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SOUNDWAVES

新视线国际英语

听说教程

DEVELOPING LISTENING AND SPEAKING

Student Book

学生用书

2



PREPARES
STUDENTS FOR
TOEFL® iBT
LISTENING AND
SPEAKING TESTS

Nicola Gram 编著
孙亚鹏 改编

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北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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Nicola Gram

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出版说明

《新视线国际英语听说教程》(Soundwaves)是由美国著名教育出版集团麦格劳-希尔教育集团最新开发、编写,现由我社引进并进行改编出版的系列听说教材。这套教材包含三个级别共9本书,每一本都带有一张MP3光盘。它的组成如下所示:

《新视线国际英语听说教程》

学生用书 1	教师用书 1	测试用书 1
学生用书 2	教师用书 2	测试用书 2
学生用书 3	教师用书 3	测试用书 3

本系列教材遵循以学生为中心、鼓励学生主动学习的理念,本着精讲多练的原则,采用互动交流式的教学模式,通过大量形式多样的练习培养学生的听力及口语技能,并将这些技能有效地应用到真实的生活情境中,同时辅以精要的语法、单词和文化背景的讲解。

本套教材的每个级别都有20个单元,各个级别的单元主题基本一致,但语言难度呈螺旋式上升。《教师用书》针对《学生用书》各个环节的内容为教师提供详细的教学指导和建议。《测试用书》的单元主题设置都与相应级别的《学生用书》对应,以巩固与考查所学内容。在测试形式上,《测试用书》采用了新托福网考(TOEFL®iBT)的听力和口语的测试形式,这样设计是因为新托福网考的测试模式已经发展得比较成熟并在全世界被广泛接受。它不仅体现对学习者的听力、口语技能的科学、系统的考查,而且也十分适合国内目前英语教学中对听说课的教学要求。

本系列教材具有以下鲜明特色:

- 1. 注重培养学生的策略。**教材十分注重培养学生在听、说两个方面掌握正确的学习策略,以提高学习效率和学习能力。
- 2. 练习形式多样,练习难度个性化。**全书练习形式多样,包括个人练习、结对练习、小组练习和课堂活动,倡导体验、实践、参与、合作与交流,发展学生的综合语言运用能力。同时练习设置的难度又充分体现了个性化的特点,考虑到了不同起点的学生的需求,既照顾起点较低的学生,又给基础较好的学生以充分的发展空间。
- 3. 选材富有趣味性和实用性。**全书选材有趣、时尚,贯穿最新的、学生最感兴趣的话题,涉及工作、新闻、娱乐、旅游、购物、环境等方面,体现了实用性、文化性和趣味性的融合,可充分调动教师和学生双方的积极性。题材主要以不同情境的对话和长短不一的谈话和讲座为主,让学生有不同的语言实际运用体验。
- 4. MP3光盘用纯正美式发音录制。**本教材配套的MP3光盘,都是由北美母语播音员或者语言专家录制,语音纯正,语调自然,音质清晰柔和,可模仿性极强。
- 5. 练习采用新托福网考听力、口语考试的形式。**《测试用书》的题型、语料与新托福网考听力和口语测试部分一致,对有志于参加托福考试、留学北美的人士是一套很好的辅助教材。
- 6. 配有课下拓展练习和MP3光盘。**针对每个单元,三个级别的《学生用书》编写了相关的拓展练习,给学生以有益的补充。

本系列教材可用于全日制英语专业基础阶段的学习,非英语专业公共英语、远程(网络、电大)教育英语专业基础阶段及公共英语科目、继续教育英语专业的学习,继续教育对外汉语专业的英语课程的学习,培训部学员的英语听说课程学习,也适用于高职高专的英语听说课程。其中的《测试用书》也特别适合准备新托福网考听力和口语测试的考生自学以及参加辅导班的学习。

To the Student

You are about to embark on a unique English-language learning experience with *Soundwaves*.

Soundwaves is a three-level listening and speaking series designed to improve your conversational English. It offers many opportunities to listen to, learn, and practice the target language.

Soundwaves is a practical series covering a wide range of high-interest topics. Listening exercises in each unit provide models of speech that native English speakers use in real life. Tasks that you will be asked to do are based on realistic situations. Additionally, the audio recordings feature authentic conversations in English. You will hear entertaining dialogs, telephone conversations, news interviews, radio broadcasts, weather reports, and excerpts from travel and cooking shows.

The *Soundwaves* Student Book has 20 units and 4 review units. Each main unit is carefully structured to provide the tools — vocabulary, grammar, and language expressions — necessary to build listening and speaking skills in English.

Each unit generally contains the following sections:

Warm-up — introduces the topic of the unit and helps you brainstorm words related to the topic

Listening Exercises — at least three main exercises give practice listening to the target language. Each exercise is followed by tasks that will allow you to put the listening strategies and skills taught into use.

Grammar Note — provides the essential grammatical rules and structures needed to develop listening and speaking skills

Vocabulary Note — presents the key vocabulary words of the unit topic

Take Note Useful Language — gives the basic language structures and expressions to be practiced in the individual, pair and group work exercises

Take Note For Interest — provides fast facts or trivia to expand the unit topic

Culture Note — presents cultural information about similarities and differences between cultures around the world in relation to the unit topic. It also provides a talking point for discussion and sharing of different cultural experiences.

It's About You — a personalized page for you and your classmates to practice the target language together through communicative pair, group and class work activities

There is a self-study section with extra listening practice at the back of the book. These exercises for Units 1–20 should be done individually after the main unit has been covered in class.

Soundwaves emphasizes pair, group and class work centered around lively task-based activities that strongly prepare you for everyday listening and speaking while having fun learning the target language.

As you learn and practice your conversational English-language skills, try to be bold and speak out as much as possible. Good language learners don't worry about making mistakes: they are all part of the learning experience. Remember, the most important thing when learning a language is to enjoy yourself. *Soundwaves* has been developed to help you do exactly that.

Nicola Gram

致学生

《新视线国际英语听说教程》是为提高你的交际英语能力而设计的三个级别的听、说系列教材。教材中提供了很多听、学和练习目标语言的机会。

《新视线国际英语听说教程》是一套内容涉及面广泛、话题趣味性很强的实用系列教材。每个单元的听力练习提供了英语为母语的人在日常生活中使用的言语模式。你需要完成的作业也是基于真实的语言环境。除此之外，听力录音也体现了真实的英语对话，其中有娱乐对话、电话交谈、新闻采访、无线广播、天气报道、旅游和厨艺展示片段选录等。

每个级别的《学生用书》都有20个单元和4个复习单元。每个主单元都经过精心打造，提供英语听、说必备的工具——词汇、语法和语言表达，一般包括以下几个部分：

热身——介绍本单元的话题，帮助你快速思考并想出与这个话题相关的词语；

听力练习——至少包括三个主要练习，练习听目标语言。每段练习后都带有问题，通过这些问题你可以把听力技巧学以致用；

语法注释——介绍培养听、说技能所需的基本语法规则和结构；

词汇注释——介绍单元话题中的关键词汇；

标注有用的表达——给出基本的语言结构和表达，让你在独自练习、结对练习和分组练习中加以应用；

开发兴趣——提供扩充单元话题的事实快报或剪影；

文化注释——介绍与单元话题相关的文化异同信息。提供讨论的谈话点，分享不同的文化经历；

关于你自己——个性化的一页，让你通过结对交际练习、小组练习和课堂练习活动来练习目标语言。

自学部分提供课外听力练习。在课堂上学过主单元之后，应该独自完成这部分练习。自学单元可以留做家庭作业，也可以在自己的时间完成；

在学习和练习英语会话技能的时候，应该尽可能大胆开口。优秀的语言学习者不害怕犯错：他们应该体验整个学习过程。记住，学习语言最重要的是要享受整个过程。《新视线国际英语听说教程》正是为此目的而打造的。

Nicola Gram

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
1	Greetings 问候	Greetings, introductions and short conversations 问候、介绍和简短交谈	<ul style="list-style-type: none"> • Greeting people • Making a conversation • 问候别人 • 交谈 	<ul style="list-style-type: none"> • Greetings and small talk— formal/informal • 问候及正式与非正式闲聊
2	People 人	Likes and dislikes 喜欢与不喜欢	<ul style="list-style-type: none"> • Describing likes and dislikes • Expressing preferences • 描述喜欢与不喜欢 • 表达偏好 	<ul style="list-style-type: none"> • Superlative adjectives— the most/the least • Pet peeves • 形容词最高级—— the most/the least • 最厌烦的事情
3	Friends 朋友	Personalities 性格	<ul style="list-style-type: none"> • Describing personalities • Identifying personality traits • 描述性格 • 识别性格特点 	<ul style="list-style-type: none"> • Hobbies and interests • 爱好与兴趣
4	Home 家	Daily routines 日常事务	<ul style="list-style-type: none"> • Describing daily routines • Telling time • Making schedules • 描述日常事务 • 表达时间 • 制定计划表 	<ul style="list-style-type: none"> • Daily chores • 日常杂务
5	School 学校	Extra-curricular activities 课外活动	<ul style="list-style-type: none"> • Describing extra-curricular activities • Describing school clubs and teams, and volunteer activities • Stating interests • 描述课外活动 • 描述学校的社团、校队和志愿者活动 • 陈述兴趣 	<ul style="list-style-type: none"> • Charity work • 慈善工作
Review Units 1 – 5 1~5 单元复习				

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
6	Transportation 交通	Modes of transportation 交通方式	<ul style="list-style-type: none"> Identifying modes of transportation Discussing preferences Giving directions 认识不同的交通工具 讨论偏好 指路 	<ul style="list-style-type: none"> Prepositions—by, on 介词 by 和 on
7	Food 食物	Nutrition, healthy and unhealthy food 营养、健康食品与不健康食品	<ul style="list-style-type: none"> Identifying healthy/unhealthy food 识别健康食品与不健康食品 	<ul style="list-style-type: none"> Countable and uncountable nouns Food groups Food pyramid 可数名词与不可数名词 食物种类 食物金字塔
8	Shopping 购物	Purchasing goods 购买商品	<ul style="list-style-type: none"> Discussing/buying clothing, music, sports equipment and other goods Giving opinions 讨论/购买衣服、音乐、运动器材及其他商品 表达意见 	<ul style="list-style-type: none"> Tag questions 反意疑问句
9	Music 音乐	Types of music 音乐类型	<ul style="list-style-type: none"> Identifying and describing types of music Expressing music preferences 识别并描述各类音乐 表达音乐偏好 	<ul style="list-style-type: none"> Comparative adjectives—-er, better, worse 形容词比较级——-er, better, worse
10	Jobs 工作	Job duties and responsibilities 工作职责	<ul style="list-style-type: none"> Describing occupations Understanding job descriptions Expressing interest in certain jobs 描述职业 理解工作描述 表达对某些工作的兴趣 	<ul style="list-style-type: none"> Job factors Classified job ads 工作要素 分类招聘广告
Review Units 6 – 10 6~10 单元复习				

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
11	Health 健康	Illnesses and remedies 疾病与治疗	<ul style="list-style-type: none"> • Describing symptoms of illnesses • Offering advice • Prescribing remedies • 描述疾病症状 • 提出建议 • 开药 	<ul style="list-style-type: none"> • Home remedies • 家庭治疗
12	Leisure 休闲	Music and sports 音乐与体育	<ul style="list-style-type: none"> • Describing different types of activities in music and sports • Identifying key details • 描述不同类型的音乐与体育活动 • 识别关键细节 	<ul style="list-style-type: none"> • Active and passive voices • Musical pursuits • Sports broadcasts • 主动语态和被动语态 • 音乐爱好 • 体育广播节目
13	Entertainment 娱乐	Movies 电影	<ul style="list-style-type: none"> • Identifying types of movies • Giving opinions • Making recommendations • 识别不同类型的电影 • 表达意见 • 推荐 	<ul style="list-style-type: none"> • Contractions • Movie reviews • 缩略形式 • 电影评论
14	Going Out 外出	Social occasions 社交场合	<ul style="list-style-type: none"> • Giving verbal invitations • Accepting/declining invitations • 发出口头邀请 • 接受/谢绝邀请 	<ul style="list-style-type: none"> • Invitations—formal/informal • 正式与非正式邀请
15	Travel 旅行	Trip planning 旅行计划	<ul style="list-style-type: none"> • Booking a trip • Making a reservation • Identifying key details • 预订旅行 • 预订 • 识别关键细节 	<ul style="list-style-type: none"> • Modal verbs • Airport schedules • 情态动词 • 机场时刻表
Review Units 11 – 15 11~15 单元复习				

Unit 单元	Title 标题	Topic 话题	Learning Objectives 学习目标	Notes 注释
16	Special Days 特殊的日子	Special days in the year 一年中特殊的 日子	<ul style="list-style-type: none"> Identifying special days and occasions Comparing celebrations and holiday customs 识别特殊日子和特殊场合 比较庆祝活动和假日习俗 	<ul style="list-style-type: none"> Wishes 愿望
17	News 新闻	Business reports 商业报道	<ul style="list-style-type: none"> Identifying key information Describing business trends— growth/decline 识别关键信息 描述商业趋向——增长/下降 	<ul style="list-style-type: none"> Large numbers Graphs and charts 大数 图表
18	Weather 天气	Weather conditions 天气情况	<ul style="list-style-type: none"> Describing types of weather— conditions, temperature, humidity 描述不同天气——天气情况、温度、 湿度 	<ul style="list-style-type: none"> Forms for the future 将来时的表达方式
19	Environment 环境	Animals and plants 动植物	<ul style="list-style-type: none"> Identifying and describing animals and plants Identifying natural habitats 识别和描述动植物 识别自然栖息地 	<ul style="list-style-type: none"> National emblems 国徽
20	Communications 通信	Electronic gadgets 电子器件	<ul style="list-style-type: none"> Identifying different types of technology Identifying and describing electronic gadgets 识别不同类型的技术 识别和描述电子器件 	<ul style="list-style-type: none"> PDA, mobile phone, MP3 player 个人数字处理机、 手机、MP3播放器
Review Units 16 – 20 16~20 单元复习				
Self-study Units 1 – 20 1~20 单元自学				

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DEVELOPING LISTENING AND SPEAKING SKILLS



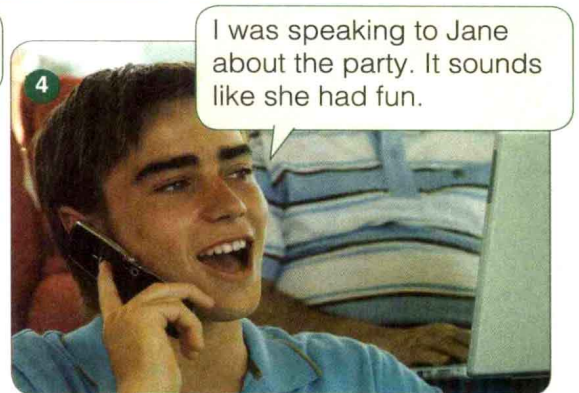
Warm-up

1. Can you identify different listening strategies?
2. Do you know how to listen for gist? for the main idea? for details? for inference?

1A

Look at the pictures and describe the scenes.

观察下列图片，并描述图片中的场景。



B

Look at the pictures again. Identify the listening strategy for each picture. Use the *Vocabulary Note* to help you.

再次观察上面的图片。确定每幅图片中的人物所采用的听力技巧。参考Vocabulary Note。

Vocabulary Note

listening for gist, listening for inference, listening for the main idea, listening for details

C

Match the questions to the listening strategies. Draw lines.

将下列问题及其相应的听力技巧连线。

1. What are John and Karen talking about?

a) Listening for the main idea

2. What's the telephone number again? •
3. What is the key point in the presentation? •
4. Did it sound like Jane had fun at the party? •

- b) Listening for inference
- c) Listening for gist
- d) Listening for details

2A

Listen to the conversation between Tanya and Jeff.
听Tanya和Jeff之间的对话。



B

Listening for gist. Answer the question.
听主旨。回答下列问题。

What are Tanya and Jeff talking about?

C

Listening for the main idea. Answer the question.
听大意。回答下列问题。

What is the main idea discussed in Tanya and Jeff's conversation?

D

Listening for inference. Listen again and answer the question.
根据所听内容进行推测。再听一遍录音并回答下列问题。



Will Tanya and Jeff meet up tomorrow?

E

Listening for details. Listen again and answer the questions.
听细节。再听一遍录音并回答下列问题。



1. What time do Tanya and Jeff decide to meet tomorrow?

2. Where will they meet?

3. How long will they meet for?

4. What does Tanya need to do after they meet tomorrow?

Take Note

Useful Language

When you practice your listening skills in English, it's important to use these sentences whenever necessary.

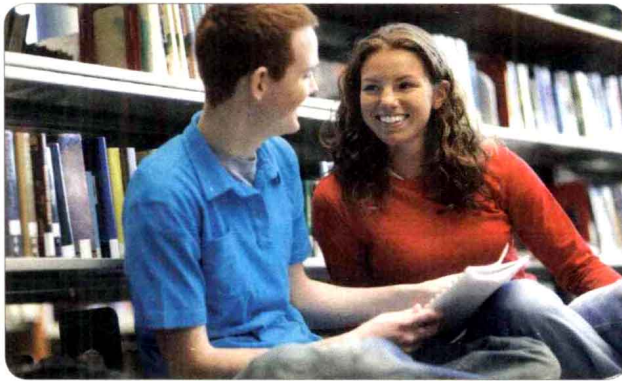
练习英语听力时，在必要的时候使用下列句子是很重要的。

- ➡ Please say that again.
- ➡ Can you repeat the question?
- ➡ Please speak more slowly.
- ➡ Sorry, I don't understand.
- ➡ Can you explain it again?

3A

Listen to the conversation between John and Karen.

听John和Karen之间的对话。



B

Listening for gist. Circle the correct response.

听主旨。圈出正确的回答。

- a) John and Karen are talking about their English test tomorrow.
- b) John and Karen are discussing their plans for the summer holiday.
- c) John and Karen are discussing the movie that they just watched.

C

Listening for the main idea. Circle the correct response.

听大意。圈出正确的回答。

- a) Karen wants to apply for a summer job.
- b) Karen thought that the movie was great.
- c) Karen needs to study for her English test.

D

Listening for details. Listen to the conversation again. Circle the correct responses.

听细节。再听一遍对话。圈出正确的回答。



1. What did Karen like about the movie?
 - a) The acting.
 - b) The costumes.
 - c) The special effects.
2. What did Karen think about the lead male actor?
 - a) He is handsome.
 - b) He is strong.
 - c) He acts well.

3. What bothered John and Karen while watching the movie?
 - a) The movie was too loud.
 - b) The popcorn tasted terrible.
 - c) A person behind them was talking on a mobile phone.
4. What did John and Karen do after the movie?
 - a) They went to a restaurant for dinner.
 - b) They went shopping at the mall nearby.
 - c) They went to the library.

E

Listening for inference. Listen again and circle the correct response.

根据所听内容进行推测。再听一遍录音并圈出正确的回答。



Did John like the movie?

- a) Yes.
- b) No.
- c) No information given.

It's About You

Pair Work

Work with a partner. Describe the main activities that you did last weekend. Then provide details about each activity. For example, a main activity might be camping and the details might be where you went camping, what you did at the campsite, etc. You should then ask your partner questions related to the main idea and specific details of your camping trip. Reverse roles.



与一名同伴合作。描述你上周末的主要活动，然后提供每项活动的细节。例如，你的一项主要活动可能是野营，而细节就可能是野营的地点以及你在营地做了什么，等等。然后就你野营之旅的大概情况和具体细节向你的同伴提问。互换角色。

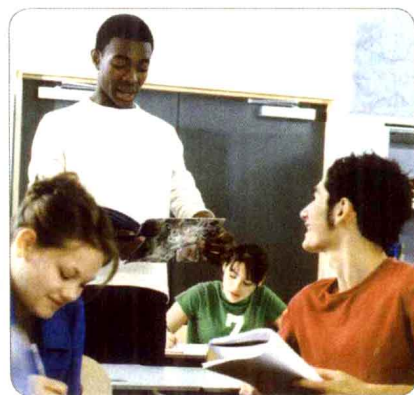
Culture Note

Increase your vocabulary by learning *cognates* and borrowed words from other languages. Examples of *cognates* across languages include: *ma* meaning “mother” in English, Chinese and other languages. Consider also the many borrowed words in English from other countries, such as *karaoke* (Japan), *bungalow* (India), *feng shui* (China) and *kimchi* (Korea).

通过学习“同源词”或者从其他语言里“借”来的“外来词”增加自己的词汇量。以跨语言的“同源词”为例，“ma”在英语、汉语和一些其他语言中都是“母亲”的意思。又以“外来词”为例，英语中很多词汇都是从其他语言中“借”来的，比如“karaoke”（日本）、“bungalow”（印度）、“feng shui”（中国），还有“kimchi”（韩国）。

Class Work

1. Form a group of four students. The teacher hands out 5 index cards to each group.
四人结成一组。老师给每组发五张卡片。
2. The group thinks of a main idea of a subject and writes it on one index card. For example, *I saw a new exhibit at the museum yesterday.*
每组想出一个话题的主要思想，并写在一张卡片上。例如：我昨天在博物馆看了一个新展出。
3. Then the group thinks of any four details and writes each detail on a separate index card. The main idea and the details do not need to be related in subject. For example, one detail might be: *a bunch of bananas.*
然后每组想出任意四个细节，并把这四个细节分别写在另外四张卡片上。这些细节不需要和刚才写下的主要思想在话题上相联系。例如，其中一个细节可以是：一把香蕉。
4. The teacher collects the main idea cards first and then the detail cards. These two types of cards are kept separate, shuffled in their own piles and placed at the front of the classroom.
老师先收齐主要思想卡片，再收齐细节卡片。把这两种卡片分开，分别打乱顺序，然后放在教室前面。
5. One group comes to the front and picks a main idea card and then each member chooses a detail card. The group has to think of creative ways to relate the main idea to the details. For example, *I saw a new exhibit at the museum yesterday. My favorite piece of sculpture was a bunch of bananas.*
一组到前面抽取一张主要思想卡片，然后每个组员抽取一张细节卡片。每组要想出创新的办法将这些细节和主要思想联系起来。例如：我昨天在博物馆看了一个新展出。我最喜欢的雕塑是一把香蕉。
6. Continue until each group has had a turn.
直到每组都轮到，游戏结束。



New Words and Expressions

identify *v.* 识别
gist *n.* 主旨
inference *n.* 推论
campsite *n.* 露营地
cognate *n.* 同源词

endurance *n.* 耐久力
stick to 坚持
definitely *ad.* 肯定地，当然
comic *a.* 连环画的