

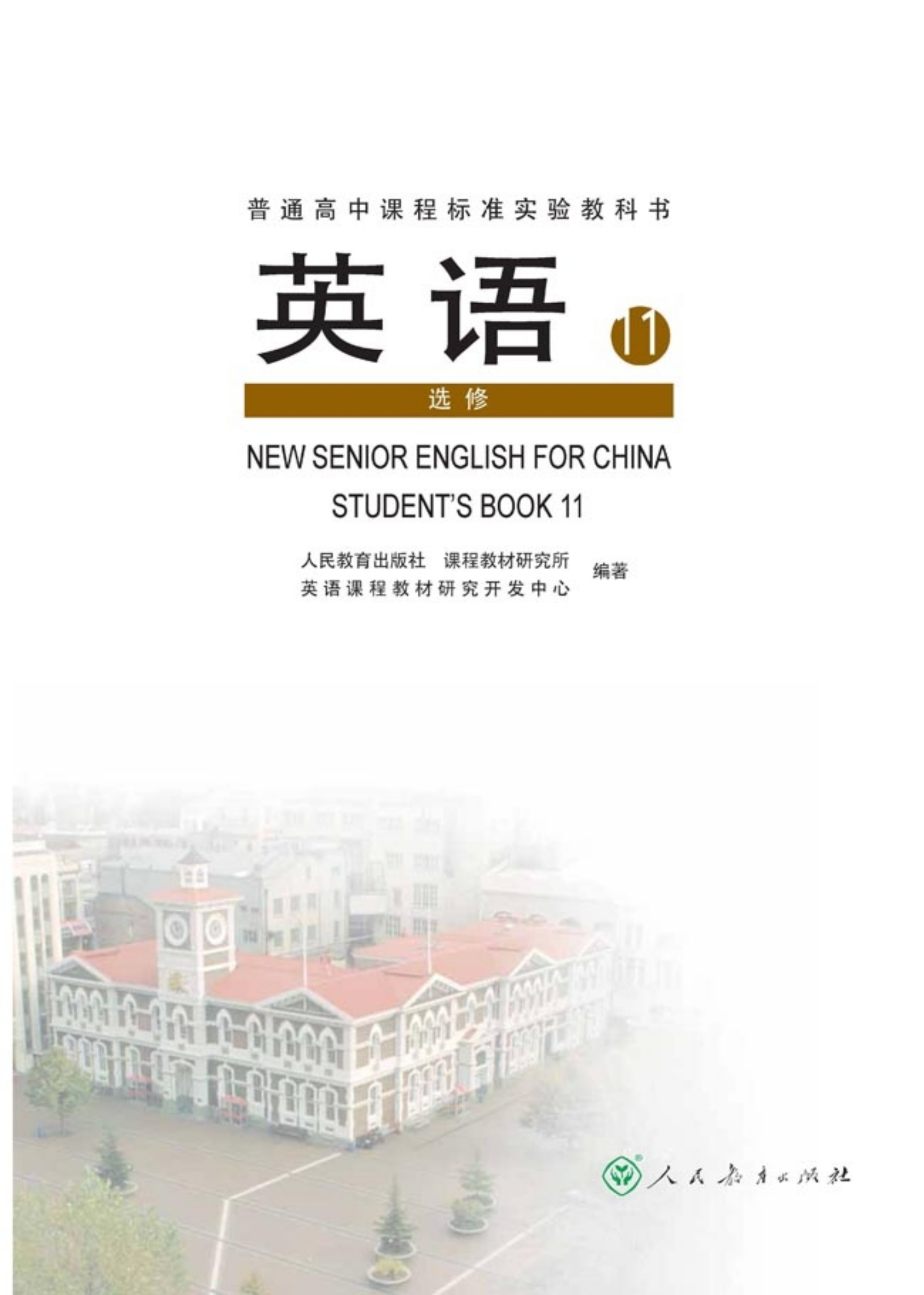
普通高中课程标准实验教科书

英语

选修

NEW SENIOR ENGLISH FOR CHINA
STUDENT'S BOOK 11

人民教育出版社 课程教材研究所 编著
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Unit 1

New Zealand

Warming Up

What do you already know about New Zealand? Work with a partner and decide whether the statements below are True (T) or False (F).

- 1 New Zealand is in the Pacific Ocean to the west of Australia.
- 2 The capital of New Zealand is Auckland.
- 3 New Zealand is approximately the same size as the UK.
- 4 There are nearly 40 million sheep in New Zealand.
- 5 There are more people living in New Zealand than in the UK.
- 6 About 10% of New Zealanders are Maori.
- 7 New Zealanders are often called "Kiwis" after the kiwi bird that lives only in New Zealand.
- 8 Kiwi birds are strong flyers.
- 9 There have been humans living in New Zealand for about 10,000 years.
- 10 New Zealand has many high mountains.



Pre-reading

- 1 Look at the map of New Zealand and discuss what you can learn about New Zealand from it. Discuss especially:
 - latitude and longitude
 - seas surrounding the country
 - islands that make up New Zealand
 - mountains and mountain ranges
 - lowest and highest areas
 - possible areas for farming
 - major cities
 - possible climate
- 2 Scan the title and subtitles of the reading passage and look at the pictures. Make a list of things the text may cover.



Reading



NEW ZEALAND: LAND OF THE LONG WHITE CLOUD

Geography

Lying in the south-west Pacific, New Zealand consists of two main islands – the North Island and the South Island – and many smaller islands, of which Stewart Island in the far south is the largest. About 20% of the North Island and 65% of the South Island are mountains. New Zealand sits on two **tectonic** plates which are constantly moving and hitting into each other, causing a lot of **geological** activity, including earthquakes and volcanoes.

The North Island has a range of mountains running through the middle of the island, with gently sloping farmland on either side. In the centre of the island is an area called the Central **Plateau**, where most of New Zealand's volcanic activity occurs. The Plateau is the site of hot springs, boiling mud pools and steam for power and heating.



Boiling mud pools



Mitre Peak

A huge range of mountains, called the Southern Alps, form the **backbone** of the South Island. To the east of the mountains are plains and gentle hills used for farming and **grazing** sheep. To the west is a narrow, coastal **strip**. It rains very heavily in this area, which has an annual rainfall of over 7,500 mm, an ideal environment for spectacular forests and farming. Despite this, the west coast has as many sunny days as Christchurch on the east coast, where annual rainfall is only about 330 mm. Thousands of years of geological activity has caused parts of the land to sink below the sea, and in some parts of the west coast only the tallest of the mountain peaks can be seen above the

sea. A number of spectacular glaciers have formed in the Southern Alps, carved out of the mountains by moving ice over thousands of years.

History

New Zealand was first settled in about 1000 AD by people from other Pacific islands, who **paddled** their great canoes south in search of a better place to live. They called their new home *Aotearoa*, which means "Land of the Long White Cloud". More and more people arrived in their canoes over the next 200 years and these settlers became the Maori people. Although there were no land animals, except bats, to be hunted, there was plenty of food in the sea and birds on the land, including a huge flightless bird, the *moa*, which stood over 3 metres tall. The arrival of the first humans into the **uninhabited** land changed it forever. Some animals and plants became extinct, fire destroyed large areas of forest, and rats and dogs brought over on the canoes killed most of the ground-living birds. As the coastal waters were heavily fished, the seals remained only on the southern-most islands and the giant moa was eventually hunted to extinction.



Moa



Maori fortified village

The Maori people changed their way of life to suit the changing conditions. Most moved to the North Island, where the climate was better for growing sweet potatoes and **fern** roots for food. As the population grew and land and food became **scarce**, the people became more **war-like**. Some **tribes** were **wiped out** as stronger tribes fought to **take over** the land. To protect themselves, the people began to live in "*pas*"; that is, villages on the top of hills surrounded by several rows of tall **fences**.

The first Europeans to come to New Zealand were whale and seal hunters in about 1790. They brought with them European diseases that the Maori had no **immunity** to and, worse still, they traded guns with the local tribes. By the beginning of the nineteenth century, diseases and gun fights had greatly reduced the Maori population.

Sealers and whalers were followed by European missionaries who came to teach the Maori about **Christianity**, and then by more Europeans, mainly British, seeking a better life. In 1840, Britain signed a **treaty** with the representatives of various Maori tribes. This treaty recognised Maori **ownership** of their land and the coastal waters around New Zealand. In return, the Maori agreed that the country would belong to Britain and be governed by the Queen of England. Unfortunately, when the Maori people did not want to sell their land to the new settlers, especially at the extremely low prices they were offered, **unrest** between the Maori and Europeans (*Pakeha*) grew, which led to serious fighting in many parts of the North Island. The worst fighting was between 1860 and 1872, after which the Maori were finally defeated by larger numbers of British and Australian soldiers and **civilians**. The British government then punished the Maori by taking much of their land away and giving it to the British settlers.

After the New Zealand Land Wars, English settlers began arriving in large numbers. They built cities and towns and farmed the land, changing the environment even more than the Maori people had done. These settlements were based on the structure of British society, including government administration, religion, education and the law. In the South Island, the discovery of gold in the 1860s brought even more immigrants, including English, Scots, Irish and Chinese.



Christchurch

Comprehending

1 Complete the topic list below to show what each paragraph is about.

	GEOGRAPHY	HISTORY
Paragraph 1:	Location of New Zealand	The first Maori arrivals
Paragraph 2:	The North Island	_____
Paragraph 3:	_____	_____
Paragraph 4:		_____
Paragraph 5:		_____

2 Answer the following questions about the text.

- 1 Which New Zealand island has the most mountains?
- 2 In which island is there more geological activity?
- 3 On which part of the South Island are you most likely to find sheep farms? Give reasons.
- 4 What part of the South Island has the most rainfall?
- 5 Where and when was gold discovered in New Zealand?

3 Put the following historical events in order.

- () A Many Maori died from disease or war.
- () B Maori tribes began moving to the North Island and started to grow crops.
- () C After the Land Wars, more and more European settlers began arriving.
- () D The British government and the Maori signed a treaty, which made New Zealand the property of Great Britain, but gave the land to the Maori people.
- () E The first humans settled in New Zealand.
- () F Sealers and whalers from Europe came to New Zealand.
- () G Forests began disappearing and some animals and plants became extinct.
- () H War between the Maori and Pakeha ended with the loss of much Maori land.
- () I Wars began between tribes.

4 Discuss the following questions with a partner and then give your report to the class.

- 1 On which island would you expect there to be more people? Give at least two reasons.
- 2 What changes happened that caused the Maori people to become more warlike?
- 3 In what ways was the arrival of the first Europeans a disaster for the Maori people?
- 4 What kind of changes to the land do you think happened after Europeans started arriving?

Studying and Exploring Language

Vocabulary

1 Complete the sentences with words from the reading passage.

- 1 Tom has left the army and is now an ordinary _____.
- 2 The artist _____ a statue of the president out of wood.
- 3 Each country sent a _____ to the seminar on global warming.
- 4 Do you have a certificate to prove your _____ of this car?
- 5 We couldn't take the canoe out onto the lake because we had lost one of the _____.
- 6 Bad conditions in the factory caused _____ among the workers.

2 Match the following Maori words used in the passage with their definitions.

- | | |
|-------------------------|--|
| 1 Aotearoa /a t'ɔːrɪ k/ | a large, flightless bird |
| 2 Pakeha /'pʌkɪ hʊ/ | a village that is built to protect the people inside |
| 3 moa /'mɔː ə/ | a European, or white person |
| 4 pa /pɑː/ | the name the Maori people gave to their new country |

3 Work out the meaning of the italicised words using the context. Use your dictionary only to check your answers.

- 1 If you enjoy adventure, you should try *bungee jumping*. There is a good place just outside the town. You *fasten* a long, elastic rope to your ankles and jump from one of the towers on the *suspension* bridge over the river.
- 2 After your jump, you will have a good *appetite*, so stop for a delicious *buffet* at the hotel. You will be able to choose from fresh seafood, fine meat, many different salads as well as pasta dishes. It is quite expensive to stay at the hotel, but if you are the kind of tourist who appreciates a *porter* to carry your bags and want to stay in a *suite* that has a *lounge*, bedroom, bathroom and kitchen, then this is the place for you. For those on a budget, the campsite is excellent value. There are showers, a kitchen and even a *laundry* where you can wash your clothes.
- 3 Early in the morning, before we had even had breakfast, we took a helicopter ride onto one of the mountains and spent an hour skiing on the beautiful untouched snow. We then flew back to the town and had *brunch* at a café in town at about 11:30.
- 4 In 1931, a huge earthquake destroyed most of the town of Napier, on the east coast of the North Island. Over the next two years, they rebuilt the town and now it has become famous for its *architecture* because all the buildings are in the style of the 1930s.

4 Look at the following list of phrases, and review their meanings and usage. Then choose five of them to make sentences or a short paragraph.

wipe out	take out	break out	carve out	check out	come out
die out	dig out	fade out	figure out	give out	go out
help out	leave out	mark out	pick out	run out	rush out
set out	squeeze out	stick out	talk out	test out	try out
wear out (worn out)					

Grammar

1 The definite article *the* is used before some place names and not before others. Can you remember the rule? Work with a partner and write it down.

2 Fill in the blanks with *the* where necessary.

- 1 ____ capital of ____ People's Republic of China is ____ Beijing.
- 2 In ____ south, China shares borders with ____ **Burma**, Laos and Vietnam.
- 3 ____ Japan lies between ____ East China Sea and ____ Pacific Ocean.
- 4 ____ Stewart Island is in ____ far south of ____ New Zealand.
- 5 ____ New Zealand's main islands are separated by a body of water called ____ Cook Strait.
- 6 ____ largest lake in New Zealand is ____ Lake Taupo.
- 7 ____ highest mountain in New Zealand is ____ Mount Cook, which is in ____ Southern Alps.
- 8 ____ river with ____ greatest water flow is ____ Amazon, which is in ____ South America.
- 9 ____ Gobi Desert is in ____ Mongolia.
- 10 ____ Asia and Africa are ____ two largest continents.

3 How good is your general knowledge? In pairs, ask and answer the questions below, putting in the definite article where necessary.

- 1 What is the name of the smallest continent in the world?
- 2 What is the longest river in the world?
- 3 What is the largest desert in the world?
- 4 What is the longest mountain range in the world?
- 5 What is the most active volcano in the world?
- 6 What is the name of the largest lake in the world?
- 7 What is the name of the largest continent in the world?
- 8 What is the highest mountain in the world?
- 9 What is the name of the highest waterfall in the world?

* **4** Now write 10 more questions and ask someone else in the class to answer them. Use the vocabulary below in your questions.

ocean delta village mountain basin lake cave glacier city cliff

EXAMPLE:

Question: *What is the largest ocean in the world?*

Answer: *The Pacific Ocean.*

Using Language

Listening task

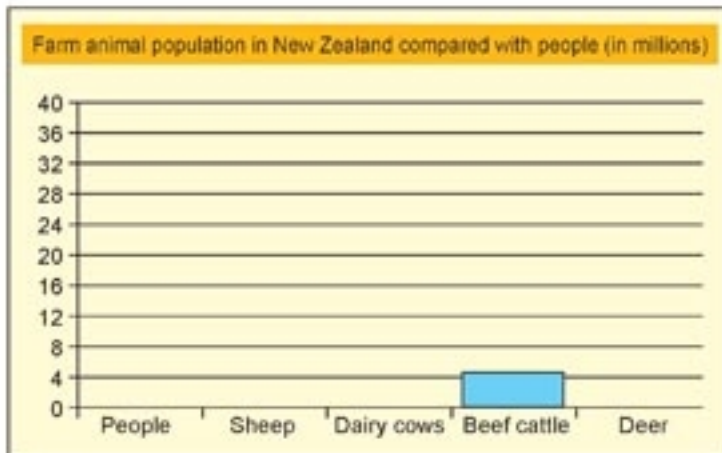


Kim, a New Zealand teacher, is giving a talk about her country. In the first part of her talk she gives some general information about New Zealand's people and its industries.

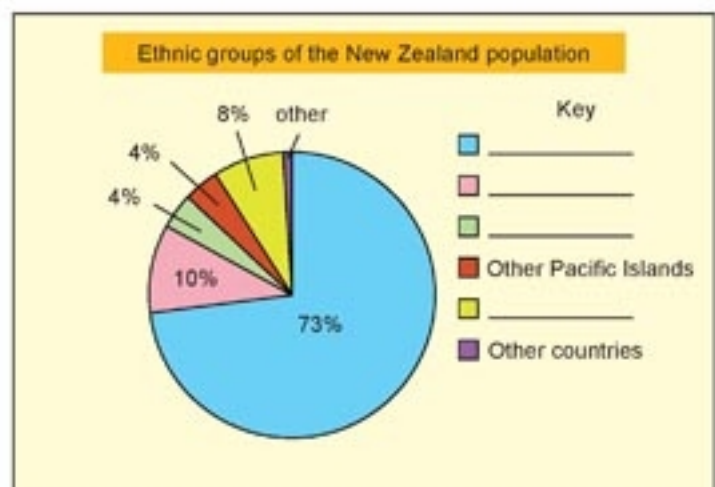
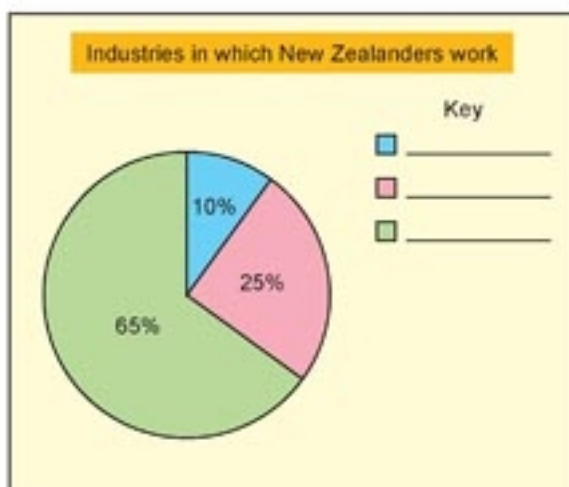
1 Listen to her talk and answer True (T) or False (F) to the questions below. If the statement is wrong, correct it.

- () 1 While New Zealand is only slightly smaller in area than the UK, it has a much smaller population.
- () 2 Most of New Zealand's population live in towns and cities because most of the land is farmland, mountains or forest.
- () 3 Because New Zealand sells so much meat, **dairy** products and wool to other countries, there are many people working on the land.
- () 4 New Zealand is a country that has a unique ethnic mix. Some people are from more than one racial background.
- () 5 In the next part of Kim's talk, she is going to talk about when and where the people of New Zealand originally came from.

2 Listen to the part of Kim's talk where she gives statistics about the population and animal numbers. Draw a bar chart onto the graph on the next page.



3 Listen to the rest of the tape and complete the graphs by writing the appropriate words in the keys of the graphs below.

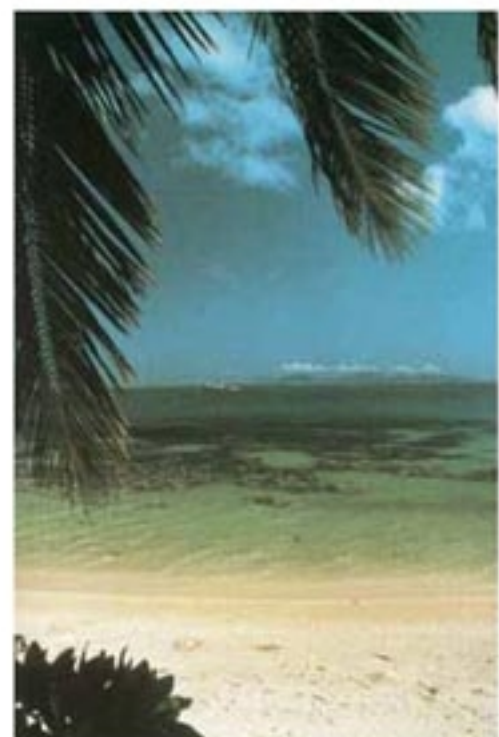


Reading task



Read the text from the Internet on the next page. It is about travelling in New Zealand, but the headings for each section are missing. Write the letters A - E beside the headings below to show where they belong. Not all headings are needed.

- 1 What's the best way to travel around New Zealand?
- 2 What's the best time to visit?
- 3 What is the weather like?
- 4 Is New Zealand safe to travel in?
- 5 What do I do about accommodation?
- 6 How long should I stay?
- 7 Why travel to New Zealand?
- 8 Can I hire a car?



NEW ZEALAND TRAVEL GUIDE

A



For anyone who enjoys walking, New Zealand is heaven! It has a huge variety of scenery, some of the best of which can only be accessed on foot. The many **eco-friendly** hiking tracks throughout these uniquely beautiful areas of NZ make hiking a pleasure.

New Zealand's scenery ranges from glaciers to **subtropical** forests, beautiful lakes and **fjords** to fast flowing rivers and snow-covered mountains, **not to mention** kilometres of sandy beaches – some of which you will have entirely to yourself.



There are plenty of opportunities for fishing, skiing, scuba diving and many other sporting activities. For those who like their **recreation** to be a little more challenging, there is white-water **rafting**, canyoning, sky diving and **abseiling**. Of course, NZ is the birthplace of bungee jumping.

There are aspects of Maori culture – both ancient and modern – to enjoy and also the opportunity to share in ceremonies and celebrations with local Maori. New Zealand is small and easy to **get around**. It is relatively inexpensive and the local people are friendly. There are no deadly land creatures to worry about. Public health standards are high and crime rates are low. New Zealand is one of the safest and most welcoming countries you will ever visit.



B

The best time to visit NZ is from November to April – summer time in the southern **hemisphere**. Although if you want to go skiing, June to October is the best time. New Zealand weather is quite changeable, so bring a raincoat and warm sweater even in summer.


C

You can see quite a lot of one island in a week, but will need a minimum of two weeks to visit both islands. If you intend to take some of the walking tours, four weeks would be better. If you are not on a tight schedule, you could easily spend several months exploring all that NZ has to offer.

D

New Zealand has an **extensive** air service which is relatively cheap if you look for discounted fares. A reasonable bus service is available and there are train services between main cities. However, there is often no public transport to interesting, out-of-the-way places and one of the best ways to travel around New Zealand, if you can afford it, is to hire a car. This will allow you to be flexible about where you visit and how long you stay and you can travel at your own pace. When hiring a car, don't forget to take out insurance in case you are involved in an

accident. Although the crime rate in New Zealand is low compared with some countries, it is also advisable to **insure** against **theft** as some travellers have had things stolen from their cars.



Touring by bicycle is another popular way to see all that the country has to offer. New Zealand is clean, green, uncrowded and friendly. There is plenty of fresh water. The climate is neither too hot nor too cold for cycling, and the roads are good. There are campsites and cheap accommodation handy to most places of interest. NZ's hills make cycling hard-going sometimes, but the country is small with interesting sites reasonably close together.

E _____

Contact one of our travel **consultants**, either by phone or email. They will be able to give you guidance about the most suitable accommodation for your needs. We have a large database of hotels, camping grounds and bed and breakfast places which **cater** for all budgets. A consultant will also be able to help you with any other enquiries you may have.

For more information, contact our consultants at
TRAVEL NEW ZEALAND
 21 George Street
 Auckland
 Phone 64 675 3381 Extension No. 123
 Email: travelnz@Xtra.NZ

Speaking task

- 1** In groups, make a table to list information about NZ and your part of China. In what ways are they similar and how are they different?

New Zealand	My area
Only 4 million people	Over _____ people
Many mountains	
...	...

- 2** Report to the class. Listen to the reports from other groups. If you disagree with any of the answers, express your opinion and give reasons.

Writing task

Use the following information to write a letter to Travel New Zealand.

Your relatives or friends need your help. They want to take a holiday in New Zealand. Their schedule will only allow them to spend one week in New Zealand and they want to do as much as possible. Their plane will arrive in Auckland. Make a list of the things which you think will interest them. Write a letter for them to Travel New Zealand explaining what they are interested in and asking for information about the best places to go and what kind of accommodation is available.

Making a Project

Imagine you and a group of friends are on holiday in New Zealand. Follow the steps below to write a diary about your holiday.

- Decide what kind of holiday you would like. Here are a few suggestions:
 - a camping holiday
 - a walking holiday
 - a bus tour with a guide
 - a motoring holiday
 - a skiing holiday
 - a beach holiday
- Decide how long you will stay and which parts of New Zealand you will visit.
- Research the places you will visit using the Internet, books or travel brochures.
- Plan your travel route for each day. Give one or more days to each person in your group.
- Write diary entries for the days you have been assigned. Write about what you did, what you saw, what the weather was like and how you felt. You may need to do further research to make your diary entries accurate.
- Collect everyone's diary pages into a booklet, and give it to other groups to read.

SUMMING UP

- What are the most surprising facts you have learned about New Zealand?
- What would you most like to do if you were on holiday in New Zealand?
- List ten useful words and five useful expressions you have learned in this unit.
- Read the following sentences and insert articles *a/an/the* where necessary.
 _____ New Zealand is _____ small country in _____ South Pacific. _____ South Island is more mountainous than _____ North Island. _____ highest mountain is _____ Mount Cook, which is in _____ South Island, while _____ largest lake is _____ Lake Taupo in _____ centre of _____ North Island. _____ longest beach is _____ Ninety Mile Beach at _____ most northern part of _____ New Zealand.

Learning Tip

When trying to understand a text, look for visual clues, such as pictures, diagrams and graphs to help you. Graphs can give you a quick visual summary of facts written in the text. When reading graphs, it is important to first read the title of the graph, so you know exactly what information is in the graph. It is also important to read any key and the information on the two axes of bar and line graphs. You also need to know what unit of measurement is being used on the graph (eg percentage, numbers in millions, height in metres). For example, the title of the bar graph on page 7 tells you that the numbers on the **vertical axis** are millions, and you can see clearly (after you complete the graph) that there are many millions more sheep in New Zealand than there are people.

Unit 2

Detective stories

Warming Up

Discuss the following questions in groups:

- 1 Do you think crime in your community over the past 10 years has increased, decreased or stayed about the same? Give reasons.
- 2 Which of the measures below would be most likely to decrease crime? You can choose more than one or mention other measures that would help.
 - More education about responsible citizenship.
 - Education about how to keep yourself and your property safe.
 - More severe punishments for people who commit crimes.
 - Improved scientific methods for **detecting** crimes and catching criminals.
 - More police.
 - More encouragement for citizens to report criminals.



Pre-reading

The first reading passage is about how the police caught a murderer. Before you read the text, discuss the following questions in your groups.

- 1 Why do people commit murder? Make a list of possible reasons.
- 2 If a taxi driver has been murdered while driving his taxi, what do you think would be the most likely reason for his death?
- 3 Apart from the victim himself or herself, who else is affected by a murder? Why?
- 4 Discuss with a partner what you think is happening in each photo below.



A victim



Outside the courthouse

Reading



TWO TERRIBLE CRIMES ARE SOLVED

On 18 November 1994, Mr Bahmad's family were worried. Mr Bahmad, a taxi driver, had not returned from work at 7 am as he normally did. The family telephoned the police. A few hours later, a **jogger** discovered a man dead in a taxi. He had been stabbed 37 times in the body, arms and face. The police **forensic** team immediately went to the crime scene to look for evidence that would lead them to the killer. They found the driver's wallet with all his money in his pocket, _____ (A)

Police collected samples of blood that had **sprayed** over the front and back seats and after laboratory tests, they found the blood belonged to three different people. Some of the blood belonged to Mr Bahmad. _____ (B) They found only one other clue. In the long grass beside the vehicle they found the keys to the taxi. They were covered in blood and a **fingerprint** had been left on top of the blood **stain**. _____ (C) When they ran the fingerprint through their computer, they did not find a matching print on their database. _____ (D) The police were unable to find the killer or killers.



A month later, on 21 December, a fisherman fished out of the river a body **wrapped** in plastic and **bound** with rope. There were no arms, legs or head. All the police could tell from the **torso** was that the man had been white, young and tall. They looked through their missing persons files on the computer and came up with the name of a thirty-four-year old gardener, Stephen Dempsey, who had been missing since August. His car had been found near a river, but Stephen had never been found. They contacted his family and the parents gave blood and hair samples that could be tested for DNA. When they compared the parents' DNA with the DNA from the torso, they found a match, _____ (E)

As well as taking a DNA sample, the forensic **surgeon** X-rayed the torso. To her surprise, she found an arrowhead inside the body. _____ (F) The police went back to the area where Stephen's car was found and made enquiries as to whether anyone had been seen carrying a bow and arrow near the river. Several people reported seeing such a man and some said that the man had followed them and threatened them with the bow and arrow. Several of the people knew the man's name. It was Richard Leonard. People who knew Leonard told the police that there seemed to be something abnormal about his personality. They also told the police that he had a very powerful bow. The police thought this might be the man they were looking for, but they had to find some evidence before they could arrest him.

The police searched their computer files to see if Leonard's name appeared anywhere. To their great surprise, they found that on November 17, a hospital had reported that a man named Richard Leonard and a woman called Denise Shipley had been treated in the emergency department of a hospital for a knife wound to the man's chest and knife wounds to the woman's arms. **By law**, hospitals must report cases of knife or gun shot wounds to the police and so a police officer had gone to the



hospital to interview Leonard. Leonard and his girlfriend said they had been attacked by some youths. The officer had been sceptical about their story, but as he had no proof that the couple's story was false, he had simply written a report and saved it in the police computer.

_____ (G) The police then interviewed Leonard who at first denied having anything to do with either killing. However, after taking his hair and blood samples for DNA testing, the police told him about the blood stains and the fingerprint on the car keys matched his, and he confessed. He still denied killing Mr Dempsey, but when the police told him the arrow found in Mr Dempsey's body matched the one they had dug out of a tree in Leonard's garden, he eventually confessed to that murder too.

Richard Leonard went to trial and a **jury** found him guilty of both murders. He was condemned to life **imprisonment**. The judge ruled that he should never be released because he would never be **reformed**. It was the judge's assessment that if he were ever let out of prison he would kill again. Mr Dempsey's sister and Mr Bahmad's **widow** and six children were at the trial. They said nothing could **compensate** for the loss of their loved ones, but at least Leonard had been punished and could never hurt anyone else. Leonard's girlfriend was given a sentence between a minimum of three years and a **maximum** of seven for being in the taxi during the second murder and not reporting it to the police.

Comprehending

1 Read the text. Complete it using the sentences and clauses below, which are the conclusions drawn by the police. Then check it by reading the entire text to yourself.

- This meant that the attacker had not been in trouble with the police before.
- They realized that the fingerprint belonged to one of the attackers.
- The police now realized that Leonard and his girlfriend could have been the ones who attacked Mr Bahmad, the taxi driver.
- so they did not think the **motive** for the killing had been theft. As Mr Bahmad had been stabbed so **savagely**, they thought the killer might be a person with a severe mental illness.
- They now knew that he had been killed with a bow and arrow.
- This evidence told them that there had been at least two passengers in the taxi and that they had both been injured during the attack on Mr Bahmad.
- and so they knew who the dead man was.

2 Complete the police notes with information from the reading passage.

Death of Mr Bahmad: Crime scene evidence

Age: 53 Occupation: _____

Date of death: _____

Cause of death: _____

Evidence: Blood on front and back seats

Action taken: Blood samples checked for DNA Result: Blood found to belong to victim

Evidence: _____ on key chain

Action taken: _____ Result: _____

Death of unknown man: Forensic evidence

Date body found: _____

Possible age: Young Possible height: _____Action: Missing persons files checked

Result: A 34-year-old man aged _____ fit the description

Action: Samples of _____ taken from torso and from _____

Result: Man proved to be _____

Action: The body was _____

Result: _____ found inside the chest

3 Arrange the following events in the order that they happened, not in the order the police found out about them.

- Police find Leonard's name in the police database and realize he is connected with both murders.
- A police officer interviews Leonard and records his name in the police database.
- Stephen Dempsey is killed by Richard Leonard with a bow and arrow.
- Leonard is sentenced to life in prison and his girlfriend to 3-7 years.
- In the attack, Leonard kills Mr Bahmad by stabbing him to death and Leonard's girlfriend is injured.
- Police interview members of the public and find out Leonard has been near the river with a bow and arrow.
- Police interview Leonard who eventually confesses.
- Leonard and his girlfriend go to hospital.
- Part of Mr Dempsey's body is found in a river.

4 In groups, make a dialogue from one of the situations below and act them out.

- A telephone conversation between Mr Bahmad's wife and a police officer when she first realizes that Mr Bahmad has not returned home from work.
- A conversation between police officers and Stephen Dempsey's parents. The police think the body might be Stephen's and they want to take DNA samples from the parents.
- A conversation between Mr Bahmad's and Mr Dempsey's families outside the courtroom after the trial.

5 Read the information below and then in your group discuss the questions on the next page.

The murders described in the reading took place in a country that does not put people to death as a punishment. For very savage murders, a criminal is sentenced to prison for the rest of his or her life. If a murder is not as savage and it can be proved that the murderer is not likely to kill again and is sorry for what he or she has done, the punishment may be only 20 years or less in prison. For less serious crimes, criminals can be given a minimum and maximum sentence, for example, Leonard's girlfriend was given a prison sentence of 3-7 years. How long she stays in prison will depend on how well she behaves in prison and whether she shows that she has reformed and will be a good citizen in the future.

- 1 List reasons why criminals should not be put to death for very serious crimes and reasons why they should.
- 2 What do you think is the best way of punishing people like Richard Leonard? Give reasons.
- 3 Do you think the families of the victims were happy with Richard Leonard's punishment? Find evidence in the reading passage for your answer.
- 4 How do you think the family of a murder victim would feel if the murderer was allowed out of prison after only 15 years? How do you think the family of the murderer would feel?

Studying and Exploring Language

Vocabulary

1 Complete the paragraph with words from the reading passage.

When Milly's doctor saw how damaged her foot was, he told her to go to hospital immediately. At the hospital, she was taken straight to the _____ department where they _____ her foot. The doctors then made an _____ of the damage and said she must have an operation immediately. The _____ explained to her that one bone was in an _____ position and needed to be repaired. Before she _____ herself to the operation, Milly made _____ about how long she would have to stay in the **ward**, as her birthday party was being held the next day. The doctor told her that missing her party was a small price to pay because nothing could _____ for losing _____ movement in her foot. Milly eventually agreed to the operation. She did not want to be **lame** for the rest of her life.

- 2 In pairs, look at the picture and list as many words as you can that are related to "law". It can be a person, a place or a thing; it can be a noun, a verb or an adjective. Then compare your list with another pair and then with the rest of the class. See how many words you can get altogether.



3 Work out the meaning of the italicised words using the context. Use your dictionary only to check your answers.

- 1 I read a really great *thriller* about a spy who stole some *confidential* documents from the office of the President. The documents contained secret information from the *Ministry* of National Defence.
- 2 When the famous movie star died, thousands attended his *funeral*. Later they built a *memorial* to the star so that everyone would remember him.
- 3 There are not enough jobs for those who want to work and if this *trend* continues, *unemployment* is likely to be worse in the future. *Taxpayers* are already paying huge taxes to provide financial help for the unemployed and we need to find ways to provide more jobs. At the moment we *import aluminium* for making saucepans and other household goods. If we could start to mine our own resources, this would not only help to solve the unemployment problem, but we could also sell *surplus* products abroad. While the processing of aluminium is quite complicated, our engineers are capable of designing suitable factories and training unemployed people to work in them.

Grammar

1 Use the suitable words below to complete the sentences. Then underline the adverbial clauses.

although	so that	wherever	until	in order that
as soon as	as long as	because	as though	so ... that

- 1 _____ I've gained access to the building, I'll open the front door and let you in.
- 2 John caused chaos _____ he went, and before long no one would invite him to stay.
- 3 He was delayed _____ the train he was on was involved in a collision.
- 4 He planned for the bomb to explode at midnight _____ the building would be damaged but no one would be killed.
- 5 She'll have to use public transport from now on _____ the police can find her stolen car.
- 6 I ran all the way and when I got there I was _____ breathless _____ I couldn't talk.
- 7 We will pay for you to go to the international conference _____ you write a report about it when you return.
- 8 _____ the matter was urgent, Paul took his time replying to this personal email message.
- 9 The eagle swooped down at the cat _____ it was going to catch it, but at the last moment it turned away.
- 10 He lied to the police _____ his best friend would not be caught.

2 Join the two sentences together by changing one of the sentences into an adverbial clause and adding a conjunction.

- 1 She had resolved never to smoke again. She smoked at the party.
- 2 Kelly had a lot of responsibility at work. She became ill.
- 3 The air near the brewery smelled horrible. It was the same around all breweries.
- 4 Peter was bored. He got a casual job to fill in his time.
- 5 She received the cheque in the mail. She rushed out to deposit it in her bank account.
- 6 The police responded to the emergency telephone call. They found a burglar in the house.

- 7 Make a reservation for dinner tonight. You will be sure of getting a table.
- 8 Daniel had terrible seasickness. He resolved never to travel by sea again.
- 9 Pamela had secured all the doors and windows. She was still afraid someone might get into the house.
- 10 Richard Leonard was not arrested at first. Later the police had enough evidence to arrest him.

Using Language

Listening task



- 1 Read the question below. Then listen to an interview between a journalist and the police inspector in charge of the inquiry into the murders of Mr Bahmad and Mr Dempsey.
 - What three groups of people were important in solving the crimes?
- 2 Listen again and answer the questions.
 - 1 What piece of evidence first linked the two murders together?
 - 2 What two qualities did the police have that were essential for solving the crimes?
 - 3 What reason did Richard Leonard give for shooting Mr Dempsey?
 - 4 What was the purpose of shooting arrows into a dead pig?
 - 5 In what way did the public help the police?
- 3 The reporter who interviewed the police inspector made notes which he later used to write an article for a newspaper. Complete these three pages from his notebook.

Types of evidence available to police <i>X-rays</i> _____ _____ _____

Qualities of a good detective <i>hard-working</i> _____ _____ _____

Steps police took to find out where the arrow was shot from <i>I bought a pig</i> _____ _____ _____

Speaking task

Look at the following pictures. Do you know these famous detective stories set in China or abroad? If you do, choose one of them and try to retell the story in your group. If you don't know any of them, try to guess what is happening in the pictures and make up a detective story that might accompany one of the pictures.



Reading task



THE MYSTERY OF THE RED-HEADED CLUB

Adapted from a story by Arthur Conan Doyle.



“Watson, let me introduce you to Mr Jabez Wilson,” said Sherlock Holmes one morning when I went to visit him. “Mr Wilson has come for help with a most interesting matter. Mr Wilson, this is my good friend Dr Watson. He has helped me with many cases in the past and I have no doubt that he will be able to assist me with yours.” Mr Wilson was an elderly, fat gentleman with red hair as bright as a flame.

“Perhaps, Mr Wilson, you would be kind enough to start again at the beginning of your story so that Dr Watson can make an assessment of the situation.”

“With pleasure. You see, Dr Watson, as I was telling Mr Holmes, I have a small greengrocer’s shop in the City, in the **alley** behind the Bank of England in Short Street. In recent years, the shop has not been doing very well. I used to have two assistants, now I have just one and I have him only because he agreed to work for me for half pay. His name is Vincent Spaulding. He is an excellent worker – worth much more than I pay him – however he seems quite content to take what I can afford.”

“A most unusual man,” I remarked. “There can’t be many good workers who would stay for half pay.”

“Oh, he has his faults,” replied Mr Wilson. “Well, only one really. He is an enthusiastic photographer. He’s always taking photos and then running down into the basement to process them. But as the shop is not often busy, it is not a big problem.”

“Show him the advertisement,” said Holmes.

“Here it is, sir.” Mr Wilson handed me a square of newspaper which had been folded and unfolded many times. I read it with astonishment. Holmes laughed in delight at my puzzlement.

“Carry on with your story, Mr Wilson,” said Holmes.

“Yes. Well, this advertisement appeared in the newspaper on April 27th. Spaulding showed it to me and said, ‘I wish I were a red-headed man.’ I didn’t know what to **make of it** at first, but Spaulding told me he knew all about the club. A rather strange gentleman, who had red hair himself, had started the club. When he died he left all his money to the club. He wanted to ensure it would continue forever, you see. Mr Spaulding suggested I apply.”

“And so you did?” I asked.

“Yes. Just as I had expected, there were many other red-headed candidates waiting outside the offices. But somehow, Spaulding managed to push me to the front of the queue. When Mr Spears came out, he looked around the crowd until his eyes came to me.

“Sir,” he said. “Would you be so kind as to follow me?” So I did. He took me into a room

The Red-headed Club

Due to the death of one of our members, there is a position for a new member to join the Red-headed Club. All members of the Club are paid four pounds a week for very light duties. Any red-headed man over 21 years of age who is healthy in mind and body can join. Apply in person on Monday at eleven o’clock to Mr Spears at the club offices, 7 Pope Court, Fleet Street.

furnished with only a table and two chairs. He told me I had just the right colour of flaming red hair and asked me if I would be free to work between 11 am and 2 pm each day. I said that would suit me very well because my shop was never busy then.

“There are just two rules,” he told me. “You must not leave this building for any reason during your working hours. If you do, you will be **expelled** from the club immediately. Secondly, you must keep this matter confidential.” I agreed to his conditions and I started the very next day. So, for the next eight weeks, I went to the Red-headed Club’s office at 10 am and stayed till 2 pm. At the end of each week, I got my **allowance** of four pounds. All I had to do was copy out pages from an encyclopaedia, and of course stay in the office. This went on day after day for eight weeks. At first the man came to check on me **every so often**, but after a while he stopped coming. Then, this morning when I turned up, there was a sign on the door. Here it is.” Mr Wilson handed me a small white card.

“Well,” I said, “That *is* **peculiar**.”

The story continues in the Workbook for this unit.

The Red-headed Club
is dissolved.
9 October 1890

1 After you have read the story, answer the following questions.

- 1 What kind of shop did Mr Wilson have and where was it?
- 2 Why was Mr Wilson so pleased to have Vincent Spaulding as his assistant even though he spent a lot of time taking photos?
- 3 What do you think it was about the advertisement that astonished Dr Watson?
- 4 Why was it that Mr Wilson was at the front of the crowd when Mr Spears came out of his office?
- 5 What were the two rules Mr Wilson had to obey while working for the Red-headed Club?
- 6 What do you think the Red-headed Club did and why do you think it was dissolved?

2 Write down the names of the characters in the story, then draw a relationship diagram between them.

3 In your group discuss what you think might happen next in the story. Ask questions and look for clues in the first part of the story. For example:

- What other buildings were near Mr Wilson’s shop?
- Could there be another reason why Vincent Spaulding kept going into the basement?
- Could there be another reason for Mr Wilson getting such a strange job?

Writing task

Find a detective story you are interested in and write a review of it. The purpose of a review is to give enough information about the story so that readers can decide whether they want to read it too. Organize your review in the following way.

- 1 Briefly summarize the story. Include details about who the story is about, where and when it happened and about some of the things that happen in the story. Do not tell the ending of the story because it will spoil it for anyone else who wants to read it.
- 2 Next, write about the things you like (or even dislike) about the story, such as the characters, the development of the plot, the setting, etc. Give examples from the story to support your opinions.
- 3 Say who you think would like this story; for example, adults/teenagers/children, people who enjoy a mystery, low/high level readers, etc.

Making a Project

Choose one or more of these projects to do in groups. Display your work for others in the class to see.

- Collect true crime stories from English language newspapers, magazines or on the Internet and make them into a booklet. Add comments under each story.
- Find statistics on the number and types of crimes committed in three different countries and write a comparison of the crimes in these countries. Make your presentation to the whole class. Remember to make some visual aids (eg posters or diagrams) to better illustrate your ideas.
- Write a list of rules that you could follow to keep yourself, your family and your school safe from crime. Make a presentation to the whole class.

SUMMING UP

- 1 Write down three things you think you could do to prevent a crime happening to you or to others.
- 2 What three things do you think the government could do to reduce crime?
- 3 Useful words
- 4 Useful expressions
- 5 Make a list of as many conjunctions as you can that link up adverbial clauses and see if you know their different meanings.

Learning Tip

Writing a summary is a good way to study a play, story or movie, because you need to understand it really well in order to write it. To begin with, you need to have a general understanding of the piece and be able to identify the main idea and the key points. Then you need to be able to describe those key points in your own words and in a logical order. A good summary is useful when you are trying to remember the main points of something you have read, seen or heard.

In a review you not only summarize the main points, but you also have to use your own judgement about how good the story, movie or play is. To do this, you need to understand what the author's purpose was and decide whether that purpose was achieved or not. A review also considers who the intended audience is and whether the play, story or movie reaches that audience.

Unit 3

Finding the correct perspective

Warming Up

Look at the pictures. What do you think the boy in Picture A is thinking about? Is he thinking about something pleasant or unpleasant? Discuss the pictures in groups of four. Then have a class discussion to see how many different ways you can interpret these pictures and why you have different opinions.



Pre-reading

Discuss these questions in groups of four.

- 1 Are you content with your life at the moment? Why or why not?
- 2 Do you have time for hobbies? Do you spend time regularly on them?
- 3 What is your most serious worry as a student? What do you do to relax when you are under pressure?
- 4 What are your learning **strategies**? How do you apply the ideas that you have already learned to your studies? Do you think you are studying efficiently?
- 5 What are your parents' hopes for you? What are your own?

Reading



CHALLENGING STUDENT MYTHS

Everybody wants to be happy, live in **harmony** with their parents and make them proud, but in reality you may find yourself worried or even upset. Following a trend without thinking carefully can make you stressed and **depressed**. However, it may surprise you to know that research can help you become a more efficient and **well-balanced** student. Let's examine some student myths that may be interfering with your progress.

"The most successful students have no worries in exams."

This is a common assessment made of students with high scores in school. In fact, these students do suffer stress – just like those with average or below average scores. In the UK, a database in 2004 showed that doctors provided more calming **prescriptions** for students aged between sixteen and eighteen than they had ever done before. In 1995, 46,000 such prescriptions were given, but by 2004 this number had risen to 110,000. Many of these drugs were for very able students to help them **cope with** stress and exam pressure. Sometimes even medicine was not enough and some of these students killed themselves.



From notes left behind, it seems clear that fear of failure combined with pressure from their family and school was just too great. These excellent students really didn't want to **let** their parents or teachers **down**. If they had only been more confident, and followed some good advice, these deaths might have been avoided. So remember, be realistic about your abilities and be content to do your best. Keep your life in **proportion**, so that things don't get you down. Set your own goals and don't try to **fulfil** other people's expectations.

"Only students who work day and night will succeed."

It is just this kind of remark that produces pressure in anybody who is already anxious. Research shows that the most effective learning takes place if you use a quite different approach. So make an **agenda**. First, divide your week into 21 units or a day into three parts. Second, you will do better if you only study for 15 of those units, and keep the last 6 units for other things. Why is giving yourself this **interval** between work **sessions** so useful? Well, although it sounds contradictory, a pause helps you to work more effectively. The spare time can be used to:

- plan what you need to revise in the school **curriculum**, so you avoid overlooking part of it;
- hold informal seminars with your friends to evaluate what you have already covered;
- set realistic goals to complete your deadlines;
- watch some TV news or science programmes to widen your knowledge of the world;
- do some physical exercise which helps relax your brain and is good for your health.

So, adjust your study plan and take time to relax. In fact, an efficient learner knows how to strike a balance between work and rest. Above all, don't become **rigid** in your approach – work hard but also work smart!

"I won't be successful in the future if I don't go to a key university."

This worry does affect many Chinese students and their parents. They subscribe to the view that if they do not go to a key university, they will not get a good job. But how true is this point of view? Let's look at the evidence. First, clearly not everyone can go to a famous or key university. Second, even if you don't go to a key university for undergraduate study, there is still the opportunity of going to one for **post-graduate** study. Third, if you take a course you like and do well at an institute or academy, your motivation, training and hard work will **stand you in good stead** with any future **employer**. Remember, it is never too late to learn more!

"I'll never get a good job if I don't have a university diploma."

Not everybody can go to university. There are just too many candidates for the available places, so if you don't get in, don't give up! All is not lost. Here is a **format** to succeed. First, prepare and make a plan for your future. Learn a trade or apply for a variety of jobs. Second, when you get employment, work hard. Think how you can do better than the others. They may have better qualifications, but you can show how committed you are to your career. Make sure whatever job you are offered is done well and efficiently. Third, as you work, learn all you can about professional attitudes and behaviour, and good interpersonal skills. In this way you can improve your chances of promotion without a university diploma. Even when you work, you can still have many chances of receiving further education. Above all, do be positive. Life is what you make it!

Comprehending

1 This reading offers advice to students. Sort out the advice for each section.

Statement	Is it true?	Advice
The most successful students have no worries in exams.		
Only students who work day and night will succeed.		
I won't be successful in the future if I don't go to a key university.		
I'll never get a good job if I don't have a university diploma.		

2 Discuss these questions in pairs and then have a class discussion.

- 1 Do you agree or disagree with the four myths? Give a reason.
- 2 Which advice are you most likely to follow? Why?
- 3 What other worries do you have about your schoolwork or your future?

3 You have started a school newspaper which has a problem page for students. It is your job to answer the letters. Discuss in groups of four what advice you would offer to these students who have written for help. Then report to the class.**Letter 1**

I am a high school student living at home. My parents want to organize my life for me as they did when I was a small child. They insist I do a lot of homework every night and at weekends. I understand their concern but I feel I am old enough to plan my own free time and work schedule. What can I do to change my parents?

From Yang Ming

Letter 2

My parents are very proud of me and **glory in** my progress in school. They tell all their friends and members of my family that they are expecting me to go to a key university. I am not so confident. How can I persuade them to relax the pressure on me?

From Wei Lingyu

Studying and Exploring Language**Vocabulary****1 Complete the passage using the words below in the correct form.**

agenda session academy diploma deadline
curriculum rigid **forgetful** format trend

My sister decided she wanted to be a manager and told me that she was going to study for a _____ in Business Administration. She was busy so she asked me to look for some suitable colleges or _____ on the Internet that offered a _____ that was both theoretical and practical. This _____ seemed very good to me and less _____ than the more old-fashioned courses. As I did my investigation I found the _____ was for some _____ to take place in the College and others in a business connected to it.

My sister was very happy with my results. She noted the _____ for the applications on each course. In case she became _____, I made an _____ for her setting out what had to be done. She was very grateful to me especially when her application was accepted and she was offered a place on her preferred course.

- 2 Look at the six pairs of sentences. Each uses the same word but in a different sense. Identify the word in the text and write it down in the gaps provided.

Sentences	
1	His mother likes to hear him praised so that she can _____ in his success. That achievement was a triumph and brought _____ to our hometown.
2	I would like to _____ to this magazine. I have never _____ to the idea that you are happiest when you are young.
3	My brother and his wife lived for many years in perfect _____. The beautiful _____ in the music made me feel very happy as I listened to it.
4	The policy of your company is _____: you raise prices but at the same time emphasise how inexpensive the products are. If you give _____ advice, you will confuse the students.
5	Today there will be mainly sunshine with cloudy _____. He left the room and returned after a short _____ with the answer to my question.
6	The television programmes were consistently produced using the same _____. Let me _____ the files on your computer for you so that you have room to add more.

- 3 Write down adjectives or phrases connected with feelings.



Grammar

- 1 Go back to the reading passage. Underline the sentences that use emphatic *do* and *it*. Remember what you learned before and draw conclusions about how to use emphatic structures.
- 2 Emphatic *do* is sometimes used when you are being polite. In pairs take turns to make the following requests or suggestions.

EXAMPLE: When greeting people and inviting them into your home, you would say:
“It’s very nice to see you Mr and Mrs Wang and I would like to welcome you to my home. Please come in and *do sit down*”.

Work out situations for the phrases below and act them to the class.

Suggestions	Requests
1 to close the door as you leave	1 to come to your party
2 to pick up the rubbish in the playground	2 to go to the cinema with you
3 to walk home from school for the exercise	3 to tell a funny story to the class
...	...

3 Read these dialogues and put in the missing words which you think best show the feelings of the person speaking. You need to use *do* for emphasis.

1 SAM: We may only have a few pence for food or the children's shoes. But we enjoy ourselves doing inexpensive things.

JANE: Yes, _____

2 MUM: I waited up for you till twelve o'clock last night and missed going to sing in the **choir** with my friends. Why didn't you take the mobile phone I gave you so that you could inform me if you were going to stay out late? I was so worried.

SON: I _____

3 A: I asked you to post that important letter to Mr Deng. Yesterday he still hadn't received it.

B: I _____

A: Maybe you forgot to write the postcode on the envelope.

4 The structure *It is/was ... that/who* can be used to give special emphasis to a part of the sentence.

EXAMPLE: It was his parents who made the decision.

Change the following sentences using emphatic *it*.

1 An efficient learner knows how to strike a balance between work and rest.

2 The biology teacher saw her lying on the floor unconscious.

3 I found Martin in the gymnasium yesterday afternoon.

Now complete these sentences using emphatic *it*.

1 It was last night that _____

2 It is his mother who _____

3 It was this idea that _____

Using Language

Reading task



COPING WITH DISASTER!

My name is Liu Xiaoming and I am going to tell you how I coped after I failed the college entrance examinations. My personality changed. I **withdrew** from people, becoming unusually reserved, tired and anxious. My parents were, of course, very concerned and tried to comfort me and give me guidance. They sent me on a holiday and afterwards to a consultant to discuss alternative careers. His suggestion was to start my own business. But what could I sell or do? I felt completely useless. At last my parents, in desperation,



gave me a few magazines and newspapers to read. "Count your blessings!" they said as they closed the door. Left alone in my bedroom I started to read them.

World Values Survey

My eye fell first upon an article about some recent research into happiness and lifestyle. The results were very interesting. A *World Values Survey* followed the attitudes of people in 65 countries over 12 years from 1989 to 2001. This enquiry found that if a family had enough money to cover living expenses and entertainment, more money did not seem to make them happier. Although nearly all the unhappiest countries were poor, the world's richest country, the USA, was only the 13th happiest. I thought of my own situation. Maybe money, or the possibility of earning it through a "good" job, was not as important as I had thought. There were other important things in life like a happy family and many friends. So perhaps there was something in this enquiry.

Seeking knowledge for its own sake

Then I saw next to it an article about a poor student who had suffered a great deal in his **pursuit** of knowledge. Zhang Guoqing, born in a poor village in Anhui Province, had been forced to leave school because of his family's poor financial situation, but he never gave up his ambition to study at university. For twelve years Guoqing went from job to job. At different times he was a street cleaner, a **pedicab** driver, vegetable seller and worker on a building site. During these years he **slept rough** under bridges



and searched for food in dustbins rather than spend his hard-earned money on anything other than books. His physical life was difficult but his spirit **fed on** the **philosophical** ideas found in books especially on socialism and communism that he was able to buy and read. It was a hard time indeed! Yet he never abandoned his dream.

Things seemed to improve when he went to work in Jinan. He got a steady job as a security guard, which meant he was now in **receipt** of a good income for a change. However, its advantages were **outweighed** by one important disadvantage: it did not give him enough time to study. After much soul-searching, Guoqing decided to stick to his dream and went back to sell vegetables with less income but more study time.

Passing exams was not easy for Guoqing. He failed the self-study entrance exam to the University of Shandong four times but did not give up. Happily, on his fifth attempt, his determination was rewarded with the offer of a place. Then after finishing his Bachelor's degree in Economics, Guoqing turned his attention to studying Law for his Master's degree. His efforts won him a scholarship from the university and a job in the future when his studies were completed. So his dream had become reality.

Counting my blessings

As I read this story I began to feel ashamed. Had I ever **pursued** knowledge for its own sake or given up anything for my studies? Perhaps my failure was because I had been overconfident or preferred

to play football on Saturdays rather than read extra books that might have **ensured** success. I thought of my cosy, secure home and kind parents. I had never gone without anything, but at the first sign of disappointment in my life I had lost heart and given up. I felt guilty that my parents had had to put up with my constant **reproaches** and **jealousy** about the success of my friends. But enough was enough! Having read about Guoqing, I decided to change my attitude forever. I would **cease to** be a spoiled child and become a determined student. I would (in the words of the old philosophers) *“accept what happens in life and be cheerful at all times and in all circumstances.”*

My great fear has always been that I would not get into university, but even so I was not prepared for failure. Does accepting the result mean I must give up? I don't think so. Guoqing met with many rejections, but he continued with his ambition. I suddenly realized that there was no need for me to withdraw from my studies or my friends. It was the beginning of more positive thoughts and my road to recovery.

Now use your own words to make a note of all the things Liu Xiaoming discovered when he failed the college entrance examinations.

Diary date: ____ / ____ / ____

Today I discovered so many things.

1 _____

2 _____

3 _____

4 _____

Listening task



- 1 Listen to the tape and then write down the two things that happened to Liu Xiaoming in the year between leaving his senior middle school and entering university.
1 _____ 2 _____
- 2 Listen to the tape again and write the sequence of events after Liu Xiaoming failed the college entrance examinations. Give reasons for each decision.
- 3 What proverb does Charles say at the end of the interview? What does it mean?
- * 4 Design the advertisement asking for volunteers that persuaded Liu Xiaoming to go and help in a school in the western provinces.

Speaking task

One of the things that psychologists recommend is to prepare a plan for coping with a situation you fear as Xiaoming fears failing exams. These fears might include your parents' quarrelling, doing less well than your friends in tests or even the death of a close relative. Working out a plan of action will make you feel better and not fear the situation so much.

So in pairs:

- decide which situation you are going to choose. It can be something real or unlikely but it must be something possible
- discuss together a good method of solving this problem

Present your problem and its solution to the class and ask them to comment on your idea. You can have a short class discussion before voting on how suitable your solution is.

Writing task

Tang Chen is having difficulties with his work at university and panics every time he has to begin a new task.

Below are some helpful hints. Unfortunately they are mixed up so you must sort them out before you can provide Tang Chen with any advice.

Helpful hints for students who cannot settle down to work.

- () Reward yourself when you finish a task by doing something you particularly enjoy.
- () Identify the tasks that are most important.
- () Begin working on the most important tasks first.
- () If you still have a problem beginning a task, divide it into even smaller steps and take the first step towards finishing it.
- () Divide each task into several steps.
- () Make a schedule for completing these steps.
- (1) Make a list of things to do.
- () Record your progress.
- () Make a realistic plan for each task (for example, how long it will take).

Now write a letter to Tang Chen with your advice. Use this plan to help you:

- analyze Tang Chen's problem
- explain there is a solution
- set out the nine rules in the correct order
- explain that he will succeed if he follows these rules
- finish the letter

I wish you all the best for your future.
(your signature)

Making a Project

Make a note of your activities every day for a week. **Count up** the number of hours you spend sleeping, studying, etc. Compare your results with the programme suggested in the first reading and readjust your lifestyle. Try this new pattern of studying for a month and make notes of your feelings and reactions. See if there are benefits for you or not. Adjust your schedule until you feel happy with the time you allocate to study and relaxation. When you feel that your life is more in harmony, give a talk to your class or write about your findings in your class newspaper.

SUMMING UP

- 1 Describe the different perspectives you have learned from the unit.
- 2 List the things that are most helpful in this unit.
- 3 List 10 useful words and expressions you have learned in this unit.
- 4 Write two sentences with emphatic *do* and another two using emphatic *it*.

Learning Tip

Tests and exams in English are usually challenging. To do well and get a good score, you have to start preparing for them as soon as possible. The most important thing is to make sure you have a good command of what you have learned in the English course. It is also important for you to get familiar with the various kinds of test question. Here is some advice for you to follow.

- Make a revision plan with the help of your teacher. Keep all the subjects in proportion and divide up your week into work sessions.
- Keep track to see what you have grasped and what you are weak at, or still have problems with, so that you will know what to improve.
- Keep a record of your progress and problems, and readjust your plan when necessary.
- Don't do the same exercises over and over again. More listening and reading of good English will **reinforce** your English vocabulary, grammar and structures in an interesting and authentic way.
- Work with your friends and try to do questions in past national exam papers if you can get them. After you finish, make assessments for each other.

Unit 4

Legends of ancient Greece

Warming Up

Look at these pictures and see if you know any of these Greek stories. If you do, be prepared to tell the class what you know. If you don't know, just imagine what is happening.



Pre-reading

In pairs discuss what ancient Greek story is being told in these pictures. Do you know what happened after the horse was taken into the city? Be prepared to tell the class what you know.



Reading



WHAT HAS HAPPENED TO ODYSSEUS?

When the Trojan war ended, the other Greek leaders returned in triumph to their families and kingdoms, but the people of Ithaca waited in vain for their king, Odysseus! His son, Telemachus, arranged for men to watch the seas every day for a sign of his returning father's ship, but there was none. What was he to do? Odysseus' long absence had led to growing unrest in the country and

there was always the possibility that it could **split** into smaller kingdoms. Telemachus was confused and needed to know what was really happening. Luckily the Goddess Athene, who was the friend and protector of Odysseus, appeared to Telemachus with some welcome news. She suggested that Telemachus should go and search for news of his father. She said:

“King Odysseus is not dead. His return has merely been postponed. On his way home he **violated** the rules of hospitality and attacked his host. The Gods have not forgiven him and he will be forced to wander for ten years before he can come home.”

Hearing this news Telemachus felt less anxious for his country but more anxious for his father. He would have to tell his mother and the people this news immediately. He knew his mother could remain as the temporary leader if the people really were sure Odysseus would return. So Telemachus went first to see his mother, Penelope. She was sitting with her advisers and being as charming and **statesmanlike** as always. She gladly gave Telemachus her permission to go and said:

“As Queen, I have **unconditional** faith that Odysseus will return home safely. We will not have funeral games or build a memorial statue yet in his memory until we are sure that Odysseus is dead. I will continue as Queen but I am happy to see you go in search of him so we shall all feel secure.”



Telemachus and Penelope

Satisfied with her reply, Telemachus first set out for the island of the Cyclops to seek news of Odysseus. When he arrived it was unnaturally quiet and he felt uneasy. Instead of finding a hospitable, one-eyed host, he discovered a bitter giant with a **scar** where his one eye had once been.

“What’s the matter?” Telemachus asked him. The Cyclops howled with anger before he began his story:



“You know how happy and contented I used to be living on this island with my goats and sheep. Many generations of my people have lived here and we’ve always been kind and merciful to whoever landed on our shores. However, the arrival of Odysseus and his men has changed all that! **At the crack of dawn** they climbed up a vertical cliff from the beach to my cave and entered it while I was out. **Quick as a flash** they made themselves at home. Without an invitation they cooked and ate my newly hatched ducklings and drank my wine before resting. Coming home, I was worried sick when my animals didn’t respond to my whistle as they usually did. Then I knocked one of the sailors with the **heel** of my foot. The man howled with pain and woke up the others. I picked him up to get a closer look at him and as he wriggled I dropped him to his death. The others panicked and tried to dash past me out of the cave, but I put my two large hands in front of the doorway and prevented them from leaving. Only then did Odysseus approach me in a friendly manner, although he behaved more like **a wolf in sheep’s clothing**. First, he offered me a **pint** of strong drink which made me **dead to the world**. Then, as I lay sleeping, his men took a sharpened stick and poked it into the **socket** of my eye to blind me. Finally as I **staggered** around in **agony**, each man hid under the **belly** of a sheep and escaped out of the cave. So now I **wrestle** with my blindness and wander aimlessly around my island in search of my lost animals.”

Telemachus was very embarrassed at his father’s behaviour. He promised that before he left he

would provide a guide dog for the Cyclops and a bell for each of the animals so they could easily be located. But it seemed pointless to stay longer now that he knew Odysseus was no longer there. So he said goodbye and left.

Next, Telemachus visited Circe, a Queen with magical powers, who ruled another small island. It seemed she, too, had encountered Odysseus and his men and had had reservations about their behaviour.

“The sailors arrived eager to relax in my beautiful marble palace with its **arches** and fountains. I welcomed them unconditionally. But ten years of war had made their manners **coarse** and unfit for polite society. They lay on pillows, covered with richly decorated quilts for a feast. Instead of waiting to be asked to begin the meal they grabbed and snatched at the food as though they were pigs at a **trough**. As I watched them, I grew angry and determined they should learn good manners the hard way. So I gave each a magical **slice** of meat. As each man consumed it greedily, he was transformed into the pig that he resembled. But I was not quick enough with Odysseus. He forced me to eat the meat myself so that I became a brightly coloured bird. Luckily I appreciated the joke and later when the magic had **worn off**, we parted as friends.”



Telemachus thanked her, but yet again he had missed Odysseus. Would he ever catch up with his father?

Comprehending

- 1 Telemachus made two visits to find out what had happened to Odysseus. Make a summary of whom Telemachus visited and what he learned from each visit.
- 2 Remember that the same story can become different when it is seen from another point of view. Imagine Odysseus retold the stories from his own point of view. Try and help him explain his behaviour. Find what the Cyclops and Circe did to hurt Odysseus and his men. Make a short conversation between Odysseus and his son to explain Odysseus' actions either to the Cyclops or to Circe.

Cyclops	Circe
His bad behaviour:	Her bad behaviour:
Reactions of Odysseus' men:	Reactions of Odysseus' men:
Reactions of Odysseus:	Reactions of Odysseus:

- 3 How do you think the story continues? Discuss in fours what you think will happen. Either make up another adventure or create a story about Odysseus' homecoming. In your group prepare to act your story in front of the class. Pay special attention to correct pronunciation, rhythm and intonation.

Studying and Exploring Language

Vocabulary

1 Complete the passage using the words below.

funeral
wrestle

vertical
temporary

memorial
whistle

split
unrest

When Odysseus and his men were sailing home they came to some _____ cliffs with very little space between them. As Odysseus watched, the cliffs moved together in harmony towards each other as if they were doing a dance. Immediately there was _____ amongst the crew as they began to wonder if their last day had come. "Fear not!" cried Odysseus. "It will be my _____ before any of you suffer. If I don't return, make a _____ for me in Ithaca and tell my son how I died." With that he threw himself into the water and began to _____ with the cliffs to pull them apart. Slowly the huge cliffs _____ apart with a loud _____ as the wind was sucked through the gap. Luckily this _____ wind pushed the ship quickly through the gap. As they emerged into the new sea the crew cheered and praised Odysseus' bravery.

* 2 Play "definitions". In this game you have to define a word without actually using it. You need to find three clues to describe each word. Remember to begin each definition by telling your partner if the target word is a noun, verb or adjective.

EXAMPLE:

S₁: It is a verb. It involves action. Two people join in this activity.

S₂: It's "wrestle"!

Before you play the game practise your skills by identifying which is the definition for each of these words.

identification

merciful

hatch

socket

temporary

scar

- 1 It is a noun. It is the result of an injury. It may hurt. _____
- 2 It is a noun. It shows others who you are. It states your name. _____
- 3 It is an adjective. It does not last forever. It means for the time being. _____
- 4 It is an adjective. It means you are kind. It is a good quality for rulers. _____
- 5 It is a noun. It is a part of an eye. It holds the eye in the face. _____

Choose other new words in this unit and play the game in pairs. Remember each word needs three clues. Some words you might use are:

heel

quilt

withdraw

pillow

howl

marble

unconditional

3 Look at these idioms and join them to suitable meanings.

at the crack of dawn	extremely anxious
quick as a flash	pretend to be kind when you are not
(be) worried sick	sleeping very deeply
a wolf in sheep's clothing	very early in the morning
dead to the world	very fast indeed
pigs at a trough	learn from one's own experience
learn the hard way	(referring to) people who eat greedily without table manners

Now use these idioms correctly in the following sentences.

- I thought the baby was crying but when I opened the door he was _____.
- Eating food from **saucers** makes you look like _____.
- When Susan couldn't find the tickets she was _____ in case the children missed their birthday treat at the **circus**.
- _____ she took the sick boy to the hospital and prevented him from becoming lame.
- You will be leaving _____ so you can get the maximum impact of the beautiful view at Machu Piccu.
- She wouldn't listen to any advice so she had to _____ how fast one can drive on the freeway.
- The electrician smiled and chatted in a friendly way as he pretended to change her electrical **plugs**. Then he charged her a high price behaving just like a _____.

4 Try to learn English words in clusters. These adjectives and nouns can be used to describe mysterious situations or conditions. Create a short story using as many of the words below as you can.

Words related to a mystery

Nouns

puzzle, secret, ambiguity, obscurity, god, goddess, ghost, monster, riddle, question, problem, muddle, ...

Adjectives

strange, ambiguous, eerie, incomprehensible, queer, unaccountable, unknown, puzzling, mysterious, confusing, bewildering, concealed, unclear, frightening, ...

5 Use the phrasal verbs below correctly to complete the sentences.

wander off	set off	go off	pass oneself off as
put off	pay off	wear off	ring off

- Never _____ till tomorrow what may be done today.
- In order to catch the early train, they _____ at the crack of dawn.
- The young lady _____ the princess.
- Did your first performance _____ well?
- Scott practised hard before the match, and it _____. He got the third prize.
- I'll have to _____ for a moment – the baby is crying.
- The little girl _____ and got lost in the forest.
- His sorrow will _____ within a few years.

Grammar

- 1** Some nouns are both uncountable and countable with a difference in meaning. Complete the following sentences using the nouns correctly.

copper

youth

glass

necessity

- The tube that held the **hydrogen** was made of _____.
- Du Lei dropped the _____ and it fell on the floor and broke.
- My mother used to wash her clothes in _____ after heating the water.
- The _____ pot looked lovelier than the clay one.
- _____ and age do not often make good friends.
- A _____ may start growing a moustache to show he is a man.
- For many English people eating roast beef with **mustard** is _____.
- _____ is the mother of invention.

Think of at least three other nouns that can be both countable and uncountable. Write them down below.

- 2** Some abstract nouns can refer to concrete things. We add *a(n)* to them or use plural forms. Look at the nouns below and read the following situations. Choose a noun to complete each sentence and decide whether the noun is being used in its abstract or concrete form. Then write another sentence using it in the other form.

experience

beauty

light

holiday

room

talk

bed

- It was late when they left the party, but Sheila felt so excited that she thought it was too early for _____.
- Standing in front of the whole school and telling them about what she had done had been thrilling. She regarded it as an exciting _____.
- The house is extremely large with many bedrooms upstairs. There is always enough _____ when visitors come.
- My doctor specializes in family health. He is often invited to give a _____.
- When I rang my friends to ask them to come to my birthday party I found they could not. They were away on _____.
- Coming over the top of the hill and looking down on the town took her breath away. It looked so magical! Later she would remember the _____ of the scene.
- _____ travels faster than sound.

Using Language

Reading task



Greek legends were often written about heroes who had to prove themselves before they got their reward in the form of a kingdom or a suitable marriage partner. The story that follows is about one such hero called Theseus.

THESEUS GOES HOME

At sixteen Prince Theseus was not as tall or as strong as other young men. He worried about this and practised his wrestling and swordplay every night in order to **enlarge** his muscles in the hope of winning a tournament. But his fists never seemed hard enough nor his muscles powerful enough. Only the sharpness of his mind kept him in a contest until he was overcome by other stronger and larger opponents. So he felt his disadvantage keenly. How could he lead an army of men if he could not show his skill in **combat**?

Then one day came his chance to shine. Previously on his fourteenth birthday his mother had informed him that his father, whom he had always believed was dead, had left him a task. If he could perform it, he would find out something to his advantage. She had taken Theseus to a large stone beside a walnut tree and told him that he must lift it to get his reward. To Theseus it was **transparently** clear that the stone was too large and too heavy for him to move. On his next birthday he had tried to lift it again – but in vain. As before his mother said: “Never mind. We will try again next year and see if you are stronger then.” Now it was his sixteenth birthday and his third chance to try. As he **tugged** and raised the stone, Theseus saw underneath a pair of sandals and an old sword. “Take these to your father who is really alive and the King of Athens and you will be received as the future king,” explained his mother. Astonished, but not **dismayed**, Theseus felt his pulse quicken as his mind **zoomed in on** his problem. If he arrived in Athens looking so small and **insignificant**, his father would never feel proud of him. He needed to impress him. He would take the long and dangerous road to Athens, known for the fierce cunning robbers who waited there, rather than the safe, direct road. In this way he would arrive at the palace in Athens with a great reputation.



So the next morning he set off and it wasn't long before he met a robber called Sinis. This fellow enjoyed asking passers-by to help him bend two pine trees to the ground. Once this was done Sinis tied his helper's wrists to the trees and took his money. When the branches sprang back, the person was torn apart and his remains were scattered all over the countryside. Theseus noted the mess as he passed by and interpreted the evidence correctly. However, he pretended to be stupid. He asked Sinis, “Can you show me how to do it?” Sinis looked at the short young man and felt superior. He bent two pine trees down to show Theseus how it was done. **Quick as a flash**, Theseus grabbed his wrists and tied them tightly to the branches. Then he went on his way. Some time later he heard a snap as the two branches sprang back.

Theseus was still smiling when he encountered the next robber, Procrustes. This robber was sitting in the sun outside his house drinking a glass of wine. He waved at Theseus. “Come and join me,” he said. “It's late and I'm ready for dinner. What about you?” Theseus agreed and the two enjoyed a splendid meal together. As it grew dark Procrustes offered Theseus a bed for the night. “It's a special one I keep for visitors,” he said. Theseus looked at it. The bed seemed heavy but comfortable. “Do you have many visitors?” he asked. Procrustes laughed but this time in a very unpleasant way. “Oh yes,” he replied. “But they only stay for one night.” Theseus asked what was special about the bed. Procrustes laughed again. “It's amazing because it exactly fits whoever lies upon it.” Theseus enquired how that was achieved. “Well,” said Procrustes. “Lie down on the bed and I'll show you.”

In pairs discuss how Procrustes' bed could change shape to fit both a tall man and a short one. Write notes in the sheet below.

Procrustes' bed can change shape	
For a short man it will	_____

For a tall man it will	_____

Speaking task

- In the same pair use your idea about Procrustes' bed to finish the story. What do you think he is going to do to Theseus? How will Theseus escape from danger?
- When you have thought of some ideas, exchange them with another pair. Explain your different ideas for finishing the story to each other. Choose the best ideas. Write notes for that story plan in the chart below.

What happens	1 2 3
Helpful vocabulary	Nouns: Adjectives: Verbs:

Then check your story plan using these questions:

- Does the end of your story make sense when you read the first part of the story again? Remember you cannot use magic to solve the problem for Theseus.
- Is it creative?
- Is it exciting?

Now practise your story ending as a dialogue between Procrustes and Theseus. Prepare to present it to the class and let them vote which one they find the most interesting, exciting and fits most suitably with the first part of the story.

Listening task



- Listen to the tape and discuss these questions.

Part 1:

- How did Procrustes' bed work?
- How did Theseus defeat Procrustes?

Part 2:

- Did Theseus' father recognize his son? How do you know?
- How did Theseus' father show how he felt about Theseus?

- 2 Listen to the tape again and in groups of four prepare the announcement from the King of Athens to his people.
- * 3 After the teacher hands out the listening text, your group can develop it into a play and act it to the class. Remember to use correct rhythm and intonation as well as appropriate expression when acting it.

Writing task

Below are pictures from three Chinese legends. In pairs, either retell one of these legends or create one of your own. Make the story as exciting as possible. Remember to use interesting and lively adjectives to describe your characters.



Plan your story in three steps:

- 1 Introduce the characters and their situation.
- 2 Describe what happens as they try to solve their problems.
- 3 Explain how the situation is resolved.

Now write the story in this way:

- Write your first draft. Swap with your partner to give and receive suggestions for improvement.
- Look at the content (how far the story makes sense), language (choice of interesting verbs, adjectives, etc), grammar (tenses, correct structures, etc) and punctuation.
- Write a final draft. Read the story to the others in your group and choose the best. Prepare to read it to the class.

Making a Project

Find out more about other Greek myths and legends as well as Chinese ones. There are many exciting stories to discover and enjoy, including: *Theseus in Crete*, *Jason and the golden fleece*, *The adventures of Perseus*, *Hou Yi shot the suns*, *Shennong tastes a hundred grasses*, etc. Then rewrite the stories in your own words and display them in your classroom for others to read and enjoy.

SUMMING UP

- 1 Try to retell one of the legends that you have read in this unit.
- 2 List what ideas you have about Greek culture.
- 3 Useful words:
- 4 Useful expressions:
- 5 Use the same noun (either in its singular or plural form) in each pair of sentences below. Use an article if necessary.
 - 1 "Go and comb your _____ immediately," ordered my mother angrily. Sam didn't notice that his coat was covered with cat's _____.
 - 2 The castle was made of _____ which was brought all the way from Yorkshire.
I like that small path made of beautiful _____.
 - 3 Will you please show your _____ to the immigration official?
Please use _____ bags instead of plastic ones.
 - 4 If you lived in ancient _____ would you believe in gods and goddesses?
Sorry, I have no _____ for selfish people.

Learning Tip

Greek legends have influenced and continue to influence many sayings and idioms in modern English language and thought. In particular situations, only Greek references will describe the emotional impact on the reader or speaker. Examples include:

- **Pyrrhic victory** King Pyrrhus, a famous Greek ruler led a military campaign against the Romans. At the battle of Asculum in 279 BC he defeated the Roman army but in doing so he lost half of his own army. His famous comment was "One more such victory and we are lost." This is the origin of the saying "a Pyrrhic victory" in which you lose so much that you cannot develop your victory into a lasting success.
- **Achilles' heel** Achilles' mother wished for a brave son who could not be killed. So she dipped him into the River Styx which ensured that whichever parts were touched by the water were protected. However, she held him by his heel, and eventually Achilles was killed in the Trojan War by an arrow that hit this unprotected part. Today the term *Achilles' heel* refers to any inherent weakness.

Other expressions include "**fear Greeks bearing gifts**" (they may hide unpleasant surprises) and "**in the lap of the gods**" (the future is uncertain and not under our control).

Unit 5

Launching your career

Warming Up



Li Suzhi



Li Dan

Would you do the same?

- 1 Look at the pictures of these two men. They gave up the possibility of brilliant careers in astronomy and medicine in order to help those in disadvantaged areas. Do you think they made the right choice? Why or why not?
- 2 Discuss in pairs what your hopes and dreams

are for your career. List your criteria in order of importance for choosing your future career: for example, a high salary, benefiting others or intellectual achievement. Swap your list with another pair and see if you can come to some agreement. Then give your ideas to the class and prepare for a class discussion.

Pre-reading

- 1 Think about these questions and then discuss them with a partner.
 - At what age did you start thinking about your future career?
 - Do you have the same idea now? Why or why not?
- 2 Write down ten jobs that appeal to you. Read the list again and consider if any of them seems more suitable for men than women or **vice versa**. Give your reasons.
- 3 Swap your lists with your partner and see how different your lists and ideas are.

Reading



MAKING A CHOICE

Liang Yu was an excellent student who was about to graduate from school. But one morning she was **faced with** a question she had not thought of seriously before. In the study her father asked her, "What do you want to do after you leave university? I'm sure you don't want to be part of the unemployment figures as a surplus graduate. Even a scholarship may not be enough to prevent this if you study the wrong subject." She stared at him **in disbelief**. Here she was being so strict with herself and studying every day to get into a key university! She had always supposed that with an English degree she could choose to work in any field – but was that true? Maybe she needed to do some research, so the next morning she **dropped into** a local careers office and made an appointment to see Dr Wang Xuemei.

The meeting was rather **unsettling**. Dr Wang did not ask her any questions but smiled and handed her a questionnaire. "Fill this in. Take your time and when you've finished, call me." Then she left

Liang Yu alone. Liang Yu looked through the paper with interest. It consisted of several topics with choices that had to be made for each one. She read it carefully and set to work.

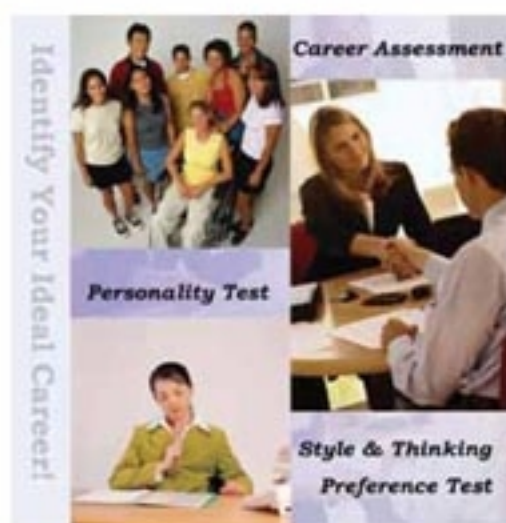
Questionnaire 1 for Career Choice

Answer these questions and find which out of **dozens** of jobs is best for you.

Part A: What kind of worker are you?

Studying is your work at the moment. First let's do some self-assessment on your learning style. Read this chart and tick the sentence in each topic that is most appropriate for you.

Topics	Learning Style	Choice
How do you organize your study assignments?	A I plan a work schedule for my study. B I follow the work schedule of my friends. C I do my work at the last moment.	A
How do you learn in class?	A I ask questions. B I take notes. C I just listen.	B
How do you monitor your learning?	A I often evaluate my progress. B Now and again I evaluate my progress. C I never evaluate my progress.	B
How do you learn?	A I like to learn by making or doing a task. B I like to read about how to solve a task. C I like the teachers to help me solve a task.	A
How do you work with others?	A I like to learn by working on my own. B I like to learn by discussing in groups. C I like to learn with the help of the teachers.	B
Now add your answers for the five topics: A 2 B 3 C 0		



Having completed the form and called out for Dr Wang, Liang Yu sat back **expectantly**. Her excitement grew as Dr Wang Xuemei returned with a can of orange juice. "Let's have a look," she said, **sucking** her drink through a straw. "First let me explain what this questionnaire is designed to show. The 'A' answers show those who are independent learners and like finding out things themselves and doing their own research. We call them 'independent workers'. They like to be in control of things and organize others. The 'B' answers indicate students who can work successfully with others and can **co-operate** to learn together. We call them 'team players' because they prefer to solve problems in groups. The 'C' students do not like working without guidance. They do not like responsibility and prefer to be given tasks rather than choose them. We call them 'directed learners' because they prefer others to guide them."

"Ah, now let me see your answers. Well, I see you have a higher number of 'B' answers than 'A' or 'C' answers. That shows you like to work co-operatively and you are what we call a 'team player'. That's very useful in jobs that require a lot of teamwork such as construction or engineering. Now it's time for your next questionnaire," Dr Wang said as she handed out another piece of paper. "It's

the same procedure. Don't hurry. There's plenty of time."

Liang Yu read the paper carefully. This time it concentrated on her preferences and abilities. **Pleasurable** feelings of **anticipation** ran through her. She grabbed her pencil and began to fill in the questionnaire.

Questionnaire 2 for Career Choice

Part B: What kind of person are you?

Look at this questionnaire and write "Y" for "Yes" in the boxes that apply to you. Add an extra skill or interest if necessary.

I am good at		I enjoy	
practical jobs involving		interpersonal activities	
1 repairing things	Y	1 looking after others	
2 helping plants and animals grow	Y	2 meeting new people	Y
3 doing research or projects	Y	3 persuading people	
intellectual jobs involving		intellectual activities	
4 solving problems using arithmetic or algebra	Y	4 studying hard	Y
		5 explaining complex ideas	Y
creative jobs involving		practical activities	
5 creative writing		6 working with numbers	Y
6 drawing, painting or sculpture		7 using my computer	Y
7 acting or dancing		8	
8			

When Dr Wang looked at this form she was pleasantly surprised that Liang Yu's answers were so consistent. "You like both practical and intellectual skills as well as being a very good student." Then she explained that jobs can be roughly divided into three categories: practical, intellectual and creative.

- Practical people like to work with their hands repairing or growing things.
- Intellectual people need to learn a body of knowledge before they are qualified.
- Creative people use their brains and senses to create new things.

All of these kinds of jobs are suitable for people with high intellectual ability. To find the most suitable work for her, Liang Yu needed to look for a job which combined practical interests and ability with intellectual achievement. Dr Wang suggested engineering, **agro-scientific** research or environmental science as possible careers. But she also advised Liang Yu to consider the social needs of the country. "Don't forget," she added, "We are a developing country and will need many different kinds of specialists in the future. There will be jobs in a few years which no one can predict now or train for. So try to make your training as flexible as possible. Try to choose a course that includes **core** skills such as English language skills, computer skills, business methods and management skills. That way you will have prepared yourself as well as you can for any changes in the job market. Above all, go away and do some research on your own to find out as much as you can about what's available and what's suitable for you."

Having completed her consultation, Dr Wang encouraged Liang Yu to **drop in** in a few weeks' time to discuss her research findings. "There will be plenty more for us to talk about then," she said smiling at her.

Comprehending

1 Read the passage and answer these questions.

- 1 Was Liang Yu's father right to encourage her to think about a career before choosing her course to study at university? Why?
- 2 Why did Liang Yu stare at her father in disbelief?
- 3 Why did Dr Wang examine Liang Yu's learning and working style?
- 4 Can you explain the meaning of the sentence "Pleasurable feelings of anticipation ran through her"?
- 5 Why did Dr Wang ask about her interests as well as her strengths?
- 6 Why do we put jobs into different categories? How does it help you to choose a career?

2 On the left is Liang Yu's report card and on the right is yours. When you answer your own questionnaires, fill in as much information as you can. Speculate about which jobs would suit you and then check your answers later after doing Exercise 3 in the next section.

Name: Liang Yu	Results	Name:	Results
Questionnaire 1:	A 2; B 3; C 0 Team player	Questionnaire 1:	A ____; B ____; C ____
Questionnaire 2:	Good at: repairing things solving problems, ... Enjoys: meeting new people, ...	Questionnaire 2:	Good at: Enjoys:
Recommendation: Signed: Dr Wang	1 Engineer 2 Agro-scientist	Recommendation: Signed:	1 2

3 Questionnaire 2 divides jobs into three categories. In pairs discuss whether you agree with the division of jobs into practical, intellectual and creative categories? Can you suggest better ones? Give reasons for your ideas. Then join with another pair and share your ideas. Come to a conclusion and prepare to justify your ideas in a class discussion.

Studying and Exploring Language

Vocabulary

1 Fill in the passage on the next page using the words and phrases below.

dozens of scholarship complex look through surplus unemployment fill in drop in

Liang Yu was very excited when she went to **call on** Dr Wang and find out her recommendations. Dr Wang had already _____ her results when she arrived. "Sit down, please," she said. "What did your research into new jobs show?" "It was fine," replied Liang Yu. "I was surprised how many suitable jobs I could _____ on my list." "Good," said Dr Wang. "Yes, it should be easy. You are a very able student of science. You like to work with others and you are very interested in _____ ideas. I am not surprised that there are a _____ of possible jobs for someone like you. With your abilities and with a sensible choice of major at university I don't think you will face _____ when you graduate. I would also like to recommend that you think about applying for a _____ abroad to study for your Master's degree after your first degree. You will find there are _____ courses open to good scientists. I wish you well in the future. Do _____ again if you need more advice."

2 "What job am I describing?" Play this game in groups of four. First use the four clues provided to guess these two jobs.

What am I?

- I work with heavy machinery.
- I like to design and build bridges and roads.
- I had to study many years to gain my qualification.
- I need to understand complex mathematical ideas and use complicated computer programmes.


What am I?

- I like to meet new people.
- I organize them and make sure that they are happy when they travel.
- My skills are practical but I sometimes need to persuade people to do what is best for them.
- I have to learn about safety and caring for others.

Then make up some clues of your own to test your friends' knowledge of the skills and education needed for different kinds of jobs. Try them out on your group. Choose the best one and try it out on the class.

3 Jobs can be divided into several categories. Some are part of more than one of these categories.

EXAMPLE:

engineer  practical skills
intellectual training

So it should be placed in the practical & intellectual category.

Classify the jobs below into the chart according to the skills needed to do them. Remember to refer to Questionnaire 2 to help you with the classification.

painter, lawyer, teacher, inventor, scientist, bicycle repairman, waiter, laboratory technician, sportsman, architect, cook, astronomer, computer programmer, musician, advertiser, writer, **composer**, **mathematician**, stewardess, **diplomat** at an embassy, accountant, referee, ...

practical	practical / intellectual	intellectual	intellectual / creative	creative
	engineer			

Can you think of a job which is practical, intellectual and creative?

- 4 Did you manage to fit all the jobs into one of the five categories? Discuss in groups of four: Do you think some jobs are more important than others? Which profession is the most important and which is the most interesting? What would happen if everybody wanted to do the most important jobs? Finally prepare to report your opinions to the class.

Grammar

- 1 Reading difficult passages is easier if you use English grammar to help you. Use these simple steps to improve your comprehension.

STEP 1: Identify the main clause and subordinate clause in complex sentences or the clauses in a coordinate sentence. Underline the main clause with _____, the subordinate clause with _____, and the coordinate clause with _____.

The boy who was tired and hungry got on board the delayed plane.

The boy got on board the delayed plane which was bound for Sydney.

The boy got on board the plane and soon it took off.

STEP 2: Identify the subject (S), predicate (P), object (O), attribute (At) and adverbial (Ad) in each clause.

Unfortunately the American traveller who was tired could not walk quickly.
 (Ad) (At) (S) (S) (P) (P) (Ad)

Now try to analyze the following sentences.

- 1 Mr Johnson who used to be the headmaster of my school acted as a referee when I applied for this job.
 - 2 The girl applied her brakes sharply and **swerved** to one side as an out-of-control car came rapidly like a **missile** down the hill towards her.
 - 3 Christian **bishops** often **go on circuit** around their local areas to make sure that everything is going well.
 - 4 Kelly didn't know whether Ken used a **razor** or an electric **shaver**, so she bought one of each.
 - 5 Is it true that the earth goes round the sun in an **oval orbit**?
- 2 Read the following passage. Look at each sentence in turn and underline the different parts of the sentences as above.

Becoming an agricultural scientist. Agriculture is similar to biology and uses many of its principles and methods. Agricultural scientists need to study mathematics and other sciences to solve the problems of agriculture, which are usually about the behaviour of insects, the size of crops or soil use. A good understanding of mathematics is important so you can conduct experiments and projects as well as provide statistics with your results. One of the most exciting parts of this job is that it gives the agro-scientist an opportunity to work independently and develop his / her own solutions to complicated and difficult problems. Having completed a first degree in biology students are expected to be familiar with agricultural processes and science, have a good knowledge of English both for reading and for writing, and an understanding of the properties of chemical substances. If you like to work alone, enjoy designing experiments, making surveys and appreciate a good working environment, then this is the job for you.

Using Language

Listening task



It is now four years later and Liang Yu is almost ready to graduate from Zhejiang University with an engineering and marketing degree. She is thinking of applying for a scholarship abroad. So Liang Yu has prepared a **curriculum vitae** (CV) and shown it to her professor, Dr Peter Jones, for his advice. Help her correct it and then write out a new one for her on the blank side of the paper.

- 1** Read these words and phrases and number them in the order of the information needed in the CV. Cross out any pieces of unnecessary information. Now listen to the tape and see whether your judgement is correct.

date of birth	present address	full name	university education
nickname	sex	your signature	hometown address
			age

Which piece of information necessary for a CV has been left out? _____

- 2** Listen again and reorder the CV on the left-hand side of the page below. Then write it correctly on the right-hand side.

My Curriculum Vitae	
Age: 20 years	_____
Hobbies: 1 singing	_____
2 rock climbing	_____
3 photography	_____
School Education: No. 6 Middle School Liang, Hebei Province	_____
University Education: Engineering Department (Engineering and marketing major) Zhejiang University Hangzhou	_____
Hometown: 86 Chang'an Street Liang, Hebei Province	_____
Hangzhou address: Room 305, Building No. 13 Zhejiang University Hangzhou	_____
Date of Birth: 16/10/1985	_____
Signed: Liang Yu	_____

Speaking task

Meanwhile Liang Yu has just seen a job that she would like to apply for instead of studying abroad. She has written her CV and now she needs to write a letter of application. Look at the advertisement and then in pairs discuss what should be put into a letter of application.

WANTED – Graduates with fluent English

We are a small software company hoping to expand its business overseas. To do this we need three graduates with excellent English to join our overseas team. They would be working first with our software managers to learn the technical side of the business. Then they would move on to marketing our products in India.

We need three young people (male or female) with

- good interpersonal skills
- excellent spoken and written English
- good understanding of technology and software design
- excellent **presentational** skills and the ability to explain complex issues simply

If you would like to apply, please send your CV and a letter of application to:

Dr Du Wen, **Fabulous** Computer Solutions, 178, Great Wall Road, Beijing 120045

Tel: 010 - 5672342X

Make notes of the information that should be included in the letter. Look at the bullet points above to help you. Then organize the notes into a sensible order.

What I must put into the letter of application (reference number 45 / 04)	
1 spoken English ability (IELTS level)	4
2	5
3	6

Writing task***The Letter of Application***

Writing a letter of application is a formal procedure. You need to follow this plan:

Plan for letter of application:	Tianjin University,
1 Your address	Tianjin
2 Date and reference number of job	12/7/200_____ ref: 61/03
3 Begin: "Dear Dr Du,"	Dear Mr Li,
4 Underneath put the post you are applying for: "Post in management: overseas division"	<u>Post in Financial Services Department</u>
5 Important personal information related to the job (including qualifications).	I would like to apply for a post in your financial services department. I have <u>an accountancy qualification</u> , and an <u>MA in Financial Management</u> (Tianjin University). ...
6 Finish: "I think that I have the necessary skills for this job and will do it successfully."	I think I have the necessary skills for this post and will do the job successfully.
Yours sincerely, (your signature)	Yours sincerely, (Wang Wei)

Here are some useful tips:

- remember not to use contractions (eg I'll) or conversational English;
- write correct grammatical sentences;
- keep it short – no more than half a page of writing. Information in a CV should be relevant to the job. Use your own words.

Help Liang Yu write her letter of application using the information from her CV and the model letter on the previous page. Swap with your partner when you have finished the first draft. Advise each other on improving the letter. Write out your completed version neatly and be prepared to read it to the class.

Reading task



THE INTERVIEW

Just after Liang Yu completed her application for Fabulous Computer Solutions, she was offered an interview at an aid agency called Aids Orphans Association. She has gone to see Professor Peter Jones (PJ) for some advice.

LY: It's so kind of you Professor Jones to see me and help me. *It's my first interview and I'm not sure what to expect.*

PJ: The function of an interview is for the company to find out more about you. That may sound **bureaucratic** but it's to see if you share their **ethos** and values. I expect it'll last about half an hour.

LY: Oh, I see. Well, personal questions don't sound so difficult.

PJ: Maybe, but they can be a **minefield** for the **unwary**. For example, they may ask you, "Why don't you tell me a little about yourself?" Be careful of this question. They don't want an **autobiography** but just to make you feel more comfortable. Remember to mention these five things: you are a student, your university, your major, why you chose it and how useful you can be to them.

LY: That's quite a lot to remember. Can I take notes in with me?

PJ: Of course you can. Another question will probably be: "Why did you choose this agency?" Don't say: "Because my teacher recommended it to me" or "It's the only one I saw on the careers board." Perhaps you could look up some statistics to make yourself familiar with their most recent projects. You might mention the chance it gives you to use your English. You must also emphasize your engineering and computer skills and how you can help them improve their equipment.

LY: Any other questions you think will come up?

PJ: Well, another important topic might be: "If you were offered a job with a large engineering company with the same salary and conditions, which would you choose?" *You must always mention that you would prefer to work for their agency to show you are sincere about your application.* Then give a reason. It could be that this career offers you greater chances for job satisfaction and fulfilment, or the possibility of early responsibility is exciting.

LY: Professor Jones, you have been so helpful. Thank you so much for all that advice.

PJ: What interests me is whether you would prefer this job or the one at Fabulous Computer Solutions. This job is very interesting, **builds on** the volunteer work you've been doing in the western provinces of China and would be very fulfilling. The other offers greater chances of foreign travel, a higher salary, and the chance of a **prosperous** and secure life.

LY: **To tell you the truth**, it's very difficult to say at the moment. I love the idea of helping others and making that my career. On the other hand I am **tempted** by the thought of going abroad and working with so many foreigners. All in all, however, I think I would prefer this job if they offer it to me. In the appendix to the letter they mention that there'll be another round of interviews if I get through this one. I'll let you know the outcome of my interview next week.

PJ: Good. I'm glad to hear that. Let me know how you get on. Goodbye!

LY: Goodbye!

Liang Yu does not want to forget this good advice, so help her make some notes on the next page to take into the interview with her.

Liang Yu's notes	Good replies
Question 1:	
Question 2:	
Question 3:	

Making a Project

Collect or send for brochures from as many companies or institutions as you can. Classify them on your classroom wall according to job categories. Encourage your classmates to do the same so that you have as comprehensive a collection of jobs as possible. Do some further research on the Internet to find out more about the companies or institutions you are interested in. Remember to collect information on their ethos and values as well as their training programmes, salary levels and promotion opportunities.

SUMMING UP

- 1 What skills have you learned about applying for a job?
- 2 What methods would you now use to look for your career?
- 3 Useful words:
- 4 Useful expressions:
- 5 Analyze the italic sentences in the passage of the Reading Task.

Learning Tip

In this unit you have heard and read many examples of people being given advice. At times we may need to give people advice ourselves, but it is easy to upset the person we are advising. When you are giving advice in English, it is important to be careful about the language you use so that you do not offend your listener. One piece of advice is to avoid being too straightforward. Speaking in a **roundabout** way and using the passive voice is a good way to do this. Your advice will seem all the more acceptable if you remember the polite forms and apply them regularly.

Above all, show that you are considerate to and care for your listener and try to be aware of his/her feelings at all times.

Listening



- 1 Listen to the first part of the tape. Then choose the best answers to the questions below.

- Li Jing goes to see a rugby football match _____.
A with a New Zealand family B with Paul
C with Mrs Irving D with Paul and his mother
- People from New Zealand like to call themselves _____.
A New Zealandese B All Blacks
C Kiwis D Maoris
- Rugby is a team game in which players score by kicking _____ between the goal posts.
A a round ball into a net B an oval ball over a bar
C a round ball over a bar D an oval ball into a net
- Many smaller boys are _____.
A learning to do the haka B starting to play rugby
C changing from rugby to soccer D refusing to play football
- Which of the following word is NOT used to describe the rugby game?
A interesting B dangerous C rough D traditional



- 2 Listen to the second part of the conversation and complete the summary below. You should write no more than THREE words for each blank.

The haka is a traditional Maori 1, which the Maori people used to do to get ready for 2 and to develop 3. They show their 4 and get a good warming-up by 5 their feet, moving their arms, 6 their eyes and 7 faces. 8, the loud chanting also helps to get them into 9 and to show the enemy how 10 they are.

TESTING YOUR SKILLS

Choose the best answers to the questions.

- _____ Li Qiang lived most of his adult life in New Zealand, his novels were always set in China.
A Because B Despite C Although D Since
- Could you please tell me where _____?
A is the Exchange Students Centre B the Exchange Students Centre is
C locates the Exchange Students Centre D can I find the Exchange Students Centre

- 3 New Zealand, which is slightly larger than Great Britain, has a population of only 4 million, making it one of the world's _____ crowded countries.
 A more B most C less D least
- 4 Since the highway was closed this morning, it _____ last night.
 A must snow B snowed C must have snowed D had to snow
- 5 Smoking in all public places, including bars, restaurants, cafes, and hotels, _____ prohibited in New Zealand. If you smoke, please remember to smoke outside.
 A is B are C has been D is being
- 6 Unfortunately, she did not get up _____ to catch the bus for a visit to a local marae.
 A early enough B fast enough C so early enough D as fast enough
- 7 If I had known some Maori, I _____ them in their own language.
 A would have greeted B will greet C would greet D am going to greet
- 8 It is hoped that you make as little impact as possible when visiting the island so that future generations may also enjoy it _____ you do.
 A as much B as much as C as well D as long as
- 9 Don't forget to insure against theft _____ you have things stolen.
 A in case of B in case C in the case D in any case
- 10 If you promise _____ late for school this week, I'll take you to the seaside for the weekend.
 A be not B not be C not being D not to be
- 11 The first documented European _____ was Abel Tasman, a Dutch sailor who came here in 1642 in search of the great southern continent.
 A discovered New Zealand B to discover New Zealand
 C to be discovered D to have been discovered
- 12 New Zealand law requires that every new building _____ "reasonable and adequate" access for people with disabilities.
 A can provide B would provide C provide D provides
- 13 Hong Kong, _____ by Britain in 1897, was returned to China in 1997.
 A taken down B taken on C taken up D taken over
- 14 Scientists are not all in agreement as to why dinosaurs suddenly became _____ millions of years ago.
 A dead B extinct C excluded D wiped out
- 15 Food, fresh water and medicine became so _____ in the flooded region that every day more people died from starvation and illness.
 A seldom B sudden C scarce D serious
- 16 My grandfather has heart disease, so he always keeps his pills _____ in case of a sudden heart attack.
 A close to B convenient C easy D handy
- 17 This language training programme _____ teenagers who want to go abroad to study.
 A caters for B cares for C makes up for D accounts for

- 18 After a busy week at work, I like to spend my weekends in active _____ such as mountain climbing and abseiling.
 A reputation B relaxation C recreation D restriction
- 19 A: Would you like to join our visit to a local marae today?
 B: Sorry. I'd love to, but I'm on a very tight _____. I've got a lot of work to do today.
 A arrangement B date C plan D schedule
- 20 My uncle has retired from the army, so now he is a _____.
 A general B civilian C soldier D citizen

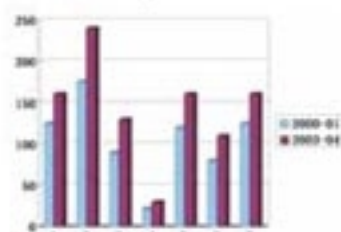
Reading 1



HOUSEHOLD SPENDING INCREASES

- 1 Study the two graphs below and then choose the best answers to complete the sentences in the text.
- A housing was the largest expense for New Zealand households in 2003/04
 B was clothing, which accounted for only 3 per cent of the budget
 C increased from that spent in 2000/01
 D household expenditure rose more than household income
 E there were increases in all areas of household expenditure

Figure 1: Average weekly household expenditure in dollars for the financial years 2000/01 and 2003/04



1 Food, 2 Housing, 3 Household operation, 4 Clothing, 5 Transport, 6 Other goods, 7 Other services
 Statistics from: Statistics New Zealand website:
www.stats.govt.nz

Figure 2: Percentage of total household expenditure spent on different categories of household expenditure in 2003/04



1 Food, 2 Housing, 3 Household operation, 4 Clothing, 5 Transport, 6 Other goods, 7 Other services

A survey conducted by Statistics New Zealand showed that the amount which households spent each week in 2003/04 1; however household income did not increase at the same rate.

Weekly household expenditure in 2000/01 was \$765 while in 2003/04 it was \$888. This is an increase of 16.1%. As can be seen in Figure 1, 2, although, the percentage of the total budget spent on each item remained about the same.

During the same period, average annual household income rose from \$53,806 in 2000/01 to \$60,433 in 2003/04. This is an increase of only 12.3%. This means that 3, and New Zealanders had less money to put into savings in 2003/04 than they did in 2000/01.

As can be seen in Figure 2, 4 and accounted for 24 per cent of the total budget. After housing, New Zealand households spent most on food, transport and other services, such as the cost of leisure and sporting activities. Each of these items accounted for 16% of the total budget. Household operation, such

as electricity, phone and furniture, was the next most expensive item and accounted for a further 13 per cent of the household budget. Other goods, such as books, tobacco, alcohol, cameras and computers, accounted for 11 per cent. The smallest item in the household budget 5.

2 Compare the situation in 2000/01 with that in 2003/04 and choose the correct answer.

A Increased	B Decreased	C Stayed the same
1 household expenditure		_____ in 2003/04
2 household income		_____ in 2003/04
3 money as savings		_____ in 2003/04
4 percentage spent on each item		_____ in 2003/04
5 household operation expenditure		_____ in 2003/04

Reading 2



Li Jing belongs to the International Students Club at her New Zealand university. The club has organized a visit to a local marae (meeting place). Read the information sheet students were given before their visit.

INTERNATIONAL STUDENTS CLUB: MARAE VISIT

Before our visit, please read the following information about the traditional marae welcome ceremony. Everyone who enters the marae is expected to understand and honour the customs of the marae.

- The challenge:** At the entrance to the marae the hosts will walk towards us. The leader will then step to the front and give the challenge by performing a *haka*, his eyes never leaving the faces of the visitors. Traditionally, the purpose of the challenge was to show the visiting tribe that they were prepared to defend their village if necessary. Visitors should keep their eyes on this man as a mark of respect. At the end of the challenge, the warrior will place a leaf on the ground, which our leader, Professor Greene, will pick up to signal that we come in peace.
- The call:** Once the challenge is completed and we have signalled that we come in peace, the hosts will guide us onto the marae and the women will begin the call. This is a chant which remembers the ancestors of the hosts and visitors, and welcomes them to the marae.
- Prayers:** Once we are seated opposite the hosts, prayers of thanks for our safe arrival are given as well as prayers to acknowledge the presence of our ancestors and those of our hosts.
- Greetings:** Hosts and visitors now take it in turns to greet each other with speeches. Professor Greene and Lin Yang will give speeches on our behalf. As a visitor, you represent not only yourself but also your ancestors and you are expected to act in a dignified manner. Speech making is a highly valued skill among the Maori people and it is considered rude to show disinterest, walk in front of a speaker or talk while someone is speaking.

- 5 Songs:** After each speech a song is sung to support what has been said in the speech. The teaching staff will sing after Professor Greene's speech and the students will sing a Chinese song after Lin Yang's speech. (A reminder: There will be one last practice of these songs at 9:30 am in the Student Union building before the bus leaves for the marae).
- 6 Gift giving:** After the final speech, Lin Yang will present a gift to the marae.
- 7 Hongi:** Once the formal speeches are over, the hosts will greet the visitors in the traditional manner, by pressing noses with them. This is called the *hongi* and symbolizes an exchange and mixing of the breath of life between hosts and visitors. After the hongi you are no longer considered a visitor but a member of the host's tribe with the same duties and responsibilities.
- 8 Banquet:** You will then be invited to eat with the people of the marae. The food for this banquet is cooked in the traditional way over hot stones in an oven dug into the ground. This is an informal celebration and you will have the opportunity to talk to people of the marae and see their traditional art and craft.
- 9 Closing speeches:** At the end of our visit there will be speeches to say goodbye before we return to our bus for the journey back to the university.

1 Choose the correct answers to the questions below.

- 1 The students were given the information sheet before their visit to the marae. The main reason for this was that they would _____.
- A be prepared to give a speech B know how to behave appropriately
C remember to bring a gift for the marae D know in what order things would happen
- 2 Visitors cannot enter the marae until _____.
- A prayers have been said B the ancestors have been welcomed
C the host has performed a haka D they have shown that they come in peace
- 3 The visitors to the marae are not involved in _____.
- A singing songs B making the speeches
C giving gifts D performing the haka
- 4 While someone is making a speech, the following behaviour is considered rude except _____.
- A showing interest B walking around C talking D yawning
- 5 Visitors are considered part of the tribe after they have _____.
- A made a speech B eaten with the hosts
C pressed noses with the hosts D presented the hosts with a gift

2 Match the following actions with their meanings.

- | | |
|---|---|
| 1 (hosts) perform a haka | A greet each other |
| 2 (visitors) keep eye contact with the haka performer | B indicate they come in peace |
| 3 (visitors) pick up the leaf left on the ground | C accept the guests as members of the tribe |
| 4 (all) pressing noses | D to be prepared to defend their village when necessary |
| 5 (hosts and visitors) give speeches | E show respect |

READING AND TALKING

THE NEW ZEALAND EDUCATION SYSTEM

Primary and secondary school education

Schooling in New Zealand is compulsory from 6 to 16 years old. However, most children begin school at age 5. Most schools are owned and operated by the government. While there is no legal requirement to pay fees at state schools, it is usual for parents to pay a small fee or charge or to give a donation. Other schools are private schools which cater to specific religious or cultural needs and at which students pay full school fees.

The average teacher to student ratio (TS ratio) ranges from 1:19 to 1:24 for different year levels and school types (2004 figures). The New Zealand school year usually runs from the end of January to mid-December, and is divided into four terms. Both single-sex and co-educational schooling is available. Students may attend any government school, even if it is not the nearest school to their home.

Primary education starts at Year 1 and continues until Year 8, with Years 7 and 8 mostly offered at a separate intermediate school. Secondary education covers Years 9 to 13, (during which students are generally aged 13 to 17). Secondary school students can gain a National Certificate of Educational Achievement (NCEA) at three different levels (Years 11 to 13) in a wide range of courses and subjects.

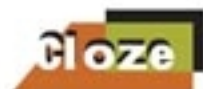
Most schools teach in English. However, some schools teach in Maori and the education is based on Maori culture and values. These schools are mainly for students from Years 1 to 8, while a few schools are available for students up to Year 13.

Early childhood education

There are many forms of early childhood education available in New Zealand. Although not compulsory, almost all four-year-old children, around three quarters of 3-year olds and half of 2-year olds receive some form of pre-school education. Not all pre-school services are funded by the government.

Fill in the chart below using the information above in the passage, and then discuss in groups the similarities to and differences from the education system in China.

	In New Zealand	In China
Pre-school Education <ul style="list-style-type: none"> ● compulsory ● funded by ● starting age 	government & private owners	
Primary and Secondary Education <ul style="list-style-type: none"> ● compulsory ● starting age ● funded by ● tuition fee ● TS ratio ● school year ● education years ● working language ● graduation certificate 		



Read the text and then choose the best answers to fill in the blanks.

THE KIWI

The kiwi is a flightless New Zealand bird 1. New Zealanders are very proud. This unusual bird has become a national symbol and 2 picture is used on many New Zealand products



and is 3 on the sports clothes of many national sporting teams. You will also notice many New Zealanders 4 toy kiwis at international sporting events, such as the Olympics. New Zealanders themselves are also known all over the world 5 “kiwis”, a nickname they are very proud of.

The kiwi bird is nocturnal (夜间活动的), 6 and coming out of its nest on the ground 7 only at night. It is the only bird in the world 8 has its nostrils at the end of its beak. All other birds have them above their beaks, close to their face. The female kiwi 9 the world record for laying the largest egg in proportion to its body size. 10 the kiwi is only about the size of a chicken, the female lays a single egg almost as big as an 11 egg. The name “kiwi” comes from 12 and is an imitation of the loud cry the male kiwi makes during the mating season.

Unfortunately, the kiwi is 13 endangered species. It is disappearing at a rate of 5.8% per year because it is threatened by non-native animals, such as cats and dogs, and by 14 habitat. Human kiwis are doing their best to save the kiwi bird and there are many programmes in place for this purpose. It would, indeed, be sad if New Zealand’s national symbol were to become 15. For more information and a free screensaver download, go to: www.kiwirecovery.org.nz.

- | | | | |
|---------------------|----------------------|--------------------|----------------------|
| 1 A in which | B by which | C of which | D with which |
| 2 A its | B it's | C the | D one |
| 3 A print | B attached | C added | D worn |
| 4 A will carry | B carried | C carrying | D to carry |
| 5 A as | B about | C like | D for |
| 6 A wake up | B woke up | C being woken up | D waking up |
| 7 A to feed | B feeding | C to be fed | D feed |
| 8 A what | B that | C who | D whom |
| 9 A breaks | B challenges | C holds | D takes |
| 10 A Although | B When | C However | D Yet |
| 11 A ostrich | B ostrich's | C ostriches' | D ostriches |
| 12 A Maori language | B the Maori language | C a Maori language | D the language Maori |
| 13 A / | B the | C a | D an |
| 14 A loss | B loss of | C losing in | D losing of |
| 15 A endangered | B lost | C extinct | D threatened |

Error correction

Read the following passage and pick out the mistakes and correct them.

When it came to find suitable locations for shooting of the three films in *The Lord of the Rings* trilogy (三部曲), a New Zealand director Peter Jackson does not have to travel far. New Zealand, with its spectacular mountains, active volcanoes, deep fiords, rugged coastlines, picturesque lakes, rivers and beaches, geysers and bubbling mud pools, were the ideal setting. One could almost believe that Tolkein, author of *Lord of the Rings*, had written his novels with New Zealand in the mind.

Tourism to New Zealand has grown dramatical since the release of *The Lord of the Rings* trilogy. Million of moviegoers and Tolkein fans around the world now associate New Zealand to *The Lord of the Rings*. Tourists from all over the world want to see where the movie was film, and a whole industry has grown up around guided tours to these places.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Translation

Translate the sentences in brackets into English and then translate the rest of the article into Chinese.

THE KIWI FRUIT WAS NOT ALWAYS A KIWI

The export of kiwi fruit from New Zealand earns over \$600 million for the New Zealand economy – more than any other farm product. Yet this fruit with its fuzzy brown skin and bright green flesh _____ (1. 并非新西兰本地所产，而是从1904年起才在那里开始种植的。)

After a trip to China, high school principal Isabel Fraser returned to New Zealand with some seeds of a special fruit. She gave these seeds to a farmer and in 1910 the first fruit ripened. At this time the fruit was called “Chinese gooseberries” – *Chinese* in honour of their origin and *gooseberries* because they were similar in shape to an English fruit called the gooseberry. Other farmers soon began growing Chinese gooseberries and _____ (2. 1924年，其中的一个农民开发出了我们今天最为熟悉的绿颜色品种。)

_____ (3. 这种水果在新西兰长势很好，1952年猕猴桃首次向英格兰出口。)

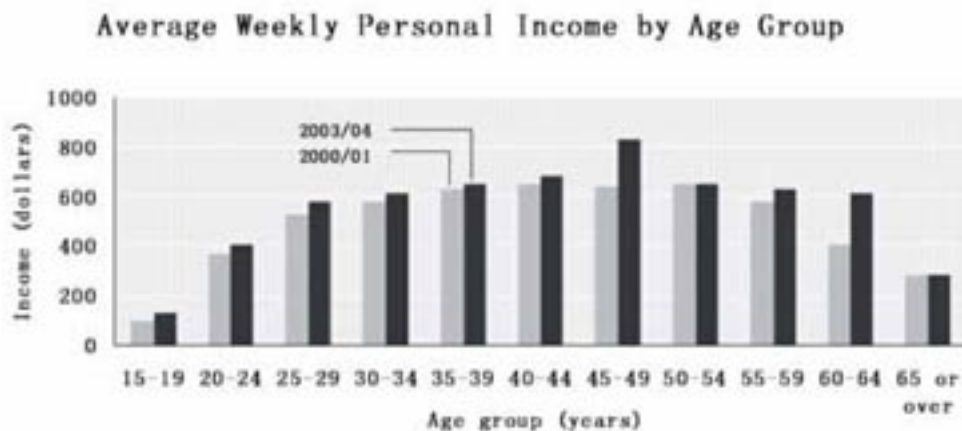
Then, in 1959 the fruit was exported to the United States too. _____ (4. 此时，这种水果更名为几维果以吸引美国市场。) The other reason for changing the name was that because the US had an import tax on berries of all kinds. As kiwi fruit did not fit into any tax category they entered the US tax free.

Today, _____ (5. 许多不同的品种从新西兰出口到世界上的许多国家。) They are also grown in other countries, such as Australia and the United States, but they are still called kiwi fruit.

Writing

Choose one of the following writing activities.

- A** Analyse the graph below. Then write a report on the information. Use Reading 1 as a model. The text has been started for you.



Increased income for all age groups

As shown in the graph, weekly earnings for all age groups in 2003/04 increased from earnings in 2000/01. However, there was a greater increase in earnings for 45-49 year olds. The 45-49 year olds also earned more than any other group, with an income of more than \$800 per week while ...

- B** Using the text "The New Zealand education system" in *Reading and Talking* as your model and the table below as a reference, write 150-200 words on the Chinese education system.

jms=junior middle school ps=primary school

		Stages of education		Age	Grade	
Higher education		Colleges and universities / Adult education		+18		
Senior secondary education		Senior secondary school		17-18	3	
				16-17	2	
				15-16	1	
		Secondary education				
Compulsory education	Junior secondary education	4-year jms	3-year jms	14-15	9	
				13-14	8	
		Primary education	5-year ps	6-year ps	12-13	7
					11-12	6
	10-11				5	
	9-10				4	
					8-9	3
					7-8	2
				6-7	1	
		Pre-school education		-5		

Unit 2

Detective stories

Listening



Having heard the peculiar case of Mr Wilson, Sherlock Holmes went with Dr Watson to look into it. What clues did he find? Can he solve the mystery?

1 Listen and choose the correct answers to the questions below.

- 1 Holmes thinks someone wanted to _____
 A keep Mr Wilson in the office C help Mr Wilson by giving him money
 B play a strange trick on Mr Wilson D keep Mr Wilson away from his shop
- 2 What day was it when Holmes and Watson went to Dog Leg Alley?
 A Friday. B Saturday. C Sunday. D Monday.

3 Place in order the things that Holmes did in his investigation:

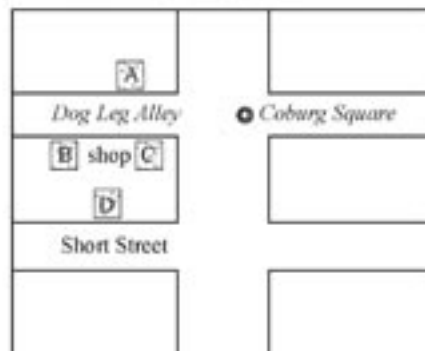
- ① He knocked on the door of the shop.
- ② He knocked his stick on the pavement.
- ③ He talked to the assistant, asking directions to Fleet Street.
- ④ He counted the steps to the end of the street.
- ⑤ He went to see Mr Wilson's shop.

- A 2 5 1 3 4 B 5 2 1 3 4
 C 5 1 3 2 4 D 1 3 5 4 2

4 What important thing did Holmes find out about the assistant?

- A His trousers were dirty.
 B He was known to Holmes.
 C He was in the shop even though it was closed.
 D He knew how to get to Fleet Street.

5 Where is the bank most likely located?



2 Listen again. Complete the summary below. You should write no more than THREE words for each blank.

While Dr Watson didn't know what to 1 Mr Wilson's strange story, Sherlock Holmes believed that someone must have wanted to keep Mr Wilson 2 his own shop for several hours a day. Holmes wanted to know why, so he decided to 3 the shop which was in Dog Leg Alley. When he and Dr Watson got there, he found it a 4 place. The first thing he did

was 5 on the pavement with his walking stick. Then he knocked on the door of the shop. When Mr Wilson's 6 answered the door, Holmes asked directions to Fleet Street. He was most interested in the 7 of the assistant's trousers because they were very 8. After that, Holmes and Watson went to the next street, which was much 9 than the alley. By counting the steps, he found that Mr Wilson's shop was 10 the bank. Then he knew the mystery would soon be solved ...

TESTING YOUR SKILLS

Choose the best answers to the questions.

- When asked what business he was in, Mr Wilson said he was running a small _____.
A greengrocer B greengrocers C greengrocer's D greengrocers'
- A: When did you begin working for the red-headed club?
B: _____
A For eight weeks B Since eight weeks ago C Eight weeks ago D Eight weeks
- Thinking that the police had not found enough evidence, the man denied _____ the murder.
A commit B to commit C committed D committing
- New evidence _____ found, the police believed they knew who the criminal was.
A being B to be C having D having been
- Her fingernails are longer than _____ in the class.
A anyone's B anyone else C anyone else's D anyone's else
- A: Who do you think is the murderer, Leonard or his girlfriend?
B: Oh, _____
A each is B possibly both C none of them is D no one
- _____ crime in this area has increased so much over the last 20 years?
A Why is it that B Why it is that C Why was it that D Why it was that
- If I _____ he was a criminal, I _____ it to the police at once.
A know ... would have reported C had known ... would have reported
B know ... would report D knew ... would report
- Mr Wilson was so excited that he felt like _____ everyone about his new job.
A to tell B telling C to have told D having told
- The newly-found evidence was _____ that he could not deny his crime.
A such obvious B so obvious C very obvious D much obvious
- Don't tell anyone about our plan. It's highly _____.
A confident B confidential C secret D private
- The dead woman's wallet and jewellery remained untouched, so the _____ for the killing could not have been theft.
A motive B explanation C result D consequence
- She accused the man _____ breaking into her house and murdering her son.
A of B for C at D with

- 14 A: "How do you know the criminal is _____?"
 B: "If you look at his footprints closely, you will find that the prints made by the left foot were _____ than those made by the right."
 A sick, shallow B blind, shallower C deaf, deep D lame, deeper
- 15 According to school rules, any student who is found cheating in the exam will be _____.
 A excused B expelled C excluded D examined
- 16 Since you have your property insured, the insurance company will _____ you for the loss if anything happens to it.
 A compensate B compete C compose D complete
- 17 This novel tells the story of a man who is sentenced to life _____ for a crime he didn't commit, but who later manages to escape and find out why this happened to him.
 A prison B prisoner C imprisonment D punishment
- 18 When the police broke into the room, they found in the corner a little boy _____ with rope.
 A wounded B wound C binding D bound
- 19 The man promised his wife that he would _____ and be a good husband in the future.
 A release B remark C revise D reform
- 20 After a dead body was found near the _____, the police quickly came to the scene.
 A memory B memorial C myth D mystery

Reading 1



A MATTER OF SELF-DEFENCE?

There was a death in a bar in the city and Detective Kim Lee was asked to look into it. When he arrived, he found the body of Sam Long lying on the floor of the bar. Kim Lee examined the body and discovered that a bullet had entered Sam Long's left ear. There was no exit wound, so the bullet must still be in the dead man's brain. In the dead man's left hand was a sharp knife.

"Did you see what happened here?" Kim Lee asked the barman, whose name was Mike Brown.

"Yes," said Mr Brown. "Sam Long was arguing with that man over there. I think his name is Don White. Mr White started to walk away when suddenly the other man pulled out a knife and walked towards him. I shouted to Mr White, 'He's got a knife!' Mr White turned around and shot Sam Long with his gun. It was clearly self-defence."

Detective Kim Lee then went to talk to Don White.

"What happened? Did you shoot Sam Long?"

"Yes, I'm afraid I did, but it was in self-defence. We argued. I tried to walk away and he pulled a knife on me. I had to shoot him or he would have killed me."

Kim Lee then called one of the police officers over and asked him to help him arrest the two men.



“Don White, I am arresting you for the murder of Sam Long. You do not have to say anything, but anything you do say will be recorded and may be used against you in court. Mike Brown, I am arresting you for giving a false report to the police.”

1 Write True (T) or False (F) beside these statements.

- () 1 The barman told the police what he had seen.
 () 2 Mr Brown did not know Don White.
 () 3 Don White was standing in front of Sam Long when he shot him.
 () 4 It is a crime to lie to the police.
 () 5 Both the barman and Mike Brown were taken to the police station.

2 Complete Detective Kim Lee's notes. You should write no more than THREE words for each blank.

The Death in the Bar

When Sam Long was shot he must have been standing 1 Don White because the 2 entered his head through 3. Therefore he could ~~have~~ been walking towards Don White and so Mike Brown did not 4. It clearly was 5.

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____

Reading 2



HOLMES GETS A RESULT

At 10 o'clock, I met Holmes outside his house as arranged. With him were two men. The police officer, Peter Jones, I already knew. He had often helped us out in our little adventures. The other gentleman was Mr Merryweather. He was the manager of the bank we had seen that morning in Short Street.

When we got to the bank, Mr Merryweather opened the door with a large key and we all crept silently down into the basement. The floor of the basement was covered in large square stones and the room was filled with wooden boxes.

“That’s our French gold,” explained Mr Merryweather. “We borrowed it some months ago from a French bank to use in a business deal. As it happens, we didn’t need it after all, so it was never unpacked. It will be going back to France first thing on Monday morning.”

“Please be quiet,” said Sherlock Holmes. “Hide behind the boxes and keep very still. We shouldn’t have long to wait.”

In fact, we waited silently in the dark for over an hour, although it seemed a lot longer to me. Then suddenly, a strange light appeared under the stone floor. One of the stones began to move, letting

more light in from below. Within moments, the stone was pushed on top of the next one, leaving a light-filled hole in its place. A hand appeared out of the hole, then another hand. A few seconds later, Vincent Spaulding jumped out of the hole onto the basement floor. Then he turned and leaned over the hole.

“OK, Archie, it’s all clear up here. Give me the hammer and the bags and then climb up yourself,” he said. At that moment, Holmes ran from behind his box and caught hold of Spaulding.

“Quick, Archie, run!” yelled Spaulding. We heard the sound of feet running away.

“He won’t get far, Mr Clay, for that’s your real name, isn’t it?” said Holmes. “The police are guarding the shop door at the other end of the tunnel you so cleverly dug. They’ll catch him as he comes out the other end.”

Once both thieves had been arrested and taken off to the police station, Holmes and I went home to discuss the matter.

“And so you see, Watson, Spaulding, or Clay as his real name is, needed to get Mr Wilson out of his shop so he and his associate could dig their tunnel. The dirt on the knees of his trousers confirmed that they were digging. When I knocked my stick on the pavement and heard nothing unusual, I knew they weren’t digging under the front of the shop. So I concluded they were digging out the back. When I made enquiries at the bank and found out about the French gold, I knew I was right. And I guessed they’d take the gold on Saturday evening because the bank would be closed the next day and they’d have time to escape before the theft was noticed.”

Read the last part of *The Mystery of the Red-headed Club* and choose the right clue for each of Holmes’ conclusions. Note that there are more clues than conclusions so you will not need to use all of them.

List of clues	Holmes’ conclusions
A There was a lot of gold in the basement of the bank.	(B) 1 They needed Mr Wilson to be out of his shop while they were working on something secret.
B Mr Wilson was paid to copy a book in an office from 10 am to 2 pm.	() 2 He was digging a tunnel.
C The office was closed and the Red-headed Club was dissolved.	() 3 The tunnel wasn’t being dug under the front of the shop so they must have been digging out the back.
D Spaulding’s trousers were dirty.	() 4 They were digging a tunnel from under the shop to the bank.
E When Holmes tapped the pavement out the front of the shop with a stick, it sounded normal.	() 5 They planned to steal the gold from the bank.
F It was Saturday evening.	() 6 The bank was closed on Sunday so no one would discover the missing gold until Monday.
G The bank was directly behind the shop.	() 7 The robbers didn’t need to use Mr Wilson’s shop any more.
H They had to steal the gold during the weekend.	

READING AND TALKING

In groups discuss what actions Terry and Sally could take and write a list. Beside each action say whether they should take this action and give reasons. The lists have been started for you.

- A Walking to school one day, Terry noticed a wallet on the pavement. When he opened it, he found there were \$300 in it, some pictures of a woman and a child and a driver's licence. The driver's licence belonged to Craig Smith, a rich man who lived in the city 100 km away. Terry didn't like Mr Smith very much because he had once shouted at Terry when Terry accidentally fell against his car. It would take a long time to travel to the city by bus and Terry didn't have money for the fare. His sister needed a new dress for school and he would love to buy a skateboard. Terry wasn't sure what he should do with the wallet.
- B Sally's father had died in an accident and her mother had to bring up her three children by herself. Life was difficult and sometimes there wasn't enough food for everyone, so Sally's mother would give what food there was to her children and she would go hungry. One day Sally noticed a truck parked outside a shop. The back doors of the truck were open and Sally could see that it was full of vegetables. No one was in the street and Sally knew that no one would notice if she took a few vegetables. She also knew that losing such a small amount would not hurt the shopkeeper who had a big shop and many customers.

What Terry could do	Reasons why he should or should not do this
<ul style="list-style-type: none"> Borrow some money and take a bus to Mr Smith's house. 	He should do this because 1 that is what an honest man should do; 2 _____; 3 Mr Smith would be pleased and grateful. He might reward him with some money.
<ul style="list-style-type: none"> Buy a dress for his sister and a skateboard for himself, and later return the money to Mr Smith. ... 	He shouldn't do this because 1 _____; 2 _____; 3 _____ ...
What Sally could do	Reasons why she should or should not do this
<ul style="list-style-type: none"> Take a few vegetables from the truck. 	She shouldn't do this because 1 _____; 2 _____; 3 _____ ...
<ul style="list-style-type: none"> Ask the shop owner if she can help carry the vegetables into the shop and be paid for the work with a few vegetables. ... 	She should do this because 1 _____; 2 _____; 3 _____ ...



1 Read the text and then choose the best answers to fill in the blanks.

Sam was eating breakfast alone in the dining room of a hotel in a small town in Nevada, USA, 1 a young man walked in. The young man looked 2 he had been exposed to the sun for a long time because his face and arms 3 very brown and his hair was almost white.

“Do you 4 if I join you for breakfast?” asked the young man. Sam thought this was a little strange, 5 he invited the young man to sit down.

“Thank you. My name’s Martin King,” said the young man. “It’s so nice to have 6 again. I’ve been alone for 7 and I’m very grateful you’ve let me join you.”

“You’ve been out in the desert, haven’t you?” asked Sam.

“Yes, for seven months. I returned early this morning. I 8 into this hotel and had a most relaxing shower. You 9 me when I first came in – dirty, shabby clothes, and with a huge beard. There was 10 to shave outdoors, so it was wonderful to get rid of it when I got here.”

“What were you doing out there for so long?” The young man looked around before answering.

“Looking for gold,” he whispered. Then he 11 a small package, untied it and shook out the contents. Five or six small pieces of gold lay on the tablecloth. “This is just a small sample of 12 I found. I’ve come into town to buy equipment and some transport, then I’ll go back and dig 13 out. I’ll be a millionaire in a few weeks!”

“Congratulations,” said Sam.

“Thanks. I don’t suppose you know anyone with some money to invest, do you? I need a partner willing to purchase the necessary equipment. 14, he’ll get shares in the mine and within a few weeks he’ll be richer than he can imagine. If you know of anyone, can you mention my name? I’m in Room 407.”

“You don’t really think you can fool anyone with that ridiculous story, 15?” said Sam, laughing.

- | | | | |
|-------------------|------------------|----------------|--------------------|
| 1 A when | B while | C before | D where |
| 2 A even though | B even if | C although | D as though |
| 3 A was | B were | C being | D had been |
| 4 A mind | B agree | C think | D know |
| 5 A and | B so | C but | D if |
| 6 A people | B friends | C business | D company |
| 7 A a short while | B a little while | C a long while | D a while |
| 8 A lived | B booked | C wandered | D looked |
| 9 A should | B saw | C should see | D should have seen |
| 10 A everywhere | B anywhere | C somewhere | D nowhere |
| 11 A pulled in | B pulled out | C pulled down | D pulled up |
| 12 A what | B that | C all what | D all of |
| 13 A rest | B the rest | C a rest | D any rest |
| 14 A As return | B For return | C In return | D With return |
| 15 A can you | B can’t you | C do you | D don’t you |

2 How did Sam Lee know the man was lying?

Error correction

Read the following passage and pick out the mistakes and correct them. You may need information from Table 1.

There are several different types of blood. We inherit our blood type from our parents and grandparents, just like we do the colour of our eyes and many other characteristics. In 1901, Austrian scientist Karl Landsteiner, develops a system for classifying blood into four groups, that he called A, B, AB and O. What he found was in some parts of the world, for example Europe, the O blood group is the most common while in other places, A and B is more common. Table 1 gives the percentages of people have certain blood groups in different places. You'll notice that in China, O type of blood is the most common in people from Guangdong, while A type is the most common in people from Beijing. Of course, this is changing as the people move about more and marry people in different parts of the country.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Table 1: Percentage of blood types among people from different countries

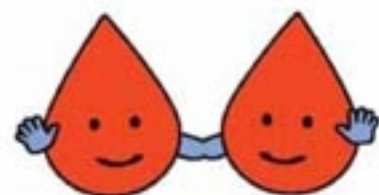
Country	Blood types			
	O	A	B	AB
Australia (Aborigines)	61	39	0	0
China (Guangdong)	46	23	25	6
China (Beijing)	29	27	32	13
Japan	30	38	22	10
Korea	28	32	31	10
New Zealand (Maori)	46	54	1	0
North American Indians	17	82	0	1
Thailand	37	22	33	8
United Kingdom	47	42	8	3
USA (Blacks)	49	27	20	4
USA (Whites)	45	40	11	4
Vietnam	42	22	30	5

Note: Not all data add up to a 100%. This is because numbers have been rounded to the nearest whole number. Data of North American Indians mainly refer to the Blackfoot tribe.

Table 2: Blood types (Group B) that can receive each type (Group A)

Blood type (Group A)	Who can receive this type (Group B)
O+	O+, A+, B+, AB+
O-	All
A+	A+, AB+
A-	A+, A-, AB+, AB-
B+	B+, AB+
B-	B+, B-, AB+, AB-
AB+	AB+
AB-	AB+, AB-

Please Give Blood



 **DONATE LIFE**

Translation

Look at Table 2 and read the passage. Translate the Chinese into English.

Another way of classifying blood is the Rhesus system, which classifies blood into just two groups – Rhesus positive (RH+) and Rhesus negative (RH-).

(1. 在世界上的某些地方, RH+ 型的人可能比 RH- 型的人要多。) For example, in China over 99% of people are RH+ while in the United States only about 85% are.

(2. 如果把 ABO 体系中的四种血型和两种 RH 血型组合在一起, 我们就得到八种不同的血型。) These groups are very important for blood transfusions because we can tolerate blood only from certain groups. Table 2 shows who can receive blood from which groups.

(3. O-型是唯一能输给任何人的血型, 而只有 AB+ 型的人才乐意接受任何类型的血液。)

Knowing the blood type of the three blood samples at the scene of Mr Bahmad's murder was very useful in discovering that three different people had been injured, (4. 但是它不能准确地说明每个人是谁。) This is why the invention of DNA detection is such an important advance. Like blood types, we get our particular DNA from our parents, (5. 但和血型不同的是, 我们身体的每一个细胞里都含有 DNA, 而且没有两个人的 DNA 是一模一样的。)

Writing

Look at the pictures. The story is about how someone tried to hide a murder and how the clever police officer discovered the truth. Write the story in about 100 to 150 words. You should focus on how the police officer used clues to discover the way in which the murder was done.



Listening



- 1** Listen to the first part of the dialogue and choose the best answers to the questions below.
- Why did Li Pei look happy?
 - Li Pei won the lottery.
 - Li Pei won a scholarship in a French university.
 - Li Pei got an invitation from a French family.
 - Li Pei got an offer to study in a French university.
 - What language did Sarah think Li Pei would be studying?
 - English.
 - French.
 - Chinese.
 - German.
 - What advice did Sarah give Li Pei?
 - To live with a French family.
 - To live in a hall for international students.
 - To live off the French university campus.
 - To live with some Chinese friends studying in the same university.
 - What does *by leaps and bounds* probably mean when Sarah says “your command of the language will increase *by leaps and bounds*”?
 - gradually
 - effectively
 - quickly
 - efficiently
 - How did Li Pei feel when he talked with Sarah?
 - Excited and confident.
 - Excited but a bit worried.
 - Happy and proud.
 - Anxious and depressed.
- 2** Listen to the second part of the dialogue. Complete the summary below with words you hear from the tape. You should use no more than THREE words for each blank.

Six months later, Li Pei telephoned Sarah. He told her that he thought his tutor was 1 against Chinese students. He wrote an 2 last week very carefully and worked very hard so as to hand it in 3. However, when he went to see the tutor, he felt 4 because she thought his essay was not well organized, his ideas were not critical enough of the literature on the subject and his 5 was not good enough. That made Li Pei feel a complete 6. Having heard his story, Sarah told him not to 7 it too seriously. It was something that everybody has to 8 and the tutor was only trying to help Li Pei improve in her own 9. Sarah’s words helped Li Pei see his problem from a different perspective and he felt much 10.

TESTING YOUR SKILLS

Choose the best answers to the questions.

- 1 Dr Smith has spent his entire 30 years' career _____ with troubled teenage boys.
A work B to work C working D worked
- 2 Depression is an illness and has symptoms, _____ cancer or heart disease.
A just like B such as C except for D as if
- 3 If he _____ more open about his fears with other people, perhaps he wouldn't have felt so unhappy that he killed himself.
A was B were C has been D had been
- 4 A child who has the idea _____ the world would be better without him needs immediate help.
A which B / C that D of
- 5 Everyone faces problems, but some can _____ them better than others.
A cope with B deal C work out D meet
- 6 In England, people say that when one door closes, _____ opens.
A another B others C some other D other one
- 7 Some people think that depression is _____ common in women _____ in men.
A as twice ... as B twice as ... as C twice ... as D the same ... as
- 8 It is important that people who suffer from depression _____ treated in time.
A are B have been C were D be
- 9 "It is communication _____ solves problems, not silence," says Dr Brown.
A which B that C what D as
- 10 The medicine was very _____, so he quickly recovered from the illness.
A effective B effectively C affecting D efficiently
- 11 Most people need between six and eight _____ sleep a night, though individual needs vary.
A hour B hour's C hours's D hours'
- 12 A: Have you seen the doctor?
B: Yes, but I wish I hadn't. She kept me waiting for an hour, saw me for two minutes, and wrote out a _____ I couldn't afford!
A description B prescription C script D subscription
- 13 Since _____ is perfect, you have to balance your strengths and weaknesses.
A not all B none of C not one D no one
- 14 I had never thought about being a volcanologist. It was my mother _____ encouraged me and gave me confidence.
A which B who C whom D that
- 15 The university started a hotline service to _____ that students with psychological problems would get help in time.
A ensure B ensured C sure D surely
- 16 A: Why are you working so hard in school?
B: Because I don't want to _____ my parents _____

- A set ... down B put ... down C let ... down D cut ... down
- 17 According to the survey, many of today's college students are _____ individual success instead of spiritual fulfillment.
- A achieving B becoming C making D pursuing
- 18 When _____ what his problem was, the boy lowered his head and kept silent.
- A asking B asked C having asked D having been asked
- 19 I feel lonely, but I don't know _____.
- A whom to talk to B whom to talk it to C who to talk it D whom to talk
- 20 If you have problems _____, you can spend time reading a relaxing book or listening to music before going to bed.
- A fall asleep B fell asleep C falling asleep D fallen asleep

Reading 1



CATS CAN ALSO HAVE PSYCHOLOGICAL PROBLEMS

We usually think of human beings as the only animal with problems, but my cat has had to go to see the psychologist recently. She had to be examined because she was behaving in such a strange manner. Here is what the psychologist said:

Problem 1: attacking my ankles as I walk by

Psychologist's view: Your cat is bored. The solution is easy. She needs a distraction. Provide her with a ball of wool to play with, rubber bones to bite or another cat to play with.

Problem 2: trying to scratch the area around her litter tray

Psychologist's view: If your cat is scratching outside her litter tray, she is probably trying to tell you something. Maybe the litter in the tray does not smell good. Perhaps it needs replacing. Maybe the type of litter tray is not large enough or it has been put in the wrong location. Scratching outside the tray is the only way your cat can tell you there is something wrong. So do a few experiments until the behaviour stops. Then you will know everything is OK again.

Problem 3: chewing pieces of used cloth

Psychologist's view: Perhaps your cat was taken away too early from her mother, so she wants to find a substitute that feels as soft and warm as "mum" and the cloth seems to be suitable. If you don't want her to chew household items, spray them with a distasteful kind of odour. Make sure that you provide your cat with one item that it is OK to chew. Then she will be happy to chew that in the same way that a child has a comfort quilt.

Overall psychologist's assessment: Cats like company and need entertainment. One of the easiest ways to provide constant company is to get another cat. Other possibilities include having the radio or television on or hiding toys around your living room for your cat to discover. But whatever you do, enjoy your pet and learn to understand what his/her behaviour really means!



1 Choose no more than THREE words from Reading 1 for each blank.

The cat's problems	Diagnosis	Solutions
1	Feels dull and wants some _____ 1 _____	<ul style="list-style-type: none"> ● Provide a ball of wool or rubber bones ● Get another cat to play with
2	Tries to tell you something	● Do a few experiment until it _____ 2 _____
3	Wants to find a _____ 3 _____	● Offer something suitable for the cat _____ 4 _____
Overall assessment: Cats like company and need entertainment.		<ul style="list-style-type: none"> ● To _____ 5 _____ ● Have your radio or television on ● Hide toys for them to discover

2 Write True (T) or False (F) beside these statements.

- () 1 You can make your household items smell so cats do not chew them.
- () 2 If your cat had company, it would stop scratching the area around the litter tray.
- () 3 When the cat feels bored, it may attack your ankles.
- () 4 If the litter tray gives off an unpleasant odour, your cat may scratch outside the tray.
- () 5 According to the psychologist, the only way to offer constant entertainment for your cat is to get another cat.

Reading 2



DO AS YOU WOULD BE DONE BY

Why do some people have many friends while others do not? You may even imagine that this ability was something they were born with because it seems so effortless to them. However, it is not so. Let's look at two psychological experiments which will give you the key to happy interpersonal relations.

The first experiment is called the "Hawthorne effect" after Hawthorne, Illinois, where the experiment took place. A group of psychologists examined the work patterns of two groups of workers in the Western Electric Company. Before the experiment the management talked to both groups of workers and explained that they wanted to find the best working environment for them. The psychologists changed the working conditions for one group twice but left the other group alone. They were surprised to find that productivity increased on both occasions and in both groups. They concluded that the increase in productivity came from the attention given to the workers by the management. It had increased their motivation and so they had worked harder. In other words, if you take an interest in others they will want to please you and you will have harmonious relations with them.

The second experiment shows what happens to personal relations if you are rude to, ignore or abuse others. After Martin Luther King, Jr was killed in the 1960s, a teacher, Jane Elliott, living in an all-white town decided to help her class of young children understand why the Civil Rights Movement had been necessary in America.

She divided the class into two groups: one with blue eyes and the other with brown eyes. Other eye colours such as hazel or green were excluded from this exercise. Then she told the class that brown-eyed people were cleverer than blue-eyed ones because of an agent for brown colour found in their blood. Blue-eyed people were stupid, lazy and not to be trusted. Jane Elliott did not need to say any more. The brown-eyed students quickly became accustomed to their new role as the leaders of the class. The blue-eyed students became quiet and withdrawn. Then she discovered something very interesting. Four poor brown-eyed readers began to read fluently in a way they had never done before. Jane Elliott had demonstrated that the way people are treated affects not only their behaviour but also their confidence and their academic performance.

So if you want to be successful and happy, take an interest in others whether they are your classmates or acquaintances. Congratulate them on their successes and sympathise with them in their troubles. Remember that the way you treat others will determine their attitude and behaviour to you.

1 Choose the best answers to the questions below.

- 1 What is the main idea of this reading passage?
 - A How our behaviour affects people around us.
 - B How to establish happy interpersonal relations.
 - C How to improve productivity in work.
 - D How to be successful and happy.
- 2 In the "Hawthorne effect" experiment, _____
 - A psychologists aimed to improve the workers' performance
 - B psychologists changed working conditions for two groups once
 - C psychologists wanted to explore the relationship between motivation and productivity
 - D workers worked hard to please the psychologists
- 3 The second experiment aims to _____
 - A tell children to treat each other equally
 - B tell children that brown-eyed people are cleverer than blue-eyed ones
 - C tell children why the Civil Rights Movement was necessary in America
 - D tell children that the way people are treated affects their behaviour
- 4 Which of the following statements is NOT true?
 - A In the "Hawthorne effect" experiment, both groups worked more efficiently.
 - B If we want to be treated politely, we should treat others in the same way.
 - C Jane Elliott's experiment tells us that how people are treated will influence their performance at school.
 - D Children with hazel or green eyes were excluded from the second experiment, because they are not suitable for the experiment.
- 5 Why did the teacher separate the children into two groups using eye colour?
 - A Most of the children had blue or brown eyes.
 - B She thought blue-eyed children were stupid, lazy and not to be trusted.
 - C She wanted to build up the brown-eyed students' confidence.
 - D She knew eye colour is related to skin colour and wanted the white students to understand about discrimination.

2 Match the following statements associated with the experiment they are involved.

A The first experiment

B The second experiment

C Not clear

- 1 When you take interest in others, they will want to please you and you will have harmonious relations with them.
- 2 With a change of role, people behave differently.
- 3 More attention will lead to better performance.
- 4 Sympathising with people in trouble will make them feel better.
- 5 Encouraging poor students can help improve their academic performance.

READING AND TALKING

In Western countries families are generally larger than those in China. Most families have two or three children. Have you ever thought what it would be like to be a member of a larger family? What would be the advantages and disadvantages of having brothers and sisters? Let's find out what Sarah King, an English girl, has got to say.

There are three children in my family and I'm the middle one. My sister, Lisa is two years older than me and George, my brother, is three years younger. Lisa has the hardest time because she has to carry a lot of responsibility. My parents are very concerned about our progress in school as well as our social activities. They like us to study hard at the weekends but Lisa wanted some social life. She had to fight very hard to get permission to go out with friends at weekends. When they saw that she could cope with a social life and her schoolwork, my parents became more relaxed with my brother and me.

I'm never lonely with my sister and brother, but we sometimes quarrel. My sister's quite competitive with me and doesn't like me to go to bed at the same time as she does. I don't mind this. We've had to learn not to be selfish and to share our toys as well as do our bit around the house to keep it clean and tidy. This has helped us get on with other people and consider their feelings and needs. The only serious problem we have is financial. There's not enough money for all of us, so we have to take turns to have fashionable clothes or shoes. Sometimes I'd like to go on expensive holidays like some of my friends, but it's impossible when there are so many of us in our family. It's also difficult for my parents to support us at university so I've taken a loan from the government and work every holiday for food and my coursebooks. But I hope that when I finish my degree, I'll be able to get a good job and pay back all the money I owe.

Get into a group and discuss the following questions.

- 1 How did my parents feel when they found my sister Lisa balanced her schoolwork and social life well?
- 2 What is the only trouble for the family? What problems does it cause?
- 3 As the eldest child in the family, what makes Lisa feel unhappy?
- 4 What values do we learn living in a large family?
- 5 How does the author get financial help to study and complete a university course?

- 6 What are some of the advantages and disadvantages of having brothers and sisters?
7 What do you think are the advantages and disadvantages of being the only child in a family?



Read the text and then choose the best answers to fill in the blanks.

When I was eleven years old I went to a boarding school. That's not 1 uncommon in England as it is in China. 2 I found it very difficult, because there seemed to be so many rules to learn: getting up at a fixed time, having breakfast with 3 and only missing your lessons if you were sick. I was never ill so I never spent any time 4 in bed like my luckier classmates.

However, there was one girl, Fu Ling, an exchange student from China, who had an even 5 time than me. Although she tried, she never seemed able to 6 with the rest of us. Her worst problem was bedtime: she never remembered bedtime. She would become 7 in the library and forget it was time to go to bed. The problem was 8 she just didn't understand why she got into trouble. "I wanted to study," she would tell me. "9 that a good thing? Wasn't that why I came to England?" But the headmaster did not 10 it that way. He explained that school rules 11 to everyone and she must go to bed at the right time. Fu Ling was very upset and cried for several nights in her dormitory. I felt sorry for her and tried to think of a way out of her dilemma. Then one morning the answer 12 me. If Fu Ling couldn't study late at night, perhaps she could study early in the morning before breakfast. I rushed to tell her my plan. She was delighted and 13 we had made an early study group of two, preparing all our homework before the breakfast bell started to ring.



So we became 14 friends and have remained so ever since. I also learned a useful lesson: 15 difficult a problem may seem, there is always a solution.

- | | | | |
|------------------|---------------|------------------|----------------|
| 1 A as | B such | C very | D more |
| 2 A At first | B First | C From the first | D First of all |
| 3 A no one else | B anyone | C everyone else | D anyone else |
| 4 A relax | B relaxation | C relaxed | D relaxing |
| 5 A hard | B harder | C happy | D happier |
| 6 A move in | B get in | C fit in | D come in |
| 7 A absorbed | B interested | C attracted | D concentrated |
| 8 A / | B that | C which | D because |
| 9 A Is | B Isn't | C Are | D Aren't |
| 10 A observe | B watch | C notice | D see |
| 11 A appealed | B appointed | C applied | D approached |
| 12 A ran on | B ran into | C came to | D came across |
| 13 A long before | B before long | C so long | D so soon |

14 A close

B closely

C near

D nearly

15 A whichever

B whenever

C whatever

D however

Error correction

Read the following passage and pick out the mistakes and correct them.

Some research have shown that optimistic people are luckier in their careers and social life than those are not optimistic. Optimists are more likely to take chance while non-optimists with similar education and careers prefer to play safely. Optimists are also able to spot opportunities, because they had a more open attitude and look at life as series of possibilities. Non-optimists prefer to concentrate on fewer but safer choices. Since optimist are concerned with develop new ideas, they achieve success easily. With non-optimists this is not possible. That's how optimists are more successful and it seems that luck has nothing to do it!

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

Translation

Translate the Chinese in brackets into English.

“_____ (1. 运用常识是你生活中最重要的事情,)” said Uncle John one day. “Let me tell you a story. A long time ago, I worked in South Africa. Many people had money but wanted to be richer still. They bought large areas of land, but they were still not satisfied. One day an important and rich-looking man came into town offering shares in a silver mine in Peru. He promised that _____ (2. 任何投资他生意的人都会发大财。) Many people were sceptical but some others invested. The following month the man brought these first investors a large bag of silver each. _____ (3. 看到这种情况, 更多的人什么都不问就开始投资。) However, something about this scheme didn't smell right to me. When I told my friends to be careful, they just laughed at me. The second month more silver appeared and so did even more investors. The third month it was the same story. _____ (4. 为了在这家公司投资, 许多人卖掉了他们的田地、金子和房子。) But on the fourth month it was silent in the office when people came to collect their silver. _____ (5. 这个人一声不吭地把他们所有的钱都卷跑了。) Luckily for me, my wealth was still complete because I couldn't believe that such profits could be made legally. I had been saved by my common sense!”

Writing

Choose one of the following writing tasks.

- 1** Write a short passage to explain one of these following proverbs or sayings.



A kind heart is worth its weight in gold.
A coin has two sides.
Where there's a will, there's a way.
A stitch in time saves nine.
Time heals all wounds.
It's never too late to mend.
Times change and we with it.
Penny wise, pound foolish.
Cheerfulness smoothes the road of life.
Look before you leap.

- 2** Read the following letter carefully and work out Lorna's problem. Then write your advice and explain to her that she must behave tactfully or she will lose the trust of both her workmates and her managers.

Dear Susan,

I am very worried about a problem I am having at work. I hope you will be able to give me some advice.

I have been working in an office for two months now. It is my first job since I left university so I am very eager to succeed in it. Recently I noticed one of my workmates taking a large number of office supplies from the cupboard and putting them into his bag. When I asked him what he was doing, he said it was none of my business. As I was new, I did not like to say any more about this problem.

Then a terrible thing happened. Today our manager found that the cupboard was almost empty and called everybody to a meeting. He said that the company couldn't afford to keep buying office supplies and that the thief must be found. Later he called me into his office. He said that someone had told him that he had seen me stealing the office supplies. He said that he had little doubt about it because all this had occurred after I started working at the company. I was very upset. I left the office in tears.

I do not know what to do. Should I tell the manager what I discovered? How can I prove it? Should I talk to the guilty workmate again? Please give me some advice.

Best regards,
Lorna

Unit 4

Legends of ancient Greece

Listening



- 1 Listen to the tape and decide whether the following statements are True (T) or False (F).
- () 1 Ancient Greeks thought that the gods were like a big family.
 - () 2 Ancient Greek gods have nothing in common with Chinese gods.
 - () 3 Athene is the goddess of wisdom and Hephaistos, the god of fire.
 - () 4 Hera often fought with her husband because Zeus often fell in love with other beautiful goddesses.
 - () 5 The Greek gods wanted to make sure that people showed respect to them.
 - () 6 Chinese people offer sacrifices to the kitchen god in order to make wishes come true.
- 2 Listen to the dialogue and complete the summary below with words you hear from the tape. You should use no more than THREE words for each blank.

The ancient Greeks believed that most of the gods lived on top of a mountain called Mount Olympus like a family. There were 1 called Zeus and Hera, who had many children who were also gods and goddesses. Zeus and Hera 2 because Zeus often fell in love with beautiful 3, so Zeus also had many 4 children. Greek gods and goddesses were concerned about people's 5 towards them and sometimes they 6 themselves as human beings and tested people to make sure they behaved 7 to the gods. If human beings were not kind to strangers or did not give presents to the gods, they would be 8 either by the gods 9 their enemies or 10 them.



Zeus and Hera



Zeus and Europa

TESTING YOUR SKILLS

Choose the best answers to the questions.

- 1 Apollo, the god of the sun, travels across the sky every day, _____ light, life and love to the vast world below.
A bring B bringing C brought D to bring
- 2 In Greek mythology, it is Prometheus _____ managed to steal fire from heaven and secretly brought it down to humans.
A who B whom C whose D which
- 3 As a punishment for Prometheus' disobeying his order, Zeus had him _____ to a huge rock for thirty thousand years.
A chain B chained C to be chained D chaining
- 4 _____ repeated warnings, Pandora, who was a curious woman, opened the box, out from which came war, disease, violence, sorrow, and other evils.
A In spite B In case of C Despite D Although
- 5 Aeneas, one of the Trojan princes, after _____ escaping death at Troy, wandered from land to land for a long time and eventually became the founder of the Roman race.
A narrow B narrowly C narrowing D narrowed
- 6 _____ to the wedding, Eris, the goddess of quarrelling, felt so annoyed that she offered a golden apple to Hera, Athene and Aphrodite, which caused a violent quarrel among them.
A Not invited B Not inviting
C Not having been invited D Not been invited
- 7 Paris was made a judge to decide to whom the golden apple _____.
A was to be given B to be given C to give to D be given to
- 8 _____, Helen, the most beautiful woman in the world, fell in love with Paris, a handsome Trojan prince, and ran away with him to the city of Troy.
A Married as she B As she was married
C Although she was married D Her being married
- 9 On his way back to his native city, Jason met a weak old woman _____ across a mountain stream.
A waiting to help B waiting to be helped
C waited to help D waited to be helped
- 10 Little did Jason think that the old woman was _____ Hera herself.
A only B less than C more than D none other than
- 11 Because of the cruel condition set by the King of Elis, _____ young man died in the horse race.
A many B many a C a many D a
- 12 Poseidon, the god of the sea told Messenia how to win the race against the King, and Messenia did _____ he had been told.
A as B like C just D the same
- 13 Better _____ by his Latin name of Cupid, Eros is the god of love.
A know B knowing C to be known D known

- 14 The body of Achilles was immune to sword and fire _____ his heel. Thus the expression "Achilles' heel" means "a weakness".
 A beside B besides C apart D except for
- 15 Having been told that he had killed his father and married his mother, Oedipus blinded himself and had to go through great _____ for the rest of his life.
 A accusation B agony C pressure D guilty
- 16 Zeus and Hera were a perfectly happy couple, but what _____ Hera most about Zeus was that he often went out and looked for new love.
 A dismayed B amused C horrified D amazed
- 17 Hearing his lover's scream, the man rushed to the meeting place, _____ that the girl had gone.
 A finding B found C only to find D having found
- 18 Far out in the sea there was an island, _____ lived three Sirens, who were three half-human-and-half-bird sisters. They sang sweet but deadly songs.
 A which B on which C at which D on where
- 19 There _____ no news of Odysseus' return, it was generally accepted that he was dead.
 A is B are C was D being
- 20 They lost their way in the forest, and _____ made matters worse was that night began to fall.
 A that B it C what D which

Reading 1



THE BIRTH OF THE FIRST SPIDER

Once there was a girl called Arachne who was very proud of her skill at weaving. Many people came to see her colour her threads in red, blue, green or yellow that made her woven pictures glow with life. "The goddess Athene must have given you such a gift," they said. But Arachne tossed her head. "No," she replied proudly. "I've taught myself everything I know." Hearing those words, the goddess Athene decided to teach her a lesson. First she disguised herself as an old woman and knocked on Arachne's door. When she opened it, the goddess warned her, "You shouldn't compare yourself with the great Athene. You should be more humble." At that Arachne grew very angry. "Let her come here and have a competition with me. Then we'll see who's better at weaving!" Immediately Athene threw off her disguise and the contest began.



All day the two contestants wove bright threads into marvellous pictures. Arachne's was definitely superior in skill and design. At that Athene grew so angry that she hit Arachne. At once the girl became smaller and smaller. Her head disappeared and her body became rounder. Her human arms and legs disappeared to be replaced with twice as many thinner insect-like legs. As Arachne ran to hide, Athene laughed unkindly. "You may live, Arachne, but you will do your weaving in the air from now on." Hearing those words, Arachne began to produce a thread and to weave a pattern in the air. She had become the first spider. Since then she has continued to recreate her lost but beautiful masterpiece in her webs, and all other spiders have followed her.

- 1** Choose the best word from the box to complete each sentence below. Some of the words may not be used.

A seriously B kindly C admiringly D jealously E coldly
 F dishonestly G sincerely H proudly I humbly J angrily

- 1 "The goddess Athene must have given you such a gift," people said to Arachne _____.
- 2 "I've taught myself everything I know," Arachne told them _____.
- 3 "You shouldn't compare yourself with the great Athene. You should be more humble," Athene said to Arachne _____.
- 4 "Let her come here and have a competition with me. Then we'll see who's better at weaving!" Arachne said _____.
- 5 "You may live, but you will do your weaving in the air from now on," Athene said to Arachne _____.

- 2** Complete the following sentences with words from the reading passage. Use ONE word for each answer.

- 1 Many people came to see Arachne's weaving, because it _____ with life.
- 2 Athene, dressed up like an old woman, decided to teach the girl to be _____.
- 3 Arachne challenged Athene to a weaving _____.
- 4 In the contest, Arachne showed she was _____ to Athene.
- 5 Having been turned into a spider, poor Arachne had to recreate her _____ in webs.

Reading 2



ECHO AND NARCISSUS

There was once a beautiful nymph called Echo. Echo had one failing: she was fond of talking and whether in a chat, a discussion or an argument she always wanted the last word. As she was good company, she and Zeus became good friends. However, Zeus' wife, Hera, became jealous. She followed Zeus to earth to find out what he was doing and Zeus asked Echo to distract Hera until he could escape. Later when Hera discovered she had been tricked, she became very angry. She turned on Echo and said, "You shall lose the use of your tongue because you cheated me. You'll have the last word, but no longer have the power to speak first." So from that moment on, beautiful Echo was hardly able to hold a conversation because she could only repeat the words of those around her. She became very embarrassed and hid herself deep in the woods.

One day a handsome young man called Narcissus came into the woods. He had been hunting deer and had got separated from his companions. He wandered along vainly hoping that he would find his way out of the forest. However, the moment Echo saw him, she fell in love with him. She followed him, wishing to tell him but unable to begin a conversation. Oh, how she wished she could speak first! Unfortunately, Narcissus was far too busy worrying about where his companions might be and how he could find his way home.

Eventually Narcissus, with Echo following along behind, came to a clearing in the forest and there in the middle was a pool of water. Feeling thirsty, Narcissus bent down to drink. As he did so, he saw a beautiful creature staring up at him. He was as much taken with his beauty as Echo had been. He immediately bent over and said to his reflection "I love you." Echo, nearby, and seeing her chance immediately responded "... love you." But it was too late. Narcissus was already in love – with himself. The stranger seemed to rise up



closer to Narcissus who was so involved that he entirely failed to notice Echo. "I want to stay and look at this beautiful sight forever," he whispered dreamily to himself. "... Forever," repeated Echo sadly. "Come here," called Narcissus to his reflection as he moved his head and the creature seemed to move away. "... Here," responded Echo. Narcissus bent back down to see his reflection more clearly. "So beautiful! I've never seen anything so beautiful!" "... So beautiful!" responded Echo truthfully.

Narcissus remained by the water refusing all Echo's silent offers of food and drink until he died. Where he had been, a flower grew in his place, as beautiful as Narcissus himself. As for Echo, from that time forward she also did not eat or drink till her flesh fell off her, her bones turned to rocks and all that was left was her voice. Even now you can still hear Echo trying to attract Narcissus' attention by repeating his words and still see Narcissus as a beautiful flower growing near a pool.

1 Choose the best answers to the questions below.

- This reading passage tells us about _____
 A the love story between Narcissus and Echo
 B the sad story of Narcissus and Echo
 C how Narcissus was turned into a beautiful flower
 D why Echo often repeats what people have said
- Hera became angry with Echo because _____
 A Hera was jealous of her
 B Echo hid Zeus away
 C Echo played a trick on Hera
 D Echo always wanted the last word
- Which of the following statements is NOT true? _____
 A Echo fell in love with Narcissus at the first sight but she was unable to tell him about it.
 B Narcissus saw his own reflection when he bent down to drink before a pool.
 C Narcissus refused Echo's love because he couldn't understand Echo's words.
 D Narcissus was so absorbed by his own reflection that he did not notice Echo.
- Echo repeated Narcissus' words to _____
 A imitate his voice
 B attract his attention
 C express appreciation for his beauty
 D seek his sympathy

- 5 Narcissus refused to leave the pool of water, because _____.
- A he did not want to leave the beautiful sight of himself
 B he did not want to talk with Echo
 C he wanted to take a rest by the pool
 D he wanted to become a beautiful flower by the pool of water

- 2 Complete the summary with words from the reading passage. Use no more than THREE words for each blank.

Echo was a beautiful nymph who was very 1 talking. One day she made Hera very angry by helping Zeus escape. Hera decided to punish Echo for having 2 her. From then on Echo could only 3 others' words. Later she fell in love with a handsome young man called Narcissus. However, Narcissus was in love with 4 when he bent down to drink before a pool and did not 5 Echo. Narcissus remained by the pool and finally died. Poor Echo also died, but to this day her voice can still be heard.

READING AND TALKING

WHY THERE ARE SEASONS

Once there was a goddess of summer and harvest called Demeter. She gave sunshine and rain to the land and the crops grew plentifully. However, one day Demeter's daughter, Persephone, was stolen



Demeter and Persephone

away by the god of the underworld to become his wife. Demeter did not know what had happened to her daughter and she became so upset that she did not organize the sun and rain any more. The earth turned into a cold and empty land where no crops would grow. People became unhappy and begged Demeter to restore the good weather. She refused until Persephone was found. After several months the King of the gods, Zeus, discovered Persephone's hiding place and took Demeter to find her. The god of the underworld was not happy that Demeter wanted to take his wife away. So Zeus said that Persephone could leave if she had not eaten anything during her stay. Persephone sadly told Zeus that she had eaten six seeds of a pomegranate.

At that Zeus decided that she must stay with the god of the underworld for six months – one month for each of the seeds she had eaten. Six months later, Demeter was happy to get her daughter back and the earth became warm and the crops grew again. But every six months Persephone returns to the underworld and Demeter, in her unhappiness, lets the earth grow cold and the crops die again. That is why we have different seasons. In winter we are reminded of Demeter's sadness and in summer we rejoice with her that her daughter has been returned to her.

Discuss the following questions in groups.

- 1 Why did the earth turn into a cold and empty land after Persephone was stolen away by the god of the underworld?

- 2 Who helped Demeter find her daughter?
- 3 Why did Zeus make Persephone stay in the underworld for six months a year?
- 4 What happened to the world as a result of Zeus' decision?
- 5 Do you think Zeus' decision was justified? Why or why not?



Read the text and then choose the best answers to fill in the blanks.

When he was only a young boy of twelve, Alexander the Great was already a 1 horseman. One day a horse dealer 2 a very large and excitable horse to Alexander's father King Philip.

The King was very 3 with the animal and asked his horsemen to ride it. One after 4 the riders tried, but all were thrown 5 its back. King Philip was about to send the horse dealer away 6 his son, Alexander, called out to him, "Please, father, I would like to have a try. If I can, will you buy him for me?" The King agreed.



Everybody waited 7 the young boy walked up to the hostile horse. It threw up its head and stamped its feet as it moved 8. Alexander talked to the horse slowly and quietly. He turned it around, away from the sun and its own shadow. The horse grew 9 and moved less excitedly. The crowd watched in 10 as Alexander climbed onto the horse's back and it moved forward quietly and calmly. It seemed like a 11. "How did you control it?" asked King Philip. Alexander smiled and patted the horse's neck. "I noticed," he said, "that the horse was upset when it 12 the sun. I saw it was also frightened of its own shadow. So I decided to turn it away from the sun and its shadow to calm it." "The horse is 13," the King smiled. "I name this horse Bucephalus," Alexander said. He became so 14 it that he even named a city in India 15 it and Bucephala remains the city's name to this day.

- | | | | |
|----------------|--------------|-------------|----------------|
| 1 A skill | B best | C splendid | D genius |
| 2 A bought | B brought | C took | D introduced |
| 3 A excited | B fond | C impressed | D interested |
| 4 A another | B one | C other | D others |
| 5 A on | B onto | C off | D outside |
| 6 A just | B when | C while | D suddenly |
| 7 A as | B since | C until | D because |
| 8 A towards | B backwards | C forwards | D afterwards |
| 9 A quiet | B quieter | C quietly | D more quietly |
| 10 A curiosity | B excitement | C fancy | D wonder |
| 11 A surprise | B miracle | C myth | D mystery |
| 12 A looked at | B saw | C felt | D faced |
| 13 A mine | B my | C you | D yours |
| 14 A like | B fond | C fond of | D favourite |
| 15 A after | B as | C before | D like |

Error correction

Read the following passage and pick out the mistakes and correct them.

Many people have noticed how much similar Greek and Roman legends are. This is not accident. The Romans admired the Greeks so much they adopted the ancient Greek ideas about religion and life. However, the Romans did not want it appear as if they had stolen these ideas so they changed names of the Greek gods to more acceptable Roman ones. With the change of names, the duties of the gods did not change. For examples, Hermes/Mercury remained the messenger or Aphrodite/Venus remained the goddesses of love in both cultures. In this way the Romans helped continue Greek culture and ensures that it became known all over the world to this very day.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Translation

Translate the Chinese in brackets into English.

When the Greeks fell ill, they needed the help of a doctor. They had a god of medicine known as Asclepios. _____ (1. 他很年轻的时候就学会了用药的技术。) He was very successful because he was favoured by the gods. Unfortunately, _____ (2. 他为了让一个人死而复生而接受了钱财, 因此触怒了宙斯。) Zeus turned Asclepios into a group of stars, which were shaped into his symbol – a snake curled round a stick.



There is a tale about Shennong, a god of traditional Chinese medicine in ancient Chinese literature. _____

(3. 他通过品尝植物来了解它们的治病功效。)

It is said that once he identified more than seventy poisonous plants in one day. However, this was dangerous for him and he died during his last experiment. Nevertheless, _____ (4. 由于他的实验工作, 人们知道了哪些植物能治病。)

Today we find both Asclepios' and Shennong's traditions alive and working well. We can still see the snake curled round the stick used as the international sign for a pharmacy, while _____ (5. 中国传统中药的益处得到了全世界的认可。)



Writing

1 Read the following story and write your own summary in 100 words or so.

Here is some advice to help you:

- 1 Read the story twice carefully.
- 2 Underline important points of the story which can be phrases, clauses or sentences. There are about six of them in the passage that give you the outline of the story. Remember these points should set out what happens in the story in the order in which it occurs without any details, such as people's feeling or the environment. The first has been done for you.
- 3 Collect these points together. They should read like a shortened version of the original story.
- 4 Rewrite these points in your own words. Be careful about the tenses and sentence structures you use. Check your work yourself.
- 5 Share your work with your partner and make corrections. Report your summary to the class.

The Story of Pandora

One day the king of the Gods, Zeus, decided that he would populate the world with women as well as men. So he ordered Hephaistos, the god of crafts, to create the first woman. Hephaistos thought a great deal and eventually came up with a solution using water and earth. The first woman's arrival on the earth was the opportunity for a splendid party and the gods decided to celebrate by giving her some presents. So they each gave her one talent: for example, Aphrodite, the Goddess of love, gave her beauty; Apollo, the God of music, gave her musical ability; and Hermes, the messenger of the Gods gave her persuasion. As a result Zeus decided that she should be called Pandora, which means "all-gifted".



So Pandora was sent to the earth to live with the rest of mankind. Before she went she was given a box which she was ordered never to open under any circumstances. However, being naturally curious, Pandora opened the box, and all the evils of the world such as war, disease, famine and floods that were contained within it escaped and spread over the earth. Pandora was horrified to see such terrible things escaping but she found it impossible to close the lid. At last when almost the entire contents of the jar had escaped, and there was only one thing lying at the bottom of the box, Pandora managed to close the lid. Immediately there was a fluttering and a tiny voice called "Let me out! Let me out!" Frightened as she was, Pandora cautiously opened the box in time to see the small object within – Hope – wing its way out into the world. So that was how the earth was filled with evil as a result of Pandora's curiosity. Fortunately, there was HOPE on earth as well.

Unit 5

Launching your career

Listening



- 1 Listen to the three parts of the tape. Identify the job being discussed in each conversation.

Conversation 1: _____ Conversation 2: _____ Conversation 3: _____

- A Engineer B Soil scientist C Railway engineer D Cartoonist
E Teacher F fashion designer G Archaeologist H Advertiser

- 2 Listen to Part 1 again and fill in the blanks with words you hear on the tape. Use ONE word for each blank.

This job is especially necessary in areas like Tibet, 1 cities or towns are being 2 together for the first time. Moreover, the job is to do with roads or 3, and the person who takes the job needs a scientific training in 4 science and engineering so as to make sure the roads remain 5. If this work is not taken seriously, roads can sink and trains will fall off uneven rails.

- 3 Listen to Part 2 again and then choose the best answers to the questions below.

1 How many kinds of training does this job require?

- A One. B Two. C Three. D Four.

2 What disciplines do people need to study?

- A Archaeology and geography. B History and geography.
C Archaeology and science. D Archaeology and history.

3 Can people do this job anywhere in China?

- A Yes, but most of the jobs are in small cities.
B Yes, and this job is everywhere in China.
C Yes, but most of the jobs are in large cities.
D Yes, but few of the jobs are in large cities.

4 This job is very exciting because it can help people understand _____.

- A the past B the present
C the future D the universe

- 4 Listen to Part 3 again and decide whether the following statements are True (T) or False (F). Write NG if the information is not given.

- () 1 A degree in art is a must for my brother.
() 2 My brother is working at a film academy.

- () 3 My brother likes his job very much.
 () 4 My brother is being trained to be a film star or director.
 () 5 My brother has told many funny stories in pictures.

TESTING YOUR SKILLS

Choose the best answers to the questions.

- Choosing a college major _____ one of life's big decisions.
 A is B must have been C has been D will have been
- The sort of school you choose depends on _____.
 A what are your goals B what your goals are
 C what goals are there D what goals there are
- _____ your major, you'll have to take general education classes in your first two years of college.
 A In spite B No matter C Regardless of D With regard to
- You _____ become a truly knowledgeable person unless you have a broad, strong understanding of many subject areas.
 A mustn't B shouldn't C needn't D won't
- As you can see from the long list of majors, there are many _____.
 A to choose from B to choose C to be chosen D to choose them
- Whatever choice you make, do what you enjoy and enjoy _____.
 A your doing B what you do C that you do D as you do
- Attending a college isn't for finding _____ perfect major, it's for finding _____ major that's right for you.
 A the, / B this, the C a, the D /, a
- If you want to major in forestry, you'd better _____ because most forestry programmes are physically demanding.
 A to like being outside B like being outside
 C to be outside D be outside
- At a time _____ schools are being blamed for poor test scores and problem children, good teachers are needed more than ever.
 A when B which C where D why
- To be a good human resources manager, _____ to have a clear understanding of business management and administration as well as the skill of dealing with people.
 A it is required B it has the requirement
 C you are required D requirement is
- Scientists investigate what _____ is; inventors create what has _____ been.
 A ever, never B already, yet C already, ever D already, never
- Don't be afraid of making mistakes. Learn from them. Figure out why you made the mistakes and how you _____ them.
 A would avoid B would have avoided
 C avoided D could have avoided

- 13 David looked at his teacher _____ when he learned that he had won a national scholarship.
 A in disappointment B in disbelief C incredible D unbelievable
- 14 Personality questionnaires are often used to help people see their potential strengths and weaknesses, _____ how they relate to different occupations.
 A and B so C or D but
- 15 _____ with a sudden job loss, would you consider it a failure, or an opportunity for a new start in your career?
 A Facing B Faced C To face D Face
- 16 Soon after the interview, Xiao Ming quit his current job in _____ of a new job offer.
 A hope B hoping C anticipation D anticipating
- 17 Anyone who refuses to _____ with others is not likely to be given a job that involves teamwork.
 A cooperate B correspond C cope D consult
- 18 Letters of _____ are a great advantage for job hunters because they provide concrete, credible, and real evidence of past achievements and abilities.
 A encouragement B appointment C congratulation D recommendation
- 19 A: How was the interview for your dream job?
 B: I felt good and am now waiting for the result _____.
 A excitingly B excited C expected D expectantly
- 20 A: Song Li has got a job in the Chinese Embassy in Wellington!
 B: _____. She has always wanted to be a diplomat.
 A It's surprising B To my great surprise
 C I'm not surprised D I'm so surprised

Reading 1



MY FRIEND'S JOB AS A BUYER

Do you ever eat snow peas? Sometimes they are called snap peas, sugar peas or Chinese pea pods. They are pea pods which are full size but which contain peas that can hardly be seen in the pod. One of my Chinese friends gained experience working in a supermarket in England and his responsibility was to import this kind of pea ready to be packed and sold to customers. He told me about what he did:

“My job was to find and make contracts with the farms that could supply the vegetables. Snow peas grow in many places but particularly well in Zimbabwe where my contract farms were based. They require a dry soil with a temperature above 40 degrees centigrade and full sunshine during the growing season. This is easily found in Zimbabwe where the climate is warm and dry. Snow peas don't need a large amount of fertilizer but do require watering regularly. This means that the fields need to be irrigated every day; otherwise snow peas are an easy crop to grow.



Once a year I would go out to these farms to evaluate the quality of the crop and make the contracts for the next year. Every year a new requirement was added to raise the quality of the crop on the farm. One year it was to concentrate on producing a constant colour in the peas; another year it was their shape, and the third year it was their size. Above all, I had to make sure that the quality of the peas remained high and that the farm would continue to supply only to my supermarket. After the formalities had been completed, we would arrange the dates for sending the peas to England and then I would return to my company headquarters. It was a good life and I enjoyed my work.”

1 Decide whether the following statements are True (T) or False (F).

- () 1 My friend goes to his contract farms once a year to check the quality of the crop and continue the contract.
- () 2 His contract farms can only provide snow peas for his supermarket.
- () 3 The farmers are encouraged to grow snow peas of different colours, shapes and sizes.
- () 4 Snow peas grow in dry places, so they need little water.
- () 5 My friend works for a company in Zimbabwe.

2 Complete the summary below with words from the reading text. Use ONE word for each blank.

My friend told me about his job. He had all his 1 farms based in Zimbabwe, which is one of the best places to grow snow peas. This kind of peas grows well in 2 soil with high temperature and full sunshine, but it needs watering 3 . Every year the quality of the crop is 4 and new requirements are added. The dates for sending the peas to the UK will be arranged once the 5 have been finished.

Reading 2



BEING A VET

A I suppose that having been brought up in the countryside and close to animals, it wasn't remarkable when I decided to become a vet. Luckily I was also proficient in all the necessary science subjects, such as biology, chemistry, physics and maths. So after the college entrance examination I found myself at a veterinary college, training to look after animals in all kinds of situations: in the wild, in zoos or as pets. I felt happy that I'd be able to help animals live better lives, and I hoped that I would be able to work in the research field so that I could find cures for animal diseases.



B Much to my surprise, I found public health care was a very important aspect of my course and I found it really interesting. This is an area of animal medicine where a vet's work has many things in common with the work of a doctor of human diseases. I particularly liked it because I recognized

that the study of animal diseases can help human medicine. Strangely, it is a little known fact that about seventy-five percent of new infectious diseases come from animals – including SARS and bird flu.

C Some of the infections have only been understood after careful analytical work in laboratories by animal doctors. They helped identify the animal source for diseases such as SARS. They were also the first to identify various kinds of viruses. Sometimes vets are also able to suggest a cure for human illnesses. For example, vets developed drugs against yellow fever as well as a special medicine to treat people with heart disease. In addition, they developed surgical techniques, suitable for replacing broken bones or hearts. When I found this out I was determined to make public health medicine my chosen career.

D So I specialized in public health medicine while I was at university and once qualified I immediately applied for a job in public health. Soon I found myself concerned with the problem of bird flu. This is an illness that attacks birds (particularly chickens), but humans can catch the disease if they are in close contact with infected birds. This disease is potentially very serious if a human contracts it while suffering from the human form of flu. This is because it may change the bird flu virus in such a way that humans will have no protection against it. The disease may even spread worldwide.

E On the one hand, working with such dangerous diseases makes me feel nervous. However, on the other hand it makes me proud that vets and other animal disease researchers are in the front line helping to fight these unknown human diseases. What I like about my job is that I'm trained to think about what's good for a herd or population. What I've discovered is that herd health is similar to the health of human populations living close to each other. So herd health can contribute a lot to public health!

1 Choose the best answers to the following questions.

- 1 I wanted to become a vet mainly because _____.
 - A I was proficient in all necessary subjects, such as chemistry, biology, physics and maths
 - B of my early life experience
 - C I wanted to help animals
 - D I wanted to find cures for human diseases
- 2 What made me particularly like the course of public health care was that _____.
 - A it was both important and interesting
 - B it could help us connect many human diseases with animals
 - C it could help human medicine by studying animal diseases
 - D it made a vet's work very much like a doctor's
- 3 Which of the following statements is NOT true?
 - A I am proud of being a vet because my job is helpful to both animals and humans.
 - B Vets helped identify animal resources for SARS.
 - C Both SARS and bird flu are infectious diseases coming from animals.
 - D If a person catches flu, he is likely to catch bird flu as well.
- 4 Bird flu is dangerous to humans mainly because _____.
 - A there is no cure for it
 - B people may catch it at any time
 - C its virus may change in such a way that people are not immune to it
 - D it has spread all over the world

- 5 Which of the following is implied in the passage?
- A Dangerous as a vet's job is, it is significant to the human race.
 - B Animal researchers work in the same way as human doctors.
 - C Keeping animals is dangerous to humans.
 - D Animals with infectious diseases should be killed.

2 Reading 2 has five paragraphs labelled A-E. Which paragraph contains the following information? Write the letter before each statement.

- _____ 1 Why I made public health medicine my chosen career.
- _____ 2 I entered a veterinary college after the college entrance examination .
- _____ 3 I discovered that herd health can help public health.
- _____ 4 How I became concerned with the problem of bird flu.
- _____ 5 A vet's work has much in common with a doctor of human diseases.

READING AND TALKING

CHOOSING A PARTICULAR CAREER

What helps you choose a particular job? There may be some obvious reasons such as whether you have the right qualifications and training or whether you enjoy working with others or on your own. Psychologists think there are also other reasons that encourage you to follow one career rather than another. They think it lies in your personality and motivation.

Most of us understand that there are some activities that we like to do without being well-paid, applauded, cheered, thanked, or respected. We do them for the good feelings we automatically get from these activities. They include eating, resting, laughing, playing games, going out with friends and so on. They give us internal feelings of satisfaction and pleasurable thoughts.

Many activities, however, are not exciting enough for us to continue doing them consistently without a reward. Rewards are needed to compensate for unpleasant situations, such as doing a repetitive job, doing housework or studying for good grades. These activities are undertaken because of the rewards offered (through money, having a clean house or succeeding in your exam) and not because you love studying, cleaning or working under boring conditions.

Most people need and respond to both internal and external motivation. Look at the chart and decide if you are mainly an intrinsic or extrinsic person?

Internal factors that motivate people	External factors that motivate people
1 personal sense of achievement	1 salary
2 enjoyment of responsibility	2 chance of promotion
3 interest in the job	3 feedback on performance
4 willingness to work more than the job demands	4 working environment
...	...

- 1 Think of the factors that motivate you to do the following things. Decide whether they are internal or external.

Things you do	Your motivation	Internal or External?
• Learning English	to be a translator	internal
• Learning to play something cool (eg musical instrument, extreme sport, etc)		
• Taking the college entrance examinations	to please parents	external
• Doing voluntary work		
• Participating in class activities		
• Making friends with someone who is better than you in some way		
• ...		

- 2 Discuss these questions in pairs.

- 1 Psychologists believe that people can be motivated in two ways: by internal factors and by external factors. Do you agree? Give reasons.
- 2 If you are mainly an intrinsic person, what kind of jobs would attract you? Why? List your ideas on the chart.
- 3 If you are mainly an extrinsic person, what kind of jobs would attract you? Why? List your ideas on the chart.

Jobs that motivate you intrinsically	Reasons
•	
•	
•	
Jobs that motivate you extrinsically	Reasons
•	
•	
•	

- 4 Do you think solitary jobs such as novelist or artist are intrinsically or extrinsically motivated? Give your reasons.

Read the text and then choose the best answers to fill in the blanks.

FORESTRY AND AGRICULTURAL EXPERTS NEEDED

China produces some of the best quality wooden furniture in the world. Indeed, Chinese carpenters became so skilled because there 1 be plenty of wood growing in forests throughout the country. However, the supply of wood is seriously in 2. Nowadays there is simply not 3 wood in China. One of the main reasons 4 that making wooden furniture 5 vast quantity of trees. It is 6 greater than the quantity of wood that China cuts down each year, so large quantities of wood have to 7 from abroad.

For a long time, people 8 large areas of forest without any form of control and naturally this 9 a gradual increase in deserts and floods. The Chinese Government has been 10 this problem and is doing its best to 11 it.

So we are looking for scientists who are happy 12 with farmers to repair the damage caused by earlier mistakes in forestry practice. They need to have skills to 13 forestry with farming and animal husbandry. Their job will not only help farmers become richer, 14 improve the environment. It's a really 15 job which can aid the building of our country. If you have the right qualifications, please call 1237788.

- | | | | |
|-----------------|--------------|--------------------|----------------|
| 1 A was used to | B is used to | C has been used to | D used to |
| 2 A decline | B decrease | C increase | D question |
| 3 A many | B much | C plenty | D enough |
| 4 A was | B is | C were | D are |
| 5 A require | B requires | C requiring | D required |
| 6 A more | B very | C far | D so |
| 7 A import | B imported | C importing | D be imported |
| 8 A cleared | B cleaned | C closed | D claimed |
| 9 A led into | B led off | C led to | D led with |
| 10 A fond of | B full of | C ahead of | D aware of |
| 11 A oppose | B overcome | C overlook | D overhear |
| 12 A work | B working | C to work | D to be worked |
| 13 A link | B combine | C correspond | D associate |
| 14 A also | B but also | C rather | D would rather |
| 15 A value | B worth | C meanwhile | D worthwhile |

Error correction

Read the following passage and pick out the mistakes and correct them.

One day, a lawyer was walking with his dog along the street. While he was buying some bread at the baker, the dog, running around without a lead, went in a butcher's shop and ate large piece of meat. The butcher was so angry that he rushed out the lawyer to demand money for the lost meat. He asked him, "If a dog runs around loose and steals some meat, do I have right to ask for the money from the dog owner?" The lawyer agreed. "Then you owe to me \$9.50," the butcher said to the lawyer. The lawyer paid for him at once. However, the next morning the butcher receiving a bill, which was \$20 for the consoltation!

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Translation

Translate the following passage into English.

这里有几条对你面试有帮助的小提示：

- 1 衣着要大方舒适。看上去不要太时髦，不要穿太紧的衣服。不要穿牛仔服，因为牛仔服显得过于随意。一定要确保你的衣服干净整洁。
- 2 如果你是女士，不要化很浓的妆；如果你是个男士，不要佩戴饰物。否则可能妨碍面试官仔细听你所说的话。
- 3 进门时，要直视面试官，微笑着走上前跟他/她握手。注意礼节，说话声音要轻，并且要使用合乎语法的句子。
- 4 尽量放松。当然你会有些紧张，但说话时尽量不要动来动去。
- 5 在椅子上要坐得笔直，手放在大腿上。那样你会显得有条理，有效率。

祝你好运！

Writing

Write an advertisement to encourage people to apply for a job that you have chosen. Studying the advertisement in *Cloze* closely, you will see that it has a particular organization:

- It sets out the general situation relating to the chosen occupation.
- It states why experts of these particular qualifications and experience are needed.
- It states the nature of the job and encourages those who are interested to apply.

Use this structure to attract people for your chosen job. Then write following the steps:

- 1 Brainstorm which job you would like to choose and how you are going to make it appear attractive to possible employees.
- 2 Describe the general situation and why new employees are needed.
- 3 Set out the necessary qualifications and experience needed.
- 4 Explain about the job and encourage suitable candidates to apply.

Notes to the texts

课文注释

Unit 1

1. New Zealand 新西兰。

太平洋西南部的国家，位于赤道和南极洲之间。面积 27 万多平方公里，首都惠灵顿 (Wellington)。新西兰全境多山，平原狭小，水利资源丰富。北岛多火山和温泉，南岛山区多冰川和湖泊，不少山峰在海拔 3,000 米以上，其中库克峰海拔 3,764 米，为全国最高峰。两岛间的库克海峡既是联系南、北两岛的海上桥梁，又是沟通塔斯曼海与南太平洋的深水航道。主要属温带海洋性气候。

2. Maori 毛利人。

新西兰的土著民族，讲毛利语，经济以农业为主，行刀耕火种；部分人从事渔猎和采集；手工业发达。殖民时期惨遭屠杀，人口一度锐减。1907 年新西兰独立后，民族权利受到尊重，人口逐渐回升。现代毛利人已接受英裔新西兰人的影响，社会、经济和文化均已发生变化，多会讲英语，许多人进入城市当雇工。部落界限已被打破，民族意识开始形成。民族文化得到复兴和发展。



问题：你能用英语简单地介绍澳大利亚、美国、加拿大等国家土著人的情况吗？

3. New Zealand sits on two tectonic plates which are constantly moving and hitting into each other, causing a lot of geological activity, including earthquakes and volcanoes. 新西兰位于两个不停运动且又互相碰撞的地壳构造板块上，从而引起地震、火山等地质活动。

新西兰地处太平洋、印度洋及澳大利亚板块的交合处，地壳运动给北岛带来极其活跃的火山运动，在南岛形成了自北向南纵贯全岛的褶皱山脉，即著名的南阿尔卑斯山。

4. Despite this, the west coast has as many sunny days as Christchurch on the east coast, where annual rainfall is only about 330 mm. 尽管如此(多雨)，西海岸的晴天数不比东海岸的克赖斯特彻奇少，而东海岸的年降雨量仅有 330 毫米。

Christchurch 克赖斯特彻奇 (又称基督城) 新西兰南岛东部城市，为该国第二大工业中心。城市八分之一的地区辟为娱乐区，大大小小的公园和花园星罗棋布有“平原花园城” (Garden City of the Plains) 之称。

despite 不管；尽管；不论。如：

Despite bad weather, we arrived successfully at our destination. 尽管天气不好我们仍然成功到达目的地。

Despite what others say, I insist on travelling alone through Africa. 不管别人怎么说，我都要独自穿越非洲。

5. **New Zealand was first settled in about 1000 AD by people from other Pacific islands, who paddled their great canoes south in search of a better place to live.** 最早到新西兰的定居者是大约公元1000年来自其他太平洋岛屿的人们，他们为了寻求更好的生活环境划着大独木舟南下而来。

paddle 用桨划(船)；划桨行进；划船运送。如：

The young couple paddled a little boat leisurely down the river. 那对年轻夫妇顺着河水悠闲地划着一条小船。

We paddled (the canoe) slowly upstream. 我们慢慢地划着独木舟逆流而上。

The people here paddle from place to place in canoes. 这里的人用独木舟从一个地方划到另一个地方。

He paddled me across the river in his canoe. 他用独木舟将我划过河去。

6. **The first Europeans to come to New Zealand were whale and seal hunters in about 1790. They brought with them European diseases that the Maori had no immunity to and, worse still, they traded guns with the local tribes.** 最先来到新西兰的欧洲人大约是1790年到这里来捕猎鲸鱼和海豹的人，他们从欧洲带来了疾病，而毛利人对这些疾病毫无免疫力，更为糟糕的是，他们向当地部落出售枪支。

have immunity to sth 对……有免疫力、免疫性 不受……影响。如：

Babies fed on breast milk have more immunity to infection. 母乳喂养的婴儿对感染有更强的免疫力。

7. **In 1840, Britain signed a treaty with the representatives of various Maori tribes.** 1840年英国与毛利人各部落的代表签订了一项条约。

1840年2月6日英国政府诱迫新西兰毛利人酋长签订了吞并新西兰的《怀唐伊条约》(Treaty of Waitangi)，又译《威坦哲条约》。该条约因在新西兰北岛北端岛屿湾的怀唐伊镇签订而得名。其主要内容为：(1) 毛利人各酋长让出其领土主权，凡岛上出生者，均受英国法律管辖。(2) 保证新西兰各部落酋长的土地、森林、渔场及其他财产不受侵犯；如出售土地，应优先出售给英国女王。(3) 许诺毛利人可得到英国女王的保护，并可享受“英国国民所享有的一切权利和特权”。1840年5月21日，霍布森宣布新西兰成为英国的领地，并定奥克兰为首府。1907年英国被迫同意新西兰独立，成为英联邦自治领。1947年新西兰获得完全自主，但仍为英联邦成员。

8. **In 1931, a huge earthquake destroyed most of the town of Napier . . .** 1931年的大地震将内皮尔城的大部分夷为平地……

Napier 内皮尔，新西兰北岛港口城市，位于北岛东岸，1931年几乎全部毁于地震。其后在新开拓土地的基础上构筑成现代海滨城市。为富饶的农业地区的中心。工业有电子、食品加工等行业。

9. **Lake Taupo 陶波湖。**

也可写作Lake Taupomoana 陶波湖，新西兰最大的湖泊，位于北岛中部火山地区，面积616平方公里。湖区有温泉多处，为旅游胜地。

10. **New Zealand's scenery ranges from glaciers to subtropical forests, beautiful lakes and fiords to fast flowing rivers and snow-covered mountains, not to mention kilometres of sandy beaches—some of which you will have entirely to yourself.** 新西兰的景观从冰川到亚热带森林、美丽的湖泊和峡湾、湍急的河流和覆盖积雪的群山，更不用说绵延数公里的海滨沙滩——有些景观会令人叹为观止。

fiord/fjord 峡湾，通常指海滨地区深入陆地、两岸陡峭、海水很深的狭长通道，通常由冰川作用而成。新西兰的“峡湾国家公园”(Fiordland National Park)是联合国确认的世界自然遗产地区。



问题：你已学过许多与海有关的英文地理名词，如“海滩 (beach)”、“海峡 (strait)”等。你能说出八个以上这一类的单词吗？

11. For those who like their recreation to be a little more challenging, there is white-water rafting, canyoning, sky diving and abseiling. Of course, NZ is the birthplace of bungee jumping. 对于那些喜欢富有挑战性娱乐的人们来说，这里有急浪漂流、峡谷探险、高空跳伞和悬绳滑索等活动。当然，新西兰还是蹦极跳的诞生地呢！
12. We have a large database of hotels, camping grounds and bed and breakfast places which cater for all budgets. 我们有关于旅馆、宿营地、床位和早餐供应的庞大的资料库，能够满足各种预算的需求。

cater for sb/sth 提供饮食 承办宴席。

cater to sb/sth 满足需要(或欲望)；迎合；投合。如：

TV must cater to many different tastes. 电视节目必须迎合各种人的爱好。

Eighty is a lot of people to cater for! 承办80人的饮食可够多的！

He runs a restaurant and also caters for weddings and parties. 他经营饭店，还承办婚礼和宴会酒席。

The market now caters mainly to tourists. 这家商场主要为游客服务。

Those newspapers cater to the lowest tastes. 那些报纸迎合最低级趣味。

Unit 2

1. They contacted his family and the parents gave blood and hair samples that could be tested for DNA. 他们与他的家庭取得联系，他的父母提供了血液和头发样本用来进行基因检测。

DNA 是基因脱氧核糖核酸的缩写形式。基因（即 DNA）是存在于任何生物细胞的细胞核内的遗传物质的基本单位。除了单卵双胞胎（指单卵受精，第一次卵裂时分成两个细胞，然后各自发育成个体）外，每个人的基因都是不一样的。基因检测就是一种通过对基因片段进行对比从而进行身份确认的方法。基因检测首先出现在1985年。当时是被用来检测遗传性疾病，然后很快就被用到刑事侦查和法医调查。一般说法庭接受基因测试的结果作为证据。

2. Richard Leonard went to trial and a jury found him guilty of both murders. 理查德·伦纳德接受了审讯，陪审团发现他是这两起凶杀案的凶手。

在一些西方国家，审理陪审团由案件发生所在地区的12位公民组成，负责对刑事以及民事案件中的被告人是否构成刑事犯罪或民事侵权做出裁决。如果裁决无罪或不构成侵权，审判即告结束。如果裁定有罪或侵权成立，则由法官依法量刑，做出司法判决。

3. How long she stays in prison will depend on how well she behaves in prison and whether she shows that she has reformed and will be a good citizen in the future. 她将在狱中呆多久会取决于她在狱中的表现，以及是否显示出已经改过自新并在将来会成为一个好公民。

reform 在这里是“悔改，改过自新”的意思。如：

The boy promised to reform if given another chance. 那个男孩保证，如果再给他一次机会，他一定改过自新。



问题：你知道 reform 最常见的意思是什么吗？你能举出一两个例子吗？

4. famous detective stories in China and abroad 中外著名的探案故事。

detective stories 探案故事, 侦探故事。指强调神秘案件调查、侦破过程的故事。它与其他故事的区别之处就在于探案情节比较离奇、神秘, 读者的注意力集中在案件的侦破过程而非案件本身。

英国杰出的侦探小说家、剧作家柯南·道尔则被称为“英国侦探小说之父”, 他所塑造的福尔摩斯的形象在世界上也是家喻户晓。其主要作品有《血字的研究》、《四签名》、《跳舞的人》等。阿嘉莎·克丽丝蒂也是英国的著名侦探小说作家, 主要作品有《尼罗河上的惨案》、《东方列车谋杀案》、《十个小黑人》等。美国作家艾伦·坡 (Edgar Allan Poe) 也被称为“侦探小说之父”, 主要作品有《黑猫》《莫格街谋杀案》等。

西方人了解我国的探案故事主要是从荷兰汉学家高罗佩翻译的《狄公案》开始的。狄仁杰是唐朝人, 据《旧唐书》记载, 狄仁杰在担任大理寺丞时, 一年判了1.7万件积案, 无一上诉。关于他断案的故事有很多, 其中有《四漆屏》、《湖滨案》、《黄金案》、《断指记》等。宋朝的包拯也是著名的断案专家, 人称“包青天”。《包公案》一书讲述了包拯的断案故事。

5. “That is peculiar.” “这太奇怪了。”

“is”在文中斜体, 表示强调, 朗读时应注意语音语调。

peculiar 作形容词有两个意思, 一个是“奇怪的, 奇异的”。如:

a peculiar taste, smell, noise, etc 怪异的口味、气味、噪音等。

另一个意思是“(指人)怪癖的, 古怪的”。如:

her rather peculiar behaviour 她那颇为古怪的行为。

另外, 它还有一个习惯用法: peculiar to sb/sth 独有的, 专有的, 特有的。如:

a species of bird peculiar to Asia 亚洲独有的鸟。

customs peculiar to the 18th century 18世纪特有的风俗习惯。

Unit 3

1. However, it may surprise you to know that research can help you become a more efficient and well-balanced student. Let's examine some student myths... 然而, 当你知道研究可以帮你成为一名均衡发展、学习更加有效的学生时, 也许会感到意外。让我们来分析那些影响学生进步的荒诞言论吧……

句中it为形式主语, to know that research can help you become a more efficient and well-balanced student为不定式短语作真正主语, 其中that从句作及物动词know的宾语。

myth 神话 还可以引申解释为虚构的故事, 荒诞的说法 (an idea that many people believe but which is not true)。

 **问题** 你能从上面的解释中猜出作者为什么要把这篇文章命名为“Challenging student myths”吗?

2. Many of these drugs were for very able students to help them cope with stress and exam pressure. 这些药物中, 许多是给那些非常有能力的学生用来消除紧张和考试压力的。

句中的drugs与前面提到的calming prescription意义相同, 指“镇静类药品”。

cope 应付; 对付; 克服。如:

I got to the stage where I wasn't coping any more. 我已到了无法应付的阶段。

The factory coped very well with the sudden increase in demand. 工厂妥善处理了需求突然增大的问题。

cope with 应付 ;同……较量 ;与……竞争 。如 :

He wasn't able to cope with the stresses and strains of the job. 对付这项工作的紧张和压力,他无能为力。

Desert plants are adapted to cope with extreme heat. 沙漠植物适于耐酷热。



问题 : 你能把下列句子译成汉语吗 ?

All our vehicles are fitted with electronic safety systems designed to cope with engine failure.

There was more work than I could cope with.

3. **Keep your life in proportion, so that things don't get you down.** 恰当地处理各种事情,这样才不至于被事情压垮。

keep sth in proportion 恰当地处事 看待事情恰如其分。如 :

I think a certain amount of worry about work is natural, but you've got to keep it in proportion 我认为在工作上有一定的忧虑是自然的,但必须能正确看待,恰当处理。

The problem of hooliganism should be kept in proportion. Only a small number of young people act in this way. 应该正确对待小流氓问题 ;只有极少数年轻人有此恶习。

get sb down 使疲惫 ;泄气 ;压抑。如 :

The heat was getting me down. 炎热使我精疲力竭。

Doing the same thing every day can get you down. 每天做同样的事情会使你觉得压抑。

At times when my work gets me down, I like to dream about being a farmer. 有时当我工作失意时,我喜欢幻想自己是个农民。

4. **In fact, an efficient learner knows how to strike a balance between work and rest.** 事实上,一个效率高的学习者知道如何处理工作与休息的关系(劳逸结合)。

strike a balance (between something) 平衡(两者之间的关系)。如 :

He found it difficult to strike a balance between his family and his work. 他发现要平衡家庭与工作的关系不容易。

It is hard to strike a balance between caution and boldness. 胆大与谨慎很难两全。

5. **They subscribe to the view that if they do not go to a key university, they will not get a good job.** 他们同意这一观点——如果他们上不了重点大学,就找不到好工作。

subscribe to an opinion/view 同意、赞成某一意见。如 :

We subscribe to the view that children benefit from being independent. 我们同意自立对孩子有益的观点。

subscribe to 对……付款; 订阅(报刊)。如 :

We subscribe to all the main medical journals. 我们订阅了所有主要的医学杂志。

Are you going to subscribe to the opera this season? 你打算买本季度的歌剧票吗?

句中 that 从句为同位语从句,说明名词 view 的具体内容。如 :

We subscribe to the view that women should get paid the same as men. 我们赞同女人应该与男人同工同酬。

I was firmly of the opinion that we should not give Jackson any more money. 我坚定地认为,我们不能再给杰克逊更多的钱了。

6. **My personality changed. I withdrew from people, becoming unusually reserved, tired and anxious.** 我的性格发生了变化。我不再到人群中去,变得一反常态地沉默寡言、厌倦和忧虑。

becoming abnormally reserved, tired and anxious 为动词-ing形式短语,作状语。

withdraw: to stop taking part in an activity or being a member of an organization 撤退 退出 不再积极参与。如:

Running out of food, the troops had to withdraw. 由于食物用光了,军队不得不撤退。

He decided to withdraw from the competition. 他决定从竞争中退出。

7. “Count your blessings!” they said as they closed the door. “想想你有多幸运吧!”他们说就关上了门。

count your blessings 为口语中常用的成语,表示“知足”,或奉告某人不要身在福中不知福。

如:

You can be sure I count my blessings nowadays. 你可以确信,我目前很满足。

In our country we can count our blessings that our children are not constantly at the mercy of those diseases. 在我们国家,我们很知足:我们的孩子不会不时地受到这些疾病的滋扰。

8. Seeking knowledge for its own sake 为知识而学习。

seek 努力争取 (用于正式文体)。如:

“Are you actively seeking a job?” she asked. 她问道:“你在积极找工作吗?”

Thousands of people crossed the border, seeking refuge from the war. 数以千计的人越过边境,寻找躲避战争的场所。

for sth's own sake 为某事本身的缘故。如:

I believe in education for its own sake. 我相信教育本身就是有价值的。

art for art's sake 为艺术而艺术

for the sake of sb/sth = for sb's/sth's sake 为了……起见 因……的缘故。如:

He moved to the seaside for the sake of his health. 出于从健康考虑,他移居到了海滨。

For safety's sake, you should keep all medicines away from children. 为了安全,你应该把所有的药都放在孩子们拿不到的地方。

I will help you for the sake of our old friendship. 为了我们的长久友谊,我愿意帮助你。

9. I would (in the words of the old philosophers) “accept what happens in life and be cheerful at all times and in all circumstances.” 我会(正如先哲们所说)“在任何时候和任何情况下都愉快地面对(接受)现实”。

这句话是古希腊最有名的哲学派别之一 the Stoics (斯多葛派)所主张的思想。该学派主张过俭朴的生活,重视自我教育和道德修养,以伦理学为中心用理性统治世界。该派别对罗马政治思想以及基督教教义的形成,都产生了重大影响。

at all times 不论什么时候 随时;一直。

 问题 你能说出at all times 和 at times 的区别吗?

Unit 4

1. Odysseus 奥德修斯。

古希腊神话人物,特洛伊战争中希腊军队将领之一,荷马史诗之一《奥德赛》的主人公。关于荷马的相关资料很少,一般认为他是古希腊时期小亚细亚半岛上的一位盲诗人,他创作了西方文学史上伟大的史诗《伊里亚特》和《奥德赛》。《伊里亚特》讲述了古希腊时期发生于希腊和特洛伊之间的一场长达十年之久的战争。《奥德赛》则讲述了希腊英雄奥德修斯在特洛伊战争以后的

十年里在海上漂流并最终返回到家乡的艰苦历程。Odyssey这个词因此而有“长途冒险行程”之意。

2. Trojan war 特洛伊战争。

希腊传说中的由希腊发起的与特洛伊城(Troy)之间的一场战争。根据传说,特洛伊战争是因为特洛伊国王之子帕里斯拐走了斯巴达国王的妻子海伦引起的。为了对此进行报复,在斯巴达国王的哥哥的带领下,希腊军队对特洛伊城发动了一场长达十年之久的战争。最后根据奥德修斯的建议,希腊军队作了一个庞大的木马,里边藏了很多希腊士兵,并引诱特洛伊士兵把这个木马当作战利品拉进城内,当天夜里木马内的希腊士兵从城里边打开城门,从而导致特洛伊的失陷。这就是著名的特洛伊战争。

3. Telemachus 忒勒马科斯。

希腊英雄奥德修斯之子。在特洛伊战争之初,奥德修斯为了不参加残酷的战争,就往地里犁地播撒盐粒装疯,最后希腊人把他当时还在襁褓中的儿子忒勒马科斯放到了他的犁的前边,他才不得不参加战争。在战争结束后奥德修斯在海上漂泊期间,忒勒马科斯四处打探父亲的消息,并最后帮助父亲击退了向母亲求婚的人。

4. Odysseus' long absence had led to growing unrest in the country and there was always the possibility that it could split into smaller kingdoms. (国王)奥德修斯长期在外导致他的国家动荡不安,随时都有分裂成几个小国家的可能。

unrest 动荡,骚动。如:

The social unrest brought great suffering to the people. 社会动荡给人民带来巨大的痛苦。



问题 掌握英语词形变化的规则很重要。你能说出与上面例句中的absence, unrest, possibility和kingdom同根的词吗?你知道这些词的词义和词性的区别吗?

5. Penelope 珀涅罗珀。

希腊英雄奥德修斯之妻。以其对丈夫的忠贞不渝而闻名。丈夫远征20年,这期间她拒绝了无数求婚者,并最终与奥德修斯重聚。在此期间,她曾以需要为公公织布做寿衣为名拒绝求婚者,她白天织布然后晚上又拆开白天织的布,所以有时候Penelope's web被用来形容永远也做不完的工作。Penelope也成了对丈夫忠贞不渝的女人的代名词。



问题: 你知道了解希腊或罗马神话故事对学习外语和外国文化有什么作用吗?

6. Cyclops 赛克罗波斯,希腊神话里的独眼巨人。

在荷马史诗里,Cyclops指住在西西里岛(Sicily)的野蛮的食人怪。文中所指的独眼巨人是海神波塞冬(Poseidon)的儿子波吕斐摩斯(Polyphemus)。

7. Circe 瑟茜。

在荷马史诗里可以用药物和咒语把人变成动物的女巫。她曾将奥德修斯的伙伴暂时变成猪,但后来她指引他们归家旅程的方向。

8. As I watched them, I grew angry and determined they should learn good manners the hard way. 我看着他们,心里越来越生气,最后我决定让他们接受痛苦的教训,学会规规矩矩行事。

the hard way的意思是“以自己努力(或惨痛的教训)”。如:

He has learned to deal with them the hard way. 他从惨痛的经验中学会了(怎样)和他们打交道。

9. Astonished, but not dismayed, Theseus felt his pulse quicken as his mind zoomed in on his problem. 忒修斯虽然很惊讶,但并没有感到慌张。当他的思想都集中到这个问题上的时候,他感到自己的脉搏加快了。

Theseus 忒修斯。希腊神话中雅典的英雄，雅典国王埃勾斯之子，后来成为雅典的国王。

Astonished, but not dismayed 是分词短语作状语。如：

Seen from the top, it looks as if the stadium is covered by a gray net of steel, and it looks just like a bird's nest made of tree branches. 从顶上看，体育场仿佛覆盖着灰色的钢网，就像树枝搭成的鸟巢。

Unit 5

1. Launching your career 开创你的事业。

launch 为及物动词，表示“使行动；开始从事……”。如：

launch a career 开创一项事业。

launch a business venture 开始一项有风险的商业活动。

He decided to launch out on a dangerous mission. 他决定开始执行一项危险的使命。

She launched out on her own after college. 她大学毕业后展开了自己的生活。

2. Maybe she needed to do some research, so the next morning she dropped into a local careers office and made an appointment to see Dr Wang Xuemei. 也许她需要做些调查(研究),于是第二天上午她顺便到当地的职业咨询中心, 预约与王雪梅博士见面。

3. “Fill this in. Take your time and when you've finished, call me.” “把这张表填一下。不用着急, 填完之后叫我。”

fill sth in 为英国英语, 美国英语中用 fill sth out, 意思是“加入必要内容使某事物完备; 补充”(add what is necessary to make sth complete)。如：

She is filling in an application form. 她在填写申请表。

Would you be kind enough to fill in this form/questionnaire? 请您填写一下这张表格/问卷好吗?

4. Pleasurable feelings of anticipation ran through her. 期待的喜悦之情涌上心头。

英语中, 有时把表示时间、地点的词用作主语, 使句子更加生动。如：

October 1st, 1949 saw the founding of the People's Republic of China. 1949年10月1日, 中华人民共和国成立了。

Dusk found the little boy crying in the street. 傍晚时分, 有人发现那个小男孩在街上哭叫。

In 776 BC, Olympia, Greece saw the opening of the first Olympic Games. 首届奥运会开幕式于公元前 776 年在希腊的奥林匹亚举行。

5. Having completed her consultation, Dr Wang encouraged Liang Yu to drop in in a few weeks' time to discuss her research findings. 咨询结束后, 王博士鼓励梁玉几周之后再过来讨论一下她的调查结果。

drop in/round/by 和 drop into 都可表示“偶然拜访; 顺便访问 (pay a casual visit)”, 但用法不同, 前者接人或地点名词时需分别用介词 on 和 at; 后者则直接接宾语, 如：

Would you like to drop in/round/by when you are in town? 你到城里就来玩好吗?

I thought I'd drop in on you while I was passing. 我曾想路过时就来看看你。

Sorry we're late - we dropped into a pub on the way. 对不起我们迟到了——我们中途到酒馆去了。

drop into 还可以表示“不知不觉进入(某种状态)”, 如：

She was so exhausted that soon she dropped into a sound sleep. 她是那么的疲惫, 所以很快就睡熟了。



问题：你能列举出英语表示“访问（某人或某地）”的各种方式吗？

6. The boy got on board the delayed plane which was bound for Sydney. 男孩登上了前往悉尼的那架被延误的飞机。

bound 作为表语形容词常与 for 连用，意为“要往……去的；开往……去的”，如：

She is now in a taxi bound for Heathrow airport. 她现在一辆开往希思罗机场的出租车上。

The drugs were found on a container ship bound for Spain. 这些毒品是在一艘开往西班牙的集装箱货轮上发现的。

Words and expressions in each unit

分单元词汇表

注：黑体词为生词；带△符号的词不要求掌握；
其余为已出过的课标词，供复习巩固使用。

Unit 1

△ Auckland /'ɔ:klənd/ 奥克兰（新西兰北岛西北岸港口城市）

△ Maori /'maɔri/ *n.*（新西兰的）毛利人；毛利语
kiwi /'ki:wi/ *n.* 几维鸟（新西兰产的一种无翼鸟）

△ Stewart Island /'stjuət 'aɪlənd/ 斯图尔特岛（新西兰一岛屿）

tectonic /tek'tɒnɪk/ *adj.* 地壳构造上的；起因于地壳运动的

geological /dʒɪɒ'lɒdʒɪkl/ *adj.* of or relating to geology
地质学的；地质的

geology /dʒɪ'ɒlədʒi/ *n.* scientific study of the origin, history, and structure of the earth 地质学

plateau /'plætəʊ/ *n.* large area of flat land higher than the land around it 高地；高原

△ Alps /ælpz/ *n.* 阿尔卑斯山

backbone /'bækbəʊn/ *n.* row of connected bones that go down the middle of your back; main mountain range 脊椎；脊柱；主要山脉

graze /greɪz/ *vi.* to eat growing grass 放牧；吃草

strip /stri:p/ *n.* long narrow area of land or body of water 狭长的地域或水域

△ Christchurch /'kraɪstʃɜ:tʃ/ 克赖斯特彻奇（新西兰南岛东岸港口城市）

carve /kɑ:v/ *vt.* to make or form by or as if by cutting
雕刻；切开

paddle /'pædl/ *vt.* to move a small light boat through water, using one or more paddles 用桨划（小船）；（用桨划船）运送

uninhabited /ˌʌnɪn'hæbɪtɪd/ *adj.* having no one living there 无人居住的；杳无人迹的

extinction /ɪk'stɪŋkʃn/ *n.* state of being extinct 灭绝；绝种

fern /fɜ:n/ *n.* type of flowerless plant with green leaves shaped like large feathers 蕨类植物

scarce /skeəs/ *adj.* much less than is needed; hard to find 缺乏的；不足的

warlike /'wɔ:lɪk/ *adj.* liking war; skilled in fighting
好战的；尚武的；善战的

tribe /traɪb/ *n.* social group consisting of people of the same race who usually live in one particular area ruled by their leader 部落；部族

wipe out remove or destroy sth completely 清除；垮台

take over control sth, in place of sb else 接管；接收

fence /fens/ *n.* structure made of wood, metal, etc that surrounds a piece of land 栅栏；篱笆；围墙

immunity /ɪ'mju:nɪti/ *n.* the state of being immune to a disease 免疫性

immune /ɪ'mju:n/ *adj.* that cannot be harmed by; not affected by sth 免疫的；免受（伤害）的

Christianity /,krɪstɪ'ænəti, ,krɪstʃɪ'ænəti/ *n.* the religion based on the life and beliefs of Jesus Christ 基督教

treaty /'tri:ti/ *n.* formal written agreement between two or more countries or governments 条约；协议；协定

representative /,reprɪ'zentətɪv/ *n.* person chosen to speak, vote, or make decisions for another or others 代表

ownership /'ɔ:nəʃɪp/ *n.* state or fact of owning sth 所有权；物主身份

unrest /ʌn'rest/ *n.* uneasy or troubled condition 不安的状态；动乱

civilian /sɪ'vɪliən/ *n.* anyone who is not a member of the military forces or the police 平民

- bungee (bungr)** /'bʌŋdʒi/ **jumping** 蹦极跳
 fasten /fɑ:sn/ *vt.* to attach sth firmly to another object or surface 系牢; 拴紧; 使固定
- elastic** /'læstɪk/ *adj.* going back to its usual length or size after being pulled or pressed 有弹性的
- suspension** /sə'spenʃn/ *n.* device from which a mechanical part is hung 吊; 悬挂; 悬浮
- appetite** /'æpɪtaɪt/ *n.* desire for food 食欲; 胃口
- buffet** /'bʊfeɪ/ *n.* meal at which people serve themselves from a number of dishes at a table and then move away to eat 自助餐
- pasta** /'pæstə/ *n.* Italian food made from flour, eggs, and water and cut into various shapes, usually eaten with a sauce 意大利面食(包括通心粉及面条等)
- porter** /'pɔ:tə/ *n.* person in charge of the entrance to a hotel, hospital, etc; person whose job is to carry people's bags at railway stations, airports, hotels, etc 守门人; 行李搬运工
- suite** /swi:t/ *n.* set of rooms, esp expensive ones, in a hotel (宾馆中的) 套房
- lounge** /laʊndʒ/ *n.* living room or lobby 起居室; 休息室
- laundry** /'ləʊndri/ *n.* place or business where clothes, etc are washed and ironed 洗衣店
- helicopter** /'helɪkɒptə/ *n.* type of aircraft with large metal blades on top which turn around very quickly to make it fly 直升飞机
- brunch** /brʌntʃ/ *n.* meal eaten in the late morning, as a combination of breakfast and lunch 早午餐; 晚早餐
- △ **Napier** /'neɪpɪə/ 内皮尔(新西兰北岛东岸港口城市)
- Burma** /'bɜ:mə/ *n.* 缅甸
- △ **Lake Taupo** /'taʊpəʊ; US 'təʊpəʊ/ 陶波湖(新西兰最大湖)
- dairy** /deəri/ *n.* place where milk is kept and milk products are made 牛奶场; 乳品店
- statistics** /stə'tɪstɪks/ *n.* (*pl.*) set of numbers which represent facts or measurements 统计; 统计数字
- eco-friendly** /'i:kəʊ,frendli/ *adj.* friendly to the ecological environment 对生态环境友好的; 不妨害生态环境的
- subtropical** /sʌb'trɒpɪkl/ *adj.* related to or typical of an area that is near the tropics 亚热带的
- fiord** /'fjɔ:d/ *n.* 峡湾; 海湾
- not to mention** used to introduce an additional thing that makes a situation even more difficult, surprising, interesting, etc 不必提及; 更不用说
- recreation** /,rekri'eɪʃn/ *n.* activity of pleasure or amusement 娱乐; 消遣
- raft** /rɔ:ft; US ræft/ *n.* flat floating structure, usually made of pieces of wood tied together, used as a boat 木筏; 木排
- abseil** /'æbseɪl/ *n.* (登山运动的) 缘绳下降; 悬绳滑索
- get around** to go or travel to different places 到处走动
- hemisphere** /'hemɪsfɪə/ *n.* half of the earth, esp one of the halves above or below the equator 半球
- schedule** /'skedʒʊl; 'ʃedju:l/ *n.* plan of what sb is going to do and when they are going to do it 时间表; 进度表
- extensive** /ɪk'stensɪv/ *adj.* large in size, amount, or degree 广阔的; 大量的; 广泛的
- flexible** /'fleksɪbl/ *adj.* easily change or be changed to suit new conditions 灵活的; 可通融的
- pace** /peɪs/ *n.* speed at which sth happens or is done 速度; 步调
- insurance** /ɪn'ʃʊərəns/ *n.* arrangement with a company in which you pay them money regularly, and they pay you the costs in case of accident, or loss of sth 保险
- insure** /ɪn'ʃʊə/ *vt. & vi.* to provide insurance for sth/ sb (常与 against 连用) 保险; 确保
- theft** /θeft/ *n.* crime of stealing 盗窃
- handy** /'hændi/ *adj.* near and easy to reach 近便的; 便利的; 容易取得的
- consultant** /kən'sʌltənt/ *n.* person whose job is to give advice on a particular subject 顾问; 咨询者
- guidance** /'gaɪdəns/ *n.* help and advice that is given to sb about their work, education, or personal life, etc 指导; 指引
- database** /'deɪtəbeɪs/ *n.* large amount of data stored in a computer system so that one can find and use it easily 数据库; 基本数据; 资料库

cater /'keɪtə/ *vi & vt.* to provide and serve food and drinks at a party, meeting etc, usually as a business 备办酒菜; 承办酒席; 提供食物 (娱乐节目)

cater for sb/sth to provide food or services, esp at social functions 为某人提供; 适合某人的需要

enquiry /m'kwɪərɪ/ *n.* (= inquiry) request for help or information; asking for information 询问; 探究

extension /ɪk'stɛnʃn/ *n.* one of many telephone lines connected to a central system in a large building, which all have different numbers (电话) 分机
process of making a road, building, etc bigger or longer, or the part that is added 延伸; 伸展

vertical /'vɜ:tkl/ *adj.* pointing up in a line that forms an angle of 90° with a flat surface 垂直的

axis /'æksɪs/ *n.* either of the two lines of a graph, by which the positions of points are measured 轴; 轴线

Unit 2

detect /dɪ'tekt/ *vt.* to notice or discover sth, esp sth that is not easy to see, hear, etc 侦查; 探测; 检定

△ Bahmad /'bɑ:məd/ 巴姆德 (姓)

jogger /dʒɔ:gə/ *n.* person who runs slowly and steadily as a way of exercising 跑步锻炼的人; 慢跑者

forensic /fə'renzɪk/ *adj.* 法庭的; 法医学的

spray /spreɪ/ *vt.* send out (liquid) onto sb/sth in tiny drops 喷射; 喷溅

fingerprint /'fɪŋgəprɪnt/ *n.* mark made by the pattern of lines at the end of a person's finger, which is used by the police to find out who has committed a crime 指纹; 手印

stain /stem/ *n.* mark that is difficult to remove, especially one made by a liquid such as blood, coffee, or ink 污点; 污处

wrap /ræp/ *vt.* to put paper or cloth over sth to cover it 包; 裹

bind /baɪnd/ *vt.* (bound, bound) to tie sb so that they cannot move or escape 缚; 绑

torso /'tɔ:səʊ/ *n.* (人体的) 躯干

△ Dempsey /'dempsi/ 登普西 (姓)

surgeon /'sɜ:dʒən/ *n.* doctor who does operations in a hospital 外科医生

X-ray /'eks'reɪ/ *vt.* to photograph the inside of someone's body using X-rays 照X光; 照X射线

abnormal /æb'nɔ:ml/ *adj.* very different from usual in a way that seems strange, worrying, wrong, or dangerous 不正常的; 反常的; 变态的

△ Shipley /'ʃɪpli/ 希普利 (姓)

emergency /ɪ'mɜ:dʒənsɪ/ *n.* unexpected and dangerous situation that must be dealt with immediately 紧急情况; 紧急事件

by law according to a rule, system, etc 根据法律

jury /'dʒʊəri/ *n.* group of 12 ordinary people who listen to the details of a case in court and decide whether sb is guilty or not 陪审团; 评判委员会; 陪审员

imprisonment /ɪm'prɪznmənt/ *n.* state of being in prison, or the time sb spends in prison 关押; 监禁

assessment /ə'sesmənt/ *n.* process in which you make a judgment about a person or situation, or the judgment you make 评估; 评价

widow /'wɪdəʊ/ *n.* woman whose husband has died and who has not married again 寡妇

compensate /'kɒmpenseɪt/ *vt.* to replace or balance the effect of sth bad; to pay sb money because they have suffered injury, loss, or damage 补偿; 赔偿; 酬报

maximum /'mæksɪmə/ *n. & adj.* largest number or amount that is possible or is allowed 最大量 (的); 最大限度 (的); 极大 (的)

motive /'məʊtɪv/ *n.* reason that makes sb do sth, esp when this reason is kept hidden 动机; 目的

savagely /'sævɪdʒli/ *adv.* very violently or cruelly 野蛮地; 残酷地

ward /wɔ:d/ *n.* large room in a hospital where people who need medical treatment stay 病房; 病室

lame /leɪm/ *adj.* unable to walk properly because one's leg or foot is injured or weak 跛的; 瘸的

thriller /'θrɪlə/ *n.* book or film that tells an exciting story about murder or crime 惊险读物 (电影)

confidential /kənfi'denʃl/ *adj.* spoken or written in secret and intended to be kept secret 机密的; 秘密的

ministry /'mɪnɪstri/ *n.* government department that is responsible for one of the areas of government work, such as education or health (政府的) 部门

funeral /'fju:nərəl/ *n.* ceremony for burying or burning sb who has died 葬礼; 丧礼

memorial /mi'mɔ:riəl/ *n.* sth esp a stone with writing on it, which reminds people of sb who has died 纪念物; 纪念碑

trend /trend/ *n.* general direction in which sth tends to move 趋势; 趋向

unemployment /ˌʌnɪm'plɔimənt/ *n.* number of people in a particular country or area who cannot get a job; when sb does not have a job 失业; 失业状态

taxpayer /'tækspeɪə/ *n.* person that pays tax 纳税人

import /ɪm'pɔ:t/ *vt.* to bring a product from abroad in order to sell it 输入; 进口; 引进

aluminium /ˌæljʊ'mɪniəm/ *n.* silver-white metal that is very light and is used to make cans, cooking pans, window frames, etc; a chemical element: symbol Al 铝

surplus /'sɜ:pləs/ *adj.* more than what is needed or used 过剩的; 剩余的
n. amount of sth that is more than what is needed or used 剩余物; 盈余

△ Arthur Conan Doyle /ɑ:θɔ 'kəʊnən 'dɔɪl/ 亚瑟·柯南·道尔 (1859—1930, 英国医师、小说家、推理小说家, 创造了私人侦探福尔摩斯的形象)

△ Jabez Wilson /'dʒeɪbez 'wɪlsn/ 杰贝兹·威尔逊

△ Sherlock Holmes /'ʃɜ:lɒk 'həʊ(l)mz/ 夏洛克·福尔摩斯(英国作家柯南·道尔作品中的名侦探)

flame /fleɪm/ *n.* hot bright burning gas that one sees when sth is on fire 火焰

greengrocer /'gri:ngrəʊsə/ *n.* sb who owns or works in a shop selling fruit and vegetables 蔬菜水果商
greengrocer's 蔬菜水果商店

alley /'æli/ *n.* narrow street between or behind buildings, not usually used by cars 小巷, 胡同

remark /rɪ'mɑ:k/ *vi. & vt.* to say something, esp about sth you have just noticed 说; 谈论; 评论

make of sth / sb understand sth in a particular way 了解; 理解

candidate /'kændɪdeɪt/ *n.* person who is being considered for a job or is competing in an election 应试者; 候选人; 候补者

furnish /'fɜ:nɪʃ/ *vt.* to put furniture and other things into a house or room 陈设; 布置

expel /ɪk'spel/ *vt.* to officially force sb to leave a school or organization, etc 开除; 赶出

allowance /ə'lauəns/ *n.* amount of money that one is given regularly or for a special purpose 津贴; 补助

every so often from time to time, sometimes but not so often 偶尔; 时常

peculiar /pɪ'kju:lɪəl/ *adj.* strange, unfamiliar, or a little surprising 古怪的; 奇特的; 特殊的; 罕见的

Unit 3

strategy /'strætɪdʒi/ *n.* planned series of actions for achieving sth 策略

myth /mɪθ/ *n.* idea or story that many people believe, but which is not true 神话; 虚构的理念或故事

harmony /'hɑ:məni/ *n.* instance of people living or working together without fighting or disagreeing with each other 和谐; 融洽

depressed /dɪ'prest/ *adj.* very unhappy 沮丧的

well-balanced /wel'bælənst/ *adj.* sensible and not allowing strong emotions to control one's behaviour 很平衡的; 正常的; 意识健全的

prescription /pri'skrɪpʃn/ *n.* a piece of paper on which a doctor writes what medicine a sick person should have 药方
a particular medicine or treatment ordered by a doctor for a sick person 处方药

cope /kəʊp/ *vi.* to succeed in dealing with a difficult problem or situation (妥善地) 处理; 对付; 应付; 克服

cope with to deal with successfully 应付; 对付; 克服

let down to fail to help sb; to disappoint sb 使失望; 辜负

proportion /prə'pɔ:ʃn/ *n.* correct or most suitable relationship between the size, shape, or position of the different parts of sth 均衡; 比例; 比率

fulfil /fʊl'fɪl/ *vt.* to achieve sth that you hoped for, wished for, etc 满足; 实现; 达到

effective /ɪ'fektɪv/ *adj.* successful, and working in the way that was intended 有效的

agenda /ə'dʒendə/ *n.* list of things to be done or considered 议程 (表)

interval /ɪntəvl/ *n.* period of time between two events, activities, etc 间隔; 间歇; 幕间 (工间) 休息

session /seʃn/ *n.* single continuous period spent in one activity 一段 (活动的) 时间

contradictory /kɒntrə'dɪktərɪ/ *adj.* being different and contrary to sth 矛盾的; 同……相反的

revise /rɪ'vaɪz/ *vt.* to re-examine 复查

(Br) to study lessons again in order to learn them before an examination 复习

curriculum /kə'rɪkjʊləm/ *n.* subjects that are taught by a school, college, etc 课程

informal /ɪn'fɔ:məl/ *adj.* relaxed and friendly rather than serious and official 非正式的; 非正规的

deadline /dedlaɪn/ *n.* date or time by which you have to do or complete sth 最后时间; 最后期限

rigid /rɪdʒɪd/ *adj.* very strict and difficult to change 刻板的; 僵硬的; 严格的

subscribe /səb'skraɪb/ *vi. & vt.* to agree with an idea, a theory, etc (常与 to 连用) 同意; 赞同

post-graduate /pəʊst'grædʒʊət/ *adj.* relating to studies done at a university after completing a first degree 研究生的
n. 研究生

academy /ə'kædəmɪ/ *n.* school for special training; an organization of distinguished scholars 高等专科学校; 研究院; 学术团体

stead /sted/ *n.* 替代; 用处; 好处

stand sb in good stead to be very useful to sb when needed 对某人很有用

employer /ɪm'plɔɪə/ *n.* organization or person that you work for 雇主; 老板

diploma /dɪ'pləʊmə/ *n.* document showing that sb has successfully completed a course of study or passed an examination 文凭; 毕业证书

format /fɔ:mæt/ *n.* way in which sth is arranged and presented 设计; 安排

glory /glɔ:n/ *vi.* enjoy sth very much 自豪; 得意

glory in to enjoy or be proud of sth 以……为荣

forgetful /fə'getfʊl/ *adj.* often forgetting things 健忘的

administration /əd,mɪnɪ'streɪʃn/ *n.* management, esp of business affairs 管理; 行政管理

choir /kwaɪə/ *n.* group of people who sing together for other people to listen to 合唱团

postcode /'pəʊstkəʊd/ *n.* group of numbers used as part of an address so that letters can be sorted by machine 邮政编码; 邮编

withdraw /wɪð'drɔ:/ *vt. & vi.* (withdrew, withdrawn) to take sb/sth back or away; to stop communicating 收回; 撤回; 变得沉默寡言; 冷漠; 冷淡

sake /seɪk/ *n.* purpose; interest 目的; 利益

for one's own sake in order to help, improve, or please sb/sth 为了……的缘故

pursuit /pə'sju:t, pə'su:t/ *n.* thing to which one tries to get, achieve, or find in a determined way 寻求; 追求

pursue /pə'sju:/ *vt.* to make continual efforts to gain sth 追求; 寻求; 不断努力以取得

pedicab /'pedɪkæb/ *n.* small three-wheeled vehicle having a seat, pedals, and handlebars in front for the operator and a usually hooded cab in back for passengers (人力) 三轮车

sleep rough to sleep outdoors in uncomfortable conditions, esp because you have no money 露宿

feed on to be satisfied or strengthened by sth 从……中得滋养或满足

philosophical /fɪlə'sɒfɪkl/ *adj.* relating to philosophy 哲学上的

socialism /'səʊʃəlɪzəm/ *n.* 社会主义

receipt /rɪ'si:t/ *n.* act of receiving sth 接受; 收到
piece of paper that you are given which shows that you have paid for sth 收据; 收条

outweigh /aʊt'weɪ/ *vt.* to be more important or valuable than sth else 比……更重要; 胜过

ensure /ɪn'ʃʊə/ *vt.* to make certain that sth will happen properly 确保; 保证

reproach /rɪ'prəʊtʃ/ *n.* criticizing sb because they have done sth wrong 责备; 责骂

jealousy /dʒeləsi/ *n.* feeling of being jealous 妒忌; 羡慕

cease /si:s/ *vt.* to stop doing sth or stop happening 结束; 停息; 终止

cease to be no longer to be 不再是

count up to calculate the total number of things or people in a group 把……加起来

reinforce /ri:m'fɔ:s/ *vt.* to give more force or effectiveness to; to strengthen 增强; 补充

Unit 4

△ **Odysseus** /ɔ'dɪsju:s/ 奥德修斯

△ **Trojan** /'trɒdʒən/ (古代小亚细亚) 特洛伊 (Troy) 的

△ **Ithaca** /'iθəkə/ 伊萨卡岛 (希腊西部爱奥尼亚海中群岛之一)

△ **Telemachus** /tɪ'leməkəs, tə-/ 忒勒玛科斯 (Odysseus 和 Penelope 之子)

split /splɪt/ *vt. & vi.* (split, split) to divide or separate sth into different parts or groups, or to be divided into different parts or groups 分开; 分离

violate /vaɪəleɪt/ *vt.* to disobey or do sth against an official agreement, law, principle, etc 违犯; 违反; 破坏

temporary /tempə'rɔ:ri/ *adj.* continuing for only a limited period of time 暂时的; 临时的; 一时的

△ **Penelope** /pɪ'neləpi, pə-/ 珀涅罗珀 (Odysseus 的忠实妻子)

statesman /'steɪtsmən/ *n.* political or government leader, esp one who is respected as being wise and fair 政治家; 国务活动家

statesmanlike /'steɪtsmənlaɪk/ *adj.* showing the qualities of a statesman 有政治家才干和风度的

unconditional /ʌnkən'dɪʃənəl/ *adj.* not limited by or depending on any conditions 无条件的; 无限制的; 绝对的

△ **Cyclops** /'saɪklɒps/ 赛克罗波斯 (希腊神话独眼巨人)

scar /skɑ:/ *n.* permanent mark that is left on one's skin after one has had a cut or wound 疤; 伤疤; 创伤

howl /haʊl/ *vt.* to make a long loud cry expressing pain, scorn, excitement, etc 嚎叫; 呼号; 咆哮

merciful /'mɜ:sɪfl/ *adj.* being kind to people and forgiving them rather than punishing them or being cruel 仁慈的; 宽大的; 宽容的

at the crack of dawn very early in the morning 黎明; 大清早

quick as a flash very quickly, almost at once 立刻, 马上; 一刹那

hatch /hætʃ/ *vt.* (of an egg) to produce a young bird, etc; (of a young bird, fish, etc) to come out of an egg 孵化; 出壳

whistle /'wɪsl/ *n.* high sound made by blowing a whistle, by blowing air out through one's lips, or when air or steam is forced through a small opening 口哨; 哨子

heel /hi:l/ *n.* back part of your foot, just below the ankle 脚后跟; 踵

a wolf in sheep's clothing a person who seems friendly or harmless but hiding evil intentions 披着羊皮的狼; 伪装友好的敌人

pint /paɪnt/ *n.* unit for measuring an amount of liquid, esp beer or milk (In Britain a pint is equal to 0.568 litres, and in the US it is equal to 0.473 litres.) 品脱 (= 0.5 夸脱; 英制液量 0.568 升; 美制液量 0.473 升)

dead to the world very deeply asleep or unconscious 熟睡的; 完全失去知觉的

socket /'sɒkɪt/ *n.* hollow part of a structure into which sth fits 孔; 洞; 眼窝

stagger /'stæɡə/ *vi.* to walk or move unsteadily, almost falling over 蹒跚; 摇晃; 踉跄

agony /'ægəni/ *n.* very severe pain; a very sad, difficult, or unpleasant experience 极度的痛苦

belly /'beli/ *n.* middle part of an animal's body, near its stomach 腹部

wrestle /'resl/ *vt. & vi.* to fight with sb and throw him to the ground; to overcome sth 与……搏斗; 把……摔倒

△ **Circe** /'sɜ:sɪ/ 瑟茜 (希腊神话女巫, 有把人变成猪的法术)

marble /'mɑ:bl/ *n.* type of hard rock that becomes smooth when it is polished, and is used for making buildings, statues, etc 大理石

arch /ɑ:tʃ/ *n.* structure with a curved top and straight sides that supports the weight of a bridge or building 拱门

coarse /kɔ:s/ *adj.* having a rough surface that feels slightly hard; rough in manner 粗糙的; 鲁莽的

pillow /'pɪləʊ/ *n.* cushion used to support the head, esp in bed 枕头

quilt /kwɪlt/ *n.* warm thick cover for a bed, made by sewing two layers of cloth with soft feathers or a thick material in between them 被褥; 被子

trough /trɒf/ *n.* long narrow open container that holds water or food for animals 饲料槽

slice /slaɪs/ *n.* thin flat piece of food cut from a larger piece 片; 薄片

wear off to become thinner or weaker after continuous use 逐渐消失; 磨灭; 损耗

saucer /'sɔ:sə/ *n.* small round plate that curves up at the edges that you put a cup on 茶托; 茶杯碟; 碟状物

circus /'sɜ:kəs/ *n.* group of people and animals who travel to different places performing skilful tricks as entertainment 马戏团; 马戏表演

freeway /'fri:weɪ/ *n.* very wide road built for fast travel 高速公路

plug /plʌg/ *n.* small object at the end of a wire that is used for connecting a piece of electrical equipment to the main supply of electricity 电插头; 插销

hydrogen /'haɪdrədʒən/ *n.* colourless gas that is the lightest of all gases, forms water when it combines with oxygen 氢

clay /kleɪ/ *n.* type of heavy sticky earth that can be used for making pots, bricks, etc 黏土; 泥土

moustache /məs'tə:ʃ/ *n.* hair that grows on a man's upper lip 胡子

mustard /'mʌstəd/ *n.* yellow sauce with a strong taste, eaten especially with meat 芥末

△ Theseus /'θi:siəs/ 忒修斯 (希神雅典王子)

enlarge /'m'lɑ:dʒ/ *vt.* to increase in size or scale; to (cause to) grow larger or louder 增大; 扩大

tournament /'tɔ:nəmənt/ *n.* competition in which players compete against each other in a series of games until there is one winner 联赛; 锦标赛; 比赛

fist /fɪst/ *n.* hand when it is tightly closed, so that the fingers are curled in towards the palm 拳头

combat /'kɒmbæt/ *n.* fighting, esp during a war 斗争; 战斗; 争斗

walnut /'wɔ:lnʌt/ *n.* nut that one can eat, shaped like a human brain 核桃, 胡桃

transparent /træns'pærənt/ *adj.* allowing light to pass through so that objects behind can be seen clearly; if something is transparent, one can see through it 透明的; 显然的; 一目了然的

transparently /træns'pærəntli/ *adv.* 显然地; 清楚地

tug /tʌg/ *vi. & vt.* to pull (sth) hard or violently 用力拉或拖 (某物)

dismay /dɪs'meɪ/ *vt.* to make sb feel worried, disappointed, and upset 使沮丧; 使灰心

pulse /pʌls/ *n.* regular beat that can be felt, for example at the wrist, as one's heart pumps blood around the body 脉搏

zoom /zu:m/ *vi.* to go somewhere or do sth very quickly 飞驰; 飞快地掠过

zoom in on to move quickly between a distant and a close view 推进; 聚焦于

insignificant /ɪn'sɪg'nɪfɪkənt/ *adj.* too small or unimportant to consider or worry about 无关紧要的; 无用的

△ Sinis /'sɪnɪs/ 西尼斯 (古希腊传说中的—个强盗)

△ Procrustes /prəʊ'krʌsti:z/ 普罗克拉斯提斯 (古希腊传说中 Attica 的—个强盗)

△ Crete /kri:t/ 克里特岛 (希腊位于地中海东部—岛屿)

fleece /fli:s/ *n.* woolly coat of a sheep, especially the wool and skin of a sheep when it has been made into a piece of clothing 羊毛

△ Perseus /'pɜ:sju:s/ 珀尔修斯 (希腊主神宙斯之子, 杀女怪 Medusa 的英雄)

Unit 5

vice versa /vaɪsɪ 'vɜ:sə/ *adv.* used when the opposite of a situation you have just described is also true 反之亦然

(be) faced with if you face or are faced with a difficult situation, or if a difficult situation faces you, it is going to affect you and you must deal with it 面临

scholarship /'skɒləʃɪp/ *n.* amount of money that is given to sb by an educational organization to help pay for their education 奖学金

- in disbelief** having a feeling that sth is not true or does not exist 不相信; 怀疑
- drop into** to visit unexpectedly or informally 偶然进入(某地); 顺便拜访
- unsettling** /ʌn'setlɪŋ/ *adj.* making sb feel nervous or worried 使人不安的; (消息) 混乱的
- dozens of** a lot of 许多的
- now and again** sometimes 不时地; 有时
- expectantly** /ɪks'pektəntli/ *adv.* hopefully that sth good or exciting will happen 预期地; 期望地; 期待地
- suck** /sʌk/ *vt.* to take air, liquid etc into one's mouth by making one's lips form a small hole and using the muscles of the mouth to pull it in 吸; 吮
- co-operate** /kəʊ'ɒpəreɪt/ *vi.* to work with sb else to achieve sth that both want (常与with连用) 合作
- hand out** to give sth to each person in a group 拿出来; 分发
- preference** /'prefərəns/ *n.* liking for sth more than sth else 偏爱; 优先选择
- pleasurable** /'pleʒərəbl/ *adj.* enjoyable 愉快的; 快乐的; 高兴的
- anticipation** /æn'tɪsɪ'peɪʃn/ *n.* expecting sth to happen 预期; 预想; 期待
- intellectual** /,ɪntɪ'lektʃʊəl/ *adj.* relating to a person's ability to think and to understand ideas and information 智力的, 有智力的
- arithmetic** /ə'nθmətɪk/ *n.* science of numbers involving adding, multiplying, etc 算术学; 算术
- algebra** /'ældʒɪbrə/ *n.* type of mathematics that uses letters and other signs to represent numbers and values 代数; 代数学
- interpersonal** /,ɪntə'pə:sənəl/ *adj.* relating to relationships between people 人际的; 人与人之间的
- complex** /'kɒmpleks/ *adj.* consisting of many different parts and often difficult to understand 复杂的
- agro-scientific** /'ægrə,saɪən'tɪfɪk/ *adj.* relating to agricultural science 农业科学的
- core** /kɔ:/ *n.* most important or central part of sth 中心; 核心
- drop in** to visit sb you know, usually without arranging a particular time 顺便走访
- recommendation** /,rekəmen'deɪʃn/ *n.* formal letter or statement saying that sb would be a suitable person to do a job, take a course of study, etc 推荐信; 介绍; 介绍信
- call on** to stop at a house or other place for a short time to see sb or do sth 拜访
- composer** /kəm'pəʊzə/ *n.* person who writes music 作曲家
- mathematician** /,mæθəmə'tɪʃn/ *n.* person who studies or teaches mathematics, or is a specialist in mathematics 数学家
- stewardess** /'stju:ədɪs/ *n.* woman whose job is to serve food and drinks to passengers on a plane or ship (轮船, 飞机等) 女乘务员
- diplomat** /'dɪpləmət/ *n.* person who officially represents their government in a foreign country 外交家; 外交官
- embassy** /'embəsi/ *n.* group of officials who represent their government in a foreign country, or the building they work in 使馆人员; 大使馆
- referee** /refə'ri:/ *n.* person who provides information about you when you are trying to get a job 介绍人
someone who is in charge of a game in sports 裁判
- brake** /breɪk/ *n.* piece of equipment that makes a vehicle go more slowly or stop (常用复数) 制动装置; 刹车
- swerve** /swɜ:v/ *vt.* to make a sudden sideways movement while moving forwards, usually in order to avoid hitting sth 突然转向; 突然离开正路
- missile** /'mɪsaɪl/ *n.* weapon that can fly over long distances and that explodes while hitting the thing aimed at 导弹; 飞弹
- bishop** /'bɪʃəp/ *n.* priest with a high rank in some Christian religions, who is the head of all the churches and priests in a large area (基督教的) 主教
- circuit** /'sɜ:kɪt/ *n.* path that forms a circle around an area 环形道路
- go on circuit** have a journey all the way around a place or area 巡回
- razor** /'reɪzə/ *n.* tool with a sharp blade, used to remove hair from one's skin 剃刀; 剃须刀

- shaver** /ʃeɪvə/ *n.* small piece of electrical equipment used for cutting off hair very close to the skin, especially from the face 剃须刀; 电动剃须刀
- oval** /'əʊvl/ *adj.* round shape similar to a circle, but wider in one direction than the other 卵形的; 椭圆的
- orbit** /'ɔ:bit/ *n.* curved path travelled by an object which is moving around another much larger object, such as the earth, the sun, etc (天体、人造卫星的) 轨道
- substance** /sʌbstəns/ *n.* particular type of solid, liquid, or gas 物质
- curriculum vitae (CV)** *n.* a short written document that lists one's education and previous jobs, which one sends to employers while looking for a job 履历; 简历
- nickname** /'nikneɪm/ *n.* name given to sb, esp by their friends or family, that is not their real name and is often connected with what they look like or something they have done 绰号; 浑名
- presentational** /,prezən'teɪʃnl/ *adj.* relating to the way in which something is said, offered, shown, or explained to others 表达的; 描述性的
- fabulous** /'fæbjələs/ *adj.* incredibly large or impressive 巨大的; 绝妙; 精彩
- IELTS** /'aɪltz/ *abbr.* International English Language Testing Service 国际英语测试, 俗称雅思考试 (是由英国文化委员会组织、剑桥大学地方考试委员会编制的英语水平测试)
- accountancy** /ə'kaʊntənsɪ/ *n.* profession or work of keeping or checking financial accounts, calculating taxes, etc 会计工作; 会计职务
- function** /'fʌŋkʃn/ *n.* purpose that something has, or the job that sb / sth does 功能; 作用; 职责; 职能
- bureaucratic** /,bjʊərəʊ'krætɪk/ *adj.* involving a lot of complicated official rules and processes 官僚的; 官僚般的
- ethos** /'i:θɒs/ *n.* set of ideas and moral attitudes that are typical of a particular group (集体、社团、文化的) 气质、道德观、思想或信仰
- minefield** /'maɪnfɪld/ *n.* area where a lot of bombs have been hidden just below the ground or under water 布雷区
situation in which there are a lot of dangers and difficulties, and it is difficult to make the right decision 充满隐伏危险的事物或场合
- unwary** /ʌn'weəri/ *adj.* not knowing about possible problems or dangers, and therefore easily harmed or deceived 无警惕的; 易受欺骗的
- autobiography** /,ɔ:təbaɪ'ɒgrəfi/ *n.* book in which sb writes about their own life, or books of this type 自传
- build on** to use one's achievements as a base for further development 建立于
- prosperous** /'prɒspərəs/ *adj.* rich and successful 成功的; 繁荣的; 兴旺的
- to tell you the truth** used when giving one's personal opinion or admitting sth 老实说 (插入语)
- tempt** /tempt/ *vt.* to make sb want to have or do sth, even though they know they really should not 诱惑; 引诱
- appendix** /ə'pendɪks/ *n.* part at the end of a book containing additional information 附录; 附言
- roundabout** /'raʊndəbaʊt/ *adj.* proceeding in a way that is not direct or straightforward 迂回的; 委婉的

Vocabulary

词汇表

A

- a wolf in sheep's clothing** 披着羊皮的狼；
伪装友好的敌人 (4)
- abnormal** /æb'nɔ:ml/ *adj.* 不正常的；反常的；
变态的 (2)
- abseil** /æbseil/ *n.* (登山运动的) 缘绳下降；
悬绳滑索 (1)
- academy** /ə'kædəmi/ *n.* 高等专科院校；
研究院；学术团体 (3)
- accountancy** /ə'kaʊntənsi/ *n.* 会计工作；
会计职务 (5)
- administration** /əd,mɪn'streɪʃn/ *n.* 管理；行政
管理 (3)
- agenda** /ə'dʒendə/ *n.* 议程 (表) (3)
- agony** /æɡəni/ *n.* 极度的痛苦 (4)
- agro-scientific** /ægrə,saɪən'tɪfɪk/ *adj.* 农业科学的
(5)
- algebra** /ældʒɪbrə/ *n.* 代数；代数学 (5)
- alley** /æli/ *n.* 小巷，胡同 (2)
- allowance** /ə'laʊəns/ *n.* 津贴；补助 (2)
- △ **Alps** /ælpz/ *n.* 阿尔卑斯山 (1)
- aluminium** /æljə'mɪniəm/ *n.* 铝 (2)
- anticipation** /æntɪ'sɪ'peɪʃn/ *n.* 预期；预想；
期待 (5)
- appendix** /ə'pendɪks/ *n.* 附录；附言 (5)
- appetite** /æpɪtaɪt/ *n.* 食欲；胃口 (1)
- arch** /ɑ:tʃ/ *n.* 拱门 (4)
- arithmetic** /ə'nθmətɪk/ *n.* 算术学；算术 (5)
- △ **Arthur Conan Doyle** /ɑ:θə 'kəʊnən 'dɔɪl/
亚瑟·柯南·道尔 (1859—1930, 英国医
师、小说家、推理小说家, 创造了私人侦探
福尔摩斯的形象) (2)
- assessment** /ə'sesmənt/ *n.* 评估；评价 (2)
- at one's own pace** 按自己的步骤 (计划) (1)
- at the crack of dawn** 黎明；大清早 (4)
- △ **Auckland** /ɔ:klənd/ 奥克兰 (新西兰北岛
西北岸港口城市) (1)

- autobiography** /ɔ:təbaɪ'ɒɡrəfi/ *n.* 自传 (5)
- axis** /æksɪs/ *n.* 轴；轴线 (1)

B

- backbone** /'bækbəʊn/ *n.* 脊椎；脊柱；
主要山脉 (1)
- △ **Bahmad** /'bɑ:məd/ 巴姆德 (姓) (2)
- (be) faced with** 面临 (5)
- belly** /'beli/ *n.* 腹部 (4)
- bind** /baɪnd/ *vt.* (bound, bound) 缚；绑 (2)
- bishop** /'bɪʃəp/ *n.* (基督教的) 主教 (5)
- brake** /breɪk/ *n.* (常用 *pl*) 制动装置；刹车 (5)
- brunch** /brʌntʃ/ *n.* 早午餐；(早点和午餐并
作一顿吃的) 晚早餐 (1)
- buffet** /'bʊfeɪ/ *n.* 自助餐 (1)
- build on** 建立于；指望 (5)
- bungee (bungy) jumping** /'bʌŋdʒɪ/ *n.* 蹦极跳 (1)
- bureaucratic** /'bjʊərəʊ'kræɪtɪk/ *adj.* 官僚的；官僚
般的 (5)
- Burma** /'bɜ:mə/ *n.* 缅甸 (1)
- by law** 根据法律 (2)

C

- call on** 拜访 (5)
- candidate** /'kændɪdət/ *n.* 投考者；应试者
候选人；候补者 (2)
- carve** /kɑ:v/ *vt.* 雕刻；切开 (1)
- cater** /'keɪtə/ *vi. & vt.* 备办酒菜；承办酒席；
提供食物 (娱乐节目) (1)
- cater for sb/sth** 特殊照顾 (1)
- cease** /si:s/ *vi.* 结束；停息；终止 (3)
- cease to be** 不再是 (3)
- choir** /'kwaɪə/ *n.* 合唱团 (3)
- △ **Christchurch** /'kraɪstʃɜ:tʃ/ 克赖斯特彻奇 (新
西兰南岛东岸港口城市) (1)

- Christianity** /ˌkrɪstɪˈænəti, krɪstʃɪˈænəti/ (1)
n. 基督教
- △ **Circe** /ˈsɜːsɪ/ 瑟茜 (希腊神话神女巫, 有把人变成猪的魔术) (4)
- circuit** /ˈsɜːkɪt/ n. 环绕道路 (5)
- circus** /ˈsɜːkəs/ n. 马戏团; 杂技团; 马戏场; 杂技场 (4)
- civilian** /sɪˈvɪliən/ n. 平民 (1)
- clay** /kleɪ/ n. 黏土; 泥土 (4)
- coarse** /kɔːs/ adj. 粗糙的; 鲁莽的; 不礼貌的 (4)
- combat** /ˈkɒmbæt/ n. 斗争; 战斗; 争斗 (4)
- compensate** /ˈkɒmpenseɪt/ vt. 补偿; 赔偿; 酬报 (2)
- complex** /ˈkɒmpleks/ adj. 复杂的 (5)
- composer** /kəmˈpəʊzə/ n. 作曲家; 作家; 设计者 (5)
- confidential** /ˌkɒnfɪˈdenʃl/ adj. 机密的; 秘密的 (2)
- consultant** /kənˈsʌltənt/ n. 顾问; 咨询者 (1)
- contradictory** /ˌkɒntrəˈdɪktəri/ adj. 矛盾的; 同……相反的 (3)
- co-operate** /kəʊˈɒpəreɪt/ vi. (常与 with 连用) 合作 (5)
- cope** /kəʊp/ vi. (妥善地) 处理; 对付; 应付; 克服 (3)
- cope with** 应付; 对付; 克服 (3)
- core** /kɔː/ n. 中心; 核心 (5)
- count up** 把……加起来 (3)
- △ **Crete** /kriːt/ 克里特岛 (希腊位于地中海东部一岛屿) (4)
- curriculum** /kəˈrɪkjʊləm/ n. 课程 (3)
- curriculum vitae (CV)** n. 履历; 简历 (5)
- △ **Cyclops** /ˈsaɪklɒps/ 赛克罗波斯 (希腊神话独眼巨人) (4)
- D**
- dairy** /deəri/ n. 牛奶场; 乳品店 (1)
- database** /ˈdeɪtəbeɪs/ n. 数据库; 基本数据; 资料库 (1)
- dead to the world** 完全失去知觉的; 熟睡的 (4)
- deadline** /ˈdedlaɪn/ n. 最后时间; 最后期限 (3)
- △ **Dempsey** /ˈdempsɪ/ 登姆普西 (姓) (2)
- depressed** /dɪˈprest/ adj. 沮丧的; 降低的 (3)
- detect** /dɪˈtekt/ vt. 侦查; 探测; 检定 (2)
- diploma** /dɪˈplɒmə/ n. 文凭; 毕业证书 (3)
- diplomat** /ˈdɪpləmət/ n. 外交家; 外交官 (5)
- dismay** /dɪsˈmeɪ/ vt. 使沮丧; 使灰心 (4)
- dozens of** 许多的 (5)
- drop in** 顺便走访 (5)
- drop into** 偶然进入 (某地) (5)
- E**
- eco-friendly** /iːkəʊˈfrendli/ adj. 对生态环境友好的, 不妨害生态环境的 (1)
- effective** /ɪˈfektɪv/ adj. 有效的 (3)
- elastic** /ɪˈlæstɪk/ adj. 有弹性的 (1)
- embassy** /embəsi/ n. 使馆人员; 大使馆 (5)
- emergency** /ɪˈmɜːdʒənsɪ/ n. 紧急情况; 紧急事件 (2)
- employer** /ɪmˈplɔɪə/ n. 雇主; 老板 (3)
- enlarge** /ɪnˈlɑːdʒ/ vt. 增大; 扩大 (4)
- enquiry** /ɪnˈkwɪəri/ n. 询问 (1)
- ensure** /ɪnˈʃʊə(r)/ vt. 确保; 保证 (3)
- ethos** /iːθɒs/ n. (集体、社团、文化的) 气质、道德观、思想或信仰 (5)
- every so often** 常常; 偶尔; 时常 (2)
- expectantly** /ɪksˈpektəntli/ adv. 期望地; 期待地 (5)
- expel** /ɪkˈspel/ vt. 开除; 赶出 (2)
- extension** /ɪkˈstɛnʃn/ n. (电话) 分机; 延伸; 伸展 (1)
- extensive** /ɪkˈstɛnsɪv/ adj. 大量的 (1)
- extinction** /ɪkˈstɪŋkʃn/ n. 灭绝; 熄灭 (1)
- F**
- fabulous** /ˈfæbjʊləs/ adj. 巨大的; 绝妙; 精彩 (5)
- fasten** /ˈfɑːsn/ vt. 系牢; 拴紧; 使固定 (1)
- feed on** 从……中得到滋养或满足 (3)
- fence** /fens/ n. 栅栏; 篱笆; 围墙 (1)
- fern** /fɜːn/ n. 蕨类植物 (1)
- fiord** /fjɔːd/ n. 峡湾; 海湾 (1)
- fingerprint** /ˈfɪŋɡəprɪnt/ n. 指纹; 手印 (2)
- fist** /fɪst/ n. 拳头 (4)
- flame** /fleɪm/ n. 火焰 (2)
- fleece** /fliːs/ n. 羊毛 (4)
- flexible** /ˈfleksɪbl/ adj. 灵活的; 可通融的 (1)

- for one's own sake** 为了……的缘故 (3)
- forensic** /fə'renzɪk/ *adj.* 法庭的; 公开辩论 (讨论) 的 (2)
- forgetful** /fə'getfl/ *adj.* 健忘的 (3)
- format** /'fɔ:mæt/ *n.* 设计; 安排 (3)
- freeway** /'fri:weɪ/ *n.* 高速公路 (4)
- fulfill** /fʊl'fɪl/ *vt.* 满足; 实现; 达到 (3)
- function** /'fʌŋkʃn/ *n.* 功能; 作用; 职责; 职能 (5)
- funeral** /'fju:nərəl/ *n.* 葬礼; 丧礼 (2)
- furnish** /'fɜ:nɪʃ/ *vt.* 陈设; 布置; 装修 (2)
- G**
- geological** /dʒɪə'lɒdʒɪkəl/ *adj.* 地质学的; 地质的 (1)
- geology** /dʒɪ'ɒlədʒɪ/ *n.* 地质学 (1)
- get around** 到处走动 (1)
- glory** /'glɔ:n/ *vi.* 自豪; 得意 (3)
- glory in** 以……为荣 (3)
- go on circuit** 巡回 (5)
- graze** /greɪz/ *vi.* 放牧; 吃草 (1)
- greengrocer** /'gri:ngrəʊsə/ *n.* 蔬菜水果商 (2)
- greengrocer's** 蔬菜水果商店 (2)
- guidance** /'gaɪdəns/ *n.* 指导; 指引 (1)
- H**
- hand out** 拿出来; 分发 (5)
- handy** /'hændɪ/ *adj.* 就近的; 便利的; 容易取得的 (1)
- harmony** /'hɑ:məni/ *n.* 和谐; 融洽 (3)
- hatch** /hætʃ/ *vt.* 孵化; 出壳 (4)
- heel** /hi:l/ *n.* 脚后跟; 踵 (4)
- helicopter** /'helɪkɒptə/ *n.* 直升飞机 (1)
- hemisphere** /'hemɪsfɪə/ *n.* 半球 (1)
- howl** /haʊl/ *vi. & vt.* 嚎叫; 呼号; 咆哮 (4)
- hydrogen** /'haɪdrədʒən/ *n.* 氢 (4)
- I**
- IELTS** /'aɪltz/ *abbr.* International English Language Testing Service 国际英语测试, 俗称雅思考试 (是由英国文化委员会组织、剑桥大学地方考试委员会编制的英语水平测试) (5)
- immune** /'ɪmjʊ:n/ *adj.* 免疫的; 免受(伤害)的 (1)
- immunity** /'ɪmjʊ:ntɪ/ *n.* 免疫性 (1)
- import** /ɪm'pɔ:t/ *vt.* 输入; 进口; 引进 (2)
- imprisonment** /ɪm'prɪznmənt/ *n.* 关押; 监禁 (2)
- in disbelief** 不相信; 怀疑 (5)
- informal** /ɪn'fɔ:ml/ *adj.* 非正式的; 非正规的 (3)
- insignificant** /ɪnsɪg'nɪfɪkənt/ *adj.* 无关紧要的; 无用的 (4)
- insurance** /ɪn'ʃʊərəns/ *n.* 保险 (1)
- insure** /ɪn'ʃʊə/ *vt. & vi.* 保险; 确保
- intellectual** /ɪntɪ'lektʃʊəl/ *adj.* 智力的; 有智力的 (5)
- interpersonal** /ɪntə'pɜ:sənl/ *adj.* 人际的; 人与人之间的 (5)
- interval** /ɪntəvl/ *n.* 间隔; 间歇; 幕间(工间)休息 (3)
- △ **Ithaca** /'ɪθəkə/ 伊萨卡岛(希腊西部爱奥尼亚海中群岛之一) (4)
- J**
- △ **Jabez Wilson** /'dʒeɪbez 'wɪlsn/ 杰贝兹·威尔逊 (2)
- jealousy** /'dʒeləsi/ *n.* 妒忌; 羡慕 (3)
- jogger** /'dʒɒgə/ *n.* 跑步锻炼的人; 慢跑者 (2)
- jury** /'dʒʊəri/ *n.* 陪审团; 评判委员会; 陪审员 (2)
- K**
- kiwi** /ki:wi/ *n.* 几维鸟 (新西兰产的一种无翼鸟) (1)
- L**
- △ **Lake Taupo** /'tauopəʊ; US təʊpəʊ/ 陶波湖 (新西兰最大湖) (1)
- lame** /leɪm/ *adj.* 跛的; 瘸的 (2)
- laundry** /'ləʊndri/ *n.* 洗衣店 (1)
- let down** 使失望; 辜负 (3)
- lounge** /laʊndʒ/ *n.* 起居室; 休息室; 长沙发; 躺椅; 安乐椅 (1)

M

- make of sth / sb** 了解；理解 (2)
- △ **Maori** /'maʊri/ *n.* (新西兰的) 毛利人；毛利语 (1)
- marble** /'mɑ:bl/ *n.* 大理石 (4)
- mathematician** /,mæθəmə'tɪʃn/ *n.* 数学家 (5)
- maximum** /'mæksɪməm/ *n.* 最大量；最大限度；极大；
adj. 最大量的；最大值的 (2)
- memorial** /mɪ'mə:riəl/ *n.* 纪念物；纪念碑；纪念仪式 (2)
- merciful** /'mɜ:sɪfl/ *adj.* 仁慈的；宽大的；宽容的 (4)
- minefield** /'maɪnfɪ:ld/ *n.* 布雷区；充满隐伏危险的事物或场合 (5)
- ministry** /'mɪnɪstri/ *n.* (政府的) 部门 (2)
- missile** /'mɪsaɪl/ *n.* 导弹，飞弹 (5)
- motive** /'məʊtɪv/ *n.* 动机；目的 (2)
- moustache** /mʌs'teɪʃ/ *n.* 胡子 (4)
- mustard** /'mʌstəd/ *n.* 芥末 (4)
- myth** /mɪθ/ *n.* 神话；虚构的理念或故事 (3)

N

- △ **Napier** /'neɪpiə/ 内皮尔 (新西兰北岛东岸港口城市) (1)
- nickname** /'nɪkneɪm/ *n.* 绰号；浑名 (5)
- not to mention** 不必提及；更不用说 (1)
- now and again** 不时地；有时 (5)

O

- △ **Odysseus** /ə'dɪsju:s/ 奥德修斯 (4)
- orbit** /'ɔ:bit/ *n.* (天体、人造卫星的) 轨道 (5)
- outweigh** /aʊt'weɪ/ *vt.* 比……更重要；胜过 (3)
- oval** /'əʊvəl/ *adj.* 卵形的；椭圆的 (5)
- ownership** /'ɔʊnəʃɪp/ *n.* 所有权；物主身份 (1)

P

- pace** /peɪs/ *n.* 速度；步调 (1)

- paddle** /'pædl/ *vt.* 用桨划 (小船)；(用桨划船) 运送 (1)
- pasta** /'pæstə/ *n.* 意大利面食 (包括通心粉及面条等) (1)
- peculiar** /pɪ'kju:liəl/ *adj.* 特有的；奇特的；特殊的；罕见的 (2)
- pedicab** /pɪ'di:ætrɪk/ *n.* (人力) 三轮车 (3)
- △ **Penelope** /pɪ'neləpi, pə-/ 珀涅罗珀 (Odysseus 的忠实妻子) (4)
- △ **Perseus** /'pɜ:sju:s/ 珀尔修斯 (希腊主神宙斯之子，杀女怪 Medusa 的英雄) (4)
- philosophical** /fɪlə'sɒfɪkəl/ *adj.* 哲学上的；达观的 (3)
- pillow** /'pɪləʊ/ *n.* 枕头 (4)
- pint** /paɪnt/ *n.* 品脱 (=0.5 夸脱；英制液量 0.568 升；美制液量 0.473 升，美制干量 0.55 升) (4)
- plateau** /'plætəʊ/ *n.* 高地；高原 (1)
- pleasurable** /'pleɪzərəbl/ *adj.* 愉快的；快乐的；高兴的 (5)
- plug** /plʌg/ *n.* 电插头；插销 (4)
- porter** /'pɔ:tə/ *n.* 守门人；行李搬运工 (1)
- postcode** /'pəʊstkəʊd/ *n.* 邮政编码；邮码 (3)
- post-graduate** /pəʊst'grædʒʊət/ *n.* 研究生 (3)
- preference** /'prefərəns/ *n.* 偏爱；优先选择 (5)
- prescription** /prɪ'skrɪpʃn/ *n.* 药方；处方的药 (3)
- presentational** /,prezən'teɪʃnəl/ *adj.* 表达的；描述性的 (5)
- △ **Procrustes** /prəʊ'krʌsti:z/ 普罗克拉斯提斯 (古希腊传说中 Attica 的一个强盗) (1)
- proportion** /prə'pɔ:ʃn/ *n.* 均衡；比例；比率 (3)
- prosperous** /'prɒspərəs/ *adj.* 成功的；繁荣的；兴旺的 (5)
- pulse** /pʌls/ *n.* 脉搏 (4)
- pursue** /pə'sju:z/ *vt.* 追求；寻求；不断努力以取得 (3)
- pursuit** /pə'sju:t, pə'su:t/ *n.* 寻求；追求 (3)

Q

- quick as a flash** 立刻，马上；一刹那 (4)
- quilt** /kwɪlt/ *n.* 被褥；被子 (4)

R

- raft** /rɑ:ft; US ræft/ *n.* 木筏; 木排 (1)
- rafting** /'rɑ:ftɪŋ/ *n.* 筏运 (1)
- razor** /'reɪzə/ *n.* 剃刀; 剃须刀 (5)
- receipt** /rɪ'si:t/ *n.* 接受; 收到; 收据; 收条 (3)
- recommendation** /,rekəmen'deɪʃn/ *n.* 推荐信; 介绍; 介绍信 (5)
- recreation** /,rekri'eɪʃn/ *n.* 娱乐; 消遣 (1)
- referee** /refə'ri:/ *n.* 介绍人; 裁判 (5)
- reinforce** /,ri:m'fɔ:s/ *vt.* 增强; 补充 (3)
- remark** /rɪ'mɑ:k/ *vi. & vt.* 说; 谈论; 评论 (2)
- representative** /,reprɪ'zentətɪv/ *n.* 代表 (1)
- reproach** /rɪ'prəʊtʃ/ *n.* 责备; 责骂 (3)
- revise** /rɪ'vaɪz/ *vt.* 复查; 复习 (3)
- rigid** /rɪdʒɪd/ *adj.* 刻板的; 僵硬的; 严格的 (3)
- roundabout** /'raʊndəbaʊt/ *adj.* 迂回的; 委婉的 (5)

S

- sake** /seɪk/ *n.* 目的; 利益 (3)
- saucer** /sə:sə/ *n.* 茶托; 茶杯碟; 碟状物 (4)
- savagely** /sævɪdʒli/ *adv.* 野蛮地; 残酷地 (2)
- scar** /skɑ:/ *n.* 疤; 伤疤; 创伤 (4)
- scarce** /skeəs/ *adj.* 缺乏的; 不足的 (1)
- schedule** /'skedʒəl; 'ʃedju:l/ *n.* 时间表; 进度表 (1)
- scholarship** /'skɒləʃɪp/ *n.* 奖学金 (5)
- session** /'seʃn/ *n.* 一段 (活动的) 时间 (3)
- shaver** /'ʃeɪvə/ *n.* 剃须刀; 电动剃须刀 (5)
- △ **Sherlock Holmes** /'ʃɜ:lɒk 'kəʊ(l)mz/ 夏洛克·福尔摩斯 (英国作家柯南·道尔作品中的名侦探) (2)
- △ **Shiple** /'ʃɪpl/ 希普利 (姓) (2)
- △ **Sinis** /'sɪnɪs/ 西尼斯 (古希腊传说中的一个强盗) (4)
- sleep rough** 露宿 (3)
- slice** /slaɪs/ *n.* 片; 薄片 (4)
- socialism** /'səʊʃəlɪzəm/ *n.* 社会主义 (3)
- socket** /'sɒkɪt/ *n.* 孔; 洞; 眼窝 (4)
- split** /splɪt/ *vt. & vi.* (split, split) 分开; 分离 (4)
- spray** /spreɪ/ *vt.* 喷射; 喷溅 (2)
- stagger** /'stæɡə/ *vi.* 蹒跚; 摇晃; 踉跄 (4)
- stain** /steɪn/ *n.* 污染的地方; 污点; 污处 (2)

- statesman** /'steɪtsmən/ *n.* 政治家; 国务活动家 (4)
- statesmanlike** /'steɪtsmənlaɪk/ *adj.* 有政治家才干和气度的; 有政治家风格的 (4)
- statistics** /stə'tɪstɪks/ *n. (pl)* 统计; 统计数字 (1)
- stead** /sted/ *n.* 替代; 用处; 好处 (3)
- stand somebody in good stead** 对某人很有用 (3)
- stewardess** /'stju:ədɪs/ *n.* (轮船, 飞机等) 女乘务员 (5)
- △ **Stewart Island** /'stju:ət 'aʊlənd/ 斯图尔特岛 (新西兰一岛屿) (1)
- strategy** /'strætɪdʒi/ *n.* 策略 (3)
- strip** /stri:p/ *n.* 狭长的地域或水域 (1)
- subscribe** /səb'skraɪb/ *vt. & vi.* (常与 to 连用) 同意; 赞同 (3)
- substance** /'sʌbstəns/ *n.* 物质; 物 (5)
- subtropical** /sʌb'trɒpɪkl/ *adj.* 亚热带的 (1)
- suck** /sʌk/ *vt. & vi.* 吸; 吮 (5)
- suite** /swi:t/ *n.* (宾馆中的) 套房 (1)
- surgeon** /'sɜ:dʒən/ *n.* 外科医生 (2)
- surplus** /'sɜ:pləs/ *adj.* 过剩的; 剩余的 (2)
n. 剩余物; 盈余 (2)
- suspension** /sə'spenʃn/ *n.* 吊; 悬挂; 悬浮 (1)
- swerve** /swɜ:v/ *vi.* 突然转向; 突然离开正路 (5)

T

- take over** 接掌; 接管; 接收 (1)
- taxpayer** /'tækspeɪə/ *n.* 纳税人 (2)
- tectonic** /tek'tɒnɪk/ *adj.* 地壳构造上的; 起因于地壳运动的 (1)
- △ **Telemachus** /tɪ'leməkəs, tə-/ 忒勒玛科斯 (Odysseus 和 Penelope 之子) (4)
- temporary** /tempə'rɒn/ *adj.* 暂时的; 临时的; 一时的 (4)
- tempt** /tempt/ *vt.* 诱惑; 引诱; 吸引; 使感兴趣 (5)
- theft** /θeft/ *n.* 盗窃 (1)
- △ **Theseus** /θi:stəs/ 忒修斯 (希腊神话王子) (4)
- thriller** /'θrɪlə/ *n.* 惊险读物 (电影、戏剧) (2)
- to tell you the truth** 老实说 (插入语) (5)
- torso** /'tɔ:səʊ/ *n.* (人体的) 躯干 (2)
- tournament** /'təʊnəmənt/ *n.* 比赛; 竞赛; 锦标赛 (4)

transparent /træns'pærənt/ *adj.* 透明的；显然的；
一目了然的 (4)

transparently /træns'pærəntli/ *adv.* 明亮地；
显然地；易觉察地 (4)

treaty /tri:ti/ *n.* 条约；协议；协定 (1)

trend /trend/ *n.* 趋势；趋向 (2)

tribe /traib/ *n.* 部落；部族 (1)

△ **Trojan** /trəʊdʒən/ (古代小亚细亚)
特洛伊 (Troy) 的 (4)

trough /trɒf/ *n.* 饲料槽 (4)

tug /tʌg/ *vi. & vt.* 用力拉或拖 (某物) (4)

U

unconditional /ʌnkən'diʃənl/ *adj.* 无条件的；无
限制的；绝对的 (4)

unemployment /ʌnim'plɔimənt/ *n.* 失业；
失业状态 (2)

uninhabited /ʌnim'hæbitid/ *adj.* 无人居住的；
杳无人迹的 (1)

unrest /ʌn'rest/ *n.* 不安的状态；动乱 (1)

unsettling /ʌn'setlɪŋ/ *adj.* 使人不安的；
(消息) 混乱的 (5)

unwary /ʌn'weəri/ *adj.* 无警惕的；易受欺骗的 (5)

V

vertical /vɜ:tɪkl/ *adj.* 垂直的 (1)

vice versa /vaɪsɪ 'vɜ:sə/ *adv.* 反之亦然 (5)

violate /vaɪələit/ *vt.* 违犯；违反；破坏 (4)

W

walnut /wɔ:lnʌt/ *n.* 核桃，胡桃 (4)

ward /wɔ:d/ *n.* 病房；病室 (2)

warlike /wɔ:lɪk/ *adj.* 好战的；尚武的；
善战的 (1)

wear off 逐渐消失；磨灭；损耗 (4)

well-balanced /wel'bælənst/ *adj.* 很平衡的；
正常的；意识
健全的 (3)

whistle /wɪsl/ *n.* 口哨；哨子 (4)

widow /wɪdəʊ/ *n.* 寡妇 (2)

wipe out 消灭；垮台 (1)

withdraw /wɪð'drɔ:/ *vt.* (withdrew, withdrawn)
收回；撤回；变得沉默
寡言；冷漠；冷淡 (3)

wrap /ræp/ *vt.* 包；裹；卷 (2)

wrestle /resl/ *vt. & vi.* 与……搏斗；
把……摔倒 (4)

X

X-ray /eks'rei/ *vi.* 照 X 光；照 X 射线 (2)

Z

zoom /zu:m/ *vi.* 飞驰；飞快地掠过 (4)

zoom in on 拉近；推进；拉开 (4)

Irregular verbs

不规则动词

Infinitive	Past tense	Past participle
arise	arose	arisen
be		
am, is	was /wɒz, wəz/	been
are	were /wɜː, wə/	
bear	bore	borne
beat	beat	beaten /'bi:tɪn/
become	became	become
begin	began	begun
bend	bent	bent
bid	bade /bæd/, bid	bidden /'bɪdɪn/, bid
bind	bound	bound
bite	bite	bitten
bleed	bled	bled
blow	blew /bluː/	blown /bləʊn/
break	broke	broken /'brəʊkən/
bring	brought /brɔ:t/	brought
build	built /bɪlt/	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought /bɔ:t/	bought
can	could /kʊd/	—
cast	cast	cast
catch	caught /kɔ:t/	caught
choose	chose	chosen /'tʃəʊzn/
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done /dʌn/
draw	drew /druː/	drawn /drɔ:n/
dream	dreamt /dremt/, dreamed	dreamt, dreamed
drink	drank	drunk
drive	drove	driven /'drɪvn/
eat	ate /et/	eaten /'i:tɪn/
fall	fell	fallen /'fɔ:lən/
feed	fed	fed
feel	felt	felt

Infinitive

fight /faɪt/
 find
 fly
 forbid /fə'bɪd/
 forget
 foresee
 freeze
 get
 give
 go
 grow
 hang
 have
 hear
 hide
 hit
 hold
 hurt
 keep
 know
 lay
 leap
 learn
 leave
 lend
 let
 lie /laɪ/
 light
 lose /lu:z/
 make
 may
 mean
 meet
 mistake
 must
 overhear
 panic
 pay
 put
 read
 rewind /ri:'waɪnd/
 ride
 ring
 rise
 run
 say
 see

Past tense

fought /fɔ:t/
 found /faʊnd/
 flew /flu:/
 forbade /fə'beɪd/, forbid /fə'bæd/
 forgot /fə'gɒt/
 foresaw /fə:'sɔ:/
 froze
 got
 gave
 went
 grew /gru:/
 hung, hanged
 had
 heard /hɜ:d/
 hid
 hit
 held
 hurt
 kept
 knew /nju:/
 laid
 leapt /lept/, leaped
 learnt, learned
 left
 lent
 let
 lay /leɪ/
 lit, lighted
 lost
 made
 might /maɪt/
 meant /ment/
 met
 mistook
 must
 overheard
 panicked
 paid
 put
 read /red/
 rewound /ri'waʊnd/
 rode
 rang
 rose
 ran
 said /sed/
 saw /sɔ:/

Past participle

fought
 found
 flown /fləʊn/
 forbidden /fə'bɪdn/
 forgotten /fə'gɒtn/
 foreseen
 frozen
 got
 given /'gɪvən/
 gone /gɒn/
 grown /grəʊn/
 hung, hanged
 had
 heard
 hidden /'hɪdn/, hid
 hit
 held
 hurt
 kept
 known /nəʊn/
 laid
 leapt, leaped
 learnt, learned
 left
 lent
 let
 lain /leɪn/
 lit, lighted
 lost
 made
 —
 meant
 met
 mistaken /mɪs'teɪkən/
 —
 overheard
 panicked
 paid
 put
 read
 rewound
 ridden /'rɪdn/
 rung
 risen /'rɪzn/
 run
 said
 seen

Infinitive

sell
 send
 set
 sew
 shake
 shall
 shine
 show
 shrink
 shut
 sing
 sink
 sit
 sleep
 slide
 smell
 sow
 speak
 spellbind
 spend
 spill
 spit
 split
 spoil
 stand
 stick
 swell
 sweep
 swim
 take
 teach
 tear
 tell
 think
 throw
 understand
 undertake
 upset
 wake

 wear
 will
 win
 withdraw
 write

Past tense

sold /səʊld/
 sent
 set
 sewed
 shook
 should /ʃʊd/
 shone /ʃɒn/, shined
 showed
 shrank, shrunk
 shut
 sang
 sank, sunk
 sat
 slept
 slid
 smelt, smelled
 sowed
 spoke
 spellbound /ˈspɛlbaʊnd/
 spent
 spilt
 spat
 split
 spoilt
 stood /stʊd/
 stuck
 swelled /sweld/
 swept
 swam
 took
 taught /tɔ:t/
 tore /tɔ:/
 told /təʊld/
 thought /θɔ:t/
 threw /θru:/
 understood
 undertook
 upset
 waked, woke

 wore /wɔ:/
 would /wʊd/
 won /wɒn/
 withdrew
 wrote

Past participle

sold
 sent
 set
 sewn /səʊn/, sewed
 shaken
 —
 shone, shined
 shown /ʃəʊn/, showed
 shrunk
 shut
 sung
 sunk, sunken
 sat
 slept
 slid
 smelt, smelled
 sown /səʊn/, sowed
 spoken /ˈspəʊkən/
 spellbound
 spent
 spilt
 spat
 split
 spoilt
 stood
 stuck
 swollen /swəʊlən/
 swept
 swum
 taken /ˈteɪkən/
 taught
 torn /tɔ:n/
 told
 thought
 thrown /θrəʊn/
 understood
 undertaken
 upset
 waked, woken /ˈwəʊkən/,
 woke
 worn /wɔ:n/
 —
 won
 withdrawn
 written /ˈrɪtɪn/

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			
	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	有变化		
	ei → eɪ	əu → əʊ	iə → ɪə
ai → aɪ	au → aʊ	ɛə → eə	
ɔi → ɔɪ		uə → ʊə	

- 注: 1. 单元音 /i/ 改为 ɪ, 4 个有 /i/ 的双元音中的 /i/ 也都改为 ɪ, 即 /eɪ/, /aɪ/, /ɔɪ/, /ɪə/。
 2. 单元音 /u/ 改为 ʊ, 3 个有 /u/ 的双元音中的 /u/ 也都改为 ʊ, 即 /əʊ/, /aʊ/, /ɪə/。长元音 /u:/ 中的 /u/ 不变。
 3. /ɔ/ 只出现在单元音, 即 /ɔ/ 改为 ɒ, 而双元音 /ɔɪ/ 中的 /ɔ/ 不改, 只改 /i/, 即 /ɔɪ/。长元音 /ɔ:/ 中的 /ɔ/ 不变。
 4. /eə/ 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 /eɪ/ 不再出现。
 5. /ə/ 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。

后 记

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