



高等学校艺术英语规划教材

College Art English Series

# 实用 艺术英语教程

(第一册)

Practical English  
Course in Arts

范纯海

主编

华中科技大学出版社

<http://www.hustp.com>

高等学校艺术英语规划教材

# 实用艺术英语教程

Practical English Courses in Arts

## 第一册

主 编：范纯海

副主编：吴春梅 阮 蓓

编 委：（以姓氏笔画为序）

文 静 王红丽 王豫梅

刘荷清 陈 伟

华中科技大学出版社

中国·武汉

图书在版编目(CIP)数据

实用艺术英语教程(第一册)/范纯海 主编. —武汉:华中科技大学出版社,2009年9月  
ISBN 978-7-5609-4435-7

I. 实… II. 范… III. 艺术-英语-高等学校:技术学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2009)第 149919 号

实用艺术英语教程(第一册)

范纯海 主编

策划编辑:刘 平 杨 鸥

责任编辑:荣 静

责任校对:李 琴

封面设计:刘 卉

责任监印:熊庆玉

出版发行:华中科技大学出版社(中国·武汉)

武昌喻家山 邮编:430074 电话:(027)87557437

录 排:华中科技大学惠友文印中心

印 刷:湖北新华印务有限公司

开本:880mm×1230mm 1/16

印张:11

字数:260 000

版次:2009年9月第1版

印次:2009年9月第1次印刷

定价:28.00元(含1CD)

ISBN 978-7-5609-4435-7/H·667

(本书若有印装质量问题,请向出版社发行部调换)

# 序

我国的改革开放走过了三十余年的路程。这三十多年来，为了学习西方先进的科学技术和文化艺术，我国各行各业都在学习英语，甚至出现过全民学习英语的热潮。回顾这种大规模的英语教育，我们既有成功，也有失败。说成功，是因为很多人的英语水平获得了大幅提高；说失败，是因为英语学习的“费时低效”问题仍未得到很好的解决。

今天，经过三十余年的发展，我们的国力雄厚了，国际地位提高了，我们的科学技术和文化艺术开始走出国门，走向世界。那么我们还需要学习英语吗？答案是肯定的。在经济全球化、文化多元化的背景下，我国与其他国家在政治、经济、科技、文艺等方面的交流日益频繁，而能担当这一国际交流工具的语言目前仍然只有英语。汉语要胜任这一角色或许还要再过三十年。因此，我们应该继续学习英语。但是，我们必须打破以应试为目标的英语教育模式，提倡“实用为主、够用为度”的原则，以培养学生实际应用语言的能力为目标，突出教学内容的实用性与针对性。同时根据不同专业和不同学科的具体要求，多层次、多渠道地开展英语教学，以适应社会对英语人才需求呈现多元化、专业化发展趋势的要求。

人们常说语言是载体。我们学习其他学科的知识都要通过语言这个载体。换言之，科学技术、文化艺术等学科的专业知识既可以用汉语表述，又可以用英语表述。逆向思考一下，如果以科技、文化、艺术等为专业的人通过用英语表述的专业书籍来学习英语知识，那么他们的专业就成了学习英语的载体。事实上，无论我们是用专业还是用日常生活作为内容来进行教学，只要表述的语言是英语，其基本的语言规则就是一样的，不同的只是运用的词汇和某些特定的表达方式而已。科技英语、经贸英语、法律英语等就是利用专业为载体来学习英语的实例。其优势是将各学科的专业内容和英语教学密切结合起来，让学生学习自己最熟悉、最感兴趣的话题，这样就能最大限度地激发学生的学习热情，从而获得最佳的学习效果，解决“费时低效”的问题。

我很高兴看到华中科技大学出版社推出了《实用艺术英语教程》一书。该教材依据英语学习的特点和规律，有机地结合了文化艺术的专业内容，在注重打好英语语言基础的同时，侧重培养学生使用英语进行艺术类相关领域的涉外交际能力。教材内容丰富、体例新颖、语言难易适中，既有利于学生掌握基本的英语知识和技能，又有利于他们拓宽艺术视野、丰富艺术感受，不失为上乘的艺术类英语教材。而且这套教材也是利用艺术为载体来进行英语教学的极好尝试，值得祝贺！

是为序。

张伯香  
2009年6月

# 前 言

随着我国高等教育事业的蓬勃发展,全国已有800多所高校开设了艺术类专业,徜徉在艺术殿堂的学子数量也早已突破30万人。艺术专业的学生是一个特殊的群体,他们情感丰富,思维活跃,具有较高的艺术天赋和创造性,但英语学习却是他们普遍的薄弱环节。空前增多的艺术类学生对大学英语教学提出了新的挑战。为了顺应新时期艺术专业发展的潮流,满足艺术专业学生学好英语的要求,我们针对艺术专业学生的特点,提出了“以实用为主,以够用为度,以应用为目的”的教学原则,从真正激发学生的学习兴趣、切实提高应用水平出发,编写了本套教材。

本套教材具有以下特色。

一、注重基础知识的巩固。相对而言,艺术类学生进入高校时英语基础较为薄弱。本套教材在注重对学生原有基础不断回顾、巩固的同时,力求语言的简明平易。语法知识从最基本处入手,听力训练从辨音开始,所选原著的段落和文章也比较浅显。整套教材循序渐进、难度适中。

二、侧重艺术题材的选择。本套教材精心设计教学内容,将每个章节的主题设计成与音乐、雕塑、园林、舞蹈、动漫等艺术相关的话题,将教材内容与艺术类学生的专业联系起来,通过对感兴趣话题的学习,激发学生学习的积极性和主动性。

三、着眼实践能力的锻炼。学英语,在掌握基本的语法和词汇后,主要靠实践和模仿。本套教材把语言材料和语言知识活化为学生熟悉的事物,图文并茂,用联想、绘画、音乐等相关知识和信息进行教学,让学生在积极的体验中学习语言、锻炼能力。

四、努力贴近学生、贴近实际。本教材主要由武汉工业学院和华中师范大学汉口分校长期从事一线教学的教师编写。他们熟悉学生情况,了解学生的需求,对解决艺术类学生英语学习的难点及问题提出了较好的应对策略。

本套教材除学生用书外,还包含教师用书和听力材料光盘,既丰富和拓展了教学内容,也为教师授课和学生自主学习提供了便利。

在编写过程中,华中科技大学出版社的杨鸥、刘平、荣静等老师给予了建设性的意见和极大的帮助,在此一并表示感谢。

由于时间、水平有限,本套教材疏误之处在所难免。恳请方家提出宝贵意见,以便不断修改完善。

范纯海

2009年5月于武汉



# Contents

<b>Unit One English Learning</b> .....	<b>(1)</b>
Reading Activities.....	(1)
Lead-in.....	(1)
Text A.....	(1)
New Words.....	(2)
Study and Practice.....	(3)
Text B.....	(5)
New Words.....	(7)
Study and Practice.....	(7)
Speaking Activities.....	(8)
Listening Activities.....	(9)
Grammar.....	(11)
Writing Activities.....	(13)
Just for Fun.....	(14)
<b>Unit Two Music</b> .....	<b>(15)</b>
Reading Activities.....	(15)
Lead-in.....	(15)
Text A.....	(15)
New Words.....	(17)
Study and Practice.....	(17)
Text B.....	(19)
New Words.....	(21)
Study and Practice.....	(22)
Speaking Activities.....	(23)
Listening Activities.....	(23)
Grammar.....	(26)
Writing Activities.....	(29)
Just for Fun.....	(29)
<b>Unit Three Clothes</b> .....	<b>(30)</b>
Reading Activities.....	(30)
Lead-in.....	(30)
Text A.....	(30)
New Words.....	(31)
Study and Practice.....	(32)



Text B .....	(34)
New Words .....	(36)
Study and Practice .....	(36)
Speaking Activities .....	(37)
Listening Activities .....	(38)
Grammar .....	(41)
Writing Activities .....	(44)
Just for Fun .....	(44)
<b>Unit Four Cartoon .....</b>	<b>(45)</b>
Reading Activities .....	(45)
Lead-in .....	(45)
Text A .....	(46)
New Words .....	(47)
Study and Practice .....	(48)
Text B .....	(50)
New Words .....	(52)
Study and Practice .....	(52)
Speaking Activities .....	(53)
Listening Activities .....	(54)
Grammar .....	(56)
Writing Activities .....	(59)
Just for Fun .....	(60)
<b>Unit Five Pottery and Porcelain .....</b>	<b>(61)</b>
Reading Activities .....	(61)
Lead-in .....	(61)
Text A .....	(62)
New Words .....	(63)
Study and Practice .....	(63)
Text B .....	(65)
New Words .....	(67)
Study and Practice .....	(67)
Speaking Activities .....	(68)
Listening Activities .....	(69)
Grammar .....	(71)
Writing Activities .....	(74)
Just for Fun .....	(75)
<b>Unit Six Painting .....</b>	<b>(76)</b>
Reading Activities .....	(76)
Lead-in .....	(76)
Text A .....	(76)
New Words .....	(78)



Study and Practice.....	(78)
Text B.....	(80)
New Words.....	(82)
Study and Practice.....	(82)
Speaking Activities .....	(83)
Listening Activities .....	(85)
Grammar .....	(87)
Writing Activities .....	(89)
Just for Fun .....	(90)
<b>Unit Seven Film .....</b>	<b>(91)</b>
Reading Activities .....	(91)
Lead-in .....	(91)
Text A.....	(92)
New Words.....	(93)
Study and Practice.....	(94)
Text B.....	(96)
New Words.....	(97)
Study and Practice.....	(97)
Speaking Activities .....	(98)
Listening Activities .....	(99)
Grammar .....	(102)
Writing Activities .....	(105)
Just for Fun .....	(106)
<b>Unit Eight Dance .....</b>	<b>(107)</b>
Reading Activities .....	(107)
Lead-in .....	(107)
Text A.....	(107)
New Words.....	(108)
Study and Practice.....	(109)
Text B.....	(111)
New Words.....	(113)
Study and Practice.....	(114)
Speaking Activities .....	(115)
Listening Activities .....	(115)
Grammar .....	(118)
Writing Activities .....	(121)
Just for Fun .....	(121)
<b>Unit Nine Architecture.....</b>	<b>(122)</b>
Reading Activities .....	(122)
Lead-in .....	(122)
Text A.....	(123)





## Practical English Course in Arts

(85) New Words.....	(125)
(08) Study and Practice.....	(125)
(52) Text B.....	(127)
(28) New Words.....	(129)
(38) Study and Practice.....	(129)
(38) Speaking Activities .....	(130)
(72) Listening Activities .....	(131)
(08) Grammar .....	(134)
(00) Writing Activities .....	(137)
Just for Fun .....	(137)

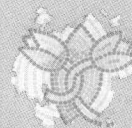
## Unit Ten Opera.....(138)

(19) Reading Activities .....	(138)
(39) Lead-in .....	(138)
(39) Text A.....	(138)
(49) New Words.....	(140)
(69) Study and Practice.....	(140)
(79) Text B.....	(143)
(99) New Words.....	(145)
(80) Study and Practice.....	(145)
(99) Speaking Activities .....	(146)
(50) Listening Activities .....	(147)
(60) Grammar .....	(150)
(00) Writing Activities .....	(153)
Just for Fun .....	(154)

## Vocabulary.....(155)

## Useful Expressions .....(163)

## References.....(165)



# Unit One

## English Learning

### Reading Activities



#### Lead-in

1. Introduce your own experiences of learning English to the class.
2. Discuss the methods of learning English in groups.



#### Text A

After years of hard work, you are a freshman now. However, English may still be puzzling you. As we are at the start of the course, it seems a good moment to offer some advice on how to make the task of learning English much easier. Here are some tips from the experts. Yeah, they are really helpful.

### How to Learn English as a Foreign Language

1 Students are facing some of the problems, if English is not their mother tongue. We're aware of students' problems and think that by analysing them perhaps it'll be possible to suggest how some of them may be overcome. The problems can be divided into three broad categories: psychological, cultural and linguistic. The largest category is probably linguistic. I'd talk about this in some details.

2 Most students have learned English at school. But if they've already been to university in their own countries they'll have studied mostly in their own language except, perhaps, for reading some textbooks and journals in English. In other words, they'll have had little everyday opportunity to practice using English.

#### Notes



3 When Chinese students first have the opportunity to speak to an English-speaking person they may have a shock: they often have great difficulty in understanding. There are a number of reasons for this. Firstly, it seems to students that English people speak very quickly. Secondly, they speak with a variety of accents. Thirdly, different styles of speech are used in different situations. For example, everyday spoken English, which is colloquial and idiomatic, is different from the English used for academic purposes. What can a student do then to overcome these difficulties? Well, obviously, he can benefit from attending English classes and, if a language laboratory is available, use it as much as possible. He should also listen to programmes in English on the radio or TV, and if possible, see an English language movie every week.

4 Perhaps most important of all, he should be aware, however, that English people are, by temperament, often reserved and maybe unwilling to start a conversation. Nevertheless, if he has the courage to take the initiative, most English people will respond. He will need patience and perseverance. In addition to these problems of listening and understanding, the student probably has difficulty in speaking English fluently. He has the ideas; he knows what to say in his own language, but he doesn't know how to say it in English. The advice here will seem difficult to follow, but it's necessary. Firstly, he must simplify his language so that he can express himself clearly. For example, short sentences will be better than long ones. Secondly, he must try to think in English, not translate into his mother tongue, also notice the kind of English that educated people use, and try to imitate it.

(396 words)



## New Words

**tongue** /tʌŋ/ *n.* 语言

**analyse** /'ænəlaɪz/ *v.* 分析

**overcome** /,əʊvə'kʌm/ *v.* 找到处理或解决（问题等）的办法

**category** /'kætigəri/ *n.* 种类；类别；范畴

**psychological** /,saɪkə'lɒdʒɪkəl/ *adj.* 心理的；精神上的

**linguistic** /lɪŋ'gwɪstɪk/ *adj.* 语言的

**journal** /'dʒɜːnl/ *n.* 报纸；定期刊物

**opportunity** /,ɒpə'tjuːnɪti/ *n.* 良机；机会

**shock** /ʃɒk/ *n.* 震惊  
*v.* 使震惊

**situation** /,sɪtʃu'eɪʃən/ *n.* 状况，处境，局面

**colloquial** /kə'ləʊkwɪəl/ *adj.* 口语的，口头的

**idiomatic** /,ɪdiə'mætɪk/ *adj.* 符合语言习惯或特点的

**academic** /,ækə'demɪk/ *adj.* 仅注重理论的；学术的

**obviously** /'ɒbvɪəsli/ *adv.* 显然；明白地

**attend** /ə'tend/ *v.* 参加，出席

**available** /ə'veɪləbəl/ *adj.* 可用的或可得到的

**temperament** /'tempərəmənt/ *n.* 气质；性情；秉性

**reserved** /rɪ'zəvd/ *adj.* 矜持的，寡言的，内向的

**nevertheless** /,nevəðə'les/ *adv.* 虽然如此；然而

**initiative** /ɪ'nɪʃɪətɪv/ *n.* 主动性；积极性；自发性

**respond** /rɪs'pɒnd/ *v.* 反应，回应，响应

**patience** /'peɪʃəns/ *n.* 耐性；忍耐力；耐心

**perseverance** /,pə'sɪ'vɪərəns/ *n.* 坚持

**fluent** /'fluːənt/ *adj.* 语言流利的，文字流畅的

**simplify** /'sɪmplɪfaɪ/ *v.* 使简单或简明；简化

**imitate** /ɪ'mɪteɪt/ *v.* 模仿



## Useful Expressions

be aware of 意识到……

divide into 分成……

a variety of 多种的; 各种各样的

benefit from 得益于……

take the initiative 采取主动

in addition to 加之; 除……之外



## Study and Practice

### Section A Comprehension of the Text

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

1. What are the categories of the students' problems in English learning?
2. Why may Chinese students have a shock when they speak to an English-speaking person for the first time?
3. What can a student do to get over those difficulties in English learning?
4. What does the expert suggest to help students speak English fluently?
5. Do you have any idea of the different styles of speech used in different situations? Have a discussion about it.

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

1. According to this passage, what problem is the major one that students might come across while learning English?  
A. Cultural                      B. Linguistic                      C. Psychological                      D. Social
2. What does the author mean by saying "but if they've already been to university in their own countries they'll have studied mostly in their own language except, perhaps, for reading some text books and journals in English."  
A. Most students have little opportunity to use English.  
B. Most students haven't made full use of every chance to practice English.  
C. Most students seldom read books or journals in English unless they are full of fun.  
D. Most students have studied in their own language, so they seldom read any books or journals in English.
3. What is probably the most important for Chinese students to overcome the difficulty in understanding English-speaking people?  
A. Attending English classes.  
B. Taking the initiative to talk to English people.  
C. Using the language laboratory as much as possible.  
D. Listening to programmes in English on the radio or TV.
4. Which of the following is NOT true according to the last paragraph?  
A. Most students have difficulty in speaking English fluently.  
B. Students must try to translate everything into his own language.  
C. According to the experts, it's better to use short sentences than long ones.  
D. Most of students know what to say, but they have no idea of how to say in English.
5. What does the author mainly tell us in the passage?  
A. Importance of learning English.  
B. Advice on how to learn English.  
C. Problems those students are facing while speaking to foreigners.



D. Reasons why most of students take less interest in English learning.

III. Choose the proper words or phrases from the brackets to complete the passage.

Many Chinese learners of English admit that their \_\_\_\_\_ (spoken, speaking) English is poor and \_\_\_\_\_ (what, that) one of the reasons for this is their limited vocabulary. Learning new vocabulary is a slow and \_\_\_\_\_ (easy, hard) process. So \_\_\_\_\_ (how, what) can a language learner increase his/her vocabulary? Most of the vocabulary that a Chinese student learns \_\_\_\_\_ (is, are) through his/her own efforts and study. Very \_\_\_\_\_ (few, little) vocabulary can be taught and learnt in the classroom so the student needs to realize that he is \_\_\_\_\_ (in, with) charge of his own vocabulary building. It is important that students choose interesting books, magazines or newspapers that they are \_\_\_\_\_ (interesting, interested) in, that they will enjoy, that are not difficult, and that will increase their vocabulary.

Section B Vocabulary

I. Match the definitions in Column B with the words in Column A.

Column A

1. tongue
2. obviously
3. journal
4. available
5. fluent

Column B

- A. as can be clearly seen
- B. language
- C. able to speak a language smoothly
- D. newspaper or periodical
- E. able to be used

II. Fill in the blanks with the words given below. Change the word form where necessary.

analyse	overcome	shock	academic	benefit
opportunity	reserved	initiative	simplify	aware

1. Everyone of us, more or less, \_\_\_\_\_ from good books.
2. We must carefully \_\_\_\_\_ the causes of the accident.
3. Even though I'm quite a/an \_\_\_\_\_ person, I like meeting people.
4. I was so \_\_\_\_\_ that I could hardly speak.
5. We can surely \_\_\_\_\_ these difficulties as long as we are closely united.
6. I do not become \_\_\_\_\_ of the danger until he warns me.
7. The actor won a/an \_\_\_\_\_ award for his role in the film.
8. I have bags of \_\_\_\_\_ to go abroad.
9. The language of this story has been \_\_\_\_\_ to make it easier to understand.
10. Charles is shy and does not take the \_\_\_\_\_ in making friends.

Section C Translation

I. Translate the following sentences into Chinese.

1. The problems can be divided into three broad categories: psychological, cultural and linguistic.
2. In other words, they'll have had little everyday opportunity to practise using English.
3. Everyday spoken English, which is colloquial and idiomatic, is different from the English used for academic purposes.
4. If a language laboratory is available, use it as much as possible.



5. In addition to these problems of listening and understanding, the student probably has difficulty in speaking English fluently.

## II. Complete the sentences according to the Chinese.

1. 英语是这些国家使用的母语。(tongue)

English is the \_\_\_\_\_ used in these countries.

2. 那家自助餐馆以前有各种各样的食品可供选择。(a variety of)

There \_\_\_\_\_ at choice in that cafeteria.

3. 多模仿、多看、多听、多练习,自然就会说出一口地道的美语。(imitate)

\_\_\_\_\_, watch more, \_\_\_\_\_ and practice more, one will naturally acquire a native American language.

4. 这个演讲比我预期的要难懂多了。(follow)

The lecture \_\_\_\_\_ I had expected.

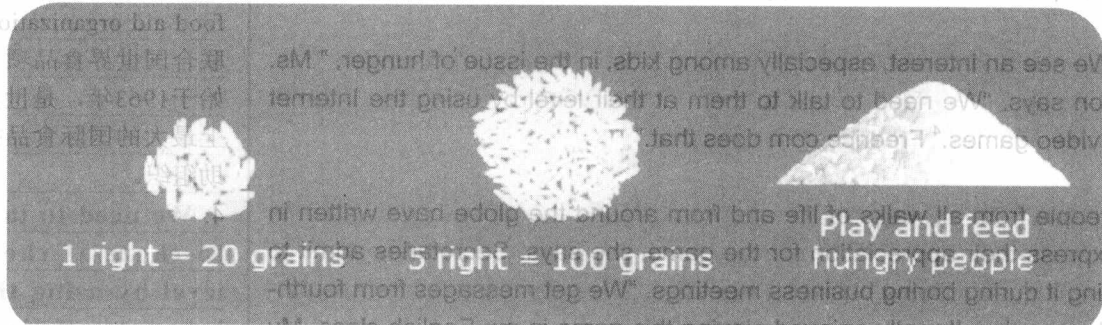
5. 他已学会恰当地应付各种复杂局面。(properly)

He has learnt \_\_\_\_\_ complicated \_\_\_\_\_.



## Text B

Freerice.com, a charity website, donates rice to the United Nations every time you choose the correct definition of a word. For each answer you get right, you donate 20 grains of rice to the United Nations World Food Program. This game may make you smarter, and more importantly, the rice you donate makes a huge difference to the person who receives it. Though 20 grains of rice may seem like a small amount, it is important to remember that while you are playing, so are thousands of other people at the same time. It is everyone together that makes the difference. The larger vocabulary you have, the more people you can feed! Isn't it great?



## Warm-up Exercise

Read the text at a normal speed. After the first reading, guess the meaning of the following five words in bold.

1. Every time they get an answer right, they help **combat** world hunger.

A. increase

B. fight

C. cause

2. **Given** its success, however, no doubt copycats will crop up soon.

A. considering

B. allowing

C. taking

3. People from all walks of life and from around the globe have written in to express their **appreciation** for the game, she says.





- A. pleasure                      B. feeling of grateful                      C. understanding
4. When the user clicks on a **definition**, a new page loads and indicates whether the answer is correct.
- A. meaning                      B. picture                      C. mouse
5. By **press** time, the site had received some 20 million hits.
- A. urgent                      B. publishing                      C. criticizing

## How to Build Your Vocabulary and Feed the World

By Caitlin Carpenter

### Notes

1 It began as a way for John Breen to help his son prepare for the SAT<sup>1</sup>. Today, some 500 000 people daily visit the vocabulary-quiz website the Indiana-based computer programmer set up. And while word-game fun is part of the draw, players get an extra jolt of “feel good” joy: Every time they get an answer right, they help combat world hunger.

2 Freerice.com, which debuted in October 2007, donates 20 grains of rice to the UN<sup>2</sup> World Food Program (WFP<sup>3</sup>) every time a player selects the correct definition for a particular word. Paid for with advertising income, 4 billion grains have been won for the WFP so far. That's 160 metric tons, enough to feed 200 000 people for one day.

3 “It's really caught fire,” says Brenda Barton, a WFP spokeswoman. “More people visit our site from the link on Freerice.com than any other referral.” It's the first site like this she's ever seen, she says. Given its success, however, no doubt copycats will crop up soon.

4 “We see an interest, especially among kids, in the issue of hunger,” Ms. Barton says. “We need to talk to them at their level by using the Internet and video games.” Freerice.com does that.”

5 People from all walks of life and from around the globe have written in to express their appreciation for the game, she says. Secretaries admit to playing it during boring business meetings. “We get messages from fourth-graders saying, ‘I really enjoyed playing this game in my English class. My teacher has organized a spelling bee<sup>5</sup> using it.’”

6 The layout of the site is simple: The left side of the page has a word with four possible definitions below. When the user clicks on a definition, a new page loads and indicates whether the answer is correct. If the user is right, a wooden bowl on the right side of the page is filled with 20 grains of rice. (The average adult needs 18 000—20 000 grains of rice to eat for a day.) By press time, the site had received some 20 million hits.

1. **SAT** Scholastic Aptitude Test—an examination that American high-school students take before they go to college 美国的大学入学考试。

2. **UN** United Nations 联合国

3. **WFP** The World Food Program of the United Nations which was established in 1963. It is the world's largest international food aid organization. 联合国世界食品项目始于1963年，是世界上最大的国际食品援助组织。

4. **We need to talk to them at their level by using the Internet and video games.** We need to talk to those kids who concern the matter of hunger through the Internet and video games.

5. **spelling bee** spelling competition 拼写比赛



7 The difficulty of the words ranges from common ones like “apt” to more difficult ones like “ruth” (compassion). The site ratchets up the difficulty based on how many definitions a player has chosen correctly. Players strive to work their way up to the highest level of difficulty, 50, but Breen says few players get above 48.

(397 words)



## New Words

**jolt** /dʒəʊlt/ *n.* 惊奇; 震惊

**debut** /'debju/ *v.* 初次登场

**donate** /dəu'neit/ *v.* 捐赠

**particular** /pə'tɪkjələ/ *adj.* 个别的; 个人的; 特殊的

**billion** /'bɪljən/ *pron.* 十亿

**referral** /ri'fɜːrəl/ *n.* 指点, 指引

**spokeswoman** /'spəʊks,wʊmən/ *n.* 女发言人

**copycat** /'kɒpɪkæt/ *n.* 一味模仿他人者

**issue** /'ɪʃuː/ *n.* 重要的议题; 争论点; 争端

**admit** /əd'mɪt/ *v.* (通常指不情愿地)承认

**layout** /'lei,aut/ *n.* 安排; 设计; 布局

**indicate** /'ɪndɪkeɪt/ *v.* 表明

**strive** /straɪv/ *v.* 努力, 奋斗

**apt** /æpt/ *adj.* 易于做某事物; 有做某事物的倾向

**compassion** /kəm'pæʃən/ *n.* 同情; 怜悯

## Useful Expressions

**prepare for** 准备……

**set up** 建立或开创

**so far** 到目前为止

**crop up** 出现或发生(尤指意外地)

**a walk of life** 行业; 职业, 阶层

**ratchet up to** 一步步变动, 渐变

## Proper Names

**John Breen** 约翰·布林

**Brenda Barton** 布伦达·巴顿



## Study and Practice

### Section A Comprehension of the Text

I. Read the following statements and decide whether they are true (T) or false (F) according to the passage.

1. Today, some 500 000 people daily visit the vocabulary-quiz website the India-based computer programmer founded.
2. Paid for with advertising income, 4 000 000 grains have been won for the WFP up to now.
3. People, especially children, took interest in the matter of hunger.
4. Every time a player selects the correct definition for a particular word, he or she will win 20 grains of rice for himself or herself.
5. The site increases the difficulty on the basis of the correct words a player has chosen.

II. Translate the following sentences from the passage into Chinese.

1. It began as a way for John Breen to help his son prepare for the SAT.



2. That's 160 metric tons, enough to feed 200 000 people for one day.
3. "It's really caught fire," says Brenda Barton, a WFP spokeswoman.
4. It's the first site like this she's ever seen, she says.
5. Players strive to work their way up to the highest level of difficulty, 50, but Breen says few players get above 48.

## Section B Vocabulary

Fill in the blanks with the words given below. Change the word form where necessary.

combat	debut	donate	particular	issue
layout	indicate	strive	copycat	apt

1. She's making her New York \_\_\_\_\_ at Carnegie Hall.
2. Any outbreak of fire must be rapidly and effectively \_\_\_\_\_.
3. We agreed to continue our exchange of views on these \_\_\_\_\_.
4. A huge quantity of food was \_\_\_\_\_ to poor people.
5. I will keep on \_\_\_\_\_ until I reach my goal!
6. All the flats in the building had the same \_\_\_\_\_.
7. Research \_\_\_\_\_ that men find it easier to give up smoking than women.
8. He called me a \_\_\_\_\_ just because my schoolbag looks like his.
9. I like classical music, \_\_\_\_\_ Beethoven's.
10. Man is \_\_\_\_\_ to make mistakes.

## Section C Translation

Translate the following sentences into English, using the words given in brackets.

1. 他为我们树立了一个好榜样。(set up)
2. 这些孩子的年龄从五岁到十七岁不等。(range from...to)
3. 每当他在学习中出现困难或问题时,我们都出力帮助解决。(crop up)
4. 我和各行各业的人交朋友并获得广泛的知识。(all walks of life, benefit)
5. 她必须节省开支以支付度假的费用。(pay for)



## Speaking Activities

1. Listen to the recording of the text, paying special attention to sense groups and sentence stress. Then read aloud the following paragraph until you have learned it by heart.

"It's really caught fire," says Brenda Barton, a WFP spokeswoman. "More people visit our site from the link on Freerice.com than any other referral." It's the first site like this she's ever seen, she says. Given its success, however, no doubt copycats will crop up soon.

2. Complete the communicative task.

Situation: Colleges have clubs and societies for many purposes. There's certainly a group for almost any interest or spare time activity you may have. Please work in groups to discuss the advantages and disadvantages of joining a club or society, and conduct a pros-and-cons debate on it.