

... Learning Contents of Book 8 ...

单元 项目	1	2	3	4	5
话题	美国历史和地理 国家和民族 风俗习惯和文化	克隆 克隆的历史 有关克隆的争议	发明 专利申请 伟大的发明家们	文学作品 戏剧 阅读和戏剧表演	考古学的基本知识 人类学及其历史
词汇	见教材词汇表	见教材词汇表	见教材词汇表	见教材词汇表	见教材词汇表
语法	复习名词性从句做主语、宾语和表语	复习同位语（词、短语和句子）	复习过去分词做定语、表语和宾语补足语	复习过去分词做状语	复习动词的时态包括：现在完成时和完成进行时
功能	如何鼓励他人发言 方向和方位	如何表达接受和拒绝、表扬和鼓励	如何打电话	怎样表达推断、情绪、判断和评价	如何表达存在和不存在、评价和特点
阅读	说明文阅读	说明文阅读	说明文阅读	戏剧欣赏	说明文阅读
写作	学写描述某个地方	学写简单的议论文	学写申请函	学写一幕短剧	学会从外形、颜色、形状、用途等方面对物品进行描述

Unit 1 A land of diversity

★ Learning Contents

同学们,为了便于大家了解本单元的学习内容与要求,我们对此进行归纳小结。

话题:

History and geography of the USA; Nationality and people; Customs and culture

词汇和短语:

distinct distinction strait Arctic means majority ministry Catholic thankful
hardship elect federal rail percentage Italy Italian Denmark boom air-
craft Korea Korean Pakistan Pakistani immigration racial crossing vice
nephew pole applicant customs socialist socialism occur cattle indicate
luggage have tram apparent brake conductor slip bakery ferry hire seagull
insert
angle nowhere punishment justice mourn civil authority reform grasp
live on the Arctic by means of make a life keep up back to back take in
team up with mark out a great/good many apply for

语法:

复习名词性从句做主语、宾语和表语。

功能:

学习在口语中鼓励别人说话的方法以及如何使用“方向和位置”的表达法来介绍一个地方。

阅读:

通过了解美国多元文化特征使学生进一步认识到加州是一个多民族、多文化的地方,并对加州的变化发展过程有更深入的了解,培养学生跨文化交际的意识。

写作:

学习用英语介绍一个地方。

★ Inquiry-based Learning

该栏目有两个板块：阅读和语言。阅读部分旨在让大家运用阅读技能提高阅读和理解本单元课文的能力。语言部分主要是培养大家自主学习词汇、积累短语表达的能力，同时帮助大家分析本单元出现的重要句型和难句，学会分析句子结构，并对本模块的语法知识和功能用语进行系统归纳与总结，加深同学们对语言知识的理解。

◀ Section 1 Reading ▶

 Introduction

Boys and girls, we've learned English several years. We know that English is mainly used in England, Australia, the United States of America, etc. And we're now learning American English. But how much do you know about the United States of America—a land of diversity? As we all know, the USA is a world power with the most developed economy. It lies in the North America, bordering both the North Atlantic Ocean and the North Pacific Ocean, between Canada and Mexico. There are fifty states in the US. 48 of them are in the single region between Canada and Mexico; this group is referred to, as the continental or contiguous United States. Two of the 50 states, Alaska (a state in northwestern North America) and Hawaii (a state in the central Pacific on the Hawaiian Islands), are not contiguous with any of the other states. In the past few years, we've seen or heard many of the world's events which have something to do with the USA, such as the September 11 attacks, Iraqi War, Kartrina Hurricane, etc. Today we are going to learn something about one of the largest states in the USA. Can you guess which state? The answer is California. After reading the whole text, you will know more about this state and the USA.

 Pre-reading

Before reading the text, please work in groups of six to answer the following questions.

1. What will come to your mind when you hear “USA”?

2. Why is the USA called a melting pot?

3. Can you find the location of California? Where does it lie?

 While-reading

A. Please read the text as fast as possible and find out the answers to the following ques-

tions.

1. What do you know about the people in California?

2. Who were the first to arrive in California to rush for gold?

3. When and why did the large number of Chinese immigrate to California?

4. What attracted people from different parts of the world to immigrate to California?

5. How many kinds of people are mentioned in this text?

B. Read the passage paragraph by paragraph and answer the questions.

Native Americans

1. How did the first people travel to California?

The Spanish

2. Why is there strong Spanish influence in California?

Russians

3. How many Russian-Americans live in and around San Francisco?

Gold miners

4. When was gold discovered?

5. Who went to California to search for gold?

Later arrivals and most recent arrivals

6. In which two cities are Chinatowns?

7. What brought larger number of Chinese to California in the 1860s?

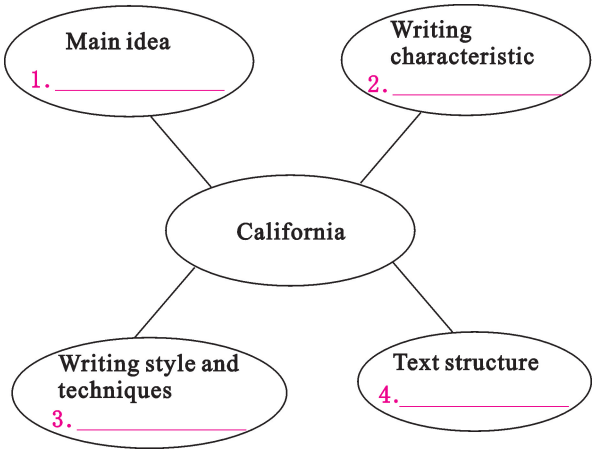
8. What people are mentioned in these two paragraphs?



Post-reading

Finish the mind map.

Each moment in history is a fleeting time, precious and unique.



Section 2 Vocabulary

A. Matching

- | | |
|------------------|---|
| () 1. strait | A. any vehicle that can fly and carry goods or passengers |
| () 2. majority | B. a place where you can safely cross a road, a river, etc. |
| () 3. aircraft | C. bags, cases, etc. that contain sb. 's clothes and things when they are travelling |
| () 4. crossing | D. a vehicle driven by electricity, that runs on rails along the streets of a town and carries passengers |
| () 5. applicant | E. a narrow channel of water connecting two seas or large areas of water |
| () 6. luggage | F. a person who makes a formal request for sth. |
| () 7. tram | G. a person whose job is to collect money from passengers on a bus or check their tickets |
| () 8. conductor | H. a place where bread or cakes are made and/or sold |
| () 9. bakery | I. the fair treatment of people |
| () 10. justice | J. the largest part of a group of people or things |

B. Completion

1. elect

- ①She became the first black woman _____ to be a member of the Senate.
她成为第一个被选为参议员的黑人妇女。
- ②He was elected _____ MP for Oxford East.
他被选为牛津东区的议员。

- ③Increasingly numbers of people elect _____ work from home nowadays.
现在越来越多的人选择在家上班。

●Learning Tips

be elected to be/as 被选为……

elect to do sth. 选择/决定做某事



2. boom

- ①A voice boomed _____ from the darkness.
黑暗中传来低沉有力的声音。
- ②By the 1980s, the computer industry _____.
到 20 世纪 80 年代时, 计算机行业迅猛发展。

●Learning Tips

boom out 低沉有力地说



3. occur

- ①When exactly did the accident _____?
这一事故究竟是什么时候发生的?
- ②The idea occurred _____ him in a dream.
这个主意是他在梦中想到的。
- ③It didn't occur to him _____ his wife was having an affair.
他没有想到他的妻子有婚外情。
- ④It didn't occur to her _____ ask for help.
她没想到请别人帮忙。

●Learning Tips

sth. occurs to sb. ……被想到; ……出现在某人脑海中

It occurred to sb. that... 某人想到……

It occurred to sb. to do sth. 某人想到做某事。



4. indicate

- ①Record profits in the retail market _____ a boom in the economy.
零售市场上有史以来的最高利润显示出经济的突飞猛进。
- ②Research indicates _____ eating habits are changing fast.
研究显示, 饮食习惯正在迅速改变。
- ③A red sky at dusk often _____ fine weather the next day.
日落时分天空呈红色往往预兆第二天天气晴朗。
- ④In his letter he indicates _____ us that he was willing to cooperate.
他在信中向我们透露他愿意合作。

●Learning Tips

indicate to sb. that 向某人暗示……



5. shave

- ①The nurse washed and _____ him.
护士给他洗了脸,刮了胡子。
- ②He decided to shave his beard _____.
他决定刮掉胡子。
- ③He shaved a tenth of a second _____ the world record.
他把世界纪录缩短了十分之一秒。

●Learning Tips

shave sth. off sth. 刮去……;减少;缩小



6. slip

- ①Don't let the chance to work abroad slip _____ your fingers.
你可不要错过这次出国工作的机会。
- ②I'm sorry I said that. It just slipped _____.
抱歉,我说了这样的话。这不过是无意中说出的。
- ③We can't afford to slip _____.
我们疏忽不得。
- ④Their support gradually slipped _____.
他们逐渐失去支持。

●Learning Tips

let sth. slip (through one's fingers)错过(机会)
slip away 消失;消亡
slip out 无意中说
slip up 疏忽,不小心出差错



7. hire

- ①In order to go back home to spend the Spring Festival, he _____ a car.
为了回家过春节,他租了一辆车。
- ②She _____ three years ago.
她是三年前被录用的。
- ③He hired himself _____ to whoever needed his services.
他以前从事临时服务业。

●Learning Tips

hire sth. out 出租某物
hire yourself out (to sb.)为(某人)工作;受聘于



8. mourn

- ① He was still _____ his brother's death.
他仍然为哥哥的去世而忧伤。
- ② Today we mourn _____ all those who died in two world wars.
今天,我们向所有在两次世界大战中的死难者表示哀悼。

● Learning Tips

mourn (for) sb. /sth. (因失去……)哀悼;忧伤



9. grasp

- ① He _____ my hand warmly.
他热情地抓住了我的手。
- ② They failed _____ the importance of his words.
他们没有理解他的话的重要性。
- ③ It took him some time to grasp _____ he was now a public figure.
他过了些时候才意识到自己是个公众人物。
- ④ I grasped the _____ to work abroad.
我抓住了出国工作的机会。

● Learning Tips

grasp the chance 抓住机会



10. insert

- ① They inserted a tube _____ his mouth to help him breathe.
他们在他嘴里插入了一根导管来帮助他呼吸。
- ② Later he _____ another paragraph into his will.
后来他在遗嘱里加了一段话。

● Learning Tips

insert... in/between... 插入;嵌入
insert... into... (在文章中)添加



C. Complete the following passage by using the words or expressions in their proper forms.

slavery large declare population make a life by means of boom establish
immigrate Spain achieve independence keep up mixture percentage

California is the third 1. _____ state in the USA but has the largest 2. _____. At various times, people from different countries in the world have 3. _____ to California.

It is likely that the first settlers came to California 4. _____ a land bridge at least

15,000 years ago. In the 16th century, Europeans arrived and forced thousands of the native people into 5. _____. In the 18th century, California was ruled by 6. _____. That's why today over 40% of Californians speak Spanish as a first or second language. In 1821, the people of Mexico gained their 7. _____ from Spain and California became part of Mexico. However, in 1846, the United States 8. _____ war on Mexico and won the war, so California had to be given to the United States. In the early 1800s Russians began settling in California. In 1848, gold was discovered in California, which attracted the people who had the dream of becoming rich. In fact, few 9. _____ their dreams. Many died or returned home, but most remained in California to 10. _____ for themselves. In 1850, California became the thirty-first state of the United States.

In the 1860s, large numbers of Chinese came to California. Now, Chinese-Americans live in all parts of California, but a large 11. _____ just stay in the “Chinatowns” of Los Angeles and San Francisco. In the town, 12. _____ by immigrants from Denmark in 1911, they still 13. _____ their Danish culture now. In the 1920s, the film industry 14. _____ in Hollywood attracted many Europeans. Later, people from different parts of the world immigrated to California, which made it a place of a 15. _____ of many races and cultures.

Lexical Chunks

请大家将本单元的词组、短语、固定搭配、习惯的表达方式等语言表达形式进行整理归纳。

Section 3 Sentence Structure

1. Exactly when the first people arrived in what we now know as California, no one really knows. (p2)

确切地说, 没有人真正知道第一批人是什么时候到达我们现在所知的加利福尼亚的。

本句中 no one really knows 为主句, exactly when the first people arrived in what we now know as California 是 know 的宾语从句, 而不是时间状语从句。在这个宾语从句中介词

in 后面又跟了一个 what 引导的宾语从句, what 相当于“名词或代词+关系代词”, 本句中 what=the place that。再如:

He was deeply displeased by what had happened that day.

他对那天发生的事情感到很不高兴。(what=the things that/which)

She is not what she was a few years ago.

她现在不是几年前的她了。(what=the person who)

课文中类似的宾语从句还有:

Two centuries later, the Spanish had settled in most parts of South America and along the northwest coast of what we now call the United States. (p2)

两个世纪后, 西班牙人在南美的大部分地区和我们现在称之为美国的西北沿海地区定居下来。

(本句第二个介词 of 后所接的 what 引导的从句为宾语从句, what 在从句中充当 call 的宾语。)

2. However, it is likely that Native Americans were living in California at least fifteen thousand years ago. (p2)

然而, 美洲土著人很可能至少在一万五千年前就住在加利福尼亚了。

此句中 it 为形式主语, 真正主语为 that 从句。

表示“可能……”的句型结构:

(1) likely 的句型为: Sb. is likely to do... 和 It's likely that... 例如:

He is likely to succeed. = It is likely that he will succeed.

他可能会成功。

(2) possible 的句型为: It's possible (for sb.) to do sth. 和 It's possible that... 例如:

In this way, it is possible for you to catch up with others.

使用这种方法, 你有可能赶上别人。

It's possible that he went there.

他可能去那儿了。

(3) probable 的句型为: It is probable that... 例如:

It is probable that the weather will be fine.

天气很可能会晴。

3. Scientists believe that these settlers crossed the Bering Strait in the Arctic to America by means of a land bridge which existed in prehistoric times. (p2)

科学家们以为这些迁居者通过一条史前时代曾经存在的大陆桥穿越北极地区的白令海峡到达美洲。

本句中 that these settlers crossed the Bering Strait... times 为 believe 的宾语从句, which existed in prehistoric times 为定语从句, 修饰 a land bridge, 其中 which existed 相当于非谓语动词 existing。

课文中类似的句子还有:

... and today there are more Native Americans living in California than in any other

state. (p2)

……今天住在加利福尼亚的美洲土著人比任何其他州的都要多。

(本句中 living in California... 为现在分词短语做后置定语, 修饰 more Native Americans, 相当于定语从句 who live in ...)

Today there are about 25,000 Russian-Americans living in and around San Francisco. (p2)

今天, 住在旧金山及其周边地区的美籍俄罗斯人约有两万五千人。

(本句中 living in and around San Francisco 的作用同上。)

4. In addition, many died from the diseases brought by the Europeans. (p2)

除此之外, 许多人死于欧洲人带来的疾病。

此句中 brought by the Europeans 为过去分词短语做定语, 修饰 the diseases, 与所修饰的词之间有动宾关系, 相当于定语从句 which were brought by the Europeans (注意: 单个分词做定语放在所修饰词的前面; 分词短语做定语放在所修饰词的后面)。例如:

English is a widely used language.

英语是一种被广泛使用的语言。

This is one of the schools built in the 1980s.

这是 20 世纪 80 年代所建的学校之一。

本单元中过去分词短语做后置定语的句子还有:

In 1846 the United States declared war on Mexico, and after the war won by the USA, Mexico had to give California to the USA. (p2)

1846 年美国向墨西哥宣战, 美国赢得胜利后, 墨西哥不得不将加利福尼亚给了美国。

(本句中 won by the USA 为过去分词短语做后置定语, 修饰前面的名词 the war。)

People from different parts of the world, attracted by... , still immigrate to California.

世界各地的人, 由于受……的吸引, 仍然移民到加利福尼亚。

(本句中 attracted by 为过去分词短语做后置定语。)

There's a fascinating drive marked out for tourists. (p8)

有一种专为旅游者选定的驾车游活动。

(本句中 marked out 为过去分词短语做定语, 修饰 drive。)

5. Of the first Spanish to go to California, the majority were religious men, whose ministry was to teach the Catholic religion to the natives. (p2)

在首批移居到加州的西班牙人中, 大部分是宗教人士, 他们的职责是向原住民传授天主教。

句中 to go to California 为不定式短语做定语。不定式及其短语做定语一般都位于被修饰的名词之后, 通常表示一个将来的动作, 有时也可表示某一过去或一般性的动作。此处的不定式表示过去的动作。当名词被 first, second, next, last, only 及形容词最高级等词修饰时, 其后常用动词不定式做定语。例如:

He is always the first (person) to come to the classroom.

他总是第一个来教室的人。

The earliest people to come here were the Native Americans.

最早来到这里的是美洲土著人。

6. That is why today over 40% of Californians speak Spanish as a first or second language. (p2)

那就是今天超过 40% 的加州人仍把西班牙语作为第一或者第二语言的原因。

这个句子中 why 引导表语从句。

This/That is $\begin{cases} \text{why 接表结果的句子, 意为“这/那就是……的原因”。} \\ \text{because 接表原因的句子, 意为“这/那是因为……”。} \end{cases}$

例如:

That is why he failed the exam.

那就是他考试失败的原因。

That is because he lacked experience.

那是因为他缺乏经验。

The reason why... is that...的原因是.....

在此句型中, why 引导定语从句修饰 the reason, that 引导表语从句, 此处的 that 不可换为 because。例如:

The reason why he was late for school is that he didn't catch the first bus.

他上学迟到的原因是他没有赶上首班公交车。

7. By the time California elected to become the thirty-first federal state of the USA in 1850, it was already a multicultural society. (p2)

加利福尼亚在 1850 年经选举成为美国第 31 个联邦州的时候, 它已经是一个多元文化的社会了。

本句中 by the time... 意为“到……时为止”, 引导时间状语从句, 主句多用完成时, 但有时也用一般过去时或一般将来时。例如:

By the time he was fourteen years old, he had learnt math by himself.

当他 14 岁的时候, 他就已经自学了数学。

I'll finish my work by the time you come.

你来的时候我就会完成工作了。

8. ... , it was the building of the rail network from the west to the east coast that brought even larger numbers to California in the 1860s. (p2)

……, 但是更大批量的移民却是在 19 世纪 60 年代为了修建贯穿美国东西海岸的铁路而来到加利福尼亚州的。

本句使用了强调句式, 其结构为: It is/was + 被强调部分 + that/who + 其他成分。

强调句型在使用过程中, 应注意下列几点:

(1) 对句中人称代词进行强调时, 应保持该人称代词的格不变, 且和原句谓语动词在人称和数上保持一致。例如:

It is they who often help me with my lessons.

正是他们经常帮助我学习功课。

(2) 在强调时间、地点、原因或方式状语时, 要用 that, 而不用 when, where, why 或者 how。例如:

It was about 600 years ago that the first clock with a face and an hour hand was made.

大约 600 年前,人们制造了第一个有表盘和时针的钟表。

It was because her mother was ill that she didn't come to school yesterday.

因为她母亲病了,她昨天没来上学。(原因状语从句中只有 because 引导的从句可以被强调)

(3)对 not...until 结构中有 until 引导的短语或从句进行强调时,需用:It is/was not until...that... 这一固定句型。that 从句中谓语动词用肯定形式。例如:

It was not until she took off her dark glasses that I recognized she was a famous film star.
直到她把墨镜摘下来时,我才认出她是一位著名的电影明星。

It was not until 1920 that regular radio broadcasts began.
直到 1920 年正常的无线电广播才开始。

(4)强调句型的特殊疑问句结构是:疑问词+is/was+it+that 从句? 例如:

When was it that you began to learn English?
你是什么时候开始学英语的?

(5)若强调句在复合句中做宾语,则强调句必须用陈述语序。例如:

I really don't know where it was that the old man had his pocket picked.
我的确不知道那位老人是在什么地方被人掏包的。

9. People from Africa have been living in California since the 1800s, when they moved north from Mexico. (p3)

来自非洲的人从 19 世纪开始就一直住在加州,当时他们是从墨西哥向北迁移来的。
have been living 为现在完成进行时态。

(1)现在完成进行时表示从过去某一时间开始一直延续到现在,或离现在不远的时间,其动作是否继续下去,则由上下文而定。这个时态多用持续性动词,如:live, learn, lie, stay, sit, wait, stand, rest, study, 并常和 all the time, this week, this month, all the morning 等状语以及 since, for 所引导的状语或从句连用。例如:

What have you been doing all this time?
你一直在干什么?

(2)有时现在完成进行时所表示的动作并不是一直在不停地进行,而是在断断续续地重复。例如:

You've been saying that for five years.
这话你已经说了五年了。
I have been visiting some cities of China this month.
我这个月在访问中国的几个城市。

(3)现在完成进行时表示“刚才,近来”发生的动作,一般不再继续,此时一般通过上文的语境进行判断。例如:

My hands are dirty. I've been painting the door.
我的手脏了。我一直在漆门。

(4)现在完成进行时与一切进行时态一样,也可以带有感情色彩。例如:
I have been wanting to meet you for a long time.

和你见面是我盼望已久的事了。

10. It is believed that before long the mix of nationalities will be so great that there will be no distinct major racial or cultural groups, but simply a mixture of many races and cultures. (p3)

人们认为,过不了多久,多国籍混合的程度将如此之大,以至于不可能存在明显的主要的种族或文化团体,而只是一个多种族、多文化的混合体。

it 为形式主语,真正的主语为 that 从句。本句结构为:It is/was + p. p. + that... 如:It is said/concluded/announced/arranged that... 例如:

It is supposed that the tower has been there for at least 500 years.

据猜测,那座塔在那里至少已有 500 年了。

It is feared that he can not manage to persuade her.

恐怕他说服不了她。

提示:

此句型可改为:People say/believe/think... that...

如第一个例句可转换为:

People suppose that the tower has been there for at least 500 years.

11. Apparently he'd been shocked when he saw a terrible accident in which a tram's brakes failed, the conductor could not control the situation and the tram slipped down the hill dragging the horses with it. (p8)

显然,当他看到一场可怕的事故:轨道车刹车失灵,驾驶员无法控制局势,这辆轨道车拖着马匹滑下山坡时大为震惊。

apparently 为副词,做状语,修饰整个句子;when he saw ... with it 为时间状语从句,in which a tram's... with it 为定语从句,修饰 a terrible accident.

Section 4 Grammar



发现,探究语法规则

同学们,为了使大家对所学语法能够熟练掌握,提高大家的自学能力,在复习本单元语法项目“名词性从句”之前,请大家先把名词性从句的种类写在下面的横线上。

请同学们找出下面三个句子中所包含的名词性从句,将其画线,并在线下用括号标明其种类。

1. What life will be like in the future is difficult to predict.
2. They are careful about what they eat and exercise regularly.
3. The fact that they arrived a long time before Europeans is what matters.

The man who has made up his mind to win will never say "impossible".

在本单元的课文中也有一些名词性从句,请同学们在“Reading”中找出三个名词性从句写在下面横线上,并在后面的括号中注明其种类。

1. _____ ()
2. _____ ()
3. _____ ()

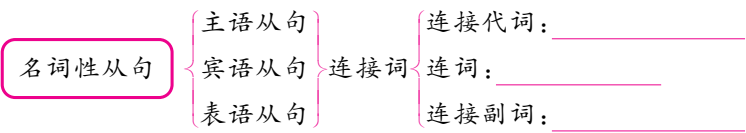
Revise Noun Clauses (as Subject, Object and Predicative)

1. Read the following sentences and pay attention to the boldface parts.
- ①**What an American values** is not the possession of money as such, but his power to make it as a proof of his manhood.
- ②One of the saddest things is **that the only thing a man can do for eight hours a day, day after day, is work.**
- ③The real problem is not just **that troubles come, but that we don't know how to meet them.**
- ④Happiness is not having **what you want,** but wanting **what you have.**
- ⑤That is **why today over 40% of Californians speak Spanish as a first or second language.**
- ⑥The students don't know **whether or not they can stay awake during the lecture.**
- ⑦Although I respected **what the teacher said,** I disagreed with his conclusion.
- ⑧**It is believed that** before long the mix of nationalities will be so great that there will be no distinct major racial or cultural groups, but simply a mixture of many races and cultures.
- ⑨**It occurred to me that** I didn't lock the front door.
- ⑩Don't all students wish **they knew more grammar?**

发现:

- (1)what 在句①和句④⑦中分别引导 _____ 和 _____ ,what 不可省略。
- (2)that 在句②③和句⑧⑨中分别引导 _____ 和 _____ ,that 不可省略。
- (3)whether 在句⑥中引导 _____ ,whether 不可省略。
- (4)句⑩黑体部分是 _____ ,省略了连接词 _____ 。
- (5)why 在句⑤中引导 _____ ,why 不可省略。

2. Finish the mind map.



Keys: 1. (1)主语从句, 宾语从句

(2)表语从句, 主语从句

(3)宾语从句

(4)宾语从句, that

(5)表语从句

2. 连接代词: who, whom, whose, which, what

连词: that, whether, if

连接副词: when, where, how, why



Consolidation

A. Complete the sentences using proper conjunctions.

1. I think _____ it's our duty to help parents to do some housework.
2. By the way, do you know _____ they stand for?
3. As a new graduate, he doesn't know _____ it takes to start a business here.
4. To improve the quality of our products, we asked for suggestions _____ had used the products.
5. It doesn't matter _____ you turn right or left at the crossing—both roads lead to the park.
6. It suddenly occurred to him _____ he had left his keys in the office.
7. It is still under discussion _____ the old bus station should be replaced with a modern hotel or not.
8. It was never clear _____ the man hadn't reported the accident sooner.
9. Tomorrow is Tom's birthday. Have you got any idea _____ the party is to be held?
10. The trouble is _____ I have lost his address.

B. Fill in the blanks in the dialogue with the correct conjunctions.

- S1: Oh dear! Where's Lucy? We agreed to meet at 3 o'clock and it's now half past.
 S2: She's not usually late. I am sure 1. _____ something unexpected must have happened to her.
 S1: I wish 2. _____ it wasn't that bad. She perhaps just missed the right bus.
 S2: I hope so. The trouble is 3. _____ we can't get in without the tickets. We'll be late for the film.
 S1: Yes, maybe. 4. _____ makes me annoyed is that I forgot to take my purse with me. I've got no money on me.
 S2: Don't blame yourself. It's not your fault. But I just don't understand 5. _____ she didn't answer the phone.
 S1: I wonder 6. _____ she takes her phone with her. It's typical of her to do such

kind of things.

S2: Nerver mind. We'll just go to the next showing. Look! There comes Lucy now.

S1: Good! Now she can tell us the reason 7. _____ she kept us waiting for her for so long.

Lucy: I'm awfully sorry. You know it wasn't my day today. When I hurried onto the bus, I found it was the wrong direction. When I finally got onto the right bus, can you guess 8. _____ happened? The bus broke down after only one stop. 9. _____ made things worse was that I didn't take my phone with me. That's 10. _____ I was late.

C. Fill in the blanks in the passage with the correct words or in the proper forms of the given words in brackets.

The giant panda 1. _____ (love) by people throughout the world. Chinese scientists 2. _____ (recent) had a chance to study a wild female panda with a newborn baby. She was a very 3. _____ (care) mother. For 25 days, she never left her baby, not even to find something 4. _____ (eat)! She would not let any other pandas come near. She licked the baby constantly to keep it clean. Any smell might attract natural 5. _____ (enemy) that would try to eat the little panda. The mother held the baby in her front paws much the way a human does. 6. _____ it cried, she rocked it back and forth and gave it little comforting pats. The mother continued to care for the young panda 7. _____ more than two years. By that time, the panda no longer needed 8. _____ (it) mother for food. However, it stayed with her and learned about the ways of the forest. Then, after two and a half years, the mother 9. _____ (drive) the young panda away. It was time for her to have a new baby, 10. _____ it was also time for the young panda to be independent.

◀▶ Section 5 Function ▶▶

情景对话 1:

George (G) is on holiday in the United States. He is touring around California. Listen to him phoning home to talk to his friend Christie (C).

C: Hello.

G: Hi, Christie. It's me, George.

C: Gosh, George! Where are you?

G: In Joshua Tree National Park.

C: Wow, where's that?

G: It's in southeast California.

C: Lucky you! What are you doing down there?

G: Well, I started in northern California and I've been traveling south.

C: Cool. So how's the trip been?

G: Jolly good! There's so much to see and it's nothing like what I imagined.

C: Really?

G: Yeah, I expected everyone to live near the beach in big houses, and I thought everyone here would be rich.

C: (Laughing.) Just as I thought. You've watched too many American movies!

G: I know, and they can give you the wrong idea!

C: So, tell me, what's it really like?

G: Well, some people live near the coast, but further east, in the central part, is a huge valley where they grow all sorts of things like cotton, vegetables, nuts, and fruit, oh, lots of things. And lots of cattle.

C: Mmm, sounds interesting. What other scenery is there?

G: Well, if you go further southeast, you come to mountains and desert. That land is really spectacular.

C: Sounds fantastic! So you're in the desert at the moment?

G: Yes, that's right. It's very hot and very different from the rest of California.

C: I wish I could see it for myself. What are the people like?

G: Well, I didn't realize there were so many different races and cultures here.

C: Such as?

G: Well, there are white and black Americans, of course, and lots of Asians. And about a quarter of all Californians are Hispanic.

Encouraging others to speak

Many of the problems you experience when trying to communicate are not lexical (词汇的) or linguistic (语言的) in the sense that more language instruction is what is needed. While on the surface, you may indeed seem to be "at a loss for words", it is usually the case that other factors are more important. Often you do have the linguistic foundation required to communicate with others, but you may not always be able to use that foundation efficiently. How to encourage others to speak? The following expressions may be useful.

Cool. /Good. /Really?

Yes, that's right.

Lucky you!

Mmm, sounds interesting.

That surprises me/doesn't surprise me.

Indeed?

Such as?

Give an example.

Is that so?

Oh, I see.

Life is like this cup of strong wine; if it hasn't been refined many times, it will not be so tasty.

Sounds great!

Ah ha!

And what about...?

情景对话 2:

T: This is Tom Price, and you are listening to *Traveller's Tales*, a weekly programme about travel. Today on the show, we have Mandy Long, who has just returned from New Orleans. Welcome, Mandy.

M: Thank you for having me.

T: Now first, tell us exactly where New Orleans is.

M: It's in the far south of the United States, on the Mississippi River, about 160 kilometres from the Gulf of Mexico.

T: And what's the climate like there?

M: Well, it can get quite hot, and humid. But the evenings are usually wonderfully warm and pleasant.

Direction and position

Describing direction and position is different from giving directions. Giving directions, we tell other people how to go somewhere, while describing direction and position explains where a certain location is. You must describe a location in detail. That means you must be able to use words and expressions that indicate details. The following expressions may help you.

- | | |
|------------------------------------|---------------------------------|
| on the east/west coast | to the north/south of the USA |
| along the northwest coast of | from the west to the east coast |
| in southern China | in San Francisco Bay |
| in southeastern part of California | around the state of California |
| near the beach/coast | in the central part |
| go further southeast | in South America |
| on the Mississippi River | not far from the Gulf of Mexico |



Interaction and Presentation

A. Read the following dialogue. Choose the most suitable sentence from A to G for each blank. There are two extra sentences.

A: Hi! Mr Chen, what do you think is the best way to get the latest news?

B: The Internet, of course. 1. _____

A: I don't think you should choose to surf the Internet.

B: 2. _____

A: Well, although the Internet is very fast, it supplies not only news, but also unhealthy information. 3. _____

B: Every coin has two sides. What is your choice, then?

A: 4. _____ The newspaper is good, too, although it is a bit slow.

B: 5. _____ But I think the Internet will definitely be helpful to us, as long as we search for the proper information.

A: That's right. Teaching the young what to do on the Internet is more important.

B: I agree with you.

A. Why do you choose to surf the Internet?

B. Why do you say that?

C. I prefer radio or TV.

D. I think the unhealthy information could be harmful to the young.

E. What is your opinion?

F. I don't agree with you.

G. That sounds reasonable.

B. Oral activity

同学们,通过对功能项目的学习,相信大家已经对如何鼓励别人说话及描述某地的方向和位置有所了解。为了让同学们学以致用,培养大家用英语进行思考和表达的能力及与人沟通和合作的能力,请同学们根据下面提供的两种情景或自己创设两种情景,两人一组编两段对话,练习上面的两项交际用语,并在课堂上展示。

参考情景 1:假如你周末想邀请你的好友外出娱乐,但又不确定该做什么,想征求一下对方的意见及建议。

参考情景 2:双方相互询问,并描述各自家乡的具体方位。

★ Language Use

同学们,我们学习英语最终要达到的目标是促进综合语言运用能力的全面发展,下面的练习就是为此目标而设置的。请同学们认真完成下列各题,检验自己的综合语言运用能力。

Section 1 Cloze

The cultures of the East and the West really distinguish from each other a lot. This is because the culture systems are two separate systems 1.

The origin of the eastern cultures is mainly from two countries: China and India. Both of the two cultures are gestated(孕育) by 2. In China, the mother river is the Yellow River 3 the Indian one is the Hindu River. These two cultures were 4 for several thousand years and formed their own styles. Then in the Tang Dynasty of China, the Chinese culture 5 went overseas to Japan, 6 into the Japanese society and 7 the Japanese culture nowadays. Though a bit different from the Chinese one, it 8 to the same system.

When the two mother rivers gave birth to the eastern culture, another famous culture was 9 on the Mesopotamian Plain(美索不达米亚平原)—the Mesopotamian Civiliza-

tion. This civilization later on developed into the cultures of Ancient Greece and Ancient Rome. And these two are well-known as the 10 of the European culture. 11 the Chinese culture, the European one also 12 waters. When the colonists of England 13 in America, their culture went with them over the Atlantic Ocean. So the American culture doesn't 14 from the European one a lot.

At the same time, the 15 of the language systems adds to the cultural differences. In the East, most languages belong to the pictographic (象形文字的) language while the Western languages are 16 based on the Latin system, for example, the one I'm using to write this paper.

Other factors like human race difference 17 as well. However, 18 the far distance and the steep areas between the East and West, the two cultures seldom 19 until recent centuries. 20, they grew up totally in their own ways with almost no interference(干扰) from the other.

- | | | | |
|------------------------|----------------|-----------------|-----------------|
| () 1. A. in all | B. above all | C. in no case | D. on the whole |
| () 2. A. rivers | B. lakes | C. mountains | D. plains |
| () 3. A. or | B. for | C. while | D. when |
| () 4. A. improved | B. developed | C. created | D. protected |
| () 5. A. gradually | B. naturally | C. suddenly | D. quietly |
| () 6. A. changed | B. mixed | C. decided | D. forced |
| () 7. A. expanded | B. interrupted | C. shaped | D. formed |
| () 8. A. comes | B. belongs | C. amounts | D. adds |
| () 9. A. carried out | B. given out | C. brought up | D. picked up |
| () 10. A. base | B. sign | C. result | D. content |
| () 11. A. With | B. Like | C. Via | D. Except |
| () 12. A. crossed | B. formed | C. affected | D. spread |
| () 13. A. went up | B. joined up | C. settled down | D. broke down |
| () 14. A. differ | B. suffer | C. result | D. come |
| () 15. A. feature | B. development | C. appearance | D. distinction |
| () 16. A. simply | B. mostly | C. properly | D. partly |
| () 17. A. counts | B. reduces | C. lasts | D. changes |
| () 18. A. in terms of | B. in case of | C. due to | D. as to |
| () 19. A. communicate | | B. distinguish | |
| | C. transform | D. display | |
| () 20. A. However | | B. Furthermore | |
| | C. Meanwhile | D. Therefore | |

Section 2 Reading Comprehension

A

Washington, D. C. Bicycle Tours

Cherry Blossom Bike Tour in Washington, D. C.

Duration: 3 hours

This small group bike tour is a fantastic way to see the world-famous cherry trees with beautiful flowers of Washington, D. C. Your guide will provide a history lesson about the trees and the famous monuments where they blossom. Reserve your spot before availability—and the cherry blossoms—disappear!

Washington Capital Monuments Bicycle Tour

Duration: 3 hours (4 miles)

Join a guided bike tour and view some of the most popular monuments in Washington, D. C. Explore the monuments and memorials on the National Mall as your guide shares unique facts and history at each stop. Guided tour includes bike, helmet, cookies and bottled water.

Capital City Bike Tour in Washington, D. C.

Duration: 3 hours

Morning or Afternoon, this bike tour is the perfect tour for D. C. newcomers and locals looking to experience Washington, D. C. in a healthy way with minimum effort. Knowledgeable guides will entertain you with the most interesting stories about Presidents, Congress, memorials, and parks. Comfortable bikes and a smooth tour route(路线) make cycling between the sites fun and relaxing.

Washington Capital Sites at Night Bicycle Tour

Duration: 3 hours (7 miles)

Join a small group bike tour for an evening of exploration in the heart of Washington, D. C. Get up close to the monuments and memorials as you bike the sites of Capital Hill and the National Mall. Frequent stops are made for photo taking as your guide offers unique facts and history. Tour includes bike, helmet, and bottled water. All riders are equipped with reflective vests and safety lights.

() 1. Which tour do you need to book in advance?

- A. Cherry Blossom Bike Tour in Washington, D. C.
- B. Washington Capital Monuments Bicycle Tour.
- C. Capital City Bike Tour in Washington, D. C.
- D. Washington Capital Sites at Night Bicycle Tour.

() 2. What will you do on the Capital City Bike Tour?

- A. Meet famous people.
- B. Go to a national park.
- C. Visit well-known museums.
- D. Enjoy interesting stories.

() 3. Which of the following does the bicycle tour at night provide?

- A. City maps.
- B. Cameras.
- C. Meals.
- D. Safety lights.

B

As cultural symbols go, the American car is quite young. The Model T Ford was built at the Piquette Plant in Michigan a century ago, with the first rolling off the assembly line(装配线) on September 27, 1908. Only eleven cars were produced the next month. But eventually Henry Ford would build fifteen million of them.

Modern America was born on the road, behind a wheel. The car shaped some of the most lasting aspects of American culture: the roadside diner, the billboard, the motel, even the hamburger. For most of the last century, the car represented what it meant to be American—going forward at high speed to find new worlds. The road novel, the road movie, these are the most typical American ideas, born of abundant petrol, cheap cars and a never-ending interstate highway system, the largest public works project in history.

In 1928 Herbert Hoover imagined an America with “a chicken in every pot and a car in every garage”. Since then, this society has moved onward, never looking back, as the car transformed American from a farm-based society into an industrial power.

The cars that drove the American Dream have helped to create a global ecological disaster. In America the demand for oil has grown by 22 percent since 1990.

The problems of excessive (过度的) energy consumption, climate change and population growth have been described in a book by the American writer Thomas L. Friedman. He fears the worst, but hopes for the best.

Friedman points out that the green economy(经济) is a chance to keep American strength. “The ability to design, build and export green technologies for producing clean water, clean air and healthy and abundant food is going to be the currency of power in the new century.”

() 1. Why is hamburger mentioned in Paragraph 2?

- A. To explain Americans' love for travelling by car.
- B. To show the influence of cars on American culture.
- C. To stress the popularity of fast food with Americans.
- D. To praise the effectiveness of American's road system.

() 2. What has the use of cars in America led to?

- A. Decline of economy.
- B. Environmental problems.
- C. A shortage of oil supply.
- D. A farm-based society.

D. Tolerant.

C. He interviews customers at the bar.

D. He's familiar with the barkeeper.

() 4. What is the text mainly about?

A. The trend of having meals alone.

B. The importance of self-reflection.

C. The stress from working overtime.

D. The advantage of wireless technology.

D

In the 1960s, while studying the volcanic history of Yellowstone National Park, Bob Christiansen became puzzled about something that, oddly, had not troubled anyone before; he couldn't find the park's volcano. It had been known for a long time that Yellowstone was volcanic in nature—that's what accounted for all its hot springs and other steamy features. But Christiansen couldn't find the Yellowstone volcano anywhere.

Most of us, when we talk about volcanoes, think of the classic cone (圆锥体) shapes of a Fuji or Kilimanjaro, which are created when erupting magma (岩浆) piles up. These can form remarkably quickly. In 1943, a Mexican farmer was surprised to see smoke rising from a small part of his land. In one week he was the confused owner of a cone five hundred feet high. Within two years it had topped out at almost fourteen hundred feet and was more than half a mile across. Altogether there are some ten thousand of these volcanoes on Earth, all but a few hundred of them extinct. There is, however, a second less known type of volcano that doesn't involve mountain building. These volcanoes are so explosive that they burst open in a single big crack, leaving behind a vast hole, the caldera. Yellowstone obviously was of this second type, but Christiansen couldn't find the caldera anywhere.

Just at this time NASA decided to test some new high-altitude cameras by taking photographs of Yellowstone. A thoughtful official passed on some of the copies to the park authorities on the assumption that they might make a nice blow-up for one of the visitors' centers. As soon as Christiansen saw the photos, he realized why he had failed to spot the caldera; almost the whole park—2.2 million acres—was caldera. The explosion had left a hole more than forty miles across—much too huge to be seen from anywhere at ground level. At some time in the past Yellowstone must have blown up with a violence far beyond the scale of anything known to humans.

() 1. What puzzled Christiansen when he was studying Yellowstone?

A. Its complicated geographical features.

B. Its ever-lasting influence on tourism.

C. The mysterious history of the park.

D. The exact location of the volcano.

() 2. What does the second paragraph mainly talk about?

- A. The shapes of volcanoes. B. The impacts of volcanoes.
C. The activities of volcanoes. D. The heights of volcanoes.

() 3. What does the underlined word “blow-up” in the last paragraph most probably mean?

- A. Hot-air balloon. B. Digital camera.
C. Big photograph. D. Bird’s view.

E

Read the following passage. Choose the most suitable sentence from A to G for each blank. There are two extra sentences.

Moving into a new home in a new neighborhood is an exciting experience. Of course, you want to make sure that you become an accepted and valuable part of your new neighborhood. The easiest way to accomplish this is to make sure you conduct yourself as a good neighbor should. 1. _____

Perhaps one of the most important things you can do as a good neighbor is to keep your property (房产) neat, clean, and in good repair. 2. _____ By choosing to keep the outside of the home in great shape, you will help to improve the look and feel of the area.

Second, take the overall appearance of the neighborhood seriously. When going for a walk, take along a small garbage bag. 3. _____ This small act will let your neighbors know that you care about the area.

4. _____ If a neighbor is going to be out of town, offer to collect mail and newspapers. If a neighbor suffers an illness, offer to do the grocery shopping. Let them know that you are there to help in any way that is acceptable, while still respecting the privacy of your neighbor.

5. _____ By following the basic rules of respecting others, taking care of what belongs to you, and taking pride in the appearance of the neighborhood in general, you will quickly become a good neighbor that everyone appreciates.

- A. In general, keep an eye on their property while they are gone.
B. A good neighbor is also one who likes to help out in small ways.
C. Being a good neighbor is more or less about considerate behavior.
D. Sometimes neighbors may go to the supermarket together to do shopping.
E. Should you come across waste paper thrown out of a passing car, pick it up.
F. People tend to take pride in keeping everything in their street fresh and inviting.
G. Here are a few tips to help you win over everyone in the neighborhood quickly.

(2018 年高考 浙江卷)

Section 3 Writing

A. Correction

请修改下面短文。文中共有 10 处语言错误,每句最多有两处。每处错误仅涉及一个单词的增加、删除或修改。

One Sunday morning, I meet a foreigner in a shop. He wanted to buy something, but he couldn't understand Chinese. So she was very anxious. Looking this, I went up to him and asked him about that he wanted to buy. He said he wanted to buy a camera. So I asked the assistant about the prices of all the camera in the shop. Then I told the foreigner the prices and he chose the camera he liked. As result, he was very thankful to me for my kind help, but he praised me for my good English. This was the first time that I talked to a foreign friend in English and helped him. I was great encouraged. I made up my minds to learn English better.

B. Fill in the blanks, using the suitable conjunctions.

- 1. That's _____ I think the trip along the Yangtze River will be a better choice. (那就是我认为……的原因)
- 2. And you also should keep it in mind _____ comparing notes with your classmates frequently is a good way to improve your study (和同学经常交流笔记是提高学习的好方法).
- 3. All the participants can get _____ they want (他们想要的东西).
- 4. In such a case I will insist on _____ I think is right (我认为正确的任何事情).
- 5. To practice as much as possible is _____ the secret lies (秘密所在).
- 6. You need to hand in a report, explaining _____ the idea occurred to you (你怎样想到的这个主意) and what materials you used.
- 7. I'm wondering _____ you would like to spend time with us (你是否愿意和我们度过这段时光).

C. Complete the following letter as required.

Dear Lucy,

I'm writing to express my sincere thanks for your beautiful flowers. 1. _____
_____ (我想告诉你,你的花对我意义很大。宾语从句) 2. _____
_____ (使我吃惊的是你有选择合适的礼物的天赋。主语从句)
I not only enjoy your flowers, but also like the dedicate vase. I shall ever remember this gift as one of the most precious things in my life.

I will not be very busy the following days. I hope to have the opportunity of enter-

taining you. 3. _____ (我想知道你是否能告诉我你何时方便。宾语从句) 4. _____ (如果你能给我打电话,我将不胜感激。宾语从句) How nice it would be to see you again and I am looking forward to seeing you next time!

Thanks again for your lovely flowers.

Yours truly,

Li Hua

D. Guided writing

Part 1

假定你是李华,从小喜爱大熊猫 (panda),一直通过有关网站 (website)关注四年前在美国华盛顿国家动物园出生的大熊猫贝贝和她的母亲美香。现在贝贝即将四岁。请根据以下要点给动物园工作人员写一封信:

1. 自我介绍。
2. 祝贺贝贝生日。
3. 感谢工作人员。
4. 索取贝贝四岁生日照。

Dear Sir/Madam,

Part 2

阅读下面短文,根据其内容写一篇 60 词左右的内容概要。

Australians eat whole world's food.

I can't decide what I want to eat for dinner tonight.

Do I feel like Italian food or Thai food? Indian or Chinese? American or Turkish? I don't need to travel around the world; all these choices are available in a typical inner city in Australia.

Australian food has many different cultural influences. Over the past century, people from many countries have come to Australia. These migrants (移民) have contributed to the melting pot, that is, Australian food.

"Whether you're after modern, traditional or exotic flavors, Australia's eclectic(不拘一格的) dining scene offers a wide range of the world's great cuisines (菜肴)," the Visit Victoria website noted.

Some Australian families may restrict their diet to the basic “meat and three veg” meal: one sort of meat (chicken, beef, lamb, and so on), along with three different types of vegetables (usually potatoes, peas and carrots). But most people enjoy the variety.

If I were to pick four meals that every Australian eats, they would be Italian spaghetti bolognese (意式肉酱面), Chinese fried rice, British fish and chips and Thai green chicken curry.

Chinese students in Australia find it easy to get a Chinese meal. Cities like Sydney have large Chinatowns, but many towns in the country also have a Chinese takeaway restaurant.

Popular Australian-Chinese dishes may not always seem authentic—Honey Chicken, for example—but you can still find dumplings and noodles.

Even so, Australia has its own, very Australian savory (可口的) dish: meat pie. It’s a real classic! The dish is on the menu at every house party and sporting venue (场所), and is eaten every morning after a big night.

And who could forget desserts? We Australians often fight with New Zealanders over who has the rightful claim to the pavlova (巴甫洛娃蛋糕) and lamington (巧克力椰丝方形蛋糕) desserts, both equally delicious and sweet.

Language Project

同学们,学完本单元后,大家一定对加利福尼亚州及美国的多元文化特征有所了解,为了让同学们拓宽视野,增强跨文化交际意识,请同学们课后以小组为单位,每组 3—5 人,自编一份“美国旅游指南”。活动形式如下:

小组活动:讨论并决定本组的工作分工和任务内容,将绘图、线路分布及说明等任务分配到个人,并明确每个成员的完成时间。

个人活动:根据任务同学们可以通过图书馆、网络、广播和电视等资源获得广泛的英语信息,并对其进行整理、编排及绘制。

班级活动:以小册子的形式展示各组作品,大家欣赏各组的作品并进行评比。

★ Learning Strategy

掌握快速高效的阅读技巧能够有效地提高同学们的阅读能力,下面给大家介绍一些读前的阅读技巧,希望对同学们有所帮助,能为大家对文章的深入理解奠定基础。

Pre-reading Strategies

Good readers recognize that reading is a process and use each step of the process—a wide array of reading skills and strategies—to improve comprehension, increase reading speed, and learn more. You should develop reading skills and strategies that will facilitate(促进,促使) learning and help prepare you for tests as well as real situations.

Pre-reading activities

The basic steps of the reading process are similar to those of the learning process in the other skills. In the pre-reading stage, students activate(激活) background knowledge and schemata(纲要,提要)(practical/experiential and linguistic) and predict the structure and content of the reading passage. This should be done systematically and gradually. The pre-reading activities help the students comprehend the text both “globally” (main ideas) and “locally” (new words and structures). The activities also echo various reading strategies and thus foster(培养), model, practice, and reinforce(加强) good reading habits. We can use the following pre-reading strategies.

- Using the title and topic to predict what questions will be answered in the reading.
- Using pictures and the title to predict what topics will be discussed in the reading.
- Using the topic and title to guess key vocabulary that will be used in the reading.
- Scanning the text and using subtitles to guess what different parts of the reading will be about.
- Using the topic and title to guess how the text will be organized.

★ Culture

通过本单元的学习,我们了解了加利福尼亚州的多元文化特征,那么大家还想进一步了解这个州吗?下面这篇文章将告诉你们更多相关的知识,让我们一起一睹为快吧!

California

California, a state in the western United States, borders the Pacific Ocean. The third largest state in the Union, California covers an area of great physical diversity in which uplands dominate the landscape. The mountains, hills, ridges, and peaks of Cali-

ifornia border the coastline, rise to nearly 4,600 meters in the towering Sierra Nevada, encircle the great fertile basin of the Central Valley, and separate the desert into innumerable basins. How-

ever, despite the physical dominance and economic value of the uplands, California's urban areas and economic production are concentrated in the valleys and lowlands, such as in the huge metropolitan region centered on Los Angeles, the state's largest and the nation's second largest city. Manufacturing, agriculture, and related activities are the principal sources of income. They are based in large part on the state's wealth of natural resources, its productive farmlands, its large and highly skilled labor force, and its ability to market its output both at home and abroad.

California's size, complexity, and economic productivity make it pre-eminently a state of superlatives. It has the lowest point in the country, in Death Valley, and the highest US peak outside of Alaska, Mount Whitney. Among the 50 states it has the greatest number of national parks and national forests, and the only stand of giant sequoias. Its annual farm output is greater in value than that of any other state, and it leads the rest of the nation in the production of many crops. It is the leading state in volume of annual construction and manufacturing. California has more people than any other state and more automobiles, more civil aircraft, and more students enrolled in universities and colleges.

Between the late 1940s and late 1980s the rate of growth and actual growth of California's population and economy were phenomenal compared with other states. However, this growth also gave rise to, or aggravated, several major problems that now face Californians. Much of the growth occurred in the dry south where water shortages must be offset by vast, expensive public projects delivering water from the wetter north. Urban centers extended outward into good farmland, forever removing it from food production. In addition, as population continues to increase, California is faced with the problem of providing its inhabitants with more schools, hospitals, water, highways, recreational facilities and other services.

The name California was first used to designate the region by the Spanish expedition led by Juan, as it sailed northward along the coast from Mexico in 1542. The name itself was probably derived from a popular Spanish novel published in 1510 in which a fictional island paradise named California was described. The state's official nickname is the Golden State, referring to the gold rush, which played a central role in California's entry into the Union on September 9, 1850, as the 31st state. The nickname also suggests the state's golden fields and sunshine.

同学们,读了这篇文章之后,你对加州的了解更深了吧?除此之外你还想知道其他的吗?请同学们课后通过使用互联网、查阅图书等方式更多地了解加州,了解美国,课上和老师、同学们一起用英语交流。

Reading for Pleasure**It's too far.**

An old lady often fed pigeons in the park near her home.

One day, as she was feeding the flock surrounding her, a man came over to her.

“While you’re giving perfectly good bread to the birds,” he said to the old woman angrily, “there are people starving in Africa.”

The lady looked at him in the eye and said, “I’m sorry, but I can’t throw that far!”

★ Supplementary Reading

丰富语言知识, 体验阅读快乐。

The United States: A land of Diversity

If you ask anybody who lives in the United States what they think the one defining feature of their country is, you might get “diversity” as an answer. In fact, the incredible diversity of the country is also frequently noted and often admired by those who are visiting the country. The United States is made up of a wide diversity of people, since the country is essentially a “melting pot” for people who have immigrated to the country over the years from all over the world. In addition to the wide diversity of national origins, the United States also enjoys diversity of religion and political opinion, among many other freedoms. The wide variety of people living in the country also means that you’ll find a wide diversity of language, cultures and lifestyles.

Plus, because it is a large country that spans a vast area, the United States is also a country that enjoys a diverse landscape and climate. If you plan to visit the United States or live there on a long-term or short-term basis, here are a few of the various diversities you can look forward to.

Diversity of Language

Although English is still thought to be the most commonly spoken language in the United States, it’s actually a nation that embraces many languages. In every state, you will find a variety of different languages that are spoken. The most commonly spoken languages include English, Spanish, German, French and Chinese. However, there are actually over 300 languages that are spoken throughout the country. The most commonly spoken languages vary from state to state, depending on the most common national origins of

the people who live there. However, in spite of the fact that the citizens of the United States speak a variety of languages, there seems to exist a remarkable ability to communicate, work together and share ideas. The fact that so many different languages are able to co-exist within a single country is a testament to the tolerance, understanding and freedom that the United States is known for.

Landscape and Climate

Due to its large area, the United States has a wide diversity of landscape and climate. Depending on the area of the country you are in, you might experience wide-open prairies, majestic mountains, warm beaches, ice and snow, desert landscapes, or swamps. The climate that you will find in northern Alaska will be very different as compared to what you would find in Florida, Texas, New York, California, or Hawaii. The average yearly rainfall, days of sunshine, temperature and other statistics also vary widely, depending on the area of the country.

Unit 2 Cloning

★ Learning Contents

同学们,为了在学习本单元知识的过程中能抓住重点、突破难点,现在我们归纳总结一下。

话题:

Natural clones and man-made clones; The history of cloning; Controversy about cloning

词汇和短语:

differ exact twin commercial straightforward undertake (undertook, undertaken) breakthrough procedure carrier cast altogether arbitrary correction object objection medium (media) obtain attain moral conservative forbid (forbade, forbidden) accumulate constitution compulsory opera chorus loaf flour owe shortly retire bother assumption regulation strike (struck, struck) initial vain resist drawback merely decoration unable feather turkey claw
adore hatch reasonable

pay off cast down the media in favour of side road (sidewalk)
(be) bound to (do) strike... into one's heart from time to time bring back to life
in vain in good/poor condition

语法:

复习同位语的用法。

功能:

学习接受与拒绝、表扬与鼓励的表达方式。

阅读:

具体介绍了植物与动物克隆的区别、多莉羊的诞生与死亡以及由此引起的争论。帮助学生进一步认识克隆的意义在于解决医学上的难题,为人类服务。目的是在训练学生阅读技能的基础上了解克隆这门生物技术以及有关的争议。

写作:

I never did anything worth doing by accident; nor did any of my inventions come by accident; they came by work—hard work.

学习写议论文。

★ Inquiry-based Learning

该栏目有两个板块：阅读和语言。阅读部分旨在让大家运用阅读技能提高阅读和理解本单元课文的能力。语言部分主要是培养大家自主学习词汇、积累短语表达的能力，同时帮助大家分析本单元出现的重要句型和难句，学会分析句子结构，并对本模块的语法知识和功能用语进行系统归纳与总结，加深同学们对语言知识的理解。

◀◀ Section 1 Reading ▶▶



Introduction

A clone is an animal or plant produced naturally or artificially from the cells of another animal or plant and is exactly the same as it. Cloning is a way of making an exact copy of another animal or plant. The clone has the same DNA as the parent. There are different types of cloning, and cloning technologies can be used for other purposes besides produc-

ing the genetic twin of another organism. The three types of cloning technologies are:

- (1) recombinant DNA technology or DNA cloning(DNA 重组克隆技术)
- (2) reproductive cloning(再生克隆技术)
- (3) therapeutic cloning(治疗性克隆技术)

Celebrity Sheep Dolly

Dolly, the first mammal to be cloned from adult DNA, was put down by lethal injection on Feb. 14, 2003. Prior to her death, Dolly had been suffering from lung cancer and crippling arthritis (严重的关节炎). Since Dolly, researchers have cloned a number of large and small animals including sheep, goats, oxen, mice, pigs, cats, rabbits and so on. All these clones were created using nuclear transfer technology(细胞核移植技术). China has succeeded in using embryonic (胚胎的) cells to clone many animals. Now do you want to know more about cloning and the first successful clone,Dolly,the sheep? Please read the passage.



Pre-reading

Answer the following questions.

1. Should we clone human?

2. Could cloning replace sex as the means of creating new human life?

3. Could a parent clone a child who is dying of a terminal illness?



While-reading

A. Answer the questions.

1. What is cloning?

2. What is the progress of Dolly the sheep?

3. What did Dolly's appearance raise?

4. How did governments react to the technology of cloning?

B. Choose the correct answer according to the passage.

() 1. Dolly the sheep _____.

- A. looked exactly like the sheep that provided the egg cell
- B. was the exact copy of the sheep that provided the nucleus
- C. looked like the sheep that gave birth to it
- D. had the characteristics of all three sheep

() 2. The cloning of Dolly the sheep succeeded because _____.

- A. it's easier to clone a sheep than other animals
- B. the scientists were determined and worked hard with patience
- C. the scientists were rewarded and got lots of money
- D. many other attempts to clone mammals failed

() 3. It can be inferred from the passage that a cloned animal _____.

- A. usually lives as long as the original one
- B. usually lives longer than the original one
- C. usually dies earlier than the original one
- D. is usually as healthy as the original one

() 4. Which of the following is not an advantage of cloning?

- A. Cloning can be used for medical purposes.
- B. Large quantities of food can be produced by cloning.
- C. Cloning can help keep animals from becoming extinct.
- D. Famous persons who have passed away can be cloned.

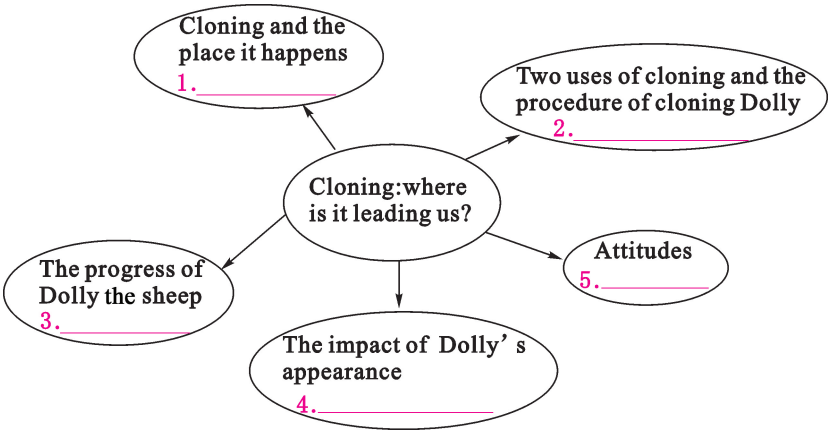
() 5. What is the writer's attitude towards cloning?

- A. Supportive.
- B. Neutral (中立的).
- C. Negative (否定的).
- D. Subjective.



Post-reading

Finish the mind map.



1. _____

2. _____

3. _____

4. _____

5. _____

Section 2 Vocabulary

A. Matching

- | | |
|------------------------|--|
| () 1. twin | A. an important new discovery in sth. you are studying esp. one made after a long time |
| () 2. procedure | B. a belief or feeling that sth. is true but with no proof |
| () 3. medium | C. simple and easy to understand |
| () 4. assumption | D. a way of doing sth. , especially the usual and correct way |
| () 5. regulation | E. one of the many soft light parts covering a bird's body |
| () 6. drawback | F. not liking changes or new ideas |
| () 7. feather | G. an official rule made by a government or some other authority |
| () 8. breakthrough | H. a disadvantage of situation |
| () 9. straightforward | I. a way of communicating information, etc. to people |
| () 10. conservative | J. one of two children born at the same time to the same mother |

B. Completion

1. differ

- ① The two systems differ _____ many respects.
两种制度在许多方面不同。
- ② Men are all alike in their promises. It is only in their deeds that they _____.
人在许诺时都一样,不同之处在于他们的行动。
- ③ I have to differ _____ you on that.
在那一点上我不能同意你的看法。

● Learning Tips

- differ from... 不同于.....

differ in... 在.....方面不同

differ with/from sb. on/about sth. 关于.....与某人意见不同



2. undertake

- ① Professor Smith _____ the task of writing an English grammar book.
史密斯教授接受了写一本英语语法书的任务。
- ② He undertook _____ the money back in six months.
他保证六个月内还钱。
- ③ He undertook _____ he would finish the work by Monday.
他保证在星期一以前完成工作。
- ④ I'll undertake _____ your security.
我将保证你的安全。

● Learning Tips

undertake a task/project 承担一个任务/项目

undertake to do sth. 答应做某事

undertake for 为……负责

同根词

undertaking *n.* 任务, 事业; 承诺, 答应



3. cast

① The peasants _____ seeds in the fields.

农民们在田地里播种。

② He was much cast _____ by the failure of the experiment.

实验的失败使他非常沮丧。

③ As soon as they reached the fishing area, the fishermen cast their nets _____ the sea.

渔民们一到捕鱼区就把渔网撒进了大海。

④ As soon as he became rich he cast _____ all his old friends who gave him some help.

他一富起来就抛弃了所有曾经给过他帮助的老朋友。

● Learning Tips

cast aside 抛弃; 丢弃

cast down 使沮丧/不愉快



4. owe

① He owes his success _____ hard work.

他的成功是靠勤奋工作。

② The food cost \$4, but I only paid \$3, so I still _____ \$1.

食品要4美元,可我只付了3美元,因此我还欠1美元。

③ I owe _____ to you that I finished my work in time.

多亏你帮忙,我才及时完成了工作。

④ _____ to the rain, they could not come.

由于下雨,他们不能来了。

● Learning Tips

owe sb. some money/owe some money to sb. 欠某人钱

owe... to 归功于

owe it to sb. that... 多亏某人帮忙……

owing to=because of 因为, 由于



5. object

① I really object to _____ for parking.

我非常反对收停车费。

② I _____ the proposal.

我反对这个提议。

● Learning Tips

object to sb. /sth. 反对, 不赞成……

object to doing sth. 反对做某事

**6. strike**

① The workers were striking / _____ because they wanted more money.

工人们在罢工, 因为他们要求增加工资。

② When the clock _____ 5, the strike started.

当钟敲响了五点, 罢工开始了。

③ _____ none of them trusts each other.

我觉得他们当中没有一个人信赖对方。

④ Great damage has been caused by the tornado which _____ the area last week.

上周侵袭这一地区的龙卷风造成了巨大的损失。

● Learning Tips

be struck with (by) 为……所侵袭; 为……所触动(感动)

It strikes me that... 我觉得……; 我的印象是……

strike a match 划火柴

strike on/upon 打在……上; 撞到……上

be/go on strike 罢工

**7. forbid**

① Smoking should _____ in public places.

公共场所应该禁止吸烟。

② His parents _____ him _____.

他的父母不准他喝酒。

③ He forbade them _____ mentioning the subject again.

他不准他们再提这件事。

④ You are all forbidden _____.

你们都不准离开。

⑤ Her father _____ the marriage.

她的父亲不允许这桩婚事。

● Learning Tips

forbid sb. to do sth. 禁止某人做某事

forbid doing sth. 禁止做某事

forbid that... 禁止……(从句中常用“should+动词原形”)

forbid sb. sth. 禁止某人某事



8. obtain

① I haven't been able to _____ the book anywhere.

我到处都没买到那本书。

② He failed _____ the scholarship.

他没有获得奖学金。

③ Details can be obtained _____ the Ministry of Education.

可以从教育部获知详情。

9. bother

① Don't _____ Mary while she's reading.

玛丽读书的时候不要打扰她。

② _____ bothers me that this should have happened.

我很心烦竟然发生这种事。

③ I don't want to bother you _____ my problems.

我不想让你因为我的问题而烦心。

④ He didn't even bother _____ me know he was coming.

他甚至都没通知我,他就要来。

⑤ Why bother _____ if you're not really interested?

如果不是真的感兴趣,干吗费口舌打听呢?

● Learning Tips

bother with/about 在……上花费时间或精力

bother sb. about/with sth. 某事使某人烦恼、不安

It bothers sb. that... 使某人苦恼的是……

bother to do/doing sth. 操心做某事



10. resist

① A healthy diet should help your body _____ infection.

健康饮食有助于身体抵抗感染。

② I could hardly resist _____.

我忍不住笑了起来。

③ He couldn't resist _____ his new car.

他忍不住炫耀起了他的新车。

● Learning Tips

resist sth. 抵制、阻挡某事
resist doing sth. 反对做某事
can't resist doing sth. 忍不住做某事



C. Complete the following passage by using the words or expressions in their proper forms.

commercial straightforward undertake breakthrough bother cast down devel-
op
appropriate moral forbid announce exact controversial complicate bound

Cloning is a way of making an 1. _____ copy of another animal or plant and it has two major uses. The first use is to produce 2. _____ quantities of plants and the second is to research on new plants species and do medical research on animals. Cloning plants is 3. _____, while the cloning of animals is very 4. _____. It is a difficult task to 5. _____. At last Dolly the sheep became a scientific 6. _____ when the news that she had been born was 7. _____ in 1997. However, the problem that she later 8. _____ a serious lung disease 9. _____ cloning scientists, who were 10. _____ to find Dolly's illnesses were more 11. _____ to a much older animal. Dolly died at half the length of the life of the original sheep, which was 12. _____ to raise worries in the field of science. In addition, cloning is 13. _____ in some countries for 14. _____ and religious reasons. Some governments even 15. _____ research into human cloning.

Lexical Chunks

请大家将本单元的词组、短语、固定搭配、习惯的表达方式等语言表达形式进行归纳整理。

◀ Section 3 Sentence Structure ▶

1. Cloning plants is straightforward while cloning animals is very complicated. (p11)
克隆植物比较简单,然而克隆动物却很复杂。

(1)while 连接并列句,表示对比,意为“而,然而”。例如:

We thought there were 35 students in the dining hall, while, in fact, there were 40.
我们以为餐厅里有 35 个学生,而实际上有 40 个。

The cost of living in the city is among the lowest in the country, while the quality of the life is probably one of the highest.

这个城市的生活费用是这个国家最低的,而生活质量可能是最高的。

(2)cloning plants 为动名词短语做主语,谓语动词用第三人称单数形式。

It's necessary to be prepared for a job interview. Having the answers ready will be of great help.

为面试工作做好准备是必要的,准备好答案是会有帮助的。

Being injured in the leg made it impossible for him to walk his way home.

他腿部受伤使得走回家是不可能的。

It is no use arguing with Bill because he will never change his mind.

和比尔争论是没有用的,因为他从来不会改变主意。

2. The fact that she seemed to develop normally was very encouraging. (p11)

她看起来发育正常,这一现象很是鼓舞人心。

that she seemed to develop normally 为 that 引导的同位语从句,that 在其中不担当任何成分,但不能省略。例如:

Some researchers believe that there is no doubt that a cure for AIDS will be found.
一些研究者认为找到治疗艾滋病的方法是毫无疑问的。

The problem whether we should continue to do the experiment has been solved.
我们是否继续实验的问题已经解决了。

The news that they had won the game soon spread over the whole school.
他们赢得比赛的消息很快传遍了整个校园。

3. Then came the disturbing news that Dolly had become seriously ill. Cloning scientists were cast down to find that Dolly's illnesses were more appropriate to a much older animal. (p12)

接着传来了多莉病重的坏消息。研究克隆的科学家们发现多莉得的病更容易发生在老年的羊身上,这让他们很沮丧。

(1)本句中的 news 和 that Dolly had become seriously ill 是同位语关系。一个名词或代词后面有时可接一个单词、短语或从句,对前者作进一步的解释,说明它指的是谁或是什么,这就是同位语。例如:

Dolly the sheep became a scientific breakthrough when the news that she had been born was announced in 1997.

当在 1997 年宣布了多莉羊诞生的消息之后,多莉羊就成为科学上的一个重大突破。

Mr Wang, my child's teacher, will visit us this Tuesday.

王先生,我孩子的老师,这个星期二要来看我们。

I, the oldest girl in the family, always had to care for the other children.

我,作为家里最大的女孩,总要照料家中的其他孩子。

Tom left word with my secretary that he would call again in the afternoon.

汤姆给我的秘书留下口信说他下午再打电话。

Along with the letter was his promise that he would visit me this coming Christmas.

在他的信里包含着他的承诺,那就是在即将到来的圣诞节他要拜访我。

(2) Then came the disturbing news... ill. 为倒装句,当表示方位或方式的副词或介词短语,如: here, there, now, then, up, down, in, away, off, out, in the room, on the wall 等置于句首时,句子用倒装形式。例如:

In the dark forests lie many lakes, some large enough to hold several English towns.

许多湖位于漆黑的森林里,一些大的可以容纳好几个英国城镇。

At the foot of the mountain lies a village.

有个小山村位于山脚下。

Just in front of our house stands a tall tree with a history of 1,000 years.

一棵有 1000 年历史的大树伫立在我们的屋子前。

4. Although at present human egg cells and embryos needed for cloning research are difficult to obtain, newspapers wrote of evil leaders hoping to clone themselves to attain their ambitions. (p12)

虽然目前要对人类卵细胞和胚胎进行克隆研究很难获得批准,但报纸报道说,有些邪恶头目希望把自己克隆出来以实现他们的野心。

although 在这里引导了一个让步状语从句,其中 needed for cloning research 是过去分词短语做后置定语,修饰 egg cells and embryos。句中动词不定式 to attain their ambitions 是目的状语。例如:

Although he has limited technical knowledge, the old worker has a lot of experience.

虽然这位老工人在技术知识方面很有限,但他有丰富的经验。

Although most of the earth's surface is covered by water, fresh water is very rare and precious.

虽然地球表面的大部分被水覆盖着,但是淡水却很稀有、珍贵。

5. Some began to reform their legal systems and forbade research into human cloning, but other countries like China and the UK, continued to accumulate evidence of the abundant medical aid that cloning could provide. (p12)

一些(政府)开始改革他们的法律体系来禁止进行人类克隆的研究,但另外一些国家,如中国和英国仍在继续收集克隆技术能提供丰富的医疗救助的证据。

这是一个由 but 连接的并列复合句。that cloning could provide 为 that 引导的定语从句,修饰先行词 medical aid。

6. Scientists believe human cloning is just a matter of time but the assumption that human clones have already been born hasn't been proved yet. (p14)

科学家们相信人类的克隆只不过是时间问题,但是克隆人已经问世的说法还没有被证实。

这是由 but 连接的一个并列复合句。human cloning is just a matter of time 是宾语从句,做 believe 的宾语; that human clones have already been born 是一个同位语从句,做 assumption 的同位语。例如:

They bought an old house in the countryside on the assumption that it would be quiet to live there.

他们在乡下买了一座旧房子,因为觉得住在那里会很安静。

We are working on the assumption that everyone invited will turn up.

我们假定了每个被邀请的人都会出席。

7. Diversity in a group means having animals with their genes arranged in different ways. (p15)

种群中的多样性指的是拥有基因排列方式不同的动物。

with their genes arranged in different ways 为 with 的复合结构在句中做定语,修饰名词 animals。with 复合结构即“with+宾语+宾补(介词短语,现在分词,过去分词,不定式,形容词,副词)”,常用来做状语,有时做定语。例如:

The teacher was walking up and down, with a book in her left hand.

这位老师左手拿着一本书,正在走来走去。

He lay on his back, with his eyes looking up into the sky.

他躺着,眼瞅着天空。

The murderer was brought in, with his hands tied behind his back.

凶手被带进来了,双手捆在背后。

With a lot of difficult problems to settle, the newly-elected president is having a hard time.

有许多难题要解决,新任总统正经历困难时期。

He is used to sleeping with the window open at night in summer.

他已习惯夏天开窗睡觉。

He often sleeps with the light on.

他经常开着灯睡觉。

8. The advantage is that if there is a new illness some of these animals may die, but others will survive and pass on the ability to resist that disease to the next generation. (p15)

好处就是如果有一种新的疾病产生,某些动物可能会死亡,但是其他的将存活下来并传递给其后代抵抗这种疾病的能力。

that if there is... the next generation 为 that 引导的表语从句,that 不担当任何成分,但不能省略。再如:

The reason why we don't trust him is that he has often lied.

我们不相信他的原因是他经常说谎。

9. So the chance of dinosaurs ever returning to the earth is merely a dream. (p15)

所以有关恐龙会回到地球上可能只是一个梦。

dinosaurs ever returning to the earth 为动名词的复合结构。

动名词复合结构的构成：“物主代词/名词所有格+动名词”，物主代词或名词所有格表示动名词所表示动作的执行者。在口语中，如果动名词复合结构做宾语，常用人称代词宾格或名词普通格分别代替物主代词或名词所有格。例如：

Do you mind my closing the window?

你介意我关上窗户吗？

I remember John's going there.

我记得约翰要去那儿。

There are many reasons for animals dying out.

动物绝种有许多原因。

I really can't stand you treating her like that.

我真的不能忍受你那样对待她。

The discovery of new evidence led to the thief being caught.

新证据的发现使小偷被抓。

The president's attending the meeting himself gave them a great deal of encouragement.

总统本人出席会议使大家受到了极大的鼓舞。

Jane's being engaged to Black made her parents very angry.

简和布莱克订婚使她父母很生气。

What worried me most was my not being allowed to go abroad alone.

使我感到最担心的是我不被允许独自出国。

◀◀ Section 4 Grammar ▶▶

发现，探究语法规则



同学们,为了明确了解不同从句所起的作用,请看下面两个句子中画线部分的功能是什么。

The news that they had won the game soon spread over the whole school.

The news that you told me yesterday was really disappointing.

你们发现画线部分中 that 从句的作用是否相同? 把整个句子翻译成汉语。

第一个句子中 that 引导的叫同位语从句,that 在从句中起引导作用,不在从句中担当任何成分,通常不能省略;第二个句子中 that 引导的叫定语从句,that 在从句中既起引导作用,又在从句中担当宾语,在非正式文体中可以省略。

在英语中,对某一名词作进一步解释说明且与其关系对等的从句叫同位语从句。但不是所有的名词都能跟同位语从句,而是具有实际意义的抽象名词才能跟同位语从句来说明其具体内容。那么请同学们认真思考,想一些能跟同位语从句的名词。

同位语除了能由从句担当之外,还能由名词、代词等担当。下面请同学们在 Reading 中找出三个含有同位语的句子。

- 1. _____
- 2. _____
- 3. _____

Revise the Appositive (Words, Phrases and Clauses)

1. Read the following sentences and pay attention to boldface parts.

- ①We two, **Mr Zhang and myself**, had a talk privately.
- ②All the people present, **old and young**, rushed to the rescue.
- ③We **each** have a cell phone now.
- ④We **four** were greatly touched to hear the old man's story.
- ⑤Selby, **a diligent and talented snooker player**, won the title of the 2014 World Championship.
- ⑥Is this your purpose, **to avoid being punished**?
- ⑦Then came the disturbing news **that Dolly had become seriously ill**.
- ⑧We'll discuss the problem **whether the sports meeting will be held on time**.
- ⑨The question **why so many people would choose to live in the countryside but to work in the city** is still under discussion.
- ⑩The fact **that he has not been seen recently** disturbs anyone in the office.

发现:

- (1)以上黑体部分是_____。同位语可以是_____,如句①⑤;可以是_____,如句②;_____,如句③;可以是_____,如句④;可以是_____,如句⑥;可以是_____,如句⑦⑧⑨⑩。
- (2)在主从复合句中做同位语的句子称为_____。
- (3)同位语从句一般由_____,_____,_____等词引导。
- (4)同位语通常放在_____等抽象名词后面,说明该名词的具体内容。

2. Read the following sentences and pay attention to the boldface parts.

- ①The plan **that you'll go there tomorrow** has to be changed.
- ②The plan **that you told me** proved practical.
- ③The news **that our team won the game** excited us all.
- ④The news **that he told us** was not true.

⑤ I'll never forget the time **when I won the first prize in the competition.**

⑥ I have no idea **when he won the first prize in the competition.**

同位语从句和定语从句的区别:

(1) 句 _____ 是同位语从句; 句 _____ 是定语从句。

(2) 在同位语从句中, 中心词 _____ (等于/不等于) 引导词。

在定语从句中, 先行词 _____ (等于/不等于) 引导词。

Keys: 1. (1) 同位语; 名词或名词词组; 形容词短语; 代词; 数词; 不定式短语; 句子

(2) 同位语从句

(3) 连词, 连接代词, 连接副词

(4) news, idea, problem, question, fact

2. (1) ①③⑥; ②④⑤

(2) 不等于; 等于



Consolidation

A. Complete the sentences using the proper conjunctions.

1. I have no idea _____ the cell phone isn't working, so could you fix it for me?

2. There is clear evidence _____ the most difficult feeling of all to interpret is bodily pain.

3. When the news came _____ the war broke out, he decided to serve in the army.

4. The only way to succeed at the highest level is to have total belief _____ you are better than anyone else on the sports field.

5. Modern science has given clear evidence _____ smoking can lead to many diseases.

6. Information has been put forward _____ more middle school graduates will be admitted into universities.

7. We accepted his suggestion _____ the whole class be divided into three groups.

8. The question came up at the meeting _____ we have enough money for our research or not.

9. There is much discussion about the question _____ the rising food prices are affecting ordinary people.

10. All people present are opposed to the project for the reason _____ it will cause much pollution.

B. Fill in the blanks in the passage with the proper conjunctions.

I am going to tell you an unbelievable thing that happened in my restaurant today.

A soul without imagination is like an observatory without telescope.

This afternoon a poorly-dressed gentleman came into my restaurant. Nobody knew 1. _____ he was. We wondered 2. _____ he was so hungry. We were surprised 3. _____ he finished two orders of food in a very limited time. We doubted 4. _____ the man was able to pay the bill. The gentleman asked 5. _____ we would mind waiting for just a few minutes. Then we were shocked to see 6. _____ he took out of a letter and a million pound banknote.

I asked Mr Clements 7. _____ it was genuine. Mr Clements said it was true because two of this amount had been issued by the Bank of England this year. He thought 8. _____ the gentleman showed them couldn't be a fake.

We have no idea 9. _____ a gentleman with a million pound bank note was in rags and ate in our small restaurant. I really couldn't describe 10. _____ excited I was.

C. Fill in the blanks in the passage with the correct words or in the proper forms of the given words in brackets.

Easy Ways to Build Vocabulary

It's not all that hard to build an advanced and large vocabulary. Like many things in life, it's 1. _____ ongoing process, and the best part of the process is that there's enough room for improvement, 2. _____ means you'll just keep getting better and better. Of course you have to work at it. You wouldn't think that a few 3. _____ (month) of exercise in your teens would be enough 4. _____ the rest of your life, and that's also true for building your vocabulary—you have to keep at it daily, and pretty soon you will find that you have an excellent vocabulary.

One of the 5. _____ (effect) ways to build vocabulary is to read good books. You need to 6. _____ (real) read at least one good book a week, preferably a classic. This isn't as hard as it 7. _____ (sound), and it is far better than any other method because you improve your vocabulary while 8. _____ (read) an interesting piece of literature. Another nice thing is that you learn both new words and 9. _____ (they) use unconsciously, meaning that you will tend to use the words 10. _____ (learn) this way in conversations almost automatically.

Section 5 Function

请阅读下面这两段情景对话并体会表扬与鼓励、接受与拒绝的表达方式。

情景对话 1:

At her boss' request, Mary is knocking at Mr Green's door to see him.
M: Come in, please. Oh, Mary, come over and sit here. Your annual report is well done. I heard that you did it within just two days.
W: Yeah. But I've received a lot of help from my colleagues.
M: I know you're a capable person. The others couldn't have helped you much.

They had their own work to do.

W: Thank you for saying that. But I don't always do a good job. I've been thinking that you must still be upset with me for the wrong figures I gave you the day before yesterday.

M: Take it easy. Everyone makes mistakes. However, be more careful next time. You have a bright future ahead of you.

W: Thank you so much for your encouragement, Mr Green. I will do my best.

情景对话 2:

W: Dad, what will we have for dinner?

M: I don't know. Maybe fried rice with eggs.

W: Oh, no, I'm tired of such things now.

M: I'm sorry, but that is the only thing I can cook. What do you want to have then?

W: I do wish Mom were at home. Why don't we go and eat out for a change?

M: Oh, that's a good idea. I like fried mutton very much.

W: Dad, you always talk about fried things. Let's have something healthier. I'd like to have fish and some vegetables.

M: OK. You'll drive, won't you?

W: No, I'm a bit tired today. You should drive.

M: OK, OK. I always do things like that. I hope your mom will be back soon. Ah, here we are.

W: Dad, how would you like the fish to be cooked? What about steamed fish?

M: OK. And some fried potatoes?

W: Oh, no, Dad. Please order some potato soup instead.

M: OK, OK. Steamed fish, potato soup... Er, and two bowls of rice. Is that all?

W: Right, and please get me a cup of orange juice.

M: And I'll get a beer for myself.

1. 表扬与鼓励 (Praise and encouragement)

Praise is an expression of worth, approval, or admiration. It is usually given to a child when a task or deed is well done or when a task is completed. Speakers usually feel that praise will be acceptable to the hearer, so praise can be given in a direct way. The hearer usually responds to the praise by thanking the speaker and often adds a comment. When responding some people like to appear to disagree with the praise but this is not necessary in order to be polite.

An alternative to praise is encouragement. It refers to a positive acknowledgment response that focuses on student efforts or specific attributes of work completed. Unlike praise, encouragement does not place judgment on student work or give information regarding its value.

Encouragement is generally given in private. Encouragement focuses on improve-

ment of the process rather than evaluation of a finished product. Encouraging statements do not compare one child to another. Encouragement focuses on the effort the child has put into the work.

In a word, praise gives a value judgment and focuses on the person, while encouragement makes an observation about a behavior.

The following expressions may be useful when you give somebody praise and encouragement.

You did a great job.

You really impress me.

You're an outstanding individual.

You're really cool / amazing.

Don't lose heart. You can make it.

Don't let chances pass by. A lost chance never returns.

Failure is the mother of success. If you would only try, you could do it.

Opportunity knocks but once.

Rome wasn't built in a day.

Where there is a will, there is a way.

2. 接受与拒绝 (Acceptance and refusal)

In English-speaking countries, if you have accepted something, you need to say "Thank you" after accepting it. When you want to refuse somebody, you should express your decision directly and in a friendly way. And at the same time, you need to explain the reason.

I'm happy to accept... but...

I support... because...

I agree with/could never agree to... because...

Your argument has convinced me because...

Do you think it is wise to...?

Is it fair to...?



Interaction and Presentation

A. Read the following dialogue. Choose the most suitable sentence from A to G for each blank. There are two extra sentences.

A: Can you help me?

B: Sure, what's the problem?

A: 1. _____

B: Well, how about San Francisco? We went there last year and had a great time.

A: 2. _____

B: Well, there is Golden Gate Bridge, of course, and Golden Gate Park. It's a really big park. You can go for long walks or take a rest in the Japanese Tea Garden.

It's beautiful there.

A: 3. _____

B: There is also a place called Fisherman's Wharf. That's really popular with tourists. There are lots of shops, cafés and restaurants. And from there you can go on a boat trip to Alcatraz. You know, it's a small but very beautiful island.

A: 4. _____

B: No, you can't stay on the island; there aren't any hotels. You can only go for the day. I think I've still got a book about San Francisco. I can lend it to you.

A: 5. _____

A. What can I do there?

B. Oh, great! What a great place to stay in!

C. What an idea! What is the best time to go there?

D. I can't decide where to go for the holiday, any ideas?

E. Thanks a lot. San Francisco, here I come!

F. Hmm, that sounds good.

G. How can I go there?

B. Oral activity

同学们,通过对功能项目的学习,相信大家已经对表扬与鼓励、接受与拒绝的表达方式有所了解,为了让同学们学以致用,发展我们用英语进行思考和表达的能力以及与人沟通和合作的能力,请同学们根据下面提供的情景或自己创设一个情景,两人一组编一段对话,练习在Function中所学的功能用语,并在课堂上展示。

参考情景:假如你是一个广播电台“观众热线”栏目的特邀嘉宾,请你就某个年轻听众想去西部工作,但父母不同意这个情况,通过节目鼓励该年轻人坚持自己的决定,并如何委婉地拒绝父母的挽留。

★ Language Use

同学们,适量的练习对语言运用能力的提高是很有帮助的。让我们一起来对以上所学的基础知识进行一次综合运用,相信同学们通过这部分的训练后会在综合能力上有一定的提高。“试试就行,拼拼就赢”,加油!

◀▶ Section 1 Cloze ▶▶

When researchers 1 their first clone of an animal, Dolly the sheep, in 1997, one doctor said, “The genie(妖怪) is out of the bottle.” But then he tried to actually create the “genie”—by making 2 clone.

Dr. Panayiotis Zavos told the 3 on October 5 that he could create the first 4 human before the end of the year. He is an expert 5 human copying and breeding(繁殖) 6 the University of Kentucky in the United States.

His workers have been 7 carrying out research in most European Union countries, but Zavos said that the fact was not 8 progress.

“It is going 9 so we may try the first production of cloned embryos in the very near future, 10, three or four months from now,” Zavos said.

Human cloning could, in fact, create a copy of another 11 person.

But Zavos insisted there was 12 in the project. As an expert on human reproduction, he said he is only interested in helping the 13 who cannot naturally have babies to have a child.

“We are not interested in cloning people 14 Bin Laden, Michael Jackson or Michael Jordan,” the doctor 15.

“We are only interested in 16 a father who does not have the ability to have a biological child of 17.”

Zavos said 18 of childless people from all over the world were helping in their 19.

He would not say where the research is 20, but pointed out that it is in more than one country.

- | | | | |
|----------------------------|---------------------|----------------------|------------------|
| () 1. A. made | B. resisted | C. bothered | D. retired |
| () 2. A. a sheep | B. a human | C. an animal | D. a plant |
| () 3. A. person | B. researcher | C. people | D. public |
| () 4. A. forbade | B. cloned | C. obtained | D. undertook |
| () 5. A. on | B. to | C. of | D. at |
| () 6. A. on | B. in | C. from | D. to |
| () 7. A. told | B. sent for | C. stopped from | D. asked for |
| () 8. A. slowing | B. making | C. getting | D. speeding |
| () 9. A. good enough | B. well enough | C. enough good | D. enough well |
| () 10. A. which is | B. this is | C. it is | D. that is |
| () 11. A. alive and dead | | B. living and death | |
| | C. living or dead | D. living and dying | |
| () 12. A. nothing harmful | | B. something harmful | |
| | C. nothing harmless | D. nothing harm | |
| () 13. A. animals | B. women | C. men | D. couples |
| () 14. A. as | B. like | C. with | D. of |
| () 15. A. cast | B. objected | C. added | D. asked |
| () 16. A. keeping | B. damaging | C. mixing | D. helping |
| () 17. A. their own | B. his own | C. her own | D. its own |
| () 18. A. thousands | B. none | C. thousand | D. several |
| () 19. A. research | B. assumption | C. decoration | D. argument |
| () 20. A. in a way | B. in the way | C. under way | D. under the way |

A

Children love the small train and playgrounds in the Pavilion Gardens and there's plenty more to explore at the Buxton Museum. There's a new indoor play centre, plus the special events and workshops, and others during school holiday periods

- B

Researchers in Spain and England recently found that the

worms of the greater wax moth can break down polyethylene, which accounts for 40% of plastics. The team left 100 wax worms on a commercial polyethylene shopping bag for 12 hours, and the worms consumed and broke down about 92 milligrams, or almost 3% of it. To confirm that the worms' chewing alone was not responsible for the polyethylene breakdown, the researchers made some worms into paste(糊状物) and applied it to plastic films. 14 hours later the films had lost 13% of their mass—apparently broken down by enzymes(酶) from the worms' stomachs. Their findings were published in *Current Biology* in 2017.

Federica Bertocchini, co-author of the study, says the worms' ability to break down their everyday food—beeswax—also allows them to break down plastic. "Wax is a complex mixture, but the basic bond in polyethylene, the carbon-carbon bond, is there as well," she explains. "The wax worm evolved a method or system to break this bond."

Jennifer DeBruyn, a microbiologist at the University of Tennessee, who was not involved in the study, says it is not surprising that such worms can break down polyethylene. But compared with previous studies, she finds the speed of breaking down in this one exciting. The next step, DeBruyn says, will be to identify the cause of the breakdown. Is it an enzyme produced by the worm itself or by its gut microbes(肠道微生物)?

Bertocchini agrees and hopes her team's findings might one day help employ the enzyme to break down plastics in landfills. But she expects using the chemical in some kind of industrial process—not simply "millions of worms thrown on top of the plastic".

- () 1. What can we learn about the worms in the study?
- A. They take plastics as their everyday food.
 - B. They are newly evolved creatures.
 - C. They can consume plastics.
 - D. They wind up in landfills.
- () 2. According to Jennifer DeBruyn, the next step of the study is to _____.
- A. identify other means of the breakdown
 - B. find out the source of the enzyme
 - C. confirm the research findings
 - D. increase the breakdown speed
- () 3. It can be inferred from the last paragraph that the chemical might _____.
- A. help to raise worms
 - B. help make plastic bags
 - C. be used to clean the oceans
 - D. be produced in factories in future

- () 4. What is the main purpose of the passage?
- A. To explain a study method on worms.
 - B. To introduce the diet of a special worm.
 - C. To present a way to break down plastics.
 - D. To propose new means to keep eco-balance.

(2018 年高考 北京卷)

C

When a leafy plant is under attack, it doesn't sit quietly. Back in 1983, two scientists, Jack Schultz and Ian Baldwin, reported that young maple trees getting bitten by insects send out a particular smell that neighboring plants can get. These chemicals come from the injured parts of the plant and seem to be an alarm. What the plants pump through the air is a mixture of chemicals known as volatile organic compounds, VOCs for short.

Scientists have found that all kinds of plants give out VOCs when being attacked. It's a plant's way of crying out. But is anyone listening? Apparently, because we can watch the neighbours react.

Some plants pump out smelly chemicals to keep insects away. But others do double duty. They pump out perfumes designed to attract different insects who are natural enemies to the attackers. Once they arrive, the tables are turned. The attacker who was lunching now becomes lunch.

In study after study, it appears that these chemical conversations help the neighbors. The damage is usually more serious on the first plant, but the neighbors, relatively speaking, stay safer because they heard the alarm and knew what to do.

Does this mean that plants talk to each other? Scientists don't know. Maybe the first plant just made a cry of pain or was sending a message to its own branches, and so, in effect, was talking to itself. Perhaps the neighbors just happened to "overhear" the cry. So information was exchanged, but it wasn't a true, intentional back and forth.

Charles Darwin, over 150 years ago, imagined a world far busier, noisier and more intimate(亲密的) than the world we can see and hear. Our senses are weak. There's a whole lot going on.

- () 1. What does a plant do when it is under attack?
- A. It makes noises.
 - B. It gets help from other plants.
 - C. It stands quietly.
 - D. It sends out certain chemicals.
- () 2. What does the author mean by "the tables are turned" in Paragraph 3?
- A. The attackers get attacked.

- B. The insects gather under the table.
C. The plants get ready to fight back.
D. The perfumes attract natural enemies.
- () 3. Scientists find from their studies that plants can _____.
A. predict natural disasters
B. protect themselves against insects
C. talk to one another intentionally
D. help their neighbors when necessary
- () 4. What can we infer from the last paragraph?
A. The world is changing faster than ever.
B. People have stronger senses than before.
C. The world is more complex than it seems.
D. People in Darwin's time were imaginative.

D

Bacteria are an annoying problem for astronauts. The microorganisms(微生物) from our bodies grow uncontrollably on surfaces of the International Space Station, so astronauts spend hours cleaning them up each week. How is NASA overcoming this very tiny big problem? It's turning to a bunch of high school kids. But not just any kids. It is depending on NASA HUNCH high school classrooms, like the one science teachers Gene Gordon and Donna Himmelberg lead at Fairport High School in Fairport, New York.

HUNCH is designed to connect high school classrooms with NASA engineers. For the past two years, Gordon's students have been studying ways to kill bacteria in zero gravity, and they think they're close to a solution(解决方案). "We don't give the students any breaks. They have to do it just like NASA engineers," says Florence Gold, a project manager.

"There are no tests," Gordon says. "There is no graded homework. There almost are no grades, other than 'Are you working towards your goal?' Basically, it's 'I've got to produce this product and then, at the end of year, present it to NASA.' Engineers come and really do an in-person review, and... it's not a very nice thing at times. It's a hard business review of your product."

Gordon says the HUNCH program has an impact(影响) on college admissions and practical life skills. "These kids are so absorbed in their studies that I just sit back. I don't teach." And that annoying bacteria? Gordon says his students are e-mailing daily with NASA engineers about the problem, readying a workable solution to test in space.

- () 1. What do we know about the bacteria in the International Space Station?
A. They are hard to get rid of.
B. They lead to air pollution.

- C. They appear in different forms.
D. They damage the instruments.
- () 2. What is the purpose of the HUNCH program?
A. To strengthen teacher-student relationships.
B. To sharpen students' communication skills.
C. To allow students to experience zero gravity.
D. To link space technology with school education.
- () 3. What do the NASA engineers do for the students in the program?
A. Check their product. B. Guide project designs.
C. Adjust work schedules. D. Grade their homework.
- () 4. What is the best title for the text?
A. NASA: The Home of Astronauts
B. Space: The Final Homework Frontier
C. Nature: An Outdoor Classroom
D. HUNCH: A College Admission Reform

E

Read the following passage. Choose the most suitable sentence from A to G for each blank. There are two extra sentences.

The Science of Risk-Seeking

Sometimes we decide that a little unnecessary danger is worth it because when we weigh the risk and the reward, the risk seems worth taking. 1. _____ Some of us enjoy activities that would surprise and scare the rest of us. Why? Experts say it may have to do with how our brains work.

The reason why any of us take any risks at all might have to do with early humans. Risk-takers were better at hunting, fighting, or exploring. 2. _____ As the quality of risk-taking was passed from one generation to the next, humans ended up with a sense of adventure and a tolerance for risk.

So why aren't we all jumping out of airplanes then? Well, even 200,000 years ago, too much risk-taking could get one killed. A few daring survived, though, along with a few stay-in-the-cave types. As a result, humans developed a range of character types that still exists today. So maybe you love car racing, or maybe you hate it. 3. _____

No matter where you are on the risk-seeking range, scientists say that your willingness to take risks increases during your teenage years. 4. _____ To help you do that, your brain increases your hunger for new experiences. New experiences often mean taking some risks, so your brain raises your tolerance for risk as well.

5. _____ For the risk-seekers, a part of the brain related to pleasure becomes active, while for the rest of us, a part of the brain related to fear becomes active.

As experts continue to study the science of risk-seeking, we'll continue to hit the mountains, the waves or the shallow end of the pool.

- A. It all depends on your character.

B. Those are the risks you should jump to take.

C. Being better at those things meant a greater chance of survival.

D. Thus, these well-equipped people survived because they were the fittest.

E. This is when you start to move away from your family and into the bigger world.

F. However, we are not all using the same reference standard to weigh risks and rewards.

G. New brain research suggests our brains work differently when we face a nervous situation.

Section 3 Writing

A. Correction

请你修改下面短文，文中共有 10 处语言错误，每句最多有两处。每处错误涉及一个单词的增加、删除或修改。

I'm writing to your newspaper about something that surprise me. Nowadays no matter which tourist attraction we visit it, we can always see such words that "I have visited this place" carved in walls or trees. Obvious, these words don't go with the surroundings. What's better, they ruin the ancient buildings or spoil our natural environment. The reason for this is probably that some tourists don't have the sense of protect our cultural heritage. I think we should had strict rules to discipline those tourists' behavior but that they should be forced to pay for the damage. I sincerely hope that your newspaper can help urge all tourists behave them while travelling.

B. Fill in the blanks, using the suitable conjunctions.

1. I was shocked at the news _____ our team won the game.
我被我们队赢了比赛这个消息震惊了。

2. He raised a question _____ we would have our meeting.
他提出一个我们要在哪里举行会议的疑问。

3. I'm not sure about the question _____ he will come or not.
对于他来不来这个问题，我不太确定。

4. They were worried over the fact _____ you were sick.
他们为你生病发愁。

5. I have no idea _____ he will come back.

我不知道他什么时候回来。

6. The question _____ should go abroad required consideration.
谁会出国这个问题还需要考虑。

7. She had no idea _____ she thought of him suddenly.
她不明白她为什么突然想到了他。

C. Complete the following letter as required.

Dear Jim,

Knowing that you're going to take part in the Beauty of China Exhibition, I'd like to give you my recommendation 1. _____ (你设计一个狗形状的剪纸。同位语从句).

Paper-cutting is a kind of traditional Chinese handicrafts. In China, it is a tradition to make red paper into different patterns to decorate doors and windows for good luck and happiness.

Not only does it represent a particular form of Chinese folk art, but also this year is the Chinese lunar year of the dog. 2. _____ (那就是我推荐剪纸的原因。表语从句). What I'm sure is 3. _____ (游客会对你的作品印象深刻。表语从句).

If you need any help, never hesitate to let me know.

Yours,

Li Hua

D. Guided writing

Part 1

假定你是李华,你所喜爱的 *Global Mirror* 周报正值创刊五周年之际征集读者意见。请你依据以下内容给主编写封信,内容主要包括:

- 1. 说明你是该报的忠实读者。
- 2. 赞赏该报的优点:
 - (1) 兼顾国内外新闻。
 - (2) 介绍名人成功故事。
 - (3) 提出建议:刊登指导英语学习的文章。

Dear Editor-in-Chief,

Sincerely yours,

Li Hua

Part 2

阅读下面短文，根据所给情节进行续写，使之构成一个完整的故事。

A farmer grew some vegetables in his garden. One day his wife was ill and he had no money. He had to sell some cabbages and carrots in the market. The next morning he took two baskets of vegetables to town. But it was raining hard that afternoon and there were few people in the street. When his vegetables were sold out, it was dark. He bought some medicine and hurried to his village.

On his way home he saw a person lying on the snow. He placed his baskets on the ground and was going to help the person to get up. At that time he found it was a dead man and there was much blood on his body. He was so afraid that he ran away quickly, without taking the baskets with him.

The next afternoon the farmer was sent to the police station. Having shown the baskets, an officer asked, “Are these yours?” “Yes, Sir,” the farmer answered timidly (胆怯地). “Have you killed the man?” “No, no, Sir,” the farmer said in a hurry. “When did you see the dead man?” “About seven last evening.” “Did you see who killed the man?” “No, Sir.” The officer brought out a knife and asked, “Have you seen it yet?” “No, Sir.” The officer became angry and told the policeman to beat him up and sent him into prison. The officer wanted to trap the farmer into the confession (供认), but the farmer didn’t admit he was the murderer.

注意：

- 1. 所续写的短文词数应为 150 左右。
- 2. 应使用 5 个以上短文中标有下划线的关键词语。
- 3. 续写部分分为两段，每段的开头语已经为你写好。
- 4. 续写完成后，请用下划线标出你所使用的关键词语。

Paragraph 1

The officer was so angry that he asked the policeman to beat him up again. _____

Paragraph 2

The farmer was lucky. A few days later, _____

Language Project

组织一场关于“克隆”的记者招待会(Press conference about cloning),由一位同学担任主持人,几位同学扮演科学家(自愿或指定皆可),其余同学当记者。教师应当事先布置任务:当记者的同学每人应准备几个问题;担任科学家的同学则需要通过图书馆、上网、请教生物老师等渠道收集有关材料以准备回答记者的提问。课后要求学生把记者招待会的内容整理成书面材料,在校刊上发表。

任务目的:

1. 加深对克隆技术发展的了解。
2. 认识克隆人的危险性——对人类在伦理、道德、法律等方面造成的巨大影响,应给予抵制。
3. 增加语言的输出量,提高语言表达能力。

★ Learning Strategy

本单元我们主要学习如何写议论文。对于大多数同学来说,议论文是比较难写的一种体裁,也是高考常考的一个项目,为了帮助大家更好地掌握这种写作方法,形成有效的学习策略,下面给大家介绍议论文的特点,希望对同学们有所帮助。

如何写议论文

议论文又叫说理文,它是一种剖析事物、论述事理、发表意见、提出主张的文体。作者通过摆事实、讲道理、辨是非,以确定其观点正确或错误,赞成或否定某种主张。议论文应该观点明确、论据充分、语言精练、论证合理,有严密的逻辑性。

1. 议论文写作三要素

议论文主要包括三要素:论点、论据和论证方法。论点必须正确。论据是为说明论点服务的,既要可靠又要充分。事实胜于雄辩,是最好的论据。论据也可以是人们公认的真理,经过实践考验的哲理。论证的方法多种多样,常用的方法有:

- (1)归纳法:分析典型,即从分析个别事物入手,找出事物的共同特点,然后得出结论。
- (2)推理法:从一般原理出发,对个别事物进行说明、分析,而后得出结论。

- (3)对照法:对所有事实、各个方面进行对照,然后加以分析,得出结论。
- (4)驳论法:先列出错误的观点,然后加以逐条批驳,最后阐明自己的观点。

2. 议论文的特点

议论文的结构一般由引子、正文和结论句三部分组成。一般在引子部分提出论点,即文章的主题;在正文部分摆出有利的事实,对论点进行严密的论证;最后根据前面的论证得出结论。

3. 篇章结构

- (1)先有规矩,然后才能从心所欲,不逾矩。

议论文的写作,往往从正反两方面来论述,且都有其约定俗成的议论模式,即从“主题句——正面论述——反面论述——结论”四大块去营造文章的基本结构(四块论)。

- (2)围绕中心论述,确保论述的内容直接为主题服务。
- (3)确立并写好论点,并将其置于每一段的段首。

整篇文章有整篇文章的中心论点,每一段落有每一段落的分论点。论点置于篇首或段首,才能纲举目张。而中心句的写法也有讲究。中心句必须能高度概括所在段落的论据,它的关键词应该在每一个论据中都有重复或适当体现。那种无关痛痒的叙述或说明性的句子,是不宜用作中心句的。

4. 词汇应用

- (1)多用书面语,少用口头语。
相对口头语而言,书面语更能增添文章的厚重感和读者对文章的信任感。
- (2)使用连接词。
在句子间使用连接词,能使文章脉络更加清晰、逻辑关系更加流畅。

★ Culture

通过本单元的学习,我们初步了解了克隆技术的发展过程,下面进一步介绍人们对克隆这一技术的看法。

To clone or not to clone, is that the question?

Advanced technology has already pushed human being to edges, such as the production of weapons of mass destruction, the destruction of Ozone by Freon, and the application of clone. The heated debate over whether cloning technique should be used in human reproduction must be considered as a serious issue.

Clone, to a certain degree, is beneficial to mankind. Such disease as Parkinsons will possibly be cured in the future in the hope of further applying of clone. However, the abuse of this technology will bring human being unthinkable destruction.

Since the declaration of the death of Dolly, we are more conscious of the inefficient procedure of clone. According to “Dolly’s false legacy”, the incidence of death among fetuses and offspring produced by cloning is much higher than it is through natural repro-

duction—roughly 10 times as high as normal before birth and 3 times as high after birth. And even you may argue that this technology will be perfected in the future, I don't see there is any point in whole-being cloning.

Many people consider this technology a promising one as to bring all human being to a new era in which all human reproduction will be accomplished by cloning. Thus scientists in some countries have already started their great plan to clone human. But let's think, what is the practical value in doing so? You may tell me that it can bring hope for those couples unable to have children because they might choose to have a copy of one of them rather than accept the gene intrusion from a donor. But imagine, if you have a child owning the same appearance as yours or your husband's, will you accept it without any discomfort?

Don't you think it is embarrassing? Or if this kind of human reproduction is allowed, terrorists may get hold of it and reproduce lots of "American Presidents". Don't you agree that these presidents might bring the world much more chaos? Besides these terrible aspects, the cloning of whole-being may destroy the diversity of people of the globe.

Of course, there still remain many more disadvantages of the application of cloning reproduction of human being and animals. We should be extremely cautious of what we do and thus remember we will sure be responsible for all the results created by ourselves!

So how do you think about it?

Reading for Pleasure



Watermelon

A fruit vendor in the Philippines sold a watermelon to a woman and assured her that it would be very sweet because it was red inside.

As she was riding home on a bicycle, the woman skidded and the watermelon fell to the street and broke open. The woman was surprised to see that the fruit inside was pale pink, not red. She returned the watermelon to the vendor and started to complain loudly.

"Madam," replied the vendor, "when one falls out of a vehicle onto the street, one can expect to turn pale. Don't you think the same is true of a watermelon?"

★ Supplementary Reading

丰富语言知识, 体验阅读快乐。

Ethics of Cloning

In bioethics, the ethics of cloning refers to a variety of ethical positions regarding the practice and possibilities of cloning, especially human cloning. While many of these views are religious in origin, the questions raised by cloning are faced by secular perspectives as well. Perspectives on human cloning are theoretical, as human therapeutic and reproductive cloning are not commercially used; animals are currently cloned in laboratories and in livestock production.

Advocates support development of therapeutic cloning in order to generate tissues and whole organs to treat patients who otherwise cannot obtain transplants, to avoid the need for immunosuppressive(抵制免疫反应的) drugs, and to stave off the effects of aging. Advocates for reproductive cloning believe that parents who cannot otherwise procreate should have access to the technology.

Opponents of cloning have concerns that technology is not yet developed enough to be safe, that it could be prone to abuse (leading to the generation of humans from whom organs and tissues would be harvested), and have concerns about how cloned individuals could integrate with families and with society at large.

Religious groups are divided, with some opposing the technology as usurping God's place and, to the extent embryos are used, destroying a human life; others support therapeutic cloning's potential life-saving benefits.

Cloning of animals is opposed by animal-groups due to the number of cloned animals that suffer from malformations before they die, and while food from cloned animals has been approved by the US FDA, its use is opposed by some other groups concerned about food safety.

Use of Cloned Animals for Food

On December 28, 2006, the US Food and Drug Administration (FDA) approved the consumption of meat and other products from cloned animals. Cloned-animal products were said to be virtually indistinguishable from the non-cloned animals. Furthermore, companies would not be required to provide labels informing the consumer that the meat comes from a cloned animal. In 2007, some meat and dairy producers did propose a system to track all cloned animals as they move through the food chain, suggesting that a national database system integrated into the National Animal Identification System

could eventually allow food labeling. However, as of 2013 tracking system exists, and products from cloned animals are sold for human consumption in the United States.

Critics have raised objections to the FDA's approval of cloned-animal products for human consumption, arguing that the FDA's research was inadequate, inappropriately limited, and of questionable scientific validity. Several consumer-advocate groups are working to encourage a tracking program that would allow consumers to become more aware of cloned-animal products within their food.

A 2013 review noted that there is widespread misunderstanding about cloned and cattle, and found that cloned cattle that reached adulthood and entered the food supply were substantially equivalent to conventional cattle with respect to the quality of meat and milk, and with respect to their reproductive capability.