

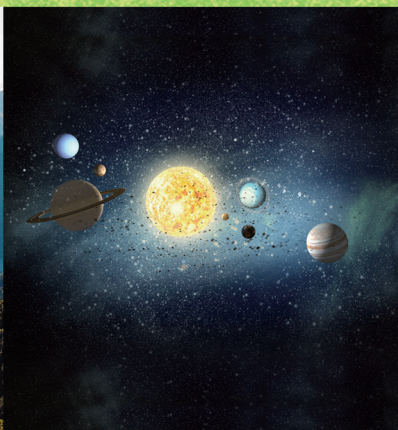



普通高中教科书

# 英语

选择性必修

第三册



 译林出版社

普通高中教科书

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### 普通高中教科书·英语 [选择性必修 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”“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主要英语国家概况、太空探索、历史人物以及世界遗产等话题的语篇，感受真实、地道、优美的英语，了解有关地理、天文、历史等方面的知识。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，了解真实世界，探索未知世界。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** 板块以开放性问题的形式提供自评、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

2021年6月

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# UNIT 1

## *Wish you were here*

*The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.*

—Marcel Proust

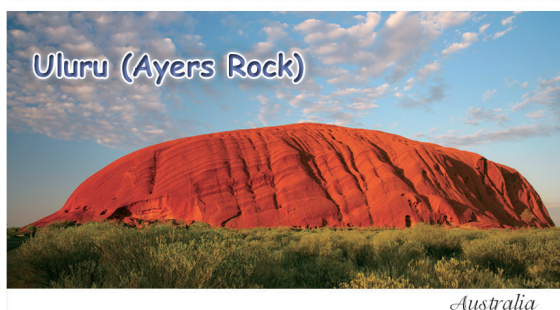


In this unit, you are going to:

- read a website article about Canada;
- write an email with a travel plan about your hometown;
- read a travel journal about a trip to Africa;
- make a travel brochure on a foreign country.

### Welcome to the unit

There are many popular tourist destinations around the world. Look at the postcards below and discuss the following questions in pairs.



- 1 How would you describe each of the four postcards above?
- 2 What tourist destinations have you ever visited or would you like to visit?



## Reading



Canada has much to offer tourists. The website article below is about this country with vast distances and outstanding natural beauty. Before you read the website article, think about the following questions:

- What do you know about the national symbols of Canada?
- What tourist attractions are there in Canada?

# Canada— a land of diversity



Canada is like a blooming flower, unfolding with breathtaking beauty and richness to win the heart of those who enjoy what it has to offer. It is a broad and beautiful country stretching from the Atlantic to the Pacific Ocean. It is also one of the most ethnically diverse nations in the world with distinct cultures.

5 In the ten provinces and three territories which make up Canada, there is great diversity in geography. To the east of the Pacific coast rise the grand Rocky Mountains, which are home to high peaks and deep valleys carved by ice and water. Ancient, slow-moving glaciers hug the land and a huge variety of wildlife wanders the remote forests. The establishment of national parks makes many of  
10 these beautiful places protected areas for the public to visit and enjoy, such as Banff and Jasper National Parks. One truly unique scenic spot in Canada is the mighty Niagara Falls with water rushing over its edge in a splendid display of sights and sounds.

Apart from its geographical diversity, Canada's many rural areas and urban centers  
15 reflect the diversity of its residents. Some of Canada's earliest settlers, who are thought to be ancestors of the indigenous peoples, crossed the Bering Strait by

means of a land bridge from a place now known as Siberia. They settled on this vast land thousands of years ago. The first Europeans also started to settle in some of the eastern provinces centuries ago. Today, Canada reflects a vast combination of ethnic backgrounds. About one out of five people in Canada's population is foreign-born. The major ethnic groups, for example, include the English, Scottish and French, while the minority groups include residents from Singapore and the Pacific Islands.

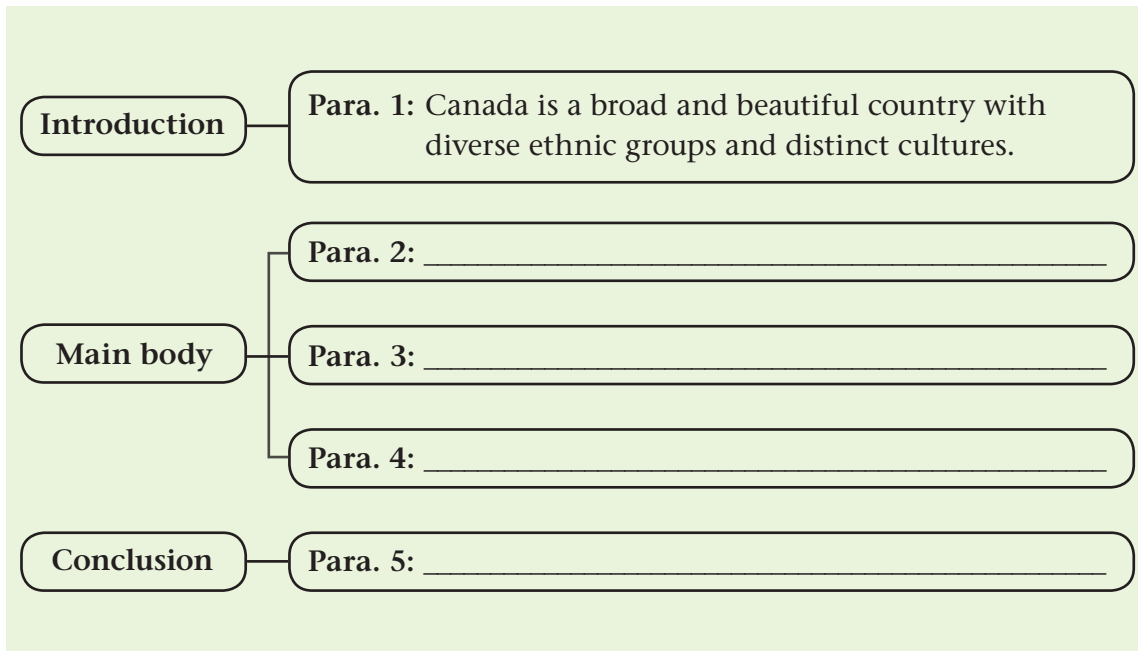
This ethnic variety, in turn, brings about cultural diversity. Should you find yourself in one of these subcultures, languages, cuisine, architecture, art and music will define your encounter. For example, in Vancouver, a dynamic city with the highest percentage of Chinese Canadians in the country, you can participate in the celebrations of the Chinese New Year, or you may take tea in the Dr Sun Yat-Sen Classical Chinese Garden. In Montreal, one of the largest French-speaking cities in the world, you can sample the food with a typical French flavor and see the original buildings in the French style of architecture. Finally, if you are looking for something off the beaten track, you may visit Cape Breton Island in the province of Nova Scotia, where you can dance to fiddle tunes and enjoy the cultures and traditions of Celtic settlers. As you are exposed to diverse cultures, you may feel transported through time and space. Given these cultural differences, it comes as no surprise that Canada has been celebrating Multiculturalism Day since 2002.

From the towering mountain peaks to the depths of the forests to the urban centers, Canada's geographical wonders, ethnic groups and their cultures make it a unique place to live and visit. Indeed, it has been consistently ranked by the United Nations as one of the best countries to live in, and visitors are always welcome!



## A Understanding the text

**A1** Read the website article and complete the chart below with the main idea of each paragraph.



**A2** Read the website article again carefully and answer the following questions.

1 Where are the grand Rocky Mountains?

\_\_\_\_\_

2 What can reflect the diversity of Canada's residents?

\_\_\_\_\_

3 In what ways can you feel the subcultures there?

\_\_\_\_\_

4 What can you do on Cape Breton Island?

\_\_\_\_\_

5 What makes Canada a unique place to live and visit?

\_\_\_\_\_

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

1 In the article, the author compares Canada to a blooming flower. What would you compare Canada to? Why?

2 Canada is a land of diversity, and so is China. What aspects can reflect China's diversity?

## B Building your language

**B1** The email below is about Lisa's wonderful experiences in Calgary. Complete the email with the correct forms of the words and phrases in the box below.

distinct	splendid	dynamic	come as no surprise
urban	sample	ancestor	apart from

Dear Aunt May,

I'm here in Calgary, a Canadian city with (1) \_\_\_\_\_ features. As an exchange student, I'm staying with a nice host family in the suburbs for two weeks. (2) \_\_\_\_\_ enjoying my school life at a local high school, I've been shown around the sights of Calgary, such as the Botanical Gardens of Silver Springs. I also have the opportunity to (3) \_\_\_\_\_ the local cuisine.

My host family explained the history of this city to me. Clovis people are believed to be the (4) \_\_\_\_\_ in the Calgary area. In 1883, a railway station was constructed. The area gradually grew to be an important agricultural centre as people moved in to establish farms and raise cattle. This once unknown area has now become a modern, (5) \_\_\_\_\_ city. This is evident from the high-rise buildings in (6) \_\_\_\_\_ areas, such as the Calgary Tower.

Calgary is located near the Rocky Mountains. There's a thick blanket of snow in some mountain areas over much of the winter. It (7) \_\_\_\_\_ that the city has become a popular destination for winter sports lovers. This weekend, my host family will take me to ski. We will enjoy the (8) \_\_\_\_\_ scenery of Banff National Park too. I also can't wait to have a go at the national winter sport—ice hockey. I'm amazed that Calgary has been consistently recognized as one of the world's most liveable cities!

Your niece,  
Lisa

**B2** The website article uses many descriptive adjectives. Find the adjectives and their synonyms in the article and think of more words with the same or nearly the same meaning.

Adjectives	Synonyms
brehtaking	
broad	
distinct	
mighty	

**B3** The website article uses some linking words to add information. Find the sentences in the article and try to write a short paragraph about Canada's population using proper linking words.

**Learn this** When adding more information to the point you are making, you can use the following linking words: *and, also, too, besides, moreover, furthermore, as well as, apart from, in addition (to)*, etc.

# Grammar and usage

## Non-restrictive relative clauses

### A Exploring the rules

Below is an article about the advantages and disadvantages of tourism. Find the sentences with non-restrictive relative clauses and fill in the box below. The first one has been done for you.

Tourism is the lifeblood of the communities that call popular holiday destinations their homes. It allows service industries, such as hotels and transport, to grow consistently. These industries, in turn, give jobs to the local population, whose welfare depends on tourism. The prices of tourist essentials such as transport, accommodation and food usually increase too, which brings even more wealth to the surrounding community.

However, booming business is not always a bed of roses. More nature-centred tourist attractions, where man and nature live in harmony, can be greatly impacted or even destroyed by the flood of tourists. As resources are used more rapidly than they can be sustained, wildlife habitats are likely to suffer, which could endanger the local plants and animals.

While the physical characteristics of the land may be at risk from tourism, the cultural aspects of the destination are also put in harm's way. Local festivals and customs, which may have deep meaning in a particular culture, can simply become entertainment for tourists. This can, over time, result in the loss of respect for the local culture.

Travelling can be a great experience for both the tourists and the locals. However, the tourists should always aim to be responsible. Reducing the negative impact, wherever we travel, will help make it possible for many future generations to enjoy the same sites.

These industries, in turn, give jobs to the local population, whose welfare depends on tourism.

### Working out the rules

- We often use a non-restrictive relative clause to add extra information to a noun, pronoun or noun phrase in the main clause or the main clause. A comma is usually used to separate the adding clause and the main clause.
- We usually introduce a non-restrictive relative clause with a relative pronoun like *who*, *whom*, *which* and *whose* or a relative adverb like *when* and *where*. The relative pronoun or adverb (1) \_\_\_\_\_ (can/cannot) be left out in a non-restrictive relative clause.
- We can use (2) \_\_\_\_\_ (*which/who/where*) in a non-restrictive relative clause to refer to the main clause as a whole.

➡ Grammar notes → page 95

## B Applying the rules

**B1** Rewrite the following sentences using non-restrictive relative clauses.

1 My parents went on a tour of Japan with 20 people. Some of them had never been abroad before.

---

2 My favourite place to visit is a little village near Shanghai. My grandma was born there.

---

3 Dr Luo will give us a tour of Beijing. He is an expert in Chinese history.

---

4 I'd rather visit Europe in summer. The weather is at its best in summer.

---

5 I'm reading a guidebook to Rome. It is really fascinating and helpful.

---

**B2** Below is an article about how to be a sustainable tourist. Complete the article with the correct non-restrictive relative clauses in the box below. There is one clause you do NOT need to use. Write the letters in the blanks.

Sustainable tourism, (1) \_\_\_\_\_, is not just about seeing the sights—it is also about connecting with people and their cultures, making a positive impact on the places we visit and enhancing opportunities for the future. So, how can we be sustainable tourists?

It is important to travel in an environmentally friendly manner. Getting to a tourist destination by airplane, (2) \_\_\_\_\_, has a huge impact on the global environment. While avoiding flying is not always practical, we can help improve the environment by travelling on local public transport or even on foot wherever possible. When at the hotel, we can reduce our impact by cutting back on water consumption and not having our bedding and towels washed every day. We also need to protect the local culture. When visiting temples or churches, (3) \_\_\_\_\_, we should dress appropriately. While travelling, we should respect the right to privacy. We must ask for permission before taking pictures of the local people, (4) \_\_\_\_\_.

In summary, being a sustainable tourist comes down to respect—for nature, culture and people.

- a which greatly increases our carbon footprint
- b who are human beings and not on display
- c which is becoming increasingly popular nowadays
- d where a strict dress code may be required
- e who may make a living by selling handmade items

**B3** In pairs, discuss more ways to be a sustainable tourist, using non-restrictive relative clauses.

### Example

When you travel, never buy wildlife products, which are made from animal skins or other animal parts.

# Integrated skills

## Making a travel plan for foreign guests

**A** Ms Zhao, a teacher, is announcing to her class that some foreign guests are coming to their city. Listen and finish the exercises below.



A1 Listen to the announcement and answer the following questions.

1 When are the foreign guests coming to the city?

\_\_\_\_\_

2 What will they do at Ms Zhao's school?

\_\_\_\_\_

3 How many days will the guests spend working?

\_\_\_\_\_

4 When will Ms Zhao discuss the details with the students interested in showing the guests around?

\_\_\_\_\_



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

**Making a travel plan**

**General information about the guests**

- From Boston, the USA
- (1) \_\_\_\_\_ guests in total

**Purposes of the visit**

- To (2) \_\_\_\_\_
- To (3) \_\_\_\_\_
- To visit our school
- To explore our city

**Suggestions for the travel plan**

- Visit (4) \_\_\_\_\_ to learn more about our city's history.
- Buy some souvenirs.
- Have a lunch or dinner at (5) \_\_\_\_\_.
- See the sights of our city (6) \_\_\_\_\_.

**B** Ms Zhao has suggested a travel plan about Shanghai to her class. Read it and pay attention to the tourist attractions and activities.

# SHANGHAI

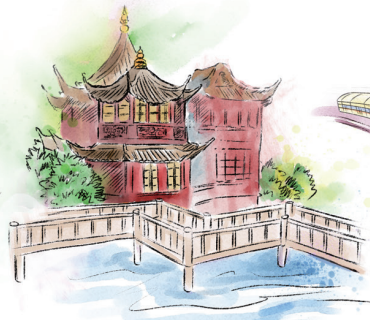
## Day 1

632 metres tall.  
Not for the faint-hearted.



### Shanghai Tower

Enjoy the view from one of the world's highest viewing platforms.

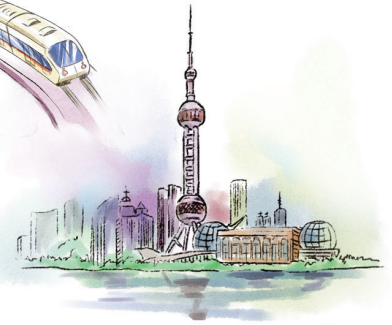


### Yu Garden

Climb to the top of the Great Rockery and get a bird's-eye view of the garden.

### The Bund

Have an impressive view of Shanghai's modern skyline.

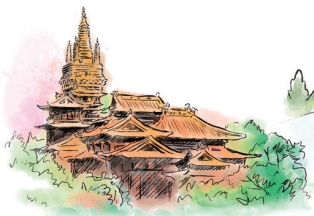


### Xuhui District

Walk along leafy streets and visit elegant cafés in French-style areas.



## Day 2



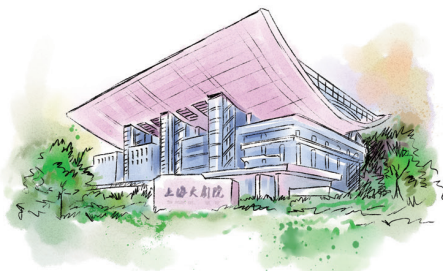
### Jing'an Temple

Make your way to the main hall and admire the 8.8-metre-high statue of the Buddha.



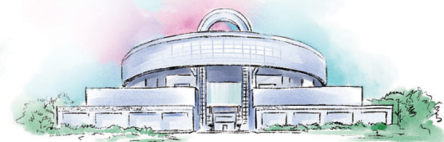
### Nanjing Road

Do some souvenir shopping and try the local snacks.



### Shanghai Grand Theatre

Relax by watching an elegant Yue Opera performance.



### Shanghai Museum

Appreciate amazing antiques, including Ming vases and Qing furniture.



**C** In pairs, discuss how to arrange a two-day visit to your hometown for the foreign guests. Use the following ideas to help you.

- Basic information about your hometown
- Tourist attractions
- Food
- Cultural products

**Tip**

**Slowing down the discussion**

When your partner wants to move on to the next topic, but you think you still have something to say, you can slow down the discussion, e.g. *Sorry, may I add something before we move on? Sorry, shall we talk a bit more about ... before we move on?*

**D** Write an email to the foreign guests who are going to visit your hometown. 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 email to tell the guests about a travel plan, you can follow the structure below:

- Greet the guests first and state the purpose of the email.
- Introduce your hometown briefly.
- Arrange your travel plan in time order and list all planned activities.
- End the email by offering a warm welcome to the guests.

• **Learning about the language**

Tone is the general feeling of a piece of writing. For example, when writing to an official, you need to keep your tone serious and polite. When writing to a foreign guest, you need to keep your tone friendly and polite. Your choice of language will differ according to your audience.

### 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 stick to the suggested structure?
- What language do you use to keep your tone friendly and polite in your writing?

**Peer review**

- What does your partner think of your travel plan arranged for your guests?
- What suggestions does your partner give about the language of your writing?

## Extended reading



Read the travel journal written by a student who took a trip to Africa with his parents.



### 30 June, Morocco

My parents and I had just driven down the narrow mountain road from Marrakesh, with all its sharp bends, and had finally arrived at Merzouga. Before us stretched the unending sand dunes that marked the beginning of the Sahara. A small boy  
5 walked past with a group of noisy goats as I took a long look at the yellow roadside sign that told us we were entering a “fragile natural environment”. I made a resolution to respect and protect this unique landscape while I was here. We set off, our vehicle quietly running over the sand and small stones. It wasn’t long before we were surrounded by enormous sand dunes towering above us on all sides. The  
10 wind was blowing grains of sand from the tops of the dunes, the sun was beating down hard and bright, and the sky was a deep shade of blue that I had never seen before. The wild beauty of the desert was about to reveal itself. There was not a plant to be seen. The desert appeared completely empty, which was calming and threatening at the same time. The colours of the dunes contrasted strikingly with  
15 the blue of the cloudless sky.

Eventually, as the last rays of sunlight were falling on the sand, we arrived at our desert camp. Stars were already shining brightly in the darkening sky and it was getting cold with the approach of the night. Three camels, slowly chewing, were resting on their knees and watching our arrival with interest. “So, which one of  
20 you lucky animals will be my ride tomorrow?” I said out loud as I grabbed my bag and headed towards the warm campfire. I was starving and rushed to put a steak on the barbecue.

### 3 July, Kenya

A few days after our departure from the camp, our car was well and truly stuck in  
25 the mud. We were very near to our rest camp in Amboseli National Park located on  
the border of Kenya when my father, against my mother's advice, decided to drive  
through a large pool of water that stretched across the dirt road. Two tall slim local  
people were standing by the roadside watching us with amusement. They must  
have realized that we were totally helpless, for after a few moments, they wandered  
30 over and pushed us free. My father smiled weakly and we drove on as my mother  
and I waved from the car window.

We found a parking space next to our hut, which was round and made from  
brick. The walls, painted brilliant white, reflected the afternoon sun. There were  
five similar huts, all lined up facing Mount Kilimanjaro, the highest mountain  
35 in Africa. The mountain rose up over the plains before us. Tall grasses and trees  
dotted the plains, which were alive with the African wildlife we had come to see.  
Giraffes, with their long necks, were pulling leaves from the highest branches.  
In the distance, elephants were eating grass, ears flapping lazily as they moved  
slowly over the plains. I had never seen anything like this before. It was indeed the  
40 greatest show on the Earth.

We got out of the car, carrying our suitcases and boxes of food into the hut. I  
placed ham sandwiches, sausages and a bunch of bananas on a small wooden  
table. I returned to the car and fetched more possessions. It was then that I noticed  
a small grey monkey sitting on a tree a few metres away and eating a banana. "So  
45 cute," I thought to myself, until I realized it was *my* banana that he was eating!  
He was looking at me intently as he enjoyed the final mouthful. I was sure he was  
saying, "Thank you." "You're welcome," I replied.

**A** Summarize the author's travel experiences.

In Morocco	
In Kenya	

**B** What is the most memorable travel experience you have had? What was special about it?

## Project

### Making a travel brochure on a foreign country

**A** As a class, discuss different foreign countries that you are interested in. Then in groups, choose one country to research.

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

- Basic information (location, population, natural environment, etc.)
- History
- Culture
- Tourist attractions
- Specialities (food, cultural products, etc.)

**C** As a group, put together your information to make your travel brochure. Use the example below, which is part of a travel brochure, to help you. Then present your brochure to the rest of the class.

### Experience the breathtaking beauty of Iceland!



For a holiday off the beaten track, choose Iceland, the land of fire and ice. Located in the North Atlantic Ocean, Iceland has a population of around 340,000, most of whom live in and around the capital, Reykjavík.

Nature lovers will appreciate the wild, dramatic landscape. There is a lot to explore on your hikes: breathtaking mountains, awesome glaciers, crashing waterfalls and black sand beaches. You can take an adventure tour of an active volcano, where you will see the hot liquid rocks flow. After a day's exploration, relax your muscles in one of the many natural hot springs. At night, if you are lucky, you might be able to watch the colourful symphony

of the Northern Lights in the sky! You might also be fortunate enough to see native wildlife, for instance, the Arctic fox. You might even spot a polar bear paying a visit from Greenland!



While you are in Iceland, you may want to visit local restaurants and try local delicacies such as fresh fish or smoked lamb. Don't forget to bring home some truly unique Icelandic souvenirs made out of volcanic rocks. One thing is for sure: many of Iceland's natural and cultural attractions are not to be missed!

## Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 What is the author's major focus and which aspects about Canada are highlighted accordingly?
- 2 Did you have any difficulty writing the email with a travel plan to foreign guests? If yes, what was it?
- 3 What impresses you most when you read the travel journal about an adventure in Africa?
- 4 What is the best part in your brochure on a foreign country? Why?
- 5 What new words have you learnt from this unit? List some of them. \*
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. \*
- 7 What tip have you learnt from this unit? Provide an example to show how it helps you with your learning.
- 8 How are you going to improve your overall performance? Make an action plan.

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

## Further study



Books about travel experiences provide us with exciting tales of adventure, and their pages take us to the places that we might not be able to visit ourselves. Read a travel book written by a famous writer and learn about stories of his or her travels.



Travel documentaries provide armchair travellers with opportunities to travel at the click of a button. Viewers can discover places of interest, enjoy the beautiful scenery and learn about the cultures. Watch a travel documentary and experience the wonder and beauty of the world.

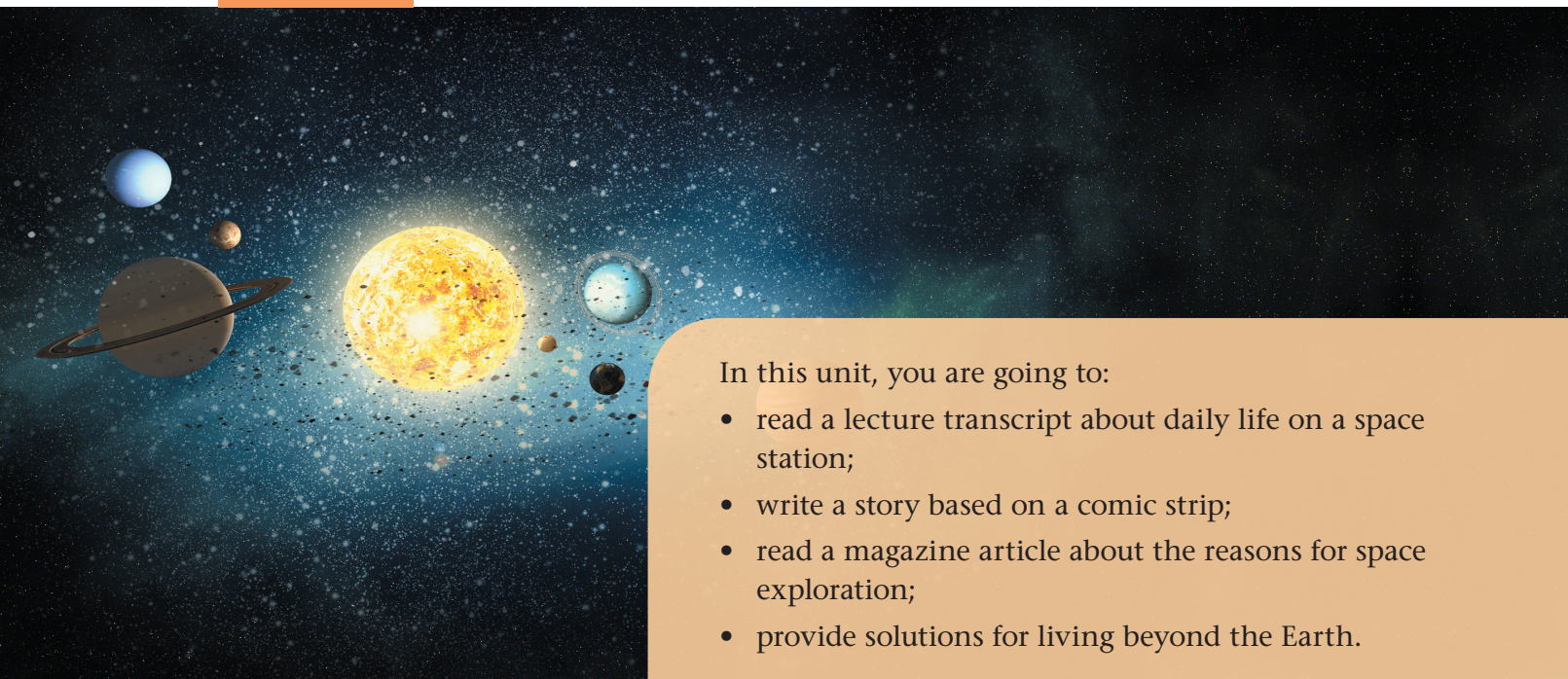


# UNIT 2

## Out of this world

*The pursuit of the ultimate truth of the universe is the final objective and destination of civilization.*

—Liu Cixin



In this unit, you are going to:

- read a lecture transcript about daily life on a space station;
- write a story based on a comic strip;
- read a magazine article about the reasons for space exploration;
- provide solutions for living beyond the Earth.

### Welcome to the unit



There have been many exciting breakthroughs in the history of space exploration. Watch the video and finish the following exercises.



- In \_\_\_\_\_, Yuri Gagarin became the first man to journey into outer space.
- In \_\_\_\_\_, Neil Armstrong became the first man to walk on the Moon.
- In \_\_\_\_\_, David Scott and James Irwin became the first men to travel in a wheeled vehicle on the Moon.
- In \_\_\_\_\_, the first astronauts moved into the ISS.

- 1 China successfully landed its first Mars rover *Zhurong* in 2021. What do you know about this achievement or other achievements China has made in space exploration?
- 2 What other major breakthroughs in space exploration do you know about?
- 3 If you had the chance, would you like to go into space? Why or why not?

## Reading



Far above the Earth, astronauts are living on a space station. What do they do up there? Below is a lecture given by an astronaut about her daily life in space. Before you read the lecture transcript, think about the following questions:

- What famous astronauts do you know about?
- What do you think astronauts on a space station do every day?



Living in space is every would-be astronaut's dream. My six-month stay on a space station has come to an end, and it has been a challenging but magical adventure. I bet you'd love to know what daily life is like up in space and how it differs from that on the Earth—the low gravity definitely makes ordinary things strange!

- 5 The strangeness of living in space is apparent from the moment we sleep. Due to the near absence of gravity in space, we have to attach ourselves so that we don't float around. We usually sleep in private quarters, which are more like large cupboards, or in sleeping bags attached to the walls or the ceiling. It's strange that we try to sleep with no pressure against our back, but the unusual beds don't
- 10 bother us any more. After about eight hours of sleep, we start our day of work.

- The routine tasks that occupy most of the day are demanding, but they can also be extremely rewarding. Our main mission is to conduct scientific research. We need to evaluate the effects of low gravity on animals and plants. Creatures such as mice, fish and mosquitoes have also been sent to the station! In a low-gravity
- 15 environment, we can learn more about changes in cells and microorganisms under the microscope. As well as doing these biological experiments, we carry out experiments in other research fields. I have been working on one experiment which locates and tracks lightning over large regions of the Earth. Hopefully, it will cast new light on the Earth's climate and lead to better lightning protection. With
- 20 so much going on, the space station needs a lot of maintenance, so we constantly check support systems and do some cleaning.

The most challenging work takes place when we need to perform tasks outside the space station, such as testing new equipment, monitoring scientific experiments or repairing the space station. In the circumstances, it's time for a spacewalk.

- 25 First, we put on our spacesuits, which allow us to breathe in space and protect us from exposure to the cold and radiation. Then we head out, and sometimes perform tasks for hours at a time, with the beautiful Earth visible below. Splendid as the view of the Earth is, spacewalking is not as exciting as you might think. It's probably the most dangerous work, with potential risks such as electric shocks.
- 30 That's why every spacewalk is carefully planned.

- In view of the low-gravity environment, eating is also different in space. Most food is dried or freeze-dried. It's a luxury to eat fresh food, because fresh produce such as fruit and vegetables can only be delivered to the space station from the Earth every couple of months. Salt and pepper are only in liquid form, so that they will
- 35 not float away and block the air pipes. However, liquids can't be easily controlled in space. We must drink water or any other liquids out of a bag through a thin tube of plastic. Furthermore, to keep our body healthy, we must ensure a balanced supply of nutrients by taking pills.

- Spending some time in the gym is of vital importance to astronauts' health. Did
- 40 you know that in just five months, astronauts could lose a significant amount of muscle and bone mass? Considering these negative effects low gravity has on the human body, we discipline ourselves to do at least two hours of exercise every day. Exercise in space is not your average workout. We have to be tied onto specially designed exercise equipment to stop ourselves from floating around.

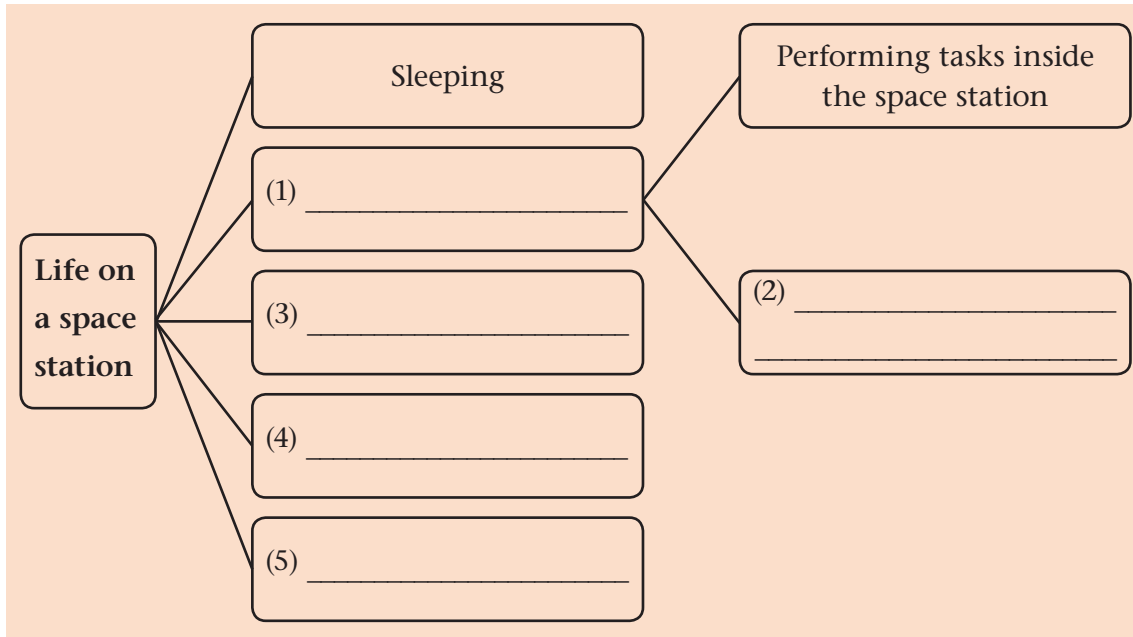
- 45 During our leisure time, there's nothing we like more than to sit back with the rest of the crew and watch our remarkable planet go by, taking pictures for our family and friends back home. As the space station travels at a speed of about 17,500 miles per hour, we get to see the sunrise every 90 minutes. In these precious moments, all the challenges of life in space seem worth it.





## A Understanding the text

**A1** Read the lecture transcript and complete the chart below.



**A2** Read the lecture transcript again carefully and answer the following questions.

1 How do astronauts sleep in space?

---

2 What routine tasks do astronauts do on the space station?

---

3 What do spacesuits allow astronauts to do?

---

4 How do astronauts drink water or any other liquids?

---

5 Why do astronauts need to spend some time in the gym?

---

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

1 What do you think of daily life on a space station? Use details from the lecture transcript to support your opinion.

2 At the end of the lecture, what questions would you like to ask the astronaut?

3 What qualities do you think are needed to become an astronaut?

## B Building your language

**B1** An astronaut has written a journal entry about an experiment in the space lab. Complete the journal entry with the correct forms of the words and phrases in the box below.

visible	circumstance	absence	cast new light on
bother	evaluate	mission	of vital importance

On the space station, one of the main (1) \_\_\_\_\_ of astronauts is to do experiments. Some experiments aim to (2) \_\_\_\_\_ the effects of low gravity. We are currently working on an experiment: how to grow vegetables in space.

It is difficult to keep food fresh longer than 18 months in space, so growing vegetables is (3) \_\_\_\_\_ for longer space missions. Hopefully, this experiment will (4) \_\_\_\_\_ space farming and allow us to set up permanent bases on other planets, such as Mars. Despite these (5) \_\_\_\_\_ benefits, there are many challenges.

One challenge is that the environment in space is altogether different from that back on the Earth. In normal (6) \_\_\_\_\_, plants grow upwards. However, because of the near (7) \_\_\_\_\_ of gravity in space, there is no such thing as “up” or “down”. Fortunately, a special kit has been developed. It contains special “bags”, which provide the soil and nutrients for plants. The seeds in the bag are glued to a special material that will guide them to grow in the right direction. Another thing that (8) \_\_\_\_\_ us is the safety of eating the vegetables grown in space. We need to do a scientific analysis after the space-grown vegetables are sent to the Earth.

**B2** The lecture transcript uses the words in the table below. Complete the table with words from the same word family. Then try to think of more word families.

Verbs	Nouns	Adjectives	Adverbs
	adventure		
differ			
			definitely
		rewarding	
		remarkable	

**B3** The lecture transcript uses pronouns like “it”, “that” and “they” to improve cohesion. Find the sentences using these pronouns in the lecture transcript. Then try to improve the sentences below using proper pronouns.

**Learn this** We often use pronouns to refer to things, people or ideas that have just been mentioned. It is an effective way to improve the cohesion of our writing.

Life on the space station may seem strange and difficult at first but you will adjust to life on the space station. When you feel lonely, you can contact your family and friends back on the Earth. Contacting them can make you feel better.

# Grammar and usage

## Subject clauses

### A Exploring the rules

*Below is a newspaper feature article on the use of telescopes to explore space. Find the sentences with subject clauses and fill in the box below. The first one has been done for you.*

For thousands of years, people have looked to the starry sky and wondered what, or who, is out there. In the early 1600s, Galileo was the first to use his telescope to explore the sky and since then, telescopes have continually improved.

One major breakthrough came in 1990, when the Hubble Space Telescope was launched. That Hubble is based in space allows it to see further than ground-based telescopes, and it allows scientists to learn more about the universe. Hubble observations have played a crucial role in the discovery of the mysterious dark energy. Hubble was followed by the Kepler Space Telescope in 2009. Kepler's scientific goal is to search for Earth-size planets orbiting other stars. Whether life on other planets does exist is yet to be proved, but the signs are promising: Kepler has detected many suitable planets that are almost the same size as the Earth.

In recent years, China has developed advanced telescopes as well. One example is the innovative FAST, which is the largest single-dish radio telescope in the world. With a dish the size of 30 football fields, FAST is able to carry out observations with extraordinary sensitivity. One of its scientific goals is to detect communication signals between the stars in the universe.

It is clear that telescopes are crucial tools for space exploration and that developing the required technology will help astronomers all over the world make exciting discoveries. How much we will learn from the telescopes is merely limited by our imagination.

That Hubble is based in space allows it to see further than ground-based telescopes, ...

### Working out the rules

- We can use a noun clause as the subject of a sentence.
- We can use (1) \_\_\_\_\_ to introduce a subject clause when the clause is a statement. We can use (2) \_\_\_\_\_ to introduce a subject clause when the clause is a yes-no question. We can use a question word to introduce a subject clause when the clause is a wh-question.
- We often use (3) \_\_\_\_\_ as the preparatory subject when a subject clause is very long.

☛ Grammar notes → pages 95–96

## B Applying the rules

**B1** Circle the mistakes and correct them in the blanks.

- 1 The space mission went so well was beyond our expectations. \_\_\_\_\_
- 2 Whether they are able to grow more vegetables in space depend on how much time it takes. \_\_\_\_\_
- 3 It was not clear how long he will stay on the space station. \_\_\_\_\_
- 4 What the lunar probe did not land was a worry for the people back on the Earth. \_\_\_\_\_
- 5 That makes the Chinese people happy is that China has successfully launched a space rocket. \_\_\_\_\_

**B2** The passage below is about the Chinese Lunar Exploration Program. Complete the passage with the correct subject clauses in the box below. There is one clause you do NOT need to use. Write the letters in the blanks.

The Chinese Lunar Exploration Program is also known as the Chang'e Program. Run by the China National Space Administration, China's space agency, it comprises three stages: orbiting, landing and returning.

The program's first spacecraft, *Chang'e 1* lunar orbiter, was launched in October 2007. It successfully orbited and scanned the Moon. (1) \_\_\_\_\_ was that *Chang'e 2* reached the Moon within just five days. With better techniques and equipment, *Chang'e 2* completed a more detailed scan of the Moon before heading into deep space. The success of the two spacecraft showed the world how far Chinese space exploration had come. It was evident (2) \_\_\_\_\_.

December 2013 witnessed the Chinese spacecraft's first soft landing on the Moon. The landing of *Chang'e 3* proved to be a success and (3) \_\_\_\_\_ was plain to see. In January 2019, *Chang'e 4* succeeded in landing on the far side of the Moon. In December 2020, *Chang'e 5* successfully collected and returned lunar samples.

China has successfully completed the three stages of the program. However, (4) \_\_\_\_\_ is anybody's guess.

- a how it laid the foundation for future exploration
- b that the data gathered by them provided valuable information
- c what advances China will make in the future
- d Why China is one of the world leaders in space exploration
- e What amazed the whole nation in October 2010

**B3** Write down your prediction about the development of space exploration, using subject clauses.

# Integrated skills

## Creating a story about aliens

**A** Jenny and Bob are talking about aliens. Listen and finish the exercises below.



A1 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 Jenny saw the film last night. T / F

\_\_\_\_\_

2 Jenny and Bob both enjoy the film they saw. T / F

\_\_\_\_\_

3 Jenny believes there's life on other planets, but Bob is not sure. T / F

\_\_\_\_\_

4 Bob hopes the aliens are friendly. T / F

\_\_\_\_\_

5 The aliens in the book come to the Earth to destroy us. T / F

\_\_\_\_\_

6 Jenny thinks the book is boring. T / F

\_\_\_\_\_

### Tip

#### Listening for attitudes

When listening, sometimes you may need to know the speakers' attitudes. You should try to listen for some words or phrases that have a positive or negative meaning, e.g. *good/great/fantastic, I like/enjoy; bad/terrible/awful, I don't like/dislike.*



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

### ***The Beasts from Mars***

- The aliens are really frightening.
- They look like huge (1) \_\_\_\_\_.
- (2) \_\_\_\_\_ bring them to the Earth.
- The aliens just want to (3) \_\_\_\_\_. They breathe on something until it is a ball of fire.

### ***Strangers from Space***

- The aliens look like big jellyfish.
- They are much more (4) \_\_\_\_\_ than us.
- People from all over the world work together to (5) \_\_\_\_\_ and find out their message.
- With the help of the aliens, we manage to (6) \_\_\_\_\_ another group of aliens.

**B** Jenny and Bob have found a comic strip about aliens. Look at the comic strip below and fill in the table.



Setting	
Characters	
Plot	

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

- Where are the alien and the boy going? What will they do?
- Are there any new characters? Who are they and what will they do?
- How is the story going to end?

### Expressions

#### Discussing what will happen next

What do you think will happen next?

What is likely to occur later in the story?

What will happen to ...?

There may/might/could/will be ...

It is quite likely/probable/possible that ...

... could possibly/probably happen after ...

**D** Write a story about aliens based on the comic strip in part B. Use your ideas from part C and the information in part A to help you.

### Planning your writing

#### • Learning about the language

To make your story impressive, you need to give vivid descriptions using your observation and imagination. When describing a setting, you can use adjectives to create a mood. Adjectives such as “dark”, “black” or “deserted” can create a mysterious atmosphere in outer space.

#### • Learning about writing techniques

The core of any story is the plot. To create and outline the plot, you can ask these questions:

- What is the conflict?
- How does the conflict affect the characters?
- What is the climax?
- How do the main characters solve the conflict?
- What is the ending?

### 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:

Punctuation

Spelling

Grammar

Choice of words

Style (formal/informal)

Structure

#### Self-review

- Do you create the plot based on the comic strip?
- How do you describe the setting?

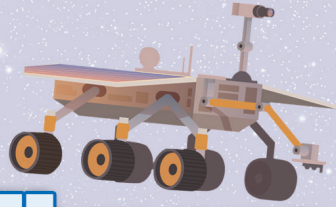
#### Peer review

- What does your partner think of your plot?
- How does your partner think your story can be improved?

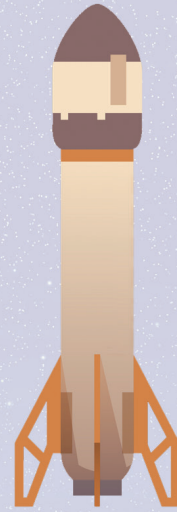
## Extended reading



Read the magazine article arguing for space exploration.



# Why we explore



In 1969, when Neil Armstrong first landed on the Moon, many people thought that soon we would be regularly visiting other planets in our solar system and would even dare to travel beyond it. This is clearly not the case. The reality is that space exploration is extremely difficult and dangerous, can take a very long time and costs a huge amount of money. Some people believe that while space exploration expands our understanding of the universe, it is a waste of the public purse and does nothing to enhance the quality of our lives here on the Earth. Why do we continue to explore space, then?

It is in our nature to explore. From the very early days of human life on the Earth, our curiosity about the unknown has kept us adventuring into new places. We long to visit thick and wild forests, climb vast mountain ranges, and cross deep oceans. We desire to explore the furthest frontier of all—space. As Stephen Hawking once said, “Remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious.” That we are fascinated by the sky is evident in ancient tales from around the world, such as that of Chang’e. While space exploration is a reality, we remain curious about the mysteries of the universe. With each space mission comes greater insight, thus motivating us to continue along the same path of adventure.

The results of these space investigations have made major contributions to an understanding of the origin, evolution, and likely future of the universe, such as planets, stars, and all other forms of matter and energy. Exploring space helps address fundamental questions about our place in the universe and the history of our solar system. It is through our research into space that we have confirmed that



the Earth is round and that it orbits the Sun. As we learn more about the universe,  
25 we may one day answer the question whether there is life on other planets.

With technologies first researched and developed for space exploration, we can  
solve some of the big problems facing mankind, making our lives safer and easier.  
One of these is earthquake shock absorbers. Shock absorbers originally applied to  
the space shuttle launch have also been set up in the cities with a high frequency  
30 of earthquakes in order to protect buildings and save lives. Some technologies need  
further research to better solve real-life problems. For example, liquid hydrogen is  
a clean alternative energy source that is used widely as rocket fuel, and it is likely  
that hydrogen fuel cell vehicles will be mass-produced and launched in the near  
future. These scientific and technological advances can provide benefits to societies  
35 on the Earth in many areas including health, energy and information technology.  
This should be a strong motive for continuing to explore space.

Although space exploration demands huge investment, the space industry can  
actually bring great economic value. It has been calculated that the global space  
economy is increasing by billions of dollars every year. At the same time, space  
40 exploration can provide a variety of career opportunities for young people.  
Jobs in the space industry go far beyond the astronauts that receive widespread  
media coverage. There are many support staff on the ground, such as engineers,  
mechanics and research assistants.

Moreover, the amazing work these people do can provide education and inspiration  
45 for the next generation. For me personally, this is by far the biggest reason for  
humanity to explore space. Such wonders as a space shuttle launch or astronauts  
walking on the Moon are incredibly exciting and inspiring to witness, and it can  
be these moments that shape children's lives forever and motivate them to become  
the scientists and engineers of the future. It is this kind of inspiration that keeps  
50 our thirst for knowledge alive and ensures that advances in space exploration and  
many other fields will continue to be made. When you have seen a man walk on  
the Moon, you grow up believing that anything is possible!

**A** Summarize the reasons for space exploration mentioned in the article.

**B** The article talks about the advantages of space exploration. Do you agree or disagree  
with the author's opinion? Why?

**C** Our exploration of space has already taught us many things. What do you think the  
future of space exploration holds for human understanding? Give reasons for your opinion  
and support your reasons with evidence.

# Project

## Providing solutions for living beyond the Earth

**A** As a class, discuss the seven planets and the Moon in the solar system, where humans could possibly move to live. Then in groups, choose one to research.

Mercury  
Venus

Jupiter  
Saturn

Uranus  
Neptune

Mars  
Moon

**B** As a group, research your chosen heavenly body and brainstorm the challenges it will present. Try to think of solutions to the challenges. Use the ideas below to help you.

- Basic information (size, distance from the Sun/Earth, surface features, climate, water, atmosphere, etc.)
- Challenges (resources, food supply, cold, radiation, communication with the ground, etc.)
- Solutions

**C** As a group, put together your information to make a profile on how to live beyond the Earth. Use the example below to help you. Then present your profile to the rest of the class.

### How to live on Mars

#### Challenge 1

Radiation is the biggest problem we will have to solve in order to settle on Mars. Radiation levels on the surface of Mars are two and a half times higher than those on the International Space Station. Exposure to high levels of radiation may increase the risks of contracting cancer and other diseases.

#### Challenge 2

Dust storms are common throughout the year and cover the entire planet for weeks, blocking sunlight from reaching the surface. Perhaps more importantly, these storms, made up of fine dust caught in the atmosphere, can affect energy production for long periods.

#### Solution

We should find permanent shelter that offers long-term protection from radiation. We could build a special structure near the Red Planet's freezing north pole. It would protect us against radiation and keep inner atmospheric pressure constant as well. The north pole is bathed in sunlight continuously for nearly 300 days, so we could take advantage of the solar energy in that region. If the solar energy could not meet our energy needs, we could construct nuclear power stations.



## Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 What are the differences and similarities between life on a space station and life on the Earth?
- 2 What do you think of your creative story about aliens? List 2 or 3 sentences that you are the most satisfied with.
- 3 What difficulty did you have when reading the article about the reasons for space exploration? What are you going to do when reviewing the article?
- 4 While doing the project of this unit, what contribution did you make to your group?
- 5 What new words have you learnt from this unit? List some of them. \*
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. \*
- 7 What tip have you learnt from this unit? Explain it briefly.
- 8 How are you going to improve your overall performance? Make an action plan.

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

## Further study



*Into the Universe with Stephen Hawking* is a three-episode science documentary series where the English physicist Stephen Hawking discusses the fundamental questions of time and space. He gives us breathtaking insights into the possibility of alien life, the promise of time travel, and the nature of the universe. Watch the documentary and take a journey into space.



Our fascination with space is evident in the many books on the subject, from ancient times until now. Stories about space exploration allow readers to share in discoveries and to imagine the seemingly impossible. Read a book about space exploration and enter a world of amazing speculations about the future.

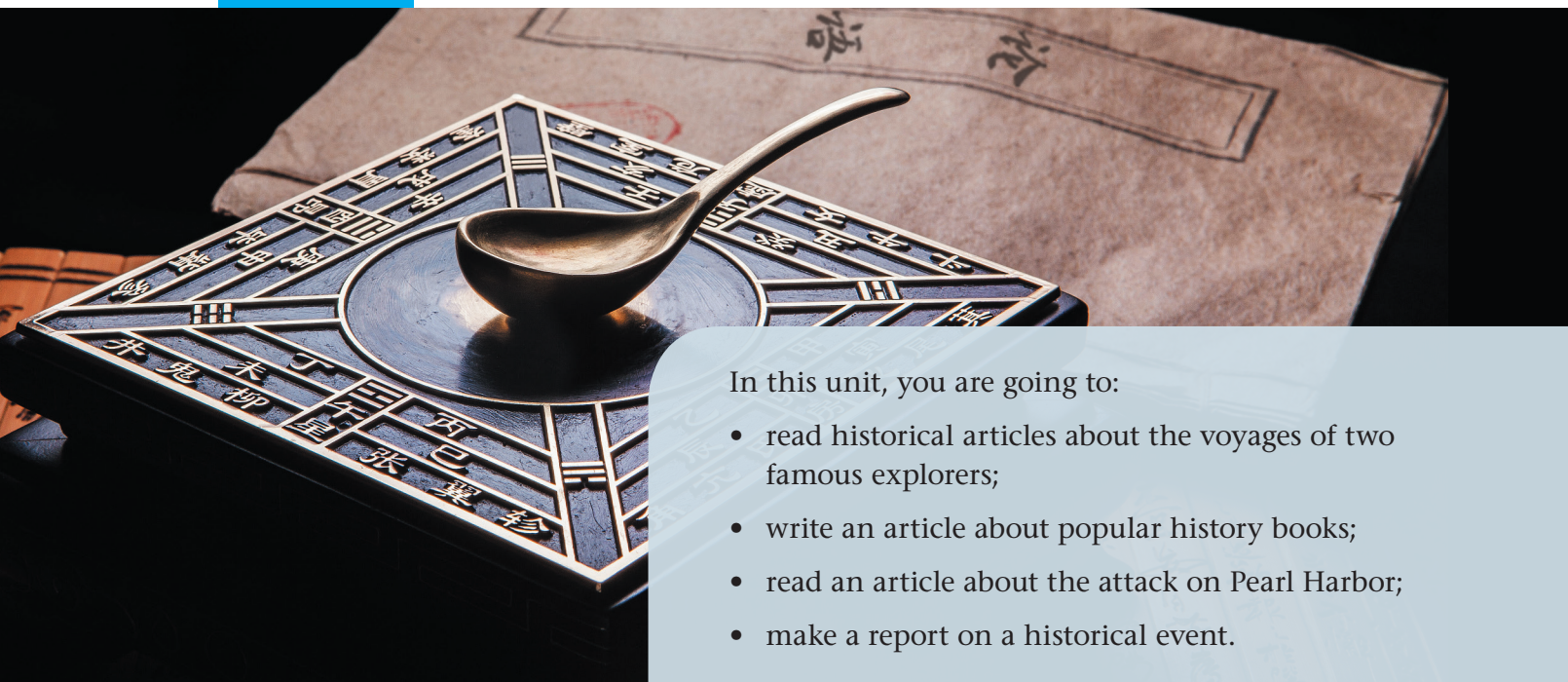


# UNIT 3

## Back to the past

*Looking into a mirror, we can see true images of our own; with our knowledge of the past, the present can be better known.*

—Chen Shou



In this unit, you are going to:

- read historical articles about the voyages of two famous explorers;
- write an article about popular history books;
- read an article about the attack on Pearl Harbor;
- make a report on a historical event.

### Welcome to the unit

People have been dreaming about time travel for many years. Read the excerpt below and discuss the following questions in pairs.

The Time Traveller was explaining something to us. “People believe there are three dimensions of Space—Length, Breadth and Thickness; however, there is a fourth dimension—Time.”

“We all know time,” said a member of our group. “Time passes.”

“I do not agree,” the Time Traveller said. “Length, Breadth and Thickness do not pass. We move about in them. We move in Time the same way that we move in the other three dimensions.”

None of us believed the Time Traveller.

“It’s against reason,” one said.

The Time Traveller smiled. “It is clear,” he said, “that there is only one way to convince you. We must conduct an experiment.” Then he carried a model of the Time Machine.

(Adapted from *The Time Machine*, by H. G. Wells)

- 1 What does the Time Traveller think of the fourth dimension?
- 2 If you had a time machine, which dynasty would you go back to? Why?
- 3 Which historical figure would you like to meet? What would you say to him/her?

## Reading



Explorers have played an important role in world history. Their discoveries have improved our knowledge of the Earth and have also changed the way we understand our place in the world. The historical articles below are about the voyages of two famous explorers. Before you read the articles, think about the following questions:

- What dangers did explorers face in the past?
- What are the possible requirements for becoming an explorer?



### Zheng He

In the summer of 1405, Zheng He, one of China's greatest explorers, set sail from Taicang on his first voyage. A fleet of over 200 ships navigated the blue seas, with almost 28,000 people on board, which was a splendid scene. It would take 500 years before a larger fleet sailed the seas. According to some records, the largest ships were  
5 over 140 metres in length, demonstrating the advanced technology and special skills used in constructing ships.

Between 1405 and 1433, on behalf of the Ming Dynasty, Zheng He made a total of seven voyages. His ships were loaded with china, silk, tea and other treasures as gifts for foreign rulers, and the fleet paid friendly visits to more than 30 countries  
10 and regions. He even sailed as far as the east coast of Africa. As they sailed, the navigators took compass readings, kept logs of their voyages and charted the coast. Later the detailed maps became *Zheng He's Navigation Map*.

Zheng He's seven voyages had a far-reaching impact on China and its neighbours. In the countries and regions where Zheng He set foot, legends have been passed  
15 on about this great explorer. Zheng He's efforts helped develop and strengthen harmonious relations with these countries and regions, exposing foreign people to Chinese culture, and allowing the Chinese to better understand overseas lands.

For many years, some historians dismissed the records of these voyages as legends. The final proof came when an enormous shipyard was discovered in Nanjing, where the  
20 fleet had been built. Zheng He's accomplishments are now widely acknowledged, and he is remembered as one of China's most influential explorers.

## Christopher Columbus

Those who make great discoveries must often overcome many challenges along the way—as was the case with the explorer Christopher Columbus. Columbus was born in a port city of Italy in 1451. As a teenager, he loved sailing, and he showed great interest in geography, which inspired him to begin his career as a seaman.

5 Columbus insisted on searching for a direct sea route to the East Indies by sailing across the Atlantic Ocean. After continuous attempts, he received financial support from the King and Queen of Spain. On 3 August 1492, he departed from Spain with three ships carrying about 90 crewmen. The journey was full of challenges: it took longer than expected, they faced a shortage of food, and one of the ships  
10 was leaking badly, which put everyone on this ship in grave danger. The men on board were in panic. Regardless of all the challenges, Columbus managed to keep everyone out of danger with his knowledge and bravery across the ocean. Finally, on 12 October, the crew spotted land in the distance. Columbus called the natives living on the islands Indians because he was convinced that he was in the East  
15 Indies. However, the shores they had reached were of the Caribbean, not the East Indies.

Between 1493 and 1504, Columbus found more land over the course of his three subsequent voyages. The major contribution of this great explorer is that he “discovered” the New World. His discovery inspired explorers such as Captain  
20 James Cook to explore and discover more vast areas of the world. His voyages opened a new chapter of the Age of Exploration, a period which witnessed many important geographical findings. This period also allowed for an international exchange of ideas and cultures.



## A Understanding the text

**A1** Read the historical articles and complete the table below.

		Zheng He's exploration	Christopher Columbus's exploration
<b>The first voyage</b>	Departure time		
	Departure point		
	Fleet size		
	Number of crew members		
<b>Places of arrival</b>			
<b>Total number of voyages</b>			
<b>Significance</b>			

**A2** Read the historical articles again carefully and answer the following questions.

1 Why were Zheng He's ships loaded with china, silk, tea and other treasures?

---

2 What helped prove that the records of Zheng He's voyages were not legends?

---

3 What challenges did Columbus and his crew encounter during the journey in 1492?

---

4 Why did Columbus call the natives Indians?

---

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

1 What factors made the voyages of Zheng He and Columbus so successful? Use the information in the articles to support your opinion.

2 What have you learnt about the spirit of exploration from the articles?

3 How might explorers have changed the course of history?

## B Building your language

**B1** The article below, from a travel website, tells the story about the Tomb of the King of Boni. Complete the article with the correct forms of the words and phrases in the box below.

subsequent	harmonious	influential	on behalf of
proof	strengthen	acknowledge	be loaded with

The early 1400s was a glorious era in Chinese history. During this time, the Yongle Emperor wanted to develop (1) \_\_\_\_\_ relations with the overseas neighbours. Zheng He, one of the most (2) \_\_\_\_\_ explorers, took charge of the task. One of the states mentioned in the historical records was Boni (present-day Brunei), a small kingdom in South-East Asia. There is (3) \_\_\_\_\_ that China established very good relations with this state a long time ago: one of its kings was buried in Nanjing during the early Ming Dynasty, and there is a fascinating legend about the king.

In 1405, (4) \_\_\_\_\_ the emperor, Zheng He sailed the oceans on his first voyage. His fleet (5) \_\_\_\_\_ gifts to the neighbouring countries and regions. In 1407, he travelled to Boni, which (6) \_\_\_\_\_ the friendly relationship between the two countries. In the (7) \_\_\_\_\_ year, the King of Boni paid a friendly visit to China. He was accompanied by more than 150 people. The records show that the visitors were astonished by how rich and technologically advanced the Ming Dynasty was. They received a royal welcome from the Yongle Emperor.

Unfortunately, after over a month in the capital, the king fell ill. On his deathbed, he asked to be buried in China, and in line with his will the emperor built a tomb for him. This tomb bears witness to the long history of friendly interactions between the two countries and is now (8) \_\_\_\_\_ as one of the many important historic sites in China.

**B2** The historical articles use a lot of words and phrases related to navigation. Find the words and phrases in the articles and think of more on your own.

Words and phrases for people	explorer
Words and phrases for things	ship
Words and phrases for actions	sail

**B3** The historical articles use facts to illustrate their points. Find the examples in the articles and try to use facts to support the point that explorers make an important contribution.

**Learn this** Good writers use facts to support their ideas. Without such specific information, the writers' ideas remain unconvincing. The quality and amount of the information you give will largely determine the effectiveness of your writing.



# Grammar and usage

## Predicative clauses

### A Exploring the rules

Below is an essay on the great historian Sima Qian. Find the sentences with predicative clauses and fill in the box below. The first one has been done for you.

Sima Qian, one of the greatest historians in Chinese history, was born in either 145 or 135 BCE. Influenced by his father, who was also a historian, Sima Qian took an interest in history when he was a child. He learnt Chinese classics from great literary masters, and at the age of 20, he began travelling extensively across the country. He interviewed the local people to get a wide range of information. Learning and travelling were exactly what helped him in his later career as a historian.

His father's dream was that one day he could write a great masterpiece recording what had happened in history. After his father died, Sima Qian succeeded his father as Grand Historian, which facilitated his access to official books and files. However, his work proved difficult, because sorting out all the available resources and checking facts of historical materials required painstaking efforts. His chief concern was whether he could do his job more effectively and efficiently.

As he carried on with his work, something awful happened to Sima Qian. He was put in prison, where he suffered a lot of pain physically and mentally. However, he was not defeated. He never forgot about his father's dream, in good times or bad times. After more than ten years of hard work, the *Shiji (Records of the Grand Historian)*, his masterpiece, was completed.

Learning and travelling were exactly what helped him in his later career as a historian.

### Working out the rules

- We can use a noun clause as the predicative of a sentence.
- We can use *that* to introduce a predicative clause when the clause is a (1) \_\_\_\_\_ . We can use *whether* to introduce a predicative clause when the clause is a (2) \_\_\_\_\_ . We can use *what, why, when, where*, etc. to introduce a predicative clause when the clause is a (3) \_\_\_\_\_ .

➡ Grammar notes → page 96

## B Applying the rules

**B1** Complete the sentences with proper linking words to form predicative clauses.

- 1 I got six books from the library. The question is \_\_\_\_\_ one I should read first!
- 2 The truth is \_\_\_\_\_ there are many reasons why wars break out.
- 3 We have made it a rule that visitors must not touch the china vases. The problem is \_\_\_\_\_ some visitors do not pay attention to it.
- 4 The museum was closed. That was \_\_\_\_\_ we couldn't see the historical documents.
- 5 The two historians disagree with each other. The question is \_\_\_\_\_ it is possible to prove who is right.
- 6 Besides having the history classes at school, we also visit historic destinations. That is \_\_\_\_\_ we learn about important events in history.

**B2** Below is an article about the *Shiji*. Complete the article below with proper linking words to form predicative clauses.

In the first century BCE, Sima Qian completed the *Shiji*, which describes historical events and figures from the era of the Yellow Emperor in ancient legends to his own time.

Totalling over 520,000 Chinese characters and extending over a period of about 3,000 years, the *Shiji* consists of 130 chapters in five categories. What makes this book remarkable in content is (1) \_\_\_\_\_ it not only includes vivid descriptions of historical figures such as emperors, ministers or other exceptional figures, but also lists important events in different periods. Another thing to note is (2) \_\_\_\_\_ it covers advances in astronomy, music, the calendar and so on.

One of the main features of the *Shiji* is (3) \_\_\_\_\_ the biographies are presented—in the form of stories rather than dry facts. Sima Qian was able to use a small number of words to describe a historical event or figure vividly. Some of the phrases employed in this book are still in constant use.

Even today, the events and figures in the *Shiji* seem real when you read about them. Later historians wrote 23 more official histories in a similar format. Together with the *Shiji*, these were edited in the Qing Dynasty. That is (4) \_\_\_\_\_ these works became known as the *Twenty-Four Histories*. They are among the most important records of Chinese history.

**B3** Write a short paragraph based on each of the situations below, using predicative clauses. Use the example below to help you.

**Example**

I'd like to join you in doing the project on the First World War, but my concern is that I don't have much knowledge of it.

- 1 Tom is so nervous about his history test tomorrow.
- 2 David's new book on world history has sold 10,000 copies!

# Integrated skills

## Expressing your opinion of popular history books

**A** Alan is introducing his favourite popular history book. Listen and finish the exercises below.



A1 Listen to the introduction and decide whether the following statements are true (T) or false (F).

- 1 The book is about the Song Dynasty. T / F
- 2 In the first week, the book sold 5,000 copies. T / F
- 3 The author has tried her best to ensure that the facts are accurate. T / F
- 4 The author provides many thoughtful comments on some events. T / F
- 5 Alan thinks that there is a new trend towards reading popular science books. T / F

### Tip

#### Recognizing paraphrasing

The wording of the statements may not be the same as that of the specific information in the text. First read the statements carefully and identify keywords and phrases that might help you listen for the information you need. When listening, look out for the synonyms for those words or phrases.



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

## My favourite popular history book

### Writing style

- The author turns (1) \_\_\_\_\_.
- She (2) \_\_\_\_\_ of historical figures or events.
- Her language is (3) \_\_\_\_\_.

### Factual accuracy

- The author has referred to many academic history books to (4) \_\_\_\_\_.
- (5) \_\_\_\_\_ on the same event have been considered.
- (6) \_\_\_\_\_ have been compared.

### Influence on me

- The author has inspired me to (7) \_\_\_\_\_ on certain topics.
- I am eager to (8) \_\_\_\_\_.

**B** Alan has found an article about popular history books. Read the article and answer the questions below.

## Popular history books

Not so long ago, history was a heavy topic for the general reader. Luckily, popular history books have made that a thing of the past. There are more popular history books on our shelves than before. As a historian, I am glad about this! I want as many people as possible to enjoy the subject.

I believe understanding the past that has shaped the present day helps us continue to build a better future. However, academic history books do not usually make that easy for the general reader. With the rise of popular history books, the subject is now more accessible than ever. This type of history book presents historical information in a way that is easily understood, sometimes with a touch of humour, seeking to inform and educate a wider audience about history. It also provides a knowledge base for those who want to study history but need to walk before they can run.

So how do popular history books achieve this? The authors adopt a natural, chatty style of writing that opens up the subject matter to the ordinary reader. Also, they often use stories and interesting comparisons to describe historical figures or events vividly, thus engaging the reader's interest. Packed with vivid descriptions and fun facts, this type of history book is highly readable and true to life.

Reading popular history books is certainly a fantastic way to introduce people to the basics of history. Contrary to popular history books, most academic books tend to adopt a more analytical and serious approach to studying history. Think of it this way: popular history books lead you to the doorway of a palace, but if you want to enter the palace and truly explore it, you need to open a few academic history books too!

1 According to the historian, why can popular history books attract a wider audience?

---

2 What is the historian's attitude towards popular history books? Use details in the article to support your opinion.

---

**C** In pairs, talk about popular history books. Use the following questions and expressions to help you.

- What is the current situation of popular history books?
- What is your opinion of popular history books?
- What are the features of popular history books?

### Expressions

#### Agreeing and disagreeing

I agree with you.  
Yes, that's right.  
You're absolutely right.  
I couldn't agree with you more.  
I feel the same way.

That's not always the case.  
I don't think that's a good idea.  
I don't see eye to eye with you.  
I'm sorry, but I totally disagree.  
I see your point, but ...

**D** Write an article on popular history books. Use your ideas from part C and the information in parts A and B to help you.

### Planning your writing

#### • Learning about the structure

To write an article on popular history books, you can follow the structure below:

- Start by introducing the rise of popular history books and stating your opinion on them.
- Give your reasons and examples to support your point of view.
- End the article with a strong conclusion.

#### • Learning about writing techniques

An effective opening paragraph is important for a piece of successful writing. A well-written introduction tells the reader what is to come and encourages them to read further. You could use a rhetorical question or a well-known saying to grab the reader's attention.

### 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 reasons do you give to support your opinion?
- How well do you write your opening paragraph?

#### Peer review

- Does your partner think you clearly state your opinion on popular history books?
- What corrections does your partner think you have to make?

## Extended reading



Read the article about the attack on Pearl Harbor.



# Hell comes to Pearl Harbor

It was Sunday, December 7, 1941. As usual, the wake-up call came at 5:45 a.m. The men aboard the warship USS *Arizona* stretched and rubbed their eyes. Seaman Russell Warriner was awakened by Quartermaster Louis Conter. Russell made his bed and helped clean the huge, shared room. The men went to the washroom,  
5 dressed in their uniforms and sat down to breakfast. It looked like it would be a normal day on board the ship.

But nobody ate their breakfast: at that moment, there was a huge crashing sound from above. The ship shook violently and the men looked at each other in horror. Above their heads, hundreds of Japanese planes circled like eagles. They were  
10 diving down to drop bombs on Pearl Harbor. The scream of their engines was deafening. As bombs thundered all around, clouds of black smoke rose into the sky and hung over the sea. Russell felt his blood freeze, but he quickly came to himself and rushed up to the deck. Moments later, a bomb hit the USS *Arizona* and Russell was thrown more than 100 meters across the ship. He suffered serious burns on his  
15 hands, arms and legs, and watched many of his friends die.

Louis, meanwhile, also standing on the deck, was lucky not to be thrown into the sea. With only minor injuries, he was able to help others who were severely burnt and in terrible pain. After receiving the order to abandon ship, Louis saved more men from the water, dragging them into the lifeboat. In the chaos and confusion  
20 after the attack, the US Navy sent a message to his family that Louis had been killed in the attack. Luckily, he was able to get in touch with them before the message arrived. Despite his remarkable actions, Louis did not think that he was a hero. "The heroes are the ones that gave their lives that day," he said.

Russell was saved from the water, but he was badly burnt, bleeding heavily.  
25 Fortunately, he was taken to hospital and survived. For many years, Russell refused to talk about what happened that morning, describing it simply as “hell”. His wife Elsa said, “When he opened up later on, he always mentioned the horror of it.”

Louis and Russell would never forget the terrible scene of the attack, but they were fortunate enough to be among the few survivors from the *Arizona*. Nobody had  
30 expected the bombing. Japan had hatched a plot to launch a surprise attack on Pearl Harbor, so the attack began without warning and without declaring war on the United States. The attack destroyed nearly 20 American ships and over 180 airplanes. In total, more than 2,000 American people were killed and over 1,000 others were wounded that day. More than 1,000 people aboard the *Arizona* lost  
35 their lives. Out of 37 sets of brothers, Russell and his brother were the only full pair to survive the attack.

The surprise attack came as a great shock to the whole nation. The next day, President Roosevelt delivered his famous Pearl Harbor Speech, in which he described December 7 as “a date which will live in infamy” and asked that the  
40 US Congress declare war on Japan. In response to the attack and the president’s address, the United States joined the Second World War.

Today, the USS *Arizona* lies where it sank: in the middle of the Pacific Ocean. Its location is marked with a memorial shaped like a bridge, which crosses the ship’s sunken remains. Each year, more than two million people visit the memorial. They  
45 come to see the shadow of the ship at the bottom of Pearl Harbor, to learn about the attack, to show respect for those who had lost their lives in the attack and to pray for world peace. Although about eight decades has passed, the attack on Pearl Harbor, one of the darkest episodes in American history, will never be forgotten.

**A** Complete the table below with the information from the article.

Time	Events
Before the attack	
During the attack	
After the attack	
Now	

**Tip**

**Identifying the chronological order**

Recognizing how a text is organized can help you understand it better, and find particular information in the text more easily. Chronological order is often used to tell stories or describe historical events. While reading, you should pay attention to the linking words that indicate the order, e.g. *later*, *meanwhile*, *after* or *before*.

**B** Why should we never forget the attack on Pearl Harbor?

# Project

## Making a report on a historical event

**A** As a class, discuss historical events that you are interested in. Then in groups, choose one historical event to research.

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

- Background
- Process
- Impact

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

### The Industrial Revolution

The Industrial Revolution started in England in the 18th century. In the 19th century, it spread to other European countries such as Belgium, France and Germany, and also the United States.

The factory system was one fundamental change of the Industrial Revolution. This began with improvements in textile production in northern England. Machine designs were reformed and the textile output increased considerably. Previously, the work was done at home, but thanks to the machines, cloth could be made in factories, where each worker had a specialized role.

Steam power was another important change. In 1712, Thomas Newcomen created the first practical steam engine. James Watt then greatly improved Newcomen's engine, making it more suitable for industrial use in the late 18th century. Through further improvement, the steam engine was widely used in factories and transport to power all types of machines.

The shift from the cottage industry to the factory system, combined with the introduction of new machines, new energy sources and new forms of transport, promoted economic growth and expanded world trade. These developments, in turn, had an impact on society as a whole, bringing about the rapid growth of industrial cities and the appearance of an urban working class.





## Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 Can you make a comparison between Zheng He's and Columbus's voyages? Make a list of the differences and similarities.
- 2 What do you think of your writing about popular history books? List 2 or 3 sentences that you are the most satisfied with.
- 3 What can you learn from the article about the attack on Pearl Harbor to help you describe wars?
- 4 Did you have any difficulty doing the project of this unit? If yes, what was it?
- 5 What new words have you learnt from this unit? List some of them. \*
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. \*
- 7 What tips have you learnt from this unit? Make a list of them.
- 8 How are you going to improve your overall performance? Make an action plan.

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

## Further study



World history provides a record of the people and events that have impacted on the whole world throughout the ages. Examining history enables us to learn about the past and gain a broader perspective on the present day. Read a book about world history to take a journey through time and space and explore the causes and consequences of the past events.



The National Museum of China (NMC), one of the largest museums in the world, is a great palace of history and art in China. Visit its official website to explore and learn more about China's long history.



# UNIT 4

## Protecting our heritage sites

*A concerted effort to preserve our heritage is a vital link to our cultural, educational, aesthetic, inspirational, and economic legacies.*

—Steve Berry



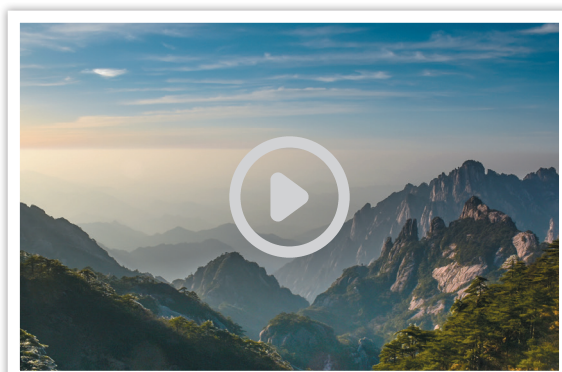
In this unit, you are going to:

- read a lecture transcript about World Heritage Sites in danger;
- write an article calling for the protection of heritage sites;
- read a magazine article about the Silk Road;
- make a poster to introduce a UNESCO heritage site.

### Welcome to the unit



Heritage is the shared wealth of mankind. Watch the video and finish the following exercises.



- The Great Pyramid of Giza belongs to the cultural heritage sites. This tall man-made structure shows us the advanced \_\_\_\_\_.
- Yellowstone National Park is one of the natural heritage sites. It is known for \_\_\_\_\_ and geothermal features.
- Mount Huangshan, one of \_\_\_\_\_, is famous for its breathtaking mountain scenery.

- 1 Which heritage site mentioned in the video impresses you most? Why?
- 2 What other heritage sites do you know about? What are they like?

## Reading



Some of the heritage sites face serious dangers. The lecture below is given by a UNESCO official, who explains some of these dangers. Before you read the lecture transcript, think about the following questions:

- What historic or natural sites are there in your area?
- What dangers do you think cultural and natural heritage sites are faced with?



Welcome, everybody. It's wonderful to be here. Before we begin, I want to ask you: have you ever been awed by natural wonders? Have you ever been fascinated by human civilization? If so, you might already understand why UNESCO is fighting to preserve sites of cultural and natural importance to mankind. I have the belief  
5 that some of you have heard about UNESCO heritage sites or maybe even visited one! There are currently around 1,100 sites in more than 160 countries worldwide. Unfortunately, they face a variety of dangers and many of them are in urgent need of protection. Let's look at some specific issues.

Heritage sites are at risk from natural forces. The  
10 long-term natural forces, such as wind, water and temperature, can gradually wear down heritage sites. For instance, the Great Pyramid of Giza is now several metres shorter than it was originally. Natural  
15 disasters, the sudden and powerful natural forces, can lead to the destruction of heritage sites: in 2003, a terrible earthquake shook south-eastern Iran and ruined large parts of the city of Bam, an incredible UNESCO cultural heritage site.



Another big danger is human activities. Wars can cause a great deal of damage  
20 to both cultural and natural heritage sites. Sometimes, amazing ancient clay

sculptures and buildings are accidentally destroyed by missile attacks during periods of violence. In some conflict areas where civil wars often break out, fighters have even destroyed heritage sites on purpose.

25 Meanwhile, World Heritage status may give rise to a series of problems. One of the problems is the flood of tourists. Millions of tourists travel to UNESCO World Heritage Sites every year, so it is only natural that the sites suffer a bit of wear and tear. The temples of Angkor in Cambodia are typical examples of unique architecture. Every day, thousands of tourists climbing up the narrow stone steps are wearing down these ancient buildings and the long-term consequences could  
30 lead to irreparable destruction of the internal structure.

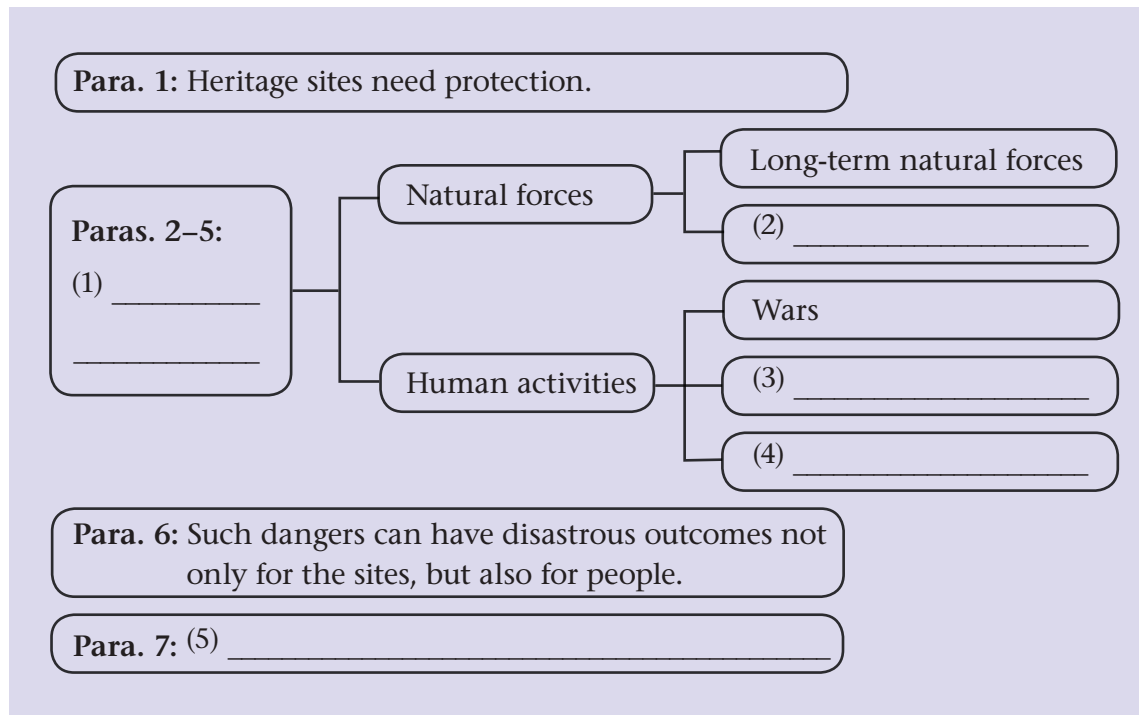
Due to human population growth, the demand for production and consumption of goods increases. Widespread development puts our cultural and natural heritage sites in danger. Many heritage sites are even at risk of being lost forever. Take the  
35 Historic Centre of Vienna in Austria as an example. The city has been recognized as the musical capital of Europe since the 16th century, home to the likes of Mozart and Beethoven. It is now on the List of World Heritage in Danger due to high-rise construction projects in central Vienna.

Such dangers can have disastrous outcomes not only for the sites themselves, but also for people. For instance, the Great Barrier Reef off the north-east coast of  
40 Australia is a natural heritage site in danger. Due to high seawater temperatures caused by global warming, a large amount of coral is killed and parts of the reef are seriously affected, which harms its fragile natural ecology. As well as being home to a wide diversity of ocean species, the reef can boost tourism and fishing in the local area, providing many job opportunities. It also helps protect the coastline  
45 against waves and floods. If the reef disappears, many people's lives and possibly even their homes will suffer greatly.

Heritage protection is at the top of the agenda for the benefit of all mankind. The more we acknowledge the outstanding universal value of our heritage sites, the more likely we are to treat them with respect. These sites are the great  
50 wonders of our world and tell the story of human civilization. We all share a joint responsibility to protect and preserve them, not just for ourselves, but for future generations. If your heart breaks like mine at the thought of our irreplaceable heritage being lost forever, please take action. If you're interested, please look at our website and participate in any way you can! Thank you.

## A Understanding the text

**A1** Read the lecture transcript and complete the chart below.



**A2** Read the lecture transcript again carefully and answer the following questions.

1 How many UNESCO heritage sites are there worldwide?

\_\_\_\_\_

2 How do wars threaten heritage sites?

\_\_\_\_\_

3 What activity is causing damage to the temples of Angkor?

\_\_\_\_\_

4 Why is the Historic Centre of Vienna on the List of World Heritage in Danger?

\_\_\_\_\_

5 What causes the loss of the coral on the Great Barrier Reef?

\_\_\_\_\_

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

1 The lecturer mentions examples of heritage sites facing dangers. Can you think of more examples?

2 At the end of the lecture, what questions would you like to ask the lecturer?

## B Building your language

**B1** The blog entry below is about the Wooden Pagoda of Yingxian County in China. Complete the blog entry with the correct forms of the words and phrases in the box below.

incredible	urgent	ruin	wear down
civilization	internal	agenda	at the thought of

Today I learnt a lot about the Wooden Pagoda of Yingxian County, Shanxi Province. This (1) \_\_\_\_\_ ancient structure has a very rich history—it was built during the Liao Dynasty, almost 1,000 years ago. It is actually one of the oldest wooden structures without a single nail in the world and attracts millions of tourists every year!

Unfortunately, there has been a lot of damage to the pagoda over the centuries. Wind and rain gradually (2) \_\_\_\_\_ the wooden building. Moreover, natural disasters such as earthquakes even caused great damage to its (3) \_\_\_\_\_ structure. In addition, the pagoda got hit by bombs during several wars, which caused some damage. Given these dangers, it was in (4) \_\_\_\_\_ need of repair.

For years, a panel of specialists discussed and assessed different means of repairing the pagoda. It was quite a big challenge. Because the pagoda had already started to tip to one side, people were worried it would collapse if they tried to make any major repairs. Nobody wanted to see the site (5) \_\_\_\_\_! After close consultation with the specialists, the local government couldn't agree on how to make the repairs safely. Therefore, the repair work was suspended. However, I'm really glad (6) \_\_\_\_\_ everybody working together like this to save our heritage sites. I really hope one day we are able to repair the pagoda successfully. I looked at many photos of the pagoda on the Internet, and all my research has helped me appreciate the importance of protecting heritage sites of human (7) \_\_\_\_\_. This task should be at the top of every nation's (8) \_\_\_\_\_.

**B2** The lecture transcript uses a lot of words and phrases related to damage to and protection of heritage sites. Find the words and phrases in the lecture transcript and think of more on your own.

Words and phrases related to damage	wear down
Words and phrases related to protection	preserve

**B3** The lecture transcript uses some transitional sentences. Find these in the lecture transcript and try to replace them with your own transitional sentences.

**Learn this** Texts that flow smoothly are more elegant and also easier to understand. We can connect the ideas of two paragraphs with a transitional sentence—a sentence that serves as a bridge between the two paragraphs.

# Grammar and usage

## Appositive clauses

### A Exploring the rules

Chris is reading an article about the effort to save historic temples in Egypt. Find the sentences with appositive clauses and fill in the box below. The first one has been done for you.

The Abu Simbel temples in Egypt are thousands of years old and it took decades to build them. There are divisions among historians over when exactly the construction of the twin temples started, but no one can deny the fact that they were constructed in the 13th century BCE. In the mid-20th century, the temples were under serious threat. The government had decided to build the Aswan High Dam on the Nile and this structure would cause water levels to rise, which could in turn flood the Abu Simbel temples. This decision caused widespread concern among people around the world. They could not prevent the construction of the dam and they had no idea whether the temples could be saved from the rising waters.

Some experts, however, had a feeling that it was possible. UNESCO put together an international team of architects, engineers and heavy equipment operators, who looked at different ways of saving the temples. At first, they had no idea which way could work. Finally, they decided to try to take the temples apart, move their parts to a new location and then put them back together. There was no guarantee that it would work, since no one had attempted anything similar before. Furthermore, the experts had no clue whether any parts of the temples would break during transport. However, the operation was carefully planned and the team eventually managed to relocate all of the Abu Simbel temples without incident.

This success demonstrates the power of international cooperation in times of crisis. It is difficult to forecast what threats our heritage sites will face in the future, but we have the belief that we will need this kind of cooperation in heritage preservation.

..., but no one can deny the fact that they were constructed in the 13th century BCE.

### Working out the rules

- An appositive clause is usually placed after an abstract noun to explain its content.
- We often use (1) \_\_\_\_\_, (2) \_\_\_\_\_ or a question word to introduce an appositive clause.
- Nouns that can be followed by an appositive clause include *fact*, *idea*, *news*, *opinion*, etc.

➤ Grammar notes → page 96

## B Applying the rules

**B1** Read the sentences below and tick the ones with appositive clauses.

- 1 We have no doubt that UNESCO is trying to protect the heritage sites.
- 2 This was the clue that helped the police find the man who had destroyed the ancient statues.
- 3 Many people do not know the reason why this heritage site is threatened.
- 4 There is no question that we should protect our shared heritage—we simply have to.
- 5 I want to plan my trip but I have no idea when the temples will open.

**B2** Chris meets with Miss Ma to discuss UNESCO's work related to heritage preservation. Complete the conversation below with proper linking words to form appositive clauses.

**Chris:** Sorry to interrupt you, Miss Ma. I'm writing an article about UNESCO's work on heritage preservation. Can you tell me something about it?

**Miss Ma:** Sure. In 1972, the Convention Concerning the Protection of the World Cultural and Natural Heritage was adopted by the General Conference of UNESCO.

**Chris:** But I've heard some people have serious doubts (1) \_\_\_\_\_ the World Heritage Convention really helps.

**Miss Ma:** Sure, it does. It links the concepts of nature conservation and the preservation of cultural properties together. Apart from the Convention, the World Heritage Committee was established in 1976 and passed the motion (2) \_\_\_\_\_ we should protect our cultural and natural heritage sites.

**Chris:** I see. Can you tell me what the World Heritage Committee does?

**Miss Ma:** Of course. For example, it votes to determine which sites are to be listed as UNESCO heritage sites and monitors the state of conservation.

**Chris:** That's amazing. Is China one of the UNESCO States Parties?

**Miss Ma:** Yes. Do you have any idea (3) \_\_\_\_\_ Chinese properties are on the World Heritage List?

**Chris:** Yes, more than 50 now. For example, the Grand Canal, the world's longest and oldest canal, was on the list in 2014. I've heard the news (4) \_\_\_\_\_ certain heritage sites in China are under threat.

**Miss Ma:** You're right. The proposal (5) \_\_\_\_\_ we should raise public awareness of heritage protection is worth considering.

**B3** Chris is talking to her friend Jenny about a historic site in the city. In pairs, complete the conversation below using appositive clauses.

**Chris:** I was upset that those ancient buildings were in such bad condition.

**Jenny:** But didn't you hear the news (1) \_\_\_\_\_?

**Chris:** No, I didn't. That's great news! I have a dream (2) \_\_\_\_\_.

**Jenny:** I'll join you. After all, we have no idea (3) \_\_\_\_\_.



# Integrated skills

## Calling for the protection of our heritage sites

**A** Linda has found an editorial about the importance of world heritage. Read the editorial and answer the questions below.

### The value of our heritage

There are certain things on the Earth that we must not lose. The great animal migration across the plains of the Serengeti or the towering pyramids of Egypt are such examples. Every country can be proud of its cultural or natural heritage sites, which must be protected, so that we can enjoy them today and allow future generations to know where they come from. We are lucky to have UNESCO to oversee such an important task. It sees heritage as “our legacy from the past, what we live with today, and what we pass on to future generations” as well as “irreplaceable sources of life and inspiration”.

The incredible splendour of heritage sites is a reminder of the power of nature and the genius of man. As a national park and nature reserve, Jiuzhaigou Valley, just north of the Sichuan Basin, is home to mighty snow-capped mountains, thick forests alive with wildlife, impressive waterfalls and lakes so blue that they take our breath away. This dreamlike scenery makes us realize that nature has truly created a masterpiece. Similarly, standing in the shadow of the Borobudur Temple, as the sun rises over this grand historic building, we are impressed with the effort, determination and intense belief of the people who built it with only primitive tools. It is in places like these that we cannot help but be humbled, come to understand our limitations as human beings, and know that our duty is to protect them for future generations.



Heritage sites not only often provide answers to questions, but also often pose questions to which there are no definitive answers at the moment. They do, however, provide us with opportunities to wonder, to be inspired and to think more deeply about our time on the Earth. As Cicero remarked, “To be ignorant of what occurred before you were born is to remain always a child.”

1 According to the editorial, why should we protect heritage sites?

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2 How do you understand the quote from Cicero?

---

**B** Linda is listening to a radio interview about the protection of heritage sites. Listen and finish the exercises below.



B1 Listen to the interview and decide whether the following statements are true (T) or false (F).

- 1 Mr Li is a professor in the field of history. T / F
- 2 The host thinks making laws is a good way to protect heritage sites. T / F
- 3 Mr Li wants more tourists coming to the heritage sites. T / F
- 4 The host thinks that limits can ensure the safety of these sites. T / F
- 5 Mr Li's main job is to raise funds for the local heritage projects. T / F
- 6 We can educate local officials about the importance of heritage sites. T / F



B2 Listen to the interview again and complete the notes below.

## How to protect heritage sites

### Measures to limit the number of tourists

- Ask tourists to (1) \_\_\_\_\_ through an app or on the website in advance
- (2) \_\_\_\_\_ how long tourists can spend visiting the heritage sites on a daily basis

### Resources

- (3) \_\_\_\_\_
- Equipment
- (4) \_\_\_\_\_ in many other fields

### Education

- Launch campaigns
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_

**C** In pairs, discuss the protection of heritage sites. Use the following ideas to help you.

- The importance of protecting heritage sites
- Methods of protection

**Tip**

**Moving on to another topic**

When too much time has been spent on a topic, or your partner has nothing more to say about a topic, you can move on to another topic, e.g. *I think we've talked enough about this point. Maybe we could move on to ... I think there's nothing more to talk about this aspect. Let's change the topic to ...*

**D** Write an article calling for the protection of heritage sites. Use your ideas from part C and the information in parts A and B to help you.

**Planning your writing**

• **Learning about the structure**

To write an article calling for the protection of heritage sites, you can follow the structure below:

- State the importance of the protection of heritage sites.
- Give your ideas on how to protect our heritage sites.
- Sum up the main points and call on people to take action.

• **Learning about the language**

Make sure you use very clear and direct language. You can also use modal verbs to express obligation to protect heritage sites.

• **Learning about writing techniques**

An effective closing paragraph is essential to a piece of successful writing. At the end of the writing, you should sum up the main points. You could also include an interesting statement or a projection for the future. There are some common expressions that can be used to draw conclusions, e.g. *in conclusion, to conclude, to sum up, in summary*.

**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:

- Punctuation
- Spelling
- Grammar
- Choice of words
- Style (formal/informal)
- Structure

**Self-review**

- What ideas do you give on the protection of our heritage sites?
- Does your writing have an effective conclusion?

**Peer review**

- What does your partner think of the structure of your writing?
- What suggestions does your partner give for further improvement?

## Extended reading



Read the magazine article about the Silk Road.

# Following the Silk Road



Covering vast distances and an astonishing variety of landscapes, the Silk Road was a network of ancient trade routes that extended from East Asia all the way to the Mediterranean. A key section of the extensive Silk Road network is the Chang'an-Tianshan Corridor, which stretches over a distance of around 5,000 kilometres  
5 through China, Kazakhstan and Kyrgyzstan, covering a total of 8,700 kilometres of trade routes. The three countries jointly pursued an application for UNESCO World Heritage status. They submitted the proposal which contained detailed research on the 33 sites along the corridor. This made history in its own way as the first successful multinational World Heritage application—and it seems to be only the  
10 beginning of the road for the Silk Road, as other countries are also planning World Heritage applications for other sections of the network.

The starting point of the corridor and the entire Silk Road network is Chang'an (present-day Xi'an), in Shaanxi Province of north-west China. It was famous as the capital of the Han and Tang Dynasties. Further west on the Silk Road, the  
15 geography gradually changes from wild deserts to high, snow-capped mountains to vast grasslands as the routes pass through the splendid Tianshan Mountains and emerge in the rolling valleys of Central Asia. Although the Chang'an-Tianshan Corridor ends here, the network continues westwards until it reaches the Mediterranean.

20 The Silk Road began to develop in the 2nd century BCE. Assigned by the emperor, the ambassador Zhang Qian journeyed from Chang'an to Central Asia, seeking to build bridges between the Han Dynasty and the Western Regions. Following

Zhang's efforts, trade routes took shape and relationships were strengthened between the major powers of the time, with the routes network reaching as far as the Roman Empire. The network expanded gradually, playing an important role in world history between the 6th and 14th centuries, and remained in use until the 16th century.

At the initial stage of the Silk Road development, silk was the main item in the trade list thanks to its light weight and high value. At its peak, many other items were contributed to the marketplace of goods. The routes were alive with strings of camels carrying loads of goods and traders selling everything imaginable. China's exports included silk, china and tea, while horses, wool, cotton and grapes were all imported over vast distances along the network.

In addition to trade exchange, the network served as a bridge for cultural exchange which shaped the evolution of science, art, technology and many other areas in societies along the network. Astronomy and mathematics were introduced to China from India and Arabia; in Gansu Province, the Mogao Caves, home to some of the finest examples of Buddhist art, reflected the eastward spread of Buddhism from India; important Chinese inventions such as papermaking and printing were first brought to the West through the network.

All of these activities contributed to a great age of expansion as trade and cultural exchanges gave people access to new goods, knowledge and ideas. These amazingly long routes connected Eastern and Western civilizations, which achieved a shared development. In the modern age, through the Belt and Road Initiative, the Silk Road is once again connecting the countries along the ancient trade routes and promoting the exchanges of different civilizations. The addition of the Chang'an-Tianshan Corridor to the UNESCO World Heritage List is a milestone in recognition of the Silk Road as a crucial part of humanity's common heritage.

**A** Write a summary of the article on the Silk Road. Use the following ideas to help you.

- The overall introduction
- The geography
- The history
- The trade and cultural exchanges
- The significance

**B** The Silk Road Economic Belt initiative was first brought up in 2013. What impact is the initiative having on the countries along the Silk Road?

# Project

## Making a poster on a UNESCO heritage site

**A** As a class, discuss the UNESCO heritage sites that you are interested in. Then in groups, choose one heritage site to research.

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

- The site's location
- Its history
- Its importance
- Its current state, including threats
- Measures to protect it

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

# Galápagos Islands

**Location**

In the Pacific Ocean, on both sides of the equator

**History**

- The islands were discovered in 1535 and became part of Ecuador in 1832.
- In 1835, Charles Darwin visited the islands. His research there led to the groundbreaking theory of evolution by natural selection.
- In 1978, UNESCO listed the Galápagos Islands as a UNESCO World Heritage Site, describing them as a unique “living museum and showcase of evolution”.

**Importance**

Because the islands are so far from any other land mass, and they are also located at the meeting point of three ocean currents, they are home to many unusual plants and animals that do not live elsewhere on the planet.

**Threats**

- Human activities such as overfishing upset the habitat and behaviour of the local animals.
- Invasive species threaten the unique ecosystem of the islands.

**Protection measures**

- The government has introduced a special entry fee for tourists.
- The introduction of non-native species is banned.

## Assessment

Answer the following questions to assess your performance. Then work in groups and exchange your answers with your partners.

- 1 What do you think is the purpose of the lecture?
- 2 What do you think of your writing about the protection of heritage sites? List 2 or 3 sentences that you are the most satisfied with.
- 3 What is the outstanding universal value of the Silk Road?
- 4 How do you like your experience of making a poster on a UNESCO heritage site? Do you want to try more?
- 5 What new words have you learnt from this unit? List some of them. \*
- 6 What grammar have you learnt from this unit? Make a sentence with the grammar. \*
- 7 What tip have you learnt from this unit? Provide an example to show how it helps you with your learning.
- 8 How are you going to improve your overall performance? Make an action plan.

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

## Further study



The web pages of UNESCO World Heritage Centre provide some information about news and events related to heritage, and inform the public of the importance of protecting our heritage. Visit the web pages to learn more about heritage sites.



The history of the Silk Road is the amazing story of trade and cultural exchanges in ancient times. Its modern revival in the shape of the Belt and Road Initiative has spotlighted its importance once again. Read a book about the ancient trade routes network to find out more about its impact on the world.



# Workbook

## Unit 1 Wish you were here

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### Exploring language

**A** Fill in the blanks with the correct forms of the words in the box below.

consumption  
manner

contrast  
minority

dynamic  
possession

harmony  
surrounding

- 1 In this beautiful place, humans live in perfect \_\_\_\_\_ with nature.
- 2 To his disappointment, only a \_\_\_\_\_ of his employees supported the new plan.
- 3 Our head teacher was fond of her \_\_\_\_\_ and confident personality.
- 4 In Japan, over 30 per cent of residents live in the capital and the \_\_\_\_\_ area.
- 5 The doctor advised him to reduce his alcohol \_\_\_\_\_.
- 6 Sarah often \_\_\_\_\_ life in Italy now with what it was like 20 years ago.
- 7 It is wise to talk in a more polite \_\_\_\_\_ to make a good first impression on others.
- 8 All their personal \_\_\_\_\_ have been packed into the suitcases.

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

apart from  
make one's way to

bring about  
beat down

off the beaten track  
make up

come down to  
line up

- 1 Indigenous peoples \_\_\_\_\_ nearly five per cent of the total population in that country.
- 2 \_\_\_\_\_ a house in Liverpool, the Smiths also have a villa in a suburb of London.
- 3 The sun \_\_\_\_\_ and the ground temperature is rising sharply.
- 4 Books \_\_\_\_\_ on the top shelf, and they are beyond my reach.
- 5 I am wondering what \_\_\_\_\_ his change in attitude.
- 6 To enjoy the summer sunshine on the beach, \_\_\_\_\_ the Gold Coast!
- 7 I chose that island as my tourist destination, because it was \_\_\_\_\_.
- 8 From my point of view it all \_\_\_\_\_ people's addiction to smartphones.



**C** Fill in the blanks with proper relative pronouns or relative adverbs. You can add a preposition before the relative pronoun where necessary.

- 1 My hometown, \_\_\_\_\_ attracts tourists from across the country, looks quite different from what it was when I was a child.
- 2 Einstein, \_\_\_\_\_ we all know is a great scientist, developed the theory of relativity more than 100 years ago.
- 3 Sometimes we had to work until the early hours of the morning, \_\_\_\_\_ most people were still fast asleep.
- 4 My hobby is reading books, \_\_\_\_\_ I spend most of my spare money.
- 5 Our teachers always try to create a relaxed atmosphere in class, \_\_\_\_\_ we can enjoy the learning experience.
- 6 \_\_\_\_\_ we all know, travelling can give us opportunities to broaden our horizons.
- 7 There are about 1,000 students in our school, most \_\_\_\_\_ are from the suburbs.
- 8 We were all very grateful to John, \_\_\_\_\_ help contributed greatly to our success.
- 9 There are dozens of TV channels available, some \_\_\_\_\_ specialize in art and literature.
- 10 Hundreds of people came to the town to enjoy the beauties of nature, \_\_\_\_\_ was usual at weekends.

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

- 1 考虑到天气，我们将提前出发。(given)
- 2 我们第一次体验了这项极限运动。(sample)
- 3 她成功登顶了，这一点不让人意外。(come as no surprise)
- 4 这两种文化截然不同。(distinct from)
- 5 非洲那壮丽的风景让我难以忘怀。(splendid)
- 6 这项举措会影响公司每个人的福利。(welfare)
- 7 这个价格包括住宿和交通的费用。(accommodation)
- 8 如果你有机会游览桂林，那里的景色会让你惊喜的。(Should ...)

## Building skills

### A Reading and speaking

**A1** *The Grand Canyon, one of the most breathtaking sights in the USA, is famous for its geological depth and fantastic colors. Read the magazine article and answer the questions below.*

#### The Grand Canyon—a real-world geology lesson

No trip to south-western America is complete without a visit to the Grand Canyon, one of the natural wonders of the world.

##### A golden oldie

Located in Arizona, the Grand Canyon is a real-world geology lesson. It was formed over millions of years by the Colorado River as it slowly ate its way through the many layers of rock. The rocks at the rim of the canyon are about 270 million years old, while those at the bottom of the canyon are more than 1.8 billion years old! The different types of stone also give the cliffs of the Grand Canyon their amazing colors—from brown and cream to deep red, purple and white.

##### Home sweet canyon

In 1869, the geologist John Wesley Powell started mapping the Colorado River. He traveled through the Grand Canyon and also studied the cultures of some of the Native Americans he met. Powell was also the first person to call it the Grand Canyon (previously, it had simply been called the “Big Canyon”).

The Native American tribes who live in the Grand Canyon today include the Havasupai. Their settlement is about 1,000 meters down in the canyon. Since it is not reachable by car, visitors must go on an eight-mile hike down a very steep trail to reach the tiny village. Even the mail must be delivered by mule!

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March 2007 saw the opening of one of the Grand Canyon’s newest attractions: the Grand Canyon Skywalk. The viewing platform has a glass floor which allows visitors to stand around 20 meters out from the canyon rim and look down over 1,200 meters to the bottom of the canyon. That’s like looking straight down from the top of a skyscraper!

The Grand Canyon is one of the USA’s most famous attractions. After all, where else can you descend through billions of years of the Earth’s history on the back of a mule? This will be the most exciting geology lesson you’ll ever have!

- 1 What might be an appropriate subheading for the fifth paragraph? Write it in the blank.
- 2 Why is the Grand Canyon considered one of the USA’s most famous attractions? Give at least two reasons.

**A2** In pairs, role-play a conversation between a tourist and a tour guide in the Grand Canyon. Use the example below to help you and pay attention to the expressions in bold. Switch roles after you finish.

**A:** Welcome to the Grand Canyon. I'm Emma, and I'm going to be your guide during this five-day hike. **Let me give you a few safety tips. As you can tell,** Arizona is one of the driest states in the USA. It's going to be hot and sunny, so make sure you bring enough water before leaving.

**B:** How hot will it be?

**A:** Down in the canyon, **it's not unusual for the temperature to reach 40 °C.** Also, the rainy season is about to start, so **there's a high risk of** thunderstorms later this week. In fact, there are about 25,000 lightning strikes every year in the Grand Canyon.

**B:** Wow! **What if** we're caught in a thunderstorm while we're hiking?

**A:** If we hear thunder, we need to go to a safe place immediately. Don't touch any metal railings or stand underneath the trees.

**B:** OK. **Is there any chance of** seeing wild animals **when we go on our hike?**

**A:** Yes, we'll definitely see a few! **Since you asked, let me take the opportunity to** tell you about that. **Keep a safe distance**—the behaviour of wild animals can be very unpredictable. Stay 15 metres away from small animals, and 30 metres away from large ones.

**B:** I see. Any other tips?

**A:** Also, do not feed animals. They might start behaving aggressively towards you. It's also bad for wild animals to become dependent on human beings.

**B:** I got it. I'll follow these safety tips.

## **B** Listening and writing



**B1** Annie is interviewing Martin, an adventurous traveller. Listen to the conversation and decide whether the following statements are true (T) or false (F). If the information is not mentioned, circle **NG** (not given).

- |   |   |            |
|---|---|------------|
| 1 | Martin often hikes in the wild and remote places by himself.  | T / F / NG |
| 2 | Martin does not have much free time and his life is stressful.  | T / F / NG |
| 3 | Mother Bear and her babies were playing behind Martin's tent.   | T / F / NG |
| 4 | Martin has never thought of giving up his adventures.   | T / F / NG |
| 5 | Although Martin looks forward to having exciting experiences on his trips, he feels sad about leaving his family. | T / F / NG |
| 6 | Martin's family will not let him continue his adventures.   | T / F / NG |



**B2** Martin releases a podcast giving advice on how to prepare for an adventurous trip. Listen to the podcast and complete the notes below.

### Preparing for an adventurous trip

#### Take the things you need

- (1) \_\_\_\_\_ food supplies
- A torch
- A (2) \_\_\_\_\_
- A (3) \_\_\_\_\_ kit
- A hiking map
- A good backpack

#### Practise carrying your backpack

- A fully loaded backpack should be no (4) \_\_\_\_\_ of your body weight.
- Pack your backpack and walk for a few hours with it.

#### Find a partner

- It is far safer to travel (5) \_\_\_\_\_.
- Make sure that you (6) \_\_\_\_\_ with your partner.

#### Learn basic camping skills

- How to (7) \_\_\_\_\_ a tent
- How to start a fire
- How to send (8) \_\_\_\_\_

**B3** Write an email inviting your friend to go on an adventure with you. Tell your friend about your plan and the possible preparations needed.

Hi \_\_\_\_\_,

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Yours,

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Purpose of the email

Plan and possible preparations

Conclusion

## Appreciating language



Shangri-La, located in China's Yunnan Province, is a place of mystery and beauty. Read aloud the blog entry below written by a tourist in Shangri-La.

### Shangri-La

Here we were in Shangri-La. I had been dreaming about visiting this place after reading the classic novel, *Lost Horizon* by the English writer James Hilton. I sighed deeply at the sight of the fantastic scenery before me. I gasped for breath as I tried to take it all in at once. It was so beautiful.

In the distance, snow-capped mountains reached up into the clear blue sky and their image was perfectly reflected in the mirror-like waters of the crystal clear lake, which sat at the foot of the mountains. I had never seen a sky so big; it stretched from horizon to horizon and was dotted with clouds so white that they made my eyes blink.

Down in the valley were stands of trees dotting the landscape, all in different varieties and colours: dark green trees which would keep their needle-shaped leaves throughout the winter, and lighter broadleaved trees whose leaves would turn rich shades of gold during autumn. Between the trees were meadows of thick grass on which groups of cattle from nearby farms were happily grazing.

The air was clear and cool. We were at such a high altitude that everything I could see was in sharp focus. Not for the first time, I took a deep breath to control my emotions. I could hear the breeze gently playing with the leaves of nearby trees. It moved among the tall grasses so that they rippled like waves on the ocean. I became aware of nature's music all around me and I started to sway to its natural rhythm.

At that moment, a small group of local villagers, both men and women, came over the ridge and waved to us. They were wearing traditional clothes of beautiful colours and their faces had a calmness that I had not seen before. They were a group of people totally in harmony with their environment. This place was not only beautiful, but it was far away from the pressures and stresses of modern life.

# Unit 2 Out of this world

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## Exploring language

**A** Fill in the blanks with the correct forms of the words in the brackets.

- 1 Reading \_\_\_\_\_ (occupation) most of my leisure time recently.
- 2 The aim of this quiz is to \_\_\_\_\_ (evaluation) your reading ability.
- 3 Astronauts must wear special spacesuits to protect themselves from \_\_\_\_\_ (expose) to radiation in space.
- 4 Road accidents have decreased in \_\_\_\_\_ (frequent) in this region during the past decade.
- 5 Our editor is looking for a reliable \_\_\_\_\_ (assist) to help her with daily tasks.
- 6 The company has made a huge \_\_\_\_\_ (invest) in product development.
- 7 To him, travelling is not \_\_\_\_\_ (mere) a hobby, but a way of life.
- 8 The World Cup Final between France and Croatia received global media \_\_\_\_\_ (cover).

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

lay the foundation for	plain to see	in the circumstances	differ from
in view of	cast new light on	of vital importance	come to an end

- 1 Twin brothers as they are, they \_\_\_\_\_ each other in many aspects.
- 2 At last the staff meeting \_\_\_\_\_ at 9 p.m.
- 3 His previous work experience \_\_\_\_\_ his career in oil painting.
- 4 Jackie's growing interest in music is \_\_\_\_\_.
- 5 \_\_\_\_\_ the positive feedback from the audience, the director decided to work on a new season.
- 6 Actually, your reaction is perfectly understandable \_\_\_\_\_.
- 7 Winning this case is \_\_\_\_\_ to the future success of the company.
- 8 Recent research \_\_\_\_\_ the economic consequences of this event.

**C** Fill in the blanks with proper linking words to form subject clauses.

- 1 \_\_\_\_\_ learning a foreign language can develop students' thinking ability is well accepted.
- 2 \_\_\_\_\_ makes Tom so extraordinary is his rich imagination and his ability to express himself.
- 3 It is common knowledge \_\_\_\_\_ the Earth is now the only planet in the solar system suitable to live on.
- 4 Did it ever occur to you \_\_\_\_\_ she was telling a white lie?
- 5 \_\_\_\_\_ we feel about ourselves is sometimes affected by other people's opinions.
- 6 \_\_\_\_\_ there is life on other planets remains to be seen.
- 7 \_\_\_\_\_ we should put the album is a problem.
- 8 It has not been decided yet \_\_\_\_\_ we shall go on a trip to Japan.
- 9 \_\_\_\_\_ the man broke into the car is not known, because he didn't take any of the valuables inside.
- 10 We need to bear in mind that \_\_\_\_\_ holds fast to dreams is more likely to succeed.

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

Leland Melvin is probably the only person in human history to catch a pass in the National Football League and in space.

He played football for the university football team, <sup>(1)</sup> \_\_\_\_\_ he was a wide receiver. Then he got drafted into the National Football League, but an <sup>(2)</sup> \_\_\_\_\_ (injure) cut short his professional football career. <sup>(3)</sup> \_\_\_\_\_, this did not stop Melvin. He worked hard at graduate school, and later earned a position at NASA. He began working at a research center and then was selected as an astronaut. Years of hard training were <sup>(4)</sup> \_\_\_\_\_ vital importance to his later success. Actually, his road to space was not easy. During a training exercise, he lost his hearing, <sup>(5)</sup> \_\_\_\_\_ came as a great shock to him. <sup>(6)</sup> \_\_\_\_\_ amazed everyone was that he did not give up. He invested a large amount of time in education programs. Luckily, even with a partial <sup>(7)</sup> \_\_\_\_\_ (recover) of his hearing, he was able to fly two missions aboard the space shuttle *Atlantis*.

Melvin is an athlete, engineer and astronaut, whose life story is <sup>(8)</sup> \_\_\_\_\_ (incredible) encouraging.

## Building skills

### A Listening and speaking



**A1** Space Talk is a podcast devoted to all things about space. The host is introducing the search for extraterrestrial intelligence (SETI). Listen to the talk and answer the following questions.

- 1 How long has the search for extraterrestrial intelligence been going on?  
\_\_\_\_\_
- 2 What do scientists use to detect extraterrestrial messages?  
\_\_\_\_\_
- 3 When was man's first SETI attempt?  
\_\_\_\_\_
- 4 What is the distance between the Earth and each "nearby" star in Project Ozma?  
\_\_\_\_\_
- 5 What does the SETI Institute want to explore, understand and explain?  
\_\_\_\_\_



**A2** In the second half of the podcast, the host is interviewing astronomer Eileen Guest about contacting extraterrestrials. Listen to the conversation and complete the notes below.

### Contacting extraterrestrials

#### Challenge

We won't be able to speak to them in any human language or with  
(1) \_\_\_\_\_. We need to deal with difficulties of communicating across space and time and bridging an extremely wide  
(2) \_\_\_\_\_.

#### Way to communicate with them

We need to find (3) \_\_\_\_\_. Two popular suggestions are  
(4) \_\_\_\_\_.

#### Advantage

We could learn so much about life, (5) \_\_\_\_\_ and even ourselves from them.

#### Potential danger

Extraterrestrial civilizations may be a lot older than ours, so the aliens may have had more time to (6) \_\_\_\_\_. If they are not friendly, reaching out to them could be a horrible idea.



**A3** *In pairs, discuss whether humans should try to contact extraterrestrial intelligence. Use the example below to help you and pay attention to the expressions in bold.*

**A:** I don't think we should try to speak with extraterrestrials. **It's far too dangerous.** **What if** they make use of the most advanced technologies to travel here?

**B:** That would be great, wouldn't it? **Imagine how amazing it would be to** meet aliens for the first time!

**A:** **We know absolutely nothing about them.** They could be friendly, but **there is no guarantee whatsoever.** One thing that comes to mind is that when two civilizations come into contact throughout human history, the more technologically advanced one often takes advantage of the other.

**B:** Well, **that's just your opinion. I don't see the harm in** introducing ourselves properly to aliens and trying to start a friendly little chat. Maybe they like sports and poetry just like us.

**A:** I hope so, but **there's no way of knowing for sure. It's dangerous to send out messages** when you don't know who will receive them. What if they don't want a friendly chat and launch an attack instead?

**B:** Well, you never know. Human beings have already been sending out signals for a very long time, so it's a bit late to worry. We are **pushing the limits of science and technology,** and we can learn more about the universe and ourselves.

**A:** Hmm, **you certainly made a good point** there.

## **B Reading and writing**

**B1** *What would a city on Mars look like? Read the magazine article and answer the questions below.*

Of all the planets in the solar system, Mars is the most Earth-like. It is made of rock and has a thin atmosphere. The scenery is beautiful but also strange, with sand dunes, dust and scattered rocks. It has some of the tallest mountains and deepest canyons in the solar system—all under a pink sky.

Mars is further from the Sun than the Earth, and much colder: on average, the bone-chilling temperature is about 60 °C below freezing. Its atmosphere consists mainly of carbon dioxide and is about 100 times thinner than the Earth's, so people will not be able to breathe. However, the biggest danger on Mars is radiation. Since Mars has no magnetic field, the radiation levels on Mars are much higher than those on the Earth, which means an increased risk of cancer. At first, residents will probably live underground to protect themselves against radiation, but once they develop radiation-blocking glass or plastic, they can live above ground in brick buildings with windows, or even inside a tent.

Settlers will need to manufacture everything they need, since it is expensive to send materials to Mars. To do so, they need to make use of the planet's resources. Mars has plenty of metals and rock, and probably lots of water, but no wood or petroleum, which is used to make petrol, plastic and many other useful products. Settlers could make bricks from local dirt. And of course, everything sent to Mars will stay on Mars. Martian citizens will be really good at recycling.

Settlers will also need to produce food, and they will most likely eat a vegan diet. Animals are hard to transport, and it takes much less energy to grow plants than to raise animals. Furthermore, plants breathe in carbon dioxide and produce oxygen, which people need to breathe.

How will the settlers spend their leisure time? Perhaps they will go on short sightseeing trips, or create new sports that take advantage of the low gravity on Mars. Travelling back to the Earth will be difficult, because the fastest trip will take around six to eight months. Also, the radiation and lack of gravity on long space flights are harmful to humans, so we will need to keep trips to a minimum. However, people on Mars can communicate with the Earth regularly.

Settling on Mars will be mankind's first step in expanding our reach within the solar system and beyond.

- 1 What are the dangers on Mars?
- 2 Briefly summarize what life on Mars will be like. Include at least three aspects.

**B2** *Is it good or not for human beings to settle on other planets? Write a short passage to express your opinion.*

<b>Title:</b> _____	
_____	Opinion
_____	
_____	
_____	Reasons for opinion
_____	
_____	
_____	Conclusion
_____	
_____	

## Appreciating language



Are you curious about what the Martians might look like? Read aloud the excerpt below, which describes a Martian emerging from a spaceship.

When I returned to the common the sun was setting. Scattered groups were hurrying from the direction of Woking, and one or two persons were returning. The crowd about the large hole had increased, and stood out black against the lemon yellow of the sky—a couple of hundred people, perhaps. There were raised voices, and some sort of struggle appeared to be going on about the hole. Strange imaginings passed through my mind. As I drew nearer I heard Stent's voice:

“Keep back! Keep back!”

The end of the cylinder was being screwed out from within. Nearly two feet of shining screw projected. I turned, and as I did so the screw must have come out, for the lid of the cylinder fell upon the ground. I stuck my elbow into the person behind me, and turned my head towards the Thing again. For a moment the cylinder seemed perfectly black. I had the sunset in my eyes.

I think everyone expected to see a man appear—possibly something a little unlike us, but in all essentials a man. I know I did. But, looking, I presently saw something moving slightly within the shadow: greyish billowy movements, one above another, and then two shining disks—like eyes. Then something looking like a little grey snake, about the thickness of a walking stick, twisted out of the middle, and moved in the air towards me—and then another.

A sudden feeling of coldness came over me. There was a general movement backwards. I found myself alone, and saw the people on the other side of the hole running off, Stent among them. I looked again at the cylinder, and uncontrollable fear gripped me. I stood staring.

A big greyish rounded bulk, the size, perhaps, of a bear, was rising slowly and painfully out of the cylinder. As it bulged up and caught the light, it shone like wet leather.

Two large dark-coloured eyes were regarding me firmly. The mass that framed them, the head of the thing, was rounded, and had, one might say, a face. There was a mouth under the eyes, the lipless brim of which shook and breathed heavily, and dropped saliva.

Those who have never seen a living Martian can hardly imagine the strange horror of its appearance. Even at this first encounter, this first glimpse, I was overcome with disgust and dread.

(Adapted from *The War of the Worlds*, by H. G. Wells)

## Unit 3 Back to the past

### Exploring language

**A** Fill in the blanks with the correct forms of the words in the box below.

aboard	adopt	comparison	convince	dismiss
facilitate	financial	shift	subsequent	violently

- 1 He tried to \_\_\_\_\_ me of what he said, but I just did not buy it.
- 2 A recent survey suggests that there is a dramatic \_\_\_\_\_ in public opinion.
- 3 The police \_\_\_\_\_ the possibility that the boy was taken away by aliens.
- 4 But for your \_\_\_\_\_ support, I would not have survived the winter.
- 5 In the \_\_\_\_\_ experiments, students will find out more about the chemical element.
- 6 If the new method \_\_\_\_\_, we can work more efficiently.
- 7 More cooperation between the two countries will \_\_\_\_\_ rapid economic growth.
- 8 It is necessary to draw a \_\_\_\_\_ between the two artists' works.
- 9 The plane crashed, killing all 212 passengers \_\_\_\_\_.
- 10 The volcano erupted \_\_\_\_\_, leaving all the people in the nearby village in panic.

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

regardless of	pass on	a shortage of	on behalf of
insist on	contrary to	contribute to	sort out

- 1 Four great modern inventions \_\_\_\_\_ the rapid social progress.
- 2 My teacher \_\_\_\_\_ sending me to hospital for a further physical examination.
- 3 \_\_\_\_\_ her husband, she received the Award for Best Actor.
- 4 \_\_\_\_\_ opposition from her family members, Amy was determined to study abroad.
- 5 The factory is suffering from \_\_\_\_\_ skilled workers at present.
- 6 \_\_\_\_\_ popular belief, highly intelligent students do not necessarily achieve academic success.
- 7 The first step is to \_\_\_\_\_ all your documents and put them in the desk drawer.
- 8 Tales about this great explorer \_\_\_\_\_ from generation to generation.

**C** Fill in the blanks with proper linking words to form predicative clauses.

- 1 My dream is \_\_\_\_\_ I can study archaeology at university, because I am interested in the past.
- 2 The reason why he was scolded was \_\_\_\_\_ he had made a serious mistake in the experiment.
- 3 Birds are kept in cages, but cages are not \_\_\_\_\_ they are meant to be.
- 4 I read a lot, I write regularly and I memorize new words every day. That is \_\_\_\_\_ I learn English.
- 5 The use of light and shade is \_\_\_\_\_ impresses me most about this famous painting.
- 6 The issue is \_\_\_\_\_ we should take part in the speech competition.
- 7 Tom had a terrible toothache and went to see the doctor. That's \_\_\_\_\_ he had a day off yesterday.
- 8 The happiest time of my life is \_\_\_\_\_ I sit at the dinner table with my family at the end of the day.
- 9 My first impression of Mike's essay was \_\_\_\_\_ it was off topic.
- 10 There are dark clouds in the sky. It looks \_\_\_\_\_ it is going to rain.

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

There have been many <sup>(1)</sup> \_\_\_\_\_ (influence) explorers throughout history. Their <sup>(2)</sup> \_\_\_\_\_ (exception) achievements and qualities are worthy of note.

Vasco da Gama, a Portuguese explorer, was considered the first European <sup>(3)</sup> \_\_\_\_\_ (reach) India by sea. <sup>(4)</sup> \_\_\_\_\_ (departure) from Europe, Vasco da Gama led the very first ships to sail non-stop to India. His <sup>(5)</sup> \_\_\_\_\_ (discover) of this sea route resulted in a big increase in trade and a booming economy.

Ferdinand Magellan was also a great Portuguese explorer. He intended to search for a new route <sup>(6)</sup> \_\_\_\_\_ the Spice Islands. His sailors were the first to successfully circumnavigate the world. The reason why Magellan himself did not complete the entire voyage was <sup>(7)</sup> \_\_\_\_\_ he was killed in a battle in the Philippines. The voyage, <sup>(8)</sup> \_\_\_\_\_ lasted from 1519 to 1522, confirmed the conception of the world as a globe.

## Building skills

### A Reading and speaking

**A1** *Sheets made from papyrus were the chief writing material in ancient Egypt. Read the magazine article introducing papyrus and answer the questions below.*

When the ancient Egyptians wanted to record something important such as a religious text or a literary tale, they would write on papyrus. Papyrus was a type of ancient paper, made from the stems of papyrus plants.

The people who wrote on papyrus were known as scribes. They were literate professionals, meaning that it was their job to read and write. Perhaps as few as one to ten per cent of the people in ancient Egypt were in this class, so being a scribe meant that you were well educated and of very high status. Using a brush and ink, scribes would record religious texts, medical documents, legal contracts, literary tales and other documents. In addition to writing down these passages, scribes were responsible for painting beautiful illustrations to accompany the texts. These texts were not collected into books, but rolled up into scrolls.

The papyrus documents that have survived have done so mainly because of Egypt's climate, which is hot and dry. This environment helps preserve delicate materials, such as papyrus and wood. Additionally, much of ancient Egypt was, over time, buried in sand, which also helped protect fragile papyrus artefacts by blocking out damaging sunlight. Once the papyri were unearthed, however, they were exposed to harmful elements, such as light, moisture, oils from hands and air pollution. If modern technology is not used to conserve ancient papyri properly, these harmful elements can cause the papyrus to fall apart. Some early archaeologists recorded stories about scrolls that had been packed carefully into boxes and shipped back to museums in Europe. When they opened the boxes, however, there was nothing inside but broken fragments and dust.

Modern conservation varies in scientific complexity. Simple methods include controlling moisture in the air, temperature, exposure to light and exposure to insects. More complex methods include applying chemical solutions that can strengthen the papyrus strips and preserve the ink. Through such great efforts, many ancient Egyptian papyri have been preserved, providing us with incredible tales through text and illustration.

- 1 What does the underlined word "fragments" in the third paragraph mean?
- 2 What modern conservation methods are mentioned in the article?

**A2** Archaeologists go to extraordinary lengths to discover and preserve artefacts such as papyrus scrolls. In turns, make a speech about the importance of archaeologists' work. Use the example below to help you and pay attention to the expressions in bold.

What archaeologists do is not easy: they have to work long hours outdoors digging for artefacts, and they also need to make sure not to damage the objects that they find. Thanks to their patience and perseverance, however, we now **know much more about the past than ever before**.

Archaeologists not only discover artefacts, they also interpret their findings. By looking at bones or even rubbish found at archaeological sites, they can **draw conclusions about** the people who lived there, for instance, what kind of food they ate, what tools they used, and whether they were rich or poor.

Their conclusions are often astonishing, and they show us how the lives of previous generations have shaped the world we live in. It is also fascinating to find out that many basic aspects of life have not changed that much over the centuries, and that people back then were **not as different as one might think**. In other words, archaeologists **put us in touch with past generations**, from whom we have inherited our culture and language.

In conclusion, the past is still relevant, and we should be grateful for the work that archaeologists do. By studying the people who came before us, archaeologists **offer us a precious window into the past**, which **in turn** allows us to understand ourselves better.

## B Listening and writing



**B1** Alexander the Great is one of the most famous figures in ancient history. Listen to a radio programme introducing his life and fill in the blanks with the correct years.

- 1 Alexander the Great was born. \_\_\_\_\_ BCE
- 2 Alexander became the King of Macedonia. \_\_\_\_\_ BCE
- 3 Alexander led his army into the Middle East. \_\_\_\_\_ BCE
- 4 Alexander took Babylon. \_\_\_\_\_ BCE
- 5 Alexander became the King of Persia. \_\_\_\_\_ BCE
- 6 Alexander came down with a fever and died. \_\_\_\_\_ BCE



**B2** In the second half of the radio programme, the host is interviewing a professor about the legacy of Alexander the Great. Listen to the conversation and complete the notes below.

### Legacy of Alexander the Great

#### His military conquests

- His empire stretched across <sup>(1)</sup> \_\_\_\_\_.
- His empire covered an area of about <sup>(2)</sup> \_\_\_\_\_ square kilometres.

#### Spread of the Greek culture

- The Greek language was widely used in countries like Egypt even a hundred years after Alexander's death.
- <sup>(3)</sup> \_\_\_\_\_ appeared on coins and monuments. The Indian Emperor Ashoka had some of <sup>(4)</sup> \_\_\_\_\_ on stone tablets translated into Greek.
- Greek sculpture influenced Indian art. <sup>(5)</sup> \_\_\_\_\_ of the Buddha started appearing after Alexander's army reached India.

#### Founding of the Greek cities

Alexandria in Egypt became an important city of learning, with the ancient world's <sup>(6)</sup> \_\_\_\_\_.

#### Connection to China

The Han Dynasty came into contact with Bactria in Central Asia, ruled by the Greeks.

**B3** Write a short passage introducing a historical figure. You may write about his/her life and achievements. You can research online or through books first.

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

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## Appreciating language



*Historians are those who study and write about the past. Read aloud the excerpt below to find out what makes a good historian.*

A true and comprehensive history should be the life of a nation. It should describe it in its larger and more various aspects. It should be a study of causes and effects, of distant as well as recent causes, and of the large, slow and permanent evolution of things. It should include the social, the industrial and the intellectual life of the nation as well as mere political changes. Moreover, it should be marked by a true perspective dealing with subjects at a length according to their real importance.

All this requires a powerful and original intellect quite different from that of a mere compiler. It requires too, in a high degree, the kind of imagination which enables a man to reproduce not only the acts but the feelings, the ideals, the modes of thought and life of a distant past, and see through the actions and professions of men to their real characters.

Insight into character is one of the first requirements of a historian. It is, therefore, much to be desired that he should possess a wide knowledge of the world. He should possess the knowledge of different types of character, foreign as well as English, which travel and society and practical experience of business can give. This knowledge will also be of no small advantage to him if he has passed through more than one intellectual or religious phase, widening the area of his appreciation and realisations. He should also have enough of the dramatic element to enable him to throw himself into ways of reasoning or feeling very different from his own. One of the most valuable of all forms of historical imagination is the one that enables a writer to place himself in the point of view of the best men on different sides, and to bring out the full sense of opposing arguments. All these gifts or qualities are never in a high degree united, but they are all essential to a great historian, and a true school of history should widen instead of narrowing our understanding of it.

# Unit 4 Protecting our heritage sites

## Exploring language

**A** Fill in the blanks with the correct forms of the words in the brackets.

- 1 "How spectacular the waterfall is!" Linda shouted in \_\_\_\_\_ (awesome).
- 2 We should strictly ban illegal and harmful content posted on the Internet, such as drug use and \_\_\_\_\_ (violent).
- 3 After \_\_\_\_\_ (assessment) the house, experts advised them not to move in directly.
- 4 This device was used to \_\_\_\_\_ (forecast) earthquakes in ancient times.
- 5 Strongly influenced by her father, Jenny showed great interest in wildlife \_\_\_\_\_ (conserve).
- 6 They \_\_\_\_\_ (submission) all the documents needed for their visa application yesterday afternoon.
- 7 Facing lots of challenges, the company is still confident about further \_\_\_\_\_ (expand).
- 8 \_\_\_\_\_ (assignment) by the King and Queen of Spain, Columbus departed with three ships.

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

take shape	at the top of the agenda	in urgent need of	on purpose
wear and tear	the likes of	in times of crisis	serve as

- 1 He is the sort of person we can depend on \_\_\_\_\_.
- 2 My father forbids me from hanging out with \_\_\_\_\_ him.
- 3 For the company, staff training is now \_\_\_\_\_.
- 4 People in disaster-stricken areas are \_\_\_\_\_ clean water, enough food and safe shelter.
- 5 After a heated discussion, a new plan \_\_\_\_\_.
- 6 The surprise attack \_\_\_\_\_ a warning to the whole nation.
- 7 They decided to figure out a way to protect the equipment from \_\_\_\_\_.
- 8 In order to annoy his parents, he broke the vase \_\_\_\_\_.

**C** Fill in the blanks with proper linking words to form appositive clauses.

- 1 Some hold the belief \_\_\_\_\_ they can always find more ways of solving problems.
- 2 The decision \_\_\_\_\_ we will have the celebration next month has not been made.
- 3 We work as hard as we can in the knowledge \_\_\_\_\_ our efforts will eventually pay off.
- 4 Does anyone have any idea \_\_\_\_\_ has happened to Paul? Why hasn't he come yet?
- 5 She raised the problem \_\_\_\_\_ we could improve communication between managers and staff.
- 6 We have just received a warning \_\_\_\_\_ a storm is on the way. We need to get prepared.
- 7 There is some doubt among the students \_\_\_\_\_ the travel plan will be cancelled.
- 8 Many people responded positively to the suggestion \_\_\_\_\_ we should raise money for local charities.
- 9 We had a heated discussion on the question \_\_\_\_\_ online learning was better suited for high school students.
- 10 Mr Smith really has no idea \_\_\_\_\_ is wrong with their programme.

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

- 1 对于何时启动寺庙修复工作，专家们意见不一。(division)
- 2 自然力量和人类活动将我们的文化遗产地置于危险之中。(put ... in danger)
- 3 机器磨损，导致产量下滑。(wear down)
- 4 据估计美国有500万人面临失业的风险。(at risk of)
- 5 人们越意识到环保的重要性，就越会满怀敬畏地对待大自然。(the more ..., the more ...)
- 6 这座破败的建筑被保存下来，时时提醒我们战争的可怕。(reminder)
- 7 一想到今天要完成这个任务，我就感到焦虑。(at the thought of)
- 8 在顾客的需求和公司的目标之间有时会有矛盾。(conflict)

## Building skills

### A Listening and speaking



**A1** The podcast host is talking about the benefits of gaining UNESCO World Heritage status. Listen to the talk and fill in the blanks below.

- 1 Heritage sites can receive \_\_\_\_\_ assistance from UNESCO.
- 2 Angkor was removed from the List of World Heritage in Danger in \_\_\_\_\_.
- 3 New heritage sites are likely to \_\_\_\_\_ from far and wide.
- 4 The boom in tourism can lead to \_\_\_\_\_ in the area.
- 5 Improved local infrastructure such as \_\_\_\_\_ can benefit the local people and the tourists.
- 6 The inclusion of any site in the World Heritage List is a source of \_\_\_\_\_.



**A2** In the second half of the podcast, the host is interviewing a sociologist named Sharon King about the disadvantages of gaining UNESCO World Heritage status. Listen to the conversation and complete the notes below.

#### Mont-Saint-Michel

**Location:** Off the north-west coast of France

**When it gained World Heritage status:** (1) \_\_\_\_\_

**The number of tourists every year:** (2) \_\_\_\_\_

**Impact:** The flood of tourists is a major challenge to (3) \_\_\_\_\_.

#### Machu Picchu

**Location:** (4) \_\_\_\_\_ of the Andes Mountains

**When it gained World Heritage status:** (5) \_\_\_\_\_

**Impact:** The vibrations from (6) \_\_\_\_\_ too many tourists could lead to the collapse of the temples and other structures.

**A3** *In pairs, discuss the advantages and disadvantages of gaining UNESCO World Heritage status. Use the example below to help you and pay attention to the expressions in bold.*

**A:** Hmm, I've never thought that **there would be any downsides to** gaining UNESCO World Heritage status.

**B:** Well, I wasn't surprised. Just think about the Dresden case. As far as I'm concerned, the local government was definitely right to give up its UNESCO World Heritage status. Also, more than half of the local people agreed with the decision.

**A:** I can't understand why they thought that a bridge was more important.

**B:** **At the end of the day**, the town belongs to the local people—they are the ones who live there. The bridge will make their lives much more convenient. **I don't think it's fair to ask them to** make sacrifices for tourists who only spend a day or two there.

**A:** Well, it's true that tourism can **have a negative effect on** the local community. On the other hand, UNESCO World Heritage status also **brings many benefits**: the site will receive a lot of international attention, and this will be a source of pride for the local people.

**B:** Agreed. **They will definitely benefit from** that. It will also **affect the country as a whole in a positive way**. For instance, it will encourage people to learn about their country's history. In short, **there are upsides as well as downsides**.

**A:** Yes, it's not a **black-and-white issue**.

## **B Reading and writing**

**B1** *Read the article from a travel website about the Imperial Tombs of the Ming and Qing Dynasties and answer the questions below.*

The Imperial Tombs of the Ming and Qing Dynasties are among the most extraordinary cultural remains to be found anywhere in the world.

Most of the Ming tombs can be found in the north-west of Beijing in a place called Shisanling, which means "thirteen tombs" in Chinese. Thirteen emperors of the Ming Dynasty were buried here, along with their wives and other members of the royal family. Of the 13 tombs, only Changling, Dingling and Zhaoling are open to the public.

Along the Sacred Way, which leads to the tombs, you can see huge stone statues of 24 animals and 12 officials. At the upper end of the Sacred Way is Changling, the largest of the Ming tombs in Beijing. Changling is considered by many as the best preserved of the 13 tombs. It is in the heart of Shisanling, with the other tombs placed on either side of it.

Adding to the extraordinary beauty of Changling is the Ling'en Palace, known for its simple design and painted ceiling. Many of the decorations are made of a precious type of wood native to China, and the floor is covered with

so-called “gold” bricks.

The Qing Dynasty had 12 emperors, nine of whom were buried in the two groups of tombs in Hebei Province, not far from Beijing. It is apparent that the Qing tombs are influenced by the Ming tombs, especially in terms of architecture and the way they are placed among the surrounding mountains and valleys.

One group of the Qing tombs is called Dongling, in Zunhua, 125 kilometres east of Beijing. The tombs, which were built over a period of 247 years, take up 80 square kilometres. Buried there were the remains of five emperors, their wives and other royal family members. The other group of the Qing tombs is called Xiling. It sits about 100 kilometres to the west of Beijing, in Yixian. Xiling contains the tombs of four of the Qing emperors.

Preserving the Ming and Qing tombs has been given serious attention in recent decades. Although a number of tombs have survived with little damage, all have suffered at least some harm from centuries of rain, war, fire and theft. As a result, the government has strengthened regulation to protect these historic sites. In addition, getting these historic sites recognized by the rest of the world is helpful in preserving and repairing them, as it stresses to everyone their great value and importance. The Ming and Qing tombs have now been listed as UNESCO World Heritage Sites, which will help bring the necessary attention and assistance for protecting them in the future. It has led to increased tourism as well, which is an important source of money, but also a potential source of damage to these fragile sites.

- 1 What does the beauty of the Ling'en Palace lie in?
- 2 Why does the author think that the tombs are important?

**B2** Write a short passage introducing a UNESCO heritage site. You can include information about its value and current state. You may research online or through books first.

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

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## Appreciating language



In 1911, Hiram Bingham led an expedition to Peru and discovered the ruins of Machu Picchu. Read aloud the excerpt below about Bingham's discovery.

The view was simply enchanting. Immediately in front, on the north side of the valley, was a great cliff rising 2,000 feet straight up. On all sides were rocky cliffs. Beyond them cloud-capped mountains rose thousands of feet above us.

Without the slightest expectation of finding anything more interesting than the small ruins which I already spotted, I climbed further up the ridge and around a slight promontory.

Hardly had we rounded it when the character of the stonework began to improve. A flight of beautifully constructed terraces, each 200 yards long and 10 feet high, had then recently been rescued from the jungle by the Indians. A forest of large trees had been cut down and burned over to make a clearing. Crossing these terraces, I entered the untouched forest beyond, and suddenly found myself in a maze of beautiful stone houses! They were covered with trees and moss and the growth of centuries, but in the dense shadow, could be seen, here and there, walls of white stone blocks most carefully cut and perfectly fitted together.

It did not take an expert to realize, from the sight of Machu Picchu on that rainy day in July 1911, that here were most extraordinary and interesting ruins. Although the ridge had been partly cleared by the Indians, so much of it was still underneath a thick jungle growth—some walls were actually supporting trees 10 and 12 inches in diameter—that it was impossible to determine just what would be found here.

It was not until 1890 that the Peruvian government decided to construct a trail along the banks of the river through the grand canyon. This new road enabled us to learn that the Incas had once lived here in the remote Andes. They had left stone witnesses of the magnificence and beauty of their ancient civilization, more interesting and extensive than any which have been found since the days of the Spanish conquest of Peru.

(Adapted from *Lost City of the Incas*, by Hiram Bingham)

# Appendices

## Text notes

### Unit 1

- 1 The real voyage of discovery consists not in seeking new landscapes, but in having new eyes. —Marcel Proust (page 1)

真正的发现之旅不在于寻找新的风景,而在于获得新的视野。——马塞尔·普鲁斯特  
该句出自法国小说家马塞尔·普鲁斯特的《追忆似水年华》,意在强调旅行的真正意义在于开阔眼界,增长见闻,真正认识世界。

- 2 It is also one of the most ethnically diverse nations in the world with distinct cultures. (page 2, lines 3–4)

它也是世界上最具种族多样性的国家之一,有着丰富多样的文化。

句中 *distinct* 意为“截然不同的,有区别的,不同种类的”,常与介词 *from* 搭配使用。如:

*Country music is quite distinct from jazz.*

乡村音乐完全不同于爵士乐。

- 3 To the east of the Pacific coast rise the grand Rocky Mountains, which are home to high peaks and deep valleys carved by ice and water. (page 2, lines 6–8)

太平洋海岸向东耸立着巍峨的落基山脉,这里有高耸的山峰和被冰川水流侵蚀而成的深谷。

- (1) 落基山脉是北美洲科迪勒拉山系东部山脉,纵贯加拿大和美国西部,全长约 4800 千米。落基山脉地质构造丰富,地貌种类多元化。加拿大落基山公园群凭借奇特的山脉自然景观已被列入联合国教科文组织《世界遗产名录》。

- (2) 句中 *carve* 意为“侵蚀,冲刷”; *carve* 还可表示“雕,刻”。如:

*The wood was carved into the shape of a small bird.*

木头被雕成了小鸟的形状。

- 4 One truly unique scenic spot in Canada is the mighty Niagara Falls with water rushing over its edge in a splendid display of sights and sounds. (page 2, lines 11–13)

加拿大真正独一无二的一处景点是气势恢宏的尼亚加拉瀑布,水流从边缘倾泻而下,景色壮观,水声轰鸣。

尼亚加拉瀑布位于北美洲伊利湖和安大略湖间的尼亚加拉河上,是世界闻名的旅游胜地。尼亚加拉河的河水流经此地,突然垂直跌落 50 余米,巨大的水流冲下断崖,水势澎湃,声震如雷。



- 5 Apart from its geographical diversity, Canada's many rural areas and urban centers reflect the diversity of its residents. (page 2, lines 14–15)

除了其地理环境的多样性,加拿大的许多农村地区和城市中心还体现了其居民的多样性。

句中 *apart from* 意为“除了……外(还),此外”,相当于 *in addition to*; *apart from* 还可表示“除了……外(都)”,相当于 *except for*。如:

*Apart from the occasional visits, Alan does nothing for his uncle.*

除了偶尔的探望,艾伦并没有为他的叔叔做些什么。

- 6 Should you find yourself in one of these subcultures, languages, cuisine, architecture, art and music will define your encounter. (page 3, lines 24–26)

如果你发现自己置身于其中一种亚文化中,那么(它的)语言、饮食、建筑、艺术和音乐都会说明你邂逅的是何种文化。

句中 *should* 置于句首,省略连词 *if*, 构成倒装。如:

*Should anyone call (=If anyone should call), please tell them I'll be back soon.*

万一有人打电话来,请告诉他们我很快就回来。

- 7 Finally, if you are looking for something off the beaten track, you may visit Cape Breton Island in the province of Nova Scotia, where you can dance to fiddle tunes and enjoy the cultures and traditions of Celtic settlers. (page 3, lines 31–34)

最后,如果你想独辟蹊径的话,可以去新斯科舍省的布雷顿角岛玩玩。在岛上,你可以随着小提琴的曲调翩翩起舞,感受凯尔特移民的文化和传统。

句中 *off the beaten track* 意为“不落俗套,打破常规”; *off the beaten track* 还可表示“远离闹市,偏远”。如:

*Some small beaches can be found off the beaten track.*

在人迹罕至的地方可以找到一些小海滩。

- 8 Given these cultural differences, it comes as no surprise that Canada has been celebrating Multiculturalism Day since 2002. (page 3, lines 35–36)

考虑到这些文化差异,加拿大自 2002 年起就一直在庆祝多元文化日也就不足为奇了。

- (1) 句中 *it comes as no surprise that ...* 意为“……不足为奇,……毫不奇怪”,其中 *it* 是形式主语, *that* 引导的从句充当真正的主语。如:

*It comes as no surprise that he knows nothing about the festival.*

他对这个节日一无所知一点也不奇怪。

- (2) 句中 *given* 意为“考虑到,鉴于”,用作介词,相当于 *considering*。如:

*Given his age, he has done a good job.*

考虑到他的年龄,他已经做得不错了。

**9** However, booming business is not always a bed of roses. (page 6)

但是,蓬勃发展的商业并非总是十全十美。

句中 (not) a bed of roses 意为“(并非)轻松的境况,(并非)令人愉快的情况”,也可以表述成 (not) all roses。如:

*We knew that life was not likely to be a bed of roses back in England.*

我们知道回到英格兰以后的生活不可能是尽善尽美的。

**10** More nature-centred tourist attractions, where man and nature live in harmony, can be greatly impacted or even destroyed by the flood of tourists. (page 6)

更多以自然风光为主、人与自然和睦相处的旅游景点,会因为大量游客涌入而受到巨大影响甚至遭到破坏。

句中 harmony 意为“融洽,和睦”。短语 live in harmony (with ...) 表示“(与……)和睦相处”。如:

*We need to live in harmony with our environment.*

我们需要与我们的环境和睦相处。

**11** In summary, being a sustainable tourist comes down to respect—for nature, culture and people. (page 7)

总而言之,做一名践行可持续旅游理念的游客归根结底就是要心怀尊重——对自然、文化和人的尊重。

句中 come down to 意为“可归结为,可归纳为”。如:

*Their disagreement comes down to money.*

他们的争论归结起来就是钱的问题。

**12** Make your way to the main hall and admire the 8.8-metre-high statue of the Buddha. (page 9)

前往主殿,瞻礼 8.8 米高的佛像。

句中 make one's way to ... 意为“前往……,到……地方去”。如:

*Will you be able to make your own way to the station?*

你能自己去车站吗?

**13** Appreciate amazing antiques, including Ming vases and Qing furniture. (page 9)

欣赏令人惊奇的古董,包括明代花瓶和清代家具。

句中 furniture 意为“家具”,为不可数名词。“一件家具”可以表达为 a piece of furniture。如:

*We need to buy some new office furniture.*

我们需要买一些新的办公室家具。

**14** It wasn't long before we were surrounded by enormous sand dunes towering above us on all sides. (page 11, lines 8-9)

很快我们就被四周高耸的巨大沙丘包围住。

(1) 句中 *it wasn't long before ...* 为常用句型,意为“不久就……”。*it won't be long before ...* 意为“很快就会……”。如:

*It won't be long before she is able to drive.*

很快她就能开车。

(2) 句中 *tower above* 意为“高于,超过”; *tower above* 还可表示“(在能力、品质等方面)胜过”。如:

*She towered above all other actresses of her generation.*

她远远超过同时代的所有其他女演员。

**15** The wind was blowing grains of sand from the tops of the dunes, the sun was beating down hard and bright, and the sky was a deep shade of blue that I had never seen before. (page 11, lines 9-12)

风吹动着沙丘顶上的沙粒,阳光猛烈而耀眼地照射着,天空是我以前从未见过的深蓝色。

句中 *beat down* 意为“(阳光)强烈照射,曝晒”,后面可接介词 *on*。如:

*The sun beat down on his back.*

阳光火辣辣地照在他的背上。

**16** There were five similar huts, all lined up facing Mount Kilimanjaro, the highest mountain in Africa. (page 12, lines 33-35)

有五间类似的小屋,都排成一排,面向非洲的最高山脉——乞力马扎罗山。

(1) 乞力马扎罗山是非洲最高山脉,享有“非洲屋脊”之称。乞力马扎罗山地处赤道附近,但其顶部终年积雪,形成“赤道雪山”奇观。乞力马扎罗国家公园于1987年被列入联合国教科文组织《世界遗产名录》。

(2) 句中 *line up* 意为“使站成一队,使排列成一行”。如:

*He lined the books up on the shelf.*

他把书排列在架子上。

**17** I returned to the car and fetched more possessions. (page 12, line 43)

我回到车上,又拿了些物品。

句中 *possession* 意为“私人物品,个人财产”; *possession* 还可以用作不可数名词,意为“具有,拥有”。如:

*The house has been in the family's possession since the 1800s.*

这座房子自19世纪以来就一直归这个家族所有。

## Unit 2

- 1** The pursuit of the ultimate truth of the universe is the final objective and destination of civilization. —Liu Cixin (page 15)

对宇宙终极真理的追求,是文明的最终目标和归宿。——刘慈欣

该句出自中国科幻作家刘慈欣的小说《朝闻道》,意在说明对宇宙的探索才是人类文明的最高境界。
- 2** It's strange that we try to sleep with no pressure against our back, but the unusual beds don't bother us any more. (page 16, lines 8–10)

试着背部没有压力入睡是奇怪的,但我们不再为这些特别的床而烦恼了。

句中 **bother** 意为“使(某人)烦恼(或担忧),给(某人)造成麻烦”。如:

*I didn't want to bother her with my financial problems.*

我不想让她为我的经济问题操心。
- 3** The routine tasks that occupy most of the day are demanding, but they can also be extremely rewarding. (page 16, lines 11–12)

占用了一天里大部分时间的日常工作要求很高,但是也会非常有意义。

句中 **occupy** 意为“占用(空间、面积、时间等)”; **occupy** 还可表示“使忙于,忙着”。如:

*He occupied himself with business matters, so we didn't want to bother him.*

他忙于生意方面的事情,所以我们不想打扰他。
- 4** We need to evaluate the effects of low gravity on animals and plants. (page 16, lines 12–13)

我们需要评估低重力对动物和植物的影响。

句中 **evaluate** 意为“评估,评价”。如:

*We need to evaluate how well the training is working.*

我们需要对本次培训产生的效果作出评价。
- 5** In the circumstances, it's time for a spacewalk. (page 17, line 24)

在这种情况下,是时候来场太空行走了。

句中 **in the circumstances** 意为“在这种情况下,既然如此”,也可以表述成 **under the circumstances**。如:

*Under the circumstances, it seems better not to tell him the truth.*

在这种情况下,不告诉他实情似乎更好。
- 6** Splendid as the view of the Earth is, spacewalking is not as exciting as you might think. (page 17, lines 27–28)

虽然地球的景色十分壮观,但太空行走并不像你们可能想象的那么激动人心。

句中 *splendid as the view of the Earth is* 是 *as* 引导的让步状语从句, 相当于 *though the view of the Earth is splendid*。 *as* 在引导让步状语从句时, 意为“虽然, 尽管”, 通常将形容词、副词、名词或动词等置于句首。如:

*Strong as you may be, you cannot lift the box.*

尽管你可能力气大, 你还是提不起来这个盒子。

- 7 Spending some time in the gym is of vital importance to astronauts' health. (page 17, line 39)

花些时间在健身房锻炼对宇航员的健康至关重要。

句中 *of vital importance* 意为“至关重要”。常用结构“*of*+抽象名词”, 可表示“具有……特征或属性”。如:

*Taking plenty of exercise can be of great benefit to us.*

多锻炼身体会对我们有极大的益处。

- 8 Did you know that in just five months, astronauts could lose a significant amount of muscle and bone mass? (page 17, lines 39–41)

你知道仅仅在五个月里宇航员就可能失去相当多的肌肉量和骨量吗?

句中 *mass* 意为“质量”, *muscle mass* 和 *bone mass* 均为专业术语, 分别指肌肉量和骨量。短语 *a mass of* 或 *masses of* 意为“大量, 许多”。如:

*On his desk are masses of newly published books.*

他桌上堆满了新出版的书籍。

- 9 During our leisure time, there's nothing we like more than to sit back with the rest of the crew and watch our remarkable planet go by, taking pictures for our family and friends back home. (page 17, lines 45–47)

在空闲时间, 我们最喜欢做的事就是和其他工作人员一起舒服地坐下来, 看着我们非凡的星球从身边经过, 拍点照片给地球上的家人和朋友看。

- (1) 句中 *there's nothing we like more than ...* 意为“我们最喜欢的是……”。类似的结构还有 *there's nothing I like less than ...*, 意为“我最不喜欢的是……”。如:

*There is nothing I like less than lying.*

我最不喜欢的就是撒谎。

- (2) 句中 *leisure* 意为“闲暇, 空闲”。如:

*Listening to music is her favourite leisure interest.*

听音乐是她最喜欢的业余爱好。

- 10 Hubble observations have played a crucial role in the discovery of the mysterious dark energy. (page 20)

哈勃(太空望远镜)的观测在发现神秘的暗能量方面发挥了至关重要的作用。

句中 *crucial* 意为“至关重要的,关键性的”,近义词有 *critical*、*essential*、*vital* 等。常用句型 *it is crucial that ...* 意为“至关重要是……”。如:

*It is crucial that the problem should be tackled immediately.*

关键是应该马上处理这个问题。

- 11** One example is the innovative FAST, which is the largest single-dish radio telescope in the world. (page 20)

一个例子就是创新性的 500 米口径球面射电望远镜,它是世界上最大的单口径射电望远镜。

FAST 是建于贵州省喀斯特洼地中的 500 米口径球面射电望远镜,被誉为“中国天眼”。这项国家重大科技基础设施建设项目历时 22 年。2016 年 9 月 25 日,FAST 落成启用。这是世界上最大的单口径射电望远镜,具有我国自主知识产权。

- 12** How much we will learn from the telescopes is merely limited by our imagination. (page 20)

我们将从这些望远镜中学习多少,这仅仅受限于我们的想象力。

句中 *merely* 意为“仅仅,只不过”,与 *only* 互为近义词。如:

*She said nothing and merely smiled at me.*

她什么也没说,只是朝我微笑。

- 13** The Chinese Lunar Exploration Program is also known as the Chang'e Program. (page 21)

中国探月工程,也称“嫦娥工程”。

从 2004 年起,中国开始实施月球探测工程。该工程规划为“绕、落、回”三期。截至 2020 年,我国已成功发射空间探测器“嫦娥一号”“嫦娥二号”“嫦娥三号”“嫦娥四号”和“嫦娥五号”,圆满完成“绕、落、回”三步走的规划。

- 14** We long to visit thick and wild forests, climb vast mountain ranges, and cross deep oceans. (page 25, lines 10–11)

我们渴望探索茂密的原始森林,攀登广袤的山脉,越过深邃的海洋。

句中 *long* 用作动词,意为“渴望”,常用结构有 *long to do sth*、*long for sth*。如:

*Lucy has always longed for a new car.*

露西一直渴望有辆新车。

- 15** Shock absorbers originally applied to the space shuttle launch have also been set up in the cities with a high frequency of earthquakes in order to protect buildings and save lives. (page 26, lines 28–30)

最初应用到航天飞机发射中的减震器也已安装在地震频发的城市里,以便保护建筑和挽救生命。

句中 *frequency* 意为“发生率,出现率”。其形容词形式为 *frequent*,意为“频繁的”;副词形式为 *frequently*,意为“频繁地,经常”。如:

*This is the most frequently asked question in the interview.*  
这是采访中最常问到的问题。

**16** *Jobs in the space industry go far beyond the astronauts that receive widespread media coverage. (page 26, lines 41–42)*

航空业中的职业远不只是受到媒体广泛报道的宇航员。

(1) 句中 *go far beyond* 意为“远超出”。如:

*Now the textbook goes far beyond words and pictures.*  
现在,教科书远远不只有文字和图片。

(2) 句中 *coverage* 意为“新闻报道”。其动词形式为 *cover*,意为“报道”。如:

*Simon was sent to cover the Winter Olympics.*  
西蒙被派去报道冬奥会。

## Unit 3

**1** *Looking into a mirror, we can see true images of our own; with our knowledge of the past, the present can be better known. —Chen Shou (page 29)*

明镜所以照形,古事所以知今。——陈寿

该句出自三国及西晋时期史学家陈寿的《三国志·吴书·吴主五子传》,表明研究历史是为了洞察当今的形势。

**2** *“It is clear,” he said, “that there is only one way to convince you. We must conduct an experiment.” (page 29)*

他说:“显然,只有一种方法可以令你们信服。我们必须做个实验。”

句中 *convince* 意为“使确信,使相信”; *convince* 还可表示“说服,劝说”。如:

*We've been trying to convince her to stay at home.*  
我们一直设法劝她留在家里。

**3** *Between 1405 and 1433, on behalf of the Ming Dynasty, Zheng He made a total of seven voyages. (page 30, lines 7–8)*

1405 年到 1433 年期间,郑和代表明朝总共进行了七次航行。

(1) 句中 *on behalf of sb* 意为“代表某人”,也可以表述成 *on one's behalf*。如:

*Mr Jones cannot be here, so his wife will accept the prize on his behalf.*  
琼斯先生无法到场,因此他夫人会代他领奖。

(2) 句中 *a total of* 意为“总共”,后面常接由数词修饰的名词。如:

The school has a total of 1,776 pupils.

这所学校总计有 1776 名小学生。

- 4 For many years, some historians dismissed the records of these voyages as legends. (page 30, line 18)

多年来,一些历史学家把这些航海记录当作传说而不予理会。

句中 *dismiss* 意为“不予考虑,摒弃”。短语 *dismiss sth as ...* 意为“把某事当成……不予考虑”。如:

*We can safely dismiss what he said as a joke.*

我们大可以把他的话当作笑话而不予理会。

- 5 Zheng He's accomplishments are now widely acknowledged, and he is remembered as one of China's most influential explorers. (page 30, lines 20–21)

郑和的成就现在受到广泛认可,他也作为中国最具影响力的探险家之一被世人铭记。

句中 *acknowledge* 意为“承认”,既可表示承认某事属实,也可表示承认某种权威或地位。短语 *acknowledge sb/sth as ...* 意为“承认某人或某物是……”。如:

*He is widely acknowledged as one of the world's greatest architects.*

他被公认为世界上最伟大的建筑师之一。

- 6 Regardless of all the challenges, Columbus managed to keep everyone out of danger with his knowledge and bravery across the ocean. (page 31, lines 11–12)

不顾所有挑战,哥伦布设法凭借自己的知识和勇敢确保每个人都平安越过海洋。

句中 *regardless of* 意为“不管,不顾”。如:

*The club admits new members regardless of age.*

俱乐部接纳新成员时不分年龄。

- 7 This period also allowed for an international exchange of ideas and cultures. (page 31, lines 22–23)

这一时期也实现了思想和文化的国际交流。

句中 *allow for* 意为“使成为可能”; *allow for* 还可表示“考虑到,把……计算在内”。如:

*It will take about two hours to get there, allowing for traffic jams.*

考虑到交通堵塞,到那里大约需要两个小时。

- 8 The records show that the visitors were astonished by how rich and technologically advanced the Ming Dynasty was. (page 33)

记录表明,来访者对明朝如此富有和技术上如此先进感到很震惊。

句中 *astonish* 意为“使十分惊讶,使大为惊奇”。如:



It astonished us that he could be so careless.

他会如此粗心大意,令我们大吃一惊。

- 9** After his father died, Sima Qian succeeded his father as Grand Historian, which facilitated his access to official books and files. (page 34)

父亲去世后,司马迁接替了他父亲任太史令,这便于他参阅官方书籍和档案。

- (1) 句中 *succeed* 意为“接替,继任”,常用结构有 *succeed sb as sth*。如:

David is almost certain to succeed him as chairman.

戴维几乎确定要接替他担任主席。

- (2) 句中 *facilitate* 意为“使便利,促进,促使”。如:

Effective time management facilitates learning.

有效的时间管理有利于学习。

- 10** However, his work proved difficult, because sorting out all the available resources and checking facts of historical materials required painstaking efforts. (page 34)

但是,他的工作其实很艰难,因为整理所有可利用的资源并核查史料的事实需要付出艰辛的努力。

- (1) 句中 *sort out* 意为“理顺,整理”。如:

The bookshelf needs sorting out.

书架需要整理一下。

- (2) 句中 *available* 意为“可获得的,可购得的,可找到的”; *available* 还可表示“有空”。如:

Will the dentist be available this morning?

今天上午牙医有空吗?

- 11** Contrary to popular history books, most academic books tend to adopt a more analytical and serious approach to studying history. (page 37)

与通俗历史读物相反,大多数学术著作往往采用更具分析性、更严肃的方式研究历史。

句中 *contrary* 意为“相反的,相对立的”。短语 *contrary to ...* 意为“与……相反”。如:

Contrary to popular belief, the desert can be a beautiful place.

与普遍观念相反,沙漠可以是一个美丽的地方。

- 12** His wife Elsa said, “When he opened up later on, he always mentioned the horror of it.” (page 40, lines 26–27)

他的妻子埃尔莎说:“后来当他敞开了心扉,总是提起那件事有多恐怖。”

句中 *open up* 意为“直抒胸臆,畅所欲言”。如:

When he knew he could trust me, he began to open up.

当他知道自己可以信任我时,便开始畅所欲言起来。

- 13 Today, the USS *Arizona* lies where it sank: in the middle of the Pacific Ocean.

(page 40, line 42)

今天,美国“亚利桑那号”战列舰还在当年沉没的地方:在太平洋中央。

句中 *where* 引导地点状语从句, *the USS Arizona* 为主语, 谓语动词 *lies* 为不及物动词。如:

*Please sit where I can see you.*

请坐在我能看得见你的地方。

## Unit 4

- 1 A concerted effort to preserve our heritage is a vital link to our cultural, educational, aesthetic, inspirational, and economic legacies. —Steve Berry (page 43)

同心协力保护遗产对于我们的文化、教育、美学、精神和经济遗产而言,是至关重要的一环。 ——史蒂夫·贝里

该句出自美国作家史蒂夫·贝里的文章《为什么保存历史很重要》(“Why Preserving History Matters”),意在说明保护遗产的重要性。

- 2 If so, you might already understand why UNESCO is fighting to preserve sites of cultural and natural importance to mankind. (page 44, lines 3–4)

如果是这样,你们也许已经明白为什么联合国教科文组织正在竭力保护对人类具有文化和自然重要性的遗址。

UNESCO (United Nations Educational, Scientific and Cultural Organization 的缩写) 是联合国教育、科学及文化组织,简称联合国教科文组织。该组织于 1945 年正式成立,是联合国下属的专门机构之一。该组织的宗旨是推动各国在教育、科学和文化方面开展国际合作,以利于各国人民之间的相互了解,维护世界和平。中国是联合国教科文组织的创始国之一。

- 3 The long-term natural forces, such as wind, water and temperature, can gradually wear down heritage sites. (page 44, lines 9–12)

诸如风、水和气温等长期存在的自然力会逐渐侵蚀遗产地。

句中 *wear down* 意为“使磨损,使逐渐磨平”,还可以用作不及物动词短语。如:

*My shoes have worn down because I have to walk a long distance to school each day.*

我的鞋已经磨坏了,因为我每天必须走很远的路去上学。

- 4 Natural disasters, the sudden and powerful natural forces, can lead to the destruction of heritage sites: in 2003, a terrible earthquake shook south-eastern Iran and ruined large parts of the city of Bam, an incredible UNESCO cultural heritage site. (page 44, lines 13–18)

自然灾害这种突发性而强大的自然力会破坏遗产地：2003年，一场可怕的地震袭击了伊朗东南部，摧毁了巴姆古城的大部分地区。该古城是一处令人叹为观止的联合国教科文组织文化遗产地。

(1) 句中 **ruin** 意为“破坏，毁坏”。如：

The thunderstorm ruined our trip.

雷雨毁了我们的旅行。

(2) 句中 **incredible** 意为“极好的，极大的”；**incredible** 还可表示“难以置信的”，相当于 **unbelievable**。如：

It is incredible how much Jack has changed since he graduated.

杰克毕业以后变化之大简直令人难以置信。

**5** Millions of tourists travel to UNESCO World Heritage Sites every year, so it is only natural that the sites suffer a bit of wear and tear. (page 45, lines 25–27)

每年有大量游客到联合国教科文组织世界遗产地旅游，所以这些遗产地遭受些损坏是很自然的。

句中 **wear and tear** 是名词短语，意为“磨损，损坏”，一般指正常使用所造成的损坏。如：

The machine should last for ten years allowing for normal wear and tear.

考虑到正常磨损，这台机器应该可以使用十年。

**6** Heritage protection is at the top of the agenda for the benefit of all mankind. (page 45, line 47)

为了全人类的利益，遗产保护是当务之急。

句中 **agenda** 意为“计划，方案”。短语 **at the top of the agenda** 意为“当务之急”。如：

For the government, health care is now at the top of the agenda.

对政府来说，医疗服务现在是当务之急。

**7** If your heart breaks like mine at the thought of our irreplaceable heritage being lost forever, please take action. (page 45, lines 52–53)

如果你们像我一样，一想到我们无可取代的遗产会永远消失就觉得心碎，那么就请采取行动吧。

句中 **at the thought of** 意为“一想到”。如：

I feel very excited at the thought of the coming holiday.

一想到即将到来的假期，我就感到很兴奋。

**8** There are divisions among historians over when exactly the construction of the twin temples started, but no one can deny the fact that they were constructed in the 13th century BCE. (page 48)

历史学家就这两座神庙具体始建于何时存在着分歧，但没有人能否认这一事实，它们建于公元前13世纪。

(1) 句中 **that** 引导同位语从句,解释说明前面所修饰名词 **fact** 的内容。如:  
Due to the fact that smoking does harm to health, we should say no to smoking.  
由于吸烟有害健康这一事实,我们应该对吸烟说不。

(2) 句中 **division** 意为“分歧,不和”; **division** 还可表示“分隔,分配”。如:  
We should pay attention to the fair division of time.  
我们应关注时间的合理分配。

**9** There was no guarantee that it would work, since no one had attempted anything similar before. (page 48)

不能保证这个方法会奏效,因为此前没有人进行过类似的尝试。

句中 **there was no guarantee that ...** 意为“不能保证……”,**that** 引导同位语从句。如:

There is no guarantee that we will succeed.  
不能保证我们会成功。

**10** Covering vast distances and an astonishing variety of landscapes, the Silk Road was a network of ancient trade routes that extended from East Asia all the way to the Mediterranean. (page 53, lines 1–3)

丝绸之路跨越遥远的距离,覆盖各种景观,令人惊叹,是从东亚一路延伸至地中海地区的古代贸易路网。

丝绸之路是西汉时由张骞出使西域开辟的陆上通道。它以长安为起点,经甘肃、新疆,到中亚、西亚,并连接地中海各国。中国、哈萨克斯坦和吉尔吉斯斯坦三国联合申报世界文化遗产。“丝绸之路:长安—天山廊道的路网”于2014年被列入联合国教科文组织《世界遗产名录》。

**11** The three countries jointly pursued an application for UNESCO World Heritage status. (page 53, lines 6–7)

这三个国家联合致力于申报联合国教科文组织世界遗产。

句中 **pursue** 意为“追求,致力于,执行”; **pursue** 还可表示“追逐,追赶”。如:

The police pursued the car on the motorway.  
警察在高速公路上追赶那辆汽车。

**12** They submitted the proposal which contained detailed research on the 33 sites along the corridor. (page 53, lines 7–8)

它们递交了提案,其中包括对廊道沿线33处遗址的详细研究。

句中 **submit** 意为“提交,呈递(文件、建议等)”,常用结构有 **submit sth to sb/sth**; **submit** 还可表示“顺从,屈服”,常用结构有 **submit (oneself) to sb/sth**。如:

The hero didn't submit to the enemy.  
这位英雄没有向敌人屈服。

- 13** Following Zhang's efforts, trade routes took shape and relationships were strengthened between the major powers of the time, with the routes network reaching as far as the Roman Empire. (pages 53–54, lines 22–25)
- 在张骞的努力下,贸易路线成形了。随着路网一直延伸至罗马帝国,当时主要强国间的关系也得以加强。

句中 **take shape** 意为“成形,有了模样”。如:

*A story began to take shape in the writer's mind.*

一个故事开始在作者脑中成形。

- 14** All of these activities contributed to a great age of expansion as trade and cultural exchanges gave people access to new goods, knowledge and ideas. (page 54, lines 41–42)

所有这些活动都催生了一个发展的大时代,因为贸易往来和文化交流使人们接触到了新商品、新知识和新观念。

句中 **expansion** 意为“扩张,扩大”。如:

*The company has abandoned plans for further expansion in the south.*

这家公司已经放弃了在南方进一步扩张的计划。

# Grammar notes

## Unit 1

### 非限制性定语从句

- 1 非限制性定语从句对先行项进行补充说明,通常用逗号与主句隔开,由关系代词 **which**、**who**、**whom**、**whose** 或关系副词 **when**、**where** 等引导。如:

I live in Nanjing, which is a big city.

I like my English teacher, who speaks good English.

I visit my grandparents at the weekend, when I do not go to school.

- 2 **which** 引导非限制性定语从句时,先行项可以是某个单词或短语,也可以是整个主句或主句的一部分。如:

He missed the show, which was a pity.

Jack told me he would join the Poetry Club, which surprised me greatly.

- 3 在非限制性定语从句中,**whom**、**which** 前面可以加 **some/many/all of** 等修饰词,表示整体中的部分或所有。如:

Many people, some of whom are not overweight, are going on a diet.

I have been to many big cities, all of which have left a deep impression on me.

- 4 **as** 引导非限制性定语从句时,先行项可以是整个主句或主句的一部分。**as** 引导的从句可以置于主句前、主句中或主句后。如:

As is known to all, the Moon travels around the Earth.

## Unit 2

### 主语从句

- 1 主语从句在句子中作主语,可以由 **that** 引导,**that** 在从句中不充当成分。如:

That he will succeed is certain.

- 2 主语从句也可以由 **whether**、**who**、**what**、**when**、**where**、**why**、**how** 等词引导。如:

Whether we will attend the lecture has not been decided yet.

What I need is a good night's sleep.

When people can land on Mars is not known.

- 3 主语从句也可以由 **whoever**、**whatever** 等词引导。如:

Whoever comes first will get a free book.

Whatever you say sounds reasonable.

- 4 主语从句可以用形式主语 *it* 代替,真正的主语置于句末,使句子更平衡。如:

*It is obvious that Tom looks happy today.*

*It is reported that the experiment was a success.*

*It has not been announced when the meeting room will be available.*

## Unit 3

### 表语从句

- 1 表语从句在句子中作表语,可以由 **that** 引导, **that** 在从句中不充当成分。如:

*The truth is that they are fully prepared for the trip.*

- 2 表语从句也可以由 **whether**、**who**、**what**、**when**、**where**、**why**、**how** 等词引导。如:

*My doubt is whether we can get there on time.*

*The question is who is responsible for the accident.*

*That's not what I wanted.*

*The problem is how we can raise enough money for the project.*

- 3 表语从句也可以由 **as if/as though** 引导。如:

*It looks as if there's a storm coming.*

## Unit 4

### 同位语从句

- 1 同位语从句通常跟在名词后面,解释说明名词的内容。如:

*I have the impression that people there are always on the go.*

- 2 常接同位语从句的名词有 **belief**、**possibility**、**hope**、**idea** 等。如:

*Many people hold the belief that there are aliens somewhere in the universe.*

*Is there any possibility that the ruined temple can be restored?*

- 3 同位语从句通常由 **that** 引导, **that** 在从句中不充当成分。如:

*The news that we have won the race is encouraging.*

- 4 同位语从句也可以由 **why**、**how**、**what**、**whether** 等词引导。如:

*Do you have any idea why all this happened?*

*I have no idea how this problem can be solved.*



# Wordlist 1

## (by unit)

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。

### Unit 1

- \*blooming** /'blu:mɪŋ/ *adj.* 盛开的,开花的 (2)
- unfold** /ʌn'fəʊld/ *vi. & vt.* 开花;展开,打开;展示,展现 (2)
- \*ethnically** /'eθnikli/ *adv.* 种族地 (2)
- distinct** /dɪ'stɪŋkt/ *adj.* 截然不同的,有区别的,不同种类的;清楚的,清晰的 (2)
- territory** /'terətri/ *n.* (加拿大)地区;领土,领地;领域 (2)
- valley** /'væli/ *n.* 山谷,溪谷 (2)
- carve** /kɑ:v/ *vt.* 侵蚀,冲刷;雕刻 (2)
- \*glacier** /'glæsiə(r)/ *n.* 冰川 (2)
- mighty** /'maɪti/ *adj.* 巨大的,非凡的;强而有力的 (2)
- splendid** /'splendɪd/ *adj.* 壮丽的,雄伟的;极佳的,非常好的 (2)
- apart from** 除了...外(还),此外;除了...外(都),要不是 (2)
- urban** /'ɜ:bən/ *adj.* 城市的,城镇的 (2)
- ancestor** /'ænsəstə(r)/ *n.* 祖宗,祖先;原种 (2)
- \*indigenous** /ɪn'dɪdʒənəs/ *adj.* 本地的,本土生长的 (2)
- strait** /streɪt/ *n.* 海峡,水道 (2)
- minority** /maɪ'nɔrəti/ *n.* 少数民族,少数群体;少数,少数人 (3)
- cuisine** /kwɪ'zi:n/ *n.* 烹饪,风味;饭菜,菜肴 (3)
- dynamic** /daɪ'næmɪk/ *adj.* (事物)有活力的;动态的,发展变化的;充满活力的 (3)
- sample** /'sɑ:mpl/ *vt.* 尝,品尝,体验;抽样检验  
*n.* 样本,样品;取样 (3)
- off the beaten track** 不落俗套,打破常规;远离闹市,偏远 (3)
- \*fiddle** /'fɪdl/ *n.* 小提琴 (3)
- \*Celtic** /'keltɪk/ *adj.* 凯尔特人的,凯尔特语的(3)
- come as no surprise** 不足为奇,毫不奇怪(3)
- depth** /depθ/ *n.* 最深处;深(度);深刻;深厚(3)
- suburb** /'sʌbɜ:b/ *n.* 郊区,城外 (5)
- botanical** /bə'tænikl/ *adj.* 植物学的 (5)
- \*Clovis** /'kləʊvɪs/ *adj.* 克洛维斯的 (5)
- blanket** /'blæŋkɪt/ *n.* 厚层;毛毯 (5)
- \*hockey** /'hɒki/ *n.* 冰球运动,冰上曲棍球;曲棍球 (5)
- niece** /ni:s/ *n.* 侄女,外甥女 (5)
- welfare** /'welfeə(r)/ *n.* 幸福,福祉;福利 (6)
- accommodation** /ə,kɒmə'deɪʃn/ *n.* 住处 (6)
- surrounding** /sə'raʊndɪŋ/ *adj.* 周围的,附近的(6)
- harmony** /'hɑ:məni/ *n.* 融洽,和睦;和谐 (6)
- sustain** /sə'steɪn/ *vt.* 使保持,使稳定持续;维持 (6)
- manner** /'mænə(r)/ *n.* 方式,方法;举止;  
**(manners)** 礼貌 (7)



- consumption** /kən'sʌmpʃn/ *n.* 消耗, 消耗量; 消费 (7)
- church** /tʃɜ:tʃ/ *n.* 教堂; 礼拜 (7)
- come down to** 可归结为, 可归纳为 (7)
- \***code** /kəʊd/ *n.* 行为规范, 道德准则; 法规, 法典; 密码 (7)
- dress code** 着装规定 (7)
- item** /'aɪtəm/ *n.* 一件商品 (或物品); 项目 (7)
- elegant** /'elɪgənt/ *adj.* 漂亮雅致的, 精美的; 优美的, 文雅的 (9)
- make one's way to** 去, 前往 (9)
- statue** /'stætʃu:/ *n.* 雕像, 雕塑 (9)
- \***souvenir** /,su:və'niə(r)/ *n.* 纪念物, 纪念品 (9)
- antique** /æn'ti:k/ *n.* 文物, 古董  
*adj.* 古老的, 古董的 (9)
- vase** /vɑ:z/ *n.* 花瓶, 装饰瓶 (9)
- furniture** /'fɜ:nɪtʃə(r)/ *n.* 家具 (9)
- \***dune** /dju:n/ *n.* 沙丘 (11)
- goat** /gəʊt/ *n.* 山羊 (11)
- \***fragile** /'frædʒaɪl/ *adj.* 脆弱的; 易碎的 (11)
- resolution** /,rezə'lju:ʃn/ *n.* 决心, 决定; 决议; 解决 (11)
- grain** /greɪn/ *n.* 细粒, 颗粒; 谷物 (11)
- beat down** (阳光) 强烈照射, 曝晒 (11)
- contrast** /kən'trɑ:st/ *vi.* 形成对比  
*vt.* 对比, 对照  
/kɒntrɑ:st/ *n.* 差异, 差别; 对照物 (11)
- ray** /reɪ/ *n.* 光线, 射线 (11)
- camel** /'kæml/ *n.* 骆驼 (11)
- chew** /tʃu:/ *vi. & vt.* 咀嚼, 嚼碎; 咬住 (11)
- starve** /stɑ:v/ *vi. & vt.* (使) 饿死, (使) 挨饿 (11)
- barbecue** /'bɑ:bɪkju:/ *n.* 烤架; 户外烧烤 (11)
- departure** /dɪ'pɑ:tʃə(r)/ *n.* 离开, 起程 (12)
- mud** /mʌd/ *n.* 泥, 淤泥 (12)
- border** /'bɔ:də(r)/ *n.* 国界, 边界  
*vi. & vt.* (与...) 接壤 (12)
- parking** /'pɑ:kɪŋ/ *n.* 停车; 停车位 (12)
- \***hut** /hʌt/ *n.* (简陋的) 小屋, 棚屋 (12)
- brick** /brɪk/ *n.* 砖块; 积木 (12)
- \***dot** /dɒt/ *vt.* 遍布; 使布满, 点缀; 加  
*n.* 点 (12)
- \***flap** /flæp/ *vi. & vt.* 拍打, 摆动; 振 (翅) (12)
- ham** /hæm/ *n.* 火腿, 火腿肉 (12)
- sausage** /'sɔ:sɪdʒ/ *n.* 香肠, 腊肠 (12)
- bunch** /bʌntʃ/ *n.* 串, 束; 大量 (12)
- fetch** /fetʃ/ *vt.* (去) 拿来, (去) 请来 (12)
- possession** /pə'zeʃn/ *n.* 私人物品, 个人财产; 具有, 拥有 (12)
- intently** /ɪn'tentli/ *adv.* 热切地, 专注地 (12)
- hike** /haɪk/ *n.* 远足, 徒步旅行  
*vi. & vt.* 去...远足, 做徒步旅行 (13)
- awesome** /'ɔ:səm/ *adj.* 令人惊叹的, 使人惊惧的; 很好的 (13)
- liquid** /'lɪkwɪd/ *adj.* 液体的, 液态的  
*n.* 液体 (13)
- \***Arctic** /'ɑ:ktɪk/ *adj.* 北极的  
*n.* (**the Arctic**) 北极, 北极地区 (13)
- fox** /fɒks/ *n.* 狐狸; 狡猾的人 (13)
- polar** /'pəʊlə(r)/ *adj.* 极地的; 完全相反的 (13)
- delicacy** /'delɪkəsi/ *n.* 佳肴; 谨慎; 敏感 (13)
- lamb** /læm/ *n.* 羊羔肉; 羔羊 (13)

## Unit 2

- astronaut** /'æstrɒnɔ:t/ *n.* 宇航员, 航天员 (16)
- gravity** /'grævəti/ *n.* 重力; 严重性; 严肃 (16)
- absence** /'æbsəns/ *n.* 缺乏, 不存在; 缺席 (16)
- \***float** /fləʊt/ *vi.* 飘动, 漂流; 浮  
*vt.* 使浮动, 使漂流 (16)
- cupboard** /'kʌbəd/ *n.* 壁橱; 橱柜, 衣柜 (16)

- ceiling** /'si:lɪŋ/ *n.* 天花板; 上限 (16)
- bother** /'bɒðə(r)/ *vt.* 使烦恼, 使担心; 花费时间精力 (做某事); 打扰  
*vi.* 花费时间精力 (做某事)  
*n.* 麻烦, 困难 (16)
- occupy** /'ɒkjupaɪ/ *vt.* 占用, 使用; 居住; 占领, 侵占; 使忙于 (16)
- mission** /'mɪʃn/ *n.* 任务; 使命, 天职; 军事行动; 太空飞行任务 (16)
- evaluate** /'vælju:et/ *vt.* 评估, 估计, 评价 (16)
- creature** /'kri:tʃə(r)/ *n.* 动物, 生物; 人 (16)
- mosquito** /mə'ski:təʊ/ *n.* (*pl.* **mosquitoes** or **mosquitos**) 蚊子 (16)
- microscope** /'maɪkrəskəʊp/ *n.* 显微镜 (16)
- cast new light on** 使进一步了解... (16)
- maintenance** /'meɪntənəns/ *n.* 维护, 保养; 维持, 保持 (16)
- circumstance** /'sɜ:kəmstəns/ *n.* 条件, 状况; (**circumstances**) 境况, (尤指) 经济状况 (17)
- in the circumstances** 在这种情况下, 既然如此 (17)
- exposure** /ɪk'spəʊʒə(r)/ *n.* 面临, 遭受; 揭露; 报道 (17)
- radiation** /'reɪdɪ'eɪʃn/ *n.* 辐射, 放射线 (17)
- visible** /'vɪzəbl/ *adj.* 看得见的; 明显的 (17)
- in view of** 鉴于, 考虑到 (17)
- luxury** /'lʌkʃəri/ *n.* 不常有的乐趣 (或享受); 奢侈品 (17)
- tube** /tju:b/ *n.* 管, 管子; 软管 (17)
- furthermore** /'fɜ:ðə'mɔ:(r)/ *adv.* 此外, 再者 (17)
- pill** /pɪl/ *n.* 药丸, 药片 (17)
- vital** /'vaɪtl/ *adj.* 必不可少的, 对...极重要的; 维持生命所必需的 (17)
- discipline** /'dɪsəplɪn/ *vt.* 严格要求 (自己); 惩罚; 训练  
*n.* 训练, 纪律; 行为准则; 自制力 (17)
- leisure** /'leɪʒə(r)/ *n.* 闲暇, 空闲 (17)
- crew** /kru:/ *n.* 全体工作人员; 全体乘务人员, 全体船员; 专业团队 (17)
- permanent** /'pɜ:mənənt/ *adj.* 永久的, 永恒的 (19)
- altogether** /,ɔ:ltə'geðə(r)/ *adv.* 完全; 总共; 总之 (19)
- kit** /kɪt/ *n.* 成套设备, 成套工具; 配套元件 (19)
- telescope** /'telɪskəʊp/ *n.* 望远镜 (20)
- universe** /'ju:nɪvɜ:sɪs/ *n.* (**the universe**) 宇宙, 天地万物 (20)
- crucial** /'kru:ʃl/ *adj.* 至关重要的, 关键性的 (20)
- orbit** /'ɔ:brɪt/ *vt. & vi.* 围绕...运动, 沿轨道运行  
*n.* (天体等运行的) 轨道 (20)
- astronomer** /ə'strɒnəmə(r)/ *n.* 天文学家 (20)
- merely** /'mɪəli/ *adv.* 仅仅, 只不过 (20)
- administration** /əd,mɪnɪ'streɪʃn/ *n.* 行政部门; 管理, 行政 (21)
- agency** /'eɪdʒənsi/ *n.* 机构; 代理处 (21)
- comprise** /kəm'praɪz/ *vt.* 包括, 包含; 组成, 构成 (21)
- \*scan** /skæn/ *vt. & vi.* 扫描; 细看; 浏览  
*n.* 扫描检查; 快速查阅 (21)
- plain to see** 显而易见的 (21)
- foundation** /faʊn'deɪʃn/ *n.* 基础, 根据; 地基; 创办; 基金会 (21)
- lay the foundation for** 为...打下基础 (21)
- purse** /pɜ:s/ *n.* 资金, 财源; 钱包 (25)
- tale** /teɪl/ *n.* 故事; 讲述, 叙述 (25)
- origin** /'ɒrɪdʒɪn/ *n.* 起源, 起因; 出身 (25)
- \*shuttle** /'ʃʌtl/ *n.* 航天飞机; 来往于两地之间的航班 (或班车、火车)  
*vi.* 频繁往来 (于两地之间) (26)
- frequency** /'fri:kwənsi/ *n.* 发生率, 出现率;

频繁; 频率	(26)	<i>n.</i> 负载; 承载量; 大量	(30)
<b>hydrogen</b> /'haɪdrədʒən/ <i>n.</i> 氢, 氢气	(26)	<b>*compass</b> /'kʌmpəs/ <i>n.</i> 罗盘, 指南针; 圆规	(30)
<b>rocket</b> /'rɒkɪt/ <i>n.</i> 火箭; 火箭武器	(26)	<b>log</b> /lɒg/ <i>n.</i> 航海日志, 正式记录; 原木	
<b>motive</b> /'məʊtɪv/ <i>n.</i> 原因, 动机, 目的	(26)	<i>vi. &amp; vt.</i> 伐木	(30)
<b>investment</b> /ɪn'vestmənt/ <i>n.</i> 投资; 投入	(26)	<b>strengthen</b> /'streŋkən/ <i>vt. &amp; vi.</i> 加强, 增强	(30)
<b>calculate</b> /'kælkjuleɪt/ <i>vt.</i> 计算, 核算; 预测	(26)	<b>harmonious</b> /hɑ:'məʊniəs/ <i>adj.</i> 友好和睦的;	
<b>coverage</b> /'kʌvərɪdʒ/ <i>n.</i> 新闻报道; 覆盖范围;		协调的, 和谐的	(30)
信息范围	(26)	<b>dismiss</b> /dɪs'mɪs/ <i>vt.</i> 不予考虑, 对...不屑一	
<b>mechanic</b> /mə'kæni:k/ <i>n.</i> 机械师, 技工	(26)	提; 去除, 摒除; 解雇; 解散	(30)
<b>assistant</b> /ə'sɪstənt/ <i>n.</i> 助理; 售货员; 助教		<b>proof</b> /pru:f/ <i>n.</i> 证据, 证明	(30)
<i>adj.</i> 助理的, 副的	(26)	<b>acknowledge</b> /ək'nɒlɪdʒ/ <i>vt.</i> 承认 (权威、地	
<b>incredibly</b> /ɪn'kredəbli/ <i>adv.</i> 极其, 极端地;		位); 承认 (属实); (公开) 感谢	(30)
令人难以置信	(26)	<b>influential</b> /ɪnflu'enʃl/ <i>adj.</i> 有很大影响力的,	
<b>dust</b> /dʌst/ <i>n.</i> 沙土, 尘土; 灰尘, 尘埃	(27)	有支配力的	(30)
<b>shelter</b> /'ʃeltə(r)/ <i>n.</i> 居所, 住处; 庇护		<b>insist</b> /ɪn'sɪst/ <i>vi. &amp; vt.</i> 坚决要求, 坚持;	
<i>vt.</i> 保护, 掩蔽		坚持说	(31)
<i>vi.</i> 躲避	(27)	<b>route</b> /ru:t/ <i>n.</i> 路线, 路途; 途径, 渠道	(31)
<b>constant</b> /'kɒnstənt/ <i>adj.</i> 固定的, 不变的; 连		<b>financial</b> /faɪ'nænʃl/ <i>adj.</i> 财政的, 金融的, 财	
续发生的, 重复的	(27)	务的	(31)
<b>nuclear</b> /'nju:kliə(r)/ <i>adj.</i> 核能的, 原子能的;		<b>depart</b> /dɪ'pɑ:t/ <i>vi. &amp; vt.</i> 离开, 起程	(31)
核武器的	(27)	<b>shortage</b> /'ʃɔ:tɪdʒ/ <i>n.</i> 不足, 短缺	(31)

## Unit 3

<b>breadth</b> /bredθ/ <i>n.</i> 宽度; 广泛	(29)	<b>panic</b> /'pæni:k/ <i>n.</i> 惊恐, 恐慌	
<b>convince</b> /kən'vɪns/ <i>vt.</i> 使确信, 使相信; 说		<i>vi. &amp; vt.</i> ( <b>panicked, panicked</b> ) (使) 惊	
服, 劝说	(29)	慌, (使) 惊慌失措	(31)
<b>*voyage</b> /'vɔɪdʒ/ <i>n.</i> 航海, 航行, 航天		<b>regardless</b> /rɪ'gɑ:dləs/ <i>adv.</i> 不顾, 不加理会	(31)
<i>vi.</i> 航行, 远行	(30)	<b>regardless of</b> 不管, 不顾	(31)
<b>*fleet</b> /fli:t/ <i>n.</i> 舰队; 捕鱼船队; 车队	(30)	<b>shore</b> /ʃɔ:(r)/ <i>n.</i> 岸, 滨	(31)
<b>*navigate</b> /'nævɪgeɪt/ <i>vt.</i> 航行; 导航		<b>subsequent</b> /'sʌbsɪkwənt/ <i>adj.</i> 随后的, 后	
<i>vi.</i> 导航	(30)	来的	(31)
<b>on behalf</b> /br'hɑ:f/ <b>of</b> 代表 (或代替); 为帮助;		<b>captain</b> /'kæptɪn/ <i>n.</i> 船长, 机长; 上校; 队长	(31)
为了	(30)	<b>allow for</b> 使成为可能; 考虑到, 把...计算	
<b>load</b> /ləʊd/ <i>vt. &amp; vi.</i> 装上, 装入		在内	(31)

- kingdom** /'kɪŋdəm/ *n.* 王国;管辖范围 (33)
- astonish** /ə'stɒnɪʃ/ *vt.* 使十分惊讶,使吃惊 (33)
- royal** /'rɔɪəl/ *adj.* 盛大的,庄严的;皇家的,王室的 (33)
- \***tomb** /tu:m/ *n.* 坟墓 (33)
- literary** /'lɪtərəri/ *adj.* 文学的,文学上的;爱好文学的 (34)
- extensively** /ɪk'stensɪvli/ *adv.* 广阔地;广泛地 (34)
- facilitate** /fə'sɪlɪteɪt/ *vt.* 使便利,促进 (34)
- sort out** 理顺,整理;把…安排好 (34)
- available** /ə'veɪləbl/ *adj.* 可获得的,可找到的;有空的 (34)
- prison** /'prɪzn/ *n.* 监狱 (34)
- minister** /'mɪnɪstə(r)/ *n.* 大臣,部长 (35)
- exceptional** /ɪk'sepʃənəl/ *adj.* 杰出的,优秀的;异常的,罕见的 (35)
- phrase** /freɪz/ *n.* 成语,习语;短语,词组 (35)
- format** /'fɔ:mæt/ *n.* 总体安排,设计;版式 (35)
- shelf** /ʃelf/ *n.* (*pl.* **shelves** /ʃelvz/) (书架等的) 架子,搁板 (37)
- adopt** /ə'dɒpt/ *vt.* 采用,采取;表决采纳;领养,收养  
*vi.* 领养,收养 (37)
- comparison** /kəm'pærɪsn/ *n.* 对比;比较 (37)
- pack** /pæk/ *vt. & vi.* 塞进,挤进;装(箱),收拾;打包;包装  
*n.* 包,包裹;小盒,小包 (37)
- contrary** /'kɒntrəri/ *adj.* 相反的,相对立的;截然不同的 (37)
- contrary to** 与…相反 (37)
- \***hell** /hel/ *n.* 地狱;苦难的经历,悲惨的境况 (39)
- aboard** /ə'bo:d/ *prep. & adv.* 在(车、船、飞机等)上,上(车、船、飞机等) (39)
- \***rub** /rʌb/ *vt. & vi.* 擦,磨,搓;(使)相互摩擦 (39)
- washroom** /'wɒʃru:m/ *n.* 洗手间,厕所 (39)
- uniform** /'ju:nɪfɔ:m/ *n.* 制服;队服  
*adj.* 一致的,统一的 (39)
- violently** /'vaɪələntli/ *adv.* 猛烈地,厉害地;强烈地,激烈地;凶狠地 (39)
- eagle** /'i:gl/ *n.* 雕 (39)
- dive** /darv/ *vi.* 俯冲;跳水;潜水  
*n.* 冲,扑,俯冲;潜水;跳水 (39)
- thunder** /'θʌndə(r)/ *vi.* 轰隆隆地响;打雷  
*n.* 雷,雷声 (39)
- freeze** /fri:z/ *vi. & vt.* (**froze, frozen**) 突然停止,呆住;结冰;冻僵 (39)
- \***deck** /dek/ *n.* 甲板,舱面 (39)
- meanwhile** /'mi:nwaɪl/ *adv.* 同时;其间;对比之下 (39)
- drag** /dræg/ *vt.* 拖,拉;缓慢而费力地移动 (39)
- chaos** /'keɪs/ *n.* 混乱,杂乱 (39)
- navy** /'neɪvi/ *n.* 海军,海军部队 (39)
- bleed** /bli:d/ *vi.* (**bled, bled**) 失血,流血 (40)
- hatch** /hætʃ/ *vt.* 密谋,策划;使孵出  
*vi.* 孵化;孵出 (40)
- plot** /plɒt/ *n.* 阴谋;故事情节  
*vi. & vt.* 密谋 (40)
- \***infamy** /'ɪnfəmi/ *n.* 臭名昭著,声名狼藉;恶行,罪恶 (40)
- sink** /sɪŋk/ *vi. & vt.* (**sank, sunk**) 下沉,沉没;坐下;降低 (40)
- memorial** /mə'mɔ:riəl/ *n.* 纪念碑(或像等);纪念物 (40)
- pray** /preɪ/ *vi. & vt.* 企盼,祈求;祈祷,祷告 (40)
- episode** /'epɪsəʊd/ *n.* 一段经历,片段;一集 (40)
- \***textile** /'tekstaɪl/ *n.* 纺织品; (**textiles**) 纺织业 (41)
- reform** /rɪ'fɔ:m/ *vt.* 改进,改良,改革  
*n.* 改革,改良 (41)

<b>output</b> /'aʊtpʊt/ <i>n.</i> 产量, 输出量 (41)	损耗 (45)
<b>cloth</b> /kloʊθ/ <i>n.</i> 织物, 布料 (41)	<b>internal</b> /ɪn'tɜːnl/ <i>adj.</i> 内部的; 国内的 (45)
<b>shift</b> /ʃɪft/ <i>n.</i> 改变, 转移; 轮班	<b>outcome</b> /'aʊtkʌm/ <i>n.</i> 结果, 效果 (45)
<i>vi. &amp; vt.</i> (使) 移动, (使) 转移; 改变 (41)	<b>*reef</b> /ri:f/ <i>n.</i> 礁, 礁脉 (45)
<b>cottage</b> /'kɒtɪdʒ/ <i>n.</i> 小屋, 村舍 (41)	<b>*coral</b> /'kɒrəl/ <i>n.</i> 珊瑚
<b>cottage industry</b> 家庭手工业 (41)	<i>adj.</i> 珊瑚色的 (45)

## Unit 4

<b>*heritage</b> /'herɪtɪdʒ/ <i>n.</i> 遗产 (44)	<b>*pagoda</b> /pə'gəʊdə/ <i>n.</i> 佛塔 (47)
<b>awe</b> /ɔː/ <i>vt.</i> 使惊叹, 使敬畏	<b>nail</b> /neɪl/ <i>n.</i> 钉子; 指甲
<i>n.</i> 敬畏, 惊叹 (44)	<i>vt.</i> 固定 (47)
<b>civilization</b> /ˌsɪvəlaɪ'zeɪʃn/ ( <i>also</i> <b>civilisation</b> )	<b>panel</b> /'pænl/ <i>n.</i> 专家咨询组, 讨论小组;
<i>n.</i> 文明; 社会文明; 文明社会, 文明世界 (44)	嵌板; 仪表盘 (47)
<b>preserve</b> /prɪ'zɜːv/ <i>vt.</i> 维护, 保护, 保存;	<b>specialist</b> /'speʃəlist/ <i>n.</i> 专家; 专科医生
维持 (44)	<i>adj.</i> 专业的 (47)
<b>urgent</b> /'ɜːdʒənt/ <i>adj.</i> 紧急的, 紧迫的; 催促	<b>assess</b> /ə'ses/ <i>vt.</i> 评估, 评定; 估算 (47)
的, 急切的 (44)	<b>collapse</b> /kə'læps/ <i>vi.</i> 倒塌, 坍塌; 昏倒
<b>wear down</b> (使) 磨损, (使) 逐渐磨平 (44)	<i>n.</i> 昏倒; 倒塌 (47)
<b>*pyramid</b> /'pɪrəmid/ <i>n.</i> 金字塔 (44)	<b>consultation</b> /ˌkɒnsəl'teɪʃn/ <i>n.</i> 咨询, 商讨;
<b>ruin</b> /ruːm/ <i>vt.</i> 破坏, 毁坏; 使破产, 毁灭	就诊 (47)
<i>n.</i> 毁坏, 毁灭; 破产; 残垣断壁 (44)	<b>suspend</b> /sə'spend/ <i>vt.</i> 暂停; 悬, 挂 (47)
<b>incredible</b> /ɪn'kredəbl/ <i>adj.</i> 极好的, 极大的;	<b>division</b> /dɪ'vɪʒn/ <i>n.</i> 分歧; 分开, 分隔 (48)
不能相信的, 难以置信的 (44)	<b>*dam</b> /dæm/ <i>n.</i> 水坝 (48)
<b>clay</b> /kleɪ/ <i>n.</i> 黏土, 陶土 (44)	<b>architect</b> /'ɑːkɪtekt/ <i>n.</i> 建筑师; 设计师 (48)
<b>sculpture</b> /'skʌlptʃə(r)/ <i>n.</i> 雕像, 雕塑品;	<b>operator</b> /'ɒpəreɪtə(r)/ <i>n.</i> 操作人员, 技工; 接
雕刻术 (45)	线员 (48)
<b>missile</b> /'mɪsaɪl/ <i>n.</i> 导弹 (45)	<b>incident</b> /'ɪnsɪdənt/ <i>n.</i> 事件; 冲突 (48)
<b>violence</b> /'vaɪələns/ <i>n.</i> 暴力, 暴行; 狂热, 激情 (45)	<b>cooperation</b> /kəʊ'pə'reɪʃn/ <i>n.</i> 合作, 协作; 协
<b>conflict</b> /'kɒnflɪkt/ <i>n.</i> (军事) 冲突, 战斗; 争	助, 配合 (48)
论; 矛盾, 不一致	<b>forecast</b> /'fɔːkɑːst/ <i>vt.</i> ( <b>forecast, forecast;</b>
/kən'flɪkt/ <i>vi.</i> 冲突, 抵触 (45)	<b>forecasted, forecasted</b> ) 预测, 预报
<b>civil</b> /'sɪvl/ <i>adj.</i> 国民的; 国家的; 民事的 (45)	<i>n.</i> 预测, 预报 (48)
<b>*status</b> /'steɪtəs/ <i>n.</i> 身份, 地位; 状况, 情形 (45)	<b>interrupt</b> /ˌɪntə'rʌpt/ <i>vt.</i> 打扰, 插嘴; 使暂停,
<b>wear and tear</b> (正常使用造成的) 磨损,	使中断

- vi.* 打扰,插嘴 (49)
- conservation** /kɒnsə'veɪʃn/ *n.* 保护;保持(49)
- motion** /'məʊʃn/ *n.* 提议,动议;运动;动作(49)
- vote** /vəʊt/ *vt. & vi.* 投票,表决  
*n.* 选票;投票 (49)
- canal** /kə'næl/ *n.* 运河 (49)
- \***migration** /maɪ'greɪʃn/ *n.* 迁徙,迁移,移居(50)
- \***legacy** /'legəsi/ *n.* 遗产 (50)
- splendour** /'splendə(r)/ (*AmE splendor*)  
*n.* 壮丽,雄伟 (50)
- reserve** /rɪ'zɜ:v/ *n.* 自然保护区;储备  
*vt.* 预订;预留;保留 (50)
- basin** /'beɪsn/ *n.* 盆地;洗脸盆;盆;流域 (50)
- intense** /m'tens/ *adj.* 很大的,十分强烈的;有  
强烈感情的,热切的;激烈的 (50)
- primitive** /'prɪmətɪv/ *adj.* 简陋的,落后的;原  
始的,远古的 (50)
- humble** /'hʌmbəl/ *vt.* 使感到谦卑,使感到自惭  
*adj.* 谦虚的,谦卑的 (50)
- \***corridor** /'kɒrɪdɔ:(r)/ *n.* 走廊,地带;通道(53)
- pursue** /pə'sju:/ *vt.* 追求,致力于,执行;追逐(53)
- submit** /səb'mɪt/ *vt. & vi.* 提交,呈递;屈服(53)
- emerge** /ɪ'mɜ:dʒ/ *vi.* 出现;暴露;露头 (53)
- assign** /ə'saɪn/ *vt.* 指定,指派;分配;确定 (53)
- take shape** 成形,有了模样 (54)
- string** /strɪŋ/ *n.* 一批,一连串,一系列;  
线;弦 (54)
- wool** /wʊl/ *n.* 毛织物;羊毛 (54)
- cotton** /'kɒtn/ *n.* 棉织物;棉,棉花 (54)
- cave** /keɪv/ *n.* 山洞,洞穴 (54)
- \***Buddhist** /'bʊdɪst/ *adj.* 佛教的  
*n.* 佛教徒 (54)
- expansion** /ɪk'spænjən/ *n.* 扩展,扩大,膨胀 (54)
- initiative** /ɪ'nɪʃətɪv/ *n.* 倡议,新方案;主动性(54)
- milestone** /'maɪlstəʊn/ *n.* 重要阶段,里程碑(54)
- equator** /ɪ'kweɪtə(r)/ *n.* 赤道 (55)
- showcase** /'ʃəʊkeɪs/ *n.* 展示的场所;玻璃  
柜台 (55)
- elsewhere** /els'weə(r)/ *adv.* 在(或去)别处(55)
- entry** /'entri/ *n.* 进入;参与,加入;参赛 (55)
- fee** /fi:/ *n.* 费;报酬 (55)
- ban** /bæn/ *vt.* 明令禁止,取缔;禁止做某事  
*n.* 禁令 (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

- aboard** /ə'bo:ɪd/ *prep. & adv.* 在(车、船、飞机等)上,上(车、船、飞机等) (39)
- absence** /'æbsəns/ *n.* 缺乏,不存在;缺席 (16)
- accommodation** /ə,kɒmə'deɪʃn/ *n.* 住处 (6)
- acknowledge** /ək'nɒlɪdʒ/ *vt.* 承认(权威、地位);承认(属实);(公开)感谢 (30)
- administration** /əd,mɪnɪ'streɪʃn/ *n.* 行政部门;管理,行政 (21)
- adopt** /ə'dɒpt/ *vt.* 采用,采取;表决采纳;领养,收养  
*vi.* 领养,收养 (37)
- agency** /'eɪdʒənsi/ *n.* 机构;代理处 (21)
- agenda** /ə'dʒendə/ *n.* 计划,方案;议程表,议事日程 (45)
- allow for** 使成为可能;考虑到,把...计算在内 (31)
- altogether** /,ɔ:ltə'geðə(r)/ *adv.* 完全;总共;总之 (19)
- ancestor** /'ænsəstə(r)/ *n.* 祖宗,祖先;原种 (2)
- antique** /æn'ti:k/ *n.* 文物,古董  
*adj.* 古老的,古董的 (9)
- apart from** 除了...外(还),此外;除了...外(都),要不是 (2)
- architect** /'ɑ:kɪtekt/ *n.* 建筑师;设计师 (48)
- \*Arctic** /'ɑ:ktɪk/ *adj.* 北极的  
*n.* (**the Arctic**) 北极,北极地区 (13)
- assess** /ə'ses/ *vt.* 评估,评定;估算 (47)
- assign** /ə'saɪn/ *vt.* 指定,指派;分配;确定 (53)
- assistant** /ə'sɪstənt/ *n.* 助理;售货员;助教  
*adj.* 助理的,副的 (26)
- astonish** /ə'stɒnɪʃ/ *vt.* 使十分惊讶,使吃惊 (33)
- astronaut** /'æstrɒnɔ:t/ *n.* 宇航员,航天员 (16)
- astronomer** /ə'strɒnəmə(r)/ *n.* 天文学家 (20)
- available** /ə'veɪləbl/ *adj.* 可获得的,可找到的;有空的 (34)
- awe** /ɔ:/ *vt.* 使惊叹,使敬畏  
*n.* 敬畏,惊叹 (44)
- awesome** /'ɔ:səm/ *adj.* 令人惊叹的,使人惊惧的;很好的 (13)

### B

- ban** /bæn/ *vt.* 明令禁止,取缔;禁止做某事  
*n.* 禁令 (55)
- barbecue** /'bɑ:bɪkju:/ *n.* 烤架;户外烧烤 (11)
- basin** /'beɪsn/ *n.* 盆地;洗脸盆;盆;流域 (50)
- beat down** (阳光) 强烈照射,曝晒 (11)
- blanket** /'blæŋkɪt/ *n.* 厚层;毛毯 (5)
- bleed** /bli:d/ *vi.* (**bled, bled**) 失血,流血 (40)
- \*blooming** /'blu:mɪŋ/ *adj.* 盛开的,开花的 (2)

**border** /'bɔ:də(r)/ *n.* 国界, 边界  
*vi. & vt.* (与…) 接壤 (12)

**botanical** /bə'tænɪkl/ *adj.* 植物学的 (5)

**bother** /'bɒðə(r)/ *vt.* 使烦恼, 使担心; 花费时间精力 (做某事); 打扰  
*vi.* 花费时间精力 (做某事)  
*n.* 麻烦, 困难 (16)

**breadth** /bredθ/ *n.* 宽度; 广泛 (29)

**brick** /brɪk/ *n.* 砖块; 积木 (12)

\***Buddhist** /'budɪst/ *adj.* 佛教的  
*n.* 佛教徒 (54)

**bunch** /bʌntʃ/ *n.* 串, 束; 大量 (12)

## C

**calculate** /'kælkjuleɪt/ *vt.* 计算, 核算; 预测 (26)

**camel** /'kæml/ *n.* 骆驼 (11)

**canal** /kə'næl/ *n.* 运河 (49)

**captain** /'kæptɪn/ *n.* 船长, 机长; 上校; 队长 (31)

**carve** /kɑ:v/ *vt.* 侵蚀, 冲刷; 雕, 刻 (2)

**cast new light on** 使进一步了解… (16)

**cave** /keɪv/ *n.* 山洞, 洞穴 (54)

**ceiling** /'si:lɪŋ/ *n.* 天花板; 上限 (16)

\***Celtic** /'keltɪk/ *adj.* 凯尔特人的, 凯尔特语的 (3)

**chaos** /'keɪs/ *n.* 混乱, 杂乱 (39)

**chew** /tʃu:/ *vi. & vt.* 咀嚼, 嚼碎; 咬住 (11)

**church** /tʃɜ:tʃ/ *n.* 教堂; 礼拜 (7)

**circumstance** /'sɜ:kəmstəns/ *n.* 条件, 状况;  
**(circumstances)** 境况, (尤指) 经济状况 (17)  
**in the circumstances** 在这种情况下, 既然如此 (17)

**civil** /'sɪvl/ *adj.* 国民的; 国家的; 民事的 (45)

**civilization** /,sɪvəlaɪ'zeɪʃn/ (*also* **civilisation**)  
*n.* 文明; 社会文明; 文明社会, 文明世界 (44)

**clay** /kleɪ/ *n.* 黏土, 陶土 (44)

**cloth** /kloth/ *n.* 织物, 布料 (41)

\***Clovis** /'kləʊvɪs/ *adj.* 克洛维斯的 (5)

\***code** /kəʊd/ *n.* 行为规范, 道德准则; 法规, 法典; 密码 (7)  
**dress code** 着装规定 (7)

**collapse** /kə'læps/ *vi.* 倒塌, 坍塌; 昏倒  
*n.* 昏倒; 倒塌 (47)

**come as no surprise** 不足为奇, 毫不奇怪 (3)

**come down to** 可归结为, 可归纳为 (7)

**comparison** /kəm'pærɪsn/ *n.* 对比; 比较 (37)

\***compass** /'kʌmpəs/ *n.* 罗盘, 指南针; 圆规 (30)

**comprise** /kəm'praɪz/ *vt.* 包括, 包含; 组成, 构成 (21)

**conflict** /'kɒnflikt/ *n.* (军事) 冲突, 战斗; 争论; 矛盾, 不一致  
/kən'flikt/ *vi.* 冲突, 抵触 (45)

**conservation** /,kɒnsə'veɪʃn/ *n.* 保护; 保持 (49)

**constant** /'kɒnstənt/ *adj.* 固定的, 不变的; 连续发生的, 重复的 (27)

**consultation** /,kɒnsəl'teɪʃn/ *n.* 咨询, 商讨; 就诊 (47)

**consumption** /kən'sʌmpʃn/ *n.* 消耗, 消耗量; 消费 (7)

**contrary** /'kɒntrəri/ *adj.* 相反的, 相对立的; 截然不同的 (37)  
**contrary to** 与…相反 (37)

**contrast** /kən'trɑ:st/ *vi.* 形成对比  
*vt.* 对比, 对照  
/kən'trɑ:st/ *n.* 差异, 差别; 对照物 (11)

**convince** /kən'vɪns/ *vt.* 使确信, 使相信; 说服, 劝说 (29)

**cooperation** /kəʊ,ppə'reɪʃn/ *n.* 合作, 协作; 协助, 配合 (48)

\***coral** /'kɒrəl/ *n.* 珊瑚



- adj.* 珊瑚色的 (45)
- \***corridor** /'kɒrɪdɔ:(r)/ *n.* 走廊, 地带; 通道 (53)
- cottage** /'kɒtɪdʒ/ *n.* 小屋, 村舍 (41)
- cottage industry** 家庭手工业 (41)
- cotton** /'kɒtn/ *n.* 棉织物; 棉, 棉花 (54)
- coverage** /'kʌvərɪdʒ/ *n.* 新闻报道; 覆盖范围; 信息范围 (26)
- creature** /'kri:tʃə(r)/ *n.* 动物, 生物; 人 (16)
- crew** /kru:/ *n.* 全体工作人员; 全体乘务人员, 全体船员; 专业团队 (17)
- crucial** /'kru:ʃl/ *adj.* 至关重要的, 关键性的 (20)
- cuisine** /kwɪ'zi:n/ *n.* 烹饪, 风味; 饭菜, 菜肴 (3)
- cupboard** /'kʌbəd/ *n.* 壁橱; 橱柜, 衣柜 (16)

## D

- \***dam** /dæm/ *n.* 水坝 (48)
- \***deck** /dek/ *n.* 甲板, 舱面 (39)
- delicacy** /'delɪkəsi/ *n.* 佳肴; 谨慎; 敏感 (13)
- depart** /dɪ'pɑ:t/ *vi. & vt.* 离开, 起程 (31)
- departure** /dɪ'pɑ:tʃə(r)/ *n.* 离开, 起程 (12)
- depth** /depθ/ *n.* 最深处; 深(度); 深刻; 深厚 (3)
- discipline** /'dɪsəplɪn/ *vt.* 严格要求(自己); 惩罚; 训练
- n.* 训练, 纪律; 行为准则; 自制力 (17)
- dismiss** /dɪs'mɪs/ *vt.* 不予考虑, 对...不屑一提; 去除, 摒除; 解雇; 解散 (30)
- distinct** /dɪ'stɪŋkt/ *adj.* 截然不同的, 有区别的, 不同种类的; 清楚的, 清晰的 (2)
- dive** /darv/ *vi.* 俯冲; 跳水; 潜水
- n.* 冲, 扑, 俯冲; 潜水; 跳水 (39)
- division** /dɪ'vɪʒn/ *n.* 分歧; 分开, 分隔 (48)
- \***dot** /dɒt/ *vt.* 遍布; 使布满, 点缀; 加点
- n.* 点 (12)
- drag** /dræg/ *vt.* 拖, 拉; 缓慢而费力地移动 (39)

- \***dune** /dju:n/ *n.* 沙丘 (11)
- dust** /dʌst/ *n.* 沙土, 尘土; 灰尘, 尘埃 (27)
- dynamic** /daɪ'næmɪk/ *adj.* (事物) 有活力的; 动态的, 发展变化的; 充满活力的 (3)

## E

- eagle** /'i:gl/ *n.* 雕 (39)
- ecology** /i'kɒlədʒi/ *n.* 生态, 生态学 (45)
- elegant** /'elɪgənt/ *adj.* 漂亮雅致的, 精美的; 优美的, 文雅的 (9)
- elsewhere** /,els'weə(r)/ *adv.* 在(或去)别处 (55)
- emerge** /ɪ'mɜ:dʒ/ *vi.* 出现; 暴露; 露头 (53)
- entry** /'entri/ *n.* 进入; 参与, 加入; 参赛 (55)
- episode** /'epɪsəʊd/ *n.* 一段经历, 片段; 一集 (40)
- equator** /ɪ'kwetə(r)/ *n.* 赤道 (55)
- \***ethnically** /'eθnɪkli/ *adv.* 种族地 (2)
- evaluate** /ɪ'væljuet/ *vt.* 评估, 估计, 评价 (16)
- exceptional** /ɪk'sepʃənl/ *adj.* 杰出的, 优秀的; 异常的, 罕见的 (35)
- expansion** /ɪk'spænjən/ *n.* 扩展, 扩大, 膨胀 (54)
- exposure** /ɪk'spəʊʒə(r)/ *n.* 面临, 遭受; 揭露; 报道 (17)
- extensively** /ɪk'stensɪvli/ *adv.* 广阔地; 广泛地 (34)

## F

- facilitate** /fə'sɪlɪteɪt/ *vt.* 使便利, 促进 (34)
- fee** /fi:/ *n.* 费; 报酬 (55)
- fetch** /fetʃ/ *vt.* (去) 拿来, (去) 请来 (12)
- \***fiddle** /'fɪdl/ *n.* 小提琴 (3)
- financial** /faɪ'nænʃl/ *adj.* 财政的, 金融的, 财务的 (31)
- \***flap** /flæp/ *vi. & vt.* 拍打, 摆动; 振(翅) (12)

\***fleet** /fli:t/ *n.* 舰队;捕鱼船队;车队 (30)

\***float** /fləʊt/ *vi.* 飘动,漂流;浮  
*vt.* 使浮动,使漂流 (16)

**forecast** /'fɔ:kɑ:st/ *vt.* (**forecast**, **forecast**;  
**forecasted**, **forecasted**) 预测,预报  
*n.* 预测,预报 (48)

**format** /'fɔ:mæt/ *n.* 总体安排,设计;版式(35)

**foundation** /faʊn'deɪʃn/ *n.* 基础,根据;地基;  
创办;基金会 (21)

**lay the foundation for** 为…打下基础(21)

**fox** /fɒks/ *n.* 狐狸;狡猾的人 (13)

\***fragile** /'frædʒaɪl/ *adj.* 脆弱的;易碎的 (11)

**freeze** /fri:z/ *vi. & vt.* (**froze**, **frozen**) 突然停  
止,呆住;结冰;冻僵 (39)

**frequency** /'fri:kwənsi/ *n.* 发生率,出现率;  
频繁;频率 (26)

**furniture** /'fɜ:nɪtʃə(r)/ *n.* 家具 (9)

**furthermore** /'fɜ:ðə'mɔ:(r)/ *adv.* 此外,再者 (17)

**G**

\***glacier** /'glæsiə(r)/ *n.* 冰川 (2)

**goat** /gəʊt/ *n.* 山羊 (11)

**grain** /greɪn/ *n.* 细粒,颗粒;谷物 (11)

**gravity** /'grævəti/ *n.* 重力;严重性;严肃 (16)

**H**

**ham** /hæm/ *n.* 火腿,火腿肉 (12)

**harmonious** /hɑ:'məʊniəs/ *adj.* 友好和睦的;  
协调的,和谐的 (30)

**harmony** /'hɑ:məni/ *n.* 融洽,和睦;和谐 (6)

**hatch** /hætʃ/ *vt.* 密谋,策划;使孵出  
*vi.* 孵化;孵出 (40)

\***hell** /hel/ *n.* 地狱;苦难的经历,悲惨的境况(39)

\***heritage** /'herɪtɪdʒ/ *n.* 遗产 (44)

**hike** /haɪk/ *n.* 远足,徒步旅行  
*vi. & vt.* 去…远足,做徒步旅行(13)

\***hockey** /'hɒki/ *n.* 冰球运动,冰上曲棍球;曲  
棍球 (5)

**humble** /'hʌmbl/ *vt.* 使感到谦卑,使感到自惭  
*adj.* 谦虚的,谦卑的 (50)

\***hut** /hʌt/ *n.* (简陋的) 小屋,棚屋 (12)

**hydrogen** /'haɪdrədʒən/ *n.* 氢,氢气 (26)

**I**

**in view of** 鉴于,考虑到 (17)

**incident** /'ɪnsɪdənt/ *n.* 事件;冲突 (48)

**incredible** /ɪn'kredəbl/ *adj.* 极好的,极大的;  
不能相信的,难以置信的 (44)

**incredibly** /ɪn'kredəbli/ *adv.* 极其,极端地;  
令人难以置信 (26)

\***indigenous** /ɪn'dɪdʒənəs/ *adj.* 本地的,土生  
土长的 (2)

\***infamy** /'ɪnfəmi/ *n.* 臭名昭著,声名狼藉;恶  
行,罪恶 (40)

**influential** /ɪnflu'enʃl/ *adj.* 有很大影响力的,  
有支配力的 (30)

**initiative** /ɪnɪʃətɪv/ *n.* 倡议,新方案;主动性(54)

**insist** /ɪn'sɪst/ *vi. & vt.* 坚决要求,坚持;  
坚持说 (31)

**intense** /ɪn'tens/ *adj.* 很大的,十分强烈的;有  
强烈感情的,热切的;激烈的 (50)

**intently** /ɪn'tentli/ *adv.* 热切地,专注地 (12)

**internal** /ɪn'tɜ:nl/ *adj.* 内部的;国内的 (45)

**interrupt** /ɪntə'rʌpt/ *vt.* 打扰,插嘴;使暂停,  
使中断  
*vi.* 打扰,插嘴 (49)

**investment** /ɪn'vestmənt/ *n.* 投资;投入 (26)

**item** /'aɪtəm/ *n.* 一件商品 (或物品); 项目 (7)

## K

**kingdom** /'kɪŋdəm/ *n.* 王国; 管辖范围 (33)

**kit** /kɪt/ *n.* 成套设备, 成套工具; 配套元件 (19)

## L

**lamb** /læm/ *n.* 羊羔肉; 羔羊 (13)

**leak** /li:k/ *vi.* 漏, 渗漏; 渗入  
*vt.* 漏, 渗漏; 泄露  
*n.* 漏洞 (31)

\***legacy** /'legəsi/ *n.* 遗产 (50)

**leisure** /'leɪʒə(r)/ *n.* 闲暇, 空闲 (17)

**liquid** /'lɪkwɪd/ *adj.* 液体的, 液态的  
*n.* 液体 (13)

**literary** /'lɪtərəri/ *adj.* 文学的, 文学上的; 爱好文学的 (34)

**load** /ləʊd/ *vt. & vi.* 装上, 装入  
*n.* 负载; 承载量; 大量 (30)

**log** /lɒg/ *n.* 航海日志, 正式记录; 原木  
*vi. & vt.* 伐木 (30)

**luxury** /'lʌkʃəri/ *n.* 不常有的乐趣 (或享受); 奢侈品 (17)

## M

**maintenance** /'meɪntənəns/ *n.* 维护, 保养; 维持, 保持 (16)

**make one's way to** 去, 前往 (9)

**manner** /'mænə(r)/ *n.* 方式, 方法; 举止;  
(**manners**) 礼貌 (7)

**meanwhile** /'mi:nwaɪl/ *adv.* 同时; 其间; 对比之下 (39)

**mechanic** /mə'kæni:k/ *n.* 机械师, 技工 (26)

**memorial** /mə'mɔ:riəl/ *n.* 纪念碑 (或像等); 纪念物 (40)

**merely** /'mɪəli/ *adv.* 仅仅, 只不过 (20)

**microscope** /'maɪkrəskəʊp/ *n.* 显微镜 (16)

**mighty** /'maɪti/ *adj.* 巨大的, 非凡的; 强有力的 (2)

\***migration** /maɪ'greɪʃn/ *n.* 迁徙, 迁移, 移居 (50)

**milestone** /'maɪlstəʊn/ *n.* 重要阶段, 里程碑 (54)

**minister** /'mɪnɪstə(r)/ *n.* 大臣, 部长 (35)

**minority** /maɪ'nɔ:rəti/ *n.* 少数民族, 少数群体; 少数, 少数人 (3)

**missile** /'mɪsaɪl/ *n.* 导弹 (45)

**mission** /'mɪʃn/ *n.* 任务; 使命, 天职; 军事行动; 太空飞行任务 (16)

**mosquito** /mə'ski:təʊ/ *n.* (*pl.* **mosquitoes** or **mosquitos**) 蚊子 (16)

**motion** /'məʊʃn/ *n.* 提议, 动议; 运动; 动作 (49)

**motive** /'məʊtɪv/ *n.* 原因, 动机, 目的 (26)

**mud** /mʌd/ *n.* 泥, 淤泥 (12)

## N

**nail** /neɪl/ *n.* 钉子; 指甲  
*vt.* 固定 (47)

\***navigate** /'nævɪgeɪt/ *vt.* 航行; 导航  
*vi.* 导航 (30)

**navy** /'neɪvi/ *n.* 海军, 海军部队 (39)

**niece** /ni:s/ *n.* 侄女, 外甥女 (5)

**nuclear** /'nju:kliə(r)/ *adj.* 核能的, 原子能的; 核武器的 (27)

## O

**occupy** /'ɒkjupaɪ/ *vt.* 占用, 使用; 居住; 占领,

侵占;使忙于 (16)

**off the beaten track** 不落俗套,打破常规;远离闹市,偏远 (3)

**on behalf** /bi'hɑ:f/ **of** 代表(或代替);为帮助;为了 (30)

**operator** /'ɒpəreɪtə(r)/ *n.* 操作人员,技工;接线员 (48)

**orbit** /'ɔ:bit/ *vt. & vi.* 围绕...运动,沿轨道运行  
*n.* (天体等运行的)轨道 (20)

**origin** /'ɒrɪdʒɪn/ *n.* 起源,起因;出身 (25)

**outcome** /'aʊtkʌm/ *n.* 结果,效果 (45)

**output** /'aʊtpʊt/ *n.* 产量,输出量 (41)

## P

**pack** /pæk/ *vt. & vi.* 塞进,挤进;装(箱),收拾;打包;包装  
*n.* 包,包裹;小盒,小包 (37)

\***pagoda** /pə'gəʊdə/ *n.* 佛塔 (47)

**panel** /'pænl/ *n.* 专家咨询组,讨论小组;嵌板;仪表盘 (47)

**panic** /'pænik/ *n.* 惊恐,恐慌  
*vi. & vt.* (**panicked, panicked**) (使)惊慌,(使)惊慌失措 (31)

**parking** /'pɑ:kɪŋ/ *n.* 停车;停车位 (12)

**permanent** /'pɜ:mənənt/ *adj.* 永久的,永恒的(19)

**phrase** /freɪz/ *n.* 成语,习语;短语,词组 (35)

**pill** /pɪl/ *n.* 药丸,药片 (17)

**plain to see** 显而易见的 (21)

**plot** /plɒt/ *n.* 阴谋;故事情节  
*vi. & vt.* 密谋 (40)

**polar** /'pəʊlə(r)/ *adj.* 极地的;完全相反的(13)

**possession** /pə'zeʃn/ *n.* 私人物品,个人财产;具有,拥有 (12)

**pray** /preɪ/ *vi. & vt.* 企盼,祈求;祈祷,祷告(40)

**preserve** /prɪ'zɜ:v/ *vt.* 维护,保护,保存;维持 (44)

**primitive** /'prɪmətɪv/ *adj.* 简陋的,落后的;原始的,远古的 (50)

**prison** /'prɪzn/ *n.* 监狱 (34)

**proof** /pru:f/ *n.* 证据,证明 (30)

**purse** /pɜ:s/ *n.* 资金,财源;钱包 (25)

**pursue** /pə'sju:/ *vt.* 追求,致力于,执行;追逐(53)

\***pyramid** /'pɪrəmɪd/ *n.* 金字塔 (44)

## R

**radiation** /,reɪdɪ'eɪʃn/ *n.* 辐射,放射线 (17)

**ray** /reɪ/ *n.* 光线,射线 (11)

\***reef** /ri:f/ *n.* 礁,礁脉 (45)

**reform** /rɪ'fɔ:m/ *vt.* 改进,改良,改革  
*n.* 改革,改良 (41)

**regardless** /rɪ'gɑ:dləs/ *adv.* 不顾,不加理会(31)  
**regardless of** 不管,不顾 (31)

**reserve** /rɪ'zɜ:v/ *n.* 自然保护区;储备  
*vt.* 预订;预留;保留 (50)

**resolution** /,rezə'lju:ʃn/ *n.* 决心,决定;决议;解决 (11)

**rocket** /'rɒkɪt/ *n.* 火箭;火箭武器 (26)

**route** /ru:t/ *n.* 路线,路途;途径,渠道 (31)

**royal** /'rɔɪəl/ *adj.* 盛大的,庄严的;皇家的,王室的 (33)

\***rub** /rʌb/ *vt. & vi.* 擦,磨,搓;(使)相互摩擦(39)

**ruin** /'ru:ɪn/ *vt.* 破坏,毁坏;使破产,毁灭  
*n.* 毁坏,毁灭;破产;残垣断壁(44)

## S

**sample** /'sɑ:mpl/ *vt.* 尝,品尝,体验;抽样检验  
*n.* 样本,样品;取样 (3)

**sausage** /'sɒsɪdʒ/ *n.* 香肠, 腊肠 (12)

\***scan** /skæn/ *vt. & vi.* 扫描; 细看; 浏览  
*n.* 扫描检查; 快速查阅 (21)

**sculpture** /'skʌlptʃə(r)/ *n.* 雕像, 雕塑品;  
雕刻术 (45)

**shelf** /ʃelf/ *n.* (*pl.* **shelves** /ʃelvz/) (书架等的)  
架子, 搁板 (37)

**shelter** /'ʃeltə(r)/ *n.* 居所, 住处; 庇护  
*vt.* 保护, 掩蔽  
*vi.* 躲避 (27)

**shift** /ʃɪft/ *n.* 改变, 转移; 轮班  
*vi. & vt.* (使) 移动, (使) 转移; 改变 (41)

**shore** /ʃɔ:(r)/ *n.* 岸, 滨 (31)

**shortage** /'ʃɔ:tɪdʒ/ *n.* 不足, 短缺 (31)

**showcase** /'ʃəʊkeɪs/ *n.* 展示的场所; 玻璃  
柜台 (55)

\***shuttle** /'ʃʌtl/ *n.* 航天飞机; 来往于两地之间的  
航班 (或班车、火车)  
*vi.* 频繁往来 (于两地之间) (26)

**sink** /sɪŋk/ *vi. & vt.* (**sank, sunk**) 下沉, 沉没;  
坐下; 降低 (40)

**sort out** 理顺, 整理; 把...安排好 (34)

\***souvenir** /,su:və'niə(r)/ *n.* 纪念物, 纪念品 (9)

**specialist** /'speʃəlɪst/ *n.* 专家; 专科医生  
*adj.* 专业的 (47)

**splendid** /'splendɪd/ *adj.* 壮丽的, 雄伟的; 极  
佳的, 非常好的 (2)

**splendour** /'splendə(r)/ (*AmE splendor*)  
*n.* 壮丽, 雄伟 (50)

**starve** /stɑ:v/ *vi. & vt.* (使) 饿死, (使) 挨饿 (11)

**statue** /'stætʃu:/ *n.* 雕像, 雕塑 (9)

\***status** /'steɪtəs/ *n.* 身份, 地位; 状况, 情形 (45)

**strait** /streɪt/ *n.* 海峡, 水道 (2)

**strengthen** /'streŋkən/ *vt. & vi.* 加强, 增强 (30)

**string** /strɪŋ/ *n.* 一批, 一连串, 一系列;

线; 弦 (54)

**submit** /səb'mɪt/ *vt. & vi.* 提交, 呈递; 屈服 (53)

**subsequent** /'sʌbsɪkwənt/ *adj.* 随后的, 后  
来的 (31)

**suburb** /'sʌbɜ:b/ *n.* 郊区, 城外 (5)

**surrounding** /sə'raʊndɪŋ/ *adj.* 周围的, 附近的 (6)

**suspend** /sə'spend/ *vt.* 暂停; 悬, 挂 (47)

**sustain** /sə'steɪn/ *vt.* 使保持, 使稳定持续;  
维持 (6)

## T

**take shape** 成形, 有了模样 (54)

**tale** /teɪl/ *n.* 故事; 讲述, 叙述 (25)

**telescope** /'telɪskəʊp/ *n.* 望远镜 (20)

**territory** /'terətɪri/ *n.* (加拿大) 地区; 领土,  
领地; 领域 (2)

\***textile** /'tekstaɪl/ *n.* 纺织品; (**textiles**) 纺  
织业 (41)

**thunder** /'θʌndə(r)/ *vi.* 轰隆隆地响; 打雷  
*n.* 雷, 雷声 (39)

\***tomb** /tu:m/ *n.* 坟墓 (33)

**tube** /tju:b/ *n.* 管, 管子; 软管 (17)

## U

**unfold** /ʌn'fəʊld/ *vi. & vt.* 开花; 展开, 打开;  
展示, 展现 (2)

**uniform** /'ju:nɪfɔ:m/ *n.* 制服; 队服  
*adj.* 一致的, 统一的 (39)

**universe** /'ju:nɪvɜ:s/ *n.* (**the universe**) 宇宙,  
天地万物 (20)

**urban** /'ɜ:bən/ *adj.* 城市的, 城镇的 (2)

**urgent** /'ɜ:dʒənt/ *adj.* 紧急的, 紧迫的; 催促  
的, 急切的 (44)

## V

- valley** /'væli/ *n.* 山谷, 溪谷 (2)
- vase** /vɑ:z/ *n.* 花瓶, 装饰瓶 (9)
- violence** /'vaɪələns/ *n.* 暴力, 暴行; 狂热, 激情(45)
- violently** /'vaɪələntli/ *adv.* 猛烈地, 厉害地;  
强烈地, 激烈地; 凶狠地 (39)
- visible** /'vɪzəbl/ *adj.* 看得见的; 明显的 (17)
- vital** /'vaɪtl/ *adj.* 必不可少的, 对…极重要的;  
维持生命所必需的 (17)
- vote** /vəʊt/ *vt. & vi.* 投票, 表决  
*n.* 选票; 投票 (49)

- \*voyage** /'vɔɪdʒ/ *n.* 航海, 航行, 航天  
*vi.* 航行, 远行 (30)

## W

- washroom** /'wɒʃru:m/ *n.* 洗手间, 厕所 (39)
- wear and tear** (正常使用造成的) 磨损,  
损耗 (45)
- wear down** (使) 磨损, (使) 逐渐磨平 (44)
- welfare** /'welfeə(r)/ *n.* 幸福, 福祉; 福利 (6)
- wool** /wʊl/ *n.* 毛织物; 羊毛 (54)

# 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>Marcel Proust</b> / <sup>1</sup> mɑ:sel pru:st/	马塞尔·普鲁斯特 (法国小说家)	(1)
<b>Canada</b> / <sup>1</sup> kænədə/	加拿大	(1)
<b>Africa</b> / <sup>1</sup> æfrɪkə/	非洲	(1)
<b>(the) Lijiang River</b>	漓江	(1)
<b>(the) Empire</b> / <sup>1</sup> empaɪə(r)/ <b>State Building</b>	(美国) 帝国大厦	(1)
<b>(the) USA</b>	美国 ( <b>the United States of America</b> 的缩写)	(1)
<b>Big Ben</b> /ben/	(英国) 大本钟	(1)
<b>(the) UK</b>	英国 ( <b>the United Kingdom</b> 的缩写)	(1)
<b>Uluru</b> / <sup>1</sup> u:luru:/ ( <b>Ayers</b> /eə(r)z/ <b>Rock</b> )	(澳大利亚) 乌鲁鲁巨石 (又称“艾尔斯岩石”)	(1)
<b>Australia</b> / <sup>1</sup> ɒ'streɪliə/	澳大利亚	(1)
<b>the Atlantic</b> /ət <sup>1</sup> læntɪk/	大西洋	(2)
<b>the Pacific</b> /pə <sup>1</sup> sɪfɪk/ <b>Ocean</b>	太平洋	(2)
<b>the Rocky</b> / <sup>1</sup> rɒki/ <b>Mountains</b>	(北美洲) 落基山脉	(2)
<b>Banff</b> /bænf/ <b>National Park</b>	(加拿大) 班夫国家公园	(2)
<b>Jasper</b> / <sup>1</sup> dʒæspə(r)/ <b>National Park</b>	(加拿大) 贾斯珀国家公园	(2)
<b>Niagara Falls</b> /naɪ,ægrə <sup>1</sup> 'fɔ:lz/	(北美洲) 尼亚加拉瀑布	(2)
<b>the Bering</b> / <sup>1</sup> beərɪŋ/ <b>Strait</b>	白令海峡	(2)
<b>Siberia</b> /saɪ <sup>1</sup> bɪəriə/	西伯利亚	(3)
<b>European</b> /juərə <sup>1</sup> pi:ən/	欧洲人	(3)
<b>the English</b> / <sup>1</sup> ɪŋɡlɪʃ/	英格兰人	(3)
<b>the Scottish</b> / <sup>1</sup> skɒtɪʃ/	苏格兰人	(3)
<b>the French</b> /frentʃ/	法国人	(3)
<b>Singapore</b> /,sɪŋə <sup>1</sup> pə:(r)/	新加坡	(3)
<b>the Pacific Islands</b>	太平洋岛屿	(3)
<b>Vancouver</b> /væn <sup>1</sup> 'ku:və(r)/	温哥华 (加拿大城市)	(3)
<b>the Dr Sun Yat-Sen Classical Chinese Garden</b>	(加拿大) 中山公园	(3)
<b>Montreal</b> /,mɒntri <sup>1</sup> ɔ:l/	蒙特利尔 (加拿大城市)	(3)

<b>Cape Breton Island</b>	/keɪp/ /'bretən/	(加拿大) 布雷顿角岛	(3)
<b>Nova Scotia</b>	/ˌnəʊvə 'skəʊʃə/	新斯科舍 (加拿大省份)	(3)
<b>Multiculturalism Day</b>		多元文化日	(3)
<b>the United Nations</b>		联合国	(3)
<b>Lisa</b>	/'li:sə/	莉萨 (女子名)	(5)
<b>Calgary</b>	/'kælgəri/	卡尔加里 (加拿大城市)	(5)
<b>May</b>	/meɪ/	梅 (女子名)	(5)
<b>the Botanical Gardens of Silver Springs</b>		(加拿大) 银泉植物园	(5)
<b>the Calgary Tower</b>		(加拿大) 卡尔加里塔	(5)
<b>Japan</b>	/dʒə'pæn/	日本	(7)
<b>Rome</b>	/rəʊm/	罗马 (意大利首都)	(7)
<b>Boston</b>	/'bɒstən/	波士顿 (美国城市)	(8)
<b>Shanghai Tower</b>		上海中心大厦	(9)
<b>Yu Garden</b>		豫园	(9)
<b>the Great Rockery</b>	/'rɒkəri/	大假山	(9)
<b>the Bund</b>	/bʌnd/	外滩	(9)
<b>Xuhui District</b>		徐汇区	(9)
<b>Jing'an Temple</b>		静安寺	(9)
<b>the Buddha</b>	/'budə/	佛陀 (佛教创始人)	(9)
<b>Nanjing Road</b>		南京路	(9)
<b>Shanghai Museum</b>		上海博物馆	(9)
<b>Shanghai Grand Theatre</b>		上海大剧院	(9)
<b>Yue Opera</b>		越剧	(9)
<b>Morocco</b>	/mə'rɒkəʊ/	摩洛哥	(11)
<b>Marrakesh</b>	/ˌmærə'keɪʃ/	马拉喀什 (摩洛哥城市)	(11)
<b>Merzouga</b>	/mɜ:'zu:gə/	梅尔祖卡 (摩洛哥村庄)	(11)
<b>the Sahara</b>	/sə'hɑ:rə/	(非洲) 撒哈拉沙漠	(11)
<b>Kenya</b>	/'kenjə/	肯尼亚	(12)
<b>Amboseli National Park</b>	/æm'bəʊseli/	(非洲) 安博塞利国家公园	(12)
<b>Mount Kilimanjaro</b>	/ˌkɪləmən'dʒɑ:rəʊ/	(非洲) 乞力马扎罗山	(12)
<b>Iceland</b>	/'aɪslənd/	冰岛	(13)
<b>the North Atlantic Ocean</b>		北大西洋	(13)
<b>Reykjavík</b>	/'reɪkjəvɪk/	雷克雅未克 (冰岛首都)	(13)
<b>the Northern Lights</b>		北极光	(13)



<b>Greenland</b> /'grɪnlənd/	格陵兰岛 (世界最大的岛屿)	(13)
<b>Liu Cixin</b>	刘慈欣 (中国科幻小说家)	(15)
<b>Yuri Gagarin</b> /jʊəri gə'gɑ:rɪn/	尤里·加加林 (苏联宇航员)	(15)
<b>Neil Armstrong</b> /ni:l 'ɑ:mstrɒŋ/	尼尔·阿姆斯特朗 (美国宇航员)	(15)
<b>David Scott</b> /,deɪvɪd 'skɒt/	戴维·斯科特 (美国宇航员)	(15)
<b>James Irwin</b> /,dʒeɪmz 'ɜ:wɪn/	詹姆斯·欧文 (美国宇航员)	(15)
<b>the ISS</b>	国际空间站 ( <b>the International Space Station</b> 的缩写)	(15)
<b>Mars</b> /mɑ:z/	火星	(15)
<b>Galileo</b> /,gælə'leɪəʊ/	伽利略 (意大利天文学家)	(20)
<b>the Hubble</b> /'hʌbl/ <b>Space Telescope</b>	哈勃太空望远镜	(20)
<b>the Kepler</b> /'keplə(r)/ <b>Space Telescope</b>	开普勒太空望远镜	(20)
<b>FAST</b>	500米口径球面射电望远镜 ( <b>Five-hundred-metre Aperture Spherical Radio Telescope</b> 的缩写)	(20)
<b>the Chinese Lunar Exploration Program</b>	中国探月工程	(21)
<b>the Chang'e Program</b>	嫦娥工程	(21)
<b>the China National Space Administration</b>	中国国家航天局	(21)
<b>Chang'e 1</b>	“嫦娥一号”	(21)
<b>Chang'e 2</b>	“嫦娥二号”	(21)
<b>Chang'e 3</b>	“嫦娥三号”	(21)
<b>Chang'e 4</b>	“嫦娥四号”	(21)
<b>Chang'e 5</b>	“嫦娥五号”	(21)
<b>Jenny</b> /'dʒeni/	珍妮 (女子名)	(22)
<b>Bob</b> /bɒb/	鲍勃 (男子名)	(22)
<b>The Beasts</b> /bi:sts/ <b>from Mars</b>	《来自火星的野兽》(虚构电影名)	(22)
<b>Strangers from Space</b>	《来自太空的异客》(虚构书名)	(22)
<b>Stephen Hawking</b> /,sti:vɪn 'hɔ:kɪŋ/	斯蒂芬·霍金 (英国物理学家)	(25)
<b>Mercury</b> /'mɜ:kjəri/	水星	(27)
<b>Jupiter</b> /'dʒu:pɪtə(r)/	木星	(27)
<b>Uranus</b> /'juərənəs/	天王星	(27)
<b>Venus</b> /'vi:nəs/	金星	(27)
<b>Saturn</b> /'sætɜ:n/	土星	(27)
<b>Neptune</b> /'neptju:n/	海王星	(27)
<b>Into the Universe with Stephen Hawking</b>	《与霍金一起了解宇宙》(纪录片名)	(28)
<b>Chen Shou</b>	陈寿 (三国及西晋时期史学家)	(29)

<b>Pearl Harbor</b> /pɜ:l 'hɑ:bə(r)/	珍珠港 (美国港口名)	(29)
<b>The Time Machine</b>	《时间机器》(H. G. 威尔斯的作品)	(29)
<b>H. G. Wells</b> /welz/	H. G. 威尔斯 (英国小说家)	(29)
<b>Zheng He</b>	郑和 (明朝航海家)	(30)
<b>Taicang</b>	太仓 (江苏省县级市)	(30)
<b>Zheng He's Navigation</b> /,nævr'geɪʃn/	《郑和航海图》	(30)
<b>Map</b>		
<b>Christopher Columbus</b>	克里斯托弗·哥伦布 (意大利航海家)	(31)
/,krɪstəfə kə'lʌmbəs/		
<b>Italy</b> /'ɪtəli/	意大利	(31)
<b>the East Indies</b> /'ɪndɪz/	东印度群岛	(31)
<b>Spain</b> /speɪn/	西班牙	(31)
<b>Indian</b> /'ɪndiən/	印第安人	(31)
<b>the Caribbean</b> /,kæri'bi:ən/	加勒比海地区	(31)
<b>the New World</b>	新大陆	(31)
<b>Captain James Cook</b> /,dʒeɪmz 'kʊk/	詹姆斯·库克船长 (英国航海家)	(31)
<b>the Age of Exploration</b>	大航海时代	(31)
<b>the Tomb of the King of Boni</b> /'bɒni/	淳泥国王墓	(33)
<b>the Yongle Emperor</b>	永乐帝 (明朝皇帝)	(33)
<b>Boni</b>	淳泥国 (文莱的旧称)	(33)
<b>Brunei</b> /bru'naɪ/	文莱	(33)
<b>South-East Asia</b>	东南亚	(33)
<b>Sima Qian</b>	司马迁 (西汉史学家)	(34)
<b>(the) Grand Historian</b>	太史令 (官职名)	(34)
<b>Shiji (Records of the Grand Historian)</b>	《史记》	(34)
<b>the Yellow Emperor</b>	黄帝	(35)
<b>Twenty-Four Histories</b>	《二十四史》	(35)
<b>the First World War</b>	第一次世界大战	(35)
<b>Alan</b> /'ælən/	艾伦 (男子名)	(36)
<b>the USS Arizona</b> /,æri'zəʊnə/	美国“亚利桑那号”战列舰	(39)
<b>Seaman Russell Warriner</b>	拉塞尔·沃里纳海员 (“珍珠港事件”的幸存者)	(39)
/,rʌsl 'wɒrɪnə(r)/		
<b>Quartermaster</b> /'kwɔ:təmɑ:stə(r)/	路易·孔泰军需官 (“珍珠港事件”的幸存者)	(39)
<b>Louis Conter</b> /,lu:i 'kɒŋtə(r)/		

<b>the US Navy</b>	美国海军	(39)
<b>Elsa</b> /'elsə/	埃尔莎 (女子名)	(40)
<b>President Roosevelt</b> /'rəʊzəvelt/	罗斯福总统	(40)
<b>Pearl Harbor Speech</b>	《珍珠港演说》	(40)
<b>the US Congress</b> /'kɒŋɡres/	美国国会	(40)
<b>the Second World War</b>	第二次世界大战	(40)
<b>the Industrial Revolution</b> /,revə'lu:ʃn/	工业革命	(41)
<b>Belgium</b> /'beldʒəm/	比利时	(41)
<b>France</b> /frɑ:ns/	法国	(41)
<b>Germany</b> /'dʒɜ:məni/	德国	(41)
<b>Thomas Newcomen</b> /,tɒməs 'nju:kəmən/	托马斯·纽科门 (英国工程师)	(41)
<b>James Watt</b> /,dʒeɪmz 'wɒt/	詹姆斯·瓦特 (英国发明家)	(41)
<b>the National Museum of China</b>	中国国家博物馆	(42)
<b>Steve Berry</b> /,sti:v 'beri/	史蒂夫·贝里 (美国作家)	(43)
<b>(the) World Heritage Site</b>	世界遗产地	(43)
<b>the Silk Road</b>	丝绸之路	(43)
<b>UNESCO</b> /ju:'neskəʊ/	联合国教育、科学及文化组织 (简称联合国教科文组织, <b>United Nations Educational, Scientific and Cultural Organization</b> 的缩写)	(43)
<b>the Great Pyramid of Giza</b> /'gi:zə/	(埃及) 吉萨大金字塔	(43)
<b>Yellowstone National Park</b>	(美国) 黄石国家公园	(43)
<b>Mount Huangshan</b>	黄山	(43)
<b>Iran</b> /'ɪrɑ:n/	伊朗	(44)
<b>Bam</b> /bæm/	巴姆 (伊朗城市)	(44)
<b>Angkor</b> /'æŋkɔ:(r)/	(柬埔寨) 吴哥	(45)
<b>Cambodia</b> /kæm'bəʊdiə/	柬埔寨	(45)
<b>the Historic Centre of Vienna</b> /vi'enə/	(奥地利) 维也纳历史中心	(45)
<b>Austria</b> /'ɒstriə/	奥地利	(45)
<b>Mozart</b> /'məʊtsɑ:t/	莫扎特 (奥地利作曲家)	(45)
<b>Beethoven</b> /'beɪtəʊvən/	贝多芬 (德国音乐家)	(45)
<b>the List of World Heritage in Danger</b>	《世界濒危遗产名录》	(45)

<b>the Great Barrier Reef</b>	(澳大利亚) 大堡礁	(45)
<b>the Wooden Pagoda of Yingxian County</b>	应县木塔	(47)
<b>Chris</b> /krɪs/	克丽丝 (女子名)	(48)
<b>Egypt</b> /'i:dʒɪpt/	埃及	(48)
<b>Abu Simbel</b> /,æbu: 'sɪmbəl/ <b>temples</b>	(埃及) 阿布辛贝神庙	(48)
<b>Aswan</b> /æs'wɑ:n/ <b>High Dam</b>	(埃及) 阿斯旺高坝	(48)
<b>the Nile</b> /naɪl/	(非洲) 尼罗河	(48)
<b>the Convention</b> /kən'venʃn/ <b>Concerning</b> <b>the Protection of the World</b> <b>Cultural and Natural Heritage</b>	《保护世界文化和自然遗产公约》	(49)
<b>the General Conference of UNESCO</b>	联合国教科文组织大会	(49)
<b>the World Heritage Committee</b>	世界遗产委员会	(49)
<b>the UNESCO States Parties</b>	联合国教科文组织缔约国	(49)
<b>the World Heritage List</b>	《世界遗产名录》	(49)
<b>the Grand Canal</b>	大运河	(49)
<b>Linda</b> /'lɪndə/	琳达 (女子名)	(50)
<b>the Serengeti</b> /,serən'geti/	(非洲) 塞伦盖蒂	(50)
<b>Jiuzhaigou Valley</b>	九寨沟	(50)
<b>the Sichuan Basin</b>	四川盆地	(50)
<b>the Borobudur</b> /,bɒrəʊbu'duə/ <b>Temple</b>	(印度尼西亚) 婆罗浮屠佛塔	(50)
<b>Cicero</b> /'sɪsərəʊ/	西塞罗 (古罗马哲学家)	(50)
<b>East Asia</b>	东亚	(53)
<b>the Mediterranean</b> /,medɪtə'reɪniən/	地中海地区	(53)
<b>the Chang'an-Tianshan Corridor</b>	长安-天山廊道	(53)
<b>Kazakhstan</b> /,kæzək'stɑ:n/	哈萨克斯坦	(53)
<b>Kyrgyzstan</b> /,kɜ:ɡɪ'stɑ:n/	吉尔吉斯斯坦	(53)
<b>Chang'an</b>	长安 (西安的古称)	(53)
<b>Xi'an</b>	西安 (中国城市)	(53)
<b>Shaanxi</b>	陕西 (中国省份)	(53)
<b>Tianshan Mountains</b>	天山	(53)
<b>Central Asia</b>	中亚	(53)
<b>Zhang Qian</b>	张骞 (西汉外交家)	(53)
<b>the Roman Empire</b>	罗马帝国	(54)
<b>Arabia</b> /ə'reɪbiə/	阿拉伯半岛	(54)

<b>the Mogao Caves</b>	莫高窟	(54)
<b>Buddhism</b> /'budɪzəm/	佛教	(54)
<b>the Belt and Road Initiative</b>	“一带一路”倡议	(54)
<b>the Silk Road Economic Belt</b>	丝绸之路经济带	(54)
<b>the Galápagos</b> /gə'læpəgəs/ <b>Islands</b>	(厄瓜多尔) 加拉帕戈斯群岛	(55)
<b>Ecuador</b> /'ekwədɔ:(r)/	厄瓜多尔	(55)
<b>Charles Darwin</b> /ˌtʃɑ:lz 'dɑ:rwɪn/	查尔斯·达尔文 (英国生物学家)	(55)
<b>UNESCO World Heritage Centre</b>	联合国教科文组织世界遗产中心	(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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