Advance with English

牛津高中英语

(模块九・高三上学期)

Student's Book

凤凰出版传媒集团
译林出版社
前言

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

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

Welcome to the unit

Learning about other countries and their cultures is a rewarding experience. How much do you know about foreign countries already? Look at the pictures and discuss the questions below with your partner.

1. Which country does each picture represent?
2. Can you name any symbols for any other countries?
3. If you had to choose a symbol to represent China, what would you choose? Why?
Reading

A  Read the brochure quickly and answer the following questions.

1  What is the population of Canada?  
2  Which Canadian cities are mentioned?  
3  Why is Canada referred to as a ‘land of maple trees’?

B  Read this brochure encouraging visitors to come to Canada and find out more about the country.

Canada—land of maple trees

Canada is one of the largest countries in the world, second only to Russia, and has always been famous for its fantastic natural scenery. Canada has vast areas of wilderness, from the Arctic north, where average winter temperatures are usually minus 20 degrees centigrade, to the 8,892-kilometre-long border with the USA to the south, which is the longest border in the world not defended by an army or the police. On the east and west are the shores of two great oceans—the Atlantic and the Pacific.

Within this huge country, there are frozen wastes, vast mountain ranges, huge open fields, countless rivers and endless forests. There are many wild animals in the forests and on the freezing lands in the north, and fish are abundant in the seas and rivers. For those who love natural recreation, it is possible to walk, sail or cross-country ski for hours—or even days—without meeting another person. Canadians, especially wildlife photographers and hunters, are quite fond of the wilderness, and you will be too.

Beautiful scenery is just one of the treasures Canada has to offer. The vast majority of Canada’s population of more than 30 million people lives in urban areas. You will be delighted by Toronto, Montreal, Vancouver and Edmonton—all known around the world for their urban way of life, beautiful architecture and unique culture.

Toronto, the largest city in Canada, ranks among the most multicultural cities in the world. People there have ancestors from Ireland, Portugal, China, Lebanon and Italy, as well as from many other places. In the heart of Toronto is the Canadian National Tower, which is often called the CN Tower for short. Rising 553 metres into the sky, it is the third tallest tower in the world.

Montreal, a port in the province of Quebec, is the second largest city in Canada, and also the second largest French-speaking city in the world, Paris being the largest. Quebec, which was first settled by the French, was lost to the British in 1763, but its population is still over 70 per cent French. Because of this, Montreal has a wonderful mix of Old World (European) and New World (North American) architecture and culture. There are old buildings, historic churches, narrow streets and alleys, all alongside glass and steel and concrete skyscrapers towering upwards.
As a modern, dynamic city, Montreal has a lively night scene, with many restaurants and clubs, as well as cultural and street festivals to ensure that no visitor is ever bored.

Smaller in size, but just as famous, is the city of Vancouver in the province of British Columbia on the Pacific coast. Vancouver has one of the largest Chinese populations in North America. It also has superb scenery, a beautiful harbour, and all the comforts of modern life and international cuisine, in addition to being close to some very popular ski areas.

Edmonton, a city in British Columbia’s nearby province of Alberta, is home to the West Edmonton Mall. The mall is one of the largest indoor shopping centres in the world. It is like an underground city, covering an area of more than 20 acres. The mall consists of eight kilometres of passages, filled with shops, art galleries and even a water park. It attracts over 55,000 customers every day.

Nearer to the Atlantic coast is Niagara Falls. It is perhaps the best-known natural phenomenon in Canada. The waterfalls, the largest of which is shaped like a semicircle, are 670 metres wide, and fall 56 metres in an awesome white sheet of water. Millions of travellers from all over the world come here every year.

Canada has a very interesting history. In 1896, gold was discovered in the Klondike frontier area in the north-west of Canada. Approximately one million people left their homes and travelled westwards to seek their fortune in the Gold Rush. Although only a handful of people became successful, many stayed and built settlements in the area, and there are now many museums showing what life was like back then.

Finally, if you visit during the autumn, you can see Canada’s national symbol—the maple leaf. There are many maple trees in Canada, and a maple leaf is on the Canadian flag. In autumn, maple leaves turn a beautiful red. The tree itself supplies Canada’s most famous food—maple syrup—which goes well with pancakes.

With all of these attractions, you can see why the UN named Canada one of the best countries in the world to live in!

**Reading strategy: sorting out information**

When we read a text that provides information on a variety of subjects, it is useful to sort the information into sections. In the brochure, we have information about different cities in Canada. We also find information about the whole country. It is important to separate all the information into groups to better understand it. Within the above groups, we find information about nature, e.g., ‘There are many wild animals in the forests and on the freezing lands in the north, and fish are abundant in the seas and rivers.’ We also find information about the culture in different places, e.g., ‘Because of this, Montreal has a wonderful mix of Old World (European) and New World (North American) architecture and culture.’ A good way of sorting out the information is to make a table with different headings and take notes as we read the text.
C1. Read the sentences below and decide whether they are true (T) or false (F) according to the brochure.

1. The border between Canada and the United States is the longest border in the world which is not protected.  
   T / F

2. Canada is a good place for those who love natural recreation such as walking and sailing.  
   T / F

3. Most Canadians live in the countryside.  
   T / F

4. Montreal is the second largest French-speaking city in Canada.  
   T / F

5. There are many Chinese living in Vancouver.  
   T / F

6. The West Edmonton Mall is an underground city.  
   T / F

7. The UN awarded Canada the honour of being one of the best countries in the world to live in.  
   T / F

C2. Toronto, Montreal, Vancouver and Edmonton all have unique qualities that attract tourists. Look at a travel agent’s suggestions below and complete them with the correct cities.

1. If you want to see historic churches built 300 years ago, you should go to ____________.

2. For the best entertainment in the evenings, I would recommend ____________.

3. To view the city from the third tallest tower in the world, make sure you visit ____________.

4. The best city for skiing and fishing is ____________.

5. If you want to do shopping, visit art galleries and play in a water park all in one place, you should go to ____________.

6. To experience many different cultures, you could go to ____________.

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

1. maple (Title) ______ a. a large surface area of something

2. centigrade (Line 4) ______ b. a narrow passage behind or between buildings

3. border (Line 4) ______ c. a style of cooking; the food served in a restaurant

4. alley (Line 30) ______ d. a tree with leaves that have five points and turn bright red or yellow in autumn

5. concrete (Line 30) ______ e. of or using a unit for measuring temperature by which water freezes at 0° and boils at 100°

6. dynamic (Line 31) ______ f. a building material made by mixing together sand, small stones, water, etc.

7. cuisine (Line 37) ______ g. a line that divides two countries or areas

8. sheet (Line 46) ______ h. full of energy
Dear Uncle Sid

This week, Carla and I have been visiting Calgary in Canada, so that we could go skiing. You probably have never heard of Calgary, but it is the third largest city in Canada. It is about 300 km south of Edmonton. Calgary first became a (1) _______ in the 1870s. Back then, it was little more than an army camp protecting (2) _______ and merchants. The city only really began to grow after 1883, when the railway reached it. Thousands of people travelled (3) _______ to Calgary to start farms and raise cattle. Today, Calgary is a modern, dynamic city. It has many shopping (4) _______ and skyscrapers. However, it still has the same frontier spirit of the Old West—many people wear cowboy hats and boots, and country music is very popular. Yesterday, we went to the nearby mountains. It was (5) _______ cold. However, as a (6) _______ you would have enjoyed the opportunity to see this place—it was so beautiful that it took my breath away. I really love this place. There is so much you can do here for (7) _______. You should really come and visit it. I think you would love it too.

Your niece
Katie

What do you think about travel? Discuss travel with your partner. Use the following conversation as an example.

I prefer armchair travel.

How do you prefer to travel, alone or with a tour group?

With books, magazines, TV and the Internet, I can go anywhere, and still enjoy the comforts of home.

Why?

Oh, I prefer to see things for real, because ...

1 Where in the world would you most like to go? How would you like to get there and why?

2 If you had a visitor from abroad, which places of interest in China would you recommend to him or her?

3 Do you think young people should travel to different places? Why or why not?
Word power

Touring the UK

A Daniel and his friends want to go to the United Kingdom in the summer holidays. He finds a guidebook about travelling in the UK. Read the contents page of the book with Daniel.

Introducing the UK
Discovering the UK 1
The UK on the map 6
A portrait of the UK 12
The history of the UK 24

Great Britain
Great Britain at a glance 47
England 62
London 66
Scotland 70
Edinburgh 74
Wales 78
Cardiff 82

Northern Ireland
Northern Ireland at a glance 86
Belfast 90

Travellers’ needs
Where to stay 94
Where to eat 112
Shopping in the UK 140
Theme parks 148
Sports and outdoor activities 152
Special interests 156

Survival guide
Practical information 163
Travel information 180

Index 190

B In the first section of the book, Daniel finds this diagram explaining the composition of the Commonwealth of Nations. Look at it with Daniel.

The Commonwealth of Nations

The United Kingdom of Great Britain and Northern Ireland

Other Commonwealth nations, e.g., Canada and Australia

Northern Ireland

England

Scotland

Wales
Dear Keith

Last month, I toured in the UK for two weeks with some of my friends. I have learnt a lot about the UK. The full name of the UK is the United Kingdom of (1) _______________ and Northern Ireland. England, (2) _______________, and Wales are on the island of Britain, and Northern Ireland is on the island of Ireland. The two islands are separated by the Irish Sea.

England lies in the south-east of Britain. It is the largest country of the UK. Its capital is (3) _______________, which is also the capital of the UK. The Thames, the second longest river in the UK, runs through it and flows into the North Sea. North of England is Scotland, where there are many lakes and mountains. The famous Loch Ness is in the Scottish Highlands. Scotland’s capital is (4) _______________. Wales lies to the west of England. The capital of Wales is (5) _______________, on the south coast of the country.

Northern Ireland is in the north of the island of Ireland, sharing a border with the Republic of Ireland to the south and the west. The capital of Northern Ireland is (6) _______________. The city is well known for its shipbuilding. The Titanic was built there.

Here are some pictures I took in the UK. I hope you like them.

Yours

Daniel

The following pictures, which were taken by Daniel, show scenes of different cities in the UK. Do some research and match each city with a country in the UK (i.e., England, Scotland, Wales and Northern Ireland). Write the name of each country in the blank.
Grammar and usage

Overview of attributive clauses

There are two types of attributive clauses: restrictive ones and non-restrictive ones.

1. A restrictive attributive clause modifies a noun and identifies it.
   - A restrictive attributive clause can be introduced by a relative pronoun. Relative pronouns include *which, that, who* and *whom* and function as the subject or object in the attributive clause. When the relative pronoun is used as the object, it can be omitted.
     For those *who* love natural recreation, it is possible to walk, sail or cross-country ski for hours—or even days—without meeting another person. Beautiful scenery is just one of the treasures (*that*) Canada has to offer.
   - The relative pronoun *whose* is used as an attributive in the clause and modifies either a person or a thing.
     I saw a policeman writing a ticket to a driver *whose* car was blocking the street.
     I would like to live in a room *whose* window faces south.
   - A restrictive attributive clause can be introduced by a relative adverb. Relative adverbs include *when, where* and *why* and function as the adverbial in the attributive clause.
     I still remember the day *when* I first stepped into this school.

2. A non-restrictive attributive clause gives additional information about the part it modifies, and is usually separated from the antecedent with a comma.
   - Non-restrictive attributive clauses can be introduced by relative pronouns *which, who, whom* and *whose*. The pronoun *that* is not used in non-restrictive attributive clauses.
     In the heart of Toronto is the Canadian National Tower, *which* is often called the CN Tower for short.
   - In non-restrictive attributive clauses, *which* can refer to a word, a phrase, or a clause.
     Jen said *she could finish the project within two weeks, which* I doubt very much.
   - Sometimes we use the relative pronoun *as* to introduce a non-restrictive attributive clause. In this case, *as* functions as the subject or object, and usually refers to the main clause.
     *As* anybody can see, Canada is a beautiful country.
   - Non-restrictive attributive clauses can also be introduced by relative adverbs. Canada has vast areas of wilderness, from the Arctic north, *where* average winter temperatures are usually minus 20 degrees centigrade, to the border with the USA to the south.
A  

Join the sentences using attributive clauses.

1. Niagara Falls is 670 metres wide. It is in the south-eastern part of Canada. 
   Niagara Falls, ____________________________, is 670 metres wide.

2. Mary wanted to leave her home town. I didn’t understand the reason. 
   I didn’t understand the reason ____________________________.

3. Teresa is good at all her subjects. Her sister is my friend. 
   Teresa, ____________________________, is good at all her subjects.

4. Quebec has a large population. In Quebec most people speak French. 
   Quebec, ____________________________, has a large population.

5. Many students want to travel around the world. John is one of them. 
   John is one of the many students ____________________________.

6. High school is a good time. At this time we learn to give serious thought to our future. 
   High school is a good time ____________________________.

7. Canada is one of the largest countries in the world. It is known to all. 
   ____________________________, Canada is one of the largest countries in the world.

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B  

Liu Mei is writing to her penfriend in London about her school festivals. Choose a proper attributive clause to fill in each blank.

In my school we hold three festivals every year: the Arts Festival, the Science Festival and the Sports Festival.

The Arts Festival starts in early February, (1) ____________. During the Arts Festival season, which lasts about a month, we hold various activities. Those (2) ____________ take part in the Top-10 Singers Competition. There is also the Gold Voice Competition, in which students give oral presentations on certain topics and compete for the Best Speaker Award. Then we have exhibitions of students’ works of art, including photos, drawings and paintings. The most exciting part of this festival is the Merry Show, (3) ____________.

The Science Festival in May attracts the students from the very beginning with its opening ceremony. That is an occasion when model planes and model rockets are flown over the school grounds. Activities of the Science Festival include the Inventions Show, (4) ____________, and also the Science Essay Competition.

The Sports Festival usually takes place in October. Besides track and field competitions, we also have basketball and football matches, which require good teamwork, (5) ____________.

These three festivals play an important role in our school life. They appeal to us students because we can all have fun and benefit a lot from them.

a when students come back from the winter holidays
b as you can imagine
c who are gifted in singing
d in which students exhibit their inventions
e where students and teachers give all sorts of performances on stage
Task  Planning a trip

Skills building 1: inferring information

When you are listening to a conversation or speech, sometimes you have to infer or guess some of the information that is not stated. For example, if you are listening for information about a school day, you may hear:

The school day is 8 hours long. We have 6 hours of lessons and a break for lunch at 11.30 a.m.

From this, you can infer that the break for lunch is 2 hours long, from 11.30 a.m. to 1.30 p.m.

It is important to take notes as you listen. Then you can look at the information carefully, and see what you can infer from it.

Step 1: listening to a conversation for information

Your school band is going to New York for a cultural exchange tour. The headmaster Mr Liu is talking to the trip organizer in New York, Ms Martin, on the phone. Listen to the conversation and fill in the information below.

Arrival information
Arrive at Kennedy ____________________________ on Friday, 14th __________________, at ____ p.m.

Phone number ____________________________

Address ________________________________

Official schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Place</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15th</td>
<td>Saturday</td>
<td>New York High School</td>
<td>attend concert</td>
</tr>
<tr>
<td>17th</td>
<td>Monday</td>
<td>__________________ High School</td>
<td>perform</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New York High School</td>
<td>attend concert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington College</td>
<td>perform</td>
</tr>
<tr>
<td>20th</td>
<td>Thursday</td>
<td>New York High School</td>
<td>attend __________</td>
</tr>
</tbody>
</table>

Organized tours
On ____________ morning, a boat tour around the island of Manhattan. See the Statue of Liberty, ____________, UN Headquarters and famous ____________.
Mr. Liu asks you to do some research and choose some places to visit in New York. Listen to him and fill in the notes below.

**New York cultural exchange tour**

- Don’t suggest places that are already ___ 1 ____________.
- Include places where the students can enjoy ___ 2 ____________.
  ___ 3 ____________, plays and ___ 4 ____________.
- Include an ___ 5 ____________________________

You are reading a travel book about New York. It lists a number of places to visit in the city. Read the page below and make a list of the places that will be suitable for the students to visit according to Mr. Liu’s requirements.

**Empire State Building**: In the middle of Manhattan, it is 102 stories high and visitors can see for 50 miles from the top.

**Coney Island**: It is an old beach and seaside park. It is also home to some of America’s first amusement parks.

**Times Square**: Occupying the heart of New York City, the sidewalks here are full of life and bright lights.

**Carnegie Hall**: This is the most famous concert hall in the USA, where the world’s greatest musicians often perform.

**Lincoln Center for the Performing Arts**: It is known for its ballet and opera performances.

**The Statue of Liberty**: This tall statue stands in New York Harbor to welcome all arrivals. Visitors can climb up the inside of the statue using stairs, and can get a good view of the harbor from windows at the top of the statue.

**Bronx Zoo**: It is known for its conservation program started by Dian Fossey, who is famous for her research in the jungles of Africa.

**Broadway**: This street is lined with theaters where plays and musicals become international hits.

**Ellis Island**: It was once the main center for immigration to the USA. Over 12 million people entered the USA here between 1892 and 1954.

---

**Places to visit**

1 __________________________ 4 __________________________

2 __________________________ 5 __________________________

3 __________________________
Skills building 2: asking for repetition of information

To get the details of information about names, meeting times or places exactly right, you may need to ask for a repetition, or repeat the information yourself, to make sure that you heard right. Otherwise, you might miss a meeting or get lost.

When we ask for a repetition, we often say:

- Would you mind repeating that?
- I’m sorry. Did you say ...?
- I’m sorry. Could you repeat that?
- I’m sorry. I’m not sure I got that right. Did you say ...?
- Let me just repeat that to you, to make sure I’ve got it right.
- Could you spell that for me again?
- Could I have that number again, please?

Step 2: asking a travel agent for more information

You cannot find all the information you need to make the travel plan, so you phone up a travel agent to ask some questions. With your partner, role-play the conversation. Switch roles when you are finished.

Student: You should ask for more information about the items listed. If there is an asterisk (*), ask for a repetition of the question or the answer.

Travel agent: You should answer the student’s questions using the information listed.

<table>
<thead>
<tr>
<th>Student</th>
<th>Travel agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie Hall—type of tour</td>
<td>guided tours</td>
</tr>
<tr>
<td>Lincoln Center for the Performing Arts—things there* /type of tour</td>
<td>many theaters, cafes, restaurants, ballet, opera, circus, etc./conducted tours</td>
</tr>
<tr>
<td>Bronx Zoo—has cages/transport</td>
<td>animals in natural surroundings, no cages/easy to reach by subway</td>
</tr>
<tr>
<td>Coney Island—transport/cost*</td>
<td>by ferry/cheap to travel and only pay for amusements one by one</td>
</tr>
<tr>
<td>Broadway—how to get tickets for a show/cost*</td>
<td>most popular shows sold out in advance/tickets over $100</td>
</tr>
<tr>
<td>the best way to travel around</td>
<td>subway runs everywhere and often</td>
</tr>
<tr>
<td>more information/a map from where*</td>
<td>Times Square Tourist Information Center/free maps there, so do not buy at stands nearby</td>
</tr>
</tbody>
</table>
Skills building 3: writing a travel plan

A travel plan is a kind of schedule for travellers. It lists times and dates for different stages of the journey, and tells about the places to visit. It may also include addresses and telephone numbers for accommodation and transport. When writing a travel plan, you need to note the following:

- The first piece of information the traveller needs to look at is the day. This can either be written as the date, or simply as Day 1, Day 2, etc. Each day needs to start on a separate line.
- Full sentences are not always necessary, for example: Day 2: Visit Central Park.
- When you describe the places to visit, short sentences that tell the main points are enough. Do not give too much information.
- Include suggestions as to where the traveller might want to go in his/her free time.
- Remember to keep the design of the schedule clear, and stress the most important points.

Step 3: writing a travel plan for a trip to New York

Use the information from Steps 1 and 2 to draw up a travel plan for the band’s trip to New York. Fill in the table below with the activities you have chosen for each day.

<table>
<thead>
<tr>
<th>Day</th>
<th>Morning</th>
<th>Afternoon</th>
<th>Evening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td></td>
<td>arrive in New York</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>boat tour around Manhattan</td>
<td></td>
<td>attend concert</td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>perform</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td>attend concert</td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>perform</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td>attend farewell party</td>
</tr>
</tbody>
</table>
Project  Making a presentation about Chinese culture

People often associate a country with some famous aspects of its culture. The French are famous for their wines and cooking, the British for their reserve, the Indians for their beautiful dancing, etc. What about Chinese culture? What do you suppose other people think about when China is mentioned?

プリン  A  Read this magazine article about one aspect of Australian culture to help you prepare for your project.

Is Australia really a sporting nation?

There is nothing ambiguous about Australians’ love of sport. Their absolute love of it seems compulsory. They talk about sport all the time. They watch it live or on television, and sometimes it seems to be the only topic of conversation. Anywhere Australians get together—in the canteen during lunch, in the pub with a pint of beer, or in someone’s garden over a barbecue grill—the conversation quickly turns to sport. It can be an analysis of how teams are placing in the various sports leagues, or a discussion of the strengths and weaknesses of different players and their teams.

Australians’ devotion to sport, however, does not mean that most of them really do much sport. In fact, statistics show that only about one quarter of Australians exercise enough. The rest are content to just sit in their cosy armchairs and watch. Indeed, sitting in front of the television watching a sports event, with a drink in one hand and some fast food in the other, is very common in Australia. It is one of the main reasons why Australians can sometimes be accused of being overweight and unfit.

Still, Australia is considered to be a great sporting nation. The climate is mild, neither too hot nor too cold. The sun shines most of the time and there is plenty of space, including many beaches. Many people owe their love of sport to the perfect weather conditions for it. Best of all, there is a two-day weekend to enjoy the outdoors.

With most of its population living near the coast, swimming and surfing are popular activities for many families at the weekend. Sydney, for example, is a city with 37 beaches, most of which can be reached within 30 minutes by public transport from the city centre.

Another sport Australians are fond of is tennis. Since most tennis courts are equipped with lights, many people often play after dusk in the evening and late into the night. In addition, many school children regularly take after-school tennis lessons.

Parents and teachers also encourage children to participate in team sports like
various forms of football. The sport that most of the world calls football is known as soccer in Australia, to distinguish it from Australian rules football. Football is a sport where players hold the ball and run with it, like in rugby. Rugby, soccer and football are all rough games and can lead to serious injuries, but they greatly appeal to Australians, who watch sports for the thrills they bring.

Another popular sport, cricket, is originally from the UK, and has been exported to and followed in countries influenced by it, such as Australia, India, Pakistan, Kenya and South Africa. Patience is a must to enjoy the game, because it seems very slow and boring for those who do not quite grasp cricket. For fans of this sport, though, it is an art form. Even quiet and serious scholars can become excited about it. Cricket is usually considered a summer sport in Australia, and throughout the country you will see players dressed all in white, hitting and running after the ball.

Is Australia a sporting nation? Of course it is, as any Australian will tell you. The statistics prove it. In most international competitions, Australia is among the winning nations. At the Olympic Games in particular, Australian performers often win a greater percentage of medals than many of the other countries. For example, at the 2008 Beijing Olympics, only the USA, China, Russia, the UK and Germany won more medals than Australia. Considering Australia’s small population, its outstanding performance at the Olympic Games was really amazing.

So, while a high percentage of Australians may be people who watch sports rather than do them, Australia is indeed a great sporting nation!

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Your project is to research and write about one aspect of Chinese culture. Your end product will be a presentation. You will be able to start your project after you answer the following questions.

1. Do you think sport is an important cultural aspect of Australia? Why or why not?
2. How is information organized in the article above?
3. What do you think are the most famous aspects of Chinese culture? Why do you think these aspects are famous or important?
4. Which aspect do you want to focus on in your project?
5. How will you do the research? Which sources will you use (the Internet, books, magazines, etc.)?
6. How will you organize the information you collect?
7. How will you divide the work within the group?
8. Who will give the presentation to the class?
A  Rank your confidence level with the following skills. Write 1 to 5 in each box. Then work out your percentage.

How confident are you of:

- understanding the brochure about Canada?
- sorting out information?
- using the new vocabulary in this unit?
- discussing things related to travel?
- understanding and using vocabulary about touring the UK?
- being able to explain the composition of the Commonwealth of Nations?
- distinguishing scenes of different cities in the UK?
- using restrictive attributive clauses?
- using non-restrictive attributive clauses?
- inferring information?
- asking for repetition of information?
- writing a travel plan?
- understanding the magazine article about one aspect of Australian culture?
- giving a presentation about one aspect of Chinese culture?

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

While the pace of change in the modern world gets faster and faster, people are becoming more and more aware of the need to preserve the world’s cultural heritage. Look at these pictures and discuss the questions below with a partner.

1. What do you know about the historic sites in the pictures?
2. Do you think it is a good idea to rebuild historic sites that have been damaged or destroyed? Why or why not?
3. Which modern buildings do you think will be famous in 1,000 years?
Reading

A Read the article quickly and answer the following questions.

1 When did the construction of the Acropolis start? ____________________________

2 What were the buildings of the Acropolis made of? __________________________

3 When was the Acropolis listed as a World Heritage site? ______________________

B Read the following newspaper article about the Acropolis, a famous historic site in Athens, Greece.

The Acropolis now

by Valia Katsis

No one has had a greater influence on Western civilization than the ancient Greeks. They made many advances in philosophy, science, mathematics, art, architecture, theatre, politics and sport. The Roman alphabet is a Greek invention, as is the marathon, a long distance race created in honour of a Greek soldier who ran from Marathon to Athens to report the victory at the Battle of Marathon in 490 BC. For a period of about 300 years (from 650 to 323 BC), the Greek civilization made advances in various fields that have influenced the world for more than 2,500 years and will continue to do so.

In particular, we associate ancient Greek civilization with the capital city of Athens, the greatest symbol of which is the Acropolis. The Acropolis is a large, flat rock in the centre of Athens, rising up high above the city. In the 5th century BC, the greatest architects and artists of the time began building temples and monuments on this Sacred Rock. On top of the Acropolis, there are three main temples to Athena, the goddess of the city: the Parthenon, the Erechtheum and the Temple of Athena Nike. The Temple of Athena Nike is the smallest among the three. It used to house a 13-metre-high gold-covered statue of Athena as the Goddess of Victory. The Parthenon, the largest of all three, was built between 447 and 432 BC and contained a gold statue of Athena. The Erechtheum is famous for the six female statues which support part of its roof.

The buildings of the Acropolis were made of marble, a very smooth, strong stone. However, throughout history, few ancient monuments have avoided damage altogether. The Acropolis is no different. It has been damaged partly by natural forces like earthquakes, but the greatest damage of all has been caused by man. In 1458, the Turks defeated the Greeks and seized control of Athens. Later, they used the Parthenon as a warehouse and packed it with gunpowder. In 1687, an attack from Italy caused the gunpowder to explode and a large part of the building was destroyed. For centuries, people also stole from the ruins and used the stones for other buildings. The last major damage of this kind occurred with the theft of many of the best sculptures in 1801, when an Englishman, Lord Elgin, cut them off the face of the Parthenon, and took them to London. He later sold them to the British government. In 1816, these sculptures...
were turned over to the British Museum. They are still shown there under the title of ‘Elgin Marbles’. This has caused some friction between Greece and Britain, as the Greek government has never given up asking for the return of these marble statues.

In 1830, Greece was recognized as an autonomous country and five years later, in 1835, the new government began a serious effort to repair the monuments and buildings on the Acropolis. Unfortunately, some of the construction that was carried out over the following 100 years was not very successful. In fact, repairs were so clumsy that they made some of the buildings less secure than they had been before. The buildings have also been damaged by the millions of travellers who visit them each year. Some damage has been caused by the traffic of so many people simply walking around the buildings, and some has been caused deliberately. There is also the problem of smog. Athens has some of the most polluted air of any city in the world, and acid rain is causing gradual damage to the marble on the Acropolis.

In a gesture to help preserve history, the Greek government appointed a committee in 1975 to undertake a complete repair of the Acropolis. In 1987, it was listed as a World Heritage site by UNESCO. After that, much progress was made in repairing the Acropolis, with a large amount of work done in preparation for the 2004 Athens Olympic Games.

The committee is continuing its work and hopes to bring the Acropolis back to its former glory. Poor repair work has to be mended, especially on some sections which are lying around loose, or which might fall down. A steady cleaning programme must follow in order to protect the marble from smog and acid rain, as well as from natural things such as plant roots. As a part of this process, statues have been removed from the open air and stored in a protected museum.

The committee is also undertaking important work to educate the public, based on the assessment that the best way to protect the Acropolis is to prevent damage. Therefore, the committee is teaching people how to avoid damaging important historic buildings like those on the Acropolis. By learning how not to damage the monuments, people will be able to enjoy this historic site for generations to come.

Reading strategy: recognizing reference markers

When reading a text, you can always find reference markers, such as ‘it’, ‘she’ or ‘they’, which refer to an object, person, group or idea that has already been mentioned. The use of reference markers is meant to avoid repeating key words, because it makes the article sound boring. For example, instead of saying ‘the Acropolis’ all the time, the author uses the reference markers ‘it’, ‘this Sacred Rock’ and ‘this historic site’.

Recognizing reference markers will help you read a difficult article. If you come across a new word or something you do not understand, do not worry. Usually the author will repeat the word in a different way.
C1 How well do you understand the newspaper article? Read it again and answer the following questions.

1. In which fields did the Greeks make contributions to Western civilization?

2. How has the Acropolis been damaged?

3. What was the last major damage done to the Acropolis by man?

4. What is the aim of the committee set up in 1975?

5. Why is the committee undertaking work to educate the public?

6. What would happen if people did not learn how to prevent damage to the Acropolis?

C2 The article describes some of the causes of damage done to the Acropolis. List what is being done to solve each problem. Read the article again if necessary.

<table>
<thead>
<tr>
<th>Causes</th>
<th>Examples</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical</td>
<td>smog and acid rain</td>
<td></td>
</tr>
<tr>
<td>Natural</td>
<td>earthquakes, plant roots</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>bad repair work</td>
<td></td>
</tr>
<tr>
<td>Human</td>
<td>stealing stones, walking around the Acropolis, deliberate damage</td>
<td></td>
</tr>
</tbody>
</table>

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

1. politics (Line 5) ______ a. done without skill or care
2. associate (Line 16) ______ b. an opinion or a judgement about something
3. sacred (Line 24) ______ c. connected with a god and treated with respect
4. friction (Line 64) ______ d. the activities related to gaining and using power in a country or society
5. clumsy (Line 76) ______ e. disagreement or conflict
6. smog (Line 85) ______ f. choose someone for a job or position of responsibility
7. appoint (Line 90) ______ g. make a connection in our minds
8. assessment (Line 112) ______ h. smoke and fog mixed together
Zhou Yun wrote a letter to a friend about her visit to Athens. Help her complete it with the words in the box below.

warehouse  acid rain  mended  goddess
marble     steady     partly    theft

Dear Li Tong

As you know, I have just returned from my holidays in Athens, where I stayed for a fortnight. While I was there, I really enjoyed walking around in the beautiful weather, even though I got sunburnt. The place I enjoyed most was the Acropolis. I like the Parthenon in particular, which was built in honour of the (1) _____________ Athena.

A lot of the buildings have to be repaired because of the damage caused to them. They have been damaged by earthquakes, (2) _____________ and plant roots. People have also caused damage (3) _____________ by simply walking around the monuments. However, in the past (4) _____________ was also common, and the buildings were sometimes abused. For example, the Parthenon was once used as a (5) _____________ . To avoid further damage, a special committee is looking into repairing the Acropolis. The committee believes that people need to be taught the importance of conservation if the Acropolis is to be (6) _____________ and kept in good condition.

The problem with seeing such a famous monument is the (7) _____________ stream of people all trying to see the place at the same time, but I still think it was worth it. What a pity that most of the best (8) _____________ sculptures were removed and are now at the British Museum in London! Perhaps I’ll get to see them in the British Museum one day. Maybe you could join with me too!

Regards
Zhou Yun

---

Have you ever visited a World Heritage site? Have a discussion with a partner. Use the following conversation as an example.

Have you ever been to a World Heritage site?

Yes. Last year my parents took me to Mount Huang.

Oh, I’ve always wanted to go there. What was it like?

1. Which World Heritage site would you most like to visit? Why?
2. Why do we need to protect and preserve World Heritage sites?
3. What is the best way to protect and preserve World Heritage sites?
Word power

Greek in English

A. Read the following passage taken from a book about the origins of the English language. It focuses on Greek words used in English.

In the English language, many words have been borrowed from Greek. The vast majority of Greek words used in English are words about science and technology (a Greek word). This is because the Greeks made huge contributions in the two fields.

In everyday life, we often find ourselves using Greek prefixes: anti- (= opposite) as in antimatter; auto- (= self) as in automatic; bio- (= life) as in biology; kilo- (= 1,000) as in kilometre; micro- (= small) as in microwave; tele- (= over a long distance) as in television.

Then there are Greek suffixes such as -ism, -ist and -ize, which are used for ideas, people or to make verbs, as in socialism, socialist and socialize. Other common suffixes include -phone (= sound) as in telephone and -scope (= looking at) as in microscope.

Sport also owes a great deal to the Greeks, apart from the Olympics: gymnasium, athlete, stadium and marathon are all Greek words. Theatre and music are also based on Greek concepts, as are words like theatre, tragedy, comedy, music, orchestra, chorus and choir. There are so many other words borrowed from Greek (for example pyramid, mechanic, museum, ocean and democracy) that it is almost impossible to list them all.

B. The book also contains a chart showing the different fields of study based on Greek ideas and words.

[Diagram showing academic subjects: Arts and Humanities (Philosophy, Economics, Politics, Geography, Theology, History) and Science (Arithmetic, Geology, Physics, Mathematics, Astronomy, Chemistry, Biochemistry, Geometry, Biology).]
The following information is from a website of a school in London. Fill in the blanks using the words from Parts A and B.

In our academy, we teach many subjects, concentrating on the Arts, Humanities and Science. In the field of literature, our students read and write poetry and participate in drama productions which are performed in our state-of-the-art (1) ___________. Students who love (2) ___________ are encouraged to sing in the school (3) ___________ and to play in our orchestra. Parents are invited to attend all productions.

We consider it very important that students understand the past, so (4) ___________ is a compulsory subject. Since there are about 200 (5) ___________ in London, some of which are free, it is convenient for our students to go and see all kinds of exhibits there. In the same way, we insist that students learn about different countries in the world, so, for the first three years, (6) ___________ is also compulsory. We also want students to understand the economic systems around the world, so we encourage them to study Economics, though this subject is not compulsory. With regard to (7) ___________, we cover most subjects such as Physics, Chemistry and Biology. We also offer specialized courses in the field of (8) ___________, including Computer Science.

There were quite a few famous artists and scholars in ancient Greece. They left many well-known proverbs. Read the following ones and try to translate them into Chinese.

1 Beauty of the mind is superior to that of the body. —Aesop

2 What is beautiful is good, and who is good will soon be beautiful. —Sappho

3 Better to be envied than pitied. —Thales

4 No man is free who cannot master himself. —Pythagoras

5 Keep a healthy mind in a healthy body. —Socrates
Grammar and usage

Overview of noun clauses

Noun clauses act like nouns and can function as the subject, object, predicative or appositive in the sentence.

1 Subject clauses can be introduced by that, whether or question words.
   - When introducing the subject clause, that carries no meaning. What is usually used as the subject or object in the clause.
     That he will succeed is certain.
     What I need is a good night’s sleep.
   - We often use it as a preparatory subject, putting the subject clause at the end of the sentence. In this case, the sentence is better balanced.
     It is fortunate that repair work on the Acropolis is being carried out.

2 Object clauses can be introduced by that, whether/if or question words.
   - When that introduces an object clause, it can often be omitted. However, if there is more than one object clause, normally only the first that can be omitted.
     Tell him (that) he needn’t worry and that I will help him out.
   - In a sentence which has an object complement, we often use the preparatory it and put the object clause after the object complement.
     They want to make it clear that historic sites are an important part of a nation’s culture.
   - We usually do not use that to introduce object clauses after a preposition.
     However, we can use that after in or except.
     I differ from him in that I’m good at Maths while he is good at Art.
     His paper is perfect except that there are some spelling mistakes in it.

3 Predicative clauses can be introduced by that, whether or question words.
   The truth is that throughout history few ancient monuments have avoided damage altogether.
   Mr White is opposed to repairing the old building, and that’s where I don’t agree.

4 Appositive clauses can be introduced by that, whether or question words. Words that can be followed by an appositive clause include doubt, fact, decision, hope, idea, news, order, possibility, promise, suggestion, advice, truth and question.
   The fact that ancient Greek civilization had a great influence on Western culture is known to many people.
   He hasn’t made the decision whether he will go abroad.
   Do you have any idea when the Acropolis was built?
A. Read the article below and decide whether the underlined clauses are subject, object, predicative or appositive clauses.

It is well known (1) that one of the aims of UNESCO is to protect and preserve cultural and natural heritage. Our heritage is a precious gift from the past, and it is also (2) what we live with today. I believe (3) some of you may have visited Mount Tai and Mount Huang, or have been to Jiuzhaigou. Many people just find it unbelievable (4) that such beautiful places exist in this world.

These heritage sites impress visitors with their amazing beauty, and they are a great source of inspiration. There are altogether more than 900 World Heritage sites. People have come to understand the truth (5) that they do not belong to any single person, but to all mankind.

B. Join each pair of sentences into one, using noun clauses as required.

1. The ancient tower in the temple will go on the National Cultural Heritage list. It is great. (subject clause)

2. Passengers are not allowed to use mobile phones during the flight. Don’t you know that? (object clause)

3. I can learn more about World Heritage by reading this book. It is my hope. (appositive clause)

4. I would quit watching TV for two weeks before the exam. I promised my dad. (object clause)

5. We should deal with the problem in another way. It is my suggestion. (predicative clause)

6. Will these pop stars still be famous in 10 years? I have some doubt. (appositive clause)
Task  Writing a letter about the Tower of London

Skills building 1: listening for discourse markers

It is usually more difficult to listen to and understand a lecture or a radio programme than a conversation, because the words are often spoken more quickly. Sometimes it is also hard to know where one sentence stops and the next one begins. That is why it is very important to listen for the linking words and phrases. These discourse markers can show the connection between what the speaker is saying and what has already been said. Sometimes they can also reflect the speaker’s attitude. Here are some of the most common discourse markers and their functions:

1  showing the organization of the talk: first of all, second, finally
2  giving more information: what’s more, in fact, in addition, a second/third ..., another ..., the next ..., apart from ...
3  giving examples: such as, for example, let me give you an example
4  introducing general statements: in general, on the whole
5  expressing consequence: therefore, as a result, then, so
6  clarifying: what I mean is, that is to say, in other words
7  giving stress: you need to remember, in particular, especially, before I explain ...
8  showing differences: on the other hand, yet, however, in fact
9  showing how things are similar: also, in the same way
10  changing topic: anyway, OK, now, all right, by the way
11  returning to topic: as I was saying, to get back to ...

Step 1: listening to a radio programme

⚠️ You are visiting London and want to write home about the Tower of London. Listen to a radio programme about its history and take notes. Write down the discourse markers you hear at the beginning of each new section.

<table>
<thead>
<tr>
<th>Main points</th>
<th>Discourse markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tower of London is a complex of buildings.</td>
<td>(1)</td>
</tr>
<tr>
<td>The Romans first used it when they ruled England.</td>
<td>(2)</td>
</tr>
<tr>
<td>In 1066, the Norman Duke William took over England.</td>
<td>(3)</td>
</tr>
<tr>
<td>Most later kings did not like to live there for long.</td>
<td>(4)</td>
</tr>
<tr>
<td>It functioned as a place for storing and making weapons.</td>
<td>(5)</td>
</tr>
<tr>
<td>It functioned as a zoo.</td>
<td>(6)</td>
</tr>
<tr>
<td>It functioned as a safe.</td>
<td>(7)</td>
</tr>
<tr>
<td>The Jewel House is the most popular part.</td>
<td>(8)</td>
</tr>
</tbody>
</table>
The second half of the radio programme is an interview with an expert about the layout of the Tower of London. Listen for discourse markers, and write down the points the speaker makes after them.

<table>
<thead>
<tr>
<th>Main points</th>
<th>Discourse markers</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tower was built to protect (1) _________ inside.</td>
<td>first</td>
</tr>
<tr>
<td>The windows in the towers were very (2) _________ so as to prevent others from shooting inside.</td>
<td>in addition</td>
</tr>
<tr>
<td>There are now (3) _________ towers altogether.</td>
<td>in fact</td>
</tr>
<tr>
<td>There are buildings for the staff, (4) _________, a great hall, a place for (5) _________ to live and a place to store the king and queen’s jewels.</td>
<td>now, then, also</td>
</tr>
</tbody>
</table>

Read this page from a book about the Tower of London, and find out the following information: the kings who ordered the deaths, the victims, and when and why the victims were killed.

Some famous victims in the Tower of London

**Anne Boleyn**

King Henry VIII wanted to have a son. His first wife, Catherine, did not give birth to one, so he decided to divorce her. Since England was Roman Catholic then, and the head of the Roman Catholic Church did not allow divorce, Henry created the Church of England and made himself head of it. Thus, he was able to divorce Catherine and marry Anne Boleyn in 1533. After their marriage, Boleyn gave birth to a daughter but no son. King Henry VIII accused her of having affairs, and sent her to the Tower on 2 May 1536. She was killed later that month.

**Sir Walter Raleigh**

This famous explorer had a life and death full of drama. Queen Elizabeth I adored him and employed him in her court. He even sponsored an English settlement in America in 1585. However, when the Queen discovered in 1592 that he had married in secret, she had him arrested and held in the Tower. He bought his way out of the Tower and set sail to explore the world further. Later, there was a new king, James I, who thought that Raleigh was corrupt and disliked him. In 1603, Raleigh was charged with the crime of betraying his country, and sentenced to death. His death sentence was withdrawn at the last minute, though, and he spent thirteen years more in the Tower. During those years, he managed to live in comfort, having his cell enlarged to make room for his wife and son. He even grew tobacco in his yard. In 1616, he was given permission to make a trip to South America to look for gold on behalf of King James. Unfortunately, Raleigh failed to find gold, so his death sentence was brought back upon his return, and he was killed in 1618.
Skills building 2: stressing syllables and words

When you learn a new language, it is very important to learn how to pronounce the words well. Otherwise, people will not be able to understand what you are saying. Good pronunciation will help you communicate better with others. Stress is a very important part of pronunciation.

1. Word stress
   In the English language, all words of more than one syllable have what is called word stress. This means at least one of the syllables is longer and louder than the other syllable(s). You should learn word stress as you learn new vocabulary.

2. Sentence stress
   Sentence stress is like word stress and is what gives English its rhythm. When we are speaking, we stress certain key words in a sentence. For example, in the sentence, ‘I went to the shop to buy apples’, we stress the words ‘shop’ and ‘apples’, as these are the most important information.

It is important to practise your pronunciation by looking up pronunciation symbols in a dictionary. You can also practise by watching English TV programmes and films, listening to the radio or chatting with native speakers.

Step 2: asking about the Crown Jewels

You are visiting the Tower of London. Talk to the tour guide and find out about the Crown Jewels. Role-play with a partner and switch roles when you are finished.

Tourist: Form questions using the information in the left column. When you ask questions, be sure you use the correct stress for the syllables and words. If you are not sure about the stressed syllables, use a dictionary to help you.

Tour guide: Answer the tourist’s questions using the information in the right column. When you answer the questions, make sure you use the correct stress for the syllables and words.

<table>
<thead>
<tr>
<th>Tourist</th>
<th>Tour guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Crown Jewels/real or just copies?</td>
<td>• certainly real</td>
</tr>
<tr>
<td>• anyone ever tried to steal them?</td>
<td>• yes/1671/Thomas Blood</td>
</tr>
<tr>
<td>• what happened?</td>
<td>• got outside/was caught there</td>
</tr>
<tr>
<td>• anyone wear them nowadays?</td>
<td>• yes/worn at coronations</td>
</tr>
<tr>
<td>• the last person/when?</td>
<td>• Queen Elizabeth II/in 1953</td>
</tr>
</tbody>
</table>
Skills building 3: writing informally about a formal topic

If you want to write to your family or friends about something quite formal like a lecture or a visit to a historic site, it is necessary to combine some formal writing with a more informal style.

One way to do this is to include personal comments. Here are some common expressions for giving opinions:

- I thought the ... was ...  
- I found the ... very ...  
- I felt it was ...  
- I (really) enjoyed/loved/didn’t enjoy/hated the ...  
- I (especially) liked the part about ...  
- In my opinion, it was ... (rather formal)  
- My impression was that it was ... (rather formal)

You can also use adjectives like:

- boring  interesting  exciting  useful  so-so  OK

You can use adverbs like:

- quite  rather  very  really  mostly

Step 3: writing a letter back home

**Using the information from Steps 1 and 2, write a letter to your parents about the Tower of London.**

(date) __________

Dear Mum and Dad

Hello from London! I have just been to the Tower of London and I want to tell you all about it. __________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Love

______________
China is home to many famous historic places. In fact, about thirty of them are on UNESCO’s World Heritage list.

Read the following pages of a travel guide to the Imperial Tombs of the Ming and Qing Dynasties in China. It will help you prepare for the next part of your project.

The Ming and Qing Imperial Tombs are among the most extraordinary cultural remains to be found anywhere. These world-famous sites are equal to the pyramids in Egypt. Any visitor to China should try to include the Ming and Qing Tombs as part of his or her tour.

The Ming Imperial Tombs

Most of the Ming Tombs can be found 50 kilometres north-west of Beijing in a place called Shisanling, which means ‘thirteen tombs’ in Chinese. Thirteen emperors of the Ming Dynasty (AD 1368–1644) are buried here, along with their wives and other members of the royal family. Of the thirteen tombs, only Changling, Dingling and Zhaoling are open to the public.

Along the Sacred Way, which leads to the tombs, you can see huge stone statues of twenty-four animals and twelve officials. Some of the pine trees which line the Sacred Way were planted during the Ming Dynasty.

At the upper end of the Sacred Way is Changling, the largest of the Ming Tombs.

Changling is considered by many as the best preserved of the thirteen tombs. It is at the heart of Shisanling, with the other tombs placed on either side of it. It was built to resemble a palace, containing a complex of buildings and courtyards.

Adding to the extraordinary beauty of Changling is the Ling’en Palace, known for its simple design and painted ceiling. Many of the decorations are made from a fragrant type of wood native to China, and the floor is covered with ‘gold’ bricks.

Apart from Shisanling, the most famous Ming Tomb is Xiaoling, in Nanjing. It contains the tomb of the first Ming emperor. Approximately 100,000 soldiers and civilians worked from 1381 to 1405 on this tomb, which covers several dozen acres of land. The beautiful architecture of this tomb had a great influence on the design of emperors’ tombs in the five centuries that followed.

The Qing Imperial Tombs

The Qing Dynasty (AD 1616–1911) had twelve emperors, nine of whom are buried in the two groups of tombs in Hebei Province, not far from Beijing. It is apparent
that the Qing Tombs are influenced by the Ming Tombs, especially in terms of architecture and the way they are placed among the surrounding mountains and valleys.

One group of the Qing Tombs is called Dongling, in Zunhua, 125 kilometres east of Beijing. The tombs, which were built over a period of 247 years, take up 78 square kilometres. Buried there are the remains of five emperors, their wives and other royal family members. The other group of the Qing Tombs is called Xiling. It sits about 100 kilometres to the west of Beijing in Yixian. Xiling contains the tombs of four of the Qing emperors.

Preserving the tombs

Preserving the Ming and Qing Tombs has been given serious attention in recent decades. Although a number of tombs have survived with little damage, all have suffered at least some harm from centuries of rain, war, fire and theft.

As a result, the government has strengthened regulation to protect these historic sites. In addition, getting these historic sites recognized by the rest of the world is helpful for preserving and repairing them, as it stresses to everyone their extreme importance and value. For example, since 2002, money has been raised from around the world to protect Xiling. Most important of all, these sites have been registered as UNESCO World Heritage sites. This is helping bring needed attention, assistance and money for protecting the Ming and Qing Tombs. It has led to increased tourism as well, which is another important source of money, but which also results in more potential damage to these fragile sites.

It is now our responsibility to be a good steward of these monuments of the Chinese people.

---

B Your group is going to research a local building that has a long history and discuss ways to preserve it. Write a proposal for saving and protecting the building. Consider these questions first.

1. Why are the tombs included in the World Heritage list?
2. Which local building will your group research? Why?
3. How will you find out more about this building?
4. What are the dangers that the building faces?
5. How can the building be saved and protected?
6. What kind of arguments will you use to convince the local government to act to save and preserve the building?
7. Who will collect information?
8. Who will write up the proposal?
Self-assessment

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

How confident are you of:

- understanding the newspaper article about the Acropolis?
- recognizing reference markers?
- using the new vocabulary in this unit?
- discussing your ideas about protecting and preserving World Heritage sites?
- using Greek words in English?
- understanding proverbs left by some famous artists and scholars in ancient Greece?
- understanding and using subject clauses?
- understanding and using object clauses?
- understanding and using predicative clauses?
- understanding and using appositive clauses?
- listening for discourse markers?
- stressing syllables and words?
- writing informally about a formal topic?
- understanding the travel guide to the Ming and Qing Imperial Tombs?
- writing a proposal for saving a building?

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

The world is full of colour. Colours have different meanings in different cultures around the world. Look at the pictures below and discuss the following questions with a partner.

1. Can you give some examples of the use of a particular colour for a special event?
2. Think of a foreign country. What colour do you associate with that country? Why?
3. What colour would you choose to represent your personality? Why?
Reading

A Read the Internet article quickly and answer the following questions.

1 What do the colours used on the French flag remind us of?

2 How many stars are there on the national flag of the USA?

3 What colour is the Indonesian flag?

B Each country’s national flag is made up of different colours. Have you ever wondered why? Read this Internet article to find out.

National flags, colours and cultures

Today, every independent country has a flag that gives it a unique identity. These flags are more than just pieces of cloth sewn together at random with thread. A flag tells us something about the country it represents, such as its values, beliefs and culture.

France

5 The French flag was first used in 1789, at the start of the French Revolution. Before the Revolution, there had been great unrest in France because people had no freedom and were suffering from hunger. The French Revolution led to fundamental changes throughout the country. Many of the past ways were abolished, and the people won liberation. Strengthened by the Revolution, France became a different country.

10 The colours red, blue and white used on the flag remind us of the motto of the Revolution—liberty, equality and fraternity. Red symbolizes the bravery, revolution, strength and blood of the French, which were all needed to change the country. Blue stands for liberty and justice, while white represents peace and honesty. Today, France is still guided by those principles.

15 In salute to the French and their revolution, many countries have chosen to use the same colours on their flags as the French did. In this way, the French flag has become one of the most important national flags in history.

The USA

The USA was also born from revolution, and its flag, the Stars and Stripes, is a symbol of this. The USA was originally made up of settlers from Britain and other countries, organized into thirteen British colonies.

Even though they lived in colonies, the Americans had been used to autonomous rule and low taxes. However, after the French and Indian War, the British raised the tax rates in America to a high level in order to pay for the conflict. When the Americans objected to this, the British would not compromise, but increased control over their American
colonies instead, taking away many of their rights, and stationing soldiers there in order to make sure that the Americans would obey them. At this, the Americans demanded separation from Britain, and on 4 July 1776, they declared that they would no longer submit to British rule. This led to war, and to America gaining its independence.

30 The colours red, white and blue, along with the stars and stripes on the American flag, all represent different things. Red represents strength and bravery, white means virtue, and blue stands for hard work and justice. There are fifty stars on the flag, one for each state, representing the union of fifty states into one country in a federal system. The thirteen stripes are to remind people of the thirteen colonies that joined together to fight for independence from Britain. Each year on 4 July, the USA celebrates Independence Day, when the Stars and Stripes can be seen all over the country, lit by fireworks in the night sky.

Indonesia

The Indonesian flag became official on 17 August 1945, immediately after the end of World War II. The flag, which is made up of a red band over a white one, is based on a national flag dating back to the 13th century, which had nine red and white stripes.

40 There are many explanations offered for the meanings of the colours on the Indonesian flag. The most common one is that red stands for blood, or things that are physical, while white represents the spiritual. Another suggestion is that the colours have a link with food. For the Indonesians, red resembles the colour of sugar (because of the plant that it comes from) and white looks like rice. Both sugar and rice are consumed daily in Indonesian food. Other people say that the colour red on the Indonesian flag stands for the brave nature of the Indonesian people. It can also represent the fire that comes from Indonesia’s volcanoes. Like in many other countries, the colour white is regarded as a symbol of purity in Indonesia.

50 Each of the colours on a country’s flag was carefully chosen to represent something about the country or the people living there. Therefore, when we look at a flag, we can begin to see and study a country’s history and culture. It is also a good place to see some similarities and differences between different countries.

Reading strategy: thinking about what you already know

Before reading an article, read the title and the first paragraph to get an idea of the theme or topic of the article. Then, before you continue reading, think of what you already know about this topic and any words associated with it. The topic of the article above is national flags, colours and cultures. Thinking about what you already know about the topic will help you understand the article better. It will also make it more interesting to read because you can compare your own knowledge with what you learn from the article.
C1 How well do you understand the article? Read it again and answer the following questions.

1. What does a national flag tell us?

2. What led to the great unrest in France before the Revolution?

3. Why has the French flag become one of the most important national flags in history?

4. What caused Americans to demand separation from Britain?

5. What do the stars and stripes on the American flag represent?

6. What was the Indonesian national flag like in the 13th century?

7. What is the most common explanation of the meanings of the colours on the Indonesian flag?

C2 The article explains how colours are used to represent different values in different cultures. Look at the table below and fill in what each colour represents in each country.

<table>
<thead>
<tr>
<th></th>
<th>France</th>
<th>The USA</th>
<th>Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blue</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. random (Line 2) ______ a the fact of being the same in rights, status, etc.
2. fundamental (Line 7) ______ b a fixed amount of money that is charged or paid for something
3. abolish (Line 8) ______ c behaviour or attitudes that show high moral standards
4. equality (Line 11) ______ d something done to show respect for someone or something
5. salute (Line 15) ______ e done by chance, without a plan or thought
6. settler (Line 20) ______ f affecting the most central and important parts of something
7. rate (Line 23) ______ g officially end a law, system, etc.
8. virtue (Line 31) ______ h a person who goes to live in a new country or area
Here is an Internet article about the United Kingdom’s national flag. Complete the article with the words in the box below.

unrest  submit  liberation  stationed  objected

unrest

The United Kingdom is one nation made up of several autonomous regions. Its flag reflects this ______. Each region has its own flag. The flag of England has a red cross (+) on a white background, while the Scottish flag is a white cross (×) on a blue background. In the early 17th century, Scotland joined up with England, and so the flags of England and Scotland were combined, with the red cross of England on the white cross of Scotland. Many Scots ______ to this and were outspoken in wanting their white cross on the red cross, but they did not get their way. In 1800, Ireland joined Britain to form the United Kingdom. At that time, the Irish flag—a red cross (×) on a white background—was added to the British flag. However, the Irish were never willing to ______ to British rule, and were very angry because British soldiers were ______ there. In 1921, after great ______ in Ireland, Ireland split off from Britain to form an independent country, and the Irish substituted a new flag for the old one. It has green, white and orange stripes. These colours represent peace (white) between those who supported the ______ of their homeland (green) and those who wanted to remain in the UK (orange). Each of the three colours on the Union Jack—the flag of the UK—has a different meaning: white stands for peace, red for bravery, and blue for ______ and truth.

Discuss colours and flags with a partner. Use the following conversation as an example.

Did you know that the colours used on national flags have special meanings?

No. I thought that they were used because they looked nice. Do the colours always mean the same thing in different countries?

Sometimes they do, but sometimes they mean different things.

Is it important to understand the meanings?

I think so, because ...

1 What do the colours on China’s national flag symbolize?
2 Do other national flags use those colours? Do they have the same meaning?
3 How does understanding history and culture help us learn about national flags?
Word power

National flowers

A  As well as having a national flag, many countries also have a national flower. Read the article below to find out which flowers are used as national symbols for different countries.

The national flower of India is the **lotus**. It grows in shallow water and can often be seen covering the surface of ponds or lakes. It has wide green leaves and bright flowers that can be either white or pink. The lotus is very important to the people of India, especially Buddhists. It symbolizes purity, beauty, wealth and knowledge.

The **iris** is the national flower of France. It is named after the Greek goddess of the rainbow. It is a symbol of hope and wisdom for the people of France.

Although the **tulip** is the national flower of the Netherlands, it did not originate there. In fact, it did not arrive in the Netherlands until the 16th century, when it was brought from Asia. Dutch people instantly fell in love with the flower, and today you can see lots of tulips if you visit the Netherlands.

The **rose** is the most popular of all national flowers. It is the national flower of the USA, England and Iran. To the Americans, the rose is a symbol of love and beauty. In England, the meaning of the rose dates back to the War of the Roses in the 15th century. In Iran, the rose is a religious and spiritual symbol and is a symbol of perfection.

B  Look at the pictures. Write the name of each flower and one country which uses it as its national flower in the blanks.

1  
   [Image of a flower]

2  
   [Image of flowers]

3  
   [Image of an iris]

4  
   [Image of a rose]
**Colour idioms**

*A*  Look at the following sentences. Each one uses a different colour idiom.

1. She was watching a horror film and went **white as a sheet** (pale because of fear).

2. He was **tickled pink** (delighted, very pleased) when he won tickets to see Manchester United play during their China tour.

3. I bought a new car last month with borrowed money, and now I have no money in my bank account. I always seem to be **in the red** (in debt).

4. I have been very careful about spending money lately, so now my account is **in the black** (having money in the bank account).

5. I was **feeling blue** (unhappy, sad) because my football team lost again at the weekend.

6. I was **green with envy** (jealous) when I heard she was going to London for a month while I had to stay here and work.

*B*  Read the following passage written by a university student, and fill in the blanks with appropriate colour idioms from Part A.

I was tired and (1) ________________ as I walked to class. It was the first day of the final exams and I’d spent the whole weekend studying.

When I arrived for the first exam, I noticed that my friend John had a voice recorder. He was showing it to everyone and recording everyone’s voice with it. I must say that I was (2) ________________ — I really wanted one to record lectures. I couldn’t afford to buy a voice recorder because now I was (3) ________________. I’d been working so hard to make sure I could pass all my exams that I’d even given up my part-time job. I could start my part-time job again when the exams finished. Even then, it would be some time before I was (4) ________________.

A few weeks later, I received my results and called my parents to let them know that I had done well. They asked me to go and visit them at the weekend. When I arrived home, the whole house was quiet. I walked into the living room and suddenly everyone appeared and shouted ‘Surprise!’ I was very frightened and turned (5) ________________. My parents had arranged a surprise party to celebrate my exam success! They also gave me a present. I opened the box and was (6) ________________ when I saw what was inside—a brand new voice recorder!
Grammar and usage

Overview of adverbial clauses

Adverbial clauses can express time, place, reason, condition, purpose, result, manner, concession or contrast.

- Adverbial clauses of time can be introduced by *when, while, as, before, after, until, till, by the time*, etc., according to the time when something happens.
  
  *When* we look at a national flag, we can begin to see and study a country's history and culture.

  Sometimes, adverbial clauses of time can be introduced by a noun or noun phrase.

  *The moment* I heard the news, I hurried to the spot.

  *Every time* the girl sees me, she greets me with a sweet smile.

- An adverbial clause of place is usually introduced by *where*.

  *Stand where* you are, and I will come and help you.

- An adverbial clause of reason can be introduced by *because, as, since, now (that)* or *in that*.

  *Since* white symbolizes purity and innocence, it is used on many national flags.

  *He was fortunate in that* he did not get injured in the car accident.

- An adverbial clause of condition can be introduced by *if, unless, so long as, as long as or in case*.

  *You will make it as long as* you put your heart into it.

- We use *so (that) or in order that* to introduce an adverbial clause of purpose. In adverbial clauses of purpose, we often use modal verbs like *may, might, can or could*.

  *My mother turned off the TV so (that) I could* better concentrate on my studies.

- We often use *so (that), so ... that or such ... that* to introduce an adverbial clause of result.

  *Light travels so fast that* it is hard for us to imagine its speed.

  *Flags contain such deep cultural significance that* they are worth studying.

- An adverbial clause of manner is usually introduced by *as, as if or as though*.

  *When in Rome, do as the Romans do*.

  *He behaved as if he had done nothing wrong*.

- We often use *although, though, while, even if, even though, whether ... or ..., no matter who/what/where ...* to introduce adverbial clauses of concession. Sometimes we use *as* in the inverted sentence order to express concession.

  *Although* it is being conserved, the Acropolis is still facing serious problems.

  *Unbelievable as it seems, we have completed the project all by ourselves*.

- An adverbial clause of contrast is usually introduced by *than or as*.

  *There are more rivers in Canada than anyone can count*.

  *He works as hard as his brother (does)*.
A. Read the following dialogue between Eric and Jo about their childhood stories. Fill in the blanks with the words in the box below. Some words can be used more than once.

<table>
<thead>
<tr>
<th>when</th>
<th>as though</th>
<th>no matter what</th>
<th>as</th>
<th>since</th>
<th>unless</th>
<th>if</th>
</tr>
</thead>
</table>

Eric: When I was in kindergarten, my teacher told us that we could become anything (1) ____________ we got older.

Jo: My teacher said that, too, and we believed we could become whatever we wanted to be.

Eric: You know I really wanted to become a fish, (2) ____________ fish were so beautiful and so free in the water.

Jo: Ha! Ha! That's funny. When I was about five years old, I thought I could hatch an egg (3) ____________ I kept it warm, and I slept with some eggs in my bed, and guess what?

Eric: You broke the eggs?

Jo: Yes, all of them. I felt (4) ____________ I had killed my little chickens and I cried. Angry (5) ____________ my mother was, she didn’t scold me. Instead, she explained how a hen hatched eggs and asked me not to do that again.

Eric: Did you do whatever your mother told you?

Jo: Yes, I always listened to her, (6) ____________ she said. She used to be my hero.

Eric: My mother used to tell me that (7) ____________ I ever swallowed a seed, a plant would grow inside me, so I never ate watermelons (8) ____________ they were seedless.

B. Read the following passage from a web page and fill in the blanks with suitable conjunctions.

**Travelling and travellers**

With the development of transport, travelling has become easier and more comfortable.

People travel for various reasons and purposes. Some go travelling (1) ____________ they are interested in natural scenery and wildlife. Others travel (2) ____________ they can see famous places and monuments they heard about even (3) ____________ they were young. There are also people who travel (4) ____________ they may learn about the customs of different places.

(5) ____________ you are travelling, you should show respect for the people you meet and places you visit. (6) ____________ you are an acute observer, you will find beauty and thrills no matter (7) ____________ you are.

(8) ____________ travelling is popular and beneficial, it can also be very tiring, and sometimes even a bit disappointing. (9) ____________ you expect different places to have the same food as you are accustomed to at home, then you are bound to be disappointed. So, good travellers always make good preparations (10) ____________ they travel.
Task  Designing a Beijing Opera mask

Skills building 1: understanding adjectives describing characteristics or personality

In English, we use adjectives to describe people and things. There are different kinds of adjectives. The following are some of the adjectives that are used to describe characteristics or personality:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Meaning</th>
<th>Opposite</th>
</tr>
</thead>
<tbody>
<tr>
<td>stubborn</td>
<td>unwilling to change one’s mind or opinion</td>
<td>flexible</td>
</tr>
<tr>
<td>mature</td>
<td>having a lot of experience and good understanding of the world</td>
<td>simple</td>
</tr>
<tr>
<td>smart</td>
<td>very clever</td>
<td>stupid</td>
</tr>
<tr>
<td>dishonest</td>
<td>not honest</td>
<td>honest</td>
</tr>
<tr>
<td>fair</td>
<td>treating everyone the same</td>
<td>unfair</td>
</tr>
<tr>
<td>careless</td>
<td>not giving enough attention to what one is doing</td>
<td>careful</td>
</tr>
<tr>
<td>ambitious</td>
<td>determined to be successful, rich, powerful, etc.</td>
<td>unambitious</td>
</tr>
<tr>
<td>wise</td>
<td>very clever and quick at seeing what to do in a situation</td>
<td>foolish</td>
</tr>
<tr>
<td>trustworthy</td>
<td>deserving trust</td>
<td>untrustworthy</td>
</tr>
</tbody>
</table>

Step 1: getting to know the characters

Your school is putting on a new Beijing opera based on a Western story. The author of the opera is telling the director about the different characters. Listen to the conversation and write down each role’s characteristics or personality.

Roles | Characteristics or personality
---|-----------------------------
King Alfred | 
The princess | 
The captain | 
The prime minister | 
King George | 

One of the performers comes to the director to ask for advice. He wants to play a role that is different from his last role. Listen to him and circle the words he uses from the box below. Then, choose a role for him according to the information you gathered in Part A.

<table>
<thead>
<tr>
<th>stubborn</th>
<th>untrustworthy</th>
<th>mature</th>
<th>stupid</th>
<th>honest</th>
</tr>
</thead>
<tbody>
<tr>
<td>unfair</td>
<td>shy</td>
<td>careless</td>
<td>ambitious</td>
<td>wise</td>
</tr>
</tbody>
</table>

The role I choose for the performer: __________________________

The director has to design a mask for the performer, using different colours. Read the article and circle the colours the director will use according to the personality of the role.

<table>
<thead>
<tr>
<th>green</th>
<th>purple</th>
<th>blue</th>
<th>reddish purple</th>
</tr>
</thead>
<tbody>
<tr>
<td>black</td>
<td>white</td>
<td>red</td>
<td>yellow</td>
</tr>
</tbody>
</table>

In Beijing opera, performers are required to paint their faces in patterns and colours to help show the dimensions and depths of their characters' personalities. The colours used represent different qualities and character types. The main colour on the face or mask gives the audience the identification of the character’s most important quality.

In Beijing opera, facial painting can be quite complex. However, in the beginning, only three colours were used—red, white and black. Now, many other colours, such as yellow, purple, blue and green, are used for facial painting.

Red is a colour for brave characters who can be given unconditional trust. Guan Yu, a general from the Three Kingdoms Period (AD 220–280), is a good example of this kind of character. He is famous for always serving his blood brother, Liu Bei.

White represents all that is bad in human nature. It suggests that the character is dishonest and untrustworthy. A typical white-faced character is Cao Cao, a powerful and evil prime minister from the Three Kingdoms Period.

Black face paint is used for someone who is violent. A typical example is General Zhang Fei from the classic novel, *The Romance of the Three Kingdoms*. Used with other colours, though, or where it is not the main colour, black can also show that someone is trustworthy and honest.

As Beijing opera changed over the years, other colours were introduced, each with its own meanings. For example, yellow shows that a character has great intelligence and ambition. A purple face shows a just and calm character. A reddish purple face indicates a fair and noble character. Blue is used for someone who is moral and stubborn. A green face tells the audience that the character is easy to get angry and violent.

Different colours are used in Beijing opera facial painting to provide a clear description of each character. By looking at the complex patterns of colours, the audience can tell what kind of character is represented.
Skills building 2: putting words in the correct order

When we need information from somebody, we need to know how to ask the right question in the right way. Otherwise, we may not get the answer we are looking for. When you ask a question, it is important to put the words in the sentence in the correct order. Look at the examples below:

Have you been to the USA? (NOT You have been to the USA?)
What do the colours on China’s national flag symbolize? (NOT What the colours on China’s national flag symbolize?)

Step 2: informing the performer

The director has finished designing the mask and is showing it to the performer. The performer has some questions about the colours used, and the director is explaining why these colours were chosen. Work with a partner. Switch roles when you are finished.

Performer: Ask the director about the colours used on the mask. Form questions using the words in the left column. Remember to put the words in the correct order.

Director: Answer the performer’s questions using the words in the right column.

<table>
<thead>
<tr>
<th>Performer</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>• what/colours/use</td>
<td>• red/purple/black</td>
</tr>
<tr>
<td>• why/choose/colours</td>
<td>• brave/calm/trustworthy</td>
</tr>
<tr>
<td>• what/colours/not suitable</td>
<td>• white/yellow/reddish purple/blue/green</td>
</tr>
<tr>
<td>• why/these colours/not suitable</td>
<td>• dishonest and untrustworthy/intelligent and ambitious/fair and noble/moral and stubborn/easy to get angry and violent</td>
</tr>
<tr>
<td>• can/tell/typical characters/some colours</td>
<td>• Guan Yu/Cao Cao/Zhang Fei</td>
</tr>
</tbody>
</table>

![Image of traditional Chinese masks]
Skills building 3: recording information

To make it easier to record lots of information about the same topic, we use categories. For example, if we want to write down information about different people, we could make notes about each one’s name, nationality, height, age, etc. This helps us when we want to quickly compare information about different people. Look at the table below. Name, nationality, age, occupation and hair colour are examples of different categories.

<table>
<thead>
<tr>
<th>Name</th>
<th>Nationality</th>
<th>Age</th>
<th>Occupation</th>
<th>Hair colour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Konig</td>
<td>German</td>
<td>36</td>
<td>manager</td>
<td>brown</td>
</tr>
<tr>
<td>John Smith</td>
<td>British</td>
<td>24</td>
<td>teacher</td>
<td>blonde</td>
</tr>
<tr>
<td>Alberto Gonzalez</td>
<td>Spanish</td>
<td>30</td>
<td>artist</td>
<td>brown</td>
</tr>
<tr>
<td>Tong Shanshan</td>
<td>Chinese</td>
<td>27</td>
<td>secretary</td>
<td>black</td>
</tr>
</tbody>
</table>

Step 3: recording information about the mask

You think it necessary for people to know exactly why that particular design was chosen for the mask. Think of a way you can make a record of the information. Refer to the information in Skills building 3 and look at your notes to help you decide what categories to use.
Project  Reporting on colours and cultures

The world is full of colour. Everywhere you look, you see the colours of nature—blue skies, green trees and brown birds—along with people who dress in almost every colour you can imagine, advertisements and cars that come in a large variety of colours. The world would be a far less interesting place without colour!

Read the following magazine article about colours and cultures. It will help you when you prepare your oral report.

**Roses are red, violets are blue, but which of the two colours really suits you?**

Have you ever thought about why you like certain colours but not others? Our choices are almost never arbitrary, and usually quite subjective. Colour is a medium for expressing different feelings, but the meaning of colour is not consistent across different cultures. The same colour can have a good meaning in one society, while in another, a bad meaning.

Let’s take a look at red. Red is the colour of heat and passion. In some cultures, red is a symbol of joy and celebration and is associated with happy things. For example, in China, it is the colour of happiness and good luck. Due to this reason, it is traditional for Chinese brides to wear a red wedding dress. At the same time, red can also represent bad things, such as violence. In some places, red indicates sadness, as in South Africa, where it is the colour of mourning. In addition, red also has political meanings, as it has been used on the national flags of many countries, often to mean bravery.

Another colour with very different meanings in different cultures is yellow. Yellow is most often connected with sunshine and warmth, though on traffic signs it means that we should take caution. Just like red, yellow represents happiness and joy in some places, while in other places it is a symbol of loss. Decades ago in the USA and the UK, women wore yellow ribbons on their collars or sleeves to show the hope that their men would come home from war or other kinds of separation. The exact opposite meaning is found in Egypt, where yellow represents lost hope, as it is the colour of mourning. Long ago, actors in Egypt wore yellow garments to show that the character they were playing was dead. Yellow shows courage in Japan and peace in India, but, in Western cultures, if someone is said to be yellow, it means he or she is easily frightened.

Usually associated with positive meanings, green is most strongly connected with life. It is the most common colour in nature, so it is often used to represent natural growth, the environment and ecology. It has long
been associated with Ireland, whose national flower is green. In ancient Egypt, green represented hope and spring, which is the time of year when things in nature start to grow after a long winter. In Muslim countries, green is a lucky colour, as it is associated with peace. However, people in Western countries also associate green with envy, or to refer to someone with little experience.

Of all the colours, black is the darkest. Black is often worn by people in Western cultures because it is thought to be cool and elegant. The idiom ‘in the black’ also conveys the good meaning of having money or that a business is making a profit. Even in the West, though, black has bad meanings. For example, in Hollywood films, the bad fellows, such as burglars, often wear black. Black is also the colour worn by most Europeans and Americans at funerals.

White is the lightest of all colours. In the West, this colour often represents the idea that someone or something is clean, pure, innocent and full of virtue. Because of this, it is usually associated with hospitals and people in the medical profession. In most Western countries, white is the traditional colour for wedding celebrations, and women get married in a white dress. However, in countries which have been influenced by Buddhism, it is not appropriate to wear white at a wedding celebration because it is the traditional colour for funerals. In some cases, white also represents things that are holy. For example, ministers and members of the choir in Catholic churches often wear white.

All colours carry different meanings. Therefore, the next time you choose your clothes, you should think more carefully about what colours to wear. That way, you can send the right message to the people around you.

In your group, you are now going to choose one colour and prepare an oral report about it. You must think about what the colour represents in different cultures and discuss both its positive and negative meanings. The questions below will help you get started.

1. Which of the colours mentioned in the article do you like the most? Why?
2. Does this colour mean anything in China? What does this colour represent in other cultures?
3. What colour will you choose for your project?
4. How will you research your report? Who will do the research?
5. How will you organize your report?
6. Who will write the report?
7. Do you need any artwork or photos when you report to the class? If you do, who will draw/find them?
8. Who will present each part of the report?
Self-assessment

A

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

How confident are you of:

- understanding the Internet article about national flags?
- thinking about what you already know while reading an article?
- using the new vocabulary in this unit?
- discussing the meanings of the colours on national flags?
- learning the names of some national flowers?
- using colour idioms?
- understanding and using adverbial clauses expressing
  - time?
  - place?
  - reason?
  - condition?
  - purpose?
  - result?
  - manner?
  - concession?
  - contrast?
- using adjectives describing characteristics or personality?
- putting words in the correct order?
- recording information?
- understanding the magazine article about colours and cultures?
- reporting on a colour and its meanings in different cultures?

B

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

In this unit, you will
- read an article about biblical idioms in English and an article about a historic religious site
- listen for historical information
- talk about idioms and discuss similarities and differences
- write an introduction to the Silk Road
- report on a historic religious site

Welcome to the unit

Many people in different parts of the world have different beliefs or religions. Look at the pictures below and discuss the following questions with a partner.

1. Can you name any other religions around the world that you have heard of?
2. Do you know of any famous religious places? What are they?
3. Do you know any festivals that are associated with these different religions?
Reading

A  Read the article quickly and answer the following questions.

1  What is an idiom?
2  What languages was the Bible first written in?
3  What idiom is often used to describe children?

B  Wang Gang’s class is doing a project about religion. His homework is to find out about idioms from the Bible that are used in English. Read the following Internet article he found on the subject.

Biblical idioms in English

An idiom is a group of words or an expression whose meaning is not straightforward, because it often cannot be understood by looking at the meanings of its separate words. In other words, its meaning can be very different from the apparent meanings of its components. Idioms often use a number of words to represent a single object, person or concept, among other things, and unless you recognize an idiom when it is being used, it is easy to misunderstand what you read or hear spoken.

There are many idioms in English, and quite a few of them come from the Bible. The Bible was first written in Hebrew and Greek, both of which use many idioms. This means that since the Bible was translated into English centuries ago, many Hebrew and Greek idioms have become part of the English language. However, many idioms have either lost their original meanings or have only a vague or loose connection with them now. For example, ‘by and by’ now means ‘before long’, but in the Bible it was used to mean ‘immediately’.

A biblical idiom is often an expression that underlines the moral of a story and gives the audience a picture to help them understand the story better. One famous example of this is ‘feet of clay’. This idiom comes from a story in the Bible. There was a king who saw a statue of a strong man in a dream. The statue had a head and throat of gold, chest and arms of silver, legs of iron, and ankles and bare feet made of iron and clay. In the dream, a stone flew at the statue and struck it on the feet. In one swift move, the feet and the entire statue were broken. Today, we use this idiom to mean that there is a hidden weakness in somebody whom we admire or respect.

Another common idiom from the Bible is ‘see the handwriting on the wall’. This idiom comes from a story about a young and bad king who was having a party with his friends. While they were having fun and drinking wine at their party, a
huge hand appeared and wrote a message on the wall, telling the king and his friends that they were being judged. That very night, the kingdom was destroyed by the army of another country. ‘See the handwriting on the wall’, then, means to see signs that disaster is coming.

Some biblical idioms use animals, such as ‘kill the fatted calf’, which means to have a large celebration. It comes from a story where a son left home to waste all of his time and money in amusing himself. After spending every penny of his money and being reduced to hiring himself out to feed pigs, he realized that he had been a fool and went home. In honour of his return, his father killed and cooked a calf so that they could have a feast.

Another focus of biblical idioms is agricultural life or food. For example, we often say that ‘you reap what you sow’. This is from a story telling that the only things a farmer harvests come from the seeds he plants. If he plants good seeds then he will get a good crop; if he plants bad seeds then his crop will also be bad. And, though what a farmer plants is often quite small—perhaps just a handful of seeds, when the crops ripen, the harvest is quite large. This idiom tells us that our small kindnesses often bring us rich rewards, while our small offences can bring disasters. A food-related idiom is ‘the apple of somebody’s eye’. This is often used to talk about a child who is loved very much by his or her parents.

Idioms are an important part of language, and are used in everything from literature to films and newspapers. All of the examples listed on this web page are often used in oral and written English. Studying them can help improve your comprehension. By learning many important idioms, you can develop a high level of competence in your communication skills. When you have a thorough understanding of English idioms and their origins, you can better understand and appreciate the history and cultures of English-speaking countries, because idioms are carriers of history and culture.

**Reading strategy: understanding analogies**

You make an analogy when you picture something in your mind and then compare it to something that is similar. Take the idiom ‘feet of clay’ as an example. We picture the statue in the king’s dream, and then compare it to a person. The statue in the king’s dream appeared to be that of a strong man, but the feet were weak and easy to break. The message of this idiom is that, just as the clay feet were a hidden weakness, people—especially those we admire—also have hidden weaknesses. The meaning of an analogy can sometimes be very hard to guess. You should first look at the idiom and create a picture in your mind. Then look at the context to find out the message.
C1 How well do you understand the article? Read the article again and answer the following questions.

1 Why does the Bible have a lot of idioms?
2 What did ‘by and by’ mean in the Bible?
3 What does ‘feet of clay’ mean?
4 What does ‘see the handwriting on the wall’ mean?
5 What animal is used in an idiom in the article?
6 Which idiom in the article is related to agricultural life?
7 What food is included in an idiom in the article?
8 How is studying idioms useful in language learning?

C2 Do you understand the idioms in the article? Choose the correct idiom from the article to complete each sentence below.

1 Debbie’s father always warns her to be nice to people around her, because ____________.
2 Sarah’s mother adores her; Sarah is ____________.
3 Wilson was disappointed when he learnt that the coach had ____________.
4 She knew it might take a long time for her teammates to change their minds, but she believed that the new plan would work ____________.
5 When my brother came back home from his trip to Europe, we ____________ for him.
6 After his company suffered millions of dollars in losses, Joe ____________ and left the company.

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

1 vague (Line 13) _____ a show that something is important or true; stress
2 underline (Line 15) _____ b not clearly understood or expressed
3 bare (Line 20) _____ c become fully grown and ready to be eaten
4 strike (Line 21) _____ d not covered by any clothes
5 wine (Line 26) _____ e hit someone or something hard or with force
6 ripen (Line 42) _____ f complete; including everything that is possible or necessary
7 oral (Line 49) _____ g spoken
8 thorough (Line 51) _____ h an alcoholic drink made from the juice of grapes
Biblical idioms are more than 2,000 years old. How would these idioms sound if someone wanted to make them more modern? See for yourself by reading and filling in the blanks in the article below.

Most idioms from the (1) ____________ use objects and ideas that are not so common in modern life. This is because it was written for an (2) ____________ society that did not have modern technology. How would these idioms go if they had been invented in the modern world? For example, most people use computers nowadays to write things, so instead of ‘see the (3) ____________ on the wall’, maybe we would say today ‘see the words on the computer screen’. Then of course, today when people have feasts, they do not ‘kill the (4) ____________’—they ‘order out for pizza’ instead. ‘Feet of clay’? Well, when we think of something delicate, we do not think of clay, so more likely we would say ‘feet of glass’.

Finally, though farmers still plant seeds in the world, there is a modern idiom that has almost the same meaning as ‘you reap what you (5) ____________’, but it relates to computer programs. We say, ‘Garbage in, garbage out.’ This means that if we put bad information into a computer program, the result will be bad information. Somehow, making up modern idioms is not as (6) ____________ as it first appeared—few of these new idioms would ever really catch on.

What do you think about English idioms that come from the Bible? Have a discussion with a partner about idioms, using the following conversation as an example.

I was surprised to discover that so many idioms come from the Bible. What about you?

That was quite interesting. I liked the story about ‘feet of clay’. It is a good example to show the hidden weaknesses in people we admire.

Yes, I was too. One of the most interesting things is how their meanings have changed.

I agree. I didn’t realize that idioms are used to underline different ideas. Did you?

1. Do you know any other English idioms and their origins? What are they?
2. Do you know the origins of any Chinese idioms? What are they?
3. Do you think understanding idioms is an important part of language learning? Why or why not?
Religions

A. Wang Gang has found another article about different religions around the world in a book. Read the article.

Religions around the world

There are many different religions in the world today. The most popular ones are Hinduism, Buddhism, Judaism, Christianity and Islam.

Hinduism is a religion that began in India over 4,500 years ago. Hindus worship many different gods. Their religious book is called the Vedas, which contain strict religious rules about things like food and marriage. Hindus worship in a temple.

Buddhism began about 2,500 years ago. People who follow this religion study Buddhist sutras and they follow the teachings of Buddha. Buddhists go to a temple to worship.

The religion of Jews is Judaism, which began over 3,000 years ago. Jews believe in one God and their religious book is called the Torah. The Jewish Sabbath is on Saturday, when Jews pray in a synagogue and rest.

Christianity is about 2,000 years old and was originally part of Judaism. Christians also believe that there is only one God, but they also follow the teachings of Jesus, who they believe is the son of God. Their religious book is the Bible and they worship in a church.

Islam was started about 1,400 years ago by a man called Muhammad. People who believe in Islam are called Muslims. Muslims believe in one God, Allah, and say prayers five times a day. Muslims pray in a building called a mosque and their religious book is called the Koran.

B. Wang Gang wants to remember the new words in the article. He has made a table. Help him complete the table. Read the above article again if necessary.

<table>
<thead>
<tr>
<th></th>
<th>People who believe in it</th>
<th>Who/What they believe in</th>
<th>Religious book(s) they read</th>
<th>Place they worship in</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hinduism</strong></td>
<td>Hindus</td>
<td>different (3) _______</td>
<td>the Vedas</td>
<td>(7) _______</td>
</tr>
<tr>
<td><strong>(1) _______</strong></td>
<td>Buddhists</td>
<td>the teachings of Buddha</td>
<td>(5) _______ sutras</td>
<td>temple</td>
</tr>
<tr>
<td><strong>Judaism</strong></td>
<td>Jews</td>
<td>(4) _______</td>
<td>the Torah</td>
<td>synagogue</td>
</tr>
<tr>
<td><strong>Christianity</strong></td>
<td>(2) _______</td>
<td>God and Jesus</td>
<td>(6) _______</td>
<td>(8) _______</td>
</tr>
<tr>
<td><strong>Islam</strong></td>
<td>Muslims</td>
<td>Allah</td>
<td>the Koran</td>
<td>mosque</td>
</tr>
</tbody>
</table>
Religious words

Religious words are now often used in everyday English without a religious meaning. Look at these examples below.

Sarah felt that an angel from heaven was helping her.

To my uncle, my cousin was a little angel.

The Bible talks about the Devil as the source of evil in the world.

I was a naughty child—a real little devil!

Christians believe that doing good things will save their souls.

Listening to beautiful music is good for the soul.

Use the words highlighted in the sentences above to complete the information about how to use these words.

The (1) __________ is the spirit inside someone’s body. It can suffer if it is in a bad person, but we also use it to talk about our moods and feelings in general. The word (2) __________ means a messenger or helper from God, but it is also used to describe a sweet or very good person. The (3) __________ is the opposite of goodness and represents evil. We can also use the word to describe a naughty child.
Grammar and usage

Analysis of complicated sentences

When we read complicated sentences, we sometimes need to analyse them so that we can understand them better.

1 Long simple sentences
   A simple sentence, which contains a subject and a predicate, can be very long. In order to better understand such sentences, it is useful to identify the subject and the predicate.

   subject
   Another idiom using an animal, ‘kill the fatted calf’,
   predicate
   means to have a large celebration.

2 Compound sentences
   In compound sentences, there are two or more clauses. These clauses are usually linked by coordinators such as and, or, while, for and but. Each clause can stand on its own.

   Studying idioms can help improve your comprehension, and by learning enough important idioms, you can develop a high level of competence in your communication skills.

   The Internet is considered by many to be a source of information, and it is also thought of as a means of entertainment, but some people regard it as a monster.

3 Complex sentences
   A complex sentence is made up of a main clause and one or more subordinate clauses. They are linked by subordinators such as because, when, where, if, since, that, unless, which, whose, while and although.

   Unless you recognize an idiom when it is being used, it is easy to misunderstand what you read or hear spoken.

   There are lots of examples of idioms where animals are used.

   This means that since the Bible was translated into English centuries ago, many Hebrew and Greek idioms have become part of the English language.

   An idiom is a combination of words whose meaning often cannot be understood by looking separately at the meanings of the words that make it up.

4 Compound-complex sentences
   Sometimes we have compound-complex sentences. This happens when coordination and subordination occur in the same sentence.

   We have tried to train the young people who were hired last month, but they are not doing their best to learn.
A Wang Gang found an article on a web page about early religions. Look at the text below and decide if each sentence is (a) a long simple sentence, (b) a compound sentence, (c) a complex sentence, or (d) a compound-complex sentence.

1. The first religions started thousands of years ago, when people began to believe in spirits.
2. These spirits were usually believed to control things such as fire, wind, water and animals.
3. There are many tribes around the world who still follow this type of religion, and they believe that some spirits are good while others are dangerous.
4. The people in these tribes often wear necklaces made from animal teeth or bones because they believe that this will protect them from sickness and harm.
5. According to the traditional religious beliefs of the Karen tribe from western Thailand, there are spirits that live in houses, fields, water, rice, buffaloes and trees.
6. They believe that the spirits must all be given presents of food because if they are hungry, there will be great suffering and burdens for people to bear.
7. The most important person in a Karen village is the priest and he is consulted regularly about sacrifices and other ceremonies.

B Wang Gang is reading about English proverbs. He has taken some notes and wants to use them in his essay. Look at each group of sentences and help Wang Gang combine them to form one complicated sentence, using words in brackets to help you.

1. One English proverb is ‘the early bird catches the worm’. This proverb is frequently used to talk about hard work being the key to success. (which)

2. The proverb ‘great minds think alike, but fools seldom differ’ is very famous. This proverb is usually shortened to ‘great minds think alike’. (although)

3. The proverb ‘don’t count your chickens until they are hatched’ means ‘don’t count on something going well until it happens’. This proverb is very popular. (and)

4. The proverb ‘make hay while the sun shines’ is very old. It comes from the old days. In those days, people all worked on farms. (and, when)
Task  Giving an introduction to the Silk Road

Skills building 1: identifying historical information

The third-person objective point of view is often used in descriptions of historical places, objects, figures, events, etc. This impersonal style can help the narrator report facts and interpret events in an unbiased and convincing way. To better identify historical information, you need to pay attention to the following expressions:

According to historians/scholars, ...
Historians/Scholars believe/think/claim that ...
Eyewitness accounts/Historical records suggest that ...
It is (commonly) believed that ...
There is evidence that ...
It can be seen from historical records/sources that ...

Step 1: taking notes about the Silk Road

Your school has invited a historian to talk about the Silk Road. Listen to his lecture and complete the notes below according to what you have heard.

<table>
<thead>
<tr>
<th>Basic information</th>
<th>was a system of trade routes extending from China to the Mediterranean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>started in Chang’an (present-day Xi’an) and continued through (1) ________ and grasslands</td>
</tr>
<tr>
<td>History and development</td>
<td>began to develop in the (2) ________ century BC, when Zhang Qian was sent to explore the (3) ________</td>
</tr>
<tr>
<td></td>
<td>reached its ‘golden age’ in the (4) ________, when (5) ________ spread to Europe via the Silk Road</td>
</tr>
<tr>
<td></td>
<td>gradually declined with the opening up of (6) ________</td>
</tr>
<tr>
<td></td>
<td>went out of use in the (7) ________ century</td>
</tr>
<tr>
<td></td>
<td>connects the countries along the Silk Road again with the Belt and Road Initiative</td>
</tr>
</tbody>
</table>
Here is a magazine article about the importance of the Silk Road. Read the article and answer the questions below.

The Silk Road was important in many ways: the trade routes brought new goods to people all over Asia and Europe, and also led to an exchange of ideas and knowledge between civilizations.

Along the Silk Road, valuable goods were traded between China and other Asian and European countries. As the name ‘Silk Road’ suggests, silk was one popular Chinese product traded on the routes. Other Chinese goods, such as tea and china, were traded as well. Meanwhile, horses, jewellery and woollen goods from Central Asia and the Mediterranean went the other way, finally reaching the markets of Chinese cities.

As goods travelled, ideas and beliefs travelled as well. According to scholars, Buddhism first came into China around the 1st century via the Silk Road. During the Tang Dynasty (AD 618–907), the monk Xuanzang travelled all the way from China to India along the Silk Road. He returned to Chang’an years later, bringing with him hundreds of ancient Buddhist texts. New styles of art followed the religion. The amazing sculptures and wall paintings in the Mogao Caves are a fine example of this.

The Silk Road also had an important influence on science and technology. From India and Arabia came discoveries in astronomy and mathematics, which soon reached China. At the same time, Chinese inventions such as papermaking, printing and gunpowder spread westwards along the trade routes.

All of these activities contributed to a great age of expansion, as the exchanges along the Silk Road gave people access to new goods, ideas and knowledge. These amazingly long routes connected Eastern and Western civilizations, which achieved a shared development.

1. In what main areas did the Silk Road have an important influence?
2. What goods were traded along the Silk Road?
3. When did Buddhism first come into China?
4. What Chinese inventions spread westwards thanks to the Silk Road?
5. How did the Silk Road influence Eastern and Western civilizations?
Skills building 2: talking about similarities and differences

When you are discussing two different things or phenomena, it is important to show what the similarities and differences are. This helps the listener understand an unfamiliar subject and also makes it easier for you to present the information in a logical way. You can use the following sentence structures to make comparisons between the things or phenomena you are talking about:

**Showing similarities**
The main similarity between ... and ... is that ...
Another key similarity is that ...
One thing the two have in common is ...
Both ... and ... are ...

**Highlighting differences**
The most important difference is that ...
One major difference between ... and ... is that ...
... differ(s) from ... in that ...
In contrast, ...

Step 2: talking about sites along the Silk Road

You want to know more about the Mogao Caves and the Big Wild Goose Pagoda, so you ask a friend for the information. Role-play with a partner and switch roles when you are finished.

**Student 1:** Ask Student 2 questions about the location and size of the two sites, when they were constructed, why they are important, and when they were listed as UNESCO World Heritage sites.

**Student 2:** Use the information below and the sentence structures in Skills building 2 to answer the questions.

<table>
<thead>
<tr>
<th>Site</th>
<th>the Mogao Caves</th>
<th>the Big Wild Goose Pagoda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Gansu Province</td>
<td>Shaanxi Province</td>
</tr>
<tr>
<td>Size</td>
<td>492 caves housing about 45,000 square metres of wall paintings and more than 2,000 sculptures</td>
<td>a 64.5-metre pagoda with 7 storeys</td>
</tr>
<tr>
<td>Time of construction</td>
<td>constructed over ten centuries, starting in AD 366</td>
<td>constructed in AD 652</td>
</tr>
<tr>
<td>Historical importance</td>
<td>• the largest and longest used treasure house of Buddhist art in the world&lt;br&gt;• serving as evidence of the evolution of Buddhist art in north-western China</td>
<td>• a masterpiece of Buddhist architecture combining Indian and traditional Chinese building styles&lt;br&gt;• housing the ancient Buddhist texts Xuanzang brought from India</td>
</tr>
<tr>
<td>Year of UNESCO World Heritage listing</td>
<td>1987</td>
<td>2014</td>
</tr>
</tbody>
</table>
Skills building 3: organizing your writing

When introducing a topic in writing, you need to organize your text in a logical way. You can use the following paragraph structures to introduce a historical topic:

<table>
<thead>
<tr>
<th>Paragraph</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Define the topic. Give the reader a clear and simple explanation of what the topic is.</td>
</tr>
<tr>
<td>2</td>
<td>Give an outline of its history and development. Tell the reader the major events related to the topic in chronological order.</td>
</tr>
<tr>
<td>3</td>
<td>Describe other key aspects of the topic. Provide more information about certain aspects of the topic that are important for understanding it.</td>
</tr>
<tr>
<td>4</td>
<td>State the importance of the topic. Conclude the text with an evaluation of the topic, stating why the reader should know about it.</td>
</tr>
</tbody>
</table>

Step 3: writing an introduction to the Silk Road

Using the information from Steps 1 and 2, write an introduction to the Silk Road.

---

**The Silk Road**

Basic information about the Silk Road

________________________________________________________________________

________________________________________________________________________

History and development of the Silk Road

________________________________________________________________________

________________________________________________________________________

Famous sites along the Silk Road

________________________________________________________________________

________________________________________________________________________

The importance of the Silk Road

________________________________________________________________________

________________________________________________________________________
Project  Reporting on a historic religious site

There are a lot of religious sites around the world that are of historical importance. Do you know any of them?

You are going to write a report about a historic religious site. Read this article from a history book. This will help you carry out your project.

The White Horse Temple

The White Horse Temple is in Luoyang, Henan Province in the central east of China. It was the first Buddhist temple in China, and to this day, remains one of the most important temples in all of China.

The story behind the temple is that one night the Emperor Mingdi of the Eastern Han Dynasty (AD 25–220) dreamt of a golden man flying over the palace. The golden man was almost four metres tall, and there were rays of light coming from his head that lit the entire palace hall. When the emperor woke up, he asked his officials to tell him what the dream meant. One of them said the emperor had dreamt of Buddha, a saint from India. Then the emperor instructed a group of officials to go on his behalf as agents to India to find more information about Buddha.

The officials travelled westwards to Central Asia and arrived in what is today Afghanistan. There they met two Indian monks. The officials invited the monks to come to China and give lectures on Buddhism, and in AD 67, the officials brought the monks back to Luoyang. They travelled on two white horses, carrying their few possessions, some Buddhist readings and images of Buddha.

At the time of their arrival, there was no Buddhist temple in Luoyang or any other place in China, so the emperor invited the monks to stay at Honglu Si (窣), which the emperor used to house foreign visitors. The following year, accommodations were built for the monks inside Honglu Si. Honglu Si was then given a new name—the White Horse Temple—to remind people of the white horses that the Buddhist readings and images had travelled on.

In giving the temple a new name, a change was made to the Chinese language. Before, the word ‘si’ had meant ‘bureaucratic ministry’. It was the White Horse Temple that first brought the meaning of ‘temple’ to the word ‘si’. Now the word ‘si’ is no longer used to mean ‘ministry’, and instead only refers to a temple.
Today the White Horse Temple complex is centred around a south-facing courtyard that is shaped like a rectangle. On both sides of the courtyard are a number of different halls for praying and chanting, receiving guests, and rooms where the monks live. In the south-east corner towers the Qiyun Pagoda, a 13-storey building, which is the first known Buddhist pagoda in China. The Qiyun Pagoda houses the tombs of the two Indian monks who first travelled to China with the Emperor Mingdi’s officials. It is said that if you stand about 20 metres away from the pagoda and clap your hands, you will hear the sounds repeated and multiplied from the roof, just like frogs croaking.

The White Horse Temple is not only the oldest Buddhist temple in China, but also the oldest one still in use. There are monks studying Buddhist classics here, and many Buddhists come here for prayer every year. The White Horse Temple first gained importance as Buddhism spread from here to other parts of China and Asia, and the temple remains important today as a holy Buddhist site.

The White Horse Temple has seen a lot of history. It has been repaired and has had extensions added many times, most often following times of war and disaster. However, the most recent addition was not a result of such terrible circumstances. In 2005, India and China made a plan to work together to build a new Indian-style pagoda west of the White Horse Temple. This new pagoda, completed in 2010, represents the friendship between the two countries and reminds people that it was from India that Buddhism came to China two thousand years ago.

The White Horse Temple is important to Chinese people and history, and as such, it is one of the first historic buildings that the government listed to receive special state protection. It is also one of the most famous tourist attractions in Luoyang, and will remain a popular sightseeing destination as it has always been.

---

You are going to research and write a report about a historic religious site. It can be from any religion. Answer these questions to help you write your report.

1. Did you know about the White Horse Temple before reading this article? If yes, what did you know? If not, what do you think of the temple now?
2. Which historic religious site would you choose to write about?
3. What information do you need to find out and how will you record it?
4. How are you going to find out information about the site?
5. Who will find the information?
6. How will you organize the information? Will you use headings in your report?
7. Who will write which part of the report?
8. Who will present which part of the report 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></th>
<th>Not confident</th>
<th>Slightly confident</th>
<th>Confident</th>
<th>Quite confident</th>
<th>Very confident</th>
</tr>
</thead>
</table>

**How confident are you of:**

- understanding the Internet article about biblical idioms in English? [ ]
- understanding analogies? [ ]
- using the new vocabulary in this unit? [ ]
- talking about idioms? [ ]
- understanding words related to religions? [ ]
- using religious words in everyday English? [ ]
- analysing long simple sentences? [ ]
- analysing compound sentences? [ ]
- analysing complex sentences? [ ]
- analysing compound-complex sentences? [ ]
- identifying historical information? [ ]
- talking about similarities and differences? [ ]
- organizing your writing? [ ]
- understanding the article about a historic religious site? [ ]
- reporting on a historic religious site? [ ]

---

**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 Canada is one of the largest countries in the world, second only to Russia, and has always been famous for its fantastic natural scenery. (Page 2, Lines 1–2)

加拿大是世界上国土面积最大的国家之一，仅次于俄罗斯，素来以其绮丽的自然风光闻名。
(1) 加拿大国土面积为998万平方公里，列世界第二。国土面积最大的国家是俄罗斯，为1707万平方公里。
(2) 语第二只 to ... 意思是“仅次于……”，强调某事物接近最大或最重要等。如:

This seaside city is second only to the capital in terms of population.

就人口而言，这座海滨城市仅次于首都。

2 Canada has vast areas of wilderness, from the Arctic north, where average winter temperatures are usually minus 20 degrees centigrade, to the 8,892-kilometre-long border with the USA to the south, which is the longest border in the world not defended by an army or the police. (Page 2, Lines 2–6)

加拿大有辽阔的荒原，北起北极寒地——那儿的冬季平均气温通常是零下20摄氏度，南与美国毗邻——边境线长达8892公里，是世界上最长的没有军队或警察设防的边境线。

本句是主从复合句，句中where和which分别引导一个非限性定语从句。介词短语from ... to ... 说明地域范围之广。

3 Within this huge country, there are frozen wastes, vast mountain ranges, huge open fields, countless rivers and endless forests. (Page 2, Lines 8–9)

在这片广袤的国土上有冰封的荒原、绵延的山脉、辽阔的原野、无数的河流，以及无边无际的森林。

名词wastes的意思是“荒原”，词尾的-s不能省略。如:

The novel is based on his exploration of the western wastes.

这部小说是基于他对西部荒原的探索。

4 Montreal, a port in the province of Quebec, is the second largest city in Canada, and also the second largest French-speaking city in the world, Paris being the largest. (Page 2, Lines 24–25)

港口城市蒙特利尔位于魁北克省境内，是加拿大第二大城市，也是世界上第二大法语城市（最大的是巴黎）。

句中Paris being the largest是独立主格结构，表示补充说明，Paris是分词短语being the largest的逻辑主语。如:

They are trying their best, everyone working day and night.

他们正全力以赴，每个人都不分昼夜地工作。

5 There are old buildings, historic churches, narrow streets and alleys, all alongside glass and steel and concrete skyscrapers towering upwards. (Page 2, Lines 29–30)

这里有古老的建筑、历史悠久的教堂、狭窄的街道和小巷，而旁边矗立着用玻璃和钢筋混凝土搭成的摩天大楼。

句中historic的意思是“历史上著名的，有历史意义的”，而形容词historical的意思是“（关于）历史的”。试比较:

The country finally gained its independence today, and every citizen would remember this historic moment forever.

这个国家今天终于独立了，每位公民都将永远记住这一历史时刻。

They are trying to find out the historical background of the event.

他们试图弄清这一事件的历史背景。

65
Vancouver has one of the largest Chinese populations in North America. (Page 3, Lines 35–36)

The 2010 population study shows that Native American populations in the southwest continue to grow.

It can be an analysis of how teams are placing in the various sports leagues, or a discussion of the strengths and weaknesses of different players and their teams. (Page 14, Lines 6–8)

other people rather than just sitting in their cozy armchairs and watch. (Page 14, Line 11)

Australian rules football is called football in Australia, to distinguish it from Australian rules football. (Page 15, Lines 30–31)

Considering Australia’s small population, its outstanding performance at the Olympic Games was really amazing. (Page 15, Lines 48–50)
另外，considering 也可用作连词，后接从句。如:

Considering (that) he lacks experience, we plan to send him abroad for training.

鉴于他缺乏经验，我们计划送他出国受训。

Unit 2

1 The Roman alphabet is a Greek invention, as is the marathon, a long distance race created in honour of a Greek soldier who ran from Marathon to Athens to report the victory at the Battle of Marathon in 490 BC. (Page 18, Lines 5–10)

罗马字母表是希腊人的发明，马拉松赛跑也是。这项长跑比赛是为了纪念一名希腊战士而创立的。公元前490年，他从马拉松一直跑到雅典去报告马拉松战役大捷。

句中as is the marathon 里的as用作连词，类似的表达还有as was/were/does/did...等，其意思是“也是如此”。

The beginning of the story is excellent, as is the ending.

故事的开头很精彩，结尾也是。

2 On top of the Acropolis, there are three main temples to Athena, the goddess of the city: the Parthenon, the Erechtheum and the Temple of Athena Nike. (Page 18, Lines 24–28)

在雅典卫城的顶部，有三座主要庙宇祭祀雅典的守护神雅典娜：帕台农神庙、厄瑞克修姆神庙以及雅典娜胜利女神庙。

在three main temples to Athena 中的介词to 有“向……表示敬意”的意思。如:

In the south of the square stands a monument to the heroes who died in the war.

广场的南边立着纪念战争中阵亡英雄的纪念碑。

3 The Acropolis is no different. (Page 18, Line 42)

卫城也是如此。

句中different 是形容词，no different 用作表语，意思是“没什么两样”。如:

Our family is no different from the average family.

我们的家庭和一般家庭没有什么不同。

4 The last major damage of this kind occurred with the theft of many of the best sculptures in 1801, when an Englishman, Lord Elgin, cut them off the face of the Parthenon, and took them to London. (Page 18, Lines 54–59)

最后一次此类重大破坏发生于1801年，许多最精美的雕塑被盗。当时英国人埃尔金勋爵把这些雕像从帕台农神庙的建筑表层切割下来，运往伦敦。

句中when 引导非限制性定语从句。介词短语with the theft of... 表示伴随状况。如:

With the invention of the rocket, the Space Age began.

随着火箭的发明，太空时代开始了。

5 In 1816, these sculptures were turned over to the British Museum. (Pages 18–19, Lines 60–61)

1816年，这些雕塑被移交给大英博物馆。

短语turn something over to somebody 的意思是“把……移交给（他人管理）”。如:

The old man turned his business over to his son.

这位老人把他的生意交给儿子打理。

6 In a gesture to help preserve history, the Greek government appointed a committee in 1975 to undertake a complete repair of the Acropolis. (Page 19, Lines 89–92)

为表示其帮助保存历史的意愿，希腊政府于1975年任命了一个委员会来负责卫城的全面修复工作。

(1) 句中gesture 的意思是“姿态，表示”。如:

John invited his new colleagues to the cafe as a gesture of goodwill.

约翰邀请新同事喝咖啡，以表善意。
7 The committee is also undertaking important work to educate the public, based on the assessment that the best way to protect the Acropolis is to prevent damage. (Page 19, Lines 110–114)

保护卫城的最好方式是防止破坏，基于这一认识，该委员会还在教育公众方面做了重要的工作。句中assessment后接由that引导的同位语从句，名词assessment的意思是“评估、看法”。如:

I was deeply impressed by his assessment of the international situation.

他对国际形势的看法给我留下了深刻的印象。

8 antimatter /əntɪˈmætə(r)/ 反物质       microwave /maɪkˈrəʊvɪn/ 微波
socialism /ˈsəʊʃəlɪzəm/ 社会主义      socialist /ˈsəʊʃəlɪst/ 社会主义者
socialize /ˈsəʊʃəlaɪz/ 社交       microscope /ˈmaɪkroskəʊp/ 显微镜
tragedy /trædʒədɪ/ 悲剧          orchestra /ˈɒkrəstra/ 管弦乐队
choir /ˈkwaɪə(r)/ 唱诗班           mechanic /məˈkænɪk/ 技工
democracy /dɪˈmɒkrəsi/ 民主         humanities /hjuˈmænətɪz/ 人文学科
economics /ˌɛkəˈnomɪks/ 经济学     theology /θiˈɒlədʒi/ 神学
biochemistry /bɪəˈkemɪstri/ 生物化学   geology /dʒiˈɒlədʒi/ 地质学
astronomy /ˈæstrənəmi/ 天文学         geometry /dʒiˈɒmətri/ 几何（学）

9 In 1616, he was given permission to make a trip to South America to look for gold on behalf of King James. (Page 27)

1616年，他被允许代表詹姆士国王去南美洲寻找黄金。

短语on behalf of的意思为“代表（或代替）某人”，有时也可使用on somebody’s behalf这一形式。如:

The headmaster cannot be here, so I would like to express my warm welcome to all of you on his behalf.

校长无法前来，故我谨代表他向你们表示热烈的欢迎。

10 The Ming and Qing Imperial Tombs are among the most extraordinary cultural remains to be found anywhere. (Page 30, Lines 1–2)

明清皇陵是世界上发现的最令人赞叹的文化遗产之一。

句中to be found anywhere作后置定语，修饰名词cultural remains。如:

This is the best Italian restaurant to be found in this city.

这是本市能找到的最好的意大利餐厅。

11 Adding to the extraordinary beauty of Changling is the Ling’ en Palace, known for its simple design and painted ceiling. (Page 30, Lines 18–19)

陵寝以其简约设计和彩绘内顶而闻名，为长陵更添宏伟与壮丽。

本句是倒装句，主语是the Ling’ en Palace，主句的adding to the extraordinary beauty of Changling在句中作状语，过去分词短语known for...作定语，对the Ling’ en Palace进行补充说明。

12 In addition, getting these historic sites recognized by the rest of the world is helpful for preserving and repairing them, as it stresses to everyone their extreme importance and value. (Page 31, Lines 43–45)

另外，使这些历史遗址得到国际认可有助于保护和修复它们，因为这向世人强调了它们极大的重要性和宝贵价值。

句中as引导原因状语从句; stress是及物动词，宾语是their extreme importance and value.
Unit 3

1 These flags are more than just pieces of cloth sewn together at random with thread. (Page 34, Lines 1–2)

这些旗帜不仅仅是随意用线缝在一起的几块布。

短语at random 的意思是“随机地、任意地”。如:

She opened the book at random and started reading.

她随手翻开那本书，开始读起来。

2 Strengthened by the Revolution, France became a different country. (Page 34, Line 9)

大革命使法国变得强大，成为一个与众不同的国家。

句中strengthened by the Revolution是过去分词短语，作原因状语。如:

Inspired by his parents, Jo put his heart into music and finally produced his masterpiece.

由于受到父母的启发，乔专心于音乐，最终写出了他的杰作。

3 In salute to the French and their revolution, many countries have chosen to use the same colours on their flags as the French did. (Page 34, Lines 15–16)

为向法国人民和法国大革命致敬，许多国家决定在自己的国旗上使用与法国国旗相同的颜色。

句中salute 的本意是“敬礼”，这里的意思是“致敬，致意”。如:

In salute to the famous artist, we held a big party.

为了向那位著名艺术家表示敬意，我们举办了一场盛大的聚会。

4 When the Americans objected to this, the British would not compromise, but increased control over their American colonies instead, taking away many of their rights, and stationing soldiers there in order to make sure that the Americans would obey them. (Pages 34–35, Lines 24–27)

当美洲人对此表示反对时，英国人不仅没有让步，反而加强了对美洲殖民地的控制，剥夺了美洲人的许多权利，同时在美洲驻军以确保他们服从英国统治。

(1) 短语object to 的意思是“反对”。注意to 为介词，后接代词、名词或动名词。如:

Most of the committee members object to raising the tax rates.

大多数委员会成员反对提高税率。

(2) 现在分词短语taking away ... 和stationing ... 在句中用作伴随状语；stationing 用作及物动词，意思是“驻扎，安置”。如:

A photographer was stationed at the entrance to the theatre.

一位摄影师被安排在剧院门口。

5 This led to war, and to America gaining its independence. (Page 35, Line 29)

这引发了战争，也使美国获得了独立。

动名词短语gaining its independence 作介词to 的宾语，America 是动名词的逻辑主语。如:

We are looking forward to Mary coming to the opening ceremony.

我们期待着玛丽来参加开幕式。

6 Each year on 4 July, the USA celebrates Independence Day, when the Stars and Stripes can be seen all over the country, lit by fireworks in the night sky. (Page 35, Lines 35–36)

每年七月四日美国都庆祝“独立日”。这一天全国到处飘扬着星条旗，夜空中的星条旗被烟花照亮。

句中the Stars and Stripes 指美国国旗，lit by fireworks in the night sky 是过去分词短语作定语，修饰the Stars and Stripes。

7 The flag, which is made up of a red band over a white one, is based on a national flag dating back to the 13th century, which had nine red and white stripes. (Page 35, Lines 39–40)

这面国旗由上红下白的两道彩条组成，是以十三世纪的九道红白条的印尼国旗为基础的。

本句含有两个which 引导的非限制性定语从句，第二个定语从句which had nine red and white stripes 与其先行词a national flag 之间隔了分词短语dating back to ...，该短语作定语，修饰a
national flag, 意思是“追溯到……”。如:
North of the city stands an old tower dating back to the 16th century.

第8页

8 lotus /ˈlɒtəs/ 浮花
iris /ˈaːris/ 炮尾花
originate /əˈrɪdʒɪnət/ 起源
Iran /ˈɪrən/ 伊朗

Buddhist /ˈbʊdɪst/ 佛教徒；佛教的
tulip /ˈtʌlpɪp/ 郁金香
Dutch /dʌtʃ/ 荷兰的；荷兰人

9 Colour is a medium for expressing different feelings, but the meaning of colour is not consistent across different cultures. (Page 46, Lines 3–6)
颜色是表达不同感觉的媒介，但色彩的含义在不同的文化中是不一致的。
形容词consistent的意思是“一致的”，常与with连用。如:
What the man said was not consistent with their investigation.
那个人说的话与他们的调查不符。

10 In Muslim countries, green is a lucky colour, as it is associated with peace. (Page 47, Lines 33–34)
在伊斯兰教国家，绿色是幸运色，因为绿色是与和平联系在一起的。

伊斯兰教国家一般指以伊斯兰教为国教的国家，或是指多数居民信奉伊斯兰教的国家，包括伊朗、伊拉克、巴基斯坦、阿富汗、叙利亚、沙特阿拉伯、科威特、利比亚、阿拉伯联合酋长国等。

Unit 4

1 Idioms often use a number of words to represent a single object, person or concept, among other things, and unless you recognize an idiom when it is being used, it is easy to misunderstand what you read or hear spoken. (Page 50, Lines 4–7)
习语常常见一些词代表某一物体、人物或概念以及其他的一些事物。除非你识别出习语使用，否则你很容易误解所读到的或听到的内容。

(1) 本书是一个由and连接的并列主从复合句，在第二个分句中，unless引导一个条件状语从句，it is easy to...是主句部分，what引导的从句作misunderstand的宾语。在what引导的从句中，过去分词spoken作为补足语。如:
There was an accident yesterday, but strangely I didn’t hear it mentioned in the company.
昨天发生了一起事故，但奇怪的是，我在公司里没听到有人提起这事。

(2) 句中among other things的意思是“除了别的东西；此外”。如:
We will discuss the plan for this project, among other things, at the meeting next month.
我们将在这个月的会议上讨论这个项目的计划和别的事情。

2 A biblical idiom is often an expression that underlines the moral of a story and gives the audience a picture to help them understand the story better. (Page 50, Lines 15–16)
圣经习语常常是突出故事寓意的固定表达方式，给听众或读者一幅图象，以帮助他们更好地理解故事。

动词underline的本意是“在……下划线”，这里的意思是“强调，突出”。如:
His questions at the press conference underlined his ignorance of the matters being discussed.
他在新闻发布会上的提问凸显了他对所讨论问题的无知。

3 In the dream, a stone flew at the statue and struck it on the feet. (Page 50, Lines 20–21)
在梦里，一块石头飞向塑像，砸在了它的脚上。

句中strike 的意思是“击（中）”，表示“击打（中）某人身体的某部位”时，常用结构为“strike somebody +介词+the +身体部位名称”。如:
The thief struck her hard on the head. 小偷猛击她的头。
4 After spending every penny of his money and being reduced to hiring himself out to feed pigs, he realized that he had been a fool and went home. (Page 51, Lines 33–35)

(1) 句中be reduced to的意思是“沦为”。如:

He was reduced to begging for a living.

他沦为以乞讨为生。

(2) 短语hire oneself out 的意思是“打工，受雇于人”，如:

Linda hired herself out as a waitress at weekends.

琳达周末出去打工，当服务员。

5 Hinduism (Page 54)

Hinduism /ˈhaɪndʒuːzəm/ 印度教

Christianity /kruːʃənəti/ 犹太教

Hindu /ˈhɪnduː/ 印度教教徒

Buddhist sutra /ˈbʊdɪst suːtra/ 佛经

Jew /dʒuː/ 犹太教徒，犹太人

the Sabbath /ˈsæbəθ/ (犹太教安息日)

prayer /priˈeɪə(r)/ 祈祷，祷告

Judaism /ˈdʒuːdəzəm/ 犹太教

Islam /ɪzləm/ 伊斯兰教

Veda /vedə/ 《吠陀》(印度教经典)

Buddha /ˈbʊdə/ 佛

the Torah /ˈtɔːrə/ 律法书，《圣经》的首五卷

synagogue /ˈsɪnæɡəʊ/ 犹太教的会堂

Allah /ˈælə/ 安拉、真主

the Koran /ˈkoʊrən/ 《古兰经》

6 The White Horse Temple is in Luoyang, Henan Province in the central east of China. (Page 62, Lines 1–2)

白马寺在中国中东部的河南省洛阳市。

白马寺是佛教传入我国后的第一座寺院，有“中国第一古刹”之称。寺院规模雄伟，主要建筑有大殿、大雄宝殿、千佛阁、毗卢阁、钟鼓楼等。寺外有一座方形砖塔——齐云塔，塔高13层，造型美观。寺内还保存着当时前来传教的两位高僧（慧远和竺法兰）的墓冢。

7 The golden man was almost four metres tall, and there were rays of light coming from his head that lit the entire palace hall. (Page 62, Lines 6–7)

金人近四米高，头部闪闪发光，照亮了整个宫殿。

句中分词短语coming from his head 和定语从句that lit the entire palace hall 都用来修饰rays of light。

8 At the time of their arrival, there was no Buddhist temple in Luoyang or any other place in China, so the emperor invited the monks to stay at Honglu Si (寺), which the emperor used to house foreign visitors. (Page 62, Lines 17–19)

当他们抵达时，洛阳以及中国其他地方都没有佛教寺庙，所以皇帝邀请僧人住在鸿胪寺，这里是皇帝用来接待外国使臣的客舍。

鸿胪寺的作用主要是接待外宾。当时明帝为了表示对印度高僧的尊敬，请他们住在鸿胪寺。

句中house 用作动词，意思是“提供住所”。如:

The government is committed to housing the refugees.

政府致力于为难民安排住所。

9 The White Horse Temple has seen a lot of history. (Page 63, Line 48)

白马寺历史悠久。

本句运用了拟人的修辞手法，see表示“经历”的意思。如:

The last decade saw a rapid development of the Internet.

过去的十年里，互联网快速发展。

10 It has been repaired and has had extensions added many times, most often following times of war and disaster. (Page 63, Lines 48–50)

它曾屡经修缮，多次扩建，这些修缮与扩建通常是在战争和灾难之后。

句中过去分词added 为宾语补足语，分词短语following times of war and disaster 作时间状语。
The White Horse Temple is important to Chinese people and history, and as such, it is one of the first historic buildings that the government listed to receive special state protection. (Page 63, Lines 56–58)

对于中国人民和中国历史来说，白马寺具有重要意义，正因为如此，它被政府列为首批受国家重点保护的历史建筑。

短语as such在这里的意思是“正因为如此”。代词such指前面的分句（The White Horse Temple is important to Chinese people and history）。
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<td>/dəˈnaɪmɪk/</td>
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<td>n. 一大片，一张，床单</td>
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<td>seek one’s fortune</td>
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<td>v. 外出寻找（成功或发财）的机会</td>
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<td>pub</td>
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<td>n. 酒馆，酒吧</td>
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</table>
pint /ˈpɪnt/ n. 品脱（容量单位）

grill /ɡrɪl/ n. （火上）烤架

vt. 烧烤，炙烤

league /liːɡ/ n. （体育）联盟；联赛

content /ˈkɒntent/ adj. 满意的，满足的，甘愿

unfit /ʌnˈfɪt/ adj. 不健康的；不适宜的

owe /əʊ/ vt. 欠……债

*surfing /ˈsaːfɪŋ/ n. 冲浪运动

equip /ɪˈkwɪp/ vt. 装备，配备

dusk /dʌsk/ n. 黄昏，傍晚

after-school /ˌaːftərˈskɔːl/ adj. 放学后的，课外的

thrill /θrɪl/ n. 兴奋，激动

vt. 使非常兴奋，激动

*cricket /ˈkrɪkɪt/ n. 板球

originally /əˈrɪdʒɪnəli/ adv. 原来，起初

Pakistani /ˈpækɪstən/ n. 巴基斯坦

Kenya /ˈkɛnə/ n. 肯尼亚

South Africa n. 南非

considering /ˈkɔnsɪdərɪŋ/ prep. & conj. 考虑到，鉴于

partly /ˈpɑːtli/ adv. 部分地，局部地

Turk /tɜːk/ n. 土耳其人

warehouse /ˈweɪrəʊhoʊs/ n. 仓库

*gunpowder /ˈɡʌnpəʊdə(r)/ n. 火药，弹药

theft /θeft/ n. 偷，盗窃

friction /ˈfrɪkʃn/ n. 磨擦，摩擦；摩擦

autonomous /ɔːˈtɔːnəməs/ adj. 自治的，自立的

clumsy /ˈklʌmzɪ/ adj. 无技巧的，笨拙的

smog /smɔɡ/ n. 烟雾

acid rain n. 酸雨

appoint /əˈpɔɪnt/ vt. 任命，委任；指定（时间，地点）

*heritage /ˈhɛritɪdʒ/ n. 遗产

*site /sæt/ n. 地点；现场；网站

mend /mɛnd/ vt. 修理；解决

steady /ˈstedɪ/ adj. 稳定的，持续的，匀速的

assessment /əˈsesmənt/ n. 评估，评价

fortnight /ˈfɔːtnaɪt/ n. 两周，两周

sunburnt /ˈsʌnbɜːnt/ adj. 烫伤的，晒伤的

inspiration /ˌɪnspəˈreɪʃn/ n. 灵感；启发灵感的人（或事物）

divorce /dəˈvɔːs/ vt. & vi. 离婚；使分离

n. 离婚；分离

Catholic /ˈkæθəlik/ adj. 天主教的

affair /əˈfeə(r)/ n. 风流韵事；公共事务；事件

be charged with 被指控有……罪

sentence /ˈsentəs/ vt. 判刑

n. 判决，宣判

sentence somebody to death 判处某人死刑

on behalf /ɪn ˈheɪfə/ of somebody 代表某人，代表某人

*imperial /ɪmˈpɪrɪəl/ adj. 帝国的，皇帝的

pyramid /ˈpɪrəmɪd/ n. 金字塔

Egypt /ˈeɪdʒɪpt/ n. 埃及

royal /ˈreɪəl/ adj. 王室的，皇家的

pine /ˈpʌni/ n. 松树

upper /ˈʌpə(r)/ adj. 上边的，上部的
decoration /dəˈkɔrəʃən/ n. 装饰品；装饰

fragrant /ˈfræɡrənt/ adj. 芳香的，芬芳的

brick /brɪk/ n. 砖头，砖块

civilian /səˈvɪliən/ n. 平民

apparent /əˈpærənt/ adj. 明显的， 显而易见的

in terms of 在……方面，从……方面来说

regulation /rɪˈɡjʊleɪʃən/ n. 管理，管控；规章制度，条例

stress /stres/ vt. 强调；重读

n. 强调；重读，重音；压力

register /ˈrediɡstə(r)/ vt. & vi. 登记，注册

n. 登记表，注册簿

assistance /əˈsɪstəns/ n. 帮助，援助

fragile /ˈfrefəɡi/ adj. 易碎的；易碎的；脆弱的

steward /ˈstjuːəd/ n. 管家；乘务员，服务员

salute /ˈsɔːlt/ n. 致敬；敬礼

vt. & vi. 致敬；敬礼

stripe /strʌp/ n. 条纹

settler /ˈsetlə(r)/ n. 移民

colony /ˈkəʊləni/ n. 殖民地

rate /reɪt/ n. 比率；速度

vt. & vi. 评估；划分等级

object /ˈɒbjekt/ vi. 反对，不赞成

compromise /ˌkɒmprəˈmaɪz/ vi. & n. 妥协， 让步

station /ˈsteɪn/ vt. 派驻，使驻扎

separation /ˌsɛpəˈreɪʃən/ n. 分离；隔离

submit /ˈsʌbˈmɪt/ vi. & vt. 服从；投降；提交

virtue /ˈvɜːrɪtʃ/ n. 美德；德行；优点

union /ˈjuːnɪʃn/ n. 联合；联合会；联盟

federal /ˈfɛdərəl/ adj. 联邦的，联邦制的

Indonesia /ˌɪndəˈniːziə/ n. 印度尼西亚；印度尼西亚语

Indonesian /ˌɪndəˈniːziən/ adj. 印度尼西亚的

n. 印度尼西亚人；印度尼西亚语

date back to 追溯到，始于

spiritual /ˈspɪrɪʃuəl/ adj. 精神的，心灵的

purity /ˈpjuərəti/ n. 纯洁，纯净，纯粹

similarity /ˌsɪməˈlærəti/ n. 相似点，相像处；相似性

region /ˈriːdʒən/ n. 行政区；区域，地区

Scot /skɒt/ n. 苏格兰人

outspoken /ˈautˈspoukən/ adj. 直率，坦诚

give one’s way 随心所欲

Irish /ˈaɪrɪʃ/ adj. 爱尔兰的；爱尔兰语的

n. 爱尔兰语；爱尔兰人

split off from 脱离，分离

substitute /ˈsʌbstɪtjuːt/ vt. & vi. 替换，替代

n. 替代者，替代品

homeland /ˈhɔːmlænd/ n. 祖国；家乡

seed /siːd/ n. 种子，籽

seedless /ˈsiːdliːs/ adj. 无籽的

observer /ˈəʊbˈzɜːvə(r)/ n. 观察者，观察员

disappointing /ˌdaɪsəˈpɔːntɪŋ/ adj. 令人失望的；令人沮丧的

Unit 3

*tulip /ˈtjuːlɪp/ n. 郁金香

*personality /ˌpɜːsəˈnæləti/ n. 性格，个性；魅力；名人

sew /səʊ/ (sewed, sewn/sewed) vt. & vi. 缝；做针线活

random /rændəm/ n. & adj. 随机，随意

at random 随机，随意

thread /θred/ n. 线；线索

unrest /ˈʌnrest/ n. 动乱，动荡，骚乱

fundamental /ˌfʌndəˈməntəl/ adj. 根本的，十分重大的；基础的

abolish /əˈbɒlɪʃ/ vt. 废除，废止（法律，制度，习俗等）

liberation /ˈlaɪbrəʃən/ n. 解放

equality /ɪkˈwɒləti/ n. 平等，均等

*fraternity /frəˈtrænitɪ/ n. 友爱； 博爱

symbolize /ˈsɪmbəlaɪz/ vt. 象征，代表

justice /dʒuˈstɪs/ n. 正义，公正；司法制度

honesty /ˈɒnəstɪ/ n. 诚实，老实

*region /ˈriːdʒən/ n. 行政区；区域，地区

Scot /skɒt/ n. 苏格兰人

outspoken /ˈautˈspoukən/ adj. 直率，坦诚

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seedless /ˈsiːdliːs/ adj. 无籽的

observer /ˈəʊbˈzɜːvə(r)/ n. 观察者，观察员

disappointing /ˌdaɪsəˈpɔːntɪŋ/ adj. 令人失望的；令人沮丧的

75
bound /baʊnd/ adj. 一定会；受……约束（而必须做某事） (41)
dishonest /dɪsˈnɒst/ adj. 不诚实的；骗人的 (42)
ambitious /æmˈbɪʃəs/ adj. 有抱负的；野心勃勃的 (42)
*trustworthy /trʌstrˈwɜːθi/ adj. 值得信赖的 (42)
dimension /ˈdɪmənʃən/ n. 方面；(空间)维度 (43)
identification /ɪdˌnaɪtɪˈfɪkʃən/ n. 辨认，识别 (43)
facial /ˈfeɪʃəl/ adj. 面部的 (43)
unconditional /ˌʌnˈkɑːnˌdɪʃənl/ adj. 无条件的；无限制的 (43)
*romance /rəʊˈmɑːns/ n. 传奇故事；浪漫史；爱情 (43)
ambition /æmˈbɪʃən/ n. 雄心，抱负；野心 (43)
*reddish /ˈrɛdɪʃ/ adj. 微红的；略带红色的 (43)
noble /ˈnəʊbl/ adj. 高尚的，崇高的；高贵的 (43)
occupation /ˌɒkˈɔːʃən/ n. 职业，工作；侵占，占领 (45)
*blonde /ˈblɔnd/ adj. 金黄色的 (45)
violet /ˈvaɪələt/ n. 紫罗兰；蓝紫色 (46)
arbitrary /əˈrɛbrətəri/ adj. 任意的，随意的；专制的，专横的 (46)
subjective /ˈsʌbdʒɪktɪv/ adj. 主观的；主语的；主格的 (46)
consistent /kənˈsɪstənt/ adj. 一致的；始终如一的；连续的 (46)
*passion /ˈpæʃən/ n. 激情；酷爱；慷慨 (46)
mourning /ˈmɔːrning/ n. 哀悼 (46)
warmth /wɔːmθ/ n. 温暖；热情 (46)
caution /ˈkɔːʃən/ n. 谨慎；慎重；告诫 (46)
*ribbon /ˈrɪbən/ n. 细带，缎带，带子 (46)
collar /ˈkəʊlər/ n. 衣领，领子 (46)
garment /ˈɡɑːrnənt/ n. (一件)衣服 (46)
ecology /ˈɛkəlɒdʒi/ n. 生态；生态学 (46)
Muslim /ˈmʊzlɪm/ n. 伊斯兰教信徒 (47)
*burglar /ˈbɜːglər/ n. 入室窃贼 (47)
funeral /ˈfjuːnərəl/ n. 丧礼；丧礼 (47)
Buddhism /ˈbudɪzm/ n. 佛教 (47)
choir /ˈkwaɪə(r)/ n. 唱诗班；合唱团 (47)

Unit 4

Buddhist /ˈbʌdst/ adj. 佛教的 (49)
*n. 佛教徒 (49)
*m. 清真寺 (49)
*Taoism /ˈdɑːʊzəm/ n. 道家学说；道教 (49)
*biblical /ˈbɪblɪkl/ adj. 有关《圣经》的 (50)
*The Bible /ˈbaɪbl/ n. 《圣经》 (50)
*Hebrew /ˈhiːbru/ n. 希伯来语；希伯来人 (50)
*adj. 希伯来语（人）的 (50)
vague /ˈvæg/ adj. 模糊的，隐约的；不清晰的，粗略的 (50)
by and by 不久，过一会儿 (50)
underline /ˈʌndəˌlæm/ vt. 强调；突出；加下划线 (50)
bare /bɛə(r)/ adj. 裸露的；无遮盖的；空的 (50)
strike /strɪk/ (struck, struck) vt. 使……打；撞击；攻击；罢工 (50)
handwriting /ˈhændrɪtʃɪŋ/ n. 笔迹；书法；手写，书写 (50)
wine /ˈwain/ n. 葡萄酒 (50)
fat /fæt/ vt. (旧时用法，现为fatten) (51)
*call /kæl/ n. 小牛，牛犊 (51)
penny /ˈpeni/ n. 便士 (51)
every penny 所有的钱，每一分钱 (51)
hire oneself out 打工；受雇于人 (51)
agricultural /ˌæɡrɪˈkʌltʃərl/ adj. 农业的 (51)
*reap /rɪp/ vt. 收获；收割 (51)
sow /sɔʊ(r) (sowed, sown/sowed) vt. 播种；散布 (51)
ripen /ˈrɪpən/ vt. & vi. (使)成熟 (51)
*thorough /ˈθɜːrə/ adj. 彻底的，完全的；细致的；深入的 (51)
delicate /ˈdelɪkət/ adj. 易碎的，脆弱的；纤细的，精致的 (53)
catch on 受欢迎，流行 (53)
necklace /ˈnekəlɪs/ n. 项链 (57)
buffalo /ˈbʌfləʊ/ n. 水牛
burden /ˈbɔːrdən/ n. 负担，重担，重负
priest /ˈprɪst/ n. 神父；牧师
proverb /ˈprɔvəb/ n. 谚语，格言
worm /wɜːm/ n. 蠕虫
frequently /ˈfrɛkwəntli/ adv. 经常，频繁地
shorten /ʃɔːtn/ vt. & vi. （使）缩短
count on 依靠，信赖
hay /heɪ/ n. 于草，草料
woollen /ˈwʊlən/ adj. 羊毛的
monk /mɒŋk/ n. 僧人；修道士
astronomy /ɒˈstrɒnəmi/ n. 天文学
ray /reɪ/ n. 光线；射线
Buddha /ˈbʊdə/ n. 佛，佛陀
saint /ˈseɪnt/ n. 圣人，圣者
Afghanistan /ˈæfɡænɪstæn/ n. 阿富汗
reading /ˈriːdɪŋ/ n. 读本，读物；阅读
image /ˈɪmɪdʒ/ n. 画像，塑像，雕像；形象
bureaucratic /ˈbjuərəkrætɪk/ adj. 官僚的；官僚主义的
ministry /ˈmɪnɪstrɪ/ n. （政府的）部
centre /ˈsɛntə(r)/ vt. 把……放在中央；be centred around/centre around 围绕，以……为中心
pray /preɪ/ vi. & vt. 祷告，祈祷
chant /tʃaːnt/ vi. & vt. 唱颂；反复呼喊
pagoda /ˈpəɡəʊdə/ n. 佛塔
frog /froʊ/ n. 青蛙
croak /ˈkroʊk/ vi. （青蛙、乌鸦等）呱呱地叫
prayer /ˈpreə(r)/ n. 祷告，祷辞
Wordlist 2 (in alphabetical order)

abolish /əˈbɒlɪʃ/ vt. 废除，废止（法律、制度、习俗等） (34)
absolute /ˈæbsəluːt/ adj. 绝对的，完全的 (14)
acid rain n. 酸雨 (19)
affair /ˈɛfə(r)/ n. 风流韵事；公共事务；事件 (27)
Afghanistan /ˈæfɡənɪstɑːn/ n. 阿富汗 (62)
after-school /əˈfɜːtskɔːl/ adj. 学校外的 (14)
agricultural /,æɡrɪˈkʌltʃərəl/ adj. 农业的 (51)
alley /ˈæli/ n. 小巷，胡同 (2)
ambiguous /ˈæmˈbɪɡjuəs/ adj. 模棱两可的，不明确的，有歧义的 (14)
ambition /ˈæmˈbɪʃn/ n. 野心，抱负；野心勃勃的 (43)
ambitious /ˈæmˈbɪʃəs/ adj. 有抱负的；野心勃勃的 (42)
*Angkor Wat /ˈæŋkɔːr wɔt/ n. 吴哥窟 (17)
apparent /əˈpærənt/ adj. 明显的，显而易见的 (30)
appoint /əˈpɔɪnt vt. 任命，委任；指定（时间，地点） (19)
arbitrary /əˈbərtrəri/ adj. 任意的，随意的；专制的，专横的 (46)
assessment /əˈsesmənt/ n. 评估，评价 (19)
assistance /əˈsəstəns/ n. 帮助，援助 (31)
associate /əˈsəʊʃɪeɪt/ vt. 联想，联系 (31)
/əˈsəʊʃɪeɪt/ adj. 非正式的；副职的 (18)
astronomy /ˌæstrəˈnomi/ n. 天文学 (59)
autonomous /ɔːˈtɒnəməs/ adj. 自治的，自主的 (19)
bare /bɛə(r)/ adj. 裸露的；无遮盖的；露的 (50)
be charged with 被指控犯有……罪 (27)
*Bible /ˈbaɪbəl/ n. 《圣经》 (50)
*biblical /ˌbɪblɪkl/ adj. 有关《圣经》的；《圣经》中的 (50)
*blonde /ˈblʌnd/ adj. 金黄色的 (45)
border /ˈbɔːdə(r)/ n. 国界，边界；边境；边疆 (2)
bound /bɔːnd/ adj. 一定会；受……约束（而）必须做某事 (41)
brick /brɪk/ n. 砖头，砖块 (30)
Buddha /ˈbʊdə/ n. 佛，佛陀 (62)
Buddhism /ˈbʊdɪzəm/ n. 佛教 (47)
Buddhist /ˈbʊdɪst/ adj. 佛教的 (49)
*Buffalo /ˈbʌfləʊ/ n. 水牛 (57)
burden /ˈbɜːdn/ n. 负担，重担，重负 (57)
bureaucratic /ˌbjuːəˈrætɪk/ adj. 官僚的；官僚主义的 (62)
burglar /ˈbɜːɡlə(r)/ n. 入室窃贼 (47)
by and by 不久，过一会儿 (50)
calf /ka:f/ n. 小牛，牛犊 (51)
Cambodia /ˈkæmbədiə/ n. 柬埔寨 (17)
canteen /ˈkeɪtni/ n. 食堂 (14)
catch on 受欢迎，流行 (53)
cathedral /ˈkeɪθrədrl/ n. 大教堂，教区总教堂 (17)
Catholic /ˌkeɪθəlɪk/ adj. 天主教的 (27)
cautious /ˈkɔːʃəs/ adj. 谨慎，慎重；告诫 (46)
C
C
C
C
C
C
centigrade /ˈsentɡriːd/ adj. 摄氏度

centre /ˈsentə(r)/ vt. 把……放在中央

be centred around/centred around 出绕，

以……为中心

chant /ʃɑːnt/ vi. & vt. 唱颂；反复呼喊

choir /ˈkwaɪə(r)/ n. 唱诗班；合唱团

civilian /ˈsɪvɪliən/ n. 平民

classical /ˈklaːsɪkl/ adj. 古典的；经典的

clumsy /ˈklʌmsi/ adj. 无技巧的；笨拙的

collar /ˈkɒlə(r)/ n. 衣领；领子

colony /ˈkɒlni/ n. 殖民地

Colosseum /kəʊləˈsuːm/ n. 古罗马斗兽场

compromise /ˈkɒmprəmaɪz/ vi. & n. 妥协，让步

compulsory /kəmˈpʌlsərɪ/ adj. 强制的；义务的

concrete /ˈkɒŋkrɪt/ n. 混凝土

adj. 具体的；有形的

considering /kənˈsɜːdɪŋ/ prep. & conj.

考虑到，鉴于

consistent /kənˈsɪstənt/ adj. 一致的；始终如一的；连续的

content /kəntˈent/ adj. 满意的，满足的，甘愿

count on 依靠，依赖

countless /ˈkɒntləs/ adj. 无数的，数不清的

cowboy /ˈkɔʊbɔɪ/ n. 牛仔

cricket /ˈkrɪkt/ n. 板球

croak /kroʊk/ vi. （青蛙、乌鸦等）呱呱地叫

cross-country /ˌkrɒsˈkɑːntri/ adj. 越野的

cuisine /ˈkwaɪzɪn/ n. 菜肴；烹饪

date back to 追溯到，始于

decoration /ˌdɛkəˈreɪʃn/ n. 装饰品，装潢

delicate /ˈdelɪkət/ adj. 精致的，易碎的，脆弱的；

纤细的，精致的

dimension /ˈdɪmənʃn/ n. 方面；（空间）维度

disappointing /ˌdɪsəˈpɔɪntɪŋ/ adj. 令人失望的；

令人沮丧的

dishonest /ˌdɪsəˈnɒnst/ adj. 不诚实的，骗人的

divorce /dɪˈvɔːs/ vt. & vi. 离婚；使分离

n. 离婚；分离

dusk /dʌsk/ n. 黄昏，傍晚

dynamic /ˌdaɪˈnæmɪk/ adj. 充满活力的；

动态的

discovery /ˌdɪsəˈkʌvəri/ n. 发现；发明

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

discipline /dɪˈsaɪpln/ n. 纪律

discord /dɪˈskɔːrd/ n. 纷争

discuss /dɪˈskʌs/ vt. 讨论，讨论

discussing /dɪˈskʌsɪŋ/ vi. 讨论

discussion /ˌdɪskəˈʃn/ n. 讨论

discussion /ˌdɪskəˈʃn/ n. 讨论

disembark /dɪˈsmɑːrk/ vt. 下船，下飞机

disembark /dɪˈsmɑːrk/ vt. 下船，下飞机

dish /dɪʃ/ n. 盘子

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

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disguise /dɪˈgaɪz/ vt. 伪装，掩饰

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disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /dɪˈgaɪz/ vt. 伪装，掩饰

disguise /d
funeral /'fju:nərəl/ n. 葬礼，丧礼 (47)

G
garment /'ɡɑːmənt/ n. （一件）衣服 (46)
get one’s way 随心所欲 (37)
gerodess /'ɡəʊdɪs/ n. 女神 (18)
grill /ɡrɪl/ n. （置于火上的）烤架
vt. 烧烤，炙烤 (14)
gunpowder /ˌɡʌnˈpauədə(r)/ n. 火药，弹药 (18)

H
dhandwriting /'hændraɪtn/ n. 笔迹；书法；手写，书写 (50)
hay /heɪ/ n. 干草，草料 (37)
Hebrew /'hiːbriː/ n. 希伯来语；希伯来人
adj. 希伯来语（人）的 (50)
heritage /'hɪrɪtɪdʒ/ n. 遗产 (19)
hire oneself out 打工，受雇于人 (51)
historic /'hɪstrɪk/ adj. 历史上著名的（或重要的），有历史意义的 (2)
homeland /'həʊmlænd/ n. 祖国；家乡 (37)
honesty /'nɒnɛsti/ n. 诚实，老实 (34)
hunter /'hʌntə(r)/ n. 猎人 (2)

I
identification /aɪ.dentɪfɪ'keɪʃn/ n. 辨认，识别 (43)
image /'ɪmɪdʒ/ n. 图像，塑像，雕像；形象 (62)
immigration /ɪmɪ'greɪʃn/ n. 移民，移居 (11)
imperial /ɪmˈpɪərɪəl/ adj. 帝国的，皇帝的 (30)
in terms of 在……方面，从……方面来说 (31)
Indonesia /ɪn'dɔːnəsiə/ n. 印度尼西亚 (35)
Indonesian /ɪndəʊ'nɪsiən/ adj. 印度（人）的
n. 印度尼西亚人；印度尼西亚语 (35)
inspiration /ˌɪnspəˈreɪʃn/ n. 灵感；启发灵感的人（或事物） (25)

Irish /'aɪrɪʃ/ adj. 爱尔兰（人）的；爱尔兰语的
n. 爱尔兰语；爱尔兰人 (37)

J
jungle /'dʒʌŋgl/ n. 丛林；危险地带 (11)
justice /'dʒəstɪs/ n. 正义，公正；司法制度 (34)

K
Kenya /'kɛnja/ n. 肯尼亚 (15)

L
league /liːɡ/ n. （体育）联赛；联盟 (14)
Lebanon /leɪˈbənɔn/ n. 黎巴嫩 (2)
liberation /lɪbə'reɪʃn/ n. 解放 (34)
little more than 只是……而已，仅仅 (5)

M
* mall /mɔːl/ n. 购物中心 (3)
maple /ˈmepl/ n. 枫树 (2)
marble /ˈmɑːbl/ n. 大理石
（常作 marbles）大理石石刻像 (18)
mend /mend/ vt. 修理；解决 (19)
merchant /ˈmɑːtʃənt/ n. 商人 (5)
merry /ˈmeri/ adj. 欢乐的，愉快的 (9)
ministry /ˈmɪnɪstrɪ/ n. （政府的）部 (62)
*monk /mɑːnk/ n. 僧人；修道士 (59)
mosque /ˈmosk/ n. 清真寺 (49)
mourning /ˈmɔːrɪŋ/ n. 哀悼 (46)
*multicultural /ˌmʌltɪˈkʌltʃərəl/ adj. 多元文化的，多种文化融合的 (2)
Muslim /ˈmʊzlɪm/ n. 伊斯兰教信徒
adj. 伊斯兰教的 (47)
N

necklace /ˈneklɔs/ n. 项链 (57)
niece /niːs/ n. 侄女，甥女 (5)
noble /ˈnəʊbl/ adj. 高尚的，尊贵的 (43)

O

object /ˈɑbˈdʒekt/ vi. 反对，不赞成 (34)
observer /ˈɔbˈza:və(r)/ n. 观察者；观察员 (41)
occasion /ˈɔskeʃn/ n. 场合 (9)
occupation /ˌɔkˈjuːpəʃn/ n. 职业，工作；侵占，占用 (45)
on behalf /brˈhɛf/ of somebody 代表某人，代理某人 (27)
opera house n. 歌剧院 (1)
oral /ˈɔːrəl/ adj. 口头的；口语的 (9)
originally /ɔrˈdʒənəli/ adv. 原来，起初 (15)
outspoken /aʊtˈspoukən/ adj. 直率，坦诚 (37)
owe /əʊ/ vt. 归因于，归功于；欠……债 (14)

P

*pagoda /ˈpæɡədə/ n. 佛塔 (63)
Pakistan /ˈpækɪstæn/ n. 巴基斯坦 (15)
partly /ˈpɑrtli/ adv. 部分地，局部地 (18)
*passion /ˈpæʃn/ n. 激情；酷爱；热情 (46)
penny /ˈpɛnɪ/ n. 便士 (51)
every penny 所有的钱，每一分钱 (51)
*personality /ˌpɜrsəˈnaləti/ n. 性格，个性；魅力，名人 (33)
photographer /ˌfəʊtəˈɡræfə(r)/ n. 摄影师 (2)
pine /ˈpain/ n. 松树 (30)
pint /ˈpaɪnt/ n. 品脱（容量单位） (14)
politics /ˈpɒlətɪks/ n. 政治 (18)
Portugal /ˈpɔrtjʊɡəl/ n. 葡萄牙 (2)
pray /preɪ/ vi. & vt. 祷告，祈祷 (63)

R

random /ˈrændəm/ n. & adj. 随机，随意 (34)
at random 随机，随意 (34)
rank /ræŋk/ vi. & vt. 属于某个等级；将……归为某个等级；排列 (1)
no rank 等级，地位；不平等 (2)
rate /reɪt/ n. 比率，速率 (62)
vt. & vi. 估计；决定等级 (34)
ray /reɪ/ n. 光线；射线 (62)
reading /ˈriːdɪŋ/ n. 读本，读物，阅读 (62)
reap /riːp/ vt. 收获，收割 (51)
recreation /ˌriːkriˈeɪʃn/ n. 娱乐，消遣 (2)
reedy /ˈredɪ/ adj. 深红的，略带红色的 (43)
region /ˈriːdʒən/ n. 行政区；区域，地区 (37)
register /ˈredʒɪster(r)/ vt. & vi. 登记，注册 (31)
registration /ˌredʒɪˈstreɪʃn/ n. 管理，管辖；规章制度，条例 (31)
ribbon /ˈrɪbən/ n. 丝带；条带，带子 (46)
ripe /raɪp/ vt. & vi. （使）成熟 (51)
romance /rəʊˈmɑns/ n. 传奇故事，浪漫史；爱情 (43)
royal /ˈrɔɪəl/ adj. 王室的，皇家的 (30)

S

sacred /ˈsekrɪd/ adj. 神圣的 (18)
saint /seɪnt/ n. 圣人，圣者 (62)
salute /ˈsɔlət/ vt. & vi. 致敬；敬礼 (34)
Scot /skɔt/ n. 苏格兰人 (37)
seaside /siːsɔːd/ adj. 海边的，海滨的

n. 海边，海滨 (11)

seed /siːd/ n. 种子，籽

seedless /siːdəls/ adj. 无籽的

seek one’s fortune 外出寻找（成功或发财）

机会 (3)

semicircle /ˈsɛmɪsɑːkl/ n. 半圆形

sentence /ˈsentəns/ vt. 判刑

n. 判决，宣判 (27)

dsentence somebody to death 判处某人死刑 (27)

separation /ˌseprəˈteɪʃn/ n. 分离；隔离

settlement /ˈsɛtəlmənt/ n. 定居点；定居；（问题的）解决 (3)

settler /ˈsetlə(r)/ n. 移民

sew /ʊs/ (sewed, sewn/sewed) vt. & vi. 缝

做针线活 (34)

sheet /ʃiːt/ n. 一大片；一张；床单

shorten /ʃɔːtən/ vt. & vi. （使）缩短 (57)

sidewalk /ˈsaɪdwoʊk/ n. 人行道

similarity /ˌsɪmələˈrɪti/ n. 相似点，相似处

相似性 (35)

site /saɪt/ n. 地点；现场；网站

skyscraper /ˈskɔɪskreɪpə(r)/ n. 摩天大楼

smog /ˈsmɒɡ/ n. 烟雾

South Africa n. 南非

sow /sɔː/ (sowed, sown, sown) vt. 播种；散布

spiritual /ˈspɜːtrʃʊəl/ adj. 精神的，心灵的

split off from 脱离，分离

sporting /ˈspɔːtɪŋ/ adj. 喜爱运动的；有体育风尚的

station /ˈsteɪʃn/ vt. 派驻，使驻扎

steady /ˈsteɪdɪ/ adj. 稳定的，持续的，匀速的

steward /ˈstjuːərd/ n. 管家；乘务员，服务员

straightforward /ˈstreɪfɔːtwərd/ adj. 简单的，易懂的；坦诚的，真诚的

stress /stres/ vt. 强调；重读

n. 强调；重读，重音；压力

strike /strɪk/ (struck, struck) vt. 击打；撞击；攻击；罢工

submit /ˈsʌbmit/ vi. & vt. 服从；投降；提交

substitute /ˈsʌbstɪtjuːt/ vt. & vi. 代替，替换

n. 替代者，替代品

sunburnt /ˈsʌnbɜːnt/ adj. 晒黑的；晒伤的

surfing /ˈsɜːfɪŋ/ n. 冲浪运动

symbolize /ˈsɪmbəlaɪz/ vt. 象征，代表

syrup /ˈsɜːrɪp/ n. 糖浆

T

Taoism /ˈtɑːoɪzm/ n. 道家学说；道教

teamwork /ˈtiːmwɜːk/ n. 团队合作

thief /θiːf/ n. 偷，盗窃

thorough /ˈθərəʊ/ adj. 彻底的，完全的；细致的，深入的

thread /θred/ n. 绳；线索

thrill /θrɪl/ n. 兴奋，激动

vt. 使非常兴奋，激动

traveller /ˈtrævlər/ n. 旅客，游客

trustworthy /ˈtrʌstrəʊθwɜːθi/ adj. 值得信赖的

tulip /ˈtjuːlɪp/ n. 郁金香

Turk /tɜːk/ n. 土耳其人

U

unconditional /ˌʌnˌkənˈdɪʃənl/ adj. 无条件的；无限制的

underline /ˌʌndəˈleɪm/ vt. 强调，突出；加下划线

unfit /ʌnˈfɪt/ adj. 不健康的；不适宜的

union /ˈjuːniən/ n. 联合；联合会；联盟

unrest /ˈʌnrest/ n. 动乱，动荡，骚乱

upper /ˈʌpə(r)/ adj. 上方的，上部的
V

vague /vɔːɡ/ adj. 模糊的，隐晦的；不详细的，粗略的

*w* violet /ˈvaɪələt/ n. 紫罗兰；蓝紫色

virtue /ˈvɜːtjuː/ n. 美德；德行；优点

warmth /wɔːmt/ n. 温暖；热情

*waterfall /ˈwɔːtəfɔːl/ n. 瀑布

westwards /ˈwestwərds/ adv. 向西

*w* wilderness /ˈwɜːldnəs/ n. 未开垦之地，荒原

wine /wain/ n. 葡萄酒

woollen /ˈwʊlən/ adj. 羊毛的

worm /wɜːm/ n. 蠕虫

W

warehouse /ˈweərhaʊs/ n. 仓库
Wordlist 3 (proper nouns)

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<th>Translation</th>
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<td>the Canadian National Tower</td>
<td>加拿大国家电视塔（即the CN Tower）</td>
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<td>旧世界（指欧洲、亚洲和非洲、尤指欧洲）</td>
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<td>新大陆、美洲大陆</td>
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<td>Katie</td>
<td>凯蒂（女子名）</td>
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<td>Sid</td>
<td>锡德（男子名）</td>
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<td>丹尼尔（男子名）</td>
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<td>联合王国</td>
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<td>加的夫（威尔士首府）</td>
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<td>Keith</td>
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the Erechtheum /ˌɛrɛkˈθiːəm/
the Temple of Athena Nike /ˈaːθəˌnænɪk/ [18]
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Buddhism /ˈbʊdrɪzəm/ 
the Silk Road 
Journey to the West 
Taoism /ˌdɑːoɪzəm/ 
the Bible 
Hebrew /hɪˈbruː/ 
Debbie /ˈdebɪ/ 
Sarah /ˈsɛrə/ 
Wilson /ˈwɪlsən/ 
Joe /dʒɔi/ 
Hinduism /hɪnduˈɪzəm/ 
Judaism /dʒuˈdæzm/ 
Christianity /ˌkrɪsəˈtɪənəti/ 
Islam /ˈɪzləm/ 
Hindu /ˈhɪndu/ 
Veda /ˈveda/ 
the Torah /ˈtɔːrə/ 
the Sabbath /ˈsæbəθ/ 
Jesus /dʒəːsəs/ 
Muhammad /məˈhæməd/ 
Allah /ˈælə/ 
the Koran /ˈkɔrən/ 
the Karen /ˈkærən/ 
Thailand /ˈtaɪlænd/ 
the Mediterranean /ˌmɛdɪtəˈremiən/ 
Chang’an 
Zhang Qian 
the Belt /bɛlt/ and Road Initiative /ˈrɪŋfəʊstrɪv/ 
Central Asia 
Xuanzang 
the Mogao Caves 
Arabia /ˈærəbiə/ 
the Big Wild Goose /ɡuːs/ Pagoda /pəˈɡɔːdə/ 
the White Horse Temple 
the Emperor Mingdi 
the Eastern Han Dynasty 
Afghanistan /ˌæfɡəˈmɪnistən/
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同学们:

本《练习册》旨在帮助你在学习教材内容的基础上，进一步巩固知识、培养能力。

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

《牛津高中英语》编写组
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Other countries, other cultures

Language practice

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

1. historic/historical
   a. ______ research indicates that this book was written in the 6th century.
   b. The end of World War II was a ______ event which is still remembered today.

2. wild/wilderness
   a. Yellowstone National Park is a large ______ area in the western United States.
   b. The forest was thick with trees and full of ______ animals.

3. frozen/freezing
   a. During the night, the temperatures dropped and the ______ rain began to turn to snow.
   b. In winter, the water in the lake is ______, so the locals use the lake as a road.

4. culture/multicultural
   a. The people of Japan and Korea have been strongly influenced by Chinese ______ in history.
   b. Today, England is a ______ society, with people from many different countries living there.

5. settle/settlement
   a. Many Irish people ______ in the USA after their potato crops failed in the 1840s.
   b. Shanghai began long ago as a small fishing ______ on the Huangpu River.

A2. Replace the underlined parts in the sentences below with words from the brochure on Pages 2 and 3 of your book. Change the form where necessary.

1. Many modern cities, such as New York, Hong Kong and Shanghai, are famous for their ______ buildings.

2. Usually when crossing the ______ between two countries, one must go through customs.

3. The ocean has ______ numbers of fish and other wild animals.

4. The rubbish bins are kept at the end of the ______ road.

5. As a speaker, Bill is quite lively and ______.

6. The tourists were very satisfied with the restaurant because its ______ of cooking was excellent.

7. Every Saturday, we go to the ______ building with many shops in it to see a film and do shopping.

8. In the 1800s, many people travelled west to the ______ on the edge of the wilderness in order to build farms or search for gold.
B1  Fill in the blanks with the words in brackets. Change the form where necessary.

1 After opening his birthday present and seeing the ________ of the box, the boy was happy and _________. (content)

2 ________ is an important thing to seek. People grow old faster and lead less healthy lives when they are _________. (fit)

3 Brazil is a ________ nation and people there love to talk about ________, including ________ stars. (sport)

4 Everyone was ________ at the chance to go to the cinema. The film they saw was a _________. (thrill)

5 She ________ herself with school books and supplies, and then went out to volunteer at a poor school which did not have much _________. (equip)

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

- compulsory
- league
- ambiguous
- grill
- dusk
- pub
- absolute
- owe
- canteen
- pint

1 This spring, Jenny joined a bowling ________ in order to get some exercise and make friends.

2 Tom had a great store of knowledge about the world, which he ________ to his grandfather, who gave him many books to read and inspired him to get a good education.

3 A temperature of -273.15°C is known as ________ zero, as nothing can get colder than this.

4 When asked if she was coming to the party, Dorothy gave an ________ answer, so no one knew whether she was coming or not.

5 It is generally believed that many kinds of meat taste their best when they are cooked on a ________.

6 As is known to all, in most countries around the world, primary school is ________ for all children.

7 On the way home from work, Jane picked up two ________ of milk from the grocery.

8 At noon, the boys always ate lunch in the school ________ and then went to play basketball.

9 He is in the habit of having a drink in the ________ after a day's work, which makes him feel relaxed.

10 With two daughters studying at college, the old couple have to work from dawn till ________ to make more money.
Unit 1

C1 Combine the following sentences using attributive clauses.

1. In that school, our team won a difficult football match. We trained there five years ago.

2. Peter was one of our team members. Peter did not explain his absence from the match.

3. We would follow our coach anywhere. He told us to always do our best.

4. The day finally came. We had to play our last football match on that day.

5. The team defeated us last year. We were to play against them.

6. However, we had better team spirit. This helped us win the match.

7. Our team won on that day. That day our coach took us for a meal.

C2 Complete the sentences with the phrases in the box below.

<table>
<thead>
<tr>
<th>with which</th>
<th>some of whom</th>
<th>none of which</th>
<th>both of whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>all of which</td>
<td>all that</td>
<td>about whom</td>
<td>of which</td>
</tr>
</tbody>
</table>

1. He has earned 2,500 dollars this month, ____________ he has paid off his debt.

2. Their efforts finally paid off—they found ____________ they were looking for.

3. There were twenty students in the class, ____________ were girls. The boys and girls were put into different groups.

4. He is said to have spent a lot of money on that 18th-century vase, the amount ____________ is a secret.

5. The general manager of that big computer company is a man ____________ many people have talked.

6. We are happy to learn that the books, ____________ were donated to a school in a poor area, proved very useful.

7. The clothes, ____________ could be worn after they got shrunk in the wash, were given to my younger sister.

8. The twins, ____________ were dressed the same, were difficult to tell apart. Sometimes even their parents would confuse them.
Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>little more than</th>
<th>opera house</th>
<th>sheet</th>
<th>westwards</th>
</tr>
</thead>
<tbody>
<tr>
<td>merchant</td>
<td>recreation</td>
<td>concrete</td>
<td>niece</td>
</tr>
</tbody>
</table>

1. In the modern age, tall buildings made of steel and ____________ can be seen in big cities all over the world.
2. Many ____________ gathered at the port to pick up their products and take them to the market.
3. The Sydney ____________ is one of the most famous concert halls in the world.
4. Though in the photos the restaurant looked quite grand, when we arrived it proved to be ____________ a coffee shop.
5. With the road covered by a ____________ of ice, you must be extremely careful when you drive, especially at night.
6. Uncle Bob used to give his ____________ sweets every time he saw her, until her mother made him stop.
7. The three young men, not knowing in which direction they should go, decided to head ____________, but soon they discovered that they got lost.
8. At the weekend, she loves to watch films for ____________.

Fill in the blanks with words found on Pages 9 and 11 of your book. Change the form where necessary.

1. Since my brother Jim was studying to be a dentist, one of his classes was ____________ medicine.
2. Christmas is a time when everything seems ____________ and bright.
3. Getting this project completed requires a lot of ____________ and energy.
4. It was a truly happy ____________ for everyone when our team finally won the championship.
5. Sanya, a popular tourist destination that attracts visitors both at home and abroad, is a beautiful ____________ town in the south of Hainan Island.
6. The city was so rich that people often claimed that its ____________ were covered in gold.
7. Many areas of Africa are famous for their ____________, where lions and other wild animals live.
8. ____________ to Canada has increased in recent years, giving many cities a more international feel.
Ladies and gentlemen
Welcome. Let me introduce my home town to you. I hope you will enjoy the beautiful countryside with me as your guide.
At first glance, my home town is a very ordinary place, no different from any other small town. There are two thousand people living here, but very few shops or restaurants, so people have to go to the (1) alley in the city. Why do (2) maple come from all over the country to visit our town then? Some of the scenery in this area (3) photographer among the best in the country. It is a place where you can see many tall (4) countless trees, where wide roads run alongside farms, and where a big river flows with (5) waterfall ducks on it. Just outside of town, there is a small (6) dusk surrounded by trees and flowers. With so many beautiful things to see, my home town appeals to many professional (7) grill.
Every morning, we take walks along the narrow (8) mall to enjoy the fresh air and meet our neighbours. In the afternoon, you can see people playing badminton, dancing, flying kites, and cooking food on outdoor (9) rank. Then at (10) dusk, many people sit outside to chat with each other.
I think you will have a good time here.

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

1. 她当时世界女子网球排名第一。(rank)
2. 这部由我最喜欢的小说改编成的电影即将上映，这让我激动不已。(thrill)
3. 约翰只要整天坐在电视机前就心满意足了。(content to)
4. 他说过要让他的孩子们具有某些特别的才艺，例如画画、唱歌和跳舞。(equip ... with)
5. 他不满足于现状，决心离开自己的家乡去大城市寻找发迹的机会。(seek one's fortune)
6. 地铁建成后，从我家到我侄女家只需十分钟。(little more than)
7. 凯特非常谦虚，总是说她所取得的成功归功于团队合作。(owe ... to)
8. 他很难把这个现代化都市和十年前的小村庄联系起来。(associate)
Shen Jian often travels with his father, an international businessman. Read some of his diary entries from the past several months.

25 January
I am very lucky to have the opportunity to see so many countries in the world, but sometimes I experience culture shock when I see or do something new. Dad and I are now travelling through Denmark, Norway and Sweden. I used to think that these countries were the same, but not any more. People in Denmark are a bit friendlier, while Norwegians and Swedes prefer not to talk to strangers. I was surprised to learn that many people here speak English in addition to their national languages. In Sweden, it seems that everyone is tall and has blonde hair and blue eyes. I feel a little strange with my black hair and dark eyes. I imagine this is how foreigners feel when they visit China.

2 February
We have been travelling for more than a week already and arrived in Saudi Arabia today. Most people here wear a traditional type of long, loose clothing that covers the whole body. In winter, the clothing is made of wool, and in summer, it is made of cotton. Saudi Arabia is in the desert, and in summer, the weather is quite hot. One of the tour guides told us that it gets as hot as 50°C at that time of year. I think that loose, cotton clothing would be very comfortable in that weather, but now it is winter and quite cool. During the day in winter, it is about 22°C and about 13°C in the evenings. I think I will find the weather a bit cold when we return to China.

12 July
Dad and I are in the Philippines now. The Philippines is part of Asia, but when we first arrived, we did not feel that we were in Asia. There is a lot of Western food available and many people have family names like Reyes and Lopez. Perhaps this is because the Philippines was formerly colonized by Spain and the USA. Spain controlled the Philippines for more than 300 years, and later, the USA controlled it until the country gained independence in 1946. Now, English and Filipino are the official languages, and people celebrate Valentine’s Day and Christmas.

Answer the following questions about the diary entries.
1  How does Shen Jian come to understand how foreigners might feel when they visit China?
2  What is the traditional clothing most people wear in Saudi Arabia?
3  What does Shen Jian think of the traditional clothing in Saudi Arabia?
4  In the Philippines, why does Shen Jian feel like he is not in Asia?
5  What are the official languages of the Philippines?
Ron is visiting a travel website, where he reads about a European country.

When people tour Europe, they usually visit the UK, France, Germany, or Italy. These are certainly worthwhile places to visit, but in Europe, there is a hidden treasure. Why not consider something different for your holiday? Why not visit Belgium?

Belgium is in the middle of Western Europe. It shares borders with the Netherlands, Germany, Luxembourg and France. This small nation covers only 30,000 square kilometres, yet its population is over ten million, making it one of the most crowded countries in Europe.

For most of its history, Belgium was controlled by foreigners, starting with the Romans over 2,000 years ago. People from the area that is now Germany also ruled part of the country, and France fought two other kingdoms over control of Belgium in the 17th and 18th centuries. Belgium finally won its independence in 1830. Today, the capital city, Brussels, is home to the European Union, an organization of European nations.

Belgian society is divided into three different groups. The largest group, making up about 60 per cent of the population, lives in the north of Belgium. These people speak Dutch. Approximately 40 per cent of Belgians speak French and live in southern Belgium. A little less than one per cent of Belgians speak German, and most of them live in the east. Belgian universities, TV channels and newspapers may use Dutch, French and German.

Two things that all Belgians share are a love of chocolate and beer. Belgium produces over 170 million kilograms of chocolate each year, and there are more than 2,000 chocolate shops around the country. There are also hundreds of kinds of beer, of which the average Belgian consumes 100 litres per year. Beer is as important to Belgians as wine is to the French.

Whether you wish to try a strawberry beer or walk through the streets of old Europe, Belgium is the place for you. This modern country has many places of historical interest, and it is the melting pot of Europe. Come to Belgium and experience something new!

---

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

General information
- Belgium is located in the (1) ____________ of Western Europe.
- It is regarded as one of the most (2) ____________ countries in Europe.

The history of Belgium
- The Romans (3) ____________ Belgium first.
- (4) ____________ and France also ruled parts of Belgium.
- Belgium won its independence in (5) ____________.
- The capital city, Brussels, is now home to the European (6) ____________.

Three different groups
- In the (7) ____________, 60% of the population speak Dutch.
- In the south, about (8) ____________ of Belgians speak French.
- In the east, a little less than 1% of Belgians speak (9) ____________.

Belgians’ two favourite things
- Chocolate: Over 170 million (10) ____________ of chocolate are produced each year. There are over 2,000 chocolate (11) ____________ around the country.
- Beer: The average Belgian drinks 100 (12) ____________ of beer per year.
Listening

A Sandra is going to report on Hungary for her school’s Culture Week. Her father works there, so she calls him to get some information about the country. Listen to their conversation and help her complete as much of her notes as possible.

**Geography**
- Location: in (1) ____________
- Most important river: the (2) ____________

**Food**
- Potatoes
- Hungarian food is (3) ____________
- Goulash, a (4) ____________ stew

**Language**
- Hungarian: not (5) ____________ to the languages of any countries surrounding Hungary

**History**
- The first Hungarians came to Hungary in (6) ____________
- Hungary’s first (7) ____________: Stephen I
- Was controlled by Austria until (8) ____________
- The Szchenyi Bridge: the (9) ____________ bridge that crosses the Danube River in Budapest
- Liszt and Bartok: two famous Hungarian (10) ____________

B Sandra has gone to the library for more information. She watches a video there about Hungary. Listen and complete the rest of her notes above.

C Sandra is preparing her presentation about Hungary for her school’s Culture Week. First, complete the report with the information from Parts A and B. Then, listen to both recordings again and fill in any missing information.

Hungary is a country in (1) ____________. It does not touch any (2) ____________.

The most important river in Hungary is the (3) ____________.

The first Hungarians came to what is now Hungary in (4) ____________, led by a man named Arpad. Around AD 1000, Stephen I became the first (5) ____________. Throughout the centuries, several countries controlled Hungary. Hungary was controlled by (6) ____________ from the 1700s until it won its independence in (7) ____________. The (8) ____________ of Hungary is Budapest. It is actually two cities, Buda and Pest. One of the most famous (9) ____________ in this city is the building where the government meets.

Hungarians eat a lot of (10) ____________. They also eat goulash, a (11) ____________ stew. The language of Hungary is unusual because it is (12) ____________ to the languages of any of the countries that (13) ____________ Hungary. Hungary is also known for its music. Two of the most famous Hungarian (14) ____________ are Liszt and Bartok.
Writing

When we describe a country, we are giving a general description of it. We usually include such information as location, area, climate, population, major cities, culture and food. Read the following article about Spain and see how the writer describes the country.

Spain is located in south-western Europe between the Mediterranean Sea and the Atlantic Ocean. It covers a total area of approximately 505,000 square kilometres, including some islands in the Mediterranean and the Atlantic. Along the coasts, winters are Mediterranean and mild, but away from the coasts, they are cold and snowy. Summers throughout the country are hot and sunny.

Spain has a population of about 40 million. Madrid is its capital and is also the country’s largest city. The second largest city is Barcelona, a chief port and commercial centre, where the Summer Olympic Games were held in 1992.

Long before hosting the Olympic Games, Spain was well known for bullfighting, which attracts tourists from all over the world. Another sport loved by the Spanish is football. With some of the world’s greatest football players, Real Madrid is popular worldwide.

In addition to bullfighting and football, Spain is also known for its food. Its most famous food is paella, which is a dish made of rice and seafood, meat or chicken.

Spain is a large and diverse country. It has exciting sports and delicious cuisine, so whatever you are looking for, Spain has it.

Write a description of South Korea in the same style as the article above. Use the information in the following table to help you.

<table>
<thead>
<tr>
<th>Name</th>
<th>The Republic of Korea/South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>50 million</td>
</tr>
<tr>
<td>Area</td>
<td>99,646 sq km</td>
</tr>
<tr>
<td>Location</td>
<td>Southern part of the Korean Peninsula in north-eastern Asia</td>
</tr>
<tr>
<td>Climate</td>
<td>Mild, with four distinct seasons; winter—cold, windy, dry, with snow in most parts of the country; spring &amp; autumn—short and pleasant; summer—hot and rainy</td>
</tr>
<tr>
<td>Cities</td>
<td>Seoul, largest city, capital; Pusan, important port city in the south-east</td>
</tr>
<tr>
<td>Food</td>
<td>Rice—main food; eat a lot of things from sea; use a lot of peppers, hot</td>
</tr>
<tr>
<td>Culture</td>
<td>Farming society; prefer large families</td>
</tr>
</tbody>
</table>
A1 Fill in the blanks with the words in brackets. Change the form where necessary.

1 Mrs Green is not interested in _________. She feels that _________ things do not affect her life. (politics)

2 The Senior Citizen’s _________ meets every Saturday afternoon. David usually does not go to the meetings, as he does not like to _________ with some of the people there. (associate)

3 Mary: The weather forecast says that it will be _________ cloudy tomorrow.
Peter: That’s great! I plan on spending _________ of the afternoon working in the garden. (part)

4 Professor Anderson was _________ president of the university last week. Since then, he has had many _________ with members of the university staff. (appoint)

5 This rock song is an absolute _________ . Rock is so much more interesting to me than _________ music. (classic)

6 The performance of the new machine is being _________ by a team of experienced engineers, and based on that _________, adjustments will be made to improve it. (assessment)

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

1 fog/smog
   a In the morning, a heavy _________ rolled in, and it was difficult to see.
   b By afternoon, the city was covered in thick _________, causing burning eyes.

2 flat/level
   a After we hung the picture on the wall, we had to stand back to see if it was _________.
   b As the floor was not really _________, if you put a ball on it, the ball would roll in one direction and then the other.

3 fix/mend
   a The date of the party was _________ for the twenty-fourth.
   b With the help of their teacher, relations between the two boys were _________, and they became friends again.

4 site/sight
   a The construction _________ was filled with trucks and other vehicles which were moving around dirt.
   b One of the most beautiful _________ in North America is the Grand Canyon.

5 friction/fiction
   a This new book was a work of fact, not _________.
   b Although the two friends apologized to each other, there was still some _________ between them.
B1 Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>in terms of</th>
<th>decoration</th>
<th>regulation</th>
<th>assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>register</td>
<td>civilian</td>
<td>brick</td>
<td>stress</td>
</tr>
</tbody>
</table>

1. The students spent all day making ________ for the party.
2. After six years in the army, Joe left the service and became a ________.
3. Outside the city, there was a factory which made ________ for the many construction projects in the area.
4. During the visit, Mr Green ________ the importance of promoting their products on the international market.
5. We could not have finished this project in such a short time without Ms Potter’s kind ________.
6. ________ prevented the workers from telling anyone outside the company their trade secrets.
7. Before you can attend classes, you must first ________ for school on the Internet.
8. ________ skill, Jim is believed to be one of the best and most talented basketball players in the country.

B2 Fill in the blanks with words from the travel guide on Pages 30 and 31 of your book. Change the form where necessary.

1. The kings of ancient Egypt spent much of their lives building ________ to use as tombs.
2. For many years, the Forbidden City in Beijing served as a ________ palace for the Chinese emperors.
3. The forest in the northern part of the country was full of ________ trees, and their needles littered the ground.
4. The students in the ________ levels were responsible for helping the new students get used to school.
5. The garden was full of many ________ flowers, which filled the air with their wonderful smell.
6. After thirty minutes, it was ________ that she would be late and that we should go to the restaurant without her.
7. The vase was quite ________, so we had to wrap it in soft material before we could send it by post.
8. This is the only world we have, so we need to be good ________ of the environment in order to save it for future generations.
C1 Rewrite the following sentences with the preparatory it and proper noun clauses. The first one has been done for you.

1 The tourists made that they wanted to pay another visit to the Himalayas in the future clear.
   The tourists made it clear that they wanted to pay another visit to the Himalayas in the future.

2 That Mr Smith is unable to come to the meeting tonight is a disappointment.

3 Doubt about whether this young man can do the job made that we hire someone else necessary.

4 Everyone thought that the man saved a hurt rabbit was wonderful.

5 The man found that he could finally go climbing in the Himalayas exciting.

6 Since it was raining hard, that they could start their journey to the countryside as planned was not possible.

7 That they should ask the local people for help became obvious.

C2 Combine the following sentences using noun clauses. The first one has been done for you.

1 Everybody should make contributions to the environment. The headmaster often suggests it to us.
   The headmaster often suggests to us that everybody should make contributions to the environment.

2 Putonghua is the official language of China. It is well known to us all.

3 The tiger is one of the largest meat-eating animals in Asia. There is no doubt about it.

4 Will Paige Jackson study abroad next year? All of his friends wondered about it.

5 Shall we go climbing or stay at home doing exercises on our National Day? It is worth considering.

6 The man said he had won the money in a contest. The judges did not believe his story.

7 He is afraid that his mother might scold him. So Jim refuses to see his mother.
Unit 2

D1 Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>inspiration</th>
<th>sacred</th>
<th>sunburnt</th>
<th>regulation</th>
<th>fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>autonomous</td>
<td>clumsy</td>
<td>divorce</td>
<td>register</td>
<td>affair</td>
</tr>
</tbody>
</table>

1 News of the _______ shocked the entire nation. The actor’s reputation would never recover.

2 _______ is a terrible thing. The children are often hurt the most by it.

3 Some artists travel a lot to draw _______ from nature in order to create their wonderful pictures.

4 The branch office was not _______, and had to get approval from the head office for everything it did.

5 The couple is planning to spend the next _______ travelling abroad.

6 After reading the article, I learnt that Indians do not eat beef because they regard the cow to be _______.

7 The customer finally got angry at the _______ waitress who spilled his coffee all over the table.

8 After a day at the beach, everyone came home tired and _______.

9 According to new safety _______, anyone who enters the construction site must wear a helmet.

10 To many people’s surprise, this company was not _______ in Italy as it claimed.

D2 Complete the sentences below using the correct prepositions in brackets.

1 After winning the award, the star thanked everyone _______ (in/on) behalf of the film’s producers.

2 The man was charged _______ (of/with) the crime of theft, but was then let go as he was proved innocent.

3 The woman was sentenced _______ (for/to) death for the crime of killing her husband.

4 The students were _______ (as/in) general very excited to take part in the school festival.

5 Everyone was _______ (in/on) the whole happy with the way things turned out.

6 No one knows why she is acting that way. Nothing _______ (for/in) particular happened today to make her upset.

7 First _______ (in/of) all, workers should show up for work on time.

8 It is clear to all that he will turn over his company _______ (for/to) his daughter after his death.
Dear Editor

I live near a famous temple in the mountains which is over 300 years old, with the many well-known sculptures and paintings inside it. Every tourist should be encouraged to see this place. However, I am very concerned about the condition of the sculptures.

It is that the temple’s sculptures are in bad shape. They have been damaged by nature, and also by tourists who touch them and sometimes even climb on them. There has also been the problem of , as some people have broken off parts of the sculptures for souvenirs. We need to limit people’s access to these treasures, so that they can look at them, but no longer touch them. The paintings are also in poor condition, because of and dirt. They need to be cleaned.

the people of our city, I ask that the whole temple, along with all of its , be repaired so that it can reflect its former glory, and so that we can be proud of it once again.

Yours
A concerned citizen

---

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

1. 这个年轻人被指控偷窃，但他坚持说自己是清白的。(be charged with)
2. 张平被任命为这家公司的出口部经理。(appoint)
3. 几乎所有的与会代表都强调了食品安全的重要性。(stress)
4. 他在上学的路上自行车坏了，他只能请人修理它。(mend)
5. 就她在这场比赛中的表现而言，她可以跻身于世界顶级羽毛球运动员之列。(in terms of)
6. 新闻报道说这名罪犯被判刑十年。(sentence)
7. 父母的离婚让他受了很多苦。(divorce)
8. 当时就清楚了，这两个妇女是互相认识的。(apparent)
He Dong is travelling through the Central European nation of Poland. He stops to send an e-mail to his cousin.

Date: 8 May  
From: He Dong  
To: Yanling  
Subject: A moving journey

Dear Yanling,

I am now travelling in Poland. I have always wanted to visit this country because of my interest in World War II and the important events that happened here. I have seen many interesting things, but some of them made me a bit upset.

Four days ago, I toured Warsaw, the capital of Poland. The Nazis, the group that governed Germany in the 1930s and 1940s, took over Poland in 1939. They forced the Jewish people in Warsaw to live in one small area of the city called a ghetto. There was a wall surrounding the ghetto, and the Jews could not leave. There was very little food and a lot of illness. In 1940, the Nazis started sending thousands of Jews from Warsaw to large concentration camps, where they were killed. Later, in 1943, the Jews remaining in the Warsaw Ghetto decided to fight back. During the battle, many Jews were killed, and the buildings in the Warsaw Ghetto were burnt to the ground. Now there is a memorial there to the people who fought. As I looked at it, I thought about how terrible life was for the Jews then and how brave they were to fight the Nazis.

After Warsaw, I visited Treblinka, one of the Nazi concentration camps. As a memorial, there are stones representing Jewish towns and villages whose entire populations were killed during the war. There were so many stones! I almost could not speak after my visit to Treblinka.

Yesterday, I visited Auschwitz, the largest concentration camp. There is a famous photograph of the gate at Auschwitz, and before travelling here, I had seen it several times. In the photograph, there is a sign over the gate that says, ‘Work Leads to Freedom’, written in German. I always thought the photograph was sad because many of the people who were sent to Auschwitz were never freed. Some of the buildings where people lived have been preserved. I tried to imagine them full of people, but it was difficult.

I will tell you more when I return.

Your cousin

He Dong

Answer the following questions about the e-mail.

1. What did the Nazis do in Poland in 1939?
2. What was life like in the Jewish ghetto?
3. What is He Dong’s reaction to the memorial he saw in Warsaw?
4. What can we guess about the number of people who died in Treblinka?
5. What did He Dong know about Auschwitz before he visited it?
Welcome to France’s national treasure, the Palace of Versailles. This splendid monument to the glory of France has gone through many changes in its century-long history while keeping its beauty.

Several wealthy men owned the land of Versailles before it became royal land. Among them was Albert de Gondi. He often invited King Henry III and his sister’s husband, the future King Henry IV, to visit Versailles. Henry IV liked to hunt, and he often brought his son, the future King Louis XIII, with him to hunt at Versailles. In the 1620s, when Louis XIII grew up and became king, he bought Versailles from a relative of Gondi’s. For him, it was a place to enjoy nature and hunting.

Versailles began to expand in the 1660s, when Louis XIV was king. The palace had become too small for the huge parties and government meetings that Louis XIV held there. However, he did not want to tear it down. Instead, he decided to build a new palace around the old one. You can see the differences in building materials and style of the old and new palaces. The palace was now three times larger than before. The Hall of Mirrors, which Louis XIV built, is 73 metres long, 10.5 metres wide and 12.3 metres tall. Many beautiful and important paintings done by a great number of French artists were also added throughout the palace. These paintings tell the story of France’s history from the 1400s to the 1800s. The furniture, which is also very valuable, is made of the best materials, including gold and silver.

During the French Revolution, Versailles lost many of its treasures. Paintings and furniture were taken to a museum, and books were taken to the National Library. In the early 1800s, Versailles was in danger of being damaged or destroyed. King Louis-Philippe repaired and rebuilt Versailles in the 1830s, and changed it into a museum for the people. One of the changes he made was to get rid of several of the smaller rooms and create large exhibition halls.

Today, repairing and rebuilding work continues in an effort to preserve Versailles for future generations.

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

<table>
<thead>
<tr>
<th>Before becoming</th>
<th>Several wealthy men, including Albert de Gondi, were (2) __________ of the land of Versailles. The land was bought from (3) __________ of Gondi’s by King Louis XIII.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) ___________ land</td>
<td></td>
</tr>
<tr>
<td>In the (4) __________</td>
<td>Versailles began to expand and was decorated with some beautiful (5) __________, and valuable furniture.</td>
</tr>
<tr>
<td>During the French Revolution</td>
<td>Many (6) __________, such as paintings and furniture, were removed from Versailles.</td>
</tr>
<tr>
<td>In the (7) __________ 1800s</td>
<td>Large (8) __________ halls replaced the smaller rooms, and it was made into a (9) __________.</td>
</tr>
<tr>
<td>Today</td>
<td>In order to preserve Versailles for future (10) __________, it is still being repaired and rebuilt.</td>
</tr>
</tbody>
</table>
Unit 2

Listening

A Luke is watching a TV programme about Angkor Wat in his History class. Help Luke complete as much of his worksheet as possible.

1. Angkor Wat is in (Cambodia / France).
2. In the beginning, it was a Hindu (mountain / temple).
3. The towers represent (gods / mountains).
4. It is surrounded by walls and (roads / water).
5. It was named a World Heritage site in (1992 / 1982).
6. Most of the work to preserve it has been done by ________________ groups.
7. A ________________ group worked to repair Angkor Wat from the early 1900s to the 1960s.
8. Most of the damage to Angkor Wat has come from nature, not ________________.
9. Earth, ________________ and plants have been removed to prevent damage to the temple.
10. The only damage done to Angkor Wat during the civil war was the theft of some ________________.

B Luke and his classmate Katie are discussing the programme about Angkor Wat. Listen to their conversation and help Luke complete the rest of the worksheet above.

C Luke takes the information he has learnt and writes an article about Angkor Wat to post on the school’s online bulletin board. First, complete the article with the information above. Then, listen to the recordings again and fill in any missing information.

Angkor Wat is a Hindu (1) ________________ in the jungles of Cambodia. It is the largest religious (2) ________________ in the world. The temple is designed to represent Mount Meru, where the Hindu (3) ________________ are believed to live. It is surrounded by walls and a very wide (4) ________________ of water. There are several tall towers which represent mountains. Beautiful pictures carved into stone walls tell (5) ________________ from the Hindu religion.

Much has been done by (6) ________________ groups to preserve Angkor Wat. A French group worked to repair the temple from the early (7) ________________ to the 1960s. Now, (8) ________________, Indian and Japanese groups are working on it.

Most of the damage to Angkor Wat has come from nature, not (9) _________________. Even during the (10) ________________, there was little damage done except the theft of some (11) ________________. In (12) ________________, Angkor Wat was named a World Heritage site, which means it gets special protection and some money for repairing it.
Writing

A  Writing about a place of historical significance is similar to describing a country. We include details such as the place’s location, but our focus is on its historical importance. Read the following article and see how the author writes about Hiroshima, Japan.

Hiroshima is on the east coast of Japan and is 894 kilometres away from Tokyo, the capital. It was founded in 1594 on six islands. Hiroshima has a population of more than one million, and is a modern Japanese city, with cars, tall buildings and plenty of shops.

However, this city was the scene of much suffering in the past. On 6 August 1945, near the end of World War II, the US Army Air Corps dropped the first nuclear bomb over Hiroshima. The bomb caused great hardship for the Japanese people, destroying nearly 70 per cent of Hiroshima’s buildings and damaging many others.

At the time of the bomb, there were about 350,000 people living in Hiroshima. More than 60,000 of them were killed by the bomb, and many more were left without homes. Many of those who survived were exposed to radiation, and later died of cancer or other diseases caused by the bomb. Even today, the effects of the bomb still exist.

After the war, the city of Hiroshima was rebuilt. Near the centre of the city, where the bomb exploded, the Japanese have built the Peace Memorial Park as a monument to those who suffered or died. Today, the Peace Memorial Park draws visitors from all over the world.

B  The Lugou Bridge is a special place of historical significance in China. Write an account of the Lugou Bridge in the same style as the article above using the following information.

<table>
<thead>
<tr>
<th>Name</th>
<th>The Lugou Bridge, often called the Marco Polo Bridge in the West</th>
</tr>
</thead>
</table>
| Description   | Built: during the Jin Dynasty in AD 1189
                Location: south-west suburbs of Beijing in Lugouqiao Town (formerly Wanping County), over the Yongding River; length: 266.5 m; width: 7.5 m; 281 stone pillars line the bridge; one of the oldest stone bridges in Beijing |
| History       | 7 July 1937: Japan began its war against China; Japanese troops demanded to enter Wanping County through the Lugou Bridge that night saying they were searching for a missing soldier; when refused entry, they fired into Wanping; this began eight years of war |
| Present situation | Protected by the Chinese government since 1961; repaired several times over the years; a new Lugou Bridge used for traffic, 1 km away from the original Lugou Bridge; the old Lugou Bridge is now a tourist attraction |
A1 Fill in the blanks with the words in brackets. Change the form where necessary.

1. Since their ________, they have not seen each other again. They are leading ________ lives. (separate)

2. Slaves in the USA were ________ after the Civil War. Many soldiers died in that war fighting for their ________. (liberation)

3. As the judge was known for being ________, they knew that they would receive ________ from him. (just)

4. There was much ________ in the house after the argument. No one could get any ________ that night. (rest)

5. In the West, it is said that ________ is the best policy. In other words, you should always be ________ and tell the truth. (honest)

6. The ________ Kingdom is one nation made up of several areas. Its national flag is called the ________ Jack. (unite)

7. Since ________ is highly valued in society, both men and women are supposed to have ________ opportunities in finding a job. (equal)

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

1. similar/similarity
   a. Though they’re twins, they don’t have ________ interests; one likes literature while the other is fond of sports.
   b. In Asia, there are many ________ between the cultures and customs of different countries.

2. pure/purity
   a. In Western countries, the brides wear white at their weddings. The colour white is regarded as a symbol of ________.
   b. Our city government has been making an effort to solve the problem of air pollution. Now the air here is becoming ________ and cleaner than before.

3. spirit/spiritual
   a. Please remember getting enough rest is necessary for our physical and ________ well-being.
   b. When faced with difficulty, we need to keep our ________ up.

4. symbol/symbolize
   a. The researchers had trouble understanding the old ________ written on the ancient wall.
   b. As we all know, the pigeon ________ peace.
Fill in the blanks with words from the article on Pages 46 and 47 of your book. Change the form where necessary.

1 I like this painting, as it is full of __________. You can really see what the painter was feeling.

2 When something is __________, it means that it is an opinion or feeling that not everyone believes or feels.

3 Every day, Mike got up at the same time, ate the same food for breakfast, and wore the same clothes to school. In all things he was __________ and never changed.

4 Last night, a __________ broke into several houses in the neighbourhood, and stole many things.

5 People had to show __________ when swimming in the lake, as it could be very dangerous.

6 During the snow, the travellers in the mountains felt so cold that they built a fire for __________.

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

<table>
<thead>
<tr>
<th>arbitrary</th>
<th>garment</th>
<th>ecology</th>
<th>funeral</th>
</tr>
</thead>
<tbody>
<tr>
<td>ribbon</td>
<td>violet</td>
<td>collar</td>
<td>choir</td>
</tr>
</tbody>
</table>

1 Today, we enjoyed a performance by a children’s __________ from London, which was really amazing.

2 The boy won a blue __________ at the school festival for his speech in English, making his parents feel very proud.

3 __________ is both the name for a kind of purple, and for a flower which appears in spring.

4 It was very cold outside when I left for work this morning, so I wore my new jacket with the warm fur __________.

5 People interested in __________ want to get rid of pollution and make the world a cleaner, greener place.

6 The majority of the factories in South China specialize either in making __________ or electronics.

7 In China and some other countries influenced by Buddhism, white is the traditional colour for __________.

8 No one knew who would win the prize. It was all quite __________ and according to chance.
Fill in the blanks with the words in the box below to form correct adverbial clauses.

<table>
<thead>
<tr>
<th>on condition that</th>
<th>in that</th>
<th>as though</th>
<th>whether</th>
</tr>
</thead>
<tbody>
<tr>
<td>until</td>
<td>in case</td>
<td>while</td>
<td></td>
</tr>
</tbody>
</table>

1. You’d better take something to read when you go to see a doctor __________ you have to wait.
2. Bill slept right up __________ the train reached the station.
3. Farmers can only really work in their fields __________ the sun is up.
4. __________ you like it or not, you need to go to bed early or you will be too tired for work tomorrow.
5. During the game, the coach looked __________ he had eaten a lemon, probably because he knew his team was playing poorly.
6. I can lend you my basketball __________ you return it to me this weekend.
7. Steve Jobs is a key figure in the computer world __________ he has had a great influence on modern life and technology.
8. —Did you remember to return the book to our Chinese teacher?  
   —Yes, I gave it to him __________ I saw him.

Combine the following sentences using the conjunctions in brackets. Make all necessary changes. The first one has been done for you.

1. They had caused the accident. They tried to hide this. In this way they could escape punishment. (so that)
   They tried to hide that they had caused the accident so that they could escape punishment.

2. You might come to the party. Could you bring some drinks? (if)

3. Jill became sick. She ate too much food. (because)

4. The doctor advised me to live there for my health. There it is warm. (where)

5. It will take him three years. Then he will receive his degree. (before)

6. The machine will not give you a ticket. You must put a coin in first. (unless)

7. David went shopping. He did not buy anything. (although)

8. We are here. Let’s sit down and have something to eat. (since)
Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>object</th>
<th>disappointing</th>
<th>abolish</th>
<th>trustworthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>observer bound tiring seed</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. You have done so much work—you are ______________ to pass the next exam.
2. Ideas are often like ______________: they start quite small and then grow.
3. The manager gave this task to Jim, as he is quite ______________ and is sure to get it done on time.
4. To our disappointment, he ______________ to our plan, and without his support, we could hardly do anything.
5. It is so ______________ to work day and night all year round, and I badly need a vacation.
6. Slavery was ______________ at the end of the war, at the price of countless lives.
7. Before the crash, ______________ noticed smoke coming from the tail of the plane.
8. Charlie was still in hospital waiting for the results of the tests. It is ______________ that he cannot join us this weekend.

Fill in the blanks using the words in brackets. Change the form where necessary.

1. He was an ______________ man in every way. However, he was not very clever, so he was never able to achieve all his ______________. (ambition)
2. Police were soon able to ______________ the man who had committed the crime, and this ______________ quickly led to the criminal’s arrest. (identify)
3. There was a lot of powder on the actor’s ______________ so that on stage it looked like he always had very angry ______________ expressions. However, he was really a nice man. (face)
4. The promise was ______________. This meant that no matter what happened or what the ______________ were, Bill would do as he said. (condition)
5. —What is your sister’s ______________?
   —She is a store clerk. However, when the store has no customers, she has nothing to ______________ herself with. (occupy)
6. Nowadays it is agreed that modern technology must be used with great ______________. As a result, an increasing number of people, many scientists included, have taken a ______________ approach to it. (caution)
7. The novel was supposed to be a ______________, but it had so many dark scenes that were not ______________ at all. (romance)
8. What she says is always ______________ with what she does, and this ______________ has won her much admiration from others. (consistent)
Parents sometimes see their children as little \(^{(1)}\) _______ that will grow up to be beautiful flowers. We hope that our children will grow to be healthy adults and that our homes will be filled with \(^{(2)}\) _______ and joy. Sometimes, we \(^{(3)}\) _______, and sometimes we fail.

The home plays a \(^{(4)}\) _______ role in people’s search for happiness. To achieve happiness, the home should be a comfortable place, where everyone receives \(^{(5)}\) _______ love. For example, when many of us come home after a \(^{(6)}\) _______ day of work, we enjoy a tasty meal. In fact, our expectation of a hot meal every night may convey the unconscious message that we do not care about the work that went into preparing it. It is important for us to remember this and to remind the person preparing the meal that we appreciate his or her efforts.

Family life can be full of all kinds of \(^{(7)}\) _______, including joy and sadness. Sadness can especially come when we lose a close family member. Other big changes, such as moving house, can also cause a lot of \(^{(8)}\) _______ in the family. Sometimes within families, \(^{(9)}\) _______ do not mix. This can cause many problems until people learn to \(^{(10)}\) _______. We must deal with these situations and not be overcome by them.

In a perfect world, there would be only happiness. However, we do not live in a perfect world. The best situation that we can hope for is that we and our children will live happy and healthy lives.

---

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

1. 彼得对于想要得到什么总是直言不讳。(outspoken)
2. 在这部小说中，大海象征着男主角对自由的追寻。(symbolize)
3. PRC 是中华人民共和国的缩写。(stand for)
4. 无论发生什么，她都始终如一地爱着他。(consistent)
5. 我们学校的大楼可追溯到二十世纪二十年代。(date back to)
6. 这篇报道集中讨论了当前年轻人失业率增加的种种原因。(rate)
7. 杰克非常固执，到最后总是他说了算。(get one’s way)
8. 那个工人决定不再屈服于老板的虐待，重新找了一份工作。(submit to)
Reading

A Gina gave a speech to her classmates about the differences in skin colour around the world. Read the transcript below.

A world of skin colour

Have you ever wondered why there are so many skin colours in the world? Do you know why people living in particular areas usually have a certain skin colour? Biology and history are the two main reasons for this.

Skin contains something called melanin, which determines a person’s skin colour. The more melanin a person has, the darker his or her skin will be. The amount and production of melanin are controlled by genetics, but can be affected by other things, such as sunlight. If a person lives in a place with strong sunlight, his or her skin will protect itself by producing more melanin, making the skin darker. In a place with less sunlight, a person’s body will produce less melanin, making the skin lighter.

Skin colour is also affected by another source—vitamin D. Humans all need vitamin D to build bones. People can get it by eating foods such as fish and milk, or from sunlight, which causes vitamin D production in the skin. Melanin protects skin by absorbing sunlight, so sunlight absorbed by melanin cannot be used for vitamin D production. Therefore, a dark-skinned person will produce less vitamin D than a light-skinned person when they receive the same amount of sunlight.

The connection between vitamin D production and skin colour is clear when we look at evolution. The earliest humans lived in Africa, their dark skin covered with hair. When they moved to places that had less sunlight, their bodies produced less vitamin D because of their dark skin. As a result, their skin made less melanin, so they could get enough sunlight to produce vitamin D. Their skin gradually got lighter and they lost hair. Now, people who live in areas with strong sunlight, like Africa, have darker skin, while people living in other areas have lighter skin. The exception to this is the Inuit, who live in a place with little sunlight, but have dark skin because they eat a lot of fish and have enough vitamin D.

Evolution has given us many skin colours. Humans have always had melanin to determine our skin colour. What has changed through history is the environment where we have lived. This has in turn changed our melanin production, and ultimately, skin colour.

Answer the following questions about the speech.

1. What reason in biology is there for differences in skin colour?
2. What are the sources of vitamin D?
3. How did humans develop light-coloured skin over time?
4. What will happen if a person lives in a place with strong sunlight?
5. Why do the Inuit still have dark skin, even though they live in a place with little sunlight?
Africa is a very diverse land with many different tribes. One tradition that many of these groups share is painting or marking their bodies and faces in colour. They do this for many reasons. Some marks are used to show that people are a part of the group. Other marks are used for ceremonies such as weddings and during times of war. Let’s look at some different examples of body and face painting.

Red is a common colour in body painting because it often represents health and long life. Among the Masai of East Africa, when men are old enough to marry and make decisions for their people, they participate in a special ceremony in which they paint their heads and faces red. This ceremony takes place every seven to fourteen years, so there is not an exact age for participating in it. The Samburu, also from East Africa, like to paint their faces and hair red because they think it looks attractive.

The Masai men also have a unique way of showing that they are brave. To show that he has killed a lion, a man will paint his body with a natural white material, making special marks to represent this achievement. The Masai men also use this white paint to show that they are no longer boys and are considered adults.

The Nuba, a tribe from East Africa, have a ceremony in which the men pretend to fight each other. The ceremony expresses hope for rain and enough food, and it also gives the men a chance to show their strength and find a wife. During this time, the men cover their bodies with black or red dirt, as these are natural earth colours.

One quite unusual example of face painting is done by the Wodaabe people of West Africa. Once a year, they have a beauty contest for men. The men paint their faces yellow and red. Then they add white and black circles and lines. Black paint is used near the eyes and on the lips to draw attention to how white their eyes and teeth are. The Wodaabe consider this most beautiful. The women then decide which man they like best.

As you travel, enjoy the beautiful and bright colours of Africa!

---

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

| The Masai                  | Painting their (1) _____________ and faces red, showing that they are old enough to (2) _____________ and make decisions for their people
|                           | Making special (3) _____________ to show their bravery
|                           | Using white paint to show they are (4) _____________
| The (5) _____________     | Painting their heads and hair red as they think it looks (6) _____________
| The Nuba                  | Covering their bodies with black or red (7) _____________ to show their strength
| The Wodaabe               | Painting their faces (8) _____________ and red
|                           | Adding white and black (9) _____________ and lines
|                           | Using black paint near the eyes and on the (10) _____________
A  
Wu Hao is just back from a trip to Europe. He is telling Li Fang about the different use of colours in different European countries. Li Fang is taking notes. Listen to their conversation and help her complete as much of the table below as possible.

<table>
<thead>
<tr>
<th>Object</th>
<th>Place(s)</th>
<th>Colour(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailboxes</td>
<td>England and (1) _______</td>
<td>Red</td>
</tr>
<tr>
<td></td>
<td>France and Germany (2) _______</td>
<td></td>
</tr>
<tr>
<td>Taxis</td>
<td>London (3) _______</td>
<td></td>
</tr>
<tr>
<td>Traditional clothing</td>
<td>Northern Italy (4) _______</td>
<td>green, purple, black</td>
</tr>
<tr>
<td></td>
<td>Germany (5) _______</td>
<td>red, green</td>
</tr>
<tr>
<td></td>
<td>Germany and Austria (6) _______</td>
<td>Red and blue skirts with red jackets, or red and green skirts with green jackets for (6) _______</td>
</tr>
<tr>
<td></td>
<td>Scotland (7) _______</td>
<td>Red, (9) _______ black and (10) _______ kilts for men</td>
</tr>
</tbody>
</table>

B  
Wu Hao also learnt about traditional European clothing during his trip. Listen to him talking and complete the rest of the table above with the correct words.

C  
Li Fang is writing about colour use in Europe for the school newspaper. Complete the article with the information from Parts A and B. Then, listen to both recordings again and fill in any missing information.

Our classmate Wu Hao has recently taken a trip to Europe, where he has noticed some differences in how colours are used. For example, different countries use different colours for mailboxes. In England and (1) _______, mailboxes are red, but in France and Germany, they are (2) _______. Taxis are also painted different colours. Taxis in London are (3) _______. In Paris, Wu Hao bought an (4) _______ card which he used to ride the underground several times.

Wu Hao also learnt about traditional clothes. Women in several European countries wear skirts covered with aprons and (5) _______ blouses with jackets. In northern Italy, (6) _______, green, purple and black are popular colours, while red and green are common in (7) _______ Italy. Men in Germany and Austria wear black or (8) _______ short leather trousers and jackets. In Scotland, men wear kilts, which look like (9) _______, for special events. Wu Hao said that people today only wear this traditional clothing for special (10) _______.

After talking with Wu Hao, I see that Europe is really an interesting place!
A When we write a description of a person, sometimes we describe his or her personality or character and not his or her physical appearance. A person’s character can be difficult to describe as this cannot be seen so well. To do this, we may give examples that show the impression that he or she made on us. Read the following article and see how the writer describes her friend, Sheila.

Sheila is a good friend of mine. She is my classmate, and we are the same age. Sheila is an exchange student from Ireland, who has been studying in my school for two months already. She plans to go back to Ireland in July after classes have finished.

Wanting to take advantage of her short time here, Sheila works very hard. She had not studied Chinese for very long before arriving here, so she has some difficulty communicating with people. Still, she studies in the same classroom with us and continues studying after class until late at night. She wakes up early every morning to study a bit before class as well. I admire her independence for doing all of this while living so far away from her family. I am not sure whether I could do the same thing if I were in her position.

Sheila is very helpful. If anyone needs help, she is always ready and willing to help them. For example, even though she is quite busy with her studies, she often takes time to help classmates with English homework.

Although Sheila is usually very quiet and calm, she can also be quite enthusiastic and outspoken about things when she feels strongly about them. For example, when our school decided to start a recycling programme for Earth Day, Sheila was one of the student organizers. She helped set up bins to collect rubbish around the school and spent time every Sunday morning in the local park collecting bottles to recycle.

Sheila is a very hard-working, independent, helpful and enthusiastic person. I will miss her when she returns home at the end of the term. I hope to visit her in Ireland someday.

B Your new Internet friend sent you an e-mail introducing himself and would like to learn more about you. Write a description of yourself in the same style as the writing above. You may describe the way that you look, but remember to focus on your personality and character. Give examples and use as many adjectives as possible.
Replace the underlined parts in the sentences below with words from the article on Pages 50 and 51 of your book. Change the form where necessary.

1. It was very difficult to read his writing done with a pen.
2. When studying, John likes to draw a line under the important parts in order to spot them later.
4. The teacher explained the activity to the students in clear and easy English so that they could understand him.
5. The girl planted seeds in the garden so the family would have fresh vegetables to eat.
6. The old man felt chest pain, so his son took him to the hospital for a complete medical examination.
7. Unfortunately, the witnesses’ descriptions of the man who stole the car were not clear.

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

<table>
<thead>
<tr>
<th>in other words</th>
<th>agricultural</th>
<th>by and by</th>
<th>penny</th>
</tr>
</thead>
<tbody>
<tr>
<td>wine</td>
<td>bare</td>
<td>ripen</td>
<td>calf</td>
</tr>
</tbody>
</table>

1. Autumn is the harvest season when crops have ___________ but the snows of winter haven’t set in.
2. Turpan in Xinjiang, China has been known for its ___________ production since ancient times.
3. ___________ , we will have to buy a new house in order to have room for our large family.
4. As the cupboard was ___________ , Jill had to go shopping so that she could have enough food for dinner.
5. There was nowhere to sit in the stadium. ___________ , the stadium was full of people.
6. The province was a famous ___________ area, known for its rich soil and clean water.
7. In the spring, you can see cows tending to their ___________ high upon the green hills over there.
8. Every ___________ of every dollar was spent on this new project. No money was left over from it.
B1  Fill in the blanks with the words in brackets. Change the form where necessary.

1 The family are _______ now. It is their traditional custom that before each meal the members of the family say a short _______ to thank God for the food. (pray)

2 In most countries, the office in charge of the administration of the military is the Defence _______. The person in charge of this office is the Defence _______. (minister)

3 The block of flats _______ around a courtyard. In this _______ area, there was a community _______ which held dances every Friday night. (centre)

4 In the summer holidays, our English teacher always gives us a full _______ list, asking us to _______ the classics of English literature. (read)

5 In most _______ temples, there is a large statue of _______, which _______ worship and pray to. (Buddha)

B2  Fill in the blanks with words from the article on Pages 62 and 63 of your book. Change the form where necessary.

1 There were many _______ always living in the temple, studying.

2 You had better book your _______ in advance, or you may find that all the best hotels are full.

3 The plans got stuck in the _______ approval process, so everyone had to stop and wait until the application forms came back from the ministry.

4 In the temple, many people were _______ and praying.

5 South of Nanjing, on Ox Head Hill there is a famous _______. It has stairs inside, so you can climb to the top of it and get a good view of the area.

6 One famous French dish has _______ legs in it. However, many people from America and Britain refuse to eat it because they do not like to eat this kind of animal.

7 The new _______ to the hospital took two years to build. Now it can hold more patients.

8 Mike is ill in hospital, so I will give a speech on his _______ at tomorrow’s meeting.

9 It is difficult to imagine how beautiful the Rocky Mountains really are just from the different _______ on postcards.

10 This machine uses _______ of radiation to see inside your body and show what your bones look like.
Unit 4

Combine the following sentences using the words in brackets. Make all necessary changes.

1 To our great surprise, Alexander already knew the news. We forgot to call to tell him the news. (but)

2 If you come early tomorrow, you will not miss the lecture. The lecture will be held in the library hall. (which)

3 One hundred years ago, there was a lonely traveller. He had no cash and no job. Therefore, he left his city in order to survive. (who, so)

4 Perhaps there will be an earthquake. The campus medical centre is not safe. The library is not safe, either. (if, neither, nor)

5 He was very weak. He could not stand on his feet. He fell down and hurt his head. (too, to, so)

6 The supply of certain natural resources may be very rich. However, they cannot be replaced and will someday be used up. (no matter how)

7 Word came. Our monitor had taken first place in the speech competition. We all became excited. (that, and so)

8 Will he attend her wedding? This is still a question. (whether)

Fill in the blanks with appropriate conjunctions or subordinators.

1 In the autumn, wherever you go, you can see leaves falling from the trees _______ a strong wind blows.

2 _______ all successful people have in common is _______ they will never quit, no matter what happens.

3 My cousin caught a cold and had a high fever, _______ he had been walking around in the rain.

4 This is the house _______ the first film in China was produced.

5 All the audience were deeply moved by his performance, which was _______ they stood up and clapped.

6 _______ the director had asked the actors to perform the same scene again bothered them.

7 Pollution has already destroyed much of the Earth. Only by changing _______ we live can we save our planet.

8 The boss in _______ company Mr King worked has already heard about the terrible accident.
Fill in the blanks with the words in the box below. Change the form where necessary.

<table>
<thead>
<tr>
<th>necklace</th>
<th>shorten</th>
<th>delicate</th>
<th>vague</th>
</tr>
</thead>
<tbody>
<tr>
<td>astronomy</td>
<td>burden</td>
<td>worm</td>
<td>sow</td>
</tr>
</tbody>
</table>

1. They need to do more research as they only have a _________ idea of what is to be done.
2. Be careful with that glass bottle; it is very _________.
3. The film Titanic starts with the search for information about a woman wearing a beautiful _________.
4. In order to encourage us to work hard to succeed, our teacher often repeats the old saying, ‘The early bird catches the _________.’
5. He chose a career in _________ as he was interested in stars and planets.
6. To everyone’s joy, the new technology successfully _________ construction time by 10 weeks.
7. The company’s sales had declined, and it was now sinking under a _________ of debt.
8. It is advised that you _________ the seeds in early March.

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

1. frequent/frequently
   a. It was often cold during the winter, but it did not snow very _________.
   b. When Steve was in hospital, he received _________ visits from his friends and classmates.

2. short/shorten
   a. Tim has grown several centimetres in the last year, so his trousers were now too _________ for him.
   b. After the new train line was built, the trip to Beijing was _________ by three hours.

3. wool/woollen
   a. The sheep in this area provide some of the finest _________ in the world.
   b. It was cold outside, so Sue put on a _________ sweater and a warm cap.

4. catch/catch on
   a. The new advertising slogan _________ with the public almost overnight.
   b. David could not go to school because he had _________ a cold and was running a fever.

5. count/count on
   a. Because the team had broken the rules, their final goal did not _________ and they lost the match.
   b. If you are in trouble, you can always _________ Bob to help you out.
D3 Complete the following passage with the words in the box below. Change the form where necessary.

straightforward    frequently    thorough    count on
burden             centre          reap          by and by

Would you like to work as an interpreter? Has it always been your dream to translate important speeches and works? To do so, you must have a (1) ___________ understanding of both of the languages you are working with. Lily’s Language School can help you do that and improve your language and communication skills in a short time.

Most of us find studying a foreign language a (2) ___________ especially when we would like to become more fluent. This is true of teachers and students alike. When it comes to learning a foreign language, we are all equal. We must all study (3) ___________ in order to master the language, and develop a high level of competence in the communication skills. At our (4) ___________, we make those hours fun and enjoyable.

We offer a variety of classes for students at every stage from primary school to graduate level. Our instructors use a (5) ___________ style of teaching, using materials that are challenging, but within students’ ability levels. They use a variety of teaching methods, all of which are designed to help students (6) ___________ huge rewards from their language study. They also give lectures on language learning. (7) ___________, you will find yourself fluent in that foreign language!

Whether you are looking to gain new skills, or simply to improve old ones, you can (8) ___________ Lily’s Language School!

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

1 她迫切地想找一份兼职，以减轻她父母的负担。(burden)
2 网络语“给力”这么快在全国流行起来，实在令人惊叹。(catch on)
3 我很难想象他是一个健谈的人。(picture ... as)
4 她的演讲围绕环境保护展开。(be centred around/centre around)
5 既然你已服了药，牙痛过一会就消失了。(by and by)
6 大学毕业之后，他就职于一家地方电视台做记者。(hire oneself out)
7 我突然想到一个好主意，我们可以通过互联网来寻求帮助。(strike)
8 他知道自己有家人和朋友可以依靠，这让他信心十足。(count on)
Xu Lin is consulting her English teacher about a phrase that she has come across. Read their conversation below.

Xu Lin: Hello, Mr Brown. May I ask you a question?
Mr Brown: Hello, Xu Lin. Of course, you can.
Xu Lin: I read in a magazine article today that said somebody had ‘the wisdom of Solomon’. I guess Solomon must be a very wise man, but who is he?
Mr Brown: That’s a good question, Xu Lin. According to the Bible, he was the third king of Israel. He was known for his wisdom.
Xu Lin: Were there any interesting stories about him?
Mr Brown: Yes, there were. One day, two women came to King Solomon. They both lived in the same house, and both had a baby boy. One of these boys died during the night. The first woman said that the second woman’s baby was the one which had died, but that when the second woman saw that her baby was dead she substituted her dead baby for the one that was alive. The second woman insisted that the living baby was hers. The two women wanted the king to decide who should keep the living baby.
Xu Lin: How did the king solve this problem?
Mr Brown: That’s the most interesting part of the story. The king said, ‘Bring me a sword.’ When a sword was brought to the king, he ordered the baby to be cut into two, so that each woman would get half of the baby.
Xu Lin: Oh, no!
Mr Brown: I haven’t finished telling you the story. When the two women heard this, the first woman became very upset and asked the king not to kill the baby, but give the baby to the other woman. The second woman agreed that it was a good idea to cut the baby in half. Then King Solomon said that the first woman was the mother because she asked him not to kill the baby. King Solomon then gave the baby to her.
Xu Lin: That’s really clever.
Mr Brown: Yes. So when we describe somebody wise and clever, we can say that he or she has ‘the wisdom of Solomon’.
Xu Lin: Thank you for that explanation, Mr Brown!

Answer the following questions about the conversation.

1. Who was Solomon?
2. What did the first woman accuse the second woman of doing?
3. Why did Solomon ask for a sword?
4. What did the two women say when the king ordered the baby to be cut in half?
5. Which woman was the baby’s mother? Why?
Zen Buddhism began in China in the sixth century and places great importance on work, helping others and meditation (deep, concentrated thought). Teaching with stories is a common practice in Zen Buddhism. The purpose of the stories is to teach Buddhists a proper understanding of the universe, by showing that they need to find and concentrate on what is most important.

One example of a Zen story is ‘Chasing Two Rabbits’. In this story, a martial arts student said to his teacher, ‘I want to improve my knowledge of martial arts. In addition to learning from you, I would like to study another style with a different teacher. What do you think about this?’ The teacher answered, ‘The hunter who chases two rabbits at the same time catches neither one.’ This story teaches us that trying to get everything will get you nothing. It also shows us that it is better to focus one’s energy on one task at a time.

Another Zen story is ‘Practice Makes Perfect’. This is the story of a person studying singing. His teacher was strict and made him sing the same part of the song he was studying over and over again. The student became upset and ran away. One night, he came to a place where a singing competition was being held. He entered the competition and sang the only tune he knew. He was praised and later became a famous performer. This shows us that hard work brings good results. Like the first story, it also teaches that it is better to focus one’s energy on one thing and to become an expert in it.

In the story ‘Empty Your Cup’, a university professor visited a Zen master to talk about Zen. The master served the professor a cup of tea and kept pouring until the tea flowed out of the cup. The professor could not help saying, ‘Stop! No more tea will go in!’ The master answered, ‘I cannot show you Zen until you empty your cup.’ From this story, we see that we cannot learn something if we think we already know everything, and that we should always have an open mind to new things.

Zen stories mean different things to different people, but they all teach us something new.

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

| Introduction | Zen Buddhism:  
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>• began in China in the (1) __________ century.</td>
</tr>
<tr>
<td></td>
<td>• places great importance on work, (2) __________ others and meditation.</td>
</tr>
<tr>
<td></td>
<td>• uses stories to help Buddhists (3) __________ the universe.</td>
</tr>
</tbody>
</table>

| (4) __________ | ‘Chasing Two Rabbits’: it is better to (5) __________ on one task at a time.  |
| (6) __________ | ‘Practice Makes Perfect’: hard work brings good (7) __________.  |
| (8) __________ | ‘Empty Your Cup’: we cannot learn something if we think we already know (9) __________.  |

| (10) __________ | Zen stories mean different things to different people, but all of us can learn something new from them.  |
A Mr Blum, a Jewish man teaching English in China, is telling his student Yang Bo about a special Jewish holiday. Listen and help Yang Bo complete as much of her notes as possible.

1. The Jews used to be slaves in ___________.
2. Moses asked the ___________ to free the Jewish people.
3. God sent an angel to kill the ___________ of every family.
4. The Jews put the blood of a young sheep on their ___________.
5. Passover is celebrated in the month of ___________.
6. It lasts for ___________.
7. The most important part is a special ___________.
8. Bitter ___________ remind them of the hardship of being a slave.
9. During Passover, they eat hard, flat bread, which represents the Jews leaving Egypt very ___________.

B Yang Bo is asking Mr Blum about how Passover is celebrated today. Listen and help her complete the rest of her notes above.

C Yang Bo is writing an article about Passover for her class’s Culture Corner. First, complete the article with the information from Parts A and B. Then, listen to both recordings again and fill in any missing information.

Passover is a special holiday for the Jews. According to the Torah, the Jewish holy book, the Jews used to be slaves in (1) ___________. Then, God told a man called Moses to ask the (2) ___________ to free the Jewish people, but he said no. In order to get the king’s attention, God did some things, such as turning the water of the River Nile into (3) ___________. The king still refused, so God sent an angel to kill the oldest son of every family in the land. However, the Jews were safe because they put the blood of a young sheep on their (4) ___________.

Today, Passover is celebrated in (5) ___________ or April every year and lasts for (6) ___________ days. The most important part of Passover is a special (7) ___________. They eat (8) ___________ vegetables to remind themselves of the hardship of (9) ___________. Another dish, made of nuts and (10) ___________, reminds the Jews of the materials used to make (11) ___________ in Egypt. They also eat a special kind of hard, (12) ___________, which reminds them that their ancestors left Egypt so quickly that the bread had no time to rise.
A legendary figure is a person that may or may not have existed. We cannot prove that this person did or did not exist, so when we talk or write about them, we often use expressions such as ‘it is said that ...’ or ‘it is believed that ...’. Read the article below and see how the author writes about the legendary figure Robin Hood.

Stories about the legendary figure Robin Hood first appeared in England in the fourteenth century and he has been the star of many stories since then. In earlier stories, he is said to be a poor man forced to become a thief, but later stories present him as a wealthy man that has had his land stolen. It is said that Robin Hood is very generous and brave, and stories about him highlight this as well as show how trustworthy he was, and how well he could use a bow and arrow, his wisdom and his humour.

It is believed that Robin Hood lived in Sherwood Forest in the Middle Ages with his band of Merry Men. His Merry Men include a monk called Friar Tuck and a rather large man called Little John. Also included in the Robin Hood stories is a king, most often Richard I.

One of the most popular stories about Robin Hood features Richard I. In the story, the king hides his identity and joins Robin Hood’s band of Merry Men because he wants to see if Robin Hood is corrupt. After joining the group, he sees that Robin Hood steals only from the rich, giving the money to those who need it. The king then shows his identity and forgives Robin Hood.

This story is only one example of many that show Robin Hood to be a hero of the people. There are many others that have been told over the centuries, each of them adding to the complex character of Robin Hood. He may have been a real person at one time, but the fact and fiction of Robin Hood have mixed so much that we can only say now that he is a legendary figure.

B Your Scottish Internet friend is interested in Chinese culture and legends. Write a story of the legendary figure Lu Ban.