

经全国中小学教材审定委员会2005年初审通过

普通高中课程标准实验教科书

ENGLISH

英语

选修 I

8

SENIOR ENGLISH



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亲爱的同学们：

高中这段时光，常被喻为人生的花季，也是你们学习和成长过程中的一个重要转折点，对外语学习而言尤其如此。高中阶段的三年是学好英语最为关键的一段时间，希望这套普通高中《英语》教科书能够为你们学好英语提供指导和帮助。

本教科书根据教育部 2003 年 4 月颁布的《普通高中英语课程标准（实验）》编写。课程标准的特点是强调语言运用能力的培养，并把这种能力看作“语言知识”“语言技能”“学习策略”“情感态度”和“文化意识”等综合素养的体现。这一特点对英语教学提出了新的要求。首先，你们必须彻底告别原来那种以单词、语法等单纯语言知识为中心的教学模式。事实上，即便是一个最简单的英语单词，在你们完全掌握了它的拼写、读音、词义和词性等知识之后，可能仍然达不到课标对“综合语言运用能力”的要求。例如，在下面的例子中你们很可能就听不清 her 这个词：

1. I'm waiting for her.

2. Fill her up.

3. —I adore her.

—Dora indeed!

不错，her 就在那儿，在每句话中。但是，如果请你们的老师或外国朋友用日常交谈的正常语速说出这三句话，恐怕难觅“她”的芳踪。你们知道 her 读作 /hɜ:(r)/，但这只是 her 在孤立状态下的一种理想读音。在正常的语句环境中，代词 her 因为很少重读，常常被弱化为 /hər/、/ə/ 或 /ə/，并可能通过连读，以同一读音的不同变体形式隐身于连续的语流当中*。“众里寻他千百度，蓦然回首，那人却在，灯火阑珊处”，幼安词的意境，正是语言学习中这种彷徨状态的写照。不过，对于英语学习而言，要想真正掌握一个单词，单凭“蓦然回首”的机缘是远远不够的，你们还必须在听、说这两种“语言技能”上多下功夫，通过实际语言交流去体会句子的语音、语调、重音和节奏规律，特别要注意对弱化、同化和连读等语音过程的把握。

再进一步，就词义的理解而言，her 又是什么意思？问这样一个问题，绝不是小视各位同学的智力水平。事实上，我们通常认为符号意义的理解就是一个由书写符号到语音符号，再由语音符号到意义的解码过程。对于语言符号的这种理解尽管与我们的常识一致，而且还可能有着某种深厚的哲学和文化传统的支持，但是，对于“综合语言运用能力”的培养来说，这种看法则可能是有害的。过度依赖符号的

* 在真实的日常谈话的正常语流中，这三句话的读音可能分别是：

I'm waiting for her. — /aɪm 'weɪtɪŋ fə're/

Fill her up. — /fɪl'ɜ:(r)ʌp/

I adore her. — /aɪə 'dɔ:(r)ə/

声音和视觉特征，容易使你们忽略对社会、文化等其他方面信息的有效利用。在“Fill her up.”这句话中，her是谁？“她”可能是一辆车！在加油站你们常常听到有人这样吩咐工作人员：Fill her up. ——加满油！英美人通常是用she或her等作为对爱车的昵称。同样，例3的两句对话源于英国小说家狄更斯的名著《大卫·科波菲尔》。小说主人公在和姨婆谈到其女友Dora时，情不自禁地感叹道：I adore her (with my whole soul)! 由于弱化和连读，I adore her听起来就成了I a Dora，招来姨婆善意的嘲讽：Dora indeed. ——真是句句不离Dora呀！这里不得不叹服作家的机智和对母语得心应手的运用。以上两个例子似乎能够说明“文化意识”作为“综合语言运用能力”要素的重要性。了解有关目的语文化的知识以及对其民族优秀文化的认同这些非语言因素，不仅有助于提高你们自身的人文素质和思想修养，也是你们语言运用能力的有机组成部分。

当然，你们的情感、态度——学习的兴趣和动机、遭遇困难时应有的意志力和自信心——在“综合语言运用能力”的培养过程中也起着重要的作用，在此不赘述。最后，我想问一句，你们是否经常上网？在互联网以及多媒体技术迅猛发展的今天，网上的英语学习资源相当丰富，有效选择、利用这些资源是学好英语的一个重要途径，你们所采取的学习策略——与人交往的愿望、策略，对于学习资源的运用等——同样是综合语言运用能力的一个表现。

本套教科书力图从形式和内容两个方面来反映课程标准的要求。每个模块突出一个中心主题，课文的选材涵盖了学校生活、社会文化、自然地理、科学技术和文学艺术等多方面的内容，鼓励同学将自身文化知识、人文素养的提高与英语学习有机地联系起来。每个单元为你们设计了热身、阅读、听说、讨论、轻松一刻、自我评估以及任务型的作业练习等栏目。课文和大多数栏目都配备了录音材料，以便你们能够在真实的语境中学习、体会每一个单词。

你们有机会在普通高中学习，是自己选择和努力的结果。这其中有父母的支持，同时也离不开整个社会的付出，包括你们周围许多不能上学的同龄人的付出。因此，希望你们能够珍惜这个机会，在愉快、健康成长的同时，努力学习，顺利完成高中阶段的学业！

编者

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CHINESE MARTIAL ARTS

WARM-UP



1. Listen carefully and answer the following questions.

- (1) Where is the Shaolin Temple located?
- (2) What is the Shaolin Temple famous for?
- (3) At the end of the Sui Dynasty, thirteen Shaolin monks saved a would-be emperor. Who was he?



2. Talk with a partner about what you know about Chinese martial arts, especially about the Shaolin Temple. Please cover at least one or two of the following points.

- (1) According to what you know, how did Chinese martial arts begin?
- (2) How many styles or schools of Chinese **martial arts** are there? Please list some.
- (3) What's your opinion about the overseas development of Chinese martial arts?
- (4) Should Chinese martial arts be included in the Olympic Games? Why or why not?
- (5) Have you ever been to the Shaolin Temple? Have you seen the movie *The Shaolin Temple*?
- (6) Do you know the history of the Shaolin Temple? What about the modern life of the Shaolin monks?



Shaolin Quan and the Shaolin Temple

Shaolin Quan **originated** in the Shaolin Temple on Mount Songshan at Dengfeng in Henan Province. It was named after the temple. The founder of Shaolin Quan was said to be an Indian **monk**, Bodhidharma.



This story, though very influential, proved to be false, for although there was a monk named Bodhidharma, he knew nothing at all about

Chinese martial arts. In fact, Shaolin Quan was a **manifestation** of the combined **wisdom** of the monks, **secular** martial arts masters and army generals and soldiers.



According to historical records, the Shaolin Temple was built during the Northern Wei **Dynasty** in the **reign** of Emperor Taihe. The Shaolin Temple once had many monks on its **premises**. Those monks at lower levels mostly came from the secular society and some of them had known some martial arts before entering the temple.

Those who knew martial arts taught and helped each other to improve their skills. They also **absorbed** the experience of their **predecessors** and gradually developed their martial arts into the **unique** Shaolin School.

At the end of the Sui Dynasty (581—618 A.D.), the Shaolin monks helped Li Shimin fight for the **throne**. After Li Shimin was **enthroned** as the emperor of the Tang Dynasty, he awarded his followers according to their military merits and **contributions**, and the Shaolin Temple was given large **grants** of land and money to expand the temple complex. It was allowed to organize an army of monk soldiers, who served as military forces in warring times. The Shaolin School of martial arts improved and developed through the **trials** of battles and war.

The Shaolin monks in the Ming Dynasty (1368—1644 A.D.) were all taught to practice

martial arts. In the reign of Jiajing, the Shaolin military monks took part in the battles against Japanese **invaders** in Southern China and **accomplished** many military **exploits**. The Ming general Yu Dayou, who was **reputed** for his anti-Japanese military **feats**, went to teach **cudgel** fighting skills in the Shaolin Temple. It was in the latter half of the Ming Dynasty that the Shaolin monks **switched** from cudgel fighting to **fist** fighting, so that fist fighting was promoted to match cudgel fighting.



In the Qing Dynasty (1644—1911A.D.), people living around the Shaolin Temple were very active in practicing martial arts, which **boosted** the development of the Shaolin School. In the Shaolin Temple, the rear hall was used for martial arts exercises, where various kinds of weapons were displayed on the weapon stands ready for use at any time. After years of exercises and practicing, footprints were stamped on the brick floor of the rear hall and these prints can be seen clearly even today. In the fifth calendar year of the Yongzheng reign (1727 A.D.), people were forbidden to practice martial arts. However, they could not be stopped either in the wider secular society or in the Shaolin Temple, where martial arts were practiced underground.



Around the 1911 Revolution against the Qing Dynasty, Shaolin martial arts underwent further developments. Martial arts clubs were **established** all over the country and most of them adopted the techniques of Shaolin Quan methods and practices. Lots of **patriots** organized **saber** and flying sword groups in order to **overthrow** the dynasty. These people **constantly** practiced their skills and contributed

a great deal to the cause.

The Shaolin School is very popular in the secular society with a **myriad** of followers. Over the years it has been enriched theoretically and its techniques have been perfected to form a broad system of fist fighting.



COMPREHENSION

Fill in the following table based on the brief history of Shaolin Quan and the Shaolin Temple.

Item	Time	Historical Figure	Historical Event
1		the Indian monk, Bodhidharma	
2			The Shaolin Temple was first built.
3	the end of the Sui Dynasty		
4	the beginning of the Tang Dynasty		
5		Emperor Jiajing	
6		General Yu Dayou	
7			People were forbidden to practice martial arts.
8	the 1911 Revolution		

DISCUSSION

1. What do you think of the future development of Chinese martial arts in modern society?
2. There are many different schools of Chinese martial arts, but they all keep secrets about their own martial skills. What is your opinion about that?

EXPRESSIONS

1. Find out how the italicized expressions are used in the following sentences.

(1) It *was named* after the temple.

The ship *was named* after the famous general.

Can you *name* all the plants in this garden?

(2) This story, though very influential, *proved to be* false...

It *proved (to be)* a waste of time.

Not all rumors *prove to be* facts.

(3) The Ming general Yu Dayou, who *was reputed* for his anti-Japanese military feats, went to teach...

The man *is well/ill reputed* in his hometown.

He is the *reputed* writer of the two poems, though some scholars still doubt this.

2. Fill in the blanks using the proper forms of the italicized expressions you have just learned.

- (1) He _____ mainly for his second novel, which was published last year.
- (2) The conclusion of this research paper _____ wrong.
- (3) He said someone had lied, but he refused to _____ the liar.
- (4) Those people who surrendered to the enemy during the war _____ (ill) _____ all through the years.
- (5) The new-born baby _____ after his grandfather.
- (6) This company was established in 1860, and it _____ for more than 100 years for its good after-sales service.
- (7) The hard work _____ worthwhile in the end.
- (8) He _____ "Deadeye John" because he never missed a shot.
- (9) Aspirin quickly _____ an effective medicine for fever and headaches.

GRAMMAR

Step-by-step grammar: *negation*

1. What is the most commonly used adverb for negation? Look at the following examples and you may find out.

- (1) I *do not* like this kind of music.
- (2) I *am not* working too hard.
- (3) I *have not* written a single word.
- (4) I *may not* go out at all this morning.
- (5) I *didn't* eat anything yesterday.

2. There are of course other adverbs to indicate negation, such as *never, seldom, hardly, scarcely, and barely*.

- (1) Without pocket money from his parents, the boy *never* eats out with his classmates.
- (2) However, martial arts could *hardly* be stopped either in the wider secular society or in the Shaolin Temple.

- (3) I *seldom* hear from him; he's perhaps abroad already.
(4) The children in this village *scarcely* have access to computers.
(5) Food was *barely* enough, so we were always hungry.

3. Negative adverbs at the beginning of a sentence usually require a change in the word order of the sentence. Rewrite the following sentences by using inversions.

(1) There has *seldom* been so much protest against the atomic bomb.

(2) He is *little* aware how important this meeting is.

(3) There has *never* been such an effort to save whales from extinction.

(4) You should on *no* account accept the money he offers.

4. However, if the negative part is the subject of a sentence, the word order should be normal.

(1) *Not many people* enjoy the modern art he promotes.

(2) He's written a lot of books, but *not all of them* are novels.

(3) *Nothing* has happened here since you left.

5. There can be more than one negative word in the whole sentence, but usually only one in each clause.

(1) I've *never* had and *never* wanted a television set.

(2) I can *never* get in touch with Thomas, as he has *no* telephone.

6. There can be two negative words in one clause, but it is seldom used.

(1) *Nothing* is left *unfinished*.

(2) I *can't* promise *not* to be late, for my car is very unreliable.

7. Apart from adverbs, there are other parts of speech which can also indicate negation. Rewrite the following examples by using “not”.

Nouns

- (1) His *failure* to react in time caused the crash.

- (2) Their denial of having signed the agreement made me angry.

- (3) The letter implied her *refusal* to offer any help to him.

Verbs

- (1) Although the girl was in big trouble, she *refused* any help.

- (2) I *failed* to catch the last bus of the day and had to walk home.

- (3) My father *forgot* to take his key with him when he went out.

Adjectives

- (1) It's now *unlikely* that he'll be here on time for lunch.

- (2) It is *impossible* for him to make up for the mistake now.

Prepositions

- (1) You shouldn't try to leave the restaurant *without* paying.

- (2) The girl hurried out *without* breakfast.



1. Listen carefully to the requirements of a Shaolin fighter, and fill in the blanks according to what you have heard.

- (1) To be as _____ as a cat.
- (2) To be as aggressive as a _____.
- (3) To step like a _____.
- (4) To act like a _____.
- (5) To _____ like _____.
- (6) To _____ like a _____.
- (7) To stand as _____ as a _____.
- (8) To be as light as a _____ landing in the _____.



2. Explain the eight requirements in key words.

Requirement	Explanation
No.1	
No.2	
No.3	
No.4	
No.5	
No.6	
No.7	
No.8	

3. Make a dialogue with your partner about those requirements of a Shaolin fighter. One of you explains the above requirements briefly. You can use the following expressions in your explanation.

- This rule says that in a fight one should...
- The meaning of this saying is that in the face of your enemy you should...
- One must be...
- In the fight the most powerful strikes are delivered with...
- At the same time you must move around...
- The way one stands should be like...

TASK

1. Try to collect as many words and expressions as possible about Chinese martial arts. You may turn to the library, TV, newspapers, magazines, the Internet, etc. for help. Write down the related words and expressions in your notebook and compare your collection with that of your partner.
2. With the collection of your words and expressions, choose one of the following topics to write about.

- (1) a general introduction to Chinese martial arts
- (2) an introduction to one style of Chinese martial arts
- (3) a description of the performance of your favorite kung fu movie star

SUMMARY OF READING

1. Retell briefly the history of Shaolin Quan and the Shaolin Temple, and start each part with the following expressions.

- (1) Shaolin Quan originated in...
- (2) The Shaolin Temple was built during...
- (3) Towards the end of the Sui Dynasty...
- (4) The Shaolin monks in the Ming Dynasty...
- (5) In the Qing Dynasty...
- (6) Around the 1911 Revolution against the Qing Dynasty...

2. Write a report about the ups and downs of Shaolin martial arts in history. You have to include the following points.

time

people involved

events

You may refer to the table you have completed in the COMPREHENSION section.

SELF-ASSESSMENT

1. Go over all the words and expressions you have learned in this unit and put them in the different groups below.

Groups	Words	Expressions
I know their meanings and can use them properly in speaking or writing.		
I used them wrongly in speaking or writing.		
I think I know their meanings but I never use them in speaking or writing.		
I don't know what they mean.		

2. Check the statements that describe your accomplishment in this unit.

- I know the origin of Shaolin Quan and the Shaolin Temple.
- I learned from this unit the history of Chinese martial arts, especially about the Shaolin School.
- I got to know the influence of martial arts on Chinese culture and society.
- I am confident in the future development of Chinese martial arts.
- I learned how to collect materials and write an introductory work.

3. Score your performance in this unit.

★★★★	“Excellent work!”	My score:
★★★	“Well done!”	
★★	“Not too bad.”	
★	“Work harder next time.”	

BONUS READING

A Brief History of Chinese Martial Arts

The beginning of Chinese martial arts probably started long before history was recorded. Martial techniques were discovered or created during the long epoch of continuous struggle between human beings and animals, or between different human tribes. From these battles,

experiences were accumulated and techniques developed, and they were passed down from generation to generation. Later, with the invention of weapons, different types and shapes of weapons came into being, and the skills of weapon manufacturing were perfected with the eventual discovery of metal. With the advancement of weapon fabrication, new fighting techniques were created. Different schools and styles merged and tested one another.

Many of these schools or styles created their own forms of fighting techniques in imitation of certain animals (e.g. the tiger, panther, monkey, snake or bear), birds, and insects (e.g. the praying mantis). The reason for imitating the animals' fighting was because people believed that animals were the greatest masters of fighting, for surviving in the harsh natural environment, all the animals still maintained a natural capacity and skill for fighting. Therefore, the best way to learn effective fighting techniques was by studying and imitating these animals. For example, the keen spirit of the eagle was adopted, while its strong claws were imitated. The pouncing/ fighting of the tiger and the attacking motions of the crane's beak and wings were also copied.



The martial techniques developed and matured over a history of thousands of years and have now become an inseparable part of Chinese culture. The philosophy of these fighting arts and culture has in turn been influenced by other elements of Chinese culture. For example, the Yin Yang Taiji theory was absorbed into the techniques, and the Bagua (Eight Trigrams) concept was also blended into the fighting strategy and skills.

In terms of technique development, these methods were crude and relatively unorganized. However, over time, as cultural and societal advances were made, established schools of philosophy and martial arts emerged, serving to organize systematic training methods. These arts, refined and perfected in China, were preserved mainly within family clans and religious temples. It is only within the past two or three generations that these arts have become accessible to the West.

As martial arts of China are deeply founded in Chinese philosophy, they contain both a strong theoretical framework pertaining to technique and skill development, as well as a deep rooting in ethics and morals. It is said that the true martial artist embodies not only a physical skill but also a high level of intellectual and moral refinement. Understandably, painstaking effort, dedication and perseverance are essential in order to reach the highest level of attainment—or, in short, kung fu.

In the West, Chinese martial arts are usually referred to as “kung fu” or “Gung Fu”. However, the term does not specifically mean “Chinese martial arts”. Rather, kung fu is the philosophy which is applied to any time-honored pursuit of excellence. It can refer to any endeavor in which one, over time, refines their skills and art through diligent practice, whether this is as a cook, photographer, or artist, etc. In short, kung fu may be translated as “skill and success gained from painstaking effort”. Thus, for the practitioner of kung fu, consistent and accurate training is essential.

COMPREHENSION

1. Put the following words and expressions into Chinese.

Chinese Martial arts	Wushu	kung fu	Quan/Chuan	Yin Yang Taiji	Bagua

2. Answer the following questions briefly.

- (1) How did Chinese martial arts originate?
- (2) How did many schools of martial arts create their individual forms? What kinds of animals did they imitate?
- (3) What is the relationship between Chinese martial arts and Chinese culture?
- (4) How are Chinese martial arts passed down from one generation to another? What about the development of Chinese martial arts overseas?
- (5) What are the relations between Chinese martial arts and other branches of knowledge, such as philosophy, ethics and morality?

RELAX AND ENJOY

Listen to the song *Hero* and sing along.

Hero

There's a hero	
If you look inside your heart	
You don't have to be afraid of what you are	
There's an answer	
If you reach into your soul	
And the sorrow that you know will melt away	
And then a hero comes along	
With the strength to carry on	
And you cast your fears aside	
And you know you can survive	No one reaches out a hand for you to hold
So when you feel like hope is gone	You can find love if you search within yourself
Look inside you and be strong	And the emptiness you felt will disappear
And you'll finally see the truth	Lord knows dreams are hard to follow
That a hero lies in you	But don't let anyone tear them away
It's a long road	Hold on, there will be tomorrow
When you face the world alone	In time, you'll find the way

THE GEOGRAPHY OF CHINA

WARM-UP

1. China consists of twenty-three provinces, four major municipalities, five autonomous regions and two special administrative regions. Choose some from each group and fill in the table below.

	Names
Twenty-three provinces	
Four major municipalities	
Five autonomous regions	
Two special administrative regions	

2. Discuss the following questions in class.

- (1) What are the four major municipalities and five autonomous regions?
- (2) Where is the traditional boundary between northern China and southern China?
- (3) Describe the location of your hometown on a map.

READING



Southern China

Many westerners **visualize** the Chinese countryside as **lush**, green rice **paddies** on **terraced** mountainsides peopled by hardworking peasants in cone-shaped banana-leaf hats **toiling** away at their tasks, sometimes using a pole balanced across their shoulders to carry baskets hanging from both ends. Tea bushes and perhaps some **towering** green mountains surrounded by **lingering** clouds complete the picture. This image is not necessarily **inaccurate** or unreasonable; there are in fact such **picturesque** areas in China every bit as beautiful, if not more than, as the photographs and traditional Chinese **scroll** paintings we have all seen. But we must remember



that such images **pertain** very much to southern China, where the climate is warm and **humid** and rainfall is **abundant**.

The traditional **boundary** between northern and southern China is the Qinling **mountain range**, similar to the Continental Divide in North America. The Qinling divides much of China into two great **drainage** systems. The water in northern China **eventually** flows into the Yellow River, whereas rivers and streams in southern China eventually flow into the Yangtze River. The Qinling range also marks important climatic and **ecological** differences between

northern and southern China. Some areas of southern China are so warm and receive so much rainfall that two and even three crops a year are common. Even so, however, crops grown in southern China cannot usually rely on rainfall alone. This is especially true of rice, which must grow in warm climates and constantly under water. For this reason, rice is grown in paddies, which are essentially large, shallow ponds with earth bottoms. The water depth in paddies must be **maintained** at a depth of a few inches all the time rice is growing. At the beginning of the planting season, rice **seedlings** are **inserted**, often still by hand, into flooded and prepared paddies. They then grow for a few months until the rice **stocks** are **mature**. Then the paddy is **drained** and the stocks are allowed to dry out for a few days before harvesting. After this, the paddy is prepared for the next crop.

All of this is, in comparison with the dry cropping in the north, a **relatively** complex form of agriculture, one that requires **extensive manpower** and labor organization, widespread irrigation networks, and constant attention to maintaining the water levels. The technology and seeds for this wet rice cultivation, which were introduced into southern China from Southeast Asia relatively late in Chinese history, around 200 A.D., produced a population explosion. The large rice harvests **sustained** a much larger population than northern agriculture could, and **gradually** the population in southern China grew, through both natural increase and net **immigration** to the region. By around 1100 A.D. the majority of China's population was living in southern China, a situation that continues today.



The Yangtze River, which flows through southern China, is one of the most **striking** geographical **features** of the region. It has its origins in the Tibetan mountain ranges, but unlike the Yellow River it does not pick up a large amount of soil as it flows eastward through the Sichuan Basin and finally into the Pacific Ocean. In contrast with the Yellow River, the Yangtze is deep and navigable for much of its distance. It floods at times with **disastrous consequences**, often as a result of heavy rainfall.



COMPREHENSION

1. According to the text, which of the following statements is true?

A. What many westerners visualized the Chinese countryside as is not accurate or reasonable.

B. The geographical boundary between northern and southern China is the Yangtze River.

C. Since the Northern Song period, the majority of China's population has lived in southern China.

D. The Yellow River is deep and navigable for most of its distance.

2. “All of this is, in comparison with the dry cropping in the north, a relatively complex form of agriculture, one that requires extensive manpower and labor organization, widespread irrigation networks, and constant attention to maintaining the water levels.” Which of the following explanations for this sentence is correct?

- A. The dry cropping in the north is a relatively complex form of agriculture.
- B. The dry cropping in the north requires widespread irrigation networks.
- C. The word “one” in the sentence refers to the hard-working southern people.
- D. The word “one” refers to the wet rice cultivation in southern China.

3. Which of the following statements correctly describes the rice planting in southern China?

- A. The amount of rainfall in southern China is enough for wet rice cultivation.
- B. The water depth in paddies, where rice is grown, requires constant attention.
- C. The rice stocks are mature and wet in the harvest season.
- D. The rice seedlings cannot grow without the Yangtze floods, the result of heavy rainfall.

4. Make the best choice to complete the following sentence.

The Yangtze River _____.

- A. provides floods for the paddies, into which rice seedlings are inserted
- B. flows through southern China from the Tibetan Plateaus and the Sichuan Basin and ultimately into the Yellow Sea
- C. picks up a large amount of soil as it flows eastward
- D. sometimes floods with disastrous consequences as a result of heavy rainfall

DISCUSSION

1. What's your general impression of southern and northern China?
2. Apart from the geographical factors, what else distinguishes southern China from northern China?

EXPRESSIONS

1. Find out how the italicized expressions are used in the following sentences.

- (1) Many westerners *visualize* the Chinese countryside *as* lush, green rice paddies on terraced mountainsides...
Tom tried to *visualize* the scene *as* it was described.
- (2) This image is *not necessarily* inaccurate or unreasonable...
An unconfirmed rumor is *not necessarily* false.
- (3) But we must remember that such images *pertain* very much *to* southern China...
His remark did not *pertain to* the question.
- (4) All of this is, *in comparison with* the dry cropping in the north...
My shoes are small *in comparison with* my sister's.

2. Match the expressions in Column A with their explanations in Column B.

A	B
(1) visualize as	A. not of necessity; not inevitably
(2) not necessarily	B. being compared with
(3) pertain to	C. to form a mental image of
(4) in comparison with	D. to relate to

3. Fill in the blanks using the proper forms of the expressions you have just learned above.

- (1) My problems are almost insignificant _____ yours.
- (2) The 201 file contains all the documents that _____ a given agent.
- (3) To study a foreign language is _____ difficult.
- (4) He _____ himself _____ a big tall man.
- (5) Life became much easier _____ that during wartime.
- (6) He who lacks money is _____ poor spiritually.
- (7) The girl _____ her wedding day, a sweet smile on her face.
- (8) The word “artistic” is used to describe something _____ art.

GRAMMAR

Step-by-step grammar: *marginal modals: dare, need, ought to, used to*
dare

1. Is *dare* used in the same way in the following sentences?

- (1) *Dare* you go home alone?
- (2) He *dare* not even look out.
- (3) I won't allow you to swim across the river, even if you *dare* do it.
- (4) If he *dares to* show up at her house, I'll be surprised.
- (5) *Did* anyone *dare to* admit it?
- (6) No one *dare* (*dares to*) tell lies to him.

The verb *dare* is used sometimes like an auxiliary verb/modal verb (such as *can* or *may*) and sometimes like a main verb (such as *want* or *try*). When used as a main verb, the word *dare* may optionally take *to* before the verb following it.

2. Would these two sentences be uttered with the same feeling?

- (1) How *dare* she take the exam without ever once coming to class?
- (2) How *did* she *dare to* take the exam without ever once coming to class?

The auxiliary form emphasizes the attitude or involvement of the speaker, while the main verb form presents a more objective situation.

need

1. Is *need* used in the same way in the following sentences?

- (1) — *Need* I come?
— *Yes*, you must.
- (2) So I *needn't* tell him, *need* I?
- (3) The question *needs to* be discussed.
- (4) *Does* he *need to* do it himself?

***Need* is used sometimes like an auxiliary verb/modal verb and sometimes like a main verb.**

2. Would these two sentences be uttered with the same feeling?

- (1) You *needn't* (or less formally, *don't need to*) fill out both forms.
- (2) *I don't need to* be told how to manage my own affairs.

The modal verb form always refers to an externally imposed obligation. But where the sense of necessity is internal to the subject, only the main verb can be used.

- (1) The boys *needn't have spoken* frankly. (But they did speak frankly.)
- (2) The boys *did not need to speak* frankly. (So they didn't speak frankly.)

In cases like the above, the modal verb form and the main verb form are again not interchangeable.

ought to

What does *ought to* indicate in each of the following examples?

- (1) We *ought to* help each other in our work.
- (2) We *ought not to* write so carelessly.
- (3) *Oughtn't we to* give him a chance to try?
- (4) — Should we begin soon?
— Yes, we *ought to*.
- (5) If we start right now, we *ought to* be able to get there in time.
- (6) There is a fine sunset; it *ought to* be as fine a day tomorrow.

***Ought to* is used to indicate obligation or duty, or to indicate probability or likelihood. Usages such as *He hadn't ought to come* and *She shouldn't ought to say that* are common in many varieties of American English. They should be avoided in written English, however. The more standard variant is *ought not to*.**

used to

What is the difference between *used to* and *would* in the following examples?

- (1) The Yellow River *used to* flood with disastrous consequences.
- (2) He is not what he *used to* be.
- (3) This sort of novel *used to* be very popular.
- (4) When I was young I *used to* have a lot more free time than I do now. I *used to* live near my work and *would* always get home early. Sometimes I *would* do a bit of gardening or go for a long walk. Now I never have time for anything like that.

***Used to* indicates a former state, habitual practice, or custom. But when we refer to a concrete action which was repeated in the past, we usually use *would* instead of *used to*.**

Fill in the blanks with the four marginal modals you have learned above.

- (1) He _____ work as a clerk in a government department before he joined the army.
- (2) The table-tennis game _____ have finished by now.
- (3) How _____ he tell a lie so carelessly!
- (4) — _____ we take the test?
— Yes, we must.
- (5) I was asked to do something that I _____ not do all my life.
- (6) Such peacefulness _____ (not) be disturbed.
- (7) The boy is now not as active as he _____ be.
- (8) He thought that he _____ (not) call to confirm his reservation in the hotel.

LISTENING AND SPEAKING 

1. Listen to the passage about Hukou Falls and fill in the blanks with the words you have heard.

Created by the _____ at the valley across Ji County of _____ Province and Yichuan County of _____ Province, Hukou Falls is the _____ waterfall in China. When the mighty torrent of the Yellow River runs through Hukou, the _____ -meter-

wide river suddenly narrows down to _____ meters. The water is pouring from _____ meters high all the way into the stony valley, splashing with thundering _____.



_____ and _____ are the best seasons to visit the waterfall. After frequent _____, the width of the waterfall can reach over _____ meters. You can get a spectacular view watching the mist of water droplets _____ from the valley _____ the sky. In winter, _____ as if all of a sudden, with crystal icicles _____ and white snow covering, the once roaring and running torrent now becomes a _____ with breathtaking beauty. The icicles will not begin to _____ off until _____ comes. At the time they crack, the sound is like shellfire and thunderclap, which can be heard far away.

2. Work with a partner to ask and answer questions based on the passage you have just heard. You may make a conversation like the following.

- Where is Hukou Falls located?
- It is on the Yellow River, at the valley across Ji County of Shanxi Province and Yichuan County of Shaanxi Province.
- How does the waterfall come into being?
- When the Yellow River runs through Hukou...
- How high is the waterfall?
- It is about 30 meters high.

3. Describe to your partner the scenery of a place you have visited, focusing on the characteristics of that place in a particular season.

TASK

Write to compare northern China with southern China, or eastern China with western China. You should focus on at least two of the following points.

- (1) climate
- (2) geographical features and scenery

- (3) animals and plants
- (4) buildings and streets
- (5) people and their ways of life
- (6) any other point you would like to write about

You are encouraged to write according to:

- your own living environment and traveling experiences
- information you get from books, magazines, newspapers, and the Internet

SUMMARY OF READING

1. Retell the second and third paragraphs, using the following words and phrases.

boundary between, flow into, marks, climatic and ecological differences, so...that, rainfall, water depth, maintain, rice seedlings, rice stocks, rice cultivation, introduced into, population explosion, sustain

2. Write down your general impression of southern China based on what you have read in the text.

SELF-ASSESSMENT

1. What are the geographical advantages and disadvantages of southern China? Write down what you have learned so far from this unit.

Advantages	
Disadvantages	

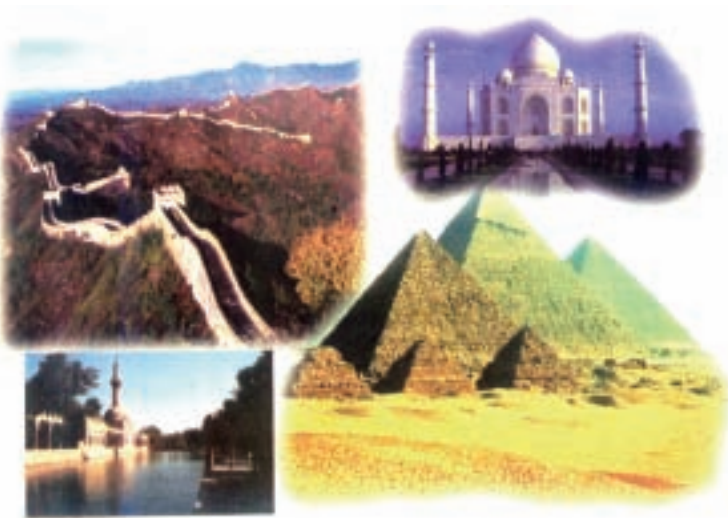
2. Find a partner and compare what you have both written. Ask him/her to comment on your performance in this part.

Comments:

- (1) Excellent! You remember almost all the characteristics of southern China.
- (2) Good. You can list most of the features of southern China.
- (3) Well, you have to work harder since you can only name one or two features of southern China.

BONUS READING

Geographical Orientations



Geographically, China used to be regarded as an isolated civilization. A brief glance at a map will show that of the ancient world's four great early civilizations (Mesopotamia, Egypt, the Indus River valley in Pakistan, and the Yellow River in China), and China is by far the most remote. China is bounded to the east and south by the Pacific Ocean, to the southwest and west by the massive Himalaya and Pamir mountain ranges, and to the

north by steppe lands and the desolate terrains of Siberia.

It would, however, be a mistake to conclude that China's geography cut it off completely from contact with the rest of the world. People could and did travel to China via overland routes, such as the famous Silk Road, and on the seas. But such travel was dangerous and very time-consuming, and throughout much of history China has been somewhat "mysterious" and fascinating to the outside world.

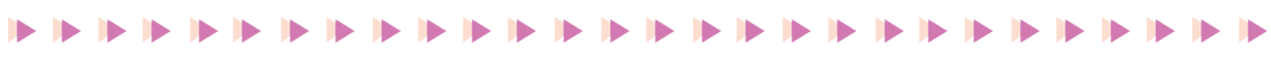
Northern China

Two major geographical features in China are the Yellow and Yangtze (Yangzi) Rivers. The Yellow River flows through northern China from the Qinghai and Tibetan Plateaus, gradually winding its way down into the Yellow Sea. The Yellow River gets its name from the rich, yellowish-brown soil called loess that it carries in suspension along its course. This fertile soil is deposited on the North China Plain, making it an eminently suitable place for agriculture. The North China Plain is, in fact, the birthplace of Chinese civilization.

Like the Tigris and Euphrates Rivers in Mesopotamia, the Yellow River seems poised to bring both abundance and calamity. Its greatest benefit is, of course, the water and fertile soil it carries. At the same time, the very loess that makes agriculture possible also creates its own dangers. It is so abundant and heavy that the river is constantly depositing its load. Over thousands of years the Yellow River has created its own beds and channels on the accumulated loess, and these are often higher than the surrounding countryside. The loess banks at the edges of the river form natural dikes that hold the river on its course. These dikes, however, are weak and during a long history they would often break, and the resultant floodwaters inundated millions of acres of prime farmland. The floods would continue until the river creates another channel for itself. Historically, the Yellow River course changes have been so dramatic that the river has flowed into the Yellow Sea from both the northern and southern sides of the Shandong Peninsula. For over two thousand years, Chinese governments have been concerned with shoring up and repairing these dikes so that they do not break and disrupt the agricultural cycle. In pre-modern or “imperial” China the competence of some governments was measured in part by how well they maintained the Yellow River’s dikes. In addition to these hazards, the Yellow River is not navigable by large boats because it is too shallow, swift, and full of sandbars.



Northern China has a climate not unlike the Great Basin in Utah and Nevada: terribly hot in the summer and sometimes bitterly cold in the winter. Northern China is usually relatively dry, especially in comparison with the south, because there is not abundant rainfall. Dry crops grow best here: barley, millet, and wheat. There is usually only one crop a year.



COMPREHENSION

1. According to the author, why does the Yellow River seem poised to bring both abundance and calamity?
2. What’s the climate like in northern China?

DISCUSSION

1. Do you think what the author says about the Yellow River is still true in modern times? If there are changes, what are they?
2. Work in groups and list what you know about the ancient world’s four great early civilizations.

Yellow River

—Lyrics: Elton John

So long, boy, you can take my place
I've got my papers, I've got my pay
So pack my bags and I'll be on my way
To Yellow River

Put my gun down, the war is won
Fill my glass high, the time has come
I'm going back to the place that I love
Yellow River

Yellow River
Yellow River is in my mind and in my eyes
Yellow River
Yellow River is in my blood, it's the place I love

Got no time for explanations
Got no time to lose
Tomorrow night you'll find me sleeping
Underneath the moon
At Yellow River

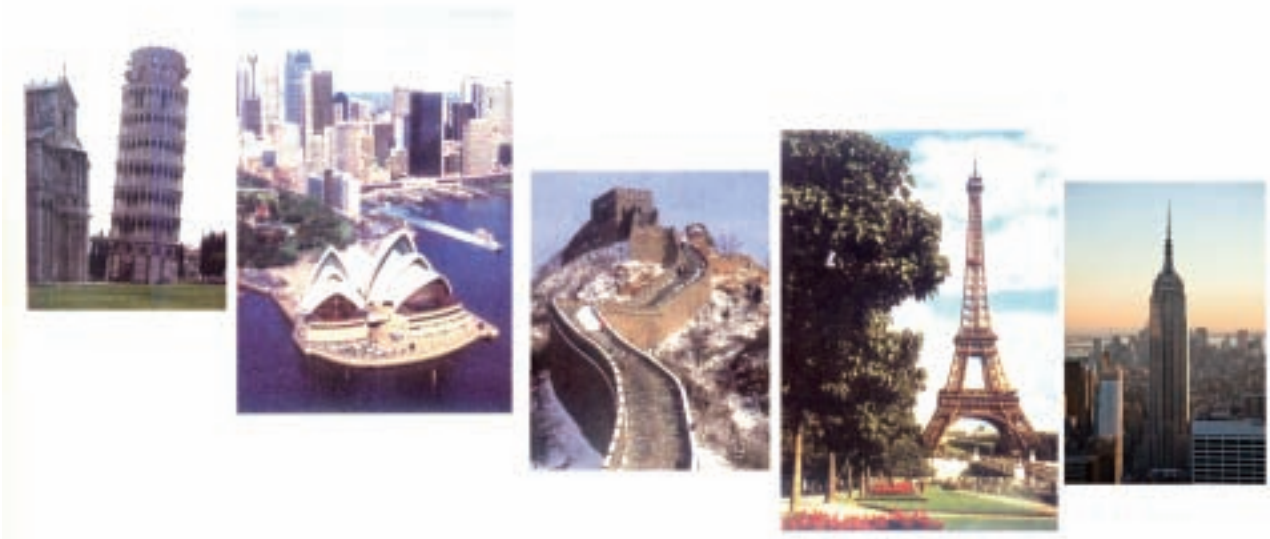
Cannon fire lingers in my mind
I'm so glad that I'm still alive
And I've been gone for such a long time
From Yellow River

I remember the nights were cool
I can still see the water pool
And I remember the girl that I knew
From Yellow River

TOURING IN CHINA

WARM-UP

1. A beautiful landscape sometimes becomes the best-known monument of a city or even the national symbol of a country. Can you name the tourist attractions in the pictures and the cities or countries they symbolize?



2. Tell your classmates anything you know about one of the cities, focusing on the difference(s) between this city and your hometown.

READING



A Trip to Suzhou

The Chinese have a saying, “Up in heaven there is **paradise**, but down on the earth there are Suzhou and Hangzhou.” During my stay in Shanghai I took a trip to Suzhou, a 2500-year-old city. With Shanghai to the east, Zhejiang Province to the south, Lake **Tai** to the west and the Yangtze to the north, Suzhou enjoys a handy location and is easily **accessible** by water, land and air.

An attractive city famous for its canals, it is known as the “Venice of **the Orient**”. The streets and **alleys** in Suzhou **extend** side by side



along the **canals**. Small footbridges over winding waterways, walls in white and dark gray roof **tiles** match one another in peaceful harmony. Houses stood right by the water. The gentle and quiet rivers make up beautiful **urban** scenery.

Day One

The day started with a trip to Tiger Hill, which is a man-made hill northwest of the city. Tiger Hill is the **burial** place of He Lu, the **founder** of Suzhou. It is said he was buried with 3000 **swords** and a white tiger to protect him. On top of the hill is China's **version** of the **Leaning Tower** of Pisa. Though not leaning much, it is still an **impressive** sight.



The next stop was West Garden Temple, where people used to say their prayers for health, wealth and **posterity**. The main attraction here is the five hundred seated Buddhas. Every figure has a different, vivid facial expression, with its hand gestures unique from all the others'.

After lunch I visited some of Suzhou's gardens. Suzhou is famous as China's "city of gardens". Its art of gardening has gone through a history of 1500 years. The artistic belief in the gardens expresses a call for the return to Nature. Hills and waters, flowers and trees, **pavilions**, towers and halls make up the basic garden elements, while the main tone is expressed in the dark color of roof tiles, the gray of bricks, and the brown of wooden posts. The gardens in Suzhou enable one to feel the presence of mountains, forests and springs without going out of town. The gardens evidence the human spirit—of architecture, poetry and painting—so that today, their delightful creativity, lines and rhythm can be enjoyed by everyone. When enjoying tea, poems, flowers or playing music in the garden, one gains the most natural inspiration.



Suzhou's gardens have a structure and style of their own. The four classical gardens of Suzhou, the Blue Wave Pavilion, the Lion Grove Garden, the Humble Administrator's Garden, and the Lingering Garden, represent the different styles of the Song, Yuan, Ming, and Qing Dynasties respectively. The Blue Wave Pavilion is the oldest from about the 10th century while the 14th-

century Lion Grove Garden is famous for its great collection of beautiful rocks. The Lingering Garden is a group of small gardens, each one is different and more delicate than the other. At every turn a new sight of trees and flowers invites you to dream and imagine. One has to linger in the garden, or in any of Suzhou's gardens to wonder how the unique art form has survived the tremendous changes of the centuries. A **maze** of beauty, this garden is really a nice place to get lost in!

Day Two

At the northern end of Renmin **Road** stands North Temple not far from the Humble Administrator's Garden where I was heading. It is a nine-story tower that offers a great view of Suzhou from the top.



I had admired the Garden for Lingering In without reservation, but the Humble Administrator's Garden was even more impressive with streams, ponds, islands, beautiful rocks and **delicate** bridges.



My visit was precisely during the flower festival and flowers were artfully displayed everywhere. A **fragrant** explosion of colors!



I wish I could see more of Suzhou, to taste the delicious cuisine, to listen to the soft local Wu dialect, to enjoy the lingering music of Kunqu, the pleasant tune of the **ballads**, the elegant landscape painting, to shop for some smooth silk products, but my time was limited.



The small, old city feel is something I'd like to return to for a few days more sometime.

COMPREHENSION

1. Check the topics that are mentioned in the text.

- history
- transport
- customs
- language
- climate
- sport
- historical sites
- art
- accommodation
- food
- people

2. Read the text again and fill in the table.

Place of Interest	Time of Construction	Characteristics
Tiger Hill		
Western Garden Temple	—	
North Temple	—	
The Lion Grove Garden		
The Humble Administrator's Garden	—	
The Blue Wave Pavilion		
The Lingering Garden	—	

DISCUSSION

Thousands of tourists pour into Suzhou for sightseeing every day. How will the flow of migrants and tourists influence Suzhou? Exchange ideas with your classmates.

EXPRESSIONS

1. Explain the italicized expressions in the following sentences. Check your definitions with a dictionary.

(1) ... Suzhou enjoys a handy location and is easily *accessible* by water, land and air.

These files are only *accessible* by the manager himself.

accessible: _____

(2) The streets and alleys in Suzhou extend *side by side* along the canals.

The road is wide enough for five carriages to pass *side by side*.

side by side: _____

(3) Suzhou's art of gardening has *gone through* a history of 1500 years.

He *went through* his college years with the help of an old professor.

go through: _____

(4) I had admired the Lingering Garden *without reservation*...

I accept your statement *without reservation*.

without reservation: _____

2. Complete the following sentences with the above expressions you have just learned.

(1) The Great Wall of China _____ thousands of years and has been listed as a world cultural heritage site.

(2) We accepted their offer _____.

- (3) The children stood _____ to welcome their new coach.
- (4) The island is _____ only by boat.
- (5) They stood _____ in the hard times and supported each other.
- (6) The museum will exhibit a collection of paintings that were once not _____ to the public.

GRAMMAR

Step-by-step grammar: *modal idioms*

1. The examples given below show the usage of the modal idioms.

(1) be to

It is similar to *should, must, or have to*, in expressing something that you **have to do**.

- e.g. ▲ You *are to* be back before five.
- ▲ *Am I to* go on with the work?
- ▲ The traffic rules *are to* be observed.
- ▲ I am sorry, but you *are not to* smoke in this room.

It is similar to *can or may*, revealing people's ability or telling the possibility.

- e.g. ▲ We *are surely to* persuade him to come with us.
- ▲ Not a sound *was to* be heard.
- ▲ If we hold on and work harder, we *are to* be the winners in the end.

(2) had better

When you are advising, warning, or threatening somebody, you can use *had better ('d better)*. Notice it should be followed by the infinitive without *to*.

- e.g. ▲ Breakfast *had better* be eaten before 9 o'clock.
- ▲ You *'d better* run if you want to get a ticket.

The negative and interrogative forms of *had better* are *had better not* and *had... better do* respectively.

- e.g. ▲ You'd better not drink too much water before going to sleep.
▲ Had I better tell him the result of the basketball match?

(3) have to/have got to

Both *have to do sth.* and *have got to do sth.* reveal the necessity of doing something because of the objective factors. Compared with *have to*, *have got to* is more usually used in spoken English.

- e.g. ▲ The bus has left. We'll *have to* wait for the next one.
▲ You *have got to* write the report before tomorrow's meeting.
▲ I've *got to* wear my glasses because of my poor eyesight.

As to the negative and interrogative forms, there are slight differences between the two idioms in the following pairs.

- | | | |
|------|---------------------------------------|--------------------------------------|
| e.g. | ▲ I <i>have to</i> read it all. | I <i>have got to</i> read it all. |
| | ▲ I <i>don't have to</i> read it all. | I <i>haven't got to</i> read it all. |
| | ▲ <i>Do I have to</i> read it all? | <i>Have I got to</i> read it all? |

(4) might as well

If you suggest that somebody *might as well* do something, you strongly advise him to do it.

- e.g. ▲ You *might as well* tell me the truth at once.
▲ The book is too expensive. I *might as well* read it on the Internet.
▲ We *might as well* stay in Suzhou for a few more days to taste the delicious cuisine.

(5) would rather/would sooner

If you *would rather/would sooner* do something, you prefer to do it rather than something else.

- e.g. ▲ I *would rather* spend the summer holidays with the kids in my neighborhood.
▲ —Would you like to go out for dinner?
—I'd *sooner* stay in. I'm not feeling very well.

Would rather also appears in *would rather do something than do something else*.

- e.g. ▲ I *would rather* stay in Suzhou to get the small, old city feel *than* go to some larger cities.
 ▲ I *would rather* walk *than* take a bus—I am carsick.

2. Now complete the following sentences with the modal idioms in the boxes. Make some changes where necessary.

be to	had better	might as well	would rather	have got to
-------	------------	---------------	--------------	-------------

- (1) Father said we _____ change our plans for this weekend since he would go to Shanghai on business on Saturday.
 (2) Exercises _____ be finished before the class is over.
 (3) — Will you join us to play badminton this afternoon?
 — I'd like to, but I _____ attend an important meeting.
 (4) This copying machine doesn't work. We _____ find another one.
 (5) The taxis are so expensive today. We _____ take the subway to go there.
 (6) _____ I _____ change my clothes for the party?
 (7) She told me she _____ go today than wait till tomorrow.

LISTENING AND SPEAKING 

1. Listen to the interview with a couple, and supply the necessary information in the following table.

	The Man	The Woman
Name		Janice
Nationality		
Present address		
Time to return		
Opinion of the city		
Opinion of sites		
Opinion of taxis		
Opinion of the subway		
Opinion of the hotel		

2. Listen to the passage *Visiting Japan* and answer the following questions.

- (1) What is the traditional Japanese way to sit for a meal?
- (2) How important is it for a visitor to speak some Japanese?
- (3) What is unusual about driving in Japan?
- (4) What is the weather like in Japan in summer?
- (5) How can a tourist travel from Tokyo to Kyoto?
- (6) How, traditionally, do Japanese people sleep and how is it different from westerners?

3. Listen to the passage again and write down the sentences which express a recommendation or an obligation.

- (1) Whenever you go into a house you must take off your shoes.
- (2) ... you ought not to miss the chance of visiting the old capital cities of Kyoto and Nara.
- (3) _____
- (4) _____

4. Design a similar interview. Asking your classmates about their impressions of a city they have visited.

5. Try to make some suggestions to a potential visitor to a city which you like best, using the expressions above. Here are more for your reference in the right-hand box.

- ☆ What I advise you to do is...
- ☆ I suggest that you...
- ☆ If I were you, I'd...
- ☆ Perhaps you could...
- ☆ It would be a good idea to...
- ☆ Why don't you...

TASK

Suppose you work in the Department of Tourism. The local government wants to advertise the great places to visit in your hometown. You are asked to design a travel brochure to attract more tourists to your city.

- Write your description of the city at the top of the page first, and then provide pictures of the tourist attractions, and write simple introductions to them beside the pictures.
- Compare your brochure with those of your classmates in your group. Explain your opinions with examples from your travel or reading experience.

SUMMARY OF READING

1. Suppose you were a citizen of Suzhou. Introduce your hometown to visitors. The following questions may serve as a guideline.

- Where is Suzhou?
- What is the climate like?
- What are Suzhou's characteristics?
- What are the places a tourist must see?
- What is Suzhou's culture?

2. Write two or three paragraphs on the following points.

◇ My Impression of Suzhou

◇ My Ideas about Suzhou's Future

SELF-ASSESSMENT

1. Fill in the blanks using the proper forms of the words in the box.

vivid extend version unique represent delicate
 characteristic fragrant urban survive

- (1) The room is a modern _____ of a traditional one.
- (2) Life in the countryside, different from _____ life, is more peaceful and much closer to nature.

- (3) Napoleon's power _____ to other lands beyond France.
- (4) Most people like her very much for her amiable _____.
- (5) It is a wonder that the house _____ the terrible storm.
- (6) Each person's fingerprints are _____.
- (7) She gave the police a _____ description of the accident.
- (8) These few paintings _____ Picasso's early style.
- (9) This _____ work must have been produced by the most careful artist.
- (10) The air in the garden was warm and _____.

2. Score your performance in this unit.

- ★ ★ ★ ★ "Excellent work!"
- ★ ★ ★ "Well done!"
- ★ ★ "Not too bad."
- ★ "Work harder next time."

Section	Score
COMPREHENSION	
Retelling	
GRAMMAR	
LLSTENING AND SPEAKING	
TASK	

BONUS READING

My Heart in Lijiang



Though now back at home from Lijiang, my heart remains with that wonderful land that nestles deep in the rolling mountains of the northwest Yunnan plateau.

Ringling in my ears is the ancient music I was able to enjoy there—those tunes free and natural which, though dating as far back as to the Tang Dynasty, still excite people of today.

The people of Naxi, while since ancient times developing their land of snow-clad mountains and violent rivers have, to their credit, established their own unique all-embracing "Dongba Culture". Today this is seen as one of the world's wonders.

As I drove along the 27-kilometer road that winds from the airport to Lijiang Town, I was able to catch sight of snow-clad mountains, so pure and so sacred, standing there ready to receive guests from far away and see off those out-going. At sunset, I





climbed to the top of the county TV station for a bird’s-eye view of the town. Against the pink glory of the evening sky, the snow-clad mountains were there, looking straight at me. As I stared at them, pure white clouds floated softly by and the mountains hid their face in mist.

The mountains are called “Yulong” or the “Jade Dragon”. The mountain range, with snow accumulated over ages, extends unbroken for 35 kilometers, forming the “Jade Dragon” dancing in clouds. Its silvery “scales” shining bright, the “dragon” has a proud “head” in the far north, while its other parts, rolling south, look like the back of the “dragon”.



The Lijiang people are indeed heroic, and the town, seasoned through hardships. I saw a Lijiang Town unafraid of anything unfriendly, as beautiful and unique as ever.



I have seen the ancient streets in Tunxi at the foot of Mt. Huangshan, the ancient city walls of Xi’an, the winding alleys in Beijing, and the villages in the Turpan Basin of Xinjiang where every courtyard is a grape orchard. But before I actually came, never

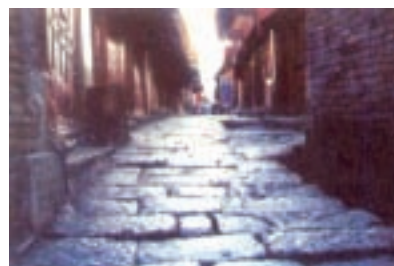
had I seen a town like Lijiang which unites the customs of so many peoples and the architectural styles of both North and South China. Some say that Lijiang is not unique just because it is unique in too many ways—how true this is.

The antique sense assumed by the town proves the wisdom of the Naxi people in building it here, not elsewhere. The town is on flatland about 2400 meters above sea level. To its north are Mt. Xiangshan and Mt. Linhong and to its west, Mt. Shizi, which effectively protect the town from winter winds. For miles upon miles, cropland expands to the Southeast, where the sunshine is abundant and the climate mild, with soft winds blown from the South that cools the summer heat in June and July.

What is especially interesting is the way people use water from the Jade Springs. Taking a walk in the town, you find water, your constant companion, flowing merrily either in a stream at your side or in tunnels beneath your foot. To the human race, water means life. To Lijiang, however, it brings not only life, but also beauty. Unlike roads in big cities which are straight, streets here wind naturally along streams and around hills. The “three-hole wells” rule is followed with regard to use of water. Water in the upper most section of the ditch is meant for drinking; the next lower section is where people wash rice and vegetables for cooking; and washing of clothes is allowed only in the lowermost section of the ditch.



Bridges are seen everywhere, linking streets and lanes. Many were built during the Ming and Qing periods and have survived the wars and earthquakes. There are also stone steps on ditches that separate families. For all this, the town is known as the “Suzhou on the plateau”.



COMPREHENSION

Read the text again and decide whether each of the following statements is true (T) or false (F).

- (1) “Dong Ba Culture,” the culture of the Naxi people, is different from any other culture in the world. T F
- (2) The moment I arrived in Lijiang, I was impressed by the Yulong Mountains. T F
- (3) Lijiang’s buildings are constructed in a southern architectural style. T F
- (4) The city of Lijiang reminds the author of other cities she has been to. T F
- (5) In summer, Lijiang is extremely hot. T F
- (6) The author became interested in the way the local people use the water, called the “three-hole wells” rule. T F
- (7) The water in the lower most section of the ditch is the cleanest. T F
- (8) Lijiang resembles Suzhou in its bridges and waters. T F

RELAX AND ENJOY

- I should like to spend the whole of my life in traveling abroad, if I could anywhere borrow another life to spend afterwards at home.
—William Hazlitt
- Only the traveling is good which reveals to me the value of home and enables me to enjoy it better.
—Henry David Thoreau
- The best travel slogan still is: let yourself go.
- A tourist finds it quite a relief to go back to where he was so glad to get away from.
- Tourists are all alike: They want to go places where there are no tourists.
- The traveler sees what he sees, the tourist sees what he has come to see.
—G.K. Chesterton
- A tourist goes abroad to discover foreigners, a traveler goes abroad to discover himself.
- A tourist first travels to learn, and then learns to travel.
- A tourist is a person who travels to find things that are different, and then complains when they are.
- Half the world doesn’t know how the other half lives, but it tries to find out during the tourist season.

THE RENAISSANCE

WARM-UP

The following are some famous people of the Renaissance period and their artistic works. Can you make the right match?



- Persons**
- Leonardo da Vinci*
 - Michelangelo*
 - Raphael*
 - Giovanni Boccaccio*
 - Botticelli*
 - William Shakespeare*

- Works**
- David*
 - Madonna and Child*
 - Romeo and Juliet*
 - Birth of Venus*
 - Mona Lisa*
 - Decameron*

READING

The Renaissance

Renaissance is **originally** a French word that means “rebirth”. It describes the many changes in Europe from the fourteenth through the sixteenth centuries. During that period, Europe gradually



recovered from the disastrous **influence** of the **Black Death** and made much progress. It was an age in which artistic, social, scientific and political thought turned in new **directions** from the dark **Middle Ages**. People consider the Renaissance to be the beginning of modern history.

The “rebirth” of classical learning was what gave the Renaissance its name. During the Middle Ages, scholars were guided by the teachings of the Church, and people concerned themselves with **actions** leading to **heaven**. Different from those scholars, many artists of the Renaissance found **inspiration** in the **classical** works of ancient Greece and Rome instead of the Christian ones. To study the classical works, they learned to read Greek and Latin and sought out documents of the ancient time.

In painting, sculpture, architecture, music and poetry it left behind a vast number of beautiful works, such as the famous *Mona Lisa* by **Leonardo da Vinci**, the *Statue of David* by Michelangelo, the paintings by **Raphael** and the plays by **Shakespeare**. The artists of the Renaissance were often remarkably talented. For example, Michelangelo was also a painter, architect and poet apart from being a sculptor, and Leonardo da Vinci was a painter, engineer, architect, sculptor and scientist. They gave people new ideas about human **excellence**. People came to be seen as a creature of greater **potential** here on **the earth** than the Church had taught. In Michelangelo’s painting *Creation of Adam*, Adam—the father of human beings—is a huge and **heroic** figure, even seeming more **powerful** than God.

Every European country west of Russia felt the influence of the Renaissance. Most of them **contributed** something to it. Among these countries, Italy was its real center. From about 1350 to 1450 many more scholars, artists, scientists and poets lived in the cities of Italy than in any other country. The rest of Europe went to Italy to learn how to copy the beautiful and clever things they could find there. Among the Italian cities, **Florence** was the heart. The city’s business and its writers, painters and architects all made it a model of Renaissance culture. In 1425 it had a population of 60,000. There were twelve different artist associations and trade unions in the city. Members of these associations were people who were rich and held positions in government. They made trading rules and helped the city to achieve its business success.



COMPREHENSION

Decide whether each of the following statements is true (T) or false (F) according to your understanding of the text.

(1) The word “Renaissance” originally came from Italian, and it means “rebirth”.

T F

(2) The Renaissance lasted about two hundred years, from the fourteenth century to the sixteenth century.

T F

(3) The center of the Renaissance was in France and Paris was the focus of the world at that time.

T F

(4) Artists in the Renaissance learned from the classical works of Rome and Greece what the beauty of the actual world was.

T F

(5) Russia contributed a lot to the Renaissance.

T F

DISCUSSION

As a Chinese student of the twenty-first century, do you think talking about the Renaissance, which happened in Europe about seven hundred years ago, is outdated and has nothing to do with your present life? Why or why not?

EXPRESSIONS

1. Match the expressions in Column A with their explanations in Column B with the help of the example sentences below.

e.g.

(1) During the Middle Ages, scholars were guided by the teachings of the Church, and people *concerned themselves with* actions leading to heaven.



(2) In painting, sculpture, architecture, music and poetry it *left behind* a vast number of beautiful works ...

(3) Although people call these centuries the age of the Renaissance to *distinguish them from* the completely religious Middle Ages...

A

(1) concern oneself with

(2) leave behind

(3) distinguish... from...

B

A. to cause to remain as a result of sth.;
to forget to bring or take

B. to recognize the difference between

C. be cared about; be busy with sth.

2. Paraphrase the following sentences.

(1) There's no need to *concern yourself with* this matter; we're dealing with it.

(2) She *concerned herself with* looking after the elderly people in her area.

(3) Don't *leave your coat behind!*

(4) The storm *left a trail of damage behind.*

(5) As high school students, we should know how to *distinguish right from wrong.*

(6) The twins look so alike that no one can *distinguish one from the other.*

GRAMMAR

Step-by-step grammar: *questions with modal verbs*

The twelve modal verbs:

can/could, may/might, must, ought, will/would, shall/should, need, dare

1. Generally speaking, most of the answers to questions with modal verbs are simple.

(1) — Can I use your phone?

— Yes, you can./Sure./Certainly./Yes, of course./Please do.

Or:

— No, I'm afraid you can't./Sorry, I'm waiting for an important call.

(2) — May I come in the morning?

— Sure./No problem./OK./All right.

Or:

— I think you may/can choose another time./No, you'd better come in the afternoon.

Are there any words that will help you sound more polite in Example 1 and 2?

(3) — Would you like some coffee?/Would you like to have some coffee?

— Yes, please./Yes, I'd like to./Yes, thank you.

Or:

— No, thanks. I would prefer tea./Thank you, but do you have some tea?

(4) — Shall we sit here?

— OK./All right.

Or:

— I think the seats over there are better./How about sitting over there?/Let's take those seats.

(5) — Should he be held responsible for the accident?

— Yes, he should (be)./No, he shouldn't (be).

2. Some modal verbs require special answers. Fill in the blanks with the appropriate words to complete the answers.

Must

- *Must* I come here earlier this afternoon?
 — Yes, you _____.
 — No, you _____.

Need

- *Need* I hand in the homework right now?
 — Yes, you _____.
 — No, you _____.

Dare

- *Dare* you do it?
 — Yes, I _____./Yes, of course./Yes, why not?
 — No, I _____.

Sometimes *dare* is used as a main verb instead of a modal verb.

- *Do you dare (to)* do it?
 — Yes, I _____./Sure./Yes, of course./Certainly./Why not?
 — No, I _____.

3. Use modal verbs to ask and answer questions with your partner. Then perform your dialogue in front of the whole class.

LISTENING AND SPEAKING



1. Listen to the passage about William Shakespeare, the most important English writer in the Renaissance who is now regarded as the greatest writer in the English language. Then decide whether each of the following statements is true (T) or false (F) according to what you have heard.



(1) We know quite a lot about how Shakespeare wrote his plays and poems from his life story. T F

(2) Shakespeare was born in 1565 and died on his birthday in 1616.

T F

(3) Before his death, Shakespeare had got all his major works published and had become a well-known playwright. T F

(4) Shakespeare's *First Folio* and the *King James Bible* are now regarded as the two greatest books in the history of the English language. T F

2. Answer the following questions.

- (1) What do we try to draw from the works of Shakespeare? Can we know about these from his life story? Why or why not?
- (2) According to the passage, how did people in Shakespeare's day regard him?
- (3) Who published Shakespeare's plays? How many plays were included in that edition?

3. Work with a partner and make up a dialogue based on what you have heard on the CD. Try to include as many details as you can.

4. Tell your partner what you know about one of Shakespeare's plays, and discuss with him/her your impressions of that play.

TASK

Choose one of the following writing tasks and complete it.

- (1) Italy was the focus of the world in the Renaissance. Today it still attracts many tourists from all over the world. Find information about Italy on the Internet or from books, and then write down your findings together with your own opinions. Write in general or just focus on one aspect.
- (2) Do you know any of Shakespeare's plays? Choose one and retell the story in your writing. You may also search the Internet or books for the details of the story, and you may give your comments on the play.

SUMMARY OF READING

1. Retell briefly the text to your partner. Below are some cue words and phrases.

- originally, centuries, new directions
- rebirth of classical learning, found inspiration in, left behind, for example, new ideas about human excellence
- every European country west of Russia, the influence of the Renaissance, real center, Florence, twelve artist associations and trade unions

2. Without referring to the text, write down the main idea of each paragraph together with your comments.

SELF-ASSESSMENT

Now it is time to evaluate your performance in this unit. Choose a statement for each question.

- | | |
|--|--|
| <p>(1) What do you think of this unit?</p> <p>A. It is very interesting and informative.</p> <p>B. It is informative and close to our life but not so interesting.</p> <p>C. It is extremely boring.</p> | <p>(2) Have you learned much from this unit?</p> <p>A. Yes, I've learned a lot!</p> <p>B. Oh, I feel it is a little hard to learn. I have to read it more times.</p> <p>C. Oh, no! I can't even understand what it says!</p> |
|--|--|

- (3) Have you done well in the exercises?
- A. Yes. I've done most of them well and I know how to use the expressions.
- B. Oh, not too bad. I'm not so clear about some of them.
- C. I got most of my answers wrong. What can I do now?

The Black Death

During the late Middle Ages and early Renaissance, Europe suffered from a rapidly spreading and terrible disease which caused it to lose nearly one half of the population. In the spring of 1348, the disease, which was called the “Black Death”, reached the shores of Italy and spread rapidly throughout Europe. The disease was caused by a kind of rat flea. Doctors failed to find any method to cure people who got the disease. Patients would always die soon, spitting blood. As Giovanni Boccaccio described, “How many healthy men and beautiful ladies had breakfast with their families and dinner with their ancestors in heaven?”



People showed different reactions to the disaster. Some thought that modest living would help them avoid the disease. They lived in their own houses, entirely separating themselves from anybody else. They shut themselves up in the houses, eating the finest food, drinking not too much and allowing no discussion of death and sickness. They passed the time in music and such like pleasures.

Some people thought just the opposite. They thought the sure cure for the disease was to drink and be merry, to go about singing and having fun, and to satisfy every appetite they could, eating everything they liked. They put their words into practice, spending day and night from inn to inn, drinking a lot of wine, or even going into other people’s houses to do things that could make them happy. They could easily do this because some people gave up their houses and went abroad or at least to the countryside around cities. These people believed that God punished the world with the disease, but only people within the walls of cities would die.

Many others took a course of life that was midway between the two just described. They were not so strict in living as the former, nor allowed themselves to be drunk like the latter. They did not shut themselves up. Instead, they went about, carrying fragrant flowers and herbs in their hands. They thought that the fragrant things could calm them down, for the air was full of the foul smell of dead bodies, of sick people and of medicinal potions.

In these hard times, related authorities almost disappeared. Like other men, the ministers and officials were all dead or sick or shut up with their families. As a result, no duties were carried out and cities fell into chaos. Every man was able to do as he pleased. The worst was that most medical workers also ran away for fear of getting the disease themselves.

Of course these events had a profound impact upon the economy of Europe. Life for people was

generally hard at the time. Many people found no way of making a living. Businessmen had fewer people to whom they could sell their goods. Products piled up and they suffered a heavy loss in income. And bankers, suppliers and shippers, who were close to businessmen in trade, also faced a difficult situation.

One of the worst effects of the disease was that it did not come once, but again and again. Luckily, however, the disease came much less often in the fifteenth century. In the late fifteenth century, European populations began to increase. The growing number of people created a new demand for goods and services. Businessmen again had markets for their goods. Europe gradually recovered from the disaster of the Black Death and welcomed the new age of the Renaissance.



COMPREHENSION

Choose the best answer to each of the following questions.

- (1) How many types of reaction did the Europeans hold to the Black Death?
 - A. Two.
 - B. Three.
 - C. Four.
 - D. Five.

- (2) What kind of influence did the Black Death have on Europe?
 - A. It caused a sharp decrease in population.
 - B. It made the economy suffer heavily.
 - C. It brought about social disorder.
 - D. A, B and C.

- (3) What does Boccaccio's statement in the first paragraph actually mean?
 - A. Many healthy men and beautiful ladies had breakfast and dinner with their families.
 - B. Many people would like to have dinner with their ancestors.
 - C. Many people died very soon once they got the disease.
 - D. Many men and ladies would prefer having dinner with their families rather than with their ancestors.

Shall I Compare Thee to a Summer's Day? (Sonnet XVIII)

—William Shakespeare

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate.
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance, or nature's changing course, untrimmed;
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wand'rest in his shade,
When in eternal lines to time thou grow'st.
So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

THE SINKING OF THE TITANIC

WARM-UP

1. Ten disastrous historical events are listed below. Can you match each event with its date?

Date	Event
April 14, 1912	Great London Smog
May 13, 2000	Enschede Fireworks Disaster, the Netherlands
July 28, 1976	Titanic Sinking
1347—1350	Great Chicago Fire
April 16, 1986	Granville Railway Disaster, Australia
December 4, 1952	Ukraine Airshow Disaster
October 8—October 10, 1871	Chernobyl Nuclear Power Plant Disaster, Ukraine
September 11, 2001	the Black Death
July 27, 2002	the Great Tangshan Earthquake, China
January 18, 1977	World Trade Center Attack

2. The following pictures record some terrible life-threatening events. Describe each of them in one or two sentences.



For example: Earthquakes are hard to predict and can cause serious damage. There are still a lot of people today who can't forget the terrible night when a terrible earthquake took place in Tangshan in 1976.



The Sinking of the Titanic

After the **collision** with the **iceberg**, the only thing left to save the passengers and **crew** were the lifeboats. After the collision, Captain Smith ordered the lifeboats to be uncovered. **Meanwhile**, **stewards** passed through the halls telling all the passengers to get their life jackets on. Many people didn't take this seriously and wanted to stay in their rooms. Finally, with the First Class passengers on the top **decks**, the lifeboats were ready to be **lowered**. Now it was up to the crew to get the passengers safely on to the lifeboats. The crewmen ordered "women and children first". Many women weren't willing to leave their husbands. They thought the nice, warm ship was better than a tiny lifeboat. Ida Straus refused to leave her husband; she stated that she would go where her husband would go. No one really thought that the "**unsinkable**" ship was in any real trouble.



Thomas Andrews, the ship's designer, was called to examine the **damage**. Upon his findings, he gave the Titanic an hour and a half until she would sink. As people became more aware that there was serious trouble, a seat in a lifeboat became what everyone was after. The rule was still "women and children first" though, so the men were out of luck, although some boats were allowing



men if no women were in sight. As boats and time ran out, many officers were given guns to keep down any attack on the boats. The band on the Titanic, led by Wallace Hartley, played in an attempt to keep the passengers calm.

There were obviously not enough boats for everyone, so help was needed. **Wireless operators** Phillips and Bride tried to **contact** any nearby ships, but all were too far. The nearest ship contacted was the Carpathia, but she would take four hours to reach the Titanic. That would be too late. Although the Carpathia was the nearest ship contacted, there was a ship nearer. This ship was the Californian.

The Californian had tried to reach the Titanic earlier, before the collision, to warn her about ice. The Californian, though, was told to shut up and get off the line. The Californian decided to **turn in** for the night, and turned off their wireless. The Californian was so close that her officers could see the Titanic and wondered why she looked "so strange".

When they saw the Titanic disappear, they thought she had just **sailed** away. The officers on the

Titanic saw the Californian also, and contact was tried, but failed. The time remaining for the Titanic was running short. As the last lifeboat left, over a thousand people stood on the decks, with nowhere to go. Some jumped, and some tried to reach higher ground. The Titanic's **stern** rose higher and higher. As she rose, the lights became **unsteady** and then went off for good. The only light left was the light from the moon. As the Titanic's **bow** continued to sink, the weight of the stern in the air became too great. The stern broke off between the third and fourth **funnels** as the bow sank to the bottom of the ocean. The stem settled in the water at normal position for a minute. Then, it too, was taken over by the water and sank. More than a thousand people **floated** hopelessly in the water, trying to find something to **grasp**. The lifeboats didn't return, for fear of being swallowed. The screams and cries of the people in the water slowly stopped as they died, in the freezing water.



COMPREHENSION

1. Summarize the four paragraphs.

Para. 1	After the Titanic hit the iceberg, the captain ordered the lifeboats to be lowered, but no passengers were taking the danger seriously.
Para. 2	
Para. 3	
Para. 4	

2. Read the text again and rearrange the following sentences.

- A. The Captain ordered all lifeboats to be ready.
- B. The Californian tried to warn the Titanic about the iceberg.
- C. The ship's designer examined the damage and gave the ship only one and a half hours.
- D. The Titanic hit the iceberg.
- E. Some passengers on the ship jumped into the water.
- F. The stern was covered by the water.
- G. Most passengers were not willing to leave the great ship for the lifeboats.
- H. People became eager to get a seat in the lifeboats.
- I. The Carpathia would arrive in four hours to rescue the passengers.
- J. The bow of the ship began to sink.

Order: _____

DISCUSSION

The Titanic was considered the safest ship ever built, so she carried only 20 lifeboats, enough to provide room for only half of her 2200 passengers and crew. If you were the captain, what order would you give? If you were on that ship, what decision would you make?



Two lifeboats approach the Carpathia April 15, 1912

EXPRESSIONS

1. Read the following sentences and guess what the italicized part means in each sentence.

- (1) Now it was *up to* the crew to get the passengers safely on to the lifeboats.
—Shall we go out for a picnic this Sunday?
—It's *up to* you.
- (2) As boats and time *ran out*, many officers were given guns ...
Our food will soon *run out*. We need to buy some more.
- (3) ... many officers were given guns to *keep down* any attack on the boats.
They are taking steps to *keep down* the wolf population.
- (4) As she rose, the lights became unsteady and then went off *for good*.
He told us that he was going to the north *for good*, never returning to the south.
- (5) The stern *broke off* between the third and fourth funnels as the bow sank to the bottom of the ocean.
I *broke off* a piece of chocolate and gave it to my cousin.
- (6) Then, it too, was *taken over* by the water and sank.
When Mr. Smith retired, his son *took over* his business.

2. Match the expressions in Column A with the explanations in Column B.

A	B
(1) up to	A. to gain control over and responsibility for (sth.)
(2) run out	B. to control; to prevent from growing
(3) keep down	C. the duty or responsibility of (sb.)
(4) for good	D. forever
(5) break off	E. to become used up; to come to an end
(6) take over	F. to separate or become separated

3. Complete the following sentences, using the proper forms of the expressions you have just learned above.

- (1) The bankrupt company _____ by an international corporation.
- (2) He couldn't _____ his anger.
- (3) A branch _____ in the strong wind.
- (4) Can you imagine that she is planning to live in the woods _____?
- (5) The success of this project is _____ us.
- (6) What will people do when energy resources _____ in the world?

GRAMMAR

Step-by-step grammar: *conjunctions* (1)

1. For each category of conjunctions, add more words to the list. You may also find examples in the text.

Time: *before*

Reason, cause or condition: *since, unless*

Contrast: *but*

Concession: *although*

2. Complete the following sentences with the conjunctions given in the box.

and or nor but so yet for if
unless whether when while as since
although though because before after

- (1) We waited _____ he was having a meeting.
- (2) Are you going to Beijing alone _____ with some friends?
- (3) _____ he is rich, he is not happy.
- (4) _____ you are all here, we can discuss the problem now.
- (5) You will fail the exam _____ you work harder.
- (6) It is five years _____ we last met.
- (7) _____ I called him, he was busy preparing for his final exam.
- (8) It was obvious that there were not enough lifeboats, _____ the wireless operators sent out messages for help.
- (9) She began to wash the dishes _____ the guests left.
- (10) _____ you are not coming, please let me know in advance.
- (11) You can't go outside _____ it's getting dark.
- (12) A friend visited me yesterday _____ we had dinner together.
- (13) He had already left _____ I could say "Thank you".
- (14) The Titanic was big _____ sinkable.
- (15) The crew couldn't tell _____ the captain made the right choice.
- (16) She can't finish the job within four days; _____ can you.
- (17) I must leave now _____ my parents are waiting for me.
- (18) She is always quiet, _____ she can't help crying out when she hears the bad news.

3. Read the following sentences and explain what functions the subordinate clauses perform.

- | | | |
|---------------------------|----------------------------|-------------------------------|
| A. Indicating a result | B. Indicating a concession | C. Indicating a purpose |
| D. Indicating a condition | E. Indicating a manner | F. Indicating a time sequence |

- (1) The police began the investigation **as soon as** they arrived at the spot of the accident. ()
- (2) You may go out to play, **as long as** you have finished your homework. ()
- (3) We were caught in the traffic jam, **so that** we were all late. ()
- (4) He was saving money **in order that** he could buy a CD player. ()
- (5) I'm going to get up early **so that** I can get a ticket for the concert. ()
- (6) **Even though** we can't attend his lecture, we can imagine how good it will be. ()
- (7) **Even if** we could afford it, we wouldn't go abroad for our holiday. ()
- (8) He stared at me **as if** I had taken away his "treasures". ()

LISTENING AND SPEAKING 

1. Listen to the passage in which a family recall the night of October 15/16, 1987 in England. Who do you think got out of bed first on the night of the storm—the man or the woman? How do you know this?

2. Listen to the CD again and ask a question that best suits the given answer.

e.g. Question: Why couldn't the woman move?

Answer: Because her legs were trapped by a wooden beam.

(1) Question: _____

Answer: Because she wanted to protect herself.

(2) Question: _____

Answer: Because she heard it meowing.

(3) Question: _____

Answer: Because he wanted to check that the children were all right.

(4) Question: _____

Answer: Because she was terrified by the noise of the storm.

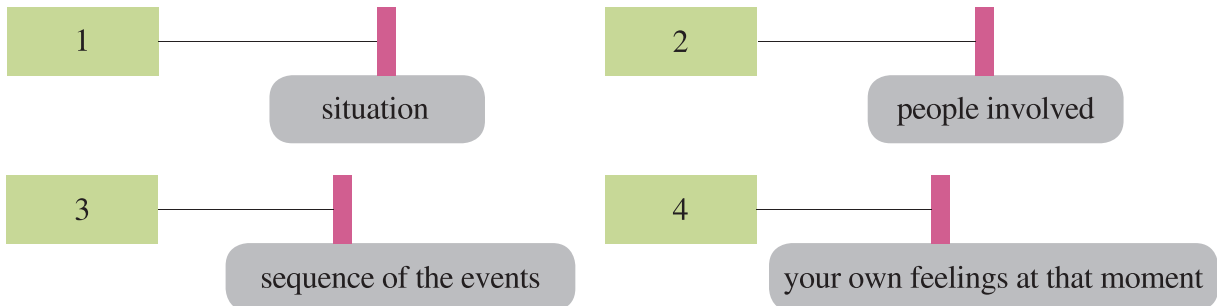
3. Listen to the CD once more, concentrating on what the children say about the night. What were Becky, Laura, Matthew and Tom doing when their father came into their rooms? Complete the sentences by matching the parts in Column A with those in Column B.

A	B
(1) It was still dark, so...	A. ... Matthew saw the trees swaying.
(2) She was only half awake, so...	B. ... Tom was watching the storm.
(3) Laura decided to get dressed...	C. ... he heard his father shout.
(4) When Tom opened his curtains...	D. ... she had no idea what was happening.
(5) Before Tom heard his mother scream...	E. ... because of the awful noise.
(6) When his father burst in...	F. ... and go downstairs.
(7) Becky thought there was a war...	G. ... she was terrified.
(8) Becky hid under Laura's bed because...	H. ... Laura knew it wasn't morning.

4. Based on your listening, list the sequence words and phrases you have heard. Retell what happened on the night of October 15/16, 1987.

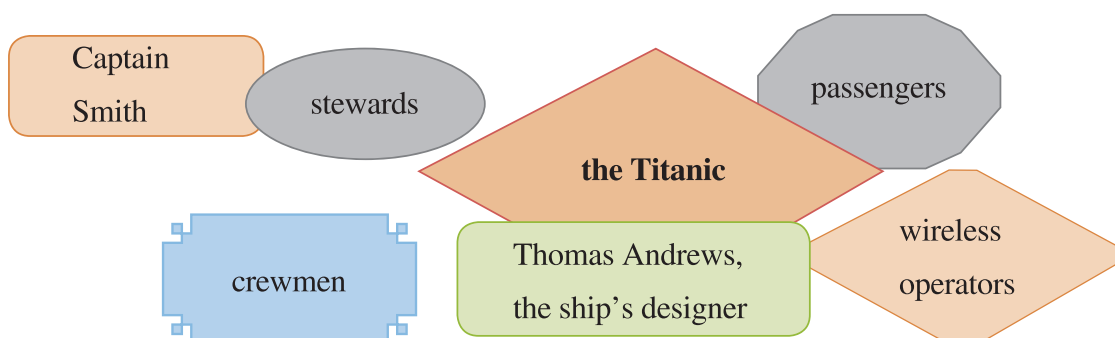
TASK

Write a short passage describing any accident you may have had. Your description should include the following points.



SUMMARY OF READING

1. With the help of the following chart, retell what happened on the ship after the Titanic hit the iceberg. Before doing this, you may take a look at BONUS READING for more information.



2. Give your suggestions that might help to save more lives.

SELF-ASSESSMENT

1. Do you still remember these words?

Words that are related to a ship:
 a floor built across a ship _____
 the back part of a ship _____
 the front part of a ship _____
 a boat carried on a ship for use if the ship has to be abandoned _____
 an air-filled sleeveless jacket to be worn to support a person on the water _____

Words that are related to people on board a ship:
 a person who travels on a ship _____
 a person in command of a ship _____
 all the people working on a ship _____
 a person who serves passengers on a ship _____
 a person whose job is to keep the ship in touch with the outside by sending and receiving messages by radio _____

2. Score your performance in this unit.

- ★★★★ "Excellent work!"
- ★★★ "Well done!"
- ★★ "Not too bad."
- ★ "Work harder next time."

Language Skill	Section	Score
Listening	LISTENING AND SPEAKING	
Speaking	WARM-UP	
	DISCUSSION	
	Retelling	
	LISTENING AND SPEAKING	
Reading	COMPREHENSION	
Writing	TASK	

The Coldest, Darkest Hour

Elizabeth Shutes, aged 40, was governess to nineteen-year-old Margaret Graham who was traveling with her parents. As Shutes and her charge sit in their First Class cabin they feel a quiver through the ship. At first comforted by her belief in the safety of the ship, Elizabeth's calmness is soon shattered by the realization of the coming tragedy.

Suddenly a strange quivering ran under me. Shocked by the very strangeness, I sprang to the floor. With too perfect a trust in that grand ship, I again lay down. Someone knocked at my door, and the voice of a friend said, "Come quickly to my cabin; an iceberg has just passed our window; I know we have just struck one."

No noise of any kind, one could believe no danger ahead. Looking out of the cabin, I saw heads appearing asking questions from half-closed doors. All deadly still, no excitement. I sat down again. My friend was by this time dressed; still her daughter and I talked on, Margaret pretending to eat a sandwich. Her hand shook so that the bread kept parting company from the chicken. Then I saw she was frightened, and for the first time I was too, but why get dressed, as no one had given the slightest sign of any possible danger? An officer's cap passed the door. I asked, "Is there an accident of any kind?" "None, so far as I know," was his courteous answer, spoken quietly and most kindly. This same officer then entered a cabin a little distance down the way and, by this time distrustful of everything, I listened carefully, and clearly heard, "We can keep the water out for a while." Then, and not until then, did I realize the horror of an accident at sea. Now it was too late to dress; no time for a belt, but a coat and skirt were soon on; slippers were quicker than shoes; the stewardess put on our life jackets, and we were just ready when Mr. Roebling came to tell us he would take us to our friend's mother, who was waiting above ...

On either side (of the staircases) stand quietly, bravely, the stewards, all equipped with the white, ghostly life jackets. We passed on. The awful goodbyes. The quiet look of hope in the brave men's eyes as the wives were put into the lifeboats. Our lifeboat, with thirty-six in it, began lowering to the sea. This was done amidst the greatest confusion. Rough seamen all giving different orders. No officer aboard. As only one side of the ropes worked, the lifeboat at one time was in such a position that it seemed we would overturn in mid-air. At last the ropes worked together, and we drew nearer and nearer to the black, oily water. The first



touch of our lifeboat on that black sea came to me as a last goodbye to life, and so we put off—a tiny boat on a great sea—rowed away from what had been a safe home for five days.

Our first wish was to stay near the Titanic. We all felt much safer near the ship. Surely such a ship could not sink. The danger must be away soon, and we could all be taken aboard again. But surely the outline of that great, good ship was growing less. The bow of the boat was getting black. Light after light was disappearing, and now those rough seamen put to their oars and we were told to hunt under seats, any place, anywhere, for a light of any kind. Every place was empty. There was no water. Not a biscuit—nothing to keep us alive had we floated long ...

The life jackets helped to keep us warm, but the night was bitter cold, and it grew colder and colder, and just before dawn, the coldest, darkest hour of all, no help seemed possible ...



COMPREHENSION

Decide whether each of the following statements is true (T) or false (F).

- (1) When a friend told Elizabeth Shutes the ship had just struck an iceberg, she could hardly believe there was any real danger. T F
- (2) Feeling the strange quivering of the ship, some passengers went out to the deck to ask what had happened. T F
- (3) When Elizabeth Shutes saw Margaret was frightened, she still remained very calm. T F
- (4) When Elizabeth realized the situation was serious, she was in such a hurry that she didn't have time to put on any more clothes. T F
- (5) After the passengers were put into the lifeboats, they were eager to row away from the Titanic as far as possible. T F
- (6) The lifeboats floated on the sea for five days before the people were saved. T F
- (7) Had the lifeboats drifted long, the passengers in it might have starved. T F
- (8) From her description, we can infer that Elizabeth didn't have much hope when she was drifting in the lifeboat. T F

RELAX AND ENJOY

Do this short questionnaire and find out how optimistic or pessimistic you are.

Are You an Optimist or a Pessimist?

Situation 1

You have read about a contest in a magazine. The first prize is a new car. The three questions

you have to answer to win the contest are not difficult, but you need to go to a library to find the correct answers. What would you think?

- A. "I'd love to win the car. I'll go in for this competition."
- B. "I never win anything, so there is no point in entering."
- C. "If I go in for enough competitions, eventually I will win one. I think today is my lucky day."

Situation 2

You are going to take an English exam tomorrow. You have worked very hard for the last six months and your teacher says you will pass. What would you think?

- A. "I know I've worked hard, and my teacher's usually right, so I'm pretty confident about passing."
- B. "I hate taking exams, and I know I'm not very good at English. I'm afraid I'll fail."
- C. "I hope I'll pass. I've certainly worked hard at my English."

Situation 3

You are going on a short camping trip next week. The weather has been terrible for the last three weeks. What would you think?

- A. "It's going to rain next week, and there's no doubt about it. I think I'll cancel the trip."
- B. "I don't really care if it rains. I'm going to enjoy the trip anyway."
- C. "I'm sure the weather will be better next week."

Situation 4

You have been trying for three months to find a part-time job. You have written letters to ten possible employers, and you have had four interviews. So far you haven't got a job. What would you think?

- A. "I know I'll find a job eventually."
- B. "It's not the end of the world if I don't get a job, but I'm going to carry on trying to get one."
- C. "Nobody wants me. I'm going to stop looking for a job."

Scores: **1** A—1 B—0 C—2

2 A—2 B—0 C—1

3 A—0 B—1 C—2

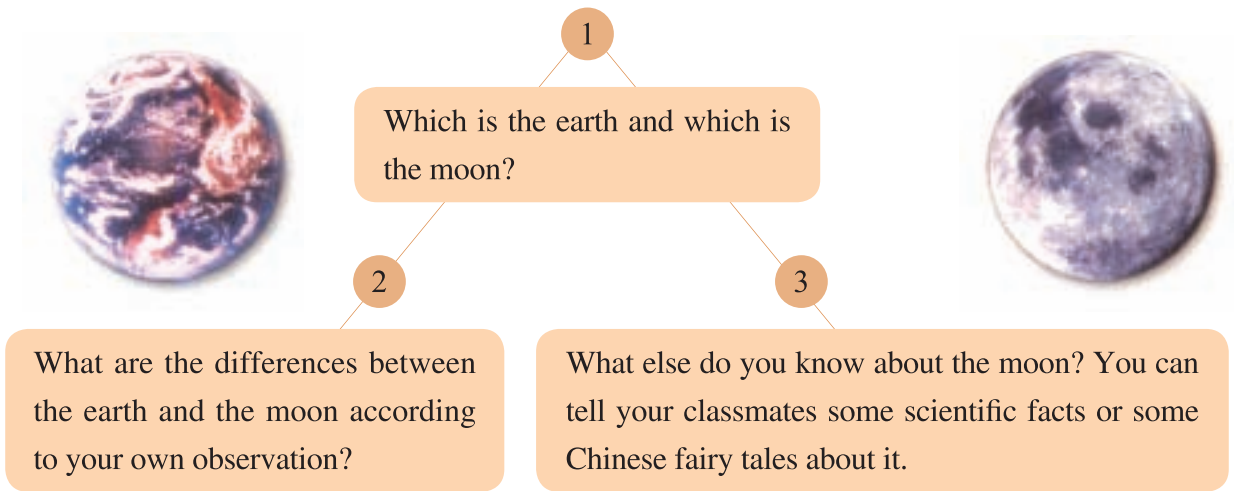
4 A—2 B—1 C—0

- If you scored 6—8, you are a born optimist. There's nothing wrong with this, but you are probably disappointed rather frequently.
- If you scored 4 or 5, you are a realistic, down-to-earth sort of person. You always hope for the best, but are never disappointed if things go wrong.
- If you scored 0—3, you are a real pessimist. Try to look on the bright side a bit more often. You will get more fun out of life.

THE MOON LANDING

WARM-UP

Look at the two pictures below and answer the following questions.



The diagram shows two images: Earth on the left and the Moon on the right. A central question box (1) asks 'Which is the earth and which is the moon?'. Two lines lead from this box to two separate question boxes (2 and 3). Box 2 asks for differences between Earth and the Moon based on observation. Box 3 asks for other facts or Chinese fairy tales about the Moon.

1
Which is the earth and which is the moon?

2
What are the differences between the earth and the moon according to your own observation?

3
What else do you know about the moon? You can tell your classmates some scientific facts or some Chinese fairy tales about it.

READING



My Memory of the First Moon Landing

—Matt Wallace



In July, 1969, I was eight years old. My parents, younger sister, and I were spending our first summer in our new house, which we moved into the last April. I was enjoying a typical child's summer filled with **swings** and bicycles, **lemonade** and **watermelon**, **fireworks** and **hide-and-seek**. And there was the moon, which made this typical child's summer become unusual.

I had taken to science early and was interested in the space program in particular. I never missed any **launch** on TV as well as the related reports in newspaper. In my eyes, rockets, spaceships, spacemen, and others about outer space were all so **attractive** that I could never **resist** them. What had been science **fiction** for my parents was science fact for me. And Neil Armstrong, Michael Collins and Buzz Aldrin were my heroes.

I followed every report about Apollo 11 from beginning to end. On the morning of July 16,



Saturn V rocket, the most powerful machine made by human beings, pushed the three **astronauts** on their way into history. I watched the news reports of the trip to the moon on TV. Finally, on the afternoon of July 20, Armstrong and Aldrin landed their **lunar module**, the Eagle, on the surface of the moon.

Being children, my sister and I went to bed early on that exciting evening of July 20, 1969. We were woken up from our sleep by our parents who excitedly **urged** us to see the first moonwalk. Their **enthusiasm** woke me better than a cup of coffee does now. We quickly made our way to the living room to watch the **historic** event unfold on our television. As we were waiting for Armstrong to come out of the Eagle, I looked up at our old clock on the wall. My father had got it from his grandmother who had bought it in the 1890s, the **decade** before the Wright brothers' first flight. Then as I watched Armstrong in his heavy spacesuit **clumsily** walking down the Eagle's ladder to the moon, I was shocked. Humans had become a **spacefaring** species, and the moon had become a place!

I can't remember exactly watching much more of the moonwalk; I was young and **sleepy**, so I went back to bed. I watched Armstrong and Aldrin leave the moon the following day to rejoin



Collins in the Columbia for the journey home. I continued to follow the progress until the spaceship **splashed down** in the Pacific Ocean on July 24, which ended eight of the most **extraordinary** days in human experience and in the life of one eight-year-old boy.

Scholars think of the **Baby Boom** generation as those Americans born between 1946 and 1964. But in my **opinion**, a Baby Boomer is an American born after the Second World War who remembers the Apollo 11 moon landing. For those of us who were between **kindergarten** and college, Apollo 11 was the biggest thing that had ever happened in our lives. It marked our lives just as the **Great Depression** and the Second World War had marked our parents' and grandparents' lives. We were the last generation to have been born before humans became a spacefaring species; we were the first generation to come of age as members of that spacefaring species.



For the children of Apollo and the generations that follow, this little blue planet is only the beginning, and our future lies in the stars.



COMPREHENSION

Choose the best answer to each question according to the text.

- (1) Why did the author think the summer when he was eight years old was unusual?
 - A. Because his family just moved into a new house.
 - B. Because he had many new friends to play with.
 - C. Because it was the time when mankind landed on the moon for the first time.
 - D. Because it was filled with swings and bicycles, lemonade and watermelon, fireworks and hide-and-peek.

- (2) The author was fond of science very much. Which science did he like most?
 - A. Natural science.
 - B. Space science.
 - C. Spaceships.
 - D. Outer space.

- (3) What does the sentence “What had been science fiction for my parents was science fact for me.” mean?
 - A. My parents liked science fiction very much.
 - B. What used to be described only in science fiction in my parents’ childhood now came true as a science fact in my time.
 - C. I disagreed with my parents on what science facts meant.
 - D. I was so attracted by space that I believed everything about it was true.

- (4) Who landed the lunar module on the moon during the first moon landing in 1969?
 - A. Armstrong and Collins.
 - B. Armstrong and Aldrin.
 - C. Collins and Aldrin.
 - D. A, B and C.

- (5) In the author’s opinion, what was the meaning of the first moon landing?
 - A. It was the beginning of human exploration of space and marked the maturity of a spacefaring generation.
 - B. It made the author’s childhood unusual.
 - C. It proved the power of human beings to control the universe.
 - D. It brought human beings into a new age.

DISCUSSION

Discuss the following questions with your partner.

- (1) What kinds of quality do you think an astronaut should have? In what way can you acquire them?
- (2) Which do you like better, social science or natural science? Name some subjects of each type.
- (3) Talk with your classmates about your favorite science subject. Why are you attracted to it?

EXPRESSIONS

1. Match the expressions in Column A with their explanations in Column B based on your understanding of the sentences below.

- I *had taken to* science early and was interested in the space program *in particular*.
- We were the first generation to *come of age* as members of that spacefaring species.

A	B
(1) take to	A. to come to/be in the time of life when a person is old enough to attain some rights like the right to vote or marry
(2) in particular	B. to apply especially to one thing or person
(3) come/be of / to age	C. be fond of

2. Paraphrase the following sentences.

(1) He doesn't *take to* his new school.

(2) I *took to* her the moment I met her.

(3) — *Is Mary of age* yet?

— No, she's only 15.

(4) You'll be leaving home when you *come to college age*.

(5) I spent the whole summer vacation at home, with my grandma *in particular*.

(6) Although everybody was responsible for the accident, I thought I was to blame *in particular*.

GRAMMAR

Step-by-step grammar: *conjunctions* (2)

1. Compare the following four pairs of sentences, paying attention to the conjunctions used in each pair.

- He speaks English very well if we take into consideration the fact that he has only been learning it for a year.
Considering that he has only been learning English for a year, he speaks it very well.
- If we take into account his inexperience, he has done a good job.
Given that he is inexperienced, he has done a good job.
- You may keep the book another week as long as no one else requires it.
You may keep the book another week *provided* that no one else requires it.
- If it rains, what shall we do?
Supposing it rains, what shall we do?

Make sentences using the italicized conjunctions given above.

2. Underline the conjunctions in the following sentences and then make one or two sentences with the conjunctions underlined.

(1) We have offices both in China and Australia.

(2) Both the classical gardens of Suzhou and the old town of Lijiang are world cultural heritage sites.

(3) He is not only an actor but also a director.

(4) Suzhou is not only famous for its gardens but also distinct for its canals.

(5) Either we go now or we remain here forever.

(6) Neither you nor I am wrong.

(7) He can neither utter nor hear any sound.

(8) It is not important whether you can speak Indian or not when you are traveling in India.

(9) I never missed any launch on TV as well as the related reports in newspaper.

LISTENING AND SPEAKING



1. Listen to the short passage about the life of Neil Armstrong, the American astronaut who landed on the moon in 1969. Fill in the words you have heard.

Armstrong was born in Ohio on _____, _____. He attended Purdue University and received a degree in Aeronautical Engineering in _____. Then he became a _____ of rocket planes. He was selected as an _____ in _____. In 1969, Armstrong commanded the Apollo 11 lunar _____ mission.

During the mission, he controlled the lunar module to _____ a dangerous area of _____. His first words from _____ were, "Houston, Tranquillity Base here. The Eagle has _____." Several hours later he _____ out of the lunar module and became the first person to _____ on the moon. After _____, Armstrong taught _____ at the University

of Cincinnati.

2. Work with a partner to ask and answer the questions based on the passage you have just heard. Your conversation may begin like this:

— In which year was Armstrong born?
 — He was born in...

— In what field of study did he receive a college degree?
 —He received a degree in Aeronautical Engineering.

3. Exchange with your partner thoughts and feelings you had when you were watching the TV broadcasting of China’s first manned space mission.

TASK

China successfully launched its first manned spaceship in Oct. 2003. Yang Liwei, who piloted the spaceship on the mission, was our “Space Hero”. Try to find some relevant information about this remarkable event, and write a short report according to what you have found. The BONUS READING in this unit may be helpful for you to complete the task.



SUMMARY OF READING

1. Now suppose you are the little boy in the text. Try to tell what happened between July 16 and July 24, 1969 with the help of the following clues.

- The summer of 1969 was unforgettable because...
- On that same evening, I went to bed early and was later woken up by my parents to...
- I followed every report about Apollo 11. The spaceship blasted off on the day of...
Then on the afternoon of July 20...
- I watched Armstrong...
- The following day, I watched Armstrong and Aldrin leave the moon to...
- Then on July 24, Apollo 11 successfully... in the Pacific Ocean. This was the end of Apollo 11's eight-day trip to the moon.



2. Try to write down the main ideas of the text in your own words. You are also free to express your own opinions about the topic in your report.

A large, light purple rectangular box with a darker purple border and a slightly distressed, hand-drawn appearance. Inside the box, there are ten horizontal lines spaced evenly, providing a writing area for the student's response.

SELF-ASSESSMENT

Choose **YES** or **NO** for each question in the following table to evaluate your performance in this unit.

Checking questions	YES	NO
(1) Is this unit interesting to learn?		
(2) Is this unit helpful for you to know about the world?		
(3) Have you finished most of the exercises?		
(4) Have you learned much from this unit?		
(5) Are you satisfied with your performance?		
(6) Do you think you had better work harder?		

BONUS READING

A News Report—Space Technology in Our Life

Wang Guoping is a taxi driver in Beijing. He says that he knows what space technology is about. “I’ve got one here!” he said, pointing to a global positioning system (GPS) board in his taxi. “It tells about all the roads in Beijing and the position of this car. If there is a request and I’m nearest to it, the control center will immediately send me to the job,” said Wang.

Wang is knowledgeable, as all taxi drivers in Beijing are reputed to be, but he is unable to paint the big picture of space technology application in China.

That’s the job of Gu Yidong, designer of China’s manned space flight application system.

“The application of space technology can be found in a great many areas in China,” he said.



“Satellite communications alone support more than 100 kinds of services, including telephone calls, data transmission, TV broadcasting, mobile communication and distance medical treatment.”

He said satellite TV and radio broadcasts now cover more than 90 percent of the country. Tens of millions of Chinese people now have access to education and training through educational programs carried on satellite TV or by radio.

In addition, satellites have been used to locate fish shoals, assess crop production and report disasters like sandstorms, earthquakes, fires and pollution.



Incomplete statistics show that since 1987, more than 800 species of plant seeds have been used in space seed experiments. As a result, a number of high-quality crops have been developed, with production up by a range of 10 percent to 20 percent compared with conventional crops.

Among these improved crops, space-bred rice contains 8 percent to 12 percent more protein. So far, thousands of hectares of land in China have been planted with such rice.

Yuan Jiajun, commander-in-chief of the spaceship system of China’s manned space flight program, said human beings are beginning to push the frontier into space. Over the past 50 years, more than 4000 spaceships have been launched.

“Our lives today are closely linked with these space activities. And we are seeing just the beginning of it,” said Yuan.

He said human beings could do a lot in space, including discovering new materials, conducting new experiments, and knowing more about the origin of life and the universe.

From land to sea and into the sky, every move into each new frontier has pushed forward human civilization. With the first launch of Chinese astronauts into space in Oct. 2003, it is safe to say China is speeding up its journey into space.

A Related Story: China’s First Manned Spaceship



The Shenzhou V blasted off from the Jiuquan Satellite Launch Center in the northwestern province of Gansu at 9:00 a.m. on Oct. 15, 2003.

The spaceship, attached to the Long March II F rocket, was piloted by Yang Liwei, 38, a lieutenant colonel of the People’s Liberation Army (PLA). As a member of the PLA’s Astronaut Team, Yang was trained at home. He safely returned to the earth 21 hours later on Oct. 16, 2003, after orbiting the earth 14 times.

The successful Shenzhou V mission marked the entry of China into a group (consisting only of Russia and the United States) who have the ability to launch human beings off the planet.

Following this Yang Liwei was honored with the title of “Space Hero”.



COMPREHENSION

Read the following questions and choose the best answer to each one.

- (1) Which one of the following is NOT based on space technology?
 - A. GPS.
 - B. Telephone calls.
 - C. Satellite TV broadcast.
 - D. Sandstorm forecasting.

- (2) Why did Yuan Jiajun judge that human beings are beginning to push the frontier into space?
 - A. Because China has successfully launched a manned spaceship into space.
 - B. Because space technology has been widely applied in our lives.
 - C. Because over the past 50 years, more than 4000 spaceships have been launched.
 - D. Because human beings can conduct many experiments in space.

- (3) Why was the successful launch of Shenzhou V a historic mission?
 - A. Because it made Yang Liwei our “Space Hero”.
 - B. Because it showed that China had become one of the few countries that can launch human beings off the earth.
 - C. Because it was unforgettable for the Chinese people.
 - D. Because the spaceship orbited the earth 14 times.

Blue Moon

—*Bee Spit*



Blue Moon
Blue Moon
Not knowing what to do
Only knowing life is, beyond blue.

This has come to be known as never.
Sung to a very cold unfeeling tune.
One would have to be lucky or clever,
To find that only once in a blue moon.

The search can be a source of many wonders,
Or fought with such hopeless extremes.
Writing into itself another of life's chapters.
Will it be of joy or will it be of vanished dreams.

When you are tired of the sad story and song
And you've lost the ability to feel.
Come back to the world where you belong
And search for ways to help yourself heal.

Blue Moon
Blue Moon
Make it shine for you
Never again to be, beyond blue.

THE NEW WORLD

WARM-UP

1. Find out the pronunciation of the following places.

- (1) Constantinople (2) Istanbul (3) Turkey (4) Portugal
 (5) Lisbon (6) Italy (7) Cuba (8) Spain (9) San Salvador
 (10) Bahamas (11) Canary Islands (12) Genoa (13) Hispaniola

2. Fill in the blanks with the words from above.

- (1) _____, formerly named _____, is a very important port city of Turkey.
 (2) _____ is the capital of Portugal.
 (3) _____ is a famous port city of Italy.
 (4) _____ are located in the northeast of the Atlantic.
 (5) _____ is the capital of Salvador, a Latin American country.
 (6) _____ is a Latin American country.

3. Find something out about “the East Indies” from whatever sources available.

READING



A Sailor with a Dream

Christopher Columbus was three years old when the **Turks** took the **crossroads** city of Constantinople. This meant that the treasures of the East could no longer be brought to Europe by land. If Europeans were again to **trade** with China and other Far Eastern countries, they would have to do so by sea. **Prince** Henry of Portugal played a key role in the development of sea trade. When Columbus was a boy of nine playing on the **docks** of Genoa, Prince Henry died. But the prince’s ships had already explored the west coast



of Africa.

As a young man, Columbus worked as a **weaver** (his father's trade), but soon he went to sea. In 1476 he was **shipwrecked**. After that he worked a while in Lisbon with his brother, a map maker. In time he went to sea again, becoming a captain. He dreamed of a **fantastic voyage**: sailing west to reach the Far East.

But who would pay for this risky, perhaps impossible, journey? Finally, after seven years of seeking their support, Columbus was given money by King Ferdinand and Queen Isabella of Spain.

On Friday, August 3, 1492, half an hour before **sunrise**, the Nina, the Pinta, and the Santa Maria left Palos, Spain. They **reached** their first **destination**, the Canary Islands, without difficulty. On September 6 they left this last European **outpost** in the Atlantic and followed the sun west.



Columbus was confident, but the sailors **feared** what lay **ahead**. For more than a month, the crew saw nothing but green, rolling sea. On October 10 some sailors tried to take power from Columbus. But Columbus succeeded.

Two days later... land! Columbus's first discovery was an island he named San Salvador, one of the Bahamas. Columbus took **possession** of the land in the name of Spain, **kidnapped** some natives, and sailed again. On October 27 he saw Cuba. On December 5 he reached the island of Hispaniola. Columbus believed with all his soul that he had succeeded, that he had reached the East Indies.

Then **disaster** suddenly **struck**. On Christmas Eve the Santa Maria was **wrecked** on the north **coast** of Hispaniola. Columbus built a **colony** on the island and hurried back to a hero's welcome in Spain.

In all, Columbus made four voyages to the New World. But none of them turned out the way he wished. He discovered a new world—but it stood between him and his hoped-for destination, Asia. Instead of reaching the land of the Great **Khan**, he found San Salvador, Hispaniola, Cuba, and Puerto Rico. After his third voyage he was sent back to Spain in chains. On his fourth, he had to stop in Jamaica. Columbus died in 1506, and was judged a failure.



COMPREHENSION**1. Answer the following questions according to the text.**

- (1) What tense is mainly used in the text? Why?
- (2) In what order are the events arranged?
- (3) What does the text focus on?

2. Choose the correct answer to each of the following questions.

- (1) There is an old saying which goes, “As the twig is bent, so grows the tree.” What might have been some of the important early influences on the life of Christopher Columbus?
 - A. His being born in Genoa, an Italian port city.
 - B. The sailors’ tales.
 - C. The stories of Marco Polo.
 - D. His father’s trade.
 - E. The letters from Prince Henry.

- (2) Fifteenth-century sailors often sailed under the flags of countries other than their own. Christopher Columbus was born an Italian. But what country did he represent when he sailed west on August 3, 1492?
 - A. China.
 - B. Holland.
 - C. Portugal.
 - D. Spain.
 - E. England.

- (3) Who ruled Spain in Columbus’ time?
 - A. Ferdinand and Isabella.
 - B. Prince Henry.
 - C. John II.

- (4) What beliefs about the globe were generally held by geographers in 1492?
 - A. It was round.
 - B. One could get to the East by sailing west.
 - C. It was flat.
 - D. At some point ships would sail downhill and fall off.
 - E. One could not reach the East by sailing west because America was in the way.

3. Check whether each of the following statements is true (T) or false (F).

- (1) According to the text, we know that the Chinese silk could only be brought to Europe by way of Constantinople before it could be done by sea or by air. T F
- (2) Columbus was the first in history to try to sail to other continents. T F
- (3) Europeans began to explore the coasts of other continents for business purposes. T F
- (4) King Ferdinand and Queen Isabella of Spain offered money to Columbus when they heard of his fantastic plan. T F
- (5) Columbus sailed straight west when they left Spain. T F
- (6) After two and a half months' sailing, Columbus reached his final destination. T F
- (7) Everything went all right on the way before they reached the island of San Salvador. T F
- (8) Columbus was judged a failure because he failed to go back to Spain after his fourth voyage. T F

4. Fill in the blanks according to the text.

- (1) This meant that the treasures of the East could no longer be brought to Europe by land.
"This" refers to _____.
- (2) If Europeans were again to trade with China and other Far Eastern countries, they would have to do so by sea.
"Do so" means _____.
- (3) On September 6 they left this last European outpost in the Atlantic and followed the sun west.
"This last European outpost in the Atlantic" refers to _____.
- (4) On his fourth, he had to stop in Jamaica.
"His fourth" refers to _____.

DISCUSSION

1. Read the following sentences and answer the questions regarding the italicized expressions.

- Prince Henry of Portugal played a key role in the *development* of sea trade.
- Columbus’s first *discovery* was an island he named San Salvador, one of the Bahamas.
- Columbus took *possession* of the land in the name of Spain, kidnapped some natives, and sailed again.
- Columbus built a colony on the island and hurried back to a hero’s *welcome* in Spain.
- In all, Columbus made four *voyages* to the New World.
- Columbus died in 1506, and was judged a *failure*.

- (1) Give the verb forms of the italicized words in the above sentences.
- (2) What do these italicized words have in common?
- (3) Try to rewrite the sentences using the verb forms of the italicized words.
- (4) Compare your sentences with the original ones and tell which ones are more formal.
- (5) What is the effect of using nouns instead of verbs in the text?

2. Do you agree with the following statements? Check your choices.

(1) Columbus was great because he dared to follow his dream.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(2) Columbus always told the absolute truth.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(3) In the long run, Columbus’s discovery was more important than finding a sea route to the East.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(4) Columbus brought peace and kindness to the New World.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(5) Columbus’s basic motives seemed to be a desire for glory, wealth, and power.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(6) Columbus was against slavery and violence.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(7) All of Columbus’s beliefs about the Indies were true.	Yes <input type="checkbox"/> No <input type="checkbox"/>
(8) All Europe honored Columbus just before his death.	Yes <input type="checkbox"/> No <input type="checkbox"/>

1. Pick out the sentences from the text in which the listed expressions occur. Put them down and try to guess their meanings from the context.

dream of pay for hope for strike in the name of

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____

2. Complete the given sentences with the expressions from above.

- (1) After this long period of dry weather everyone _____ some rain.
- (2) The gang of criminals took out large sums of money _____ the company.
- (3) People _____ flying to the moon even in ancient times.
- (4) How much do you _____ your music lessons every month?
- (5) They were happy until poverty _____.

3. Fill in the blanks with the expressions from the text.

- (1) Columbus made a _____ westward across the _____ and _____ the Bahamas.
- (2) All the _____ under the leadership of Columbus were called the _____.
- (3) The final _____ of Columbus's _____ journey was the Far East.
- (4) Columbus tried to _____ help from Spain, and succeeded.
- (5) Constantinople linked Asia and Europe and was thus called a _____ city.
- (6) While Columbus landed on the _____ and then took _____ of the island, some _____ may have taken place.
- (7) Shoemaking is a useful _____.
- (8) Columbus's journey was _____ because there must be dangers on the way.

4. Replace the italicized parts with the expressions from the text.

- (1) Prince Henry of Portugal played *a very important part* in the development of sea trade.
- (2) Columbus believed *absolutely* that he had succeeded, that he had reached the East Indies by sea.
- (3) As a young man, Columbus *was* a weaver, but soon he *became a sailor*.
- (4) After that he worked *a short time* in Lisbon with his brother, a map maker.
- (5) *Altogether*, Columbus made four voyages to the New World.
- (6) *Soon enough*, he went to sea again, becoming a captain.
- (7) After his third voyage he was sent back to Spain *as a prisoner*.
- (8) If Europeans were again to *exchange goods* with China and other Far Eastern countries, they

would have to do so by sea.

(9) The other sailors *had an uneasy feeling of what would happen later.*

GRAMMAR

Step-by-step grammar: noun clauses (1)

1. Rewrite the sentences with noun clauses and explain their functions.

(1) Christopher Columbus was three years old when the Turks took the crossroads city of Constantinople. This meant that the treasures of the East could no longer be brought to Europe by land. If Europeans were again to trade with China and other Far Eastern countries, they would have to do so by sea.

_____ meant that the treasures of the East could no longer be brought to Europe by land.

Or: When the Turks took the city of Constantinople, the Europeans knew _____.

(2) He dreamed of a fantastic voyage: sailing west to reach the Far East.

Columbus dreamed _____.

Or: Columbus's dream was _____.

(3) Columbus believed with all his soul that he had succeeded, that he had reached the East Indies.

Columbus's belief _____ was false.

From the sentences above, we can see that a noun clause can function as the subject, object, predicative and appositive of a sentence.

2. Change the following sentences into noun clauses.

(1) But who would pay for this risky, perhaps impossible, journey? (object clause)

People wondered _____.

(2) After seven years of seeking their support, Columbus was given money by King Ferdinand and Queen Isabella of Spain. (subject clause)

It was lucky for Columbus _____.

(3) Then disaster suddenly struck. On Christmas Eve the Santa Maria was wrecked on the north coast of Hispaniola. (appositive clause)

The disaster _____ didn't discourage Columbus.

(4) Columbus died in 1506, and was judged a failure. (subject clause)

Is it fair _____ ?

LISTENING AND SPEAKING



1. Listen to the passage and decide whether each of the following statements is true (T) or false (F).

- | | |
|--|---|
| (1) We are definitely sure of the date of Marco Polo's birthday. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (2) Before Marco Polo came to China, Europeans perhaps traded with Egypt. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (3) To Marco Polo, China was a wonderland. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (4) Marco Polo came to China with a herd of camels. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (5) It took them four years to travel to China. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (6) Marco Polo came to China in the Yuan Dynasty. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (7) Marco Polo visited some other Asian countries in the name of his motherland. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (8) He even reached the west of America. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (9) Marco Polo's visit to China brought great changes to Europe. | T <input type="checkbox"/> F <input type="checkbox"/> |
| (10) Columbus set off westward as soon as Marco Polo got home. | T <input type="checkbox"/> F <input type="checkbox"/> |

2. Fill in the blanks according to the passage.

- (1) Marco Polo was born in _____, _____.
- (2) Kubla Khan was the _____ ruler of China.
- (3) Among the things that impressed Marco Polo most were _____, _____ and _____, _____.

3. Give an oral presentation of Marco Polo's visit to China.

TASK

Columbus and his crew sailed the uncharted seas of the Atlantic. How did they know where they were? They used the standard navigational instruments of the fifteenth century: the compass, the quadrant, and the astrolabe. How did these instruments work? What information did they give? Find out more about these tools from whatever sources available. Then write a short illustrated report on each.

SUMMARY OF READING

1. Retell the story with the help of the following expressions.

When Columbus was three years old...

When Columbus was a boy of nine...

As a young man...

On Friday, August 3, 1492...

On September 6...

For more than a month...

On October 10...

Two days later...

On October 27...

On December 5...

On Christmas Eve...

In all...

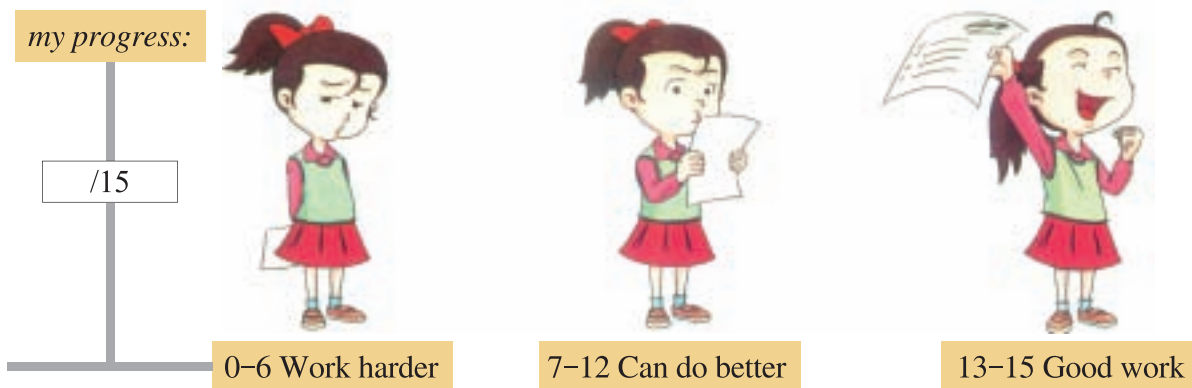
In 1506...

2. Describe the voyages Columbus made and give your comments.

SELF-ASSESSMENT

Fill in the blanks with the expressions from the text.

- (1) The match _____ the way he wished: he got the gold medal.
- (2) I shouldn't _____ doing such a thing. It is beyond my abilities.
- (3) Let's _____ the best and prepare for the worst.
- (4) The judge sentenced the criminal to death _____ law.
- (5) The chief engineer is the _____ member of the working team.
- (6) Don't _____ a man by his looks.
- (7) I _____ 35 yuan _____ that book.
- (8) Things are going _____ as planned.
- (9) We came to a _____. It was really difficult for us to make a choice.
- (10) The election results will bring a political _____.
- (11) He is a creator of _____ fashions in dress.
- (12) Not a sound _____ our ears.
- (13) He knows where his interest _____.
- (14) The company _____ in furs and skins.
- (15) The school teaches many useful _____.



BONUS READING

New France in America

The first representatives of France to sail across the Atlantic were not interested in the lands of the New World. They were fishers, and they came each summer to the Grand Banks off the island of Newfoundland for cod.

Some of these fishermen began to trade with the Indians. In return for iron tools, the fishers received beaver pelts. Soon there was a great demand for these pelts in Europe, and they brought high prices. Why? Most fashionable Europeans wore coats trimmed with beaver fur and wide-edged, high-topped hats made from beaver. The fur trade was so profitable that French trading stations were set up. The trade expanded and they pushed far into the wilderness seeking furs.

In the early 1660s, Pierre Radisson brought a large amount of furs to Montreal. But the furs were taken by French officials. Radisson had traded without a license. Angry at having lost a fortune, Radisson sailed to England and spoke to King Charles II. The king was persuaded to support an English fur-trading operation in Canada. This company was named the Hudson's Bay Company.



France, England, and Spain were the three European powers with a foothold in the New World. Each had come for different purposes.

The first Spanish came to the New World searching for wealth, power, and glory. In their search they explored and conquered much of North, South, and Central America. The English, on the other hand, generally came to build new lives in the new land. They built settlements along the coast, and farms from the forest.

Different from both Spain and England, the French were less interested in conquest than in trade. Their first settlements were trading stations where they exchanged cloth, knives, hatchets, guns, and

beads to the Indians for the precious pelt of the beaver. Like the Spanish, they seldom brought their families. Unlike the English, they were not in competition with the Indians for the possession of the land.

Because there were far fewer Frenchmen than Englishmen in America, they did not endanger the Indian way of life as the English did.



COMPREHENSION

1. Decide whether each of the following statements is true (T) or false (F).

- (1) The first Frenchmen sailed across the Atlantic for business reasons. T F
- (2) The first Frenchmen came to the Grand Bank off the island of Newfoundland to buy cod. T F
- (3) Gradually some French fishers became interested in trading with the Indians. T F
- (4) The French fishers exchanged iron tools for beaver pelts. T F
- (5) The French fishers made fortunes by trading in furs. T F
- (6) As more trading stations were built, the French took possession of more land. T F
- (7) King Charles II helped to set up a French company named the Hudson's Bay Company. T F
- (8) The English brought about greater Changes to the Indian way of life because there were more of them in America. T F
- (9) Both the Spanish and the English brought their families with them to the New World. T F
- (10) The Spanish took more land in the New World. T F

2. Fill in the blanks with the expressions from the text.

- (1) At the Olympic Games our representatives were _____ the best players from all over the world.
- (2) I know this job of mine isn't much, but _____ I don't feel so tired.
- (3) Do you spend much time _____ through dictionaries _____ words that are not included?
- (4) The young man gave her some flowers _____ her kind help.

In 1492

In fourteen hundred ninety-two
Columbus sailed the ocean *blue*.

He had three ships and left from Spain;
He sailed through sunshine, wind and *rain*.

He sailed by night; he sailed by day;
He used the stars to find his *way*.

A compass also helped him know
How to find the way to *go*.

Ninety sailors were on board;
Some men worked while others *snored*.

Then the workers went to sleep;
And others watched the ocean *deep*.

Day after day they looked for land;
They dreamed of trees and rocks and *sand*.

October 12 their dream came true,
You never saw a happier *crew* !

“Indians! Indians!” Columbus cried;
His heart was filled with joyful *pride*.

But “India” the land was not;
It was the Bahamas, and it was *hot*.

The Arakawa natives were very nice;
They gave the sailors food and *spice*.

Columbus sailed on to find some gold
To bring back home, as he’d been *told*.

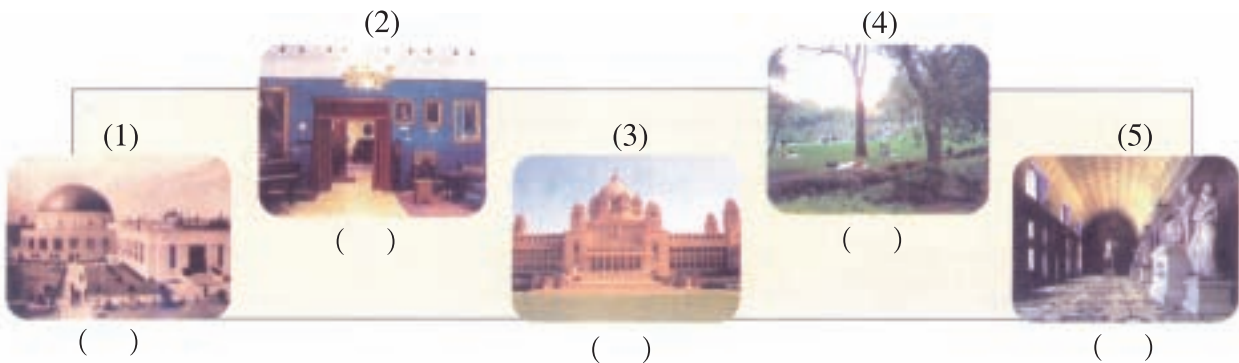
He made the trip again and again,
Trading gold to bring to *Spain*.

The first American? No, not quite.
But columbus was brave,
And he was *bright*.

WHICH CITY DO YOU LIKE BEST?

WARM-UP

1. Are there any tourist attractions in your hometown? What are they? Write them down in English.
2. Name some of the tourist attractions you have visited.
3. Match the pictures with their names given.



- A. a gallery B. a museum C. a park D. a palace E. an observatory

READING



London

No other area of Britain is richer in history, traditions, and cultural associations than London. Throughout the capital there are tourist attractions. Among them are the following.

British Museum

The collection which began one of the world's largest and most **varied** treasure houses was founded in 1753 and, since then, has grown to include every possible kind of **artifact** from all over the world.



Buckingham Palace

Built in 1703 for the **Duke** of Buckingham, this most famous of **royal** homes was bought by George III in 1762.



When she came to the throne in 1837, Queen Victoria moved the **Court** here from the Palace of St. James, and it has been the London home of the ruling king or queen



or queen stays here.

At 11:30 a.m. every day the ceremony of the Changing of the Guard takes place in the palace **forecourt**. The palace is now open to the public and many of the art treasures belonging to the royal family can be seen in the Queen's **Gallery**.



House of Parliament



Officially known as the New Palace of Westminster, it stands on the **site** of a palace which was a royal home from the time of Edward the **Confessor** until the rule of Henry VIII.

In 1834 the whole **complex** was destroyed by fire. During World War II the House of Commons was destroyed by bombs, and was rebuilt in 1950 in a **Gothic**

style.

At the northern end of the House of Parliament is the magnificent clock tower **universally** known as Big Ben. In fact, the name Big Ben only belongs to the thirteen-and-a-half ton bell which strikes the hours.

The public on conducted tours may see the most important parts of the House of Parliament, including the House of Lords, the Central Hall, and the House of Commons. The public may also, on application, watch the **proceedings** in both Houses.



Greenwich

It is from the Thames that the splendid buildings of Greenwich are best **appreciated**. Nearest to

the river, on the site of a palace that was used by kings and queens from the 15th to the 17th centuries,



are the buildings of the what was Royal **Naval** College. Beyond this complex is the National **Maritime** Museum, housed in the Queen's House and its wings. The Queen's House is the oldest example of an **Italianate** house in England. On the



hill in the center of Greenwich Park is the old Royal **Observatory**, now a museum. The park is a royal one and owes much of its **elegant charm** to the seventeenth-century landscape artist Le Notre. It has areas of wild as well as formal gardens, a great many mature trees, and excellent sporting **facilities**.



COMPREHENSION

1. Answer the following questions according to the text.

(1) What kind of information does the text provide?

(2) What verb tenses are mainly used? What are they used for?

2. Scan the text and complete the table with the appropriate information.

Year	Event
1753	
1703	
1762	
1837	
1834	
1950	

3. Decide whether each of the following statements is true (T) or false (F).

- (1) The British Museum, the largest and most varied, holds all possible kinds of artifacts from all over the world. T F
- (2) George III once lived in Buckingham Palace. T F
- (3) The king or queen also has homes in other places outside London. T F
- (4) Usually, people call the clock tower Big Ben rather than the bell. T F
- (5) People can visit the House of Parliament and watch the proceedings in both houses on conducted tours. T F
- (6) Greenwich was once a royal home. T F

DISCUSSION

- 1. What is the characteristic of the city of London?**
- 2. Do you like it? Why or why not?**

EXPRESSIONS

- 1. Pick out the sentences from the text in which the listed expressions occur. Put them down and try to guess their meanings from the context.**

(1) _____	rich in known as in a... style appreciate owe... to...
(2) _____	
(3) _____	
(4) _____	
(5) _____	

- 2. Complete the given sentences with the expressions from above.**

(1) You can't _____ English poetry unless you understand its rhythm.

(2) I _____ my rapid progress in my studies _____ my teacher's help.

(3) He's _____ a successful artist.

(4) The gallery is _____ paintings by the Dutch masters.

(5) The drama is written _____ delightful _____.

- 3. Read the sentences and choose the best explanation for each italicized word.**

- (1) No other area of Britain is richer in history, traditions, and cultural *associations* than London.
- A. groups of people who joined together for a particular purpose

- B. companionship
 - C. significant features, symbols or markers of culture
- (2) The *collection* which began one of the world's largest and most varied treasure houses was founded in 1753...
- A. an act of collecting
 - B. an instance of collecting
 - C. a group of objects that have been collected
- (3) Queen Victoria moved the *Court* here from the Palace of St. James...
- A. a law court
 - B. a royal home
 - C. a courtyard
- (4) In fact, the name Big Ben only belongs to the thirteen-and-a-half ton bell which *strikes* the hours.
- A. to hit
 - B. to show
 - C. to cause to sound
- (5) Beyond this *complex* is the National Maritime Museum, housed in the Queen's House and its wings.
- A. buildings/parts of a building, which stretch out from the main part to form a whole
 - B. made up of different parts
 - C. difficult to understand
- (6) It has areas of wild as well as *formal* gardens...
- A. the opposite of informal
 - B. the opposite of natural
 - C. of the outward shape

4. Complete the sentences using the proper forms of the words below.

traditional variety art observe build

- (1) My _____ career is full of changes.
- (2) A(n) _____ is a building from which scientists watch the moon, stars, weather, etc.
- (3) The theater was _____ after the earthquake.
- (4) A kite is a(n) _____.
- (5) It is a _____ in that family for the eldest son to enter the army and for the second son to become a lawyer.

5. Explain the italicized words, using other expressions in the text.

- (1) There are tourist attractions *throughout* the capital.
- (2) It is from the Thames that the *splendid* buildings of Greenwich are best appreciated.
- (3) This most famous of *royal* homes was bought by George III in 1762.
- (4) The Queen's House is the oldest example of an *Italianate* house in England.

GRAMMAR

Step-by-step grammar: *noun clauses* (2)

1. Underline the noun clauses in the following and explain the function of each.

(1) We greatly regret that we were unable to accept your invitation.

(2) We were greatly amused by what you told us.

(3) The idea that people can work less and earn more is contrary to reason.

(4) What we saw at the British Museum is one of the world's largest and most varied treasure collections.

(5) Show me what you have done.

(6) Please let us know whether you agree or not.

(7) He has made the company what it is today.

(8) It seems that he has never been paid the money.

(9) That the world's population is becoming too large for our resources is quite obvious.

(10) Is it possible that he should not have recognized me?

2. Complete the following sentences with noun clauses.

- (1) _____ seems very difficult.
- (2) Success depends on _____.
- (3) The fact is _____.
- (4) The fact _____ is plain to everyone.

LISTENING AND SPEAKING 

1. Listen to the passage and fill in the blanks with the appropriate information.

- (1) Boston is a city of _____ as well as of _____.
- (2) Boston hosts two world-famous learning institutions: _____ and _____.
- (3) Boston's nickname is _____.
- (4) Boston's universities and colleges can admit _____ college students.
- (5) Boston is now the capital of _____.

2. Decide whether each of the following statements is true (T) or false (F).

(1) The people of Boston are very proud of the city's history. T F

(2) Boston is a southern city. T F

(3) The first people in Boston were from England. T F

(4) Boston is strongly influenced by Europe. T F

(5) People in Boston like sports, too. T F

3. Discuss the following questions.

- (1) Was Boston an important city in American history? Why or why not?
- (2) What is Boston like today?
- (3) Compare Boston with London. What are their similarities and differences?
Which do you prefer?

TASK 1

What other tourist attractions do you know in London? Refer to an encyclopedia and find out more about London, and then give an oral report to the class.

TASK 2

Write a brief introduction to any place of interest in your hometown or one you have visited.

SUMMARY OF READING

1. Act as a tourist guide and introduce the tourist attractions in London to your visitors.
2. You are a representative of London. Write a short report to the International Olympic Committee demonstrating the cultural features of London.

SELF-ASSESSMENT

1. Fill in the blanks with the expressions from the text in their proper forms.

- (1) As a man of eighty, he has seen the _____ scenes of life.
- (2) The children have visited many tourist attractions in Beijing _____.
- (3) The area _____ minerals.
- (4) A sensitive mouth is necessary _____ good wine.
- (5) The price _____ postage charges.
- (6) Samuel Clemens, _____ Mark Twain, was a famous American writer.
- (7) The letter is expressed _____ formal _____.
- (8) Tickets may be bought _____ to the theater.
- (9) The old books _____ in the attic.
- (10) The clock just _____ four.
- (11) This exhibition _____ the public only during holidays.

2. According to the given sentences, make the complex sentences by using noun clauses.

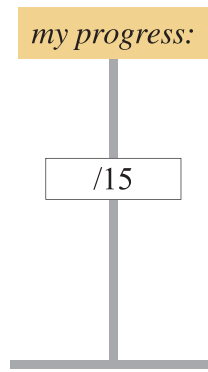
(1) This is the book. I am interested in this book.
 _____ (predicative clause)

(2) When will we hold the meeting? We haven't decided.
 _____ (subject clause)

(3) You think that you are capable of this work. The idea is quite wrong.
 _____ (appositive clause)

(4) He'll handle our business well. I think so.
 _____ (object clause)

My Progress:



0-6 Work harder



7-12 Can do better



13-15 Good work

BONUS READING

Athens Is Dying

Stinking buses, their passengers pale and tired, jam the crowded streets. Drivers shout at one another and honk their horns. Smog smarts the eyes and chokes the senses. The scene is Athens at rush hour. The city of Plato is a sorry state of affairs. Built without a plan, its 135 square miles is crammed with 3.7 million people. Even Athens' ruins are in ruin: sulfur dioxide eats away at the treasures. As Greek Premier Constantine Karamanlis has said, "The only solution for Athens would

be to demolish half of it and start all over again.”

So great has been the population flow toward the city that whole villages behind the coast stand vacant or nearly so. About 120,000 people from outlying provinces move to Athens every year, with the result that 40% of Greece’s citizens are now packed into the capital. The migrants come for



the few jobs available, which are usually no better than the ones they fled.

Aside from overcrowding and poor public transport, the biggest problems before Athenians are noise and pollution. A government study concluded that Athens was the noisiest city in the world. Smog is almost at killing levels: 180—300 mg of sulfur dioxide per cubic meter of air, or up to four times the level that the World Health Organization considers safe. Nearly half the pollution comes

from cars. Despite high prices for vehicles and fuel (\$ 2.95 per gallon), nearly 100,000 automobiles are sold in Greece each year; 3000 driver’s licenses are issued in Athens monthly.

After years of neglect, Athens is at last getting some attention. In March a committee of representatives from all major public service ministries met to discuss a plan to make it livable and clean up its environment. A save-Athens ministry, which will soon begin functioning, will suggest heavy taxes to discourage in-migration, a minimum of \$ 5 billion in public spending for Athens alone, and other projects for the countryside to encourage residents to stay put. A master plan that will move many government offices to the city’s edges is already in the works. At the same time, more Greeks keep moving into Athens. With few parks and precious few oxygen-producing plants, the city and its citizens are having difficulty in breathing.



COMPREHENSION

1. Choose one of the following topics. Then read the text again, making brief notes of what you have chosen.

(1) Air pollution: _____

(2) Overcrowding: _____

(3) Traffic: _____

2. Guess the meanings of the italicized expressions. The four points may be of your help.

- your general knowledge or awareness about what is being discussed
- what you find in the text
- what you know about other similar words
- what you know about the word itself

(1) The city of Plato is a sorry state of affairs. Built without a plan, its 135 square miles is *crammed* with 3.7 million people.
 (Overpopulation is one of Athen's problems. 3.7 million people is probably considered to be too big a population for 135 square miles.)
 So *crammed* probably means _____.

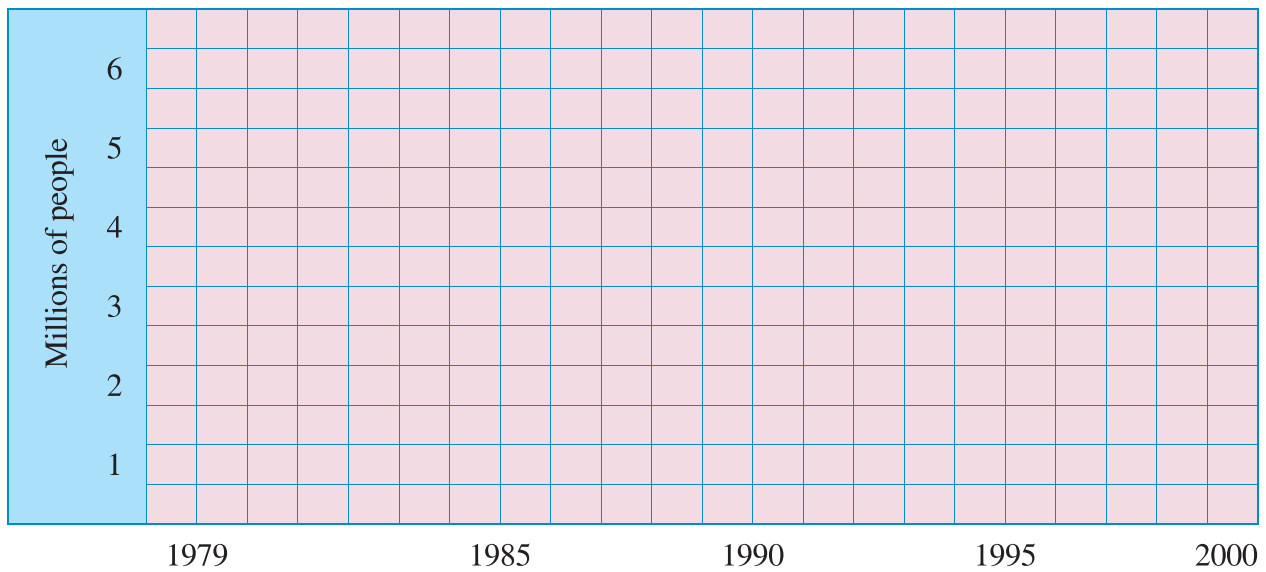
(2) The migrants come for the few jobs available, which are usually no better than the ones they *fled*.
 The new jobs in Athens are usually no better than the old jobs the migrants _____.

(3) A save-Athens ministry, which will soon begin functioning, will suggest heavy taxes to discourage in-migration, a minimum of \$ 5 billion in public spending for Athens alone, and other projects for the countryside to encourage residents to *stay put*.
 This means not to _____.

(4) A master plan that will move many government offices to the city's edges *is already in the works*.
 This means _____.

3. Find the information in the text that will help you answer the questions.

(1) Complete this graph of Athens' growing population. Put dots and connect them to indicate Athens' population growth from 1979 to 2000.



- (2) How many driver's licenses are issued in Athens every year?
- (3) How many people per square mile were living in Athens when the article was written?
- (4) What is the level of sulfur dioxide that the World Health Organization considered safe?

RELAX AND ENJOY

Can you give the clever answers to the following questions?

- (1) Where does afternoon come before morning in the world?
- (2) Why don't you take the bus home?
- (3) Why is the letter "E" so important?
- (4) Why are the letters "G" and "S" in "gloves" close to each other?
- (5) What letter is an animal?
- (6) What letter is a question?
- (7) How do you feel today?
- (8) How can you make a rope shorter without cutting or winding it?
- (9) What can you tell from the extremely poor grades on Peter's record card?
- (10) What does everybody do at the same time?

Words and Expressions in Each Unit

Unit 1

martial /'mɑ:ʃəl/ *adj.* (*formal*) relating to soldiers or war 军事的; 战争的

martial arts *n. phr.* philosophies and techniques of self-defense that come from the Far East, for example, kung fu, karate, or judo 武术

originate /ə'ɹɪdʒɪneɪt/ *vi.* to come into being; to start 出现; 开始

monk /mʌŋk/ *n.* a member of a male religious community that is usually separated from the outside world 僧侣

manifestation /,mænɪfes'teɪʃən/ *n.* an indication of the existence, reality, or presence of sth. (表示某事物的存在、现状或出现的) 显示

wisdom /'wɪzdəm/ *n.* the ability to use your experience and knowledge in order to make sensible decisions or judgments 智慧

secular /'sekjʊlə/ *adj.* having no connection with religion 世俗的; 非宗教的

dynasty /'dʌnəsti,'dɪ-/ *n.* a family or group that keeps power for several generations 王朝; 朝代

reign /reɪn/ *n.* the period during which a monarch rules (在位期一个君主的) 统治时期

premises /'premɪsɪz/ *n.* the land and buildings a business or an institution occupies 商业或机构占用的土地和建筑

absorb /əb'sɔ:b/ *vt.* to take in; to assimilate 吸收; 同化

predecessor /'predɪsesə,'pri:-/ *n.* an ancestor; a forebear 祖先; 祖辈

unique /ju:'ni:k/ *adj.* being the only one of this type 唯一的; 独特的

throne /θrəʊn/ *n.* an ornate chair used by a king, queen, or emperor on important official occasions; the position of being a king, queen, or an emperor 王座; 君主

enthrone /ɪn'θrəʊn/ *vt.* to seat on a throne 使登位

contribution /,kɒntri'bju:ʃən/ *n.* what one does to help make sth. successful or to produce it 贡献

grant /grænt, grɑ:nt/ *n.* an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose 授予物 (如土地、拨款等)

trial /'traɪəl/ *n.* (*often plural*) a state of pain or anguish that tests patience, endurance, or belief 考验; 磨难

invader /ɪn'veɪdə/ *n.* those who enter by force
in order to conquer or pillage 侵略者

accomplish /ə'kɒmplɪʃ/ *vt.* to succeed in
doing; bring to pass 成功地完成; 通过

exploit /'eksplɔɪt/ *n.* (usually *exploits*) an act
or deed, esp. a brilliant or heroic one 英勇
行为; 功绩

reputed /rɪ'pjʊ:tɪd/ *adj.* generally supposed or
considered (to be) 号称的; 被普遍认为

feat /fi:t/ *n.* an impressive and difficult
achievement 业绩; 功绩

cudgel /'kʌdʒəl/ *n.* a thick, short stick that is used
as a weapon (用作武器的) 短棍; 短棒

switch /swɪtʃ/ *vi. & vt.* to make or undergo a
shift or an exchange 转换; 转变

fist /fɪst/ *n.* one's hand when one has folded
one's fingers in towards the palm in order to
hit sb., or to make an angry gesture 拳头

boost /bu:st/ *vt.* to assist in further development
or progress 促进, 改善; 激励

establish /ɪs'tæblɪʃ/ *vt.* to set up; to found
创建, 建立; 建造

patriot /'pætriət/ *n.* one who loves, supports,
and defends one's country 爱国者

saber /'seɪbə/ *n.* a heavy sword with a curved
blade that was formerly used by soldiers on
horseback 军刀; 马刀

overthrow /,əʊvə'θrəʊ/ *vt.* to bring about the
downfall or destruction of, esp. by force or

concerted action 推翻

constantly /'kɒnstəntli/ *adv.* all the time 不断
地; 始终如一地

myriad /'mɪrɪəd/ *n.* a vast number 无数; 巨
大的数目

Unit 2

visualize /'vɪzjʊəlaɪz, 'vɪz-/ *vt.* to imagine
what sth. is like by forming a mental picture
of it 想象; 设想

lush /lʌʃ/ *adj.* having a lot of very healthy
grass or plants 青葱的, 草木茂盛的

paddy /'pædi/ *n.* a field where rice is grown
稻田

terraced /'terɪst/ *adj.* a slope or hillside has
flat areas of ground like steps cut into it,
where crops or other plants can be grown
成梯田的

toil /tɔɪl/ *vi.* to work very hard doing unpleasant
or tiring tasks 辛苦劳作

towering /'taʊərɪŋ/ *adj.* very tall and there-
fore impressive 高耸的

linger /'lɪŋgə/ *vi.* to remain for a time instead
of going, esp. because one does not wish to
leave; delay going 徘徊 (尤指因不愿离
开而继续逗留)

inaccurate /ɪn'ækjʊrɪt/ *adj.* not accurate or
correct 不准确的

picturesque /ˌpɪktʃə'resk/ *adj.* (of a place, building, scene, etc.) pretty, or suitable for a picture (地方、建筑、风景等)美丽如画的; 适合画的

scroll /skrəʊl/ *n.* a long roll of paper, parchment, or other material with writing on it 卷轴; 画卷

pertain /pə'teɪn/ *vi.* to have reference; relate to 有关联; 关于

humid /'hju:mɪd/ *adj.* (an atmosphere or climate) very damp, and usually very hot (空气或气候等)潮湿的; 湿热的

abundant /ə'bʌndənt/ *adj.* being present in large quantities 大量的; 充足的

boundary /'baʊndəri/ *n.* an imaginary line that separates an area of land from other areas 分界线

mountain range *n. phr.* a line of mountains 山脉

drainage /'dreɪnɪdʒ/ *n.* the system or process by which water or other liquids are drained from a place 排水; 排水系统

eventually /ɪ'ventʃʊəli/ *adv.* at the end of a situation or process or as the final result of it 最后; 终于

ecological /ˌi:kə'lɒdʒɪkəl/ *adj.* involved with or concerning living things 生态的; 生态学的

maintain /men'teɪn/ *vt.* to continue to have sth. and not let it stop or grow weaker 保持, 维持

seedling /'si:dlɪŋ/ *n.* a young plant that has grown from a seed 秧苗

insert /m'ɪnsɜ:t/ *vt.* to put or set into, between, or among 插入

stock /stɒk/ *n.* the trunk or main stem of a tree or another plant 树干或其他植物的主干

mature /mə'tjʊə/ *adj.* having reached full natural growth or development 成熟的

drain /dreɪn/ *vt.* to draw off (a liquid) by a gradual process 渐渐地排出液体

relatively /'relətɪvli/ *adv.* to a certain degree, esp. when compared with other

things of the same kind 相对地; 比较地

extensive /ɪks'tensɪv/ *adj.* very great 巨大的

manpower /'mænpaʊə/ *n.* workers who are considered as a part of the process of producing goods or providing services 人力

sustain /sə'steɪn/ *vt.* to continue or maintain sth. for a period of time 维持; 持续

gradually /'grædʒʊəli/ *adv.* in small stages over a long period of time, rather than suddenly 逐渐地

immigration /ˌɪmɪ'greɪʃən/ *n.* the coming of people into a country in order to live and work there 移民

striking /'straɪkɪŋ/ *adj.* very noticeable or unusual 显著的; 突出的

feature /'fi:tʃə/ *n.* an interesting or important part or characteristic of sth. 特征; 特点

disastrous /drɪ'zɑ:stɹəs/ *adj.* having extremely bad consequences and effects 灾难性的

consequence /'kɒnsɪkwəns/ *n.* the results or effects of sth. 后果; 结果

Unit 3

paradise /'pærədəɪs,-daɪz/ *n.* a place of ideal beauty or loveliness 天堂; 乐园

accessible /ək'sesəbl/ *adj.* able to be reached or got 可到达的; 易得到的

the Orient /'ɔ:riənt/ *n.* Asia; the eastern part of the world 亚洲; 东方

alley /'æli/ *n.* a narrow street or path between buildings in a town 小巷; 胡同

extend /ɪks'tend/ *vi.* (of time, land, space, etc.) to reach, or continue (时间、土地、空间等的) 延伸

canal /kə'næl/ *n.* a man-made waterway used for travel, shipping, or irrigation 运河; 水道

tile /taɪl/ *n.* a thin shaped piece of baked clay used for covering roofs, walls, floors, etc. 瓦片; 瓷砖

urban /'ɜ:bən/ *adj.* of or relating to a city 城市的

burial /'berɪəl/ *n.* the act or ceremony of putting a dead body into a grave 埋葬

founder /'faʊndə/ *n.* a person who establishes

a school, hospital, etc. 创始人

sword /sɔ:d/ *n.* a weapon with long sharp metal blade and a handle 剑

version /'vɜ:ʃn,-ʒn/ *n.* a slightly different form 版本

leaning /'li:nɪŋ/ *adj.* not upright 倾斜的

impressive /ɪm'presɪv/ *adj.* causing admiration; making a strong impression 给人深刻印象的

posterity /pə'sterəti/ *n.* people of the future 子孙

pavilion /pə'vɪlɪən/ *n.* a light, sometimes decorated roofed structure, used for shelter, as in parks 亭子

maze /meɪz/ *n.* confusing network of pathways, as in a garden 迷宫; 曲径

delicate /'delɪkət/ *adj.* fine; pleasing to the senses 精巧的

fragrant /'freɪgrənt/ *adj.* having a sweet or pleasant smell, esp. of flowers 芬芳的

ballad /'bæləd/ *n.* a short story in the form of a poem 民谣

Unit 4

Renaissance /,renə'sɑ:ns, rɪ'neɪsəns/ *n.* the period of European history from 14th century to 16th century marked by a fresh interest in ancient art and literature and by the beginnings of modern science 文艺复兴(时期)

originally /ə'ɹɪdʒənəli/ *adv.* when sth. began or came into existence, often contrasted with what happened later 最初; 起先; 本来

influence /'ɪnfluəns/ *n.* the act or power of producing an effect 影响力; 影响

the Black Death *n. phr.* 黑死病

direction /daɪ'rekʃən, dɪ-, də-,/ *n.* a way in which sth. or sb. develops or is developed 趋向; 动向; 趋势

the Middle Ages *n. phr.* (in European history) the period between the end of the Roman Empire in 476 A.D. and about 1500 A.D., esp. the later part of this period (欧洲的) 中世纪

action /'æksʃən/ *n.* a deed, an act or sth. that has been done 行动; 行为; 所做的事

heaven /'hevən/ *n.* the place believed to be the home of God, the angels, and of good people after death 天国; 天堂

inspiration /,ɪnspə'reɪʃən/ *n.* a feeling that makes a person be able to do things beyond his or her usual ability, esp. creative ability in art, literature, or music 灵感

classical /'klæsɪkəl/ *adj.* related to or influenced by the art and literature of ancient Greece and Rome 古典的

seek /si:k/ *vt. & vi.* (**sought**, **sought**) to look for and find sb./sth. 找出或找到某人 (某事物)

Mona Lisa /'məʊnə 'li:zə/ (意) 蒙娜丽莎 (欧洲文艺复兴时期意大利画家达·芬奇所作著名肖像画)

Leonardo da Vinci /,li:ə'nɑ:dəʊ də'vɪntʃi/ 莱昂纳多·达·芬奇 (1452—1519, 意大利文艺复兴时期画家、雕塑家、建筑师和工程师, 在艺术和科学领域均有创造性见解和成就)

Raphael /'ræfeɪəl/ 拉斐尔 (1483—1520, 意大利文艺复兴时期画家、建筑师)

Shakespeare /'ʃeɪkspiə/ 莎士比亚 (1564—1616, 英国剧作家、诗人)

excellence /'eksələns/ *n.* the quality of being remarkably good 优秀; 卓越; 杰出

potential /pə'tenʃəl/ *n.* the qualities that exist and can be developed 潜力; 潜能

heroic /hɪ'rəʊɪk/ *adj.* showing extreme bravery and being admired for it 有英雄气概的; 英勇的

powerful /'paʊəfʊl/ *adj.* being able to control or influence people and events 强有力的; 力量大的

contribute /kən'trɪbjʊ:t/ *vt. & vi.* to give (money, time, knowledge, assistance, etc.) to a common supply, fund, etc. 贡献; 捐助, 捐赠

Florence /'flɒrəns/ *n.* 佛罗伦萨 (意大利中部城市)

distinguish /dɪs'tɪŋgwɪʃ/ *vi. & vt.* to recognize or show the difference between two persons

or things 区分; 辨别

downward /'daʊnwəd/ *adj. & adv.* towards what is lower 向下的(地)

upward /'ʌpwəd/ *adj. & adv.* towards what is higher 向上的(地)

Unit 5

collision /kə'liʒən/ *n.* (an example of) the act of crashing violently 碰撞

iceberg /'aɪsbɜːg/ *n.* a very large piece of ice floating in the sea, most of which is below the surface 冰山

crew /kruː/ *n.* all the people working on a ship, plane, spacecraft, etc. 全体船员; (飞机、宇宙飞船的)全体机务人员

meanwhile /'miːnwaɪl/ *adv.* during the same period of time 同时

steward /'stjuːəd, 'stjuː-/ *n.* a person who serves passengers on a ship, plane, train, etc. (轮船、飞机、火车等的)乘务员

deck /dek/ *n.* a floor built across a ship over all or part of its length 甲板

lower /'ləʊə/ *vt.* to move sth. slowly downwards 降低; 使下降

unsinkable /ʌn'sɪŋkəbl/ *adj.* not able to go down below a surface 不会下沉的

damage /'dæmɪdʒ/ *n.* the process of spoiling

the condition or quality of sth. 损害; 伤害

wireless /'waɪərlɪs/ *adj.* without (using) wires; connected by radio 无线的

operator /'ɒpəreɪtə/ *n.* a person who works a machine, etc. 操作员

contact /'kɒntækt/ *vt.* to communicate with sb. by message, telephone, etc. 联系

turn in *v. phr.* to go to bed 上床睡觉

sail /seɪl/ *vi.* to begin a journey on water 航行

stern /stɜːn/ *n.* the back part of a ship 船尾

unsteady /ʌn'stedi/ *adj.* shaking, not well controlled 不稳固的; 摇摆的

bow /baʊ/ *n.* the front part of a ship 船首

funnel /'fʌnəl/ *n.* a metal chimney for letting out smoke from a steam engine or steamship (机车或轮船等的)烟囱

float /fləʊt/ *vi.* to (cause to) stay on the surface of a liquid without sinking 漂浮

grasp /græsp, grɑː-/ *vt.* to take or keep a firm hold of, esp. with the hands 抓住; 抓紧

Unit 6

swing /swɪŋ/ *n.* a seat hung from above on ropes or chains 秋千

lemonade /,lemə'neɪd/ *n.* a drink made of lemon, sugar and water 柠檬汁

watermelon /'wɔ:təmelən/ *n.* a large fruit with juicy red flesh and black seeds 西瓜

firework /'faɪəwɜ:k/ *n.* (usually **fireworks**) an explosive device that gives off light and makes some noises when you burn it 烟火

hide-and-seek /'haɪdən'si:k/ *n.* a children's game in which one player covers his eyes and waits while the others hide, and then he tries to find them 捉迷藏

launch /lɔ:ntʃ/ *vt.* to put sth. into motion or send it on its course 使(某事物)运动; 送上轨道; 发射 *n.* the action of doing so 发射

attractive /ə'træktɪv/ *adj.* sth. that brings you pleasure or makes you interested in it 吸引人的; 有魅力的

resist /rɪ'zɪst/ *vt. & vi.* to succeed in not giving in to sb. or sth. 经受住

fiction /'fɪkʃən/ *n.* not true, either told or written 虚构的或想象出来的事

astronaut /'æstrənɔ:t/ *n.* a person who travels beyond the Earth's atmosphere 太空人; 宇航员

lunar module /'ljʊ:nə,lʊ:-, 'mɒdju:l/ *n. phr.* a part of a spaceship to carry astronauts to the surface of the moon and back 登月舱

urge /ɜ:dʒ/ *vt.* to try to persuade 催促; 劝说

enthusiasm /ɪn'θju:zɪæzəm/ *n.* very strong excitement and interest 热爱; 热情

historic /hɪs'tɔ:rɪk, -'tɔ:rɪk/ *adj.* sth. that is

famous or important in history 历史上著名的或重要的

decade /'dekeɪd,dɪ'-/ *n.* a period of ten years 十年

spacesuit /'speɪssju:t,-su:t/ *n.* what an astronaut wears, covering the whole body and supplied with air 宇航服; 太空服

clumsily /'klʌmzɪli/ *adv.* (to move or handle things) in an awkward way 笨拙地

spacefaring /'speɪs,fɛərɪŋ/ *adj.* connected with working or traveling in space. 太空旅行的

sleepy /'sli:pi/ *adj.* when you need or are ready to go to sleep 困的, 欲睡的

splash down *v. phr.* (esp. of a spaceship) land in water with a splash (航天器) 溅落

extraordinary /ɪk'strɔ:dnri,-'strɔ:rdənəri/ *adj.* very unusual or even remarkable 非常的; 特别的; 非凡的

the Baby Boom *n. phr.* 生育高峰

opinion /ə'pɪnɪən/ *n.* a belief or a judgment about sb. or sth., not completely based on fact or knowledge 意见; 看法; 主张

kindergarten /'kɪndəgɑ:tn/ *n.* a school or class for very young children 幼儿园

the Great Depression *n. phr.* a time in the 1930s when there was very little economic activity around the world, which caused a lot of unemployment and poverty (20 世纪 30 年代早期的) 世界经济大萧条时期

Unit 7

sailor /'seɪlə/ *n.* seaman; member of a ship's crew 海员; 水手

Turk /tɜ:k/ *n.* a native or inhabitant of Turkey 土耳其人

crossroads /'krɒsrəʊdz/ *n.* a place where two or more roads cross 十字路, 十字路口

trade /treɪd/ *vi. & vt.* to engage in trade; to buy and sell 交易, 买卖, 经商; 对换, 购物
n. occupation; way of making a living, esp. a handicraft 生意; 职业; 行业

prince /prɪns/ *n.* male member of a royal family, esp. (in Great Britain) a son or grandson of the king or queen 王子

dock /dɒk/ *n.* a place where ships are loaded and unloaded, or repaired 码头; 船坞

weaver /'wi:və/ *n.* a person whose job is to weave cloth 织布者, 织工

shipwreck /'ʃɪprek/ *n.* the destruction of a ship, as by hitting rocks or sinking 船只失事, 海难, 遇难 *vt.* to cause to suffer shipwreck 使(船只)失事; 使(旅客等)遭受船难

fantastic /fæn'tæstɪk/ *adj.* strange or wild in shape, meaning, etc. 幻想的; 奇异的, 稀奇古怪的; 荒谬的; 空想的

voyage /'vɔɪdʒ/ *n.* journey by water, esp. a long one in a ship 航程; 航海; 航行

sunrise /'sʌnraɪz/ *n.* (in the morning) the sun's rising 日出

reach /ri:tʃ/ *vt.* to get to 到达; 达到

destination /,destɪ'neɪʃən/ *n.* a place which is set for the end of a journey or to which sth. is sent 目的地

outpost /'aʊtpəʊst/ *n.* (soldiers in an) observation post at a distance from the main body of troops; any distant settlement 前哨

fear /fiə/ *vt.* to feel fear of; to be afraid of; to feel anxiety about; to have an uneasy feeling or anticipation of 害怕, 畏惧; 为……担心; 敬畏(神等)

ahead /ə'hed/ *adv.* in or into a forward position; before; in front; in advance 在前, 向前; 提前; 在前面

possession /pə'zeʃən/ *n.* possessing; ownership 拥有, 占有, 所有

kidnap /'kɪdnæp/ *vt.* to take (sb.) away unlawfully in order to demand money or sth. else for his safe return 诱拐(小孩); 绑架; 劫持

disaster /dɪ'zæstə,-'zɑ:stə/ *n.* (a) sudden great misfortune 灾难; 天灾; 灾祸

strike /straɪk/ *vi.* (**struck**, **struck**) to harm suddenly 侵袭

wreck /rek/ *vt.* to cause (a ship) to be destroyed; to cause (the people on a ship) to be in a shipwreck 使(船)失事; 使(船上的人)遭难

coast /kəʊst/ *n.* land bordering the sea;
seashore and land near it 海岸

colony /'kɒləni/ *n.* a country or area under the
control of a distant country and settled by
people from that country; a country or area
controlled and developed by a distant country
殖民地

khan /kɑ:n/ *n.* a ruler or official in Asia, or
their title 可汗

Unit 8

varied /'veəriəd/ *adj.* of different kinds 杂色
的; 各式各样的

artifact /'ɑ:tɪfækt/ *n.* anything made by man,
esp. sth. useful 人造物品

duke /dju:k/ *n.* (the title of) a nobleman of the
highest rank outside the royal family 公爵

royal /'rɔ:əl/ *adj.* for, belonging to, supported
by, or connected with a king or queen
王室的; 皇家的

court /kɔ:t/ *n.* residence of a great ruler king,
queen, emperor, his family and officials
宫廷

standard /'stændəd/ *n.* a pole with an image or
shape at the top formerly carried by armies
旗; 军旗

forecourt /'fɔ:kɔ:t/ *n.* enclosed space in front
of a building 前庭

gallery /'gæləri/ *n.* a private room, hall,
or building where works of art are shown
and usually offered for sale 美术陈列室;
画廊

site /saɪt/ *n.* a place where sth. was, is or is to
be 地点; 场所; 遗址

confessor /kən'fesə/ *n.* the priest to whom a
person regularly makes a confession 听忏悔
的神父

complex /'kɒmpleks/ *n.* a system consisting of
a large number of closely related parts
联合体

Gothic /'gɒθɪk/ *adj.* of a style of building common
in Western Europe between the 12th and
16th centuries, with pointed arches, arched
roofs, tall thin pillars, and colored glass in the
windows 哥特式的

universally /,ju:nɪ'vɜ:səli/ *adv.* everywhere;
by everyone 普遍地; 全体地; 到处

proceeding /prə'si:diŋ/ *n.* (usually **proceedings**)
an action taken in law 行动; 进行

appreciate /ə'pri:ʃieɪt/ *vt.* to judge rightly the
value of; to understand and enjoy 赏识;
鉴赏

naval /'neɪvəl/ *adj.* of, concerning, or belonging
to a navy or ships of war 海军的

maritime /'mæɪtəɪm/ *adj.* concerning ships or
the sea 海上的, 海事的, 海运的; 海员的

Italianate /ɪ'tæliəneɪt/ *adj.* of an Italian style

意大利风格的; 意大利化的

observatory /əb'zɜ:vətəri/ *n.* a place from which
scientists watch the stars and other heavenly
bodies 天文台

elegant /'elɪgənt/ *adj.* beautiful and well made

雅致的; [口]上品的, 第一流的

charm /tʃɑ:m/ *n.* the power or ability to
please, win over, or delight 吸引力

facility /fə'sɪlɪti/ *n.* equipment; the means to
do sth. 设备; 工具

Vocabulary

A

absorb /əb'sɔ:b/ *vt.* to take in; to assimilate
吸收; 同化 (U1)

abundant /ə'bʌndənt/ *adj.* being present in
large quantities 大量的; 充足的 (U2)

accessible /ək'sesəbl/ *adj.* able to be reached
or got 可到达的, 易得到的 (U3)

accomplish /ə'kɒmplɪʃ/ *vt.* to succeed in
doing; bring to pass 成功地完成; 通过 (U1)

action /'ækʃən/ *n.* a deed, an act or sth. that
has been done 行动; 行为; 所做的事 (U4)

ahead /ə'hed/ *adv.* in or into a forward
position; before; in front; in advance 在前,
向前; 提前; 在前面 (U7)

alley /'æli/ *n.* a narrow street or path between
buildings in a town 小巷, 胡同 (U3)

appreciate /ə'pri:ʃieɪt/ *vt.* to judge rightly the
value of; to understand and enjoy 赏识;
鉴赏 (U8)

artifact /'ɑ:tɪfækt/ *n.* anything made by man,
esp. sth., useful 人造物品 (U8)

astronaut /'æstrɒnɔ:t/ *n.* a person who travels
beyond the Earth's atmosphere 太空人, 宇航
员 (U6)

attractive /ə'træktɪv/ *adj.* sth. that brings you
pleasure or makes you interested in it 吸引人

的, 有魅力的 (U6)

B

ballad /'bæləd/ *n.* a short story in the form of
a poem 民谣 (U3)

boost /bu:st/ *vt.* to assist in further development
or progress 促进, 改善; 激励 (U1)

boundary /'baʊndəri/ *n.* an imaginary line that
separates an area of land from other areas
分界线 (U2)

bow /bau/ *n.* the front part of a ship 船首
(U5)

burial /'berɪəl/ *n.* the act or ceremony of
putting a dead body into a grave 埋葬 (U3)

C

canal /kə'næl/ *n.* a man-made waterway used
for travel, shipping, or irrigation 运河;
水道 (U3)

charm /tʃɑ:m/ *n.* the power or ability to please,
win over, or delight 吸引力 (U8)

classical /'klæsɪkəl/ *adj.* related to or influenced
by the art and literature of ancient Greece
and Rome 古典的 (U4)

clumsily /'klʌmzɪli/ *adv.* (to move or handle

things) in an awkward way 笨拙地 (U6)

coast /kəʊst/ *n.* land bordering the sea; seashore and land near it 海岸 (U7)

collision /kə'lɪʒən/ *n.* (an example of) the act of crashing violently 碰撞 (U5)

colony /'kɒləni/ *n.* a country or area under the control of a distant country and settled by people from that country; a country or area controlled and developed by a distant country 殖民地 (U7)

complex /'kɒmpleks/ *n.* a system consisting of a large number of closely related parts 联合体 (U8)

confessor /kən'fesə/ *n.* the priest to whom a person regularly makes a confession 听忏悔的神父 (U8)

consequence /'kɒnsɪkwəns/ *n.* the results or effects of sth. 后果; 结果 (U2)

constantly /'kɒnstəntli/ *adv.* all the time 不断地; 始终如一地 (U1)

contact /'kɒntækt/ *vt.* to communicate with sb. by message, telephone, etc. 联系 (U5)

contribute /kən'trɪbjʊ:t/ *vt. & vi.* to give (money, time, knowledge, assistance, etc.) to a common supply, fund, etc. 贡献; 捐助, 捐赠 (U4)

contribution /,kɒntrɪ'bju:ʃən/ *n.* what one does to help make sth. successful or to produce it 贡献 (U1)

court /kɔ:t/ *n.* residence of a great ruler king, queen, emperor, his family and officials 宫廷 (U8)

crew /kru:/ *n.* all the people working on a ship, plane, spacecraft, etc. 全体船员; (飞机、宇宙飞船的) 全体机务人员 (U5)

crossroads /'krɒsrəʊdz/ *n.* a place where two or more roads cross 十字路, 十字路口 (U7)

cudgel /'kʌdʒəl/ *n.* a thick, short stick that is used as a weapon (用作武器的) 短棍; 短棒 (U1)



damage /'dæmɪdʒ/ *n.* the process of spoiling the condition or quality of sth. 损害; 伤害 (U5)

decade /'dekeɪd, dɪ-/ *n.* a period of ten years 十年 (U6)

deck /dek/ *n.* a floor built across a ship over all or part of its length 甲板 (U5)

delicate /'delɪkət/ *adj.* fine; pleasing to the senses 精巧的 (U3)

destination /,destɪ'neɪʃən/ *n.* a place which is set for the end of a journey or to which sth. is sent 目的地 (U7)

direction /daɪ'rekʃən, dɪ-, də-/ *n.* a way in which sth. or sb. develops or is developed

趋向；动向；趋势 (U4)

disaster /drɪ'zæstə, -zɑ:stə/ *n.* (a) sudden great misfortune 灾难，天灾，灾祸 (U7)

disastrous /drɪ'zɑ:stɹəs/ *adj.* having extremely bad consequences and effects 灾难性的 (U2)

distinguish /dɪs'tɪŋgwɪʃ/ *vi. & vt.* to recognize or show the difference between two persons or things 区分；辨别 (U4)

dock /dɒk/ *n.* a place where ships are loaded and unloaded, or repaired 码头；船坞 (U7)

downward /'daʊnwəd/ *adj. & adv.* towards what is lower 向下的 (地) (U4)

drain /drem/ *vt.* to draw off (a liquid) by a gradual process 渐渐地排出液体 (U2)

drainage /'dreɪnɪdʒ/ *n.* the system or process by which water or other liquids are drained from a place 排水；排水系统 (U2)

duke /dju:k/ *n.* (the title of) a nobleman of the highest rank outside the royal family 公爵 (U8)

dynasty /'daɪnəsti, 'dɪ-/ *n.* a family or group that keeps power for several generations 王朝；朝代 (U1)

E

ecological /i:kə'lɒdʒɪkəl/ *adj.* involved with or concerning living things 生态的；生态

学的 (U2)

elegant /'elɪgənt/ *adj.* beautiful and well made 雅致的；[口]上品的，第一流的 (U8)

enthrone /ɪn'trəʊn/ *vt.* to seat on a throne 使登位 (U1)

enthusiasm /ɪn'tʃu:zɪæzəm/ *n.* very strong excitement and interest 热爱；热情 (U6)

establish /ɪs'tæblɪʃ/ *vt.* to set up; to found 创建，建立；建造 (U1)

eventually /ɪ'ventʃʊəli/ *adv.* at the end of a situation or process or as the final result of it 最后；终于 (U2)

excellence /'eksələns/ *n.* the quality of being remarkably good 优秀；卓越；杰出 (U4)

exploit /'eksplɔɪt/ *n.* (usually **exploits**) an act or deed, esp. a brilliant or heroic one 英勇行为；功绩 (U1)

extend /ɪks'tend/ *vi.* (of time, land, space, etc.) to reach, or continue (时间、土地、空间等的) 延伸 (U3)

extensive /ɪks'tensɪv/ *adj.* very great 巨大的 (U2)

extraordinary /ɪk'strɔ:dnri, -'strɔ:rdənəri/ *adj.* very unusual or even remarkable 非常的；特别的；非凡的 (U6)

F

facility /fə'sɪlɪti/ *n.* equipment; the means to do sth. 设备; 工具 (U8)

fantastic /fæn'tæstɪk/ *adj.* strange or wild in shape, meaning, etc. 幻想的; 奇异的, 稀奇古怪的; 荒谬的, 空想的 (U7)

fear /fɪə/ *vt.* to feel fear of; to be afraid of; to feel anxiety about; to have an uneasy feeling or anticipation of 害怕, 畏惧; 为……担心; 敬畏 (神等) (U7)

feat /fi:t/ *n.* an impressive and difficult achievement 业绩, 功绩 (U1)

feature /'fi:tʃə/ *n.* an interesting or important part or characteristic of sth. 特征; 特点 (U2)

fiction /'fɪkʃən/ *n.* not true, either told or written 虚构的或想象出来的事 (U6)

firework /'faɪəwɜ:k/ *n.* (usually **fireworks**) an explosive device that gives off light and makes some noises when you burn it 烟火 (U6)

fist /fɪst/ *n.* one's hand when one has folded one's fingers in towards the palm in order to hit sb., or to make an angry gesture 拳头 (U1)

float /fləʊt/ *vi.* to (cause to) stay on the surface of a liquid without sinking 漂浮 (U5)

Florence /'flɒrəns/ *n.* 佛罗伦萨 (意大利中部城市) (U4)

forecourt /'fɔ:kɔ:t/ *n.* enclosed space in front

of a building 前庭 (U8)

founder /'faʊndə/ *n.* a person who establishes a school, hospital, etc. 创始人 (U3)

fragrant /'freɪgrənt/ *adj.* having a sweet or pleasant smell, esp. of flowers 芬芳的 (U3)

funnel /'fʌnəl/ *n.* a metal chimney for letting out smoke from a steam engine or steamship (机车或轮船等的) 烟囱 (U5)

G

gallery /'gæləri/ *n.* a private room, hall, or building where works of art are shown and usually offered for sale 美术陈列室; 画廊 (U8)

Gothic /'gɒθɪk/ *adj.* of a style of building common in Western Europe between the 12th and 16th centuries, with pointed arches, arched roofs, tall thin pillars, and colored glass in the windows 哥特式的 (U8)

gradually /'grædʒʊəli/ *adv.* in small stages over a long period of time, rather than suddenly 逐渐地 (U2)

grant /grænt, grɑ:nt/ *n.* an amount of money that a government or other institution gives to an individual or to an organization for a particular purpose 授予物 (如土地、拨款等) (U1)

grasp /græsp, grɑ:-/ *vt.* to take or keep a firm

hold of, esp. with the hands 抓住; 抓紧 (U5)



heaven /'hevən/ *n.* the place believed to be the home of God, the angels, and of good people after death 天国; 天堂 (U4)

heroic /hɪ'rəʊɪk/ *adj.* showing extreme bravery and being admired for it 有英雄气概的; 英勇的 (U4)

hide-and-seek /'haɪdən'si:k/ *n.* a children's game in which one player covers his eyes and waits while the others hide, and then he tries to find them 捉迷藏 (U6)

historic /hɪs'tɔ:rɪk,-'tɔ:rɪk/ *adj.* sth. that is famous or important in history 历史上著名的或重要的 (U6)

humid /'hju:mɪd/ *adj.* (an atmosphere or climate) very damp, and usually very hot (空气或气候等) 潮湿的, 湿热的 (U2)



iceberg /'aɪsbɜ:g/ *n.* a very large piece of ice floating in the sea, most of which is below the surface 冰山 (U5)

immigration /,ɪmɪ'greɪʃən/ *n.* the coming of people into a country in order to live and work there 移民 (U2)

impressive /ɪm'presɪv/ *adj.* causing admiration; making a strong impression 给人深刻印象的 (U3)

inaccurate /ɪn'ækjʊrɪt/ *adj.* not accurate or correct 不准确的 (U2)

influence /'ɪnfluəns/ *n.* the act or power of producing an effect 影响力, 影响 (U4)

insert /ɪn'sɜ:t/ *vt.* to put or set into, between, or among 插入 (U2)

inspiration /,ɪnspə'reɪʃən/ *n.* a feeling that makes a person be able to do things beyond his or her usual ability, esp. creative ability in art, literature, or music 灵感 (U3)

invader /ɪn'veɪdə/ *n.* those who enter by force in order to conquer or pillage 侵略者 (U1)

Italianate /ɪ'tæliəneɪt/ *adj.* of an Italian style 意大利风格的, 意大利化的 (U8)



khan /kɑ:n/ *n.* a ruler or official in Asia, or their title 可汗 (U7)

kidnap /'kɪdnæp/ *vt.* to take (sb.) away unlawfully in order to demand money or sth. else for his safe return 诱拐(小孩); 绑架; 劫持 (U7)

kindergarten /'kɪndəgɑ:tn/ *n.* a school or class for very young children 幼儿园 (U6)

L

launch /lɔːntʃ/ *vt.* to put sth. into motion or send it on its course 使(某事物)运动; 送上轨道; 发射 *n.* the action of doing so 发射 (U6)

leaning /'liːnɪŋ/ *adj.* not upright 倾斜的 (U3)

lemonade /'lemə'neɪd/ *n.* a drink made of lemon, sugar and water 柠檬汁 (U6)

Leonardo da Vinci /'liːə'nɑːdəʊ də'vɪntʃi/ 莱昂纳多·达·芬奇 (1452—1519, 意大利文艺复兴时期画家、雕塑家、建筑师和工程师, 在艺术和科学领域均有创造性见解和成就) (U4)

linger /'lɪŋɡə/ *vi.* to remain for a time instead of going, esp. because one does not wish to leave; delay going 徘徊(尤指因不愿离开而继续逗留) (U2)

lower /'ləʊə/ *vt.* to move sth. slowly downwards 降低; 使下降 (U5)

lunar module /'ljuːnə,lʊː-, 'mɒdjuːl/ *n. phr.* a part of a spaceship to carry astronauts to the surface of the moon and back 登月舱 (U6)

lush /lʌʃ/ *adj.* having a lot of very healthy grass or plants 青葱的, 草木茂盛的 (U2)

M

maintain /men'teɪn/ *vt.* to continue to have sth. and not let it stop or grow weaker 保持, 维持 (U2)

manifestation /ˌmænɪfəs'teɪʃən/ *n.* an indication of the existence, reality, or presence of sth. (表示某事物的存在、现状或出现的) 显示 (U1)

manpower /'mænpaʊə/ *n.* workers who are considered as a part of the process of producing goods or providing services 人力 (U2)

maritime /'mærɪtaɪm/ *adj.* concerning ships or the sea 海上的, 海事的, 海运的; 海员的 (U8)

martial /'mɑːʃəl/ *adj. (formal)* relating to soldiers or war 军事的; 战争的 (U1)

martial arts *n. phr.* philosophies and techniques of self-defense that come from the Far East, for example, kung fu, karate, or judo 武术 (U1)

mature /mə'tjʊə/ *adj.* having reached full natural growth or development 成熟的 (U2)

maze /meɪz/ *n.* confusing network of pathways, as in a garden 迷宫, 曲径 (U3)

meanwhile /'miːnwaɪl/ *adv.* during the same period of time 同时 (U5)

Mona Lisa /'məʊnə'liːzə/ (意) 蒙娜丽莎 (欧

洲文艺复兴时期意大利画家达·芬奇所作著名肖像画) (U4)

monk /mʌŋk/ *n.* a member of a male religious community that is usually separated from the outside world 僧侣 (U1)

mountain range *n. phr.* a line of mountains 山脉 (U2)

myriad /'mɪrɪəd/ *n.* a vast number 无数; 巨大的数目 (U1)

N

naval /'neɪvəl/ *adj.* of, concerning, or belonging to a navy or ships of war 海军的 (U8)

O

observatory /əb'zɜ:vətəri/ *n.* a place from which scientists watch the stars and other heavenly bodies 天文台 (U8)

operator /'ɒpəreɪtə/ *n.* a person who works a machine, etc. 操作员 (U5)

opinion /ə'pɪnɪən/ *n.* a belief or a judgment about sb. or sth., not completely based on fact or knowledge 意见; 看法; 主张 (U6)

originally /ə'ɪdʒənəli/ *adv.* when sth. began or came into existence, often contrasted with what happened later 最初; 起先; 本来 (U4)

originate /ə'ɪdʒɪneɪt/ *vi.* to come into being; to start 出现; 开始 (U1)

outpost /'aʊtpəʊst/ *n.* (soldiers in an) observation post at a distance from the main body of troops; any distant settlement 前哨 (U7)

overthrow /,əʊvə'θrəʊ/ *vt.* to bring about the downfall or destruction of, esp. by force or concerted action 推翻 (U1)

P

paddy /'pædi/ *n.* a field where rice is grown 稻田 (U2)

paradise /'pærədəɪs,-daɪz/ *n.* a place of ideal beauty or loveliness 天堂, 乐园 (U3)

patriot /'pætriət/ *n.* one who loves, supports, and defends one's country 爱国者 (U1)

pavilion /pə'veɪlɪən/ *n.* a light, sometimes decorated roofed structure, used for shelter, as in parks 亭子 (U3)

pertain /pə'teɪn/ *vi.* to have reference; relate to 有关联; 关于 (U2)

picturesque /,pɪktʃə'resk/ *adj.* (of a place, building, scene, etc.) pretty, or suitable for a picture (地方、建筑、风景等) 美丽如画的; 适合画的 (U2)

possession /pə'zefən/ *n.* possessing; ownership 拥有, 占有, 所有 (U7)

posterity /pɒ'sterəti/ *n.* people of the future

子孙 (U3)

potential /pə'tenʃəl/ *n.* the qualities that exist

and can be developed 潜力; 潜能 (U4)

powerful /'paʊəfʊl/ *adj.* being able to control

or influence people and events 强有力的;
力量大的 (U4)

predecessor /'predɪsəsə,'pri:-/ *n.* an ancestor; a

forebear 祖先; 祖辈 (U1)

premises /'premɪsɪz/ *n.* the land and buildings

a business or an institution occupies 商业或
机构占用的土地和建筑 (U1)

prince /prɪns/ *n.* male member of a royal

family, esp. (in Great Britain) a son or
grandson of the king or queen 王子 (U7)

proceeding /prə'si:diŋ/ *n.* (usually **proceedings**)

an action taken in law 行动; 进行 (U8)

R

Raphael /'ræfeɪəl/ 拉斐尔 (1483—1520, 意

大利文艺复兴时期画家、建筑师) (U4)

reach /ri:tʃ/ *vt.* to get to 到达; 达到 (U7)

reign /reɪn/ *n.* the period during which a

monarch rules (在位期一个君主的) 统治
时期 (U1)

relatively /'relətɪvli/ *adv.* to a certain degree,

esp. when compared with other things of the
same kind 相对地; 比较地 (U2)

Renaissance /,renə'sa:ns,rɪ'neɪsəns/ *n.* the

period of European history from 14th century
to 16th century marked by a fresh interest
in ancient art and literature and by the
beginnings of modern science 文艺复兴(时
期) (U4)

reputed /rɪ'pju:tɪd/ *adj.* generally supposed

or considered (to be) 号称的; 被普遍认为
(U1)

resist /rɪ'zɪst/ *vt. & vi.* to succeed in not

giving in to sb. or sth. 经受住 (U6)

royal /'rɔɪəl/ *adj.* for, belonging to, supported

by, or connected with a king or queen 王室
的; 皇家的 (U8)

S

saber /'seɪbə/ *n.* a heavy sword with a curved

blade that was formerly used by soldiers on
horseback 军刀; 马刀 (U1)

sail /seɪl/ *vi.* to begin a journey on water 航

行 (U5)

sailor /'seɪlə/ *n.* seaman; member of a ship's

crew 海员; 水手 (U7)

scroll /skrɔʊl/ *n.* a long roll of paper, parchment,

or other material with writing on it 卷轴; 画
卷 (U2)

secular /'sekjʊlə/ *adj.* having no connection

with religion 世俗的; 非宗教的 (U1)

seedling /'si:dlɪŋ/ *n.* a young plant that has grown from a seed 秧苗 (U2)

seek /si:k/ *vt. & vi.* (**sought**, **sought**) to look for and find sb./sth. 找出或找到某人 (某事物) (U4)

Shakespeare /'ʃeɪkspɪə/ 莎士比亚 (1564—1616, 英国剧作家、诗人) (U4)

shipwreck /'ʃɪprek/ *n.* the destruction of a ship, as by hitting rocks or sinking 船只失事, 海难, 遇难 *vt.* to cause to suffer shipwreck 使 (船只) 失事; 使 (旅客等) 遭受船难 (U7)

site /saɪt/ *n.* a place where sth. was, is or is to be 地点, 场所; 遗址 (U8)

sleepy /'sli:pi/ *adj.* when you need or are ready to go to sleep 困的, 欲睡的 (U6)

spacefaring /'speɪs,feərɪŋ/ *adj.* connected with working or traveling in space 太空旅行的 (U6)

spacesuit /'speɪssju:t,-su:t/ *n.* what an astronaut wears, covering the whole body and supplied with air 宇航服; 太空服 (U6)

splash down *v. phr.* (esp. of a spaceship) land in water with a splash (航天器) 溅落 (U6)

standard /'stændəd/ *n.* a pole with an image or shape at the top formerly carried by armies 旗; 军旗 (U8)

stern /stɜ:n/ *n.* the back part of a ship 船尾 (U5)

steward /'stu:əd, 'stju:-/ *n.* a person who serves passengers on a ship, plane, train, etc. (轮船、飞机、火车等的) 乘务员 (U5)

stock /stɒk/ *n.* the trunk or main stem of a tree or another plant 树干或其他植物的主干 (U2)

strike /straɪk/ *vi.* (**struck**, **struck**) to harm suddenly 侵袭 (U7)

striking /'straɪkɪŋ/ *adj.* very noticeable or unusual 显著的; 突出的 (U2)

sunrise /'sʌnraɪz/ *n.* (in the morning) the sun's rising 日出 (U7)

sustain /sə'steɪn/ *vt.* to continue or maintain sth. for a period of time 维持; 持续 (U2)

swing /swɪŋ/ *n.* a seat hung from above on ropes or chains 秋千 (U6)

switch /swɪtʃ/ *vi. & vt.* to make or undergo a shift or an exchange 转换, 转变 (U1)

sword /sɔ:d/ *n.* a weapon with a long sharp metal blade and a handle 剑 (U3)



terraced /'terɪst/ *adj.* a slope or hillside has flat areas of ground like steps cut into it, where crops or other plants can be grown 成梯田的 (U2)

the Baby Boom *n. phr.* 生育高峰 (U6)

the Black Death *n. phr.* 黑死病 (U4)

the Great Depression *n. phr.* a time in the 1930s when there was very little economic activity around the world, which caused a lot of unemployment and poverty (20 世纪 30 年代早期的) 世界经济大萧条时期 (U6)

the Middle Ages *n. phr.* (in European history) the period between the end of the Roman Empire in 476 A.D. and about 1500 A.D., esp. the later part of this period (欧洲的) 中世纪 (U4)

the Orient /'ɔ:riənt/ *n.* Asia; the eastern part of the world 亚洲; 东方 (U3)

throne /θrəʊn/ *n.* an ornate chair used by a king, queen, or emperor on important official occasions; the position of being a king, queen, or an emperor 王座; 君主 (U1)

tile /taɪl/ *n.* a thin shaped piece of baked clay used for covering roofs, walls, floors, etc. 瓦片; 瓷砖 (U3)

toil /tɔɪl/ *vi.* to work very hard doing unpleasant or tiring tasks 辛苦劳作 (U2)

towering /'taʊəriŋ/ *adj.* very tall and therefore impressive 高耸的 (U2)

trade /treɪd/ *vi. & vt.* to engage in trade; to buy and sell 交易, 买卖, 经商; 对换, 购物 *n.* occupation; way of making a living, esp. a handicraft 生意; 职业; 行业 (U7)

trial /'traɪəl/ *n.* (often plural) a state of pain or anguish that tests patience, endurance, or

belief 考验, 磨难 (U1)

Turk /tɜ:k/ *n.* a native or inhabitant of Turkey 土耳其人 (U7)

turn in *v. phr.* to go to bed 上床睡觉 (U5)



unique /ju:'ni:k/ *adj.* being the only one of this type 唯一的, 独特的 (U1)

universally /ju:nɪ'vɜ:səli/ *adv.* everywhere; by everyone 普遍地, 全体地, 到处 (U8)

unsinkable /ʌn'sɪŋkəbl/ *adj.* not able to go down below a surface 不会下沉的 (U5)

unsteady /ʌn'stedi/ *adj.* shaking, not well controlled 不稳固的, 摇摆的 (U5)

upward /'ʌpwəd/ *adj. & adv.* towards what is higher 向上的 (地) (U4)

urban /'ɜ:bən/ *adj.* of or relating to a city 城市的 (U3)

urge /ɜ:dʒ/ *vt.* to try to persuade 催促, 劝说 (U6)



varied /'veəriəd/ *adj.* of different kinds 杂色的, 各式各样的 (U8)

version /'vɜ:ʃn,-ʒn/ *n.* a slightly different form 版本 (U3)

visualize /'vɪzjʊəlaɪz, 'vɪz-/ *vt.* to imagine what

sth. is like by forming a mental picture of it
想象; 设想 (U2)

voyage /'vɔɪdʒ/ *n.* journey by water, esp. a
long one in a ship 航程; 航海; 航行 (U7)



watermelon /'wɔ:təmelən/ *n.* a large fruit with
juicy red flesh and black seeds 西瓜 (U6)

weaver /'wi:və/ *n.* a person whose job is to

weave cloth 织布者, 织工 (U7)

wireless /'waɪərlɪs/ *adj.* without (using) wires;
connected by radio 无线的 (U5)

wisdom /'wɪzdəm/ *n.* the ability to use your
experience and knowledge in order to make
sensible decisions or judgments 智慧 (U1)

wreck /rek/ *vt.* to cause (a ship) to be destroyed;
to cause (the people on a ship) to be in a
shipwreck 使(船)失事; 使(船上的人)
遭难 (U7)