

NATIONAL
GEOGRAPHIC
LEARNING

TED TALKS

总主编 文旭 主编 马刚

NEW WORLD
INTERACTIVE ENGLISH

新世界

交互英语
读写译 4

学生用书

清华大学出版社

 NATIONAL
GEOGRAPHIC
LEARNING

TEDTALKS

总主编 文旭

NEW WORLD
INTERACTIVE ENGLISH

新世界

交互英语
读写译 **4** 学生用书

主 编：马 刚

副主编：曹志宏

编 者：（按姓氏笔画顺序）

马 琪 王 娟 王丽莉

冯延琴 任 静 杨荣丽

赵小溪

清华大学出版社

北 京

Copyright © 2017 by National Geographic Learning, a Cengage company.

Original edition published by Cengage Learning. All Rights reserved.

本书原版由圣智学习出版公司出版。版权所有，盗印必究。

Tsinghua University Press is authorized by Cengage Learning to publish and distribute exclusively this adaptation edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本改编版由圣智学习出版公司授权清华大学出版社独家出版发行。此版本仅限在中华人民共和国境内（不包括中国香港、澳门特别行政区及中国台湾）销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可，不得以任何方式复制或发行本书的任何部分。

“National Geographic”, “National Geographic Society” and the Yellow Border Design are registered trademarks of the National Geographic Society® Marcas Registradas.

Cengage Learning Asia Pte. Ltd.

151 Lorong Chuan, #02-08 New Tech Park, Singapore 556741

本书封面贴有 Cengage Learning 防伪标签，无标签者不得销售。

北京市版权局著作权合同登记号 图字：01-2016-8561

版权所有，侵权必究。侵权举报电话：010-62782989 13701121933

图书在版编目 (CIP) 数据

新世界交互英语. 读写译学生用书. 4 / 文旭总主编; 马刚主编. —北京: 清华大学出版社, 2017

ISBN 978-7-302-46281-1

I. ①新… II. ①文… ②马… III. ①英语—阅读教学—高等学校—教材 ②英语—写作—高等学校—教材
③英语—翻译—高等学校—教材 IV. ①H319.39

中国版本图书馆 CIP 数据核字 (2017) 第 021490 号

责任编辑: 刘 艳

封面设计: 平 原

责任校对: 王凤芝

责任印制: 王静怡

出版发行: 清华大学出版社

网 址: <http://www.tup.com.cn>, <http://www.wqbook.com>

地 址: 北京清华大学学研大厦A座 邮 编: 100084

社总机: 010-62770175 邮 购: 010-62786544

投稿与读者服务: 010-62776969, c-service@tup.tsinghua.edu.cn

质量反馈: 010-62772015, zhiliang@tup.tsinghua.edu.cn

印 装 者: 北京盛通印刷股份有限公司

经 销: 全国新华书店

开 本: 210mm×285mm 印 张: 15

字 数: 422千字

版 次: 2017年3月第1版

印 次: 2017年3月第1次印刷

定 价: 54.00元

产品编号: 071819-01

此为试读, 需要完整PDF请访问: www.ertongbook.com

《国家中长期教育改革和发展规划纲要（2010-2020年）》明确指出，要“适应国家经济社会对外开放的要求，培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”。《大学英语教学指南》提出，“大学英语课程应根据本科专业类教学质量国家标准，参照本指南进行合理定位，服务于学校的办学目标、院系人才培养的目标和学生个性化发展的需求”。

《新世界交互英语》是清华大学出版社站在国家外语教育与人才培养的战略高度，从美国圣智学习出版公司引进优质原版素材、精心打造出版的一套通用大学英语教材。为满足国内大学英语教学的实际需要，出版社邀请国内多所大学，在《大学英语教学指南》的指导下，对原版教材进行了改编。本套教材汇集全球顶尖品牌教学资源，贯彻启发性教学理念，以课堂教学为纽带，将全球化视野与学生真实生活联系起来，注重学生个性化发展需求，力求培养具有较高英语应用能力和跨文化交际能力的国际化人才。

一、教材特色

本套教材主要有以下特色：

① 素材来源：汇集全球顶尖品牌教学资源

本套教材的素材源自全球两大顶尖品牌教学资源：美国国家地理（National Geographic Learning）和TED演讲（TED Talks），为学生提供了大量原汁原味的视频、音频和图片*，将世界各地的自然风光、风土人情、文化习俗带进课堂，以拓展学生的思维，并拓宽他们的国际化视野，从而达到提高学生语言应用能力和跨文化交际能力之目的。

② 编写理念：倡导启发性教学

本套教材将全球真实事件和精彩观点引入教学，结合中国传统文化和国情，注重思维训练，启发思考，以帮助学生理解中西文化差异，在培养学生听说读写译等英语应用能力的同时，着力培养其国际视野和创新精神，实现学生的全面发展。

③ 核心目标：用课堂连接世界与学生生活

本套教材以课堂教学为纽带，将多姿多彩的世界万象与触手可及的学生生活连接起来，让学生具有全球化视野的同时，关注自身生活，思考中国问题，并学会用英语去表达自己的思想，从而成长为兼具扎实英语基本功和敏锐批判性思维的国际化人才。

*本教材配套的视、音频资源，请登录www.tsinghuawaiyu.com，“点击进入”清华外语数字化学习平台，登录平台之后，到“公共资源”中下载。

二、改编思路

中方编写团队在对原版教材进行本土化改编过程中，做了适当的增补、替换和删减等工作。主要改编思路如下：

① 增补中国文化和中国国情内容

本教材注重培养学生对中国传统文化的认同，着力培养学生使用英语介绍中国文化的能力。在问题设计、练习改编方面重视本土问题，以帮助学生理解中西文化差异；在翻译、写作、口语活动中融入文化对比的元素，启迪学生对本土文化进行思考，培养其国际视野和中国情怀。

② 设计实用型和兴趣型练习

在设计练习时，适当参考了雅思、托福、大学英语四六级考试的题型，补充了更多的听力、翻译等练习，增强了教材的实用性；同时，结合时代发展，我们在“读写译”系列中加入扫描二维码以获取更多主题阅读材料的新元素，以充分调动学生的学习兴趣 and 求知欲望，使他们在主动学习的过程中提高英语水平和综合素养。

③ 引入批判性思维训练和创新写作题型

本教材注重引导学生正确区分人物与观点、事实与解释、审美与判断、语言与现实、字面义与隐含义等，对问题进行批判性评价。“读写译”系列教材每个单元专门设计了一项针对批判性思维训练的练习，根据阅读模块内容启迪学生深度思考，进而提出独到见解；在写作能力培养上，设计了环环相扣、逻辑紧密的练习，体裁题材多样，积极鼓励创新写作，实现批判思维与创新写作的结合。

三、教材结构

本套教材分为“视听说”和“读写译”两个独立系列，每个系列包含学生用书和教师用书各四个级别。每个级别包含八个单元，每个单元可供四课时使用。

其中，“视听说”每个单元包含两大部分。第一部分主要围绕音频素材展开，包含A、B、C、D四个板块，分别对应四个教学目标（Goals）。第二部分的E、F两个板块主要包括视频素材和拓展练习，每个单元均包含美国国家地理录像视频Video Journal和拓展练习Further Practice，每两个单元之后含一个TED Talks视频。

“读写译”每个单元包含Reading、Writing和Translation三个部分。Reading部分包含两篇课文，Writing部分介绍若干个Writing Skills，Translation部分包含汉译英和英译汉两个篇章翻译练习。每个单元最后都设计了Weaving It Together综合和拓展板块，用以培养学生课下自学能力。

四、适用对象

本套教材适用于我国大学公共英语教学，也适用于成人自学。

五、编写团队

本套教材的总主编为西南大学文旭教授。“视听说”1-4册主编分别为：西南大学莫启扬、西南石油大学孙阳、西南交通大学李成坚、内蒙古大学段满福；“读写译”1-4册主编分别为：山东大学崔校平、哈尔滨理工大学姜毓锋、贵州师范大学刘瑾、西安电子科技大学马刚。来自全国近十所高校的几十名专家和骨干教师参与了本套教材的设计和编写，美国圣智学习出版公司的英语教育专家和教材编写专家对全书进行了审定。

在改编之前，我们广泛咨询了国内外英语教育领域的资深专家学者，开展了充分的调研和分析，确定了本套教材的改编理念和方案，最终使本套教材得以与广大师生见面。教材的改编凝聚了诸多专家学者的经验和智慧。在此，对为本套教材的改编和出版付出辛勤劳动的所有老师以及出版社的各位同仁表示衷心的感谢。由于水平有限，不足之处在所难免。我们真诚地希望大家提出宝贵意见，并在未来的修订中使之更趋完善。

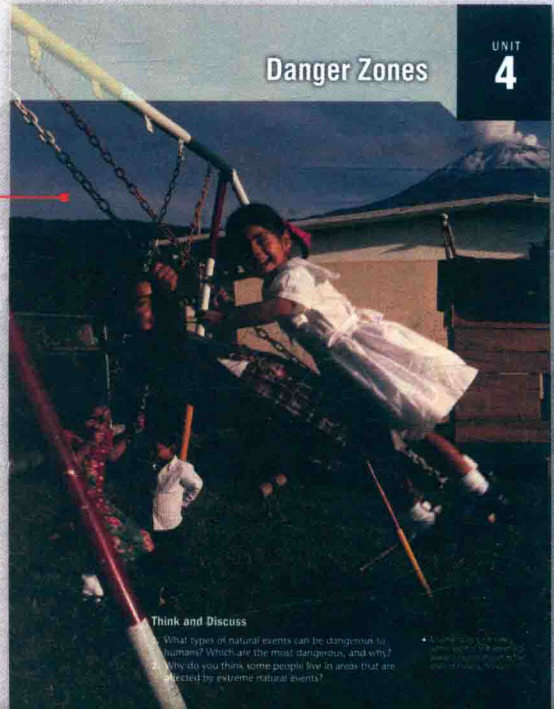
文旭

2017年2月

UNIT WALK-THROUGH

Stunning **National Geographic** images introduce the unit theme and readings.

Exploring the Theme provides a visual introduction to the unit. Students are encouraged to think critically and share ideas about the unit topic.



Think and Discuss

1. What types of natural events can be dangerous to humans? Which are the most dangerous, and why?
 2. Why do you think some people live in areas that are affected by extreme natural events?

3. How do you think people can prepare for natural disasters?

- World of Hazards**
- Look at the map and the photos. What do you think the red areas show?
 - Read the information on these two pages and check your answer to 1. Then discuss the questions.
 - Where can you find the most earthquakes and volcanoes?
 - Where do most cyclones occur?
 - What do you think of the places affected by natural hazards? How, in a general way?

World of Hazards

As this map shows, natural hazards tend to occur regularly in certain parts of the world. For example, most earthquakes and volcanic eruptions occur at or near plate boundaries, whereas cyclones (large storm systems that cause coastal flooding) form in the tropics. Many of the world's most hazardous areas are also places with dense human populations.



Reading 1

Pre-Reading

1 Building Vocabulary

Find the words in blue in the passage. Use the context to guess their meanings. Then circle the correct word in each pair (1–10) to complete the paragraph.

Last year, there was an unusual **1**, *concentration* / *concentration* of earthquakes in our area over a three-month period. This area is **2**, *prone to* / *prone to* earthquakes, but there hadn't been one in at least a decade. Many people were **3**, *indicative* / *indicative* of signs when some walls of older buildings fell. Our mayor recently set up a **4**, *committee* / *committee* to investigate ways to raise money to repair the city's damaged historic buildings. When some citizens proposed tearing down some of the older buildings, the mayor's response was **5**, *ambivalent* / *ambivalent*: the buildings are important to the town's history, she argued, and must be protected. Her decision was supported by about half of the town's citizens. Only about a quarter of the town's population felt the buildings should be torn down and **6**, *apportioned* / *apportioned* one-quarter didn't have an opinion. These days, most people think that the earthquakes have stopped at least for a while, but some locals are not **7**, *convinced* / *reliable* and are **8**, *prone to* / *prone to* stay. They feel that predictions about earthquakes are not **9**, *convicted* / *reliable*, and we can never know when the next one will strike.

2 Using Vocabulary

Answer these questions. Share your ideas with a partner.

1. What weather signs are **indicative** of an approaching storm?
2. **Approximately** how often does your area have strong rainstorms?
3. Where do you look for weather updates? What do you think is the most **reliable** source of information?

3 Brainstorming

Discuss these questions with your classmates.

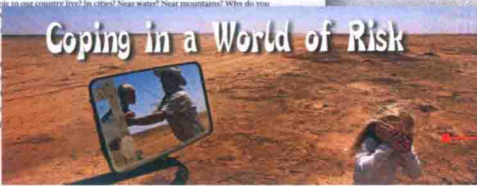
1. Where do most people in your country live? In cities? Near water? Near mountains? Why do you think they live there?
2. How do volcanoes affect your country?

4 Predicting

Look at the photos and think about the text.

- a. How to minimize the damage.
- b. Why the risk of damage is increasing.
- c. Where most natural disasters occur.

Coping in a World of Risk



Over the past decade, Australia's rural farming communities, including Dandenong, New South Wales, have been affected by drought.

For decades, scientists have been researching ways to predict natural disasters. **Reliable** methods of prediction could save hundreds—or sometimes thousands—of lives. However, despite researching various early warning signs that might indicate impending disasters, scientists have not generally been successful at making reliable predictions. Some experts and governments have come to the conclusion that if natural disasters cannot be reliably predicted, then anticipation and preparation are the best defenses we have.

A Rise in the East

Most scientists acknowledge that the risk of earthquakes, volcanic eruptions, hurricanes, floods, and drought is increasing, partly as a result of global warming. While they are **reluctant** to point to specific natural events as being caused by climate change, most scientists agree that the consequences of global warming will likely continue to have a significant impact on the number and the severity of natural disasters.

Take, for example, the drought that has struck Australia for more than a decade. This calamitous dry spell has destroyed orchards, livestock, and many of the nation's rice farms. Climatologists say this damage and destruction fits the patterns they expect from global warming. The same is true in Bangladesh, where people have been coping with the opposite problem—flooding. Two-thirds of this country of 150 million people is less than 17 feet (5 meters) above sea level. Climatologists say that by 2050, **approximately** one-third of the land could be under water due to rising sea levels, driving millions inland to already crowded cities.

In the past 15 years, there has also been an increase in the number of hurricanes hitting the U.S. coast. Experts predict that this increase will continue. “We expect the number of strikes over the next five years to be about 30 percent higher than the long-term historical average,” says Robert Muir-Wood of Risk Management Solutions, a company that advises insurance companies.

Some of the increased risk comes as the result of human behavior, such as increased human migration to high-risk areas. “Whether by choice, chance, or mistake, more of us have been moving into hazard-prone regions,” says Brendan Meade, a geophysicist at Harvard University. One-third of the world's population currently lives within 60 miles

of the ocean.
 1. 沿海地区 2. 沿海地区
 3. 沿海地区 4. 沿海地区
 5. 沿海地区 6. 沿海地区
 7. 沿海地区 8. 沿海地区
 9. 沿海地区 10. 沿海地区

Unit 4 Danger Zones 83

an earthquake was felt in the 1900s. In the region of central Italy, Giuliani warned that an increased concentration of culture got in the way, along with stresses over previous months, was indicative of a coming earthquake near the town of L'Aquila. A week after his prediction, a 6.3-magnitude earthquake hit L'Aquila. Some 300 people were killed, and tens of thousands were injured or made homeless.

Had Giuliani predicted the earthquake? Most scientists were not convinced. This was the third time Giuliani had warned of an impending earthquake based on similar evidence, and the previous two times he had been wrong. After the L'Aquila disaster, the Italian government asked U.S. seismologist Thomas Jordan to lead an international commission to determine whether earthquakes were predictable. The commission's answer was an emphatic no: “It would be fantastic and exciting if we were able to predict the time and place of damaging earthquakes,” says Michael Rappaport, a member of the National Earthquake Prediction Evaluation Council. “But so far we've had no success with specific predictions.”

Seismologist Susan Hough agrees. “The public would like us to try to predict earthquakes,” she says. “But we can't do that. We might never be able to do that.” As with other natural disasters, earthquake preparedness might be our best defense, for example, by doing things such as upgrading existing buildings, building stronger new buildings, and educating citizens about what to do in the event of a disaster. In this way, says Hough, we “can stop worrying about predicting the unpredictable and start doing more to prepare for the inevitable.”

Update: On October 22, 2012, the Italian government official was sentenced to 30 years in prison for giving “irresponsible, imprecise and contradictory” information before the 2009 L'Aquila earthquake. They plan to appeal the conviction.

1. 沿海地区 2. 沿海地区
 3. 沿海地区 4. 沿海地区
 5. 沿海地区 6. 沿海地区
 7. 沿海地区 8. 沿海地区
 9. 沿海地区 10. 沿海地区

Unit 4 Danger Zones 83



Reading 1 is a single, linear text related to the unit theme. Each passage is recorded on the audio program.

UNIT WALK-THROUGH

Post-Reading **vocabulary activities** recycle target vocabulary, building students' word knowledge.

Vocabulary

Complete these sentences with the words in the box. Change the form where necessary.

preparation indicate aware appeal intend / determine

- Repeated warnings by economists about the potentially _____ effect of real estate bubbles went unheeded.
- Natural disaster preparedness is a vital part of the school curriculum in many east countries.
- Preparations are underway along the west coast in _____ of just damaging tales caused by the cyclone.
- The storm was of such magnitude that it wreaked havoc even upon the buildings as _____.
- The staff at the meteorology office constantly check satellite images and weather put order to warn us about any _____ dangers.
- Many entrepreneurs _____ on the challenges of setting up and running a small business.
- Two days ago, we received the news that the convicted thief went to the High Court for _____.
- Despite being a famous movie star, the actor is _____ to expose any of his personal life to the public.
- The results of the recent election are _____ of the people's discontent.
- When asked if she would like to go to enter the competition, the young woman said with a most _____ "Yes".

Reading Comprehension

2. Skim the passage again. Write the correct paragraph number next to each main idea.

- The cost of disasters is growing, and some countries are finding ways to protect their citizens.
- Because we can't predict earthquakes, the best thing we can do is prepare ourselves.
- There is evidence that global warming is causing severe droughts and flooding.
- People choose to move to high-risk areas for various reasons.
- More people are moving to hazard-prone areas, which is increasing risk.

3. Circle the letter of the best answer.

- What can we conclude from paragraph 1?
 - Instead of scientific study, human beings can prevent more operative defenses against natural disasters which are around the corner.
 - With the aid of scientific prediction, human beings can courageously and optimistically live up to natural disasters.

86 新视野交互英语听力译 学生用书 4

Students look for the reading's main ideas and details to develop **key reading skills**.

Reading Skill: Organizing Your Notes

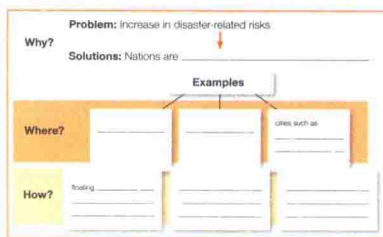
Taking notes on a long passage can help you to:

- understand the passage if helps you to pay attention to the most important ideas;
- memorize and organize key facts more easily;
- recall and use the information at a later time, for example, in an essay or an exam.

You probably take notes in the margins of a text, or highlight or underline key points as you read. After you've finished reading, however, you can organize your notes in a graphic organizer. For example, if the passage describes a process or a sequence of events, you can organize your notes in an outline or on a time line. If the passage compares two things, you can write notes in a T-chart or a Venn diagram. If the passage, or a section of a passage, describes information related to a main idea, you can organize your notes using a concept map.

Remember to leave out repeated information and any unnecessary words to make your notes as brief as possible.

3. Complete this concept map using information from "Taking Action to Reduce Risk" on Page 84.



4. On a separate piece of paper, create a timeline to note the sequence of events described in the section "The Problem of Prediction" on Page 84.

Unit 4 Danger Zones 89

Guided comprehension tasks and reading strategy instruction enable students to improve their academic literacy and critical thinking skills.

3. Complete the summary using the list of words and phrases in the box. Some of the words will not be used.

defend barriers consequences directly prove
conspire do through despite migrate multiply severity

Although some scientists are 1. _____ to agree that some natural disasters are caused by climate change, many of them agree that the number and the severity of natural disasters are 2. _____ increasing as one of the 3. _____ of global warming. For example, 4. _____ has affected much of Australia for more than a decade, while Bangladesh is facing an opposite problem, flooding. Moreover, the 5. _____ related risks are much greater than before. Some of the increased risk comes as the result of human behavior. Despite knowing the dangers, many people continue to choose to 6. _____ to hazard-prone areas for either survival needs or personal preference. Many nations have 7. _____ to protect their population. For instance, early warning systems are in place to alert people to 8. _____ disasters, greenland tops are built to reduce the heat island effect in the United States and China, floating houses are being developed to cope with the changing water levels in the Netherlands, and flood-control 9. _____ have been erected in the United Kingdom. As no one really knows when the next disaster might strike, the best 10. _____ for nations around the world is to take steps to prepare themselves for the worst.

Critical Thinking

Find at least one fact and at least one quote from an expert that supports each claim below from the passage. Then discuss with a partner: Does the evidence for each claim seem convincing? Why or why not?

CT Focus: Analyzing Evidence

Writers often provide details or examples as **evidence** to prove or support a claim made in an article. Evidence can be provided as a **factial statement** or as a **quote from an expert in the field**.

Claim	The risk of natural disasters is increasing.	Earthquakes cannot be predicted.
Fact		
Quote		

86 新视野交互英语听力译 学生用书 4

Critical Thinking section challenges students to analyze, synthesize, and critically evaluate ideas and information in each reading.

Pre-Reading

Building Vocabulary

Find the words in blue in the passage. Use the context to guess their meanings. Then match the sentence parts below to make definitions (1-10).

- | | |
|---|---|
| 1. When you accumulate things, _____ | a. the maximum area it can reach. |
| 2. If something collapses , _____ | b. a volcano throws out hot rock, ash, and steam. |
| 3. If something is compacted , _____ | c. something or someone that has extremely good or special qualities. |
| 4. A crack is _____ | d. you collect or gather them over a period of time. |
| 5. An eruption is an event when _____ | e. it falls down suddenly. |
| 6. If an object explodes , _____ | f. it bursts with great force. |
| 7. You use "extraordinary" to describe _____ | g. it usually happens or it often happens. |
| 8. The pressure in a place or container is _____ | h. it is densely packed or pressed together as a result of external pressure. |
| 9. The range of something is _____ | i. a line that appears on the surface of something when it is slightly damaged. |
| 10. If something tends to occur, _____ | j. the force produced in that space by a quantity of gas or liquid. |

Guided Pre-Reading tasks and strategy tips encourage students to think critically about what they are going to read.

Yellowstone's Smoking Bomb

Yellowstone National Park, the oldest and most famous national park in the United States, sits on top of one of the biggest volcanoes on Earth. Yellowstone's volcano is so big that many scientists call it a supervolcano. As the name

suggests, supervolcanoes are so big that they can kill millions of people and threaten wildlife.

What Causes a Supervolcano?

No supervolcano has erupted in the United States in over 70,000 years. The last time a supervolcano erupted, it was in the state of Wyoming.



How Violent is a Super-Eruption?

After each super-eruption at Yellowstone, the whole planet felt the effects. Scientists theorize that gases rising high into the atmosphere mixed with water vapor to create a haze that reduced sunlight, causing a period of cooling across the globe. It is estimated that the combined debris from the three eruptions was so vast that it could have filled the Grand Canyon!

The most recent catastrophic eruption, about 640,000 years ago, poured out 240 cubic miles (1,000 cubic kilometers) of rock, lava, and ash. A column of ash rose some 100,000 feet (30 kilometers) into the atmosphere, and winds carried ash and dust across the western half of the United States and south to the Gulf of Mexico. Closer to the supervolcano, thick clouds of ash, rocks, and gas—superheated to 4,700°F (800°C)—rolled over the land. This volcano's lava and debris destroyed everything within its devastating range, filling entire valleys and forming layers hundreds of feet thick.

Will the Supervolcano Erupt Again?

Predicting when an eruption might occur is extremely difficult, in part because scientists still do not understand all the details of what is happening under the caldera's surface. Moreover, they have kept continuous records of Yellowstone's activity only since the 1970s—a tiny slice of geologic time—making it hard to draw conclusions. However, scientists theorize that Yellowstone's magma chamber expands periodically from a plume of hot rock moving up from deep inside the Earth. As the chamber expands, it pushes the land above it upward. According to this theory, when the plume of rock decreases, the magma cools and becomes solid, allowing the land above to fall back.

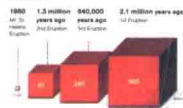
Scientists believe that Yellowstone has probably seen a continuous cycle of rising and falling land over the past 15,000 years. Geophysicist and supervolcano expert Bob Smith of the University of Utah believes the rise-and-fall cycle of Yellowstone's caldera will likely continue. "These calderas tend to go up and down, up and down," he says. "We call this a caldera at sunset. The net effect over many cycles is to finally get enough magma to erupt. And we don't know what those cycles are."

So, is the supervolcano going to explode again? Some kind of eruption is highly likely at some point. The chances of another catastrophic super-eruption are anyone's guess. It could happen in this century, or 100,000 years from now. No one knows for sure.

The Yellowstone Eruptions

These major eruptions from Yellowstone National Park during the past 2 million years. The combined debris from the three eruptions is estimated to be about 1,000 times as much as the 1980 eruption of Mount St. Helens. After the last biggest eruption, people started migrating from Yellowstone to other parts of the United States.

Comparative Volume of Eruptions in cubic miles



A Waking Giant?

Yellowstone National Park is home to the world's largest supervolcano. It is a massive caldera that has erupted several times in the past 2 million years. The most recent eruption was about 640,000 years ago, and it was one of the most powerful in Earth's history. Scientists are now worried that the volcano might erupt again, and this time it could be a supervolcano. A supervolcano is a volcano that is so big that it can erupt and cover a large area of the world with ash and lava. The supervolcano at Yellowstone is the largest in the world, and it is the only one that is still active. Scientists are studying the volcano to see if it is getting ready to erupt again. They are looking for signs of magma moving up from deep inside the Earth. They are also looking for signs of the caldera rising and falling. If the caldera rises and falls, it could be a sign that the volcano is getting ready to erupt again. Scientists are trying to figure out when the volcano will erupt again, but they don't know for sure. They are hoping that they can find out soon so that they can warn people if it is going to erupt.

Authentic charts, maps and graphics from National Geographic support the main text, helping students comprehend key ideas and develop visual literacy.

UNIT WALK-THROUGH

Writing

GOAL: Writing Introductory Paragraphs
In this part, you are going to plan, write, revise, and edit paragraphs on the following topic. Choose one type of natural disaster. Write about one way that individuals can prepare for it and one way that governments prepare for it.

Exploring Written English

Brainstorming

Make a list of natural disasters. For each natural disaster, list the type of damage it can cause.

Natural Disaster	Damage It Can Cause
earthquakes	buildings fall

Free Writing: Think about the dangers caused by one of the natural disasters in your list. How can people prepare for this type of disaster? Write for five minutes.

Read the information in the box. Then complete the sentences (1–5) with parallel structures.

Language for Writing: Using Parallel Structures

When you join two ideas in one sentence, both ideas have to be in the same form. For example, the words and phrases before and after must both be nouns, adjectives, or verbs (in the same form). Also, the two parallel ideas should come immediately before and after and.

Parallel nouns:

Property **and** buildings get damaged in earthquakes.

Parallel verbs:

Learn about earthquake safety online. / Phone numbers for local shelters are online. You can learn about earthquake safety **and** find phone numbers for local shelters online.

Parallel adjectives:

The people were hungry. They also needed to sleep. → The people were **hungry and tired**.

- People can prepare for a hurricane by buying extra water. They also need extra food.

Unit 4 Danger Zones 97

The **Writing Goal** is for students to relate their own views and experience to the theme of the unit by completing a guided writing assignment.

- When it starts to rain, streets will be slippery. Slippery streets can be dangerous. When it starts to rain, streets will be _____ and _____.
- People need to be cautious. People aren't aware of dangers. People need to be _____ and _____ of dangers.
- Houses were crushed. The tornado carried cars away. The tornado _____ houses and _____ cars away.
- People are frightened of hurricanes. Hurricanes cause damage to property. Hurricanes _____ people and _____ property.

Applying

Write about the dangers caused by natural disasters you thought about in your brainstorming list. Use parallel structures.

Writing Skill: Writing an Introductory Paragraph

The first paragraph of an essay is the **introductory paragraph**. This paragraph contains the thesis statement and general information about the essay. It can also include an engaging opening to make the reader interested. For example, it can start with a surprising statement or an interesting question. See the first sentences on Page 91 for an example.

In an introduction, you should generally avoid using, unless it is a personal essay. For example, you should avoid saying, I am going to write about...

Critical Thinking: Analyzing

Read the Introductory Paragraphs below and discuss these questions with a partner.

- Most people may not realize it, but your home can be a very dangerous place. Accidents at home are the leading cause of death in some countries. Children and the elderly are the most likely people to hurt themselves or die in home accidents. Some of the most common accidents at home are falls, poisoning, fire, choking, and drowning. Fortunately, however, there are a few things you can do to make your home a safe place for you and your family.
- There are things you can do to make your house a safe place for you and your family. Accidents at home are a common and frequent cause of injury and death. Children and the elderly are the most likely people to hurt themselves or die in home accidents. Some of the most common accidents at home are falls, poisoning, fire, choking, and drowning. In this essay, I'm going to provide some ways to protect yourself from home accidents.

- Where is the thesis statement? Underline it.
- According to the thesis statement, what is the essay going to be about?
- Is there an engaging opening, such as an interesting statement or question?
- Which introduction do you think is better? Why?

98 国际交往英语读写 学生用书 4

Integrated **grammar practice and writing skill development** provides scaffolding for the writing assignment.

A **guided process approach** develops students' confidence in planning, drafting, revising, and editing their written work.

Writing Task: Drafting, R

Planning

Follow the steps to make notes for your writing.

Step 1 Write the topic of your essay.

Step 2 Think about an interesting idea for your topic.

Step 3 Decide the main idea or purpose for your writing.

Step 4 Write your notes in three main paragraphs.

Step 5 Use your notes to write a first draft.

Step 6 Use your notes to write a first draft.

Step 7 Use your notes to write a first draft.

Step 8 Use your notes to write a first draft.

Step 9 Use your notes to write a first draft.

Step 10 Use your notes to write a first draft.

Step 11 Use your notes to write a first draft.

Step 12 Use your notes to write a first draft.

Step 13 Use your notes to write a first draft.

Step 14 Use your notes to write a first draft.

Step 15 Use your notes to write a first draft.

Step 16 Use your notes to write a first draft.

Step 17 Use your notes to write a first draft.

Step 18 Use your notes to write a first draft.

Step 19 Use your notes to write a first draft.

Step 20 Use your notes to write a first draft.

Step 21 Use your notes to write a first draft.

Step 22 Use your notes to write a first draft.

Step 23 Use your notes to write a first draft.

Step 24 Use your notes to write a first draft.

Step 25 Use your notes to write a first draft.

Step 26 Use your notes to write a first draft.

Step 27 Use your notes to write a first draft.

Step 28 Use your notes to write a first draft.

Step 29 Use your notes to write a first draft.

Step 30 Use your notes to write a first draft.

Step 31 Use your notes to write a first draft.

Step 32 Use your notes to write a first draft.

Step 33 Use your notes to write a first draft.

Step 34 Use your notes to write a first draft.

Step 35 Use your notes to write a first draft.

Step 36 Use your notes to write a first draft.

Step 37 Use your notes to write a first draft.

Step 38 Use your notes to write a first draft.

Step 39 Use your notes to write a first draft.

Step 40 Use your notes to write a first draft.

Critical Thinking: Analyzing

Work with a partner. Read the paragraphs about ways to prepare for an emergency while traveling. Then follow the steps to analyze the paragraphs.

When most people plan a vacation, they tend to spend a lot of time choosing a hotel, booking a good flight, and deciding what sites they want to visit, but they may not plan for possible travel emergencies. A little bit of planning ahead of time, however, can save travelers from a lot of problems later. It's particularly important to be prepared for medical emergencies and theft. In order to be prepared for an emergency, travelers should think about their medical needs, and also consider what they might need in case of the theft or loss of important items.

Thinking about their medical needs beforehand can save travelers a lot of time and trouble. They should pack enough medication to last for the whole trip so they don't have to refill prescriptions while they're traveling. They should also keep their prescription medications in the original bottles, so that if they do have to refill a prescription for some reason, they will know the name of the medication and the dosage. In addition, travelers should pack a first-aid kit containing bandages, pain relievers, antibiotic ointment, and any other necessary items.

People should also consider what they might need in case of the theft or loss of items such as passports and credit cards. It's a good idea for travelers to know the phone numbers of their embassies or consulates. In case their passports are stolen, travelers should also have copies of their passports with friends or family members at home, and they should also keep copies in different parts of their luggage. This way, it will be easier to get replacement passports if necessary. Finally, people who are traveling should know the phone numbers of their credit card companies so they can cancel their cards immediately after they are lost or stolen.

- Circle the main statement or question.
- Underline the thesis statement in the introductory paragraph.
- Underline the topic sentences in the two body paragraphs.
- Circle the key words in each topic sentence that relate the key words in the thesis statement.
- Circle the topic sentence, check off sentences that begin how or why, however, should, then, in order, and so on.
- Circle the topic sentence, check off sentences that begin how or why, however, should, then, in order, and so on.

Revising

Follow steps 1–4 in Exercise C to analyze your own paragraphs.

100 国际交往英语读写 学生用书 4

Peer Evaluation

Exchange your first draft with a partner and follow the steps below.

Step 1 Read your partner's paragraphs and tell him or her you like the one thing you noticed in them.

Step 2 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 3 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 4 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 5 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 6 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 7 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 8 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 9 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 10 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 11 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 12 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 13 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 14 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 15 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 16 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 17 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 18 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 19 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 20 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 21 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 22 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 23 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 24 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 25 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 26 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 27 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 28 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 29 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 30 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 31 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 32 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 33 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 34 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 35 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 36 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 37 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 38 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 39 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Step 40 Complete the evaluation sheet showing the areas that your partner's paragraphs covered.

Unit 4

Editing Practice

Read the information in the box. Then find and correct one mistake with parallel structures in each of the sentences (1–5).

- In sentences with parallel structures, remember:
 - Learn about how to be in the same form, so when containing sentences you may have to shift words around, change a verb form, or change a verb to an adjective.
 - The two parallel ideas should come immediately before and after and.

- People can prepare for fires by creating an escape plan and discuss the plan with family members.
- Keep important papers and putting medicine in one place.
- If you will need to take pets with you, pet carriers are important to have and extra pet food.
- Walk around your house and to identify things you will need to take.
- Pack a bag with clothes for each family member and necessities.

Editing Checklist

Use the checklist to find errors in your second draft.

- | Editing Checklist | Yes | No |
|--|-----|----|
| 1. Are all the words spelled correctly? | | |
| 2. Is the first word of every sentence capitalized? | | |
| 3. Does every sentence end with the correct punctuation? | | |
| 4. Do your subjects and verbs agree? | | |
| 5. Did you use parallel structure correctly? | | |
| 6. Are the verb tenses correct? | | |

Final Draft

Now use your Editing Checklist to write a third draft of your paragraphs. Make any other necessary changes.

102 国际交往英语读写 学生用书 4

Translation section provides two C-E and E-C passages related to Chinese culture, helping students develop their translation skills and intercultural competence.

Translation

4 Translate the following paragraph into English.

中国人从很早以前就开始关注地震及其破坏力。历史学家司马迁记载, 在公元前780年, 有一场强大的地震摧毁了三条河流支流。在同时, 人们还不知道地壳是由地壳运动(crustal movement)引起的。直到19世纪30年代, 科学家才认识到震源是地壳运动——世界上第一台测震仪(seismoscope), 与现代化的地震仪(seismograph)不同, 该种测震仪能记录地球的运动活动, 并能大致确定地震发生的方向。每架的地震仪上一般有八条龙, 分别指向了八个方向, 每架龙嘴里都含有一颗铜球, 一旦某个方向发生震动, 铜球就会落下, 从而指明地震的方向来源。

5 Translate the following paragraph into Chinese.

In East London, there is a unique flood control barrier on the River Thames—the Thames Barrier, the second-largest flood defense barrier in the world. The barrier defends London against high tides from storm and rainfall. For most of its history, London lacked such protection. In 1928, 14 people drowned when a swollen Thames overflowed. According to contemporary reports, the streets were filled with water up to 4ft (1.2m) deep. Construction on the Thames Barrier began in 1974 and it was officially opened a decade later. The barrier was originally designed to last up to the year 2030. Recent analysis suggests that even with sea level rise from anticipated climate change the barrier will be sufficient protection until 2060–2070.

Weaving It Together

Unit Project

In this part, you are required to do some research among your classmates, friends, or relatives. Collect information about the natural disasters they have heard of or experienced. Then give a presentation to your classmates. The following questions can be used as a reference.

1. Have you ever heard of or experienced natural disaster? Where and when did it happen?
2. Were there any casualties or deaths caused by that disaster?
3. Did the local government make any preparations before the disaster struck?

Searching the Internet

- 1 Search the Internet for information about natural disasters in Asia. Find answers to these questions.
 1. What happened in Nepal on April 25, 2015?
 2. What do Japanese people usually do when an earthquake strikes? Is there anything we can learn from it?
- 2 Search the Internet for information about the supervolcanoes in Yellowstone National Park. Share your findings with your classmates.

Broadening Your Horizon



- 1 **Survive Cut Off from Aid**
Close to a week after Hurricane Matthew, the southwestern towns in Haiti are still struggling to cope. Emergency supplies of food and medicine ferried by helicopters have yet to reach these communities where desperation is growing daily.
- 2 **Prepared for Every Eventuality**
How can travelers protect themselves when natural disasters strike? Classified as Acts of God, these unpredictable disasters could mean that airlines and hotels are not obliged to refund or replace any affected bookings. Christopher Elliott provides tips to let travelers know how to ensure that their rights are guaranteed even under such circumstances.
- 3 **Move Over Charcoal, Here Comes Molten Lava**
While natural disasters inspire awe and terror in most of us, two British designers were instead inspired with a novel idea. Taking their brainchild over to Syracuse, New York, there both designers worked hard to grill the perfect steak—over 2,100 degree Fahrenheit lava.

Weaving It Together

section includes Unit Project and Internet research activities, as well as extra theme-related readings, expanding students' knowledge of the unit theme and further developing their reading, writing, and research skills.

CONTENTS

UNIT 1

Social Relationships



- **Reading 1** The Ape in the Office
- **Reading 2** Gender in the Wild: Three Studies Reveal New Findings
- **Writing** Goal: Writing About similarities and Differences
Skill: Reviewing Paragraph Writing
- **Translation**
- **Weaving It Together**

UNIT 2

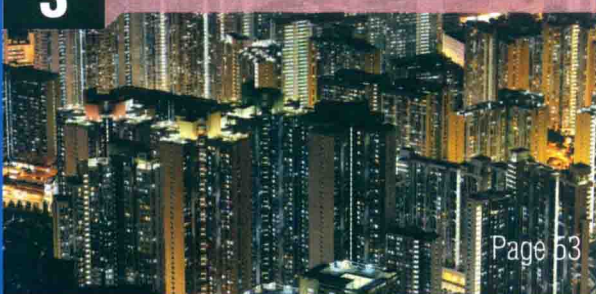
Science and Detection



- **Reading 1** Tech Detectives
- **Reading 2** King Tut's Family Secrets
- **Writing** Goal: Writing an Opinion Paragraph
Skill: Planning an Opinion Paragraph
- **Translation**
- **Weaving It Together**

UNIT 3

City Solutions



- **Reading 1** Living on an Urban Planet
- **Reading 2** The Urban Visionary
- **Writing** Goal: Writing Descriptive Paragraphs
Skill: Writing a Thesis Statement
- **Translation**
- **Weaving It Together**

UNIT 4

Danger Zones



- **Reading 1** Coping in a World of Risk
- **Reading 2** Yellowstone's Smoking Bomb
- **Writing** Goal: Writing Introductory Paragraphs
Skill: Writing an Introductory Paragraph
- **Translation**
- **Weaving It Together**

UNIT 5

Landscape and Imagination



Page 105

- **Reading 1** The Poet of the Outback
- **Reading 2** Retracing the Mother Road
- **Writing** Goal: Writing an Explanatory Essay
Skill: Writing a Concluding Paragraph
- **Translation**
- **Weaving It Together**

UNIT 6

Global Appetites



Page 133

- **Reading 1** Straining Our Resources
- **Reading 2** Eight Steps Toward a Sustainable Future
- **Writing** Goal: Writing a Persuasive Essay
Skill: Using an Outline to Plan an Essay
- **Translation**
- **Weaving It Together**

UNIT 7

Medical Innovators



Page 161

- **Reading 1** The Healer of Córdoba
- **Reading 2** Pioneers of Medicine
- **Writing** Goal: Writing a Research-Based Essay
Skill: Researching Information for an Essay
- **Translation**
- **Weaving It Together**

UNIT 8

World Languages



Page 187

- **Reading 1** The Future of English
- **Reading 2** Vanishing Voices
- **Writing** Goal: Writing a Persuasive Essay
Skill: Using a Graphic Organizer to Plan an Essay
- **Translation**
- **Weaving It Together**

Social Relationships

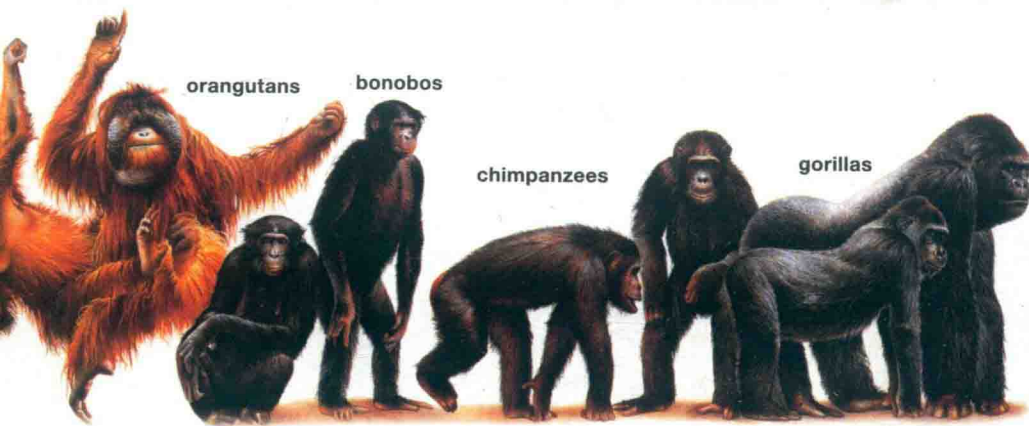
Think and Discuss

1. What roles do males and females play in human society?
2. Are there similarities between the roles humans play and the roles some male and female animals play?

▲ A baby western lowland gorilla shares a grass meal with its half brother at the National Zoological Park, Washington, D.C.



▲ Tourists watch a group of snow monkeys relaxing in a hot spring in Nagano Prefecture, Japan.

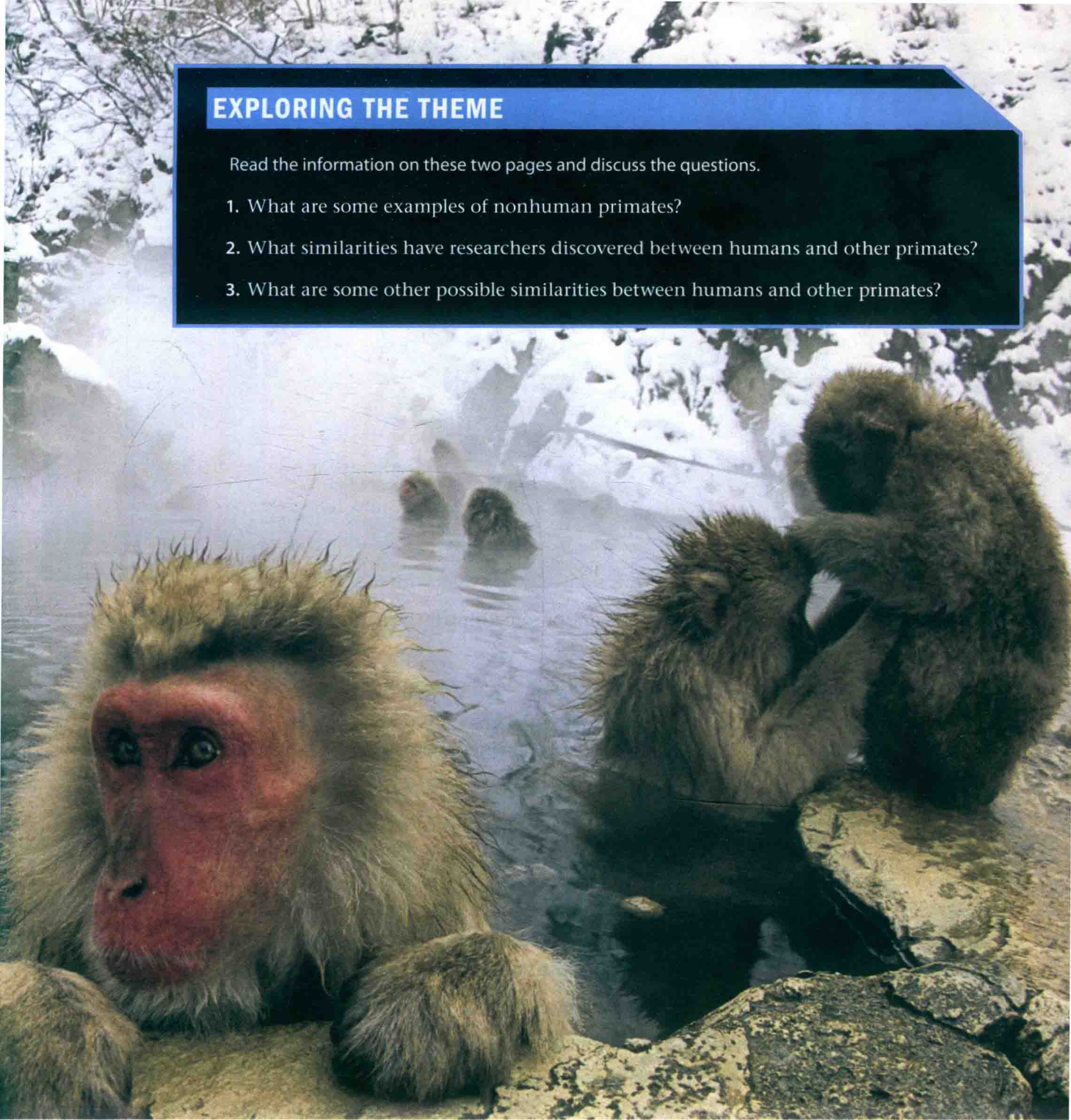


A **primate** is a member of the group of mammals that includes humans, monkeys, and apes. The largest **apes**—known as “great apes”—include gorillas, bonobos, orangutans, and chimpanzees.

EXPLORING THE THEME

Read the information on these two pages and discuss the questions.

1. What are some examples of nonhuman primates?
2. What similarities have researchers discovered between humans and other primates?
3. What are some other possible similarities between humans and other primates?



Social Animals

Researchers have discovered that humans share some behavioral characteristics with other primates. For example, primatologists—scientists who study primates—have found that some apes are capable of basic communication using human sign language. Primatologists have also observed apes inventing and using tools to get food and complete other tasks.

In addition, because both humans and primates tend to live in social groups, they may share some characteristics in terms of their social behavior. Researchers today are looking at the similarities and differences in how humans and animals interact within their own social groups, for example, the roles that each member plays within a family.