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普通高中课程标准实验教科书

英语 10 [选修 模块]

Senior High English

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Unit	Warm-up	Input and Language Focus
Unit 28 Health p.4	Vocabulary and speaking: Body and spirit <ul style="list-style-type: none"> • Vocabulary: words and phrases about body and health, e.g. body-building, come down with, affect your mood, acupuncture, massage, prone to, in high spirits, stress out, lose your appetite • Speaking: discuss questions on body and health 	Reading and speaking: symptoms and reasons for stress <ul style="list-style-type: none"> • Reading: a dialogue between two girls about how they deal with stress; an article on stress • Speaking: discussion Grammar extension: adjectives and adverbs, i.e. order of adjectives, compound adjectives, adjective suffixes, adverbs of degree
Unit 29 Education p.24	Vocabulary and speaking: Education <ul style="list-style-type: none"> • Vocabulary: words and phrases about education, e.g. academic year, break time, course, degree, further education, graduation, on-line learning • Speaking: discuss about education system 	Reading and speaking: Education: fact or myth? <ul style="list-style-type: none"> • Reading: five articles about education • Speaking: discussing research findings • Patterns to notice: particles which add meaning to verbs, i.e. verbs with dependent prepositions, phrasal verbs Grammar extension: use and non-use of passive forms
Unit 30 Relationships p.46	Speaking and vocabulary: Who you live with <ul style="list-style-type: none"> • Vocabulary: words and phrases describing characteristics, e.g. positive, negative, chatty, lively, irritable, laid-back, unpredictable, neat, fussy, dynamic, active • Speaking: discussion on dormitory life • Patterns to notice: describing typical habits 	Reading and vocabulary: choosing between living at home or living on campus <ul style="list-style-type: none"> • Reading: A big decision: living on campus or off? • Patterns to notice: compound phrases describing complex characteristics and feelings Grammar extension: infinitives and -ing forms <ul style="list-style-type: none"> • Reading: behaviour that drives me mad

Skills Development

Listening: Self-help books

- **Pre-listening:** predicting from headings
- **Listening:** advice from two self-help books
- **Patterns to notice:** patterns with comparatives and superlatives

Listening and speaking: What life skills should you learn at school?

- **Pre-listening:** discussing and sharing experiences
- **Listening:** nine monologues about practical skills that they wish they'd been taught at school; a radio interview with a head teacher of a high school in London
- **Speaking:** group discussion

Listening: Improving your communication skills

- **Pre-listening:** discussing relationships students have with their parents and friends; completing a questionnaire
- **Listening:** a conversation on relationships

Task and Further Work

Preparation for task: news items about courageous people

Task: who wins the award?

Optional writing: write a short news article describing the awards ceremony

Wordspot: idioms to do with the body

Writing: a leaflet

Preparation for task: match instructions to diagrams

Task: teach a practical skill to others

Writing: writing tips from notes

Wordspot: *way* (manner / method, route / direction, blocking / avoiding, what you want, position / situation, other phrases)

Preparation for task: description of potential participants in a TV programme

Task: who will go on shipwrecked?

Writing: a report

Wordspot: *just* (only, exactly, with polite phrases, a short time before or after, for emphasis)

Extension and Reflection

Grammar Extension Bank: adjectives and adverbs

Resource Bank:

Reading: Pet psychology—it's good for your health.

Writing: writing a leaflet

Vocabulary: brain and mind

Do you remember?

Grammar Extension Bank: passive forms

Resource Bank:

Reading: Let's ditch exams

Writing: expanding notes

Speaking: brain power

Vocabulary: education

Do you remember?

Grammar Extension Bank: infinitives and -ing forms

Resource Bank:

Reading: The great divide

Writing: writing a report

Speaking: The same or different?

Vocabulary: people and relationships

Do you remember?

Unit 28

Health

In this unit, you will ...

- ▶ Read about dealing with stress
- ▶ Listen to extracts from self-help books
- ▶ Do a task on deciding who wins an award
- ▶ Write an information leaflet
- ▶ Learn vocabulary of body and health
- ▶ Practise using adjectives and adverbs
- ▶ Practise using patterns with comparatives and superlatives
- ▶ Differentiate usage of body idioms

Vocabulary and speaking

Body and spirit

1 a) Match the two parts of the sayings.
What do they mean?

- 1 Healthy body ...
- 2 The eyes ...
- 3 You are ...
- 4 Man does not live ...
- 5 No pain ...
- 6 As fit ...

- a) by bread alone.
- b) no gain.
- c) healthy mind.
- d) what you eat.
- e) are the window to the soul.
- f) as a fiddle.

Example:

“You are what you eat” means that if you eat healthily, then you will be healthy, but if you eat unhealthily, you will be unhealthy.

b) Which sayings do you think are true?
Are there similar sayings in Chinese?

2 What do you think is important to keep you healthy?
Discuss in pairs and give your partner some advice.

Example:

Student A: If you want to be healthy, it's very important to eat correctly.

Student B: Yes, eating junk food is very bad for you. It's also important to avoid stress.

Student A: Yes, too much stress can make you sick. It's also a good idea to ...



Questionnaire

- 1 Do you do **weight-training** or **body-building**?
- 2 Do you often **come down with** the flu?
- 3 Does the weather **affect your mood**?
- 4 Have you ever tried **acupressure** or had a **massage**?
- 5 Do you believe that music can affect your mood?
- 6 Are you **prone to** headaches?
- 7 Are you a **picky** eater?
- 8 Are you a **nervous** person who gets a fright easily?
- 9 Do you believe in the saying "**no pain, no gain**"?
- 10 Have you ever climbed a really high mountain?
- 11 If you walked up six flights of stairs, would you be **out of breath**?
- 12 Do you ever do **relaxation exercises**?
- 13 Do you ever read or write poetry?
- 14 Do you do exercise on a regular basis?
- 15 Are you **in high spirits** every day?
- 16 Could you run for a kilometre without stopping?
- 17 Which things most **stress** you **out**?
- 18 Is there any food that you can't eat for health reasons?
- 19 Have you ever **followed a special diet**?
- 20 Do you ever **lose your appetite**?
- 21 Do you often feel sleepy in class?
- 22 Have you ever tried **acupuncture**?
- 23 Do you ever have trouble sleeping because you're worried about something?
- 24 Do you ever skip meals because you want to **lose weight**?
- 25 Are you allergic to anything?
- 26 Do you ever do breathing exercises?

3 Read the questions above, checking the phrases in **bold** if necessary. Mark them P if they relate to physical health, M if they relate to mental health or P/M if they relate to both.

For example: 1 Do you do weight-training or body-building? (P)
2 Does the weather affect your mood? (M)

4 Tick (✓) at least ten questions that you would be happy to discuss.

5 a) Change books with a partner and look at the questions he/she ticked. Think of suitable follow-up questions.

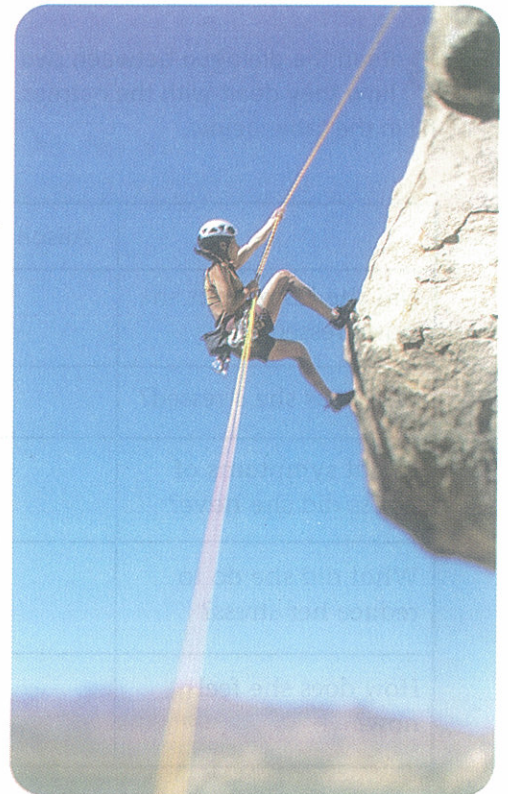
Are you allergic to anything?

Yes, actually, I'm allergic to nuts.

So what happens when you eat them?

Does it cause you a lot of problems?

How did you find out you were allergic to them?



b) Ask and answer your questions. Tell the class anything interesting you discovered about your partner.

Reading and speaking

1 Many people nowadays say that they are stressed. Make a list of reasons for this. Compare in groups.

For example: People get stressed when they work long hours.

2 Have you ever experienced stress? Sometimes you can be stressed without realising it. Take this test to see if you are under stress.

- 1 Do you worry about exams?
- 2 Do you sometimes have trouble falling asleep?
- 3 Do you reach for food in order to reduce tension?
- 4 Do you become irritated over little matters?
- 5 Do you have less energy than you need or would like to have?
- 6 Do you have too many things to do and not enough time to do them?
- 7 Do you have headaches or stomach problems?
- 8 Do you bite your nails?
- 9 Do you feel pressure to do well or to get things done?
- 10 Are you very worried about being either well-liked or successful?
- 11 Do you do well enough at school to satisfy yourself?
- 12 Do you get satisfaction from the small joys in life?

Scoring: 1 point for a "yes" answer to 1-10 or "no" answer to 11-12. A score of 4 or more suggests that you may be under significant stress.

3 Read the dialogue between two girls talking about how they dealt with their stress. Work in pairs and fill in the table below.

	Alison	Penny
Did she know that she was stressed?		
Why was she stressed?		
What symptoms of stress did she have?		
What did she do to reduce her stress?		
How does she feel now?		



Penny: Oh hi Alison, I didn't know that you enjoyed running?

Alison: Well, I don't usually run. I've just started recently because I heard it's good for stress.

Penny: Oh yes, that's why I started running! About 3 months ago I was really worried about my future because I didn't do well in the exams last term. I started having sleepless nights and my school work started to suffer so I got even more worried! I was also incredibly bad-tempered.

Alison: Did you realise that you were suffering from stress?

Penny: I didn't. It wasn't until I had a long talk to my mum that I realised I was stressed. Then it seemed so obvious.

Alison: Did your mum make any useful suggestions for reducing your stress?

Penny: Well, just talking about it really helped, so now my mum and I chat whenever I start feeling worried. She also told me how exercise can help so that's why I've been running three times a week. I'm feeling much more energetic and so much better!

Alison: That's really good to hear. I've been feeling terribly stressed and tense about my exams. I seem to have lost my appetite lately. I realised how stressed I was when my skin broke out and I started getting headaches every day!

Penny: So has running helped you deal with it?

Alison: Yes, it's definitely helped. I'm feeling much more laid-back and relaxed. I've also been planning my studying very carefully and making sure I have time to enjoy myself. Breathing exercises have also helped and the headaches have almost disappeared.

Penny: That's great. Come on, I'll race you to the end!

STRESS!

Depression, heart attacks, irritability, sleeplessness, and headaches: these are but a few of the symptoms and results of stress. Clearly stress is not good for you, but how do you deal with it so that it doesn't end up controlling and ruining your life?

Firstly, you need to recognise if you are stressed and decide to do something about it. Many people use their stressful lifestyles as an excuse, "I'm sorry, I can't make it. I'm just so exhausted." Some people even enjoy complaining about how stressed they are!

Secondly, you need to put your stress-reducing plan in action. Here are a few techniques you can use to help you relax and lessen the negative effects of stress.

Get regular physical exercise: Even a short walk can energise you and help you forget your worries.

Learn to plan: Disorganisation can breed stress. Working on too many things at the same time often leads to confusion, forgetfulness, and the sense that uncompleted work is hanging over your head.

Recognise and accept limits: Most of us set unreasonable goals for ourselves. We can never be perfect, so we often have a sense of failure no matter how well we perform. Set achievable, realistic goals for yourself.

Learn to play: You need to escape from the pressures of life and have fun. Playing a sport or even just reading a book you enjoy will help reduce your levels of stress.

Be an open-minded, positive person: Avoid criticizing others. Learn to focus on people's good qualities. And be sure to give yourself credit for hard work and appreciate your own good qualities too.

Use your bed for sleeping not studying: The habit of studying in bed can make your mind associate your bed with work and it might be harder for you to fall asleep.

Don't be afraid to share your problems: Talking to family and friends about things that worry you helps reduce stress even when the problems can't easily be solved.

Keep a journal and write in it regularly: This is an effective way to clear your mind. Read it from time to time to see how you've progressed.

Learn a method of relaxing: Breathing exercises and yoga are just two examples of relaxing techniques that can help you reduce stress. Just taking a few deep breaths when you're feeling tense gets more oxygen into the cells of your body and helps your brain think more clearly and your muscles relax.

These are just a few of the many ways you can relax and relieve stress. It doesn't matter how you relax as long as you take the time to do it regularly. It is impossible in today's world to completely avoid stress so the best thing to do is to learn how to deal with it effectively.

4 Look at the questions below and say whether you think they are true (T) or false (F). Then read the article on stress and check your answers.

- 1 It is possible to completely avoid stress in today's world.
- 2 Studying in bed is a good idea as it is a place where you feel relaxed.
- 3 By being positive and focusing on other people's good qualities you can reduce stress in your own life.
- 4 If you are stressed because you are running out of time to complete a project, the last thing you should do is to go for a ten-minute walk outside.
- 5 Reading a book that you enjoy can be an effective stress reliever.
- 6 If you set unrealistic goals for yourself, you will end up feeling stressed and depressed.
- 7 When you are stressed it is better to keep it to yourself. It will just make you feel worse to talk about it.

5 Discuss the following questions in groups of four.

- 1 What is the most stressful situation that you have ever experienced?
- 2 How did you feel and did you realise that you were stressed?
- 3 Did you experience any symptoms related to stress such as headaches, skin breakouts or sleeplessness?
- 4 What did you do to reduce your stress?
- 5 Do you get stressed in exams? Which techniques mentioned in the article will you try the next time you feel stressed during exams?

Grammar extension

Adjectives and adverbs

1 Answer the quiz questions below. Count up your score.

Adjectives quiz

1 Where do the adjectives in brackets go in the following sentences?

- a) She made really suggestions. (*useful*) 1 point
- b) I always get a bit before exams. (*tense, important*) 2 points
- c) I went for a run through the gardens. (*quick, quiet*) 2 points
- d) Many people use their lifestyles as an excuse. (*stressful*) 1 point

2 Some adjectives have two parts. Complete the adjectives in these sentences.

- a) I get-tempered and tense. 1 point
- b) I'm very open-..... about alternative medicine. 1 point
- c) My parents have noticed a big difference in me. They think I'm much more relaxed and back. 1 point

3 Form the adjective from the word in brackets.

- a) I started having (*sleep*) nights. 1 point
- b) After going for a run I felt very (*energy*). 1 point
- c) It's important to set (*real*) goals for yourself. 1 point

4 What prefixes were used with these adjectives?

- a) When I got stressed at work, I get very active.
- b) She gave me a lot of advice on personal relationships.

5 We use adverbs of degree (e.g. *very, really, etc.*) to change the meaning of adjectives. Which adverbs were used in the texts with the adjectives below?

- a) I was worried about my grandfather. 1 point
- b) I plan my studying carefully. 1 point
- c) Well, just talking about it helped. 1 point

2 Compare your score with a partner. Look at the texts on pp.6–7 to check your answers.

► Grammar extension bank pp.14–17

Listening


Self-help books

1 Discuss these questions.

- What kind of things do self-help books give advice about?
- Do you ever buy self-help books?
- Have you found them useful?

2 The headings below come from self-help books about relaxation. Choose two or three and guess what the advice will be.

- a) Water while-you-wait
- b) Musical relief
- c) Empty your brain
- d) Your mind
- e) Unblocking your emotional flow
- f) Skip-to-it
- g) Stressed out?
- h) Getting rid of the clutter in your life
- i) Stress in the workplace
- j) Instant air-conditioning
- k) Colour your thoughts
- l) New beginnings

3  The advice you will hear comes from two books, one gives serious advice, the other is a joke. Listen and mark the headings for a)–l) in Exercise 2 as follows:

- (✓) = from the serious self-help book
- (!) = from the joke self-help book
- (?) = not sure yet, need to understand it better

4 a) Work in pairs. How much of the advice can you remember? Listen again and check.

b) Which serious pieces of advice were useful/not very useful? Which joke/advice did you like best?



Patterns to notice


Patterns with comparatives and superlatives

a) Complete these sentences from the recording scripts with a comparative or superlative. Notice the patterns in **bold**.

- 1 Skipping is **one of the quicker/quickest** ways of getting up your heart rate.
- 2 **The better/best thing** about skipping is, you don't need lots of time, space or expensive clothes.
- 3 **There is nothing more soothing/most soothing** than a cup of herbal tea.

b) Here are three other common patterns.

- 1 **The older** you get, **the less energetic/the more** unfit you become. **The more** you practise meditating, **the easier/the less** difficult it becomes.
- 2 **What could be more** refreshing **than** a cool drink on a hot summer's day?
- 3 A brisk walk is **among the most** effective forms of exercise.

5  Use the box to complete the gaps. Listen and check your answers.

than among the more about less some what either
one best better

Every day millions of tons of food are consumed worldwide.

1) _____ them there is a large amount of junk food.

The negative effects of junk food are obvious. The 2) _____ junk food people eat, 3) _____ more likely they are to put on weight.

4) _____ people even end up being obese and obesity is 5) _____ of the leading causes of heart attacks in America today! As people get more overweight, they are often 6) _____ likely to do exercise and they start suffering from ill health. 7) _____ many people don't realise is that it is their excess weight that is causing them to get sick. The worst thing 8) _____ this is that they don't see the link between eating junk food and their ill health 9) _____. They end up going to doctors and trying different forms of therapy. What could be sillier 10) _____ drinking 8 cups of coffee to stay up every night to study and then having acupressure every four days to relax and sleep 11) _____?

Our bodies need healthy food and some of the 12) _____ foods to eat are fruit and vegetables. Let healthy food be your medicine and doctors can concentrate on people who are not causing their own illnesses.

Personal vocabulary

Useful language

a Explaining your choice

He showed great courage/
determination in the way
he ...

He/she could easily have
(done) ...

She must have felt terrified
when ...

They took a big risk when
they ...

What particularly strikes/
impresses me about ...
is (the fact that) ...

They set a great example
for ...

She is a positive role model

He risked his life to ...

b Expressing reservations

Personally, I don't think she
should have ...

You could argue that it was a
bit stupid/naive to ...

c In your speech

We found it difficult to come
to an agreement ...

After a great deal of
discussion ...

In the end, we decided ...

I am very proud to present
the award to ...

The first prize goes to ...

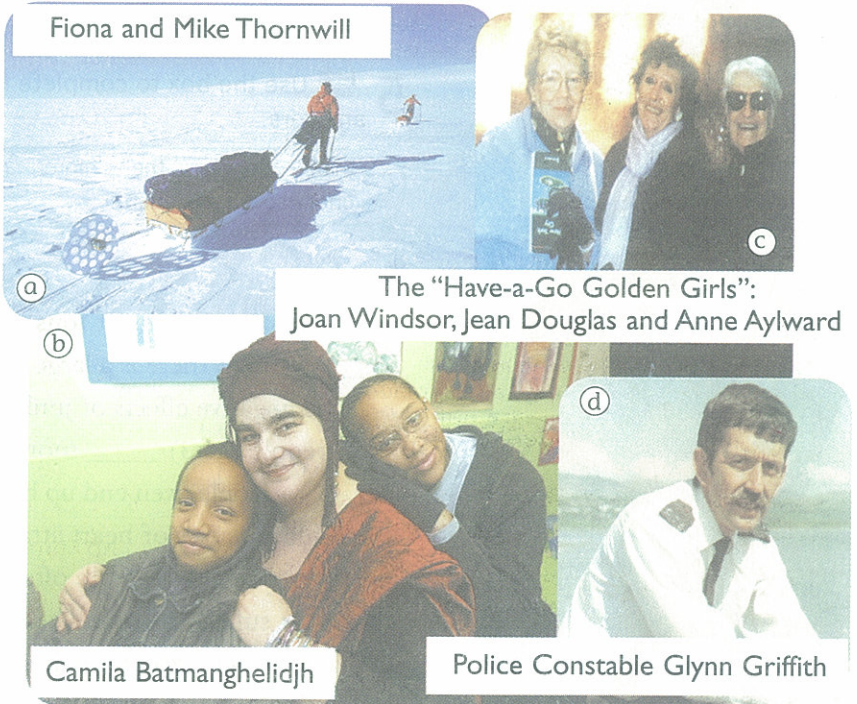
Task: who wins the award?

Preparation for task

1 Read about the "Mind, body and spirit" award below. From the pictures (a-d), can you guess what any of the finalists achieved?

PICK OF THE DAY

Mind, body and spirit is a popular TV programme featuring human interest stories about people who have shown exceptional physical, mental or moral courage, in a wide range of situations. At the end of the series, the "Mind, body and spirit" award is presented to one of the people who have featured in the programme, with a prize of £10,000 (£5,000 for the runner-up). An Internet poll of viewers has produced the short-list of finalists in the pictures.



2 Read the news items describing what these people did. Make brief notes about:

- where/in what context it happened
- what they did
- why they did it/how they felt about it

A British couple have made history by becoming the first husband-and-wife team to walk to both the North and the South Poles. After a 56-day travel across the frozen Antarctic Ocean, Mike Thornwill, 38, and his wife Fiona, 33, have become the first couple to reach the South Pole. They ended their journey by renewing their wedding vows outside the Amundsen-Scott Ice Station. During the trip they endured temperatures as low as -50°C. The previous years, they spent 61 days walking to the North Pole. Mr Thornwill spoke to the BBC by satellite phone: "It's absolutely awesome ... I am not so emotional at the moment, I feel quite cool about the whole thing. But I am incredibly proud of my wife." The expedition was organised to raise money for cancer research and children's charities.

Child psychologist Camila Batmanghelidjh, whose family came to Britain from Iran in the 1970s, had had a dream ever since her own difficult childhood – to open a drop-in centre where under-privileged children from troubled homes could take refuge when they were not at school. She finally found the promises in South London that she had been looking for to make her dream a reality, but was soon warned that the centre would be overrun by local teenage gangs, many of whom carried knives, and even guns. Rather than trying to keep these wild teenagers out, Camila made a highly courageous decision: that she should open her doors to them too. But experience convinced her that they would never respond to the authority of middle-class social workers, so again she made a very unusual decision, to recruit as careworkers young men who were themselves ex-gangsters and drug dealers, to whom these youngsters would be better able to relate. “Of course, it was very difficult at first – there was a lot of conflict between ourselves and these young men who were working in the centre. In some ways they were much stricter than us – when youngsters broke the rules, they wanted to take them outside and beat them up! But eventually, I think, we learnt to coexist.”

Three retired women on a day trip to France attacked and disarmed a man who attempted to steal their car. The women were sitting in their car when the thief pointed a loaded gun through the window and tried to grab the car keys. To the robber’s surprise, Joan Windsor, 70, grabbed the gun and started hitting him with it, while the driver, Jean Douglas, punched him on the arm. The gunman managed to push the two women out of the car and drive off, but he hadn’t counted on Anne Aylward, 69, who was still in the back seat and attacked him until he lost control of the car and crashed into a concrete flower tub. Mrs Aylward was taken to hospital and treated for cuts and bruises, and later released. Mrs Windsor, who was still holding the gun when the emergency services arrived, said later, “This won’t stop us enjoying ourselves. My sister calls us the “Have-a-Go Golden Girls”.”

When 44-year-old police constable Glynn Griffith heard over his radio that a mother and three children were trapped on a sandbank surrounded by the incoming tide, he didn’t hesitate for a second. Although the coastguard were on their way in a lifeboat, Constable Griffith knew that by the time they arrived, the tide would almost be in and feared that it would be too late for the mother and her family. So in spite of the perils of quicksand as well as the tide which constantly undermined his footing, the brave father of three waded out for over a mile to guide them off the sandbank in a race against time. This was what his boss, Superintendent Tony Burden had to say about him: “In taking the prompt action that he did, without a thought for the danger to himself, Constable Griffith almost certainly averted a tragedy. We are all very proud of him.”

Task

1 a) Work individually. Spend five to ten minutes thinking about the candidates’ experiences, and the ways in which they showed courage. Ask your teacher for any vocabulary you need.

► **Personal vocabulary**

b) Write down the nominees in order from 1 to 4

(1= the people/person, who most deserve(s) the award). Note down two or three reasons next to the person/people.

2 a) Work in groups of about four. You are the group of judges who decide who gets the award. Compare your list of arguments with the rest of the group.

► **Useful language a and b**

b) Decide on the winner and the runner-up for the award.

3 Spend a few minutes preparing a short speech explaining your choice to the class.

► **Useful language c**

4 Listen to the other groups’ decisions. Are their arguments the same as yours? Have any of the arguments convinced you to change your mind?

Optional writing

Write a short news article describing the awards ceremony. Use these guidelines.

- Make the winner (and to a lesser extent the runner-up) the main focus of the article: describe what he/she has achieved, why the panel chose him/her, and include some imaginary quotes from the delighted winner.
- Refer briefly to the other finalists, their achievements and possibly why they were not chosen.
- Remember to refer briefly to the TV programme, and describe the atmosphere at the award ceremony, etc.

Wordspot

Idioms to do with the body

- 1 Use the definitions in blue to guess the appropriate part of the body in the idioms.
 - 1 a ...*Shoulder*... to cry on
(= a sympathetic listener)
 - 2 keep a straight
(= stop yourself from laughing)
 - 3-raising
(= very scary!)
 - 4 turn a blind to something
(= pretend not to notice)
 - 5 turn your up at something
(= treat something with contempt)
 - 6-watering
(= delicious, tasty)
 - 7 up to your in it
(= totally busy and overwhelmed by work)
 - 8 get your round something
(= understand something difficult)
 - 9-rending
(= extremely sad and moving)
 - 10 to have butterflies in your
(= feel very nervous before you do something)
 - 11 win down
(= win easily)
 - 12 all fingers and
(= very, very clumsy)
 - 13 pull someone's
(= make fun of somebody)
 - 14 put your in it
(= say something that upsets somebody)

- 2 Spend a few minutes studying the idioms. Which of them could relate to:

- a) food and drink?
- b) worry, sadness or nerves?
- c) embarrassing situations?
- d) humour?
- e) stressful situations?
- f) sport?

- 3 Work in pairs. One student is student A and the other is student B. Look at the cards on p.68 and take turns to read out your questions. Your partner answers using one of the body idioms.

Writing

A leaflet

- 1 Look at the leaflet on p.13. What is it for? What other places have leaflets like this?
- 2 Match the headings below to the correct sections of the leaflet. Why are the headings questions? Think of questions for the other four sections.

Who are the trainers?
What if I don't have much free time?
How long do I have to join for?
What other facilities are there?
- 3 Complete this advice for writing leaflets using the words and phrases below.

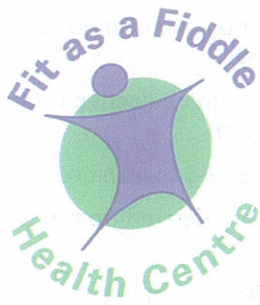
too complex layout bullet points stand out
sentences long blocks of prose general to the specific

- 1 The should be visually attractive.
 - 2 It is a good idea to use, illustrations, colours, etc.
 - 3 The language should not be
 - 4 should be avoided.
 - 5 Headings should
 - 6 should be quite short.
 - 7 The information given should move from the
- 4 You have been asked to write a leaflet for a new arts centre in your area. Use the notes below and the advice in Exercise 3.

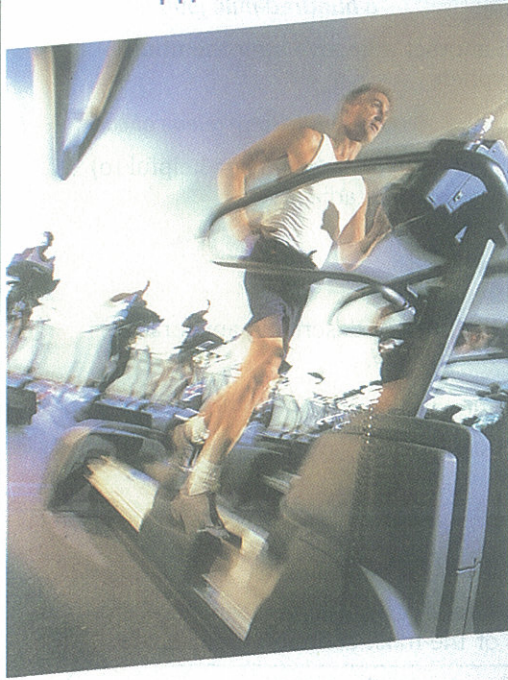
Arts centre

- types of exhibition the centre puts on
- courses (day/evening/weekend?) - dance,?
- theatre(s) for plays, concerts, etc.
- free events, e.g. workshops for children
- cinema (e.g. of films?)
- talks by visiting speakers, e.g.?
- café/bar/restaurant, opening times
- crèche, opening times
- shop (which sells?)
- directions (by car, public transport, etc.)

- 5 Put your leaflet on the classroom wall for other students to read. Which leaflet is the most effective and why?

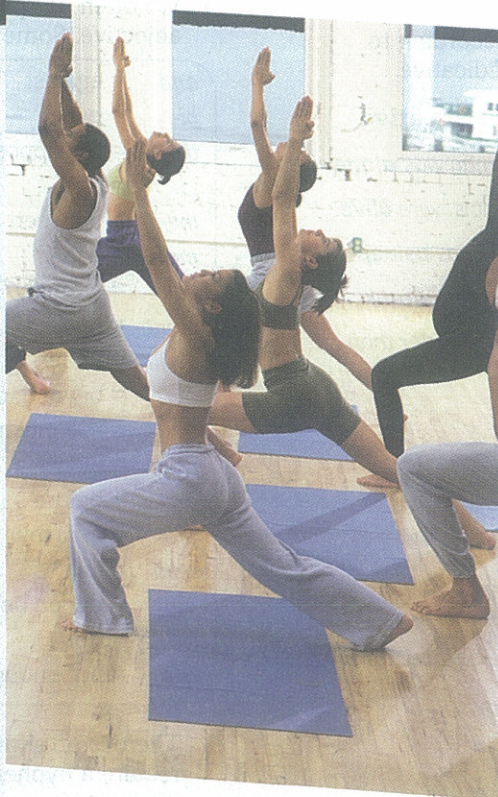


A DIFFERENT WAY TO GET FIT FOR LIFE



a)
 Unlike other centres, Fit as a Fiddle allocates a personal trainer to every member. Your trainer will help you to set goals and build up an individualised exercise programme. You don't even have to go to the gym – your trainer can provide you with an exercise video to use at home, if that suits you better.

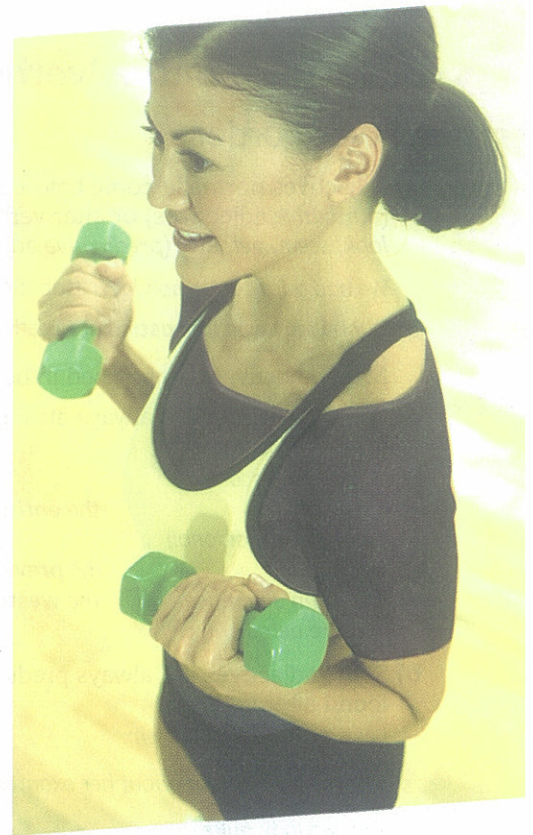
b)
 All our trainers are qualified instructors who have a minimum of five years' experience in personal training. Their aim is to motivate and give help and advice, in a friendly "family" atmosphere.



c)
 No problem! You are exactly the kind of person our centres are designed for. We can give you a short programme to ease you gently back into exercise and help you to make it a regular part of your life.

d)
 Even if you can only spare half an hour twice a week, we will find the most beneficial way for you to use it. Most of our centres have "early bird" openings three or four times a week when they open at 7 a.m., so you could easily fit in half an hour in the gym before work.

e)
 Yes, we can. Every centre has a nutrition expert who can design a diet for you, based on your needs and lifestyle, or simply give you advice about healthy eating and help you to change bad dietary habits for ever.



f)
 Other facilities include: a daily timetable of fitness classes such as aerobics, kick boxing and yoga, treatments such as massage and physiotherapy, a sauna and steam room, a range of healthy refreshments.

g)
 You can join for as short as four weeks to start with. We have a range of membership deals from one month to a year.

h)
 To find out where your nearest centre is, give us a call on 0565 3333 or visit our website at fitasafiddle.com.cn

Adjectives and adverbs

A Word order

- 1 Adjectives normally come before nouns (*attributive* adjectives) or after verbs like *be*, *become*, *look*, *seem*, *get*, etc. (*predicative* adjectives)

We had a **fantastic** holiday. (attributive)

Our holiday was **fantastic**. (predicative)

Most adjectives can be used in both ways.

- a) Some adjectives are always attributive, so are only found before nouns.

the **chief** executive

utter chaos

further (= additional)

information

the **main** difference

a **mere** detail

the **only** solution

the **entire/whole** performance

sheer genius

the **previous/former** president

the **western/southern** border

- b) Some adjectives are always predicative, so are only found after verbs.

I was still **awake** at 2 a.m.

She got quite **upset** about her exam results.

You two look **alike**.

- c) Sometimes, to express the same meaning, a different adjective is used in the two positions.

The children **were afraid** of the dark. (predicative)

- * The **frightened children** ran out of the bedroom. (attributive)

She **has been ill** for some time. (predicative)

There were a lot of **sick people**. (attributive)

- d) Other adjectives change slightly according to whether they are attributive or predicative.

Attributive

a **lone** gunman

live animals

a sleeping **baby**

a **drunken** argument

my **elder** sister

Predicative

The gunman was **alone**.

The animals were **alive**.

The baby was **asleep**.

The men were **drunk**.

My sister is **older** than me.

▶ Exercise 1 p.16

- 2 Other rules of word order:

- a) general before specific

an **old Hungarian** folk tale

- b) opinion before description

important domestic issues

- c) *the first* and *the last* normally come before numbers.

We are on holiday **the first** week in May.

▶ Exercise 2 p.16

B Compound adjectives

Compound adjectives consist of two or more words which are usually hyphenated.

- a) The second part of the compound adjective is often a present or past participle form.

a **mouth-watering** meal a **well-known** brand

- b) Some compound adjectives are derived from phrasal or prepositional verbs.

worn-out shoes the most **talked-about** play in London

- c) Compound adjectives are often found with numbers. The noun is in the singular form in these cases.

a **two-week** holiday a **hundred-mile** journey

We can also add another adjective after the noun, with a second hyphen.

a **25-year-old** man a **three-mile-long** queue of cars

- d) We add *-like* (= similar to) and *-friendly* (= helpful to) to nouns to form compound adjectives.

a **child-friendly** environment

a **dream-like** state

- e) Many compound adjectives describing appearance are formed with noun + *-ed*.

a man with **dark hair** > a **dark-haired** man

a dress with **short sleeves** > a **short-sleeved** dress

▶ Exercise 3 p.16

C Prefixes and suffixes

- 1 We often use prefixes to modify the meaning of an adjective. Some of the most common prefixes are:

<i>anti-</i>	= against	anti-war , anti-government
<i>bi-</i>	= two	biannual , bilingual
<i>dis-</i>	= the opposite of	dishonest , disorderly
<i>in-</i>	= not	incomplete , incompetent
<i>inter-</i>	= between	interactive , intercontinental
<i>mal-</i>	= badly	maladjusted , malodorous
<i>mis-</i>	= wrongly/badly	misguided , misinformed
<i>mono-</i>	= one	monolingual , monosyllabic
<i>multi-</i>	= many	multi-purpose , multi-cultural
<i>out-</i>	= beyond, outside	outdated , outlying
<i>over-</i>	= too much	overactive , overworked
<i>post-</i>	= after	post-war , post-industrial
<i>pre-</i>	= before	pre-war , pre-industrial
<i>pro-</i>	= in favour of	pro-western , pro-European
<i>semi-</i>	= half	semi-precious , semi-professional
<i>sub-</i>	= under, below	subtropical , subconscious
<i>un-</i>	= not	unimportant , ungrateful
<i>under-</i>	= not enough	undercooked , underpaid

There is no simple way of knowing whether prefixes require a hyphen. Check in a good learner's dictionary.

2 The following suffixes also help form adjectives:

-able = (can be)	<i>adjustable, believable, breakable</i>
-al	<i>economical, historical, digital</i>
-ful	<i>cheerful, truthful, hopeful</i>
-ic	<i>electric, symphonic, atmospheric</i>
-ish = (quite, not very)	<i>tallish, reddish, warmish</i>
-ive	<i>impressive, responsive, inventive</i>
-less = (without)	<i>cordless, stainless, fearless</i>
-ous	<i>humorous, luxurious, harmonious</i>
-y	<i>misty, handy, pricey</i>

► Exercises 4–6 pp.16–17

D Gradable and ungradable adjectives

1 Ungradable adjectives have either a very strong meaning, e.g. *fantastic, appalling, unbelievable*, or an absolute meaning, e.g. *unique, right, wrong*.

These “absolute adjectives” do not normally have a comparative or superlative form.

2 Gradable adjectives can follow words like *very* and *quite* and have comparative and superlative forms, e.g. *very/quite/more/the most interesting, expensive, attractive*, etc.

E Adverbs of degree

1 Highest degree

Absolutely indicates the highest degree. Normally it is only used with ungradable adjectives.

*We are **absolutely delighted** to welcome you all here.*

*The weather was **absolutely awful** over the weekend.*

Other adverbs which are used in a similar way: *completely, totally, utterly*.

2 High degree

a) **Very** and **really** are used in British English to indicate high degree. Note that *really* can be used with both gradable and ungradable adjectives, but *very* can only be used with gradable adjectives.

*Thank you for a ~~really~~ **really/very** wonderful evening.*

*It was a ~~really~~ **really/very** interesting experience for everyone involved.*

In American English, *real* is preferred to *really* in this case.

b) We can add emphasis to *very* by repeating **very** (informal, spoken).

*I'm just **very, very tired** ... that's all.*

Or by adding *indeed* (more formal).

*We were both **very tired indeed** by the time we drew up to the hotel.*

c) Note that in British English *not very* + adjective with a positive meaning can be used instead of an adjective with a negative meaning.

*How was the film? It **wasn't very good**. (= it was bad)*

d) Similarly we can use *not that* + adjective to say it's not as much as you might expect.

*She would never marry someone she's only just met: she's **not that stupid**.*

► Exercise 7 p.17

3 Middle/low degree

Pretty, rather and **quite** all indicate middle degree.

a) **Pretty** is common in speech, particularly with positive adjectives.

*We were **pretty happy** with the way we played.*

b) **Rather** is more commonly used with negative adjectives.

*Do you mind if I close the window? It's **rather cold** in here.*

In British English, *rather* + positive adjective means “more than was expected”.

*I expected her to be absolutely furious at my suggestion, but in fact she was **rather pleased**.*

c) **Quite** also expresses middle degree with gradable adjectives.

*It was **quite easy** to understand what their gestures meant.*

With ungradable adjectives, *quite* has the meaning of “completely”.

*I'm afraid it's **quite impossible** (= completely impossible) for you to see Ms Hanson today.*

d) **A bit, a little** and **slightly** are all used to indicate low degree. They are normally only used before adjectives with a negative meaning.

*I'm just **a bit worried** you won't find your way ... shall I come and get you?*

*On the way home, I began to feel **slightly** ill.*

A bit is less formal than *a little* and *slightly*. However, we often use *a bit, a little, slightly* + comparative adjective with a positive meaning.

How are you feeling today?

*Oh, **a bit/slightly/a little** better, thanks.*

► Exercises 8–9 p.17

Adjectives and adverbs

1 Rewrite these sentences correctly so that the adjective in bold is in the correct position or form. (You may need to make other changes to the sentences.)

- He has a daughter from a marriage which was **previous**.
- Do you think that difference is **only** between the two computers?
- What problem seems to be **main**, in your opinion?
- He tiptoed past the **asleep** guards and ran towards the main door.
- The roads are full of **afraid** people leaving the city.
- Too many **ill** people go to work when they should really stay at home and rest.

2 Complete the gaps with the adjectives in brackets, in a logical order (sometimes there is more than one possibility).

- We recommend "The Croft", a farmhouse in beautiful surroundings, serving a breakfast. (*traditional, stone, charming, English*)
- What was the spending of a family in the 1950s? (*British, average, typical, weekly*)
- The combination of actors and effects make this film a definite contender for an Oscar this year. (*young, state-of-the-art, talented, spectacular*)
- Click on this site to find out all about the concerts and a variety of events in your area. (*musical, summer, outdoor, forthcoming*)



3 a) Match the extracts with the text types in the box.

a TV review a holiday brochure
a clothing catalogue a novel
an advertisement for accommodation

- Wear this shirt which fits loosely and has long sleeves with our trousers which have straight legs and boots with high heels. (4)
- Don't miss the first episode of the psychological thriller in three parts, *Scream Now*, a story which provokes thought featuring a cast who are all stars. (3)

- This apartment with two bedrooms has a sitting room which is a good size and a balcony which faces south with views that reach a long way. (4)
- Jenna smiled as her daughter who was 10 years old tipped out the contents of her schoolbag: a birthday card which someone had made at home, an apple which she had eaten half of, a sandwich which was three days old, and a pair of trainers which were covered in mud. (5)
- Discover the delights of Greece on a tour which lasts five days. Stay in hotels which have three stars and are run by families, and sample food which is cooked at home and local wines. Representatives who speak English are always available to make your stay as easy as possible. (5)

b) Rewrite the extracts using compound adjectives to make them sound more natural. The number of compound adjectives is given in brackets.

4 Match a prefix to an adjective in the box below. Then complete the sentences with the newly-formed adjectives.

anti- dis- in- mal- mis- over- post- un-

..... crowded connected
..... nuclear grateful
..... tolerant leading
..... dated treated



- I'm fed up with working in an overcrowded office with no air-conditioning!
- There was a crowd of protesters blocking the entrance to the site.
- I thought the president made some very comments about taxes in the interview.
- Mr Stevens let me give him a cheque for the rent.
- I thought his new book was terrible – just a collection of ideas.
- Our elderly neighbours have a rather attitude towards young people.
- Callie said some very things about the advice I gave her – I was only trying to help!
- A lot of the organisation's money is spent on rescuing animals.

5 Choose a suitable prefix from the box to complete the adjectives. Ask and answer the questions.

- | | | | | |
|------|--------|-------|--------|--------|
| dis- | pre- | bi- | multi- | anti- |
| sub- | inter- | mono- | over- | under- |

- a) Do you know anyone who islingual?
- b) Why is it a good idea to use alingual English dictionary?
- c) Have you ever feltdressed for an occasion?
- d) Who do you think is the mostrated film actor at the moment?
- e) Would you sign anuptial contract?
- f) Do you think smoking in public places is social?
- g) Have you ever been on ancontinental flight?
- h) Would you complain if you weresatisfied with the food or service in a restaurant?
- i) How often do you havezero temperatures in China?
- j) Whatpurpose gadgets can you think of?

6 Which objects in the box can be:

- | | |
|-----------------------|----------------------|
| a) cordless? | e) washable? |
| b) very pricey? | f) electric? |
| c) informative? | g) adjustable? |
| d) digital? | h) harmful? |

- | | | | |
|------------------|--------------|------------|--------|
| a drill | a radio | a soft toy | a lamp |
| a microwave oven | a telephone | | |
| a watchstrap | a toothbrush | | |

7 Cross out any options which are not possible in the sentences below. (Sometimes both options are possible.)

- a) I'm *really/very* pleased that you are coming with us and I know the children will be *really/very* delighted.
- b) This is a *very/totally* unique piece of jewellery, and I am certain that it's *very/absolutely* valuable.
- c) I was *very very/very* relieved indeed when I got to the hospital.
- d) Claude thinks Ingrid's *absolutely/very* stunning, but I didn't think she was *that/very* attractive when I met her.
- e) It may have been the most entertaining explanation you've ever heard, but it was also *completely/the most* wrong.

8 Tick (✓) the sentences where the adverbs of degree are used correctly. Correct the others, using *pretty, rather, quite, a bit, a little, slightly*.

- a) It's going to be pretty hot today – make sure you put on some suntan cream.
- b) I know it's a shabby old sofa, but it's actually slightly comfortable to sit on.
- c) I'm going to have an early night – I'm rather exhausted after all that decorating.
- d) Are you feeling a bit calmer now?
- e) I was a bit pleased with the way the children behaved today.
- f) I'm rather sure that's the turning, coming up on the left.
- g) Mr Quirk is slightly concerned about the number of days you have had off recently.
- h) It's quite ridiculous to expect members of staff to accept a pay freeze.

9 Complete the gaps in these film reviews with an adjective or adverb from the box. Sometimes there is more than one possibility.

- | | | |
|------------|------------------|------------|
| absolutely | highly acclaimed | box-office |
| delightful | rather | magical |
| eccentric | 11-year-old | toenail |
| famous | heart-warming | world- |
| | | famous |

Harry Potter and the Philosopher's Stone

A 1) whirlwind of a movie as JK Rowling's 2) wizard is brought to life on the big screen with 3) breathtaking results. The 4) cast includes Robbie Coltrane.

Amélie

A 5) smash in France and the winner of several awards, this movie is about a 6) lonely, 7) woman who spreads 8) joy.



Gabriel & Me

From the 9) writer of *Billy Elliot* comes this absolutely 10) tale of an 11) boy who wants to become an angel. Billy Connolly wears silver 12) varnish to play the archangel Gabriel.

Pet psychology – it's good for your health.

1 Work in pairs and discuss the following questions.

- Do you have, or do you know anyone who has, a pet? What type of animal is it?
- Does this pet ever act strangely? Why do you think it acts strangely? Could its behaviour be the result of a feeling like depression or loneliness?

2 Read the article quickly and answer the questions.

- What are the five ways that a worried pet owner can get advice from a pet psychologist?
- Why is it a wonderful world for today's pets?
- Why is finding out what an animal is feeling more difficult than finding out what a human is feeling?
- What is pet psychology a nicer alternative to?
- What does the writer mean when he says *one last visit to the vet* (para. 4)?
- What does a pet psychologist look at to find out the cause of a pet's behaviour?
- How might a pet psychologist treat a mentally disturbed pet?
- Does the writer like animals and how does he prove it?
- How can a pet help to keep its owner fit?
- Who does the writer believe pet psychology is really for?

3 Find the words and phrases in the article that mean the following.

- a condition that affects how you eat (Para. 1)
- ask for help / rely on (Para. 1)
- area of study (Para. 2)
- provided for (Para. 2)
- signs of illness (Para. 3)
- identify (Para. 3)
- option (Para. 4)
- killed by a vet (Para. 4)
- ask for guidance (Para. 4)
- upset (Para. 5)
- lasting without change (Para. 7)

4 Use the words and phrases from the article to complete the sentences.

gift, limited, innermost, to pieces, trigger, exasperated, deranged, drive ... mad, calm down, reassure, prescribe, therapy, solution, suspect, to bits, sibling, companionship, psychological

- My vet has a real _____ for getting a _____ animal to _____.
- John's _____ Mike is a vet but he only has _____ experience as he only graduated last year.
- Sue's mum _____ her that _____ was the _____ to her problem.
- I _____ that his _____ desire is to find love and _____.
- I love my dog _____ but I'm _____ because she keeps chewing my slippers _____!
- The vet thinks my cat's bad behaviour was _____ when I bought a puppy.
- Drugs are _____ to help a person or animal recover from a physical disease or a _____ condition.
- My dog won't stop barking. It's _____ (me) _____!

5 Discuss the following questions in pairs.

- Do you think it's possible for animals to experience the same types of emotions as humans?
- If you had a pet that was acting strangely, would you consult a pet psychologist?
- Do you think that it's good for a person's health to have a pet? Why?



Pet psychology— it's good for your health.

Is your cat or dog acting strangely? Is it scratching your furniture or keeping you up at night with its meowing or barking? Has it lost its appetite or the sparkle in its eyes? Your pet could be depressed. Perhaps it is suffering from low self-esteem, or maybe it has an eating disorder. It could even simply be feeling lonely. Whatever it is that is bothering your darling animal, now you can turn to a professional pet psychologist to help your mentally disturbed, four-legged friend.

■ Pet psychologists offer on-line advice, telephone counselling, clinical consultations and home visits. They write self-help books filled with all the latest advice and findings from the exciting field of animal psychology. What a wonderful world it is for today's pets! Not only are they housed, fed, and washed for free; not only do they receive medical care for every physical need, but now their mental well-being is also catered for by adoring owners.

■ Pet owners who are concerned about their pet's strange behaviour need only pick up the phone or go online to find the cause of their pet's problem. By listing the animal's symptoms, the pet psychologist can diagnose the condition and suggest the best form of treatment.

■ But who is all this care and attention really for? A closer look at pet psychology reveals that, really, it is all about owners' needs and wants. Much of it is

simply about correcting annoying behaviour – a nicer alternative to having the irritating animal put down. After all, no matter how annoying it is when your pet chews your favourite pair of shoes for the fourth time, sentencing the animal to death for this behaviour seems a little harsh. Most pet owners would far rather pay a few dollars and seek the advice of a pet psychologist than take their pet for one last visit to the vet.

■ And how do pet psychologists solve these behavioural problems? Most humans are lucky enough to have the gift of speech. We can explain to each other how we feel when we are distressed. But how do animals show their distress? Dogs and cats may have a limited vocabulary of barks and meows, but that's not enough to express their innermost fears and desires. Instead they start acting strangely. For instance, they chase their own tails, make surprise attacks on their owners, or tear clothes and furniture to pieces. A pet psychologist believes that these types of behaviour are the pets' means of communicating their distress, and by analysing these symptoms it's possible to diagnose what the pet is feeling.

■ But really, it's the owner's mental state and feelings that trigger the call. When the exasperated pet owner finally pays for a telephone consultation with a pet psychologist, it's because he believes that his animal's mental well-being is

more important than the money. But let's face it. A deranged animal may seem amusing initially, but after a while it can drive you mad.

■ The pet psychologist will suggest various methods to calm the animal down, reassure the animal, or help the animal to deal with its fears and frustrations. Diets may be suggested and drugs may be prescribed. But even pet psychologists admit that if therapy fails to cure your sofa scratching cat, having the animal put down will bring about a more permanent solution.

■ You might suspect that I don't like animals but nothing could be further from the truth. I have a cat and a dog and I love them to bits. They are a central part of my family. In fact, I refer to my dog Scruffy as my eldest son and my cat Fluffy as my youngest daughter! My two children (the real human ones) love their animal siblings as much as I do, although my wife finds it rather embarrassing when I talk about my four children in public. Our pets have their own personalities and nothing makes me happier than making sure that they are comfortable, happy and healthy. My animals give me companionship and they help me relax. Taking care of them keeps me alert, fit and healthy. In other words my pets are good for me, both physically and psychologically. After all, psychology isn't for pets, it's for pet owners.

Writing a leaflet

1 Discuss the following questions in pairs:

- How do you find out about tourist attractions or other places you want to visit?
- What sources of information do you find most/least useful?
- Do you find leaflets useful? What information do you expect to find in a leaflet?

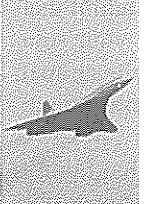

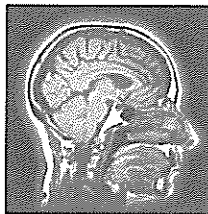
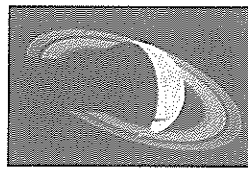
2 Read the leaflet below and answer the questions.

- a) What information does it contain?
- b) How is the information organised?
- c) Does it make you want to visit the museum?

3 Look at the structure of the leaflet. What do you notice about the following:

- the main title
- section headings
- organisation/relevance of information
- complexity of language
- length of sentences
- use of lists, bullet points, and direct questions.

4 Do you think the leaflet is effective? Would you change it in any way? What changes would you make?

 <h3 style="text-align: center; margin: 0;">THE SCIENCE MUSEUM</h3> <p style="text-align: center; margin: 0;">.....></p> <p style="margin: 0;">An exciting day out for kids. A learning adventure for the whole family.</p> <p>Things to see Since we first opened our doors in 1892, we have kept pace with every innovation in science and technology. Now you can view the benefits of over 100 years of research and collection. Space rockets, planes, computers and even a 2000-year-old mummy are just a few of the thousands of things to see in our world-class exhibition halls.</p> <p>Temporary exhibitions Our temporary exhibitions explore the world you thought you knew. How does a bullet train work? Can I arrive before I leave? Does everything I see exist? Travelling through Time and Space, Journeying Overland, Exploring the Body and All in the Mind are just a few of the exhibitions you can visit until the end of December.</p> <p>Things to do Ever wanted to fly a jet? In our interactive hall you can. You can try your hand at launching a rocket, travelling beneath the waves, building a skyscraper, making a movie and much, much more.</p> 	 <p>Rest and relaxation There's so much to do, you'll want to visit our R&R hall for a break. Enjoy a meal in one of the three family restaurants priced to fit everyone's budget. Sip a drink in our fresh juice bar or put your feet up in our continental coffee lounge. There's even a kids' room to keep them happy while you shop in our Science Store.</p> <p>Opening times At weekends and on public holidays, arrive early to avoid disappointment. Allow at least two hours for your visit. You may need to queue for some temporary exhibitions.</p> <p>Monday to Saturday from 10.00am – 8.00pm Sunday Midday – 6.00pm Closed 24, 25 & 26 December</p> <p>Admission prices All our admission prices are in accordance with government guidelines for museums and galleries. A percentage of admissions paid is donated to the promotion of science education in schools.</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;">Adult £6.50</td> <td style="padding: 2px;">OAPS £3.00</td> </tr> <tr> <td style="padding: 2px;">Child £3.50</td> <td style="padding: 2px;">Students £3.50 (with student ID card)</td> </tr> </table> 	Adult £6.50	OAPS £3.00	Child £3.50	Students £3.50 (with student ID card)
Adult £6.50	OAPS £3.00				
Child £3.50	Students £3.50 (with student ID card)				

5 Read the notes for a leaflet to advertise a new leisure centre. Match the information to the headings (a–h) below:

- a) Location details
- b) Facilities
- c) Staff
- d) Benefits
- e) Fees
- f) Refreshments
- g) Opening hours
- h) Children

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

New leisure centre

1. 115 Newman Street (near the corner of Old Street)
2. Open every day 7.00–10.00 except Sunday (9.00–8.00) and public holidays (9.00–8.00)
3. £75 joining fee £300 for one year or £175 for six months – use of the gym and free fitness classes
4. more energy, look and feel good, meet friends and relax
5. fully-equipped gym, a swimming pool with jacuzzi and whirlpool, massage and therapy rooms, bowling alley, creche, cafe
6. fully trained staff, registered therapists for massage, hydrotherapy, etc.
7. healthy menu with plenty of vegetarian options and low-fat foods, relaxed atmosphere, non-smoking
8. kids' club: 5–12 year olds, friendly instructors, variety of activities – trampolining, archery, drama

6 In what order would you cover these points in the leaflet? Would you expand any of them or include any additional information?

7 Can you think of a suitable heading for the leaflet? How can you make the headings more appealing? Discuss ideas in pairs.

8 Write the leaflet for the leisure centre using the space below. Read the Check box below for tips on writing leaflets.

Check box

- the main title should be short, simple but memorable.
- you should only include the information most relevant to the reader.
- section headings should be short.
- language shouldn't be complex (e.g. long and complicated grammatical structures).
- bullet points, lists and direct questions should be included if possible.

Words: Brain and mind

1 How many expressions can you think of containing the words "brain" and "mind"? Compare your lists in pairs.

2 Look at the expressions in the box below. Did any of them appear on your lists? Use a dictionary to check any words and phrases you did not understand.

the country suffered a brain drain
 he's really brainy
 can I pick your brains later?
 we need to do some brainstorming
 I've had a brainwave
 he went out of his mind (with anger)
 cast your mind back
 he put it out of his mind
 have/keep an open mind on difficult issues
 put your mind to it
 she's not in her right mind
 he's in two minds
 the job was completely mindless
 I can see it in my mind's eye
 it was totally mindless vandalism

3 Replace the phrases in **bold** with an expression from the box above. You may need to change the form of the words or phrases to fit the sentence.

- All the people in the office met to **share their ideas**.
- He's **a little bit crazy and unstable**.
- I'm sure you can solve the problem if you **really try hard**.
- The residents all agreed the attack on the library was **without any reason whatsoever**.
- I've never seen her so angry; she **completely lost control**.
- There was a huge **number of skilled and professional people leaving**.
- I don't know the answer myself so I'd like to **get some of your ideas**.
- He decided to **consider all the possibilities and not decide on one answer immediately**.

- This work is the most **boring, repetitive** thing I've ever done! I don't have to use my brain at all!
- She was always **really clever** at school.
- The policeman asked me to **remember something that happened a long time ago**.
- There are a couple of things that I am **unable to decide** about.
- She'd never been there but when I described the island, she could **imagine what it looked like**.
- It was taking a long time to think of something but suddenly I had a **fantastic idea**.
- She couldn't change what had happened so she **decided not to think about it any more**.

4 Describe one expression from Exercise 2 and ask your partner to guess what it is without looking at his/her notes. Swap roles and take it in turns to 'test' each other.

5 Discuss the following questions.

- What is the most mindless job you have ever done?
- Have you ever been in two minds about anything?
- Who is the brainiest person you know?
- Is there a time when you went out of your mind with anger or worry?
- Can you think of something difficult you were able to do when you put your mind to it?



Do you remember?

Pages 4–5

- 1 What is the title of the unit?
- 2 Which phrase means *likely*?
- 3 What affects a person's mood according to the questionnaire?
- 4 Does *loose one's appetite* mean the same as *skip meals*?
- 5 Write the adjective form of these nouns.
a luck b spirit
- c allergy
- 6 What phrasal verb means *to discover information, or learn something*?

Pages 6–7

- 7 Which therapy did Penny try to reduce stress?
- 8 What are the symptoms and results of stress?
- 9 How many techniques did the writer suggest to lessen the negative effects of stress?
- 10 Supply the prepositions in this sentence from the text.
Disorganisation can breed stress. Working too many things the same time often leads confusion, forgetfulness, and the sense that uncompleted work is hanging your head.
- 11 What's the effect of studying in bed according to the writer?
- 12 Which technique is related to the personality of a person?

Pages 8–9

- 13 Match the two halves of the compound adjectives.
bad up
laid minded
open back
worked tempered
- 14 Which of the adjectives below can complete the sentence?
The consultation was very
a detailed b initial c long d thorough

- 15 What does the prefix *inter-* mean?
- 16 Which word means: *fat in a way that is unhealthy*?
- 17 What kind of walk is among the most effective forms of exercise?
- 18 What's the main cause of heart attacks?

Pages 10–11

- 19 What word in the *Useful language box* means: *very worried or nervous about something*?
- 20 What is the missing modal verb in these example sentences?
a It easily have happened.
b She have felt terrified.
c Personally, I don't think she have ...
- 21 What is Glynn Griffith's job?
- 22 How much is the top prize?
- 23 What phrase means: *the person or team who finishes second in a competition*?
- 24 What is the word for someone who has been nominated for an award?

Pages 12–13

- 25 If you win very easily, do you win: *feet down, fingers down, hands down* or *thumbs down*?
- 26 What do you have in your stomach when you feel very nervous?
- 27 What are you likely to do if you are *all fingers and thumbs*?
- 28 What is the name of the fitness centre?
- 29 Which person at the fitness centre:
a will provide you with an exercise video?
- b can design a diet for you?
- 30 What is the minimum period for which you can join the fitness centre?

Unit 29

Education

In this unit, you will ...

- ▶ Read short articles about education
- ▶ Listen to interviews with a head teacher
- ▶ Do a task on teaching a practical skill
- ▶ Write tips from notes
- ▶ Learn vocabulary of education
- ▶ Practise passive forms
- ▶ Practise using particles which add meaning to verbs
- ▶ Differentiate usage of the word way

Vocabulary and speaking

Education

- 1** Work in groups and discuss your educational experience. The following questions can help you.
- How many years were you at your kindergarten, primary, junior and senior schools?
 - What have you learnt at school?
 - Why does a good education benefit you in the future?
 - How do you feel about studying?
 - What do you think of your education?

- 2 a)** Work in groups. Write the alphabet on a piece of paper. Next to each letter, write one word connected to **education**. How many words can you write in two minutes?

Example:

A-ask

B-books

C-classroom

- b)** Match the definitions to the A-Z words on p.25.



The A-Z of Education

A is for academic year, ...	N is for nursery school, ...
B is for break time, ...	O is for online learning, ...
C is for course, ...	P is for professor, ...
D is for degree, ...	Q is for quiz, ...
E is for elementary school, ...	R is for reading, ...
F is for further education, ...	S is for scholarship, ...
G is for graduation, ...	T is for tertiary education, ...
H is for history, ...	U is for undergraduate, ...
I is for Internet, ...	V is for vocational course, ...
J is for junior high school, ...	W is for workaholic, ...
K is for kindergarten, ...	X is for X-ray, ...
L is for lecture, ...	Y is for Yale, ...
M is for mark, ...	Z is for zoology, ...

- as it is known in the US. In the UK it is primary school.
- a series of lessons in a particular subject.
- when students wear their caps and gowns as they receive their degrees.
- the time when there are school or university classes.
- a qualification given to someone who has successfully completed university courses.
- as some students want to continue their studies.
- when students can have a rest between classes.
- a person who loves working and works very hard.
- the score or grade you get on a test or paper.
- the school that children attend before they start primary school.
- the very first school that children attend when they are only 3-5 years old.
- a teacher at university: higher-ranking than a lecturer.
- the skill that makes learning from books possible.
- education at a college or university.
- a course that trains you to do a specific job.
- a very prestigious university in the USA.
- the study of animals.
- talks that university students attend and take notes at.
- a school subject that teaches you about the past.
- in other words, studying via the Internet.
- an award given for excellent academics that pays for further education.
- an interconnected system of networks that connects computers around the world.
- a student studying for his or her first degree as opposed to a postgraduate, studying for a second degree.
- the school for 12-14-year-old children.
- a test or exam given in class.
- an amazing invention that allows doctors to learn about the human body.

3 a) Mark the sentences below (✓) if they are true, (X) if they are not true, and (?) if you're not sure.

- Children start primary school from the age of about six.
- The academic year begins in September.
- Most undergraduates take five or six years to finish their degrees, and many drop out of university.
- University lecturers and professors are badly paid.
- Children at primary school are usually required to wear a uniform.
- More than two-thirds of students in tertiary education are women.
- Schoolchildren are allowed to smoke during breaks.
- Many postgraduates go abroad to study.
- Secondary school students can do vocational courses as well as courses in academic subjects.
- People celebrate graduation day by jumping into fountains.
- There are skill shortages in many areas, so older people are being encouraged to go back to college and do refresher courses.
- Lectures are often attended by more than 500 students.
- More and more people are doing online language courses.

b) Correct the sentences that are not true, then, in pairs, compare and discuss your answers.

4 a) Which of the things in Exercise 3 would you like to see changed?

b) Think of **three** other things about the education system in our country that you would like to change. Compare answers with other students.

Reading and speaking

Education: fact or myth?

1 Look at the headlines of the five articles. Without reading the articles, decide whether you think they are facts (F) or myths (M).

2 Read the articles and find out what the latest research suggests. Were you right? Are the headlines correct summaries of each article?

3 Tick (✓) the best summary of each article according to the information in the texts.

1 Watching TV programmes

- a) seems to benefit all children up to the age of 16.
- b) is particularly beneficial for 2- and 3-year-olds.
- c) is good for toddlers whatever the programme is.

2 According to Richard Roberts, "evening types" do better in intelligence tests because

- a) they sleep more.
- b) of their genetic inheritance.
- c) they did the tests in the evening.

3 According to Matthew Melmed, the best way for parents to help their children would be

- a) to enrol them in extra classes.
- b) to spend more time with them.
- c) to put less pressure on them.

4 According to Dutch scientists, the children's stress disorders are probably caused mainly by

- a) the inability to sleep.
- b) problems at school.
- c) being separated from their parents.

5 It appears that the "brain zapper"

- a) has only been successful in some cases.
- b) has a negative effect generally.
- c) is useful for teaching young children.

4 Find the nine words and phrases in **bold** in the texts. Suggest an alternative word with the same meaning. Use the context to help you.

better

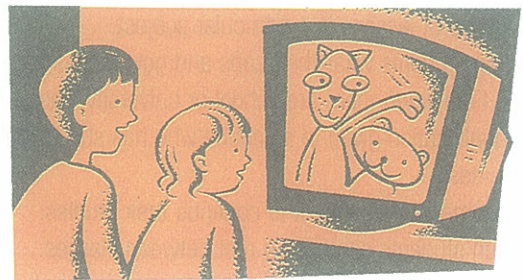
Example: a ~~head~~ start in life

5 Discuss these questions.

- a) Which research did you find most surprising?
- b) Do you think any of the findings might be dubious?
- c) Are the trends described in articles 3 and 4 happening in your city too?

① Watching TV is bad for toddlers

To give your children a **head** start in life, sit them in front of the television. A study of 200 American pre-schoolers has revealed that toddlers who watch TV for two hours a day develop more quickly than those who do without. On average, the two-and-three-year-olds who watched TV scored 10 per cent higher in reading, maths and vocabulary. However, the programmes have to be aimed at their age group – children **derive** no benefits from watching TV designed for adults. "Television opens up the world to many young children and gives them a head start, which is sustained in improved academic achievement throughout their school lives," said Aletha Huston of the University of Texas. But the positive impact of TV declines with age, reports *The Sunday Times*. Older children who watch more than 16 hours of TV a week perform worse than their peers.



④ The happiest days of your life

One in five modern children suffers from anxieties so severe that they should be classified as psychiatric disorders, say scientists from the University of Maastricht. The researchers interviewed 290 Dutch primary school children aged between eight and thirteen. 20 per cent of them were **beset with** worries so serious that they limited their ability to lead normal lives, reports *The Daily Mail*. Many had trouble sleeping; some were afraid to leave their homes; others had problems interacting with their peers. "Nobody is really sure exactly why this is, but these disorders are caused by children internalising their anxiety," said child psychiatrist Peter Muris. "This could be caused by parents being away from their children for long periods or by children being stressed at school. A parent who does not spend time with their child could miss out on the fact that the child has the problem, meaning it can go untreated and get worse."

② The early bird catches the worm ...

The early bird may catch the worm – but people who lie around in bed in the morning and work into the evening are more intelligent, according to Richard Roberts of the University of Sydney. The scientists asked 400 volunteers to fill in questionnaires to work out if they considered themselves early-rising “morning types” or late-working “evening types”. Each was then subjected to mental agility and memory tests. The researchers discovered that the “evening types” had significantly better mental speed and memory. “The results indicate that, contrary to conventional folk wisdom, evening types are more likely to have higher intelligence scores,” Roberts told *The Sunday Telegraph*. He also suggested that the link between intelligence and working late may be a hang-over from prehistoric times, when those who were still alert after dark would be more likely to survive attacks by nocturnal predators.



③ Pushy parents help children succeed

Pushy parents may be doing their children more harm than good, says Washington-based childcare expert Matthew Melmed. Professional parents frequently overstimulate babies and toddlers and buy them educational toys that are too old for them in the belief that they are improving their prospects. In fact, faced with such demands, the children may become frustrated and give up completely. Worse still, the children recognise that they are disappointing their parents and this sense of failure eats away at their self-esteem. The warning comes as an ever-increasing range of educational material is being produced for the very young. In the US, “hyper-parenting” is rife, says Joanna Coles in *The Times*. Expectant mothers are pressured into buying CDs such as *Mozart for Mothers to Be* (“Build your baby’s brain!”) while no self-respecting baby would be without educational videos including *Baby Einstein* and *Baby Shakespeare*. By the age of one, enrolment in a plethora of classes, from languages to arithmetic, is expected.



⑤ We all have genius within us

For years, scientists have speculated that the talents possessed by so-called “idiots savants” – as depicted by Dustin Hoffman in the film *Rain Man* – may be accessible to us all. According to Professor Allan Snyder of the University of Sydney, it is just a question of switching off the conscious part of the brain. “I believe that each of us has non-conscious machinery to do extraordinary art, extraordinary memory, extraordinary mathematical calculations,” he told *The Daily Mail*. Now, Dr Robyn Young of Flinders University in Adelaide has tried to prove the theory by using an electronic brain zapper to release the artistic and mathematical skills of 17 volunteers. Using a technique known as transcranial magnetic stimulation, Dr Young switched off the conscious part of the volunteers’ brains, then tested their skills in calculation



or drawing. The process did not turn them into geniuses, but five showed improved performance. Dr Young believes that the technique could eventually be used to help children learn to read, or adults to pick up a new language. In the meantime, however, the “brain zapper” seems to do as much damage to the brain as it does good. “We had a hard time recruiting volunteers to get their brain zapped,” admitted Young. “One guy got lost on his way to work the day after the experiment.”

Patterns to notice

Particles which add meaning to verbs

Many verbs in English are followed by a preposition/particle. Here are three basic types:

A Verbs with dependent prepositions. The preposition does not add to the meaning of the verb but is grammatically necessary.

- 1 The programmes have to be **aimed at** their age group.
- 2 One in five modern children **suffers from** anxiety.

B Phrasal verbs (a) The verb and particle together have a new meaning which cannot be guessed from their two separate meanings.

- 1 Children may become frustrated and **give up** (= stop) completely.
- 2 Scientists asked volunteers to complete questionnaires to **work out** (= calculate/discover) if they were morning or evening types.

Notice there are few consistent patterns with types A and B. They have to be remembered individually and checked in a dictionary.

C Phrasal verbs (b) In other phrasal verbs, the verb keeps its normal basic meaning, but the particle adds to or modifies it.

- 1 People who **lie around** in bed in the morning are more intelligent.
around adds the idea of pointless activity/inactivity.
See also:
messing around, lazing around, lounging around
- 2 This sense of failure **eats away** at their self-esteem.
away adds the idea of something happening constantly/for a long time.
See also:
chatting away, working away, typing away

There are patterns in the way these particles are used. Here are some more examples:

up = completely	lock up, drink/eat up, tidy up
on = continuation	work on, carry on
out (1) = to different people	hand out, share out, send out
out (2) = loudly/publicly	speak out, shout out, call out
down (1) = becoming less	slow down, calm down
down (2) = onto paper	write down, take down, note down
off = to another place	drive off, run off

6 Look at the pairs of sentences below. How does the particle in b) change the meaning of the verb in a)?

- 1 a) There was already someone **sitting** outside the door when I got to the classroom.
b) We spent the whole day **sitting around** at home, watching videos.
- 2 a) Do you know if it's legal for schools to **copy** video tapes?
b) The teacher wrote the answers on the blackboard, and we all **copied them down**.
- 3 a) We **turned** the corner and saw the village a few hundred metres away.
b) Can you **turn down** the radio a bit, please?
- 4 a) My brother came to **see** me at the airport.
b) My brother came to **see me off** at the airport.
- 5 a) Because of illness, Lopez can't **play** in Sunday's match.
b) After receiving treatment from the physiotherapist, Lopez was able to **play on**.
- 6 a) Have you **read** any books by J. K. Rowling?
b) The teacher chose Jane to **read out** her composition.
- 7 a) Did the teacher **give** you any homework for the weekend?
b) The teacher **gave out** the exam papers.
- 8 a) We **used** green paint for the bathroom ceiling.
b) We've already **used up** the paint you bought the other day.

7 Add a particle to the appropriate verb in the sentences below to improve the meaning.

- a) For the first few chapters, you might find the book a bit slow, but if you read there's a lot more action.
- b) It wasn't a serious accident, but we took each other's name and address.
- c) We're planning to send a thousand invitations to the opening party.
- d) I don't know why he was so upset: he just walked without saying a word.
- e) It was so frustrating to be left hanging, waiting for news.
- f) I don't see why we shouldn't complain. I really think it's time someone spoke.
- g) He waited for the boos and whistles to die before he spoke.
- h) Didn't your mother ever tell you to eat all your vegetables?



Listening and speaking

What life skills should you learn at school?

1 Discuss these questions in groups.

a) Are you taught many practical skills at school, or is the focus mainly on academic subjects?

b) How many of the things below do you learn? Which do you think are most useful?

- Citizenship
- Cookery
- DIY and woodwork
- Drama
- Drug and alcohol awareness
- Economics
- First aid
- Foreign languages
- How to work in a team
- Managing your finances
- Note-taking and study skills
- Personal organisation
- Racism awareness
- Sex education
- Typing

2 Nine people were asked "Are there any practical skills that you wish you'd been taught at school?" Listen to their answers, and answer the questions.

- a) Which topics from Exercise 1b) are mentioned? Number them in the order you hear them.
- b) Which person had no complaints about his/her education? Why?
- c) What reasons did the other people give? Whose comments do you most identify with?

3 Now listen to a radio interview with William Atkinson, the head teacher of Phoenix High School in London, in which he discusses the life skills that they try to teach in his school.

- a) Underline the skills from Exercise 1 that he mentions.
- b) Why does he think they are important?

4 Listen again. Correct the statements that are not true about William Atkinson's school.

- a) In their daily assemblies, pupils are encouraged to give their opinions about the organisation and management of the school.
- b) The school council is made up of parents who are elected to represent each class.
- c) The best lessons for learning how to work in a team are drama and religious education.
- d) At the school, they believe that the ability to work in a team is one of the key life skills of the future.
- e) The teachers always warn pupils against smoking and drinking, etc.
- f) The school sometimes brings in ex-criminals to tell pupils about their experiences.

5 Discuss in groups.

- Are policies like those described by William Atkinson common in schools in your city? What do you think of his ideas?

6 Which words from the box collocate with the words and phrases in **bold** in the sentences below?

part	develop	deal	play	say
involved	pursue	make	share	provide

- a) They want their pupils to **a full part in** society, so they try to **give** them a in the organisation of the school, and allow them to **observations about** the management of the school.
- b) The school tries to **the opportunity** for young people to **team skills**. They should tolerate others' viewpoints and perspectives, rather than just **their own interests**. This is important because in real life, everyone is of some kind of group.
- c) The school tries to **with** some of the big issues that society is facing, and so, for example, they sometimes ask people who have been **in crime** to **their experiences with** pupils.

Grammar extension

Use and non-use of passive forms

- 1 Which sentences below do not contain a passive form? Are there any sentences where you are not sure?
- In some countries, pupils are allowed to eat snacks during breaks.
 - In my day, girls were not expected to go to university and have a career.
 - I wish I'd been taught more about how to use computers.
 - An ever-increasing range of educational materials is being produced for the very young.
 - Expectant mothers are pressured into buying CDs like *Mozart for mothers-to-be*.
 - We encourage youngsters to be able to take different roles within a group.
 - Many schoolchildren's anxieties should be classified as psychiatric disorders.
 - One day, the talents possessed by so-called idiots-savants may be accessible to us all.
 - To be educationally beneficial, TV programmes have to be aimed at their age group.
 - In the future, people will be expected to work in teams even more.
 - Before you take a photo, you should always check the position of the sun.
 - If parents are worried that their children are not learning to read fast enough, they should get them assessed by an expert.

2 In the sentences in Exercise 1, find examples of:

- past, present and future passive forms
- a continuous passive form
- a modal passive
- a passive infinitive
- a 'reduced' passive where only the past participle is used
- a passive where the auxiliary is not *be*.

3 Here are some reasons the passive is often used. Find examples in Exercise 1 to illustrate them. (For each example more than one of these may be true.)

- The subject of the verb is unimportant, obvious or unknown.
- The subject of the verb is "people generally".
- The passive is part of the formal/journalistic style.
- The passive verb is part of a "set phrase".

4 The first verbs in f) and k) in Exercise 1 could be expressed in the passive, but they are not. Why not?

5 Is the "get passive" in sentence l) formal in style or not? Which other auxiliary is used in a similar way? Think of some more examples of this kind of passive.

► Grammar extension bank pp.34–37

Personal vocabulary

Useful language

Ordering your instructions

Before you start ...

First of all ...

What you need to do first is ...

There's something important that I should have mentioned before ...

What to do

It's extremely important/it's vital that you ... (or ... will happen)

The main thing is to ...

Make sure you always ...

The best way to ... is to ...

Another way of doing it is to ...

What not to do

One common mistake is to ...

Avoid ...ing

Be careful not to ...

What you shouldn't do is ...

Don't ... whatever you do!

Task: teach a practical skill to others


Preparation for task

1 Read the list of everyday skills below. Tick (✓) the ones you can do.

- taking a good photograph
- sending a text message
- mending a puncture on a bicycle
- ironing a shirt perfectly
- giving the kiss of life
- making bread
- serving in tennis
- bathing a small baby

2 a) You are going to hear someone explaining how to give mouth-to-mouth resuscitation. Which diagrams below do you think these instructions relate to?

- Tilt back the patient's head.
- Watch to see if their chest is expanding.
- You may feel their breath tickling your ear.
- Cover their mouth with your mouth.
- You may hear a deep intake of breath.
- Pinch their nostrils hard.
- Completely seal their mouth.
- Turn the person on their side.
- Place two fingers beneath their chin.
- Put the patient into the unconscious position.
- Shake them gently by the shoulders.
- Breathe into their mouth.
- Try to open up their airway in case it's blocked.
- Repeat this four to six times.

b)  Listen and check. Were you surprised by any of the instructions?

Task

1 a) Either choose one of the skills you ticked in Exercise 1 or think of a similar skill that you could explain in detail.

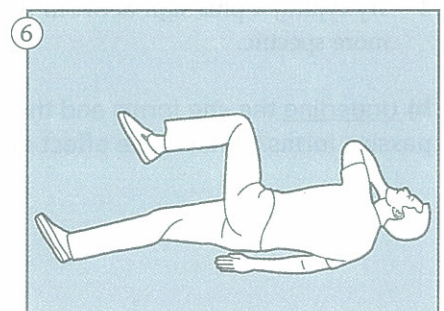
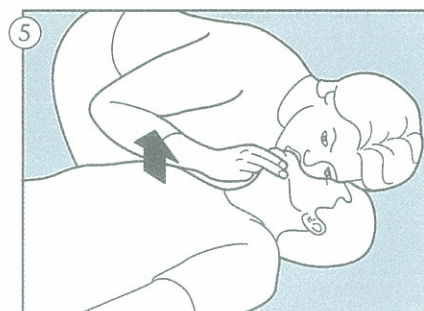
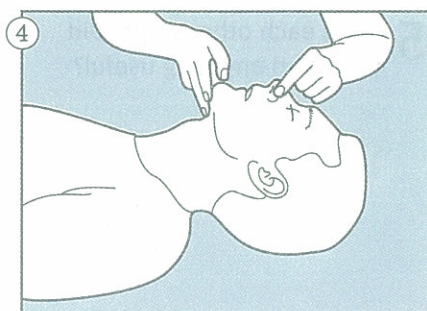
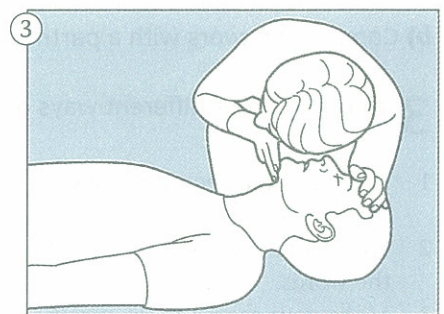
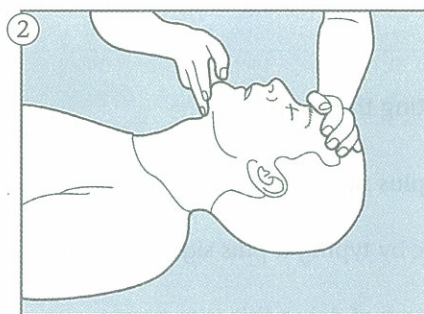
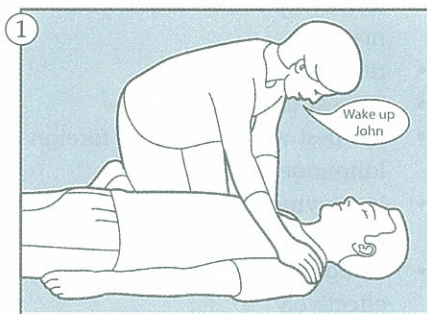
b) Spend about ten minutes thinking about how to explain it step-by-step to someone who has never done it before. Use gestures, props or rough diagrams to help you. Make brief notes if necessary.

► Useful language

c) Ask your teacher or use a dictionary to find any other phrases you need. Write them in your personal vocabulary box.

► Personal vocabulary

2 Choose two more skills from the list in Exercise 1 that you would like to learn. Find another student in the class who can explain them to you.



Writing

Writing tips from notes

1 Look at the following words and phrases for talking about computers and the Internet. How do you say them in Chinese?

websites	folder	search	search engine
menu	address	type	save

2 a) Complete the notes on Internet searches using a word or phrase from the box above.

INTERNET SEARCHES

Typing a website 1)

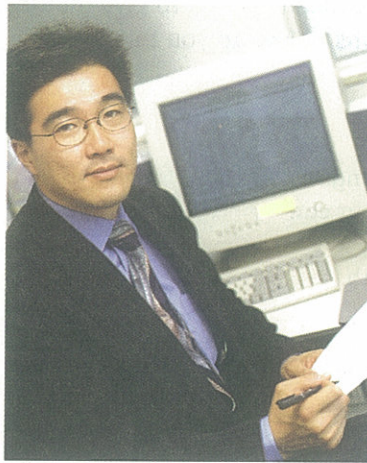
- No spaces between words.
- Write as one word.
- Be careful with spelling.

Good 2)

- Alta Vista
- Google
- Lycos

How to make a 3) quicker and more efficient

- 4) interesting websites in your Favourites
- 5)
- 6) a plus sign between words.
- Use drop-down 7) to visit
- 8) visited earlier.



b) Compare answers with a partner.

3 a) Look at four different ways of writing the same tip.

- 1 To make your search more specific, a plus sign can be typed between the words.
- 2 Your search can be made more specific by typing a plus sign between the words.
- 3 Make your search more specific. One way of doing this is to type a plus sign between the words.
- 4 Try typing a plus sign between the words. This will make your search more specific.

b) Underline the *-ing* forms and the infinitives with *to*. Which tips have passive forms? What is the effect of this?

4 a) You're going to write a set of tips. Read the following advice.

- Start with a short introductory paragraph. This could start with a question like this:

Are you having trouble finding what you want on the Internet? Well, here are some tips to ...

Or an explanation like this:

The Worldwide Web is like a giant magazine with millions of pages. To get the best out of it, you should ...

- Write out your tips, grouped under sub-headings. Include examples where necessary.
- Break up the information under a sub-heading if it is too "dense", by using numbers or bullet points.

b) *Either* write up the tips on how to use the Internet for research or write a set of tips on one of the following topics:

- finding the best English course/ university course to suit your needs
- revising for exams
- success in a job interview
- the best ways to learn a foreign language quickly
- improving your speaking skills in English
- using a monolingual dictionary effectively
- another topic of your choice.

5 Read each other's tips. Did you learn anything useful?

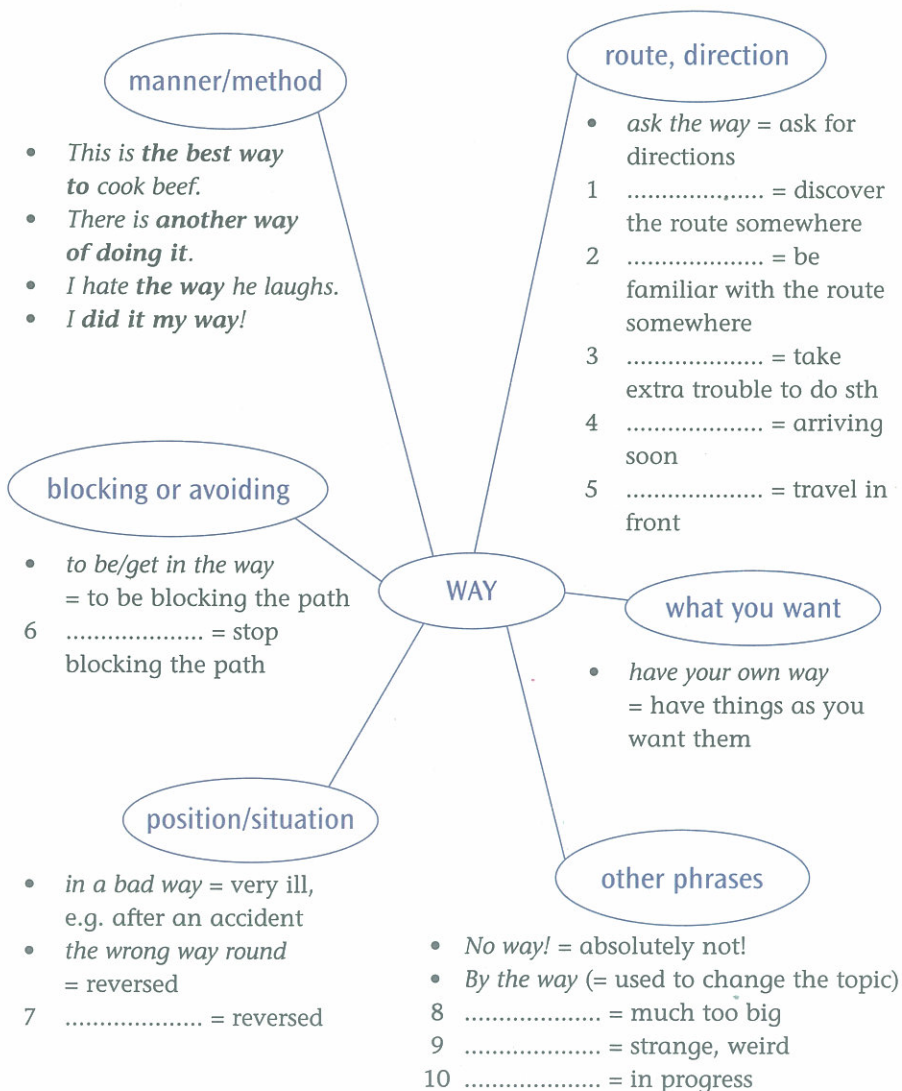
Wordspot

way

1 Which phrase with way best completes each sentence?

- Do you find that, when they get lost, men are much more reluctant to *ask the way/find their way/know the way* than women?
- Many parents say that you shouldn't let children *go out of their way/have their own way/get in the way* all the time, or they will grow up spoiled and selfish.
- I just called the taxi firm, and they say that the cab is *in the way/on its way/under way*.
- The label's sticking out of the front of your pullover ... it's *in a bad way/the wrong way up/the wrong way round/way too big for you* and you look ridiculous.
- They started work on the bridge in April and they still haven't done much. *By the way/No way* will it be finished by the end of the year.

2 Put phrases with way in the correct place on the diagram.



3 a) Complete the dialogues using a phrase with way.

- "Can I get past, please?"
"Oh, I'm sorry ... are my bags? I'll put them up in the locker."
- "Oh, dear! I think we're lost. What do you think we should do?"
"Why don't you stop and?"
- "What do you think we should buy Sophie for her birthday? How about a Barbie doll?"
".....!!! She's 14 years old. She's for Barbie dolls!!"
- "Were the staff nice at the hotel?"
"Oh yes ... they really to make us feel at home."
- "OK, we'll drive to the restaurant ... Do you?"
"I'm not sure I remember it ... you'd better and we'll follow behind."
- "When will the new cinema complex open?"
"They expect the work to be by the beginning of next month."
- "What did you think of the modern art exhibition?"
"Strange. Some of it was a bit for my taste ..."
- "How many children does Geraldine have now?"
"Three ... and there's another one!!"
- "Poor Frank! Have you seen him since his accident?"
"No, but I've heard he's still, unfortunately."
- "Is this how I put the ink cartridge in?"
"No, you've got it Here, let me do it."

b) Listen and check your answers.

Passive forms

A Passive forms with *be*

- 1 In passive sentences, the subject of the sentences is **not** the doer of the verb ("the agent") – unlike active sentences.

Someone stole my purse. (Active)

(SUBJECT)

My purse was stolen. (Passive)

(SUBJECT)

- 2 Normally the agent is not included in a passive sentence because it is unimportant or obvious who the agent is, or because we want to avoid saying who is responsible.

A man **is being interviewed** in connection with the attack.

Several people **were injured** in the explosion.

The relevant documents **have been lost**.

But if the agent is of particular interest, we use **by**:

Paper money was invented **by the Chinese**.

- 3 Note the passive of *-ing* forms.

Don't you ever worry about **being attacked**?

He was upset at **having been omitted** from the final list.

- 4 The passive infinitive form (without *to*) is often used after modal verbs.

There is no limit to what **can be achieved**.

I very much doubt whether he **will be allowed** to continue.

I really think he **should be given** another opportunity.

- 5 Some verbs are not usually used in the passive form. Some of the most important are:

- a) intransitive verbs such as *arrive, happen, come, fall, crash*.

He ~~was~~ **arrived** late.

- b) state verbs such as *consist, belong, have, seem, be, depend, exist*.

The Baltic States ~~are consisted~~ **consist** of Latvia, Lithuania and Estonia.

► Exercise 1 p.36

- 6 Some verbs are most often found in common passive phrases.

Children **aren't allowed to** smoke in school.

Some pupils in the school **are involved** in crime.

We're **supposed to** hand in our projects today.

I'm **not used to** late nights any more.

B Using passive forms

- 1 Normally, the beginning of a sentence tells us what the topic is, and new information is added at the end. When the topic of the sentence is not the agent, the passive is used.

The Guggenheim Museum in New York **was designed** by Frank Lloyd Wright. It is currently situated in 5th Avenue, but there are plans to move it to Wall Street.
(the topic is the Guggenheim Museum)

Frank Lloyd Wright **designed** several well-known buildings, including the Imperial Hotel in Tokyo and the Guggenheim Museum in New York. He died in 1959.
(the topic is Frank Lloyd Wright)

► Exercise 2 p.36

- 2 We often use the passive when we want a style that is impersonal and objective. For this reason, the passive is common in academic writing and newspaper reports.

Water **is released** from the reservoir to the turbine.
(scientific text)

Italian singer Martina Barrotti **has been cleared** of tax evasion in an Italian court.
(newspaper article)

The passive is often avoided in less formal contexts (see below).

- 3 The passive is often used with reporting verbs like *believe* and *think*. These constructions are common in formal writing.

People believe that Bill Gates is the richest man in the US.
(active)

Bill Gates **is believed to be** the richest man in the US.
(passive)

It is believed that Bill Gates is the richest man in the US.
(passive)

Other verbs commonly used in this way are: *allege, assume, consider, expect, intend, rumour, know, report, suppose, think, understand*.

It **is rumoured** that the President is about to resign.

The multi-millionaire businessman **was alleged** to have committed fraud.

It **is not yet known** whether there are any survivors of the attack.

► Exercise 3 p.36

C Passive forms without *be*

- 1 **Be** is often omitted in newspaper headlines.

ENGLAND ~~IS~~ BEATEN AT FOOTBALL

HUNDREDS ~~ARE~~ MADE HOMELESS BY FLOODS

► Exercise 4 p.36

- 2 In relative clauses using passive constructions, the relative pronoun and verb *to be* can be omitted. This is known as a “reduced relative clause”.

the people (who were) chosen to appear on the show (= the people chosen to appear on the show)

the best play (which has ever been) written (= the best play ever written)

► Exercise 5 p.37

- 3 Passives are often used as adjectives at the beginning of a sentence. This is a fairly formal usage, and is more common in writing.

Locked away in his prison cell room, he gradually fell into despair.

Released in two days' time, “The South” is probably Manuel García's most ambitious film so far.

D Verbs with two objects

- 1 Some verbs have two objects, indirect and direct.

They	gave	Jane	first prize.
SUBJECT		INDIRECT OBJECT	DIRECT OBJECT

In the passive form, the indirect or direct object can become the subject of the sentence.

Jane	was given	first prize.
SUBJECT		DIRECT OBJECT

First prize	was given to	Jane.
SUBJECT		DIRECT OBJECT

- 2 Some other verbs which follow this pattern: *ask, give, hand, lend, offer, pay, promise, show, teach, tell*.

► Exercise 6 p.37

E Passive forms with *get* and *have*

- 1 We often use *have* + past participle to talk about services which we arrange and which are paid for, or for things you experience, which may be unpleasant.

*It's really cheap to **have your ears pierced** in this shop.*

*I **had** my bag **stolen** while I was on the Underground.*

- 2 We can use *get* + past participle for actions which are accidental or unexpected.

*Unfortunately, I fell asleep in the sun and my shoulders **got burned**.*

*It's inevitable that some things **get broken** when you move house.*

- 3 We can also use *get* + past participle when the process is in some way difficult.

*It's taken a long time, but Christopher finally **got** his novel **published**.*

- 4 There are also a large number of idiomatic expressions where *get* + past participle is used to mean “yourself”, e.g.

get dressed (= dress yourself), get undressed, get changed, get engaged, get lost, get started.

Passives with *get* are generally more colloquial than passives with *be*.

The couple were married in Rome. (= more formal)

The couple got married in Rome. (= more informal)

► Exercises 7–8 p.37

F Avoiding the passive

In conversation and other informal contexts, people often avoid the passive, because it sounds more formal. Active verbs with “impersonal” pronouns like *you, we* and *they* are preferred. Compare the examples:

- **They arrested** him this morning. (colloquial style; they = “the authorities”)
He was arrested this morning. (more formal style)
- **They say** he's a multi-millionaire. (usual in conversation – we also use *people* as the subject here)
He is said to be a multimillionaire. (formal contexts only)
- **We use** the passive less in conversation. (less formal)
The passive **is used** less in conversation. (more formal)
- **You should replace** the cartridge every three months. (verbal instructions)
The cartridge **should be replaced** every three months. (written instructions)

Notice!

The pronoun *one* also exists in English, but is considered excessively formal by most younger speakers, and is therefore avoided.

~~One~~ **You** have to be careful here after dark.

Grammar Extension Bank

Passive forms

1 Correct the forms in bold.

- You're late – what **was happened**?
- That contract isn't worth the paper it's **write** on.
- She must get tired of **following** everywhere by the paparazzi.
- My car **was broken down** on the way to the airport and I missed my plane.
- Do you think Sophie **should be tell** about the accident?
- I used to **love been taken** to the cinema by my elder brother.
- I was terrified – we **could be killed**!
- The cat **was disappeared** one morning and we haven't seen him since.

2 Rewrite these encyclopedia entries so that the topic is at the beginning of each sentence. You will need to change some active forms into the passive, and some passive forms into the active.

- Agatha Christie** was an English detective novelist. People know her best for her ingenious plots and for the creation of Hercule Poirot. More than 70 novels were written by her, and they have filmed a number of her books.
- Florida** is the southeasternmost state of the USA. People nickname it the Sunshine State. Florida joined the Union in 1845 as the 27th US state. It is popular with tourists and has a thriving cosmopolitan community. Georgia and Alabama border it to the north.
- Coco Chanel** was a French fashion designer and trendsetter. Chanel perfumes and "the little black dress" were created by her, and people have copied her designs all over the world. Her wish for simple, practical clothes inspired her designs and her "look" was widely influential for many years.
- The London Eye** is a huge vertical wheel situated by the River Thames in London. The architects designed it to symbolise the turning of the century. Passengers are taken on a 30-minute flight with views as far as Windsor Castle. British Airways sponsored the wheel, but due to technical problems they could not open it on December 31st 1999. They finally opened it to the public on March 1st 2000.



3 Rewrite these sentences using reporting verbs and passive structures.

Example: Everyone knows that the couple are in Mexico.

It is known that the couple are in Mexico.

The couple are known to be in Mexico.

- There are rumours that Madonna and Gwyneth Paltrow are among the guests at the Versace show.
.....
- We understand that the Princess is expecting her first baby.
.....
- We have reports that an anonymous telephone buyer paid over £2 million for one of Diana's dresses.
.....
- Some people allege that the minister for transport accepted bribes in excess of €15,000.
.....
- Experts think that a recently discovered portrait of Picasso is a fake.
.....
- Organisers expect over 5,000 people to attend the world music festival this weekend.
.....

4 The headlines below come from an online news site. Put a suitable past participle into each headline, so that it is passive in meaning. Use one of the verbs in the box.

fine	arrest	find	name	leave	deliver
------	--------	------	------	-------	---------

Example: Prisoner by accident

Prisoner released by accident.

- Criminal during visit to accomplice in prison**
- Robber's address at crime scene**
- Man \$1000 for late library book**
- Letter 100 years late**
- First town after Internet company**
- Finger in bag of popcorn**

5 Match the headlines in Exercise 4 to the sentences below, then join the pairs of sentences using a reduced relative clause.

Example: A prisoner was released accidentally 12 days ago. He has been recaptured.

A prisoner released accidentally 12 days ago has been recaptured.

- a) A letter was posted 100 years ago. It has just arrived at its destination.
- b) A town was known as Halfway. It has changed its name to "Half.com".
- c) A man was fined \$1,000 for returning a library book a year late. He has described the amount as "impossible".
- d) A man was wanted for armed robbery. He was arrested when he went to visit his accomplice in prison.
- e) A finger was found in a bag of popcorn. Laboratory tests have confirmed that it was human.
- f) A piece of paper was left at the scene of a crime. It had the robber's name and address on it.



6 Rewrite these sentences in the passive.

- a) Oh, sorry – someone told me that Mr Heaney lived here.
- b) We will give candidates ten minutes to read through the exam paper before the exam starts.
- c) They sent the wrong phone bill to thousands of people because of a computer error.
- d) Did anyone pay you for all the overtime you did?
- e) Although they offered me a pay rise, I still decided to leave the company.
- f) I wish they had taught me how to cook when I was at school.
- g) The company shouldn't have promised those people compensation.
- h) What kind of questions did they ask you at the interview?

7 Explain how these sentences are similar or different in meaning.

- a) I'm afraid the email was deleted.
I'm afraid the email got deleted.
- b) We had to have the locks changed after the burglary.
We had to change the locks after the burglary.
- c) I've got my finger stuck in the tap!
My finger's got stuck in the tap!
- d) Did you finish your project in time?
Did you get your project finished in time?
- e) The suspect's girlfriend got arrested.
The suspect got his girlfriend arrested.
- f) Our house was broken into last night.
We had our house broken into last night.

8 Complete the gaps in this article using an appropriate active or passive form of the verb in brackets.

Pop superstar Britney Spears 1) (appear) on a live pop show last night and 2) (praise) for not making any unreasonable demands. Her fellow American star J-Lo apparently has an entourage of 40 and 3)



(her dressing rooms/ redecorate) before she will set foot in them. Spears 4) (surround) by a team of giant minders throughout her two-day visit to Britain. Her visit also includes an interview today on *The Frank Skinner Show*, which 5) (screen) later this month. A source on the show said "The audience 6) (give) strict security checks to stop them smuggling cameras in."

Skinner 7) (know) for his direct, near-the-knuckle questioning and 8) (not/tell) to tone down his approach for the singer. A spokesman for the programme said "Britney Spears 9) (not/place) any conditions on her forthcoming interview with Frank."

(Adapted from the Daily Telegraph Jan 19, 2002)

Let's ditch exams

1 Discuss the following questions in pairs.

- What was the last exam you took?
- Would you describe your experience of exams as positive or negative? Why?

2 Read the following information about schools in England and answer the questions.

Schools in England are becoming very exam-oriented, with children taking their first public exams (SATS) at 7. There are more important public exams for pupils at 16 (GCSEs), 17 (AS levels) and 18 (A levels), and schools are required to publish the results of all these public exams. The results are then used to compile tables which show the schools with the best exam results. Schools who do particularly well receive increased financial support from the government. More recently, the government has introduced performance-related pay for teachers, meaning that good exam results earn teachers a better salary.

- Is there a similar system in your school?
- How many exams do you take at school? At what age?
- Are they public exams (exams which children all over the country take) or exams only taken by children in one school?
- Are results published?

3 Read the first part of the article (paragraphs 1–5) and decide on the most suitable heading:

- The main arguments for and against exams
- The reason for doing so many exams
- Why we have so many exams and the arguments against

4 Read the second part of the article (paragraphs 6–8) and decide on the most suitable heading:

- Why teachers have the most to gain from exams
- The effect of politicians getting involved in education
- Who gains and who loses from exams

5 Read the whole article again and answer the questions.

- How many tests do children have to do at the age of 7?
- How many public exams will they have completed if they stay at school to do A levels?
- Why do schools often almost double this number with their own school tests?
- What arguments against exams are highlighted in paragraphs 4 and 5?
- Why would teachers possibly help their students cheat?
- Which five groups gain from so much exam-taking?
- Which three groups lose from so much exam-taking?

6 Find words and phrases in the article which mean the following:

- forget the most important part of something* (paragraph 1)
- choose something* (paragraph 2)
- almost nobody* (paragraph 4)
- learnt something by repeating it continuously* (paragraph 4)
- part of you when you are born* (paragraph 4)
- understood an idea or concept* (paragraph 5)
- the ability to read and write* (paragraph 6)
- dependent on how well a job or task is performed* (paragraph 6)
- shown or proved to be true* (paragraph 6)
- preparing for an exam in a short time* (paragraph 7)
- object of scorn or ridicule* (paragraph 7)
- chosen career* (paragraph 8)

7 Discuss the following questions.

- Are exams the best way of measuring a child's academic ability?
- What are the pros and cons of exams/continual assessment? Which would you prefer?

Let's ditch exams

Right class, settle down. This will be a very short exam – one question only. How many tests must a child sit between starting school and finishing: 105, 82 or 56? And the answer is: any of the above. Another answer is: too many. Both answers are correct. So let's change the question and ask a better one: have we lost sight of what education is all about?

❑ Before we try to answer this, let us look at what is happening to our children. At the age of seven a child must do four tests: maths, reading, spelling and writing. By the end of A levels the total will be 56. But these are only the public exams, which almost all pupils must take. Most schools opt for many more, which can take the number of exams above the 100 mark.

❑ Why would schools do that when teachers say they are too busy as it is? Because they are afraid that if they don't, the children will not have had enough practice at passing exams and will fail when the big tests arrive. In other words, the point of school has become the sitting and passing of exams. This is crazy.

❑ It is even crazier when you think that until relatively recently scarcely anyone in education had a good thing to say about exams. Exams started in the 1800s when children were meant to be "seen and not heard". In strict schoolrooms children sat quietly and learnt by rote. But what a terrible thing for a child's imagination everyone said. Surely it was obvious that exams proved

only how good some children were at doing a particular thing on a particular day? Exams showed nothing about the child's innate intelligence or how much he knew.

❑ History, they said, was full of people who had achieved great things and who had never passed an exam in their lives. Even as a test of memory, exams are irrelevant. Who needs to remember things when we have the Internet? Exams are even worse for testing a child's ability to think. They might show whether he has grasped a maths theory but what about history or English? What is the point of learning an essay by rote for an exam when it is forgotten a week later?

❑ So who gains from exams? The politicians, for starters. They can use good exam results to "prove" that literacy is improving, to "prove" that they are doing a good job in government. Then there are the examining boards that benefit financially – the more exams written, the more money they get. Some schools use the exam system to their advantage: if their students get good exam results, more students will be attracted to the school and the school will get more money. Some teachers, with their performance-related pay, may also gain. This can lead to teachers helping their students to answer exam questions as better exam results mean a higher salary. It's impossible to say how much cheating goes on, but the SATS results over the past seven years have shown great improvements in literacy which are not always borne out by independent research.

❑ But the biggest winners are in the cramming industry. Private cramming tutors have never been in such demand before and this makes a mockery of the whole business. If a school produces good results because most of its parents can afford private tuition for their children, then it's not really the school's teaching that is getting the good results!

❑ Who loses from all this? The schools that do not cheat and therefore do not get financial aid from the government. The teachers who feel that their vocation is being stolen from them, because instead of teaching, they have become examiners. But the biggest losers, it goes without saying, are the children. It is desperately sad to talk to children who seem to spend half their young lives worrying about the next set of exams and measuring their success only by those results. Come on, let's ditch exams and get on with educating our children.



Expanding notes

1 Discuss the following questions in pairs.

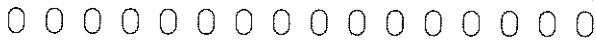
- How often do you use a computer and what do you use it for?
- Do you think computers are useful for studying and working?
- What are the pros and cons of using a computer to practise your English?

2 Make notes for a short article on the benefits of using computers for studying, by completing the diagram opposite. Refer to the Check box below for tips on writing notes.

Check box

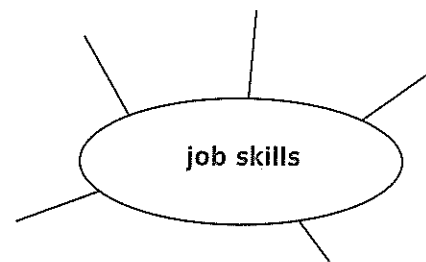
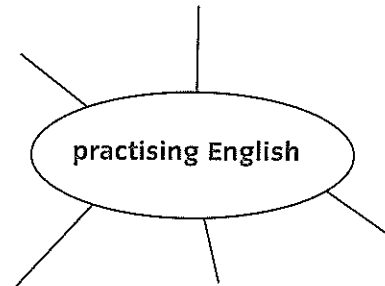
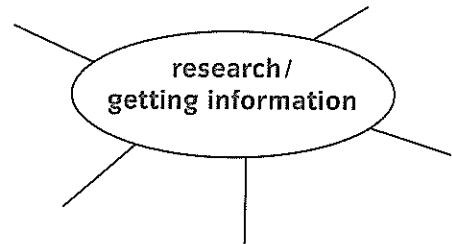
- don't write full sentences
- use content words (nouns, adjectives, verbs)
- don't include non-essential words (articles, pronouns, prepositions)
- use abbreviations (e.g., i.e., etc.)
- use arrows, underlining, ticks, crosses, dashes etc.

3 Read the notes below and choose some to add to your diagram. Some may go in more than one category.



- CD-ROMs – English practice – exercises (e.g. vocab, grammar, listening, reading etc.)
- practise typing (speed/accuracy), formatting skills – future job?
- correct English – e.g. spell check, grammar check, long sentences etc.
- teacher not essential – computer helps
- writing – can draft and redraft, spell check etc. – homework!!!
- use different programs = more experienced (CV)
- English chat rooms
- Internet/search engines – get info. easily – save time
- some sites have translation option

4 Compare your notes in pairs and add any new ideas to your diagram.



5 Read the extract below and answer the questions.

- a) What does the writer recommend using the computer centre for?
- b) What is the benefit of the spell/grammar check facilities?
- c) What phrases has the writer used to make the computer centre sound attractive to students?
- d) Why has the writer used "your" and "you"?
- e) In which section of the report would you expect to find this extract?

Another extremely useful way of exploiting the computers in the centre is for writing English homework assignments. By using the spell check and the grammar check facilities, you can edit and redraft your work without having to use a dictionary or a grammar book. All the computers have English-language editing software to make your life easier.

6 Expand your notes into a report. Use the Check box below for tips on writing reports.

Check box

- introduction – outline the purpose of the report
- organise and plan paragraphs
- use examples to support your opinion/ideas
- be persuasive and clear with your arguments
- conclusion – summarise your arguments and/or make a recommendation

The benefits of using computers for studying

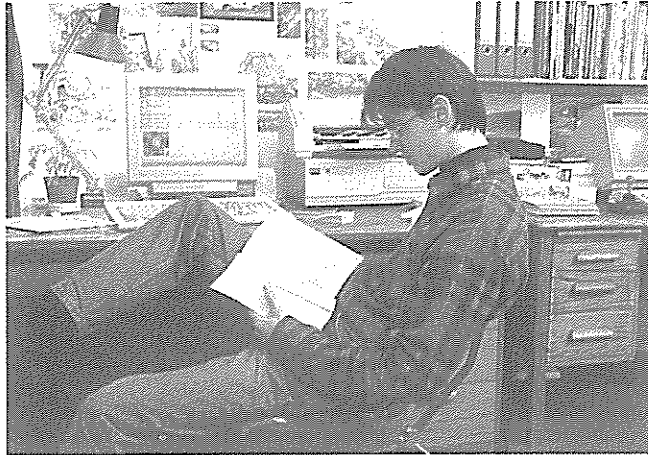
a)

b)

c)

d)

e)



Brain power

1 Discuss the following questions in pairs:

- Can you think of any people who are/were famous for their "brain power"?
- What words would you use to describe these people?

2 Check the meaning of the words in the box and match them to the definitions (a–l) below. Use a dictionary to help you.

intelligent	clever	bright
intellectual	knowledgeable	brainy
erudite	academic	educated
astute	bookish	wise

- a) someone who makes good decisions and gives good advice because they have a lot of experience of life is _____
- b) someone who is able to understand situations or behaviour very well, possibly because they can get an advantage is _____
- c) someone who is good at studying and gets good results at school or university is _____
- d) someone who is very good at academic subjects is _____. (can be negative)
- e) someone who is more interested in reading and studying than in sports or other activities is _____
- f) someone who is naturally intelligent and can think quickly is _____
- g) someone who shows a lot of knowledge based on careful study is _____
- h) someone who is intelligent because they have received a good education is _____
- i) someone who knows a lot about many different subjects is _____
- j) someone who has a high level of mental ability and is good at understanding ideas and thinking quickly and clearly is _____
- k) someone who is intelligent and well-educated and spends a lot of time thinking about complicated ideas and discussing them is _____
- l) someone who is able to learn and understand a task or an issue quickly is _____

3 Read the extract below from a book called *Brain Power* and decide if the following statements are true (T) or false (F).

- a) Reading is the best way of expanding your intellect.
- b) You shouldn't believe things for which you have no evidence.
- c) You should rely on others for opinions.
- d) You should rely on others for information.
- e) If most people believe something, you should also do so.

How much of what you've read has been of value to you? How much of what you've watched on television has been of value to you? How much of what you've heard on the radio has been of value to you?

Reading is the best way to stand on the intellectual shoulders of others. Just as you don't have to reinvent the light bulb to make use of it, you needn't recreate the works of the great thinkers to enjoy them and profit with them. George Orwell has already gone to the trouble of writing *1984*. All you have to do is read it.

Perhaps the greatest value of "standing on another's shoulders" is this: How do you know whether you should believe things for which you have no evidence? There's not enough time in your life for you to gather and sift through the evidence relating to everything you believe. No matter how intelligent or even intellectual you are, you will be forced to rely on others for some information. And there's the critical point of the matter: are you relying upon information, or are you relying on opinion?

You *should* believe the earth is round. The evidence is ample, including photographs taken from space. But even if you could personally examine every scrap of evidence, you haven't the expertise to interpret it. There aren't enough hours in a lifetime to become expert in everything.

But be aware that just because a belief is widespread does not mean it is true. Look at how many conflicting religions there are: can all of them be true? Obviously not. Moreover, there are many, many things that almost nobody disputes but they are dead wrong. Galileo was arrested by the Inquisition for supporting the Copernican theory of astronomy that said the earth moved around the sun and the sun was the centre of a solar system. In the 1600s, almost everybody believed that the earth, the home of Man, was the centre of the universe. Almost everybody was wrong.

And maybe Einstein was wrong about time slowing down at high speeds, and maybe the astronauts of the future, returning from decades-long trips to the outward edges of our galaxy, will be just as old as the people they left behind.

When you begin to learn the difference between information and opinion, you are on your way to expanding your intellect.

4 Discuss the following questions in pairs.

- Do you agree with the opinions expressed in the article?
- How much of what you have read, seen on television or heard on the radio has been of value to you?
- How much of what you have done in the classroom has been of value to you?
- What else has helped to expand your intellect?

5 How did you form your ideas about the following? Make notes in the grid and compare your ideas/opinions with a partner.

Subject	Source (e.g. books, family, etc.)
Art	
Morality	
Music	
Politics	
Religion	
Success	

6 Now read the commentary opposite. Do you agree with the writer's views? Why/why not? Will you change your opinion as a result of reading the commentary?

Radio and television

This is generally not a particularly useful source of information and ideas, mainly because most of what is on the radio and television is actually of little intellectual interest. Once you take away the huge range of light entertainment and sports shows, films, quizzes, and children's programmes, there is very little left that is remotely challenging, educational or thought-provoking. Many of the programmes that fall into this category will, at best, be viewed quite passively and unquestioningly. Even many of the news programmes offer little more than a superficial analysis of the most headline-grabbing stories of the day.

Family

Family may be a good source of information and ideas but it really depends on the people who are in your family and how you behave together. Do your parents regard you as an equal (although younger)? Do you sit and discuss topics together as a family and share opinions and ideas? Do other members of your family take an active interest in your academic studies? Are there many books in your house? Do you visit museums and galleries together?

Friends

Friends may be an excellent source of information and ideas or they may be a very poor source. As with your family, it depends who your friends are and why you have chosen them as your friends. If they are people you see for their entertaining side, they may be a lot of fun, but can they teach you anything?

Personal experience

It is always useful to have the benefit of personal experience rather than relying exclusively on received information.

Newspapers

There are clearly some newspapers which provide a broad and in-depth coverage of the news and issues of the day, supported with analysis and comment. There are also some that clearly don't. Do you read a newspaper? How would you describe the newspaper that you read?

Classroom

There are useful classrooms and there are less useful classrooms. In a less useful classroom, you may have had a very knowledgeable teacher who was able to tell you a great number of facts about a given subject, but is that what learning or education should really be about? Surely you could find out facts and memorise them on your own. You may have had a teacher who knew little about the subject, but had so much energy and enthusiasm that she fired your imagination and interest and inspired you to go and find out more. You may have had a teacher who didn't actually know many of the 'answers' but she knew the 'right' questions and she knew how to get you to ask the 'right' questions. Which of these would be the most useful in expanding your intellect?

Books

There are good books and there are bad books. Some are brilliantly written by informed and intelligent authors, some are not. Some encourage the reader to question and form their own opinion, some do not.

Words: Education

1 Discuss the following questions in pairs.

- Did you enjoy school?
- Did your teachers make you work hard?
- What was your favourite/least favourite subject?

2 Read the sentences below and try to work out the meaning of the words in **bold**.

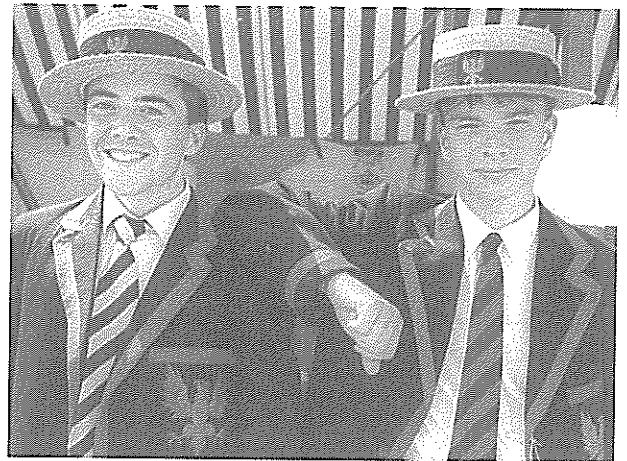
- I knew I needed to **cram** for my exams, so I only slept four hours a night the week before I **took** my **finals**.
- We paid a lot of money to send him to the best **private** school in the country. We didn't want him to go to the **state** school nearby even though it was all paid for by the government.
- The school I went to **streamed** pupils into different classes depending on their abilities. Some of the brightest kids were **fast tracked** towards taking their exams a year early.
- I was never any good at **vocational** subjects like woodwork or typing. I was much better at **academic** subjects like languages or sciences.
- When she sat down in the exam, her mind **went blank** and she couldn't remember anything. Her friend loved exams and had done lots of revision so she **sailed** through.
- One girl in my class was incredibly **gifted** at mathematics; she was always **top of the class**. I wasn't really good at any particular subject, I was more of an **all-rounder**, and quite good at all of them.
- Sometimes in the newspapers you read stories of **child prodigies** who are so good at a particular subject that universities accept them to study when they're ten or even younger.

3 Compare your answers in pairs. Were there any words or phrases you did not understand? Use a dictionary to check.

4 Complete the following dialogue with words or phrases from Exercise 2.

- A Look at these old school photos! You look funny! Are you wearing a boater?
- B Yes, we had to wear them every day, it was an expensive 1) _____ school.
- A Really? I bet you were really clever, weren't you?

- B Average, I suppose. I was pretty good at most subjects; bit of an 2) _____ . Not like my brother, he won the History prize every year; he was really 3) _____ . What were you like at school?
- A Well, I loved 4) _____ subjects like information technology. English was really good fun, but that was the only 5) _____ subject I enjoyed. In fact, I was 6) _____ and took that exam a year early.
- B Knowing you, you probably just 7) _____ through the exam, didn't you?
- A No! I didn't do enough revision, I 8) _____ a few days before!
- B The worst exams I've ever taken were my 9) _____ at university. I felt quite confident, but as soon as I saw the exam papers my mind just 10) _____ . It was terrible!



boater (n.) = hard straw hat with a flat top

5 Discuss the following questions.

- Do you think cramming for an exam is a good idea?
- What are the advantages and disadvantages of fast-tracking children?
- What are the benefits of doing vocational subjects at school or college?
- Has your mind ever gone completely blank in an exam?
- Were you top of the class in any subjects at school or were you more of an all-rounder?
- Have you ever read about a child prodigy? What was his/her particular talent?

Do you remember?

Pages 24–25

- 1 What is the title of the unit?
.....
- 2 In the UK elementary school is called:
.....
- 3 What phrasal verb means: *to leave a course before it finishes?*
- 4 You will usually find professors working in secondary schools. True or False?
- 5 What is the first school for children called?
.....
- 6 What does a *vocational course* prepare you for?
.....

Pages 26–27

- 7 Complete this sentence: The research on the effects of television was done with 200
- 8 According to the saying, what does the early bird catch?
- 9 What word comes before the words *toys, material and videos?*
- 10 In which country was the research about children's anxieties done?
- 11 Complete the title of one of the texts: *We All Have Genius* *Us*.
- 12 What is the name of the film about an idiot savant featuring Dustin Hoffman?

Pages 28–29

- 13 Which particle adds the idea of pointless activity, *around* or *away*?
- 14 What phrasal verb means: *to go to the airport / station, etc., to say goodbye to someone?*
- 15 If someone *reads out* something, do they:
a read it aloud? b continue reading it?
c read it silently?
- 16 What is the name of the head teacher at the Phoenix High School in London?
- 17 What three things are mentioned as *social evils*?
.....
- 18 Which of these words are spelt incorrectly?
a expeariences b observations c opportunity
d tolerance e perspectives
.....

Pages 30–31

- 19 Rearrange the words to make a sentence.
are / buying CDs / Expectant / into / like / mothers /
Mozart for mothers-to-be / pressured
.....
- 20 Choose the modal verb to complete the sentence.
There's something important that I *had to / must have / should have* mentioned before.
- 21 What word means the same as *extremely important*?
- 22 The task is to teach what to others?
.....
- 23 List eight parts of the body mentioned in the instructions for giving mouth-to-mouth resuscitation.
.....
- 24 What phrase means: *carefully, in a logical order*?
.....

Pages 32–33

- 25 The writing task is to write what from notes?
.....
- 26 Which is the correct form in the sentence?
Try *type / to type / typing* a plus sign between the words.
- 27 If something is blocking the path, is it *in the way* or *on the way*?
- 28 Which is the correct form in the sentence?
No way *I'm going to / am I going to / I'll* do that.
- 29 Is *going out of your way to help someone* a way of avoiding helping them, or giving them extra help?
- 30 What are the missing verbs?
a the way (= discover the route somewhere)
b the way (= be familiar with the route somewhere)
c the way (= ask for directions)

Unit 30

Relationships

In this unit, you will ...

- ▶ Read an article about making a big decision
- ▶ Listen to a conversation about relationships with parents
- ▶ Do a task on choosing the people for a TV reality show
- ▶ Write a report
- ▶ Learn vocabulary of describing characteristics
- ▶ Practise describing typical habits
- ▶ Practise using Infinitive and -ing forms
- ▶ Learn and practise using *just* correctly

Speaking and vocabulary

Who you live with

- 1** Read the news extract. Would you like to live in a dormitory?

Statistics show that living in a dormitory greatly improves the social life of new students. They meet new people and make friends with students they might not otherwise have met. Dormitories often have students from all over the country. This allows a wide range of friendships to develop and the opportunity to learn from each other.

- 2** Discuss in groups.

- Do you live, or have you ever lived, away from your family?
- If not, would you like to? Under what circumstances?
- What are/were/would be the advantages and disadvantages of living in a dormitory, rather than with your family?




- 3** Read the descriptions of people you might live with and check any unknown vocabulary. Mark them + (easy to live with); - (difficult to live with) and ? (mixed/depends).

- someone with a very **negative attitude**, who **complains** a lot
- someone very **chatty** and **lively**, who **likes company**
- someone very quiet, who **keeps him/herself to him/herself**, and **respects your privacy**
- someone who is often **grumpy** and **irritable**
- someone very **laid-back**, who never worries about anything
- someone who likes background noise, and has the TV or music on all the time
- someone **unpredictable**, whose moods change for **no apparent reason**
- someone very **neat** and **fussy**
- someone who **leaves their stuff all over the place**
- someone who **likes things their way**, and **won't listen to other people's points of view**
- someone very **dynamic** and **active**, who never sits down
- someone who **lounges around** doing nothing for hours on end
- someone who **sulks** rather than **saying what is on their mind**



4 a) Compare and explain answers in groups. Which characteristics on the list would you personally find most difficult? Is there any behaviour not mentioned that also drives you mad?

b) Does anyone you live or have lived with have the faults described in Exercise 3? Are **you** guilty of any of these bad habits?

5 a)  Listen to seven people describing a person they find or found difficult to live with. Who are they talking about? Which of the characteristics in Exercise 3 do they mention?

b) Listen again. Give more details about why they find or found these people difficult to live with.

Patterns to notice

Describing typical habits

1 Notice the use of *will/would* and the Present/Past Continuous (+ *always*) to describe typical behaviour (good or bad).

Present habits:

She **ll** tell you everything she's done that day.

She's **always** laughing.

She's **always** moaning.

Past habits:

One day he'd be really friendly, and the next

he'd be really down.

She **was always** picking things up and

sighing.

2 Past habits (but not present habits) can also be described with *used to*.

She **used to go** mad at me if I left things lying around.

3 The verbs *tend to* and *keep (on) + -ing* are also common here. *Keep on* emphasises that the action is repeated frequently.

Sorry, I **keep on forgetting** your name!

He just **kept asking** her to marry him, until in the end she said yes!

Tend to is used with repeated actions and typical states.

She **tends to speak** very loudly.

My parents **tended to be** very easy-going.

6 Choose three of the following people:

- someone you live with now
- someone you used to play with
- a friend or acquaintance who irritates you
- a neighbour you don't/didn't like
- someone who looked after you a lot when you were a child
- a teacher from primary school.

Think of three or four typical habits (good and bad) that that person has or had. Tell your partner about them using the verb forms above.

My grandmother was always telling us stories that she had made up.

She kept shouting at us all the time.

She'll stand at her window for hours watching what we're doing.

Grammar extension

Infinitives and *-ing* forms

1 Read what six people say about “behaviour that drives me mad”. What is it in each case? Who do you agree with?

2 Underline as many examples as you can of:

- ing* forms.
- infinitives with *to*.
- infinitives without *to*.

3 Find at least one example of:

- a verb followed by an *-ing* form.
- a verb followed by an infinitive.
- an *-ing* form that is an adjective.
- a negative *-ing* form and a negative infinitive.
- a passive *-ing* form and a passive infinitive.
- a perfect *-ing* form and a perfect infinitive.
- two infinitives together.

4 What’s the difference between a gerund and a present participle? Find examples of each.

5 Complete five of the sentences below about behaviour you can’t stand, using the forms above. Compare answers with other students.

- I hate seeing people ...
- I don’t like hearing people ...
- I hate people ...
- ...ing ... is incredibly annoying
- I can’t stand being ...
- I hate not ...ing ...
- I try hard not to ...
- Everyone should try not to ...

► Grammar extension bank
pp.56–59

Behaviour that drives me mad

We asked people to tell us about behaviour they can’t stand.

“I hate people interrupting all the time, and not listening properly to what other people are saying, it’s really infuriating!”

(Paul, 32, lecturer)



“I really hate seeing people pick on those who’re younger or smaller than they are and tell them what to do. I’d like to be able to stop them but I’m going to have to wait till I’m a bit older as right now, they’d just pick on me too.”

(Tony, 13, student)

“I hate people beating about the bush and not saying what they really mean – it drives me crazy, especially in meetings at work.”

(Belinda, 33, sales manager)



“Watching some of the girls at school talk about people behind their backs is pretty horrifying, especially as it makes me wonder what they say about me even though they’re nice to me to my face! I really despise that kind of thing – I try hard not to do it myself.”

(Liu Yanli, 16, student)

“Not having had the chance to learn a musical instrument myself, although I would very much like to have learnt the violin, I get really irritated when I hear students who have had the opportunity, complaining about having to practise. They don’t realise how lucky they are!”

(Mingli, 18, student)



“I can’t stand seeing parents shouting at their children in the shop, and threatening them with what they’ll do when they get home – it really upsets me.”

(Fangfang, 19, shop assistant)



Zhu Yongqi is 16. She is open-minded and optimistic and has a very good relationship with her parents. She talks to her parents about absolutely everything and if she ever has a problem she goes straight to her mum and dad.



Chen Minghua is 17. She is quite sensitive and quiet. Her parents love and care for her a lot and she loves them. However, she feels that they intrude in her private life too much so she tends to avoid telling them what's happening in her life.



Yu Ming is 18. He is an extrovert who is enthusiastic and positive. He has an excellent relationship with his parents and they talk about many things. If he ever has a problem he can speak to them but they also respect his privacy.

Listening


1 Discuss in groups.

- a) What type of relationship do you have with your parents? Would you say it was excellent, good, or needing some work?
- b) How much do you tell your parents about what is happening in your life at school and with your friends? Do you tell your parents how you're feeling? Do you go to them if you have a problem or would you rather speak to a friend?

2 a) Read the descriptions of three teenagers and their relationships with their parents. Who do you identify with the most?

b) Fill in the questionnaire below to discover more about your relationship with your parents.

	YES	NO
1 Do you answer happily when your parents ask you specific questions about your day?		
2 Do you ask your parents about their day?		
3 Have you ever shouted at your parents when they asked you a question?		
4 Have you ever refused to answer a question your parents asked you?		
5 Do you tell your parents every detail of your life?		
6 Do you answer your parents' questions freely but feel that some of your thoughts and feelings are just for you?		
7 Do you value your parents' advice?		
8 Do you feel that your parents can't give you advice because they don't understand you?		

3  Listen to the three teenagers having a conversation. Can you remember who said the following? If necessary, listen again.

- "I am in such a bad mood!"
- "I really don't think that's a good idea."
- "Our parent's role in our lives is to help us become independent."
- "Think about it."
- "I've always told them every detail of my life."
- "I've been acting rather childish, haven't I?"
- "Is your relationship with your parents perfect?"
- "At breakfast we had a huge fight."
- "Ignoring your mum is a terrible thing to do!"

4 Discuss these questions.

- a) Do you think Yu Ming gave good advice to Chen Minghua and Zhu Yongqi?
- b) What advice would you give to someone who was angry that his or her parents were constantly doing something they found embarrassing?

Personal vocabulary

Useful language

Saying what you want to happen

Personally, I think we should ...

I'm in favour of ...

I think ... is the priority here

I feel very strongly that we should ...

Discussing possible problems

What I want to avoid is ...

One thing that concerns/worries me is ...

... could cause problems

Discussing individual candidates

An important point in his/her favour is ...

... and ... would be an interesting combination

... might not fit in very well with the rest of the group

... would/wouldn't get on very well with ...

I think he/she might have difficulty ...ing

Task: who will go on *Shipwrecked*?

Preparation for task

1 a) Read about a new TV programme called *Shipwrecked*!

- What will happen in the programme?
- What do you learn about the island where the programme will be filmed?
- What will/won't the participants be provided with on the island?
- How are the six participants being chosen?

b) Have you ever seen any programmes like this?


Shipwrecked!

Shipwrecked! will be a major new TV series featuring six volunteers (plus any children they have) who will go and live on a remote island in the Pacific Ocean for a whole year. They will be accompanied by a cameraman who will have complete freedom to film them.

The aims of the programme are to see how modern people survive in primitive conditions, and how the group manage to get on with each other. The participants will be paid £50,000 each if they complete the year successfully, but nothing if they leave even a day early.

The island chosen is uninhabited and the climate is tropical. It can only be reached by boat and helicopter, and it is an eight-hour journey to the nearest hospital. Participants will be given basic building materials, and emergency food supplies, but they will be expected to gather and hunt for food themselves. The cameraman will have a radio to call for help in emergencies, or if anyone decides to leave.

From several thousand applicants, a shortlist of ten have just attended an assessment weekend, after which the final six will be chosen.

2  You are one of the programme's producers who must decide on the final six participants. Read briefings on pp.69–70 explaining the criteria that you should use to make your selection. Then answer the questions.

- a) In what ways can you avoid bad publicity, and ensure that the participants remain on the island?
- b) What are the best ways of attracting large TV audiences?



Before we make our final selection of the six candidates, there are a few main things we need to bear in mind. Obviously the number one priority is audience ratings. The programme is going to be shown at prime time against stiff competition on the other channels, so we need something that's going to capture people's imagination, and pull in big audiences. On the other hand, the last thing we want is participants dropping out halfway and going to the newspapers with lots of negative publicity.

We must make sure that the people we select are likely to stay on the island for the full year. However, a perfectly balanced and perfectly trained group is not necessarily going to be what creates the maximum interest. It is very important to have different types of people that different viewers can identify with, e.g. different ages, different backgrounds, different interests, single, married couples, etc.

Another obvious thing is that viewers have to find the participants attractive and interesting in some way, not just physically attractive, but also sympathetic and having interesting personalities. Equally important is the potential for what we could call "interesting interaction" between the participants. We want them to get on well and operate as a team, but we all like a bit of drama too, maybe one or two personality clashes, etc. We need something to get the viewers talking about the show the next day at work, and watching next week to find out what happens next.

- 3 If necessary, check the new words below, then briefly read through the notes about the ten candidates on pp.69–70. Which candidate:
- ... is humorous and **supportive**, but tends to talk too much?
 - ... is very **driven** but lacks a sense of humour?
 - ... has a great sense of humour but probably doesn't realise what he's getting himself into?
 - ... has all the right qualities himself, but seems a bit depressed by his wife's **moaning**?
 - ... is very well prepared physically, but seems a bit serious?
 - ... is highly experienced but has a rather **overbearing** attitude?
 - ... is well liked herself, but appears weak as she runs after her husband all the time?
 - ... is extremely good-looking, but **hasn't got a clue** about how tough life on the island will be?
 - ... is very knowledgeable but a natural **loner**?
 - ... is reasonably pleasant, but moans a lot?

- 4 Underline the points in favour of each candidate, and write !! next to potential problems.

Task

- 1 Work individually or in pairs. Make your selection of the six best candidates, and think about how to justify your decision to other students. Ask your teacher for any words you need, and write them in your Personal vocabulary box.

► Personal vocabulary

- 2 Work in groups. Discuss and decide on the six best candidates.

► Useful language

- 3 Present your decision to the class, explaining why you chose each candidate. Which did you all agree on? Can you persuade other groups to change their minds?



Reading and vocabulary

Choosing between living at home or living on campus

1 Read the descriptions of Li Ming and Chen Xiaogang below. Who do you think would be more likely to move away from home to live on campus at university?

Li Ming

Li Ming is quite shy but he is very funny when he feels confident around people. He would like to be a TV presenter or host a chat show one day. He wants to work on his confidence and become better at meeting people. He also thinks he needs to become more independent as his parents have always done a lot for him.

Chen Xiaogang

Chen Xiaogang is very outgoing and has lots of friends. He is very intelligent and wants to be a doctor as he really wants to help people, especially children. He has difficulty concentrating however, and needs peace and quiet when he's studying. His parents are between jobs at the moment as they are both doing computer courses to upgrade their skills.

2 Look at the sentences below. Which sentences would you associate with Li Ming and which with Chen Xiaogang?

- He has a slight fear of strangers. *Li Ming*
- He has a tendency to become distracted. *Xiaogang*
- He suffers from a lack of self-confidence.
- He has an intense desire to help other people.
- He has a fear of rejection.
- He feels a need to become more independent.
- Becoming a doctor would give him an enormous sense of achievement.
- He has a great love of children.
- He suffers from a lack of concentration.
- He has a desire to make people laugh.

3 You are going to read about how Li Ming and Chen Xiaogang decide whether to live on campus or at home. See if your answer to question 1 was correct.

A big decision: living on campus or off?

Li Ming and his friend Chen Xiaogang have been accepted to a university that is a 40-minute drive away from their town. They are trying to decide where they are going to live, on campus, or at home. It's a tough decision to make as it will affect them throughout the coming year. They know that there is no "right" decision, but they want to weigh up the pros and cons of both options so that each is confident that the decision he makes is right for him. They sit down together and draw up a list.

Living on campus or living at home: Pros and cons

Li Ming's list

- One of the biggest pros about living on campus is that it is easy to get to classes and to use the university facilities like the library and gym.
- This ease of access means that you save a lot of time and money that would otherwise be spent on a bus to and from university.
- You make much more use of university facilities when you're living on campus so this means that you're getting more value from your university fees.
- Living on campus makes it possible to form study groups as students can get together to study quickly and easily. It is also much easier to do group projects as you don't need to travel to meet up with other group members.
- By living on campus you get to know the other students much better because you spend more time with them. This is an enriching experience as in a dormitory you have the opportunity to be friends with students from different backgrounds and from other parts of China.
- You become more independent because you have to look after yourself. For example, you have to do your own laundry and make decisions without the help of your family.
- Living on campus teaches you how to get along with all types of people and how to care for others. You have a better social life too as you are living among your friends instead of going home every day.

Chen Xiaogang's list

- 1 Probably the biggest pro about living at home is that it saves a lot of money. Living on campus is not cheap and there are lots of hidden costs. For example, because you have to do your own laundry, you will have to buy washing powder – something that is always available when you're at home.
- 2 If you stay on campus you may get roommates who are noisy or untidy. This could affect your studying, concentration and even your sleep.
- 3 You may get annoyed and frustrated when other students use your belongings without asking permission.
- 4 You may be hassled by unfriendly or irritating guests that other roommates have invited.
- 5 The quieter, less social environment at home may be more beneficial for studying as a busy social life on campus may be a distraction.
- 6 You don't have to worry about cooking or cleaning if you stay at home and the chances are that there will always be food in the fridge.
- 7 At home you are with your family and people who love you. This supportive environment may help you concentrate and study harder.

Li Ming and Chen Xiaogang have seven items on both lists. Both talk it over with their families and Chen Xiaogang decides to live at home and Li Ming decides to live on campus. He gives the following reasons to Xiaogang:

- 1 I want to learn to be more independent as I feel that it is an important part of growing up.
- 2 I want to meet as many people as possible and work on building up my self-confidence.
- 3 I am taking extra classes in my first year so I need the extra time that would otherwise be taken up by travelling.
- 4 I've never lived away from home and I'm excited at the challenge!



4 a) Write down three reasons that you think Chen Xiaogang would give if Li Ming asked him why he had decided to stay at home and not stay on campus.

b) Discuss these questions in pairs.

- Do you think both Chen Xiaogang and Li Ming made decisions that were right for them?
- What would you do if you were in the same situation? (if you were accepted to a university 40-minutes from your home town)

Patterns to notice

a lack of ...; a tendency to ... etc.

1 Complex characteristics and feelings are often described by compound phrases like this:

a) noun + preposition + noun

fear of failure; fear of rejection; fear of the unknown

lack of self-confidence; lack of ambition

need for approval; need for excitement; a need for reassurance

love of danger; love of adventure

a sense of achievement; a sense of shame; a sense of frustration

b) noun + infinitive

a tendency to panic; a tendency to worry; a tendency to argue

a need to prove yourself; a need to be in control

a desire to please other people

2 The first noun is often qualified by an "extreme" adjective:

a **total** lack of ambition

an **intense** lack of self-confidence

an **enormous** sense of achievement

5 a) From the ideas in the box above, think of:

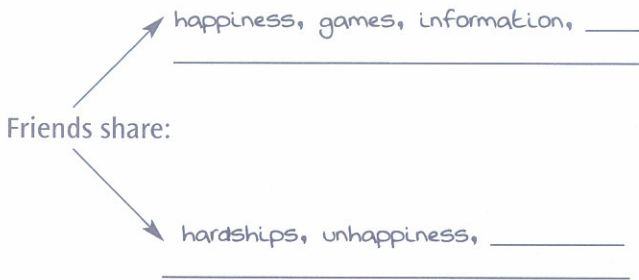
- 1 at least two things that everyone experiences sometimes. *lack of self-confidence*
- 2 at least two things that in your opinion are more characteristic of men than women.
- 3 at least two things that are more characteristic of women than men.
- 4 one thing that tends to be more characteristic of young people.
- 5 one thing that tends to be more characteristic of elderly people.
- 6 something you yourself feel or have experienced.
- 7 something you have never felt or experienced.

b) Compare answers in groups.

Writing

A report

1 Do you have a group of close friends? Do you believe in the saying "A friend in need is a friend indeed"? In groups, discuss the saying. Then add as many words as possible below.



2 Complete the story below with words and phrases from the box in the correct tense.

it was generally agreed, this explains, in addition, on the one hand ... on the other hand, whereas, apparently, it seems ... that, however

This morning I overheard one of the boys in my class, John, telling our teacher that his dog is his best friend. He said that 1) _____, his dog can't talk to him, which is a pity, but _____, it means that his dog can't say cruel things about him. I thought this was really sad and 2) _____ to me ____ John had been hurt by someone he had previously thought of as a friend. I asked around and 3) _____, a few weeks ago his best friend, Shaun, spread rumours about him and 4) _____, turned all John's other friends against him. 5) _____ that Shaun was really jealous of John's excellent exam results so 6) _____ his mean behaviour. 7) _____, I couldn't see why John should suffer and be lonely 8) _____ Shaun still had other friends, so at lunch I invited John to join my group of friends and he accepted. Hopefully we can show him what friendship is really about and how true friends act!

3 a) You are writing a report for a student magazine "Today's Youth" about how students nowadays view friendship. To collect opinions, you will interview students in your class. In pairs, write six questions using the ideas in Exercises 1 and 2.

b) Between you, interview at least 6 other students.



4 Look at the information you have collected and write sentences about your findings, using the language below.

The (vast) majority of	those interviewed people	said thought felt reported agreed
About _____ % of		
Many/Not many (of)		
Very few (of)		
A small/significant minority of		
It was (generally) felt/agreed that ...		
It seems/appears that ...		
Apparently, ...		

5 In a report it is important to link your ideas together clearly. Decide which phrases are possible in these examples (there may be more than one answer).

- Some people said that girls have closer friendships than boys, *while/whereas/nevertheless* others disagreed.
- It was *in addition/also/as well/generally* felt that friendships last longer when they are built on trust.
- Most people said that *even though/even if/although* friendships sometimes fell apart, good friendships could last a life-time.
- Apparently, many people feel confident talking about their problems to their friends. *On the other hand/However/Even so*, they still prefer to take the advice of their families.
- It seems that boys are less judgmental than girls. *This means that/This is because/This explains why* boys have bigger groups of friends.
- A lot of those interviewed said that boys talk about their problems with friends more than in the past. *As well as that/Other than that/Apart from that*, they felt that male friendships had not changed much.



6 Organise your information into these sections:

- an introduction, where you explain the purpose of the report and how you collected the information, e.g.
The aim of this report is to describe/outline/discuss ...
Information was collected via a survey of people in
- the body of the report, describing your findings. This could be divided into:
 – sections for friendship at different ages e.g.
When you were 5, 10, 15 etc.
 – one section on areas where there have been changes, and one on areas where there has been little or no change.
- a conclusion, e.g.
In conclusion, it appears/seems that ...
Our survey finds/shows/suggests that ...
- Finally, give the report a title, and give each section a clear heading.

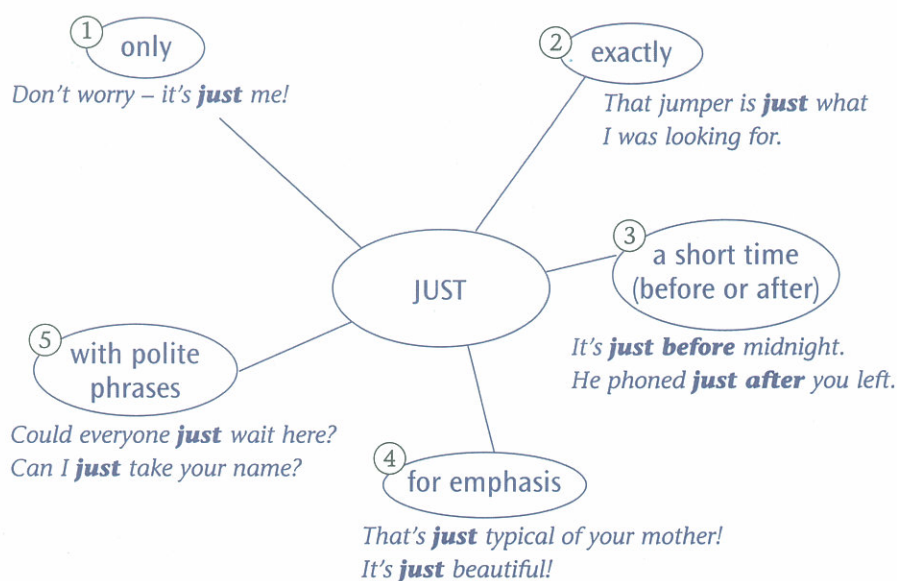
7 Exchange reports with another pair. How similar are your findings?

Wordspot

just

1 Read the sentences and look at the diagram. Which meaning (1–5) does *just* have in each sentence? (There may be more than one possibility.)

- a) If you ask me, men and women **just** see things differently.
- b) Oliver didn't mean to tear your book – he's **just** a baby.
- c) You've **just** interrupted me for about the fourth time.
- d) – Have you phoned your sister?
 – I'm **just** going to.
- e) Could I **just** have a quick word with you?
- f) Sorry about the noise – it's **just** our way of having fun!
- g) That's **just** the point I was trying to make.
- h) Don't take any notice of what Steve **just** said, he doesn't mean it.
- i) I saw Carrie in the corridor **just** now.
- j) Marco's so rude! I smiled at him and he **just** ignored me completely!



2 Add *just* in the best place in the sentences below (there may be more than one possibility). How does it modify the meaning?

- a) I'll take your coat for you.
 b) I was so annoyed, I tore up the letter and walked out.
 c) I'm looking, thank you.
 d) The weather was perfect for my birthday party.
 e) These shoes are what I need.
 f) I'll be a few minutes late and then we can go.
 g) Nick arrived after you left.
 h) Look! I've found that receipt you were looking for.
 i) Lunch is a sandwich. I hope that's OK.
 j) Would you mind holding this for me, please?
 k) I've got enough money to pay!

3 Compare your answers to Exercise 2 with the recording. Remember that these are not the only possible answers.

Infinitives and -ing forms

A General

- Every sentence must have a main verb. In addition, many sentences have infinitives (with or without *to*) and gerunds/present participles (the *-ing* form).
- These occur in a number of different positions in the sentence, but they are not the main verb (except if they are part of a modal verb – see below).

As the subject: **Parking** around here has become more and more difficult.

After the main verb: I never expected **to win!**

After an adjective: The result of the election is impossible **to predict**.

After a noun: We didn't have any trouble **finding** our way here.

After a preposition: Without **seeing** all the evidence, I don't want to comment.

As a clause: Marina stared out of the window, not even **trying** to concentrate.

- ing* forms can be gerunds or present participles. If the *-ing* form functions as a noun, it is a gerund. If it functions as a verb, it is a participle.

Walking is one of the best forms of exercise. (= gerund)

Who's that man **walking** towards us? (= participle)

- Infinitives and *-ing* forms can be found in both the affirmative and negative forms.

infinitive	-ing forms
Try to hurry!	Telling him was silly.
Try not to drop it.	Not telling him was silly.
He seems to be doing well.	
He seems to have done well.	Without having done it, I ...
He seems to have been doing well.	
I want to be told the truth.	I prefer being told the truth.
I would like to have been told earlier.	She's angry about having been deceived .

B Infinitives and -ing forms after adjectives

- Adjectives are normally followed by the *to* infinitive.

The situation is likely **to get worse** before it gets better.

It's extremely **difficult to understand** why people do this.

- Busy* and *worth* are exceptions because they are always followed by the *-ing* form.

Jiang was **busy doing** his homework when I phoned.

We believe that it's a risk **worth taking**.

- Some adjectives can be followed by the infinitive, or preposition + *-ing* form. The infinitive tends to refer to a particular occasion/situation, the *-ing* form to a more general feeling. Compare:

The old lady was afraid **to cross** the busy road, so she asked a man **to help** her. (= unwilling to do something particular, because of fear)

My granny is afraid **of being robbed**, so she always keeps her money in a money belt. (= a general fear)

- There can be other differences in meaning too.

- I'm so **anxious** (= worried) **about making** a mistake that I could hardly say a word.

We are very **anxious** (= keen) **to come** to an agreement as soon as possible.

- It's **good** (= pleasant) **to see you** again.

I was never **good at** (= clever at) **remembering** names.

- I'm **sorry to interrupt**, but would you mind explaining again?
(= regret about something we are doing or are about to do)

Sorry for losing my temper last night. (= to apologise for an earlier action)

► Exercise 1 p.58

C Nouns with infinitives and -ing forms

- Many nouns are commonly followed by an infinitive form (with *to*).

There are no **plans to replace** the existing Town Hall.

It's **time to take** a long, hard look at our financial situation.

- Other nouns are followed by *-ing*, or preposition + *-ing*.

There's no **hope of finding** any more survivors now.

We had no **problems finding** accommodation.

► Exercise 2 p.58

D Verbs with infinitives and -ing forms

- Infinitives with *to*

- Many verbs are followed by an infinitive form with *to*.

The police **attempted to break up** the demonstration.

The economic situation **appears to be** improving.

- Some verbs can have an object before the infinitive.

I want **(you) to go** home.

Verbs like this include: *want, ask, beg, expect, help, need, would like*.

- Other verbs must have an object.

Politicians **are urging people to vote**.

The police have **warned people to be** careful.

Other verbs: *advise, order, remind, allow, forbid, invite, encourage, permit, teach, force, persuade, tell*.

► Exercise 3 p.58

2 Bare infinitives

- a) A small number of important verbs take a “bare” infinitive (an infinitive without *to*). Most important are modals and semi-modals.

See Unit 27 Language summary

- b) We also use the bare infinitive after *let*, *make*, *would rather*, *had / 'd better*.

*I think we **had better leave** before we cause any more trouble.*

*Please don't **let him upset** you.*

- c) The bare infinitive can also be used with verbs of perception (*see*, *watch*, *hear*, *feel*). Notice the difference in meaning between the infinitive and -ing form.

*We heard the children **sing** the national anthem.*
(= the whole song)

*We heard the children **singing** the national anthem.*
(= part of the song – in progress)

► Exercise 4 p.58

3 Verb + -ing form

- a) Some verbs are usually followed by an -ing form, or a preposition + -ing form.

*It's time to **stop worrying** and **start living!***

*I'd like to **apologise for causing** so much trouble.*

- b) A number of verbs have an object + preposition + -ing form.

*The police **suspect Atkins of dealing** in illegal arms.*

*I don't **blame you for being** angry.*

Other verbs: *accuse* (someone) + *of*; *condemn*, *criticise*, *forgive*, *punish*, *thank* (someone) + *for*; *discourage*, *prevent*, *stop* (someone) + *from*; *congratulate* (someone) + *on*.

- c) In the passive form, the preposition comes directly after the verb. This is common in newspaper reports.

*Atkins **is suspected of dealing** in illegal arms.*

► Exercise 5 p.59

4 Verbs that take both

A small number of verbs can take both.

- a) For some verbs the infinitive is used to look forward, the -ing form to look backwards.

- *I remembered **to book** the train tickets.*
(= I didn't forget)

*I remember **meeting** him for the first time.*
(= I have a memory of it)

- *We must stop on the way **to get** some petrol.*
(stop for a purpose)

*Dad's stopped **smoking**.*
(= he doesn't do it now)

- *I regret **to tell** you that the performance has been cancelled.*

(= I regret something I am about to tell you)

*I regret **leaving** her.*

(= I regret something in the past)

- b) With *like*, *love* and *hate*, the -ing form is normally used in British English, but the infinitive is also common in American English. After *would like*, the infinitive is always used.

*I love **dancing**.* (Br./US) *I love **to dance**.* (US)

*I would like **to talk** to Jim first.*

- c) The verbs *start* and *begin* can be used with either without any change of meaning.

*I **started/began learning/to learn** English for work.*

► Exercise 6 p.59

E Other uses of -ing forms

- 1 -ing forms are often the subject of the sentence.

***Blaming other people** isn't going to help.*

► Exercise 7 p.59

- 2 Prepositions are always followed by -ing forms.

*Losing your home is **like losing** an old friend.*

- 3 We often use the pattern *by* + -ing to describe the method we use in order to do something.

*You can stop a door from squeaking **by putting** a little oil onto the hinges.*

Remember that *to* is a preposition in the patterns below, and so it takes the -ing form.

*I'm not used **to living** alone.*

*We look forward **to seeing** you in July.*

F Participle clauses

- 1 Participle clauses are similar to reduced relative clauses.

*The woman **who is standing** by the door is my sister.*

*The woman **standing** by the door is my sister.*

- 2 We use a similar type of clause with verbs of perception like *see*, *hear*, *remember*.

*I **saw him**. He was **carrying** a heavy bag out of the shop.*

*I **saw him carrying** a heavy bag out of the shop.*

- 3 We can also use a participle clause to join two sentences together when they have the same subject.

***Elizabeth** sat quietly in the corner. **She was smiling**.*

> ***Elizabeth** sat quietly in the corner, **smiling**.*

► Exercises 8–9 p.59

Infinitives and -ing forms

1 Complete the sentences with one of the adjectives from the box, a suitable preposition and the infinitive or -ing form of the verb in brackets. (There may be more than one answer.)

- | | | | |
|-----------|------------|-----------|----------|
| afraid | determined | anxious | possible |
| delighted | sorry | advisable | keen |

- a) Would it be (you/take) a later flight?
- b) My daughter won't go to bed at night because she's (have) nightmares.
- c) Kara said she was (be) so uncooperative about the holiday.
- d) I'm (see) so many familiar faces here tonight.
- e) I know you're (meet) Todd's parents, but I'm sure they'll like you.
- f) The doctor said it wasn't (Dad/drive) until he's fully recovered.
- g) Steven's (make) an early start in the morning, so we'd better get to bed soon.
- h) Samantha was (not/let) us see how upset she was.

2 Rewrite each of the following as one sentence, using the noun in **bold**. If necessary, use a dictionary to help you find the correct construction.

- a) You will be able to ask questions at the end.
opportunity
You
- b) We have tried to find the girl. We have failed.
attempts
All
- c) You found your way here. Was it difficult?
difficulty
Did ?
- d) The government has decided to cut taxes. What do you think of that?
decision
What ?
- e) It wasn't necessary to evacuate the building.
need
There
- f) You are retiring next year. Does that worry you?
thought
Does ?
- g) The company is planning to close two factories. How will that affect the workforce?
plans
How ?
- h) Melissa refused to sign the contract. Did that surprise you?
refusal
Did ?

3 Complete the following so that they are true for you.

- a) I have arranged this weekend.
- b) I aim by the end of this year.
- c) I often need to be reminded
- d) My parents always encouraged me
- e) I would never agree
- f) It's quite easy to persuade me
- g) I hate being forced
- h) I have sometimes been tempted

4 Match a beginning from a-j with an ending from 1-10, using a bare infinitive from the box to complete each sentence.

- | | | | | | |
|--------|----------|------|---------|------|------|
| go | disagree | be | stay | open | slam |
| bother | tidy up | tell | discuss | | |



- a) Did you see the carnival procession ...
- b) Mrs Hughes made me ...
- c) Hadn't you better ...
- d) I heard Patrick ...
- e) Would you rather ...
- f) The post should ...
- g) You needn't ...
- h) Ben's angry because I wouldn't let him ...
- i) We could all ...
- j) Mr Lee was such a tyrant that nobody dared ...

- 1 it and see what it says?
- 2 the door as he went out.
- 3 past this morning?
- 4 arriving any time now.
- 5 the office before I left.
- 6 with him.
- 7 that something was wrong.
- 8 this in private?
- 9 about the letters now – it's late.
- 10 out after midnight.

5 Put one of these prepositions into the correct place in each of the following sentences. If necessary, use a dictionary to help you.

for from with of on

- a) I must phone Rachel to congratulate her getting engaged.
- b) The government has been criticised failing to keep its promises.
- c) Twenty people have been charged disturbing the peace.
- d) What can I do to discourage my cat scratching all the furniture?
- e) I don't blame you handing in your notice after the way they treated you.
- f) The four suspects must be prevented leaving the country.
- g) I don't think I'll ever forgive Frank forgetting our golden wedding anniversary.
- h) I wasn't accusing you cheating. I was just surprised that you knew all the answers.

6 Choose the best verb or verb form to complete the sentences. If necessary, use a dictionary to help you.

- a) He just couldn't *like/face/succeed* telling his wife that he'd lost his job.
- b) My grandmother *objects/doesn't like/doesn't approve of* girls wearing short skirts.
- c) Jack, can you please stop *fiddle/to fiddle/fiddling* with that pen? It's really annoying.
- d) Can you imagine never *having to/have to/having do* homework again?
- e) I can't *face/stand/help* wondering if Danny was lying about the missing money.
- f) I'm afraid I must insist *on you coming/on coming/you coming* with me, sir.
- g) Did you remember *phone/to phone/phoning* your mum? She said it was important.

7 Put a suitable -ing form or -ing clause at the beginning of each sentence.

- a) is a good way of saving money.
- b) is a good way of relaxing.
- c) is a good way of losing weight.
- d) is a good way of meeting new people.
- e) is a good way of getting to sleep.
- f) is a good way of remembering things.

8 Rewrite each of the following as one sentence, using a participle clause.



- a) I heard the boy next door. He was practising his trombone for hours.
- b) The old man went off down the road. He was muttering to himself.
- c) We were taking a short cut through the wood. We found an abandoned car.
- d) The band kept us entertained all evening. They were playing our favourite songs.
- e) Can you hear that strange noise? It's coming from the wardrobe.
- f) Susan was thinking about what Gerard had said. Susan drove to the airport.

9 Complete this letter to a newspaper by putting one suitable word in each gap.

Sir,
I was 1) to read about the council's 2) to build a new entertainment complex on the site of the old church in Manvers Street. I would like councillors to 3) how they can 4) funding such a project, when they claim that they cannot 5) to provide new street lighting in some areas of the city.

Furthermore, the ghastly design for the complex 6) even the nearby multi-storey car park look attractive! There has obviously been no 7) to design something in keeping with local architecture. The planners also 8) to have underestimated the amount of space needed for car parking. Residents already have 9) their homes, and with the building of this complex, the situation is 10) to become quite impossible.

Last but not least comes the question of noise. It is inevitable that people 11) in neighbouring streets will have to put up with groups of people 12) the complex late at night. Has the council even considered this problem? I doubt it.

The great divide

1 Discuss the following questions in pairs.

- Are men and women the same or different? Think about their physical, mental, and emotional characteristics.
- Do you think the divide between men and women is getting bigger or smaller?

2 Read the first paragraph of the article and answer the questions.

- What recent discoveries have scientists made to support the theory that men and women are growing more similar?
- What is confusing about these discoveries?

3 Read the rest of the article and match paragraphs (2–5) to one of the headings below:

- Response to medical treatment
- Antisocial behaviour
- Mating habits and parenthood
- Body changes

4 Read the article again and answer the questions.

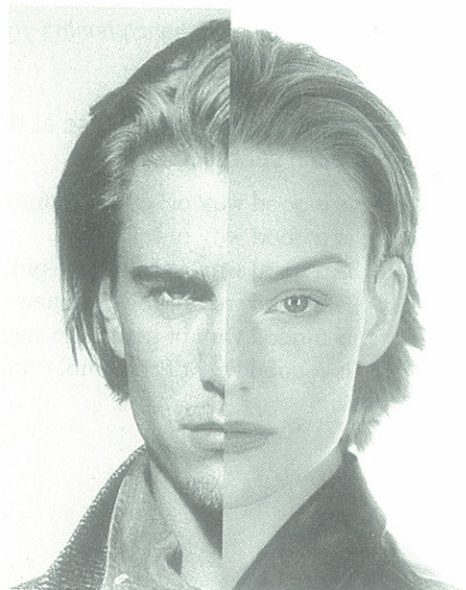
- In what ways are women's and men's bodies becoming more alike?
- What reasons do scientists give for the fact that some women are losing their hair?
- How are men choosing to copy women?
- Why are they doing this?
- Does the article suggest that men are more aggressive than women?
- What reasons does the writer give for the fact that women tend to have "gentler natures"?
- Who is more likely to suffer from the following:
 - lung cancer
 - infectious diseases
 - a second heart attack
- Do differences exist in terms of treatment and medication for these conditions?
- What role did women perform in ancient societies?
- Why do many successful women in their late thirties feel they are missing out?
- Does the article suggest that such a trend will continue?
- What will remove the need for women to choose between work and children in future?

5 Find words and phrases in the article which mean the following:

- easily annoyed* (paragraph 1)
- following immediately after* (paragraph 1)
- forbidden from doing something* (paragraph 1)
- the condition of being unhealthily overweight* (paragraph 2)
- trying to do better than someone else* (paragraph 2)
- exceed or leave behind* (paragraph 3)
- something unexpected that happens as a result of a particular treatment* (paragraph 4)
- gave up something desirable in order to do something else* (paragraph 5)
- introduced new ways of doing something* (paragraph 5)

6 Discuss the following questions.

- Do you think gender-specific medication and/or treatment will gain in popularity and acceptance?
- Do you think we will ever see a "female-led, child-friendly revolution" where professional parents will both work from home and share childcare?
- Is it a good idea to emphasise the differences between men and women or should we focus on equality and/or similarities?



THE GREAT DIVIDE

When scientists announced that they had discovered “irritable male syndrome” earlier this year, women everywhere sighed with relief. Now there was proof that it wasn’t only women who suffered from mood swings due to hormonal cycles. Hot on the heels of this news came breakthrough research by scientists who revealed that the father’s age at conception was a risk factor for a baby developing Down’s syndrome, where previously only the mother’s age had been thought to matter. Meanwhile, women, banned 40 years ago from some athletic events, now match men’s times in endurance sports. Confusingly, however, doctors are discovering that while we may be growing more similar in some ways, in others they must treat the sexes completely differently. Men and women respond differently to medication and so gender-specific treatments are now being developed. So, what are the facts about the great divide?

Obesity in men and women is increasing at roughly the same rate. This is because men and women have moved closer in body shape. Traditionally, women were pear-shaped, carrying fat on their hips, and men were apple-shaped, carrying fat on their stomachs. Today there are many more apple-shaped women. Women are also starting to suffer from male-pattern hair loss. Research suggests that this is the result of an increasingly competitive and stressful lifestyle. When it comes to changing our bodies, men are increasingly copying women. 23% more men underwent cosmetic surgery in 2001 than in 2000. Sally Wilson, a London-based

cosmetic surgery consultant, says that 40% of her clients are men: “This is three times what it was 10 years ago. Men, like women, want to look their best and stay youthful.”

In the last few years women have taken more and more positions that were previously reserved for men. And the workplace is not the only place where women are becoming more aggressive. In the last seven years the number of women in jail has more than doubled. RoadPeace, a charity that raises money for victims of car accidents, adds: “More women are becoming killers on the road through drink-driving and aggressive behaviour.” But Desmond Morris, a well-known anthropologist, says that men will always outstrip women in antisocial behaviour. “Genetically, women have gentler natures, because they give birth and need to protect their children.”

Gender-based biology, one of the newest areas of medical research, has revealed that men and women are susceptible to different illnesses, and respond differently to medication. For example, studies show that women who smoke the same amount as men are up to 70% more likely to develop lung cancer. But men are more likely to catch infectious diseases, as they have weaker immune systems. Women who have a heart attack are much more likely than men to suffer a second heart attack within one year, while antibiotics cause different side effects for men and women. Research into sex differences will result in treatments that are gender specific. In America, a treatment for irritable bowel syndrome was

recently licensed only for women, as trials showed that it was not effective for men.

In their twenties and thirties, women are choosing to stay single, pursue careers and delay motherhood. In fact, it is predicted that by 2020, one in four women aged 18 and over will be single. However, a generation of women in their late thirties and above are terrified that they have sacrificed motherhood to pursue career success. So, will women abandon the workplace and return to having children in their twenties? Not according to Morris, who believes that women will manage to have it all, and that the trend towards late motherhood will reverse as society evolves. “Since industrialisation, women have lost their place at the centre of the “tribe” that is society. In ancient societies, women always “worked” – gathered food – and took their children with them. Women have pioneered home working, and we will see a female-led, child-friendly revolution where professional parents will both work from home and share childcare. They will have careers and children in their twenties and early thirties, as neighbourhoods organise themselves into flexible child-rearing groups that place parenthood and women back at the centre of society, removing the need for them to choose between work and children.”

Men and women may be becoming more or less similar as society evolves, but the fact remains that understanding gender differences is the bridge over the great divide.

Writing a report

- 1 Discuss the following questions in pairs.
 - What sports do you like to watch/play?
 - Do you go to many live sports events?
 - Do males and females like the same or different sports?
 - If there is a difference, why do you think this is?
- 2 Read the report below and answer the questions.
 - Is there any information you find surprising?
 - Are the views expressed similar or different to the views of the class?

Male/female preferences in viewing sport

- (1) The purpose of this report is to present the findings of a survey into male/female preferences in viewing sport. The information was gathered from a group of 50 students (30 female and 20 male) aged 20–40 at Nunhampton College of Technology. Interviews were conducted using a written questionnaire and answers analysed for significant similarities and differences.
- (2) The first part of the survey dealt with female attitudes to viewing sport. The vast majority of female students said that they did not like watching any sport and would only do so if the males in their house wanted to. A very small number of the females interviewed said that they would pay to watch a football match live, while just under half had watched a major national sporting event on TV in the previous 12 months.
- (3) In contrast, nearly all the males in the group had watched an important sporting event on TV in the same period. Well over 80% found watching sport on TV relaxing and just under 60% watched sport at least once a week. Rather surprisingly, only a very insignificant number said they would be willing to pay to watch a live football match. The reasons given for this were mostly the cost, the lack of comfort and the lack of facilities.
- (4) Almost all the people interviewed said they believed their preferences were dictated by the preferences of their parents. Seemingly, the way we are brought up affects the amount of time we spend watching sports and, in fact, whether we like watching sports at all. Apparently, most of the females interviewed were not “invited” to watch sport as children whereas most of the males were actively encouraged to do so.
- (5) In conclusion, the survey suggests that the gender of an interviewee influences their preferences in viewing sport. It also appears that there is a widely held belief in the connection between how both sexes are brought up and their sport-viewing preferences in adult life.

- 3 Read the report again and match the paragraphs (1–5) to the following headings:

- a) introduction
- b) conclusion
- c) male preferences
- d) female preferences
- e) reasons for the differences

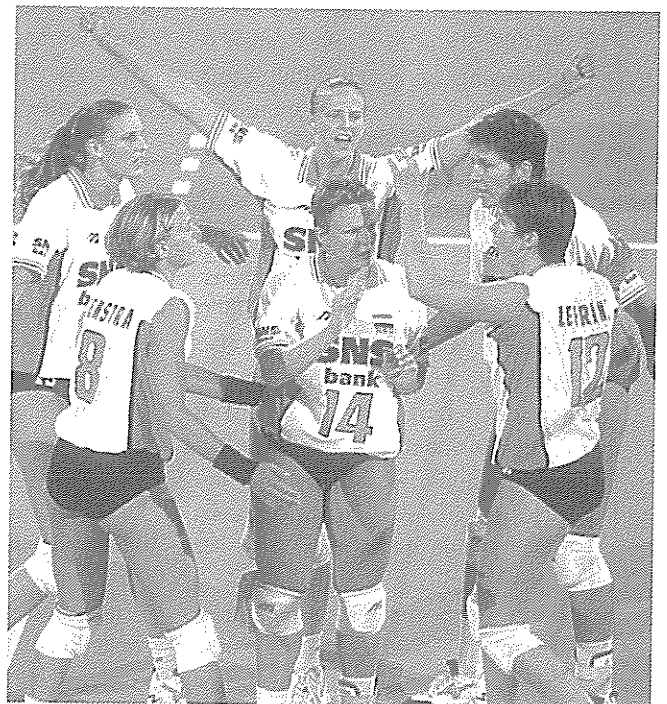
- 4 Answer the questions in pairs.

- a) Could you change the order of paragraphs (4), (3) and (2)?
- b) What phrases are used to signal the order of the paragraphs?
- c) Why are the introduction and conclusion important? What information is included in these two paragraphs?
- d) Why does the writer use such a variety of language to express numbers and percentages?

- 5 Read the report again and underline the following:

- words and phrases for ordering/linking
- words and phrases introducing ideas
- words and phrases for percentages

- 6 Do you agree with the ideas in this report? Are we “taught” to behave like males/females?



7 Ask the other students in your class about their upbringing. Use the grid below to make notes.

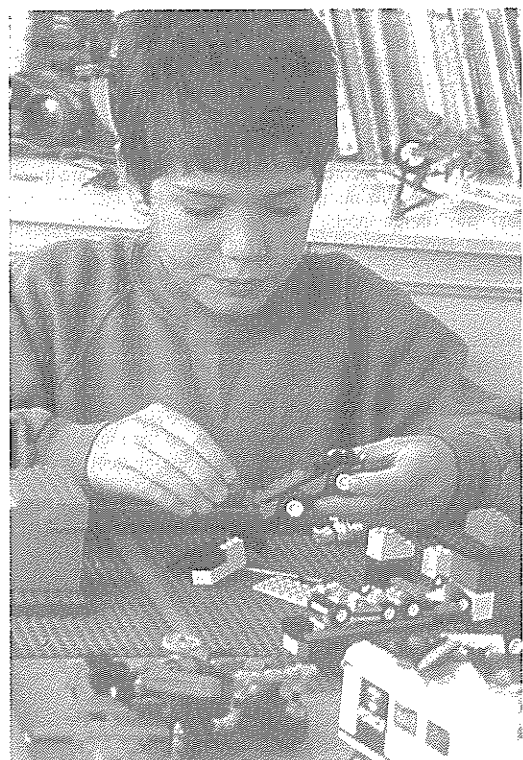
Do you think the way you were brought up encouraged you to be "typically" female or male?		What kind of jobs did you have to do in the house?	
What kind of toys were you given?		What subjects did you study at school?	
What kind of games or sports did you play at home and at school?		Were you told off for the same things as your brother/sister or friends of the opposite sex?	

8 Write a report on the survey you have done. Use the report in Exercise 2 as a model and refer to the Check box below for tips on writing reports.

Check box

You need to include:

- **an introduction** to give the reason for the report and to explain the survey
- **the main body** with paragraphs e.g. (1) games/sports/toys, (2) behaviour and being told off, (3) opinions for the last two questions
- **a conclusion** to summarise the findings of the report



The same or different?

1 Discuss the following questions in pairs.

- Do men and women have the same abilities/ characteristics?
- Do they have the same opportunities?
- Is it fair or useful to generalise about men and women?

2 Divide into two groups and read the articles below. (Group A should read article 1 and Group B should read article 2.) Answer the questions.

- What characteristics does the article highlight about men and women?
- Do you agree with the points made?

3 Tell a student from the other group about your article.

Article 1

Girls have easily outperformed boys once again at every subject in GCSE exams this year. Reports suggested that boys would have closed the gap when this year's results were announced on Thursday. But senior educational sources told the Daily Express last night that girls had comfortably topped the performance tables "across the board" and boys had failed to make significant progress. "An initial look at the statistics does not back up claims of boys hauling in the gap," said one source. "The difference in attainment levels appears fairly static. Girls are still significantly ahead."

Boys have been trounced every year since GCSEs were introduced in 1989 and the difference between the proportion of male and female GCSE entries awarded a C or better had climbed to 10.6 per cent by 1999. Last year girls gained 5.3 per cent more A* and A grades. Overall, a total of 55.4 per cent of girls got at least five A* to C grades, compared to 44.8 per cent of boys.

Some experts believe GCSEs favour girls because they are more conscientious and a large proportion of marks in many subjects is given for coursework rather than make-or-break exams.

Article 2

Women are more fluent speakers and better liars than men, according to a study that examined the number of "ums" and "ahs" in the speech of both sexes. The survey found that men are almost twice as likely as women to pause or hesitate while speaking.

When telling a lie, the gaps between words often increase, making it easier to decide that a man is lying. Scientists at Queen Margaret University College, Edinburgh, who counted the pauses in normal speech, found that women have greater fluency and are less likely to become tongue-tied when lying.

Robin Lickley, of the department of speech and language, said: "All the males had more pauses than females. Men tend to be more hesitant, which includes repeating single words to

cover up gaps. Females tend to be better speakers. They are more fluent at a younger age, so from the beginning they get more practice. That seems to continue in later life.

"When it comes to lying, if you have to create something, you would want to pause longer because you would want to be careful about what you are going to say. The longer it takes you to formulate what you are going to say, the more likely you are to pause, so the more likely you are going to use an "um" or an "ah" to fill in the gap."

The study found that, on average, men pause three times every 100 words. Mr Lickley said it was a matter of debate whether biological or social reasons caused the difference between the sexes.

4 Read the following statements and decide if you think they are true (T) or false (F).

- Girls and boys start behaving differently by the age of 2.
- A baby boy will typically spend longer looking at a picture of a car than a picture of a doll; a baby girl will typically look longer at a picture of a doll.
- Children can't tell you if they are a boy or a girl until the age of about 4.
- It is not until a child is about 6 or 7 that they can understand that gender is unchangeable.
- Children of all ages prefer to play with other children of their own sex.

5 Now read Article 3 below. Were your answers to the questions in Exercise 4 correct?

Article 3

By the time they are a year of age, girls and boys are already behaving differently in ways that are easily observable. Perhaps this is most obvious in their toy choices. Girls tend to prefer dolls, whereas boys tend to prefer vehicles. These sex differences grow stronger as children get older, and by the age of six, the average boy has many times more toy vehicles than the average girl, while the average girl has many times more dolls than the average boy.

Sex differences are also seen in interest in make-up, dressing-up toys, and kitchen supplies, which appeal to girls, and in tools and weapons, like toy guns and swords, which appeal to boys.

Although these sex differences cannot be seen in children's behaviour until they are about a year old, gender typical interests probably begin even earlier. When pictures of gender typed toys are shown to infants, boys spend longer looking at pictures of cars and trucks than at pictures of dolls, whereas girls look longer at dolls than at cars and trucks.

These gender typed preferences are somewhat surprising, because they occur well before children have

a stable identity as male or female. By the age of three years, children can tell you whether they are a girl or a boy, and can sort their own picture correctly into a pile labelled as pictures of girls or pictures of boys.

However, they generally are not yet aware that they will always be a girl or a boy, or that people do not change sex when they change their hairstyle or their clothing. The understanding that gender is unchangeable is not present in some children until they are six or seven years old.

In addition to preferring different toys, boys and girls also prefer different playmates. If children are asked to name their favourite playmates, about 90% will be other children of their own sex. Sex segregation can also be seen on the playground, where children tend to form single-sex groups.

Like gender typed toy preferences, this sex segregation in playmates grows stronger with age. At its peak (age six-and-a-half-years or thereabouts), boys and girls play with children of the same sex 10 times as much as with children of the other sex.

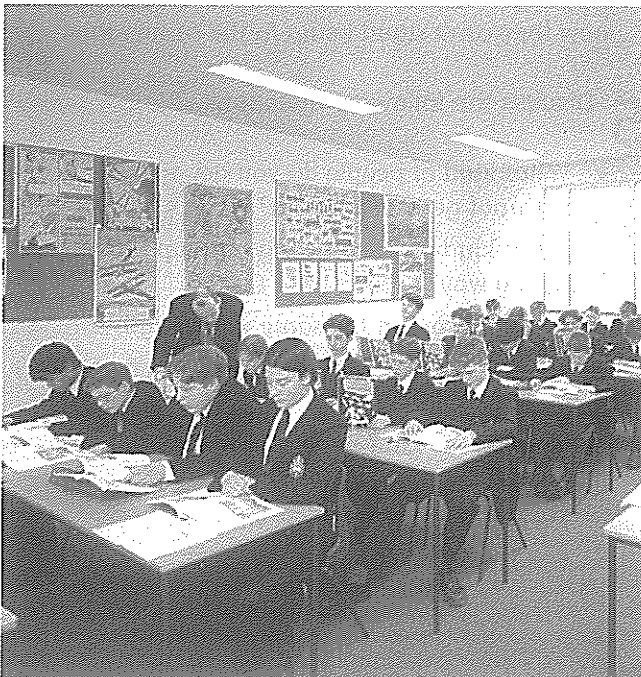
6 Discuss the following questions in groups. Express your own opinion unless your teacher gives you a role card to read.

- Do you think children are born as “blank slates” or are they born with personalities and talents which are not affected by their upbringing?
- Do children behave like their parents because they have been taught this way or because they share genes?
- Do you think that differences in intelligence and personality have genetic or environmental causes?
- Are gender differences in professions because of discrimination or because men and women have different interests?
- Are the differences between men and women biological or social?
- Should we treat men and women as individuals and not refer to gender at all?

7 Look at the following statement. Do you agree or disagree with it?

“There should be more single-sex schools where the educational approach is geared towards the learning style of either boys or girls.”

8 Divide into two groups: one in favour of single-sex schools and one against. Brainstorm ideas to support your arguments and then hold the debate. Which group had the most convincing arguments?



You are a great believer in women's rights and think that men and women should be treated in exactly the same way, from giving little girls trucks and tools to play with, to employing women on building sites to do heavy physical labour.

You believe that men and women are so different mentally, emotionally and physically that they are almost a different species and should be treated as such, with different education, work opportunities and medical treatment, among other things.

You believe very strongly in the idea that society, our environment and our life experiences play a huge role in shaping the type of person we are. Just consider the number of criminals that come from deprived areas or broken homes and the number of children with a private education who go on to university.

You believe very strongly that the social aspects of our upbringing cannot affect our personality. It doesn't matter if you dress a little girl in trousers and give her lots of trains and cars to play with, she may still choose dresses and play with dolls if she wants to. A child will become whatever is in its nature.

You believe that we shouldn't focus on the differences between men and women. People are individuals and should be treated as such. There are a significant number of men and women who don't fall into gender-specific stereotypes. This is just prejudice based on generalisations.

Words: People and relationships

1 How would you describe your relationship with the following:

- family
- friends
- colleagues?

2 Read the texts below and underline the phrases which mean:

- a) have a good relationship with someone
- b) exactly the kind of person you like
- c) like each other a lot from the first time you meet
- d) share similar interests, likes etc.
- e) be dependable and willing to help a friend emotionally
- f) not get on with someone
- g) had an argument with someone
- h) have a bad relationship because something happened
- i) make someone do exactly what you want them to do
- j) not the type of person I like.

I get on really well with Tom. He's my kind of person: kind, intelligent, funny. I met him on my first day at work and we hit it off straight away; we had so much in common. He's a great guy – always there for me when I need him.

I don't really see eye to eye with Mary. We fell out in my first week at work and we've been on bad terms ever since. She's very manipulative and can wrap the boss round her little finger. She's not my cup of tea at all.

3 Look at the idioms in the box below. Do the phrases have a positive, negative or neutral meaning? Use a dictionary to check your answers.

give someone a shoulder to cry on
 have your ups and downs
 be at each other's throats
 support someone through thick and thin
 wind someone up the wrong way
 be under someone's thumb
 be on the same wavelength
 be on the rocks (of a relationship)
 get off on the wrong foot
 be crazy about someone

4 Replace the phrases in **bold** with one of the expressions from Exercise 3. You may need to change the form of the words or phrases to fit the sentence.

- a) I've always been able to rely on Tom, over the years he's **been there for me through the good times and the bad times**.
- b) I know David will **listen to me when I tell him my problems**.
- c) Helen will always understand; we seem to **think in the same way**.
- d) When I first met Susan, **we didn't like each other at all**.
- e) There was something about Mark's habit of continually correcting me that **annoyed me more and more**.
- f) I know Timothy doesn't mean it and like many relationships we've **had times when we've really liked each other and times when we didn't**, but we do get on well most of the time now.
- g) John and Tracy met 10 years ago and **were completely in love with each other** for years.
- h) James and Kate had so much in common and we all thought it was the perfect relationship, except that we thought Kate **was influenced and controlled by James too much**.
- i) About two years ago, Tom and Nicola suddenly told us their relationship was **very unstable and looked like it might finish**.
- j) Tanya said that she and her husband had **been having violent arguments** for a long time and now they can't stand being in the same room.

5 Discuss the following questions.

- What kind of people do you get on well with/not get on well with?
- What kind of person winds you up the wrong way?
- Who are you on the same wavelength as?
- Have you ever got off on the wrong foot with anyone?
- Are you the kind of person who gives friends a shoulder to cry on?
- Do you have any friends who have been with you through thick and thin?

Do you remember?

Pages 46–47

- 1 Which word does **not** express a positive idea?
a chatty b fussy c lively
- 2 Someone who does not worry about anything can be described as *back*.
a lead b laid c layed d lying
- 3 Which four-word phrase means the same as *everywhere*?
- 4 Supply the prepositions in these phrases.
a He keeps himself himself.
b Her moods change no apparent reason.
c He won't say what's his mind.
- 5 Put this sentence into the past.
One minute he's down and depressed, the next minute he'll be laughing and telling jokes.
.....
.....
- 6 Which alternative is incorrect?
He keeps losing / tends losing / tends to lose matches he ought to win.

Pages 48–49

- 7 Which words should be in the *-ing* form?
I hate people interrupt all the time and not listen properly to what others are say, it's really infuriate!
.....
- 8 If you avoid talking about something awkward, you are *beating about the*
- 9 According to Liu Yanli, watching her classmates talking about people behind their backs is *pretty*
- 10 Supply the correct forms of verb in this extract.
I really hate (1) people (2) those who're younger or smaller than they are and tell them what to do. I'd like (3) to stop them but I'm going to have (4) till I'm a bit older as right now, they'd just pick on me too.
- 11 Who is quiet and sensitive?
- 12 Which of these words are spelt incorrectly?
a appreciate b optimistik c childishly
d enthusiastic e independant

Pages 50–51

- 13 What is the title of the TV show featuring six volunteers on a remote desert island?
.....
- 14 In which sea is the island?

- 15 What is described by the following adjectives?
a remote b basic
c primitive
- 16 The verb is equivalent to "complain", but it sounds more annoying.
- 17 Which of these means: *I don't know*?
I haven't got *an answer / a clue / an idea*.
- 18 Is a *loner* a person who is unmarried, a person who has no brothers or sisters, or a person who prefers to be alone?

Pages 52–53

- 19 Which phrasal verb means: *to consider something carefully so that you can make a decision about it*?
- 20 According to Li Ming, living on campus has main advantages.
- 21 Chen Xiaogang thinks that the environment of the family will help his study.
- 22 What is Chen Xiaogang's decision?
- 23 What three things are listed after a *need for*?
.....
- 24 Choose the correct way to complete this sentence
A tendency for forgetting / of forgetting / to forget things.

Pages 54–55

- 25 Which adjective is used to describe a majority?
a big b grand c vast
- 26 What two adjectives are used to describe a minority?
- 27 Which phrases have the same meaning?
a apart from that b as well as that
c because of that d other than that
- 28 Supply the missing prepositions.
a Sorry the mess – I'm very untidy.
b I saw Carrie the corridor just now.
c The woman smiled her son.
- 29 What's the best place for *just* in this sentence?
He phoned after you left.
- 30 If you have *just enough money to pay*, do you:
a have more than you need to pay?
b have the right money and no more?
c not have enough money?

Communication

Activities

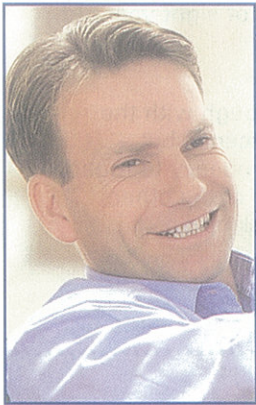
Unit 28: Wordspot p.12

Student A

- 1 Say this phrase another way: "I just couldn't understand what he was saying."
- A: I just couldn't get my head round what he was saying.**
- 2 How can we describe a film, story or poem that is very sad and makes us sad?
- A: heart-rending**
- 3 What reason could you give for not going out because you've so much work to do?
- A: I'm up to my neck in it.**
- 4 Sampras won the tennis final 6-0, 6-0. We can say he won ...
- A: hands down**
- 5 It's clear that your friend is still very upset about a recent break-up but has no one to talk to about it. What does (s)he need?
- A: a shoulder to cry on**
- 6 What might someone have just before they have to address a huge audience?
- A: butterflies in their stomach**
- 7 Our cat will only eat one type of cat food. What does she do when we give her another type?
- A: She turns her nose up at it.**

- Student B
- 1 My little brother went on a really frightening water ride at Water World Theme Park. How did he describe it?
A: hair-raising
 - 2 It was a delicious, appetising meal. What's another way to say "delicious and appetising"?
A: mouth-watering
 - 3 My friend is trying to convince me that he's engaged to a film star, but I don't believe him. What do I say?
A: You're pulling my leg.
 - 4 He looked so ridiculous dressed in that wig that we had to laugh. What couldn't we do?
A: We couldn't keep a straight face.
 - 5 What might a corrupt police officer do when he sees something illegal happening?
A: turn a blind eye
 - 6 When I asked him how his parents were, he said they'd divorced. What did I do?
A: You put your foot in it.
 - 7 A waitress keeps dropping things all over the place! How could you describe her?
A: all fingers and thumbs

Unit 30: Task pp. 50–51



Nick

Background: Investment banker, 34, high earner from wealthy family, single.

Fitness: 7/10

Charming and funny, he got on well with everyone on the surface, but his commitment may start to crumble when the going gets tough – does he really know what he’s letting himself in for?

“Impossible to dislike – there’s never a dull moment when Nick is around.”

“Seems to be a bit of a dreamer who is not as good at following through on things as he is at imagining them.”

Ron



Background: 48-year-old headmaster of a primary school, married to Beverley. They have three children aged 12, 10 and 4, who would accompany them. They spend all their holidays camping, hiking, etc. Has a lot of experience of organising adventure holidays for young people.

Fitness: 7/10

There’s no doubting his commitment and his experience would be invaluable to the group. He had a helpful attitude to the others, but one or two seemed to resent his rather overbearing attitude.

“Ron’s fine really, but he seemed to push his wife and kids around quite a bit – typical headmaster type!”

Briony



Background: Nurse, 25, single. Marathon runner.

Fitness: 10/10

Very committed, realistic attitude to the physical challenges.

Seemed to understand the value of teamwork in theory, but in practice often worked on tasks individually and did things her own way.

“Briony’s a very driven person, almost obsessively determined.”

“She seems a nice person, but very, very serious. A bit lacking in sense of humour.”



Beverley
(Ron’s wife)

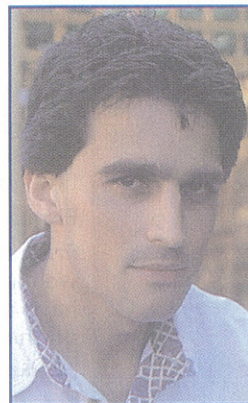
Background: Domestic science teacher and mother of three, 44, married to Ron.

Fitness: 6/10

Beverley was liked by the group, and seemed to work well in a team. She seems to have realistic expectations of the island and should cope well.

“Bev’s a really nice, kind woman, but I wish she would stop running round after her husband all the time.”

Mark



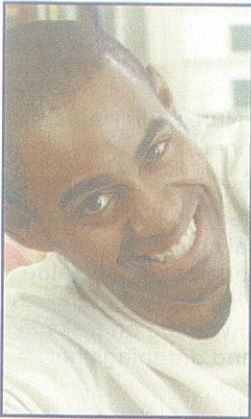
Background: Computer programmer, 31. Mountaineering enthusiast. Single.

Fitness: 9/10

Very good in a team – he was popular with the other group members. His mountaineering experience makes him one of the best-prepared candidates.

“Mark’s a really nice person, a bit serious, but very likeable.”

Communication Activities



Jason

Background: 29-year-old builder, married to Michelle. They have an eight-year-old daughter (Chloe) who would accompany them.

Fitness: 9/10

Obviously highly committed to the project. A quiet man who works well in a team, was very supportive of and liked by the other participants.

"His wife's moaning seemed to depress him!"

"A really good bloke."

Michelle



Background: 28. Part-time hairdresser married to Jason, and mother of eight-year-old Chloe.

Fitness: 4/10

Pleasant enough with the other participants, but showed a tendency to moan, which some of the others began to pick up on.

"I didn't really warm to Michelle, to be honest."



Julia

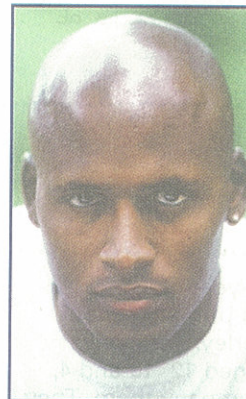
Background: Restaurateur, 37. Single. Very urban.

Fitness: 6/10

Got on very well with the other people in the group who appreciated her sense of humour and supportive attitude. Although this is something completely different for her, she does seem to have thought about it, and have realistic expectations

"Julia's great! She had everyone laughing all weekend - a really good sort"

"Julia's very funny but I found that she talked too much! It wasn't very easy to relax when she was around."



Chris

Background: Ex-army marine, 27. Unemployed at present. Divorced with 7-year-old son, who would not accompany him.

Fitness: 10/10

Extremely committed, with invaluable experience to bring to the group. He's a natural loner though, perhaps secretly contemptuous of those in the group who are less tough than he is.

"Very intense, maybe a bit weird?"

"I think Chris is a nice person deep down, but he's very hard to get to know. Trying to keep a conversation going is a real strain."



Paula

Background: 22, student and part-time model, has never had a full-time job. Single.

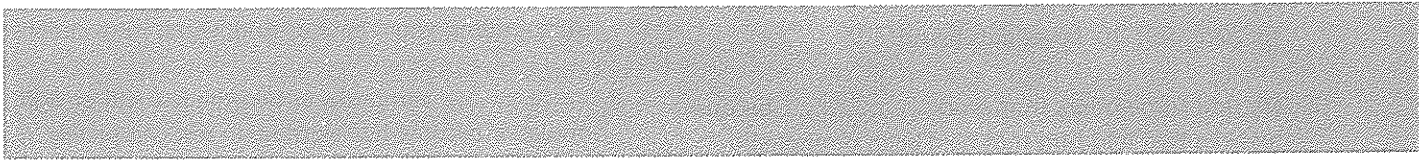
Fitness: 6/10

Friendly and cooperative, working well in a team. Doesn't seem to have a clue about how tough life on the island will be, however.

"I didn't think I was going to like her, but actually, she's a really sweet girl."

"Paula's incredibly good-looking - Two or three of the women (Michelle and Julia, for example) seemed a bit jealous."

Language Power



Unit 28

Vocabulary

Body and mind

- 1 Use the words and phrases from the box to complete the sentences.

relaxation exercises, weight-training, massage, acupuncture, prone to, picky eater, come down with, get a fright, out of breath, in high spirits, stress ... out, lose ... appetite

- 1 My cousin is a very She doesn't like to eat peas and she never eats bread.
- 2 My dad came home from work because his boss had told him that he'd been promoted!
- 3 After watching the TV program on how hamburgers are made I completely my
- 4 Tom's best friend has been doing some and his arm muscles are really big!
- 5 Minghua really enjoys having a as she finds it very relaxing.
- 6 Doing can help to reduce stress levels.
- 7 We watched a movie last night and in the scene where the cat jumps onto the man's head I such
- 8 I've been going for a run after school every day and I'm definitely not as as I used to be when I climb the stairs to our apartment.
- 9 Please don't make that noise again! I'm trying to study and it really me
- 10 Our grandmother is headaches so we have to be very quiet when we walk past her door in the mornings.
- 11 After playing soccer in the rain last Monday I the most awful cold I've ever had.
- 12 is a very effective treatment which involves the insertion of fine needles into various points in the body.

- 2 Write the correct words from the box in the spaces to complete the definitions.

relax, kilometre, affect, poetry, exercise, fright, flu, mood, weather, body-building, massage, nervous

- 1 *bodybuilding*. *n* an activity in which you do hard physical exercise in order to develop big muscles
- 2 *n* conditions in the atmosphere surrounding you – heat or cold, wind, rain, snow *etc.*
- 3 *v* to make or become less stiff or tight; to make or become less worried; to rest completely
- 4 *n* a unit of length or distance equal to 1000 metres
- 5 *n* training through action or effort; *v* to train or use your body to make it fitter and stronger
- 6 *n* creative writing that is arranged in lines that usually have a regular rhythm and often rhyme
- 7 *adj* being rather afraid; feeling apprehensive
- 8 *v* to treat parts of the body by rubbing or pressing to remove pain or stiffness; *n* a type of treatment to promote relaxation
- 9 *n* a person's feelings or temper at a particular time – happy, sad, good, bad *etc.*
- 10 *n* short for *influenza*, an infectious disease with a headache, fever *etc.*
- 11 *n* a sudden feeling of fear
- 12 *v* to have an influence on something, or change it in some way; to make you feel very sad or angry *etc.*

3 Write the correct word to complete each sentence.

- 1 This medicine may make you lose your for a few days.
a) appetite b) hunger c) taste
- 2 For me, there's no better way of relaxing than a massage after a hard day at work.
a) doing b) having c) making
- 3 After not doing any exercise for 6 months, even climbing a few stairs can leave you breath.
a) off b) needing c) out of
- 4 In an attempt to improve his strength, Michael has decided to take up weight-.....
a) practice b) exercise c) training
- 5 Lighting is one of the many factors that can adversely people's mood.
a) affect b) effect c) mark
- 6 The illness left him extremely weak and to other infections.
a) available b) prone c) inclined
- 7 I've been under so much pressure at school recently that I feel completely stressed
a) away b) over c) out
- 8 My mum a few good suggestions when I was feeling stressed.
a) said b) made c) told
- 9 of stress include headaches, skin break-outs, irritability and sleeplessness.
a) Symptoms b) Worst c) Dangers
- 10 Jane was very with her performance at the show.
a) happiness b) luck c) satisfied
- 11 Keeping a is a good way to help reduce stress.
a) journal b) book c) record
- 12 I have a very bad of eating when I feel stressed.
a) idea b) action c) habit
- 13 Breathing exercises can help stress because they relax you.
a) respond b) relieve c) realise
- 14 If you the amount of sugar you eat then you'll feel more energetic and lose some weight.
a) love b) accept c) reduce

Grammar: adjectives and adverbs

Word order: attributive / predicative adjectives

- 4 Choose an adjective from the box to complete the sentences below.

alone afraid mere alive ill live lone
drunken asleep drunk sheer sick frightened
only sleeping

- a Since his wife died nearly twenty years ago, Walter has always lived*alone*.....
- b "We were lucky to get out of there, " said 20-year-old Sandra Hewlett after her dramatic rescue.
- c Mr Livingham denied accusations of behaviour at the awards ceremony. 'I only had two glasses of wine all evening,' he told journalists.
- d Prices are still very low if you go to the right place: you can even get a three-course lunch for a €3!
- e Maria felt so happy, she wanted to laugh and sing from joy.
- f Mother Teresa spent many years working with children in India.
- g The transportation of animals from one country to another remains a controversial issue.
- h Her innocent expression and wide eyes gave her the look of a(n) animal.
- i Henry gently placed his baby daughter into her cot.
- j Who knows whether the assassination was the work of a gunman, or if there were others involved.
- k It's often said that Antonia's fault was a tendency to be over-generous.
- l It was 3 a.m. by the time we got home. Not surprisingly, everyone in the house was
- m As a child, I was always of the dark and had to sleep with the light on.
- n It was clear that many of the football supporters who started the violence had been in the bars all day and were very
- o Tim has had to leave work early. He said he was feeling

Compound adjectives

5 Rewrite the following sentences using the adjectives given.

- a) At parties they often have lights. (dancing, coloured, flashing)

- b) The doctor taught me some exercises. (breathing, easy)

- c) My dad leads a life as a doctor. (stressful, very, medical)

- d) Our teacher is often but always has advice. (good, short-tempered)

- e) The man with the eyes helped the lady across the road. (old, busy, kind, gentle)

- f) Children are often and I find it looking after them. (energetic, extremely, stressful, little)

- g) Susan is about boarding. (excited, really, snow)

- h) After a consultation, he asked me a lot of questions about my health. (physical, quick, initial)

- i) The woman was lying on the beach in a state of relaxation. (total, beautiful)

- j) It's always good to get an viewpoint when you're making a decision. (big, independent)

- k) Fangfang and Yiming had a talk and they are both more about their studies now. (relaxed, long, much)

Prefixes

6 a) Write the opposite of the words and phrases using a word which begins with a prefix in the box below.

anti- multi- mal- mis- under- dis- pre-
sub- un- in- over-

- 1 overcooked undercooked
- 2 post-industrial
- 3 complete
- 4 understand
- 5 well-adjusted
- 6 honest
- 7 important
- 8 pro-war
- 9 monolingual
- 10 underpaid
- 11 above zero

b) Match each prefix in column A with two words in column B. Choose five of the words and write a definition / example sentence for them. Check your definitions / sentences in a good learner's dictionary.

- | | |
|-------|------------|
| A | B |
| bi | function |
| inter | sell |
| mal | centenary |
| out | changeable |
| semi- | number |
| | dependent |
| | finalist |
| | annual |
| | retired |
| | nourished |

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Suffixes

7 Complete the encyclopedia entries by forming an adjective from the word in brackets. Be careful to make any necessary spelling changes (use a good learner's dictionary to help you).

neon (1) ... *colourless* ... (colour), (2) (odour) gas. Chemical symbol Ne, (3) (atom) number 10. Tubes containing neon are used in (4) (electricity) signs: it gives off a (5) (fire) red glow.

Neruda, Pablo (1904–1973) Chilean poet. Among his most famous (6) (literature) works is the epic poem *Canto General* (1950). He also served in the (7) (diplomacy) service and was awarded the Nobel Prize for literature in 1971.

nervous breakdown popular term for a reaction to overwhelming (8) (psychology) stress. There is no equivalent in (9) (medicine) terms. Someone suffering may become unusually (10) (anxiety) in (11) (stress) situations.

nettle stinging plants with oval, tooth-edged leaves. The (12) (green) leaves are slightly (13) (poison) and can cause a (14) (pain) irritation on the skin.

Newark largest city and port of New Jersey, USA. It is an important (15) (commerce) and (16) (finance) centre and the (17) (administration) centre of Essex county. It is also a large producer of (18) (electricity) equipment.

Adverbs of degree

8 Cross out the two adverbs of degree which cannot combine with the adjective on the right.

- | | | | | | | |
|---|------------|------------|------------|-----------|-----------|-------------|
| a | absolutely | really | a bit | quite | extremely | GOOD |
| b | very | absolutely | totally | really | slightly | FANTASTIC |
| c | really | not very | completely | extremely | a bit | INTERESTING |
| d | absolutely | pretty | quite | a little | utterly | PERFECT |
| e | rather | really | absolutely | utterly | quite | TALL |
| f | quite | pretty | rather | 100% | totally | RIGHT |

Pronunciation

Stress in longer words

9 Put each word in the box below into the correct column according to its stress pattern. Use the recording to help you.

allergic disorderly impressive relationship alternative exercise
 incompetent superstition appetite horoscope interactive
 unconscious atmospheric imagine pregnancy unimportant

●●●●	●●●●	●●●	●●●
			allergic

Patterns to notice

Comparative and superlative adjectives

10 Complete the text with the appropriate form of the adjective in brackets.




Summer Hazards

For city dwellers in the summer months, the (1) ... *hotter* ... (hot) it gets, the (2) (great) the danger from air pollution. But did you know that eating strawberries is one of (3) (easy) ways of resisting air pollution? They are rich in pollution-busting ellagic acid ... and what could be (4) (nice) than a delicious bowl of strawberries on a hot summer's day? There's nothing (5) (bad) than an attack of sunburn ... so no one should go out into the sun without plenty of factor 20. But the more fruit and vegetables you eat – particularly mangos, sweet potatoes, carrots and apricots – the (6) (resistant) your skin becomes to the sun's harmful rays. And (7) (good) thing about this form of sun protection is that it tastes a lot (8) (good) than sun cream too! What could be (9) (good) for cooling off than an afternoon at the swimming pool? But be careful – the more time you spend in the water, the (10) (likely) it is that you'll be exposed to water-borne bacteria, which can cause ear and throat infections. If you're in and out of the swimming pool every few minutes, Xylitol, a natural sweetener from a birch tree, is among (11) (effective) protectors – and you can buy it in chewing-gum form – so the more you chew (12) (healthy) you'll be!

Listen and read

The Quest for Immortality

11 a)  Read and / or listen to the text below.



The Quest for Immortality

1 *Scientific breakthroughs mean that life expectancy continues to rise every year. But the medical advances which now make it possible to contemplate*
5 *living to a very great age – if not forever – also raise profound practical and ethical issues.*

How long are we living now?

Over the past century, life expectancy in developed countries has risen at an astonishing rate. In Britain, for example, the average male lifespan went up from 48 in 1901 to 75 in 2000. (During the same time, the female lifespan rose from 49 to 80.) Scientists have always imagined that this rise would tail off, but that does not seem to be happening. Since 1840, people born in any year have, on average, lived three months longer than those born the previous year – a consistent increase that still holds true today. A paper published in *Science* magazine has warned that, at the current rate, female life expectancy in developed countries could be as high as 101 by 2070.

Why are we lasting so much longer?

30 Mainly because of better nutrition, better housing, vaccination programmes and a dramatic reduction in infant mortality due to advances in both pre-natal and post-

35 natal care. Since there is only limited potential for further advances in these areas, some scientists think we have almost reached the limit of human longevity. Dr Jay Olshansky, of the University of Chicago, for example, believes that the only way of adding to life expectancy now is to make old people live longer – a painstaking process that will be measured in weeks or months, not years. The real challenge now facing biologists is to learn how to delay the ageing process.

So is immortality a realistic prospect?

60 Not for the foreseeable future. In last year's Reith lectures¹, the gerontologist Professor Tom Kirkwood firmly quashed the notion that genetic engineering might result in some kind of "fountain of youth". Considering how frustratingly slow the battles against cancer, heart disease and strokes have been, he said, it is fanciful to imagine that we could conquer death. On the other hand, scientists do now understand more about why we age, and what can be done to slow down the process. "Our ancestral genes placed limited priority on long-term maintenance and repair," says Kirkwood. "Ageing comes about through the gradual build-up of

unrepaired faults in the cells and tissues of our bodies, not as the result of some active mechanism for death and destruction." The trick, then, is to help the body repair the damage done by wear and tear.

75 How can that be done?

In many different ways, some of which are already pretty commonplace. Organ transplants from pigs and monkeys are now old news – the American politician Jesse Helms has just had a ten-year-old pig valve in his heart replaced. Laser eye surgery has become so commonplace that Americans can now get it in shopping malls. Doctors have succeeded in wiring computerised implants directly to nerve fibres, allowing the deaf to hear, and there is hope that electrodes planted in the brain may soon offer hope for the blind to see. But the real potential at the moment lies in the field of stem cells – special cells that allow lizards to grow new tails and humans to grow new skin over minor cuts. If scientists can learn how to control these cells, they could be used to regenerate parts of the body that are failing.


¹ an annual series of BBC radio lectures given on a scientific topic



b) Read the statements below. Based on the information in the text, mark them P (possibly true), D (definitely true) or U (unlikely).

- 1 People in the UK are living much longer than they used to. *D.*
- 2 It will be common for women to live to over 100 in the year 2070.
- 3 Infant mortality will continue to fall sharply.
- 4 Life expectancy will not carry on rising as dramatically as in the past.
- 5 One day, we may be able to live forever.
- 6 Scientists understand much more about the ageing process nowadays.
- 7 Replacing body parts is now a common operation.
- 8 There will be a cure for blindness in the future.

Check your pronunciation

12 a)  Listen again to this extract from the text. Pause at the points indicated and look at the *Pronunciation points* below.

1 Why are we lasting so much longer? (1)
Mainly because of better nutrition,
better housing, vaccination
programmes and a dramatic reduction
5 in infant mortality (2) due to advances
in both pre-natal and post-natal care.
Since there is only limited potential (3)
for further advances in these areas,
some scientists think we have
10 almost reached the limit of human
longevity (4). Dr Jay Olshansky, of the
University (5) of Chicago, for example,
believes that the only way of adding to
life expectancy now is to make old
15 people live longer – a painstaking
process that will be measured in weeks
or months, not years. The real
challenge now facing biologists is to
learn how to delay the ageing process.

Pronunciation points

1 Notice the intonation in the question *Why are we lasting so much longer?* This indicates that the speaker is especially interested or puzzled.

2 Notice the intonation of the items in the list: the voice goes up on the first (*nutrition, housing, programmes, reduction*) and down on the last item (*infant mortality*).

3 Notice the /ʃə/ sound in *potential*. It is also heard in *nutrition* (line 2), *vaccination* (line 3) and *reduction* (line 4).

4 Notice the stress pattern in the word *longevity* ●●●●. The following words have a similar stress pattern: *mortality* (line 5) and *expectancy* (line 14).

5 Notice how *the* and *University* are linked with a /j/ sound. Notice the similar way in which *the only* (line 13) and *the ageing* (line 19) are pronounced.

b) Practise reading the passage yourself, paying attention to the *Pronunciation points* above. Use the recording to help you if necessary.

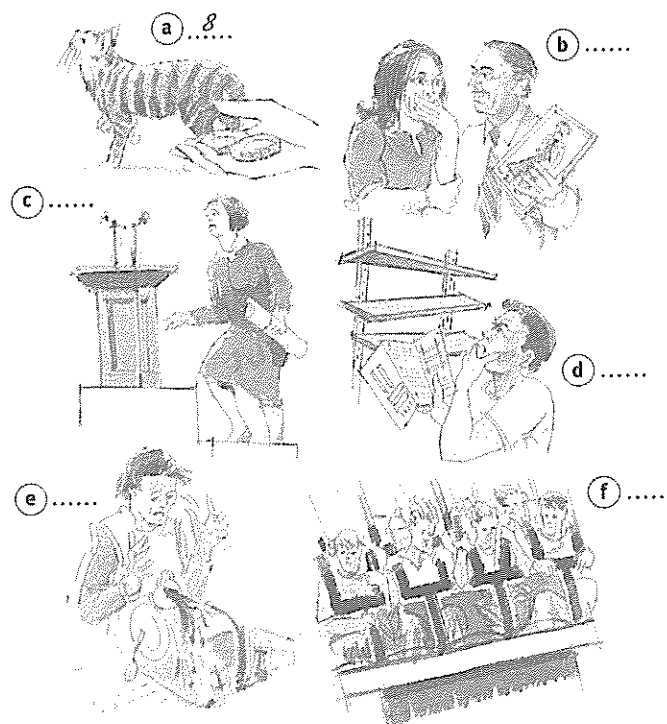
Wordspot

Idioms to do with the body

13 a) Complete the sentences with the appropriate part of the body.

- 1 The police seem to be turning a blind *eye* to his activities.
- 2 I tried not to laugh, but I couldn't keep a straight
- 3 He won the final down.
- 4 I just can't get my round these instructions.
- 5 Is that true or are you pulling my ?
- 6 Everything in her garden grows beautifully: she has green
- 7 It was a -raising experience: I was terrified!
- 8 I offered my cat some biscuits, but she turned her up at them.
- 9 Busy? I'm up to my in it.
- 10 Daniela cooked us a -watering meal.
- 11 As the big moment approached, I could feel the butterflies in my
- 12 "How's your lovely wife?" I asked David ... and remembered they'd just got a divorce. I'd put my in it as usual.
- 13 Oh no! I've dropped it. I'm all fingers and today.
- 14 It was a -rending speech – everyone was very moved.

b) Match the illustrations to six of the expressions above.



Check your writing

Confusing spellings

14 a) The words in the box can be confusing because of their spelling. Write the word next to the appropriate definition.

advice effect loose advise prize fair lose relief affect fare pain
relieve price strait breathe breath life pane live straight

- 1 *advice* n [U] an opinion you give someone about what they should do
- 2 v [T] to tell someone what they think they should do
- 3 n [C, U] the way in which an event, action or person changes someone or something
- 4 v [T] to do something that produces a change in someone or something
- 5 n [C] the air that you take in and send out from your lungs
- 6 v [I, T] to take air into your lungs and send it out again
- 7 *adj* reasonable and acceptable
- 8 n [C] the price you pay to travel on a bus, train, plane, etc.
- 9 *adj* [only before noun] 1 not dead or artificial 2 a performance that is for an audience of people rather than for a film / recording
- 10 n [C] the period between a person's birth and death
- 11 *adj* not firmly fixed in place or tight
- 12 v 1 not to win a game or argument 2 to be unable to find something that you had before
- 13 n [C,U] the feeling you have when a part of your body hurts
- 14 n [C] a sheet of glass used in a window or a door
- 15 n [C] the amount of money for which something is bought, offered or sold
- 16 n [C] something that is given to someone who has been successful in a competition, race, game, etc.
- 17 n *singular* [U] a feeling of comfort when something frightening, worrying or painful has ended or not happened
- 18 v [T] to make a pain, problem, unpleasant feeling less severe
- 19 *adj* something which is not curved or curly
- 20 n *often plural* [C] a narrow passage of water between two areas of land, usually connecting two seas

b) Tick (✓) the sentences in which the word in *italics* is spelt correctly. Correct the ones where it is spelt incorrectly.

- 1 Can I ask your *advice* about a personal problem? ✓
- 2 He won first *price* in a competition. *prize*
- 3 It will be *fare* if we each eat four of the chocolates.
- 4 Try not to let the pressure *affect* you – just stay calm and focused.
- 5 He was wearing a *loose*-fitting shirt which looked very good on him.
- 6 The doctor has prescribed some painkillers to *relief* the pain.
- 7 I'd say he has enough to set him up for *live*.
- 8 I'm going to see the doctor about the *pane* in my chest.
- 9 We crossed a narrow *straight* of water separating the two islands.
- 10 One of the main *affects* of global warming is rising sea levels.
- 11 It was stupid of me to *loose* my temper like that.
- 12 I love the sound of raindrops on the window *pane*.
- 13 The group are to play some *life* concerts in May.
- 14 It was so hot in there that it was hard to *breath*.
- 15 I felt it was a *fair* price to pay for such a beautiful item.
- 16 It was such a *relieve* that my coat hadn't been stolen.
- 17 It was so funny, I couldn't keep a *strait* face.
- 18 Would you *advice* me to go on a diet, doctor?
- 19 Running up those stairs has left me out of *breath*.
- 20 Have you paid your bus *fair* yet?

Unit 29

Vocabulary

Education

1 Copy the words and phrases in the box below into the appropriate column.

elementary professor graduation nursery
lecture undergraduate online learning
refresher course junior tertiary scholarship
fullmarks grades primary kindergarten degree

children's education (before 15)	adult education	both
<i>elementary</i>		

Collocations

2 Underline the best option to complete the sentences.

- The school aims to encourage people to take a full part / place / piece in society.
- The new town council has promised to cope with / deal with / treat the problem of urban crime.
- Mazda is a company which tries to give all its employees a(n) comment / opinion / say in how the business is run.
- Retirement will give Henderson the chance to chase / pursue / take after his other interests.
- There have been a number of attempts to encourage young people to become activated / concerned / involved in criminal activities.
- There's no doubt that high unemployment plays a factor / role / roll in increasing the crime rate.
- The Conference will be an ideal opportunity for teachers and students to get together and share / distribute / give out their experiences.
- This match provides us with an excellent occasion / opportunity / place to try out some new players.
- It was Oscar Wilde who made the famous announcement / observation / allegation that nothing worth knowing can be taught.
- Children at primary school do not only learn to read and write: they also begin to develop social abilities / skills / talents which they will need throughout their school and working life.

Word building

3 a) Complete the table below. Mark the main stress on each word. Use a dictionary if necessary.

verb	person	noun	adjective
1 <i>found</i> ...	2	foundation	
3	4	lecture	
5	graduate	6	
	scientist	7	8
		9	anxious
educate	10	11	12
expect		13	15
		14	
speculate	16	17	18
volunteer	19		20

b) Choose ten of the words and write a sentence to show the meaning.

Sir Isaac Newton is often considered to be the founder of modern science.

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Patterns to notice

Particles which add meaning to verbs

4 a) Complete the phrases below with the correct dependent preposition.

- 1 aim ...at... people in their 20s
- 2 call someone their first name
- 3 tell him your problem
- 4 suffer an aching back
- 5 do something your problem
- 6 think what she said
- 7 work a multinational corporation
- 8 gaze some coloured lights
- 9 subject her an awful experience
- 10 what I dislike my city is
- 11 believe life after death
- 12 shout someone in a rude way
- 13 worry somebody
- 14 pay a meal
- 15 blame someone else what happened

b) Write in the verbs in the correct place in the table.

about	at	by	for	from	in	to
	aim					


5 Complete the sentences with a suitable particle from the box below.

down out (x3) up away around on off to

- a "Where have you been? How many times do I have to tell you not to wander ...off... without telling me?"
- b It took a minute or so for the laughter to die, allowing Martin to resume his speech.
- c Lisa is going to give programmes to members of the audience as they come in.
- d It's Linda's responsibility to lock when the school closes at 9 o'clock.
- e If you want to write us, our website address is www.mtv.co.
- f Despite the heavy rain, the band played, and the audience clapped and cheered.
- g It's time someone had the courage to speak and reveal who is responsible for this appalling situation.
- h The bus didn't leave for another three hours, so we had nothing to do but wait getting bored.
- i Although Donna was quite shy to begin with, after a few minutes she was chatting quite happily.
- j Our company is sending sample copies to thousands of potential customers.

Pronunciation


Different pronunciations of -ch, -gh, -th and -ss

6 a)  Listen to the example words showing the different ways in which -ch, -gh, -th and -ss are pronounced.

- 1 -ch /tʃ/ approach children
/k/ school ache
- 2 -gh /f/ cough gh laugh
(silent) through gh sought
- 3 -th /θ/ earth throw
/ð/ tother wthout
- 4 -ss /s/ possissility stress
/ʃ/ admission passission

b) In the words and phrases below, decide how the underlined letters are pronounced. Write the correct symbol in the space.

- 1 a mathematical calculation /θ/
- 2 a leather jacket / /
- 3 cheer up / /
- 4 a tough question / /
- 5 out of breath / /
- 6 successful / /
- 7 weighttraining / /
- 8 pressured into something / /
- 9 use a technique / /
- 10 have a breather / /
- 11 fair enough / /
- 12 keep a straightth face / /
- 13 daily assembly / /
- 14 a great deal of discussion / /
- 15 join in the chorus / /
- 16 the punchch line / /
- 17 a neighghbouring country / /
- 18 a proactive approach / /
- 19 neither here nor there / // /
- 20 all fingers and thumbs / /
- 21 a scholarship / /
- 22 a rough draft / /
- 23 a big issue / /
- 24 recess / /

c)  Listen to the recording and check your answers.

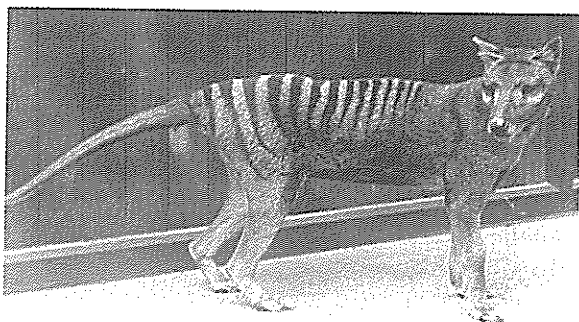
Grammar: passive forms

Passive forms with *be*

7 Complete the text using the correct passive form.

Back from the Dead? Scientists Closer to Cloning Tasmanian Tiger

- 1 Around the world, hundreds if not thousands of species of animals (1) *..are threatened...* (threaten) with extinction ... but the latest scientific developments could mean that one day even extinct
- 5 animals (2) (bring back) to life using DNA technology. The last-known Tasmanian tiger died in a zoo in Hobart, Australia in 1936. Fifty years later, the species (3) (declare) extinct. But in 1999, a research project into DNA
- 10 cloning (4) (set up) at the Australian Museum in Sydney, and now, after three years work, high quality DNA (5) (extract) from a baby tiger which (6) (preserve) in a jar of alcohol
- 15 since 1866. According to scientists, there is now a chance of the Tasmanian tiger (7) (resurrect) using techniques similar to those which (8) (use) to create cloned sheep in the 1990s. If undamaged DNA (9) (recover), it could (10) (insert) into the empty egg of a related living species, such as a Tasmanian Devil.
- However, the technology for the final stage of cloning – where the Tasmanian Tiger's DNA
- 25 (11) (place) into a Tasmanian Devil host which (12) (strip) of its own genetic material – is still (13) (develop).
- 30 "It's a very significant breakthrough," said Professor Michael Archer, Professor of Zoology at the University of New South Wales. "Although there's still a lot of work (14) (do), there's now a real possibility of Tasmanian tigers (15) (released) into the wild within
- 35 the next decade."



Using passive forms with reporting verbs

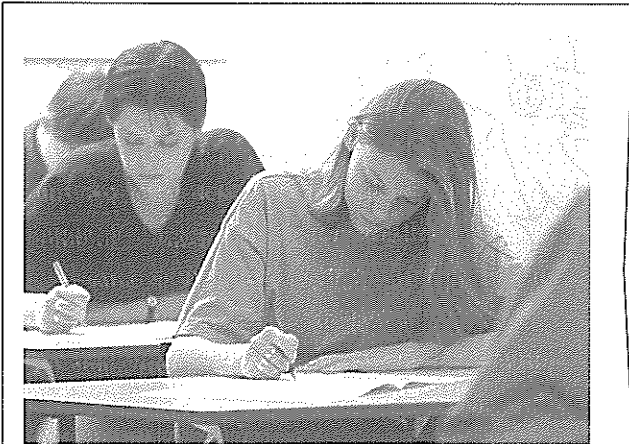
8 Complete the sentences using the correct form of the words in brackets.



- a The marriage between singer Frankie Martin and the actress Lorna Reed *..... was supposed to be* (supposed / be) the perfect match: but in fact it only lasted a year.
- b The killer (believe / escape) in a stolen car which was later found abandoned.
- c During the 1960s, this kind of furniture (consider / be) the last word in style and good taste.
- d The former champion (not think / consider) a come-back at present.
- e American TV star Hope de Loris (rumour / spend) \$1.4 million on a lavish new home ... for her pet dog!
- f New crime figures released by the government (expect / show) a dramatic rise in offences committed by young people.
- g Actor Mel Donnelly insisted that his remarks (not intend / cause) offence, and he offered his full apologies to the audience.
- h Raimondo's new sponsorship deal with Badidas (report / be) worth €5 million over the next six years.
- i The police were taking no risks, as the man they were looking for (know / be) armed and dangerous.
- j The Foreign Minister (allege / be) involved in extreme left-wing politics during his student days in the 1970s.
- k Although he was admitted to hospital late on Thursday, the 82-year-old actor's medical condition (not understand / be) life-threatening.
- l The getaway car which police have found by the side of a main road (assume / be) stolen the previous day.

Passive forms without *be*

9 Improve the style of the newspaper article below by crossing out 14 words which are unnecessary or incorrect.



**1 Bananas and Bach Diet has been
2 Approved for Exam Pupils**


3 Pupils who have been enrolled for exams at
4 a Nottingham school will be fed a diet of bananas
5 and classical music. Teachers at
6 Kensal Green Girls' School hope their
7 students' brain power will be increased by
8 the special regime. When she was
9 interviewed on local television, head teacher Sarah
10 Weaver said, "Every girl will be
11 given a banana on exam mornings to help
12 them get their brains into gear." Soothing
13 classical music – which is played at low
14 volume through concealed speakers – is believed to
15 calm candidates' nerves and
16 put them in a relaxed frame of mind as they enter
17 the examination hall. The experiment – which is
18 based on similar techniques used in
19 US universities – is likely to be imitated in
20 other Nottingham schools if it is found to
21 be successful.

Passive forms with *get* and *have*

10 Complete the sentences with the correct form of *get* or *have* and the words in brackets.

- a You can't go to a formal party dressed like that. You'd better *get changed* (change).
- b Can't you ever drive anywhere without us (lost)?
- c Nobody seemed to care about the abandoned car in front of the house. In the end we had to pay (removed).
- d We had only been driving across country for a few miles when the van (stuck) on the muddy track.
- e There's someone at the door. If I were you, I (dressed) and see who it is.
- f Right, everybody ... it's 8:30 and I think you'd agree that it's time we (started).
- g It took us nearly an hour, but in the end we managed (the piano) up the staircase.
- h If you don't make some attempt to conceal your jewellery, there's a good chance that it (stolen).
- i Ali had high hopes of winning the tennis tournament, but in fact he (beaten) in the very first round.
- j No matter how carefully I pack my suitcase, my shirts always seem (creased).
- k TV presenter Mary-Anne Pickford and her rock star boyfriend Dave Gavin are rumoured (engaged) during their romantic holiday in Greece.
- l I think Michelle's at the hairdresser. She's probably (hair / done) right now.
- m I'm sorry about the meal ... I forgot I'd put it in the oven and I think it (burn).
- n Natalia (ears / pierced) when she was just a toddler.

Listen and read From a Distance

- 11 a)  Read and / or listen to the article about distance learning.

From a Distance

A Brief History of Distance Learning

1 distance learning *n* [U] a method of study that involves using electronic means (computers, Internet, etc.) to receive and send work rather than going to a school or university

“Knowledge,” according to the proverb “is power.” And in this electronic age, more and more of our information is gained not in the classroom, but via media such as the Internet, CD-ROM and cable TV ... all of which are playing a key part in the distance learning revolution. Here are three figures in this key educational change which is transforming our lives in the 21st century ...

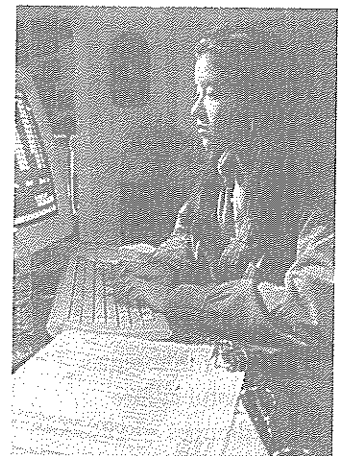
Sir Isaac Pitman

Those who think that distance learning is a relatively new idea might be surprised to learn that English educator, Sir Isaac Pitman, had the same idea – only then they were called correspondence courses – more than 150 years ago. Taking advantage of the development of a reliable postal system in 1840, Pitman began teaching shorthand¹ by mail to thousands of students who did not have time to attend school. “Lessons” consisted of copying short passages of the Bible in shorthand, and posting them to Mr. Pitman to be corrected. His brother, Benn Pitman, introduced the idea to the United States, and the Pitman shorthand system – which has been adapted to fifteen other languages – is still one of the most widely used shorthand systems in the world.



The Open University

When it was established in 1969, the Open University offered courses via mail, with the back-up of regular TV and radio programmes shown outside normal broadcast times. Each student was assigned a tutor who discussed the course work over the phone, and in group sessions in the evenings or at weekends.



Thirty years on, the Open University has expanded to include the Internet, videoconferencing, satellite broadcast and e-mail. There are no entry qualifications or admission interviews, and anyone over the age of 18 can follow one of their courses. It is now Britain’s largest single teaching institution, with more than 200,000 people studying its courses every year, with another 16,000 in other countries around the world.

John Hendricks and The Discovery Channel

After a successful career in university education, John S Hendricks entered the TV business and launched the Discovery Channel – the first cable TV channel exclusively devoted to documentaries and nature programmes – in June 1985. Today the company’s programmes reach over 150 million subscribers in more than a hundred countries. In an age where competition for TV audiences has never been tougher, the Discovery Channel’s high-quality, educational approach continues to defy those who believe that TV is only about mindless entertainment. The BBC programme *Walking with Dinosaurs* became the most-watched documentary in TV history when it was shown on the Discovery Channel in 2000.

¹ a system for writing down what people are saying using special signs to represent words, letters and phrases

b) According to the texts:

- Who first had the idea of teaching shorthand by correspondence? ...*Sir Isaac Pitman*...
- Who took the idea of correspondence courses to the United States?
- What three methods were originally used for course work by the Open University?
- What entry qualifications are required to do a course at the Open University?
- What type of programmes are shown on the Discovery Channel?
- What programme attracted the most viewers ever for a TV documentary?

Check your pronunciation

12 Listen to the phrases below. Notice the pronunciation of the letters in bold in each case. Practise saying the phrases yourself.

- a more of our information
- b distance learning
- c short passages
- d group sessions
- e admission interviews
- f a successful career
- g TV audiences
- h mindless entertainment

Wordspot

way

13 Complete the sentences.

- a It's coming. It's ...~~it~~... its way.
- b If something is blocking you, it's the way
- c This is the wrong way
- d MOVE! Will you please get of the way!
- e I want a much bigger one, This is way small!
- f If you take extra trouble, you go of your way to do something.
- g She's determined to have her way.
- h If you're lost, you can always the way.
- i ... but some people prefer to try and the way themselves!
- j If you go first, you the way.
- k You shouldn't get lost if you the way.
- l This is the wrong way

Check your writing

Linking words and phrases

14 Read the set of tips below. Underline the best linking word or phrase.

How to Improve your Desk Space

* Prevent back problems

(1) *because of / by / if / when* using a height-adjustable desk (2) *it / what / which / whose* can be electronically raised so you have intervals of sitting down and then standing up.

* Your feet should be flat on the ground.

(3) *If not, / In case / So that / Therefore* you need to buy a footrest.

* Position the computer screen an arm's length away, adjusting the height (4) *for / in order for / so as to / so that* your eyes are in line with the top.* Make sure there is sufficient light for your desk. (5) *As well / Consequently / However / Therefore* try not to allow light to reflect off your screen causing a glare.* Tilt your screen slightly downwards: when your head is angled down your eyelids cover more of your eyeballs, (6) *for helping / helping / it helps / that helps* to keep them moist.* Don't put reading material flat on the desk. (7) *In addition / Instead / Otherwise / Unless* put paper on a copy-holder or stand so you can read comfortably.* Learn to use your mouse with both hands (8) *for / it can / in order to / which* prevent Repetitive Strain Injury.

Unit 30

Vocabulary

Living together

- 1 Choose a word or phrase from the box below to complete the sentences.

fussy keep themselves to themselves laid back
privacy grumpy sulk neat irritable chatty
likes company unpredictable dynamic



- a Kay seems unusually *irritable* today – everything seems to upset her!
- b A person is very friendly and keen to talk.
- c When we moved into the area, it wasn't easy to get to know our neighbours: people tend to
- d Children often because they are angry or resentful about something.
- e A person likes to keep things tidy.
- f A person is always relaxed and doesn't seem to worry about things.
- g Even though my great-grandmother is in her nineties, she still and always enjoys having visitors.
- h Sunny yesterday, stormy today – the weather seems to become more every year – who knows what it'll be like tomorrow!
- i A person is bad-tempered and complains a lot.
- j One of the problems of sharing a flat with five other people is the inevitable lack of
- k We need a person who can really motivate others to work harder.
- l A person is too concerned about small, unimportant details.

Word building

- 2 Complete the sentences below by changing the word in capitals to the correct form. If necessary, use a good monolingual dictionary (e.g. *The Longman Dictionary of Contemporary English*) to help you.

- a Tim shows considerable promise as an actor, despite a *tendency* to say his lines too quickly.
TEND
- b Whatever game he's playing, Gary just hates to lose: he has an intensely attitude.
COMPETE
- c Despite his huge success as a musician, Jeremy was never able to earn his parents'
APPROVE
- d Fortunately, my friends were very when I made the decision to leave my job.
SUPPORT
- e Previous plans to introduce a parking scheme in the town centre have all ended in
FAIL
- f Nicholas has never shown the degree of needed to become a professional sportsman.
COMMIT
- g I think it would be much more to choose a "Pay as You Go" scheme rather than pay monthly bills for your mobile phone.
ECONOMY
- h It is believed that the of the disease could be halted by a vaccination programme.
TRANSMIT
- i We've decided to look for a hotel in a more part of town.
DESIRE
- j It is completely beyond my why anyone would want to pull down that lovely old building.
COMPREHEND

Patterns to notice

Describing typical habits

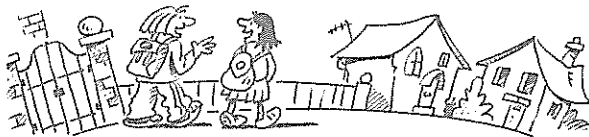
3 Rewrite the sentences using the prompt and the word in brackets.



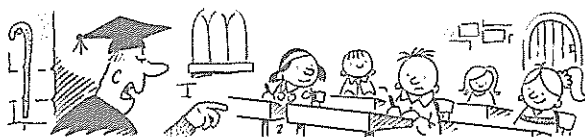
- a A good friend is someone who:
- always stands by you in a crisis. (will)
will always stand by you in a crisis.
 - continues to phone you even when there's no real news. (keep)



- b A bore is someone who:
- frequently talks about their boring hobbies! (always)
 - often doesn't notice when other people aren't interested. (tend)



- c When I was eleven, my best friend and I:
- usually walked home from school together. (used)
 - always took my side if there was an argument. (would)

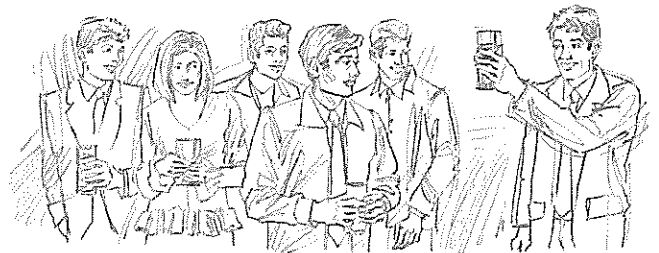


- d My least favourite teacher at school:
- often criticised me in front of the other students. (always)
 - often treated the girls better than the boys. (tend)
 - repeatedly lost his temper with the students. (kept)

Grammar: infinitives and -ing forms

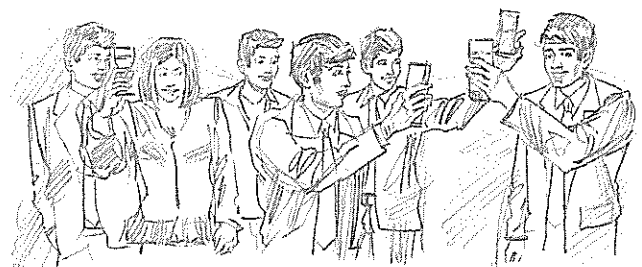
General

4 On special occasions, people often make toasts beginning *Here's to ...*. Complete the toasts below with a suitable gerund / present participle or infinitive form.



Here's to ...

- a **an old friend** – someone who remembers all the secrets of our youth, but is discreet enough *not to mention* (mention) them.
- b **babies** – they make our days shorter, nights longer, the past forgotten and the future worth (live) for.
- c **happiness** – the only thing which is increased by (share).
- d **my husband** – who buys football tickets six months in advance, but waits until Christmas Eve (buy) Christmas presents.
- e **my darling wife** – since I met you, I have known what it is to love someone, and what it means for that love (return).
- f **my parents** – for (spoil) me ever since I was a little baby. Please feel free to continue.
- g **our second marriage** – we are so fortunate (give) a second chance at happiness.
- h **success** – it takes time (be) a success, but time is all it takes.
- i **true love** – which we find not (look for) a perfect person, but (find) an imperfect person and (not / see) their faults.
- j **your retirement** – and while you're sitting at home with nothing to do, think of us all at work – we're sure (do) the same.



Infinitives and gerunds after adjectives

- 5 Complete the sentences with a preposition (if necessary) and the correct form of the verb in brackets.
- a When I was young, my mother always made me say sorry *for pulling* (pull) my sister's hair.
 - b Don't be afraid (call) us if there's anything else you need ... that's what we're here for.
 - c As a politician, James is very good (avoid) questions which are potentially embarrassing.
 - d We're only here for a few days, so naturally we're keen (visit) as many historic sites as we can.
 - e If you're travelling to India, it's probably not worth (pack) anything warmer than a T-shirt.
 - f It's been a terrible experience for Andrew. Naturally he's anxious (return) home as soon as possible.
 - g The results of your test have finally arrived ... and I'm sorry (tell) you that the news isn't good.
 - h I'd never felt anxious (fly) until the day when we were caught in an electrical storm.
 - i When I looked into the office, Jill was busy (write) her report.
 - j Until quite recently, it was quite difficult for people from the West (visit) China.
 - k Because the phone line was so bad, it was very difficult (make out) what Florence was saying.
 - l It's very good (see) your grandmother looking so well.
 - m Ever since I forgot my lines in a school play, I've been afraid (speak) in public.
 - n For anyone who is keen (ride), there are organised pony trips every afternoon.
 - o I'll be very interested (see) what the critics say about his latest film.
 - p I don't understand why you won't wear a hat. Aren't you worried (get) cold?
 - q At the age of 17, I became interested (learn) how to cook Chinese food.
 - r It's still very windy, and the weather is unlikely (change) for the next few days.

Noun + -ing or infinitive forms

- 6 Match the half-sentences and write four grammatically correct sentences below each box.
- a Herbert is in prison, but he doesn't like life in jail.

He likes the idea ... In fact, he's already made several attempts ... He and his cellmates often have arguments ... He'd probably have difficulty ...	about escaping. escaping. of escaping. to escape.
--	--

- 1 *He likes the idea of escaping*.....
- 2
- 3
- 4

- b Mayor Bloodstone would like to introduce a new traffic scheme in Kenton. However, not everyone agrees with his plans.

He has plans ... He is likely to have trouble ... Not everyone sees the advantages ... Many members of the public have doubts ...	of introducing a new traffic scheme. about introducing a new traffic scheme. to introduce a new traffic scheme. introducing a new traffic scheme.
--	--

- 1
- 2
- 3
- 4

- c Ali has decided to continue his studies abroad.

Ali's parents are convinced of the importance ... His parents are giving Ali the opportunity ... Ali's having a few problems ... Ali has to make some difficult decisions ...	about finding the right place to study. finding the right place to study. of studying abroad. to study abroad.
--	---

- 1
- 2
- 3
- 4

Verbs with infinitives and *-ing* forms

7 In the sentences below, only three of the verbs are grammatically possible. Cross out the two verbs that are incorrect.

- 1 It was my father who me to ride a motorbike.
a allowed b attempted c encouraged
d persuaded e prevented
- 2 She me for causing the accident.
a accused b blamed c condemned
d criticised e suspected
- 3 Did they you go upstairs?
a ask b see c let d make e permit
- 4 Did you Frank to make that phone call?
a advise b ask c hear d remember
e remind
- 5 We travel by bus.
a daren't b had better c need d regretted
e would rather
- 6 The authorities people from travelling abroad.
a criticised b discouraged c forbid
d prevented e stopped
- 7 We can't everyone to take part.
a force b invite c let d make e tell
- 8 James talking to her.
a has forgiven me b has stopped c prevented
d remembers e saw me
- 9 He to be left alone.
a asked b begged c ordered d persuaded
e would like
- 10 He for taking the money.
a apologises b regrets c thanked her
d criticised her e admits
- 11 We them unloading the van.
a asked b heard c saw d thanked e watched
- 12 The police are people to stay at home.
a advising b not letting c making d urging
e warning
- 13 Robbie is being for causing trouble again.
a accused b blamed c criticised d prevented
e punished
- 14 I to ask my parents for more money.
a daren't b had better c need d told him
e would like
- 15 Who you to drive?
a asked b let c stopped d taught e told

Other uses of gerunds

8 Complete the gaps using the gerund or infinitive.

House Husbands' Heart Risk

Most people assume that life in the rat race is bad for your health. But (1)*reversing*.... (reverse) the traditional gender roles is a stressful business, according to the latest research by American scientists. By (2) (give) up their jobs in order (3) (become) house husbands, men increase their risk of heart attacks or coronary disease by as much as 82%, according to research based on a 10-year study of 2,500 people in Boston, USA.

According to Dr Elaine Eaker, the key to the problem is that some men became stressed about (4) (perform) a role not traditionally assigned to them by society. Men who stay at home tend (5) (not / have) the same levels of support from friends and family as women who do the same.

Jack O'Sullivan, of the Father's Direct group, was quoted as saying: "Society expects the main carer (6) (be) a woman, and society is structured around that. Daycare is called *mother and toddler groups* and some men feel awkward about (7) (belong) to those groups."

Professor Gary Cooper, a psychologist at the University of Manchester, said many men tend (8) (underestimate) the task of (9) (care) for a family. He said "Most men think (10) (be) a house husband involves (11) (put on) a bit of washing, (12) (take) the kids to school and then (13) (put) their feet up with a cup of coffee.

They are crazy. Most men are not used to (14) (perform) a variety of activities simultaneously – the kind of multi-tasking which is second nature to most women."

It is estimated that men have taken over the main homemaker's role in one in seven homes, as increasing numbers of women become the main breadwinner. The study also found that women in high-powered jobs were more likely (15) (develop) heart disease than those in more junior positions.

Participle clauses

9 In the news article below, some words are unnecessary. Improve the article by crossing out 13 unnecessary words. The first two have been done for you.

1 When a security van ~~which was~~ taking a group of
 2 prisoners to jail in Bedford was involved in a
 3 motorway pile-up, some of the convicts tried to
 4 escape – but not Dennis Thynne. When the
 5 23-year-old, who is currently serving a 4-year
 6 sentence for burglary, saw victims of the crash
 7 who were lying on the road, he leaped out of the
 8 van and guided several of them to safety. "I just
 9 remember a young man who was helping move
 10 injured people away from the crash," said one
 11 victim. "I had no idea he was a convict." The trial
 12 judge, as he was hearing of Thynne's bravery, called
 13 him back to court and reduced his sentence by
 14 six months.

Pronunciation

Linking words

10 a) Listen to the pronunciation of the words below, first in isolation, then in a phrase. Notice how an extra sound is used to link the two words.

- | | |
|--|--------------------------------|
| | /w/ |
| 1 to | we went out to eat |
| | /r/ |
| 2 fear | a fear of failure |
| | /j/ |
| 3 be | to be an au pair |
| b) Listen to the phrases. Write the appropriate symbol in the space. | |
| | /w/ |
| 1 go | go and live on a remote island |
| | / / |
| 2 he | he always has the radio on |
| | / / |
| 3 more | I'm more independent nowadays |
| | / / |
| 4 no | for no apparent reason |
| | / / |
| 5 so | I was so annoyed |
| | / / |
| 6 the | the average woman |

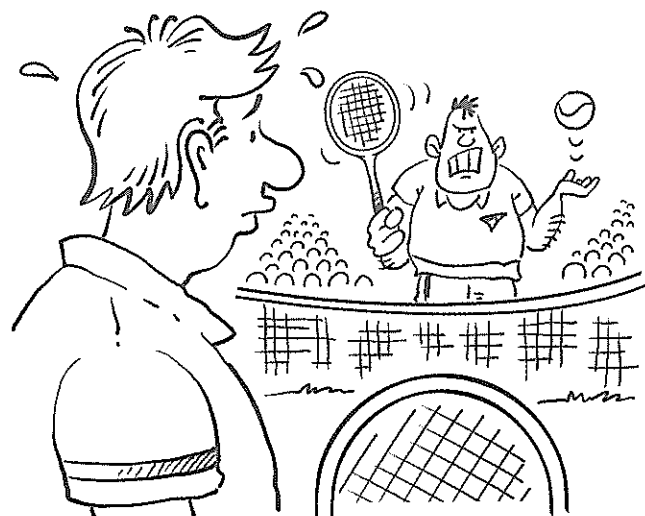
c) Practise saying the words and phrases, copying the voices on the recording.

Patterns to notice

a lack of ..., a tendency to ..., etc.

11 Complete the sentences with a word from the box below.


-desire lack need (x2) love sense (x2)
 tendency fear achievement ambition total



- a The Australian player's burning *desire* to win in front of his home crowd will make him an exceptionally difficult opponent.
- b The complete of progress in the peace talks has led to a deep of frustration on both sides.
- c Finally completing my university degree after so long gave me an enormous sense of
- d Like many neglected children, Janie had a for approval from adults.
- e The fact that Jackson was never promoted was due as much to his own lack of as anything else.
- f In order to succeed, we must first overcome our of failure.
- g One of the things that makes Philip so hard to work with is his to be in total control, which leads to a to be over-critical of others.
- h Thomas soon got bored in the country: his of adventure found no expression in the daily routine of life on the farm.
- i We must attribute the fact that he didn't score a single point to his lack of self-confidence.
- j Some of the prisoners feel an enormous of shame about the crimes they committed.

Listen and read

Daggers Drawn

- 12 a)  Read and / or listen to the text written by Sally Magnusson, a journalist and broadcaster who lives with her family in Scotland.

Daggers Drawn

1 My daughter was singing as she polished the furniture. I hadn't asked her to polish the furniture. I never do. But where one brother is happiest with the computer, one with a football and one with a model car, her idea of bliss is a can of Spring Fresh and a duster. Where have I gone wrong?



While the boys have to be nagged, bribed or tricked into doing their infinitesimal share of the household chores, and can't be seen when they think they're finished, she's up on a chair with the washing-up liquid before you can say "dishes", scrubbing at pans as if her life depended on it.

Being a bit of a tomboy myself, and not too hot on the domestic skills, I used to argue till I was blue in the face that the differences between men and women were all about upbringing and expectations. Nobody could have approached motherhood with a grittier determination that all children would be treated the same, not channelled along some pre-ordained path. Boys would be offered soft toys to cuddle, girls would play with cars

and trains. I would breed the New Men and female engineers of the future.

I dare say there are indeed small boys and girls who do such things, but not mine. The hubris awaiting me was a family in which every politically incorrect stereotype in the book is rife.

Ten years ago, as I gazed at my first-born in his cradle, I fantasised about the gentle soul he would be. No guns or nasty aggression for this little peachblossom. He would be taught to turn away wrath with a swift word. He would grow up to be Secretary General of the United Nations.

The fantasy sustained me until he was about two, when he proudly presented me with his first model – a rifle. Later on, at playgroup, he and his pals daily assassinated each other. In the garden he and his brother began doing such heart-stopping things with sticks that in the end I bought them a couple of plastic swords.

We went downhill fast. A decade and three more sons after those early children, we now house an arsenal of swords, rifles, water pistols, bows and arrows, hatchets, daggers and tanks that would be the envy of the British Army. Not so long ago, we were all nearly arrested when a most life-like revolver in our luggage caused a security scare at Heathrow Airport.

And what of my daughter, the lone sandwiched sister? She plays all the boys' games because she has to. You'll find her from time to time teetering around the house in plastic high heels, with a handbag (pink) in one hand and a shotgun in the other, and she can manage a tolerable dribble down the left wing when they need someone to make up the numbers for football. But her heart is not really in it. She would much rather be drawing or writing or cutting out stars or polishing shells or – dear heavens – cleaning the bathroom while waves of boys surge and roar around her.

I finally faced up to the fact that boys and girls are simply born different on the day, a few years ago, when I was hanging out the washing and gave her and the next brother up a couple of clothes pegs to play with. He shot me with his. She cradled it in her arms and sang it a lullaby.

But I won't give up. I'll continue to try and treat them equally and expect the same of them. And by the time they're all in their teens, I imagine they'll all be equally impossible to get to do anything. But right now nature is wearing down nurture. Equality is hard work.

b) Tick (✓) the statements about the Magnusson family which are true, and put a cross (X) by the false ones.

- 1 Sally Magnusson has six children – five boys and one girl. ✓
- 2 The boys are happy to do their share of the domestic chores. X
- 3 Her daughter likes doing the washing-up.
- 4 Sally likes doing the housework.
- 5 Sally started out determined to bring up all her children in the same way.
- 6 She has never allowed her sons to have toy weapons.
- 7 The little girl is very keen to join in with her brothers' games.
- 8 Sally thinks that there will be fewer problems when her children are in their teens.

Check your pronunciation

13 a) Listen again to this extract from the text. Pause at the points indicated and look at the *Pronunciation points* below.

1 And what of my daughter (1), the lone sandwiched sister? She plays all the boys' games because she has (2) to. You'll find her from time to time (3) teetering around the house in plastic high heels, with a handbag (pink) in one hand and a shotgun in the other (4), and she can manage a tolerable dribble down the left wing when they need someone to make up the numbers for football. But her heart (5) is not really in it.

Pronunciation points

- 1 Notice the /ɔ:/ sound in *daughter*. It is also found in *all* (line 2).
- 2 Notice the stress on *all* and *has to* here.
- 3 Notice the "weak" pronunciation of *from* and *to* in this phrase.
- 4 Notice how the voice goes up after *one hand* (to indicate that there is more to come) and down after *the other* (to indicate the end of that particular phrase).
- 5 Notice the long /ɑ:/ sound in *heart*.

b) Practise reading the passage yourself, paying attention to the *Pronunciation points* above.

Check your writing

Linking words and phrases

14 Choose an appropriate linker from each box to complete the texts.

while even though this means that
in addition to on the other hand also

All work and no play not only makes you a dull person: it (1) *also* increases the risk of heart disease, according to the latest scientific study. It claims that people who work 60 hours a week are at high risk from heart attack, (2) those working a 40-hour week are much less prone to coronary disease. (3) this, lack of sleep brought on by overwork can triple the risk. (4) Britons – who work the longest hours in Europe – are at particular risk. "(5) people may suffer financially," says health expert Dr Donald Minshall, "they have to consider taking time off for the good of their health." (6), employers may be less enthusiastic about this!

although this is because as well as that
other than that this explains why even if

When did someone last inspect your passport or ID card? (7) the majority of people in jobs in passport control are done by men, that could change. "It's tradition, pure and simple," according to Josef Begun.
"(8) there's absolutely no reason why men should be doing these jobs."
(9), when it comes to recognising faces, women beat men hands down.
(10) factors like hairstyle are changed, the women do better. Why? "Most women have a role as child carer, which involves watching their children's expression very carefully.
(11) they seem to be better at spotting people's moods just by looking at them.
(12), they seem to be more interested in the way other people look generally."

Wordspot

just

15 Write the meaning of the word *just* in the sentences below.

only really (for emphasis) exactly
in a moment a short time ago

- a "Is the air-conditioning on too high for you?"
"No, it's just right, thank you." *exactly*
- b I'll just go and see what's happening. I won't be long.
- c I'm sorry, but this just isn't good enough. You'll have to do it again.
- d Let's take shelter under this tree till the rain stops ...
I'm sure it's just a shower.
- e They were just sixteen when they got engaged.
.....
- f You've just missed him. He'll be back later this afternoon.
- g That's just what I was going to say!
.....
- h I'm just fed up with your constant moaning! Cheer up, will you?
- i We've got just enough time to get to the station ... if you hurry up!
- j It just takes a little patience, that's all.
.....

Notes to the Texts

Unit 28 Health

Reading and speaking (pp.6-7)

1. **I realised how stressed I was when my skin broke out and I started getting headaches every day!** 我浑身出皮疹，每天都头疼，这使我意识到了我的压力有多大。

break out 发皮疹，出汗。如：

The allergy caused him to break out in a rash. 过敏使他长出一片皮疹。

My whole body broke out in a sweat. 我出了一身汗。

2. **The habit of studying in bed can make your mind associated your bed with work and it might be harder for you to fall asleep.** 躺在床上学习的习惯会使你在脑海中把床和工作联系在一起，这样你可能会很难入睡。

associate ... with 把……和……联系起来。如：

We naturally associate the name of Darwin with the doctrine of evolution. 我们很自然地把达尔文的名字与进化论学说联系起来。

In the children's minds summer is associated with picnics. 在孩子们心里，夏天和野餐是联系在一起的。

Task: Who wins the award? (pp.10-11)

3. **She even decided to recruit as careworkers young men who were themselves ex-gangsters and drug dealers, to whom these young gangsters would be better able to relate.** 她甚至决定招募那些曾经是不良少年或曾进行过毒品交易的少年来做教养员，新犯罪少年很容易和他们沟通。

本句的主体结构：She decided to recruit young men as careworkers. 句中 who, to whom 分别引导了两个关系从句，修饰 young men 一词。

4. **So in spite of the dangers of quicksand as well as the tide, the brave father of three waded out for over a mile to guide them off the sandbank in a race against time.** 不顾流沙和涨潮的危险，这位三个孩子的父亲在水里跋涉了一英里多的路，才把母亲和孩子们带出了沙洲。这真是一场与时间的赛跑。

quick sand 流沙。流沙不是某种特定的沙，而是一片沙所处的特殊条件。在流沙的表面之下有持续不断的水流，常常是地下泉水。发生流沙的常见地方有海岸、沙质小河床和下面有

不透水黏土层的沙地。人误入流沙会发生危险。

wade 涉水，在水中行走。如：

We waded across the river because there was no bridge. 因为没有桥，我们只好涉水过河。

Rescue teams waded knee-deep through the flooded streets. 救援队趟着没膝的水在洪水泛滥的街道上行走着。

Pet psychology (p.19)

5. **Whatever it is that is bothering your darling animal, now you can turn to a professional pet psychologist to help you mentally disturbed, four-legged friend.** 甭管是什么在折磨你娇宠的宝贝，现在你可以去找一个专业宠物心理学家来帮助你这位心理受到创伤、长着四条腿的朋友了。

turn to 寻求帮助。如：

They always turn to me when they are in trouble. 他们遇到难处总是找我。

The child turned to his mother for comfort. 孩子在母亲那里寻求安慰。

6. **Much of it is simply about correcting annoying behavior – a nicer alternative to having the irritating animal put down.** 它主要是为了改变宠物恼人的行为——这总比杀掉这些动物要好些。

put down 控制，镇压；杀死（老、病的动物）。如：

The army put down all opposition. 军队把所有的反抗活动都镇压下去了。

Because of the bird-flu, quantities of chickens are put down in this area. 因为禽流感疫情，这个地区大量的鸡被捕杀了。

7. **Most pet owners would far rather pay a few dollars and seek the advice of a pet psychologist than take their pet for one last visit to the vet.** 大部分宠物主人宁肯花费几美元寻求心理学家的帮助，也不愿把自己的宠物送到兽医那里杀掉。

would rather ... than ... 宁愿，宁可。如：

Jane would rather stay at home than go to such parties. 简宁愿呆在家中也不愿参加此类晚会。

I would rather tell him about it myself than let him know it through other people's mouths. 我宁肯自己把事情告诉他，也不愿他从旁人嘴里听到这事。

8. **A pet psychologist believes that these types of behaviour are the pets' means of communicating their distress, and by analyzing these symptoms**

it's possible to diagnose what the pet is feeling. 宠物心理学家认为这种类型的行为是宠物表达内心压抑的方式, 分析这些症状, 有可能诊断出宠物的感受。

9. **You might suspect that I don't like animals but nothing could be further from the truth. I have a cat and a dog and I love them to bits.** 你可能猜测我不喜欢动物, 其实不然。我有一只猫和一条狗, 我爱他们到了极至。

to bits 到不可收拾的地步。如:

He was thrilled to bits. 他激动的不可自己。

The science museum (p.20)

10. **Since we first opened our doors in 1892, we have kept pace with every innovation in science and technology.** 自 1892 年对外开启了大门, 我们就一直与科技创新同步前进。

keep pace with 跟上。如:

This horse is too weak to keep pace with the others. 这匹马太孱弱, 跟不上其它马匹。

He finds it hard to keep pace with all the developments in nuclear physics. 他觉得很难跟上核子物理的发展步伐。

11. **Our temporary exhibitions explore the world you thought you knew.** 我们这次短期展览在探索人们原以为已知的世界。

12. **Enjoy a meal in one of the three family restaurants priced to fit everyone's budget.** 在三个家庭餐厅中的任意一家享受一顿丰俭由人的餐饭。

13. **All our admission prices are in accordance with government guidelines for museums and galleries. A percentage of admissions paid is donated to the promotion of science education in schools.** 我们所有的门票都按照政府博物馆和艺术馆的指导价格定价。门票的部分收入捐赠给学校, 以促进科学教育的发展。

donate ... to 捐赠。如:

She donated a large sum of money to the college. 她给学院捐赠了一大笔钱。

Everyone was asked to donate a day's pay to the city charities. 要求人人向城市慈善事业捐出一天的收入。

14. **OAPS = old age pensioners** 养老金领取者。

Unit 29 Education

Reading and speaking (pp.26-27)

1. **To give your children a head start in life, sit them in front of the television.** 让你的孩子在发展上快别人一步, 就把孩子放在电视机前。

head start 占先, 先起步优势。如:

She's got a head start over her friends in French learning, because she has already lived in France for a year. 由于已在法国生活了一年, 她在法语学习上比别人先走了一步。

2. **However, the programs have to be aimed at their age group - children derive no benefits from watching TV designed for adults.** 当然, 节目要针对他们的年龄段——孩子看为成年人编制的节目不会获得任何益处。

be aimed at 目标是, 目的是。如:

The visit was aimed at expanding relations between the two countries. 访问的目的旨在扩大两国的关系。

The program is aimed at young teenagers. 这项计划是针对十几岁的青少年的。

3. **Television opens up the world to many young children and gives them a head start, which is sustained in improved academic achievement throughout their school lives.** 电视为许多孩子打开了眼界, 给了他们先起步的优势。这种优势会使他们在学业成就上得到持续发展。

4. **Each was then subjected to mental agility and memory tests.** 然后, 每个人都要经受头脑灵活性与记忆能力的测试。

subject to 使遭受, 使服从, 使适应。如:

He tried to subject the whole family to his will. 他努力使全家听从自己的意愿。

This country was once subjected to foreign rule. 这个国家曾经遭受外敌统治。

The metal plate was subjected to intense pressure. 这个金属盘置于强压力之下。

5. **He also suggested that the link between intelligence and working late may be a hang-over from prehistoric times, when these who were still alert after dark would be more likely to survive attacks by nocturnal predators.** 他还认为智力与熬夜工作之间的联系可能源于远古时期, 天黑以后还精力旺盛的人更有可能逃脱敌人的夜袭。

hang-over 遗留物, 遗留影响。如:

The licensing laws are a hang-over from war time. 执照法是战时遗留下来。

His cough is a hand-over from a bad illness. 他的咳嗽是一场重病留下的后遗症。

be likely 可以跟不定式, 也可跟从句, 意为“可能发生某事”。如:

Road accidents are likely to happen in such snowy weather. 这样的雪天很可能出车祸。

Judging from what you say, she is likely to get the job. 依你所说, 她很有可能得到这个工作。

It seems the rain is not likely to stop soon. 看来这雨一时停不了。

6. **Professional parents frequently overstimulate babies and toddlers and buy them educational toys that are too old for them in the belief that they are improving their prospects.** 职业父母们常爱过分地刺激婴幼儿, 给他们买各种超越他们年龄的教育玩具。他们确信这样做是在改善子女的前程。

in the belief that 相信。如:

He came to me in the belief that I could help him. 他来找我是相信我能帮助他。

They buried themselves in their studies in the belief that they could serve their country with knowledge. 他们埋头学习, 相信知识能够救国。

7. **Worse still, the children recognise that they are disappointing their parents and this sense of failure eats away at their self-esteem.** 更为糟糕的是, 孩子们会意识到自己使家长失望了, 这种失败感会啃食掉他们的自尊。

eat away at 腐蚀掉, 侵蚀掉, 使坏掉。如:

The acid has been eating away the sides of the container. 酸腐蚀掉了这个容器的边沿。

Cancer has eaten away the health flesh. 癌细胞侵蚀了健壮的身体。

You can see from here how the river bank is eaten away. 你可以从这里看到河岸是怎样被侵蚀掉的。

8. **Expectant mothers are pressured into buying CDs such as *Mozart for Mothers to Be* while no self-respecting baby would be without educational videos including *Baby Einstein* and *Baby Shakespeare*.** 怀孕的母亲们被说服去购买诸如《莫扎特——献给未来的母亲》一类的CD盘, 而有自尊心的孩子们是不能缺少有教育意义的录像带的, 其中包括《小爱因斯坦》和《小莎士比亚》。

9. **Many had trouble sleeping; some were afraid to leave their homes; others had trouble interacting with their peers.** 许多孩子睡不着觉; 有些害怕离开家; 有些很难与同龄人交流。

interact with 互相作用, 互相影响, 互相配合。如:

The two ideas interact with each other. 这两种看法互相影响。

It's good for you to interact well with your classmates. 与同学友好交流对你有好处。

10. **A parent who does not spend time with their child could miss out on the fact that the child has the problem, meaning it can go untreated and get worse.** 不花时间与孩子相处的家长会忽

略孩子有问题这个事实, 这就意味着该问题得不到解决, 只会越来越糟。

11. **For years, scientists have speculated that the talents possessed by so-called "idiots savants" — as depicted by Dustin Hoffman in the film *Rain Man*—may be accessible to us all.** 很长时间以来, 科学家就认为每个人都可能拥有如同在电影《雨人》中达斯汀·霍夫曼扮演的“智障天才”所具有的天赋。

idiots savants 白痴学者, 一种精神上不健全的人, 常常在某个方面表现出超常的天赋, 例如非凡的记忆力或者计算能力, 而在其它方面其智力则低于正常水平。这些人常常是孤独症患者。

Rain Man《雨人》, 美国影片, 获第61届奥斯卡最佳影片等四项大奖。导演是巴里·莱文森, 主演是达斯汀·霍夫曼和汤姆·克鲁斯。剧情描写一对亲兄弟的一次特殊旅行。哥哥雷蒙患严重的自闭症, 行为异常, 被视为白痴。他怕下雨, 但却总把自己的名字读成雷曼——“雨人”。弟弟拐走哥哥, 目的本来是要修改遗嘱使自己获利。在旅行中, 虽然他利用哥哥惊人的记忆力和计算能力赚了钱, 但却体会到, 手足亲情比金钱更值得珍惜。

Dustin Hoffman 达斯汀·霍夫曼(1937~), 美国优秀电影演员, 曾主演过影片《克莱默夫妇》(1979), 《雨人》(1988) 和《杀手故事》(2006) 等。他因在前两部影片中的出色表演两获奥斯卡最佳男主角奖。

Let's ditch exams (p.39)

12. **So who gains from exams? The politicians, for starters.** 谁得益于这些考试呢? 首先是政治家们。

for starters 意为: “第一, 首先”, 相当于 first of all, as a beginning.

13. **It's impossible to say how much cheating goes on, but the SATS results over the past seven years have shown great improvements in literacy which are not always borne out by independent research.** 说不清其中有多少欺骗成分, 过去七年里 SATS 的考试结果的确显示了学生读写能力上有很大提高, 但这却不能被独立研究的结果所证实。

SATS 学习能力评估测验, 为 the Scholastic Assessment Test 的缩略, 是美国大学两种标准入学考试之一, 由非营利机构大学委员会主持。考试分数学和文字能力两部分, 美国每年约有 160 万高中毕业生参加这一考试。

be borne out 被证实, 被证明。如:

The prisoner's story was borne out by his wife.

囚犯的妻子证实了他的陈述。

My theory was borne out by this report. 这个报告证实了我的理论。

14. **But the biggest winners are in the cramming industry. Private cramming tutors have never been in such demand before and this makes a mockery of the whole business.** 最大的受益者是补习班产业。对私人补习教师的需求从未像现在这样大过，这实在是对整个教育产业的嘲讽。

Brain power (p.42)

15. **Just as you don't have to reinvent the light bulb to make use of it, you needn't recreate the works of the great thinkers to enjoy them and profit with them.** 正如你不必再发明电灯泡然后再去使用它一样，你也不必再创作出伟大思想家们的成果去享用和获益。
16. **George Orwell has already gone to the trouble of writing 1984. All you have to do is read it.** 乔治·奥威尔已经花大力气写出了《1984》，你所要做的只是去阅读。

George Orwell 乔治·奥威尔(1903~1950)。英国现代著名政治评论家，也是著名小说家和文学家，主要作品有《1984》和《动物农场》。

17. **When you begin to learn the difference between information and opinion, you are on your way to expanding your intellect.** 在你开始明白信息和看法的区别之时，就是你迈步走上增长智慧道路之日。

Unit 30 Relationships

Behaviour that drives me mad (p.48)

1. **I really hate seeing people pick on those who're younger or smaller than they are and tell them what to do.** 我讨厌那些向弱小者胡乱发号施令的人。

pick on 选择某人做处罚对象。如：

Why are you always picking on me? 你为什么总跟我过不去？

I am tired of being picked on. 总有人和我过不去，我真受够了。

2. **I hate people beating about the bush and not saying what they really mean – it drives me crazy, especially in meetings at work.** 我讨厌那些说话转弯抹角，不直说自己想干什么的人，这样会把我逼疯，特别是在单位开会的时候。

beat about (around) the bush 说话转弯抹角，旁敲侧击。如：

I wish you'd stop beating about the bush and tell me what you really want. 我希望你不要转弯

抹角，请直说你到底想要什么。

He beat about the bush for half an hour without coming to the point. 他转弯抹角地说了半个小时也没有说到点上。

Shipwrecked! (pp.50-51)

3. **Before we make our final selection of the six candidates, there are a few main things we need to bear in mind.** 最终筛选出六位候选人之前，我们还有几件事需要记住。

bear in mind 记在心里，记住。如：

Bear in mind that the train leaves at midnight. 记住火车午夜发车。

Yet there is one other point to be borne in mind. 还有一件事得谨记在心。

4. **Obviously the number one priority is audience ratings.** 显然，最重要的是观众支持率。

rating 受欢迎程度，等级，评定结果。如：

The President has a favourable rating in the opinion polls. 民意测验结果显示总统有很高的支持率。

This company has a good credit rating, so it is allowed to borrow a lot of money. 这家公司信用等级很高，所以获准借得一大笔钱。

5. **On the other hand, the last thing we want is participants dropping out halfway and going to the newspapers with lots of negative publicity.** 另一方面，我们最不愿看到的事情是参与者半途放弃，并在报纸上做负面宣传。

last 最不可能的。如：

He is the last person I want to see. 我最不想见到的人就是他。

She is the last person I thought would come to the party. 我以为她最不可能参加晚会。

That's the last thing I should expect him to do. 我最不愿意他做此事。

A big decision: living on campus or off? (pp.52-53)

6. **They know that there is no "right" decision, but they want to weigh up the pros and cons of both options so that each is confident that the decision he makes is right for him.** 他们知道没有“正确”的答案，但还是想掂量一下选择赞成和反对的理由，这样他们就能对自己的决定拥有信心。

pros and cons 赞成和反对的理由。

This article discusses the pros and cons of vegetarianism and offer nutritious reasons why some people are better than others for this life style. 这篇文章讨论赞成和反对素食主义的理由，并从营养学的角度说明为什么某些人对这种生活方式比较适应。

The great divide (p.61)

7. When scientists announced that they had discovered "irritable male syndrome" earlier this year, women everywhere sighed with relief. 当科学家们在今年年初宣布发现了“男性易怒综合症”的时候，各地的女性算是松了口气。

irritable male syndrome 男性易怒综合症。由于男性成人体内雄性激素水平的突然下降而引起的急躁易怒的精神状态，当承受压力时症状更容易出现。此外，还会有消沉、肌肉无力、缺少自尊、性欲下降、对生活缺乏兴趣等症状。

8. Hot on the heels of this news came breakthrough research by scientists who revealed that the father's age at conception was a risk factor for a baby developing Down's syndrome, where previously only the mother's age had been thought to matter. 与此消息接踵而来的是科学家们突破性的研究结果。他们认为父亲的年龄是婴儿染上唐氏综合症的危险因素，而早先则认为母亲的年龄是问题所在。

hot on the heels 紧随之后。如：

Hillary Clinton arrived Baghdad hot on the heels of Bush. 希拉里·克林顿紧随布什后尘来到了巴格达。

Hot on China's heels, India will probably be the next world leader in cell phone sales. 中国之后，印度很可能会成为世界第二手机大国。

Down's syndrome 唐氏综合症。由第21对染色体对的缺陷引起的遗传疾病。患者有程度不等的学习障碍和其它体征，如头骨狭小，下眼皮部皮肤有多余皱折，鼻梁扁平等。大约半数唐氏综合症患者同时有心脏病，需要手术治疗。全世界新生儿的唐氏综合症发生率为八百分之一。唐氏综合症现在还不能治愈，但可以由婚前检查发现。此病旧称蒙古症，现已不再使用这个名词。

9. 23% more men underwent cosmetic surgery in 2001 than in 2000. 2001年男性接受整容手术的人数比2000年要多出23%。

cosmetic surgery 美容手术，属于整形手术(Plastic Surgery)的一种。整形手术是对受损的或变形的人体部分再造型，主要目的是纠正缺陷、恢复已丧失的功能和改进外貌。为了美容目的而进行的整形手术就是美容手术。常见的美容手术有隆鼻、除眼皱、脸部皮肤拉紧、抽脂和去除疤痕等。

10. Gender-based biology, one of the newest areas of medical research, has revealed that men and women are susceptible to different illnesses, and respond differently to medication. 以性别研究为基础的生物学是医学研究里的新领域之一，它

揭示了男性和女性易患不同的疾病，对药物的反应也很不同。

11. Not according to Morris, who believes that women will manage to have it all, and that the trend towards late motherhood will reverse as society evolves. 莫里斯可不这么认为，他相信女性会兼顾到这些，并且晚育的趋势会随着社会进化而逆转。

Vocabulary in Each Unit

Unit 28

Vocabulary and speaking

weight-training 举重运动

body-building 健身运动

come down with 染上(病)

acupressure /'ækju,preʃə/ *n.* 指压按摩(疗法)

massage /'mæsɑ:ʒ/ *n.* & *vi.* 按摩

prone /prəʊn/ (to) *adj.* 易于发生(不愉快事)的

picky /'pɪki/ *adj.* 好挑剔的

out of breath 上气不接下气的

stress sb out 使某人紧张、焦虑

lose one's appetite 没有食欲

acupuncture /'ækju,pʌŋktʃə/ *n.* 针灸

Reading and speaking

well-liked /'wel'laɪkt/ *adj.* 漂亮的

sleepless /'sli:plɪs/ *adj.* 失眠的

sleeplessness /'sli:plɪsnɪs/ *n.* 失眠

laid-back *adj.* 自在的, 从容的

forgetfulness /fə'getfʊlnɪs/ *n.* 健忘

stress-reducing *adj.* 减轻压力的

energise /'enədʒaɪz/ *vt.* 激励, 激发

disorganisation /dɪs,ɔ:'gənə'zeɪʃən/
n. 计划不周, 混乱

unreasonable /ʌn'ri:znəbl/ *adj.* 不合理的, 不讲道理的

achievable /ə'tʃi:vəbl/ *adj.* 可完成的, 可有成就的

credit /'kredɪt/ *n.* 赞扬, 荣誉, 功劳

yoga /'jəʊgə/ *n.* 瑜珈, 瑜珈术

relieve /rɪ'li:v/ *vt.* 减轻, 解除

muscle /'mʌsl/ *n.* 肌肉

Listening

unblock /,ʌn'blɒk/ *vt.* 除去障碍

filter /'fɪltə/ *vt.*, *vi.* 过滤

peacefulness /'pi:sfʊlnɪs/ *n.* 和平, 平静, 安宁

soothing /'su:θɪŋ/ *adj.* 抚慰的, 使人宽心的

unwanted /,ʌn'wɒntɪd/ *adj.* 不必要的, 多余的

overflow /,əʊvə'fləʊ/ *vt.* (使) 泛滥, (使) 溢出

visualise /'vɪʒʊəlaɪz/ *vt.* 使显现, 使形象化

smooth /smu:ð/ *adj.* 平滑的, 平坦的, 平稳的

ruffle /'rʌfl/ *vt.* 扰乱, 使烦恼

drain /dreɪn/ *vi.* 排出, 流掉

facilitator /fə'sɪlɪteɪtə/ *n.* 促进者, 推动者

impractical /ɪm'præktɪkəl/ *adj.* 不切实际的, 不现实的

infinite /'ɪnfɪnɪt/ *adj.* 无穷的, 无限的

rumble /'rʌmbəl/ *n.* 隆隆声, 辘辘声, 吵嚷声

clutter /'klʌtə/ *n.* 混乱

dispose /dɪs'pəʊz/ (of) *vi.* 处理(尤指难处理的东西)

herbal /'hɜ:bəl/ *adj.* 草药的

organic /ɔ:'gænɪk/ *adj.* 有机的; 器官的

desktop /'deskɒp/ *n.* 台式电脑

icepack /'aɪs,pæk/ *n.* 冰袋

balmy /'bɑ:mi/ *adj.* 温和的, 令人愉快的

bearable /'beərəbl/ *adj.* 可忍受的, 支持得住的

mauve /məʊv/ *adj.* 紫红色的

bathe /beɪð/ *vt.* 沐浴, 洗

break through 突围, 突破

obese /əʊ'bi:s/ *adj.* 肥胖的, 肥大的

obesity /əʊ'bɪsɪti/ *n.* 肥胖, 肥大

excess /ɪk'ses/ *adj.* 过度的, 额外的

Task

naive /na:'i:v/ *adj.* 天真的

exceptional /ɪk'sepʃənəl/ *adj.* 杰出的; 不寻常的

poll /pəʊl/ *n.* 投票, 民意测验

finalist /'faɪnəlɪst/ *n.* 参加决赛的选手

endure /ɪn'djʊə/ *vt.*, *vi.* 忍耐, 忍受

refuge /'refju:dʒ/ *n.* 避难处, 藏身处

overrun /,əʊvə'rʌn/ *vt.* 泛滥; 横行

teenage /'ti:nɪdʒ/ *adj.* 十几岁的

gang /gæŋ/ *n.* (一) 伙, (一) 群

courageous /kə'reɪdʒəs/ *adj.* 勇敢的, 有胆量的

ex-gangster /,eks 'gæŋstə/ *n.* 有前科的歹徒 / 强盗

dealer /'di:lə/ *n.* 经销商, 商人

coexist /,kəʊɪg'zɪst/ *vi.* 共存

disarm /dɪs'a:m/ *vt.*, *vi.* 解除武装, 放下武器

sandbank /'sændbæŋk/ *n.* 沙洲, 沙丘

incoming /'ɪn,kʌmɪŋ/ *adj.* 正到达的, 正来临的

tide /taɪd/ *n.* 潮, 潮汐; 潮流

coastguard *n.* 海岸警卫队, 水上警察

quicksand /'kwɪksænd/ *n.* 流沙

wade /weɪd/ *vi.*, *vt.* 趟水, 涉水

prompt /prɒmpt/ *adj.* 敏捷的, 迅速的

nominee /nɒmɪ'ni:/ *n.* 被提名者, 被推荐者

Writing

layout /'leɪ.əʊt/ *n.* (文章的) 版式, 版面设计
prose /prəʊz/ *n.* 散文
illustration /,ɪləs'treɪʃən/ *n.* 插图, 图解
individualised /,ɪndɪ'vɪdʒʊəlaɪzd/ *adj.* 个性化的
qualified /'kwɒlɪfaɪd/ *adj.* 有资格的, 合格的
ease /i:z/ *vt.* 使顺利
gently /'dʒentli/ *adv.* 和缓地; 轻轻地
dietary /'daɪətəri/ *adj.* 饭食的
n. 规定的食物
aerobics /,eə'reʊbɪks/ *n.* 有氧运动法, 增氧健身法
physiotherapy /,fɪziəʊ'therəpi/ *n.* 物理疗法
sauna /'saʊnə/ *n.* 桑拿浴, 蒸气浴
refreshment /rɪ'freʃmənt/ *n.* 精力恢复
membership /'membəʃɪp/ *n.* 成员资格, 会员资格

Resource Bank: Reading

counsel /'kaʊnsəl/ *vt.* 劝告, 忠告
clinical /'klɪnɪkəl/ *adj.* 临床的, 病房用的
consultation /kɒnsəl'teɪʃən/
n. (专业人士的) 建议; 咨询
adore /ə'dɔ: / *vt.* (口) 喜爱; 崇拜
harsh /hɑ:ʃ/ *adj.* 无情的; 粗糙的
distress /dɪs'tres/ *vt.* 使痛苦, 使忧伤
meow /mi'əʊ/ *n.* 猫叫声 *vi.* 猫叫
innermost /'ɪnəməʊst/ *adj.* 内心的; 最里面的
chase /tʃeɪs/ *n.* & *vt.* 追赶, 追逐
trigger /'trɪgə/ *vt.* 引发, 引起, 触发
exasperate /ɪg'zɑ:spəreɪt/ *vt.* 激怒, 触怒
derange /dɪ'reɪndʒ/ *vt.* 使错乱, 扰乱
prescribe /prɪ'skraɪb/ *vt., vi.* 开药方, 处方
sibling /'sɪblɪŋ/ *n.* 兄弟, 姐妹, 同胞
companionship /kəm'pænjənʃɪp/ *n.* 友谊, 交谊
psychologically /,saɪkə'lɒdʒɪkəli/ *adv.* 心理上地

Unit 29

Vocabulary and speaking

tertiary /'tɜ:ʃəri/ *adj.* 第三级的
tertiary education 高等教育, 大学教育
undergraduate /,ʌndə'grædʒju:t/ *n.* 大学生
vocational /vəʊ'keɪʃənəl/ *adj.* 职业的
zoology /zəʊ'blɒdʒi/ *n.* 动物学
gown /gaʊn/ *n.* 长袍, 礼服
prestigious /pre'stɪdʒəs/ *adj.* 享有声望的

interconnect /,ɪntəkə'nekt/ *vt.* 使互相连接
postgraduate /,pəʊst'grædʒju:t/ *n.* 研究生
secondary /'sekəndəri/ *adj.* 中等教育; 次要的
fountain /'faʊntɪn/ *n.* 泉水, 喷泉
refresher /'rɪ'freʃə/ *course* 进修课程

Reading and speaking

myth /mɪθ/ *n.* 神话, 虚构的故事
toddler /'tɒdlə/ *n.* 初学走路的孩子
inheritance /ɪn'herɪtəns/ *n.* 遗传, 遗产
inability /ɪnə'bɪlɪti/ *n.* 无能
dubious /'dju:bjəs/ *adj.* 可疑的, 不确定的
derive /dɪ'reɪv/ *vt., vi.* 得到, 获得; 起源
sustain /sə'steɪn/ *vt.* 长期保持
questionnaire /,kwɛstɪə'neə/ *n.* 调查表, 问卷
subject /sʌb'dʒɪkt/ (to) *vt.* 使遭受 (某种经历)
agility /ə'dʒɪlɪti/ *n.* 敏捷, 活泼
significantly /sɪg'nɪfɪkəntli/ *adv.* 意味深长地, 值得注目地
nocturnal /nɒk'tɜ:nl/ *adj.* 夜间发生的
predator /'predətə/ *n.* 食肉动物
pushy /'pʊʃi/ *adj.* 执意强求的; 死缠硬磨的
overstimulate /,əʊvə'stɪmjuleɪt/ *vt.* 过度刺激, 过度激励
self-esteem /,self ɪs'ti:m/ *n.* 自尊
rife /'raɪf/ *adj.* 普遍的
expectant /ɪks'pektənt/ *adj.* 期待的, 预期的
self-respect /,selfrɪs'pekt/ *n.* 自尊, 自重
enrolment /ɪn'rəʊlmənt/ *n.* 入学, 登记
plethora /'pleθərə/ *n.* 过多, 过剩
arithmetic /ə'rɪθmətɪk/ *n.* 算术, 算法
psychiatric /,saɪkɪ'ætrɪk/ *adj.* 精神病学的, 精神病治疗的
Dutch /'dʌtʃ/ *adj.* 荷兰的, 荷兰人的
beset /bɪ'set/ *vt.* 困扰
interact /,ɪntə'ækt/ (with) *vi.* 交流; 交往; 互相作用
peer /pɪə/ *n.* 同龄人, 同辈
internalise /ɪn'tɜ:nlaɪz/ *vt.* 使……内在化
speculate /'spekjuleɪt/ *vt.* 推测
psychiatrist /saɪ'kaɪətrɪst/ *n.* 精神病医师, 精神病学家
idiot /'ɪdɪət/ *n.* 白痴, 傻瓜
savant /'sævənt/ *n.* 博学之士
depict /dɪ'pɪkt/ *vt.* 描述, 描写
conscious /'kɒnʃəs/ *adj.* 有意识的, 有知觉的
zap /zæp/ *vt.* 毁坏; 打击; 快速度换频道
zapper /'zæpə/ *n.* 遥控器; 灭杀器
magnetic /mæg'netɪk/ *adj.* 磁的, 有磁性的

stimulation /ˌstɪmjʊˈleɪʃən/ *n.* 刺激; 激励; 鼓舞
recruit /rɪˈkru:t/ *vt.*, *vi.* 劝说; 招聘
inactivity *n.* 静止, 休止状态

Listening and speaking

citizenship /ˈsɪtɪzənʃɪp/ *n.* 公民权力, 公民身份
cookery /ˈkʊkəri/ *n.* 烹调术
DIY *abbr.* = Do It Yourself 自己动手做
incompetent /ɪnˈkɒmpɪtənt/ *adj.* 不合格的, 不胜任的
assembly /əˈsembli/ *n.* 集会
fundamentally /ˌfʌndəˈmentli/ *adv.* 根本上, 基本上
flourish /ˈflaʊrɪʃ/ *vi.*, *vt.* 繁荣; 兴旺; 茁壮成长
undue /ˌʌnˈdju:/ *adj.* 不适当的
essentially /ɪˈsenʃəli/ *adv.* 本质上, 本来
empathy /ˈempəθi/ *n.* 同情, 同感
tolerance /ˈtɒlərəns/ *n.* 宽容, 忍受, 容忍
viewpoint /ˈvjʊ:ˌpɔɪnt/ *n.* 观点
weave /wi:v/ *vt.* 编; 织; 编造
overt /ˈəʊvɜ:t/ *adj.* 明显的, 公然的
interpersonal /ˌɪntəˈpɜ:sən/ *adj.* 人与人之间的
entity /ˈentɪti/ *n.* 独立存在体
interteam /ˌɪntəˈti:m/ *adj.* 团队间的
intolerance /ɪnˈtɒlərəns/ *n.* 不能容忍
homophobia /ˌhəʊməˈfəʊbiə/ *n.* 对同性恋的憎恶
sexism /ˈseksɪzəm/ *n.* 性别歧视
expertise /ˌekspɜ:ˈti:z/ *n.* 专门技能 (知识)
articulate /ɑ:ˈtɪkjʊlət/ *vt.* 清晰地表达

Task

tickle /ˈtɪkl/ *vt.* 使发痒
intake /ˈɪnteɪk/ *n.* 吸气
nostril /ˈnɒstri:l/ *n.* 鼻孔
seal /si:l/ *vt.* 封, 密封
chin /tʃɪn/ *n.* 下巴, 下颚
resuscitate /rɪˈsʌsɪteɪt/ *vt.* 使恢复知觉; 使苏醒
self-preservation 自卫本能
irreparable /ɪˈrepərəbəl/ *adj.* 不能挽回的
straighten /ˈstreɪtn/ *vt.* (使) 弄直, 伸直
pinch /pɪntʃ/ *v.* 捏, 拧, 掐
exhale /eksˈheɪl/ *vi.* 呼气
cardiac /ˈkɑ:diæk/ *adj.* 心脏的

Resource Bank: Reading

irrelevant /ɪˈrelɪvənt/ *adj.* 不相关的, 不切题的

literacy /ˈlɪtərəsi/ *n.* 读写能力
performance-related pay 与工作表现挂钩的工资
cramming *n.* 填鸭式教学
mockery /ˈmɒkəri/ *n.* 嘲笑
tuition /tju:ˈɪʃən/ *n.* 学费

Unit 30

Speaking and vocabulary

chatty /ˈtʃæti/ *adj.* 饶舌的, 爱讲闲话的
grumpy /ˈgrʌmpi/ *adj.* 脾气坏的, 性情乖戾的
irritable /ˈɪrɪtəbəl/ *adj.* 易怒的, 急躁的
fussy /ˈfʌsi/ *adj.* 爱挑剔的, 过于讲究的, 难以取悦的
sulk /sʌlk/ *vi.* 生闷气, 愠怒
breezy /ˈbri:zi/ *adj.* 有微风的
loathe /ləʊð/ *vt.* 厌恶, 憎恨
growl /graʊl/ *vi.* 发牢骚地说
tidiness *n.* 整齐, 整洁
fanatically /ˌfəˈnætɪkəli/

adv. (对某种事物或活动) 入迷地

tut /tʌt/ *vi.* 啧啧 (表示不赞同)
moan /məʊn/ *vi.* & *n.* 抱怨; 呻吟, 呜咽
drive sb mad 使……发疯

Grammar extension

despise /dɪsˈpaɪz/ *vt.* 鄙视
intrude /ɪnˈtru:d/ *vt.* 打扰, 干涉, 侵扰
extrovert /ˈekstrəvɜ:t/ *n.* 性格外向者

Listening

pry /praɪ/ *vi.* 探查
suspicious /səsˈpɪʃəs/ *adj.* 可疑的, 怀疑的
childishly *adv.* 天真地, 幼稚地
go against 反对, 违反

Task

shipwreck /ˈʃɪprek/ *n.* 海难, 船只失事
vt. 使遭海难
cameraman /ˈkæməɾəmæn/ *n.* 照相师, 摄影师
call for 需要, 要求
shortlist /ˈʃɔ:tlɪst/ *n.* (从初选名单再筛选出的) 决选名单
bear in mind 记住
rating /ˈreɪtɪŋ/ *n.* (电影、电视节目的) 排行榜
prime /praɪm/ *adj.* 最重要的, 首要的

stiff /stɪf/ *adj.* 艰难的; 严厉的
irresponsible /,ɪrɪs'pɒnsəbl/ *adj.* 不负责任的, 不可靠的
swimsuit /'swɪmsju:t/ *n.* (女) 游泳衣
interaction /,ɪntə'ækʃən/ *n.* 交互作用, 互动
overbearing /,əʊvə'beərɪŋ/ *adj.* 专横的, 飞扬跋扈的
loner /'ləʊnə/ *n.* 孤独的人, 喜欢独处的人

Reading and vocabulary

upgrade /ʌp'greɪd/ *vt.* 提高级别, 提升
distracted /dɪs'træktɪd/ *adj.* 心烦意乱的
campus /'kæmpəs/ *n.* (美) 大学校园
pros /prəʊz/ and cons /kɒnz/ 赞成与反对
make use of 利用
meet up with 偶遇
powder /'paʊdə/ *n.* 粉, 粉末
 washing powder 洗涤粉
untidy /ʌn'taɪdi/ *adj.* 不整洁的, 凌乱的
hassle /'hæsl/ *vt. vi.*, 烦扰, 不断打扰
unfriendly /ʌn'frendli/ *adv.* 不友善地, 不利地
rejection /rɪ'dʒekʃən/ *n.* 拒绝
reassurance /,ri:ə'ʃʊərəns/ *n.* 放心
frustration /frʌs'treɪʃən/ *n.* 挫折, 受挫
enormous /ɪ'nɔ:məs/ *adj.* 巨大的, 庞大的

Writing

unhappiness *n.* 忧愁, 苦恼
overhear /,əʊvə'hɪə/ *vt.* 无意中听到, 偷听
rumour /'ru:mə/ *n.* 谣言, 传闻
turn against (使) 与……为敌

Resource Bank: Reading

syndrome /'sɪndrəʊm/ *n.* 综合病症
swing /swɪŋ/ *n. & vi.* 摇摆, 摆动
hormonal /hɔ:'məʊnəl/ *adj.* 荷尔蒙的, 激素的
on the heels of 紧接着
conception /kən'sepʃən/ *n.* 构思; 理解; 怀孕
endurance /ɪn'dʒʊərəns/ *n.* 忍耐(力), 持久(力), 耐久(性)
gender /'dʒendə/ *n.* (口) 性别, 性
roughly /'rʌfli/ *adv.* 概略地, 粗糙地
hip /hɪp/ *n.* 臀部
cosmetic /kɒz'metɪk/ *n.* 化妆品
client /'klaɪənt/ *n.* 顾客, 客户
youthful /'ju:θfʊl/ *adj.* 年轻的, 青年的
anthropologist /,ænrə'pɒlədʒɪst/ *n.* 人类学家
outstrip /aʊt'strɪp/ *vt.* 超过

antisocial /,æntɪ'səʊʃəl/ *adj.* 反社会的
susceptible /sə'septəbl/ *adj.* 易受影响的
infectious /ɪn'fekʃəs/ *adj.* 易传染的
side effect (药物等的) 副作用
bowel /'bauəl/ *n.* 肠, 内部
motherhood /'mʌðəhu:d/ *n.* 母性; 母亲身份
evolve /ɪ'vɒlv/ *vt., vi.* 发展
rear /rɪə/ *vt., vi.* 培养, 饲养
parenthood /'peərənθud/ *n.* 父母身份

Names and places

Mozart /'məʊtsɑ:t/ 莫扎特
Yale /jeɪl/ 耶鲁大学
Antarctic /æn'tɑ:ktɪk/ Ocean 南冰洋
Texas /'teksəs/ 得克萨斯州
Sydney /'sɪdnɪ/ 悉尼
Maastricht /'mɑ:s,tri:kt/ 马斯特里希特 (荷兰东南端一城市, 靠近比利时边界)
Flinders /'flɪndəz/ 弗林德斯河 (在澳大利亚东北部)
Adelaide /'ædəleɪd/ 阿德莱德 (澳大利亚港市)

Word List

A

achievable /ə'tʃi:vəbl/ *adj.* 可完成的, 可有成就的
acupressure /'ækju:preʃə/ *n.* 指压按摩 (疗法)
acupuncture /'ækju:pʌŋktʃə/ *n.* 针灸
aerobics /,eə'rəʊbɪks/ *n.* 有氧运动法, 增氧健身法
agility /ə'dʒɪlɪti/ *n.* 敏捷, 活泼
arithmetic /ə'rɪθmətɪk/ *n.* 算术, 算法
articulate /ɑ:'trɪkjʊlət/ *vt.* 清晰地表达
assembly /ə'sembli/ *n.* 集会
avert /ə'vɜ:t/ *vt.* 防止, 避免; 转移

B

balmy /'bɑ:mi/ *adj.* 温和的, 令人愉快的
bathe /beɪð/ *vt.* 沐浴, 洗
bear in mind 记住
bearable /'beərəbl/ *adj.* 可忍受的, 支持得住的
beset /br'set/ *vt.* 困扰
body-building 健身运动
break through 突围, 突破
breezy /'bri:zi/ *adj.* 有微风的

C

call for 需要, 要求
cameraman /'kæmərəmæn/ *n.* 照相师, 摄影师
campus /'kæmpəs/ *n.* (美) 大学校园
cardiac /'kɑ:diæk/ *adj.* 心脏的
chatty /'tʃæti/ *adj.* 饶舌的, 爱讲闲话的
childishly *adv.* 天真地, 幼稚地
chin /tʃɪn/ *n.* 下巴, 下颚
citizenship /'sɪtɪzənʃɪp/ *n.* 公民权力, 公民身份
clutter /'klʌtə/ *n.* 混乱
coastguard *n.* 海岸警卫队, 水上警察
coexist /,kəʊɪg'zɪst/ *vi.* 共存
come down with 染上 (病)
conception /kən'sepʃən/ *n.* 构思; 理解; 怀孕
conscious /'kɒnʃəs/ *adj.* 有意识的, 有知觉的
cooking /'kʊkəri/ *n.* 烹调术
courageous /kə'reɪdʒəs/ *adj.* 勇敢的, 有胆量的

credit /'kredɪt/ *n.* 赞扬, 荣誉, 功劳

D

dealer /'di:lə/ *n.* 经销商, 商人
depict /dɪ'pɪkt/ *vt.* 描述, 描写
derive /dɪ'reɪv/ *vt., vi.* 得到, 获得; 起源
desktop /'desktp/ *n.* 台式电脑
despise /dɪs'paɪz/ *vt.* 鄙视
dietary /'daɪətəri/ *adj.* 饭食的
n. 规定的食物
disarm /dɪs'a:m/ *vt., vi.* 解除武装, 放下武器
disorganisation /dɪs,ɔ:gənəɪ'zeɪʃən/ *n.* 计划不周, 混乱
dispose /dɪs'pəʊz/ (of) *vi.* 处理 (尤指难处理的东西)
distracted /dɪs'træktɪd/ *adj.* 心烦意乱的
DIY *abbr.* 自己动手做
= Do It Yourself
drain /dreɪn/ *vi.* 排出, 流掉
drive sb. mad 使……发疯
dubious /'dju:bjəs/ *adj.* 可疑的, 不确定的
Dutch /'dʌtʃ/ *adj.* 荷兰的, 荷兰人的

E

ease /i:z/ *vt.* 使容易, 使顺利
empathy /'empəθi/ *n.* 同情, 同感
endure /ɪn'dʒʊə/ *vt., vi.* 忍耐, 忍受
energise /'enədʒaɪz/ *vt.* 激励, 激发
enrolment /ɪn'rəʊlmənt/ *n.* 入学, 登记
entity /'entɪti/ *n.* 独立存在体
enormous /ɪ'nɔ:məs/ *adj.* 巨大的, 庞大的
essentially /ɪ'senʃəli/ *adv.* 本质上, 本来
exceptional /ɪk'sepʃənəl/ *adj.* 杰出的, 不寻常的
excess /ɪk'ses/ *adj.* 过度的, 额外的
ex-gangster /,eks 'gæŋstə/ *n.* 有前科的歹徒 / 强盗
exhale /eks'heɪl/ *vi.* 呼气
expectant /ɪks'pektənt/ *adj.* 期待的, 预期的
expertise /,ekspɜ:'ti:z/ *n.* 专门技能 (知识)
extrovert /'ekstrəvɜ:t/ *n.* 性格外向者

F

facilitator /fə'sɪlɪteɪtə/ *n.* 促进者, 推动者

fanatically /fə'nætɪkəli/

adv. (对某种事物或活动) 入迷地

filter /'fɪltə/ *n.* 过滤器, 过滤器

finalist /'faɪnəlɪst/ *n.* 参加决赛的选手

flourish /'flaʊrɪʃ/ *vi., vt.* 繁荣; 兴旺; 茁壮成长

forgetfulness /fə'getfʊlnɪs/ *n.* 健忘

frustration /frʌs'treɪʃən/ *n.* 挫折, 受挫

fundamentally /,fʌndə'mentli/ *adj.* 根本上, 基本上

fussy /'fʌsɪ/ *adj.* 爱挑剔的, 过于讲究的, 难以取悦的

G

gang /gæŋ/ *n.* (一)伙, (一)群

gently /'dʒentli/ *adv.* 逐渐地, 轻轻地

go against 反对, 违反

gown /gaʊn/ *n.* 长袍, 法衣, 睡袍

growl /graʊl/ *vi.* 咆哮, 发牢骚地说

grumpy /'grʌmpi/ *adj.* 脾气坏的, 性情乖戾的

H

hassle /'hæsl/ *vi., vt.* 烦扰, 不断打扰

herbal /'hɜ:bəl/ *adj.* 草药的

homophobia /,həʊmə'fəʊbɪə/ *n.* 对同性恋的憎恶

I

icepack /'aɪs.pæk/ *n.* 冰袋

illustration /,ɪləs'treɪʃən/ *n.* 插图, 图解

inability /,ɪnə'bɪlɪti/ *n.* 无能

inactivity *n.* 静止, 休止状态

incoming /'ɪn.kʌmɪŋ/ *adj.* 正到达的, 正来临的

incompetent /'ɪn.kəmptɪtənt/ *adj.* 不合格的, 不胜任的

individualised /,ɪndɪ'vɪdʒʊəlaɪzd/ *adj.* 个性化的

infinite /'ɪnfɪnɪt/ *adj.* 无穷的, 无限的

inheritance /'ɪnhərɪtəns/ *n.* 遗传, 遗产

intake /'ɪnteɪk/ *n.* 吸气

interact /,ɪntə'rækt/ (with) *vi.* 交流; 交往; 互相作用

interaction /,ɪntə'rækʃən/ *n.* 交互作用, 互动

interconnect /,ɪntəkə'nekt/ *vt.* 使互相连接

internalise /'ɪn'tɜ:nəlaɪz/ *vt.* 使……内在化

interpersonal /,ɪntə'pɜ:sənəl/ *adj.* 人与人之间的

interteam /,ɪntə'ti:m/ *adj.* 团队间的

intolerance /ɪn'tɒlərəns/ *n.* 不能容忍

intrude /ɪn'tru:d/ *vt.* 打扰, 干涉, 侵扰

irreparable /ɪ'repərəbəl/ *adj.* 不能挽回的

irresponsible /,ɪrɪs'pɒnsəbəl/ *adj.* 不负责任的, 不可靠的

irritable /'ɪrɪtəbəl/ *adj.* 易怒的, 急躁的

L

laid-back *adj.* 自在的, 从容的

layout /'leɪ.aʊt/ *n.* (文章的) 版式, 版面设计

literacy /'lɪtərəsi/ *n.* 读写能力

loathe /ləʊð/ *vt.* 厌恶, 憎恨

loner /'ləʊnə/ *n.* 孤独的人, 喜欢独处的人

lose one's appetite 没有食欲

M

magnetic /mæg'netɪk/ *adj.* 磁的, 有磁性的

make use of 利用

massage /'mæsɑ:ʒ/ *n. & vi.* 按摩

mauve /məʊv/ *adj.* 紫红色的

meet up with 偶遇

membership /'membəʃɪp/ *n.* 成员资格

moan /məʊn/ *vi. & n.* 抱怨; 呻吟, 呜咽

muscle /'mʌsl/ *n.* 肌肉

N

naive /nɑ:'i:v/ *adj.* 天真的

nocturnal /nɒk'tɜ:nl/ *adj.* 夜间发生的

nominee /nɒmɪ'ni:z/ *n.* 被提名者, 被推荐者

nostril /nɒstrɪl/ *n.* 鼻孔

O

obese /əʊ'bi:s/ *adj.* 肥胖的, 肥大的

obesity /əʊ'bɪsɪti/ *n.* 肥胖, 肥大

organic /ɔ:'gænɪk/ *adj.* 有机的; 器官的

out of breath 上气不接下气的

overbearing /,əʊvə'beərɪŋ/ *adj.* 专横的, 飞扬跋扈的

overflow /,əʊvə'fləʊ/ *vt.* (使) 泛滥, (使) 溢出

overhear /,əʊvə'hɪə/ *vt.* 无意中听到, 偷听

overrun /,əʊvə'rʌn/ *vt.* 泛滥; 横行

overstimulate /,əʊvə'stɪmjʊleɪt/ *vt.* 过度刺激, 过度激励

overt /'əʊvɜ:t/ *adj.* 明显的, 公然的

P

parenthood /'peərənθud/ *n.* 父母身份
 peacefulness /'pi:sfulnɪs/ *n.* 和平, 平静, 安宁
 peer /piə/ *n.* 同龄人, 同辈
 physiotherapy /,fɪziəʊ'therəpi/ *n.* 物理疗法
 picky /'pɪki/ *adj.* 吹毛求疵的, 好挑剔的
 pinch /pɪntʃ/ *v.* 捏, 拧, 掐
 plethora /'pleθərə/ *n.* 过多, 过剩
 poll /pəʊl/ *n.* 投票, 民意测验
 postgraduate /,pəʊst'grædjʊt/ *n.* 研究生
 powder /'paʊdə/ *n.* 粉, 粉末
 washing powder 洗涤粉
 predator /'predətə/ *n.* 食肉动物
 premises /'premɪsɪz/ *n.* 建筑物及周围所属土地
 prestigious /pre'stɪdʒəs/ *adj.* 享有声望的
 prime /praɪm/ *adj.* 最重要的, 首要的
 prompt /prɒmpt/ *adj.* 敏捷的, 迅速的
 prone /prəʊn/ (to) *adj.* 易于发生 (不愉快事) 的
 pros /prəʊ/ and cons /kɒn/ 赞成与反对
 prose /prəʊz/ *n.* 散文
 pry /praɪ/ *vi.* 探查
 psychiatric /,saɪkɪ'ætrɪk/ *adj.* 精神病学的, 精神病治疗的
 psychiatrist /saɪ'kaɪətrɪst/ *n.* 精神病医师, 精神病学家
 pushy /'puʃi/ *adj.* 执意强求的; 死缠硬磨的

Q

qualified /'kwɒlɪfaɪd/ *adj.* 有资格的, 合格的
 questionnaire /,kwɛstɪ'neə/ *n.* 调查表, 问卷
 quicksand /'kwɪksænd/ *n.* 流沙

R

rating /'reɪtɪŋ/ *n.* (电影、电视节目的) 排行榜
 reassurance /,ri:ə'ʃʊərəns/ *n.* 放心
 recruit /rɪ'kru:t/ *vt., vi.* 劝说; 招聘
 refresher /,rɪ'freʃə/ course 进修课程
 refreshment /rɪ'freʃmənt/ *n.* 精力恢复
 refuge /'refju:dʒ/ *n.* 避难处, 藏身处
 rejection /rɪ'dʒekʃən/ *n.* 拒绝
 relieve /rɪ'li:v/ *vt.* 减轻, 解除
 resuscitate /rɪ'sʌsɪteɪt/ *vt.* 使恢复知觉; 使苏醒
 rife /'raɪf/ *adj.* 普遍的
 ruffle /'rʌfl/ *vt.* 扰乱, 使烦恼

rumble /'rʌmbəl/ *vi.* 隆隆声, 辘辘行驶, 低沉地说
 rumour /'ru:mə/ *n.* 谣言, 传闻

S

sandbank /'sændbæŋk/ *n.* 沙洲, 沙丘
 sauna /'saʊnə/ *n.* 桑拿浴, 蒸汽浴
 savant /'sævənt/ *n.* 博学之士
 seal /si:l/ *vt.* 封, 密封
 secondary /'sekəndəri/ *adj.* 中等教育; 第二的, 次要的
 self-esteem /'selfɪs'ti:m/ *n.* 自尊
 self-preservation 自卫本能
 self-respect /'selfrɪs'pekt/ *n.* 自尊, 自重
 sexism /'seksɪzəm/ *n.* 性别歧视
 shipwreck /'ʃɪprek/ *n.* 海难, 船只失事
 vt. 使遭海难
 shortlist /'ʃɔ:tlɪst/ *n.* (从初选名单再筛选出的) 决选名单
 significantly /sɪg'nɪfɪkəntli/
 adv. 意味深长地, 值得注目地
 sleepless /'sli:plɪs/ *adj.* 失眠的
 sleeplessness /'sli:plɪsnɪs/ *n.* 失眠
 smooth /smu:ð/ *adj.* 平滑的, 平坦的, 平稳的
 soothing /'su:θɪŋ/ *adj.* 抚慰的, 使人宽心的
 speculate /'spekjuleɪt/ *vt.* 推测
 stiff /stɪf/ *adj.* 艰难的; 严厉的
 stimulation /,stɪmjʊ'leɪʃən/ *n.* 激励, 鼓舞, 刺激
 straighten /'streɪtn/ *vt.* (使) 弄直, 伸直
 stress sb out 使某人紧张、焦虑
 stress-reducing *adj.* 减轻压力的
 subject /sʌb'dʒɪkt/ (to) *vt.* 使遭受 (某种经历)
 sulk /sʌlk/ *vi.* 生闷气, 愠怒
 suspicious /sə'spɪʃəs/ *adj.* 可疑的, 怀疑的
 sustain /səs'teɪn/ *vt.* 长期保持
 swimsuit /'swɪmsju:t/ *n.* (女) 游泳衣

T

teenage /'ti:nɪdʒ/ *adj.* 十几岁的
 tertiary /'tɜ:ʃəri/ *adj.* 第三级的
 tertiary education 高等教育, 大学教育
 tickle /'tɪkl/ *vt.* 使发痒
 tide /taɪd/ *n.* 潮, 潮汐; 潮流
 tidiness *n.* 整齐, 整洁
 toddler /'tɒdlə/ *n.* 初学走路的孩子

tolerance /'tɒləərəns/ *n.* 宽容, 忍受, 容忍

turn against (使)与……为敌

tut /tʌt/ *vi.* 啧啧 (表示不赞同)

U

unblock /,ʌn'blɒk/ *vt.* 除去障碍

undergraduate /,ʌndə'grædʒuət/ *n.* 大学生

undue /,ʌn'dju:/ *adj.* 不适当的

unfriendly /,ʌn'frendli/ *adv.* 不友善地, 不利地

unhappiness *n.* 忧愁, 苦恼

unreasonable /,ʌn'ri:znəbl/ *adj.* 不合理的, 不讲道理的

untidy /,ʌn'taɪdi/ *adj.* 不整洁的, 凌乱的

unwanted /,ʌn'wɒntɪd/ *adj.* 不必要的, 多余的

upgrade /ʌp'greɪd/ *vt.* 提高级别, 提升

V

viewpoint /'vjʊ:poɪnt/ *n.* 观点

visualise /'vɪʒʊəlaɪz/ *vt.* 使显现, 使形象化

vocational /vəʊ'keɪʃənəl/ *adj.* 职业的

W

wade /weɪd/ *vi., vt.* 趟水, 涉水

weave /wi:v/ *vt.* 编; 织; 编造

weight-training 举重运动

well-liked /'wel'laɪkt/ *adj.* 漂亮的

Y

yoga /'jəʊgə/ *n.* 瑜珈, 瑜珈术

Z

zap /zæp/ *vt.* 毁坏; 打击; 快速度换频道

zapper /'zæpə/ *n.* 遥控器; 灭杀器

zoology /zəʊ'ɒlədʒi/ *n.* 动物学

Tapescript

Unit 28 Health

Listening

a) Water while-you-wait

You can never drink enough water, so keep a bottle of filtered water in your car and drink it while you wait at red lights. This is an especially useful health tip for people who spend a lot of time on the road.

b) Musical relief

Music can bring calm and peacefulness to anxious moments. And the beauty is, it can travel with you. If you find music soothing, bring a walkman with you on public transport, while waiting in queues, or when you're out walking or jogging.

c) Empty your brain

Just like a dustbin, the brain can overflow with unwanted "rubbish". Make an effort to empty your brain of all thoughts for five minutes three times a day. Visualise travelling through a white tunnel in which you leave behind all your unwanted thoughts and feelings.

d) Your mind

Your mind is like the surface of a lake. It is calm and smooth until anxious thoughts start ruffling the surface. Drain the lake. Empty your mind. When there is no water, there is no surface. When there is no mind, there can be no anxiety. The empty head is the beginning of wisdom.

e) Unblocking your emotional flow

Do you find your emotional flow blocked by unwanted feelings? Unblock your flow by asking a friend to be your feelings facilitator. If your friend refuses, release your emotions by screaming loudly for ten minutes. Afterwards, write a loving letter to your friend, explaining why you feel let down.

f) Skip-to-it

Increasing your level of fitness can often seem difficult and impractical, but it doesn't have to be. Skipping is one of the quickest ways of getting up your heart rate, and the best thing is, you don't need lots of time, space or expensive clothes and equipment.

g) Stressed out?

Go outside, lie down on your back, spread your arms and legs in an X-shape and stare up at the sky. Stay in that position until you can feel your connection to the infinite. If you hear the rumble of traffic, you may be lying in the middle of a road. Ask the infinite

if you can call back later.

h) Getting rid of the clutter in your life

Make space for yourself by getting rid of the clutter in your life. Throw away your unwanted clothes. Burn your old files. Clear out the rubbish in your attic. Dispose of your grandmother.

i) Stress in the workplace

When you are experiencing stress in the workplace, there is nothing more soothing than a herbal tea. Make the tea in a large mug, add a generous spoonful of organic honey, and pour the contents over the desktop PC of the person who's been annoying you.

j) Instant air-conditioning

If you don't have air-conditioning in your car, don't despair. Place an icepack or block of ice in an ice chest on the back seat of your car. Leave the lid off. The ice will gradually cool the air, which will make those long, balmy drives bearable.

k) Colour your thoughts

Whenever you feel stressed, take a few minutes to think of a relaxing colour such as pale blue, white, mauve or green. Bathe yourself in this colour in your mind and then tackle your stress. See how much calmer you feel.

l) New beginnings

Break through to a whole new life in less than a day. Here's how. Buy ten self-help books. Take them home. Put them in a pile on the floor. Sit on them. Watch television.

Unit 29 Education

Listening and speaking

- 1 Well I think for me at school I did history and French and maths, and I wish I'd done woodwork because I'm incompetent in my house... I can't put up a shelf, I can't paint a wall, so it costs me a lot of money to have decorators in, or my uncle who is a painter/decorator himself, so I really wish I'd done woodwork.
- 2 Well, one subject that I wish I'd learnt at school is typing, because you know it's very important in everyday life and I still only type with two fingers and if I'd had the time it would have been a really nice thing to have done and I think it would have helped me in my life.
- 3 The one practical skill that I really wish that I'd been taught in school is note-taking because I find it extremely difficult

to follow what people say to me in meetings and take notes at the same time, and because my memory's very short, I often forget those things, so that's definitely one skill that I wish I'd been taught at school.

- 4 I wish I'd learnt economics at school so that I could understand what I was reading in the business section of the newspapers.
- 5 Cooking! Like I went to an all boys school and I wish I'd been taught a little bit more about the fundamentals of cooking 'cos I really enjoy it now but I just... I missed some of the little points I think, to start off with.
- 6 Well, I wish I'd concentrated more on learning languages really. I really didn't put my mind to those things really and now they'd be very useful.
- 7 ... (it'd) probably be about life, like day-to-day life, like bills and you know, how to organise yourself and how you run a home and things like that, just ... I think that would have been great.
- 8 I think it's really important that people learn to do first aid, I would have loved to have done a first aid course because I think it's really important to know what to do in an emergency. You may never need it, but if you have the skill, it's always there.
- 9 Not really actually, I went to an American High School where we were taught home economics, accounting, typing, car mechanics, taught to drive ... it's really hard to think of anything. It was a very well rounded ... lots of choices available.

I = Interviewer W = William Atkinson

I: In what practical ways do you try to prepare your pupils for life in the adult world after they've left school ... for being a member of the community, as it were?

W: There are a number of ways in which we try to teach citizenship within our school. First of all through our assemblies – we have daily assemblies in the school, and through those we get across issues to do with the organisation of management and the living together, because citizenship is all about, fundamentally, it's about people living together, it's about people organising their group in a way that allows people to flourish and no one individual to have an undue influence on what is actually going on.

I: And how do you actually teach pupils to "organise their group"? What practical experience do they get, in this respect?

W: We have representatives from each class on a school council.

The school council is able to make observations about the management, the organisation of the school. They're able to suggest things that need to improve in the school, that need to change. Essentially we try to give them a say within the organisation of the school ... One of the other skills that we teach is to do with er being able to work with other people – teamwork yah, so the ability to be a member of a group, to listen within that group and also to develop a degree of empathy and tolerance of other viewpoints and perspectives within that group ... and the need to channel one's energies into the common good rather than simply pursuing one's own interests.

I: So do you have actual lessons called "teamwork"?

W: It's not a timetabled subject as such, but what it is, it's an approach that we try to weave into the normal teaching that we do in the school. Having said that, if we're now talking about an area like drama, in drama there are overt attempts to work as a team, to develop these team skills that I've just touched on, so in that part of the curriculum you'd find it. If you were also to go to physical education, again in physical education you will find the teachers trying to develop good interpersonal skills within groups, and to develop the team as an entity that's greater than the individual in order to actually win a game in an inter-team sport, for example.

I: Why do you consider teamwork to be such a vital skill?

W: We're very interested in equipping young people to play their role in adult life and part of that is in a workplace, and it is rare that anyone in a workplace work by themselves – they're always a member of a smaller or larger team and that requires some skills to be an effective and productive member of that team so the kind of skills that we're teaching in schools have application not only inside the standard structured education system, but they have direct application inside in a work environment outside and indeed in the social context outside. And increasingly, living in a highly competitive, technological age, I think it's going to call for more and more people working together, sharing ... so I think the need for the kind of skills that we've been talking about will actually grow in the future.

I: And as well as these practical skills, do you try to deal with wider social issues at all?

W: I think it's important to deal in schools with those big issues that society's facing at this particular time. Drugs and alcohol will be a case, early pregnancy would be something, the intolerance that exists in certain sections of our society to do with homophobia, racism, sexism, these are issues

which we in school try to deal with, within our overall er active citizenship programme within the school. To that end, we do bring in from outside er organisations and individuals who have expertise in this area to actually share with our youngsters... and having outside facilitators who are not teachers often is a very effective way of grabbing the attention of the young people er because they're seeing somebody who may have been involved in drugs, for example, may have been involved in crime, and been able to articulate why they were involved, what they got out of it, and why they stopped, yah. So engaging with the wider community in school is something that's increasingly important.

Task: teach a practical skill to others

The most common circumstances in which you might have to resuscitate someone is either because they've had a heart attack, or because they've drowned, or had an electric shock or maybe because something has fallen on them. So the first thing to remember is to approach the patient with caution ... be aware of possible dangers to yourself, like electric cables, or falling objects, etc. Self-preservation comes first, for obvious reasons.

Before you start trying to resuscitate them, you need to check that they're not just asleep, so shake them by the shoulders and say their name or whatever, and see if you can wake them up.

If they do need resuscitation, it's either because they've stopped breathing, or because their heart has stopped beating, but you should always deal with the breathing first. Oxygen is the number one thing that the body needs – four to six minutes without oxygen can cause irreparable damage to the brain ... so that's always the first thing to think about.

The reason the person isn't breathing may simply be that the airway is blocked ... they've swallowed their tongue, as you might say ... and so very often all that's needed is to open up the airway. This is actually very simple – you just place two fingers beneath the chin, and use them to lift the head back, and that will be enough to straighten up the airway. You may well actually hear a deep intake of breath when this happens. But if you aren't sure whether or not they are breathing, then put your ear close to their mouth, and you will probably be able to feel their breath tickling your ear, and then you know it's okay.

If the patient still isn't breathing, you need to start mouth-to-mouth resuscitation at this point. To do this, you pinch their nostrils together hard, with one hand, and hold their chin with the other hand so that their head is tilted back. Then you need

to cover their mouth with your mouth ... this is really important. You need to completely seal their mouth so that no air can escape – that's why you're pinching their nose. Then you press down hard, and breathe into their mouth, watching out of the corner of your eye to see if their chest is expanding ... you should just see it rise slightly.

Then you take your mouth away to allow the air to be exhaled, then repeat again four to six times. Repeat the breaths at about the same interval that you breathe at yourself. If they're breathing for themselves by now then that's fine ... you can turn the person onto their side and put them into the unconscious position. If not, deliver two more breathes, and see if that does it.

If they aren't breathing by this stage, the problem may well be that their heart has stopped ... and at that stage you would need to check the pulse and if necessary give a cardiac massage. But remember the number one priority in this kind of emergency is always to get the patient breathing. Any questions so far?

Unit 30 Relationships

Speaking and vocabulary

- 1 The trouble with my sister is that if I do something she isn't happy about, she won't just say what's wrong. She sulks for ages and ages before she tells you what's the matter. And it's the same if we have an argument about something. She can't just put it behind her and move on – I hate it.
- 2 I share a room at college with my friend Laura, and she's really good fun. She's always laughing and everything. The only problem is that she never stops talking. When she comes in, she'll tell you everything that's happened to her, everything everyone's said to her, in minute detail. Sometimes you wish she'd just shut up, just for a few minutes to give you time to think.
- 3 One big difference between me and my wife is mornings. I jump out of bed really bright and breezy, you know, singing along to the radio, and she just loathes the morning. She crawls out of bed with her eyes half closed and just growls at everyone until she's had at least two cups of coffee. You hardly dare speak to her. It's terrible!
- 4 One major problem between my ex-husband and me was tidiness. He was incredibly tidy – I would say fanatically tidy, and he used to go mad at me if I left things lying around. He was always picking things up and folding them, and tutting and sighing to himself. It was awful.

- 5 The worst thing about Tony, my ex-flatmate, was his moods. One day he'd be really friendly and full of jokes, and then suddenly the next day, for no reason you could see, he'd be really down, and you could hardly get a word out of him. You never knew where you stood with him.
- 6 The thing that most annoys me about my son is the way he turns on the TV the moment he walks into the room, or puts on a CD or whatever. And he never turns anything off when he's finished. Then he'll go into another room and put something else on. It's infuriating.
- 7 I'm living with a landlady at the moment, but I'm going to move out. I just can't stand it any more. She never stops moaning ... Every time I see her it's something different. She's always waiting for me when I come home, with her latest problem. It's driving me mad!

Listening

My parents and me

Minghua: I am in such a bad mood! I casually mentioned to my parents that I was thinking about trying out for the school play a month ago and my mum asks me about it every day now! This morning at breakfast we had a huge fight because she asked me about it again, and I ignored her. I'm feeling enough pressure as it is without her wanting every detail! I wish she wouldn't pry in my life so much!

Yongqi: Minghua, how can you say that?! Ignoring your mum is a terrible thing to do!

Minghua: I had to! How else can I stop her from constantly asking me about my life? I've decided that it'll be much easier not to fill my parents in on anything I'm doing in the future. Then they won't have anything to ask me about!

Yu Ming: I really don't think that's a good idea, Minghua.

Yongqi: Yes, it's a terrible idea! You should tell your parents absolutely everything about your life and always ask their opinions before doing anything. You should have asked them if you should try out for the play in the first place!

Yu Ming: I disagree with you too, Yongqi. Let me tell you both why. Minghua, if you don't tell your parents anything, they will think that you're hiding something from them and they'll become suspicious and worried. They love you so they will try to find out what they think you're hiding and you will feel that your privacy is being invaded even more. Your relationship with your parents will worsen further and you will all be unhappy. Yongqi, your parents care about you very deeply but our parents' role in our lives is to help us become independent, caring individuals. They are here to guide us

but not to make our decisions for us!

Minghua: OK, Yu Ming, I see what you mean. But how can I get my mum to stop asking me all these irritating questions?

Yu Ming: Well, have you thought of explaining to her in a really nice way that you feel pressured when she asks you about the play? She is probably just interested in what you are doing and is trying to let you know that she cares! Think about it — she doesn't want to make you feel irritated! She just doesn't realise that when she asks you those questions it makes you angry!

Minghua: Mmmm, I've been acting rather childishly, haven't I?

Yongqi: Yes, you have, Minghua. But I still don't see how I could ever go against what my parents suggest, Yu Ming. I've always told them every detail of my life — wouldn't they also think that I was hiding something if I suddenly stopped?

Yu Ming: Yongqi, I'm not suggesting that you stop telling your parents about your life! I'm just saying that you don't need to tell them everything. Do you think your parents tell you everything about their lives? I'm also not suggesting that you "go against" what your parents say. The next time you ask your parents their opinion about something before just blindly agreeing with them, think about what they've said! If you agree with them then follow their advice, but if you don't agree, then discuss it with them! They will respect you for having your own opinions and for being mature enough to express them.

Yongqi: I suppose so. How do you know so much, Yu Ming? Is your relationship with your parents perfect?

Yu Ming: No relationship can be perfect, Yongqi! We just really respect each other and make sure we take the time to listen to each other. My parents have always said that good communication is really important in any relationship and I agree with them.

Task: who will go on *Shipwrecked*?

Hello everyone, and erm thanks for coming along today ... sorry ... as you know, we are going to be making our final selection of the six candidates very soon, so I just want to remind you of the main things you need to bear in mind. Obviously I don't need to tell you that our number one priority is audience ratings. This is a big project for us, and it's going to be shown at prime time against stiff competition on the other channels, so we need something that's going to capture people's imagination, and pull in big audiences. Now as we already know, the candidates have been assessed on their fitness, ability to work in a team, knowledge of survival techniques, etc. etc. and all that is very important. The

last thing we want is participants dropping out halfway through their time on the island and going to the newspapers before the show is broadcast with lots of negative publicity – we mustn't be seen to be irresponsible in other words.

It's very important that we make sure that the people we select are likely to stay on the island for the full year. However, a perfectly balanced and perfectly trained group is not necessarily going to be what creates the maximum interest ... what captures viewers' imagination, as I mentioned earlier. So, what else do we need to do to give the show something extra, and pull in the viewers? Well, previous attempts at this kind of show have told us that it's very important to have different types of people that different viewers can identify with – erm, different ages, different types of backgrounds, different interests, single, married couples, etc. etc. etc. so that's something extremely important to bear in mind. OK?

Another pretty obvious thing is that viewers have got to find the participants attractive and interesting in some way. I don't just mean physically attractive, though obviously that helps – well, after all they'll be appearing on our TV screens in shorts and swimsuits for the next year, but also attractive, sympathetic, interesting as people, as personalities ... the sort of people they'd be interested to get to know themselves. Related to that, and equally important is the potential for what we could call "interesting interaction" between the participants. OK we want them to get on well and operate as a team, but we all like a bit of drama too – the hint of romance, maybe, a touch of conflict and one or two personality clashes, jealousies, etc. Of course we need to be very careful here, but I think you all know what I mean ... something to get the viewers talking about the show the next day at work, and watching next week to find out what happens next, so that's another very important consideration. Anyway all that remains now is for ...

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