

English

英语

第八册 (顺序选修8)

(供高中二年级下学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: David Newbold (英) Kathy Flower (英)

学生用书

Student's Book 8



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



普通高中课程标准实验教科书
经全国中小学教材审定委员会2005年初审通过

English

英语

学生用书

Student's Book 8

第八册(顺序选修8)
(供高中二年级下学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: David Newbold (英) Kathy Flower (英)

张悦民 俞 平 程家庆

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 100011

京权图字: 01-2004-4558

© 2006 Foreign Language Teaching and Research Press & Macmillan Publishers Ltd.

Although we have tried to trace and contact copyright holders before publication, in some cases this has not been possible. If contacted we will be pleased to rectify any errors or omissions at the earliest opportunity.

出 版 人: 李朋义 Christopher Paterson (英)
项目策划: 蔡剑峰 徐秀芝 姚希勤 申 菁
项目负责: 申 菁(参加编写) 王剑波(参加编写)
责任编辑: 赵 敏(参加编写)
美术编辑: 蔡 曼 张银磊 赵雪洁
绘 画: 童心工作室
图 片: 本书部分图片由新华通讯社新闻信息中心和
全景视拓图片有限公司提供

英语 (新标准) 第八册 (顺序选修 8)

学生用书

(供高中二年级下学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: David Newbold (英) Kathy Flower (英)

张悦民 俞 平 程家庆 薛中梁 钱建源 吴 燕

* * *

基础英语教育事业部:

地 址: 北京市西三环北路 19 号 外研社大厦 基础英语教育事业部 (100089)

咨询电话: 010-88819666 (编辑部); 88819688 (市场部)

传 真: 010-88819422 (编辑部); 88819423 (市场部)

网 址: <http://www.nse.cn>

电子信箱: beed@fltrp.com 或登陆 <http://www.nse.cn> (留言反馈) 栏目

购书电话: 010-88819928/9929/9930 (邮购部)

购书传真: 010-88819428 (邮购部)

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京日邦印刷有限公司

开 本: 890×1240 1/16

印 张: 11

版 次: 2006 年 7 月第 1 版 2006 年 7 月第 1 次印刷

书 号: ISBN 7-5600-5801-9

定 价: 10.39 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

前言

本教材是外语教学与研究出版社依据教育部制定的国家《英语课程标准》，在充分调研和科学论证的基础上，与著名教育出版机构——英国麦克米伦出版公司共同推出的中小学“一条龙”英语教材——《英语》（新标准）的高中部分。

本教材的中方主编是北京外国语大学陈琳教授，副主编为张连仲教授，英方主编 Simon Greenall 先生是世界知名的教材编写专家，曾任国际英语教师协会主席。编者 David Newbold 先生和 Kathy Flower 女士均为具有丰富经验的英语教材编写专家。参加本书编写的还有高中一线英语教学专家薛中梁、钱建源、吴燕、俞平、张悦民、程家庆等。

《英语》（新标准）高中教材共分11个模块：学生学完必修的1-5模块，将会达到课程标准七级的要求；学完顺序选修的6-8模块，将会达到课程标准八级的要求。本教材具备以下特色：

一、遵循“以人为本”的教育理念，以学习者的年龄和认知能力为基础，充分考虑学生的语言学习和人格塑造的发展性要求，全面培养学生的综合英语能力，寓素质教育于英语教学之中。

二、继续遵循《英语》（新标准）系列教材的“题材—功能—结构—任务”编写原则，博采众家之长，探索适合中国学生英语学习的途径和方法。

三、题材多样，语言地道鲜活，难度适中，体现高中学生的兴趣特点；注重培养学生运用英语进行恰当交流、获取和处理信息以及用英语思维的能力。

四、从多方面强化语言技能的训练，特别关注学生的学习策略的培养；结合每个单元主题，对学生进行文化意识和跨文化交际能力的培养。

五、在初中语法体系的基础上，高中必修1-5模块对初中所呈现的语法内容进行进一步的深化和拓展；顺序选修6-8模块将进行新一轮语法知识的复现，从而确保学生达到《英语课程标准》八级的整体要求。

六、在初中阶段学习过的1600个词汇的基础上，通过多种语境和有意义的训练，使学生在完成1-5模块时掌握2500的词汇量；在完成顺序选修6-8模块时达到3500的词汇量，从而为进一步学习打下良好基础。

七、本教材的附录部分内容丰富，列举了对“学生用书”语言点的讲解、主要语法现象的归纳总结、词汇表以及本册书的人名地名表。

八、针对不同层面和处于不同教学环境的教师，我们特别编写了信息量大且实用的“教师用书”，不仅包括详细的授课流程引导（全英文），还有针对每个单元所编写的教学目标、内容分析、教学过程建议、教学评价建议和教学资源库等。

九、本教材遵循教学资源化的理念，分别邀请英方专家和中方测试专家编写配套的“阅读”和“同步评价手册”，并将陆续为广大师生提供配套的多媒体资源。

我们希望，这套《英语》（新标准）系列教材的高中部分能使进一步扩展语言知识，提高英语素养，拓展视野，为自身的终生发展打下坚实的基础。

《英语》（新标准）系列教材
高中阶段编委会

致同学

同学们，欢迎大家继续高中《英语》的学习！

经过1—5册必修阶段的英语学习，你们已经打下了坚实的英语基础。现在需要大家根据升学或就业的需要，对自己的学习目标提出更高的要求。由国家教育部制定并颁布的《普通高中英语课程标准》明确规定：高中英语课程的目标是在进一步发展学生基本语言运用能力的同时，着重提高学生用英语进行恰当交流的能力。用英语获取信息、处理信息、分析和解决问题的能力；逐步培养学生用英语进行思维和表达的能力。这也是同学们在高中后期学习英语的努力方向。也就是说，通过顺序选修阶段的学习，同学们要更好地掌握语言的“人文性”和“工具性”的功能，形成较强的内化语言能力。

要达到这个目标，需要你的主观努力，也需要一本适应更高更广的语言学习需求的教材。《英语》（新标准）顺序选修6—11册在延续了必修1—5册基本特色的基础上，再次强调了以下特点：

一、教材的指导思想反映当代外语教学研究的最新成果。所选用的语言材料具有时代性，既反映了语言的发展，又能满足大家对语言学习的需求。

二、由中外语言教学专家合作编写。尽可能地选择真实、地道和经典的语言素材，保证重要语言元素和技能发展的科学安排和恰当再现；话题的选择更加宽泛，注重语言学习的思想内涵。

三、根据该阶段教学特点、教学内容和教学要求，充分遵循循序渐进的原则，强调对基础教育阶段语言知识的复现、综合练习和重新认识，以形成内化的语用能力。

四、提供探究式、发现式、任务型等多种学习方式，为大家提供语言应用的平台，着眼于通过学习进一步发展独立学习和自主学习能力。

五、6—11各册不同于其他选修课程，它是作为必修1—5册的继续的“顺序”选修课程。它在教学内容、语言理论、语言技能、跨文化意识等方面，都在1—5册的基础上提出更高的要求，使1—11册成为一个高中阶段英语学习的系列的整体。

六、6—11各册内容的选择，将会使同学们进入一个英语语言的较高阶段。课文中将有越来越多的经典的当代英语名篇。学习这些文章，将帮助同学们逐渐接触英语语言的精华，使自己的英文能力上升到一个新的平台。

我们希望，通过6—11册的学习，同学们能够接收到更加丰富的信息，接触到更加宽广的世界。

愿《英语》（高中）6—11册继续伴随同学们度过有意义的高中时代！

Scope and sequence

Module	Topic and Task	Grammar	Skills
1 P1	Topic: Deep South Task: Finding out about a heroic journey	Review of subjects Review of verbs	Reading: Reading for main information Listening: Listening for specific Writing: Writing about the Antarctic Speaking: Planning a voyage to another
2 P15	Topic: The Renaissance Task: Describing a Chinese painting	Review of non-finite verbs	Reading: Reading for main ideas, Listening: Listening for main ideas Writing: Writing a passage for your Speaking: Talking about the Mona Lisa
3 P29	Topic: Foreign Food Task: Writing some advice for visitors	Review of attributes Review of attributive clauses	Reading: Predicting, summarising Listening: Listening for main ideas Writing: Writing about an embarrassing Speaking: Talking about table manners
4 P43	Topic: Which English? Task: Comparing Chinese and English vocabulary	Review of adverbials Review of adverbial clauses	Reading: Inferring Listening: Listening for context Writing: Writing a discursive and against the use of English Speaking: Talking about accents
5 P57	Topic: The Conquest of the Universe Task: Making a time line of Chinese space exploration	Review of noun clauses	Reading: Reading for main ideas, information Listening: Listening for main ideas Writing: Writing a news report about Speaking: Debating for and against space
6 P71	Topic: The Tang Poems Task: Talking about a Chinese poet	Review of modal verbs (1): <i>must, can't, may / might</i> Review of modal verbs (2): <i>should, could, would</i>	Reading: Reading for main ideas, between fact and opinion Listening: Listening for main ideas Writing: Writing a poem Speaking: Talking about poetry
7 P85	Revision		
Appendices 附录		Notes to the Texts P127 Grammar P138 Words and Expressions P151	Names and Places P160 Vocabulary P162

**Culture /
Learning to learn****Vocabulary /
Everyday English****Work-
book**

information part of the world	Cultural corner: <i>The Travels of Marco Polo</i> Learning to learn: Writing notes	Vocabulary: Antarctica, exploration Everyday English: all sorts of, be fond of, keep up their spirits, run in the family	P91
evaluating the text diary	Cultural corner: Printing Learning to learn: Mastering English verbs	Vocabulary: Painting, the arts Everyday English: a mother to be, a fair bit, complete nonsense, think hard, have the world on one's shoulders	P97
moment	Cultural corner: The Willow Pattern Plate Learning to learn: Reading literature	Vocabulary: Food and table manners Everyday English: go without saying, on the dot, as a rule, make a beeline for, on close terms with, the done thing	P103
composition for	Cultural corner: Chinese as a Foreign Language Learning to learn: Making use of authentic materials	Vocabulary: Varieties of English language Everyday English: mate, get hold up, a straight answer, I've got no idea, it doesn't matter	P109
reading for specific space sending people into	Cultural corner: <i>The War of the Worlds</i> Learning to learn: Expressing hesitation in English	Vocabulary: Space exploration Everyday English: at the end of the day, How about you? short cuts, food for thought	P115
distinguishing	Cultural corner: The Golden Age of English Poetry Learning to learn: Writing an essay	Vocabulary: Poetry Everyday English: hopeless at names, off the top of one's head, by heart, fire away, on second thoughts	P121

1

MODULE

Deep South

Task: Finding out about a heroic journey

INTRODUCTION Reading and speaking

1 Work in pairs. Try this quick quiz.

The polar quiz: north or south?

Which pole ...

- 1 has no land?
- 2 has more ice?
- 3 has polar bears?
- 4 has penguins?
- 5 has the longest period of total darkness?
- 6 has no inhabitants?
- 7 was reached first by explorers?
- 8 is protected by an international agreement?

Now check your answers with another pair.



- What do you call a very big polar bear?
- Nothing. You just run away.



- What do penguins have for lunch?
- Iceburgers.

2 Check the ideas you have about the South Pole and add some more of your own.

- | | |
|--|--|
| ☐ 1 It's probably the coldest place on Earth. | ☐ 4 The silence must be amazing. |
| ☐ 2 It must be very beautiful. | ☐ 5 It's an extremely dangerous place. |
| ☐ 3 It's probably flat and boring. | ☐ 6 There can't be much wildlife there. |

Now share your ideas with your partner.

3 Tell the class why you would / wouldn't like to go to the South Pole.

READING AND VOCABULARY (1)

1 Read the passage and choose a heading for each paragraph.

A great place for researchers

Plants and animals

The Antarctic Treaty

The discovery of Antarctica

The land

2 Check the true statements.

- 1 There are mountains and volcanoes in Antarctica. ☐
- 2 Not many animals live there. ☐
- 3 There aren't many plants. ☐
- 4 There are lots of white rocks in Antarctica. ☐
- 5 People guessed that Antarctica existed before it was discovered. ☐
- 6 The first person to land on Antarctica was British. ☐
- 7 France was one of the first countries to sign the Antarctic Treaty. ☐
- 8 The treaty has three main aims. ☐

Antarctica: the Last Continent

1 Antarctica is the coldest place on Earth. It's also the driest. With annual rainfall close to zero, Antarctica is technically a desert. Covering about 14 million square kilometres around the South Pole,

it is the fifth largest continent in the world. A high mountain range, the Trans-Antarctic range, runs from east to west, cutting the continent in two. There are volcanoes too, but they are not very active. Antarctica holds 90% of the world's ice, and most of its fresh water (70%) is in a frozen state, of course. 98% of the surface is covered permanently in the ice cap.

On average it is two kilometres thick, but in some places it reaches a depth of five kilometres. Strong winds driven by gravity blow from the pole to the coastline, while other winds blow round the coast. It is difficult to imagine a more inhospitable place.

2 Yet Antarctica is full of wildlife, which has adapted to its extreme conditions. There are different types of penguins, flying birds, seals, and whales. But the long Antarctic winter night, which lasts for 182 days (the longest period of continuous darkness on earth), as well as the extreme cold and lack of rainfall, means that few types of plants can survive there. Only two types of flowering plants are found, while there are no trees on the large continent. The rest of the plants are made up of mosses, algae and lichen. Some forms of algae have adapted to grow on ice.

3 Most of the ice has been there for thousands of years. As a result, it has become a window on the past, and can give researchers lots of useful information. Gases and minerals, in the form of volcanic dust trapped in the ice, can tell us a lot about what the world's climate was like in past ages. Antarctic rocks are also very important for research. Most of them are meteorites from outer space. One rock, known as the "Alien" rock, may contain evidence of extra-terrestrial life.

3 Complete the sentences with words in the box.

adapt	depth	explore	gravity	mineral	nuclear
radioactive	rainfall	surface	trap (v.)	treaty	

- 1 The _____ of something is the top or outside part of it.
- 2 If you _____ a place, you hope to discover something there.
- 3 If you _____ to a new situation, you change.
- 4 A _____ is a substance that is formed naturally in the earth.
- 5 A _____ is a special written agreement between different countries.
- 6 _____ is the amount of rain which falls in a particular place.
- 7 _____ is a force which makes things fall to earth.
- 8 If you _____ something or someone, they can't move.
- 9 _____ energy comes from the centre of an atom.
- 10 _____ means how deep something is.
- 11 _____ refers to a dangerous form of nuclear energy.

Since most Antarctic rocks are dark in colour, they stand out against the white background and are easy to identify and collect.

4

Antarctica was the last continent to be discovered. But more than two thousand years ago Greek geographers believed that there was a large land mass in the south which balanced the land in the north. They called it *Anti-Arktikos*, or *Antarctica*: the opposite of Arctic. When Europeans discovered the continent of America in the 15th century, the great age of exploration began. However, progress to the South Pole was slow. Not until the late 18th century did the British explorer James Cook cross the Antarctic Circle, but he never saw land. Then in 1895, a Norwegian called Carstens Borchgrevink became the first man to set foot on the Antarctic mainland. The race to the pole had begun. It was finally reached on 11th December, 1911 by the Norwegian Roald Amundsen.

5

Today scientists from many countries travel to Antarctica to study its resources. A spirit of international friendship has replaced the rivalry

that existed between many of the earlier explorers. In 1961, a treaty signed by 12 countries, including Britain, France, and the USA, made Antarctica the world's biggest nature reserve. The aim of the treaty is to prevent the commercial and military use of the continent. In particular, it aims to keep Antarctica free from nuclear tests and radioactive waste; to promote international scientific projects; and to end arguments about who owns the land. Today countries representing 80% of the world's population have signed the treaty. Antarctica has become perhaps the most successful symbol of man's efforts to work together for progress and peace.

4 Choose the correct meanings.

- | | | |
|--------------------|--|-------------------------------------|
| 1 continent | (a) a large area of land | (b) a small area of land |
| 2 permanently | (a) most of the time | (b) all of the time |
| 3 ice cap | (a) the ice covering the North or South Pole | (b) a thin area of ice |
| 4 inhospitable | (a) exciting | (b) unpleasant or difficult to stay |
| 5 seals and whales | (a) fish | (b) sea mammals |
| 6 mass | (a) a high area | (b) an area without a clear shape |
| 7 reserve | (a) an area of protected land | (b) land for building |
| 8 rivalry | (a) working together | (b) being in competition |

5 Work in pairs. Decide where the sentences go in the passage.

- 1 Since then another 32 countries have signed the treaty.
- 2 Over the next 15 years a number of unsuccessful journeys to the pole were made by explorers such as Ernest Shackleton and Robert Scott.
- 3 If the ice melted, the sea level would rise by about 60 metres.
- 4 Some have come from the Moon and Mars.
- 5 Most animals survive thanks to their fat, which protects them from the cold.

SPEAKING AND WRITING

1 Work in pairs and answer the questions.

- 1 Why is Antarctica an important place?
- 2 Do you think the Antarctic Treaty is a good idea? Why / Why not?
- 3 What might happen to Antarctica if there wasn't an international treaty to protect it?
- 4 What other international treaties do you know about?
- 5 What other international treaties do you think the world needs?

2 Complete these sentences with your ideas.

- 1 Antarctica is an important place because _____.
- 2 I think the Antarctic Treaty is / isn't necessary because _____.
- 3 If there weren't an international treaty, _____.
- 4 Other parts of the world that need to be protected are _____, because _____.

Now compare your ideas with those of other pairs.

GRAMMAR (1) Review of subjects

1 Work in pairs. Look at this sentence. Remember that the underlined word is the subject.

Example: Antarctica is the coldest place on earth.

Now underline the subject in these sentences.

- 1 98% of the surface is permanently covered in the ice cap.
- 2 Covering about 14 million square kilometres around the South Pole, it is the fifth largest continent in the world.
- 3 A high mountain range, the Trans-Antarctic range, runs from east to west, cutting the continent in two.
- 4 It is difficult to imagine a more inhospitable place.
- 5 Antarctica is full of wildlife, which has adapted to its extreme conditions.
- 6 Only two types of flowering plants are found.
- 7 There are different types of penguins, flying birds, seals, and whales.
- 8 Protecting Antarctica from nuclear tests and radioactive waste is very important to this continent.
- 9 What the treaty aims to do is to prevent the commercial and military use of the continent.

2 Work in pairs and answer the questions.

- 1 How many words did you underline in each sentence?
- 2 Can a subject be a word or a phrase?
- 3 Can a subject contain a clause?
- 4 What do the structures which can be used as a subject have in common?

3 Look at the table. Check the structures that can be used as subjects.

nouns	✓	numbers	
prepositions		-ing forms	
noun phrases		articles	
verbs		adverbs	
infinitives		noun clauses	
pronouns			

4 Work in pairs. Match the structures in the table with the subjects that you underlined in Activity 1.

Example: Antarctica = nouns

5 Check the true statements.

- 1 The subject of a sentence identifies who or what the sentence is about. ☐
- 2 Structures which can be used as subjects are all forms that act in the same way as a noun. ☐
- 3 The verb gives information about the subject in a sentence. ☐
- 4 The subject agrees in person and number with the verb in a sentence. ☐

6 Write new sentences about yourself. Use the structures you checked in Activity 3.

7 Underline the subject in each of the following sentences.

- 1 To overcome the difficulties in the Antarctic area and do scientific research is possible.
- 2 It's really encouraging your joining us on the expedition.
- 3 Will there be any photography allowed at the research station?
- 4 Whether we should exploit the Antarctic's natural resources is open to discussion.
- 5 Whoever wants to go to the Antarctic must be physically strong.

- 8** Read the sentences. The underlined parts are answers to questions. Write the questions.

Example: 98% of the surface is covered permanently in the ice cap.

How much of the surface is covered permanently in the ice cap?

- 1 In 1895, a Norwegian called Carstens Borchgrevink became the first man to set foot on the Antarctic mainland.
- 2 The place where Carstens Borchgrevink first set foot is now being studied by scientists from many countries.
- 3 Protecting Antarctica from nuclear tests and radioactive waste is very important to this continent.
- 4 It is inspiring to the international community that countries representing 80% of the world's population have signed the treaty.

READING AND VOCABULARY (2)

- 1** Read the advertisement and guess where the place is. Say why you would / wouldn't reply to it.

Men wanted for difficult journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return

doubtful. Honour and recognition in case of success.

Ernest Shackleton

- 2** Read the passage and explain the meaning of the title.
- 3** Choose question words from the box. Write two comprehension questions to ask another student.

How? Why? Where? When? Who? What? How long / many?

Now work in pairs and ask and answer your questions.

Example: 1 *When did the Endurance leave for Antarctica?*

2 *How did Shackleton find the crew for his ship?*

- 4** Read the passage again. Decide which statements you agree with.

- 1 Shackleton was not a good captain. He made bad decisions which put the lives of his men in great danger.
- 2 Although the voyage of the *Endurance* failed, Shackleton saved all his men and this is the most important thing to remember.
- 3 Shackleton had a good plan and was a good captain, he just had bad luck with the weather.
- 4 As soon as the ship *Endurance* sank, the men knew they were going to die.
- 5 Shackleton was a very brave man. He did not think about himself; his only concern was to save the lives of his men.
- 6 The world was amazed that all of the crew came back alive.

How Failure Became Success

On 8th August, 1914, 27 men who had replied to an advertisement in *The Times* boarded a ship leaving for the Antarctic. The name of the ship was the *Endurance* and the captain was an Irishman called Ernest Shackleton.



The aim of the journey was to cross the frozen continent via the South Pole — a journey of 1,800 miles. Shackleton thought the journey would last six months.

But when land came into sight, the *Endurance* became trapped in the ice and began to break up. Shackleton and his men watched the *Endurance* sink into the icy sea. They then headed north, pulling three lifeboats behind them.

After six days, bad weather forced them to give up and the men set up camp on a sheet of ice which began slowly moving across the Antarctic Circle.

They survived on the ice for five months. Then, on 16th April, 1915, Shackleton saw

land. It was Elephant Island — a large rock with nothing growing on it, but much better than a floating piece of ice. When they reached the island, Shackleton came up with an idea — it was a risk but he would have to take it. He and five men would take one of the lifeboats, and sail 800 miles to South

Georgia, where there was a permanent camp. They could then return to rescue the rest of the men.

It took Shackleton 17 days to reach South Georgia. Unfortunately he landed on the wrong side of the island, and had to walk 36 hours over mountains to reach the camp. The whale hunters at the camp couldn't believe their eyes when they saw the six men walking down from the mountains.

Shackleton kept his promise. More than three months later, he returned to Elephant Island to rescue the crew he had been forced to abandon. He had failed to reach the pole — but he had saved the lives of all his men.

5 Complete the meanings with the words in the boxes.

abandon board (v.) captain float (v.) force (v.) head (v.) rescue (v.) risk sink (v.)

- 1 When you _____ a ship or a plane, you get on it.
- 2 To _____ means to move on the surface of the water.
- 3 The _____ is in charge of a ship.
- 4 If you _____ somewhere, you go in that direction.
- 5 If you _____ someone or something, you leave them on their own.
- 6 If you take a(n) _____, you cannot be sure what will happen.
- 7 If a boat _____, it goes under the water.
- 8 If you _____ someone, you save them from a dangerous situation.
- 9 If you _____ someone to do something, they must do it and have no choice.

6 Work in pairs. Discuss the questions about the vocabulary in the passage.

- 1 What's the difference between a *journey* and a *voyage*?
- 2 What's the difference between a *whale* and a *fish*?
- 3 What's the difference between a *ship* and a *lifeboat*?
- 4 What's the difference between *drifting* and *floating*?
- 5 What's the difference between *frozen* and *icy*?
- 6 What's the difference between *risking* someone's life and *saving* someone's life?
- 7 What's the difference between *give up* and *abandon*?

LISTENING AND SPEAKING

1 Listen to the radio programme and answer the questions about Martin's grandfather.

- 1 What job did he have on the *Endurance*?
(a) Artist. (b) Engineer. (c) Cook.
- 2 Where did he come from?
(a) London. (b) Southampton. (c) New York.
- 3 How old was Martin when his grandfather died?
(a) 12. (b) 20. (c) 27.
- 4 What did the men on Elephant Island eat?
(a) Fish. (b) Vegetables. (c) Bones.
- 5 What did they do every evening?
(a) Tell stories. (b) Cook. (c) Sing.
- 6 Why did he join the ship the *Endurance*?
(a) To get rich. (b) For the adventure. (c) To become famous.



2 Listen again and answer the questions.

- 1 What was the aim of the journey?
- 2 What else happened in the week the ship left for the South Pole?
- 3 Name four other kinds of people who went with Shackleton on the journey.
- 4 What did Martin like to do as a child?
- 5 What does Martin hope to do one day?
- 6 What do you think Martin feels about his grandfather?

EVERYDAY ENGLISH

Choose the correct meanings.

- 1 Shackleton took **all sorts of people** with him — doctors, cooks, a photographer, an artist ...
(a) many different people (b) a lot of people
- 2 Martin **was very fond of** his grandfather.
(a) liked (b) was very similar to
- 3 Every night they used to **keep their spirits up** by singing songs.
(a) keep themselves in good health (b) stay in a good mood
- 4 I like taking risks, too. I suppose **it runs in the family**.
(a) it's an important quality (b) several family members have the same quality

GRAMMAR (2) Review of verbs

- 1** Look at this sentence. Remember that the underlined words are the verb structures.

Example: The aim of the journey was to cross the frozen continent of the Antarctic.

Now underline the verb structures in these sentences.

- 1 The *Endurance* became trapped, and Shackleton and his men watched it sink into the icy sea.
 - 2 He and five men would take one of the lifeboats, and sail 800 miles to South Georgia, where there was a permanent camp.
 - 3 He had to walk 36 hours over mountains to reach the camp.
 - 4 The whale hunters at the camp couldn't believe their eyes when they saw the six men walking down from the mountains.
 - 5 He returned to Elephant Island to rescue the crew he had been forced to abandon.
- 2** Work in pairs. Write the verb structures you underlined in Activity 1 into the correct place in the table.

transitive verb		infinitive	
intransitive verb		-ed or -ing form of the verbs	
modal verb		active voice	
linking verb		passive voice	
auxiliary verb			

- 3** Find more examples of the structures in the table from the reading passages "Antarctica: the Last Continent" and "How Failure Became Success".
- 4** Complete the passage with the correct form of the verbs in brackets.

China's New Post Office

China (1) _____ (consider) opening a post office in the Antarctic. Xinhua state news agency (2) _____ (report) a few months ago.

An official (3) _____ (visit) China's Changcheng, or Great Wall research station in Antarctica shortly. (4) _____ (investigate) whether one is needed.

If so, the office (5) _____ (expect) to open by the end of the year, said Chi Tao of Beijing International Post Office.

The new base (6) _____ (make) it possible for mail delivered anywhere in the capital (7) _____ (reach) Antarctica, he said.

Beijing (8) _____ already _____ (make) several trial deliveries.

The mail route, if it is opened, (9) _____ only _____ (be) in operation during the summer, due to the freezing winter weather conditions, Mr Chi (10) _____ (add).

WRITING AND SPEAKING

1 Write a reply to the advertisement on page 6, and say why you would like to join the crew of Shackleton's ship. Include information about:

- * what things you are good at: *I am good at taking photos.*
- * why you want to go to the South Pole: *I want to help record the journey.*
- * why you will be a useful member of the crew: *I can take photographs of the journey.*

2 Write a short biography of an older member of your family. They can be alive or dead. Include information about:

- * when and where he or she was born
Example: *My grandmother was born in ... on ...*
- * where he or she lived
Example: *She lived in ... and when she got married she moved to ...*
- * his or her personality
Example: *She was very friendly and had a great sense of humour.*
- * some of the interesting things he or she did
Example: *She travelled around the world when she was young.*

3 Imagine a voyage you would like to make to another part of the world. Work in small groups.

- * Choose where you would like to go. Say why you want to go there and how you would travel.
- * Choose three people you would like to travel with.
- * Choose five things you would need to take with you. Put them in order of importance.
- * Discuss what other preparations you would need to make for your voyage.

Now discuss your plans with another group.

- * Which group is making the most interesting voyage?
- * Which group is making the most dangerous voyage?
- * Which voyage would you most / least like to go on?

Learning to learn

Writing notes

Remember that when you write notes, you do not need to write in complete sentences. You can just use the "important words". These are usually nouns, verbs and adjectives. In notes you can miss out the "little" words like *and, the, some, it, are, I, they* etc. You can also shorten words or just use letters for some words to help you write notes more quickly.

Example:

Went on voyage to S. America. Felt v. sick on boat.

I went on a voyage to South America. I felt very sick on the boat.

