Hannah didn’t keep her secret.</td>
</tr>
<tr>
<td>Andrew’s letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>They lost the game because of Matthew’s carelessness.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>He made some really cruel remarks to Matthew.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>His best friend Matthew has stopped talking to him.</td>
</tr>
</tbody>
</table>

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

1  cheerful (Line 12)   ____  a  ask for something, especially in an anxious way because you want it very much
2  beg (Line 14)         ____  b  give special attention or effort to something
3  spy on (Line 25)      ____  c  happy, and showing it by the way you behave
4  focus (Line 35)       ____  d  the way something is done
5  manner (Line 40)      ____  e  of a person who quickly gets upset by what someone else does or says
6  sensitive (Line 51)   ____  f  watch or listen in on someone in secret
Annie wrote back to the two students. Complete her replies with the words from the box below.

prettend  apologize  awkward  betrayed  horrible
forgive     guilty   swear     admit    cruel

Dear Sarah
You have every right to feel (1) _________ by your friend if she told your secret to others and then (2) _________ that she was innocent, but perhaps she didn't do it. Would a best friend really act this way?
If you still have doubts, think about why you don't believe her. Was it because you were ashamed of your (3) _________ grade, or because you envied her?
If so, the problem lies with you, not her. While it may feel (4) _________, if she really is your best friend you should (5) _________ for blaming her.
However, if you really sense that she wanted to embarrass you in public, you had better find a new friend.
Yours truly
Annie

Dear Andrew
It seems you need to apologize quickly to avoid losing a good friend! Matthew probably felt (6) _________ about losing the match, and bad about not being as gifted at football as you are. Shouting at him just made him feel worse.
Although you both said (7) _________ things to each other, one of you has to be the first to (8) _________ that it was a mistake. You are simply going to have to (9) _________ him.
You (10) _________ that your friendship is as important as football, so don’t let a small disagreement destroy your friendship. Talk to your friend and I’m sure that, before long, you’ll be back playing football together.
Sincerely
Annie

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

Do you think Sarah and Hannah should try to be friends again or go their separate ways?
I think they should try to be friends again. They have many happy memories together.

Well, I think they should try to make new friends. They don’t trust each other any more.

1 If you found out that your best friend had made friends with another person, what would you think about this and what would you do?
2 Do you think good friends should have the same interests? Why or why not?
Word power

Adjectives to describe personality

Adjectives are used to describe people or things. The dialogue below shows some examples of how adjectives are used to describe people’s personalities.

A: We have a new classmate this term. He is from America. He is not only polite, but also open-minded and humorous, so everyone likes him.

B: Oh, we have a teacher from England, who teaches us spoken English. He is helpful, though sometimes a bit boring.

Some adjectives that describe personality are positive, while others are negative. Below are some examples.

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>generous</td>
<td>warm-hearted</td>
</tr>
<tr>
<td>reliable</td>
<td>open-minded</td>
</tr>
<tr>
<td>honest</td>
<td>helpful</td>
</tr>
<tr>
<td>polite</td>
<td>friendly</td>
</tr>
<tr>
<td>dishonest</td>
<td>narrow-minded</td>
</tr>
<tr>
<td>stubborn</td>
<td>bad-tempered</td>
</tr>
<tr>
<td>unreliable</td>
<td>impolite</td>
</tr>
<tr>
<td>unkind</td>
<td>boring</td>
</tr>
</tbody>
</table>

There are many adjectives to describe personality that have the same or similar meanings. Words that have the same or similar meanings are called synonyms. When we want to express the opposite meaning of a word, we use an antonym. Here are some examples.

<table>
<thead>
<tr>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong-minded</td>
<td>determined</td>
</tr>
<tr>
<td></td>
<td>hard-working</td>
</tr>
<tr>
<td>reliable</td>
<td>dependable</td>
</tr>
<tr>
<td></td>
<td>generous</td>
</tr>
<tr>
<td>friendly</td>
<td>kind</td>
</tr>
<tr>
<td></td>
<td>talkative</td>
</tr>
<tr>
<td>happy</td>
<td>cheerful</td>
</tr>
<tr>
<td></td>
<td>polite</td>
</tr>
<tr>
<td></td>
<td>rude</td>
</tr>
</tbody>
</table>
A  Han Fang’s cousin, Ding Wei, just started university. He is writing a letter to Han Fang to tell her all about the new friends he has made. Help him choose the proper adjectives to describe their personalities.

Dear Han Fang

How are you? I am doing fine here at university and I have made several good friends. I want to tell you about them.

My room-mate, Wu Kang, is from Dalian. We get along very well because he is so (1) ___________ (difficult/easy-going). We stay up at night and talk about many things. We have interesting conversations. Neither of us is (2) ___________ (quiet/talkative)—that’s for sure!

I have also made friends with my classmate Li Xiang, whose family is in Nanjing, just like ours. When we first met, I thought Li Xiang was quite (3) ___________ (shy/outgoing) because he didn’t say much. But now I know that he is a very (4) ___________ (friendly/unfriendly) and (5) ___________ (dishonest/honest) person. We often study together and he helps me with Maths. I am happy to have such a (6) ___________ (lazy/hard-working) classmate.

Another friend I want to tell you about is Zhao Jie. He is very (7) ___________ (humorous/boring) and loves telling jokes. He is training to be an athlete on the national team. I have no doubt he will succeed.

Please don’t worry about me. I am happy here and studying hard. The professors are (8) ___________ (easy/strict), but they are kind. I like my university very much.

Write back soon!

Ding Wei

B  See how many positive and negative adjectives that describe personality you can come up with. Write your words in the spaces below.

Positive

Negative
Grammar and usage

To infinitive

The to infinitive is to + the base form of a verb, e.g., to do and to work. It can be used alone or as part of an infinitive phrase.

1 The to infinitive can be:
   - the subject
     To find a best friend is difficult. = It is difficult to find a best friend.
   - the object
     I need to sleep for eight hours every night.
   - the object complement
     I asked him to come over.
   - the attributive
     I have a very important meeting to attend.
   - the predicative
     His aim was to cheer me up.
   - the adverbial
     You need to apologize quickly to avoid losing a good friend.

2 The to infinitive can also have a continuous or perfect form.
   - Things seem to be getting better.
   - John pretended not to have seen me.

Bare infinitive

Another kind of infinitive is the bare infinitive. It is the infinitive without to.

1 We use the bare infinitive after:
   - let and make and sometimes have
     I let her borrow my book.
     She made me promise to write every day.
     The teacher often has his students read aloud in class.
   - verbs of perception: feel, hear, see and watch
     I saw her talk to her new friends.
   - would rather, had better and why not
     I would rather go swimming.
     You had better tidy your bedroom.
     Why not visit your cousin in Japan?

2 When two infinitives are joined by and, or, except, but, than or rather than, we sometimes use the bare infinitive for the second infinitive.
   - She told me to be cheerful and look on the bright side.
   - Do you want to go shopping or watch a film?
   - We had nothing to do but watch TV.
   - I decided to write rather than phone.
Dear Laura

I want (1) ______________ (thank) you for your last letter. I was very happy when I saw it in my mailbox. I'm so glad I have persuaded you (2) ______________ (apologize) to Rachel. Isn't it wonderful (3) ______________ (have) good friends? Speaking of friends, I've met some nice people here in London and I think we might become close friends. I decided to write rather than (4) ______________ (e-mail) you about my new friends because it's always nice (5) ______________ (receive) a letter from someone special.

I met Monica when I joined the school badminton team. We got on really well and soon a great friendship developed. She invited me (6) ______________ (go) to her house and (7) ______________ (watch) DVDs. We have been friends ever since.

My other friend is Jane. She always lets me (8) ______________ (borrow) her Maths notes. You know I would rather (9) ______________ (visit) the dentist than study algebra and arithmetic! Jane is hard-working and seems (10) ______________ (try) her best all the time.

How are you doing at school? I can't wait (11) ______________ (see) you again. When are you coming to visit me? Why not (12) ______________ (come) to London next Easter? We could go to the amusement park or even to the circus!

Take care

Sally
**Verb-ing form as a noun**

1 Verb-ing forms can be used like nouns. They can be used:
   - as the subject of a sentence when we talk about an action in a general way
     Swimming is good for your health.
   - as the object of a sentence when we talk about an action in a general way
     I love swimming in the sea during the summer.
   - after prepositions
     I keep fit by swimming every day.

2 We use a verb-ing form, not an infinitive, after these verbs.

<table>
<thead>
<tr>
<th>admit</th>
<th>avoid</th>
<th>dislike</th>
<th>enjoy</th>
<th>imagine</th>
<th>practise</th>
<th>delay</th>
<th>miss</th>
<th>consider</th>
<th>mind</th>
<th>keep</th>
<th>understand</th>
</tr>
</thead>
</table>

3 Some common phrases are used with verb-ing forms.

   ... cannot help ... | ... look forward to ... | ... feel like ... | ... cannot stand ... | ... put off ... | ... keep on ...

   I cannot help wondering why she does not like me.
   I look forward to seeing you at the party.
   I don’t feel like doing anything now.
   She cannot stand seeing that boy.
   I have to put off shopping till tomorrow.
   He kept on asking me for my phone number.

4 We can use a verb-ing form or a to infinitive after the following verbs, with little difference in meaning.

<table>
<thead>
<tr>
<th>continue</th>
<th>prefer</th>
<th>begin</th>
<th>hate</th>
<th>like</th>
<th>start</th>
<th>love</th>
</tr>
</thead>
</table>

5 Some verbs can be followed by a verb-ing form or a to infinitive, but with some difference in meaning or usage. We need to make sure we use the correct form.

<table>
<thead>
<tr>
<th>forget</th>
<th>regret</th>
<th>remember</th>
<th>mean</th>
<th>try</th>
</tr>
</thead>
</table>

- **forget + to infinitive** (The to infinitive here refers to an action that has not been done.)
  He forgot to close the door when he left.

- **forget + verb-ing form** (The verb-ing form here refers to an action that has been done.)
  I’ll never forget winning my first gold medal.

- **regret + to infinitive** (This is a polite way to say that you’re sorry or sad about a situation.)
  I regret to inform you that the flight has been cancelled.

- **regret + verb-ing form** (This means you feel sorry about something that you have done.)
  I regretted telling him about the accident.
Ma Yan is writing a short e-mail to her friend, Xu Dong, about her views on chat rooms. Read her notes and help her complete the e-mail.

**Notes**
- first visit: a year ago
- regular chats: 2 months later
- chat every day
- pretend I’m someone else
- don’t talk to real friends as much as before
- sometimes chat all evening
- mum stops me at about 10 p.m.
- didn’t do homework
- must pass exams, or mum will sell computer
- make a change

---

**Date:** 10 April  **From:** Ma Yan  **To:** Xu Dong  **Subject:** Chat rooms

I first began (1) ______________ Internet chat rooms about a year ago. I started (2) ______________ regularly about two months later, and now I chat on the Internet daily.

I love (3) ______________ chat rooms because sometimes I feel like (4) ______________ to be someone else online. I love to create a new identity for myself.

Soon after visiting the chat rooms, I began to talk less to my real friends. I thought they were less exciting than my online friends.

I usually enter the chat room at about 8 p.m. and continue (5) ______________ all evening, sometimes until midnight. But usually my mum makes me (6) ______________ at about 10 p.m.

Mum discourages me from (7) ______________ online. She says I spend an absurd amount of time doing so. My friends say so too. Maybe they’re right. Last week, I even forgot (8) ______________ my homework. Mum says I had better (9) ______________ my exams, or she will sell the computer as a punishment. Although I have fun with my online friends, I know that my real friends are more important than my online friends. So, I’m considering (10) ______________ a change.
Task  Writing a letter to a friend

Skills building 1: writing down the answers

When we interview someone, we need to write down their answers to the questions we ask them. Here are some suggestions that may be of help to you.

- Think about what questions to ask and write them down in advance.
- Write brief notes only, not whole sentences.
- Write down the most important information.
- Use contractions and abbreviations whenever possible.

If you do not hear or understand an answer, ask the other person to repeat it. You can use expressions such as:

I beg your pardon? / Pardon me?
Could you say that again?
Could you repeat that, please?
Did you say ... or ...?

Listen to a radio programme and complete the answers to the questions. The first one has been done for you.

1  What things might worry you when you move to a new place?
   How to find my way around, meet people and make new friends

2  What is one way to meet new neighbours?
   Visit ________________ with a small gift

3  What are some things you should do when you meet a person for the first time?
   Be ________________, about myself; ask him/her questions about himself/herself; listen to ________________

4  If you want to meet people with similar interests to yours, what can you do?
   Join a local club or ________________

5  What are some things you should do if you want to make true friends?
   Always ________________; listen to what they have to say; ________________ myself and my feelings
Step 1: calling Teen Talk for advice

A  Read the leaflet about Teen Talk. Then complete the notes below.

Teen Talk
Call 5555 3131

Do you feel sad and lonely? Do you have no one to talk to? Life is not hopeless. Don’t suffer in silence. **Teen Talk** is a telephone service for teenagers with problems. We will listen to your problems and offer you practical advice on how to overcome them. We’re here for you 24 hours a day, 7 days a week, and our service is free. We won’t tell anyone about your call unless you want us to. Our lines can get very busy, but please keep trying and you will soon get through.

---

**Teen Talk**

1  You can reach Teen Talk by: e-mail / phone / website. (circle)
2  Teen Talk never closes.  True  False
3  Teenagers’ problems will be reported to parents.  True  False
4  Teen Talk listens to ________________________________.
5  Teen Talk offers ________________________________.

B  Listen to a conversation between a student and Steve from Teen Talk and fill in the notes below. Write down only the key words. The first one has been done for you.

1  **Reason for calling Teen Talk:**
   Have a problem; ask for help

2  **Description of the problem:**

3  **Feelings about the problem:**

4  **Teen Talk’s advice:**

5  **Planned actions to overcome the problem:**
Skills building 2: agreeing and disagreeing

How do we express agreement and disagreement in English? There are many expressions that we can use, aside from simple Yes and No answers.

Agreeing
I agree with you on/that ...
I am of the same opinion (as ...).
Exactly.
That’s a good point.
That’s how I feel (about ...) too.
That’s right.
You’ve got a point.
Yes. And another reason is that ...

Disagreeing
I don’t agree. What about ...?
I’m not sure that’s true.
I see things in a little different way.
On the other hand, ...
Perhaps you are mistaken.
Really? I don’t think that ...
I take your point, but ...
That’s true, but ...

Always remember that even if you disagree with someone you should be calm and polite.

Work in groups of four. Express your opinions on the following statements by stating whether you agree or disagree. Discuss your ideas with your group.

1. Chinese food is healthier for you than foreign food.
2. Staying a teenager forever would be great.
3. Making good friends is more important to me than spending time with family.
4. If I want to be happy in the future, I must have a good job.
5. Good marks indicate how clever you are.
6. Learning a foreign language is important.
**Step 2: discussing friendship with others**

**A** Ask at least three other classmates for their opinions on friendship. Some questions are listed below to get you started.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a best friend?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you think a best friend should be like?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does having friends make you a better person?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do you want your friends to treat you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How can friends help you solve your problems?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What makes a good friendship last? Why?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** In groups of four, report on the answers you received from your classmates. Then discuss the following statements on friendship and decide whether you agree or disagree with them.

1. Friendship is an important part of my life.
2. A good friend must be honest, kind and have a sense of humour.
3. One or two good friends are better than 100 acquaintances.
Skills building 3: checking your work

It is important to check your work after you have finished it. Often you will find careless mistakes that you have made. You should especially check:

- **facts**  Make sure the facts are accurate.
- **grammar**  Check that you have used the correct tenses, parts of speech, sentence structures, etc. Make sure the verb agrees with the subject.
- **handwriting**  Make sure your handwriting is clear.
- **punctuation**  Check that all punctuation marks are correct and that none are missing.
- **vocabulary**  Check that you have used the right words.
- **spelling**  Look out for spelling mistakes.
- **style (formal/informal)**  Make sure that the choice of vocabulary and sentence structure matches the style of writing.

---

**TIP**  Make corrections as follows:
- `^` to insert a missing word/punctuation mark
- `——` to cross out an extra word/punctuation mark

underline a wrong word/punctuation mark and write the correct word/punctuation mark above it.

---

Rebecca wrote about her brother in her diary. Check her writing for mistakes. There is one mistake in each line.

---

1  15 April

2 Today, I found out something about my brother could get him

3 into a lot of trouble. I’m not sure if to tell mum and dad.

4 Although William and I are almost 18, but mum and dad are still

5 quite strict to us. Recently, William has begun wearing some strange

6 clothes, and he looks quiet different from before.

7 The other day I saw him smoked in his room, with two of his friends,

8 Jack and Sean. I know mum and dad would be angry me if they knew

9 that I had kept this secret for them. Maybe I should tell them, so they

10 won’t blame me for keep a secret.

11 However, I don’t think William will live at home for much longer as hes

12 planning to go to university soon, His grades are still good. It seems

13 that his behaviour hasn’t hurt he studies. Maybe I should just keep

14 my mouth shut. What should I do?
Step 3: writing a letter to your friend

A  After the class discussion, you have learnt a lot more about friendship and have decided to write a letter to a friend about what his or her friendship means to you. Write your letter in the space below. Include these points in your letter:

- your feelings about friendship
- your feelings about best friends
- the qualities of a good friend
- what makes a good friendship last

B  Check your letter and correct any mistakes to make your letter perfect.
Project Giving an oral report

Whether we realize it or not, we all need friends. Having said that, not everyone can agree on the meaning of friendship and what makes a good friend. What is friendship to you?

Read the following articles to find out more about different attitudes towards friendship. This will help you in your oral report.

Teenagers’ friendships

My friend, Robert, has a twin sister named Amanda. Though they get along well, there are some things about Amanda and her friends that puzzle Robert. He can’t understand how girls can talk for so long. For example, sometimes when he leaves the apartment to play football, Amanda and her friend, Sharon, are sitting on the sofa, talking. When he comes back three and a half hours later, they’re still sitting on the sofa, continuing the same conversation on the same topic. One day Robert was so curious that he asked Amanda what they talked about, but she replied, ‘We’re best friends. We talk about almost everything—film stars, pop songs, recipes, everything!’

Boys and girls have different attitudes towards friendship. Friendships between girls are usually anchored in shared feelings and support, but friendships between boys are based on shared activities or interests. A boy is likely to be cautious about sharing his feelings with his close friends. A girl’s closest friend, however, might be eager to tell her about something that has happened in her life.

Many studies worldwide show that girls have more friendships than boys. In fact, many adolescent males cannot name a single best friend. When asked, they usually hesitate before responding, ‘My best friend? I can’t think about that. I am busy with my homework, and I have so many different friends that it is hard to choose just one best friend.’

Females who have been asked can usually answer the question without pausing, ‘A best friend? Of course. We have a lot to share with each other. We do a lot of things together such as talking and shopping.’

We have to realize: boys share activities, while girls share feelings. The qualities that boys and girls consider important in a friend seem to be the same, regardless of the basis of these friendships. The important thing to remember is that both of them are friendships. We all need friends in our lives.
What friendship means to me

When deciding what is most important in life, some people choose money, while others choose things like security and comfort. However, for me, the most important thing in life is friendship. I cannot imagine being without it.

Friendship means not being alone. Once I was travelling by myself through Beijing on the way to my grandparents’ house. Since my next train left in the evening, I had a day for sightseeing. At first, I didn’t mind being alone, but then I saw all of the tourists having their pictures taken together, and I began feeling sad. I ended up returning to the train station and spending the rest of the day in the waiting room. Life is no fun without a companion to share it with.

Friendship means having someone I can rely on. Last year, I left my schoolbag on a trolleybus, and I lost all of my notes for the final exam. You can imagine how I panicked. Luckily for me, my best friend Jenny let me copy her notes, and I used them in my revision. Thanks to her help, I was able to pass the exam.

Friendship means being committed to others. The best way to have a friend is to be a friend. Because I am a friend, I have had to learn patience and mercy. Once I had a quarrel with Jenny, and she made some cruel comments about me. Even though I was hurt, I forgave her and she later made an apology. Through this incident, both of us have become better people. However, if I had ended our friendship, we would have both learnt nothing.

In conclusion, when we are old and look back on our lives, what will we remember? Will we remember the things we bought or the places we have been to? No, we will remember those whom we loved and those who loved us.

We will remember our friends.

---

B) You are going to plan and conduct a survey and prepare an oral report to present to your class about attitudes towards friendship. You will be able to start your project after you answer the following questions.

1. What is the primary purpose of your survey?
2. Who will you choose to survey?
3. How will you design your survey?
4. How many questions will you ask?
5. Who will write the survey questions?
6. Who will work out the results?
7. Who will write the report?
8. Who will present the oral report?
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 two letters to an advice columnist?
- reading to understand feelings?
- using the new vocabulary in this unit?
- discussing your ideas about friendship?
- using adjectives to describe personality?
- using the *to* infinitive:
  - as the subject?
  - as the object?
  - as the object complement?
  - as the attributive?
  - as the predicative?
  - as the adverbial?
- using the bare infinitive after certain words and expressions?
- using the verb-*ing* form:
  - as the subject?
  - as the object?
  - after prepositions?
- using the verb-*ing* form or the infinitive after certain verbs?
- writing down the answers?
- using expressions to agree or disagree?
- checking your work?
- giving an oral report?

B  If you are not confident about some of the items above, make an action plan so you can improve on them.
In this unit, you will
- read a debate and two articles on the environment
- listen to a news report and information about desertification
- discuss protecting the environment
- design a poster
- write a report about protecting the environment

Welcome to the unit

A healthy environment is important for our survival. Look at these pictures and discuss the questions below with a partner.

An earthquake
Air pollution
An erupting volcano
Rubbish

1. Look at the pictures above. Which of these problems are caused by nature and which are caused by man?
2. Can you think of other natural disasters that damage the environment?
3. Can you think of other ways in which people damage the environment?
Reading

A Read the following debate quickly and answer these questions.

1 What sides do Ms Lin Shuiqing and Mr Qian Liwei represent?

2 By how many times has the world’s population increased since 1800?

3 According to Mr Qian Liwei, what should be done to factories that pollute the environment?

B Read the opening speeches from a television debate on the environment.

The economy or the environment—must we choose?

TV host: James Long
Speakers: Lin Shuiqing, a spokeswoman from the Green Society
Qian Liwei, a business development consultant

James Long: Good morning. Today’s debate question is, ‘The economy or the environment—must we choose?’ With me are Ms Lin Shuiqing, from the Green Society, and Mr Qian Liwei, a business development consultant. We are following our usual schedule for debates. Ms Lin Shuiqing will speak first for three minutes. Mr Qian Liwei will follow, also for three minutes. Then we will open the floor for discussion. If you have any questions or comments, you can use this time to express them.

Lin Shuiqing: Good morning, everyone. First I am talking to you today about the way vast areas of the world are damaged by chemical waste. Many places have been destroyed and many plants and animals have died. This is awful. Factories produce large numbers of harmful chemicals. The waste they create goes into the atmosphere and makes us sick. Other types of waste flow into our water, killing river and sea life.

Much sea life is being destroyed by fishing boats as well. These boats catch large numbers of fish without giving them time to lay eggs. This will result in a smaller number of fish left for us to eat in the future.

While we damage our environment, we keep producing more and more people who need more land to live on and more food to eat! The world’s population has grown by six times what it was in 1800. The figure is now about 7 billion people!

It is our duty to try to cut back on production and reduce the number of things we make and buy. The amount of rubbish we produce is turning into a big problem; we need to think more about recycling our waste. It would be good to increase the amount of waste we recycle, and teach people ways of living that do not harm the environment. We may even create more jobs and help our country become more developed at the same time.

Thank you.
Qian Liwei: Good morning, ladies and gentlemen. Thank you, Ms Lin. That was an interesting speech. It is clear that you are very concerned about the present situation of our environment. As a business development consultant, I’m often seen as being against the environment. When people think of factories, they think of clouds of dirty smoke or of pipes pouring chemical waste into rivers. They think of greedy businessmen hiding from their responsibilities and only worrying about money. People often have this belief that development is bad for the environment, but this does not have to be true.

What I’m here to say is that having worked with many environmental consultants, I know that a healthy environment and development should be possible at the same time. There are many factories and industries which control the amount of pollution they produce, and are very careful to spend money repairing any damage they cause. The people operating these factories are deeply concerned about the environment. We need to stop thinking of companies and businessmen as the enemy, and give them more credit!

Ms Lin suggested we should cut back on the quantity of things we produce in order to save the environment. I don’t agree with her because then jobs will be lost. I believe that people are more important than fish and trees.

However, I do agree that we should produce more things from materials that have been recycled, and less from raw materials, the supply of which is growing smaller and smaller.

What we need are better laws to preserve the environment and still allow our country to grow. This includes controls on how many trees are cut down and how many fish are caught. This might make wood and seafood more expensive, but paying a higher price for some things is not always bad. Asking around, I find many people willing to pay a little higher price for things that are friendly to the environment.

Finally, those factories which pollute the environment should have to pay higher taxes. If you harm the environment, you should have to pay for it to be repaired.

Thank you for listening.

James Long: Now we will open the floor for discussion ...

Reading strategy: reading a debate

In a debate, one side gets the chance to present their points first. The other side follows and presents theirs. In an actual debate, there is often a discussion after both sides have presented their views.

Speakers in a debate will represent opposite views on the subject being discussed. While reading or listening to a debate, remember that each speaker’s speech is meant to convince you. If the speakers are good, you will find yourself agreeing with both of them. Just keep in mind that you should not make a final decision until you have read or listened to both sides and understood all of the arguments made by each side.
C1. How well did you understand the debate? Read the debate again and answer the following questions.

1. What society does Lin Shuiqing belong to?
2. What does Lin Shuiqing talk about to start her speech?
3. What is happening to large numbers of fish?
4. What does Lin Shuiqing think we should teach people about?
5. In Qian Liwei’s opinion, what belief do people often have?
6. Why does Qian Liwei think production should not be reduced?
7. What does Qian Liwei say we need?
8. What are many people willing to do according to Qian Liwei?

C2. Put the subjects each speaker talks about in the correct order.

Lin Shuiqing
- recycling waste
- chemical waste
- population
- fishing
- water pollution
- production

Qian Liwei
- taxes
- recycling waste
- factories
- production
- laws

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

1. flow (Line 14)  _____  a. money that you have to pay to the government
2. duty (Line 21)  _____  b. (of things like water) move in one direction without stopping
3. production (Line 21)  _____  c. something that you feel you must do
4. greedy (Line 31)  _____  d. a strong feeling that something is true
5. belief (Line 32)  _____  e. the quantity of things produced
6. credit (Line 39)  _____  f. praise because a person did something right or good
7. tax (Line 50)  _____  g. wanting more money or food than you really need
Read the speech by a student who is interested in protecting the environment. Fill in the blanks with the words from the box below.

<table>
<thead>
<tr>
<th>cut back on</th>
<th>consultant</th>
<th>debating</th>
<th>recycled</th>
</tr>
</thead>
<tbody>
<tr>
<td>quantity</td>
<td>operate</td>
<td>willing</td>
<td>raw</td>
</tr>
</tbody>
</table>

My aim in life is to save the environment for future generations. I want to become an environmental (1) ____________ after I graduate. Too many people think that pollution cannot be stopped if we want the country to develop. But that is not true. We can (2) ____________ dangerous and dirty waste from factories. Even though a factory produces a large (3) ____________ of goods, it does not mean that it has to pump a lot of pollution into the environment.

I want to teach people to buy products that have been (4) ____________, as well. This is much better for the environment, because it means we do not need to cut down as many trees. Companies and businesses can still (5) ____________, but the Earth will not have to suffer.

There is no (6) ____________ that we also have a problem with population. The number of people in the world keeps growing, and we are producing more rubbish and using up more (7) ____________ materials. What if they run out? I am confident that if we are all (8) ____________ to work together, we can overcome these challenges and keep the Earth clean and healthy.

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

My dad says he doesn’t mind a little bit of pollution, as long as it means people have jobs. Personally, I agree. What do you think?

I don’t think it has to be a choice. We should be able to have a clean environment and lots of jobs at the same time.

Yes, I do. If companies are careful, they can provide jobs and reduce pollution. Don’t you think that is the best way to solve this problem?

1 Where have you seen pollution? How did it make you feel?
2 What do you think is the biggest danger to our environment today?
3 What can you do to help clean up the environment?
Word power

Discussing the environment

Environmental problems are discussed quite frequently in the news. A whole vocabulary has developed to help us talk about the environment and problems related to it.

A Read this leaflet about a new hotel which is friendly to the environment.

Ecotourists are people who visit an area and do not harm or damage the ecosystem. They are interested in environmental protection. If you are this kind of tourist, you will love Ecoville. We use natural, safe energy from the sun, solar energy, instead of digging up earth to find fuels, such as coal and oil. Nothing in our hotel causes pollution. We even use eco-friendly washing powder to wash your sheets. Don’t have your next holiday in a city full of factories that create harmful waste. Come to Ecoville, where you and the Earth will be safe together.

B When we talk about things that are bad for the environment, many of the words that we use are compound nouns. Use the compound nouns in the box to label the pictures below.

<table>
<thead>
<tr>
<th>clear-cut logging</th>
<th>slash and burn farming</th>
</tr>
</thead>
<tbody>
<tr>
<td>acid rain</td>
<td>global warming</td>
</tr>
</tbody>
</table>

1 ______________________  3 ______________________

2 ______________________  4 ______________________

Ecoville, the perfect holiday destination!

The idea behind our hotel is (1) ____________ protection. It is safe and fun for the whole family, even Mother Earth!

Ecoville was created by Li Zheng, a scientist. He was worried about (2) ____________. He wanted a chance to have a holiday in a beautiful part of the world, but not to cause damage to the (3) ____________ of the area. One night he saw a television show about a village in Africa. The whole village uses (4) ____________ from the sun. No (5) ____________ are burnt in people’s homes. There is no harmful waste from the factories because it is changed back into fuel and used to power the factories.

Mr Li was very excited about this idea, and decided to build Ecoville exactly the same way. Nothing you find in Ecoville causes any harm at all. We built our hotel around the trees—you can relax and be sure that there was no damage done to make space for your room. We even checked to make sure that the materials we used to build were (6) ____________.

So, come and join us, become part of the new generation of tourists, (7) ____________, and spend your next holiday in beautiful Ecoville!

The prefix ‘eco’ comes from Greek and means ‘earth’. It is used in many words to talk about the environment. Write six words that include the prefix ‘eco’. Use your dictionary if you need to.
Grammar and usage

Verb-ing form as an adjective or adverb

The verb-ing form can be used like an adjective or adverb.

1. We can use a verb-ing as:

- **the attributive**
  A verb-ing can appear before a noun. It modifies the noun as an adjective does.
  This is an *amazing* achievement.
  We can sometimes put an adverb before the verb-ing form.
  That was an *extremely interesting* speech.
  We can also use a verb-ing to form a compound with an adverb or a noun.
  The *fast-growing* economy has caused environmental problems.
  A *wood-burning* stove does harm to the environment.
  A verb-ing can appear after a noun to modify it as an attributive clause does.
  It can be changed into an attributive clause.
  The people *operating* these factories are deeply concerned about the environment.
  =
  The people *who operate* these factories are deeply concerned about the environment.

- **the predicative**
  When a verb-ing functions as the predicative of a sentence, it modifies the subject of the sentence like an adjective.
  This damage is *frightening*.

- **the object complement**
  When a verb-ing functions as an object complement, it modifies the object of the sentence like an adjective.
  We all found his argument *convincing* and *interesting*.

- **the adverbial**
  When a verb-ing functions as an adverbial, it modifies the predicate of the sentence.
  They *stood talking* to each other.

2. A verb-ing has a perfect form, e.g., *having worked*.

*Having worked* with many environmental consultants, I know that a healthy environment and development should be possible at the same time.
A

This is a letter to the editor of a newspaper. Complete the letter using the verb-ing form, and then discuss with a partner what function the verb-ing form has in each sentence.

Dear Sir/Madam

(1) ____________ (read) about your newspaper’s decision to start a campaign for protecting the environment, I decided to write you this letter.

The state of our parks is very (2) ____________ (shock), with rubbish everywhere. I used to find a trip to the park very (3) ____________ (relax).

Upon the arrival of spring, beautiful birds would sing happily in the park. I enjoyed this very much. However, now I just find it (4) ____________ (tire), because I have to pick up rubbish where I am going to sit. The grass is covered in plastic bags and food. I am sad that the young people of today do not clean up after themselves before they leave the park. There are so many (5) ____________ (interest) animals and insects (6) ____________ (live) in our parks. It would be a shame if they were destroyed because of people’s activities there.

Yours

Wang Qiang

B

Read this news report and fill in the blanks with the words from the box below.

following keeping exciting
walking moving falling

(1) ____________ News for Animal Lovers!

Two people were arrested yesterday at a Paris airport for bringing animals into Europe from South America illegally. One customs officer saw a woman (2) ____________ in front of a group. Then he saw feathers (3) ____________ from under her coat. Having seen this, the customs officer asked the woman to come over to his desk. He was surprised to find ten birds inside her coat. There was a short, fat gentleman (4) ____________ her. Another customs officer called him over when it seemed he had a (5) ____________ stomach. On taking off his jacket, they found a tortoise. He had travelled on the plane like this, (6) ____________ the tortoise hidden in a blanket.
Verb-\textit{ing} phrases

A verb-\textit{ing} phrase is a verb-\textit{ing} plus an object and/or adverbial after it.

1. Verb-\textit{ing} phrases can express:
   - **time**
     - *Asking around*, I find many people willing to pay a little higher price for things that are friendly to the environment. =
     - When I ask around, I find many people willing to pay a little higher price for things that are friendly to the environment.

     *Having observed the problem for many years*, he announced that we are now facing the biggest environmental problem of our time. =
     - After he had observed the problem for many years, he announced that we are now facing the biggest environmental problem of our time.
   - **reason**
     - We are making bigger holes in the nets, *hoping to avoid catching fish that are not fully grown*. =
     - We are making bigger holes in the nets, because we hope to avoid catching fish that are not fully grown.
   - **result**
     - The factory keeps giving off smoke, *making the air dirty*. =
     - The factory keeps giving off smoke. As a result, the air is made dirty.
   - **condition**
     - *Preparing fully*, we can achieve great things. =
     - If we prepare fully, we can achieve great things.

2. We can also use the pattern conjunction + verb-\textit{ing} to express time. The common conjunctions are *when, whenever, while, once* and *until*.
   - We have to consider the need for environmental protection *when developing* the economy.

3. The understood subject of a verb-\textit{ing} clause is usually the same as the subject of the main clause.
   - He travelled on the plane like this, *keeping the tortoise hidden in a blanket*. =
   - When he travelled on the plane like this, he kept the tortoise hidden in a blanket.

4. We put *not* before the verb-\textit{ing} to create its negative form.
   - He sat there, *not knowing* what to say.
Read this conversation and change the highlighted sentences into verb-ing clauses.

James Long: Well, (1) after listening carefully to you two, I'm not sure which of you is right.

Qian Liwei: (2) When I look back, I find I didn't like some of the questions the audience asked though. It was as if people were not listening.

Lin Shuiqing: I think the audience was interested in what you said. I liked it when you told that joke. I heard the audience laughing. I think they really liked you after that. (3) When I heard what you said about the environment and the economy needing to work together more, I was very impressed.

Qian Liwei: I certainly think we need to use our raw materials in the best possible way; otherwise, they will be soon used up. We also need to clean up the mess we made in the past. I like the idea of making factories that pollute pay taxes.

Lin Shuiqing: Also, you are right about many businessmen trying to protect the environment and build the economy at the same time. (4) You made that powerful statement. As a result, you impressed the audience. They clapped so hard.

Qian Liwei: Many people think that economic development and environmental protection conflict with each other. That impression needs to be changed and (5) after I talked to you today, I think we should work on some projects together.

Lin Shuiqing: Good idea.
Task  Designing a poster
Skills building 1: reading for information

When we read for information, we look for specific information that we need. We read different materials to find different types of information. We often scan the text while looking for the specific information that we require.

A  In pairs, think of reasons why you might want to read the following.

1  a newspaper
   a _____________________________
   b _____________________________

2  a plane ticket
   a _____________________________
   b _____________________________

3  a magazine
   a _____________________________
   b _____________________________

4  a website
   a _____________________________
   b _____________________________

5  a bus timetable
   a _____________________________
   b _____________________________

6  an advertisement
   a _____________________________
   b _____________________________

B  Read the following from a newspaper and underline the information which answers the questions that follow.

Cinema times:
*Avatar* 13.00  17.20
*This Is It* 14.30  18.00
*2012* 16.45  20.15

With the opening of the city’s Modern Art Museum, hundreds of people queued up to be among the first to view modern paintings.

According to Zhao Lin, Director of the museum, a queue of more than three hundred people had formed up to an hour before the museum was set to open. Mr Zhao reported the museum was visited by over 10,000 people on its opening day. ‘Many of them were young people, with teachers on class trips.’ Museum officials said they had not expected that so many visitors were rather

1  At what time can you see *This Is It*?
2  What is the weather like in Hangzhou?
3  What has just opened?
4  How many people went to the opening?
Step 1: reading a scientific article

A  Your Science teacher has asked you to read the following article about desertification. Read it and underline all of the solutions to desertification.

Desertification—a growing problem!

Desertification, the name for what happens when land that can be used to grow crops turns into desert, is a growing world problem. The United Nations and its member countries are working hard to fight desertification.

China has taken many steps to stop the process of desertification, including encouraging farmers to build fences (which stop wind from blowing the soil away), and providing money for people in dry areas to plant more trees and bushes. This is one of the cheapest and best ways of decreasing desertification. At the moment, China is planting a ‘Green Wall’ of plants and bushes in the north-east part of the country that could grow even longer than the Great Wall. China is also spending money trying to find and drill for underground water.

The China National Desertification Monitoring Centre (CNDMC) was set up in 1996 to do research into the problem of desertification. The centre has over 300 scientists devoted to finding measures that will stop desertification. However, scientific research is not the only way to help. There are many things that everyone can do to help stop desertification. These include better administration of areas that are likely to turn into desert, and training people in how to use water without wasting it. There are also things that can be done at a national or international level, such as sharing information between countries and using satellites to pick out areas likely to be affected by desertification.

B  Your teacher has asked you to include a list of three things students can do to help stop desertification in your poster. Work in groups and write your answers in the space below.

1

2

3
Skills building 2: listening and drawing conclusions

When you draw conclusions, you think about a situation and the information you have, and try to decide what it means. Sometimes all the information you need about a subject is not included in what you hear. This is when you must draw a conclusion. For example:

If you hear

‘Yet another tall building has been built in Shanghai.’

you can conclude that

there are already some tall buildings in Shanghai.

If you hear this dialogue

**Man:** The train is going to be late today.

**Woman:** I’m **not** surprised.

you can conclude that

the train is often late.

A  Read these short descriptions from news reports and draw a conclusion about what kind of disaster occurred in each situation.

<table>
<thead>
<tr>
<th>earthquake</th>
<th>typhoon</th>
<th>flood</th>
<th>fire</th>
</tr>
</thead>
</table>

1. It had been raining for ten days and then the river went over its banks and water was everywhere. The field that we had just planted with rice was covered with water. __________
2. The house just went up in flames. We could not stop it from burning down. __________
3. One minute I was standing and the next I had fallen on the ground. The ground was moving all around me. Several cars fell into big holes in the roads. I was really frightened. I am lucky to be alive. __________
4. The wind was very strong and the rain just poured down. Many shop windows were broken. __________

B  Listen to a news report. Tick (✓) the boxes of the conclusions that can be drawn from it.

1. The fires have been burning for quite some time. [ ]
2. Many people have lost their homes. [ ]
3. The police believe people in Los Angeles started the fires. [ ]
4. The reporter thinks it is very sad that old trees will be burnt. [ ]
5. The fire department has given up hope of stopping the fires. [ ]
Step 2: listening to a lecture

A

Listen to your teacher’s lecture to learn more about desertification.

1. How many people are affected by desertification every year?
   ____________________________________________

2. Where does it happen?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. How are the people living in desert areas affected by it?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. Why does it happen?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

5. Who should be concerned?
   ____________________________________________

B

Check your understanding of what you have just heard. Read the following statements and match them with the conclusions that can be drawn from them.

1. Your teacher wants you to help educate people about desertification.
   ____ a. The ending -ification means a process.

2. A desert is an area of dry land. Desertification happens when land turns into desert.
   ____ b. One way to stop desertification is to allow the land a chance to rest.

3. People plant things without giving the land a chance to rest.
   ____ c. Some people become ill after breathing this air.

4. The wind carries sand from the deserts to the cities, causing air pollution.
   ____ d. Many people round the world do not know about desertification.
Skills building 3: presenting your point of view

When you present your point of view, you usually want people to accept your ideas. There are certain things you can do to make what you say more polite so that people will be more likely to agree with you.

- You can use these expressions to help you introduce your point of view:
  I think/believe that ...
  From my point of view it seems that ...
  It seems to me that ...
  Personally, I agree/disagree because ...

- You can use these expressions to explain your point of view:
  because ...
  as a result of ...
  due to ...

A  Match the beginning of each sentence in the left-hand column with an appropriate ending in the right-hand column. Write the correct letters in the blanks.

1  I believe that things cost more in cities ______ a  students are being given more homework.
2  As a result of last year’s poor test scores, ______ b  because I think she has the right idea.
3  This winter has been very cold; ______ c  because people earn more money.
4  Personally, I agree with Wei Li ______ d  therefore I have worn my heavy coat every day.
5  I disagree with that low score ______ e  we will all get into trouble.
6  It seems to me that due to his mistake ______ f  because I think I got most of the answers right.

B  Discuss this list of things people can do to help the environment. Rank them in the order from the most important (1) to the least important (8).

Turn off the water when you are brushing your teeth. ______
Recycle paper and glass. ______
Use the underground or buses instead of cars. ______
Walk or ride a bike everywhere. ______
Turn off the lights when you leave a room. ______
Take a bag with you when you go shopping. ______
Get something repaired rather than buy a new one. ______
Use both sides of a piece of paper. ______
Step 3: designing a poster

A. Here are the opinions of several experts on desertification. Discuss which one you agree with and which one your group plans to focus your poster on.

- Desertification is caused by people cutting down trees and digging up bushes.
- We need to learn how to use water better. If we are careful, we'll have enough water for people, animals and plants and then no deserts will form.
- People should not keep on planting things on the same piece of land. The land needs a rest!
- Farmers should stop letting their animals eat all the grass. If there is no grass, a desert will form.
- Deserts form naturally. We should not worry about desertification. It will fix itself.
- We must stop building factories. They pollute the water and all the plants die. Then the land turns into desert.
- Out-of-date farming methods cause desertification.

B. You have decided to focus on the following topics in your poster. Discuss the questions below with your group.

1. How can desertification be prevented?
2. Can a desert be turned back into land that can be used for farms and forests?
3. Is desertification a worldwide problem?
4. Why is it important to fight desertification?
5. What progress has been made in fighting desertification so far?
6. Can young people do anything to help fight this problem?

C. Discuss the content and format of your poster with your group.

- Title
- Content
- Pictures/format
Project  Writing a report

Just like most other countries, China faces serious environmental problems. Yet, people within China are doing their part to solve these problems and give China a greener future. What is being done to help the environment in China, and what can you personally do to help?

Read the following two articles before you write your report.

Protecting the Yangtze River

As the third longest river in the world, the health of the Yangtze River has raised concern both in China and abroad. Rapid development and an increase in population have meant that the amount of water taken from the river is rising, and that the waste being put back into the river has been increasing. This is not good news for the people who rely on the Yangtze River for water. Nor is it good news for the wide range of fish and wildlife that live in or along the river.

Many people have recognized the importance of protecting the Yangtze River, and organizations and projects have been set up to deal with the problem. The Green River Organization, for example, educates people on the importance of protecting this great river. It also watches the river and stops the illegal hunting of animals, which has put the wild animal population in danger.

Two special government projects are also under way. The first project, a water and soil conservation project, was set up in 1989. This project resulted in farmers replacing their crops with trees or grass. It has already been a success because it has helped improve the local environment and the land around the river.

The second project includes nature reserves for white-flag dolphins, one of the rarest animals in the world. The number of white-flag dolphins in China has dropped because of pollution in the Yangtze River. The white-flag dolphin was last seen several years ago, though scientists are still hopeful that the animal has survived.

We still have a long way to go to solve all the problems in regard to the Yangtze River. However, people have finally realized that it is their responsibility to protect this great river. Because of this, the situation on the Yangtze River is improving. The efforts of the Chinese government and people to protect this much-loved river will be appreciated for years to come.
Climate change and a low-carbon life

There is no doubt that the world climate has been changing in recent years. Many people blame this change on gases such as carbon dioxide. Animals and humans produce carbon dioxide when they breathe. However, many other human activities also let off carbon gases. Anytime something is burnt, carbon is put into the atmosphere. Cars and other vehicles burn petrol in their engines, and electrical power plants most often burn fuels such as coal and oil in order to produce electricity. Therefore, the more petrol and electricity we consume, the more carbon we are letting off.

One thing we can all do to help solve this problem is to walk or use a bicycle when possible. Although we produce carbon when we breathe, the carbon we produce is much less than that produced by a car. Of course, there are times when we need to travel long distances. In this case, public transport such as buses and the underground is always a much better choice than a private car or a taxi. If you must drive a car, it is never good to travel alone—you should try to find other people to travel with you.

At home, you should use as little energy as possible. Turn off the lights and anything else electrical when not in use. Since factories use a lot of energy and also let off carbon gases, it is important to recycle as much as possible. In particular, metal products and paper products require a lot of energy to produce, so you should find ways to use these again without throwing them away.

Last but not least, you can plant a tree, because trees absorb the carbon dioxide in the air to produce oxygen. Planting a small tree is cheap and easy, and two decades from now, when you look at what will have become a large tree, you will find a sense of satisfaction knowing that you did your part to help solve the problem of climate change.

Write a report about things China is doing to protect the environment. You will be able to start your project after you answer the following questions.

1. What do you think are the biggest problems with China’s environment?
2. What is the Chinese government doing to protect the environment?
3. What topic will you choose for your report?
4. Who will do the research for the report?
5. How many parts will the report have, and what should each part contain?
6. Who will write the outline of the report?
7. Who will write each part of the report?
8. Who will present the report to the class?
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 debate on the environment?
- reading a debate?
- using the new vocabulary in this unit?
- understanding vocabulary about the environment?
- discussing your ideas about environmental protection?
- using the verb-\textit{ing} form:
  - as the attributive?
  - as the predicative?
  - as the object complement?
  - as the adverbial?
  - in its perfect form?
- using verb-\textit{ing} phrases:
  - to express time?
  - to express reason?
  - to express result?
  - to express condition?
- using verb-\textit{ing} with \textit{not} to create a negative form?
- reading for information?
- listening and drawing conclusions?
- presenting your point of view?
- writing a report?

\[\frac{\_\_\_\_}{95} \rightarrow \_\_\_\%\]

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

Science is developing faster than we can even think about it. Cloning is one of the more forward-looking technologies. Look at the following pictures and discuss the questions below with your partner.

1. What do you know about cloning?
2. What other cloned animals do you know about?
3. Do you think it would be a good idea to clone humans some day? Why or why not?
The perfect copy

Scientists have announced that they have cloned the first human embryo. This has caused much debate round the world. On the one hand, some scientists point out that if you clone an embryo, you can produce valuable human tissues—such as bone or lung tissue—that could be used to save human lives. On the other hand, many people, including some scientists, disagree and are afraid that, if mankind toys with nature in this way, we may be on our way to producing a real-life Frankenstein’s monster.

Cloning is producing an exact copy of a plant or an animal using its cells. The first mammal to be cloned successfully from an adult cell was Dolly the sheep. She was born in 1996 and died in early 2003, at a much younger age than normal. When she was born, many people were worried that cloning would lead to more diseases in the animal world. However, in general the scientists were praised for their wonderful scientific advance.

Ian Wilmut, the Scottish scientist who created Dolly, is shocked that some scientists are now considering cloning human beings. Although he researches cloning, his intention has never been to create copies of humans. Instead, he thinks research efforts should concentrate on creating new tissues and organs that can be used to cure diseases like cancer. However, some people believe that cloning human embryos with the intention of destroying them shows no respect for human life.

Even though human cloning is causing a lot of anxiety, it is good news for Faye Wilson, a 41-year-old saleswoman who cannot have a baby. ‘I am anxious to have a child of my own,’ she says. ‘I don’t want to adopt someone else’s child—if I had the chance, I would have a cloned baby right now.’

While cloning human embryos is not legal in many countries, some scientists are already pushing ahead with research in order to produce a cloned human baby. Severino Antinori, an Italian physician, has declared that he wants to be the first to clone a human being.

In China, scientists have focused their efforts on cloning animals, as well as cloned tissues to be used in medical treatment. China has succeeded in producing clones of cows and goats, and continues to research ways in which cloning can benefit mankind.
Dear Editor

I believe that human cloning is wrong. If we toy with nature, we will have to deal with the consequences. Who knows what could happen? Human life would just become a crop to be harvested or a product for sale.

The human race is using up the Earth’s natural wealth. We should be having fewer babies in order to reduce the Earth’s population, not cloning more.

I feel sorry for the lady who cannot have a baby, but I would like to point out that there are many children in the world with no parents who would be delighted to have a mother.

Pauline Carter

---

Dear Editor

I would like to comment on your article, ‘The perfect copy’. I think the scientific advances mentioned in your article are fantastic! I am in complete agreement with human cloning. After all, scientists have been challenging moral ideas for centuries. Why should we stop them now?

On a personal note, cloning would totally transform my life. Seven years ago, my 10-year-old daughter died of heart failure. She was beautiful, cheerful and bright. I miss her every single day. If I had the chance, I would clone her immediately so that I could be with her again.

Colin Jake

---

**Reading strategy: understanding scientific terms**

When reading articles about science, we often come across difficult scientific terms. We have to work out their meanings in order to understand the text as a whole. Begin by reading the first and last paragraphs for an idea of what the article is about. Then, scan the body of the article. Circle any words you do not know. Question things that you do not understand or that do not appear to make sense. Finally, read through the article a few times. You will often be amazed to discover that what confused you at first makes sense upon further readings.
C1. Read the sentences below and decide which ones are true (T) and which ones are false (F). Circle your answers.

1. People all over the world are happy about the idea of cloning human beings.  
   T / F

2. Dolly, the first cloned mammal, was just the same as other sheep.  
   T / F

3. According to the article, the scientist who created Dolly does not agree with cloning human beings.  
   T / F

4. Cloning can be used to cure diseases because it can produce new tissues.  
   T / F

5. Cloning human beings is illegal in many countries, so no scientists want to clone human beings.  
   T / F

6. Both Colin Jake and Pauline Carter are against cloning humans.  
   T / F

C2. Find the reasons why people are for or against human cloning in the article and letters. Write them in the table below.

<table>
<thead>
<tr>
<th>For human cloning</th>
<th>Against human cloning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. produce valuable tissues and organs that could be used to save human lives</td>
<td>1. human life becomes a crop to be harvested or a product for sale</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

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

1. tissue (Line 4)  
   a. completely change something so that it is better

2. intention (Line 16)  
   b. become the parent(s) of somebody else’s child

3. anxiety (Line 21)  
   c. the result of something that has happened

4. adopt (Line 23)  
   d. the material that makes up different parts of the body

5. consequence (Line 35)  
   e. cut and gather a crop

6. harvest (Line 36)  
   f. the state of feeling nervous and worried

7. transform (Line 48)  
   g. what someone plans to do
A reader has written a letter to the editor of the newspaper in response to the article on cloning. Help him complete the letter with the words from the box below.

pushing ahead with  
physician  
toy with  
after all  
real-life  
exact  
legal  
cell

Dear Editor

As a (1) _____________, I read your article about human cloning with great interest. I first heard of cloning animals from a single (2) _____________ when I went to a lecture about Dolly the sheep. Dolly was cloned in 1996, in Britain. At the time, I thought that the whole concept of cloning was not moral. If we (3) _____________ life, we might create problems. Who gave us the right to do this? And, what are the consequences of our actions?

It seems that I was correct to have doubts about (4) _____________ cloning. (5) _____________, even though Dolly looked the same as a normal sheep, she was not healthy and died young, and no one knows the (6) _____________ reason for this. The idea behind cloning sounds good, but there are many (7) _____________ problems with it. For this reason, I also don’t accept the idea of cloning humans—mankind is not ready for this.

I believe that we need strict laws to make it a crime to do human cloning. The work of that Italian fellow, Severino Antinori, should not be (8) _____________ . If I were the President of Italy, I would think about taking away his licence.

Yours truly

Wang Lin

Do you think human beings should be cloned? Work in pairs. Discuss the questions below with your partner. Use the following conversation as an example.

I think we should clone humans. Imagine how happy parents who have lost their children would feel if they could see them again.

I’m not sure whether that is right. I think cloning humans should be made illegal. It’s totally against nature.

1  Do you think governments should pass laws to make human cloning illegal? Why or why not?
2  If you had a cloned brother or sister who looked exactly like you, how would you feel?
# Word power

## Prefixes and suffixes

Sometimes you can guess what a word means by looking at its prefix or suffix. Cover the right-hand column of each table. Look at the examples and work out the meanings.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>anti-smoking</td>
<td>against, opposed to</td>
</tr>
<tr>
<td>dis-</td>
<td>disappear</td>
<td>not, opposite of</td>
</tr>
<tr>
<td>in-</td>
<td>incorrect</td>
<td>not, without</td>
</tr>
<tr>
<td>il-</td>
<td>illegal</td>
<td></td>
</tr>
<tr>
<td>im-</td>
<td>immoral</td>
<td></td>
</tr>
<tr>
<td>ir-</td>
<td>irresponsible</td>
<td></td>
</tr>
<tr>
<td>pre-</td>
<td>preview</td>
<td>early, before</td>
</tr>
<tr>
<td>re-</td>
<td>reconsider</td>
<td>again</td>
</tr>
<tr>
<td>un-</td>
<td>uncertain</td>
<td>not, opposite of</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able</td>
<td>comfortable</td>
<td>worthy of, able to be</td>
</tr>
<tr>
<td>-ful</td>
<td>cheerful</td>
<td>full of, characterized by</td>
</tr>
<tr>
<td>-ist</td>
<td>scientist</td>
<td>someone who does something</td>
</tr>
<tr>
<td>-less</td>
<td>hopeless</td>
<td>without</td>
</tr>
<tr>
<td>-ment</td>
<td>agreement</td>
<td>indicating a state or condition</td>
</tr>
<tr>
<td>-ness</td>
<td>dryness</td>
<td>indicating a quality or state</td>
</tr>
</tbody>
</table>

What do you think about cloning human beings? Complete what a scientist is saying. Use the words from the box below.

<table>
<thead>
<tr>
<th>irresponsible</th>
<th>illegal</th>
<th>harmful</th>
<th>uncertain</th>
<th>disrespect</th>
</tr>
</thead>
</table>

I am strongly against cloning humans. I think it is (1) ____________ for us to do that. People who want to clone human beings show their (2) ____________ for nature. They are hardly aware of the (3) ____________ effects of cloning humans. It is (4) ____________ what a cloned human being would be like. It could turn out to be a monster! In my opinion, tight laws should be put in place to make cloning human beings (5) ____________.
Organs of the body

Human beings have one of the most complex bodies in the animal world. The human body is a single unit but it is made up of many small parts. It is important to know the names of the major organs of the body.

A. An organ is a part of the body that has a special job to do. The following pictures show some of the major organs of the human body.

B. Do you know how your body works? Read the following passage and complete it using the names of the organs above.

Think of the body like a school. At the top of the school is the headmaster, known as the (1) ___________. This is the organ that controls the rest of the organs, just like the headmaster controls the school. After this comes the (2) ___________. It is like a teacher. This organ pumps the blood around the body so it can run well. This is similar to the knowledge a teacher gives to students. Next is the (3) ___________, which is the only one that can regrow itself. It helps to clean the blood. This is like the knowledge students get from teachers. Students always grow with newly found knowledge. The (4) ___________ are the organs that use the oxygen we breathe. Think of the oxygen as the life we lead at school. The (5) ___________ is very useful as it stores the food we eat until we can digest it properly. This is similar to the learning process. We store the information for later revision, so this organ is like our notebook. The (6) ___________ are the organs that remove waste products from the blood and produce urine. They are like the cleaners, repairmen and security guards who look after our school. Now you can see how similar our school life is to our body and we can look after them both.


**Grammar and usage**

**Verb-ed form**

The verb-*ed* form can be used like an adjective or an adverb in a sentence. It can be used as:

- **the attributive**
  A verb-*ed* can appear before a noun. It modifies the noun like an adjective. It can be changed into an attributive clause.

  If I had the chance, I would have a cloned baby. =
  If I had the chance, I would have a baby who is cloned.

  Usually, a verb-*ed* before a noun expresses a passive meaning. However, it can express a past meaning, such as escaped, retired and fallen. Compare the following phrases:

  **Passive:** the highly praised scientist (The scientist has been highly praised.)
  **Past:** the retired scientist (The scientist has retired.)

  We can sometimes put an adverb before the verb-*ed*.

  well-trained teachers

  A verb-*ed* can appear after a noun to modify the noun like an attributive clause does.

  I think the scientific advances mentioned in your article are interesting. =
  I think the scientific advances that are mentioned in your article are interesting.

- **the predicative**
  When a verb-*ed* functions as the predicative of a sentence, it modifies the subject of the sentence like an adjective.

  My grandfather was delighted to hear I had passed my exams. (a delighted grandfather)

- **the object complement**
  When a verb-*ed* functions as an object complement, it modifies the object of the sentence like an adjective.

  After the accident, they found the front windows broken. (broken windows)

- **the adverbial**
  When a verb-*ed* functions as an adverbial, it modifies the verb in the sentence.

  She lay trapped under the building for three days. (She lay there and was trapped.)
A  Read the following article. Complete it with the words from the box below.

<table>
<thead>
<tr>
<th>excited</th>
<th>bored</th>
<th>interested</th>
<th>disappointed</th>
<th>puzzled</th>
</tr>
</thead>
</table>

The job of a scientist is to find out the truth in the field of science. It is a challenging profession. Scientists usually have to do thousands of experiments in order to prove something. Although they are often (1) _________ if they fail, most of them never give up. My neighbour is a scientist. He studies radiation. He is always working in his lab, trying to figure out all the mysteries that make him (2) _________. When I met him the other day, he had just come back from work. He told me he had had a breakthrough. He sounded so (3) _________. Then I noticed that he was wearing shoes that did not match. He must have been working too hard to notice! I think it’s good to do a job that you are (4) _________ in. Otherwise you will get (5) ________ easily.

B  Read what an animal lover and a scientist have to say about animal cloning. Rewrite the highlighted sentences using the verb-ed form.

If my pet dies, I won’t clone it. It’s not worth it. Even if the cloned pet looks the same as the original one, it won’t behave in the same way. Besides, it won’t remember me. (1) I think cloning done by scientists is dangerous. (2) The problems that are created by cloning will soon become clear. I think we should be cautious and use good judgement when making decisions about cloning. (3) We don’t want beasts that are produced by scientists to replace us one day.

Cloning pets is a great idea. Families with pets often become upset when their pets die. With cloning, if your pet dies, you can have a new one that looks the same as the original pet. (4) The technology that is used is amazing. (5) The only thing that is needed is a cell from your old pet. We will help you clone your pet! Though it costs some money, you will certainly agree it’s worth it!
Verb-*ed* phrases

A verb-*ed* phrase is a verb-*ed* followed by an object and/or adverbial.

1 Verb-*ed* phrases can express:
   
   - time
     
     *Asked why he was against cloning humans*, the scientist explained that it might lead to disaster. =
     
     *When he was asked why he was against cloning humans*, the scientist explained that it might lead to disaster.
   
   - reason
     
     *Shocked by the article*, the woman wrote a letter to the newspaper. =
     
     The woman wrote a letter to the newspaper because she was shocked by the article.
   
   - condition
     
     *Treated with electricity*, the cell tissue will divide into several parts. =
     
     If it is treated with electricity, the cell tissue will divide into several parts.

2 A verb-*ed* form has an understood subject. The understood subject is usually the same as the subject of the main clause.

   - *the scientist* who was asked why he was against cloning humans
   - *the woman* who was shocked by the article
   - *the cell tissue* which is treated with electricity

   All of these subjects are the same as those in the main clauses.

Verb-*ing* and verb-*ed* used as adjectives

1 We use verb-*ing* forms to describe someone/something that causes certain feelings. They are usually active in meaning.

   *I noticed an amazing distinction between the copy and the original.*

   Some people find it *exciting* that they could make copies of themselves in the future.

2 We use verb-*ed* forms to say how we feel about someone/something. They are usually passive in meaning as they describe how someone/something is affected by an action.

   *I was surprised* to learn that they had copied a human cell.

   *The boy was more frightened* than *hurt*. 
A  Rewrite the following sentences, using verb-ed phrases.

1  He didn’t dare walk too close, because he was frightened by the tiger.
   _______________________________________________________________________
   Frightened by the tiger, he didn’t dare walk too close.

2  Rose did well at school because she was encouraged by her teachers.
   _______________________________________________________________________

3  The child wrote more poems, because he was inspired by his grandfather.
   _______________________________________________________________________

4  The dog is bored with the game. He will not play it any more.
   _______________________________________________________________________

B  Linda is talking with her father. Use the correct form of the verb to fill in each blank.

Hi, Linda, you look (1) __________ (tire).
   _______________________________________________________________________
   Yes, Dad. I’m totally (2) __________ (burn) out.

Why? What have you been doing?

That’s (4) __________ (disappoint). I think you’ll be (5) __________ (please) when it’s finished.

I’ve been doing my homework all day. I’m getting very (3) __________ (bore) with it.

But I still have plenty of work to do. School is too (6) __________ (challenge).

When do you think you will finish your homework?

Don’t worry. Just think of how (7) __________ (relax) you’ll be when it’s finished.

In about two hours, I think.
Task  Writing a formal letter

Skills building 1: changing or correcting a text

We are often asked to do things like filling in a form or taking down telephone numbers, names and addresses. When information is passed between people, it often contains mistakes. Such information must be checked and corrected. For example:

1. You may have to correct grammar errors and spelling mistakes.
2. You may have to make changes to the information in the text.
3. You may need to change the style of the text.

Remember to:

1. read the questions or instructions carefully
2. listen closely when spellings are given
3. pay attention to expressions that introduce contrary ideas, such as:
   - No, I don’t think so.
   - That’s not right.
   - Are you sure?
   - But I think it should be ...

Two students have just completed a project about height-increasing operations. Listen to the conversation between them and correct the notes below.

Notes about height-increasing operations

1. Legs can be made up to 8 cm longer.
2. The new bone is not as strong as before.
3. A 45-year-old man died after trying to grow by 6 cm.
4. Patients cannot do any exercise for three years.
5. It takes 14 months to increase your height by 12 cm.
6. Age of patients: 16 to 55.
7. 5% of operations are not successful.
8. Costs 185,000 yuan.
Step 1: confirming information

A student representative is speaking to a scientist who is giving a talk at your school on food from cloned plants and animals. Listen to the conversation and check the notes below.

Notes

1. A clone is not an exact copy of another plant or animal; it is the same plant or animal.
2. Twins are clones of each other, and are the same creature or plant.
3. You can clone a deaf person and bring him or her back to life.
4. You'll probably never eat any food from cloned plants.
5. Cloning does not occur in nature.
6. Many of the grapes, tomatoes and bananas in the supermarket come from plants that had been cloned in this way.
7. Cloning can really help us in farm construction, so that we can feed more people with cheaper and better food.
8. We can clone a cow so that it will produce high-quality milk.

B After the talk, you and your friend discussed cloned food. You found out that she had misunderstood many things about it. Circle T for true or F for false.

1. Cloning is dangerous in most cases. T / F
2. Nearly all plants spread by making clones of themselves. T / F
3. Farmers have been making clones for centuries. T / F
4. Scientists only clone plants that grow in poor soil. T / F
5. Clones can be better in quality than the plants or animals they were cloned from. T / F
Skills building 2: conducting a discussion

You are often asked your opinions on many things, such as: Who is your favourite movie star or singer? What answers did you get for the homework? In a discussion, you not only give information but also ask others to give you information. Here are some examples of expressions you can use to ask for the opinions of others and to express your opinions.

Useful expressions

• Asking for people’s opinions
  What do you think?
  What are your thoughts on this topic?
  Don’t you think so?
  Do you agree?
  Do you feel the same about …?
  Is that your opinion too?

• Introducing new ideas into the discussion
  Another argument is that …
  Another way of looking at it is …
  Don’t forget …
  But what about …?
  On the other hand, …
  Have you thought about …?
  We can also …

Step 2: collecting more information

You are going to interview another scientist about food from cloned plants or animals. Add a sixth section. Then write some questions next to the sections.

Interview form

1. Safety of food from cloned plants or animals
2. Possible side effects
3. Taste compared with normal food
4. Cost
5. Need for government control
6.
Work in pairs. Student 1 is the student representative and Student 2 is the scientist. Take turns to ask and answer the questions.

Representative: Ask the scientist the questions from Part A, and write down the answers.

Scientist: Answer the questions using the vocabulary below and any other vocabulary you know.

**Vocabulary**

1. dangerous / no one knows yet / still not very safe / quite safe / very safe / as safe as normal food
2. causes weight gain or loss / healthy / no side effects
3. just the same / not as delicious / more delicious
4. cheaper / more expensive / same as normal food
5. need strict control / no need for control / same as normal food / should be forbidden

Another student is asking the student representative about what the scientist (from Part B) said about food from cloned plants or animals. Take turns to ask and answer the questions below.

**Questions**

1. Does he/she think that food from cloned plants or animals is safe?
2. Does he/she think that this kind of food has any side effects?
3. Does he/she think that this food tastes the same as normal food?
4. What does he/she think about the cost of food from cloned plants or animals?
5. Does he/she think that this kind of food should be controlled by the government?
6. What other questions did you ask him/her?

You have decided to gather more opinions on food from cloned plants or animals. Discuss your opinions in small groups.

You may want to mention some of the following points:
- compared with normal food
- scientific study
- quality control
- freedom of choice for customers
Skills building 3: writing a formal letter

1 When you write a formal letter, there is some information which you should include:
   - **your address**—this usually goes in the top right corner
   - **the date**—this can go on the right or the left, after your address
   - **receiver’s name, job title** (if you know it) and **address**—these are on the left side, below the date
   - **formal greeting** (name/title)
   - **formal ending**
   - **your name** and **signature**

2 Here is how you can start or end a letter:

   **Useful expressions to start a letter:**
   - With reference to ...
   - Thank you for your ...
   - In reply to ...
   - I am writing to inform you ...

   **Useful expressions to end a letter:**
   - I would be grateful if you could ...
   - I hope you would ...
   - I look forward to hearing from you soon.
   - If you require any further information ...

---

Below is a formal letter. Read it and label the parts with the words in Point 1 above.

Mr Frank Brown  
Public Relations Manager  
Safety Laboratories  
305 Queens Drive  
Liverpool

101 High Street  
London  
1 May 2011

Dear Mr Brown

I am writing about your plans to start cloning human beings in the UK. I believe this technology is horrible and must be stopped immediately.

I understand that other countries have already begun trying to clone human beings, but this does not mean that we should follow in their footsteps. I am sure that if you conducted a survey among UK citizens, it would show that the majority of people would not support this type of scientific research.

In summary, I insist that you take the opinions of the people of the UK into consideration, and end this practice immediately.

Yours sincerely

Jim Davidson

Jim Davidson
Step 3: writing a letter to a supermarket

A You want to write a letter to your local supermarket to ask them whether they plan to sell food from cloned animals. Below are two articles about the subject. Underline all the advantages and disadvantages so you can tell the supermarket about them.

The taste of things to come

Cloning animals for food production is necessary because we need to raise both the quality and quantity of our food supply to solve the problem of world hunger. Some animals produce more and better meat than other animals. Cloning allows us to keep alive the good qualities of these animals. Since only the best animals are cloned, cloned animals produce tastier meat that offers better nutrition than the meat of ordinary animals. Through cloning, we can thus make sure that we will have a reliable supply of high-quality food for years to come.

It can only bring trouble

The cloning of animals for food must be stopped. Many people assume that a clone is an exact copy of another animal. This simply is not accurate—there are differences. For example, cloned animals are not very healthy—they nearly always live brief, painful lives compared with ordinary animals.

Milk from a cloned cow is not the same as the milk from the actual cow the clone was made from. No one can yet explain these differences. Therefore, we cannot confirm that food from cloned animals is really safe for humans to eat.

B Write a formal letter to a supermarket. Use the information on the previous pages and the information above to help you.

You may want to mention:
- your opinions about food from cloned animals
- the advantages and disadvantages of food from cloned animals
- any concerns your group brought up in Part D of Step 2
- what you think the supermarket should do
**Project  Having a debate**

Having a debate will be a good way of practising English. If you are able to express and support your opinions, then you will know your English is improving.

1. Read the following two articles about man and nature. After reading them, you will form some opinions. These will help you outline your debate.

**Man and nature**

For a long time, our environment has been damaged because humans have been careless. People have harmed nature through agriculture, fishing, hunting and tourism. We further damage the Earth by building new channels in the sea and factories on the land, and by creating pollution with chemical waste. We will some day destroy the planet we live on if we continue in this way.

However, if we focus only on conservation, then people may suffer. Not everything that is best for nature is good for people. Would anyone say that development should be stopped in favour of nature? From the point of view of some people, we are only doing what humans have always done, using nature to meet our own needs. Other people argue that such thinking may cause a catastrophe, unless we start to look around and understand how a clean environment benefits us all.

After decades of destroying nature and using up natural resources, many developed nations are now concerned about saving nature rather than developing or destroying it. However, many poorer nations must focus on meeting the everyday needs of their people. In doing so, they are using up natural resources at a fast pace. They have not yet seen the effects of the careless use of the environment like many wealthy nations have. Often they do not realize that the choices they make are bad for the environment. Should they be blamed for destroying hundreds of thousands of acres of rainforest if it means a better income for their people? The developed and developing countries of the world need to work together to make sure that people enjoy healthy and happy lives, without the environment around them suffering.

It should not be a question of humans winning and nature losing. Humans can only really win by protecting nature. After all, food has to be produced in a healthy, natural system, and we all need clean air to breathe and pure water to drink. It is mankind’s responsibility to find answers that are good for everyone, and everything.
GM food: hope or danger?

In recent years, there has been great progress in the study of genetics. With this progress, doors have been opened up to technologies that never existed before. While many people are excited about these new technologies, these same technologies frighten others. Nowhere is this truer than with genetically modified (GM) food.

There are two ways in which a plant or an animal can be genetically modified. First, new material can be inserted into its DNA to give the plant or animal qualities which it would never have in nature. Second, material can be taken from the DNA of a plant or an animal in order to remove qualities which are not desired.

One aim of GM research is to produce food which will make us healthier. So far, this technology has been used to produce plants which are better able to defend themselves against pests and disease. Supporters of GM food argue that GM plants are healthier and have larger harvests. While there has been research in GM animals such as pigs, no GM meat is being sold at present.

Many questions have been raised about GM food. No one really knows whether it is safe for animals or humans to eat. Scientists admit that more tests should be done on GM food. Research has been limited to increasing production profits, rather than making sure that GM foods are safe. GM food could therefore be dangerous to eat.

There is also a question as to whether GM plants are safe for the environment. Since GM crops are planted outside, they are part of the food chain—insects and other animals eat them or use their products, and these insects and animals will be eaten by yet other animals. No one knows what effects the GM material might have on the food chain.

Since no one really knows whether GM food is safe, many countries have hesitated to give permission for the production of GM foods, as they would rather be cautious with this new technology.

Work in groups and discuss the questions below to prepare for your debate.

1. What topic would you like to discuss?
2. Which members of the group will argue for? Which ones will argue against?
3. Which members will be speakers and which members will be researchers?
4. Where should you look for information about this topic?
5. What are your strongest points?
6. What evidence do you have to support these points?
7. What points do you think the other group will make?
8. What arguments can you make to show that their points are wrong?
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 newspaper article and two readers' letters about cloning? □
- understanding scientific terms? □
- using the new vocabulary in this unit? □
- discussing your ideas about human cloning? □
- forming words using prefixes and suffixes? □
- knowing the names of major human organs? □
- using the verb-ed form:
  - as the attributive? □
  - as the predicative? □
  - as the object complement? □
  - as the adverbial? □
- using verb-ed phrases:
  - to express time? □
  - to express reason? □
  - to express condition? □
- using verb-ing as an adjective? □
- using verb-ed as an adjective? □
- changing or correcting a text? □
- conducting a discussion? □
- writing a formal letter? □
- having a debate? □

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 I must have sounded very proud of myself after the quiz, saying how easy it was and how I was sure to get a good grade. (Page 2, Lines 8–9)

考试之后，我一定是听上去洋洋得意，说考题实在太简单了，我肯定能取得好成绩。

“must have + 过去分词”结构表示对过去肯定的推测。如:

Jack's new car must have cost around £20,000.

杰克的新车肯定花费了大约两万英镑。

2 Afterwards, I pretended to be cheerful, but Hannah sensed something was wrong. (Page 2, Line 12)

后来，我假装很开心，但汉娜还是察觉到哪儿有点不对劲。

(1) 动词pretend后接不定式作宾语。如:

John pretended to be interested in the lecture although he was not.

尽管约翰对讲座不感兴趣，他还是假装感兴趣的样子。

(2) 句中sense为动词，后接从句，表示“感觉到，意识到”。如:

She probably sensed that I wasn't telling her the whole story.

或许她意识到我没告诉她事情的全部真相。

3 She said that someone must have been spying on us in the washroom, but I didn’t believe her explanation. (Page 2, Lines 24–26)

她说一定是有人在洗手间偷听我们的谈话，但我不相信她的解释。

句中情态动词must后面接完成进行式，表示对过去正在进行的情况的推测。词组spy on somebody的意思是“窥探，暗中监视”。如:

Betty always feels that her neighbours are spying on her.

贝蒂总是感觉她的邻居在暗中监视她。

4 He got annoyed, saying it wasn’t his fault if he couldn’t play as well as me, and that I shouldn’t talk to him in this manner. (Page 3, Lines 39–40)

他也被惹火了，说他的球技不如我不是他的错，还说我不该那样和他说话。

句中现在分词短语作状语。现在分词saying后接了两个宾语从句，其中第二个宾语从句的引导词that不能省略。如:

Jack said he loved music and that he would do anything to become a musician.

杰克说他热爱音乐，还说为了成为一名音乐家他什么都愿意做。

5 He accused me of some really bad things just to hurt me. (Page 3, Line 42)

为了伤害我，他指责我做了一些非常不好的事情。

句中accuse的意思是“指控，控告”，常用于accuse somebody of something结构。如:

Are you accusing me of lying? 你是在指责我说谎吗?

6 I feel really guilty because I made some cruel remarks too, but I dislike seeing our team lose. (Page 3, Lines 42–43)

我感到很内疚，因为我也说了一些残酷无情的话，但我不喜欢看到我们队输球。

(1) 句中remark意为“言论，评论”。如:

The guests made a number of remarks about the service of the hotel.

客人们对这家宾馆的服务作了很多评论。

(2) 动词dislike意为“不喜欢，厌恶”，后常接名词或动名词。如:
He simply disliked working with me and avoided me whenever possible.

他就是不喜欢和我一起工作，只要有空就避开我。

7 Yesterday, I saw him talking to another boy, Peter, and I cannot help wondering if he wants Peter to be his best friend instead of me. (Page 3, Lines 49–50)

昨天，我看见他和另一个男孩彼得说话，我就忍不住想他是不是想让彼得取代我做他最好的朋友。

short phrase cannot help (doing) something 的意思是“忍不住，情不自禁”，如:

I could not help laughing when I saw his haircut.

当我看到他的发型时，忍不住笑了。

8 I told my brother about the quarrel, but he said Matthew is just too sensitive and perhaps a little bitter because I am really athletic and good at football, and that I had better find another friend. (Page 3, Lines 50–53)

我把吵架的事告诉了我哥哥，但他说马修太敏感了，可能还有一点嫉妒，因为我身体强壮，足球踢得很好，他建议我最好再找一个朋友。

(1) 句中he said后面是两个并列的宾语从句，一个是Matthew is just too sensitive ... football，第二个是that I had better find another friend。在第一个宾语从句中，还有一个 because 引导的原因状语从句。

(2) 形容词 sensitive 意为“易生气的；敏感的”，后常接介词 to。如:

The girl is very sensitive to other people’s comments.

这个女孩对别人的评价很敏感。

9 generous /ˈdʒenərəs/ 慷慨大方的
generous

reliable /rɪˈləʊəbl/ 可靠的

honest /ˈɒnɪst/ 诚实的

stubborn /ˈstʌbərn/ 固执的

unreliable /ˌʌnɪˈləʊəbl/ 不可靠的

dependable /dɪˈpendəbl/ 可信赖的，可靠的

warm-hearted /ˈwɔːmˌhɑːtɪd/ 热心肠的，友好的

open-minded /ˌɒpənˈmændid/ 思想开明的

narrow-minded /ˈnærməʊˌmændid/ 狭隘的，小气的

bad-tempered /ˈbeɪdˈtempərd/ 脾气不好的

strong-minded /ˈstrɒŋˌmændid/ 有主见的

talkative /ˈtɔːkətɪv/ 健谈的；爱说话的

10 Friendships between girls are usually anchored in shared feelings and support, but friendships between boys are based on shared activities or interests. (Page 18, Lines 9–11)

女孩之间的友谊通常建立在共同的情感和互相支持之上，而男孩之间的友谊则以共同的活动或兴趣为基础。

(1) 动词 anchor 的本意是“停泊”，在句中表示“源于”。如:

Her novels are anchored in everyday experience.

她的小说源于对日常生活的体验。

(2) 词组 be based on/upon 的意思是“以……为基础，建立在……基础之上”。如:

Their friendship was based on/upon each other’s help and support.

他们的友谊建立在相互帮助和支持的基础之上。

11 The qualities that boys and girls consider important in a friend seem to be the same, regardless of the basis of these friendships. (Page 18, Lines 22–24)

无论男孩和女孩友谊的基础是什么，他们所看重的朋友身上的品质似乎是一样的。

(1) 句中qualities后接一个that引导的定语从句。

(2) 短语 regardless of 的意思是“不管，不论”。如:

The law requires equal treatment for all, regardless of race, sex or origin.

法律要求人人平等，不论种族、性别或出身。
12 I cannot imagine being without it. (Page 19, Line 3)

我不能想象没有友谊的生活。
动词imagine后常接动名词作宾语。如:

Can you imagine walking all the way home in the heavy rain?

你能想象冒着大雨一路走回家吗?

13 I ended up returning to the train station and spending the rest of the day in the waiting room. (Page 19, Lines 8–9)

最终我回到火车站，在候车室里过完了这一天。
短语end up的意思是“最终处于最后成为”，常接动名词形式或介词短语。如:

If you don’t know what you want, you might end up getting something you don’t want.

如果你不知道要什么，那你可能最终得到了你并不想要的东西。
Take a break, John. If you continue working like this, you might end up in hospital.

约翰，休息一下吧。如果你继续这样工作，你可能最后会（累垮）住院的。

14 However, if I had ended our friendship, we would have both learnt nothing. (Page 19, Lines 20–21)

但是，如果当初我终止了我们的友谊，那我们俩都会一无所长。
本句是虚拟语气，if从句中动词用had done，主句的动词用would have done，表示与过去不相符合的情况。如:

If you had come yesterday, you would have met him.

如果你昨天来的话，你就见到他了。

Unit 2

1 Then we will open the floor for discussion. (Page 22, Line 8)

之后我们将展开自由讨论。
句子中the floor的意思是“发言权”，如:

The President then took the floor and answered the journalists’ questions.

总统随后讲话并回答了记者的提问。

2 First I am talking to you today about the way vast areas of the world are damaged by chemical waste. (Page 22, Lines 10–11)

我今天首先要说的是化学废物如何破坏世界上的大片区域。
句子中vast areas of the world are damaged by chemical waste是定语从句，修饰先行词the way。修饰way的定语从句可以用关系代词that或in which引导，也可以省略that或in which。如:

To my surprise, the young girl laughter the same way (that) in which her mother did her age.

令我感到惊讶的是，那小女孩笑起来和她母亲像她那么大时一模一样。

3 When people think of factories, they think of clouds of dirty smoke or of pipes pouring chemical waste into rivers. (Page 23, Lines 30–31)

当人们想到工厂，人们就会想到滚滚的滚滚浓烟或者向河流倾倒化学废物的管道。
句子中的动词think后接两个并列的of短语作宾语，用or连接。第二个of短语中的pipes pouring chemical waste into rivers是名词的复合结构，由“名词 + 动名词”构成。在这一结构中，名词通常为动名词的逻辑主语。如:

Do you like the idea of Jack living with us? 你喜欢杰克和我们一起住吗?

4 People often have this belief that development is bad for the environment, but this does not have to be true. (Page 23, Lines 32–33)

人们常常认为经济发展对环境有害，但这不一定是正确的。
(1) 句中 that 引导的是同位语从句，说明 belief 的具体内容。除 belief 以外，idea, news, question 等名词后面也常接 that 引导的同位语从句。如：
Most doctors hold the idea that smoking is harmful to people's health.

大多数医生认为吸烟有害健康。

(2) not have to 的意思是“不一定，不必”。如：
Though many basketball players are tall, one does not have to be tall to succeed in NBA.

虽然很多篮球运动员是高个子，但在 NBA 获得成功并不一定要个子高。

5 However, I do agree that we should produce more things from materials that have been recycled, and less from raw materials, the supply of which is growing smaller and smaller. (Page 23, Lines 43–44)

但是，我非常赞同我们应更多地利用回收材料制造产品，减少原材料的使用，因为原材料的供应正变得越来越紧张。

句中 do 用作助动词，表示强调。动词 agree 后接宾语从句，该从句中 the supply of which is growing smaller and smaller 是非限制性定语从句，修饰先行词 raw materials。

6 Asking around, I find many people willing to pay a little higher price for things that are friendly to the environment. (Page 23, Lines 48–49)

问过周围的人，发现许多人都愿意支付稍高一些的价钱来购买环保产品。

短语 ask around 的意思是“四处打听”。如：
I will ask around and see if anyone can help.

我要四处打听一下，看有没有人能够帮忙。

7 ecotourist (Page 26)
ecotourist /i:koʊtərɪst/ 生态游客
ecosystem /i:koʊsɪstəm/ 生态系统
eco-friendly /iːˌkɔʊˈfrɛndli/ 环保的
clear-cut logging /ˈklɛərˌkʌt /ˈlɒŋɡɪŋ/ 皆伐
slash /slæʃ/ and burn farming /ˈslæʃ /ənd ˈbɜːrn /ˈfɑːmɪŋ/ 刀耕火种农业法
acid /ˈæsɪd/ rain 酸雨
global warming 全球变暖

8 Desertification, the name for what happens when land that can be used to grow crops turns into desert, is a growing world problem. (Page 33)

沙漠化是指能用来种植庄稼的土地变成沙漠这一过程，这是一个日益严重的全球性问题。

本句中 for Desertification is a growing world problem；句中 the name 为 desertification 的同位语；介词 for 后接一个表语从句 what happens when land that can be used to grow crops turns into desert，其中 when 引导时间状语从句；定语从句 that can be used to grow crops 修饰先行词 land。

9 China has taken many steps to stop the process of desertification, including encouraging farmers to build fences (which stop wind from blowing the soil away), and providing money for people in dry areas to plant more trees and bushes. (Page 33)

中国已采取诸多措施来阻止沙漠化的进程，如鼓励农民搭建栅栏（这些栅栏能阻止风把土壤吹走）、为干旱地区的人们提供资金，让他们种植更多的树木和灌木。

介词 including 后接两个并列的动名词短语作宾语，整个介词短语 including... 在句中作状语。词组 take steps 意为“采取措施”。如：
The government plans to take steps to protect wild animals.

政府计划采取措施保护野生动物。

10 As the third longest river in the world, the health of the Yangtze River has raised concern both in China and abroad. (Page 38, Lines 1–2)

作为世界上最长的河流，长江的环境问题已经引起了国内外的关注。

句中 raise 的意思是“引起”。如：
The lack of raw material has raised many doubts about the future of the world economy.

原材料的缺乏已经引起很多对未来世界经济发展的疑惑。

11 This is not good news for the people who rely on the Yangtze River for water. Nor is it good news for the wide range of fish and wildlife that live in or along the river. (Page 38, Lines 4–6)

这对依赖长江用水的人来说是个不好的消息，对生活在江中或岸边的一系列鱼类和野生动物来说也是个不好的消息。

(1) 词组rely on ... for ... 意为“依赖……提供……”。如：Children rely on their parents for food and clothing. 孩们依赖父母供给衣食。

(2) 第二句话以否定词nor开头，故使用倒装语序。句中fish and wildlife后接一个由that引导的定语从句。

(3) 这里range用作名词，意为“一系列，各种各样”。如：At the fair, we have a wide range of books and CDs to choose from.

在交易会上有各种各样的书和唱片供我们选择。

12 It also watches the river and stops the illegal hunting of animals, which has put the wild animal population in danger. (Page 38, Lines 10–11)

该组织还监视长江，阻止非法捕捞。非法捕捞已经威胁到野生动物的数量。

(1) 句中which引导非限制性定语从句，修饰the illegal hunting of animals。

(2) 句中put ... in danger的意思是“把……置于危险之地”。如：Illegal hunting has put the tiger in danger of dying out.

非法捕猎已经使得老虎濒临灭绝的危险。

13 We still have a long way to go to solve all the problems in regard to the Yangtze River. (Page 38, Lines 21–22)

要解决有关长江的所有问题，我们还有很长的一段路要走。

(1) 句中have a long way to go 的意思是“还有很长的路要走”，表示还有很多事情需要做，或还需要改进。如：He has a long way to go before he can present the plan to the public.

要把计划呈现给公众，他还要做出很多努力。

(2) 短语in/with regard to 的意思是“关于”。如：They are very concerned about the rules in/with regard to training.

他们很关心关于培训的规定。

14 Many people blame this change on gases such as carbon dioxide. (Page 39, Line 2)

许多人将这一变化归咎于二氧化碳等气体。

句中blame ... on ... 的意思是“把……归咎于……”。如：Whenever something goes wrong, everyone blames it on me.

每次出现什么问题，大家都把问题归咎于我。

15 Although we produce carbon when we breathe, the carbon we produce is much less than that produced by a car. (Page 39, Lines 10–11)

尽管我们呼吸时产生碳，但我们排出的碳要比小汽车产生的碳少很多。

句中that指代carbon，后接过去分词短语produced by a car作定语。英语中常用that来指代一个不可数名词。如：The weather here is much more pleasant than that in the north. 这里的天气比北方舒服多了。

16 Planting a small tree is cheap and easy, and two decades from now, when you look at what will have become a large tree, you will find a sense of satisfaction knowing that you did your part to help solve the problem of climate change. (Page 39, Lines 23–26)
Unit 3

1. On the one hand, some scientists point out that if you clone an embryo, you can produce valuable human tissues—such as bone or lung tissue—that could be used to save human lives. (Page 42, Lines 2–4)

一方面，一些科学家指出，如果你克隆人类胚胎，你就可以制造出宝贵的人体组织——如骨组织或肺组织——它们可以用来挽救人类的生命。

本句是个主从复合句，point out 是谓语，在其后that引导的宾语从句中，if you clone an embryo是一个条件状语从句，两个破折号中间的such as bone or lung tissue是插入语，that could be used to save human lives是定语从句，修饰先行词human tissues。

2. On the other hand, many people, including some scientists, disagree and are afraid that, if mankind toys with nature in this way, we may be on our way to producing a real-life Frankenstein’s monster. (Page 42, Lines 5–7)

另一方面，包括一些科学家在内的许多人持不同意见，他们担心人类如果如此戏弄自然，可能将制造出一个现实生活中的弗兰肯斯坦怪物。

(1) 短语toy with的意思是“戏弄，摆弄”。如：
   He accused the young man of toying with his daughter’s feelings.
   他指责那个年轻人摆弄他女儿的感情。

(2) 短语on one’s way to (doing) something的意思是“某事即将发生”，to是介词，后接名词或动名词。如：
   He is on his way to becoming a famous singer. 他正成为一名著名歌手。

(3) 弗兰肯斯坦（Frankenstein）是小说《弗兰肯斯坦》（1818）中的人物，作者玛丽·雪莱（1797–1851）是英国著名诗人雪莱之妻。该小说讲述了一个名叫弗兰肯斯坦的科学家利用死人尸体制造出一个怪物并赋予其生命的故事。该怪物不得到社会的理解、接纳和同情，最终害死了弗兰肯斯坦并自杀。

3. The first mammal to be cloned successfully from an adult cell was Dolly the sheep. (Page 42, Lines 8–9)

第一只成功地用成年动物细胞克隆出的哺乳动物是多利羊。

(1) 多利羊是1996年由英国科学家克隆出来的第一只哺乳动物，仅存活了7年。多利羊的克隆成功引起全世界各界人士的广泛关注和热烈讨论。

(2) 动词不定式短语to be cloned...用作定语，修饰the first mammal。名词前有序数词修饰时，后面需接动词不定式作定语。如：
   That was the first play to be performed that year; that was the year’s first performance.
   那是那一年上演的第一场戏。

4. However, some people believe that cloning human embryos with the intention of destroying them shows no respect for human life. (Page 42, Lines 18–20)

但是，有些人认为怀着摧毁人类胚胎的意图来克隆人类胚胎是对人类生命的不尊重。

短语with the intention of的意思是“为了，以……为目的或意图”。如：
   He has decided to go abroad to study with the intention of improving his English and finding a better
他决定去国外留学，以提高英语水平，并在回国后找到一份更好的工作。

5 ‘I don’t want to adopt someone else’s child—if I had the chance, I would have a cloned baby right now.’ (Page 42, Lines 23–24)

我不想领养别人的孩子——如果我有这个机会，我会立即要一个克隆婴儿。”

(1) 动词adopt意为“收养，领养”，此外也有“采用”的意思。如:

Many families have adopted children because they cannot have a baby of their own.

许多家庭因为不能生养孩子只能领养；

They adopted different methods to try to solve the problems.

他们采用不同的方法，试图解决这些问题。

(2) 破折号后面的句子为虚拟语气。条件句中动词一般过去时，主句中用“would + 词原形”表示与现在相反的情况，即“即使有机会，也无法有一个克隆婴儿”。如:

If I had enough money, I would buy a large house and a beautiful car.

要是我有足够的钱，我就买所大房子和一辆漂亮的车。

6 While cloning human embryos is not legal in many countries, some scientists are already pushing ahead with research in order to produce a cloned human baby. (Page 42, Lines 25–27)

尽管克隆人类胚胎在很多国家还不合法，但一些科学家正在加紧研究，以制造出克隆的人类婴儿。

(1) 句中while是连词，意思是“虽然，尽管”。如:

While English can be difficult to learn, it is a very useful tool for communication.

虽然英语学起来可能有点难，但它是非常有用的交际工具。

(2) 短语push ahead with的意思是“推进，推行”。如:

It is hard to push ahead with such an unpopular policy.

这样不得人心的政策是很难推行下去的。

7 On a personal note, cloning would totally transform my life. (Page 43, Line 48)

就我个人而言，克隆将彻底改变我的生活。

句中on a … note的意思是“以……语气，以……论调”。如:

He ended his speech to his employees on a humorous note.

他用幽默的语气结束了他对员工们的演讲。

On a more serious note, the manager mentioned the accident last month.

经理以更加严肃的语气提到了上个月的事故。

8 opposed /ɔ'pəʊzd/ 反对的 incorrect /ɪn'kɔrəkt/ 不正确的
immoral /'ɪmmlərəl/ 不道德的 irresponsible /ˌɪrrɪspənsəbl/ 不负责任的
preview /'pri:vjuə/ 预习 reconsider /ˌrɪkən'sɪdər/ 重新考虑
uncertain /'ʌn'sɛnər/ 不确定的 worthy /'wɜ:ri/ 值得的
characterized /'kærəktərəzd/ 以……为特征的 dryness /'draɪnəs/ 干燥
disrespect /dɪs'respekt/ 不尊重 kidney /'kɪdnɪ/ 肾

9 Would anyone say that development should be stopped in favour of nature? (Page 58, Lines 8–9)

难道我们为了保护自然就应该停止经济发展吗?

短语in favour of的意思是“有利于；赞同”。如:

She was willing to change the rules in favour of Mary.

她愿意为了玛丽而改变规则。
I talked to my friend about it, and he's in favour of giving up the plan.
我和朋友谈过，他赞同放弃计划。

10 From the point of view of some people, we are only doing what humans have always done, using nature to meet our own needs. (Page 58, Lines 9–11)
根据有些人的观点，我们只是在做人类一直在做的事情——利用自然满足我们自己的需求。

They have not yet seen the effects of the careless use of the environment like many wealthy nations have. (Page 58, Lines 18–20)
他们还没有像许多富裕国家那样，认识到随心所欲消耗自然资源的后果。

11 It should not be a question of humans winning and nature losing. (Page 58, Line 26)
这不应该是人类获胜、自然失败的问题。

12 Nowhere is this truer than with genetically modified (GM) food. (Page 59, Lines 4–5)
转基因食品就是最好的例子。

(1) 句中nowhere ... truer ...是比较级的形式，表示最高级的意义。如:
No one in my class works harder than Jack.（我们班没有人比杰克更用功。）

(2) 句以否定词nowhere开头，为倒装语序。如:
Nowhere could I find a person to help me at that time.
当时我找不到一个可以帮助我的人。

14 Research has been limited to increasing production profits, rather than making sure that GM foods are safe. (Page 59, Lines 17–18)
目前的研究只局限于增加生产利润，而不是确保转基因食品的安全。

句中rather than 相当于instead of，连接两个动名词短语。词组be limited to的意思为“局限于”，其中to是介词，后可接名词或动名词。如:
Experts point out that this problem is not limited to middle-aged people.
专家指出，这一问题并不限于中年人。
**Wordlist 1 (by unit)**

**Unit 1**

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<td>/kwɪz/ n.</td>
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<td>(2)</td>
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<td>/prɪ'tend/ vi. &amp; vt.</td>
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<td>cheerful</td>
<td>/'tʃɪəfl/ adj.</td>
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<td>(2)</td>
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<tr>
<td>washroom</td>
<td>/'wɒʃrʊm/ n.</td>
<td>洗手间，厕所</td>
<td>(2)</td>
</tr>
<tr>
<td>admit</td>
<td>/əd'mɪt/ vi. &amp; vt.</td>
<td>承认；允许进入，接纳</td>
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</tr>
<tr>
<td>beg</td>
<td>/beg/ vt. &amp; vi.</td>
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<tr>
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<td>/sweə(r)/ (swore, sworn) vt. &amp; vi.</td>
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<td>(2)</td>
</tr>
<tr>
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<td>/spai/ vi.</td>
<td>从事间谍活动；搜集情报</td>
<td>(2)</td>
</tr>
<tr>
<td>n. 间谍</td>
<td>(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spy on</td>
<td>暗中监视，窥探</td>
<td>(2)</td>
<td></td>
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<tr>
<td>truly</td>
<td>/trjuəl/ adv.</td>
<td>真诚地，诚恳地，衷心地</td>
<td>(2)</td>
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<tr>
<td>forgive</td>
<td>/fɔː'gvr/ (forgave, forgiven) vt.</td>
<td>原谅，宽恕</td>
<td>(2)</td>
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<tr>
<td>sincerely</td>
<td>/smɪ'srali/ adv.</td>
<td>真诚地</td>
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<td>childhood</td>
<td>/'tʃaɪldhʊd/ n.</td>
<td>童年，幼年</td>
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<tr>
<td>superb</td>
<td>/sə'pɜːb/ adj.</td>
<td>极佳的；卓越的</td>
<td>(3)</td>
</tr>
<tr>
<td>focus</td>
<td>/'fɔːkəs/ vi. &amp; vt.</td>
<td>（使）聚焦；集中注意力于……</td>
<td>(3)</td>
</tr>
<tr>
<td>n. 焦点；重点</td>
<td>(3)</td>
<td></td>
<td></td>
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<tr>
<td>pace</td>
<td>/peɪs/ n.</td>
<td>速度；步伐；节奏</td>
<td>(3)</td>
</tr>
<tr>
<td>keep pace with</td>
<td>(ˈj……)步调一致，</td>
<td>(ˈj……)同步</td>
<td>(3)</td>
</tr>
<tr>
<td>manner</td>
<td>/ˈmeɪnə(r)/ n.</td>
<td>方式；态度；举止</td>
<td>(3)</td>
</tr>
<tr>
<td>horrible</td>
<td>/ˈhɒrəbl/ adj.</td>
<td>极坏的，糟糕的；恐怖的，令人震惊的</td>
<td>(3)</td>
</tr>
<tr>
<td>guilty</td>
<td>/ˈgʌlti/ adj.</td>
<td>内疚的；有罪的</td>
<td>(3)</td>
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<tr>
<td>cruel</td>
<td>/'kruːl/ adj.</td>
<td>伤人的；残酷的；残忍的</td>
<td>(3)</td>
</tr>
<tr>
<td>remark</td>
<td>/rɪ'mɑːk/ n. &amp; vi.</td>
<td>评论，谈论</td>
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<tr>
<td>dislike</td>
<td>/dɪsˈlaɪk/ vt.</td>
<td>不喜欢，厌恶</td>
<td>(3)</td>
</tr>
<tr>
<td>argue</td>
<td>/ə'gɪə/ vi.</td>
<td>争论，争论</td>
<td>(3)</td>
</tr>
<tr>
<td>awkward</td>
<td>/ə'kwɔːd/ adj.</td>
<td>令人尴尬的；别扭的；笨拙的</td>
<td>(3)</td>
</tr>
<tr>
<td>apologize</td>
<td>/ə'pɒlədʒaɪz/ vi.</td>
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<tr>
<td>quarrel</td>
<td>/kwɒrəl/ n. &amp; vi.</td>
<td>争吵，争执</td>
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</tr>
<tr>
<td>sensitive</td>
<td>/sɛnsətɪv/ adj.</td>
<td>易生气的；敏感的；体贴的</td>
<td>(3)</td>
</tr>
<tr>
<td>athletic</td>
<td>/æθˈlɛtɪk/ adj.</td>
<td>擅长运动的；健壮的</td>
<td>(3)</td>
</tr>
<tr>
<td>envy</td>
<td>/ˈɛnvɪ/ vt. &amp; n.</td>
<td>羡慕，忌妒</td>
<td>(5)</td>
</tr>
<tr>
<td>blame</td>
<td>/blem/ vt.</td>
<td>责备，指责</td>
<td>(5)</td>
</tr>
<tr>
<td>n. （坏事或错事的）责任</td>
<td>(5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gifted</td>
<td>/ˈɡɪftɪd/ adj.</td>
<td>有天赋的；有天才的</td>
<td>(5)</td>
</tr>
<tr>
<td>disagreement</td>
<td>/ˌdɪsəˈɡriːmənt/ n.</td>
<td>分歧，争论；意见不一</td>
<td>(5)</td>
</tr>
<tr>
<td>before long</td>
<td>不久，很快</td>
<td>(5)</td>
<td></td>
</tr>
<tr>
<td>mailbox</td>
<td>/ˈmeɪlbɔks/ n.</td>
<td>邮箱</td>
<td>(9)</td>
</tr>
<tr>
<td>algebra</td>
<td>/ælˈɡrɪbrə/ n.</td>
<td>代数</td>
<td>(9)</td>
</tr>
<tr>
<td>arithmetic</td>
<td>/ˈɑːrɪθmətɪk/ n.</td>
<td>算术</td>
<td>(9)</td>
</tr>
</tbody>
</table>
Easter /i:stə(r)/ n. 复活节  (9)
amusement /ˌamjuːzmənt/ n. 娱乐，消遣  (9)
amusement park n. 游乐园  (9)
circus /ˈsɜːkəs/ n. 马戏表演；马戏团  (9)
* online /ˈɒnlən/ adv. & adj. 在线的  (11)
identity /aɪˈdентɪtɪ/ n. 身份  (11)
absurd /əbˈsɜːrd/ adj. 荒唐的，怪诞的  (11)
hopeless /ˈhoʊpəls/ adj. 没有好转希望的，绝望的；绝望的  (13)
overcome /ˌəʊvərˈkʌm/ (overcame, overcome) vt. 克服，解决  (13)
get through (电话)接通  (13)
acquaintance /əˈkwɛntəns/ n. 泛泛之交，熟人；略有交情，（与某人）认识  (15)
twin /twɪn/ adj. 双胞胎之一的；成对的 n. 双胞胎之一；一对相像的事物之一  (18)
apartment /əˈpɑːmtənt/ n. 公寓套房  (18)
topic /ˈtɒpɪk/ n. 话题  (18)
attitude /ˈætɪtjuːd/ n. 态度，看法  (18)
anchor /ˈæŋkə(r)/ vi. 扎根于；使基座；下锚；使固定 n. 锚  (18)
be based on 以……为基础，以……为根据 (18)
cautious /ˈkɔːtʃəs/ adj. 小心的，谨慎的  (18)
eager /ˈiɡə(r)/ adj. 热切的，急不可待的  (18)
worldwide /ˈwɜːldwaʊd/ adv. & adj. 全世界的  (18)
adolescent /ˌædəˈlesnt/ adj. 青春期的 n. 青少年  (18)
respond /rɪˈspɒnd/ vi. 做出反应，回应  (18)
pause /pɔːz/ vi. & n. 停顿，暂停  (18)
regardless /ˌrɛɡəˈlɔːs/ adv. 不管怎样  (18)
regardless of 不管，不顾  (18)
security /ˈsɪkjʊrətɪ/ n. 平安，安全；安全措施  (19)
end up 最后成为；最终处于  (19)
waiting room n. 候车室；等候室；候诊室  (19)
rely /rɪˈlɑː/ vi. 依靠，依赖  (19)
rely on 依靠，依赖  (19)
trolleybus /ˈtrɒlbiəs/ n. 无轨电车  (19)
revision /rɪˈvɪʒn/ n. 复习；修订，修改  (19)
thanks to 幸亏；由于  (19)
committed /kəˈmɪtɪd/ adj. 尽心尽力的；坚定的；坚定的  (19)
mercy /ˈmɜːsɪ/ n. 宽恕；仁慈  (19)
apology /əˈpəʊlədʒi/ n. 道歉  (19)

Unit 2
*economy /ɪˈkɒnəmi/ n. 经济（情况）；经济体 (22)
spokeswoman /ˈspɔːkswʊmən/ n. 女发言人 (22)
consultant /kənˈsʌltənt/ n. 顾问 (22)
debate /ˈdeɪbət/ n. & vi. 辩论；争论，讨论 (22)
open the floor 自由发言 (22)
flow /fləʊ/ vi. 流动；流畅地进行 n. 流动；流量 (22)
*billion /ˈbaɪljən/ n. 十亿 (22)
duty /ˈdjuːti/ n. 责任，义务，本分 (22)
cut back on 减少，削减，缩减 (22)
production /prəˈdʌkʃn/ n. 产量；生产 (22)
[22] recycle /ri:'sa:kli/ vt. & vi. 回收利用
[23] pipe /paip/ n. 管子；管道
[24] greedy /'greidi/ adj. 贪婪的，贪心的
[25] businessman /'biznəsmaen/ n. （尤指上层）商界人员；企业家
[26] responsibility /rɪˌspɒnsəˈbɪləti/ n. 责任，职责
[27] belief /ˈbɪli:f/ n. 看法；信念
[28] environmental /ɪnˈvɜːrənməntl/ adj. 环境的
[29] operate /ˈɒpəreɪt/ vt. & vi. 经营；动手术
[30] credit /ˈkredɪt/ n. 赞扬，称赞，认可；信用，信誉；学分
[31] quantity /ˈkwɒntəti/ n. 数量
[32] raw /reɪ/ adj. 原始的，未经加工或处理的
[33] raw material n. 原材料
[34] seafood /ˈsiːfɔːd/ n. 海味，海鲜
[35] willing /ˈwɪlɪŋ/ adj. 愿意的，乐意的
[36] tax /tæks/ n. 税，税款
[37] goods /gʊdz/ n. 商品，货品
[38] pump /pʌmp/ vt. & vi. 用泵（或泵样器官等）输送；涌出，涌流
[39] blanket /ˈblæŋkli/ n. 毯子；厚的覆盖层，毯子
[40] impress /ɪmˈpreɪs/ vt. 使印象深刻
[41] clap /klæp/ vi. & vt. 鼓掌，拍手
[42] economic /ˌiːˈkəʊnəmɪk/ adj. 经济的
[43] conflict /ˈkɒnflɪkt/ vi. 冲突，抵触
[44] queue /kjuː/ vi. 排队等候
[45] queue up 排队等候
[46] desertification /dəˈzɑːtɪfɪkʃn/ n. 沙漠化
[47] crop /krop/ n. 庄稼，农作物
[48] fence /fens/ n. 棚栏，篱笆，围栏
[49] soil /sɔil/ n. 土壤
[50] bush /bʊʃ/ n. 灌木
[51] decrease /diˈkriːs/ vt. & vi. 减少
[52] drill /drɪl/ vi. & vt. 钻（孔），打（眼）
[53] measure /ˈmeʒə(r)/ n. 措施，方法；尺度，vt. 测量；估量，判定
[54] administration /ˌædˌmɪnɪstrəʃn/ n. 管理；管理机构；施行；（美国）政府
[55] madam /ˈmædəm/ n. 女士，夫人
[56] satellite /ˈsætələt/ n. 人造卫星
[57] pick out 找出，挑选
[58] typhoon /təˈfjuːn/ n. 台风
[59] flood /flʌd/ n. 洪水；大批，大量
[60] arrest /əˈrest/ vt. & n. 逮捕
[61] illegally /ɪˈlɪɡəli/ adv. 非法地
[62] customs /ˈkʌstəms/ n. 海关；关税
[63] feather /ˈfeðə(r)/ n. 羽毛
[64] tortoise /ˈtɔːtɔs/ n. 陆龟
[65] illegal /ɪˈlɪɡəl/ adj. 违法的，非法的
under way 进行中

conservation /kənsər'vɛʃn/ n. （对自然环境的）保护

*dolphin /'dɒlfɪn/ n. 海豚

white-flag dolphin n. 白鳍豚

in/with regard to 关于、至于

appreciate /ə'prɪʃɪet/ vt. 欣赏、赞赏；感谢；领会

climate /'klæimat/ n. 气候

low-carbon /ˌlaʊˈkærən/ adj. 低碳的

carbon /kærən/ n. 碳

dioxide /ˌdaɪəksəud/ n. 二氧化物

carbon dioxide n. 二氧化碳

let off 排放

vehicle /'vɪəkl/ n. 交通工具，车辆

petrol /'petrɑl/ n. 汽油

engine /'endʒɪn/ n. 发动机、引擎

electrical /ɪ'lɛktrɪkl/ adj. 电的、用电的

plant /pleɪnt/ n. 工厂；发电厂

fuel /fljuː/ n. 燃料

vt. & vi. 提供燃料；加油

consume /kən'sʌm/ vt. 消耗、耗费；消费

particular /pə'tɪkjələ(r)/ adj. 专指的、特指的；特别的；讲究的、挑剔的

in particular 尤其，特别

absorb /əb'sɔːb/ vt. 吸收；理解；使全神贯注

oxygen /'ɔksɪdʒən/ n. 氧气

decade /dɪ'keɪd/ n. 十年

do one's part 尽自己的职责

Unit 3

cloning /kləʊɪŋ/ vt. 克隆

n. 克隆出来的动物或植物

*embryo /'embruː/ n. 胚胎

on the one hand ... on the other hand ...

一方面……另一方面……

tissue /tjuːs/ n. （生物的）组织；纸巾

toy with 戏弄，摆弄；把……当作儿戏

real-life /riːl'laɪf/ adj. 真实的

现实生活中的

*monster /'mɒntə(r)ə/ n. 怪物

exact /ɪg'zækt/ adj. 精确的，准确的

cell /sɛl/ n. 细胞；小隔间；电池

*mammal /'mæməl/ n. 哺乳动物

*Scottish /'skɒtʃ/ adj. 苏格兰的

intention /ɪn'tenʃn/ n. 意图，目的；企图

anxiety /æn'zaɪəti/ n. 忧虑，焦虑，不安

saleswoman /'seɪlzʊmən/ n. 女售货员、女推销员

adopt /ə'dɔpt/ vt. 收养、领养；采用、采纳

legal /'liːɡəl/ adj. 法律许可的、合法的

push ahead with 义无反顾地进行，努力推进

*Italian /'ɪtəliən/ adj. 意大利的

n. 意大利人；意大利语

physician /'fɪzɪʃn/ n. 医师；内科医生

goat /gɔːt/ n. 山羊

consequence /'kɒnsəkwəns/ n. 结果，后果

harvest /'haːvɪst/ vt. & vi. 收割（庄稼）

n. 收获；收成
for sale 供出售、待销售 (43)
transform /træns'fɔːm/ vt. 使改变外观或性质 (43)
(concept /'kɒnsɛpt/ n. 概念；观念 (45)
 crime /kram/ n. 罪，罪行 (45)
fellow /'fɛləʊ/ n. 男子；家伙；同事，同类 (45)
profession /prə'feʃən/ n. 职业；行业 (49)
radiation /ˌrædi'ʃən/ n. 辐射；放射线 (49)
breakthrough /'breɪkθru:/ n. 突破 (49)
original /ə'raɪdʒənl/ adj. 原来的，起初的；首创的；非复制的 (49)
judgement /dʒudʒmənt/ n. 判断力；看法，评价；（法律）判决 (49)
be/get burnt out 耗尽体力，累垮 (51)
relation /rɪ'leʃən/ n. 关系；亲戚 (56)
public relations n. 公共关系 (56)
follow in one's footsteps 效仿某人 (56)
conduct /kən'dʌkt/ vt. 实施；指挥乐队 (56)
majority /mə'dʒorəti/ n. 多数；大多数 (56)
summary /'sʌməri/ n. 总结；概括；概要 (56)
consideration /ˌkonsɪ'dərəʃən/ n. 仔细考虑；必须考虑的因素；体谅；顾及 (56)
take ... into consideration 认真考虑 (56)
hunger /'hʌŋgə(r)/ n. 饥饿；饥荒 (57)
tasty /'teɪsti/ adj. 美味的，可口的 (57)
nutrition /'njuːtrɪʃən/ n. 营养 (57)
ordinary /ə'ɒdrəri/ adj. 普通的，一般的 (57)
reliable /rɪ'lɪəbl/ adj. 可信赖的；可依靠的 (57)
accurate /ə'kjuːrət/ adj. 准确的；精确的 (57)
brief /briːf/ adj. 短时间的；短暂的；简洁的，简单的 (57)
actual /'æktʃuəl/ adj. 真实的；实际的 (57)
confirm /kən'fɜːm/ vt. & vi. 证实；证明 (57)
fellow /'feləʊ/ n. 男子；家伙；同事，同类 (45)
agriculture /'ægrɪkʌltʃər/ n. 农业 (58)
channel /ˈtʃænəl/ n. 水道；航道；隧道 (58)
favour /fəˈvɔːr(r)/ n. 赞同；支持；恩惠，帮助；偏爱，偏袒 (58)
in favour of 赞同；支持 (58)
point of view n. 观点 (58)
catastrophe /kə'tæstrəf/ n. 灾难，灾祸 (58)
resource /'rɪsəs/ n. 资源 (58)
acre /'æk(ə)r/ n. 英亩 (58)
rainforest /rɛɪn'fɔːrst/ n. 雨林 (58)
income /'ɪnkəm/ n. 收入，收益 (58)
genetics /dʒəˈnetɪks/ n. 遗传学 (59)
frighten /'frɪtən/ vt. 使惊吓；使惊恐 (59)
genetically /dʒə'nɛtɪkli/ adv. 从基因上，与基因相关 (59)
modify /'mɒdɪfaɪ/ vt. 调整；修改；修饰 (59)
genetically modified 转基因的 (59)
isert /'ɪntət/ vt. 插入，嵌入 (59)
*DNA /ˈdiː en 'ɛnuː/ 脱氧核糖核酸 (deoxyribonucleic acid的缩写) (59)
pest /pest/ n. 害虫 (59)
profit /ˈprɒfɪt/ n. 利润，收益 vi. & vt. 获益；对……有用 (59)
chain /ʃeɪn/ n. 一系列；一连串（人或事） (59)
food chain n. 食物链 (59)
permission /pəˈmɪʃn/ n. 准许，许可，批准 (59)
## Wordlist 2 (in alphabetical order)

**A**

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<th>Pronunciation</th>
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<td>absorb</td>
<td>/əbˈsa:b/</td>
<td>vt. 吸收，理解，使全神贯注</td>
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<tr>
<td>absurd</td>
<td>/əbˈsa:d/</td>
<td>adj. 疯狂的，怪诞的</td>
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</tr>
<tr>
<td>accurate</td>
<td>/əkˈjʊrɪst/</td>
<td>adj. 准确的，精确的</td>
<td>57</td>
</tr>
<tr>
<td>acquaintance</td>
<td>/əˈkwɒmənt/</td>
<td>n. 充实之交，熟人；略有交往，（与某人）认识</td>
<td>15</td>
</tr>
<tr>
<td>acre</td>
<td>/ˈeɪkr/</td>
<td>n. 英亩</td>
<td>58</td>
</tr>
<tr>
<td>actual</td>
<td>/əˈkjʊʃəl/</td>
<td>adj. 真实的，实际的</td>
<td>57</td>
</tr>
<tr>
<td>administration</td>
<td>/ædˈmɪnɪstrəʃən/</td>
<td>n. 管理；管理部门；行使；（美国）政府</td>
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<tr>
<td>admit</td>
<td>/ədˈmɪt/</td>
<td>vt. &amp; vi. 承认；允许进入，接纳</td>
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</tr>
<tr>
<td>adolescent</td>
<td>/əˈdʒəlsnt/</td>
<td>adj. 青春期的</td>
<td>18</td>
</tr>
<tr>
<td>adopt</td>
<td>/əˈdɑpt/</td>
<td>vt. 收养，领养；采纳，采纳</td>
<td>42</td>
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<tr>
<td>agriculture</td>
<td>/æɡˈriːkʌltʃə(r)/</td>
<td>n. 农业</td>
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<tr>
<td>algebra</td>
<td>/ælˈɡebrə/</td>
<td>n. 代数</td>
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<tr>
<td>amusement</td>
<td>/əˈməunjmənt/</td>
<td>n. 娱乐，消遣；游乐场</td>
<td>9</td>
</tr>
<tr>
<td>anchor</td>
<td>/ˈæŋkə(r)/</td>
<td>vt. 扎根下；使固定；使固定；下锚</td>
<td>18</td>
</tr>
<tr>
<td>anxiety</td>
<td>/ænˈzæstɪ/</td>
<td>n. 忧虑，焦虑，不安</td>
<td>42</td>
</tr>
<tr>
<td>apartment</td>
<td>/əˈpɑrtmənt/</td>
<td>n. 公寓套间</td>
<td>18</td>
</tr>
<tr>
<td>apologize</td>
<td>/əˈplɔːdʒ/</td>
<td>vi. 道歉</td>
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<tr>
<td>apology</td>
<td>/əˈplɔːdʒi/</td>
<td>n. 道歉</td>
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<tr>
<td>appreciate</td>
<td>/əˈpreʃɪt/</td>
<td>vt. 欣赏，赞赏；感谢；领会</td>
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<tr>
<td>argue</td>
<td>/əˈɡuːри/</td>
<td>vi. 争吵，争论</td>
<td>3</td>
</tr>
<tr>
<td>arithmetic</td>
<td>/əˈrɪθmətɪk/</td>
<td>n. 算术</td>
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</tr>
<tr>
<td>arrest</td>
<td>/əˈrest/</td>
<td>vt. &amp; n. 逮捕</td>
<td>29</td>
</tr>
<tr>
<td>arrival</td>
<td>/əˈrævl/</td>
<td>n. 到来，抵达；到达者</td>
<td>29</td>
</tr>
<tr>
<td>athletic</td>
<td>/æθˈletɪk/</td>
<td>adj. 擅长运动的；健康的</td>
<td>3</td>
</tr>
<tr>
<td>attitude</td>
<td>/ætˈtjuːdi/</td>
<td>n. 态度，看法；看法</td>
<td>18</td>
</tr>
<tr>
<td>awkward</td>
<td>/ɔːˈkwɒd/</td>
<td>adj. 令人尴尬的；别扭的</td>
<td>3</td>
</tr>
</tbody>
</table>

**B**

<table>
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<tr>
<td>be based on</td>
<td>/biˈbeɪzd ɒn/</td>
<td>以……为基础，以……为根据</td>
<td>18</td>
</tr>
<tr>
<td>be/get burnt out</td>
<td>/bi ˈbɜːt ət/</td>
<td>耗尽体力，累垮</td>
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<tr>
<td>before long</td>
<td>/ˈbefɔːr ˈlɔŋ/</td>
<td>不久，很快</td>
<td>5</td>
</tr>
<tr>
<td>beg</td>
<td>/bɛɡ/</td>
<td>vt. &amp; vi. 请求，恳求；乞讨</td>
<td>2</td>
</tr>
<tr>
<td>belief</td>
<td>/ˈbɪliːf/</td>
<td>n. 看法；信念</td>
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</tr>
<tr>
<td>betray</td>
<td>/ˈtreɪə/</td>
<td>vt. 出卖，背叛</td>
<td>2</td>
</tr>
<tr>
<td>*billion</td>
<td>/ˈbɪljən/</td>
<td>n. 十亿</td>
<td>22</td>
</tr>
<tr>
<td>blame</td>
<td>/bleɪm/</td>
<td>vi. 责备，指责；n. (坏事或错事的) 责任；</td>
<td>5</td>
</tr>
<tr>
<td>blanket</td>
<td>/ˈblæŋkit/</td>
<td>n. 毯子；厚的覆盖层</td>
<td>29</td>
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<tr>
<td>breakthrough</td>
<td>/ˈbrəkrəʊθ/</td>
<td>n. 突破</td>
<td>49</td>
</tr>
<tr>
<td>brief</td>
<td>/briːf/</td>
<td>adj. 短时间的，短暂的；简短的</td>
<td>57</td>
</tr>
<tr>
<td>bush</td>
<td>/bʊʃ/</td>
<td>n. 灌木</td>
<td>33</td>
</tr>
<tr>
<td>businessman</td>
<td>/ˈbʌznəsmən/</td>
<td>n. (尤指上层)商界人员；企业家</td>
<td>23</td>
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</table>

**C**

<table>
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<tbody>
<tr>
<td>carbon</td>
<td>/ˈkɑrən/</td>
<td>n. 碳</td>
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<tr>
<td>carbon dioxide</td>
<td>/ˈkɑrən ˈdɔɪetroʊ/</td>
<td>二氧化碳</td>
<td>39</td>
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<tr>
<td>catastrophe</td>
<td>/kəˈtɑːstrəf/</td>
<td>n. 灾难，灾祸</td>
<td>58</td>
</tr>
<tr>
<td>cautious</td>
<td>/ˈkæʒərəs/</td>
<td>adj. 小心的，谨慎的</td>
<td>18</td>
</tr>
<tr>
<td>cell</td>
<td>/sɛl/</td>
<td>n. 细胞；小隔间；电池</td>
<td>42</td>
</tr>
</tbody>
</table>
chain /ˈʃeɪn/ n. 一系列；一连串（人或事）
food chain n. 食物链
channel /ˈtʃeɪn(ə)/ n. 水道；航道；隧道
cheerful /ˈtʃɪəfl/ adj. 愉快的，高兴的；令人愉快的
childhood /ˈtʃaɪldhʊd/ n. 童年，幼年
circus /ˈsəksəs/ n. 马戏表演；马戏团
clap /klæp/ vi. & vt. 敲掌，拍手
clean up 打扫（或清除）干净
climate /ˈklæimat/ n. 气候
clone /klaʊn/ vt. 克隆

committed /ˈkɒmɪtɪd/ adj. 尽心尽力的；坚定的；坚信的；确定的
concept /ˈkɒnsɛpt/ n. 概念；观念
conduct /kənˈdʌkt/ vt. 实施，指挥，进行
confirm /kənˈfɜːm/ vt. & vi. 证实，证明；确认，使确信
conflict /kənˈflikt/ vi. 冲突，抵触

consequence /ˈkɒnsɛkwəns/ n. 结果，后果
conservation /ˌkɒnsəˈverʃən/ n. （对自然环境的）保护
consideration /kənˈsɜːrveɪʃən/ n. 仔细考虑；考虑；体谅，顾及
take ... into consideration 认真考虑
consultant /kənˈsʌltant/ n. 顾问
consume /kənˈsʌm/ vt. 消耗，耗费；消费
credit /ˈkredɪt/ n. 赞扬，称誉，认可；信用，信誉；学分
crime /kraɪm/ n. 罪，罪行
crop /kroʊp/ n. 种植，农作物

cruel /krjuːl/ adj. 伤人的；残酷的，残忍的

customs /ˈkɒstəmz/ n. 海关；关税

cut back on 减少，削减，缩减

debate /ˈdɪbət/ n. & vi. 辩论；争论；讨论
decade /ˈdekeɪd/ n. 十年
decrease /dɪˈkriːs/ vt. & vi. 减少

desertification /dɪˌzɜːtɪˈfɪkʃən/ n. 沙漠化

dioxide /daɪˈoʊksaɪd/ n. 二氧化物

disagreement /ˌdɪsəˈɡriːmənt/ n. 分歧，争论；意见不

dislike /dɪsˈlaɪk/ vt. 不喜欢，厌恶

DNA /ˈdɛnə/ n. 脱氧核糖核酸
（deoxyribonucleic acid 的缩写）
do one's part 尽自己的职责
dolphin /dɒlfɪn/ n. 海豚
white-flag dolphin n. 白旗豚

drill /drɪl/ vi. & vt. 钻（孔），打（眼）
n. 操练，训练
duty /ˈdjuːti/ n. 责任，义务，本分

eager /ˈeɪɡə(r)/ adj. 热切的，急不可待的
Easter /ˈiːstə(r)/ n. 复活节

economic /iˈkəʊnɒmɪk/ adj. 经济的

economy /iˈkɒnɒmɪ/ n. 经济（情况）；经济体

electrical /iˈlektrɪkəl/ adj. 电的，用电的

embryo /ɪmˈbriəʊ/ n. 胚胎

end up 最后成为；最终处于
engine /ˈendʒɪn/ n. 发动机，引擎

environmental /ˌenvərnəˈmentl/ adj. 环境的

envy /ˈenvɪ/ vt. & n. 嫉妒，忌妒

exact /ɪgˈzækt/ adj. 精确的，准确的

favour /ˈfɑːvə(r)/ n. 赞助，支持；恩惠；帮助；偏爱，偏袒
in favour of 赞同，支持 (58)
feather /ˈfeðə(r)/ n. 羽毛 (29)
fellow /ˈfeləʊ/ m. 男子，家伙；同事，同伙 (45)
fence /fens/ n. 栅栏，篱笆，围栏 (33)
flood /flʌd/ n. 洪水；大批，大量
vt. & vi. 泛滥；淹没；大量涌入 (34)
flow /fləʊ/ vi. 流，流动；流畅地进行
n. 流动；连贯 (22)
focus /ˈfɔʊkəs/ vi. & vt. 集中注意力于……；
（使）聚焦
n. 焦点；重点 (3)
follow in one’s footsteps 效仿某人 (56)
for sale 供出售，待出售 (43)
forgive /foʊˈgriːv/ (forgave, forgiven) vt. 原谅，宽恕 (2)
fracture /fræktʃər/ vt. 使惊吓，使惊恐 (59)
fuel /ˈfjuːəl/ n. 燃料
vt. & vi. 提供燃料；加油 (39)

**genetically /dʒəˈnetikli/ adv. 从基因上，与基因相关** (59)
genetically modified 转基因的 (59)
genetics /dʒəˈnetɪks/ n. 遗传学 (59)
get through (用电话) 接通 (13)
gifted /ˈɡɪftɪd/ adj. 有天赋的，有才的 (5)
goat /ɡəʊt/ n. 山羊 (42)
goods /ɡʊdz/ n. 商品，货品 (25)
greedy /ˈɡriːdi/ adj. 贪婪的，贪心的 (23)
guilty /ˈɡɪlti/ adj. 内疚的；有罪的 (3)

harvest /ˈhaːvɪst/ vt. & vi. 收割（庄稼）
n. 收获；收成 (43)
helpless /ˈhelpləs/ adj. 没有好转希望的，无望的；精疲的 (13)

horrible /ˈhɔːrəbl/ adj. 极坏的，糟糕的；恐怖的；令人震惊的 (3)
hunger /ˈhʌŋɡə(r)/ n. 饥饿；饥荒 (57)
identity /aɪˈdentɪti/ n. 身份 (11)
illegal /ɪˈliːɡəl/ adj. 违法的，非法的 (38)
illegally /ɪˈliːɡəli/ adv. 非法地 (29)
impress /ɪmˈprɛs/ vt. 使印象深刻 (31)
in with regard to 关于，至于 (38)
income /ˈɪnkəm/ n. 收入，收益 (58)
insert /ɪnˈsɜːt/ vt. 插入，嵌入 (59)
intention /ɪnˈtɛnʃən/ n. 意图，目的；企图 (42)
*Italian /ɪˈtæliən/ adj. 意大利的
n. 意大利人；意大利语 (42)

judgement /ˌdʒʌdʒmənt/ n. 判断力；看法，评价；（法律）判决 (49)

legal /ˈliːɡl/ adj. 法律许可的，合法的 (42)
let off 排放 (39)
low-carbon /ˌlaʊˈkɑːbən/ adj. 低碳的 (39)

madam /ˈmædəm/ n. 女士，夫人 (29)
mailbox /ˈmeɪlboks/ n. 邮箱 (9)
majority /ˈmeɪdʒərəti/ n. 多数，大多数 (56)
mammal /ˈmeɪml/ n. 哺乳动物 (42)
manner /ˈmeɪnər/ n. 方式；态度，举止 (3)
measure /ˈmeɪʃər/ n. 措施，方法；尺度
vt. 测量；估量，判定 (33)
mercy /ˈmɜːsi/ n. 宽恕；仁慈 (19)
*modify /ˈmɒdɪfaɪ/ vt. 调整，修改；修饰 (59)


**N**

nutrition /njuˈtrɪʃn/ n. 营养

O

on the one hand ... on the other hand ...

一方面……另一方面……

on line /ɪnˈlaɪn/ adv. & adj. 在线（的）

open the floor 自由发言

operate /ˈopeɪreɪt/ vt. & vi. 经营；动手术

ordinary /ɔrˈdɪnəri/ adj. 普通的，一般的

original /ɔrˈɪdʒɪnəl/ adj. 原来的，起初的；首创的；非复制的

overcome /ˈəʊvərkəm/ (overcame, overcome) vt. 克服，解决

oxygen /ˈɒksɪdʒən/ n. 氧气

P

pace /peɪs/ n. 速度；步伐；节奏

keep pace with (与……) 步调一致

particular /pəˈtɪkjʊlər/ adj. 专指的，特指的；特别的；讲究的，挑剔的

in particular 尤其，特别

pause /pəʊz/ vi. & n. 暂停，停顿

permission /pərˈmiʃn/ n. 许可，批准

pest /pɛst/ n. 害虫

petrol /ˈpɛtrəl/ n. 汽油

physician /fɪzɪʃɪn/ n. 医师；内科医生

pick out 找出，挑选

pipe /paɪp/ n. 管子，管道

plant /plɑːnt/ n. 工厂；发电厂

point of view n. 观点

pretend /prɪˈtend/ vi. & vt. 假装；装扮，扮作

production /prəˈdʌkʃn/ n. 产量；生产

profession /ˌprɒfəˈʃn/ n. 职业，行业

profit /ˈprɒfɪt/ n. 利润，收益

vi. & vt. 获利；对……有用

pump /pʌmp/ vt. & vi. 用泵（或泵样器官等）输送；涌出，涌流

n. 泵；抽水机；打气筒

push ahead with 义无反顾地进行，努力推进

Q

quantity /ˈkwɒntɪtɪ/ n. 数量

quarrel /ˈkwɔːrəl/ n. & vi. 争吵，争执

queue /kjuː/ vi. 排队等候

n. 队，行列

queue up 排队等候

quiz /kwɪz/ n. 小测验

R

radiation /ˌreɪdiˈeɪʃn/ n. 辐射，放射线

rainforest /ˈreɪnforst/ n. 雨林

range /reɪndʒ/ n. 范围；一系列；山脉

vi. （在一定范围内）变化；包括；排列，排序

raw /rɔː/ adj. 原始的，未经加工或处理的

raw material n. 原材料

real-life /riːˈaɪl laɪf/ adj. 真实的，现实生活中的

recycle /rɪˈsɜːkl/ vt. & vi. 回收利用

regardless /rɪˈɡeərəls/ adv. 不顾；不管怎样

regardless of 不管，不顾

relation /rɪˈleɪʃn/ n. 关系；亲戚

public relations n. 公共关系

reliable /rɪˈleɪbl/ adj. 可信赖的，可依靠的

rely /rɪˈlaɪ/ vi. 依靠，依赖

rely on 依靠，依赖

remark /rɪˈmɑːk/ n. & vi. 评论，谈论
resource /ˈrɛsərs/ n. 资源
respond /rɪˈspɒnd/ vi. 做出反应，回应
responsibility /rɪˈspɒnsəbɪlɪti/ n. 责任，职责
revision /rɪˈvɪʒən/ n. 复习，修订，修改
run out (of) 用完，耗尽

S
saleswoman /ˈseɪlzəmən/ n. 女售货员，女推销员
satellite /ˈsætəlait/ n. 人造卫星
Scottish /ˈskɒtʃ/ adj. 苏格兰的
seafood /ˈsiːfʊd/ n. 海味，海鲜
security /skiˈkjʊərəti/ n. 平安，安全；安全措施
sensitive /ˈsɛnsɪtɪv/ adj. 易生气的，敏感的；体贴的
sincerely /ˈsɜːntɪli/ adv. 真诚地
soil /soʊl/ n. 土壤
spokeswoman /ˈspɒkswʊmən/ n. 女发言人
spy /spaɪ/ vi. 从事间谍活动；搜集情报
n. 间谍
spy on 暗中监视，窥探
summary /ˈsʌməri/ n. 总结，概括，摘要
superb /suːˈpɜːb/ adj. 极佳的，卓越的
swear /swer/ (swore, swornt) vt. & vi. 发誓；郑重承诺；咒骂，说脏话

T
tasty /ˈteɪsti/ adj. 美味的，可口的
tax /teɪks/ n. 税，税款

thanks to 幸亏，由于


tissue /ˈtɪʃuː/ n. （生物的）组织；纸巾
topic /ˈtɒpɪk/ n. 话题
tortoise /ˈtɔrtoʊs/ n. 陆龟
toy with 戏弄，摆弄；把……当作儿戏
transform /trænˈsfɔːm/ vt. 使改变外观或性质（尤指向好的方向）；使改变形态
trolleybus /ˈtɒrliːbʌs/ n. 无轨电车
truly /ˈtruːli/ adv. 真诚地，诚实地，衷心地
twin /twɪn/ adj. 双胞胎之一的；成双的
n. 双胞胎之一；一对相象的事物之一
typhoon /ˈtaʊfʊn/ n. 台风

U
under way 进行中
use up 用尽

V
vehicle /ˈvɪəkl/ n. 交通工具，车辆

W
waiting room n. 候车室，等候室，候诊室
c. 洗手间，厕所
willing /ˈwɪlɪŋ/ adj. 愿意的，乐意的
worldwide /ˈwɜːldwaɪd/ adv. & adj. 全世界（的）
### 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。本表按页码排序。

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<th>Meaning</th>
<th>Page</th>
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<td>Sarah</td>
<td>/særa/</td>
<td>萨拉（女子名）</td>
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</tr>
<tr>
<td>Andrew</td>
<td>/ændru:/</td>
<td>安德鲁（男子名）</td>
<td>2</td>
</tr>
<tr>
<td>Annie</td>
<td>/æni/</td>
<td>安妮（女子名）</td>
<td>2</td>
</tr>
<tr>
<td>Hannah</td>
<td>/haeuə/</td>
<td>汉娜（女子名）</td>
<td>2</td>
</tr>
<tr>
<td>Matthew</td>
<td>/meθju:/</td>
<td>马修（男子名）</td>
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</tr>
<tr>
<td>Sally</td>
<td>/sæl/</td>
<td>萨莉（女子名）</td>
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</tr>
<tr>
<td>Laura</td>
<td>/lɔ:ə/</td>
<td>劳拉（女子名）</td>
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</tr>
<tr>
<td>Rachel</td>
<td>/reitʃəl/</td>
<td>雷切尔（女子名）</td>
<td>9</td>
</tr>
<tr>
<td>Monica</td>
<td>/mʌnɪka/</td>
<td>莫妮卡（女子名）</td>
<td>9</td>
</tr>
<tr>
<td>Easter</td>
<td>/'i:sto(r)/</td>
<td>复活节（纪念耶稣复活，在三月或四月的一个星期日）</td>
<td>9</td>
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<tr>
<td>Rebecca</td>
<td>/ri'bekə/</td>
<td>丽贝卡（女子名）</td>
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<tr>
<td>Sean</td>
<td>/ʃeən/</td>
<td>肖恩（男子名）</td>
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<tr>
<td>Robert</td>
<td>/'roʊbət/</td>
<td>罗伯特（男子名）</td>
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<tr>
<td>Amanda</td>
<td>/'ændəmə/</td>
<td>阿曼达（女子名）</td>
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<tr>
<td>Sharon</td>
<td>/'ʃərən/</td>
<td>莎伦（女子名）</td>
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</tr>
<tr>
<td>James Long</td>
<td>/dʒeimz'loŋ/</td>
<td>詹姆斯·朗（男子名）</td>
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</tr>
<tr>
<td>Avatar</td>
<td>/'ævətə(r)/</td>
<td>《阿凡达》（电影名）</td>
<td>32</td>
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<tr>
<td>This Is It</td>
<td></td>
<td>《天王终点》（电影名）</td>
<td>32</td>
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<td>2012</td>
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<td>《2012》（电影名）</td>
<td>32</td>
</tr>
</tbody>
</table>

**the China National Desertification**

- **Monitoring Centre (CNDMC)**
  中国防治沙漠化监测中心

**Dolly**

- **/dəli/**
  多利（第一只克隆哺乳动物的名字，是一头羊）

**Pauline Carter**

- **/pəˈlɪn ˈkeɪtə(r)/**
  波琳·卡特（女子名）

**Frankenstein**

- **/fræŋkənˈsten/**
  弗兰肯斯坦（小说人物，一位创造怪物而最终却被怪物毁灭的科学家）

**Ian Wilmot**

- **/ˈaɪən ˈwɪmət/**
  伊恩·威尔莫特（英国科学家，克隆羊多利的创造者）

**Faye Wilson**

- **/feiˈwɪlzn/**
  费伊·威尔逊（女子名）

**Severino Antinori**

- **/sevərino ˈæntɪnɔri/**
  塞韦里诺·安蒂诺里（意大利妇产科医生，胚胎学家）

**Colin Jake**

- **/kəlɪn ˈdʒeɪk/**
  科林·杰克（男子名）

**Linda**

- **/ˈlɪnda/**
  琳达（女子名）
Frank Brown /ˈfræŋkˈbraʊn/
Liverpool /ˈlɪvəpuːl/
Jim Davidson /dʒɪmˈdeɪvɪdson/
DNA

弗兰克·布朗（男子名）
利物浦（英国英格兰西部港口城市）
吉姆·戴维森（男子名）
脱氧核糖核酸（deoxyribonucleic acid的缩写）
<table>
<thead>
<tr>
<th>English</th>
<th>Chinese</th>
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<tr>
<td>base form of a verb</td>
<td>动词原形</td>
<td>(8)</td>
</tr>
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同学们：

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识，培养能力。

《练习册》中的单元和教材同步对应，由四个板块构成：

- 语言知识训练 (Language practice)
- 阅读 (Reading)
- 听力 (Listening)
- 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12月
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Getting along with others

Language practice

A1 Choose the sentence in which the word in bold has the same meaning as the one in the example sentence.

1 I admitted how badly I had done in the math quiz.
   a You may not like her, but you have to admit that she’s good at writing.
   b He admitted the boy into the stadium.
   c The school admits sixty new boys and girls every year.

2 I feel really guilty because I made some cruel remarks too.
   a He was found guilty of murder.
   b He felt guilty for forgetting her birthday again.

3 Since we argued, he hasn’t spoken to me even though we sit next to each other.
   a The leaders argued that a date should be set for the peace talks.
   b The children were arguing about which TV programme to watch.
   c Joyce argued me into buying a new jacket.

A2 Choose the correct words or phrases to complete the sentences. Change the form where necessary.

1 swear/promise
   a I never touched your wallet, I ____________.
   b Do you ____________ that you will never tell anyone?
   c Don’t ____________ in front of children.

2 turn into/turn to/turn ... into
   a I am so happy that my dream will soon ____________ reality.
   b Ten years of hard work has ____________ him ____________ an old man.
   c When you do not understand a difficult word, ____________ your dictionary for help.

A3 Fill in the blanks with proper prepositions.

1 The soldier was sent to spy ____________ the enemy’s movement.
2 The supply of materials cannot keep pace ____________ demand.
3 Sue felt betrayed ____________ her friend who had cheated her.
4 You should not talk about your friend ____________ his back.
5 I felt ashamed ____________ the rude remarks I made the other day.
6 The report blames poor safety standards ____________ the accident.
7 Bob was really proud ____________ his marks in the exam.
8 The girl who was gifted ____________ singing was admitted into a music school.
B1 Fill in the blanks using the correct words or phrases in brackets.

1. He continued to speak, ________________ (in regard to/ regardless of) my feelings on the matter.

2. Shared interests often make a good ________________ (based on/ basis for) a relationship.

3. Later he ________________ (apologized/ apology) for his rude behaviour.

4. Fists were thrown when two men got into a fight over who would board the bus first. After the ________________ (accident/ incident), police came to take the two men away.

5. After the accident, the airport was closed for ________________ (secure/ security) reasons.

6. At the sound of the bell, the students ________________ (paused/ stopped) speaking.

7. During her ________________ (adolescent/ adolescence), she travelled a lot with her parents.

8. One of the ________________ (characters/ qualities) I admire most in a person is a high regard for the truth.

B2 Fill in the blanks using the words from the box below. Change the form where necessary.

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<td>attitude</td>
<td>rely on</td>
<td>end up</td>
<td>share</td>
</tr>
</tbody>
</table>

1. Helen is my best friend. She always ________________ her secrets with me.

2. This evidence ________________ my belief that he is guilty.

3. Most women who go on a diet ________________ putting weight back on.

4. Kate is very friendly, so it is easy to ________________ with her.

5. Many working women ________________ their parents to help take care of their children.

6. She shows a very good ________________ to her work.

7. The play succeeded ________________ the fine acting of all the actors and actresses.

8. The couple were very poor, so they ________________ spending money.

9. Usually girls’ friendships ________________ shared feelings and support.

10. ________________, I’d like to say how much I have enjoyed myself today.
Look at what Tom did yesterday. Pay attention to the star that he used to indicate the most important thing he did. Then answer the questions below using to infinitives.

In the morning
6.00 Got up ★10.00 Had an interview with Mr White
6.30 Had breakfast 11.00 Posted a letter to my sister
7.00 Went to work 11.30 Invited Tony to have dinner
8.30 Attended a meeting

In the afternoon
2.30 Sent e-mails to my customers
5.00 Bought some eggs in the supermarket on my way home from work
6.00 Went to Mr Henry’s to repair his computer and return his books

1 What was the most important thing Tom did yesterday?
The most important thing Tom did yesterday was __________________________.

2 Why did Tom go to the post office?
Because he had a letter __________________________.

3 What did Tom invite Tony to do with him?
He invited Tony __________________________ with him.

4 Why did Tom go to the supermarket?
He went to the supermarket __________________________.

5 Why did he go to Mr Henry’s?
He went to Mr Henry’s __________________________.

Fill in the blanks, using the correct forms of the words in brackets.

1 One girl in the UK, Sarah, regretted ______ (chat) online after her online friend turned out to be a boy from her class playing a joke on her.

2 Sarah said that she wanted ______ (make) some new friends, so she entered an Internet chat room.

3 She remembered ______ (discuss) music with a girl, who called herself Joanne.

4 The two met up often in the chat room, and after some time, Joanne wanted ______ (meet) Sarah in real life.

5 Sarah felt nervous and excited on the bus journey ______ (see) her new friend.

6 When she arrived, she was shocked ______ (discover) that her new friend was a boy and that she already knew him.

7 Sarah felt like ______ (cry) when she found out that she had been chatting online with a boy called Joe from her class.

8 Joe explained that he did not mean ______ (hurt) Sarah. He just wanted to play a joke on her.
Complete the following passage using the words from the box below. Change the form where necessary.

adolescent  
apologize  
adolescent  
manner  
grade  
attitude  
truly 
betray  
help

If you asked a teacher in China what makes a good student, he or she would probably tell you that a good student is someone who gets good (1) _______ in exams.

It is true that most teachers share this opinion. However, one teacher called Shen Hong has a different (2) _______. She says that she hates to see her students study day and night under the pressure of exams. These (3) _______ have no time to relax or hang around with their friends. It is not right to judge a student only by his grades. Shen Hong thinks a good student should have the following qualities.

A good student is honest and kind to others. In other words, he never (4) _______ his friends. If he does something wrong, he (5) _______ his mistake, and then will quickly (6) _______. A good student is always ready (7) _______ his friends when they are in trouble, as well.

A good student is one who (8) _______ on his studies. He makes full use of his time to learn both in and out of class. Hard work (9) _______ comes first no matter how brilliant he is. Besides studying, he also likes sport and takes part in after-school activities. In conclusion, he develops in an all-round (10) _______.

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

1. 昨天汤姆和妻子吵了一架。为了表示歉意，他给妻子留了张卡片，上面写着：“对不起，请原谅我。” (argument, apologize, forgive)
2. 当我走进房间时，他假装在看书。 (pretend to)
3. 父母应该设法劝阻子女吸烟。 (discourage ... from doing)
4. 我给他办公室打电话，但打不通。 (get through)
5. 她克服了害怕在大众面前说话的心理，发表了一个简短的演讲。 (overcome)
6. 我宁可走路而不愿意坐公共汽车。 (would rather ... than ...)
7. 你竟提出这样的建议，真是荒唐。 (absurd)
8. 关于对付这种疾病的最佳方法，医生们的意见仍有分歧。 (disagreement)
A test of friendship

What was supposed to be a fun climb became a test of friendship for two young people from Canada last Saturday. Jeremy Savage, aged 17, and Ian Marshall, aged 16, went to the Rocky Mountains with their parents for the weekend. On Saturday morning, the two boys decided to climb Cathedral Mountain by themselves while their parents relaxed at the campsite. After three hours, they reached the top with no problems.

However, trouble began when they started the climb down the mountain. On one very dangerous part of the path, Ian fell three metres off the side of the path. Jeremy was able to climb down to where Ian was. Ian was badly injured and could not move. Jeremy had to decide what to do. He needed help, but he did not want to leave his friend. He used water from his own bottle to clean the dirt and blood from Ian’s face and hands. He tried to help Ian stand up, but Ian’s right leg was hurting too much. They had to wait and hope that someone would come and help them.

When the boys did not return to the campsite that evening, their parents became very worried. They got in touch with park workers and began searching for the boys. Soon more than 20 people were looking for the boys.

As night fell, the boys were still missing. While they waited for help to arrive, Jeremy gave Ian his food and water and he let Ian lie on his jacket so he would be more comfortable. As the evening grew darker, Ian told Jeremy to leave him and go back to their parents, but he still did not leave. Jeremy thought it was too dangerous for Ian to be alone. The night was cold and windy, and Jeremy used his jacket and an extra shirt to keep Ian warm.

At sunrise, Jeremy decided that the only way to help his friend was to carry him. So, they started the long climb back to their parents. Sometimes Jeremy carried Ian on his back. Sometimes he carried him in his arms. Finally, after four hours, they arrived at the campsite where their parents were waiting. “I will always remember what Jeremy did for me,” said Ian. “He saved my life. That is the greatest thing that a person can do for his friend.”

Answer the following questions about the two friends’ experience.

1. What happened to Ian on his way down the mountain?
2. After Ian was badly hurt, what decision did Jeremy have to make?
3. Why did the boys’ parents get in touch with the park workers?
4. While they were waiting for help, what did Jeremy do for Ian?
5. How did Jeremy finally help his friend?
Making friends

One important thing to remember when trying to get along with others is to compromise. This means that when you and your friend talk about something you do not agree on, one or both of you agree to give up something to find a solution. For example, let’s say that you want to go shopping one afternoon, but your friend wants to watch DVDs at home. You think watching DVDs is boring and your friend does not like to shop. You and your friend can compromise and agree that you will go shopping for an hour and a half, and then watch one DVD at home. In this way, both of you can do something you like to do, but you also do something you do not like very much, in order to make the other person happy. When two people make a compromise, they should both be happy in the end. People often disagree with each other. It is sometimes necessary to give up something you want in order to keep good relationships with others.

Another important thing to remember when trying to get along with others is to listen. When you listen carefully to others, it shows that you care about them and think that they are important. When someone is talking to you, look at them, not at other things or people around you. Above all, do not interrupt them! Also, pay attention to your friends’ feelings. If a friend is telling you about a difficult problem, ask him, ‘How do you feel about that?’ Many times, we want to fix our friends’ problems and give them advice, but sometimes our friends do not need advice. They just need someone who will listen to them and understand their feelings.

Finally, it takes time and energy to build good relationships with others. You cannot expect to become good friends with someone soon after you meet them. You also cannot expect to become good friends with someone if you do not spend time with them. Invite friends to do things with you, such as watching films, going to the park or even cooking. In this way, you can find common interests with others outside of school and work.

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

(1) _________ to make friends

<table>
<thead>
<tr>
<th>Making (2) _________</th>
<th>Sometimes it is (3) _________ to give up something you want in order to keep good relationships with others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to others</td>
<td>Don’t interrupt them. Pay attention to your friends’ (4) _________</td>
</tr>
<tr>
<td>(5) _________ time together</td>
<td>Invite friends to do things with you so you can find interests you (6) _________ with each other.</td>
</tr>
</tbody>
</table>
A student wants to join the school Adventure Club. He has written a letter to the club. The president of the club is reading the letter, while the secretary of the club fills in a candidate report. Listen to the president and fill in as much information as you can.

**Adventure Club Candidate Report**

**Name**

**Personality requirements** (tick each quality that the candidate shows)

- [ ] loves adventure
- [ ] brave
- [ ] cheerful
- [ ] friendly
- [ ] independent
- [ ] interested in history and nature
- [ ] outgoing
- [ ] happy to work with others

**The club’s decision**

- [ ] Accept
- [ ] Not accept

- [x] Accept with the following conditions:
  1. The club will offer him a trial membership for ____________.
  2. He must try to be ____________ and more ____________.
  3. At the end of the trial period, he can ____________ if the club thinks he is fit for it.

B The president and the secretary are discussing the student’s letter. Listen to their conversation and complete the candidate report above.

C The secretary is writing an e-mail to the student to tell him the club’s decision. Help her fill in the missing words.

**Date:** 6 September  
**From:** Ma Li  
**To:** Liu Dong  
**Subject:** Re: Application

Dear Liu Dong,

I am pleased to tell you that the Adventure Club has accepted you as a member. The committee thinks that you were very (1) ____________ to arrange the trip to the Mogao Caves for you and your parents. You also know a lot about (2) ____________ and (3) ____________, which is important for our club. It seems that you always (4) ____________ your plans. We hope to enjoy your (5) ____________ ideas for club activities.

However, there are some (6) ____________ that you must meet. The club is offering you a trial membership for (7) ____________ months. The committee wants you to try to be (8) ____________ and more (9) ____________. At the end of the trial membership, you can become a (10) ____________ of the club if we think you are fit for our club.

Sincerely,

Ma Li
A  When you write a letter of advice, you should first describe the problem that the person has written about, showing that you understand the situation. Then you should give some advice that is simple and to the point. You should show respect to the person you are writing to, and try to be optimistic and helpful. You should also respond quickly to let the person know that you care about him/her. Read this letter of advice to see how such a letter should be written.

Dear Wang Peng

After reading your letter, I know that you are worried about losing your friends. You used to have lots of friends, but you stopped talking to them after you made friends with Li Hua, who joined your class a few months ago. Now Li Hua has moved to another city, and you have no friends because your old friends think you were mean to them. You feel very sad.

First of all, you did the right thing when you made friends with Li Hua. As we all know, it is not easy being new, and it was nice of you to be so friendly to Li Hua. However, it was not such a good idea for you to stop talking to your old friends, but there is no point in thinking about this now. What happened is in the past and you should not be sorry for what you did. I suggest that you talk to your old friends first instead of waiting for them to talk to you. Smile at them and wait for them to smile back at you. Invite them out to eat or invite them to the cinema. At an appropriate time, tell them you are sorry and give them an explanation for your actions. Just as you do not want to lose their friendship, they will not want to lose yours either. They will be happy to see that you still value them.

You have learnt a valuable lesson in life: make new friends but keep the old ones.

Your aunt

B  You are the editor of your school newspaper. You received a letter from Mary who has trouble making friends. You made a list of things that seem to prevent her from making friends. You also made a list of advice. Write a letter of advice to Mary, using the information in the table below.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shy</td>
<td>Smile at your classmates; start conversations with them</td>
</tr>
<tr>
<td>Very tall</td>
<td>Like yourself for who you are; take pride in being tall</td>
</tr>
<tr>
<td>Not very confident</td>
<td>Learn to be brave; try to communicate more with classmates</td>
</tr>
</tbody>
</table>
Unit 2

The environment

Language practice

A1 Choose the sentence in which the word in bold has the same meaning as the one in the example sentence.

1 The people operating the factories are very concerned about the environment.
   a The bus company operates a Monday to Saturday service.
   b They need to operate on her stomach.
   c Nurses are now operating the emergency hospital.
   d The bus is designed to operate in all weather conditions.

2 Ms Lin Shuiqing will speak first for three minutes. Mr Qian Liwei will follow, also for three minutes.
   a Follow this road until you get to the museum.
   b The introductions went on for several minutes. Then a speech followed.
   c Sorry, I don’t follow you. Please say it again.
   d We are following our usual schedule for debates.

3 We need to stop thinking of companies and businessmen as the enemy, and give them more credit.
   a I don’t have enough credits to graduate.
   b Most new cars are bought on credit.
   c The witness’s story gained credit with the police after more evidence was found.
   d She deserves credit for trying her best.

A2 Choose the correct words or phrases to complete the sentences below. Change the form where necessary.

1 cut back on/cut down
   a They ______________ all the dead trees in the park last week.
   b If our products do not sell well in the next two months, we will have to ______________ production.

2 lie/lay
   a I always feel relaxed when I ______________ in bed, listening to music.
   b Would you please ______________ the books on the table?
   c You should always be honest and never tell ______________ to your friends.
   d This morning, I found that a bird had ______________ her eggs in my garden.

3 produce/product/production
   a We need to develop new ______________ to increase our market share.
   b The new model will be in ______________ by the end of the year.
   c We sell only fresh ______________ from local farms.
B1  Use another form of the word in bold in the first sentence to fill in the blank in the second sentence.

1  Craig decided to study to become an engineer after he graduated from university. 
   The plane’s _____________ were damaged when the plane landed, and the plane had to be repaired.

2  Before 8 o’clock the next morning, he arrived upon the scene by car. 
   His feelings concerning the _____________ of Sophia were very strong.

3  Many consumers are impressed by this superb design. 
   They _____________ a lot of beer at the party.

4  Thankfully, the documents survived the fire.  
   His only chance of _____________ was a heart operation.

5  It is a country farm, but it has electricity.  
   Jim did all the _____________ work at the factory.

6  Alice impressed her teachers with her hard work. 
   Since he was so confident, Bill left everyone with the _____________ that he would pass the exam, when in fact he failed.

B2  Choose the correct words to complete the sentences below. Change the form where necessary.

1  absorb/consume
   a  Food may not be _____________ in this area.
   b  Darker surfaces _____________ more heat.

2  rare/small
   a  Mike’s teacher asked him to make some _____________ changes to his essay.
   b  To see the ground covered in snow is quite _____________ at this time of year.

3  conservation/protection
   a  A fence was built around the park for the _____________ of the animals in it.
   b  We only have a small supply of water, so water _____________ is important.

4  improve/raise
   a  The increasing number of cars running on our roads _____________ the level of air pollution in our city.
   b  Talking with native English speakers is the best way to _____________ your spoken English.
Read the following dialogue between the host of a TV programme and an inventor. Fill in the blanks using verb-ing forms.

**Host:** Good morning, Mr Brain, and welcome to The Invention Show. Would you please introduce your invention to us?

**Mr Brain:** Sure, my invention is (1) _____________ (amaze). It’s an electric fan which you attach to chopsticks to cool down hot food.

**Host:** Wow! That sounds (2) _____________ (interest). What else can it do?

**Mr Brain:** The fan has also been fitted with a chip which has hundreds of songs, so you can listen to music while you are eating.

**Host:** That’s really (3) _____________ (excite).

**Mr Brain:** Yes, the electric fan is receiving a lot of public attention. It is (4) _____________ (please) to think that so many people are interested in my invention.

**Host:** Do you think there is room for improvement?

**Mr Brain:** Certainly. I do think the fan is too small, and the engine cannot run for long. This has been (5) _____________ (challenge) for me.

**Host:** Oh, I can imagine. Have you been successful in finding a solution to this problem?

**Mr Brain:** Not yet, but (6) _____________ (work) on this invention for over a year now, I am confident that I will find a solution.

**Host:** That’s great. We look forward to seeing your new and improved fan soon.

**Mr Brain:** Thank you.

---

**Rewrite the following sentences, using verb-ing phrases.**

1. When he heard the news, he jumped with joy.
   
   _____________

2. While I was waiting for the bus, I met an old friend of mine.
   
   _____________

3. He was punished by his teacher, because he had not finished his homework.
   
   _____________

4. John sat on the sofa and listened to music.
   
   John sat on the sofa, _____________.

5. The earthquake happened around midnight and caused a lot of damage.
   
   The earthquake happened around midnight, _____________.

6. If you walk straight down this road, you will see the post office on your left.
   
   _____________, you will see the post office on your left.

7. Tom did not know what to do, so he turned to his teacher for help.
   
   _____________, Tom turned to his teacher for help.

8. I turned to her and asked her a question.
   
   _____________, I asked her a question.
Complete the following passage using the words from the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>conservation</th>
<th>cut back on</th>
<th>production</th>
<th>measure</th>
<th>deal with</th>
</tr>
</thead>
<tbody>
<tr>
<td>recyclce</td>
<td>illegal</td>
<td>allow</td>
<td>duty</td>
<td>tax</td>
</tr>
</tbody>
</table>

Green Hills, Clear Water, Blue Sky is a project that was set up by the government three years ago. Since it was created, many people have taken part. They think it is their (1) _____________ to make the public more aware of the importance of protecting our environment. At the same time, many people insist that the government should take (2) _____________ to protect the environment.

First, some factory owners have played a major role in damaging the environment. They have focused on increasing (3) _____________ in order to make more money. Their actions have resulted in serious damage to the environment. They have not (4) _____________ the problem of waste from their factories. They continue to pollute local rivers with harmful chemicals. Those who want government action feel that the government should advise factory owners to (5) _____________ production, so that they produce less waste. The government should also make factories pay high (6) _____________ for polluting the environment.

Second, some people believe that the government should pass laws to punish those who damage the environment. The government should let everybody know that it is (7) _____________ to kill or sell rare animals. They should also make sure people know that they are not (8) _____________ to pour chemical waste into rivers.

Third, the government should offer money to companies that (9) _____________ waste. It could also build some (10) _____________ centres to protect plants and animals that are in danger.

Common people still play an important role in protecting the environment, so the government should work side by side with them to take care of the Earth.

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

1. 他喜爱文学，尤其是经典作品。 (in particular)
2. 在许多美国城市，在饭店内吸烟是违法的。 (illegal)
3. 时间不多了，我们必须立即行动起来。 (run out)
4. 他们俩在这件事情上意见相左。 (conflict with)
5. 现今，越来越多的人依靠电脑做很多事。 (rely on)
6. 我从众多人的谈话声中分辨出他的声音。 (pick out)
7. 怀特先生宣布他们将把电脑的产量削减百分之十。 (cut back on)
8. 关于他对这次广告宣传活动的建议，我们必须仔细讨论。 (in(with) regard to)
Disaster hits South-East Asia

The tsunami which hit twelve South-East Asian countries on 26 December 2004 was a great disaster. More than 200,000 people were killed in the tsunami. Not only did people living in Thailand, Indonesia and Sri Lanka die, but many European tourists who were on holiday in these countries also died. Now, we are just beginning to understand how much damage was caused to the environment and to the economy.

The biggest problem after the tsunami has been illnesses which have spread to many people. These illnesses are mostly caused by a lack of clean drinking water. People are drinking dirty water because there is no other water available. This dirty water is making them sick. Also, the hospitals in these poor countries are not big enough to deal with all the people who were hurt in the tsunami.

Many people living in the areas hit by the tsunami are farmers and fishermen. The tsunami destroyed their homes, their fields and their boats. The salt water from the ocean flooded the farmers’ fields, so they can no longer grow food. Also, fishermen are finding that there are fewer fish in the ocean. Now, these people, who were already quite poor, have no way to make a living. No one knows how long it will take for the fish to return, or for the farmers to be able to grow food again. Tourism is also very important in these areas, but many famous tourist areas were destroyed during the tsunami.

The whole world is helping these countries recover from the tsunami. Many governments have given aid money. UNICEF, the United Nations Children’s Fund, has set up 200 places where people can get help. It has also provided clean drinking water. One organization called Doctors without Borders has sent many doctors to care for sick people. In Indonesia, some government officials suggest that some villages should be moved away from the ocean, and that farmers should learn how to grow different types of crops.

No one knows how much money or how much time it will take for these areas to recover. However, with the help and aid that is being sent to the affected areas, we hope it won’t take long.

Answer the following questions about the news article.

1. What has been the biggest problem after the tsunami?
2. What is making people sick?
3. Which three industries were most affected by the tsunami?
4. What help have these countries received?
5. What are some possible solutions suggested by Indonesian government officials?
Recycling in Switzerland

Switzerland is well known as one of the cleanest countries in the world. The Swiss think that recycling is very important, and the government has made laws requiring everyone to recycle. In 1998, the Swiss government passed a law which said that people could not throw away any electronic instruments with their rubbish because it could be dangerous to the environment. Instead, people were told to bring old electronic instruments, such as televisions, computers and fridges, to electronic shops or special centres when they no longer wanted them. Many old parts are used again, and the parts that cannot be used are thrown away without hurting the environment. The government also introduced a rubbish bag tax.

In 2003, 47 per cent of all rubbish in the cities was recycled. This included 70 per cent of paper, 95 per cent of glass, 71 per cent of plastic bottles and 85–90 per cent of cans. Until recently, people could get a small amount of money when they recycled their bottles. They can no longer get this money, but they still recycle their old bottles anyway. Recycling has become a daily habit for the Swiss, and many countries should learn from their example.

However, recycling in Switzerland is not without its problems. In 2002, street workers in Bern, the capital of Switzerland, stopped collecting rubbish for 24 hours because they thought that people were not being as careful about recycling their rubbish as they should have been. People were surprised by how much rubbish was lying in the streets, and visitors to Bern were disappointed to find that the city was not as clean as they expected. After 24 hours, the street workers collected the rubbish again. They hoped that the citizens of Bern would learn that it is everyone's responsibility to keep the city clean.

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

<table>
<thead>
<tr>
<th>Recycling in Switzerland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government's actions to encourage recycling</td>
</tr>
<tr>
<td>• Make (1) ________ which require everyone to recycle.</td>
</tr>
<tr>
<td>• Introduce a rubbish bag (2) ________.</td>
</tr>
<tr>
<td>How (3) ________ works</td>
</tr>
<tr>
<td>• Instead of throwing away old electronic (4) ________, bring them to shops or centres.</td>
</tr>
<tr>
<td>• Get (5) ________ from recycling bottles.</td>
</tr>
<tr>
<td>Problems with recycling</td>
</tr>
<tr>
<td>• People were not as (6) ________ about recycling as they should have been.</td>
</tr>
<tr>
<td>(7) ________ of not picking up the rubbish</td>
</tr>
<tr>
<td>• Remind people of their (8) ________ to keep the city clean.</td>
</tr>
</tbody>
</table>
Wang Mei is doing some research about environmental problems in China. She has found an interesting article on the Internet. Listen as she reads the article to her friend. Help her complete the first part of her notes.

- The increasing number of (1) _______ has caused serious air pollution.
- Because more people are buying (2) __________, China uses more petrol.
- There is (3) __________ all over the streets in our cities.
- We don’t recycle enough (4) __________, paper or (5) __________.
- We can recycle drink cans and (6) __________.
- We can (7) __________ in the streets.
- We can ride (8) __________ and use (9) __________ instead of driving cars.

Interview with Dr Fan
- Dr Fan suggests not throwing away (10) __________ after we use them.
- People should avoid using (11) __________ bags at the supermarket.
- The government and companies should use other sources of (12) __________.
- We use too much coal, which (13) __________ the air.

Wang Mei’s neighbour, Dr Fan, is an expert on the environment. Wang Mei is talking to him about how people can live in a way friendlier to the environment. Listen to their conversation and complete the second part of her notes above.

Wang Mei is posting an article on the school website about what she has learnt. Help her complete the article below.

China’s economy has grown very quickly, but our problems with the environment have also grown. Air pollution is now a serious problem in China because of the (1) __________ number of factories. More people are buying (2) __________ nowadays, which means China is using more petrol. We only have a small supply of petrol, and someday we will not have it any more. What is more, many people do not throw away their (3) __________ in a way friendly to the environment, and there is rubbish all over the streets in our cities.

There are many things we can do to protect the environment. We can recycle (4) __________, paper and (5) __________ as well as drink cans and (6) __________. We can ride (7) __________ and use (8) __________ instead of driving cars.

I spoke to Dr Fan, an expert on the environment, and he gave me some other suggestions. Do not throw away your chopsticks after meals. When you go to the supermarket, do not use (9) __________ bags. Dr Fan also thinks that we need to use other sources of (10) __________, because we use too much coal, which causes air pollution.

If everyone takes action, our environment will be much cleaner!
A When you write about an animal, you usually give a description of the animal, including what it looks like, how it acts, where it lives and what it eats. Read the following article and see how the writer describes the gorilla.

The gorilla is a rare animal that lives in Africa. Gorillas belong to the great ape family, and are one of mankind’s closest relatives.

Gorillas are very big animals. Male gorillas are usually taller and bigger than female gorillas. Male gorillas can reach a height of 1.8 m and can weigh 140–180 kg. Female gorillas can reach a height of 1.5 m and, on average, weigh 90 kg.

Gorillas are usually black in colour. Their bodies are covered with black or brown fur. Some gorillas have red hair on their heads. Male gorillas over ten years of age have silver hair on their backs.

Gorillas usually walk on all fours. They can recognize each other by their faces and body shapes. They are social animals and live in family groups. A typical family includes one adult gorilla, who is the leader of the family, three or four adult females and some young gorillas. Some families can have as many as 50 members while others include only a few members.

Gorillas eat many types of leaves, flowers, fruit and some insects. They do not drink water. Gorillas sleep about 13 hours a night and rest for several hours during the day. They usually live to the age of 30–50.

Gorillas are quiet and shy animals and their only natural enemy is human beings. With the growth of the human population and the development of farming, there is a question as to whether gorillas can survive. Thankfully, most countries have passed laws to protect them.

B On Rare Animal Day, your class will talk about different animals that are in danger. You have chosen to talk about the African hippo. You find an introduction to the hippo online. Use it to help you write your speech.

Name: the African hippo, also known as the river horse
Found: western, central, eastern and southern Africa
What a hippo looks like:
- Shape: round, almost no hair on its body, short legs and a large head
- Height: males 140–165 cm; females 130–145 cm
- Weight: males 1,600–3,200 kg; females up to 650–2,400 kg (second in weight only to elephants)
Live: in groups of 15–20, but can be up to 150; usually in water
Diet: soft short grass, plants and fallen fruit
How long a hippo usually lives: 45–50 years
Conservation: total number 8,000, over a wide area in small groups; in danger because there is not enough water for them to live in, hunting and loss of food; governments and groups have taken measures to protect and preserve them
A1. Use another form of the word in bold in the first sentence to fill in the blank in the second sentence.

1. We all know parents are often anxious about their children.
   If you are worried about your health, share your ____________ with your doctor.

2. Jane is so pleased with her new car that she is like a child with a new toy.
   I don’t think he’s really serious—he is just ____________ with me.

3. We arrived at the exact moment when they were leaving.
   The journey to western China took ____________ three hours.

4. It is illegal to drive a car without a license.
   While it may not be wise, there is no ____________ reason why your plan cannot be carried out.

5. Every morning, the children met in the courtyard for physical exercise.
   Since the child was ill, his parents took him to the hospital to see a ____________.

6. The writer was happy to see that his new book sold well.
   Sorry, sir. This is an item for exhibition. It is not for ____________.

A2. Replace the underlined words in the sentences below with words or phrases from the newspaper article and two readers’ letters on Pages 42 and 43 of your book. Change the form where necessary.

1. Over the year we have had several serious discussions about future policy.

2. The boy joined the basketball team with the goal of winning the championship.

3. The couple could not have a child of their own, so they decided to raise someone else’s child.

4. Students who focus on their studies usually do well in exams.

5. He wanted badly to be the manager of the big company.

6. The new plan will change the British film industry in every way.

7. He was given treatment for a long time and finally made healthy again.

8. I missed the bus this morning and as a result was late for work.

9. In our province, winter wheat is collected in the early summer.

10. They will move forward with their struggle for better classrooms.
B1  Match each sentence on the left with the sentence on the right which shares the same meaning of the underlined words.

1  favour
   (1) She rang up to ask me for a favour, but I will be away all this month. ___ a She has a lot in her favour, especially her teaching experience.
   (2) The government has decided in favour of a $200-million development. ___ b Workers have refused a pay offer of 8% in favour of a 4% increase linked with a shorter working week.
   (3) It was less tiring running on the way back because we had the wind in our favour. ___ c Could you do me a favour by lending me the dress for this evening?

2  look around
   (1) He looked around to see what had happened behind him. ___ a I want to look around the new shopping centre tomorrow.
   (2) Shall we look around the shops while we are waiting? ___ b I could not find my keys so I spent the morning looking around the house for them.
   (3) We are going to look around the district for a new flat. ___ c I heard someone calling my name so I looked around and saw Sandy.

3  view
   (1) His views on the subject are well known. ___ a The plane soon disappeared from view.
   (2) When we turned the corner, the lake came into view. ___ b We told the woman at the hotel that we wanted a room with a view.
   (3) The view from the top of the mountain is wonderful. ___ c What is your view on cloning?

B2  Fill in the blanks using the proper forms of the words given.

1  relation
   a Every summer the boy travelled back home to visit his _____________.
   b In order to have a good _____________ with others, you need to learn to listen.

2  frighten
   a They are _____________ that the river will go over its banks again and flood their home.
   b It is _____________ to consider the possible results of pouring dangerous chemicals into the environment.

3  development
   a Many _____________ countries have excellent transport systems.
   b Some countries, which are still _____________, need help in building their medical systems.

4  care
   a You should be very _____________ when crossing the road. Don’t forget to look both ways.
   b He failed his Maths exams because he made many _____________ mistakes.
**Join the two sentences using verb-ed forms or verb-ed phrases.**

1. They heard that their son had been admitted to Oxford University. They were delighted. They were ___________ to hear that their son had been admitted to Oxford University.

2. The woman went back to the shop to buy the vase. It was sold. When the woman went back to the shop to buy the vase, she found it ___________.

3. Lucy’s father bought her a book. The book was very interesting. The book ___________ Lucy’s father was very interesting.

4. Heat ice to a certain temperature. It becomes water. When ___________, ice becomes water.

5. The doctors had success in completing the operation. They were helped by some experts from the USA. The doctors had success in completing the operation, ___________ some experts from the USA.

6. The teacher encouraged Tom. Tom did well in his exam. ___________ the teacher, Tom did well in his exam.

7. The football match was cancelled due to bad weather. The students were disappointed. The students were ___________ that the football match was cancelled due to bad weather.

**Choose the correct words in brackets to fill in the blanks.**

1. The 2008 Olympic Games held in Beijing turned out to be a great success. Everyone was ___________ (satisfied/satisfying) with the efforts that the Chinese government made.

2. Zhang Yining, the famous table tennis player, won China’s 100th gold medal at the Summer Olympic Games. She was very ___________ (excited/exciting).

3. Many people were ___________ (shocking/shocked) when scientists announced that they had cloned the first human embryo.

4. It was ___________ (encouraging/encouraged) to see the Chinese women’s volleyball team overcome all kinds of difficulties to win their match. Everyone was proud of them.

5. Scientists sometimes meet with ___________ (surprising/surprised) problems. Even though they work hard, they will not achieve success in their research.

6. Everyone is ___________ (inspired/inspiring) by the news that the Second Youth Olympic Games will be held in Nanjing in 2014.

7. In 2010, millions of ___________ (amazing/amazed) people paid a visit to Shanghai World Expo.
Mary will never forget the moment when she saw her lovely baby for the first time. She was (1) ________ to see that her baby was healthy. She really enjoyed the feeling of being a mother, a feeling she thought she would never experience. However, the baby’s birth not only brought great happiness to its mother but it also shocked the world, as it was a (2) ________ baby.

The successful cloning of this baby was seen as a medical (3) ________. It meant that millions of women around the world who were not able to have children would now be able to realize their dream with the help of science.

Tony is another person who has (4) ________ from cloning. Last year, Tony suffered from serious heart disease and nearly died. However, (5) ________ did not give up hope for Tony and they soon replaced his (6) ________ heart with a new cloned one. Luckily, Tony’s body accepted the new (7) ________ and Tony survived. This was not the first time a life had been saved with the use of cloning. That is why even more scientists are now (8) ________ their efforts on developing and improving cloning technology.

(9) ________, not everyone is happy with these medical achievements. In many countries it is not (10) ________ to clone humans. Some people believe that if we (11) ________ nature through cloning, we are asking for trouble. Even though some people feel (12) ________ about cloning, scientists around the world will continue trying to learn more about this new technology.

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

1 该官员拒对此事发表意见。(comment on)
2 别这么拼命工作——你会累坏的。(get burnt out)
3 另一方面，他并不指望从这个项目上盈利。(on the other hand, make a profit)
4 我们正进行一项调查以了解顾客对当地公共汽车服务的看法。(conduct)
5 为了学法语，她去了法国。(with the intention of)
6 大多数到会的专家支持这项工程。(majority, in favour of)
7 如果你把要用在维修上的钱考虑进去，这房子就有点贵了。(take ... into consideration)
8 她的演讲证实了她完全同意我们的计划。(confirm, in agreement with)
Nanotechnology has been making headlines in recent years. Read this speech made by an expert on nanotechnology.

The big future of small technology

Imagine being able to travel to the Moon by a lift which is made of a light but very strong material. Or, imagine being able to send very small machines into your body to repair damaged cells. Someday this might be possible, with the use of nanotechnology.

A molecule is the smallest part of an object that has the qualities of that object. Atoms are even smaller. Everything in our world is made of molecules and atoms that we cannot see. Nanotechnology is the science of changing these molecules and atoms into different objects.

Using nanotechnology, we could create both small and large things, starting with molecules and building up to a very small object such as a nanotube. One nanotube could be put together with other nanotubes to make a material 100 times stronger and four times lighter than steel. We could use this material to build better cars and aeroplanes. We could build little machines, called nanobots, to kill cancer cells in cancer patients.

On the other hand, there are also some dangerous possibilities for nanotechnology. It could be used to make guns that would cause more damage than very large bombs. It could also be used to build small machines that watch people when they do not know they are being watched.

There are two main problems with developing nanotechnology. First of all, how can you build a machine that you cannot see? This process is very difficult and takes a long time. Most scientists agree that in order to make nanobots useful it is necessary to figure out a way to create enough of them. A possible solution would be to design nanobots that are able to make copies of themselves, without human help. The second problem is related to the first one. If we make nanobots that can make copies of themselves, there is a danger that they will grow out of control and upset the balance of nature.

In conclusion, nanotechnology holds some very exciting promises for the future, but we must use this technology with wisdom.

Answer the following questions about the speech.

1. What is nanotechnology?
2. What could we use nanotubes for?
3. How could nanotechnology help cancer patients?
4. What are the two possible dangerous uses of nanotechnology mentioned in the speech?
5. What are the two main problems with developing nanotechnology?
Stem cell research promises to give us answers to many health problems that affect humans. Stem cells come from embryos, which are human beings in the earliest stage of development, before they are born. An embryo is made up of many stem cells. Stem cells are different from other kinds of cells. They have the ability to change into many different kinds of cell types, such as bone cells or brain cells.

Today, many people around the world need new hearts, lungs or other organs because of disease. They have to wait a long time for a new organ, and there are not enough organs for those who need them. Many people die while waiting for new organs. Scientists think they can use stem cells to make new organs or parts of the body. They are trying to learn how to make a stem cell become, for example, a heart cell. If scientists could make new organs using stem cells, then everyone who needed a new organ could get one and the waiting time would be shorter. If someone has an accident and can no longer walk, scientists might be able to use stem cells to replace the damaged cells and allow that person to walk again. Christopher Reeve, the famous American actor who starred in *Superman*, supported stem cell research. In 1995, Reeve fell off a horse and was badly hurt. He could not move his arms, legs or head and he could not breathe without a machine. He believed that stem cell research would allow him to walk and breathe again. Sadly, in 2004, Reeve died before his dream came true.

However, some people think that stem cell research should be stopped. They believe that embryos, which scientists use to get stem cells, are already human. If scientists create embryos and do not let them develop, they are killing humans. Also, some people think that scientists should not be able to create or destroy life whenever they want to. There are many arguments for and against stem cell research and there is still much to learn about it.

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

<table>
<thead>
<tr>
<th>How stem cells and other cells are (1) __________</th>
<th>Stem cell research</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>They come from (2) __________.</td>
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<td></td>
<td>The (3) __________ to change into different cell types.</td>
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<td>(4) __________ of stem cells</td>
<td>To make new organs or parts of the body.</td>
</tr>
<tr>
<td>Problems people face while (5) __________ for organs</td>
<td>Many people who need new organs die before they get them.</td>
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<td></td>
<td>Not (6) __________ organs for those who need them.</td>
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<tr>
<td>Why some people think the research should be stopped</td>
<td>It (7) __________ human beings.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Many (8) __________ for and against stem cell research.</td>
</tr>
</tbody>
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Unit 3

Listening

A Liu Bin has an old computer that he wants to get rid of, but he does not know what to do with it. He sees a commercial on TV for Tech-Help, a company that recycles old computers. Look at the notes he writes down and circle the correct words.

Tech-Help
1 Since 2000, Tech-Help has donated over 1,000 / 2,000 computers to schools in different provinces.
2 Last year, Tech-Help gave computers to primary school / high school students.
3 This year, they are giving computers to poor families in Gansu / Sichuan Province.
4 Tech-Help’s phone number is 5555-0201 / 5555-0102.
5 I can take my old computer to any electronic / computer shop to donate it to Tech-Help.
6 Tech-Help / The post office will collect it from the shop.
7 Tech-Help will sell / clean the computer.
8 On their waiting list, there are 50 / 150 families waiting for a computer.

B Liu Bin decides to call Tech-Help to get more information about donating his old computer. Circle the correct words in the notes above.

C Liu Bin is excited about donating his old computer. He e-mails his dad, who is away on business, to tell him about Tech-Help. Help him by filling in the missing words.

Date: 30 September  From: Liu Bin  To: Dad  Subject: Donating computer

Dear Dad

Mum bought a new (1) ___________ last week. It’s really cool! But we didn’t know what to do with the old one. Then I saw a TV commercial for Tech-Help. Tech-Help (2) ___________ computers to people who need them. In fact, Tech-Help has donated over (3) ___________ computers to schools in different provinces. Last year they gave computers to (4) ___________ schools in Anhui and Jiangxi Provinces. It’s really easy to donate computers to Tech-Help. Yesterday, I took our old computer to the local (5) ___________ shop. Then (6) ___________ collected it from the shop. They will (7) ___________ the computer and make it better. Right now, Tech-Help is giving computers to families in (8) ___________ Province. There are (9) ___________ families on the waiting list. I’m glad we could do something to help others!

Your son
Liu Bin
Writing

A When you are trying to persuade someone, you want the other person to agree with your opinions. In order to make an argument, you need to state your ideas, giving reasons and evidence to support them. Facts and data from experts are often found in good arguments. You also need to give reasons and evidence to prove that the other side is wrong. Read this article and see how the writer presents an argument about the benefits of organ transplants.

Organ transplants are one of the greatest medical advances in the 20th century and I support them.

First of all, organ transplants save lives. Since the first organ transplants were performed in the USA in the 1950s, millions of lives have been saved.

Because of this, organ transplants are supported by the doctors. Over the years, doctors have made huge efforts to improve organ transplant techniques and they are now more successful than ever. In the future, more and more patients will be given a second chance. Their lives will be saved because of these transplants. One expert observed, ‘Without organ transplants, millions of people would not be alive today. We must continue to promote the benefits of organ transplants in order to save even more lives in the future.’

Some people say that organ transplants are too expensive and that they only favour the rich. It is true that organ transplants are quite expensive at present. However, they are becoming more and more common nowadays with the development of science and technology and with the advances in medicine. As transplants become more routine, the cost will have to come down.

It was reported that by 2003, 9.36 million organ transplants had been carried out around the world. Over 55,000 transplants had been carried out in China. Just think, so many lives have been saved because of these operations. That is amazing and hard to ignore.

B You have been asked to write an argument for English class. The title of your argument is ‘People should not be allowed to keep snakes as pets’. These points are for your reference.

1. Many people fear snakes.
2. Some snakes are poisonous and can kill people.
3. Important facts:
   • types of snakes in the world: about 3,000
   • number of poisonous types of snakes in the world: over 600
   • number of poisonous types of snakes in China: over 50 (10 out of them can kill humans)
   • number of people bitten by snakes in the world: 300,000 every year
   • number of people killed by snakes: about 10% of people bitten by snakes
4. Snakes are a danger to human beings and animals.
Acknowledgements

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Ouyang Xu p. 34 (Mochou Lake, Nanjing)

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