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Unit 1

Women of achievement

Warming Up

Examine the following six women using the rules about what makes a great person. In pairs discuss what they have in common and what makes them great. Give your reasons.

<p>1</p>  <p>Joan of Arc (1412-1431), France</p>	<p>2</p>  <p>Elizabeth Fry (1780-1845), Britain</p>	<p>3</p>  <p>Song Qingling (1893-1981), China</p>
<p>Joan of Arc was a girl from the countryside who dressed as a man and went to fight for the French. She helped drive the English out of France. She was caught and put to death by the English.</p>	<p>Elizabeth Fry was a Quaker. She helped improve prison conditions and gave prisoners work and education. Her work helped the Quakers get the Nobel Peace Prize in 1947.</p>	<p>Song Qingling, Dr Sun Yat-sen's wife, was one of the top leaders in modern Chinese history. She concerned herself with welfare projects, especially the China Welfare Institute for women and children.</p>
<p>4</p>  <p>Lin Qiaozhi (1901-1983), China</p>	<p>5</p>  <p>Jane Goodall (1934-), Britain</p>	<p>6</p>  <p>Jody Williams (1950-), USA</p>
<p>Lin Qiaozhi was a doctor who became a specialist in women's illnesses. She devoted all her life to medical work for Chinese women and children. Her work encouraged many other women to become doctors.</p>	<p>As a young girl, she always wanted to study animals. She went to Africa and studied chimps instead of going to university. Her research showed the connections between chimps and human beings. She works to protect chimps everywhere.</p>	<p>Jody Williams helped found an international campaign to stop the making of landmines. She also worked hard to make as many countries as possible agree not to use them. She and her organization were given the Nobel Peace Prize in 1997.</p>

Pre-reading

- 1 Why do you think Jane Goodall went to Africa to study chimps rather than to university? Do you think she was right? Give your reasons.
- 2 Look at the title and pictures of the passage and predict the content. Then skim the passage and check if you were right.

Reading



A STUDENT OF AFRICAN WILDLIFE

It is 5:45 am and the sun is just rising over Gombe National Park in East Africa. Following Jane's way of studying chimps, our group are all going to visit them in the forest. Jane has studied these families of chimps for many years and helped people understand how much they **behave** like humans. Watching a family of chimps wake up is our first activity of the day. This means going back to the place where we left the family sleeping in a tree the night before. Everybody sits and waits in the **shade** of the trees while the family begins to wake up and **move off**. Then we follow as they wander

10 into the forest. Most of the time, chimps either feed or clean each other as a way of showing love in their family. Jane warns us that our group is going to be very tired and dirty by the afternoon and she is right. However, the evening makes it all **worthwhile**. We watch the mother chimp and her babies play in the tree. Then we see them go to sleep together in their **nest** for the night. We realize that the **bond** between members of a chimp family is as strong as in a human family.



15 Nobody before Jane fully understood chimp **behaviour**. She spent years **observing** and recording their daily activities. Since her **childhood** she had wanted to work with animals in their own environment. However, this was not easy. When she first arrived in Gombe in 1960, it was unusual for a woman to live in the forest. Only after her mother came to help her for the first few months was she allowed to begin her project. Her work changed the way people think about chimps. For example,

20 one important thing she discovered was that chimps hunt and eat meat. Until then everyone had thought chimps ate only fruit and nuts. She actually observed chimps as a group hunting a monkey and then eating it. She also discovered how chimps communicate with each other, and her study of their body language helped her work out their social system.

For forty years Jane Goodall has been **outspoken** about making the rest of the world understand and **respect** the life of these animals. She has **argued** that wild animals should be left in the wild and not used for **entertainment** or advertisements. She has helped to set up special places where they can live safely. She is **leading a busy life** but she says:



30 *"Once I stop, it all comes crowding in and I remember the chimps in laboratories. It's terrible. It affects me when I watch the wild chimps. I say to myself, 'Aren't they lucky?' And then I think about small chimps in cages though they have done nothing wrong. Once you have seen that you can never forget ..."*

35 She has achieved everything she wanted to do: working with animals in their own environment, gaining a doctor's degree and showing that women can live in the forest as men can. She **inspires** those who want to cheer the achievements of women.

Comprehending

1 Choose the correct answers after reading the passage.

- What did the group do first in the morning? They _____.
 - went into the forest slowly
 - left the chimp family sleeping in a tree
 - observed the family of chimps wake up
 - helped people understand the behaviour of the chimps
- Why did Jane go to Africa to study chimps in the wild? Because she wanted _____.
 - to work with them in their own environment
 - to prove the way people think about chimps was wrong
 - to discover what chimps eat
 - to observe a chimp family
- Jane was permitted to begin her work after _____.

<ol style="list-style-type: none"> the chimp family woke up her mother came to support her 	<ol style="list-style-type: none"> she lived in the forest she arrived at Gombe
---------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------
- The purpose of her study was to _____.
 - watch the wild chimps in cages
 - gain a doctor's degree
 - understand and respect the lives of chimps
 - live in the forest as men can

2 Read the passage and write down the main ideas of the four paragraphs.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

3 Fill in the chart according to the information from the passage.

What did Jane do after she came to Africa?	What did she achieve?

4 In pairs discuss the following questions. Make notes of your ideas and report to your class.

- Why do you think Jane is called a student of African wildlife?
- What did Jane have to give up when she went to live in the forest?
- Do you think it is important to study chimps in the wild rather than in a zoo? Give reasons.
- Do you think you will go if you are asked to study animals in the wild? Why or why not?

Learning about Language

Discovering useful words and expressions

- 1 Find the word or phrase from the previous pages of this unit for each of these meanings.

- _____ close connection that people have with each other
- _____ home made in a tree usually for a bird
- _____ organization with a special purpose, especially for research or teaching
- _____ (of thoughts, questions, etc) to fill one's mind
- _____ the period of time when someone is a child
- _____ giving opinions openly and honestly
- _____ to move away from a place; to leave
- _____ happiness and health of people; money paid by the government
- _____ task that requires a lot of time and effort

- 2 Fill in this chart with the proper verb or noun form. Pay attention to the connection between them.

Verb	Noun	Verb	Noun
achieve		connect	
	behaviour	organize	
	observation		inspiration
specialize			argument
	advertisement	permit	

Some nouns and verbs remain the same. Here is one example: *to shade (someone from something); the shade (of a tree)*. Can you find at least two more in this unit?

- 3 Replace the words underlined with a word of opposite meaning. Use the words from the text to help you.

- She saw my friend and ignored him as he danced happily.
She saw my friend and _____ him as he danced happily.
- He knew what he was doing and it was not worth it.
He knew what he was doing but it was _____.
- It is usual for people to agree about the price of a new car.
It is usual for people to _____ about the price of a new car.
- Many people look down upon poor people.
Many people _____ poor people.

Discovering useful structures

- 1** Look at the following two sentences from the text and observe the differences between them.

EXAMPLES: *Our group are all going to visit them in the forest.*

Our group is going to be very tired and dirty by the afternoon.

If the word *group* **refers to** different members, use a plural verb.

If the word *group* is considered as a whole, use a singular verb.

Here are some other nouns that can be used in the same way: *class, family, the public, team, police, group, government, college, school, crowd, audience, etc.*

- 2** Fill in each blank with the proper form of the given verb in brackets.

- The family _____ (be) very big.
The family _____ (be) very early risers.
- This class _____ (have) eighteen girls and twenty-five boys.
This class _____ (be) very bright especially in science subjects.
- The government _____ (be) having an important meeting when I got there.
The government _____ (be) planning future cuts in income tax.
- It was late, but the audience _____ (be) still entering the hall.
The audience _____ (seem) to have enjoyed the concert.
- The police _____ (be) an organization which protects the public from harm.
The police _____ (be) people who catch thieves and robbers.
- The public _____ (be) very excited now that the concert hall is finished.
It was unfair that the public _____ (be) not asked for their opinions.

- 3** Help Xiaoshun choose the correct verb form in this letter.

Dear Xiaoyu,

I think everyone _____ (is/are) settled in London, although neither the weather nor the food _____ (is/are) good. Either rain or snow fell every day this week but everybody _____ (has/have) tried to ignore it. My friends and my mother _____ (has/have) visited almost all the museums in London. None of them _____ (carry/carries) an umbrella but nobody _____ (has/have) let that affect their activities. We are enjoying ourselves so much that I wonder if anybody _____ (want/wants) to come home. This group of tourists _____ (love/loves) the culture and _____ (is/are) happy in England and would like to visit London every summer!


See you soon,
Dong Xiaoshun

- 4** In pairs brainstorm a list of six questions that use collective nouns. Make sure you know the answers. Then join with another pair of students and take turns to ask your questions.

EXAMPLES: *What does your family do in the summer holidays?*

Is there a crowd on an open day?

Using Language

Reading 

WHY NOT CARRY ON HER GOOD WORK?

I enjoyed English, biology, and chemistry at school, but which one should I choose to study at university? I did not know the answer until one evening when I sat down at the computer to do some research on great women of China.

By chance I came across an article about a doctor called Lin Qiaozhi, a specialist in women's diseases. She lived from 1901 to 1983. It seemed that she had been very busy in her chosen career, travelling abroad to study as well as writing books and articles. One of them caught my eye. It was a small book explaining how to cut the death **rate** from having and caring for babies. She gave some simple rules to follow for keeping babies clean, healthy and free from **sickness**. Why did she write that? Who were the women that Lin Qiaozhi thought needed this advice? I looked carefully at the text and realized that it was **intended** for women in the countryside. Perhaps if they had an **emergency** they could not reach a doctor.

Suddenly it hit me how difficult it was for a woman to get medical training at that time. That was a **generation** when girls' education was always placed second to boys'. Was she so much cleverer than anyone else? Further reading made me realize that it was hard work and determination as well as her gentle nature that got her into medical school. What made her succeed later on was the **kindness** and **consideration** she showed to all her patients. There was story after story of how Lin Qiaozhi, tired after a day's work, went late at night to **deliver** a baby for a poor family who could not pay her.

By now I could not wait to find out more about her. I discovered that Lin Qiaozhi had devoted her whole life to her patients and had chosen not to have a family of her own. Instead she made sure that about 50,000 babies were safely delivered. By this time I was very excited. Why not study at medical college like Lin Qiaozhi and **carry on** her good work? It was still not too late for me to improve my studies, prepare for the university entrance examinations, and ...



- 1 Write down three of Lin Qiaozhi's achievements after reading the passage.
- 2 In pairs, ask and answer the following questions.
 - 1 For whom and for what purpose did Lin Qiaozhi write a little book about how to look after babies? Why do you think it was necessary?
 - 2 Was it easy for a woman to get medical training at the time Lin Qiaozhi lived? Give a reason.
 - 3 Why do you think the writer chose to study at medical college?
 - 4 What do you think are the important qualities that a doctor should have?
- 3 What methods did the writer use to find out about Lin Qiaozhi? What can you learn about how to do research?

Listening



- 1** You are going to hear a personal opinion on why women are not given the same chances in their careers as men. Before you listen, discuss the problems that women may have. Then listen to the tape and check your ideas.
- 2** Listen to the tape again and take notes on the three problems given in the listening.
 - 1 _____
 - 2 _____
 - 3 _____
- 3** Listen to the tape once more and try to spell out the missing words as you hear them. Fill in the blanks and read the sentences aloud with correct stress and intonation.
 - 1 This way of thinking _____ some girls from training for a _____.
 - 2 Unless women are given the _____, they will never be able to show that they can _____ successfully.
 - 3 These are women's _____ while men do not have this problem. They can work long _____ and go on _____.
- 4** In small groups discuss whether you agree with the speaker. Give your reasons. Then report to the class.

Speaking and writing

- 1** Lin Qiaozhi was a special woman who made a successful career. Do you know any women like her? Choose one you admire and describe her.
 - Make a list of her achievements.
 - Describe her using the adjectives you know.
 - Explain what other people think of her.
 - Prepare a dialogue in pairs, using the following questions.
 - Be prepared to perform your dialogue to the class.

hard-working energetic active
 determined intelligent fair generous
 kind helpful **modest** confident brave
 honest **considerate** unselfish
 devoted educated warm-hearted
 ...

- What does she look like?
- Why do you admire her?
- What did she do to impress you most?
- How would you describe her?
- Why did she choose to ...?
- What are her strengths/weaknesses?
- Can you give an example to show ...?

- 2** Write a description of the woman you have talked about. Plan your writing as follows.
 - 1** Make a plan. Write down all the ideas you want to use in your description. Each idea will help to make a paragraph. Then separate them so that you can list the interesting words that will help you write the description.

- Now write the first paragraph. The first sentence should give an introduction of this woman to the readers. For example, *Li Jun has been a doctor in my hometown for many years.* Then write about what she looks like and what she often does.
- In the second paragraph describe her character. For example, *She is kind and considerate to ...* Then explain what kind of things she does to help them.
- Write more paragraphs if necessary.
- Finally explain how other people view her, eg *Li Jun is a person loved by all who know her.*

Summing up

Write down what you have learned about the great women and their achievements.

From this unit you have also learned

● useful verbs: _____

● useful nouns: _____

● other expressions: _____

● a new grammar item: _____

Learning Tip

When you are writing about somebody's life, choose an interesting example that shows the person's character. Then think about what this tells you about the person. You will find it more interesting to read this than a list of the person's achievements. This is because we are all interested in what people do and what they think. Only when we understand their difficulties and problems, can we better understand their achievements.

* READING FOR FUN



Think about what you do every day and the impact your life is making on people and the environment.
- Jane Goodall

You don't get to choose how you're going to die, or when. You can only decide how you're going to live now.
- Joan Baez

How important it is for us to recognize and celebrate our heroes and heroines!
- Maya Angelou

I never see what has been done; I only see what remains to be done.
- Marie Curie

Unit 2 Working the land

Warming Up

- 1 Have you ever been to the countryside? What did you see or do there?
- 2 Are you from a farmer's family? What do you know about farming?
- 3 Have you ever grown any plants? If so, what did you do to grow them? If not, what kind of plant would you like to try growing? How would you grow it?



Pre-reading

- 1 Read the **statistics** below. Did you know these facts before? What problem do they show?



According to the World Health Organization (WHO):

- The world produces enough food for everyone.
- More than 800 million people go to bed hungry every day.

- 2 Rice is the main food in all East Asian and Southeast Asian countries. What do you think would happen if tomorrow there was suddenly no rice to eat?
- 3 Look at the title of the passage and the picture on the next page. What do you predict this passage is going to talk about? Then skim the passage to check if you were right.

Reading



A PIONEER FOR ALL PEOPLE

Although he is one of China's most famous scientists, Yuan Longping considers himself a farmer, for he works the land to do his research. Indeed, his **sunburnt** face and arms and his slim, strong body are just like those of millions of Chinese farmers, for whom he has **struggled** for the past five **decades**. Dr Yuan Longping grows what is called **super** hybrid rice. In 1974, he became the first agricultural pioneer in the world to grow rice that has a high **output**. This special strain of rice makes it possible to produce one-third more of the **crop** in the same fields. Now more than 60% of the rice produced in China each year is from this hybrid strain.



Born into a poor farmer's family in 1930, Dr Yuan graduated from Southwest Agricultural College in 1953. Since then, finding ways to grow more rice has been his life goal. As a young man, he saw the great need for increasing the rice output. At that time, **hunger** was a **disturbing** problem in many parts of the countryside. Dr Yuan searched for a way to increase rice harvests without **expanding** the area of the fields. In 1950,

Chinese farmers could produce only fifty million tons of rice. In a recent harvest, however, nearly two hundred million tons of rice was produced. These increased harvests mean that 22% of the world's people are fed from just 7% of the farmland in China. Dr Yuan is now **circulating** his knowledge in India, **Vietnam** and many other less developed countries to increase their rice harvests. **Thanks to** his research, the UN has more tools in the **battle to rid** the world of hunger. Using his hybrid rice, farmers are producing harvests twice as large as before.

Dr Yuan **is** quite **satisfied with** his life. However, he doesn't care about being famous. He feels it gives him less **freedom** to do his research. He **would** much **rather** keep time for his hobbies. He enjoys listening to violin music, playing mah-jong, swimming and reading. Spending money on himself or leading a comfortable life also means very little to him. Indeed, he believes that a person with too much money has more rather than fewer troubles. He **therefore** gives millions of yuan to **equip** others for their research in agriculture.


Just dreaming for things, however, costs nothing. Long ago Dr Yuan had a dream about rice plants as tall as sorghum. Each ear of rice was as big as an ear of corn and each **grain** of rice was as huge as a peanut. Dr Yuan awoke from his dream with the hope of producing a kind of rice that could feed more people. Now, many years later, Dr Yuan has another dream: to **export** his rice so that it can be grown around the globe. One dream is not always enough, especially for a person who loves and cares for his people.

Comprehending

- 1 Use the information in the passage to complete the following notes about Yuan Longping.

Name: _____	Nationality: _____
Age: _____	Occupation: _____
Education: _____	
Dream: _____	
Achievement: _____	
Hobbies: _____	

- 2 Paraphrase these sentences from the reading passage, ie write the same meaning using different grammar structure and your own words.

EXAMPLE: Although he is one of China's most famous scientists, Yuan Longping considers himself a farmer. 

Yuan Longping thinks he is just a farmer, even though he is one of the greatest scientists in China.

- As a young man, he saw the great need for increasing the rice output.
- At that time, hunger was a disturbing problem in many parts of the countryside.
- Using his hybrid rice, farmers are producing harvests twice as large as before.
- Spending money on himself or leading a comfortable life also means very little to him.
- Just dreaming for things, however, costs nothing.

- 3 Answer these questions based on your understanding of the passage.

- Why did Yuan Longping want to increase the rice output when he was young?
- Is Dr Yuan more of a scientist or more of a farmer? Do you think he is a businessman? Give your reasons.
- How would you describe Dr Yuan's personality? Use three or four adjectives.
- Dr Yuan was able to develop a successful agricultural product when thousands of other farmers could not. What do you think is the main reason for his success?
- Dr Yuan thinks that a person with too much money has more rather than fewer troubles. Do you agree or disagree? Why?
- Dr Yuan developed super hybrid rice to help Chinese farmers and hungry people around the world. Can you think of any other major development that would make a great difference to world hunger? Write out your idea and then compare it with your partner.

- 4 Discuss in groups of four. What advantages and disadvantages do you see in Yuan Longping's life? Would you like to have a life like his? Why or why not?

Learning about Language

Discovering useful words and expressions

1 Find the word or phrase from the text for each of these meanings.

- _____ brown (skin) from spending too much time in the sun
- _____ to make something or somebody free of
- _____ to become larger in size, number or amount
- _____ to make information and ideas known to many people
- _____ would prefer to
- _____ to try extremely hard to achieve something
- _____ to send things to foreign countries for sale
- _____ pleased by having what one wants or needs
- _____ to provide with things necessary for a certain purpose
- _____ plants grown in large amounts by farmers
- _____ because of

2 Find words from the previous pages of this unit to replace the underlined words. You may need to change the words' forms to fit.

- According to the WHO's information, about 1.8 million people across the world die each year from diseases caused by unsafe food and water.
- Different kinds of strong corn, another hybrid grain, has been developed by scientists of many different races.
- Not having enough food leads to poor health and, therefore, sickness.
- Over 56 percent of the people in a small Southeast Asian country are in jobs related to agriculture.
- With the open conditions in today's international business world, hybrid grains can be sold and sent abroad to countries around the world.

3 Complete the passage with the words below in their proper forms.

disturbing expand output struggle battles
 grain crops decade equip

In the past _____, some of the farmers in the west of China have met with some success in the _____ against the _____ desert. _____ with new scientific farming methods, they have been able to use less farmland than in the past. Their _____ of _____ and other _____, however, is still the same, which makes it possible for them to use the remaining farmland for planting trees. These and other farmers are starting to win small _____ in the great war against the _____ growth of the desert.

Discovering useful structures

- 1 Find and underline the sentences in the passage that use *-ing* forms as either the subject or the object.
- 2 Rewrite the following sentences using the *-ing* form as the subject.
- EXAMPLE: It is necessary to get water from wet to dry places.
→ *Getting water from wet to dry places is necessary.*
- It is nice to help people in need of help.
 - It is not easy to grow super hybrid rice.
 - It is not difficult to learn more about farming.
 - In the countryside it is not as easy to do research as in the city.
 - To get rid of hunger is very important for some African countries.
 - It is important to explain this again or we will **confuse** the students.
- 3 Which verbs are followed by *-ing*? Which by the infinitive? First write *doing* or *to do* over the correct group. Then write the verbs in the box in the correct columns and finally practise making at least four sentences with them.

		<i>both to do and doing</i>
manage	imagine	hate
expect	suggest	love
decide	avoid	prefer
seem	admit	remember
offer	practise	regret

promise	enjoy	fail	try	finish	hope	stop	begin
afford	forget	like	mind	miss	start	plan	keep

- 4 Choose the correct word or phrase from the box to finish each sentence. Be sure to use *to do* and *-ing* forms correctly.

develop experiment fail find out have
learn own see send try out

- It was good _____ the young man working with his father in the fields.
- Paul clearly enjoyed _____ about how to farm well.
- When I talked to him, he told me he dreamed of _____ his own farm.
- He wanted _____ with scientific methods of farming.
- He will keep _____ new ideas so he can help farmers around China.
- I am quite interested _____ what will happen to Paul's farm in the future.
- Someday, he hopes _____ super wheat, like Yuan Longping's super rice.
- He is not afraid _____, because he knows failure will help him learn more.
- He cares very little about _____ a big house and a car.
- His father says that he has never regretted _____ his son to study abroad.

Using Language

Reading



CHEMICAL OR ORGANIC FARMING?

Over the past half century, using **chemical** fertilizers has become very common in farming. Many farmers welcomed them as a great way to stop crop disease and increase **production**. Recently, however, scientists have been finding that long-term use of these fertilizers can cause damage to the land and, even more dangerous, to people's health.

What are some of the problems caused by chemical fertilizers? First, they damage the land by killing the helpful **bacteria** and **pests** as well as the harmful ones. Chemicals also stay in the ground and underground water for a long time. This affects crops and, therefore, animals and humans, since chemicals get inside the crops and cannot just be washed off. These chemicals in the food supply **build up** in people's bodies over time. Many of these chemicals can **lead to** cancer or other illnesses. In addition, fruit, vegetables and other food grown with chemical fertilizers usually grow too fast to be full of much **nutrition**. They may look beautiful, but inside there is usually more water than vitamins and **minerals**.

With these **discoveries**, some farmers and many customers are beginning to turn to organic farming. Organic farming is simply farming without using any chemicals. They **focus on** keeping their **soil** rich and free of disease. A healthy soil **reduces** disease and helps crops grow strong and healthy. Organic farmers, therefore, often prefer using natural waste from animals as fertilizer. They feel that this makes the soil in their fields richer in minerals and so more fertile. This also **keeps** the air, soil, water and crops **free from** chemicals.



Organic farmers also use many other methods to keep the soil fertile. They often change the kind of crop in each field every few years, for example, growing corn or wheat and then the next year peas or soybeans. Crops such as peas or soybeans put important minerals back into the soil, making it ready for crops such as wheat or corn that need rich and fertile soil. Organic farmers also plant crops to use different levels of soil, for example, planting peanuts that use the ground's surface followed by vegetables that put down deep **roots**. Some organic farmers prefer planting grass between crops to prevent wind or water from carrying away the soil, and then leaving it in the ground to become a natural fertilizer for the next year's crop. These many different organic farming methods have the same goal: to grow good food and avoid damaging the environment or people's health.

1 Answer the following questions after reading the passage.

- 1 Why are chemical fertilizers so popular in farming today?
- 2 What problems can be caused by using chemical fertilizers?
- 3 What is organic farming?
- 4 What is the main reason for using organic farming methods?

2 Find and write down the methods and advantages in the passage.

Methods of organic farming	Advantages of methods
Farmers use natural waste from animals. ...	This makes the soil richer in minerals and so more fertile. ...

3 Write a summary of this passage following the procedure.

Step 1: **Skim** the passage to find its main idea. Write it down in your own words.

Step 2: Find and **underline** the topic sentence of each paragraph. Rewrite each topic sentence, using your own words. Do not copy from the passage!

Step 3: Write your **summary**. First state the main idea of the passage and then the topics covered by each paragraph. Remember, use your own words!

Step 4: Swap summaries with your partner and give each other **comments**. Check your partner's summary for the main idea and topic sentences.

Listening

- 1** As you listen to this dialogue, keep in mind what you have just read about chemical fertilizers. What is the main topic of the conversation?
- 2** Listen to the dialogue a second time. Decide if the following statements are true or false, according to the conversation. Give your reasons.

- Paul thinks that Carrie is not telling him the truth.
- Using chemical fertilizers always makes vegetables empty inside.
- Today's fruit is not as healthy for people as fruit fifty years ago.
- Eating more vegetables might not always be good for us.
- All of today's vegetables look healthy but in fact are not.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

Reading, speaking and writing

1 Read this passage and pay attention to the pauses when reading long sentences.

You are a producer of "green food" – your food is free of chemical fertilizers and is grown away from industrial areas and dirty water supplies. It is certain to be healthy and safe for people's health. You want to sell your "green food", but the problem is letting people know about your food and how good it is. It is also more expensive than other food which is not so safe. You know, however, that every weekend many people leave the cities and go to the countryside to buy food like yours.

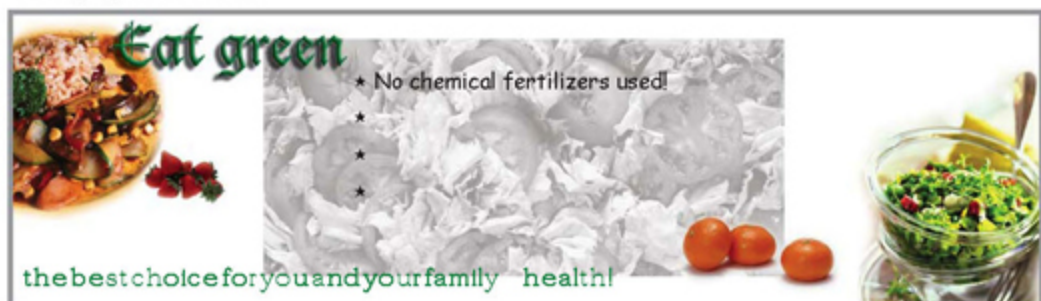
2 Have a conversation in pairs, with one student as the farmer and the other as the customer. The farmer is persuading the customer to buy his/her "green food".

You need to ...	It's better to ...	This is good value because ...
The advantages are ...	It's more expensive but ...	You'll taste the difference when ...
I'd prefer ... because ...	I don't like ... because ...	If I have a choice I'll choose ...
What's the advantage of ...?	I'd rather ...	It's a great pity that ...

FARMER: *Good morning! Would you like some organic carrots this morning?*

CUSTOMER: *Hmm ... They're a little expensive! What is the advantage of ...?*

First write down four or five more reasons below to encourage more people to buy your food. Then design your own poster advertising the safety and importance of eating "green food".



Summing up

Write down what you have learned about working the land.

From this unit you have also learned

● useful verbs: _____

● useful nouns: _____

● useful adjectives and adverbs: _____

● other expressions: _____

● a new grammar item: _____

Learning Tip

Remember that using notes is very useful for planning your writing as well as putting down your reasons clearly on a poster. You can use them when you are planning any kind of speaking or writing. They will make your ideas clearer and help you organize your work better.

* READING FOR FUN



JACK: What's the best way to prevent disease caused by biting insects?

JILL: Don't bite any!

JACK: Here's another one! What's the difference between an elephant and a flea?

JILL: Ah, an elephant can have fleas, but a flea can't have elephants!

JACK: You're too good! OK, just one more. What's the best thing to put into cake?

JILL: Um, sugar? No, I know! Your teeth!

JACK: Ha, ha! Yes, that's right!

Unit 3 A taste of English humour

Warming Up

- 1 Do you know what a punchline is? Read the following jokes and find their punchlines.



- 1 POLICEMAN: Why did you have to break into the same shop three times?
THIEF: Well, I stole a dress from that shop but my wife didn't like it. So I had to go back and change it twice!



- 2 TEACHER: You say that John Jones has a cold and cannot come to school today. Who am I speaking to?
VOICE: Oh, this is my father.

- 2 This chart shows you some typical actors or writers of English humour. Do you enjoy these kinds of humour in China?

Types of humour	Typical actors/writers of English humour	Examples of Chinese humour
nonverbal • mime	Charlie Chaplin Mr Bean	
verbal • jokes, funny stories, funny poems • comedy	Mark Twain Edward Lear Marx Brothers	

- 3 Which do you like better: verbal or nonverbal humour? Give your reasons.

Pre-reading

- 1 What do you know about Charlie Chaplin?
- 2 What do you know about his films? What is so interesting about them?
- 3 Look at the title and the pictures of the passage and predict its content. Write down your idea in one sentence below. Then skim the passage and see if you were right.

This passage is about _____



Reading



A MASTER OF NONVERBAL HUMOUR

As Victor Hugo once said, "Laughter is the sun that drives winter from the human face", and **up to now** nobody has been able to do this better than Charlie Chaplin. He brightened the lives of Americans and British through two world wars and the hard years in between. He made people laugh at a time when they felt depressed, so they could **feel** more **content with** their lives.

- 5 Not that Charlie's own life was easy! He was born in a poor family in 1889. His parents were both poor music hall **performers**. You may find it **astonishing** that Charlie was taught to sing as soon as he could speak and dance as soon as he could walk. Such training was common in acting families at this time, especially when the family income was often uncertain. **Unfortunately** his father died, leaving the family even **worse off**, so Charlie spent his childhood looking
10 after his sick mother and his brother. By his teens, Charlie had, through his humour, become one of the most popular child actors in England. He could mime and act the fool doing **ordinary** everyday tasks. No one was ever **bored** watching him – his subtle acting made everything **entertaining**.

As time went by, he began making films. He grew more and more popular as his charming character, the little tramp, became known **throughout** the world. The tramp,

- 15 a poor, **homeless** man with a **moustache**, wore large trousers, **worn-out** shoes and a small round black hat. He walked around stiffly carrying a walking stick. This character was a social **failure** but was loved for his optimism and determination to **overcome** all difficulties. He was the underdog who was kind even when others were unkind to him.

- 20 How did the little tramp make a sad situation entertaining? Here is an example from one of his most famous films, *The Gold Rush*. It is the mid-nineteenth century and gold has just been discovered in California. Like so many others, the little tramp and his friend have rushed there in search of gold, but without success. Instead they are
25 hiding in a small hut on the edge of a mountain during a snowstorm with nothing to eat. They are so hungry that they try boiling a pair of **leather** shoes for their dinner. Charlie first **picks out** the laces and eats them as if they were spaghetti. Then he **cuts off** the leather top of the shoe as if it were the finest steak. Finally he tries cutting and **chewing** the bottom of the shoe. He eats each mouthful with great enjoyment.
30 The acting is so **convincing** that it makes you believe that it is one of the best meals he has ever tasted!



- Charlie Chaplin wrote, **directed** and produced the films he **starred in**. In 1972 he was given a special Oscar for his **outstanding** work in films. He lived in England and the USA but spent his last years in **Switzerland**, where he was buried in 1977. He is loved and remembered as a great
35 actor who could inspire people with great confidence.

Comprehending

- 1 Use the information in the passage to complete the notes about Charlie Chaplin.

Born:	_____
Job:	_____
Famous character :	_____
Costume:	_____
Type of acting:	_____
Died:	_____

- 2 Read the passage again and write down the main idea of each paragraph.

Main Body	Paragraph 1:
	Paragraph 2:
	Paragraph 3:
	Paragraph 4:
	Paragraph 5:

Now use this information to write a summary of the passage in your own words.

- 3 In pairs discuss these questions about Charlie Chaplin.

- Do you think his poor childhood helped him in his work? Why?
- Why do you think he was so successful?

- * 4 Chaplin starred in silent films so he had to make use of **gestures** and body language to tell his stories. What dialogue do you think he would have written for the scene described in the reading passage? In pairs make up a dialogue of your own and act it. You can start like this:

LITTLE TRAMP: At last! Thank goodness! Somewhere to hide from the snow! We're lucky to find this hut before we disappeared under the snow.

FRIEND: Yes indeed. It's warm here but I'm hungry!

LITTLE TRAMP: Perhaps ...

Learning about Language

Discovering useful words and expressions

- 1 Fill in the chart below and note the connection between the nouns, verbs, adjectives and adverbs. Pay attention to the words which do not have all the forms.

Noun	Verb	Adjective	Adverb
fortune			
contentment			
	perform		
humour			
astonishment			
bore			
charm			
entertainment			

- 2 Complete the passage with the words and phrases below in their proper forms.

enjoyment overcome laughter cut off outstanding
uncertain pick out throughout failure charge chew

In the 1990s, Mr Bean became a star using mime to highlight difficult social situations much as Charlie Chaplin had done. His method of acting was to appear _____, look around and then do exactly the wrong thing. Children **particularly** would burst into _____ at his behaviour. He always managed to _____ those things that people are afraid of doing because they do not want to appear a social _____.

On one **occasion** in a restaurant he ordered a *steak tartare*. When the uncooked meat arrived he was _____ by shame because he could not eat it. He _____ a piece of meat and pretended to _____ a mouthful but instead put it into the plant pot beside him. He put other pieces into his pocket. _____ the meal he seemed to show great _____ in his food. He was such an _____ performer that when he finished eating his dinner, the waiter offered him the same dish again at no extra _____!



- 3 Play a game *How did you help your mother last weekend?* One of you may ask the question and the other make as many sentences as you can using the phrases below.

pick up pick out pick off cut off cut down cut up

When either of you makes an incorrect sentence or you have used all the verbs once, swap roles. For each correct sentence you get a point. Add up the points and see who has won.

EXAMPLE:

S: *How did you help your mother last weekend?*

S: *I picked up my clothes and hung them up. I picked out the bad fruit ...*

Discovering useful structures

- 1 Look at the examples below, paying attention to the underlined parts. Here the *-ing* form is used as the object complement, predicative or attribute. Find other examples in the passage.

EXAMPLES: *his subtle acting made everything entertaining.* (subject; object complement)

What is so interesting about them? (predicative)

a walking stick his charming character (attribute)

- 2 Complete the passage with the verbs below in their proper forms.

direct pick out make interest join act entertain

Once I was lucky enough to watch Charlie Chaplin _____ one of his famous films. I observed him _____ as well as _____ in it. He had a particular method of film-making. He planned the story and then performed and filmed each scene many times. I saw him making each scene a little different. Then I found him _____ the scenes he liked best and _____ them together to make the film more _____. It was an _____ experience as it was clear that he did not keep to a strict **budget**.

- 3 The *-ing* form can be used as the predicative. Can you complete the following sentences using the *-ing* form?

- Seeing is _____.
- His job is _____.
- What he likes is _____.
- The news is _____.
- The film is more _____ than any that I've ever seen.
- The novel is not as _____ as I expected.
- The comedy was so _____ that the audience kept laughing all the time.

- 4 In pairs have a competition. First complete the sentences in the middle column. Then make as many sentences as you can from this table, using the *-ing* form as the attribute. Take it in turns and the one who makes the most sentences wins.

The boy	<i>laughing at his jokes</i>	seemed quite content with the performance.
The girl		has acted in four films.
The performer		can play the piano well.
That actress		is a friend of my brother.

- 5 Play a game *What did you see/hear/notice/observe/watch yesterday?* One of you asks a question and the other answers it using the *-ing* form as the object complement. Continue this activity until you have collected six sentences. Then tell them to the class.

EXAMPLE:

S: *What did you see yesterday?*

S: *I saw a man sliding on a banana skin. I watched a boy picking up a bottle ...*

Using Language

Reading and speaking

ENGLISH JOKES

- 1 There are thousands of jokes which use “play on words” to **amuse** us. One person asks a question which expects a particular reply. Instead, what he gets is another kind of answer which makes the situation funny. Now read some of these customer and waiter jokes. Can you match the joke with the explanation?

- 1 C: What's that fly doing in my soup?
W: Swimming, I think!
- 2 C: What's that?
W: It's bean soup.
C: I don't want to know what it's been. I want to know what it is now.
- 3 C: Waiter, will the **pancakes** be long?
W: No, sir. Round.



Explanation

- A The first person is asking for information about time. The second person treats it as a question about shape.
- B The first person is angry about something and wants to say, “Why is this here?” The second person treats it as a request for information and gives an answer to the question.
- C The answer to the question contains a word which, when spoken, can have two meanings.

- 2 Some jokes are longer and tell a short, funny story. The following is one of those jokes about the famous **detective** Sherlock Holmes and his friend Doctor Watson. Read it and decide which of these two kinds of jokes you like better. Give your reasons.

Sherlock Holmes and Doctor Watson went camping in a **mountainous** area. They were lying in the open air under the stars. Sherlock Holmes looked up at the stars and **whispered**, “Watson, when you look at that beautiful sky, what do you think of?” Watson replied, “I think of how short life is and how long the universe has lasted.” “No, no, Watson!” Holmes said. “What do you really think of?” Watson tried again. “I think of how small I am and how **vast** the sky is.” “Try again, Watson!” said Holmes. Watson tried a third time. “I think of how cold the universe is and how warm people can be in their beds.” Holmes said, “Watson, you fool! You should be thinking that someone has stolen our tent!”



- * 3 Change the story of Sherlock Holmes and Dr Watson into a dialogue. Act it in groups of three – Holmes, Watson and a narrator. Pay special attention to the rhythm and intonation of what you say and try to bring out the humour.

Listening



- 1 You are going to listen to a funny story about jam. Before you listen, look at the exercises below. Try and predict the story. Tell your partner what you think will happen.
- 2 Listen to Part 1 and write down the main idea.

- 3 Listen to Part 1 again and answer these questions.

- 1 What was Mary going to do with the cooked plums in the pan?
- 2 What did John think Mary should have done with the **mess** in the pan?
- 3 What do you think Mary is going to say when she finds out what has happened?
- 4 How do you think John will **react** to her?

- 4 Before you listen to Part 2, try to put these sentences in order. Then listen again and check if you were right.

Guess Check

- | | | |
|-------|-------|----------------------------------------------------|
| _____ | _____ | Mary got angry with John. |
| _____ | _____ | Mary saw the chickens behaving strangely. |
| _____ | _____ | John was sorry. |
| _____ | _____ | The chickens enjoyed the jam. |
| _____ | _____ | John said he thought the jam was porridge . |
| _____ | _____ | Mary looked at the red mess on the ground. |
| _____ | _____ | John said the chickens were drunk . |
| _____ | _____ | Mary came home. |

- 5 Fill in the blanks while listening to Part 2 a second time.

"You _____ my jam," she shouted. "Oh, _____ what it was," he said. "I'm _____ but I thought it was _____ which had gone bad in the hot weather. The chickens have _____ the jam, but it's made them _____."

Speaking and writing

- 1 Discuss with your partner whether you think the story you listened to is funny. Give your reasons. Use these words and expressions below to help you.

How wonderful!	It surprises me that
I'm pleased we both like	I (don't) laugh at that kind of thing because
I felt happy because	It is (not) very amusing/funny that
What fun!	I (don't) enjoy this very much because

Think of a funny English or Chinese story and tell it to your partner. While telling your story, use facial expressions and some acting to help make the story as funny as you can.

- 2 Write down the story.

- Use a logical order: explain the situation, what happened and then give the punchline.
- Read it through when you have finished checking for mistakes.
- Read it to your partner and ask for advice.
- Rewrite your story and put it into a class collection of funny stories.

A Funny Story

One day a man called a taxi company for a taxi to take him to the airport. He waited but it did not arrive.

So he called again. The girl said, "I'm sorry the taxi hasn't come, but don't worry as the plane is always late."

"Well, it certainly will be this morning," the man said, "because I happen to be flying it!"

*The situation**What happened**The punchline***Summing up**

Write down what you have learned about English humour.

From this unit you have also learned

- useful verbs: _____
- useful nouns: _____
- useful adjectives and adverbs: _____
- other expressions: _____
- a new grammar item: _____

Learning Tip

A good way to improve your English vocabulary is to read short stories. Make sure you choose these stories carefully. You can check to see if they are at the right level for you by reading the first paragraph. It should:

- be easier than your school textbook
- contain no more than two percent of new words
- be easily understood the first time you read it

Whenever you finish your story, you will feel a sense of success. So always carry a book of English short stories with you.

***READING FOR FUN****Limericks**

There was an old lady who said
When she found a thief under her bed.
So near to the door,
And so close to the floor,
I fear you'll take cold in the head.

There was an old man of Peru
Who dreamed he was kissing a shoe.
He woke in the night,
In a terrible fright,
And found it was perfectly true.

Unit 4 Body language

Warming Up

- 1 Look at the pictures below. What are these people communicating? Discuss your ideas with your partner. Do you both have the same idea about each picture?



- 2 Read the following **statements**. Choose a phrase and act it out without speaking. Can your partner guess what you are trying to communicate?

"Hello!" "Goodbye!" "Come here!" "Go away!" "Expensive!"
"I'm surprised!" "I'm tired." "I'm confused." "OK!" "Good luck!"
"I'm delighted!" "I'm upset!" "I'm sad!" "I forgot!" "You're great!"

Pre-reading

- 1 What do you think is the purpose of language? Discuss your opinion with your partner.
- 2 How can you communicate with someone if you cannot speak? Give an example.
- 3 There are many different ways to **greet** someone using words. How many ways can you think of to greet someone if you **CANNOT** speak? Share your ideas with your partner.
- 4 Look at the title and picture of the passage on the next page. Predict what you think the topic will be. Then skim the passage and check to see if your prediction was right.

Reading



COMMUNICATION: NO PROBLEM?

Yesterday, another student and I, **representing** our university's student **association**, went to the Capital International Airport to meet this year's international students. They were coming to study at Beijing University. We would take them first to their **dormitories** and then to the student **canteen**. After half an hour of waiting for their

5 **flight** to arrive, I saw several young people enter the waiting area looking around **curiously**. I stood for a minute watching them and then went to greet them.

The first person to arrive was Tony Garcia from **Colombia**, closely followed by Julia Smith from

10 Britain. After I met them and then introduced them to each other, I was very surprised. Tony **approached** Julia, touched her shoulder and kissed her on the **cheek**! She stepped back appearing surprised and put up her hands, as if in **defence**. I guessed that there was probably



15 a **major misunderstanding**. Then Akira Nagata from Japan came in smiling, together with George Cook from Canada. As they were introduced, George reached his hand out to the Japanese student. Just at that moment, however, Akira bowed so his nose touched George's moving hand. They both apologized – another cultural mistake!

Ahmed Aziz, another international student, was from **Jordan**. When we met yesterday, he

20 moved very close to me as I introduced myself. I moved back a bit, but he came closer to ask a question and then shook my hand. When Darlene Coulon from France came **dashing** through the door, she recognized Tony Garcia's smiling face. They shook hands and then kissed each other twice on each cheek, since that is the French custom when **adults** meet people they know. Ahmed Aziz, on the contrary, simply nodded at the girls. Men from Middle Eastern and

25 other Muslim countries will often stand quite close to other men to talk but will usually not touch women.

As I get to know more international friends, I learn more about this cultural "body language". Not all cultures greet each other the same way, nor are they comfortable in the same way with touching or distance between people. In the same way that people communicate with **spoken**

30 language, they also express their feelings using unspoken "language" through physical distance, actions or posture. English people, for example, do not usually stand very close to others or touch strangers as soon as they meet. However, people from places like **Spain, Italy** or South American countries approach others closely and **are more likely to** touch them. Most people around the world now greet each other by shaking hands, but some cultures use other greetings

35 as well, such as the Japanese, who prefer to bow.

These actions are not good or bad, but are simply ways in which cultures have developed. I have seen, however, that cultural customs for body language are very general – not all members of a culture behave in the same way. **In general**, though, studying international customs can certainly help avoid difficulties in today's world of cultural **crossroads**!

Comprehending

- 1 How do different international students behave when they greet people? Complete the chart with information from the passage.

Name	Description	Body Language	To Whom
Tony Garcia			everyone
		no touching	
	man from Japan		
George Cook			
			to men to women
		shake hands and kiss twice on each cheek	

- 2 Use the passage to help you answer the following questions.

- Is the author of this passage male or female?
How do you know?
- What were the two mistakes that the author noticed?
- Who seemed to prefer to keep more physical distance from others? Who seemed to prefer closer physical distance?
- Did any students have similar greeting customs?
If so, which ones?
- "When in Rome, do as the Romans do." What do you think this famous saying means?
- Do you agree with the author's statement that body language is not good or bad?
Why or why not?



- 3 Work in groups of four. Read the following questions and then choose one to discuss together.

- If you meet a foreigner who comes up close to you to talk, what countries might he be from? How can you show him that you are uncomfortable with that?
- If a girl in shorts goes into a Muslim house and a man takes her outside pointing at her shoes and shorts, what should she do? Guess why he is so particular.
- What are some situations where body language is the only form of communication? Why?



Learning about Language

Discovering useful words and expressions

1 Find the word from the text for each of these meanings.

- _____ action of **defending** oneself **against** an enemy's attack
- _____ might happen or probably will be true
- _____ European country that is shaped like a boot
- _____ small restaurant provided by a school for its students or by a company for its employees
- _____ to be chosen to speak or act in place of someone
- _____ to run or travel somewhere in a great hurry
- _____ to come nearer to something or someone from a great distance
- _____ group of people organized for a special purpose
- _____ either side of the face below the eye
- _____ the act of flying, especially scheduled on a plane

2 Complete the passage with the words below in their proper forms.

approach cheek contrary curiously dash Jordan misunderstand

Joan was sitting in the park. A tall, dark woman _____ her, singing loudly. She looked as if she was from a Middle Eastern country, maybe _____. After a minute, the woman stopped and started hitting her own _____. Joan watched _____, thinking that the woman seemed a little crazy. Suddenly, the woman saw Joan and _____ over to her. Joan then realized that she had _____ the woman's actions – she wasn't crazy. She was, on the _____, asking for help to kill a bee!

3 Use words from the box to complete the paragraph below.

adult crossroads major greeted flight spoken
dormitory association Colombia curious presenting

Julie was at a _____. She had just graduated from university and was ready to begin life as an independent _____. She had already received some great job offers from several _____ companies and was very excited about the opportunities. While cleaning out her _____ room on her last day at university, she received an unexpected phone call. The caller _____ her in careful English and then introduced himself as _____ an international _____. He had met Julie a few weeks ago at a job fair and was impressed with her _____ English. The only difficulty was that his company was in the country of _____. Julie was _____ to find out more, so after talking with her parents that evening, she booked a _____ to South America.

Discovering useful structures

- 1 A verb's *-ing* form can be used as an attribute describing a noun or as an adverbial describing a verb. Find two more examples of each use in the passage and write them below, underlining the *-ing* forms.

Attribute	Adverbial
George's moving hand	Akira Nagata from Japan came in smiling

- 2 Use the *-ing* forms of the verbs below to complete the following sentences. Some verbs will be used more than once.

laugh compete smile touch approach shake

- We were all nervous about the _____ examinations.
 - I always know when my mother is telling a joke. After a few seconds, she always looks at me _____.
 - Business leaders often look very serious. They do not often have _____ faces.
 - After the dog fell in the lake, it climbed out _____ itself.
 - The _____ buildings showed us that an earthquake was coming.
 - After we saw the comedy show, we left the theatre _____.
 - It is exciting to watch _____ athletes reach the other end of the swimming pool.
 - The blind man walked _____ the walls of the buildings.
- 3 Work in groups of four. Add more actions to these lists. Then combine the primary and secondary actions to make a sentence about a student in your group. That student must act out what you say.

Primary actions	Secondary actions
walk around the desk	frown (deeply)
look for an eraser	jump (on one foot)
pick up a textbook	smile (in a crazy way)
sit on the desk	shake (his/her head)

A: Cheng Hui walks around the desk *jumping* on one foot.

B: The *frowning* girl, Wang Jing, picked up her English book and threw it on the floor.

C: ...

After practising with your group, make up a short act to perform for the class. One student describes what is happening while the other three act. Make it funny!

Using Language

Reading

SHOWING OUR FEELINGS

Body language is one of the most powerful means of communication, often even more powerful than spoken language. People around the world show all kinds of feelings, wishes and attitudes that they might never speak aloud. It is possible to “read” others around us, even if they do not intend for us to catch their **unspoken** communication. Of course, body language can be misread, but many gestures and actions are universal.

The most universal **facial** expression is, of course, the smile – its **function** is to show happiness and put people **at ease**. It does not always mean that we are **truly** happy, however. Smiles around the world can be **false**, hiding other feelings like **anger**, fear or worry. There are unhappy smiles, such as when someone “**loses face**” and smiles to hide it. However, the general purpose of smiling is to show good feelings.

From the time we are babies, we show unhappiness or anger by frowning. In most places around the world, frowning and **turning one’s back to** someone shows anger. Making a **fist** and shaking it almost always means that someone is angry and threatening another person.

There are many ways around the world to show agreement, but nodding the head up and down is used for agreement almost worldwide. Most people also understand that shaking the head from side to side means disagreement or refusal.

How about showing that I am bored? Looking away from people or **yawning** will, in most cases, make me appear to be uninterested. However, if I turn toward and look at someone or something, people from almost every culture will think that I am interested. If I roll my eyes and turn my head away, I most likely do not believe what I am hearing or do not like it.

Being respectful to people is **subjective**, based on each culture, but in general it is probably not a good idea to give a **hug** to a boss or teacher. In almost every culture, it is not usually good to stand too close to someone of a higher **rank**. Standing at a little distance with open hands will show that I am willing to listen.

With so many cultural differences between people, it is great to have some similarities in body language. We can often be wrong about each other, so it is an amazing thing that we understand each other as well as we do!



1 Before writing, authors usually make a writing outline. Complete this outline in your own words, using these steps:

- Use the topic sentences of the first and last paragraphs to help you write the main idea.
- Use the topic sentences of the middle paragraphs for the supporting points.

Main idea: _____
 Points: 1 Showing happiness
 2 Showing unhappiness or anger
 3 _____
 4 _____
 5 _____

- 2** Work in groups of four. Use what you have read in the passage to help you answer the following questions.

- 1 How can we know others' feelings, even if they do not speak to us?
- 2 Why should we be careful with our body language?
- 3 Why is it important to watch as well as listen to others?
- 4 What are some jobs in which using body language is extremely important?

Listening and speaking

- 1** Can you guess the correct order of the pictures below? Write your guesses. Then listen to the story on the **cassette** tape and write down the correct order.



What you guess ()
What you hear ()



What you guess ()
What you hear ()



What you guess ()
What you hear ()



What you guess ()
What you hear ()



What you guess ()
What you hear ()



What you guess ()
What you hear ()

- 2** Work in groups of three and act the story you just heard. Act it out once without speaking. Then act it a second time with words. Use the expressions below to help you.

You may not

Do not

You must

Be careful when

Always stay

You should never

Watch out!

You'll have to

Keep away from

Look out!

You will need to

You'll be fined (200) yuan.

Speaking and writing

- 1** One of your classmates came in this morning looking very upset about something, but you cannot imagine what it is. Discuss with a partner what body language or behaviour made you think there was a problem.

A: I think that there's something wrong with Lin Pei. When she came in today, she kept her face down and wouldn't speak.

B: Yes, when I saw her in class, she ...

- 2** Your classmate left very quickly after class, so you want to write him/her a short letter to ask about what is wrong and whether you can help. Use the structure on the right to help you.

Dear (friend's name),
 (1st paragraph: describe the body language that you noticed)
 (2nd paragraph: ask if something is wrong; perhaps make some guesses)
 (3rd paragraph: offer to help; remind him/her that you are a good friend)
 (closing),
 (your name)

Summing up

Write down what you have learned about body language.

From this unit you have also learned

- useful verbs: _____
- phrasal nouns: _____
- useful adjectives: _____
- other expressions: _____
- a new grammar item: _____



Learning Tip

Good communication skills include learning body language. When you see an English film or talk with native speakers, observe their facial expressions and gestures. Keep a record of what interests you most. Watch what people do as well as what they say. You can learn more from actions than you can from words.

* READING FOR FUN



You're never fully dressed without a smile.

— Martin Charnin

Everyone smiles in the same language.

— Author Unknown

The shortest distance between two people is a smile.

— Author Unknown

A smile is the universal welcome.

— Max Eastman

A smile is a powerful weapon; you can even break ice with it.

— Author Unknown

Peace begins with a smile. — Mother Teresa

Unit 5 Theme parks

Warming Up

- 1 With a partner, discuss the following questions.
 - What is a park? What is a park for?
 - What kind of activities do people do in a park?
- 2 Then look at the pictures below. Try to match the names of the parks with the pictures. Can you guess which are parks and which are **theme** parks?

1
2
3
4
5
6

Camelot Park
Central Park
Beihai Park
World Waterpark
Disneyland
Dollywood

Pre-reading

- 1 What do you think a theme park is? With a classmate, discuss what you might do in a theme park.
- 2 Skim the passage on the next page to check your ideas.

Reading



THEME PARKS FUN AND MORE THAN FUN

Which theme park would you like to visit? There are **various** kinds of theme parks, with a different park for almost everything: food, culture, science, **cartoons**, movies or history. Some parks **are famous for** having the biggest or longest roller coasters, others for showing the famous sights and sounds of a culture. **Whichever** and whatever you like, there is a theme park for you!

The theme park you are probably most familiar with is Disneyland. It can be found in several parts of the world. It will bring you into a magical world and make your dreams come true, whether travelling through space, visiting a pirate ship or meeting your favourite fairy tale or Disney cartoon character. As you wander around the **fantasy amusement** park, you may see Snow White or Mickey Mouse in a parade or on the street. Of course Disneyland also has many exciting rides, from giant **swinging** ships to terrifying free-fall drops. With all these **attractions**, **no wonder tourism** is increasing **wherever** there is a Disneyland. If you want to have fun and more than fun, come to Disneyland!



Dollywood, in the beautiful Smoky Mountains in the southeastern USA, is one of the most **unique** theme parks in the world. Dollywood shows and celebrates America's traditional southeastern culture. Although Dollywood has rides, the park's main attraction is its culture. Famous country music groups perform there all year in indoor and outdoor theatres. People come from all over America to see **carpenters** and other craftsmen make wood, glass and iron objects in the old-fashioned way. Visit the candy shop to try the same kind of candy that American southerners made 150 years ago, or take a ride on the only steam-engine train still working in the southeast USA. You can even see beautiful bald eagles in the world's largest bald eagle **preserve**. And for those who like rides, Dollywood has one of the best old wooden roller coasters, Thunderhead. It is world-famous for having the most **length** in the smallest space. Come to Dollywood to have fun learning all about America's historical southeastern culture!



If you want to experience the ancient days and great **deeds** of English knights and ladies, princes and queens, then England's Camelot Park is the place for you. Every area of the park **is modelled after** life in the days of King Arthur and the Knights of the Round Table. In one place, you can watch magic shows with Merlin the Wizard. If you want to see fighting with **swords** or on horseback, then the jousting area is a good place to visit. If you do well there, King Arthur may choose you to fight in the big jousting **tournament**. Do you like animals? Then visit the farm area, and learn how people in ancient England ran their farms and took care of their animals. To enter a world of fantasy about ancient England, come to Camelot Park!

Comprehending

- Where do you think you would see this kind of writing? What is the meaning of the title "Theme Parks – Fun and More Than Fun"?
- Complete the table with information from the passage.

Park Name	Theme	Example of Activities
Disneyland		
Dollywood		
Camelot		

- Decide if the following statements are true or false, according to the information in the passage. If it is a false statement, rewrite it with correct information.

	True	False
1 Disneyland can be found everywhere.	<input type="checkbox"/>	<input type="checkbox"/>
2 You can meet any cartoon character you like at Disneyland.	<input type="checkbox"/>	<input type="checkbox"/>
3 Tourism develops where a Disneyland is built.	<input type="checkbox"/>	<input type="checkbox"/>
4 Dollywood is in the mountains in the southeastern USA.	<input type="checkbox"/>	<input type="checkbox"/>
5 Country music singers perform in Dollywood throughout the whole year.	<input type="checkbox"/>	<input type="checkbox"/>
6 Dollywood has the only electric train still working in the USA.	<input type="checkbox"/>	<input type="checkbox"/>
7 Visitors to Camelot Park can taste candy like the candy made in ancient England.	<input type="checkbox"/>	<input type="checkbox"/>
8 Camelot Park has the oldest roller coaster in the world.	<input type="checkbox"/>	<input type="checkbox"/>
9 Camelot Park has an ancient English farm.	<input type="checkbox"/>	<input type="checkbox"/>
10 Camelot Park has places for visitors to watch and maybe take part in sword fighting.	<input type="checkbox"/>	<input type="checkbox"/>

- Work in groups of four. Discuss the questions below using the information in the passage and your own opinions to help you.

- What is the purpose of Dollywood? What kind of people do you think will visit this theme park?
- What do you know about ancient English stories? What other activities do you imagine there are at Camelot Park?
- Disneyland is a place to have fun. What will you do if you have a chance to visit Disneyland?
- If you have a chance to visit one of these three parks, which will you visit? Why?

Learning about Language

Discovering useful words and expressions

- 1 Find the word and phrase from the previous pages of this unit for each of these meanings.

- _____ several different types of
- _____ the main subject of a talk, book, film or something else
- _____ to keep something as it is; an area of land made available for a special group of people or animals to live in
- _____ to or at any place, position or situation
- _____ something that is pleasant to think about but is not real
- _____ action, usually a very great one or a very bad one
- _____ the measurement of something from one end to the other
- _____ being the only one of its kind; unlike anything else
- _____ in the middle of an area or an object
- _____ without doubt

- 2 Use the words in the box to complete the sentences below. Some words are used as both nouns and verbs.

engine carpenter cartoon amusement eagles slide swing tourism

- Before buying a car, my dad always looks at its _____.
- Early American **settlers** were great _____ – they could build almost anything from wood.
- Both adults and children like to watch _____ just for _____.
- There are about 60 different kinds of _____ around the world, but only two kinds live in North America.
- _____ is a big business for small countries like Singapore.
- When I was little, my favourite thing to do was to go to the playground and _____ down _____ and _____ on _____.

- 3 Complete the paragraph with words below in their proper forms. One word is used more than once.

attraction deed fantasy preserve sword tournament whichever

There are many stories about Britain's ancient King Arthur, some true, some just _____. When Arthur was a boy, no one knew who his parents were. He worked for a great knight and his son, to help them prepare for _____ and battles. One day, news came that Britain's old king had died without a son. To _____ the kingdom from disorder, the old wizard Merlin took the king's _____ and drove it into a great stone. He announced that _____ knight could take it out was Britain's true king. The _____ brought many knights from all over the country to try their strength. One morning, Arthur came across the _____ in the stone. He knew nothing about it but decided that he should try to get it for his master. He pulled hard, and it came out! Soon the whole country heard about Arthur's amazing _____ and made him king.

Discovering useful structures

- 1 Compound words are made from two words: two separate words (*roller coaster*), one word (*craftsmen*) or words joined by a hyphen (*old-fashioned*). Find the compound nouns in the reading passage and write them here.
- 2 In the chart below, combine the words from the first two columns to make compound words in the third column.

Column 1		Column 2		Compound words
butter	worn	phone	ball	
down	north	line	cream	
foot	earth	out	fly	
hard	mobile	going	hearted	
ice	man	eastern	melon	
kind	head	land	sized	
lap	easy	by	top	
life	home	kind	town	
water	passer	quake	while	
worth	egg	plant	working	

- 3 New words can also be formed by using prefixes and suffixes. Find and underline the prefixes or suffixes in the words below. Then write out the original words. The first one is done for you.

unchangeable *adj* change

dislike *v* _____

impossibility *n* _____

unfriendly *adj* _____

overwork *v* _____

misunderstanding *n* _____

athletic *adj* _____

misread *v* _____

translator *n* _____

- 4 One word can often be used in many different ways just by changing its form. Fill in the table below with the different forms of the words. The first one is done for you. Use your dictionary to check your work.

Noun	Verb	Adjective	Adverb
amusement	amuse	amusing	amusingly
	admit		
	imagine		
	settle		
	equip		
	attract		

Using Language

Listening



1 Look at the names of the **minority** groups on the right. What do you know about their cultures? What are they famous for?

Naxi	food
Uygur	
Dai	
Miao	cloth
Bai	

2 Listen to the conversation, and fill in the table with the information that Ricky, Lucy and the guide talk about.

3 Listen to the cassette again and then answer the following questions.

- 1 Why did Ricky and Lucy come to China?
- 2 What is the purpose of the Folk Culture Villages?
- 3 What two things is Ricky interested in doing?
- 4 What is Lucy most interested in doing?
- 5 What things does the guide think are the most important to see?



Reading



FUTUROSCOPE EXCITEMENT AND LEARNING

Last week I took a journey deep into space, to the end of the solar system, and was pulled into a black hole. Then I took a trip to Brazil and experienced surviving an airplane crash in the **jungle**. After that, I joined some divers and went to the bottom of the ocean to see strange blind **creatures** that have never seen **sunlight**. For a break, I took part in some car racing and then skied down some of the most difficult mountains in the world. I ended my travels by meeting face to face with a dinosaur, the terrible T-Rex, and survived the experience!

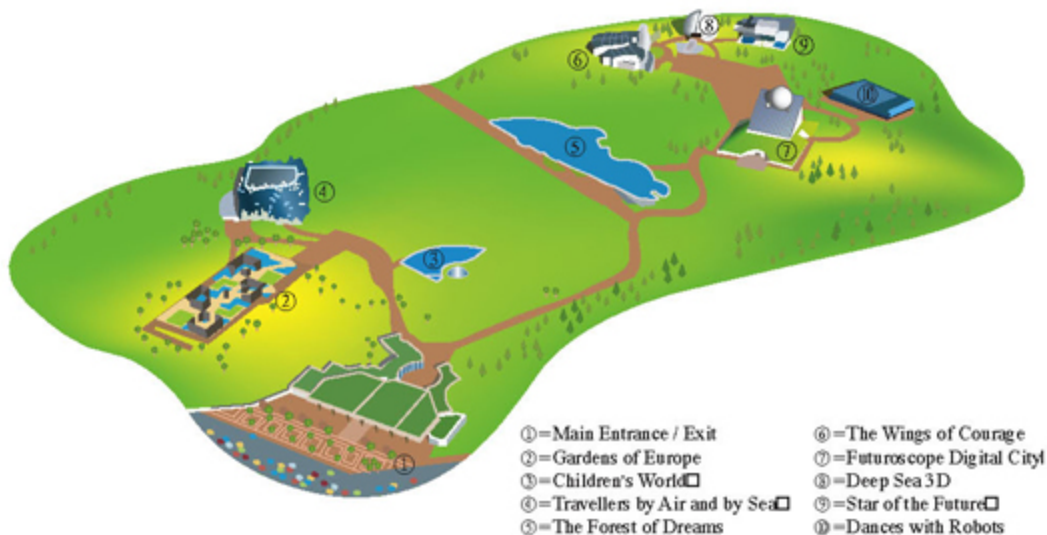
I did all this in one great day at Futuroscope. Opened in 1987, Futuroscope is one of the largest space-age parks in the world. This science and technology-based theme park in France uses the most **advanced** technology. Its 3-D cinemas and giant movie screens provide **brand** new experiences of the earth and beyond. Visitors can **get close to** parts of the world they have never experienced, going to the bottom of the ocean, flying through the jungle or visiting the edges of the solar system. The amazing, up-to-date information together with many opportunities for hands-on learning makes the world **come to life** in a completely new way for visitors. Learning centres throughout the park let visitors try their own scientific experiments, as well as learn more about space travel, the undersea world and much more.

I bought tickets for myself and my friends at the park's entrance, but tickets are also available online. Futuroscope is not only for individuals, but is also the perfect mix of fun and learning for class **outings**. Classes or other large groups that let Futuroscope know their plans **in advance** can get the group **admission** rate. For anyone coming from out of town, Futuroscope has many excellent hotels nearby, most of which provide a **shuttle** service to the park. If driving, Futuroscope is within easy reach of the **freeway**. Plan your trip well before starting, since Futuroscope has so many shows, activities and great **souvenir** shops that it is difficult to see them all. Come ready to walk a lot – be sure to wear some comfortable **sneakers** or other walking shoes!

- 1 What are three times and three places you can visit at Futuroscope?
- 2 What is the main topic of each paragraph in the passage?
Paragraph 1: _____
Paragraph 2: _____
Paragraph 3: _____
- 3 Listen to the cassette. Then practise reading the first paragraph aloud, paying attention to liaison, incomplete plosives and intonation.

Speaking and writing

- 1 Use the map of Futuroscope to prepare a role play with a partner. You are taking your friend on a tour of Futuroscope. Be ready to present your role play to the class. Use the expressions below to help you.



Where is the ...?

How far is/are the ...?

How can we get to ...?

Can/Could you show me where ...?

Over there is the

Down the path you can see

It's about 10 minutes' walk.

Go down this path and turn left/right at the first crossing.

It's about 200 metres away.

You can reach ... by

It's just behind the

- 2 Write a short introduction for a **brochure** about Futuroscope, using the passage and the map above to help you. Be sure to include:
 - what kind of park it is
 - how to get to three of the park's activities
 - why it is a great place for both children and adults

Summing up

Write down what you have learned about theme parks.

From this unit you have also learned

● useful verbs: _____

● useful nouns: _____

● other expressions: _____

● a new grammar item: _____

Learning Tip

In English, there are several ways of forming words: compounding (*gold + fish = goldfish*); derivation (*re- + load + -able = reloadable*); and conversion. In conversion, the same word acts as different parts of speech without changing its form (but sometimes changing stress). For example,

- water *n* & *v* "Don't water the plants with dirty 'water.'"
 - increase *n* & *v* "The 'increase in the cost of living has led most companies to in'crease their workers' pay."

Be careful, however, because English has some words that look the same, but do not have the same meaning. For example,

- mind *n* & *v* "He has an amazing mind."
 - "I don't mind having a dog in the house, if it's clean."

Not all words can be converted, so be sure to memorize them as you find them!

* READING FOR FUN

English is a funny language: we park our cars on driveways and drive our cars on parkways!

What do you get when you cross a car with a sandwich? A traffic jam!

Why did the clown tie a million balloons to his house? He wanted to see a housefly!

Why did the man feed his dog a watch? He wanted a watchdog!

Where do cars go when they want to cool off? A carpool!

Why did the fisherman take a shield with him to go fishing? In case he caught a swordfish!

Why did the girl drop her gum from the top of the building? She wanted to see a gumdrop!

What kind of nail do carpenters want to avoid hitting? Fingernails, of course!

Why did the boy put an umbrella in his ear? He is planning on doing some brainstorming!

Why did the astronaut take a fishing pole to the moon? He was hoping to catch a starfish!

Workbook

Unit 1

Women of achievement

Listening



- 1 Before you listen, look at the picture and read the exercises below. Predict the content, and then listen to the tape and check if you were correct.
- 2 Listen to Part 1 and make notes in the chart below.

Joan's country: _____
Her reason for fighting: _____
Her enemy: _____
How did Joan help? _____



- 3 Listen to Part 2 and fill in the blanks in the sentences below.
 - 1 That's because she _____ God had sent her. She had many good ideas and the French soldiers _____ her.
 - 2 The English soldiers were very _____. They caught Joan and the Church said that she had not _____ as a woman should. So they _____ her.
 - 3 Much _____ they _____ that she was _____ for her country. The Church made her a Saint (圣人).

Talking

- 1 Discuss in pairs. Which Chinese woman in the past also disguised (伪装) herself as a man to join the army? What are the similarities between Joan of Arc and this woman? Use the words and expressions on page 7 to help you.

Joan

- Did people allow women to be soldiers at that time?
- Why did she want to join the army?
- Was she successful?
- What happened to her later?
- How can you describe her?

- 2 Make up a dialogue and be prepared to give your talk to the class.

Using words and expressions

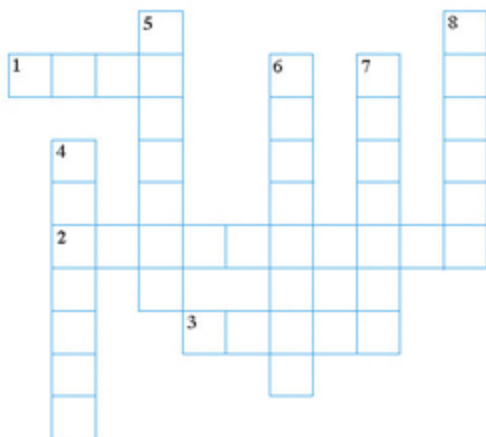
1 Work with your partner to complete the crossword puzzle.

Across

- the number of times something happens
- an expert in a special branch of work or study
- to state something and give the reasons why you think it is true

Down

- to watch something carefully, especially in order to learn about it
- to send things to a place; to help a woman give birth to her baby
- a planned set of activities that people do over a period of time in order to achieve something
- to encourage someone to do something
- not talking too much about one's own abilities or good qualities



2 Complete the passage with the words and phrase given in their proper forms.

audience intend kindness consideration deliver emergency come across sickness

My neighbour Pat Anderson always shows great _____ and _____ to others. One day we had an _____ in our family. My sister Lily was going to _____ a speech at an institute. I _____ to take her there, but our car would not start. I rushed into the street to hire a taxi. Then suddenly I _____ Pat. She was going to go to the hospital, because she feared that she had caught the _____ that was going around the local area. After she heard our problem, she rushed home to get her own car and took us there. The _____ was already in the hall. We were only just in time!

3 Translate the following sentences into English, using the words and expressions in brackets.

- 努力提高工厂工人的工作条件是值得做的事情。(It is worthwhile to ...; condition)
- 她的行为鼓舞了其他人继续为野生动物保护而奋斗。(behaviour; inspire)
- 作为一名学生你应该谦虚,不应该瞧不起那些知道你比他们少的同学。(modest; look down upon)
- 如果人类继续这样干,我们很快就会陷入能源危机。(human beings; be short of)
- 年轻的一代中,许多人都喜欢外国音乐和电影。(generation)
- 如果想知道如何翻译这个句子,你最好查字典。(refer to)
- 当游行的队伍离开广场后,人群拥了进来。(move off; crowd in)

Using structures

1 Read each sentence carefully and choose the best answer for each blank.

- There _____ more than one answer to your question.
A have been B has been C are D is
- Email, as well as letters, _____ an important part in daily communication.
A is playing B have played C are playing D play
- Nobody but Jane _____ the secret.
A know B knows C have known D is known
- Not only I but also Li Juan and Mary _____ tired of taking so many exams.
A is B are C am D be
- Either you or the headmaster _____ the prizes to the gifted students.
A is handing out B are to hand out C are handing out D is to hand out
- The number of people invited _____ thirty, but a number of them _____ absent.
A were; was B was; was C was; were D were; were
- Mr Smith's family _____ rather large, with a total of twelve people in all.
A is B are C being D was
- The professor, _____ some of his assistants, _____ to attend our discussion.
A and; is B as well as; is C or; are D except for; are

2 Choose the correct verb form to complete the following passage.

After the talk the audience _____ (is/are) to be divided into two groups. One group _____ (is/are) for the very young with nobody older than eighteen. The other group _____ (is/are) for their parents. Both groups _____ (is/are) to discuss the generation gap (代沟). Neither _____ (is/are) sure how well _____ (he/she/they) understand each other. But neither _____ (does/do) they think that it cannot be resolved. All the trouble _____ (seems/seem) to come from misunderstandings. So what _____ (seems/seem) to be most important _____ (is/are) to have an understanding family. It is the same with a team or a company. A football team _____ (plays/play) very well if _____ (it/they) _____ (understands/understand) each other. A company _____ (becomes/become) a big family for the same reason.

3 Fill in the blanks with the verbs below. Then underline the rhyming words and read the poem aloud.

open move bother stand
come listen seem feel look

Someone _____ knocking at his door, door, door,
But who and what _____ there he's not sure,
sure, sure,
He opens, he _____, he looks to left and right,
But nothing _____ to move in the pale moonlight.
So who _____ knocking at his door, door, door?
What and why they _____ we're not sure, sure, sure.
Both of us _____ and _____ and _____ to left
and right,
But it _____ there's nothing moving in the pale
moonlight.
No one _____ knocking at his door, door, door.
Of that both he and I _____ sure, sure, sure.
We _____, we _____, we _____ to left and right.
No one and nothing _____ in the pale moonlight.

Listening task



- 1 Ding Lingyu is talking to Ms Jody Williams about her work with the International Campaign to Ban Landmines (ICBL). Before you listen, discuss the following questions in pairs.

- Why are the landmines dangerous?
- What can the landmines do to people?



- 2 Listen to Part 1 carefully and take notes. Then fill in the chart.

Research notes on ICBL

Who is ICBL's leader?	Jody Williams
Why did Jody start the work?	
What is ICBL's aim?	
Why do ICBL countries talk to each other?	

- 3 Listen to Part 2 carefully and fill in the missing information.

- 1 The Oslo Agreement of _____ stopped the _____ and _____ of landmines. _____ countries signed it and _____ countries agreed to make it part of their _____. We felt so happy and proud.
- 2 Jody Williams and ICBL have _____ an even greater _____ since then. It was the Nobel _____ Prize in _____.

- * 4 Listen to the whole dialogue and write down at least two ways ICBL tries to remove landmines forever.

- 1 _____
- 2 _____

- 5 Now in pairs discuss these questions.

- 1 Do you think Jody Williams's way to help countries remove landmines from their land is a successful one? Give your reasons.
- 2 Jody Williams's work is not easy. What problems do you think she has?
- 3 What do you think might stop ICBL's complete success?

Reading task



- 1 Read the story of Elizabeth Fry and fill in the form below.

Notes on English
prisons in the nineteenth century

Elizabeth Fry's actions
to change the conditions

ELIZABETH FRY

When the Quaker Elizabeth married Joseph Fry, it seemed as if her life would be comfortable and peaceful. However, Elizabeth was not content with (满足) her easy life and her growing family. She saw many poor people living near her and she wanted to help them.

One day she was asked to visit a prison. At first the prison officers did not want to let her visit the women prisoners because they feared the prisoners would attack her, but Elizabeth was not afraid. She realized that the prisoners behaved badly because they were being treated like animals. They had no beds, clean clothes, food or heating. Any child born in prison had to stay there and had no chance of an education. This meant they would probably have to beg or steal when they grew up and then would return to prison. So the first thing Elizabeth did was to provide food, clean clothes and straw for beds. Later she began a prison school for the children and taught the women to sew (缝纫), knit (编织) and make goods to sell. In this way they were able to make a little money for themselves and gain some self-respect. Her kindness helped her gain the friendship of the prisoners and they began to try to improve their conditions for themselves. Later Elizabeth was asked to go to the leaders of Britain to discuss how to improve the conditions for prisoners.



Of course she did not do all the work on her own. Other Quaker women helped her and went around the country raising money for her work. Some people did not like her ideas and quarrelled with her. They said that she should spend more time with her family. Other people said she enjoyed being famous too much. However, her husband, Joseph, supported and encouraged her, so she continued working to help improve the lives of poor prisoners till she died. Her ideas did not disappear after her death and her work was remembered in 1947 when the Quakers were given the Nobel Peace Prize.

2 Now imagine what each of these people might have said.

Questions	What they might say and why
1 Elizabeth, why do you not spend more time with your family?	1
2 Joseph, why do you let your wife work with prisoners?	2
3 (to the prisoners) What do you think of Elizabeth's ideas?	3

Speaking task

In the past, many women didn't have the opportunity to do the job they wanted to do. In pairs make a questionnaire to ask questions of your mother or grandmother or aunt. You can use Chinese to find out the information, but you must use English when you talk to your partner in class. Design questions to find out:

- what job they wanted to do when they were young
- what they did when they began to work
- how they achieved their chosen job (if they did) and why they did not (if they worked at something else)
- any other information they want to tell you

Your questions:



When you have worked out the questions, write them down in English and take them home to do the survey. Make sure you ask the same questions in the same order and in the same way to each family member you interview.

Writing task

- 1 When you have collected the information from the survey, you will be ready with the information to do a report.
 - 1 First you need to analyze the information.
 - Did the women do the jobs they always wanted to do? What were the jobs?
 - Were they able to do that? Why or why not?
 - Any other interesting information.
 - 2 Now you are ready to write a plan. You need a beginning (the question you asked and why you asked it), a middle (the survey and what you found out from it) and the end (what conclusion you can draw from the survey).
 - 3 Write the report and give it to your teacher and other classmates to read. Were their findings the same as yours?
- 2 If you have found some interesting information about your grandmother/mother/aunt, you may write a description or a story about her.

*Project

Work in groups. Each group can choose any outstanding woman, whom you admire very much. Find out as much as you can about her by asking your teachers, parents and grandparents or going to the library and surfing the Internet. Make a survey and take notes. Then write an article on her and display it in your classroom. The monitor can collect the descriptions and put them in a class folder.



Checking yourself

- 1 What have you learned from Jane Goodall, Lin Qiaozhi or Elizabeth Fry? What do they have in common? What qualities do you admire in them most?

- 2 Do you know any other woman who has given up a lot for others? Who is she?

- 3 Do you know any other nouns like *group* which can be used as singular or plural?

- 4 What new words and expressions have you learned to describe a person?

- 5 Did you have any problems in understanding this unit? How did you solve them?

- 6 Can you spell out words you are not familiar with by hearing their pronunciation?

- 7 Which of the tasks in this unit is the hardest?

- 8 Which task is the easiest? Why do you think so?

Unit 2 Working the land

Listening



- 1 What makes the world's deserts grow? First tick the causes you think are true. Then listen to the tape and tick what you hear.

	You think	You hear
1 Heat and little rain.	<input type="checkbox"/>	<input type="checkbox"/>
2 Turning forests into farmland.	<input type="checkbox"/>	<input type="checkbox"/>
3 Overusing fields to feed farm animals.	<input type="checkbox"/>	<input type="checkbox"/>
4 Using new scientific farming methods.	<input type="checkbox"/>	<input type="checkbox"/>
5 Wasting water in farms and at home.	<input type="checkbox"/>	<input type="checkbox"/>
6 Farming too much on poor land.	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Listen to the tape again and choose the best answer to each question.

- Why was North Africa important in the first century BC?
A Rome sent a lot of corn and wheat to North Africa.
B Land in North Africa was used to produce the bread that fed all of Rome.
C The desert in North Africa was famous in Rome.
- How does farmland turn into desert?
A Wind blows away dry soil and then the land becomes sandy.
B Hot weather makes the land become sandy.
C Too many plants can make farmland become desert.
- How are new farming methods helping to stop the desert in Xinjiang?
A The methods let the farmers use less water.
B The methods let farmers grow the same amount of crops in less land.
C The methods do not use fertilizers.

Talking

Planting trees is one of the most common ways to stop the world's growing deserts. Every year on March 12th China celebrates Tree-planting Day. Discuss the questions below in groups of four. The expressions below may be useful.

- Why is Tree-planting Day so important? Have you ever planted trees? When?
- After Tree-planting Day is over, what happens to the trees? Who takes care of them?
- Other than planting trees, what can students do to help turn deserts into green land?

May I suggest ...?

But what about / how about ...?

Let me suggest

Perhaps we should consider

Using words and expressions

- 1 Which of the following verbs must change their form to become nouns? Write the noun forms for the verbs below. Then complete the sentences, using the correct forms.

battle circulate comment confuse discover equip
expand export focus produce regret struggle sum

circulate → circulation

battle → battle

- The news about Jeff's success quickly _____ around the school.
 - The _____ of his study was on the _____ of Chinese products.
 - In an interview, Jeff _____ that he had only one _____.
 - Before, he often _____ to understand the _____ world of business.
 - He was studying English to _____ himself for his new job.
- 2 Complete each blank with a word below. Be sure to change the form, if necessary. One word is used more than once.

bacteria chemical discovery focus mineral
nutrition pest production root soil

Today we use _____ in almost every part of our lives, hoping to make life faster, more convenient (方便) or just better. At home we use them to kill flies and other disease-carrying _____. Doctors give them to us in medicine to fight harmful _____ in our bodies. Factory workers use them in industrial _____ to make everything from toys to shoes to toothbrushes. Farmers also use them in the _____ to help their plants grow fast and become strong. However, the _____ of new ways to use _____ have brought difficulties as well as benefits. For example, too much use in farming leads to food that is low in _____ and other things that we need for good _____. What is the _____ of the problem? Some people think it is from a wrong _____ on money and speed, while others say it is just from a lack (缺乏) of education about the problems. Who knows? Maybe it is both.

- 3 Translate the following sentences into English, using the words and phrases in brackets.
- 今天的课主要讲如何写新闻总结。(focus on; summary)
 - 我们必须快速浏览这个报告,找到它的主要内容。(skim)
 - 老师让我们将难懂的单词划线并查字典(找出其意思)。(underline)
 - 他说像统计数据这样的细节就不必包括在内了。(statistics; details)
 - 我想我将用到一篇关于农民们让自己的土地远离化肥的报告。(keep ... free of; chemical fertilizers)
 - 这个农民花了20年的时间来创建自己的企业。(build up)
 - 使用过多的化肥导致了严重的问题。(lead to)

Using structures

- 1 Complete the sentences with the *-ing* form of the verbs in the box. Then answer the questions using the *-ing* form as much as you can.

do	exchange	get	use	pay
learn	dance	smoke	play	supply

- _____ is bad for you. What is good for you?
- I hate _____ bills. What do you hate doing?
- I'm used to _____ up late. How about you?
- _____ English is hard for me. What is hard for you?
- I enjoy _____ the violin in my free time. What do you like to do?
- _____ your homework is a good idea. What else helps your studies?
- _____ a mobile phone on a motorcycle is dangerous. What else is dangerous?
- She is good at _____. What are you good at?
- After _____ a few words to him, she left quickly. Where do you think she was going?
- Yuan Longping is famous for _____ the farmers with super hybrid rice seeds. What would you like to be famous for?

- 2 Choose the correct verbs for the blanks below. Use their infinitive or *-ing* forms. One word is used twice.

die	encourage	fight	find	leave	work
make	manage	plough	spend	turn	

An old farmer was about _____. He wanted _____ sure that his sons would stop _____ among themselves. He hoped _____ them _____ the farm successfully. The old man called his sons together and said, "My sons, I'm about _____ this life. You will find all that I have in the farm."

Some time later, after their father had died, the sons started _____ long hours _____ in the fields. They thought that their father had buried a treasure in the ground. They kept _____ from morn till night, _____ the soil over again and again, but still failed _____ any treasure. That year's crops, however, were better than any of their father's crops and sold for a very high price. In the end, the young men found that _____ hard is truly a treasure in itself.

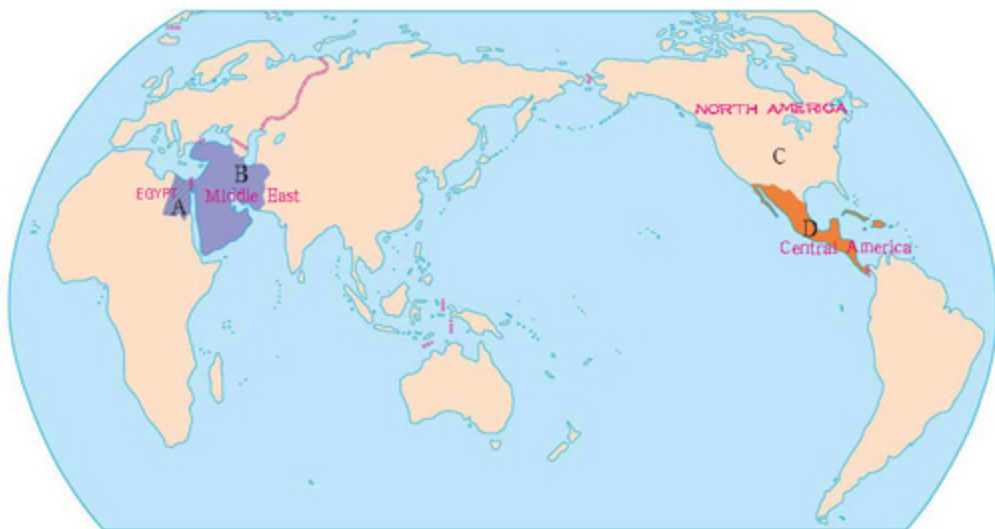
- 3 Work in pairs or groups, telling one another the following:

- what you love/like/hate doing and why
- what you are interested in doing some day in the future
- what city or country you would enjoy visiting and why

Listening task



- 1 Look at the map and the sentences below. Which area do you think the sentences describe? Write your guesses next to the sentences.



Guess Fact

- _____ Ancient farmers in this area used teams of oxen for ploughing the fields.
 - _____ Farming here was famous for developing a system of watering fields from the River Nile.
 - _____ This area has a system of growing three crops together. The crops are not only good for food but also help make the soil fertile.
 - _____ Farmers here cut large steps into the sides into the hillsides and created islands to get more land for growing crops.
- 2 Now listen to this student's report on ancient farming and match the descriptions with the sites on the map.
- 3 Listen to the tape again and discuss the following questions in groups of four.
- How do you think advances in farming methods influenced early cultures? Brainstorm some of the ways that a culture might change because of the improvements in farming.
 - What do you know about farming developments in ancient China? Do you know who had great influence on developing good farming methods in ancient China?

Reading task



AN EARLY FARMER PIONEER

Some people thought Jia Sixie was a lucky man. He had worked for the emperor and when he got old, he was able to go to his hometown to relax. Jia Sixie, however, had other plans. He had always been interested in agriculture and intended to do something to make Chinese farming even better.

Jia Sixie lived in the sixth century AD. He was born in Yidu in Shandong Province and worked in Gaoyang, which is also in Shandong. As he rode through the countryside on his journeys for his work he looked out at the fields. Some of them were greener and had more crops than others. Some cows and sheep looked healthier than others too. He was lost in thought. What could a farmer do to get good crops from his fields? Surely there must be rules that would help them. He thought he could use his knowledge to find out the best ways for farmers to grow crops and then write a book to help them. In doing so he collected information from farmers who did well, studied it and did experiments to find the best way.



For example, he studied ways of keeping seeds and advised farmers to choose seed-heads which had the best colour. Then he told them to hang them up to dry all winter. The next spring the seeds should be knocked out of their seed-heads and planted. He studied how to improve the soil. He advised farmers to clear weeds (杂草) from the ground before planting crops. They could either let the animals eat the weeds or turn the soil over so that the weeds were covered and would rot (腐烂). Then he gave advice on turning over the soil. The first time each year, farmers should dig deeply, but the second time should be less deep. Therefore the autumn ploughing of the soil should be deeper than the spring ploughing. He suggested changing crops in the field every year: rice one year and wheat the next so that they would always get good harvests. They should also grow different plants next to each other in the field. He also gave advice on how to fish, keep a garden and even make wine.



He wrote down his advice in a book called *Qi Min Yao Shu*, which was considered an important summary of the knowledge of farming. For centuries after Jia Sixie died, it was studied by Chinese farmers and students of agriculture.

1 Read the questions and answer them.

- 1 What made Jia Sixie become interested in improving Chinese farming?

- 2 How did he think he could help farmers?

2 What advice did Jia Sixie give farmers? Make notes in the chart.

	Advice for farmers
Keeping seeds	
Choosing seeds to plant	
Way to get rid of weeds (1)	
Way to get rid of weeds (2)	
Autumn ploughing	
Spring ploughing	
Crops	

Speaking task

Jia Sixie's work was written 1,600 years ago. Is it still at all useful today? In pairs, discuss the following questions and take notes on your conclusions.

- What ideas in *Qi Min Yao Shu* are still useful in farming today?
- What problems do we have today in modern farming that Jia Sixie did not have in his time?

Writing task

Use the ideas you discussed above to write a report about how useful Jia Sixie's ideas are for modern times. Use the steps below to help you.

- 1 First, write a sentence that states your main idea. This sentence will be the topic sentence for your introductory paragraph.
- 2 Next, in sentence form, write down the main points that support your main idea. These are the topic sentences for your next two or three paragraphs.
- 3 Then, in sentence form, write down the details that support each of those main points. These sentences will fill up the paragraphs for each main point.
- 4 Finally, write a sentence that restates your main idea, but in words different from those you used in your introductory paragraph. This sentence will be the topic sentence for your concluding paragraph.

*Project

GM (转基因) food has become a hot topic in today's farming world. Research the good and the bad sides of the topic. Then write a short report, following the steps given in the *Writing Task*. The questions below may help guide your research.

- What is GM (转基因) food? What makes it different from regular food?
- What are the advantages of growing GM food?
- What are some possible dangers of eating GM food?
- Are the advantages greater than the dangers?
- Is some GM food OK, or is it all dangerous?



Checking yourself

- 1 What qualities do you admire most in Yuan Longping and Jia Sixie?

- 2 What have you learned about organic farming from this unit?

- 3 Do you know how to write topic sentences for a written report? Have you followed the steps in the *Writing Task*?

- 4 Do you know how to use the *-ing* form as the subject and as the object? Please write an example sentence for each form.

- 5 Do you think the issue of organic farming might affect you personally? Why or why not?

Unit 3

A taste of English humour

Listening



- 1 Before listening, look at the exercises below and predict what you think it will be about.
- 2 Listen to the tape and tick the words you hear. Then write down the main idea in one sentence.

<input type="checkbox"/> thief	<input type="checkbox"/> knife	<input type="checkbox"/> potatoes	<input type="checkbox"/> carrots
<input type="checkbox"/> mushrooms	<input type="checkbox"/> midnight	<input type="checkbox"/> shirt	<input type="checkbox"/> trousers
<input type="checkbox"/> spread	<input type="checkbox"/> stole	<input type="checkbox"/> whispered	<input type="checkbox"/> shouted

This story is about _____

- 3 Listen to the story again and answer the questions. Then check your answers with your partner.
 - 1 Where did Peter get the potatoes?
 - 2 Why did he ask his wife to be quiet when she heard the thief?
 - 3 Why couldn't the thief take away the potatoes?
 - 4 Why was the thief angry?
- * 4 In pairs, discuss with each other what you think will happen next. Then make a dialogue and act it in front of the class – one of you can be Peter and the other the thief. Try to make your performance as humorous as possible.

Talking

Humour makes people laugh, feel happy and relaxed. In groups, tell each other something you think is funny. However, sometimes one person may find one thing funny while another person does not. After you finish your story, see whether your group members are amused or not. Then discuss with each other what makes you laugh. These expressions may be useful for you.

It's interesting that we both find ... funny.
I burst into laughter when
I found it extremely funny that
I enjoy watching
How enjoyable that was!
I laughed till my sides split when

What's so funny about that?
I don't think that's funny at all.
I couldn't help laughing when
I've never laughed so much as when
Isn't it amusing that ...?
I can't understand why you laughed at that.

Using words and expressions

- 1 Read the following sentences and work out their meanings. Find the correct meaning of each underlined word from the right column.

Sentences	Meaning
1 When I got home, the house was in a complete <u>mess</u> .	A set of similar things
2 All she could do was to hope that she could sort out the <u>mess</u> .	B behave in a certain way
3 You don't have to <u>whisper</u> . No one can hear us.	C untidiness
4 People began to <u>whisper</u> that the company might go out of business.	D become ill from eating particular food
5 He <u>reacted</u> angrily to the stories people had made up about him.	E talk secretly, especially when spreading rumours (谣言)
6 Quite a lot of children <u>react</u> badly to shellfish.	F problem
7 This is my stamp collection that I've gathered for ten years.	G several poems, stories, etc in a book
8 All my stories have been put together in one <u>collection</u> .	H speak softly

- 2 Complete the passage with the words below.

Switzerland amusing moustache porridge budget
vast directly outstanding mountainous mess

Mary was so angry with John about the jam that she went to stay with her mother in a _____ part of the country. She could not understand why John had thought it was _____ and had thrown it away. "Why couldn't he behave more sensibly?" she thought to herself. "He found it _____, but I feel he is _____ to blame for the terrible _____ in the chicken yard." However, the _____ scenery and the _____ mountain ranges (山脉) soon calmed her. She began to miss John and think fondly of his smiling face and stiff _____. "When I go home," she thought, "I'll see if our _____ will allow us to have a holiday in _____. John will love that and we can forget our troubles and have a good time together." So that is what they did!

- 3 Translate the following sentences into English, using the words and phrases in brackets.

- 直到现在, 医生还对这种致命的疾病束手无策。(treat, deadly, disease, up to now)
- 父亲死后的一段时间里, 查理非常穷困。(badly off)
- 地震过后, 政府为无家可归者提供了食物和毯子。(the homeless)
- 爱玛(可)不是一个一般的作家。(ordinary)
- 戴茜羞怯地走进来, 穿着一件破旧的大衣。(worn)
- 比赛过后, 戴维挥舞着双臂, 十分兴奋。(gesture)
- 弗雷迪专门为这个场合买了一套西装。(occasion)
- 爱德华脚下一滑, 在冰上失去了平衡。(slide)

Using structures

- 1 Read the sentences carefully, trying to pick out the errors and then correct them.

- 1 I am looking forward to visit Charlie Chaplin Museum in Switzerland next week.
- 2 Many people still enjoy seeing Charlie Chaplin's silent film.
- 3 That cartoon picture shows Charlie Chaplin watch himself acting in a movie.
- 4 Charlie's nonverbal humour often makes people burst into laughters.
- 5 We are all fond of Charlie's early films, which we think are more interested.
- 6 I missed to see the beginning of the film *City Lights* the other day.
- 7 I wouldn't mind to see *The Gold Rush* again with you tonight.
- 8 Charlie's job was entertain people, wasn't it?

- 2 Look at the pictures and make sentences using the *-ing* form as the attribute, predicative or object complement.



EXAMPLE:

Picture 1: *The man holding a mobile phone thinks it very convenient to keep in touch with his friends whenever he goes on trips. (-ing form as the attribute)*

The man's job is dealing with the customers' complaints (投诉). (-ing form as the predicative)

I saw this man answering a phone call outside our office building for two hours. (-ing form as the object complement)

- * 3 In groups complete the sentence *I saw/heard a man ...* as amusingly as you can. Write down your sentences and vote for the most amusing ones.

EXAMPLE:

I saw a man climbing out of a window with a heavy bag under his arm. He said he was the owner of the house and had lost his key.

Listening task



- 1 Before listening, look at the pictures below and predict what it is about. Write down your prediction in a sentence. Then listen to the tape and choose the picture which best describes what happened. Check whether your prediction was correct or not.



A



B



C

- 2 Listen to the tape again and choose the best answer to each question.

- Why did the children decide to give the dog to the teacher?
 - Because none of them wanted to keep the dog.
 - Because their teacher liked it.
 - Because they could not decide which of them should own it.
 - Because they thought the teacher had told the biggest lie.
- What do you know about the children?
 - They all like dogs.
 - They all respect their teachers.
 - They all work hard at their lessons.
 - They are honest and lovely.
- What do you know about the teacher?
 - He does not like these boys.
 - He wants to become the owner of the dog.
 - He does not like the way the children choose an owner for the dog.
 - He wants to stop the children telling lies to own the dog.

- 3 Listen to the tape again and answer the question: How do you think the teacher felt when he was offered the dog?

- * 4 Work in pairs. Discuss how you would solve these problems and help the teacher. Then be prepared to tell your ideas to the class.

Help the teacher	Advice
to refuse to take the dog politely	
to decide which boy should have the dog	

Reading task



- 1 Before you read, discuss what people usually do on April Fool's Day. Do you know any of the funny tricks people play on each other?
- 2 Now read the following passage about the "noodle harvest" which is remembered as one of the best April Fool's jokes ever!

AN APRIL FOOL JOKE: THE NOODLE HARVEST

"A fool sees not the same tree that a wise man sees." (William Blake)

April Fool's Day, or April 1st, is known in many countries as a day for playing jokes on others. It is usually a time when children make fun of each other, but sometimes other people can get caught in the fun too.

One of the most famous jokes in England took place on British television in 1957. It was a Monday night when there were always many serious programmes on the television. One of them was called *Panorama* (全景). This show explored problems and progress all over the world, so nobody was surprised when it began with a report on the excellent noodle harvest in south Switzerland. The programme mentioned two reasons for



the good crop: an unusually warm winter and the disappearance of the insect that attacked the noodle crop every year. The reporter showed many noodle trees with the farmers pulling noodles off them and putting them into baskets. The people watching were told that they may not have heard of noodles from this part of the world because noodles were grown as part of small family businesses.

The programme makers realized that people might wonder why noodles were always the same size so they explained that "it was the result of many years' patient research with the trees to produce noodles of exactly the same length." But even so they explained, the life of a noodle farmer was not easy. "The last two weeks of March are an anxious time for noodle farmers. There is always a chance of very cold weather spoiling their crop. Then it is difficult for them to get top prices on the world markets."

Many people in England believed this story. They rang the BBC to find out how to grow their own noodle tree. They were told to "place a piece of noodle in a tin of tomato sauce (调料) and hope for the best." This may seem very silly, but in the 1950s very few British people travelled abroad for their holidays and even fewer of them ate noodles. So it seemed possible to imagine that noodles grew on trees like apples, pears and nuts. People also trusted the *Panorama* programme for its careful research and serious information. So they were shocked to find the next day that they had all believed an April Fool's joke. Even today the report of the noodle harvest is remembered as one of the best April Fool's jokes ever!

- 3 Read the passage and fill in the chart below.

Name of the programme	
Its usual content	
The particular content on April 1st, 1957	
People's reactions	

- 4 Read the passage once more and answer the question: Why did people believe the programme Panorama on April 1st, 1957?

Speaking and writing task

- 1 Now read these two poems. This kind of short, funny poem is called a limerick (五行打油诗). It has only five lines. Three of them are longer than the other two. The longer lines all rhyme with each other and the shorter ones rhyme with each other.

There was an old man of Beijing
Who would eat almost anything.
He ate and he ate
From anyone's plate,
But he stayed just as thin as a string.

There was an old man with a beard
Who said it is just as I feared.
Four insects and then,
Two birds and a hen
Have all made a home in my beard.

Clap the rhythm as you read them aloud.

- 2 Now it is time to write your own limerick.

- First, think of the hero of your limerick (for example, *a boy, girl, old man, etc.*).
- Then, think of a place (*country, city or town*) where your hero lives.
- Next, think of some words to rhyme with that place (for example, *Peru, shoe, blue, new, queue, too, etc.*). It does not matter that the words are not spelled in the same pattern as the place. However, they must have the same sound.
- After that, think what your hero will do or have for lines 3 and 4. These are the short lines so he/she needs to be doing things or have things that fit with the poem's rhythm. Look at the poems above to help you. These two lines have to rhyme too but differently from the rest of the poem.
- Finally, either repeat the first line or write another that rhymes with the first line.

Here is a framework for your reference.

There was an old man of _____
Who _____
He laughed and he _____
Till he fell down and _____
That funny old man of _____

When you have finished, recite it to your partner and ask for advice. Practise reading it aloud so that you will be able to read it confidently to the class. Make a collection of your class limericks and display them in your school.

*Project

Make your own collection of jokes, funny poems or short stories. They can be the ones that you heard or enjoyed in books that you read. Make sure you add either a joke, a funny poem or a funny short story of your own. Copy them into a book and display it in the class so that all your classmates can enjoy them.



Checking yourself

- 1 Do you find it difficult to understand English humour? Why?

- 2 What role do you think humour plays in your life?

- 3 What language points have you learned in this unit?

- 4 How well have you done in the exercises on the *-ing* form?

- 5 Did you have any problems in understanding this unit? How did you solve them?
