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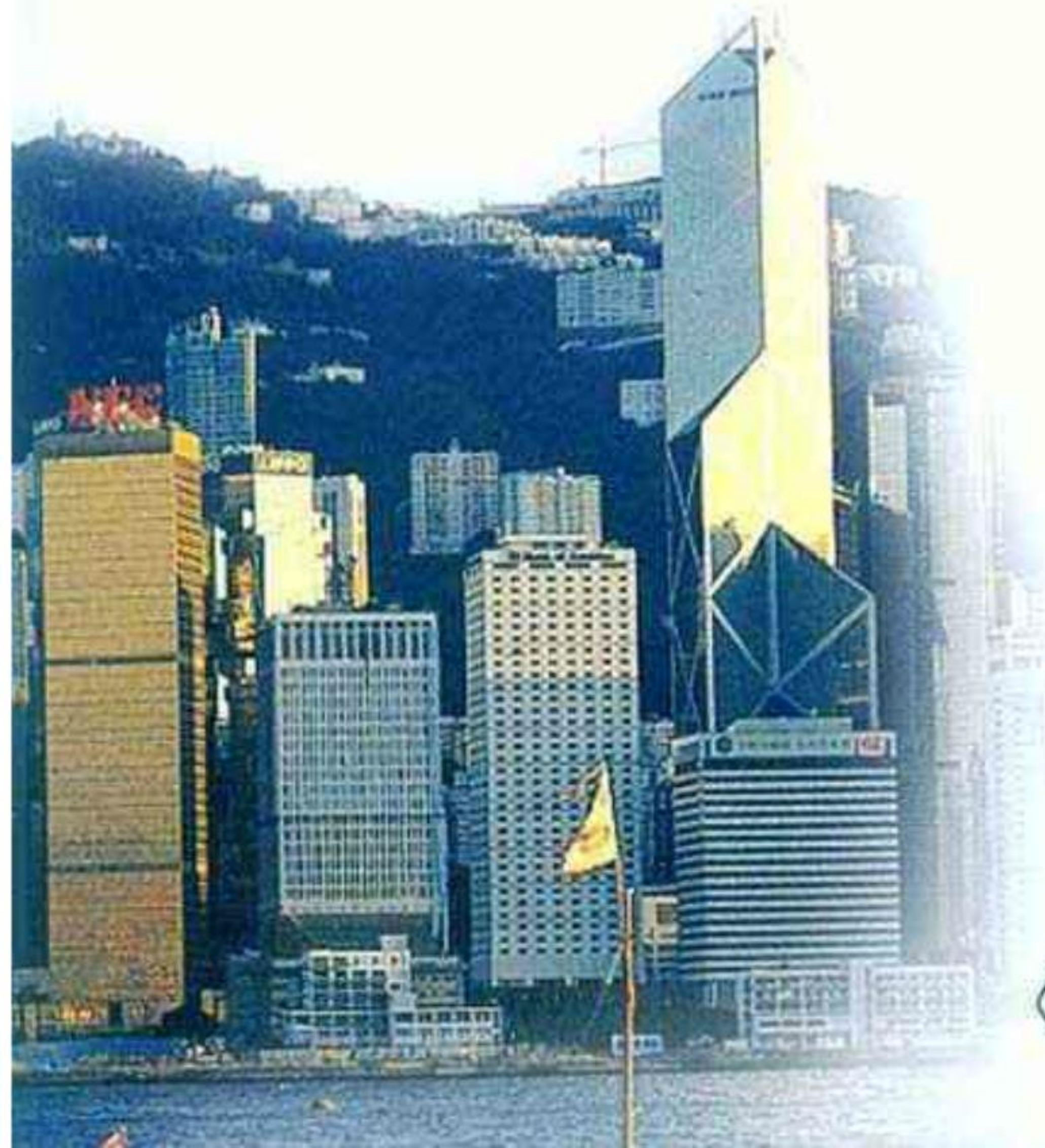
普通高中课程标准实验教科书

英语 ②

必修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 2

人民教育出版社 课程教材研究所 编著
英语课程教材研究开发中心



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Unit 1 Cultural relics

Warming Up

A cultural relic is something that has **survived** for a long time, often a part of something old that has **remained** when the rest of it has been destroyed; it tells people about the past.

Imagine that you work for the **state** office of cultural relics. It is your job to **look into** any reports of cultural relics that have been found in China. You are sent to a small town where you find a relic that was stolen from a palace. It is a **rare** Ming **Dynasty** vase. The man who has it insists that it **belongs to** his family. What will you say to him?

Pre-reading

- 1 Think of a cultural relic you know about. How would you feel if it got lost? Why?
- 2 If you find a cultural relic, what will you do with it?

Reading



IN SEARCH OF THE AMBER ROOM

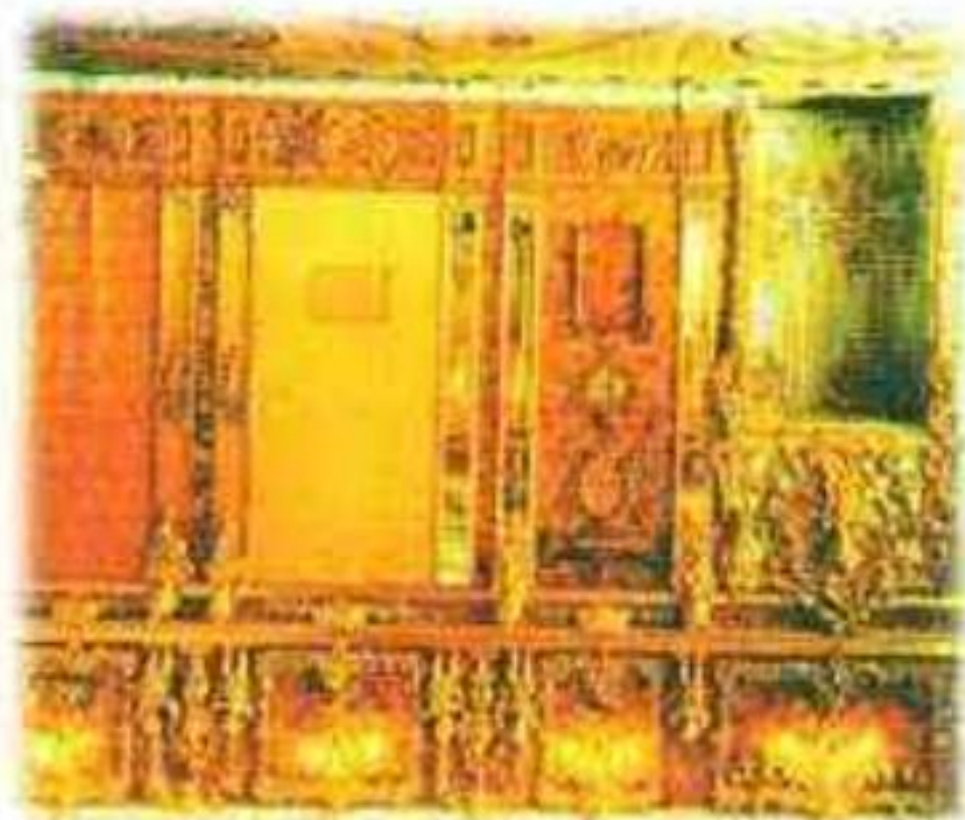
Frederick William I, the King of Prussia, could never have imagined that his greatest **gift** to the Russian people would have such a strange history. This gift was the Amber Room, which was given this name because almost seven thousand **tons** of amber were used to make it. Amber has a beautiful yellow-brown colour. Although it feels as hard as **stone**, it easily melts when **heated**. Once it is heated, the amber can be made into any shape. The **design** for the room was of the **fancy style** popular in those days. The Amber Room was also made with gold and **jewels**. It took a team of the country's best artists ten years to make it. Everyone agreed that it was the best and biggest work of amber art ever made.

In fact, the room was not made to be a gift. It was made for the palace of Frederick I. However, the next **king** of Prussia decided not to keep it. In 1716, Frederick William I gave it to Peter the Great, as a gift of friendship from the Prussian to the Russian people. **In return**, the Czar gave the king of Prussia 55 of his best soldiers. The Amber Room soon became part of the Czar's winter palace in St Petersburg. About four metres long, the room served as a small **reception** hall for important visitors.





Later, Catherine II had the Amber Room moved to the palace outside St Petersburg where she spent her summers. She told her artists to add more details to its design. In 1770, the room was completed the way she wanted it. Almost six hundred candles lit the room. Its **mirrors** and pictures shone like gold. Sadly, although the Amber Room was one of the great **wonders** of the world, it is now missing.



In September, 1941 the Nazi German army was near St Petersburg. This was a time when the two countries were **at war**. However, before the Nazis could get to the summer palace, the Russians were only able to **remove** the **furniture** and small art objects from the Amber Room. But some of the Nazis **secretly** stole the Amber Room itself. In less than two days, 100,000 pieces of the room were put inside twenty-seven **wooden** boxes. There is no **doubt** that the boxes were then put on a train for Königsberg, at that time a German city on the Baltic Sea. After that, what really happened to the Amber Room remains a mystery.

While the search for the old room continues, the Russians and Germans have built a new Amber Room at the summer palace. Following old photos, the new room has been made to look much like the old one. In the spring of 2003, it was ready for the people of St Petersburg to celebrate the 300th birthday of their city.

Comprehending

1 Read the passage again and choose the best answer for each blank.

- 1 The king of Prussia who gave the Amber Room as a gift to Russia was _____.

A Frederick I	B Frederick William I
C Peter the Great	D Catherine II
- 2 The king of Prussia gave the Amber Room to Russia because _____.

A he wanted to marry Catherine II	B he was kind
C he needed better soldiers	D he wanted to make friends
- 3 The Amber Room was stolen by _____.

A Russian soldiers	B German soldiers
C people in Königsberg	D people in St Petersburg
- 4 In 1941, the city of Königsberg was in _____.

A Germany	B Russia
C Sweden	D France
- 5 The Russians didn't hide the Amber Room because _____.

A they were at war	B they couldn't find a place
C the German soldiers arrived too soon	D no train could take it away



2 Look at every statement. If you are "sure" it is true, mark "S" to the left of it. If you are "not sure", mark "NS".

- () 1 The Amber Room was not easy to make.
- () 2 Catherine II didn't like everything about the Amber Room when she first saw it.
- () 3 The Amber Room was taken to Königsberg and hidden there in 1941.
- () 4 The Russians didn't care about the Amber Room.
- () 5 The Russians don't think the Amber Room will ever be found.

Learning about Language

Discovering useful words and expressions

1 From the reading passage, find the words and expressions with the following meaning.

- 1 _____ very special and hard to find
- 2 _____ an object for holding flowers
- 3 _____ as a reward for something
- 4 _____ looking for
- 5 _____ something that somebody owns
- 6 _____ high temperature
- 7 _____ stay in the same place
- 8 _____ something given to a person
- 9 _____ not sure
- 10 _____ to take something away

2 Look at the dictionary entry for the phrasal verb *belong to*, and match the meanings with the sentences in the right box.

belong to *phr v* [T] 1 to be the property of: *That coat belongs to me.* 2 to be a part of; be connected with: *That top belongs to this box.* 3 to be a member of: *He belongs to a large family.*

⚠ **Warning:** *belong* is not used in the continuous tense or the passive voice.

- The computer is belonging to my sister. ✗
- The computer is belonged to my sister. ✗
- The computer belongs to my sister. ✓

- A Do you belong to a trade union?
- B The earth belongs to the living.
- C This strange vegetable belongs to the potato family.
- D Which computer does this mouse belong to?



3 The preposition *at* sometimes indicates a state, condition or continuous activity. Look at the following sentences and try to express each of them in another way.

- 1 This was a time when the two countries were at war.
- 2 She was at work in the garden all this morning.
- 3 Children who are at play often make a lot of noise.
- 4 When we called, the family were at dinner.
- 5 What are they doing now? They are at their meal.

Discovering useful structures

1 From *Warming up*, *Pre-reading* and *Reading*, pick out the sentences that use the attributive clauses with *that* / *which* / *who* / *where* / *when*. The fourth sentence is given.

- 1 _____
- 2 _____
- 3 _____
- 4 The gift was the Amber Room, which was given this name because almost seven thousand tons of amber were used to make it.
- 5 _____
- 6 _____
- 7 _____

2 Look at the fourth sentence carefully. Have you noticed it is different from the others? There is a comma before the relative pronoun *which*. The relative clause carries extra information that is not necessary to identify the person or thing being discussed. This is a non-restrictive attributive clause while the other sentences have restrictive attributive clauses. Now join the pairs of sentences using *that* / *which* / *who* / *whose* / *where* / *when* without commas.

- 1 Here are the farmers. They discovered the underground city last month.
- 2 Xi'an is one of the few cities with walls. Its walls remain as good as before.
- 3 Shaanxi Province is a place with many cultural relics. Its relics are well looked after.
- 4 The woman remembered the day. She saw Nazis burying something near her home.
- 5 The old man saw some Germans **taking apart** the Amber Room and moving it away.
You are talking to an old man.

3 Now join the pairs of sentences using *which* / *who* / *whom* / *where* / *when* with commas.

- 1 St Petersburg is a very beautiful city. It was once called Leningrad.

- 2 In Xi'an, I met a teacher. She has a strong love for cultural relics and took me to visit the history museum.
- 3 I don't remember the soldier. He told me not to tell anyone what I had seen.
- 4 My grandfather was a child then. People didn't pay much attention to cultural relics in the old days.
- 5 They moved the boxes to a mine. They wanted to hide them.

Using Language

Reading, listening and writing



1 Read this passage.

In a **trial**, a judge must decide which eyewitnesses to believe and which not to believe. The judge does not **consider** how each eyewitness looks or where that person lives or works. The judge cares only whether the eyewitness has given useful information, which must be facts, rather than **opinions**. This kind of information is called **evidence**.

So what is a fact? Is it something that more than one person believes? Or is it something that more than one person has seen or done? The answer to both of these questions is "No". Then what really is a fact? A fact is anything that can be **proved**. For example, it can be proved that China has more people than any other country in the world.

Of course, some people will never believe something is a fact even though they are given lots of evidence. For example, men have walked on the moon, but some people don't believe it. They think the men are not telling the truth. They also think that the TV pictures of these men are not real.

Then what is an opinion? An opinion is what someone believes is true but has not been proved. So an opinion is not good evidence in a trial. For example, it is an opinion if you say: "It is good for China not to have too many people." It may be good, but it is difficult to prove. Some people might not agree with this opinion but they also cannot prove that they are right.

2 Play the tape. Listen to what three people say they know about the missing Amber Room. As you listen, **pretend** that you are a judge.

3 Take notes and fill in the forms.

NAME	Jan Hasek	JOB	a miner
PLACE	Czech Republic	TIME	1945; now
What he heard			
What he saw / sees			
What he did / does			
What he believes			



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NAME	Anna Petrov	JOB	a maid
PLACE	a castle in Königsberg	TIME	1941-1945
What she heard			
What she saw			
What she did			
What she believes			

NAME	Hans Braun	JOB	a sailor
PLACE	the Baltic Sea	TIME	1945
What he heard / hears			
What he saw			
What he did			
What he believes			

Speaking and writing

- 1 After you listen to the tape, share your forms with a partner.
- 2 Together, discuss which person gave the best evidence. Use these expressions to help you.

Are you sure he / she was telling the truth? How do you know that?
 How can you be sure he / she was telling the truth?
 Why / Why not? I (don't) believe ..., because ...
 That can't be true. It is (not) a fact.
 I (don't) agree with you. I don't agree that ...
 It can be proved. The truth is (not) easy to know.
 I think they have said useful things. ... has no reason to lie.

- 3 Write down a short list of reasons for your choice. You may begin like this: "It can be proved that _____ because _____." Look at this example.

NAME	Jan Hasek	JOB	a miner
What he did / does	<i>He owns a restaurant now.</i>		

Reason: *It can be proved that he owns a restaurant because we can go to his hometown and find it.*

- 4 Give a short report about your list to the class.



Unit 1 Cultural relics

Reading and writing 

1 Read the letter from a German newspaper. The writer gives his opinion about what should be done with a cultural relic that has been found.

- Write a short reply to this letter.
- You may choose to agree or not agree with the writer.
- Give a reason why you agree or do not agree with the writer.
- Be sure to give an example from your own life so that the reader can better understand your opinion.

2 Reply to Johann's letter.

Dear Editor,

I'm a student at a high school in Berlin. I think highly of those who are searching for the Amber Room. I don't agree that they should return the treasure to Russia if they find it. Nor do I think they should give it to any government. The search has cost them a lot of time and money. Besides, my father once told me that any person who finds something can keep it. When I was a pupil, I found a little money on the floor of my classroom. Another boy said he lost it but I didn't give it back to him. How could I be sure he was telling the truth?

Yours,
Johann Weber

MODEL A:

Dear Johann,

I must say that I agree with you. If you find _____, it should belong to you because _____. Even if I lost something, I wouldn't expect _____. Once I lost a _____, I decided not to _____. People need to understand that _____. Your letter helps me to remember that people need to be careful with _____. Then they won't need to worry about _____. So you see, Johann, I got two rewards: one I could _____ and one I could _____.

Yours,
Hu Xiaomin



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MODEL B:

Dear Johann:

I must say that I don't agree with you. Though you find _____, it doesn't mean it belongs to you. If you can find out who it belongs to, you should _____. I'm sure you would want someone to _____. Once I found a beautiful _____, I wanted to _____. Then I remembered seeing one just like it in _____. I went to the _____ and found the _____ to whom it belonged. _____ was very _____ to get it back and gave me some delicious apples. So you see, Johann, I got two rewards: one I could eat and one I could keep in my heart.

Yours,
Hu Xiaomin

SUMMING UP

Write down what you have learned about cultural relics.

From this unit you have also learned

- ◆ useful verbs: _____
- ◆ phrasal verbs: _____
- ◆ other expressions: _____
- ◆ new sentence structures: _____

LEARNING TIP

Go to a museum and look at some real Chinese cultural relics. Read the information that is provided for the visitors. Learn as much as you can about the history of your hometown or city. Then try to become a guide for foreign visitors who cannot understand the information. While you are telling them about the history of your hometown or city, you will be practising your English and the foreign visitors will be very happy with your help. So you can ask them to help you correct your English. You may also make a new friend!



Unit 2 The Olympic Games

Warming Up

Work in pairs. Ask each other "Did you know that _____?" Your answer should be **honest**. The scores can be found on page _____.

Facts	Score
1 When and where did the ancient Olympic Games start?	
2 What events were there in the ancient Olympic Games?	
3 When did the ancient Olympic Games stop?	
4 When and where did the modern Olympic Games start?	
5 How many competitors from how many countries competed ?	
6 When did China first take part in the Olympic Games?	
7 Who was China's first gold medal winner and for what event?	
8 How many competitors from how many countries took part in Sydney in the 27th Summer Olympics?	
9 Do you know the three words that show the spirit of the Olympic Games?	

Pre-reading

- 1 How many events are there for the Summer and Winter Olympics? Can you list some of them?
- 2 When and where will the next Olympic Games be held? What do you think the Chinese team will do in order to win more medals?
- 3 Why do so many countries want to **host** the Olympic Games?

Reading



AN INTERVIEW

Pausanias, who was a **Greek** writer 2,000 years ago, has come on a **magical** journey to find out about the present day Olympic Games. He is now **interviewing** Lili, a Chinese girl.



P: My name is Pausanias. I lived in what you call "Ancient Greece" and I used to write about the Olympic Games more than 2,000 years ago. I have come to *your* time to find out about the



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present day Olympic Games because I know that in 2004 they are to be held in my hometown of Athens. Please can I ask you some questions?

- L: Of course you can. What would you like to know?
- P: How often do you hold your Games?
- L: Every four years **athletes** from all over the world are **admitted** as competitors.

There are two sets of Games – the Summer and the Winter Olympics and both are held every four years. The Winter Olympics are usually held two years before the Summer Olympics.

- P: Winter Games? How can the runners enjoy competing in winter? And what about the horses?
- L: Oh no! No running races or horse riding are included. There are events like skiing and ice skating which need snow and ice. That is why they are called the Winter Olympics.
- P: Athletes competing from all over the world? Do you mean the Greek world? Our Greek cities used to compete against each other for the honour of winning. No other country could join in, nor could **slaves** or women.
- L: All countries can take part if their athletes reach the standard to be admitted to the games. There are over 250 sports and each one has its own standard. Women are not only allowed to join in but play a very important role, especially in ...
- P: Please stop! All those events, all those countries and even women taking part! Where will all the competitors be staying?
- L: A special village is built for the competitors to live in, a **stadium** for competitions, a very large swimming pool, a **gymnasium as well as** seats for those who watch the games.
- P: It must be expensive. Does anyone want to host the Olympic Games?
- L: As a matter of fact, everyone wants to. It's a great honour. It's just as much a competition among countries to host the Olympics as to win an Olympic medal. The 2008 Olympics will be held in China. Did you know that?
- P: Oh yes! You must be very proud. Did you say medals? So even the olive wreath has been **replaced**! Oh dear! Do you compete for money too?
- L: No, we don't. It's still all about being able to run faster, jump higher and throw further.
- P: That's good news! Thank you for your time. Goodbye.





Comprehending

1 Look at the reading to fill in the table.

Ancient and modern Olympics	What is the same?	What is different?
Events in the Winter Olympics		
Events in the Summer Olympics		
When are the Summer Olympics held?		
Who can take part in the Olympics?		
Who cannot take part in the Olympics?		
Prizes		
Beliefs		

2 Read the passage again and answer the following questions.

- 1 What upsets Pausanias about the modern Winter Olympic Games?

- 2 What amazes Pausanias about the modern Summer Olympic Games?

- 3 Why does Pausanias think Athens, Greece and Beijing, China should feel proud?

- 4 Why does Pausanias think people may be competing for money in the modern Olympic Games?

- 5 What makes Pausanias happy about the modern Olympic Games?

Learning about Language

Discovering useful words and expressions

1 Find the word that means almost the same as the word in italics.

- 1 I have come to find out about the *modern* Olympics.
A recent B present day C earlier D future
- 2 Every four years, *athletes* compete from all over the world.
A competitions B competitors C conductors D cousins
- 3 *Events* with horses are part of the Summer Olympics.
A Compositions B Competitions C Sports D Races
- 4 Those who do well in the Olympic Games win *medals*.
A prizes B money C prices D progress



2 From the reading passage, find the words and expressions with the following meaning.

- 1 _____ telling the truth
- 2 _____ a round piece of gold, silver or bronze given as a prize
- 3 _____ a special hall for physical exercise
- 4 _____ a building for sports, especially for competitions
- 5 _____ allow someone to enter a public place or compete in games
- 6 _____ join in
- 7 _____ take the place of
- 8 _____ something given to the winner of a competition
- 9 _____ a group of
- 10 _____ ask someone questions to find out information

3 Complete the passage with some of the words above.

Tang Lei wanted to _____ the Olympic Games but she did not know how she could do this as no married women were allowed. Her husband was a great athlete and had won first _____, a gold _____ many years ago for the long jump. If Tang Lei was _____, she had to _____ that she had no chance of taking part, but she did not want to be honest. She decided to go to the _____ dressed as a man reporter and try to _____ the winners for the Daily News. Luckily no one noticed her so she was able to _____ her usual afternoon's work by watching some exciting sports.

4 Words often come from the same root. This can help you work out the meaning as they are related. There are several nouns in this passage that are taken from verbs and describe a sport or a competitor. See if you can find them.

VERB		NOUN (sport)		NOUN (person)	
run	swim	running	swimming	runner	swimmer
jump	ride				
shoot	dive				
skate	sail				
ski	throw				

5 Some verbs can go with prepositions. Read the following sentences and fill in the blanks with proper prepositions. Then translate them into Chinese.

- 1 Some of the athletes have competed _____ two Olympic Games.
- 2 He will compete _____ seven other athletes from foreign countries.
- 3 All the players compete _____ honour as well as medals.
- 4 He was admitted _____ the skating club in 2003.
- 5 Athletes from all over the world are admitted _____ competitors.
- 6 These words are related _____ each other in meaning.
- 7 What she has said does not relate _____ the facts.



Unit 2 The Olympic Games

Discovering useful structures

Look at the plan of a poster and the example.

Heading

List of events and when they will happen

List of instructions on what to do and not to do at the sports event

Sailing Races

Sailing races are held on the lake
at 11:30 Tuesday
Food is served between 12:00 and
14:00 every day

Children under 12 cannot be admitted.

1 Now you are asked to make a poster to **advertise** a sporting event. Don't forget to make the heading large and the rest of the writing smaller. Begin each sentence with the event in the Games or instructions they must follow. Please use the passive voice.

2 Look at the following sentence.

The next Olympic Games will be held in my hometown.

Can you find two more examples from *Pre-reading* and *Reading*. Please write them down:

- 1 _____
- 2 _____

3 The judges are writing their new rules for the Games but sadly they are too tired to finish them. Can you help them?

Rules for the Olympic Games

- 1 Nobody _____ (*allow*) to enter the stadium without a ticket.
- 2 Children _____ (*not allow*) to make a noise and upset the competitors. If they do, they will _____ (*take away*) from the stadium.
- 3 No animals _____ (*allow*) in the stadium. They _____ (*leave*) in the garden.
- 4 Cheating by athletes will not be _____ (*excuse*). They _____ (*tell*) to leave.
- 5 No smoking will be _____ (*allow*). If you are discovered, you _____ (*ask*) to pay ten dollars.



Using Language

Reading

THE STORY OF ATLANTA

Atlanta was a Greek princess. She was very beautiful and could run faster than any man in Greece. But she was not allowed to run in the Olympic Games. She was so angry that she said to her father she would not marry anyone who could not run faster than her. Her father said she must marry and asked her if she wanted to marry a king or prince. But Atlanta replied, "I will only be married to a man who can run faster than me. When a man says he wants to marry me, I will run against him. If he cannot run as fast as me, he will be killed. No one will be pardoned."



Many kings and princess wanted to marry Atlanta but when they heard of her rules, some of them sadly went home. Other men stayed to run the race. There was a man called Hippomenes

who was amazed when he heard of Atlanta's rules. "Why are these men so **foolish**? Why will they let themselves be killed because they cannot run as fast as this princess?" Then when he saw Atlanta come out of her house to run, Hippomenes changed his mind. "I will marry Atlanta — or die!" he said.



The race started and although the men ran very fast, Atlanta ran faster. As Hippomenes watched, he thought, "How can I run as fast as Atlanta?" He went to ask for help from the Greek Goddess of Love. She **promised** to help him and gave him three **golden** apples. She said, "Throw an apple in front of Atlanta when she is running past and she will be relaxed. When she stops to pick it up, you will be able to run on and win."

Hippomenes took the apples and went to the King. He said, "I want to marry Atlanta." The King was sad to see another man die, but Hippomenes said, "I will marry her — or die!" So the race began.

Decide whether each of the following statements is true or false.

	True	False
1 Atlanta could run faster than any man.	<input type="checkbox"/>	<input type="checkbox"/>
2 At first Hippomenes understood why men ran against Atlanta.	<input type="checkbox"/>	<input type="checkbox"/>
3 Atlanta was not confident she would win.	<input type="checkbox"/>	<input type="checkbox"/>
4 She was so angry that she could not run in the Olympics.	<input type="checkbox"/>	<input type="checkbox"/>
5 She made as many men as she could share her pain.	<input type="checkbox"/>	<input type="checkbox"/>
6 Her father did not understand her wish to compete.	<input type="checkbox"/>	<input type="checkbox"/>
7 He did not refuse her wish to choose a husband in a race.	<input type="checkbox"/>	<input type="checkbox"/>



Listening



1 Read these sentences before listening to the tape. After listening, number these sentences so they tell the story correctly. The first one is done for you.

- () One man wanted to win and marry Atlanta very much.
- () Atlanta married him and they lived happily.
- () When the race began Atlanta ran past him.
- () He asked the Goddess of Love for help.
- (1) Atlanta was a very beautiful princess.
- () Many men tried to compete with her, but failed and so were killed.
- () She stopped to pick them up.
- () She gave him three golden apples.
- () She ran too slowly and he won.
- () He threw the golden apples one after another.
- () She could run faster than any other man.

2 Here are four sentences describing the idea of the story. Which is best for describing what happened? Say what is wrong with the other three.

- 1 This story is about a princess who races because she does not want to marry.
- 2 This story is about a princess and a man who agree to marry.
- 3 This story is about a man who cheats to marry a princess.
- 4 This is a story of how a Goddess helps a man marry a princess.

3 Listen to the tape again and fill in the blanks. Then read the passage with expression.

Hippomenes was standing waiting and when Atlanta came out she thought, "_____". His death _____!" So she said to her father, "_____". The race _____." But Hippomenes said, "She has said it: _____!"

Speaking

1 Atlanta's hobby was running. What are your hobbies? How do you become good at them? In pairs carry out a survey of the interests of your classmates. Put them into groups.

Sport	Music	Collections	Other hobbies
Susan (running)	Fred (piano)	Mary (rocks)	John (birdwatching)

2 In groups of four, choose one of the groups of interests and interview the people in the group about how they train / practise / improve their knowledge, such as by collections. Be ready to talk about what you have to do to study one of the interests or hobbies.



Unit 2 The Olympic Games

Writing

Now write down what you have to do to study a hobby. Imagine that you are writing for someone who has not studied this hobby but is interested in it. Tell them the good things and the bad things. For example:

- what you need for this hobby;
- what you need to do to improve your knowledge of the hobby;
- what is enjoyable about this hobby;
- what difficulties you might have;
- what you have learned from this hobby.

SUMMING UP

Write down what you have learned about the Olympic Games.

From this unit you have also learned

- ◆ useful verbs: _____
- ◆ useful nouns: _____
- ◆ useful adjectives and adverbs: _____
- ◆ other expressions: _____
- ◆ new grammar item: _____

LEARNING TIP

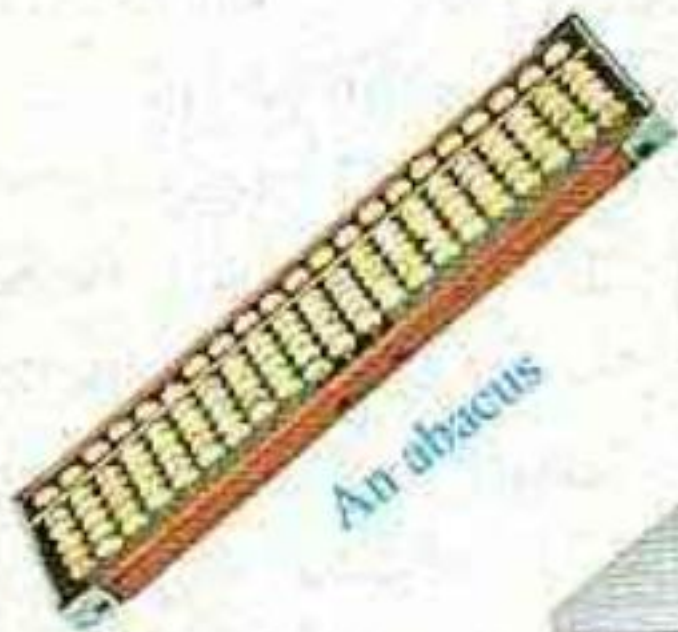
Be active in your pair work or group work. This is important because the more you speak English, the better your English will become. So don't be shy about making mistakes. Make sure that you all get equal turns in talking to the class. When you have finished your talk, ask somebody to tell you how you can improve. In this way you will become more confident in speaking English.



Unit 3

Computers

Warming Up



An abacus



A huge computer



A calculator



A PC



A notebook computer

Look at the pictures above. In small groups, discuss what they have **in common**? Use some of the following expressions in your discussion.

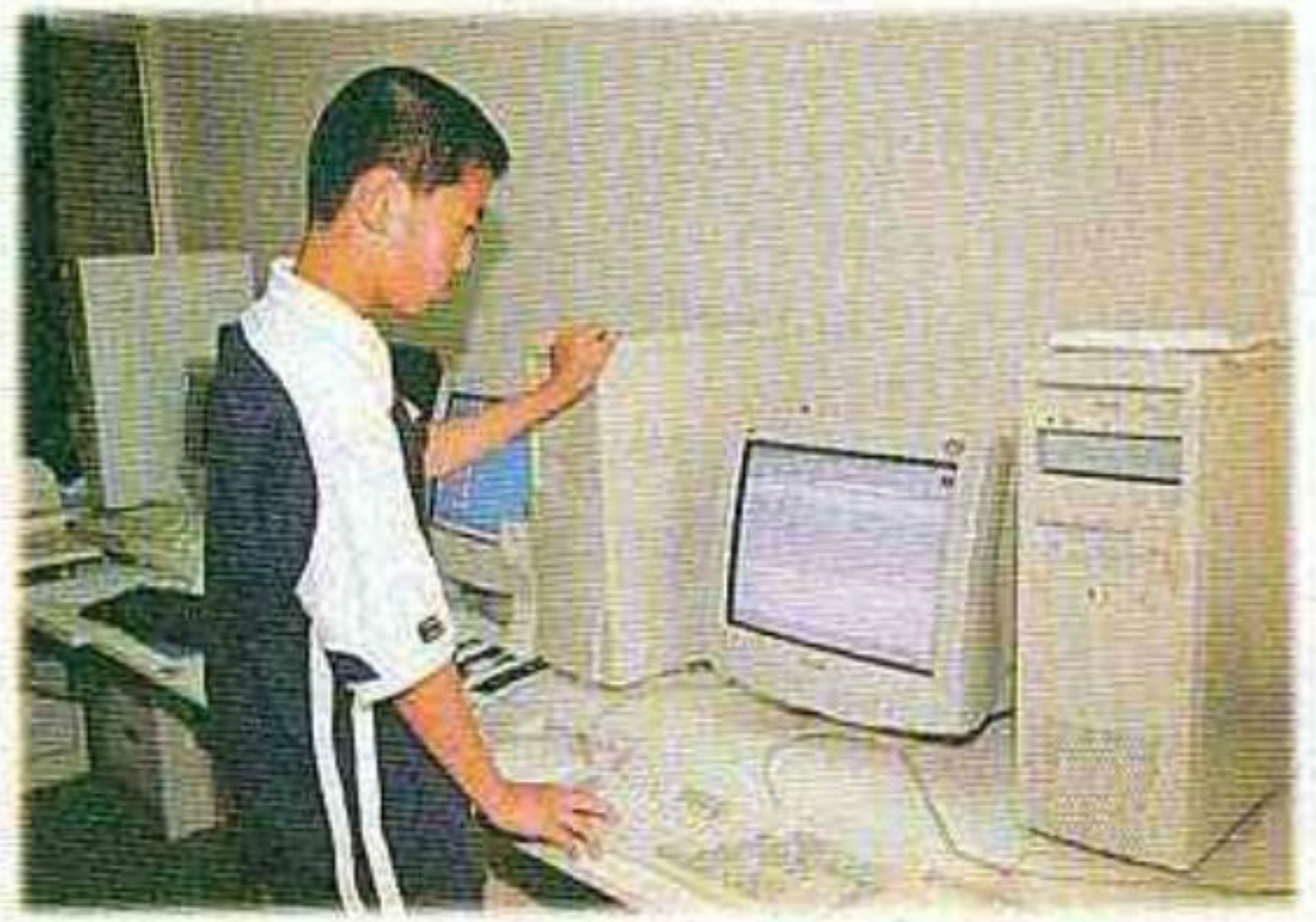
I think that

In my opinion

I believe that

What's your reason?

Why do you think so?





Pre-reading

- 1 What do you know about computers?
- 2 How have computers changed our lives?

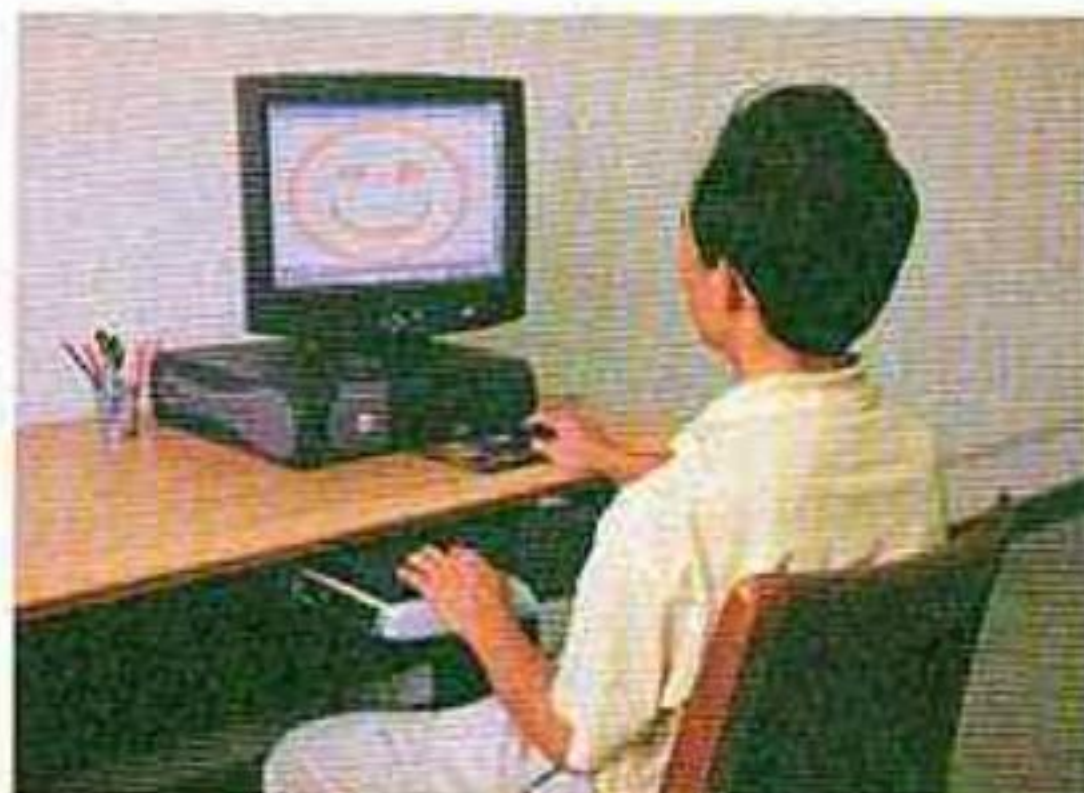
Reading



WHO AM I?

I began only as a **calculating** machine in 1642 in France. Then in 1822 I was built as an **Analytical Machine** by Charles Babbage. I followed instructions from cards with holes. I know this sounds very **simple**, but at that time it was a **technological revolution!** My real father was Alan Turing, who in 1936 wrote a book to describe how computers could be made to work, and built a “**universal machine**” to solve any **mathematical** problem. Earlier I was not very big, but then I became huge! However, people thought I was **simple-minded** until they discovered I had “**artificial intelligence.**” Artificial! I didn’t know what they were talking about. **Anyway**, let’s go back to my history. Then I was the size of a large room! As the years have **gone by**, I have been made smaller and smaller.

No one could recognize me after I got my new transistors in the 1960s. There were times when my size was **totally** changed. I became small and thin but I got cleverer and cleverer, quicker and quicker. And my memory became so large **that** I couldn’t believe it! But I was always so lonely standing there by myself, until in the early 1960s, they gave me a family connected by a **network**. I could share information with others and we could talk to each other. At about the same time we learned to talk to humans using BASIC. I was brought into people’s homes in the 1970s. Since then, my family and I have been used by billions of people to **deal with** information and communicate with each other around the world by the Internet. I love being used to connect people who aren’t close enough to speak to each other. I have **truly** been built to serve the **human race** since my **birth**.



Comprehending

- 1 Go over the story and discuss with your partner who the speaker is in this story. Now write down three sentences from the story to support your idea.



Unit 3 Computers

2 Look at the timeline below. Fill in the blanks with information from the reading above.

Timeline

1642 : _____

_____ : The Analytical Machine was made by Charles Babbage.

1936 : _____

1960s: _____

_____ : The first family of computers was connected to each other.

1970s: _____

Now: _____

Learning about Language

Discovering useful words and expressions

1 From the reading passage, find the words and expressions with the following meaning.

- 1 _____ completely
- 2 _____ complete change
- 3 _____ to make something happen
- 4 _____ when a baby or animal is born
- 5 _____ unable to understand difficult things
- 6 _____ pass
- 7 _____ take correct action
- 8 _____ broadcast on several different channels
- 9 _____ indeed
- 10 _____ used to show that something happens in spite of a problem



2 Complete the passage with some of the words above.

One day I decided I would change the way I work and make a _____ in the office. So I bought a computer and made sure it was joined to a _____. And it was _____ exciting my letters became neat and tidy and everybody could read my writing. But as time _____ I began to feel that my idea had been _____ wrong. Now I was no longer able to feel that my work was _____ my own. When I became unhappy, my _____ colleagues thought I needed a more advanced model of computer. _____ they bought me a new one. So I have never been able to escape from technology and _____ my work as I think fit!

3 Look at the sentences below. Tick the right word.

- 1 Life (*total / totally*) changed when I went to university.
- 2 I was (*amazed / amazing*) to find that I won the competition to design a new computer.
- 3 The competition was so (*excited / exciting*) that we cheered all evening.
- 4 I was so (*excited / exciting*) at the thought of meeting Yang Liwei that I could not sleep.
- 5 Robots can be bought so (*cheap / cheaply*) that I gave one to each of my friends.
- 6 It was so (*unlucky / unluckily*) that you lost your watch at the concert.

Discovering useful structures

1 Revise the passive voice and look at the tense used here.

EXAMPLE: As the years have gone by, I have been made smaller and smaller.

Can you pick out the other two sentences in the present perfect passive voice from the reading passage?

- 1 _____
- 2 _____

2 Change the following sentences into the present perfect passive voice. Put the verbs into the correct form.

EXAMPLES: We have made a plan. → *A plan has been made.*

He has fixed the computer. → *The computer has been fixed.*

- 1 We have bought a new personal computer.
- 2 We have found many problems with our new computer.
- 3 They have built a PC the way we wanted.
- 4 They have just joined our computer to the Internet.
- 5 We have used the computer every day since we bought it.
- 6 We have written a lot of e-mails on the computer in the past year.



Unit 3 Computers

3 Let's play a game called "What has been decided". Get into groups of four. Your task is to decide what things have been decided for the class. Take turns to make the ideas as interesting or as lively as you like.

- EXAMPLE: S1: It has been decided that those who do not do their homework will be asked to return to school on Saturday.
- S2: It has been decided that those who keep the classroom tidy should be allowed to go home early every day.
- S3: It has been decided ... etc.

Collect the ones you all like best and be prepared to tell them to the class.

Using Language

Listening and writing

The 21st century is the century of information **technology**. Listen to a conversation about different kinds of information technology or **IT**. What are the **advantages** and **disadvantages** of each one? In small groups discuss IT and add your own advantages and disadvantages. Then decide which **type** of IT is best for you to use right now.

I think that
 In my opinion
 I believe that
 I agree because
 I disagree because
 I've decided that



CD-ROM



DVD





Unit 3 Computers

Type of IT	Advantages	Disadvantages
TV		
Web		
Radio		
Book		

Speaking and writing

You and your partner have been asked to help choose computers for your school. You have looked at several computers. Talk about the special things each computer can do. Make a decision about which kind of computer to buy and explain why. Write a report about your **choice**. Then read your report to another pair as if they are a teacher or the headmaster. Below is a list of things your computer could have. Try to use the present perfect passive voice in your report.

- a faster PC
- improved disc storage
- Internet
- the monitor is smaller
- used recycled materials
- a flat screen

You may begin your report like this:

We looked at many different computers. The one we have chosen is the PEP personal computer. One of the main reasons is that it is suitable for schools. We found that

Reading and speaking



Imagine that computers could be put into androids or robots. Think of the fun you could have! Read this passage and then design your own android.

ANDY — THE ANDROID

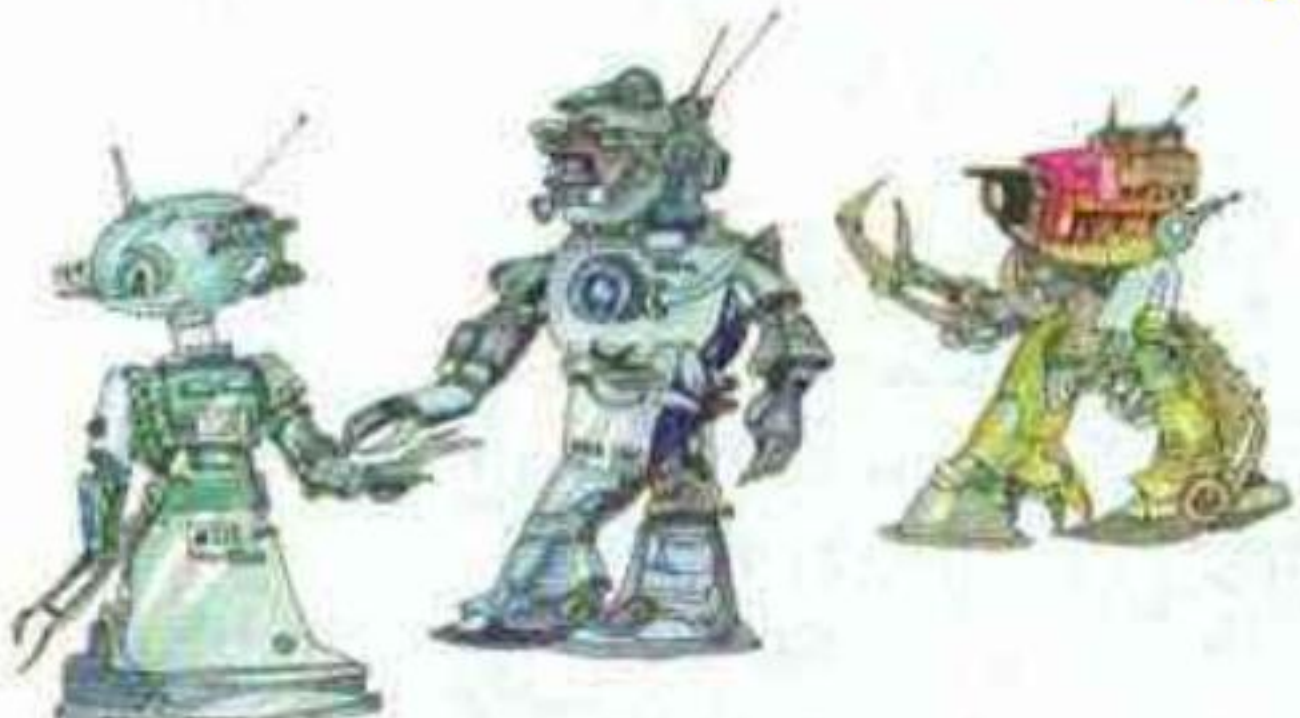
I'm part of a football team. About once a year, we are allowed to get together to play a football game. I'm as big as a human. In fact, I look like one too. On the football team, I'm a striker, so I can run very fast. My computer chips help me to move and think like a human. I need to shout in computer language to my teammates to give me the ball when I'm open and have a good shot for a goal. I





Unit 3 Computers

first competed in Nagoya, Japan. Last year our team went to Seattle, Washington in the USA. Our team got second place. **Personally**, I think the team who won first place cheated. They had a new kind of program, which had just been developed before the competition. I need to tell my programmer to improve my intelligence. I think we can work together to **create** an even better system. In fact, I would really like to play against a human team sometimes. **In a way**, my programmer is like my **coach**. She programs me with all the possible **moves** she has seen while watching human games. Then she programs possible moves that I can use if a new situation **arises**. In this way, I can **make up** new moves. **After all, with the help of** my computer **brain** which never forgets anything, intelligence is what I'm all about!



In small groups, discuss how to design your own android. The following questions can help you.

- What would you like it to look like?
- What are some of the things you would like it to do?
- Do you want it to be like a man or a woman, or neither?
- How much would it cost?

Don't forget to use the following expressions in your discussion.

I think that In my opinion What is your reason? I have decided that



Writing

You are an android. You work for a family with one child who is very spoiled. The parents want you to do everything for them. The parents are nice, but they often ask you to **watch over** their child. How do you feel? What would you do if the child asked you to do his / her homework for him / her? Would you ever tell the child "no"?

You may begin like this:

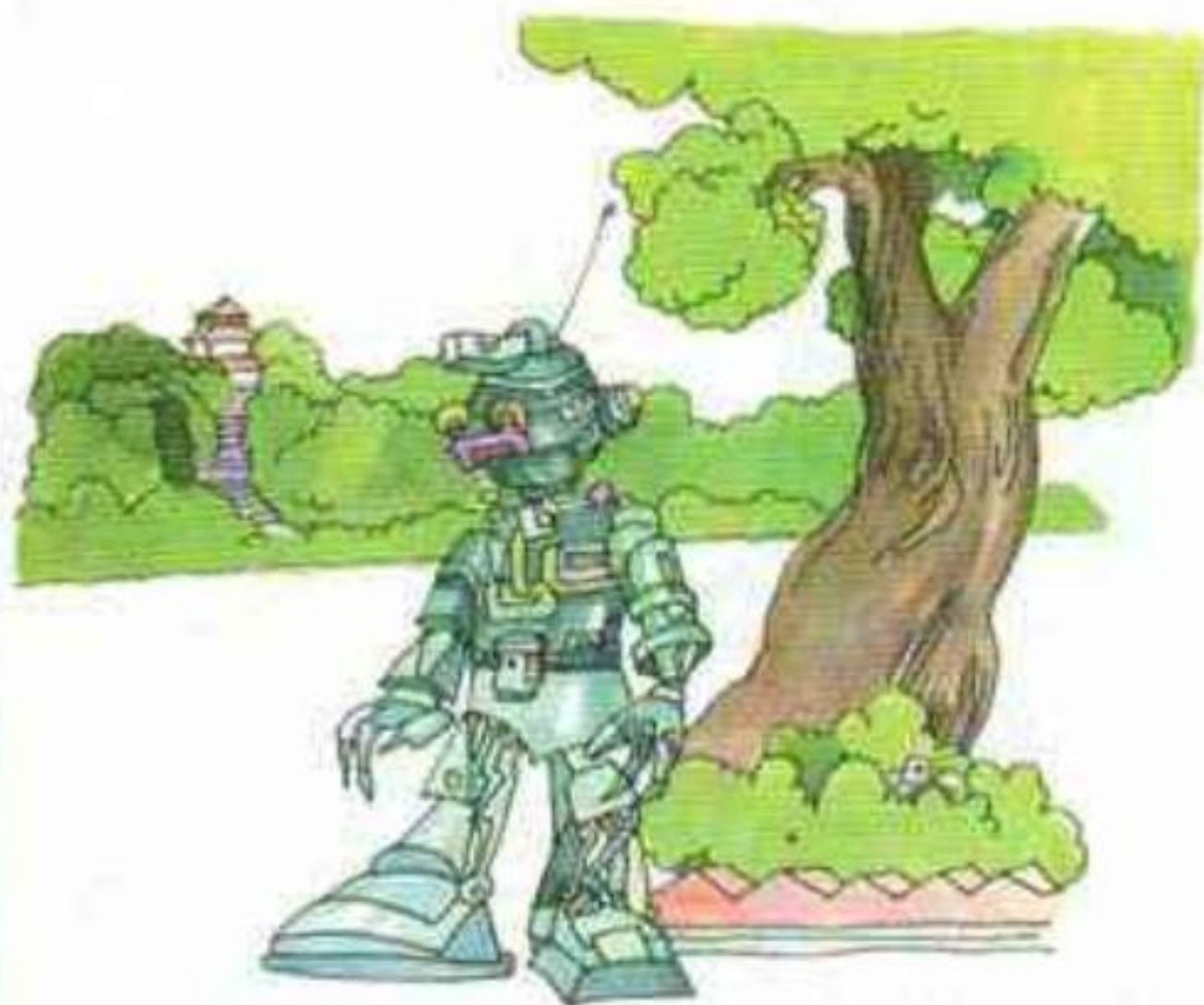
Hello, everybody. My name is _____. I'm a 321 model android. I work for the Li family



Android thoughts



I'm an android;
 I look like a girl;
 I work day and night.
 GIRL, COME HERE!
 GIRL, GO THERE!
 GIRL, DO THE DISHES!
 GIRL, **MOP** THE FLOORS!
 I'm here to serve;
 I'm there to serve;
 But my mind is free.
 My mind **wanders**.
 In my mind I am a real girl;
 I play with the other girls;
 And I run in the fields.
 I am treated like a real person;
 I am a real person!



SLIMMING UP

Write down what you have learned about computers.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful expressions: _____
- new grammar item: _____

LEARNING TIP

If you want to improve your English, you cannot just study the textbook. To be a good learner, you must make full use of the library books, newspapers and magazines. You should also learn English from the radio and TV programmes. What's more, you can use the Internet to learn English. There are many websites on the Internet in English that will help you increase your vocabulary and improve your listening, speaking, reading and writing.






Unit 4 Wildlife protection

Warming Up

Wild plants and animals have to look after themselves. They have to find food and a good environment. But very often they can't find enough food. They have **enemies** that kill and eat them. **As a result**, many of them have **died out**. They need help. That is what wildlife protection is about.

A REPORT ON SOME WILDLIFE IN CHINA

There has been some progress in saving endangered wildlife in China.

Animal	Problem	One home in China	Number before concern	Number after concern
 Panda	not enough food: loss of bamboo growing areas	Wolong Nature Reserve, Sichuan Province	nearly all disappeared	about 70 after bamboo areas set up to help them grow
 Milu deer	disappeared from China	Nanhaizi Milu Park, Beijing	none	about 500 after brought back from UK
 South China tiger	too much hunting in the 1950s	Baishanzu National Natural Protection Zone, Zhejiang Province	very few	about 30 – 60 after being left in peace with no hunting

What other endangered species do you know? Why are they **in danger** of disappearing? Do you know of any wildlife that has disappeared? Why does this happen? In pairs talk about these problems.

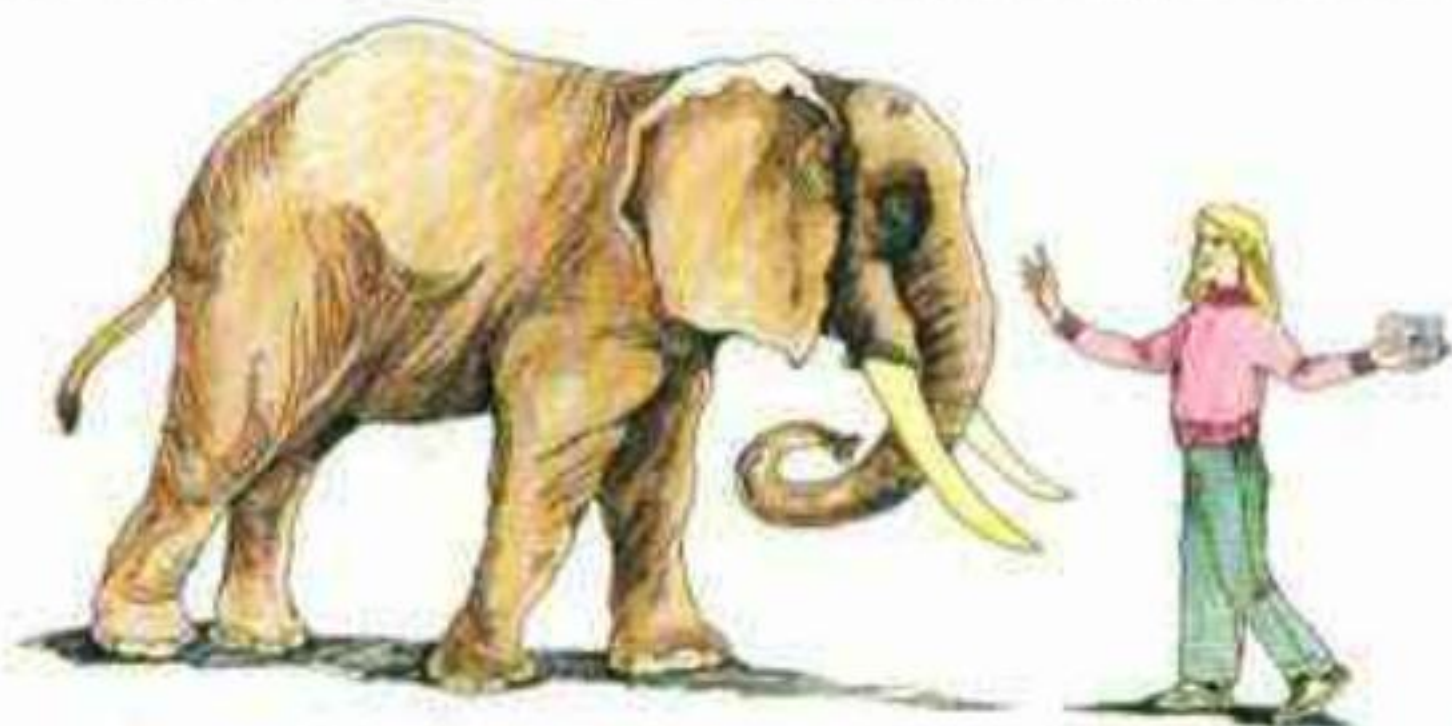
Pre-reading

- I believe that you are concerned about animals and plants disappearing. Why should you worry about this?
- What do you think we should do to protect wildlife?

Reading

HOW DAISY LEARNED TO HELP WILDLIFE

Not long ago there was a girl called Daisy. One day she woke up and found a flying chair by her bed. "Where do you want to go?" it asked. Daisy hurried to get dressed and put on her jeans and sweater. "I would like to see the animals that gave **fur** to make this sweater," she said. The chair began to rise. It flew away to Tibet in China faster than a bird. "But where are the antelopes?" cried Daisy. "There are only mountains and people!" She turned round and there was an antelope with a sad face looking at her. The antelope said, "Our fur is being used to make sweaters like yours. We are killed for the wool that is taken from under our **stomachs**. Every year over 29,000 of my friends are killed and now there are only 72,000 of us left. In three years we may all be gone!" Daisy began to cry. "I didn't know that," she said. "Flying chair, please show me some place where there is some wildlife protection."



The chair flew away so fast that you could not see it. Next minute they were in Zimbabwe. Daisy turned round and saw she was being watched by an excited elephant. "Have you come to take my picture? Or would you prefer a rhino?" it asked. Daisy laughed. "I wait here because we're becoming

endangered in Zimbabwe. Farmers used to hunt us and the rhinos. They didn't want to protect us even though tourists love to see us. They said we destroyed their farms, and money from the tourists used to go to the big tour companies in Harare. So the government decided to help. They asked the tour companies to bring tourists to the area to take photos or to hunt, and they set the number of animals to be hunted. The tour companies **applied** to be allowed to hunt some for a fee, which made a lot of money for the farmers. As a result, farmers like us and no longer hunt us. Now please be quick! I'm ready now for my photo!"

Daisy took it quickly. Then she smiled. "That's better, but I'd like to help as the WWF suggests."

The chair rose again and almost at once they were in **thick** rain forest. A monkey watched them as it **rubbed** itself. "What are you doing?" asked Daisy. "This **protects** me



from mosquitoes," it replied. "I find a millipede insect and rub it over my body. It contains a powerful drug which affects mosquitoes. It might help you if you pay attention to the rain forest where I live and understand how the animals live together there. No rain forest, no animals and no drugs."

Daisy was amazed. "Flying chair, take me home so I can tell WWF and begin producing this new drug. Monkey, come with me to help." The monkey agreed. The chair rose and flew home. As they landed, things began to disappear. Two minutes later everything was gone — the monkey, too. So Daisy was not able to make her new drug. But what an experience! She had learned so much! And there is always WWF

Comprehending

1 Read the story again and answer these questions.

1 Who is hunting and killing the Tibetan antelope?

2 Why are we humans part of this problem?

3 How did life improve for the farmers in Zimbabwe?

4 How did it improve for the animals?

5 In what ways does looking after the rain forest help with wildlife protection?

6 Why do you think the animals have to speak for themselves?

7 What must happen if wildlife protection is to succeed?

2 There are three ways in which animals are being destroyed. Where would you put the antelope, elephant and monkey?

Problems	Examples
Animals that are being hunted and killed	whales
Animals that have not enough food	pandas
Areas in which the environment is being destroyed and animals are dying out	tigers



Learning about Language

Discovering useful words and expressions

1 From the reading passage, find the words and expressions with the following meaning.

- | | | |
|----|-------|--|
| 1 | _____ | important and very strong |
| 2 | _____ | ask for something by writing a letter |
| 3 | _____ | someone who hates you and wants to attack you |
| 4 | _____ | a small flying insect that bites people and animals |
| 5 | _____ | have an effect on |
| 6 | _____ | a bag or box with something inside it |
| 7 | _____ | the fact of losing something or somebody |
| 8 | _____ | tell someone your ideas about what should be done |
| 9 | _____ | listen and look carefully as you think it is important |
| 10 | _____ | (animals) disappear |
| 11 | _____ | medicine |
| 12 | _____ | so the result is |

2 Complete the passage with some of the words above.

Xiao Guoxia wanted to help protect wildlife very much. She _____ to all the information that she could find in her school. It _____ that animals should be protected or they would _____ if people continue to hurt them. Guoxia thought that the _____ of even one animal was too high a price to pay for land or money. She decided to _____ for some money to find out if any animals were disappearing in her town. _____, a special **butterfly** became protected. So what Guoxia did _____ the wildlife in her area and helped save one species. Well done, Guoxia!

3 Choose the correct word for the space in each sentence. Cross the other out.

- _____ (*After all / As a result*) it is not necessary to wear the best quality wool sweater.
- You _____ (*endanger / damage*) the earth when you kill too many animals.
- What you do can _____ (*effect / affect*) the world we live in.
- This is a _____ (*powerful / powerless*) drug that will protect you against biting mosquitoes.
- Daisy wanted to save the rain forest _____ (*because / because of*) she knew it was important for wildlife there.
- She was able to travel so far _____ (*because / because of*) the flying chair.



• **4** Play a game "Pass it on" practising the phrase *pay attention to*. Each row of five people is a team. After the teacher gives a sentence, the first person at the end of the row begins the game. They must whisper to the next person "Pay attention to" The second person whispers to the third person "Pay attention to ... and to" and so on till you get to the end of the row. The last person tells the rest of class what they should pay attention to. Examples of sentences:

- 1 Go to the rain forest to feed the monkeys.
- 2 Go down that deep hole to rescue the fallen animal.
- 3 Swim across the river to collect some fruit.

Discovering useful structures

Can you find the following sentence in the reading passage?

Our fur is being used to make sweaters like yours.

1 Now please pick out two more sentences in the passive voice using the present continuous tense.

- 1 _____
- 2 _____

2 Try and see if you can help fill in the following form.

Question	Answer
Who is studying the rhino?	The rhino is being studied by _____.
Who is protecting the African elephant?	The African elephant is _____.
Who is hunting the Tibetan antelope?	The Tibetan antelope is _____.
Who is taking photos of the panda?	The panda is _____.
Who is killing the whales?	The whales _____.
Who is attacking the mice?	The mice _____.

• **3** Play a game called "Tell me what is happening." Work in pairs and ask each other questions.

EXAMPLE: S1: What should you do while your car is being stolen?

S2: While my car is being stolen, I should call the police station.

Ask questions using the present progressive passive voice. Possible questions might be:

- 1 What should you do while your friend is being attacked?
- 2 What should you do while you are being followed by a stranger?
- 3 What should you do if you are being kept waiting?
- 4 What should you do if you are being asked difficult questions?



Using Language

Reading and listening



Many animals have disappeared during the history of the earth. The most famous of these animals were dinosaurs. They lived on the earth tens of millions of years ago, long before humans **came into being**. There were many different species of dinosaur and several of them have been found in China. The eggs of twenty-five species have been found in Xixia County, Nanyang, Henan Province, and not long ago a rare new species of bird-like dinosaur was discovered in Chaoyang County, Liaoning Province. The scientists were surprised to find they could run like other dinosaurs, but also climb trees. They could tell this from the way the bones were joined together.



Dinosaurs died out quickly about 65 million years ago. Some scientists think it was after a large rock hit the earth and put too much **dust** into the air. Others think the earth got too hot for the dinosaurs to live on it any more. Nobody knows for sure. In the same way there are animals that have died out more **recently** and no one knows why. Listen to the story about the dodo, an animal that has disappeared from the earth.

1 Listen to the tape and choose the correct answer to complete each sentence.

- 1 The dodo is _____.

A fierce	B unkind
C friendly	D foolish
- 2 He cannot escape from the island because _____.

A he cannot swim	B he is lazy
C he is too frightened to leave	D he cannot fly
- 3 He wants to believe that man is telling the truth because _____.

A man is friendly	B he thinks man is friendly
C he thinks the bears and monkeys lie	D man is his best friend
- 4 He didn't realize who killed many of his friends until _____.

A man told him the truth	B the other birds told him
C he saw how his friend was being killed by man	D the monkeys told him

2 Here are four sentences giving the main idea of the story. Which is the best for describing what happened? Say what is wrong with the other three.

- 1 This story is about how foolish the dodo was.
- 2 This story is about why the dodo disappeared.
- 3 This story is about how the dodo and man made friends.
- 4 This story is about how the other birds and the monkeys tried to save the dodo.



Speaking

Imagine you are with the dodo and you try to help it. Talk in pairs about what you might do. These phrases might be useful to you.

Intention	Purpose
I'm going to	help the dodo.
I intend / mean / plan to	hide it in a cave.
I will	trap man as he kills a dodo.
I feel like	attacking man myself.
I'd like to	put man in a cage.
I'm ready to	teach man how to be friends.
I would rather not tell you	what I think of man.

Writing

Now write a letter to the dodo to tell him how you will help him.

Step 1: Collect your ideas for the letter. Write them down as notes. Find a way to solve the dodo's problems. For example:

- | | |
|---|--|
| 1 | How to protect the dodo from man. |
| 2 | How to stop man from killing dodos. |
| 3 | How to teach man to hunt another animal. |



Step 2: Begin the letter with your address. Then you write ...

Dear Dodo,

I am writing to you because I have heard of your problems. I know man is trying to kill all the dodos and I want to help you. Here are my ideas ...



Unit 4 Wildlife Protection

Then choose two of the ideas and write them down one by one. Each of them should take one paragraph. It does not matter if the paragraphs are short. But give an example or a reason for each of your ideas.

Step 3: Finish the letter by writing:

Yours sincerely,

(Your name)

Step 4: Share your ideas with the class by reading them aloud.

SUMMING UP

Write down what you have learned about wildlife and its protection.

From this unit you have also learned

- useful verbs: _____
- phrasal verbs: _____
- useful adjectives: _____
- other expressions: _____
- new sentence structures: _____







LEARNING TIP

When you learn a new English word, you need to see how it is used in the text. Try to pronounce it according to its spelling. Guess its meaning by looking at the words before and after it in the sentence. Then check the pronunciation and meaning in the dictionary. From the text and the dictionary you will learn how to say and use the word properly.



Unit 5 Music

Warming Up

 Classical music	 Rock 'n' Roll	 Orchestra	 Rap
 Folk music	 Jazz	 Country music	 Choral

- 1 Listen to the different kinds of music on the tape. See if you can guess which music matches which picture.
- 2 What kind of music do you like better, Chinese or Western, classical or modern? Why?
- 3 How does music make you feel?
- 4 Why do you like to listen to music?

Pre-reading



- 1 Have you heard about any of the famous bands in the world? List some if you have.
- 2 Which one do you like best? Why?
- 3 Do you know anything about "The Monkees"?

Reading



THE BAND THAT WASN'T

Have you ever wanted to be a famous singer or **musician**? Have you ever **dreamed of** being in front of thousands of people at a concert, with everyone **clapping** and enjoying your singing? Do you sing karaoke and close your eyes and pretend you are Coco Li or Liu Huan? If we are **honest with** ourselves, most of us have dreamed of being famous. But just how do people get to **form** a band?



Most musicians meet and form a band because they like to write and play music. Many times in America, bands are formed by high school students who practise their music in someone's home. They may play to **passers-by** in the street or subway so that they can **earn** some **extra** money. This also gives a group a chance to dream of becoming famous.

However, there was one band that started in a different way. It began as a TV show. The musicians of whom the band was formed **played jokes on** each other as well as played music. Their music and jokes were based **loosely** on the band called "The Beatles". The TV organizers had looked for four musicians who were lively and who could make good music. They put an **advertisement** in a newspaper looking for rock musicians, but they could only find one that was good enough. They had to use **actors** for the other members of the band. Actors may not be able to sing so at first other musicians sang the songs for the programme while the band pretended to sing them.

Their **attractive** performances were copied by other groups and their **fans** supported them fiercely. Each week the group that was called "The Monkees" would play a song or two written by other musicians. However, after a year **or so** in which they became more serious about their work, "The Monkees" started to play their own **instruments** and write their own songs like a real band. Then they produced their own records and started touring and playing their own music. They became even more popular than "The Beatles" in the USA and sold even more records. However, the band **broke up** in about 1970, but reunited in the mid-1980s. They produced a new record in 1996, which was a celebration of their time as a real band.

Comprehending

1 Choose the adjectives that you think best describe "The Monkees". Have a class discussion to see if you all agree. Give your reasons for your choices.

- | | | | | | |
|---------|--------|-----------|---------|------------|--------|
| popular | lively | funny | foolish | attractive | brave |
| crazy | noisy | classical | rich | honest | famous |



2 Join the correct parts of the sentences together.

- | | |
|---|--|
| 1 They produced a new record in 1996 | A but only one person was accepted. |
| 2 Most musicians get together and | B was a big hit . |
| 3 They put an advertisement in the newspaper looking for four rock musicians, | C but reunited in the mid-1980s. |
| 4 The first TV show | D to celebrate their time as a band. |
| 5 However, the band broke up about 1970, | E form a band because they like to write and play music. |

3 Answer these questions.

1 Do you think the TV organizers were right to call "The Monkees" a band when they did not sing or write their own songs? Why?

2 Do you agree that the jokes were more important than the music for this band? Give a reason.

4 Go over the passage and look for the main idea of each paragraph. The first one is done for you.

Paragraph One:

Main idea — dreaming of being a famous musician or singer.

Paragraph Two:

Main idea —

Paragraph Three:

Main idea —

Paragraph Four:

Main idea —

Learning about Language

Discovering useful words and expressions

1 From the reading passage, find the words and expressions with the following meaning.

- | | |
|---------|---|
| 1 _____ | something used to make music |
| 2 _____ | someone whose job is to play or write music |
| 3 _____ | excited supporter of somebody |
| 4 _____ | person or thing that is very popular and successful |
| 5 _____ | sing a song with a video |
| 6 _____ | public message to tell about something or service |

- 7 _____ imagine something would come true
- 8 _____ person going past **by chance**
- 9 _____ tell exactly what one thinks
- 10 _____ go away in different directions

2 Complete this passage with the words above.

I always wanted to meet my hero — a famous _____ who sang in a very popular band. I had been a _____ of his for many years but had never met him. That all changed one day when the chance I had _____ really came. I was just a _____ in the street when a car stopped in front of me. To be _____ you, I did not think it would be my hero. But he got out of the car with his _____ under his arm. He asked me for the way to a theatre where he was going to film an _____. I was so excited I could hardly speak to him. When I had given him the directions to the theatre he started to sing his latest _____ and I joined in, just as if we were doing _____ together. It will be something I will always remember.

*** 3 Play a game called “What is your dream?” Work in pairs and tell each other your dream and what you expect to happen. Use the phrases *dream of* and *honest with* in your sentences.**

EXAMPLE: S1: I dream of becoming an important writer. But to be honest with you, I know I shall be very lucky if I work for a newspaper.
 S2: I dream of being a film star. But to be honest with you, I know I cannot act well.

Discovering useful structures

1 Can you find two sentences in the reading passage that contain *of whom* / *in which* attributive clauses? Write them down.

- 1 _____
- 2 _____

2 Now the band is getting excited and sending messages to their fans but some of the messages are getting mixed up. Can you **sort them out?**

I remember the day	in which	“The Flowers” became famous	was lost while they were touring.
The guitar	for whom	George gave many performances	and we were so happy.
The name	with whom	Coco Li sang	were very popular.
The show	when	they worked	was very grateful.
The singer	with which	“The Beatles” played their first hit	was “The Monkees.”
The musicians	by which	the group was known	was held by a fan.



Using Language

Listening and Reading



1 Read these sentences before listening to the tape. Then listen to the tape and decide which of the statements are true or false.

- 1 Freddy had changed from a man to a **frog**.
- 2 He felt lonely in his lake till he met his friends on the lily leaf.
- 3 The singers of the band could sing very loudly.
- 4 Freddy thought he could sing as well as the other singing frogs.
- 5 Freddy was very confident about his singing.
- 6 He sang the song to ask the other frogs to be his friends.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

2 Now read more about Freddy's life.

Not long after Freddy and the band became famous, they visited Britain on a tour. Young people came to see them. Fans waited for hours to get tickets for their concerts. Freddy was now quite confident when he went into the hall. He enjoyed singing and all the congratulations **afterwards!** His most exciting experience was to sing in a TV programme called "Top of the Pops". He had to go to London, wear an expensive suit and give a **performance** to a TV camera. It felt very strange. But as soon as the programme was over, the telephones, which were in the same room, started ringing. Everybody was asking when they could see Freddy and his band again. They had truly become stars!

Then things went wrong. Freddy and his band could not go out without being followed everywhere. Even when they wore sunglasses people recognized them. Fans found them even when they went into the toilet. They tried to hide in railway stations and the reading rooms of libraries but it was useless. Someone was always there! Their personal life was discussed by people who did not know them but talked as if they were friends. At last Freddy and his band realised that they must leave Britain before it became too painful for them. The next day they packed their bags and went back to the lake.



3 Read these sentences and cross out the one that is wrong.

- 1 Freddy and his band always loved being pop stars.
Freddy and his band began by wanting to be pop stars.
- 2 His favourite programme was "Top of the Pops".
A popular programme was "Top of the Pops".
- 3 Things went wrong because Freddy and his band became too popular.
Things went wrong because Freddy and his band hid themselves.
- 4 They realized they had to go because they were painful.
They realized they had to go because it was painful.

4 Answer these questions.

- 1 Do you think you would enjoy being famous now you know some of the problems? Give a reason.

- 2 What do you think are the advantages of being famous? Give examples.

- 3 What are the advantages of not being famous? Give examples.

5 Here are four sentences describing the main idea of the story. Which is best for describing what happened. Say what is wrong with the other three.

- 1 This is a story about a band that liked being famous.
- 2 This is the story of a band that wanted to be famous more than anything else.
- 3 This is a story about a band that became famous and did not like it.
- 4 This is a story about a band that hated being famous.

Speaking and writing

You and your friends want to start your own band. However, you have never played in a band before. You write an e-mail to Freddy for his advice. The e-mail is started for you, but you have to finish it.

Dear Freddy,

My name is Li Hua. I'm beginning a band with my friends. However, we have never been in a band before. Could you please give us some advice? I would like to know ...



Here is some help for you.

- In pairs discuss some questions you would like to ask Freddy.
- Make a list of them and choose the best questions.
- Share your ideas with another pair; discuss all questions and then decide which ones you want to ask Freddy.
- Use each question to start a new paragraph.
- Write your question first; then add extra information to show Freddy why you need help.
- Finish the letter politely and thank Freddy for his help.

Now read Freddy's reply.

Dear Li Hua,

I'm honoured that you would ask me for advice. As you know, our band was formed in a very unusual way. However, we have learned a lot about being a band since then.

First, you will need to agree with what kind of music you want to write and play. You had better play one kind of music if you want to become famous. Next you will need to come up with a name for your band – something that is different.

Then, make a special time for practising and **stick to** it. You will also want to give several performances for friends and family to get their ideas on your musical **ability**.

Above all, just have fun!

Yours sincerely,

Freddy

Speaking

Form your own band in groups of six. Decide who will play what instrument and who will sing. Decide the name of your band and what kind of band you will be. For example, will you be a rock band, or a small group of singers? Then, choose an English song for your "band" to **perform**. You may find this song on the Internet or on some of your own tapes or CDs. Practise singing your song to the music, and then perform to the class. This may be just the beginning for you and your band!

Read some of the following **sayings**. Then with your partner, write your own famous quote about music and what it means to you.

"Stick to it and stay with what is true in your heart. Music is fun, and is for your spirit! Try many different styles of music, and always remember that music will never be a waste of your time."

– Robin Spielberg



Unit 5 Music

"I have never thought of writing for reputation and honour. What I have in my heart must come out; that is the reason why I compose."

- Beethoven

"Without music, life is a journey through a desert."

- Pat Conroy

"Most of us go to our grave with our music still inside of us."

- Unknown

SUMMING UP

Write down what you have learned about different kinds of music.

From this unit you have also learned

◆ useful verbs: _____

◆ useful nouns: _____

◆ useful adjectives and adverbs: _____

◆ useful expressions: _____

◆ new grammar item: _____

LEARNING TIP

Music is more than just sound. It is a way of thinking. When you listen to music, sing or play an instrument, you are also becoming better thinkers. You can learn English from songs too. While singing a song, you are learning English grammar and vocabulary. Try to use them in your everyday English conversations when it is suitable.



WORKBOOK

Unit 1

Cultural relics

LISTENING



Listen to the tape, which talks about a temple in Egypt, and then answer the questions.

- 1 Why was the Aswan Dam built? Was it successful?

- 2 What problems were there during the building of the dam?

- 3 The Aswan Dam is the largest dam in the world.
1 True 2 False 3 It is not mentioned on the tape.
- 4 Why did Abu Simbel need to be moved? _____
- 5 What problem did the engineers need to solve? _____
- 6 Abu Simbel is the most popular place for tourists who visit Egypt.
1 True 2 False 3 It is not mentioned on the tape.
- 7 Do you think it was worth spending so much money to move Abu Simbel? Give a reason.



TALKING

- 1 Have a conversation with a partner about the latest fashion (最新款式的服装). Complete the dialogue, giving facts and opinions where asked for.

A: _____ (name of company) makes the best _____ (name of a kind of clothing) in China! It's a fact.

B: Really? How do you know that?

A: Because all _____ (name of persons) wear them.

B: But that doesn't make it a fact.

A: Why not?

B: Because _____.

A: OK. So if it's not a fact, what is it?

B: It's an _____.
- 2 Practise the dialogue with your partner and then give a short performance for the class.

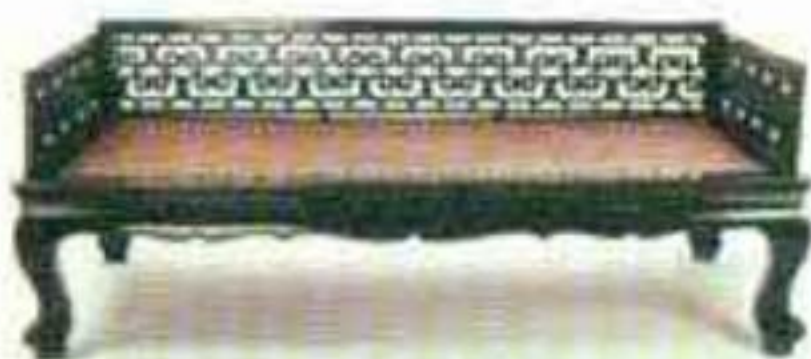


USING WORDS AND EXPRESSIONS

- 1 Look at the photos of cultural relics and complete the following sentences. The first letter of each missing word has been given.



1



2



3



4



5



6



7



8

- This blue and white v____, from the p____ of the Qing Dynasty b____ to a Hong Kong merchant.
- Each c____ period gives its own meaning to an art form, which cannot be copied. Chinese w____ f____ is a good example.
- The Forbidden City is China's largest cultural m____, where more than 900,000 pieces of cultural r____ are kept. This hat is made with gold and j____.
- The Tang Dynasty m____ (618-907AD), which c____ \$450, has silvery (似银的) colour and s____ like silver.
- The Potala Palace in Lhasa, Tibet r____ a m____ to many foreigners.
- The d____ for Angkor Wat, which was built over a period of 30 years, is one of the most beautiful examples of Hindu art.
- The beginning of this great suspension bridge (吊桥) is like the gate to a small c____ or palace where a king might live in Britain.
- Some rivers are c____ to be w____ of the world, but e____ shows canals are more useful.



2 Work in pairs. Talk with your partner about the photos above.

- EXAMPLE: S1: What a beautiful vase! Was it made in Yixing, Jiangsu Province?
 S2: No, it was made in Jingdezhen, Jiangxi Province.
 S1: It must be very expensive.
 S2: Oh, yes. Very expensive. This rare vase was made in the Qing Dynasty.
 S1: So it belongs to some museum, doesn't it?
 S2: No. Actually it belongs to a businessman in Hong Kong.

3 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 退役之后，布朗先生来到中国，想找份工作。 (in search of)
- 2 你怎么能因为要修课桌而把一张质量很好的椅子拆散了呢？ (take apart)
- 3 我也拿不准这礼物是谁的。 (belong to)
- 4 约翰提到了几个法官的名字，他们对他们评价不高。 (think highly of)
- 5 我们细看了那位证人的报告，结果发现他没有陈述事实。 (look into)
- 6 她给了我们食物和衣服，没求任何回报。 (in return)
- 7 毫无疑问，搜寻那些丢失的文物的工作将会继续下去。 (no doubt)

USING STRUCTURES

The large stone statues (雕像) on Easter Island remain a mystery to us. Read the following sentences and correct the mistakes.

EXAMPLE: Easter Island was a place, where large stone statues stood facing the ocean.
Easter Island was a place where large stone statues stood facing the ocean.

- 1 No one knows for certain how the islanders transported the statues, most of whom lived far away from where the stones were.
- 2 It was impossible for men to carry the large stone statues, several of them were too heavy.
- 3 People doubt that they were dragged (牵引) over the land, that is too rough.
- 4 Some people think that the islanders used large strong wooden tools that there is not enough evidence to prove.
- 5 The wood for making the tools should come from big trees, that did not exist on the island.
- 6 A number of people think that God moved the statues, which no scientists agree to it.
- 7 According to the islanders, the finished statues were transported by those had magic powers.
- 8 The statues were built during the sixteenth and seventeenth centuries, when a mysterious society ruled the island then.
- 9 The Dutch visited the island in 1722 when the society that made the statues had disappeared.
- 10 The Dutch went to this island in search of supplies, where there were only four thousand people on it.



Unit 1 Cultural relics

LISTENING TASK



↑ Architect I M Pei has a lot to smile about.
← The Bank of China Building in Hong Kong.

- 1 Some well designed buildings may become cultural relics in the future. Listen carefully to the tape as it talks about I M Pei, a famous architect. As you listen to the tape, make some notes about his work to help you complete the listening task.
 - 1 In pairs, decide who will play the role of a reporter and who will play the role of I M Pei.
 - 2 Now write a short dialogue. The reporter will write the questions and the architect will write the answers. Use what you know about Mr Pei's life to write the answers.
 - 3 Read your dialogue to another group and have them do the same for you.
 - 4 Use the best questions and answers from both dialogues to make one new dialogue.
 - 5 Share your dialogue with the class.

- 2 Listen to the tape again and try to spell the missing words as you hear them.
 - 1 I M Pei studied at _____, where he soon became a _____.
 - 2 In 1951, he travelled to _____ to see its great _____ for himself.
 - 3 It was designed to look like both a _____ Chinese and _____ Western hotel.

READING TASK



BIG FENG TO THE RESCUE

His friends and family call him "Big Feng" because he is very tall and played basketball as a young man. But he is also big in a different way — he has a big heart. In other words, he is very kind. You

might even say he is a gentle giant (温柔的巨人). His real name is Feng Jicai, and he has written many novels about life in China. Several years ago, however, he put down his pen and began to protect cultural relics in Tianjin, where he lives. Once someone asked him why he no longer wished to be a writer. He replied that more people follow what he does, not what he says.

Feng cares less about himself than the young people of his hometown. During the Tangshan earthquake, for example, he searched the city for all of his friends to make sure they were safe. One of his sweetest memories is buying two apples after the quake and pushing the apples through a fence (栅栏) so his hungry friends could reach them. His friends were very grateful. To him, his friends are dear for they also offered him help when he needed it most. More than 30 years ago, Feng was unlucky and became very poor. Each of his friends gave him a little money. Altogether he got 200 *yuan*. It was more than he could have got for several years' work before this happened! So Feng believes that his work to save cultural relics is a way to thank many of his friends.

Feng loves his hometown. He believes that old things must be given a place next to new things, or people will soon forget their great past. He does not make speeches to get others to help him in his projects. Instead, he just goes out and does what he can himself. If others follow him, so much the better. One of his biggest projects was to protect the oldest street in Tianjin. Along that street some shops had done business for 700 years. Although the city government rebuilt this street, they did save its oldest building. Another project was more successful: he persuaded the government to buy some land in the centre of the city so it could not be sold to businesses. On this land the city was first built during the Song Dynasty. Later, many treasures were found there.

To Feng, digging deep down into the earth is like reading page after page of a book. Each dynasty found in the earth is like an interesting story. Not long ago, he and other writers and artists took photos of the old parts of Tianjin. The photos were put into an expensive book which was very popular. The money from the book helps his projects. Once an old man asked Feng to sign the book for him. The old man said he would give it to his grandson, who had not yet been born. Feng was glad to do it; he knows the past is not only for us to enjoy but also for the children of the future.

1 Answer these questions.

- 1 What does "a big heart" mean? In which ways does Feng Jicai show that he has a big heart?
- 2 What does Big Feng do to protect the cultural relics of his hometown?
- 3 What was his first project?
- 4 How successful was it?
- 5 Why does he think it is more important to do this than to write his novels?
- 6 It is very time-consuming (耗时的) and expensive for Feng Jicai to take care of cultural relics. Can you think of some other ways to help him with his projects?

2 Can you recognize these cultural relics? Do they belong to the world cultural heritage (遗产) list? Do you know any other famous cultural relics in China?



Unit 1 Cultural relics



SPEAKING TASK

China has tens of thousands of cultural relics. Perhaps it is not possible or necessary to save all of them. For example, Beijing is famous for its *hutongs* or traditional houses and yards. Some people say that only the best ones should be saved. Others disagree, and say they make the capital a special place.

- 1 Discuss the following question with three of your classmates: *Do you think China should save all of its cultural relics?*
- 2 Now make two sides for a class discussion. First collect your ideas. Then one side will agree, saying "Yes, we should save all our cultural relics." The other side will not agree, saying "No, we should not save all our cultural relics. We should only save the best ones."

WRITING TASK

- 1 After the discussion, choose one cultural relic in your hometown that you think is worth saving. Write a letter to all the students of your school to encourage them to help save the cultural relic. You can use the following model as a guide.

Dear Classmates,

As young people, we don't always want to think about the past. Yet we often hear our grandfathers and grandmothers talk about cultural relics. They say we must protect some of these relics because _____ . They also say that these relics are important to us because _____ . I'm sure you will agree. After all, someday we will be older ourselves and will want our own children to protect them. So I have a plan for saving the _____ , which is a fine cultural relic here in our hometown. It can be found at _____ . It should be saved because _____ .



Unit 1 Cultural relics

My plan is to _____ and then _____ . We can also _____ . Later, when others begin to offer their help, perhaps we can _____ . If you like my plan, please give a note to your teacher. Thank you.

Your friend,

***PROJECT**

- 1 Get together with three of your classmates and share your letters from the writing task with one another. Read each letter aloud.
- 2 Now take the best ideas from each letter and make an even better plan to protect a cultural relic in your hometown. Explain your reasons.
- 3 Find another group and share your plans. Read their plan and suggest ways to make it better. The other group will do the same thing for your group.
- 4 Organise your plan step by step to get more and more students to join in the project.
- 5 Prepare a short speech and have one member of your group tell your classmates or have each member talk about one step of the plan.
- 6 Take questions from your classmates about the plan and try to answer them.

CHECKING YOURSELF

- 1 What new information about cultural relics have you learned from this unit?

- 2 Can you tell the difference between cultural relics and ordinary things?

- 3 If you find someone smuggling (走私) cultural relics, what can you do?

- 4 If you happen to have some cultural relics in your house and someone offers you a big sum of money, will you sell them or give them to the government? Why?

- 5 What measures has the Chinese government taken to protect the cultural relics along the 300-mile Three Gorges of the Yangtze River?



Unit 2 The Olympic Games

LISTENING



In the 5th century BC the Persians attacked Greece at Marathon near Athens. The Greeks were very worried and did not know what to do. They sent Phidippides to Sparta to ask for help. This may not be true but this is how the Greeks told his story.

Now listen carefully to the story and answer the following questions.

- 1 How many journeys did Phidippides make? _____
- 2 Why did he have to run to Sparta so fast? _____
- 3 What did Phidippides do as well as run? _____
- 4 Why did they ask him to run fast from Marathon to Athens after the battle? _____

- 5 How is he remembered? _____
- 6 Why do you think he had to run? Were there other ways he could have carried the message? _____

TALKING

Look at these sayings. The ancient Greeks believed that to be happy you need to have a healthy body and a clever mind. There is an old American saying "Early to bed, early to rise makes a man healthy, wealthy and wise." Both of these sayings think that exercise and study make you happy. Find a Chinese saying that says the same thing.

Then in pairs discuss whether you agree with this idea or not. Be ready to give your ideas to the class with a reason.

I think that

I don't think that

I don't agree

I agree

I'm sure that

Do you think that ...?

I'm not sure whether

There is no doubt that



USING WORDS AND EXPRESSIONS

1 Read through the words in the box and fill in the form below. Use a dictionary to help you with the words you don't know.

badminton	football	judo	skiing	discus throw
basketball	gymnastics	long jump	swimming	shot-put
climbing	hang-gliding	relay race	table tennis	javelin
diving	high jump	running	tennis	walking race
fencing	horse riding	sailing	volleyball	ice hockey
fishing	ice skating	shooting	weight-lifting	pole jump

Sporting events in the Winter Olympic Games	Sporting events played between teams	Sporting events done best by Chinese athletes

2 Work in pairs and make a dialogue using the information in the form above. You may use the following questions or some similar questions of your own.

- Do you know which sports are usually part of the Winter Olympic Games?

- Which sports are played between teams?

- In which sports are Chinese athletes the best in the world?

USING STRUCTURES

1 Complete the passage below with the verbs in the future passive voice. Each can be used only once.

choose	provide	build	plan	place
reach	offer	encourage	give	turn



Unit 2 The Olympic Games

During the 2008 Olympic Games about 17,600 athletes _____ to compete. They _____ with apartments in the Olympic Village which _____ in the north of Beijing. In the Olympic Village, a huge forest park _____ as well. The fourteen competition centres _____ close to one another. All other Olympic centres in Beijing _____ by underground railway. Safe and comfortable facilities (设施) _____ to athletes so they _____ to do their best. When they have finished competing they _____ time to tour Beijing and visit cultural places. After the Olympic Games the Village _____ into a residential area (居民区).

2 You are a volunteer in the Olympic Village. Someone has written the following notice for the guests in the Village. You are asked to check if the sentences are properly written. Please note two of the sentences are perfect. There is only one mistake in each of the rest.

- 1 Meals will be served four time a day. Please check the exact time at the dining hall.
- 2 Doctors will be on call 24 hours a day. Please call 222 from your room if necessary.
- 3 Rooms will be cleared in the late morning.
- 4 All sporting places will be arrived within 30 minutes by shuttle bus (区间公共汽车).
- 5 Visitors are allowed to stay overnight for any reason.
- 6 Smoking is not allowed inside the building.
- 7 Outside food is not allowed to be taken in the dining hall.
- 8 Loud noise is not allowed before 10 pm.

Please write down a few more things that you think the visiting athletes should know.

1 _____

2 _____

3 _____

3 Translate the following questions into Chinese. The words and expressions in brackets may help you. Then use them to make a dialogue in pairs.

- 1 为什么妇女在中国体育方面起着非常重要的作用? (play a role)
- 2 1984年前中国曾派运动员参加奥运会吗? (take part in)
- 3 谁能获准参加奥运会? (admit)
- 4 北京是何时被选上举办2008年奥运会的? (host)
- 5 什么是奥运精神? (spirit)
- 6 学生们一个接一个地走出了教室。(one after another)



LISTENING TASK



1 Listen to the tape and put these sentences in the correct order.

- () I start the Olympic Games when the fire in the stadium is lit.
- () I am happy when new countries get Olympic medals.
- () I travel through many countries carried by many athletes.
- () The sun lights the torch.
- () I will burn till the end of the Olympic Games.
- () The last country I visit is the one with the host town for the Olympics.
- () The greatest honour is for the last athlete who carries me into the stadium.
- () China came third in the medal tables in Sydney in the 2000 Olympic Games.



2 One of the features of the modern Olympic Games is the torch which is taken from Greece to the country where the Games are to be held. Listen to the story of this torch. Find out about the journey of the torch for one Olympic Games. Try to find photos or pictures and draw a map which shows the countries the torch passes through. Show the class your work.

READING TASK



There was no torch in the Ancient Olympics but there were people who visited the games and wrote down what they saw. One of the most famous was Pausanias.

DAILY CHRONICLE (编年史)

Special Olympic Games Newspaper: 520BC

From our special Greek writer at the Games: Pausanias

I was there when the Olympic Games began. Athletes from all over Greece came to offer presents to the God, Zeus, to help them win. It looked wonderful. They offered animals, vegetables or small cakes. They prayed to win and to wear the victor's crown. Then they promised to play fairly and not to cheat. All these

men and young boys came from different parts of Greece, including Athens and Sparta, with high hopes. I followed them into a special room to see the beautiful statue of the most important God, Zeus, sitting there. It was so tall that I had to look up to the sky to see it. What a beautiful beginning to the Games!

Interview with Milo of Kroton, who has already won the olive wreath.

P: When did you win your first olive wreath?

M: In 540 BC when I won the boy's wrestling match. That was a wonderful day for me and my hometown of Kroton.

P: How did you train?

M: I practised for many hours a day in the stadium with my trainer. He used a long stick to correct



Unit 2 The Olympic Games

mistakes. I did a lot of exercise but also had to eat special healthy food. Many of us exercised to the sound of music to help us make careful moves. I have just finished my month's training here in Olympia. I think I shall win again.

P: Why do you think you will win again?

M: Hard work and self-respect (自尊). But I have to give up a lot of things before the Games, like parties and get-togethers with friends. I get no pay for being an athlete. But after the Games it is a different story. Last time I won I received many presents from my hometown of Kroton: free meals and no money problems for the rest of my life as well as songs written about me. So all the exercise and training was worth it.

P: Thank you and good luck.

M: Thank you.

WOMEN AT THE GAMES

Sadly a woman was discovered, which brought a serious problem to the Games. She was seen this afternoon as her son, Peisidorus, won his event. This mother was so happy that she jumped up from the seat where the trainers sit and she was discovered. Everyone was very upset. The judges did not know what to do as this had never

happened before. After a discussion they let her go because her son had done so well. But I have been told that they have decided to pass a law that all trainers must be men. I am afraid this will spoil the chances of other women trainers and I am sorry. For this mother proved that some women trainers can be better than some men trainers.

Now use what you have read to record information on the ancient Olympic Games.

Information on the ancient Olympic Games	
Opening of the Olympic Games	
Competitors	
Their hometowns	
Training plans	
Rewards	
A problem	
How it was solved	

SPEAKING TASK

The Olympic Games is an international competition but you can make your own smaller competition in your school. In groups of three, you have been asked to plan a three-event competition in your school. You and your team can choose the three events and the order they will take place on the day of the competition. Then make up a training plan.



Unit 2 The Olympic Games

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							

Make sure that your team practises each sport for the same period of time. But they also need rest time as well. Then give a talk to your team explaining the training plan for the week.

WRITING TASK

Now write a report to the athlete telling him / her about what they need to practise to improve further. Use this form to help you.

Information	Report on training for the three-event competition
Name	
Age	
Sports chosen	
First sport	
Good points	
Bad points	
Second sport	
Good points	
Bad points	
Third sport	
Good points	
Bad points	
General opinion	

PROJECT

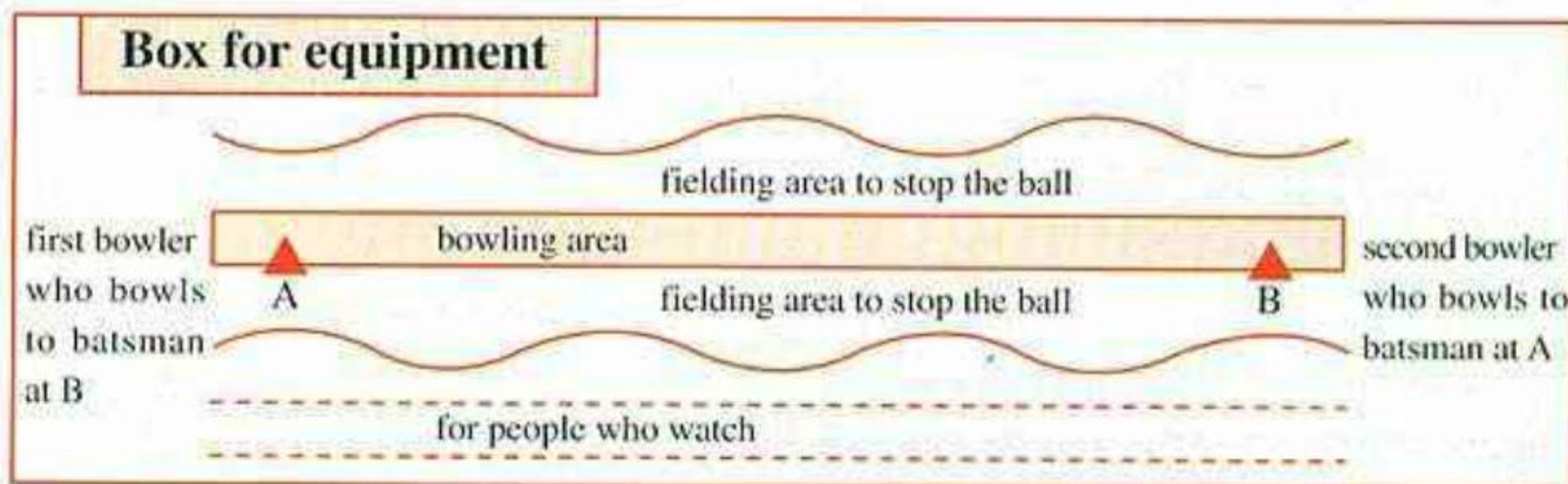
You have been given a lot of money to develop a sport of your choice. You have to choose the equipment you will need and design an area where it can be stored and you can play your game.

- List the equipment you will need.
- Design an area where you can play your game.



- Use a key to help you.
- Describe this area in five sentences.

Here is an example of a project using cricket as the game.



- The bowling and batting area will be placed in the middle of the field.
- The people who watch will be seated near the bowling and batting area.
- The box to protect the equipment will be placed at the edge of the field.
- The place where the batsmen stand will be well marked.
- The place where the bowler runs up to bowl will be marked.

Rules for cricket:

- There are eleven people in a team.
- There will be two bowlers on the cricket field at one time. They will stand at point A or B. They will bowl the ball at a batsman at the other end of the field.
- There will be two batsmen from the other team. They will stand at points A or B. When the batsman at A hits a ball he runs to B. The batsman at B also runs to A, so they change places. Then they will score a run or point.
- If a batsman does not reach point A before the bowler at A gets the ball, he is out.
- The team with the most runs wins the game.

CHECKING YOURSELF

- ① What can you tell us about the Olympic Games?
- ② What role do you think sports play in your life?
- ③ Please try to name as many sporting events as you can.
- ④ What language points have you learnt in this unit? Is it easy to learn?
- ⑤ What problems have you got? Which do you need to improve?



Unit 3 Computers

LISTENING



1 Listen to the tape. Can you find the three robots from the following pictures and number them.



2 Look at these boxes before you listen to the tape again. Then after listening to each part of the passage you can fill in the boxes.

1	Personal robot	Information
	Size	
	What it looks like	
	What it can do	
	Price	

2	Bird-like android	Information
	Size	
	What it looks like	
	What it can do	
	Price	

3	Lonely android	Information
	Size	
	What it looks like	
	What it can do	
	Telephone number	



Unit 3 Computers

TALKING

Your family is thinking of buying a robot. You can afford these three robots that are mentioned in the listening text. In groups of three discuss which one is the best for you. Remember to discuss the advantages and disadvantages of each one. Then make your choice and give reasons. Remember to use the following expressions in the discussion.

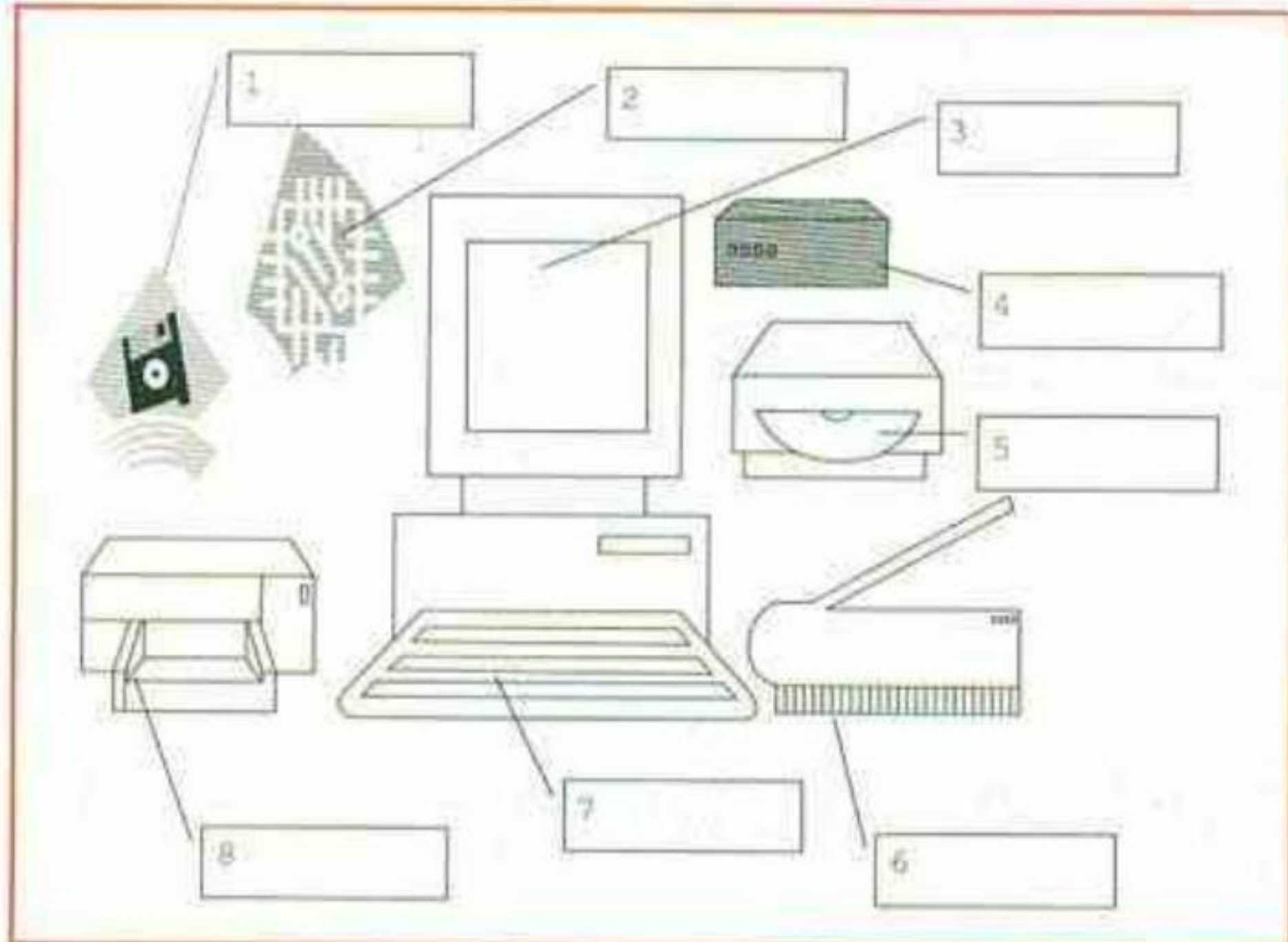
- | | |
|---|------------------------------------|
| The advantage / disadvantage is | Let's make our decision. |
| What is your reason? | In my opinion |
| I believe that | I've decided |
| I think this one is better because | I don't like this one because |

Give your reason to the class.

Our group has chosen _____ because _____

USING WORDS AND EXPRESSIONS

1 Read through the words in the right-hand box below. Use some of them to name each part of a computer in the left-hand box.



- monitor
- mouse
- keyboard
- hard disc
- floppy disc
- CD-ROM
- printer
- scanner
- modem
- chips
- CPU



2 Complete the sentences with some of the words in the right-hand box above. You can use each word only once.

- 1 A _____ is a machine for printing text or pictures onto paper, especially one connected to a computer.
- 2 A _____ or disk is the main device (装置) that a computer uses to store information.
- 3 A _____ is used to see your data (数据) on a computer.
- 4 A _____ is used to put data into a computer.
- 5 A _____ is often used to connect computers to each other through phone lines.
- 6 Data can also be stored in a _____, which is small and can be carried easily.
- 7 A _____ is a disc that contains computer data. It can store a large amount of data.

USING STRUCTURES

1 Change the following sentences according to the model, and pay attention to the passive voice form.

EXAMPLE: They have decided that they will give us free computer training during the holidays.

It has been decided that we will be given free computer training during the holidays.

It has been decided that free computer training will be given to us during the holidays.

- 1 They have reported that the government will offer children free education.

- 2 They have said that they will offer us the latest computer science course book.

- 3 Peter has told me that he will lend me his notebook computer for a week.

2 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 这种类型的电脑是为老师和学生专门设计的。(design)
- 2 老师和学生的需求已经充分考虑了。(consider)
- 3 在电脑的帮助下,你会发现处理和分享信息是不难的。(with the help of)
- 4 此外,你能很容易地通过因特网与世界各地的人们进行交流。(deal with)
- 5 为每位教师购置一台电脑要花费很多钱,但这很值得。(after all)
- 6 她电脑用得很好,现在很少用纸和笔写字了。(so ... that)
- 7 如果出现新的情况,他们会补充新的程序。(make up)

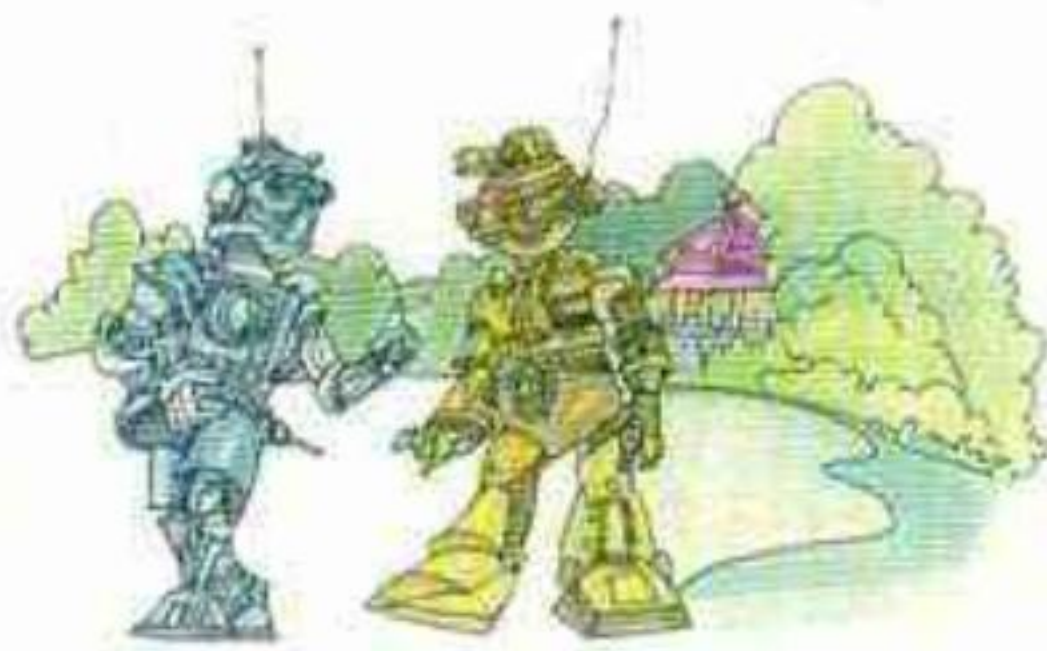


Unit 3 Computers

LISTENING TASK



They are two androids. One of them works as a maid. The other works in a car factory. They are friends because they were made at the same time. They are talking about their lives and what it feels like to be an android. Listen carefully to their problems and fill in the form.



Sally and Brenda's problems	
about their jobs	
about changing their jobs	
about who decides their future	
about how they are different from people	
about how they are the same as people	

Now you are going to make a list of the rights that androids should have so that they will be treated better.

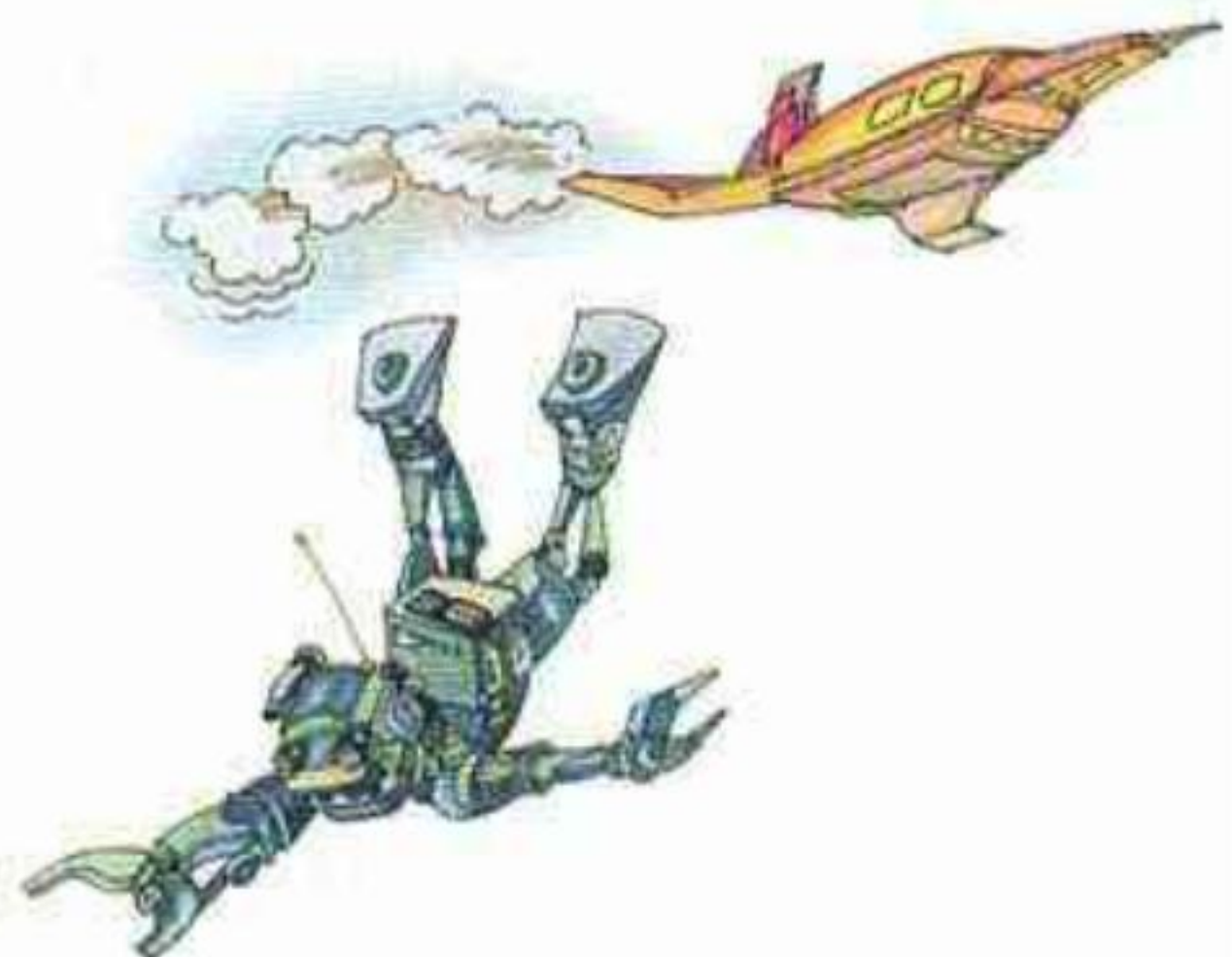
- 1 They should be able to choose the work they do.
- 2 _____
- 3 _____
- 4 _____
- 5 _____

READING TASK



THE SPORTING ROBOT

My name is Hua Fei and I am a sporting robot of the 22nd century. I am an expert at high flying exercises. I jump from spaceships and as I fall I turn, dive, circle and dance until I softly land as close as I can to the finishing line. Robot competitions in the 22nd century are truly a popular sport. Fans from all over China watch their handheld TVs when a competition comes on. Last time I took part in the 78th Olympics on a flying island





Unit 3 Computers

above Brussels in the sky. I won the silver medal for my performance.

This year I had the honour to be chosen again. I wanted to meet robots from other countries and explore ideas about our sport. However, my programmer fell ill the week before we were going to leave. It was very painful for her and I felt very frightened. I no longer felt so confident that I would win.

The day of the competition was rather cold for my legs and my special oil began to freeze. I paused before I jumped from the starting place on a little satellite but then I began my performance. At the correct moment I tried to open my parachute but there was a problem. It only opened a little. Instead of flying softly to earth I began to fall faster and faster so that I could not turn, dive, circle or dance. My heart stopped beating as I landed heavily on a mountain covered with snow.

This is why I am writing to you from my hospital bed with two broken legs and a fragile head. I did not win anything at the Olympics after all. I need the factory to build me two new legs and an even bigger head. Then I will be able to compete once more. Let's hope for greater success in the next Olympics!

1 Suppose you are Hua Fei's programmer. Now keep a record of his performances.

RECORD CARD	HUA FEI
Ability	
Performance in 78th Olympics	
Prize won	
Performance in 79th Olympics	
Reason for failure	
Treatment	

2 Practise reading aloud the second paragraph paying attention to liaison and incomplete explosion.

SPEAKING TASK

You have been lucky enough to be allowed to interview Hua Fei in hospital for your school newspaper. Work out some questions.

- 1 _____
- 2 _____
- 3 _____



Role-play in pairs. One of you will interview Hua Fei. The other will imagine he/she is Hua Fei. Then change roles.

Take notes of your partner's answers to the questions.

- 1 _____
- 2 _____
- 3 _____

WRITING TASK

Now prepare your writing for the newspaper. Remember to make a main heading, smaller heading and then the writing. Here is an example:

Famous sports hero in very serious accident

Hua Fei, the dancing robot nearly stayed in space.

I saw the terrible fall that Hua Fei made from 30,000 feet. Just when his parachute was about to open there was a shout from the people. They could see that he was in trouble. His parachute just did not open. So he fell turning over and over till he landed on the side of a mountain. We all rushed to help him. I took him to hospital in a taxi. Later when he came to himself, he said, "I hope to be able to compete for China again."

PROJECT

Computer chips are in many things, such as cars, phones, handheld games, digital CD players and digital cameras. In the future many more things will have computer chips to help them work better and quicker. In small groups let your imagination run wild and discuss how computer chips in many different kinds of machines will change the way we do things. Look at the following example to get you started.



Unit 3 Computers

- A: I think there will be a computer chip put into a bike.
- B: What would that do to the bike?
- C: It could keep the bike from running into, say, other bikes.
- A: Yes. Perhaps when a bike gets too close to something it rings the bell to warn the rider to be careful.
- B: Or, the chip could actually operate the bike itself so that the rider doesn't have to worry.
- C: Or, maybe the computer chip could program which streets the bike should take and then the bike goes there by itself



CHECKING YOURSELF

- 1 Which story in this unit do you like best?

- 2 What have you learned about robots and computers from this unit?

- 3 Would you like to help develop computers?

- 4 What new language have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?

- 5 How have you used the new language outside class with your friends?

- 6 What problems do you have? Can you solve them? Who can help you?

- 7 What else would you like to say?



Unit 4 Wildlife protection

LISTENING



1 Read the questions and then listen to the tape.

1 What was the farmer's problem?

2 What was his first idea for the dry field?

3 Why was that idea unsuccessful?

4 What was his second idea for the dry field?

5 Why was that unsuccessful?

6 What was the successful idea?

2 This story has a message about looking after the environment. What do you think the message is? Think about it. Write it down and compare it with your partner.

I think the message of the story is _____

TALKING

The farmer discovered that it is not always easy to do the right thing. First think about the following problems on your own and decide what you would do. Discuss your ideas with your partner. Then share your ideas with the class.

- 1 A friend gives you a very expensive, fine wool sweater. You are unhappy about the present but you do not want to upset your friend. What would you do?
- 2 Your parents love to eat Japanese food and especially whale meat. You know whales are endangered. How do you stop them from eating more whale meat?



You will find these words and phrases useful.

I'm so sorry that

I'm afraid that

Thank you very much but

I hate to have to say this but

The problem is

It was very nice of you but

It's a shame that (真不应该)

Why didn't you tell me that ...?

USING WORDS AND EXPRESSIONS

1 Complete these sentences. Then write the missing words in the puzzle on the right and find the hidden word.

1 _____ is being given to the pandas in China from all over the world.

2 So we hope that the number of pandas will soon _____.

3 However, something is being done to help _____ other endangered animals.

4 All these will certainly _____ them in one way or another.

5 Some people even _____ that we should do more.

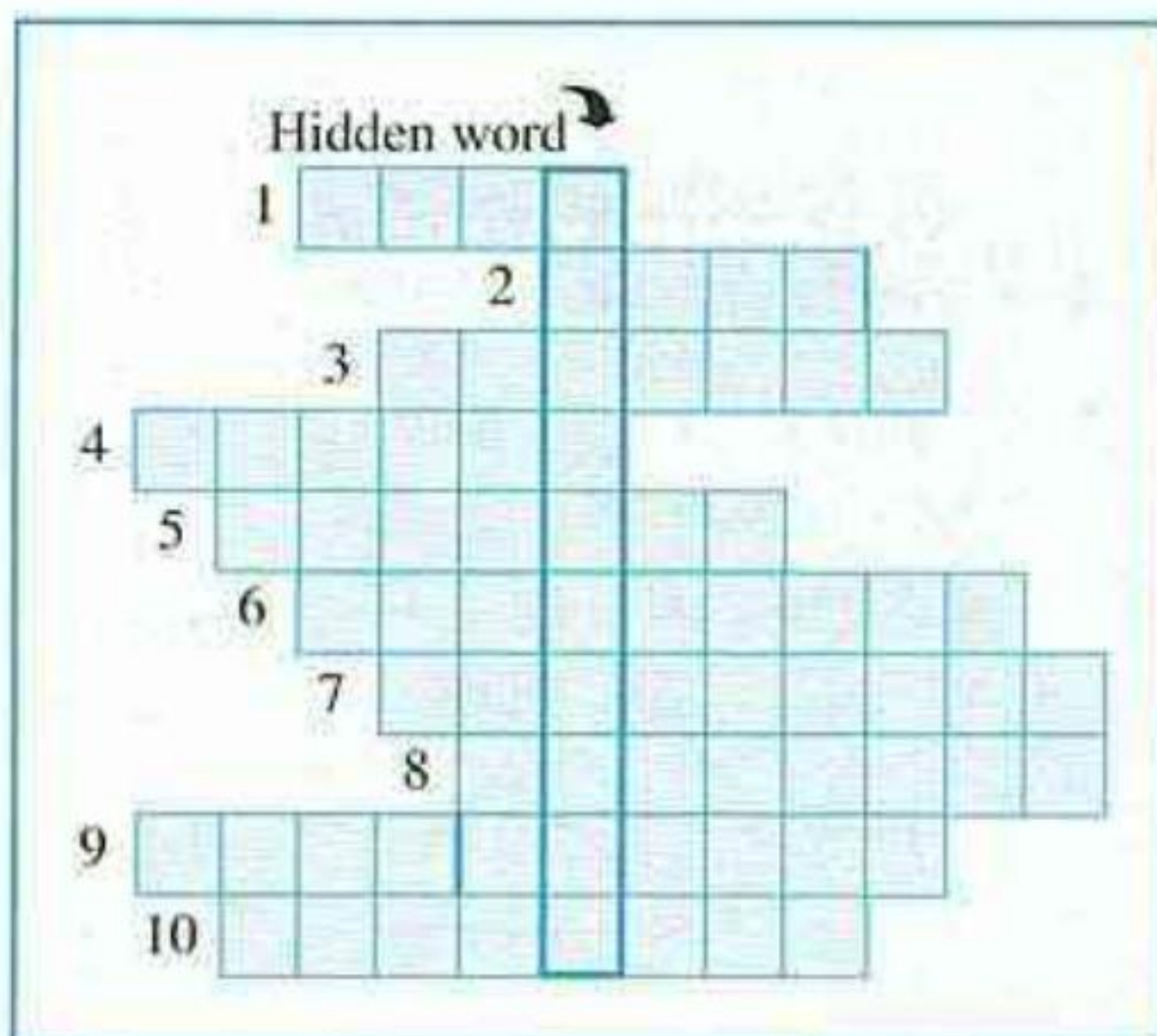
6 Clearly they are greatly _____ about the future of these animals.

7 The good news is that greater _____ is being paid to wildlife protection.

8 The situation of some of the _____ is being improved.

9 This is especially so in the _____.

10 From now on, we must care not to _____ rare wild animals any more.



2 Now write a few lines about wildlife protection, using at least three words in the word puzzle. Then exchange your views in pairs or groups. Here is an example.

I am really **concerned** about the **wildlife** in the **rain forest**. But at the moment, I have no idea how we can protect the **endangered** animals there. No matter what happens, I will pay more **attention** to wildlife **protection** from now on. (6 words are used.)



3 Read the following passage about WWF, and put in the missing words. The first letter of each word is given to the unit title "Wildlife Protection".

WWF stands for W_____ W_____ Fund. It was s_____ in 1961 and now it is the largest i_____ wildlife protection o_____ in the world. WWF has more than 1 million members in Britain. Up until now, WWF has given money to over 13,100 p_____ in 157 countries.

WWF believes in p_____ the world's wildlife. It has three important goals:

- protecting e_____ species;
- saving endangered species;
- c_____ all the possible threats to the environment.

WWF has l_____ wildlife protection all over the world for 40 years. It has helped to s_____ the giant panda, tiger and rhino. It has helped to set up parks and r_____ in many parts of the world. So it is not surprising that the panda s_____ of WWF has been world famous.

USING STRUCTURES

1 Change the following sentences according to the example, paying attention to the passive meaning.

EXAMPLE: The wildlife here is under protection.

The wildlife here is being protected.

- 1 I'm afraid that the road to Wolong Nature Reserve is under repair.

- 2 How much money we should spend on endangered tigers is under discussion.

- 3 The side effects of the new drug are under research.

- 4 The request to get a video set for each office is under consideration.

- 5 The project to make a new home for pandas is under development.

2 Translate the following questions into English. The words and expressions in brackets may help you. Then discuss them in pairs or groups.

- 1 我们能做些什么来保护麋鹿，使它们不会再次消失？ (protect ... from)
- 2 你认为中国的熊猫正处在危险中吗？ (in danger / endanger)
- 3 你建议一下我们应该做些什么来保护野生动植物呢？ (suggest)
- 4 你知道恐龙为什么在大约六千五百万年前突然灭绝了？ (die out)
- 5 国家自然保护区不应该向旅游者开放。你同意吗？ (protection; zone)



READING TASK



THE RETURN OF THE MILU DEER

My name is Lin Hui. I like to tell stories about people who work together. What is even better is when countries help each other and build a good friendship. An excellent example of this happened when Britain and China worked together to bring the Milu deer back to China.



Milu deer, a species with large horns (角), used to be common in China long ago. Like other deer they lived together and ate grass and the soft parts of trees such as the small branches. Milu deer were often hunted for food or sport. The Ming and Qing dynasties did not protect them and many were killed. That is how the Milu deer disappeared from China.

Luckily before all of them were killed, some were taken to Britain to improve the environment of the beautiful park which

belonged to the Duke of Bedford. He liked them so much that he took them from China to Britain. Milu deer liked the cool, wet weather in England and their number increased year by year. As a result, when in 1985 the government of China wanted to bring back the Milu deer, the Duke of Bedford was able to help. The first deer came back to China to the Nanhaizi Milu Park 20 kilometres south of Beijing and the centre in Dafeng, Jiangsu Province.

The deer certainly seem happy to be back in China because their number has grown rapidly. There are now so many of them that a new park has been opened for them in Hubei Province. At the moment the Milu deer live in centres where they are being well protected and cared for. It is hoped that one day there will be enough animals to let them live in the wild again. So Britain helped China by bringing back an animal that had disappeared. This is a good example of friendship and understanding between these two countries.

Now try to collect some information for research.

Information for research into Milu deer	
Appearance of Milu deer	
Features of Milu deer	
Reasons for disappearance	
Milu deer in Britain	
How they returned	
Present situation	
Value of the cooperation	



LISTENING TASK



Listen to three letters and see if you can help Auntie Gladys answer them. The tape will stop after each one to give you time to fill in the boxes. Write down the name, problem and why the writer is worried. Then add your idea to help them.

The 1st writer's name:

Problem:

Why?

The 2nd writer's name:

Problem:

Why?

The 3rd writer's name:

Problem:

Why?

SPEAKING TASK

In pairs, try to decide what advice you might give to one of these worried letter writers. You can write notes of your ideas in the boxes below.

Ideas to help

1

2

3





- The bird tables will be made of wood.
- They will be placed at the edge of the area so that birds will not be frightened.
- The hanging boxes for food will be put so that they will encourage birds to visit.
- Some nesting boxes will be hung in trees and others will be put on fences so that birds can choose where to lay their eggs.
- The hide will be built so that birds think it is a large bush and are not frightened.
- The water containers will be placed far from the hide so birds are not frightened by people watching them.

A sample letter

Dear Sir,

I would like to ask if you could give some money to improve an area of my hometown of Fujin, Hubei Province. My name is Wang Xin. I'm a student in No 5 middle school. My friends and I are making an area to encourage birds to come and feed and lay their eggs safely. The area was full of rubbish before and we have cleaned it. Now we need some money to buy the bird boxes, bird tables and other equipment.

I hope you will think this is a project that you can support.

Yours,
Wang Xin

CHECKING YOURSELF

- 1 What do you know about wildlife protection in China?

- 2 What can we do to help protect wildlife?

- 3 Please try to name as many animals as you can.

- 4 What do you usually say if you want to tell others what you intend to do?



Unit 5 Music

LISTENING

Listen to the speaker's opinions about music. Then answer the following questions.

1 What type of music may help improve your memory?

2 What does the "Mozart effect" mean?

3 Why doesn't pop music have the same effect?

4 Why does playing an instrument help your maths?

5 Why does the speaker encourage you to have music lessons?

TALKING

You and your friends decide to go to a classical concert on Friday night. You are discussing how to get there, whether or not you should have dinner before or after the concert, what price you want to pay for the tickets, what time you should leave, where to meet, etc. Try to use the following expressions when giving your suggestions. Now leave a note for anyone else who would like to join you.

- I think we should
- Should we go ...?
- What if we ...?
- What do you think ...?
- How about ...?
- We could
- You could
- If we
- Let's

Note



Unit 5 Music

USING WORDS AND EXPRESSIONS

1 Complete these sentences. Then write the missing words in the puzzle on the right and find the hidden word.

- 1 Do you play a musical _____ in your free time?
- 2 Do you like _____ music or classical music?
- 3 Do you listen to _____ after you finish homework in the evening?
- 4 Do you enjoy Mozart's _____ pieces of music?
- 5 Do you often _____ at a concert?
- 6 Do you think music has a _____ effect?
- 7 Do you want to play in a _____ band?
- 8 Do you often go to a _____?

Hidden word

1									
		2							
			3						
4									
					5				
						6			
							7		
								8	

2 Study the vocabulary list in the appendix and list the words with *un-*, *dis-*, *-less*, *-ful*, *-ment*, *-ity*, *-en*, *-ern*, *-al*, *-tion*. Tell what part of speech they are. This will help you learn English words.

un-	dis-	-less	-ful	-ment
-ern	-al	-ity	-en	-tion



USING STRUCTURES

1 Change the following sentences according to the model. Each group of sentences mean the same thing. The phrases in the brackets may help you.

EXAMPLE: I'm confident that you will realize your dream sooner or later.
I'm confident that your dream will be realized sooner or later.
I'm confident that your dream will come true sooner or later.

1 Please tell Mr Li that we will hold his solo piano concert at the Capital Concert Hall.

_____ (take place)

2 I'm glad to tell you that we will publish your new ABC Music Book next month.

_____ (come out)

3 This is how we formed the No 1 Chinese Music Website.

_____ (come into being)

2 There is a grammatical error in each of the following sentences. Please read carefully. Then correct it.

- 1 Peter said that he is really grateful to you for the help you offered the other day.
- 2 He told all the people present pay more attention to education.
- 3 Mr Clark found Alice sitting at the corner of the living room its windows were wide open.
- 4 I will never forget the days when we spent together during our study tour in the Republic of Ireland.
- 5 They thought very highly of our new design that made us very pleased.
- 6 Please sit here for a while. The meal is prepared at the moment.
- 7 As a result of the terrorists' attack, tourism, which is the most important industry here, has greatly affected.
- 8 You will be fine as long as you will stick to the rules.

3 Translate the following sentences into English. The words and expressions in brackets may help you.

- 1 这是我梦想中的家。我们什么时候能搬进来? (dream of)
- 2 最重要的是, 你现在应该对我实话实说。(above all; be honest with)
- 3 他喜欢开别人的玩笑, 但是不喜欢别人开他的玩笑。(play a joke on)
- 4 这个音乐家演奏的乐器很不寻常。(unusual)
- 5 我不得不承认我们是偶然赢得了第一名。(by chance)



LISTENING TASK



Listen to the talks about classical music which will tell you about two different composers. After each talk you will hear a piece of music by the composer. The tape will stop for you to do some writing. Be ready to write notes and to tell the class about how you feel about the music.

INFORMATION 1	
Feature of classical music with instruments	
Example of composer	
A type of music he wrote	
INFORMATION 2	
Feature of classical music in church	
Example of composer	
A type of music he wrote	

READING TASK



The name CAT'S IN THE CRADLE comes from a poem for very young children. Listen to the tape and practise reading aloud, paying attention to the rhythm.

CAT'S IN THE CRADLE by Harry Chapin and Sandy Chapin

Part 1

My child arrived just the other day;
 He came to the world in the usual way,
 But there were planes to catch and bills to pay,
 He learned to walk while I was away.
 And he was talking before I knew it,
 And as he grew he'd say:
 "I'm going to be like you, dad,
 You know I'm going to be like you."

Chorus

*And the cat's in the cradle and the silver spoon,
 Little boy blue and the man in the moon,
 "When you coming home, dad?"
 "I don't know when,
 But we'll get together then,
 You know we'll have a good time then."*





SPEAKING TASK

Now in pairs discuss whether you prefer classical music (or any other kind of music) or Chinese folk music. Tell your partner which musician you like best and why. These phrases will help you.

I prefer

I like ... best because

My favourite musician is

I am fond of

Why do you prefer ...?

I hate

I enjoy listening to

I don't like ... very much.

Then tell the class about your favourite musician and which parts of his / her music you prefer.

*WRITING TASK

Now in pairs you are going to decide the best way to tell a foreign friend about one kind of Chinese folk music. What do you think they need to know before they can enjoy it? Why do you like it? Who are your favourite singers? Discuss it with your partner and write notes to remind you of your most important ideas.

- _____
- _____
- _____

Then write a paragraph telling your foreign friend about the type of Chinese folk music you have chosen. Use a dictionary and other reference books to help you.



Unit 5 Music

PROJECT

Find out about a famous singer or musician. You may go to the Internet or the library, or even teen magazines to find the information. Discover what is unique about this person and why he / she loves music. Then write a report to give to the class.

Personal Information

Name: _____

Age: _____

Sex: _____

Job: _____

Band: _____

Famous songs: _____

CHECKING YOURSELF

- 1 Which part in this unit do you like better?

- 2 What new information have you learned about music from this unit?

- 3 Would you like to become famous? Why or why not?

- 4 What new language have you learned from this unit? Have you used it in your listening, speaking, reading and writing activities? How well can you use it?

- 5 How have you used the new language outside class with your friends?

- 6 What problems do you have? Do you know how to solve them?

- 7 What would you like to do to improve your English?



Appendices

附录

Notes to the texts

课文注释

UNIT 1

1. **The man who has it insists that it belongs to his family.** 拥有这个花瓶的人坚持说这是他家的。

在 *insist* 后面所接的从句里有时也不用虚拟语气, 表示坚持一个事实, 一个主张或想法。如:

He insisted that he caught sight of a man in the room at that time. 他坚持认为当时曾在房间里见过一个人。

The doctor insisted that he was not well enough to go out. 医生坚持认为他身体尚未痊愈, 不宜出去。

2. **Frederick William I, the King of Prussia, could never have imagined that his greatest gift to the Russian people would have such a strange history.** 普鲁士国王威廉一世绝不可能想到他送给俄罗斯人的大礼物会有这样一段离奇的历史。

Frederick William I 腓特烈·威廉一世, 1688—1740年在位的普鲁士国王。

情态动词 + *have done* 表示对过去发生的事情的推测, 批评, 反悔等意。如:

When you spoke in front of 300 people, you must have felt very nervous. 你面对 300 人讲话时, 一定感到很紧张。

The box has been moved. Someone must have been here last night. 这盒子被移动了, 昨晚一定有人来过。

I wonder why she hasn't written to us lately. We should have heard from her by now. 很奇怪她最近为什么没来信, 现在该有她的消息了。

You should have told me earlier. What shall we do now? 你本该早些告诉我, 现在我们怎么办?

I could have lent him the money but he didn't tell me he needed it. 我本可以把钱借给他, 但他没有告诉我他需要钱。

It is a good thing you didn't lend it to him. You might never have got it back. 幸好你没有借给他, 要不, 你可能永远也要不回来了。

3. **Once it is heated, the amber can be made into any shape.** 加热后, 琥珀可以被制作成各种形状。

be made into 被制成; 被做成。如:

The material was made into an ankle-length long dress, which looked very good. 那块布料被制成一条拖到脚的长裙, 很好看。

In this factory, trees are cut into pieces and pulped, and the pulp is made into paper. 在这家工厂, 木头被锯碎并打成浆, 然后再制成纸张。



问题: 比较 *be made into* 和 *be made of* 这两个短语动词的意思有何区别? 请举例说明。



Appendices

4. **It was made for the palace of Frederick I.** 它是为腓特烈一世的宫殿制作的。

Frederick I 腓特烈一世。

5. **In 1716, Frederick William I gave it to Peter the Great, as a gift of friendship from the Prussian to the Russian people.** 1716年，腓特烈·威廉一世把它送给了彼得大帝，作为普鲁士人民对俄国人民表示友谊的礼物。

Peter the Great 彼得一世 (1672—1725)，亦称彼得大帝。曾和其兄伊凡五世并立为沙皇。后伊凡病逝，彼得成为唯一君主。1721年10月，参议院封彼得为“皇帝”和“祖国之父”。从此，俄国改称俄罗斯帝国。“彼得一世改革”是彼得的著名功绩。他的改革在一定程度上改变了俄国在政治、军事、经济和文化教育等方面的落后状态，使俄国进入了欧洲强国之列。

Prussia 普鲁士，位于北欧，1701年起成为王国，1871年建立了统一的德意志帝国。

6. **In return, the Czar gave the king of Prussia 55 of his best soldiers.** 作为回赠，沙皇把他的55名最好的士兵送给了普鲁士国王。

Czar 沙皇。这一称号来自伊凡四世 (1530—1584)，俄国第一个沙皇 (1547—1584)，号称“伊凡雷帝”。伊凡四世对俄国专制制度的确立和俄罗斯中央集权国家的巩固起了重大的作用。同时，他也是一个残酷的专制君主以及迷信武力的扩张主义者。

7. **The Amber Room soon became part of the Czar's winter palace in St Petersburg.** 不久以后，琥珀屋很快就变成了沙皇在圣彼得堡冬宫的一部分。

St Petersburg 圣彼得堡（常用名列宁格勒）是俄罗斯重要水陆交通枢纽之一，俄罗斯最大海港之一，也是重要的国际航空港，素有“俄罗斯科学文化城”之称。

8. **Later, Catherine II had the Amber Room moved to the palace outside St Petersburg where she spent her summers.** 后来，叶卡捷琳娜二世派人把琥珀屋搬到了圣彼得堡郊外她避暑的宫殿中。

Catherine II 叶卡捷琳娜二世，俄国历史上唯一的一位被称为“大帝”的女沙皇。她出身于德国贵族，原名索菲亚，彼得大帝死后来俄国，并取名叶卡捷琳娜。1762年6月发动宫廷政变，处死其夫俄国沙皇彼得三世后即位34年。对外奉行侵略政策，扩大了俄罗斯帝国的疆域。

9. **This was a time when the two countries were at war.** 这是在两国交战的时期。

be at war 处于交战状态。如：

At that time, China and Japan were at war, so travelling was extremely difficult. 当时，中日双方正在打仗，因此交通（变得）极其困难。

The two countries have been at war for many years. People there are suffering a lot. 两国交战多年，人民苦难深重。

10. **There is no doubt that the boxes were then put on a train for Königsberg, at that time a German city on the Baltic Sea.** 毫无疑问，这些箱子后来被装上火车运往哥尼斯堡，当时它是波罗的海边的一个德国城市。

Königsberg 哥尼斯堡，濒临蓝色的波罗的海，毗邻波兰，1946年根据波茨坦协定划给苏联后改为现名加里宁格勒。它是波罗的海重要的军事基地。城市的规模不大。苏联解体之后，它归属俄罗斯，但是被已经独立了的立陶宛和白俄罗斯隔开了。

11. **After that, what really happened to the Amber Room remains a mystery.** 从那以后，琥珀屋的最终所归属成了一个谜。

remain 后常接名词或形容词，意为“保持；继续；依然。” 如：

During the terrifying storm, the captain remained calm. 在狂风暴雨中，船长平静如故。

He remained a prisoner for the rest of his life. 他的余生是在监狱中度过的。



问题: 你能用其他方式来表达 “He remained a prisoner for the rest of his life.” 这个句子吗?

12. I think highly of those who are searching for the Amber Room. 我很欣赏那些为寻找琥珀屋而努力的人们。

think highly of 赞赏; 高度评价。如:

His colleagues thought highly of him though he himself didn't think he had done anything special. 虽然他并没有觉得做了什么突出的事情, 他的同事们却对他交口称赞。

high 也可以作副词用, 但它的意思是“高; 高高地”。如:

The sun rose high in the sky and it got hotter and hotter. 太阳高高地升了起来, 天气变得越来越热了。

UNIT 2

1. The Olympic Games 奥林匹克运动会。奥运会是由国际奥林匹克委员会举办的多项性的世界性运动会, 每4年举行1次。奥林匹克运动会起源于公元前776年, 因举办地点在古希腊的奥林匹亚 (Olympia) 而得名。公元前393年以后没有再举办奥运会。1888年, 法国的顾拜旦提出了恢复奥林匹克运动会的建议。1896年, 在希腊举行了第一届近代奥林匹克运动会。此后, 每4年举行一次。运动会如因故不能举行, 奥运会的届数仍照算, 1924年开始举办的冬季奥林匹克运动会则按实际举办次数计算。根据国际奥委会章程规定, 国际奥委会根据申请举办的城市的组织能力和财力, 决定授予某申请城市举办下一届奥运会的权利。凡被国际奥委会承认的国家皆可派运动队参加奥运会比赛。

2. Every four years athletes from all over the world are admitted as competitors. 每4年, 来自全世界的运动员都可以参赛。

be admitted as 作为……被接受。如:

He was admitted as a member of the baseball team. 他被接受成为棒球队的一名队员。

3. All countries can take part if their athletes reach the standard to be admitted to the games. 所有国家都能参赛, 只要它(她)们的运动员达到了参赛的标准。

be admitted to 获准做某事。如:

He was admitted to the club at his third attempt. 他在第三次申请后被接纳为俱乐部成员。



问题: 你认为 be admitted as 和 be admitted to 的意义和用法有何不同? 请举例说明。

4. A special village is built for the competitors to live in, a stadium for competitions, a very large swimming pool, a gymnasium as well as seats for those that watch the games. 有一个特殊的村庄供参赛的人住, 有供比赛用的体育场, 有很大的游泳池, 有室内体育馆, 还有观众席。

as well as 同……一样; 也是; 还有。如:

On Sundays, his landlady provided dinner as well as breakfast. 星期天他的女房东不但给他提供早餐, 还提供晚餐。

Samuel as well as Julie and Michael decided to join in the adventure. 塞缪尔同朱莉和迈克尔一样决定参加这次冒险活动。

5. So even the olive wreath has been replaced! 就连橄榄枝花环也被取代了!

olive wreath 橄榄枝花环。古代希腊奥林匹克运动会自公元前776年开始, 每4年在伯罗奔尼撒半岛西部奥林匹亚村宙斯神宗教仪式中举行。参加比赛的所有运动员都必须纯希腊血统并获得市民权的人。奖励偏重于荣誉, 而非金钱。优胜者被戴上橄榄枝编成的花冠, 在其故乡要举行庆祝游行和宴会, 以欢迎健儿荣归。

6. I will only be married to a man who can run faster than me. 我只嫁给能比我跑得快的男人。

marry somebody 和……结婚, 不要说 marry with somebody, 这是中国学生中常见的错误。如:



Appendices

My son married last month. He married Joan, a very nice girl. 我儿子上月结婚了，新娘是琼，一个非常好的女孩。

be / get married to somebody 也表示“和……结婚”。如：

She was married to a young engineer. 她嫁给了一个年轻的工程师。



问题 marry和be married to的用法有何不同？你能用它们分别造“玛丽想与自己喜欢的人结婚。”这个句子吗？你能说Joan wants to marry to Bill吗？

7. He went to ask for help from the Greek Goddess of Love. 他去向希腊爱情女神求助。

希腊神话产生于希腊的远古时代，主要由神的故事和英雄传说组成。神的故事包括天地的开辟，神的产生，神的宗谱、神的活动、人类的起源等。英雄传说中有神话了的历史事件，也有讲述远古社会生活和人与自然斗争的故事，传说里的英雄多是神和人所生的后代。除了神的故事和英雄传说外，希腊神话还包括不少解释某些自然现象的成因，某些习俗和名称的起源的故事。

希腊神话是古希腊人的集体创作，又是古希腊文学艺术的宝库和土壤。它散见于荷马史诗、赫西奥德的《神谱》及以后的文学、历史等著作中。

8. Make sure that you all get equal turns in talking to the class. 要确保每个人都有同样的机会面对全班讲话。

9. In this way you will become more confident in speaking English. 这样你就会有在讲英语时更有信心了。

UNIT 3

1. I began only as a calculating machine in 1642 in France. 1642年我在法国诞生时不过是一台计算机器。

calculating machine 是法国科学家帕斯卡于1642年研制成功的一种计算机器，其外形是一个不大的黄铜盒子，采用齿轮啮合结构，用手工操作，可进行加减运算。

2. Then in 1822 I was built as an Analytical Machine by Charles Babbage. 后来到1822年，查尔斯·巴比奇把我制成了一架分析机。

Analytical Machine 分析机，指由程序控制的计算机，是巴比奇在1822年提出的。

Charles Babbage 查尔斯·巴比奇(1792—1871)是英国数学家。巴比奇是剑桥大学的数学教授，1812年巴比奇开始研究差分机，1822年制成一台可以运转的小型样机，它是一台专用的加法机，在计算过程中不用人干预便可自动进行计算。巴比奇提出的分析机设想由于当时技术和经费等原因未能研制成功。

3. I followed instructions from cards with holes. 我执行穿孔卡的指令。

cards with holes 穿孔卡。一种由薄纸板制成，用孔洞位置或其组合表示信息，通过穿孔或轧口方式记录和存储信息的方形卡片。20世纪50至80年代曾被广泛用于电子计算机的数据输入和输出。

4. My real father was Alan Turing, who in 1936 wrote a book to describe how computers can be made to work, and built a “universal machine” to solve any mathematical problem. 我真正的父亲是艾伦·图灵，他1936年曾写过一本书，书中描述了使用计算机工作的方法，并且他还制作了一台“通用机器”来解决数学问题。

Alan Mathisen Turing 艾伦·马西森·图灵(1912—1954)是英国数学家。图灵曾在剑桥大学学习，毕业后留校任教，后于1938年就读于美国普林斯顿大学，获博士学位。自1935年起，图灵开始研究数理逻辑。1937年他提出图灵机的概念。1950年，图灵发表了题为《计算机能思考吗？》的论文，设计了著名的图灵测验。通过问答来测试计算机是否具有与人相等的智力。为了纪念他对计算机科学的贡献，美国计算机协会设立了图灵奖，每年将奖金授予在计算机科学方面做出重大贡献的人。

5. However, people thought I was simple-minded until they discovered I had “artificial intelligence.” 可



是人们认为我头脑简单,直到发现我有人工智能时,他们才不这么想了。

thought 常用来表示“本来以为;认为”,后来证明与事实不相符合的想法。如:

I thought she would join us in our work but she didn't. 我以为她会加入我们的工作,可是她没有。

She thought her father would be very happy to hear her plan but he wasn't. 她本以为父亲对她的计划会大加赞赏,但并没有。

artificial intelligence 人工智能,是研究怎样让计算机做一些通常认为需要智能才能做的事情,是计算机科学的一个分支。例如,用计算机进行产品设计、工程设计、自动化管理、翻译、解决数学问题、绘画、作曲、博弈和机器人控制等。

6. **No one could recognize me after I got my new transistors in the 1960s.** 20世纪60年代我有了新的晶体管之后,就没有人能认出我来了。

transistors 晶体三极管,由半导体材料制成的有源三端器件,是一种非常重要的固态电子器件。在通信、广播、电视、雷达、计算机以及各种电子仪器和电子玩具中用途广泛。

7. **At about the same time we learned to talk to humans using BASIC.** 大约在同时,我们学会了用BASIC语言和人类交谈。

BASIC是一种交互式高级程序设计语言。这种语言简单易学,具有人机对话的功能,它的程序便于修改和调试。**BASIC**是英文 **B**eginner's **A**ll-purpose **S**ymbolic **I**nstruction **C**ode 几个字的缩写。原意是初学者通用符号指令代码。20世纪90年代以来,各种版本的**BASIC**已经成为设计人机交互界面的有力工具。

8. **Since then, my family and I have been used by billions of people to deal with information and communicate with each other around the world by the Internet.** 从那时起,我和我的家族成员被亿万人用来处理信息,并通过因特网在世界范围内彼此沟通。

the Internet 因特网。1997年7月18日,中国科学技术名词审定委员会经研讨确定了信息科技领域内部外文名词的权威译名——**the Internet** 被定名为“因特网”,特指由美国阿帕网(**the Arpanet**)发展而成的、由众多网络相互连接而成的、全世界最大的计算机开放网络。它是一个特定的网络的专有名词,泛指由多个计算机连接而成的一个网络。

9. **I love being used to connect people who aren't close enough to speak to each other.** 我喜欢被相距遥远不能交谈的人们用来彼此联系。

love doing 喜欢、爱好做某事。有些及物动词的后面用“动词+ing”的形式作宾语,此类动词有 **enjoy, finish, practise, consider, miss, stop** 等。如:

Suddenly it became quiet. Everybody stopped talking. 突然一阵安静,大家都不说话了。

When I am on holiday, I enjoy staying home reading novels. 我在放假期间喜欢呆在家里看小说。

Have you ever considered moving to the south? It is sunny and warm there. 你考虑没考虑过搬到南方去? 那里阳光充沛而且很暖和。


enough 常用在名词之前和形容词或副词之后。如:

Never mind. It's deep there. There is enough water for the boat. 没关系,那里水深,足以行船。

Do you have enough money to buy us a good dinner? I am as hungry as a bear. 你有足够的钱请我们吃一顿美餐吗? 我都饿疯了。

Is the water warm enough? 水够热了吗?

They didn't run fast enough to catch the train. 他们跑得不够快,没能赶上火车。

 **问题:** 当 **enough** 与形容词连用时和与普通名词连用时有何不同? 请举例说明。

10. **Listen to a conversation about different kinds of information technology or IT.** 请听有关各种信息技术,



或称IT内容的对话。

IT 信息技术，是指对信息进行采集、加工、存储和传送的技术，它覆盖了微电子技术、数据处理技术与通信技术而成为一门综合技术。它以计算机应用作为基础，具有对各种信息（声音、图形、文本和数字等）进行综合处理的能力。各种检索系统及人工智能系统等，都大量运用了信息技术。

11. **CD-ROM** 只读光盘（是 compact disc read-only memory 的缩写），用于存放数字化的文字、声音、图形、动画和视频等。CD-ROM 是目前使用最广泛的光盘，尽管只能读不能写，但因其容量大、速度快、及价位低等原因，特别运用于电子出版物的存储。
12. **DVD** 数字光盘（是 digital video discs 的缩写）。1995 年 12 月 8 日根据一项国际统一标准，将 DVD 重新定义为数字多功能盘。DVD 是新一代信息记录媒体，由于存储量大，比 VCD 和目前的电视画面清晰得多。
13. **I think we can work together to create an even better system.** 我觉得我们可以合作创建一个更好的系统。

even 可以用来修饰形容词的比较级。如：

Yesterday was hot, but today is even hotter. 昨天天气热，今天更热。

He is trying to make even more progress. 他正尽力争取更大的进步。

除了 even 可以这样使用外，其他副词如 much, far, no, a lot, a little 等也可以这样使用。如：

The zoo is much farther away. 动物园要远得多。

He seems far more excited than I am. 他好像比我还要激动得多。

Things are no better than they were. 情况没有什么好转（与以前一样糟糕）。

You have done a lot better than I expected. 你做的比我预料的要好得多。



问题：根据以上注释，你能用英语表示“比……少得多/小得多/差得多”等意思吗？

14. **In a way, my programmer is like my coach.** 从某种程度上看，我的程序员就像是我的教练。

in a way 在某种程度上；就某个意义来说。如：

In a way, her English has improved but there is still a long way to go. 从某种程度上看，她的英语有进步，但对她来说，道路还很长。

His teacher considers him clever and in a way he is right. 他的老师认为他很聪明，从某些方面看，老师是对的。

15. **After all, with the help of my computer brain which never forgets anything, intelligence is what I'm all about!** 不管怎样，在我过目不忘的计算头脑的帮助下，智能就是我的一切。

after all 尽管；到底；究竟；毕竟。如：

She is quite spoiled but what can you do? After all she is a child. 她被宠坏了，但又能怎么样？她毕竟还是个孩子。

So you see, I was right after all. 所以你看，我还是对了吧。

UNIT 4

1. **As a result, many of them have died out.** 结果，许多物种消亡了。

as a result 结果是；作为结果。如：

He had a road accident. As a result, he had to stay in hospital for a whole month. 他出了一次车祸，结果只得在医院里躺了整整一个月。

People held completely different views, and as a result, the discussion came to nothing. 人们意见分歧很大，结果，讨论一无所获。



2. What other endangered species do you know? 你还知道哪些其他濒于灭绝的物种呢?

endangered 是动词的过去分词做形容词。如:

When shall we send the corrected papers back to them? 我们什么时候把修改过的作业发还给他们?

The unexpected arrival of the letter made us jump with joy. 这封突然的来信使我们高兴地跳了起来。

动词的-ing形式和过去分词都可以做形容词。如:

We were surprised to learn that he was French. 获知他是法国人,我们都感到惊讶。

It's surprising how big they are. 他们的身材高大得惊人。

Are you interested in football? 你对足球感兴趣吗?

It's a very interesting film. 这是一部很有趣的电影。



问题: 类似surprise和interest的-ing形式与过去分词用作形容词的例子很多,你能再举一些例子吗?

3. I believe that you are concerned about animals and plants disappearing. 我相信你对动植物逐渐消亡很关心。

disappearing 是用动词+ing形式作宾语,它前面的animals和plants是它意义上的主语,这种意义上的主语常使用名词所有格和代词宾格的形式。如:

I don't like my sister going to such a place. 我不愿意我妹妹去那样一个地方。

He's proud of his father being a famous scientist. 他父亲是一个著名的科学家,为此他感到很骄傲。

Miss Brooks is unhappy with our being late for class. 布鲁克斯小姐对我们的迟到很不高兴。

It seems someone is trying to stop him beating the dog. 好像有人在制止他打那条狗。

4. Daisy hurried to get dressed and put on her jeans and sweater. 戴西急忙穿戴起来,她穿好牛仔裤和毛衣。

get dressed 穿戴起来;穿上衣服。如:

The alarm clock woke him at five. He quickly got dressed and ate a sandwich on the way to school. 闹钟5点叫醒了。他赶紧穿好衣服,在去学校的路上吃了一块三明治。

The captain asked his men to get dressed quickly and follow him onto the deck. 船长让手下的人快速穿戴好,跟他上甲板。

5. Our fur is being used to make sweaters like yours. 我们的毛被用来制作像你穿的那种毛衣。

be used to do 被用来做某事。如:

This kind of scissors is used to cut wool. 这种剪刀是用来剪羊毛的。

Can this pan be used to fry potatoes? 这个平锅能用来煎土豆吗?



问题: 你能区分used to和be used to do这两个词组的用法和意思吗?请分别造句说明。

6. Next minute they were in Zimbabwe. 转眼他们便来到了津巴布韦。

Zimbabwe 津巴布韦是非洲东南部内陆国,邻莫桑比克、赞比亚、博茨瓦纳和南非,首都哈拉雷。津巴布韦旅游业颇盛,著名的石城头遗址和莫西奥图尼亚瀑布吸引着世界各地的游客,东部山地是本国居民游览度假胜地,还有万基等国家公园、野生动物保护区和控制狩猎区。

7. They did not want to protect us even though tourists love to see us. 即使游客希望看到我们,他们(当地农民)也不愿保护我们。

even though (if) 意为“即使;尽管”,可以引导一个状语从句。如:

I enjoy working with him, even though I don't agree with him on some points. 尽管我和他在某些方面观点不同,我喜欢与他一起工作。

She came even though she didn't know me. 她虽然不认得我,却还是来了。

8. The tour companies applied to be allowed to hunt some for a fee, which made a lot of money for the farmers.



旅游公司提出申请, 希望获准做有偿捕猎, 这样农民就可以赚很多钱。



问题: 例句中 which 引导的是什么样的定语从句? 请把以下两个句子译成汉语。

Our flight was delayed, which meant we had to wait four hours at the airport.

Ann offered to let me stay in her home for the night, which was very kind of her.

9. **That is better, but I would like to help as the WWF suggests.** 这样比较好。不过, 我还想按照世界野生生物基金会的建议来帮助你们。

WWF 世界野生生物基金会 (是 World Wildlife Fund 的缩写)。世界上最大的从事自然和野生动物保护的 国际组织。成立于 1961 年。总部设在瑞士格兰德, 在加拿大、法国、澳大利亚、比利时、美国、日本等 20 个国家设有分部。其宗旨在于促使人们认识破坏自然生态系统可能造成的严重后果, 同时呼吁人们注意到世界上有 1,000 种动物及 25,000 种植物濒临灭绝, 如不及时加以保护, 其损失将不可弥补。

10. **The eggs of twenty-five species have been found in Xixia County, Nanyang ...** 25 个种类的恐龙蛋是在南阳西峡县发现的……

Xixia County, Nanyang 南阳西峡县 (河南境内)。西峡县恐龙蛋化石古生物自然遗迹保护区位于丹水镇境内, 距县城 25 公里。该保护区已发现的恐龙蛋化石有 7 科 9 属 25 种, 分别占我国总数的 1/2 或世界总数的 1/3。因其在数量、类型、密集度和保存程度等方面都优于其他地方, 故有较高的旅游和科研价值, 被称为继秦始皇兵马俑之后的“世界第九大奇迹”。

11. **Listen to the story about the dodo, an animal that has disappeared on the earth.** 请听渡渡鸟的故事, 这是一种在地球上已经绝迹的动物。

The dodo 渡渡鸟是一种已经灭绝的鸟类, 曾生活在毛里求斯 (非洲岛国), 不能飞翔。1598 年葡萄牙水手发现了它们。它们的单纯和友善被水手们认为是呆傻, 故给它们起名 dodo, 意为“傻子”。由于人类的扑杀, 最后一只渡渡鸟死于 1681 年。

UNIT 5

1. **Rock 'n' Roll 摇滚乐; Orchestra 管弦乐队; Rap 说唱乐; Jazz 爵士乐; Country music 乡村音乐; Choral 合唱音乐。**

2. **The Monkees** 一支美国流行音乐的乐队, 在 20 世纪 60 年代极为流行。

3. **Have you ever dreamed of being in front of thousands of people at a concert, with everyone clapping and enjoying your singing?** 你曾否梦想过在音乐会上面对成千上万的观众, 你一边演唱, 观众们一边为你鼓掌?

with 后面可以跟名词加现在分词和过去分词的复合结构, 在句子中做状语。如:

The day was bright, with a gentle breeze blowing. 天气晴好, 微风拂煦。

With winter coming, it's time to prepare for our final exam. 冬天到了, 该准备期末考试了。

He knew he had made a mistake, so he came forward with his head hanging down. 他知道自己犯了错误, 只好低着头走上前来。

With all the work done, he stood up and stretched. 所有的事情都做完了, 他站起来, 伸了伸懒腰。

4. **Do you sing karaoke and close your eyes and pretend you are Coco Li or Liu Huan?** 你唱卡拉OK时, 是否闭上眼睛, 装作自己就是李玟或是刘欢?

Coco Li 本名李美林, 艺名李玟, 台湾女歌手。Liu Huan 刘欢, 中国著名男歌手。


5. **They may play to passers-by in the street or subway so that they can earn some extra money.** 他们可能在街上或地铁里为过路者演奏, 这样他们可以多挣一些钱。



passer-by 过路者，复数为 passers-by; 类似的还有 looker-on 旁观者，复数为 lookers-on。
so that 引导的是一个目的状语从句。如：

I cashed a cheque so that I would have enough money to go shopping. 我兑换了一张支票，以便有足够的钱去购物。

They wrote their names in the book so that the family would remember them. 他们把名字写在了书里，为的是名留家史。

 **问题：**so that 与 so... that 的用法有何区别？请你造句说明。

6. **The musicians of whom the band was formed, played jokes on each other as well as played music.** 组成乐队的音乐人演奏音乐，还彼此打趣逗笑。

play jokes 开玩笑。如：

He likes to play jokes, so he is very popular with his classmates. 他喜欢开玩笑，因此在同学中很有人缘。

play jokes on 跟……开玩笑。如：

He always likes to play jokes on me because we are close friends. 他总是爱拿我开玩笑，因为我们是很好的朋友。

Don't play jokes on him. He is always serious and does not like them at all. 别跟他开玩笑，他很严肃并且一点儿也不喜欢。

7. **Their music and jokes were based loosely on the band called "The Beatles".** 他们的音乐和玩笑多少有点模仿“甲壳虫”乐队。

the Beatles 指由约翰·列农(John Lennon)、林哥·斯达尔(Ringo Starr)、保罗·麦卡特尼(Paul McCartney)和乔治·哈里逊(George Harrison)四人组成的甲壳虫乐队(英国)。该乐队在20世纪60年代极受欢迎。

8. **Robin Spielberg** 罗宾·斯皮尔伯格，美国女钢琴家兼作曲家。

9. **Ludwig van Beethoven** 贝多芬(1770—1827)，德国作曲家。维也纳古典乐派及向浪漫主义乐派过渡时期的代表。

贝多芬主要作品有10首交响曲，6首钢琴协奏曲(第6首未完成)，16首弦乐四重奏和一部歌剧。总的来说，贝多芬中期的作品充满奋斗向上的精神。“通过斗争，达到胜利”这8个字可说是贝多芬的创作思想的概括。

10. **Pat Conroy** 帕特·康罗伊，美国作家，生于1945年10月26日。主要作品有《海滩音乐》等。



Grammar

语法

1 定语从句

(The Attributive Clause)

在复合句中，修饰名词或代词的从句叫做定语从句。如：

The man **who lives next to us** sells vegetables.

You must do everything **that I do**.

上面两句中的 man 和 everything 是被定语从句修饰的词，叫先行词，其后的黑体部分为定语从句，其中 who 和 that 叫做关系代词。引导定语从句的词有关系代词 that, which, who (宾格 whom, 所有格 whose) 和关系副词 where, when, why 等。关系代词或关系副词处在先行词和定语从句之间，起着连接主从句、指代先行词和在从句中作句子成分的重作用。

1 关系代词 that, which, who 引导的定语从句

关系代词	例	句
that 在从句中作 主语或宾语	指物	1) A plane is a machine that can fly . (作主语) 2) The noodles (that) I cooked were delicious. (作宾语)
	指人	1) Who is the man that is reading a book over there ? (作主语) 2) The girl (that) we saw yesterday was Jim's sister. (作宾语)
which 在从句中作主语 或宾语	指物	1) They planted some trees which didn't need much water . (作主语) 2) The fish (which) we bought this morning were not fresh. (作宾语)
who, whom 在从句中 分别作主语或 宾语	指人	1) The foreigner who visited our class yesterday is from Canada. (作主语) 2) The boy who broke the window is called Tom. (作主语) 3) The person to whom you just talked is Mr Li. (作宾语) 4) Mrs Read is the person whom you should write to . (作宾语)

2 由关系代词 whose 引导的定语从句：

关系代词 whose 为关系代词 who 的所有格形式，用作名词的限定语，whose 引导的定语从句既可为限制性的，也可为非限制性的。先行词既可为人，也可为物，whose 和它所修饰的名词在定语从句中可作主语及动词或介词的宾语。如：

This is a scientist *whose name is known all over the world*.

I went to see my friends, the Smiths, *whose children I used to look after* when they were small.

The room *whose window faces south* is mine.

He has written a book *whose name I've forgotten*.

= He has written a book *the name of which I've forgotten*.

= He has written a book *that I've forgotten the name of*.

= He has written a book *of which I've forgotten the name*.

3 由关系副词 when, where, why 引导的定语从句:

关系代词	例 句
when 在从句中作 时间状语	October 1st, 1949 is the day <i>when (= on which) the People's Republic of China was founded</i> . I'll never forget the time <i>when (= during which) we worked on the farm</i> . Do you remember the afternoon <i>when (= on which) we first met three years ago?</i>
where 在从句中作 地点状语	This is the place <i>where (= at / in which) we first met</i> . The hotel <i>where (= in which) we stayed</i> wasn't very clean. I recently went to the town <i>where (= in which) I was born</i> . I'd like to live in a house <i>where (= in which) there is plenty of sunshine</i> .
why 在从句中作 原因状语	I didn't get a pay rise, but this wasn't the reason <i>why (= for which) I left</i> . The reason <i>why (= for which) he was late</i> was that he missed his train.

4 限制性定语从句和非限制性定语从句:

1) 限制性定语从句是先行词在意义上不可缺少的定语, 如果去掉, 主句的意思就不完整或失去意义。这种从句和主句的关系十分密切, 写时不用逗号分开。限制性定语从句中作宾语的关系代词常可省略。如:

What is the name of the tall man *who* just came in?

Beijing is a city *(that)* I've always wanted to visit.

He has found the book *(that)* he was looking for.

She married a man *(that / whom / who)* she met on a bus.

There was a time *when* the two countries were at war.

2) 非限制性定语从句和主句的关系不十分密切, 只是对先行词作些附加的说明, 如果去掉, 主句的意思仍然清楚。这种从句和主句之间往往用逗号分开, 一般不用 *that* 引导。非限制性定语从句中, 关系词不可省略。如:

Beijing, *which* is the capital of China, has a very long history.

Yesterday I met Li Ping, *who* seemed to be very busy.



Appendices

St. Petersburg, which is a very beautiful city, was once called Leningrad.

说明：

(1) 在限制性定语从句中，在某些表示时间、地点的词后，关系副词在口语中有时省略。如：

That was the year (when) I first went abroad.

We need a place (where) we can stay for a few days.

(2) 关系副词 why 引导的定语从句的先行词只有 reason 一词，why 可转换为 for which，在口语中可用 that 或者省略。如：

The reason (why / for which / that) I bought the roses is that Mary likes them.

(3) how 不能用作关系副词，不用来引导定语从句。修饰表示方式的 way 的定语从句用 in which 来引导，也可用 that 或省略。如：

This is the way (how) I did it. < 误 >

This is the way (in which / that) I did it. < 正 >

(4) 现代语法中把定语从句称作“关系分句 (relative clause)”。

II 被动语态

(The Passive Voice)

初中课本给大家介绍了被动语态的构成和用法、一般现在时和一般过去时的被动语态的构成，以及含有情态动词的被动语态，这里我们继续介绍有关被动语态的知识。

I 一般将来时的被动语态的构成 (以动词 ask 为例)

肯定式	否定式	疑问式
I will (shall)	I will (shall) not	Will (Shall) I
You will	You will not	Will you
He / She / It will	He / She / It will not	Will he / she / it
We will (shall)	We will (shall) not	Will (Shall) we
You / They will	You / They will not	Will you / they
} be asked	} be asked	} be asked ...?



Appendices

说明：

1) 带有双宾语的句子在变为被动结构时，可以将一个变为主语，另一个（多为直接宾语）仍旧保留在谓语后面。

The teacher gave the student a new book. →

The student was given a new book (by the teacher).

A new book was given to the student (by the teacher).

2) 带有复合宾语的句子，变为被动结构时，宾语补足语相应变为主语补足语。要注意，主动语态中作宾语补足语的不带to的不定式，在被动语态时必须带to。如：

Everybody called her *Big Sister*. → She was called *Big Sister* by everybody.

People last saw the lost girl *playing near the river*. → The lost girl was last seen *playing near the river*.

The engineer made the robot *clean the windows of the high building*. → The robot was made *to clean the windows of the high building*.



Words and expressions in each unit

各单元生词和习惯用语

注: 带△符号的词不要求掌握。

Unit 1

cultural /'kʌltʃərəl/ *adj.* 文化的

△ relic /'reɪlɪk/ *n.* 遗物; 遗迹; 纪念物

survive /sə'vaɪv/ *v.* 幸免于; 幸存; 生还

remain /rɪ'meɪn/ *vi.* 保持; 仍是

state /steɪt/ *n.* 国家; 政府; 州; 状态

look into 调查

rare /reə/ *adj.* 稀罕的; 稀有的; 珍贵的

dynasty /d(a)'nəstɪ/ *n.* 朝代; 王朝

vase /vɑ:z; veɪs/ *n.* 花瓶; 瓶

belong /brɪ'lɒŋ/ *vi.* 属于; 为……的一员

belong to 属于

in search of 寻找

△ amber /'æmbə/ *n.* 琥珀 *adj.* 琥珀制的;
琥珀色(黄色)的

△ Frederick William I /'fredrɪk 'wɪljəm ðə fɜ:st/
腓特烈·威廉一世(普鲁士国王)

△ Prussia /'prʌʃə/ *n.* 普鲁士

△ Prussian /'prʌʃjən/ *adj.* 普鲁士的 *n.* 普鲁士人

gift /ɡɪft/ *n.* 赠品; 礼物

ton /tʌn/ *n.* 吨; 大量; 许多

stone /stəʊn/ *n.* 石; 石头; 宝石

△ melt /melt/ *vt. & vi.* (使)融化; (使)熔化

heat /hi:t/ *n.* 热; 热度; *vt.* 把……加热; 使激动

design /dɪ'zaɪn/ *n.* 设计; 图案; 构思

vt. 设计; 计划; 构思

fancy /'fænsɪ/ *adj.* 奇特的; 异样的

vt. 想象; 设想; 爱好

style /stɑɪl/ *n.* 风格; 风度; 类型

jewel /'dʒu:əl/ *n.* 珠宝; 宝石

king /kɪŋ/ *n.* 国王; 君主

△ Peter the Great /'pi:tə ðə 'ɡreɪt/ 彼得大帝
(俄国皇帝)

in return 作为报答

△ Czar /tʃɑ:z/ *n.* 沙皇

△ St Petersburg /sənt 'pi:təz'bɜ:ɡ/ 圣彼得堡
(俄罗斯城市)

reception /rɪ'sepʃən/ *n.* 接待; 招待会; 接收

△ Catherine II /kæθərin ðə 'sekənd/
叶卡捷琳娜二世(俄国女皇)

light /laɪt/ *vt. & vi.* (lit, lit; lighted, lighted) 点火;
点燃; 照亮

mirror /'mɪrə/ *n.* 镜子

wonder /'wʌndə/ *n.* 奇迹; 惊奇

at war 处于交战状态

remove /rɪ'mu:v/ *vt.* 移动; 搬开

furniture /'fɜ:nɪʃə/ *n.* 家具(总称)

secretly /sɪ:'krɪtlɪ/ *adv.* 秘密地; 背地里

wooden /'wʊdn/ *adj.* 木制的

doubt /daʊt/ *n.* 怀疑; 疑惑 *vt.* 怀疑; 不信

△ Königsberg /'kɔ:nɪgz'bɜ:ɡ/ 哥尼斯堡(俄罗斯
港市加里宁格勒[Kaliningrad]的旧称)

△ Baltic Sea /'bæ:ltɪk si:/ *n.* 波罗的海

△ mystery /'mɪstəri/ *n.* 神秘; 神秘的事物

apart /ə'pɑ:t/ *adv.* 分离; 分别地

take apart 拆开

△ Leningrad /'lenɪŋræd -grɑ:d/ 列宁格勒

trial /'traɪəl/ *n.* 审判; 审讯; 试验

△ eyewitness /'aɪwɪtnɪs/ *n.* 目击者; 见证人

consider /kən'sɪdə/ *vt.* 考虑; 照顾; 认为

opinion /ə'pɪnjən/ *n.* 意见; 看法; 判断

evidence /'eɪvɪdəns/ *n.* 根据; 证据; 证物



Appendices

prove /pru:v/ *vt.* 证明; 证实
vi. 原来(是); 证明(是)
 pretend /pri'tend/ *vt.* 假装; 装扮
 △ Jan Hasek /'dʒæn 'hæzək/ 简·哈兹克 (男名)
 △ Anna Petrov /'ænə 'petrɒv/ 安娜·帕特罗夫 (女名)
 △ Czech Republic /tʃek rɪ'pʌblɪk/ *n.* 捷克(国家名)
 maid /meɪd/ *n.* 少女; 女仆
 castle /kɑ:sl/ *n.* 城堡
 △ Hans Braun /'hænz 'brɔ:n/ 汉斯·布朗 (男名)
 sailor /seɪlə/ *n.* 海员; 水手; 船员
 think highly of 看重; 器重
 treasure /treʒə/ *n.* 财宝; 财富; 珍品
 besides /brɪ'saɪdɪz/ *adv.* 此外 *prep.* 除……之外
 △ Johann Weber /dʒəʊ'hæn 'veɪbəl/ 约翰·韦伯 (男名)

Unit 2

honest /'ɒnɪst/ *adj.* 诚实的; 正直的
 ancient /'eɪnʃənt/ *adj.* 古代的; 古老的
 compete /kəm'pi:t/ *vi.* 比赛; 竞争
 competitor /kəm'petɪtə/ *n.* 竞争者
 take part in 参加; 参与
 medal /'medl/ *n.* 奖章; 勋章; 纪念章
 △ Sydney /'sɪdni/ *n.* 悉尼(澳大利亚东南部港市, 新南威尔士州首府)
 host /həʊst/ *vt.* 做东; 主办; 招待 *n.* 主人
 △ Pausanias /pɔ:'seɪni:əs/ 帕萨尼亚斯(人名)
 Greece /gri:s/ *n.* 希腊
 Greek /gri:k/ *adj.* 希腊的; 希腊人的; 希腊语的
n. 希腊人; 希腊语
 magical /'mædʒɪkl/ *adj.* 巫术的; 魔术的;
 有魔力的
 interview /'ɪntəvju:/ *vt. & n.* 面谈; 采访
 △ Athens /'æθɪnz/ *n.* 雅典(希腊首都)
 athlete /'æθli:t/ *n.* 运动员; 运动选手
 admit /əd'mɪt/ *vt. & vi.* 容许; 承认; 接纳
 set /set/ *n.* 组; 套
 a set of 一组; 一套

slave /sleɪv/ *n.* 奴隶
 stadium /'steɪdiəm/ *n.* 露天大型体育场
 gymnasium (gym) /dʒɪm'neɪziəm/ (/dʒɪm/)
n. 健身房; 体育馆
 as well as 也; 又
 △ olive /'ɒlɪv/ *n.* 橄榄树; 橄榄叶; 橄榄枝;
 橄榄色
 △ wreath /ri:θ/ *n.* 花圈; 花冠; 圈状物
 replace /rɪ'pleɪs/ *vt.* 取代; 替换; 代替
 prize /praɪz/ *n.* 奖; 奖赏
 silver /'sɪlvə/ *n.* 银; 银子 *adj.* 银的; 银色的
 △ bronze /brɒnz/ *n.* 青铜
 physical /'fɪzɪkl/ *adj.* 物理的; 身体的
 root /ru:t/ *n.* 根; 根源
 relate /rɪ'leɪt/ *vt. & vi.* 有关; 涉及; 使联系;
 发生关系
 sail /seɪl/ *vt., vi. & n.* 航行
 poster /'pəʊstə/ *n.* 海报; 招贴
 advertise /'ædvətaɪz/ *vt. & vi.* 做广告; 登广告
 △ Atlanta /ət'læntə/ 亚特兰大 (女名)
 △ princess /prɪn'ses; 'prɪnsɪs/ *n.* 公主
 △ prince /prɪns/ *n.* 王子
 △ Hippomenes /hɪ'pɒməni:z/ 希波墨涅斯(人名)
 foolish /'fu:lɪʃ/ *adj.* 愚蠢的; 傻的
 △ goddess /'gɒdɪs/ *n.* 女神
 promise /'prɒmɪs/ *vt. & n.* 允诺; 答应
 golden /'gəʊldən/ *adj.* 金的; 金色的
 one after another 陆续地; 一个接一个地

Unit 3

△ abacus /'æbəkəs/ *n.* 算盘
 calculate /'kælkjuleɪt/ *vt.* 计算
 calculator /'kælkjuleɪtə/ *n.* 计算器
 PC (= personal computer) 个人电脑;
 个人计算机
 notebook /'nəʊtbʊk/ *n.* 笔记簿; 笔记本
 common /'kɒmən/ *adj.* 共同的; 共有的
 in common 共有; 共用



in one's opinion 依……看；据……认为

analytical /ˌænəˈlɪtɪkl/ *adj.* 分析的

△ Charles Babbage /tʃɑːlɪz ˈbæbɪdʒ/

查尔斯·巴比奇 (英国数学教授)

simple /sɪmpl/ *adj.* 简单的

simple-minded *adj.* 头脑简单的；笨的

technology /tekˈnɒlədʒi/ *n.* 工艺；科技；技术

technological /ˌteknəˈlɒdʒɪkl/ *adj.* 科技的

revolution /ˌrevəˈluːʃn/ *n.* 革命

△ Alan Turing /ælən ˈtjʊərɪŋ/ 艾伦·图灵 (人名)

universal /juːnɪˈvɜːsəl/ *adj.* 宇宙的；普遍的；

通用的

mathematical /ˌmæθəˈmætɪkl/ *adj.* 数学的

artificial /ɑːtɪˈfɪʃəl/ *adj.* 人造的；假的

intelligence /ɪnˈtelɪdʒəns/ *n.* 智力；聪明；智能

anyway /eniweɪ/ *adv.* 无论如何；总之

go by 走过；过去；顺道访问

△ transistor /trænˈzɪstə ˈsɪstə/ *n.* 晶体管

totally /təʊtəl/ *adv.* 完全地；整个地

so ... that ... 如此……以致于……

network /netwɜːk/ *n.* 网络；网状物

deal with 处理；安排；对付

truly /truːli/ *adv.* 真实地；真正地

race /reɪs/ *n.* 种族

human race 人类

birth /bɜːθ/ *n.* 出生；诞生

IT (= information technology) 信息技术

advantage /ədˈvɑːntɪdʒ/ *n.* 优点；优势；有利条件

disadvantage /ˌdɪsədˈvɑːntɪdʒ/ *n.* 缺点；劣势；

不利条件

type /taɪp/ *n.* 类型 *vt. & vi.* 打字

disagree /ˌdɪsəˈɡriː/ *vi.* 不同意；不一致

△ CD-ROM 只读光盘

△ DVD 数字化视频光盘

choice /tʃɔɪs/ *n.* 选择；抉择

material /məˈtɪəriəl/ *n.* 材料；原料

△ android /ˈændrɔɪd/ *n.* 机器人

△ chip /tʃɪp/ *n.* 碎片；芯片

△ mate /meɪt/ *n.* 伙伴；同伴；配偶

△ teammate /ˈtiːmˈmeɪt/ *n.* 同伴；伙伴

△ Nagoya /nɑːˈɡəʊjɑː/ *n.* 名古屋 (日本港市)

△ Seattle /sɪˈætl/ *n.* 西雅图 (美国城市)

personally /ˈpɜːsənəli/ *adv.* 亲自地；就本人而论

△ programmer /ˈprəʊɡræmə/ *n.* 程序师；

程序规划员

create /kriˈeɪt/ *vt.* 创造；创作；造成

in a way 在某种程度上

coach /kəʊtʃ/ *n.* 教练

move /muːv/ *n.* 步骤；行动；动作

arise /əˈraɪz/ *vi.* (arose, arisen) 出现；发生

make up 弥补；补足；整理

after all 毕竟

with the help of 在……的帮助下

brain /breɪn/ *n.* 脑；头脑

△ spoil /spɔɪl/ *vt.* 损坏；宠坏

watch over 看守；监视

mop /mɒp/ *n.* 拖把 *v.* 用拖把拖洗

wander /ˈwɒndə/ *vi.* 漫步；徘徊；迷路

△ website /ˈwebsaɪt/ *n.* WWW(环球网)的站点

Unit 4

wild /waɪld/ *adj.* 野生的；野的；未开发的；
荒凉的

wildlife /ˈwaɪldlaɪf/ *n.* 野生动植物

protection /prəˈtektʃən/ *n.* 保护

enemy /ˈenɪmi/ *n.* 敌人

as a result 结果

die out 灭亡；逐渐消失

△ endanger /ɪnˈdeɪndʒə/ *vt.* 危害；使受到危险

loss /lɒs/ *n.* 损失；遗失；丧失

reserve /rɪˈzɜːv/ *n.* 保护区

area /ˈeəriə/ *n.* 地面；面积；地区；范围

△ Milu deer 麋鹿

hunt /hʌnt/ *vt. & vi.* 打猎；猎取；搜寻

zone /zəʊn/ *n.* 地域；地带；地区

peace /piːs/ *n.* 和平；和睦；安宁

in peace 和平地；和睦地；安祥地



Unit 5

- △ species /'spi:ʃi:z/ *n.* 种类; 物种
- in danger 在危险中; 垂危
- △ Daisy /'deɪzi/ 戴西 (女名)
- fur /fɜ:/ *n.* 毛皮; 毛; 软毛
- △ antelope /'æntɪləʊp/ *n.* 羚羊
- stomach /'stʌmæk/ *n.* 胃; 胃口; 胃部
- △ Zimbabwe /zɪm'bɑ:bweɪ/ *n.* 津巴布韦
(非洲南部国家)
- △ rhino /'raɪnəʊ/ *n.* 犀牛
- △ Harare /hə'reɪ/ *n.* 哈拉雷 (津巴布韦首都)
- apply /ə'plai/ *vt. & vi.* 申请; 应用
- △ WWF (World Wildlife Fund) 世界野生生物
基金会
- suggest /sə'dʒest/ *vt.* 建议; 暗示
- thick /θɪk/ *adj.* 厚的; 粗的; 浓的
- rub /rʌb/ *vt.* 擦; 摩擦
- protect ... from 保护……不受…… (危害)
- mosquito /mə'ski:təʊ/ *n.* 蚊子
- △ millipede /'mɪləpɪd/ *n.* (= millepede) 千足虫
- insect /'ɪnsɛkt/ *n.* 昆虫
- contain /kən'teɪn/ *vt.* 包含; 容纳; 容忍
- powerful /'paʊəfl/ *adj.* 强大的; 有力的
- drug /drʌg/ *n.* 药; 麻药; 麻醉药
- affect /ə'fekt/ *vt.* 影响; 感动; 侵袭
- attention /ə'tenʃən/ *n.* 注意; 关注; 注意力
pay attention to 注意
- whale /(h)weɪl/ *n.* 鲸
- bite /baɪt/ *vt. & vi.* (bit, bitten) 咬; 叮; 刺痛
- effect /ɪ'fekt/ *n.* 结果; 效果; 作用; 影响
- butterfly /'bʌtəflaɪ/ *n.* 蝴蝶
- come into being 形成; 产生
- △ county /'kaʊntɪ/ *n.* 县; 郡
- dust /dʌst/ *n.* 灰尘; 尘土; 尘埃
- recently /ri:'sɛntli/ *adv.* 最近
- fierce /fɪəs/ *adj.* 凶猛的; 猛烈的
- unkind /ʌn'kaɪnd/ *adj.* 不仁慈的; 刻薄的; 无情的
- lazy /'leɪzi/ *adj.* 懒惰的; 懒散的

- △ classical /'klæsɪkl/ *adj.* 古典的; 古典文学的
- roll /rəʊl/ *vt. & vi.* 滚动; (使)摇摆
n. 摇晃; 面包圈; 卷形物
- rock 'n' roll (rock-and-roll) 摇滚乐
- △ orchestra /'ɔ:kɪstrə/ *n.* 管弦乐队
- △ rap /ræp/ *n.* 说唱
- △ rapper /'ræpə/ *n.* 说唱艺人; 进行说唱表演
的人
- folk /fəʊk/ *adj.* 民间的
- jazz /dʒæz/ *n.* 爵士音乐
- △ choral /'kɔ:rəl/ *adj.* 唱诗班的; 合唱队的
- △ The Monkees /'mɒŋki:z/ 门基合唱组
- musician /'mju:zɪʃən/ *n.* 音乐家
- dream of 梦见; 梦想; 设想
- clap /klæp/ *vi.* 鼓掌; 轻拍
- △ karaoke /kæri'əʊkeɪ/ *n.* 卡拉OK录音;
自动伴奏录音
- be honest with 对……说老实话
- form /fɔ:m/ *vt.* (使)组成; 形成; 构成; 排列
- passer-by *n.* 过路人; 行人
- earn /ɜ:n/ *vt.* 赚; 挣得; 获得
- extra /'ekstrə/ *adj.* 额外的; 外加的; 特大的
- play jokes on 戏弄
- loosely /'lu:slɪ/ *adv.* 宽松地; 松散地
- advertisement /əd'vɜ:tɪsmənt/ *n.* 广告
- actor /'æktə/ *n.* 男演员; 行动者; 参与者
- attractive /ə'træktɪv/ *adj.* 吸引人的; 有吸引力的
- fan /fæn/ *n.* 扇子; 迷; 狂热者
- or so 大约
- instrument /'ɪnstɪmənt/ *n.* 工具; 器械; 乐器
- break up 打碎; 分裂; 解体
- △ reunite /ri:'ju:nait/ *vt.* 再统一; 再联合; 重聚
- hit /hɪt/ *n.* (演出等)成功; 打击; 打
- △ supporter /sə'pɔ:tə/ *n.* 支持者; 拥护者; 赡养者
- by chance 偶然; 意外地
- sort /sɔ:t/ *n.* 种类; 类别 *vt.* 分类; 整理
sort out 分类



△ Freddy /'fredi/ *n.* 弗雷迪
(男名, 本单元为青蛙名)

frog /'frɒg/ *n.* 青蛙

△ lily /'li:lɪ/ *n.* 百合; 百合花

afterwards /'ɑ:ftəwədz/ *adv.* 然后; 后来地

perform /pə'fɔ:m/ *vt. & vi.* 表演; 履行; 执行

performance /pə'fɔ:məns/ *n.* 表演; 履行

stick /stɪk/ *vi.* (stuck, stuck) 粘贴; 张贴; 坚持

stick to 坚持

ability /ə'bi:lɪti/ *n.* 能力

above all 最重要; 首先

saying /'seɪɪŋ/ *n.* 话; 俗话; 谚语

△ Robin Spielberg /'rɒbɪn 'spi:lɜ:ɡ/

罗宾·斯皮尔伯格 (人名)

reputation /'repju(:)'teɪʃən/ *n.* 名誉; 名声

△ compose /kəm'pəʊz/ *vt.* 著; 作; 撰

(音乐、诗等)

△ Pat Conroy /pæt 'kɒrɔɪ/ *n.* 帕特·康罗伊 (人名)

△ grave /ɡreɪv/ *n.* 墓穴; 坟墓

unknown /,ʌn'nəʊn/ *adj.* 不知道的; 未知的;

不知名的

n. 未知的人或物



Vocabulary

词汇表

A

- set /set/ *n.* 组; 套 (2)
- a set of 一组; 一套 (2)
- △ abacus /æbəkəs/ *n.* 算盘 (3)
- ability /ə'bɪlɪti/ *n.* 能力 (5)
- above all 最重要; 首先 (5)
- actor /æktə/ *n.* 男演员; 行动者; 参与者 (5)
- admit /əd'mɪt/ *vt. & vi.* 容许; 承认; 接纳 (2)
- advantage /əd'vɑ:ntɪdʒ/ *n.* 优点; 优势; 有利条件 (3)
- advertise /ædvə'taɪz/ *vt. & vi.* 做广告; 登广告 (2)
- advertisement /əd'vɜ:tɪsmənt/ *n.* 广告 (5)
- affect /ə'fekt/ *vt.* 影响; 感动; 侵袭 (4)
- after all 毕竟 (3)
- afterwards /ɑ:ftəwədz/ *adv.* 然后; 后来地 (5)
- △ Alan Turing /'ælən'tʃuərɪŋ/ 艾伦·图灵(人名) (3)
- △ amber /'æmbə/ *n.* 琥珀 *adj.* 琥珀制的; 琥珀色(黄色)的 (1)
- analytical /ˌænə'lɪtɪkl/ *adj.* 分析的 (3)
- ancient /'eɪnʃənt/ *adj.* 古代的; 古老的 (2)
- △ android /'ændrɔɪd/ *n.* 机器人 (3)
- △ Anna Petrov /'ænə 'petrəv/ 安娜·帕特罗夫 (女名) (1)
- △ antelope /'æntɪləʊp/ *n.* 羚羊 (4)
- anyway /'eniweɪ/ *adv.* 无论如何; 总之 (3)
- apart /ə'pɑ:t/ *adv.* 分离; 分别地 (1)
- apply /ə'plai/ *vt. & vi.* 申请; 应用 (4)
- area /'eəriə/ *n.* 地面; 面积; 地区; 范围 (4)
- arise /ə'reɪz/ *vi.* (arose, arisen) 出现; 发生 (3)
- artificial /ˌɑ:tɪ'fɪʃəl/ *adj.* 人造的; 假的 (3)
- as a result 结果 (4)
- as well as 也; 又 (2)
- at war 处于交战状态 (1)

- △ Athens /'æθɪnz/ *n.* 雅典(希腊首都) (2)
- athlete /'æθli:t/ *n.* 运动员; 运动选手 (2)
- △ Atlanta /ət'læntə/ 亚特兰大(女名) (2)
- attention /ə'tenʃən/ *n.* 注意; 关注; 注意力 (4)
- pay attention to 注意 (4)
- attractive /ə'træktɪv/ *adj.* 吸引人的; 有吸引力的 (5)

B

- △ Baltic Sea /'bɔ:lɪk 'si:/ *n.* 波罗的海 (1)
- belong /bɪ'lɒŋ/ *vi.* 属于; 为……的一员 (1)
- belong to 属于 (1)
- besides /bɪ'saɪdz/ *adv.* 此外 *prep.* 除……之外 (1)
- birth /bɜ:θ/ *n.* 出生; 诞生 (3)
- bite /baɪt/ *vt. & vi.* (bit, bitten) 咬; 叮; 刺痛 (4)
- brain /breɪn/ *n.* 脑; 头脑 (3)
- break up 打碎; 分裂; 解体 (5)
- △ bronze /brɒnz/ *n.* 青铜 (2)
- butterfly /'bʌtəflaɪ/ *n.* 蝴蝶 (4)
- by chance 偶然; 意外地 (5)

C

- calculate /'kælkjuleɪt/ *vt.* 计算 (3)
- calculator /'kælkjuleɪtə/ *n.* 计算器 (3)
- castle /'kɑ:sl/ *n.* 城堡 (1)
- △ Catherine II /kæθərɪn ðə 'sekənd/ 叶卡捷琳娜二世(俄国女皇) (1)
- △ CD-ROM 只读光盘 (3)
- △ Charles Babbage /'tʃɑ:lz 'bæbɪdʒ/ 查尔斯·巴比奇(英国数学教授) (3)
- △ chip /tʃɪp/ *n.* 碎片; 芯片 (3)
- choice /tʃɔɪs/ *n.* 选择; 抉择 (3)
- △ choral /'kɔ:rəl/ *adj.* 唱诗班的; 合唱队的 (5)
- clap /klæp/ *vi.* 鼓掌; 轻拍 (5)

- △ classical /'klæsɪkl/ *adj.* 古典的; 古典文学的 (5)
- coach /kəʊtʃ/ *n.* 教练 (3)
- come into being 形成; 产生 (4)
- common /'kɒmən/ *adj.* 共同的; 共有的 (3)
- in common 共有; 共用 (3)
- compete /kəm'pi:t/ *vi.* 比赛; 竞争 (2)
- competitor /kəm'petɪtə/ *n.* 竞争者 (2)
- △ compose /kəm'pəʊz/ *vt.* 著; 作; 撰 (音乐; 诗等) (5)
- consider /kən'sɪdə/ *vt.* 考虑; 照顾; 认为 (1)
- contain /kən'teɪn/ *vt.* 包含; 容纳; 容忍 (4)
- △ county /'kaʊnti/ *n.* 县; 郡 (4)
- create /kri'eɪt/ *vt.* 创造; 创作; 造成 (3)
- cultural /'kʌltʃərəl/ *adj.* 文化的 (1)
- △ Czar /'zɑ:/ *n.* 沙皇 (1)
- △ Czech Republic /tʃek rɪ'pʌblɪk/ *n.* 捷克 (国家名) (1)

D

- △ Daisy /'deɪzi/ 戴西 (女名) (4)
- deal with 处理; 安排; 对付 (3)
- design /dɪ'zain/ *n.* 设计; 图案; 构思 (1)
- vt.* 设计; 计划; 构思 (1)
- die out 灭亡; 逐渐消失 (4)
- disadvantage /dɪsəd'vɑ:ntɪdʒ/ *n.* 缺点; 劣势; 不利条件 (3)
- disagree /dɪsə'grɪ:/ *vi.* 不同意; 不一致 (3)
- doubt /daʊt/ *n.* 怀疑; 疑惑 *vt.* 怀疑; 不信 (1)
- dream of 梦见; 梦想; 设想 (5)
- drug /drʌg/ *n.* 药; 麻药; 麻醉药 (4)
- dust /dʌst/ *n.* 灰尘; 尘土; 尘埃 (4)
- △ DVD 数字化视频光盘 (3)
- dynasty /d(a)'nəstɪ/ *n.* 朝代; 王朝 (1)

E

- earn /ɜ:n/ *vt.* 赚; 挣得; 获得 (5)
- effect /ɪ'fekt/ *n.* 结果; 效果; 作用; 影响 (4)
- △ endanger /ɪn'deɪndʒə/ *vt.* 危害; 使受到危险 (4)

- enemy /'enɪmi/ *n.* 敌人 (4)
- evidence /'eɪvɪdəns/ *n.* 根据; 证据; 证物 (1)
- extra /'ekstrə/ *adj.* 额外的; 外加的; 特大的 (5)
- △ eyewitness /'aɪwɪtnɪs/ *n.* 目击者; 见证人 (1)

F

- fan /fæn/ *n.* 扇子; 迷; 狂热者 (5)
- fancy /'fænsɪ/ *adj.* 奇特的; 异样的 (1)
- vt.* 想象; 设想; 爱好 (1)
- fierce /fɪəs/ *adj.* 凶猛的; 猛烈的 (4)
- folk /fəʊk/ *adj.* 民间的 (5)
- foolish /'fu:lɪʃ/ *adj.* 愚蠢的; 傻的 (2)
- form /fɔ:m/ *vt.* (使)组成; 形成; 构成; 排列 (5)
- △ Freddy /'fredi/ *n.* 弗雷迪 (男名, 本单元为青蛙名) (5)
- △ Frederick William I /'fredrɪk 'wɪljəm ðə fɜ:st/ 腓特烈·威廉一世 (普鲁士国王) (1)
- frog /frɒg/ *n.* 青蛙 (5)
- fur /fɜ:/ *n.* 毛皮; 毛; 软毛 (4)
- furniture /'fɜ:nɪʃə/ *n.* 家具 (总称) (1)

G

- gift /gɪft/ *n.* 赠品; 礼物 (1)
- go by 走过; 过去; 顺道访问 (3)
- △ goddess /'gɒdɪs/ *n.* 女神 (2)
- golden /'gəʊldən/ *adj.* 金的; 金色的 (2)
- △ grave /grev/ *n.* 墓穴; 坟墓 (5)
- Greece /gri:s/ *n.* 希腊 (2)
- Greek /gri:k/ *adj.* 希腊的; 希腊人的; 希腊语的 (2)
- n.* 希腊人; 希腊语 (2)
- gymnasium (gym) /dʒɪm'neɪzɪəm/ (/dʒɪm/) *n.* 健身房; 体育馆 (2)

H

- △ Hans Braun /hænz 'brɔ:n/ 汉斯·布朗 (男名) (1)
- △ Harare /hə'reɪrɪ/ *n.* 哈拉雷 (津巴布韦首都) (4)
- heat /hi:t/ *n.* 热; 热度 (1)
- vt.* 把……加热; 使激动 (1)



- △ Hippomenes /hi'pɒməni:z/ 希波墨涅斯 (人名) (2)
- hit /hit/ *n.* (演出等)成功; 打击; 打 (5)
- honest /'ɒnɪst/ *adj.* 诚实的; 正直的 (2)
- be honest with 对……说老实话 (5)
- host /həʊst/ *vt.* 做东; 主办; 招待 *n.* 主人 (2)
- hunt /hʌnt/ *vt. & vi.* 打猎; 猎取; 搜寻 (4)

I

- in a way 在某种程度上 (3)
- in danger 在危险中; 垂危 (4)
- in return 作为报答 (1)
- in search of 寻找 (1)
- insect /'ɪnsekt/ *n.* 昆虫 (4)
- instrument /'ɪnstɹəmənt/ *n.* 工具; 器械; 乐器 (5)
- intelligence /ɪn'telɪdʒəns/ *n.* 智力; 聪明; 智能 (3)
- interview /'ɪntəvjʊ:/ *vt. & n.* 面谈; 采访 (2)
- IT (= information technology) 信息技术 (3)

J

- △ Jan Hasek /dʒæn 'hæzək/ 简·哈兹克 (男名) (1)
- jazz /dʒæz/ *n.* 爵士音乐 (5)
- jewel /'dʒu:əl/ *n.* 珠宝; 宝石 (1)
- △ Johann Weber /dʒəʊ'hæn 'veɪbə/ 约翰·韦伯 (男名) (1)

K

- △ karaoke /kærɪ'əʊkeɪ/ *n.* 卡拉OK录音; 自动伴奏录音 (5)
- king /kɪŋ/ *n.* 国王; 君主 (1)
- △ Königsberg /'kɔ:nɪgzbɜ:g/ 哥尼斯堡 (俄罗斯港市加里宁格勒 [Kaliningrad]的旧称) (1)

L

- lazy /'leɪzɪ/ *adj.* 懒惰的; 懒散的 (4)
- △ Leningrad /'lenɪŋræd -grɑ:d/ *n.* 列宁格勒 (1)

- light /laɪt/ *vt. & vi.* (lit, lit; lighted, lighted) 点火; 点燃; 照亮 (1)

- △ lily /'lɪli/ *n.* 百合; 百合花 (5)
- look into 调查 (1)
- loosely /'lu:slɪ/ *adv.* 宽松地; 松散地 (5)
- loss /lɒs/ *n.* 损失; 遗失; 丧失 (4)

M

- magical /'mædʒɪkl/ *adj.* 巫术的; 魔术的; 有魔力的 (2)
- maid /meɪd/ *n.* 少女; 女仆 (1)
- make up 弥补; 补足; 整理 (3)
- △ mate /meɪt/ *n.* 伙伴; 同伴; 配偶 (3)
- material /mə'tɪəriəl/ *n.* 材料; 原料 (3)
- mathematical /mæθə'mætɪkl/ *adj.* 数学的 (3)
- medal /'medl/ *n.* 奖章; 勋章; 纪念章 (2)
- △ melt /melt/ *vt. & vi.* (使)融化; (使)熔化 (1)
- △ millipede /'mɪləpɪd/ *n.* (= millepede) 千足虫 (4)
- △ Milu deer 麋鹿 (4)
- mirror /'mɪrə/ *n.* 镜子 (1)
- △ The Monkees /'mɒŋki:z/ 门基合唱组 (5)
- mop /mɒp/ *n.* 拖把 *v.* 用拖把拖洗 (3)
- mosquito /mə'skɪtəʊ/ *n.* 蚊子 (4)
- move /mu:v/ *n.* 步骤; 行动; 动作 (3)
- musician /'mju:zɪʃən/ *n.* 音乐家 (5)
- △ mystery /'mɪstəri/ *n.* 神秘; 神秘的事物 (1)

N

- △ Nagoya /nɑ:'gəʊjɑ:/ *n.* 名古屋 (日本港市) (3)
- network /'netwɜ:k/ *n.* 网络; 网状物 (3)
- notebook /'nəʊtbɒk/ *n.* 笔记簿; 笔记本 (3)

O

- △ olive /'ɒlɪv/ *n.* 橄榄树; 橄榄叶; 橄榄枝; 橄榄色 (2)
- one after another 陆续地; 一个接一个地 (2)
- opinion /ə'pɪnjən/ *n.* 意见; 看法; 判断 (1)
- in one's opinion 依……看; 据……认为 (3)

- or so 大约 (5)
- △ orchestra /'ɔ:kɪstrə/ *n.* 管弦乐队 (4)
- P**
- passer-by *n.* 过路人; 行人 (5)
- △ Pat Conroy /'pæt 'kɒrɔɪ/ 帕特·康罗伊 (人名) (5)
- △ Pausanias /pɔ:'seɪni:əs/ *n.* 帕萨尼亚斯 (人名) (2)
- PC (= personal computer) 个人电脑; 个人计算机 (3)
- peace /pi:s/ *n.* 和平; 和睦; 安宁 (4)
- in peace 和平地; 和睦地; 安祥地 (4)
- perform /pə'fɔ:m/ *vt. & vi.* 表演; 履行; 执行 (5)
- performance /pə'fɔ:məns/ *n.* 表演; 履行 (5)
- personally /'pɜ:sənəli/ *adv.* 亲自地; 就本人而论 (3)
- △ Peter the Great /'pi:tə ðə 'greɪt/ 彼得大帝 (俄国皇帝) (1)
- physical /'fɪzɪkl/ *adj.* 物理的; 身体的 (2)
- play jokes on 戏弄 (5)
- poster /'pəʊstə/ *n.* 海报; 招贴 (2)
- powerful /'paʊəfl/ *adj.* 强大的; 有力的 (4)
- pretend /pri'tend/ *vt.* 假装; 装扮 (5)
- △ prince /prɪns/ *n.* 王子 (2)
- △ princess /'prɪnses; 'prɪnsɪs/ *n.* 公主 (2)
- prize /praɪz/ *n.* 奖; 奖赏 (2)
- △ programmer /'prɒɡræmə/ *n.* 程序师; 程序规划员 (3)
- promise /'prɒmɪs/ *vt. & n.* 允诺; 答应 (2)
- protect ... from 保护……不受…… (危害) (4)
- protection /prə'tekʃən/ *n.* 保护 (4)
- prove /pru:v/ *vt.* 证明; 证实 (1)
- vi.* 原来(是); 证明(是) (1)
- △ Prussia /'prʌʃə/ *n.* 普鲁士 (1)
- △ Prussian /'prʌʃən/ *adj.* 普鲁士的 (1)
- n.* 普鲁士人 (1)
- R**
- race /reɪs/ *n.* 种族 (3)
- human race 人类 (3)
- △ rap/ræp/ *n.* 说唱 (5)
- △ rapper /'ræpə/ *n.* 说唱艺人; 进行说唱表演的人 (5)
- rare /reə/ *adj.* 稀罕的; 稀有的; 珍贵的 (1)
- recently /'ri:səntli/ *adv.* 最近 (4)
- reception /ri'sepʃən/ *n.* 接待; 招待会; 接收 (1)
- relate /ri'leɪt/ *vt. & vi.* 有关; 涉及; 使联系; 发生关系 (2)
- △ relic /'reɪlɪk/ *n.* 遗物; 遗迹; 纪念物 (1)
- remain /ri'meɪn/ *vi.* 保持; 仍是 (1)
- remove /ri'mu:v/ *vt.* 移动; 搬开 (1)
- replace /ri'pleɪs/ *vt.* 取代; 替换; 代替 (2)
- reputation /,repju(:)'teɪʃən/ *n.* 名誉; 名声 (5)
- reserve /ri'zɜ:v/ *n.* 保护区 (4)
- △ reunite /,ri:ju:'naɪt/ *vt.* 再统一; 再联合; 重聚 (5)
- revolution /,revə'lju:ʃn/ *n.* 革命 (3)
- △ rhino /'raɪnəʊ/ *n.* 犀牛 (4)
- △ Robin Spielberg /'rɒbɪn 'spi:lɜ:ɡ/ 罗宾·斯皮尔伯格 (人名) (5)
- roll /rəʊl/ *vt. & vi.* 滚动; (使) 摇摆 (5)
- n.* 摇晃; 面包圈; 卷形物 (5)
- rock 'n' roll (rock-and-roll) 摇滚乐 (5)
- root /ru:t/ *n.* 根; 根源 (2)
- rub /rʌb/ *vt.* 擦; 摩擦 (4)
- S**
- sail /seɪl/ *vt., vi. & n.* 航行 (2)
- sailor /'seɪlə/ *n.* 海员; 水手; 船员 (2)
- saying /'seɪɪŋ/ *n.* 话; 俗话; 谚语 (5)
- △ Seattle /si'ætl/ *n.* 西雅图 (美国城市) (3)
- secretly /'si:kri:tlɪ/ *adv.* 秘密地; 背地里 (1)
- service /'sɜ:vɪs/ *n.* 服务; 服务性工作 (4)
- silver /'sɪlvə/ *n.* 银; 银子 *adj.* 银的; 银色的 (2)
- simple /'sɪmpl/ *adj.* 简单的 (3)
- simple-minded *adj.* 头脑简单的; 笨的 (3)
- slave /sleɪv/ *n.* 奴隶 (2)
- so ... that ... 如此……以致于…… (3)
- sort /sɔ:t/ *n.* 种类; 类别 *vt.* 分类; 整理 (5)



- sort out 分类 (5)
- △ species /'spi:ʃi:z/ *n.* 种类; 物种 (4)
- △ spoil /'spɔɪl/ *vt.* 损坏; 宠坏 (3)
- △ St Petersburg /sənt 'pi:təzɜ:bɜ:g/ 圣彼得堡
(俄罗斯城市) (1)
- stadium /'steɪdɪəm/ *n.* 露天大型体育场 (2)
- state /steɪt/ *n.* 国家; 政府; 州; 状态 (1)
- stick /stɪk/ *vi.* (stuck, stuck) 粘贴; 张贴; 坚持 (5)
- stick to 坚持 (5)
- stomach /'stʌmək/ *n.* 胃; 胃口; 胃部 (4)
- stone /stəʊn/ *n.* 石; 石头; 宝石 (1)
- style /stɑɪl/ *n.* 风格; 风度; 类型 (1)
- suggest /sə'dʒest/ *vt.* 建议; 暗示 (4)
- △ supporter /sə'pɔ:tə/ *n.* 支持者; 拥护者;
赡养者 (5)
- survive /sə'vaɪv/ *v.* 幸免于; 幸存; 生还 (1)
- △ Sydney /'sɪdni/ *n.* 悉尼(澳大利亚东南部港市,
新南威尔士州首府) (2)

T

- take apart 拆开 (1)
- take part in 参加; 参与 (2)
- △ teammate /'ti:m'meɪt/ *n.* 同伴; 伙伴 (3)
- technology /tek'nɒlədʒi/ *n.* 工艺; 科技; 技术 (3)
- technological /tek'nɒlədʒɪkl/ *adj.* 科技的 (3)
- thick /θɪk/ *adj.* 厚的; 粗的; 浓的 (4)
- think highly of 看重; 器重 (1)
- ton /tʌn/ *n.* 吨; 大量; 许多 (1)
- totally /'təʊtəli/ *adv.* 完全地; 整个地 (3)
- △ transistor /træn'zɪstə-'sɪstə/ *n.* 晶体管 (3)
- treasure /'treʒə/ *n.* 财宝; 财富; 珍品 (1)
- trial /traɪəl/ *n.* 审判; 审讯; 试验 (1)
- truly /'tru:li/ *adv.* 真实地; 真正地 (3)
- type /taɪp/ *n.* 类型 *vt. & vi.* 打字 (3)

U

- universal /ju:nɪ'vɜ:səl/ *adj.* 宇宙的; 普遍的;
通用的 (3)

- unkind /ʌn'kaɪnd/ *adj.* 不仁慈的; 刻薄的;
无情的 (4)
- unknown /,ʌn'nəʊn/ *adj.* 不知道的; 未知的;
不知名的
n. 未知的人或物 (5)

V

- vase /va:z; veɪs/ *n.* 花瓶; 瓶 (1)

W

- wander /'wɒndə/ *vi.* 漫步; 徘徊; 迷路 (3)
- watch over 看守; 监视 (3)
- △ website /websaɪt/ *n.* WWW (环球网) 的站点
(3)
- whale /(h)weɪl/ *n.* 鲸 (4)
- wild /waɪld/ *adj.* 野生的; 野的; 未开发的;
荒凉的 (4)
- wildlife /'waɪldlaɪf/ *n.* 野生动植物 (4)
- with the help of 在……的帮助下 (3)
- wonder /'wʌndə/ *n.* 奇迹; 惊奇 (1)
- wooden /'wʊdn/ *adj.* 木制的 (1)
- △ wreath /ri:θ/ *n.* 花圈; 花冠; 圈状物 (2)
- △ WWF (World Wildlife Fund)
世界野生生物基金会 (4)

Z

- △ Zimbabwe /zɪm'bɑ:bweɪ/ *n.* 津巴布韦
(非洲南部国家) (4)
- zone /zəʊn/ *n.* 地域; 地带; 地区 (4)



Irregular verbs

不规则动词

Infinitive

arise

be

am, is

are

beat

become

begin

bite

blow

break

bring

build

burn

burst

buy

can

catch

choose

come

cost

cut

deal

dig

do

draw

dream

drink

drive

eat

fall

feed

feel

Past tense

arose

was /wɒz, wəz/

were /wɜː, wə/

beat

became

began

bit

blew /bluː/

broke

brought /brɔːt/

built /bɪlt/

burnt, burned

burst

bought /bɔːt/

could /kʊd/

caught /kɔːt/

chose

came

cost

cut

dealt

dug

did

drew /druː/

dreamt, dreamed

drank

drove

ate

fell

fed

felt

Past participle

arisen

been

beaten /'bi:tɪn/

become

begun

bitten

blown /bləʊn/

broken /'brəʊkən/

brought

built

burnt, burned

burst

bought

—

caught

chosen /'tʃəʊzn/

come

cost

cut

dealt

dug

done /dʌn/

drawn /drɔːn/

dreamt, dreamed

drunk

driven /'drɪvɪn/

eaten /'i:tɪn/

fallen /'fɔːlən/

fed

felt



Appendices

Infinitive

fight /faɪt/
 find
 fly
 forget
 freeze
 get
 give
 go
 grow
 hang
 have
 hear
 hide
 hit
 hold
 hurt
 keep
 know
 lay
 learn
 leave
 lend
 let
 lie /laɪ/
 light
 lose /luːz/
 make
 may
 mean
 meet
 mistake
 must
 pay
 put
 read
 ride
 ring
 rise
 run

Past tense

fought /fɔ:t/
 found /faʊnd/
 flew /fluː/
 forgot /fə'gɒt/
 froze
 got
 gave
 went
 grew /gruː/
 hung, hanged
 had
 heard /hɜ:d/
 hid
 hit
 held
 hurt
 kept
 knew /njuː/
 laid
 learnt, learned
 left
 lent
 let
 lay /leɪ/
 lit, lighted
 lost
 made
 might /maɪ/
 meant /ment/
 met
 mistook
 must
 paid
 put
 read /red/
 rode
 rang
 rose
 ran

Past participle

fought
 found
 flown /fləʊn/
 forgotten /fə'gɒtn/
 frozen
 got
 given /'gɪvɪn/
 gone /gɒn/
 grown /grəʊn/
 hung, hanged
 had
 heard
 hidden /'hɪdən/; hid
 hit
 held
 hurt
 kept
 known /nəʊn/
 laid
 learnt, learned
 left
 lent
 let
 lain /leɪn/
 lit, lighted
 lost
 made
 —
 meant
 met
 mistaken /mɪs'teɪkən/
 —
 paid
 put
 read
 ridden /'rɪdn/
 rung
 risen /'rɪzn/
 run



Appendices

Infinitive	Past tense	Past participle
say	said /sed/	said
see	saw /sɔ:/	seen
sell	sold /sɔld/	sold
send	sent	sent
set	set	set
shake	shook	shaken /'ʃeɪkən/
shall	should /ʃʊd/	—
shine	shone /ʃɒn/, shined /ʃaɪnd/	shone, shined
show	showed /ʃəʊd/	shown /ʃəʊn/, showed
shut	shut	shut
sing	sang	sung
sink	sank, sunk	sunk, sunken
sit	sat	sat
sleep	slept	slept
smell	smelt, smelled	smelt, smelled
sow	sowed	sown /səʊn/, sowed
speak	spoke	spoken /'spəʊkən/
spellbind	spellbound /'spelbaʊnd/	spellbound
spend	spent	spent
spill	spilt	spilt
spit	spat	spat
spoil	spoilt	spoilt
stand	stood /stʊd/	stood
stick	stuck	stuck
sweep	swept	swept
swim	swam	swum
take	took	taken /'teɪkən/
teach	taught /tɔ:t/	taught
tell	told /tɔld/	told
think	thought /θɔ:t/	thought
throw	threw /θru:/	thrown /θrəʊn/
understand	understood	understood
upset	upset	upset
wake	waked, woke	waked, woken /'wəʊkən/, woke
wear	wore /wɔ:/	worn /wɔ:n/
will	would /wʊd/	—
win	won /wʌn/	won
write	wrote	written /'rɪtn/



Changes in international phonetic symbols for English

英语国际音标变化表

单元音	有变化	无变化													
		<table border="1"> <tr> <td>i → ɪ</td> <td rowspan="4">短元音</td> <td>e</td> <td rowspan="4">长元音</td> <td>i:</td> </tr> <tr> <td>u → ʊ</td> <td>æ</td> <td>u:</td> </tr> <tr> <td>ɔ → ɒ</td> <td>ə</td> <td>ɔ:</td> </tr> <tr> <td>ə: → ɜ:</td> <td>ʌ</td> <td>ɑ:</td> </tr> </table>	i → ɪ	短元音	e	长元音	i:	u → ʊ	æ	u:	ɔ → ɒ	ə	ɔ:	ə: → ɜ:	ʌ
i → ɪ	短元音	e	长元音		i:										
u → ʊ		æ			u:										
ɔ → ɒ		ə			ɔ:										
ə: → ɜ:		ʌ		ɑ:											

双元音	ei → eɪ	əu → əʊ	iə → ɪə
	aɪ → aɪ	au → aʊ	ɛə → eə
	ɔɪ → ɔɪ		uə → ʊə

- 注：1. 单元音 /ɪ/ 改为 /i/, 4 个有 /ɪ/ 的双元音中的 /ɪ/ 也都改为 /i/, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
 2. 单元音 /ʊ/ 改为 /u/, 3 个有 /ʊ/ 的双元音中的 /ʊ/ 也都改为 /u/, 即 /əʊ/, /aʊ/, /uə/。长元音 /u:/ 中的 /u/ 不变。
 3. /ɒ/ 只出现在单元音，即 /ɔ/ 改为 /ɒ/，而双元音 /ɔɪ/ 中的 /ɔ/ 不改，只改 /ɪ/，即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
 4. /ɛə/ 改为 /eə/，它的前一个元音与 /eɪ/ 中的前一个元音为同一个符号，而 /ɛ/ 不再出现。
 5. /ɔ:/ 改为 /ɜ:/，出现一个新的元音符号 /ɜ/。
 6. 辅音音标基本上没有变化。



Appendices

The following pictures are provided by *Xinhua News Agency*.

1. page 11 Picture 1 (Olympic Games)
2. page 11 Picture 2 (Yang Yang (A))
3. page 33 Picture 4 (Rap)
4. page 33 Picture 8 (Choral)
5. page 34 picture
6. page 65 picture



后 记

根据教育部制订的普通高中各科课程标准(实验),人民教育出版社课程教材研究所编写的各学科普通高中课程标准实验教科书,得到了诸多教育界前辈和各学科专家学者的热情帮助和大力支持。在各学科教科书终于同课程改革实验区的师生见面时,我们特别感谢担任教科书总顾问的丁石孙、许嘉璐、叶至善、顾明远、吕型伟、王梓坤、梁衡、金冲及、白春礼、陶西平同志,感谢担任教科书编写指导委员会主任委员的柳斌同志和编写指导委员会委员的江蓝生、李吉林、杨焕明、顾泠沅、袁行霈等同志。感谢担任学科顾问的邓炎昌教授和丁往道教授。并在此感谢所有对本套教材提出修改意见、提供过帮助和支持的专家、学者、教师和社会各界朋友。

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我们还要感谢使用本套教材的实验区的师生们。希望你们在使用本套教材的过程中,能够及时把意见和建议反馈给我们,对此,我们将深表谢意。让我们携起手来,共同完成教材建设工作。我们的联系方式如下:

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Unit 5 Music

Part 2

My son turned ten just the other day.
 He said, "Thanks for the ball, dad, come on, let's play.
 Can you teach me to throw?"
 I said, "Not today, I've got a lot to do."
 He said, "That's OK."
 And he walked away, but his smile never dimmed;
 He said I'm going to be like him, yeah.
 You know I'm going to be like him. (Chorus)



Part 3

Well, he came from college just the other day,
 So much like a man, I just had to say,
 "Son, I'm proud of you, can you sit for a while?"
 He shook his head and said with a smile,
 "What I'd really like, Dad, is to borrow the car keys.
 See you later, can I have them please?" (Chorus)



Part 4

I've long since retired, my son's moved away
 I called him up just the other day.
 I said, "I'd like to see you if you don't mind."
 He said, "I'd love to, Dad, if I can find the time.
 You see, my new job's a worry and the kids have the flu,
 But it's sure nice talking to you, dad.
 It's sure been nice talking to you."
 And as I hung up the phone, it occurred to me,
 He'd grown up just like me
 My boy was just like me.



This song is a ballad and tells a story. Each part tells some of the story. Write down the main idea for each part.

1 _____
 2 _____
 3 _____
 4 _____



WRITING TASK

Then prepare to write a short letter offering help on what they should do. You may begin your letter like this:

Dear _____,

Thank you for your letter. I

Then give them your ideas. Make each idea into one paragraph. If you have two or more ideas you will have two or more paragraphs.

PROJECT

Look around your hometown or home village and see what parts of the environment can be improved, for example an area full of rubbish or a place beside a river. Think what you can do to improve this area and work out a plan. Show your plan to your teacher. Think about whom you could show your ideas to and who could help you make your hometown or home village more beautiful. The following plan may help you.

- Decide on an area that you think needs improvement.
- Clean it up.
- Make a plan to improve this area and make a better environment.
- Make a picture and show all the important changes you are going to make to this area.
- Describe these changes in a few sentences.
- Write a letter asking an organization for some money.

An example of a project to encourage more birds to visit an area.

