

STEP TOEFL

BY STEP TO



书面表达 WRITING

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零起点托福 渐进教程

零起点托福渐进教程

——书面表达

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前言

I. 《零起点托福渐进教程》编写的缘由

随着我国的经济的高速发展,人们观念的日益更新,与世界的交往也更加频繁,越来越多的青年参加 TOEFL(托福)考试,验证自己的英语水平,并希望出国留学深造,实现人生价值。截至 2008 年底,我国各类出国留学人员总数达 139.15 万人。根据中国教育部发布的信息,2009 年全年出国留学达到了 22.9 万人。在出国留学热潮中北美一直是各类留学生的追捧的意向地区。从各主流留学机构的业务统计来看,超过 70%以上的客户对赴北美留学意向强烈,其中 50%左右选择前往美国和加拿大,而且这一比例还在攀升中。同时凸显的另一个现象就是高中毕业生的留学热潮。自 2005 年以来选择出国留学的高中毕业生人数不断攀升,2006 年达到 5 万人左右,约占全部出国留学人数的 4 成。2009 年中国学生留学意向调查报告显示,在计划出国留学的学生学历层次方面,本科生占 57%,其次是高中生 22%。

加拿大高等教育基础部作为加拿大国家教育交流中心与中国大学合作的国际标准化、规范化的高等基础教育,于 2001 年在中国开设以来,随着招生人数的不断扩大,教学管理逐步规范,越来越多的毕业生直接进入加拿大个大学学士学位课程的学习。根据中国驻加拿大使馆统计,中国现在在加拿大留学人数已经超过 5 万人,其中相当一部分学生是在私立学校、语言学校、专科院校学习。而中国大学加拿大高等教育基础部目前正在加拿大学习的学生,则全部在加拿大的公立大学学习,且有约 60%的学生进入了世界 500 强大学。绝大部分学生成绩良好,生活适应。加拿大高等教育基础部的中心目标是,引进发达国家教学模式,实现国际标准化、规范化的高等基础教育,促进教育多元化发展。同时,为有志于出国深造的中国学生建立一条正规高效、安全稳妥的留学途径。

为适应海外学习生活,留学生需要相当的英语语言运用能力。鉴于种种原因,国内高中阶段的英语教学未能给予学生语言运用能力足够的关注。大部分高中学生对英语的掌握还停留在对语言结构的辨认层面上,不能借助所获取的英语语言知识去实现英语的口、笔头交流。为满足逐年增长的高中毕业生出国学习的需要,许多高校教师和语言培训机构均感到有必要系统地整合这类高中毕业学生的英语语言知识,使他们能从听、说、读、写四方面得到有效训练,为顺利地通过海外留学各类考试和适应海外学习环境奠定基础。

选用合适的教材无疑有助于解决高中生语言运用能力欠佳的状况。市场现有的英语语言教材大都根据高等学校英语专业或大学英语教学大纲要求,结合目前国内本科阶段不同年级教学需要设计和编写的。这些教材虽然不乏经典之作,但需要相当的教学时数才能完成。我们认为应该编写一套教材,它们以高中毕业英语水平为起点,讲解英语口、笔头表达基本规范和学术英语文体要素,训练听、说、读、写交际能力,以期达到帮助低起点的学习者有效过渡到更高

阶段语言学习的目的。因此,在教材设计上,既要以学生的入学水平为起点,又要为达到目标做有效的过度。也就是说,既注重教材的梯度,延续性和目的性,又要确保知识的系统性,和科学性。

II. 《零起点托福渐进教程》编写的原则

1. 突出语言基本功的训练。教材培养和训练学习者由词到句、由句到篇、由语言输入到语言输出的语言实际应用能力。

2. 关注语言思维能力的培养。教材坚持以“方法引入为主,范例展示为辅”的编写理念。各内容点的讲解做到层层剖析和逻辑推导,摒弃直接以答案和成品范文呈现内容的方法。

3. 注重教材的内在联系。在内容和章节编排上做到由浅入深、由部分到整体的循序渐进推进方式。

4. 突出内容的时效性。在内容的选取上,教材抛弃面面俱到和理论说教,直接针对学习者学习需要和解决其知识的薄弱环节选材。内容编写做到有的放矢,以提高教材使用的时效。

5. 强调练习的丰富性和多样化。教材强调在“做”中学习、修正和提高语言能力。章节练习旨在促使内容的活学活用,课后任务保证学习的持续性。同时,练习方式不拘一格,根据不同阶段的不同任务和要求,选择相应的习题和任务类型,锻炼各种语言技能,从而在使用语言的过程中,培养听、说、读、写的实际综合运用能力。

III. 《零起点托福渐进教程》使用对象和使用建议

1. 教材的构成:

《零起点托福渐进教程》由听、说、读、写四册构成。各册教材既有各技能的中心内容点和不同训练策略,独立成一系统,又相互补充和交叉,方便单独或成套配合使用。

2. 教材的适用对象为:

1) 英语水平偏低但欲赴海外学习和参加托福、雅思考试人群。完成本教材的学习后,学习者可直接进入上述考试的模拟训练。

2) 以高中毕业英语水平为起点的英语自学者和欲进一步提高英语听、说、读、写能力和升入本科学习的高职高专学生。本教材可以帮助他们夯实语言基础,增长语言知识,提升对正式文体和学术内容的篇章的理解并进而提高口、笔头表达能力。

本套教材的编写得到西南交通大学教务处 2007 年度教材建设立项课题和加拿大国家教育交流中心的资金赞助,同时也得到西南交通大学加拿大高等教育基础部的鼎力支持,没有各上级部门、机构和同事的帮助,本套教材无法顺利完成。

对于被本套教材收录和选用材料,各册教材均已在参考文献中罗列。在此,我们对参与编写的老师和出版社一并致谢!

由于编者水平有限,书中不足之处,敬请广大读者和同仁批评和斧正。我们的联系方式是 sophiejin@163.com。

Sophie Jin

2010 年 7 月

《零起点托福渐进教程——书面表达》使用说明

1. 教材的特色

1. 强调语言基础知识的学习和巩固

鉴于使用对象不尽理想的语言状况,教材重视学习者句法能力的培养和词汇的学习。从 Unit 1 到 Unit 11,设计了聚焦语言点(Focus on Language)学习环节,旨在培养和夯实学习者构建正确句子的能力。通过对常见句子错误的讲解和分析,指出避免错误的方法,并辅之丰富的练习。此外,完成内容讲解后,每单元均编排了词汇学习环节(Word Study),对单元内出现的生词进行多角度的讲解。内容包含生词常见意义的介绍、近义词、反义词和派生词的衍生学习及高针对性的即学即用练习。随着教材的使用,学习者语言基础知识也随之提高。学习者写作能力的培养将如有源之水,有所依托,有所保证。

2. 关注写作思维的培养

教材对学习者生成写作素材和获取写作内容的能力给予了极大的关注。在 Unit 12 到 Unit 16 设计了生成写作素材(Focus on Ideas)学习环节,旨在教授学习者开拓思路和提炼素材。多种激活思维的活动给予学习者正确审题、挖掘素材、提炼主题、整理素材和确定大纲等内容的全过程训练。通过对写作内容生成的训练,教材帮助学习者走出面对写作话题时因无话可说而不知所措的困境。还使学习者面对成品范文时,不再囫囵吞枣,而是知其然并知其所以然,从而使写作教学起到授之以渔的作用。

3. 注重学习内容的时效性

鉴于教学时数有限,教材重点讲解英语写作的基本规范,既适用于不同体裁文章的写作要素,同时,文体类型的取舍来源学术活动的需要。教材主要介绍了常见的各体裁的文章的写作技巧,如记叙文体中的记实性记叙文和描写文体中的客观描写文,说明文和议论文。教材内容的取舍有所针对,既能方便学时的安排,又可促进学习者对教学内容的理解。

4. 突出教学的操作性

教材由多年承担写作课程的一线老师编写,保证了教材良好的操作性。各章节内容的编排按照“写什么”和“怎么写”的简单模式逻辑推进,避免了理论的赘述,更体现实用性。每环节内容学习之后,相关练习紧随其后,有利于教师对学习者的学习情况的及时把握和指导。大部分练习附有答案和范文,教师可以方便地使用范文对学习者的习作分析和对比。另外,收录的范文或由编者撰写或由编者在学生习作基础上修改而成。范文在思想内容和技巧运用等方面虽高于学习者水平,但不构成不可跨越的沟壑。恰当的跨度为学习者模仿范文提供了可能并为学习者提高写作能力奠定了基础。

II. 本教材的构成和使用

本写作教材由 16 个 Unit, 2 套测试试题构成, 并附练习答案及范文。教材以段落写作要素为内容起点, 逐步推及到完整篇章写作。每个单元由聚焦写作点(Focus on Writing)和聚焦语言点或思想内容(Focus on Language/Ideas)两部分组成, 分别从段落写作要素、篇章发展模式和语言锤炼、思想内容提炼的角度讲解写作规范和提高书面语表达能力。从 Unit 1 到 Unit 11, 讲解段落的构成、段落的整体性及连贯性、段落发展的各种手法; 从 Unit 12 到 Unit 16, 介绍学术活动中常见文体的写作。两套测试题可分别作为上述两个阶段学习效果的检测。

在正常情况下, 教材可以在 64~68 个学时内完成。在学时有限的情况下, 教学重点可集中在每单元的第一部分既聚焦写作(Focus on Writing), 对第二部分既聚焦语言点或思想内容(Focus on Language/Ideas)可以采用讲座形式分 3 至 4 次集中讲授。对于自学者, 则可根据自身语言水平, 有选择地使用全部或部分内容。

本教材的编写选用和参考了国内外出版的有关书刊说明章节内容, 在教材参考文献中均说明了这些材料的出处。谨此向相关作者和出版社致以深切的谢意。个别范文在学生习作基础上修改而成, 在此, 笔者向这些学生表示衷心的感谢, 并祝愿他们学习进步、事业有成! 在本教材的编写、试用和修改的关键期间, 发生了 5.12 汶川大地震。在随后数月连续不断的余震中, 我们的编写工作没有停止, 教材的试用也没有被干扰。借此机会, 笔者向为本教材编写给予支持的家人和朋友致以由衷的谢意!

由于笔者水平有限, 书中缺点和错误在所难免, 敬请广大读者和同仁批评和斧正。

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孙念红

2010 年 5 月于成都文庙西街

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Unit 1 Narrating in Chronological Order

I. Warm up

Please put the following sentences in the right order by writing down the number on the line provided.

- ___ In the late 1920s, propeller airplanes began to fly at a speed of more than 100 miles an hour.
- ___ When the wheel was invented over a thousand years ago, man learnt that it was possible to travel faster on wheels than on foot.
- ___ With the invention of the steam engine about two hundred years ago, men began to travel at what was called “dangerous” speeds of between 20 to 30 miles an hour.
- ___ The gasoline engines that were used between 1900 and 1920 developed up to 60 miles an hour.
- ___ Man has learnt to travel faster and faster throughout history.
- ___ About fifty years ago, man began to travel in commercial jet planes at speeds about of 500 miles an hour.

Questions

1. How have you arranged the sentences?
2. Do you have any reason for this arrangement?

II. Focus on Writing: Narrating in Chronological Order

Task

1

Here is a paragraph telling the life story of Dorothy Reed. Read the paragraph and finish the task that follows.

Dorothy Reed¹

The youngest child of a wealthy Midwestern **manufacturing** (n. 从事制造) family, Dorothy Reed was born in 1874 and educated at home by her grandmother. She graduated from Smith College and in

¹ 摘选自“Delta’s Key to the Next Generation TOEFL Test” by Nancy Gallagher



1896 entered John Hopkins' Medical School. After receiving her MD degree, she worked at John Hopkins in the laboratories of two well-known medical scientists. Reed's research in **pathology** (*n.* 病理学) **established** (*v.* 确定) that Hodgkin's disease, until then thought to be a form of **tuberculosis** (*n.* 结核病), was a **distinct** (*a.* 不同其他的) disorder characterized by a **specific** (*a.* 特定的) blood cell, which was later named the *Reed cell* after her. In 1906, her marriage to Charles Mendenhall took Reed away from the laboratory. For ten years, she remained at home as the mother of young children before returning to professional life. Then she became a lecturer in Home Economics at the University of Wisconsin, where her main concerns were collecting data about **maternal** (*a.* 母亲的) and child health and preparing courses for new mothers. It was at this time her **passion** (*n.* 激情) for research was directed to public health rather than laboratory science.

Questions

1. Fill in the chart using information about Dorothy Reed mentioned in the above paragraph.

Dorothy Reed's life		
	Time period	Events or achievements
Childhood and early education	1874 and the years immediately after	
		At John Hopkins' Medical school
Early research experience		At John Hopkins and established the Hodgkin's disease was a distinct disorder
A break from research		
Later research experience		a lecturer in Home Economics at the University of Wisconsin

2. How are the events in Dorothy Reed's life arranged in the paragraph? Is there a pattern of organization?
3. Can you blacken in the paragraph the key words and phrases that **indicate** (*vt.* 说明, 显示) the **transition** (*n.* 过渡) of each event? The first several have already done for you.

The youngest child of a wealthy Midwestern manufacturing family, Dorothy Reed was born **in 1874** and educated at home by her grandmother. Dorothy Reed graduated from Smith College and **in 1896** entered John Hopkins' Medical School. **After** receiving her MD Degree, she worked at John Hopkins in the laboratories of two well-known medical scientists. Reed's research in pathology established that Hodgkin's disease, until then thought to be a form of tuberculosis, was a distinct disorder characterized by a specific blood cell, which was later named the *Reed cell* after her. In 1906, her marriage to Charles Mendenhall took Reed away from the laboratory. For ten years, she remained at home as the mother of young children before returning to professional life. Then she became a lecturer in Home Economics at the University of Wisconsin, where her main concerns

were collecting data about maternal and child health and preparing courses for new mothers. It was at this time her passion for research was directed to public health rather than laboratory science.

Summary

时间顺序(Chronological Order)是指按照事件发生的先后顺序来编排写作细节,可用来描述以时间为主线有先后之分的事件或过程,比如,某人的生活经历,某事件的历史记载,或者某活动的操作过程等。

时间顺序段落发展法的典型关联词语、副词有:

now, after, afterwards, after that, at first, in the beginning, later, next, finally, from then on, at the same time, meanwhile, till, not...until, before, when, while, as, during 等等。

A sample paragraph written in chronological order(时间顺序法范例段落结构分析)

I stepped out of the car into the bright morning sun, and with my equipment bag in hand, walked into the towering building. After warming up and stretching, I sat down on the cold wooden floor, closed my eyes, and focused. I cleared my mind of every thought, every worry, and every sense of insecurity. The preliminary (a. 预先的) rounds were quiet and painless, and the championship fight was suddenly before me. I could see that John looked as calm and as confident as ever. We bowed to each other and to the instructor, and the match began, but I do not recall most of the fight. I do faintly remember that when time ran out the score was tied, and we were forced to go into Sudden Death: whoever scored the next point would win. That, however, I do recall.

如段落下划线部分所示,段落以时间顺序为线索,陈述了从“我”下车,然后进入赛场热身并调整心态,之后进入决赛,最后通过 sudden death 的方式决定胜负的比赛过程。写作紧扣武术比赛这一场景,时间上环环相扣,其中穿插其心理状态的直接或间接描述。

Task 2

Here is a paragraph about meteors (n. 陨石). Discuss with your partner and find answers to the following questions.

Serious interest in meteors did not begin until well into the 19th century. Early in the century two young scientists reported having seen an elaborate (a. 精致的) shower of stones coming from the sky. President Thomas Jefferson gave the typical response (n. 反应) when he laughed at the idea of “stones from the heavens”. Then in November of 1833, a meteor shower of the type that we now call the Leonids hit the United States. The shower was described as a sensational (a. 轰动的) Fourth of July celebration; the entire night sky was lighted for several hours. Although there are no reports of any rocks having been found after the shower, the scientific community and the general public began to take the study of meteors more seriously.

Questions

1. In the above paragraph, two phases are mentioned which showed different responses the scientific community and common people had to the meteor shower. What are these two phases?
2. In what way is the paragraph entitled a paragraph of chronological order? Also please blacken the key words and phrases which indicate chronological order of organization.

Let's practice

Exercise 1 使用如下关于 Colgate-Palmolive Company 的资料并写一段话陈述该公司的成长历程。

Colgate-Palmolive Company		
Time Period	Event	Achievements and Other Information
1806	founded	a soap and candle business shop in New York
1806~1906		business within the USA
early 1990s	started a huge program opening up business outside the USA	operations in countries throughout Europe, Latin America and the Far East
beginning of the 21 st century	continued its business expansion	business in Turkey, Pakistan, Saudi Arabia, Eastern Europe and China
now		selling in more than 200 countries and a global consumer products

Exercise 2 模仿范例段落的结构和写作手法,完成下列不少于 6 句话的段落写作。注意使用恰当的时间关联词,并使各句子符合逻辑。

I remembered the first day when I came to this school. _____

III. Focus on Language: Sentence Basics

英语句子的基本成分(Sentence Basics)可分为:主语(Subject)、谓语(Predicate)、宾语(Object)、定语(Attributive)和状语(Adverb)。其中,主语(Subject)和谓语(Predicate)构成句子的主体。

1. 主语(Subject) + 谓语(Predicate, Vi.)

E.g.: Bush's popularity has gone down.

(S) (Vi.)

Things have changed rapidly.

可用状语修饰谓语,进一步表达句子意义。

2. 主语(Subject) + 谓语(Predicate, link V.) + 表语(Predicative)

E.g.: Fresh fruits can go bad easily in summer.

(S) (Vi.)

Hiking several miles over the mountain has become
a popular sport among them.

动名词、不定式及其短语也可作主语。

Notes: 如下动词常在“主语+连系动词+表语”的句型中使用:

be / appear / become / seem / feel / look / smell / sound / taste...

3. 主语(Subject) + 谓语(Predicate, Vt.) + 宾语(Object)

E.g.: To swim in this deep water requires strength and courage.

(S) (Vt.) (O)

The youngest skater nearly won a gold medal in the last Winter Olympic Games.

Students often recite useful phrases to be used in their compositions.

在宾语后可有后置定语作修饰语。此处不定式短语作定语修饰宾语。

Notes: 在及物动词中,有些要求动名词充当宾语,有些要求不定式充当宾语。

不定式(Infinitive)充当宾语: “ask”, “decide”, “order”, “pretend”, “promise”, “try” 和 “want” 等。	动名词 (Gerund) 充当宾语: “avoid”, “admit”, “deny”, “enjoy”, “finish”, “keep”, “mind”, “postpone”, “practice”, “prefer” 和 “quit” 等。
None of the students wanted to <u>take</u> the test.	I think you have to quit <u>smoking</u> immediately <u>to prevent further</u> <u>contamination of the lung</u> .
Under our heavy attack, the enemy pretended to <u>surrender</u> .	Would you mind <u>my turning up the music</u> a bit?

在宾语后可带状语进一步说明句子意义。此处不定式短语作状语说明目的。

4. 主语(Subject) + 谓语(Predicate Vt.) + 双宾语 (Double Objects)

有些及物动词之后要求直接宾语(DO)和间接宾语(IO), 如 allow, bring, buy, fetch, get, give, lend, offer, save, sell, send, 和 show 等动词。

E.g.: My friends in the hospital have decided to buy her a cake for her birthday.

(S) (Vt.) (IO)(DO)

The earthquake relief workers also helped fetch water for the villagers.

双宾语的顺序可以是: 间接宾语(人) + 直接宾语(物)

双宾语的顺序也可以是: 直接宾语(人) + 介词 + 间接宾语(物)

5. 主语(Subject) + 谓语(Predicate, Vt.) + 宾语(Object) + 宾语补足语(Object Complement)

宾语补足语为补充说明宾语的内容。要求宾语补足语的常用动词有 “find”, “feel”, “hear”, “see”, “consider”, “regard”, “elect”, “appoint” 和 “prove” 等。

E.g.: The Chairman declared the meeting officially open.

(S) (Vt.) (O) (OC)

We call Einstein a genius.

I saw her driving her friend's car.

The news threw the family in a state of grief.

They proved the theory to be true.

名词作宾语补足语

动名词短语作宾语补足语

介词短语作宾语补足语

不定式短语作宾语补足语



Let's practice

Exercise 3 判断下列句子的句型以及划线部分的语法成分。

E.g.: Daley had been mayor for many years.

s. + vi. + *predicative* + *adv.* (状语进一步说明句子意义)。mayor: 名词作表语

- 1) Saving the lives of the people was the top **priority** (首要考虑的事件) in the President's bill.
- 2) The president's first job was to rebuild public confidence.
- 3) Have you sent copies of the minutes to the members?
- 4) None of the people saw the man jumping off the bridge.
- 5) He would like to spend his life as a race driver.

Exercise 4 根据括号中的提示,将下面的句子翻译成英文,注意使用恰当的英语句型。

- 1) 我们提名他为本班的班长。(nominate: *vt.*)
- 2) 父亲看上去身体不好。(in poor health)
- 3) 根据报道,这个公司就要倒闭了。(According to the report)
- 4) 我们应该避免以貌取人。(judge people by appearances)
- 5) 媒体在过去的 10 年中大大提高了公众的环境意识。(public environmental awareness)

IV. Enhancements

Unit Highlights

Summarize the key points covered in this unit by filling in the following blanks.

1. As a pattern of organization, a chronological order refers to the arrangement of information in _____. Typical connectives and adverbs indicating time sequence include _____, _____ and _____ etc.
2. Basically there are five English sentence patterns. They are:
 - 1) _____ example _____.
 - 2) _____ example _____.
 - 3) _____ example _____.
 - 4) _____ example _____.
 - 5) _____ example _____.

Word Study

1. manufacture *vt.* (用机器大量)制造; manufacturer *n.* 制造者, 厂商

⑤ The factory manufactures wool into cloth.

⑥ Answer the following question.

What are Volkswagen and Fiat?

2. indicate *v.* 指出,表示;indication *n.* 征兆,迹象

⑤ The arrows indicate the way to the river.

Black clouds are usually taken as an indication of rain.

3. transition *n.* 转移,变迁

⑤ Writers often depend on connectives (关联词) to make a good transition of ideas.

4. pathology *n.* 病理学;pathological *a.* 病理的,病态的;pathologist *n.* 病理学家

5. establish *vt.* 建立(设施,事业等),确立(学说等),证明(事实等)

⑤ The company was established in 1950.

Who established that the earth moves around the sun not the other way round?

6. distinct *a.* 有区别的,不同的

⑤ Donkeys and horses are two distinct animals.

⑥ Give answers to the following questions.

Are monkeys and apes two distinct species?

According to Reed,Hodgkin's disease is a _____ disorder from _____.

7. specific *a.* 具体的,特定的;specify *vt.* 明确地陈述,逐一地说明;specification *n.* 详述,说明书(pl.)

⑤ He came to us for specific reasons.

He rented a flat in this building specific for his musical band rehearsal.

8. maternal *a.* 母亲的,母方的

反义 paternal *a.* 父亲的,父方的

⑥ Put the following into Chinese.

maternal love _____,my maternal aunt_____,my paternal aunt_____.

9. passion *n.* 激情

⑤ He has a passion for rock music.

10. preliminary *a.* 预先的,初步的

⑤ In the preliminary round of discussion,both parties accepted the suggested plan,however,they soon changed their mind.

a preliminary court hearing



11. meteor *n.* 流星, 陨石; meteoric *a.* 流星的, 大气的

P Guess what the following words mean.

meteorological: *a.* _____ meteorology: *n.* _____ meteorologist: *n.* _____

12. elaborate *a.* 精致的, 精巧的, 精心的

E We made an elaborate preparation for the party.

13. response *n.* 回答, 反应; respond *v.* 回答, 反应 **惯用** respond to *v.* 对……回答

E He gave no response to my questions.

P Answer the following question.

According to the passage in Task 2, what was President Thomas Jefferson's response to the report of meteor shower? _____

14. sensational *a.* 令人激动的, 轰动的; sensation *n.* 知觉, 感觉, 轰动(事件)

P Put the following sentence into Chinese.

The news created a great sensation.

When the doctor examined me, I could feel nothing—I lost all sensation in my legs.

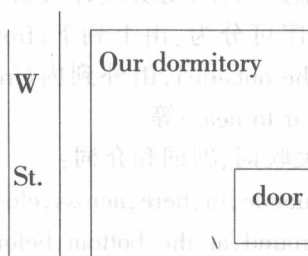
Unit 2 Describing in Spatial Order

I. Warm up

Here is a paragraph about a student's dormitory. Mark out the places on the map by using information in the above paragraph.

Our dormitory, shared by eight students, is on the fifth floor of the Students' Dormitory Building No. 7. It is a small room, about 12 square meters. Its window faces a noisy street. In the middle of the room, there are four desks, always **piled** (v. 堆放) with books, newspapers and magazines. Against both the left and right walls stand four **bunks** (n. 床铺). There is a stand for basins near the door. We have put our favorite pictures and posts on the back of the door. Though our dormitory room is somehow packed, it is a nice place to us.

1. Window
2. Desks
3. Bunks
4. A stand for basins
5. Books, newspapers & magazines
6. Pictures & posts



Questions

What is your dormitory on campus like? Draw a draft of it.

II. Focus on Writing: Describing in Spatial Order

Here is a paragraph describing a beautiful garden. Read the paragraph and finish the task that follows.

Task 1

A beautiful garden

There is a very beautiful garden on campus. As you enter the garden through the university gate,