

经全国中小学教材审定委员会2004年初审通过
普通高中课程标准实验教科书

英语 ▶ 3 [必修模块]

Senior High English

北京师范大学出版社 合编
培生教育出版集团

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北京師範大學出版社
· 北京 ·

To students

Welcome to this new series of senior high school English textbooks! When you first turn the pages, how do you feel about the book? Do you like it? I sincerely hope you do!

With your new book in hand, you should start by getting familiar with it, for example, finding out about the units and lessons, the topics, the overall organisation, the learning requirements, types of activities, and of course ways of assessment. At the beginning of each book, you will find a section on “Learning to Learn”. This is designed to help you develop useful ways in learning and build up your confidence. Inside each unit, you will find a lot of opportunities for you to participate in activities, practise the language, explore ideas, solve language problems, exchange information, express your opinions and cooperate with others in listening, speaking, reading and writing. Through the whole process you are supported step by step with learning strategies and with guidance on how to manage your own learning. We believe, by working hard on all the tasks, by participating actively in class without being afraid of making mistakes, and by taking every opportunity to practise using the language outside class, you will be surprised to find how much progress you can make in your English study!

Entering senior high school, you will need to develop more independence and learn to manage your own learning instead of waiting to be told what to do by your teachers. The following are some useful tips for you to develop such capabilities.

REVIEW AFTER EACH LESSON

After each English lesson, review the text and new words you have learned and go over your notes to make sure you understand what you’ve learned. If you don’t understand or have any difficulties, ask your classmates or teacher for help or advice.

READ MORE ENGLISH

Read other English books, newspapers or magazines which interest you and of course as you can find them. Use the reading strategies you have learned in class for your after class reading. This will help you improve your reading speed, expand your vocabulary and increase comprehension. And it’s an enjoyable way to learn English, too.

LISTEN TO ENGLISH

Get into the habit of listening to cassettes of the textbooks and tuning in to English language radio and TV stations. You’ll benefit from listening to the way English words are used and how they are pronounced correctly.

LOOK AT ENGLISH LEARNING MATERIAL ON THE WEB

<http://www.i21st.cn> offers online English learning materials and learning resources as well as tests and exercises plus many useful links to other resources for English learners.

TALK IN ENGLISH

Talk to your classmates and friends who are also learning English. Make a rule that perhaps for an hour a week, or when you go out together, you’ll only speak English to each other! Be brave to talk to a native speaker when you have a chance.

REFLECT ON YOUR LEARNING

Every once in a while, you should find time to look back at what progress you have made and also what difficulties or problems you have encountered. Think about ways how you can improve yourself, then talk to a friend or your teacher about it and try to make a new plan for the next stage of learning.

We hope these tips are helpful and we wish all of you success in your English study!

Chief Editor
Wang Qiang

亲爱的同学们：你们好！

五彩斑斓的高中生活刚刚开始，我谨向你们表示最衷心的祝贺！翻开这套高中英语教材，不知你们的第一感觉如何？喜欢吗？衷心希望你们能喜欢！

学好英语其实并不难，最佳途径就是多用英语进行学习和交流。当你们能够用英语敲开通往世界文化之窗，探索异域文化之精彩的时候，一定会感到未曾有过的喜悦，也会更加体会到祖国文化的博大精深。这一天离你们并不遥远。编写本套教材的初衷就是为你们提供体验语言学习的乐趣，帮助你们获得语言学习的方法，促进你们语言交流能力的发展，丰富你们的人文和科技知识，使你们在高中毕业的时候能够具备初步的跨文化交流的意识和能力，为学习更多的科学文化知识、开展国际交流打好基础。

拿到一本新的教材，你们首先要做的就是了解教材的全貌：有什么话题？有什么栏目？有什么能力要求？有什么学习活动？如何进行评价？在每册书的开篇部分，我们都设计了有关英语学习方法的内容。在每个单元中，我们为你们提供了大量的参与、实践、探究、交流与合作的机会，渗透了对英语技能策略的训练，以帮助你们找到学习英语的有效方法。我们相信“有效的方法 + 不断的努力”是学好英语的捷径。只要坚持不懈地大胆实践和主动交流，你们的英语学习一定能够取得意想不到的进步。

高中阶段是人生中重要的成长期。在这一阶段的学习中，你们将学到丰富的社会及科学文化知识，发展多方面的能力，并且开始逐步形成自己的人生观和价值观。重要的是，你们每个人都有机会发展别具一格的个人学习风格。你们会发现你们将有更多的自主性和选择权，你们将学会为自己确定学习目标，选择学习内容，发展学习方法，参与自我评价，学会与人合作，这是你们成为自主学习者的开端。我相信，用好这本教材，会让你们每一个人在英语学习中都非同一般，每一个人都会充满自信，每一个人都能取得成功！

祝愿你们高中学习与生活的每一天都过得充实、快乐、自信！

欢迎同学与我们交流沟通，让更多的人分享你成功的喜悦。我们的联系方式是：北京师范大学出版社基础教育分社（100875），电话（010）58804236。

主 编 王 蔷

2004年8月

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LEARNING TO LEARN

A Working Together

1 There are some important things to keep in mind for group work. Look at the Key Words below and write them in the space provided.

KEY WORDS

responsible, a manager, organised, keep the time, a recorder, understand the task clearly, a monitor, patient, have a clear plan of action

Effective groups are	
Effective groups need	
Effective groups must	



2 Read the dialogue below. Write T (for true) or F (for false).

Teacher: Before we start, do any of you have questions about the group work we're going to do?

Boy 1: What if somebody in my group isn't doing any work?

Teacher: If you talk to the person about it and it doesn't help, please let me know as soon as possible, so we can solve the problem. Anyone in the group should feel free to let me know. I also want you to remember that you should all actively participate in the discussion. This affects your mark. I will be watching this closely and asking everyone to fill out a form after you've done it to evaluate group members' performance.

Girl 1: Why do we need to do group work? I work best on my own.

Teacher: Good question. Can anyone answer Carol?

Girl 2: When we leave school and go to university or get a job, we'll have to work with other people a lot, so it's good to learn how to do it now.

Teacher: Couldn't have said it better myself. Any other questions?

Boy 2: Do we have to meet our group members outside school hours?

Teacher: If you can get all your work done during school-time, then no. If not, then your group should arrange to meet outside of school hours and choose a time that's best for most people in the group.

- 1) In the work place, we don't need to work with other people. ____
- 2) When you're doing group work, you must meet as a group outside of class time. ____
- 3) If anyone, for any reason, is not doing his or her work, the group manager should let the teacher know as soon as possible. ____

B Words

1 Read the text and answer these questions.

- 1 Give two examples of animals that can communicate with each other.
- 2 Why are humans different?
- 3 How do chimpanzees use language?
- 4 When did human language begin?
- 5 How many languages are there in the world?

2 List those new words in the text that:

- 1 you didn't have to understand to answer the questions;
- 2 you guessed the meaning correctly;
- 3 you had to look up in a dictionary.

3 Read the Strategies.

READING STRATEGIES: Using a dictionary

- Try to *guess* the meaning first.
- Don't look up all the new words – only those you need to answer the questions.
- Before you look up a word, decide if it is a noun/verb/adjective etc. Look for that part of speech in the dictionary.
- If there is more than one definition, use the context to help you decide.
- Finally, check that the definition fits with the use of the word in the text.

Language

Some animals, like (1) dolphins or bees, have ways of communicating, but only humans like (2) using language for fun. Some chimpanzees have learnt sign language, but they can only copy language – they don't really communicate.

Human language probably started between 50,000 and 40,000 years ago when people started to live and hunt together. However, those people didn't speak very well – they could only use their voices like (3) small babies do.

Today, we know about 4,000 – 5,000 languages in the world. But there are probably more that we haven't discovered yet.



Match the underlined words in the text with these definitions:

- like **conjunction**
a) in the same way as
- like **preposition**
b) for example
- like **verb**
c) to enjoy an activity

4 Write down new words from the first two lessons (in your vocabulary book or on cards). Include this information:

spelling	<i>hunt</i>
part of speech	<i>verb</i>
definition	<i>to catch and kill animals</i>
example	<i>They hunted animals for food.</i>

Remember to use a dictionary in every English lesson.

C How Good Are You?

Speaking

1 Complete the table with your hobbies and interests.

Name	You	Your partner
Interests		
Sport		
Favourite pop stars		
Favourite films		
Favourite actors/actresses		
Favourite music		
Favourite writers		
Collection of things		
Weekend activities		
Others		

2 Exchange information with your partner and complete your partner's part.

3 In groups, tell the others about your partner's hobbies and interests.

Example

My partner, Josh, is very interested in sports. At weekends, he usually goes to the gym, and does different kinds of sports with his friends. He likes playing basketball and football. He enjoys watching baseball games and tennis, but he hates watching boxing. He thinks it's too dangerous. He prefers skating to swimming. His favourite sports star is Yao Ming. He admires him very much.

Writing

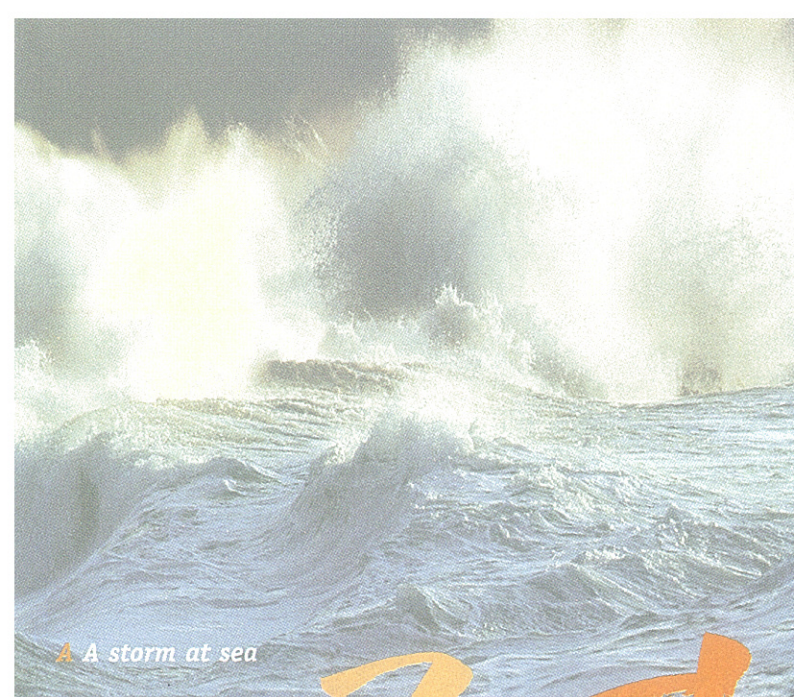
In three paragraphs describe your partner's hobbies and interests based on the information you have collected in the speaking activity.

Example

My partner, Li Qing, loves watching films and her favourite film star is ...

Remember to use linking words (and, also), contrasting words (however, but) and examples.





A A storm at sea



B Wind in the sails

7 The Sea

In this unit you will...

- Read a brochure, an article, a short story and a report.
- Listen to a conversation, a debate and a song.
- Talk about the sea, sea pollution, sea animals and take part in a conversation and a debate.
- Write notes and a report.
- Learn how to use comparative structures and relative clauses.

Warm-up

- 1 Listen. Match the four sea sounds with the photos.
- 2 Look at the Key Words. Do you know these activities? Which activities do you do? Which would you like to do? Where? Tell the class.

KEY WORDS

fishing, sailing, diving, surfing, swimming, water-skiing, windsurfing

Example *I'd like to go surfing at Sanya, Hainan Island.*

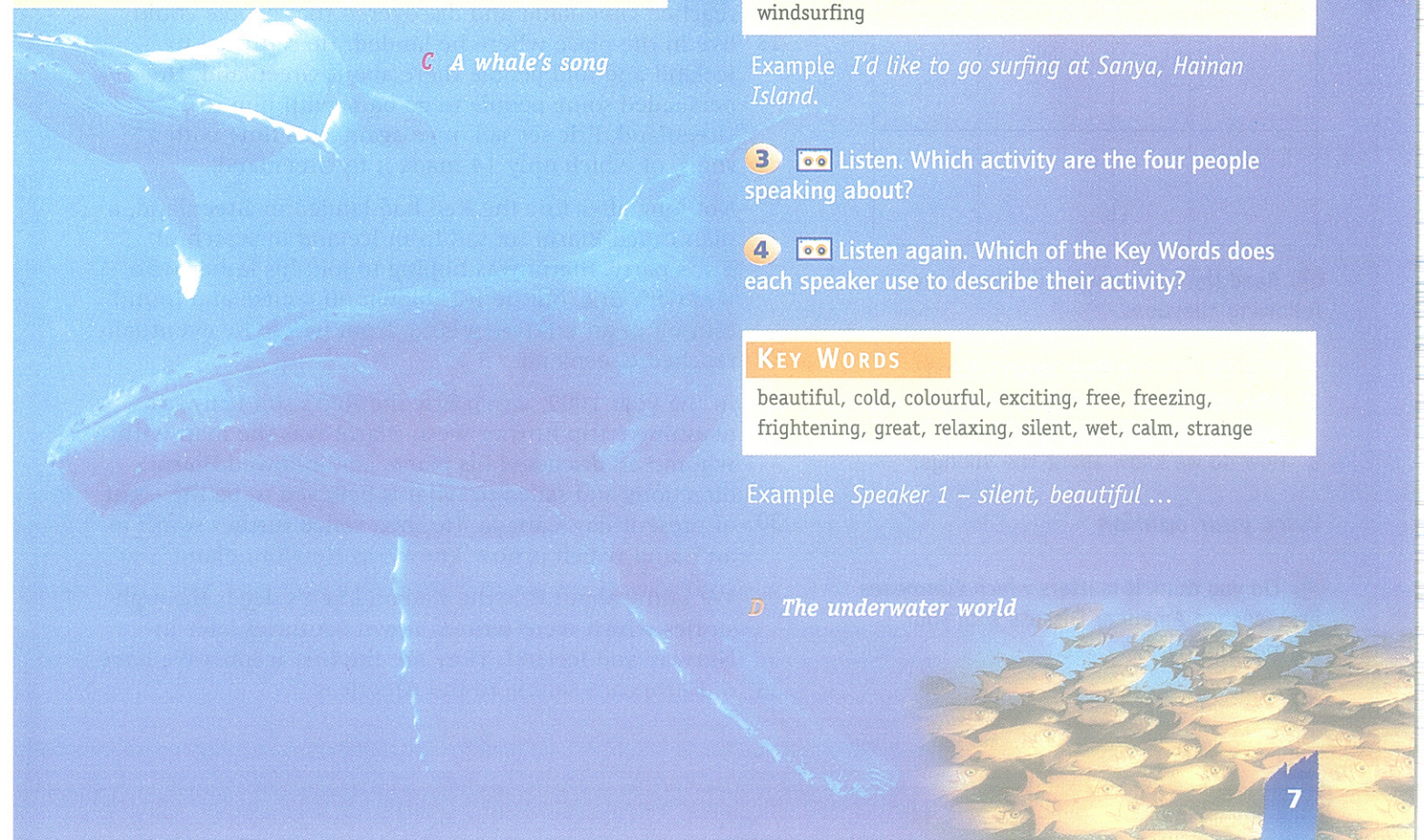
- 3 Listen. Which activity are the four people speaking about?
- 4 Listen again. Which of the Key Words does each speaker use to describe their activity?

KEY WORDS

beautiful, cold, colourful, exciting, free, freezing, frightening, great, relaxing, silent, wet, calm, strange

Example *Speaker 1 – silent, beautiful ...*

D The underwater world





The Spirit of Explorers

LANGUAGE FOCUS

Reading

Before you start

- Which of the following people do you think arrived in America first?
 - Christopher Columbus
 - Ancient Greeks
 - Chinese sailors
 - Vikings
- Find Chinese names for these places on page 110.

Scandinavia, Iceland, Norway, Greenland, Newfoundland

Read to learn

- Read the passage. Then complete the table below about the Vikings' three major discoveries.

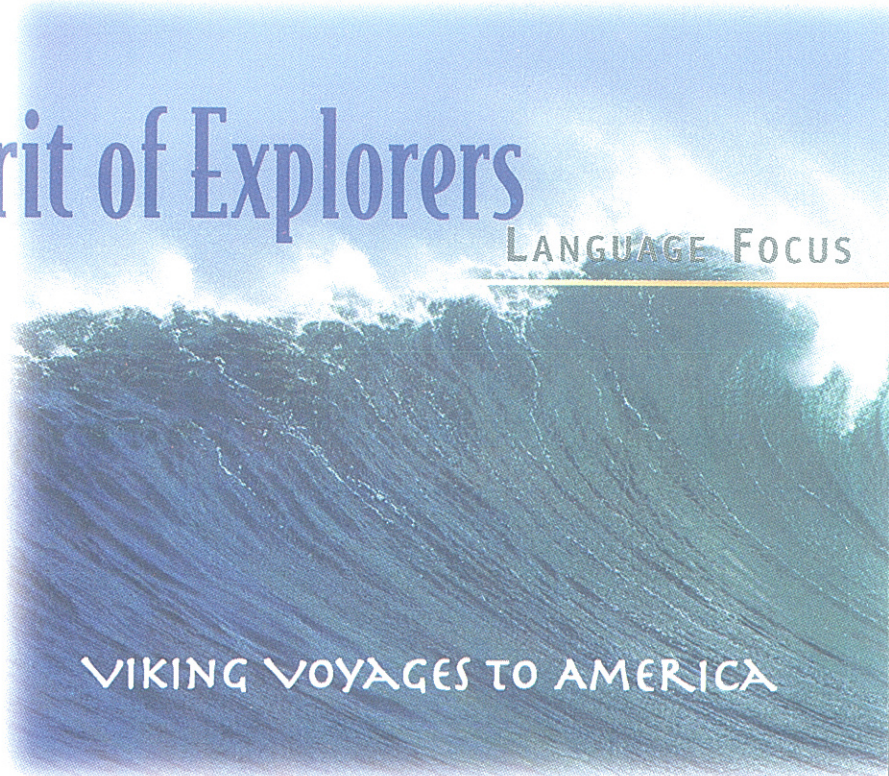
When?	Who?	What?	How?
982 AD		discovered Greenland	blown there by a storm

- Read the text again and answer the following questions.

- Why did Eric the Red leave Iceland?
- Who was Biarni looking for when he was blown to an unknown land?
- How do we know about the Vikings?

Voice your opinion

- Do you think it matters which Europeans first reached America? Discuss with your partner and tell the class.



VIKING VOYAGES TO AMERICA

The Vikings were the first Europeans to reach America. They achieved this long before Columbus ever set sail.

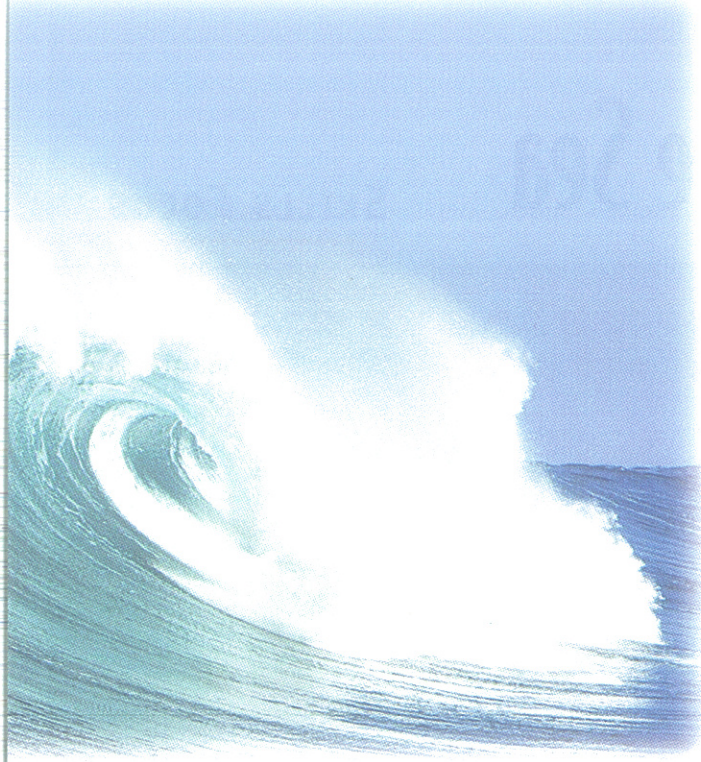
- The Vikings were a group of people whose ancestors came from Scandinavia. They controlled the seas and coasts of Northern Europe between the 8th and 10th centuries AD. By around 900 AD, there were many places in Northern Europe where the Vikings chose to live. In 982 AD, when a man called Eric the Red decided to set sail further west, there were as many as 10,000 Vikings living in Iceland.

- According to the old stories of Iceland and Norway, Eric the Red was forced to leave Iceland because he had committed a murder, for which he got into trouble. Eric reached Greenland and discovered that people could live in the place where he landed. He returned to Iceland and told people there about Greenland. He persuaded some people to go back with him to Greenland. Eric set sail once again, this time with 25 ships, of which only 14 made it to Greenland.

- Not long after Eric the Red had landed in Greenland, a man called Biarni set sail from Iceland in search of Eric's party. Biarni was hoping to join his father who was with Eric, but he was blown off course and found himself in an unknown land, from where he eventually reached Greenland.

- In the year 1002, when Eric the Red's son Leif was planning a trip further west, Biarni was the man with whom Leif discussed his plans. Leif followed Biarni's directions and sailed to what is believed to be the coast of present-day Canada. He then sailed further south to an island which is now known as Newfoundland.

- We know about Eric the Red and Leif's deeds through stories which were written down centuries later in Norway and Iceland. They are the first records we have of Europeans sailing to the Americas.



Vocabulary: Definitions

6 Find the words in the text that match most closely with the meaning of the words below.

- | | |
|-----------------------|---------------|
| 1 finally | 5 looking for |
| 2 succeed in doing | 6 sea journey |
| 3 never heard of | 7 now |
| 4 start a sea journey | 8 based on |

Grammar

RELATIVE CLAUSES (II)

7 Read these sentences from the text and in pairs, work out which word introduces a relative clause and what it refers to.

- By around 900 AD, there were many places in Northern Europe *where* the Vikings chose to live.
- Eric reached Greenland and discovered that people could live in the place *where* he landed.

8 Read the sentences and in pairs, decide which word in *italics* refers to time or a reason.

- The Chinese people will never forget the day *when* China's first manned spaceship returned safely to the earth after 21 hours in space.
- I still remember the day *when* I attended my first lecture in college.
- There's no reason *why* we shouldn't be friends.
- Could you help me to find out the reason *why* the brake doesn't work?

9 Read the sentences from the passage.

- Eric set sail once again, this time with 25 ships, *of which* only 14 made it to Greenland.
- ..., Eric the Red was forced to leave because he had committed a murder, *for which* he got into trouble.
- Biarni was the man *with whom* Leif discussed his plans.

Which words are used to join two sentences together?

⇒ *Grammar Summary 1, on page 92.*

10 Complete the sentences with the appropriate words in the brackets.

- The ship arrived early in the morning _____ the sky was still dark. (*when/which*)
- Did they tell you the reason _____ they wanted you to do that? (*why/when*)
- What's the name of the restaurant _____ you had lunch? (*when/where*)
- Xiaoming went to the music shop _____ he bought a violin. (*where/when*)
- They'll never forget the time _____ the Chinese Women's Volleyball Team finally won the gold medal in the 28th Olympic Games. (*where/when*)
- Is that the hospital _____ you had your operation? (*where/which*)
- I don't understand the reason _____ he told a lie to his boss. (*which/why*)

11 Join the pairs of sentences using relative pronouns.

- I have five balloons. Three of them are yellow.
- David is my friend. I often play tennis with him.
- He has twenty books. Only two of them are interesting.
- Mr Johnson apologised for the mistake. We complained to him.
- The Antarctic is covered with snow and ice all year round. Men know little about it.
- The shop is not far from my house. We bought the air-conditioner from it.
- You'd better tell her the name of the book. She can find information about the project there.
- They have just started their trip to Tibet. They prepared for it for about a month.

Language in Use

12 Work in groups and write about a famous event or a famous person in history. Try to use relative clauses (*when, where, which, who ...*) in your description.

Example

April 4, 1968, was the day when Martin Luther King was killed by a white man who hated black people.



2 Protecting the Sea

SKILLS FOCUS



Listening

Before you start

1 How do people use the sea? How is the sea important to people? Discuss in pairs.

Example People catch fish in the sea. There are many more things that we can find for food in the sea.

2 What is sea pollution? Find the meanings of these key words and use them to talk about the issue.

KEY WORDS

pollute, pollution, over-fishing, industrial waste, agricultural waste, plastic, oil, chemicals, rubbish, deal with a problem, ban

Example

A: There is a lot of industrial waste in the sea.
B: How can we deal with this problem?

Listen to learn

3 Listen to the conversation. What is Zhi Hong's project about?

LISTENING STRATEGIES:

Listening for specific information

- Make sure you know what you have to do, e.g. complete a table, fill in the blanks.
- As you listen, make notes and use abbreviations, e.g. *poll.* (= pollution), *O-F.* (= over-fishing).
- Use the headings or topics from the table to help you while you are listening, e.g. problem 1.
- If you miss some information, write a question mark to remind you to listen especially carefully the second time.

4 Listen to the conversation again and complete the table.

Problem 1	
Problem 2	
Causes for Problem 1	
Causes for Problem 2	
Solutions to Problem 1	
Solutions to Problem 2	



Writing and Speaking

7 Imagine you are doing a project about the sea. Look at the list of subjects you can choose from and write notes about these things.

sea animals, water sports, history of sea travel, ports, sea fishing, science and the sea

5 Listen to the conversation a third time. Complete the sentences in the Function File with words and expressions that we use to show interest and keep a conversation going.

it sounds like, really, that's a good idea,
Yes, I suppose it must be, are they, do you mean

Function File

Interaction

Speaker

Some fish may disappear altogether.
... now there are too many fishermen fishing in the same place.

Most of them come from industrial and agricultural waste. Some government departments are trying to deal with the situation.
... often it's quite difficult to find who's responsible for pollution. They also try to help people to get other kinds of jobs so there are less people trying to make a living from fishing.

Listener

- (1) _____?
(2) _____
that there are more fishermen now than there were before?
(3) _____
a big problem.
(4) _____
(5) _____
(6) _____

- Which subject are you interested in?
- What do you already know about the subject?
- What do you need to find out about the subject?
- How can you find out more about the subject?
- How will you present your project?

8 Now work in pairs. Take turns to tell each other about your projects. When you listen, try to show interest.

Example

- A: *What are you going to do for your sea project?*
B: *I'm interested in sea animals.*
A: *Oh, really?*
B: *Yes, I like dolphins. They're very interesting.*
A: *Mm. I see. What's interesting about them?*
B: *Well, they're animals of high intelligence and they can communicate.*
A: *Wow! Why are they so intelligent?*
B: *That's what I want to find out.*
A: *Really?*
B: *Yeah, I'll get some books from the library and I'll also try to go and see some dolphins.*
A: *Mm. I'd like to see your project.*
B: *OK, I'm going to make a project book with lots of pictures in it.*
A: *That sounds great!*

Pronunciation: Showing Interest (I)

6 Listen to the conversation. Which words and sounds show that the listener is interested or not interested?

Yes? Mm, were there? Mm, did you really? Mm, Yes? Really? Mm? Mm

Example 1 Yes? – interested

Listen again and repeat the words and sounds.

QUOTE ... UNQUOTE

"Modern technology owes ecology an apology!"
Alan M. Eddison, environmentalist



3 The Sea World

LANGUAGE FOCUS

Reading



UNDERwater WORLD

The Best place to See Sea Creatures

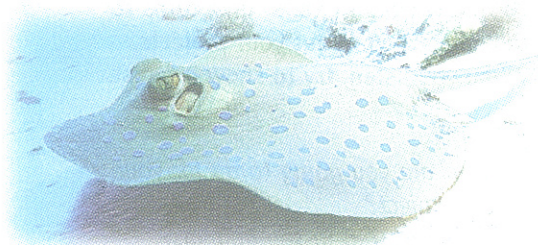


Polar World

We have polar bears and a real iceberg too! You can only see a small part of it above the water. It's three times as big underwater. Watch the acrobatic seals at feeding time. Meet our less energetic but friendlier penguins. You'll love them!

Ocean Floor

See some of the most beautiful coral and the most unusual fish in the world. Watch some fish "flying" through the water. They are less colourful than some other fish but they move beautifully.



Sea Theatre

See our intelligent dolphins. There are fantastic shows every two hours.



Virtual Reality Voyage

Our most up-to-date attraction. Come with us on a "virtual reality" trip to the ocean floor and see some of the strangest fish in the world.

• **Noisiest Fish.** Some fish can produce sounds almost twice as loud as your speaking voice! You certainly won't find a noisier fish.

• **Prettiest Fish.** Some fish attract other fish with a light on their body – and then eat them! They have a huge mouth and can eat fish as big as themselves. Watch out!

• **Tiniest Fish.** Look carefully for the tiniest fish in the world. It is not as big as a fly in your house!

• Swim with **dolphins** and face an attack by the most dangerous creature in the sea – **the great white shark!**

Discovery Pool

Especially for younger children. They can touch crabs and other smaller creatures. They can be educated about daily life on the beach in this exciting area.



See these and many more! Special discount before the 22nd so the sooner the better! We're open every day from 10:00 till 19:00.

Before you start

1 Which of these animals can you see in the pictures?

KEY WORDS

crab, dolphin, polar bear, penguin, whale, seal, shark, fish

Read to learn

2 Read the brochure. Find where you can see these things in Underwater World:

- 1 fish which use a light to attract food
- 2 dolphins in performance
- 3 fish that appear to fly in the water
- 4 sea creatures that children can touch
- 5 a big iceberg

3 Match these comments from visitors to the different areas of Underwater World.

Example 1 Sea Theatre

- 1 "It was terrible! There are too many in the pool and I don't think they enjoy the show. I think it's cruel to make them do tricks."
- 2 "How do they stop it from melting? It was great but I felt quite cold after a while."
- 3 "On the one hand, we loved most of the attractions, especially the one for the children. On the other hand, I didn't think that the café was as good as it should be."
- 4 "I learned a lot. I mean, I didn't know that a fish could be noisy! However, I thought some of the other effects were less realistic."

Voice your opinion

4 Which part of Underwater World would you like to visit? Why?



Grammar

COMPARISON OF ADJECTIVES

5 Match the underlined structures (1-4) with the uses (a, b, c).

- 1 They can eat fish as big as themselves.
 - 2 Look carefully for the tiniest fish in the world.
 - 3 They are less colourful than some other fish ...
 - 4 It is not as big as a fly in your house.
- a) to say that two people, things or activities are similar or equal
 b) to say that something is unique
 c) to say that two people, things or activities are not equal

6 Read the following sentences (1-3) from the text and decide which one expresses a similar meaning with the sentence below (a, b, c).

- 1 Some fish can produce sounds almost twice as loud as your speaking voice!
 - 2 You certainly won't find a noisier fish.
 - 3 Special discount before the 22nd so the sooner the better!
- a) If you come earlier, you'll get the special discount.
 b) ... that's much louder than your speaking voice.
 c) It is the noisiest fish.

➡ Grammar Summary 2, on page 92.

7 Write the adjectives in the correct form.

Dolphins are (1 small) _____ than whales but they are probably (2 intelligent) _____ creatures in the sea. (3 big) _____ dolphins can measure four metres in length but common dolphins are usually less than two metres long. Dolphins are one of (4 friendly) _____ creatures to people and often follow ships. Dolphins also have a (5 good) _____ system of communication than other animals. They are (6 easy) _____ of all animals to train and are often (7 popular) _____ animals with children round the world.

8 Write sentences comparing the pictures. Use these adjectives:

- 1 expensive, fast, small, comfortable, cheap
- 2 young, handsome, tall, thin, heavy, strong

9 Complete the text with the correct form of the words in brackets.

This is a story of a very big fish and a very small fisherman. Six-year-old schoolboy Ben Wood is only 100 centimetres in _____ (high), but he caught a fish which is 120 centimetres in _____ (long). And the fish, at forty-one kilos, is _____ (big) fish of its kind that any fisherman has ever caught. An average fish like this measures 90 centimetres in _____ (long), and it can weigh as _____ (much) as 30 kilos.

Language in Use

10 Work in pairs. Student A thinks of an animal and describes it to Student B using comparatives. Student B guesses what the animal is. Use the adjectives in the box.

Example *It's more intelligent than a dog. It's as big as a seal. It's less funny than a penguin. It's more common than a white whale. It's much friendlier than a shark. (dolphin)*



4 Sea Stories

SKILLS
FOCUS

Reading

Before you start

1 Have you seen any of these films? What did you think of them? Tell the class. Have you seen any other films in which the sea is important?

Titanic, Waterworld, Jaws, The Piano, Treasure Island, The Day After Tomorrow

Example *I've seen Jaws. It's about a dangerous shark. It's very frightening.*

2 Look at the Key Words and find them in the pictures.

KEY WORDS

barrel, cloud, fisherman, fishing boat, moon, wave, whirlpool

Read to learn

READING STRATEGIES:

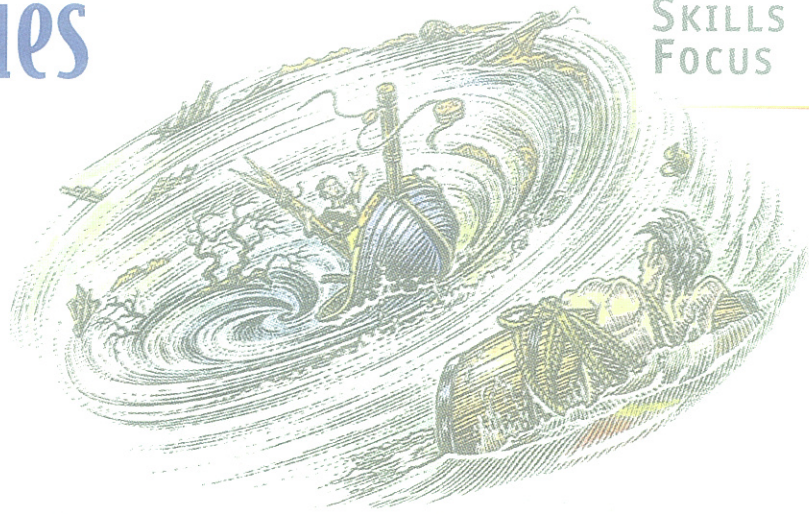
Sequencing

- Look at the pictures and decide which shows the beginning, middle and end of the story.
- Read each paragraph. Pay attention to the linking words. They often help you decide the order of events, e.g. *one day, suddenly, in the end.*
- Decide a possible order for the paragraphs.
- Read them in that order to see if the story makes sense.

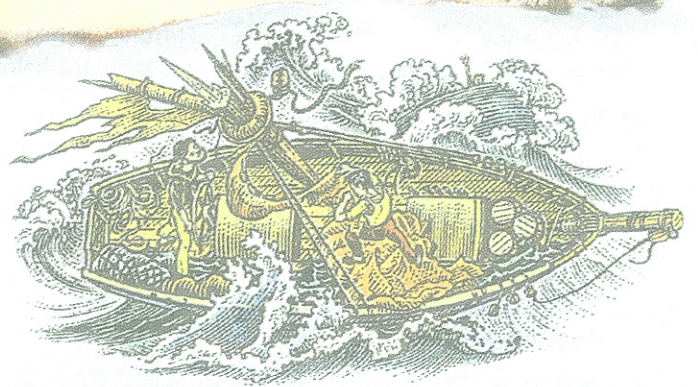
3 Use the Strategies to put the paragraphs A, B and C in the correct order.

4 Read the story again and answer these questions.

- 1 Why did the writer's younger brother fall into the sea?
- 2 Why did the boat go towards the whirlpool?
- 3 Why did the writer tie himself to a barrel?
- 4 Why didn't his brother do the same?
- 5 Why did his old friends not recognise him?



A It may seem strange, but at that moment, when we were on the edge of the whirlpool, I felt calmer than when we were moving towards it. We went round and round, nearer and nearer to the horrible edge of the whirlpool. Suddenly, we went over the edge. I thought my life was over. But moment after moment passed, and I was still safe. The boat was on the inside of the huge whirlpool and we were going round in circles at great speed. I saw clearly that there were other objects in the whirlpool – trees and barrels. I noticed that the heavier objects went down more quickly than the smaller, lighter ones. So I tied myself to a barrel to help me float. I tried to make my brother understand, but he was terrified and stayed in the heavy boat. Without waiting, I dived into the sea to try and escape.



B About three years ago, something terrible happened to me. Those six hours of terror have broken my body and soul. You may think I am a very old man – but I am not. It took less than a single day to change my hair from black to white. One day, my two brothers and I were coming back from the islands, our boat full of fish. All at once, the sky was covered with dark clouds and in less than a minute we were in a terrible storm. An enormous wave covered our boat and my younger brother fell into the sea. Our boat survived, and I was trying to recover when my elder brother put his mouth close to my ear, and screamed out the terrifying word "Whirlpool!" With the wind and waves we were going in the direction of the whirlpool, and nothing could save us!



C

As you can see, I *did* escape. I will bring my story quickly to a conclusion. Some time after I left the boat, with my brother in it, it sank into the bottom of the whirlpool. Soon afterwards, the whirlpool became less violent. Then the sky was clear, the wind calmer and the moon was shining. I was still tied to the barrel and the waves soon carried me to an area where the other fishermen were. In the end, a boat picked me up. I was very tired. The fishermen were my old friends, but they were unable to recognise me. When I told them my story, they did not believe it. Now I have told you, and I cannot expect you to believe me more than the fishermen did.

(Adapted from *A Descent into the Maelstrom* by Edgar Allan Poe)

- 5 Do you think the story is true? Say why or why not.
- 6 Complete the sentences below with these words from the text: afterwards, in the end, one day, suddenly, then, when

- (1) _____ in 1964, Robert Le Serrec was sailing near the coast of Pacific Islands of Oceania (2) _____ he decided to stop near an island. (3) _____, he saw a huge creature resting beside his boat. He took a photograph, and (4) _____ the creature swam away. (5) _____, he showed the photograph to scientists, but (6) _____, nobody believed him.

Vocabulary: Wordbuilding

- 7 Find words in the story that the writer uses to describe his feelings.
- 8 You can often make different forms from one word. Complete the table with words from the story.

Noun	Verb	Adjective	Opposite	Adverb
	terrify		×	terrifyingly
safety			unsafe	safely
attraction				

- 9 Make new words from the words in brackets to complete the gaps. Use a dictionary to help you.
- (1) Terrifying (terror) experiences at sea are not (2) _____ (common). In 1977, Japanese fishermen caught a strange sea creature in their nets. Its (3) _____ (long) was ten metres and, (4) _____ (luck) for the fishermen, it was (5) _____ (death). It smelled very bad and they thought it might be (6) _____ (safe), so they threw it into the sea. Because the photographs are (7) _____ (clear), (8) _____ (science) have been (9) _____ (able) to recognise the creature.

Speaking

- 10 What would you do in the situations below? Think of ideas.

Example 1 *tie myself to something light*

- you are in a boat going towards a big whirlpool
- you are diving and you see a very old boat at the bottom of the sea
- you are on a boat and your boat is leaking
- you are walking along the beach and you find a bottle with a note in it

In pairs, discuss your answers.

Example

- A: *If I were on a boat going towards a big whirlpool, I would tie myself to something light.*
 B: *I wouldn't. I'd ...*

QUOTE ... UNQUOTE

"The river is within us, the sea is all about us."
 T.S. Eliot, English poet (1888-1965)



Communication Workshop

Writing: A Report

Before you start

1 Use the notes and the words below to make comments about Underwater World.

on the one hand, on the other hand, however, but

- 1 seals and penguins – exciting, café – very expensive
- 2 fish – very interesting, dolphin show – cruel
- 3 Sea Theatre – great fun, virtual reality voyage – not very realistic
- 4 views from café – very good, food and coffee – terrible

2 Now read the report about Underwater World and match the four paragraphs with these headings:

list of good points, conclusion, list of bad points, general description

Your summer job is to help write a tourist guidebook about your area. Write a report about a place you have visited. Follow the stages.

Stage 1

Work in groups. Talk about some of the tourist attractions in your area, e.g. a zoo, a national park, a museum, a skating rink. Choose one attraction for each person in the group.

Stage 2

Work on your own. Prepare a list of the good points and bad points of your attraction.

GOOD POINTS

- modern buildings/latest technology
- beautiful coral
- amazing iceberg
- educational – good for small children
- good picnic area

BAD POINTS

- too many fish in a small area
- dolphin show (cruel?)
- wait too long
- café food not very good
- poor sound quality in the virtual reality show

To: Mrs Brodman

From: Amanda Bartok

Date: 3rd August

Subject: Underwater World

- (1) *The Underwater World is a new park. It is located on a beautiful part of the sea front, ten kilometres from the city centre.*
- (2) *On the one hand, there are several good things about Underwater World.*
a – It has modern buildings and some of the latest technology.
b – It also has some exciting things to see like the man-made iceberg and some beautiful coral.
c – It has an excellent picnic area.
- (3) *On the other hand, some things are not so good:*
a – The pool for the dolphins is very small and generally there are too many animals in a small area.
b – The discovery pool is good but you have to wait a long time to get in.
c – There are problems with the sound in the virtual reality show.
- (4) *Go to Underwater World, especially to see the coral and iceberg. However, don't go to the dolphin pool. And take your own food, and use the picnic area.*

Stage 3

Plan your paragraphs like the report above. Write down your ideas for each paragraph. Then write a first draft.

⇒ **Writing Help 1 (layout, vocabulary and linking), on page 90.**

Stage 4

Read through your report and check it.

⇒ **Writing Help 1 (checking).**

Talkback


Work in your groups again. Read each other's report and see if you agree or disagree with them. Then tell the class your group's conclusions.

Example

We think the Olympic Park is a great place to go because it not only has fantastic stadiums for Olympic Games but also has many beautiful gardens.

Speaking: Public Debate

Before you start

- 1 Read about Dolwyn Bay.
- 2 Work in pairs. Make a list of the good points and bad points of the plans.
- 3  Listen to someone giving his opinions of the plans. Which of these people do you think he is?

- an unemployed person with children
- a local shopkeeper
- the owner of a fishing boat
- someone who has just bought a cottage in Dolwyn Bay
- Someone from the oil company

Prepare for and take part in a debate. Follow the stages.

Stage 1

Work in groups. Each person chooses a different role from the list above and writes notes about his/her opinions of the plans. Use the Key Words to help you.

Example *local shopkeeper – good plan, will create jobs, good for local business*

KEY WORDS

business, development, environment, fishing industry, jobs, sea life, noise, oil factory, pollution, traffic, wildlife

Stage 2

Study the Function File. Work on your own, and practise giving your opinions.

Giving Opinions

Agreeing I'm for the plan.

I think/In my opinion the plan will be good/excellent/interesting for ...

Disagreeing I'm (totally) against the plan. I think/In my opinion, the plan will be bad/a disaster/terrible for ...

Offering other choices It would be much better if we ...



Dolwyn Bay is a small fishing town (population 8,000). It is in a beautiful area on the coast where there is a wildlife park. Most people work in the fishing industry which is unfortunately no longer successful. The population is getting older – many young people have left the area to look for work in the big cities. They have just discovered oil under the sea near Dolwyn Bay and there are plans to build a big oil factory.

Stage 3

Work in groups. Take turns to give your opinions.

Example

- A: *Well, I'm interested in the environment, and I'm against the plan. I think the development of Dolwyn Bay would be a disaster for the sea life in the area.*
- B: *I disagree. I'm for the plan. We could still keep a small area for birds. I think it's more important to create jobs. I'm unemployed and ...*

Talkback

Tell the class about your plans for Dolwyn Bay.

Listening

 Listen and complete the song.

"I Am Sailing"

I am sailing, I am sailing, home again,
across the (1) _____.

I am sailing, (2) _____ waters, to be
hear you, to be free.

I am flying, I am flying, like a bird,
across the (3) _____.

I am flying, passing high (4) _____,
to be with you, to be free.

Can you hear me? Can you hear me?

Through the (5) _____ night, far away.

I am dying, forever crying, to be with
you, who can (6) _____?

We are sailing, we are sailing, home
again, across the sea.

We are sailing, stormy waters, to be
hear you, to be free.

Do you know any other songs about the sea?

Culture Corner

Zheng He and His Seven Voyages

Zheng He (1371–1435) was one of China's most famous explorers. Towards the end of the fourteenth century, his fleet sailed to countries very far away.

Zheng He had over 300 ships, some of which were over 150 metres long and could carry up to 1,000 people. In addition to the supplies for the long journeys, the ships carried gold, silver, silk, china and other treasures to give as gifts to the rulers of the neighbouring countries. Some of the ships even had earth on board so that the sailors could grow their own crops for food.

On Zheng He's first voyage, he set sail across the Indian Ocean. His fleet travelled for many days far away from land. One day, they were hit by a storm. All the sailors thought the fleet was going to sink. Then a strange light appeared at the top of the ships' masts, and after that, the storm passed. The strange light that appeared on the masts was probably electricity from the thunderstorm. Many sailors today see such lightning on the masts of their ships during a storm. But the sailors in Zheng He's fleet believed it was a sign of protection from the gods. From then on, they were happy to follow Zheng He wherever he led them.



Zheng He completed seven famous voyages between 1405 and 1433. He visited many countries in Asia and Africa. Zheng He also brought back many gifts from the countries he visited, such as medicines, pearls and strange animals. The most famous of these gifts were a giraffe and a zebra.

When Zheng He came back from his seventh voyage in 1433, he was sixty-two years old. In 28 years of travelling, he had managed to share the glory of China with many different countries. When he died in 1435, the stories of his travels made him one of China's most famous sailors.

1 Find these words in the text and try to guess their meanings.

in addition to, fleet, supply, sink, glory

- 1 besides
- 2 an amount of something
- 3 a large group of ships
- 4 praise and honour that someone gets because of something good they have done
- 5 to go down under the surface of water

2 Read the passage and answer the questions.

- 1 What was Zheng He most remembered for?
- 2 What were the things found on Zheng He's ships?
- 3 What were the things Zheng He brought back?
- 4 What happened after Zheng He's death?

Notes

sailor /'seɪlə/ *n.* 海员, 水手
mast /mɑ:st/ *n.* 桅, 桅杆
electricity /ɪ,lek'trɪsɪtɪ/ *n.* 电
thunderstorm /'θʌndəstɔ:m/ *n.* 雷雨
protection /prə'tekʃən/ *n.* 保护
wherever /,weə'revə/ *adv.* 无论哪里
giraffe /dʒɪ'rɑ:f/ *n.* 长颈鹿
pearl /pɜ:l/ *n.* 珍珠
zebra /'zi:brə/ *n.* 斑马

Bulletin Board

A student suggests making a Sea Animal Show for the school's Wild Animal Day. Read the note and the two responses. Then add your own response on the board.

Sea Animals

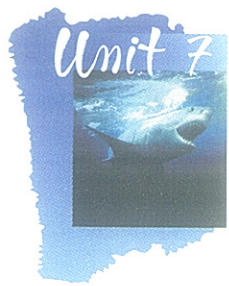
Hi,
I've got a great idea for our school's Wild Animal Day. We can make a Sea Animal Show for it! Wouldn't it be great if we could put together some pictures and information of sea animals? If you think this is a good idea, we can make a start now!

Name: Penguin. Penguins usually live in Antarctica, but they can also be found in places such as Australia. The male penguin is a good father. To keep an egg safe, he keeps it on his feet for 60 days until the baby penguin hatches out of the egg. During this entire time, he doesn't eat a thing. Most father penguins lose about 25 pounds while they wait for their babies to hatch. When the mother penguin returns to care for the young, the father goes to sea to eat and rest.



Name:
Starfish. It's called a fish but it seems more like a plant. It has no front or back. The starfish moves so slowly that it's difficult to tell if it is moving or not. Rather than using muscles to move its hundreds of tiny legs, the starfish uses a hydraulic system to move around or cling to rocks. It has stiff skin. And if it breaks off an arm in an accident, the starfish grows the arm back again.





Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
- Lesson 1 Exploring the Sea Lesson 2 Protecting the Sea
 Lesson 3 The Sea World Lesson 4 Sea Stories
- 2 In this unit, I've learned _____.
- about the sea about sea animals
 about sea exploration to talk about sea pollution
- 3 I have _____ difficulty using the comparative structures.
 great some a little no
I have _____ difficulty using relative clauses.
 great some a little no
- 4 The new words I've learned and remembered in this unit are:
_____.
- 5 The new words I still have difficulty spelling and remembering are:
_____.
- 6 My three suggestions to protect the sea are:
■ _____
■ _____
■ _____
- 7 I find the following ways of learning helpful:
- using words like "yes", "mm" to show interest in interaction
 understanding the tasks before listening
 making notes and using abbreviations in listening
 noting the heading or topics from the table to help listening
 looking at pictures to help decide order of events
 word formation
- 8 I find the most enjoyable part in this unit is _____.
- reading stories about the sea listening to something about sea pollution
 learning vocabulary about sea animals writing a report
 learning strategies for interaction singing the song
- 9 Compared with other units, I think this unit is _____.
- more interesting less interesting more difficult easier nearly the same
- 10 I think I've made _____ progress in learning English in this unit.
 great some little no

My plan for the next unit is:
I need to _____



8 Adventure

In this unit you will...

- Talk about travel, exploration and extreme sports.
- Listen to people talking about extreme sports and adventure holidays.
- Read two extracts from two history books, and a holiday brochure.
- Write a brochure.
- learn about state and activity verbs as well as defining and non-defining relative clauses.

Warm-up

1 Add these words to the Key Words.

ancient buildings, an adventure trip,
a small island, rock climbing


KEY WORDS

Explore: a forest, a desert, another planet

Visit: famous museums, cities around the world, a volcano

Go: sailing, skiing, diving, canoeing, parachuting

Go on: a safari, a hiking trip, a round-the-world trip

2  You will hear four people talking about their “dreams”. Match the speakers with these activities.

- visit capital cities
- learn how to fly
- canoe down the Amazon
- visit the Pyramids

3 In pairs, talk about some of your “dreams”.

Example

A: I'd like to go to South Africa. I've always loved wild animals and I'd love to see them in their natural environment.

B: Yes, but I think that travelling around for weeks would be quite tiring.





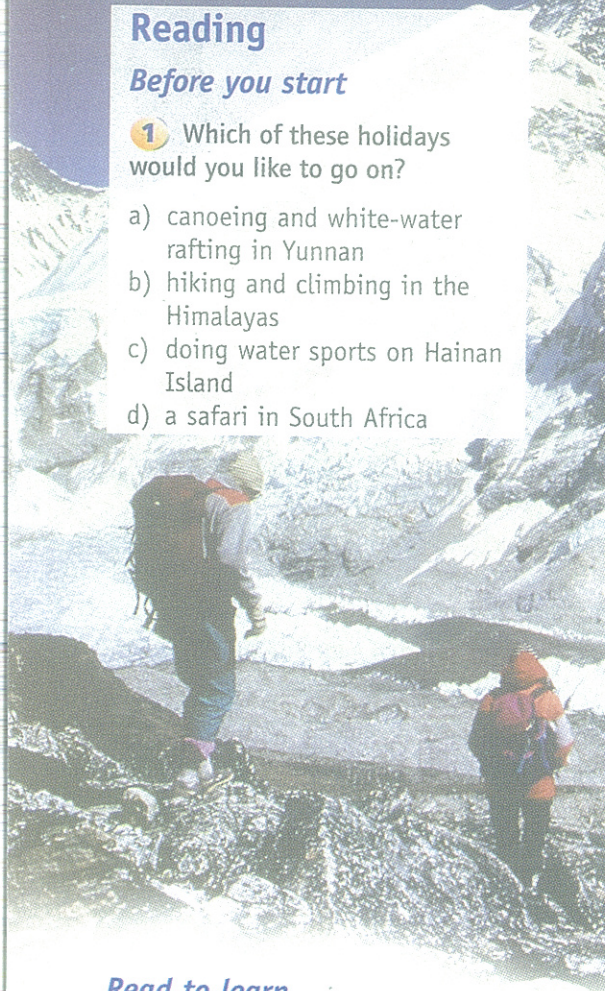
1 Adventure Holidays

LANGUAGE FOCUS

Reading

Before you start

- 1 Which of these holidays would you like to go on?
- canoeing and white-water rafting in Yunnan
 - hiking and climbing in the Himalayas
 - doing water sports on Hainan Island
 - a safari in South Africa



ADVENTURE IN THE HIMALAYAS

Just imagine. You are walking along a mountain path in the Himalayas. You are feeling tired. You are thinking about how far there is to go. Then, suddenly you are there! And the amazing Mount Qomolangma is on the horizon. It looks great. A few minutes later, you **arrive** at the camp. The food cooking on the fire smells great and while you are having a hot cup of tea, you relax and **watch** the sun go down. At dinner, the food tastes fantastic. You **talk** with other people in the group about everything you have seen and done during the day's hiking. If you are looking for experiences like these, Adventure 2000 is the **organisation** for you.

A lot of hiking holidays sound exciting, but the reality is often very different. Hiking trips can be uncomfortable and even dangerous. However, at Adventure 2000 we **feel** that we **understand** the needs of hikers. All our guides have several years of experience in **leading** hiking trips in the Himalayas. They **know** all the best routes and best places to camp. We also **realise** that hiking can be hard work and **believe** that hikers need all our help. As well as group guides, all teams have cooks and porters. While on a hiking trip, our cooks **prepare** delicious meals. And our porters **carry** your luggage, which **means** that you can simply enjoy the experience.

At Adventure 2000 we also think that good travel arrangements are important. We organise all the flights for you: from London to Beijing, from Beijing to Lhasa and bus travel in Tibet.

Accommodation is in comfortable hotels in Beijing and Lhasa, hostels on the hiking trip, and one-or two-person tents for camping. There are also special offers for people who **don't want** to go straight home afterwards. If you **like** history, there is a trip to Western China. For people who **prefer** to spend some time on the coast, we can organise your travel and accommodation too.

This is a Class A hike — you have to be fit. There are walks of 6–8 hours most days, with a maximum altitude of 5,545 metres. Class B and C hikes are easier, so you **don't need** to be so fit.

The hike costs £2,500 including all flights and accommodation. Maximum group size is 15 people. Hikes are between October and May.



Read to learn

2 Read the brochure and match the paragraphs (1–7) with these topics.

- difficulty of hikes
- accommodation
- extra offers
- prices and dates
- experiences of a hike
- flight arrangements
- organisation of hikes

3 Read the text again and answer these questions in your own words.

- Why do you think people would want to go on this trip?
- Why does the organisation use guides with a lot of experience?
- Why do cooks and porters go with the hiking team?
- Why does the company offer optional tours?
- Why do people going on this trip need to be fit?

Grammar

STATE OR ACTIVITY VERBS

- 4 Look at the *blue* verbs in the text. Can they be used in simple and continuous tenses or only in simple tenses? Copy and complete the table.

Only simple tenses	Simple and continuous tenses
<i>realise</i>	<i>carry</i>

Can you add more verbs to each column?

- 5 Read these pairs of sentences.

Compare the verbs. Does the verb mean the same in both sentences?

- All our guides *have* several years of experience in leading hiking trips in the Himalayas.
 - You *are having* a hot cup of tea.
- You *are feeling* tired.
 - At Adventure 2000 we *feel* that we understand the needs of hikers.
- We also *think* that good travel arrangements are important.
 - You *are thinking* about how far there is to go.

➔ Grammar Summary 3, on page 93.

- 6 Which of the sentences cannot be changed into the Present Continuous?

- The coffee tastes awful.
- We have breakfast very early.
- She thinks she is the best.
- They feel they need more time.
- I have a serious headache.
- She thinks about her mother a lot.

- 7 Which of these expressions can be used in both the Present Continuous and Present Simple, and which only in the Present Simple?

have a shower, play football, think about, know, look awful, want, see the boss, like, sound interesting, watch TV, believe, taste good, look at

- 8 Read this interview with a Tibetan guide and put the verbs in brackets in the Present Continuous or Present Simple.

Reporter: Do you (1) _____ (like) your job?

Guide: Oh, yes. I (2) _____ (love) it. I (3) _____ (enjoy) meeting new people and travelling a lot.

Reporter: What do you (4) _____ (think) about the tourists who (5) _____ (come) to Tibet?

Guide: Most of them already (6) _____ (know) a lot about mountains and (7) _____ (want) to see as much as possible. Right now, I (8) _____ (work) for a group of Austrian hikers who have all been here before. They (9) _____ (understand) all about hiking and I'm sure they (10) _____ (enjoy) themselves. That's great because it (11) _____ (mean) that the hike is good fun for me too.

Reporter: How do the tourists (12) _____ (differ) from local people?

Guide: Well, most of them (13) _____ (smell) funny, not like us. Really! They (14) _____ (eat) different food and (15) _____ (dress) differently. My Austrians, for example, (16) _____ (drink) coffee for breakfast – it (17) _____ (taste) bitter to me, but they (18) _____ (like) it!

ADJECTIVE OR ADVERB

- 9 Complete these sentences from the text. What word follows the verbs of sense?

- It *looks* _____ (paragraph 1).
- The food cooking on the fire *smells* _____ (paragraph 1).
- The food *tastes* _____ (paragraph 1).
- A lot of hiking holidays *sound* _____ (paragraph 2).

- 10 Choose the correct word from the brackets.

The hikers were walking (1 slow/slowly) up the mountain path. Suddenly, they saw a large creature above them. It looked very (2 strange/strangely), with a large head and thick black hair. The creature screamed (3 loud/loudly). It sounded (4 horrible/horribly), like the scream of a mad person. Then the creature ran (5 quick/quickly) behind a rock. When the hikers got there, they saw big footprints in the snow and some black hair on the rocks. The hair was dirty and smelled (6 terrible/terribly). The hikers (7 careful/carefully) took photos. From that moment they started to feel (8 anxious/anxiously) and they slept (9 bad/badly) that night. When they got back home, they developed the photos. There was nothing there – only snow and rocks!



Language in Use

- 11 Work in pairs. Use the verbs above to tell your partner about what you do/don't do and what you are/aren't doing.

Example have a shower

I always have a shower in the morning.

I'm not having a shower now.

QUOTE ... UNQUOTE

"Adventure is the champagne of life."

G.K. Chesterton, English writer



2 Extreme Sports

SKILLS FOCUS

Listening

Before you start

- Find some of these extreme sports in the photos.

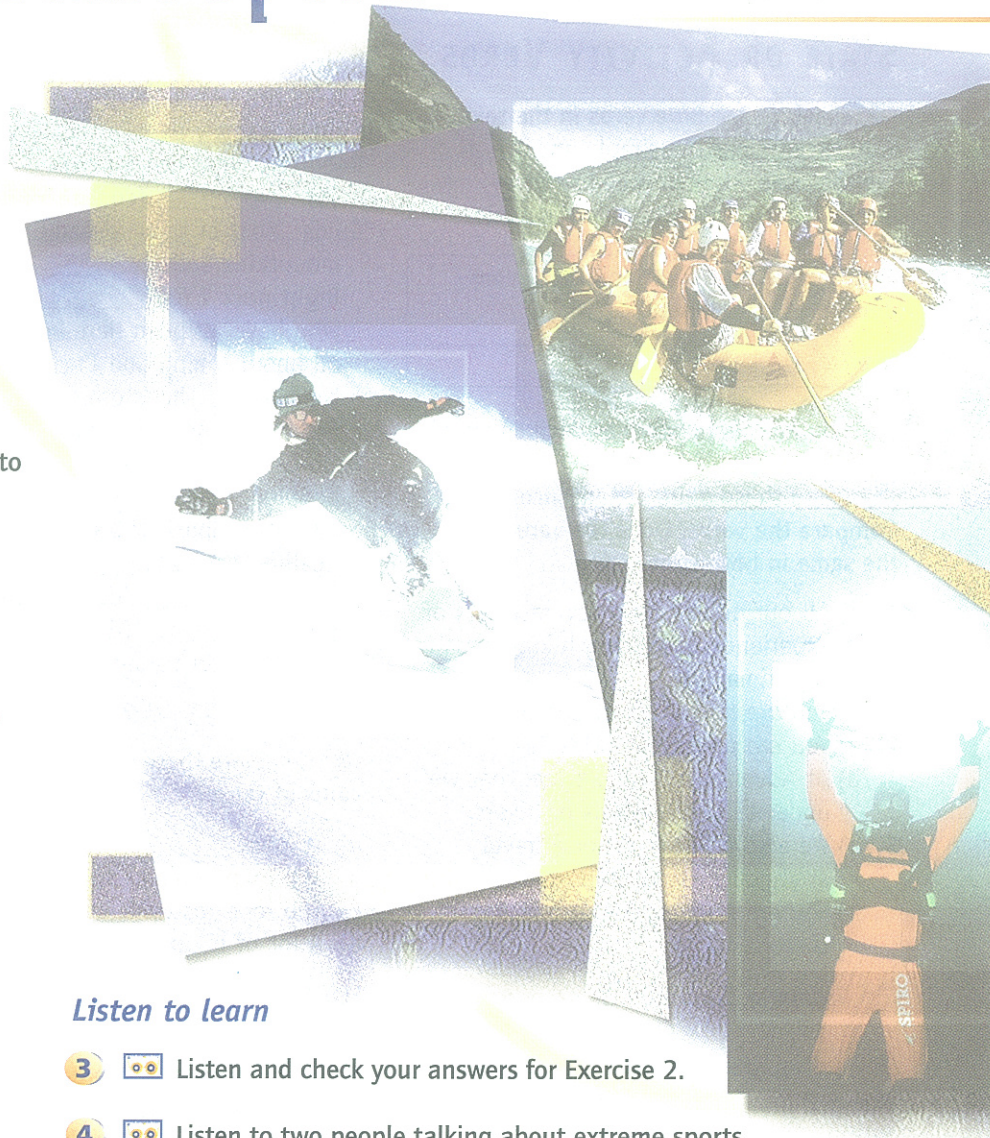
KEY WORDS

bungee jumping, ice diving, sky surfing, snowboarding, snowrafting, white-water rafting

- Read the Strategies and prepare to answer the questions below.

LISTENING STRATEGIES: Preparation

- Before you listen, always look for clues that will help you understand what you are going to listen to, e.g. the title, pictures, captions, etc.
- Use your knowledge of the world to predict answers to the questions.
- Guess the answers which you can then check when you are listening.



- People do extreme sports in order to feel a) excited b) nervous c) happy.
- Extreme sports have become popular in the last a) 5 years b) 10 years c) 20 years.
- People usually bungee jump from a) airplanes b) high buildings c) bridges.
- In sky surfing people do mid-air a) gymnastics b) dancing c) swimming.
- Snowboarding has similarities with a) skiing b) surfing c) canoeing.
- Snowrafting is a) quite dangerous b) very dangerous c) not very dangerous.
- For white-water rafting you need a) a big river b) a warm river c) a mountain river.
- Ice divers a) swim under the ice b) walk on the bottom of lakes c) walk upside down under the ice.

Listen to learn

- Listen and check your answers for Exercise 2.
- Listen to two people talking about extreme sports. Complete the table.

Sports	Carol	Jonathan
likes		
doesn't like	<i>tennis</i>	
would like to try		
wouldn't like to try		<i>bungee jumping</i>

- Listen again. Complete the Function File with the following words. quite like, 'd love, can't stand, love, like, wouldn't like, 'd quite like, prefer, hate, 'd prefer

Function File

Preferences

+ ing / noun

I (1) _____ bungee jumping.

I (4) _____ doing boring sports.

I (6) _____ winter sports.

I (7) _____ going skiing.

I (8) _____ snowboarding.

I (9) _____ slow sports.

+ to + infinitive

I (2) _____ to try sky surfing.

I (3) _____ to do snowrafting.

I (5) _____ to stay at home.

I (10) _____ to go ice diving.



6 Use these words to write sentences about your preferences.

skiing, rock climbing, playing basketball, bungee jumping, swimming, sailing, snowboarding, playing tennis, ice-skating

Examples

I love skiing. (You have been skiing.)

I'd like to try skiing. (You have never been skiing.)

Vocabulary: Phrasal Verbs

7 Replace the verbs in *italics* with these words in their correct form. Check your answers in a dictionary.

not do it, organise, be interested in, arrive, wear, do (it) as planned, explain, start doing

I decided to *take up* bungee jumping and now I *am really into* it. When I *turned up* for my first jump I was so nervous that I tried to *back out*, but my friends persuaded me to *go through with it*. You don't have to *put on* any special clothes, just a sweater and jeans, but obviously you need a lot of time to *set up* the equipment. But it's worth waiting for. It's difficult to *get across* how exciting it is!

8 Complete the sentences with phrasal verbs from Exercise 7 in the correct form.

- Ann waited for Tom for ages but he didn't _____.
- What kind of music _____ you _____?
- A friend of mine _____ just _____ jogging in order to get fit.
- Why don't we _____ our computer in the study?
- They were going to have a party last Saturday but _____ at the last minute.

Pronunciation: Intonation in Questions

9 Listen to the questions below. In which of them does the intonation go up at the end?

SPORTS QUESTIONNAIRE

- 1 What sports do you like doing?
- 2 Do you like watching sport on TV?
- 3 Have you ever turned up late for a match?
- 4 If your school asked you to be in a team, would you try to back out?
- 5 Do you think you'll ever take up a dangerous sport?
- 6 What extreme sports would you like to try?
- 7 What extreme sports couldn't you go through with?
- 8 Have you ever watched extreme sports on TV?



10 Listen again and repeat the questions.

Speaking

10 In pairs, use the questionnaire to interview your partner.

Example

A: What sports do you like doing?

B: I'm really into ice skating.

Is your partner:

a) very/quite/not very keen on sports?

b) very/quite/not very interested in extreme sports?



Comparing Cultures

10 Listen to a person talking about sports in the USA and Britain and answer these questions.

- 1 What do American footballers have to wear? Why?
- 2 How many baseball leagues are there in the USA?
- 3 Are basketball players well paid?
- 4 Is football (soccer) very popular in the USA?
- 5 What is the most popular winter sport in Britain?
- 6 Name another winter sport played in Britain.
- 7 How long can a game of cricket be?

Are any of these sports popular in China?

QUOTE ... UNQUOTE

"Serious sport is war minus the shooting."
George Orwell, English writer (1903-1950)



3 Marco Polo

Reading

Before you start

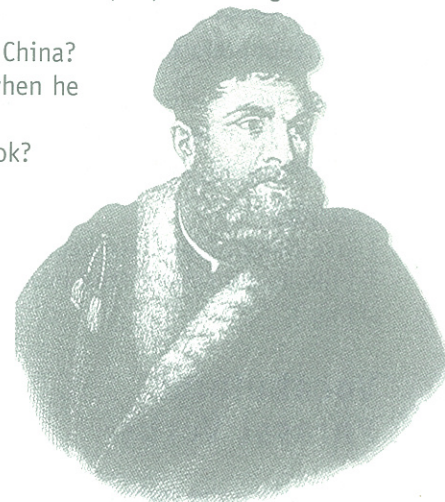
1 Have you heard about Marco Polo? Which of the following do you think is true about Marco Polo?

- He was a French traveller who lived in Italy for some time.
- He was an Italian traveller who lived in China for some time.

Read to learn

2 Read the passage and answer these questions.

- Why did Marco and his father travel to China?
- Why was the Emperor impressed by Marco?
- Why was Marco surprised to see people using paper money?
- What were the black stones Marco saw people burning for fuel?
- How long did Marco spend in China?
- Why was he put into prison when he went back to Italy?
- What was the name of his book?



Marco Polo and His Travels

Marco Polo was born in Italy in 1254. When he was 17 years old, he travelled across Europe and Asia with his father, who wanted to do trade with the Chinese. Eventually, they arrived in Beijing. At that time, China was ruled by the Yuan Dynasty Emperor, Kublai Khan.

- 5 Kublai Khan welcomed Marco and his father. He was very happy to meet two foreigners and wanted to learn all about Europe. Marco and his father were guests at the Emperor's Palace. Although Marco was young, he was very clever and could already speak four languages. The Emperor was impressed by him and they became friends. He asked Marco to serve in his court and sent him to do many important tasks across the country.

- 10 Marco, in turn, was amazed by how beautiful and powerful China was. He was very impressed by Beijing and the Emperor's Palace, especially the Summer Palace which he described as "The greatest palace that ever was ... The walls were covered in gold and silver and the Hall was so large it could easily seat 6,000 people for dinner."

- 15 There were inventions and developments in China which were not available in Europe at that time. Marco was surprised to see Chinese people using paper money in the markets. In Europe, people paid for goods with gold or silver. He could not understand how people could pay for food and valuable things with paper! He was also confused by the black stones people used to burn for fuel. The black stones were coal, but Marco had never seen coal before!

- 20 In 1291, after 17 years of service to the Emperor, Marco returned to Italy. He was now a very wealthy man. Not long after his return, a local war broke out near his town. During the war, Marco was the captain of a warship but was caught by the enemy and put into prison. However, Marco was lucky enough to meet another prisoner who enjoyed listening to his stories about China. The prisoner was an author and he took dictation while Marco told all his stories to him. The prisoner then wrote the stories in a book called *The Description of the World*, which became one of the best-selling books in Europe.

- 25 Although people enjoyed reading his book, many of them thought that Marco's stories about China were too fantastic to be true. But Marco always stood by his tales. Just before he died, aged 70, Marco was asked the question, "Was it all true?", to which he replied, "I have only told a half of what I saw!"

Vocabulary

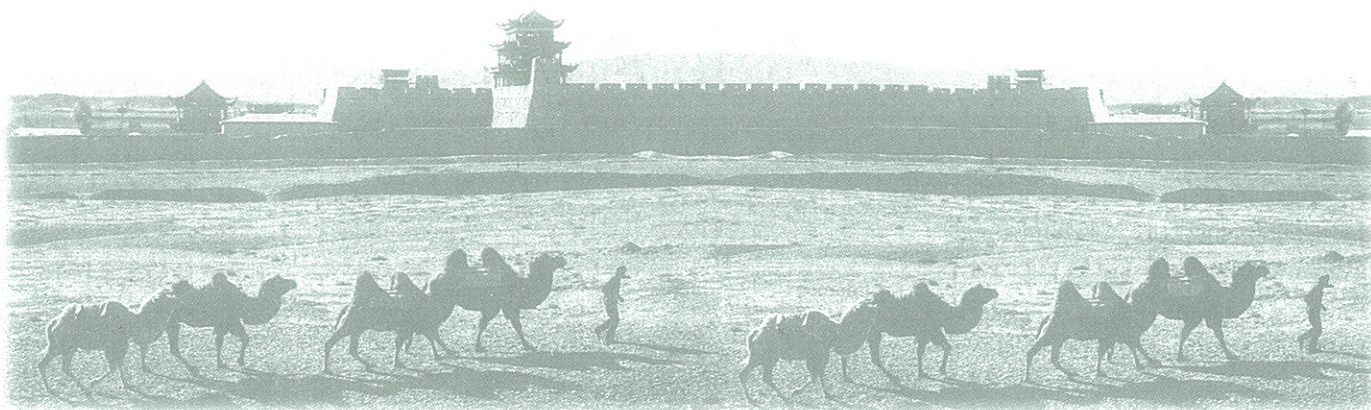
3 Read the passage again and match the words in the box with their definitions.

in turn, wealthy, author, break out, stand by

- start
- as a result
- insist that something is true
- writer
- rich

4 Complete the sentences using the words from Exercise 3.

- He became _____ through hard work and careful saving.
- He is a successful _____. He has already written three best selling novels.
- The president told the reporter that he wanted to _____ his earlier statements.
- In the past, without clean running water, disease would often _____ in cities.
- The customer praised the manager, who, _____, praised his staff.



Grammar

RELATIVE CLAUSES (III): DEFINING AND NON-DEFINING CLAUSES

5 Read these sentences and discuss which word(s) in the sentences the clauses (in italics) refer to.

- 1 There were inventions and developments in China *which were not available in Europe at that time.*
- 2 Marco was lucky enough to meet another prisoner *who enjoyed listening to his stories about China.*
- 3 The prisoner then wrote the stories in a book called *The Description of the World, which became one of the best-selling books in Europe.*

Which of the clauses above gives:

- information to identify the person(s)/object(s)? (**defining clause**)
- extra information about a person or a thing, which can be left out? (**non-defining clause**)

➔ **Grammar Summary 4, on page 93.**

6 Underline the relative clauses in these sentences and decide if they are defining (D) or non-defining (ND). Translate them into Chinese.

- 1 Marco Polo, who was an Italian, travelled all around China.
- 2 He went to a city where iron was produced in huge quantities.
- 3 The bus which was full of tourists stopped near the Leaning Tower of Pisa.
- 4 Melissa lent me some money, which was very generous of her.
- 5 The ground is covered with snow and ice, which makes driving very dangerous.
- 6 I met the famous professor in the hotel, where the meeting was held.

7 Join the sentences using a suitable relative pronoun and decide if the new sentence has a defining (D) or a non-defining (ND) clause.

Example 1 *Marco Polo, who was just seventeen at the time, was healthy and strong when he left for China.* (ND)

- 1 Marco Polo was healthy and strong when he left for China. He was just seventeen.
- 2 On the Silk Road they met a hunter. The hunter was selling tiger skins.
- 3 Marco finally arrived back in Venice. He was forty-one by then.
- 4 Kublai Khan was a ruler. He was feared by many people.
- 5 Mary had never been to Beijing before. She loved the Forbidden City.
- 6 Alison was the student. She wrote the project about Marco Polo.
- 7 That is the place. Marco Polo lived there.

Language in Use

8 In pairs, prepare a brief introduction to Marco Polo based on the outline given below. Then practise telling each other.

- was born ...
- travelled across ...
- was amazed by ...
- was impressed by ...
- was surprised to see ...
- was confused by ...
- served ...
- returned ... and became ...
- was caught and put into prison
- told all his stories to ...



4 Journey to the Antarctic

SKILLS FOCUS

Reading

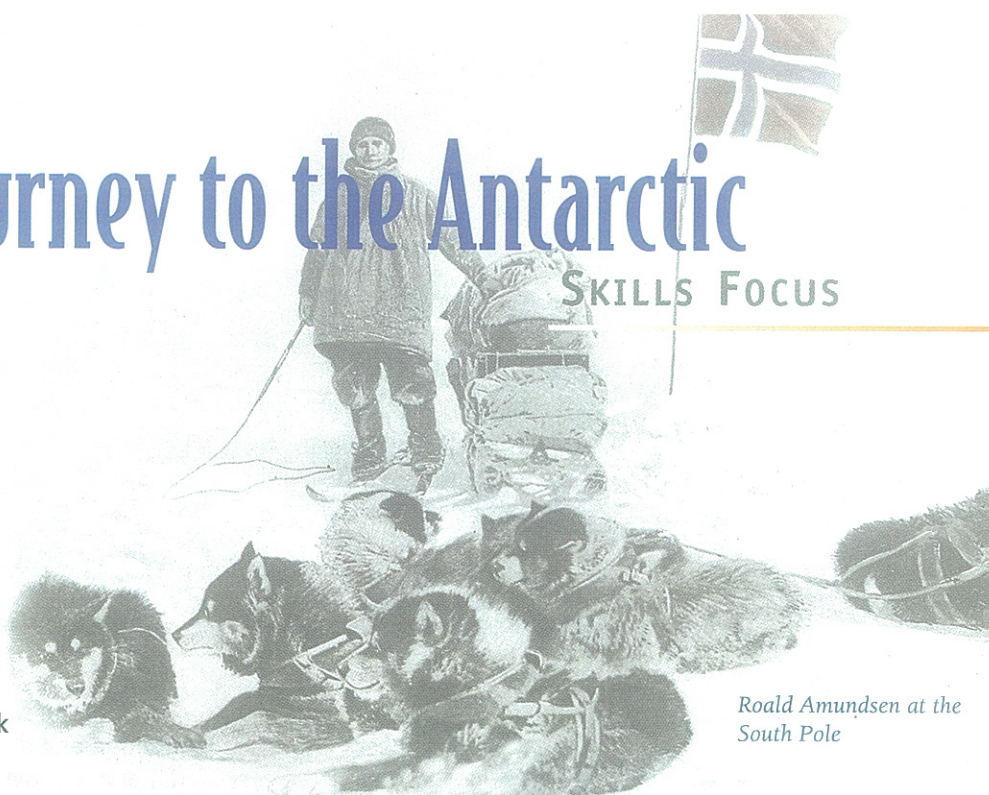
Before you start

1 Look at the title and photos and guess the answers to these questions.

- 1 Which Pole did they race to?
- 2 When did they go?
- 3 Who reached the Pole first?

Read to learn

2 Now read the text quickly to check your guesses.



Roald Amundsen at the South Pole

The R A C E t o t h e P O L E

1 On 1 June, 1910, Captain Scott left London to begin his journey to the Antarctic. On his way, he received a message from the Norwegian explorer Roald Amundsen: "I'm going South." So the race to the South Pole was on!

5 During the polar summer of 1910–1911, both teams organised food bases in preparation for their journeys the next year. Then came the total darkness of the polar winter. Scott and Amundsen waited anxiously for spring.

Amundsen was the first to leave, on 15 October, 1911.

10 He had teams of dogs pulling the sledges and all his men were on skis. Because of this, he made rapid progress. Scott left on 1 November and soon had problems. First, his two sledges broke down, and then the horses began to have serious difficulties with the snow and the cold. After a while, Scott and his men had to push the sledges themselves.

Amundsen reached the Pole on 14 December and put a Norwegian flag there. Then he prepared for the return journey. Scott finally arrived at the Pole with four team members on 17 January. They were shocked when they saw the Norwegian flag. Scott wrote sadly in his diary:

"Well, we have now lost the goal of our ambition and must face 800 miles of hard pushing – and goodbye to most of our dreams."

25 The return journey was one of the worst in the history of exploration. The men were soon exhausted and were running out of food. The weather conditions were terrible. Scott started to realise their hopeless situation:

"... we are very cheerful, but what each man feels in his heart I can only guess. Putting on our shoes in the morning is getting slower and slower."

30 However, on their way back they found time to look for rocks. They carried 20 kilos of rocks all the way with them. Later, these rocks proved that at one time in the distant past the Antarctic was covered by plants.

35 Then, disaster soon came. Edgar Evans had a terrible disease and died after a bad fall. The next to go was Captain Oates, who was having great difficulty walking. Scott recorded his death:

40 "He said, 'I am just going outside and I may be some time.' We knew that poor Oates was walking to his death, but though we tried to stop him, we knew that it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit, and certainly the end is not far."

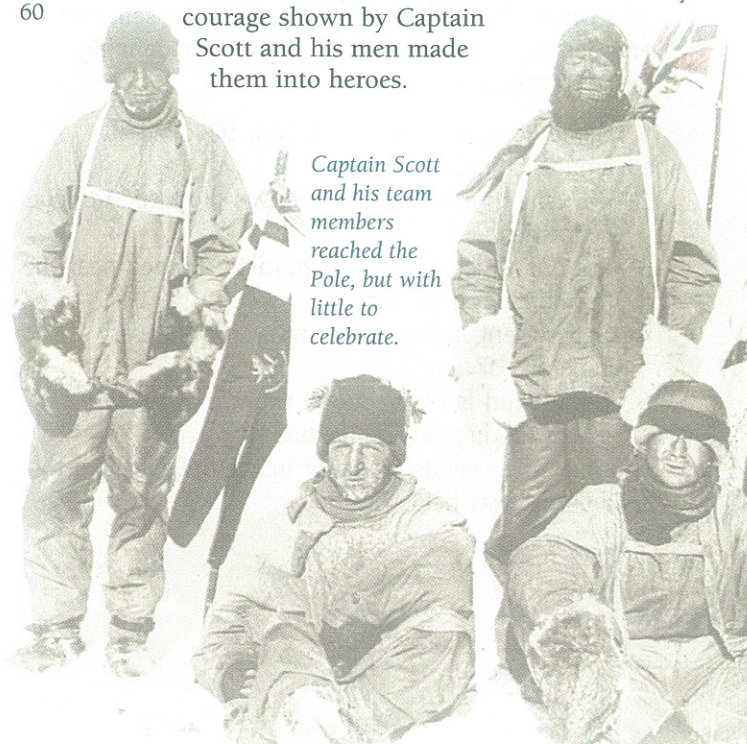
45 Scott and two of his team members carried on and got within eleven miles of one of their food bases. But then a terrible storm started and they could not leave their tent. Scott spent some of his last hours writing. He wrote a letter full of sadness to his wife Kathleen:

"I could tell you lots and lots about this journey. What stories you would have for the boy ... But what a price to pay."

Scott's diary also told the story of their end:

55 "We are getting weaker and weaker and the end can't be far. It seems a pity, but I do not think I can write more."

The news of Scott's death shocked the world. He had failed to win the race to the Pole, but the extraordinary courage shown by Captain Scott and his men made them into heroes.



Captain Scott and his team members reached the Pole, but with little to celebrate.

3 Read the text more carefully. Are these statements true (T) or false (F)?

- 1 Scott and Amundsen started their journeys in the polar spring.
- 2 Scott's use of sledges and horses was a success.
- 3 Amundsen travelled more quickly than Scott.
- 4 When they got to the Pole, Scott's team had a celebration.
- 5 Captain Oates went for a walk and died in a snow storm.
- 6 Scott's last letter was to his wife.

READING STRATEGIES: Dealing with difficult words

- Read the sentence the word is in and decide what kind of word it is (e.g. adjective, noun, etc.).
- Read the paragraph the word is in and try to work out the meaning from the context.
- Check the context to see if the meaning fits, e.g. "sledge" is possibly a kind of equipment on snow. (This meaning fits the context of the sentence.)
- Now use a dictionary to check the exact meaning of the word.

Use the Reading Strategies to work out the meaning of the words from the text.

4 Find these words in the text and decide what kind of words they are.

Example *sledge* – noun
break down – phrasal verb

sledge, break down, run out of, ambition, hopeless, cheerful, distant, carry on, within, shocked

Now match the words with these definitions.

- 1 stop functioning
- 2 without hope
- 3 inside
- 4 equipment used for moving on snow
- 5 continue
- 6 extremely surprised
- 7 happy
- 8 far away
- 9 something you want to achieve
- 10 having nothing left

5 Read the text again and answer these questions.

- 1 Why did Amundsen succeed and Scott fail?
- 2 What did Scott's team achieve?
- 3 Why did Scott and his men become heroes?
- 4 How did you feel after you read the story?

Vocabulary: Wordbuilding

6 Complete the sentences. Make nouns or adjectives from the words in brackets.

- 1 They had done so much _____ (prepare) that the actual task was easy for them.
- 2 Without food, water, or a map, their situation was _____ (hope).
- 3 Even with all her problems, she is still _____ (cheer) every day.
- 4 He wanted to get away from everything so he moved to a _____ (distance) land.
- 5 Everyone experienced _____ (sad) at the terrible news.
- 6 All the exams have different levels of _____ (difficult).

7 Make adjectives, verbs or adverbs from these nouns.

explorer, pole, organisation, patience, preparation, ambition, courage, success

8 In pairs, take turns to say sentences about Amundsen's expedition. Use words from Exercises 6 and 7.

Example

A: *Amundsen was a great explorer.*

B: *Yes, he prepared for his journey very well.*

Speaking

9 Work in pairs and find out about two modern explorers. Student A reads about Marek Kamiński and Student B reads about Helen Thayer on page 91.

10 Make a table for the information about your partner's explorer. Then ask questions.

Nationality: _____

Age: _____

Explorations: _____

Greatest journey: _____

Method of travel: _____

Aims of exploration: _____

Other activities: _____

Example

A: *Where is Helen Thayer from?*

B: *She's from New Zealand, but she lives in the USA.*

QUOTE ... UNQUOTE

"The main thing is just to go!"

Marek Kamiński, Polish explorer



Communication Workshop

Speaking: Choosing a Holiday

Before you start

- 1 Read the advertisements and listen to the dialogue. Which holiday do Ricky and Shulah choose?

Arctic Adventure

Explore Greenland with us. Hiking and skiing are extra choices. Accommodation in tents. Transport by sledges. Experienced guides. Price includes all food and flights. Two-week trips.



Wildlife Tour

Two weeks on wildlife tour in South Africa. Air-conditioned vehicles for observing animals. Accommodation in four-star hotels and tents. Extra choice of river canoeing. All food and flights included.

White-Water Experience

Two weeks canoeing and rafting on the Colorado River in the USA. Experienced teachers. Accommodation in tents. Flights and food included.

Extra offers: trips to San Francisco and Los Angeles.

Exciting Tour in Turkey

Explore the mountains and coast of Turkey. Find interesting plants and animals. Relax at night around the camp fire. Visit ancient ruins. Go diving in the Aegean. Accommodation in comfortable tents. Experienced guides. Two or three-week trips.



Pronunciation: Showing Interest (II)

- 2 Listen to how Ricky and Shulah show that they are listening to each other.

Really? Mm, Yes? Right, That's true, No, Yeah, I know.

- Listen again and repeat the words and sounds.

You have won a holiday. In pairs, choose which one to go on together. Follow the stages below.

Stage 1

Choose one of the trips you want to go on and one you don't. Use the Key Words to help you. Write notes on your reasons.

KEY WORDS

boring, cheap, clean, comfortable, dangerous, difficult, dirty, educational, exciting, expensive, interesting, safe, tiring, well-organised

Example

Advantages of trip to Turkey:

- exciting - exploring mountains, seeing ruins
- various things to do on trip - exploration, visiting ruins, archaeology, diving
- comfortable and well-organised

Disadvantages of US trip:

- dangerous
- boring, doing same thing for a week
- have already been to the USA

Stage 2

Use your notes and phrases from the Function File on page 24 to prepare what you are going to say. Practise saying them to yourself. Don't write down everything.

Stage 3

Look at the Strategies. Then, in pairs, talk to each other about the holidays and agree on a choice.

SPEAKING STRATEGIES: Interaction

- Show you are listening to the other person.
- Use sounds and words from Exercise 2.

Example

A: I'd like to go on the trip to Greenland.

B: Really?

A: Yes, I'd like to explore somewhere. And I love skiing.

B: Mmm. But it's very cold. And I don't like skiing. I'd prefer to ...

Talkback

Tell the class which holiday you chose. Which are the most popular and least popular activities?

Writing: A Brochure

Before you start

1 Read the Camp Xtreme brochure and match the paragraphs (1-3) with these headings.

- The main features
- Introduction
- What's special?

2 Find examples of these brochure writing styles in the text.

- Using opinion words to make the product/service sound more exciting.
- Writing directly to the reader, i.e. "We can help you."
- Using facts to make the product more real.
- Keeping the writing as simple as possible by dividing the text into sections.

Imagine you work for an adventure camp. Write a brochure for your camp. Follow the stages below.

Stage 1

Make notes about your adventure camp by answering the questions below.

- What is the name of your adventure camp?
- Where is your adventure camp?
- What is the place like?
- What activities can guests do at the camp?
- What facilities does it have?
- What makes your adventure camp special?

Stage 2

Use your notes to plan four paragraphs.

⇒ Writing Help 2 (layout), on page 90.

Stage 3

Use your plan to write your brochure.

⇒ Writing Help 2 (useful vocabulary and style).

Stage 4

Check your brochure.

⇒ Writing Help 2 (checking).

Talkback

In groups, read your brochures. Which camp would you choose to go on?

Camp Xtreme

The best adventure holiday you'll ever have!

Camp Xtreme is located on a private beach on the beautiful coast of Scotland. It's the biggest adventure camp in Scotland and has 15 well trained staff. The 5 700 square mile island is home to some of the UK's most beautiful wildlife. We offer you the chance to have a real-life adventure on a remote island away from the noise and crowds of the city.

- At Camp Xtreme, we'll take you hiking across the island. We'll teach you survival skills and you'll learn how to make a fire and build your own shelter.
- You can join one of our nature hiking trips and see the island's wildlife close-up.
- If you like extreme sports, let our friendly and experienced staff teach you sailing, windsurfing, or mountain biking. There's something for everyone at Camp Xtreme!
- Our camp is clean and modern. There are 10 big tents and each tent sleeps 6 people. There is one shower room on the camp for everyone to share. To make it even more of an adventure, everyone takes turns cooking for the rest of the camp!

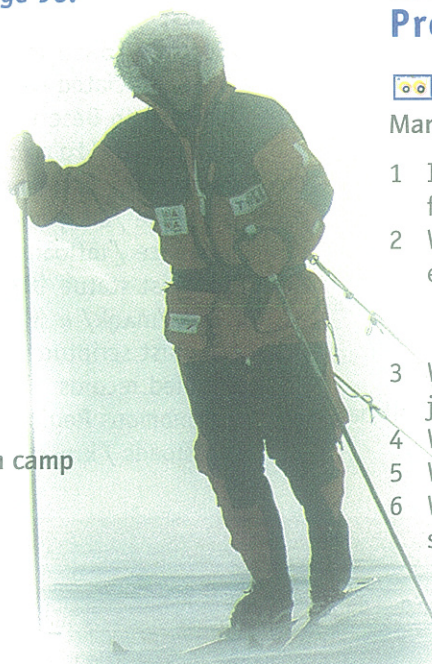
Camp Xtreme is the best place to have your adventure.

- 25 We are the only camp in the UK to offer survival skills training from real experts. You'll have so much fun at Camp Xtreme. Call us today on 0235 776342 or e-mail us at www.campx.com.sc

Listening: A Radio Programme

Listen to the radio programme about Marek Kamiński and answer the questions.

- In what year were Marek's two most famous journeys?
- Why did Marek call his North Pole exploration "Poles to the Pole" and his South Pole exploration "A Pole to the Poles"?
- What difficulties did he have on his journey to the South Pole?
- Why is Marek not a "typical" explorer?
- Why does Marek go on exploration trips?
- What does he think is the key to a successful exploration trip?

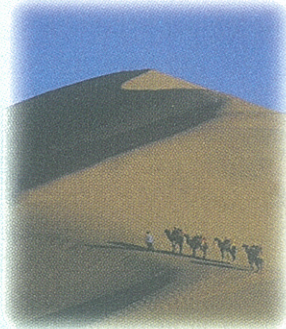


Culture Corner

The Silk Road

The routes

For centuries, the Silk Road was the most important line of communication connecting East and West. Although the Silk Road covered a huge distance linking modern day Xi'an with the Middle East and Europe, today one area in particular is associated most closely with the name of the Silk Road. This area is Xinjiang in Northwest China, through which two major routes of the Silk Road passed on the northern and southern side of the Taklamakan desert.



The name

The Silk Road got its name in the 19th century when a German geographer identified it as the route through which the Romans got their silk from China. However, silk wasn't the only thing that passed along the Silk Road; anything that had buyers was traded along the road. Goods were traded from market to market passing through many hands before they reached their final destinations.

Buddhism

The Silk Road was not just the route through which goods were carried. It was also important for the exchange of ideas. Buddhism from India entered China along the Silk Road and had a huge influence on Chinese culture. Greek art styles were popular along the Silk Road and gave Buddhist statues in Northern India classical Western faces. These styles from Northern India were also found in Xinjiang.



The people

One of China's famous monks, Xuan Zang, followed the Silk Road in the 6th century to collect Buddhist scriptures from India. Around 600 years later, one of Europe's famous travellers, Marco Polo, entered China along the Silk Road. Both Xuan Zang and Marco Polo left detailed records of their journeys along the Silk Road.

The Silk Road today

Today, the Xinjiang Autonomous Region remains an international crossroads where traders from surrounding countries, and tourists from all over the world regularly meet. Trade in precious stones, food, drinks, crafts, art, and of course, silk continues, too.

1 Find the words 1-6 in the text and match them with their meanings.

- | | |
|---------------|-------------|
| 1 scriptures | a) link |
| 2 associate | b) often |
| 3 identify | c) valuable |
| 4 surrounding | d) find |
| 5 regularly | e) nearby |
| 6 precious | f) books |

2 Read the text and answer these questions.

- 1 Is the Xinjiang region the Silk Road?
- 2 When did the Silk Road get its name?
- 3 Name one way in which the Silk Road had a huge impact on Chinese culture.

Notes:

associate /ə'səʊʃieɪt/ vt. 联系
be associated with 与……有关或相关
Taklamakan Desert 塔克拉玛干沙漠
geographer /dʒɪ'ɒɡrəfə/ n. 地理学家
destination /,destɪ'neɪʃən/ n. 目的地
exchange /ɪks'tʃeɪndʒ/ n. 交换; 互换
influence /ɪnfluəns/ n. 影响
Buddhist statue 佛像
monk /mʌŋk/ n. 僧侣
Buddhist scriptures 佛经
detailed records 详细记载
Autonomous Region 自治区
crossroads /'krɒsrəʊdz/ n. 十字路口

Bulletin Board

The class is making a footprint map. Read the note and the two responses here. Then add your own response to the board.

A footprint map

Hi, why don't we make a footprint map showing the places we've visited or want to visit? The footprint map could help us to tell each other about our exciting adventures and trips to different places.

When I visited New Zealand last year, I went bungee jumping for the first time. It was a fun but scary experience. It's a real challenge. My legs were attached to a single rubber band and I had to throw myself off the bridge high above the ground. When my mum saw this photo of me jumping off a bridge, she made me promise that I'd never do it again. But I think it helped me to overcome my inner fears.

I want to visit somewhere strange and exciting, so I want to explore space. In my dream, I often see myself dressed like Yang Liwei and floating inside a spaceship. I look through the window. Outside, there are millions of bright shining stars and in the distance I can see the red planet Mars too. I also see spacecrafts from other countries and planets. We wave to each other warmly.



Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
 - Lesson 1 Adventure Holidays
 - Lesson 2 Extreme Sports
 - Lesson 3 Marco Polo
 - Lesson 4 Journey to the Antarctic
- 2 In this unit, I've learned _____.
 - to talk about travel, exploration and extreme sports
 - about adventure holidays
 - to write a brochure
 - to talk about preferences
 - to deal with difficult words in reading
 - to talk about my holiday and adventurous experiences
- 3 I have _____ difficulty with state and activity verbs.
 - great
 - some
 - a little
 - no
 I have _____ difficulty with non-defining relative clauses.
 - great
 - some
 - a little
 - no
- 4 The new words I've learned and remembered in this unit are: _____
- 5 The new words I still have difficulty spelling and remembering are: _____
- 6 I would _____ (like not like) to take an adventurous trip because _____
- 7 I find the following ways of learning helpful:
 - always looking for clues (e.g. the title, pictures, captions) before listening
 - using my knowledge of the world to predict answers
 - guessing answers
 - remembering grammar rules
 - using contexts to guess the meaning of difficult words in reading
 - showing interest when listening to others in interaction
 - practising saying difficult sounds repeatedly
- 8 I often read the following things in English _____.

<input type="checkbox"/> textbooks and exercise books	<input type="checkbox"/> newspapers
<input type="checkbox"/> magazines and journals	<input type="checkbox"/> advertisements
<input type="checkbox"/> brochures	<input type="checkbox"/> handbooks, labels and instructions
<input type="checkbox"/> letters and e-mails	<input type="checkbox"/> websites
<input type="checkbox"/> comic books	<input type="checkbox"/> story books
<input type="checkbox"/> others _____	
- 9 I feel _____ with my progress.
 - very satisfied
 - satisfied
 - a little satisfied
 - not satisfied at all
- 10 I need to put great effort in the following areas:

<input type="checkbox"/> studying grammar	<input type="checkbox"/> vocabulary building
<input type="checkbox"/> reading and listening strategies	<input type="checkbox"/> communicating with others
<input type="checkbox"/> pronunciation and intonation	<input type="checkbox"/> writing
<input type="checkbox"/> others _____	

My plan for the next unit is:

I need to _____



9 Wheels

In this unit you will...

- **Read** a newspaper article, a magazine article and a report.
- **Talk** about transport and the environment.
- **Listen** to a story, dialogues, a radio programme and a song.
- **Write** a report about where you live.
- **Learn** about Present Perfect and Present Perfect Continuous.

Warm-up

- 1 Look at the types of transport in the Key Words and complete the table.

KEY WORDS

plane, balloon, bicycle, boat, bus, car, ferry, helicopter, lorry, motorcycle, ship, train, the underground, minibus

Travel on land	
Travel by sea	
Travel in the air	
Cause pollution	
Have got wheels	

- 2 Work in pairs. Say which types of transport:

- 1 you have travelled in or on,
- 2 you use regularly,
- 3 you would like to travel in or on.

Example


*I've been on a motorcycle a few times with my brother.
I go to school by bus every day. I'd like to go on a balloon.*

- 3 Match these Key Words with the definitions.

KEY WORDS

cyclist, lorry driver, motorist, pedestrian

- 1 someone who rides a bicycle
- 2 someone who drives a car
- 3 someone who travels on foot
- 4 someone whose job is driving a lorry

- 4  Listen and identify the four speakers from the definitions in Exercise 3.



I On Your Bike

LANGUAGE
FOCUS

Reading

Before you start

1 Answer these questions. Tell the class.

- Do you use a bicycle? When?
- What are the advantages of bicycles over cars?

Read to learn

2 Read the text and check your answers to question 2 in Exercise 1.

3 Read the text again and answer these questions.

- Why is Amsterdam called the “City of Bicycles”?
- Why did the first “white bikes” plan fail?
- What effects have the white bikes had?
- Do you think the “white bikes” would be good for your town or city? Say why.

4 Match the dialogues with the drawings.

- A: You're all wet! **Have you been cycling** in the rain?

B: No, Mum, I haven't. **I've been having** a shower with my clothes on!
- A: Look at the time! **Have you been watching** Euro-sport again?

B: No, Mum. **I've been doing** my science project all night.
- A: **What have you been doing?** You look fed up!

B: **I've been sitting in** a traffic jam for hours. The traffic just gets worse and worse!
- A: Hi, Carl. You look really fit!

B: Yeah. I **haven't been using** the car for the last two months. **I've been going** everywhere by bike. It's great. You should try it!



A white bike in Amsterdam

Return of the white bikes!

People have been enjoying the benefits of cycling in Amsterdam for years. It is a good city for cycling because it is flat and therefore is convenient for bikes. There are also plenty of places for bicycle parking and most streets in the city centre have a bicycle path. Today some people call Amsterdam the “City of Bicycles” because of the convenience for bicycles there.

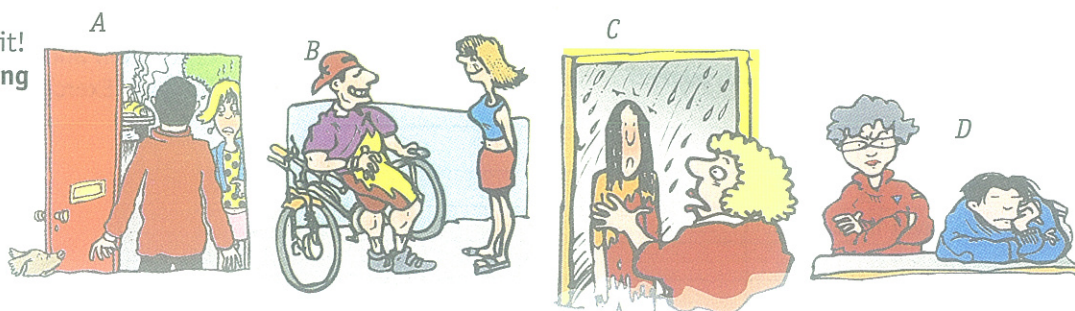
In the 1960s, a group of cycling fans had an idea. They believed that it would be better for everybody if cars weren't allowed in the city centre and only bicycles were. They were hopeful that this would help to save energy, reduce pollution and provide free public transport. The group painted hundreds of bicycles white and placed them in lots of neighbourhoods around Amsterdam for people to use. Anyone was allowed to take them and use them for short journeys. Wherever someone finished a journey they would leave the bike there for someone else to use. The problem was that it didn't work – thieves took all the bicycles within weeks!

However, more than thirty years later, the “white bike” is back in town – this time with a computer chip to record its every move! To take a bicycle, you have to insert a special card. The new “white bike” is not actually white but is an unusual design with bright colours. The bikes are parked at special parking places and people who want to use them have to take them to another special parking place that has enough room.

There is already less traffic in central Amsterdam, because both locals and tourists have been using the white bikes. Indeed, thanks to the good ideas of lots of people, like the cycling fans in the 1960s, many people around the world have been enjoying city centre streets without cars for many years.

Did you know?

The Netherlands has 14 million bicycles among 15 million people!



Grammar

PRESENT PERFECT CONTINUOUS

5 Use the dialogues in Exercise 4 to complete the table.

Present Perfect Continuous

Affirmative

I've been sitting in a traffic jam for hours.

I've (1) _____ going everywhere by bike.

Negative

I (2) _____ been using the car for the last two months.

Question

Have you (3) _____ watching Euro sport?

What have you been (4) _____? (5) _____ you (6) _____ cycling in the rain?

6 Which two of the uses (a-d) do all the sentences in the table express? Read the dialogues in Exercise 4 again to help you.

- a single event in the past
- a past activity that has some consequences in the present
- a repeated or long activity in the recent past
- a finished action

➔ Grammar Summary 5, on page 93.

7 Put the verbs in brackets in the Present Perfect Continuous.

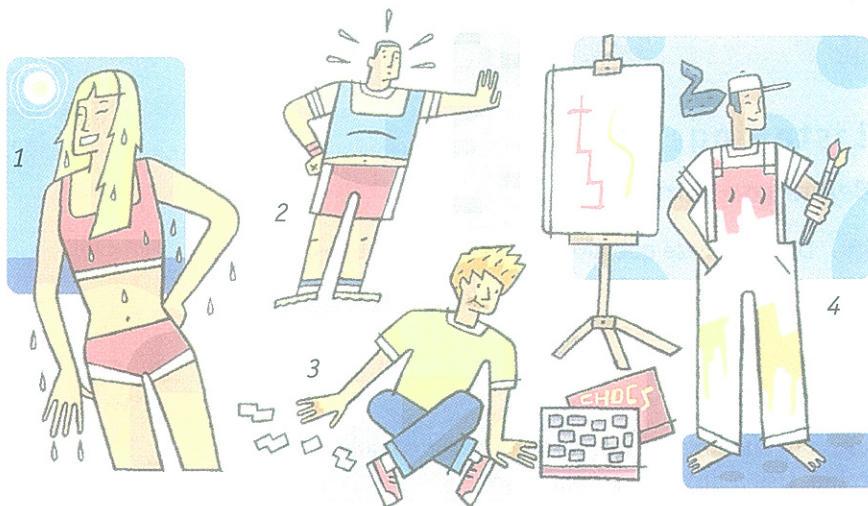
- We're so tired. We _____ (cycle) in the forest all morning.
- Why was he arrested? _____ he _____ (sell) stolen cars again?
- I don't want him to give us a lift. He _____ (not drive) for a long time.
- The kids are very good today. They _____ (play) quietly for two hours.

8 Use the cues to explain what has been happening. Then add your own explanations.

Example 1 He's been fighting with a friend. He's been walking with his eyes closed. He's been boxing.

- A small boy has a black eye. (fight with a friend)
- A dog looking happy (eat a bone)
- A boy, all wet, is coming out of the pond in the park. (get the ball)
- A woman has healthy-looking skin. (swim a lot)
- A woman is walking out of the park, sweating (jog)

9 Write sentences about the pictures using the Present Perfect Continuous to describe what has been happening.



Language in Use

10 Work in pairs. Act out dialogues using the cues.

Example

A: Peter, your hands are very dirty! Have you been working in the garden?
B: No, I haven't. I've been repairing my bike.

Student A Questions

- hands dirty/work in the garden
- English good/do lots of exercises
- eyes red/cry
- healthy/work out in the gym

Answers

- tired/sleep too little
- fit/swim every night
- angry/wait for Mary for an hour
- late/try to catch a taxi

Student B Questions

- tired/sleep all right
- fit/cycle a lot
- angry/argue with someone
- late/wait for the bus

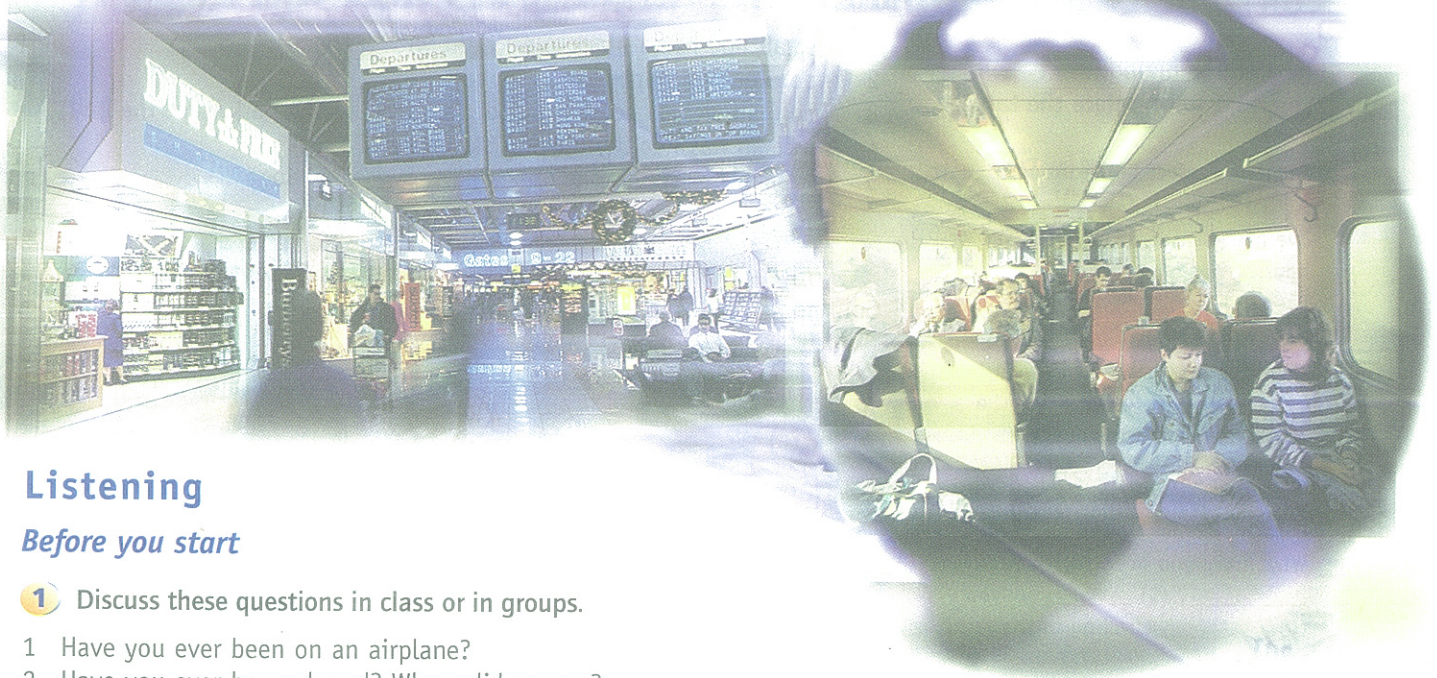
Answers

- hands dirty/repair bike
- English good/practise using it a lot
- eyes red/sleep badly in the last few days
- healthy/jog a lot recently



2 On the Move

SKILLS FOCUS



Listening

Before you start

1 Discuss these questions in class or in groups.

- Have you ever been on an airplane?
- Have you ever been abroad? Where did you go?
- Have you ever travelled a long distance on your own? How did you travel?

2 Put the Key Words into the correct column in the table. Use a dictionary to help you.

KEY WORDS

baggage, carriage, flight, gate, information desk, passenger, passport control, platform, seat belt, ticket

Airplane/Airports	Trains/Stations	Both
<i>flight</i>	<i>carriage</i>	<i>baggage</i>

Listen to learn

3 You will hear these words in the story you are going to listen to. Match them with their definitions.

- | | |
|-------------------|--|
| 1 ambassador | a) a colour between black and white |
| 2 sensitive | b) silly |
| 3 grey | c) the words that you know |
| 4 gentle | d) in touch with people's feelings |
| 5 fierce | e) soft and kind |
| 6 vocabulary | f) the way a person talks |
| 7 accent | g) timetable |
| 8 interpreter | h) frightening |
| 9 likely | i) depend on |
| 10 schedule | j) an important person from another country |
| 11 foolish | k) a person who explains what another person is saying in another language |
| 12 responsibility | l) probably |
| 13 rely on | m) duty |

4 Listen to the story. How old do you think Mary is? Which words give this away?

5 Listen again and complete the information.

DEPARTURES

Flight	Destination	Gate
CA233	Beijing	_____
_____	Shanghai	_____
DG678	_____	_____
_____	_____	5

Why did Hao Qi not arrive?

LISTENING STRATEGIES:

Focus on situations

- When you listen to dialogues, think about where they take place (e.g. on a bus).
- Focus on the language the people use (formal or informal).
- Think about the mood of the speakers (e.g. polite, angry, happy, nervous).

6 Listen to the dialogues. Decide where they are taking place and what the people are talking about.

7 Listen again and complete the Function File.

Function File

Travel situations

Dialogue 1

Man: (1) _____, are you sure this is your (2) _____?

Woman: Yes, I am. Number (3) _____.

Man: But my (4) _____ has got that number.

Woman: Well, ask the air hostess about it.

Dialogue 2

Woman: I'd like a (5) _____ to Newcastle, please.

Man: Single or (6) _____?

Woman: Single.

Man: Smoking or non-smoking?

Woman: Non-smoking, please.

Man: That'll be (7) _____, please.

Woman: What (8) _____ does it go from?

Man: Number 6, over there.

Woman: And what time does it (9) _____?

Man: Er, at (10) _____.

Dialogue 3

Woman: Good morning. How much (11) _____ have you got?

Man: Just one case.

Woman: Could I see your (12) _____, please? That's fine.

Man: The (13) _____ is late, isn't it?

Woman: Yes, but only 15 minutes. Here is your (14) _____. Go through (15) _____ now and then listen for the (16) _____ number.

Man: Thank you.

10 Listen to three sentences and choose the correct meaning: a, b or c.

- Eric wants to go to Kraków by train.
a) Not Sarah. b) Not Beijing. c) Not by bus.
- I'd like a single ticket for a morning train in a non-smoking carriage.
a) Not a return ticket. b) Not an afternoon train. c) Not in a smoking carriage.
- A man told me to go to gate number two at three o'clock.
a) Not a woman. b) Not to gate four. c) Not half past two.

In pairs, practise saying the sentences that would give the other alternatives.

Vocabulary: Phrasal Verbs

9 Match the two parts of the sentences.

- | | |
|---|--|
| 1 As I ran on to the platform | a) when he realised he didn't have his passport. |
| 2 The plane took off | b) my luggage. |
| 3 I've already checked in | c) the train was just pulling out. |
| 4 He was going through passport control | d) at the traffic lights. |
| 5 She pulled up suddenly | e) five minutes ago. |

Speaking

10 In pairs, practise dialogues 2 and 3 from the Function File. Change the information (prices, times, types of ticket, etc.) and practise your new dialogues.

11 Now imagine you have lost something on a flight. Make notes about the following things:

- your flight number and where you have flown from (e.g. BA528 from Manchester)
- what you have lost (e.g. suitcase/bag) and the colour and size
- contents of your luggage (e.g. clothes/books)

12 In pairs, act out the situation at the lost luggage counter at the airport.

Example

A: Can I help you?

B: Good morning. Yes, I've lost my ...

QUOTE ... UNQUOTE

"He travels the fastest who travels alone."
Rudyard Kipling, English writer

Pronunciation:
Stress and Meaning

8 The meaning of a sentence can change if you put the stress on a different word.

Sentence with stress

- I want two return tickets to Liverpool.
- I want two return tickets to Liverpool.
- I want two return tickets to Liverpool.

Meaning

- Not one ticket.
- Not single tickets.
- Not Manchester.



3 Clean Machines

Reading

Before you start

- 1 How many different kinds of cars can you name?
- 2 Do you know anything about solar cars? Where do they get their power from? Use the following phrases to help you.

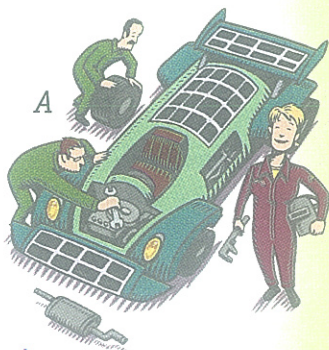
use the sun's energy, do not use petrol, gas or any other fuel, clean and safe, no pollution

Read to learn

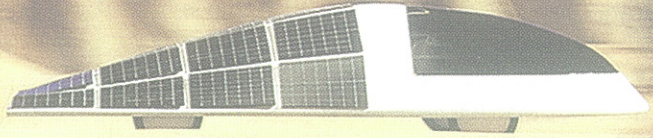
- 3 Read the interview about solar cars. Are these statements true or false?

- 1 Marie Logan began designing cars when she was a student.
- 2 She has won most of her races.
- 3 The team has nearly finished building a solar car.
- 4 Marie has written a book about solar cars.
- 5 Solar cars can work in cloudy weather.

- 4 Imagine yourself as a solar car designer and you are having an interview with a journalist. Work in pairs and do an interview.



Scientists have been making solar cars for over twenty years. They have made cars that go up to 80 k.p.h.!



Solar Car Racing

Solar racers have been coming to Australia for years for the World Solar Car Challenge. We interviewed Marie Logan from Brisbane.

Q: Well, the first question I have for you is simple. What is a solar car?

A: Solar cars are cars that use the sun's energy for power. That means they don't use petrol, gas or any other fuel, just the sunlight.

Q: And why are people interested in solar cars?

A: People have been worried about pollution caused by fuels like petrol and gas for a long time now. Solar cars are clean and safe, so there is a lot of interest in them.

Q: You've been designing solar racing cars for a long time. When did you start?

A: Well, I've been interested in cars since kindergarten. When I was at university, I started designing my car. I've designed five or six different cars so far. And I've been taking part in races for about four years.

Q: How many races have you taken part in?

A: Let me think. Six. We've won two of them!

Q: Where do these races take place?

A: Well, the one I like best crosses the whole of Australia from northwest to southeast. It's about 4,500 km long!

Q: Wow! How long does that take?

A: These days the fastest cars can do it in six days.

Q: And what have you been doing recently?

A: I've been building a new car with a team from Queensland University. We've done a lot of work on it, but we haven't finished yet.

Q: And you've been writing a book about solar cars.

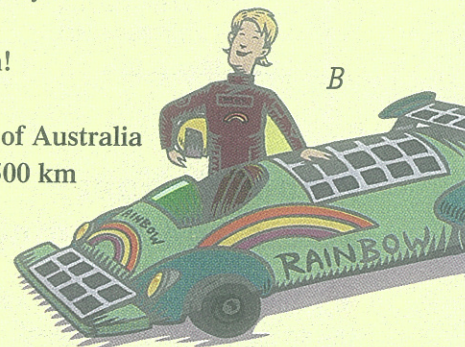
A: Well, so far I've only written the first few chapters! I want people to have a good impression of solar cars.

Q: But a lot of people think that solar cars are too slow or not very reliable. How can you persuade them of the advantages of solar cars?

A: Solar cars are getting better all the time. They have reached speeds of nearly 80 k.p.h. In tests, one car we built has averaged over 40 k.p.h., even in cloudy weather.

Q: You've been working hard – good luck in the race!

A: Thanks a lot.



Grammar

PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

5 Complete the table with the correct form of the following verbs: *build, design, write, take part*.

Present Perfect Continuous

- You've been _____ solar racing cars for a long time.
- I've been _____ in races for about four years.
- I've been _____ a new car with a team from Queensland University.
- You've been _____ a book about solar cars.

Present Perfect

- I've _____ five or six different cars so far.
- How many races have you _____ in?
- We've _____ a lot of work on it.
- I've only _____ the first few chapters.

Now match some of the sentences from the table with the four pictures.

6 Which of the two tenses talks about

- activities that are still going on now?
- achievements or finished actions?

Find examples of these two uses in the caption of the picture on page 40.

➔ Grammar Summary 6, on page 94.

7 Which sentence, a or b fits each situation best?

- You want to find out why someone is late.
 - What have you been doing?
 - What have you done?
- You want to talk about your success in your golf training programme.
 - I've been playing today.
 - I've played for six hours today.
- You want to complain about your garage.
 - They've been repairing my car for over a week.
 - They've repaired my car.

8 Put the verbs in brackets in the Present Perfect or Present Perfect Continuous.

Mike: At last! Where (1) _____ you _____ (be)? I (2) _____ (wait) for an hour!

Helen: Sorry, I (3) _____ (talk) to an old friend. I (4) _____ (not see) her for years. And imagine, we met in the middle of the street, just like that.

Mike: What _____ she (5) _____ (do) since you last saw her?

Helen: She (6) _____ (work) as a telephone operator in a hotel but she wants to change her job. She (7) _____ (not get on) well with her boss recently.

Mike: Our company is looking for an operator. (8) _____ she _____ (have) any interesting offers yet?

Helen: I don't think so. She (9) _____ (not look) for a long time. She (10) _____ just (start).

Mike: Then tell her about this offer. She'll appreciate it.

Language in Use

9 Work in groups and think of things that you started doing in the past and haven't finished yet. Talk about it in groups.

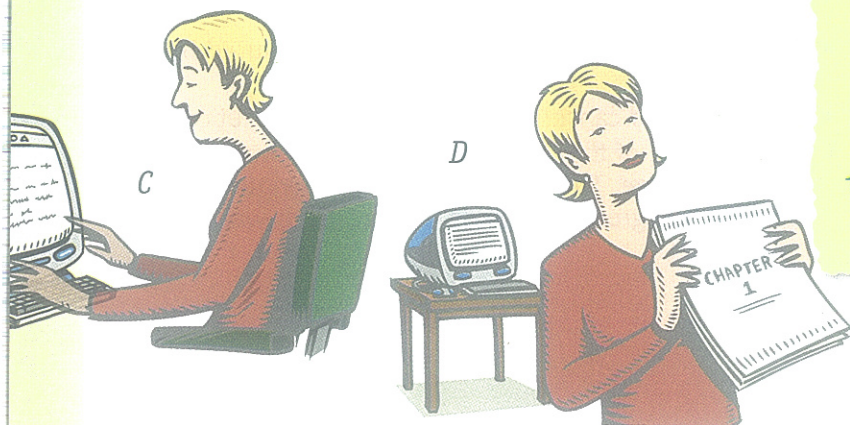
Example *I've been reading* "The old man and the Sea" for some time. *I've read* fifteen chapters so far.

I've been taking dancing lessons for a month. *I've learnt* two dances so far.

10 Work in pairs. Find out from your partner how busy he or she is. Ask and answer these questions.

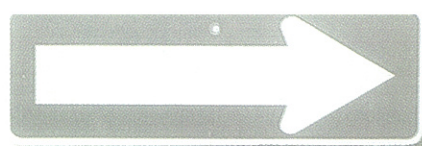
How busy are you?

- What books have you read?
- What have you been reading in the last few weeks?
- Have you been doing any sports over the last month?
- How many times have you taken part in sport in the last month?
- Have you been going to the cinema a lot?
- What films have you seen?
- Have you been studying a lot recently?
- How many essays/projects have you done?
- Have you been doing a lot of shopping recently?
- What have you bought?





4 Car Culture



SKILLS FOCUS

Reading

Before you start

1 Answer the questions about cars. Tell the class.

- Does your family have a car?
- If so, what kind of car is it?
- How often do you travel in it?
- What car would you like to have? Why?

Example *We've got a Polo. My dad uses it for work. I don't travel much in it.*

2 Check the meaning of these traffic words in a dictionary.

KEY WORDS

accident, air pollution, carbon monoxide, highway, construction works, speed limit, pavement, traffic jam, crossroads

Read to learn

READING STRATEGIES:

Completing notes

- Look at the notes and decide what kind of information you are looking for (e.g. names, numbers, percentages, objects, times).
- Read the text quickly to get the general idea.
- Then read the text again carefully and complete the notes as you read. Use abbreviations.

3 Read the article and make notes in your notebook. Use the Reading Strategies to help you.

Traffic in Britain

Number of cars:

Increase in the last ten years:

Amount of TV advertising:

Short car journeys:

Chemicals produced by cars:

Health effects of air pollution:

Number of road deaths:

Advantages of buses over cars:

Advantages of sharing a car:

Advantages of physical exercise:

Ways of making streets safer:



The Road to Destruction

- "This morning it took me forty minutes to get to work. More road construction works on the A10!" "Oh really? It took me over an hour. There was an accident on the M11."
 - "You're both lucky. It took me two hours! You don't have to use the M25."
- How often have you heard these conversations? How often do we get stuck in traffic jams? How often do we arrive at work or school stressed out, tired and angry? For many people in Britain, the answer is every day. But anger and stress are nothing compared to the real costs of the motor car. Here are some figures:
- In the last ten years, the number of cars on the roads in Britain has gone up by 30%.
 - There are now 25 million cars in this country.
 - Over three thousand people die every year in road accidents in Britain.
 - In London, car engines produce 99% of all carbon monoxide in the atmosphere.
 - Twenty-five thousand deaths per year are caused by air pollution.
 - Some types of cancer are related to traffic pollution.
 - Traffic is one of the major causes of global warming and climate change. The average global temperature is about 0.5 degrees centigrade higher than it was 100 years ago.





We know that cars are bad for us. So why do we carry on using our cars so much? We all make excuses: "The buses are terrible." "The trains are always late!" "I haven't got time to walk." I'm talking about myself, too. I admit: I'm addicted to my car. When I asked Jenny Trowe of Greenpeace for advice about how to give up, she told me six things:

1 Use your legs. Over 25% of car journeys are under two miles – short journeys we could easily walk or cycle. Leg power can save you money, keep you fit and help you live longer. And regular exercise cuts the risk of heart disease by 50%!

2 Use public transport. On average, about forty people travel in one bus, while the same number occupy thirty-three cars. Sometimes it can take a little bit longer, but so what? You can relax on the bus or train, read a book, talk to someone, meet the love of your life – who knows?

3 Think before you go. Do you really have to go to that shopping centre on the other side of town? What about the shops around the corner? Before you get into your car, think about whether you really need to make that journey.

4 Share cars. If you've really got to use a car, share journeys with someone else. It is much cheaper and kinder to the environment.

5 Don't believe advertisements! Nearly a quarter of all the advertisements on TV are about cars. You see an attractive man or woman driving a fast car through beautiful countryside. It's not true! That new car *won't* make you more attractive. And you won't be driving on an empty country road. You'll be stuck in a traffic jam in a city or on a highway!

6 Take action somehow! We often think there is nothing we can do about the noise, pollution and danger of traffic. There is. If your street's full of heavy traffic, talk to your neighbours about it. Write to the papers. Go to the city government. Ask for a speed limit. Ask for a pedestrian area. Do whichever of these things that suit you. **Don't just sit around and complain!**

All quite simple, isn't it? Six easy ways to improve our environment. Well, I'm sorry I must finish this article. I've got to pick up my daughter from school at four o'clock. Then I've got to drive to Sainsbury's to do the shopping. After that I have to take my son to a party. And tomorrow we're driving over to see my mother. The traffic's going to be awful, but what can we do?

4 Read the text again and answer these questions.

- 1 What are the A10, the M11 and the M25?
- 2 What effect does traffic have on people?
- 3 Why do people make excuses?
- 4 What does Jenny Trowe think about car advertisements on TV?
- 5 How does she think we should change our lifestyles?

5 Which sentence below best summarises the writer's attitude to cars?

- 1 He thinks they have more disadvantages than advantages.
- 2 He knows what he should do, but uses his car because it is convenient.
- 3 He thinks it would be easy for us all to use our cars less.

Vocabulary: Collocations

6 In English, some words often go together to form common expressions. Match the words below.

- | | |
|----------------|---------------------|
| 1 to make | a) twenty minutes |
| 2 around | b) a conversation |
| 3 to go up | c) journey |
| 4 to get stuck | d) fit |
| 5 heavy | e) an excuse |
| 6 a short | f) in a traffic jam |
| 7 to keep | g) by 20% |
| 8 to have | h) transport |
| 9 public | i) the corner |
| 10 to take | j) traffic |



Speaking

7 In pairs, ask and answer these questions.

- 1 How do you come to school?
- 2 Do you ever get stuck in traffic jams?
- 3 When you do, how do you feel?



Comparing Cultures

In groups or with the class, discuss these questions.

- 1 Are the traffic problems in your city better, worse or the same as those in Britain?
- 2 Are there a lot of advertisements for cars on TV in your city?
- 3 What has the government done or what should it do to help with traffic problems?



Communication Workshop

Speaking: A Discussion



Before you start

1 Read the information about traffic problems in Ludford. Complete as many of the gaps as you can.

The (1) _____ problem is the A49 road, which goes right (2) _____ the town. There have been several serious (3) _____ recently – last week two children were killed by a (4) _____ near the school. A report last year also showed that air (5) _____ from traffic is increasing and the old buildings in the town are getting (6) _____ and damaged. There is a terrible (7) _____ every morning at Ludford Bridge and there's nowhere to (8) _____ in the centre. Because of the traffic, (9) _____ are going to other towns and local shops are closing down.

Listen and check your answers.

2 Look at the map of Ludford with possible solutions to the problems. Match the blue words in the proposals below with the numbers on the map.

- build a car park near Ludford Bridge and improve the bus service into the town centre
- put more traffic lights and zebra crossings on the A49 in the town
- build a new road around the west of the town with a new shopping centre near it
- make the main square a pedestrian area and build a tunnel under the main square

3 Listen to two people discussing the plans. Complete the Function File with these words.

how about, would, why don't, good idea, don't think, what about, should, sure

Function File

Discussing suggestions

Personally, I think they (1) _____ build the bypass.

I'm not so (2) _____.

It (3) _____ be very expensive.

(4) _____ they improve the bus service?

That's a (5) _____.

And (6) _____ building a shopping centre?

I (?) _____ that's a very good idea.

(8) _____ the local shops?

Decide on the best plan for Ludford. Follow the stages below.

Stage 1

In pairs, read the Strategies.

SPEAKING STRATEGIES: Preparation

- Share your ideas – think of as many ideas as you can.
- Don't try to talk about something if it is too complicated.
- Practise making suggestions in front of your partner – he/she can correct you.

Stage 2

Think of the advantages and disadvantages of each plan in Exercise 2.

Example *Plan a) would reduce traffic in the centre.*

Stage 3

Decide on your plan – it can be a combination of some of the above plans.

Stage 4

Form a group with another pair. Discuss your plans for the town and try to agree on a solution. Use expressions from the Function File.

Talkback

Tell the class the solution you chose. Which of the solutions are the most environmentally friendly?

Writing: A Report

Before you start

1 Read these extracts from a report and put them in the correct order.

(A)

There are several good things.

- a) There is a train station *plus* a free car park. Trains are regular and *also* there is a frequent service at weekends and at holiday times.
- b) There is a good bus service from the main square to all parts of the town. The bus fares are *also* quite cheap.
- c) There is a good bicycle path which runs by the side of the river.

(B)

To: the School Magazine
From: Malcolm Ryan
Date: 15.01.05
Subject: The local transport situation

(C)

In conclusion, *on the one hand* Ludford is an attractive town with good shops and many places of interest. *On the other hand*, the local governments need to do something to control the traffic which passes through the town.

(D)

The aim of this report is to examine the transport situation in Ludford, a small market town in the north of England.

(E)

However, there are many things which could be improved.

- a) A main road goes through the town centre. It causes a lot of traffic jams *as well as* a lot of pollution.
- b) A lot of heavy traffic comes through the town. The lorries damage the ancient buildings and they are dangerous *too*.
- c) Traffic goes round the main square *but* it goes past the school *and* there have been bad accidents recently.
- d) *Although* there is a bicycle path near the river, it is dangerous to ride a bike in the centre of town.

⇒ Check your answers in the Writing Help 3 (layout), page 91.

Linking

2 Find these linking words in the report.

and, but, although, however, plus, also, on the one hand/on the other hand, as well as, too

Which do we use:

- a) to list ideas?
- b) to contrast ideas?

Write a report for your school magazine about the transport situation where you live. Follow the stages below.

Stage 1

Think about the area where you live. Make a list of the advantages and disadvantages of the transport system. Think about the following things:

buses, trains, bicycles, cars, roads, pedestrian areas, car parks

	Advantages	Disadvantages
buses	cheap	not very clean
trains		

Stage 2

Use the information to write a report. Think of how things have changed in the last few years (e.g. roads, numbers of cars).

⇒ Writing Help 3 (layout, vocabulary, linking) on page 91.

Stage 3

Check your report.

⇒ Writing Help 3 (checking).

Listening: A Song

Listen to the song *Leaving On A Jet Plane* and answer these questions.

- 1 Where exactly is the singer?
- 2 What time of day is it?
- 3 How does the singer feel?
- 4 When will he come back?
- 5 What does he want to do when he returns?

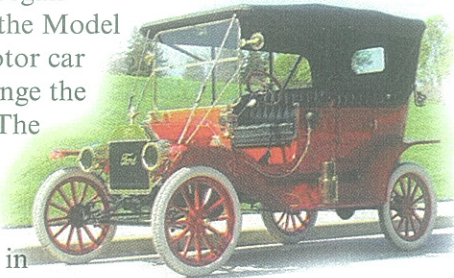


Culture Corner

America on the Wheel

Although the motor car was invented in 1889 by a German man called Gottlieb Daimler, it was an American man called Henry Ford who created the motor car as we know it today.

In 1908, Ford began production of the Model T Ford, the motor car that would change the world forever. The Model T Ford was the first mass production car in the world. Before 1908, when Ford's cars became available to the public, it was only the very rich who could afford to own a car. Ford found a way to mass-produce the motor car cheaply, making it possible for many more people to own one. The Model T Ford was simple, practical and cheap. It was a huge success. Between 1908 and 1927, Ford made and sold over 18 million Model T cars.



car companies, like Cadillac, based their designs on airplanes.

In the 1960s, the American public became bored with the choices offered by American car companies. Around this time a lot of stylish but cheaper cars were coming out of Europe, made by companies like BMW and Mercedes. American-made cars stopped being as popular and the rule of the American car was ending.



Today cars are a very important part of American culture. Wherever you go in America you can find highways, multi-storey car parks, drive-in cinemas and drive-through fast food restaurants, all built to suit the needs of car owners.

By the 1930s, people in America wanted something more than the Model T Ford. They didn't want cars to just be practical; they wanted them to look beautiful too. Soon car companies, like Ford, were forced to change their car production to suit the public's needs. Stylish cars became popular in America.

Motor cars have changed America and the world. Cars, buses and taxis make our lives so much simpler. Travelling from place to place is now so much cheaper and easier. Roads now connect the biggest cities to the smallest towns so it's possible to go anywhere anytime. And it all began with the American Model T Ford.



By the 1950s, cars with much more interesting designs were being produced. Some of the



1 Find these words in the text and match them to their meanings.

motor car, invent, mass production, practical, stylish

- 1 attractive and fashionable
- 2 make something new
- 3 useful
- 4 a car run by a petrol engine
- 5 making a large amount of something

2 Read the passage and answer these questions.

- 1 Who built the world's first mass production car?
- 2 What made the Model T Ford so popular?
- 3 What did the American public like about European cars?

Notes

Cadillac *n.* 凯迪拉克 (轿车)

BMW 宝马 (轿车)

Mercedes 梅赛德斯-奔驰 (轿车)

suit the needs of 适合……需要

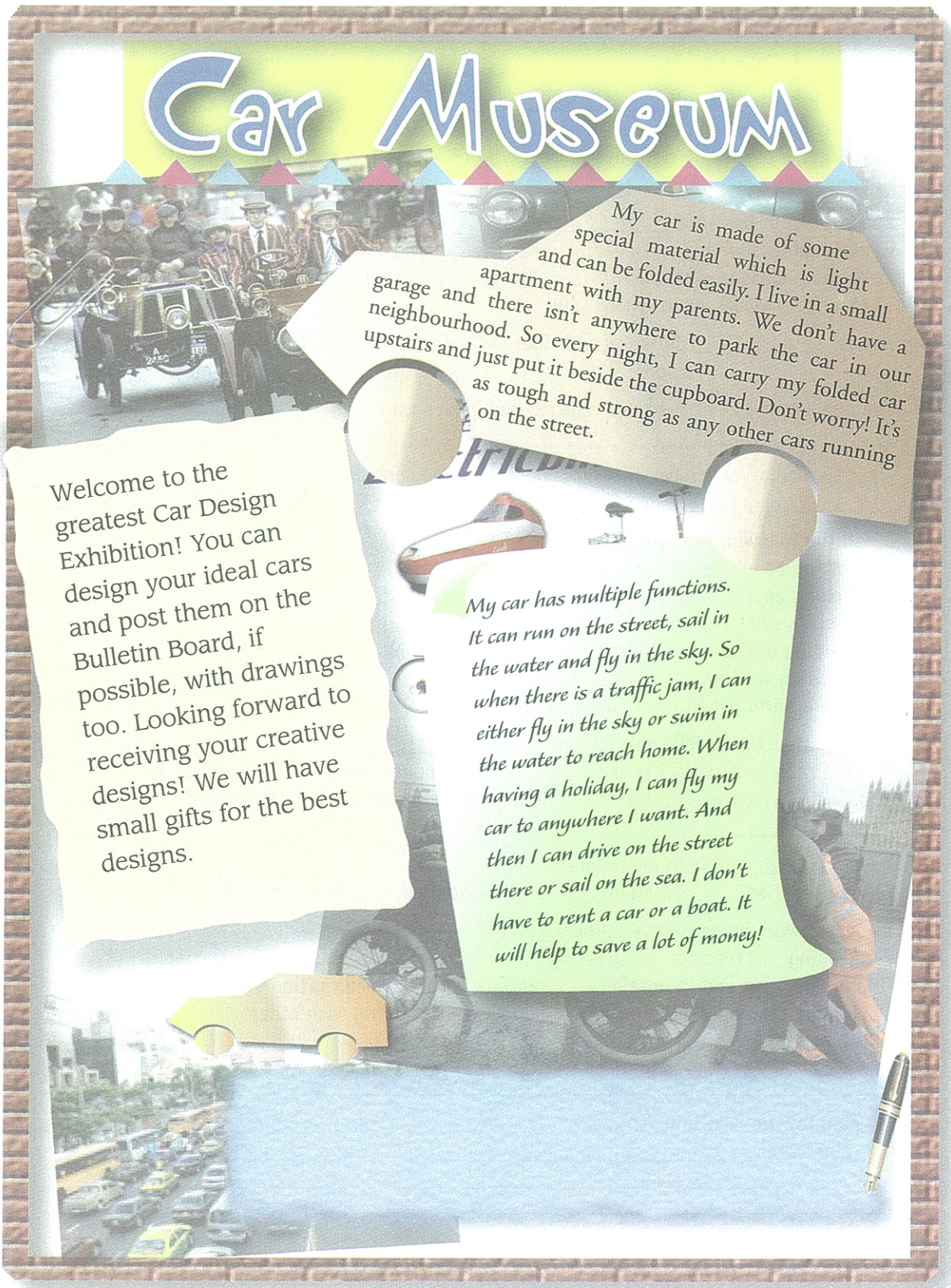
multi-storey car parks 多层停车场

drive-in cinemas 汽车影院

drive-through fast food restaurants 驾车通过式快餐店

Bulletin Board

The Car Museum is holding a special Car Design Exhibition. Read the notice and the two descriptions. Then describe your own ideal car and put it on the board.





Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
 Lesson 1 On Your Bike Lesson 2 On the Move
 Lesson 3 Clean Machines Lesson 4 Car Culture
- 2 In this unit, I've learned _____.
 about transport and the environment about solar cars
 about the use of bikes in Amsterdam about traffic accidents
 about water pollution
- 3 I've learned in this unit _____.
 about phrasal verbs about different words that sound the same
 to share ideas in discussion to discuss suggestions
 to write a report about where I live
- 4 I have _____ difficulty with Present Perfect and Present Perfect Continuous.
 great some a little no
- 5 The new words I've learned and remembered in this unit are:

- 6 The new words I still have difficulty spelling and remembering are:

- 7 I find the following ways of learning helpful:
 thinking about situations while listening
 thinking about the mood of speakers
 stressing what I want to emphasise
 recording difficult words in my mini-vocabulary book
 practising with my partner
 using a mirror when practising pronunciation
- 8 I often listen to the following in English _____.
 radio programmes TV programmes announcements tapes/CDs/MP3
 songs reports stories lectures film extracts dialogues
 others _____
- 9 I feel _____ with my progress.
 very satisfied satisfied a little satisfied not satisfied at all
- 10 I need to work harder in the following areas:
 listening reading speaking writing vocabulary grammar
 pronunciation and intonation translation communication strategies
 learning strategies confidence building working with others
 others _____

My plan for the next unit is:
I need to _____

Project

The future of transportation



1 Work in groups of three to collect information about the future of transportation. These are some of the areas you may want to research:

- a) public transportation
- b) personal transportation
- c) pollution solutions
- d) the role of traditional transportation
- e) an end to traffic jams
- f) worldwide travel
- g) space travel
- h) other _____

2 Now follow the stages and do the project.

Stage 1

Meet as a group and look at the issues mentioned above. Decide which group members will research each issue your group has decided to include in its project.

Stage 2

Find information in newspapers, magazines, books and on the Internet on these issues.

Stage 3

Gather your research. Decide how you will present your material – with a speech and visual display, as an extended dialogue, as a play with costumes and music etc., and again decide which job each group member will have.

Stage 4

Present your project to the class.

Group Assessment

- 1 Are you satisfied with your preparation for the project?
Yes. No. Why?
- 2 Are you satisfied with the method of presentation that your group chose?
Yes. No. Why?
- 3 How will you improve your project work in the future?

- 4 What did you learn from other groups?



Literature Spot 3



FRANKENSTEIN

BACKGROUND

Mary Shelley was born in 1797 in London. In 1814 Mary met and fell in love with Percy Shelley, the poet. Mary travelled around Europe with Percy Shelley and another poet, Lord Byron. One night, while they were staying in a villa in Geneva, Byron announced: "We will each write a ghost story". Percy Shelley began a story but didn't finish it; Byron wrote a story about a vampire; and Mary began to write *Frankenstein*. The sad life story told by the monster has often been ignored in film productions of the book.



Before you start

- 1 Read the background to the story. Why did Mary Shelley write the story?

Reading and Listening

- 2  Read and listen to the story. Are these sentences true (T) or false (F)?

- 1 Victor was interested in science.
- 2 Victor was pleased with his creation.
- 3 The monster killed the servant girl, Justine.
- 4 The monster hated people.
- 5 Victor created the female monster.
- 6 The police accused Victor of murdering Henry.
- 7 Victor decided to wait for the monster and kill it on his wedding night.
- 8 The monster killed Victor's wife and then escaped.
- 9 In the end, the ship's captain killed the monster.



- 3 The story is told by three people. Order the five parts of the story.

- a) Conclusion: Captain Walton
- b) Development of story: Victor Frankenstein
- c) The monster's story
- d) Introduction: Captain Walton
- e) Background to the story: Victor Frankenstein

- 4 Complete the sentences with a word formed from the words in brackets.

- 1 I developed a good _____ with Henry. (friend)
- 2 I didn't want Elizabeth to be in a _____ situation. (danger)
- 3 I had never felt so _____ and sad. (misery)
- 4 I was frightened when I saw my _____. (creator)
- 5 I had made a _____ monster. (horror)
- 6 I wanted to _____ it. (destruction)

Speaking

- 5 In groups or with the whole class, discuss the following.

- 1 Why didn't Victor tell anyone what he had done?
- 2 Did you feel sorry for the monster? Why or why not?
- 3 Did you feel sorry for Victor? Why or why not?
- 4 What is the moral of the story?



My name is Captain Walton. My ship was exploring the Arctic when we found a man on a piece of floating ice. He was called Victor Frankenstein. One night, he told me a strange tale.

'My dear captain, how shall I begin? I grew up near Geneva. I was a happy child. My parents had two other sons, Ernest and William, and they took in an orphan, Elizabeth. When I was seventeen, I went to the University of Ingolstadt. A professor there inspired me to study chemistry. This changed my life as I became obsessed with the search for the secret of life. I worked day and night for two years and, finally, I found the secret. To test my discovery, I decided to create a new life in the laboratory.

I collected parts of bodies and, after two years, I was ready to bring my creature to life. But when I saw the monster I had created, I felt horror and disgust. How can I describe the monster? You could see the muscles under his thin, yellow skin. His hair was long and black, his teeth were pearly white, but his eyes were watery and his lips black.

When my friend Henry Clerval arrived, I said nothing about the monster, which by now had left my house. Henry brought news of my family. They were well and had taken in a servant called Justine. Imagine my shock when a letter arrived from my father – my young brother William had been murdered!

I went to my parents' house. Just before I got there, I saw the monster running through the trees. I realised the monster I had created had killed my brother! When I got to the house, I was horrified to discover that Justine, who had been found near the scene of the crime, was accused of the murder. I knew she was innocent, but could say nothing. She was hanged.

Soon afterwards, while I was spending some time alone in the mountains, I met my evil creation again. The monster begged me to listen to his story. This is what he said:

'When I left your house, I came across a cottage and lived secretly in the barn watching an old, blind man and his children. I learned how to speak and I realised how miserable I was. I had no family, no memories, no childhood. One day, I decided to speak to the old man. He was kind and couldn't see my ugly body. But as soon as his children returned, they screamed and hit me with sticks. I ran away. On one occasion, I saved a girl from drowning in a river, but when her friend saw me he fired a gun at me. This was the reward of kindness. I promised eternal hatred and revenge on mankind. My first victim was your young brother. But now I want nothing more than a companion. I want you to make me a female companion and we will live together far away from all humans, I promise.'

I agreed to his demand, though the idea was terrible to me. When I returned home, my father mentioned his wish for me to marry Elizabeth, whom I loved dearly. But before the marriage, I needed to go to England to complete my work.

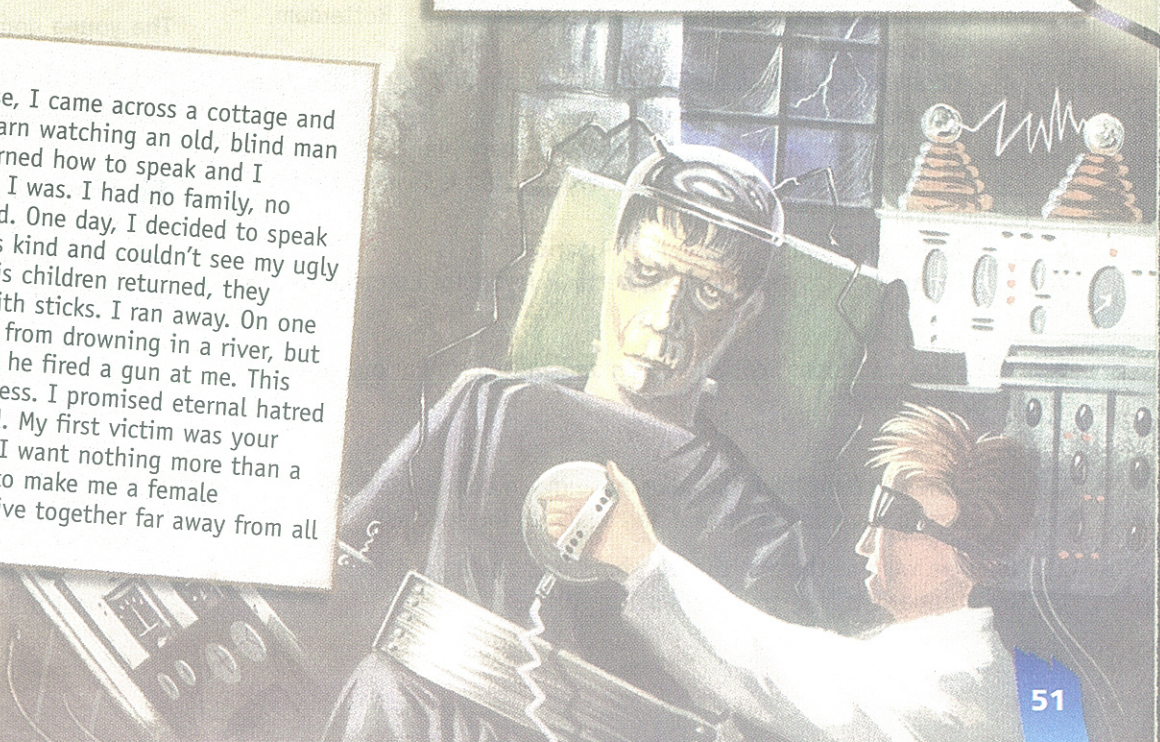
Henry came with me to England and, eventually, I completed my second creation. As I was bringing her to life, I began to have serious doubts about what I was doing. But, suddenly, my monster arrived. He said: "You are my creator, but I am your master!" In my confusion, I broke her body into pieces. The monster left, saying: 'I will be with you on your wedding night!'

The next day the police arrested me. I was accused of the murder of a young man. They showed me the body - it was my friend Henry! My monster had claimed his third victim. They put me in prison, but, in the end, I was proved innocent.

I was haunted by what the monster had said about my wedding night and I wanted to destroy him. On our wedding night, I was checking for the monster outside when I heard screams. I ran upstairs, only to find Elizabeth dead! The monster was at the window. He laughed before he ran off into the night.

The destruction of the monster was now my only aim. I followed him all over the Earth – the Mediterranean, the Black Sea, Russia – but he always escaped. He went north. I followed him to the frozen wastes of the Arctic, but he was one step ahead. I was drifting on a piece of broken ice when, dear captain, you found me. I am dying. Please believe my tale and promise me you will do all you can to kill this monster.'

Those were his last words. He died in my cabin. I went out and then I heard strange noises. When I returned to my cabin I saw the monster, a horrible creature, kneeling next to Frankenstein and crying. He told me how miserable he had been and how guilty he felt. He wanted to die and assured me he would destroy himself. Then, he jumped out of the cabin window onto the ice and was taken away by the waves into the darkness.



Language Problem-Solving 3

the

1 Read this profile of Scotland and then complete the table.

Scotland occupies the northern part of Britain, bordered in the south by England, in the east by the North Sea and the Atlantic Ocean in the west. The country consists of the mainland and many islands, such as the Hebrides, the Shetlands and the Orkneys. Tourists come to Scotland from Europe and all over the world. The capital of Scotland, Edinburgh, is a popular tourist centre. Tourists also come to see Scotland's beautiful landscapes: the lakes, such as Loch Lomond or Loch Ness, famous for the Loch Ness Monster and the Grampian Mountains, with their highest peak, Ben Nevis (1343 m). The most important river in Scotland is the Clyde, which flows through Glasgow. Although Scotland is part of the United Kingdom, it has its own currency, a separate educational and legal system, and its own parliament.



the	geographical name	example from the text	your own examples
-	continents		
-	countries	Scotland	
	towns		
	lakes		
✓	rivers	the Clyde	
	seas and oceans		
	single mountains		
	mountain ranges		
-	single islands	Britain	
	groups of islands		

*The United Kingdom is an exception. See Grammar Summary 9 on page 95.

2 Complete the sentences with *the* wherever necessary.

- A lot of people have emigrated from ___ Europe to ___ United States.
- Large parts of ___ Netherlands, including its capital, ___ Hague and other famous cities such as ___ Amsterdam or ___ Rotterdam, lie below sea level.
- ___ Mount Kosciuszko is the highest mountain and ___ Lake Eyre is the biggest lake in ___ Australia.
- ___ Corsica is an island on ___ Mediterranean Sea.
- ___ Prague, the capital of ___ Czech Republic, is famous for its bridges over ___ Vltava.
- ___ Andes go through ___ South America.
- ___ Canary Islands are a popular summer resort for European tourists.

3 Read the text about Scotland again and write a similar one about your city/province.

4 Does *the elephant* have the same meaning in both sentences? Which refers to a particular animal and which to the species?

- When we were at the zoo **the elephant** was having a bath.
- The elephant** is the largest animal in Africa.

5 Put *a/an* or *the* in the gaps. In which sentences does the noun refer to the whole group of people, animals or things?

- ___ whale is the biggest living mammal.
- I've just bought ___ guitar and started practising.
- ___ computer is the most important invention of the twentieth century.
- We saw ___ whale in the sea park in Florida.
- Do you have ___ computer?
- I'm learning to play ___ guitar.

6 Read the sentence and choose the best paraphrase for the expression in bold.

The young don't think about old age.

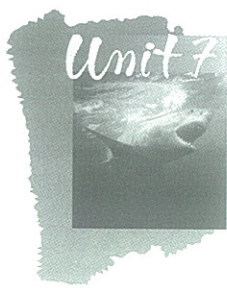
- a specific young person
- young people in general

7 Complete the sentences using *the* and one of the following adjectives: **poor, rich, homeless, disabled, unemployed.**

- Winter is a difficult season for ___ who often die of cold and hunger.
- Should ___ pay higher taxes to support ___?
- The government has created new workplaces for ___.
- The school has special facilities for ___, like lifts, wide doors and special toilets.

Language Power





7 The Sea

1 THE SPIRIT OF EXPLORERS

1 ★ Types of relative clauses

Underline the relative clauses. Circle the words they refer to.

Example 1 This is the place where the Vikings lived.

- 1 This is the place where the Vikings lived.
- 2 Danny found the boat that the Vikings had used.
- 3 The place where we met is the oldest square in town.
- 4 Many black people will never forget the day when Martin Luther King was murdered.
- 5 At present, nobody knows the reason why he has failed to get the job.

2 ★ Relative pronouns or relative adverbs

Complete the sentences with relative pronouns or relative adverbs: *who/that/which/where/whose/why/when* or *X* if the pronoun is not necessary.

Example I have a new skirt X I really like.

- 1 At midnight the moon is full, you can hear the wolves.
- 2 There are some boys in my class play basketball very well.
- 3 I loved the book you gave me for my birthday.
- 4 My sister has a boyfriend cat doesn't drink milk at all.
- 5 I never go to shops the prices are too high.
- 6 Frank has a small cottage is not very far from Lisbon.
- 7 Do you know the reason some people go to church every Sunday?
- 8 Many Chinese will never forget the moment Liu Xiang won the gold medal for the 110-metre hurdles at the Athens Olympic Games.
- 9 The reason I like the boys is that they are handsome and have a good sense of humour.
- 10 The stadium the NBA basketball game will be played is not far from our university.

3 ★★ Relative pronouns or relative adverbs

Fill in the gaps with relative pronouns or relative adverbs: *who, that, which, where, whose*. Put an *X* in the gap if the pronoun is not necessary.

I suppose I'm not very fashionable. I like clothes (1) are comfortable and make me feel relaxed. I usually wear jeans and T-shirts (2) I buy at my local market. In the winter, I wear jumpers (3) my mum makes for me. I hate formal occasions like weddings (4) you have to put on a jacket and tie. Some people (5) I know spend lots of money and go to shops (6) the prices are too high, in my opinion. I hate shopping and I always go with a friend (7) helps me decide. The only things (8) I like buying are sports clothes. When I play tennis, I like good quality clothes (9) are comfortable. I know there are people (10) style is more elegant, but I'm happy just being me!

4 ★★ Relative clauses or adverbial clauses

Complete the passage with relative pronouns or adverbial conjunctions.

who, which, whose, where, because, when, if, although

Authors (1) write about the Vikings are my favourite. Professor Hagaar is one such expert (2) works are my all-time favourite. A book (3) he wrote on this subject is famous all over the world.

I like stories about the Vikings (4) they had lots of exciting adventures. I would like to have adventures, too, (5) I don't want to do anything too dangerous!

Professor Hagaar came to visit my country from his home in Iceland last week. (6) he came to my hometown on Sunday, I was very excited. He gave a lecture at the library, (7) I went to hear him talk. After the lecture, I decided that I will study the Vikings too (8) I get the opportunity.

5 ★★★ Relative clauses with prepositions

In informal sentences

Look at these examples.

Ordinary speech (written and spoken)

He's the man she went to Europe **with**.

She found the book she had been looking **for**.

In very formal sentences

He is the man **with whom** she went to Europe.

She found the book **for which** she had been looking.

Complete the less formal relative clauses for each sentence.

- 1 Tahiti is the place
 - a) from which the word "tattoo" comes.
 - b) which the word "tattoo" comes from.
- 2 Mary is the person
 - a) with whom I shall be studying.
 - b)
- 3 That is the place
 - a) from which the tiger escaped.
 - b)
- 4 The policeman was the person
 - a) with whom I talked.
 - b)
- 5 Go and find the book
 - a) from which you get the information.
 - b)
- 6 Doctor Brown, _____, will retire next year.
 - a) with whom I have worked for 10 years
 - b)
- 7 Look at my couch,
 - a) for which I only paid £100.
 - b)
- 8 He is a person
 - a) of whom I am very afraid:
 - b)

6 Vocabulary

Complete the passage with the correct words below.

Some experts say that the Chinese were the first people to discover the land that is now called America. They say that many centuries ago explorers (1) _____ from a port in China and made a long (2) _____ that ended on the shores of America. If this is true, then they sailed much (3) _____ than anyone else had at that time, and arrived in America long before Columbus. (4) _____ some experts, the Vikings also

sailed to America by crossing the Atlantic, probably from Greenland.

Some years ago, it was difficult to (5) _____ people that the Chinese and the Vikings risked their lives crossing oceans (6) _____ other lands. Why would they look for (7) _____ lands? More and more information has been collected now, however, and more and more reasons have been found for why the Chinese and Vikings might have made such long sea journeys. We have to hope that (8) _____ we will know who discovered America, and who discovered it again later. Whoever it was, we have to remember that the distances involved are very long and realise that they performed a great historical (9) _____. Maybe one day, when more information is collected, people who said that it was impossible for the Chinese or Vikings to discover America will have to (10) _____.

- | | |
|--------------------|---------------------|
| 1 a) set sail | b) travelled |
| c) took the trip | d) made the journey |
| 2 a) departure | b) journey |
| c) trip | d) voyage |
| 3 a) longer | b) further |
| c) shorter | d) far |
| 4 a) In my opinion | b) In other words |
| c) According to | d) In some ways |
| 5 a) talk | b) persuade |
| c) invite | d) believe |
| 6 a) in search of | b) look for |
| c) search | d) get across |
| 7 a) nearby | b) unknown |
| c) artificial | d) dangerous |
| 8 a) quickly | b) immediately |
| c) firstly | d) eventually |
| 9 a) opportunity | b) ceremony |
| c) deed | d) event |
| 10 a) back out | b) escape |
| c) quit | d) change |

2 PROTECTING THE SEA

1 Showing interest

Choose the correct alternative a, b or c to show interest in each statement.



- 1 "It rained all day, every day on our holiday."
 a) "Mmm." b) "How terrible!"
 c) "Did you really?"



- 2 "We met some really interesting people on holiday."
 a) "Really?" b) "You know what I mean."
 c) "I suppose it isn't."



- 3 "On our holiday this year we visited some interesting places."
 a) "Mmm. Were there?" b) "No."
 c) "Mmm. Did you really?"



- 4 "I want two weeks' holiday every year. That's not wrong, is it?"
 a) "Yes?" b) "No, it isn't." c) "Really?"

2 Writing about holidays

Imagine you went on holiday. In your notebook write a dialogue about it and think of your friend's replies.

Example *You: We spent three hours waiting in the airport.*
Your friend: How terrible!

3 Vocabulary

Complete the passage with the words in the box.

industrial, pollution, ban, agricultural waste, chemical, solution, port, department, make a living, intelligent

Everyone needs to (1) _____, but as (2) _____ beings we should realise that we also all need a safe environment in which to live. (3) _____ presents great dangers to us and the world around us. (4) _____ and pollution coming from (5) _____ sources, much of which is (6) _____ in nature, have caused serious damage to our immediate environment. One important trading (7) _____ in South East Asia, for example, was recently described by an experienced ship captain as the most polluted piece of water in the whole world.

Such high levels of pollution have caused some people to call for a total (8) _____ on all waste products, but this seems like an extreme (9) _____. Another possibility is for all people who care about the environment to write to the related (10) _____ of their governments to offer help.



Remember

too + adjective and not + adjective + enough

We use *too* with an adjective to mean more than enough (*too* is different from *very*). A *very heavy* bag is difficult to carry, but if the bag is *too heavy* it is impossible to carry. To express the opposite idea we use *not* with the adjective and *enough*.

Example: *I am not strong enough to carry the heavy bag.*

➡ **Grammar Summary 8, on page 94.**

1 ★ **too + adjective**

Complete the sentences using *too* and an adjective from the box.

hot, small, old, expensive, cold, big

- David is a very small boy. His brother's jacket
- There are six people in their family. Their flat
- I want a computer but I only have ¥2,000. That computer
- We want to move to a warmer country. Canada
- I want a new camera. My camera
- There are fifty people at this party! Please open the window. This room.....

2 ★ **not + adjective + enough**

Complete the sentences using the words in the box.

good, long, old, deep, warm, big

- You can't go diving in this part of the sea. The water
- We're having fifty people for the party. The sitting room
- The temperature outside is freezing. I want to play tennis but it
- You can't take two-week-old babies on holiday. They
- The football team did not win the match. We
- You have to write more in your composition. It is

3 ★ ★ ★ **be too big or not big enough?**

Complete the sentences with the correct form.

- That mountain for us to climb in one day.
- The fisherman caught an enormous sea creature that for the fishing boat.
- The boat is ten metres long but there are thirty people so it for all of us.
- I liked the house but the little garden
- I bought these shoes in the market but I need a smaller size. They

Order of adjectives

To use more than one adjective before a noun follow this rule about order:

- 1 age/size/shape 2 colour 3 origin 4 material
5 purpose

Example: *an old, small, round, blue, American wooden tennis racquet.*

➡ **Grammar Summary 9, on page 94.**

4 ★ ★ **Order of adjectives (1)**

Complete the sentences with the words in brackets in the correct order.

- The fisherman had (wooden/boat/old/an).
- The millionaire had (big/table/round/a) in his room.
- He also had (expensive/an/plate/silver).
- He played with (new/a/tennis/white/metal/racquet).
- She bought (American/a/dress/colourful) at the market.
- We've got (French/painting/new/modern/a)

5 ★ ★ ★ **Order of adjectives (2)**

In your notebook write sentences with these nouns using three adjectives before each noun.

a ring, a car, a computer, a table, a video, a jacket, a camera, a film

3 THE SEA WORLD

1 ★ Comparison of adjectives

Read about the three friends. Complete the sentences with the comparative or superlative form of the words in brackets.

Mark, Anthony and Luke are the best of friends. They get on well but they are quite different from each other.

Mark is the (1) (energetic). He plays in all the school sports teams; he does *kung fu* in his spare time and he is also a member of a cycling club. Anthony sometimes plays sport but Luke is probably the (2) (energetic) of the three. He doesn't like any sport. Luke prefers to go shopping and to dress up in nice clothes. He always wears the (3) (up-to-date) fashions.

Anthony and Luke are both artists but they have different styles. Perhaps Anthony's paintings are (4) (unusual) than Luke's because he likes painting pictures of foreign lands such as busy markets and people dressed in unusual clothes. But a lot of people think that Luke paints (5) (beautifully) than Anthony. His paintings are (6) (colourful).

Some people say that Anthony is the (7) (intelligent) of the three but others think it is Luke. I think it is hard to tell but most agree that while Mark is probably the (8) (friendly), he is (9) (intelligent) than the other two.

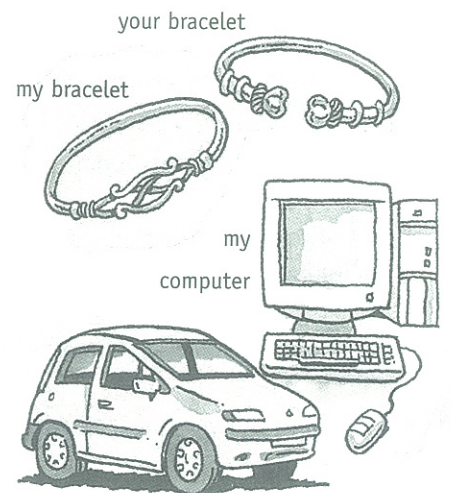
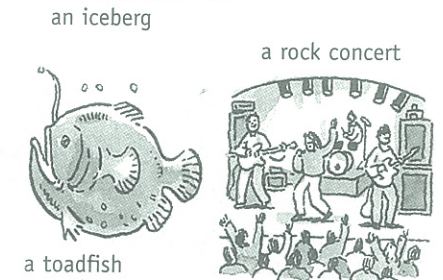
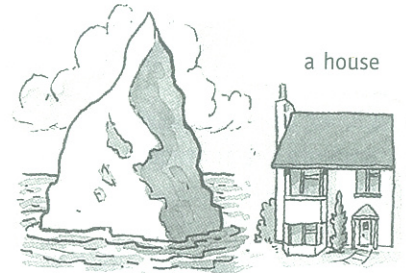
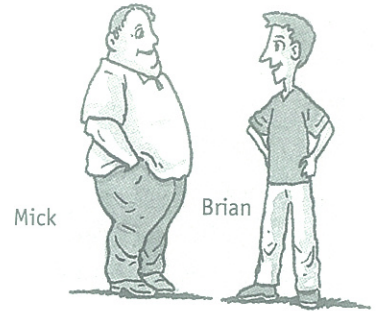
Anthony is an inventor. His (10) (wonderful) invention was a fireworks machine. But his father destroyed it saying, "That's the (11) (bad) thing you've ever invented! It is so dangerous!" Now Anthony's ambition is to invent the (12) (tiny) musical instrument in the world! He says at least that's safe so his father won't get angry again!

The three friends are all very different but they get on really well. They're the best of friends!

2 ★ Use as + adjective + as or ... times as + adjective + as to compare two people, things or activities

Write sentences using the cues and the pictures to help you.

- 1 tall *Mick is as tall as Brian.*
- 2 big
- 3 noisy
- 4 beautiful
- 5 reliable
- 6 expensive



3 ★ *not as + adjective + as/less... than to say that two people, things or activities are not similar or equal*

Write sentences using the cues.

- 1 Mary/tall/Brian
Mary is not as tall as Brian.
Mary is less tall than Brian.
- 2 Video games/exciting/
computer games
.....
- 3 Chess/interesting/reading
.....
- 4 The silver bracelet/
beautiful/yours
.....
- 5 Chimpanzees/intelligent/
dolphins
.....
- 6 Today/cold/yesterday
.....

4 ★ **Superlative questions**

Write the questions using the cues and then try to find out the answers.

- 1 high mountain? *What is the highest mountain in the world? Mount Qomolangma.*
- 2 country/large population?
.....
- 3 dangerous/sea animal?
.....
- 4 large/sea animal?
.....
- 5 large/land animal?
.....
- 6 tall/animal?
.....
- 7 fast/animal?
.....

5 **Vocabulary**

Complete the passage with the words in the box.

attract, attraction, energetic, measure, educate, watch out, discount, coral, discovery, melt

In order to (1) more people to the beauty of underwater world, and to the problem of the damage we are doing to it, one sea life protection centre has begun to offer (2)..... tours of these fascinating structures which can both (3)..... people and be great fun. In the past, it cost a lot of money to be able to actually see the (4), but this centre wanted as many people as possible to visit.

The centre has lots to offer visitors, both young and old. The key (5) for many visitors, however, especially those who are fit, strong, and (6), is that they can dive down with instruments to (7) the coral for themselves. The idea is that visitors return to the centre again after 6 months to compare their (8) This way they can see for themselves how global warming, which some experts say causes the polar ice to (9), in turn, affects the coral.

Visitors who dive down are told to (10), however. Coral, though beautiful to look at, is often as sharp as a kitchen knife!

Word Corner

Sea Creatures

In your notebook write comparative and superlative sentences about the sea creatures, using the adjectives below and others.

Example: *A dolphin is more intelligent than a seal.*

Animals: crab, seal, polar bear, dolphin, penguin, shark, whale
Adjectives: dangerous, colourful, intelligent, big, small, friendly, beautiful, noisy, ugly, common



4 SEA STORIES

1 Sea words

Add the words in the box to the group below and complete the sentences with their correct form. Think of some more words related to them using a dictionary.

high waves, fishing, island, surfing, dangerous, whirlpool, fish, wet, port, sailing, water-skiing, beach, diving, shark, swimming



- 1 Sharks are some of the most dangerous animals in the sea.
- 2 There aren't any on calm water like Lake Balaton.
- 3 I don't go fishing because I don't want to kill any
- 4 I love getting into my boat and round the island.
- 5 When water goes round and round fast, this is called a

2 Definitions

Complete the sentences with the correct word a, b or c.

- 1 A word that almost means the same as "horrible" is
a) terrible b) strange c) violent
- 2 Fishermen catch fish and put them in a
a) barrel b) net c) bag
- 3 When water is very cold, we often say it is
a) freeze b) freezing c) frightened
- 4 SOS stands for "Save Our".
a) selves b) sons c) souls
- 5 A word which means "very large" is
a) huge b) tiny c) terrible
- 6 A word which means the same as "very frightened" is
a) disabled b) terrified c) unique
- 7 The opposite of "able" is
a) impossible b) unable c) unfair
- 8 If you put a stone into some water, it will
a) sink b) melt c) dive
- 9 If you want to get away from somewhere, you want to
a) escape b) attack c) hunt
- 10 When people get frightened, they often open their mouths and
a) participate b) scream c) retire
- 11 A word that means "to get better" is
a) worsen b) recover c) evaluate
- 12 What do boats do? They
a) swim b) boil c) float
- 13 A word which means "to continue to live" is
a) ban b) disappear c) survive
- 14 A word which has a similar meaning to "remember" is
a) recognise b) organise c) apologise

Focus on reading

Qualities of Fish

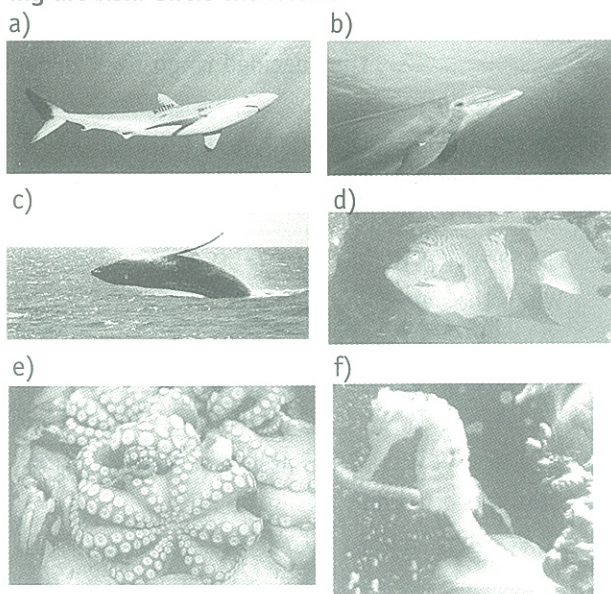
There are a variety of creatures living under the sea, but not all of them are fish. For example, dolphins look like fish, and so do whales, but neither are fish because they cannot breathe under water. They have to come up to the surface to breathe. In fact, they are simply mammals living in water. Octopuses and squids are also sea creatures, but they are not fish either since they do not have backbones.

So what are the characteristics of fish? Generally speaking, fish are cold-blooded, water-living creatures with backbones and gills. Being cold-blooded means that their body temperature changes with the surrounding environment, so that they do not have to waste a lot of energy keeping themselves warm under the water where sunlight hardly goes through. There are exceptions, however. For example, some tuna fish have a slightly higher body temperature than the surrounding sea water; and the great white shark is too big to be cold-blooded.

All fish breathe oxygen through gills, swim with fins, and have scales to protect their bodies. However, different living environments and feeding habits make them look completely different from each other. There are colourful fishes and dull fishes; huge fishes and tiny fishes; dangerous fishes and lovely fishes. There are fishes that do not even look like fish at all! The seahorse is one of them. There are, of course, male fish and female fish, but believe it or not, they do not always stay the same! Some fishes can change sex in order to reproduce.

Fish have a lot of interesting qualities, and the great variety of fishes makes them suitable for scientific study and research. If you want to learn more, the best place to start is an aquarium, where fish are specially bred and kept for educational purposes. But for many people, there are only two important qualities when it comes to fish — those that can be eaten and those that cannot.

1 Read the passage and decide which of the following are fish. Circle the letters.



2 Read the passage again and decide if the following statements are true or false.

- 1 All creatures living in the sea are fish.
- 2 Mammals breathe with their lungs.
- 3 All fish are cold-blooded.
- 4 Being cold-blooded means that fish can always keep themselves warm.
- 5 All fish have gills, fins and scales.
- 6 A fish can change sex so that it can live forever.
- 7 An aquarium is a good place to eat fish.

Focus on writing

1 Linking: Time words (revision)

Complete the text with these linking words and phrases.

many years ago, one day, suddenly (x2), in the end, a week later (x2), then

(1) *Many years ago* on a small island in a big sea there lived a poor fisherman and his wife. They lived in a very small, old house. The fisherman was happy in the small house but his wife was not. She wanted a big house. (2) the fisherman was fishing when (3) he caught a fish. The fish spoke to the fisherman. "Please leave me in the sea," said the fish, "and I'll give you anything you want." "My wife wants a bigger house with a beautiful garden," said the fisherman. "Go home!" said the fish.

The fisherman went home and he found his wife very happy in a big house with a beautiful garden. But (4) the wife again was not happy. "I want a bigger house," she said. "And I want beautiful furniture in it." The fisherman asked the fish for a bigger house and beautiful furniture. (5) he went home and he had a bigger house and beautiful furniture. But (6) his wife again asked for more. She said, "I want the best house in the country. I want a better house than the queen's." The fisherman was afraid but he asked the fish for a better house than the queen's house. (7) the sky was covered with black clouds and there was a terrible storm. "Go home!" said the fish.

(8) the fisherman went home and his wife was sitting in the tiny old house that they had before. "Be happy!" said the fisherman. "Be happy in this house and don't ask for more." And from that day, the wife was happy in their house.

2 Punctuation: Commas for lists

Put commas in these lists.

Example: *It was a great, exciting, silent horror film.*

- The kitchen is a large colourful and beautiful room.
- The shark in the film *Jaws* is a dangerous frightening killer shark.
- We were freezing frightened and wet in the heavy fishing boat.
- He took a photograph of the terrifying huge black creature.
- He likes all water sports especially speedboat racing body surfing and water-skiing.

3 Guided writing: Writing a guidebook

In your notebook, write five sentences. Each of them should be of more than seven words, describing a place by the sea for tourists. Use *there is* with any of the adjectives below.

beautiful, exciting, great, calm, relaxing, colourful

Example: *There is a beautiful beach where you can play with your children.*

4 Translate the following sentences into English.

- 这是一个危险人物，他总是和警察惹上麻烦。
This is a dangerous person, who the police.
- 根据历史记载，哥伦布4次启航前往美洲。
....., Columbus four times for America.
- 最终，他们决定回国寻找发展机会。
....., they decided to go back to their home country
- 由于天气恶劣，只有3个人到达了顶峰。
Because of the bad weather, only three people
- 年轻时，他们以打猎为生。
When they were young, they
- 海岸警备队提醒人们注意鲨鱼。
The Coastal Guards reminded people of
- 假期中，许多人被优惠的折扣吸引到这家商场。
During the holiday, many people
- 突然，我们听见有人尖声叫喊：“船开始下沉了！”
....., we heard : "The ship"

KEY WORD BANK WORD POWER

Adjectives: underwater, unknown, industrial, agricultural, intelligent, athletic, educational, horrible, enormous, unable, local

Adjectives for animals: intelligent, fast, slow, friendly, dangerous, big, small, colourful, beautiful, ugly, unusual, noisy, heavy

Opinions: I am for the plan, I think/In my opinion the plan will be good/excellent/interesting for ...

Disagreeing: I think/In my opinion the plan will be bad/a disaster/terrible for ...

Offering choices: It would be better if we ...

Interaction: How terrible, maybe, is it, I suppose it isn't, really, right

Parts of speech: terror/to terrify/terrifying

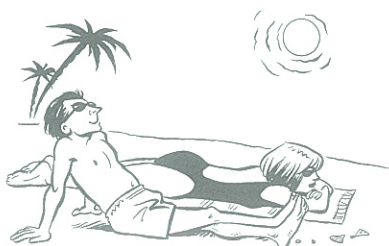
Nouns to do with the sea:

fisherman, fishing boat, wave, whirlpool, coral, voyage

Public issues: business, development, environment, fishing industry, wildlife

Sea creatures: crab, dolphin, polar bear, penguin, seal, shark, whale

Water activities: fishing, sailing, diving, surfing, swimming, windsurfing, jet skiing, body surfing, sunbathing



1 Revising vocabulary

Write as many animals as you can under these headings. (see Unit 7)

Eats meat	Family pet	Lives in water	Has no teeth
polar bear			

2 Parts of speech

Complete the table. Then complete the sentences with words from the table.

noun	verb	adjective	opposite	adverb
attraction	attract	attractive	unattractive	attractively
length	.....	.....	.....	.....
fortune	XXXX	fortunate	.....	.....
death	.....	dead	alive	XXXX
ability	XXXX	.....	.....	XXXX
science	XXXX	.....	.....	scientifically

- The creature was dangerous and the fishermen were that it didn't kill them.
- The fish was alive when the fisherman pulled it out of the water, but after two minutes it was
- The shark was so large and powerful that the fishermen were to catch it.
- The killer whales at Water World Park are a major
- Some sharks are long but some of them are quite
- The great white shark is a skilled killer. It is responsible for the of this animal.
- The scientists used special equipment to measure the and width of the fish.
- Penguins can stay in the freezing temperatures of Antarctica.
- If you want to become a scientist who studies penguins, you'll need to study at school and university.

CHECK YOUR PROGRESS

1 too + adjective and not + adjective + enough.

Complete these sentences with the correct expression, using the adjectives in brackets.

- 1 We have a very large family and our small flat is (big).
- 2 We have a very large family and our flat is (small).
- 3 I don't want to go outside in the snow. The weather is (cold).
- 4 Can you get that book from the top shelf for me, please? I am (tall).
- 5 Maria can't learn to drive yet because she is (old).
- 6 Please turn on the air conditioner. The sitting room is (warm).
- 7 The neighbours complained about the party because the music was (loud).
- 8 Chris was afraid to swim across the river because it was (wide).
- 9 Alex was afraid to dive into the sea because the water was (deep).
- 10 It is impossible to drive a car across that bridge because it is (narrow).

2 Relative clauses

Complete the text with the correct relative pronouns or relative adverbs from the box.

who, which, where, that, with whom, of which

On and around Hainan Island

My name is Liu Haiyan. I live on an island, (1) _____ is in the south of China. It is called Hainan Island.

There are many animals (2) _____ live on and around my island. We have monkeys, deer, many kinds of birds, and fish – lots of fish. Hainan Island is a place (3) _____ you can learn a lot about fish. I learned quite a lot about fish from my father (4) _____ I have been on many fishing trips. My father is a person (5) _____ makes his living from the sea. He is a fisherman. He taught me about many kinds of fish here, several (6) _____ only live in the sea around Hainan.

3 Adjectives

Complete the text with the correct comparative or superlative form of the adjectives in brackets. Use *than* where necessary.

A visit to The Sea Life Centre

"This is a catfish," says Peter Jackson. "I don't know why it has that name. It's a lot bigger than a cat and it's (1) _____ (hairy) a cat! Some people think it's (2) _____ (ugly) thing in the aquarium but the (3) _____ (ugly) a fish is, the (4) _____ (interesting) I think it is."

"Here we have the rays. (5) _____ (common) rays come from the Mediterranean Sea. Rays are usually more dangerous than other Mediterranean fish and the electric ray is (6) _____ (dangerous). But don't worry. It will hurt you only if you frighten it. It is (7) _____ (frightened) of you than you are of it."

"Seahorses are (8) _____ (unusual) fish in the aquarium. They all start life as girls, but when a boy fish dies, (9) _____ (strong) girl fish becomes a boy!"

"The Discovery Pool is for young visitors. They can pick up the crabs but they must be (10) _____ (careful) with the starfish."

"The sharks and the other fish live in 820,000 litres of water. We have a wave machine to make the waves (11) _____ (big). This is (12) _____ (good) aquarium in Britain."

4 State or activity verbs

Complete the text with the correct form of the verbs in brackets. Before you start, read the whole text carefully. You will need to read the text more than once before you decide on your answer.

More news from the world of water

- 1 An American company (1) (build) the first underwater hotel in the world at the moment. You can stay there from next year. You (2) (see) dolphins, fish and crabs outside your bedroom window but the room (3) (cost) a lot more than a room in a hotel (4) (cost) today.

- 2 There (5) (be) an animal in Australia that can survive in very dry weather. It (6) (make) a hole in the ground and (7) (stay) there for up to seven years! It (8) (not drink) anything in that time. Its name? The desert frog.

- 3 Sea World in the USA (9) (put) a whale back into the sea later today. The organisation (10) (find) the whale on a beach. She (11) (be) very thin, but since she (12) (come) to Sea World, she (13) (start) to eat again. She (14) (be) now much bigger than she (15) (be).

- 4 A fish that (16) (not swim) in Britain's seas for over 500 years (17) (catch) by a fisherman last week. Actually, the fisherman (18) (catch) fifteen of them in the nets of his fishing boat but he (19) (give) one to an aquarium where it (20) (put) in a pool so people could see it.

5 Extreme sports

Match the two columns of words.

- | | |
|---------|-------------|
| 1 water | a) surfing |
| 2 wind | b) skating |
| 3 rock | c) skiing |
| 4 ice | d) climbing |

6 Vocabulary

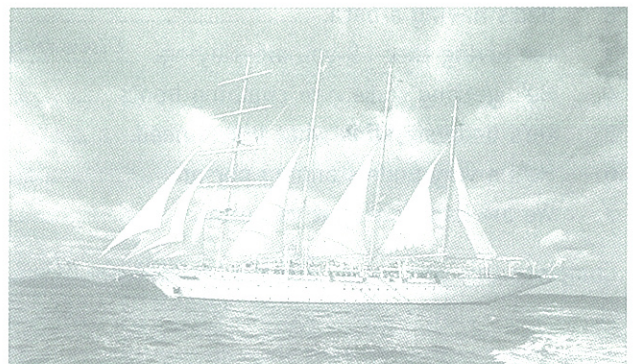
Complete the passage with correct form of the words in the box.

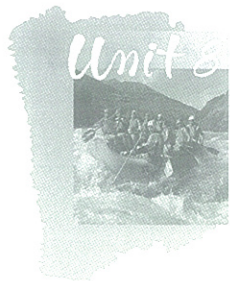
dolphin, sailor, writer, make it to, present-day, set sail, voyage, explorer

These days it is normal for a (1) ship to make a long (2) to another land or continent. These trips often take days, weeks, or months. Some people even sail right around the world. This takes a lot of time and money.

We are not the first people to make long journeys across the sea. In fact, people have a long history of (3) to distant lands. Viking boats sailed from Norway to England to attack people who lived on the English coast, and some experts even say that the Vikings sailed to America.

Early (4) did not have very good maps and did not always know if they would (5) their destination. Many people got lost at sea. One early (6) of the seas who was also a (7) kept a travel diary which he filled with exciting and interesting stories. In one, he says that they were lost in a storm in a sea filled with rocks and thought they would never make it home. However, a friendly (8) guided his boat out of dangerous waters. Perhaps this is why the Romans had dolphins on their early coins.





8 Adventure

1 ADVENTURE HOLIDAYS

1 ★ State verbs

Complete the table with the state verbs below. Then complete the sentences with the verbs in the correct form.

agree, see, need, hate, prefer, hear, want, smell, like, believe, know, love, mean, taste, disagree

State verbs	
A Feelings and emotions	B Thinking and believing
1 <u>like</u>	1 <u>know</u>
2	2
3	3
	4
	5
C Wants and preferences	D The senses
1 <u>want</u>	1 <u>see</u>
2	2
3	3
	4

- Martin thinks we should go on holiday in July and I agree with him.
- It's near the sea, which you can get good seafood there.
- Mum's cooking dinner downstairs. It fantastic.
- I used to like some summer sports but now I the winter ones, like skating and skiing.
- My brother thinks hiking is a fun activity but I it.
- We where we want to go for our adventure holiday.
- Sonia's old tent is full of holes. She a new one.

2 ★ ★ State verbs

Some sentences are wrong. Cross them out and write them again correctly. Then complete the sentence below.

- I love walking in the forest.
- Dad's having a bath.
- ~~I'm loving that CD you are playing.~~ I love that CD you are playing.
- He's getting some new climbing boots.
- He's understanding what hikers need.
- He's a very understanding person.
- We are knowing what you want.

Complete this sentence: The wrong sentences above are wrong because

3 ★ ★ Present Simple or Present Continuous?

Complete the sentences with the correct form of the verbs in brackets.

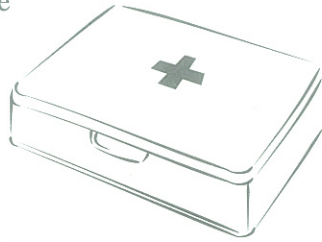
- I'm speaking (speak) to Tom on the phone now.
- It (get) very hot. I think we should (get) out of the sun.
- I (think) we should stop now because it (get) dark.
- You (look) serious. What you (think) about?
- I (taste) this soup to see if it's hot enough.
- Why you (smell) that meat? Is there anything wrong with it?
- Bob (love) roses because they (smell) so nice.
- We (have) dinner now but I'll help you later if you (have) a problem.
- Mary (have) a good time in India and she'll call you when she (have) time.

4 ★ ★ ★ Present Simple or Present Continuous?

There are ten wrong verb forms in this newspaper report. Correct the mistakes.

Help for hikers and villagers in the Himalayas

Hikers and villagers in the Himalayas get help from a group of British teenagers, who are working with the British and Nepalese Red



Cross. The teenagers go from village to village in the dangerous mountain areas. They give out first aid boxes. "We have a great time," is saying Mandy Richards from Surrey. "We are having First Aid lessons at school back home, so we are knowing how to help when we are coming here. The villagers here are always making their own medicine and sometimes that works and sometimes it isn't working. We feel that we are helping them and the villagers are feeling the same." Mandy, who is wanting to be a doctor when she leaves school, is sixteen years old.



5 Vocabulary

Complete the passage with the correct words below.

Not everyone who goes on holiday wants or needs to see five-star (1) on the (2) Adventure holidays are now very popular with many (3) offering hiking, sailing, and climbing holidays. Such holidays (4) very much from more traditional hotel breaks. People do not have any (5) with them; all they usually have is a big bag. On some hiking holidays, it is possible to have your bags taken to the next stop for you, but this is (6), costs (7), and is generally frowned upon by experienced hikers! The (8) taken is often (9) to say the least, and will often require (10) effort from all but the fittest people.

However, there is no need to become (11) Organisers say that (12), there are many different adventure holidays available, aimed at different age groups and levels of fitness.

- | | | |
|----|------------------|------------------|
| 1 | a) accommodation | b) apartment |
| | c) house | d) room |
| 2 | a) balcony | b) horizon |
| | c) distance | d) land |
| 3 | a) departments | b) guides |
| | c) organisations | d) people |
| 4 | a) provide | b) differ |
| | c) offer | d) look |
| 5 | a) luggage | b) voyage |
| | c) cabbage | d) ticket |
| 6 | a) original | b) free |
| | c) optional | d) personal |
| 7 | a) extra | b) extraordinary |
| | c) extreme | d) expensive |
| 8 | a) route | b) routine |
| | c) road | d) path |
| 9 | a) comforting | b) comfortable |
| | c) uncomfortable | d) comfort |
| 10 | a) minimum | b) maximum |
| | c) most | d) least |
| 11 | a) horrible | b) anxious |
| | c) frightening | d) tiring |
| 12 | a) right now | b) just now |
| | c) right away | d) just right |

2 EXTREME SPORTS

1 Expressing preferences

Complete the dialogue with the phrases below.

- a He can't stand football.
- b loves
- c I quite like
- d She'd love
- e he would prefer
- f I hate
- g she prefers
- h He would quite like football

Mother: Let's buy John a football shirt for his birthday.

Father: No! (1) *He can't stand football*. That's because of you.

(2), in my opinion. But you always tell him sport isn't important.

Mother: Well, it isn't important. But he needs the football shirt for football at school. I know (3) a new computer for Christmas but we haven't got the money.

Father: OK. A football shirt for John. What about Jane? (4) a Sting CD. She loves these old rock stars.

Mother: Maybe. But I think (5) the Rolling Stones to Sting. They are even older.

Father: I don't understand it. (6) rock music. It's not music at all. It's noise. Oh, there's just one girl – Alanis Morissette.

(7) her. She's OK.

Mother: Really? I didn't know you liked her. John (8) her songs. He's got most of her CDs and plays them all the time. So we can buy an Alanis Morissette CD for you and Jane to listen to together for Christmas.

Father: Thanks!

2 Expressing preferences

Use the functions in the box to write about the preferences of people you know.

quite like(s), would love, can't stand, love(s), like(s), wouldn't like, would quite like, prefer(s), hate(s), would prefer

My uncle quite likes football but he can't stand slow sports.

3 Phrasal verbs

Complete the sentences with the correct form of the phrasal verbs below.

take up, go through with, put on, turn up, get across, be into, back out, set up

- 1 George *has taken up* riding. His horse is called Tilly.
- 2 (On the phone) "Hello, James. You know we arranged to see a film this evening? Well, I'm..... but can we go next week?"
- 3 Laura's new computer is in her room as a surprise for her when she comes home.
- 4 "I'm afraid of exams and I just can't the maths exam. Sorry!"
- 5 "David, please an old pair of jeans before you work on your motorbike."
- 6 Mrs Malone is a very good teacher. She can always new information.
- 7 I bungee jumping for three years now and I love it.
- 8 Did Joe for class today?

4 Complete the sentences with the correct form of the words in brackets.

- 1 He is a *successful* (success) writer.
- 2 He talked about his friend's accident with great (sad).
- 3 Small children are usually afraid of (dark).
- 4 Anna has great (difficult) in understanding her Italian friend.
- 5 I asked her where she would want to go on holiday, but she doesn't have any (prefer).
- 6 I found it difficult to sleep after the (exciting) of the day.
- 7 The police say there are some (similar) between the two attacks.
- 8 After the (dead) of their parents, they went to live with their uncle.

5 Read the text below and use one word to fit each space.

I am a good mixer, so I tend to (1) *make* friends quite easily. Many of them are very interesting, but nobody compares with Alice. She is 53 years old and still very active. She can't (2) leading a boring life and (3) up a new activity every year. She has already tried bungee (4) and now she is very much (5) diving. But one of her greatest dreams is to get into the *Guinness Book of Records*. I doubt if she will ever succeed. In fact, last year she tried to go on a boat trip down the Amazon. She set (6) all the equipment but two days before the big day she gave the whole idea up. She just couldn't (7) through with it and backed (8) at the last minute. I guess she was afraid of loneliness. I don't like travelling on my own either, so I invited Alice to go on a trip with me. We went to Brazil and (9) its huge rainforest for two months. Next year we are planning to (10) a famous volcano in Mexico.

Remember

Time adverbials

These time adverbials are often used with the Present Perfect:

ever (in questions and negative sentences),
sometimes, often, usually, just, already, yet, for, since, all my life

➔ **Grammar Summary 7, on page 94.**

1 ★ Rewrite these sentences with the correct time adverbial in the correct place.

- 1 Have you been to Paris? (ever/never)
Have you ever been to Paris?
- 2 Look, your brother has come in. (usually/just)

- 3 I have tried to read *War and Peace* but I always stop because it's difficult. (usually/often)

- 4 We have visited the Greenland. What's it like? (sometimes/never)

- 5 Peter has given me his homework on time but it has been late. (sometimes/never)

- 6 Have you been to the cinema with Tom? (ever/ yet)

- 7 I haven't used that computer so I don't know what to do. (never/ever)

- 8 They have done the homework. Here it is. (already/yet)

- 9 They haven't done the homework. It's for next week. (already/yet)

- 10 I've worked here ten years. (since/for)

- 11 I've worked here 2000. (since/for)

- 12 I've worked here. (all my life/since)

2 ★ ★ ★ Time adverbials

In your notebook, write true sentences about your life using the Present Perfect and time adverbials below.

since, for, already, yet, just, all my life, never

3 MARCO POLO

1 ★ Types of relative clauses

Underline the relative clauses and circle the words they refer to.

- 1 The winner, who hasn't lost a game, is Maureen Wilson.
- 2 We need to see a film that will cheer you up a bit.
- 3 This completely unknown Van Gogh painting which has been hidden in a cottage for years will be sold in London next week.
- 4 This is the man whose books have been so popular recently.
- 5 We had lunch at the Three Bells where they serve traditional English food.
- 6 The eggs we had for breakfast weren't very fresh.

2 ★★ Relative pronouns

Add relative pronouns and commas where necessary.

- 1 Heathrow, *which* is one of the biggest airports in the world, handles hundreds of flights every day.
- 2 Some people would do anything could increase their chances of being promoted.
- 3 The Prime Minister has just arrived will make a speech tonight.
- 4 The show was put on by four young designers have won major prizes this year, and work has become very fashionable.
- 5 The style fashion designers are trying to promote this year can only attract very young people.
- 6 Jack Nicholson talent is recognised worldwide has received three Oscars so far.
- 7 The lecture was called off five minutes before it was due to start made the audience angry.
- 8 We landed in San Diego the plane was checked by engineers.

3 ★★ Non-defining clauses

Rewrite the sentences changing the information in brackets into relative clauses. Add commas where necessary.

- 1 My youngest brother is an artist. (He is good at Chinese calligraphy.)

My youngest brother, who is good at Chinese calligraphy, is an artist.

- 2 The TV breaks down all the time. (This makes us listen to the radio more.)

.....
.....

- 3 The firemen haven't managed to put out the fire.

(It broke out at 5 a.m.)

.....
.....

- 4 The report describes animal rights problems. (It is found in today's newspaper.)

.....
.....

- 5 Charles Perry will host a chat show on TV 5. (His lifestyle is often discussed in the popular newspapers.)

.....
.....

- 6 Some African countries have to be helped by international organisations.

(They are very poor.)

.....
.....

4 ★ ★ ★ Relative clauses

In your notebook, add comments to these facts. Use relative pronouns.

Example: *J. K. Rowling is a famous English author, ...*
J. K. Rowling is a famous English author, who wrote the Harry Potter books.

- 1 J. K. Rowling is a famous English author, ...
- 2 It is difficult to find a job if you do not have basic computer skills, ...
- 3 The women's world record for 3,000 m was broken by Wang Junxia, ...
- 4 English has become the world's international language, ...
- 5 Some countries refuse to sign a ban on producing chemical weapons, ...
- 6 The Long March ended in Yan'an, ...
- 7 The 2008 Olympics will be held in Beijing, ...
- 8 Jiang Zemin visited Hong Kong in 1997, ...

5 ★ ★ ★ Relative clauses

Write statements to which you could add these comments.

Example: *....., which was quite a surprise.*
My painting won first prize, which was quite a surprise.

- 1
which made me mad.
- 2
who isn't very kind at all.
- 3
which I really liked.
- 4
whose cousin is visiting the town.
- 5
which changed my plans for the future.
- 6
where the storms can be terrible.
- 7
which scared me to death.
- 8
which I borrowed from my friend.

6 ★ ★ ★ Relative clauses

Read the story and complete it with suitable relative clauses. Add commas where necessary.

Peter was getting a little worried about this friend Sam (1) *who was looking really sad*. He was living alone in a big house (2) Sam's parents (3) had died and his girlfriend Sara was studying in the States.

One day Peter (4) found Sam with a letter. He saw an American stamp on the envelope (5) "Sara wants me to join her in California," Sam said. "I think I'll go, although I hate flying (6)"

Two weeks later, Peter took Sam to the airport (7) The next evening Peter (8) got a phone call. Sam's plane (9) had to land in Manchester (10) Sam had been offered another flight, but he had decided to come home to wait for Sara.

7 Vocabulary

Complete the sentences with the words in the box.

professor, emperor, confuse, goods, fuel, wealthy, dictation, quantity

- 1 Qin Shi Huang was the first of China.
- 2 A growing number of are passing through Shenzhen port, the fourth largest in the world.
- 3 Some people say it is better to be healthy than
- 4 Coal is the primary for many people in northern China.
- 5 We have a test at school in the morning. I hope I can hear the teacher well.
- 6 My is a world expert on penguin behaviour.
- 7 A huge of rocks was needed to build the Great Wall.
- 8 It is easy to similar signs.

4 JOURNEY TO THE ANTARCTIC

1 Parts of speech

Complete the table. Use a dictionary to help you with new words. Then complete the sentences below, using words from the table.

noun	verb	adjective	adverb
<i>success</i>	succeed	<i>successful</i>	<i>successfully</i>
.....	realise	.....	.....
person	personalise	.....	.....
.....	educate	.....	.....
return	.....	XXXX	XXXX
.....	XXXX	.....	sadly
.....	.....	different	.....
centre	centre	.....	.....
.....	beautify	beautiful	.....
.....	XXXX	patient	.....
breath	.....	XXXX	XXXX

- Although it took a long time before he could see the doctor, he sat in the waiting room very
- Fashion models usually have a lot of natural
- The referee the football before kick-off.
- People in the Far East live very from those in the Middle East.
- The whole country felt nothing but at the King's death.
- Although we can all educate ourselves all our lives, the childhood we receive is very important.
- , I don't think it's a good idea to give children a lot of pocket money.
- The man suddenly he had seen a crime. He immediately telephoned the police to make a report.
- Many people study abroad and then home to find jobs.
- Babies do not need to learn how to, but they do need to learn how to brush their teeth to stop their breath smelling.

2 Parts of speech

Read the text. Work out the meaning of the underlined words by deciding what kind of words they are (noun, verb, etc.) using the context to help you.

Example: *Biro* – noun. Context: You write with it.

A reporter writes about the South Pole

Within two minutes I can't write because my biro is frozen solid. My hair is frozen too and my face feels icy. My eyebrows are also frozen and melting snow keeps dropping into my eyes. My heart is pounding as my body tries to acclimatise to this terrible cold.

3 Wordbuilding

Complete the sentences with the correct form of the words in brackets.

- The weather was so bad that it was impossible to continue our journey. (possible)
- The menu was in Chinese and nobody could give us a (translate)
- I lost my passport so I had no form of (identify)
- She can walk a long way in one day because she's so (energy)
- It was a difficult and dangerous climb so we had to go (careful)
- One minute it was sunny, the next it rained. The weather was (change)
- One of the expedition members hurt his leg and was to continue. (able)
- The meeting was attended by the leaders of 30 countries and was very (success)
- The police that the man stole money from his own mother. (conclusion)
- Julie sent a letter of for the job of police inspector. (apply)

Focus on reading

Breaking the Ice

Later this month, China plans to carry out its 21st Antarctica scientific expedition in which about 130 scientists and researchers are going to take part. Before they set sail for the Earth's coldest continent, our reporter talked to Dr Yuan, the captain of the ship that is going to carry them across the ocean.

Reporter:

Dr Yuan: She's called Xuelong, meaning snow dragon. As you know, moving through ice-covered oceans can be extremely challenging, especially in the Antarctic. An ordinary ship weighing thousands of tonnes can sink if she hits an iceberg, so we need to sail in an ice-breaker.

Reporter:

Dr Yuan: Sure. She's China's only polar ice-breaker. We bought her from Ukraine in 1993 and made changes to her to fit our needs. We added rooms and scientific equipment so that we could carry out our research on board. But as our need for new equipment is growing, we are planning to give her a refit again some time next year.



Reporter:

Dr Yuan: Well, it can be boring and it can be fun. It's quite dull when all you can see is an endless horizon for six months. And it's hard, too, because it's uncomfortable to travel on the open sea: the ship can roll even in light seas. We also have to bear high level of noise, and shaking caused by the ship banging against the ice. But we make friends with the wild animals along the way, and we entertain ourselves by making the most of all the things on board: the mini swimming pool, the gym, the library, the basketball court, the karaoke, the internet café. Among those, our favourite place is the post office, and of course, the last place anyone would want to visit is the clinic!

1 Match the reporter's questions with Dr Yuan's answers.

- 1 So can you tell us more about Xuelong?
- 2 And what about life on board? I've always wondered about that.
- 3 Dr Yuan, this ship is huge! What's it called?

2 Read the interview again and decide if the following statements are true or false.

- 1 China had carried out 21 Antarctic expeditions before this report was written.
- 2 No other continent is colder than Antarctica.
- 3 It is dangerous to sail across ice-covered seas because the ships are too heavy.
- 4 Xuelong was built in China in 1993.
- 5 Life on board is boring because there is no entertainment.
- 6 The ship sails very quietly across the open sea.
- 7 People can send or receive e-mails on Xuelong.
- 8 Everyone on Xuelong hates to go to the clinic.

Focus on writing

1 Linking

Complete Mary's e-mail to her father with the time-linking words in the box.

then, first, after a while, soon, later, while, during

David Wilson is on an expedition to K2, a mountain in the Himalayas. His fifteen-year-old daughter, Mary, is at home in England.

Dear Dad,

(1) *While* I was walking to school with Jo and a couple of other friends I saw a newspaper headline outside a shop. It said "Expedition Gets to the Top of K2". I thought it was about you. So I went in and bought the paper. The first word in the headline was "American". It said "American Expedition Gets to the Top of K2". For two or three minutes I didn't move and then (2) I started to cry. Jo was very good to me. She said I had to go to school and (3), about lunch time, I started to feel a bit better. I thought "I'm going to be positive about this! (4), I'm going to write to Dad, (5) I'm going to buy something for Mum to cheer her up!" Anyway, I spoke to Miss Clarke, my history teacher, and she let me write this e-mail to you (6) the history lesson! It's afternoon now, I'm going home (7) and I'm going to buy some chocolates for Mum on the way home. Lots of love, Mary

2 Guided writing: An informal message

Complete the message on the right with the informal linking words in the box.

anyway, well, and, but, so, luckily, actually

David Wilson writes back to his daughter, Mary.

3 Translate the following sentences into English.

- 为了体验冒险的感觉, 上周末他尝试了一项极限运动。
....., he tried an extreme sport last week.
- 他欣喜若狂地出现在晚会上, 使在场的每个人都吃了一惊。
He at the party with
.....,
everybody present.
- 当他得知下周的远足不舒服和非常疲劳后, 他在最后一刻打退堂鼓了。
When he was told the hike next week
....., he
- 第二次世界大战爆发之后, 他又被关进了监狱。
After the Second World War, he was
- 我把那件事告诉了小王, 小王又告诉了小李。
I told Xiao Wang about that and
.....
- 他们不得不放弃去西藏的计划, 因为在途中他们把汽油用完了。
They had to give up their plan to go to Tibet, because

Dear Mary,

(1) *Well*, they got there first!
(2) we weren't very far behind them. We were only a few hours behind them,
(3)
(4), I'm proud of all the people in our expedition. (5) I'm proud of you too, Mary! Do you know why? Because your first thought was for your mother, not for yourself. And it's not all bad news.
(6), there is a flight out of Nepal tomorrow and (7) I'll be home two days earlier than I thought. Lots of love, Dad

KEY WORD BANK

Travel: accommodation, camp, flight, guide, horizon, hostel, journey, mountain, porter, route, travel, trip

Activities: explore (a forest, a desert, another planet), go (sailing, skiing, diving, canoeing, parachuting), go on (a wildlife tour, a hiking trip, a round-the-world trip), visit (famous museums, cities around the world, a volcano)

Polar exploration: courage, sledge, skis, spirit, storm, tent, weather conditions

Adjectives: boring, brave, cheap, cheerful, comfortable, dangerous, dirty, exciting, expensive, safe, serious, tired, tiring, well-organised, wonderful

Nouns/adjective forms: ambition/ambitious, courage/courageous, darkness/dark, death/dead, difficulty/difficult, disaster/disastrous, organisation/organised, pole/polar, preparation/prepared, success/successful, comfort/comfortable

Transport: by (boat, camel, sledge), on (foot)

Extreme sports: bungee jumping, ice diving, snowboarding, white water rafting

General preference: can't stand, hate, like, love, quite like

Specific preference: would (not) like to, would prefer (not) to, would quite like to

Phrasal verbs: back out, go through with, put on, set up, take up, turn up



WORD POWER

1 Dictionary work (1)

Read this dictionary extract and then answer the questions.

ex-cit-ed /ɪk'saɪtɪd/ *adj* happy, interested, or hopeful because something good has happened or is expected: *I'm so excited – Steve's coming home tomorrow.* + **about** *The kids are getting really excited about our trip to California.* – **excitedly** *adv* **ex-cite-ment** /ɪk'saɪtmənt/ *n* [U] the feeling of being excited: *Gerry couldn't sleep after all the excitement of the day.* **ex-cit-ing** /ɪk'saɪtɪŋ/ *adj* making you feel excited: *Their trip to Australia sounded really exciting.*

- Circle the correct reason.
Excited is before *exciting* in the dictionary because it has seven letters, not eight.
The "e" of *excitEd* comes before the "i" of *excitIng* in the alphabet.
- Underline the parts of the dictionary entries above that will help you pronounce a word.
- Circle the parts of the dictionary entries above that tells you what part of speech (noun, verb, adjective or adverb) the word is.
- Write a word from the dictionary extract with its definition (what it means).

Word:

Definition:

- Write a word from the dictionary extract with an example of how to use it.

Word:

Example:

2 Dictionary work (2)

Find *successful* in a dictionary. And write its pronunciation, part of speech, definition and an example of its use in your notebook.

CHECK YOUR PROGRESS

1 State or activity?

Complete the sentences with the Present Simple or Present Continuous of the verbs in brackets.

- 1 Can you answer the phone, please? I (have) a bath.
- 2 Jean's got to go now. She (have) a meeting to attend.
- 3 I (taste) this curry to see if I've made it hot enough.
- 4 (you prefer) Indian food to Chinese?
- 5 We (not even think) about an adventure holiday. They are all too dangerous.
- 6 What have you put in this curry? It (taste) funny.
- 7 What (you think) about Eastern Europe for our holiday this year?
- 8 John (be) difficult because he was asked to go to bed early.
- 9 Are you using that new perfume? You (smell) really nice.
- 10 David's reading a book about China so he (know) all about it.

2 Time adverbials and prepositions

Complete the sentences with the time adverbials and prepositions below. There are more than you need.

ever, just, already, yet, for, since, sometimes, often, usually, before, after, between, during, in, on, at

- 1 Have you eaten frog's legs?
- 2 Most people have a good time Christmas.
- 3 He's done a lot of homework the holidays.
- 4 I've finished writing my composition.
- 5 School finishes four o'clock.
- 6 They haven't heard the results
- 7 She's lived here three years.
- 8 There was some good rock music around the 1980s.
- 9 Barbara hasn't seen her father she was five years old.
- 10 Jack has been to New York twice.

3 Defining and non-defining relative clauses

Underline the relative clauses and add commas to the non-defining clauses.

- 1 Huge waves hit the ship which caused no serious damage.
- 2 The truck which had been repaired three times this months broke down again.
- 3 Captain Smith whose left leg is longer than his right bravely marched through the night.
- 4 At dawn when the birds start singing Helen goes out to skate on the frozen lake.
- 5 Katie who climbed up to the top of the tree looked for the best fruit.
- 6 Mr Kirk who was very tired woke up when he heard a lion roaring.
- 7 The party arrived at the village where the villagers were waiting for them.
- 8 The map that they were using was out of date.
- 9 The compass which was very old worked perfectly.

4 Tenses

Complete the text with the correct form of the verbs in brackets. Before you start, read the whole text carefully. You will need to read the text more than once before you decide on your answer.

A television programme showing the British Snowboarding Championships from Laax, in Switzerland.

Simon Peters: Hello, I'm Simon Peters. Welcome to the British Snowboarding Championships in Laax, high up in the mountains of Switzerland. Even though Britain only (1) (get) about 10 cm of snow a year, each spring hundreds of people (2) (enter) the championships, which (3) (be) in Switzerland every year. In fact, we (4) (have) the championships here in Laax three times before, in 1997, 1998 and 1999. Here with me is British women's champion Barbara Benson. Barbara, you (5) (win) this championship twice before but you (6) (not win) in Laax. Is that right?

Barbara Benson: Yes, that's right but I really (7) (want) to win this year. I (8) (like) snowboarding at Laax but I just (9) (not win) here even though I (10) (try) so hard whenever the championships (11) (be) here in the past. Maybe this will be my year.

Simon Peters: Let's hope so. And now here is the British Men's Snowboarding Champion, Trevor Griffiths. Trevor, you (12) (have) no home at all at the moment. Is that right?

Trevor Griffiths: (laughing) That's right. I (13) (live) everywhere – wherever the snow is – New Zealand, France.

Simon Peters: And where (14) (you live) at the moment?

Trevor Griffiths: (laughing) Here, of course. I (15) (stay) in a small hotel.

Simon Peters: (16) (you enjoy) life in Laax?

Trevor Griffiths: Yes. But I (17) (practise) for the championships every second I (18) (get), so I (19) (not have) much time to (20) (do) anything else.

5 Phrasal verbs

Complete the sentences with these phrasal verbs.

carry on, get across, break down, run out of, go through with, set up, break out, take up, turn up, prepare for, pay for, hope for

- I don't think I can the parachute jump — I'm too frightened.
- Please arrive early the gym equipment.
- She always first.
- I want horse-riding.
- Nobody understands what he is trying
- She was late for the meeting because her car
- Does everyone know what to do if a fire ?
- You'll have an accident if you driving like that.
- By the time they got back to the camp, they nearly water.
- The 45 year-old explorer his latest expedition to the Arctic.
- Liam decided not to think about the warning and just the best.
- And £22,730 will be used to help repairs to bridge steps down to the riverside at the town.

6 Vocabulary

Complete the sentences with the words in the box.

take off, wild, altitude, in order to, gymnastics, dull, turn up, upside down

- Before, the pilot told everyone to fasten their seatbelts.
- When we went to South Africa, we saw many animals.
- The best part of the roller coaster is when you are going fast and are
- I was good at when I was at school, but then I grew too large for the sport.
- Although they are twins, they are very different. One is very colourful and the other is quite
- We flew at an of 30,000 feet.
- We left early make sure we arrive on time.
- Because we had not seen him for 5 years, it might be a nice surprise just to at his house without calling him first.



9 wheels

1 ON YOUR BIKE

1 ★ Present Perfect Continuous for a repeated activity

Read and complete the dialogue with the correct form of the verbs in brackets.

Every day this week, detective Joe Smith has been following Albert Reynolds.

Joe Smith: Albert Reynolds, why (1) *have you been getting up* (you get up?) at five o'clock in the morning every day this week?

Albert Reynolds: I (2) (get up) early because I like the early morning.

Joe Smith: And every day this week you (3) (go) for a ride on your bike.

Albert Reynolds: That's right. And you (4) (follow) me. Why (5) (you follow) me?

Joe Smith: I'll ask the questions. Why (6) (look) in the windows of every house you passed?

Albert Reynolds: I (7) (not look) in any windows at all!

Joe Smith: What (8) (you do) every day, then?

Albert Reynolds: I (9) (train) for the Tour de France.

2 ★ Present Perfect Continuous for an activity that has some consequences in the present (1)

Read and complete the story with the correct form of the verbs in brackets.

Mr and Mrs Potts, their daughter, Samantha and son, Graham came home from an evening at the cinema. The TV was on. "I turned the TV off before I left", said Mr Potts. "Someone (1) *has been watching* (watch) our television while we were out." Graham Potts went into the kitchen. "Hey," he called out. "My dinner! Half of it has gone. Who (2) (eat) my dinner?" "I know who it is," said Samantha. "Two men (3) (live) in a car in Rackham Road. They're homeless. They look lonely so I (4) (talk) to them. I think it's them." "The phone is in a different place on the table," said Mr Potts. "I think one of them (5) (use) our phone." "No, they (6) (not use) our phone," said Mrs Potts. "That was me. I used the phone just before we left." "One of them (7) (try on) my jacket," shouted Graham from upstairs. "It's on the floor! Those homeless people (8) (wear) it." "No, they (9) (not wear) your jacket, you silly little boy!" his sister called up the stairs. "I tried your jacket on before we left, but I didn't like it." "They (10) (make) some soup," said Mrs Potts from the kitchen. "Look, the cooker's warm and there's some soup in the plate. They (11) (eat) it. Those poor men! Homeless in winter!" "I've found the men!" called Graham from upstairs. "They're asleep up here! Hey you! (12) (you wear) my jacket? I'll call the police!" "No," said Mr Potts. "Let's help them."

3 ★ ★ Present Perfect Continuous for an activity that has some consequences in the present (2)

Complete the sentences with the correct consequence from the box.

She (work) all night. They (run) for a bus. She (not take) her medicine.
He (not eat) very much. He (not do) his homework. He (write) to his girlfriend.

- 1 Jo looks tired. *she's been working all night.*
- 2 Peter looks happy.
- 3 Laura looks ill again.
- 4 George and Roger look out of breath.
- 5 Bill looks a bit thin.
- 6 Tim's doing badly at school.

4 ★ ★ Present Perfect Continuous for a prolonged activity (1)

Write sentences about what these people have been or haven't been doing. Use the cues below.

- 1 Tim/walkman for half an hour
Tim has been listening to his walkman for half an hour.
- 2 Peter French/at school but he doesn't like it
- 3 The Robinsons/in London for twenty years but the Smiths/not in London long
- 4 George/his computer game/not his homework
- 5 Amy and Jo/a bus at the bus stop since three o'clock
- 6 Ted/not basketball/football with Richard and Louisa all morning
- 7 Jessica/on the phone to Richard all evening?

5 ★ ★ Present Perfect Continuous for a prolonged activity (2)

Use a phrase from each box to answer the questions below.

He's been working as a taxi driver I've been studying No, her brother's been looking after her Well, he's been making breakfast and lunch No, I've been watching a film They've been learning it	at school. at Ben's house. at university. since he learned to drive. because he's a nurse. since he was old enough to use the cooker.
---	--

- 1 Where have they been learning English?
They've been learning it at school.
- 2 Has Sheila been staying with her sister while she's ill?
- 3 It's nine o'clock. Have you been playing football all this time?
- 4 How long has your dad been driving a taxi?
- 5 What have you been doing since we last met?
- 6 How long has your brother been doing all the cooking?

6 Vocabulary

Complete the passage below with the words in the box.

flat, benefit, convenient, wherever, thief, insert, arrest, argue, consequence, work out

Living in an area without hills and mountains has many advantages. One (1) of such a (2) area is that it is very easy to get around. (3) you want to go, it is very (4) to walk or cycle around. This means you will never get stuck in a traffic jam.

Once, I wanted to go to the outdoor swimming pool near my house. When I got there, I saw a man next to a drinks machine. He did not seem able to (5) how to use it. I thought I should go and show him how to (6) the money. However, as I was walking towards him, I saw that he was actually trying to steal from the machine. He was a (7)! I was going to (8) with him, to tell him to stop, but then I decided to telephone the police. They could come and (9) him. He did not hear them coming as they did not drive. They used their bicycles instead. This is another (10) of flat areas: the police can get around very quickly without using cars!

2 ON THE MOVE

1 Asking for and giving travel information

What would you say? Match the situations and the functions in the box.

On a plane

- 1 Somebody is sitting in your seat. *a*
- 2 You and another passenger have a problem.
- 3 You tell the air hostess what you want to eat.
- 4 You ask the person sitting next to you to get up from his seat.

At a railway station

- 5 You want to go to London. You are coming back by train tomorrow.
- 6 You want to know when the train gets to London.
- 7 You don't know where the train leaves from.
- 8 You don't want to smoke on the train.

At the airport

- 9 You want to tell the man at the check-in how much baggage you have got.
- 10 You don't think your plane is on time but you are not sure.
- 11 You tell the woman at the check-in you want a window seat.
- 12 You ask which is the correct boarding gate for your flight.

- a Excuse me, are you sure this is your seat?
- b I've got two suitcases.
- c What platform does it leave from?
- d What time does the train arrive?
- e The flight is late, isn't it?
- f I'd like non-smoking, please.
- g Could you help us, please?
- h I'd like a return ticket to London, please.
- i Excuse me, would you mind getting up?
- j Could you tell me which is the correct boarding gate, 7 or 8?
- k I'd like the beef meal, please.
- l I'd like a window seat, please.

2 Airports

Complete the text with the words below.

baggage, air hostess, passports, flight, gate, passport control, non-smoking, boarding cards, check-in

I was carrying all our (1) *baggage*, that is three suitcases, at the airport. We were flying to Poland but I didn't know the right (2) desk. I asked a tall (3) who was passing and she told us. I noticed the man in front of us. He had no suitcases, only a small bag. When we got to the desk, I showed our (4) and tickets. I asked for a (5) seat. Then we were given our (6) and the air hostess wished us a good flight. She said we were early and our flight didn't have a (7) yet. She said: "Just look at the television screens for the gate number." We went through (8) and showed our passports and boarding cards and then I saw that man again, the man who had been in front of us at the check-in. He smiled at me, "Will you take my bag through for me?" he asked. "I'm just going to the toilet. I'll be back in a minute." "No," I said. "Sorry." At that moment, our (9) came up on the television screen. As we went through the gate, the police came and arrested the man.

3 Phrasal verbs with pull

Rewrite the incorrect words in the sentences.

- 1 The ~~train~~ *car* pulled up at the traffic lights.
- 2 We were still on the platform when the ~~plane~~ pulled out.
- 3 The ~~bicycle~~ pulled in and my mother got out of the first carriage.
- 4 ~~It~~ was badly injured when ~~it~~ fell off a horse but ~~it~~ will pull through.
- 5 That ~~man~~ on the corner was very old. They pulled ~~him~~ down and put up a modern bank.

Remember

Articles

a/an can be used only with singular countable nouns (e.g. a book). *the* can be used with all nouns, countable and uncountable, singular and plural. Plural nouns and uncountable nouns can be used with no article (e.g. *books, water*), but singular countable nouns cannot. *the* has a definite meaning; *a* has an indefinite meaning. The first time something is mentioned there is usually an indefinite article but after that there is a definite article. Example: *I saw a man talking to a student in the car park. The man looked angry.*

➔ **Grammar Summary 10, on page 95.**

1 ★ ★ *a/an, the* or no article (X)?

Complete the sentences.

- We usually have^X..... lunch at 1 p.m.
- French people drink a lot of red wine.
- I gave her bunch of flowers when she opened the door.
- Who is owner of this car?
- We went to zoo and saw old elephant.
- I've never taught class where pupils were so good at English.
- The giraffe is tallest animal on Earth. I like giraffes.
- water freezes after hour if you leave it out in garden at night.

2 ★ ★ Countable and uncountable nouns

Complete the passage with the words in the box. Add articles or plurals where necessary.

money, book, taxi driver, snow, apple, water, teacher, people, man, furniture

Wang Yun is (1) from Guangzhou. Last year, he decided to fulfil his ambition – to cycle from Guangzhou all the way to Beijing. First he needed to raise (2) He even sold some of his (3) to help him raise enough money. Once he started his ride, (4) were very kind to him wherever he went. In one city, some (5) even offered to give him a free lift! Some days it was very difficult. At one point, he only had two (6) to eat all day. Sometimes it was difficult to find (7) to drink. Once some (8) tried to rob him but all he had was two (9) so they left him alone. Finally, Wang Yun made it to Beijing and there, he had a wonderful surprise. He saw (10) for the first time in his life!

3 ★ ★ Uncountable nouns

Underline the words in the box which are uncountable in English. Then circle the correct answer in the sentences below.

advice, book, baggage, equipment
furniture, friend, hair, homework
information, money, weather

- She hasn't got the/any furniture in her room.
- We had four baggages/pieces of baggage.
- I need an/some information about flights to Poland, please.
- Our teacher gave us four homeworks/pieces of homework in one day!
- Let me give you an advice/some advice/some advices.
- Yesterday I stayed in and washed my hairs/hair.
- She hasn't got a/any money to buy books.

4 ★ ★ ★ Articles

Rewrite this text in your notebook, putting in all the articles.

price of new bicycle called "Thomson Bike" is £7,500. new bicycle goes at 40 k.p.h with even average rider riding it. rider sits higher than usual and bicycle goes much faster. But is this comfortable way to sit and is rider comfortable? "No," says inventor, Melvin Thomson. "After hour rider would be tired." But people who have seen new bike all like it and all people who have ridden it say bikes like this are bikes of future and they would buy bike like this.

3 CLEAN MACHINES

1 ★ Present Perfect or Continuous?

Circle the correct answer, a or b.

- 1 a I've started driving lessons.
b I've been starting driving lessons.
- 2 a I've sold my bike to Phil.
b I've been selling my bike to Phil.
- 3 a Peter's just swum.
b Peter's just been swimming.
- 4 a David has cried.
b David's been crying.
- 5 a Tim Henman hasn't won Wimbledon.
b Tim Henman hasn't been winning Wimbledon.
- 6 a Have you stopped eating?
b Have you been stopping eating?

2 ★★ Present Perfect or Present Perfect Continuous

Cross out the sentences and write them correctly. Then match them with the rules in the box.

- 1 ~~He's out of breath. He has run.~~
He's out of breath. He's been running.
- 2 He's tired because he has got up at five o'clock every morning for the last month.
.....
- 3 She should stop. She has driven for six hours and that's too long.
.....
- 4 I've learned English for a year.
.....
- 5 Brazil has been winning the World Cup three times.
.....
- 6 I've been doing the washing up, so we can watch TV now.
.....

- a Use the Present Perfect Continuous for activities that are still going on now.
- b Use the Present Perfect for achievements.
- c Use the Present Perfect Continuous for a repeated action.
- d Use the Present Perfect for finished actions.
- e Use the Present Perfect Continuous for a prolonged activity.
- f Use the Present Perfect Continuous for an activity that has some consequences in the present.

3 ★★ Present Perfect and Present Perfect Continuous

Read and complete the dialogue with the sentences below.

- a I've been putting a new tyre on.
- b Have you been working all afternoon?
- c I've been writing a report.
- d I've been putting a new saddle on.
- e What have you been doing?
- f And I've put the new tyre on.
- g I've just finished this report.
- h I've put the new saddle on.
- i I've printed it out.

Julie is repairing her bike

Dad: Come on, Julie. Have a break. Have a cup of tea. 1 *What have you been doing?*.....

Julie: (taking the tea) Thanks, Dad. 2
..... . The old one moves when I sit on it.

Dad: Your bike looks good. What's happened to the front wheel?

Julie: 3 I haven't quite finished yet. Dad, you look very tired.
4 ?

Dad: Yes. 5 They want it at the office on Monday.

Julie: Dad! It's Saturday afternoon!
(Half an hour later, Julie comes into her dad's room.)

Dad: Oh, hello! 6
7 Here it is.
How's the bike?

Julie: Fine! 8 It's quite comfortable. 9 too.

Word Corner

Put these words in the correct group. Two of them can go in more than one group.

solar power, battery (-ies), check-in, boarding card, platform, racing, traffic lights, passport control, ticket

Trains (stations)	Cars	Aircraft (airports)
<i>Platform</i>		

4 ★ ★ ★ Newspaper headlines

Look at the newspaper headlines below and write the first sentence of the stories. Use the Present Perfect Continuous or the Present Perfect, as appropriate. Then write headlines of your own and first sentences.

1 **Police arrest thief**
The police have arrested a thief.

2 **Rain falls for ten days**
Rain has been falling for ten days.

3 **Rock singer dies**

4 **Thieves steal bicycles in Amsterdam**

5 **Fewer teenagers fail exams**

6 *Our country gets richer every year*

7 **More families buy a second car**

8 **Manchester United become champions again**

Your headlines and sentences:

-
-
-
-

5 Vocabulary

Complete the story with the correct words below.

Ben has started a new (1) in his life. He has bought a (2) powered car! He says that he is now going to save a lot of money because he doesn't have to buy (3) any more and his new car will be so much more (4) than his old car. His old car was always breaking down! He has had the car for a week and (5) , everything has gone well. I saw him yesterday driving his five-year-old daughter to (6) even though it's only a two-minute walk from his house! I get the (7) that he is really proud of his new car. His son is also proud of the car and he wrote a five page (8) on his dad's new car for his English teacher! But this morning, a huge storm (9) and when I met Ben's wife, who works as a night time (10) , at the supermarket this afternoon, she didn't look very happy. She told me that because there hadn't been any (11) all day, the car wouldn't start! The weather forecast says there will be rain for the next two weeks. I'm certain I'll (12) my old-fashioned car more!

- | | |
|------------------|--------------------|
| 1 a) chapter | b) book |
| c) page | d) chart |
| 2 a) sun | b) solar |
| c) battery | d) petrol |
| 3 a) power | b) electricity |
| c) ticket | d) petrol |
| 4 a) reliable | b) fast |
| c) modern | d) expensive |
| 5 a) however | b) as if |
| c) so far | d) although |
| 6 a) home | b) kindergarten |
| c) university | d) the supermarket |
| 7 a) thought | b) impression |
| c) interest | d) sight |
| 8 a) note | b) book |
| c) novel | d) essay |
| 9 a) took place | b) took in |
| c) took up | d) took away |
| 10 a) person | b) operator |
| c) artist | d) inventor |
| 11 a) solar | b) rain |
| c) sunlight | d) storms |
| 12 a) appreciate | b) apologise |
| c) recognise | d) persuade |

4 CAR CULTURE

1 Transport

Complete the table with the words below.

cyclist, taxi stand, go on, rides, flies, take, go by, airport, bus station, pilot, catch

CAR	BICYCLE	BUS	TAXI	TRAIN	PLANE
driver	1 <i>cyclist</i>	driver	driver	driver	2
drives	3	drives	drives	drives	4
XXXX	XXXX	5	6	railway station	7
8	9	catch/take	10	catch/take	take

2 Compound nouns

Use words in boxes A and B to write seven compound nouns. Then match each compound noun to the definition or example on the right (1-6).

A traffic public air car speed carbon	B transport accident limit monoxide pollution jam <i>traffic jam</i>	1 Cars can't move. 2 Cars hit each other. 3 A gas from cars 4 You can't drive faster. 5 Bad air 6 Buses and trains
--	--	---	---

3 Circle the two words that are in each other's places, then write the sentences again.

- The amount of air produced by cars has increased chemicals pollution.
The amount of chemicals produced by cars has increased air pollution.
- Traffic is one of the major causes of global change and climate warming.

- Do you know the number for the figures of children in Britain suffering from asthma?

- We get stressed in traffic jams and then arrive at work or school stuck out.

- Heart power and regular exercise cut the risk of leg disease by 50%.

- On average, about forty people occupy in one bus, while the same number travel thirty-three cars.

4 Words that go together

Complete the sentences below with the phrases in the box. There are more phrases than you need.

heavy traffic, the obvious solution, the main cause, public transport, making excuses, short journeys, take longer, high levels of pollution, get worse, petrol has gone up, go to work by train

- It takes a long time to get to work where I live because of the *heavy traffic*.
- More children are getting asthma because of the
- If you can't share cars, then go by
- Some people use cars, even for when they could easily walk.
- Some people are using their cars less because the price of
- If you don't want to use your car for short journeys is to walk.
- Using public transport can but it is better for the environment.

Focus on reading

“Everybody in this city wants a car, and I’m no exception. A car brings with it the freedom to travel”, said a friend of mine while reading a car magazine. I might not agree with him, but no doubt he was speaking for a rapidly growing number of middle-class Chinese. While it is true that all the waiting, walking, being part of a crowd, and sweating, are somewhat unpleasant, there are many problems which can arise when our lives rely too much on this invention.

First of all, in terms of polluting the environment, driving a car is the worst act an average person can commit. Beijing now finds itself at the top of the list of the most polluted capital cities in the world with Mexico City in the second place. Research also show that by 2010 around 90% of total pollutants in Shanghai will have come from cars. These pollutants are extremely dangerous to our health. They can damage the lungs, cause cancer, and damage the brain.

Apart from environmental problems, relying too much on cars also creates social problems such as traffic jams, road accidents, and noise pollution. The jeeps that proudly drive through the narrow hutongs in Beijing as if they are in a race often annoy me, and to make it worse, these drivers seldom respect cyclists.

Of course, we cannot forget the convenience that cars bring us when we need to travel far, but I often find it faster to cycle from one place to another within the city of Beijing, especially with the growing traffic jams.

Since people travel further and more frequently than before, cars will certainly be important in the future. At the same time, however, let us work hard to make sure that this invention brings us a more convenient lifestyle rather than trouble and disease. Let us make good use of cars.

Read the passage and circle the best answers.

- What is this passage mainly about?
 - Environmental problems.
 - Traffic jams.
 - Problems brought about by cars.
 - Social problems.
- What are the two most polluted capitals in the world?
 - New York and Mexico City.
 - Beijing and Mexico City.
 - Beijing and Shanghai.
 - Shanghai and Mexico City.
- In paragraph 3, what does the author mean when it is stated that “The jeeps ... often annoy me”?
 - The author is troubled by the way jeeps are driven in the hutongs of Beijing.
 - The author thinks that hutongs are too narrow for jeeps to park in.
 - The author thinks that the jeeps are too noisy.
 - The author is worried that more accidents are caused by jeeps than any other cars.
- What is the author’s idea in paragraphs 4 and 5?
 - Cars are only convenient for people travelling far.
 - We should all give up cars and ride bicycles.
 - Bicycles will disappear in the future.
 - We should choose between the car and the bicycle according to the situation.
- What does the phrase “apart from” in paragraph 3 mean?
 - Because of.
 - Besides.
 - Therefore.
 - Together with.
- What is the most suitable title for this passage?
 - Why Should We Ride Bicycles?
 - Cars Are Dangerous.
 - Cars in China.
 - Problems with Cars and Possible Solutions.

Focus on writing

1 Linking words to list and contrast ideas

Use the words in brackets to write new sentences taking information from the table.

Best-selling Cars of All Time (Source: *The Mirror* Wednesday May 13 1999)

	Country	First produced	Number made
1 VW Beetle	Germany	1937	21,220,000
2 Toyota Corolla	Japan	1963	20,000,000
3 Ford Model T	USA	1908	16,536,075
4 VW Golf	Germany	1974	14,800,000
5 Lada Riva	Czech Republic	1970	13,500,000
6 Ford Escort	USA	1967	12,000,000
7 Nissan Sunny	Japan	1966	10,200,000
8 Mazda 323	Japan	1977	9,500,000
9 Renault 4	France	1961	8,100,000
10 Honda Civic	Japan	1972	8,000,000

- The Lada Riva sold well. The Renault 4 sold well. (also)
The Lada Riva sold well. The Renault 4 also sold well.
- VW's Beetle was the best-selling car and their Golf sold well. (in addition)

- VW and Toyota produced the most popular cars, but Ford and Lada did well. (too)

- Japanese cars were successful in the 1970s. Japanese cars were successful in the 1960s. (as well as)

- Model T sales were over sixteen million. Escort sales of twelve million helped Ford to a total of nearly thirty million with two cars. (plus)

- The most popular cars sold more than twenty million. None of the top ten was produced after 1977. (although)

- A lot of Japanese cars sold well. The Toyota Corolla sold very well. (however)

2 Punctuation: Commas for linking

Add one comma to each sentence.

- As none of the ten best-selling cars of all time was produced after 1977, we can say that no one car is a long way ahead of the others these days.
- The Model T sold surprisingly well considering it was made in 1908.
- The list shows only three European car makers which is surprising.

3 Guided writing: Writing a report

Using sentences and the table on this page to help you, write a two paragraph report about "Best-selling Cars of All Time". Use linking words to list and contrast ideas.

4 Translate the following sentences into English.

- 我烦透了塞车，所以我买了一辆自行车改为骑车上上班了。
, so I bought a bicycle and began riding to work.
- 警察查不出窃贼是怎么进入理查德他们家的。
 The police couldn't Richard's house.
- 那位大使讲话带有很重的口音，所以他不得不依靠翻译与人交谈。
, so he has to when he talks with people.
- 当他们到达车站时，从上海开来的列车已经停靠在5号站台，而开往沈阳的列车刚刚离开。
 When they got to the station, the train from Shanghai platform five and the train to Shenyang
- 西北地区给我的感觉是，那里正发生着巨大的变化。
 My region is that great changes there.
- 在过去的5年中，这座城市的私人轿车增加了50%。
 In the last 5 years, the number of in this city.

KEY WORD BANK

Transport: airplane, balloon, bicycle (bike), boat, bus, car, coach, ferry, helicopter, hovercraft, lorry, minibus, motorbike, ship, solar car, train, the underground

People: cyclist, lorry driver, motorist, pedestrian

Environment: asthma, energy, local people, local shops, old buildings, ozone, pollution, public transport, tourism, traffic, traffic jam, wildlife

Travel: air hostess, baggage, boarding card, carriage, check-in, flight, gate, information desk, passenger, passport control, platform, public transport, seat, ticket, ticket collector

Roads: accident, air pollution, bus service, carbon monoxide, car park, crossroads highway, pedestrian area, speed limit, traffic jam, traffic lights, tunnel

Phrasal verbs: check in, get off, get on, go by, go through, pull up, take off, wait for

Verb + noun: check in your baggage, drive a car, get a bus/taxi/train, get off a bus/plane/train, get on a bus/plane/train, get stuck in a traffic jam, go by bus/plane/train, go through passport control, go up by X%, keep fit, make an excuse, pull out (of a station), pull up (at traffic lights/at crossroads), save money, take time (e.g. 20 minutes)

Adjective + noun: heavy traffic, main cause, obvious solution, public transport, short journey

Suggestions: I think we should ... I'm not so sure. It would be ... Why don't they ...? That's a good idea. How about ...-ing? I don't think that's a good idea.

Linking words to list ideas: also, and, plus, too

Linking words to contrast ideas: although, but, however, on the one hand

WORD POWER

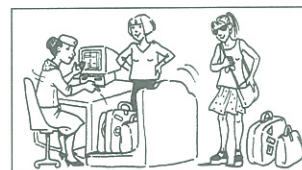
1 Words that go together

Circle the correct answer.

- 1 Every morning he gets/goes/takes stuck in a traffic jam on the way to work.
- 2 It's quicker to get/go/take by bus.
- 3 Our plane gets/goes/takes off in half an hour.
- 4 We have our boarding cards, so we can go/get/take through passport control now.
- 5 It goes/gets/takes an hour to drive to the airport from here.
- 6 Go/Get/Take off the bus at the stop before the railway station.
- 7 The number of people going to work by car has gone/got/taken down.
- 8 He has always gone/got/taken the bus to school, he never walks.

2 Match the actions and the pictures, so they are in the correct time order.

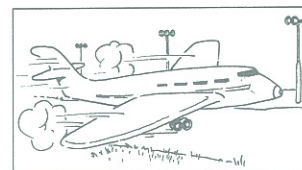
show passports and tickets, get on the plane, get a boarding card, go through passport control, the plane takes off, check in the baggage



1 show passports and tickets 2



3 4



5 6

CHECK YOUR PROGRESS

1 Articles

Complete the text with *a, an, the* or *X* for zero article.

The unstoppable car

(1) British people spend (2) average of nine days a year in their cars.
 (3) government report says that
 (4) people will not walk for six minutes (on average) to get to (5) nearest bus stop. They prefer to get (6) car out instead. On average, public transport is used for only 9% of (7) journeys. (8) number of people using buses has gone down by more than 20%, except in London where the bus is one of (9) best ways to get around. Only 42% of children walk to (10) school. Ten years ago it was 52%.

2 Present Perfect Continuous

Complete the sentences using the cues.

- 1 Brian looks happy. He/open his Christmas presents.
- 2 Where are Roger and Helen? They/not play football with the others.
- 3 you/do your homework in the wrong book all the time?
- 4 I/get the number nine bus to school every day this week.
- 5 It/snow for three hours.
- 6 the school/give you enough information about the exams?
- 7 You won't remember what Mr Brown said. You/not take notes.
- 8 Jim/not take the dog for a walk every day.
- 9 you/use my telephone?
- 10 We/go into their garden without asking them first.

3 Present Perfect or Present Perfect Continuous?

Car culture at home

Interviewer: Peter Wilson, you're a *driving instructor. How long (1) (you teach) people to drive?

Peter Wilson: Ten years, nearly eleven.

Interviewer: And how many people (2) (you teach) in that time?

Peter Wilson: I don't know exactly. Hundreds. I (3) (teach) all different kinds of people.

Interviewer: And what about your hobbies? Are they to do with cars, too?

Peter Wilson: Oh yes! My son's sixteen and he and I (4) (make) a car together. We hope to finish it next year. We are also working on a motorbike. For the last few days we (5) (take) it to pieces. We (6) (rebuild) it completely and when we've finished, we hope to sell it. I (7) (work) a lot recently so we (8) (not do) as much on the bike as we hoped.

Interviewer: There's quite a car culture in your house. What about your wife? Does she like cars?

Peter Wilson: Oh, she's a driving instructor too. She (9) (teach) longer than I have and she (10) (teach) more pupils.

* A driving instructor teaches people to drive



4 Tenses

Complete the text with the correct form of the verbs in brackets. Before you start, read the whole text first carefully. You will need to read the text more than once before you decide on your answer.

Life without a car

While his wife was away visiting her sister, Arthur Sherwood sold his old car and waited for a week before he collected the new one, just to see if life without a car was possible.

My wife, Joan, was away. She (1) (go) to Hong Kong. She (2) (stay) with her sister there for a week. I (3) (sell) the car the day after she left. She (4) (not know) that I (5) (sell) it. At first everything was fine. I didn't need the car. I go to work by train, not by car. I (6) (always enjoy) my journey to work and I (7) (not regret) selling the car. But then ...

Weeks ago, some friends on the other side of London (8) (invite) me for a meal. I (9) (forget) all about it. I couldn't get there without a car.

"I (10) (not got) a car," I told them on the phone. "I can't get there."

"That's OK," they said. "We'll come to you."

Fine. Except that I can't cook. Well, I (11) (learn) to cook but I (12) (never make) a meal for other people. My friends (13) (arrive) at seven o'clock. They (14) (not finish) their meal. They (15) (leave) at nine.

The next day, as I (16) (have) a shower, the phone (17) (ring).

"Hello, it's me, Joan. I (18) (phone) from Heathrow Airport," she said.

"Joan! Your flight (19) (not get) in until tomorrow evening. What (20) (you do) at Heathrow Airport?"

"I caught an earlier flight. I've got lots of baggage. Can you pick me up at the airport?"

5 Vocabulary

Complete the paragraph with these words and phrases.

the corner, traffic, fit, a journey, transport, in a traffic jam

Before you make (1)....., think about the best form of transport. For example, if you're just going around (2) you should walk – you won't get stuck (3) and it will help you to keep (4) When you go into a busy town, take public (5) Even in heavy (6) you'll be able to relax and you won't have problems parking.

6 Phrasal verbs

Use the adverbs or prepositions to complete the phrasal verbs.

in, off, through, up

The taxi left the motorway and pulled (1) outside the airport. The passenger got out, checked (2) and went (3) passport control. Her plane took (4) on time and she enjoyed the flight home to England.

7 Transport

Group these types of transport under the correct headings.

airplane, balloon, bicycle, boat, bus, coach, ferry, helicopter, van, yacht

air	sea	land

WRITING HELP

1 A REPORT (page 16)

Layout

Heading

To:

From:

Date:

Subject:

1 General Description

Introduce the report with a general description of the place.

Penrhyn Undersea World is a brand new aquarium. It is situated in

2 List of good points

Give a list of things that you think are good about the place.

On the one hand, there are several good things about ...

a) It has ...

b) It also has ...

3 List of bad points

Give a list of the things you think are bad about the place.

On the other hand, some things are not so good...

a) ...

b) ...

4 Conclusion

Finish the report by making recommendations about the place.

Go to ..., especially to ... /However, don't go to ... /

And take your own ...

Useful Vocabulary

Positive adjectives: *amazing, educational, enjoyable, good for, modern, spectacular*

Negative adjectives: *boring, cruel, dangerous, dirty, expensive, inefficient, poor*

Nouns: *buildings, exhibits, facilities, opening times, parking, queues, space, transport*

Linking

On the one hand, there are some good things ...

On the other hand, there are several problems ...

However, don't go to ...

It is good but ...

Checking

Information: Have you included too much or not enough information? Add more information or take some out.

Grammar: Have you checked your report for grammar mistakes?

2 A BROCHURE (page 31)

Layout

Camp name and opening statement

Write a catchy line to attract the reader's attention.

The best adventure holiday you'll ever have!

Section 1

Introduce some general information on your camp, e.g. size, location.

Camp Xtreme is located on a private beach on the beautiful Isle of Skye.

Section 2

Describe the main features of service your camp provides.

We'll teach you survival skills, where you'll learn how to make a fire and build your own shelter.

Section 3

Mention something that distinguishes your camp from other similar ones.

We are the only camp in the UK to offer survival skills training from real experts.

Useful Vocabulary

Location: *is located, private beach, square mile, on a remote island, away from*

Activities: *hiking, make a fire, build your own shelter, join nature treks, see wildlife, extreme sports, sailing, surfing, hang-gliding, mountain biking*

Facilities: *campsite, chalet, shower room*

Checking

Style: Did you write directly to the reader as if you are talking to them? Have you used facts to make the product or service more real or genuine? Have you used opinions to make it more exciting? Did you remember to divide the information into small sections using bullet points?

3 A REPORT (page 45)

Layout

Heading

To:
From:
Date:
Subject:

1 General Description

Introduce the report with your aim and a general description of the place.

Beverley is a small town in the east of England. The aim of this report is to ...

2 List of good points

Give a list of things that you think are good about the place.

There are several good things about ...

- a) *It has got ...*
- b) *It also has ...*

3 List of bad points

Give a list of your criticisms of the place.

On the other hand, I find these things disappointing:

- a) *There are not enough ...*
- b) *Another thing is the ...*

4 Conclusion

Finish the report by making suggestions.

The council need to do something to ... They should ...

Useful Vocabulary

Positive adjectives: *cheap, clean, easy, free, frequent, good, punctual*

Negative adjectives: *damaged, dangerous, dirty, expensive, inefficient, polluted*

Nouns: *accident, bicycle track, bus fares, bus service, bypass, car park, lorries, old buildings, pedestrian area, public transport, shopping centre, traffic jam, traffic lights, train service, zebra crossing*

Linking

To list ideas:

The old buildings are dirty and damaged.

The old buildings are dirty. Some of them are damaged too.

The old buildings are dirty. Some of them are also damaged.

The old buildings are dirty. In addition, some of them are damaged.

The old buildings suffer from dirt plus damage.

To contrast ideas:

The buses are cheap but not very frequent.

Although the buses are cheap, they are not very frequent.

The buses are cheap. However, they are not very frequent.

On the one hand, the buses are cheap. On the other

hand, they are not very frequent.

Checking

Layout: Have you followed the layout above? Has your report got clear paragraphs?

Linking: Have you used linking words as listed above?

Spelling: Use a dictionary to check spelling of words you are not sure about.

SPEAKING (page 29)

STUDENT A

Unit 8, Lesson 4, Exercise 9

Student A: Read these notes about Marek Kamiński. Then answer your partner's questions.

Born: 1964, Poland (Gdańsk).

Expeditions: The Sahara Desert, Spitzburgen, Mexico, Greenland, the North Pole, the South Pole.

Greatest journey: 1995 – first person to go to two poles in one year: the North Pole (23 May), the South Pole (27 December).

Travelled: With Wojtek Moskal to the North Pole; to the South Pole on his own; both trips on skis (no dogs).

Aims of expedition: To be the first person to go to both poles in the same year; to collect money for charity.

Other activities: Businessman; organises expeditions to different places in the world.

Unit 8, Lesson 4, Exercise 9
Student B: Read these notes about Helen Thayer. Then answer your partner's questions.

Born: 1938, New Zealand; now lives in the USA.
Expeditions: The North Pole, the Amazon jungle, Mexico, the Sahara Desert.
Greatest journey: 1988 – First woman to travel alone to the North Pole (aged 50).
Travelled: On skis; with dog, Charlie.
Aims of expedition: To get to the North Pole; to write a book about the expedition ("Polar Dream", a bestseller).
Other activities: Writes travel books; gives talks to schools; collects information and takes photos for educational materials.

STUDENT B

GRAMMAR SUMMARY

1 RELATIVE CLAUSES (II) 定语从句 (page 9)

Relative clauses with *where, when* and *why* *where, when, why* 引导的定语从句

- Relative adverbs *where* and *when* can be used to give information about places and time. 关系副词 *where, when* 引导的定语从句可提供时间和地点方面的信息。例如：
This is the place **where I lost my purse.**
Marco Polo travelled in China, **where there were inventions and developments at that time.**
She still remembers the day **when Bill first walked into her office.**
I'll never forget the day **when I first met this great inventor.**
- After the word *reason*, we can use *why* in relative clauses. 在 *reason* 后可用 *why* 引导的定语从句。例如：
Do you know the reason **why he's so angry with me?**
Is there any reason **why he is fired?**
I really want to know the reason **why you didn't ask me for help.**
Could you tell me the reason **why you waste time going to the bank when you can do it all over the Internet?**

Relative clauses with prepositions + *which/whom*

介词 + *which/whom* 引导的定语从句

- Relative pronouns can be used as the objects of prepositions. Usually we use prepositions before *which* and *whom*, that is, **prepositions + which/whom.** 关系代词可作介词的宾语。通常在 *which* 和 *whom* 前加介词，即介词 + *which/whom* 结构。例如：
This is the shop **from which I bought the book.**
He is the teacher **with whom I discussed my project.**
- We choose prepositions either according to the noun or pronoun it defines or to the related verb in the clause. 可以依据定语从句所修饰的名词或代词来选用介词，也可以依据从句的相关动词来选用。例如：
The **train on which** I'm travelling is for Shanghai.
This is the professor **from whom** I've learned a lot.
She's doing an important project **about which I know little.**
Have you seen **the telescope with which** I studied the skies?
- But, in everyday English, it is more usual to put the preposition at the end of the clause and to leave out the relative pronoun *which, whom*. 但是在日常英语中，通常是把介词放在从句的句末，省略关系代词 *which* 和 *whom*。

The train (which/that) **I'm travelling on** is for Shanghai.

This is the professor (whom/that) **I've learned a lot from.**

She's doing an important project (which/that) **I know little about.**

Have you seen the telescope (which/that) **I studied the skies with?**

2 COMPARISON OF ADJECTIVES AND ADVERBS

形容词和副词的比较 (page 13)

more and more (越来越……)

Our city is getting **bigger and bigger.**

He felt he began to see things **more and more clearly.**

less/the least (不如/最不……)

less and *the least* mean the opposite of *more* and *the most* and are also used with adjectives to compare. *less* 和 *the least* 是 *more* 和 *the most* 的反义词，也可以和形容词一起用进行比较。例如：

The boy behaves **less politely** than his sister.

This picture is **less attractive** than the one I saw last week.

That was **the least exciting** football game I've ever watched.

This hotel is **the least comfortable** I've ever stayed.

the ... the ... (越……, 就越……)

The less I worried, **the better** I worked.

It always seems like **the more** I earn, **the more** I spend.

The more intelligent students are, **the more quickly** they understand ideas.

Qualifying comparative adjectives

修饰形容词比较级

The following expressions in bold are used to say how much difference there is between two things.

下面用黑体标出的词用来表达两物间差别的程度。

This car is **much** more expensive than I've expected.

She has **a lot** more contact with clients these days.

Florida has **slightly** larger population than Illinois.

Lee probably just needed **a little** more information to get it right this time.

He looked **almost** as tense as she felt.

If nothing else, it may make you feel **a bit** better!

There are a **far** greater number of women working in television than twenty years ago.

The news was **even** worse than we expected.

Kevin grew **still** more depressed than yesterday.

twice/three times...more than/twice as much/many as/twice the + n. + of...

比……多/是……的两倍/三倍……

My new flat is **twice as big as** my old one.

My new flat is **twice the size of** my old one.

This rope is **three times longer than** that one.

This rope is **three times as long as** that one.

This rope is **three times the length of** that one.

3 STATE OR ACTIVITY VERBS 状态或动作动词 (page 23)

In English, verbs can be divided into two groups: activity verbs and state verbs. Activity verbs describe activities and can be used in simple and continuous tenses. State verbs describe states and are **not** usually used in continuous tenses. Here are the most common state verbs:

英语中动词分为两类：动作动词和状态动词。动作动词描述动作，可用于一般时态和进行时态；状态动词描述状态，一般不用于进行时态。以下是最常见的状态动词：

Verbs related to activities of the mind 表达思维活动的动词：*admit, agree, believe, know, mean, prefer, realise, remember, think, understand, want*

Verbs related to emotions 表达情感的动词：*adore, care, like, dislike, love, hate, hope*

Having and being 表示拥有和存在的动词：*appear, be, belong, contain, have, include, need, seem, possess, own*

Verbs related to senses 感官动词：*feel, hear, look, see, smell, sound, taste*

Some state verbs can also refer to an activity. In this meaning they can be used in a continuous tense:

有些状态动词也可以表示动作。在此意义上，这些动词可以用于进行时态。例如：

We **have** a second-hand car. (*have* = possess, a state)

She **is having** some tea. (*have* = drink, an activity)

I **think** it's a great idea. (*think* = believe, a state)

I'm **thinking** about my exam. (*think* = consider, an activity)

I **feel** I can't go through with it. (*feel* = believe, a state)

How **are** you **feeling**? (*feel* = experience, an activity)

Verbs related to senses are followed by adjectives, **not** adverbs:

感官动词后用形容词修饰，而不用副词。例如：

The roses **look and smell beautiful**.

4 RELATIVE CLAUSES (III) 定语从句 (3) (page 27)

Defining and non-defining relative clauses 限制性和非限制性定语从句

- There are two kinds of relative clauses: defining clauses and non-defining clauses.
定语从句有两种：限制性定语从句和非限制性定语从句。
- Defining clauses identify nouns or pronouns: they make clear which person or thing, etc, is being referred to.
限制性定语从句修饰限定名词或代词，清楚表明所修饰的人或物。例如：
The girl **who is playing tennis** is my friend.
This is the place **where I hid the key**.
She still remembers the time **when she noticed the car was missing**.
They are the people **whose houses caught fire**.
- Non-defining relative clauses give extra information which is not necessary to the meaning of the sentence. These clauses need commas.
非限制性定语从句提供句子意义以外的额外信息，要用逗号隔开。例如：
My friend, **who is playing tennis**, comes from Ethiopia.
The accident, **which happened yesterday**, has led to three deaths.
The building, **where an important conference is being held**, is in the centre of the city.
There was a delicious smell coming from the restaurant nearby, **which made us all feel hungry**.
The professor gave me a lot of advice, **from which I benefit a lot**.
- In non-defining clauses, the relative pronoun *which* can refer to an entire sentence.
非限制性定语从句中的关系代词 *which* 可指整个句子。例如：
It's very difficult to give up smoking, **which is why my father failed several times**.
It is snowing heavily, **which makes children feel excited**.
There were no buses at such a late hour, **which meant we would have to walk home**.
The river is seriously polluted, **which has caused much public attention**.

5 PRESENT PERFECT CONTINUOUS 现在完成进行时 (page 37)

Use 用法

We use the Present Perfect Continuous to talk about: 我们用现在完成进行时表示：

Grammar Summary

- a repeated or continuous activity that started in the past and hasn't been finished.
过去开始的反复或正在进行的尚未完成的动作。
例如：
I've been going everywhere by bike for the last two months.
- an activity from the recent past which has consequences in the present.
最近的过去开始的对现在有影响的动作。例如：
He's been doing his science project all night. (That's why he's so sleepy now.)

Form 形式

The Present Perfect Continuous is formed in this way:
现在完成进行时的构成是：

Subject + have/has + been + -ing

You've been studying very hard.

Has Steve been complaining about it?

We haven't been waiting for you long.

6 PRESENT PERFECT AND PRESENT PERFECT CONTINUOUS

现在完成时和现在完成进行时 (page 41)

We use the Present Perfect to talk about a finished activity (achievement) and the Present Perfect Continuous to talk about an unfinished activity. 我们用现在完成时谈论一个完成的动作（成果），用现在完成进行时谈论未完成的动作。例如：
I've read Hamlet. (I've finished reading it.)
I've been reading Hamlet. (I haven't finished reading it.)

We use the Present Perfect to focus on a result of an activity, especially when we give a number or quantity. We use the Present Perfect Continuous to focus on the activity itself, especially to explain visible consequences of it.

现在完成时关注动作的结果，尤其是谈到数字或数量时；现在完成进行时关注动作本身，特别是解释动作可见的结果时。例如：

He's run three miles. (focus on the result: He's covered the distance of three miles.)

He's been running for an hour. (focus on the activity and its consequences: this is what he's been doing for the last hour and why he is exhausted now.)

7 PRESENT PERFECT AND TIME ADVERBIALS 现在完成时和时间状语 (page 69)

We use the following time adverbials with this tense:
现在完成时使用下列时间状语：

1 *before, ever, never, seldom, sometimes, often, usually, just* (the position is usually after *has/have*, and

sometimes at the end of the sentence 这些副词一般放在 *has/have* 之后，有时放在句末。例如：)

Have you ever thought about becoming an architect?

We've never heard the story of Rip Van Winkle before.

I have often tried to cook lamb, always with disastrous results.

2 *already* in statements, (usually after *have*), and *yet* in questions and negative sentences, (usually at the end of the sentence):

already 用在陈述句中（一般放在 *have* 之后），*yet* 用在疑问句和否定句中（通常放在句末）。例如：

I've already repaired my bike.

Have you repaired your bike yet?

I haven't repaired my bike yet.

3 *for, since, all my life*:

- *for* tells us about the period of time which the activity has taken:
for 说明动作的时间长度：

I've lived in this town for ten years.

I haven't seen him for ages.

- *since* tells us about a point in time when the activity began:
since 说明动作的起点：

I've lived in this town since 1990.

We've known each other since we were at school.

8 TOO + ADJECTIVE AND NOT + ADJECTIVE + enough (page 57)

too + 形容词, *not* + 形容词 + *enough* (page 57)

To say that something is "more than we need" or "more than necessary" we use *too* with an adjective:
too + 形容词表示某物超过我们所需。例如：

I can't finish this piece of cake – it is too big and I feel full.

To express the opposite of *too* + *adj* we use *not* + *adj* + *enough* with an adjective:

表示与 *too* + 形容词相反的意思用 *not* + 形容词 + *enough* 结构。例如：

I like swimming but it's not warm enough to go in the sea yet.

9 ORDER OF ADJECTIVES 形容词的顺序 (page 57)

When more than one adjective is used to modify a noun there is a natural order in which they can be strung together. The table below demonstrates the usual order of the adjectives starting at **quality** and going through to **type/origin**.

当几个形容词修饰同一个名词时，一般有自然的置放顺序的。下面这张表格显示了形容词的一般顺序，即从表示性质、特征的形容词开始，到种类来源、出处。

quality 性质、特征	size/age/ shape 大小、年龄、形状	colour 颜色	origin 出处	made of 由……制成	type/ usage 种类、用途	noun 名词
beautiful	long	brown				hair
	old		French			car
				metal	half-moon	glasses

an expensive Japanese sports car
a valuable old French writing desk

10 ARTICLES 冠词 (pages 52 and 81)

a/an 冠词 a/an

We use *a/an*:

1 in front of singular countable nouns when it doesn't matter which particular person or thing we are talking about, often when we mention this person/thing as an example of a group/category:

冠词 *a/an* 用在单数可数名词前，泛指某人、某事，并把该事/该人作为一群/一种的例子时。例如：

We've bought a new washing machine. (It's not important which one precisely.)

Open a window. (There is more than one window but it isn't important which window you open.)

2 when we mention something for the first time:

第一次谈某事时用冠词 *a/an*。例如：

I saw a girl climbing up the mountain. She was carrying a heavy rucksack.

the 定冠词

We use *the*: *the* 用于：

1 when the other person knows who/what we are talking about and can easily identify this person or thing.

当别人知道我们谈论的是哪个人、哪件事，并能容易地判定该人、该事时。例如：

The car is dirty. (The other person knows which car is dirty.)

Open the window! (There is only one window in the room.)

The sales person advised us to buy that computer.

(We all know that this is the sales person I was talking to.)

2 with things which are unique:

谈论世上独一无二的事物。例如：

When I went to Rome, I met the Pope.

3 in front of the names of rivers, seas and oceans, mountain ranges, groups of islands:

河流、海洋、山脉和群岛的名称前。例如：

the Nile, the Baltic Sea, the Atlantic, the Andes, the Bahamas

4 with a singular noun to talk about the whole category, etc.:

单数名词表达整个种类时。例如：

The computer is the most important invention of the twentieth century.

The whale is the biggest mammal.

Compare the sentences: 比较下列句子：

You have to feed the cat when I'm away. (We are talking about one specific cat.)

I think the cat is the most graceful animal. (We are talking about the species called "cat".)

5 with an adjective to talk about groups of people who are all characterised by one feature:

形容词谈论享有同一特征的群体时。例如：

the French, the poor, the rich, the disabled, the unemployed, the dead.

The verb is always plural:

The homeless are helped by charity organisations.

The young often rebel against the old.

No article 零冠词

We don't use an article: 下列情况不用冠词：

1 in front of plural and uncountable nouns when we refer to people or things in general:

在表示泛指的复数名词和不可数名词前。例如：

Do you drink milk?

I find snakes fascinating.

2 in front of names of continents, e.g. Africa; towns and cities, e.g. *Budapest* (but: *the Hague*); lakes, e.g. *Lake Victoria*; single mountains, e.g. *Mont Blanc*; single islands, e.g. *Majorca*; countries, e.g. *Turkey* (but: *the Netherlands, the United States, the UK, the Czech Republic*).

在洲（如：*Africa*）、城镇（如：*Budapest*，但要说 *the Hague*）、湖泊（如：*Lake Victoria*）、单座山脉（如：*Mount Blanc*）、单个岛屿（如：*Majorca*）和国家（如：*Turkey*，但要说 *the Netherlands, the United States, the UK, the Czech Republic*）的名称前。

Grammar Summary

3 in front of names of airports, stations, streets:

机场、车站、街道的名称前。例如：

Heathrow Airport, Victoria Station, Oxford Street

the + geographical names

We use *the* in front of the names of rivers (*the Amazon*), seas and oceans (*the Mediterranean*), mountain ranges (*the Tatras*), groups of islands (*the Canary Islands*).

在河流 (*the Amazon*)、海洋 (*the Mediterranean*)、山脉 (*the Tatras*) 和群岛 (*the Canary Islands*) 前用定冠词。

We **don't** use *the* in front of the names of continents (*South America*), towns (*London* but note: *the Hague*), lakes (*Lake Niagara*), single mountains (*Mount Qomolangma*), single islands (*Majorca*), countries (*Hungary* but **note**: *the Netherlands, the Philippines* – plural names; *the United States, the Czech Republic* – names that include a common noun)

在洲 (*South America*)、城镇 (*London*, 但要说 *the Hague*)、湖泊 (*Lake Niagara*)、单座山脉 (*Mount Qomolangma*)、单个岛屿 (*Majorca*)、国家 (*Hungary*) 名称前不用冠词, 但要在复数形式的国名和国名中含有一个普通名词的国家名称前要加 *the*。例如: *the Netherlands, the Philippines, the United States, the Czech Republic*。

the + singular noun the + 单数名词

We sometimes use *the* + singular noun to talk about the whole category, etc.

我们有时用 *the* + 单数名词谈论种类。例如：

The mobile phone has become a very popular product.

The rat is an exceptionally intelligent animal.

the + adjective the + 形容词

We use *the* + adjective to talk about groups of people,

我们有时用 *the* + 形容词谈论人的群体。例如：

the poor, the rich, the disabled, the unemployed, the English, etc.

*We'll need special facilities for **the disabled** in the building.*

MINI-GRAMMAR

1 RELATIVE CLAUSES (II)

定语从句 (II)

Defining relative clauses with *where, when* and *why/that* *where, when* 和 *why/that* 引导的定语从句

We can use *where* (for places) and *when* (for times) in relative clauses.

在定语从句中, 可以用关系词 *where* (指代地点) 和 *when* (指代时间)。例如:

*The factory **where I work** is going to close down.*

*Is there a time **when we can meet**?*

After the word *reason*, we can use *why* or *that* in relative clauses.

在 *reason* 后面可以接关系词 *why* 或 *that* 引导的定语从句。例如:

*Is there a reason **why/that you want to leave now**?*

We can leave out *when, why* and *that*.

when, why 和 *that* 可以省略。例如:

*Is there a time **we can meet**?*

*Is there a reason **you want to leave now**?*

We can also leave out *where* if we use a preposition.

如果使用介词, 还可以省略 *where*。例如:

*The hotel **we stayed at** was very small.*

2 OTHER COMPARATIVE STRUCTURES 其它比较级结构

- **less...than** (不如……)

Less means the opposite of **more**. We use **less + adjective/adverb + than** to say two people, things, etc. are different in some way. It means the same as **not as/so + adjective/adverb + as**.

less 是 *more* 的反义词。用 *less + 形容词/副词 + than* 来表示两个人、两件事等在某些方面有所不同。这个结构与 *not as/so + adjective/adverb + as* 表达的意思相同, 表示“不如……”、“不及……”。例如:

Some of the effects were **less realistic than** this one.

- **twice/three times...as + adjective/adverb + as**

We use this structure to express one thing, person etc. which are two or three times more, bigger, better etc. than something else.

用这个结构可以表示一件事情、一个人比其他的事情或人要多、大或好两倍、三倍等。例如:

They employ 90 people, **twice as many as** last year.

- We can also use **twice/three times the size/length/weight/number/rate/amount....of**

This is an area **twice the size of** Britain.

Dolphins are **three times the weight of** some other fish.

- Sometimes we can use the Comparative to express the meanings of the Superlative.

有时, 可以用比较级来表示最高级的含义。例如:
No one in our class is more generous than he is.
(He is the most generous person in our class.)

I like nothing better than surfing the Internet.

- We can use “**the...the...**” to say that two things change together or that one thing depends on another thing.

可以用 “*the ... the ...*” 来表示两件事一起变化或者一件事依赖另一件事。例如:

The smaller a car is, **the easier** it is to park.

- We can use **comparative + and + comparative** e.g. cooler and cooler, more and more exciting to say that something increases or decreases.

可以用形容词/副词比较级 + *and* + 比较级, 如 *cooler and cooler, more and more exciting* 来表示某事增加或者减少。例如:

The world is getting **warmer and warmer**.

Things are becoming **more and more difficult** to deal with.

3 VERBS 动词

State and activity verbs 状态动词和动作动词

We can divide English verbs into activity verbs and state verbs.

英语动词可以分为动作动词和状态动词。

1 Activity verbs describe activities, for example *play, work, walk, talk, smile, complain*, and can be used in all tenses:

动作动词描述动作。例如: *play, work, walk, talk, smile, complain*, 可以用于所有时态。例如:

*She **is laughing**.*

*He **has been walking** in the park.*

*They **talk** a lot.*

2 State verbs describe states, and are not usually used in continuous tenses. Here are some common state verbs:

状态动词描述状态, 一般不用于进行时。下面是一些常见的状态动词:

Activities of the mind 思维活动	Emotions 情感	
admit	prefer	like
agree	realise	love
believe	remember	hate
doubt	suppose	adore
imagine	think	care
know	understand	hope
mean	want	dislike

Having and being 存在, 有		Senses 感官
appear	need	feel
be	seem	hear
belong	possess	look
come from	own	see
contain	resemble	smell
have	wish	sound
include		taste

- Some state verbs can also refer to an activity. In this meaning, they can be used in a continuous tense:

一些状态动词也可以指代动作。在这种情况下, 状态动词可以用于进行时。例如:

*We **are having** dinner now. (have = eat, an activity)*

*They **have** two cars. (have = possess, a state)*

*What **are** you **thinking** about? (think = consider, an activity)*

*I **think** he should look for a new job. (In my opinion, he should look for a new job. think = believe)*

*Are you **feeling** hungry? (feel = experience, an activity)*

*I **feel** the article is a bit too critical. (feel = believe, a state)*

Verbs of senses 感官动词

Verbs related to senses are followed by adjectives (NOT adverbs):

感官动词后面接形容词(不接副词)作表语。例如:

*The soup **tastes** awful.*

*It **sounds** interesting.*

*The roses **smell** beautiful.*

*The dancers **look** very attractive.*

4 RELATIVE CLAUSES 定语从句

Defining relative clauses 限制性定语从句

We use defining relative clauses to identify the person or thing we are talking about:

限制性定语从句用来确认我们谈论的人或事。例如:
*I know a lot of people **who've stopped eating meat.***

*We must trace the person **whose ticket was issued on Saturday morning.***

In defining relative clauses we can use the following relative pronouns and relative adverbs.

在限制性定语从句中, 可以使用下列关系代词和关系副词:

- who* to refer to people:
who 指代人:

*I have a friend **who** has more than ten different pets.*

- which* to refer to things, places, etc.:
which 指代物、地点等:

*I've come across an old photograph of my grandmother **which** was taken in Monte Carlo.*

- that* to refer to animals, things, places, etc. (instead of *which*) and sometimes people (instead of *who*):

that 指代动物、物、地点等(代替 *which*), 有时也指代人(代替 *who*)。例如:

*The building **that** you can see on the other side of the river is the town hall.*

- whose* to talk about possession:

whose 指代所有者。例如:

*They have a dog **whose** barking drives me mad.*

- where* to refer to places:

where 指代地点。例如:

*Do you know a place **where** we could have a cheap meal?*

- when* to refer to time:

when 指代时间。例如:

*I remember the moment **when** I found out I'd won the scholarship.*

We can omit the relative pronoun *who*, *which* or *that* in defining relative clauses if the pronoun is not the subject of the relative clause, i.e. if the relative pronoun is not immediately followed by a verb:

如果定语从句中的关系代词 *who*, *which*, *that* 不是从句主语, 则可以省略, 也就是如果关系代词后面不紧接动词。例如:

*We all agreed **that** the club (that) we went to on Saturday wasn't worth recommending.*

They are looking for a person (who) they can rely on.

Non-defining relative clauses

非限制性定语从句

We use non-defining relative clauses to give extra information about a person or thing:

非限制性定语从句可用来提供某人或某事的额外信息。例如:

*The Tate Modern, **which is the newest museum in London,** has excellent facilities for children.*

*My father, **who's a wonderful cook,** promised to make a cake for my eighteenth birthday.*

Non-defining relative clauses are always separated from the rest of the sentence by commas. We can use the same pronouns as in defining relative clauses, but NOT *that*:

非限制性定语从句常用逗号与主句隔开, 使用和限制性定语从句一样的关系词, 但 *that* 除外。例如:

*My flat, **which** I only bought last month, is spacious and full of light.*

We can never omit the relative pronoun in a non-defining relative clause.

非限制性定语从句中的关系词不能省略。

We use non-defining relative clauses to add a comment to what was said in the first part of the sentence:

非限制性定语从句也可用来增加对前半句内容的评论。例如：

*The new buses are extremely fast and reliable, **which makes travelling to work much easier.***

*I learned three foreign languages at school, **which helped me to get an interesting job.***

In these clauses we always use a comma and the relative pronoun *which* (NOT *that*).

在这样的限制性定语从句中，通常使用逗号和关系代词 *which* (不用 *that*)。

Note: Instead of a full relative clause we can sometimes use a participle phrase with a present or past participle:

注：现在分词或过去分词短语可用来替代整个定语从句。例如：

*We'll come back to some of the issues **that have been discussed during today's meeting.***

*We'll come back to some of the issues **discussed during today's meeting.***

*We didn't notice the man **who was following us.***

*We didn't notice the man **following us.***

5 TENSES AND VERB FORMS

时态和动词形式

Present Perfect 现在完成时

We use the Present Perfect to talk about things that happened in the past when we look back on them from the present perspective.

从现在的角度看过去发生的事时，用现在完成时：

- past events with consequences in the present:
过去事情对现在的影响。例如：
*The match **has been cancelled.** (We can't watch it.)*
- single or repeated events in the past when it doesn't matter when they happened:
过去发生过一次或反复发生的事，但是何时发生并不重要。例如：
*I **have driven** a lorry. (at some time in my life)*
- past situations that continue up till now:
过去的状态持续到现在。例如：
*I've **lived** here all my life.*

Present Perfect Continuous 现在完成进行时

We use the Present Perfect Continuous to talk about:

现在完成进行时用来谈论：

- a repeated or continuous activity that started in the past and isn't necessarily finished:

过去开始的、反复发生或持续进行的动作，现在尚未完成。例如：

*Who **have you been going out with** recently?*

- an activity from the recent past which has consequences in the present:
近期发生的动作，对现在有影响。例如：

*She's **been peeling** onions. (... that's why she's got tears in her eyes.)*

Notes to the Texts

Unit 7

Lesson 1

1. **the Vikings** 古代斯堪的纳维亚人，来自北欧的挪威、丹麦等。八世纪前后曾入侵不列颠。
2. **Columbus** 哥伦布，意大利人，世界著名航海家，美洲发现者。
3. **Scandinavia** 斯堪的纳维亚半岛。欧洲最大的半岛，位于北欧巴伦支海、挪威海、北海和波罗的海之间，面积约75万平方公里，包括挪威、瑞典两国以及芬兰北端。
4. **Eric the Red** 埃里克·雷德，著名的北欧海盗，因红头发而得名雷德。少年时随父到冰岛，公元982年因犯罪而逃离冰岛，向西航行，从而发现了格陵兰岛。
5. **Iceland** 冰岛，北欧国家，位于大西洋东北部，紧靠北极圈，是欧洲第二大岛。首都雷克雅未克。岛内温泉众多，地热丰富。
6. **According to the old stories of Iceland and Norway, Eric the Red was forced to leave Iceland because he had committed a murder, for which he got into trouble.** 根据冰岛和挪威的传说，埃里克·雷德因一起谋杀案而被迫离开冰岛。
according to 根据，依照。如：
According to these figures, the company is doing well. 这些数据反映这个公司经营得很好。
The price varies according to the season. 价格随季节变化。
get into trouble 陷入麻烦之中。如：
You will get into trouble if you drive after drinking. 酒后开车是自找麻烦。
This will probably get you into trouble in the future. 这将导致你日后的麻烦。
7. **Greenland** 格陵兰岛。世界最大的岛屿，位于北美洲东北部，北冰洋与大西洋之间。面积达218万平方公里，是丹麦领土的一部分。全岛大部分被厚厚的冰层覆盖。
8. **He persuaded some people to go back with him to Greenland.** 他说服一些人与他一起回到了格陵兰岛。
persuade ... to do 说服、劝服某人做某事。如：
Finally we persuaded them to come with us. 最后我们说服他们跟我们一起来。
He persuaded me to buy the house and now I feel satisfied with it. 他说服我买下了这房子，我现在对房子很满意。
9. **Not long after Eric the Red had landed in Greenland, a man called Biarni set sail from Iceland in search of Eric's party.** 埃里克·雷德登上格陵兰岛后不久，一个叫比阿尼的人就从冰岛起航寻找埃里克一行人。
in search of 探寻，寻找。如：
He went to Africa in search of diamonds. 他去非洲探寻钻石。

The film is set in California in the middle of the nineteenth century when gold was discovered and thousands of people rushed there in search of it. 电影所讲述的故事发生于十九世纪中叶的加利福尼亚，由于发现了黄金，成千上万的人涌向那里去淘金。

类似的介词短语构成还有：

in exchange for, in return for, in support of, in answer to, in praise of

10. **Biarni** 比阿尼，商人，因被风暴吹离航线而到过纽芬兰岛，后将这一线索提供给赖伊夫。
11. **Leif** 赖伊夫，埃里克·雷德之子，纽芬兰岛的发现者。
12. **Newfoundland** 纽芬兰，加拿大东海岸外大西洋岛屿。面积11.1万平方公里，属加拿大。

Lesson 3

1. **polar bear** 北极熊，北极地区最大的食肉动物，分布于北冰洋的亚洲和美洲海岸。北极熊有冬眠的习性，以捕食海豹为生。
2. **virtual reality** 虚拟现实。简称VR，是采用以计算机技术为核心的现代科技生成逼真的视、听、触觉一体化的特定范围的虚拟环境，用户借助必要的设备以自然的方式与虚拟环境中的对象进行交互作用、相互影响，从而产生身临其境的感受和体验。

Lesson 4

1. **Titanic** 《泰坦尼克号》，美国影片。1997年由二十世纪福克斯公司与派拉蒙公司联合摄制。
2. **Waterworld** 《未来水世界》，美国影片，凯文·科斯特纳主演。
3. **Jaws** 《大白鲨》，美国环球影片公司1975年出品的影片。导演是史蒂文·斯皮尔伯格。
4. **The Piano** 《钢琴别恋》，美国影片，讲述一个哑女移居新西兰的故事。编剧和导演都是女性。1993年该片获多项奥斯卡奖。
5. **Treasure Island** 《金银岛》，美国迪斯尼公司根据世界名著《金银岛》拍摄的影片。
6. **The Day After Tomorrow** 《明日之后》为20世纪福克斯公司的科幻巨片，由罗兰·艾默里奇执导，丹尼斯·奎德等主演。
影片讲述温室效应造成地球气候异变，全球即将陷入第二次冰河纪的故事。全片汇集了大量顶尖特技效果。由于影片中气候异变是由海水因气温急速下降而骤然冰冻，因此包括自由女神、艾菲尔铁塔、伦敦大笨钟都将被冻成冰柱，场面极为壮观。当然除了铺天盖地的自然威胁之外，也交织着父子及男女之间刻骨铭心的动人情感。
7. **Edgar Allan Poe** 埃德加·爱伦·坡(1809~1849)，美国诗人、小说家、批评家。坡大约写了70篇短篇小说，收在《述异集》(1840)中。坡在西方被认为是侦探小说的鼻祖。
8. **I tried to make my brother understand, but he was**

terrified and stayed in the heavy boat. 我努力使我哥哥明白这一点,但他十分恐惧,呆坐在沉重的木船里。

make 后面加不带to的不定式,如:

That makes my eyes ache. 那使得我眼睛很痛。

She made her sister stay for the afternoon tea. 她留住了妹妹下午吃茶点。

9. **All at once, the sky was covered with dark clouds and in less than a minute we were in a terrible storm.** 突然,天空被乌云笼罩,刹那间,我们就卷入了可怕的暴风雨中。

all at once 突然间,刹那。如:

All at once, his name came into my mind. 突然,他的名字跃入我的脑海。

All at once, we heard a shot and a soldier fell down to the ground. 突然,我们听到一声枪响,一个士兵倒在地上。

be covered with 被覆盖。如:

The country is covered with cherry tree flowers so that it looks as though it might be covered with pink snow. 乡间地上覆满了樱花,看起来好像一层粉色的瑞雪。

Unfortunately, they can't move their homes out of the way and many houses have been covered with lava or burnt to the ground. 不幸的是,他们不能把自己的家园搬离熔岩必经之路,因而许多房子被熔岩覆盖,焚烧殆尽。

10. **In the end, a boat picked me up.** 最后,一条船把我救了起来。

pick up 拣起,拾起。如:

He reached across the table and picked up the book. 他伸手到桌子对面把书拿了起来。

He said he would pick up his daughter in the school at five. 他说5点钟要去学校接女儿。

Culture Corner

1. **Zheng He** 郑和(1371~1433/1435),中国明朝初期的伟大航海家,史称三保太监,或三宝太监。1405年至1433年的28年间,他先后七次奉命率大规模船队出使西洋,历经南洋群岛至非洲东岸30余国和地区,航程10万余里。其规模之大、航次之多、航程之远和所到地区之广,在当时世界上是绝无仅有的。

2. **In addition to the supplies for the long journeys, the ships carried gold, silver, silk, china and other treasures to give as gifts to the rulers of the neighbouring countries.** 除漫长旅途所需物资外,船上还装有金银、丝绸、瓷器和其他宝物,作为送给邻国统治者的礼品。

in addition to 除了……之外(还有)。如:

We saw a Mickey Mouse cartoon in addition to the cowboy movie. 除西部牛仔片之外,我们还看了一场米老鼠卡通片。

We'll order two more armchairs in addition to our new table set. 除新餐桌椅之外,我们还订购了两把扶手椅。

3. **Indian Ocean** 印度洋,世界第三大洋。

4. **In 28 years of travelling, he had managed to share the glory of China with many different countries.** 在长达28年的旅行中,他成功地与其他国家的人们分享了中国的荣耀。

manage to do 设法完成某件困难的事情。如:

He managed to escape to South America. 他设法逃到了南美洲。

The little boy managed to tie up his shoes at last. 小男孩总算为自己系上了鞋带。

share with 与人合用。如:

Could you share the newspaper with me? 你能把报纸借给我看看吗?

I decided to share the room with her. 我决定与她共用这个房间。

Unit 8

Lesson 1

1. **Himalayas** 喜马拉雅山脉。世界最雄伟高大的山脉,分布于青藏高原南缘,西起克什米尔,东至雅鲁藏布江大拐弯处,全长约2,500公里。主峰珠穆朗玛峰海拔8844.43米,为世界第一高峰。喜马拉雅山名源于梵文,意为“雪的居所”,藏民则称“雪山”。

2. **Mount Qomolangma** 珠穆朗玛峰,喜马拉雅山主峰。位于中国西藏自治区和尼泊尔交界处,为世界第一高峰。1855年,英国人命名为 Mount Everest (埃佛勒斯峰)。1952年,中国政府将其还原为珠穆朗玛峰。“珠穆朗玛”为藏语,意为“河川圣母”。

3. **As well as the group guide, all teams have cooks and porters.** 所有的登山队都配有厨师、搬运工和向导。as well as 同……一样,也是,还有。如:

We travelled by night as well as by day. 我们白天走,晚上也走。

John as well as Jack was present that day. 那天杰克和约翰都来了。

4. **And our porters carry your luggage, which means that you can simply enjoy the experience.** 有搬运工为你搬运行李,这意味着你能尽情享受旅行。which所引导的是一个非限定性定语从句,用以指代前面的一件事。又如:

His son entered a famous university in the US, which makes him very proud. 他儿子进入美国一所著名大学学习,这使他很自豪。

5. **Lhasa** 拉萨,中国历史名城,西藏自治区政治、经济、宗教、文化和交通中心。位于西藏南部拉萨河下游平原上。始建于唐初,迄今已有千余年历史。
6. **Tibet** 西藏。位于中国西南边陲,青藏高原的西南部。它的南部和西部与缅甸、印度、不丹、锡金、尼泊尔接壤。

7. **This is a Class A hike – you have to be fit.** 这是A类跋涉旅行——你得身强力壮才行。

fit 强壮的。如:

Dancing keeps me fit. 跳舞使我身体健康。

be fit (for, to do) 胜任某事。如:

Mike is very fit. He runs almost 20 miles a week. 迈克十分健壮, 他每周差不多跑20英里。

8. **The hike costs £2,500 including all flights and accommodation.** 旅行费用为2,500英镑, 其中包括所有机票和食宿。

including 包括。如:

Six people, including three women, were killed in the car accident. 包括三名妇女在内, 一共六人在车祸中丧生。

He is ordering office equipment, including a new computer and some desks. 他正在订购办公设备, 包括一台电脑和几张桌子。

Lesson 2

1. **bungee jumping** 蹦极运动。其运动形式是, 跳跃者站在约40米以上(相当于10层楼高)高度的桥梁、塔顶、高楼、吊车甚至热气球上, 把一端固定的一根长长的橡皮绳绑在脚踝处, 然后头朝下跳下去。

2. **ice diving** 冰下潜水。一种通过凿出的冰窟窿下到冰面之下的潜水运动, 通常需要结队前往以便互相保护, 潜水者着全套潜水服并与通到冰面的绳索相连。

3. **sky surfing** 空中冲浪式滑翔(运动)。指从飞机上跳下, 脚上绑着滑翔板, 运动员站在上面乘风滑翔的运动。到达一定的离地高度时要打开降落伞以便安全降落。

4. **snowboarding** 单板滑雪, 一种极限运动。兴起于1960年代初, 是奥运会的正式比赛项目。其滑法是将双脚固定在滑板上, 利用身体重心来控制滑板的滑行。

5. **snowrafting** 动力雪橇滑降, 一种乘坐动力雪橇沿着积雪的山坡或滑道滑行下降的运动。

6. **white-water rafting** 激流漂流, 乘橡皮筏在湍急的溪流中顺流而下。

7. **I decided to take up bungee jumping and now I am really into it. When I turned up for my first jump I was so nervous that I tried to back out, but my friends persuaded me to go through with it. You don't have to put on any special clothes, just a sweater and jeans, but obviously you need a lot of time to set up the equipment. But it's worth waiting for. It's difficult to get across how exciting it is!** 我决定参加蹦极运动, 现在我特别喜欢这项运动。我第一次站在跳台上紧张得真想退缩下来, 但是朋友们说服了我。不用穿什么特殊的服装, 只穿运动衫和牛仔裤即可。你显然需要一些时间来安装装备, 但这是很值得的。这项运动激动人心的程度真是难以言表。

take up 参与, 从事。如:

He has taken up American History in college. 他在大学里学习美国历史。

He decided to take up photography as his career. 他决定把摄影当作自己的终生职业。

除此之外, take up 还有许多其他含义, 如:

Business affairs have taken up most of my time. 商务上

的事情占用了我大部分的时间。

He is going to take up his difficulties with his boss. 他将向老板提出自己的困难。

turn up 出现, 露面。如:

They should have arrived at 8:30, but they didn't turn up. 他们应当八点半到, 但现在还没有露面。

back out 不遵守(诺言、合同), 改变主意。如:

Once you've given your words, don't try to back out. 你一旦答应了人家, 就不要轻言放弃。

go through 通过。如:

They can only go through the tunnel one at a time. 他们只能一次一个人地钻过地道。

set up 建立, 树立。如:

Roadblocks were set up by the police to catch the escaped prisoner. 警察设置了路障来追捕越狱逃犯。

be worth doing 值得做某事。如:

What is worth doing is worth doing well. 值得做的事就要做好它。

Lesson 3

1. **Marco Polo** 马可·波罗(1254~1324), 意大利旅行家。1271年随父亲由威尼斯启程, 由陆路横穿欧亚大陆, 于1275年抵达上都(今内蒙古自治区多伦县西北), 后到大都(今北京), 曾游历中国各地及东南亚, 1291年取海道回国。

2. **Yuan Dynasty** 元朝(1271~1368)。12世纪后半叶, 蒙古族崛起于漠北。1206年, 铁木真建立蒙古并称汗, 被称为成吉思汗。1271年忽必烈改国号为元, 定都于大都(现北京市)。

3. **Kublai Khan** 元世祖忽必烈, 成吉思汗的孙子, 生于公元1215年。他是元朝的第一位皇帝。

4. **Marco, in turn, was amazed by how beautiful and powerful China was.** 马可也相应地被中国的美丽和强大所震撼。

in turn(s) 顺次; 一个接一个地(做某事)。如:

The two sisters cared for their sick mother in turn. 两姐妹轮流照看生病的母亲。

The boys were asked in turns to see the examiner. 男孩子们一个接一个地被叫去见考官。

5. **the Summer Palace** 夏宫, 指元世祖忽必烈在上都修建的夏宫。它占地广大, 草木繁茂, 养有许多鹿、獐等动物供观赏和骑射用。其宫殿高大雄伟, 装饰豪华而多彩。经过长期的战乱, 夏宫今已湮灭。

6. **Not long after his return, a local war broke out near his town.** 他返回之后不久, 一场区域性的战争在他家乡附近爆发了。

break out (战争、争吵、疾病等) 爆发。如:

During the election period, a big strike broke out. 竞选期间, 爆发了一场大罢工。

A quarrel broke out suddenly at midnight with the noise of breaking something. 半夜, 他们突然大吵起来, 还伴随着摔东西的声音。

7. **The Description of the World** 《马可·波罗游记》, 该书问世后, 广为流传。600多年来, 世界各地译本可能超过了100种。《马可·波罗游记》共分四

卷,其中第二卷以叙述中国为主,在全书中分量很大。本卷有很多篇幅是关于忽必烈和北京的描述,也对杭州有详细的记述。

8. **Although people enjoy reading his books, many of them thought that Marco's stories about China were too fantastic to be true.** 虽然人们爱读他的书,但许多人认为马可写的东西太离奇而不可信。

although 尽管,虽然。用以引导状语从句,后面的主句不能用but连接。如:

Although my car is very old, it still runs very well. 尽管我的车很旧,跑起来却还很好。

The lights were already on although it was only five o'clock. 尽管刚刚五点钟,灯却已点亮了。

9. **But Marco always stood by his tales.** 但马可总是坚持他所讲的故事是真的。

stand by 忠于,坚守,坚持。如:

I still stand by what I said yesterday. 我坚持我昨天说的话。

I stand by my principles. 我坚持我的原则。

Lesson 4

1. **the Pole** 南极点,目前地理南极点位于南极洲内,并设有标记。由于大陆漂移,每隔一段时间,地理学家都要修正南极点的位置。为纪念阿蒙森和斯科特,阿蒙森—斯科特南极站(Amundsen-Scott South Pole Station)于1958年建立。

2. **Captain Scott** 斯科特上校,英国探险家。

3. **Roald Amundsen** 阿蒙森(1872~1928),挪威极地探险家,第一个到达南极的人(1911年12月14日)。

4. **First, his two sledges broke down, and then the horses began to have serious difficulties with the snow and the cold.** 先是他的两辆雪橇坏了,后来马匹开始应付不了大雪和严寒的天气。

break down (机器、车辆)坏了。如:

The old electric fan has broken down. We'll buy a new one. 旧电扇坏了,我们得买个新的。

The car breaks down a lot. 汽车老抛锚。

5. **Then he prepared for the return journey.** 然后他准备回程。

prepare for 为某事做准备。如:

With summer coming around, it's time to get prepared for our final exam. 夏天到了,该准备期末考试了。

6. **The men were soon exhausted and were running out of food.** 队员们很快就筋疲力竭了,食品也快吃完了。

run out (of) 用尽,没有了。如:

The supply of our food almost ran out and we felt helpless. 我们的粮食快用完了,我们感到很无助。

We can see that his patience was running out little by little. 我们可以看出他正逐渐地失去耐心。

7. **Later, these rocks proved that at one time in the distant past the Antarctic was covered by plants.** 后来,这些石块证实,在遥远的过去,南极洲曾经被植被覆盖。

at one time 一度,曾经。如:

At one time he lived with his uncle. 他曾经与叔叔住在一起。

It was said that at one time a mysterious woman lived in this house. 据说曾经有一个神秘的女人住在这所房子里。

8. **Scott and two of his team members carried on and got within eleven miles of one of their food bases.** 斯科特上校和两名同伴继续向前,到达距离食品储存处不足11英里的地方。

carry on 进行下去,继续下去。如:

They are determined to carry on the struggle for freedom and democracy. 他们决心把争取自由和民主的斗争坚持下去。

Communication Workshop

- 格陵兰岛既是地球上最大的岛屿,也是大部分面积(84%)被冰雪覆盖的岛屿。全境大部分地区位于北极圈以内,气候严寒,狂风凛冽,全年平均气温低于零度。位于北极圈内的格陵兰岛有极地特有的极昼和极夜现象。
- 土耳其是西亚的古老国家之一,北接黑海,西邻爱琴海,滨海地区多海湾和岛屿,风景秀丽,是旅游度假的好地方。
Aegean 爱琴海
- Camp Xtreme** 极限运动营地,是为极限运动爱好者提供住宿、训练、器材等一切必要条件的营地。

Culture Corner

- the Silk Road** 丝绸之路。中国古代经中亚通往南亚、西亚以及欧洲、北非的陆上贸易通道,因大量中国丝绸和丝织品多经此路西运,故称丝绸之路,简称丝路。“丝绸之路”这一名称是由德国地理学家李希霍芬在1877年出版的《中国》一书中首先提出的。丝绸之路不仅是东西商业贸易之路,而且是中国和亚欧各国间政治往来、文化交流的通道。
- Taklamakan Desert** 塔克拉玛干沙漠。中国境内最大的沙漠,位于新疆塔里木盆地中部,北为天山,西为帕米尔高原,南为昆仑山,东为罗布泊洼地,面积达33.7万平方公里。气候极端干旱,年降水量仅10~60毫米。
- Buddhism** 佛教。与基督教、伊斯兰教并列为世界三大宗教。公元前6世纪至前5世纪,释迦牟尼创建于古印度(今尼泊尔境内),后广泛传播于亚洲许多国家和地区,对这些国家的社会、政治和文化生活产生过重大影响。
- Greek art style** 希腊美术,通常指公元前12至前1世纪希腊本土及其附近岛屿和小亚细亚西部沿海地区的美术,主要包括建筑、雕刻和陶绘。
- Xuan Zang** 玄奘(600/602~664)。唐初佛教高僧,杰出的翻译家和旅行家。洛州缑氏(今河南偃师南缑氏镇)人。13岁出家于洛阳净土寺,法名玄奘。从唐朝贞观元年(公元627年)起到贞观十九年止,玄奘取道丝绸之路,到印度学习佛教经典并游历,历时十数年,行程5万里,是中国古代史上一次艰险而伟大的旅行。由玄奘口授的《大唐西域

记》是玄奘所见所闻的旅行记录，是近代学者在东亚、印度等地进行考古发掘的重要资料。

Unit 9

Lesson 1

1. **Amsterdam** 阿姆斯特丹，荷兰最大的城市和经济中心。
2. **the Netherlands** 荷兰。位于欧洲西部，面积4万多平方公里，首都阿姆斯特丹，政府、议会和外交使团驻海牙。
3. **The group painted hundreds of bicycles white and placed them in lots of neighbourhood around Amsterdam for people to use.** 他们把数百辆自行车漆成白色，并把它们放在阿姆斯特丹众多街区供人们使用。

paint ... (color) 漆上或染上某种颜色。如：

He has decided to paint the ceiling light blue, which can make the room look nice and cool. 他决定把天花板涂成淡蓝色，这会使屋子看起来很清爽。

Fences are often painted white. 篱笆经常被刷成白色的。

4. **Indeed, thanks to the good ideas of lots of people, like the cycling fans in the 1960s, many people around the world have been enjoying city centre streets without cars for many years.** 的确，多亏人们献计献策，就像20世纪60年代的自行车迷们那样，世界各地许多人多年以来能在市中心享受没有汽车的环境。

thanks to 由于，因为。如：

Thanks to the efforts by Dr. Smith, I can walk around again now. 由于史密斯医生的努力，我现在又能走路了。

David kicked the ball into his own goal. It was thanks to his stupidity that we won the game. 大卫把球踢到他们自己的球门里去了。多亏他的糊涂，我们才赢了这场球。

Lesson 3

1. **the World Solar Car Challenge** 世界太阳能汽车挑战赛。该赛事始于1987年，每三年举行一次。
2. **Brisbane** 布里斯班。澳大利亚昆士兰州首府和港口，主要工商业中心。
3. **People have been worried about pollution caused by fuels like petrol and gas for a long time now.** 人们一直为汽油、煤气等燃料带来的污染担忧。
be worried about 为某事焦虑、担心。如：
The whole family were worried about his safety. 全家都为他的安全担心。
What are you worried about? 你发什么愁？
4. **Well, so far I've only written the first few chapters!** 哦，目前我刚写完前几章。
so far 到现在为止。这个短语常常与现在完成时连用。如：

They have so far failed to get in touch with the company. 他们一直未能与公司取得联系。

So far this month we have covered ten lessons in our

grammar book. 到这个月我们已经学习了语法书上的10课书。

5. **How can you persuade them of the advantages of solar cars?** 你怎样才能说服他们相信太阳能汽车的长处呢？

persuade ... of 使信服某事。如：

She was not persuaded of the truth of his statement. 她不相信他的话是真的。

He managed to persuade us of the workability of the plan; now we had to persuade the boss. 他说服我们相信了这个计划的可行性，现在该我们去说服老板了。

Lesson 4

1. **Carbon monoxide** 一氧化碳。一个碳原子和一个氧原子组成的化合物，分子式是CO。是无色无味的气体，有毒。

2. **traffic jam** 交通堵塞。

3. **How often do we get stuck in traffic jams?** 我们有多少次遇到塞车？

get stuck 陷入，卡住。如：

Use a dictionary if you get stuck. 如果你有困惑就查一下字典。

4. **How often do we arrive at work or school stressed out, tired, and angry?** 有多少次我们在极度焦虑、疲惫、恼怒的状态下到达办公室或学校？

此处的 stressed out, tired, angry 是过去分词或形容词做状语，又如：

He went to bed, cold and hungry. 他又冷又饿地上床睡觉去了。

The thief was caught red-handed. 小偷被当场捉住。

5. **But anger and stress are nothing compared to the real costs of the motor car.** 但是比起汽车的实际代价，紧张和恼怒还是微不足道的。

compared to (with) 与……相比。如：

Compared to (with) a student grant, the pay is quite good. 与学生的补助金相比，这份收入相当不错了。

Compared with most of the women at that time, she was lucky. 与那时大部分的妇女相比，她算是幸运的。

6. **In the last ten years, the number of cars on the roads in Britain has gone up by 30%.** 在过去10年中，英国路上行驶的汽车数量上升了30%。

go up to 上升至。如：

The new building is going up to fifty storeys. 新楼已经盖到了50层。

The number of the visitors today has gone up to 3,000. 今天的参观人数已经达到3,000人。

go up by 以某种速度（比例）上升。如：

Industrial production went up by nearly two-fifths in the past three years. 过去的三年中工业生产上升了2/5。

7. **I admit: I'm addicted to my car.** 我承认：我沉迷于汽车难以自拔。

be addicted to 对……上瘾，对……有瘾。如：

He lost his confidence and gradually became addicted to drugs. 他失去了信心，逐渐对毒品上瘾。

My kids are all addicted to TV cartoons. 我的孩子们全成了电视卡通迷。

8. **On average, about forty people travel in one bus, while the same number occupy thirty-three cars.** 平均而言, 大约40人乘坐一辆公共汽车, 而同样数量的人要占据33辆小轿车。

on average 平均起来, 一般来说。如:

On average, we received ten junk e-mails every day. 我们平均每天收到10封垃圾电子邮件。

These youths are, on average, better educated and smarter than the ones you have already hired. 一般来说, 这些年轻人比你已经聘用的那些人受到的教育要好, 人也更精明。

Culture Corner

1. **Gottlieb Daimler** 戴姆勒 (1834~1900), 德国机械工程师, 汽油机车的发明人之一。1886年他制成了第一辆四轮汽车, 1890年建立戴姆勒汽车公司, 1926年与奔驰汽车公司合并。

2. **Henry Ford** 亨利·福特 (1863 ~ 1947), 美国著名汽车制造家, 福特汽车公司创始人。1903年他建立福特汽车公司, 制成性能优良、安全可靠、成本低廉的T型汽车, 受到顾客的欢迎。他于1913年建立了汽车装配流水线, 使汽车价格降低, 销售量剧增, 至1927年共售出了1500万辆, 并由此控制了美国和世界汽车市场。

3. **Model T Ford** 福特汽车公司制造的T型汽车。

4. **Before 1908, when Ford's cars became available to the public, it was only the very rich who could afford to own a car.** 1908年福特汽车问世以前, 只有非常有钱的人才能买得起汽车。

afford to 有经济条件、有时间做某事。如:

We can't afford to buy a piano now. 我们现在买不起钢琴。

I'm afraid he can't afford to see you off. 恐怕他没有时间送你了。

It was ... who ... 是一个强调句型, 常常用来强调句中主语、宾语或状语等部分的语气。无论所强调的是人还是物, 都可以用that。如果强调的是原句中的主语, 而且主语又是人时, 则有时用who。请看例句:

I saw Tom in the restaurant yesterday. 我昨天在饭店看到了汤姆。

It was I who saw Tom in the restaurant yesterday. 昨天在饭店里看到汤姆的是我。(不是别人)

It was in the restaurant that I saw Tom yesterday. 我昨天是在饭店里看到汤姆的。(不是在别的地方)

It was yesterday that I saw Tom in the restaurant. 我是昨天在饭店看到汤姆的。(不是在别的时间)

5. **Cadillac** 凯迪拉克, 美国通用汽车公司制造的豪华轿车。

6. **Some of the car companies, like Cadillac, based their designs on airplanes.** 有些汽车公司, 如凯迪拉克, 是以飞机为蓝本设计汽车的。

base on 以……为基础。如:

This song is based on an old folk tune. 这支歌源于一首古老的民谣。

A guess that is based on facts is called a theory. 一个以事实为根据的推测就是理论。

7. **Mercedes** 梅塞德斯, 戴姆勒—奔驰公司制造的顶级豪华轿车。

8. **highway** 高速公路, 用来连接主要城市的高速道路。美国的主要高速公路系统是由州际公路组成的, 以阿拉伯数字编号, 奇数号的是南北向的, 偶数号的是东西向的。

9. **multi-storey car parks** 多层停车场。

10. **drive-in cinema** 汽车电影院, 一种可把汽车直接开进去并坐在车上观看电影的影院。

11. **drive-through fast food restaurant** 驾车通过式快餐店, 驾车者可以不开汽车就在一个窗口定餐和付费, 并在另一个窗口取走食品和饮料。

12. **Roads now connect the biggest cities to the smallest towns so it's possible to go anywhere at anytime.** 公路连接了最大的城市和最小的城镇, 所以人们可以在任何时间前往任何地点。

connect to 连接, 接通。如:

The top of the funnel is connected to a tube. 漏斗的嘴接着一个管子。

Twice, I was connected to the wrong person. 我两次的电话都被人接错了。

Vocabulary in Each Unit

(带*号的词为非课程标准词)

Learning to learn

participate / pɑ:ˈtɪsɪpət / vi. 参加	(4)
fill out 填写	(4)
evaluate / ɪˈvælju:et / vt. 评估, 评价	(4)
arrange / ə'reɪndʒ / vt. 安排, 准备	(4)
*chimpanzee / ˌtʃɪmpəˈni: / n. 黑猩猩	(5)
*dolphin / ˈdɒlfɪn / n. 海豚	(5)
sign / saɪn / n. 手势; 符号	(5)
hunt / hʌnt / v. 打猎, 猎杀	(5)
actor / ˈæktə / n. 演员	(6)
actress / ˈæktɪs / n. 女演员	(6)
writer / ˈraɪtə / n. 作者, 作家	(6)
collection / kəˈlekʃən / n. 收集, 收取	(6)
boxing / ˈbɒksɪŋ / n. 拳击运动	(6)

Unit 7

Warm-up

ski / ˈski: / vi. 滑雪	(7)
water skiing / ˈwɔ:təski:ɪŋ / n. 滑水	(7)
*windsurfing / ˈwɪnd.sɜ:fɪŋ / n. 风帆冲浪	(7)
frightening / ˈfraɪtɪŋ / adj. 令人惊恐的, 骇人的	(7)
underwater / ˌʌndəˈwɔ:tə / adj. 在水下, 供水下用的	(7)

Lesson 1

spirit / ˈspɪrɪt / n. 精神	(8)
explorer / ɪkˈsplɔ:rə / n. 探险家	(8)
sailor / ˈseɪlə / n. 水手, 海员	(8)
*Viking / ˈvaɪkɪŋ / n. 维京人, 北欧海盗	(8)
voyage / ˈvɔɪ-ɪdʒ / n. 航海; 航空	(8)
ancestor / ˈænsəstə / n. 祖先, 祖宗	(8)
set sail 启航	(8)
AD n. 公元	(8)
*further / ˈfɜ:ðə / adv. 更远, 较远	(8)
according to 根据, 依照	(8)
get into trouble 陷入麻烦, 陷入困境	(8)
persuade / pəˈsweɪd / vt. 说服, 劝服	(8)
make it to 到达	(8)
in search of 寻找, 寻求	(8)
unknown / ʌnˈnəʊn / adj. 不知道的, 未知的	(8)
eventually / ɪˈventʃuəli / adv. 最终, 终于	(8)
present-day / ˌprezəntˈdeɪ / adj. 当今的, 现代的	(8)
deed / di:d / n. 行为, 行动	(8)

journey / ˈdʒɜ:ni / n. 旅行, 旅程	(9)
lecture / ˈlektʃə / n. 讲授, 演讲	(9)
brake / breɪk / n. 制动器, 刹车	(9)
apologise / əˈpɒlədʒaɪz / vi. 道歉	(9)
the Antarctic / ænˈtɑ:ktɪk / 南极洲	(9)

Lesson 2

pollute / pəˈlu:t / vt. 使污染	(10)
pollution / pəˈlu:ʃən / n. 污染	(10)
over-fishing / ˌəʊvəˈfɪʃɪŋ / n. 过度捕捞	(10)
industrial / ɪnˈdʌstriəl / adj. 工业的	(10)
agricultural / ˌægrɪˈkʌltʃərəl / adj. 农业的	(10)
chemical / ˈkemɪkəl / n. 化学物	(10)
ban / bæn / vt. 禁止	(10)
altogether / ˌɔ:ltəˈgeðə / adv. 完全	(10)
handle / ˈhændl / vt. 对付	(10)
department / dɪˈpɑ:tmənt / n. 部, 系, 局, 部门	(10)
make a living 谋生	(10)
*solution / səˈlu:ʃən / n. 解决办法; 答案	(10)
port / pɔ:t / n. 港口, 海港	(11)
present / ˈprezənt / vt. 演示; 讲演	(11)
intelligence / ɪnˈtelɪdʒəns / n. 智力, 理解力	(11)
intelligent / ɪnˈtelɪdʒənt / adj. 有灵性的; 聪明的	(11)

Lesson 3

*iceberg / ˈaɪsbɜ:g / n. 冰山, 浮冰	(12)
*seal / si:l / n. 海豹	(12)
energetic / ˌenəˈdʒetɪk / adj. 有活力的	(12)
*penguin / ˈpenɪŋwɪn / n. 企鹅	(12)
*coral / ˈkɔrəl / n. 珊瑚	(12)
discovery / dɪsˈkʌvəri / n. 发现	(12)
*crab / kræb / n. 蟹	(12)
educate / ˈedʒukeɪt / vt. 教育	(12)
up-to-date adj. 最新的; 现代的	(12)
attraction / əˈtrækʃən / n. 吸引人的地方	(12)
attract / əˈtrækt / vt. 吸引	(12)
watch out 注意	(12)
shark / ʃɑ:k / n. 鲨鱼	(12)
discount / dɪsˈkaʊnt / n. 折扣, 减价	(12)
trick / trɪk / n. 戏法, 把戏	(13)
*melt / melt / vi. 融化, 熔化	(13)

measure / 'meʒə / *vi.* & *vt.* (长度、数量) 为; 测量 (13)
length / lenθ / *n.* 长度, 长 (13)
schoolboy / 'sku:lɔɪ / *n.* 男生 (13)
centimetre / 'sentɪ.mi:tə / *n.* 厘米 (13)

Lesson 4

*barrel / 'bærəl / *n.* 圆桶 (14)
*whirlpool / 'wɜ:lpu:l / *n.* 漩涡 (14)
horrible / 'hɒrɪbəl / *adj.* 可怕的; 令人厌恶的 (14)
float / fləʊt / *vi.* 漂, 浮 (14)
terrify / 'terɪfaɪ / *vt.* 令人感到恐惧 (14)
escape / ɪ'skeɪp / *vi.* 逃脱, 逃跑 (14)
terror / 'terə / *n.* 恐怖, 恐惧 (14)
soul / səʊl / *n.* 灵魂 (14)
survive / sə'vaɪv / *vi.* 幸存, 生存下来 (14)
all at once 突然, 忽然 (14)
recover / rɪ'kʌvə / *vi.* 恢复正常; 康复 (14)
scream / skri:m /
vi. (因恐惧、疼痛、兴奋等) 尖声大叫 (14)
sink / sɪŋk / *vi.* 下沉; 沉没 (14)
pick up 取, 接载 (14)
unable / ʌn'eɪbəl / *adj.* 不能的, 不会的 (14)
recognise / 'rekəɡnaɪz / *vt.* 辨认出 (14)
Oceania / əʊʃi'æniə / *n.* 大洋洲 (15)
opposite / 'ɒpəzɪt / *n.* 对立的人(物); 反义词 (15)
net / net / *n.* 网 (15)
leak / li:k / *vi.* 渗漏; 泄漏 (15)

Communication Workshop

stadium / 'sterdiəm / *n.* 运动场, 体育场 (16)
debate / di'beɪt / *n.* 辩论, 争论 (17)
local / 'ləʊkəl / *adj.* 当地的, 地方性的 (17)
shopkeeper / 'ʃɒp.ki:pə / *n.* 店主, 店东 (17)
bay / beɪ / *n.* 海湾, 湾 (17)
wildlife / 'waɪldlaɪf / *n.* 野生生物 (17)
disagree / ,dɪsə'ɡri: / *vi.* 不同意, 意见不合 (17)

Unit 8

Warm-up

adventure / əd'ventʃə / *n.* 奇遇, 冒险的经历 (21)
desert / 'dezət / *n.* 沙漠, 荒原 (21)
*canoe / kə'nu: / *vi.* & *n.* 乘独木舟; 独木舟 (21)
*safari / sə'fɑ:ri / *n.* (尤指在东非或中非的)
游猎, 探险旅行 (21)
*hike / haɪk / *v.* & *n.* 徒步旅行, 远足 (21)

take off 起飞 (21)
presenter / prɪ'zentə / *n.* 节目主持人 (21)
major / 'meɪdʒə / *adj.* 较重要的; 较严重的 (21)
wild / waɪld / *adj.* 野生的; 狂热的 (21)
tiring / 'taɪərɪŋ / *adj.* 令人疲劳的 (21)

Lesson 1

*raft / rɑ:ft / *n.* 木排, 木筏 (22)
white-water rafting 激流漂流 (22)
extra / 'ekstrə / *adj.* 特别的; 额外的 (22)
optional / 'ɒpʃənəl / *adj.* 可选择的, 非强制的 (22)
*horizon / hə'raɪzən / *n.* 地平线 (22)
organisation / ,ɔ:ɡənaɪ'zeɪʃən / *n.* 团体, 组织, 机构 (22)
uncomfortable / ʌn'kʌmfətəbəl /
adj. 不舒服的, 不自在的 (22)
*route / ru:t / *n.* 路程, 路线 (22)
porter / 'pɔ:tə / *n.* 行李搬运工 (22)
luggage / 'lʌɡɪdʒ / *n.* 行李 (22)
accommodation / ə,kɒmə'deɪʃən / *n.* 住所, 住处 (22)
*hostel / 'hɒstəl / *n.* 旅社, 招待所 (22)
maximum / 'mæksɪmə / *adj.* 最大的, 最多的 (22)
altitude / 'æltɪtju:d / *n.* 高度, 海拔 (22)
right now 就在此刻 (23)
differ / 'dɪfə / *vi.* 不同于, 有区别 (23)
footprint / 'fʊt.prɪnt / *n.* 脚印, 足迹 (23)
anxious / 'æŋkʃəs / *adj.* 忧虑的, 担心的 (23)

Lesson 2

extreme / ɪk'stri:m / *adj.* 极度的, 极端的 (24)
*bungee jumping / 'bʌndʒi: ,dʒʌmpɪŋ / *n.* 蹦极 (24)
*snowboarding / 'snəʊbɔ:dɪŋ / *n.* 单板滑雪 (24)
*snowrafting / 'snəʊrɑ:ftɪŋ / *n.* 动力雪橇滑降 (24)
in order to do something 目的是, 以便 (24)
gymnastics / dʒɪm'næstɪks / *n.* 体操, 体操训练 (24)
similarity / ,sɪmɪ'lærɪti / *n.* 相似性, 类似性 (24)
upside down 颠倒地, 倒置地 (24)
exactly / ɪɡ'zæktli / *adv.* 确切地, 精确地 (24)
risk / rɪsk / *vt.* 冒……的危险 (24)
excitement / ɪk'saɪtmənt / *n.* 兴奋, 激动 (24)
various / 'veəriəs / *adj.* 不同的, 各种各样的 (24)
flow / fləʊ / *vi.* 流动, 涌出 (24)
equipment / ɪ'kwɪpmənt / *n.* 配备, 设备 (24)
dull / dʌl / *adj.* 枯燥无味的; 暗淡的; 迟钝的 (24)
preference / 'prefərəns / *n.* 较喜欢的东西, 偏爱 (25)
turn up 出现, 到场 (25)

back out 决定不履行 (允诺的事)	(25)	nationality / ,næʃ ə' nælti / n. 国籍	(29)
get across 使理解 (某事)	(25)	aim / eɪm / n. 目标; 目的	(29)
jog / dʒɒg / vi. 慢跑	(25)		

Lesson 3

traveller / 'trævələ / n. 旅行者, 旅客	(26)	Arctic / 'ɑ:ktɪk / n. 北极, 北极区	(30)
emperor / 'empərə / n. 皇帝	(26)	transport / 'trænspɔ:t / n. 运输, 运送	(30)
court / kɔ:t / n. 宫廷; 法庭	(26)	observe / əb'zɜ:v / vt. 观察, 观测	(30)
in turn 轮流	(26)	disadvantage / ,dɪsəd'vɑ:ntɪdʒ / n. 不利, 不利条件	(30)
amaze / ə'meɪz / vt. 使惊愕 (惊奇)	(26)	staff / stɑ:f / n. 员工, 全体工作人员	(31)
goods / gʊdz / n. 商品, 物品	(26)	survival / sə'vaɪvəl / n. 幸存, 残存	(31)
confuse / kən'fju:z / vt. 使困惑	(26)	shelter / 'ʃeltə / n. 遮蔽, 庇护所	(31)
fuel / fjuəl / n. 燃料	(26)	*philosophy / fr'ləsəfi / n. 哲学	(31)
wealthy / 'welθi / adj. 富有的, 富裕的	(26)	limit / 'lɪmɪt / n. 边界; 限度	(31)
break out (坏事) 突然发生, 爆发	(26)		
put ... into prison 把……关进监狱	(26)	Unit 9	
author / 'ɔ:θə / n. 作者	(26)	Warm-up	
dictation / dɪk'teɪʃən / n. 口述; 听写	(26)	ferry / 'feri / n. 渡船	(35)
stand by 坚持 (某种说法)	(26)	minibus / 'mɪnɪbʌs / n. 小巴	(35)
statement / 'steɪtmənt / n. 陈述	(26)	cyclist / 'saɪklɪst / n. 骑自行车的人	(35)
quantity / 'kwɒntəti / n. 量, 数量	(27)	motorist / 'məʊtərɪst / n. 驾驶汽车的人	(35)
professor / prə'fesə / n. 教授	(27)	pedestrian / pi'destriən / n. 行人	(35)
hunter / 'hʌntə / n. 猎人	(27)	jam / dʒæm / n. 阻塞, 拥挤	(35)
skin / skɪn / n. 皮, 皮肤	(27)	traffic jam 交通阻塞, 塞车	(35)
		actually / 'æktʃʊəli / adv. 实际地, 真实地	(35)

Lesson 4

* the Antarctic / æn'tɑ:ktɪk / 南极地区	(28)	benefit / 'benɪfɪt / vi. & n. 得益; 好处	(36)
on one's way 在途中	(28)	flat / flæt / adj. 平的	(36)
*Norwegian / nɔ:'wi:dʒən / adj. 挪威的 n. 挪威人	(28)	therefore / 'ðeəfɔ: / adv. 所以, 因此	(36)
preparation / ,prepə'reɪʃən / n. 准备, 预备	(28)	convenient / kən'vi:nɪənt / adj. 方便的, 便利的	(36)
*sledge / sledʒ / n. 雪车, 雪橇	(28)	parking / 'pɑ:kɪŋ / n. 停车场	(36)
break down 损坏, 不能运转	(28)	convenience / kən'vi:nɪəns / n. 方便, 便利	(36)
shock / ʃɒk / vt. 震惊, 惊骇	(28)	hopeful / 'həʊpfəl / adj. (人) 抱有希望的	(36)
goal / gəʊl / n. 目的; 目标	(28)	neighbourhood / 'neɪbəhʊd / n. 街坊; 邻近地区	(36)
ambition / æm'bɪʃən / n. 志向, 抱负	(28)	wherever / weə'revə / conj. 无论在何处, 无论到哪里	(36)
*exhausted / ɪg'zɔ:stɪd / adj. 疲惫的	(28)	thief / θi:f / n. 贼, 小偷	(36)
run out of 用完, 耗尽	(28)	*chip / tʃɪp / n. 集成电路片, 硅片	(36)
hopeless / 'həʊpləs / adj. 没有希望的	(28)	insert / ɪn'sɜ:t / vt. 插入, 嵌入	(36)
cheerful / 'tʃɪəfəl / adj. 愉快的, 高兴的	(28)	indeed / ɪn'di:d / adv. 当然, 确实	(36)
distant / 'dɪstənt / adj. 远处的; 久远的	(28)	fed up 不愉快的, 厌烦的	(36)
carry on 继续做某事	(28)	consequence / 'kɒnsɪkwəns / n. 后果, 结果	(37)
within / wɪð'ɪn / prep. 在……之内, 在……内部	(28)	arrest / ə'rest / vt. 逮捕, 拘留	(37)
sadness / 'sædnɪs / n. 悲哀, 忧伤	(28)	bone / bəʊn / n. 骨头	(37)
function / 'fʌŋkʃən / vi. 运转; 发挥作用	(29)	work out 锻炼身体, 做运动	(37)
patience / 'peɪʃəns / n. 耐心; 忍耐力	(29)	argue / 'ɑ:gju: / vi. 争辩, 争吵	(37)

Lesson 2

baggage / 'bægrɪdʒ / n. 行李	(38)
platform / 'plætfɔ:m / n. 站台, 月台	(38)
belt / belt / n. 带子	(38)
ambassador / æm'bæsədə / n. 大使	(38)
sensitive / 'sensɪtɪv / adj. 善解人意的; 敏感的	(38)
grey / greɪ / adj. 灰色的, 灰白的	(38)
gentle / 'dʒentəl / adj. 和善的, 温和的	(38)
fierce / 'fɪəs / adj. 凶狠的, 凶恶的	(38)
vocabulary / və'kæbjʊləri / n. 词汇; 词汇量	(38)
interpreter / ɪn'tɜ:pɪtə / n. 译员, 口译者	(38)
schedule / 'ʃedju:l / n. 时间表; 进度表	(38)
timetable / 'taɪm,teɪbəl / n. 时间表	(38)
foolish / 'fu:lɪʃ / adj. 愚蠢的	(38)
responsibility / rɪ'spɒnsɪ'bɪləti / n. 责任, 负责, 职责	(38)
rely on 依赖, 依靠	(38)
hostess / 'həʊstɪs / n. 女主人	(39)
air hostess 空中小姐	(39)
non-smoking / ,nɒn'sməʊkɪŋ / adj. 禁止吸烟的	(39)
case / keɪs / n. 大箱子	(39)
suitcase / 'su:tkeɪs / n. 手提箱, 皮箱	(39)
pull up (车辆) 停止, 停车	(39)
pull out (火车) 驶离车站, 出站	(39)
content / 'kɒntent / n. 容纳的东西; 目录	(39)

Lesson 3

petrol / 'petrəl / n. (英) 汽油	(40)
gas / gæs / n. 气体; 煤气; 汽油	(40)
solar / 'səʊlə / adj. 太阳的, 太阳光的	(40)
racer / 'reɪsə / n. 赛车手	(40)
sunlight / 'sʌnlɑ:t / n. 阳光, 日光	(40)
kindergarten / 'kɪndəgɑ:tən / n. 幼儿园	(40)
so far 迄今为止	(40)
take place 举行; 发生	(40)
northwest / ,nɔ:θ'west / n. 西北, 西北方	(40)
southeast / ,sauθ'i:st / n. 东南, 东南方	(40)
chapter / 'tʃæptə / n. 章节	(40)
impression / ɪm'preʃən / n. 印象, 感觉	(40)
reliable / rɪ'laɪəbəl / adj. 可靠的	(40)
golf / gɒlf / n. 高尔夫球(运动)	(41)
operator / 'ɒpəreɪtə / n. 操作人员, 接线员	(41)
appreciate / ə'pri:ʃiət / vt. 感谢; 欣赏	(41)
essay / 'eseɪ / n. 散文	(41)
shopping / 'ʃɒpɪŋ / n. 购物	(41)

Lesson 4

*carbon monoxide / ,kɑ:bən mə'nɒksaɪd / 一氧化碳	(42)
highway / 'haɪweɪ / n. 公路	(42)
construction / kən'strʌkʃən / n. 建筑; 建筑物	(42)
pavement / 'peɪvmənt / n. 人行道	(42)
crossroads / 'krɒsrəʊd / n. 十字路口	(42)
amount / ə'maʊnt / n. 数量	(42)
physical / 'fɪzɪkəl / adj. 身体的; 物质的	(42)
motor / 'məʊtə / adj. 机动车辆的;	
n. 马达, 发动机	(42)
figure / 'fɪgə / n. 数字, 数目	(42)
go up 上升	(42)
engine / 'endʒɪn / n. 发动机, 引擎	(42)
per / pə: / adv. 每, 每一	(42)
centigrade / 'sentɪgri:deɪd / n. 摄氏(度)	(42)
admit / əd'mɪt / vt. 承认, 供认	(43)
addicted / ə'dɪktɪd / (to) adj. 沉溺于……的	(43)
on average 平均; 通常	(43)
occupy / 'ɒkjʊpaɪ / vt. 占用(空间、面积、时间等)	(43)
somehow / 'sʌmhaʊ / adv. 以某种方式	(43)
whichever / wɪtʃ'evə / pron. 无论哪个	(43)
suit / su:t / vt. 适合	(43)

Communication Workshop

damage / 'dæmɪdʒ / vt. & n. 损害, 损失	(44)
nowhere / 'nəʊweə / adv. 无处, 任何地方都不	(44)
crossing / 'krɒsɪŋ / n. 交叉路口, 人行横道	(44)
*tunnel / 'tʌnəl / n. 地道; 隧道	(44)
plus / plʌs / prep. 加, 加上	(45)
frequent / 'fri:kwənt / adj. 时常发生的	(45)
fare / feə / n. 票价, 车费	(45)

Names

Columbus / kə'lʌmbəs / 哥伦布	(8)
Eric / 'erɪk / 埃里克	(8)
Biarni / bɪ'a:nɪ / 比阿尼	(8)
Leif / li:f / 利夫	(8)
Alan Eddison / 'ælən 'edɪsən / 艾伦·爱迪生	(11)
T. S. Eliot / 'elɪət / 埃利奥特	(15)
Michelle / mi'ʃel / 米歇尔	(24)
Carol / 'kærəl / 卡罗尔	(24)
Jonathan / 'dʒɒnəθən / 乔纳森	(24)
G. K. Chesterton / 'tʃestətən / 切斯特顿	(23)
George Orwell / dʒɔ:dʒ 'ɔ:wəl / 乔治·奥威尔	(25)
Marco Polo / 'mɑ:kəʊ 'pəʊləʊ / 马可波罗	(26)

Scott / skɒt / 斯科特	(28)
Roald Amundsen / rəʊld 'ɑ:mʊndʒən / 罗尔德·阿蒙森	(28)
Edgar Evans / 'edgə 'evənz / 埃德加·埃文斯	(28)
Oates / əʊts / 奥茨	(28)
Marek Kaminski / 'mæɪɪk 'kæmɪnski / 马瑞克·卡明斯基	(29)
Ricky / 'rɪki / 里基	(30)
Wojtek Moskal 沃伊切赫·莫斯卡尔	(31)
Matt Thomas / mæt 'tɒməs / 马特·托马斯	(31)
Rudyard Kipling / 'rʌdjəd 'kɪplɪŋ / 拉迪亚德·吉卜林	(39)
Marie Logan / mə'ri: 'ləʊgən / 玛丽·洛根	(40)

Places

Scandinavia / skændɪ'neɪvɪə / n. 斯堪的纳维亚	(8)
Greenland / 'grɪ:nlənd / 格陵兰(丹麦)	(8)
Newfoundland / ,nju:fənd'lænd / 纽芬兰	(8)
Iceland / 'aɪslənd / 冰岛	(8)
Norway / 'nɔ:weɪ / 挪威	(8)
Egypt / 'i:dʒɪpt / 埃及	(21)
the Amazon / 'æməzən / 亚马逊河	(21)
Himalayas / ,hɪmə'leɪəz / 喜马拉雅山脉	(22)
Qomolangma (Mount) 珠穆朗玛峰	(22)
Tibet / tɪ'bet / 西藏	(22)
South Pole 南极	(28)
Aegean / i:'dʒi:ən / 爱琴海	(30)
the Colorado River / ,kələ'rɑ:dəʊ / 科罗拉多河	(30)
San Francisco / sænfræn'sɪskəʊ / 旧金山	(30)
Los Angeles / lɒs'ændʒələs / 洛杉矶	(30)
Turkey / 'tɜ:kɪ / 土耳其	(30)
the Antarctic / æn'tɑ:ktɪk / 南极地区	(30)
Arctic / 'ɑ:ktɪk / 北极	(30)
Scotland / 'skɒtlənd / 苏格兰	(31)
Amsterdam / ,æmstə'dæm / 阿姆斯特丹	(36)
the Netherlands / 'neðələndz / 荷兰	(36)
Brisbane / 'brɪzben / 布里斯班	(40)
Queensland / 'kwɪ:nzlənd / 昆士兰州	(40)

Word List

(带*号的词为非课程标准词)

A

accommodation / ə.kəmə'deɪʃən / *n.* 住所, 住处
according to 根据, 依照
actor / 'æktə / *n.* 演员
actress / 'æktɪs / *n.* 女演员
actually / 'æktʃʊəli / (to) *adv.* 实际地, 真实地
AD *n.* 公元
addicted / ə'dɪktɪd / (to) *adj.* 沉溺于……的
admit / əd'mɪt / *vt.* 承认, 供认
adventure / əd'ventʃə / *n.* 奇遇, 冒险的经历
agricultural / ,ægrɪ'kʌltʃərəl / *adj.* 农业的
aim / eɪm / *n.* 目标; 目的
air hostess 空中小姐
all at once 突然, 忽然
altitude / 'æltɪtju:d / *n.* 高度, 海拔
altogether / ,ɔ:ltə'geðə / *adv.* 完全
amaze / ə'meɪz / *vt.* 使惊愕 (惊奇)
ambassador / æm'bæsədə / *n.* 大使
ambition / æm'bɪʃən / *n.* 志向, 抱负
amount / ə'maʊnt / *n.* 数量
ancestor / 'ænsəstə / *n.* 祖先, 祖宗
*the Antarctic / ænt'ɑ:ktɪk / 南极地区
anxious / 'æŋkʃəs / *adj.* 忧虑的, 担心的
apologise / ə'pɒlədʒaɪz / *vi.* 道歉
appreciate / ə'pri:ʃiət / *vt.* 感谢; 欣赏
Arctic / 'ɑ:ktɪk / *n.* 北极, 北极区
argue / 'ɑ:gju: / *vi.* 争辩, 争吵
arrange / ə'reɪndʒ / *vt.* 安排, 准备
arrest / ə'rest / *vt.* 逮捕, 拘留
attract / ə'trækt / *vt.* 吸引
attraction / ə'trækʃən / *n.* 吸引人的地方
author / 'ɔ:θə / *n.* 作者

B

back out 决定不履行 (允诺的事)
baggage / 'bæɡɪdʒ / *n.* 行李
ban / bæn / *vt.* 禁止
*barrel / 'bærəl / *n.* 圆桶
bay / beɪ / *n.* 海湾, 湾
belt / belt / *n.* 带子
benefit / 'benɪfɪt / *vi.* & *n.* 得益; 好处
bone / bəʊn / *n.* 骨头

boxing / 'bɒksɪŋ / *n.* 拳击运动
brake / breɪk / *n.* 制动器, 刹车
break down 损坏, 不能运转
break out (坏事) 突然发生, 爆发
*bungee jumping / 'bʌndʒi: ,dʒʌmpɪŋ / *n.* 蹦极

C

*canoe / kə'nu: / *vi.* & *n.* 乘独木舟; 独木舟
*carbon monoxide / ,kɑ:bən mən'ɒksaɪd / 一氧化碳
carry on 继续做某事
case / keɪs / *n.* 大箱子
centigrade / 'sentɪɡreɪd / *n.* 摄氏 (度)
centimetre / 'sentɪ,mi:tə / *n.* 厘米
chapter / 'tʃæptə / *n.* 章节
cheerful / 'tʃɪəfəl / *adj.* 愉快的, 高兴的
chemical / 'kemɪkəl / *n.* 化学物
*chimpanzee / ,tʃɪmpæn'zi: / *n.* 黑猩猩
*chip / tʃɪp / *n.* 集成电路片, 硅片
collection / kə'leɪʃən / *n.* 收集, 收取
confuse / kən'fju:z / *vt.* 使困惑
consequence / 'kɒnsɪkwəns / *n.* 后果, 结果
construction / kən'strʌkʃən / *n.* 建筑; 建筑物
content / 'kɒntent / *n.* 容纳的东西; 目录
convenience / kən'vi:niəns / *n.* 方便, 便利
convenient / kən'vi:niənt / *adj.* 方便的, 便利的
*coral / 'kɒrəl / *n.* 珊瑚
court / kɔ:t / *n.* 宫廷; 法庭
*crab / kræb / *n.* 蟹
crossing / 'krɒsɪŋ / *n.* 交叉路口, 人行横道
crossroads / 'krɒsrəʊd / *n.* 十字路口
cyclist / 'saɪklɪst / *n.* 骑自行车的人

D

damage / 'dæmɪdʒ / *vt.* & *n.* 损害, 损失
debate / dɪ'beɪt / *n.* 辩论, 争论
deed / di:d / *n.* 行为, 行动
department / dɪ'pɑ:tmənt / *n.* 部, 系, 局, 部门
desert / 'dezət / *n.* 沙漠, 荒原
dictation / dɪk'teɪʃən / *n.* 口述; 听写
differ / 'dɪfə / *vi.* 不同于, 有区别
disadvantage / ,dɪsəd'vɑ:ntɪdʒ / *n.* 不利, 不利条件

disagree / ,dɪsə'gri: / *vi.* 不同意, 意见不合
discount / dɪs'kaʊnt / *n.* 折扣, 减价
discovery / dɪs'klʌvəri / *n.* 发现
distant / 'dɪstənt / *adj.* 远处的; 久远的
*dolphin / 'dɒlfɪn / *n.* 海豚
dull / dʌl / *adj.* 枯燥无味的; 暗淡的; 迟钝的

E

educate / 'edʒukeɪt / *vt.* 教育
emperor / 'empərə / *n.* 皇帝
energetic / ,enə'dʒetɪk / *adj.* 有活力的
engine / 'endʒɪn / *n.* 发动机, 引擎
equipment / r'kwɪpmənt / *n.* 配备, 设备
escape / r'skeɪp / *vi.* 逃脱, 逃跑
essay / 'eseɪ / *n.* 散文
evaluate / r'vælju:et / *vt.* 评估, 评价
eventually / r'ventʃʊəli / *adv.* 最终, 终于
exactly / ɪg'zæktli / *adv.* 确切地, 精确地
excitement / ɪk'saɪtmənt / *n.* 兴奋, 激动
*exhausted / ɪg'zɔ:stɪd / *adj.* 疲惫的
explorer / ɪk'splɔ:rə / *n.* 探险家
extra / 'ekstrə / *adj.* 特别的; 额外的
extreme / ɪk'stri:m / *adj.* 极度的, 极端的

F

fare / feə / *n.* 票价, 车费
fed up 不愉快的, 厌烦的
ferry / 'feri / *n.* 渡船
fierce / 'fɪəs / *adj.* 凶狠的, 凶恶的
figure / 'fɪgə / *n.* 数字, 数目
fill out 填写
flat / flæt / *adj.* 平的
float / fləʊt / *vi.* 漂, 浮
flow / fləʊ / *vi.* 流动, 涌出
foolish / 'fu:lɪʃ / *adj.* 愚蠢的
footprint / 'fʊt,prɪnt / *n.* 脚印, 足迹
frequent / 'fri:kwənt / *adj.* 时常发生的
frightening / 'fraɪtnɪŋ / *adj.* 令人惊恐的, 骇人的
fuel / fjuəl / *n.* 燃料
function / 'fʌŋkʃən / *vi.* 运转; 发挥作用
*further / 'fɜ:ðə / *adv.* 更远, 较远

G

gas / gæs / *n.* 气体; 煤气; 汽油
gentle / 'dʒentəl / *adj.* 和善的, 温和的

get across 使理解 (某事)
get into trouble 陷入困境, 陷入麻烦
go up 上升
goal / gəʊl / *n.* 目的; 目标
golf / gɒlf / *n.* 高尔夫球 (运动)
goods / gʊdz / *n.* 商品, 物品
grey / greɪ / *adj.* 灰色的, 灰白的
gymnastics / dʒɪm'næstɪks / *n.* 体操, 体育训练

H

handle / 'hændəl / *vt.* 对付
highway / 'haɪweɪ / *n.* 公路
*hike / haɪk / *v. & n.* 徒步旅行, 远足
hopeful / 'həʊpfəl / *adj.* (人) 抱有希望的
hopeless / 'həʊpləs / *adj.* 没有希望的
*horizon / hə'raɪzən / *n.* 地平线
horrible / 'hɒrɪbəl / *adj.* 可怕的; 令人厌恶的
*hostel / 'hɒstəl / *n.* 旅社, 招待所
hostess / 'həʊstɪs / *n.* 女主人
hunt / hʌnt / *v.* 打猎, 猎杀
hunter / 'hʌntə / *n.* 猎人

I

*iceberg / 'aɪsbɜ:g / *n.* 冰山, 浮冰
impression / ɪm'preʃən / *n.* 印象, 感觉
in order to do something 目的是, 以便
in search of 寻找, 寻求
in turn 轮流
indeed / ɪn'di:d / *adv.* 当然, 确实
industrial / ɪn'dʌstriəl / *adj.* 工业的
insert / ɪn'sɜ:t / *vt.* 插入, 嵌入
intelligence / ɪn'telɪdʒəns / *n.* 智力, 理解力
intelligent / ɪn'telɪdʒənt / *adj.* 有灵性的; 聪明的
interpreter / ɪn'tɜ:prɪtə / *n.* 译员, 口译者

J

jam / dʒæm / *n.* 阻塞, 拥挤
jog / dʒɒg / *vi.* 慢跑
journey / 'dʒɜ:ni / *n.* 旅行, 旅程

K

kindergarten / 'kɪndəgɑ:tən / *n.* 幼儿园

L

leak / li:k / *v.* 渗漏; 泄漏

lecture /'lektʃə / *n.* 讲授, 演讲
length /lenθ / *n.* 长度, 长
likely /'laɪkli / *adj.* 可能的
limit /'lɪmɪt / *n.* 边界; 限度
local /'ləʊkəl / *adj.* 当地的, 地方性的
luggage /'lʌɡɪdʒ / *n.* 行李

M

major /'meɪdʒə / *adj.* 较重要的; 较严重的
make a living 谋生
make it to 到达
maximum /'mæksɪmə / *adj.* 最大的, 最多的
measure /'meʒə / *vi.* & *vt.* (长度、数量) 为; 测量
*melt / melt / *vi.* 融化, 熔化
minibus /'mɪnɪbʌs / *n.* 小巴
motor /'məʊtə / *adj.* 机动车辆的 *n.* 马达, 发动机
motorist /'məʊtərɪst / *n.* 驾驶汽车的人

N

nationality /,næʃə'nælɪti / *n.* 国籍
neighbourhood /'neɪbəhʊd / *n.* 街坊; 邻近地区
net / net / *n.* 网
non-smoking /,nɒn'sməʊkɪŋ / *adj.* 禁止吸烟的
northwest /,nɔ:θ'west / *n.* 西北, 西北方
*Norwegian / nɔ:'wi:dʒən / *adj.* 挪威的 *n.* 挪威人
nowhere /'nəʊweə / *adv.* 无处, 任何地方都不

O

observe /əb'zɜ:v / *vt.* 观察, 观测
occupy /'ɒkjʊpaɪ / *vt.* 占用 (空间、面积、时间等)
Oceania /əʊʃɪ'æniə / *n.* 大洋洲
on average 平均; 通常
on one's way 在途中
operator /'ɒpəreɪtə / *n.* 操作人员, 接线员
opposite /'ɒpəzɪt / *n.* 对立的人 (物); 反义词
optional /'ɒpʃənəl / *adj.* 可选择的, 非强制的
organisation /,ɔ:gənə'zeɪʃən / *n.* 团体, 组织, 机构
over-fishing /,əʊvə'fɪʃɪŋ / *n.* 过度捕捞

P

parking /'pɑ:kɪŋ / *n.* 停车场
participate / pɑ:'tɪsɪpət / *vi.* 参加
patience /'peɪʃəns / *n.* 耐心; 忍耐力
pavement /'peɪvmənt / *n.* 人行道
pedestrian /pɪ'destrɪən / *n.* 行人

*penguin /'penɡwɪn / *n.* 企鹅
per / pɜ: / *adv.* 每, 每一
persuade / pə'sweɪd / *vt.* 说服, 劝服
petrol /'petrəl / *n.* (英) 汽油
*philosophy / frɪ'lɒsəfi / *n.* 哲学
physical /'fɪzɪkəl / *adj.* 身体的; 物质的
pick up 取, 接载
platform /'plætfɔ:m / *n.* 站台, 月台
plus / plʌs / *prep.* 加, 加上
pollute / pə'lu:t / *vt.* 使污染
pollution / pə'lu:ʃən / *n.* 污染
port / pɔ:t / *n.* 港口, 海港
porter /'pɔ:tə / *n.* 行李搬运工
preference /'prefərəns / *n.* 较喜欢的东西, 偏爱
preparation /,prepə'reɪʃən / *n.* 准备, 预备
present / prɪ'zent / *vt.* 演示; 讲演
present-day /,prezənt'deɪ / *adj.* 当今的, 现代的
presenter / prɪ'zentə / *n.* 节目主持人
professor / prə'fesə / *n.* 教授
pull out (火车) 驶离车站, 出站
pull up (车辆) 停止, 停车
put ... into prison 把……关进监狱

Q

quantity /'kwɒntəti / *n.* 量, 数量

R

racer /'reɪsə / *n.* 赛车手
*raft / rɑ:ft / *n.* 木排, 木筏
recognise /'rekəɡnaɪz / *vt.* 辨认出
recover / rɪ'kʌvə / *vi.* 恢复正常; 康复
reliable / rɪ'laɪəbəl / *adj.* 可靠的
rely on 依赖, 依靠
responsibility / rɪ'spɒnsɪ'bɪlɪti / *n.* 责任, 负责, 职责
right now 就在此刻
risk / rɪsk / *vt.* 冒……的危险
*route / ru:t / *n.* 路程, 路线
run out of 用完, 耗尽

S

sadness /'sædnɪs / *n.* 悲哀, 忧伤
*safari / sə'fɑ:ri / *n.* (尤指在东非或中非的) 游猎, 探险
旅行
sailor /'seɪlə / *n.* 水手, 海员
schedule /'ʃedʒu:l / *n.* 时间表; 进度表

schoolboy /'sku:lboɪ/ *n.* 男生
scream /skri:m/ *vi.* (因恐惧、疼痛、兴奋等) 尖声大叫
*seal /si:l/ *n.* 海豹
sensitive /'sensɪtv/ *adj.* 善解人意的; 敏感的
set sail 启航
shark /ʃɑ:k/ *n.* 鲨鱼
shelter /'ʃeltə/ *n.* 遮蔽, 庇护所
shock /ʃɒk/ *vt.* 震惊, 惊骇
shopkeeper /'ʃɒpki:pə/ *n.* 店主, 店东
shopping /'ʃɒpɪŋ/ *n.* 购物
sign /saɪn/ *n.* 手势; 符号
similarity /,sɪmɪ'lærɪti/ *n.* 相似性, 类似性
sink /sɪŋk/ *vi.* 下沉; 沉没
ski /'ski:/ *vi.* 滑雪
skin /skɪn/ *n.* 皮, 皮肤
*sledge /sledʒ/ *n.* 雪车, 雪橇
*snowboarding /'snəʊbɔ:dɪŋ/ *n.* 单板滑雪
*snowrafting /'snəʊrɑ:ftɪŋ/ *n.* 动力雪橇滑降
so far 迄今为止
solar /'səʊlə/ *adj.* 太阳的, 太阳光的
*solution /sə'lju:ʃən/ *n.* 解决办法; 答案
somehow /'sʌmhaʊ/ *adv.* 以某种方式
soul /səʊl/ *n.* 灵魂
southeast /,sauθ'i:st/ *n.* 东南, 东南方
spirit /'spɪrɪt/ *n.* 精神
stadium /'steɪdɪəm/ *n.* 运动场, 体育场
staff /stɑ:f/ *n.* 员工, 全体工作人员
stand by 坚持(某种说法)
statement /'stetmənt/ *n.* 陈述
suit /su:t/ *vt.* 适合
suitcase /'su:tkes/ *n.* 手提箱, 皮箱
sunlight /'sʌnlɑ:t/ *n.* 阳光, 日光
survival /sə'vaɪvəl/ *n.* 幸存, 残存
survive /sə'vaɪv/ *vi.* 幸存, 生存下来

T

take off 起飞
take place 举行; 发生
terrify /'terɪfaɪ/ *vt.* 令人感到恐惧
terror /'terə/ *n.* 恐怖, 恐惧
therefore /'ðeəfɔ:/ *adv.* 所以, 因此
thief /θi:f/ *n.* 贼, 小偷
timetable /'taɪm,teɪbəl/ *n.* 时间表
tiring /'taɪərɪŋ/ *adj.* 令人疲劳的

traffic jam 交通阻塞, 塞车
transport /'trænsɜ:t/ *n.* 运输, 运送
traveller /'trævələ/ *n.* 旅行者, 旅客
trick /trɪk/ *n.* 戏法, 把戏
*tunnel /'tʌnəl/ *n.* 地道; 隧道
turn up 出现, 到场

U

unable /ʌn'eɪbəl/ *adj.* 不能的, 不会的
uncomfortable /ʌn'kʌmfətəbəl/ *adj.* 不舒服的, 不自在的
underwater /,ʌndə'wɔ:tə/ *adj.* 在水下, 供水下用的
unknown /,ʌn'nəʊn/ *adj.* 不知道的, 未知的
upside down 颠倒地, 倒置地
up-to-date *adj.* 最新的; 现代的

V

various /'veəriəs/ *adj.* 不同的, 各种各样的
*Viking /'vaɪkɪŋ/ *n.* 维京人, 北欧海盗
vocabulary /və'kæbjuləri/ *n.* 词汇; 词汇量
voyage /'vɔɪ-rɪdʒ/ *n.* 航海; 航空

W

watch out 注意
water skiing 滑水
wealthy /'welθi/ *adj.* 富有的, 富裕的
wherever /weə'revə/ *conj.* 无论在何处, 无论到哪里
whichever /wɪtʃ'evə/ *pron.* 无论哪个
*whirlpool /'wɜ:lpu:l/ *n.* 漩涡
white-water rafting 激流漂流
wild /waɪld/ *adj.* 野生的; 狂热的
wildlife /'waɪldlaɪf/ *n.* 野生生物
*windsurfing /'wɪnd,sɜ:frɪŋ/ *n.* 风帆冲浪
within /wɪð'ɪn/ *prep.* 在……之内, 在……内部
work out 锻炼身体, 做运动
writer /'raɪtə/ *n.* 作者, 作家

Tapescript

Unit 7 The sea

Warm-up

- 1 One of the things I like is that it's so silent. It's like another world down there, 20 metres below. And, you know, you can see some really colourful fish. They're beautiful and if you're lucky, you can see some strange creatures.
- 2 It's great fun, really exciting. I can sometimes go quite fast when there is a good wind. I go to the beach in my home town in England, and the only problem is that the water's freezing! I've been to Turkey twice, and there you can do it all day.
- 3 I grew up at the seaside, so it has been my only sport for a long time. I do it almost every day, even on the days when it is cold and wet. I love it. You're free, you know, you just forget about everything when you're out at sea, you know what I mean? But it can be frightening when the weather is bad.
- 4 I started when I was a kid. Sometimes I don't catch anything but it doesn't matter. It's really relaxing, just being there. You forget about all your worries. And when you feel something on the end of the line, well, it's great.

Lesson 2 Protecting the Sea

Exercise 3

Fang Zhou is asking Zhi Hong about her science project.

FZ: Hey, Zhi Hong, what did you do for your science project?

ZH: I did something about protecting the sea.

FZ: Protecting the sea from what?

ZH: Well, first there's pollution. That's a big problem. And second, there's over-fishing.

FZ: What's over-fishing?

ZH: That's when people fish too much and the number of fish falls too low. Some fish may disappear altogether.

FZ: Really?

ZH: Yes, now there are too many fishermen fishing in the same place.

FZ: Do you mean that there are more fishermen now than there were before?

ZH: Yes, there are many more. And fishermen today have better technology so they can catch more fish than before.

FZ: So there are more fishermen catching more fish?

ZH: Well, they hope to catch more fish, but there are less fish to catch, so they simply can't.

FZ: That's bad.

ZH: Yes, and pollution is very bad, too.

FZ: What causes pollution?

ZH: All sorts: chemicals, plastic, rubbish, oil; most of them come from industrial and agricultural waste.

FZ: It sounds like a big problem.

ZH: Yes, it is a big problem.

FZ: How have these two problems been handled?

ZH: Well, some government departments are trying to deal with the situation.

FZ: Are they?

ZH: Yes, some look for ways to reduce pollution, some keep a record of levels of pollution, other departments are responsible for finding, you know, where it comes from and punishing people who have broken the law by causing pollution. Of course, often it's quite difficult to find who's responsible for pollution.

FZ: Yes, I suppose it must be. What about over-fishing? What can be done about that?

ZH: Well, the government tries to control the number of fish that people can catch. In the worst areas they ban fishing completely for a few months at a time so that the fish numbers can grow again. They also try to help people to get other kinds of jobs so there are less people trying to make a living from fishing.

FZ: Mm, that's a good idea.

ZH: Let's hope it works!

Exercise 6

1 **Female:** I had a fantastic holiday in Egypt.

Male: Yes? (*showing interest*)

2 **Female:** The hotel was really fantastic. There were two swimming pools, a huge lake with windsurfing, tennis courts ...

Male: Mm, were there? (*interested*)

3 **Female:** I went on a boat with a glass bottom looking at the amazing multi-coloured fish.

Male: Mm, did you really? (*interested*)

4 **Female:** Here is a photo of my family outside the hotel.

Male: Mm. (*not interested*)

5 **Female:** And this is a photo from our bedroom window.

Male: Yes? (*totally uninterested*)

6 **Female:** This is me by the swimming pool.

Male: Really? (*bored*)

7 **Female:** This is a photo of our boat trip. There's a shark.

Male: Mm. (*mild interest*)

8 **Female:** And this is when one of the passengers fell into the water and almost died.

Male: Mm. (*very interested*)

Communication Workshop

Speaking: Exercise 3

Speaker: I'm totally against the plan. I think it will be a disaster for the local area. For one thing, it will be terrible for fishing in the area. The oil factory will pollute the sea and we won't be able to fish. It's difficult now, but this will be the end of the fishing industry. It would be much better if we put more money into the fishing industry. For example, we need money to build new fishing boats.

Unit 8 Adventure

Warm-up

- 1 **Boy 1:** I've been interested in ancient Egypt since I was small. There's something exciting about the country. I've got lots of books on Egypt and a couple of videos. Of course, I'd really love to go there. I've always dreamed of seeing the Pyramids. They look really great in photos.
- 2 **Girl 1:** I just love airplanes. I don't know why, but for me they're really exciting. I've been on planes lots of times and it always feels great, especially when you take off! It'd be great to be able to fly one. That's my dream – to fly!
- 3 **Boy 2:** I like watching travel programmes on television. There was a good series last year. The presenter went round the world visiting all the major capitals. I'd love to do that, you know, go to places like Paris, Sydney, Beijing. It would be a great experience.
- 4 **Girl 2:** I've always loved water, you know. The first time I got into a canoe was when I was about eight. But my dream is to go down the Amazon. It wouldn't be easy, but I think it'd be a real challenge. And just think of all the things you would see – the rain forest, the wildlife, small villages.

Lesson 2 Extreme Sports

Exercise 3

Presenter: ...and now we're going to take a look at extreme sports. What exactly are they? How dangerous are they? What makes people risk their lives to do them? Michelle is going to tell us all about them.

Michelle: Speed, excitement, danger. You can find all these in the various extreme sports that have become popular in the last ten years or so. Take bungee jumping. You jump off a bridge, like this one I'm standing on now, and you fall and fall, and then, just before you hit the ground or water, a rope pulls you back. Other extreme sports appear just as crazy. Look at this. In sky surfing you jump out of an airplane and use a board to "surf" the air, doing gymnastics in mid-air! Amazing. And extreme sports on land can be just as dangerous. Winter

sports have always had an element of danger. The new winter sports are even more dangerous. For example snowboarding, which has all the excitement of surfing but on snow, is more dangerous even than skiing. Probably the most dangerous of all the new winter sports is snowrafting. You sit in a rubber boat and sail down a mountain at great speed – and you can't control the boat! Of course, water sports have always been fun. In whitewater rafting you sit in a small raft and go down a river at great speed. Fast flowing mountain rivers are the best. Then there is ice diving, for those people who are absolutely crazy. You put on diving equipment and dive under a frozen lake. And, if that's not enough, you then try to walk upside down on the ice! Mm, I feel cold just thinking about it.

Exercise 4

Interviewer: So tell me, Carol, what sort of extreme sports do you do?

Carol: I like bungee jumping. It's great, really exciting.

Interviewer: But what makes you do bungee jumping?

Carol: Well, I get nervous, you know. But when I'm jumping I feel great. It's like being a bird.

Interviewer: Really? What about other extreme sports?

Carol: Mm, I'd love to try sky surfing, but it's very expensive, you know.

Interviewer: Right. Are there any sports you wouldn't try?

Carol: I love adventure, but even I wouldn't like to do snowrafting. There have been some terrible accidents. But I also don't like dull sports. I hate doing boring sports, like tennis. Personally, I'd prefer to stay at home.

Interviewer: Oh, it's not that bad! Thank you very much, Carol. And now we have another "extreme" sports fan, Jonathan. Jonathan, what extreme sports do you do?

Jonathan: Well, I prefer winter sports. There's something about snow. I love going skiing. And I quite like snowboarding. It's really cool.

Interviewer: So, why do you do it?

Jonathan: Well, as I said, I'm a snow fanatic. And I love sports where there's speed. I can't stand slow sports. You know, like sailing.

Interviewer: What other sports would you like to try?

Jonathan: I'd quite like to go ice diving – it sounds crazy!

Interviewer: Are there any sports you wouldn't like to try?

Jonathan: Oh yeah. I can't stand heights. I'd hate to do bungee jumping. It looks absolutely terrifying.

Interviewer: It certainly does. Right, Jonathan, thank you very much.

Comparing Cultures

American football is one of the most popular sports in the United States. It's a very physical game and the players wear helmets and special protective clothes. Baseball is a popular summer sport and there are two major leagues. Basketball is the third most popular sport; and top basketball players can earn millions of dollars. Football, or soccer, is only a minority sport in the USA, though the national team has qualified for World Cups recently. In Britain the most popular sport in winter is definitely football and some clubs like Manchester United are famous all over the world. Rugby is another popular winter sport. Like American football, it is very physical and can be quite dangerous but the players don't wear any protective clothing. In the summer, cricket is the main sport. Very few countries outside Britain play it—only old colonies like India, Pakistan, the Caribbean, Australia and New Zealand. Cricket is a very complicated game—it's very slow, and games can take up to five days!

Communication Workshop

Speaking: Exercise 1

Shulah: Which holiday would you like to go on, Ricky?

Ricky: I don't know. They all look very interesting. Er I think I'd like to go on the wildlife tour.

Shulah: Oh, really?

Ricky: I prefer hot places, you know. Like South Africa.

Shulah: Mm. I think the most exciting one is the trip to Greenland.

Ricky: Yes?

Shulah: I mean you can really explore somewhere which isn't full of people, especially other tourists. It would be great 'cos you can go skiing and hiking as well.

Ricky: Right.

Shulah: I wouldn't like to go on the wildlife tour. You know, sitting around watching giraffes. You can see them in the zoo, can't you?

Ricky: Yes, but the weather's terrible in Greenland. It's worse than the weather here!

Shulah: That's true.

Ricky: And the Greenland trip sounds quite uncomfortable.

Shulah: But they do everything for you. Tents, sledges. Wouldn't you like to go on a sledge?

Ricky: No, not really. I don't like snow. I'd prefer to go to Africa.

Shulah: Well, let's have a look at one of the others. What about canoeing and rafting in the States?

Ricky: Mm. I wouldn't like to go rafting. It's really dangerous.

Shulah: Oh come on, Ricky. You'd love it in Colorado. It's hot there. You can't complain about that!

Ricky: No, and at least they've got tents.

Shulah: Yeah, I know!

Ricky: And I'd like to try canoeing.

Shulah: Right. And you could go to Los Angeles and San Francisco. You love watching American police films.

Ricky: OK let's go there!

Listening: A Radio Programme

Presenter: Good evening and welcome to Adventure. Today we're going to talk about modern explorers. Let's begin with the story of Marek Kaminski. In the studio we have Matt Thomas who has recently interviewed the Polish explorer.

Matt: Hi.

Presenter: Marek Kaminski's two most famous exploration trips so far were in 1995, weren't they?

Matt: That's right. In the first one to the North Pole he travelled on skis with Wojtek Moskal and got to the Pole on the 23rd of May 1995. He called the journey "Poles to the Pole".

Presenter: That's a good name.

Matt: Yes. And his second one was a solo journey to the South Pole by himself. He travelled 1,400 km and got to the Pole on the 26th of December – in the same year. He called the second journey "A Pole to the Poles".

Presenter: And did he have any problems on this one?

Matt: Mmm. His biggest problem was wind, blowing with speeds up to 330 km per hour. And there were temperatures of minus 60 degrees C. The Antarctic's a tough place, you know.

Presenter: So, could you give us some background on Marek. What kind of person is he?

Matt: In some ways he's not a typical explorer. He studied philosophy at university and he speaks six languages. He likes reading books on his journey. One of his favourite authors is Tolkien. He also writes a lot himself. He always uses pencils because they don't freeze!

Presenter: Right. And this is the question we always ask. Why does he do it?

Matt: Well, he wants to test the limits of what humans can do. When I spoke to him, he told me something very interesting. He said that on his journey to the poles he learned that everyone has limits, but the limits are in us, not outside us.

Presenter: Mmm. Has he got any advice for young people interested in going on exploration trips?

Matt: Yes ... one very good piece of advice is this: the key to a successful exploration is your brains not your legs, and the most important thing is your dreams.

Presenter: Mmm ... that's very true. OK, thanks Matt for that story of Marek Kaminski. Later we'll talk to...

Unit 9 Wheels

Warm-up

- 1 Well, I usually start work at about six in the morning. I don't usually do long distances – the furthest I drive is about a hundred miles. It's very stressful, know what I mean? Driving all day. And the traffic's really bad nowadays, much worse than when I started. Traffic jams everywhere ...
- 2 Look at them! Cars parked everywhere. And crossing the road is really dangerous. People drive so fast. I was going across the road the other day with my grandson, and suddenly this big lorry came along and nearly hit us. And the pollution, it's really terrible these days ...
- 3 People say I'm mad, 'cos I always ride to school. I love it and actually it's much quicker than the bus or even a car because the traffic's so bad these days. And it keeps me fit, doesn't it?
- 4 I know I use it too much, but public transport is terrible where I live. We live out of town, you know, and I need the car to go shopping, to go to work, to take the kids to school.

Lesson 2 On the Move

Exercise 4

Mary, the American ambassador is a sensitive woman who is very friendly and gets on well with people. She has grey hair and gentle eyes and she looks a bit like a grandmother! But she can also be fierce when she is angry. She can speak a little Chinese although her vocabulary is not very big and she has a strong American accent. This is why she always travels around China with her interpreter, Hao Qi. Today, Mary is waiting at the airport but Hao Qi hasn't arrived. "He's most likely still in bed," thinks Mary. And Hao Qi has Mary's schedule! Mary can't remember which gate her flight to Xi'an is leaving from so she listens carefully. "Would passengers for flight CA233 to Beijing please go to gate number twelve. Would passengers on flight CX601 to Shanghai please go to gate number four. Would passengers for flight number DG678 to Guilin please go to gate fourteen. Would passengers for flight CX988 to Guangzhou please go to gate five." But where is Mary's flight? Suddenly Mary feels foolish. She has the wrong day! "I'd better take more responsibility for my own life," she thinks. "I rely on Hao Qi too much!"

Communication Workshop

Speaking: Exercise 1

Presenter: And here is this week's County Report. At a council meeting yesterday, Ludford's traffic problems were discussed. The main problem is the A49 road, which goes right through the town. There have been several serious accidents recently—last week two children were killed by a lorry near the school.

A report last year also showed that air pollution from traffic is increasing and the old buildings in the town are getting dirty and damaged. There is a terrible traffic jam every morning at Ludford Bridge and there's nowhere to park in the centre. Because of the traffic, shoppers are going to other towns and local shops are closing down.

Exercise 3

Girl: So, what do you think about all these new plans for the town? Personally, I think they should build the new road. It would get the traffic out of the town.

Boy: I'm not so sure. It would be very expensive and it would take a long time. It's also not very environmentally friendly. Think about the wildlife. Why don't they improve the bus service? It's not very good at the moment. More people would use the buses if they were cheap and came regularly, and there would be less traffic.

Girl: That's a good idea. The buses are terrible at the moment. You have to wait ages.

Boy: Mm, I know.

Girl: And how about building a shopping centre? The nearest one's miles away.

Boy: I don't think that's a very good idea. What about the local shops? What would happen to them? And anyway I hate those big shopping centres ...

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出版发行：北京师范大学出版社 www.bnupg.com

北京新街口外大街19号

邮政编码：100875

印 刷：中青印刷厂
经 销：全国新华书店
开 本：890 mm × 1240 mm 1/16
印 张：7.75
字 数：214千字
版 次：2009年3月第3版
印 次：2019年7月第21次印刷
定 价：8.50元

ISBN 978-7-303-07347-4

责任编辑：李珍珠

装帧设计：王蕊

责任校对：段立超 陈民

责任印制：孙文凯 窦春香

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反盗版、侵权举报电话：010-58800697

北京读者服务部电话：010-58808104

外埠邮购电话：010-58808083

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