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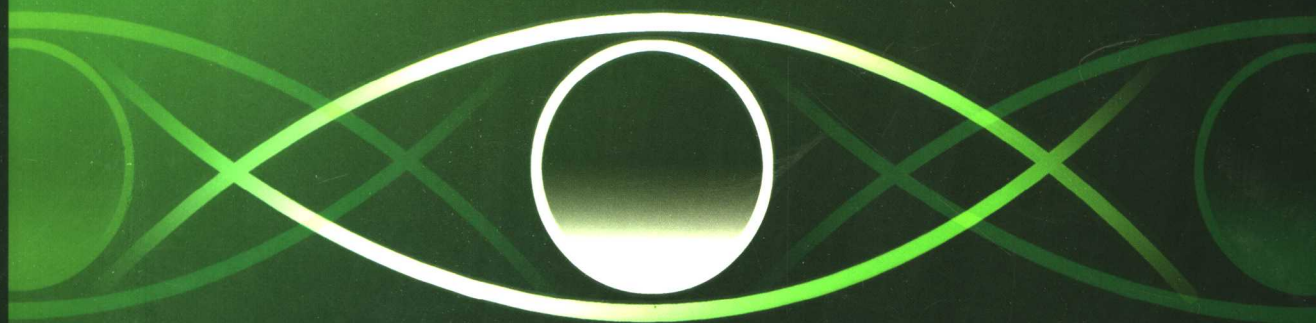
高级英语 视听说教程 **1**

Advanced Viewing, Listening & Speaking

《高级英语视听说教程》改编组

(引进改编版)

教师用书



高等教育出版社
Higher Education Press

THOMSON
TM

Intermediate Listening Comprehension

高级英语 视听说教程

1

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江苏工业学院图书馆
藏书章



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前言

近年来,加强听力教学,帮助学习者提高其听力理解能力已成为国际英语教学的重点之一。其原因在于无论是学习母语还是学习外语,都要首先培养学习者的听力理解能力。教育部2004年颁布的《大学英语课程教学要求(试行)》的培养目标中指出,注重培养学生英语综合能力,特别是听说能力。在“听力”技能培养中还提出,1)能基本听懂英语国家人士的谈话和讲座;2)能听懂题材熟悉、篇幅较长的国内英语广播或电视节目,掌握大意;3)能基本听懂外国专家用英语讲授的专业课程。再如《高等学校英语专业英语教学大纲》(2000)在规定结业时所应达到“听”的能力时指出,1)听懂真实交际场合中各种英语会话;2)听懂英语国家广播电台以及电视台有关政治、经济、文化、教育、科技等方面的专题报道以及与此类题材相关的演讲;3)听懂电视时事报道和电视剧中的对话等。许多语言教学工作者也指出,听力教学应是其他语言技能教学的基础,只有解决了学习者“听”的问题,才能更有效地解决“说”的问题。

为提高大学生的英语听说能力,使其达到《大学英语课程教学要求(试行)》中规定的较高要求和更高要求,高等教育出版社引进了美国汤姆森公司2005年—2006年最新出版的中高级英语听力教程1~3册,并组织国内高校专家和教师改编出版了这套《高级英语视听说教程》1~3册。

这套教材体现了国内外听力教学的发展趋势,尤其是在如何听懂英语专题讲座,并根据讲座内容作课上笔记方面设计了各种语言输入的活动与练习,集中训练学习者的听力理解与记录能力。该教材的主要目标是:提高学习者听力理解能力;提高学习者听讲座记笔记的能力;深入了解美国的社会、文化与生活。通过大量的听力输入使学习者具备口语产出能力;通过视频录像,模拟课堂讲座气氛,使学习者有身临外教教学课堂的感觉,创造一定的语言环境。此外,教材的每一册都做到了由易到难,由短到长,由简到繁,梯度把握适中。

国内高校专家和教师对该套教材的改编内容包括:1)删除和修改了与我国国情和历史相悖的章节;2)增加了每章节的生词注音注释、短语和专有名词注释(Words, Expressions and Proper Names);3)增加了语言难点注释(Language Points);4)增加了演讲修辞提示(Rhetorical Cues);5)增加了相关文化背景注释(Cultural Background)。另外,在结构上,把原书的听力原文和听力答案移到教师用书,以便于教师组织课堂教学。

教师在使用该套教材的时候,首先,可以根据教师用书及具体教学环境组织教学,最好利用原声外教录像(DVD)以模拟外教讲座形式进行教学,可对语言、修辞、文化背景等进行补充讲解,也可以任务教学法形式,由学生完成,加之利用其他配套的MP3、磁带等音电产品在校园网上让学生对教学内容进行预习及复习,有效地提高学生的听力理解能力。其次,教师应特别注意讲解这套教材每一章中边听边记的学习技巧,如怎样快速记录数字、怎样记下提示词等,这是此教材的编写特色之一,也是学生最需要掌握的技巧。再次,教师应在讲解语言知识、训练语言技能的同时注意充分利用该教材提供的丰富的文化知识,提高学生的文化素养。

该教材适合大学英语本科高级听说课程,特别是基础英语后的高级选修课程,研究生英语课程及同等水平的培训课程,如托福、雅思考试培训等。

由于时间紧迫,加之编者水平有限,改编过程中疏漏之处在所难免,望读者批评指正。

改编组
2005年7月

To the Teacher

Overview

Advanced Viewing, Listening and Speaking is an intensive training program in listening fluency and comprehension development. In recent years, helping ESL and EFL learners develop their listening comprehension has become a major focus of teaching for several reasons. First, listening plays a key role in the development of a learner's first language (L1), and listening is believed, by extension, to play a prime role in the development of a learner's second language (L2). Rost (2002, p. 81), for example, notes that "we all manage to acquire our first language, and we do it primarily through listening. There is a seamless connection between learning to listen and acquiring our first language (L1)." We acquire listening ability in our first language in a graduated and seemingly effortless way, and regardless of what that first language is, we all tend to acquire it in the about same amount of time, as Rost (2002) notes. We do it through practice and by gaining confidence that we can learn to listen and use the language effectively.

L1 learners usually acquire their L1 with the aid of caretakers/teachers who help them to understand their first language and to reach out to communicate with their caretakers/teachers and other people who speak the language. The caretakers/teachers, in other words, provide the child with "comprehensible input" that gives the child good reason to listen and good reason to make an appropriate response after the message is comprehended. Rost (2002, p. 86) suggests that, among other things, the comprehensible input of the caretakers/teachers helps the L1 (or L2) learners by

- providing a correct model for imitation;
- reducing the processing load by facilitating segmentation of the input into smaller chunks of language, and by simplifying the length, structure, and lexical load modeled in the input;
- clearly enunciating;
- slowing down the speech when necessary, and speeding up when possible;
- directing the learner's attention to the relevant information in the input;
- improving the intelligibility of the language heard;
- providing feedback on the accuracy or inaccuracy of the comprehension;

- promoting a positive affect in the learner toward interaction with others; and finally,
- teaching social routines—or in the case of *Advanced Viewing, Listening and Speaking*—rhetorical routines and the signal cues employed by speakers who use one or more of the major rhetorical routines involving Process, Cause and Effect, Definition, and so on.

The scope and sequence of *Advanced Viewing, Listening and Speaking* seek to promote development of each of the above listening-facilitation goals with prelistening activities, comprehensible input and while-listening activities, and varied postlistening experiences for the L2 learner. With the aid of a creative teacher, the program can also be used to promote conversational participation about the topics heard and/or the activities done; conversational participation is yet another of the vital skills an L2 (as well as an L1) learner needs to hone in today's world.

In addition to being important for learning a first and second language, developing listening fluency in English is a survival skill in today's globalized world. According to Brownell (2002), technology has increased the number of messages sent and the speed with which they are delivered. In business meetings where English is the language of communication, or in lecture halls where English is the language of instruction, listeners of English must confront a constantly changing and increasingly complex listening environment. In both such surroundings, the ESL/EFL listeners must (1) be able to scan the information they receive in English, (2) be able to determine where to focus their attention in the stream of speech, and, (3) be able to make sense of what they hear. Often, they must make a written or spoken response to demonstrate that they have processed the message correctly. As Brownell (2002) notes, something can go wrong at *any* stage during this listening process. If something does go wrong, and comprehension fails, it can be expensive for the ESL/EFL learner in terms of money, time, grades, and even personal relationships. On the other hand, if people become stronger and more accurate comprehenders of English, they stand to profit personally, in business meetings or in the lecture halls of college campuses.

For students of English for Academic Purposes (EAP), the need to develop listening fluency in English is critical. EAP learners need to practice listening to various types of extended discourse so they can develop the ability to understand, remember, and evaluate the information heard in their lectures. EAP learners will also be called on to demonstrate that they understand the messages in the lectures and that they are able to understand, remember, interpret, and select whatever is relevant in the stream of the EAP discourse. To do all this, they need to practice listening in English, and, at the same time, they need to *enjoy* the experience of enhancing and expanding their listening skills!

Advanced Viewing, Listening and Speaking seeks to provide a listening program that will help L2 listeners make their listening comprehension of English stronger. We very much hope that the L2 listen-

ers will gain the confidence needed to listen to streams of English at both slower and speedier paces. More specifically, *Advanced Viewing, Listening and Speaking* seek to familiarize the listener with the major rhetorical patterns of formal, spoken English. College-bound students especially need to become familiar with these patterns and with the signal cues and text structures the speaker uses in lecture (or minilecture) speech. As a result, each unit of *Advanced Viewing, Listening and Speaking* models one or more of these patterns and gives examples of the vocabulary and signal cues associated with the various rhetorical patterns contained in the minilectures and activities.

In summary, *Advanced Viewing, Listening and Speaking* seeks to improve L2 learners' listening comprehension by 1) providing samples of clearly enunciated, slower-paced speech, as well as more extemporaneous and authentic-sounding speech; 2) helping learners recognize the cue signals for the five targeted rhetorical patterns; and 3) providing a variety of task-oriented and enjoyable listening and speaking activities.

Organization of the Program

Advanced Viewing, Listening and Speaking has five units which focus on the following rhetorical patterns:

- I. Chronology
- II. Process
- III. Definition/Classification
- IV. Comparison/Contrast
- V. Casual Analysis

Each unit is graded in terms of length and difficulty of grammatical structures used in the talk. Each of the units consists of three chapters. Each chapter is organized into three sections:

Prelistinging

- A. Listening Preparation
- B. Preview of Vocabulary and Sentences
- C. Rhetorical Listening Cues

Listening

- A. Initial Listening
- B. Mental Rehearsal and Review of the Talk
- C. Consolidation

Postlistening

- A. The Comprehension Check
 - 1. Recognizing Information and Checking Accuracy
 - 2. Using and Expanding on the Information in the Talk

- a. Recapping the Information from Your Notes
- b. Expanding on the Information in the Talk
- B. The Listening Expansion**
(a variety of listening tasks)
- C. The Listening Factoids**

The Instructional Design of Each Chapter

Prelistening

- A. Listening Preparation.** This initial portion activates the student's world knowledge to help him or her predict the content and course of the discourse. The student is prepared for the talk he or she will hear and is asked to focus on the topic of the discourse. Evocation of mental imagery is attempted in this preparatory stage.
- B. Preview of Vocabulary and Sentences.** Here, students focus on the low frequency and/or story-specific vocabulary with a gloss and then the item in the talk-specific context.
- C. Rhetorical Listening Cues.** Finally, this section highlights the specific vocabulary, structures and organization of the particular rhetorical pattern used during the talk.

Listening

- A. Initial Listening.** This section presents the listening passage in its entirety. A natural pace and clear delivery is used by the speaker.
- B. Mental Rehearsal and Review of the Talk.** Now, the student is provided with the opportunity to review and mentally rehearse the essential message units of the talk. The rehearsal allows for chunking of the information contained in the talk. The student repeats the units subvocally, concentrating on the comprehension and recall of information presented in the talk.
- C. Consolidation.*** This final segment presents the message units reinserted into the contextual and syntactic whole of the talk. The speaker uses redundancies, reiteration, and verbal fillers in the presentation. Students can take notes during the paced presentation if they wish.

Postlistening

A. The Comprehension Check

- 1. **Recognizing Information and Checking Accuracy.** Here, students check their comprehension and recall of the factual information contained in the talk. The student becomes familiar with stan-

* The script of the Consolidation will vary somewhat from the script of the Initial Listening because of paraphrasing and inclusion of restarts, verbal fillers, and restatements reflective of more authentic spoken discourse.

dard oral-comprehension testing formats, including multiple-choice items, true-false statements, short answer questions, etc.

2. Using and Expanding on the Information in the Talk
 - a. Recapping the Information from Your Notes. This activity offers students the opportunity to recount the information in the talk with the aid of their notes.
 - b. Expanding on the Information in the Talk. This portion allows students to interact with other students, expressing their own ideas and opinions on a variety of topics related to the lecture.

B. The Listening Expansion

Tasks 1 and 2 can be completed only by carefully listening to the directions and information given orally. The listening task exercises spiral through previously presented rhetorical patterns, vocabulary, and structures, and also present novel listening and testing experiences.

C. The Listening Factoids

The two Listening Factoids present novel, high-interest, sometimes surprising facts related to the topic of the chapter. Students listen to absorb interesting bits of information or trivia to ponder or discuss, as appropriate.

Photos and Illustrations

Each unit has a general thematic photo that visually develops the theme of the talk.

Illustrations also accompany numerous Listening Expansion exercises.

References

- Brownell, J. (2002). *Listening: Attitudes, Principles, and Skills* (2nd ed.). Boston: Allyn and Bacon.
- Rost, M. (2002). *Teaching and Researching Listening*. New York: Longman.

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Unit One

Focus on: Chronology

Chronology is a way of telling something in the order in which it happened.
Chronology is used to tell stories and to relate historical events.

Chapter 1

Napoleon:

From Schoolboy to Emperor 2

Chapter 2

Pompeii:

Destroyed, Forgotten, and Found 6

Chapter 3

Lance Armstrong:

Survivor and Winner 11

1

Napoleon: From Schoolboy to Emperor

Language Points

- 1 Napoleon was a French soldier who became emperor of France. (**Para. 1, L.1**) 本句中 who became emperor of France 是定语从句，修饰 a French soldier。在定语从句中，emperor of France 是表语，当名词用作表语来表示独一无二的职位或头衔时，前面常不用冠词（有时用定冠词），例如：They elected him president of the society. / As (the) chairman of the committee, I declare the meeting open.
- 2 Napoleon wasn't a very good student in most of his classes, but he excelled in mathematics and in military science. (**Para. 1 L.3—5**) 本句中 excelled in 意思是“擅长，在...方面表现出色”。注意：当一个含有介词的动词短语后接两个并列的名词短语时，为了避免不必要的重复，往往省略动词而仅保留介词，如本句中 military science 之前的 in。又如：The success of this project depends on his generous contribution and on the joint efforts of many other people as well.
- 3 Napoleon became a general in the French army at the young age of 24. (**Para. 1, L.7—8**) 本句中，a general 是名词短语用作表语。在英文中，如果用作表语的名词短语表示的职位不是惟一的，前面一般要加不定冠词，例如：She is a teacher of geography in our institute.
- 4 Napoleon was many things. (**Para. 2, L. 1**) 本句中，many things 用来指拿破仑身上具有的很多品质，things 意为“特征，特性，属性”，例如：He was many things at once: thick-skinned, good-hearted, sentimental, sly, brutal.
- 5 His defeat—his end—came when he decided to attack Russia. (**Para. 2, L. 5—6**) 本句中，两个破折号之间的部分是对前面 his defeat 的补充说明，注意本句中的拟人修辞手法 His defeat—his end—came ...，使语言更加形象而生动。例如：October 1st, 1949 saw the founding of the People's Republic of China.
- 6 The great French conqueror died alone—deserted by his family and friends—in 1821. (**Para. 3, L. 1—2**) 本句中，deserted 在 deserted by his family and his friends 中是过去分词短语，在句中用作状语，补充说明主句发生的背景情况。

Rhetorical Cues

1 Indicating the chronological order

- 1) He was born in 1769 ...
- 2) When he was only ten years old ...

- 3) When he was sixteen years old ...
- 4) In that year ...
- 5) ... at the young age of 24 ...
- 6) Several years later ...
- 7) At one time ...
- 8) Napoleon was only 51 years old when he died.

2 Indicating the time in which events happened

- 1) During Napoleon's age ...
- 2) In Napoleon's time ...
- 3) At the age of ...
- 4) At the time of ...
- 5) A few years ago ...
- 6) During the time that ...
- 7) More than 170 years after his death ...

3 Listing some points for an argument

- 1) Napoleon was many things. He was, first of all, ...
- 2) There is no doubt that ...
- 3) One theory about ... is that ...
- 4) Another theory is that ...
- 5) This third theory also suggests that ...

4 Indicating contrast

Napoleon was not a very good student in most of his classes, but he excelled in ...

5 Indicating consequence

His soldiers were ready to die for him. As a result, ...

Cultural Background

- 1 **Napoleon Bonaparte (拿破仑) (Para. 1, L.1):** Napoleon was born on 15 August 1769 in Ajaccio, Corsica, died on 5 May 1821 and was best known as France's greatest military genius. Napoleon is famed for his military successes and for not quite conquering Europe. Starting as a second lieutenant in the French artillery, he rose quickly through the ranks until he became First Consul of France. (Later he crowned himself Emperor.) He led his armies to victory after victory, and by 1807 he ruled territory that stretched from Portugal to Italy and north to the river Elbe. But his attempts to conquer the rest of Europe failed; a defeat in Moscow in 1812 nearly destroyed his empire, and his 1815 loss to the Duke of Wellington at Waterloo finished the job. He was sent into exile on

the island of St. Helena, where he died in 1821. Napoleon died of an unidentified ailment, possibly stomach cancer; because traces of arsenic were later found in his remains, some have suggested he may have been fatally poisoned ...

- 2 **the island of Corsica (科西嘉岛)** (Para. 1, L.2): An island of France in the Mediterranean Sea north of Sardinia. Napoleon Bonaparte was born on the island, which was ceded to France by Genoa in 1768. French is the official language in Corsica, but most Corsicans also speak a dialect akin to Italian. Much of the island is wild, covered by dense shrubs called maquis, whose flowers produce a fragrance that carries far out to sea and has earned for Corsica the name "the scented isle." Tourism is important in Corsica, with good air and sea transport from continental France.
- 3 **the French Empire (法兰西帝国)** (Para. 1, L.9): Also known as the First French Empire, the Napoleonic Empire or simply as The Empire, covers the period of the domination of France and much of continental Europe by Napoleon I of France. Constitutionally, it refers to the period of 1804 to 1814, from the Consulate to the restoration of the Bourbon monarchy in the history of the French state, with a coda in the Hundred Days of 1815.
- 4 **the Russian Empire (俄罗斯帝国)** (Task 1, Para. 1, L. 1): The Russian state was officially named the Russian Empire from 1721 to 1917.
- 5 **the Austrian Empire (奥地利帝国)** (Task 1, Para. 3, L. 2): The Austrian Empire was founded in 1804 as a reaction to the creation of the First French Empire under Napoleon I. The first Emperor of Austria was Francis I, at this time holding also the title of a Holy Roman Emperor, which he abdicated when the Empire was abolished in Napoleon's reorganization of Germany in 1806. In the process of keeping his imperial title, he raised Austria from an Archduchy to an Empire. After failed attempts at constitutional reform, the Austrian Empire was transformed into the Austro-Hungarian Empire in 1867 under Franz Joseph I, granting equal status to the Hungarian territories.
- 6 **the Kingdom of Prussia (普鲁士王国)** (Task 1, Para. 4, L. 2—3): The Kingdom of Prussia existed from 1701 until 1918, and from 1871 was the leading kingdom of the German Empire, comprising in its last form almost two-thirds of the area of the Empire.
- 7 **the Confederation of the Rhine (莱茵联盟)** (Task 1, Para. 5, L. 2): Confederation of the Rhine was a league of German states formed by Emperor Napoleon I in 1806 after his defeat of the Austrians at Austerlitz. Among its members were the newly created kingdoms of Bavaria and Württemberg, the grand duchies of Baden, Hesse-Darmstadt, and Berg, and a number of other principalities. Eventually nearly all the German states except Austria and Prussia joined the confederation. The members disavowed their allegiance to the Holy Roman Empire, and Francis II, already styled emperor of Austria, relinquished the title Holy Roman emperor in 1806. Napoleon attempted to influence the internal as well as the foreign affairs of the confederation, but recurring international crises diverted his efforts. After Napoleon's retreat from Russia (1812—1813), its members, by changing sides in the war, caused the collapse of the confederation.
- 8 **the island of St. Helena (圣赫勒拿岛)** (Listening Factoid #1, Para. 1, L. 2): An island of

south Atlantic Ocean. Located about 1,000 miles west of Africa. The capital and port is Jamestown. Discovered in 1502, it became a port for ships sailing between Europe and East Indies. It was owned by the British East India Co. in the 17th century. Because of its remoteness, it was used as the final place of exile for Napoleon (1815—1821).

2

Pompeii: Destroyed, Forgotten, and Found

Language Points

- 1 Today many people who live in large metropolitan areas such as Paris and New York leave the city in the summer. (Para. 1, L.1—2) 本句中, who live in large metropolitan areas such as Paris and New York 是定语从句, 用于修饰 many people。注意 in the summer 这一短语中的冠词 the。spring, summer, autumn 和 winter 前, 可用定冠词 the, 也可不用, 例如: We get a good crop of apples in the autumn. / He generally goes to the south of France in winter.
但当 spring, summer, autumn 和 winter 后有确定年份的后置定语时, 大都使用定冠词, 如 in the autumn of 2005.
- 2 Over 2,000 years ago, many rich Romans did the same thing. (Para. 1, L.3—4) 本句中 did the same thing 用于指前句中的 go to the mountains or to the seashore to escape the city noise and heat, 既避免了重复, 又通过词汇手段很好地同上文保持了衔接关系。
- 3 Pompeii was a beautiful city; it was located on the ocean, on the bay of Naples. (Para. 1, L.6—7) 注意本句中 on the ocean 意思是“在海上”, 这里介词 on 不可换作 in, in the ocean 意思是“在海洋中, 在海水中”。
- 4 In the year 79 C. E., a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii. (Para. 2, L. 1—2) 本句中 C.E. 是 Christian Era 的缩写, 意思是“公元”。who later became a very famous Roman historian 是定语从句, 用于修饰 a young Roman boy。注意本句中的 was visiting 是过去进行时形式, 但不表示过去某一时刻正在进行的动作, 而是为了使叙述更加形象生动。
- 5 What Pliny saw was the eruption—the explosion—of the volcano, Vesuvius. (Para. 2, L.5—6) 本句中 the explosion 是对前面的 the eruption 的进一步解释。在听讲座时, 我们应当注意, 有时演讲者为了使听者更好地理解讲座的内容, 常常用听众比较熟悉的词对一些关键词语做一步解释。
- 6 When the volcano first erupted, many people were able to flee the city and to escape death. (Para. 3, L.1) 本句中 flee the city 与 flee from the city 意思相近, 只是 flee from the city 更加强调过程, 而 flee the city 更加强调动作的完成。另外, 本句中 flee 和 escape 都有“逃”的意思, 但意思不尽相同。Flee 单纯表示逃跑的行为, 不强调成功与否, escape 往往指罪人逃跑或逃脱惩罚, escape death 应译为“逃生”, 而不是“逃死”。
- 7 These unlucky people were buried alive under the volcanic ash. (Para. 3, L. 4—5) 本句中, alive 为形容词, 在句中作方式状语, 本句的意思是“那些不幸的人们被活活地埋在火山灰下”。例如: The young couple were taken apart heart-broken.

Rhetorical Cues

1 Identifying the sequence of events

- 1) Over 2,000 years ago, ...
- 2) In the year 79 C. E., ...
- 3) One day, ...
- 4) When the volcano first erupted, ...
- 5) ... lasted for three days.
- 6) When the eruption was over, ...
- 7) ...was buried and forgotten for 1,700 years.
- 8) In the year 1748 ...
- 9) As time went by, ...
- 10) Today, ...

2 Paraphrasing key words

- 1) Today many people who live in large metropolitan areas such as Paris and New York ...
- 2) What Pliny saw was the eruption—the explosion—of the volcano, Vesuvius.
- 3) Soon archaeologists began to excavate—to dig—in the area.
- 4) Now let's fill in the missing information—the information not on the chart—for the other ...

3 Indicating a comment

- 1) Unfortunately, there was not enough time for everyone to ...
- 2) Incidentally, almost 3,000 people on the ground died as a result of ...
- 3) Apparently, ...
- 4) It is likely that ...

4 Indicating the location

- 1) Pompeii was a beautiful city; it was located on the ocean, on the bay of Naples.
- 2) The city of Pompeii was at the foot of Mt. Vesuvius.
- 3) It is located in Ecuador.

5 Expanding the information

In fact, ...

Cultural Background

- 1 **Pompeii (庞贝):** An ancient city of southern Italy, southeast of Naples. Founded in the sixth or early fifth century B.C., it was a Roman colony by 80 B.C. and became a prosperous port and resort with many noted villas, temples, theaters, and baths. Pompeii