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，你已经完成了高中阶段前面五个必修模块的英语学习，在此基础上，还有顺序选修教材供你学习。选修部分有六个模块，共六本书，每个模块安排四个单元。现在，让我们一起走进教材，了解本套教材为我们展示的新天地。

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

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

祝你学习进步，天天向上！

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Laughter is good for you

In this unit, you will
- read a magazine article about stand-up comedy and two short plays
- listen to a message and a radio talk show
- discuss comedy and famous crosstalk performers
- write an e-mail about crosstalk
- perform a short play

Welcome to the unit

People around the world love to laugh. Everyone agrees that laughter is good for you. Look at these posters and discuss the following questions with a partner.

1. Which of the events above do you think will be the funniest? Why?
2. Who is your favourite comedian? Why do you like him or her?
3. Why do people like funny things?
Reading

A Read the following magazine article quickly and answer these questions.

1 What is the article about?
2 After starting as a stand-up comedian, what did Billy Crystal go on to do later in life?
3 What is laughter good for?

B Stand-up is a popular form of comedy from the West. Read this magazine article about stand-up comedy and why people love it.

Stand up for your health!

People have always enjoyed laughing, and there has always been humour. One favourite type of comedy is called stand-up. Stand-up is a kind of comedy that is done on a stage by a comedian talking straight to audience members. A stand-up comedian may tease an audience member, or might decide to tell different jokes depending upon how the audience reacted to his or her previous jokes.

Types of stand-up

There are a variety of different styles of stand-up comedy. Some comedians tell jokes about the way people behave or about daily life. For example, they may talk about how people act when they queue up, or they may ask why it only rains when you forget your umbrella. Other comedians rely on visual humour. Their humour may be inspired by objects. For example, one comedian uses a huge hammer to break watermelons while he makes jokes about what he is doing. Another comedian points to a video tennis game and says, ‘I’ve been playing tennis every day for a month. I don’t understand why I am not losing weight!’ Yet other comedians may trip over chairs, walk into doors, and fall down on stage in order to make people laugh. This kind of absurd humour is not very funny if you are only listening and not watching the comedian’s performance. The last kind of comedian does impressions—he or she will act or speak like a well-known person in order to make fun of that person. While this kind of humour may sound cruel, it usually only works if both the comedian and the audience have affection for or admire the person being made fun of.

A famous comedian

Only a few stand-up comedians have become famous as television and film performers later on in life. One such person is Billy Crystal. Like other stand-up comedians who have gone on to act in films, Crystal still enjoys stand-up. People around the world enjoy watching him when he hosts the Academy Awards. He has hosted the show nine times. Each time, he performs his stand-up routine in front of millions of people when the show is broadcast.
live on TV. One little-known fact is that when Crystal is the host of the Academy Awards, he always keeps a toothbrush in his pocket for good luck. He says it is because when he started practising stand-up as a child, he told himself jokes while standing in front of the mirror, brushing his teeth.

One reason Crystal has become so famous is that he is very quick thinking, and is often able to come up with new jokes about the people and things around him. When Crystal was the host of the 2004 Academy Awards, a very old actor, who had acted in films before they had sound, gave a speech. He talked for several minutes, but there was a technical problem, and no one in the audience could hear him. They could only see him standing there moving his lips. Instead of telling the joke he had planned, Crystal made up a new one. He said, ‘It seems appropriate that he got his start in silent films!’ The audience howled with laughter.

Crystal is popular with all age groups and has the ability to amuse people all over the world. This proves that stand-up can be enjoyed by everyone. You can expect to hear a lot more from Billy Crystal—he has no plans to stop making films, or to stop telling jokes. He hopes to follow in the footsteps of other famous comedians, such as Bob Hope and George Burns, who lived to be 100 years old and kept working until nearly the end of their lives.

Laughter is good for your health!

Nowadays, stand-up comedy is popular all over the world. Doctors have been researching what effect stand-up and other forms of comedy have on us, and have discovered that people who laugh a lot live longer. They say this is because when you laugh, your brain sends chemicals around your body that are good for you. Laughing helps your body stay healthy and can even help you fight pain. Maybe this explains the long lives of men like Bob Hope and George Burns. Whatever the reason, research shows that in the end, the English saying, ‘Laughter is the best medicine’, may be true after all. So, go and make someone laugh—it just might help them (and you) live longer.

**Reading strategy: guessing the meanings of new words**

When reading a text that contains many new words, try not to look up each of them. Instead, try to guess the meanings of these words from the context. Often, the writer will give the meaning of difficult or technical vocabulary in the sentences around it. For example, after using the word ‘stand-up’, in the next sentence the writer explains: ‘Stand-up is a kind of comedy that is done on a stage by a comedian talking straight to audience members.’ The way a word is used may also give you some idea of the meaning. For example, in the sentence, ‘Each time, he performs his stand-up routine in front of millions of people when the show is broadcast live on TV’, it is clear ‘routine’ means something similar to ‘show’.
C1 Read the sentences below and decide whether they are true (T) or false (F) according to the article. Circle your answers.

1 Visual humour can be boring when you cannot see what the comedian is doing. T / F
2 One comedian did not lose any weight even though he had been doing a lot of physical exercise for a month. T / F
3 People usually laugh at comedians doing impressions because they do not like the person being made fun of. T / F
4 The old actor’s speech at the Academy Awards was like a silent film because there was no sound. T / F
5 Bob Hope and George Burns lived for a long time probably because they laughed a lot. T / F

C2 How well did you understand the article? Read it again and answer the following questions.

1 Where is stand-up comedy usually done? ____________
2 How might a stand-up comedian decide what jokes to tell? ____________
3 How many types of stand-up are mentioned? ____________
4 When did Billy Crystal begin practising stand-up? ____________
5 What is one reason Billy Crystal has become so famous? ____________
6 Who were Bob Hope and George Burns? ____________
7 What does your brain do when you laugh? ____________
8 What is the English saying about laughter mentioned in the text? ____________

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

1 tease (Line 4) _____  a connected with the practical use of machines
2 behave (Line 9) _____  b an official organization that encourages and develops art, literature, science, etc.
3 visual (Line 11) _____  c make a loud cry when you are in pain, angry, excited, etc.
4 academy (Line 27) _____  d do things in a certain way
5 technical (Line 38) _____  e make somebody laugh or smile
6 howl (Line 41) _____  f of or connected with seeing or sight
7 amuse (Line 43) _____  g laugh at and make jokes about someone in a friendly way
John is writing an article about George Burns for his English class. Help him complete it.

One of my favourite (1) ________ is George Burns. Born in 1896, George (2) ________ working in theatres in 1906. He did a (3) ________ of different routines, working as a dancer, singer and comedian. In 1923, he started a comedy team with a woman named Gracie. The two soon married, and later became big stars, first on the (4) ________, and then on radio and TV. However, when Gracie had to stop work because of illness in 1958, George nearly disappeared from view.

Then, in 1975, he acted in a film called The Sunshine Boys, winning an Academy Award for his (5) ________. Millions of young people who had never seen his (6) ________ work became his fans. Everyone had great (7) ________ for this funny little man with a cigar. He stayed very active well into his 90s, and even promised to give a special concert on his 100th birthday. However, he fell in the bathtub and hurt himself in 1994, and his health never recovered. While he lived to see 100, he was not able to (8) ________ as promised. When he passed away in 1996, millions of Americans mourned his death.

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

Do you enjoy watching stand-up comedy?
Not really. I prefer to watch funny films.

Stand-up comedians often make jokes about people in the audience. I don’t want anyone to make a joke about me!

Yes, I do. I like it when the comedian talks to people in the audience. Do you like it?

Why?

1. What kind of comedy do you enjoy the most? Why?
2. Laughter is good for you and for everyone else. How do you make other people laugh?
3. Do you have a funny story to tell your classmates? What is it?
Word power

Words used in performing

A  Gao Hua has joined the school Comedy Club and wants to learn something about performing, so he goes to the library and finds a book about acting. Below is a passage he finds in the book.

To be a good actor, you need to know the vocabulary used on stage. All the actors in a play are called the cast. The person in charge is the director. He or she gives the actors instructions about how to perform. The words that the actors say are called their lines, and they can be found in the script.

If you are an actor, you need to know where your character is supposed to stand on the stage. The director will tell you, and sometimes the script will contain instructions. A piece of information like this is called a stage direction.

The script is divided into sections, called acts and scenes. Plays are often made up of several acts. Acts are like chapters in a book and are made up of different scenes. Scenes are like paragraphs in a chapter. The scene changes when the action of a play moves to a different place. Very short plays are often called one-act plays. This means all the action occurs at one time, in one place. You will need to know these terms in order to be a successful actor.

B  Gao Hua also finds this diagram about performing on a stage.
If you want to be an actor, there are certain things you will need to know before you can be in a play. The first is to always listen to the (1) __________. He or she will help you learn your (2) __________ and say them in the most proper way possible. The other members of the cast can also help you. When you get your script and are ready to begin learning your lines, start by finding out when your character is on the (3) __________. Look at your script, and make a list of which (4) __________ and (5) __________ you are in. You will be expected to be dressed in your costume and waiting in the (6) __________ at least one scene before you go on stage. If your character uses any props, make sure you know where they are before you go on stage.

When you get on stage, you may be surprised by how bright the (7) __________ are and how different the stage looks with the scenery. Don’t worry, just follow the (8) __________ that you have learnt, and say your lines, and you will do fine!

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Gao Hua finds some idioms about smiling and laughing. Look at the idioms and the sentences below. Then see if you can find any more idioms about smiling or laughing and write sentences using them in the space provided.

1  to laugh one’s head off  To laugh one’s head off means to laugh very hard. I went to see the new comedy. It made me laugh my head off.

2  to smile on someone  When luck is smiling on you, it means you are lucky or fortunate. Luck was smiling on me that day as I won first place in the competition.
Grammar and usage

Overview: infinitive, verb-ing and verb-ed (I)

The infinitive, verb-ing and verb-ed are called non-finite verbs. They can function as different elements in the sentence.

1 The to infinitive and verb-ing forms can be used as the subject of a sentence.
   • The to infinitive is often used as the subject of a sentence. When we talk about a general idea, we sometimes use the verb-ing form as the subject.
     To see is to believe.
     Laughing helps your body stay healthy and can even help you fight pain.
   • When the subject is a to infinitive, we can use the preparatory subject it at the beginning of the sentence.
     It is important to respect people.
   • After It’s no use/good, we often use the verb-ing form as the real subject.
     It’s no use crying over spilt milk.
     It’s no good worrying about it.
   • We can use for + object pronoun before the to infinitive as its logical subject.
     It’s necessary for me to know how to use a computer.

2 Non-finite verbs can be used as the attributive.
   • When used as the attributive, the to infinitive often refers to an action that will happen in the future, the verb-ing form often refers to an action that is continuing, and the verb-ed form often refers to a past action or expresses a passive meaning.
     I have some letters to write.
     The man performing on the stage is a famous comedian.
     John took many photos of leaves fallen to the ground.
     In 1975, George Burns acted in a film called The Sunshine Boys.
   • We use being + verb-ed to form the continuous passive.
     The underground system being built in the city will be open next year.
   • When the to infinitive is used as the attributive, the noun that it modifies is often the logical object of the to infinitive. Sometimes the noun can be its logical subject, or used in apposition.
     When Jack was young, he had no friends to play with.
     Tom is often the first one to arrive at school.
     You can expect to hear a lot more from Billy Crystal—he has no plans to stop making films.

3 Non-finite verbs can be used as the object complement in the sentence. In this case, the to infinitive often refers to an action that will happen in the future, the verb-ing form refers to an action that is taking place, and the verb-ed form has a passive meaning.
   We invite you to watch our performance tomorrow evening.
   They could only see him standing there moving his lips.
   After getting off the stage, the actor felt a great weight lifted from him.
A  Robert is writing an article about the benefits of laughter. Help him complete the article using the correct forms of the verbs in brackets.

Laughter is the greatest medicine. It helps those who cannot work out become fit.
First of all, (1) ________ (laugh) out loud helps improve your general fitness. This is because laughter strengthens the heart and the lungs.
So, it is easy (2) ________ (understand) why some yoga exercises include laughter.
Second, a good laugh can relax your muscles. As you laugh, the muscles (3) ________ (participate) in the laugh become active. After you laugh, these muscles start to relax. This movement is like a deep-breathing exercise, so it is very useful for people with breathing problems.
Also, laughter makes us feel a sense of happiness. Experts say that the positive feelings (4) ________ (produce) by laughter not only make us happy but also help us reduce pain.
The next time you feel upset or disappointed, do not worry. (5) ________ (enjoy) a funny comedy or (6) ________ (read) some jokes will drive away your negative feelings and make you feel much better.

B  A journalist is interviewing a comedian about his routine. Fill in the blanks with the correct forms of the words in the box.

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<th>do</th>
<th>tell</th>
<th>write</th>
<th>think</th>
<th>practise</th>
<th>perform</th>
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Journalist: How often do you perform your stand-up routine?
Comedian: I do it quite often. Performing seven days a week isn’t a difficult thing for me (1) ________.
Journalist: Do you need to be fit to be a stand-up comedian?
Comedian: I should think so. I travel a lot and, you know, people (2) ________ on stage have got to be energetic. I go to the gym quite often.
Journalist: Do you write your own material?
Comedian: Yes. I read a lot, and I watch TV, because doing so often gives me something (3) ________ about.
Journalist: Do you have to practise your routine?
Comedian: That’s for sure. (4) ________ is the only way to guarantee a successful performance. It’s hard work, but it’s worth it, because you can see the audience enjoying whatever you say.
Journalist: What topics are you most interested in?
Comedian: Social problems. I try to find foolishness in things (5) ________ to us as the truth, or, I try to get people (6) ________ in a new way.
Journalist: Thank you very much for this wonderful interview.
Comedian: My pleasure.
Task  Writing to a foreign friend

Skills building 1: recognizing what is important

When you are asked to do something, it is important to understand the most important part of the task. The words used to ask for information help you recognize what is most important and what is least important. Below are some of the words you should listen for.

1 ‘I need …’ (most important)
   When you hear the word ‘need’, the information asked for is very important.

2 ‘I want …’ (rather important)
   The word ‘want’ tells you that the person thinks the information is important, but it is more something they wish for than something that is necessary.

3 ‘I would like …’ (least important)
   The use of ‘would like’ tells you right away that the information is not urgent.

Step 1: answering questions

Bill wants to learn about Chinese crosstalk. He has called you and left a message with questions about the subject. Take notes on what he wants to know. Mark each of Bill’s requests with ‘most important’, ‘rather important’ or ‘least important’.

1 What is crosstalk? __________________________
2 When did it start? __________________________
3 Different forms of crosstalk performances __________________________
4 Where to see or hear it? __________________________
5 Information about famous performers __________________________
6 Their names __________________________
7 Whether they performed recently or a long time ago __________________________
8 Information about famous foreign performers __________________________
9 Possible to learn how to do it? __________________________
10 Do people study it at school? __________________________
11 Can it be learnt outside of China? __________________________
12 Need to speak Chinese to enjoy it? __________________________
Listen to a radio talk show about crosstalk in order to answer Bill’s questions. Use the information you hear to correct the notes below. Draw a line through the wrong information and write the correct words in the blanks. The first one has been done for you.

1. Crosstalk is a **new** form of comedy. **traditional**
2. None of the crosstalk performers became famous. ****
3. For many years, you could turn on the TV at any time and find a crosstalk performance. ****
4. In crosstalk, the performers talk together, do impressions, sing and dance. ****
5. Crosstalk can be done by two people only. ****
6. If you listen to a crosstalk performance, you will hear part of a story. ****
7. Crosstalk is sometimes performed in English. ****
8. You do not need to understand the Chinese language and Chinese culture to enjoy crosstalk. ****

Read the magazine article below and underline any information that will help you answer the rest of Bill’s questions.

**Famous crosstalk master gives lessons to foreigners**

Ding Guangquan, a well-known master of crosstalk, has been teaching this unique art form to foreigners since 1989. He has instructed students from over 70 different countries. In an interview, he told us that he is always happy to take on new foreign students. His initial requirements are that students must already speak good Putonghua and have an interest in Chinese culture. The students begin their training by listening to and copying traditional pieces of crosstalk. Then they move on to creating crosstalk dialogues in pairs with other students. Finally, when Ding Guangquan thinks they have attained enough skills, the foreign students can create crosstalk dialogues with him. Once they have polished their skills, some of his students go on to become quite well known themselves. The most famous are the Canadian Mark Roswell, known in China as Dashan, and David Moser (Mo Dawei) from the USA.

Ding Guangquan’s classes are very popular among foreign students, and they are held in Beijing. So, if you want to try crosstalk lessons, why not study with a real old master?
Skills building 2: asking questions

When you ask questions, you must remember to use the correct question words. You should also change the forms of your questions. Try not to ask several questions in a row with exactly the same words. This will help keep the dialogue interesting. Below are several common ways to ask questions, and the correct situations in which to use them.

- **Do you know ...?** (used for general questions)
- **Can you name ...?** (used when the answer is a proper noun)
- **Who is ...?** (used when the answer is a person’s name)
- **When did ...?** (used when the answer is a date or a period of time)
- **Please tell me ...** (used for general questions)
- **Please list ...** (used when there are several parts to the answer)

Step 2: taking part in a radio talk show

Ask your partner questions about the topics in Column A. Your partner should use the information in Column B to answer them. Then switch roles.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>- One of the first crosstalk performers</td>
<td>- Zhu Shaowen</td>
</tr>
<tr>
<td>- Zhu Shaowen’s stage name</td>
<td>- Qiongbupa, or ‘Poor-but-proud’</td>
</tr>
<tr>
<td>- Where Qiongbupa performed</td>
<td>- Tianqiao, Beijing</td>
</tr>
<tr>
<td>- Most important master of crosstalk</td>
<td>- Hou Baolin</td>
</tr>
<tr>
<td>- One of Hou Baolin’s famous students</td>
<td>- Ding Guangquan</td>
</tr>
<tr>
<td>- A famous crosstalk family</td>
<td>- Ma Sanli (grandfather, father and brother also perform)</td>
</tr>
<tr>
<td>- When Ma Sanli died</td>
<td>- 2003</td>
</tr>
<tr>
<td>- Some famous modern crosstalk performers</td>
<td>- Feng Gong, Jiang Kun, Niu Qun</td>
</tr>
<tr>
<td>- A famous foreign crosstalk performer</td>
<td>- Dashan</td>
</tr>
</tbody>
</table>
Skills building 3: answering questions in an e-mail

People often send an e-mail to answer questions from friends, family members and others. When you answer questions in an e-mail, it is important to remind the person you are writing to of the questions you are answering. If you only write down your answers, the person receiving the e-mail may not know what question goes with each answer. There are several ways to avoid this problem.

• **Make a list**
  You can write each question, followed by the answer:
  Please tell me your phone number. —5555-5678.
  What is your address? —Flat 3B, 765 West Garden Road.

• **Mention the question**
  If you answer the question with a complete sentence, you can mention the question. There are both formal and informal ways to do this:
  In regard to your question about the cost, the tickets for the film are 35 yuan each.
  (formal)
  You asked me about the cost, and I would say 35 yuan each for the film tickets.
  (informal)

The following are some sentence structures you can use:
  You wanted to know ... (informal)
  Since you asked about ... (informal)
  I know you need/want/would like information about ... (informal)
  You asked me about ... (informal)
  Regarding your question about ... (formal)
  In answer to your question about ... (formal)

**Step 3: writing an e-mail**

You now have enough information to answer Bill’s questions. Write an e-mail to him. Use the information you have gathered in Steps 1 and 2. Remember to answer all of his questions in order of importance.
Project  Putting on a play

Have you ever acted in a play? Do you know what the steps are to prepare a play, or how much work it takes to perform one? Here is your chance to act out a play with your group.

Read the following plays.

The invisible bench

Characters: Five students
Setting: A park

Mike: Really, what this courtyard needs is a bench. Maybe here? (‘sits’ as if there is a bench) No. (gets up, walks to the other side of the stage. Tony enters, but Mike does not notice) Maybe here? (‘sits’ again) Yes, I think maybe here.

Tony: What are you doing?
Mike: I’m sitting on an invisible bench, of course.
Tony: Can I join you?
Mike: Of course. (moves over as if to make room for Tony)

Tony: Ah, it’s rather nice here, isn’t it?
Mike: Indeed.
Both ‘sit’ for a while, reading their textbooks. Cathy enters.
Cathy: What is going on here?
Mike: We’re sitting on an invisible bench.
Tony: You should join us. It’s nice and cosy.
Cathy: Okay. Thanks for the invitation. (Mike and Tony move over. Cathy ‘sits’ down alongside them) Wow, it’s quite comfortable!

Paula enters.
Paula: Sitting on an invisible bench, are you?
Cathy: Yes, how did you know?
Paula: I was doing the same thing myself, just yesterday. Mind if I sit down?
Mike looks annoyed.
Tony and Cathy: Not at all. Please do!
All make room. Mike stands up and wanders over to the middle of the stage and ‘sits’ down. Ann enters, looks at Mike.
Ann: You look like you are sitting on an invisible bench.
Mike: Yes, I am.
Ann: What are they doing over there?
Paula and Cathy: We’re sitting on an invisible bench too!

Mike: No, you’re not.
Tony: We’re not?
Mike: No. I must have forgotten to tell you. (smiles)
It got too crowded, so I moved the bench.

Entire group (Tony, Paula and Cathy) fall down.

The End
The important papers

Characters: The King, the Queen, Servant
Setting: The King’s castle. King’s armchair is empty. Queen sits in her armchair, reading.

King enters.

5 King: Where are all of our servants? They are so lazy. (yells) SERVANT! (Servant enters)

Servant: Yes, sir. What can I bring you?

King: I need, no, I must have, my (gives a serious look at Servant) important papers. (sits down)

Servant: comes back in with a pile of official-looking papers and gives them to King.

King: What are these? (throws them at Servant in anger) No, no, no, bring my important papers!

Servant bows, dashes out, comes back in with a newspaper.

King: No, you fool! (tears the paper in two) I must have my important papers RIGHT NOW!!!

Servant: comes back in with a magazine.

King: Ahhhh! (takes magazine and runs after Servant. Servant runs away) Bring ... my ... important ... papers ... NOW! It’s an emergency! (to Queen) Tell him, dear!

Queen: Umm, (standing, announcing officially) the King requires his important papers. It is your duty to bring them to him at once. (to King) OK?

King: moves around in chair, looking uncomfortable.

Queen: Are you okay? You seem ... anxious ...

King: I’m fine. I just need my (with a serious voice) important papers.

Servant: bursts in, next to Queen, empty-handed and looking worried. Queen points to a dictionary, or poster on the wall, etc. Servant runs to get it and presents it to King.

King: NO NO NO NO! That is not right. Someone must be able to bring my important papers!

Queen: tears a page from her book and offers it to King. He glares at Queen. Servant dashes out, comes back in with something behind his back.

Servant: Sir? (holds out a roll of toilet paper)

King: Yes! My VERY important papers! (runs off stage as fast as possible, running into people and things on the way out)

The End

Now you and your group are going to act out one of the plays above for your classmates. You need to discuss which play to choose, and what you will need to do to prepare. The questions below will help you get organized.

1. Do you think these plays are funny? Why?
2. Which play will you choose?
3. Who will play each character?
4. Who will be the director?
5. What kind of scenery will you need? Who will make it?
6. Will you need props? Who will find them?
7. Will you need costumes? Who will prepare them?
8. Where and how often will you practise?
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 magazine article about stand-up comedy?
- guessing the meanings of new words?
- using the new vocabulary in this unit?
- discussing your ideas about comedy?
- using vocabulary about performing?
- using the to infinitive and verb-ing as the subject?
- using non-finite verbs as the attributive?
- using non-finite verbs as the object complement?
- recognizing what is important?
- asking questions?
- answering questions in an e-mail?
- reading a play script?
- performing in a play?

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

In this unit, you will
- read an interview and two essays about happiness
- listen to a friend talk about problems and solutions
- talk about the gymnast Sang Lan
- write an article for a website presenting solutions
- create a happiness handbook

Welcome to the unit

These people are all doing things that make them happy. Look at the pictures and discuss the following questions with a partner.

1. Do you think there are some things that make everyone happy? What are they?
2. What are the things that make you happy?
3. How would you try to help a friend who is not happy?
Reading

A Read the following interview quickly and answer these questions.

1 What is the topic of the TV interview?
2 What is the name of the doctor?
3 How did Sang Lan get injured?

B Read the following interview from a TV programme. The host is interviewing a doctor about happiness.

The search for happiness

Host: We’re talking about happiness today. To some, happiness is being surrounded by family and friends. To others, happiness means achieving success in something, such as meeting a goal. To those who have been injured or struggle with a physical disability, happiness can simply mean a day without suffering, or just being alive.

Our guest today is Dr Brain, who has written several books about happiness and the things people do to keep themselves happy. Dr Brain, thank you for joining us today.

Dr Brain: Thank you for inviting me. Today, I’m going to talk about how to find happiness.

Host: I understand that you often use the example of the gymnast Sang Lan to show how people can find happiness even during times of a personal catastrophe.

Dr Brain: Yes, Sang Lan is a very good example of someone who is happy with her life, even when people expect her to be sad. Before her accident, we knew her as a young girl who was happy and successful in her sport. While she was injured and in hospital, she amazed the world by the way she remained cheerful. Now, she finds happiness through reaching much smaller goals, and through the love of the people around her.

Host: Well, in case some of our viewers don’t know her story, can you tell us a little bit about Sang Lan and who she is?

Dr Brain: Of course. Sang Lan was born in Ningbo, China in 1981, and began learning gymnastics when she was only six years old. By the time she competed in the gymnastics tournament at the New York Goodwill Games, she had been a junior gymnast for eleven years. Sang Lan’s best event was always the vault. She started winning competitions in 1991 and kept working hard. Her teammates described her as energetic, happy and hard-working. Even though her training meant that she had to live apart from her parents, she was happy to devote herself to gymnastics. Sang Lan knew that in those years, she was working towards something special, and she was making her
parents proud. In 1998, a small accident during one of her practice vaults at the Goodwill Games could have cost her her future happiness. A coach changed the way the equipment was set up, but Sang Lan was not aware of the change until it was too late. She hit her head, and then fell to the gymnastics mat with a broken neck. She was rushed to a top hospital in New York. Specialists from many parts of the world said that because of her severe injuries, she would never walk again.

Host: That must have been difficult for her. She must have been very sad.

Dr Brain: No, that is why her story is so special. Everyone who saw her, from nurses to famous visitors like Leonardo DiCaprio from the film Titanic, who went to see her in the hospital to cheer her up, all said she was in good spirits. Sang Lan knew that for many people the secret to happiness is to have appreciation for the good things in life, and to focus on goals. Instead of crying about what she had lost and feeling hopeless, Sang Lan thought about what she could do to get better. Her teammates were competing while she was in hospital. When they visited her and told her about their successes, she was happy for them. When the doctors told her that she would never again be a gymnast, she was able to overcome her sorrow by being proud of the things she had accomplished. She felt thankful to be alive and lucky to have the rest of her life to learn new things.

Host: That is really amazing, Dr Brain. How old was she when this happened?

Dr Brain: She was only seventeen years old.

Host: And how has Sang Lan adapted to her new life?

Dr Brain: Very well. She went back to China, and graduated from Peking University in 2007 with a degree in broadcasting. She also hosted a sports programme about the 2008 Beijing Olympics, and continues to be a popular figure on TV. However, her primary goal is to advocate better treatment for disabled people. She says that she likes to be optimistic. She also believes that keeping busy helps her stay positive.

Host: I hope all of our viewers have been inspired by Sang Lan! I think her courage is admirable. I know I will think about how she rebuilt her life whenever my life feels unbearable.

Reading strategy: reading an interview

An interview takes place when one person asks another person questions on a topic. The interviewer usually introduces the topic first. When reading an interview, it is important to scan the first paragraph to find out the topic, for example, ‘We’re talking about happiness today.’ Take note of who is being interviewed and what he/she does, for example, ‘Our guest today is Dr Brain, who has written several books about happiness …’. Try to think about the kind of opinions on the topic the interviewee might have. Then carefully read each question and try to fully understand it before reading the answer. Often the interviewer will ask the interviewee to review the background of the topic. Paying special attention to the answer to this question will give you a better understanding of the topic.
C1  Read the sentences below and decide whether they are true (T) or false (F) according to the TV interview. Circle your answers.

1  Dr Brain studies happiness.                T / F
2  Sang Lan became a gymnast when she was eleven years old.    T / F
3  Before her accident, Sang Lan’s best event was the vault.  T / F
4  Sang Lan was injured in China in 1998, while practising for the Goodwill Games.  T / F
5  Sang Lan broke her legs and will never walk again.          T / F
6  Leonardo DiCaprio visited Sang Lan in the hospital.        T / F

C2  Read the interview again and complete the sentences below. Write the correct letters in the brackets. The first one has been done for you.

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<table>
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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Before her accident,</td>
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<td>( C )</td>
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<tr>
<td>2</td>
<td>At the Goodwill Games in 1998,</td>
<td>b</td>
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<td>3</td>
<td>While she was in hospital,</td>
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<td>4</td>
<td>Back in China,</td>
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<td>5</td>
<td>She tells people that</td>
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<td>6</td>
<td>She believes that</td>
<td>f</td>
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<td>( )</td>
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</table>

a  she likes to think about positive things.
b  she graduated from Peking University and hosted a sports programme.
c  we knew her as a young girl who was happy and successful in her sport.
d  keeping busy helps her stay positive.
e  Sang Lan became badly injured while practising the vault.
f  the world was amazed by the way she stayed cheerful.

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

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<tbody>
<tr>
<td>1</td>
<td>junior (Line 25)</td>
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<td>2</td>
<td>specialist (Line 36)</td>
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<td>4</td>
<td>appreciation (Line 43)</td>
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<td>6</td>
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<td>7</td>
<td>rebuild (Line 62)</td>
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<tr>
<td>8</td>
<td>unbearable (Line 62)</td>
<td>h</td>
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</tbody>
</table>

a  make something complete and strong again.
b  change one’s behaviour in order to deal with a new situation.
c  a doctor who is an expert in one area of medicine.
d  (in sports) connected with young people.
e  too difficult or painful to accept.
f  very bad or serious.
g  having qualities you respect.
h  the feeling of being grateful for something.
Read this magazine article about happiness. Complete it with the words below.

in good spirits  accomplish  surrounds  suffering
advocate  thankful  sorrow

Some people (1) ____________ going after pleasure in order to find happiness. They may eat sweets, drink alcohol, or do other things to make themselves feel good. However, this almost never works, because pleasure is only a temporary feeling that comes from the world that (2) ____________ us. For example, a comedy film may put us (3) ____________ and make us laugh. However, once we forget about the film, we may again remember our (4) ____________—the pleasure of the film lasted just a short time, and did not touch the depths of our soul.

On the other hand, happiness is a deep feeling of joy that often lasts a long time. It usually comes when we do activities that (5) ____________ something, and these activities are not always pleasant. For example, training for a sport sometimes requires (6) _____________. However, many people who do sport find great happiness when they see the positive results of their work. Many activities are like this—they may not bring us much pleasure while we are doing them, but we are (7) ____________ and happy when we are done.

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

**Could you be happy if you were unable to walk?**

I would miss playing sport. It would be harder to be happy.

Yes, as long as I still had my family and friends. What about you?

I would miss sport too, but you can always find new hobbies, right?

1. Some people say gymnastics is a dangerous sport, and only top athletes should be allowed to try the most difficult moves. Do you agree or disagree?

2. Do you think that training hard at a sport can make you more hard-working in other areas of your life?

3. Sang Lan tells people that to be happy, one must keep busy and think about positive things. Do you think this is a good way of finding happiness?
**Word power**

**Emotions**

Emotions are different kinds of strong human feelings. Happiness is just one of the many emotions. Learning words related to emotions can help you express exactly how you feel.

Nouns related to emotions are generally abstract ones. Abstract nouns are the words for things which we cannot experience through our five senses (touch, taste, sight, hearing and smell), for example, excitement, happiness, anxiety, sadness and fear.

All of these words have their adjective forms.

<table>
<thead>
<tr>
<th>Noun</th>
<th>excitement</th>
<th>happiness</th>
<th>anxiety</th>
<th>sadness</th>
<th>fear</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjective</td>
<td>excited</td>
<td>happy</td>
<td>anxious</td>
<td>sad</td>
<td>fearful</td>
</tr>
</tbody>
</table>

Some of your classmates are talking about feelings. Help them choose the correct words. Circle your choices below.

She was very (1) anger / angry when she learnt that her son had lied, but she tried to control her (2) anger / angry.

I was (3) contentment / content after the match. I knew I had tried my hardest, and a feeling of (4) contentment / content came over me.

Children are (5) curiosity / curious about almost everything around them. They have a special (6) curiosity / curious about animals.

I was so (7) fright / frightened during the terrible accident! I am still recovering from the (8) fright / frightened.

I know that many people are (9) concern / concerned about me. I have received letters from so many people, all expressing their (10) concern / concerned.

It was with great (11) sadness / sad that they learnt of the man’s death. Everyone felt (12) sadness / sad at the news.
B Flora entered a speech competition. Read her diary entry and help her fill in the correct words to describe her feelings. Use the words from Page 22.

When I first heard about the speech competition, I was full of (1) __________. I knew I wanted to have a try, and I was eager to win.

I spent many hours practising my speech and trying to improve it. My friends all said I had a lot of courage. They said they would be very (2) __________ if they had to speak in public.

After the competition was over, I felt I had done a good job. When I found out I was not the winner, I was filled with (3) __________. Even after all my hard work, someone else did a better job than I did! I cried, and couldn’t feel (4) __________ about anything. My parents were very (5) __________ about me. They felt I was too (6) __________ to win, and not paying enough attention to my personal performance.

They were right. I now realize that the boy who won made a better speech, but I also tried my best. I am (7) __________ with second place, because I know that I tried my hardest, and that is more important than winning.

C There are many English idioms about emotions. Fill in the spidergram with idioms from the box below. You may use your dictionary to help you.

- hot under the collar
- on cloud nine
- over the moon
- feel blue
- down in the dumps
- fly off the handle

angry

happy

emotions

sad
Grammar and usage

Overview: infinitive, verb-ing and verb-ed (II)

Non-finite verbs are often used as adverbials. A to infinitive is often used as an adverbial of purpose, and a verb-ing or verb-ed often refers to cause, time, manner, condition, etc.

1. We use a to infinitive to express purpose.
   Many people went to see Sang Lan in the hospital to cheer her up.

2. We can use a verb-ing or verb-ed as the adverbial.
   • A verb-ing or verb-ed can be used to express reason or cause.
     Wishing to advocate better treatment for disabled people, Sang Lan took part in many activities.
     Inspired by Sang Lan’s story, the students decide to work harder at their lessons.
   • A verb-ing or verb-ed can be used to refer to time.
     Travelling around the city, the man felt uncomfortable because of the noise.
     Asked when he would arrive, he said it was uncertain.
   • A verb-ing or verb-ed can be used to express manner.
     The children started for London, singing and laughing.
     He walked up and down the room, lost in thought.
   • A verb-ing or verb-ed can be used to express condition.
     Turning to the left at the crossroads, you will see the railway station on your right.
     Given enough time, we will see the whole city.

3. We can use a verb-ing or verb-ed after conjunctions such as when, while, once, if and although.
   When waiting for the bus, he saw an old friend.
   While reading the article, I was thinking of how I would write the story.
   Once caught, people who break the rules will be punished.
   If repaired well, the washing machine could be used again.
   Although left alone, she did not feel lonely at all.

4. We can use having + verb-ed and having been + verb-ed to make the active and passive perfect forms.
   Having made our plan, we’ll put it into practice.
   Having been trapped in traffic, he was late for work.

5. The negative word not usually appears before non-finite verbs.
   Not knowing what to do, she turned to me for help.
Look at the following newspaper article. Rewrite each of the sentences using non-finite verbs.

(1) Twenty-five-year-old Betty wanted to learn how to ski. Last weekend, she went up the mountain. (2) She was accompanied by an experienced ski instructor and she learnt very quickly. (3) Since she thought that she knew how to ski well, she decided to practise on her own. (4) She fell on the ground while she was skiing downhill, but did not show signs of injury until an hour later. (5) Although the ski instructor didn’t expect trouble, he still followed strict procedures and insisted she should see a doctor. (6) After Betty was checked at the nearest hospital, she was sent to a larger one in the city. (7) When Betty’s family heard the news, they felt very upset and worried. (8) Betty’s family did not know how serious the situation was, so they hurried to the hospital. (9) As soon as they arrived at the hospital, they headed directly for the doctor’s office. (10) To their relief, the doctor told them that if she was properly treated, Betty could recover very soon.

1  Last weekend, twenty-five-year-old Betty went up the mountain __________________________.

2  __________________________, she learnt very quickly.

3  __________________________, she decided to practise on her own.

4  She fell on the ground __________________________, but did not show signs of injury until an hour later.

5  __________________________, the ski instructor still followed strict procedures and insisted she should see a doctor.

6  __________________________, Betty was sent to a larger one in the city.

7  __________________________, Betty’s family felt very upset and worried.

8  __________________________, Betty’s family hurried to the hospital.

9  __________________________, they headed directly for the doctor’s office.

10  To their relief, the doctor told them that __________________________, Betty could recover very soon.
Task  Writing an article about problems and solutions

Skills building 1: recognizing words that express problems

When people discuss problems, fears and worries, they use specific language to describe their experiences. They often rely on figures of speech and words that express how sad, upset or annoyed they feel. The following are words, phrases and patterns you can look for.

- **words:** sad confused disappointed alone afraid
- **phrases:** under a black cloud feel blue stuck/caught between ... in very low spirits
- **patterns:** I feel like ... They make/It makes me feel ...
  I wish ... I'm tired of ...

**Step 1: recognizing problems**

A You found this letter on your school website. It was written by your friend Ma Jie. Read it, and underline the words, phrases and patterns Ma Jie used to describe his problem.

---

Dear friends

I have a problem, and I don't know what to do. I really hope someone can help me find a solution! I've been very sad in the past few months. I feel caught between what I want, what my parents want and what my basketball coach wants.

I have always been an average student. My parents feel that I need to spend more time improving my marks so I can go to a good university. They make me feel like I'm a bad son when I don't obey them and focus on what they think is best for me.

For the past few years, I have been playing for the city basketball team. I'm an outstanding player, and running around on the basketball court is what makes me happy. The coach thinks I have the talent to become a real star. He thinks that I need to arrange to spend even more time working on my basketball skills. I feel guilty when I don't practise harder because he has spent a lot of time coaching me, and he really believes in me.

The problem is that I don't have time to study more because I play basketball so often, and I don't have time to work harder at basketball because I have to study. It feels like allocating adequate time for each is just not practical. I want to go to a good university, but I also want to play basketball. I'm so confused. Whichever way I look at it, I'll never be really good at anything unless I quit doing everything else.

I'm really tired of feeling worried about this and being sad. I am uncertain what to do!

Ma Jie
After you read the letter, you decide to call Ma Jie to find out more about his problem. Listen to what he says and complete the notes below.

| At school:          | often feels (1) ________________ |
| Playing basketball: | sometimes (2) ________________; doesn’t play well; thinking about (3) ________________; worried about (4) ________________ |
| Wishes:            | good at his studies and (5) ________________; do both things well |
| From coach:        | Ma Jie has a special (6) ________________; should be (7) ________________ to give up other things in life; should (8) ________________ on playing basketball |
| From parents:      | sport cannot replace a good (9) ________________; could get an (10) ________________; no guarantee to have a future like Yao Ming; more (11) ________________ to study hard; prepare for a job in the (12) ________________ |
| Attitude:          | agree with both of them |

Ma Jie tells you about some of the solutions he has tried and why these solutions did not work. Write down the reasons he gives.

<table>
<thead>
<tr>
<th>Solutions</th>
<th>Why this solution did not work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 try harder at everything</td>
<td></td>
</tr>
<tr>
<td>2 focus on school, play basketball at the weekend</td>
<td></td>
</tr>
<tr>
<td>3 study less</td>
<td></td>
</tr>
<tr>
<td>4 quit basketball</td>
<td></td>
</tr>
</tbody>
</table>
Skills building 2: breaking a big question into smaller ones

When you have a big question to answer, sometimes the best way to start is to make it into several smaller questions, and answer them first. Doing this stops you from getting confused and helps you think of all the possible answers to your big question. For example:

**Big question**

How can I go from school back home for dinner and still have time to meet my friend and see a film across town?

**Small questions**

- Is there a bus that goes from my home to the cinema?
- Can I ask mum and dad to have dinner a little bit later?
- Is the film on at a cinema that is closer to my home or my school?
- Can we see the film at the weekend instead?

After you have answered all the small questions, you will be able to answer the big one.

**Step 2: discussing solutions**

![Image](https://via.placeholder.com/150)

*After talking to Ma Jie, you decide to ask an older student from your school for his advice. Role-play with a partner. When you are finished, switch roles.*

**Student 1:** Break your big question into smaller ones, and write them in Speech bubble 1. Ask Student 2 these questions. Then answer Student 2’s questions using the information in Speech bubble 3.

**Student 2:** Answer Student 1’s questions using your notes from Step 1. Then ask Student 1 the questions in Speech bubble 2.

**Big question:** What do you think of Ma Jie’s problem?

---

1. **problem:**
   
   **source of information:**
   
   **people affected:**
   
   **attempts to solve problem:**
   
   **results of attempts:**
   
   **things one wishes to happen:**

---

2. **How can I help him?**
   
   **Do you think there is a solution?**
   
   **Is there a way to make everyone happy?**
   
   **Is there any solution he has not tried?**
   
   **Why will that work?**

3. **give advice/listen to his problems**
   
   **every problem has a solution/he must think about it a lot**
   
   **sometimes/usually not/English saying, “You can’t please everyone/good to try**
   
   **should tell coach, teachers and parents how he feels**
   
   **they can help him work out a solution/teens need help with big problems**
Skills building 3: presenting solutions

When you present solutions, there are a few points to remember. Following these will help make your solutions clearer and more helpful to the people who need them.

1 avoid judging
   People read advice letters or ask for advice because they want help, not because they want to hear what they have done wrong. Always use positive, helpful language:
   
   I know you are trying very hard to solve your problem, and that is great! Why don’t you try doing ...?

2 give examples
   People like to know how to use your solution. If you know of a similar situation where your solution worked, mention it:
   
   Something like that happened to my friend Jane. This is what she did ...

3 be specific
   When presenting your solution, be sure to say what kind of solution it is. If you are offering help to people about studying, say that:
   
   Many people have problems finding enough time to study. One common solution is ...

Step 3: writing an article

   Ma Jie solved his problem with the help of his parents, teachers and coach. You and a friend decide to write an article for the school website about Ma Jie’s problem and solution(s). Find a partner to be your friend and write your article below.
Project  Making a happiness handbook

Everyone has different ideas about what makes them happy. Some people like to talk about and remember happy times in the past, and others like to imagine happy times in the future. How do you describe happiness?

Read these two essays on the topic ‘the happiest time of your life’ and think about what happiness means to you. This will help you prepare for your project.

Golden days

It is nice to look back on my school days in the countryside in England. I had all my friends around me and the encouragement and guidance of my family. My whole life was still ahead of me. At that point in my life, I could have done anything or become anyone. I think those golden days at school were the happiest of my life.

I remember sometimes feeling in a rush to grow up and be independent, but I was still very happy. I didn’t have any worries in life. I could spend all day outside, playing in the sunshine with my friends, and we always had interesting things to talk about. At home, my parents took care of everything important.

All I had to do was go to school and spend a few hours studying when I came home. At the weekends, for entertainment I could see friends, visit my grandparents, read books or play sport. As an innocent child, I didn’t need to think about hardships such as problems at work, or worry about income or how to take care of a family. All I had to do was enjoy my adolescence.

Young people should never forget that good health is an important part of happiness. It is hard to stay happy and cheerful when you are ill, or when you are old and your body aches. When I was young, I could run many kilometres and I would not feel tired. I felt like I could do anything. Now I am getting old—it is easy for me to get tired, and I must be careful not to hurt myself. I wish I could still play sport because that made me very happy.

I’ve had a wonderful life and I’m proud when I think about my achievements. I have been happy about different things at different times during my life, but my most vivid and happiest memories are those of school days, so I think that was the happiest time in my life.
My future happiness

When I imagine my future, I see myself successful in my job and surrounded by my family. I predict there will be new technology which will allow people to live longer and be healthier. This is why I think my happiest days will be in the future.

The technology of the future will allow me and my family to be healthy, and never worry about illness. No one will be sad because humans will have learnt to fix many of the problems that affect us now, like war, pollution and hunger. People will be able to communicate better. Technology will guarantee good health and happiness for all. I imagine that the workday will be only four hours long, and everyone can have part-time jobs that are very interesting. We will have handy robots and computers to assist us with the things that are boring. This will simplify our lives. Maybe there will even be automatic kitchens to cook instant meals for us. Then families will be able to spend the maximum amount of their precious time enjoying each other’s company and the minimum amount of time doing housework.

I will also be happy because I will be an adult then. It’s hard to focus on being happy when you are a teenager! We have to work so hard at school, and when we try to take time to relax, there is always someone telling us things we should be doing or learning. In the future, I will be more mature and be able to make my own decisions and do the things that I enjoy. I will have a secure job that I like and I will find happiness in being successful at it.

It is nice to think that my happiest days are still ahead of me. Thinking this way gives me the motivation to work hard now so that I can enjoy my future life.

B You are going to write an essay about your idea of happiness. Then you and your classmates will make a happiness handbook. Your group will need to discuss how to plan your handbook. The questions below will help you get organized.

1 What does happiness mean to you?
2 Do you remember a specific happy event, or a general feeling of happiness?
3 How long will each person’s essay be?
4 Do the essays have to be typed, or can they be handwritten?
5 Who will check the English in the essays?
6 Do you want pictures in your handbook?
7 Who will make the cover and put all the essays together?
8 Which group member will make the table of contents?
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 a TV interview?
- reading an interview?
- using the new vocabulary in this unit?
- discussing your ideas about happiness?
- using nouns to describe emotions?
- using adjectives to describe emotions?
- using idioms about emotions?
- using a to infinitive to express purpose?
- using a verb-ing or verb-ed as the adverbial?
- using a verb-ing or verb-ed after conjunctions?
- using having + verb-ed and having been + verb-ed to make the active and passive perfect forms?
- using not before non-finite verbs?
- recognizing words that express problems?
- breaking a big question into smaller ones?
- presenting solutions?
- reading essays about happiness?
- creating a happiness handbook?

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

People from different countries have different ways of greeting each other. Look at the pictures below and discuss the following questions with your partner.

1. In Thailand, people greet each other by putting their hands together and bowing.
2. In South America, you can expect to be hugged when you meet someone.
3. In the Middle East, Arabs greet each other by touching noses.
4. When people from the Netherlands meet, they kiss each other on one cheek and then the other. If you are a close friend or relative, then you get three kisses!

1. Do you know of any other ways of greeting around the world?
2. Why do people in different countries greet each other in different ways?
3. Can you think of any other customs that are different in different parts of the world?
Reading

A. Read the conversation quickly and answer the following questions.

1. Which country is Waled from?
2. Where does Peter come from?
3. What does Ma Li think about learning about cultural differences?

B. Ma Li is an exchange student in Japan. She has gone to the student centre to interview other students and find information for her homework. Read their conversation.

Cultural differences

Ma Li: Hi, everyone. My name’s Ma Li. I need some help with my homework—it’s about cultural differences. Can I sit down and talk to you?

Waled: Hi, Ma Li, I’m Waled from Brunei.

Peter: And I’m Peter, from the UK. Nice to meet you.

Ma Li: Nice to meet you, too. Can you tell me about some cultural differences you have found?

Peter: Waled, why don’t you tell her about the British teacher who opened the present as soon as he received it at the end-of-term ceremony?

Ma Li: Oh, I already know about that one. My American friend Jack did the same thing.

Peter: Well, it’s what we do in the West. It’s rude not to open a present when someone gives you one. We like to see how the person reacts. We think it’s strange not to open it! What would be another cultural difference ... let me think. Well, I once went to an acquaintance’s wedding in Korea and I was very surprised.

Ma Li: Why was that?

Peter: Well, they had a live hen and a rooster as a part of the wedding ceremony.

Ma Li: Live chickens?

Peter: Yes. Roosters are supposed to drive bad spirits away from the wedding ceremony, and hens are thought to ensure good luck for the marriage. During the ceremony, the hen laid an egg, and everyone congratulated the new couple because it was considered very lucky.

Waled: That’s interesting! In Brunei, at wedding receptions men and women have to sit in separate areas—the men with the bridegroom, and the women with the bride. Another difference is that while we serve food, soft drinks, tea and coffee, alcohol is not permitted at the wedding reception—in fact, alcohol is altogether prohibited in Brunei. And you probably wouldn’t get much sleep if you lived near where a wedding reception was being held. That’s because we play loud drums to celebrate the wedding for hours afterwards, and sometimes
even throughout the night!

**Peter:** Throughout the night?

**Waled:** Yeah, people get used to it.

**Ma Li:** So what other things do you do in your country that are different from other countries, Waled?

**Waled:** Well, you know in many countries people point with their first finger. However, in Brunei that can cause offence, so we use our thumb to point. It’s quite funny watching the new foreign teachers trying to adjust to doing that. Another thing is, if you came to Brunei, you would have to take off your shoes before going into someone’s house. Many foreigners have trouble getting accustomed to it.

**Peter:** But what is really interesting is that there are sometimes great cultural differences even between native English speakers. I am always amazed at how Americans are so different from us Brits. Even though we share the same language—with different accents, of course—our customs are not always alike.

**Ma Li:** Really?

**Peter:** Yes. For example, I have fond childhood memories of Bonfire Night, but my American friends are not familiar with that particular festival.

**Ma Li:** Well, I’m not familiar with it either.

**Peter:** Oh, it’s a celebration that takes place on November 5th every year. People light large fires outside, and everyone gathers around and has a party. There are plenty of fireworks, and everyone eats hot dogs and other food that can be cooked over the fire. It’s great fun.

**Ma Li:** Well, it’s time for me to go. This has been a really interesting chat. I think now I understand a lot more about different cultures and what is appropriate behaviour. It’s really helped me with my homework! I hope we can talk again soon. After all, learning about cultural differences is a good way to understand more about each other. See you later!

**Waled:** See you!

**Peter:** Right, later!

---

**Reading strategy: understanding the use of examples**

Examples are often used and serve several purposes. They can be used to explain concepts and ideas, to support arguments and as interesting stories. In the conversation above, an example is used to explain the concept of cultural differences, i.e., ‘I have fond childhood memories of Bonfire Night, but my American friends are not familiar with that particular festival’. There is also an interesting story about cultural differences, i.e., ‘the British teacher who opened the present as soon as he received it at the end-of-term ceremony’. Understanding the use of examples can help us understand a text.
G1 Read the sentences below and decide whether they are true (T) or false (F) according to the conversation. Circle your answers.

1. In Korea, it is believed that hens can drive bad spirits away from the wedding ceremony. T / F
2. The bridegroom and bride have to sit in different areas at the wedding reception in Brunei. T / F
3. People in Brunei celebrate the wedding by singing and dancing throughout the night. T / F
4. In the UK, people take off their shoes before entering someone’s house. T / F
5. There can be great cultural differences even between people who speak the same language. T / F

G2 How well did you understand the details of the conversation? Answer the following questions. Read the conversation again if you do not know the answers.

1. In the West, when is the polite time to open a present? Why?
2. What surprised Peter about the wedding ceremony in Korea?
3. What drink is not permitted at a wedding in Brunei?
4. How do people in Brunei point? Why?
5. What British festival are Peter’s American friends not familiar with?
6. What kind of food do Brits eat at this festival?

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

1. congratulate (Line 21) _____ a. get used to a new situation by changing the way you behave
2. reception (Line 23) _____ b. tell someone you are pleased about their success or achievements
3. offence (Line 36) _____ c. accepting something as normal or usual
4. adjust (Line 37) _____ d. a social occasion to welcome someone or celebrate something
5. accustomed (Line 40) _____ e. the act of upsetting someone else
6. familiar (Line 47) _____ f. well known to you
Read the short essay below that Ma Li completed for her homework. Fill in the blanks with the words in the box.

<table>
<thead>
<tr>
<th>celebrations</th>
<th>throughout</th>
<th>prohibited</th>
<th>permitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>fireworks</td>
<td>hot dogs</td>
<td>ensure</td>
<td>alike</td>
</tr>
</tbody>
</table>

Though Americans and the British speak the same language and have a similar appearance, they are not altogether (1) _________. For example, some of their (2) _________ are different. The British celebrate Bonfire Night every November 5th. During this festival, there are large fires and (3) ___________. There are parties and people eat (4) ___________ with mustard. In this way, it is very similar to the American Fourth of July. However, these festivals do not share the same importance, because the Fourth of July is America’s Independence Day, while Bonfire Night is just for amusement.

On Independence Day, Americans play sports, have barbecues and hold parties (5) _________ the day. On the other hand, Bonfire Night occurs only at night. In parts of both countries, personal fireworks may be (6) ___________. However, in America there are large public fireworks shows on Independence Day to (7) ___________ that everyone will be satisfied, while in Britain if personal fireworks are not (8) ___________ people will just do without. Though the festivals may share some things in common, they are not the same. This could also be said of the American and the British people.

What do you know about cultural differences between different countries? Have a discussion with your partner like the one below.

Isn’t it strange that there are so many cultural differences? I think it is strange to have chickens at a wedding like they do in Korea.

I agree, and I think it’s an even stranger idea for people in Brunei to play the drums all night to celebrate a wedding. What do you think?

I think it’s just like the way we Chinese set off fireworks...

1. Why do we need to find out about other cultures’ traditions?
2. How can people understand each other’s cultures better?
3. What do you know about cultures that are different from your own?
In the English language, there are many words which are borrowed from other languages.

One reason why there are so many French words in English is that the French ruled England for quite a number of years. Many of these words are connected with food or eating. The French love food. Cooking is a part of their culture or way of life. Many words for entertainment and jobs also come from French.

From German, English got many words for tools, machines, snacks and geological terms.

English borrowed Italian words linked to music, the arts and the military. If you go to Italy, you will see that they have huge collections of artwork, and opera also first appeared there.

Finally, Arabic provided English with words for things that could be traded, such as spices, chemicals, animals and food. It also provided much of the language of mathematics.

It is interesting that English has borrowed so many words and it will probably continue to add more in the future.
Use the words in Parts A and B on Page 38 to help Ma Li complete her homework on borrowed words.

Borrowed words

English has borrowed lots of words from other languages. Four of the languages that English has borrowed words from are French, (1) ____________, Italian, and Arabic.

Words taken from the French language include words for (2) ____________ and eating such as (3) ____________, words for (4) ____________ such as dentist, and words for entertainment such as ballet.

At weddings in the West, they have confetti which people throw over the bride and groom. This is an (5) ____________ word. Italy was famous for the development of (6) ____________ and opera in the 18th century, so many words about music and opera are borrowed from Italian. Additionally, words for military jobs, for example colonel, also come from Italian.

The Germans were very clever at inventing things. They invented the (7) ____________ to make sure they were on time! When we say man travelled to the Moon in a (8) ____________, we are using a German word. Many of the words for fast food and snacks also come from German, including the famous (9) ____________.

Finally, the Arabs were great traders and so they introduced the English to many new words like coffee and alcohol. Also, a lot of mathematical words such as (10) ____________ are from Arabic.

In English we often use idioms. Each of the following idioms connects a characteristic with an animal or a thing. Use these idioms to complete the sentences below.

as strong as a horse = very strong
as busy as a bee = very busy
as poor as a church mouse = very poor
as cool as a cucumber = very calm
sleep like a log = sleep very deeply

1. I didn’t hear the telephone ringing. I _________________.
2. Emily never gets excited about anything. She is always _________________.
3. Poor Richard spent his last penny on a bowl of noodles. Now he is _________________.
4. She never stops for a second. She is always _________________.
5. Don’t worry. John will carry the box for you. He is _________________.

D
Grammar and usage

Unreal conditionals

An unreal conditional is a statement about an unreal or imaginary condition or situation.

1. We use unreal conditionals to state an imaginary present condition.
   
   You probably wouldn’t get much sleep if you lived near where a wedding reception was being held.
   
   I could reach the book if I were a bit taller.
   
   If I had the chance, I might want to be a business consultant.

2. We also use unreal conditionals to refer to an imaginary past action.
   
   If you had joined the chat room ten minutes ago, you would have known what we were talking about!
   
   If the man had pointed with his first finger when he was in Brunei, everyone would have thought that he was very rude.

3. We use unreal future conditionals to talk about an imaginary future situation.
   
   If I had time tomorrow, I would certainly help you.

4. We usually form unreal conditionals like this:

   | Present     | If ... was/were/did ..., ... would/should/could/might do ...
   |-------------|-----------------------------------------------------------
   | Past        | If ... had been/done ..., ... would/should/could/might have done ...
   | Future      | If ... was/were/did ..., ... would/should/could/might do ...

Ye Fei asks Ma Li for help on his homework. Fill in each blank with the correct form of the verb in brackets.

Ye Fei: Ma Li, can you give me a quick summary of what you have found out about habits and customs in different countries?

Ma Li: It is quite interesting. I learnt that expectations at weddings can be quite different. If you (1) attended (attend) a wedding in Korea, there (2) are (be) chickens at the ceremony.

Ye Fei: Really? That seems crazy.

Ma Li: There are interesting wedding customs in some other Asian countries too. If you (3) go (go) to a wedding in Brunei, you (4) see (see) men sitting in one group and women in another.

Ye Fei: That doesn’t sound like much fun and if you (5) do (do) the wrong thing, it (6) is (be) very embarrassing.

Ma Li: Also, if you (7) travel (travel) to Brunei, you (8) have to (have to) take your shoes off before going into a house. The same as in cities in China! Anyway, you should not wait so long to begin your homework. If you (9) start (start) earlier, you (10) need (not need) my help.
There are other things that need to be noted about unreal conditionals.

1. In written English or in formal situations, we usually use *were* in *if* clauses in place of *was*. However, in everyday conversation, *was* is often used.
   
   If he *was/were* here, he *might be* able to help us.

2. We can use *were* to or *should* in *if* clauses for unreal future conditionals.
   
   If I *were to fail* my Maths test, I *would have* to take it again at the end of the term.
   
   If he *should come* tomorrow, I *could talk* to him about it.

3. We can also put *should, were* and *had* at the beginning of an unreal conditional sentence. In this case, *if* is not needed.
   
   *Should* you make a mistake, you *should not be* embarrassed.
   
   *Were* you to take the train, you *would get* there much sooner.
   
   *Had* you told me earlier, I *would not have got* into trouble.

4. We can also use *could* + the present perfect in *if* clauses for unreal conditionals.
   
   If I *could have told* you about cultural differences between Italy and the UK, I *would have*.

---

*Ma Li is thinking about her grandfather and is writing about him in her notebook. Help her complete the sentences.*

My grandfather is an old man, and he has always been happy. He likes travelling and has been to many places in China. Last month, he went to Beijing and visited the Forbidden City where the emperors once lived. He even dreams of travelling abroad one day. He says it is important to try to understand as much about the world as possible and travel helps you do that. In his youth, however, he never left his home town, let alone travelled to another country, because he had to work to support his family. He wanted to study medicine, but he never got into a university. He hopes I can go to a good university and get a good job in the future.

My grandpa's ifs

1. If he *_________* rich, he would have travelled a lot.

2. *_________ he *_________ into a university, he would have studied medicine.

3. *_________ he *_________ a chance to go abroad, he would have taken it.

4. *_________ he *_________ as happy as he is now if he had had more education when he was growing up?
Task  Writing a letter to explain cultural misunderstandings

Skills building 1: completing a text

When you need to complete a text by listening, you can do the following to help you:

• Make sure you read the text first so you understand the subject of the text and the type of words that you are likely to hear.
• Try to guess the words that might be used to fill in the blanks.
• Decide if it is content words or grammar words that you are listening for.

By doing these things you will be ready to listen.

After you have completed the text, check whether it is correct by reading it to see if it makes sense. Then check the spelling of the words.

Step 1: showing foreign visitors around

Your school has some visitors from abroad. Your headmaster asked some students to show the guests around. Listen to the conversation between two students, and complete the diary entry below.

Had a great day yesterday. We showed (1) ___________ visitors around Beijing. They seemed to enjoy it although there were some (2) ___________ incidents.

One man called Mr Singh (3) ___________ shake hands with me when I held out my left hand. In the restaurant, we ordered a lot of food, but he would not eat the (4) ___________ dish.

Mr Takashi enjoyed the Forbidden City and asked so many questions. He spent lots of money on (5) ___________. I have no idea what he will do with them all, and it took up a lot of time. He seemed to give out a lot of (6) ___________ and got a bit upset when my classmate just put it in his pocket without looking at it.

Finally, we went to the Summer Palace. There was a boat we could go on, but Mr Hudson said that it was too (7) ___________. I thought there was lots of (8) ___________ on it.

Even with these incidents, I think showing foreign visitors around is a great way to improve our English, and hopefully we can do it again next year.
A few days after the students had shown the visitors around Beijing, they found this article in a magazine. Circle the taboos that help explain some of the unusual incidents that happened when they showed the visitors around.

Taboo or not taboo—that is the question!

by Luo Jun

There are many different taboos around the world. A taboo is a social action that is not allowed. Almost every culture in the world has its own taboos. Taboos are often connected with religion. Usually, taboos can include eating certain foods, relations between people, body language and gestures. The breaking of a taboo is usually upsetting or embarrassing for the person concerned and the people around him or her.

When you meet people from different cultures, it is important to understand what you can and cannot do. If we are not aware of these differences, some unusual things might happen. For example, if you are from India, you may not eat beef because of your religion, and it is rude to shake hands or give someone something with your left hand. In North America and the UK, people greet one another by shaking hands. In Thailand and other parts of South-East Asia, the normal greeting is a slight bow with the hands pressed together. Japanese people may bow and even give out their business cards to greet others. They dislike it when people do not look at the cards, so remember not to just put them in your pocket without looking. While these different forms of greetings and customs might seem strange to you, remember that what you consider normal probably seems just as unusual to others.

You want more information about cultural habits, so you go to one of your teachers, who has travelled to the USA and Japan, for help. Listen to your teacher and fill in the blanks below.

1. People from the USA feel ____________ when people stand too close to them.
2. South Americans like to greet people with a _____________.
3. In Japan, giving ____________ is very important.
4. The gesture ‘OK’ in the USA means ‘__________’ in France.
5. In Japan, the same gesture means ____________.
Skills building 2: asking for information

When we want to find out about something, we need to ask questions. We can use questions beginning with the following words:

- **what**—when we want to find out about something specific, e.g., things, places, people
- **how**—when we want to find out the way something should be done
- **which**—when we want to pick one out of several possibilities
- **when**—when we want to ask about time
- **why**—when we want to find out a reason
- **where**—when we want to find out about the place in which something happened

**Step 2: asking about cultural differences**

You want to ask your classmate about the following things. Form your questions with the correct question words, and then find a partner to answer your questions. Take turns to ask questions.

1. ways people in North America and the UK greet each other

2. hand that should not be used to shake hands with or give things to people from India

3. places where people greet one another by giving a slight bow with their hands pressed together

4. action you should take when a Japanese gives you a business card

5. reason that people from the USA do not like crowded places

6. meaning of the American gesture ‘OK’ for French people
Skills building 3: writing a letter of apology

When writing a letter of apology, you need to include the following:

- your address
- the date
- an opening
  Dear Sir/Madam/Mr ... /Mrs ...
  (If you know the person’s name, you should use it.)
- the purpose of the letter should be given in the first sentence:
  I am/We are writing to apologize for any misunderstandings ...
  I am/We are writing to explain any misunderstandings ...
- an explanation
  Unfortunately, we did not know that ...
  We did not realize that ...
  We did not understand that ...
- an ending phrase (to apologize again)
- your name and signature

Step 3: explaining misunderstandings

You want to write a letter of apology to the foreign visitors. Find a partner and discuss what to include in the letter. Each person should write a different part. Write your letter in the space below.
Project  Making a reference book

Different ethnic groups have different cultures and customs. Some of them are very interesting. Many people like to visit these groups and see their different ways of life.

Read this travel brochure to find out about different cultures around the world. This will give you some ideas of what to do in your project.

Cultural Experience Tours—the travel company with a difference. We offer you the chance to visit different minority cultures and experience for yourself their traditions, customs and way of life.

Tour 1—Inuit Experience

A chance to meet the Inuit people of Nunavut in Canada. While staying with the Inuit people you will have the chance to ride on a dog sled and travel in a seal-skin boat.

If you do not eat meat, this tour is not for you, as the Inuit eat mostly seal, deer, whale meat and fish. This means they need to move around to hunt for food in the Arctic Circle. You will join them there, and stay in tents and wear clothes made from animal skin.

The Inuit believe in animal spirits. They usually live in small family groups but have large summer assemblies for feasts and celebrations. You will have the chance to join one of these large assemblies and take part in the dancing, listen to traditional accounts of bravery, and play games. While dancing you may even be asked to wear a special animal dance mask which is usually carved from wood. You will learn to make some of their native jewellery, which is made from animal claws and wolf bones.

Tour 2—Aborigine Adventure

A trip to Kakado in Australia will include a three-day stay in an Aborigine village. Here you will have the chance to see Aborigine ceremonies with singing and dancing, based on ancient beliefs. These ceremonies sometimes go on for hours. The Aborigines believe that Great Spirits created all the people, animals and plants on Earth. They believe that these Spirits put people, plants and birds in different places and made rules and laws to govern them.

The Aborigines collect food from the bush around them and often hunt down holes for large snakes. You will get the chance to try some very strange food! On
this trip you will get to learn about their musical instruments and the boomerang, which they use to hunt animals.

Tour 3—Mysterious Maoris

New Zealand is home to the Maoris. It is believed that the Maori people came from the Pacific islands of Polynesia. They brought with them a culture rich in song, dance and art. The Maori people believe in many gods such as the God of the Forest and the God of the Sea. These gods are remembered through their song and dance.

The Maoris have a traditional meeting house, where visitors are welcomed. This will be the place where you will meet with the Maoris and join with them in dance.

You will stay with a family in their wooden house in the area of Rotura. There you will eat food such as fish and sweet potato, which is cooked in leaves steamed over hot stones. You will get the chance to eat food cooked in underground stoves. You will also get the chance to go night fishing.

Tour 4—Native American Indian Adventure

There are many different tribes that belong to the Native American Indian group. On this trip you will visit a tribe in the centre of North America. They are known as the Plains Indians, as they live on the plains. The Plains Indians believe in the Great Spirit who has power over all things including animals, trees, stones and clouds.

You will sleep in an Indian tent and wear clothes made from animal skin. You will take part in the Sun Dance, which is a very important ceremony, and you will also see natives smoking a peace pipe. There will be a bow and arrow competition designed to retell how the Plains Indians used to hunt for food. Food will include meat roasted over an open fire.

The project for your group is to choose a country and research its unique culture. You will be able to start your project after you answer the following questions.

1. What topics have been included in the description of each tour?
2. What minority culture do you want to research?
3. What topics do you want to talk about in your project?
4. Where can you find information on these topics?
5. Who will be responsible for searching for the information?
6. Who will write up the information?
7. Who will draw the pictures?
8. Who will present your work to the class?
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 a conversation between students?
- understanding the use of examples?
- using the new vocabulary in this unit?
- discussing your ideas about cultural differences?
- understanding words borrowed from other languages into English?
- using unreal conditionals:
  - to state an imaginary present condition?
  - to refer to an imaginary past action?
  - to talk about an imaginary future situation?
- forming unreal conditionals?
- using were in if clauses in formal situations?
- using were to or should in if clauses for unreal future conditionals?
- putting should, were and had at the beginning of an unreal conditional sentence?
- using could and the present perfect for unreal conditionals?
- completing a text by listening?
- asking questions?
- writing a letter of apology?
- reading a travel brochure about different cultures?
- working in a group to write a report on a minority culture?

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

International aid helps many people around the world, especially when things go wrong. Look at these pictures and discuss the following questions with a partner.

1. Have you seen any of the situations above in real life or on TV? How did you feel about them?
2. What organizations do you know of that can help with these situations?
3. Have you ever helped people in need? What did you do to help them?
Reading

A Read the speech quickly and answer the following questions.

1 Who is Tang Ning?
2 How many countries belong to the UN?
3 Which countries has Tang Ning visited?

B Tang Ning is a successful businesswoman and a UN Goodwill Ambassador. Read the speech she gave about the work she has been doing.

The UN—bringing everyone closer together

I am pleased to have this chance today to talk to you about the United Nations, or the UN, as it is more often referred to. The UN is an international organization made up of countries that want to promote world peace. I am very happy to have been chosen to be a Goodwill Ambassador for them.

Being a Goodwill Ambassador means that I visit countries where the UN operates programmes to help people. I feel very honoured to have been able to take on this role. Later I shall tell you about some of the work I have done. First I should give you a short description of the UN.

So, when was the United Nations set up? It was set up just after the Second World War, in October 1945 by 51 countries. Today, nearly every nation in the world belongs to the UN—192 countries altogether. The UN has four main functions: to keep international peace; to develop friendly relationships among nations; to work together in solving international political conflicts and in promoting respect for human rights; and to be a centre for organizing the actions or work of different nations.

As you know, the UN touches the lives of people everywhere. The organization is helping end some of the world’s most horrible conflicts. The UN does not have its own army. Instead, it borrows soldiers from different countries that belong to the UN. With the help of these armies and other worthy organizations, the UN assists the victims of wars and disasters. In addition, the UN helps protect human rights and works to improve international laws, for example, those on child labour and on equal rights for minorities and women.

That is a little about the UN. Now let me tell you about the work I have been
doing with them. My job with the UN is not paid but voluntary, and as I said before, I visit countries where the UN has programmes to help people. So, how do I help by visiting these countries? Well, if I visit these countries, the television and press will follow and record my visits. This will increase people’s knowledge of the work of the UN. In addition, my visits will encourage people working on the projects and draw local people’s attention to the situation.

I have visited many countries in Africa. Recently, I was fortunate enough to travel to South Africa, where I met some women who have organized themselves into a group. They collect approximately 1.35 yuan per day from each member and add it to some money contributed by the government. With this, the women have enough money to acquire materials to make baskets. They then sell these at the market for a profit. With luck their group will be able to expand and maybe set up a shop. Such programmes can transform people’s lives by giving them the ability to provide for themselves and their families. There are lots of worthwhile programmes like this under the umbrella of the UN that have helped millions of people across the world.

Apart from the urgent problems caused by wars and conflicts, the UN helps countries with other problems such as lack of education, starvation, disasters, AIDS and other diseases. At a UN meeting in 2000, all of its members agreed to try and meet eight development goals by the year 2015. One of the goals is to ensure that clean water is available to everyone, as in many places water is not safe to drink unless it is boiled. Another is to ensure all children complete primary education. For more information, you may like to look it up on the UN website. So you see, with the work of the UN the world has been brought closer together.

**Reading strategy: understanding a speaker’s attitude**

People giving a speech on a topic usually express their own opinion and attitude even if the speech is meant to give information rather than opinions. They can express an opinion in favour of something by speaking in an enthusiastic manner and using positive adjectives to describe things, e.g., ‘I am very happy to have been chosen to be a Goodwill Ambassador for them’. The speaker can also stress the positive aspects of the topic, e.g., ‘the UN touches the lives of people everywhere’. When expressing an opinion against something, the speaker will use negative adjectives, e.g., ‘some of the world’s most horrible conflicts’. Understanding the opinion and attitude of the speaker can increase your comprehension of a speech.
C1 Read the sentences below and decide whether they are true (T) or false (F) according to the speech. Circle your answers.

1. The UN was set up in 1945 by 57 countries. T / F
2. The UN has five main functions. T / F
3. The UN has a great influence on the lives of people everywhere. T / F
4. Tang Ning gets paid for her work as a UN Goodwill Ambassador. T / F
5. The UN helps people who suffer from hunger. T / F
6. The UN has its own website. T / F

C2 How well did you understand the details of the speech? Read the speech again and answer the following questions.

1. What is the UN?

2. How does Tang Ning feel about being a Goodwill Ambassador for the UN?

3. Where do the UN soldiers come from?

4. What kind of countries does Tang Ning visit?

5. What do the group of women in South Africa make? Why?

6. Apart from wars and conflicts, what other problems does the UN help with?

7. What are two of the UN’s development goals that it wants to meet by 2015?

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

1. refer to (Line 2) _____ a. a person who has been hurt as a result of a crime, disease, accident, etc.
2. ambassador (Line 4) _____ b. having the same rights
3. description (Line 8) _____ c. mention or speak about
4. worthy (Line 20) _____ d. someone who represents an organization or a country
5. victim (Line 20) _____ e. of work done without pay
6. equal (Line 22) _____ f. a piece of writing or speech about what something is like
7. voluntary (Line 25) _____ g. heat a liquid until it becomes hot enough to turn into gas
8. boil (Line 47) _____ h. admirable
Tang Ning wrote the following article to explain more about the work of the UN. Complete the article using the words in the box.

<table>
<thead>
<tr>
<th>under its umbrella</th>
<th>worthwhile</th>
<th>in addition</th>
<th>contribute</th>
<th>urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>starvation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Perhaps one of the most (1) ____________ needs in the world is for small business development. Many people in the world have no way of making an income and may face (2) ____________ as a result. The UN has (3) ____________ programmes to help these people create their own businesses, so they can (4) ____________ money for themselves and support their families. In Mongolia, for example, they started a (5) ____________ project that helps people in the countryside make carpets from local wool. These carpets are decorated with beautiful traditional patterns and can fetch a high price on the international market. This programme helps people who raise the sheep, as now they have someone to sell wool to. (6) ____________, it helps people who were out of work, as now they can use their labour to earn a profit. Finally, it helps the exports for the country of Mongolia (7) ____________. The UN’s role in this programme is to provide the idea for the project, to help people work together, and to (8) ____________ small amounts of money to the people who are taking part in order to get the project going.

What do you think of Tang Ning’s speech? With your partner have a discussion about the work of the UN like the one below.

It was very interesting to hear about the work of the UN. I did not know very much about what they did before.

Neither did I. Being a Goodwill Ambassador sounds great, because you get to draw people’s attention to problems around the world. What do you think?

I agree, and a Goodwill Ambassador can also make people aware of how they can help people in need. What do you think of that group of women in South Africa?

I admire them. It is great that they are helping themselves by working together.

1 What skills do you think you need to be a Goodwill Ambassador?
2 Do you think there will always be a need for the UN? Why or why not?
International organizations

A. Winnie is reading some information she found in the library about the different organizations connected with the UN.

Many different organizations are connected with the UN. A lot of them are called non-governmental organizations (NGOs). Of these there are certain specialized agencies. These include the International Labour Organization, the Food and Agricultural Organization, the UN Educational, Scientific and Cultural Organization, the World Health Organization, and the Universal Postal Union. In addition to these agencies there is the World Bank Group, which includes the International Monetary Fund. There are also programmes and funds, which include the UN Children’s Fund, the UN Environment Programme, the UN Drugs Control Programme, and the UN Development Programme.

B. After reading the information, Winnie decided to make a chart to show the organizations which are connected with the UN. Use the information above to complete the chart.

United Nations

Specialized agencies

International Labour Organization

Programmes and funds

UN Children’s Fund

International Monetary Fund
Winnie decided to write an article for her school newspaper about the UN. Complete the article using the information from Parts A and B on Page 54.

The UN is an important international organization that helps many people around the world. One of the most important groups within the UN is the (1) ______________. It includes the International Monetary Fund, which loans money to developing countries to help them with their development projects. The UN is also made up of many other agencies. These include: the (2) ______________, which makes sure we can send and receive post to and from every part of the world; the (3) ______________, which promotes education and cultural development and protects the world's natural and cultural heritage; the (4) ______________, which works to improve food and farming, and the living standards of rural populations. Other agencies help improve the lives of many people around the world. These agencies include the (5) ______________, which helps improve working conditions and create employment opportunities. It also aims to solve problems such as child labour. Finally, the (6) ______________ tries to solve health problems.

**Acronyms**

An acronym is the shortened version of a name. It consists of the first letters of each word of the name. The organizations within the UN are often referred to using acronyms, e.g.,

- **UN** = United Nations
- **NGOs** = non-governmental organizations

---

**Work out the following acronyms using the information on Page 54.**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAO</td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td></td>
</tr>
<tr>
<td>UNESCO</td>
<td></td>
</tr>
<tr>
<td>WHO</td>
<td></td>
</tr>
<tr>
<td>UNEP</td>
<td></td>
</tr>
</tbody>
</table>
Grammar and usage

Unreal conditionals and things hoped for or desired

There are other ways to talk about unreal situations apart from those we talked about on Pages 40–41.

1 We use mixed conditionals when the time of the main clause is different from that of the if clause.

- past
  - present
  
  If you **had listened** to the talk about the UN yesterday, you **would know** the answer to the question now.

- present
  - future
  
  If I **were** you, I **would spend** my holiday in France.

2 We can use otherwise or and phrases beginning with with, without and but for in place of if clauses in implied conditionals.

  I’m too busy now, otherwise/or (if I weren’t so busy) I would help you do the work.

  With (If I had) more money, I could help more people in need.

  Without (if there were no) UN Goodwill Ambassadors, people working on the projects would not be encouraged.

  But for the (if there was/were no) help from the UN, those women would not have been able to set up their shop.

3 We can also use even if, as if, as though and if only to introduce unreal situations.

  I would never go there **even if** I were given the chance to.

  Nicholas is smiling **as if** he knew nothing about it.

  Mike talks **as though** he had been to the Great Wall before.

  **If only** I were a Goodwill Ambassador!

4 We can express unreal situations after wish and would rather.

  I **wish** there were no wars in the world.

  I **would rather** you hadn’t told me about it.

5 We normally use should + bare infinitive in clauses which express a suggestion, requirement or demand. The word should can be omitted.

  Some countries suggested that a UN meeting (should) be called to discuss the problem of global warming.

  The situation required that everyone (should) be present.

  The teacher gave the demand that we (should) finish the project within this week.

  It is important that we (should) make good preparations for the ceremony.
A  Bill trained as a manager but now he is interested in medicine. Complete what he says according to the passage below.

Bill studied business at university and he is now a manager. He did not learn about medicine at university so he does not know a lot about it. Now he wants to study medicine as he wants to help his sick mother. He is very upset.

If I (1) ______________ business at university, I (2) ______________ a manager now. If I had taken an alternative path and (3) ______________ medicine, I (4) ______________ a lot of medical knowledge. If I (5) ______________ a lot about medicine, I (6) ______________ able to help my sick mother. If I (7) ______________ my sick mother, I (8) ______________ so upset.

B  Jenny works with UNICEF. She recently did an interview on TV. Choose the correct word or phrase from the box below to fill in each blank.

as if otherwise without if only suggest wish

Reporter: How important do you think UNICEF is?
Jenny: (1) ______________ the work of UNICEF, many children would suffer. Many children need the support of this worthy organization, (2) ______________ they would not have the chance of living a good life.

Reporter: Can you give me an example of how UNICEF has helped children?
Jenny: In many countries children are forced to work instead of going to school. Thanks to the work of UNICEF, laws have been set up to stop this. I know many children born in the Third World (3) ______________ they were part of a UNICEF project.

Reporter: From what you have said, it is clear that UNICEF would not be so popular had it not done so much for children. And it seems that UNICEF has a big challenge ahead of it. I would like to (4) ______________ that more money be raised so that you can help more children. Now what do you think is the most important aspect of UNICEF’s work?

Jenny: Oh, that’s a difficult question. They really do so many different things to help children. All children should have a happy childhood. Should a child’s parents die, UNICEF would have special projects to help the child even if he or she lives in the remotest area. (5) ______________ there were more people donating money to charities!

Reporter: Oh, it’s half past four! It is (6) ______________ we had only talked for a minute! Well, Jenny, it has been very interesting talking to you!
Task  Helping poor children

Skills building 1: listening for problems and causes

When we are listening to a news report, we often need to think about the problems being discussed and their causes. Here are some key expressions to listen for:

<table>
<thead>
<tr>
<th>Problems</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>As you can see, ...</td>
<td>This is because ...</td>
</tr>
<tr>
<td>The result is ...</td>
<td>Unfortunately, ...</td>
</tr>
<tr>
<td>As a result, ...</td>
<td>... because ...</td>
</tr>
<tr>
<td>As I said earlier, ...</td>
<td>... because of ...</td>
</tr>
<tr>
<td>... and so ...</td>
<td>... as ...</td>
</tr>
<tr>
<td>This means ...</td>
<td></td>
</tr>
<tr>
<td>A common problem is that ...</td>
<td></td>
</tr>
<tr>
<td>Another problem is that ...</td>
<td></td>
</tr>
</tbody>
</table>

Try to listen for the problems, and then try to link these problems with the causes—the reasons why they happened.

Step 1: finding out about problems and causes

Listen to a news report about the problems of villagers in northern Thailand, and fill in as much of the table below as you can.

<table>
<thead>
<tr>
<th>Key points</th>
<th>Problems</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>need to be collected from river</td>
<td>no (1) ________</td>
</tr>
<tr>
<td></td>
<td>not boiled for long enough</td>
<td>very little wood</td>
</tr>
<tr>
<td></td>
<td>________ takes several days</td>
<td>engineer has to come from nearest town</td>
</tr>
<tr>
<td>Houses</td>
<td>built of wood, not strong</td>
<td>no (3) ________</td>
</tr>
<tr>
<td>Possessions</td>
<td>few things like (4) ________</td>
<td>• no money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• a long way from nearest town</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• have to walk six kilometres</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to catch bus</td>
</tr>
<tr>
<td>Light</td>
<td>no lights, except from small</td>
<td>no (5) ________</td>
</tr>
<tr>
<td></td>
<td>fire family cooks over</td>
<td></td>
</tr>
<tr>
<td>Wood for</td>
<td>need to walk further and further</td>
<td>forest has been (6) ________</td>
</tr>
<tr>
<td>fires</td>
<td>away from village to fetch wood</td>
<td></td>
</tr>
</tbody>
</table>

(1) ________ (2) ________ (3) ________ (4) ________ (5) ________ (6) ________
Now listen to the second part of the news report and fill in as much of the table below as you can.

<table>
<thead>
<tr>
<th>Key points</th>
<th>Problems</th>
<th>Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Education</td>
<td>school has no roof or chairs</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>many children, especially girls, do not (2) ___________________________</td>
<td>• have to help with farming</td>
</tr>
<tr>
<td></td>
<td>only one teacher</td>
<td>• collect wood and fetch water</td>
</tr>
<tr>
<td>Agriculture</td>
<td>all farming is done (4) ___________________________</td>
<td>no money for equipment</td>
</tr>
<tr>
<td></td>
<td>difficult to raise animals</td>
<td>small amount of (5) ________________________</td>
</tr>
<tr>
<td></td>
<td></td>
<td>available</td>
</tr>
<tr>
<td>Food/Diet</td>
<td>children have (6) ___________________________</td>
<td>lack of meat and fresh water</td>
</tr>
<tr>
<td>Health/Health care</td>
<td>• children do not (7) ___________________________</td>
<td>do not eat enough meat</td>
</tr>
<tr>
<td></td>
<td>• cannot concentrate on learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>many of the children’s parents have (8) ________________________________</td>
<td>no doctors or nurses and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>no money to pay them</td>
</tr>
<tr>
<td>Family</td>
<td>grandparents have to (9) ___________________________</td>
<td>parents died of AIDS</td>
</tr>
<tr>
<td></td>
<td>bringing up children is difficult</td>
<td>grandparents are (10) ______________________</td>
</tr>
</tbody>
</table>

Below is part of a report about problems in northern Thailand. Read the report and complete the table in Parts A and B.

One of the major problems facing the children living in this remote mountainous area is poverty. Children do not get enough meat to eat. There is little money coming to their families and often they cannot afford to purchase important things like medicine. Health care is limited as there are no doctors or nurses in the villages—no one has the means to pay them.

Conditions can be primitive. The trees around the villages are gone, so people have to walk further and further away to obtain wood for cooking and heating. Water is also a constant problem. Some villages do not have a well and pump, so they have to fetch water with containers from miles away. Wells need to be dug and pumps need to be put in to pump water into some of the villages. However, if the pump breaks down, repairing it can be troublesome, as an engineer has to come from the nearest town to repair it.

Education is another area affected by hardship. Many schools are very small. Some classrooms do not even have a roof. Children sit on the floor, and there is often only one teacher to teach all the children even though they are of different ages. There is not enough money to pay the wages of more than one teacher in a village. Another big problem is that many children do not go to school, because they need to help their parents farm the land, collect wood and fetch water.
Skills building 2: discussing in groups

When we have a discussion, different sentences or sentence structures can be used to perform different functions. Some of the functions are:

- making suggestions
  I think it would be a good idea to ...
  We could help by ...
  I would like to suggest that ...
  It would be a good idea if we could ...

- asking for opinions
  What do you think?
  Does anyone else have any suggestions?
  Does anyone else have any other ideas?
  Can you suggest anything else?

- expressing agreement/disagreement
  I agree/disagree because ...
  OK, that sounds like a good idea.
  That’s a great idea, but ...
  I’m sorry but I don’t think that would work because ...
  Unfortunately, I don’t think that will work.

- making conclusions
  In summary, our group has decided to ...
  In conclusion, we have decided to ...

Step 2: discussing ways to help poor children

After learning about the problems of the children in northern Thailand, your class is going to have a discussion about what to do to help.

Suggestions might include:

- ways to raise money
- sending old clothes, English books, etc., to the children
- paying for a child’s education

Use the language in Skills building 2 to help you. One person from your group should report to the class.
Skills building 3: writing a proposal

When writing a proposal we need to include:

- a title saying what the proposal is about
- the names of the group members putting forward the proposal
- an introduction giving the background to the problem
- the proposal: how you propose to help, giving explanations for your suggestions and explaining the steps needed to do each suggestion, e.g., make posters to advertise for old books, collect books, arrange with a company to ship the books, etc.
- the benefits of your proposal
- the action(s) that you require from the person you are sending the proposal to

Step 3: writing a proposal to UNICEF

Your monitor asks you to write a proposal to UNICEF about how you can help the children in northern Thailand. Write your proposal in the space below.

Title: _________________________________

Group members: __________________________

Introduction:
We have been researching the problems faced by children in northern Thailand. There are many villages in northern Thailand where children do not have __________________________. Our group would like to help them.

Proposal:
We would like to help the children by:

- __________________________
- __________________________
- __________________________

Benefits:

- __________________________
- __________________________

We would be pleased if you would approve our proposal. If you require any further information, please get in touch with us. You can reach us at the following address and phone number:

_____________________________
Project  Making an action plan

There are always people who need help from others. Some people in your community might need help from you. What do you think you can do for them?

A  This is the diary entry of a nurse who works for Doctors without Borders, an international organization that provides free medical services around the world. Read what she has done to help people in need. This will help you make your action plan.

Changing the world
—my commitment

20 October

Arrived here to find everything was in chaos. Have not had time to write my diary for a whole week. The whole island is flooded. Many of the people have fled to the mountains to escape. The hospital is badly damaged and in a mess; it cannot be used at the moment. This is a new experience for me. Usually, I am working in areas that have dry climates, such as Kenya and Sudan. In Sudan, we set up centres to ensure that people got food, and we checked the health of babies to make sure they were putting on weight. We also gave children shots to stop them dying from diseases. However, that campaign was conducted in villages where there was lots of fighting, far from the city. Running from one place to another became a way of life. The situation is very different here, as are the problems. Instead of sand blowing everywhere, there is mud and water everywhere, making it difficult to travel from place to place.

Yesterday, my colleagues on the medical team and I (two doctors, one nurse—me—and two assistants) found a vacant health centre on the north side of the town. We are going to set up a temporary clinic there. Medical supplies are now on their way from abroad. We have started to clean the health centre. One of the health problems is that people who need to take medicines regularly cannot get hold of them in a disaster such as this. Small injuries also need to be taken care of, especially as it is so muddy and damp. The majority of wounds are from walls and roofs that have fallen on people. The water makes it difficult for the cuts and wounds to get better and easy for bacteria to spread. Meanwhile, in the rest of the city, shelter and access to food and clean water are big problems. The fields and harvest have been destroyed, and so a lack of food will be a problem in the future.

Food has started to arrive, but this is a problem as people have started to worry
that they will not get enough. This morning, there were fights as crowds of people tried to get food. It reminded me of my time in Sudan, where several Doctors without Borders staff were attacked as people tried to get the food.

One good thing here is that many people can speak English or French. This makes it easier to communicate and find out about people’s problems. When you can’t speak the same language, it is sometimes very difficult to find out what is wrong with someone. However, my acting skills are very good, so I can still communicate with people, even when there is a language barrier and no interpreter around. It seems that many people here just need to talk, so I am finding that my job is not limited to being a nurse. It is also being a person who can listen to and comfort others.

It is quite horrible to imagine losing everything, including some of your family. Our first job here was to try to organize a place to bury the people who were killed. We needed to do this as soon as possible to stop disease spreading. That was a really horrible job and I felt so sorry for their relatives.

When I think back to all the experiences that I have had around the world since joining Doctors without Borders, I feel that I have been very lucky to be able to help others and do something worthwhile. Now I must think about tomorrow. We hope the clinic will be open and then I won’t have any time to write my diary. This experience makes me appreciate all the things I have and gives me the chance to see things from another angle. I know I can’t change the whole world, but I’m proud that I can help here and there, and make a difference to people’s lives.

**B** **What do you think of the nurse and how do you want to help in your community? Discuss the questions below in your group, and then work out an action plan to help others.**

1. What things could you do to help people in your community?
2. Who would you choose to help?
3. What would you need to set up to help them?
4. What jobs would you need to do to put your plan into action?
5. Who will find the information needed for your action plan?
6. What aids (pictures, videos, etc.) will you need for the action plan, and who will provide them?
7. Who will write your action plan?
8. Who will present your action plan to the class?
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 speech?
- understanding a speaker’s attitude?
- using the new vocabulary in this unit?
- discussing your ideas about the UN and Goodwill Ambassadors?
- understanding names of international organizations?
- using acronyms?
- using mixed unreal conditionals?
- using unreal conditionals introduced by:
  - otherwise/or/with/without/but for?
  - even if/as if/as though/if only?
- expressing unreal situations after wish/would rather?
- using should + bare infinitive in clauses which express a suggestion, requirement or demand?
- listening for problems and causes?
- discussing ways to help poor children?
- writing a proposal to UNICEF?
- reading a diary entry about work with Doctors without Borders?
- making an action plan to help your community?

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 Stand up for your health! (Page 2, Title)
   欣赏单口喜剧，促进身心健康！
   标题中的stand up是双关语，一层含义为单口喜剧（stand-up）有益健康，另一层含义为短语stand up for something的本意，即“支持，维护”之意。

2 One favourite type of comedy is called stand-up. (Page 2, Lines 1–2)
   有一种深受人们喜爱的喜剧形式，叫做单口喜剧。
   单口喜剧（stand-up comedy或stand-up）是单人表演的喜剧节目，在西方非常流行，表演者通常进行快节奏的贯口、讲笑话、说俏皮话，有些表演者还利用道具、音乐或魔术配合表演。

3 There are a variety of different styles of stand-up comedy. (Page 2, Line 8)
   单口喜剧有很多不同的类型。
   短语a variety of的意思是“不同种类的，各种各样的”。如：
   The island has a wide variety of wildlife.
   这个岛屿有多种多样的野生动植物。

4 Another comedian points to a video tennis game and says, ‘I’ve been playing tennis every day for a month. I don’t understand why I am not losing weight!’ (Page 2, Lines 14–16)
   另一个喜剧演员指着电脑网球游戏说：“我每天都打网球，已经一个月了。我就是搞不懂，为什么体重一点也降不下来呢？”
   (1) 句中I’ve been playing tennis every day for a month. 使用了现在完成进行时，表示动作从过去开始一直持续到现在，且可能继续下去。
   (2) 句中understand后接一个由why引导的宾语从句。

5 While this kind of humour may sound cruel, it usually only works if both the comedian and the audience have affection for or admire the person being made fun of. (Page 2, Lines 20–22)
   这种幽默听起来可能有点刻薄，但通常只有当喜剧演员和观众都喜欢或者崇拜这个被取笑的对象时，这种幽默才奏效。
   (1) 句中while引导一个让步状语从句，have affection for和admire的宾语是the person，分词短语being made fun of作the person的定语。
   (2) 短语have (an) affection for 的意思是“喜爱，钟爱”。如：
   I have a great affection for Nanjing. 我非常喜欢南京。

6 Only a few stand-up comedians have become famous as television and film performers later on in life. One such person is Billy Crystal. (Page 2, Lines 24–25)
   只有为数不多的单口喜剧演员在之后的生涯中成为走红的影视明星。一个成功的例子就是比利·克里斯托。
   (1) 短语later on 的意思是“后来，过些时候”。如：
   Later on, he got a job as a consultant. 后来他找了一份咨询师的工作。
   (2) 句中such为形容词，意思是“那样的，这样的，如此的”。当它与数词或不定代词any, some, all, no等连用时，常置于它们之后，但与不定冠词连用时，则置于不定冠词之前。如：
   There is no such thing as a free lunch. 天下没有免费的午餐。
   You gave me such a fright! 你吓了我一跳!
   (3) 比利·克里斯托（Billy Crystal）：美国著名喜剧明星，曾多次主持奥斯卡颁奖典礼，因在电视连续剧Soap中的出色表演而一举成名，先后拍摄过多部电影。
People around the world enjoy watching him when he hosts the Academy Awards. (Page 2, Lines 27–28)

Each time, he performs his stand-up routine in front of millions of people when the show is broadcast live on TV. (Pages 2–3, Lines 28–30)

One reason Crystal has become so famous is that he is very quick thinking, and is often able to come up with new jokes about the people and things around him. (Page 3, Lines 34–35)

He hopes to follow in the footsteps of other famous comedians, such as Bob Hope and George Burns, who lived to be 100 years old and kept working until nearly the end of their lives. (Page 3, Lines 46–48)

Whatever the reason, research shows that in the end, the English saying, ‘Laughter is the best medicine’, may be true after all. (Page 3, Lines 56–57)

12 cast /ka:st/ 全体演员
13 prop /prɒp/ 道具
14 microphone /ˈmaɪkroʊfaʊn/ 麦克风，话筒
15 scenery /ˈsiːnəri/ 舞台布景
16 script /skrɪpt/ 剧本
17 wing /wɪŋ/（舞台上观众看不到的）边厢
18 costume /ˈkɒstjuːm/ 戏服，服装
Unit 2

1. To some, happiness is being surrounded by family and friends. (Page 18, Lines 1–2)
   对一些人来说，幸福就是有家人和朋友陪伴在自己身边。
   句中being surrounded是动名词的被动形式，作表语。动名词的被动形式还可以充当其他句子成分。
   如:
   I don’t like being laughed at in public. 我不喜欢在公众场合被人嘲笑。

2. To those who have been injured or struggle with a physical disability, happiness can simply mean a day without suffering, or just being alive. (Page 18, Lines 3–5)
   对那些受伤的人或者是身有残疾的人来说，幸福可能仅仅意味着一天没有痛苦的日子，或者仅仅是活着而已。
   句中who引导一个定语从句，修饰先行词those。动词mean此处的意思是“意味着”，后接两个并列的宾语：a day without suffering and being alive。注意，当动词mean的意思是“意欲，打算”时，后接不定式。
   如:
   I meant to go to visit him on my way back, but I forgot.
   我原打算在回来的路上去看他，但我忘了。

3. I understand that you often use the example of the gymnast Sang Lan to show how people can find happiness even during times of a personal catastrophe. (Page 18, Lines 11–13)
   我知道，您经常用体操运动员桑兰的例子来告诉人们，即使遭遇个人灾难时，也能找到幸福。
   句中times（复数形式）表示“时代，时期”。如:
   in ancient times 在古代 in modern times 在现代
   Times are hard for Susan. She lost her job two weeks ago.
   苏珊的日子很难熬。她两周前失业了。
4 By the time she competed in the gymnastics tournament at the New York Goodwill Games, she had been a junior gymnast for eleven years. (Page 18, Lines 23–25)

到参加纽约友好运动会的体操锦标赛时，桑pong已经是一名有着十一业余经历的体操小将了。

友好运动会（Goodwill Games）创办于1986年，每四年举行一次，邀请世界上最优秀的运动员参加。

介词by意为“到……时间为止”，常与完成时态连用。如：

By the time he realized his view was wrong, he had nearly finished his essay.

到他意识到自己的观点是错误的时候，他差不多写完论文了。

5 In 1998, a small accident during one of her practice vaults at the Goodwill Games could have cost her her future happiness. (Page 19, Lines 31–32)

1998年在友好运动会上进行跳马训练的一个小事故，可能把她的幸福化为泡影。

(1) 句中could have done表示过去可能发生的事情并未发生。如：

You could have been more careful in the quiz. You made too many mistakes.

你本可以在考试中更仔细的。你犯了太多的错误。

(2) 动名词cost后接双宾语，表示“使……付出（代价）”。如：

His rude behavior cost him his job.

他的粗鲁行为让他付出了失业的代价。

6 Everyone who saw her, from nurses to famous visitors like Leonardo DiCaprio from the film Titanic, who went to see her in the hospital to cheer her up, all said she was in good spirits. (Page 19, Lines 39–41)

见过她的每个人，从医院的护士，到前往医院探访、给她鼓励的名人，如主演《泰坦尼克号》的莱昂纳多·迪卡普里奥等，都说她精神状态很好。

(1) 本句为复合句，句中第一个who引导限制性定语从句，第二个who引导非限制性定语从句，all is everyone的同位语。

(2) 句中spirits为复数形式，意思是“精神状态，情绪，心境”。如：

The coach spoke to the team and told them they must keep their spirits up.

教练跟队员谈话，告诉他们必须打起精神。

其他用到spirits的短语还有：in high spirits意为“情绪高昂”；in low/poor spirits意为“情绪低落”；raise somebody’s spirits意为“鼓舞某人的情绪”。

7 emotion等（Pages 22–23）

emotion /'eməʃn/ 情感
contentment /'kɒntentmənt/ 满足
curiosity /'kjʊərɪəsɪti/ 好奇心
hot under the collar /'hɒtədəkəl/ 愤怒的
down in the dumps /daumps/ 气馁，沮丧
feel blue /fiːl bluː/心情不好，闷闷不乐
fearful /'fɪəfl/ 可怕的；担心的
content /'kɒntent/ 满足的
fright /fraɪt/ 惊吓，恐惧
over the moon 欣喜若狂
on cloud nine 狂喜
fly off the handle 勃然大怒

8 I feel caught between what I want, what my parents want and what my basketball coach wants. (Page 26)

在我的意愿、父母的意愿和篮球教练的意愿之间，我感到左右为难。

句中feel caught between的意思是“在……之间感到左右为难”。如：

I felt caught between further study and looking for a job.

我在继续深造和找工作之间左右为难。

9 It feels like allocating adequate time for each is just not practical. (Page 26)

要给每件事分配足够的时间，似乎是不切实际的。

句型it feels like … 意为“似乎，感觉好像……”。本句like后接一个表语从句，allocating分词短语
We just met a couple of days ago, but it feels like we've known each other for a lifetime.

我们几天前才认识，但感觉好像认识了很久。

My whole life was still ahead of me. At that point in my life, I could have done anything or become anyone. (Page 30, Lines 3-4)

我整个的生活都在前面等着我。在人生的那个阶段，我本可以做任何事，成为任何人。

She was always well ahead of the rest of the class.

她在班上总是遥遥领先。

All I had to do was go to school and spend a few hours studying when I came home. (Page 30, Lines 10-11)

我要做的事就是上学，以及回家后再学习几个小时。

What I hope to do now is go home and have a good rest.

现在我想要做的就是回家好好休息一下。

When I imagine my future, I see myself successful in my job and surrounded by my family. (Page 31, Lines 1-2)

想象自己的未来，我看到的是自己工作成功，身边有家人陪伴的情景。

The speaker raised his voice in order to make himself heard by the audience in the back.

演讲者提高了声音，以便让后面的观众听到他讲话。

No one will be sad because humans will have learnt to fix many of the problems that affect us today, like war, pollution and hunger. (Page 31, Lines 8-10)

没有人会感到忧伤，因为到那时人类将学会解决目前还困扰着我们的许多问题，如战争、环境污染和饥荒。

(1)  句中will have done是将来完成时，表示到将来某一时间已经完成的动作。如：

By the end of next week, they will have planted 500 trees. 到下周末，他们将已经种植了500棵树。

(2) 动词fix在这里意为“解决（问题）”。如：

He fixed the problem within three minutes. He was really outstanding!

他用了不到三分钟就解决了问题。他确实了不起！

Then families will be able to spend the maximum amount of their precious time enjoying each other's company and the minimum amount of time doing housework. (Page 31, Lines 15-17)

这样，每个家庭就可以最大限度地将宝贵的时间用于和家人相伴，而花最少的时间来做家务。

It's a pleasant evening in the company of my family and friends.

这是一个愉快的夜晚，有家人和朋友的陪伴。

We have to work so hard at school, and when we try to take time to relax, there is always someone telling us things we should be doing or learning. (Page 31, Lines 19-21)

我们在学校里必须刻苦学习，当想要抽空放松一下时，总有人告诉你应该做这个、应该学那个。

现在分词短语telling us things作someone的定语，things后接一个定语从句，省略了引导词。
Unit 3

1 Hi, Ma Li, I’m Waled from Brunei. (Page 34, Line 3)

嗨，马莉，我是来自文莱的瓦利德。

文莱，全称是文莱达鲁萨兰国（Brunei Darussalam），在马来语中是“和平之邦”的意思。文莱位于东南亚，濒临南中国海，国土面积约为5765平方公里。

2 So what other things do you do in your country that are different from other countries, Waled? (Page 35, Lines 33–34)

瓦利德，那你们国家还有哪些事情的做法与别的国家不一样呢？

句中that 引导的是定语从句，修饰先行词things。

3 Well, you know in many countries people point with their first finger. (Page 35, Line 35)

嗯，你知道，在很多国家人们用食指来指东西。

句中first finger 意为“食指”，又称index finger。

4 Many foreigners have trouble getting accustomed to it. (Page 35, Lines 39–40)

许多外国人很难适应这种做法。

(1) 短语have trouble (in) doing something 的意思是“做某事有困难”，也可以说have difficulty (in) doing something；其中trouble 和 difficulty 都为不可数名词。如：

As a newcomer, Peter had trouble understanding the local customs.

作为新来者，他很难理解当地的习俗。

(2) 短语get/be/ become accustomed to 的意思是“习惯于……”，后接名词或动名词。如：

He soon became accustomed to getting up early to study English.

他很快习惯了早起学英语。

5 For example, I have fond childhood memories of Bonfire Night, but my American friends are not familiar with that particular festival. (Page 35, Lines 46–47)

例如：我有童年的篝火夜的温馨回忆，但我的美国朋友对那个特别的节日竟然不太了解。

篝火夜（Bonfire Night）在每年的11月5日，是英国的传统节日。

6 snack /snæk/ 小吃，快餐  

grological /dʒəˈlɒdʒɪkl/ 地质的

military /ˈmɪlətri/ 军事的

Arabic /ˈɑːrəbɪk/ 阿拉伯语；阿拉伯的

spice /spes/ 调料；香料

ballet /ˈbælət/ 芭蕾舞

confetti /kɒnˈfɛtɪ/ 五彩纸屑

colonel /ˈkənɔːl/ 上校

opera /ˈɒpərə/ 歌剧

7 Taboo or not taboo—that is the question! (Page 43, Title)

禁忌，是不是——这是个问题！

这一标题套用了莎士比亚戏剧《哈姆雷特》中的名句“To be or not to be, that is a question.” (生存或毁灭，这是个问题)，人们常借用此句来表达进退两难的困境。

8 The breaking of a taboo is usually upsetting or embarrassing for the person concerned and the people around him or her. (Page 43)

违反禁忌通常会使相关的人及其周围的人感到生气或尴尬。

句中concerned是形容词，作用后置定语，修饰person，意思是“相关的”。如：

I’d like to thank everyone concerned for making the activity run so smoothly.

我要感谢本次活动得以顺利进行的所有相关人员。

9 In Thailand and other parts of South-East Asia, the normal greeting is a slight bow with the hands pressed together. (Page 43)

在泰国和东南亚的其他一些地方，通常的打招呼方式是双手合十并微微鞠躬。
过去分词pressed本意是“压”，作hands的补足语。短语with the hands pressed together的意思是“双手合十”。如：

We saw her praying hard, with eyes closed and hands pressed together.

我们见到她在努力地祷告，双眼紧闭，双手合十。

10 They dislike it when people do not look at the cards, so remember not to just put them in your pocket without looking. (Page 43)

他们不喜欢人们不看名片，所以要记住，不要看都不看就把名片塞进口袋。

句中dislike是及物动词，it是形式宾语，真正的宾语为when引导的从句。可以把dislike it when ...

作为一个句型来记，意思是“不喜欢……”。类似的用法还有(not) like it when ...，(not) love it when ... 等。如：

I don’t like it when my younger brother follows me around. 我不喜欢我弟弟到处跟着我。

11 Tour 1—Inuit Experience (Page 46, Line 4)

线路1——因纽特体验

因纽特人也被称为爱斯基摩人，是北极地区的土著居民，主要靠打猎和捕鱼为生，因其独特的文化、语言和生活方式而闻名。

12 Tour 2—Aboriginal Adventure (Page 46, Line 21)

线路2——澳大利亚土著历险之旅

这里Aboriginal指澳大利亚土著人，又称吉利人 (Kooris)，是澳大利亚最早的居民，也是地球上最古老的种族之一，现在约占澳大利亚总人口的百分之一。澳大利亚土著人有自己的社会制度和宗教信仰，他们的人类学、风俗习惯以及历史传说都是一代代口头相传下来的。

13 New Zealand is home to the Maoris. (Page 47, Line 35)

新西兰是毛利人的家园。

毛利人是新西兰的土著居民，据说是在10世纪以后从波利尼西亚中部的群岛迁来。在毛利语中，“毛利”的意思是“正常人，普通人”。毛利人相信万物有灵。

14 You will stay with a family in their wooden house in the area of Rotorua. (Page 47, Line 43)

你将住在罗吐鲁阿地区，一个人家的木屋里。

罗吐鲁阿是新西兰毛利文化的中心，这里的地热、温泉闻名遐迩。

15 They are known as the Plains Indians, as they live on the plains. (Page 47, Lines 50–51)

他们被称为“平原印第安人”，因为他们生活在平原上。

平原印第安人（Plains Indian）指居住在大平原地区的印第安部落。大平原介于密西西比河及落基山脉之间，即现今美国中部和加拿大中南部地区。平原印第安人是以捕鱼为生的游牧部落。

**Unit 4**

1 I am pleased to have this chance today to talk to you about the United Nations, or the UN, as it is more often referred to. (Page 50, Lines 1–2)

我很高兴今天有机会跟大家谈谈联合国，联合国也叫UN——这个名字更常用。

(1) 短语have a chance to do something的意思是“有机会做某事”，chance用作可数名词，表示“机会，良机”的意思。如：

My company gave me the chance to study abroad.

公司给了我这个出国留学的机会。

(2) 第二次世界大战结束之际，苏、英、美三国和中、英、美三国先后在华盛顿橡树园举行会谈，讨论并拟定了组建联合国的建议案。1945年6月25日，通过了《联合国宪章》；6月26日，50国代表签署了《联合国宪章》；同年10月24日，中、法、苏、英、美和其他多数签字国递交批准书后，宪章开始生效，联合国正式成立。10月24日为“联合国日”。联合国总部设在美国
2 I feel very honoured to have been able to take on this role. (Page 50, Lines 6–7)
能够担任这个角色，我感到很荣幸。
短语 take on 意思是 “承担（责任）、担任”。如:
No one wanted to take on the challenge—it was just too dangerous.
没有人愿意接受这个挑战，这太危险了。
该短语还有 “呈现”的意思。如:
Since 1978, my home town has taken on a new look.
自1978年以来，我的家乡呈现出新的面貌。

3 With the help of these armies and other worthy organizations, the UN assists the victims of wars and disasters. (Page 50, Lines 19–20)
在这些军队和其他一些可敬的组织的协助下，联合国为战争及灾难的受害者提供援助。
句中 assist 用作及物动词，意思是 “帮助、援助、协助”；assist 常用结构有 assist somebody in/with something 以及 assist somebody in doing something，一般用于书面语中。如:
He assisted his father in the project.
他协助他父亲做项目。
He assisted us in setting up the new company.
他帮助我们成立了新公司。

4 Such programmes can transform people’s lives by giving them the ability to provide for themselves and their families. (Page 51, Lines 38–40)
这些项目可以改变人们的生活，使他们有能力为自己的家庭提供生活所需。
短语 provide for somebody 的意思是 “为某人提供生活所需”。如:
The woman had to work hard to provide for her five children.
这位妇女不得不努力工作以抚养她的五个孩子。

5 There are lots of worthwhile programmes like this under the umbrella of the UN that have helped millions of people across the world. (Page 51, Lines 40–41)
在联合国的管理体系中还有很多此类的重要的项目，它们已经为全世界数以百万计的人提供了帮助。
(1) 句中 that 引导的是定语从句，修饰先行词 programmes。
(2) 形容词 worthwhile 意为 “重要的，值得花时间（或金钱、努力等）的”。如:
It’s worthwhile to spend money developing high-quality products.
花钱研制高质量产品是值得的。
(3) 短语 under the umbrella of 的意思是 “在⋯⋯体制中；在⋯⋯保护下”。如:
The two departments combined under the umbrella of the new government.
在新政府的体制下那两个部门进行了合并。
The company is under the umbrella of the government.
那家公司得到政府的庇护。

6 One of the goals is to ensure that clean water is available to everyone, as in many places water is not safe to drink unless it is boiled. (Page 51, Lines 45–47)
目标之一是保证每个人都能够喝到干净的水，因为在很多地方只有把水煮沸后才能放心饮用。
句中动词不定式 to ensure 作表语，ensure 后接一个由 that 引导的宾语从句；as 用作连词，表示原因，引导原因状语从句。
non-governmental organizations (NGOs) 非政府组织
International Labour Organization (ILO) 国际劳工组织
Food and Agricultural Organization (FAO) 联合国粮食及农业组织
UN Educational, Scientific and Cultural Organization (UNESCO) 联合国教科文组织
World Health Organization (WHO) 世界卫生组织
Universal Postal Union (UPU) 万国邮政联盟
World Bank Group (WBG) 世界银行集团
International Monetary Fund (IMF) 国际货币基金组织
UN Children’s Fund (UNICEF, 原名United Nations International Children’s Emergency Fund) 联合国儿童基金会
UN Environment Programme (UNEP) 联合国环境规划署
UN Drugs Control Programme (UNDCP) 联合国禁毒署
UN Development Programme (UNDP) 联合国开发计划署
agency /′edʒansi/ 机构           loan /ləʊn/ 贷款，借货
heritage /′hɛritɪdʒ/ 遗产；传统     rural /ˈruərəl/ 乡村的
employment opportunity /,empə′liːmənt ə′pɔtə′nuːti/ 就业机会

8 Arrived here to find everything was in chaos. (Page 62, Line 2)
到达这里后发现一切都是乱糟糟的。
(1) 短语in chaos的意思是“杂乱，混乱，纷乱”。如：
The house was left in chaos by the thieves. 窃贼把屋子弄得一片狼藉。
(2) 动词不定式to find作结果状语。如：
He came back home only to find a cat in the kitchen. 他回到家，竟发现厨房里有一只猫。

9 We also gave children shots to stop them dying from diseases. (Page 62, Lines 8–9)
我们还给孩子们打针，让他们不致死于疾病。
句中shot的意思是“注射”，如：
Tom had a fever, and the doctor gave him a shot. 汤姆发烧，医生给他打了一针。

10 The situation is very different here, as are the problems. (Page 62, Lines 11–12)
这里的情形很不一样，存在的问题也不同。
句中as为连词，意为“正如，就像”引导一个方式状语从句。如：
Mathematics is very important to me, as is English. 对我来说数学很重要，就像英语一样。

11 One of the health problems is that people who need to take medicines regularly cannot get hold of them in a disaster such as this. (Page 62, Lines 17–19)
有关健康的问题之一是，在这样的灾难中，那些需要定期服药的病人无法得到药品。
短语get hold of的意思是“得到；抓住”。如：
Where can I get hold of some stamps? 我从哪儿可以弄到一些邮票呢？
The baby got hold of the newspaper and began to tear it. 婴儿抓住报纸，开始撕了起来。

12 Meanwhile, in the rest of the city, shelter and access to food and clean water are big problems. (Page 62, Lines 23–24)
同时，在这座城市的其他地区，住所、食物和干净水的供给都是大问题。
It reminded me of my time in Sudan, where several Doctors without Borders staff were attacked as people tried to get the food. (Page 63, Lines 28–29)

这使我想起了在苏丹的那段时间，当时人们哄抢食物，有好几名无国界医生组织的工作人员受到了攻击。

(1) 短语remind somebody of 的意思是“使人想起，提醒某人”。如：

He reminded me of his father.

他使我想起了他的父亲。

(2) 无国界医生组织（英文名Doctors without Borders，法文名Médecins Sans Frontières，缩写MSF）是一个向全世界提供免费医疗服务的国际组织。

When I think back to all the experiences that I have had around the world since joining Doctors without Borders, I feel that I have been very lucky to be able to help others and do something worthwhile. (Page 63, Lines 44–46)

回想起我加入无国界医生组织以来在世界各地的所有经历，我觉得自己非常幸运，能够帮助别人，做一些有价值的事情。

(1) 句中when引导时间状语从句，其中experiences后接一个由that引导的定语从句。主句中feel后接一个由that引导的宾语从句。

(2) 词组think back to的意思是“回想起”。如：

He couldn’t help smiling when he thought back to the cheerful gathering with his friends.

他回想起和朋友们的欢聚，不由得微笑起来。

I know I can’t change the whole world, but I’m proud that I can help here and there, and make a difference to people’s lives. (Page 63, Lines 49–51)

我知道我无法改变整个世界，但我很自豪，因为我能处处给人们提供帮助，改变他们的生活。短语make a difference的意思是“产生影响，有作用”。如：

Exercise can make a big difference to your state of health.

运动能对你的健康状况起到很大的作用。
**Wordlist 1 (by unit)**

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

### Unit 1

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<td>comedy</td>
<td>/'kɒmədi/</td>
<td>喜剧</td>
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<td>weekly</td>
<td>/'wi:kli/</td>
<td>每周；周报</td>
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<td>Cross Talk</td>
<td>/'krɒstɔːk/</td>
<td>相声</td>
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<td>stand up for</td>
<td>支持，维护</td>
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<td>stand-up</td>
<td>/'stændʌp/</td>
<td>单口喜剧</td>
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<td>/steɪdʒ/</td>
<td>舞台；阶段，时期</td>
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<td>喜剧演员，滑稽演员</td>
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<td>/tiːz/</td>
<td>取笑，揶揄；戏弄</td>
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<td>/'prɪvəs/</td>
<td>先前的，以往的</td>
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<td>/'vɛərɪəti/</td>
<td>(同一事物)不同种类；多种样式</td>
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<td>风格；方式；样式</td>
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<td>/'hæmə(r)/</td>
<td>锤子，锤头</td>
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<td>trip</td>
<td>/trɪp/</td>
<td>绊，（使）绊倒</td>
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<td>trip over</td>
<td>绊倒</td>
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<td>/pə'rʌfnəns/</td>
<td>表演，演出；表现，业绩</td>
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<td>make fun of</td>
<td>拿……开玩笑；取笑，嘲弄</td>
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<tr>
<td>come up with</td>
<td>想出，拿出</td>
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<td>/'tekənɪkl/</td>
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<td>/lɪp/</td>
<td>嘴唇</td>
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<td>silent film</td>
<td>n. 无声电影</td>
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<td>大叫，嚎叫；嚎叫，嗓叫，叫喊声</td>
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<td>/əˈmjuːz/</td>
<td>逗笑，逗乐；提供（消遣），（使）娱乐</td>
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<td>/ˈseɪɪŋ/</td>
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<td>/ˈbɑːθəb/</td>
<td>浴缸，浴盆</td>
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<td>pass away</td>
<td>去世，去世</td>
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<td>mourn</td>
<td>/mɔːn/</td>
<td>哀悼，忧伤</td>
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<td>/ˈmʌskl/</td>
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<td>参加，参与</td>
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<td>drive away</td>
<td>赶走；驱赶</td>
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<td>愚蠢</td>
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<td>/fɔːrənə(r)/</td>
<td>外国人</td>
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<td>/ɪnˈstrʌkt/</td>
<td>教授，传授；指示，命令；告知</td>
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<tr>
<td>take on</td>
<td>接受</td>
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<td>initial</td>
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<td>最初的，初始的</td>
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<td>attain</td>
<td>/əˈteɪn/</td>
<td>（通常经过努力）获得；达到；达到</td>
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<tr>
<td>polish</td>
<td>/pəʊlɪʃ/</td>
<td>提高；修改；润色</td>
<td>11</td>
</tr>
</tbody>
</table>
invisible /ɪnˈvɪzəbl/ adj. 看不见的；无形的
bench /bentʃ/ n. 长凳，长椅
setting /ˈsetɪŋ/ n. （戏剧、小说等的）情节
make room for 为……腾出地方
textbook /ˈtekstbʊk/ n. 教科书；课本
cosy /ˈkəʊzi/ adj. 舒适的，惬意的
invitation /ɪnˈvɪtəʃn/ n. 邀请
alongside /ə,laʊnˈsайд/ prep. & adv. 在……旁边；

crowded /ˈkraʊdɪd/ adj. 拥挤的
castle /ˈkæsəl/ n. 城堡；堡垒
armchair /ˈɑːrmˌʃɛə(r)/ n. 扶手椅
yell /jelt/ vi. & n. 叫喊，大喊，吼叫
pile /pail/ n. 堆；堆
official-looking /əˌfɪʃlˈlʊkɪŋ/ adj. 貌似官方的
anger /ˈæŋɡə(r)/ n. 怒，怒火，怒气
bow /bəʊ/ vi. & vt. 鞠躬，低头；（使）弯曲
n. 鞠躬；俯头
dash /dæʃ/ vi. 急奔，急驶，猛地
n. 急奔，猛冲；匆忙，仓促
burst /bɜːst/ (burst, burst) vi. 爆发；突然出现
burst in 闯入；突然闯入
empty-handed /ˈemptiˈhændɪd/ adj. 空手的
一无所获
glare /ɡlɛə(r)/ vi. 怒目而视；发出炫目的光
glare at 对……怒目而视
hold out 递给；拿出；伸出
toilet paper n. 卫生纸，手纸
vault /voʊlt/ n. 跳马（体操项目）；腾跃
apart /ˈɑːpərt/ adv. 分开，分离
apart from prep. 除……之外
mat /mæt/ n. （体育运动用的）垫子
specialist /ˈspɛʃəlist/ n. 专科医生；专家
severe /ˈsɪvr/ adj. 严重的；严厉的
in good spirits 心情好
appreciation /əˈprɛʃeɪʃn/ n. 感激，感谢；欣赏；理解；（艺术方面的）鉴定，评价
sorrow /ˈsɔːr/ n. 悲伤，悲痛
accomplish /əˈkʌmplɪʃ/ vt. 完成，实现
thankful /ˈθæŋkfəl/ adj. 感激的，感谢的
adapt /əˈdeɪpt/ vi. & vt. 适应，改编
broadcasting /ˈbrɑːkstrʌtɪŋ/ n. （无线电和电视的）节目制作和播放；广播
advocate /əˈvɒksət/ vt. 支持；提倡
admirable /ˈændʒərəbl/ adj. 令人钦佩的，令人羡慕的，值得赞扬的
rebuild /riˈbɪld/ (rebuilt, rebuilt) vt. 重建；改建
unbearable /ənˈbɛərəbl/ adj. 无法忍受的
go after 追求，谋求
alcohol /ˈælkəhol/ n. 含酒精的饮料；酒
temporary /ˈtempəreri/ adj. 短暂的；暂时的
depth /dʒɪpθ/ n. 最深处；深度；深厚
soul /sɔʊl/ n. 灵魂
ski /ski/ vi. 滑雪
accompany /əˈkʌmpəni/ vt. 陪伴，陪同；
instructor /ɪnˈstrʌktə(r)/ n. 教练，导师
on one’s own 独自，单独，独立地
downhill /daʊnˈhɪl/ adv. & adj. 向山下（的）
procedure /prəˈsiːdʒə(r)/ n. 步骤，程序
directly /daɪˈrektli/ adv. 笔直地；直接地
head for 朝……方向（地方）前进，前往
obey /əˈbeɪ/ vt. & vi. 服从，听从，顺从
outstanding /ˈautˌstændɪŋ/ adj. 优秀的；杰出的；出色的

talent /ˈtælənt/ n. 天资，天赋；天才

allocate /əˈlekt/ vt. 分配

adequate /ˈedkwət/ adj. 足够的；合乎需要的

quit /kwɪt/ (quit/quitted, quitted) vt. 及 vi. 停止；放弃；离开

uncertain /ˈʌnstɜːrn/ adj. 无把握的，不确定的

golden /ˈgoʊldən/ adj. 美好的；金色的；金的

at that point 在那时；在那个阶段

rush /rʌʃ/ n. 匆忙

in a rush 匆忙地，急切地

entertainment /ˌɛnˌtərˈtəmɛnt/ n. 娱乐活动；娱乐；招待，款待

hardship /ˈhɑrdʃip/ n. 艰难，困苦

ache /eɪtʃ/ vi. & n. 疼痛

vivid /ˈvɪvɪd/ adj. 清晰的，生动的，鲜明的

predict /prɪˈdɪkt/ vt. 预言，预报，预报

workday /ˈwɜrkdeɪ/ n. 工作日

part-time /ˈpɑrtˈtaɪm/ adj. & adv.

handy /ˈhændɪ/ adj. 易使用的；便利的

assist /əˈsɪst/ vt. 帮助，协助

automatic /əˈtɑːmətɪk/ adj. 自动的

instant /ˈɪnstənt/ adj. 速食的，方便的；立刻的

maximum /ˈmæksiːməm/ adj. 最多的，最大的

minimum /ˈmɪnɪməm/ adj. 最少的，最小的

mature /ˈmɑːtʃər/ adj. 成熟的；vi. 成熟；使充分发展

motivation /ˌməʊtəˈveɪʃən/ n. 动力，动机

‘Arab /ˈæræb/ n. 阿拉伯人

adj. 阿拉伯（人）的

‘(the) Netherlands /ˈnedəlandz/ n. 荷兰

Brunei /bruˈnɪə/ n. 文莱

end-of-term n. 学期末

wedding /ˈwedɪŋ/ n. 婚礼

Korea /ˈkɔrə/ n. 韩国；朝鲜

rooster /ˈruːstə(r)/ n. 公鸡

ensure /ɪnˈʃʊər/ vt. 保证，担保，确保

congratulate /kənˈɡrætʃəleɪt/ vt. 向（某人）祝贺，祝贺

reception /rɪˈsepʃn/ n. 招待会；接待；接受

bridegroom /ˈbrɪdɡruːm/ n. 新郎

bride /ˈbrɪd/ n. 新娘

permit /pəˈmɪt/ vt. & vi. 允许，准许

prohibit /prəˈhaɪbɪt/ vt. (尤指以法令) 禁止

throughout /θruː/əʊt/ prep. & adv. 自始至终；贯穿整个时期；各处，遍及

offence /ˈɔfens/ n. 冒犯；侮辱

thumb /θʌm/ n. 拇指

adjust /ˈædʒust/ vi. & vt. 适应，习惯；调整，调节

accustomed /əˈkʌstəmd/ adj. 习惯于；惯常的

‘Brit /brɪt/ n. 英国人

alike /ˈaɪlk/ adj. 相像的；十分相似

adv. 十分相像地；同样地

bonfire /ˈbɒnfə(r)/ n. （在室外为庆祝而燃起的）大火堆，篝火

familiar /fəˈmɪlɪər/ adj. 通晓的；熟悉

celebration /ˌselɪˈbreɪʃn/ n. 庆典；庆祝活动

firework /ˈfɜərwɜk/ n. 焰火，烟花

hot dog n. 热狗（香肠面包）

mustard /ˈmʌstɑrd/ n. 芥末；芥末酱

barbecue /ˈbaːbɪkjuː/ n. 户外烧烤

expectation /ˌekspekˈteɪʃn/ n. 期望，盼望

emperor /ˈempərər/ n. 皇帝

let alone 更不用说

show somebody around 带某人参观，游览

take up 占据（时间或空间）
taboo /ˈtəʊbə/ n. 禁忌 (43)

religion /ˈrɛlɪdʒən/ n. 宗教 (43)

gesture /ˈdʒɛstʃə(r)/ n. 手势；姿势；示意动作 (43)

greeting /ˈɡriːtnɪŋ/ n. 问候；问候语 (43)

slight /slæt/ adj. 轻微的 (43)

business card n. 名片 (43)

minority /ˈmænərəti/ n. 少数民族；少数人 (46)

Inuit /ˈɪnjuɪt/ n. 因纽特人 (46)

Nunavut /ˈnuːnəvʊt/ n. 努纳武特地区（加拿大地区名）(46)

sled /sleɪd/ n. 雪橇 (46)

seal /ˈsɪəl/ n. 海豹 (46)

deer /dɪə(r)/ n. 鹿 (46)

Arctic /ˈɑːktɪk/ adj. 北极的，北极区的 (46)

the Arctic Circle n. 北极圈 (46)

feast /fiːst/ n. 盛宴，宴会；节日 (46)

account /əˈkaʊnt/ n. 描述，叙述 (46)

bravery /ˈbreərɪ/ n. 勇敢 (46)

mask /mɑːsk/ n. 面具 (46)

vt. 伪装，掩饰 (46)

carve /kɑːv/ vt. 雕刻 (46)

claw /klɔː/ n. 爪，爪子 (46)

wolf /wʊlf/ n. 狼 (46)

Aborigine /æbəˈraɪdʒən/ n. 澳大利亚土著人 (46)

Kakadu /ˈkækəduː/ n. 卡卡杜（澳大利亚地名，卡卡杜国家公园所在地）(46)

govern /ˈgʌvn/ vt. 统治，控制，支配 (46)

musical /ˈmjuːzɪkl/ adj. 音乐的 (47)

n. 音乐剧 (47)

musical instrument n. 乐器 (47)

boomerang /ˈbuːməræŋ/ n. 回力镖（澳大利亚土著人使用的武器或狩猎工具）(47)

mysterious /ˈmɪstrərəs/ adj. 神秘的，奇怪的 (47)

Maori /ˈmaʊri/ n. （新西兰）毛利人（语） (47)

d. 毛利人（语）的 (47)

Polynesia /pəlɪˈnɛziə/ n. 波利尼西亚 (47)

Roturā /rəˈtʊrə/ n. 罗吐鲁阿（新西兰地名，毛利文化故乡）(47)

steam /stiːm/ vt. & vi. 蒸，蒸发 (47)

n. 蒸汽 (47)

stove /stəʊv/ n. 炉子，火炉 (47)

Indian /ˈɪndən/ n. 印第安人；印度人 (47)

Native American Indian n. 北美印第安人 (47)

tribe /ˈtraɪb/ n. 部落 (47)

plain /ˈpleɪn/ n. 平原 (47)

adj. 清楚的，明亮的；坦诚的；朴素的 (47)

Plains Indian n. 平原印第安人；大草原印第安人 (47)

have power over 控制，支配 (47)

peace pipe n. 和平烟斗（北美印第安人某些部落于庆典、集会等场合使用的长管烟斗，为和平的象征）(47)

bow /bɔʊ/ n. 弓；蝴蝶结；琴弓 (47)

arrow /ˈærəʊ/ n. 箭；箭头标记 (47)

retell /ˈrɛtəl/ (retold, retold) vt. 复述，转述 (47)

roast /rɔːst/ vt. 烤，烘培 (47)

adj. 烤的，焙的 (47)

Unit 4

lack /læk/ n. & vi. 缺乏 (49)

running water n. 自来水 (49)

refer /rɪˈfɜːr/ to 谈及，提到；与……相关；涉及：查阅，参考 (50)

ambassador /ˈæmˌbæsədər/ n. 大使 (50)

Goodwill Ambassador n. 亲善大使 (50)

description /dɪˈskrɪpʃn/ n. 描述（文字），形容，说明 (50)

political /pəˈlɪtɪkəl/ adj. 政治的；政府的 (50)

worthy /ˈwɜːði/ adj. 令人敬重的；值得的；相称的；有价值的 (50)

victim /ˈvɪktɪm/ n. 受害者 (50)

addition /əˈdɪʃən/ n. 增加；添加 (50)

in addition 除……以外，此外 (50)

equal /ɪˈkwɔːl/ adj. 平等的；同等的 (50)

n. 同等的人；相等物 (50)

vt. 与……相同或相等 (50)
voluntary /'vɒləntɪ/ adj. 志愿的；自愿的，主动的

draw someone’s attention to 使（某人）察觉到

contribute /kənˈtɪbjuːt/ vt. & vi. 捐款，捐赠，捐助；贡献；促成，导致

acquire /əˈkwɔːr/ vt. 获得；获得，得到

expand /ɪkˈspænd/ vi. & vt. 扩展，发展（业务）；扩大，增强

worthwhile ,/ˈwɜːθwəl/ adj. 重要的；令人愉快的；值得花时间（或花钱、努力等）

under the umbrella of 在……的保护下，

urgent /ˈɜːrʒnt/ adj. 紧急的，紧迫的

starvation /ˈstɑːrveɪʃn/ n. 饥饿；挨饿，饿死

AIDS /eɪdz/ n. 艾滋病（Acquired Immune Deficiency Syndrome）的缩写，获得性免疫缺陷综合征

boil /bɔɪl/ vt. & vi. 沸腾；煮沸；烹煮

carpet /ˈkærpit/ n. 地毯

wool /wʊl/ n. （羊毛）毛，毛料

fetch /fetʃ/ vt. 取得，取来（某物）；拿来

export /ɪkˈspɔːt/ n. 出口产品，输出品；

export /ɪkˈspɔːt/ vt. & vi. 出口，输出

alternative /ɔːlˈtɜːrnbəl/ adj. 可供替代的

n. 可供选择的事物

if only 但愿

remote /rɪˈməʊt/ adj. 远离的，偏僻的

charity /ˈtʃærəti/ n. 慈善机构；慈善；救济；仁爱，宽厚

possession /pəˈzeʃn/ n. 个人财产；拥有，具有

mountainous /ˈmaʊntənəs/ adj. 多山的

poverty /ˈpɒvəti/ n. 贫穷，贫困

means /miːnz/ n. 手段，方法

primitive /ˈprɪmətɪv/ adj. 原始的

obtain /əbˈteɪn/ vt. （尤指经努力）获得；

winning

heating /ˈhiːtnɪŋ/ n. 供暖；供暖系统，暖气设备

well /wel/ n. 井，水井

container /ˈkɒntərɪn/ n. 容器；集装箱

break down 出故障，抛锚

troublesome /ˈtrʌbləsəm/ adj. 麻烦的，讨厌的，棘手的

wage /weɪdʒ/ n. （通常指按周领的）工资

commitment /kəmˈmɪtment/ n. 承诺，保证；投入，奉献；不得不做的事

chaos /ˈkeɪəʊs/ n. 混乱，杂乱，紊乱，
in chaos 处于混乱状态

colleague /ˈkɒliːg/ n. 同事

assistant /əˈsɪstənt/ n. 助理，助手

adj. 助理的，助手的

vacant /ˈveɪkənt/ adj. 空着的，未被占用的；

vi. 空缺的

get hold of 得到；抓住

muddy /ˈmʌdi/ adj. 多泥的，泥泞的

damp /dæmp/ adj. 潮湿的

carcinoma /ˈkɑːrsɪnəma/ n. （pl. ）

bacteria /bækˈtɪrɪə/ n. 细菌

shelter /ˈʃɛltər/ n. 住所；藏身之处

crowd /ˈkraʊd/ n. 人群

vi. & vt. 挤满，挤满，使拥挤

remind /rɪˈmɛnd/ vt. 提醒，使想起，

remind somebody of 让某人想起，

提醒某人……

staff /stæf/ n. 全体员工

barrier /ˈbærɪə(r)/ n. 障碍，隔阂；屏障，障碍物

interpreter /ɪnˈtɜːrprɛt/ n. 口译工作者，口译员

think back to 回想

angle /ˈæŋgl/ n. 角度

make a difference 有作用（关系，影响）
Wordlist 2 (in alphabetical order)

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

<table>
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<tbody>
<tr>
<td>*Aborigine /æbəˈridʒən/ n. 澳大利亚土著人 (46)</td>
<td>ambassador /əmˈbæsədə(r)/ n. 大使 (50)</td>
</tr>
<tr>
<td>academy /əˈkædəmi/ n. 研究院，学会；</td>
<td>Goodwill Ambassador n. 亲善大使 (50)</td>
</tr>
<tr>
<td>专科院校</td>
<td>amuse /əˈmjuːz/ vt. 逗笑，逗乐；提供（消遣，）（使）娱乐 (3)</td>
</tr>
<tr>
<td>accompany /əˈkʌmpəni/ vt. 伴随，陪同；</td>
<td>anger /ˈæŋɡə(r)/ n. 怒，怒火，怒气 (15)</td>
</tr>
<tr>
<td>伴随为……伴奏</td>
<td>angle /ˈæŋɡl/ n. 角度 (63)</td>
</tr>
<tr>
<td>accomplish /əˈkʌmplɪʃ/ vt. 完成，实现</td>
<td>apart /əˈpɑːt/ adv. 分开，分离 (18)</td>
</tr>
<tr>
<td>account /əˈkaʊnt/ n. 描述，叙述</td>
<td>apart from prep. 远离，和……不在一起；除了 (18)</td>
</tr>
<tr>
<td>accustomed /əˈkʌstəmd/ adj. 习惯于；惯常的 (35)</td>
<td>appreciation /əˈpriːʃeɪʃn/ n. 感激，感谢；欣赏；理解；（艺术方面的）鉴定，评估 (19)</td>
</tr>
<tr>
<td>ache /eɪtʃ/ vi. &amp; n. 疼痛 (30)</td>
<td>*Arab /ˈærəb/ n. 阿拉伯人</td>
</tr>
<tr>
<td>acquire /əˈkwaɪr/ vt. 获得；获得到 (51)</td>
<td>adj. 阿拉伯（人的）的 (33)</td>
</tr>
<tr>
<td>adapt /əˈdæpt/ vt. &amp; vi. (使) 适应；改编 (19)</td>
<td>Arctic /ˈærtɪk/ adj. 北极的，北极区的</td>
</tr>
<tr>
<td>addition /əˈdɪʃn/ n. 增加；添加 (50)</td>
<td>n. 北极 (46)</td>
</tr>
<tr>
<td>in addition 除……以外（还），此外 (50)</td>
<td>the Arctic Circle n. 北极圈 (46)</td>
</tr>
<tr>
<td>adequate /əˈdɪkwət/ adj. 足够的；合乎需要的 (26)</td>
<td>armchair /ˈɑːmtʃɜː(r)/ n. 椅子 (15)</td>
</tr>
<tr>
<td>adjust /əˈdʒʌst/ vi. &amp; vt. 适应，习惯；调整，调节 (35)</td>
<td>arrow /ˈærəʊ/ n. 箭；箭头标记 (47)</td>
</tr>
<tr>
<td>admirable /ædˈmərəbl/ adj. 令人钦佩的，令人羡慕的，值得赞美的 (19)</td>
<td>assist /əˈsɪst/ vt. 帮助，协助 (31)</td>
</tr>
<tr>
<td>advocate /əˈdvəkət/ vt. 拥护；支持；提倡 (19)</td>
<td>assistant /əˈsɪstənt/ n. 助理，助手</td>
</tr>
<tr>
<td>affection /əˈfekʃn/ n. 喜爱，钟爱 (2)</td>
<td>adj. 助理的，副的 (62)</td>
</tr>
<tr>
<td>have affection for 喜爱，钟爱 (2)</td>
<td>at that point 在那时，在那个阶段 (30)</td>
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<td>AIDS /eɪdz/ n. 艾滋病（Acquired Immune Deficiency Syndrome的缩写，获得性免疫缺陷综合征） (51)</td>
<td>attain /əˈten/ vt. （通常经过努力）获得；得到；达到 (11)</td>
</tr>
<tr>
<td>alcohol /ˈælkəhol/ n. 含酒精的饮料；酒 (21)</td>
<td>automatic /əˈtɒmətɪk/ adj. 自动的 (31)</td>
</tr>
<tr>
<td>alike /əˈlaɪk/ adj. 相像，十分相似</td>
<td>B</td>
</tr>
<tr>
<td>adv. 十分相像地；同样地 (35)</td>
<td>bacteria /bækˈtɪrɪə/ n. (pl.) 细菌 (62)</td>
</tr>
<tr>
<td>allocate /əˈlækt/ vt. 分配 (26)</td>
<td>barbecue /ˈbɑːkɪju/ n. 户外烧烤 (37)</td>
</tr>
<tr>
<td>alongside /əˌlɒŋˈsɔːd/ prep. &amp; adv. 在……旁边；与……一起 (14)</td>
<td>barrier /ˈbærɪə(r)/ n. 障碍，隔阂，屏障，障碍物 (63)</td>
</tr>
<tr>
<td>alternative /ɔːlˈtɜːrniət/ adj. 可供替代的 n. 可供选择的事物 (57)</td>
<td>bathtub /ˈbaːtəb/ n. 浴缸，浴盆 (5)</td>
</tr>
<tr>
<td>behave /briˈhev/ vi. &amp; vt. 表现 (2)</td>
<td>bench /bentʃ/ n. 长凳，长椅 (14)</td>
</tr>
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</table>

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<td>beef /bɪf/ n. 牛肉 (19)</td>
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<td>barbecue /ˈbɑːkɪju/ n. 户外烧烤 (37)</td>
<td>beech /bɪk/ n. 桧木 (36)</td>
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<tr>
<td>barrier /ˈbærɪə(r)/ n. 障碍，隔阂，屏障，障碍物 (63)</td>
<td>bed /bed/ n. 床 (21)</td>
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<tr>
<td>bathtub /ˈbaːtəb/ n. 浴缸，浴盆 (5)</td>
<td>bench /bentʃ/ n. 长凳，长椅 (14)</td>
</tr>
</tbody>
</table>
boil /bɔɪl/ vt. & vi. 沸腾，煮沸；烹煮

'bonfire /'bɔnfər/ n. （在室外为庆祝而燃起的）大火堆，篝火

'boomerang /'buməræŋ/ n. 回力标（澳大利亚原著民使用的武器或狩猎工具）

bow /bəʊ/ vi. & vt. 摇晃，点头；（使）弯曲

n. 弓，蝴蝶结，琴弓

bravery /'breərɪ/ n. 勇敢

break down 出故障，抛锚

bride /braɪd/ n. 新娘

bridegroom /'brɪdgrʊm/ n. 新郎

'Brit /brɪt/ n. 英国人

broadcasting /ˈбрɑːstɪŋ/ n. （无线电和电视的）节目制作和播放；广播

'Brunei /ˈbruːni/ n. 文莱

burst /bɜːst/ (burst, burst) vi. 猛冲，突然出现，爆裂

burst in 闯进；突然闯入

business card n. 名片

container /ˈkæntəmə(r)/ n. 容器，集装箱

contribute /kənˈtrɪbjuːt/ vt. & vi. 捐献，捐赠，捐助

n. 贡献，促成，导致

cosy /ˈkɔsə/ adj. 暖和舒适的，惬意的

crosstalk /ˈkrosˌtɔlk/ n. 相声

crowd /kraʊd/ n. 人群

vi. & vt. 挤满，塞满，使拥挤

crowded /ˈkraʊdɪd/ adj. 拥挤的

D

damp /dæmp/ adj. 潮湿的

dash /dæʃ/ vi. 急奔，急驰，猛冲

n. 急奔，猛冲；匆忙，仓促

deep-breathing /ˌdiːpˈbreɪθɪŋ/ adj. 深呼吸的

deer /dɪə(r)/ n. 鹿

depth /dɛpθ/ n. 最深处；深度；厚度

description /dɪˈskrɪpʃn/ n. 描写（文字），描述，说明

directly /dɪˈrektli/ adv. 直接地

downhill /ˈdaʊnˌhɪl/ adv. & adj. 向山下（的），下坡（的）

draw someone’s attention to 使（某人）注意到

drive away 赶走；驱逐

E

emperor /ˈempiər/ n. 皇帝

empty-handed /ˈemptiˈhændid/ adj. 空手的

end-of-term n. 学期末

ensure /ɪnˈʃʊr/ vt. 保证，担保，确保

entertainment /ˈentərtenmənt/ n. 娱乐活动，娱乐；招待；款待

equal /ˈiːkwəl/ adj. 平等的；平等的

n. 同等的人；相等物

vt. 与……相同或相等

expand /ɪkˈspænd/ vi. & vt. 扩展，发展（业务），扩大，增强

expectation /ˌekspekˈteɪʃn/ n. 期望，盼望
export /ɪkˈspɔːt/ n. 出口产品，输出；
出口，输出
vt. & vi. 出口，输出 (53)

familiar /fəˈmɪliər/ adj. 通晓的；熟悉的 (35)
feast /fiːst/ n. 盛宴，宴会；节日 (46)
fetch /fetʃ/ vt. 告诉，告知（某事）；取来，
去拿来 (53)
firwork /ˈfaɪəwɜːk/ n. 烟花，烟花 (35)
fitness /ˈfɪtnəs/ n. 健康，健康；适合 (9)
foolishness /ˈfuːlɪʃnəs/ n. 愚蠢 (9)
foreigner /fəˈræn(d)ər/ n. 外国人 (11)

gesture /ˈdʒestʃər/ n. 手势；姿势；示意动作 (43)
golden /ˈgɔldən/ adj. 美好的；金色的；金色的 (30)
goodwill /ˈgʊdwl/ n. 友好；善意 (18)
govern /ˈgʌvn/ vt. 统治；控制；支配 (46)
greet /ɡriːt/ vt. 和某人打招呼（或问候） (33)
greeting /ˈɡriːtnɡ/ n. 问候；问候语 (43)
guarantee /ɡəˈrɛntiː/ vt. & n. 保证；担保 (9)
gymnast /dʒɪmˈnæst/ n. 体操运动员 (18)

hot dog n. 热狗（香肠面包） (35)
howl /haʊl/ vi. 大叫，嚎叫
n. 嚎叫，嚎叫声 (3)
hug /haʊg/ vt. & vi. & n. 拥抱，抱紧 (33)

if only 但愿 (57)
in good spirits 心情好 (19)

Indian /ˈɪndɪən/ n. 印第安人；印度人 (47)
Native American Indian n. 北美印第安人 (47)

initial /ɪnˈʃʊəl/ adj. 最初的，最初的
n. （人名的）首字母 (11)

instruct /ɪnˈstrʌkt/ vt. 教授，传授；指示；
命令；告诚 (11)
instructor /ɪnˈstrʌktər/ n. 教授；导师 (25)
interpreter /ɪnˈtəprətər/ n. 口译工作者；
口译员 (63)

Inuit /ˈɪnjuːt/ n. 因纽特人 (46)
invisible /ɪnˈvɪzəbl/ adj. 看不见的；无形的 (14)
invention /ɪnˈventʃən/ n. 发明 (14)

junior /dʒuːˈnɪər/ adj. 青少年的；地位
（或职位，级别）低下的 (18)

Kakado /ˈkækədu/ n. 卡嗒杜（澳大利亚
地名，卡嗒杜国家公园所在地） (46)
Korea /ˈkɔrə/ n. 韩国；朝鲜 (34)

lack /læk/ n. & vt. 缺乏 (49)
let alone 更不用说 (41)

lip /lɪp/ n. 嘴唇 (3)

little-known /ˈlɪtlˈnɔːn/ adj. 为人所知的
（3）
make a difference 有作用（关系、影响） (63)
make fun of 拿……开玩笑；取笑，嘲弄 (2)
make room for 为……腾出地方 (14)
'Maori /'maɔri/ n. （新西兰）毛利人（语） (47)
adj. 毛利人（语）的
mask /ma:sk/ n. 面具
vt. 伪装，掩饰 (46)
mat /mæt/ n. （体育运动用的）垫子 (19)
mature /ma'tʃʊə(ə)/ adj. 成熟的
vi. 成熟；使充分发展 (31)
maximum /ˈmeɪksməm/ adj. 最多的，最大的
n. 最大值，最大极限 (31)
means /miːnz/ n. 手段，方法 (59)
minimum /ˈmɪnɪməm/ adj. 最少的，最小的
n. 最小值，最小极限 (31)
morality /ma'riələt/ n. 少数民族；少数
motivation /ˌmɔtɪ'veɪʃn/ n. 动力，动机 (31)
mountainous /ˌmaʊntənəs/ adj. 多山的
mourn /mɔ:n/ vt. & vi. 哀悼，悲伤 (5)
muddy /ˈmʌdi/ adj. 多湿的，泥泞的 (62)
muscle /ˈmʌskl/ n. 肌肉 (9)
musical /ˈmjuːzikəl/ adj. 音乐的
n. 音乐剧
musical instrument n. 乐器 (47)
mustard /ˈmʌstd/ n. 芥末；芥末酱 (37)
mysterious /ˌmɪstrərɪəs/ adj. 神秘的，奇怪的 (47)

negative /ˈnɛɡətrɪv/ adj. 负面的，消极的；否定的；坏的；有害的 (9)
Nunavut /nʊnəˈvʌt/ n. 努纳武特区（加拿大地区名） (46)

obey /əˈbɛi/ vt. & vi. 服从，听从，顺从 (26)
obtain /əˈteɪn/ vt. （尤指经努力）获得；赢得 (59)
offence /ˈɒfɪns/ n. 冒犯；侮辱 (35)
official-looking /ˌɒfiʃəlˈlʊkɪŋ/ adj. 象官方的 (15)
on one's own 独自，单独；独立地 (25)
outstanding /aʊtˈstændɪŋ/ adj. 优秀的，杰出的，出色的 (26)

participate /pɑːˈtɪsɪpeɪt/ vi. 参加，参与 (9)
part-time /ˌpɑːtˈtɜːm/ adj. & adv.
部分时间的（地）；兼职的（地） (31)
pass away 去世，亡故 (5)
peace pipe n. 和平烟斗（北美印第安人某些部落为庆祝、聚会等场合使用的一种长管烟斗，为和平的象征） (47)
perform /pɜːfərm/ vt. & vi. 演出，表演；做，履行；工作，运转 (2)
performance /ˌpɜːfərəns/ n. 演出，表演；表现，业绩 (2)
performer /pɜːfər/ n. 演员；表演者 (2)
permit /pɜːmɪt/ vt. & vi. 允许，准许
/ˈpɜːmɪt/ n. 许可证 (34)
pile /paɪl/ n. 堆；垛；堆 (15)
plain /pleɪn/ n. 平原
adj. 清楚的，明显的；坦诚的；朴素的 (47)
Plains Indian n. 平原印第安人；大草原印第安人 (47)
polish /ˈpɒlɪʃ/ vt. 提高；修饰；润色 (11)
political /ˌpɒlɪˈtɪkl/ adj. 政治的；政府的 (30)
Polynesia /ˌpɒlɪˈniːʒiə/ n. 波利尼西亚 (47)
positive /ˈpɒzətrɪv/ adj. 积极的；正面的；肯定的 (9)
possession /pəˈzɛʃn/ n. 个人财产；拥有，具有 (58)
poverty /ˈpɒvətri/ n. 贫穷，贫困 (59)
predict /prɪˈdɪkt/ vt. 预言，预测，预报 (31)
previous /ˈpriːvɪəs/ adj. 先前的，以往的 (2)
primitive /ˈprɪmətrɪ/ adj. 原始的 (59)
procedure /prəˈsiːdər/ n. 步骤，程序 (25)
prohibit /prəˈhɪbit/ vt. （尤指以法令）禁止 (34)
Q

quit /kwɪt/ (quit/quitted, quit/quitted) vt. & vi. 停止；放弃；离开 (26)

R

rebuild /ˈriːbild/ (rebuilt, rebuilt) vt. 重建；

reception /rɪˈsepʃən/ n. 招待会；接待；接受 (19)

refer /rɪˈfɜː(r)/ to 谈及，提到；与……相关；涉及；查阅，参考 (50)

religion /rɪˈlɪdʒən/ n. 宗教 (43)

remind /rɪˈmænd/ vt. 提醒，使想起 (63)

remind somebody of 让某人想起……，提醒某人…… (63)

remote /rɪˈməʊt/ adj. 偏远的，偏远的 (57)

retell /rɪˈtɛl/ (retold, retold) vt. 复述，转述 (47)

roast /rɔʊst/ vt. 烧，烘培

adj. 烤的，焙的 (47)

rooster /ˈruːsta(r)/ n. 公鸡 (34)

Rotura /ˈroʊtʊrə/ n. 罗托鲁阿（新西兰地名，毛利文化故乡） (47)

running water n. 自来水 (49)

rush /rʌʃ/ n. 匆忙

in a rush 匆忙地，急切地 (30)

S

saying /ˈseɪɪŋ/ n. 格言，谚语，警句 (3)

seal /se일/ n. 海豹 (46)

setting /ˈsetɪŋ/ n. （戏剧、小说等的）情节背景；场景；环境 (14)

severe /ˈsɪvər/ adj. 严重的；严厉的，严格的；艰巨的 (19)

shelter /ˈʃelə(r)/ n. 住所；藏身之处 (62)

show somebody around 带某人参观，游览 (42)

silent film n. 无声电影 (3)

ski /skiː/ vi. 滑雪

n. 滑雪板 (25)

′sled /ˈsleɪd/ n. 雪橇 (46)

slight /slæt/ adj. 轻微的 (43)

sorrow /ˈsɔrəʊ/ n. 悲伤，悲痛 (19)

soul /sɔːl/ n. 灵魂 (21)

specialist /ˈspeʃəlist/ n. 专科医师；专家 (19)

staff /staːf/ n. 全体员工 (63)

stage /steɪdʒ/ n. 舞台；阶段，时期 (2)

stand up for 支持，维护 (2)

stand-up /ˈstændap/ n. 单口喜剧

adj. (喜剧) 单人表演的 (2)

starvation /ˈstɛrveɪʃən/ n. 饥饿；挨饿；饿死 (51)

steam /stiːm/ vt. & vi. 蒸，蒸发

n. 蒸汽 (47)

stove /stɔːv/ n. 炉子，火炉 (47)

strengthen /ˈstreŋθən/ vt. & vi. 增强；巩固 (9)

style /staɪl/ n. 风格；方式；样式 (2)

suffering /ˈsʌfərɪŋ/ n. 痛苦，痛苦；折磨 (18)

surround /ˈsɜːraʊnd/ vi. 围绕，环绕 (18)

T

taboo /təˈbuː/ n. 禁忌 (43)

take on 接受 (11)

take up 占据（时间或空间） (42)

talent /ˈtælənt/ n. 天资，天赋；天才 (26)

tear /teə(r)/ (tore, torn) vt. 撕，扯 (15)

tease /tiːz/ vt. 取笑；揶揄；戏弄 (2)

technical /tekˈnɪkl/ adj. 技术的，技能的 (3)

temporary /tɪˈmɒrəri/ adj. 短暂的；暂时的 (21)

textbook /tekstˈbʊk/ n. 教科书；课本 (14)

′Thailand /ˈtaɪľənd/ n. 泰国 (33)

thankful /ˈθæŋkfl/ adj. 感激的，感谢的 (19)

the Middle East n. 中东，中东地区 (33)

′(the) Netherlands /ˈnɛdərləndz/ n. 荷兰 (33)

think back to 回想 (63)

throughout /θruːt/ːəʊ/ prep. & adv. 自始至终；贯穿整个时期；各处，遍及 (35)

′thumb /θʌm/ n. 拇指 (35)

toilet paper n. 卫生纸，手纸 (15)

′tribe /trɪb/ n. 部落 (47)

trip /trɪp/ vi. & vt. 绑，（使）绊倒 (2)

trip over 绊倒 (2)
troublesome /trəblzəm/ adj. 麻烦的，讨厌的。

unbearable /ˈʌnbɛərəbl/ adj. 无法忍受的
uncertain /ˌʌnsərˈtɛn/ adj. 无把握的，不确定的
under the umbrella of 在……的保护下
urgent /ˈɜːrʒənt/ adj. 紧急的，紧迫的

vacant /ˈveɪkənt/ adj. 空着的，未被占用的；(职位)空缺的
variety /ˈvəraɪəti/ n. (尤指事物)不同种类；多种样式
vaulk /ˈvɔːlk/ n. 跳马(体操项目)；腾跃
victim /ˈvɪktɪm/ n. 受害者
viewer /ˈvjuːə(r)/ n. 电视观众；观看者
visual /ˈvɪʒuəl/ adj. 视觉的
vivid /ˈvɪvɪd/ adj. 清晰的，生动的，鲜明的

voluntary /ˈvɒləntri/ adj. 志愿的；自愿的

wage /weɪdʒ/ n. (通常指按周领的)工资
wedding /ˈwedɪŋ/ n. 婚礼
weekly /ˈwiːklɪ/ n. 周刊；周报
adj. 每周的
well /wel/ n. 井，水井
wolf /wʊlf/ n. 狼
wool /wʊl/ n. (羊等的)绒，毛
workday /ˈwɜːkdeɪ/ n. 工作日
worthwhile /ˈwɜːθwai/ adj. 重要的；令人愉快的；值得花时间(或花钱、努力等)
worthy /ˈwɜːθi/ adj. 令人敬重的；值得的，相称的；有价值的

yell /jel/ vi. & n. 叫喊，大喊，吼叫
yoga /ˈjɔːɡə/ n. 瑜伽术
**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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<td>Billy Crystal</td>
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<td>George Burns</td>
<td>乔治·伯恩斯 (1896–1996，美国著名单口喜剧演员)</td>
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Kakadu /ˈkækədəu/ 卡卡杜（澳大利亚地名，卡卡杜国家公园所在地，为“土著的故乡、动物的天堂”） (46)
Australia /ɒˈstridʒə/ 澳大利亚 (46)
Maori /ˈmaʊri/ 新西兰毛利人；毛利语 (47)
New Zealand /ˌnuː.ziː.lænd/ 新西兰 (47)
Polynesia /ˌpɒliˈniːziə/ 波利尼西亚（中太平洋群岛） (47)
Rotuma /rəuˈtuːmə/ 罗图鲁阿（新西兰地名，毛利文化故乡） (47)
Native American Indian 北美印第安人 (47)
Plains Indian (旧时居住在北美大平原的) 平原印第安人 (47)
the Sun Dance 太阳舞，拜日舞（北美大平原印第安人的一种盛大的重要宗教仪式） (47)
UN Goodwill Ambassador 联合国亲善大使 (49)
Doctors without Borders /dɔːs da(r)z/ 无国界医生组织 (49)
the Second World War 第二次世界大战 (50)
South Africa 南非 (51)
AIDS /ɛdz/ 艾滋病，即获得性免疫缺陷综合症，英文缩写 AIDS (Acquired Immune Deficiency Syndrome) 的音译 (51)
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Winnie /ˈwɪni/ 温妮（女子名） (54)
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the Third World 第三世界 (57)
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### Irregular verbs

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同学们：

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识、培养能力。

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

《牛津高中英语》编写组
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## Contents

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Laughter is good for you

Language practice

A1 Use another form or part of speech of a word in the first sentence to fill in the blank in the second sentence.

1 I heard Jane say to Roger that she is worried about the exam tomorrow.
   Have you heard of the ____________, ‘You’re never too old to learn’?
2 The reasons why people travel are many and various.
   The restaurant offers a wide ____________ of dishes, from Asian to Western food.
3 The artist’s style and technique in drawing the picture really impressed us.
   There should be more ____________ schools to train workers in trades and industries.
4 Audrey Hepburn won the Oscar for Best Actress in 1953 for her performance in the film Roman Holiday.
   He really loves the theatre, and even though he is young he has already ____________ in many plays.
5 The silence was interrupted by a loud noise which came from the flat next door.
   The audience fell ____________ as they waited for the performers to come on stage.
6 In China, the academic year usually begins in September.
   Deborah wanted to be a dancer, so she joined the ____________ of Dance in London.
7 The amusement park attracts thousands of people every day.
   These kids often ____________ themselves by playing football on the playground.

A2 Fill in the blanks with proper prepositions or adverbs.

1 I queued ____________ for four hours to buy tickets for this Sunday’s concert.
2 It is wrong to make fun ____________ the students who do not do well in exams.
3 The actors and actresses took their places ____________ stage.
4 My friends and I often joke ____________ each other’s clothes, but we do not mean any harm.
5 Susan has had a strong affection ____________ music since the age of eight.
6 When I asked the man for directions, he pointed ____________ the shop I was looking for, which was straight across the road.
7 I will be out of the office later ____________, so if you need to reach me, please call me on my mobile phone.
8 We wanted to buy the house but couldn’t come up ____________ so much money.
**B1**  Replace the underlined parts of the sentences with the words from the box. Change the form or part of speech where necessary.

<table>
<thead>
<tr>
<th>empty-handed</th>
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1. The house **could not be seen** from the road because of the tall trees surrounding it.
2. I'm afraid I have to turn down your **offer** for dinner.
3. He **pulled and broke** the letter up before throwing it away.
4. The **time and place** of the story is a hospital in Shanghai in 1949.
5. They moved into a new flat, which was really **warm and comfortable**.
6. The taxi driver told me that we could not go down Park Street because it was **filled with people**.
7. In some countries, people think it is rude to go to a party **without taking anything**.
8. The two men are still **looking in anger** at each other.

**B2**  Fill in the blanks with proper prepositions or adverbs.

1. They burst **suddenly** while I was studying. I had to stop what I was doing and talk to them.
2. He is so busy. There is always a pile **of** papers on his desk.
3. He started studying English ten years ago. That is to say, he has been learning it **for** quite a long time.
4. She tripped and fell **down** the stairs, hurting her leg.
5. He was so angry that he tore the letter **into** two.
6. He had trouble deciding how to make room **for** the new furniture.
7. Mr Li presented the medal **to** the young girl who won the race.
8. Stop throwing stones **at** that dog. He looks like he might bite.
9. Last night, the lights in our home went out and I ran **into** a chair while looking for the candles.
Unit 1

Fill in the blanks with the correct forms of the verbs in brackets.

1. It’s not easy for me __________ (find) a well-paid job in this small town.
2. Mrs Black’s two __________ (grow) children have both finished college.
3. There is no __________ (joke) about matters of life or death.
4. The man __________ (smoke) in the restaurant got angry when others asked him to put his cigarette out.
5. It is impossible for us __________ (remember) all these people’s names in such a short time.
6. A __________ (clean) room will seem much larger than a dirty one.
7. It is a __________ (waste) effort __________ (attempt) to persuade him. He will never join us in making dumplings.
8. The need __________ (love) and to be loved separates human beings from other animals.

Fill in the blanks with the correct forms of the verbs in brackets.

1. a) I’m going to have my waste paper __________ away at once.
   b) I’ll have my little sister __________ it away. (take)
2. a) The manager came in, __________ by the secretary, who was holding the records needed for the meeting.
   b) The secretary came in, __________ the manager. (follow)
3. a) Nancy wants __________ the flowers in the garden.
   b) Those trees need __________ in dry weather such as this. (water)
4. a) The question __________ at the meeting last week is very important.
   b) The question __________ now is more important than the one __________ tomorrow. (discuss)
5. a) It is no use __________ with her, for she won’t listen.
   b) There is no need __________ with her, for it is not up to her to make the decision. (argue)
6. a) Even though I spoke at the top of my voice, I couldn’t make myself __________.
   b) Although I shouted to him, I couldn’t make him __________ me. (hear)
7. a) With no one __________ with, the little girl felt lonely.
   b) With many friends __________ with her, the little girl didn’t feel lonely. (play)
8. a) I used to watch cars __________ in the garage when I was young.
   b) I’m glad I am getting my old car __________. (repair)
1. China has always been trying to ________________ its economic ties with European countries.

2. To move forward into the future, it is important to stop ________________ past mistakes.

3. The salesman ________________ that the TV would not break in the first five years with normal use.

4. After many months of trying, Joe’s boss decided that he could no longer stand his ________________, and had him fired.

5. Many famous actresses keep fit by ________________ several times a week in the gym.

6. A warm shower at the end of a busy working day can sometimes ________________ our feelings of anxiety and help us sleep better.

7. Parents should encourage their children to ________________ in after-school activities in order to improve themselves.

8. Little Tom is unhappy because his classmates often ________________ him about the way he talks.

---

1. The teacher corrected his essay by drawing lines __________ the parts that were not necessary.

2. During harvest time, farmers all take __________ extra workers to help get in the crops.

3. The students are asked to make a dialogue __________ pairs.

4. In the darkness, I tripped __________ a chair when walking to the kitchen.

5. Though Albert Einstein was only average at Maths while in school, he went __________ to become one of the great thinkers of the 20th century.

6. In regard __________ your plan, we think it needs only a little improvement.

7. The joke he told us was so funny that we all laughed our heads __________.

8. He stared at the kite until it disappeared __________ view.

9. Nowadays, yoga is quite popular __________ young ladies in the city.
Everybody wants to be happy. (1) ________ jokes is the best way to make people laugh and make people happy. That is why people have such (2) ________ comedies and comedians. I love comedies and I enjoy comedians from both home and abroad. My favourite comedians are Charlie Chaplin, Billy Crystal, Zhao Benshan and Huang Hong. They make me laugh by telling (3) ________ stories, making fun of everyday life, or copying the way people (4) ________ . Just the way Charlie Chaplin walked in his old films can make me (5) ________ with laughter. Billy Crystal's ability to (6) ________ new jokes is always exciting. I love to watch Zhao Benshan and Huang Hong act out their funny plays. They make me laugh and think about how funny (7) ________ is. Sometimes these comedians can make me laugh just by appearing (8) ________.

Word play is a way to create fun in comedies, especially in crosstalk shows. I love the way crosstalk (9) ________ tell stories. While the stories themselves are often quite funny, their (10) ________ of speaking is what makes me laugh most of all.

---

D4 Translate the following sentences into English. Use the words given in brackets.

1. 我们有多种方法来达到目标。 (a variety of)
2. 索菲亚在练了10年小提琴之后，开始练钢琴。 (move on)
3. 不管什么原因，很多人都来这里提高语言技能。 (whatever the reason, polish)
4. 我想到的唯一解决办法就是请你把书架的空间让些出来摆更多的书。 (come up with, make room for)
5. 他把车钥匙递过来，说我可以用他的车。 (hold out)
6. 我的想法是待在原地等待援助。 (that引导表语从句)
7. 他们到底在看什么呢？那儿发生了什么事？ (go on)
8. 许多外国人对中国文化感兴趣，有些已来到中国学汉语。 (have an interest in)
Ronald Reagan

When Ronald Reagan, who was President of the USA from 1981 to 1989, died in June 2004, many people remembered his good sense of humour. Reagan enjoyed a good joke and often made fun of himself. He was very old, almost 70 years of age, when he became President of the USA. Because of this, people often joked about his age. Once, during a meeting, President Reagan was complaining about some reporters who said that he could not hear very well. He wanted to prove that he was healthy and could hear well, so he took out his hearing aid, and said to the people at the meeting, ‘Say something.’ One man pretended to speak. He moved his mouth and made movements with his hands. Everyone thought Reagan would be angry, but he laughed hard for a very long time.

President Reagan not only enjoyed a good joke when he was relaxing, but he also liked to joke during serious situations. In 1981, he was shot. At the hospital, he joked to the doctors that he hoped they supported him in the government and would let him live. He was able to keep his sense of humour even when he was hurt.

Reagan knew how to use humour with government officials who did not agree with him. In the USA, government officials who do not agree with one another often say rude things about each other. When Reagan made jokes about other people, no one thought he was rude. At the same time, he used humour to persuade the American people to agree with him. For example, he thought that Americans should not pay so many taxes, while others wanted to increase taxes. He said that increasing taxes was like moving one’s knee; every time the knee moved, Americans got kicked. People thought this was funny and they agreed with his point of view. He also changed how presidents deal with the public. Before Reagan, presidents did not often try to be funny. After Reagan, presidents realized that humour was very important for communicating with the public. The difference is that Reagan was very natural at being funny, while others are not.

Answer the following questions about the article.

1 Why did people joke about Ronald Reagan’s age?
2 What was the humour in what Reagan told the doctors?
3 How did Reagan use humour in government?
4 How did Reagan change the way presidents deal with the public?
5 What is the difference between how Reagan used humour and how other presidents use humour?
The British sense of humour

The British are known for their sense of humour. However, it is often difficult for foreigners to understand their jokes. The main thing to remember is that the British like to make fun of themselves as well as others. They also like to make jokes about situations that are quite serious. Another key to understanding British humour is to know that the British often use understatement.

Understatement means saying less than you think or feel. For example, if someone gets very wet in a rain shower, he might say, ‘It’s a little wet outside.’ Or, if someone is very rude and shouts at another person, someone else might say, ‘She isn’t exactly friendly.’ Understatement is often used in difficult situations or to make another person look silly. Understatement plays an important part in British humour.

The British like to make fun of many different things. They often laugh about the silly and terrible things that happen to us every day, like when someone falls over in the street. They also like to make jokes about people from different classes of society. They like to make jokes about their accents, the way they dress and the way they behave. Finally, the British love to watch comedies about people who do not know how to behave in society. The comedy programme Mr Bean is a good example of this kind of humour.

Mr Bean is the character created by British actor Rowan Atkinson in 1990. Mr Bean almost never talks, and instead uses his body movements and the expressions on his face to make people laugh. Perhaps what makes Mr Bean so funny is that he does things that adults in the real world cannot do. For example, once Mr Bean bought a large chair. He needed to take it home, but it was too big to fit in his small car. His solution was to put the chair on top of his car. Then, he sat in the chair and used a broom to drive the car! Mr Bean is popular in many countries round the world because you do not have to speak English to understand the humour. Because of this, many people can better understand the British sense of humour.

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

**The British sense of humour**

| Ways of British joking | • To (1) __________ themselves as well as others  
| To make jokes about (2) __________ situations |
| --- | --- |
| A(n) (3) __________ to understanding British humour: understatement | • What it means: to say (4) __________ than you think or feel  
• When and where to use it: in difficult situations or to make someone look (5) __________ |
| What the British make jokes about | • Silly and (6) __________ things that happen to us  
• People from (7) __________ classes of society  
• People who do not know how to (8) __________ in society |
| A(n) (9) __________ to show the British sense of humour: Mr Bean | • What’s so funny: Mr Bean’s body movements and the expressions on his face  
• Why so popular: do not need to (10) __________ English to understand the humour |
A

It is Comedy Week in Andrew’s school. He is writing an article about Charlie Chaplin. His friend Jessica is a Charlie Chaplin fan and gives him some information. Listen to their conversation and try to complete Andrew’s notes below.

- Born in (1) __________________ in (2) __________________
- Came from a (3) __________________
- Learnt how to (4) __________________ at an early age
- Moved to (5) __________________ in (6) __________________
- First film was (7) __________________
- Most famous character is the Tramp; wears an old (8) __________________
- Married (9) __________________ times
- Died in (10) __________________

B

Andrew needs more information about Charlie Chaplin, so he listens to a radio programme about his life. He finds out that some of the information Jessica gave him is wrong. Complete the notes above and make the necessary corrections.

C

Andrew is now writing his article about Charlie Chaplin. Help him complete it.

Charlie Chaplin was one of the most famous actors of all time. I think most people can recognize his most famous (1) ___________________, the Tramp, who wears an (2) ___________________. Chaplin was born in (3) ___________________ in (4) ___________________. His family was very (5) ___________________. Chaplin learnt how to (6) ___________________ at an early age. Because he wanted to be more successful as an actor, he moved to (7) ___________________ in (8) ___________________. Chaplin’s first film was called (9) ___________________. It immediately made him famous. People enjoyed and still enjoy his acting. However, Chaplin’s private life was unhappy and he had (10) ___________________ difficult marriages. Charlie Chaplin died in (11) ___________________. 
A summary is a shorter version of an article, a play or a book and goes over just the main points. It is written in your own words and does not include many explanations or examples. Before you write a summary, you should first read the text and underline all the main points. Then, write down the main points of each part of the text. After that, arrange the information in a way that makes sense. Write one more sentence that explains the main idea of the entire text. Finally, combine these sentences into a summary. Check the summary to make sure that it is brief and contains no mistakes. Read the following text and see how the author writes a summary of The Merchant of Venice.

The Merchant of Venice

The Merchant of Venice is one of Shakespeare’s most famous plays. It was written in 1596. The play is set in Italy. A young man called Bassanio wants to marry a beautiful, bright and wealthy lady named Portia. However, Bassanio has no money. He asks his friend Antonio, who is a successful merchant, to lend him some money. It so happens that Antonio has invested all his money in ships which are at sea. In order to help his friend, Antonio borrows money from Shylock and gives it to Bassanio. Shylock is a cruel man who hates Antonio because Antonio often accuses him of being greedy in public. Shylock agrees to lend the money to Antonio on condition that he should cut a pound of flesh from Antonio’s body if the money is not paid back by a certain date. With the money borrowed from Shylock, Bassanio marries Portia. However, Antonio cannot pay the money back to Shylock because his ships are reported to have sunk. Shylock insists on getting a pound of Antonio’s flesh and the case is brought to the court. Bassanio arrives at court and later Portia, pretending to be a lawyer, also arrives. To save Antonio, Bassanio offers Shylock money, and Portia asks Shylock to show mercy to Antonio, but Shylock insists on taking the pound of flesh. Then Portia points out that according to the agreement, Shylock can have a pound of flesh from Antonio’s body, but he should not let one drop of his blood fall. Realizing this is impossible, Shylock turns to leave the court. However, Portia insists that Shylock should lose everything he owns because he is guilty of trying to kill a citizen of Venice. As punishment, Shylock must give half of everything he owns to the city of Venice and the other half to Antonio. Antonio does not take it, but instead, asks Shylock to leave it upon his death to Shylock’s daughter and her husband. Portia finally tells the truth to Bassanio when news comes that Antonio’s ships have been saved.

B Your class is going to have a discussion about funny films or plays you have seen or funny books you have read. Think about a funny film, play or book and write a summary of it for the class discussion. Refer back to the directions in Part A.
What is happiness to you?

Language practice

A1 Use another form or part of speech of a word in the first sentence to fill in the blank in the second sentence.

1 The new camera I bought for my parents is simple to use.
   The rooms in her home were ____________ decorated.

2 I am going to the gym to work out. I will be back at 6 o’clock.
   Sang Lan had been a successful ____________ before she was injured in an accident.

3 Josh loves sport and is always so full of energy.
   The Adventure Club is looking for new members. If you are ____________ and love adventure, call us today.

4 He is suffering from high blood pressure.
   To her relief, her ____________ has finally come to an end.

5 The person I admire most is my father. He is warm and helpful.
   The courage Thomas showed during the final part of the race was ____________.

6 We really appreciate all the help you gave us yesterday.
   Children should show their ____________ for what their parents do for them.

7 Everyone talked about how wonderful the new film was, but after seeing it Steve could not understand what was so special about it.
   This illness cannot be handled at our small clinic. You will need to see a ____________ downtown.

8 How can you bear all this noise? Can’t you tell the workers to be quiet?
   I have been so busy at school recently. The homework has become almost ____________.

A2 Replace the underlined parts of the sentences with the words from the box. Change the form where necessary.

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<tr>
<th>accomplish</th>
<th>thankful</th>
<th>positive</th>
<th>devote</th>
<th>adapt</th>
<th>rush</th>
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</table>

1 Marie Curie was a famous scientist who gave most of her life to science. ____________

2 All the students finished the task in less than fifteen minutes. ____________

3 He fell off his bicycle and hurt his leg and was immediately taken to hospital. ____________

4 Most of the time I’m just happy and relieved that I’ve got a promotion. ____________

5 To be successful in living abroad you must learn to change yourself to fit your new surroundings. ____________

6 He never complains about anything. He is always optimistic. ____________
Unit 2

B1  Rewrite the first sentence by filling in the blank in the second sentence with words or phrases from the essays on Pages 30 and 31 of your book.

1  He encouraged his daughter to take part in after-school activities.
   With his ____________, his daughter took part in after-school activities.

2  Doing a part-time job during college meant he did not depend on his parents.
   Doing a part-time job during college enabled him to become ____________ of his parents.

3  Everyone agreed that Mr Brown should become the chairman of the Music Club. He was always ready to help others.
   Everyone agreed that Mr Brown should become the chairman of the Music Club. He was always ready to ____________ others.

4  He had wanted to learn crosstalk ever since he was a child. He gave up his job and went to Beijing to pursue his dream.
   He had a strong ____________ to learn crosstalk ever since he was young. He gave up his job and went to Beijing to pursue his dream.

5  He was very proud that he had achieved so much.
   He was very proud of his many ____________.

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

<table>
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<tr>
<th>look back on</th>
<th>focus on</th>
<th>imagine</th>
<th>predict</th>
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<tr>
<td>allow</td>
<td>ache</td>
<td>stay</td>
<td>fix</td>
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</tbody>
</table>

1  When I ________________ my days spent in the countryside, I always think of the kindness of the local people.

2  Many people can ________________ happy and cheerful even in really difficult situations.

3  After working on the farm for a week, he returned to school. His body ________________ all over from the hard work.

4  It is hard to ________________ what it would be like to live on a deserted island.

5  He drove the bus very slowly, ________________ the passengers to enjoy the beautiful scenery.

6  No one can ________________ when an accident might happen.

7  He complains that his parents only ________________ his exam results.

8  The roof has a hole in it. In order to ________________ the problem, I need to borrow a hammer from my neighbour.
C1
Rewrite the following sentences with proper non-finite verb clauses.

1. The students watched the people walking by and amused themselves.
   
   ______________________________________, the students amused themselves.

2. China and the US have set up an organization, through which they want to strengthen cultural ties.
   
   China and the US have set up an organization ____________________________.

3. She reminded him that it was getting cold, so he took the baby inside.
   
   ______________________________________, he took the baby inside.

4. Last month, an earthquake hit the area and caused great damage.
   
   Last month, an earthquake hit the area, ____________________________.

5. She took on greater responsibility when she was promoted to marketing manager.
   
   ______________________________________, she took on greater responsibility.

6. They have not completed the programme; therefore, they have to stay there for another two weeks.
   
   ______________________________________, they have to stay there for another two weeks.

7. People always shake hands when they introduce themselves to each other.
   
   People always shake hands when ____________________________.

8. The government plans to make new laws in order to make sure our schools are safe.
   
   The government plans to make new laws ____________________________.

C2
Complete each sentence by selecting the appropriate ending from the column on the right.
Write the corresponding letters in the blanks.

1. Working harder, ______ a he was naturally interested in everything.
   
   2. Being a student, ______ b he became a good basketball player in the end.
   
   3. Having failed twice, ______ c I did not know what had happened.
   
   4. To be confident while speaking, ______ d he found it hard to get a job.
   
   5. Until coming into the classroom, ______ e you must be sure of yourself.
   
   6. Not knowing the language and having no friends in the city, ______ f he didn’t want to try climbing the mountain again.
Fill in the blanks with the words from the box. Change the form where necessary.

<table>
<thead>
<tr>
<th>accompany</th>
<th>procedure</th>
<th>cheer ... up</th>
<th>head for</th>
<th>to my relief</th>
<th>uncertain</th>
<th>on one’s own</th>
<th>inspire</th>
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</table>

1. He got hurt in the soccer game, so many people sent flowers to __________ him __________.
2. The medical __________ went on for several hours as the boy’s anxious parents waited outside.
3. After her trip to the United States, she felt __________ to learn English.
4. I have two tickets for the theatre on Friday evening. Would you care to __________ me?
5. I usually go on holiday with my parents, but this year I have decided to go __________.
6. Clouds are gathering—I think we’d better __________ school in case it starts to rain.
7. __________, she says that what we are doing is probably the gentlest approach.
8. It is __________ what effect this new rule will have on the company.

Fill in the blanks with words from the Task on Pages 26 and 27 of your book. Change the form where necessary.

1. I hate being __________ behind a desk—I’d rather work outside.
2. I have been feeling __________ since I failed the exam again.
3. This is one of the most __________ dictionaries available. It should be part of every English teacher’s library.
4. The speaker got a bit __________ and it was difficult to understand him halfway through his lecture when he introduced too many ideas at once.
5. If you feel __________ about what you have done, then you should apologize and be willing to accept the punishment.
6. His knowledge of English was __________ for the job, though he was not quite fluent.
7. This __________ book teaches you how to relax and manage your time better.
8. I think he does a better job than anyone else in this office and should not be __________.
Happiness means different things to different people. For Mary, who has a (1) ________ sleeping problem, happiness is as (2) ________ as having a good night’s sleep.

Bed was once a place where Mary went to rest after a long, hard day. However, she has not had a full night’s sleep in almost six months. Her doctor said that counting sheep might help her fall asleep. She tried this, but soon got (3) ________ it after it failed to work. She finds the nights without sleep almost (4) ________. She is always sleepy and lacks (5) ________ during the day.

Mary is not alone. Studies show that more than one in three people worldwide (6) ________ getting enough sleep. It often takes on different forms: some people can get to sleep, but wake up much too early; some get a full-night’s sleep, but are (7) ________ to find that they still feel tired when they wake up; others, like Mary, find it difficult to fall asleep in the first place.

Specialists say that people should not (8) ________ too much about this problem. In most cases, a lack of sleep is caused by anxiety and pressure. It is important to keep yourself in good (9) ________ and to be positive. Try not to worry too much about everyday anxieties. (10) ________, this does not work for everyone. If you have trouble sleeping, speak to your doctor about it today.

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

1. 她每晚学习到11点，且不说周末还要上课。（apart from）
2. 毕业时，我在继续深造和找工作之间左右为难。（feel caught）
3. 这星期的讲座将专门研讨如何过得快乐。（focus on）
4. 每个人都有追求幸福的权力。（go after）
5. 要想获得成功，你必须学会很好地分配时间。（allocate）
6. 听到这个消息，他急匆匆地走了。（in a rush）
7. 天气很热，我想去游泳。（feel like）
8. 他为照料无家可归者倾注了全部心血。（devote ... to ...）
Different countries have different ways of celebrating weddings. Read this magazine article about wedding customs from around the world.

Wedding customs

Getting married can be one of the happiest moments in a person’s life. Throughout the world, weddings are very important events. Let’s look at some interesting wedding customs from different countries.

For African Americans, it is tradition for the married couple to jump over a broom covered with flowers. This represents the beginning of family life. It is interesting to note that African slaves who were brought to the USA started this tradition. African-American couples were not allowed to have a legal marriage, so instead they had a ceremony where the bride and groom jumped over a broom ‘into marriage’. Today, some African-American weddings still include the old tradition of ‘jumping the broom’.

Making jokes about the bride and groom is a wedding tradition in both France and Germany. In France, this includes making loud noises with pots; in Germany, wedding guests break dishes. Weddings in Germany often last for three days. On Thursday, there is a simple ceremony at a government office noting the official marriage of the couple. Then the couple will have a dinner with family and close friends. On Friday, there is a party. This is when guests break dishes to represent the start of a new life. Then on Saturday, there is a ceremony in a church, followed by another party when the bride and groom celebrate the wedding with friends and relatives again.

In Greece and Italy, people eat special kinds of sweets at the wedding. Both Greece and Italy also have their own special wedding dances, which all of the guests enjoy.

In Russia, couples tie a doll to their wedding car if they want to have a daughter, or a toy bear if they want to have a son.

The USA also has some interesting wedding customs. The bride usually carries flowers during the wedding ceremony. After the ceremony, the single women get together and the bride throws the flowers. The woman who catches the flowers is supposed to be the next person to get married.

In England, it is tradition for little girls to throw flowers on the ground on the way to the wedding ceremony. The bride and groom walk on these flowers. This represents the hope that the couple will follow the path that leads to a happy life.

Answer the following questions about the article.

1. What does jumping over a broom represent at African-American weddings?
2. How long do weddings in Germany often last?
3. What do Greek and Italian weddings have in common?
4. Why do Russian couples tie a doll or a toy bear to their wedding car?
5. What is supposed to happen to the woman who catches the flowers at an American wedding?
Finding happiness

*Jane Eyre*, by Charlotte Brontë, is the story of a young woman’s struggle to find happiness. As a child, Jane is sent to live with her aunt and uncle after her parents die. Her aunt and cousins are very cruel to her. Then, Jane is sent to Lowood, a school for poor children. Here, life is even crueler for her. The students do not get enough food to eat and they have to wear old, ugly clothes. At Lowood, Jane makes a good friend, Helen Burns, who is very kind and patient. She believes that it is better to do without the things you want. Even though Jane loves Helen, she cannot agree with her. Jane believes that both rich and powerful people and poor people deserve the same treatment.

Jane leaves Lowood years later and becomes the private teacher of the daughter of Mr Rochester, who is a very rich man. Jane is still not satisfied with her life because she realizes that women do not have the freedom to choose what they want to do—she has become a teacher because she has no other choice.

Jane and Mr Rochester fall in love and arrange to get married. However, on the day of the wedding, Jane is disturbed to learn that Mr Rochester is already married. His wife is mad and is locked in the attic. Mr Rochester says that he still wants to marry Jane. Even though Jane loves him, she knows that it would not be a good idea to stay with him. So, she makes the difficult decision to leave him.

Jane meets St John Rivers and his sisters, and stays with them. Jane learns that they are really her cousins. Jane finally has the loving family that she has always wanted. After some time, St John asks Jane to marry him. As Jane does not truly love him, she refuses even though he is a good man. Jane goes back to Mr Rochester to find out that his wife has died and they are free to get married. By following what she believes is right, Jane finds happiness in the end.

**Fill in the form below using the information from the book review above.**

<table>
<thead>
<tr>
<th>Her (1) ________ in her childhood</th>
<th>Sent to (2) ________ with her aunt and cousins, who do not behave well towards her.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Her life in Lowood is even (3) ________.</td>
</tr>
<tr>
<td></td>
<td>Not enough food to eat. Only old, (4) ________ clothes to wear.</td>
</tr>
<tr>
<td>After she (5) ________ Lowood</td>
<td>Has no choice but to be a private teacher.</td>
</tr>
<tr>
<td></td>
<td>Falls in love with Mr Rochester and (6) ________ for their marriage.</td>
</tr>
<tr>
<td></td>
<td>(7) ________ to learn that Mr Rochester is a married man.</td>
</tr>
<tr>
<td>After making the difficult (8) ________ to leave Mr Rochester</td>
<td>Stays with St John Rivers and his sisters.</td>
</tr>
<tr>
<td></td>
<td>Discovers that they are cousins and enjoys the loving family she has always (9) ________.</td>
</tr>
<tr>
<td></td>
<td>Refuses to (10) ________ St John because she still loves Mr Rochester.</td>
</tr>
<tr>
<td></td>
<td>Mr Rochester's wife has died and they are free to get married.</td>
</tr>
</tbody>
</table>
A John has to write an essay about teenage anxiety for English class. He is interviewing his friend Karen about her experiences of anxiety. Tick the sentences that Karen says.

Interview with Karen
1. I feel most anxious about school.
2. Sometimes I worry that my classmates do not like me.
3. I’m often anxious about my relationship with my parents.
4. I wish I could change my appearance.
5. I do not know if I can get into university.
6. I do not know what job I want to have.
7. I’m concerned about pollution in the environment.
8. Sometimes when I feel anxious, I sleep too much or eat too much fast food.

Interview with Mrs Smith
1. Why it is normal to feel anxious sometimes: ____________________________
2. The best thing to do when you feel anxious: ____________________________
3. What to do if you are anxious about the future: ____________________________
4. Where to find information about universities and jobs: ____________________________
5. Some bad ways of handling anxiety: ____________________________

B John is interviewing a youth counsellor to learn more about teenage anxiety and how to handle it. Help him complete his notes above using short phrases.

C John is writing his essay about anxiety. Help him complete the essay.

There are many reasons why teenagers feel anxious. Teenagers probably feel most anxious about (1) ____________. They may also feel anxious about their relationship with their (2) ____________. Teenagers also feel anxious about the future. They do not know if they can get into (3) ____________. They also think a lot about what (4) ____________ they want to have. When teenagers feel anxious, they might (5) ____________ too much or eat too much.

We know that the teenage years are a time of great (6) ____________. The best way to deal with anxiety is to talk to an (7) ____________ who you trust. If you’re anxious about your future, try to find out what your (8) ____________ are. There’s a lot of information on (9) ____________ universities and jobs. It’s not a good idea to (10) ____________ or (11) ____________ to handle anxiety.
Writing

A We feel with our bodies and also with our hearts and minds. Describing our feelings will help us understand ourselves better and will also improve our relationships with others. We usually use the first person ‘I’, ‘me’ or ‘my’ when we describe our feelings. Adjectives and adverbs are often used, such as ‘happy’, ‘good’, ‘well’, ‘healthy’, ‘lonely’, ‘terrible’, ‘bad’ and ‘sick’. Sometimes we use words like ‘little’, ‘quite’, ‘enough’ and ‘very’ with these adjectives and adverbs. We can also use similes or metaphors, such as ‘I feel like I’m walking on air’. Read the passage below and see how the writer describes her feelings.

I felt that no one cared about me. My mother and father were always busy working, so I was often at home by myself. I felt very lonely. As my parents worked so much, I had to clean the house and do all the shopping by myself. I was only a little happier at school when I was with my classmates and friends. I felt bored all the time and I felt sorry for myself.

One day, on my way home from school, I saw a person living in the park. He was wearing dirty and worn-out clothes, and was holding a box in his hands, perhaps to sleep in at night. He gave me a big smile when he saw me. He looked as if he was the happiest man in the world. Looking at him, I realized how lucky I really was. I had a roof over my head. I had a comfortable bed. I had enough food to eat and enough clothes to wear. I had good friends at school and above all I had hard-working parents who really loved me and cared about me. I felt bad for feeling so sorry for myself. I realized how grateful I was to my parents for all that I had.

B Describe your experience of learning to ride a bike. Express your feelings and emotions by using adjectives and adverbs and by using similes or metaphors. The following points are for your reference.

<table>
<thead>
<tr>
<th>Age</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before riding</td>
<td>nervous, excited, afraid</td>
</tr>
<tr>
<td>While learning</td>
<td>more and more confident</td>
</tr>
<tr>
<td>After learning</td>
<td>happy, grateful</td>
</tr>
</tbody>
</table>
Language practice

A1 Use another form or part of speech of a word in the first sentence to fill in the blank in the second sentence.

1. It is illegal to go hunting here without permission.
   You are not ____________ to drive if you do not have a driving license.

2. Everyone crowded around Jack at the airport because he looked like a famous actor.
   Although Russians and Americans look similar, they are not at all ____________.

3. His familiarity with this place gave me the impression that he had been here many times.
   Susan entered the party and looked for a ____________ face. She was so happy when she saw her friend Erin sitting by the window.

4. Though it is not an official holiday, many Americans celebrate Easter every year.
   In China, the Spring Festival is the biggest ____________ of the year.

5. The two brothers hadn’t met for twenty years. After recognizing each other, they burst into tears and hugged.
   The little girl rushed to her mother and gave her a big ____________.

6. Tom received letters from his mum every week; she never fails to write.
   What time did you and the bride and groom leave the ____________?

A2 Replace the underlined parts of the sentences below with words or phrases from the conversation on Pages 34 and 35 of your book. Change the form where necessary.

1. I read the report of this meeting again to make sure that I had understood it.

2. The new law banned the use of fireworks within the city.

3. In Japan, many people think it is an act that will make them upset to wear your shoes inside their house.

4. The couple had a large marriage ceremony in a church.

5. Everyone praised the team after they won the match.

6. I know that it will take me a long time to get used to life in the UK. It is so different from life in China.

7. Bob, please apologize at the proper time and express regret for what you have done.

8. After hearing the news that the exam was cancelled, the students responded with cheers.
B1 Fill in the blanks with proper prepositions.

1 He came to the city to hunt ________ a job to support his family.
2 Charles Darwin is known ________ one of the greatest scientists of all time.
3 Did you know that the tiger belongs ________ the cat family?
4 The Earth is home ________ millions of different species of plants and animals. It is sad to think that so many of them are dying out.
5 After you make your plans, please believe ________ yourself, and go for what you want.
6 As soon as they put up their tent, they cooked a meal ________ an open fire.
7 His paintings are rich ________ colour and are so unique. I have never seen anything like them before.
8 Didn’t you know the first settlers ________ the plains of America were Native Americans?
9 The President of France met ________ the President of Germany this morning. They talked about how to increase trade between their countries.
10 Ben is a very outgoing person. He takes part ________ almost every after-school activity.

B2 Choose a word from the box to fill in the blank in each sentence. Change the form where necessary.

<table>
<thead>
<tr>
<th>account</th>
<th>power</th>
<th>musical</th>
<th>bravery</th>
<th>govern</th>
<th>carve</th>
</tr>
</thead>
<tbody>
<tr>
<td>steam</td>
<td>peace</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 His ________ of the incident agrees with that of the other witness.
2 I admire my dad for his kindness, ________ and wisdom. I hope that I will be just like him when I grow up.
3 The club was ________ by a set of rules that everyone had to agree to in order to join.
4 Human beings should learn to forgive each other and work towards ________.
5 Though the referee was being unfair, the football players did not have the ________ to change his decision.
6 James Watt became famous when he invented the ________ engine in 1765.
7 My dad is skilful with his hands and loves to ________ toys out of old pieces of wood.
8 Katie is thinking about learning a ________ instrument, but she does not know which one to choose.
Unit 3

G1. Tick the sentences which use unreal conditionals.

1. If life had not been so hard for me as a child, I would not have started working at such a young age.

2. If I had had the chance to go to college, I would have studied really hard.

3. To keep fit, I do t’ai chi every morning in the park by my house.

4. If I were young like you, I would find time to exercise.

5. You can go running if you want to do a sport that costs almost nothing.

6. If I were taller, I would be better at basketball.

7. If you like football, I can recommend a good coach for you.

8. Even if I am very busy, I still find time to exercise.

9. If you spent more time exercising, you would have a lot more energy.

10. I am going swimming on Friday. If you want to join me, just call me before 3 p.m.

G2. A famous basketball player, Dean, meets a famous pop star, Hank, at a party. Read their dialogue and fill in the blanks using the correct forms of the verbs in brackets.

Dean: Nice to meet you! I love your music and always listen to your songs when I’m not playing basketball.

Hank: Nice to meet you too! I’m a big fan of yours too. I used to love watching you play basketball when I was young. If I hadn’t (not, attend) school, I wouldn’t (not, miss) any of your games. I like to play basketball too. If I hadn’t (practise) hard when I was younger, I would never (become) a basketball player.

Dean: Well, if I hadn’t (have) a gift for music like you do, I wouldn’t (become) a singer. It must be amazing to sing and perform on stage and have so many people watching you. I know that you have raised a lot of money for people affected by the recent tsunami. That was very kind of you!

Hank: I did it because helping others makes me feel good. If everyone (help) those in need, the world would (be) a much better place. I read in the newspaper that you recently visited your old primary school to play basketball with the children. That was really nice of you. I was preparing for my concert at the time. If I had (have) time, I would (join) you and sung for the children.

Dean: Maybe next time, we can arrange that. I heard you’re going to perform in London in August. I’m going to miss it because I’m going to the USA to play a big game. If I (not, have to) leave, I (watch) it. Good luck with it anyway!

Hank: Thank you. Nice talking to you.
Fill in the blanks with the words from the box. Change the form where necessary.

<table>
<thead>
<tr>
<th>get into trouble</th>
<th>expectation</th>
<th>sound like</th>
<th>ceremony</th>
</tr>
</thead>
<tbody>
<tr>
<td>embarrass</td>
<td>dream of</td>
<td>let alone</td>
<td>take off</td>
</tr>
</tbody>
</table>

1. Peter got up because it _______________ there was someone at the door, but he discovered that it was just the noise of a tree branch hitting the front of the house.

2. Nowadays, many young people _______________ studying abroad.

3. The students’ high school graduation _______________ should be an important event in their lives.

4. With the new ad campaign, sales of the new soft drink really _______________.

5. Dean was so poor at Maths that he could not even understand simple arithmetic, _______________ algebra.

6. The concert was better than all their _______________, and so they went home satisfied.

7. You’d better not copy material off the Internet, or you might _______________.

8. Bill was _______________ when he was caught handing in someone else’s work while pretending it was his own.

Choose the correct words to complete the following sentences.

1. These books _______________ (take on/take up) too much space. I’m considering selling some of them.

2. A handshake is a _______________ (behaviour/gesture) of friendship.

3. In the USA, a small _______________ (minority/majority) of people fly their own planes.

4. Julie: What shall I _______________ (order/book) for you?

   Bob: Some bacon, two eggs and a glass of juice.

5. When I entered the hall, they all _______________ (held up/held out) their hands to welcome me.

6. The headmaster came to our classroom when showing some guests _______________ (around/out) the school.
I have always found it interesting talking to foreigners and learning about the cultural (1) ____________ between countries. I think it is important to know about the customs and traditions of different countries in order to avoid (2) ____________.

Last Saturday, I met a man from France, who explained to me how the French (3) ____________ each other. Now I know that the French usually (4) ____________ hands when they meet. If they know each other very well, they kiss each other on the cheek. They shake hands (5) ____________ when they are saying goodbye. It is not unusual for a French person who you met several minutes ago to come and shake hands with you again! This is just one of the many French (6) ____________. If you went to live in France, you might find it hard to (7) ____________ to their ways.

Almost every culture in the world has its own (8) ____________, and it is important to be aware of them, so you know what is considered (9) ____________. Breaking a taboo could be an experience that will (10) ____________ those around you. For example, in Japan, ‘4’ and ‘9’ are considered to be numbers that are not lucky, since the Japanese words for these two numbers sound like ‘death’ and ‘suffering’. It would be important to know this if you would like to visit Japan on holiday.

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

1. Patrick在街上看见我时，以热情的拥抱跟我打招呼。 (hug)
2. 请和我一起祝愿史密斯一家在将来日子里好运常伴。 (join in)
3. 如果我是百万富翁，我会环游世界。 (if I were)
4. 他搬去澳大利亚后，很快适应了那里的生活方式。 (adjust to)
5. 我们在忙于准备期末考试。 (end-of-term)
6. 迈克还不到拿驾驶执照的年龄。 (permit)
7. 大吃一顿之后，她花了一周时间节食以保持体形。 (feast)
8. 他向父母复述了在课堂上听到的故事。 (retell)
Sarah is from the USA. She has been teaching English in Nanjing for five years. She writes a newspaper column called ‘China through a foreigner’s eyes’ for a newspaper in the USA. Read one of her articles.

Family life, bargaining and not tipping

I have learnt a lot about Chinese life while teaching in Nanjing, China. When I first came to China, there were many things I did not understand. Now, I have a better understanding of Chinese culture and find it very interesting.

Family life is quite different in China. In the USA, many young people leave home after they finish their education and start working. However, in China, it is common for people to live with their parents until they get married. Also, many of my Chinese friends told me that their grandparents lived with them and helped take care of them when they were children. I thought this was unusual because it is rare for grandparents to live with their children and grandchildren in the USA. It seems that Americans think independence is more important while the Chinese think family relationships are more important.

Bargaining is another Chinese custom that I have tried to learn. In the USA, prices are set and you cannot ask for a lower price, whereas in China, in some small stores and tourist spots, you are expected to bargain. I asked my Chinese friends to teach me how to bargain. They told me that I should ask for 40 per cent or 50 per cent off the price that the salesperson first offers me. Then, I should tell the salesperson that the same item is cheaper at another store. If the salesperson does not agree to my price, I should pretend to leave and he might ask me to come back and sell me the item for a lower price. Bargaining is a skill that you have to practise if you live in China.

One custom that has been easier to adjust to is not tipping. In the USA, many people in the service industry, especially waiters and taxi drivers, expect extra money for serving customers. Tipping is not a part of Chinese culture. Once I tried to tip a taxi driver. He looked a little confused and refused to take the money. This causes problems when I go back to the USA for vacation, because sometimes I forget to tip when I should!

In China, you learn something new every day!

Answer the following questions about the article.

1 In the USA, when do many young people leave home?
2 What does the author think of family relationships in China?
3 Why does the author tell the salesperson that the item is cheaper at another shop?
4 Is the author good at bargaining?
5 What does the author think about tipping?
Zheng Ming visited Spain during his summer holidays. Read the journal he kept of his trip.

**My trip to Spain**

I have spent three days in Spain’s second largest city, Barcelona. What a beautiful city it is! I have enjoyed seeing buildings designed by Antoni Gaudí, a world-famous architect. His buildings are very unusual. Gaudí thought that since nature doesn’t have straight lines, his buildings shouldn’t either. Even the walls look like ocean waves! His most famous building, a large church called the Church of the Holy Family, was started in 1882. Today, it’s still not finished. When it’s finished, the church will have eighteen tall towers.

23 July

I am now in Madrid, the capital of Spain. There is a palace here where the present king and queen live. There is also a palace and a church called the Escorial just outside Madrid where past kings and queens are buried. There is a room in the Escorial where some of their children are buried. The tombs are white and they are all placed on top of each other, so it looks like a big birthday cake. In the famous Prado Museum, I saw many paintings of these people. Some of the paintings are 300 years old.

25 July

Meals in Spain are quite different from meals in China. Breakfast is very small, just a kind of sweet bread and coffee with milk. The largest meal is lunch. Luncheon is around 1.00 in the afternoon and it can last for two hours. People might eat fish, chicken or beef with vegetables. During luncheon, many shops close. Around 6.00 in the evening, people have a snack, such as cheese or bread with hot chocolate. Tonight, I went to a restaurant for dinner at 6.30. I was surprised to find that nobody was there! I learnt that the Spanish do not eat dinner until 10.00 at night. Dinner is usually light, maybe eggs or a salad. The national dish is called paella. It is rice with vegetables, chicken and seafood. It sounds like a Chinese dish, but it tastes very different. It’s delicious!

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

<table>
<thead>
<tr>
<th><strong>My trip to Spain</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In Barcelona</strong></td>
<td>Buildings designed by Antoni Gaudí, a world-famous architect, are famous for their styles. The Church of the Holy Family, Gaudí’s most famous building, will have eighteen tall towers when.</td>
</tr>
<tr>
<td></td>
<td>(1) ____________</td>
</tr>
<tr>
<td></td>
<td>(2) ____________</td>
</tr>
<tr>
<td><strong>In Madrid</strong></td>
<td>There is a palace for the king and queen to live in. There is a palace and church where the past kings and queens are, and a room for the tombs of their as well. There are many in the Prado Museum.</td>
</tr>
<tr>
<td></td>
<td>(3) ____________</td>
</tr>
<tr>
<td></td>
<td>(4) ____________</td>
</tr>
<tr>
<td></td>
<td>(5) ____________</td>
</tr>
<tr>
<td></td>
<td>(6) ____________</td>
</tr>
<tr>
<td>(7) ____________ in Spain</td>
<td>Breakfast is very, just a kind of sweet bread and coffee with milk. Lunch is large: fish, chicken or beef with. A snack, such as cheese or bread, is served around 6.00 p.m. Dinner is, just some eggs or a salad.</td>
</tr>
<tr>
<td></td>
<td>(8) ____________</td>
</tr>
<tr>
<td></td>
<td>(9) ____________</td>
</tr>
<tr>
<td></td>
<td>(10) ____________</td>
</tr>
</tbody>
</table>
A. Zhang Yu wants an English-speaking penfriend. She asks her friend Liu Fang, who has a penfriend from Australia, to help her find one. Listen to Zhang Yu’s requirements and try to complete as much of the notes below as you can.

Zhang Yu’s requirements
- Prefers to write to a (1) girl / boy.
- About (2) 15 / 16 years old.
- Should enjoy dancing and (3) ____________.
- Does not want someone who is interested in (4) ____________.
- Likes to (5) ____________ and talk about (6) ____________.
- Must enjoy (7) drama / travelling.
- Must enjoy learning about other cultures, especially the (8) ____________ culture.

Luke’s friends

<table>
<thead>
<tr>
<th>Name</th>
<th>Mary</th>
<th>(19) ________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>16 years old</td>
<td>(20) ________ years old</td>
</tr>
<tr>
<td>Likes</td>
<td>Sport, especially (10) ____________</td>
<td>(21) ____________</td>
</tr>
<tr>
<td></td>
<td>Watching (11) ____________ and wants to (16) ____________ some day</td>
<td>(22) ____________</td>
</tr>
<tr>
<td></td>
<td>To learn about (12) ____________</td>
<td>(23) ____________</td>
</tr>
<tr>
<td>Dislikes</td>
<td>(17) ____________ or (18) ____________</td>
<td>(24) ____________</td>
</tr>
</tbody>
</table>

B. Liu Fang is chatting to his penfriend, Luke, on the Internet. Luke is telling him about three friends who are interested in having a Chinese penfriend. Fill in the missing information in the table above. Then tick the best penfriend for Zhang Yu.

C. Liu Fang is writing to Zhang Yu to tell her about her new penfriend. Use the information above to complete the e-mail.

Hi Zhang Yu,

Luke has found a penfriend for you. Just like you asked, your new penfriend is a (1) ____________ whose name is (2) ____________. She is (3) ________ years old. You said you wanted a penfriend who enjoys (4) ____________, but Luke did not tell me if she enjoys these things or not. She does like (5) ____________ though. In fact, she writes about them for the school newspaper. She is not interested in (6) ____________, just like you. She doesn’t enjoy (7) ____________ or (8) ____________ it. She also likes to travel and wants to (9) ____________ some day. She also wants to learn as much about China as she can. I hope you will enjoy getting to know each other!

Liu Fang
A festival is a special day or period of time which is set aside for a celebration. When we describe a festival, we need to write about its history and origin, how it developed and how people observe it. Read the following passage and see how the writer describes Guy Fawkes Night.

Guy Fawkes Night is celebrated in Britain on 5 November every year. On Guy Fawkes Night, people light bonfires and set off fireworks. The story of the festival dates back to the 17th century.

Guy Fawkes was a Catholic. He and his friends intended to kill King James I and all the people in the British government. They made a careful plan which they called the ‘Gunpowder Plot’. They managed to carry lots of gunpowder into the cellars of the Houses of Parliament. They sent a letter to one of their members in the Houses of Parliament, warning him not to attend parliament on the day of the attack. Somehow, the letter was handed to the king. On 5 November 1605, as they were ready to blow up the Houses of Parliament, guards found them and arrested them. Then, they were sentenced to death.

It is said that since then, the State Opening of Parliament has never been held on 5 November, and perhaps it never will. Today, people celebrate Guy Fawkes Night by having parties. They stand round bonfires and set off fireworks. They also eat sausages and other types of food. Some people go to see big firework displays. Children make life-size figures of Guy Fawkes and put them onto the bonfires to burn them. It is said that people have burnt these figures to mark Guy Fawkes Night for almost 400 years.

B Your online friend Matthew would like to learn about the Dragon Boat Festival. You are going to e-mail him and tell him about it. The following notes are for your reference.

<table>
<thead>
<tr>
<th>Date</th>
<th>On the fifth day of the fifth lunar month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
<td>In memory of Qu Yuan, a great patriot and poet</td>
</tr>
<tr>
<td>Story</td>
<td>Why Qu Yuan drowned himself in the Miluo River</td>
</tr>
<tr>
<td>How people celebrate it</td>
<td>Hold boat races; make zongzi, or rice dumplings</td>
</tr>
</tbody>
</table>
Helping people around the world

Language practice

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

1 I wish you would give me a better ____________ of your trip. Please ____________ your trip better. (describe)

2 Although some people may think it is not ____________ it to spend a hot summer helping poor children learn English, the smiles on the children’s faces made the hard work ____________. (worthy)

3 Our ____________ teacher often explains how ____________ systems work in different countries. (politics)

4 Alice’s illness ____________ to her family’s troubles. In ____________, her father lost his job the following week. (add)

5 We always ____________ food and clothing to the poor. If everyone makes a ____________ to ending society’s problems, the world will become a better place. (contribute)

6 The art exhibition ____________ large crowds. Everyone came to see the ____________, which the artist had spent three years working on. (draw)

7 The job at the school was a ____________ position, so June did not receive any salary for it. She was just a ____________. (volunteer)

8 Without food, many of the victims in the disaster began to ____________. Thankfully, they were able to receive help before they died of ____________. (starve)

A2 Fill in the blanks with words or phrases from the speech on Pages 50 and 51 of your book. Change the form where necessary.

1 I am already very busy at the moment, so I am afraid I cannot ____________ any more work.

2 The stars in the wordlist ____________ to words that were covered last year.

3 Half-price tickets are ____________ to senior high students. Anyone who wants to buy one should talk to their class teacher.

4 If you are not sure about the rules, ____________ them ____________ on the Internet or ask a friend.

5 A ____________ of clean water means more and more people are getting ill.

6 This is a difficult time for our company. ____________ problems with our workers, we are experiencing a serious decrease in sales.

7 Not all these goals could be met ____________ one organization.

8 Dan worked for three years to ____________ the money to go to the UK.
B1 Fill in the blanks with the words from the box. Change the form where necessary.

<table>
<thead>
<tr>
<th>meanwhile</th>
<th>get hold of</th>
<th>appreciate</th>
<th>colleague</th>
<th>flee</th>
</tr>
</thead>
</table>

1. Good manners ________ all over the world. No one likes people who are rude.
2. The man ________ from the scene of the crime, but was arrested at the airport before he could ________ the country.
3. The woman promised to call me when there was a ________ position in the company.
4. The professor asked his students to ________ a survey and analyse the data before coming to any conclusions.
5. It is almost impossible to ________ a ticket for tonight’s concert. All of the tickets were sold out weeks ago.
6. She ________ herself with the thought that the hard times would soon be over.
7. The decision-makers were having a meeting in the office. ________, other employees gathered outside, waiting for the result.
8. Every New Year, we have a party at an expensive restaurant with our friends and ________.

B2 Fill in the blanks with proper prepositions.

1. The house was ________ chaos after the party. It took Alex two days to clean it up.
2. Sandy has not received my postcard from Greece, but I told her that it is ________ its way to her.
3. The smell of fresh bread always reminds me ________ my days in France.
4. The underground offered easy access ________ the disabled.
5. With the exams approaching, I find that my room is always ________ a mess. There are books, paper and pens everywhere.
6. It is easy to put ________ weight, but it is quite difficult to lose weight.
7. The speakers are required to limit their speeches ________ 10 minutes each.
Read the first sentences and complete the second sentences with proper conditional forms.

1 Mary will go to the picnic next weekend because her business trip to Hawaii has been cancelled.
   However, Mary ________________ (not, go) to the picnic next weekend if her business trip to Hawaii ________________ (not, cancel).

2 My mother is not happy because she lost her mobile phone.
   However, my mother ________________ (be) happy if she ________________ (not, lose) her mobile phone.

3 Mr Johnson refused the new job because he wanted to take six months off to spend time with his new baby.
   However, Mr Johnson ________________ (accept) the new job if he ________________ (not, want) to take six months off to spend time with his new baby.

4 Our foreign teacher speaks very good Chinese because she has lived in China for six years.
   However, our foreign teacher ________________ (not, speak) very good Chinese if she ________________ (not, live) in China for six years.

5 John prepared for the exam weeks in advance because it was a very important exam.
   However, John ________________ (not, prepare) for the exam weeks in advance if it ________________ (not, be) so important.

Read the following passage, which consists of eight parts. Complete the sentences with the correct forms of the verbs in brackets.

1 Oh, no! It’s already five past eight and I am late for school again. If I ________________ (buy) an alarm clock like I should have, I ________________ (not, be) late.

2 Also, if I ________________ (wake up) earlier, I ________________ (have) time for breakfast.

3 I have an English exam this afternoon, but I didn’t study very much last night. If only I ________________ (have) a computer for a brain, I ________________ (remember) everything.

4 Then, the English exam ________________ (be) so easy and I ________________ (get) good marks.

5 If only the teacher ________________ (give) us an easy exam paper, but I know this is not likely, as all our previous exams have been difficult.

6 My father told me several weeks ago that if I ________________ (get) good marks in the exam, he ________________ (buy) me an MP4 player.

7 If I ________________ (not, be) so tired last night after my football match, I ________________ (study) more.

8 I have made up my mind to spend more time studying in future. That way, I ________________ (do) better in my exams.
Fill in the blanks with the words from the box. Change the form where necessary.

- make preparations  thanks to
- remote  aspect
- fetch  raise
- in need  wage

1 Many film stars gathered together to ____________ money for disaster relief.
2 Peter, would you please ____________ me some tea?
3 One ____________ of Chinese life that many foreigners enjoy is the food.
4 After the earthquake, many supplies were gathered to send to those ____________.
5 The students spent a month ____________ for the school festival.
6 Many ____________ areas of the world are without hospitals or schools.
7 ____________ the work of scientists and doctors, some diseases that were once common have now died out.
8 Many of the workers complained when they did not receive their ____________.

Choose the correct words to complete the following sentences.

1 ____________ (Facing/Faced) with the problem of world hunger, we need to work together to find a solution.
2 The ship was filled with ____________ (contains_containers) of wheat for the starving people.
3 Many people who ____________ (suffering_suffer) from AIDS have trouble affording the proper medicine.
4 While nearly everyone would like to help the poor, many people do not really have the ____________ (means_mean) to help.
5 The village was difficult to reach, because it was in a remote ____________ (mountain_mountainous) area.
6 The volunteers had ____________ (trouble_troublesome) getting supplies to the flooded areas.
7 Life was full of ____________ (hard_hardship) for those living in areas of war.
More than 1.3 billion people around the world live in (1) _________. Most of them are women. They are the poorest of the poor and support their families on less than US$1 a day. Usually, they receive no money or help apart from international aid programmes which (2) ________ help in times of emergency.

What can we do to (3) ________ to these people’s lives? My teacher told me about a programme in Bangladesh which helps poor people (4) ________ their own businesses. Usually, poor people cannot get enough money for their own businesses. That is why this new programme has been set up to lend money to those who need it.

If you lent a woman in Bangladesh about US$75 to (5) ________ a cow, she could start selling the milk and make about US$2.50 a week. After paying you 50 cents back, she could use the other US$2 to buy food and other (6) ________ things. US$2 is a small amount of money to many people in the West, but for a woman in Bangladesh, it is a lot.

After looking at these figures, I have come to the conclusion that giving a little money straight to the poor might be a better (7) ________ than pouring a large amount of money into a poor nation. This new programme will bring hope not only to the poor of Bangladesh, but to the whole world. Isn’t it a (8) ________ programme?

D4 Translate the following sentences into English. Use the words given in brackets.

1 大使选择来我们学校参观是我们的荣幸。 (feel honoured)
2 我们不仅想学教科书上的知识，还想学书本以外的知识。 (acquire)
3 圣诞节期间他们用彩旗、彩纸和彩灯装饰了大厅。 (decorate)
4 没有飞机航班了，我只好全程坐火车从上海到兰州。 (be forced to)
5 即使像比尔·盖茨一样有钱，我也不会任意挥霍。 (even if)
6 杂志上的小女孩照片让我想起了我的表妹。 (remind)
7 她是个出色的学生。除了学习成绩很好以外，她还乐于助人。 (apart from)
8 如果你想挣钱，你就必须适应新的形势。 (earn a profit)
Hu Min is a reporter for her school newspaper. She wants to write an article about UNESCO and is interviewing Mr Rivera, who works for UNESCO. Read the transcript below.

Hu Min: Thank you for talking to me today, Mr Rivera. First of all, what is UNESCO?
Mr Rivera: UNESCO stands for United Nations Educational, Scientific and Cultural Organization. It was founded on 16 November 1945, shortly after the United Nations was founded. Today, more than 190 nations are members of UNESCO.
Hu Min: What does UNESCO do?
Mr Rivera: Well, we are a kind of laboratory for new ideas. We imagine a better world and we encourage governments to carry out plans to improve their countries.
Hu Min: From its name, it seems that UNESCO is concerned about many different things.
Mr Rivera: You’re right. But I think our biggest concern is education. Our goal is free education for all children all over the world. We are especially concerned about education for girls. UNESCO just started a programme called GET EQUAL. By 2015, we want all girls to have equal access to education. We also want everyone to get training for jobs. And we want to help more adults learn how to read and write.
Hu Min: How is UNESCO involved in culture?
Mr Rivera: Probably our most important cultural programme is World Heritage. We have chosen important natural and historic places in many countries that need protection. In fact, China has 30 World Heritage sites, including Mount Tai, Mount Emei, the Summer Palace and the tomb of Qin Shihuang.
Hu Min: Is UNESCO concerned about the environment?
Mr Rivera: Of course! In 2005, we started a 10-year programme called Water for Life. We want people everywhere to have enough clean water. So many children around the world die every year because they do not have clean water to drink. In some countries, women have to walk long distances to carry water to their homes.
Hu Min: Besides education and the environment, what do you think is the biggest problem in society?
Mr Rivera: I would have to say that it’s misunderstanding between people. Sometimes people can’t accept others who are different from them. For example, some people are afraid of those who have AIDS. As a result, AIDS patients do not get the help they need because they’re afraid that others will hate them. We want to educate everybody about AIDS so that this fear is removed and so that AIDS patients can get the help they need.

Answer the following questions about the interview.

1 What is UNESCO’s purpose?
2 What are the goals of the GET EQUAL programme?
3 How has China benefited from UNESCO’s work?
4 Why is water a concern for UNESCO?
5 How does misunderstanding between people affect people with AIDS?
Dr. Zhang Huifang, a professor of history, gave a lecture at a conference marking the 60th anniversary of the end of World War II. Read her speech below.

**We want no war!**

Ladies and gentlemen, I am pleased to have the chance to speak to you today. In 2005, we mark 60 years since the end of World War II, which was the most expensive and deadly war in history. It is believed that more than 50 million people died during the war. More than half of those people were not soldiers, but innocent civilians. The nations of the world spent about one trillion US dollars fighting the war. That is one thousand times one billion US dollars.

The end of World War II saw the development of the nuclear bomb. Some people say that if we did not have nuclear bombs, we would soon have another world war. They think that nations are more cautious about starting wars because they fear the possibility of nuclear war. But I say that nuclear weapons have created more fear and lack of trust among different countries. It seems that only some countries can be trusted with nuclear weapons and we are not sure which ones.

Let's not forget the other costs of war. People are left homeless when bombs destroy their cities. The economy suffers because businesses have to close. Also, now we understand more about the psychological effects that fighting in a war has on soldiers. Some of them never recover.

Even though we have avoided repeating the widespread damage of World War II in the last 60 years, we certainly have not ended all wars. Since World War II, we have seen fighting in many countries around the world. Much of this fighting starts because different groups of people do not understand each other. They have different customs, different languages and different beliefs. Instead of talking to each other and learning from each other, they choose to hate and kill each other.

What can we do to end war? I believe it starts at home, with our children. Let's teach our children about different countries and cultures. Teach them to respect people who are different from them. Then, when they grow up, those who will become the leaders of our nations will lead our world in peace.

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

<table>
<thead>
<tr>
<th>We want no war!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World War II</strong></td>
</tr>
<tr>
<td>More than 50 million people died, more than half of whom were (1) ________ civilians.</td>
</tr>
<tr>
<td>US$1 trillion was spent (2) ________ the war.</td>
</tr>
<tr>
<td>The nuclear bomb was developed at the end of the war, creating (3) ________ and lack of trust among countries.</td>
</tr>
</tbody>
</table>

| Other costs of war                   |
| People lose their (4) ________       |
| The (5) ________ suffers.            |
| Some soldiers will never recover from the (6) ________ effects of war. |

| One cause of war                     |
| Different groups of people do not (7) ________ each other. |

| Way to end war                       |
| Children should be taught about (8) ________ countries and cultures. They should also be taught to (9) ________ people who are different from them. |
Listening

A Li Hong is watching a TV news report about a serious flood in Yunnan Province. She is taking some notes about the situation. Circle the correct words in the first part of her notes.

Flood in Yunnan

- More than (1) 15 cm / 20 cm of rain has fallen in Yunnan Province.
- (2) 20 / 10 people have died.
- (3) A few / Hundreds of people have lost their homes.
- Farmers’ fields are covered with (4) water / dirt.
- (5) Workers / Soldiers have been sent to help the people.
- The greatest need is (6) food and clothing / money.

Plan to help the people in Yunnan

- We will use the money raised from the talent show to (7) _________________.
- (8) ________________ could participate in the talent show.
- The show will be held in the (9) _________________.
- Tickets will cost (10) _________________.
- The show will be on (11) _________________.

B Li Hong and Cao Peng decide to organize a talent show to raise money for the flood victims. Help them complete their notes above so they can present their ideas to their class teacher.

C Li Hong and Cao Peng are writing a letter to their class teacher to tell her about the talent show. Help them finish the letter by filling in the missing information.

Dear Mrs Sun

We would like to have a talent show to help the people in Yunnan Province who have been affected by the recent flood. As you know, (1) ________________ people died in the flood. (2) ________________ people have lost their homes. Fields have been covered with (3) ________________. (4) ________________ have been sent to help, but it is hard work. I heard that the greatest need of the people there is (5) _________________.

We want to use the money from the talent show to (6) ________________ for the people of Yunnan Province. We will ask the headmaster for permission to use the (7) ________________ for the show. We hope (8) ________________ will participate in the show. Tickets will cost (9) ________________ each. We plan to have the show on (10) _________________. We would appreciate your support and help.

Yours sincerely,

Cao Peng and Li Hong
A. When we write about unreal situations, we often use if clauses. Read the following passage and see how the author writes about unreal situations.

If everyone spoke the same language

It is said that there are at least 2,500 to 3,000 different languages in the world. People who speak different languages do not understand each other. If everyone in the world spoke the same language, the world would be quite different from what it is now.

First of all, if everyone spoke the same language, it would be very easy for different nations to communicate and understand each other. No translators or interpreters would be necessary at international meetings, so a lot of money would be saved.

Second, if everyone spoke the same language, people would live in harmony with each other. People who speak different languages often believe in different religions and this often causes people to misunderstand each other and even leads to conflicts or wars. Therefore, there would be peace in the world if everyone spoke the same language.

Third, if everyone spoke the same language, it would improve cultural and economic exchanges between nations. The difference in language is a great barrier in communication and in international trade, so if everyone spoke the same language, communication and trade between nations could be done more easily.

On the other hand, if everyone spoke the same language, there would also be some disadvantages. All the translators and interpreters would be out of work. Above all, the world would not be as interesting as it is now.

B. Write an article entitled ‘If I lived alone on Earth’. Use the pictures below to help you. Use if clauses for unreal situations.

If I lived alone, I would be happy ...

... I would be free ...

I would be the richest person in the world ...

... I would be lonely ... I would have no one to talk to ...