Advance with English

牛津高中英语

（模块七·高二下学期）

Student's Book
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知识，让你轻松自然地进入本单元的学习，这就是单元的第一个板块：Welcome to the unit。顺着前面所引出的话题，你将来到 Reading 板块。该板块是你接受英语语言信息的重要环节，在这里，你将有机会感受真实、地道、优美的英语。你也将通过阅读了解现实生活和社会发展的方方面面。课文后面的 Reading strategy 和阅读练习将帮助你掌握英语阅读策略，提高英语阅读能力。在英语学习中，你所面临的挑战之一是扩大词汇量，接下来的板块 Word power 能为你解决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课堂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、实践、文献检索等活动，完成一个特定课题。在Self-assessment板块，你将对照单元各个学习项目按五个等级进行自我评价，并算出百分比。通过自我评价，你可以对单元的学习进行自我反思，为下一步的学习制定行动计划。

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

祝你学习进步，天天向上！

《牛津高中英语》编写组
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## Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Welcome to the unit</th>
<th>Reading</th>
<th>Word power</th>
<th>Grammar and usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(p. 1)</td>
<td>The evolution of video and sound devices (p. 2)</td>
<td>Electronic and electrical goods (p. 6)</td>
<td>Transitive verbs and intransitive verbs (p. 8)</td>
</tr>
<tr>
<td>Living with technology</td>
<td>(p. 1)</td>
<td>A technology article</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading strategy:</strong></td>
<td>Understanding headings (p. 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>(p. 17)</td>
<td>Two life-saving medicines (p. 18)</td>
<td>Hospital and medicine (p. 22)</td>
<td>Linking verbs (p. 24)</td>
</tr>
<tr>
<td>Fit for life</td>
<td>(p. 17)</td>
<td>A science magazine article</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading strategy:</strong></td>
<td>Understanding medical terms (p. 19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(p. 33)</td>
<td>The effects of the Internet on our lives (p. 34)</td>
<td>The Internet (p. 38)</td>
<td>Auxiliary verbs (p. 40)</td>
</tr>
<tr>
<td>The world online</td>
<td>(p. 33)</td>
<td>Debate speeches</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading strategy:</strong></td>
<td>Reading an argument (p. 35)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>(p. 49)</td>
<td>The first underground in the world (p. 50)</td>
<td>Transport (p. 54)</td>
<td>Phrasal verbs (p. 56)</td>
</tr>
<tr>
<td>Public transport</td>
<td>(p. 49)</td>
<td>A brochure article</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading strategy:</strong></td>
<td>Reading a tourist brochure (p. 51)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices:</td>
<td>Notes (p. 65)</td>
<td>Wordlists (p. 75)</td>
<td>Irregular verbs (p. 90)</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Project</td>
<td>Self-assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping buy an electronic dictionary (p. 10)</td>
<td>Making a list of advantages and disadvantages (p. 14)</td>
<td>(p. 16)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Skills building 1:** listening for what is most important  
**Step 1:** taking notes of requirements  
**Skills building 2:** asking for information by telephone  
**Step 2:** telephoning a company  
**Skills building 3:** giving advice politely  
**Step 3:** writing an e-mail of recommendation | | |
| Reporting on short-sightedness (p. 26) | Exploring Chinese medicine (p. 30) | (p. 32) |
| **Skills building 1:** listening for a present situation  
**Step 1:** completing notes  
**Skills building 2:** interviewing someone  
**Step 2:** interviewing a doctor  
**Skills building 3:** writing a radio script  
**Step 3:** writing a script for the school radio station | | |
| Getting news from the Internet (p. 42) | Doing research on the Internet (p. 46) | (p. 48) |
| **Skills building 1:** reading charts  
**Step 1:** collecting information  
**Skills building 2:** forming more specific questions  
**Step 2:** asking more specific questions  
**Skills building 3:** reporting on facts and figures  
**Step 3:** e-mailing a report | | |
| Writing an e-mail to give information (p. 58) | Preventing traffic accidents (p. 62) | (p. 64) |
| **Skills building 1:** listening to instructions  
**Step 1:** taking notes for future action  
**Skills building 2:** finding out different information  
**Step 2:** buying tickets  
**Skills building 3:** giving reasons for choices  
**Step 3:** writing an e-mail about a travel plan | | |
In this unit, you will
- read an article about the development of video and sound devices, and another article about the Amish people's attitude towards modern technology
- listen to information about electronic dictionaries
- talk about how modern electronic devices affect our lives, and ask for information over the telephone
- write an e-mail to give advice
- make a list of the advantages and disadvantages of some modern electronic devices

Welcome to the unit

Technology has seen some amazing developments in the last few decades. Look at the pictures below and discuss the following questions with your partner.

1. How important are watching TV and listening to the radio to you?
2. How have different electronic devices changed over time?
3. How have these inventions improved people's lives?
The evolution of video and sound devices

Early history of TV
The first public TV broadcasts were made in the USA in 1925. Later, in 1928, the first long-distance TV broadcast was made between the UK and the USA. Regular public broadcasting followed shortly afterwards, first beginning on 11 May 1928 in New York and on 20 August 1929 in London.

Many different people contributed to the development of TV. Most early TV broadcasts were made using a system developed by John Logie Baird in the UK. However, his system was very primitive and had many drawbacks. An American, Philo Farnsworth, made important breakthroughs in the development of TV in the late 1920s and early 1930s. Modern TVs use many of the principles first discovered by Farnsworth.

John Logie Baird constructed the first colour TV in 1928, but it was not until 1938 that the first colour TV programme was broadcast. It took more than two decades, though, until 1951, for regular colour TV broadcasts to begin in the USA. Regular colour TV broadcasts were delayed in the UK until 1967. However, within a short time nearly all TV broadcasts were made in colour, and within five years more colour TVs than black-and-white TVs were being used.

The modern age: satellite TV
Satellites were used to broadcast TV beginning in 1962. Satellites allow TV to be broadcast live over vast distances, with everyone receiving the same broadcast at the same time. They also make TV accessible to people who live far away from cities, and satellite dishes can often be seen distributed throughout the countryside and remote areas. Of course, only a small percentage of people own satellite dishes. However, most people still benefit from satellite TV, as local TV companies broadcast the signals they get from satellite receivers to the population living nearby.
Early history of sound recorders

It all began in 1877, when Thomas Edison made the first recording of a human voice on his invention, the record player. Early record players used round tubes to record on. However, in 1887 Emile Berliner, a German living in the USA, invented a record player that used discs as alternatives to tubes, and so the modern record player was born. The first record players had to be wound up by hand and only played records that were two minutes long. Times surely have changed!

Sound and video recorders

In 1928, the first tape recorders used to copy sound were made in Germany. Most early recorders employed steel tape to record on, which made them heavy and difficult to use, or paper tape, which was easier to use but often broke. It was not until the early 1950s that most tape recorders began using plastic tape as they do today. Meanwhile, electrical components eventually became so small that, by the late 1960s, portable cassette players were developed, along with video recorders which were used by TV stations. By the late 1970s, video recorders small and cheap enough for home use were introduced.

Sound and video go digital

In 1982, the first CDs were made available. CDs are often used for storing and playing music because they have a much better sound quality than traditional records and cassettes. In 1993, the VCD was born, and in 1995, the DVD was invented. The DVD is now the standard for recording and playing back video.

The future

With the development of digital technology, sound and video can now be stored on a PC, on the Internet, or using some form of portable storage. This will soon make records, cassette recorders, CDs, DVDs and even TVs things of the past. Technology is now changing faster than most people can keep pace with. Who can foresee what the future will bring?

Reading strategy: understanding headings

You may want to obtain some specific information as fast as possible when you are doing research. If a text has headings, these are the first things to look at. Headings appear before each section of a text. They can show you how a text is organized, and give an idea as to the contents of each section. For example, if you are looking for information about satellite TV in the article above, you can simply scan the article and find the information you want under the heading, “The modern age: satellite TV”. This will save you both the time and effort required to read the whole text.
C1. Read the sentences below and decide whether they are true (T) or false (F) according to the article. Circle your answers.

1. Colour TV became popular within just a few years after it was invented.  
   T / F

2. People without satellite dishes do not benefit at all from satellite TV broadcasts.  
   T / F

3. Some of the first tape recorders used plastic tape to record on.  
   T / F

4. Records and cassettes do not offer as good a sound quality as CDs.  
   T / F

5. New technology will soon make many of the things talked about in the article out of date.  
   T / F

C2. Can you work out the timeline for the development of video and sound devices? Complete the following table by filling in the event happening in a particular year. The first one has been done for you.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1877</td>
<td>The first recording of a human voice was made.</td>
</tr>
<tr>
<td>1887</td>
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<tr>
<td>1925</td>
<td></td>
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<td>1929</td>
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<td>1938</td>
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<td>1962</td>
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<tr>
<td>1967</td>
<td></td>
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<tr>
<td>1982</td>
<td></td>
</tr>
<tr>
<td>1993</td>
<td></td>
</tr>
<tr>
<td>1995</td>
<td></td>
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</tbody>
</table>

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

1. evolution (Title)  
2. principle (Line 10)  
3. accessible (Line 21)  
4. distribute (Line 22)  
5. component (Line 38)  
6. portable (Line 39)  
7. digital (Line 42)  
8. storage (Line 49)  

   a. easy to carry  
   b. using a system of receiving, sending or storing information in the form of numbers  
   c. spread something over an area  
   d. a law or rule that is behind something  
   e. the slow development of something  
   f. one of several parts that make up something  
   g. the space where things or information can be kept  
   h. easy to reach, obtain or use
Read the following passage about the development of radio. Complete it with the words in the box.

constructed  drawbacks  percentage  eventually
delayed      receiver     foresaw

With the patent of the telephone in 1876, people could now have a conversation with each other over a long distance. Many engineers (1) _________ that it would be possible to send electrical signals through the atmosphere without relying on telephone wires. Some important breakthroughs in the development of radio were made by Nikola Tesla in the USA in 1891. However, Tesla’s work had many (2) _________ . The first real radio was (3) _________ by Guglielmo Marconi, an Italian, in 1896. Early radios just sent signals made up of dots and dashes. It was not until 1906 that adaptations were made so that radio could relay conversation and music. Since people were sceptical that the public would want to hear radio broadcasts, the building of radio stations was (4) _________ . Only a very small (5) _________ of radio stations were built before 1920. However, most people had access to a radio (6) _________ by the late 1920s and early 1930s. (7) _________ , radio became the primary means of getting news and entertainment.

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

I can’t imagine living without TV!

But it’s up to you to choose good programmes.

I think watching too much TV just makes you stupid.

I prefer to select my own music and information from the Internet.

1 If you could own only one electronic device, what would you choose? Why?
2 More and more people are using computers for information and entertainment. Do you think we will still need books and TVs in the future? Why or why not?
3 What are some possible disadvantages of having a lot of technology in our lives?
Word power

Electronic and electrical goods

A Su Mei is starting a new job in a big department store. The manager is showing her the goods and explaining what she needs to know.

We have two sections here—**electronic goods** and **household appliances**. Let’s start with the electronic goods. This is a very popular section because many of the products are for entertainment. Many customers don’t know much about how to use them, so you will need to study how to operate these products and be able to explain how they function.

Over here we have **audio** and **video devices**—digital music players like portable **CD players** and **MP4 players**, and cameras like **video cameras** and **digital cameras**. Digital cameras are very popular nowadays, especially the ones that have a **video function**.

And here, near the computers, are educational products. This is where we have different kinds of **e-book readers** and **electronic dictionaries**. A large amount of **educational software** can also be found here.

Oh, and of course, we also sell all kinds of **mobile phones**. If anyone from the USA asks for them, they will call them ‘cellphones’. The most popular ones have cameras and Internet access as well as games and all sorts of other functions.

B In the **household appliances** section, Su Mei is shown the following products.

- Refrigerators often have a freezer section, usually at the bottom.
- Electric cookers have been popular for a long time. They can be used to cook various things.
- Microwave ovens are useful for both cooking and heating food.
- Modern washing machines use digital controls.
- Vacuum cleaners are the best tool to keep carpets clean.
Back home after her first day at work, Su Mei is telling her family about what she learnt during the day. Fill in the blanks with suitable expressions from Parts A and B.

I work on the floor where they sell (1) ________________ in one section and household appliances in the other, so I need to learn a lot of new things.

There are all sorts of portable audio and (2) ________________ devices in the electronic goods section. Most of these devices, such as (3) ________________, and MP4 players, seem to be for music. Of course, I knew about digital cameras before, but I didn’t know that some of them have a (4) ________________. There are many models of video cameras, and I have to be able to talk about them. Then there are educational products, like (5) ________________, electronic dictionaries and (6) ________________.

I think the other section, with the household appliances, will be much easier to work in. The refrigerators are pretty easy. Most of them have a (7) ________________ at the bottom. (8) ________________ are also there, but since their only function is to clean carpets, there is not much to explain. (9) ________________ are very popular nowadays. People can cook and heat food quickly with them.

Think about how useful electronic and electrical devices are in various ways in our lives. Which devices are the most useful? Complete the following table with as many devices as you can think of.

<table>
<thead>
<tr>
<th>For study</th>
<th>For entertainment</th>
<th>For the household</th>
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<tbody>
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Grammar and usage

Transitive verbs and intransitive verbs

Transitive verbs take an object. Intransitive verbs do not take an object.

1 A transitive verb can take an object, a direct object and an indirect object, or an object and a complement.
   • The object can be a noun, a pronoun, an infinitive, a verb-ing or an object clause.
     An American, Philo Farnsworth, made important breakthroughs in the development of TV in the late 1920s and early 1930s.
     It was not until the early 1950s that most tape recorders began using plastic tape as they do today.
     Who can foresee what the future will bring?
   • The direct object is usually a noun most clearly affected or acted upon by the action of a transitive verb. The indirect object is usually a noun or a pronoun that refers to the recipient.

   \[
   \begin{array}{c}
   \text{IO} \\
   \text{DO}
   \end{array}
   \]
   On my birthday she gave me a mobile phone as a gift.
   • The complement can be a noun, an adjective, an adverb, a prepositional phrase or a non-finite verb which refers back to the object.

   \[
   \begin{array}{c}
   \text{O} \\
   \text{C}
   \end{array}
   \]
   This will soon make DVDs things of the past.
   They also make TV accessible to people who live far away from cities.
   • Most transitive verbs can be used in the passive voice.
     By the late 1970s, video recorders small and cheap enough for home use were introduced.

2 Intransitive verbs do not take an object, and cannot be used in the passive voice.
   • Intransitive verbs can usually be followed by an adverbial.
     More challenges lie ahead of me.
     The water rose higher and higher, so more than 1,000 people had to leave their homes.
   • Intransitive verbs can usually be followed by a prepositional phrase.
     Bored with life in the city, he moved to a remote village accessible only by boat.

3 Many verbs, such as cook and contribute, can be both transitive and intransitive.
   Mum is cooking (breakfast) in the kitchen now.
   To everyone’s surprise, he contributed $5,000 to a local charity.
   Many different people contributed to the development of TV.
A  Read the following passage and decide whether the underlined verbs are transitive or intransitive. Write vt if it is a transitive verb or vi if it is an intransitive verb.

I was at the dentist’s last Sunday to have my teeth (1) checked (vt). I had (2) bought (vi) myself a magazine since I had ample time to wait. I was (3) sitting (vi) in the waiting room when a young man entered. He had also come to (4) see (vi) the dentist. We had a casual conversation in the waiting room. We (5) talked (vi) about many things, basketball, music, medical insurance, etc. Then our topic (6) turned (vt) to our teeth. He told me he had a hole in one of his teeth and wanted to have it filled. It (7) hurts (vi) a lot,’ he told me, ‘whenever I eat something hot or cold.’ It was obvious that he was (8) suffering (vt) great pain when he talked. I (9) thought (vi) it better to comfort him in some way, so I told him not to worry, because I had had exactly the same experience. After the hole in my tooth was filled, I felt quite all right. Hearing this, he (10) smiled (vt) happily.

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

1  answer/answer for
   a  Hearing the bell, Jane got up from her chair and went to ______________ the door.
   b  If you continue to behave like this, you’ll have to ______________ your behaviour.

2  benefit/benefit from
   a  The project has ______________ the country in many aspects.
   b  It is expected that both countries will ______________ this agreement.

3  decide/decide against
   a  Have you ______________ what to do after graduation?
   b  To our surprise, they ______________ the plan yesterday without any explanation.

4  pay/pay for
   a  He thanked the repairman and ______________ him twenty dollars.
   b  To ______________ the ticket for the concert, my sister decided to take a part-time job.

5  adjust/adjust to
   a  I’m afraid we have to ______________ the development of computer technology.
   b  The monitor needs to be ______________ so that everyone can read what is on the screen.
Task  Helping buy an electronic dictionary

Skills building 1: listening for what is most important

When you are listening to a talk or a lecture, you need to be able to select and note down specific information. Not everything that you hear is very important. You need to listen for the words and phrases that the speaker uses which let you know what is most important.

To show that something is very important, the speaker might use some of the following expressions:

most important  a major consideration  above all
in particular  pay attention to ...  really

The following expressions show that something is considered not so important:

I’m less worried about ...  it doesn’t matter so much if/whether ...
less important/not as important  be of little importance

If the speaker says

for example  such as

or tells a story that is just meant to make the topic more interesting, it is not necessary to take notes.

Step 1: taking notes of requirements

Gao Ming’s uncle wants to buy an electronic dictionary for his son, but he does not know much about the topic. He asks Gao Ming for help. Here are advertisements for two electronic dictionaries. Read them and write down as much information as possible in the form that follows.

The new Mark 204D solves all your language problems! This great all-round electronic dictionary gives you Chinese to English translation, as well as English to Chinese translation. It checks the spelling and has a pronunciation guide. A list of common idioms and expressions are included.

It also includes help for exam revision, radio and games.

The Mark 204D is a perfect gift for students or business people!

It only weighs 96 grams and measures 104 × 72 × 15 mm.
If you need quick and correct translations, the **Stylus Pen III** is the electronic dictionary for you. It is shaped like a pen. Run it over a line of text and it does all the work for you! It has a speaker and an easy-to-read screen.

Especially suitable for people with a reading disability, the **Stylus Pen III** keeps the last 80 words scanned for easy review. It checks your spelling, gives you the pronunciation and lets you read or hear the dictionary meanings of over 150,000 words.

The **Stylus Pen III** only weighs 20 grams. It comes in an elegant leather case, and you can wear it like a pen, for instant access.

It uses a battery (included) and has a one-year guarantee.

### Mark 204D:
- Languages:
- Number of words included:
- Weight:
- Size:
- Price:
- Extra functions:

### Stylus Pen III:
- Languages:
- Appearance:
- Number of words included:
- Weight:
- Price:
- Extra functions:

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**Exercise B**

Gao Ming went to a department store and asked a salesperson for information about electronic dictionaries. The salesperson showed him the two new electronic dictionaries on sale and explained their general functions. Listen and complete the notes above.

**Exercise C**

Gao Ming’s uncle is now telling Gao Ming his requirements. Make a list of these requirements in the space below. Put a cross beside the items that are not very important. Then help Gao Ming choose an electronic dictionary for his uncle.

### Uncle’s requirements
- Weight and size: ______________________________
- Price: ______________________________
- Appearance: ______________________________
- Translation: ______________________________
- Pronunciation: ______________________________
- Extra functions: ______________________________
Skills building 2: asking for information by telephone

1 When making a telephone call in order to obtain information, it is important to do the following:
   • be polite
   • be clear and to the point—don’t mention information that is not necessary
   • make sure you understand what you hear, and ask for an explanation if you don’t understand something

Look at the following parts of telephone conversations about buying a mobile phone.

Hello. How much does a mobile phone cost?

Hello. I wonder if you could help me. My parents think I should have a mobile phone because I often go to stay with my grandparents but they don’t have a phone in their home. I would like to know how much it would cost to buy one.

The first one is not polite enough, and the second one gives information that is not necessary. Instead, you could say:

Good morning. I would like to ask about the cost of a mobile phone.

Hello. Could you please give me some information about mobile phones? I would like to know how much the latest models cost. Can you tell me how much the latest models cost?

2 You can use the following language to ask for an explanation:
   Could you repeat that? Does that mean ...?

3 If you want someone to repeat the main points, you can say something like the examples below:
   So, that means the price depends on the kind of phone?
   In other words, the model with a camera costs twice as much as the older model. Is that right?

Step 2: telephoning a company

Gao Ming wants to know more about the electronic dictionary he has chosen for his uncle, so he calls the company that makes this model for more information. Suppose you were Gao Ming. Using the following phrases, have a conversation with your partner. Switch roles after you finish.

Ask about:
• the kind of battery
• the life of the battery
• the guarantee of the dictionary

Answers:
• rechargeable
• can last about 3 months once charged
• will repair or replace dictionary if it stops working during normal use
Skills building 3: giving advice politely

When you are writing to someone to give him or her some advice, you need to keep two things in mind. First, you have to express the advice in a polite way, like a suggestion, not an order. Second, you have to present the information clearly, simply and in the right order, so that the reader does not get confused.

- Note the grammar of the words advise, suggest and recommend:
  I would advise you to buy the first one.
  I would suggest that you buy the first one.
  I would recommend the first one.

- Note the use of would in the above sentences. It is more polite to use the modal verbs would, could, may and might than to use a verb alone. It is also not polite to use should because it sounds like an order.
  
  NOT: You should buy this model.
  BUT: I think you would/may/might find this model more suitable.

- Note also the use of I think in the above sentence. This makes your advice softer.
  Other similar expressions are:
  It seems to me that ...  
  In my opinion ...

- Don’t forget to present your information clearly, giving the points in order of importance.

Step 3: writing an e-mail of recommendation

Gao Ming is writing an e-mail to his uncle to recommend one of the models. He has to include the important information mentioned in Steps 1 and 2. Help him with his e-mail.
Project  Making a list of advantages and disadvantages

Modern technology is all around us, and seems necessary for our lives. Yet, is it really necessary? Or, are some disadvantages of technology greater than its advantages?

Read the following newspaper article about one group of people who has rejected most modern technology. This will help you think about your project.

To phone or not to phone?

In the USA, the Amish—a Christian group—are famous because they drive carriages instead of cars, do not use TVs or refrigerators, and do not have personal telephones. Many people assume the Amish must have religious reasons for their many rules, but this is not true. In truth, whenever a new technology is introduced, the Amish meet and discuss its advantages and disadvantages. They then vote on whether they will accept it. The Amish reject cars because they like having tight communities where everyone lives close together. They have no TVs or refrigerators because their homes do not have electricity—they do not think it is necessary and dislike dealing with strangers, such as the people who work at the electric company.

Since the Amish value seeing each other face to face, they oppose having telephones in their houses. However, in each community there is often a small building that has a telephone for emergencies.

The telephone is very convenient for communication, and most people in the world today cannot live without it. However, maybe the Amish have a valid point. Which is more of a friend, someone you often talk to over the phone or someone you often talk to face to face? And, if you need help, who can help you better, someone far away or someone in the room with you? There is something important about being together and sharing life that cannot be found over a telephone wire.

There are other disadvantages to the telephone, as well. For example, no matter what the circumstances, when the phone rings, everything stops so that the call can be answered. Your family could be eating dinner or chatting together, yet this will be interrupted. However, most phone calls are not really that important; certainly, they could not be more important than family time. Then, when you are absorbed in a book or simply trying to rest, the phone always seems to be ringing, destroying whatever peace you might have. However, the person calling is often merely a salesman or someone who has dialled the wrong number.
With mobile phones, these problems increase. How many times have you been talking with a friend, only for your friend to interrupt the conversation to answer a call? For some reason, a typical mobile phone call is nearly always given greater importance than a face-to-face conversation. Yet, once again, most mobile phone calls are about rather small matters. When asked later what the call was about, your friend always answers, ‘Oh, nothing really.’ If the call was really about ‘nothing’, then why was it so important as to interrupt your conversation and waste your precious time?

Of course, using the mobile phone for text messages is the worst. In one study, girls average 80 text messages a day, and boys average 30. What do people talk about in text messages? While these messages always seem important at the time, most people cannot really remember them the next day. Phones and text messages focus on building relationships with many people. However, these relationships are often quite shallow. Many teenagers say that while they have a lot of friends, they really have no best friend. The use of technology for communication rather than talking face to face is one reason why this is true. Meanwhile, real relationships are often sacrificed, and whatever personal peace one has is destroyed whenever the phone rings.

The Amish in general have a higher degree of mental health than most people. They have very calm and stable lives because they value community and living in peace above all else, especially new technology. Maybe they are right. Maybe we should throw all of our phones into the dustbin, along with our cars and TVs for good measure. Maybe we should rid ourselves of modern technology and return to simpler times.

What’s that? ... Sorry, I have to go. The phone’s ringing ...

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Everyone uses electronic devices these days. They save a lot of time and energy, but are there disadvantages to them as well? You are going to write a list of the advantages and disadvantages of different kinds of electronic devices. The following questions will help you with your project.

1. Do you think mobile phones have more advantages than disadvantages? Why or why not?
2. What other electronic devices do you want to focus on in your project?
3. What are the disadvantages of using these electronic devices?
4. What are the advantages of using them?
5. Where can you find the information?
6. How will you present your list of advantages and disadvantages?
7. Who is going to write up the list?
8. Who is going to present your list 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 an article about the development of video and sound devices?
- understanding the headings in a text?
- using the new vocabulary in this unit?
- talking about how modern electronic devices affect our lives?
- understanding and using the vocabulary related to electronic and electrical devices?
- categorizing electronic and electrical devices?
- using transitive verbs?
- using intransitive verbs?
- using verbs that can be both transitive and intransitive?
- listening for what is most important?
- asking for information by telephone?
- giving advice politely?
- understanding the article about the Amish people's attitude towards modern technology?
- making a list of the advantages and disadvantages of some modern electronic devices?

___/70 → ___%

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

Medicines are important to keep us healthy. Look at the pictures below and discuss the people, the places and the treatments shown in them.

A chemist prepares and sells medicine.

Acupuncture is the use of needles to treat people's health problems.

Surgeons perform operations in a special room called an operating theatre.

An eye doctor tests our eyes to see if we need glasses.

1. Have you ever seen a doctor? If so, what happened?
2. Have you ever used traditional Chinese medicine? What was it like?
3. Would you like to do any of the jobs shown in the pictures? Why or why not?
Reading

A  Read the article quickly and answer these questions.

1  What are the two medicines mentioned in the article?

2  When was penicillin first discovered?

3  What award did Fleming, Florey and Chain share?

B  The following is an article from a popular science magazine. Read the article and find out about two important medicines.

Two life-saving medicines

This article will focus on two drugs that started revolutions in medicine. If you open up any medicine cupboard or go to any medicine counter in the world, it is likely that you will find aspirin and penicillin. Both of these medicines have saved millions of people’s lives and have proved beneficial to mankind since they were invented.

Aspirin

Aspirin was invented in 1897. However, the basic chemical used to make aspirin can be found in nature. Nearly 3,500 years ago, people chewed on leaves or drank a kind of tea made from leaves possessing a special chemical to reduce body pains and fever. About 2,500 years ago, the Greek physician Hippocrates, father of all doctors, made a juice from a tree bark containing salicylic acid for the same effect. It was in 1897 that a European chemist called Dr Felix Hoffmann produced aspirin from this chemical. The first trials of this medicine took place in 1899, when the company Hoffmann worked for began distributing the medicine in powder form to physicians to use with patients. A year later, in 1900, aspirin was sold in shops in the form of tablets. Within a short time, aspirin became the best-selling medicine in the world for pain relief.

Not only has aspirin proved vital for reducing fever and helping stop pain, but there are also other things that aspirin can help with. Lawrence Craven, a doctor from the USA, introduced the idea in 1953 that aspirin had the potential to reduce the risk of heart attacks, because it helped the blood circulate better. The report was ignored. However, in 1971, Smith and Willis from the UK proved that aspirin could have that effect, and in 1977 a study carried out in the USA showed that aspirin could prevent strokes, as well.

Eleven years later, Dr Thun from the USA showed that aspirin could reduce the risk of some cancers by 40 per cent. In 1999, aspirin was over 100 years
old, and yet there have been more discoveries about how it can help increase the length of people’s lives. In 2003, a Chinese doctor, Dr Yuan Minsheng, found that aspirin could reduce blood sugar levels and, therefore, help people with diabetes.

Penicillin
Another drug that has helped increase the standard of people’s health is penicillin, which is considered by many to be one of the most important medicines in contemporary society. It was discovered by a Scottish scientist named Alexander Fleming in 1928. He noted that a dish in which he was trying to grow bacteria for an experiment looked abnormal—there was blue mould in it. It astonished him to see the bacteria surrounding the mould dead, which meant that the mould had killed them. Fleming tried this mould out on another bacterium and found that it killed the bacterium too. He immediately realized that the mould might have an application in treating illnesses caused by bacteria. He named the liquid made from the mould ‘penicillin’. However, the development of penicillin as a drug faced two problems. First, he was unable to find a procedure to make penicillin pure enough to work as a medicine. Second, it was difficult to produce penicillin in the ample quantities needed to be effective. In 1940, two other scientists, Howard Florey (Australian) and Ernst Chain (German-born English), helped solve these problems, and managed to make and test the new drug in large quantities. Since the new drug was needed for World War II, the government approval process for penicillin was accelerated, and mass production began in 1944. Due to the widespread use of penicillin, many lives were saved during the war. If penicillin had not been available, many people would have died from sickness or even small wounds. Penicillin became the greatest drug of the 20th century, saving millions of lives.

In 1945, the three scientists, Fleming, Florey and Chain, shared the Nobel Prize in Medicine for their work.

Reading strategy: understanding medical terms
When reading a medical article, you will probably find many similar words. They are often related to each other, e.g., chemical and chemist. You will also find compound words such as heart attack and blood sugar. In addition, words of Latin origin are often used, so we can often find some unusual forms of words and their plurals, e.g., bacterium and bacteria. Try to answer these questions so as to figure out the meaning of a new word: Is there a familiar stem in it? Is it a compound made up of familiar words? Is it the singular/plural form of a familiar word? If you can answer one of these questions, you might be able to figure out the meaning of the word.
C1. How well do you understand the magazine article? Answer the following questions. Read the article again if you are not sure about the answers.

1. When was aspirin first made? _______________________
2. When did people find that drinking a special kind of tea could reduce body pains and fever? _______________________
3. What other things can aspirin help with besides reducing fever and pain? _______________________
4. Where did Alexander Fleming find penicillin? _______________________
5. What illnesses did Fleming think the mould might be used to treat? _______________________
6. What difficulties did Fleming have in developing penicillin as a drug? _______________________

C2. The timeline below shows the development of aspirin and penicillin. Write the correct information about these two medicines in each box.

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

1. revolution (Line 1) _______ a. having a good effect
2. beneficial (Line 4) _______ b. surprise someone very much
3. possess (Line 9) _______ c. agreement to go ahead with a plan or an idea
4. circulate (Line 22) _______ d. have or own something
5. astonish (Line 37) _______ e. make something happen faster than usual
6. approval (Line 49) _______ f. a great change that affects many people
7. accelerate (Line 49) _______ g. move around a place or system without stopping
Read this passage about how new drugs are discovered. Complete it with the words in the box.

New drugs are found in many different ways. Some vital medicines have been found because scientists were looking for them. For example, Dr Felix Hoffmann knew of different traditional medicines that could provide relief for symptoms such as fever and pain. However, these traditional medicines had the (1) _________ of either causing people to bleed or have a severe stomach upset, or they were too weak to be (2) ___________. Dr Hoffmann was able to pick out one of these traditional medicines and make it more beneficial. Thus, aspirin was born. Today, researchers all over the world are exploring traditional medicines to see how they can be improved and applied in modern medicine.

Other drugs are discovered by accident. For example, Alexander Fleming was not looking for penicillin, but was doing research on something else. Fleming would have been (3) ___________ to make his discovery if he had ignored the mould. Since it was (4) ___________ for mould to be in that lab dish, something must have gone wrong. Perhaps the dish had not been cleaned using the proper procedures. Perhaps a window had been opened, and the mould had been carried in by the wind. We will never know. However, with the (5) ___________ of his discovery, millions of people have been cured of different (6) ___________. What other happy accidents may happen in the future, saving many lives?

What do you know about medicines? With your partner, have a discussion about medicines like the one below.

It’s amazing that medicines like aspirin have had such an influence on people’s lives.

Can you think of any other medicine that has so many applications, like aspirin?

Indeed, I was surprised to read about all the different things aspirin can be used for.

Well, I know that Tiger Balm can be used to help body aches, headaches, insect bites and lots of other things.

1 What do you think the world would be like if there were no medicines?
2 What harm, if any, do medicines do to people?
3 Do you believe that new medicines will be invented to treat diseases like AIDS in the future?
**Word power**

**Hospital and medicine**

A Karen wants to study medicine and be a doctor. Her aunt works in a hospital. Now she is showing Karen around the hospital.

Our hospital is a modern medical centre. We provide medical, surgical and psychiatric care, and treatment for the sick or the injured.

First let’s go to the clinic, which is for outpatients—people who don’t need to stay in hospital. When they come here, they will first go to reception to register. The nurses there will decide which department they should go to. For example, if something is wrong with the patient’s throat, they will tell him or her to go to the ENT department—the ear, nose and throat department. Then the patient goes to a consulting room, where a doctor will make a diagnosis after examining the patient. If necessary, the patient will have to go to the X-ray room to have pictures of his or her body parts taken.

This is the emergency room, where patients who need urgent treatment should go. Here is our pharmacy, where medicine is prepared and given to patients according to prescriptions from our doctors.

This is our operating theatre, where our surgeons perform operations on patients. If a patient needs to stay in hospital for further treatment, he or she will be sent to a ward. Some patients have to stay in the ICU—the intensive care unit—because they need intensive care.

B Match the places found in a hospital with their purposes. Write the correct letters in the blanks.

1 clinic _______ a where patients receive intensive care
2 ward _______ b where operations are carried out
3 emergency room _______ c where patients see the doctor
4 X-ray room _______ d where patients who need urgent treatment go
5 operating theatre _______ e where patients register or find out information
6 consulting room _______ f where pictures of body parts are taken
7 reception _______ g where medicine is given to patients
8 ICU _______ h where treatment is given to people who do not need to stay in hospital
9 pharmacy _______ i where patients stay or sleep
10 March
It has been freezing these days. Granny wasn’t feeling well this morning. She had a fever and kept coughing. I thought she had got a cold, so mum and I took her to see a doctor.

On arriving at the hospital (1)_________, we saw there were a lot of people there. Many people had fallen ill because of the cold weather. I went straight to (2)__________, and told a nurse what was wrong with my granny. When the nurse learnt that granny was old and had a fever, she told us to go to the (3)__________, so that granny would be treated immediately. After granny had her temperature taken, the nurse there took her to see a doctor. The doctor checked her, and then told her she needed an X-ray, so we went to the (4)__________.

When the doctor read the X-ray, he said that she just had a bad cold. He prescribed some medicine and gave some suggestions. Then I went to the (5)__________ to get the medicine.

After we got home, granny took the medicine just as the doctor had instructed. Now she looks much better.

Karen also wants to learn about medicines. Match the words with the pictures.

- A: Medicine bottle
- B: Pill capsules
- C: Cream and ointment
- D: Syringe
- E: Medicine box
- F: Medicine jar
- G: Medicine container

medicines—the different ways we use them
- tablets/pills
- capsules
- liquid medicines
- injections
- sprays
- creams
- powders
Grammar and usage

Linking verbs

A linking verb is a word used to connect the subject of a sentence to further information about its state. The most common linking verb is be (am, is, are, was, were, been).

<table>
<thead>
<tr>
<th>subject</th>
<th>state</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new medicine is effective.</td>
<td></td>
</tr>
</tbody>
</table>

1 Words like seem, appear, prove, keep, stay and remain can all be linking verbs.

   It seems common for people to think of penicillin when they have a fever.
   They appear in favour of the new drug.
   Both of these medicines have saved millions of people’s lives and have proved beneficial to mankind since they were invented.
   You shouldn’t keep quiet in a debate.
   People stayed silent while the professor was giving his lecture.
   Medicine remains a powerful tool that helps improve our lives.

2 Words related to the five senses—sound, taste, feel, look and smell—can also be linking verbs.

   I prefer music that sounds cheerful.
   If you always eat fast food, vegetables may not taste delicious to you.
   The baby’s skin feels soft and smooth.
   He noted that a dish in which he was trying to grow bacteria for an experiment looked abnormal—it had blue mould in it.
   The air often smells bad in this room.

3 Linking verbs like turn, go, fall, grow, get and become usually indicate a change of state.

   Leaves turn green in spring.
   The food will go bad if you don’t put it in the refrigerator.
   Kate fell asleep the moment she got into bed.
   He grew annoyed when the girl asked him another silly question.
   John gets easily excited when he plays computer games.
   Within a short time, aspirin became the best-selling medicine in the world for pain relief.

4 Linking verbs are most often followed by an adjective. Sometimes, they can also be followed by a noun or a prepositional phrase.

   adjective
   They remained silent about the whole thing.

   noun
   Penicillin became the greatest drug of the 20th century, saving millions of lives.

   prepositional phrase
   The article is about using medicine to help people.
A  Linda is writing in her diary about a debate over medicine and exercise. Help her underline all the linking verbs.

12 March

Today I feel worn out. This morning, I took part in a debate about medicine and exercise. Medicine plays an important role in our lives, but there are still some people who do not like it. They say that most drugs have side effects, and that not all diseases can be cured by medicine. Taking exercise, on the other hand, is always safe.

The boy I debated against was very skilful. He made some quite reasonable points and gave a superb speech. I talked to him after the debate. He seemed tired too. In fact, he doesn’t really think medicine is bad, but he believes we should be aware of the problems it can cause. I told him that if we are cautious about using medicine, we can benefit from it.

We were both happy with the outcome of the debate. People stayed silent and listened to us, and applauded at the end. Mum predicts that I will become quite a good public speaker if I continue to take part in debates. I am eager to debate again because today proved very successful!

B  Choose a proper linking verb to fill in each blank.

<table>
<thead>
<tr>
<th>proved</th>
<th>smells</th>
<th>appear</th>
<th>remain</th>
<th>go</th>
<th>sounded</th>
</tr>
</thead>
</table>

1  Despite the rising costs of many products, bus fares in this city ____________ unchanged.

2  Mike ____________ annoyed on the phone, but I really had no idea what was wrong.

3  I can’t wait to taste the food. It ____________ so good!

4  She did her best to ____________ more confident, though she was feeling very nervous.

5  If I were to stay home all day and worry about all this, I would ____________ crazy.

6  My brother took the pills for only three days before he fully recovered, so the medicine ____________ very effective.
Task  Reporting on short-sightedness

Skills building 1: listening for a present situation

If you are listening to a TV report about a present situation, you will need to listen for the following:

- the present situation (This may be a problem.)
- an explanation of the situation (This may include facts and figures to support the explanation, and probably a definition of the topic.)
- reasons why the situation exists
- how the problem can be solved

You will also hear key words linked to the topic. You need to think about how you can analyse the situation and how you will use the information. Will you need to change the information or will you use it as it is? Finally, you need to think about how you will record the information.

Step 1: completing notes

You are a reporter for your school radio station. You have decided to report on the problem of short-sightedness, which is common among Chinese students today. Listen to a TV programme on the problem and take notes.

<table>
<thead>
<tr>
<th>Problem</th>
<th>increasing number of Chinese students with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1) ___________</td>
</tr>
<tr>
<td>Figures</td>
<td>percentage: primary—(2) __________ %</td>
</tr>
<tr>
<td></td>
<td>junior high—(3) __________ %</td>
</tr>
<tr>
<td></td>
<td>senior high—(4) __________ %</td>
</tr>
<tr>
<td>Definition</td>
<td>caused when eye is unable to focus on (5) __________</td>
</tr>
<tr>
<td></td>
<td>objects; resulting in (6) __________ eyesight</td>
</tr>
<tr>
<td>Causes</td>
<td>read in (7) __________;</td>
</tr>
<tr>
<td></td>
<td>do not read in well-lit (8) __________</td>
</tr>
<tr>
<td>Solution</td>
<td>students need more (9) __________ on how eyes can be (10) __________</td>
</tr>
</tbody>
</table>

26
You have found an article on the school website about what No. 1 High School has been doing to help protect students’ eyesight. Read the following article, and then fill in the table below with the measures this school is taking. Write the correct letters in the column on the left.

**No. 1 High School**

**How we are protecting our students’ eyesight**

We have taken these measures to protect our students’ eyesight.

1. We teach students to hold a book at least 30 cm away from their eyes while reading.
2. We have adjusted all the lights in the classrooms so that each room is well lit.
3. Computer monitors are placed at least 50 cm from students.
4. We pause in the middle of lessons or other activities and ask students to look out of the window at distant objects.
5. Teachers have been trained to look out for students who may be having eyesight problems, and they are using this training in the classroom.

| a | adjusting computer monitors |
| b | distributing information to parents so they make changes in the home |
| c | introducing chairs that can be adjusted |
| d | instructing students in the proper manner of holding a book |
| e | getting students’ eyes checked regularly by a doctor |
| f | adjusting lighting arrangements |
| g | asking students to look out of the window in the middle of lessons or other activities |
| h | reminding students to do eye exercises both at school and at home |
| i | looking out for students with eyesight problems |

Now listen to a news story about what No. 9 High School has done to help protect students’ eyesight. Use the information from the story to complete the table above. Write the correct letters in the column on the right.
Skills building 2: interviewing someone

When you are conducting an interview, you need to organize your interview and your questions in a certain way.

- The first thing you need to do is to introduce yourself and to thank the other person for agreeing to be interviewed, e.g.,
  
  Good morning/afternoon, my name is ...
  First, I’d like to thank you for agreeing to this interview.

- Then you need to explain why you are doing the interview and what you want to find out, e.g.,
  
  I am doing this interview to get/gather information for ...
  I would like to find out about ...

- After this, you can start to ask questions. Ask general questions first and then more detailed ones, e.g.,
  
  What is the present situation regarding young people and short-sightedness? (general)
  Could you tell me some specific things that students or parents can do to help protect students’ eyesight? (specific)

Step 2: interviewing a doctor

You are interviewing a doctor about what parents and students can do to protect students’ eyesight. Find a partner to be the doctor and do the interview. When you have finished, switch roles.

**Reporter:** Introduce yourself and thank the doctor for agreeing to be interviewed. Then tell him/her the purpose of your interview and ask questions using the information in Skills building 2.

**Doctor:** Answer the reporter’s questions using the information in Step 1. The information and expressions below will also help you.

- I would recommend that ... This is because ...
- If this is done, then ...
- I suggest that parents and teachers look out for ...
- I agree that it is a problem but there are some ways that we can help.
- We suggest that ...
- At school, students should ...
- At home, parents should make sure their children are/are not ...
- Every year, students’ eyesight should be tested.
- Students should not read in bed.
- Check that children are not sitting too close to the television or doing badly at school.
- Students should tell parents and teachers about any problems with seeing words on the blackboard.
- There needs to be plenty of lights at home.
Skills building 3: writing a radio script

When writing a radio script, you may need to include:

- the opening (who you are)
- the topic
- explanation of what the topic is
- background information, including the present situation
- reference to other information (doctor’s opinions, what schools are doing about the problem, etc.)
- suggestions
- ending (thank the audience for listening)

Step 3: writing a script for the school radio station

Write a radio script on short-sightedness for your school radio station. Use the information in Steps 1 and 2 to help you. Before you send in the radio script, have a discussion with a partner on how to improve it.
Project  Exploring Chinese medicine

Chinese medicine has amazed many people around the world with its different approach to health and is becoming more and more accepted by people in the West. What do you know about it?

Read this website article and find out about one of the many Chinese medical treatments. This will help you prepare for your project.


Magic needles: Chinese acupuncture

One of the most famous Chinese medical treatments is the art of ‘magic needles’, or Chinese acupuncture. It was developed long ago, perhaps as early as 2000 BC. There is evidence that acupuncture began during the Stone Age, when stone tools called *bian* (bian) were used to press areas of the body.

As acupuncture developed, the simple *bian* stones were replaced by stone needles. Eventually, metal needles began to appear and took their place. There were nine different kinds of needles. These included a needle with a head like an arrow, used for making shallow holes in the surface of the skin; a needle with a round tip, used for pressing the tissue under the skin; a dull needle, used for tapping against pressure points; and a needle like a small sword, used for letting liquid out of body parts which had swollen up. These needles could be made of different metals, such as gold and silver. Some acupuncturists today still use gold and silver needles, but the majority use only stainless steel ones. The main needle now used for acupuncture is fine and sharp. Most of the others have been replaced by more complex medical instruments. For example, the needle looking like a sword has been replaced by a sharp knife that doctors use in operations.

Acupuncture uses stainless steel needles that are put into the skin at certain points on the body so that a disease can be cured or a health problem solved.

These points are called acupuncture points. When acupuncture was first practised, there were 365 such points. The number of acupuncture points was the same as the number of days in a year. However, over the last 2,000 years, this number has gradually increased to about 2,000. Some acupuncturists insert needles at or near the body part affected by the disease, while others select points according to the symptoms that the patient has.

If you go to an acupuncturist, he or she will ask you questions about your medical history and your way of life. The acupuncturist will look at the colour of your skin and your tongue, listen to your breathing, and check your pulses.
Western medicine only recognizes one pulse which indicates the heartbeat. However, according to traditional Chinese medicine, there are twelve different pulses, six on each wrist, and every one of them is connected with a major body organ or its function. By checking all the pulses, the acupuncturist can find out which energy channel does not have enough energy.

Some of the medical problems that can be treated by acupuncture include severe pains, headaches, injuries, stomach problems and high blood pressure. Some people have also used acupuncture to treat smokers, alcoholics and people who are addicted to drugs.

How acupuncture reduces pain is not clear. One theory explaining this phenomenon suggests that acupuncture blocks pain signals from reaching the brain. Another theory relates acupuncture to the production of chemicals in the body which reduce pain. A lot of people now subscribe to these theories.

As a unique contribution of traditional Chinese medicine, acupuncture spread to many other Asian countries, such as Japan, as early as the 6th century. It was introduced to the West in the 17th century. Today acupuncture has become popular round the world, as have other traditional Chinese medicines. The World Health Organization recommends acupuncture as a good treatment for over forty medical problems. While doubts about its safety have faded away, interest continues to grow.

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B You are going to research on Chinese medicine and report what you have learnt to the class. The following questions will help you with your project.

1 What are your thoughts on acupuncture?
2 What are the possible advantages and disadvantages of acupuncture?
3 What aspects of acupuncture are discussed in the article?
4 What kind of traditional Chinese medicine do you want to focus on in your oral report?
5 What aspects do you need to find out about?
6 Where can you find information on the subject?
7 Who will write the draft of the oral report?
8 Who will present which parts of the report?
Self-assessment

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

How confident are you of:

- understanding the article about aspirin and penicillin?
- understanding medical terms?
- using the new vocabulary in this unit?
- discussing your ideas about medicine?
- using vocabulary related to medicine?
- understanding the names of places in a hospital?
- identifying linking verbs?
- using linking verbs like seem, appear, prove, keep, stay and remain?
- using linking verbs related to the five senses?
- using linking verbs indicating a change of state?
- using an adjective/a noun/a prepositional phrase after a linking verb?
- listening for a present situation?
- interviewing someone?
- writing a radio script?
- understanding the article about Chinese acupuncture?
- reporting on Chinese medicine?

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

- read two speeches and an information sheet
- listen to speeches about how people watch and listen to the news
- talk about the Internet and ask questions about facts and figures
- write an e-mail reporting facts and figures
- do research on the Internet and design a poster

Welcome to the unit

This is a poster about the Internet and its uses. Look at it and answer the questions below.

A world of connections

Search for information on a variety of topics.

Shop for the top brands at the best prices all over the world.

Keep in touch with others wherever you are in the world.

What next? The future has no limits!

1. Do you like to use the Internet? What do you usually use it for?
2. What do you think the most important benefit of the Internet is? Do you think there are any negative aspects to it?
3. In what ways will the Internet improve our lives in the future?
Reading

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

1 What are the speeches about? .................................................................

2 The first speaker talks about the positive effects of the Internet on our lives. How many main points does he make? .................................................................

3 The second speaker talks about the negative effects of the Internet on our lives. What are the two points she makes? .................................................................

B Read the texts of speeches two students gave at a debate about the advantages and disadvantages of Internet use.

THE EFFECTS OF THE INTERNET ON OUR LIVES

The Internet has positive effects on our lives

My name is Zhu Fei and I am speaking in favour of the Internet—I believe that the Internet has positive effects on our lives. There are two main points which must be included when we analyse the Internet. The first is its value for people who are looking for information. The second is our ability to relate to others through the Internet.

When people need information, from the news and weather forecasts to travel packages and academic research, the Internet is now the first source they turn to. With the touch of a button or the click of a mouse, a student will find abundant information from the largest libraries and museums in the world at his or her command. Internet users can communicate with experts on all sorts of topics, and read articles written by people who are leaders of their fields.

Yet, some people are sceptical. They claim that surfing the Internet is a waste of time. They make the assumption that children spend too much time chatting and playing games instead of focusing on their school work. However, a recent survey conducted in the USA shows that 80 per cent of Internet users employ it mostly to search for answers to questions. The second most common use of the Internet, for 79 per cent of Internet users, is to find out information about hobbies. These statistics prove that gathering information is the primary use for the Internet.

Another truly wonderful aspect of the Internet is the way people use it to build social bonds. One of the greatest benefits of Internet friendships is that they are based on common interests, rather than appearance or age. Young people from diverse backgrounds and different countries can form friendships that will last their entire lives. What is more, people who are disabled and must stay in their homes can correspond and communicate with others around the globe who have similar interests. Without the Internet, these people would have fewer avenues to meet people.

For these reasons, I believe the Internet is a positive tool that helps make our lives better.
The Internet has negative effects on our lives

My name is Li Lei and I will be speaking against the Internet. In my opinion, the Internet has negative effects on our lives. The main drawbacks of the Internet I will address today are that it has too much information that has not been evaluated for accuracy, and that it is transforming the way people spend their time.

35 Of course, access to up-to-date, accurate information is an important thing for anyone who is doing research. One great strength of the Internet is that it provides information. One great weakness of the Internet, though, is that it is difficult to know whether the information is true and accurate. The huge amount of false information on the Internet becomes more of a problem every day. This is very troublesome because we cannot always tell if the information is true or not. In 2003, eBay, a famous website where people buy and sell things, said that 70 per cent of their problems were with people who sold things that did not exist, or who lied about the products they were selling. Educators around the world complain that students are handing in papers using false information they found on the Internet. These problems do not occur as often when people use traditional reference materials, such as books, newspapers and magazines.

Another disadvantage of the Internet is the way that it is affecting people’s private lives. Now, instead of spending time together in the evening, some families spend their time apart because one or more members are using the computer, or are in a booth at an Internet cafe. In fact, some young people spend so much time playing computer games on the Internet that they have become addicted to them. To help solve this problem, a special clinic was opened in Beijing in 2005.

50 One unfortunate outcome of Internet use is that it damages people’s ability to live normal lives. One university did a study about the students who had dropped out, and found that 43 per cent of them were heavy Internet users. This study shows that people who spend too much time on the Internet tend to withdraw from the people and the world round them.

55 These are all negative effects the Internet has on our lives. I feel it is important for us either to limit our use of the Internet, or to learn how to handle the problems it has caused.

Reading strategy: reading an argument

When you read an argument, you must remember that a specific view is being given.

The first thing you will read is a statement of what the argument is about. After that, you will usually find a list of the points the person wants to make. It is important that you look for supporting facts in the rest of the argument. If there are only opinions, then the argument is not well made.

Another thing you will often find in an argument is a statement about what the other side believes, and why the debater does not agree.

At the end of the argument, you will find the conclusion. In this section, there is often a summary of the argument.
C1  Read the following statements. Write for if the statement supports Internet use, or against if it does not.

1  We cannot always tell if the information on the Internet is true.  

2  Of regular Internet users, 80 per cent employ it mostly to search for answers to questions.  

3  An unfortunate outcome of Internet use is that it damages people's ability to live normal lives.  

4  With the Internet, people who are disabled and must stay in their homes can correspond and communicate with others around the globe who have similar interests.  

5  One of the greatest benefits of Internet friendships is that they are based on common interests, rather than appearance or age.  

6  This study shows that people who spend too much time on the Internet tend to withdraw from the world round them.

C2  How well do you understand the arguments made by the speakers? Read the facts below and write down the argument each fact supports.

<table>
<thead>
<tr>
<th>Supporting facts</th>
<th>Arguments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One study shows that 80 per cent of Internet users employ it mostly to search for answers to questions.</td>
<td></td>
</tr>
<tr>
<td>Young people from diverse backgrounds and different countries can form friendships that will last their entire lives.</td>
<td></td>
</tr>
<tr>
<td>In 2003, 70 per cent of eBay's problems were with people who sold things that did not exist, or who lied about the products they were selling.</td>
<td></td>
</tr>
<tr>
<td>According to one study, 43 per cent of the students who had dropped out were heavy Internet users.</td>
<td></td>
</tr>
</tbody>
</table>

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

1  abundant (Line 9)  _____  a  belief that something is true or will happen
2  assumption (Line 14)  _____  b  more than enough
3  avenue (Line 26)  _____  c  the state of being exact or correct
4  evaluate (Line 33)  _____  d  not correct or true
5  accuracy (Line 34)  _____  e  pull away from
6  false (Line 39)  _____  f  form an opinion of the amount, value or quality of something
7  withdraw (Line 58)  _____  g  a possible way of doing something
Read the e-mail that a university student is writing to his mother. Help him complete it with the words below.

weaknesses
diverse
correspond
click
addressed
bonds
statistics

Dear Mum

Today I went to a conference, where two students had a debate about the strengths and (1) ____________ of the Internet.

They made (2) ____________ points about the Internet that I had never thought about before. For example, some experts think that the outcome of spending too much time on the Internet is difficulty in forming social (3) _____________. They were also quite explicit about how heavy Internet users spend more time with their Internet friends than with their real-life friends from school and work. This is an unfortunate aspect of the Internet that alarms me.

They (4) ____________ good points of the Internet, as well. For example, with the Internet, up-to-date information is only a (5) ____________ away. We can also (6) ____________ with people in distant places. This is very important for disabled people who cannot always leave their homes.

Both sides presented lots of (7) ____________ to support their arguments. My own judgement is that the Internet is beneficial. Otherwise, I would be unable to write this e-mail to you!

Love from your son

Xiaokun

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

Do you often use the Internet to talk to your friends?

I like to chat on the Internet and to meet new people in chat rooms.

I can be myself on the Internet. I don’t need to worry about people judging the way I look. My Internet friends like me just for who I am and what I say.

No, not really. I see my friends at school. If I want to talk to them, I use the phone. What about you?

Why?

... 

1. Do you think that people can find true friendship on the Internet? Why or why not?

2. How much time do you think a student should spend on the Internet each day?

3. Some people do not tell the truth about themselves on the Internet. Do you think people should be worried about this? Why or why not?
Word power

The Internet

A. Kenny finds the following page in a book about the Internet. Read it with him.

Welcome to the Internet! Before you start surfing the Internet, there are some basic words and terms that are useful for you to know.

**browse**  This means looking at information without a specific goal.

**search**  When you search for something, you are looking for specific information.

**download**  When you find something on the Internet that you want to save, you can download it onto your computer.

**upload**  If you have something you want to publish on the Internet, you can upload it from your computer.

**refresh**  When the web page has a problem, you can click on the refresh button and the page may appear again without a problem.

**back arrow**  You can click on this button to return to the previous page.

**minimize**  If you want to stop viewing a page, but you might want to come back to it later, click the minimize icon so that the name of the page will stay at the bottom of your screen.

**maximize**  When you want to bring a page to full size, click the maximize icon.

**close**  When you finish viewing a page, you can click on this icon at the top right hand corner to exit the page.

B. Kenny also finds the information below about the Internet in another book.

**search engine**  This is a program that allows you to search a website or the whole Internet for information.

**web address**  This is an address where you can find a website on the Internet. It usually includes ‘www’ and ‘com’, ‘net’, ‘org’, ‘edu’, etc.

**home page**  This is the first page of a website, with links to all the other pages. This can also be a web page that you choose to access first when you connect to the Internet.

**www**  This stands for the World Wide Web, also the first part of a web address.

**website**  It includes all the pages at an address that make up the site.

**web page**  This is a document connected to the World Wide Web, usually forming a part of a website.

**link**  When you want to move to a new web page, you can click on this (a button, word or address).
Kerry is writing an e-mail to his grandfather, who has just learnt to use a computer. Help him choose the correct words to teach his grandfather about the Internet.

Dear Grandpa

It is wonderful that you are finally interested in the Internet. Now we can use it to keep in touch. You can make new friends and find information on the Internet too.

You can either (1) ____________, which means just looking at general information, or use a (2) ____________ to search. Just type in what you want to know and the program will help you find what you want. It will give you a list of (3) ____________. These are all links. That means you can click on them, and the Internet will take you to different websites. Sometimes you will go directly to the (4) ____________ with the information you need. Other times, you will find yourself at the (5) ____________. That is the first page of a website.

If you don’t find what you need, you can click on the (6) ____________ and return to the previous page. If it takes a long time for a page to appear on your screen, you can click the (7) ____________ button, and usually it will reappear faster. If you want to keep the page available while doing something else, just (8) ____________ it. It will ‘wait’ at the bottom of the screen.

Should you ever find something you want to save on your own computer, you can (9) ____________ it. Just be careful, because you can get viruses from some websites!

If you want more help, just e-mail me. I love the Internet and I can always help you.

Love

Kerry

---

There are many abbreviations that people use in Internet chat rooms. Write the correct abbreviations in the blanks.

<table>
<thead>
<tr>
<th>BTW</th>
<th>ASAP</th>
<th>LOL</th>
<th>TA</th>
<th>KIT</th>
<th>CU</th>
<th>BRB</th>
<th>YW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>laugh out loud</td>
<td></td>
<td></td>
<td>5</td>
<td>thanks again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>keep in touch</td>
<td></td>
<td></td>
<td>6</td>
<td>you’re welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>be right back</td>
<td></td>
<td></td>
<td>7</td>
<td>see you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>by the way</td>
<td></td>
<td></td>
<td>8</td>
<td>as soon as possible</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grammar and usage

Auxiliary verbs

1. Auxiliary verbs are used in forming tenses, moods and voices of other verbs. Verbs used for this purpose include be, do, have and modals.

   The Internet has too much information that has not been evaluated for accuracy.
   He didn’t find any useful information on the Internet.
   There are two main points which must be included when we analyse the Internet.

   Auxiliary verbs are also used to form negative or interrogative sentences, or for emphasis.

   These problems do not occur as often when people use traditional reference materials.
   You do know a lot about the Internet.

2. A phrasal auxiliary is a two or three-part verb that functions as an auxiliary verb, e.g., have (got) to, had better, would sooner/rather (... than), be to, be likely to, be supposed to, used to, be about to and be able to.

   • We use have (got) to to show that it is necessary to do something, or to give advice. The negative form not have to means that something is not necessary.
     It’s getting late. I’ve (got) to go now.
     You have (got) to be careful next time.
     You don’t have to take off your shoes. Just come in.

   • We use would rather/sooner (... than) to mean that people prefer to do something.
     Many countries would rather be cautious with this new technology.
     I would sooner walk to the park than take the bus. It’s not far.

   • We use be to to refer to a future arrangement or to give a formal instruction or an order.
     The president is to speak on TV tonight.
     You are not to leave this place without my permission.

   • We use be likely to to mean something will probably happen or is probably true.
     The application of this technology is likely to cause a revolution in this industry.

   • We use be supposed to to mean that something is expected or required. We use be not supposed to to mean that something is not allowed.
     The children are supposed to be at school before 8 a.m.
     You are not supposed to park your car here.

   • We use used to to refer to something that happened continuously or frequently in the past.
     I used to love cats, until I was attacked by a black cat last week.
     He didn’t use to/used not to smoke when he was younger.
     Did he use to come as often as he does now?
A Fill in the blanks with auxiliary verbs. You can use the negative contraction if necessary.

Success never comes easy. How many of you (1) _________ heard of successful people who (2) _________ made any effort? People often have to overcome failures before they can accomplish something great. They usually (3) _________ find success from the very beginning.

Van Gogh sold only one painting during his lifetime, but this (4) _________ stop him from completing over 800 paintings. Thomas Edison (5) _________ fired from his first two jobs for lack of competence. Later, as an inventor, he tried 1,000 times to create the light bulb, without success. He was confident in himself, and eventually he (6) _________ succeed. When asked, ‘How (7) _________ it feel to fail 1,000 times?’ Edison replied, ‘I (8) _________ fail 1,000 times. The light bulb was an invention with 1,000 steps.’

These successful people have set good examples to us. They (9) _________ achieved their success if they had abandoned their dreams. Believe in yourself and try your best, and success (10) _________ not be far from you.

B Tom is feeling guilty for an incident today. He writes about it in his diary. Help him complete his diary with proper phrasal auxiliaries in the box. Change the form if necessary.

<table>
<thead>
<tr>
<th>be supposed to</th>
<th>be about to</th>
<th>be likely to</th>
<th>would rather</th>
<th>be able to</th>
<th>used to</th>
</tr>
</thead>
</table>

I wonder whether Mike is getting annoyed with me. I had promised to help him with his Maths in the library this afternoon, but just as I (1) _________ start out, Uncle John, who had just come back from abroad, came to see me. John has always been a good friend as well as a good uncle. He (2) _________ come to see me when I was young, but I had not seen him for ages. We had a good chat and had a very nice time together. I tried to call Mike and tell him about the delay, but (3) _________ reach him since his mobile phone was powered off. When I got to the library, he was nowhere to be seen. He (4) _________ be very upset, since I (5) _________ meet him at the library. I think I’d better apologize to him tomorrow for not keeping the appointment. I (6) _________ tell him the truth than make an excuse.
Task  Getting news from the Internet

Skills building 1: reading charts

When you are learning about a new topic, it is important to collect facts and figures. One of the most common ways that facts and figures are presented is in the form of charts, which are easy to read and make things much clearer.

There are many different types of charts that use bars, lines or circles to show information. Some of the most popular types of charts are

- **bar charts**: used to show how something changes over time or to compare different things
- **flow charts**: used to show a process
- **pie charts**: used to show percentages

To understand a chart, it is important to

- read the title so you know what facts and figures are represented
- read the captions along the side and the bottom in a bar chart
- look at and understand the key (the small box which explains the information that is represented in the chart)

Step 1: collecting information

A You work for an Internet news website. Your boss has asked you to attend a couple of lectures about the ways people watch or listen to the news. Listen to the first speech and take notes in the space below.

<table>
<thead>
<tr>
<th>News</th>
<th>Suitable sources</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports results</td>
<td>(1) ___________</td>
<td>Fans don’t need to see pictures. They want to know (2) ___________</td>
</tr>
<tr>
<td></td>
<td>newspaper</td>
<td></td>
</tr>
<tr>
<td>Weather</td>
<td>radio, (3) ___________</td>
<td>• Weather (4) ___________ all the time. (5) ___________</td>
</tr>
<tr>
<td>Recent events</td>
<td>(6) ___________</td>
<td>Want to know the top or most (7) ___________ stories.</td>
</tr>
<tr>
<td></td>
<td>newspaper, the Internet</td>
<td>Prefer a (8) ___________ range of views.</td>
</tr>
<tr>
<td></td>
<td>radio</td>
<td>People who (9) ___________ or travel long distances to work don’t have much time to (10) ___________ or read newspapers.</td>
</tr>
</tbody>
</table>

B You need more information for your report, so you listen to the final speaker. Listen and use the information to complete your notes.

1 The number of people getting news from the Internet is still ___________ compared with radio or TV.
2 The Internet is still not easily ___________.
3 People do not always ___________ the news on the Internet.
After the speeches, a researcher shows two charts. Look at them and find out how Internet news compares with news from other sources. Then complete the next part of your notes by answering the questions below.

**Where do people turn first for news on these topics?**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergency</td>
<td>31%</td>
</tr>
<tr>
<td>Opinions</td>
<td>24%</td>
</tr>
<tr>
<td>Weather</td>
<td>18%</td>
</tr>
<tr>
<td>Latest news</td>
<td>10%</td>
</tr>
<tr>
<td>Sports results</td>
<td>7%</td>
</tr>
</tbody>
</table>

**What news source do people trust the most?**

- Radio: 36%
- Local TV: 24%
- National TV: 15%
- Internet: 11%
- Newspaper: 7%
- Don’t trust any news: 7%

* Using a sample of 500 people.

1. Where do most people first look for weather forecasts?
2. What source do the least number of people first turn to for sports results?
3. What percentage of people turn to the Internet first for the latest news?
4. What type of news do the least number of people turn to the Internet for?
5. What are the three types of news that 5% of people turn to the Internet for?
6. What news source do people trust the most?
7. What news source do people trust the least?

* Based on a sample of 500 people.
**Skills building 2: forming more specific questions**

When you learn a little bit about a new topic, you may find yourself wanting to know more. Asking questions is a good way to help you get more information.

1. Start with information that you know and build on it. If you know or have just learnt that 60 per cent of people prefer football to table tennis, you can then ask:
   - Does a person’s age affect his/her answer?
   - Do men and women answer in the same way?
   - Is football becoming more popular, or is table tennis becoming less popular?

2. Do not just ask about what people like or prefer. Also ask what they do not like or do not prefer, e.g.,
   - What sport do people like the least?
   - What sport do people prefer table tennis to?
   Asking about both sides of a topic will give you a clearer idea of the situation.

3. Find out why. Once you have the facts, you can try to find out why they are true. This kind of information will be helpful if you need to support or explain the fact you have learnt, e.g.,
   - Why is football more popular?

**Step 2: asking more specific questions**

You still have a few questions about people getting news from the Internet, so you ask one of the speakers for his opinions. Find a partner to be the speaker. When you have finished, switch roles.

**Student 1:** Form questions using the information on the left. Write down your questions before you ask your partner for his/her opinions.

**Student 2:** Answer your partner’s questions, using the information on the right.

<table>
<thead>
<tr>
<th><strong>1</strong> most popular way to get news: under 18, 18–50, 50 and up</th>
<th>TV, newspaper &amp; TV, radio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong> fastest growing</td>
<td>Internet news</td>
</tr>
<tr>
<td><strong>3</strong> Internet used mostly by</td>
<td>15–40 years old and/or university educated</td>
</tr>
<tr>
<td><strong>4</strong> best Internet news sites</td>
<td>ones linked to or part of major TV networks</td>
</tr>
<tr>
<td><strong>5</strong> how to know which Internet news sites to trust</td>
<td>check facts on other websites, look for websites run by organizations you know already</td>
</tr>
<tr>
<td><strong>6</strong> problems with newspapers/why some people do not like newspapers</td>
<td>large size, not updated each hour</td>
</tr>
<tr>
<td><strong>7</strong> why some people prefer TV</td>
<td>pictures, fast, only most important and latest news</td>
</tr>
<tr>
<td><strong>8</strong> why some people prefer radio</td>
<td>no time wasted—can drive, do housework, etc., at the same time</td>
</tr>
</tbody>
</table>
Skills building 3: reporting on facts and figures

When you write a report, there are two main things to remember. The first is to rely on facts and figures more than opinions. The second is to support your facts.

1 Facts and opinions
Be sure that when you give a fact, you tell the reader where you found it or who said it, e.g., ‘The speaker said ...’ or ‘According to the charts we were shown ...’. If you give your own opinion, you must say that it is your opinion and not a fact. When you report on an opinion given by someone else, be sure to name the person, e.g., ‘Mr Wang, the speaker, thinks that ...’.

2 Supporting facts
When someone reads a report, they often are not able to ask the person who wrote it for more information. Therefore, you should include as much relevant information as possible, so that readers will have all the facts. If you write that 60 per cent of people prefer to play football, write how you know that, and why you trust the fact as well. Include information such as ‘It was a survey of 100 people’ and ‘They said they prefer it because they get a better workout’.

Step 3: e-mailing a report

Look at the notes you took in Step 1 and the answers to your questions in Step 2. Use the information you gathered to write an e-mail to your boss telling him what you have learnt about getting news from the Internet.
**Project: Doing research on the Internet**

Have you ever used the Internet to do research on something? People around the world do it every day. The more you know about Internet research, the faster you will find what you are looking for, and the better informed you will be.

Read this information sheet about Internet research. It will help you with your research on the Internet.

---

**Researching on the Internet**

The Internet is the fastest growing source of information in the world today. There are, however, some things to keep in mind when you use it to do research. Before you sit down at a computer terminal, read this brief guide to make sure that you use the Internet in the best way possible.

5 **Step one: choosing a search service**

Let’s start by looking at the two services you can choose between to assist you in your search: search engines and subject directories. Both give you direct links, but the information is chosen and organized in different ways.

**Search engines**

Search engines are a type of computer program. The links that you get are not classified by subject. These engines search the Internet for you based on the key words you type in, and choose web pages for you which contain the words you ask for. The contents they search have not been evaluated. This means that the information has never been checked—it could be reliable, true information or false information written by a person without qualifications or someone who does not have solid facts. The links you obtain from the search engines go to full articles or pages. This requires you to be patient as you have to read the information to decide whether it is linked to what you are researching. Examples of famous search engines are Google, Yahoo and Baidu. You can also go to the www.searchenginelist.com website and check their list of search engines.

**Subject directories**

Subject directories are built by humans. Someone has combed through pages and links and selected all those that are in the directory. The results of your search are divided into specific subject categories. You do not get the full pages to read. Instead, you get a bunch of titles of articles or pages and, sometimes, a short summary of the information they contain. You need to decide whether the information is useful to you on that basis. Most often, the information in subject directories has been evaluated, and someone has decided that the information is relevant and correct. Being relevant and correct, though, does not equal being up to date.

30 **Step two: searching for information**

There are several things to take into consideration when you are searching.

1 Information gets old. Just as you might look at when a book was published, you
must also check the dates of the websites you find. Many websites will say, at the bottom of the page, the date when they were last updated. Do not use information that is too old.

2 People put information on the Internet. Usually, people try to put correct information on the Internet, but not every person bothers to read over their own writing and make corrections. As a general rule, check the source of the information you find. Personal web pages are not recommended for doing research. Government pages or pages managed by organizations and companies you trust are much better. If you are not sure about the information you find, consult other web pages to confirm it.

3 The way you type your key words makes a difference. If you use the plus symbol ‘+’, it means the same as the word ‘and’. You can search for ‘bird + sparrow’ and the results of your search will only be pages that have both the words ‘bird’ and ‘sparrow’ in them. A minus symbol ‘-’ means the same as ‘not’, so if you want to learn about birds but you do not want any information about sparrows, you could type ‘bird -sparrow’. Then your results will be all the pages that have the word ‘bird’, but not ones that have the word ‘sparrow’. If you type ‘bird OR sparrow’, then your results will be web pages that have information about birds or sparrows.

Step three: using your information

Remember that someone wrote the information you have found. This means those words belong to them. To copy the words just as you found them is not only cheating, but also illegal. Write an outline of the information you have found. Then write your report, using your own words and making your own decisions about what it means. When you are finished, you should always acknowledge where you got your data by attaching a list of the websites you got your information from. This way, a teacher can check them, and an interested friend can also read what you read.

Follow these tips, and your time spent doing research on the Internet will be much more worthwhile. Happy searching!

Now your group is going to use the Internet to do research on a topic. Then you will make a poster explaining how you have searched and what you have found. The questions below will help you get organized.

1 What kind of search service will you use?
2 How will you check your information?
3 How will you organize your poster?
4 What topic will your group research?
5 Who will do the research?
6 Who will write up the information?
7 Who will design and draw pictures for the poster?
8 Who will present the poster 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.

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

**How confident are you of:**

- understanding the speeches about the effects of the Internet? □
- understanding an argument? □
- using the new vocabulary in this unit? □
- discussing your ideas about the Internet? □
- using vocabulary about the Internet? □
- using Internet chat room abbreviations? □
- identifying auxiliary verbs? □
- identifying phrasal auxiliary verbs? □
- using have (got) to as a phrasal auxiliary verb? □
- using would sooner/rather (...) than) as a phrasal auxiliary verb? □
- using be to as a phrasal auxiliary verb? □
- using be likely to as a phrasal auxiliary verb? □
- using be supposed to as a phrasal auxiliary verb? □
- using used to as a phrasal auxiliary verb? □
- reading charts? □
- forming more specific questions? □
- reporting on facts and figures? □
- reading an information sheet about Internet research? □
- doing research on the Internet and making a poster? □

**/95** □

**%** □

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

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
In this unit, you will
- read a tourist brochure about the London Underground and a notice about road safety
- listen to instructions and a telephone call
- talk about transport and ask for travel information
- write an e-mail to give information
- make an action plan for preventing traffic accidents

Welcome to the unit

Transport is an important part of our lives. Look at these pictures and discuss the different means of transport.

Buses have routes. They pick up and drop off people at different stops on the route.

Ships are a comfortable way to travel from place to place.

Coaches are buses that carry people over long distances.

The underground has become popular in crowded cities.

High-speed trains run much faster than normal trains.

Airplanes are used for rapid travel over long distances.

1. What do you know about high-speed trains?
2. Why would many people choose to travel by airplane rather than by ship?
3. Why do we need all these different means of transport?
Reading

A  Read the brochure quickly and answer these questions.

1  When was the first underground system opened?
2  What did Charles Holden do?
3  Why was the Victoria Line important?

B  Zhao Ning went on a trip to London. She collected a brochure about the London Underground. Read it with her.

The first underground in the world

Welcome to the London Underground, or as it is usually known, the tube. It has the distinction of being the oldest and most complex underground system in the world. Rail services to London were first developed during the first half of the 19th century. However, most trains to London only went to the outer city limits, because building railway tracks into the city would have damaged many old buildings. Horse-drawn buses, trams, cabs and carriages were used to convey people to and around the city centre. Unfortunately, the number of vehicles on the road caused unbelievable traffic jams, and the roads became so busy that no one could travel anywhere. This traffic problem led to the development of the underground system.

In 1854, the British government gave approval to the construction by the Metropolitan Railway Company of an underground railway in the centre of London, between Paddington and Farringdon, via King’s Cross, St Pancras and Euston. However, new trains had to be developed and the plan required raising a large amount of money, so the digging was postponed until 1860. The initial tunnels were opened in 1863 and were just beneath the surface of the ground. Passengers were transported in carriages without windows, which were pulled through the narrow tunnels by steam engines. In 1868, the next section of the underground system was opened in the south of London by another company called the Metropolitan District Railway. Sixteen years later, in 1884, the Metropolitan Railway Company and the Metropolitan District Railway linked up and provided underground service in the middle of the city. This later became the Circle Line. Because of the smoke from the steam engines, early underground lines needed large holes leading to the surface at regular intervals, so that people could get fresh air and would not choke.

As better ways for digging tunnels were developed, the first railway tunnel under the River Thames was dug in 1884. These new ways of digging accelerated the pace of the London Underground’s development. The City and South London Railway opened the first electric underground railway in 1890.

Over the next twenty-five years, six independent deep underground lines were constructed. Travelling on these lines was not convenient, though, as each line was possessed by a different company, and many were very far from each other.
Having seen the situation, a wealthy American businessmen, Charles Yerkes, undertook the job of improving the system in 1902 by obtaining ownership of the many different lines and setting up the Underground Electric Railways Company of London. In 1933, a public organization called the London Passenger Transport Board was created. The Underground Electric Railways Company of London, the Metropolitan Line and all the different bus and train lines were placed under the authority of the Board. This organization eventually became London Transport. Between 1918 and 1938, many new stations were constructed, the most famous of which were designed by an architect named Charles Holden.

The underground system had some unusual uses during World War II. When London was bombed, many underground stations functioned as bomb shelters. A new line was used as an underground airplane factory, an underground station was used as a centre for directing the defence against air attacks, and the station nearest the Prime Minister's house was used by the Prime Minister as meeting rooms for the administration of government.

After World War II ended in 1945, more people travelled on the underground, so the system was enlarged and more lines were added, including the Victoria Line, which was linked with other lines at almost every station. This helped make the system more user-friendly. The last line added was the Jubilee Line, which was opened in 1979 in honour of the twenty-fifth anniversary of Elizabeth II becoming the queen.

The London underground system is working to transport huge numbers of people as it has done for many years. Over three million people travel on the underground every day. The network of the underground system includes twelve lines and now goes twenty-six miles out of central London. So, why not take a trip on the oldest underground system today? Visit our ticket office and buy one of the travel cards that permit you to travel all over the underground system.

**Reading strategy: reading a tourist brochure**

When you read a tourist brochure about a place of interest, you will probably find a brief history of its development. This includes dates or years in chronological order. The brochure you have just read introduces the development of the London Underground, which was started in 1854. Important people who influenced or contributed to the development are also referred to sometimes. For example, this brochure mentions Charles Yerkes and Charles Holden, two important figures in the history of the London Underground. Interesting facts are often given in tourist brochures as well. In this brochure, information about how the underground system was used during World War II is included. Finally, the brochure will encourage you to visit the place for yourself—"So, why not take a trip on the oldest underground system today?"
How well do you understand the brochure? Read it again and answer the following questions.

1. Why was the underground system developed in London?

2. What was the London Underground like in 1863?

3. What did Charles Yerkes do to improve the underground system?

4. What unusual uses did the tube have during World War II?

5. What happened to the London Underground after World War II?

6. What does it mean when the brochure says that the underground system is user-friendly?

In the brochure, the following years indicate the important stages in the development of the London Underground. Find the information to match the years.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1854</td>
<td></td>
</tr>
<tr>
<td>1863</td>
<td></td>
</tr>
<tr>
<td>1868</td>
<td></td>
</tr>
<tr>
<td>1884</td>
<td></td>
</tr>
<tr>
<td>1890</td>
<td></td>
</tr>
<tr>
<td>1933</td>
<td></td>
</tr>
<tr>
<td>1918–1938</td>
<td></td>
</tr>
<tr>
<td>1979</td>
<td></td>
</tr>
</tbody>
</table>

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

1. via (Line 13)     ______      a. a date when something special happened that is celebrated every year
2. at (...) intervals (Lines 24–25) ______      b. the head of a government department
3. choke (Line 25) ______      c. control or power over someone or something
4. authority (Line 39) ______      d. by or through
5. architect (Line 42) ______      e. be unable to breathe
6. minister (Line 47) ______      f. with spaces or breaks in between
7. anniversary (Line 53) ______      g. a person whose job is designing buildings
The oldest subway system in China is the Beijing Subway. Before the government (1) postponed the building of a subway system, the only means of public transport in Beijing were buses and trolleybuses. In 1965, the Chinese government approved the construction of a subway line. The (2) tunnels for the line were all dug by 1969. However, the opening of the new subway line was (3) delayed until 1971, when the platforms and stations were finally completed. In 1984 a second subway line was completed. The Beijing Subway grew slowly until 2000, with only one new (4) section being added to the two lines. Then in 2001, Beijing was chosen to host the 2008 Olympics. As a result, between 2002 and 2008 the system was (5) enlarged. Altogether, six new lines were built in order to (6) convey the many crowds of people coming to the Olympics, and to make transport in Beijing more (7) user-friendly. Even after the Olympics, the growth of the Beijing Subway has continued, and there will be 19 lines in total in the coming few years.

Discuss transport systems with a partner. Use the conversation below as an example.

It was interesting to read about how the London Underground developed. What do you think?
Yes, I didn’t know it was made up of lots of different lines. What do you think it was like travelling on it 100 years ago?
It was probably very uncomfortable as there were no windows but a lot of smoke. What do you think about Charles Yerkes?
I think he was very important, as he ...

1. Is there an underground system in your city/town? If there is, do you know its history? If there isn’t, do you think you need one?
2. What other transport systems are there in your city/town?
3. What kind of transport do you usually use? Why?
Word power

Transport

A. Zhao Ning is doing a project on transport. Read this article she has found.

Some of the first proper roads were built in Europe, by the Romans, over 2,000 years ago. Since then, we have started using many different names for different types of roads. Very small roads are called lanes or paths. Roads where cars can go very fast are called motorways, freeways or expressways depending on which country you live in. ‘Motorways’ is used in British English, while ‘freeways’ and ‘expressways’ are used in American English. Also, main roads are often called highways in the USA. Parts of roads that go over other roads are known as flyovers, and parts that go under other roads are called underpasses. The area where many roads link up is called an intersection or a junction. If you have to pay to use a road, it is called a toll road. In the UK, there is a network of roads near Birmingham that is made up of so many intersections and flyovers that it is called Spaghetti Junction!

B. Zhao Ning categorized the different means of transport in a flow chart. Look at the chart she made.
Transport project

Introduction
My project is about transport. In this project I will first discuss the many
different words used for roads. These include words for main roads such as
freeways, expressways and (1) ________________, and words for very small
roads such as lanes and (2) ________________. I have studied the
best-designed (3) ________________ in the world. These special roads have
to be very well designed as they are in the air. The second part of my project
will look at different means of transport, which include land, air and
(4) ________________ transport. In each section, I will discuss the different
ways we can travel. For example, when travelling by (5) ________________
we can use trains, cars, coaches, buses and bicycles, while by sea we can use
(6) ________________, ferries and motorboats. When discussing travel by
(7) ________________, I will give a history of the (8) ________________
as many people rely on this means of transport to travel long distances quickly.
Finally, I will end the project with a survey of my classmates about their
travelling experiences.

In the table below, there are three categories. These categories refer to actions to do
with travel, documents needed for travelling and jobs related to transport. Put the words in
the box into the correct categories.

<table>
<thead>
<tr>
<th>student ticket</th>
<th>captain</th>
<th>conductor</th>
<th>board</th>
</tr>
</thead>
<tbody>
<tr>
<td>return ticket</td>
<td>passport</td>
<td>get off</td>
<td>pilot</td>
</tr>
<tr>
<td>book a seat/ticket</td>
<td>one-way ticket</td>
<td>land</td>
<td>customs officer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
<th>Documents</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>get off</td>
<td>return ticket</td>
<td>conductor</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grammar and usage

Phrasal verbs

A phrasal verb is made up of a verb plus an adverb and/or a preposition. Some phrasal verbs are separable, while others are not.

A joke will drive your negative feelings away and make you feel much better.

This traffic problem led to the development of the underground system.

He is able to come up with new jokes about the people and things around him.

Here are some rules we apply when we use phrasal verbs.

1 In a phrasal verb, the adverb can go before or after the object.

   London Transport hopes to try out the system in September.
   London Transport hopes to try the system out in September.

2 A phrasal verb with an adverb does not always have an object.

   The fire broke out at midnight.
   Sixteen years later, in 1884, the Metropolitan Railway Company and the Metropolitan District Railway linked up.

3 In a phrasal verb with a preposition, the object of the preposition always comes after it.

   Sometimes people ask for travel information from travel agencies.
   The Victoria Line was linked with other lines at almost every station.

4 Phrasal verbs often have special meanings, e.g.,

<table>
<thead>
<tr>
<th>Phrasal verb</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>try out</td>
<td>test</td>
<td>Don’t try the drug out on animals.</td>
</tr>
<tr>
<td>give up</td>
<td>stop doing something</td>
<td>Tell your father to give up smoking.</td>
</tr>
<tr>
<td>wash up</td>
<td>clean plates, bowls, etc.</td>
<td>She is washing up in the kitchen.</td>
</tr>
<tr>
<td></td>
<td>after a meal</td>
<td></td>
</tr>
<tr>
<td>talk over</td>
<td>discuss thoroughly</td>
<td>Let’s talk things over.</td>
</tr>
<tr>
<td>set up</td>
<td>create or start</td>
<td>He set up his own business in 2010.</td>
</tr>
<tr>
<td>look after</td>
<td>take care of</td>
<td>I spent two days looking after my dog.</td>
</tr>
<tr>
<td>turn up</td>
<td>arrive</td>
<td>They did not turn up until 10 o’clock.</td>
</tr>
</tbody>
</table>

5 Many phrasal verbs have more than one meaning. For example, ‘make out’ can have many different meanings. Here are three of them:

- be able to see or hear something
  It was too dark, and I couldn’t make out the words written on the wall.

- understand something (used only in negative sentences and questions)
  I can’t make out what the article says.

- state something that may not be true
  He made out that he was familiar with the Prime Minister.
A  Yao Qiang is organizing a class trip to the transport control centre. He calls the centre to arrange the details of the visit. Complete the dialogue below using the phrasal verbs in the box. Change the form where necessary.

<table>
<thead>
<tr>
<th>put through</th>
<th>decide on</th>
<th>deal with</th>
<th>look around</th>
</tr>
</thead>
<tbody>
<tr>
<td>put off</td>
<td>call back</td>
<td>come up</td>
<td>look after</td>
</tr>
</tbody>
</table>

Yao Qiang: Good afternoon, could I speak to the public relations officer?
Jenny: Sorry, she isn’t here at the moment. I’m (1) _________ _________ her duties for her. I can get her to (2) _________ you _________, or maybe I can (3) _________ _________ your enquiry?

Yao Qiang: Oh, I’m a high school student and I’m calling to see if it’s possible to arrange a trip for my class to (4) _________ _________ the transport control centre.
Jenny: Hmm, well, we do welcome students to visit this centre, but you will have to fill in a form and then we will (5) _________ _________ the best way to organize the visit. It’s not possible for more than a handful of students to visit at the same time.

Yao Qiang: We could split up into groups, and come at different times.
Jenny: That’s a good idea. I think we could arrange the visit next month. I would like to (6) _________ your visit _________ until then as the annual Traffic Conference is (7) _________ _________ next week.

Yao Qiang: Thank you. If you could send the form to me, I can fill it in with my teacher and we can start making the arrangements.
Jenny: OK, I will (8) _________ you _________ to the receptionist and she can take down your details.
Yao Qiang: Thank you very much for your help.
Jenny: My pleasure.

B  Yao Qiang has made up a word game to play with his classmates on the way to the transport control centre. Help him fill in the table below. For each verb listed, write two phrasal verbs and use them in sentences.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Phrasal verb</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>put through</td>
<td></td>
</tr>
<tr>
<td></td>
<td>decide on</td>
<td></td>
</tr>
<tr>
<td>give</td>
<td>call back</td>
<td></td>
</tr>
<tr>
<td></td>
<td>come up</td>
<td></td>
</tr>
<tr>
<td>look</td>
<td>deal with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>look around</td>
<td></td>
</tr>
</tbody>
</table>
Task  Writing an e-mail to give information

Skills building 1: listening to instructions

When you listen to instructions, you need to listen for key expressions that tell you what to do. Here are some key expressions to listen for:

- Decide how to ...
- You should phone/e-mail ...
- Have a look at/on ...
- You will need to check ...
- You will have to do ...
- Ask the assistant/teacher ...
- Please send a letter/an e-mail to ...
- Remember to tell him/her/them that ...
- Remind him/her/them that ...

Step 1: taking notes for future action

A  Wei Jing lives in Nanjing. Her uncle lives in Beijing. Her family and her uncle’s family are planning to visit a friend in Dalian during the holiday. Her parents have asked her to decide about transport and to buy the tickets. Listen to the conversation and complete her notes on her parents’ instructions.

Things to do for the holiday trip

1. Decide ________________________
2. ________________ Mr An and ask him for advice.
3. Search the _______________ for information.
4. Spend no more than ___________ yuan on transport.
5. Go to the _______________ and find out about the _______________.
6. Decide on the time to _______________.
7. ________________________ to uncle with all the information and _______________ him not to be late.

B  Wei Jing is calling Mr An. Listen to the telephone conversation and make notes about the information Mr An gives.

<table>
<thead>
<tr>
<th>Means of transport</th>
<th>Disadvantages</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Train</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wei Jing has found a website about Dalian. Read the web page below and help complete the next part of her notes.

**Dalian**
Dalian is a beautiful sightseeing destination on the north-east coast of China. You can travel to Dalian by air, sea, road or railway. Click on the links below to find out more.

**Getting there**
Dalian is the most important harbour city in north-east China. It has a good transport system and is easily accessible from most cities in China and places abroad.

**By air**
There are many flights to Dalian, and the city has good air connections with most large cities in China, but you need to make reservations in advance.

**By train**
Dalian is linked to the national railway system, and has direct trains running to Beijing and most major cities in north-east China, including Changchun, Shenyang, Qiqihar and Harbin.

*Newsflash: A new service has just opened between Beijing and Dalian and this has speeded up travel between the two cities. Check timetables for departure and arrival times.*

**By road**
In recent years, the roads have improved, but last month there were large floods about 10 kilometres outside of the city. The floods washed away soil along the road. Part of the road is still under repair.

*Newsflash: Expect long delays during holidays such as May Day.*

**By ferry**
Dalian has regular passenger ferry services to many cities. In addition to the frequent rapid ferries to ports in Weihai and Yantai, there are also slower ferries to Shanghai and Qinhuangdao.

*Newsflash: During holidays the ferries are usually full of passengers, so there is no guarantee that you can get a ticket. Sometimes the slow ferries are not very punctual and there may be long delays.*

Won't choose
- ___________ because ______________
- ___________ because ______________
- ___________ because ______________

Will choose ___________ because ______________
Skills building 2: finding out different information

When we want to find out information about things like travel, we usually ask different questions to find out different information. The questions below can be used to help you ask for specific travel information.

<table>
<thead>
<tr>
<th>Question</th>
<th>Information to find out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could you please tell me how I can get to ...?</td>
<td>different ways to travel</td>
</tr>
<tr>
<td>Which is the fastest train?</td>
<td>the fastest way to travel</td>
</tr>
<tr>
<td>Could you please tell me what time the train to ... leaves/arrives?</td>
<td>time of departure/arrival</td>
</tr>
<tr>
<td>How long does it take to get to ... on that train?</td>
<td>travel time</td>
</tr>
<tr>
<td>How much does it cost to buy a hard sleeper ticket?</td>
<td>cost</td>
</tr>
<tr>
<td>How many times do I need to change trains?</td>
<td>number of changes needed</td>
</tr>
</tbody>
</table>

Step 2: buying tickets

Wei Jing has decided to travel by train. She is now at the railway station trying to buy tickets. Pretend that you are Wei Jing. Find a partner to be the ticket seller and ask him/her questions. Then complete your notes below. Switch roles when you have finished.

Student 1: Use the questions in Skills building 2 to find out about the right train to choose. Remember to choose the fastest train and buy tickets for the most comfortable seats within the budget. Refer back to your notes in Step 1 for the budget. Complete the notes at the bottom according to what you have found out.

Student 2: Look at the timetables below and answer Student 1’s questions.

Nanjing→Beijing

<table>
<thead>
<tr>
<th>Train No.</th>
<th>Depart</th>
<th>Arrive</th>
<th>Travel time</th>
<th>Ticket price (yuan)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hard seat Hard sleeper Soft sleeper</td>
</tr>
<tr>
<td>G32</td>
<td>09.33</td>
<td>13.41</td>
<td>4 hr 8 min</td>
<td>445 / /</td>
</tr>
<tr>
<td>K46</td>
<td>15.18</td>
<td>05.07</td>
<td>13 hr 49 min</td>
<td>150 265 417</td>
</tr>
<tr>
<td>T66</td>
<td>22.38</td>
<td>09.33</td>
<td>10 hr 55 min</td>
<td>150 265 417</td>
</tr>
<tr>
<td>D350</td>
<td>23.16</td>
<td>07.14</td>
<td>7 hr 58 min</td>
<td>274 / 580</td>
</tr>
</tbody>
</table>

Beijing→Dalian

<table>
<thead>
<tr>
<th>Train No.</th>
<th>Depart</th>
<th>Arrive</th>
<th>Travel time</th>
<th>Ticket price (yuan)</th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hard seat Hard sleeper Soft sleeper</td>
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<tr>
<td>T225</td>
<td>18.16</td>
<td>05.42</td>
<td>11 hr 26 min</td>
<td>140 248 390</td>
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<td>K681</td>
<td>20.06</td>
<td>08.08</td>
<td>12 hr 2 min</td>
<td>/ 260 409</td>
</tr>
</tbody>
</table>

From Nanjing to Beijing

Train No.:

From Beijing to Dalian

Train No.:

Total travel time: Total cost for six people:
Skills building 3: giving reasons for choices

Sometimes when we inform others of our decisions, we need to give reasons for our choices. In this task, Wei Jing had to:

1 find out about transport from Nanjing to Dalian and choose the best way to travel. The reasons for Wei Jing’s choice were:
   • speed of travel
   • problems with roads and boats
   • fact that Wei Jing’s mother does not like flying

2 decide on time of departure. The reasons for Wei Jing’s choice depended on:
   • the travel time
   • the budget
   • level of comfort

Step 3: writing an e-mail about a travel plan

Wei Jing is writing an e-mail to her uncle. She needs to say that she has decided that they should travel by train and explain why. She also needs to tell him the time when they will be leaving and remind him not to be late. Help her with her e-mail.
Project  Preventing traffic accidents

Traffic accidents cause many deaths and injuries every year, so learning how to protect yourself from danger on the roads is very important.

The police in your city have put out a public notice explaining the problem of traffic accidents and suggesting ways to prevent them. Read the notice below to help you with your project.

Traffic Accidents and Road Safety

The number of road accidents and the deaths arising from those accidents has increased over the past year. This notice is aimed at increasing people’s knowledge of the problem.

We must all be aware of the potential causes of traffic accidents and act to prevent them. This is true of everyone as accidents affect drivers of vehicles as well as cyclists and pedestrians. We all have a responsibility to prevent accidents.

Below are some of the major causes of road accidents in connection with vehicles such as cars, minibuses and lorries, and what drivers should do to prevent them.

• **Drivers not paying attention**—This is the most common cause of accidents.
  When drivers do not pay attention to surrounding traffic, they are not ready when another driver does something wrong, like turning without signalling or giving wrong signals.

• **Drivers getting annoyed in a traffic jam**—Many drivers are aggressive and push into other lanes of traffic or pass other cars. These are both very dangerous because they can result in crashes.

• **Drivers speaking on mobile phones**—Recently the number of people fined for speaking on their mobile phones while driving has increased by 30 per cent. Speaking on the phone requires a person to concentrate and takes a driver’s attention from the road.

• **Drinking and driving**—If you drive after you have consumed alcoholic drinks or are drunk, you are violating the law and risking your own life as well as the lives of others. If you are with someone who has been drinking alcohol, even if it is just a couple of beers, do not allow them to drive.

• **Drivers speeding**—Speed kills. This is a fact that is easily ignored, but driving too fast through city streets is very dangerous. Our city streets are always crowded with people, cars and bicycles. Drivers have to take the responsibility to watch out for people crossing the road, especially senior citizens who may not be able to walk very fast and young children who may not look before stepping into the road. Drivers should be careful near schools in particular, because there are likely to be many children.

On the next page are some of the chief causes of road accidents related to cyclists and pedestrians, and what they should do to prevent accidents.
• **Cyclists not paying attention**—Many cyclists fail to pay attention to the cars that surround them, and often ride too close to cars to allow them space and time to stop. Some cyclists make the assumption that traffic laws do not apply to them, but this is not true. Cyclists should always signal at turnings and stay on the correct side of the road.

• **Riding bicycles on the pavement**—Sometimes bicycles are allowed on the pavement, but cycling on the pavement can be dangerous to pedestrians. When on the pavement, cyclists should walk next to their bicycles to avoid causing any accidents.

• **Cyclists carrying a passenger**—Carrying more than a light load on your bicycle makes it more difficult to control. This lack of control is an invitation to accidents.

• **Bicycles without lights**—It is recommended to have a light on your bicycle at night. Check your light regularly to make sure it works, as many accidents are caused at night because a bicycle cannot be seen.

• **Bicycles in need of repair**—Another cause of accidents is that bicycles are not kept in good condition. Often brakes do not work properly or tyres are so old that the bicycle cannot stop in time.

• **Pedestrians crossing the road in the wrong way**—Road safety is important for pedestrians too. They should remember to be cautious, and look both ways and listen for cars that they might not be able to see. Pedestrians should always cross the road on a crossing, and should never run across the road.

Parents and teachers have a responsibility to teach children how to cross the road safely.

• **Ignoring traffic lights**—Traffic lights are there to guide traffic in a reasonable way. Pedestrians, cyclists and drivers should all obey traffic lights, stopping when the light is red and waiting for it to turn green to go.

It is up to all of us road users to make sure that we avoid accidents by paying attention to road safety.

---

**B**

You are going to research and write an action plan about how people can protect themselves from traffic accidents. The questions below will help you with your project.

1 What are some of the causes of traffic accidents connected with vehicles?
2 How do accidents with bicycles happen?
3 If you are cycling at night, what should you always do?
4 What should all pedestrians do?
5 What things could students do to help prevent traffic accidents?
6 Which of these things will you include in your action plan?
7 How will you sort out your plan, e.g., for cyclists, for drivers and for pedestrians?
8 Who will do the different jobs in your group?
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 information about the London Underground?  
- reading a tourist brochure?  
- using the new vocabulary in this unit?  
- discussing your ideas about transport?  
- using vocabulary about transport?  
- understanding the formation of phrasal verbs?  
- understanding the position of the adverb in phrasal verbs?  
- using phrasal verbs without an object?  
- understanding the position of the object in phrasal verbs with a preposition?  
- understanding the meanings of phrasal verbs?  
- listening to instructions?  
- finding out different information?  
- giving reasons for choices?  
- writing an e-mail about a travel plan?  
- understanding the public notice about traffic accidents?  
- working in a group to write an action plan?

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  John Logie Baird constructed the first colour TV in 1928, but it was not until 1938 that the first colour TV programme was broadcast. (Page 2, Lines 12–13)

约翰·洛吉·贝尔德于1928年制造出第一台彩色电视机，但直到1938年第一个彩色电视节目才播出。

(1) 句中but 后面的it was not until 1938 that...是强调句型，对时间状语not until 1938 加以强调。

(2) 句中construct 的意思是“制造”。如：

His brother spent a month learning how to construct a model plane.

他弟弟花了一个月的时间学习如何制造飞机模型。

2  They also make TV accessible to people who live far away from cities, and satellite dishes can often be seen distributed throughout the countryside and remote areas. (Page 2, Lines 21–23)

它们也使远离城市的人们可以收看电视，在农村和偏远地区经常可以看到卫星天线。

(1) 句中accessible 的意思是“可使用的，可接近的”。如：

Medicine should not be placed where it is accessible to children.

药品不应放在儿童容易拿到的地方。

(2) 句中distribute 的意思是“散布，分布”。如：

This kind of tree is widely distributed in our country.

这种树在我国分布很广。

3  However, most people still benefit from satellite TV, as local TV companies broadcast the signals they get from satellite receivers to the population living nearby. (Page 2, Lines 24–25)

然而，大多数人仍然受益于卫星电视，因为当地的电视公司把从卫星接收器接收到的信号播送给附近的居民。

(1) 句中as 引导一个状语从句。在此从句中，they get from satellite receivers 是定语从句，修饰前面的the signals。

(2) 短语benefit from 的意思是“从……中受益”。如：

Many children in the area benefit from the books he donated.

这个地区的许多孩子从他的捐赠的图书中受益。

4  It all began in 1877, when Thomas Edison made the first recording of a human voice on his invention, the record player. (Page 3, Lines 27–28)

一切始于1877年，这一年托马斯·爱迪生用他发明的留声机第一次录制了人的声音。

句中 when 引导非限制性定语从句，在此从句中 the record player 是 his invention 的同位语。

5  The first record players had to be wound up by hand and only played records that were two minutes long. (Page 3, Lines 31–32)

最早的留声机必须手摇上发条，而且只能播放两分钟长的唱片。

句中 wind up 的意思是“上发条”。如：

He reminded his wife to wind up the clock. 他提醒妻子给钟上发条。
6 electronic goods 电子商品
household appliance 家用电器
audio device 音响器件
e-book reader 电子书阅读器
electronic dictionary 电子词典
freezer section 冰箱的冷冻柜
electric cooker 电锅
microwave oven 微波炉
vacuum cleaner 吸尘器

7 They then vote on whether they will accept it. (Page 14, Lines 11–12)
然后他们投票决定是否接受它。

8 Since the Amish value seeing each other face to face, they oppose having telephones in their houses. (Page 14, Lines 21–23)
因为阿米什派教徒重视彼此面对面交流，所以他们反对在住宅里装电话。

9 There is something important about being together and sharing life that cannot be found over a telephone wire. (Page 14, Lines 41–44)
在一起并分享生活，其中蕴藏着某种重要的东西，而这种东西是无法通过电话线获得的。

10 For example, no matter what the circumstances, when the phone rings, everything stops so that the call can be answered. (Page 14, Lines 46–49)
例如，无论在什么情况下，当电话铃声响起时，一切都得停下来。

11 In one study, girls average 80 text messages a day, and boys average 30. (Page 15, Lines 81–83)
在一项研究中，女孩平均每天发80条短信，男孩平均每天发30条短信。
12 Meanwhile, real relationships are often sacrificed, and whatever personal peace one has is destroyed whenever the phone rings. (Page 15, Lines 97–100)

同时，真正的关系往往被牺牲了，每当电话铃声响起时，个人拥有的任何宁静都会被打破。

释词：sacrifice 的意思是“牺牲、献出”。如：

Don't sacrifice your health for money.

不要为了金钱而牺牲你的健康。

13 Maybe we should rid ourselves of modern technology and return to simpler times. (Page 15, Lines 110–113)

也许我们应该摆脱现代技术，回归更为简单的时代。

释词：rid ... of ... 的意思是“使……免除……，使……摆脱……”。如：

We want to help rid the team of this pressure.

我们想要帮助球队从压力中走出来。

Unit 2

1 Nearly 3,500 years ago, people chewed on leaves or drank a kind of tea made from leaves possessing a special chemical to reduce body pains and fever. (Page 18, Lines 8–10)

将近3500年前，人们咀嚼一种含有特殊化学物质的树叶或饮用由这种树叶制成的茶，以减轻身体疼痛或退烧。

释词：made from leaves 是过去分词短语，用作 a kind of tea 的后置定语；possessing a special chemical 是现在分词短语，用作 leaves 的后置定语。

释词：possess 的意思是“拥有，具有”。如：

The province possesses rich mineral resources.

该省拥有丰富的矿藏。

2 The first trials of this medicine took place in 1899, when the company Hoffmann worked for began distributing the medicine in powder form to physicians to use with patients. (Page 18, Lines 13–15)

此药进行的首批试验发生在1899年，当时霍夫曼供职的公司开始将这种药以粉末形式分给医师，在病人身上使用。

释词：when 引导非限制性定语从句。该定语从句中又包含了一个定语从句，即 Hoffmann worked for，修饰先行词 the company。

释词：trial 的意思是“试验，试用”，如：

The new medicine went through a number of medical trials before it was mass-produced.

该新药在批量生产之前经过了多次医学试验。

释词：in ... form/in the form of ... 意为“以……形式”。如：

Nowadays, many books are available in electronic form.

如今，很多书都有电子版。

3 Not only has aspirin proved vital for reducing fever and helping stop pain, but there are also other things that aspirin can help with. (Page 18, Lines 18–19)

阿司匹林不仅被证明对退烧、止痛必不可少，而且还有其他用途。
1. Not only did the poor man lose his job, but he was also sent to prison.

2. That aspirin can help with the pain is another thing.

3. It is vital that every piece of equipment should be checked before the experiment.

4. Lawrence Craven, a doctor from the USA, introduced the idea in 1953 that aspirin had the potential to reduce the risk of heart attacks, because it helped the blood circulate better.

5. It astonished him to see the bacteria surrounding the mould dead, which meant that the mould had killed them.

6. Fleming tried this mould out on another bacterium and found that it killed the bacterium too.

7. If penicillin had not been available, many people would have died from sickness or even small wounds.

8. surgical /ˈsʌdʒɪkl/ 外科的
register /ˈredistrə(r)/ 挂号；登记
consulting room 诊室
emergency room 急诊室
prescription /prɪˈskrɪpʃn/ 处方

psychiatric /psɪkˈtreɪtɪk/ 精神病的
throat /θrɔːt/ 咽喉
diagnosis /dɪəˈɡnəsɪs/ 诊断
pharmacy /ˈfæməsɪ/ 药房
operating theatre 手术室
ward /wɔːd/ 病房

prescribe /prəˈskriːb/ 开处方

ICU (intensive /ɪnˈtensɪv/ care unit) 重症监护室

9 There is evidence that acupuncture began during the Stone Age, when stone tools called bian (砭) were used to press areas of the body. (Page 30, Lines 3–4)

有证据表明，针刺疗法始于石器时代，那时一种叫“砭”的石器被用来按压身体部位。

10 Some people have also used acupuncture to treat smokers, alcoholics and people who are addicted to drugs. (Page 31, Lines 37–38)

有些人也用针刺疗法来治疗吸烟者、酗酒者以及吸毒者。

11 One theory explaining this phenomenon suggests that acupuncture blocks pain signals from reaching the brain. (Page 31, Lines 39–41)

一种解释这一现象的理论认为，针刺疗法使疼痛信号无法到达大脑。

12 Another theory relates acupuncture to the production of chemicals in the body which reduce pain. A lot of people now subscribe to these theories. (Page 31, Lines 41–43)

另一种理论则将针刺疗法和人体内减痛化学物质的产生联系起来。现在很多人认同这些理论。
Unit 3

1 With the touch of a button or the click of a mouse, a student will find abundant information from the largest libraries and museums in the world at his or her command. (Page 34, Lines 9–11)
一名学生轻按键盘键或点击鼠标，就能从世界上最大的图书馆和博物馆找到大量信息，加以使用。短语at somebody's command的意思是“受某人支配”。如:
He has two assistants at his command.
他有两名助手听他调遣。

2 What is more, people who are disabled and must stay in their homes can correspond and communicate with others around the globe who have similar interests. (Page 34, Lines 24–26)
此外，身有残疾而必须待在家里的人也能（通过因特网）与全球各地趣味相投的人们通信、交流。
(1) 从句中的who are disabled and must stay in their homes和who have similar interests均为定语从句，修饰各自的先行词people和others；而around the globe是others的后置定语。
(2) 短语what is more意为“更有甚者，更为重要的是”。如:
The house is a good bargain. What is more, it's located near your office.
这房子很便宜。更重要的是，它在你办公室附近。
(3) 动词correspond在句中的意思是“通信”，可与with搭配使用。如:
Has he been corresponding with her since he went abroad?
他出国后一直和她通信吗？
另外，correspond还有“与……一致，符合”的意思，可与to/with搭配使用。如:
His report did not correspond to/what I knew.
他的报告和我所知道的不符。

3 Without the Internet, these people would have fewer avenues to meet people. (Page 34, Lines 26–27)
如果没有因特网，这些人与别人交往的途径就会更少。
(1) 介词短语without the Internet相当于由if引导的非真实条件句（if there were no Internet），所以本句谓语动词使用了虚拟语气。如:
Without the computer, we couldn't have finished this task so quickly.
要是没有计算机，我们是无法这么快完成这项任务的。
(2) 名词avenue本义为“大街，林荫道”，但在这里的意思是“途径，手段”。如:
They are exploring every avenue to raise money to help the disabled.
他们在探索一切办法，以筹集资金帮助残疾人。

4 The main drawbacks of the Internet I will address today are that it has too much information that has not been evaluated for accuracy, and that it is transforming the way people spend their time.
(Page 35, Lines 32–34)
我今天所要谈及的因特网的主要缺点是网上有太多未经核准的信息，以及它正改变人们使用时间的方式。
(1) 本句的主语是the main drawbacks of the Internet I will address today，其中I will address today是定语从句，修饰先行词drawbacks。谓语动词are后接两个由that引导的表语从句。第一个表语从句中，information后接一个由that引导的定语从句；第二个表语从句中，the way后面也接了一个定语从句。
In 2003, eBay, a famous website where people buy and sell things, said that 70 per cent of their problems were with people who sold things that did not exist, or who lied about the products they were selling.

2003年，著名的购物网站eBay称，该网站70%的麻烦与那些贩卖了假的或根本不存在的产品的人有关。

句中a famous website where people buy and sell things是eBay的同位语；said后接由that引导的定语从句；该定语从句又包含两个由who引导的定语从句，均修饰先行词people。

This study shows that people who spend too much time on the Internet tend to withdraw from the people and the world round them.

这项研究显示，花许多时间上网的人有离群避世的倾向。

句中withdraw的意义是“脱离（社会），不与人交往”。如：

After her father died, the girl withdrew from others and often stayed alone.

在她父亲去世后，这个女孩不与人交往，常常独自待着。

此外，withdraw还有“撤退”和“取款”的意思。如：

His brother has decided to withdraw from the match.

他哥哥已决定退出比赛。

The young man withdrew all his money to help those children who survived the earthquake.

那个年轻人取出所有的钱帮助那些在地震中幸免遇难的儿童。

Let's start by looking at the two services you can choose between to assist you in your search: search engines and subject directories.

让我们先看看搜索时可选择的两种服务：搜索引擎和主题目录。

该句中you can choose between是定语从句，修饰two services。注意，介词between不能省略。

This means that the information has never been checked—it could be reliable, true information or false information written by a person without qualifications or someone who does not have solid facts.

这意味着信息从来没有被核实过——它可能是可靠、真实的信息，也可能是由没有资格的人或没有掌握准确事实的人编造的错误或虚假信息。

(1) 句中reliable, true information和false information并列，用作be的表语。过去分词短语written by ... 为false information的后置定语。
(2) 句中solid意为“可靠的”。如:
The police have got solid evidence to prove Jack is guilty of murder.
警方掌握了可靠证据，证明杰克犯有谋杀罪。

10 If you are not sure about the information you find, consult other web pages to confirm it.
(Page 47, Lines 41–42)
如果你对找到的信息感到不确定，那就查阅其他网页来确认它。
动词consult在句中的意思是“查阅，参考”。如:
If you still feel puzzled, why don’t you consult the dictionary?
如果你还是感到困惑的话，为什么不查看字典呢?

11 When you are finished, you should always acknowledge where you got your data by attaching a list of the websites you got your information from. (Page 47, Lines 57–58)
当你写完报告时，你总是应该附上你获取信息的网站列表，表明你所获资料的来源。
(1) 句中finished用作形容词，表示“已完成某事”，这里when you are finished相当于when you have finished writing your report.
(2) 动词acknowledge此处意为“承认，声明”。如:
Alice acknowledged that she did not have the required qualifications.
艾丽斯承认她并不具备所要求的资历。
该词还有“感谢”的意思。如:
The official acknowledged the support of local companies.
这位官员对当地企业的支持表示感谢。

Unit 4

1 They pick up and drop off people at different stops on the route. (Page 49, Picture 1)
它们在沿途不同的站点上下客。
短语drop off的意思是“让……下车”。如:
Please drop me off at the bank.
请让我在银行下车。
该短语还有“下降”和“打瞌睡”之意。如:
The number of students is dropping off because of the low birth rate.
由于出生率低，学生人数在下降。
Some people dropped off during the boring lecture.
有些人听这场枯燥的讲座时打瞌睡。

2 However, most trains to London only went to the outer city limits, because building railway tracks into the city would have damaged many old buildings. (Page 50, Lines 4–6)
但大部分通往伦敦的火车只到外伦敦的边界，因为在市区修建铁路会损坏许多古建筑。
(1) 句中的building railway tracks into the city是动名词短语，在because引导的原因状语从句中作主语。该原因状语从句中使用了虚拟语气，相当于：if railway tracks had been built into the city, it would have damaged many old buildings.
(2) 句中的outer city指的是外伦敦。大伦敦地区（Greater London）由伦敦城（City of London）
Sixteen years later, in 1884, the Metropolitan Railway Company and the Metropolitan District Railway linked up and provided underground service in the middle of the city. (Page 50, Lines 20–22)

These new ways of digging accelerated the pace of the London Underground’s development. (Page 50, Lines 27–28)

Travelling on these lines was not convenient, though, as each line was possessed by a different company, and many were very far from each other. (Page 50, Lines 31–32)

Having seen the situation, a wealthy American businessman, Charles Yerkes, undertook the job of improving the system in 1902 by obtaining ownership of the many different lines and setting up the Underground Electric Railways Company of London. (Page 51, Lines 33–36)

The last line added was the Jubilee Line, which was opened in 1979 in honour of the twenty-fifth anniversary of Elizabeth II becoming the queen. (Page 51, Lines 52–54)

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六年后，在1884年，大都会铁路公司和大都会区铁路公司联合，为城市中部地区提供地铁服务。

加速了伦敦地铁发展步伐。

这次会议加快了经济复苏的步伐。

然而搭乘这些线路并不方便，因为各条线路属于不同的公司，而且许多路线之间相距甚远。

(1) 句中 though 为副词，意思是“不过，可是，然而”。如：

They lost the game. They had tried their best though.

(2) 句中 as 引导原因状语从句。如：

As I was not familiar with this city, I hired a guide.

因为我对这座城市不熟悉，所以我雇了个向导。

分词短语 having seen the situation 作时间状语，表示见这个动作发生在主句的谓语动作 undertake 之前。如：

Having finished his homework, the boy went out to play football.

男孩做完作业后就出去踢足球了。

(1) 过去分词 added 用作 line 的后置定语；which 引导非限制性定语从句；in honour of ... 用作介词短语，其中 Elizabeth II becoming the queen 是动名词复合结构，充当 of 的宾语。

(2) 在英文中，jubilee 有“周年”的意思，通常用于25周年（silver jubilee）或50周年（golden jubilee）。1977年是伊丽莎白二世登基25周年，但朱比利线一直拖延到1979年才开通。
8 lane /lem/ 小路，小径  motorway /ˈmɔːtərweɪ/ [英]高速公路
expressway /ɪkˈspreswэɪ/ [美]高速公路
underpass /ˈʌndəpэs/ 地下通道，过街隧道
junction /dʒəŋkʃən/ 交叉路口
toll /tɒl/ road 收费公路
Spaghetti /spaˈɡɛti/ Junction 多层式立交桥

9 There are many flights to Dalian, and the city has good air connections with most large cities in China, but you need to make reservations in advance. (Page 59)
有很多航班飞往大连，大连与中国大多数大城市之间都有航线，你得提前订票。
句中reservation 的意思是“预订”。如:
You need to call the restaurant and make a reservation.
你得给餐馆打电话预订座位。

10 The number of road accidents and the deaths arising from those accidents has increased over the past year. (Page 62, Lines 1–2)
在过去的 一年里，道路事故及由此造成的死亡人数均有所增长。
(1) 分词短语 arising from those accidents 用作the deaths的后置定语。
(2) 词组arise from something 的意思是“因某事而产生，由某事而引起”。如:
There are more and more family problems arising from lack of communication.
因缺乏交流而引发的家庭问题越来越多。

11 Recently the number of people fined for speaking on their mobile phones while driving has increased by 30 per cent. (Page 62, Lines 16–18)
近来，因驾车时用手机打电话而被罚款的司机人数增长了 30%。
句中过去分词短语fined for speaking on their mobile phones while driving 用作people的后置定语，其中while 引导时间状语从句（完整形式应为while they are driving）。

12 Carrying more than a light load on your bicycle makes it more difficult to control. This lack of control is an invitation to accidents. (Page 63, Lines 42–44)
用自行车带上重物使得车子难以控制，而缺乏控制就会诱发事故。
句中invitation 的意思是“诱因，鼓动”。如:
Such a sharp comment is an invitation to a bitter argument.
如此尖刻的评论会诱发激烈的争论。
Wordlist 1 (by unit)

Unit 1

keep in touch with 与……保持联系 (1)
evolution /ˌɪvəˈluːʃn/ n. 演变，发展 (2)
device /dɪˈvaɪs/ n. 装置、设备 (2)
drawback /ˈdrɔːbæk/ n. 缺点、缺陷 (2)
不列条件 (2)
principle /ˈprɪnsəpl/ n. 原理、法则 (2)
道德原则、行为准则 (2)
construct /kənˈstrʌkt/ vt. 制造；建筑 (2)
delay /dɪˈleɪ/ vt. & vi. （使）推迟、延迟 (2)
n. 延误，延迟 (2)
black-and-white /ˈblækændwɛt/ adj. 黑白的 (2)
accessible /əˈsesəbl/ adj. 可到达的；可接触到的；易理解的 (2)
satellite dish n. 卫星电视天线 (2)
distribute /dɪˈstribjuːt/ vt. 使分布、分配 (2)
分发、分配；分销 (2)
percentage /pəˈsentɪdʒ/ n. 百分率；百分比 (2)
receiver /rɪˈsiːvər/ n. 无线电接收机；听筒 (2)
受话器；接受者 (2)
tube /tjuːb/ n. 管子；管状物；伦敦地铁 (3)
disc /dɪsk/ n. 磁盘；（计算机）磁盘 (3)
wind /wʊnd/ (wound, wound) vt. & vi. 上发条；缠绕；缠绕，曲折 (3)
winds up 上发条 (3)
component /kəmˈpɔːnt/ n. 组成部分；成分、部件 (3)
eventually /ɪˈventʃuəl/ adv. 最后，终于 (3)
portable /ˈpɔːtəbl/ adj. 便携式的、轻便的 (3)
cassette /ˈkæsət/ n. 盒式磁带；卡式磁带 (3)
digital /ˈdiːdʒɪtl/ adj. 数字信息系统的 (3)
数码的，数字式的 (3)
VCD n. 影碟（video compact disc的缩写） (3)
storage /ˈstɔːrɪdʒ/ n. 存储；储藏（空间） (3)
foresee /fɔːˈsiː/ (foresaw, foreseen) vt. 预料，预见；预知 (3)
patent /ˈpeɪntn/ n. 专利权；专利证书 (5)
adaptation /ˌædəptəˈteɪʃn/ n. 适应；改编本，改写本 (5)
relay /riˈleɪ/ vt. 播放，转播；接转；转发 (5)
n. 接力赛；中继设备 (5)
sceptical /ˈsɛktɪkəl/ adj. 怀疑的 (5)
ample /ˈæmpl/ adj. 足够的，充足的，丰裕的 (9)
casual /ˈkəʊʒuəl/ adj. 作正式的，随便的；漫不经心的，不经意的 (9)
insurance /maɪˈʃuərəns/ n. 保险；保障措施 (9)
obvious /ˈɔbviəs/ adj. 显而易见的 (9)
all-round /ɔːlˈraʊnd/ adj. 功能齐全的；全面的 (10)
electronic /lɪˈkstrənɪk/ adj. 电子的 (10)
translation /trænzˈleɪʃn/ n. 翻译；转化 (10)
idiom /ˈɪdɪəm/ n. 习语，成语，惯用语 (10)
gram /ɡræm/ n. 克（重量单位） (10)
suitable /ˈsuːtəbl/ adj. 合适的，适当的 (11)
scan /skæn/ vt. & vi. 浏览；仔细地读；扫描 (11)
elegant /elɪɡənt/ adj. （物品）雅致的，精美的；（人或其举止）优雅的 (11)
battery /ˈbætri/ n. 电池 (11)
Christian /ˈkrɪstʃən/ adj. （信奉）基督教的 (14)
n. 基督徒 (14)
carriage /kærɪdʒ/ n. 四轮马车；(火车) 车厢 (14)
refrigerator /rɪ'frɪdʒəreɪtə(r)/ n. 冰箱 (14)
religious /rɪ'liʃəs/ adj. 宗教的，宗教信仰的；笃信宗教的，虔诚的 (14)
vote /vɔːt/ vi. & vt. 投票，选举，表决 n. 选票；选举，表决 (14)
reject /rɪ'tɛkst/ vt. 拒绝，拒收；不予考虑，不予录用 (14)
tight /tæt/ adj. 亲密的，紧密的；要紧的，紧身的；紧密的 (14)
oppose /ɔspəz/ vt. 反对，抵制，阻挠，与……竞争 (14)
valid /'vælid/ adj. 符合逻辑的，合理的，有根据的；(法律上) 有效的 (14)
circumstance /ˈsɜːkʌmstəns/ n. 条件，环境，状况 (14)
merely /ˈmɜːli/ adv. 仅仅，只不过 (14)
dial /daɪəl/ vt. & vi. 拨 (电话号码)、打电话 (14)
typical /ˈtaɪpɪkl/ adj. 平常的；典型的，有代表性的；特有的 (15)
text message n. (手机) 短信 (15)
shallow /ˈʃæʊləʊ/ adj. 浅薄的，浅薄的；浅的 (15)
sacrifice /səˈsɑːfɪs/ vt. 牺牲，献出 n. 牺牲，舍弃；祭品 (15)
stable /ˈsteɪbl/ adj. 稳定的；稳重的 (15)
dustbin /ˈdʌstbɪn/ n. 垃圾桶，垃圾箱 (15)
for good measure 额外 (15)
rid /rɪd/ (rid, rid) vt. 摆脱；去除；丢弃 (15)
life-saving /ˈlɪfˌseɪvɪŋ/ adj. 救命的，救生的 (18)
revolution /ˌrevəˈluːʃən/ n. 巨变，大变革；革命，扭转，天体运行 (18)
cupboard /ˈkʌbɔːd/ n. 橱柜；食物柜；衣柜 (18)
counter /ˈkaʊntə(r)/ n. 台子；计数器；反应 vt. 反驳；抵制，抵消 (18)
*aspirin /ˈæspeən/ n. 阿司匹林 (18)
*penicillin /ˈpɛniˈsɪlɪn/ n. 盘尼西林，青霉素 (18)
beneficial /ˌbenəˈfɪʃəl/ adj. 有益的，有用的 (18)
chew /tʃuː/ vi. & vt. 咀嚼，嚼碎；咬，啃 (18)
possess /pəˈzɛs/ vt. 拥有，具有 (18)
salicylic acid /ˌsælɪsɪˈlɪk ˈæsɪd/ n. 水杨酸 (18)
acid /ˈæsɪd/ n. 酸，酸性物质 adj. 酸的，酸性的；酸味的，尖酸的 (18)
tablet /ˈteɪblət/ n. 药片；丸，片，匾，碑 (18)
best-selling /ˈbestˈseldər/ adj. 畅销的 (18)
vital /ˈvætəl/ adj. 对……极重要的，必不可少的 (18)
potential /pəˈtenʃəl/ n. 可能性，潜在性；潜力，潜能 adj. 潜在的，可能的 (18)
heart attack n. 心脏病发作 (18)
circulate /səˈkreɪlət/ vi. & vt. 循环，传播，散布，传递，传阅 (18)
stroke /strəʊk/ n. 中风，脑溢血；(打，击等的) 一击，一击；轻抚，抚摸 vt. 轻抚，抚摸 (18)
blood sugar n. 血糖 (19)
diabetes /daɪˈæbiːtɪz/ n. 糖尿病 (19)
abnormal /əˈbɜːrnl/ adj. 不正常的，反常的 (19)
mould /mɔːld/ n. 霉，霉菌 (19)
astonish /əˈstɒnɪʃ/ vt. 使十分惊讶，使吃惊 (19)
try out 测试，试验；参加选拔 (19)
application /ˌæplɪˈkeɪʃən/ n. 应用，运用；申请，申请表；涂抹，外敷 (19)
unable /ənˈeɪbl/ adj. 不能，无法 (19)

Unit 2

chemist /ˈkemɪst/ n. 药剂师，药剂；化学家 (17)
acupuncture /ˈækjʊpəntʃər/ n. 针刺疗法 (17)
needle /ˈnɪdl/ n. 针，针头；指针 (17)
surgeon /ˈsɜːdʒən/ n. 外科医师 (17)
operating theatre n. 手术室 (17)
effective /ɪˈfektɪv/ adj. 有效的；实际的，事实上 的；生效的 (19)
approval /əˈpruːvl/ n. 批准；通过；赞成，同意 (19)
accelerate /əkˈseləret/ vt. & vi. (使) 加速，加快 (19)
mass /mæs/ adj. 大规模的；数量极多的 n. 一团，一堆；许多；(物理)质量 (19)
mass production n. 批量生产 (19)
sickness /ˈsɪknəs/ n. 疾病；恶心，呕吐 (19)
symptom /ˈsɪmpətəm/ n. 症状；征兆 (21)
bleed /bliːd/ (bled, bled) vi. 流血，失血 (21)
wear somebody out 使筋疲力尽；使厌烦 (25)
reasonable /riːznəbl/ adj. 合理的，有理由的 (25)

*公道的；明智的
outcome /ˈautkəm/ n. 结果，后果 (25)
applaud /ˈæplɔːd/ vi. & vt. 鼓掌，称赞，赞许 (25)
arrangement /əˈreɪnmənt/ n. 排列，布置；安排；约定，协议 (27)
dull /dʌl/ adj. 钝的，不锋利的；迟钝的；枯燥的；枯燥的，乏味的 (27)
pressure point n. 压点，止血点 (30)
sword /sɔːrd/ n. 剑，刀 (30)
let out 放出，发出 (30)
swell /swel/ (swelled, swelled/swollen) vi. & vt. 肿胀，膨胀；(使) 凹进，鼓起 (30)
wrist /rɪst/ n. 手腕；腕关节 (31)
organ /ˈɔːɡən/ n. 器官；管风琴，风琴；机构，团体 (31)
alcoholic /ˈælkəˈholɪk/ n. 酒鬼 adj. 酒精的，含酒精的 (31)
addicted /əˈdɪktɪd/ adj. 上瘾；入迷 (31)
theory /ˈθɪərɪ/ n. 理论；学说 (31)
phenomenon /fəˈnɒmənən/ n. 现象 (31)
relate /rɪˈleɪt/ vt. & vi. 联系，把……联系起来；叙述，讲述 (31)
subscribe /səˈskraɪb/ vi. 定期订购或订阅 (31)
subscribe to 同意，赞成 (31)

Unit 3

brand /brænd/ n. 品牌；类型 (33)
*source /sɔːs/ n. 来源，信息源；根源，原因 (33)
turn to somebody/something 向……求助 (34)
click /klaɪk/ n. (鼠标) 点击；咔咔声 vi. & vt. 点击；(使) 发出咔咔声 (34)
abundant /æbˈʌndənt/ adj. 大量的，充裕的 (34)
command /kəˈmɑːnd/ n. 命令；控制；掌握 vt. 命令；指挥；控制 (34)
at someone’s command 受某人支配 (34)
claim /klem/ vt. 宣称，断言；索取，认领 n. 声明，断言；索赔，索赔 (34)
assumption /əˈsʌmpʃn/ n. 假定，假设 (34)
statistics /stəˈtɪstɪks/ (pl.) 统计数字，统计数据，统计资料 (34)
bond /bɒnd/ n. 纠结，联系；债券；枷锁 vt. & vi. (使) 牢固结合 (34)
diverse /dɜːrvɪs/ adj. 多种多样的，形形色色的 (34)
what is more 更有甚者，更为重要的是 (34)
correspond /kərˈspɑːnd/ vi. 通信；相一致，符合；相当于 (34)
globe /'gloubl/ n. 世界，全球；地球仪；球体 (34)
avenue /'ævənu:/ n. 途径，手段；大街 (34)
address /'əдрес/ vt. 探讨，解决，处理；
向……说话；称呼(某人) (35)
evaluate /'vəljuət/ vt. 评估，评价 (35)
accuracy /'ækjuərəs/ n. 准确性；精确度 (35)
up to date adj. 最新的；现代的；时髦的 (35)
weakness /'wi:kənas/ n. 缺点，不足；弱点；
虚弱，衰弱 (35)
false /fɔls/ adj. 虚假的，伪造的；错误的；
人造的 (35)
educator /'edʒukaτə(r)/ n. 教育工作者，
教师；教育(学)家 (35)
reference /'refərəns/ n. 参考，查阅；提到；
谈及；介绍信，介绍人 (35)
booth /bu:θ/ n. 不受干扰的划定空间
（如电话亭，投票间等）；临时摊位 (35)
drop out 退学，辍学；退出，脱离 (35)
withdraw /'waidə, drau:/ (withdrew, withdrawn) vi. & vt. 脱离（社会），不与人交往；
撤回；取（款） (35)
conference /'kɒnfərans/ n. (大型的正式)
会议，研讨会 (37)
explicit /'eksplikt/ adj. 直言的，坦率的；
清楚明白的，易懂的 (37)
alarm /ə'la:m/ vt. 使担心，使害怕，使惊觉
n. 警报器；惊慌；闹钟 (37)
lifetime /'laftaim/ n. 一生，终生；存在期 (41)
competence /'kɒmpətns/ n. 能力，胜任；
技能；本领 (41)
inventor /'inventə(r)/ n. 发明者，发明家 (41)
bulb /'bʌlb/ n. 电灯泡；（植物）鳞茎 (41)
abandon /'ə'bændən/ vt. 放弃，抛弃，舍弃 (41)
appointment /'ə'pɔintmənt/ n. 约会，预约；
任命，委任 (41)
sample /'sæmpl/ n. 样本，样品
vt. 采样；尝试；品尝 (43)
terminal /'tɛrmnl/ n. 终端，终端设备；终点
adj. 末端的，未梢的 (46)
search engine n. (因特网)搜索引擎 (46)
directory /'dɛərktəri/ n. 目录；电话号码簿；
公司名录 (46)
classify /'klɑsifai/ vt. 分类，归类 (46)
type /taip/ vt. （用计算机或打字机）打字 (46)
web /'web/ n. 网状物，网络 (46)
web page n. 网页 (46)
qualification /'kwɔlifai'keifən/ n. 资格，资历 (46)
comb /'kəm/ vt. 仔细搜寻；梳理（头发）
n. 梳子 (46)
comb (through) something (for)
仔细搜寻 (46)
specific /'spesifik/ adj. 具体的，明确的；
特定的；独特的 (46)
category /'kætərəri/ n. 类别，种类 (46)
bunch /bʌntʃ/ n. 一串，束 (46)
a bunch of 一串，一束；大量，大批 (46)
relevant /'rɛvlənt/ adj. 紧密相关的，
切题的；有价值的，有意义的 (46)
bother /'bʌðə(r)/ vi. & vt. 花费时间，精力
（做某事）；打扰，给某人造成麻烦 (47)
correction /'kɔrəkʃən/ n. 改正，纠正，修补 (47)
plus /plʌs/ n. 加号；优势，长处
prep. 加；以及，和
adj. 零度以上的 (47)
sparrow /'spærəu/ n. 麻雀 (47)
minus /'maɪnəs/ n. 减号；负号；缺点
prep. 减；没有，缺乏
adj. 零度以下的；负数的 (47)
outline /'aʊtlaun/ n. 提纲，概要；
轮廓线，略图 (47)
acknowledge /'æk'nɔlɪdʒ/ vt. 承认，认可；
感谢 (47)
Unit 4

route /rəut/ n. (常规)路线 (49)
drop off 中途下客或卸货 (49)
rail /reɪl/ n. 铁路；栏杆，扶手；横杆 (50)
outer /ˈaʊtər/ adj. 远离中心的，外面的；外侧的，表层的 (50)

horse-drawn /ˈhɔːsdrɔːn/ adj. 用马拉的 (50)
tram /træm/ n. 有轨电车 (50)
cab /kæb/ n. 出租车，的士 (50)
convey /kənˈvɛi/ vt. 运送，输送；表达 (50)
Unfortunately /ˌʌnˈfætʃənətli/ adv. 遗憾地，不幸地，可惜地 (50)
unbelievable /ˌʌnˈbelɪvəbl/ adj. 非常好（或非常好，非常极端）的，令人难以置信的 (50)
traffic jam n. 堵车，交通堵塞 (50)

*metropolitan /ˌmɛtrəˈpiələn/ adj. 大城市的，大都会的 (50)
via /vɪə/ prep. 经由，经过（某一地方）；通过，凭借 (50)
postpone /ˈpɔːstpəʊn/ vt. 延迟，延期 (50)
*tunnel /ˈtʌnəl/ n. 地下通道，隧道 (50)
section /ˈsektʃən/ n. 部分；部件；部门 (50)
link up 联合，连接 (50)
interval /ˈɪntəvəl/ n. 间隔，间隙 (50)
at (…) intervals 每隔……距离或时间 (50)
choke /tʃɔk/ vi. & vt. （使）窒息；（使）哽咽；使窒息 (50)

n. 咽痛声，呛住的声音 (50)

undertake /ʌndəˈteɪk/ (undertook, undertaken) vt. & vi. 承担，从事；承诺，答应 (51)
ownership /əˈnəʊərʃɪp/ n. 所有权，产权 (51)
authority /ɔːˈθɔːrəti/ n. 权力，权威；官方 (51)
architect /əˈkərktɪk/ n. 建筑师 (51)

*prime /prɑːm/ adj. 首要的，主要的 (51)

minister /ˈmɪnɪstər/ n. 部长，大臣；牧师 (51)
Prime Minister n. 首相，总理 (51)
enlarge /ˈenlaːʒər/ vt. & vi. 扩大，扩展，增大 (51)
user-friendly /juːsəˈfrɛndli/ adj. 方便用户的，便于使用的 (51)

anniversary /ˌæniˈvɜːriəri/ n. 周年纪念日 (51)
subway /ˈsʌbweɪ/ n. 地铁 (53)
platform /ˈpleɪtfrɔːm/ n. 站台，月台；平台；讲台，舞台 (53)
growth /ɡrəʊθ/ n. 增加，增长；成长；生长 (53)
put through 给某人接通（电话）；使经历 (57)
decide on/upon 决定，选定 (57)
put off 推迟，拖延；使反感 (57)

enquiry /ɪnˈkwəːrɪ/ n. 询问，咨询；调查，查究，探究 (57)
handful /ˈhændfʊl/ n. 少量的人或物；一把（的量） (57)
a handful of 少数的，少量的 (57)

split /split/ (split, splitting) vi. & vt. 分割，（使）分开；撕开，割破 (57)

split up 分解，分解；分离 (57)
anual /əˈnjuərəl/ adj. 每年的，一年一次的 (57)
receptionist /rɪˈsepʃənist/ n. 接待员 (57)
detail /ˈdiːtel/ n. 具体情况，详情；细节 (57)
reservation /ˌrezəˈveɪʃən/ n. 预订，预约（保留意见） (57)

newsflash /ˈnjuːsflæʃ/ n. （播送的）简明新闻 (59)
speed up （使）加速 (59)
timetable /ˈtɪmətəbl/ n. 时间表，时刻表 (59)
departure /dɪˈpɑːtʃər/ n. 离开，出发；背离，违反 (59)
ferry /ˈfɜːri/ n. 渡船；摆渡 (59)
vt. 渡运，摆渡 (59)
port /pɔːt/ n. 港口；（计算机）端口 (59)
punctual /ˈpʌŋktʃuəl/ adj. 准时的，守时的 (59)
arise /əˈraɪs/ (arose, arisen) vi. 出现，产生

arise from 起因于，由……引起

cyclist /ˈsaɪklɪst/ n. 骑自行车的人

pedestrian /pəˈdestrɪən/ n. 行人，步行者

adj. 行人（使用）的

minibus /ˈmɪnbəs/ n. 中巴，小型公共汽车

aggressive /əˈgresɪv/ adj. 好斗的，挑衅的，富于攻击性的

lane /leɪn/ n. 车道；小路；小巷

crash /kraʃ/ n. & vi. & vt. 撞车，碰撞；倒闭，崩溃

fine /faɪn/ vt. 处以罚金

drunken /dʀʌŋk/ adj. 喝醉的

n. 醉汉，酒鬼

violate /ˈvaɪələt/ vt. 违犯，违反；侵犯

beer /bɪə(r)/ n. 啤酒；一杯（或一罐）啤酒

turning /ˈtɜːrnɪŋ/ n. 拐弯处，转弯处

load /ləʊd/ n. 负荷，负载；大量，许多

vi. 装载，装上，装入

brake /breɪk/ n. 刹车，车闸

vt. 用车闸减速，刹车

tyre /ˈtaɪə(r)/ n. 轮胎

crossing /ˈkrɒsɪŋ/ n. 人行横道；十字路口，交叉点，穿越
Wordlist 2 (in alphabetical order)

Abandon /ə'bændən/ vt. 放弃；抛弃；舍弃 (41)
Abnormal /æb'nɔrməl/ adj. 不正常的；反常的 (19)
Abundant /ə'bændənt/ adj. 大量的；充裕的 (34)
Accelerate /ək'selesret/ vt. & vi. (使) 加速 (19)
Accessible /ə'kessəbl/ adj. 可接近的；可到达的；易理解的 (2)
Accuracy /æk'jʊərəs/ n. 准确性；精确度 (35)
Acid /'æсид/ n. 酸；酸性物质
adj. 酸的；酸性的；酸味的；尖酸的 (18)
Acknowledge /ək'nəulidʒ/ vt. 承认；认可；感谢 (47)
Acupuncture /',ækjʊpɔŋktʃə(r)/ n. 针刺疗法 (17)
Acupuncturist /ˌækjʊpɔŋktʃə'rist/ n. 针灸师
Acupuncture /ˌækjʊpɔŋktʃə/ n. 针刺疗法
Adaptation /ˌædəp'teiʃn/ n. 适应；改编本，改写本 (5)
Addicted /ə'diktid/ adj. 上瘾；人迷 (31)
Address /ə'dres/ vt. 探讨；解决；处理；向……说话；称呼 (某人) (35)
Aggressive /ə'gresiv/ adj. 好斗的；挑衅的；富于攻击性的 (62)
Alarm /'ələrm/ vt. 使担心；使害怕；使警觉
n. 警报器；惊慌；闹钟 (37)
Alcoholic /,ælko'holik/ n. 酗酒者
adj. 酗酒的；含酒精的 (31)
All-round /ˌɔ:l'rəund/ adj. 功能齐全的；全面的 (10)
Ample /'æmpl/ adj. 足够的；充足的；丰裕的 (9)
Anniversary /'ænivəsəri/ n. 周年纪念日 (51)
Annual /'ænjuəl/ adj. 每年的；一年一度的 (57)
Applaud /'æpləud/ vi. & vt. 鼓掌；称赞；赞同 (25)
Application /ˌæplɪ'keiʃn/ n. 应用；运用
申请；申请表；涂抹；外敷 (19)
Appointment /'ɑ:pɔṃtment/ n. 约会；预约
任命；委托 (41)
Approval /'ɑ:pru:v/ n. 批准；通过；赞成
同意 (19)
Architect /ˌɑ:kɪ'tekt/ n. 建筑师 (51)
Arise /'ɑ:raiz/ (arose, arisen) vi. 出现；产生
arise from 起源于，自……引起 (62)
Arrangement /'ɑ:reŋgmənt/ n. 排列；布置
安排；约定；协议 (27)
Aspirin /'æsprən/ n. 阿司匹林 (18)
Assumption /'əsəmpʃən/ n. 假定；假设 (34)
Astonish /'ɑ:stenʃ/ vi. 使十分惊讶；使吃惊 (19)
Authority /ə'tɔrəti/ n. 权力；权威
当权者；批准；授权 (51)
Avenue /'ævənju:/ n. 途径；街道 (34)
Battery /'bætri/ n. 电池 (11)
Beer /'bɛr/ n. 酒；啤酒；瓶 (12)
Beneficial /'bentifɪəl/ adj. 有益的；有用的 (18)
Best-selling /'best'seləŋ/ adj. 畅销的 (18)
Black-and-white /'bleɪkændwɔt/ adj. 黑白的 (2)
Bleed /bli:d/ (bled, bled) vi. 流血；失血 (21)
Blood sugar n. 血糖 (19)
Bond /bɔnd/ n. 纽带；联系；债券；体谅
vt. & vi. (使) 牢固结合 (34)
booth /bʊθ/ n. 不受干扰的划分空间 （如电话亭、投票间等）；临时货摊 （35）
bother /ˈbɔðə(r)/ vi. & vt. 花费时间、精力 （做某事）；打扰，给某人造成麻烦 （47）
brake /breɪk/ n. 刹车，车闸
vt. 用间歇减速，刹车 （63）
brand /brend/ n. 品牌；类型 （33）
*bulb /bʌlb/ n. 电灯泡；（植物）鳞茎 （41）
bunch /bʌntʃ/ n. 束，束
a bunch of 一束，一束；大量，大批 （46）

comb (through) something (for)

command /ˈkɑːmənd/ n. 命令；控制；掌握
vt. 命令；指挥；控制 （34）
at someone’s command 受某人支配 （34）
competence /kəmˈpɛns/ n. 能力；胜任；技能，本领 （41）
complex /ˈkɒmplɛks/ adj. 复杂的；难解的
n. 建筑群；相关联的一组事物；情结 （30）
component /kəmˈpəʊnənt/ n. 组成部分，成分，部件 （3）
conference /ˌkɒnʃrəns/ n. （大型的正式）会议，研讨会 （37）
construct /ˈkənstrʌkt/ vt. 创造；修筑；建造 （2）
convey /kənˈveɪ/ vt. 运送；输送；传达 （50）
correction /kəˈrekʃn/ n. 改正；纠正；修正 （47）
correspond /ˌkɔːrəspɔnd/ vi. 通信；相一致；符合；相当于 （34）
counter /ˈkaʊntə(r)/ n. 柜台；计数器；反驳
vt. 反驳；抵制；抵制 （18）
crash /kræʃ/ n. & vi. & vt. 碰撞；碰撞（使）倒塌；崩溃；

crossing /ˈkrɒsɪŋ/ n. 人行横道；十字路口，交叉点；穿越 （63）
cupboard /ˈkʌbəd/ n. 橱柜；食物柜；衣柜 （18）
cyclist /ˈsaɪklɪst/ n. 骑自行车的人 （62）

circulate /səˈkjʊleɪt/ vi. & vt. 循环；传播，散布；传递，传输 （18）
circumstance /səˈkʌmstəns/ n. 条件；环境；状况 （14）

claim /krɛɪm/ vt. 宣称，断言；索赔，认领
n. 声明；断言；索赔；赔偿 （34）
classify /ˈklɑsɪfaɪ/ vt. 分类，归类 （46）
click /klɪk/ n. （鼠标）点击；咔嚓声
vi. & vt. 点击；（使）发出咔嚓声 （34）
comb /kəm/ vt. 仔细梳洗，梳理（头发）
n. 梳子 （46）

decide on/upon 决定，选定 （57）
delay /drˈleɪ/ vt. & vi. （使）推迟，延迟
n. 延误；延迟 （2）
departure /dɪˈpɑːtʃə(r)/ n. 离开，出发；背离；违反

*detail /dɪˈteɪl/ n. 具体情况，详情，细节 （57）
*device /dɪˈvaɪs/ n. 装置，设备 （2）
diabetes /ˈdɑːbiːtɪz/ n. 糖尿病 (19)
dial /ˈdɑːl/ vt. & vi. 拨（电话号码），打电话 (14)
digital /ˈdɪdʒɪtl/ adj. 数字信息系统的，
编码的，数字式的 (3)
directory /dəˈrektərɪ/ n. 目录，电话号码簿；
公司名录 (46)
disc /dɪsk/ n. 唱片；（计算机）磁盘 (3)
distribute /dɪˈstreɪbjuːt/ vt. 使分布，分散；
分发，分配；分销 (2)
diverse /dəˈvaːs/ adj. 多种多样的，
形形色色的 (34)
drawback /ˈdraːbæk/ n. 缺点，缺陷；
不利条件 (2)
drop off 中途下客或卸货 (49)
drop out 退学，辍学；退出，脱离 (35)
drunk /drʌŋk/ adj. 喝醉的
n. 醉汉，酒鬼 (62)
dull /dʌl/ adj. 钝的，不锋利的；迟钝的；
枯燥的；灰暗的，昏暗的 (30)
dustbin /ˈdʌstbɪn/ n. 垃圾桶，垃圾箱 (15)

E

educator /ˌedʒʊˈkeɪtər/ n. 教育工作者，
教师，教育（学）家 (35)
effective /ɪˈfektɪv/ adj. 有效的；实际的，
事实上的；生效的 (19)
enhance /mɑːns/ vt. & vi. 扩大，扩展，增大 (51)
enquiry /mˈkwɪrəri/ n. 询问，咨询；调查，
查究，探究 (57)
evaluate /ɪˈvæljʊet/ vt. 评估，评价 (35)
eventually /ɪˈventʃuəli/ adv. 最后，终于 (3)
evolution /ˌɪvəluˈʃn/ n. 演变，发展，进化 (2)

explicit /ɪkˈsplɪst/ adj. 直言的，坦率的；
清楚明白的，易懂的 (37)

F

false /fɔːls/ adj. 虚假的，伪造的；错误的；
人造的 (35)
ferry /ˈfɛri/ n. 渡船，摆渡
vt. 渡运，摆渡 (59)
fill in 填写（表格），消磨（时间） (57)
fine /fain/ vt. 处以罚金 (62)
for good measure 额外 (15)
foresee /fɔːrˈsiː/ (foresaw, foreseen) vt. 预料，
预见，预知 (3)

globe /ɡloʊb/ n. 世界，全球；地球仪；球体 (34)
grain /ɡreɪn/ n. 克（重量单位） (10)
growth /ɡrəʊθ/ n. 增加，增长；成长，生长 (53)

H

handful /ˈhændfʊl/ n. 少量的人或物；
一把（的量） (57)
a handful of 少数的，少量的 (57)
heart attack n. 心脏病发作 (18)
heartbeat /ˈhɑːrtbɪt/ n. 心跳 (31)
horse-drawn /ˈhɔːsd्रɔːn/ adj. 用马拉的 (50)

I

idiom /ˈɪdɪəm/ n. 习语，成语，惯用语 (10)
insurance /ˌɪnsərəns/ n. 保险，保障措施 (9)
interval /ˈɪntəlv/ n. 间隔，间隙 (50)
at (...) intervals 每隔……距离或时间 (50)
inventor /ɪnˈventər/ n. 发明者，发明家 (41)
K

keep in touch with 与……保持联系 (1)

L

* lane /lem/ n. 半道；小路；小巷 (62)
let out 放出，发出 (30)
life-saving /ˈlaɪflsəvɪŋ/ adj. 救命的，救生的 (18)
lifetime /ˈlaɪfltaɪm/ n. 一生，终生；存在期 (41)
link up 联合，连接 (50)
load /ləʊd/ n. 负荷，负载；大量，许多
vt. 装载，装上，装人 (63)

M

mass /mæs/ adj. 大规模的；数量极多的
n. 一码；一堆；许多；（物理）质量 (19)
mass production n. 批量生产 (19)
merely /ˈmiəli/ adv. 仅仅，只不过 (14)
* metropolitan /ˌmɛtəˈpɒlɪtən/ adj. 大城市的，大都会的 (50)
minibus /ˈmɪnɪbʌs/ n. 中巴，小型公共汽车 (62)
minister /ˈmɪnɪstə(r)/ n. 部长，大臣；牧师 (51)
minus /ˈmænɪs/ n. 减号；负号；缺点
prep. 减；没有，缺乏
adj. 零度以下的；负数的 (47)
* mould /maʊld/ n. 霉，霉菌 (19)

N

needle /ˈniːdəl/ n. 针，针头；指针 (17)
* newsflash /ˈnuːsflæʃ/ n. （插播的）简明新闻 (59)

O

obvious /ˈɒbvoʊs/ adj. 显而易见的 (9)
operating theatre n. 手术室 (17)
oppose /ˈpɔʊz/ vt. 反对，抵制，阻挠；与……竞争 (14)
organ /ˈɔːrɡən/ n. 器官；管风琴，风琴；机构，团体 (31)
outcome /ˈaʊtʌm/ n. 结果，后果 (25)
outer /ˈaʊtə(r)/ adj. 远离中心的，外围的；外表的，表层的 (50)
outline /ˈaʊtlʌm/ n. 提纲，概要；轮廓线，略图 (47)
ownership /ˈɔːnəʃɪp/ n. 所有权，产权 (51)

P

patent /ˈpætnt/ n. 专利权；专利证书 (5)
pedestrian /ˈpɛdɪstrən/ n. 行人，步行者
adj. 行人（使用的） (62)
* penicillin /ˈpɛnɪsɪlɪn/ n. 盘尼西林，青霉素 (18)
percentage /ˈpɜːsɛntɪdʒ/ n. 百分率，百分比 (2)
phenomenon /fəˈnɒmən/ n. 现象 (31)
platform /ˈplætʃfɔːm/ n. 站台，月台；平台；讲台，舞台 (53)
plus /plʌs/ n. 加号；优点；长处
prep. 加；以及，和
adj. 零度以上的 (47)
port /pɔːt/ n. 港口；（计算机）端口 (59)
portable /ˈpɔːtəbl/ adj. 便携式的，轻便的 (3)
possess /pəˈzɛs/ vt. 拥有，具有 (18)
postpone /pəˈspəʊn/ vt. 延迟，延期 (50)
potential /pəˈtenʃl/ n. 可能性，潜在性；潜力，潜能
adj. 潜在的，可能的 (18)
pressure point n. 压痛点，止血点 (30)
* prime /prəm/ adj. 主要的，主要的
n. 盛年；鼎盛时期 (51)
*Prime Minister n. 首相，总理 (51)
principle /ˈprɪnsəpl/ n. 原理，法则；道德原则，行为准则 (2)
pulse /pʌls/ n. 脉，脉搏；脉冲 (30)
punctual /ˈpʌŋktʃuəl/ adj. 准时的，守时的 (59)
put off 推迟，推延；使反感 (57)
put through 给某人接通（电话）；使经历 (57)

qualification /kwɒlɪfɪˈkeɪʃn/ n. 资格，资历 (46)

rail /reɪl/ n. 铁路；栏杆，扶手；横杆 (50)
reasonable /ˈrɛɪznəbl/ adj. 合理的，有理由的；公道的；明智的 (25)
receiver /ˈriːsiːvə(r)/ n. 无线电接收机；听筒；受话器；接受者 (2)
receptionist /rɪˈsepʃənɪst/ n. 接待员 (57)
reference /ˈrefərəns/ n. 参考，查阅；提到，谈及；介绍信，介绍人 (35)
refrigerator /ˈrɛfrɪɡərətə(r)/ n. 冰箱 (14)
reject /rɪˈdʒekt/ vt. 拒绝，拒收；不予考虑；不予录用 (14)
relate /rɪˈleɪt/ vt. 叙述，讲述 (31)
relay /rɪˈleɪt/ vt. 播放，转播；接转，转发 n. 接力赛；中继设备 (5)
relevant /rɪˈleɪvənt/ adj. 紧密相关的，切题的；有价值的，有意义的 (46)
religious /rɪˈliːʒəs/ adj. 宗教的，宗教信仰的；笃信宗教的，虔诚的 (14)
reservation /ˌrezəˈveɪʃn/ n. 预订，预约；保留意见 (59)
revolution /ˌrevəˈluːʃn/ n. 巨变，大变革；革命；旋转，天体运行 (18)
rid /rid/ (rid, rid) vt. 摆脱；去除；丢弃 (15)
route /ruːt/ n. （常规）路线 (49)

sample /ˈsæmpl/ n. 样本，样品 (43)
vt. 采样；尝试；品尝
satellite dish n. 卫星电视碟形天线 (2)
scan /skæn/ vt. & vi. 浏览，粗略地读；审视，端详；扫描 (11)
sceptical /ˈskeptɪkl/ adj. 怀疑的 (5)
search engine n. （因特网）搜索引擎 (46)
section /ˈsektʃn/ n. 部分；部件；部门 (50)
shallow /ˈʃæloʊ/ adj. 浅的，浅薄的；浅的 (15)
sharp /ʃɑːp/ adj. 锋利的；急剧的；灵敏的；尖锐的，严厉的 (30)
sickness /ˈsɪknəs/ n. 疾病；恶心呕吐 (19)
source /səʊs/ n. 来源，信息源；根源，原因 (34)
sparrow /ˈspærəʊ/ n. 麻雀 (47)
specific /spəˈsɪfɪk/ adj. 具体的，明确的；特定的；独特的 (46)
speed up （使）加速 (59)
split /split/ (split, split) vi. & vt. 分割，（使）分开；撕开，割破 (57)
split up 分组，分解；分离 (57)
stable /ˈsteɪbl/ adj. 稳定的；稳重的 (15)
stainless /ˈstɛnəsl/ adj. 不锈钢的 (30)
stainless steel n. 不锈钢 (30)
statistics /stəˈtɪstɪks/ n. （pl.）统计数字，统计数据，统计资料 (34)
storage /ˈstɔːrdʒ/ n. 存储，储藏（空间） (3)
stroke /strəʊk/ n. 中风，脑溢血；（打，击等的）一击，一击；轻抚；轻触；轻击 (18)
vt. 轻抚，抚摩
subscribe /səˈbɑːskrɪb/ vi. 定期订购或订阅 (31)
subscribe to 同意，赞成 (31)
subway /ˈsʌbweɪ/ n. 地铁 (53)
suitable /suˈtɪbl/ adj. 合适的，适当的 (11)
surgeon /ˈsɜːdʒən/ n. 外科医师 (17)
swell /swel/ （swelled, swelled/swollen）vi. & vt. 肿胀，膨胀；（使）凸出，鼓起 (30)
swell up 肿胀，膨胀 (30)
salicylic acid /ˌsæliˈliːk æsid/ n. 水杨酸 (18)

S

Sacrifice /sækrɪfɪs/ vt. 牺牲，献出
n. 牺牲，舍弃；祭品 (15)

Salicylic acid /ˌsæliˈliːk æsid/ n. 水杨酸 (18)
sword /sɔːd/ n. 剑，刀

symptom /sɪmˈtæm/ n. 症状；征兆

T

tablet /ˈteɪblət/ n. 药片；丸；牌，匾，碑

terminal /ˈtɜːriəln/ n. 终端，终端设备；终点

adj. 末端的，未梢的

text message n. (手机)短信息

theory /ˈθɪəri/ n. 理论；学说

tight /taɪt/ adj. 亲密的，紧密的；紧的；紧身的；严紧的

adj. 严密的；紧的

timetable /ˈtaɪmɪtəbəl/ n. 时间表，时刻表

traffic jam n. 堵车，交通堵塞

tram /træm/ n. 有轨电车

translation /trænˈzɪʃən/ n. 翻译；转化

try out 测试，试验；参加选拔

tube /tjuːb/ n. 管子；管状物；伦敦地铁

* tunnel /ˈtʌnl/ n. 地下通道，隧道

turn to somebody/something 向……求助

turning /tɜːrnɪŋ/ n. 拐弯处，转弯处

type /taɪp/ vt. (用计算机或打字机)打字

typical /ˈtɪpɪkl/ adj. 平常的；典型的

adj. 有代表性的；特有的

tyre /ˈtaɪə(r)/ n. 轮胎

up to date adj. 最新的；现代的；时髦的

user-friendly /juːzˈfrendli/ adj. 方便用户的，便于使用的

V

valid /ˈvɛlɪd/ adj. 合法的，合理的

adj. 有根据的；(法律上)有效的

VCD n. 影碟（video compact disc的缩写）

via /viə/ prep. 经由，经过（某一处）；通过，凭借

violate /ˈvaɪəleɪt/ vt. 违犯，违反；侵犯

vital /ˈvaɪtəl/ adj. 对……极重要的，必不可少的

vote /vəut/ vi. & vt. 投票，选举，表决

n. 选票；选举，表决

W

weakness /ˈwiːknəs/ n. 缺点，不足；弱点

虚弱，衰弱

wear somebody out 使筋疲力尽；使厌烦

web /weɪb/ n. 网状物，网络

web page n. 网页

what is more 更有甚者，更为重要的是

wind /wʌnd/ (wound, wound) vt. & vi.

上发条；缠绕；蜿蜒，曲折

wind up 上发条

withdraw /waɪdˈtraʊər/ (withdrew, withdrawn)

vi. & vt. 撤回；取（款）

wrist /rɪst/ n. 手腕，腕关节
**Wordlist 3 (proper nouns)**

Note: The numbers in parentheses indicate the page number on which each term first appeared in the textbook.

<table>
<thead>
<tr>
<th>English</th>
<th>Pinyin</th>
<th>Chinese Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Amish</td>
<td>'æmɪʃ/</td>
<td>(基督教)阿米什派教徒</td>
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<td>John Logie Baird</td>
<td>'dʒʌn, lɔʊdʒi, bɛərd/</td>
<td>约翰·洛吉·贝尔德（男子名）</td>
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<td>Philo Farnsworth</td>
<td>'fɛləu'fɔrnswɔθ/</td>
<td>菲洛·法恩斯沃思（男子名）</td>
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<td>Thomas Edison</td>
<td>'θɔrməs'edison/</td>
<td>托马斯·爱迪生（美国发明家）</td>
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<td>Emile Berliner</td>
<td>'ɛmɪlˌbɪrnlər/</td>
<td>埃米尔·贝利纳（女子名）</td>
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<td>Nikola Tesla</td>
<td>'nɪkəla tɛsə/</td>
<td>尼古拉·特斯拉（美国发明家、物理学家）</td>
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<td>Guglielmo Marconi</td>
<td>'ɡuːlɪelmoˌmaɾˈkoʊni/</td>
<td>古列尔莫·马可尼（意大利科学家，无线电之父）</td>
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<td>Jane</td>
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<td>简（女子名）</td>
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<td>Hippocrates</td>
<td>'hɪpəkrɔtɪks/</td>
<td>希波克拉底（古希腊著名医师）</td>
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<td>'fɪlɪksˈhɒfman/</td>
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<td>18</td>
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<td>Smith</td>
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<td>史密斯（姓）</td>
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<td>18</td>
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<td>Thun</td>
<td>/ˈθʌn/</td>
<td>图恩（姓）</td>
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<tr>
<td>Alexander Fleming</td>
<td>/əlˈɛkəndər ˈfɛlmɪŋ/</td>
<td>亚历山大·弗莱明（英国细菌学家）</td>
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<td>Howard Florey</td>
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<td>霍华德·弗洛里（澳大利亚科学家）</td>
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<td>World War II</td>
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<td>第二次世界大战</td>
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<td>诺贝尔医学奖</td>
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<td>Tiger Balm</td>
<td>/ buːm/</td>
<td>万金油</td>
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<td>22</td>
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<td>22</td>
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<td>X-ray</td>
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<td>X光</td>
<td>22</td>
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<td>ICU</td>
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<td>重症监护室</td>
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<td>约翰（男子名）</td>
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<td>Mike</td>
<td>/maɪk/</td>
<td>迈克（男子名）</td>
<td>25</td>
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<td>the Stone Age</td>
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<td>石器时代</td>
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<td>世界卫生组织</td>
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<td>eBay</td>
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<td>易趣网</td>
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<td>/ˈkɛnti/</td>
<td>肯尼（男子名）</td>
<td>38</td>
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<td>www (the World Wide Web)</td>
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<td>万维网</td>
<td>38</td>
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<td>van Gogh</td>
<td>/ˈvæn ˈɡɒɡ/</td>
<td>凡·高（荷兰著名画家）</td>
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<td>Tom</td>
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<td>Google</td>
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<td>谷歌（因特网搜索引擎）</td>
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<td>the London Underground</td>
<td>伦敦地铁</td>
<td>(49)</td>
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<tr>
<td>Charles Holden /ˈtʃɑːlz hɑuldən/</td>
<td>查尔斯·霍尔登（男子名）</td>
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<td>the Victoria /vɪkˈtɔːriə/ Line</td>
<td>伦敦地铁维多利亚线</td>
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<td>the tube</td>
<td>伦敦的地铁</td>
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<td>the Metropolitan Railway Company</td>
<td>（英国）大都会铁路公司</td>
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<td>King’s Cross</td>
<td>国王十字火车站（伦敦地名）</td>
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<td>（伦敦地铁）环线</td>
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<td>泰晤士河</td>
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<td>Charles Yerkes /ˈtʃɑːlz ˈjɜːkz/</td>
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<td>（英国）伦敦电力地铁公司</td>
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<td>（英国）伦敦客运总署</td>
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<td>the Metropolitan Line</td>
<td>（伦敦地铁）大都会线</td>
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<td>（英国）伊丽莎白女王二世</td>
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<td>北京地铁</td>
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<td>Birmingham /ˈbɜːmɪŋəm/</td>
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<td>Spaghetti Junction /spaˈɡɛtʃi ˈdʒæŋkʃən/</td>
<td>多层式立交桥</td>
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<td>Jenny /ˈdʒenɪ/</td>
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<td>齐齐哈尔（中国城市）</td>
<td>(59)</td>
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<td>Harbin</td>
<td>哈尔滨（中国黑龙江省省会）</td>
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Wordlist 4 (Grammar and usage)

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。

<table>
<thead>
<tr>
<th>English</th>
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<tr>
<td>transitive verb</td>
<td>及物动词</td>
<td>(8)</td>
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<tr>
<td>intransitive verb</td>
<td>不及物动词</td>
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<td>直接宾语</td>
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<td>动词的ing形式</td>
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<td>宾语从句</td>
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<td>prepositional phrase</td>
<td>介词短语</td>
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<td>非限定动词，非谓语动词</td>
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<td>被动语态</td>
<td>(8)</td>
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<td>adverbial</td>
<td>副词或副词短语；状语</td>
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<td>连系动词</td>
<td>(24)</td>
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<td>助动词</td>
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同学们：

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识、培养能力。

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

《牛津高中英语》编写组
牛津大学出版社（中国）有限公司
2011年7月
## Contents

1. **Living with technology**
   - Language practice 98
   - Reading 103
   - Listening 105
   - Writing 106

2. **Fit for life**
   - Language practice 107
   - Reading 112
   - Listening 114
   - Writing 115

3. **The world online**
   - Language practice 116
   - Reading 121
   - Listening 123
   - Writing 124

4. **Public transport**
   - Language practice 125
   - Reading 130
   - Listening 132
   - Writing 133
Language practice

A1 Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech where necessary.

1. ____________ to the highway was prevented after the accident.
   This beautiful island is only ____________ by boat. (access)

2. There were many people shouting at the concert, so the ____________ made there was not very clear.
   The cassette ____________ was broken, so we were not able to ____________ our new song yesterday. (record)

3. The ____________ on the TV was broken, and the TV could not pick up any signals.
   Wei Hua ____________ 100 yuan as a New Year’s present last year. (receive)

4. The ____________ of the new train station took two years.
   The Great Wall was first ____________ in the north of China over 2,000 years ago. (construct)

5. When spring came, we put our winter clothes into ____________ until autumn.
   A bank is a place where money is ____________. (store)

6. In the last one hundred years, many different kinds of ____________ devices have been invented, such as computers and mobile phones.
   We realized that perhaps we had been using the air conditioning too much when we saw how high the ____________ bill for August was. (electric)

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

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1. The toy car had to be ____________ up in order for it to run.

2. An important ____________ of our studies is English grammar.

3. The young scientist is applying for a ____________ on his recent invention.

4. The flight’s arrival was ____________ for two hours due to bad weather.

5. Everyone really enjoyed the film ____________ of the novel Journey to the West.

6. Isaac Newton discovered many of the important ____________ of physics.

7. Back in the 19th century, the famous French writer Jules Verne ____________ that mankind would someday travel to the moon.

8. When Alexander Graham Bell invented the telephone, he could not have imagined that one day there would be ____________ phones small enough to fit in one’s pocket.
**B1**  
*Fill in the blanks with the correct prepositions in brackets.*

1. After the presentations, the whole class voted **on** (on/in) the best idea.
2. **By** (in/by) truth, many wealthy people are not very happy.
3. After many years of communicating by e-mail, the two friends were finally able to meet **face to face** (by/to) face.
4. The school library is quite convenient **for** (to/for) reading and study.
5. This phone should only be used **on** (in/on) an emergency.
6. The girl was so absorbed **at** (at/in) her studies that she did not notice her friend walking towards her.
7. **For some reason**, many students did not like Sarah even though she had the best marks in the class.
8. When training for a sports event, it is important to focus **on** (on/in) your weaknesses as well as your strengths.

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

- sacrifice
- stable
- shallow
- reject
- merely
- valid
- oppose
- tight
- typical
- rid

1. Shirley felt very sad because she was **rejected** for the part in the new film.
2. The little girl was scared and kept a **tense** hold on her mother’s hand.
3. Some people **oppose** the eating of meat because they do not think it is right to kill animals.
4. Only a **stable** person always judges other people by the way they look.
5. Students cannot leave the classroom during the exam unless they have a **valid** reason.
6. On a **typical** day, more than five million people ride the Shanghai Underground.
7. In order to see what the weather is like right now, you **need** to look out of the window.
8. After the storm, it took several days to **sacrifice** the house of water.
9. Tim’s mother **rejected** many things to make sure that Tim could get ahead in life.
10. Please don’t worry. He is now in **stable** condition after the operation. We’ll take good care of him.
My friend and I always (1) played ( ) outside when we were young. Indeed, from morning to night, we almost never (2) went ( ) inside. On cold winter days, we (3) threw ( ) snowballs or (4) built ( ) snowmen. During spring rains, we (5) climbed ( ) up to our tree house and (6) played ( ) cards. In the summer, we went swimming in the lake. Then in the autumn, we (7) rolled ( ) around in the orange leaves.

This all (8) ended ( ) one day, when my friend (9) received ( ) a video game player for his birthday. In the beginning, he sometimes (10) invited ( ) me over to play with him. However, this (11) began ( ) to happen less and less, because his house is small, and his mother does not (12) like ( ) visitors. Now we never (13) see ( ) each other, because he is always (14) playing ( ) his video games.

I (15) miss ( ) my friend.

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

1. attend/attend to
   a) Last week the class _____________ a concert at the local theatre.
   b) Jeff was ill, so he stayed home from school and his mother had to _____________ him.

2. check/check into
   a) After arriving in Beijing, we first _____________ our hotel before going to the conference centre.
   b) It is important to _____________ your homework before you hand it in.

3. believe/believe in
   a) Diane was able to go through many difficulties in life because her parents strongly _____________ her.
   b) It was very hot yesterday, but it is difficult to _____________ that it reached 45 degrees.

4. apply/apply for
   a) This new technology can be _____________ to farming.
   b) He decided to _____________ the job when he saw the ad in the newspaper.

5. call/call on
   a) In his speech, he _____________ all of us to take immediate action to fight against global warming.
   b) I _____________ him several times this afternoon, but he didn’t answer the phone.
D1. Fill in the blanks with the words in the box below. Change the form where necessary.

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1. Take your time. There is ____________ time to finish this exercise.

2. It soon became ____________ that he would not be able to play basketball any more because of the injury.

3. The man went to prison so he could ____________ his crimes.

4. He has been working for this company for ten years, selling car ____________.

5. Everything at the meeting went well until the conversation ____________ working conditions.

6. I think everyone would ____________ for Tony, because he is really kind.

7. Everyone ____________ the party and it was a big success.

8. You should not begin a ____________ letter with ‘To whom it may concern’.

9. She is tall and ____________. It is no surprise that she has so many fans around the world.

10. The other students gathered around Alice to ____________ her after they learnt that her dog had died.

D2. Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech where necessary.

1. ____________ the high temperature, we will have to cancel our trip.
   The painting was not ____________ good enough to be part of the exhibition.
   Kindness and ____________ are both important for good human relations. (consider)

2. This book focuses on the influence of ____________ on our lives.
   In some parts of the world, people don’t eat certain kinds of food for ____________ reasons. (religious)

3. In the job ad, the company said that it needed someone who could ____________ English documents.
   An English ____________ of Lu Xun’s works can be found in many good bookstores in the UK. (translate)

4. Many expensive restaurants will not let you eat there unless you are wearing ____________ clothes.
   After one long winter, Fang Mei left Mohe, Heilongjiang as she found that she was not really ____________ for the cold weather there. (suit)

5. Many foreigners find it difficult to ____________ Chinese characters properly.
   A good dictionary should give you both the meanings and the ____________ of the words. (pronounce)
When I entered senior high school, I began to take a great interest in poems. I devoted (1) ___________ all my free time to reading and writing poems. One day, I presented one of my poems to my teacher because I wanted his opinion as to whether the poem was any good. While he was (2) ___________ the lines, I waited worrying that he would dislike the poem. But he said it was wonderful and encouraged me to send it to a newspaper to be published. Personally, I was happy to hear his opinion, but still felt (3) ___________ about whether or not my poem was really that good.

Anyhow, wanting to try my luck, I posted my poem to a newspaper without (4) ___________. After waiting more than a month, I (5) ___________ that my poem was (6) ___________. Then a letter came informing me that they were going to publish my poem and pay me (7) ___________ money for it. They even wanted me to read it aloud and (8) ___________ it on the radio. I had done it.

The poem was an (9) ___________ success. I regarded this as a good start. I believe I can (10) ___________ become a famous poet.

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

1. 很难预知未来会发生什么。 (foresee)
2. 经过认真考虑，我们最终还是拒绝了他在会上提出的建议。 (reject)
3. 他投票赞成这一决定只是因为他没有其他的选择。 (merely)
4. 她随意的衣着不适合这个重要的典礼。 (suitable)
5. 我不认为女性应该为了家庭而牺牲独立性。 (sacrifice)
6. 住在主干道旁边的主要缺点是喧嚣的噪音。 (drawback)
7. 很显然，定期运动是健康生活的重要组成部分。 (component)
8. 在这样的情况下，他开始怀疑自己的判断。 (circumstance, sceptical)
Sam and Jenny are discussing the advantages and disadvantages of modern inventions.

Sam: I have been thinking about modern inventions and how they have changed our lives. Our lives are much easier now! Before microwaves, cooking food took a long time. Now, we can prepare a meal in just a few minutes. Getting in touch with people is also simpler. We can use computers to send e-mails to people all over the world and get an answer on the same day or even within several minutes! Mobile phones make life even more convenient because with them we do not have to be always at home to make and receive calls.

Jenny: I agree that some inventions have made our lives more convenient. However, while it may seem that we save a lot of time with microwave ovens, dishwashers and other appliances, we fill that time with other activities so that we are busier than ever. I think computers are especially a problem because we spend a lot of time reading and writing e-mails. It is the same with mobile phones. They make us think we always have to be in touch with others.

Sam: How would we get news if we did not have TVs or radios? How could we contact each other if we did not have telephones?

Jenny: I didn’t mean that all technology is bad. I just think that some technology has taken control of our lives. We spend more time watching TV or DVDs and less time talking to family and friends. Also, it seems to me that food cooked in a microwave does not taste as good as food that has been cooked on a regular stove.

Sam: Well, you have to agree that fridges are very important and useful. Without them, we could not keep meat or vegetables for a long time. My grandma told me that she had to go shopping for food very often when she was young. She could only buy food for one day in the summer!

Jenny: You are right, but in my opinion, some appliances have made us lazy. Since housework is easier with these appliances, we don’t like to work hard. With all of these inventions we can do everything quickly, so we don’t want to wait for anything.

Answer the following questions about the conversation.

1. Why does Jenny think that e-mails and mobile phones are a problem?
2. What does Sam think about TVs, radios and telephones?
3. According to Jenny, how has modern technology changed our relations with other people?
4. Why does Sam mention his grandmother?
5. How does Jenny think that some household appliances have changed our character?
We see them everywhere—on boxes of food, on packages and on CDs. They, of course, are bar codes. The invention of bar codes has changed the way we shop and how companies learn where their products are.

Bar codes are quite a new invention. It was two American university students, Bernard Silver and Norman Woodland, who first got the idea of bar codes. In 1948, they heard that the president of a food company was looking for a way to easily get information about what was being sold to customers. They tried to help by using a code system. To make their codes, Silver and Woodland drew circles on paper. Then they invented a large electronic reader to read the codes. However, computers then were big and slow, so Silver and Woodland could not easily record the data that was read.

Then, in the 1960s, David Collins, an American engineer, made important developments in bar codes. While working for a railway company, Collins developed a system for recognizing train carriages. In one train, each carriage might belong to a different railway company. Collins’s system used coloured lines to represent different numbers, which were codes for different railway companies. In order to develop this technology for other kinds of businesses, Collins started his own company. In 1969, Collins’s company put a bar code reading system in a car factory, showing that bar codes could be useful.

Shortly after Collins started his company, an American electronics company called RCA also saw the potential of bar codes to help businesses. RCA bought the patent for Woodland and Silver’s electronic reader and developed bar codes for supermarkets. RCA’s system, which recorded how much of a product was sold, was not perfect. Since bar codes were not common, not all products had them and different companies used different codes. Then, Woodland helped develop the Universal Product Code (UPC), which gave every product a code that contained information about the manufacturer and the kind of product being sold. This made bar codes much more practical. Since then, bar codes have been used around the world.

In addition to shops, hospitals use bar codes to identify patients by giving them cards with bar codes on them. Libraries use bar codes to record which books have been lent, and airports use them to determine where bags are going. Bar codes have made life much easier and simpler.

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

<table>
<thead>
<tr>
<th>Bar codes’ effect on life today</th>
<th>They have changed the way we (1) ___________ and how companies learn where their products are. They have made life much easier and (2) ___________.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 1948</td>
<td>Two American students heard about a company looking for a way to easily get (3) ___________ about the sales of their product. They (4) ___________ a code system, but it wasn’t practical.</td>
</tr>
<tr>
<td>In the (5) ___________</td>
<td>David Collins improved bar codes by developing a system for (6) ___________ train carriages.</td>
</tr>
<tr>
<td>In 1969</td>
<td>Collins’s company put a bar code reading system in a car (7) ___________.</td>
</tr>
<tr>
<td>Shortly after (8) ___________ started his company</td>
<td>RCA developed bar codes for (9) ___________. But the codes weren’t practical until the (10) ___________ of the Universal Product Code.</td>
</tr>
</tbody>
</table>
Listening

A Susan is writing a report about the invention of television. She is asking her cousin Toby for some information. Help her complete as much of her notes as possible by circling the correct words.

1. Nipkow’s television was a disc / box with holes in it.
2. Baird showed his first television at a laboratory / large shop in London.
3. In October 1925, Baird showed another television with light and shade / colour.
4. Baird’s first two televisions were too slow to show movement / colour.
5. On 26 January 1926 / 1927, Baird showed the first real television.
6. When Farnsworth was in high school / at college he came up with the idea of electronic televisions.
7. Farnsworth invented a machine which used electricity / light to scan and send pictures.
8. In 1929 / 1923, Zworykin showed a practical electronic television system.

B Susan went to the library to get more information about the invention of television. Listen as she tells Toby what she has learnt and complete the rest of the notes above.

C Susan is now writing her report. Help her complete the report using the information above. Listen to the recordings again if necessary.

Many people were responsible for the invention of television. The earliest television system was invented by Paul Nipkow from (1) ___________________. His television system was a (2) ___________________ with holes in it. John Baird further developed television. He first showed a television at a (3) ___________________ in London. The picture was just the black shape of a (4) ___________________. Baird’s second television showed (5) ___________________. However, both of these television systems were too slow to show (6) ___________________. Finally, on 26 January (7) _____________, Baird showed the world’s first real television.

Philo Farnsworth and Vladimir Zworykin also made important contributions to the television. Farnsworth invented a machine which used (8) _________________ to scan and send pictures. In 1927, he made the first electronic television broadcast. Zworykin invented a device used in television to (9) _________________ pictures, and the part of a television that (10) _______________ broadcasts, in 1923. He showed a practical electronic television system in (11) _______________.

There is some (12) _______________ about who first invented electronic television.
When we describe the development of an invention, we state the key events and list them in the order that they happened. When listing these things, it is important to include the names of people who contributed to the invention and also the key periods of its development. Read the following passage and see how the writer describes the development of the air conditioner.

The first practical cooling system for use in industry was invented in 1902 by Willis Carrier in New York, the USA. He continued to improve his invention and, in 1928, developed the first air conditioner for home use. In 1939, an American car company introduced the first air conditioner for cars, making driving more comfortable. After World War II, many American companies began making air conditioners and, beginning in 1950, many homes in the USA were built with central air conditioning. Central air conditioning uses a single unit to heat or cool a whole house. With this, people could escape the heat of summer and the cold of winter no matter where they were in the house. In the 1970s, electricity became more expensive, so people developed better air conditioners to save money. Later, the cooling gas in air conditioners was found to pollute the environment, so engineers have been working to produce air conditioners more friendly to the environment since the 1980s.

Telephones are a popular means of communication. Write a passage about the development of the telephone, using the information below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 March 1876</td>
<td>Alexander Graham Bell, a Scot living in Massachusetts, the USA, invented the telephone. The first telephone message (to his assistant): ‘Mr Watson, come here. I want to see you.’</td>
</tr>
<tr>
<td>1877</td>
<td>Thomas Edison of New Jersey, the USA, began doing hundreds of experiments with the telephone, improving the sound quality.</td>
</tr>
<tr>
<td>Early 1900s</td>
<td>Long-distance communication became clear and loud.</td>
</tr>
<tr>
<td>1935</td>
<td>The answering machine was invented.</td>
</tr>
<tr>
<td>1959</td>
<td>The push-button telephone was invented.</td>
</tr>
<tr>
<td>1983</td>
<td>The first public mobile phone service was introduced in Chicago. Mobile phones quickly became popular around the world.</td>
</tr>
<tr>
<td>1990s</td>
<td>Internet Phone (IP) uses high-speed Internet connections. This technology is still in development, and is now becoming practical for regular use.</td>
</tr>
</tbody>
</table>
A1. Fill in the blanks with the correct words. Change the form where necessary.

1. try out/try on
   a. The drug has not been ________________ on humans yet, so it cannot be put on the market.
   b. You should ________________ these shoes before you buy them.

2. chew/swallow
   a. The old lady didn’t like the beef, because she could hardly ________________ it.
   b. The boy was so hungry that he ________________ the chocolate in seconds.

3. own/possess
   a. So far as I know, Harry ________________ all the skills needed for this job.
   b. Though he ________________ a car, he prefers to go to work on foot.

4. carry out/carry on
   a. The New Year’s party ________________ all night, and did not stop until breakfast.
   b. Many important experiments are ________________ in university laboratories.

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

<table>
<thead>
<tr>
<th>revolution</th>
<th>accelerate</th>
<th>beneficial</th>
<th>unable</th>
<th>abnormal</th>
<th>potential</th>
<th>approval</th>
<th>circulate</th>
<th>possess</th>
<th>vital</th>
</tr>
</thead>
</table>

1. No one knows the ________________ side effects of this new drug, so it needs to be tested further.

2. As the patient’s heartbeat was ________________, the doctor checked her into the hospital.

3. This professor ________________ many interesting books, which can be found nowhere else.

4. The last thirty years has seen a ________________ in information technology.

5. The government gave ________________ to a new airport outside the city.

6. This power plant will be a ________________ source of energy for the city in years to come.

7. The news quickly ________________ round the country that the famous actor was getting married.

8. Ten years ago, he fell from a tree and was badly injured, so he is now ________________ to look after himself.

9. A good night’s sleep can be ________________ to one’s health.

10. The car ________________ down the road at high speed.
B1. Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>relate</th>
<th>phenomenon</th>
<th>alcoholic</th>
<th>complex</th>
<th>theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>sharp</td>
<td>swell</td>
<td>pulse</td>
<td>wrist</td>
<td>dull</td>
</tr>
</tbody>
</table>

1. When Peter got to the hospital, the first thing the doctor did was check his **pulse** to see how his heart was beating.

2. The man slowly put his hand into the woman’s bag, hoping that she would not notice. Suddenly, a hand grasped him by the **wrist**. A policeman!

3. Nowadays, there are many places where **alcoholic** can go to get help for their drinking problem.

4. There has been a **sharp** increase in the number of Internet users in recent years.

5. The **sharp** of lightning was not well understood until the 18th century.

6. A computer is made up of many **complex** parts.

7. The film was so **sharp** that we fell asleep in the middle of it.

8. There are many **complex** to explain the existence of UFOs.

9. Her right leg **swell**ed after being bitten by an insect.

10. Joseph could not understand how these two accidents **relate** to each other.

B2. Fill in the blanks with the correct prepositions or adverbs in brackets.

1. This cup is made **of** glass.

2. Our new business idea is connected **with** computer technology.

3. Many young people have become addicted **to** video games.

4. We used to subscribe **to** several newspapers, but now we get our news from the Internet.

5. I have a friend who looks just **like** Jackie Chan.

6. When the boy let the air **off** of the balloon, it made a terrible sound.

7. The firemen blocked everyone **from** entering the burning building.

8. In the future, most office workers will be replaced **by** machines.

9. This hospital provides treatment **for** various skin diseases.

10. What he said at the meeting raised doubts **about** how practical the new method was.
Fill in the blanks with the linking verbs in the box below. Each word should be used only once. Change the form where necessary.

<table>
<thead>
<tr>
<th>become</th>
<th>remain</th>
<th>sound</th>
<th>taste</th>
<th>smell</th>
<th>look</th>
<th>feel</th>
</tr>
</thead>
</table>
| 1 The soup my mother made yesterday ___________ very delicious. I really liked it.  
   (变得)
| 2 In the winter, it ___________ good to sit near a fire.  
   (保持)
| 3 When I grow up, I want to __________ an engineer.  
   (成为)
| 4 After she had her hair cut, she ___________ even more beautiful.  
   (看起来)
| 5 In this particular song, he ___________ terrible, so no one liked it.  
   (听起来)
| 6 Even though they tried to cheer him up, he ___________ sad.  
   (感觉)
| 7 The air in the flower shop always ___________ good.  
   (感觉)

Translate the Chinese into English to complete the sentences using linking verbs.

1. Can you lend me your bike? _____________________________.  
   (我的自行车坏了)
2. He is crying over there. He ___________________________.  
   (似乎已经被告知一切了)
3. It is going to rain later. It ___________________________.  
   (外面看起来已经很黑了)
4. Every time my grandmother comes to see me, she says that I ___________________________.  
   (长高了好多)
   But the truth is I ___________________________.  
   (五年来一直这么高)
5. I told him the news with great excitement, but he ___________________________.  
   (对此没有表现出任何兴趣)
6. It was the first time that he had given a speech in front of a big audience. He made several mistakes and ___________________________.  
   (看起来非常紧张)
7. Boys, the show is coming on. ___________________________.  
   (保持安静)
8. The food must have gone bad. It ___________________________.  
   (很难闻)
9. The students talked excitedly about the film, so it ___________________________.  
   (看起来他们很喜欢这部电影)
10. Your bags are in front of the door; it ___________________________.  
    (你似乎准备好要走了)
11. The soup had been cooking for hours and it ___________________________.  
    (闻起来很美味)
12. She was very serious in her efforts, which ___________________________.  
    (被证明是很有价值的)
### D1

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

<table>
<thead>
<tr>
<th>benefit from</th>
<th>cautious</th>
<th>reasonable</th>
<th>applaud</th>
<th>common predict</th>
<th>outcome prove</th>
<th>wear out</th>
<th>stay</th>
</tr>
</thead>
</table>

1. At the end of the lecture, the whole audience rose to ________________ the speaker for his wonderful speech.

2. Everyone was happy because the ________________ of the test was positive.

3. In any discussion it is important to give ________________ arguments.

4. After a hard day's work, Matthew was so ________________ that he went straight to bed after dinner.

5. The weather forecast ________________ that it will rain tomorrow.

6. Yesterday, Bob ________________ late at the office in order to catch up on his work.

7. Everyone in the town is sure to ________________ the new shopping mall that will be completed by the end of this year.

8. In the future, computers will be so ________________ that even the poorest people will have them.

9. The man ________________ to be a danger to society, so he was thrown into prison.

10. Many people are ________________ when it comes to GM foods, worrying that they are bad for health.

### D2

Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech where necessary.

1. The travel agent ________________ for us to leave on Tuesday.
   The ________________ for the wedding had to be made weeks in advance. (arrange)

2. A high ________________ of people who eat too much are overweight.
   Foreigners make up about 5 ________________ of the population of this city. (per cent)

3. Hats both look good and ________________ the skin from too much sunlight.
   When you do experiments in the lab, it is important to wear gloves for ________________. (protect)

4. Bill failed to read the ________________, and had a hard time trying to put together his new entertainment system.
   Most people need to be ________________ on how to operate this machine for the first time. (instruct)

5. Though he had offered many different ________________, it was still not clear why he was always late for work.
   After the trip was cancelled, Terry ________________ that they had decided to go on a longer trip later on. (explain)
On 18 March 1965, many people applauded Aleksei Leonov, a Russian, when he became the first astronaut to walk in outer space. Since only a small group of people have ever left the Earth, it is difficult to imagine the complex of spacewalk. This is even more true because there is no up or down in space. And, though you have the same mass in space as you do on Earth, in space you weigh nothing.

Since there is no ground in space available for your feet to walk on, you are in fact unable to ‘walk’ there. In space, you float somewhat like you would float in the ocean. However, unlike the ocean, space is empty and vital nothing for you to push against. This makes it difficult to get from one place to another in space.

A small gun makes spacewalk possible. This gun works by sending out gas which pushes you to where you want to go. A rope ties you to the spaceship so that you can return to it. Also, the rope provides you with oxygen, which is mass for human life, so that you can breathe. The equipment for spacewalk is rather complex. Nobody can survive in space without it.

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

1. 我们高兴地看到这一科学变革加速了社会的发展。(revolution)
2. 她拥有许多可贵的品质，这些品质对她的成功是至关重要的。(possess)
3. 我认为他有在这个领域成为专家的潜力。(potential)
4. 我发现丹尼尔的行为有点反常，但猜不出为什么。(abnormal)
5. 只有少数的专家赞同这些问题不会持续太久的观点。(subscribe to)
6. 我们非常惊讶地发现有人改变了房间内家具的摆放。(astonish)
7. 当在电视上看到我们的国旗在奥林匹克运动会上升起时，我们发出了一阵欢呼声。(let out)
8. 这个项目被推延了，因为我们还没得到政府的批准。(delay, approval)
The end of a disease

Smallpox, a virus that causes fever, body aches and painful spots all over the body, used to be the most feared disease in the world. During the 18th century, smallpox killed 400,000 people per year in Europe, where it spread quickly. Those who survived were left with deep marks on their skin. Before that, when the Europeans began to explore North America and South America in the 16th century, they brought the smallpox virus with them, which killed more native people than any war.

It was Edward Jenner, a doctor from England, who brought the virus under control in the late 1700s. Jenner had noticed that milkmaids never got smallpox. Instead, they got a weaker disease called cowpox, which gave them spots on their hands. Jenner thought that there must be something about the cowpox virus that protected them from smallpox. In 1796, he did an experiment on a young boy named James Phipps. He put some material from a milkmaid’s cowpox spot into James’s skin. James became ill with cowpox but soon recovered. Then Jenner gave James a shot of the smallpox virus. To his great joy, the boy remained healthy this time. Jenner’s idea proved correct.

Jenner’s experiment led him to invent the smallpox vaccine, which protects people from smallpox. However, Jenner never got rich from his discovery. He could have claimed that he owned the smallpox vaccine, and then the companies that made the vaccine would have had to pay him. However, this would have made the vaccine too expensive for many people. The smallpox vaccine was his gift to the world.

Jenner is considered the father of the study of how our bodies fight disease. His vaccine led to many others. Now, babies in most countries receive vaccines which prevent them from ever getting certain serious diseases. As for smallpox, in 1967, the World Health Organization started a programme to end smallpox. In 1979, this organization declared that smallpox was dead. Now, smallpox is no longer a danger to our lives.

Answer the following questions about the magazine article.

1. Why was smallpox so feared?
2. How did Jenner get the idea for the smallpox vaccine?
3. What happened to James Phipps after he was given a shot of the smallpox virus?
4. How did Jenner make the smallpox vaccine his gift to the world?
5. What was the importance of Jenner’s discovery?
Dr Li recently gave a lecture about pasteurization. Read the transcript of his lecture below.

## Making milk safe

When we buy boxed milk that has not been kept in a fridge, we may wonder how the milk can stay fresh. In fact, milk can be kept safe and fresh by a process called pasteurization.

Pasteurization is the process of heating foods and liquids in order to kill the bacteria in them which cause illness in humans. Milk is the most common liquid to be pasteurized. There are two main methods of pasteurization. The more common one is called high temperature/short time (HTST). With this method, milk is heated to a temperature of 72°C for at least 15 seconds. The other method is ultra-high temperature (UHT), in which milk is heated to 138°C for at least two seconds. With HTST, milk can last up to two or three weeks in a fridge. With UHT, milk can be kept for as long as two or three months in a fridge. Because of UHT, we can have boxed milk that does not need to be kept in a fridge.

Not everyone likes HTST or UHT pasteurized milk. Some people prefer milk that has only been heated to 68°C, which is sometimes called raw milk. These people believe that raw milk is healthier because some of the nutrition and even the taste are lost during pasteurization. However, doctors recommend that pregnant women and people who have trouble fighting diseases should not drink raw milk. Some even recommend drinking only UHT milk to avoid the danger of getting sick.

Pasteurization was invented by a French scientist named Louis Pasteur in 1862. He was asked by a wine company to find out why wine sometimes went sour while it was being made. Pasteur discovered that bacteria living in the air had got into the wine and made it sour. He then discovered that those bacteria could be killed with heat. Pasteurization was used for milk about twenty years later.

---

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

**Making milk safe**

<table>
<thead>
<tr>
<th>Definition of pasteurization</th>
<th>The process of heating foods and liquids to kill the __________ in them which cause illness in humans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two main methods</td>
<td>The more common one is called HTST. The other is called __________.</td>
</tr>
<tr>
<td>People’s attitudes towards</td>
<td>Not all people like HTST or UHT pasteurized milk because they think some of the __________ and even the __________ are lost during pasteurization. Some doctors __________ people drink only UHT milk to avoid the danger of getting sick, especially __________ women and those who have trouble fighting diseases.</td>
</tr>
<tr>
<td>How pasteurization was invented</td>
<td>It was invented by a French scientist in 1862. He was asked to find out why wine sometimes went __________ while it was being made.</td>
</tr>
</tbody>
</table>
A Amy and her classmates are listening to a lecture by Dr Clayton, a cancer specialist. Listen and help Amy complete as much of her notes as possible.

Lecture
1 In Africa, Latin America and Asia: ____________, stomach and liver cancers are more common
2 Why? Diets high in red meat, fat and ____________
3 Stomach cancer: more common in ____________ ; may be caused by eating foods with too much salt
4 ____________ cancer: usually connected with smoking
5 We should eat more ____________ and fruit

Discussion
6 Play ____________ twice a week
7 Encourage relatives who ____________ to quit
8 In summer, do not go outside in the ____________ of the day

B After the lecture, Amy and her classmate Will are discussing what they have learnt and how they can prevent cancer. Complete the rest of Amy’s notes above.

C Amy is writing an article about cancer and how to prevent it. Help her complete the article with the information above. Listen to the recordings again if necessary.

In today’s lecture, we learnt about the causes of cancer and how to prevent it. Some kinds of cancer are more common in certain parts of the world. People in ____________, Latin America and Asia are likely to get ____________, stomach and liver cancers. One important cause of cancer is an unhealthy ____________. Eating a lot of red meat, fat and ____________ increases our risk of cancer.

There are some things we can do to prevent cancer. We should eat a lot of ____________ and fruit. We should also get enough ____________. To protect yourself from skin cancer, do not go outside in the ____________ of the day in summer. If you do go outside, wear a ____________. If you have relatives who ____________, you should encourage them to quit. Finally, be sure to see your doctor regularly for physical ____________. 
A. When we read medical articles, we often come across descriptions of diseases. In analysing a disease, we usually include its symptoms, causes and cures. We might also include some warnings and suggestions given by doctors or experts. Read the following article and see how the author writes about diabetes.

Diabetes is a medical condition in which the human body does not produce enough insulin, a chemical that controls how we use glucose. Glucose is a kind of sugar used by the body to provide energy for cells. Our cells need insulin to use glucose. As insulin is also needed to control the level of glucose in the body, a patient may at times have too much or too little glucose in his or her blood. Both situations can cause other health problems.

Diabetes can be passed down through family generations or caused by an illness or being overweight. People who have this disease may feel thirsty and tired all the time. They may also lose weight and have to go to the toilet very often. People with diabetes may also have heart disease, high blood pressure and strokes, all of which are often caused by the disease. While diabetes cannot be cured, some treatments can be very effective. Diabetics can take insulin shots to make up for the insulin their bodies do not produce. A strict diet and proper exercise can also help. People with diabetes should try to eat less high-energy food. Foods like rice, bread, potatoes should be limited, and sweets like chocolates should be avoided. Diabetics should also quit smoking and drinking. In addition, diabetics should talk to their doctors first to see what exercise is suitable for their condition and watch their glucose levels when they exercise.

B. The flu is a very common disease. You are asked to write an article about it for your school newspaper to warn the students to be careful. The following information is for your reference.

<table>
<thead>
<tr>
<th>Flu/Influenza</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Symptoms</strong></td>
</tr>
<tr>
<td><strong>Causes</strong></td>
</tr>
<tr>
<td><strong>Cure</strong></td>
</tr>
<tr>
<td><strong>Suggestions</strong></td>
</tr>
</tbody>
</table>
Language practice

**A1** Replace the underlined parts of the sentences with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>assumption evaluate</th>
<th>correspond diverse</th>
<th>drop out claim</th>
<th>abundant false</th>
</tr>
</thead>
</table>

1. We want to make sure that our food supply is more than enough for all of us.

2. If you travel overseas, many people have this belief without evidence that you will have to learn English.

3. This university is full of students from many different cultures.

4. The two wrote letters to each other for many years before they met.

5. The information they provided for us was not true.

6. At the end of the year, each student’s work will be judged and a grade will be given.

7. The girl said without giving evidence that she had been studying all night, but in fact she had been watching TV.

8. After some discussion, the girl was persuaded not to leave school before she could graduate.

**A2** Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>weakness accuracy</th>
<th>command reference</th>
<th>withdraw bond</th>
<th>statistics click</th>
</tr>
</thead>
</table>

1. After her last film, the star _______________ from society and became a housewife.

2. She always keeps a dictionary at hand for easy _______________.

3. This newspaper is known for _______________ and truth.

4. The young man’s biggest _______________ was his poor health.

5. The manager was in complete _______________ of his office: nothing could happen without his approval.

6. The _______________ of friendship created early in one’s life are often the strongest.

7. I _______________ on the TV, but there were not any interesting programmes, so I got a book to read.

8. _______________ show that many people in China would like to own a car, but cannot afford one.
**B1**  Fill in the blanks with the correct words in brackets.

1. The teacher always makes _____________ (up/out) stories to tell her students.
2. It does not make _____________ (a difference/sense) to take a sweater with you as it is summer now in Australia.
3. We can go shopping on either Saturday or Sunday. It does not make _____________ (sense/a difference) to me because I am free on both days.
4. He promised to arrive at six in the morning, but that is too early for him. He will never make _____________ (it/sure).
5. It was so cloudy that he could not even make _____________ (up/out) the nearby mountains.
6. You need to make _____________ (sure/out) you have your passport before you travel to foreign countries.
7. After three long years in the country, he decided to make _____________ (for/up for) London to find a new job.
8. You should make good use _____________ (of/for) your spare time, so that you can improve your marks at school.
9. Mary worked hard to make _____________ (sure/up for) all the bad things she had done.
10. This table is made _____________ (out/of) solid dark wood.

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

<table>
<thead>
<tr>
<th>acknowledge</th>
<th>qualification</th>
<th>correction</th>
<th>directory</th>
<th>category</th>
</tr>
</thead>
<tbody>
<tr>
<td>classify</td>
<td>specific</td>
<td>bother</td>
<td>comb</td>
<td>type</td>
</tr>
</tbody>
</table>

1. A telephone book is a _____________ of telephone numbers.
2. You must be able to _____________ well in order to get a job as a secretary.
3. Novels and essays are two very different _____________ of literature.
4. Don’t _____________ me now—I’m working.
5. During the health examination, each student was _____________ according to his or her height and weight.
6. It is important to _____________ the contribution of everyone who worked on this project.
7. The student worked very hard, but her essay still needed much _____________.
8. Last week, she _____________ through all of the shops in the city to find a new dress for the party.
9. I was not sure if I had the _____________ for the job, but I applied for it anyway.
10. When giving a description, you should be _____________ and give a lot of details, so that your meaning will be clear.
Fill in the blanks with the phrasal auxiliary verbs in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>be supposed to</th>
<th>be likely to</th>
<th>would rather</th>
<th>be about to</th>
</tr>
</thead>
<tbody>
<tr>
<td>had better</td>
<td>be able to</td>
<td>have got to</td>
<td>used to</td>
</tr>
</tbody>
</table>

1. Just as I ___________ leave, he finally showed up.
2. It was difficult, but Steve ___________ climb the mountain by himself.
3. When Cathy was a child, she ___________ go shopping with her grandmother.
4. I have to study now, but certainly I ___________ go and play basketball.
5. You ___________ sit down and be quiet, or I will tell your father how you are acting.
6. People who spend too much time playing computer games ___________ get addicted.
7. The conference ___________ start at eight o’clock, but was delayed.
8. I ___________ arrive at the railway station before nine o’clock. The train leaves at a quarter past nine.

Fill in the blanks with auxiliary verbs and modal auxiliaries.

Like most forms of technology, the Internet ___________ always evolving. The Internet ___________ started in the late 1960s as a way to connect computers at different universities. You could use e-mail, but there were no web pages back then. If you ___________ looking for a file on someone else’s computer, you ___________ know the exact address, and you ___________ not know that address unless that computer’s owner told you. Thus, most people ___________ not find the Internet very useful. However, in 1993, web pages ___________ invented. Web pages ___________ used to tell you what files are on a computer, and to give links to those files. Suddenly, the Internet became useful. Today, many people ___________ use the Internet without going to web pages—they use the Internet for chat, social networking, playing games and watching films. Who knows how people ___________ use the Internet in the future?
Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>nowhere</th>
<th>competence</th>
<th>overcome</th>
<th>annoyed</th>
<th>explicit</th>
</tr>
</thead>
<tbody>
<tr>
<td>confident</td>
<td>appointment</td>
<td>abandon</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. This house has long been _____________. There is thick dust everywhere.
2. At some point, every person has had to ____________ failures and difficulties in order to succeed.
3. Don’t be afraid. Be _____________ in yourself. Fear never helps.
4. I don’t quite understand your point. Could you please be more ____________ about it?
5. This training will help you gain ____________ in a wide range of skills.
6. Carl got _____________ at the way his friend was acting, and they finally started to argue with each other.
7. After the accident, the driver of the car was _____________ to be seen.
8. If you want to meet the general manager, you need to make an _____________.

Fill in the blanks using the words in brackets. You may need to change the form, tense or part of speech where necessary.

1. At the end of the year, the students _____________ the headmaster with a picture that they had made.
   The little girl’s singing was so beautiful that everyone _____________ was amazed and began to applaud.
   Tomorrow there will be a _____________ at the School Hall. (present)

2. Since Joe was ill, the school gave him _____________ to take his exams at a later date.
   You are not _____________ to bring pets into most restaurants.
   Before you can drive a car, you must first get a _____________. (permit)

3. After graduation, Lily moved to a _____________ city and seldom visited her hometown again.
   The shortest _____________ between two points is a straight line. (distant)

4. As an _____________ man, Robert enjoyed literature and books about science.
   A school cannot _____________ a person who does not want to learn.
   Even after university graduation, a person’s _____________ never really ends.
   (educate)

5. What is the _____________ of the meeting?
   This data is from 1950. A lot has happened since then, so the information is no longer up to _____________.
   This statue _____________ back to the 6th century. (date)
Computers are one of the greatest inventions in our time. They are helpful in (1) ________ the most complex problems. They can also help you collect (2) ________ information to make a decision. For example, if you want to better your English, you can use the computer to access (3) ________ on the Internet. In this way, you can acquire a (4) ________ library in English.

Although it seems that the primary use of computers is to research on the Internet, they also have many other (5) ________ applications. For instance, during rush hour, when heavy traffic occurs, computers can use a direct satellite link to provide you with up-to-date information. This way, you can judge the best road to take with (6) ________. With access to the Internet, office workers can even handle their jobs at computer (7) ________ in their own homes.

Technology is advancing all the time. There are now computers small enough to be carried around in your pocket. These would be an important news (8) ________ for travellers. (9) ________, small computers could also be used in hospitals. A small computer attached to a patient’s body could help a doctor (10) ________ the nature of the patient’s illness and work out the best treatment.

Computers have already brought great convenience to our lives, and will continue to do so in the future.

---

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

1. 来自不同文化的人有时很难相互理解。（diverse）

2. 他对那天晚上事情的描述和两名目击者的描述不相符。（correspond）

3. 该医学报告中数据的精确性使许多人成为这一理论的支持者。（accuracy）

4. 我没有看到他的工作情况，因此不能评价他的能力。（evaluate）

5. 在写文章之前，你应当就你想写的内容列个提纲。（outline）

6. 在这次大会上，该知名教育学家就如何帮助边远地区的辍学学生提出了一些建议。（drop out）

7. 别担心，你任何时候有困难都可以找我帮忙。（turn to）

8. 由于他的杰出成就，他被归于我们这个时代最伟大的科学家之列。（classify）
Cybercrime: A story of broken trust

Fifteen-year-old Todd Jones of Washington, DC thought he was doing a good thing when he started sending money to someone he had met on the Internet. In a chat room called Webfriends, Todd started talking to someone claiming to be a thirteen-year-old junior high school student in Texas named Josh. For several weeks, they chatted online about their hobbies and school. Then Josh started telling Todd about his family. He said that his father had lost his job and his grandmother was very ill, but there was no money to pay for the treatment and medicine she needed. He was worried that he would have to get a part-time job to help his family pay bills. He wondered if Todd could help. Todd felt bad for his new friend, so he agreed. Josh gave Todd an address, and Todd sent him $50.

Two weeks later, Josh asked Todd for $100 to help pay for a new bicycle. He needed it, he said, to go to school. Again, Todd sent the money. Over the next month, Josh asked Todd for money five times, for a total of $300. Once, Josh said the money was for new shoes. Another time, it was for new school supplies like notebooks. Todd wanted to help, but he was beginning to think it strange that a friend he met in a chat room would ask for so much money. He decided to talk to Bob Howard, a cybercrime specialist at the police department.

After some checking, Howard discovered that Todd’s chat room friend was not thirteen-year-old Josh from Texas but 38-year-old David Klein from New York. It turned out that Klein had made friends with more than twenty junior high and senior high school students in different chat rooms, using a different identity each time. By claiming to be poor or ill, Klein had received more than $3,000 from these students. Police have arrested Klein, and he will spend one year in prison.

Howard urges everyone to be careful when they visit chat rooms: ‘Remember that you cannot know who you are really chatting with. Never send money to someone you meet online. It is also not a good idea to meet online friends in person.’

**Answer the following questions about the article.**

1. How did David Klein gain Todd Jones’s trust?
2. How much money did Josh ask Todd for in total?
3. Why did Todd talk to Bob Howard?
4. What was David Klein’s crime?
5. Why can chat rooms be dangerous?
Make your own web page

Making a web page takes some time and practice, but it is not too difficult. To begin with, you need to find a host, which is a computer company that will give you space on the Internet for your web page. Some companies, such as Yahoo!, sell cheap web space to people.

One of the most common languages used for creating web pages is called HTML. This is simply a set of tags which tells the computer how to put words and pictures on a web page. For example, you want to put a title at the top of the page, and you want it to be bigger than the rest of the words on the page. First, you need to know the tag for titles, which is `<h1>`. Then, you need to know the tags for different letter sizes. There are six different letter sizes, with 1 being the largest and 6 the smallest. So, in HTML the title ‘Karen’s Adventures’ would be `<h1>Karen’s Adventures</h1>`. The `<h1>` tells the web browser to start a title with size 1 letters, and `</h1>` tells it that the title has ended. There are many other tags, such as `<b>` for bold words and `<i>` for italic words. Do not worry about making a mistake. If your page looks wrong, simply find the mistake and correct it.

There are many things you can add to your web page, such as links which take viewers to another website. To make a link, you need two things: a website address and a word or phrase that people can click on to go to that website. For example, if you want to make a link to the website http://www.englishfun.com, the HTML would be `<a href='http://www.englishfun.com'>English</a>`. Now, when people click on the word ‘English’ on your web page, they go to that website.

With your own web page, you can share your ideas with people all over the world!

---

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

**How to make your own web page**

| Steps |  
|---|---|
| First, find a (1) ____________, which is a computer company that will give you (2) ____________ on the Internet for your web page. |  
| Then, learn (3) ____________, a common language used for making web pages. |  

| Examples of HTML tags |  
|---|---|
| Tag for (4) ____________ is `<h>` |  
| Tag for the smallest letter size is (5) ____________. |  
| Tag `<b>` is for (6) ____________ words. |  
| Tag (7) ____________ is for italic words. |  

| Things needed to make a (8) ____________ |  
|---|---|
| A website (9) ____________ |  
| A word or phrase that people can (10) ____________ on to go to the website |
Listening

A Li Yue is talking to his computer teacher, Ms Wu, about a newspaper article about Internet addiction. Check his notes below. Circle T if the statement is true, or F if it is false.

1 About 30 million young people in China use the Internet. T/F
2 Many teenagers play computer games to escape the pressures of school and life. T/F
3 At a clinic in Beijing, people addicted to the Internet usually receive treatment for 15 to 20 days. T/F
4 Many teenagers at the clinic feel sad and nervous. T/F
5 You do not need to stop using computers to prevent yourself from becoming addicted to the Internet. T/F
6 Ms Wu said that one can make a plan to spend only two hours a day playing computer games. T/F
7 We should tell our parents about our plan to limit our computer use. T/F
8 Getting together with friends to talk is better than using a computer alone. T/F

B Ms Wu is telling Li Yue how to prevent Internet addiction. Read Li Yue’s notes above and decide whether the remaining statements are true (T) or false (F).

C Li Yue is writing in his diary about the problem of Internet addiction. Help him complete the diary entry using the information above. Listen to the recordings again if necessary.

Today I read a newspaper article which worries me. It said that about 30 million young people in China are _______ to the Internet. This includes _______ high school students in Beijing. Many students use the Internet to _______ the pressures of school and life. There is now a clinic in Beijing where people can get treatment for this problem for _______ days. Patients take some medicine as part of the treatment.

I asked Ms Wu what can be done to prevent becoming addicted to the Internet. She said that we _______ to stop using computers, but we should control how much time we spend online. She suggested making a plan to spend only _______ playing computer games a day. She also suggested asking our _______ to make sure we stop using the computer on time. There are many ways we can relax instead of using the Internet. Doing _______ is healthier than sitting and using a computer. Also, we can _______ with friends. We should talk to our _______ when we feel pressure.
Charts and tables are often used when people want to analyse figures. To analyse a chart or a table, we usually give a general statement at the beginning, followed by our analysis, and a conclusion at the end. Look at the following chart and read the article below to see how the writer analyses the number of Internet users in his home town.

The chart above shows the number of Internet users by age and the changes in these numbers from 2008 to 2010. The biggest group for all three years is people aged 19 to 30. In 2008, they accounted for 55% of all users, dropping to 40% by 2010. The next largest group are people aged between 31 and 50. They made up 35% of all Internet users in 2008, rising to 40% in both 2009 and 2010, when their percentage equalled that of 19 to 30-year-olds. The third largest group are people aged 18 and younger, which has seen the least change. They began in 2008 as 8% of all Internet users, and ended in 2010 as 11%. The smallest group are people who are 51 and older. Their numbers have increased, rising from 2% in 2008 to 5% in 2009 and to 9% in 2010. In conclusion, while people aged 19 to 30 have been the largest group of Internet users from 2008 to 2010, their group is the only one to show a decrease. All of the other groups have shown an increase. Perhaps in a few years, adults aged between 31 and 50 will become the largest group of Internet users.

The chart below is based on a survey of college students about their Internet use. Write an article analysing the chart.

The chart below is based on a survey of college students about their Internet use. Write an article analysing the chart.
Language practice

A1  Fill in the blanks with the correct prepositions or adverbs in brackets.

1 The match has been postponed ______________ (for/until) next Sunday.
2 ______________ (Between/During) 1998 and 2004, Shanghai enjoyed rapid development.
3 In 1899, this institution was set ______________ (on/up) to help the deaf.
4 Wilt Chamberlain has the distinction ______________ (for/of) being the only NBA player to ever score 100 points in a single basketball game.
5 This new underground line will link the railway station ______________ (up/with) the airport.
6 For the job interview, the candidates had to go into the room ______________ (at/in) intervals and talk to the manager for about fifteen minutes.
7 Before you start, you have to get permission from those ______________ (under/in) authority.
8 On the anniversary ______________ (for/of) the American Revolution, Americans light fireworks.

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

<table>
<thead>
<tr>
<th>unbelievable</th>
<th>authority</th>
<th>growth</th>
<th>ownership</th>
<th>convey</th>
<th>undertake</th>
<th>choke</th>
<th>enlarge</th>
<th>via</th>
</tr>
</thead>
</table>

1 In human bodies, red blood cells are used to ______________ oxygen and nutrition to the rest of the body.
2 Our original plan was to go by air from Nanjing to San Francisco ______________ Beijing.
3 Western China has many wonderful and ______________ sights.
4 The toy is too dangerous for young children to play with, because it has many small parts on which a young child can easily ______________ to death.
5 This ______________ of your textbook is called the Workbook.
6 Though he is young, he is already an ______________ in this field.
7 With the new construction, the stadium was ______________ and made more modern.
8 Young people go through their greatest period of psychological ______________ when they are teenagers.
9 Last month, the researchers ______________ a new project studying the effects of smoking on old people.
10 Spending one million dollars, Robert assumed ______________ of the house.
Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>aggressive</th>
<th>pedestrian</th>
<th>violate</th>
<th>drunk</th>
</tr>
</thead>
<tbody>
<tr>
<td>brake</td>
<td>crash</td>
<td>arise</td>
<td>load</td>
</tr>
</tbody>
</table>

1. After the accident, a __________ of pigs got loose on the road, causing a traffic jam lasting several hours.
2. The players were quite __________ in trying to get the ball in the final minutes.
3. The 1929 economic __________ in the USA caused hardship throughout the country, as many people lost their jobs and homes.
4. Since the man was __________, he went to bed early and woke up the next morning with a bad headache.
5. Another difficulty has __________, making the situation more complex.
6. If you __________ the law, you may end up in court.
7. __________ are not allowed to walk on expressways.
8. The driver saw a dog on the road, so he put on his __________ to avoid hitting it.

Look at the way the italicized words are used in the examples, and then write your own sentences in the blanks below using the key words. Add words and change the form where necessary.

1. a. The sinking ship sent out __________ for help.
   football coach / signal / players / field

   b. The car __________ that it was turning.
   cyclist / signal / turn left

2. a. The judge __________ the man for throwing rubbish out of the window.
   he / fine / driving / pavement

   b. Sharon felt __________ when she left for work in the morning.
   after / visit / doctor / I / feel / fine

3. a. TV is the __________ form of entertainment in the USA.
   buses / chief form / transport / many cities

   b. He has just been promoted to be the __________ of police.
   many years / he / chief / company
Unit 4

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

1. come about/come in/come across
   a. This is a special situation we do not ________ very often.
   b. How did it ________ that you were able to get that job?
   c. The train is scheduled to ________ at ten o’clock.

2. turn up/turn away/turn out
   a. It ________ that he was a friend of my sister’s.
   b. Hundreds of people had to be ________ because the stadium was too full.
   c. He promised to come to dinner, but he has not ________ yet.

3. take on/take up/take over
   a. Her face ________ a new expression after she won the game.
   b. The books ________ too much space so we returned them to the library.
   c. He was expected to ________ the business when his father died.

4. die of/die for
   a. The old woman ________ cancer.
   b. He ________ the cause of freedom.

5. result in/result from
   a. His success in the examination ________ his good study habits.
   b. His success in the examination ________ a national award for him.

Look at the way the italicized words are used in the examples, and then write your own sentences in the blanks below using the key words. Add words and change the form where necessary.

1. a. He ________ some milk at the shop.
    she / pick up / dumplings / supermarket / way home

        b. He ________ Chinese while working in Beijing.
    he / pick up / English / study / London

2. a. The storm ________ sometime after lunch.
    sky / clear up / after / rain

        b. Do not leave your room in a mess. ________ your things before you leave.
    students / clear up / classroom / after / lunch

3. a. Hold on please. I’ll ________ you ________ to Mr Simpson.
    secretary / me / put through / general manager

        b. The soldiers were ________ very strict training.
    incident / Linda / put through / hard time
D1  Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>receptionist</th>
<th>reservation</th>
<th>departure</th>
<th>timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>punctual</td>
<td>enquiry</td>
<td>annual</td>
<td>port</td>
</tr>
</tbody>
</table>

1 Why is John late? Usually, he is quite ____________.
2 When I arrived at the dentist’s, the ____________ told me that I had to wait for half an hour.
3 The police began an ____________ into the source of Tim’s wealth.
4 I’ve checked the _____________. It says that the coach leaves at 5 p.m.
5 You have got to attend the _____________ meeting of the company. It’s very important.
6 Shanghai is a _____________ city at the mouth of the Yangtze River.
7 As the family did not make a _____________, they had to wait at the restaurant in order to get a table.
8 The time for _____________ came all too quickly, and so the couple had little time to finish saying goodbye.

D2  Fill in the blanks with the correct prepositions or adverbs in brackets.

1 Anne had to put _____________ (off/on) the appointment until later, as she had a meeting to attend.
2 Many people find that as they get older, life seems to speed _____________ (on/up).
3 After the time for the competition is decided _____________ (at/on), we must also choose the place.
4 Only a handful _____________ (of/over) experts support this new theory.
5 The family split _____________ (in/up) the pie into four pieces, so that everyone could get a share.
6 Please fill _____________ (in/up) the box below with your name and address.
7 Beijing has good air connections _____________ (in/with) most large cities around the globe.
8 People have planted many trees on the hill to prevent the soil from being washed _____________ (off/away).
9 There are traffic jams in the city centre recently as several roads are _____________ (under/in) repair.
The pace of development in the world has accelerated the \((1)\) ***of*** many problems. Some of these problems are caused by people's love of cars. Around the world, many city roads are \((2)\) ***with*** traffic because of the increase in cars. Because of \((3)\) ***of***, it is seldom convenient to drive to distant places. Sometimes it seems that by the time you reach your destination, it is already time to get back in your car and drive home. \((4)\) ***air*** pollution caused by cars has also become an increasing problem. Officials warn that millions of people will die from this pollution.

Reducing the problems caused by cars is one of the aims of a public transport network. The three main kinds of public transport are buses, light rail and the underground. Light rail is like a small train which travels in \((6)\) ***near*** the city streets. As both buses and light rail can \((7)\) ***many*** more people than cars, they help reduce traffic and air pollution. However, buses are often slowed by traffic on their \((8)\) ***while*** the light rail is not. The underground is not affected by traffic at all because it takes advantage of \((9)\) ***making*** it very fast and reliable.

Whichever kind of public transport you \((10)\) ***should*** you do your part towards making a better world by using public transport instead of cars.

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

1. 在拐弯处加速很危险，因为可能会导致撞车。 (*speed up*)
2. 在过去的三年里，这家公司快速扩展了它的业务。 (*enlarge*)
3. 他答应七点来接我，却直到九点才出现。 (*turn up*)
4. 他们推迟了婚期，因为很多细节还没有安排妥当。 (*postpone*)
5. 如果你违反规则，就会受到惩罚。 (*violate*)
6. 他承担了所有事情的安排，这使得他很累。 (*undertake*)
7. 许多疾病是由水污染引起的。 (*arise from*)
8. 守时是一个人应该具备的重要素质。 (*punctual*)
Disaster in the sky

Airplane accidents always attract attention because of the damage and loss of life they cause. Sometimes, however, a plane crash is especially sad and remembered for many years afterwards.

On 6 February 1958, the Manchester United football team had played a match in Yugoslavia and were flying back to England. The plane stopped in Munich, Germany to get more fuel. There was a snowstorm. The pilot tried to take off two times without success. Finally, the airplane took off, but less than one minute later, it crashed into a fence and burst into flames. Twenty-three of the forty-three passengers on the plane died, including eight Manchester United football players.

What made this accident especially sad was that Manchester United was just beginning to become the great football team that it is today. With Matt Busby as their manager, the team was developing an exciting style of play and was enjoying a successful season. The average age of the players was just 22. Three of the players who died left behind young wives and children, and two others were planning to get married. These football players’ lives were cut short, and we will never know how great they could have been.

Several months after the crash, someone wrote a song called ‘Flowers of Manchester’ in honour of those who lost their lives. In 1960, a memorial was placed on one wall of Old Trafford, Manchester United’s stadium. On the memorial are the names of the players who died and a picture of a football field. Every year, on the date of the accident, hundreds of fans gather at the memorial to remember the lost team members. In 2000, a new tradition started when Manchester United fan Gez Mason performed ‘Flowers of Manchester’ before a match at Old Trafford. That year, he sang by himself, but the next year, and every year since then, on the day of a match which is closest to the anniversary of the crash, hundreds of fans gather to sing this song.

Answer the following questions about the newspaper article.

1. Why did the plane stop in Munich?
2. How many passengers died because of the accident?
3. Why was the accident especially sad?
4. What does the memorial have on it?
5. What is the new tradition started by Gez Mason?
Shanghai’s maglev wonder

**Wu Peng:** Good afternoon, and welcome to *Shanghai Now*. On 31 December 2002, Shanghai made history when its maglev train, the world’s first such train built for public use, took its first trip. Today, Chen Yi, an engineer and maglev train expert, will tell us more about this development in public transport. First of all, Mr Chen, what is a maglev train?

**Chen Yi:** Traditional trains run on tracks. They are powered by engines. Although some trains can go very fast, touching the ground does slow them down. A maglev train is powered by strong magnets in the track. It doesn’t have an engine. The train is pulled along by the force of the magnets. It doesn’t touch the ground, but is lifted about 10 millimetres off the track. Because maglev trains don’t touch the ground, they can go much faster, up to 500 kilometres per hour.

**Wu Peng:** Besides the speed, are there any other advantages to maglev trains?

**Chen Yi:** The main advantage is that they are a little friendlier to the environment than other kinds of transport. No oil is burned, so no smoke or chemicals get into the air. Also, maglev trains should be easier to take care of than traditional trains, since there is no engine or wheels that can wear out.

**Wu Peng:** Why are maglev trains not common in the world?

**Chen Yi:** The reason is that they are very expensive to build. Shanghai’s maglev cost $1.2 billion for just a 30-kilometre track. In fact, maglev technology was developed by German scientists before World War II, but no public train had ever been built before 2002 because of the high cost.

**Wu Peng:** What do you think is the future of maglev trains?

**Chen Yi:** As we continue to search for cleaner forms of energy and faster land transport, I think maglev trains will become more common.

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

### Shanghai’s maglev wonder

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast</td>
<td>It is (1) ___________ by magnets and is (2) ___________ 10 millimetres off the track.</td>
</tr>
<tr>
<td>Friendlier to the (3) ___________</td>
<td>It doesn’t use oil. Therefore, no smoke or (4) ___________ get into the air.</td>
</tr>
<tr>
<td>(5) ___________ to take care of</td>
<td>There is no engine or wheels that can (6) ___________ out.</td>
</tr>
<tr>
<td>在上海orges 芝熙 (7) ___________</td>
<td>Shanghai spent $1.2 billion on just a 30-kilometre track.</td>
</tr>
</tbody>
</table>

The future of maglev trains: With people’s continuous efforts, maglev trains will become more (8) ___________.
A

Lu Qiang is excited about the new underground in his city. He is reading a newspaper article about it to his mother. Help him fill in as many of the blanks below as possible.

1. The underground took ____________ years to complete.
2. The underground cost ____________ to build.
3. The underground has ____________ stations.
4. The first trains leave at ____________ a.m.
5. Children under ____________ metres tall can ride for free.
6. On the underground, it took me ____________ to get home.
7. Today, there were no ____________ available on the underground.
8. I bought ____________ on the way home.
9. We should all work to keep the underground ____________.
10. I can go to ____________ by underground now; it is not so far away any more.

B

Lu Qiang rode the new underground for the first time today. He is telling his mother about the experience. Fill in the rest of the blanks above.

C

Lu Qiang is writing an e-mail to his uncle, who lives in another city, about the new underground. Complete the e-mail with information from Parts A and B. Then listen to the recordings again and fill in any missing information.

Date: 30 April From: Lu Qiang To: Uncle Ping Subject: New underground

Dear Uncle Ping

Guess what? Our city has a new underground! It just opened yesterday. They started building it in (1) ____________. It took (2) ____________ years to complete. It was a very expensive project. It cost (3) _____________. The line goes from (4) ____________ to the Number One Department Store. It stops at a lot of important places, such as (5) ____________ and the Hi-tech District. There are (6) ____________ stations in all. The first trains leave at (7) ____________, and the last trains leave at (8) ____________.

I rode the underground home from school yesterday. It only took (9) ____________! That is a lot quicker than by bus. It was really crowded, though. There were no (10) ____________ available, and people were pushing each other. There are (11) ____________ in the stations, so I bought something to eat. (12) ____________ is allowed on the underground, but mum says we should all work to keep it clean. I hope you can come and visit us soon and see the underground!

Your nephew

Lu Qiang
A  When we express our opinions, it is important to be organized. We usually give a central idea or argument at the beginning. This argument should be general and clear. After stating the central idea, we give specific reasons to support it. Finally, we provide a conclusion. Read the following article and see how the writer expresses his opinions about the responsibilities of drivers and pedestrians in traffic accidents.

Some people in China think that if the driver of a vehicle runs into a pedestrian who has violated traffic rules, the pedestrian is at fault. However, I believe that the driver should be held at fault.

First, it is unfair for a pedestrian to be badly injured or even killed just because he or she has violated a traffic rule. Both drivers and pedestrians may make mistakes or violate the traffic rules, whether that is their intention or not. However, if there is a traffic accident between a driver and a pedestrian, usually only the pedestrian suffers harm.

Second, pedestrians move much slower than vehicles. Drivers can easily avoid an accident, either by using the brakes or by driving slower. This is not as easy for pedestrians, though. Even running at top speed, a person may not be fast enough to avoid a car.

Third, drivers can easily use their horns to warn pedestrians of danger. A driver cannot always expect a pedestrian to get out of the way in time, because sometimes a car is coming so fast that a pedestrian cannot see or hear it. For this reason, drivers have the responsibility to warn pedestrians with their horns before it is too late.

Since a pedestrian often risks only his or her own life, while a car driver is usually risking the lives of others, drivers have a greater responsibility for traffic safety than pedestrians. It is clear, then, that a driver should be held at fault if his or her car runs into a pedestrian, even though the pedestrian may have violated the traffic rules.

B  With the development of tourism, travelling is becoming more and more popular. Some people say the best way to travel is in a group led by a tour guide. Do you agree or disagree with them? Write an article in the same style as the one in Part A. Remember to organize your passage, stating the central idea first, followed by specific reasons to support it.