



普通高等教育“十五”国家级规划教材

x p e r i e n c i n g



新世纪网络课程建设工程项目

大学体验英语[®]

Experiencing English

教学参考书 3

Reference Book

《大学体验英语》项目组 编



高等教育出版社



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前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能力为目标,特别突出和加强了听说与交流能力的训练与培养,而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材。《大学体验英语》根据新世纪我国大学英语课程教学要求,分为1~6级,供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案和学习系统等组成。此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面:

1. 注重培养表达能力。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。
2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。
3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合,相辅相成。
4. 重视文化教学,培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。
5. “教、学、考”相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。
6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案、大学英语学习系统等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。倡导基于计算机/网络+课堂教学的新型教学模式。
7. 图文并茂,版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《教学参考书》第3册。《大学体验英语》的《综合教程》每册有8个单元。每个单元都由听说(Listen and Talk)、阅读(Read and Explore)、写作(Write and Produce)和文化沙龙(Culture Salon)4个部分组成。各部分的具体编排如下:

1) Listen and Talk:

听说部分以简短的引导语(Lead-in)引出单元的主题。引导语后面一系列精美图片展示了与主题有关的方方面面,为学生提供了联系自我、“开怀畅谈”的素材。两个紧扣交际主题的对话为学生提供了谈论主题的样例。两个交际任务和完成该任务的提示激发学生“有话想说”的欲望,使学生边学、边练、边用,达到“有话会说”的目的。

2) Read and Explore:

阅读部分的训练除阅读理解训练(Read About It)之外,针对文章内容或联系学生自身体验还设计了语篇层次的口头表达训练(Talk About It)和书面表达训练(Write About It)。

阅读部分共包括2篇阅读文章,文章A和文章B(《扩展教程》也包括2篇阅读文章,文章C和文章D;网上另有2篇自学文章及其他资源)。文章相对短小精悍,以保证阅读教学中对说、写、译等表达技能的训练。练习部分除一般语言技能训练外,还包括精选句型模拟练习(Read and simulate),即从文章中选取精辟的句子供学生模拟操练其句式和用法,这是本书的另一特点。

3) Write and Produce:

此部分又分为一般写作(General Writing)和实用写作(Practical Writing)两部分。前者侧重培养学生的essay-writing的能力,后者培养学生阅读和模拟套写在交际环境下的常用应用文的能力。第1、2册的一般写作以纠正学生写作中的句子层面的结构错误为主,第3、4册以段落、篇章写作为主,以培养学生在清楚表达意思、整体构思、谋篇布局等方面的能力。

4) Culture Salon:

选配了与本单元主题相关的语言精炼、图文并茂的文章,侧重文化背景与文化差异,培养学生学习、体验、欣赏英语和英美文化的能力。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、西南财经大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。英语语言专家 Teresa Ting 博士、Pat Moore 女士为本书编写做出了突出贡献;北京外国语大学夏祖焯教授审阅了书稿,并提出了宝贵的意见和建议;高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编 者

2002年5月

教材和教法使用说明

《大学体验英语》是参照《大学英语教学大纲》[修订本]编写的为大学英语课程使用的全新教材。它根据国家对于大学英语教学要培养具有很强国际竞争能力的人才的要求,加强了实用性英语教学,特别突出和加强了学生的听说与交流能力的训练与培养,并以此为出发点进一步更新观念、更新要求、更新内容、更新体系,力求做到求实创新,故请教师在教学过程中一定要认真研究教科书的前言,掌握其宏观主旨,才能恰如其分地贯彻教材的编写意图,发扬其长处,避免其短处,使教材能更好地体现国家为大学英语教学所规定的目标。

《大学体验英语》各册均为8个单元,每个单元都由听说(Listen and Talk)、阅读(Read and Explore)、写作(Write and Produce)和“文化沙龙”(Culture Salon)4个部分组成。这一编排打破了传统的以课文为中心把阅读能力的培养放在中心地位的教材体系,以最能激发学生学习主动性的“交际对话”这一技能为切入点,逐步扩展深化,使多种语言技能在同一主题下通过多种交际环境和练习形式反复循环、深化、巩固、加强,充分体现“学一练一会一用”的完整学习过程。为了帮助教师深入了解与掌握本书各环节的编写意图,从而更好地使用本教材,现就上述各部分从教法角度作进一步说明如下:

一、单元教学指导:

各单元的开头和结尾编有单元教学目标和教学目标检查两个部分,简明扼要地介绍了本单元的各项教学要求和应达到的程度。这一部分是各单元教学的纲目,也是总体教学目标在各单元的具体体现,故教学中教师要时时注意把握与调整,其重点是学生是否“会用”,而不只是是否“学懂”。培养学生学会随时进行自我评估的能力十分重要。教学中应指导学生就教学目标检查中的项目进行自我评估。

二、听说:

此部分包括:引导语(Lead-in)及与话题相关的图片和说明;2个紧扣本单元交际主题的对话样例(Dialogue Samples)和2个相关联的交际话题任务(Communicative Tasks)。

1. 引导语:此部分采用听力填空的形式让学生边听边读一段短小精悍、生动有趣的与本单元主题相关的文章。这一练习本身并不困难,其着眼点是言简意赅地点出本单元的中心主题,引导学生集中精力听懂和读懂小短文,为后面的口头表达和阅读训练做好铺垫。引导语中提出的富有启发性的并与学生生活紧密相关的问题也会激起学生进一步学习后面内容的积极性,因此用好引导语对教学十分有益。教师还可针对书中所提供的丰富的照片提出必要的有激励性的问题,让学生带着问题去学习后面的内容。

2. 交际对话样例:各单元的语言训练实际从这里开始,也就是说,在引导语和图片的启发下,学生产生了谈论单元话题的欲望,也即“有话想说”,但却缺少必要的语言表达手段,对话样例适时地为学生提供了“模仿谈话”的实例。由于对话样例是紧密围绕同一单元主题的,而这些话题又是学生十分感兴趣的,因此会激起学生学习和背诵的积极性,而背诵必要的词语和句式又是提高学生英语对话能力的基础。教学中要围绕对话样例认真训练学生口语表达能力,并利用交际话题任务中的话语提示(Tips)训练学生扩大话语表达的能力。总之,训练中应遵循先背诵模拟、后扩大活用的原则。

3. 交际话题任务:这是围绕交际对话样例而设计的扩大活用练习,教参提供的参考答案只是一种方案,教学中也可将对话任务进一步化小,从而把话语提示纳入对话训练之中。总之,不必追求完整的“大”对话,而把重点放在活用对话的能力的培养上,帮助学生完成从“有话想说”到“有话会说”的过渡。

三、阅读:

受英语语言环境的限制,中国英语教学对于课文教学给予特别的重视,将其视为教学的核心部分。本书虽然打破了以课文为中心的教学体系,遵循“话题为核心”(theme-based)的编写原则,但对课文教学依然给予足够的重视,因为它是培养阅读能力的主要园地和手段。但与此同时,我们在注意培养阅读能力的时候,始终不把“看懂”作为教学目标,而是坚持在阅读教学中努力培养学生使用英语的能力,也即坚持“看懂会用”的原则。因此我们编排阅读训练时贯彻了以下原则:

1. 选文紧密体现本单元的交际话题,使课文教学成为本单元教学的一个有机组成部分。

选文短小精悍,生动活泼,紧扣主话题,既有利于与前面的听说部分有机地衔接,更符合阅读教学的基本

原则：便于学生预习；便于课上操作训练；便于学生模拟使用；最终达到“看懂—学会—练习—使用”的目标。

2. 练习贯彻从理解到运用、从口头到书面、从内容到语言的原则，较好地处理了领会能力(阅读)和表达能力(口语和写作)之间的关系。因此，此部分练习一改传统的编法，按照Read About It → Talk About It → Write About It的模式与顺序编排。

1) Read About It首先解决阅读理解问题(在Content Awareness项目下完成)，而后训练重点词语和句式(在Language Focus项目下完成)。在文章前面的Think About It一项下，所设计的Lead-in Questions都与即将要学习训练的课文有紧密的联系，同时又会引起学生学习的兴趣，因此教学中要注意使用这些问题引导学生学前预习课文，学中进行讨论，学后进行归纳小结等。这里还要特别提请注意两点：一是一定要指导学生预习Passage A，但预习的要求只是看懂文章内容即可，不要拘泥细节的理解。二是精选句型模拟练习(Selected Sentences Simulation)，这是本书独有的一种练习形式，它引导学生从繁杂的文章语句中模拟套用课文中语言结构比较精辟的句子，达到能模拟套写的目的。

2) Talk About It和Write About It则是综合运用练习。前者围绕书中提供的有关单元话题或图片和附加的词语要求学生进行段落口头表达(mini-talk)。在教学过程中教师可就某一话题或图片进行示范，然后与学生一起进行口头讨论，最后由学生独自讲述，借以培养学生就课文进行口头复述和议论的能力。Write About It则要求学生在口头表达的基础上，使用所学语言来写出一篇小短文。短文写作的设计既与所学课文有联系，又涉及学生个人的见解与体会，因此坚持完成这一练习就能保证学生短文写作能力的不断提高。

3) 每单元都配有2篇文章，上面介绍的主要是Passage A的训练环节。Passage B与Passage A的差异主要有两点：一是语言训练只限于Read About It，“看懂会用”是这一部分主要的教学目的；二是加编了阅读技能训练部分。阅读技能应主要结合阅读文章来培养，这里的说明和练习仅是一种提示，教学中只要注意适当引导学生作练习即可，不必花较多的时间讲解阅读技能。

四、写作：

此部分又分为一般写作(General Writing)和实用写作(Practical Writing)两部分。前者侧重培养学生的essay-writing的能力，后者培养学生阅读和模拟套写在交际环境下的常用应用文的能力。

1. 一般写作：第1、2册的一般写作以纠正学生写作中的句子层面的结构错误为主，第3、4册以段落、篇章写作为主，以培养学生在清楚表达意思、整体构思、谋篇布局等方面的能力。因此，前2册的每个单元的这一部分都与某个语法项目相配合，教学中应将语法学习与写句子紧密结合，使学生形成清晰的句子结构概念，从而写出语法结构正确的句子，这样与前面的表达训练相结合，就有力保证了处理好交际的准确性与流利性之间的关系。切忌过多地系统复习语法。另外，前面讲到的Write About It练习，也担负着培养句子和短文写作的任务。

2. 实用写作：此部分是本书的特点之一。所选的应用文既与本单元的主题有关，又注意体现我国大学生的实际需要。它涉及表格填写和应用文模拟套写。应用文的最大特点是其相对固定的格式和体例，随意性较小。因此，教学中要特别注意引导学生学习掌握应用文的相关格式、体例和常用词语与句式。另外，在教应用文时也要注意适当介绍实际使用应用文的交际场景。

五、文化沙龙：

此部分选配的短小精悍的段落文章，侧重介绍与本单元话题相关的西方文化背景与文化差异，培养学生学习、体验、欣赏英语和英美文化的能力。此部分主要由学生独立完成，这些信息资料也可在课文教学的过程中适当结合加以利用。

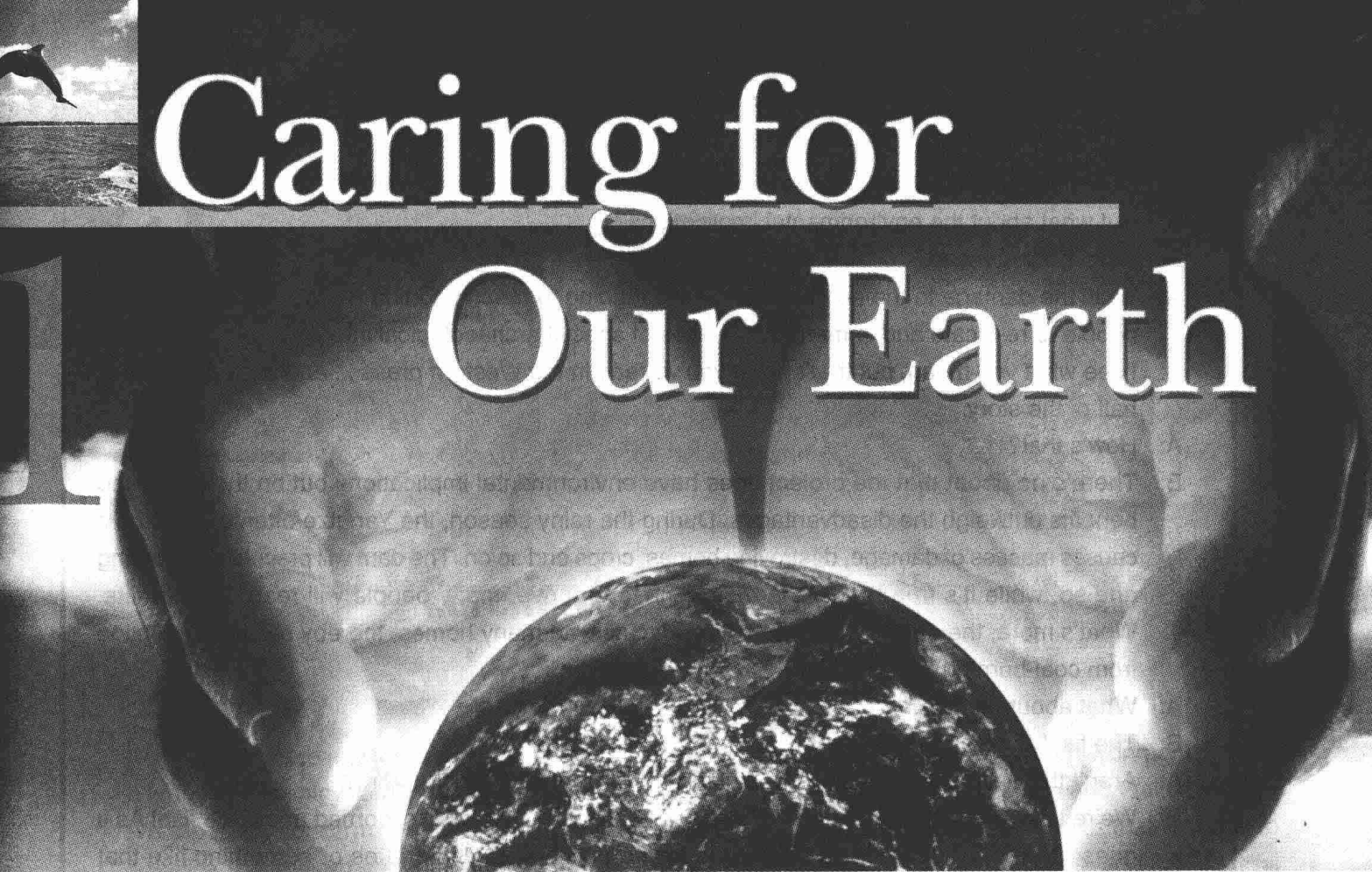
六、《综合教程》与《扩展教程》的关系：

以上介绍的是有关《综合教程》的教法建议，而《扩展教程》则主要由学生根据《综合教程》的进度自主学习。因此，教学中应注意予以指导，从一开始就培养学生自主学习的良好习惯。

教法是灵活的，以上建议与说明仅供教师参考，更多的是介绍了编者的编写意图，企求的是发扬本书的长处，避免其短处。相信广大教师定会在教学过程中有许多革新创造，为配合大学英语教学改革和培养具有较强英语交流能力的国际一流人才做出贡献。

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Caring for Our Earth

1

Listen and Talk

Lead-in

Listen to the following passage about global warming and try to fill the missing words in the blanks.

- | | | | |
|---------------------|--------------|--------------------------|--------------------|
| 1 human beings | 2 powered | 3 greenhouse | 4 far away |
| 5 make a difference | 6 breathe in | 7 decreasing performance | 8 four inches high |
| 9 campaign | 10 encourage | | |

Communicative Tasks

- 1** Work with a peer and take turns to start the conversation.

TASK 1:

A: So, we've heard that there are plans to build a massive dam in the Three Gorges area of the Yangtze.

- B: That's right. In fact, they've already started the preliminary construction.
- A: But what about the environmental implications?
- B: What do you mean?
- A: Well, the damage to the eco-system ... Isn't it going to mean flooding a great big area, forcing people to re-locate and immersing the sites of special archaeological interest?
- B: I see what you mean, but that's what you've read in the Western press ... and you've only read half of the story.
- A: How's that?
- B: There's no doubt that the project does have environmental implications but on the whole the benefits outweigh the disadvantages. During the rainy season, the Yangtze often floods and it causes masses of damage, destroying homes, crops and so on. The dam will prevent this flooding and so, while it's true that some people have to move, many people will reap the benefits. What's more, the dam will provide hydro-electricity to many homes, thereby reducing pollution from coal-burning power plants.
- A: What about the fish?
- B: The fish??
- A: Aren't there some breeds of fish which swim upriver to spawn (产卵) ?
- B: We're talking about saving human lives and livelihoods, and you're worried about the fish! As it goes, I've heard of other dams where they've built special little gates or something like that which allow the fish to pass through.
- A: And China's going to lose one of its most famous sites...
- B: Well, not really. Some of the sites will look grander with a higher water level. Why don't you go and see them now while you still have the chance. You can revisit them to make a comparison after the dam is built.

TASK 2:

- A: You know, Mrs. Brady, I've been meaning to ask you something ...
- B: Yes, dear, what's that?
- A: Well, why do you always keep the air-conditioning running?
- B: Why, would you rather swelter (热得难受) in the heat?
- A: Well, it's not that. It's true that sometimes it's really hot outside and then I'm quite happy not to suffer, but it seems to me that the air-conditioning has become a habit and you keep it on even on days when it isn't so hot.
- B: We like to have a constant temperature in the house, you know.
- A: But it means there's always an artificial atmosphere, and never any fresh air. Why do you keep it on on cooler days rather than turning it off and opening the windows? You could reduce your power bill by quite a lot too.
- B: Are you trying to save me money? Am I charging you too much rent?
- A: Oh no, it's not that. But we were talking in class the other day about being environmentally conscious and I was thinking that not only is the air conditioning bad for the environment, it's bad for our health AND it's expensive.
- B: Well, you may be right. It's just part of our lifestyle, you know. I'll tell you what. Why don't we talk about this with the others over dinner tonight and see what they think?
- A: Ok, Mrs. Brady, that will be interesting. Thank you.

2

Read and Explore

Passage A

Care for Our Mother Earth

I. Summary

In an interview for *Awareness Magazine*, four specialists discuss their views on environmental issues with Dr. McKinley. Leon Nacson is particularly worried about air and water pollution and Walter Semkiw is especially concerned with deforestation and global warming. Aman Motwane believes that we have to realize that everything is related, and therefore that every action has a consequence; and Amrit Desai makes a link between consumption and global resources, arguing that human greed poses a serious threat to Mother Earth. The message is that the environment is OUR responsibility and that we all have a part to play if we want to save our planet.

II. Culture Notes

Global Environment Situation

Global climate trends

The main drive behind climate change is the increasing amount of carbon dioxide in the atmosphere. Its level has risen by a third since the industrial revolution started in the 1760s. As CO₂ has built up, so temperature has risen. The main culprits behind increasing CO₂ levels are burning fossil fuels and deforestation. The US alone pumps out a quarter of the world's CO₂ emissions.

Global pollution trends

If the number of cars keeps increasing at the present rate, there will be more than a billion on the road by 2025. Today, motor vehicles put out 900 million tons of carbon dioxide a year—about 15 per cent of our total output. More vehicles will mean more global warming. Also by 2025, two-thirds of the world's people will live in cities, so traffic jams and pollution will loom large in most people's lives.

Global population trends

Never has the pressure on the world's resources been so great. Over the next 20 years, the global population is expected to grow by a quarter—that's an extra 1.5 billion mouths to feed. Water is also under pressure as never before. Today, some 500 million people do not have enough water. By 2025, that number is expected to hit 2.5 billion.

III. Language Points

isolate *v.* to set apart or cut off from others

➤ Examples: Presley's early success isolated him from his friends.

This policy could isolate the country from other members of the United Nations.

(be) blind to to completely fail to notice or realize something

➤ Examples: They seemed to be blind to the consequences of their decision.

David's good looks and impeccable manners have always made Rebecca blind to his faults.

consequence *n.* something that happens as a result of a particular action or set of conditions

➤ Examples: The safety procedures have been ignored, with potential tragic consequences.

Acceptance of what has happened is the first step to overcoming the consequences of any misfortune.

deforest *v.* to cut down or destroy trees

➤ Examples: About 400 000 square kilometers of the Amazon basin have already been deforested.

The decision to deforest the area for an airport / a golf course is strongly opposed by the local residents.

global *adj.* affecting or including the whole world

➤ Examples: AIDS is a global problem which requires global efforts.

The representatives from some developing countries claim that global economy does not give them a fair chance.

ecosystem *n.* all the animals and plants in a particular area, and the way in which they relate to each other and to their environment

➤ Examples: Madagascar's ecosystem ranges from rainforest to semi-desert.

Over-development often leads to disastrous effects on a dedicatedly balanced ecosystem.

purify *v.* to remove the dirty or unwanted parts from something

➤ Examples: Purify the water before drinking it.

It is said that in purified water minerals useful to our health has been removed.

evaporate *v.* to (make) change into vapor

➤ Examples: The water is evaporated by the sun.

The police failed to find any witness; it seemed that they all evaporated.

atmosphere *n.* the mixture of gases that surrounds the earth

➤ Examples: The space shuttle will re-enter the Earth's atmosphere tomorrow morning.

The Partial Test-Ban Treaty bans nuclear testing in the atmosphere.

downwind *adj.* in the direction that the wind is moving

➤ Examples: The downwind region of the nuclear test site can hardly attract investment for development.

The tiger approached the deer from behind some downwind bushes.

source *n.* a thing, place, activity etc. that you get something from

➤ Examples: In that remote region radio is the main source of information.

Renewable sources of energy must be used where practical.

result from to happen or exist as a result of something

- Examples: Those problems resulted from the poor management.
Many hair problems result from what one eats.

result in to make something happen; to cause

- Examples: The talks between Russia and the United States resulted in missile reduction.
Regular trips back to her motherland have resulted in her first book, *Tiger Balm*.

release *v.* to stop holding something that one has been holding tightly or carefully

- Examples: The judge agreed to release the prisoner in consideration of his worsening health.
Thousands of balloons were released at the beginning of the rally.

trap *v.*

1) to catch by a trick or deception

- Example: The innocent girl was trapped into an unhappy marriage.
The scoundrel was trapped into telling the police all he knew.

2) to prevent someone or something from escaping from a dangerous place

- Examples: The greenhouse stays warm because the glass traps the heat of the sun.
Twenty miners were trapped underground and only five survived.

all the way to emphasize how long a distance is

- Examples: Football fans came all the way from every corner of the world to watch the World Cup 2002.
Beauty is only skin deep, but ugliness goes all the way to the bone!

impact on to have an important or noticeable effect on someone or something

- Examples: How will this program impact on the local community?
Falling export rates have considerably impacted on the country's economy.

specific *adj.* special, distinctive, or unique

- Examples: Massage may help to increase blood flow to specific areas of the body.
This book gives specific instructions on how to make patent leather.

priority *n.* something that must be dealt with as soon as possible and before other less important things

- Examples: Agriculture is still a high priority in most developing countries.
Banks normally give priority to large businesses when deciding on loans.

prior *adj.* preceding before in time, order, importance, or value

- Examples: She couldn't go to the party because of a prior engagement.
The widow's nephew has a prior claim to the property according to an earlier legal agreement.

element *n.* one part of a whole system, plan, piece of writing etc.

- Examples: The exchange of prisoners of war was one of the key elements of the UN's peace plan.
The movie had all the elements of a hit, but it flopped.

inexhaustible *adj.* existing in such large amounts that it can never be finished or used up

- Examples: The terrorists seem to have an inexhaustible supply of ammunition.
His energy was unbounded and his patience inexhaustible.

the / a point of no return the point in a course of action beyond which reversal is not possible.

- Examples: Something must be done before the situation reached the point of no return.

If he doesn't have his heart operation very soon, he's in danger of reaching a point of no return.

greed *n.* a strong desire for more money, power, possessions etc. than one needs

- Examples: That old politician has an insatiable greed for personal power.
If we're looking for the sources of our troubles, we should test people for stupidity, ignorance, greed and love of power.

convenience *n.* the quality of being suitable for a particular purpose, especially because it is easy to use or saves one energy

- Examples: Many women prefer the convenience of working at home while their children are small.
I decided to buy the house for the convenience of living close to my parents.

convenient *adj.* suited or favorable to one's comfort, purpose, or needs

- Example: I find my bike a very convenient way of getting around.

addicted *adj.* liking to do or have something so much that one does not want to stop

- Examples: Some students are so addicted to computer games that they neglect their studies.
The girl is addicted to chocolates.

nurture *v.* to feed or take care of a child or a plant while it is growing

- Examples: Parents want to know the best way to nurture and raise their children.
Nurture your mind with great thoughts. (—Benjamin Disraeli)

take action to follow the process of doing in order to deal with a problem or difficult situation

- Examples: The police took firm action to deal with the riots.
The government is taking emergency action to deal with the power shortage.

strategy *n.* a general plan or set of plans intended to achieve something, especially over a long period

- Examples: Community involvement is now important to company strategy.
We will open up another 15 chain stores in China according to our marketing strategy.

sit back to relax and make no effort to get involved in something

- Examples: Can we just sit back and do nothing when there are so many homeless people on the streets?
Don't just sit back and wait for new business to come to you.

IV. Sentence Explanation

Passage A

- **Look at the relationship between the tree and its environment and you will see the future of the tree.**
If you look at the relationship between the tree and its environment, you will see the future of the tree.
- **We have become addicted consumers, which causes industrial waste.**
We have become used to getting more and more conveniences, comfort and possessions, which causes industrial waste.
- **Too many of us just sit back and say "I'll let the experts deal with it."**
Too many of us tend to take no actions ourselves and say "I'll let the experts take care of it."

V. Key to Exercises

Think About It

- 1 We are nurtured by the healthy condition of Mother Earth. In humans, if the mother is ailing, the child suffers. We are the cause of the ailing planet and we are the victims.
- 2 It is us human beings. We are driven by the greedy needs for more conveniences, we are very often ignorant of the disastrous consequences we are causing.
- 3 We should have a correct attitude towards environment. Besides, we should develop strategies and act immediately to protect our Mother Earth.

Content Awareness

Read and think

2 Answer the following questions with the information from the passage.

- 1 The world is a whole. Nothing in it can be isolated. Everything affects and is affected by its environment. Trees are not exceptions.
- 2 We'd better let nature develop in its own course and do not interfere too much. Tread as lightly as you can, take as little as possible, and put back as much as you can.
- 3 We are never satisfied with what we have, and always ask for more than what is necessary.
- 4 He wants to raise readers' awareness in different aspects of the environment problem, and urge them to act immediately to protect the environment.
- 5
 - 1) We should see the world as one interconnected, interrelated whole. (Aman Motwane)
 - 2) The two most pressing environmental issues are deforesting and global warming. (Walter Semkiw)
 - 3) Air and water pollution are our Number One priorities. (Leon Nacson)
 - 4) We are the cause of the ailing planet and we are the victims. (Amrit Desai)
- 6 Open

Read and complete

3 Choose the best answer to each question with the information from the passage.

- 1 B 2 B 3 C 4 A 5 D

Language Focus

Read and complete

4 Fill in the blanks with the words given below. Make changes where necessary.

- 1 strategies 2 specific 3 consumers 4 released 5 trapped

- 6 consequence 7 was isolated 8 priority 9 convenience 10 elements

5 Complete the following sentences with phrases or expressions from the passage. Make changes where necessary.

- 1 transform 2 all the way 3 sit back 4 resulting from 5 share ... with

Read and translate

6 Translate the following sentences into English.

- 1 How did the war, which brought terrible disasters to mankind, impact on such a poet?
- 2 Mothers are sometimes blind to the faults of their beloved children, which will cause the children to make the same mistake again.
- 3 As a new immigrant in this completely strange country, she always felt isolated.
- 4 Acting before thinking often results in failure, so we should think before we leap.
- 5 The time for talking is past; we must take positive action to protect our environment.

Read and simulate

7 Read the following sentences carefully, and then make your own sentences using the patterns in bold-face type.

- 1 The quality and cost of our products are Number One priorities.
- 2 Once we reach the point of no return, a crisis in the near future is inevitable.
- 3 What an honor it is to have this opportunity to have / entertain you as our guest!
- 4 Can you share your opinion with other students and also learn something from the discussion?
- 5 We can't just sit back and pretend it's none of our business.

7alk About It

8 Look at the pictures below and talk about the causes and effects of the natural disasters with the help of the tips.

- 1 The sandstorm is a horrible phenomenon. The clouds of dust are so heavy that you can hardly breathe. It is so dark that it may cause traffic accidents.
- 2 Droughts result from lack of water, which is essential for plants and animals. The failure of crops leads to food shortage, and sometimes even famine.
- 3 The flood washes away houses, destroys fields, and causes life and property losses. People may be left homeless and suffer diseases.
- 4 The increase of disasters is mainly caused by human activities. With the growth of population, we need more resources from the Earth. Deforestation, over-cultivation, together with other factors, lead to the imbalance of the ecosystem. And this in turn causes more natural disasters.