



普通高中教科书

# 英语

必修

第三册



 译林出版社

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### 普通高中教科书·英语 [必修 第三册]

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# 前 言

同学们：

欢迎使用《普通高中教科书·英语》！本册教材围绕“人与自然”和“人与社会”的主题语境，依托话题丰富、文体多样的语篇，引领你通过一系列英语学习活动，发展英语学科核心素养。现在，让我们走进教材，开启一段有趣的英语学习之旅。

每个单元首页的 **Welcome to the unit** 板块是你单元学习的起点，借助歌曲、视频、图示、文字等形式多样的语篇激发你的学习兴趣，帮助你初步了解单元主题，为单元学习做好热身准备。随后，你将进入一个非常重要的学习环节——**Reading** 板块。在这里，你将有机会阅读关于热带雨林、自然灾害、互联网世界以及科学家与科学精神等话题的语篇，感受真实、地道、优美的英语，了解自然环境与科技进步。你可以通过一系列多维度、分层次的阅读活动，深入探究主题意义，提升语言能力、文化意识和思维品质。来到 **Grammar and usage** 板块，你将在语篇中观察、探究语法现象，自主归纳语法规则，并在新的语境和活动中正确使用语法。接下来，在 **Integrated skills** 板块，你将综合运用听、说、读、看、写的技能，完成语言技能融合的活动。随后，在 **Extended reading** 板块，你将进行拓展阅读，通过观点表达等活动，进一步探究主题意义，获得对人与自然环境、科学技术的新认识。在 **Project** 板块，你将和同学一起开展合作学习、探究学习，完成一项综合性、实践性活动。**Assessment** 板块以列表的形式提供自评、互评等多种评价方式，促使你及时反思并调整学习行为，提升学习能力，使学习更有成效。在 **Further study** 板块，你可以根据自身的学习情况来选择教材推荐的资源在课后进行自主学习、拓展学习，继续体验英语学习的快乐。

祝你在这段英语学习之旅中，带着梦想，快乐而自信地前行！

《普通高中教科书·英语》编写组

2020年12月

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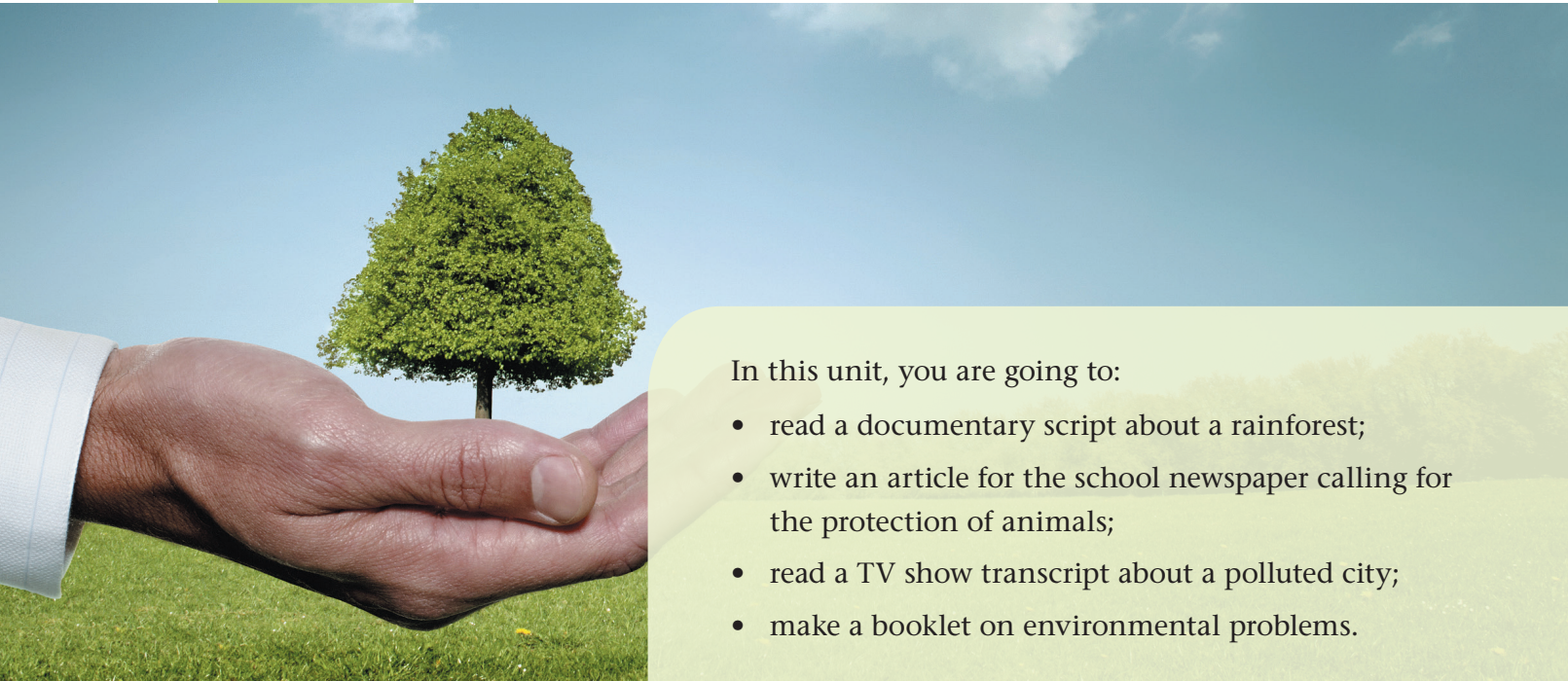


# UNIT 1

## *Nature in the balance*

*Let us not, however, flatter ourselves overmuch on account of our human victories over nature. For each such victory nature takes its revenge on us.*

—Friedrich Engels



In this unit, you are going to:

- read a documentary script about a rainforest;
- write an article for the school newspaper calling for the protection of animals;
- read a TV show transcript about a polluted city;
- make a booklet on environmental problems.

## Welcome to the unit



*The Earth is our only home. Listen to the song below and discuss the following questions in pairs.*

The human race has done much harm.  
We have polluted our soils and seas,  
And cut down too many trees.  
Now is the time to sound the alarm.

We want to live in a world that's clean;  
We want to live in a world of green.  
The human race has done much harm;  
Now is the time to sound the alarm.

Let's be thankful for the skies above;  
Let's plant new trees and stop pollution;  
Let's work together to find the solution;  
The Earth's our home to protect and love.

We want to live in a world that's clean;  
We want to live in a world of green.  
Let's be thankful for the skies above;  
The Earth's our home to protect and love.



- 1 What is the message of the song?
- 2 What can you do to help protect the environment?



## Reading



The world we live in is full of natural wonders. The documentary script below describes the Amazon rainforest, which is home to a wide range of wildlife. Before you read the script, think about the following questions:

- What plants or animals do you know about? What is special about them?
- What do you think this script is about judging from the title and pictures?



Welcome to the jungle, a huge sea of green alive with the sounds of animals. This is the Amazon rainforest. As the largest rainforest in the world, it plays a significant role in maintaining the fine balance of the Earth's ecosystem.

The Amazon rainforest crosses into eight countries, including Brazil and Peru, and  
5 one overseas region of France, all on the South American continent. With an area of around 6 million square kilometres, the Amazon rainforest is more than half the size of China. The Amazon River, from which the rainforest gets its name, is close to 6,400 kilometres in length—roughly 100 kilometres longer than the Yangtze River. On its journey from the mountains to the ocean, the river supports many  
10 different ecosystems. They give this area the richest biodiversity on the Earth: one in ten known species in the world can be found here.

Of the 390,000 plant species known to us, more than 40,000 can be found in the Amazon. This tall and ancient brazil nut tree produces nuts that we can eat; these water lilies are big enough to lie down on. The forest's different levels support an  
15 unbelievable variety of wildlife. At the bottom, there is a system of roots beneath the ground. Above that is the mass of leaf litter on the dark forest floor. The next level is made up of shorter plants with large leaves. Then there are the towering ancient hardwoods, and finally the tops of the tallest trees many metres above the ground. Each level of the forest forms its own little world, home to different kinds  
20 of living things.

More than 1,300 species of birds and over 400 species of mammals hide among the jungle's plant life. This jaguar is one example. It has a yellowish-brown coat with black spots. While a significant number of jaguars survive here, they are only one element of this forest's food chain. They feed  
25 on at least 87 species, including frogs. These frogs, in turn, feed on insects which eat leaves and fruit. When a jaguar dies, a tiny army of microorganisms helps break down its body and return the nutrients to the earth.



30 The Amazon rainforest breathes life into the planet by fixing carbon and producing over 20 per cent of all the Earth's oxygen. Thus, it is often known as the "lungs of the planet". Moreover, the Amazon rainforest is a treasure house of species that can be used for food or medicine. Yet there is one major danger to these irreplaceable plants and animals: us. Over the past 50 years, about 17 per cent of the rainforest  
35 has disappeared due to human activities such as agriculture and cattle farming. As the impact of human activities continues to grow and the list of species in danger of extinction becomes longer, we are left with a question: can we afford to damage the "lungs of the planet"?

## A Understanding the text

**A1** Read the documentary script and write the main idea of each paragraph.

Para. 1: Introduction to the Amazon rainforest

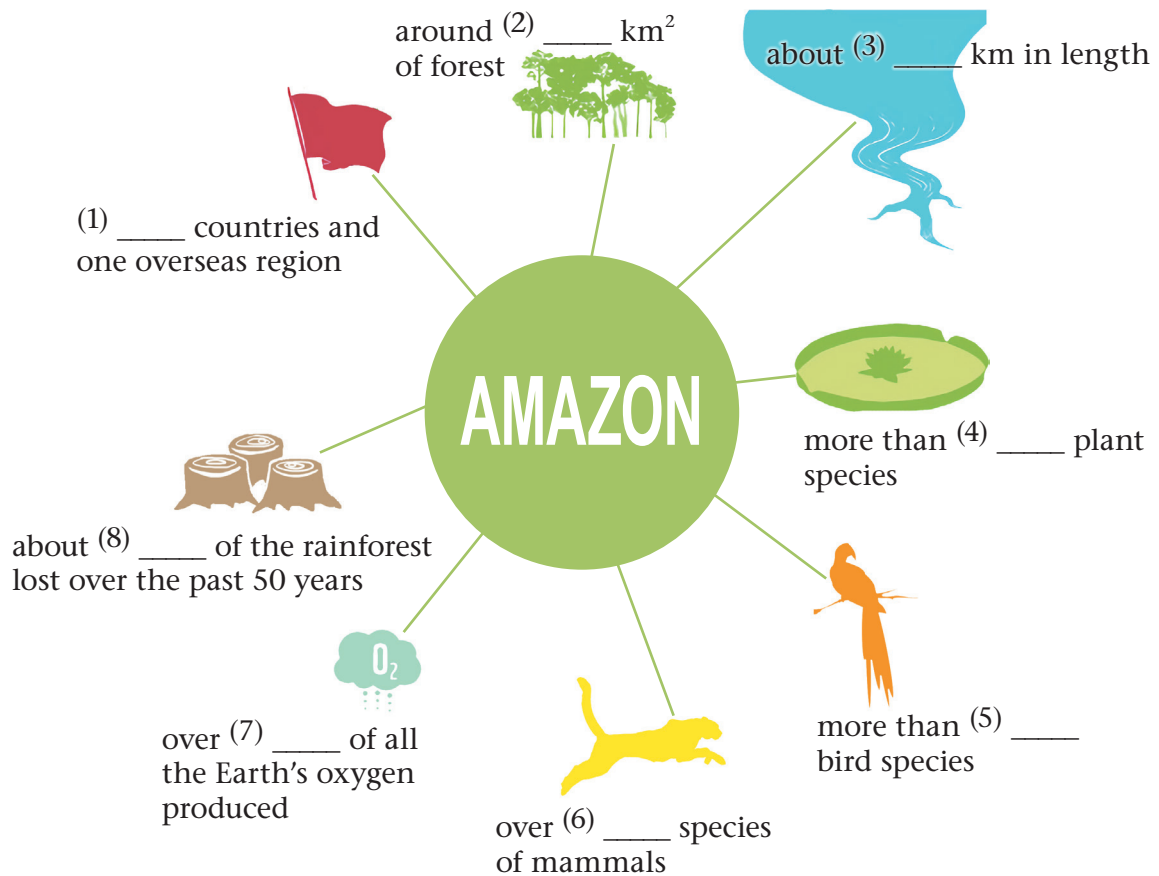
Para. 2: Basic information about the rainforest

Para. 3: \_\_\_\_\_

Para. 4: \_\_\_\_\_

Para. 5: \_\_\_\_\_

**A2** Read the documentary script again carefully and fill in the blanks with the figures.



**A3** In pairs, discuss the following questions.

- 1 What makes the Amazon rainforest a natural treasure according to the script?
- 2 What is your answer to the question at the end of the script? Support your opinion with information from the script or other sources.
- 3 Are there any places in China with rich biodiversity like the Amazon rainforest? What are they? Introduce one to the class.

## B Building your language

**B1** The passage below is from a website about the Amazon rainforest. Complete the passage with the correct forms of the words and phrases in the box below.

agriculture  
variety

impact  
survive

thus  
beneath

due to  
break down

The Amazon rainforest is home to a great (1) \_\_\_\_\_ of plant life; however, its soil is surprisingly poor in nutrients. In fact, the soil in the region cannot support (2) \_\_\_\_\_ for more than a few years. If a scientist is shown a report listing the nutrients of that soil, he or she will probably think that only desert plants can (3) \_\_\_\_\_ in it! Then why is the soil so poor in nutrients? For one thing, the rainy season has a(n) (4) \_\_\_\_\_ on the soil. In the rainy season, the water level can rise to more than 12 metres. When the water goes away, it takes away the nutrients in the soil. For another thing, (5) \_\_\_\_\_ the Amazon's hot climate, it is difficult for the soil to build up enough nutrients. Dead plants and animals (6) \_\_\_\_\_ more quickly. The nutrients are soon taken in by the roots of the plants deep (7) \_\_\_\_\_ the ground. As a result, most of the forest's nutrients are locked up in the plants themselves, (8) \_\_\_\_\_ allowing them to grow at an unbelievable speed.

**B2** The documentary script uses some words with negative prefixes. Note the following prefixes and think of more words formed with them. Then fill in the table below with as many words as you can.

Prefixes	Words
un-	unbelievable
dis-	disappear
in-/im-/il-/ir-	irreplaceable
non-	non-smoking

**B3** The documentary script compares the size of the Amazon rainforest with that of China, and the length of the Amazon River with that of the Yangtze River. Find these comparisons in the script and think of similar comparisons for the figures below.

**Learn this** While the reader may find a large figure too abstract to understand, making comparisons with familiar places or objects will help them gain a better understanding. Here are some expressions used to make comparisons:

the same size/length as ...

as large/long as ...

more than/larger than/longer than ...

twice/three times as large/long as ...

- 1 It was reported that in 2011, about 34 million people lived in the Amazon. (population of Canada: 37 million; population of Shanghai: 24 million)
- 2 From 2001 to 2012, about 177,000 square kilometres of the Amazon rainforest were lost. (size of New Zealand: 268,000 km<sup>2</sup>; size of Jiangsu: 107,200 km<sup>2</sup>)

# Grammar and usage

## Ellipsis

### A Exploring the rules

Jack and Henry are talking about a documentary on environmental protection. Pay attention to the underlined sentences and write down the words that have been left out in the brackets below. The first one has been done for you.

**Jack:** Hi, Henry! Did you watch the documentary about environmental protection on TV yesterday?

**Henry:** (1) No, I didn't.

**Jack:** What a pity! I highly recommend it. (2) You can watch it online if you want to. It's about some of the worst environmental problems we're facing today. Global warming, for example, is a major problem caused by greenhouse gases. It may lead to extreme weather events: droughts, heatwaves and so on. (3) I felt worried when watching the documentary.

**Henry:** Does it also talk about solutions to these problems?

**Jack:** Yes. It includes interviews with more than 20 of the world's leading experts on environmental issues. All of them come up with creative ideas on how to solve these problems. (4) Some call for the application of modern technology, and others a change of lifestyle.

**Henry:** I wish we could also do something to help. (5) Got any ideas?

**Jack:** What about making a brochure about environmental problems?

**Henry:** (6) Sounds great! Let's get started after lunch.

- 1 No, I didn't (watch the documentary about environmental protection on TV yesterday).
- 2 You can watch it online if you want to ( ).
- 3 I felt worried when ( ) watching the documentary.
- 4 Some call for the application of modern technology, and others ( ) a change of lifestyle.
- 5 ( ) Got any ideas?
- 6 ( ) Sounds great!

### Working out the rules

- We sometimes use ellipsis to avoid (1) \_\_\_\_\_ (stressing/repeating) one or more words when the meaning is clear.
- We can use ellipsis:
  - in short responses;
  - in infinitives;
  - after some conjunctions like *if*, *when* and *while*;
  - in clauses with the same pattern and the same verb;
  - at the beginning of a sentence in (2) \_\_\_\_\_ (informal/formal) speech.

← Grammar notes → page 98

## B Applying the rules

**B1** Find the mistakes and rewrite the sentences using ellipsis.

- 1 I cannot watch the documentary this weekend, though I would like.  
\_\_\_\_\_
- 2 Cows live on land, and fish the water.  
\_\_\_\_\_
- 3 The Amazon rainforest is smaller now than was 50 years ago.  
\_\_\_\_\_
- 4 He had planned to borrow a book on environmental protection, but he didn't do.  
\_\_\_\_\_
- 5 When taking photos of wildlife, every effort should be made to ensure that we keep away from the animals.  
\_\_\_\_\_

**B2** Jack is sharing with his classmates his experience of taking part in a forest clean-up activity. Use ellipsis where necessary. Put brackets around the word(s) that can be left out.

Last weekend, I took part in a forest clean-up activity. It was organized by GreenHope, an organization devoted to protecting forests. At first I didn't want to take part in the forest clean-up activity, but then I thought, "What if nobody goes?" Our team leader, Joe, took us to a forest outside the city. I was sad to see litter everywhere. There was a "No littering is allowed here" sign at the entrance to the forest, but that didn't stop people from throwing their rubbish on the ground. Joe divided us into two groups: one group cleaned up the north side of the forest, and the other group cleaned up the south side of the forest. We worked for several hours and we were happy to see that the forest looked cleaner than it had looked before. It was absolutely worth our effort! There'll be another clean-up activity in the green belt next Saturday. You can find Joe and sign up if you're willing to help. Everyone who takes part in the activity will receive a medal. I'll join you too if I have time.

**B3** In pairs, describe the pictures below using ellipsis to call for the protection of the environment. Use the example to help you. You can also draw a picture and think of a slogan.

### Example



When the water is too dirty to drink and the air too polluted to breathe, will you be able to look at your children and say, "What a beautiful world!"?



# Integrated skills

## Calling for the protection of animals

**A** Jim is reading a news report about how human activities are harming animals. Read the news report and answer the questions below.

### Human activities cause increasing harm to animals

When you think of a fearsome hunter, images of lions and sharks may spring to mind. Recent research by environmental scientists, however, shows that in fact, humans are the most fearsome hunters who have the greatest impact on animal populations. Human activities have brought many animals close to extinction. In the last 500 years, over 300 species of animals have gone extinct. Some activities, such as hunting and fishing, directly harm animals, while other activities, such as development in towns and cities, impact indirectly on animal populations.

Hunting and fishing have directly influenced the world's animal populations.

Some people hunt animals for food: whale meat is eaten in some parts of the world. Some people hunt animals for fashion: animal skin is used to make coats and bags. Still others hunt animals just for fun: deer are tracked and shot by people who enjoy the excitement of the sport.



Human activities that have indirect effects on animals can be just as harmful. When we build farms or factories, we destroy animal habitats and leave many animals with nowhere to live, or no food to eat. We can also put animals in danger without ever entering their habitats. Air, water, noise and light pollution can all have a deep and damaging influence quite far from their source. Partly due to pollution caused by ship traffic and other human activities, the dolphin population has dropped greatly. As the human population continues to grow, so does the effect we have on animals.

1 What are the three main reasons why people hunt animals?

---

2 How do human activities indirectly have an effect on animals?

---

**B** Jim has found a video about protecting animals. Watch and finish the exercises below.



**B1** Watch the video and answer the following questions.

1 What happened to several whale species in the last century?

---

2 What can protected areas ensure?

---

3 What causes the loss of animal habitats in the Amazon rainforest?

---

4 What will we be better able to do if we learn more about how human activities harm the environment?

---



**B2** Watch the video again and complete the notes below.

## Animal protection

### Importance of animals

- They make our world more (1) \_\_\_\_\_.
- They provide (2) \_\_\_\_\_ for us.
- They play a role in (3) \_\_\_\_\_ of our ecosystem.

### Ways to protect animals

- Make hunting endangered animals (4) \_\_\_\_\_.
- Protect (5) \_\_\_\_\_.
  - Create well-planned and well-managed protected areas.
  - Take small actions, like (6) \_\_\_\_\_.
- Make people understand the problems facing animals.



**C** In pairs, talk about animal protection. Use the following questions and expressions to help you.

- Why should we protect animals?
- How are animals harmed by human activities?
- What action should be taken to protect animals?

### Expressions

#### Talking about animal protection

Animals are in danger/at risk when we ...

We can take care of/protect animals with these measures.

Protecting animal habitats is of great importance because ...

We can take measures to/make efforts to ...

We should call on people to ...

**D** Write an article for the school newspaper calling for everyone to protect animals. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

#### • Learning about the structure

When you write an article to call for the protection of animals, you can follow the structure below:

- State the importance of protecting animals.
- Explain how human activities harm animals.
- Come up with ways to protect animals.

#### • Learning about the language

- It is a good idea to give examples when you explain how human activities harm animals. You can use the following expressions: *for example, for instance, take the example of, etc.*
- You can also use powerful and emotive words and phrases to make a strong impact on the reader.

### Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation     | <input type="checkbox"/> Spelling                | <input type="checkbox"/> Grammar   |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

#### Self-review

- What ways do you come up with on protecting animals?
- Do the examples help explain how human activities harm animals?

#### Peer review

- What advice does your partner give on your writing?
- How can you improve your writing?

## Extended reading



Read the TV show transcript about a polluted city.



**HOST:** Good evening and welcome to *News that Matters*. Our topic today is pollution in Norgate. Joining us in the studio tonight are James Smith, a local resident; Vincent Brown, senior manager of a local factory; and Julie Archer, chief of the Norgate Environmental Protection Committee. Welcome.

5

Norgate's rapid development has had significant environmental costs. Mr Smith, you've lived in this city for over 20 years. How would you describe the effects of pollution over that time?

**SMITH:** It's been awful, really. When I first moved here, the air was fresh, the grass green and the water clear. Then heavy industry factories moved in, and things became entirely different. I don't enjoy outdoor activities any more. The river is dirty and smelly. The smog in the air has coloured the sky a smoky grey; it's also given me a cough that I can't get rid of. For health and safety reasons alone, heavy industry has to go.

10

**HOST:** Mr Smith protested against heavy industry. Mr Brown, would you like to respond?

15

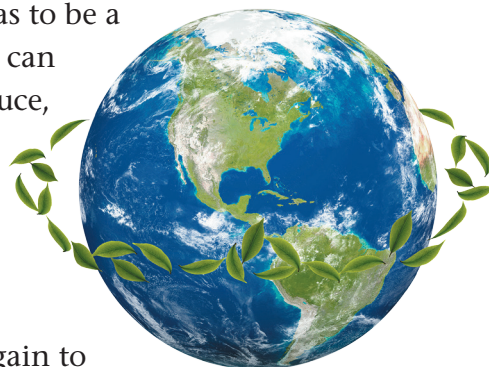
**BROWN:** Well, I'm sorry you feel that way, Mr Smith. People tend to connect factories with pictures of clouds of dirty smoke and irresponsible businessmen eager to make huge profits. In defence of the factories, however, I'd like to point out that we also try to control the amount of pollution we produce. I think I speak for all factory managers when I say we're deeply concerned about the environment. We've been taking various measures, including the use of new technologies, to reduce pollution in the production process, even though these measures raise

20

25 our production costs. I'd also like to draw your attention to the economic  
benefits factories have brought to Norgate. We've created many jobs for  
local residents and helped the city's economy grow.

**HOST:** Thank you, Mr Brown. With pollution levels on the rise, the Norgate  
30 Environmental Protection Committee is searching for ways to fight  
the problem. Mrs Archer, what are your thoughts on how to deal with  
pollution?

**ARCHER:** Well, our committee has a major role to play in maintaining air and  
water quality. We have to achieve a balance between environmental  
35 protection and economic development. We've made environmental  
policies for businesses to observe, like strict clean-up requirements.  
We also work hand in hand with other branches of government to  
ensure that development strategies are followed in an environmentally  
friendly way. However, fighting pollution isn't just a task  
40 for factories and the government. It has to be a  
community-wide effort, and everyone can  
help by following the golden rule: reduce,  
reuse and recycle. For example, you  
can save energy by taking the bus or  
45 the subway, or using the bike-sharing  
system.



**HOST:** Thank you, Mrs Archer, and thanks again to  
all of our guests. A former UN official once said, "Saving our planet,  
50 lifting people out of poverty, advancing economic growth ... these are  
one and the same fight." The fortunes of our environment and our  
economy are inseparable. It's our duty to protect the environment while  
we aim for economic development. It's our duty to leave a better, cleaner  
and healthier planet to our children. It's our duty to build a human  
community with a shared future.

**A** Summarize the main viewpoints of the host and three guests.

	Points of view
James Smith	
Vincent Brown	
Julie Archer	
Host	

**B** Pollution is a serious problem around the world, and much effort has been put into the fight against it. Do you think things will change significantly in the future? Describe what the world will be like 20 years from now.

# Project

## Making a booklet on environmental problems

**A** As a class, discuss different environmental problems. You can use the ideas below or think of other ideas. Then in groups, choose one problem to research.

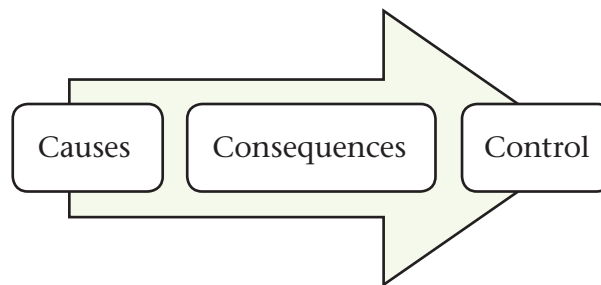
air pollution	noise pollution	habitat loss
light pollution	water pollution	global warming
soil pollution	overfishing	...

### Tip

#### Interacting with others

While discussing in a group, make eye contact with others to make sure that they can understand and are interested. Listen to their feedback carefully and respond appropriately. You may also ask questions to show that you are interested.

**B** As a group, research your chosen problem. Use the diagram below to help you.



**C** As a group, put together your information to make your part of the booklet. Use the example below to help you. Present your part to the rest of the class. Then as a class, put all the parts together to make the booklet.

## Water pollution

### Causes

There are various causes of water pollution. Large amounts of industrial waste poison the water after they enter water bodies. Moreover, animal and human waste pollutes the water. Water pollution is also caused by poisonous chemicals used in agriculture.

### Consequences

Polluted water bodies not only do harm to animals and plants; they also have a long-lasting effect on humans. For example, in many parts of the world, the poor quality of the local drinking water gives rise to public health problems.

### Control

To prevent further damage to water bodies, it is necessary to take some measures. First, we must draw public attention to the problem. Second, more strict laws should be passed to help reduce water pollution. Third, we can volunteer to take part in clean-up activities.



## Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

- 5 = Excellent
- 4 = Good
- 3 = Satisfactory
- 2 = Fair
- 1 = Improvement required



How well can you:	Me	Partner
understand the documentary script about the Amazon rainforest?		
write an article calling for the protection of animals?		
understand the TV show transcript about pollution in Norgate?		
interact with others and make a booklet on environmental problems?		
use the new vocabulary from this unit? *		
identify and make use of ellipsis? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 57–58.

**B** If improvement is required for some of the areas above, make an action plan.

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## Further study



"My Wish: Build the Encyclopedia of Life" is a video talk given by biologist Edward O. Wilson. In the talk, he comes up with the idea for collecting data about every species living on the Earth. He believes that we can understand and manage the Earth's biodiversity better by exploring it properly. Watch the video talk to find out why this project is important to us all.



*Seven Worlds, One Planet* is a documentary that takes the viewer on an eye-opening journey across the seven continents. Each continent has its own distinct geography and climate, which over time has resulted in unique wildlife. Watch the documentary and enjoy the stories about the natural world.



## UNIT 2

# Natural disasters

*Nature is kind of a loving mother, but also a butcher in cold blood.*

—Victor Hugo



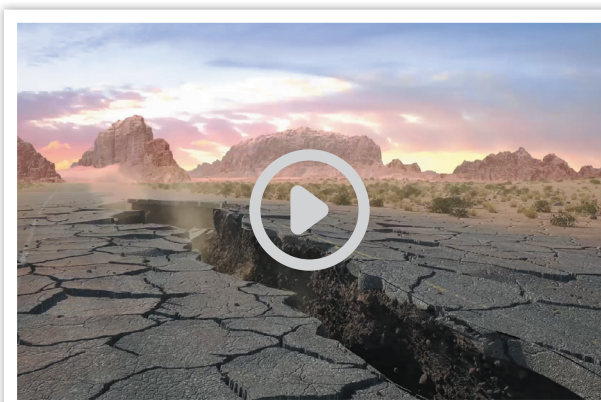
In this unit, you are going to:

- read two news reports about how disaster preparation has helped save lives;
- continue a story about a family caught in a natural disaster;
- read an excerpt from a novel about a famous volcanic eruption;
- make an information folder about rescue methods.

## Welcome to the unit



Natural disasters are terrible reminders of the power of nature. Watch the video and finish the following exercises.



- Plates moving underground can cause an earthquake, which is \_\_\_\_\_ of the earth's surface.
- When a volcano erupts, \_\_\_\_\_, volcanic ash and even rocks escape through a large opening at the top.
- A large amount of \_\_\_\_\_ falling down a hill or mountain is called a landslide.

- 1 What other types of natural disasters do you know about?
- 2 What natural disasters in history have you heard about?

## Reading



*We cannot prevent natural disasters, but is there anything we can do when they hit? The news reports below describe lucky escapes from two natural disasters. Before you read the news reports, think about the following questions:*

- What do you know about the signs of a natural disaster?
- What would you do during an earthquake?

# Pupils' lives spared during Falmont earthquake



By Raymond Tran  
18 March

**FALMONT**—On 17 March, 476 students and 36 teachers at Falmont Primary School escaped an earthquake that hit the county at 2:27 p.m. Only 5 students suffered slight injuries, despite the current figures of 7 killed and over 200 injured in the disaster area at large.

- 5 Alice Brown, head teacher at Falmont Primary School, was teaching when the floor began to shake. Her students' reaction was quick and correct—they moved under their desks, head first, and held on to the legs of the desks. At the same time, Miss Brown quickly opened the classroom door, in case it became damaged during the shaking and could not open. There were loud crashes of glass breaking and
- 10 things falling to the ground, but the students remained still and waited calmly and quietly.

- The moment the shaking stopped, Miss Brown sensed it was the best time for the class to make their escape. She signalled to her students to exit the classroom in an orderly line covering their heads with their hands. Within one minute and twenty
- 15 seconds, the whole class went down the stairs and rushed to the playground. Soon students from other classes arrived too. After a roll call confirmed that all were safe and sound, they relaxed, laughing, crying and hugging each other.



- 20 “We practise earthquake safety procedures twice a year,” said Miss Brown, “so the kids were calm enough to protect themselves during the earthquake.”

# Girl saves 100 from tsunami



By Jessie Cable  
21 December

NEWDALE—On 20 December, a series of huge waves caused by an undersea earthquake raced across the ocean near Goldshore and left thousands dead. Goldshore Beach was the only local beach to survive the disaster without any loss of life. A 10-year-old girl, Sabrina Andron, helped around 100 people escape danger  
5 with her knowledge of tsunamis.

The day began like any other on Goldshore Beach. People were walking, running or simply sitting on the sandy beach, enjoying the warm sea air and the soft wind that brushed their hair. Sabrina was one of the happy tourists until she noticed something odd. “The water was like the bubbles on the top of a beer,” she later  
10 explained. “It wasn’t calm and it wasn’t going in and then out. It was just coming in and in and in.” Sabrina had just learnt about tsunamis in a Geography lesson. It immediately occurred to her that these were signs of an approaching tsunami.

Sabrina was frightened, but she soon kept her head. She warned her parents of the danger, though at first they just thought she was joking. However, Sabrina was  
15 certain that a terrible disaster was on its way and kept asking her parents to talk to a safety officer. To her great relief, the officer immediately realized the coming danger. The beach was rapidly cleared of people, just before the huge waves crashed into the coast.





## A Understanding the text

**A1** Read the news reports and complete the table below.

	News report 1	News report 2
<b>When</b>	(1) _____	20 December
<b>Where</b>	Falmont Primary School	(4) _____
<b>What</b>	Students and teachers at a primary school (2) _____ _____.	A girl (5) _____ _____.
<b>How</b>	They reacted correctly and quickly when the earthquake hit.	(6) _____ _____.
<b>Why</b>	(3) _____ _____.	The girl had learnt about tsunamis in a Geography lesson.

**A2** Read the news reports again carefully and answer the following questions.

1 How many deaths and injuries did the earthquake cause in Falmont?

\_\_\_\_\_

2 Why did Miss Brown quickly open the classroom door?

\_\_\_\_\_

3 What did Sabrina notice about the sea water?

\_\_\_\_\_

4 What was her parents' first reaction when Sabrina warned them of the approaching tsunami?

\_\_\_\_\_

**A3** In pairs, discuss the following questions.

1 What personalities did Miss Brown and Sabrina show in the disasters? Use details from the news reports to support your opinion.

2 What can you learn from these two news reports?

3 What can be done to prepare for a natural disaster?

## B Building your language

**B1** The passage below is about typhoon safety tips. Complete the passage with the correct forms of the words and phrases in the box below.

reaction	procedure	crash	keep one's head
confirm	exit	safe and sound	at large

A typhoon is a destructive storm that occurs in the north-west Pacific Ocean. Typhoons are quite common in south-east Asian countries. In 2013, when Super Typhoon Haiyan hit the Philippines and neighbouring countries, huge waves (1) \_\_\_\_\_ into the coasts, causing serious damage. The disaster killed thousands of people in the area (2) \_\_\_\_\_.

Although there is no way to prevent a typhoon, you can get prepared for it. In order to protect yourself from a typhoon, follow the proper safety (3) \_\_\_\_\_. The correct and quick (4) \_\_\_\_\_ can make the difference between life and death. If a typhoon is approaching, close and lock all windows and doors, and tie down large outdoor objects so that they do not blow away. During a typhoon, you should do your best to (5) \_\_\_\_\_. It is also important that you stay inside. If you have to go outside, always (6) \_\_\_\_\_ using the stairs. When you are out, stay away from trees, large signs and light poles. Remember to inform yourself of what is going on. Pay attention to news updates (7) \_\_\_\_\_ whether the danger is gone. These tips will help keep you (8) \_\_\_\_\_ in the face of a typhoon.

**B2** The news reports use "crash" and "escape" as different parts of speech. Find the sentences containing these words and make sentences using each of them. The first pair of sentences are given.

There were loud **crashes** of glass breaking and things falling to the ground, but the students remained still and waited calmly and quietly.

The beach was rapidly cleared of people, just before the huge waves **crashed** into the coast.

### Tip

#### Learning words used as different parts of speech

Many English words can be used as more than one part of speech. For example, *water* can be used as a noun (*drinking water*) and a verb (*water the flowers*). Pay attention to these words and their collocations—remembering how they are used helps you master these words.

**B3** The news reports describe scenes using different senses. Find the sentences about sights and sounds in the news reports and describe the picture below, using at least two senses.

**Learn this** When describing a scene, use sensory information to put the reader in the action. How do things look, sound, feel, smell and taste? Such descriptive details allow the reader to be transported into the scene.



# Grammar and usage

## To-infinitives as attributives and adverbials of result

### A Exploring the rules

Anna is interviewing her teacher, Mr Li, about his experiences during a hurricane. Find the sentences with *to*-infinitives and fill in the table below. The first ones have been done for you.

**Anna:** Mr Li, I heard you experienced a strong hurricane when you were attending a conference in the United States. Can you tell me about it?

**Mr Li:** Sure. I was staying in Atlanta, and that was one of the cities to be hit.

**Anna:** Did you know that the hurricane was coming?

**Mr Li:** Yes. That morning, I turned on the TV for some local news, only to hear that a hurricane was on its way. As you can imagine, it was a bit of a shock.

**Anna:** What did you do during the hurricane?

**Mr Li:** The roads were blocked, so there was nothing for me to do but stay inside. You know, going outside during a hurricane is much too dangerous.

**Anna:** Exactly. How did you feel during the hurricane?

**Mr Li:** The strong wind and heavy rain didn't scare me, but I was quite frightened during the power failure.

**Anna:** Were you afraid of running out of supplies?

**Mr Li:** Actually, no. I had enough food and water to last a whole week!

**Anna:** That was lucky! What did the streets look like after the hurricane?

**Mr Li:** When the wind and rain stopped, I looked out of the window, only to see huge trees lying across the street and water everywhere!

**Anna:** The hurricane must have caused a lot of damage and suffering.

**Mr Li:** Yes. Luckily, many people came to help, donating food and clothes to charities.

To-infinitives as attributives	To-infinitives as adverbials of result
I was staying in Atlanta, and that was one of the cities to be hit.	That morning, I turned on the TV for some local news, only to hear that a hurricane was on its way.

### Working out the rules

- When the *to*-infinitive is used as an attributive, it is often put (1) \_\_\_\_\_ (before/after) the noun or pronoun it modifies.
- When the *to*-infinitive is used as an adverbial of result, it can refer to an (2) \_\_\_\_\_ (expected/unexpected) result. In this case, we often use *only* before the *to*-infinitive.

Grammar notes → pages 98–99

## B Applying the rules

**B1** Match the first half of the sentences below with the correct to-infinitives. Write the letters in the blanks. Then try to understand the functions of the to-infinitives.

- |  |       |  |
|--|-------|--|
| 1 I went to the annual earthquake workshop         | _____ | a to be cleared of people before the volcano erupted.              |
| 2 The authorities told the local people            | _____ | b to be repaired.  |
| 3 They arrived at the airport                      | _____ | c to stay inside when the typhoon arrived.                         |
| 4 Before we returned home, the flood damage needed | _____ | d only to find the flight had been cancelled due to the snowstorm. |
| 5 This was the last city                           | _____ | e to learn some safety tips.                                       |

**B2** Below is Anna's to-do list from yesterday afternoon. Complete the diary entry below using to-infinitives.

1:30 p.m. Find books about hurricanes in the school library  
3 p.m. Meet Mr Li in his office (Mr Li will attend a staff meeting at 4 p.m.)  
5 p.m. Make PPT slides for my project in the school computer room

This afternoon, I went to the school library (1) \_\_\_\_\_.  
At 3 p.m., I arrived at Mr Li's office, only (2) \_\_\_\_\_. Just then, I saw a note from Mr Li on the office door saying he was in the meeting room. I went there and we talked about his experiences during a strong hurricane. Mr Li described the hurricane in great detail. He also mentioned a charity event to raise funds for the disaster area. Our interview ended at 3:50 p.m. because Mr Li had a staff meeting (3) \_\_\_\_\_ at 4 p.m. Next I went through my notes of Mr Li's experiences and at 5 p.m. I went to the school computer room (4) \_\_\_\_\_.

**B3** Jim is talking to his friend Julie about his experience after the earthquake. In pairs, complete the conversation below using to-infinitives.

**Julie:** I heard the earthquake in your city was terrible. Did you move to a safe place?

**Jim:** Yes. My neighbourhood (1) \_\_\_\_\_. People from other neighbourhoods followed later.

**Julie:** Is it true that the emergency services provided everyone with sleeping bags?

**Jim:** Yes. They did this (2) \_\_\_\_\_.

**Julie:** Did you miss home?

**Jim:** Yes, I did. I (3) \_\_\_\_\_, but I had to wait three weeks before it was safe to go back.

**Julie:** What did your home look like when you returned?

**Jim:** I came home (4) \_\_\_\_\_. Nothing was left in one piece.

**Julie:** I'm sorry to hear that. Did the authorities give you any advice?

**Jim:** Yes. They (5) \_\_\_\_\_.

# Integrated skills

## Continuing a story about a flood

**A** Leo has found an online talk about flood safety tips. Listen and finish the exercises below.



**A1** Listen to the talk and decide whether the following statements are true (T) or false (F). Circle the incorrect information in the false statements and correct it in the blanks.

1 About 250,000 people in the world are affected by floods every year. T / F

2 Floods are not always caused by heavy rainfall. T / F

3 People should prepare food and drinking water to last at least seven days. T / F

4 Fifteen centimetres of moving water can wash most cars away. T / F



**A2** Listen to the talk again and complete the notes below.

### Flood safety tips

#### Before a flood

- Prepare (1) \_\_\_\_\_. They should include:
  - (2) \_\_\_\_\_;
  - sleeping bags;
  - (3) \_\_\_\_\_;
  - food;
  - drinking water.
- Bring the (4) \_\_\_\_\_ to the upper levels of the house.

#### During a flood

- Leave immediately and move to (5) \_\_\_\_\_.
- Move to the upper floor if you are already inside a building.
- Do not (6) \_\_\_\_\_ through the moving floodwater.

#### After a flood

- Listen for official (7) \_\_\_\_\_ to learn when it is safe to go home.
- Watch out for (8) \_\_\_\_\_ and power lines.
- Stay away from the floodwater. It may be polluted and unsafe to touch.

#### Tip

#### Listening for keywords

It is important to listen for keywords carefully. Keywords are the most important words in a sentence or paragraph. They are often stressed and repeated. There is usually a pause before a keyword.

**B** After completing his research, Leo began to write a story about a family caught in a flood. Read the first half of his story below and fill in the table.

## Caught in a flood

### (Part I)

Mary and her parents were downstairs in the living room. Mary was looking through the windows at the endless rain outside. It had been raining non-stop for three days. She had never seen a storm this bad. It was making her nervous. The wind roared and the rain beat on the roof and windows. Dad was listening to a weather report on the radio, while Mum was putting their important documents and disaster supplies into a bag.

“Mum, Dad,” said Mary suddenly, “I think we should leave here right away!”

“No,” said Dad. “It’s too late! The radio says the city has already been flooded.”

“We can drive our car through the floodwater! Let’s just leave! I’m really scared!” cried Mary.

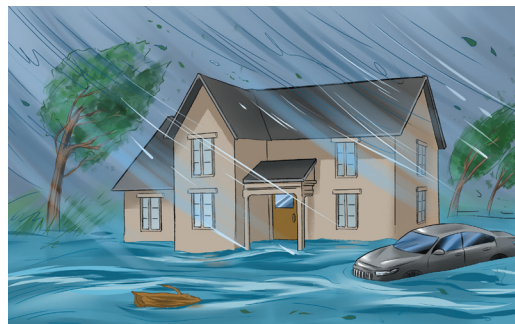
“We can’t do that, honey,” explained Mum, “otherwise the moving water could wash the car away!”

Mary walked to the door. She was curious to see how much water there was outside.

“Don’t open the door!” shouted Mum and Dad at the same time. “The water may flood in!”

Dad moved the dinner table against the door, in case the floodwater forced the door open. Mum waved to Mary to sit on the sofa. “Mary, don’t worry. Everything’s going to be OK,” she said softly, trying her best to comfort Mary. Her voice was calm, but Mary could tell she was worried too.

Without saying a single word, Dad walked to the sofa, sat down and hugged his wife and daughter. The sudden silence in the house seemed to make the wind and rain more frightening outside. What could they do?



Setting	
Characters	
Plot	

**C** In pairs, discuss what might happen next in the story. Use the following questions to help you.

- What if Mary and her parents try to leave their house? What if they decide to stay at home?
- What safety tips from part A can be used to help Mary and her parents protect themselves?
- Will any new characters appear? Who are they and what will they do?

### Tip

#### Asking for clarification

In a discussion, you may not hear some of your partner's words clearly, or you would like him/her to explain his/her ideas more clearly to you. Try to ask for clarification, e.g. *I'm sorry, could you say that again? What do you mean by that? Could you please explain this word?*

**D** Continue the story about Mary's family caught in a flood. Use your ideas from part C and the information in parts A and B to help you.

## Planning your writing

### • Learning about the text type

The typical features of a story are the setting, characters and plot. The setting refers to the time, the place and the social and cultural conditions connected with the characters. The characters are usually people or animals. There can be one main character or many in the story. The plot refers to the series of events that happen in the story.

### • Learning about the structure

At the beginning of your writing, use transitional words or sentences to make connections with the first half of the story. Make sure the second half matches the first half in terms of characters and content.

### • Learning about the language

Dialogue is important in a story. It can show emotion, move the plot forward and reveal a character's personality. Dialogue is usually placed inside quotation marks.

## Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation     | <input type="checkbox"/> Spelling                | <input type="checkbox"/> Grammar   |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

### Self-review

- Does your writing match the first half of the story in terms of characters and content?
- Do you use dialogue in your writing?

### Peer review

- What does your partner think of your writing? Does it show creativity and imagination?
- What suggestions does your partner give on improving your writing?

## Extended reading



Read the introduction to Edward Bulwer-Lytton and his novel *The Last Days of Pompeii*. Then read the excerpt from the novel.



Edward Bulwer-Lytton (1803–1873) was a talented British writer who left his mark on the English language. His classic novel *The Last Days of Pompeii* imagines life in the ancient Roman city of Pompeii in the year 79, when Mount Vesuvius erupted. This terrible natural disaster destroyed Pompeii completely, but it also kept the ancient city as it was for future ages. Since 1748, Pompeii has been systematically unearthed. Today it is an international tourist destination.

Pompeii was a typical Roman city. In its little shops, its tiny palaces, its forum, its wine bars, its theatre—in the energy and skill of its people, you saw a model of the whole Roman Empire. Trading ships bringing imports to the city or carrying exports overseas, along with golden pleasure boats for the rich, were crowded together in the glassy water of the port. The boats of the fishermen moved rapidly in all directions. Above all, the cloud-capped top of Mount Vesuvius appeared. Its ashy rocks, now dark, now light, told a story of past eruptions that might have warned the city what was to come!

The awful night rolled slowly away, and the dawn greyly broke on THE LAST DAY OF POMPEII! The crowd looked upwards, and saw, with unspeakable fear, a huge cloud shooting from the top of the volcano. It took the form of a huge tree: the trunk, blackness, the branches, fire! This fire moved and changed in colour with



every moment: now it was wildly bright, now of a pale and dying red, and now  
20 again it burnt with an unbearable light!

The cries of women broke out; the men looked at each other, but were silent. At that moment, they felt the earth shaking beneath their feet; beyond in the distance, they heard the crash of falling roofs. A moment later, the mountain-cloud seemed to roll  
25 ashes and huge pieces of burning stone! Over the empty streets—over the forum—far and wide—with many a noisy crash in the stormy sea—fell that awful shower!

Each turned to fly—each running, pressing, pushing against the other. If, in the darkness, wife was separated from husband, or parent from child, there was no hope of their meeting again. Each hurried blindly and fearfully on. So came the  
30 earthquake ... and so ended life in Pompeii.

Nearly seventeen centuries had rolled away before the city of Pompeii was dug from its silent resting place. Its walls were fresh as if painted yesterday; not a single colour  
35 changed on the rich pattern of its floors. In its forum, the half-finished columns seemed as if just left by the workman's hand. Long after fire and ash came for the people of Pompeii, the remains of their beautiful city survive to remind us that human lives burn bright and short.



**A** Write a summary of the excerpt from the novel. Use the following ideas to help you.

- Before the volcanic eruption
- During the volcanic eruption
- After the volcanic eruption

**B** How does the author create a sense of fear and confusion during the volcanic eruption?

**C** People in Pompeii were not aware of the signs before the volcano erupted, and the city was destroyed. Do you think that we will be better able to protect ourselves from natural disasters in the future? Why or why not?

# Project

## Making an information folder about rescue methods

**A** As a class, discuss different rescue methods in natural disasters. You can use the ideas below or think of other ideas. Then in groups, choose one method to research.

search and rescue dogs	life detectors	...
search and rescue robots	unmanned aircraft	...

**B** As a group, research your chosen method. Use the ideas below to help you.

- History
- Advantages and disadvantages
- Real rescue stories

**C** As a group, put together your information to make your part of the information folder. Use the example below to help you. Present your part to the rest of the class. Then as a class, put all the parts together to make the information folder.

### Search and rescue dogs

#### Introduction

Dogs have been very helpful in rescue efforts on land. Due to the effort of well-trained search and rescue dogs, thousands of human lives are saved every year.

#### Advantages and disadvantages

Because of their small size and sharp sense of smell, dogs can locate survivors much faster than humans can. However, it takes much time and effort to train them. Also, dogs may lose their sensing ability if they work too long. In that case, they have to retire.

#### History

The Great St Bernard Hospice, which was built in 1049 for travellers in Switzerland, raised a type of dog known as the St Bernard. This type of dog has been used in mountain rescues for hundreds of years.


#### A rescue story

When a destructive earthquake hit Nepal in 2015, six well-trained search and rescue dogs worked alongside members of the China International Search and Rescue Team. They went to the location and two minutes later gave the rescuers a strong signal. At last, a 16-year-old boy was rescued.

# Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

5 = Excellent  
4 = Good  
3 = Satisfactory  
2 = Fair  
1 = Improvement required



How well can you:	Me	Partner
understand the two news reports about how disaster preparation has helped save lives?		
listen for keywords, ask for clarification and continue a story about a family caught in a flood?		
understand the excerpt from <i>The Last Days of Pompeii</i> ?		
make an information folder about rescue methods?		
use the new vocabulary from this unit and learn words used as different parts of speech? *		
identify and use <i>to</i> -infinitives as attributives and adverbials of result? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 63–64.




**B** If improvement is required for some of the areas above, make an action plan.

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## Further study

*The Grapes of Wrath*, the best-known novel by John Steinbeck, was published in 1939. The novel tells the story of an American farm family who are forced to leave their drought-hit home in search of a new life. Read the novel to learn about the family's struggle for survival in the 1930s.

*The Day After Tomorrow* is a sci-fi disaster film. The film describes a world where global warming brings about sudden climate change. Watch the film to learn about the destructive effects of extreme weather events.

# UNIT 3

## The world online

*I hope we will use the Net to cross barriers and connect cultures.*

—Tim Berners-Lee






In this unit, you are going to:

- read an article about the advantages of the Internet;
- write a report on Internet use;
- read a blog post about living without a smartphone for a week;
- hold a debate about bringing mobile phones to school.

### Welcome to the unit

*There are many important milestones in the development of the Internet. Read the web page below and discuss the following questions in pairs.*

The screenshot shows a web browser interface with a search bar and navigation icons. Below the browser, there are three text boxes, each with an icon and a paragraph of text:

-  The first email was sent in 1971 by Ray Tomlinson. It was a test message to himself. He wanted to see whether he could send a message from one computer to another. He chose the “@” sign to separate the username from the name of his machine.
-  The first webcam was created by computer scientists at the University of Cambridge in 1991. What did it film? A coffee pot outside the office. These scientists used the webcam to see from their desks whether the pot was empty to avoid wasted trips for coffee.
-  Emojis, small digital images used to express ideas or feelings in electronic communication, were created in 1999 in Japan. The creator was inspired by Japanese comics, street signs and Chinese characters. Soon emojis took off throughout the world. Oxford Dictionaries selected 🤩, the “Face with Tears of Joy” emoji, as the Word of the Year 2015.

- 1 Which of the above inventions do you use most frequently? Why?
- 2 What other facts do you know about the Internet?

## Reading



*The Internet is a technological wonder, bringing about far-reaching changes in all aspects of our lives. The article below describes the advantages of the Internet. Before you read the article, think about the following questions:*

- What do you often do on the Internet?
- What effects do you think the Internet has on your life?



# The Internet: a world without frontiers

The Internet has the power to connect people across the world to a single shared community. Billions of people in different parts of the world have joined it already, and obviously many more will follow. Even in the countryside, the Internet enables people to reach beyond their villages and get in touch with the outside world. We  
5 can achieve almost anything online—with access to the Internet come some truly life-changing advantages.

One of the greatest advantages of the Internet lies in the quick and easy access to a huge amount of information. To a certain extent, the world's knowledge is all at our fingertips. With the click of a mouse or the touch of a button, it is possible to  
10 find out almost anything we care to know, from recipes to travel packages, from military affairs to learning resources. In the time it takes to find one book in the library, we can use a search engine to bring up millions of results. No wonder the Internet has now become the first place that the majority of people turn to for information.

15 The Internet has also made our lives unbelievably convenient, with all sorts of goods and services provided by electronic commerce, more commonly known as e-commerce. You can have food delivered to you using food delivery apps and sites. Gone are the days of searching shop after shop for the perfect pair of boots—you can compare styles and prices quickly and easily in the comfort of your living room. Why wait hopelessly for a taxi in the cold rain? It is now simple and fast to order one with a taxi app. Sit back and relax indoors for a few warm minutes until the driver arrives. When you wish to go on holiday, you can make all your travel arrangements just in front of the computer. Forgot to carry cash? There is no need to worry—you can pay for almost everything on your smartphone.



Above all else, the Internet helps us establish and maintain social ties. With all sorts of communication software, physical distance no longer gets in the way. No matter where we are, we are able to keep in contact with loved ones, find long-lost friends and discover whole new communities who share our hobbies. An instant message, a group chat, a video call, a comment on an update—there are endless ways to share our views or let someone know we care about them.

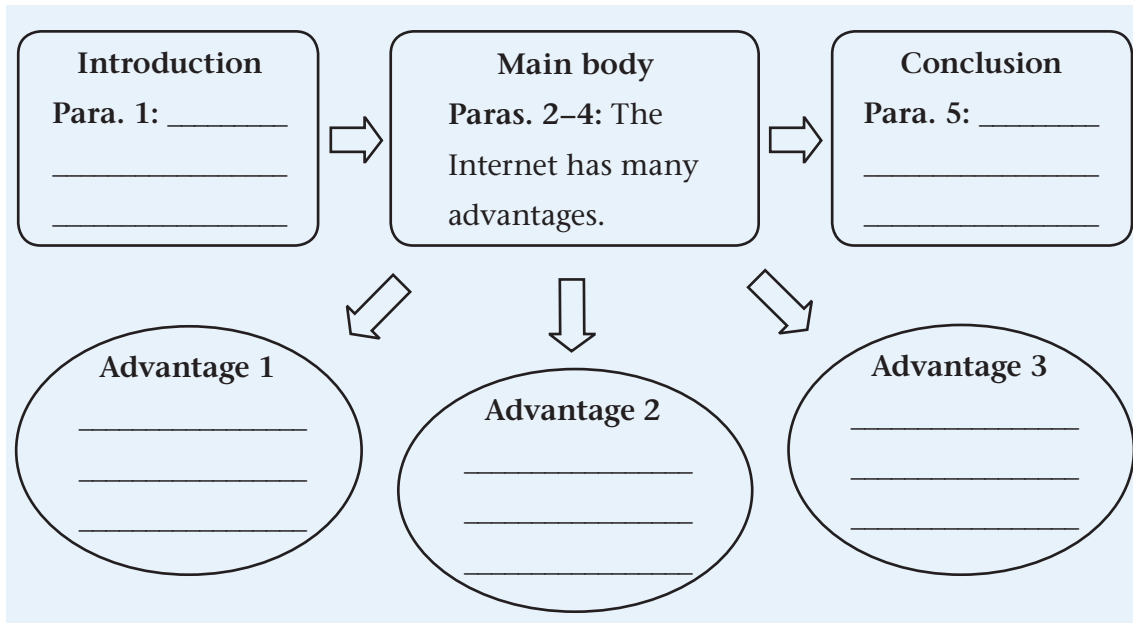


However, while the Internet brings many valuable advantages, being connected has its problems. As with any great invention, we must be aware of these problems and be careful to use the Internet properly and responsibly. Only in this way can the Internet be a place of discovery, wonder and inspiration for everyone. It is truly a world without frontiers.



## A Understanding the text

**A1** Read the article and complete the chart below.



**A2** Read the article again carefully and complete the table below with supporting details for each advantage.

Advantages	Supporting details
Advantage 1	<ul style="list-style-type: none"> <li>• Having access to (1) _____ information</li> <li>• Gathering information quickly and easily</li> </ul>
Advantage 2	<ul style="list-style-type: none"> <li>• (2) _____</li> <li>• Doing shopping quickly and easily</li> <li>• Ordering a taxi with an app</li> <li>• Making travel arrangements</li> <li>• (3) _____ on the smartphone</li> </ul>
Advantage 3	<ul style="list-style-type: none"> <li>• Keeping in contact with loved ones</li> <li>• Finding (4) _____</li> <li>• Discovering communities who (5) _____</li> </ul>

**A3** In pairs, discuss the following questions.

- 1 The author believes that the Internet has benefited us in various ways. Can you think of any other examples to support the author's ideas?
- 2 The author mentions in the conclusion that the Internet has its problems. What do you think the problems with the Internet are? Make a list of them.

## B Building your language

**B1** The passage below is about proper online behaviour. Complete the passage with the correct forms of the words and phrases in the box below.

comment	site	establish	to a certain extent
majority	click	aware	above all else

The Internet has brought us great convenience. (1) \_\_\_\_\_, we can hardly live without it. However, it also raises all sorts of questions: when surfing the Internet, how can we protect ourselves? How can we use the Internet responsibly? The following guidelines may show you how to live in the digital world.

(2) \_\_\_\_\_, you should use the Internet in a safe way. You must always be careful about which (3) \_\_\_\_\_ to trust. One wrong (4) \_\_\_\_\_ may damage your computer and remove all your computer files! Therefore, before visiting a web page, always check for signs that warn people of danger. Another tip is to keep your personal information private, including your phone number, address and email account.

You also need to show respect when communicating with other online users. Leave (5) \_\_\_\_\_ politely and treat others the way you would like to be treated. Though the (6) \_\_\_\_\_ of online users are nice and friendly, there might be some users who make you feel uncomfortable online. In such cases, be (7) \_\_\_\_\_ that you always have the right to say no and cut off contact. Remember that relationships you (8) \_\_\_\_\_ in the digital world are just the same as those you have in real life.

**B2** The article uses some collocations about online activities. Think of more collocations and put them in the categories below. You can also create your own categories.



**B3** To show the advantages of the Internet more clearly, the article describes what life was like before the Internet. Find the sentences showing comparisons in the article and write a short paragraph about a comparison of the life before and after smartphones were invented.

**Learn this** When giving your opinion, you can make a “before-and-after” comparison. By showing the reader what the situation was like in the past and what it is like now, you can make your argument more convincing and more likely to be accepted by the reader.



# Grammar and usage

## Verb-ing forms as attributives, adverbials and object complements

### A Exploring the rules

Anna is reading an article about a website. Find the verb-ing forms in the article and fill in the table below. The first ones have been done for you.

JustDance is a website belonging to all dance lovers. Fiona Lin, the lady running the website, had the idea after she watched her daughter dancing two years ago. It occurred to her that dance had a very positive effect on her daughter. “My daughter just loved her ballet classes. She always found dance relaxing after a long day at school,” she said. Fiona wanted to introduce more people to dance, so she set up JustDance. Over 300 users joined in the first month. Taking advantage of the site’s great start, Fiona decided to add more content. Now users can find whatever they are interested in on the website—introductions to various styles of dancing, tips for dancing and videos on how to dance. The website welcomes inspiring stories from dance lovers about how they started dancing and how dance has changed their lives. There is also a forum where users can discuss all sorts of topics on dancing. More than 10,000 users visit JustDance on a regular basis. Having achieved such success, Fiona hopes to attract more users through other forms of new media. For example, she has requested a technical team to develop an app so as to satisfy different users’ needs.

Verb-ing forms as attributives	a website belonging to all dance lovers
Verb-ing forms as adverbials	Taking advantage of the site’s great start
Verb-ing forms as object complements	she watched her daughter dancing

### Working out the rules

- The verb-ing form can be used like an adjective or an adverb, indicating a(n) (1) \_\_\_\_\_ (active/passive) meaning.
- When the verb-ing form is used as an attributive, it often comes (2) \_\_\_\_\_ (before/after) the noun, but the verb-ing phrase used as an attributive is usually put (3) \_\_\_\_\_ (before/after) the noun.
- When used as an adverbial, the verb-ing form can express time, reason, result or condition.
- The verb-ing form can also be used as an object complement.

🔗 Grammar notes → pages 99–100

## B Applying the rules

**B1** Rewrite the following sentences using verb-ing forms as attributives, adverbials or object complements.

- 1 I saw that Jess was doing research online in the computer room.  
I saw \_\_\_\_\_ in the computer room.
- 2 Anybody who goes online should be careful about their personal information.  
\_\_\_\_\_ should be careful about their personal information.
- 3 When he heard the news, he jumped for joy.  
\_\_\_\_\_, he jumped for joy.
- 4 After I searched the Internet for information, I started writing my article.  
\_\_\_\_\_, I started writing my article.

**B2** Anna is having a conversation with her friend Jen. Complete the conversation with the correct forms of the verbs in the box below.

amaze      cut      have      run      use      think

**Anna:** Jen, I love your new haircut. It looks great!

**Jen:** Thanks! I chose it online. I was always worried about picking a wrong style. That got me (1) \_\_\_\_\_—what if someone could choose it for me?

**Anna:** What do you mean?

**Jen:** I found this (2) \_\_\_\_\_ app. If you upload a photo of your face, it'll recommend a few haircuts to you.

**Anna:** Sounds super, but what if I don't like the recommended haircuts?

**Jen:** In that case, you can choose different styles from hundreds of hairstyles and try them out. You can also share pictures of your chosen haircuts on social media and let your friends choose one for you!

**Anna:** Cool! What did the person (3) \_\_\_\_\_ your hair think about the app?

**Jen:** She said it would make her job easier. (4) \_\_\_\_\_ apps like this, people are more likely to find satisfactory haircuts.

**Anna:** I agree. (5) \_\_\_\_\_ a few bad haircuts myself, I'm always a little nervous about having a new haircut. I'll download it and get it (6) \_\_\_\_\_.

**B3** In pairs, describe the picture below using verb-ing forms as attributives, adverbials or object complements. Use the example to help you.

### Example



**S1:** The family chatting online look so happy.

**S2:** Chatting online with the girl's mum, the family are having a good time.

**S3:** I can see the family chatting happily online.



# Integrated skills

## Reporting on Internet use

**A** Mr Tan, an IT teacher, is giving a brief introduction to the Internet. Listen and finish the exercises below.



A1 Listen to the talk and answer the following questions.

1 What does Mr Tan mainly talk about in his introduction to the Internet?

\_\_\_\_\_

2 How many computers were connected in the beginning?

\_\_\_\_\_

3 What did scientists around the world originally use the Internet as?

\_\_\_\_\_

4 What did Tim Berners-Lee teach others to do?

\_\_\_\_\_



A2 Listen to the talk again and complete the timeline below.

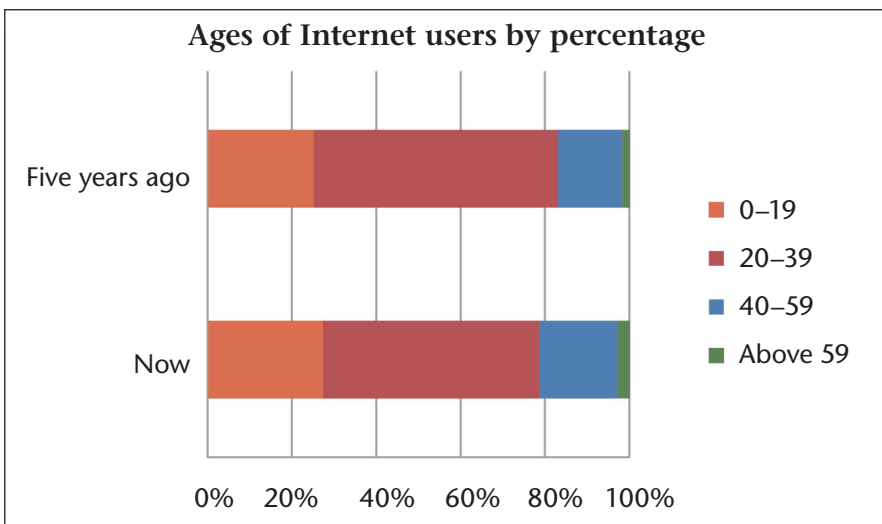
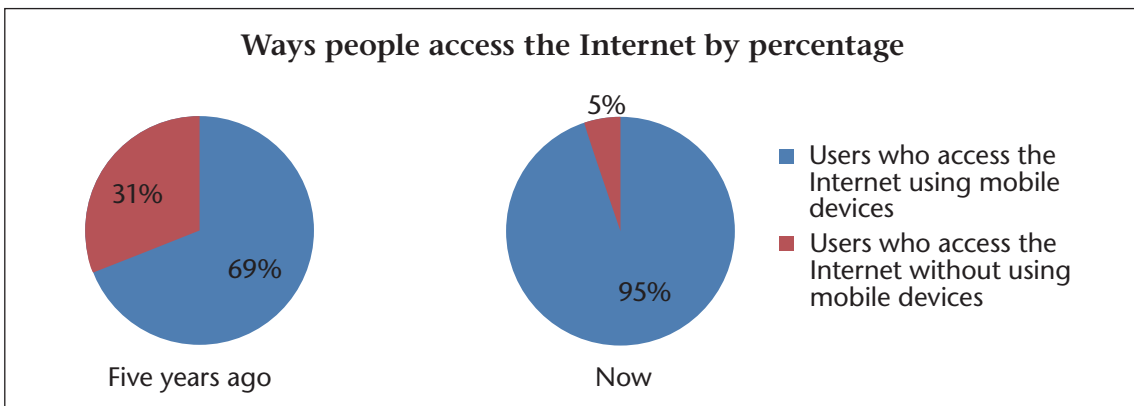
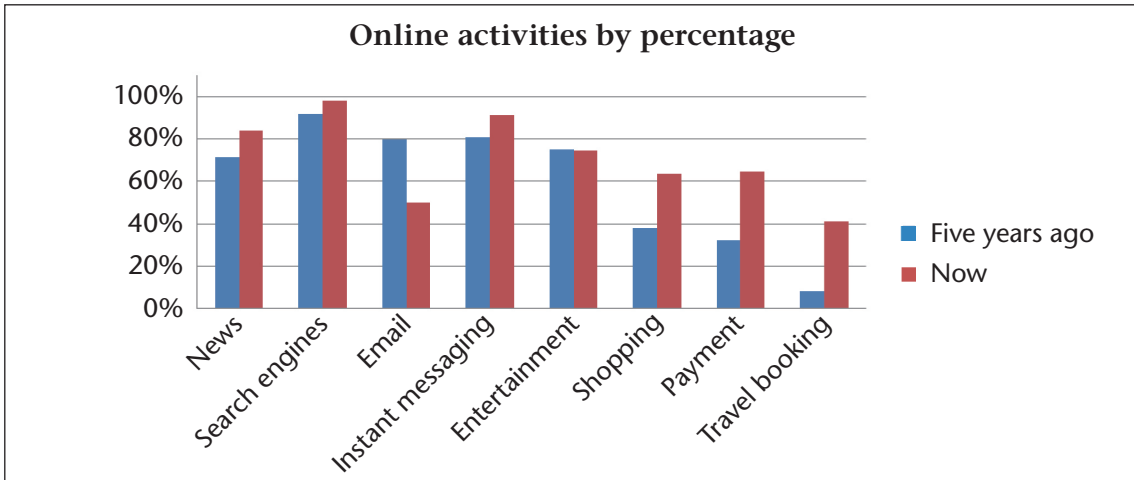
In (1) _____	The first general-purpose computers came onto the market.
In 1969	Computers allowed people to (2) _____ along a network.
In (3) _____	Public commercial use of the Internet began.
In 1990	(4) _____ was built.
In (5) _____	There were (6) _____ websites online.
In 2016	There were (7) _____ people using the Internet— (8) _____ of the world's population at the time.

### Tip

#### Listening for years

Be careful when listening for years: it is normal to treat the first two numbers and the last two numbers separately, but there are various ways of saying them. In general, speakers try to use the shortest way possible, for example, 1979 (*nineteen seventy-nine*), 2003 (*two thousand and three*), 1805 (*eighteen o five*). Sometimes we add *mid-* before a certain year, e.g. *mid-2008*. We also use expressions like *the early/late 1980s*.

**B** Mr Tan also shows the students some charts about Internet use. View the charts below and answer the questions.



**Tip**

**Viewing charts**

There are different types of charts to show information. Bar charts are often used to show how something changes over time or to compare different things. Pie charts are used to show percentages. Line charts are often used to show trends. To understand a chart, it is important to read the title and captions.

1 According to the first chart, which use of the Internet has increased the most during the last five years?

---

2 What change can you see from the two pie charts?

---

3 In the last chart, what change do you notice in the Internet users above 59?

---

**C** In pairs, talk about Internet use. Use the following questions and expressions to help you.

- How has the Internet developed over the years?
- How has Internet use changed in the past five years?
- What do you think the future of Internet use will be like?

### Expressions

#### Talking about changes

There is a rise/an increase/a drop of ... per cent.

The number has risen/increased/dropped/decreased from ... to ...

The figure has gone up/gone down/fallen by ... per cent.

The figure/number/percentage remains/stays the same/unchanged.

**D** Write a report on Internet use. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

#### • Learning about the text type

A report is a piece of writing that provides information in a formal style. Come to a conclusion based on facts and figures and avoid giving personal opinions when analysing a situation.

#### • Learning about the structure

To write a report on Internet use, you can follow the structure below:

- Briefly introduce the history of the Internet.
- Clarify the recent changes on Internet use.
- Predict the future of Internet use.

#### • Learning about the language

Use simple and plain language to present your information in a clear and correct way. You can also include facts or statistics in your report.

### Checking your writing

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation     | <input type="checkbox"/> Spelling                | <input type="checkbox"/> Grammar   |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

#### Self-review

- What changes do you list in your report? Are the changes well supported by evidence?
- Which part of the report is the hardest for you to write?

#### Peer review

- Which part of the report does your partner think needs further improvement?
- How can you improve your writing?

## Extended reading



Read the blog post written by Alan about living without a smartphone for a week.

# Smartphone: a smart choice?

I was a smartphone addict. My eyes were glued to the little screen whenever I walked down the street, had dinner with friends or lay in bed at night. The first thing I did when I woke up in the morning was reach for my phone. I always asked for Wi-Fi connections when I went to a new restaurant or coffee shop. A  
5 dead battery in my smartphone would make me feel stressed. Sometimes I had the uncomfortable feeling that this little machine had taken up too much of my time, and that I could have done something more meaningful than just looking at a tiny screen all day. Sliding into the habit was easy, but it was difficult to quit the habit.

10 Then the day came when I finally realized I had to make a change. Head down, eyes on my smartphone, I stepped into the road and a car shot past, nearly knocking me off my feet! At that very moment, I made up my mind to spend a whole week without my smartphone.

15 The first day was the hardest. I was used to checking the news and my friends' social media updates every few minutes, but now I did not know what to do with myself. I kept reaching for my pocket, for my smartphone that was not there. I felt lost and anxious, as if I had missed something of value. Very soon, time slowed down. The empty hours stretched out in front of me, and I felt disconnected from everyone and everything.

It was scary at first. Then somehow I began to feel free. The things that I had time  
20 for! I finally picked up the classic novel I had always wanted to read and was soon  
lost in the beautiful language. I kept a journal of my feelings, thoughts and daily  
activities to see how much progress I was making. I went out for a run and felt more  
alive than I had in days. The details of the scene were revealed in front of me: the  
25 soft sunlight, a bird singing from a high tree branch, the rich and earthy smell of  
the soil after the rain. Best of all, I began to appreciate the beauty in life with my  
own eyes, instead of through my smartphone camera.

My offline relationships benefited as well. I went for a long walk with an old friend.  
Our wide-ranging conversation went so much deeper than brief texts ever could.  
With eyes no longer fixed on our phones, we had a chance to really enjoy each  
30 other's company. I also made sure to spend more time with my parents. We went to  
the opera, played badminton, and visited museums. One night, my mother took out  
some family photos and we laughed about old times. I brought them up to date with  
what was going on in my life. We had never felt closer to each other.

By the end of the week, I almost did not want to turn my phone back on. Those  
35 seven days have given me a great appreciation for life beyond the screen. Real life—  
and real relationships—are more important to me now. I cannot escape from the  
modern world, but I can cut back on the amount of time I spend on my smartphone  
every day, and I do. Life beyond smartphones is richer and more beautiful, and I am  
going to take advantage of it.

| posted at 6:44 p.m., 10 May | by Alan |  3

**A** *What was Alan's life like before and after he stopped using his smartphone? Make a list of these differences.*

**B** *What would you do if you had to live without a smartphone for a week?*

**C** *Design a public service advertisement calling for people to reduce their use of smartphones. You can come up with a story or a slogan that you think could encourage people to put down their smartphones.*

# Project

## Holding a debate about bringing mobile phones to school

**A** As a class, discuss the debate topic: should students be allowed to bring mobile phones to school? Then in groups, choose your side.

**B** As a group, do some research and think of arguments to support your point of view. Decide which role each of you will play. Use the following expressions to help you.

• **Lead speaker**  
Introduce the topic and put forward arguments

• **Third speaker**  
Argue against previous opposition speakers and build on key arguments

• **Second speaker**  
Argue against the previous opposition speaker and introduce new arguments

• **Summary speaker**  
Summarize key arguments and conclude the debate

### Expressions

#### Introducing arguments

My first/second/next argument is ...

There are many examples for this/for ... For instance, ...

In fact, you can find many examples for this in real life. Just think of ...

There are similar cases, such as ...

#### Arguing against previous opposition speaker(s)

But before I come to my own arguments, let's first have a look at what ... has said.

The first opposition speaker has told us ...; on the contrary ...

He/She also said that ...; but in fact ...

He/She was claiming that ...; but as my lead speaker already told you, ...

**C** As a group, choose one group with the opposing point of view. Then two groups debate the topic. Use the example below to help you. After each debate, hold a class vote to determine the winning group.

### The "for" side

This group believes that students should be allowed to bring mobile phones to school. Mobile phones play a significant role in modern life. Students use them to contact their parents as well as the other way round, especially in emergencies. With mobile phones, they can seek help immediately when in trouble. In addition, mobile phones are highly useful for ...

### The "against" side

This group believes that students should not be allowed to bring mobile phones to school. Simply put, mobile phones are like Pandora's box. When students have their phones on them, they will always want to check new messages during lessons, causing them to lose concentration and miss important points. Also, mobile phones are harmful to ...



## Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

How well can you:	Me	Partner
understand the article about the Internet as a world without frontiers?		
listen for years, view charts and write a report on Internet use?		
understand the blog post about Alan's experience of spending a week without a smartphone?		
debate whether or not to bring mobile phones to school?		
use the new vocabulary from this unit? *		
identify and use verb- <i>ing</i> forms as attributives, adverbials and object complements? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 69–70.

**B** If improvement is required for some of the areas above, make an action plan.

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## Further study



*Look Up* is a short film for the online generation. It speaks to the realities behind our dependency on mobile technology, and encourages us to put down our smartphones and connect with others in real life. Watch this film and be inspired by its thoughtful message.



*How the Internet Works* is a series of short videos that covers different topics about the Internet in an interesting and easy-to-understand way. Featuring the world's leading Internet experts, it explores the most basic principles behind it. Watch the videos to learn more about the Internet and how it works.



# UNIT 4

## Scientists who changed the world

*The scientist is motivated primarily by curiosity and a desire for truth.*

—Irving Langmuir



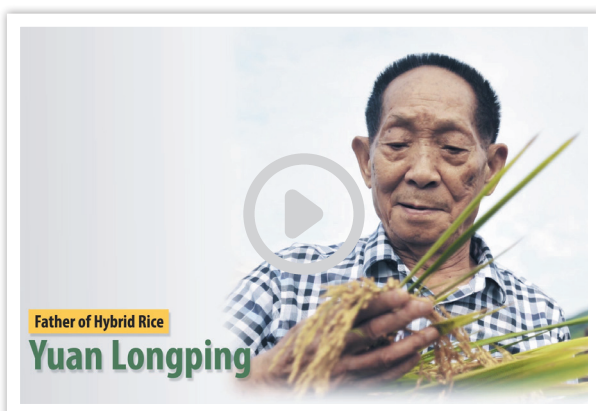
In this unit, you are going to:

- read a news report on a Chinese Nobel Prize winner;
- write a plan for the school Science Festival;
- read a lecture transcript about the value of science;
- make a fact file about a scientist.

### Welcome to the unit



Many scientists have changed our lives and made a difference to the world. Watch the video and finish the following exercises.



#### Yuan Longping

- In 1953, he \_\_\_\_\_ South-west Agricultural College.
- In the 1970s, he \_\_\_\_\_ the first hybrid rice varieties.

#### Stephen Hawking

- He \_\_\_\_\_ the field of general relativity.
- In 1988, *A Brief History of Time* was published and stayed on a bestseller list for \_\_\_\_\_.

- 1 What else do you know about the two scientists in the video?
- 2 What other great scientists do you know of?

## Reading



Behind every scientific discovery lies a lot of hard work. The news report below describes the Chinese scientist Tu Youyou and her discovery of a life-saving medicine. Before you read the news report, think about the following questions:

- What do you know about the Nobel Prize?
- What important scientific discoveries in history have you heard about?

# Chinese scientist wins 2015 Nobel Prize

By Dina Conner  
11 December 2015



Tu Youyou has become the first female scientist of the People's Republic of China to receive a Nobel Prize, awarded for her contribution to the fight against malaria, one of the deadliest diseases in human history. Thanks to her discovery of *qinghaosu*, malaria patients all over the world now have had a greatly increased chance of survival.

Born in 1930, in Ningbo, Zhejiang Province, Tu studied medicine at university in Beijing between 1951 and 1955. After graduation, she worked at the Academy of Traditional Chinese Medicine. She completed further training courses in traditional Chinese medicine, acquiring a broad knowledge of both traditional Chinese medicine and Western medicine.

Tu's education was soon to prove very useful. In the 1960s, many people were dying of malaria, and in 1969 Tu became head of a team that intended to find a cure for the disease. She collected over 2,000 traditional Chinese medical recipes for malaria

treatment and made hundreds of extracts from different herbs. When they failed to produce any promising results, Tu referred to the ancient books of traditional Chinese medicine again. Inspired by an over 1,600-year-old text about preparing *qinghao* extract with cold water, Tu redesigned the experiments and tried extracting the herb at a low temperature in order not to damage its effective part. On 4 October 1971, after 190 failures, she succeeded in making *qinghao* extract that could treat malaria in mice.

However, it was hard to produce enough *qinghao* extract for large trials because research resources were limited. Tu and her team managed to find solutions to the problem. When there was no research equipment, they had to extract herbs using household water containers. They worked day and night and their health began to suffer because of the poor conditions, but they never gave up.

Even with large amounts of *qinghao* extract produced, however, they still faced another problem. The trials on patients were likely to be postponed because they did not have sufficient safety data. To speed up the process and ensure its safety, Tu and her team volunteered to test *qinghao* extract on themselves first.

The efforts of Tu and her team finally paid off. In November 1972, through trial and error, they successfully discovered *qinghaosu*—the most effective part of the *qinghao* extract. As a key part of many malaria medicines, *qinghaosu* has since benefited about 200 million malaria patients. More than 40 years after its discovery, Tu was eventually awarded a Nobel Prize for her work. In her Nobel Lecture, she encouraged scientists to further explore the treasure house of traditional Chinese medicine and raise it to a higher level. Perhaps the next generation of scientists, drawing on the wisdom of traditional Chinese medicine, will indeed discover more medicines beneficial to global health care.

## A Understanding the text

**A1** Read the news report and complete the chart below with the main idea of each part.

Para. 1	⇒	Tu Youyou won a Nobel Prize in 2015 for her discovery of <i>qinghaosu</i> .
Para. 2	⇒	_____
Paras. 3–5	⇒	_____
Para. 6	⇒	_____

**A2** Read the news report again carefully and fill in the table below.

Problems	Solutions
The extracts failed to produce any promising results.	
Tu and her team could not produce enough <i>qinghao</i> extract because research resources were limited.	
Tu and her team did not have sufficient safety data to start trials on patients.	

**A3** In pairs, discuss the following questions.

- 1 What qualities did Tu Youyou show as a scientist? Use details from the news report to support your ideas.
- 2 Tu Youyou is the first Chinese female scientist to win a Nobel Prize. In your opinion, what is the significance of this achievement?

## B Building your language

**B1** The passage below is about traditional Chinese medicine and Western medicine. Complete the passage with the correct forms of the words and phrases in the box below.

broad	sufficient	intend	pay off
limited	experiment	wisdom	refer to

In her Nobel Lecture, Tu Youyou (1) \_\_\_\_\_ the strengths of both traditional Chinese medicine and Western medicine, and pointed out that there is great potential for future advances if scientists make good use of these strengths. Their efforts to conduct research in both fields may finally (2) \_\_\_\_\_. A good example to illustrate this point is the discovery of *qinghaosu* in 1972, which was (3) \_\_\_\_\_ as an effective treatment for malaria. The Chinese herb *qinghao*, from which *qinghaosu* comes, has been used to cure diseases for almost 2,000 years. However, it was not until the 1970s that Tu succeeded in discovering *qinghaosu*, after many failed (4) \_\_\_\_\_. By then, the fight against malaria had achieved only (5) \_\_\_\_\_ success. Since the discovery of *qinghaosu*, the survival rate of malaria patients has increased by around 30%.

Without her (6) \_\_\_\_\_ knowledge of both traditional Chinese medicine and Western medicine, Tu might never have discovered *qinghaosu*. It is important that scientists draw on the (7) \_\_\_\_\_ of both fields. With (8) \_\_\_\_\_ research, many more medical discoveries like *qinghaosu* are likely to be made.

**B2** The news report uses some abstract nouns. Note the following suffixes and think of more words formed with them. Then fill in the table below with as many words as you can.

Parts of speech	Suffixes	Words
Adjectives	-dom	wisdom
	-ness	effectiveness
Verbs	-al	survival
	-ance	appearance
	-ure	failure
Adjectives/ Verbs/Nouns	-age	shortage

**B3** The news report explains “malaria” and “qinghaosu” using noun phrases. Find these explanations in the news report and explain the two medical terms below using noun phrases.

**Learn this** You can use a noun phrase to explain a term, thus making it easier to understand. A comma or a dash is often put before the explanation.

- 1 The doctor asked me to have a good rest and take some **aspirin**.
- 2 After surgery, the man was sent to **ICU**.

# Grammar and usage

## Verb-ed forms as attributives, adverbials and object complements

### A Exploring the rules

Henry is reading a science magazine article about a world-changing discovery. Find the verb-ed forms in the article and fill in the table below. The first one has been done for you.

Great discoveries can come from unlikely sources. Penicillin is widely considered to be one of the most important medical discoveries in history, but it was not what Alexander Fleming was looking for when he found it in September 1928.

Fleming, a scientist from Scotland, returned to his laboratory after a holiday and found some mould on one of his plates of bacteria. He observed that the bacteria surrounding the mould were dead. Surprised by this, Fleming performed some tests. The results indicated that something produced by the mould had killed the bacteria. He was aware that it could be very useful for treating wounds.

For more than 10 years, Fleming had been researching penicillin and trying to make it into an effective medicine. Finally, his work caught the attention of some other scientists who were able to do it. Since its mass production began in the 1940s, penicillin has saved millions of lives.

One might think Fleming discovered penicillin by accident, but actually this is far from the truth. He was intelligent and experienced enough to notice its potential, and his hard work and determination helped get its mass production started. As Louis Pasteur said, "Fortune favours the prepared mind."

Verb-ed forms as attributives	something produced by the mould
Verb-ed forms as adverbials	
Verb-ed forms as object complements	

### Working out the rules

- The verb-ed form can be used like an adjective or an adverb, indicating a(n) <sup>(1)</sup> \_\_\_\_\_ (active/passive) meaning.
- The verb-ed form can appear before or after a noun or pronoun. It modifies the noun or pronoun like a(n) <sup>(2)</sup> \_\_\_\_\_ (relative clause/adverbial clause).
- The verb-ed form can be used as an adverbial or an object complement.

👉 Grammar notes → pages 100–101

## B Applying the rules

**B1** Rewrite the following sentences using verb-ed forms as attributives, adverbials or object complements.

1 The scientist who has been highly praised won an award.

---

2 The experiment that is mentioned in your article is interesting.

---

3 The patients soon recovered because they were treated with the new medicine.

---

4 The scientist found that the equipment in the laboratory had been destroyed.

---

5 Once this report is finished, it will be very useful for future research.

---

**B2** Henry is reading an article about Franklin's kite experiment. Complete the article below with the correct verb-ed forms or verb-ing forms.

Benjamin Franklin was a famous scientist, writer, printer, inventor and politician. As a scientist, he was well known for his kite experiment. The story goes like this: Franklin had found lightning <sup>(1)</sup> \_\_\_\_\_ (interest) for years, believing it was actually electricity. He designed an experiment to prove his theory.

He worked out that by flying a kite during a thunderstorm, electricity could go through the wet kite line down to the earth. <sup>(2)</sup> \_\_\_\_\_ (know) it was too dangerous to hold the wet line, Franklin held a silk ribbon <sup>(3)</sup> \_\_\_\_\_ (tie) to the end of it. He made sure the silk ribbon stayed dry so that the electricity would not go through his body. Then he attached a metal key where the ribbon and kite line joined. When a thunderstorm approached, the lightning would charge the key. <sup>(4)</sup> \_\_\_\_\_ (conduct) on a stormy day in 1752, his experiment proved lightning was really just electricity.

Franklin had his theory <sup>(5)</sup> \_\_\_\_\_ (accept) by many people. However, some people questioned whether he had actually done the experiment, <sup>(6)</sup> \_\_\_\_\_ (argue) that if he had really done it, he would have received a deadly electric shock. Whatever the truth, Franklin did make contributions to the studies of electricity.

**B3** Read the notes below about Alfred Wegener and his theory of continental drift. Then write a short paragraph using verb-ed forms, verb-ing forms and to-infinitives. The beginning has been written for you.

- Looked at a world map and found the eastern coastline of South America and the western coastline of Africa could fit together;
- Did more research and put forward the theory of continental drift;
- Published his ideas in *The Origin of Continents and Oceans*;
- People did not accept his theory partly because:
  - it challenged many theories at that time;
  - Wegener could not explain the driving force behind continental drift.

Looking at a world map, Alfred Wegener found ...



# Integrated skills

## Making a plan for the school Science Festival

**A** The chairperson of the school Science Club is talking about the school Science Festival. Listen and finish the exercises below.



A1 Listen to the talk, circle the incorrect information in each statement and correct it in the blanks.

- 1 The Science Festival is coming up in two months.  
\_\_\_\_\_
- 2 The Science Festival was started five years ago.  
\_\_\_\_\_
- 3 The Science Festival aims to encourage students to take an interest in science and develop skills that may help them in their studies.  
\_\_\_\_\_
- 4 Students who take part in the workshop can design different experiments.  
\_\_\_\_\_
- 5 The plan should be handed in next week.  
\_\_\_\_\_



A2 Listen to the talk again and complete the notes below.



### What to include in the plan

(1) \_\_\_\_\_ of the Science Festival

#### Events of the Science Festival

- (2) \_\_\_\_\_ by a well-known scientist
  - The person to be invited
  - The time and place for the event
  - (3) \_\_\_\_\_ that students might be interested in
- Science Workshop
  - Experiments to be done
  - Equipment and (4) \_\_\_\_\_ needed
- (5) \_\_\_\_\_  
Suggestions on how each class can design activities and  
(6) \_\_\_\_\_

#### Tip

##### Taking notes

If you need to write down information quickly, it is important that you make your notes as brief as possible. You can:

- use abbreviations and contractions;
- write down only the keywords;
- use symbols.

**B** Read the school news report about last year's Science Festival. Then fill in the table below.

## Science Festival goes off with a bang!

By Victor Wang  
20 April

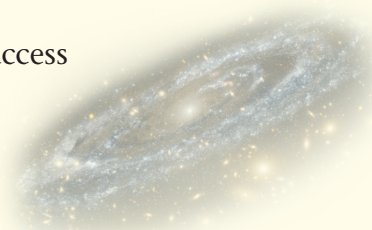
Our annual school Science Festival finished on Friday and once again it was amazing fun. This year's "Space" theme was truly excellent and showed off all of the students' creative talent.

On Wednesday morning, Dr Li arrived to talk about whether life can exist on other planets. Everyone loved his lecture about conditions on different planets. He also answered students' questions on outer space.

In Thursday's Science Workshop, students tried different experiments with great interest. The most popular experiment was "Planets in a bottle", in which students tried to create the conditions of different planets inside glass bottles. The experiment allowed students to get a taste of what it was like to live in outer space.

The Science Fair also attracted much interest from students. Every class decorated their classroom and designed activities according to the theme of space. The most amazing decoration was from Class 3A, who made their classroom look like a space station. Possibly the standout activity of the fair was Class 2C's "Big Bang". It was certainly noisy!

The Science Festival has proved to be a huge success due to all of the students' hard work—it was a real team effort. Everyone is looking forward to next year's Science Festival!



Theme	
Events	

**C** In pairs, discuss a plan for holding the Science Festival at your school. Use the following questions to help you.

- What is your chosen theme?
- Who will you invite to give a lecture on your theme and what is the topic?
- What kind of experiments would you recommend?
- What kind of Science Fair activities and decorations would you suggest?

**Tip**

**Continuing a discussion**

To ensure a discussion moves smoothly, everyone should be active. When answering questions, you should follow your answers with explanations or personal experiences. If you have any doubts, ask questions to check your understanding and to get further information.

**D** Write a plan for the school Science Festival. Use your ideas from part C and the information in parts A and B to help you.

**Planning your writing**

• **Learning about the text type**

A plan is a detailed proposal for doing something. It can offer the reader a better understanding of a certain project or activity.

• **Learning about the structure**

A plan involves both the theme and events. Organize the Science Festival events clearly, usually in order of time. Describe one event in one paragraph.

• **Learning about the language**

Keep in mind who you are writing to, what the purpose of your writing is and what you are writing about. Use formal language and be polite when writing a plan for the school Science Festival.

**Checking your writing**

Remember to check your writing after you finish and exchange drafts between you and your partner. Pay attention to the following aspects:

- |  |  |                                    |
|--|--|------------------------------------|
| <input type="checkbox"/> Punctuation     | <input type="checkbox"/> Spelling                | <input type="checkbox"/> Grammar   |
| <input type="checkbox"/> Choice of words | <input type="checkbox"/> Style (formal/informal) | <input type="checkbox"/> Structure |

**Self-review**

- What theme do you give in your plan?  
Are all the events focused on the theme?
- Is your writing formal or informal?

**Peer review**

- What does your partner think of the theme and events you suggest?
- Which sentences does your partner appreciate most?

## Extended reading



Read the lecture transcript about the importance of science.



# The Value of Science

When I was younger, I thought science would make good things for everybody. It was obviously useful; it was good. But then during the war I worked on the atomic bomb. This result of science was obviously very serious—it represented the destruction of people and it put our future at risk. I had to ask myself, “Is there  
5 some evil involved in science?”

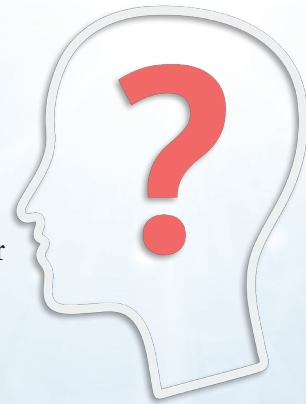
Put another way, what is the value of the science I had long devoted myself to—the thing I had loved—when I saw what terrible things it could do? It was a question I had to answer. I thought long and hard about this question, and I will try to answer it in this talk.

10 The first way in which science is of value is familiar to everyone: scientific knowledge enables us to do and make all kinds of things. Of course, if we make good things, it is not only to the credit of science; it is also to the credit of the moral choice which led us to good work. Scientific knowledge is an enabling power to do either good or bad—but it does not carry instructions on how to apply it. Such  
15 power has obvious value—even though the power may be negated by what one does with it.

Another value of science is the intellectual enjoyment it can provide us with. When we look at any question deeply enough, we feel the excitement and mystery coming to us again and again. With more knowledge comes a deeper, more wonderful  
20 mystery, inspiring one to look deeper still. Never concerned that the answer may let us down, with pleasure and confidence we turn over each new stone to find unimagined strangeness leading on to more wonderful questions and mysteries. Thanks to the scientific effort, we have been led to imagine all sorts of things more fantastic than poets and dreamers of the past ever could.

25 I would now like to turn to a third value that science has. The scientist has a lot of experience with ignorance and doubt and uncertainty, and this experience is of very great importance. When a scientist doesn't know the answer to a problem, he is ignorant. When he has an idea as to what the result is, he is uncertain. And when he is pretty sure of what the result is going to be, he is still in some doubt.

30 Now, we scientists take it for granted that it is perfectly possible to live and not know. But our freedom to doubt was born out of a deep and strong struggle against authority in the early days of science. In order to progress, we must not forget the importance of this struggle; we must recognize our  
35 ignorance and leave room for doubt. Permit us to question—to doubt—to not be sure.



It is our responsibility as scientists, knowing the great progress that is the fruit of freedom of thought, to declare the value of this freedom; to teach how doubt is not to be feared but to be welcomed and discussed; and to demand this freedom as our  
40 duty to all coming generations.

(Adapted from a public lecture by Richard Feynman, an American scientist who won the Nobel Prize in Physics in 1965)

**A** Write a summary of the lecture transcript. Use the following ideas to help you.

- His personal experience
- His ideas on the value of science

**B** Feynman believes that of all science's many values, the greatest must be the freedom to doubt. How do you understand this?

# Project

## Making a fact file about a scientist

**A** As a class, discuss some scientists that have changed the world. You can think of both Chinese scientists and scientists of other countries in different fields. Then in groups, choose a scientist to research.

**B** As a group, research your chosen scientist. Use the ideas below to help you.

- Personal information (name, date of birth/death, nationality, childhood, education, etc.)
- Achievements (scientific research, published works, etc.)
- Influence
- Interesting facts

**C** As a group, put together your information to make your fact file. Use the example below to help you. Then present your fact file to the rest of the class.

### Charles Darwin

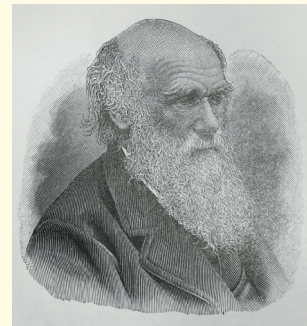
#### Personal information

**Date of birth:** 12 February 1809

**Date of death:** 19 April 1882

**Nationality:** English

**Education:** Edinburgh University,  
Cambridge University



#### Achievements

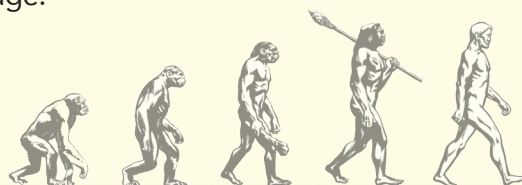
He put forward the theory of evolution by natural selection and published *On the Origin of Species* in 1859.

#### Influence

His theory of evolution by natural selection has greatly influenced the development of biology.

#### Interesting fact

Darwin was such a scientific man that before he made up his mind to get married, he made a careful list of the advantages and disadvantages of marriage.



## Assessment

**A** In pairs, rank your performance level in the following areas from 1 to 5. Write down your own assessment in the column "Me" and ask your partner to write down his/her assessment of your performance in the column "Partner".

How well can you:	Me	Partner
understand the news report about Tu Youyou winning a Nobel Prize?		
take notes while listening, continue a discussion and write a plan for the Science Festival at your school?		
understand the lecture transcript about the value of science?		
make a fact file about a scientist?		
use the new vocabulary from this unit? *		
identify and use the verb- <i>ed</i> forms as attributives, adverbials and object complements? *		

\* Assess your learning of vocabulary and grammar by doing language practice on pages 75–76.




**B** If improvement is required for some of the areas above, make an action plan.

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## Further study

The Nobel Prizes in Chemistry, Physics and Physiology or Medicine are awarded to scientists who have made great contributions to humanity. Visit the official Nobel Prize website to learn more about these great scientists and their achievements.

Scientists around the world have made important discoveries and helped us understand things better, allowing us to progress quickly in many areas. Without their hard work our world would be very different. Find and read stories about famous scientists to learn more about their lives and achievements.

# Workbook

## Unit 1 Nature in the balance

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### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- What has contributed greatly to local e\_\_\_\_\_ development?  
—Tourism.
- What has an impact on all l\_\_\_\_\_ things?  
—The sun.
- Do we have to move these plants into the greenhouse?  
—Yes. They cannot s\_\_\_\_\_ in very cold conditions.
- What is recycling?  
—It is the p\_\_\_\_\_ of turning used things into things which can be used again.
- Did the company make a \_\_\_\_\_ on the project last year?  
—No. It lost a lot of money.
- How big is your school's swimming pool?  
—It's 25 metres in \_\_\_\_\_ and 8 metres in width.
- The number of people living in \_\_\_\_\_ has dropped significantly.  
—Well, further measures will be taken to help the poor.
- Did Sam leave his job a couple of months ago?  
—Yes. He is no longer in touch with his \_\_\_\_\_ colleagues.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

be alive with	call for	come up with	get rid of
give rise to	in defence of	a variety of	spring to mind

- The woods at the back of my house \_\_\_\_\_ the sounds of birds.
- Have you been to the newly opened shopping centre by the lake?  
—Yes. There are \_\_\_\_\_ shops that sell all types of goods.
- A teenage boy \_\_\_\_\_ this amazing idea of advertising online.
- They \_\_\_\_\_ the company to apologize for making products of low quality.
- The moment I saw Robinson, the days when we were together on the island immediately \_\_\_\_\_.
- Please open all the windows so that we can \_\_\_\_\_ the unpleasant smell quickly.
- \_\_\_\_\_ the policy, he raised many powerful arguments.
- The icy roads and high speed might \_\_\_\_\_ accidents.



**C** Put brackets around the word(s) that can be left out to make the sentences more concise.

- 1 —Have you seen this film?  
—Yes, I have seen it.
- 2 —Will the performance be put off till next week?  
—I hope it will not be put off till next week.
- 3 The emperor cannot break his promise, although he would like to break his promise.
- 4 You can watch the documentary or you can watch the feature film.
- 5 The opera house looks grander now than it did when I visited it last year.
- 6 In the Amazon rainforest, you can see many plants known to us and you can see thousands of animals.
- 7 When she was alone, she often felt anxious and uncomfortable.
- 8 I want to do something to help protect endangered animals, but I don't know how to help protect them.
- 9 The boy could not go out to play basketball, even though he wanted to go out to play basketball.
- 10 I like dancing more than I like singing.

**D** Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 这则新闻报道损害了公司的公众形象。(harm)
- 2 她看着公共汽车，直到它完全消失在视线中。(disappear)
- 3 我们必须携手合作，以便共同进步。(hand in hand)
- 4 通往山区的道路因大雪被封闭了。(due to)
- 5 人类活动正对环境产生巨大的影响。(impact)
- 6 我们欢迎能给公司注入活力的人。(breathe life into)
- 7 食物在胃里被分解。(break down)
- 8 许多动物因为全球变暖有灭绝的危险。(in danger of)

## Building skills

### A Reading and speaking

**A1** Have you thought that there could be a connection between swimming and protecting the environment? Read the magazine article about a man swimming for clean water and answer the questions below.

#### Swimming for clean water

Martin Strel knows a thing or two about rivers. He has been swimming in them since he was a young boy. Although he holds five world records in marathon swimming, he is best known for using his sport to raise awareness of water pollution. After years of swimming in dirty water, he decided he had to do something. Strel says he began to swim to promote “peace, friendship and clean waters”. He hopes to see environmental laws strengthened and strictly enforced.

As part of his quest, he has swum in many of the world’s most famous rivers. In 2000, he conquered Europe’s second longest river, the Danube. He swam 1,866 miles (3,003 km) in 58 days and set a world record for long-distance swimming. The Danube is heavily polluted from sewage and years of unregulated industrial waste.

In 2002, Strel swam in the Mississippi River and covered a distance of 2,360 miles (3,798 km) in 68 days. The Mississippi is one of the most polluted rivers in the United States, and millions of pounds of poisonous chemicals enter the river each year. Its mouth leads into the Gulf of Mexico and is so polluted that it is called the dead zone. This zone covers more than 6,000 square miles (15,500 square km), and is devoid of oxygen and marine life. Strel became so sick by the end of his Mississippi swim that he had to be hospitalized for three days.

In 2007, he swam 3,274 miles (5,269 km) of the Amazon River in 66 days. Most of the pollution in the Amazon comes from mercury used in gold mining and oil leaks from poorly maintained boats. He lost 42 pounds and was so weak that he couldn’t feed himself and had to be carried in and out of the water.

Strel plans to keep on swimming for peace, friendship and clean water, but he would prefer to do it in the ocean. Sadly, the world’s rivers are simply too dirty. “Everyone would like to go swimming in clean water,” says Strel. He dreams of a day when that will be possible for people around the world.

- 1 What does the underlined phrase “is devoid of” in the third paragraph mean?
- 2 What were Strel’s swimming experiences in the three rivers like?

**A2** *Martin Strel tries to raise environmental awareness at the price of his own health. In pairs, discuss what you think of Strel's actions. Use the example below to help you and pay attention to the expressions in bold.*

**A: I think Martin Strel is doing the right thing.**

**B: I disagree. What he's doing is very dangerous.** He's only harming himself. In the end, his actions **won't have any effect on** pollution.

**A: But don't you think that** pollution is a serious issue? **The problem is that** people aren't doing enough about it. Strel is doing a lot to raise awareness.

**B: I agree that** pollution is a serious issue, **but there are other ways of** raising awareness—for instance, he could travel to different cities and give lectures about it instead.

**A: I don't think** newspaper journalists would pay any attention to him—there are already so many people giving lectures. But now newspapers around the world are writing about him and people are talking about him—**isn't that proof that** he's been successful?

## **B** Listening and writing



**B1** *Justin is listening to his teacher talking about desertification. Listen to the lecture and answer the questions below.*

1 What happens when farmers farm their land too much?

---

2 What happens to the soil when trees are cut down?

---

3 What effect has climate change had on the land?

---

4 What happens to people's way of living when farmland turns into desert?

---

5 What percentage of the human population is directly affected by desertification?

---



**B2** Justin and Amy are discussing their research on China's efforts to solve the problem of desertification. Listen to the conversation and complete the notes below.

### China's efforts to stop desertification

#### Planting a long stretch of trees and bushes

- This project, called the "Green Great Wall", was started in the year (1) \_\_\_\_\_.
- (2) \_\_\_\_\_ billion trees have been planted.

#### Building large fences

These fences (3) \_\_\_\_\_ from eating certain plants, which gives the plants time to grow.

#### Setting up a monitoring centre

- This centre tries to record (4) \_\_\_\_\_ deserts are growing and find creative new ways to solve the problem.
- The centre was opened in the year (5) \_\_\_\_\_.

#### Educating people on environmental problems

People should learn how to (6) \_\_\_\_\_.

**B3** Desertification is a serious environmental problem around the world. Write an article about desertification.

**Title:** \_\_\_\_\_

Desertification, as the name suggests, \_\_\_\_\_

\_\_\_\_\_

Desertification can be caused by several factors, \_\_\_\_\_

\_\_\_\_\_

We need to take steps to prevent desertification. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appreciating language



There has been growing concern about the use of chemicals and its damage to the environment. Read aloud the excerpt below about such environmental problems.

### A fable for tomorrow

THERE WAS ONCE a town in the heart of America where all life seemed to live in harmony with its surroundings. The town was surrounded by prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds drifted above the green fields.

Along the roads, beautiful trees delighted the traveler's eye through much of the year. Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries. The countryside was, in fact, famous for its rich bird life, and people traveled from great distances to observe them. Others came to fish the streams, which flowed clear and cold out of the hills. So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

Then everything began to change: mysterious illnesses swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death.

There was a strange silence. The birds, for example—where had they gone? Many people spoke of them, puzzled and disturbed. The few birds seen anywhere were unhealthy; they were shaking violently and could not fly. It was a spring without voices. On the mornings that had once been alive with birdsong, there was now no sound; only silence lay over the fields and woods.

The roadsides, once so attractive, were now lined with browned and withered plants as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. People no longer visited them, for all the fish had died.

No black magic, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

This town does not actually exist, and I know of no community that has experienced all the things I describe. Yet every one of these disasters has actually happened somewhere. A dangerous threat has crept upon us almost unnoticed, and this imagined tragedy may easily become a terrible reality we all shall know.

(Adapted from *Silent Spring*, by Rachel Carson)

## Unit 2 Natural disasters

### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- Were you scared during the p\_\_\_\_\_ failure last night?  
—Actually, yes. I felt unsafe and couldn't see anything in the dark.
- He's absent from school. Do you know why?  
—I heard he was involved in a car c\_\_\_\_\_.
- That's o\_\_\_\_\_. I'm certain I put my mobile phone here, but it's nowhere to be seen.  
—Sometimes, strange things happen.
- What are you going to do tomorrow?  
—I have a c\_\_\_\_\_ to attend, and it's about environmental protection.
- How did you \_\_\_\_\_ the building when the fire broke out?  
—I left through a fire door.
- Beijing has a lot for people to see, hasn't it?  
—Yes. It's a popular tourist \_\_\_\_\_.
- What happened to Johnson?  
—He fell down the stairs and \_\_\_\_\_ his back.
- It was a great \_\_\_\_\_ to find that our company would have to close.  
—Yes, indeed. We need to find new jobs as soon as possible.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

far and wide	in case	in the distance	keep one's head
run out of	safe and sound	take the form of	to one's relief

- Search and rescue dogs are searching \_\_\_\_\_ for the missing climbers in the mountains.
- \_\_\_\_\_, my father made a full recovery from the heart operation.
- None of the kids listened to me. As a result, I \_\_\_\_\_ patience.
- Please take a camera with you just \_\_\_\_\_ you see something that makes a good picture.
- Noticing that the water was rising quickly, he \_\_\_\_\_ and considered how to deal with the difficult situation.
- The chef cut the watermelon into pieces and laid them on the plate. They soon \_\_\_\_\_ a red flower.
- After two weeks' training, the soldiers finally returned to the camp \_\_\_\_\_.
- Can you see the plane \_\_\_\_\_? It will soon disappear.

**C** Match the to-infinitives in the sentences with the functions in the box. Write the letters in the blanks.

- a object
- b object complement
- c attributive
- d adverbial of purpose
- e adverbial of result

- \_\_\_\_\_ 1 I'm sorry that I cannot come to your birthday party tomorrow as I have an important meeting to attend.
- \_\_\_\_\_ 2 She hurried to the cinema, only to find all the tickets had been sold out.
- \_\_\_\_\_ 3 I ask you to complete the task on your own.
- \_\_\_\_\_ 4 To reach the summit, we need a local guide.
- \_\_\_\_\_ 5 We must learn to walk before we can run.
- \_\_\_\_\_ 6 I'm afraid they will have a difficult decision to make.
- \_\_\_\_\_ 7 To avoid losing a good friend, you need to apologize as soon as possible.
- \_\_\_\_\_ 8 He left his hometown, never to be heard from again.
- \_\_\_\_\_ 9 We agreed to change our plan at the meeting.
- \_\_\_\_\_ 10 She invited me to watch a film.

**D** Fill in the blanks with proper words or the correct forms of the words in the brackets.

In late August, 2005, Hurricane Katrina, one of the most <sup>(1)</sup> \_\_\_\_\_ (destroy) hurricanes in American history, hit the south-eastern parts of the country. It began on August 23, causing only <sup>(2)</sup> \_\_\_\_\_ (slightly) damage in the beginning. But it soon grew to be a Category 5 hurricane over the warm waters of the Gulf of Mexico, causing severe damage along its path.

New Orleans, a city which was built largely below sea level, was worst hit. In <sup>(3)</sup> \_\_\_\_\_ (react) to the coming hurricane, the city government gave an order to clear the city <sup>(4)</sup> \_\_\_\_\_ all residents. However, many stayed in the city. Some of them chose to stay because they believed that the city's defense system would keep them safe and sound, <sup>(5)</sup> \_\_\_\_\_ others were unable to leave because they had no access to transport. The defense system finally failed. As a result, 80% of the city <sup>(6)</sup> \_\_\_\_\_ (flood) for weeks. People were stuck in the city without power, food, or drinking water, <sup>(7)</sup> \_\_\_\_\_ (anxious) waiting for rescue.

The hurricane died away on August 31. In all, Hurricane Katrina caused nearly 2,000 <sup>(8)</sup> \_\_\_\_\_ (die), and left millions of people homeless.

## Building skills

### A Listening and speaking



**A1** *There has been a terrible blizzard in the town of Fairview. Listen to the radio broadcast and decide whether the following statements are true (T) or false (F). Circle the incorrect information in the false statements and correct it in the blanks.*

1 Fairview has experienced the worst blizzard in 50 years. T / F

---

2 Most bus and train services have been cancelled. T / F

---

3 The emergency services have advised people to stay where they are. T / F

---

4 The blizzard has caused at least 29 traffic accidents. T / F

---

5 "Whiteout" refers to a condition in which it is hard to see anything because of the snow. T / F

---

6 It takes five times longer for your car to stop during a blizzard. T / F

---



**A2** *The radio host Michelle is talking about the Great Blizzard of 1888 with a historian. Listen to the conversation and complete the fact file below.*

#### The Great Blizzard of 1888

**Date:** (1) \_\_\_\_\_, 1888

**Areas affected:** (2) \_\_\_\_\_ of the United States

**Snowfall:** • (3) \_\_\_\_\_ millimetres in some places

• (4) \_\_\_\_\_ metres thick in some places

**Damage:** • More than (5) \_\_\_\_\_ people died in total.

• More than (6) \_\_\_\_\_ people died in New York City.

• Over (7) \_\_\_\_\_ sailors died.

• At least nine ships were (8) \_\_\_\_\_.



**A3** Suppose a blizzard will hit your hometown tomorrow. Role-play a conversation between a local resident and an emergency service worker on how to prepare for it. Use the example below to help you and pay attention to the expressions in bold. Switch roles after you finish.

**A:** It looks like tomorrow's blizzard will be very serious. **How can we prepare for this?**

**B:** First, you should make sure that you have enough food and water at home. The supermarkets won't be open. **It is important to** have warm blankets and a heater ready. The electricity might be cut off for more than 24 hours.

**A:** Will it be safe to drive?

**B:** No, definitely not. All the snow on the road will make driving very dangerous. **Do not** drive anywhere **unless** you really have to—the roads might be blocked. The local police will provide traffic information on the radio—it is **very important that** you listen to the radio news broadcasts. **You must** follow instructions from the local police.

**A:** What about public transport?

**B:** There won't be any buses or trains after 9 p.m. tonight. **You need to** get home before then!

## **B Reading and writing**

**B1** *Black Sunday* was one of the worst dust storms in American history. Read the magazine article and answer the questions below.

### **Black Sunday**

The story of Black Sunday began in 1931, when a severe drought hit the Great Plains of the United States. As crops died and farmlands dried, dust began to blow. The following year, 14 dust storms struck the region; that number was more than double in 1933 (locals counted 139 "dirty days" that year).

Then, on May 11, 1934, a major dust storm built up in the Dakotas; dust traveled in the air across the States all the way to the east coast. Dense sand blocked out the sun over Washington, DC, 2,000 miles away. The storm also drove grains of sand between the teeth of New Yorkers and dusted the decks of ships 300 miles out to sea! Meanwhile, heat records soared in the Great Plains; record highs were broken on a regular basis. Hundreds of people died in the heat.

Nearly a year later, the bleak scene repeated itself. This time, the dust blew in from the drying farmlands of Kansas, Colorado, Texas and Oklahoma. One headline screamed, "The Worst Dust Storm in History." Some two million acres of farmland were evacuated overnight. Children in the Midwest rushed to school covering their noses with wet cloths. So much sand fell in Kansas that an oil driller reported digging down 18 feet and finding nothing but dry

powder all the way. But the worst was yet to come.

On Sunday, April 14, 1935, after weeks of disastrous dust storms, huge black clouds suddenly appeared on the horizon across the Plains. In no time, people were under a “black blizzard”—as dust clouds more than 1,000 feet high and many miles wide swept through the Great Plains at a rate of 60 miles per hour. Some people thought the world was coming to an end.

During these stormy years, hundreds of thousands of families left the Plains, abandoning their homes and fields. Millions of acres of farmland had become useless. Still the dust continued to blow—but at less intense levels—until 1939!

The areas hardest hit by the 1930s dust storms—the Dakotas, Nebraska, Kansas, Oklahoma, eastern Colorado, New Mexico and the north of Texas—are dubbed the Dust Bowl.

- 1 What does the underlined word “abandoning” in the fifth paragraph mean?
- 2 In what order is the article organized? Why do you think the author chooses to organize the text in this way?

**B2** Natural disasters happen every day in the world. Write an article about a real natural disaster. Plan your writing based on the structure of the passage in B1.

**Title:** \_\_\_\_\_

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Explaining how the natural disaster happened

Stating what influences it had

## Appreciating language



*In 1906, a terrible earthquake hit San Francisco. Just a few hours after the earthquake, Jack London, a famous American writer, went to the disaster-stricken area and wrote a report about it. Read aloud the adaptation of part of his report below.*

Not in history has a modern city been so completely destroyed. San Francisco is gone. The factories, warehouses, great stores, newspaper buildings, and hotels, are all gone. There remain only some houses on the outskirts of what was once San Francisco.

Within an hour after the earthquake shock, the smoke of San Francisco's burning was a horrible tower visible a hundred miles away. And for three days and nights this tower of fire swayed in the sky, reddening the sun, darkening the day, and filling the land with smoke.

On Wednesday morning at a quarter past five came the earthquake. A minute later the flames were leaping upward. There was no opposing the flames. There was no organization, no communication. All the innovative creations of a twentieth-century city had been broken by the earthquake. The streets were twisted out of shape and piled with the remains of fallen walls. The steel rails were twisted into different angles, the telephone and telegraph systems were cut off, and the great water mains had burst. All had been destroyed by thirty seconds' trembling of the earth.

By Wednesday afternoon, half the heart of the city was gone. I watched the huge fire from out on the bay. There was no wind, yet from every side wind was pouring in upon the city.

Wednesday night saw the destruction of the very heart of the city. Many of San Francisco's proudest structures fell into ruin, but there was no stopping the onrush of the flames. Time and again attempts were made by the firefighters, and every time the flames surrounded them and turned to defeat the hard-won victory. A list of the buildings destroyed would be a directory of San Francisco. A list of the buildings not destroyed would be a line and several addresses. A catalog of the deeds of heroism would stock a library. A record of the dead will never be made.

Remarkably, Wednesday night, while the whole city crashed and roared into ruin, was a quiet night. There were no crowds. There was no shouting. In all those terrible hours I saw not one woman who cried, not one man who was excited, not one person who was in the slightest degree panic-stricken. Before the flames fled tens of thousands of homeless ones. Yet everybody was gracious. Never in all San Francisco's history, were her people so kind as on this night of terror.

(Adapted from "The Story of an Eyewitness", by Jack London)

## Unit 3 The world online

### Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- We have a \_\_\_\_\_ to good resources online.  
—Yes, it's really convenient.
- What time shall I have the goods d\_\_\_\_\_ to your home?  
—Oh, any time will do.
- It seems that you came across some problems when using the computer.  
—Yes. I just don't know how to download this f\_\_\_\_\_.
- I haven't seen Jenny for years.  
—Neither have I. But I have been trying to e\_\_\_\_\_ contact with her.
- Smartphones play a significant role in people's lives.  
—Yes. The \_\_\_\_\_ of people pay for things on their smartphones.
- Do you like reading her blog posts?  
—Yes, and I often leave \_\_\_\_\_ on her posts.
- More and more teenagers are becoming addicted to computer games.  
—Indeed they are. They should be made \_\_\_\_\_ of the danger.
- Why did he decide to \_\_\_\_\_ his job?  
—Because of poor health.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

in the comfort of	at one's fingertips	be glued to	bring up
get in the way	knock sb off one's feet	belong to	take off

- After further improvement in content, the new fashion magazine began to \_\_\_\_\_.
- We plan to \_\_\_\_\_ the issue of working conditions at the meeting next week.
- He seems to have all the information \_\_\_\_\_, doesn't he?
- I enjoy reading my favourite novels \_\_\_\_\_ my own home.
- I promise that we will not \_\_\_\_\_. Instead, we will do our best to help you.
- Sarah \_\_\_\_\_ the TV, watching the opening ceremony of the Winter Olympics.
- This beautiful house used to \_\_\_\_\_ the Smith family but they sold it last month.
- To my shock, the car nearly \_\_\_\_\_ before it crashed into a tree and caught fire.

**C** Rewrite the following sentences using verb-ing forms.

- 1 The man who operates the factory is concerned about the environment.  
The man \_\_\_\_\_ is concerned about the environment.
- 2 If you walk straight down this road, you will see the post office on your right.  
\_\_\_\_\_, you will see the post office on your right.
- 3 He sat there and did not know what to say.  
He sat there, \_\_\_\_\_.
- 4 He was punished by his teacher, because he had not finished his homework.  
\_\_\_\_\_, he was punished by his teacher.
- 5 This job is a challenge for me.  
I find \_\_\_\_\_.
- 6 I noticed the man was listening to music.  
I noticed \_\_\_\_\_.
- 7 The bridge which is being built will shorten the driving distance between the two villages.  
The bridge \_\_\_\_\_ will shorten the driving distance between the two villages.
- 8 The factory keeps giving off smoke. As a result, the air is polluted.  
The factory keeps giving off smoke, \_\_\_\_\_.
- 9 I appreciate your effort to help people who live in poverty.  
I appreciate your effort to help people \_\_\_\_\_.
- 10 While I was waiting for the bus, I met an old friend of mine.  
\_\_\_\_\_, I met an old friend of mine.

**D** Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 司机在一定程度上要对这起事故负责。(to a certain extent)
- 2 在博物馆里，你能欣赏到优秀的艺术作品。(appreciate)
- 3 他沉浸在书中，没有注意到我进了房间。(be lost in)
- 4 我们能免费下载音乐的日子一去不复返了。(gone are the days ...; download)
- 5 工厂宣布他们将削减自行车的产量。(cut back on)
- 6 她让我们知道现代科学技术的最新发展。(bring ... up to date)
- 7 最重要的是，互联网有助于世界各地的人们有效地沟通。(above all else)
- 8 请不要删除文档里的关键信息。(remove)

## Building skills

### A Listening and speaking



**A1** Li Yue is talking to Ms Wu about Internet addiction. Listen to the conversation and decide whether the following statements are true (T) or false (F). Circle the incorrect information in the false statements and correct it in the blanks.

1 About 33 million people under the age of 29 are Internet addicts in China. T / F

\_\_\_\_\_

2 Students aged 13 to 19 have the highest rate of Internet addiction. T / F

\_\_\_\_\_

3 The newspaper article explains why so many students get addicted to the Internet. T / F

\_\_\_\_\_

4 Students who are addicted to the Internet may suffer from sleep problems. T / F

\_\_\_\_\_

5 Students who are addicted to the Internet seldom get bored. T / F

\_\_\_\_\_



**A2** Li Yue is listening to Ms Wu's lecture about preventing Internet addiction. Listen to the lecture and complete the notes below.

#### Tips on preventing Internet addiction

##### Reduce Internet use

- Set a timer, which helps <sup>(1)</sup> \_\_\_\_\_ as well.
- <sup>(2)</sup> \_\_\_\_\_ that monitors and limits your smartphone use.
- <sup>(3)</sup> \_\_\_\_\_ the apps you waste the most time on.

##### Have a rich and rewarding offline life

- Find <sup>(4)</sup> \_\_\_\_\_ rather than staring at the screen.
- Take part in <sup>(5)</sup> \_\_\_\_\_ more often, which helps build real relationships.

##### Seek support

- Talk to your teachers or parents if you have problems controlling your Internet use.
- Seek <sup>(6)</sup> \_\_\_\_\_ if things get worse.

**A3** *Internet addiction has become a serious problem. In pairs, role-play a conversation between an Internet addict and a friend who tries to offer advice. Use the example below to help you and pay attention to the expressions in bold. Switch roles after you finish.*

**A:** I'm a bit worried ... I think I'm spending too much time online.

**B:** **I think you need to** find something else to do besides browsing the Internet.

**A:** I guess you're right. What kind of things are you thinking of in particular?

**B:** **To avoid spending too much time online,** we should interact more with the people around us. **It's much easier to break away from Internet addiction** with the support of family and friends.

**A:** Yeah, I agree. **It's definitely better to** hang out with classmates and talk about our studies or life in general. But all my friends are so busy with homework right now. **Is there anything else** I could do?

**B:** **You could always** try out a new hobby—if you like spending time in front of the computer, **why not** learn about computer programming? And if you're stressed out, you could simply go for a walk. **That'll help you clear your mind.**

**A:** Thank you. **You've been so helpful!**

## **B Reading and writing**

**B1** *There has been growing concern about crime on the Internet. Read the news story and answer the questions below.*

Late last night 38-year-old David Klein was sent to prison for cybercrime. Over the course of a few months, Klein had cheated dozens of teenagers out of their money over the Internet.

One of the victims was 15-year-old Todd Jones of Washington, DC. In a chat room, Todd started talking to someone claiming to be a 13-year-old middle school student in Texas named Josh. For several weeks, they chatted online about their hobbies and schools. "He seemed like a great guy," said Todd.

Then Josh started telling Todd about his family. He said that his father had lost his job and his grandmother was very ill and there was no money to pay for the treatment and medicine she needed. He was worried that he would have to get a part-time job to help his family pay bills. He wondered if Todd could help. "I felt really sorry for him," explained Todd. "I wanted to help my new friend, so I agreed to send him some money. I really thought I was doing a good thing." Josh gave Todd his account and Todd sent him \$50.

Two weeks later, Josh asked Todd for \$100 to help pay for a new bicycle. Josh said that he really needed it to go to school. Again, Todd sent the money. Over the next month, Josh asked Todd for money five times, for a total of \$300. "I wanted to help him as much as I could," said Todd. "But I was starting to think it was a bit strange that a friend I had met in a chat room would ask me for so much money."

Todd finally told his parents about what was happening. When his family

heard, they decided to talk to Bob Howard, a cybercrime specialist at the police department. After days of investigation, Howard discovered that Todd's chat room friend was not 13-year-old Josh from Texas but 38-year-old David Klein from New York. "I was shocked," said Todd. "I thought I knew who I had been talking to."

Todd was not the only victim. Klein had made friends with more than 20 junior high and senior high school students in different chat rooms, using a different identity each time. By claiming to be poor or ill, Klein had received more than \$3,000 from these students. Police arrested Klein soon after. He was sent to prison for his crimes.

For now, students are safe from David Klein. But certainly, he is not the only cybercriminal out there. Howard urges everyone to be careful when they visit chat rooms, "Remember that you cannot know who you are really chatting with. Don't send money to someone you meet online. And it is never a good idea to meet online friends in person."

- 1 What do the underlined words "cybercrime" in the first paragraph and "victims" in the second paragraph mean?
- 2 How did David Klein manage to get money from Todd? Give specific examples.

**B2** *Using the Internet to make payments can be very convenient but it can also be dangerous. Write an argumentative essay on the advantages and disadvantages of making online payments.*

**Title:** \_\_\_\_\_

Nowadays, many people use the Internet to make payments. Online payments have both advantages and disadvantages.

One of the biggest advantages of online payments is that \_\_\_\_\_

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However, there are also disadvantages connected with online payments. \_\_\_\_\_

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In conclusion, \_\_\_\_\_

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## Appreciating language



*The Internet has made a huge difference to people's lives. Read aloud the essay below about what life was like before the Internet.*

### Before the Internet

The Internet has brought huge changes to the way people interact with each other and how they get their information. However, rather than debate whether life was better or worse before the Internet, we can certainly say that it was different. Perhaps it would be interesting to reflect upon some of these differences.

Before the Internet, if I needed to know something, it would generally mean a trip to the library or seeking out somebody who knew the answer to my burning question. As this process usually required a lot of effort, only the most important topics were worth researching. Nowadays, I find myself surfing the Internet for all kinds of information, much of it trivial. I can spend hours jumping from one website or app to another and have nothing to show for it when I have finished! Perhaps the Internet has taken us from knowing a few things in depth to knowing very little about a lot!

Before the Internet, life was definitely less frantic and nobody expected an immediate answer to their message. Letter-writing, for example, used to be a joyful "labour of love"; now, it is a skill which is rapidly becoming obsolete. Letter-writing required care and thought and rewarded the writer with a sense of achievement and expectation. The whole process was an experience to be enjoyed: from choosing the paper to write on, to collecting and organizing thoughts to put onto the paper, to seeing these thoughts take shape in your own handwriting, and ending with a trip to the post office to post the letter. Then, of course, there was the long, expectant wait for the reply and, at last, the excitement of hearing the letter box open and the reply drop softly onto the doormat.

The pace of modern life has certainly become faster, and instant access to the rest of the world has undoubtedly created countless distractions that, for many, have become an addiction. How often do we see people walking along the pavement or even stepping into the road, totally immersed in their mobile phone? With thumbs twitching, they fire off "important" messages, totally unaware of what is happening around them ... and the world passes them by.

There was a time before the Internet, when I always had two free hands to seize any opportunity that presented itself. Now, unfortunately, one of them is always holding a mobile phone ...

# Unit 4 Scientists who changed the world

## Exploring language

**A** Fill in the blanks with proper words. The first letter of some words has been given.

- Has the meeting been cancelled?  
—No. It has been p\_\_\_\_\_ until next Monday.
- The doctor said he had a very small chance of s\_\_\_\_\_.  
—I'm sorry to hear that.
- There isn't s\_\_\_\_\_ time to look into the case.  
—Don't worry. We can ask others for help.
- He is an experienced, helpful and wise man.  
—So he is. I feel we have benefited a great deal from his experience and  
w\_\_\_\_\_.
- What's your \_\_\_\_\_?  
—Chinese.
- Can I enter the building? Do I need a special pass?  
—Yes. Nobody is \_\_\_\_\_ to get in without the pass.
- The government has \_\_\_\_\_ war on cybercrime.  
—That's good news.
- When will your new book come out?  
—I guess it will be \_\_\_\_\_ in May.

**B** Fill in the blanks with the correct forms of the phrases in the box below.

go off	get a taste of	pay off	refer to
show off	speed up	take it for granted	put forward

- She gave the speech without \_\_\_\_\_ her notes.
- The side effect of the drug is that it may \_\_\_\_\_ your heart rate.
- She got the job as a doctor. All her efforts \_\_\_\_\_ in the end.
- The party \_\_\_\_\_ very well. We all had a good time.
- They \_\_\_\_\_ some plans to improve the education system.
- I don't think we have anything to \_\_\_\_\_. We should work harder.
- You may \_\_\_\_\_ life at a British school during your two-week stay in the UK.
- He \_\_\_\_\_ that he would be given the job as a managing director.

**C** Rewrite the following sentences using verb-ed forms.

- 1 The museum which was built in 1900 is still in excellent condition.  
The museum \_\_\_\_\_ is still in excellent condition.
- 2 The seats which are reserved for the disabled are just near the entrance.  
The seats \_\_\_\_\_ are just near the entrance.
- 3 After he was encouraged by what Jane said, Peter walked to the centre of the stage.  
\_\_\_\_\_, Peter walked to the centre of the stage.
- 4 Unless I am invited, I won't go to Jack's graduation party.  
\_\_\_\_\_, I won't go to Jack's graduation party.
- 5 When I got there, I noticed the car was stuck in the snow.  
When I got there, I noticed \_\_\_\_\_ in the snow.
- 6 When they were inspired by the young man, they decided to go out and explore the woods.  
\_\_\_\_\_, they decided to go out and explore the woods.
- 7 They broke down the door to reach the people who were locked inside.  
They broke down the door to reach the people \_\_\_\_\_.
- 8 If I was given more time, I would be able to finish the task.  
\_\_\_\_\_, I would be able to finish the task.

**D** Translate the following sentences into English. Use the words and phrases in the brackets.

- 1 我的奶奶通过不断摸索才学会使用电脑。(through trial and error)
- 2 老师做的实验使我们对科学产生了浓厚的兴趣。(conduct)
- 3 我的手机可以在这里充电吗?(charge)
- 4 我打算在山里过夜, 所以随身带了帐篷和睡袋。(intend)
- 5 至于我们未来的规划, 我认为我们应该努力提高产品的市场份额。(as to)
- 6 他又让我失望了。我以后再也不会信任他了。(let sb down)
- 7 这份工作需要付出很多努力, 但是值得。(involve)
- 8 从外语学校毕业后, 西蒙成为了一名画家, 这纯属偶然。(by accident)

## Building skills

### A Reading and speaking

**A1** What happens when science is combined with art? Read the magazine article about a great naturalist and painter and answer the questions below.

#### Maria Sibylla Merian—drawing from life

In 17th-century Europe, it was unheard of for a woman to travel by herself, but that didn't stop Maria Sibylla Merian. In 1699, she and her 21-year-old daughter Dorothea sailed from Amsterdam to Surinam in South America. The three-month voyage was dangerous but she was determined to go. Besides, she was on a bold mission. She would be the first person to go to a foreign country to study and paint insects directly from nature.

When they arrived in Surinam, Maria and Dorothea started working. Day after day, they took their painting materials into the hot, humid rainforest to collect and draw insects and plants. Artists had never done such a thing before. Still life painters drew from dead specimens. But Merian had always been interested in painting living animals and plants, and her favourite subjects were insects.

In the rainforest, she climbed ladders to study and collect insects. She had trees cut down so she could see what lived at the top level of the forest more than a hundred feet overhead. Merian combined both art and science in her work. A skilled observer, she kept detailed notes.

Merian planned to stay in Surinam for five years, painting and collecting insects and plants that Europeans had never seen. She learnt about the medicinal plants of the area and expanded her interest to spiders, birds, lizards and snakes. She planned to publish a book of her new work on her return to Amsterdam.

After two years, she had to leave Surinam. The heat was unbearable and she was ill with malaria. But she had more than enough material for a book. In June 1701, Maria and Dorothea sailed back to Amsterdam with many paintings and specimens—butterflies preserved in brandy, bottles with crocodiles and snakes, lizards' eggs and boxes of pressed insects.

Four years later, in 1705, Merian published the book for which she is best known, *Metamorphosis of the Insects of Surinam*. The paintings of insects and plants in their natural habitats revolutionized scientific illustration and advanced the scientific study of insects.

- 1 What does the underlined word “specimens” in the second paragraph mean?
- 2 Why does the author think that Merian's achievements were unusual? Give at least three reasons.

**A2** *Maria Sibylla Merian made great contributions to both the study of insects and the art of painting. In pairs, discuss what qualities she had and how those qualities led to her success. Use the example below to help you and pay attention to the expressions in bold.*

**A:** **It's obvious that** Merian was **very brave**. She travelled across the world to study unusual insects.

**B:** I agree. Back then, it was very dangerous and difficult to travel abroad, but she still did it. She must have been a **calm and confident** person.

**A:** That's right. And her drawings are so beautiful! She was clearly a **very talented** woman.

**B:** Yes, and she definitely knew what she was doing. She also had a clear goal in life—she worked really hard on learning how to draw living insects. **This was something that nobody else had done before.**

**A:** Yes. It's a very interesting topic. I think one of her talents was being able to see the beauty in everyday life.

**B:** **Good point.** I also think she must have been **very patient**. **Imagine how difficult it is to** find those strange insects in the wild, and then paint them!

## B Listening and writing



**B1** *Raymond is listening to a lecture about the scientist Alfred Nobel. Listen to the lecture and put the correct years in the boxes.*

a 1896

c 1867

e 1842

b 1901

d 1850

f 1895

- 1 Alfred Nobel decided to give away his fortune to establish the Nobel Prizes.
- 2 Alfred Nobel successfully invented dynamite.
- 3 Alfred Nobel left Russia to spend a year in Paris.
- 4 Alfred Nobel moved to Russia.
- 5 Alfred Nobel died.
- 6 The Nobel Prizes were first awarded.



**B2** Raymond is talking to his friend Debby about Alfred Nobel. Listen to the conversation and complete the notes below.

## Alfred Nobel

### About his education

- He didn't spend much time in a formal school. All his instruction was provided by (1) \_\_\_\_\_.
- He learnt to speak (2) \_\_\_\_\_ fluently, including Russian and Swedish.
- At the age of (3) \_\_\_\_\_, he went on educational travels.
- His education continued in the United States, where he studied (4) \_\_\_\_\_.

### About his achievements

- He came up with more than (5) \_\_\_\_\_, including dynamite.
- He signed (6) \_\_\_\_\_ and established the Nobel Prizes.

**B3** Who is your favourite scientist? Write an article about the scientist's personal life, research area and achievements.

Title: _____	
_____	Introducing the scientist's personal life
_____	
_____	
_____	
_____	Providing detailed information about his/her research area and achievements
_____	
_____	
_____	
_____	Stating reasons why you admire him/her
_____	
_____	
_____	

## Appreciating language



*John Herschel made numerous important contributions to photography and was one of the leading astronomers of the mid-19th century. Read aloud the excerpt below, where he discusses how to approach scientific study.*

Every student who begins to explore science will find not only that he has much to learn, but also much to unlearn. Familiar objects and events seldom present themselves to our senses in the way that science requires them to be viewed, where they can have a rational explanation.

There is, therefore, every reason to expect that those objects and relations, which together make up the subject, will have been previously understood by the student, at least imperfectly. However, much of the information which is essential to its right understanding will have escaped his notice. In addition, some of the student's understanding of science will simply be wrong.

As a first preparation, therefore, the student must loosen his hold on all crude and hastily adopted notions, and must strengthen himself, through effort and resolve, to accept without prejudice any conclusion which is supported by careful observation and logical argument, even though it goes against notions he may have previously formed for himself, or taken up, without examination, from others.

Such an effort is, in fact, the first step on the road to that intellectual discipline which forms one of the most important ends of all science. It is the first movement of an approach towards that state of mental purity which alone can fit us for a full and steady perception of moral beauty as well as physical adaptation. It is the medicine with which we must clear our eyes before we can receive and contemplate the defining features of truth and nature as they really are.

# Appendices

## Text notes

### Unit 1

- 1 Let us not, however, flatter ourselves overmuch on account of our human victories over nature. For each such victory nature takes its revenge on us.

—Friedrich Engels (page 1)

但是我们不要过分陶醉于我们人类对自然界的胜利。对于每一次这样的胜利，自然界都对我们进行报复。——弗里德里希·恩格斯

这两句出自德国哲学家、革命导师弗里德里希·恩格斯的《劳动在从猿到人转变过程中的作用》一文，意在说明人类与自然界要和谐共处。

- 2 Welcome to the jungle, a huge sea of green alive with the sounds of animals. (page 2, line 1)

欢迎来到这片丛林，这是一片绿色的海洋，到处都可以听到动物发出的声音。

- (1) 句中 a sea of 意为“大量的，大片的”。如：

He looked down and saw a sea of smiling faces.

他往下看，看到一张张笑脸。

- (2) 句中 (be) alive with 意为“充满，到处都是（活的或动的东西）”。如：

The pond was alive with frogs.

池塘里满是青蛙。

- 3 The Amazon River, from which the rainforest gets its name, is close to 6,400 kilometres in length—roughly 100 kilometres longer than the Yangtze River. (page 2, lines 7–9)

亚马孙雨林得名于亚马孙河，亚马孙河长接近 6400 千米，比长江还长约 100 千米。

句中 from which the rainforest gets its name 是非限制性定语从句，为先行项 The Amazon River 提供补充信息，先行项和非限制性定语从句之间用逗号隔开。如：

The house, which was built over a hundred years ago, was not damaged in the earthquake.

这座一百多年前建成的房子在地震中没有受损。

- 4 The forest's different levels support an unbelievable variety of wildlife. (page 3, lines 14–15)

雨林的不同层次使种类多到难以置信的野生动植物得以生存。

句中 variety 意为“(同一事物的) 不同种类，多种式样”，a variety of 意为“各种各样”



的”。如：

*We can see that a variety of techniques are used in the painting.*

我们可以看到这幅画作中使用了多种技巧。

**5** At the bottom, there is a system of roots beneath the ground. (page 3, lines 15–16)

在底部,有一个地表下的根系。

句中 *beneath* 意为“在……下面”。如：

*Alice quickly hid the letter beneath a pile of clothes.*

艾丽斯迅速把信藏在一堆衣服下。

**6** Each level of the forest forms its own little world, home to different kinds of living things. (page 3, lines 19–20)

雨林的每一层都形成了自己的小世界,成为各种生物的家园。

句中 *living* 是形容词,意为“活的,活着的”。如：

*He is considered to be one of the greatest living writers.*

他被认为是在世的最伟大的作家之一。

**7** While a significant number of jaguars survive here, they are only one element of this forest's food chain. (page 3, lines 23–24)

尽管相当多的美洲豹在这里生存,但它们只是这个雨林食物链的一个要素。

句中 *survive* 意为“生存,存活,继续存在”; *survive* 还可以表示“幸存,幸免于难,艰难度过”,后面直接跟宾语,不加介词。如：

*It was very hard for me in those days but I survived.*

那段日子对我来说很艰难,但我还是挺过来了。

*He survived the accident without any injury.*

他在事故中幸免于难,而且毫发无损。

**8** These frogs, in turn, feed on insects which eat leaves and fruit. (page 3, lines 25–27)

相应地,这些青蛙以昆虫为食,而昆虫则吃树叶和水果。

句中 *in turn* 意为“相应地,转而”。如：

*Increasing production costs will, in turn, lead to higher prices.*

生产成本不断提高相应地会引起价格上涨。

**9** The Amazon rainforest breathes life into the planet by fixing carbon and producing over 20 per cent of all the Earth's oxygen. (page 3, lines 30–31)

亚马孙雨林通过固定碳,并产生超过全球总量 20% 的氧气,使得地球生生不息。

句中 *breathe life into* 意为“给……带来起色,注入活力”。如：

*We need some new people to breathe life into this project.*

我们需要一些新人来为这个项目注入活力。

- 10 Over the past 50 years, about 17 per cent of the rainforest has disappeared due to human activities such as agriculture and cattle farming. (page 3, lines 34–35)

在过去的 50 年里,由于农耕和养牛等人类活动,约 17% 的雨林已经消失了。

句中 *due to* 意为“由于,因为”。*due to* 一般用于正式文体,日常英语中人们一般用 *because of*。如:

*The flight was cancelled due to bad weather.*

由于天气不好,航班被取消了。

- 11 As the impact of human activities continues to grow and the list of species in danger of extinction becomes longer, we are left with a question: can we afford to damage the “lungs of the planet”? (page 3, lines 35–38)

随着人类活动的影响不断增加,濒危物种的名单越来越长,这就留给我们一个问题:我们能承担得起损害“地球之肺”的后果吗?

- (1) 句中 *impact* 意为“作用,影响”。如:

*New technologies will have an impact on teaching methods.*

新技术会对教学方法产生影响。

- (2) 句中 *leave* 意为“造成,使留下”。如:

*She left me with the impression that she disliked me.*

她给我的印象是她讨厌我。

- (3) 句中 *damage* 是动词,意为“损害,损坏,损伤”;*damage* 还可以作名词,后面常跟介词 *to*。如:

*His house was badly damaged in the earthquake.*

他的房子在地震中受损严重。

*The disease can cause serious damage to the brain.*

这种疾病会对大脑造成严重损伤。

- 12 When you think of a fearsome hunter, images of lions and sharks may spring to mind. (page 8)

当你想到一个可怕的捕猎者,狮子和鲨鱼的形象可能会立刻跃入脑海。

- (1) 句中 *fearsome* 意为“可怕的”。词缀 *-some* 可置于某些名词后构成形容词,表示“易于……的;引起……的”。如:

*quarrelsome* 爱争吵的,好口角的 *troublesome* 令人烦恼的,讨厌的

- (2) 句中 *spring to mind* 意为“马上想到,突然出现在脑海里”,*spring* 是不规则动词,过去式为 *sprang*,过去分词为 *sprung*。如:

*If you refer to Hawaii, a vision of pretty beaches and blue seas may spring to mind.*

如果你提到夏威夷,美丽海滩和蓝色海洋的景象可能就会立刻浮现在脑海中。

- 13 Still others hunt animals just for fun: deer are tracked and shot by people who enjoy the excitement of the sport. (page 8)

还有一些人猎杀动物只是为了找乐子:那些追踪、射猎鹿的人喜欢狩猎的刺激。

句中 track 意为“追踪,找寻”。如:

*Police have been tracking the criminal for months.*

警察几个月来都在追踪那名罪犯。

- 14 As the human population continues to grow, so does the effect we have on animals. (page 8)

随着人口的持续增长,我们对动物的影响也在不断增加。

本句为主从复合句,主句是 so 引导的倒装句,目的是强调人类对动物的影响在日益增加,相当于 the effect we have on animals continues to grow as well。句中 so 表示前者的情况同样适用于后者,常用结构为“so + 助动词/情态动词/系动词 + 主语”。

如:

*As the demand for products rises, so do their prices.*

随着对产品需求的增加,其价格也会上涨。

- 15 The smog in the air has coloured the sky a smoky grey; it's also given me a cough that I can't get rid of. (page 11, lines 12–13)

空气中的雾霾把天空染成了烟灰色,还让我患上了咳嗽,老是不好。

- (1) 句中 smog 意为“雾霾,烟雾”,smog 是由 smoke 和 fog 两个词各取一部分缩合而成的一个新词。这在英语中被称为缩合构词法。如:

*brunch = breakfast + lunch 早午餐    motel = motor + hotel 汽车旅馆*

- (2) 句中 colour 是动词,意为“给……着色,给……染色”。如:

*The rising sun coloured the sky bright red.*

冉冉升起的太阳把天空染得通红。

- (3) 句中 get rid of 意为“摆脱,丢弃”。如:

*We got rid of all the old toys.*

我们扔掉了所有的旧玩具。

- 16 In defence of the factories, however, I'd like to point out that we also try to control the amount of pollution we produce. (page 11, lines 19–21)

不过,为工厂说句公道话,我想指出的是我们也在努力控制所产生的污染量。

句中 defence 意为“(对批评的)辩护,维护”,in defence of 意为“为……作解释或辩护”。如:

*I have to say in her defence that she meant no harm.*

我得为她说句话,她并没有恶意。

- 17 It has to be a community-wide effort, and everyone can help by following the golden rule: reduce, reuse and recycle. (page 12, lines 39–42)

全社会必须共同努力,每个人都遵循减少使用、重复使用和循环利用的指导原则,就能尽一份力。

该原则简称为 3R 原则,包括减少使用、重复使用和循环利用三个方面。其中,减少使用要求尽量用高效的方式来达到既定的生产目的或消费目的,从源头上节约资源,减少污染,反对产品的过度包装;重复使用要求制造的产品和包装容器能够被多次使用,选择使用周期较长的高质量产品,抵制一次性用品;循环利用要求物品在完成使用功能后能变成可重新利用的资源,而不是只能作为垃圾填埋。

- 18 A former UN official once said, “Saving our planet, lifting people out of poverty, advancing economic growth ... these are one and the same fight.” (page 12, lines 47–49)

一位联合国前官员曾经说过:“拯救地球,使人们摆脱贫困,促进经济增长……这些就是同一场战斗。”

句中 **one and the same** 意为“同一个(人或物)”,表示强调。如:

*I was amazed to discover that Muhammad Ali and Cassius Clay were one and the same person.*

我惊奇地发现穆罕默德·阿里和卡修斯·克莱是同一个人。

## Unit 2

- 1 Nature is kind of a loving mother, but also a butcher in cold blood.

— Victor Hugo (page 15)

大自然是慈爱的母亲,也是冷血的屠夫。——维克多·雨果

该句出自法国作家维克多·雨果,其代表作有长篇小说《巴黎圣母院》等。这句话意在说明大自然能造福人类,也能给人类带来灾祸。

- 2 Only 5 students suffered slight injuries, despite the current figures of 7 killed and over 200 injured in the disaster area at large. (page 16, lines 2–4)

尽管目前整个灾区的伤亡数字是 7 人死亡,200 多人受伤,但(在这所学校)只有 5 名学生受了轻伤。

- (1) 句中 **injure** 意为“伤害,使受伤”,**injury** 是它的名词形式。如:

*They were seriously injured in the accident.*

他们在这次事故中受了重伤。

*He had to quit the competition because of injury.*

他因为受伤而不得不放弃比赛。

- (2) 句中 **at large** 意为“整个,全部,总地,一般地”。如:

*This article represents the opinion of the public at large.*

这篇文章代表了广大公众的意见。

3 Her students' reaction was quick and correct—they moved under their desks, head first, and held on to the legs of the desks. (page 16, lines 6–7)

她的学生们反应迅速、正确——他们头朝里，爬到课桌下面，并紧紧抓住桌腿。

(1) 句中 **reaction** 意为“反应”。如：

What was his reaction when you told him about the news?

你告诉他这个消息的时候，他是什么反应？

(2) 句中 **hold on to** 意为“抓紧，不放开”；**hold on to** 还有“（替别人或更长时间地）保存某物”的意思。如：

Hold on to my arm.

抓紧我的胳膊。

I'll hold on to these old stamps for my grandparents until they get back.

我祖父母回来之前我将一直替他们保管这些老邮票。

4 There were loud crashes of glass breaking and things falling to the ground, but the students remained still and waited calmly and quietly. (page 16, lines 9–11)

尽管玻璃破碎和物体落地发出阵阵巨响，但是学生们仍然一动不动，沉着安静地等待着。

句中 **crash** 是名词，意为“（倒下、破碎等突然的）碰撞声，破裂声”；**crash** 还可以作动词，意为“碰撞，猛击，撞击”。如：

The billboard fell down to the ground with a crash.

广告牌轰隆一声倒在地上。

The plane crashed into a mountain and nobody on board survived.

飞机撞上了山，机上无人生还。

5 She signalled to her students to exit the classroom in an orderly line covering their heads with their hands. (page 16, lines 13–14)

她示意学生们抱着头，排好队，有序离开教室。

(1) 句中 **signal** 是动词，意为“发信号，发暗号，示意”；**signal** 还可以作名词，意为“信号，暗号”。如：

He signalled to the children to be quiet.

他示意孩子们安静点。

At an agreed signal the lights went out.

约定的信号一发出，灯就全灭了。

(2) 句中 **exit** 意为“离开”。如：

We exited the theatre by the side door.

我们从侧门离开了剧院。

(3) 句中 **orderly** 是形容词，意为“有秩序的，有条理的，整齐的”。如：

You need to organize your article in a more orderly way.

你要把你的文章组织得更有条理一点。

- 6 After a roll call confirmed that all were safe and sound, they relaxed, laughing, crying and hugging each other. (page 16, lines 16–18)  
点名确认所有人都安然无恙后,他们才放松下来,笑啊,哭啊,互相拥抱着。
- (1) 句中 **confirm** 意为“确认”。如:  
*Please confirm your booking by telephone by Saturday.*  
请在星期六之前电话确认您的预订。
- (2) 句中 **safe and sound** 意为“安然无恙的”。如:  
*Three days later, the travellers arrived home safe and sound.*  
三天之后,游客们安然无恙地回到了家。
- 7 On 20 December, a series of huge waves caused by an undersea earthquake raced across the ocean near Goldshore and left thousands dead. (page 17, lines 1–2)  
12月20日,由海底地震引起的一排排巨浪急速冲过金海岸附近的海面,造成数千人死亡。
- 句中 **race** 是动词,意为“快速移动”。如:  
*I had to race home for my homework.*  
我不得不飞奔回家拿家庭作业。
- 8 Sabrina was one of the happy tourists until she noticed something odd. (page 17, lines 8–9)  
萨布丽娜是这些快乐的游客中的一个,直到她注意到了一些奇怪的现象。
- 句中 **odd** 意为“奇怪的”。如:  
*I find her really odd—I can't figure her out at all.*  
我觉得她很古怪,我一点儿也摸不透她。
- 9 It immediately occurred to her that these were signs of an approaching tsunami. (page 17, lines 11–12)  
她立刻意识到这些是海啸来临的征兆。
- 句中 **occur to** 意为“(观念或想法)浮现于脑中,被想到”,常用句型结构有: *it occurs to sb (that) ...*、*it occurs to sb to do sth*。如:  
*It suddenly occurred to me that he had grown up.*  
我突然意识到他已经长大了。
- 10 To her great relief, the officer immediately realized the coming danger. (page 17, lines 16–17)  
使她大为宽慰的是,这名安全员立即意识到了即将到来的危险。
- 句中 **relief** 意为“宽慰,轻松,解脱”,**to one's relief** 意为“使某人宽慰的是”。如:  
*To my great relief, the doctor said that it was just the flu.*  
使我大为宽慰的是,医生说那只是流感。

- 11 A typhoon is a destructive storm that occurs in the north-west Pacific Ocean.  
(page 19)

台风是一种发生在太平洋西北地区、具有破坏性的风暴。

句中 *destructive* 意为“毁灭性的,造成破坏的”。如:

*Only then did he realize the destructive power of nuclear weapons.*

直到那时他才意识到核武器的破坏力。

- 12 Remember to inform yourself of what is going on. (page 19)

记得要了解事态的进展。

句中 *inform oneself of* 意为“了解,熟悉”。如:

*We need time to inform ourselves of any development of the project.*

我们需要时间了解项目的所有进展情况。

- 13 Mr Li will attend a staff meeting at 4 p.m. (page 21)

李老师下午四点要参加教职工会议。

句中 *staff* 意为“(全体)员工”,表达“一名员工”要用 *a member of staff* 或 *a staff member*,不能说 *a staff*。如:

*Our company has a staff of over one hundred.*

我们公司有一百多名员工。

*In today's meeting, we'll welcome a new member of staff.*

今天的会议上我们将要欢迎一名新员工。

- 14 Its ashy rocks, now dark, now light, told a story of past eruptions that might have warned the city what was to come! (page 25, lines 12–14)

火山岩忽明忽暗,讲述着过去火山几度喷发的故事,这本来可以警告这座城市里的人们,灾难即将降临!

句中 *might have done* 表示过去本可以做而实际并没有做,含有轻微的责备或惋惜之意。如:

*She might have lost the opportunity if her mother hadn't insisted on her going.*

要不是妈妈坚持让她去,她可能就失去这个机会了。

- 15 It took the form of a huge tree: the trunk, blackness, the branches, fire! (page 25, lines 17–18)

它的形状像一棵大树:树干呈黑色,树枝是烈火!

(1) “the trunk, blackness, the branches, fire” 是以省略形式呈现,简短的句式强调了火山的形态,营造了一种火山爆发时紧张、扣人心弦的氛围。

(2) 句中 *take the form of* 意为“呈现……的形状”。如:

*This valley takes the form of a big “U”.*

这座山谷呈一个大大的U形。

- 16** At that moment, they felt the earth shaking beneath their feet; beyond in the distance, they heard the crash of falling roofs. (page 26, lines 21–23)  
那一刻,他们感到大地在脚下晃动;他们听到远处屋顶坍塌的巨响。
- (1) 句中 **beyond** 是副词,意为“在另一边,在更远处”。如:  
*I can see through the open door into the room beyond.*  
通过敞开的大门我可以看见远处房间的内部。
- (2) 句中 **distance** 意为“遥远,久远”,**in the distance** 意为“在远处”; **distance** 还有“距离”的意思。如:  
*Finally she caught sight of a village in the distance.*  
她终于看到了远处的村庄。  
*His new house is within walking distance of his company.*  
他的新家到公司只有几步路。
- 17** Over the empty streets—over the forum—far and wide—with many a noisy crash in the stormy sea—fell that awful shower! (page 26, lines 25–26)  
可怕的熔岩雨砸下来了,落在空荡荡的街道上、广场上,到处都是,落在波涛汹涌的大海里,发出阵阵巨响。
- (1) 本句最重要的信息以主句形式出现在最后,次要的信息出现在句首,通常,这样的句式称为“圆周句”或者“掉尾句”。这种句式可以营造一种悬念,抓住读者的注意力,在末尾形成高潮,有力地表达重要的信息。
- (2) 句中 **far and wide** 意为“四处,到处”。如:  
*People came from far and wide to visit the museum.*  
四面八方的人们都来参观这个博物馆。
- 18** Long after fire and ash came for the people of Pompeii, the remains of their beautiful city survive to remind us that human lives burn bright and short. (page 26, lines 37–39)  
在大火和火山灰吞噬庞贝城的人们很久很久之后,他们美丽城市的遗迹幸存下来,提醒我们人类的生命灿烂而短暂。  
句中 **remains** 是名词,意为“遗址,遗迹”,只用复数形式;**remains** 还有“剩余部分”的意思。如:  
*The remains of the snow have been cleared from the roofs.*  
残雪已经从屋顶上清除了。
- 19** Because of their small size and sharp sense of smell, dogs can locate survivors much faster than humans can. (page 27)  
因为狗体形小,嗅觉灵敏,它们定位幸存者的速度要比人快得多。  
句中 **locate** 意为“找出……的准确位置”。如:  
*After two days' search, they located the missing ship by radar.*  
经过两天的搜索,他们用雷达确定了失踪船只的位置。



## Unit 3

- 1 I hope we will use the Net to cross barriers and connect cultures.

—Tim Berners-Lee (page 29)

我希望我们能利用互联网跨越障碍,联结文化。——蒂姆·伯纳斯-李

该句出自英国计算机科学家蒂姆·伯纳斯-李。他是万维网(World Wide Web)的发明者。这句话体现了伯纳斯-李对互联网的美好愿景。他希望互联网能发挥其互联互通的作用,跨越各种障碍,成为不同文化的纽带,带来信息交流的全新模式。

- 2 Soon emojis took off throughout the world. (page 29)

很快表情符号就风靡全球了。

句中 take off 意为“突然大受欢迎,迅速流行”。如:

*The magazine took off after the interview.*

那次采访之后这本杂志很快大受欢迎。

- 3 We can achieve almost anything online—with access to the Internet come some truly life-changing advantages. (page 30, lines 4–6)

在网上我们几乎什么都能做到。接入互联网带来了一些实实在在改变我们生活的好处。

- (1) with access to the Internet ... 是一个倒装结构,起强调作用,正常的语序是:  
some truly life-changing advantages come with access to the Internet.

- (2) 句中 access 是名词,意为“使用权,进入权,接触的机会”,通常与介词 to 连用;access 还可以作动词,意为“到达,使用,进入”。如:

*He made a promise to broaden access to higher education.*

他允诺将扩大高等教育的招生范围。

*More and more people are using mobile devices to access the Internet.*

越来越多的人用移动设备上网。

- 4 To a certain extent, the world's knowledge is all at our fingertips. (page 30, lines 8–9)

在某种程度上,我们能随时了解全世界的知识。

- (1) 句中 to a certain extent 意为“在某种程度上,在一定程度上”,to some extent, to an extent 也有类似的意思。如:

*I have to admit that I do agree with him to a certain extent.*

不得不承认,在某种程度上我的确同意他的看法。

- (2) 句中 at one's fingertips 意为“随时可供使用,了如指掌”。如:

*They have all the latest statistics at their fingertips.*

他们手头掌握所有最新的统计数据。

- 5 No wonder the Internet has now become the first place that the majority of people turn to for information. (page 30, lines 12–14)

难怪互联网现在已经成为大多数人查找信息的首选途径。

- (1) 句中 **majority** 意为“大部分,大多数”。如:

*The great majority of people seem to agree with the proposal.*

似乎绝大多数人都同意这一提案。

- (2) 句中 **turn to** 意为“求助于,求教于”。如:

*I don't know who to turn to for help.*

我不知道该找谁帮忙。

- 6 Gone are the days of searching shop after shop for the perfect pair of boots—you can compare styles and prices quickly and easily in the comfort of your living room. (page 31, lines 19–21)

一家店一家店寻找那双最合适的靴子的日子一去不复返了。你们可以舒舒服服地待在客厅里轻松快捷地比较款式和价格。

- (1) 句中 **gone are the days ...** 使用了倒装结构,意为“……的日子一去不复返了”。如:

*Gone are the days when women worked on half pay.*

女性工作拿一半工资的日子一去不复返了。

- (2) 句中 **in the comfort of** 意为“在……里舒舒服服地”。如:

*Now you can order your meals online and wait for the delivery in the comfort of your own room.*

现在你可以在网上订餐,然后在自己的房间里舒舒服服地等着配送了。

- 7 With all sorts of communication software, physical distance no longer gets in the way. (page 31, lines 30–31)

有了各种通信软件,现实距离已不再是阻碍了。

句中 **get in the way** 意为“阻挡,阻碍”,也可以表述为 **get in one's way**。如:

*They won't let anything get in their way.*

他们不会让任何事情妨碍自己。

- 8 As with any great invention, we must be aware of these problems and be careful to use the Internet properly and responsibly. (page 31, lines 38–40)

就像任何伟大的发明一样,我们必须意识到这些问题,并恰当地、负责任地谨慎使用互联网。

句中 **aware** 意为“意识到”,常用结构有: **be aware of sth**、**be aware (that) ...**。如:

*Advanced English learners are well aware of the importance of collocation.*

高阶英语学习者十分清楚搭配的重要性。

*I became uncomfortably aware that everybody was looking at me.*

我意识到所有人都在看我,真别扭。

- 9 Sometimes I had the uncomfortable feeling that this little machine had taken up too much of my time, and that I could have done something more meaningful than just looking at a tiny screen all day. (page 39, lines 5–8)

有时候,我有种不安的感觉,这台小机器占用了我太多的时间,我本可以做一些更有意义的事,而不是整天只盯着一个小屏幕看。

句中 *could have done* 是一个虚拟语气结构,表示过去本可以做而实际未做。如:

*The worst of it is that I could have prevented the accident.*

最糟糕的是,我本来可以防止这次事故发生的。

- 10 Head down, eyes on my smartphone, I stepped into the road and a car shot past, nearly knocking me off my feet! (page 39, lines 9–11)

我低着头,眼睛盯着智能手机,走到马路上,突然一辆车飞驰过来,差点把我撞倒!

句中 *shoot* 意为“朝某方向快速移动”。如:

*A cat shot across the street.*

一只猫飞快地穿过街道。

- 11 The details of the scene were revealed in front of me: the soft sunlight, a bird singing from a high tree branch, the rich and earthy smell of the soil after the rain. (page 40, lines 23–25)

风景的细微之处展现在我的面前:阳光柔和,一只小鸟在高高的树枝上歌唱,雨后土壤散发出浓郁的泥土气息。

句中 *reveal* 意为“展现,使显露”。如:

*She doesn't like to reveal much of her inner self.*

她不喜欢流露太多内心自我。

- 12 We had never felt closer to each other. (page 40, line 33)

我们从来没有觉得彼此这么亲近。

英语中否定词与比较级连用时,常常有最高级的含义。如:

*No one in our class studies harder than John does.*

我们班没有人学习比约翰更用功。

- 13 I cannot escape from the modern world, but I can cut back on the amount of time I spend on my smartphone every day, and I do. (page 40, lines 36–38)

我无法逃离现代世界,但我可以减少每天花在智能手机上的时间,而且我也就是这么做的。

句中 *cut back on* 意为“削减,缩减”。如:

*The company has no choice but to cut back on staff at the moment.*

公司现在别无选择,只能裁员。

## Unit 4

- 1 The scientist is motivated primarily by curiosity and a desire for truth.

—Irving Langmuir (page 43)

科学家的驱动力主要是好奇心和真理的渴望。——欧文·朗缪尔

该句出自美国化学家、物理学家欧文·朗缪尔。朗缪尔因在表面化学的贡献于1932年获得诺贝尔化学奖。这句话意在说明科学家应保有一颗好奇心,勇于追求真理。

- 2 Tu Youyou has become the first female scientist of the People's Republic of China to receive a Nobel Prize, awarded for her contribution to the fight against malaria, one of the deadliest diseases in human history. (page 44, lines 1–5)

屠呦呦成为中华人民共和国第一位获得诺贝尔奖的女科学家。她获奖是因为她在抗击疟疾中做出的贡献,疟疾是人类历史上最致命的疾病之一。

(1) 疟疾又称寒热病,曾经肆虐全世界,夺去了无数人的生命。在人类和疟疾的战斗中,最初有效的药物是奎宁,后来科学家又发明了奎宁替代物——氯喹,一度是抗击疟疾的特效药。但引发疟疾的疟原虫被抑制了近200年之后抗药性逐渐增强,20世纪60年代,疟疾再度肆虐东南亚,疫情蔓延到无法控制的地步。

(2) 句中 *deadly* 是形容词,意为“致命的”。如:

*The leaves of certain trees contain a deadly poison.*

某些树的叶子含有致命毒素。

- 3 In the 1960s, many people were dying of malaria, and in 1969 Tu became head of a team that intended to find a cure for the disease. (page 44, lines 13–15)

20世纪60年代,许多人死于疟疾。1969年屠呦呦担任了一个课题组的组长,这个课题组计划找到该疾病的治疗方法。

句中 *intend* 意为“打算,计划”。如:

*I intend to stay for a couple of days there.*

我打算在那里住几天。

- 4 When they failed to produce any promising results, Tu referred to the ancient books of traditional Chinese medicine again. (page 45, lines 16–18)

当它们未能产生预期效果时,屠呦呦再次查阅历代中医典籍。

句中 *refer to* 意为“查阅,查看”。如:

*She referred to a history book to find out the exact date of the event.*

她查阅了一本历史书以弄清该事件发生的确切日期。

- 5 Inspired by an over 1,600-year-old text about preparing *qinghao* extract with cold water, Tu redesigned the experiments and tried extracting the herb at a low temperature in order not to damage its effective part. (page 45, lines 18–20)

据一本1600多年前的古籍记载,古人通过冷水制备青蒿提取物,受此启发,屠呦呦重

新设计了实验,为了不破坏其(抗疟的)有效成分,她尝试在低温下提取青蒿。青蒿在中国的应用已经有 2000 多年历史。关于入药最早见于马王堆三号汉墓出土的帛书《五十二病方》,而青蒿治疗疟疾的记载则始见于东晋葛洪所著的《肘后备急方》。在反复研读文献过程中,屠呦呦发现《肘后备急方》上讲到:“青蒿一握,以水二升渍,绞取汁,尽服之。”这给了屠呦呦新的启发,她重新设计了研究方案,发现在低温下用乙醚提取青蒿效果最好。

**6** When there was no research equipment, they had to extract herbs using household water containers. (page 45, lines 25–26)

当时没有研究设备,他们只能用家用的盛水容器提取青蒿。

句中 household 是形容词,意为“家庭的”; household 也可以作名词,意为“一家人”。如:

*It is important to recycle household waste.*

回收家庭垃圾是重要的。

*Most households now own at least one computer.*

现在大多数家庭拥有至少一台电脑。

**7** The trials on patients were likely to be postponed because they did not have sufficient safety data. (page 45, lines 29–30)

因为他们没有充足的安全性数据,在病人身上进行试验有可能推迟。

句中 sufficient 意为“足够的”。如:

*Did you have sufficient time to finish the book?*

你有充裕的时间写完这本书吗?

**8** The efforts of Tu and her team finally paid off. (page 45, line 32)

屠呦呦和其团队的努力终于有了回报。

句中 pay off 意为“得到回报,获得成功”。如:

*He finally succeeded and all his hard work paid off.*

他终于成功了,所有努力都有了回报。

**9** Perhaps the next generation of scientists, drawing on the wisdom of traditional Chinese medicine, will indeed discover more medicines beneficial to global health care. (page 45, lines 38–40)

也许下一代的科学家借鉴中医的智慧,确实会发现更多有益于全球医疗的药物。

(1) 句中 draw on 意为“利用,动用”。如:

*He had rich experience to draw on.*

他有丰富的经验可供借鉴。

(2) 句中 wisdom 意为“智慧,知识,学问”。如:

*The book serves as a bridge between ancient wisdom and modern science.*

这本书成为古代智慧和现代科学的桥梁。

(3) 句中 beneficial 意为“有益的,有用的”。如:

The food is beneficial to the brain function.

这种食物对于大脑功能有帮助。

**10 One might think Fleming discovered penicillin by accident, but actually this is far from the truth. (page 48)**

有人可能会认为弗莱明发现青霉素是出于偶然,然而实际上,这远非事实。

(1) 句中 **by accident** 意为“偶然地,意外地”。如:

We met each other in the coffee shop by accident.

我们在咖啡厅不期而遇。

(2) 句中 **far from** 意为“远非,几乎相反”。如:

The paperless office is still far from possible for the moment.

目前,实现无纸化办公还远不可能。

**11 When a thunderstorm approached, the lightning would charge the key. (page 49)**

当雷雨来临,闪电就会给钥匙充电。

句中 **charge** 意为“充电”。如:

You don't have to charge your mobile phone all night.

你不必整夜给手机充电。

**12 “Science Festival goes off with a bang!” (page 51)**

(1) 句中 **go off** 意为“(以某种方式)发生”,还有“开火,爆炸”的意思,与后面的 **with a bang** 呼应,让人联想到“宇宙大爆炸”(the Big Bang),增加标题的趣味性。如:

How did the meeting go off?

会议开得如何?

The fireworks went off all over the town.

镇上到处都在放烟花。

(2) 句中 **with a bang** 意为“极为成功”。如:

Their concert went with a bang.

他们的音乐会极为成功。

**13 “The Value of Science” (page 53)**

本文改写自理查德·费曼(1918—1988)的演讲。费曼是美国著名物理学家,1965年诺贝尔物理学奖得主。1942年,24岁的费曼加入美国原子弹研究项目小组,参与秘密研制原子弹的项目“曼哈顿计划”。

**14 I had to ask myself, “Is there some evil involved in science?” (page 53, lines 4–5)**

我不得不问自己:“科学里是不是有罪恶?”

句中 **involve** 意为“包含,含有”; **involve** 还可以表示“牵涉,牵连,影响”。如:

How many people were involved in the staff cutbacks?

裁员涉及多少人?

**15** Of course, if we make good things, it is not only to the credit of science; it is also to the credit of the moral choice which led us to good work. (page 53, lines 11–13)  
当然,如果我们做了善事,不仅归功于科学,还归功于引导我们行善的道德选择。

(1) 句中 **credit** 意为“认可,赞扬”。如:

*We don't mind who gets the credit as long as we don't get the blame.*

谁受表扬都无所谓,只要我们不挨批评。

(2) 句中 **moral** 意为“道德的”。如:

*The article says that an increase in crime indicates serious problems with moral standards.*

文章说犯罪活动增多表明道德标准方面出现了严重的问题。

**16** Never concerned that the answer may let us down, with pleasure and confidence we turn over each new stone to find unimagined strangeness leading on to more wonderful questions and mysteries. (page 54, lines 20–22)

我们从不担心答案可能会令人失望,总是快乐而自信地开始每一次新探索,发现一些意想不到、稀奇古怪的东西,随之而来的是更加奇妙的问题和奥秘。

(1) 句中 **let sb down** 意为“使某人失望”。如:

*I'm sorry that I have let you down.*

对不起,我让你失望了。

(2) 句中 **turn over each new stone** 字面意思是“翻开一块块新的石头”,引申意思是“进行一次次新的探索”。

**17** The scientist has a lot of experience with ignorance and doubt and uncertainty, and this experience is of very great importance. (page 54, lines 25–27)

科学家经常会经历无知、疑惑和不确定,而这种经历是十分重要的。

句中 **ignorance** 意为“无知”,形容词形式是 **ignorant**,意为“不了解的,无知的,愚昧的”,它们都是由动词 **ignore** 加词缀构成的。如:

*It is said that poverty and ignorance are the enemies of progress.*

有人说,贫穷和无知是进步之敌。

*We remain ignorant of the causes of this disease.*

我们对这个疾病的起因仍然一无所知。

**18** Now, we scientists take it for granted that it is perfectly possible to live and not know. (page 54, lines 30–31)

现在,我们科学家理所当然地认为,人类生而有所不知是完全有可能的。

句中 **take it for granted (that ...)** 意为“认为……是理所当然的”。如:

*He just took it for granted that I would follow his advice.*

他还想当然地认为我会听从他的建议。

- 19 It is our responsibility as scientists, knowing the great progress that is the fruit of freedom of thought, to declare the value of this freedom; to teach how doubt is not to be feared but to be welcomed and discussed; and to demand this freedom as our duty to all coming generations. (page 54, lines 37–40)

作为科学家,我们明白巨大进步源于思想自由,因此,我们有责任声明这一自由的价值;有责任教育人们不必害怕疑惑,而要欢迎疑惑、讨论疑惑;有责任强烈要求这一自由,这就是我们对后世的义务。

- (1) 这是一个长句,句首 *it* 是形式主语,真正的主语是三个并列的动词不定式短语;*knowing the great progress that is the fruit of freedom of thought* 是动词 *-ing* 形式充当原因状语。
- (2) 句中 *declare* 意为“声明,宣称”; *declare* 还有“宣布,宣告”的意思。如:  
*The government declared a state of emergency following the tsunami.*  
海啸过后,政府宣布进入紧急状态。



# Grammar notes

## Unit 1

### 省 略

运用省略手法,可以避免重复,使句子简练。常见的省略现象有以下几种情况:

- 1 在非正式场合,如果语境清晰,常省略主语或主语和动词。如:  
(Are you) Ready?
- 2 在简短对话中,答句常保留主语和助动词,省略其后主要动词以及上句出现过的其他内容。如:  
—Did you go to the museum yesterday?  
—No, I didn't (go to the museum yesterday).
- 3 在并列句结构中,常省略与前面相同的主语、谓语或其他成分。如:  
Peter entered the classroom and (Peter) sat at his desk.  
I like dancing but my brother (likes) singing.  
What I said made Jack happy but (what I said made) Jane angry.
- 4 从属连词 **when**、**where**、**if**、**than** 等后常用省略结构。如:  
You should be careful when (you are) crossing the road.  
You need to make improvements where (it is) necessary.  
Please call me back if (it is) possible.  
I love English more than (I) ever (loved English).
- 5 动词不定式作宾语或宾语补足语时,在后句的动词不定式结构中,常省略与前句重复的 **to** 后面的内容。如:  
You don't have to do it if you don't want to (do it).  
You'd better not take medicine unless your doctor told you to (take medicine).  
在 **to be** 或 **to have done** 结构中,省略时往往保留 **be** 或 **have**。如:  
I am busier now than I used to be (busy).  
—Has Mike finished his project?  
—He seems to have (finished his project).

## Unit 2

### 动词不定式作定语

动词不定式作定语,一般置于被修饰的名词或代词后面,与名词或代词之间常有一定的逻辑关系。具体如下:

- 1 名词或代词为动词不定式的逻辑主语。如:

Wendy was the first one to arrive at school.

- 2 名词或代词为动词不定式的逻辑宾语。如:

I have a meeting to attend.

如果动词不定式是不及物动词,需加介词才能与名词或代词之间构成动宾关系。如:

This is a good topic to talk about.

- 3 名词与动词不定式是同位关系。如:

She expressed a wish to make a change.

- 4 动词不定式作定语,有被动形式。如:

The house to be built there will be a library.

## 动词不定式作结果状语

动词不定式作结果状语,常见于以下结构:

- 1 在 too ... to ... 结构中。如:

It's never too late to learn.

- 2 在 ... enough to ... 结构中。如:

I was fortunate enough to get the ticket.

- 3 在 so ... as to ... 结构中。如:

Jane sang so well as to come out first in the singing competition.

- 4 在 never to ... 结构中。如:

He left home, never to return.

- 5 在 only to ... 结构中,动词不定式常表示没有预料到的结果。如:

I hurried to the station, only to find the train gone.

## Unit 3

### 动词 -ing 形式作定语

动词 -ing 形式作定语,有以下几种情况:

- 1 单个动词 -ing 形式作定语,常置于被修饰词之前。有些动词 -ing 形式已转化成形容词,表示“令人……的”。如:

This is an amazing achievement.

- 2 动词 -ing 形式短语作定语,常置于被修饰词之后。如:

The people talking there are my friends.

- 3 动词 -ing 形式作定语,有被动形式。如:

Do you know anything about the new film being shot?

## 动词 -ing 形式作状语

动词 -ing 形式可用作状语,常表示原因、时间、伴随情况、条件等。具体如下:

- 1 动词 -ing 形式用作原因状语。如:

*Having a bad cold, Tom didn't go to the theatre.*

- 2 动词 -ing 形式用作时间状语。如:

*Walking along the street, I saw an old friend.*

- 3 动词 -ing 形式用作伴随状语。如:

*They stood talking to each other.*

- 4 动词 -ing 形式用作条件状语。如:

*Turning to the left, you will see the shop.*

- 5 动词 -ing 形式用作状语时,可以在前面加连词。如:

*While watching TV, Grandpa fell asleep.*

*Though living near the cinema, I seldom go there.*

- 6 动词 -ing 形式用作状语时,有完成式和被动式。如:

*Having worked for over 30 years, Mr Wang retired last month.*

*Having been raised on a farm, Tim knows a lot about farm animals.*

- 7 动词 -ing 形式用作状语时,其逻辑主语与句子主语一致。如:

*Being tired, John had a rest. (√)*

*Being tired, I asked John to have a rest. (×)*

## 动词 -ing 形式作宾语补足语

- 1 动词 -ing 形式可在 watch、see、hear、feel、find、notice、smell 等表示感官和心理状态的动词后作宾语补足语。如:

*I hear someone playing the piano in the next room.*

- 2 动词 -ing 形式可在 have、keep、set、get 等表示“使”“让”的动词后作宾语补足语。如:

*The teacher's words set me thinking.*

## Unit 4

### 动词 -ed 形式作定语

动词 -ed 形式作定语,有以下几种情况:

- 1 不及物动词的 -ed 形式作定语,常表示已经发生的动作。如:

*The road is covered with fallen leaves.*

- 2 及物动词的 -ed 形式作定语,通常既表示已经完成,又可以表示被动的意义。如:

*Used cars are less expensive.*

- 3 单个动词 -ed 形式作定语,常置于被修饰词之前;动词 -ed 形式短语作定语,常置于被修饰词之后。如:

Mr Wang is a respected teacher.

The scientific advances mentioned in your article are interesting.

## 动词 -ed 形式作状语

- 1 动词 -ed 形式作状语,常表示时间、原因、伴随情况等。如:

*Seen from the top of the mountain, the river looks like a dragon.*

*Greatly interested, I began to read the book.*

*The professor entered the hall, followed by a group of students.*

- 2 动词 -ed 形式作状语,有时可以与连词一起使用。如:

*He will go there if asked.*

- 3 动词 -ed 形式作状语,其逻辑主语与句子主语一致。如:

*Given more time, he could finish the task. (√)*

*Given more time, I think he could finish the task. (x)*

## 动词 -ed 形式作宾语补足语

动词 -ed 形式可在 see、hear、notice、feel、have、make、keep、leave 等动词后作宾语补足语。如:

*I have never heard this song sung in English.*



# Wordlist 1

## (by unit)

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### Unit 1

<b>harm</b> /hɑ:m/ <i>n.</i> & <i>vt.</i> 伤害,损害 (1)	树的木材 (3)
<b>soil</b> /sɔɪl/ <i>n.</i> 土壤;国土,领土,土地 (1)	<b>living</b> /'lɪvɪŋ/ <i>adj.</i> 活着的,活的;在使用的 <i>n.</i> 生计,谋生;生活方式 (3)
* <b>ecosystem</b> /'i:kəʊsɪstəm/ <i>n.</i> 生态系统 (2)	* <b>mammal</b> /'mæml/ <i>n.</i> 哺乳动物 (3)
<b>overseas</b> /,əʊvə'si:z/ <i>adj.</i> 海外的,国外的 <i>adv.</i> 在海外,向国外 (2)	* <b>jaguar</b> /'dʒæɡjuə(r)/ <i>n.</i> 美洲豹,美洲虎 (3)
<b>region</b> /'ri:dʒən/ <i>n.</i> 地区,区域;行政区 (2)	<b>survive</b> /sə'vaɪv/ <i>vi.</i> 生存,存活 <i>vt.</i> 幸存,幸免于难 (3)
<b>continent</b> /'kɒntɪnənt/ <i>n.</i> 大陆,陆地,洲 (2)	<b>frog</b> /frɒɡ/ <i>n.</i> 蛙,青蛙 (3)
<b>million</b> /'mɪljən/ <i>num.</i> 一百万;许多,大量(2)	<b>in turn</b> 相应地,转而 (3)
<b>length</b> /lenθ/ <i>n.</i> 长,长度;时间的长短;篇幅, (电影)片长 (2)	<b>insect</b> /'ɪnsekt/ <i>n.</i> 昆虫 (3)
<b>biodiversity</b> /,baɪəʊdərɪ'vɜ:səti/ <i>n.</i> 生物多样性 (2)	<b>microorganism</b> /,maɪkrəʊ'ɔ:ɡənɪzəm/ <i>n.</i> 微生物 (3)
<b>species</b> /'spi:ʃi:z/ <i>n.</i> ( <i>pl.</i> <b>species</b> ) 种,物种 (2)	<b>break down</b> 使分解(为),使变化(成) (3)
<b>nut</b> /nʌt/ <i>n.</i> 坚果 (3)	<b>nutrient</b> /'nju:triənt/ <i>n.</i> 营养素,营养物 (3)
<b>brazil nut</b> 巴西坚果 (3)	<b>breathe life into</b> 给...带来起色, 注入活力 (3)
* <b>lily</b> /'lɪli/ <i>n.</i> 百合(花) (3)	<b>carbon</b> /'kɑ:bən/ <i>n.</i> 碳 (3)
<b>water lily</b> 睡莲 (3)	<b>oxygen</b> /'ɒksɪdʒən/ <i>n.</i> 氧,氧气 (3)
<b>variety</b> /və'reɪəti/ <i>n.</i> 不同种类;变化,多样 性;变种,变体 (3)	<b>thus</b> /ðʌs/ <i>adv.</i> 因此,从而;这样 (3)
<b>wildlife</b> /'waɪldlaɪf/ <i>n.</i> 野生动植物,野生生物(3)	<b>disappear</b> /,dɪsə'piə(r)/ <i>vi.</i> 不复存在, 灭绝,消亡;消失,失踪 (3)
<b>beneath</b> /brɪ'ni:θ/ <i>prep.</i> 在...下面,在...下 方;配不上 (3)	<b>due</b> /dju:/ <b>to</b> 由于,因为 (3)
<b>mass</b> /mæs/ <i>n.</i> 大量;团,块,堆;一大群 <i>adj.</i> 大批的,广泛的 (3)	<b>agriculture</b> /'æɡrɪkʌltʃə(r)/ <i>n.</i> 农业,农学(3)
<b>towering</b> /'tauəɪŋ/ <i>adj.</i> 高大的,高耸的; 出色的 (3)	<b>cattle</b> /'kætl/ <i>n.</i> 牛 (3)
<b>hardwood</b> /'hɑ:dwʊd/ <i>n.</i> 阔叶树;硬材(阔叶	<b>impact</b> /'ɪmpækt/ <i>n.</i> 影响,作用;撞击,冲撞 <i>vi.</i> & <i>vt.</i> 有影响;冲击 (3)
	<b>extinction</b> /ɪk'stɪŋkʃn/ <i>n.</i> 灭绝,绝种 (3)
	<b>damage</b> /'dæmɪdʒ/ <i>vt.</i> & <i>n.</i> 损害,伤害, 损坏,破坏 (3)

- climate** /'klaɪmət/ *n.* 气候; 倾向, 风气 (5)
- build up** 逐渐增加, 扩大 (5)
- global** /'gləʊbl/ *adj.* 全球的; 全面的 (6)
- greenhouse** /'grɪnhəʊs/ *n.* 温室, 暖房 (6)
- gas** /gæs/ *n.* 气体; 煤气; 汽油 (6)
- drought** /draʊt/ *n.* 旱灾, 久旱 (6)
- come up with** 想出, 想到 (6)
- call for** (公开) 要求; 需要 (6)
- application** /,æplɪ'keɪʃn/  
*n.* 应用, 运用; 申请 (6)
- brochure** /'brəʊʃə(r)/ *n.* 小册子 (6)
- organization** /,ɔ:gənə'zeɪʃn/ *n.* 组织, 团体;  
组织工作; 安排; 条理 (7)
- absolutely** /'æbsəlu:tli/ *adv.* 绝对地, 完全  
地; 极其 (7)
- belt** /belt/ *n.* 地带, 地区; 腰带; 传送带 (7)
- medal** /'medl/ *n.* 奖章, 勋章 (7)
- image** /'ɪmɪdʒ/ *n.* 形象; 图像; 意象 (8)
- shark** /ʃɑ:k/ *n.* 鲨鱼 (8)
- spring to mind** 突然记起 (或想到) (8)
- whale** /weɪl/ *n.* 鲸 (8)
- deer** /diə(r)/ *n.* (*pl.* **deer**) 鹿 (8)
- track** /træk/ *vt. & vi.* 跟踪, 追踪  
*n.* 足迹, 踪迹; 小道; 轨道;  
跑道; 路线 (8)
- habitat** /'hæbɪtæt/ *n.* 生活环境, 栖息地 (8)
- nowhere** /'nəʊweə(r)/ *adv.* 无处, 哪里都不 (8)
- dolphin** /'dɒlfɪn/ *n.* 海豚 (8)
- resident** /'rezɪdənt/ *n.* 居民, 住户 (11)
- chief** /tʃi:f/ *n.* 首领, 最高领导人  
*adj.* 主要的; 首席的 (11)
- committee** /kə'mɪti/ *n.* 委员会 (11)
- entirely** /ɪn'taɪəli/ *adv.* 完全地, 全部地,  
完整地 (11)
- smog** /smɒg/ *n.* 雾霾, 烟雾 (11)
- get rid of** 摆脱, 丢弃, 扔掉 (11)
- protest** /prə'test/ *vi.* 反对, 抗议  
*vt.* 反对; 坚持声称, 申辩 (11)
- profit** /'prɒfɪt/ *n.* 利润, 收益; 好处  
*vi. & vt.* 获益, 得到好处 (11)
- defence** /dɪ'fens/ (*AmE* **defense**) *n.* 辩护;  
防御, 保护; 防御物; 国防; 防守 (11)
- various** /'veəriəs/ *adj.* 各种不同的, 各种各  
样的 (11)
- process** /'prəʊses/ *n.* 过程, 进程; 步骤, 流程  
*vt.* 加工, 处理 (11)
- economic** /,i:kə'nɒmɪk/ *adj.* 经济的, 经济上  
的; 可赚钱的 (12)
- policy** /'pɒləsi/ *n.* 政策, 方针; 原则 (12)
- branch** /brɑ:ntʃ/ *n.* (政府或机构) 部门;  
分部; 树枝; 支流; 分支 (12)
- strategy** /'strætədʒi/ *n.* 策略, 行动计划;  
策划, 部署 (12)
- recycle** /,ri:'saɪkl/ *vt.* 回收利用, 再利用 (12)
- subway** /'sʌbweɪ/ *n.* 地铁; 地下人行道 (12)
- former** /'fɔ:mə(r)/ *adj.* 昔日的, 前任的; 以前  
的, 从前的 (12)
- official** /ə'fɪʃl/ *n.* 官员, 要员  
*adj.* 公务的; 正式的, 官方的 (12)
- poverty** /'pɒvəti/ *n.* 贫穷, 贫困; 贫乏 (12)
- poison** /'pɔɪzn/ *vt.* 污染; 毒死, 毒害  
*n.* 毒物, 毒药 (13)
- chemical** /'kemɪkl/ *n.* 化学制品  
*adj.* 化学的; 化学作用的 (13)
- consequence** /'kɒnsɪkwəns/ *n.* 结果, 后果;  
重要性 (13)
- give rise to** 使发生 (或存在) (13)
- further** /'fɜ:ðə(r)/ *adj.* 更多的, 更进一步的  
*adv.* 较远, 更远; 进一步  
*vt.* 促进, 增进 (13)

## Unit 2

- county** /'kaʊnti/ *n.* 郡, 县 (16)
- injure** /'ɪndʒə(r)/ *vt.* 伤害, 使受伤; 损害 (16)

- disaster** /dɪ'zɑ:stə(r)/ *n.* 灾难, 灾害; 彻底失败 (16)
- at large** 整个, 全部 (16)
- reaction** /ri'ækʃn/ *n.* 反应, 回应; 抗拒; 化学反应 (16)
- crash** /kræʃ/ *n.* 碰撞声, 破裂声; 碰撞; 崩溃  
*vi. & vt.* 碰撞, 撞击; 崩溃 (16)
- signal** /'sɪgnəl/ *vi. & vt.* 发信号, 示意; 标志  
*n.* 信号, 暗号; 标志; 信号灯 (16)
- exit** /'eksɪt; 'egzɪt/ *vt. & vi.* 出去, 离去, 退场; 退出  
*n.* 出口, 通道; 离开 (16)
- orderly** /'ɔ:dəli/ *adj.* 有秩序的, 有条理的, 整齐的 (16)
- stair** /steə(r)/ *n.* 楼梯; 梯级 (16)
- roll** /rəʊl/ *n.* 名单; 卷; 一管; 翻滚  
*vi. & vt.* 翻滚, 滚动; 翻身; 卷起 (16)
- roll call** 点名 (16)
- confirm** /kən'fɜ:m/ *vt.* 证实, 确认; 使确信; 批准 (16)
- safe and sound** 安然无恙的 (16)
- hug** /hʌg/ *vt.* 拥抱, 搂抱; 抱紧 (16)
- procedure** /prə'si:dʒə(r)/ *n.* 程序, 步骤, 手续 (16)
- \***tsunami** /tsu:'nɑ:mi/ *n.* 海啸 (17)
- odd** /ɒd/ *adj.* 奇怪的, 怪异的; 偶尔的; 不成对的 (17)
- \***bubble** /'bʌbl/ *n.* 泡沫, 泡, 气泡 (17)
- occur** /ə'kɜ:(r)/ *vi.* 发生, 出现; 存在于 (17)
- occur to** 被想到, 浮现在脑中 (17)
- keep one's head** (在困境中) 保持冷静 (17)
- relief** /rɪ'li:f/ *n.* 宽慰, 轻松; 减轻, 消除; 救济 (17)
- typhoon** /taɪ'fu:n/ *n.* 台风 (19)
- destructive** /dɪ'strʌktɪv/ *adj.* 引起破坏 (或毁灭) 的, 破坏 (或毁灭) 性的 (19)
- pole** /pəʊl/ *n.* 柱, 杆; 极 (19)
- inform** /ɪn'fɔ:m/ *vt.* 了解, 熟悉; 通知 (19)
- hurricane** /'hʌrɪkən/ *n.* 飓风 (20)
- conference** /'kɒnfərəns/ *n.* 会议, 研讨会; 讨论, 商谈 (20)
- shock** /ʃɒk/ *n.* 震惊, 惊愕; 剧烈震动  
*vt.* 使震惊 (20)
- scare** /skeə(r)/ *vt. & vi.* 惊吓, 害怕  
*n.* 恐慌; 惊吓 (20)
- power** /'paʊə(r)/ *n.* 电, 电力; 权力; 政权; 控制力; 能力; 能量; 力量 (20)
- run out of** 用完, 耗尽 (20)
- supply** /sə'plai/ *n.* 补给, 补给品; 供应; 供应量, 储备  
*vt.* 供应, 供给, 提供 (20)
- donate** /dəʊ'neɪt/ *vt.* 捐赠, 赠送; 献 (血) (20)
- charity** /'tʃærəti/ *n.* 慈善机构 (或组织); 慈善, 施舍; 仁爱, 宽容 (20)
- staff** /stɑ:f/ *n.* 全体职工; 管理人员  
*vt.* 在...工作, 任职于 (21)
- slide** /slɑɪd/ *n.* 幻灯片; 降低; 滑行; 山崩  
*vi. & vt.* 滑行; 逐渐陷入 (21)
- fund** /fʌnd/ *n.* 资金; 基金 (21)
- flood** /flʌd/ *n.* 洪水, 水灾; 大量  
*vi. & vt.* 淹没, 泛滥; 大量涌入; 充满 (23)
- downstairs** /,daʊn'steəz/ *adv.* 在楼下, 往楼下  
*n.* 楼下 (23)
- document** /'dɒkjumənt/ *n.* 文件, 公文; (计算机中的) 文档 (23)
- honey** /'hʌni/ *n.* (爱称) 亲爱的; 蜂蜜 (23)
- otherwise** /'ʌðəwaɪz/ *adv.* 否则, 不然; 除此以外 (23)
- curious** /'kjʊəriəs/ *adj.* 好奇的; 奇特的 (23)
- \***Roman** /'rəʊmən/ *adj.* 古罗马的; 罗马的  
*n.* 古罗马人; 罗马人 (25)
- erupt** /ɪ'rʌpt/ *vi. & vt.* (火山) 爆发; 突然发生 (25)
- unearth** /ʌn'ɜ:θ/ *vt.* 使出土, 挖掘, 发掘; 发现, 找到 (25)
- destination** /,destɪ'neɪʃn/ *n.* 目的地, 终点 (25)

**bar** /bɑ:(r)/ *n.* 酒吧;小馆子;吧台;条,块;栏杆;障碍  
*vt.* 封;阻挡;阻止 (25)

**import** /'ɪmpɔ:t/ *n.* 进口产品,输入的产品;输入  
 /ɪm'pɔ:t/ *vt.* 进口,引进 (25)

**export** /'ekspɔ:t/ *n.* 出口产品,输出的产品;出口,输出  
 /ɪk'spɔ:t/ *vt.* 出口,输出 (25)

**port** /pɔ:t/ *n.* 港口,避风港;港口城市 (25)

**cloud-capped** /'klaʊd kæpt/ *adj.* 高耸入云的,耸入云霄的 (25)

**\*ashy** /'æʃi/ *adj.* 覆盖着灰的;灰色的 (25)

**\*dawn** /dɔ:n/ *n.* 黎明,破晓;开端,萌芽  
*vi.* 开始;开始清楚 (25)

**volcano** /vɒl'keɪnəʊ/ *n.* 火山 (25)

**take the form of** 呈现…的形状;采取…的形式 (25)

**trunk** /trʌŋk/ *n.* 树干 (25)

**unbearable** /ʌn'beərəbl/ *adj.* 难耐的,无法忍受的 (26)

**break out** 突然开始,爆发 (26)

**beyond** /bɪ'jɒnd/ *adv.* 在(或向)较远处,在另一边  
*prep.* 在(或向)更远处;  
 超出;晚于;无法;超出…之外 (26)

**distance** /'dɪstəns/ *n.* 遥远,久远;距离;差异;疏远 (26)

**far and wide** 到处,各处 (26)

**pattern** /'pætɪn/ *n.* 图案,花样;模式;范例;模型 (26)

**column** /'kɒləm/ *n.* 柱,圆柱;柱状物;栏;专栏;队,列 (26)

**rescue** /'reskjʊ:/ *n.* & *vt.* 救援,营救,抢救(27)

**sharp** /ʃɑ:p/ *adj.* 灵敏的;锋利的;急剧的;明显的;尖锐的;强烈的 (27)

**locate** /ləʊ'keɪt/ *vt.* 找出…的准确位置;把…安置在(或建造于) (27)

**retire** /rɪ'taɪə(r)/ *vi.* & *vt.* 退休,退职 (27)

## Unit 3

**\*webcam** /'webkæm/ *n.* 网络摄像头 (29)

**pot** /pɒt/ *n.* 壶,瓶,罐;锅 (29)

**\*emoji** /ɪ'məʊdʒi/ *n.* 表情符号 (29)

**comic** /'kɒmɪk/ *n.* 连环漫画;喜剧演员  
*adj.* 滑稽的;喜剧的 (29)

**take off** 突然大受欢迎,迅速流行 (29)

**frontier** /'frʌntɪə(r)/ *n.* 国界,边界;尖端,边缘 (30)

**billion** /'bɪljən/ *num.* 十亿 (30)

**obviously** /'ɒbvɪəsli/ *adv.* 显然,明显地 (30)

**access** /'ækses/ *n.* 机会,权利;入径,通道  
*vt.* 到达,进入,使用 (30)

**extent** /ɪk'stent/ *n.* 程度,限度;范围 (30)  
**to a certain extent** 在一定程度上 (30)

**at one's fingertips** 掌握(信息),熟悉、精通(知识等),了如指掌 (30)

**click** /kɪk/ *n.* 点击,单击;咔哒声  
*vi.* & *vt.* 使发出咔哒声;点击,单击 (30)

**button** /'bʌtn/ *n.* 按键;纽扣 (30)

**recipe** /'resəpi/ *n.* 食谱;方法,秘诀 (30)

**military** /'mɪlətri/ *adj.* 军事的,军队的 (30)

**affair** /ə'feə(r)/ *n.* 公共事务,政治事务;事件,事情 (30)

**bring up** 使显示在计算机屏幕上,调出;提出 (30)

**majority** /mə'dʒɔ:rəti/ *n.* 大部分,大多数;多数票 (30)

**goods** /gudz/ *n.* 商品,货品;私人财产 (31)

**commerce** /'kɒmə:s/ *n.* 商务,商业,贸易(31)

**deliver** /dɪ'lɪvə(r)/ *vt.* 递送,传送;发表,宣布;交出 (31)

**site** /saɪt/ *n.* 网站,站点;地点;现场 (31)

**boot** /bu:t/ *n.* 靴子 (31)



**arrangement** /ə'reɪndʒmənt/ *n.* 安排; 布置; 约定; 排列 (31)

**cash** /kæʃ/ *n.* 现金; 金钱; 资金 (31)

**above all else** 最重要的是, 尤其是 (31)

**establish** /ɪ'stæblɪʃ/ *vt.* 建立 (关系或联系); 设立; 确立; 使得到认可; 查实, 确定 (31)

**software** /'sɒftweə(r)/ *n.* 软件 (31)

**instant** /'ɪnstənt/ *adj.* 立即的, 立刻的; 方便的  
*n.* 瞬间, 片刻; 某一时刻 (31)

**comment** /'kɒment/ *n.* 议论, 评论; 批评, 指责  
*vi. & vt.* 表达意见 (31)

**aware** /ə'weə(r)/ *adj.* 知道, 意识到; 察觉到, 发觉; 有...意识的 (31)

**surf** /sɜːf/ *vt. & vi.* (互联网上) 冲浪, 浏览; 进行冲浪运动 (33)

**guideline** /'gaɪdlaɪn/ *n.* 准则, 指导方针; 参考 (33)

**remove** /rɪ'muːv/ *vt.* 删除; 移走; 开除 (33)

**file** /faɪl/ *n.* 文件; 文件夹; 档案 (33)

**belong** /brɪ'lɒŋ/ *vi.* 应在 (某处); 能适应 (34)  
**belong to** 属于, 归...所有 (34)

**ballet** /'bæleɪ/ *n.* 芭蕾舞; 芭蕾舞剧; 芭蕾舞团 (34)

**set up** 创建, 建立 (34)

**request** /rɪ'kwest/ *vt.* 要求, 请求  
*n.* 要求, 请求; 要求的事 (34)

**technical** /'teknɪkl/ *adj.* 技术的, 技能的; 专门技术的; 专业的 (34)

**upload** /,ʌp'ləʊd/ *vt.* 上载, 上传 (35)

**download** /,daʊn'ləʊd/ *vt.* 下载 (35)

**percentage** /pə'sentɪdʒ/ *n.* 百分率, 百分比; 提成 (37)

**entertainment** /,entə'teɪnmənt/ *n.* 娱乐活动; 招待, 娱乐 (37)

**mobile** /'məʊbaɪl/ *adj.* 可移动的, 非固定的; 行动方便的; 流动的  
*n.* 手机 (37)

**device** /drɪ'vaɪs/ *n.* 设备, 仪器; 手段, 技巧 (37)

**addict** /'ædɪkt/ *n.* 对...入迷的人; 瘾君子 (39)

**be glued to sth** 全神贯注看着某物, 离某物很近 (39)

**Wi-Fi** /'waɪ faɪ/ *n.* 无线网络 (39)

**battery** /'bætri; 'bætəri/ *n.* 电池 (39)

**quit** /kwɪt/ *vt. & vi.* (**quit, quit; quitted, quitted**) 停止, 戒掉; 离开 (39)

**shoot past** 飞驰而过 (39)

**knock sb off one's feet** 撞倒某人, 使某人双脚离地 (39)

**scary** /'skeəri/ *adj.* 恐怖的, 吓人的 (40)

**somehow** /'sʌmhaʊ/ *adv.* 不知怎么地; 以某种方式 (或方法) (40)

**be lost in** 全神贯注, 沉浸于 (40)

**journal** /'dʒɜːnl/ *n.* 日记; 报纸, 杂志 (40)

**reveal** /rɪ'viːl/ *vt.* 展示, 显出; 揭示, 透露 (40)

**appreciate** /ə'priːʃiət/ *vt.* 欣赏, 赏识; 感谢 (40)

**wide-ranging** /,waɪd 'reɪndʒɪŋ/ *adj.* 覆盖面广的, 内容广泛的 (40)

**opera** /'ɒprə/ *n.* 歌剧; 歌剧院 (40)

**badminton** /'bædmɪntən/ *n.* 羽毛球运动 (40)

**cut back on** 减少, 削减 (40)

## Unit 4

**republic** /rɪ'pʌblɪk/ *n.* 共和国, 共和政体 (44)

\***malaria** /mə'leəriə/ *n.* 疟疾 (44)

**deadly** /'dedli/ *adj.* 致命的; 十足的, 彻底的 (44)

**survival** /sə'vaɪvl/ *n.* 生存, 存活; 残存物, 幸存事物 (44)

**province** /'prɒvɪns/ *n.* 省, 省份 (44)

**broad** /brɔːd/ *adj.* 广泛的; 宽阔的, 广阔的; 概括的; 开阔的 (44)

**intend** /ɪn'tend/ *vt. & vi.* 想要, 计划; 意指 (44)

\***extract** /'ekstrækt/ *n.* 提取物; 选录  
/ɪk'strækt/ *vt.* 提取; 选录; 取出; 设法得到 (45)

**herb** /hɜːb/ *n.* 药草, 香草; 草本 (45)

- refer** /rɪ'fɜ:(r)/ **to** 查阅,参考;提到,谈及 (45)
- experiment** /ɪk'sperɪmənt/  
*n.* 实验,试验;尝试,实践  
*vi.* 做试验,进行实验;尝试 (45)
- trial** /'traɪəl/ *n.* 试用,试验;审讯,审判;考验  
*vi.* & *vt.* 测试,试验 (45)
- limited** /'lɪmɪtɪd/ *adj.* 有限的 (45)
- household** /'haʊshəʊld/  
*adj.* 家庭的,家用的,家务的  
*n.* 一家人,家庭 (45)
- container** /kən'teɪnə(r)/ *n.* 容器;集装箱,货柜 (45)
- postpone** /pə'spəʊn/ *vt.* 延迟,延期 (45)
- sufficient** /sə'fɪʃnt/ *adj.* 足够的,充足的 (45)
- data** /'deɪtə/ *n.* 数据,资料,材料 (45)
- speed up** (使) 加速 (45)
- pay off** 成功,奏效,达到目的 (45)
- error** /'erə(r)/ *n.* 错误,差错 (45)
- through trial and error** 反复试验 (45)
- wisdom** /'wɪzdəm/ *n.* 智慧,知识,学问;才智;明智 (45)
- beneficial** /,benɪ'fɪʃl/ *adj.* 有益的,有用的(45)
- conduct** /kən'dʌkt/ *vt.* & *vi.* 组织,实施;指挥;引导;举止 (47)
- illustrate** /'ɪləstreɪt/ *vt.* 说明,解释;加插图于 (47)
- \***penicillin** /penɪ'sɪlɪn/ *n.* 青霉素,盘尼西林(48)
- \***mould** /məʊld/ (*AmE mold*) *n.* 霉菌;模具;类型  
*vt.* 浇铸;塑造 (48)
- \***bacteria** /bæk'tɪəriə/ *n.* (*sing. bacterium*)  
 细菌 (48)
- surround** /sə'raʊnd/ *vt.* 围绕,环绕;包围;与...紧密相关 (48)
- indicate** /'ɪndɪkeɪt/ *vt.* 表明;暗示;提及;指出 (48)
- accident** /'æksɪdənt/ *n.* 意外,偶然的事;事故,意外遭遇 (48)
- by accident** 偶然,意外地 (48)
- intelligent** /ɪn'telɪdʒənt/ *adj.* 有才智的,聪明的;有智力的 (48)
- favour** /'feɪvə(r)/ (*AmE favor*)  
*vt.* 较喜欢;偏袒;有助于  
*n.* 帮助,好事;赞同;偏袒 (48)
- politician** /,pɒlə'tɪʃn/ *n.* 政治家,从政者;投机钻营者 (49)
- \***lightning** /'laɪtnɪŋ/ *n.* 闪电 (49)
- electricity** /ɪ,lek'trɪsəti/ *n.* 电,电能 (49)
- theory** /'θɪəri/ *n.* 学说,论;原理;看法,意见(49)
- thunderstorm** /'θʌndəstɔ:m/ *n.* 雷雨,雷暴(49)
- \***ribbon** /'rɪbən/ *n.* 带子,丝带;带状物 (49)
- metal** /'metl/ *n.* 金属 (49)
- charge** /tʃɑ:dʒ/ *vt.* & *vi.* 充电;收费;控告;谴责;使...承担责任;使充满  
*n.* 收费;控告;谴责;掌管(49)
- electric** /ɪ'lektrɪk/ *adj.* 电的,发电的,电动的 (49)
- \***bang** /bæŋ/ *n.* 突然的巨响;猛敲,猛击  
*vi.* & *vt.* 砸;砰地关上;猛摔;碰撞 (51)
- with a bang** 很成功;引人注目,有强烈影响 (51)
- standout** /'stændaʊt/ *adj.* 突出的  
*n.* 突出的人(或物)(51)
- \***atomic** /ə'tɒmɪk/ *adj.* 原子能的;原子的 (53)
- bomb** /bɒm/ *n.* 炸弹;核武器  
*vt.* 轰炸 (53)
- \***evil** /'i:vl/ *n.* 罪恶,罪行;坏处,坏处  
*adj.* 恶毒的;有害的;恶魔的 (53)
- involve** /ɪn'vɒlv/ *vt.* 包含;牵涉,影响;(使)参加 (53)
- scientific** /,saɪən'tɪfɪk/ *adj.* 科学的,关于科学的;细致严谨的 (53)
- credit** /'kredɪt/ *n.* 赞扬,认可;信用  
*vt.* 存入金额;把...归于 (53)
- moral** /'mɒrəl/ *adj.* 道德的;道义上的;品行

- 端正的  
*n.* 品行,道德;寓意 (53)
- apply** /ə'plai/ *vt. & vi.* 应用;申请;涂;有关(53)
- negate** /ni'geɪt/ *vt.* 取消,使无效;否认,否定(53)
- \*intellectual** /,ɪntə'lektʃuəl/  
*adj.* 脑力的;有才智的,智力发达的  
*n.* 知识分子,脑力劳动者 (54)
- \*mystery** /'mɪstri/ *n.* 神秘;神秘的人(或事物);悬疑作品 (54)
- let sb down** 使某人失望 (54)
- ignorance** /'ɪgnərəns/ *n.* 无知 (54)
- as to** 关于,至于 (54)
- take it for granted** /'grɑ:ntɪd/ 想当然地认为,认为…是理所当然 (54)
- freedom** /'fri:dəm/ *n.* 自由 (54)
- authority** /ɔ:'θɒrəti/ *n.* 权威,权力;官方 (54)
- permit** /pə'mɪt/ *vt. & vi.* 允许,准许,许可;使有可能  
 /'pɜ:mɪt/ *n.* 许可证 (54)
- responsibility** /rɪ'spɒnsə'bɪləti/ *n.* 责任,负责;职责,义务 (54)
- declare** /dɪ'kleə(r)/ *vt.* 表明,宣称;公布,宣布;申报 (54)
- nationality** /,næʃə'næləti/ *n.* 国籍;民族 (55)
- put forward** 提出,提议,建议 (55)
- \*evolution** /,i:və'lu:ʃn/ *n.* 进化;演变,发展 (55)
- publish** /'pʌblɪʃ/ *vt.* 出版,发行;发表;公布 (55)
- marriage** /'mæɪdʒ/ *n.* 结婚,婚姻;已婚状态(55)

# Wordlist 2

## (in alphabetical order)

说明:本表收录各单元阅读文章和语篇练习中所包含的生词和短语,不收录指示语和讲解文字中所包含的生词和短语。带\*的词条为《普通高中英语课程标准(2017年版2020年修订)》规定之外的词汇。

### A

- above all else** 最重要的是,尤其是 (31)
- absolutely** /'æbsəlu:tli/ *adv.* 绝对地,完全地;极其 (7)
- access** /'ækses/ *n.* 机会,权利;入径,通道  
*vt.* 到达,进入,使用 (30)
- accident** /'æksɪdənt/ *n.* 意外,偶然的事;事故,意外遭遇 (48)
- by accident** 偶然,意外地 (48)
- addict** /'ædɪkt/ *n.* 对...入迷的人;瘾君子 (39)
- affair** /ə'feə(r)/ *n.* 公共事务,政治事务;事件,事情 (30)
- agriculture** /'ægrɪkʌltʃə(r)/ *n.* 农业,农学 (3)
- application** /,æplɪ'keɪʃn/  
*n.* 应用,运用;申请 (6)
- apply** /ə'plai/ *vt. & vi.* 应用;申请;涂;有关 (53)
- appreciate** /ə'pri:ʃieɪt/ *vt.* 欣赏,赏识;感谢 (40)
- arrangement** /ə'reɪndʒmənt/ *n.* 安排;布置;约定;排列 (31)
- as to** 关于,至于 (54)
- \***ashy** /'æʃi/ *adj.* 覆盖着灰的;灰色的 (25)
- at large** 整个,全部 (16)
- at one's fingertips** 掌握(信息),熟悉、精通(知识等),了如指掌 (30)
- \***atomic** /ə'tɒmɪk/ *adj.* 原子能的;原子的 (53)
- authority** /ɔ:'θɒrəti/ *n.* 权威,权力;官方 (54)
- aware** /ə'weə(r)/ *adj.* 知道,意识到;察觉到,发觉;有...意识的 (31)

### B

- \***bacteria** /bæk'tɪəriə/ *n.* (*sing.* **bacterium**)  
细菌 (48)
- badminton** /'bædmɪntən/ *n.* 羽毛球运动 (40)
- ballet** /'bæleɪ/ *n.* 芭蕾舞;芭蕾舞剧;芭蕾舞团 (34)
- \***bang** /bæŋ/ *n.* 突然的巨响;猛敲,猛击  
*vi. & vt.* 砸;砰地关上;猛摔;碰撞 (51)
- with a bang** 很成功;引人注目,有强烈影响 (51)
- bar** /bɑ:(r)/ *n.* 酒吧;小馆子;吧台;条,块;栏杆;障碍  
*vt.* 封;阻挡;阻止 (25)
- battery** /'bætri; 'bætəri/ *n.* 电池 (39)
- be glued to sth** 全神贯注看着某物,离某物很近 (39)
- be lost in** 全神贯注,沉浸于 (40)
- belong** /br'lɒŋ/ *vi.* 应在(某处);能适应 (34)
- belong to** 属于,归...所有 (34)
- belt** /belt/ *n.* 地带,地区;腰带;传送带 (7)
- beneath** /br'ni:θ/ *prep.* 在...下面,在...下方;配不上 (3)
- beneficial** /,benɪ'fiʃl/ *adj.* 有益的,有用的 (45)
- beyond** /br'jɒnd/ *adv.* 在(或向)较远处,在另一边  
*prep.* 在(或向)更远处;超出;晚于;无法;超出...之外 (26)

- billion** /'bɪljən/ *num.* 十亿 (30)
- biodiversity** /ˌbaɪəʊdərɪ'vɜ:səti/  
*n.* 生物多样性 (2)
- bomb** /bɒm/ *n.* 炸弹; 核武器  
*vt.* 轰炸 (53)
- boot** /bu:t/ *n.* 靴子 (31)
- branch** /brɑ:ntʃ/ *n.* (政府或机构) 部门;  
分部; 树枝; 支流; 分支 (12)
- break down** 使分解 (为), 使变化 (成) (3)
- break out** 突然开始, 爆发 (26)
- breathe life into** 给...带来起色,  
注入活力 (3)
- bring up** 使显示在计算机屏幕上, 调出;  
提出 (30)
- broad** /brɔ:d/ *adj.* 广泛的; 宽阔的, 广阔的;  
概括的; 开阔的 (44)
- brochure** /'brəʊʃə(r)/ *n.* 小册子 (6)
- \***bubble** /'bʌbl/ *n.* 泡沫, 泡, 气泡 (17)
- build up** 逐渐增加, 扩大 (5)
- button** /'bʌtn/ *n.* 按键; 纽扣 (30)
- 单击** (30)
- climate** /'klaɪmət/ *n.* 气候; 倾向, 风气 (5)
- cloud-capped** /'klaʊd kæpt/ *adj.* 高耸入云  
的, 耸入云霄的 (25)
- column** /'kɒləm/ *n.* 柱, 圆柱; 柱状物; 栏;  
专栏; 队, 列 (26)
- come up with** 想出, 想到 (6)
- comic** /'kɒmɪk/ *n.* 连环漫画; 喜剧演员  
*adj.* 滑稽的; 喜剧的 (29)
- comment** /'kɒment/ *n.* 议论, 评论; 批评, 指责  
*vi. & vt.* 表达意见 (31)
- commerce** /'kɒmə:s/ *n.* 商务, 商业, 贸易 (31)
- committee** /kə'mɪti/ *n.* 委员会 (11)
- conduct** /kən'dʌkt/ *vt. & vi.* 组织, 实施; 指  
挥; 引导; 举止 (47)
- conference** /'kɒnfərəns/ *n.* 会议, 研讨会;  
讨论, 商谈 (20)
- confirm** /kən'fɜ:m/ *vt.* 证实, 确认; 使确信;  
批准 (16)
- consequence** /'kɒnsɪkwəns/ *n.* 结果, 后果;  
重要性 (13)
- container** /kən'teɪnə(r)/ *n.* 容器; 集装箱,  
货柜 (45)
- continent** /'kɒntɪnənt/ *n.* 大陆, 陆地, 洲 (2)
- county** /'kaʊnti/ *n.* 郡, 县 (16)
- crash** /kræʃ/ *n.* 碰撞声, 破裂声; 碰撞; 崩溃  
*vi. & vt.* 碰撞, 撞击; 崩溃 (16)
- credit** /'kredɪt/ *n.* 赞扬, 认可; 信用  
*vt.* 存入金额; 把...归于 (53)
- curious** /'kjʊəriəs/ *adj.* 好奇的; 奇特的 (23)
- cut back on** 减少, 削减 (40)
- call for** (公开) 要求; 需要 (6)
- carbon** /'kɑ:bən/ *n.* 碳 (3)
- cash** /kæʃ/ *n.* 现金; 金钱, 资金 (31)
- cattle** /'kætl/ *n.* 牛 (3)
- charge** /tʃɑ:dʒ/ *vt. & vi.* 充电; 收费; 控告;  
谴责; 使...承担责任; 使充满  
*n.* 收费; 控告; 谴责; 掌管 (49)
- charity** /'tʃærəti/ *n.* 慈善机构 (或组织); 慈  
善, 施舍; 仁爱, 宽容 (20)
- chemical** /'kemɪkl/ *n.* 化学制品  
*adj.* 化学的; 化学作用的 (13)
- chief** /tʃi:f/ *n.* 首领, 最高领导人  
*adj.* 主要的; 首席的 (11)
- click** /klɪk/ *n.* 点击, 单击; 咔哒声  
*vi. & vt.* 使发出咔哒声; 点击,
- 损坏, 破坏** (3)
- data** /'deɪtə/ *n.* 数据, 资料, 材料 (45)
- \***dawn** /dɔ:n/ *n.* 黎明, 破晓; 开端, 萌芽

## C

## D

vi. 开始;开始清楚 (25)

**deadly** /'dedli/ *adj.* 致命的;十足的,彻底的(44)

**declare** /dɪ'kleə(r)/ *vt.* 表明,宣称;公布,宣布;申报 (54)

**deer** /diə(r)/ *n.* (*pl.* **deer**) 鹿 (8)

**defence** /dɪ'fens/ (*AmE* **defense**) *n.* 辩护;防御,保护;防御物;国防;防守 (11)

**deliver** /dɪ'livə(r)/ *vt.* 递送,传送;发表,宣布;交出 (31)

**destination** /,destɪ'neɪʃn/ *n.* 目的地,终点(25)

**destructive** /dɪ'strʌktɪv/ *adj.* 引起破坏(或毁灭)的,破坏(或毁灭)性的 (19)

**device** /dɪ'vaɪs/ *n.* 设备,仪器;手段,技巧(37)

**disappear** /,dɪsə'piə(r)/ *vi.* 不复存在,灭绝,消亡;消失;失踪 (3)

**disaster** /dɪ'zɑːstə(r)/ *n.* 灾难,灾害;彻底失败 (16)

**distance** /'dɪstəns/ *n.* 遥远,久远;距离;差异;疏远 (26)

**document** /'dɒkjumənt/ *n.* 文件,公文;(计算机中的)文档 (23)

**dolphin** /'dɒlfɪn/ *n.* 海豚 (8)

**donate** /dəʊ'neɪt/ *vt.* 捐赠,赠送;献(血) (20)

**download** /,daʊn'ləʊd/ *vt.* 下载 (35)

**downstairs** /,daʊn'steəz/ *adv.* 在楼下,往楼下  
*n.* 楼下 (23)

**drought** /draʊt/ *n.* 旱灾,久旱 (6)

**due** /djuː/ **to** 由于,因为 (3)

## E

**economic** /,i:kə'nɒmɪk/ *adj.* 经济的,经济上的;可赚钱的 (12)

\***ecosystem** /'i:kəʊsɪstəm/ *n.* 生态系统 (2)

**electric** /ɪ'lektrɪk/ *adj.* 电的,发电的,电动的 (49)

**electricity** /ɪ,lek'trɪsəti/ *n.* 电,电能 (49)

\***emoji** /ɪ'məʊdʒi/ *n.* 表情符号 (29)

**entertainment** /,entə'teɪnmənt/ *n.* 娱乐活动;招待,娱乐 (37)

**entirely** /ɪn'taɪəli/ *adv.* 完全地,全部地,完整地 (11)

**error** /'erə(r)/ *n.* 错误,差错 (45)

**through trial and error** 反复试验 (45)

**erupt** /ɪ'rʌpt/ *vi. & vt.* (火山) 爆发;突然发生 (25)

**establish** /ɪ'stæblɪʃ/ *vt.* 建立(关系或联系);设立;确立;使得到认可;查实,确定 (31)

\***evil** /'iːvl/ *n.* 罪恶,罪行;害处,坏处  
*adj.* 恶毒的;有害的;恶魔的 (53)

\***evolution** /,iːvə'ljuːʃn/ *n.* 进化;演变,发展(55)

**exit** /'eksɪt; 'egzɪt/ *vt. & vi.* 出去,离去,退场;退出  
*n.* 出口,通道;离开 (16)

**experiment** /ɪk'sperɪmənt/  
*n.* 实验,试验;尝试,实践  
*vi.* 做试验,进行实验;尝试 (45)

**export** /'ekspɔːt/ *n.* 出口产品,输出的产品;出口,输出  
*vt.* 出口,输出 (25)

**extent** /ɪk'stent/ *n.* 程度,限度;范围 (30)

**to a certain extent** 在一定程度上 (30)

**extinction** /ɪk'stɪŋkʃn/ *n.* 灭绝,绝种 (3)

\***extract** /'ekstrækt/ *n.* 提取物;选录  
*vt.* 提取;选录;取出;设法得到 (45)

## F

**far and wide** 到处,各处 (26)

**favour** /'feɪvə(r)/ (*AmE* **favor**)  
*vt.* 较喜欢;偏袒;有助于  
*n.* 帮助,好事;赞同;偏袒 (48)

**file** /faɪl/ *n.* 文件;文件夹;档案 (33)

**flood** /flʌd/ *n.* 洪水,水灾;大量  
*vi. & vt.* 淹没,泛滥;大量涌入;充满 (23)

**former** /'fɔ:mə(r)/ *adj.* 昔日的, 前任的; 以前的, 从前的 (12)

**freedom** /'fri:dəm/ *n.* 自由 (54)

**frog** /frɒg/ *n.* 蛙, 青蛙 (3)

**frontier** /'frʌntiə(r)/ *n.* 国界, 边界; 尖端, 边缘 (30)

**fund** /fʌnd/ *n.* 资金; 基金 (21)

**further** /'fɜ:ðə(r)/ *adj.* 更多的, 更进一步的  
*adv.* 较远, 更远; 进一步  
*vt.* 促进, 增进 (13)

## G

**gas** /gæs/ *n.* 气体; 煤气; 汽油 (6)

**get rid of** 摆脱, 丢弃, 扔掉 (11)

**give rise to** 使发生 (或存在) (13)

**global** /'gləʊbl/ *adj.* 全球的; 全面的 (6)

**goods** /gudz/ *n.* 商品, 货品; 私人财产 (31)

**greenhouse** /'gri:nhaus/ *n.* 温室, 暖房 (6)

**guideline** /'gaidlɪn/ *n.* 准则, 指导方针; 参考 (33)

## H

**habitat** /'hæbitæt/ *n.* 生活环境, 栖息地 (8)

**hardwood** /'hɑ:dwud/ *n.* 阔叶树; 硬材 (阔叶树的木材) (3)

**harm** /hɑ:m/ *n. & vt.* 伤害, 损害 (1)

**herb** /hɜ:b/ *n.* 药草, 香草; 草本 (45)

**honey** /'hʌni/ *n.* (爱称) 亲爱的; 蜂蜜 (23)

**household** /'haʊshəʊld/  
*adj.* 家庭的, 家用的, 家务的  
*n.* 一家人, 家庭 (45)

**hug** /hʌg/ *vt.* 拥抱, 搂抱; 抱紧 (16)

**hurricane** /'hʌrɪkən/ *n.* 飓风 (20)

**ignorance** /'ɪgnərəns/ *n.* 无知 (54)

**illustrate** /'ɪləstreɪt/ *vt.* 说明, 解释; 加插图于 (47)

**image** /'ɪmɪdʒ/ *n.* 形象; 图像; 意象 (8)

**impact** /'ɪmpækt/ *n.* 影响, 作用; 撞击, 冲撞  
*/ɪm'pækt/ vi. & vt.* 有影响; 冲击 (3)

**import** /'ɪmpɔ:t/ *n.* 进口产品, 输入的产品; 输入  
*/ɪm'pɔ:t/ vt.* 进口, 引进 (25)

**in turn** 相应地, 转而 (3)

**indicate** /'ɪndɪkeɪt/ *vt.* 表明; 暗示; 提及; 指出 (48)

**inform** /ɪn'fɔ:m/ *vt.* 了解, 熟悉; 通知 (19)

**injure** /'ɪndʒə(r)/ *vt.* 伤害, 使受伤; 损害 (16)

**insect** /'ɪnsekt/ *n.* 昆虫 (3)

**instant** /'ɪnstənt/ *adj.* 立即的, 立刻的; 方便的  
*n.* 瞬间, 片刻; 某一时刻 (31)

**\*intellectual** /,ɪntə'lektʃuəl/  
*adj.* 脑力的; 有才智的, 智力发达的  
*n.* 知识分子, 脑力劳动者 (54)

**intelligent** /ɪn'telɪdʒənt/ *adj.* 有才智的, 聪明的; 有智力的 (48)

**intend** /ɪn'tend/ *vt. & vi.* 想要, 计划; 意指 (44)

**involve** /ɪn'vɒlv/ *vt.* 包含; 牵涉, 影响; (使) 参加 (53)

## J

**\*jaguar** /'dʒæɡjuə(r)/ *n.* 美洲豹, 美洲虎 (3)

**journal** /'dʒɜ:nl/ *n.* 日记; 报纸, 杂志 (40)

## K

**keep one's head** (在困境中) 保持冷静 (17)

**knock sb off one's feet** 撞倒某人, 使某人双脚离地 (39)

## L

- length** /leŋθ/ *n.* 长,长度;时间的长短;篇幅,  
(电影)片长 (2)
- let sb down** 使某人失望 (54)
- \*lightning** /'laɪtnɪŋ/ *n.* 闪电 (49)
- \*lily** /'lɪli/ *n.* 百合(花) (3)
- water lily** 睡莲 (3)
- limited** /'lɪmɪtɪd/ *adj.* 有限的 (45)
- living** /'lɪvɪŋ/ *adj.* 活着的,活的;在使用的  
*n.* 生计,谋生;生活方式 (3)
- locate** /ləʊ'keɪt/ *vt.* 找出…的准确位置;把…  
安置在(或建造于) (27)

## M

- majority** /mə'dʒɔrəti/ *n.* 大部分,大多数;  
多数票 (30)
- \*malaria** /mə'leəriə/ *n.* 疟疾 (44)
- \*mammal** /'mæml/ *n.* 哺乳动物 (3)
- marriage** /'mæɪrɪdʒ/ *n.* 结婚,婚姻;已婚状态(55)
- mass** /mæs/ *n.* 大量;团,块,堆;一大群  
*adj.* 大批的,广泛的 (3)
- medal** /'medl/ *n.* 奖章,勋章 (7)
- metal** /'metl/ *n.* 金属 (49)
- microorganism** /,maɪkrəʊ'ɔ:gənɪzəm/  
*n.* 微生物 (3)
- military** /'mɪlətri/ *adj.* 军事的,军队的 (30)
- million** /'mɪljən/ *num.* 一百万;许多,大量(2)
- mobile** /'məʊbaɪl/ *adj.* 可移动的,非固定的;  
行动方便的;流动的  
*n.* 手机 (37)
- moral** /'mɔrəl/ *adj.* 道德的;道义上的;品行  
端正的  
*n.* 品行,道德;寓意 (53)
- \*mould** /məʊld/ (*AmE*  **mold**) *n.* 霉菌;模具;  
类型  
*vt.* 浇铸;塑造 (48)

**\*mystery** /'mɪstri/ *n.* 神秘;神秘的人(或事  
物);悬疑作品 (54)

## N

- nationality** /,næʃə'næləti/ *n.* 国籍;民族 (55)
- negate** /nɪ'geɪt/ *vt.* 取消,使无效;否认,否定(53)
- nowhere** /'nəʊweə(r)/ *adv.* 无处,哪里都不(8)
- nut** /nʌt/ *n.* 坚果 (3)
- brazil nut** 巴西坚果 (3)
- nutrient** /'nju:triənt/ *n.* 营养素,营养物 (3)

## O

- obviously** /'ɒbvɪəsli/ *adv.* 显然,明显地 (30)
- occur** /ə'kɜ:(r)/ *vi.* 发生,出现;存在于 (17)
- occur to** 被想到,浮现在脑中 (17)
- odd** /ɒd/ *adj.* 奇怪的,怪异的;偶尔的;  
不对的 (17)
- official** /ə'fɪʃl/ *n.* 官员,要员  
*adj.* 公务的;正式的,官方的(12)
- opera** /'ɒprə/ *n.* 歌剧;歌剧院 (40)
- orderly** /'ɔ:dəli/ *adj.* 有秩序的,有条理的,整  
齐的 (16)
- organization** /,ɔ:gənə'zeɪʃn/ *n.* 组织,团体;  
组织工作;安排;条理 (7)
- otherwise** /'ʌðəwaɪz/ *adv.* 否则,不然;除此  
以外 (23)
- overseas** /,əʊvə'si:z/ *adj.* 海外的,国外的  
*adv.* 在海外,向国外 (2)
- oxygen** /'ɒksɪdʒən/ *n.* 氧,氧气 (3)

## P

- pattern** /'pætn/ *n.* 图案,花样;模式;范例;  
模型 (26)
- pay off** 成功,奏效,达到目的 (45)
- \*penicillin** /,penɪ'sɪlɪn/ *n.* 青霉素,盘尼西林(48)



**percentage** /pə'sentɪdʒ/ *n.* 百分率, 百分比;  
提成 (37)

**permit** /pə'mɪt/ *vt. & vi.* 允许, 准许, 许可;  
使有可能  
/'pɜ:mɪt/ *n.* 许可证 (54)

**poison** /'pɔɪzn/ *vt.* 污染; 毒死, 毒害  
*n.* 毒物, 毒药 (13)

**pole** /pəʊl/ *n.* 柱, 杆; 极 (19)

**policy** /'pɒləsi/ *n.* 政策, 方针; 原则 (12)

**politician** /'pɒlə'tɪʃn/ *n.* 政治家, 从政者;  
投机钻营者 (49)

**port** /pɔ:t/ *n.* 港口, 避风港; 港口城市 (25)

**postpone** /pə'spəʊn/ *vt.* 延迟, 延期 (45)

**pot** /pɒt/ *n.* 壶, 瓶, 罐; 锅 (29)

**poverty** /'pɒvəti/ *n.* 贫穷, 贫困; 贫乏 (12)

**power** /'paʊə(r)/ *n.* 电, 电力; 权力; 政权; 控  
制力; 能力; 能量; 力量 (20)

**procedure** /prə'si:dʒə(r)/ *n.* 程序, 步骤,  
手续 (16)

**process** /'prəʊses/ *n.* 过程, 进程; 步骤, 流程  
*vt.* 加工, 处理 (11)

**profit** /'prɒfɪt/ *n.* 利润, 收益; 好处  
*vi. & vt.* 获益, 得到好处 (11)

**protest** /prə'test/ *vi.* 反对, 抗议  
*vt.* 反对; 坚持声称, 申辩  
/'prəʊtest/ *n.* 抗议, 反对 (11)

**province** /'prɒvɪns/ *n.* 省, 省份 (44)

**publish** /'pʌblɪʃ/ *vt.* 出版, 发行; 发表;  
公布 (55)

**put forward** 提出, 提议, 建议 (55)

## Q

**quit** /kwɪt/ *vt. & vi.* (**quit**, **quit**; **quitted**,  
**quitted**) 停止, 戒掉; 离开 (39)

## R

**reaction** /ri'ækʃn/ *n.* 反应, 回应; 抗拒;  
化学反应 (16)

**recipe** /'resəpi/ *n.* 食谱; 方法, 秘诀 (30)

**recycle** /,ri:'saɪkl/ *vt.* 回收利用, 再利用 (12)

**refer** /rɪ'fɜ:(r)/ **to** 查阅, 参考; 提到, 谈及 (45)

**region** /'ri:dʒən/ *n.* 地区, 区域; 行政区 (2)

**relief** /rɪ'li:f/ *n.* 宽慰, 轻松; 减轻, 消除;  
救济 (17)

**remove** /rɪ'mu:v/ *vt.* 删除; 移走; 开除 (33)

**republic** /rɪ'pʌblɪk/ *n.* 共和国, 共和政体 (44)

**request** /rɪ'kwest/ *vt.* 要求, 请求  
*n.* 要求, 请求; 要求的事 (34)

**rescue** /'reskjʊ:/ *n. & vt.* 救援, 营救, 抢救 (27)

**resident** /'rezɪdnt/ *n.* 居民, 住户 (11)

**responsibility** /rɪ'spɒnsə'bɪləti/ *n.* 责任, 负  
责; 职责, 义务 (54)

**retire** /rɪ'taɪə(r)/ *vi. & vt.* 退休, 辞职 (27)

**reveal** /rɪ'vi:l/ *vt.* 展示, 显出; 揭示, 透露 (40)

**\*ribbon** /'rɪbən/ *n.* 带子, 丝带; 带状物 (49)

**roll** /rəʊl/ *n.* 名单; 卷; 一管; 翻滚  
*vi. & vt.* 翻滚, 滚动; 翻身; 卷起 (16)

**roll call** 点名 (16)

**\*Roman** /'rəʊmən/ *adj.* 古罗马的; 罗马的  
*n.* 古罗马人; 罗马人 (25)

**run out of** 用完, 耗尽 (20)

## S

**safe and sound** 安然无恙的 (16)

**scare** /skeə(r)/ *vt. & vi.* 惊吓, 害怕  
*n.* 恐慌; 惊吓 (20)

**scary** /'skeəri/ *adj.* 恐怖的, 吓人的 (40)

**scientific** /,saɪən'tɪfɪk/ *adj.* 科学的, 关于科学  
的; 细致严谨的 (53)

**set up** 创建, 建立 (34)

**shark** /ʃɑ:k/ *n.* 鲨鱼 (8)

**sharp** /ʃɑ:p/ *adj.* 灵敏的; 锋利的; 急剧的; 明显的; 尖锐的; 强烈的 (27)

**shock** /ʃɒk/ *n.* 震惊, 惊愕; 剧烈震动  
*vt.* 使震惊 (20)

**shoot past** 飞驰而过 (39)

**signal** /ˈsɪgnəl/ *vi. & vt.* 发信号, 示意; 标志  
*n.* 信号, 暗号; 标志; 信号灯 (16)

**site** /saɪt/ *n.* 网站, 站点; 地点; 现场 (31)

**slide** /slaɪd/ *n.* 幻灯片; 降低; 滑行; 山崩  
*vi. & vt.* 滑行; 逐渐陷入 (21)

**smog** /smɒg/ *n.* 雾霾, 烟雾 (11)

**software** /ˈsɒftweə(r)/ *n.* 软件 (31)

**soil** /sɔɪl/ *n.* 土壤; 国土, 领土, 土地 (1)

**somehow** /ˈsʌmhaʊ/ *adv.* 不知怎么地; 以某种方式 (或方法) (40)

**species** /ˈspi:ʃi:z/ *n. (pl. species)* 种, 物种 (2)

**speed up** (使) 加速 (45)

**spring to mind** 突然记起 (或想到) (8)

**staff** /stɑ:f/ *n.* 全体职工; 管理人员  
*vt.* 在...工作, 任职于 (21)

**stair** /steə(r)/ *n.* 楼梯; 梯级 (16)

**standout** /ˈstændaʊt/ *adj.* 突出的  
*n.* 突出的人 (或物) (51)

**strategy** /ˈstrætədʒi/ *n.* 策略, 行动计划; 策划, 部署 (12)

**subway** /ˈsʌbweɪ/ *n.* 地铁; 地下人行道 (12)

**sufficient** /səˈfɪʃnt/ *adj.* 足够的, 充足的 (45)

**supply** /səˈplaɪ/ *n.* 补给, 补给品; 供应; 供应量, 储备  
*vt.* 供应, 供给, 提供 (20)

**surf** /sɜ:f/ *vt. & vi.* (互联网上) 冲浪, 浏览; 进行冲浪运动 (33)

**surround** /səˈraʊnd/ *vt.* 围绕, 环绕; 包围; 与...紧密相关 (48)

**survival** /səˈvaɪvəl/ *n.* 生存, 存活; 残存物, 幸存事物 (44)

**survive** /səˈvaɪv/ *vi.* 生存, 存活  
*vt.* 幸存, 幸免于难 (3)

## T

**take it for granted** /ˈgrɑ:ntɪd/ 想当然地认为, 认为...是理所当然 (54)

**take off** 突然大受欢迎, 迅速流行 (29)

**take the form of** 呈现...的形状; 采取...的形式 (25)

**technical** /ˈteknɪkəl/ *adj.* 技术的, 技能的; 专门技术的; 专业的 (34)

**theory** /ˈθɪəri/ *n.* 学说, 论; 原理; 看法, 意见 (49)

**thunderstorm** /ˈθʌndəstɔ:m/ *n.* 雷雨, 雷暴 (49)

**thus** /ðʌs/ *adv.* 因此, 从而; 这样 (3)

**towering** /ˈtaʊərɪŋ/ *adj.* 高大的, 高耸的; 出色的 (3)

**track** /træk/ *vt. & vi.* 跟踪, 追踪  
*n.* 足迹, 踪迹; 小道; 轨道; 跑道; 路线 (8)

**trial** /ˈtraɪəl/ *n.* 试用, 试验; 审讯, 审判; 考验  
*vi. & vt.* 测试, 试验 (45)

**trunk** /trʌŋk/ *n.* 树干 (25)

**\*tsunami** /tsuːˈnɑ:mi/ *n.* 海啸 (17)

**typhoon** /taɪˈfu:n/ *n.* 台风 (19)

## U

**unbearable** /ʌnˈbeərəbl/ *adj.* 难耐的, 无法忍受的 (26)

**unearth** /ʌnˈɜ:θ/ *vt.* 使出土, 挖掘, 发掘; 发现, 找到 (25)

**upload** /ˌʌpˈlɔ:ʊd/ *vt.* 上载, 上传 (35)

## V

**variety** /vəˈraɪəti/ *n.* 不同种类; 变化, 多样性; 变种, 变体 (3)

**various** /ˈveəriəs/ *adj.* 各种不同的, 各种各样的 (11)

**volcano** /vɒlˈkeɪnəʊ/ *n.* 火山 (25)

## W

- \***webcam** /'webkæm/ *n.* 网络摄像头 (29)
- whale** /weɪl/ *n.* 鲸 (8)
- wide-ranging** /,waɪd 'reɪndʒɪŋ/ *adj.* 覆盖面  
广的,内容广泛的 (40)
- Wi-Fi** /'waɪ faɪ/ *n.* 无线网络 (39)
- wildlife** /'waɪldlaɪf/ *n.* 野生动植物,野生生物(3)
- wisdom** /'wɪzdəm/ *n.* 智慧,知识,学问;  
才智;明智 (45)

# Wordlist 3

## (proper nouns)

说明: 本表收录教科书中出现的人名、国名、地名、节日名称等专有名词。本表按页码排序。

<b>Friedrich Engels</b> /ˌfri:drɪk 'ɛŋɡəlz/	弗里德里希·恩格斯 (德国哲学家、革命导师)	(1)
<b>the Amazon</b> /'æməzən/ <b>rainforest</b>	(南美洲) 亚马孙雨林	(2)
<b>Brazil</b> /brə'zɪl/	巴西	(2)
<b>Peru</b> /pə'ru:/	秘鲁	(2)
<b>the Amazon River</b>	(南美洲) 亚马孙河	(2)
<b>the Yangtze</b> /'jɑŋtʃi/ <b>River</b>	(中国) 长江	(2)
<b>Canada</b> /'kænədə/	加拿大	(5)
<b>New Zealand</b> /ˌnju: 'zi:lənd/	新西兰	(5)
<b>Jack</b> /dʒæk/	杰克 (男子名)	(6)
<b>Henry</b> /'henri/	亨利 (男子名)	(6)
<b>GreenHope</b>	绿色希望 (虚构机构名)	(7)
<b>Joe</b> /dʒəʊ/	乔 (男子名)	(7)
<b>Jim</b> /dʒɪm/	吉姆 (男子名)	(8)
<b>News that Matters</b>	《焦点新闻》(虚构节目名)	(11)
<b>Norgate</b> /'nɔ:geɪt/	诺盖特 (虚构地名)	(11)
<b>James Smith</b> /ˌdʒeɪmz 'smɪθ/	詹姆斯·史密斯 (男子名)	(11)
<b>Vincent Brown</b> /ˌvɪnsnt 'braʊn/	文森特·布朗 (男子名)	(11)
<b>Julie Archer</b> /ˌdʒu:li 'ɑ:tʃə(r)/	朱莉·阿彻 (女子名)	(11)
<b>Norgate Environmental Protection Committee</b>	诺盖特环境保护委员会 (虚构机构名)	(11)
<b>the UN</b>	联合国 ( <b>the United Nations</b> 的缩写)	(12)
<b>“My Wish: Build the Encyclopedia of Life”</b> /ɪnˌsɑ:klə'pi:diə/	《我的愿望: 打造生命的百科全书》(演讲名)	(14)
<b>Edward O. Wilson</b> /ˌedwəd əʊ 'wɪlsn/	爱德华·O. 威尔逊 (美国生物学家)	(14)
<b>Seven Worlds, One Planet</b>	《七个世界, 一个星球》(纪录片名)	(14)
<b>Victor Hugo</b> /ˌvɪktə(r) 'hju:gəʊ/	维克多·雨果 (法国作家)	(15)
<b>Falmont</b> /'fælmɒnt/	弗尔蒙特 (虚构地名)	(16)
<b>Raymond Tran</b> /ˌreɪmənd 'træn/	雷蒙德·特兰 (男子名)	(16)
<b>Falmont Primary School</b>	弗尔蒙特小学 (虚构校名)	(16)
<b>Alice Brown</b> /ˌælis 'braʊn/	艾丽斯·布朗 (女子名)	(16)
<b>Jessie Cable</b> /ˌdʒesi 'keɪbl/	杰西·凯布尔 (女子名)	(17)
<b>Newdale</b> /ˌnju: 'deɪl/	纽代尔 (虚构地名)	(17)

<b>Goldshore</b> /ˌgəʊld'ʃɔ:(r)/	金海岸 (虚构地名)	(17)
<b>Sabrina Andron</b> /səˌbrɪ:nə 'ændrən/	萨布丽娜·安德龙 (女子名)	(17)
<b>the Pacific Ocean</b>	太平洋	(19)
<b>Super Typhoon Haiyan</b>	超强台风“海燕”	(19)
<b>(the) Philippines</b> /'fɪlɪpi:nz/	菲律宾	(19)
<b>Anna</b> /'ænə/	安娜 (女子名)	(20)
<b>the United States</b>	美国	(20)
<b>Atlanta</b> /ət'læntə/	亚特兰大 (美国城市)	(20)
<b>Leo</b> /'li:əʊ/	利奥 (男子名)	(22)
<b>Mary</b> /'meəri/	玛丽 (女子名)	(23)
<b>Edward Bulwer-Lytton</b> /ˌedwəd ˌbʊlwə 'lɪtn/	爱德华·布尔沃-利顿 (英国外交家、作家)	(25)
<b>The Last Days of Pompeii</b> /pɒm'peɪi/	《庞贝城的末日》(爱德华·布尔沃-利顿的小说)	(25)
<b>Pompeii</b>	庞贝 (意大利古城)	(25)
<b>Mount Vesuvius</b> /vɪ'sju:viəs/	(意大利) 维苏威火山	(25)
<b>the Roman Empire</b> /'empaɪə(r)/	古罗马帝国	(25)
<b>the Great St Bernard Hospice</b> /snt 'bɜ:nəd/	大圣伯纳救护所	(27)
<b>Switzerland</b> /'swɪtsələnd/	瑞士	(27)
<b>St Bernard</b>	圣伯纳犬	(27)
<b>Nepal</b> /nə'pɔ:l/	尼泊尔	(27)
<b>China International Search and Rescue Team</b>	中国国际救援队	(27)
<b>The Grapes of Wrath</b> /rɒθ/	《愤怒的葡萄》(约翰·斯坦贝克的作品)	(28)
<b>John Steinbeck</b> /ˌdʒɒn 'stænbek/	约翰·斯坦贝克 (美国小说家)	(28)
<b>The Day After Tomorrow</b>	《后天》(电影名)	(28)
<b>Tim Berners-Lee</b> /tɪm ˌbɜ:nəs 'li:/	蒂姆·伯纳斯-李 (英国计算机科学家)	(29)
<b>Ray Tomlinson</b> /ˌreɪ 'tɒmlɪnsən/	雷·汤姆林森 (电子邮件的发明者)	(29)
<b>the University of Cambridge</b> /'keɪmbɪdʒ/	(英国) 剑桥大学	(29)
<b>Japan</b> /dʒə'pæn/	日本	(29)
<b>Oxford Dictionaries</b> /'ɒksfəd/	牛津词典	(29)
<b>JustDance</b>	跳舞吧 (虚构网站名)	(34)
<b>Fiona</b> /fi'əʊnə/	菲奥娜 (女子名)	(34)
<b>Jess</b> /dʒes/	杰丝 (女子名)	(35)
<b>Jen</b> /dʒen/	珍 (女子名)	(35)
<b>Alan</b> /'ælən/	艾伦 (男子名)	(39)
<b>Pandora</b> /pæn'dɔ:rə/	潘多拉 (希腊神话中的人物)	(41)

<i>Look Up</i>	《抬起头来》(短片名)	(42)
<i>How the Internet Works</i>	《互联网工作原理》(系列视频名)	(42)
<b>Irving Langmuir</b> /ɜ:viŋ 'læŋmjʊə(r)/	欧文·朗缪尔(美国化学家、物理学家)	(43)
<b>the Nobel Prize</b>	诺贝尔奖	(43)
<b>Yuan Longping</b>	袁隆平(中国杂交水稻育种专家)	(43)
<b>South-west Agricultural College</b>	西南农学院	(43)
<b>Stephen Hawking</b> /,sti:vŋ 'hɔ:kɪŋ/	斯蒂芬·霍金(英国物理学家)	(43)
<i>A Brief History of Time</i>	《时间简史》(霍金的著作)	(43)
<b>Tu Youyou</b>	屠呦呦(中国药学家)	(44)
<b>Dina Conner</b> /,di:nə 'kɒnə(r)/	迪娜·康纳(女子名)	(44)
<b>the People's Republic of China</b>	中华人民共和国	(44)
<b>the Academy of Traditional Chinese Medicine</b>	中医研究院	(44)
<b>the Nobel Lecture</b>	诺贝尔获奖演说	(45)
<b>Alexander Fleming</b> /,æliŋzɑ:ndə 'fleɪmɪŋ/	亚历山大·弗莱明(英国生物化学家、微生物学家)	(48)
<b>Scotland</b> /'skɒtlənd/	苏格兰	(48)
<b>Louis Pasteur</b> /,lu:i pæ'stɜ:(r)/	路易·巴斯德(法国微生物学家)	(48)
<b>Benjamin Franklin</b> /,bendʒəmɪn 'fræŋklɪn/	本杰明·富兰克林(美国科学家、政治家)	(49)
<b>Alfred Wegener</b> /,ælfri:d 'veɪgənə(r)/	阿尔弗雷德·魏格纳(德国地球物理学家、气象学家)	(49)
<b>South America</b>	南美洲	(49)
<b>Africa</b> /'æfrɪkə/	非洲	(49)
<i>The Origin of Continents and Oceans</i>	《海陆的起源》(魏格纳的作品)	(49)
<b>Victor</b> /'vɪktə(r)/	维克托(男子名)	(51)
<b>Richard Feynman</b> /,rɪtʃəd 'faɪnmən/	理查德·费曼(美国物理学家)	(54)
<b>the Nobel Prize in Physics</b>	诺贝尔物理学奖	(54)
<b>Charles Darwin</b> /,tʃɑ:lz 'dɑ:wɪn/	查尔斯·达尔文(英国生物学家)	(55)
<b>Edinburgh University</b> /'edɪnbərə/	爱丁堡大学	(55)
<i>On the Origin of Species</i>	《物种起源》(达尔文的作品)	(55)
<b>the Nobel Prize in Chemistry</b>	诺贝尔化学奖	(56)
<b>the Nobel Prize in Physiology or Medicine</b> /,fɪzi'ɒlədʒi/	诺贝尔生理学或医学奖	(56)

# Irregular verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
arise	arose	arisen	eat	ate	eaten
awake	awoke	awoken	fall	fell	fallen
be	was/were	been	feed	fed	fed
bear	bore	borne	feel	felt	felt
beat	beat	beaten	fight	fought	fought
become	became	become	find	found	found
begin	began	begun	fly	flew	flown
bend	bent	bent	forecast	forecast/ forecasted	forecast/ forecasted
bet	bet	bet	forget	forgot	forgotten
bite	bit	bitten	forgive	forgave	forgiven
bleed	bled	bled	freeze	froze	frozen
blow	blew	blown	get	got	got
break	broke	broken	give	gave	given
bring	brought	brought	go	went	gone
broadcast	broadcast	broadcast	grow	grew	grown
build	built	built	hang	hung/hanged	hung/hanged
burn	burnt/burned	burnt/burned	have	had	had
buy	bought	bought	hear	heard	heard
cast	cast	cast	hide	hid	hidden
catch	caught	caught	hit	hit	hit
choose	chose	chosen	hold	held	held
come	came	come	hurt	hurt	hurt
cost	cost	cost	keep	kept	kept
cut	cut	cut	know	knew	known
deal	dealt	dealt	lay	laid	laid
dig	dug	dug	lead	led	led
do	did	done	learn	learnt/learned	learnt/learned
draw	drew	drawn	leave	left	left
dream	dreamt/dreamed	dreamt/dreamed	lend	lent	lent
drink	drank	drunk	let	let	let
drive	drove	driven			

Base form	Simple past	Past participle	Base form	Simple past	Past participle
lie	lied/lay	lied/lain	sleep	slept	slept
light	lit/lighted	lit/lighted	slide	slid	slid
lose	lost	lost	smell	smelt/smelled	smelt/smelled
make	made	made	sow	sowed	sown/sowed
mean	meant	meant	speak	spoke	spoken
meet	met	met	speed	sped/speeded	sped/speeded
mistake	mistook	mistaken	spell	spelt/spelled	spelt/spelled
misunderstand	misunderstood	misunderstood	spend	spent	spent
overcome	overcame	overcome	spread	spread	spread
panic	panicked	panicked	spring	sprang	sprung
pay	paid	paid	stand	stood	stood
prove	proved	proved/proven	steal	stole	stolen
put	put	put	stick	stuck	stuck
quit	quit/quitted	quit/quitted	strike	struck	struck/stricken
read	read	read	string	strung	strung
ride	rode	ridden	sweep	swept	swept
ring	rang	rung	swim	swam	swum
rise	rose	risen	swing	swung	swung
run	ran	run	take	took	taken
say	said	said	teach	taught	taught
see	saw	seen	tell	told	told
seek	sought	sought	think	thought	thought
sell	sold	sold	throw	threw	thrown
send	sent	sent	understand	understood	understood
set	set	set	upset	upset	upset
sew	sewed	sewn/sewed	wake	woke	woken
shake	shook	shaken	wear	wore	worn
shine	shone	shone	weep	wept	wept
shoot	shot	shot	wet	wet/wetted	wet/wetted
show	showed	shown	win	won	won
shut	shut	shut	wind	wound	wound
sing	sang	sung	withdraw	withdrew	withdrawn
sink	sank	sunk	write	wrote	written
sit	sat	sat			



# 后 记

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