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普通高中课程标准实验教科书

英语 5 [必修模块]

Senior High English

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· 北京 ·

To Students

After a year of studying Senior High English and having completed four modules, your English skills in listening, speaking, reading and writing must have improved considerably. You must have also acquired precious experience in different learning strategies. Now I believe you are ready to further improve your English. My most sincere congratulations!

Module 5 is the last compulsory module for Senior High English and it covers such useful themes as self-awareness, interpersonal communication, careers, ways to succeed and life-long learning. Through these themes, you will learn to describe people and their occupations and predict and plan your future careers. You will also learn how to perform well in job interviews, express different opinions in English and communicate effectively with people.

To improve your reading skills, you will learn how to infer an author's intention and better understand a passage by studying the connectives used. As for your listening skills, you will learn how to listen for key words and take good notes. To improve your speaking skills, you will learn how to make short speeches, ask for information and clarify information in a conversation. Your writing skills will be improved when you learn to construct meaningful paragraphs and evaluate your own essays.

In Module 5 you will also be introduced to new grammar items such as past participles, modal verbs, and conditional sentences. Bear in mind that learning grammar rules is not solely for passing exams. Understanding the rules of grammar enables you to better express yourself.

As you progress through Module 5, we hope that you continue to explore and develop effective learning strategies, take notes during lessons and organise your notes after lessons. To get the full benefit of this course, you should also do the following:

- Learn to summarise language rules and gain insights into other related knowledge areas;
- Learn to think logically to analyse and solve problems;
- Learn to make English study plans according to your needs;
- Share your English language learning experience with your teachers and classmates;
- Conduct regular self-assessments;
- Make good use of the learning resources around you, e.g. libraries, the Internet, radio and television;
- Actively participate in any situation that involves using English.

I wish you every success in finishing the last compulsory module, and also in your further study and future career.

Chief Editor

May, 2005

亲爱的同学们：你们好！

高中第一年的学习和生活结束了，通过一年的高中英语课程的学习，你们已经完成了必修课程四个模块的学习，相信你们在英语的听说读写各个方面都取得了长足的进步，也在学习策略和方法上积累了宝贵的经验，这一切为你们今后继续学习好英语奠定了良好的基础。我谨向你们表示最衷心的祝贺！

第五个模块是高中英语必修课程的最后一个模块，它主要围绕认识自我，与人交往，职业选择，成功之路，终身学习等话题展开。围绕这些话题，你们将学习如何描述不同的人 and 他们的职业，预测和想象未来的职业，学习如何参加面试，如何用英语表示不同的意见，如何与人交流等。在阅读方面，你们将学习如何推测作者意图，如何通过衔接词理解语篇意义；在听力方面，学习如何在听的过程中抓住重点词，记好笔记；在说的方面，你们将学习如何进行简短的演讲，如何在交流过程中询问信息和澄清意义；在写作方面，你们将学习如何写段落，如何检查和如何进行自我评价。当然，你们还将会学习一些新的语法知识，例如，过去分词、情态动词、虚拟条件句等等。但是，要知道学习语法的目的不是仅仅为了掌握语法知识或通过语法考试，而是为了能够运用语法知识更好地理解语言，并能更好地表达自己的情感、意图和想法。

希望你们在第五个模块的学习中，继续探索和发展有效的学习策略，课上要善于抓住重点，做好笔记，课后要对所学内容进行整理和归纳；总结语言规律，并能借助联想建立相关知识之间的联系，利用推理和归纳等逻辑手段分析和解决问题；学会根据需要制订英语学习计划；要经常与老师或同学交流学习英语的体会和经验；经常不断地评价自己学习的效果；在学习中能够与他人分享学习资源，利用好图书馆、计算机网络、广播和电视等资源，拓宽英语学习的渠道，获得更广泛的英语信息，并主动参与有助于提高英语能力的活动，利用各种机会用英语进行真实交际，使学会英语不再是一个可望而不可及的目标。祝愿你们顺利完成英语必修课程最后一个模块的学习，为今后升学或就业打好基础。

最后，预祝你们高中阶段第二年的学习与生活充满快乐和自信！

欢迎同学与我们交流沟通，让更多的人分享你成功的喜悦。我们的联系方式是：北京师范大学出版社基础教育分社（100875），电话（010）58804236。

主 编

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LEARNING TO LEARN

A Self-assessment

1 Think about your English class from yesterday or the day before. Write down these questions and your answers.

- 1 What did I learn?
- 2 What did I do well?
- 3 What am I confused about?
- 4 What do I need help with?
- 5 What do I want to know more about?
- 6 What am I going to do next with my answers to questions 3-5?

2 Read the discussion between a student and his teacher. Complete the discussion with the questions below.

- a) And what should I do if I discover a problem?
- b) What is self-assessment?
- c) How often should self-assessments be done?
- d) But how does knowing these things help me?
- e) How do I do a self-assessment?

Student: Miss Li, (1) _____

Miss Li: Self-assessment is a process by which you learn more about yourself — what type of learner you are, what you have learned, and where your strengths and weaknesses lie.

Student: (2) _____

Miss Li: Well, knowing these things can help you gain a better sense of yourself as a reader, writer and thinker, and you can develop the tools to become a better learner.

Student: I see. (3) _____

Miss Li: All you need to do is ask yourself questions like what you have learnt, what you did well and what you struggled with or didn't understand.

Student: (4) _____

Miss Li: You should ask your teacher or a friend to explain it to you. Or you could look it up on the Internet or in the library.

Student: That makes sense. (5) _____

Miss Li: On a regular basis, of course, possibly at the end of each day or week — maybe even each lesson. A self-assessment test doesn't take long and it really helps you become a better learner.

3 Match the self-assessment questions with the goals (a–f) they relate to below.

- 1 Do I understand the words *bargain*, *borrow*, *earn*, *save*, *spend*, *lend* and can I use them appropriately?
- 2 If I wanted to buy a CD in a market in England, what would I say? Would I feel confident?
- 3 If I think of five sentences, can I put each of them into the passive voice quickly and easily?
- 4 Can I think of a new product and explain it in a way that will make people want to buy it?
- 5 Do I know which words and expressions are polite and which are impolite?
- 6 If I write a letter to a newspaper, do I know how to do so appropriately? What phrases should I use?

GOAL f: To be able to speak politely

GOAL e: To be able to write a formal letter

GOAL d: To be able to use the passive voice

GOAL c: To be able to advertise something

GOAL b: To be able to use verbs to do with money

GOAL a: To be able to bargain

B Memory

1 Read the email below written by a student to an online memory expert. What do you think the answer to his question is?

Hi,
I'm a student in my final year of school. I'm really busy preparing for important exams and my question is: Is there any way that I can improve my memory and learning ability?

2 a) Of course the answer is yes! Read the memory expert's reply.

The answer to your question is yes. You might want to read a book on improving your memory. There are many of them and they can be very helpful. Here are a few other ideas.

When you are studying, don't try to remember everything. Concentrate on what is really important. If you try to remember everything you will end up remembering nothing.

It is also a good idea to apply something as soon as you learn it. You will find out what is involved in using what you have learned and see if you remember it properly.

Also remember that nature can help you. The brain is busy while you sleep so think about important things you need to remember just before you go to sleep.

Studying in groups is a great help to the memory. What one person doesn't understand might be quite clear to another and explaining something to others helps fix it in your memory.

And my last bit of advice is that you should get copies of previous exams and review them. This will help you see what you should be focusing on and how much you remember from what you have learned so far. Good luck!

b) Make a summary of the memory expert's advice. You should be able to find 6 main points.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Memory tips

3 The following are some memory tips. Work in pairs and discuss what each means to you. Then, match the statements below with these memory tips.

- | | |
|---------------------------|-----------------------------|
| a) Focus | f) Have a positive attitude |
| b) Relax | g) Limit noise |
| c) Use humour | h) Mind and body |
| d) Study enthusiastically | |
| e) Associate it | |

- 1 _____ – Tell yourself that you have a good memory and that it is improving every day.
- 2 _____ – Excitement makes you pay attention and concentrate on what you are studying.
- 3 _____ – Pay special attention to information that you want to remember. Form a mental picture of what you are trying to memorise, write it down and repeat it. Repetition makes it easier for you to remember the learned material.
- 4 _____ – Memory will be better if we take the time needed to store and remember the information. Don't be sad if you can't immediately remember something. Relax and it will come to you. When we are rushed for time, our memory often fails us.
- 5 _____ – It is much more difficult to remember information when there is a lot of noise around you like music or people talking. Always study in a quiet place.
- 6 _____ – Make up a funny phrase or create a mental picture to help you remember. When humour is attached to something, it is both interesting and more easily remembered.
- 7 _____ – It is important that you take proper care of your body if you want a good memory. Exercise, a good diet and enough sleep keep your memory working for you.
- 8 _____ – Memories are stored through associating new memories with old ones. So, if you learn an unusual word, associate it with similar sounding words that you already know and it will be easier to remember.

C Planning Your Future

1 In pairs, read the following sentences and decide if they are true (T) or false (F).

- 1 Everyone knows what job they will do when they leave school. ____
- 2 Nobody ever changes their mind about what job they want to do once they leave university. ____
- 3 English is just a subject you have to learn in school. ____
- 4 Speaking English is only useful for people who want to travel abroad one day. ____
- 5 Reading English is the most important skill; it doesn't matter if you can't speak it. ____
- 6 I don't have any plan to study or live abroad so I don't need to learn English. ____
- 7 Foreigners will understand me if my English grammar is correct. ____
- 8 Some people are bad at learning languages so they just have to accept that they can't do it. ____

Hopefully you both agreed that all the sentences were false!

2 Look at the sentences in Exercise 1 again and discuss why they are false.

3 Now look at the working or learning situations below and discuss whether you will need English or not. If yes, in what ways? If not, why not?

Situation	Will you need English?
1 You work for an advertising company in China.	
2 You are a lawyer in Shanghai.	
3 You are a student in a college.	
4 You are a physics teacher in a senior high school.	
5 You are a doctor in a hospital in Beijing.	
6 You are a grocery store manager.	
7 You are a physicist.	
8 You want to take your parents on a tour of Europe.	
9 You are a computer programmer. You've just been promoted and need to work in Australia for six weeks.	
10 You work in a supermarket as a salesman/saleswoman.	

Resources for learning English outside school

4 In groups, discuss what you see in the pictures. What resources for learning English outside school do the pictures show?



5 Can you think of any other resources that are not shown here? Use your imaginations and think of all the places you may encounter English every day.

Example advertisements

6 Now, work in your group and think of all the possible resources you can use to improve your English outside the classroom. Discuss how you can use all these resources.

Example the Internet: Reading English on the Internet will help improve our English.

7 Have you used all these resources in the past? Which resources do you think you can make more use of?



13 People

In this unit you will...

- Read a magazine article and a literature extract.
- Talk about people's personalities; describe people and make guesses about people.
- Listen to descriptions of people, a class discussion and a dialogue.
- Write a description of a person.
- Learn about Past Participles and modal verbs to make guesses.

2 Listen to the police description. Which people in the photo below are the police looking for?

3 Work in pairs. Take turns to describe people in the photos above. Your partner guesses who it is.

Example *She's got long blond hair and she's wearing glasses.*

Warm-up

1 Add these words to the Key Words box.
beard, blond, long, serious, sunglasses,
teenager, thin, uniform

KEY WORDS

Hair: dark, red, shoulder-length,
straight, short

Age: in her/his (early/mid/late)
twenties/thirties, middle-aged, old

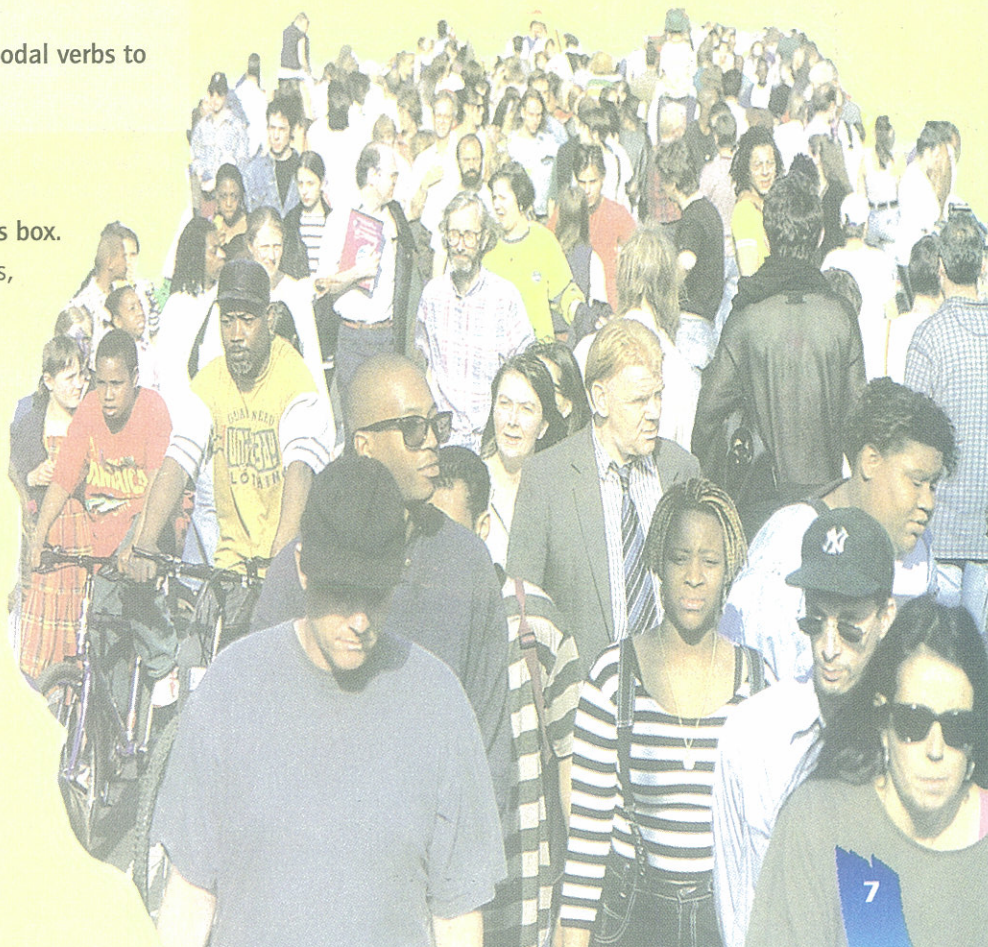
Special features: moustache

General: good-looking, short, tall

Clothing: cap, high-heeled shoes, long-
sleeve shirt, T-shirt

Facial expressions: happy, sad

Add more words to the lists.





EQ : IQ

Reading

Before you start

1 Do this test and find out your score on page 91. Then compare and discuss your results with a partner.

- 1 **You are on an aircraft that begins to rock from side to side. What do you do?**
 - a) Pay little attention.
 - b) Read the emergency instructions card.
 - c) Feel nervous and unsure of what to do.
 - d) Pray to God.

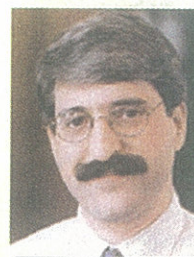
- 2 **You are a gifted student who always gets As in exams, but you have just found out you got a C in a recent test. What do you do?**
 - a) Analyse your problems and come up with a plan to improve your grade.
 - b) Promise to do better in the future.
 - c) Tell yourself this course does not really matter and concentrate on other courses.
 - d) Go and see your teacher and try to talk him or her into giving you a better grade.

- 3 **You and your parents have got into an argument during a discussion. What is the best thing to do?**
 - a) Take a break and then continue with the discussion.
 - b) Stop the discussion and go silent.
 - c) Say you are sorry and ask your parents to apologise too.
 - d) Stop for a moment, collect your thoughts and then state your case as accurately as you can.

- 4 **Suppose you are a group leader. Your group is doing a project to find a solution to a problem. What is the first thing you do?**
 - a) Draw up an agenda and discuss it with the group.
 - b) Give the members time to get to know each other.
 - c) Ask each member for ideas on how to solve the problem.
 - d) Hold a meeting, encouraging the group to say whatever comes to mind.

Success comes with a high EQ

Most students do an IQ test early in their school career. Even if they never see their results, they feel that their IQ is what determines how well they are going to do in life. When they see other students doing better than them, they usually believe that those students have a higher IQ and that there is nothing they can do to change facts. However, new research into EQ suggests that success is not simply the result of a high IQ.



While your IQ tells you how intelligent you are, your EQ tells you how well you use your intelligence. Professor Salovey, who invented the term EQ, gives the following description: At work, it is IQ that gets you hired but it is EQ that gets you promoted. Supported by his academic research, Professor Salovey suggests that when predicting someone's future success, their character, as measured by EQ tests, might actually matter more than their IQ.

Professor Salovey may be correct. For example, have you ever wondered why some of the smartest students in your class, who you think deserve good grades, sometimes end up failing exams? Perhaps their failure is because of their low EQ. People are often mistaken in thinking that those with high IQs always have high EQs as well. This association can exist, but it is just as possible for someone with a low IQ to have a high EQ or someone with a high IQ to have a low EQ.

Read to learn

2 Read the article and answer the questions.

- 1 What does the recent research say about a person's success and his or her IQ?
- 2 How does Professor Salovey describe EQ and IQ?
- 3 Why do some smart students end up failing exams according to Prof. Salovey?
- 4 Can a person's EQ be improved? What about his IQ? Can you give some examples?
- 5 What's the meaning of "people skills"? Is it important to improve them if you want to be successful in life? Why/Why not?

Grammar

PAST PARTICIPLES

4 Look at the following sentences from the passage and underline the Past Participles. Find more of them in the text. In pairs, discuss their functions.

- 1 At work, it is IQ that gets you hired but it is EQ that gets you promoted.
- 2 Supported by his academic research, Professor Salovey suggests that ...
- 3 People are often mistaken in thinking that those with high IQs always have high EQs as well.
- 4 They also showed a better understanding of the disabled students' feelings ...

⇒ Grammar Summary 1, page 92.

5 Join the sentences by using the Past Participle phrases.

Example Accused of stealing money, the man was brought to court.

- 1 The man was accused of stealing money. He was brought to court.
- 2 Jane was scared of the lightning. She refused to go outside.
- 3 A man was arrested by the police. What was his name?
- 4 A boy was injured during the football match. He was examined by a doctor.
- 5 Mr Smith was determined to be on time. He got the work completed.

Language in Use

6 Work in groups to design an EQ questionnaire with five questions. Try to use the following words to help you.

excited, annoyed, bored, interested, delighted, pleased, shocked, frightened

Example

Somebody tells you a joke that you don't get. What's your reaction?

- a) You pretend to be interested.
- b) You feel bored but say nothing.
- c) You tell your friend you don't understand.

It is generally believed that people with high EQs are open to new ideas and have positive attitudes towards life. They are also less likely to be troubled by problems. On the other hand, there is little doubt that people with low EQs often have problems getting on with other people and dealing with difficult situations; thus they have a harder time surviving in life.

People generally believe that a person's IQ is determined by birth. However, most social scientists agree that EQ has a lot to do with education. Some are trying to study the possibility of improving a person's EQ, especially in terms of "people skills", such as understanding and communication.



Professor Mayer, recognised by many as a leading expert in the study of changes to people's EQs, recently announced the results of a study on senior high school students. When normal students were introduced to students with disabilities, they found that, afterwards, the normal students were more willing to help people with difficulties. They also showed a better understanding of the disabled

students' feelings compared to students who had not been involved in the study. There was also an obvious change in the disabled students' attitudes. They became more positive about life and more willing to try new things.

The results of studies such as these show that EQ is as important, if not more important than IQ. To get ahead in the world and lead a happy successful life means getting on with other people and being able to understand and react to situations in the best way possible. This requires a high EQ – the higher the better. And the fact that it might be possible to raise EQs means that schools need to make sure that their students are receiving the education they really need, and know that their futures are not entirely determined by their IQs.

Vocabulary: Wordbuilding

3 Complete the sentences with the correct form of the words in brackets.

- 1 Susan gave a good _____ (describe) of Meg and Ann's project. She said hers was not as good as theirs.
- 2 I think that the old man has a mental _____ (disabled).
- 3 There is a _____ (possible) that we will travel to China this Easter holiday.
- 4 You are _____ (mistake). John is not the man from the British Embassy.
- 5 Their plan to build a science park ended in _____ (fail).
- 6 This special school is for _____ (gift) children.



2 Personalities and Jobs

SKILLS FOCUS



Listening

Before you start

- 1 Work in pairs and discuss the following.
 - 1 What job do you want to do? Why?
 - 2 What characteristics have you got that are good for this kind of job?
 - 3 What will you have to do to get this job? What skills will you need and what exams will you have to pass?
- 2 Look at the photographs and guess what kind of job they do.
- 3 Complete each sentence with a word from the Key Words box.

KEY WORDS

athletic, confident, creative, independent, intelligent, neat, outgoing, patient, selfish, sharp

- 1 A _____ person is someone who is sure that he or she can do something or deal with a situation successfully.
- 2 A person with a _____ mind is able to think and understand things very quickly.
- 3 _____ people would care only about themselves and not about other people.
- 4 A _____ person can wait for a long time for something without getting angry or worried.
- 5 Someone _____ is good at producing new and good ideas.
- 6 Someone _____ is clever, good at understanding ideas and thinking quickly.
- 7 Someone _____ likes to meet and talk to new people.
- 8 Someone _____ is able to do things by themselves and in their own way.
- 9 A _____ person likes to keep things tidy.
- 10 _____ people like to exercise and are good at sports.

Listen to learn

LISTENING STRATEGIES: Identifying opinions

- Before you listen, try to imagine the people and what kind of things they might say. (e.g. Lucy's teacher might talk about her homework, behaviour in class, etc.)
- While you listen, write down important words. (e.g. careers, personalities, etc.)
- After you listen, look for synonyms of the words in the questions. (e.g. intelligent = clever)

4 Listen to a class discussion and answer the questions. Use the Listening Strategies to help you.

- 1 Which student believes that people who work with computers are not athletic but they have to be creative?
- 2 What characteristics do the students think that tour guides should have?
- 3 Li Liang said, "They must never give up." Which job is he talking about here?
- 4 What is Li Liang's opinion about people who wish to be nurses?
- 5 Who wants to be a doctor?

5 Listen again and write down at least five ways of giving opinions.

Example *I think ... I'd like to ...*

6 Listen to the dialogues and complete the Function File.

Mm, Anything else, Really, That's interesting, Yes, Right

Function File

Showing interest

- 1 **A:** Did you know that Alice can speak three languages?
B: _____? I find that very hard to believe.
- 2 **A:** I feel that airlines should not allow new-born babies aboard their long distance flights.
B: _____, I quite agree.
- 3 **A:** I've just seen Ian holding a bunch of flowers and walking into a restaurant.
B: _____. He told me he was going to the library!
- 4 **A:** Do you remember what I said about ...?
B: _____.
A: Well, it means that when things are going well ...
- 5 **A:** It really makes me mad ... like that pink shirt!
B: _____?
A: Yes! I really dislike it when ...
- 6 **A:** We'll only go camping if the sun is shining. Otherwise we'll go to the cinema and watch the new Jackie Chan movie.
B: _____. I just wanted to see ...

Pronunciation

7 Listen to the sentences. Repeat and draw arrows to show rising or falling intonations.

- 1 Would you? That's great!
- 2 You're right there!
- 3 That's excellent.
- 4 That's cool! Good for you!

Listen again and check your answers.

Vocabulary: Wordbuilding

8 Complete the passage with the correct words in brackets.

Jackie is an (1) _____ (independent/independence) dolphin trainer. She used to work at Sea World but she prefers the (2) _____ (independent/independence) of making her own decisions. She loves her job because she says that dolphins are one of the most (3) _____ (intelligent/intelligence) animals on earth. Jackie believes that any animal trainer has to have two important characteristics. The first is (4) _____ (patient/patience). Animals take a long time to train so you have to be (5) _____ (patient/patience) with them. The second characteristic is (6) _____ (confident/confidence). Animals react well to (7) _____ (confident/confidence) people. I asked Jackie if there was any other animal with almost the same level of (8) _____ (intelligent/intelligence) as the dolphin and do you know what she replied? "Human, of course!"

Speaking and Writing

9 Choose a job from the list below and write notes about the qualities and skills needed for the job.

architect, astronaut, accountant, engineer, dentist, fire fighter, poet, translator

Example

astronaut - brave, confident, intelligent, athletic, independent

10 Would you enjoy doing these jobs? Discuss in pairs. Show interest using language from the Function File.

Example

A: *I'd like to be an astronaut.*

B: *Really?*

A: *Yes, it sounds so exciting!*

11 Write sentences about your best friend and say what job would be suitable for him/her. Give reasons.

Example *Wang Li is my best friend. He's smart, creative and quiet. I think he would be a great architect.*

Comparing Cultures

Listen to a man and a woman talking about English people. What adjectives do they use? How would you describe Chinese people?

QUOTE ... UNQUOTE

"Intellect has powerful muscles, but no personality."

Albert Einstein



3 Making Guesses about People

LANGUAGE FOCUS

Listening

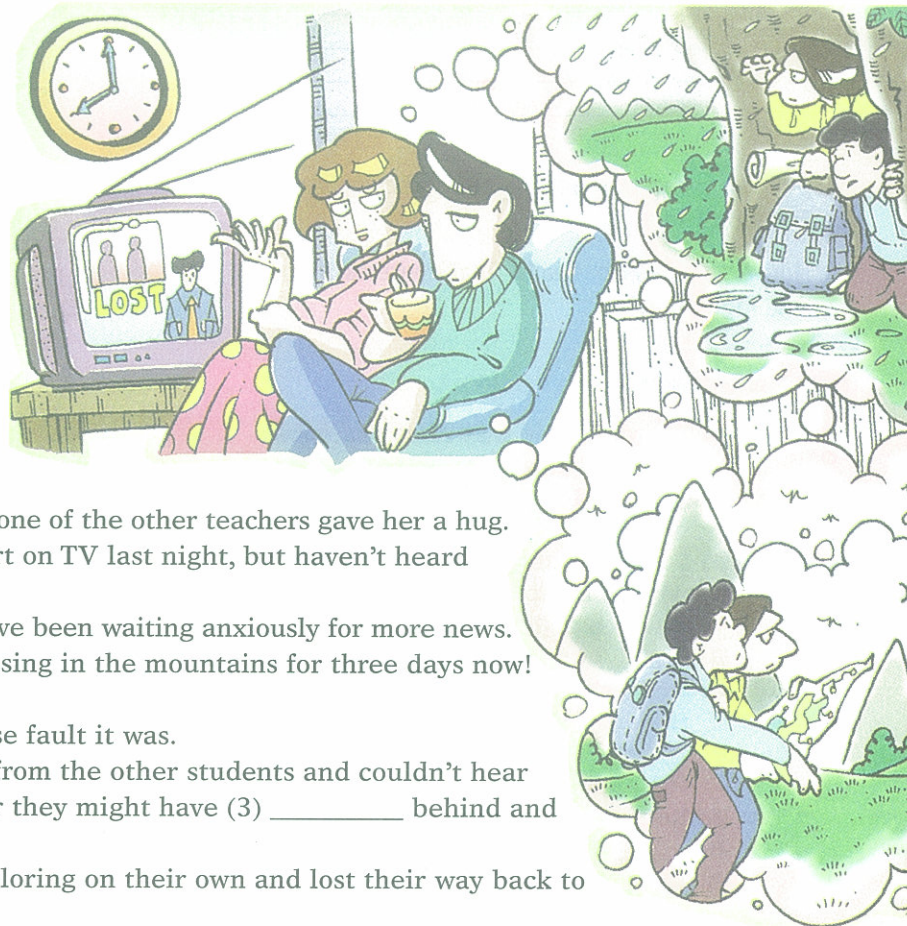
Before you start

- 1 Do you often watch the news on TV? What news are you most interested in?

Listen to learn

- 2 Listen to the dialogue and complete the gaps.

- A: Have you heard anything about the two missing students? I think my French tutor might know one of them. I saw she had tears running down her cheeks at lunch today and one of the other teachers gave her a hug.
- B: I heard about it from the news report on TV last night, but haven't heard anything more since then.
- A: Their friends are really upset and have been waiting anxiously for more news.
- B: I can't believe that they've been missing in the mountains for three days now! They must be so (1) _____!
- A: I wonder how they got lost and whose fault it was.
- B: They may have been (2) _____ from the other students and couldn't hear anyone when the thunder started, or they might have (3) _____ behind and taken the wrong path.
- A: Maybe. Or they could have gone exploring on their own and lost their way back to the group.
- B: I hate to think how they must be feeling right now. It's so cold at the moment. They must be (4) _____! I hope they have warm jackets made of wool.
- A: They might be (5) _____ in a cave.
- B: Or they could be in one of those empty cottages near the pine trees right at the top of the mountain.
- A: They can't be there. People would have looked there first, I'm sure.
- B: True. Imagine how hungry they are! They can't exactly eat seeds like squirrels and sparrows do!
- A: They might have (6) _____ left from camping but they may not have any water.
- B: And one of them might be bleeding or have a broken arm or leg. I really hope someone finds them soon.
- A: Me too. Their parents must be very (7) _____. It'll be a real relief when they're found.



Grammar

MODALS FOR GUESSING

- 3 Look at the dialogue again and complete the gaps with modal verbs: *must, may, may not, might, can't, could*.

I think my French tutor _____ **know** one of them.
 They _____ **be** so frightened!
 They _____ **have been** separated from ...
 Or they _____ **have gone** exploring ...
 They _____ **be** there.
 ... they _____ **have** any water.

- 4 What meaning do the sentences in Exercise 3 express:
 a) decision? b) advice? c) guesses?

- 5 Which of the sentences in Exercise 3 express the following?

a strong belief that something is/was true
 a strong belief that something is/was **not** true
 a possibility that something is/was true
 a possibility that something is/was **not** true

6 Look at these sentences again and decide what they are talking about: a), b) or c).

- | | |
|--|----------------------------|
| 1 I think my French tutor might know one of them. | a) past event |
| 2 They might be sheltering in a cave. | b) unlimited present time |
| 3 They might have fallen behind. | c) something happening now |

➔ **Grammar Summary 2, page 92.**

7 Complete the gaps in the sentences with the modal verbs. More than one answer is possible.

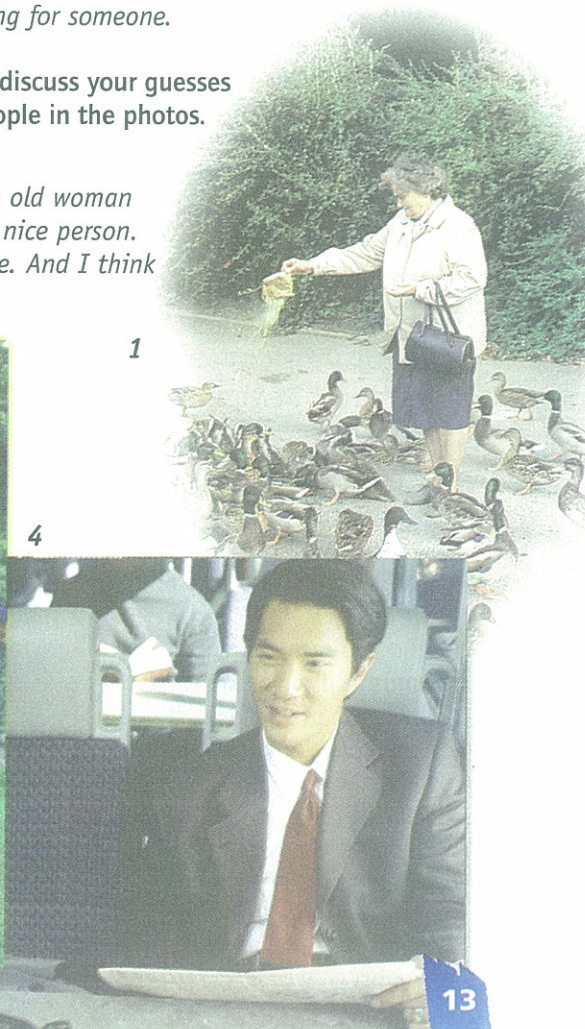
must, can't, may, might, might not, could

- She goes out every weekend. She _____ have young children.
- He looks upset. He _____ be having some problems.
- This woman looks like a scholar. She _____ work at the university.
- His shoes are muddy. He _____ be working in an office all day.
- Her clothes are all very expensive. She _____ be earning a lot of money.
- He often goes abroad. He _____ be working for the Foreign Office.

8 Try to guess what happened in the past.

Example 1 *She might have got married recently.*

- A young woman is looking at a new ring on her finger.
- A mother is telling her son off.
- A boy has a broken arm.
- There is a lot of broken glass on the street.
- A man is lying asleep on a park bench.
- A housewife is cheering.
- A driver is taking a set of tools from his car.
- A girl with wet hair is travelling on the bus.



9 Rewrite the sentences using modal verbs and suitable verb forms. There may be more than one correct answer.

- I'm sure she's relaxing in her room. She _____ in her room.
- Perhaps the postcode was wrong, and that's why the letter never arrived. The postcode _____ wrong, and that's why the letter never arrived.
- I don't believe you failed the exam. You _____ the exam.
- It's possible that Sam doesn't like classical music. Sam _____ classical music.
- I'm sure John is not forty-five yet. John _____ forty-five yet.
- It's possible that he's studying astronomy now. He _____ astronomy now.
- Maybe they lied to me about their adventure. They _____ to me about their adventure.
- It's quite probable that Bill didn't win the competition. Bill _____ the competition.

Language in Use

10 Look at the photos and make some guesses about the people. Talk about the present and the past.

Example *She must be a nice person. She may not have a lot of money. Her children may have left home. She may be waiting for someone.*

11 In pairs, discuss your guesses about the people in the photos.

Example

A: *I think the old woman must be a nice person.*

B: *Yes, I agree. And I think she ...*



4 First Impressions

Reading

Before you start

1 Have you ever met someone you didn't like, who later became your friend? Tell the class.

Example *The first time I met Tom, he seemed to be allergic to everything. Then ...*

Read to learn

2 Read the text and answer the questions.

- Where does the story take place?
- What kind of books does Jenny like?
- What exam was Jane studying for?
- What was the last straw for Jane?
- What kind of person do you think Jenny is?
- How did Jenny get Jane's phone number?
- Do you think that Jane overreacted in the library? Have you ever experienced a similar situation when you were studying?

READING STRATEGIES: Making inferences or "reading between the lines"

- Read the question and identify the important words.
- Find the relevant part of the text.
- Find the most important words and expressions in that part of the text. If necessary, look them up in a dictionary.
- Decide if the important words in the question and text express the same ideas.

The day that I met my best friend for the first time, I was full of anxiety. I was trying to do some revision for an important oral exam in the local library and people kept disturbing me. I was getting more and more annoyed and of course, the more upset I got, the less I was able to concentrate. The last straw was when I heard someone singing behind me. The singing was so loud that I could even recognise the song! I turned around and glared at the person who was singing. It was a tall girl about the same age as me and she had a big smile on her face. She was standing with a book in her hands near the "English Literature" section. She looked like a literary type and seemed very interested in what she was reading. I glanced at the book's cover. It was a book of Tennyson's poems.

The fact that she looked like a sensitive, friendly girl didn't matter. If anything, it made me even angrier. "How could she be so selfish?" I thought angrily. In fact, I'm surprised there wasn't steam coming out of my ears!

I picked up my books, glared at her and whispered angrily, "Thanks to your noise, I've been unable to study. You're so selfish!"

I still hate thinking of that moment. Let me tell you the rest of the story though.

Because I left the library in such a hurry, I left my most important textbook behind. It was only when I got home two hours later that I realised I'd forgotten it and there was nothing I could do as the library was closed. I was so upset that I almost cried. Just then, the phone rang. I answered it and a gentle voice introduced the speaker as Jenny and asked if I was Jane. After confirming that I was, Jenny said that she had noticed I'd left my book in the library and as my name was in it, she'd asked a librarian to get my phone number from their files. She said that she didn't live far away and could bring it around for me if I needed it.

I sighed with relief and agreed to meet her at the convenience store down the road. I was so grateful! Of course you've guessed who Jenny was. She was the girl I had shouted at for singing. When I recognised her in the convenience store, I was filled with shame and apologised several times for my rude behaviour. I felt so guilty, but Jenny just laughed and told me she was glad to see that I'd also left my glare in the library! I couldn't help laughing at this and I invited her back to my apartment for a quick cup of tea.

We got along really well and ever since then we've been best friends. We're very much alike and we tell each other everything. To be honest, I trust her more than anyone else. I often think how lucky I am. If Jenny hadn't been a kind person who was willing to forgive my shortcomings, I would never have experienced such true friendship.



3 Use the Reading Strategies and underline the important words in the sentences below.

Example 1 = *pleased, singing*

- 1 Jane was pleased when Jenny started singing.
- 2 Tennyson must be a famous poet.
- 3 Jane first saw Jenny near the "English Literature" section.
- 4 Jane was upset that she had left her book in the library.
- 5 Jane didn't feel that it was necessary to apologise.

Find the relevant parts of the text and identify important words. Then decide if the sentences above are true (T) or false (F).

Example 1 *first paragraph: could not concentrate, glared*
 1 *false, because she could not concentrate and glared at Jenny, so she couldn't have been pleased.*

4 Find words from the text to replace the expressions in italics.

- 1 I *looked angrily* at the person who was singing.
- 2 I was full of *worry* the first time I met my best friend.
- 3 I sighed with relief and felt *I would like to thank her for it*.
- 4 I *couldn't stop* laughing at this.
- 5 ... she was very interested in what she was reading. I *quickly looked* at the book's cover.
- 6 She'd asked a *person who works in a library* to get my phone number from their *place where they keep information*.
- 7 I felt so *bad about behaving rudely*.
- 8 ... who was willing to forgive my *bad things*.
- 9 I was trying to do some *studying* for an important *spoken* exam.
- 10 After *making sure* that I was, Jenny said that she had noticed ...

5 Complete the paragraph below with the correct form of the following words.

glance, annoy, recognise, concentrate, disturb, whisper, glare, selfish, grateful

Janet was (1) _____ on writing an essay when a noise (2) _____ her. She (3) _____ her brother's whistling. "Shh," she (4) _____, (5) _____ at him. The noise didn't stop. Janet (6) _____ at him angrily. "Please stop it, Simon. You are being very (7) _____," she said. But still he didn't stop. Janet was now very (8) _____. Just then, her father called Simon out of the room. Janet smiled, feeling (9) _____ to her dad.

Vocabulary: Job-related suffixes

6 You can often change job-related words into the name of a job by adding a suffix.

Example *library – librarian, astronomy – astronomer*

Fill in the blanks with the correct form of the given words by adding a suffix. Some words may have spelling changes.

- 1 Who will be the _____ (photograph) at your wedding?
- 2 The man refused to answer any questions until his _____ (law) came.
- 3 As an experienced _____ (account), my father has gained the respect of his colleagues.
- 4 Professor Taylor is generally recognised as one of the state's most respected _____ (educate).
- 5 Young Chinese _____ (piano) Lang Lang has won one of Europe's most prestigious classical music awards.
- 6 The only way we could figure out what they were saying was through an _____ (interpret).
- 7 It is important that you have the opportunity to learn about how the political system works and what it takes to become a _____ (politics).
- 8 Sixteen Chinese _____ (geology) were rewarded and honored in Beijing for their outstanding performance in research, field work and education.

Writing and Speaking

7 Make notes about the first time you met someone.

Who/when/where you met

Xiaoming (my new neighbour), last month, in the street

What he/she was doing

picking up a button that had come off his shirt

What he/she said or did

asked about my family/showed me his pet parrot in its cage

What he/she seemed like

cheerful, a bit shy

8 In pairs or groups, take turns to tell the others.

Example *I met my new neighbour, Xiaoming, for the first time last month in the street. He was ...*

QUOTE ... UNQUOTE

"Be nice to people on the way up because you'll meet them on the way down."

Wilson Mizner, American businessman



Communication Workshop

Speaking: Discussing a Photo

Before you start

- 1 Read the Strategies. Which do you do?

SPEAKING STRATEGIES: Communicating effectively

- Use gestures and facial expressions.
- Observe the listener. Look for signs that he/she doesn't understand.
- Don't use Chinese. Try saying the same thing in a different way.
- Use expressions like *sort of* and *kind of*.
- Correct yourself if you make a serious mistake.
- Involve the listener. Use expressions like *Do you know what I mean?* *Do you agree?* and *What do you think?*



- 2 Look at the photo. Complete the Function File with words from the list. Then listen and check your answers.

do you know what I mean, kind of, look, might, sort of, the one with, what do you think, must

Function File

Describing and guessing

Boy: Mmm, the man on the right, (1) _____ glasses, looks kind – he looks (2) _____ serious, but also as if he might be helpful. (3) _____?

Girl: Yes. The woman sitting in the back, the one in the black jacket with her arms crossed, she looks a bit, er, (4) _____ shy.

Boy: Yes, or maybe she's cold.

Girl: Yes, perhaps the air-conditioning is on too high. (5) _____ they're doing?

Boy: I think the second man on the right with glasses (6) _____ be a teacher and he's showing his students something funny on the laptop.

Girl: Mmm, but why would the man with the camera be filming? He doesn't (7) _____ like a student!

Boy: You're right. He (8) _____ be filming to make an advertisement for the school.

In pairs, discuss the people and situation in the photo on page 17. Follow the stages below.

Stage 1

Think about the people's appearance and their character. Look at the Key Words in the Warm-up and in Lesson 2 to help you.

Example

the boy – dark hair, kind, helpful, smart

Stage 2

Take turns to make comments about the photo.

- make guesses about the situation and the people
- do not describe everything in detail; you can refer to physical appearance as you make comments

Example *The boy looks kind and smart. What do you think?*

Talkback

Form a group with another pair. Compare the results of your discussions.

Example

A/B: *It's difficult to judge but we thought they might be in the same class and that they were discussing a problem.*
C/D: *Yes, but we also thought they might have ...*



Writing: Describing a Person

Before you start

1 Read the passage and match these headings with the four paragraphs.

- a) description
- b) background
- c) relationships with neighbours
- d) family life

My Grandma

- 1 My grandma is called Zhu Jinping. She is sixty-one and she lives with my grandpa in a flat in the centre of Beijing. She is a nurse and has worked part-time in the same hospital for twenty years! She loves children and animals, especially cats, although she hates their claws! Her favourite thing to eat is yoghurt with honey. She doesn't like food she has to chew too much because her teeth aren't strong! She never watches TV except for the news. Grandpa wants to get satellite TV but Grandma doesn't.
- 2 Grandma has got short, grey hair and clear brown eyes. She is quite short, a bit thin and she's got lots of little wrinkles on her forehead, but she's a very cheerful woman. In fact, she's always smiling. She's also very generous and helpful.
- 3 Grandma is very popular with her neighbours, maybe because she is so helpful. For example, she often looks after children for people in her apartment block. Babies love sitting on her lap! She devotes a lot of her time to caring the neighbours.
- 4 Grandma and Grandpa often argue, especially about food. Grandpa loves salty food but grandma is always trying to make him eat vegetables like carrots and peas. But after 35 years of marriage, I know they're great companions. There's a lot of devotion in their relationship and they'll be together forever.

2 Answer these questions about Zhu Jinping.

- 1 What does she look like?
- 2 What does she like?
- 3 What is she like?

Now write a description of a person you like. Follow the stages below.

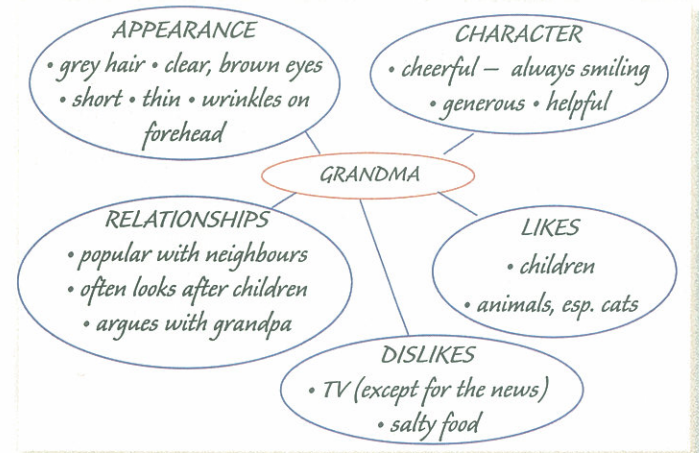
Stage 1

Decide who you are going to write about – someone in your family, a friend or a famous person.

Stage 2

Write some notes in the form of a diagram.

Example



⇒ Writing Help 1 (useful vocabulary), page 90.

Stage 3

Write four paragraphs.

⇒ Writing Help 1 (layout, linking).

Stage 4

Check your writing for mistakes.

⇒ Writing Help 1 (checking).

Talkback

In groups, read your descriptions. Who would be the most interesting person to meet?

Culture Corner

Personalities and National Types

Some people believe that your nationality can influence your personality! This is why you might hear someone saying “He’s a **typical** American” or “She’s so Spanish”. Of course, it is impossible that every person from a certain country has the same personality, but it seems that people of the same nationality do sometimes share certain personality characteristics. This has led to the idea of national types. These are general ideas about a nationality that can be positive or **negative**! As long as national types are not taken too seriously, it’s fun trying to guess a person’s nationality from their personality.

Italian and Spanish

Italian and Spanish people are generally seen as outgoing, friendly people with a great love for life. They are usually dark-haired and dark-eyed, and are considered excellent singers and dancers. They are often described as being great lovers of food and wine and they never hesitate to show how they feel.

British

Perhaps the opposite of the above is the way the British are seen. They are often described as being reserved and cold. They have a saying about “keeping a stiff upper lip”. This means not crying or showing any feeling in difficult or sad situations. As a result, they are also seen as being very brave.



Americans

Americans are often described as very loud, but they are also seen as being very friendly and interested in talking to other people. This is probably because they are often very confident and secure.

Chinese

Chinese are generally seen as friendly people who are extremely hard-working and motivated. They are also seen as very polite because of the fact that they are careful about “saving face” when dealing with other people.

Australians

Australians are merry people who spend a lot of time outdoors. They are therefore seen as very casual people who enjoy a slower pace of life. They like to laugh a lot but sometimes people think they are loud and rude.

Germans

Germans are often described as being very serious and rigid. They are seen as hard workers who are very careful and pay a lot of attention to detail. A German would never be late for an appointment or dial a wrong number! However, Germans are sometimes accused of not having a sense of humour.

All these national types can be true in certain cases, but very wrong in others. For example, you might meet a German who’s a confident dancer with a great sense of humour, or an American who is shy and quiet! Nationalities may influence personalities, but at the end of the day, people are themselves, no matter where they come from.

1 Match the personality traits with the nationalities.

- | | |
|------------------------------|----------------|
| 1 outgoing and love life | a) Americans |
| 2 hard-working and motivated | b) Australians |
| 3 serious and rigid | c) British |
| 4 reserved and cold | d) Chinese |
| 5 loud and rude | e) Germans |
| 6 confident and secure | f) Italians |

2 Answer the following questions.

- 1 What do you think of the writer’s description of the Chinese people?
- 2 Is your personality influenced by national characteristics?

Notes:

negative /'negətɪv/ *adj.* 消极的, 负面的
hesitate /'hezɪteɪt/ *vi.* 犹豫, 踌躇
reserved /rɪ'zɜːvd/ *adj.* 沉默矜持的
stiff /stɪf/ *adj.* 僵直的
secure /sɪ'kjʊə/ *adj.* 安心的, 无忧无虑的
merry /'merɪ/ *adj.* 欢乐的, 愉快的
casual /'kæʒʊəl/ *adj.* 漫不经心的, 随意的
pace /peɪs/ *n.* 步速, 速度
rigid /'rɪdʒɪd/ *adj.* 僵化的
appointment /ə'pɔɪntmənt/ *n.* 约见, 约会
dial /daɪəl/ *vt. vi.* 打电话, 拨号

Bulletin Board

Do you want to have a pen friend in another country? Here is your chance. Read Tracey and Mary's letters and then write your own introduction letter in about 100 words.

About Us!



Dear Friend,
I'm a student in England
and I'm 17 years old.
Please write and tell me
about yourself! What do
you look like and what are
your hobbies? Describe
your personality too!

Yours,
Tracey

Dear friend,
I am a 17-year-old Canadian boy. I like sports,
especially basketball. My favourite sports star is Yao
Ming. I watch almost every game he plays. We have
a basketball team in our school and I'm a member
of the team. I am tall and strong. I am also very
energetic. I do well in school but my English is not
very good. Grammar is a headache for me. I hate
memorising the rules. I hope I can improve it. It will
be great to hear from you!

Mike

Dear Tracey,
It was really nice to receive your letter. I'm a
Chinese girl and am 18 years old. I study at
Guangming High School in Shanghai and I will go
to college this autumn. Right now, I'm busy
preparing for the National College Entrance
Examination. I would like to go to Fudan
University. I don't like sports very much as I always
seem to break a nail! I'm a quiet girl and I like
reading. I also play the violin. I'd love to have a
part-time job. I really need the extra money but I
don't have time! Speaking of time — I can smell
some frying onions. It's dinner time!

Yours,
Mary





Unit Diary

1. My favourite lesson(s) in this unit is/are _____.

<input type="checkbox"/> Lesson 1 EQ : IQ	<input type="checkbox"/> Lesson 3 Making Guesses about People
<input type="checkbox"/> Lesson 2 Personalities and Jobs	<input type="checkbox"/> Lesson 4 First Impressions

2. In this unit, I've learned to _____.

<input type="checkbox"/> talk about personalities	<input type="checkbox"/> talk about personalities and jobs
<input type="checkbox"/> make guesses about someone's situation and characteristics	
<input type="checkbox"/> describe a person in writing	
<input type="checkbox"/> describe people and their jobs	<input type="checkbox"/> talk about my personality

3. After finishing this unit, I understand what EQ means. Y N

4. I think I give others a good first impression. Y N
 I think this is because _____.

5. I may be described as:

6. I prefer _____ working with people working alone
 because _____.

7. My favourite activity in this unit was _____.

8. The new words I've learned and remembered in this unit are:

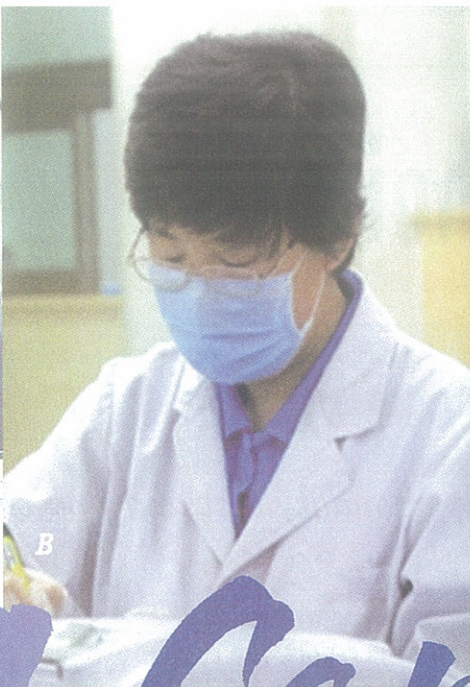
9. The new words I still have difficulty remembering are:

10. I find the following ways of learning English helpful: _____

<input type="checkbox"/> using gestures and facial expressions	<input type="checkbox"/> self-checking after writing
<input type="checkbox"/> reciting useful social expressions	<input type="checkbox"/> peer checking
<input type="checkbox"/> working with other students	<input type="checkbox"/> interacting with the teacher in class
<input type="checkbox"/> using reference books and dictionaries	<input type="checkbox"/> raising questions in class

My plan for the next unit:

I need to _____



14 Careers

In this unit you will...

- Read a questionnaire, a magazine article and a letter.
- Write your “curriculum vitae” and a letter of application.
- Listen to dialogues and an interview.
- Talk about your future and practise doing interviews.
- Learn about reported requests, commands and statements.

Warm-up

1 Which jobs can you see in the photos? Use the Key Words to help you. Add more jobs to the list.

KEY WORDS

architect, carpenter, doctor, chemist, engineer, farmer, fireman, hotel receptionist, journalist, lawyer, shop assistant, soldier, tour guide, typist

2 Listen to four situations. Write down the jobs from the Key Words above.

- _____
- _____
- _____
- _____

3 Have you thought about your future career? Choose an area that you are interested in from the Key Words below. Tell the class.

Example *I love reading and I'm interested in writing. I'd really like to be a journalist.*

KEY WORDS

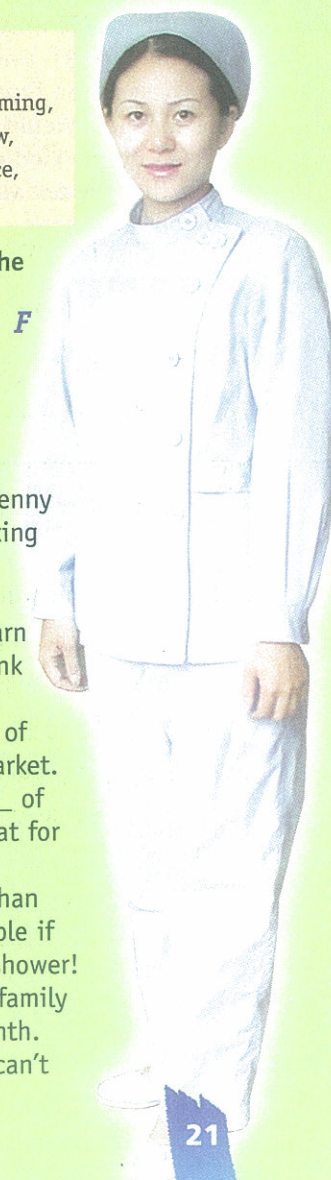
art, business, design, engineering, farming, information technology, insurance, law, literature, the media, medicine, science, sport, travel

4 Complete the sentences with the Key Words below.

KEY WORDS

bonus, fee, income, money, reward, salary, wage

- After working for 12 months, Jenny got a large cash _____ for making the company a lot of money.
- What is your monthly _____? I know it's rude to ask but I earn only \$1,000 a month and I think it's too little.
- Tim gets paid an hourly _____ of \$20 for working in the supermarket.
- The old lady is offering a _____ of \$50 to anyone who finds her cat for her!
- Lawyers charge higher _____ than doctors. They even charge people if they think about them in the shower!
- My parents both work and our family _____ is about \$4,000 per month.
- People always say that _____ can't buy you happiness.





I Your Choice

Reading

Before you start

- 1 Choose three adjectives from the Key Words that describe you best.

KEY WORDS

careful, cheerful, creative, reliable, confident, generous, helpful, modest, motivated, organised, patient, practical

Read to learn

- 2 Read the questionnaire. Decide what you would do in these situations.
- 3 Check the answer key on page 91. Does the description fit your personality? Would you like to do the kind of jobs that the answer key suggests for you?

Grammar

REPORTED SPEECH (I)

- 4 Look at the reported requests and orders from the questionnaire. What are people's actual words? There is usually more than one option.

- 1 She **asks you to** help her.
- 2 **Tell them not to** worry.
- 3 **Tell everybody on the bus to put on** more clothes ...
- 4 Your boss **tells your team to** repair an old pump ...
- 5 ... your teacher **asked your class to** perform a short play...

Example 1 "Help me, please!"/ "Could you help me, please?"

Everybody's good at something!

Do this personality test and find the right job for you.

1

A friend is having problems writing a plot summary for a book report. She asks you to help her. What would you do?

- a) Help her after school. Tell her to phone you if she needs any more guidance.
- b) Give her a model paragraph and tell her the names of some helpful books.
- c) Suggest ways to write a clear, accurate summary.
- d) Tell her to make a timetable so she can finish the plot summary and book report on time.

2

You are working for an institute that gives aid to the poor in a small village. Your boss tells your team to repair an old pump near a river. What would you do?

- a) Ask the villagers what they want. Ask them to give you advice.
- b) Choose a certain job that you think you could do well, such as collecting data. Then plan how you could do the job well.
- c) Try to improve the design of the pump. Look at the river and see if there is a better place to build the pump.
- d) Ask everybody in your team to do certain jobs. Make sure they know what to do. Choose one of the hardest jobs for yourself to set an example.

3

You are on a school trip and the coach has an accident when a deer runs across the road. No one is hurt, but you are stuck on a forest road with no traffic. It is getting dark and it has started to snow. What would you do?

- a) Talk to anybody who looks afraid or worried. Tell them not to worry.
- b) Keep calm. You know that the situation is not really dangerous and somebody is going to get help.
- c) Tell your friends a story, while you are waiting for help.
- d) Take charge of the situation. Ask a small group to go to the nearest village to get help. Tell everybody on the bus to put on more clothes to keep warm.

4

Last week your teacher asked your class to perform a short play for the school. So far, nothing has been done and there are only ten days until the performance. What would you do?

- a) Offer to take part and ask others to do the same. Help people to learn their lines.
- b) Organise some of the practical things, such as costumes, scenery and sound effects.
- c) Think of topics for the play. Write the dialogue and show it to the class.
- d) Offer to direct the performance. Choose people for different roles.

5 Look at Exercise 4. How do pronouns change in Reported Speech?

6 Look at the verbs in Exercise 4 and complete the rules below.

When we report people's requests or orders we use the pattern:

ask/tell/order somebody + _____

When the order or request is negative, we use the pattern:

ask/tell/order somebody + _____ + infinitive

➔ Grammar Summary 3, page 92.

7 Report these orders and requests. Use the beginnings provided.

- 1 "Could you lend me a pen?"
Peter asked me _____.
- 2 "Don't lose the receipt. It's important."
The salesgirl instructed the shopper _____.
- 3 "Check for errors, please."
The teacher ordered the class _____.
- 4 "Can you give me a lift home?"
Mary asked John _____.
- 5 "Don't drink that liquid. I don't think it's water."
The boy advised the girl _____.
- 6 "Read the text and answer the comprehension questions."
The teacher told the students _____.

8 The manager of an office is ill and, on the phone, gives her assistant instructions for the people in the office. Rewrite the instructions starting with *Tell*.

Example *Tell Mrs Smith to cancel my trip to Paris.*

- 1 Mrs Smith must cancel my trip to Paris.
- 2 John must move Peter's desk to Room 308.
- 3 He shouldn't announce the results before the end of the month.
- 4 He should consult Mr Jensen about the new account on the 24th.
- 5 Mary mustn't send the charts off before I come back.
- 6 She should prepare the information I need for my presentation.

9 Read the notice on how to behave on the first day in a new job. Report each piece of advice.

Example *The notice advises people to be friendly and kind, and tells them not to wear casual clothes.*

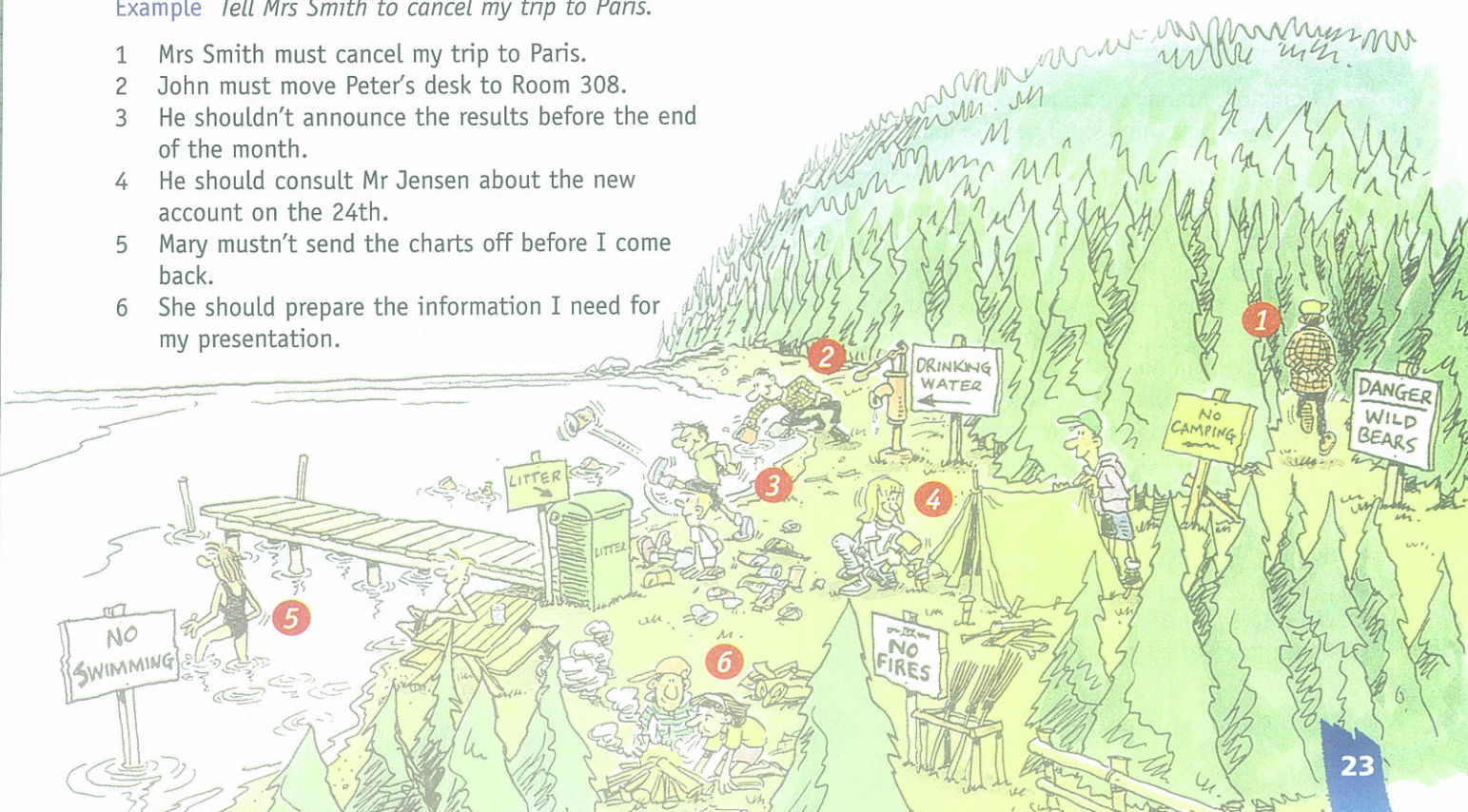
On the first day in a job:

- be friendly and kind
- don't wear very casual clothes
- don't share very personal information – you don't know who you are talking to
- don't try to make friends with your boss
- listen rather than speak – learn as much as possible about your job and the company
- work hard and don't spend too much time chatting or resting
- keep your desk tidy at all times
- don't quarrel with anyone

Language in Use

10 Two police officers are controlling a tourist area on a lake. Look at the signs in the picture and imagine what the senior officer will tell his partner to do when they see these people.

Example *Tell the man not to go into the forest. He may meet a wild bear.*



2 Interviews

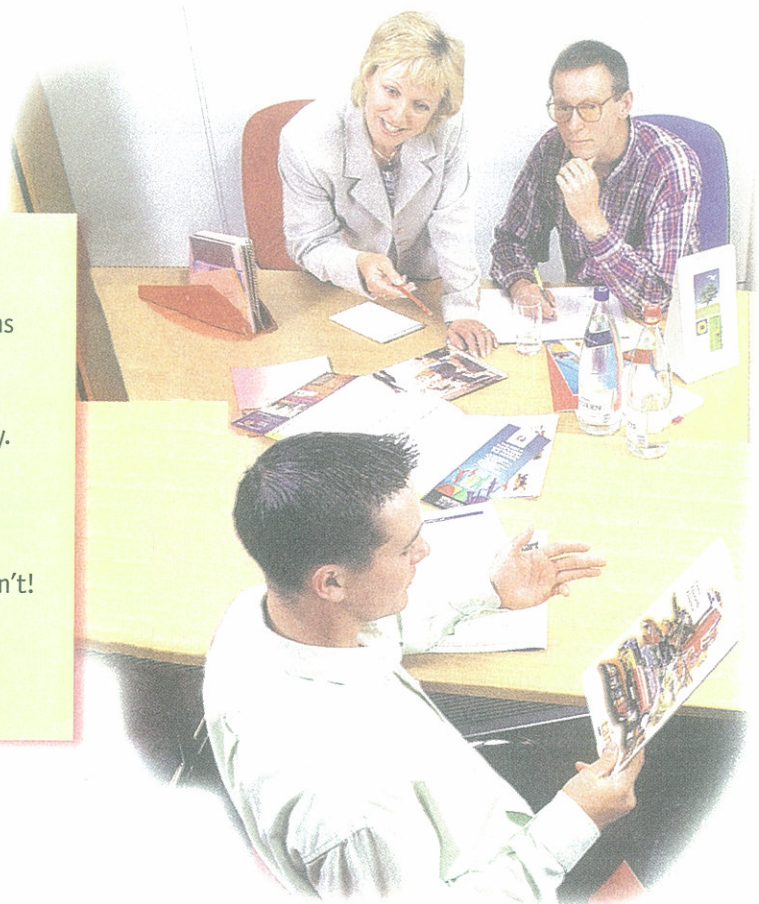
Listening

Before you start

Vocabulary: Phrasal Verbs

1 Look at the advice for job interviews. Use a dictionary to check the meaning of the phrasal verbs.

- 1 Put on casual clothes for the interview.
- 2 Go out for a walk before the interview to relax.
- 3 Think about the job and write down your strengths and weaknesses.
- 4 Find out information about the company.
- 5 Turn up at the interview a couple of minutes early.
- 6 Take down notes during the interview.
- 7 Sit down or get up when they ask you to.
- 8 Make up information about yourself.
- 9 Make out you understand something when you don't!
- 10 Go into a lot of detail about your personal life.
- 11 Speak up and express yourself clearly.
- 12 Sit up straight and look people in the eye.



Now make a list of things to do and things not to do.

DO ...
find out information about the company.

DON'T ...
put on casual clothes for the interview.

2 Complete Mandy's account of an interview with verbs from Exercise 1. Do you think she'll get the job? Why or why not?

Yesterday, I had an interview for a holiday job at a nursery. Unfortunately, I didn't have much time to (1) _____ about the organisation, but I did (2) _____ all the things I'm good at, like playing video games! In the morning I woke up late and quickly (3) _____ some jeans and a T-shirt. I didn't have a shirt with a collar. I (4) _____ for the appointment five minutes late, so I walked straight in and (5) _____. I couldn't (6) _____ what the interviewer was saying and I had to ask her to (7) _____. She asked about my experience with children, so I (8) _____ a lot of detail about my childhood. Then she asked me to tell her about my work experience and I (9) _____ a story about some volunteer work with a youth club. I also told her I knew how to use a typewriter. The instant she stopped asking questions, I (10) _____ and (11) _____ of the room. I really hope I get the job. Otherwise I'll have to serve drinks in a bar like last year. I find it a real battle being on my feet all the time like that.

Listen to learn

3 Listen to an interview for a holiday job and complete the chart.

Reasons to join the company		
Oliver's experiences		
Qualities for the job		

4 Listen to the interview again and complete the questions the interviewer has asked.

- 1 _____ at Camp Elizabeth?
- 2 _____ do you have?
- 3 _____ do you think _____?
- 4 Are there _____?

5 Do you think Oliver got the job? Why or why not?

6 Complete the Function File with words from the list.

certainly, enjoy, getting in touch, important thing, just one thing, qualities, take a seat, thank you, work experience

Function File

Job Interview

Interviewer

Good morning.
(1) _____.

So why do you want to work with us at Camp Elizabeth?

What experience do you have?

What (5) _____ do you think are important for the job?

Are there any questions you would like to ask me?

I'll be (9) _____ with people next week.

Interviewee

Good morning.
(2) _____.

I (3) _____ working with children and I'd like to get some more (4) _____.

I help with the youth club at school. I've organised sports and trips to various places.

You (6) _____ must have patience. Another (7) _____ is enthusiasm. And, well, you also have to be careful.

Yes, (8) _____.

Thank you very much. Goodbye.

Speaking

7 Work in pairs. Student A is an interviewer and Student B is an interviewee. Read your role card and prepare for an interview for a holiday job in a restaurant.

Interviewer: Decide on the pay and hours and what kind of person you want to employ. Think of questions to ask about these things:

- education, languages spoken
- work experience
- personal qualities
- hobbies and interests

Interviewee: Think of information about yourself or invent information about these things:

- education, e.g. your school, your best subjects, languages you speak
- work experience
- personal qualities
- hobbies and interests

Think of a question to ask the interviewer, e.g. about pay and hours.

8 Act out your interview. Use expressions from the Function File.

9 Tell the class about your interview. Did the interviewee get the job? Why or why not?

Pronunciation

10 Listen to people asking the interviewer to repeat or explain something. Which of them are polite and which are not?

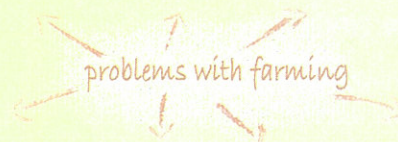
11 Listen again and repeat the polite questions.

Listening

LISTENING STRATEGIES:

Note-taking

- Listen once to get the general idea. Write down main ideas, e.g. 1 *problems with farming*
- Listen again and write down important information. Use information networks, e.g.



- Only write down key words and use abbreviations, e.g. pollu. (pollution).

12 You will hear the following words in a story about two friends' career choices. Complete the sentences with the correct form of these words.

surrounding, corn, frost, cattle, steep, wisdom, idiom

- 1 _____ is a type of grain. It is yellow and tasty.
- 2 In winter, snow and _____ cover the ground.
- 3 It is a _____ climb to the top of the mountain.
- 4 _____ are phrases that people sometimes use to share _____. For example, "The grass is always greener on the other side" means that people always want what they don't have.
- 5 Keep your dog away from the _____ please. They are scared of it.
- 6 The town has many _____ farms.

13 Now listen to the story. Use the Listening Strategies and take notes.

14 In pairs, use your notes to tell each other the information you found out. Then compare your notes, organisation, layout and information.

Example One of the problems with farming is that disease can ruin a harvest.



3 Nine to Five

LANGUAGE FOCUS



The Road to Success



As a child, Wang Junyan never dreamed of becoming a famous person on TV. "I never thought about going on TV because my family didn't even have one until I was in junior high school!" she explained. Now Wang Junyan is the presenter for Universe TV's news programmes. I asked her how she had achieved success and she told me that being curious, working hard, and believing in what was true made her the success she is today.

"It was my mother who taught me to be curious. She had a great love of everything in the universe and she taught me to be interested in mankind and nature, everything from plants to insects," Junyan told me. "We would look in old nests to find birds' feathers and we would even turn over stones to look at the little creatures there. I loved doing that," remembered Junyan. She said, "My mother was a strong character. Although there were lots of difficulties to overcome, she never let her problems defeat her. She worked extremely hard to support me through school and during my time at Fudan University in Shanghai. Her attitude towards life will never stop influencing my thoughts and actions."

After graduating from university, Wang Junyan became a reporter for a local newspaper. She said she chose to be a journalist because it is important that people grasp what is going on around them. I asked her if there was any special moment that made her realise this and she replied that it was after she was asked to inspect an illegal business. Her report helped the people who had been affected and it also helped the government inspect the company and catch the guilty people. "That is when I realised the importance of being a journalist," said Junyan.

"Writing that report wasn't easy, but I realised that people needed to know and so I didn't give up," Junyan told me. This paid off because she won an award for the report. "I discovered then that as long as I am committed and never give up I will be able to produce high quality reports." That's exactly what Wang Junyan has been doing as the face of Universe TV.

I asked Junyan what she liked most about her job and she said that although there wasn't much glory in a reporter's existence, she found it interesting and challenging. "I meet a lot of people and go to many different places. I'm never bored with this job!" She added that as a reporter she needed many different skills and was constantly challenged to learn new things. Finally, I asked her if after many years she still felt curious. Smiling brightly, she told me, "Nothing that I learned from my mother has ever left me. Today when I'm looking for stories, I still feel like I'm turning over stones to see what might be hiding beneath!"

Reading

Before you start

- 1 Think of a successful person that you admire. What do they do and why do you admire this person?
- 2 Look at the Key Words and choose a job or jobs for each quote below.

KEY WORDS

actor, astronaut, dancer, writer, business owner, football player, fire fighter, newspaper reporter, TV presenter

- 1 "It can get a bit lonely. Sometimes I don't see my family for weeks."
- 2 "I work a lot more than the half hour you see me on the screen every day!"
- 3 "I'm lucky. They pay me well for playing the game I love."
- 4 "I wish it was just nine to five! Meetings and conference calls often go on till late at night."
- 5 "It's my responsibility to report the news and tell people what's going on."

Read to learn

3 Read the article “The Road to Success” and answer the questions below.

- 1 What characteristics does Wang Junyan believe made her a success?
- 2 What did Wang Junyan do with her mother that taught her to be curious?
- 3 What made Wang Junyan realise the importance of being a journalist?
- 4 What does Wang Junyan like most about being a reporter?
- 5 What does Wang Junyan’s story tell you about success?

Vocabulary

4 Complete the following sentences with the correct form of the words below.

believe in, turn over, overcome, defeat, grasp, inspect, pay off

- 1 Don’t give up! If you work hard, you will _____ this problem.
- 2 The British _____ the French in the final battle.
- 3 Once you _____ how to do this maths problem, please explain it to me!
- 4 All my hard work _____. I got into the best university!
- 5 My mother _____ my room every day. If it’s untidy, I can’t watch TV!
- 6 Do you _____ life after death? I’m not sure what to think.
- 7 Don’t _____ that stone! I saw a snake go under it!

Grammar

REPORTED SPEECH (II)

5 Listen to the interview with Huang Lili who is a dancer. Then read the report below, which is based on the interview.

I asked Huang Lili when she decided to be a dancer. She said that she had decided when she was still at school. She said that she had always loved dancing. When I asked her about a typical day, she replied that her days were usually very long. For example, that day, she had got up early to practise and do some bending. She said that at the time she was working on a new act. The following week, she was going to perform it on stage there in Beijing. Finally I asked her if her job was dangerous. She hesitated and then told me that the year before she had broken her wrist and that the previous month she had twisted her ankle. However, she said that it didn’t happen often so it wasn’t really dangerous.

6 The following time and place expressions were used in the interview. Find the equivalents in the report.

now, today, last month, last year, next week, here

Example *now* → *at the time*

7 When we report a Wh-question, we include the Wh-word. When we report a Yes/No question, we add the word “if” or “whether”.

I asked Huang Lili **when** she decided to be a dancer.
I asked her **if** her job was dangerous.

⇒ Grammar Summary 4, page 92.

8 Report this interview with a hotel chef.

- 1 “Have you won any cooking competitions?”
I asked _____.
“Yes. I won two cooking competitions last year.”
He said _____.
- 2 “Have you cooked any Chinese food?”
I wondered _____.
“I have never cooked anything Chinese.”
He admitted _____.
- 3 “What do you think of your job?”
I wanted to know _____.
“My job is as creative as an artist’s.”
He said _____.
- 4 “Is there anything exciting happening this year?”
I asked _____.
“My cookbook is going to be published next month.”
He announced _____.

Language in Use

9 Imagine that you do one of the jobs from the Key Words box on page 26. Prepare answers for an interview using the questions from the interview with the dancer.

10 In pairs, interview each other about your jobs.

Example *When did you decide you wanted to be an actress?*

11 Write a report of your interview.

Example *I asked her when ...*



4 Job Trends

SKILLS FOCUS

Reading

Before you start

1 In pairs, discuss these questions. The Key Words may help you.

- 1 What job areas have become more important in the last twenty years?
- 2 What jobs have become less important?
- 3 What skills and qualities are useful to get a good job nowadays?

KEY WORDS

Job areas: farming, coal mining, information technology, the media, services, ship building, steel production

Skills: communication skills, computer skills, driving, language skills, typing

Qualities: creative, flexible, hard-working, motivated, understanding, helpful, good judgement

Read to learn

READING STRATEGIES:

Texts with sentence gaps

- First, read the text to get the general idea.
- Read each paragraph with a sentence gap again and identify the topic of the paragraph, e.g. gap 1 = dealing with change.
- Read the sentences before and after the gaps. Look for clues about the missing sentence, e.g. gap 1 = the answer to a question.
- Then, look at the missing sentences and underline the linking words, e.g. *first of all*.
- For each gap, find a sentence that matches the topic of the paragraph and links with the sentences before and after it, e.g. gap 1 = d.

Survival of the Fittest

“Between now and the 21st century, citizens of the world’s richest and most advanced nations will find it more and more difficult to keep up with the demand for change. For them, the future will arrive too soon.” So begins Alvin Toffler’s book *Future Shock*, written back in 1970.

Now people are beginning to pay attention to Toffler’s ideas because the speed of change is becoming increasingly fast. It is sometimes difficult to work out the patterns of change. What should you do? (1) _____
Take a deep breath and try to get a sense of the good things the future has to offer.

You don’t need to be Einstein to predict the job areas which will be most affected by such change. Jobs in farming, coal mining and heavy industry are decreasing rapidly. (2) _____

Without doubt, the number of jobs in information technology will multiply. There are currently over 100,000,000 computers in the world and by 2020 there will be 10 times more. (3) _____

There are also many other important changes taking place. First, fewer and fewer people will have a “job for life”. (4) _____. According to Mark Hastings of the Institute of Management, in the future, people will organise their working life around a variety of jobs, instead of working just for one division or branch of a company.

Similarly, companies will operate in different ways. People will move around to do different jobs, rather than moving up in the company as before. Many more people will work for small, dynamic companies which can respond quickly to changes in the market. Other people will give up working for a boss and start their own businesses. All this means that companies will require people who are flexible and can work on their own. (5) _____

Good communication skills will be extremely important. According to Dr Laurence Lyons of *Future Work*, women will be envied because they have an advantage in this area. James Traeger, spokesman of a government training organisation, explains that many men will have to be retrained. “It’s not about making men more like women, but helping men to communicate as well.”

Businesses will certainly become more international. English will probably remain the international business language, so don’t bother learning Russian or Spanish. (6) _____. Above all, a manager will need to feel comfortable working with people from other countries and continents.

New technology is the driving force behind these rapid changes, so don’t get left behind. You don’t need to become a computer expert, but you must consider improving your computer skills. Work with more than one program in case you have to use them at work, and try to read about new technology.

There is no doubt that all this new technology is changing the way we work and offering many other ways of working. Rather than going into an office, a lot of people are connected to the Internet and now work from home. Working like this allows you to live where you want, to continue your studies and to enjoy the comfort of having a lot more free time. However, with all this change, let’s hope that it also helps the people in poor countries where slave labour still happens. For the citizens of these nations, the future can’t arrive soon enough.

5

10

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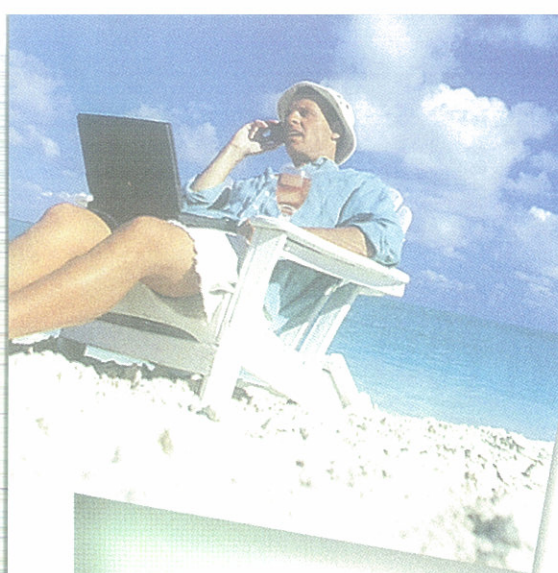
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(Adapted from an article by Valene Miles from *Speak Up* magazine)



Vocabulary: Collocations

6 Use the table below to classify these words from the text that often go together.

decrease rapidly, become international, start one's own business, feel comfortable, find (something) difficult, have an advantage, have free time, pay attention, respond quickly, take a deep breath

verb + noun	verb + adverb	verb + adjective
have an advantage	decrease rapidly	become international

2 Read the sentences below and the text. Then follow the steps in the Reading Strategies to find the correct sentences (a-f) for each gap (1-6) in the text.

- On the other hand, the service industry, the media and information technology are booming.
- Because of this, people who work with computers will be in much greater demand.
- However, understanding other people – their minds, culture and history – will be very important.
- First of all, don't panic.
- They will also need people who can work together and get on well in a team.
- Because of this, workers will have to be more flexible.

3 Read the article again and answer these questions.

- What is "future shock"?
- What is one of the job areas of the future?
- How will jobs change?
- How will companies change?
- What skills and personal qualities will people need?
- What personal benefits will the new situation bring?

4 Write down some of the predictions made by the journalist. Use your own words where possible.

Example *The journalist said that, in the future, there would be fewer jobs in areas like farming, coal mining and heavy industry. She ...*

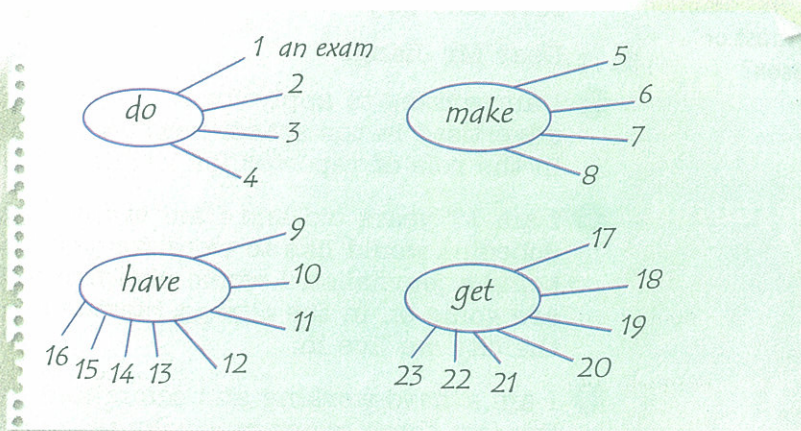
5 In pairs, discuss what things you can do to improve your future career prospects.

7 Complete the sentences below with the correct form of expressions from Exercise 6.

- I never really _____ speaking in a foreign language.
- Look at unemployment. It _____ in the past few months.
- We get so much homework that I don't _____ to relax.
- I'd like to _____ one day and not work for a boss.
- Drivers have to _____ to avoid accidents.
- I _____ in maths. I even _____ arithmetic _____.

8 Complete the vocabulary networks with words from the list below. Some words and expressions can be matched to more than one verb.

bored, my own business, an accident, a job, an exam, an excuse, somebody a favour, a good time, home, your homework, married, a mistake, money, a bonus, a suggestion, your best



9 In pairs, take turns to say sentences about yourself. Use the verb collocations from Exercise 8.

Example *I'd like to have my own insurance business one day.*

QUOTE... UNQUOTE

"The best advice given to the young is: Find out what you like doing best and get someone to pay you for doing it."

Katherine Whitehorn, British journalist



Communication Workshop

Writing: A Letter of Application

Before you start

1 Read the advertisement and the letter. Answer these questions.

- What reasons does Li Meiling give for applying for the job?
- What evidence does she give to show that:
 - she is hard-working and committed?
 - she gets on well with people from different backgrounds?
 - she would be a good reporter?

2 Match the parts of the letter (1-5) with these topics and functions:

- a) signing off b) personal qualities c) qualifications
d) reasons for interest e) reason for writing

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Linking

3 Look at the underlined words in the letter. Do they express addition, contrast or reason?

Mr Jiang Baohua

Student Post,
PO Box 1798,
Riverside City

Dear Mr Jiang,

- I am writing to apply for a position at Student Post, which I saw advertised in the school newspaper last week. I would be interested in the role of reporter for local events. I enclose a copy of my CV.
- I am 17 years old and I am in my second year at No. 5 Senior High School. I would like to work for you because I am very interested in being a journalist. I would also like to learn more about things that are going on in the city as I feel that it is important to know about the city we live in.
- I am a hard-working and committed person. I have participated for the last three years in a volunteer programme, visiting old people in my area. I feel that I can get on well with people from different backgrounds, since I have worked with lots of different people on many projects for local events.
- I think I would be a good journalist due to my language skills. I have always been good at writing and I have read many novels. Last year I won second prize at our District Writing Competition. In addition, I am also a good photographer, which might be useful for some of the articles.
- I look forward to hearing from you.

Yours sincerely,

Li Meiling

Ms Li Meiling

STUDENT POST

We are looking for applications for the following posts:

- reporter for school news
- reporter for local events
- editor of language section
- editor of sports section

Write to Mr Jiang Baohua (Student Post, PO Box 1798, Riverside City), saying which post you are interested in. Give details about yourself, why you are interested and why you are suitable for the work.

87 Taiyuan Road,
Riverside City,
China
September 15, 2005

CURRICULUM VITAE

PERSONAL INFORMATION

Name: Li Meiling
Date of birth: 21.03.88
Address: 87 Taiyuan Road, Riverside City, China

EDUCATION AND QUALIFICATIONS

Middle school: No. 5 Senior High School 2004 —

EXPERIENCE

Volunteer work — 3 years

Sports club member

School Music Festival

OTHER SKILLS AND ACHIEVEMENTS

Photography

Second prize in the District Writing Competition

INTERESTS

Reading, collecting stamps, cooking, swimming

Write a letter applying for work for a student post. Follow the stages below.

Stage 1

Look at the job advertisement for Riverside City Student Post. Decide which of the four jobs you are interested in. Think about why you are interested.

Stage 2

Write a simple CV. Then write notes about your reasons for wanting the job, your personal qualities, your qualifications and your practical skills.

Stage 3

Use your notes and CV to write the letter.

⇒ Writing Help 2 (layout, useful vocabulary, linking), page 90

Stage 4

Check your letter for mistakes.

⇒ Writing Help 2 (checking), page 90

Talkback

In pairs, read each other's letter. Then take turns to interview each other for the job. Ask your partner about:

personal information, education and qualifications, personal skills and achievements, hobbies and interests, why they think they would be good for the job

Would you select your partner for the job? Why or why not?

Speaking: A Short Speech

Give a short speech about which of these jobs should have the highest salary. Follow the stages below.

Stage 1

Choose the job you think is the most important.

doctor, farmer, fashion model, nurse, police officer, football player, scientist, teacher

Now write notes for your speech. Use these headings.

- 1 the present pay and conditions of the job
- 2 the qualifications, skills and personal qualities needed
- 3 the importance of the job for society
- 4 why the other jobs are less important
- 5 what pay and conditions the job should have

Stage 2

Practise saying your speech to yourself.

Stage 3

Read the Speaking Strategies.

SPEAKING STRATEGIES:
Making short speeches

- Look at the people you are talking to. Use gestures to help you express yourself.
- Use *firstly*, *secondly*, *finally* to give your reasons.
- If you make a small mistake, continue speaking.
- If people don't understand you, try to express yourself with different words (*What I mean is ...*)
- If you can't think of what to say, use hesitation words (*right, OK, so now ...*).

In groups, use the Speaking Strategies and give your speeches.

Talkback

Decide in groups which job is the most important.

Listening: A Song

Listen to the song "If You Could Read My Mind" and answer the question.

Which three of the following things does the song writer compare himself to?

a ghost in a castle, a soldier, the hero of a novel, a dancer, a movie star, a model





Culture Corner

Today's Job Requirements

The job market has changed and our approach to finding work must change as well. Years ago, people had one or two jobs in their working life. They were hired by a company and stayed there for years. Today, five years in a job is a long time and some people even change jobs every two years. This makes the job market very tough to get into and therefore good exam grades in school alone do not make an applicant stand out from the crowd. Instead, companies are always looking for people who:

Are dynamic and enthusiastic:

Companies like to choose candidates with a positive attitude towards the job. Having an enthusiastic and dynamic personality is important.

Are organised and flexible:

Job applicants need to show their ability to be both organised and flexible in taking on many tasks at the same time, sometimes at very challenging levels.

Are creative and have good judgement:

Companies prefer to select people with the ability to create something new, on their own and in a team, and to judge what will and will not be successful.

Have good communication skills:

Excellent oral and written communication skills in Chinese and English are important. Getting on well with others and having skills in negotiating and giving presentations will distinguish one candidate from another and give him or her an advantage.

Have team spirit:

Teamwork skills include your ability to work well as part of a group.

Are adaptable:

Good job candidates must show a flexible approach to problems.

The job advertisement below shows how important all-round skills are for a job applicant.

Position: Software Engineering Manager

Job Description:

- Manage a team of 15+ software engineers
- Build, train and manage development teams
- Create an appropriate working environment
- Assist in building the technical knowledge and business strength of the company

Requirements:

- Bachelor's degree in Information Technology and MBA in IT
- More than 8 years of work experience in IT
- An excellent track record in planning projects
- Flexible, confident and able to lead teams
- Good communication skills with a high standard of oral and written English and Chinese
- A sound knowledge of software design for IT applications

1 What message does the author want to get across to the reader?

2 If you were a qualified candidate for the Software Engineering Manager's job, how would you show your track record in planning projects at the job interview? Make a list of your ideas.

Notes:

tough /tʌf/ *adj.* 困难的, 费力的

candidate /'kændɪdɪt/ *n.* 候选人

select /sɪ'lekt/ *vt.* 挑选

negotiate /nɪ'gəʊʃieɪt/ *vi.* 谈判, 协商

teamwork /'ti:mwɜ:k/ *n.* 协作, 配合

adaptable /ə'dæptəbəl/ *adj.* 适应性强的

technical /'teknɪkəl/ *adj.* 技术上的

bachelor /'bætʃələ/ *n.* 学士学位

track record 以往的纪录, 过去表现

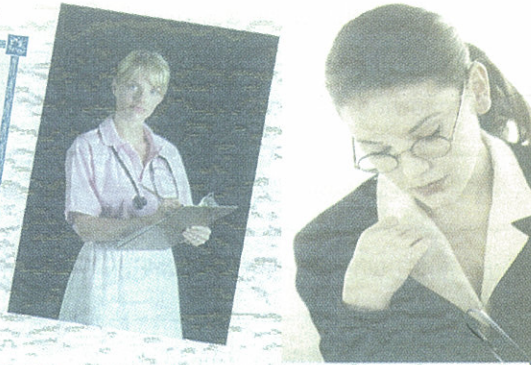
sound /saʊnd/ *adj.* 良好的

Bulletin Board

Read the two passages by Tom and Jane about the jobs they would like to do. Write down the job you would like to do and why you like it.

Jobs I'd Like to Do!

Have you ever thought about what you are going to do after you leave school? Our reporter interviews some of our classmates and asks about the jobs they would like to do. Here are Tom's and Jane's responses.



My name is Tom and I want to be a DJ in a disco. I love music, especially rock music. It always makes me feel excited. I like the feeling of a strong beat. When I listen to it, I forget any feelings of anger or stress. Music comforts me. I want to bring this to everyone. I get really excited when I think about how the music I produce will make people feel! If I can't become a DJ, I will work in radio. Or I might learn to play the piano. Whatever I do, it will be with music.

My name is Jane. I want to be a journalist. Journalists have to be very independent, and they need many different skills. They especially need to communicate well with people. I believe I'm good at that. People don't often misunderstand me. Also I like travelling and doing challenging things. I think working for a newspaper and reporting from all over the world would be really exciting. My parents think being a journalist is a dangerous job, but I'm not scared. I like taking risks. I know I won't make a lot of money but bringing news to people around the world will be enough reward.



Unit Diary

1. My favourite lesson(s) in this unit is/are _____.

<input type="checkbox"/> Lesson 1 Your Choice	<input type="checkbox"/> Lesson 3 Nine to Five
<input type="checkbox"/> Lesson 2 Interviews	<input type="checkbox"/> Lesson 4 Job Trends

2. In this unit, I've learned _____.

<input type="checkbox"/> about job interview skills	<input type="checkbox"/> about curriculum vitae and job applications
<input type="checkbox"/> to describe different jobs	<input type="checkbox"/> to talk about my future
<input type="checkbox"/> to make short speeches	<input type="checkbox"/> to write a letter of application and a curriculum vitae

3. In the future, I would like to be a _____ because _____.

4. I can list the following job trends:
 - _____.
 - _____.
 - _____.

5. For my future job, I would prefer working in a company working for myself because _____.

6. To find a good job in the future, I need to:

<input type="checkbox"/> be eager and dynamic	<input type="checkbox"/> be punctual and flexible	<input type="checkbox"/> have team spirit
<input type="checkbox"/> have good communication skills	<input type="checkbox"/> be creative and have good judgement	<input type="checkbox"/> be adaptable

7. My favourite activity in this unit was _____.

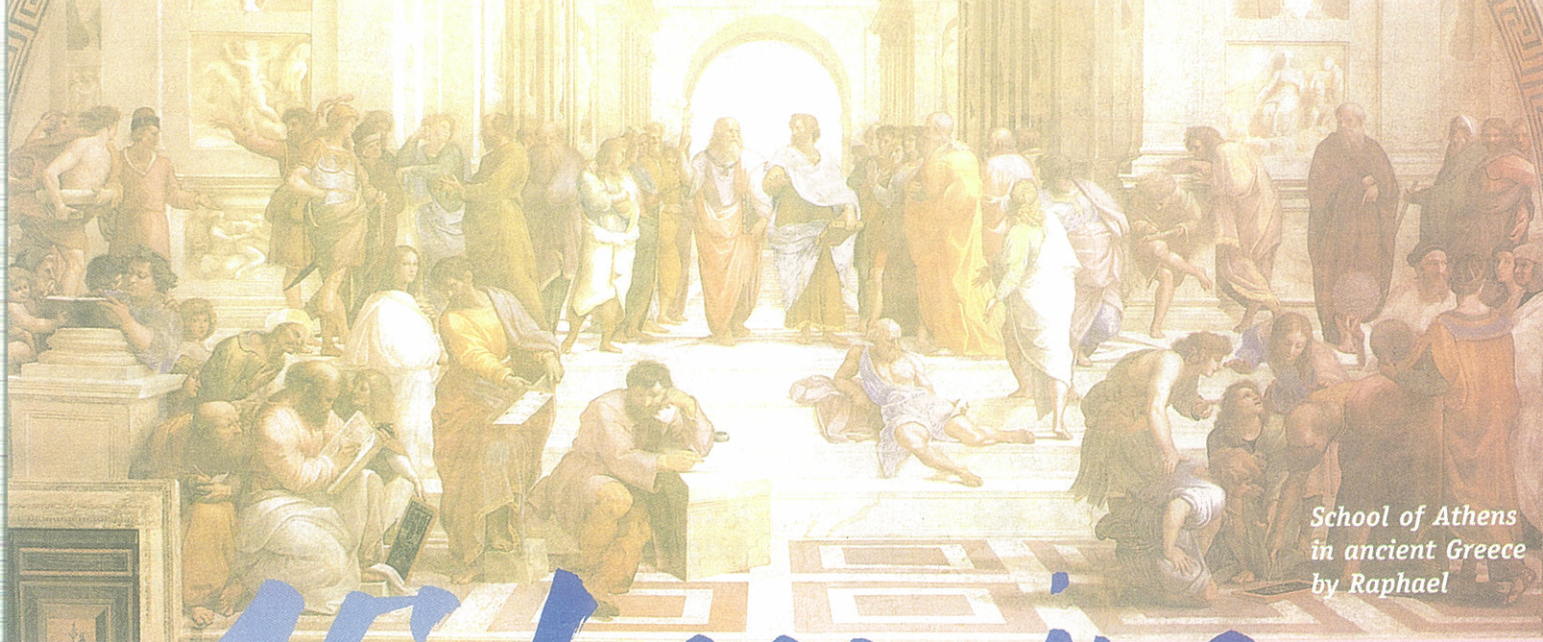
8. The new words I've learned and remembered in this unit are: _____.

9. The new words I still have difficulty remembering are: _____.

10. I find the following ways of learning useful: _____.

<input type="checkbox"/> reading with visuals	<input type="checkbox"/> listening to audiotapes
<input type="checkbox"/> watching videos	<input type="checkbox"/> singing, dancing, doing exercises
<input type="checkbox"/> listening to the teacher and taking notes	<input type="checkbox"/> doing new or creative tasks
<input type="checkbox"/> reviewing textbooks and notes constantly	<input type="checkbox"/> taking quizzes/tests constantly

My plan for the next unit:
 I need to _____



School of Athens
in ancient Greece
by Raphael

15 Learning

In this unit you will...

- Read magazine articles.
- Talk about different school experiences.
- Listen to dialogues about school experiences and a song.
- Write a personal essay for a school magazine.
- Learn more about conditional sentences; learn about *wish* and *should have*.

Warm-up

1 Look at the words in the box for one minute. Then close your books and write down all the words you can remember.

letter, serious, heart, philosophy, envelope, page, arrow, 2,000 years, oxygen, scarf, rabbit, tick, five o'clock, empty, hat, ox, universe, fur, hair, amazing, world, half an hour

2 Read the Memory Strategies below. Which strategies did you use to memorise the words?

MEMORY STRATEGIES

- Read the list of words quietly a few times.
- Repeat the words aloud. Begin with one word, then two, then three and so on.
- Think of the items visually, e.g. a picture of an envelope.
- Make connections between words, e.g. scarf, hat (clothes).
- Classify words grammatically, e.g. serious, empty, amazing (adjectives).
- Classify words alphabetically, e.g. page, philosophy.

3 Listen to four students talking about how they remember words. Match them with the Strategies they use.

- | | |
|------------|--|
| 1 Dave | a) analytical – thinking about the structure of words |
| 2 Luning | b) visual – writing, drawing, connecting photos with words |
| 3 Tonghuan | c) self-testing – doing personal tests or asking someone at home to test you |
| 4 Xiaofang | d) oral – saying words aloud, making connections between words |

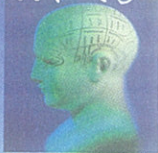
4 Choose three things that you are good at remembering or learning.

- 1 **numbers:** telephone numbers, dates, scores, prices
- 2 **sounds:** voices, pieces of music
- 3 **machines:** how to use and repair them
- 4 **images:** what people wear, details of houses
- 5 **actions:** using your hands, e.g. cooking, driving
- 6 **places:** names, directions
- 7 **people:** names, faces
- 8 **smells:** places, food

Work in pairs. Guess what your partner is good at learning. Tell each other about yourself.



Rodin



1 Life-long Learning

LANGUAGE FOCUS



The Importance of Life-long Learning

Nowadays, more and more people of various ages and backgrounds are continuing to study to improve themselves. Here's what they have to say about their life-long learning experience.

Reading

Before you start

- 1 Look at the photo. How important is it for people to continue their studies after formal education?
- 2 What is it about the world today that makes it necessary to continue learning? Think about telecommunications, electronics and how the workplace has changed from 20 years ago.

Read to learn

- 3 Read the texts and fill in the table with the correct information.

Name	Sun Wen	Ms Tang	Grandpa Chen
What did they study?			
Reason for study			
How did they study?			
Result of their study			

Sun Wen – 28 years old

"It's never too late to learn." That was the advice I got after I failed my college entrance exam. Now I'm about to graduate from the School of Continuing Education at Qinghua University with a Bachelor's Degree in Computer Engineering by distance learning. Because of my new qualification, I'm getting promoted at work.

In the past, *if someone like me had failed to get into university through the college exam, he would have had no chance of getting a degree.* But it's different now. I decided to give myself a second chance by studying for a degree in the evenings and on weekends while keeping a secure full-time job. Frankly speaking, the last four years have been hard work, but it's been worth it!

Ms Tang – 45 years old

Three months ago, when my manager told me that I would be laid off, my mind went blank and my heart swelled with anger. *In the past, if someone had worked for a company for over 20 years, they would have stayed there until retirement!* I suspect that they laid me off because the company was not doing that well but it still brought a lump to my throat and made me want to cry. I felt as if I had done something wrong! I know this isn't true though. It's just the status of the job market at the moment.

At first, I enjoyed being a full-time housewife and called myself "CHO" or "chief home officer". But soon I got bored and decided to do a business course. I have always dreamed of starting my own company.

I have nearly finished the course now and it has been very helpful. I have learnt so many new skills and have already prepared a business plan for setting up my own export company! I think that getting laid off will prove to be the best thing that ever happened to me.

Grandpa Chen – 75 years old

I'm sure you all know the saying, "You can't teach an old dog new tricks." Well, it's certainly not true! I'm an old dog, and I'm teaching myself new tricks every day!

It all started a few months ago when the price of postage went up. I'd been sending letters by airmail to my daughter in the US once a week, but, suddenly, it was too expensive. I decided that it was time I became an Internet user. I got my grandson to instruct me on how to email and use the Internet and I really enjoy the speed at which my messages get sent and answered. And aside from emailing, it's fun to see and talk to my grandchildren in the US on the i-Cam. *In the past, if I'd wanted to see them, I would have had to visit them in person.*

So many people think that after you retire, all you can do is switch off your brain and bury everything you've ever learnt. This is so wrong!

Anyway, it's time for me to go now. I have to practise the alphabet! I'm doing an English course on the Internet.

Voice your opinion

4 In pairs, discuss ways that you can take part in life-long learning after you finish school or university.

Example:

A: *Learning another language is a good way to keep on learning after finishing school.*

B: *Yes, and keeping up-to-date on what's happening in the job market can also ...*

Vocabulary

5 Complete the sentences with the correct form of the words below.

qualification, postage, suspect, aside, secure, frankly, swell, status, throat, blank

- 1 What is the _____ of your project? Are you finished yet?
- 2 _____ speaking, I don't really like him at all.
- 3 I like to collect _____ stamps.
- 4 _____ from making dinner, she also baked a cake.
- 5 I _____ that Jim stole the book.
- 6 Mary feels very _____ knowing that she has a good job.
- 7 Take a _____ page and write your name at the top.
- 8 A Bachelor of Arts degree is a good _____, but it's not good enough for this job.
- 9 If you have a sore _____, drink lemon and honey in hot water.
- 10 My shoes are too small so when it's hot and my feet _____, they are really uncomfortable.

Grammar

THIRD CONDITIONAL

6 Read the texts again and complete the conditional sentences below.

- 1 In the past, if someone like me _____ into university through the college exam, he _____ no chance of getting a degree.
- 2 In the past, if someone _____ for a company for over 20 years, they _____ there until retirement!
- 3 In the past, if I _____ them, I _____ them in person.

7 Look at this sentence from the last text and answer the questions.

In the past, if I had wanted to see them, I would have had to visit them in person.

- a) What time is Grandpa Chen talking about: past, present or future?
- b) What happened: Did he travel to see them?

Complete the pattern of the Third Conditional.

If + _____, _____ + past participle

⇒ Grammar Summary 5, page 93.

8 Which of the conditional sentences is correct in each context?

- 1 A storm broke out and the boat sank.
 - a) If the storm hadn't broken out, the boat wouldn't have sunk.
 - b) If the storm had broken out, the boat would have sunk.
- 2 The weather was good so we went out.
 - a) If the weather hadn't been good, we wouldn't have gone out.
 - b) If the weather was good, we would go out.

9 Complete the Third Conditional sentences by putting the verbs in brackets in the correct forms.

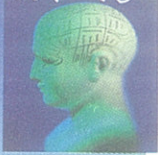
- 1 If the exam _____ (not be) so difficult, I _____ (pass).
- 2 If he _____ (put on) a tie, they _____ (allow) him to enter the restaurant.
- 3 If he _____ (not apologise), I _____ (not give) him a birthday present.
- 4 If they _____ (not argue), they _____ (spend) the weekend together.
- 5 If the room _____ (not be) dark, he _____ (distinguish) the two pictures.
- 6 If it _____ (not rain), we _____ (go) to the beach.

Language in Use

10 Think about these situations. Then, in pairs, discuss them with your partner.

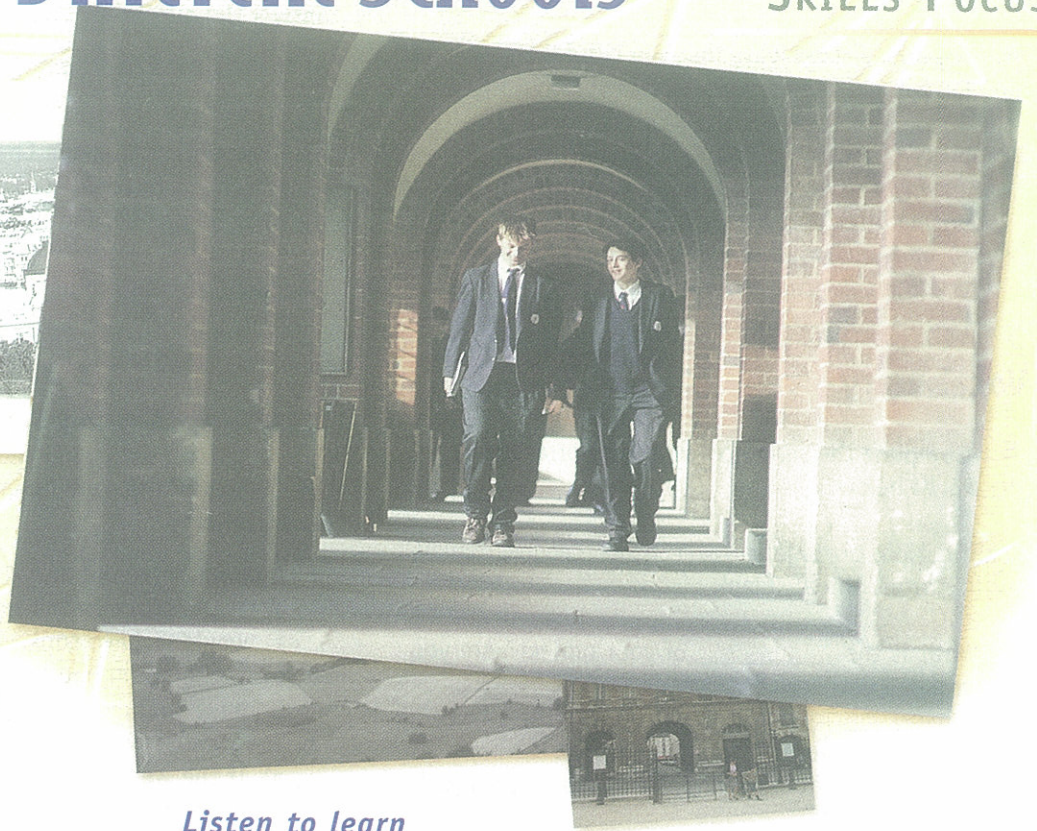
What would have happened if ... / What would you have done if ...

- 1 the Second World War had never happened?
- 2 your parents had been millionaires?



2 Different Schools

SKILLS FOCUS



Listening

Before you start

1 The words from the Key Words box are related to schools. Look up the words in your dictionary and put them under the three headings.

KEY WORDS

traditional, independent, strict, boring drills, test-focused, motto, conservative, assessment, project work, assignment, learner-centred approach, alternative, structured, analyse, activities, problem-solving

Traditional Education	Alternative Education	All Kinds of Education

2 Work in pairs. Use the Key Words above to describe different kinds of schooling.

Example

A: *Some schools teach how to pass tests so that the students can go to university.*

B: *Some schools are not traditional at all. Students study at their own pace and the teachers seldom set tests.*

Listen to learn

3 Mrs Liu has asked two exchange students from the UK, Jack and Nicholas, to discuss their learning experiences with her class. Jack had a "traditional" education and Nicholas had an "alternative" one. Before you listen, read the Listening Strategies and prepare three questions.

LISTENING STRATEGIES: Preparing your own questions

- Predict what topics you think will be mentioned.
- Think of things you would like to know and write questions, e.g. *What does "alternative education" mean? How different was Nicholas' school from Jack's school?*

Now listen and see if your questions are answered.

4 Here are extracts from two school leaflets. Listen again and match the extracts with Jack's (J) and Nicholas' (N) schools.

1 Founded in 1896, "Tredona School" is proud of its long list of outstanding past students.

2 The results we have seen from our approach to teaching challenge conservative and traditional schools.

3 Our goal is to contribute to the students' whole being by giving each of them real-life skills.

4 Our school motto reflects the importance we place on good manners, hard work and success.

5 Our teachers are employed to teach and get students to participate in the learning process – they are not there to hand out punishment.

6 Due to the limited number of places and our excellent reputation, students should apply early. Preference is given to children of past students.

5 Who said these things? Decide if they are said by Jack's or Nicholas' teachers. Write J for Jack's teacher and N for Nicholas' teacher.

- 1 Read the words on the blackboard and copy them into your notebooks.
- 2 Talk among yourselves in small groups and explain why you made those decisions.
- 3 Decide on an environmental topic that you'd like to research.
- 4 I'm afraid that there is no excuse for late work. You will lose marks.

6 Now listen to the second part of the conversation. Complete the Function File with expressions from the list.

not necessarily, I don't think, one of the problems, I'm sorry to disagree, maybe, to a certain extent, not really

Function File

Disagreeing politely

Nicholas: (1) _____. (2) _____ it's as popular as it used to be in the 1970s.

Jack: Well, (3) _____, yes, but I can't really say because I only know my type of school.

Jack: (4) _____ I've heard about the sort of alternative school that Nicholas goes to is that students don't prepare well for tests.

Nicholas: (5) _____, Jack, but I don't accept that at all.

Jack: Well, (6) _____ you're right. Our lessons were very structured, ...

Nicholas: (7) _____. It doesn't suit all students.

Pronunciation:
Polite Disagreement

7 Listen and practise saying the expressions.

Speaking

8 Think about the questions below. Then in pairs, discuss them. Use expressions from the Function File with the correct intonation.

- 1 Which school would you prefer to go to? Why?
- 2 What are the advantages and disadvantages of traditional schooling?
- 3 What are the advantages and disadvantages of alternative education?

9 Complete the passage with the following words and phrases.

to a certain extent, select, misunderstand, reputation, mild, assignment, slight, loose

A: The legs of this table are (1) _____. I can't buy it.

B: Well, (2) _____ another one then.

A: I have a (3) _____ feeling that you're angry with me. What's up?

B: (4) _____, you're right. I'm angry that you've made me come shopping with you but I'm so tired.

A: Please don't (5) _____ me, but don't you think you should take things easier? You've been working late every night. You're usually such a (6) _____ person, but you've been in a bad mood for the last week!

B: Well! I am working on a huge (7) _____ and if I don't do well, I hate to think what will become of my (8) _____ as an excellent accountant!

Vocabulary: Phrasal Verbs

10 Complete the sentences with the Phrasal Verbs. Use a dictionary to help you.

fall behind, get on with, get together, go on to, go over, look up, put off, put on, set up, take up

- 1 If you _____ in your work, the teacher will _____ it with you.
- 2 We had free afternoons when we could _____.
- 3 We once _____ a performance of *Hamlet*.
- 4 I also _____ a school radio station.
- 5 There was a good library if you wanted to _____ information.
- 6 I _____ studying for weeks.
- 7 I studied science with a teacher who I _____.
- 8 I want to _____ do further research.
- 9 There were lots of activities you could _____.

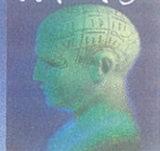
Comparing Cultures

Two people are talking about the schools they went to—a traditional British public school and an alternative school in the USA. Listen and talk about their similarities and differences.

QUOTE ... UNQUOTE

"Education is what remains when we have forgotten all we have been taught."

Lord Halifax (1633-95)



3 Teachers

Reading

Before you start

1 In pairs, discuss the questions.

- Who was your favourite teacher at primary and junior high school?
- Why did you like him/her?

Read to learn

2 Read the texts and answer these questions.

- What kind of student was Graham?
- What kind of teacher was Mr Jenkins in Graham's eyes?
- Why does Graham often think about Mr Jenkins?
- Is Mr Jenkins still a great help to Graham? How?
- How does Mr Jenkins feel about Graham now?
- Why does Mr Jenkins love teaching?

Grammar

wish and should have

3 Find sentences or sentence parts in the texts that mean the same as the ones listed below.

Graham:

- I regret that I didn't do enough work at school. = I **wish** _____.
- It's a pity I was so difficult. = I **shouldn't** _____.
- Sometimes I want to phone Mr Jenkins to ask for his opinion. = I **wish** _____!

Mr Jenkins:

- It's a pity Graham didn't do better in other subjects. = He **should** _____.
- The government didn't put enough money towards science education. = The government **should** _____.
- I think the classes are too big. = I **wish** _____.
- My wife often regrets that I didn't choose a job with less stress. = My wife often **wishes** _____.

My Teacher

Graham Lawrence, 29, science author who gives presentations on TV, went to Overton School, 1981-1989.



I haven't seen Mr Jenkins since I left school but I often think about him. I wasn't very good at most school subjects. I suppose I was a bit lazy and now I wish I'd done more work, especially in maths. The only thing I can remember from school maths is that the angles of a triangle add up to 180 degrees! But when I was 15 and went into Mr Jenkins' class, I really became interested in a subject for the first time.

Before Mr Jenkins, science had simply been a subject full of strange words to me. I had no idea what an atom was and I didn't really want to know either! I found it all so boring and difficult. But Mr Jenkins made everything interesting. He used to explain things with lots of practical examples and simplified things that seemed difficult. One day, he took us outside and we built a rocket! I remember that he let me pour some powder into the rocket and then another student lit a flame to set it off. It was great fun.

I know that I wasn't a willing student and I shouldn't have been so difficult at school, but it was probably because I lacked confidence in myself. Mr Jenkins made me feel that I could do things. I was interested in astronomy and he asked me to give a presentation to the class. That was really the first time I ever tried to explain science to an audience and now it's my job! Often when I'm preparing a programme, I think about how Mr Jenkins would have done it. Sometimes I wish I could phone him and ask for his opinion!

My Student

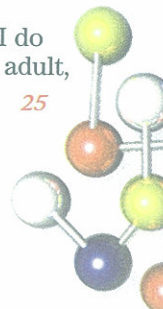
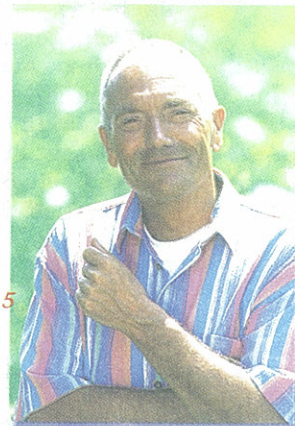
Brian Jenkins, science teacher at Overton School.

Before Graham came into my class, he was very difficult. I had heard stories about his bad behaviour. Once I caught him and a friend seeing who could spit the furthest off the school stage! But when he got interested, he changed. The first day he walked into my class, he was dragging his school bag behind him and looking bored, but as soon as I set up an experiment to show how the human stomach works using acid and an onion, he gave me his full attention. He loved science! He was very bright and should have done much better in all his other subjects. I've read a couple of his books and seen him on TV. I always say to my wife, "Oh look, I used to teach him!"

I wish I was as successful with all my students as I was with Graham. It's difficult teaching nowadays. There are lots of problems and not enough money. The government should have put more money towards science education. And I wish they would decrease the size of classes — it's not easy doing lessons in laboratories with big groups and it must be even worse in the poorer schools! At least with schools like ours, we have laboratories!

My wife often wishes that I had chosen a job with less stress but I love what I do. The thing about being a teacher is that you have access to children's minds when they are open and eager to learn. And if what I do as a teacher can help turn a child like Graham into such a successful adult, then I know what I'm doing is worthwhile.

4 What time does each of the sentences (1-7) in Exercise 3 talk about: past, present or future?



5 Complete the table.

TIME	WISH	SHOULD(N'T)
regrets about the PRESENT	wish + _____ tense wish + _____	should(n't) + _____
regrets about the PAST	wish + _____ tense	should(n't) + _____ tense

➔ **Grammar Summary 6, page 93.**

6 Which of the options (a-d) mean the same as the sentences given? There may be more than one.

- I regret I didn't study harder at school.
 - I wish I hadn't studied harder at school.
 - I wish I had studied harder at school.
 - I wish I studied harder at school.
 - I should have studied harder at school.
- What a pity I went to that school.
 - I should have gone to that school.
 - I wish I had gone to that school.
 - I wish I hadn't gone to that school.
 - I shouldn't have gone to that school.
- I'd like to be a good student.
 - I wish I had been a good student.
 - I wish I was a good student.
 - I should have been a good student.
 - I wish I wasn't a good student.

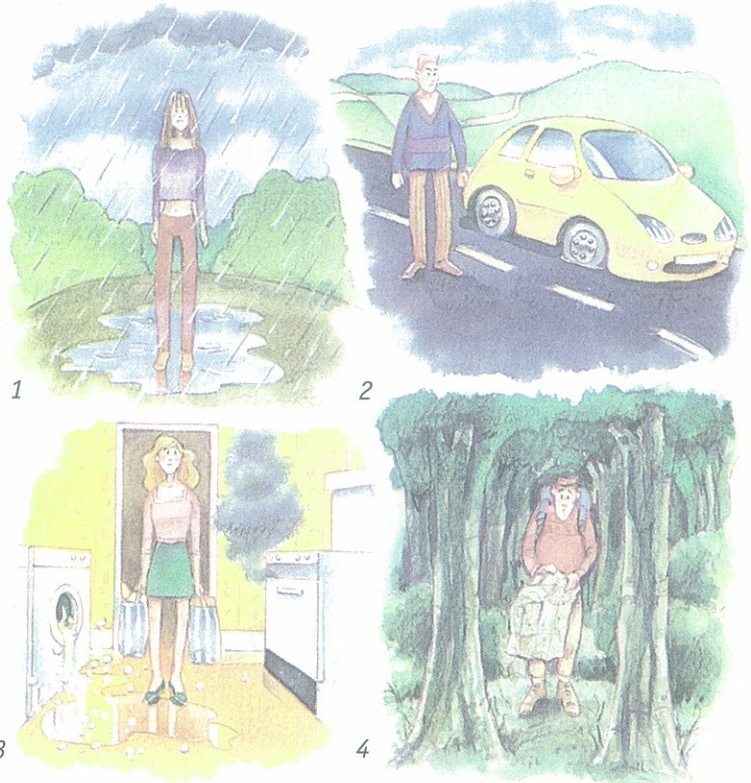
7 Put the verbs in brackets in the correct form. Add *not* if necessary.

Example John speaks English fluently. I wish I (can) speak English as well as he can.
I wish I could speak English as well as he can.

- I didn't learn to play any instrument when I was at school. I wish I _____ (learn) to play the guitar.
- I'm over six feet. I wish I _____ (grow) so tall.
- He's such a bad driver. I wish he _____ (be) given a driving licence.
- I can't cook. I wish I _____ (can) prepare a family dinner for twelve people.
- We get invited to parties all the time. We wish we _____ (be) so popular.
- I'm studying law but I don't like it. I wish I _____ (become) a spy.
- This car is fantastic. I wish I _____ (have) a similar one.
- This glue was very cheap and it doesn't work. I wish I _____ (buy) it.

8 Write a few comments that the person in each picture would make about the situation they are in. Use *wish* or *should/shouldn't*.

Example 1 *I wish it wasn't raining.*



Language in Use

9 Think about your school. Note three things that you don't like about it.

Example

uniform – hate it
sport – more!
lunches – more choice

10 In pairs, discuss your ideas with your partner. Use *wish* and *should/shouldn't* to express your opinions.

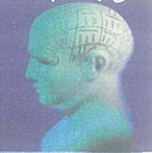
Example

A: *I wish we didn't have to wear a uniform. I hate it.*
B: *Oh, I don't mind it. I think we should have more free time for self-study. What do you think?*

11 Think about what has happened in your life and what you did or didn't do over the last year. Express your regrets using *I wish* and *I should/shouldn't have*. Tell the class something about yourself.

Example

A: *I wish I hadn't given up my dancing lessons.*
B: *I should have been kinder to my fellow students.*
C: *I shouldn't have gone to Lisa's party.*



4 Understanding

Reading

Before you start

1 Which of the following help you to understand things?

- 1 being relaxed and happy
- 2 having time to think about what you are learning
- 3 being interested in the topic
- 4 discussing topics with friends
- 5 asking questions

Read to learn

2 Read Text 1. Which of the options in Exercise 1 does the writer suggest we use to understand things? What else do we acquire knowledge?

READING STRATEGIES: Using linking and reference words

- Focus on linking words to help you understand the text.
- Reference words (e.g. pronouns) can help you work out meaning.

3 Read texts 1–5. Which of the underlined linking words mean the same as these?

Example *as = for*

afterwards, but, since, so he could, so, to start with, when, next

“Who questions much, shall learn much, and remember much.”

– Francis Bacon (1561–1626)



It seems obvious now how we acquire knowledge and understanding. To start with, you need questions. Then, to find answers, you observe the world around you and study the facts. After that you consider possible answers and test each to find the right ones. Although today we are more accustomed to typing a few key words into a search engine and waiting for the Internet to spit the answer out for us, modern scientists and thinkers are still solving the world's problems with this type of analysis — luckily for us.

However, in the 17th century when Francis Bacon suggested that this type of thinking was the way to gain knowledge, he was going against the views of the day. Bacon held an important rank under King James (1566–1625) of England but his true interest was not the day-to-day bureaucratic details of the government, but the worthy search for knowledge. This was certainly not the interest of most people in his day. At that time, people believed more in religion than in facts and people like Galileo Galilei (1564–1642), who proved scientific ideas such as “the Earth is not the centre of the universe”, were often punished by the church with no one coming to their defence. The church and many people tended to ignore the facts and were unwilling to challenge what they had always comfortably believed. They preferred to make assumptions about the world based on the experience of others. In fact, when Galilei proved that the Earth was not the centre of the universe, instead of believing him, people chose to believe views that were almost 2000 years old!

It is not surprising that people wanted to believe these ancient views as they had been put forward by the great philosopher Aristotle (384–322 BC). He said that the Earth must be the centre of the universe because it *felt* like the Earth was standing still. Galilei disagreed. At first, people approved of his studies and urged him to continue, but later when he proved Aristotle wrong, they grew angry and put him in prison. They didn't want to challenge what they'd always thought was true.

This also shows how people didn't want to search for their own understanding or educate themselves. And this is still often true today. People feel that if someone important and respected says that something is right, then it must be so. But even though Aristotle was a great man who inspired many great scientists and philosophers after him, he was wrong at times. And Galilei too made mistakes. He is now known as the father of astronomy but he believed that the earth moved round the sun in a perfect circle. He was wrong. Therefore our understanding of the world around us is constantly growing and changing. In other words, we learn more every day and none of us can ever sit back and say, "We know it all".

We need to thank the great men of the past for the wisdom to know that we don't know it all and probably never will, for that would mean a world without questions. So much of our knowledge and understanding of the world today is due to people like Bacon and Galilei, who were brave enough to step out from the shadows of conventional thought in order to find the kingdom of knowledge that today's civilisation is built upon. These men knew that knowledge and understanding are things to fight for; more vital to a man, and more beneficial to mankind, some might say, than all the money in the world.

"All truths are easy to understand once they are discovered; the point is to discover them."

– Galileo Galilei
(1564-1642)



4 What do these words in italics refer to?

Example 1 *ones* = answers

- 1 ... to find the right *ones* (para.1)
- 2 ... with *this* type of analysis (para.1)
- 3 ... *he* was going against the views (para.2)
- 4 ... what *they* had always comfortably believed (para.2)
- 5 ... coming to *their* defense (para.2)
- 6 ... *they* grew angry (para.3)
- 7 ... they put *him* in prison (para.3)
- 8 ... then *it* must be so (para.4)
- 9 ... *He* is now known as (para.4)
- 10 ... *These* men knew (para.5)

5 Read the text again. Answer these questions.

- 1 Does the writer believe that the Baconian Method of scientific thought is a good way to gain knowledge?
- 2 What images does the writer use to explain how men like Bacon and Galileo helped educate people?
- 3 Why did Aristotle assume that the sun moved around the Earth?
- 4 Would the writer describe the people of the church during Galileo's time as having "open" or "closed" minds?
- 5 Do you think people like Bacon and Galilei would have thought it was a good idea to open libraries and set up universities? Why?

Vocabulary: Words about learning

6 Find these verbs about learning in the text, then match them with their meanings below.

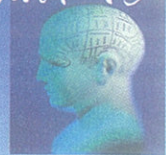
acquire, observe, consider, test, discover, inspire, solve, challenge

- 1 to look at closely
- 2 to get
- 3 to question something
- 4 to encourage learning
- 5 to find the answer to a problem
- 6 to think about something from all sides
- 7 to see if an answer is right
- 8 to find something for the first time

7 Complete the sentences with the correct form of the words below.

accustomed, bureaucratic, tend, approve, beneficial, worthy, urge, vital, unwilling, assumption, defence, BC, kingdom, rank

- 1 Ben ___ to lie whenever he feels he might get into trouble.
- 2 You might find it ___ to STUDY before your next exam!
- 3 I don't ___ of the man she is marrying. He's not ___ of her.
- 4 He ___ me to give up smoking. He said it was ___ for my health.
- 5 I work for the government so I am ___ to doing a lot of ___ work.
- 6 David ruled his ___ for 40 years, from 1000 ___.
- 7 I'm ___ to make any ___ about my new job in case I'm wrong.
- 8 In the war, men of all different ___ helped in the ___ of the city.



Communication Workshop



Speaking: A Debate

Before you start

1 What do you think are the advantages and disadvantages of studying abroad? Give your opinions.

2 Listen to Wang Shanshan's views. Complete the table with advantages and disadvantages.

Advantages	Disadvantages
<i>independence</i>	<i>hard to adapt</i>

3 Now listen to four Chinese students discussing studying abroad and complete the Function File with the phrases below. Do the speakers mention any of the points you noted in Exercise 1?

I get your point, for me, to a certain extent, what's your view on, I totally disagree, I don't think that would be a problem, as I see it, that's one way of looking at it, I think so too

Exchanging views

- _____ studying abroad?
- _____, learning about a new culture would be an important part ...
- But _____, the main advantage would be ...
- _____! Living away from my family and friends would be the biggest ...
- Well, _____, I would find that difficult too, ...
- _____. I'm sure there would be ...
- _____, but studying in an English-speaking country ...
- Well, _____, but some students ...
- _____. It would be really difficult ...

4 In groups, discuss the advantages and disadvantages of studying abroad. Use the language in the Function File.

Prepare for and take part in a debate. Follow the stages.

Stage 1

In a debate, which strategies are important? Form groups and discuss the Speaking Strategies below. Rank them 1-5, where 1 = very important and 5 = not at all important.

SPEAKING STRATEGIES:

Group work

- Agreeing and disagreeing strongly
- Recognising an opposing view and arguing against it
- Expressing your views
- Presenting points in order of importance
- Not interrupting a speaker

Stage 2

Work in groups. Debate on the advantages and disadvantages for high school students studying abroad.

Talkback

Answer the questions to assess your performance in the debate.

- Did you express your views in the debate?
- Did you ask others to express their views?
- Were your contributions relevant to the topic?
- Did you interrupt any of the speakers?
- Did you agree or disagree with any of the speakers?

Writing: A Personal Essay

Before you start

1 Read the essay. In which paragraphs do you find information about these things?

facilities, after-school activities, timetable, location

My Perfect School

(1) At the moment, I go to a Senior High school in my hometown. It's quite a good school, but obviously it could be better! In this essay, I'm going to describe my idea of the perfect school.

(2) My perfect school would be in the centre of the city, but near a big park so that students could go there after lunch to relax. The school would have basketball courts, volleyball courts and a football field. There would also be computers in all the classrooms. Another thing it would have is a language lab where we could have our English classes.

(3) Students would study all the school subjects such as Chinese, maths, English, physics and chemistry. However, there would also be some new optional subjects, for example, literary appreciation, astronomy, biochemistry, etc.

(4) As well as the subjects on the timetable, there would be many after-school interest groups, such as chess, choir, photography and sports. There would be regular trips to places like museums and art galleries too.

(5) In conclusion, I think my school would have a good variety of activities - something for everyone. It's certainly a place I would like to go to!

Linking

2 Which of the linking words and expressions underlined in the essay show:

- a) addition?
- b) examples?
- c) conclusion?
- d) contrast?
- e) purpose?

Write an essay describing your perfect school. Follow the stages below.

Stage 1

Write some notes about your imaginary school. Use the topics in Exercise 1.

⇒ Writing Help 3 (useful vocabulary), page 91.



Stage 2

Organise your notes into paragraphs.

⇒ Writing Help 3 (layout).

Stage 3

Write your essay.

⇒ Writing Help 3 (linking).

Stage 4

Check your writing.

⇒ Writing Help 3 (checking).

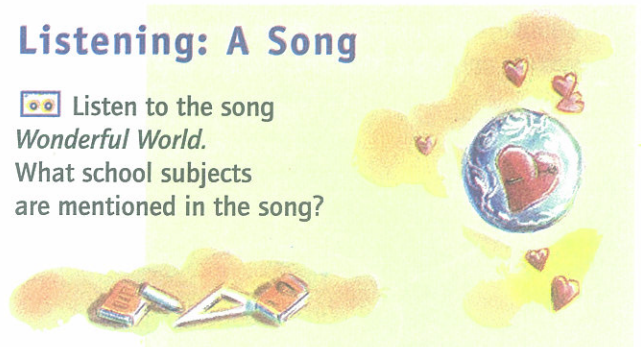
Talkback

In groups, read each other's essays. Which would be the best school?

Listening: A Song

Listen to the song Wonderful World.

What school subjects are mentioned in the song?



Culture Corner

The Education System in the UK

Education in the UK is compulsory for everyone between the ages of five and sixteen. It is provided by two kinds of schools: government and private. Private schools are considered better than government schools but are usually quite expensive.

Kindergarten

At the age of three or four, many children start at nursery schools or kindergartens. Here children do not learn any subjects. Instead they learn how to play with other children in preparation for school.

Primary

Children start their formal education at five. In primary school, students learn the basic skills and knowledge that they will need for the rest of their education.

Secondary

At eleven, students enter secondary school. They take the state exams or GCSEs (General Certificate of Secondary Education) at the age of sixteen. Students take between 8-12 GCSEs in a range of subjects that always include mathematics, science, English, and at least one foreign language.

Further Education

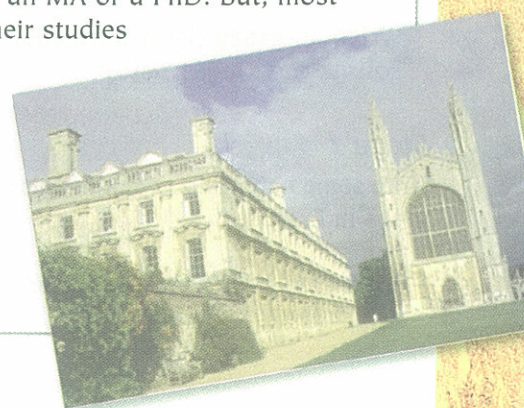
Students may legally leave school and find a job at the age of 16. However, most students continue into further education. Students who pass 5 or more subjects at GCSE can go to a Sixth-Form college for another two years to study GCEA levels (General Certificate of Education Advanced Level). Most students study three or four subjects at A level. They must work

very hard because good A level results are needed to get into a good university.

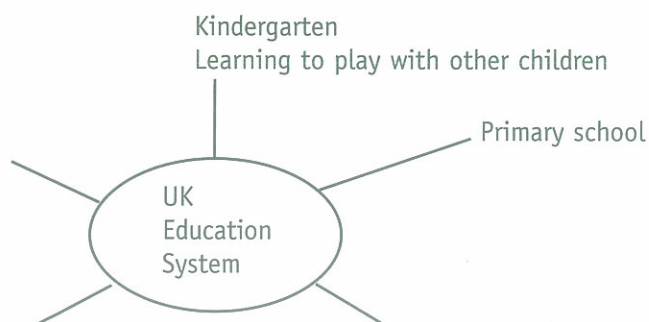
Some students decide to go to Further Education colleges and study more vocational courses. These might include subjects like photography, design or even building and carpentry. These courses are less academic and are designed to train students for a specific career. Most of these courses take about two years.

Higher Education

Most students enter university at 18 years old, although many students decide to take time out from study after finishing A levels and usually start at university a year later. More and more students nowadays are entering higher education in the UK, and about one in three people now go to university. Students at university study for a degree. A degree course lasts three to four years. After a degree, a student can continue their studies by taking an MA or a PhD. But, most students finish their studies after completing their degree.



Complete the diagram. Write down the stages of the UK education system and what students do at each stage. Follow the example.



Notes:

compulsory /kəm'pʌlsəri/ *adj.*

强制性的, 义务的

certificate /sə'tɪfɪkət/ *n.* 证书, 证明

range /reɪndʒ/ *n.* 变化范围

vocational /vəʊ'keɪʃənəl/ *adj.* 职业的


carpentry /'kɑ:pɪntri/ *n.* 木匠业, 木工手艺

specific /spɪ'sɪfɪk/ *adj.* 详细的, 特定的


Bulletin Board

Hi, guys. This is a special issue for teachers. We have two passages here. Read them and add your own to the board.

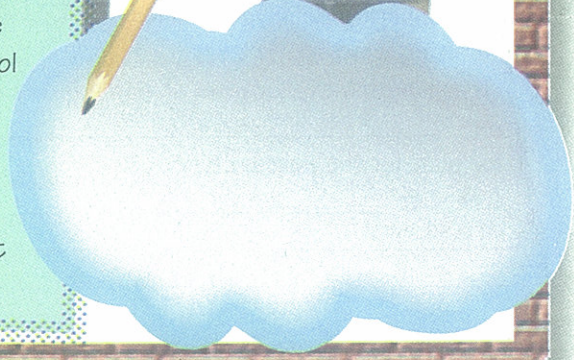
My Favourite Teachers



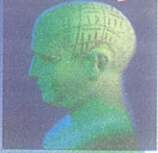
Good teachers leave lasting impressions on their students. Who is your favourite teacher and why do you like him or her?



I like my English teacher very much. She is a young lady, tall and pretty with big bright eyes. Her English is very good. She has a British accent. She loves teaching and is nice to all her students. She always teaches with enthusiasm and asks us to do different kinds of things to make classes more interesting. Sometimes she shows us an English movie or teaches us English songs. There is always laughter in her classroom and we all enjoy her lessons. To us she is not only a teacher, but also a good friend and a loving elder sister.



My favourite teacher is my geography teacher. He is an old gentleman. He is tall and thin, and wears glasses. He enjoys teaching and loves his students. He comes to school very early in the morning and sometimes stays long after school has finished. He seems to know everything about geography and is always telling us interesting facts. He talks in a very slow but humorous tone and nobody falls asleep in his class. He is very kind and nice but is also strict so we have to make sure we work hard!



Unit Diary

1. My favourite lesson(s) in this unit is/are _____.

<input type="checkbox"/> Lesson 1 Life-long Learning	<input type="checkbox"/> Lesson 3 Teachers
<input type="checkbox"/> Lesson 2 Different Schools	<input type="checkbox"/> Lesson 4 Understanding

2. In this unit, I've learned _____.

<input type="checkbox"/> more about learning	<input type="checkbox"/> more about teachers and education
<input type="checkbox"/> to talk about different ways we can learn	<input type="checkbox"/> ways to talk about school experiences
<input type="checkbox"/> different ways to remember new words	<input type="checkbox"/> ways to exchange views in a debate
<input type="checkbox"/> to write a personal essay for a school magazine	

3. After finishing this unit, I understand what life-long learning is. Y N

4. My favourite teacher in this school is _____
because _____.

5. I like the school I'm studying in, _____ Y N
because _____.

6. I can list the following ways that we can learn:

7. The new words I've learned and remembered in this unit are:

8. The new words I still have difficulty remembering are:

9. My favourite activity in this unit was _____.

10. I find the following ways of learning vocabulary useful: _____

<input type="checkbox"/> keeping a vocabulary notebook and reviewing it regularly
<input type="checkbox"/> reading new words aloud
<input type="checkbox"/> recording the meaning of new words in the text
<input type="checkbox"/> reading texts with new words aloud
<input type="checkbox"/> doing a lot of vocabulary exercises
<input type="checkbox"/> copying a word ten times
<input type="checkbox"/> connecting a word's meaning with pictures/images
<input type="checkbox"/> analysing the structure of words
<input type="checkbox"/> remembering synonyms or antonyms
<input type="checkbox"/> drawing word family trees
<input type="checkbox"/> remembering the location of words in the textbook

My plan for the next unit:

I need to _____

Project

Career Resource Bank



A Career Resource Bank is useful whenever you are thinking about your future careers. It will give you ideas about possible careers, what skills you would need for them, how to train for them and any other information

relevant to the career. Having the right information will help you make the right decision about the future.

Work as a class to create a Career Resource Bank.

Stage 1

Work together in class to make a list of all the jobs that students may possibly consider in the future.

Example

teacher, accountant, police officer, engineer, farmer, doctor

Stage 2

Divide the class into groups of 3. Each group will be assigned occupations that they are responsible for.

Example

Group 1 accountant, engineer

Group 2 teacher, doctor

Group 3 police officer, farmer

Stage 3

Begin the research. Each occupation will have its own folder. Inside the folder there will be nine documents that give information about the occupation. The documents should include:

- 1 Occupation description
- 2 Abilities required for the job
- 3 Appropriate personality type
- 4 Relevant school subjects
- 5 Related skills and interests
- 6 Level of education and training required
- 7 Career development opportunities
- 8 Related occupations
- 9 Expected salary and other benefits

Each person in the group should research three of the documents and write up a report. The documents should be clearly labelled so they are easy to find in the folder.

Example

Occupation Description

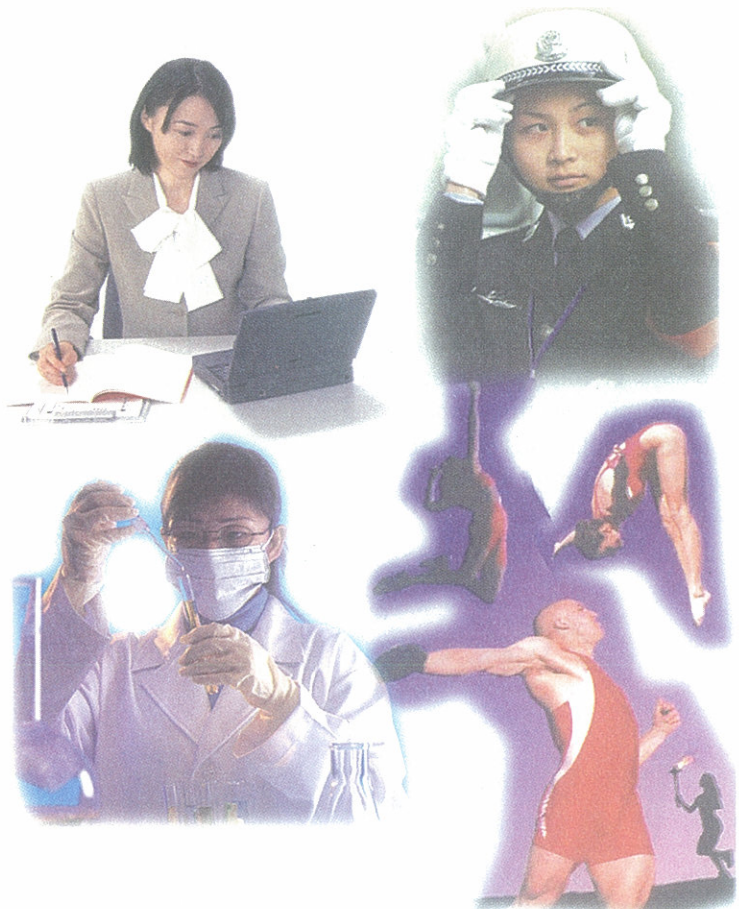
Accountant

An accountant looks after the money in a company. He or she has a heavy responsibility. The accountant must know how much money is entering the company every day and how much money is going out. The accountant is also responsible for workers getting their salaries on time and making sure that the amounts are correct. He or she must keep a very clear record of earnings and expenses.

Prepared by Wang Xiaoming

Stage 4

Gather together your documents and arrange them in the folder with clear referencing. Then label your folders with the occupations and place them in the Career Resource Bank.



Literature Spot 5

SIR GAWAIN AND THE GREEN KNIGHT

BACKGROUND

Sir Gawain and the Green Knight was written by an unknown English poet towards the end of the fourteenth century. This was a very important time for the English language.

After the Norman conquest in 1066, French was the main language for the aristocracy and for government.

However, English gradually became dominant and the late fourteenth century saw a remarkable flowering of English literature, with great writers like Geoffrey Chaucer (*The Canterbury Tales*) and William Langland (*Piers Plowman*).

During this period, England was involved in the Hundred Years' War with France (1337–1453), which helped to develop a feeling of English national identity.

Sir Gawain and the Green Knight is a classic example of Arthurian literature, popular in Europe in the later middle ages. The story is about the knightly values of bravery and honesty.

Before you start

- 1 Read the historical background to the story. What was happening in China during this period?

Reading and Listening

- 2  Read and listen to the story. Order the sentences below.

Example 1 f

- a) The Green Knight didn't cut off Sir Gawain's head.
- b) Gawain went back to Camelot, but he was unhappy.
- c) Sir Gawain and the lord agreed to exchange everything they received.
- d) Sir Gawain cut off the Green Knight's head.
- e) Ten months later, Gawain went to look for the Green Knight.
- f) When King Arthur was celebrating Christmas, a strange knight arrived.
- g) The Green Knight picked up his head and got on his horse.
- h) Sir Gawain stayed with the lord of a castle.
- i) The lady of the castle visited Sir Gawain and kissed him.
- j) The last day she gave him a belt but Gawain said nothing to the lord.

- 3 Read the story again and answer these questions:

- 1 Why did the Green Knight want to play this "game" at King Arthur's court?
- 2 What were the conditions of the "game"?
- 3 Who was the lord of the castle?
- 4 Why did Gawain not give the lord the belt?
- 5 Why did the Green Knight use his axe three times?
- 6 Why was Sir Gawain unhappy at the end?

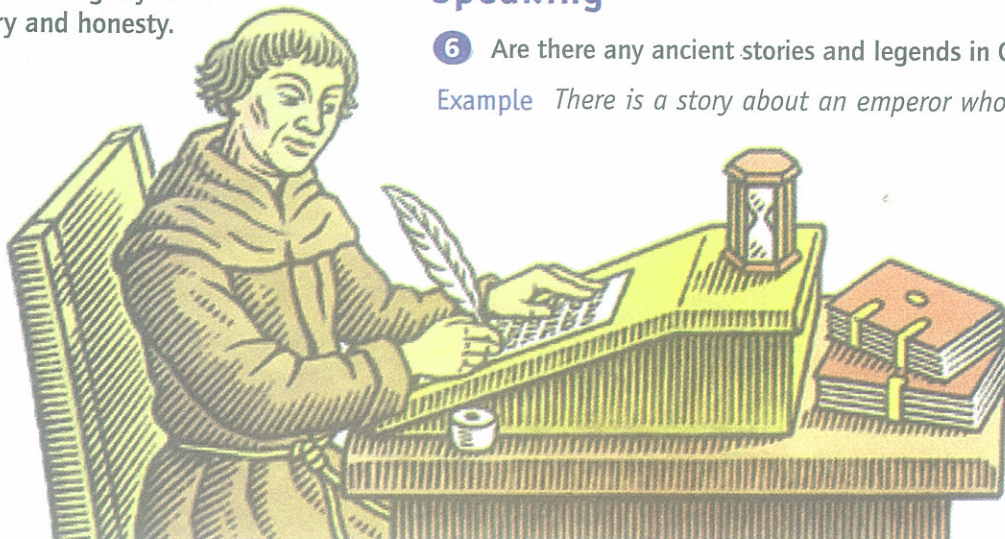
- 4 What was the real purpose of the game? What does the story show us about medieval attitudes to violence and honour?

- 5 Look through the story and choose five words that are new for you. Check the meaning in a dictionary and write them in your vocabulary books.

Speaking

- 6 Are there any ancient stories and legends in China? Tell the class.

Example *There is a story about an emperor who lived in ...*





It

was New Year at the court of King Arthur. The King, Queen and all the knights of the Round Table were celebrating. Suddenly the door opened and everybody turned round. A knight rode into the room on a magnificent horse. The knight and his horse were completely green!

The strange green knight got off his horse and spoke. "I know that King Arthur and his knights are famous for their bravery. I have come to test their bravery with a little game. Here is my axe. One of your brave knights must try to cut off my head. But, next year, on the same day, I will try to do the same to that knight."

A brave and honest knight, Sir Gawain, stood up and said: "I will do it." With no hesitation, he took the axe and cut off the Green Knight's head. Then the strangest thing happened. The Green Knight picked up his head, got on his horse and left the room!

Ten months later, Sir Gawain went off to find the Green Knight. He came to a magnificent castle. The lord of the castle invited him to stay for the New Year. Sir Gawain and the lord made an agreement. They agreed to give each other anything they received.

The next day, the lord of the castle went out hunting. Sir Gawain stayed in bed. Suddenly, the lady of the castle, the lord's wife, came into his

room. She was beautiful. She kissed Sir Gawain and then left. When the lord of the castle returned, he gave Sir Gawain a deer he had caught. Sir Gawain gave the lord a kiss.

The next day the same thing happened. On the third day, the lady of the castle kissed Sir Gawain and then gave him a special belt. She said it would save his life. Sir Gawain did not give the belt to the lord of the castle because he thought it might be useful when he went to see the Green Knight.

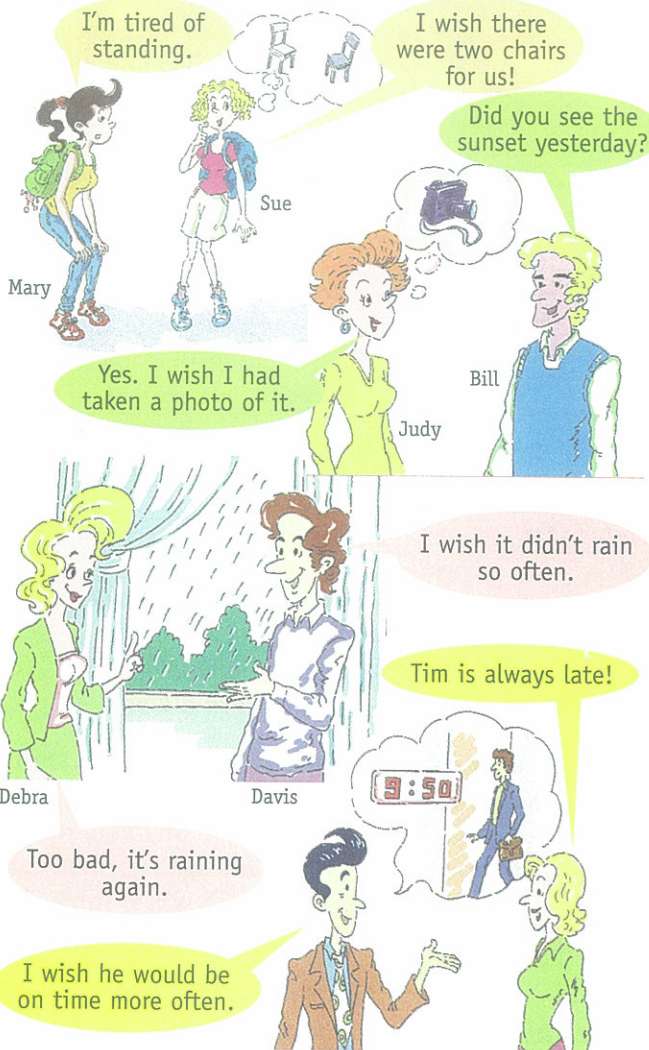
On New Year's day, Sir Gawain went to meet the Green Knight. As they had agreed, the Green Knight took the axe. He was going to cut off Sir Gawain's head, when suddenly he stopped. He tried a second time, but again stopped. The third time, he cut Sir Gawain's neck a little, but didn't hurt him.

Sir Gawain was angry. He said: "Why did you try three times? We agreed only once!" The Green Knight told him that he was, in fact, the lord of the castle. "I didn't cut you the first two times because you were honest for two days! But on the third day, you didn't tell me about the belt. So I had to cut you!"

Sir Gawain returned to King Arthur's court. He was sad because he had not been honest. He decided to wear the belt around his neck for the rest of his life. He told King Arthur: "When I become arrogant, I can look at the belt and remember that I am not a perfect knight."

Language Problem-Solving 5

EXPRESSING WISHES



- 3 ____ There are no chairs for us.
I wish there were.
- 4 ____ I didn't stay up late last night.
I wish I had.
- 5 ____ I am not very clever.
I wish I was.
- 6 ____ You don't listen carefully.
I wish you would.

b) Now complete the table with verbs to show how wishes are expressed in different tenses.

TENSE	I wish + I/you + _____.
Present	1. 2. 3.
Past	
Future	

3 Look at the wishes below and complete the rule with a) or b).

After a positive sentence we use a
a) *positive* b) *negative* wish.

After a negative sentence we use a
a) *positive* b) *negative* wish.

- I told him a lie. I wish I **hadn't**.
- You don't listen to me. I wish you **would**.
- He never sings anymore. I wish he **would**.
- She doesn't like me. I wish she **did**.
- I love shopping. I wish I **didn't**.
- I paid too much. I wish I **hadn't**.
- She didn't say thank you. I wish she **had**.
- You always bite your nails. I wish you **wouldn't**.

4 Read each situation and finish the rest of the sentences.

- 1 You don't have any money to buy chocolates.
I wish *I had money to buy chocolates*.
I wish *I did*.
- 2 You didn't have Sam's number so you didn't call.
I wish _____.
I wish _____.
- 3 Your brother always borrows your CDs.
I wish _____.
I wish _____.
- 4 You forgot to eat lunch and now you're hungry.
I wish _____.
I wish _____.
- 5 You don't know anyone at your new school.
I wish _____.
I wish _____.

1 a) Study the dialogues. Do wishes express unfulfilled desires, or things that are definitely happening, have definitely happened or will definitely happen?

b) Say whether the following statements are True (T) or False (F).

- 1 Judy didn't take a photo of the sunset.
- 2 Mary and Sue have found two chairs to sit on.
- 3 Tim has often been on time.
- 4 Davis and Debra don't enjoy the rain.

2 a) Look at the pairs of sentences below. Identify which pairs are in the present (PR), the past (PA) or the future (F) tenses.

- 1 ____ I don't know how to cook.
I wish I did.
- 2 ____ You never play the piano.
I wish you would.

Language Power

UNIVERSITY OF CALIFORNIA

BERKELEY, CALIFORNIA





13 People

1 EQ:IQ

1 ★ Past participles

Complete this passage. Choose the words in brackets to fill in the blanks.

An American tourist visiting Spain for the first time gave the thumbs-up gesture as he jumped onto a bus, just seconds before the doors closed. (1) (Tiring/Tired/Tire) and hot, he sat down and was greeted by angry faces. The (2) (terrified/terror/terrifying) tourist looked at the angry passengers and quickly got off the bus. What might have caused this incident? The answer: the tourist had unknowingly made a rude gesture to the bus driver.

At the same time, in France, at a hotel (3) (celebration/celebrating/celebrated) for its five-star service, the hotel manager asked an American businessman if he was (4) (satisfied/satisfactory/satisfying) with the service. The businessman gave the "OK" gesture with his hand, forming an "O". (5) (Delighting/Delight/Delighted) with the hotel so far, he smiled cheerfully at the manager. However, his gesture caused an (6) (expected/unexpected/expecting) reaction from the manager. He was very worried! Why was that? The American businessman had (7) (signal/signalling/signalled) to the French manager that his room was "zero" — worthless!

These two stories tell us that body language is a powerful form of communication in all cultures. Moreover, body language signals very different things in different cultures. Even a simple nod of the head may mean different things in different countries. For example, nodding your head up and down (indicating "yes" in China) means "no" in Greece. And what about the (8) (well-intentioned/well-intention/well-intending) "OK" sign that shocked the French hotel manager? It turns out this gesture may not be (9) (welcoming/welcomed/unwelcomed) in some Arab countries either. Using it would surely be asking for (10) (unwanting/unwant/unwanted) trouble.

2 ★ ★ Past participles

Complete the sentences with the correct form of the words in italics.

- 1 Grammar rules sometimes annoy me but they do not *bore* me. I'm never when I study grammar.
- 2 Normally, lessons *interest* me but it depends on the subject. With some subjects, I don't feel
- 3 Subjects like science are more likely to *excite* students. For example, most students are about science experiments.
- 4 It's important to speak in an English lesson, but it *frightens* many students. They're too to speak in front of so many people.
- 5 Exams always *tire* me, both physically and mentally. After a two-hour exam, I'm really

3 ★ ★ -ing or -ed?

Complete these sentences with the correct forms of the verbs.

- 1 A (care) nurse comforted the (worry) patient.
- 2 The (tire) mother picked up the (scream) baby.
- 3 Thousands of (cheer) audience welcomed the (retire) president.
- 4 (alarm) passers-by stood and watched the (cry) woman helplessly.
- 5 The (injure) man tried to climb out of the (burn) house.
- 6 The (disappoint) performer put on a (smile) face.
- 7 Thousands of (excite) audience are watching the (excite) game.

4 ★ ★ ★ Complete the dialogue using the correct form of the verbs in brackets.

Mrs Jin: Have you heard the (1) (surprise) news about Qiangwei and Dawei?

Mrs Li: You mean about their getting married. Yes, I have. I was (2) (shock) when I heard it. I thought it was the most (3) (amaze) thing I'd heard in a long time. They're always fighting like cats and dogs!

Mrs Jin: I agree with you. I was very (4) (surprise) when I heard about it myself.

Mrs Li: Actually, I'm (5) (relax). I was always (6) (worry) that they'd break up.

Mrs Jin: That would be a (7) (disappoint) thing to happen.

Mrs Li: Now, we can all relax knowing that they will live a life of a (8) (satisfy), happily (9) (marry) couple.

Mrs Jin: You're right. I just love weddings. They're so (10) (fascinate). Now, what are you going to wear to the wedding?

Mrs Li: I haven't thought about it. Perhaps, I'll wear my best blouse and trousers. I don't think they would be too (11) (bore) for the occasion.

Mrs Jin: Well, I do! If my niece was getting married, I'd buy a new, (12) (excite) dress. Come on, Mrs Li, let's go shopping!

Word Corner

Match a word from each list to make compound adjectives.

quick, well, kind, absent, cold, single minded, hearted, witted, handed, blooded, respected

5 Vocabulary

Complete the passage with the best choices of the words below.

April 18th Sunny

Today was my first day back at work. The first thing that my boss said was, "I'm sure you had a good (1) holiday. You really did (2) a break." Unfortunately, I had to tell him that he was (3) My holiday was, in fact, a complete (4) No one could have (5) how bad my holiday would turn out to be.

I had been so looking forward to my trip to London but it started to go wrong the moment the (6) took off. I was sitting next to a man with a (7) He was fat, not cute fat, like a teddy bear, but the type of fat that makes the (8) of a sudden heart attack very likely. His fat spilled over into my seat so I was left with about ten square centimetres of space. Then it got worse. We flew into a storm and were hit by (9) There was a huge crash and people started screaming as the plane rocked from side to side. The only (10) I can give you is that it was horrible.

Well, seeing as I'm writing this now, you know that I didn't die. Instead, we made an (11) landing in Mongolia. And then I had to wait there for a week before the American (12) could fly me home. And then it was time to come back to work. I think I can accurately say that it was the worst holiday I have ever had.


- | | | |
|----|-----------------|-----------------|
| 1 | a) Christmas | b) Easter |
| | c) Labour Day | d) Thanksgiving |
| 2 | a) deserve | b) have |
| | c) gain | d) spend |
| 3 | a) accurate | b) positive |
| | c) correct | d) mistaken |
| 4 | a) success | b) stress |
| | c) failure | d) challenge |
| 5 | a) predicted | b) noticed |
| | c) persuaded | d) realised |
| 6 | a) airline | b) flight |
| | c) aircraft | d) airport |
| 7 | a) sunglasses | b) blond |
| | c) moustache | d) cigar |
| 8 | a) disability | b) possibility |
| | c) association | d) connection |
| 9 | a) lightning | b) emergency |
| | c) wave | d) sunlight |
| 10 | a) introduction | b) statement |
| | c) permission | d) description |
| 11 | a) appropriate | b) safe |
| | c) accurate | d) emergency |
| 12 | a) association | b) embassy |
| | c) company | d) transport |

13 People

2 PERSONALITIES AND JOBS

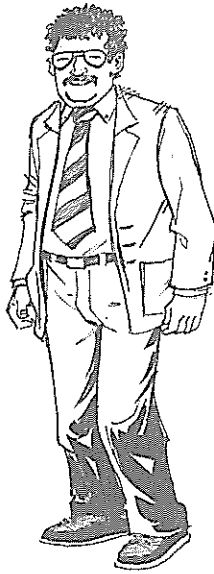
1 Describing people

Use the drawings and the context to describe these people.



“Don’t you know Mary? She’s got *shoulder-length/short dark/blond* hair. She’s *middle-aged/in her early twenties*. Her brother, Tony, is a good friend of mine. Both of them are *athletic/academic*. They like skiing and hiking. She’s a very *selfish/outgoing, sociable/shy* sort of person who seems to know hundreds of people. She’s very *independent/intelligent* – you know, the sort of person who does things in their own ways. But she can be a bit *disorganised/reliable*. She once lost everybody’s cinema tickets and we all had to pay again!”

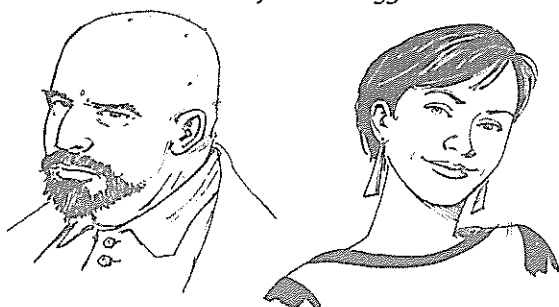
“We had Mr Kemp for history last year. He’s got a *moustache/beard* and short, *dark/blond* hair. He’s probably in his mid *teens/thirties*. He’s always very *neat/sharp*. He liked to wear suit and tie to school. He was a very *hard-working/aggressive* teacher. He gave us lots of essays and always marked them quickly. He was also very *confident/patient* with us. If anybody didn’t understand something, he explained it again in a different way. He did everything he could to be *selfish/helpful*.”



2 Describing personalities

Describe the people in these pictures. What sort of people do they look like to you?

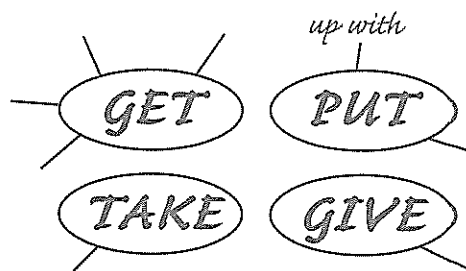
Example *I think he looks selfish and aggressive.*



3 Phrasal verbs with *get, give, take, put*

Write these words in the correct place to make phrasal verbs. Then complete the text with the verbs in the correct form.

someone down, up (x2), up with, at, on with, together, down



“I’m a very patient boy and I can (1) *put up with a lot*. But Fred, a boy in our class (2) me all the time. For example, he laughs at me. It’s not just me. He’s always (3) other people He’s a very difficult person. I’m not like that. I (4) everybody in the class. I’m always smiling. Nothing (5) me So I spoke to Fred. It didn’t help. But I don’t (6) easily and I spoke to him again. In the end I said, ‘Fred, I’ve just (7) kung fu. Let’s (8) just you and me and we’ll have a kung fu match.’ And I’ve had no problems with Fred since that day.”

Word Corner

In your notebook, match the jobs with the qualities you need (+) and don’t need (-) to do them, in your opinion.

Example: accountant + careful – outgoing – emotional

JOBS

accountant, architect, artist, bank clerk, bus conductor, doctor, engineer, farmer, journalist, lawyer, nurse, scientist, tour guide

Qualities

athletic, careful, cheerful, confident, creative, generous, hard-working, helpful, honest, independent, kind, neat, organised, outgoing, patient, sociable

Remember

Non-main verb forms.

Infinitives, gerunds, present participles and past participles are all non-main verb forms to serve different functions in sentences.

Infinitives

- To see once is better than to hear a hundred times. (subject)
- It is not easy to learn a foreign language. (subject)
- He kindly offered to help us. (object)
- She was the first person to think of the idea. (attributive)
- We worked very hard to achieve the goal. (adverbial)

Gerunds

- Smoking is very bad for your health. (subject)
- The problem is finding the right person to do the job. (predicative)
- We suggested having a meeting to solve the problem. (object)
- I'm thinking of going for a walk. (object after preposition)

Present Participles

- The news is fascinating. (predicative)
- The student sitting by the window is staring at you. (attributive)
- Michael walked through the park, studying his English textbook. (adverbial)
- We saw the tour guide wearing a very pretty coat. (object complement)

Past Participles

- Low-EO people are worried about problems. (predicative)
- Derek Johnson is the name of the boy injured in the accident. (attributive)
- Ben sat still, amazed by the beauty of the painting. (adverbial)
- The news on TV made Susan disappointed. (object complement)

1 Non-main verb forms

Complete the sentences with the correct form of the verbs in brackets.

- The man (standing/stand/stood) by the door is my father.
- Alice kept perfectly still, (frightened/frightening/frighten) that the dog might attack her.
- I liked the woman (wear/wearing/to wear) a blue hat.
- (Swimming/Swim/Swam) is a good way to get fit.
- It's very easy (walk/walked/to walk) to my house.
- Susan suggested (to make/making/made) a cake for Polly's birthday.
- Sam started crying, (disappoint/ disappointing/ disappointed) with his results.
- (Bought/Buy/To buy) a car is better than (to rent/rent/renting) one.
- I drove all the way home, (listen/listened/listening) to music.
- The teacher had her mouth wide open, (surprised/ surprise/surprising) I got the answer right.

2 Non-main verb forms

Complete the newspaper report with the correct choice of words below.



Vincent van Gogh (1853–1890) was a (1) but (2) personality in the world of art, (3) some of the greatest paintings of our time.

(4) school at 15, van Gogh went to England (5) a career as an art dealer. However, he later became (6) with his job and turned to (7) at a school for boys for a short time. In the (8) years, van Gogh went from job to job, (9) in various cities in Europe. Finally in 1880, he went to Belgium (10) art. The next ten years were van Gogh's most creative period. He painted 872 paintings.

Although van Gogh is a world-famous artist today, he did not get much recognition during his lifetime. He sold only one painting while he was alive. For most of his life, he was very poor, often spent his money on art supplies instead of food.

As the years went by, van Gogh found his health (11) He suffered from serious depression, and was finally admitted to a hospital with his left ear (12) Some people believed that van Gogh had a condition with the brain, (13) his madness. In May 1890, van Gogh seemed to be cured from his madness and left the hospital. However, on 27 July, 1890, the artist took his own life, (14) himself with a gun.

- a) talent b) talented c) talenting
- a) disturbing b) disturbed c) disturb
- a) creating b) created c) to create
- a) Leaving b) Left c) To leave
- a) beginning b) began c) to begin
- a) disappointing b) disappointed c) disappoint
- a) teaching b) teach c) taught
- a) follow b) following c) followed
- a) lived b) to live c) living
- a) studied b) to study c) study
- a) to worsen b) worsen c) worsening
- a) cut off b) cutting off c) to cut off
- a) caused b) to cause c) causing
- a) shooting b) shot c) to shoot

13 People

3 MAKING GUESSES ABOUT PEOPLE

① ★ **must and can't for a strong conviction that something is or is not true**

Complete the sentences with *must* or *can't* and a verb from the box.

be, have, get up

- (The phone rings.) That must be David. He said he'd phone.
- (The phone rings) That Laura. She's on holiday.
- He's got three cars and two houses. He a lot of money.
- He lives in one room and only eats once a day. He a lot of money.
- They speak German to each other at home. They German or Austrian.
- She said she's coming by train so she a car.
- He starts work at five o'clock in the morning so he early.
- He starts work at five o'clock in the morning so he late.

② ★ **must have and can't have for a strong conviction that something was or was not true**
Complete the sentences with *must have* or *can't have* and a verb from the box.

live, send, marry, be, give

- He knows Shanghai really well. He must have lived there at one time.
- He says he lived in Shanghai but he there. He doesn't know Shanghai at all.
- If you haven't got it then, I it to you.
- If you haven't got it then, I it to someone else.
- I it by first-class post because it arrived the next day.
- She Jack in 1998 because I've seen the wedding photographs.
- She Peter in 1998 because the wedding photographs all have 1999 on them.
- You are very beautiful now so I'm sure you a beautiful baby.
- Linda at the supermarket this morning because I didn't see her there.

③ ★ **may, might and could for a possibility that something is or was true**

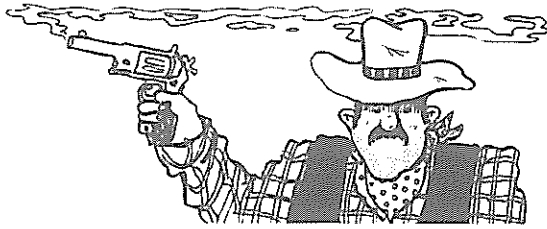
Rewrite the "definite" sentences below as "possible" sentences. Use the same tense and the modals in brackets.

- Peter is on the phone. (might)
Peter might be on the phone.
- Mary has won a lot of money. (may)
.....
- He has been caught in a traffic jam. (might)
.....
- He knows about the history of Hungary. (may)
.....
- She is a well-known actress. (could)
.....
- They are watching our house! (could)
.....
- She isn't in love. (may)
.....
- She hasn't been in London all day. (might)
.....

④ ★ ★ Circle the correct speculation, a, b or c.

- When I came home he wasn't there so
a he can't have gone shopping.
b he must have gone shopping.
c he must go shopping.
- She's walking down the street with a broken television.
a She must get it repaired.
b She must be getting it repaired.
c She must have got it repaired.
- I think I've seen that man in a film.
a He can't be famous
b He could be famous.
c He must be famous.
- Is that Zhongshan Road over there?
a It could be, I'm not sure.
b It can be, I'm not sure.
c It must be, I'm not sure.
- I didn't win when we played chess and it wasn't a draw,
a so you may have won.
b so you can't win.
c so you must have won.
- He's got a very nice suntan.
a He may be going somewhere hot for his holidays.
b He can't go somewhere hot for his holidays.
c He must have gone somewhere hot for his holidays.

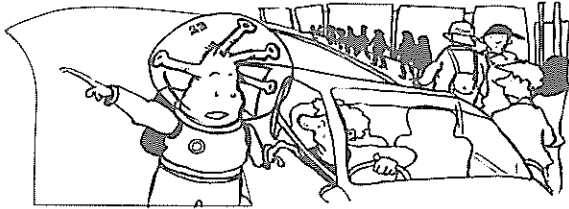
5 ★ ★ ★ Write three speculation sentences about the people in the pictures using *may, might, must, could* or *can't*.



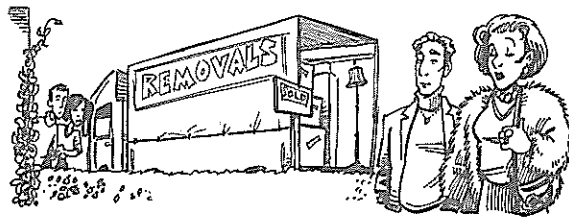
.....
He may be dangerous.

.....
He might have killed somebody.

.....
He could be in a western film.



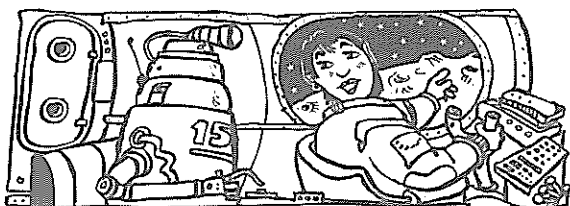
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6 Vocabulary

Complete the passage with the best choices of words below.

Jane loved studying the stars in the sky at night. She was a (1) at the best university in the city and with the money she earned, she was able to pay for her lessons in (2) She hoped to have a great future in this field and would never end up being a (3) like her mother. Jane had never been able to understand how her mother could be happy looking after three children all day.

But Jane wasn't happy herself and she hadn't been happy for a long time. Then one afternoon, when she was (4) again, although she didn't know exactly why, she decided to walk home through the (5) woods that surrounded the university. She hoped that the sight of (6) climbing the trees and little (7) flying about in search of seeds would make her feel better.

She set off but soon it started to rain.

(8) and lightning split the sky and she was glad she had an umbrella and a (9) jacket. Suddenly, she saw a little child (10) under a tree. He was crying and she noticed that his knee was (11) Jane ran to his side and asked him what the matter was. He was lost! Jane wiped the tears from his (12) and carefully picked him up and carried him to the police station.

Later, when she learned that the little boy was safely at home, Jane decided to study to be a kindergarten teacher. She was more like her mother than she had thought and that night, she slept better than she had in a long time.

- | | | |
|----|----------------|------------------|
| 1 | a) clerk | b) professor |
| | c) tutor | d) poet |
| 2 | a) biology | b) astronomy |
| | c) photography | d) geography |
| 3 | a) housewife | b) translator |
| | c) mother | d) physicist |
| 4 | a) angry | b) disappointed |
| | c) hopeless | d) upset |
| 5 | a) peach | b) pineapple |
| | c) pine | d) forest |
| 6 | a) squirrels | b) sparrows |
| | c) swallows | d) shadows |
| 7 | a) squirrels | b) sparrows |
| | c) swallows | d) shadows |
| 8 | a) Storm | b) Disaster |
| | c) Darkness | d) Thunder |
| 9 | a) broken | b) fur |
| | c) wool | d) uniform |
| 10 | a) sheltering | b) sleeping |
| | c) running | d) concentrating |
| 11 | a) bleeding | b) breaking |
| | c) bleeding | d) swelling |
| 12 | a) eyes | b) cheeks |
| | c) knees | d) sleeves |

4 FIRST IMPRESSIONS

1 Vocabulary

Complete the text with the correct form of the words in the box.

alike, allergic, account, button, cage, literary, section, sigh, steam, straw

- 1 My brother and I are not at all He hates sport and I love it.
- 2 Please can you sew the back onto my shirt?
- 3 I don't like seeing birds in I think they must be unhappy.
- 4 The food is really hot. Look at the coming off it.
- 5 When Tim's mum saw his dirty clothes, she She had so much washing to do!
- 6 Poor Sue! She is to chocolate and gets a headache if she eats it.
- 7 I don't have any money. Please can I buy this book on your and I'll pay you back?
- 8 My aunt works in the history at the library.
- 9 people often are very intelligent, but they can sometimes be very boring too!
- 10 Horses sleep on They eat it too sometimes!

2 Phrasal verbs

Match the phrasal verbs with the correct meanings. Then use them to complete the sentences below.

- | | |
|------------------|--|
| 1 taken aback | a to become complete full |
| 2 show off | b to have a friendly relationship with someone |
| 3 cope with | c to start something well/badly |
| 4 fill up with | d to find a way to deal with something or someone |
| 5 get off to | e to draw attention to someone or to something that is one's own |
| 6 get along with | f to be greatly surprised and confused |

- 1 Does he your aunt? I've heard that he's not a sociable person.
- 2 The cinema began to people who were eager to watch the award-winning movie.
- 3 Many of his colleagues were by Xiaoping's decision to leave the company.
- 4 Please help me. I can't so much paperwork this weekend!
- 5 The best way to win a race is to a good start.
- 6 It's nice to have a beautiful grandchild to

3 Books

Match the words with the definitions. Then write the words in the sentences below.

- 1 an introduction
- 2 a paperback
- 3 poetry
- 4 a collection
- 5 a novel
- 6 the cover

- a poems in general
- b a set of similar things that you keep together
- c the front or back of a book, magazine, etc.
- d something that helps you become familiar with a subject
- e a book with a soft paper cover
- f a long written story, usually about characters and events that are not real

- 1 This book is easy and it explains problems well. It's the best to mathematics.
- 2 There is a beautiful picture on the of the novel.
- 3 The novel is quite expensive. It will be cheaper if we can find a
- 4 *The Old Man and the Sea* is a Nobel Prize award by Ernest Hemingway.
- 5 I like reading because a writer can say a lot with only a few words.
- 6 This is a good of poetry. It has a lot of good poems in it.

Focus on Reading

The Future and Us

During the twentieth century, cars, electric lights, space travel and amazing advances in medicine changed people's lives. So what might this new century bring? There are hundreds of predictions flying around — let's have a light-hearted look at some of them.

In a recent UK survey, teenagers were asked to make predictions about the year 2010. One of the most common predictions was that school uniforms won't be around. They also predicted that both girls and boys will wear make-up more often, and more than 75% of men will wear skirts regularly. My dad is 65 next Saturday — I think I'll buy him a skirt as a birthday present and tell him he'll soon be in fashion!

Other predictions involve changing roles of men and women. By 2007, some people say that single men of working age will form more than 10% of all families. It is also predicted that washing powder advertisements will include more men because more of them will do housework. I'll tell that to my husband when he gets home and see how keen he is to wash the dishes!

Many predictions are about crime and safety problems. Some people think that crime will improve and the world will become a more peaceful place. Others believe that

crime is going to worsen and that people will stay at home becoming completely dependent on the Internet for shopping and work. It is also predicted that you will need an electronic card to get into parks as parents demand safe play areas for their children. This is old news for me — our local government is going to introduce one this summer.

Technology is predicted to play an even more important role in our lives in the future. Some parents might have cameras at home so they can keep an eye on their children while they are out. Quick, kids, turn off the TV and do your homework!

Here's another prediction. Researchers have concluded that cultural activity may add years to your life. The cinema, theatre and concerts may give us a longer life because they encourage strong feelings. Well, we're watching *Bridget Jones' Diary* this Friday night. Will that help us live longer?

Let's finish up with my favourite prediction. In the future, elderly people are going to make up a larger proportion of the world's population than ever before. In Britain, an estimated 100,000 people now in their thirties may live to be 100. And that includes me! I'll have a big, big party, I promise!

Read the article and circle the best answer.

- The writer's father _____.
 - has just turned sixty-five
 - wears skirts
 - is very fashionable
 - is about to turn sixty-five
- Why might more men do housework in the future?
 - Washing powder advertisements suggest it.
 - Men won't want to work in offices anymore.
 - Sex roles will change so men and women will do the same things at work and at home.
 - Women will refuse to wash the dishes.
- If crime worsens, then people might _____.
 - need electronic cards to get into their homes
 - stay at home and depend on the Internet
 - help to make the world a more peaceful place
 - work harder and make more money
- What do you think the phrase "keep an eye on" in paragraph 5 means?
 - watch
 - punish
 - laugh at
 - forget about
- The word "that" in line 7 of paragraph 6 refer to _____.
 - cultural activity
 - Bridget Jones' Diary*
 - watching *Bridget Jones' Diary*
 - watching TV
- Why is the last prediction the writer's favourite?
 - She is already 100 years old.
 - There are 100,000 people over 100 in Britain at the moment.
 - She is one of the people who might live to be 100.
 - She believes that it is definitely true.

Focus on Writing

1 Linking words: Giving examples

Circle the correct linking words.

My friend Sid

My friend Sid is sixteen. He's quite tall, (1) *especially/for example* compared to some of the boys in our class. He sometimes has a pony tail, (2) *such as/especially* when he's going out for the evening. But most of the time, for ordinary days (3) *especially/such as* school days, he wears it down to his shoulders. He wears a lot of expensive clothes, (4) *especially/for example*, of course, when he's going out in the evening. When someone has had bad news Sid is the first to go and help. (5) *For example/Such as* when my pet goldfish died, Sid bought me some chocolates. Sid is quite popular and nobody dislikes him. He dislikes an amazing amount of food, (6) *such as/for example* eggs, rice and meat, (7) *especially/such as* if the meat looks like an animal on the plate! He likes people he can talk to easily, (8) *for example/like* Jo, who likes the same pop groups as him. He also likes shopping, (9) *especially/such as* for clothes.

2 Punctuation: Commas in lists

Read the rule and write commas in the correct places in these sentences. The first one has been done for you.

There is no comma after the last adjective and English people sometimes don't put a comma before the last two adjectives, if they go together naturally.

- 1 *He's a tall, middle-aged man with thick, black hair.* OR *... with thick black hair.*
- 2 She bought the small square black leather handbag.
- 3 She's a short dark fun-loving woman.
- 4 Mr Jackson is reliable hard-working helpful and organised most of the time but when there are problems he can be anxious, impatient and disorganised.
- 5 I've got an expensive big round Spanish wooden table and some beautiful old white French chairs.
- 6 Like many creative athletic outgoing people he is sometimes disorganised and can occasionally be anxious and impatient.
- 7 It's a really inexpensive second-hand silver necklace.

3 Guided writing: Describing a person

In your notebook, write a description of a famous person. Write about this person's appearance, character, relationships, dislikes and likes. Use the linking words in the box.

especially, such as, for example

When you have finished, read your description to your friends. Can they guess who he/she is?

4 Translation

Complete the following sentences according to the Chinese.

- 1 别老盯着看我工作。挺烦人的，而且我也无法集中注意力。
Don't while I'm working. It and I
- 2 她看上去有点儿失望，焦急地瞥了朋友一眼。
She looked and her friend
- 3 事实上，这姑娘很独立：她总有工作，还有银行帐户。
..... . She has always had a job and her own bank account.
- 4 无论何时和他们一起出去吃饭，总是我付帐。
Whenever we go out to dinner with them,
- 5 我想我无法再做一年主持人的工作。压力实在太大了。(survive)
I I another year as an anchor.
- 6 只要一进书店，她就忍不住要买新书。
She new books whenever she goes into a bookstore.
- 7 决心和努力使这个年轻人摆脱贫困取得成功。
..... and made the young man
- 8 今年农场的桃子大获丰收，这令我们非常满意。
To our, we had a great on our farm.

KEY WORD BANK

PHYSICAL DESCRIPTION

Hair: blond, dark, long, red, short, shoulder-length, straight, wavy

Age: in her (early/mid/late) teens/twenties/thirties, middle-aged

Special features: beard, moustache, wrinkles

Body parts: cheek, forehead, lap

Clothing: button, high-heeled shoes, long-sleeve shirt, sunglasses, uniform

Personalities: aggressive, anxious, athletic, cheerful, confident, creative, disorganised, generous, hard-working, helpful, honest, independent, kind, lazy, nervous, neat, organised, outgoing, patient, relaxed, reliable, selfish, sharp, shy, sociable

Jobs: accountant, actor, actress, artist, clerk, butcher, chef, cleaner, conductor, housewife, hunter, lawyer, librarian, musician, painter, physicist, poet, photographer, physician, reporter, sailor, scientist, scholar, secretary, shopkeeper, teacher, translator, tutor, waiter, waitress

Food: carrot, honey, pea, peach, pineapple

Animals: parrot, sparrow, squirrel

Weather: lightning, thunder

Adjectives and Nouns: anxious/anxiety, athlete/athletic, disabled/disability, facial/face, independent/independence, kind/kindness, mistaken/mistake, personal/personality, possible/possibility, salty/salt, selfish/self, strong/strength, weak/weakness

Verbs and Nouns: assess/assessment, associate/association, bleed/blood, conduct/conductor, connect/connection, describe/description, devote/devotion, express/expression, fail/failure, predict/prediction, require/requirement, revise/revision, satisfy/satisfaction, translate/translator

WORD POWER

1 Dictionary work

You can use your dictionary to help you with adjective opposites. Read the dictionary entries and use the information to complete the sentences with the correct words.

mature /mə'tʃʊə- 'tʊr/ *adj* behaving in a reasonable way like an adult:

She's very mature for her age. – opposite **immature**

frequent /'frɪ:kwənt/ *adj* happening often: *Her teacher is worried about her frequent absences from class.* – opposite **infrequent**

grateful /'græɪtʃəl/ *adj* feeling that you want to thank someone for something they have done: *Mona was very grateful to Peter for his advice.* – opposite **ungrateful**

accurate /'ækjʊrət/ *adj* exactly correct: *an accurate report of what happened* – opposite **inaccurate**

Class 10 sent Ms Jackson some flowers because they were so (1) grateful for all her help before the exams. But Tina, who Ms Jackson had helped a lot, didn't put any money in. I think that's (2) behaviour.

This watch is really (3) It's always fifteen minutes fast or slow. My other watch was (4) It always gave exactly the correct time.

Jessica is quite (5) for her age. She's only twelve but she looks after her father, who is ill. Her brother Grant is (6) though. He thinks it's funny to pull girls' plaits.

The bus service from here is really quite (7) There are only two a day. We used to have a (8) service with buses every fifteen minutes.

2 Opposites with prefixes

Write the opposites of these adjectives (a–g) using the correct prefixes from the box. Then complete the sentences with these new adjectives.

un-, in-, ir-, il-, im-, dis-

- | | | | |
|---|-------------------|---|--------------|
| a | <u>un</u> lucky | b | formal |
| c | comfortable | d | honest |
| e | expensive | f | polite |
| g | regular | | |

1 He didn't pass the exam. He did quite well but he was unlucky .

2 "Take" is an verb.

3 means the same as "cheap".

4 "All the best" is an ending to a letter.

5 He never says "please" or "thank you". He's very

6 You can't take that money. It's

7 Don't sit in that armchair. It's very

CHECK YOUR PROGRESS

1 Verb forms

Complete the sentences with the correct form of the verbs in brackets.

- The (injure) child was three years old.
- It won't help you (sigh); you need to *do* something!
- (judge) people the first time you meet them is not a good idea. Get to know them first.
- Some people find (pray) very helpful. I prefer to write in a diary.
- The doctor carried the (bleed) boy into the hospital.
- (accuse) of stealing the car, the man started to cry.
- (deserve) a pay increase, you need to work very hard.
- Bob nodded his head, (confirm) that I was right.
- After his experience, he was a (change) man.
- People shouldn't drive when they're (tire).
- (chew) or not (chew) — that is the question that many dentists are asking about chewing gum.
- Tom walked by the shop (glance) in the window and see if Sue was there.
- The old man invited the tourists into his cottage (shelter) from the storm.
- The girl (name) Molly is very pretty.

2 will/won't or may/might (not)?

Circle the correct answer.

- He's not doing very well at maths at the moment but he *won't/might* get better.
- I'll tell him if I see him but I *may not/won't* see him.
- I *might not/won't* ask him to the party. I'll ask John instead. He's much nicer.
- I think you *may/will* do very well at this subject because you work so hard.
- I'll probably go to the cinema but I *might/will* stay in and read a book.

3 Modals for speculation

Complete the dialogue with *must, can't, could, might* and the correct form of the verbs in brackets.

Tom and Sally are a young couple in their early twenties.

Tom: (*Looking out of the window*) There are some people in the garden next door. They (1) (be) our new neighbours.

Sally: (*Going to the window*) They (2) (be). Our new neighbours arrived yesterday. They are a different couple.

Tom: Oh. Well, they (3) (be) friends, visiting our new neighbours.

Sally: They look like the police. Our new neighbours (4) (do) something wrong. We've got the mafia next door!

Tom: Sally! We don't know that. Our new neighbours (5) (call) the police about us. We had a very noisy party last night. And we didn't invite them.

Sally: Why (6) we (invite?) them, do you think? They arrived in the late afternoon. (7) we (go?) over there and say "Hi. We're your new neighbours.?"

Tom: They (8) (not want) to speak to us. Hey! Our neighbours (9) (be) out. The police are coming over here.

Sally: They (10) (have) some questions for us, about our new neighbours.

(There's a knock on the door. Tom answers it. He calls to Sally.)

Tom: Sally! These people want some money for poor children in Africa.

4 Phrasal verbs

Complete the phrasal verbs with the correct prepositions.

- I need some exercise so I think I'll take dancing.
- It's perfectly normal to be a bit nervous. I'm sure you'll get it once you start your presentation.
- My dad gets me if I don't do my homework.
- You mustn't give trying to pass your exams.
- She's not very friendly. She talks behind people's backs and puts them
- I get my brother but I argue with my sister.
- Just stop talking and get your work!
- I know it's bad news but don't let it get you
- Since the accident, she has put a lot of pain.
- Let's get next weekend for a cup of coffee and a chat.

5 Adjectives

Complete the sentences with appropriate adjectives. Use only one word in each gap.

- 1 A *disorganised* conference is very badly planned.
- 2 A person is someone who works a lot.
- 3 If you have your own money, food and housing, and you can support yourself, you are of your parents.
- 4 Someone who is cares only about himself and nobody else.
- 5 Somebody who always tells the truth is very
- 6 If you are, you like meeting people and talking to them.

6 Match the words from the two columns to form meaningful expressions.

- | | |
|---------------|-----------------------------|
| 1 glare | a) on my homework |
| 2 apologise | b) some words in her ear |
| 3 concentrate | c) the man of being selfish |
| 4 accuse | d) at the enemies |
| 5 deserve | e) the prize |
| 6 glance | f) for rude behaviour |
| 7 whisper | g) at a watch |

7 Read the text about Barbara Cartland and decide whether the statements below are True (T), False (F) or if there is no information (NI).

- 1 Barbara Cartland's books are most popular in Japan, China and Russia. T/F/NI
- 2 Barbara Cartland wrote her first novel when she was in her early twenties. T/F/NI
- 3 In her opinion, English manners are no longer valued. T/F/NI
- 4 She was famous for her sense of responsibility and justice towards people. T/F/NI
- 5 She based her books on the lives of famous people she had met. T/F/NI

8 Read the text again and complete the table below with appropriate information.

1 Cartland's personality	
2 Cartland's writing capacities	
3 Cartland's achievements in British society	
4 Cartland's beliefs about contemporary British society	
5 The general content of her books	

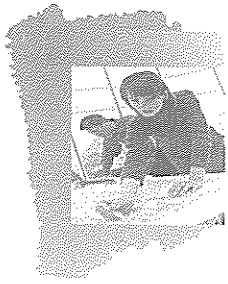
Barbara Cartland, the world's best-selling writer and Queen of Romance, died at the age of 98 in May 2000. Writing an average of 23 novels a year, she completed over 700 books which have been translated into major languages, including Japanese, Chinese and Russian. Her literary career started in 1923 and she sold over 900 million copies of her books worldwide.

Even in her late nineties, Barbara Cartland was full of the energy of a much younger woman. Although she could not see or hear very well, she listened carefully and talked with enthusiasm about English society and its values. She said, "What we have to do is bring back the wonderful manners English gentlemen used to have. All over the world, when I was a little girl, they all thought the English had beautiful manners and behaved extremely well."

Barbara Cartland respected the ideals of charity and

kindness. "It's very important to think about new ideas for helping people," she said. "Nobody bothers today. People are not helping each other the way they used to. We must get away from that." She supported a number of British charities. She was also famous for playing an active role in politics. She managed to get government support for programmes to provide houses for elderly people. She was even responsible for a change in the law which forced local government to provide sites for Gypsy people and enable Gypsy children to attend local schools.

She met politicians, the royal family and stars from all over the world, but meeting the rich and famous was not the most important thing in Barbara Cartland's life. Instead, she said: "The great thing is really to feel that you're helping other people." She wanted to be remembered for her books through which she tried to give beauty and love to the world.



14

Careers

1 YOUR CHOICE

1 ★ Reporting verbs

Complete the sentences with the reporting verbs below in the Past Simple. Use each verb once only.

ask, tell, order, advise, request

- Mum was ill in bed so she *asked* me to cook breakfast.
- The bear was dangerous so the senior officer the other police officer to shoot it.
- You've done Exercise 3! Our teacher us not to do Exercise 3.
- It's Laura's first day at her new job. Dad her to be polite.
- The bride and bridegroom the guests not to bring presents to the wedding reception.

2 ★★ Negative reported requests and orders

Using the cues, write negative reported requests and orders.

- That police officer always orders people with dogs/on the grass.
That police officer always orders people with dogs not to walk on the grass.
- Our boss advises us/jeans when the president visits.
.....
- Peter told me/Alex to the party because he's too young.
.....
- The notice asks visitors/cigarettes when they visit the factory.
.....
- Mrs Jackson asked Hanna/Polish in the lesson.
.....
- The newspapers advised people/to countries where there were floods.
.....
- The librarian asked students/in the library.
.....
- The notice warns children/in the lake.
.....

3 ★★ What did the cook tell Jenny to do? Write reported requests and orders.



- 9 a.m.: "Make the sandwiches."
At nine o'clock the cook told Jenny to make the sandwiches.
- 10 a.m.: "Don't make the coffee yet!"
.....
- 11 a.m.: "Take the meat out of the fridge!"
.....
- 12 noon: "Don't look so serious!"
.....
- 12.15 p.m.: "Serve those customers, please!"
.....
- 2.00 p.m.: "Help with the washing up now!"
.....

4 ★ ★ ★ Using the verbs in brackets, rewrite these sentences as reported requests, orders and advice.

- 1 "If I were you, Peter, I would get a job," said Dad. (advised)
Dad advised Peter to get a job.
- 2 "Hey! David Smith! Don't take that bag," said Mr Philips. (ordered)
- 3 "Will guests at the wedding please take their hats off in church?" said the groom. (asked)
- 4 "Jane, please don't arrive before six o'clock," said Linda. (asked)
- 5 "Dad! Don't play my CDs at your parties!" said Mary. (told)
- 6 "Tom, if I were you I wouldn't wear your leather jacket to that job interview," said his brother. (advised)

5 ★ ★ ★ Read the dialogue and rewrite it as a report. Use these verbs.

ask, order, advise, tell, promise

William, aged 9, is in Mr Adams' garden, getting his football.

Mr Adams: Get out of my garden, William.

- 1 Mr Adams told William to get out of his garden.

William: Can I get my ball?

- 2 William asked

Mr Adams: If I were you, I would play football in the park, not outside my house.

- 3

William: OK. But please give me my ball.

- 4

Mr Adams: Don't play near my garden again. Will you promise?

- 5

- 6

William: Yes, I promise I'll do what you want.

- 7

6 Vocabulary

Complete the passage with the best choices of the words below.

I made a serious (1) yesterday. I am a scientist and it is very important that I check all my (2) over and over again to make sure that my facts are correct. But yesterday I (3) with one of my colleagues, Nancy, and I forgot something very important.

It was such a silly argument too! I simply commented that she was dressed in (4) clothes and that it did not seem appropriate for a scientific (5) She was so angry! She said that she didn't need my (6) on what to wear and that she thought clothing should not be a (7) of conversation between people who work together. Then she said that she was going to ask our boss to change her (8) so that she would never have to work at the same time and in the same laboratory as me! I couldn't believe it. I tried to (9) the situation but there was nothing I could do.

Nancy stormed off and I was so surprised that I forgot to (10) a very important (11) As a result, I didn't realise that the blue (12) in the glass jar should actually have been green and that the fact that it was blue meant that it was very dangerous. So anyway, I blew up the whole lab. Luckily it was lunch time so no people were in the building but I am pretty sure that I'm going to lose my job. And I know that Nancy certainly won't be coming to my (13)

- | | |
|-------------------|-------------------|
| 1 a) error | b) judgement |
| c) decision | d) summary |
| 2 a) account | b) receipt |
| c) ideas | d) data |
| 3 a) consulted | b) quarreled |
| c) confirmed | d) judged |
| 4 a) formal | b) casual |
| c) expensive | d) neat |
| 5 a) association | b) organisation |
| c) institute | d) insurance |
| 6 a) guidance | b) judgement |
| c) reward | d) comparison |
| 7 a) file | b) talk |
| c) topic | d) summary |
| 8 a) income | b) job |
| c) paragraph | d) timetable |
| 9 a) change | b) charge |
| c) take change of | d) take charge of |
| 10 a) confirm | b) consult |
| c) devote | d) judge |
| 11 a) chart | b) file |
| c) information | d) account |
| 12 a) water | b) liquid |
| c) steam | d) block |
| 13 a) aid | b) guidance |
| c) assistant | d) situation |

2 INTERVIEWS

1 Job interviews

Complete the table to write a job interview for one of these holiday jobs.

working in a shop, DJ, sports instructor, fruit picker

INTERVIEWER	INTERVIEWEE
greeting <i>Good morning.</i>	greeting
ask about interest in the job	show interest in the job by talking about likes and dislikes
ask about experience	describe experience
ask if the interviewee has any questions	ask the interviewer a question
answer the interviewee's question	thank the interviewer and say goodbye

2 Ideal summer job

Complete the table with information you can use at an interview for your ideal summer job.

Your ideal summer job	
Talk about yourself at the interview	
Talk about your experience	
Questions you can ask at the interview	

Ideas: *I'm a creative/confident/reliable person.*
I've always wanted to ...
Will I have the chance to ...?

3 Phrasal verbs

Complete the sentences with the words in the box.

down, into, up, out

- After the interview, write *down* what the interviewer told you.
- Find as much as you can about the company before the interview.
- Always get to an interview on time, never turn late.
- Never say anything that isn't true or make information about yourself.
- Don't go a lot of details unless the interviewer asks you for it.
- Always look at the interviewer and remember to sit straight.

4 Match the phrases from the two columns to make meaningful expressions.

- | | |
|-------------|---------------------------------------|
| 1 turn up | a) a lot of details |
| 2 put on | b) notes during the history lecture |
| 3 go into | c) at the meeting |
| 4 speak up | d) more information about the project |
| 5 get up | e) so everybody can hear you |
| 6 take down | f) elegant clothes |
| 7 find out | g) very early in the morning |

Remember

much, many, a little, a few, etc.

Use *a little* (positive sentences) and *much* (negative sentences and questions) with uncountable nouns.

Use *a few* (positive sentences) and *many* (negative sentences and questions) with plural countable nouns. *A few* and *a little* mean *not a lot, not much*.

Use *some, any, no* and *a lot of* with uncountable nouns and the plural form of countable nouns.

1 ★ Uncountable and countable nouns

Write these nouns in the correct list.

traffic, baggage, information, dollar, money, furniture, advice, technology, job, work, career, profession, graduate, curiosity, control, guide, clothes, interview, organisation, experience, truth, creature, challenge, success, pollution

Countable: *job*

Uncountable: *work*

2 ★ *a little* and *much* with uncountable nouns; *a few* and *many* with the plural form of countable nouns

Circle the correct answer.

- We had *much/a little* rain last week.
- There's *much/a little* cheese in the fridge, if you want some.
- I wasn't given *much/a little* pocket money when I was a child.
- We've had *much/a little* sunshine but the weather has been bad most of the time.
- I'm not giving you *much/a little* help because you shouldn't need it.
- Was there *much/a little* food left after the party?
- Are there *many/a few* people over sixteen in your class?
- I've got *many/a few* history books that you can borrow.
- Liam didn't have *many/a few* friends when he was at school.
- Have you been to *many/a few* different countries?

3 ★ ★ *some, any, no, a lot of*

Read and complete the text.

(1) *A lot of* big companies are using video in job interviews. (2) companies like SmithKline Beecham, a big chemical company, actually have live PC video links between their offices in the UK and in Philadelphia, USA. This means that they can do (3) interviews in the UK and (4) interviews in the USA and they can all be seen at the same time. "So far we haven't had (5) problems with the system," says Melanie McPhail of Leeds Bank, who also uses video interviews. "(6) interviewee has said 'I don't like this' and in fact (7) interviewees have said they think it's a good idea." Any advice for interviewees on video? "Yes," says Melanie McPhail. "If there's (8) eye contact the interviewee looks like she or he is trying to hide something. So look at the camera but don't look at the screen. And don't move your head or your hands too much. The camera makes (9) movement look bigger than it really is. And (10) noise is picked up by the microphones. So don't cough or speak too loudly."

4 Read and complete the text with the words in the box.

much, many, a little, a few, some, any, no, a lot of

Gina Peterson is a successful stuntwoman in film and TV. (1) actors in film and television do their own stunts, but not (2) and really only (3) actresses do. So there is plenty of work for stuntwoman Gina Peterson. But (4) stuntman or stuntwoman can do the job without training.

"Training costs (5) money," Gina said. "It cost about £18,000 but I learned to dive, do stunt driving, ride horses and do gymnastics." I asked her if there was anything she couldn't do. "Well, there isn't (6) that I can't do. I can't stay underwater for long." And are there (7) stunts she is afraid of? "Well, there's (8) stunt that I am so afraid of that I won't do it. But there are just (9) that I don't like doing, like jumping through glass." Did she ever get hurt? "I haven't had (10) accidents. Once I broke my leg. I've been lucky. (11) luck always helps!"

3 NINE TO FIVE

1 ★ Reporting verbs

Complete the sentences with the verbs in the box in the Past Simple.

add, admit, announce, claim, reply, think

- Ms Jackson said she loved being a dancer and added that she had always danced.
- The rock musician Gary Munt that he was writing songs for a new CD.
- The novelist Jeffrey Bowman that he had written the best novel of the year.
- When the interviewer asked him if he was going to make his famous snacks on the programme, TV chef Arthur Dumpling that he was going to make "party food".
- The astronaut that if things went well we would soon have cities on the moon.
- The TV presenter that she had been dancing at a night club an hour before her programme.

2 ★ ★ Report what Sheila Trent said, using the verbs below in the Past Simple.

add, admit, announce, claim, say, think

- Sheila Trent: "I am starting my own company of stuntmen and stuntwomen."
Sheila Trent announced that she was starting her own company of stuntmen and stuntwomen.
- Sheila Trent: "I've worked with every star actor in the world."
.....
- Sheila Trent: "I'm going to spend all my time at my stuntwork company."
.....
- Sheila Trent: "I was inventing a new stunt earlier this morning."
.....
- Sheila Trent: "I was a good gymnast at school. My first stunt job came from that."
.....
- Sheila Trent: "I like films better than television."
.....

3 ★ ★ Write what the people said.

- She told Mr Peters that she wouldn't do English next year.
"I won't do English next year."
- David said there was nothing on TV.
.....
- Delia Ray announced that she had finished her novel.
.....
- Dad thought we were going to have two holidays this year.
.....
- Peter and Carol replied that they had been painting the front room.
.....
- Peter said that he had spoken English to Anna all the time.
.....
- Jean added that she was learning to play the guitar.
.....
- Peter admitted that he did not like Sarah when he first met her.
.....

4 ★ ★ Read the newspaper report. What did football player Georgi Lato tell the reporter?

Georgi Lato said that he had always wanted to play for Romania. He thought there was a chance for him soon because of the way he was playing for his club. He added that he had been scoring a lot of goals since September. He had been playing better than ever before. He told me that the Romanian manager would be watching his next game. He said that the manager had already watched him twice.

- "I have always wanted to play for Romania."
-
-
-
-
-

5 ★ ★ ★ Imagine you interview a famous person who does one of the jobs below. In your notebook, write five sentences that this person says. Then write your interview as a report.

actor, novelist, footballer, rally driver, rock musician, TV presenter

interview

I acted in my first film when I was twelve.

report

She said she had acted in her first film when she was twelve.

6 Read the passage first, and then choose the word from the box to complete the passage.

dealing, well-paid, advantage, challenging, describing, responsible, value, maintain, profession, contacting, positive, abilities, determined, available, documents

Unemployment

Eric Hardworker, a job consultant and advisor in a job centre, is talking about the problem of unemployment. He is going to present a number of helpful hints on how to get a job for people who are experiencing the problem of unemployment for the first time.

Eric (E): Unemployment is a dramatic problem in many countries. Governments are trying to find solutions and provide as many jobs as possible. However, much depends on the attitude and involvement of the unemployed themselves.

Interviewer (I): What do you mean?

E: Well, if they are really interested and (1) to find employment, they should take (2) of all possible chances. They should be ready to accept any type of job and even to change their (3)

I: That seems quite (4) Can you, then, tell

us what to do to find a satisfying and well-paid job?

E: First of all, you must position yourself as an expert. Being an expert means that you are good at what you do and that you know your skills and (5) It also means that you know your duties and rights. What is more, it often means that you have a (6) attitude towards your job and co-workers – this can be seen in your body language and your speech.

I: And what's the best way of (7) future employers? How do you get known?

E: The second step in getting a job is writing a detailed letter (8) yourself as an expert in your field. You should send it to everyone you'd like to work for with a letter of reference giving a positive opinion about you.

I: What are companies and firms looking for?

E: Oh, they usually want you to be (9) all the time. So, it would be wise to have a mobile phone and a fax machine for sending and receiving (10) and important information. They want you to be (11), hard-working and punctual. But what they (12) most of all, however, is being loyal towards your employer.

I: What about a professional image? How important is it?

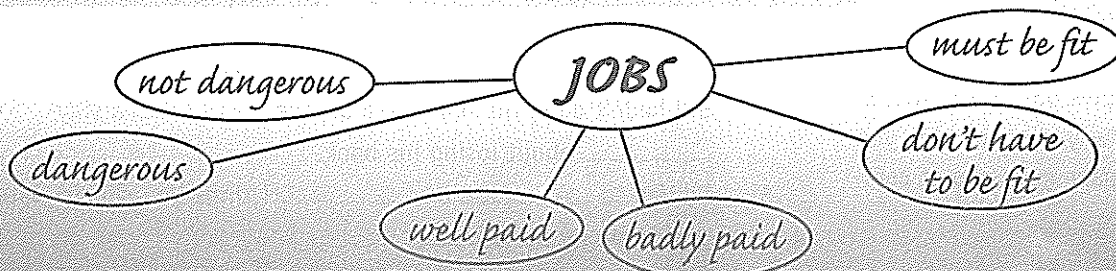
E: Very important, definitely. Finding an interesting and (13) job is also a question of investing in your image as a professional. One of the things you could do is have your own business card. But above all what counts is your own positive way of (14) with people and the ability to (15) good personal relationships at work.

I: Thank you very much indeed, Eric. That was Eric Hardworker, a job consultant and advisor.

Word Corner

Put the jobs on the mind-map. Some of them can go in more than one place.

accountant, architect, astronaut, carpenter, chemist, computer programmer, dancer, journalist, lawyer, rock musician, reporter, sailor, soldier, stuntman/stuntwoman, tour guide, TV presenter, typist



4 JOB TRENDS

1 Vocabulary

Complete the passage with the correct forms of the words below.

judgement, keep up with, predict, decrease, respond, envy, spokesman, bother, in case, comfort, panic, arithmetic

- A: Please stop (1) me.
 (2) you hadn't noticed, I'm trying to study!
- B: What are you studying?
- A: I have an (3) exam tomorrow and I am really worried about it. I'm starting to (4) actually.
- B: Well, I don't know if this will be a (5) to you or not, but I can (6) that you will do really well. You always worry and yet you always do well. I really (7) you.
- A: It would probably help if you (8) your homework better, you know. If you stop watching so much TV and (9) the amount of time you spend playing computer games, my (10) is that you will do much better than you do right now.
- B: Well really! I was trying to make you feel better! I didn't expect you to (11) with a lecture! Who do you think you are? The (12) for the "I do my homework" club?!
- A: Oh, come off it! I was just trying to give you some advice. By the way, do you think you could make me a cup of coffee?
- B: You must be joking.

2 Words that go together: verb + adverb

Complete the text with the adverbs below.

heavily, late, happily, frequently, daily, easily, finally, carefully, gracefully, often, strongly, early

It was raining (1) *heavily* so I finished my work (2) because the buses all come (3) when it rains. I feel (4) that public transport should be as good as possible so that we don't use our cars so (5) , but the buses in our village don't run very (6) But when a bus (7) came I got on it and started to read my newspaper. I have the local paper delivered (8) I looked through the paper (9) I was looking for a report about a dance competition. My sister was in it. She dances very (10) After a few minutes I found it. There was some good news for me. She and her partner had won the competition (11) I smiled (12) but then stopped smiling. I had passed my stop and I was still on the bus.

3 Words that go together: verb + adjective

Using the table, write eight sentences in your notebook.

Example: *The weather's really turned cold since November.*

The weather's really turned	beautiful	after <i>Titanic</i> .
Prague looks	asleep	at the party.
They're getting	delicious	next week.
There's a fire but please stay	famous	since November.
I've always been	cold	of exams.
Don't fall	married	and leave the room.
The actress Kate Winslett became	afraid	from the Charles Bridge.
Your sausages tasted	calm	when Dad's friends visit.

4 Words that go with do, get, have and make

Complete the sentences with words from the box and do, get, have or make.

money, a favour, your best, suggestion, excuse, promotion, career

- Being an astronaut is exciting and Tina a lot of too.
- I know the exam is difficult but just
- Jo a long as a journalist but now she's retired.
- Bill hadn't done the homework and he a silly about losing his book.
- I'd like to a I think you should watch less television and work more.
- Bill was doing OK before but now he's

Focus on Reading

Working for a Foreign Company

Globalisation has caused companies worldwide to become huge international networks. A truly successful business has offices in most of the world's major cities. This means that working for a foreign company has become a reality for many people even if they are living in their country of birth. But what is it like to work for a foreign company? Elaine and Kevin share their experiences.

Elaine

I got my present job thanks to my English major background. I work as an accountant for an international accounting firm and I need English to deal with many of my clients every day.

Getting the job wasn't easy. Every year there are as many as 30,000 applicants competing for 150 jobs but I was one of the lucky ones.

The job itself is challenging. Sometimes I have to work till midnight to meet deadlines, especially when we're dealing with overseas clients who are in different time zones!

There are a lot of differences between foreign companies and local firms. For example, foreign companies seem to give equal opportunities to graduates regardless of their degree. They put more emphasis on the applicant's abilities. They also seem to be more serious about their company image. For example, I

always wear a suit to work and make sure my hair and make-up is done. I've also travelled a lot as part of my job. I wouldn't have been able to do that with a local firm.

Kevin

I studied engineering and getting a job in the car industry was my main goal after graduation. I'm now working for an Austrian company that develops car engines. It is one of the biggest of its kind in the world.

I joined this company because I thought a western working environment would suit me better. I think people are more straightforward in the west.

Getting into the company wasn't as hard as I had imagined because I had applied for a position that was only open to graduates. Of course, they expected me to speak good English as well.

I am now in Austria on an eighteen-month exchange programme. It's fun but the disadvantage is that I miss my family. I might even have to stay here for longer if I get promoted. I'll have to think hard about what I want.

Back in China, I thought my career was everything; but in Austria, I see people enjoying their time with their families. This job has changed me. I now believe that my family is more important than money or my career, because after all, a job is only a job.

Read the text and choose the best answer.

- Why is it possible to work for a foreign company in the country of your birth?
 - Global companies have offices in many cities.
 - Globalisation means that companies are richer.
 - Foreign companies only hire foreigners.
 - Many accounting firms are foreign companies.
- Why does Elaine need to speak good English?
 - She needs to teach her clients English.
 - Her clients all come from England.
 - She deals with many of her clients in English.
 - She needs it to meet her deadlines.
- Why does Elaine sometimes work till midnight?
 - Some of her clients never sleep.
 - Elaine likes to work at night.
 - Deadlines are always at midnight.
 - Some of her clients are in different time zones.
- What do you think the word "straightforward" in paragraph 7 means?
 - open and direct
 - careful and shy
 - creative and independent
 - honest and patient
- Kevin might stay longer in Austria if he _____.
 - loses his job
 - loses money
 - gets a better job
 - gets promoted
- How does Kevin feel about staying in Austria?
 - He's not sure because he misses his family.
 - He really wants to stay in Austria.
 - He definitely won't take the promotion.
 - He's bored with his life in Austria.

Focus on Writing

1 Linking: Linking words of reason

Circle the correct linking word. The sentences are from a letter of application for a summer job as a fruit picker.

- 1 I would like to work in England *because/due to* I have always been interested in the country.
- 2 I would like to improve my English *because of/as*. I want to get a job using English when I leave school.
- 3 I feel that I will do well working for you *because/due to* I work well in a group.
- 4 I can also help you find other good people from my country *because/because of* I get on well with people and I know a lot of people from my youth club.
- 5 I know I am a good fruit picker *due to/as* my experience of picking fruit in my country.
- 6 I can also help if anybody gets ill or has problems in the sun *since/because of* my experience in first aid.
- 7 *Since/Due to* I have to book my flight soon if I get the job, please let me know as soon as possible if my application has been successful.

2 Punctuation: Direct speech

Look at the examples and write the correct punctuation in each sentence.

Examples:

"It's an interesting job," Jim said.

Jim said, "That's an interesting job."

"What's this?" asked Gina.

- 1 I think my Dad has an interesting job said Laura
- 2 Where are we going asked Peter's friend
- 3 I really can't answer that replied Mr Jones
- 4 I've got a summer job Peter replied
- 5 There's nobody here either added John
- 6 He said I really can't answer that question

3 Guided writing: A letter of application

Match the sentences and the topics. Then, using the sentences to help you, write a letter of application for a summer job in your notebook.

Topics

- a reasons for writing
- b reasons for interest
- c personal qualities
- d qualifications and experience
- e signing off

Sentences

- 1 I look forward to hearing from you.
- 2 I am both organised and flexible.
- 3 I am taking my secondary school exams soon.
- 4 I would like to do this summer job as I think it would help me have a career later on.
- 5 I am writing to apply for the job of sales person.

4 Complete the following sentences according to the Chinese.

- 1 汤姆问萨丽能否接管这件事情。
Tom asked Sally
- 2 我们要确定王东是否编造了这个故事。
We have to make sure
- 3 会议组织者说由于时间关系就不再详细解释这件事了。
The organiser of the meeting said because of the time.
- 4 小李决心赶上班上其他同学。
Xiao Li to his classmates.
- 5 老板说我们应该准备第二套方案, 以防第一套方案失败。
Our boss said, the first one failed.
- 6 由于贡献突出, 除了领到奖金, 陈刚还被允许休假一个月。
..... his special contribution, Chen Gang won a holiday of one month, to the bonus.

KEY WORD BANK

Jobs: architect, astronaut, carpenter, chemist, computer programmer, dancer, doctor, engineer, farmer, football player, journalist, lawyer, receptionist, shop assistant, soldier, spokesman, tour guide, TV presenter, typist

Job areas: art, business, design, engineering, farming, information technology, insurance, law, literature, the media, medicine, science, sport, travel

Pay: bonus, fee, income, reward, salary, wage

Phrasal verbs: believe in, find out, get up, go into, go out, keep up with, make out, make up, pay off, put on, sit down, sit up, speak up, take charge of, take down, turn over, write down

Linking words: as, because, because of, due to, in addition, in case, since

Reporting verbs: announce, ask, explain, order, reply, say, tell

Wordbuilding: base/basis, comfortable/comfort, divide/division, exist/existence, guide/guidance, judge/judgement, operate/operation, receive/receipt, surround/surrounding, wise/wisdom

Words about writing: error, idiom, paragraph, summary, topic

In the country: cattle, corn, deer, grain

Opposites: casual/formal, steep/flat, junior/senior, defeat/lose, legal/illegal, beneath/above, hesitate/decide, decrease/increase, multiply/divide, panic/calm

Synonyms: timetable/schedule, aid/assistance, data/numbers, quarrel/argue, nursery/kindergarten, appointment/meeting, instant/moment, battle/fight, inspect/examine, constantly/always, dynamic/active

WORD POWER

1 Dictionary work

Your dictionary can help you with wordbuilding. Look at the dictionary entries and use the information to help you complete the sentences.

create /kr'eɪt/ v [T] to make something new exist or happen:
The new factory should create 450 jobs.

creation /kr'eɪʃən/ n [U] when someone makes something new exist or happen: *the creation of a united Europe.*

creative /kr'eɪtɪv/ adj a creative person is good at thinking of new ideas or ways of doing things: *a creative film director*
– **creatively** adv

creativity /kr'eɪtɪvɪ'ti/ n [U] the ability to use your skill or imagination to produce new ideas or things

creator /kr'eɪtə||-ər/ n [C] someone who makes or invents something:

Walt Disney, the creator of Mickey Mouse

- The fashion designer's new was a long black dress.
- You can think in any job.
- The novelist Arthur Conan Doyle was the of Sherlock Holmes.
- is something that a lot of employers are looking for.
- Everybody thought that computers would take jobs from people but in fact they have jobs.
- He never uses recipes. His cooking is very

2 Words that go together

List the words that go with *do*, *make*, *get* or *have* in your notebook. You can underline them in different ways: do, make,

get, have.

an exam, your homework, better, an accident, a suggestion, the beds, an excuse, the shopping, a party, a meal, promotion, a good time, somebody a favour, bored, your own business, money, cold, a cold, a holiday, research, an opinion, a place at university, a baby, another biscuit, your best, home, married, a career, a mistake, exercises, a rest, dressed, a nice day, ready, a lesson, friends, a cake, a promise

CHECK YOUR PROGRESS

1 Reported speech

Report these orders and requests. Use the beginnings provided.

- 1 "I'd do maths, Jo, if I were you." Ms Jennings advised
- 2 "Take a photo of the bank." The journalist ordered the photographer
- 3 "John and Laura, do the more difficult exercises." The teacher told
- 4 "Give the video to your sister, please." Peter asked
- 5 "Don't tell your grandmother yet." The doctor advised

2 Reported speech

Report these statements. Use the beginnings provided.

- 1 "I'll give all of you the exam results tomorrow." Mr Blake said
- 2 "Hey, you two, I'm going to get a promotion." Dad told
- 3 "Mum, I was working on my application all evening." Laura told
- 4 "We didn't have our keys with us." David told Peter
- 5 "John's taken my CD!" Jean told Mary
- 6 "We don't like our neighbours." My parents said
- 7 "We are bringing your meal." The waiter told
- 8 "We won't lend you our car." My parents said
- 9 "David and Roy are coming." Peter said
- 10 "I wasn't looking after my little brother." Tina said

3 Read the paragraph. Tick (✓) the sentences they said. Put a cross (X) next to the sentences they didn't say.

I applied for a weekend job as a waiter and went for an interview yesterday. The restaurant manager asked if I had any experience and I told her that the summer before I had worked in my uncle's café. She then asked me what I thought the most difficult part of the job was. I replied that I had found rude customers the biggest problem but that I never got angry with them. She then surprised me by asking me to add up the price of a cup of tea, a can of coke and three sandwiches. I admitted that I can't add up quickly and I asked if I could use a calculator.

- 1 "Have you got any experience?"
- 2 "Did you have experience?"
- 3 "I worked in my uncle's café last summer."
- 4 "I am working in my uncle's café."
- 5 "Did you hate the rude customers?"
- 6 "What do you think the most difficult part of a waiter's job is?"
- 7 "I found rude customers the biggest problem – but I was never angry with them."
- 8 "How much is a cup of tea at 75p, a can of coke at 70p and three sandwiches at £1.75 each?"
- 9 "I'm sorry but I'm bad at adding up. Can I use a calculator?"
- 10 "Do you need to use a calculator?"

4 Complete the sentences with the proper form or opposite of the words in brackets.

- 1 The (base) of her argument is that more money should be spent on food for poor people.
- 2 When I'm sad, a hot cup of tea and a good book always (comfortable) me.
- 3 Diseases like SARS and bird flu could mean the end of human (exist) on earth.
- 4 Could you please give me some (guide) on how to fill in this form?
- 5 The saleswoman gave me a (receive) for the coat I bought in case I wanted to return it.
- 6 It is completely (legal) to sell drugs.
- 7 There is a lot of (wise) in the old saying "let sleeping dogs lie".
- 8 Paul must (increase) the amount of time he spends watching TV so that he gets his homework done.

5 Complete the sentences with the correct form of the verbs: *do, get, have, and make*.

She always wanted to (1) a career in law. After she (2) her exams, she (3) a job in a small company. Within six months she (4) a promotion. Now she (5) a lot of money, but one day she wants to (6) her own business.

As soon as I (7) home, I (8) my homework. I often (9) mistakes, of course, but I always (10) my best. I never work for too long. I like to (11) some free time to relax.

6 Read the text about mobile phones and find the correct sentences (a-e) for each gap (1-5) in the text on the right.

- a) Even schoolchildren now have the opportunity to contact their parents or friends over their own mobile phones directly from the school premises.
- b) Although today's cellular telephones are much cheaper than the first model available, they still remain more expensive to buy and use than regular telephones.
- c) Hardly anybody would give a positive answer to this question.
- d) Although it has taken a long time to make them available to everybody, it is now clear that they enable us to communicate with the most distant places.
- e) Yet, it is often amusing to hear such "successful" people using their phones to call friends from bars and restaurants when cheaper public pay-phones are nearby.

7 Read the text again and answer the questions below.

- 1 When did the telephone become an indispensable machine in our lives?
- 2 What makes it possible to communicate over a mobile phone from a great distance?
- 3 Why do many "successful" people not use the public payphones?
- 4 What is the difference in price between the use of a mobile phone and a regular phone?
- 5 Why is a cellular phone compared to a calculator in the text?

Phones in fashion

The necessity for telephones is unquestionable; they have become, especially since the 1950s, an essential tool in modern life. One may argue if a real "need" exists for people to use their telephones as often as they do, but can you imagine your life without one at home, or even in your car, or when on holiday in the mountains, for instance? (1)

In recent years mobile phones have become particularly fashionable. Technically called cellular phones, they are one of the great contributions of technology to our lives. (2) Calls can now be made from far away areas of the world thanks to a vast web of microwave transmission towers, antennas, and satellites in space that took years to develop and build.

The most basic car phones in use today allow business people to remain within their offices' reach, and drivers to travel alone safely. Smaller and lighter models now allow users to take their telephones almost everywhere, including the beach, their weekend home, and even some aeroplanes. (3)

Nowadays, throughout the world, the cellular phone has become a status symbol, without which in some cultures it is assumed that you belong to a "lower class" of "less successful" people. (4) It is simply a way of showing off and making oneself look important to others.

Obviously, mobile phones are convenient but this convenience also has its price. (5) On average, cellular phone calls are about twice as expensive as those from regular phones and additionally, you have to pay a monthly fee to use your phone.

Still, mobile phones will continue to improve in quality, and prices should continue to decrease. It may not be long before the cellular phone is as basic as a calculator in the lives of many people around the world.

15 Learning

1 LIFE-LONG LEARNING

1 ★ Conditional 2 for advice

For each situation below, write a sentence giving advice.

- I need more money (get/job)
If I were you I'd get a job.
- I can't do my homework. (ask/teacher)
- My computer doesn't have Internet access.
(buy/new computer)
- I want to lose weight. (give up/cakes and biscuits)
- It's my brother's twenty-first birthday soon.
(have/party)
- I'm good at science and I want a good job.
(be/doctor)

2 ★ Conditional Zero for something that is always true

Complete the sentences, using the cues.

- If I eat too much I *get fat* . (fat)
- If you get good exam results you
(usually/better job)
- If Paul doesn't revise he doesn't
(exams)
- If I go to the shops without any money I
(always/something I like)
- If Dan goes to a party he
(always/late)
- If we tell John our private secrets he
(always/everybody)

3 ★ The form of Conditional 3

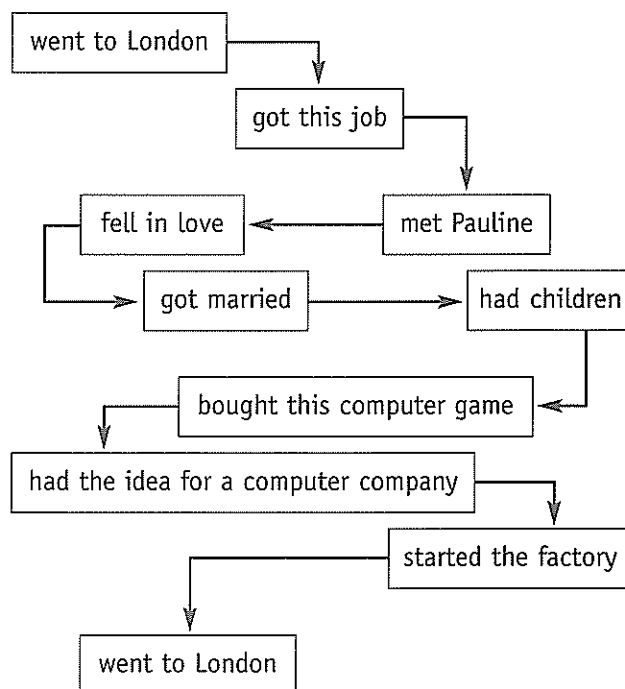
Match the beginning and the end of these sentences.

- If I hadn't told you*a*.....
- We could have run out of money
- If the weather had been better
- Would you have gone to Germany on holiday
- I wouldn't have bought that motorbike
- Could you have done better in the exam

- you wouldn't have known.
- if you had spoken German?
- if you had started revising earlier?
- if we hadn't borrowed some.
- if I'd known how slow it was.
- we could have gone out more.

4 ★ ★ Conditional 3

Look at this situation from the past and write a story based on it.



If I hadn't gone to London, I wouldn't have got this job. If I hadn't got this job

5 ★ ★ Conditional 1 (possible in the future) or Conditional 2 (impossible in the present or unlikely in the future)

Answer the questions with a phrase from each box.

If I finish my homework Yes, and if I wasn't so busy Yes, if my parents weren't both at work all day If I have time to buy the butter and flour and everything If he passes his exams Well, if I saved all my pocket money	I'll make you a cake. we'd get a dog. I'll come at about seven. I'd help him. I still wouldn't have enough for an expensive present. he will.
---	--

- 1 Can you come over this evening?
If I finish my homework, I'll come about seven.
- 2 What are you going to bring to the party?
.....
- 3 Do you like animals?
.....
- 4 Are you buying Dad a leather jacket for his birthday?
.....
- 5 Is your brother still repairing his motorbike?
.....
- 6 Do you think David will leave school this summer?
.....

6 ★ ★ Conditional Zero, 1, 2 and 3 with *if* and *unless*

Write sentences using the table.

Mr Jones won't let us do the exam I wouldn't tell Sarah the bad news yet The journalist wouldn't have written the story Jean would have been able to do English at university We'd be able to play football tomorrow Laura never wants any breakfast I would have given you the letter	unless if	it had arrived before you left. we're good enough to pass. it stopped raining now. she'd believed it was true at the time. she was as good at it as you are. I were you. she goes for an early-morning run.
--	--------------	---

- 1 *Mr Jones won't let us do the exam unless we're good enough to pass.*
- 2
- 3
- 4
- 5
- 6
- 7

7 ★ ★ ★ Some of the sentences below are correct and some are wrong. If wrong, cross them out and write the correct ones. Then match the sentences and the meanings (a-e).

- 1 I feel ill unless I eat something for breakfast.
correct a
- 2 If we live in London I'd go to the theatre every night.
.....
- 3 If I got a horse for my birthday I would take riding lessons.
.....
- 4 I won't cross the road there, if I were you.
.....
- 5 I'll ask Peter this evening if he came to the club.
.....

- a a rule, something that's always true
- b a piece of advice
- c a future situation that is unlikely to happen
- d a future situation that is possible
- e a present situation that is impossible.

Word Corner

Words that go together

Write as many verbs that go with the nouns below as you can. Use the verbs in the box but add more.

LANGUAGES — speak languages

MONEY —

A JOB — get a job

2 DIFFERENT SCHOOLS

1 Disagreeing politely

Two people are talking. What does B say? Choose comments from the box.

- a I don't agree. I'm half asleep in the morning. I'd miss the subjects I like best.
- b Maybe, but nobody would do boring subjects.
- c That's not true. We have modern computers, an art room, a music room ...
- d I don't think so. We need teachers as well as films and computers.
- e Not necessarily. The exams were different a few years ago.
- f Not really. We only do four subjects when we are sixteen to eighteen years old.

- 1 A: I wish we had all fun subjects in the morning and all the boring ones later.
B: *I don't agree. I'm half asleep in the morning. I'd miss the subjects I like best.*
- 2 A: We would get better exam results if we did more past papers.
B:
- 3 A: I think the facilities at our school are poor.
B:
- 4 A: Don't you think that we do too many subjects?
B:
- 5 A: An ideal school would have all the lessons taught on video or computer.
B:
- 6 A: At my ideal school you would only do the subjects you were interested in.
B:

2 Disagreeing politely

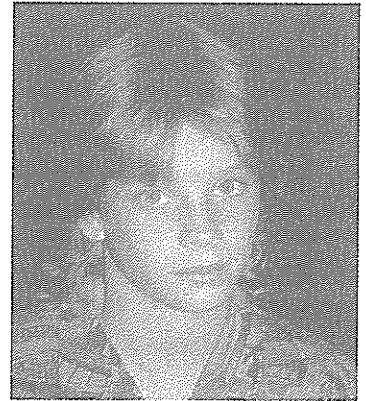
Disagree with these opinions. Give a reason each time.

- 1 Men are cleverer than women.
That's not true. My sister's much cleverer than my brother.
- 2 England is the best country in the world at football.
.....
- 3 Beijing is a good place for a quiet holiday.
.....
- 4 Learning how to use a computer won't help you get a job.
.....
- 5 We are not at school for long enough. We should leave at thirty-five.
.....

3 Phrasal verbs

Complete the text with verbs from the box in the correct form.

fall behind, go over, take up, look up, get on with, go on to, put off, get together, catch up with



Last year I (1) *fell behind* with my work because I was ill and away from school. I tried to (2) everything in all the subjects. One teacher who helped me a lot was Mrs Simpkins. She (3) everything in her subject (English) and she helped me (4) some texts for history in the library, too. That was fine but I (5) the work for science. I just didn't do it. Again, Mrs Simpkins helped me. She said we could (6) after school every Monday and I could show her my work. Sometimes I hadn't done the work. I was afraid to start. But Mrs Simpkins just sat in the library while I (7) it. In the end I finished the science I had missed and (8) do some extra work. I don't think I'll ever (9) science as a hobby or do it at university but I'm not afraid of it now. And that's thanks to Mrs Simpkins.

Remember

Conditional Zero, 1 and 2

Conditional Zero is used for a rule – something that is always true: *If he goes out dancing, he always gets up late.*

Conditional 1 is used for a future situation that is possible: *If you like comedies, you'll love this film.*

Conditional 2 is used for advice, for a future situation that is unlikely to happen or a present situation that is impossible: *If I had a yacht, I would sail around the Mediterranean.*

1 ★ ★ Conditional Zero, 1 or 2?

Complete the sentences with the correct ending.

- 1 If I watch that programme
 - a I always get angry.
 - b I'll always get angry.
 - c I would always get angry.
- 2 If it snows for another hour
 - a we make a snowman.
 - b we'll make a snowman.
 - c we would make a snowman.
- 3 If Hanna didn't do very well
 - a I am surprised.
 - b I'll be surprised.
 - c I'd be surprised.
- 4 If we visit Budapest
 - a we go back to the Chain Bridge.
 - b we'll go back to the Chain Bridge.
 - c we would go back to the Chain Bridge.
- 5 If I were the President
 - a I make school holidays longer.
 - b I'll make school holidays longer.
 - c I'd make school holidays longer.
- 6 If I drink coffee
 - a I can't go to sleep.
 - b I would not go to sleep
 - c I won't go to sleep
- 7 I'm really tired. If I were not
 - a I will come over.
 - b I would come over.
 - c I come over.

2 Put the verbs in brackets in the correct form.

I would be a lot happier if I (1) (know) what kind of university course I wanted to do. This year, I've got my university entrance exams and if I (2) (do) well (which I should), I (3) (be able) to choose from a lot of courses. The problem is I can't decide. If I (4) (be) more artistic I (5) (study) fine arts. I (6) (do) medicine, if I (7) (not hate) the sight of blood! People say to me, "If you (8) (not know) what to do, (9) (go) to see a career adviser and get some advice." The problem is I've already been there three times. I think it would be better if I (10) (go) to a fortune teller!

3 Read the story and write Third Conditional sentences about John Smith's day.

Example *If Spot hadn't barked, John wouldn't have woken up in the middle of the night.*

John Smith worked in a bank in London and lived with his dog, Spot. One night Spot started barking in the middle of the night. John woke up and by the time he got back to sleep it was four o'clock. The next thing John knew, it was 8 o'clock – he had overslept! He got dressed quickly and ran to the station. When he got there, he saw a train and jumped on it – but it was going the wrong way! He got off at the next station and didn't get to London Victoria until 9:15. He called a taxi but it got stuck in a traffic jam. When he got to work he realised he had left his wallet in the train. He had to borrow £10 from his boss, who was very angry. An hour later he had lost £4 million on the currency market. When his boss came to talk to him, she found him asleep in front of his computer. Of course, John lost his job.

4 Write sentences that John might have said at the end of the day. Use *wish* and *should have*.

Example *I wish Spot hadn't woken me up.*

.....

3 TEACHERS

1 ★ **wish + Past Simple for regrets about the present**

Complete the sentences with the correct form of the verbs in brackets.

- 1 I wish we had (have) more time to do all this homework.
- 2 I wish we (not have) so much homework.
- 3 We all wish you (be) here with us and not in hospital.
- 4 I wish my computer (not be) broken, I'd send you an email.
- 5 Brian wishes we (do) astronomy as a school subject but I don't!
- 6 I wish Ms Richards (not speak) so quickly.
- 7 Do you wish we (can) go home right now?
- 8 I wish I (not have to) work tonight.

2 ★ **shouldn't + Present Simple for regrets about the present**

Two people are talking. What does B say? Choose the correct comments from the box.

People shouldn't use their cars so much.
 Schools shouldn't be allowed to keep pupils in.
 He shouldn't eat too much sweet stuff.
 Yes, but the council shouldn't pull all the old buildings down.
 The school shouldn't make them do sports like that.
 There shouldn't be any animals in a school, in my opinion.
 They shouldn't build an airport so close to a city.
 The teacher shouldn't leave so much homework.

- 1 A: The air's bad today.
 B: People shouldn't use their cars so much.
- 2 A: There's another plane.
 B:
- 3 A: I have to stay behind at 3:30 to clean the classroom.
 B:
- 4 A: My old Primary School keeps mice in the laboratories.
 B:
- 5 A: The girls have to do sports like football and rugby.
 B:
- 6 A: There's a beautiful, modern bank on the corner now.
 B:
- 7 A: My daughter can't finish her homework.
 B:
- 8 A: Brian puts on some weight.
 B:

3 ★ ★ **wish + Past Perfect and should/shouldn't + Perfect Infinitive for regrets about the past**

Read the story. Rewrite it, expressing regrets about the past. Use the underlined verbs and *wish* or *shouldn't*.

My name is Derrick. When I was at school I (1) did science subjects. I (2) didn't study art. Because of that I (3) didn't go to art school. I (4) got a job in a lawyer's office. I wasn't very happy there, but I (5) stayed for a long time. It was five years before I (6) left. But I didn't get another job for a long time. Then I met Jean and I (7) got married. But I didn't really love Jean. She felt sorry for me, I think. She got me a job in her father's building firm. I (8) took the job. But I (9) didn't work hard. And when Jean left me her father (10) got rid of me. But I've just started painting again and I've just sold my first picture. So this isn't such a sad story after all.

- 1 (shouldn't) I shouldn't have done science subjects.
- 2 (wish) I wish I'd studied art.
- 3 (wish)
- 4 (shouldn't)
- 5 (shouldn't)
- 6 (should)
- 7 (shouldn't)
- 8 (wish, not)
- 9 (wish)
- 10 (shouldn't)

4 ★ ★ Regrets about the past and present

Complete the sentences with the correct form of the verbs below, using negative forms where appropriate.

learn, build, go, ask, drive, be, borrow, fly, can, ride

- 1 Now I've been sent to France to work. I wish I had learned French at school.
- 2 He's driving really badly. People should their cars more carefully.
- 3 My granddad wishes there more job opportunities in his time.
- 4 That's a great motorbike. I wish I a motorbike but I never learned.
- 5 I wish the council that big building on the corner.
- 6 He's ill. He should to London by train. I wish he
- 7 We wish you that money from your friends. You should us.

5 Complete the sentences with the correct forms of the words and phrases below.

triangle, fellow, pour, powder, flame, set off, lack, spy, spit, drag, acid, onion

- 1 Be kind to your students. You never know when you might need help.
- 2 I could see the from the top of the hill. The whole town was on fire!
- 3 Don't your bag on the ground. It will get dirty.
- 4 By the time we, it was already 10:00 a.m.!
- 5 The only thing Paul is a loving father.
- 6 The only way to find out what Kim is doing is to on her as she won't tell us!
- 7 Don't get the on your clothes. It will burn a hole in them.
- 8 All you need to do is to mix the dry milk with water. It tastes like real milk!
- 9 is a very dirty thing to do. It can spread disease.
- 10 What shape is the Eiffel Tower in Paris? It's sort of like a, I guess.
- 11 Fry the in some oil and then add the garlic.
- 12 Pat Sue a glass of orange juice and made her a sandwich.

Prepositions

After adjectives

1 Sometimes adjectives and prepositions go together.

Examples:

I'm not very **good at** judo.

I've been very **busy with** my exams.

Write each adjective next to a suitable preposition in the table.

bad, clever, disappointed, disgusted, enthusiastic, impressed, interested, kind, pleased, polite, proud, responsible, rude, shocked, similar, useless

	about
<i>bad</i>	at
	by
	for
	in
	of
	to
	with

2 Complete the letter with suitable prepositions.

Dear Andrea,

Thanks for your letter. Jenny was delighted (1) with the birthday present you sent her. You've always been very kind (2) her. As you can imagine, at sixteen she's a typical teenager. She says she gets bored (3) our company and goes out with her friends at weekends. At home she gets annoyed (4) little things and she's often rude (5) her father. Don't get me wrong - we're still very proud (6) her! I'm sure it's just a passing phase.

I've been busy (7) our holiday arrangements. We were disappointed (8) the apartment last year in Greece. This year we're renting a farmhouse in France. I was surprised (9) the price but we're very enthusiastic (10) it. I've been learning French, but I'm useless (11) learning languages!

Love,
Margaret

PS: I was very impressed (12) Sonia's new paintings! Have you seen them yet?

4 UNDERSTANDING

1 Wordbuilding

Complete the table. Use a dictionary to help you with any new words. Then complete the sentences below, using words from the table.

noun	verb	adjective	opposite
.....	acquire	XXXXXXXX	XXXXXXXX
.....	know	known	.....
.....	understand	understandable	.....
religion	XXXXXXXX	.....	XXXXXXXX
.....	will	willing	.....
.....	assume	XXXXXXXX	XXXXXXXX
.....	approve	XXXXXXXX	.....
.....	defend	.....	XXXXXXXX
benefit	.....	.....	XXXXXXXX
.....	.....	urgent	XXXXXXXX

- Ken is not very good at maths. His of arithmetic has always been really bad.
- You are so fat that it's bad for your health. I you to start eating less.
- Tim found the study notes very They helped him pass the exam.
- I don't of my sister's boyfriend. He has very bad manners!
- Sue is very to help. She'll do anything you ask.
- My dad a new business yesterday. It will make him a lot of money.
- Are you? I'm not. I don't believe in any religion.
- You can't just that I will be happy to lend you my CDs! Your was wrong and I'm not happy at all!

2 Vocabulary

Complete the passage with the correct form of the words below.

acquire, religion, thinking, conventional, ignore, civilisation, inspire, image, assume

- Sue: It's great that you're spending the Easter holiday with us, Ben. I (1) you're going to come to church tomorrow?
- Ben: No, I don't think so. I've never really been (2) by any type of (3) Do you go to church often?
- Sue: No, I don't. To tell you the truth, I only go because my parents are quite (4) and they think it's the right thing to do. I quite enjoy being in church though. I love the singing, but I don't like some of the (5)
- Ben: You mean like those of the cross?
- Sue: Yes, I find them quite scary sometimes!
- Ben: Just (6) them. Concentrate on the singing — you're a great singer! You know, I never understood your (7) when you decided to study law. You should have studied music!
- Sue: Well, I believe that the law is the basis of any great (8) and I want to play a part in making the world a better place. But once I've (9) my law degree, I might start singing again.

3 Words that go together

Write a word from 1–6 with a word from a–f to make a combination. Then write the correct combination in each sentence.

- | | |
|---|----------------------------------|
| 1 | highly <i>highly intelligent</i> |
| 2 | painfully |
| 3 | deeply |
| 4 | bitterly |
| 5 | dangerously |
| 6 | hopelessly |

- | | |
|---|-------------|
| a | cold |
| b | sorry |
| c | confused |
| d | ill |
| e | intelligent |
| f | shy |

- Richard is a *highly intelligent* pupil and he will do well at university.
- It was snowing and, so we all wore our warmest coats and thickest gloves.
- I have some bad news. Aunt Becky is in hospital.
- Joanne is and does not talk to strangers at all.
- Mr Brown explained it to us but I'm afraid we're still
- I was to hear about the sudden death of Mr Simpson.

Focus on Reading

Applying to Study Abroad

Living abroad to study can certainly be an interesting experience but is that alone a good enough reason for spending years far away from home? To make the experience truly worthwhile there has to be a goal behind the decision to study abroad. This may be a wish to perfect language skills in a foreign language environment, or a clever move in your career development. You must also consider the costs, not just of living and studying abroad, but of applying. Most universities now charge application fees for international students.

If after considering these points you are sure that you want to apply to study abroad, your next step is to choose the right programme of studies. Research your choices and select carefully. You must do your homework well. Most universities have information online but you can also email and ask them to send you more details. You can find a lot of information on school ranking from education websites. But read carefully. Different universities emphasise different strengths. Don't just think about the university's reputation; look for the most suitable for your goals.

Next, you must deal with a large pile of paperwork. This involves filling in the application

form, preparing your school records, and getting reference letters. I cannot emphasise enough the importance of reading the instructions and requirements of the universities carefully. Sadly, many fine applicants get kicked out in the first round, simply because they don't follow the application procedure properly.

Many universities accept online applications but you still have to send your reference letters and official school records by mail. After the admission office has received your application, they usually let you know.

Money is another important consideration. Some scholarships are provided by governments, others by schools and colleges. This information, again, can be found on the Internet. If you find a scholarship that is suitable for you, follow the application procedure carefully; the earlier you apply, the better your chance of getting it. After that, all you can do is wait. Do not worry. There's nothing more you can do until the university takes the next step.

As you can see, applying to study abroad involves a lot of hard work and the decision to do so shouldn't be made lightly. But remember, the rewards can be great; and all the more so if you have clear goals and keep focused.

Read the article and choose the best answer.

- 1 According to the article, what is a good reason for studying abroad?
 - a) It is an interesting experience.
 - b) It is an opportunity to develop your career.
 - c) It is fun to travel around the world.
 - d) All your friends are doing so.
- 2 After determining your goals for studying abroad, you must also consider _____.
 - a) the costs
 - b) the strengths of different universities
 - c) the application
 - d) your references
- 3 A school ranking list tells you _____.
 - a) how much the courses cost
 - b) the names of all the professors
 - c) where the school is located
 - d) how good the school is compared to others
- 4 What are the three basic steps when you apply?
 - a) Buy an airplane ticket, read the information, study.
 - b) Prepare reference letters, prepare school records, fill in the application form.
 - c) Prepare school records, do paperwork, work hard.
 - d) Write a reference letter, do paperwork, study.
- 5 What does *get kicked out* (para.3) mean?
 - a) to not make it to the next round
 - b) to lose money
 - c) to be accepted
 - d) to get kicked by a professor
- 6 According to the article, how could you get additional support?
 - a) By asking a bank.
 - b) By borrowing from your parents.
 - c) By applying for a scholarship.
 - d) By working at McDonalds.

Focus on Writing

1 Linking words

Complete this description of a typical British school with linking words from the box.

at first, so, because, as, actually, in order to, later, but

My school is called The Davis Jardine School. It's on the corner of Corporation Street and Grimes Road but (1) get to it by car you have to go down a little street called Rakes Lane.

(2) this poor location causes really big problems

(3) the people living in Rakes Lane have a traffic jam outside their houses at 8:30 every morning with mums and dads driving their sons and daughters to school.

My school is called a "City Technology College". The government gives it extra money for things like computers, (4) there are a lot of new computers at the school. (5) this also means that I have to study a lot of science and technology subjects.

(6), I had to take three technology subjects but

(7) you can drop two of them if you want to,

(8) now I just take one (food technology).

My timetable is typical of a school in England. Today, for example, I have history, English and science (physics) in the morning. Then lunch at school. (9) lunch finishes, I go to the PSE Room for personal and social education. We have this subject (10) we have to learn about how to live in society. My last lesson of the day is German.

2 Punctuation: Apostrophes

Apostrophes are used for contractions: *I've got = I have got*

Apostrophes are used also for possessives: *Julia's house = singular, My parents' house = plural.*

Read the rules and put the apostrophes into these sentences.

- I've* found a book in Room 7. Is it yours or *Tom's*
- We havent got physics after Ms Peabodys lesson, weve got French.
- The teachers room isnt on the ground floor. Its on the first floor.
- Its the pupils own responsibility to fill in their Pupils Diary.
- Pupils are taught about the governments role in society.
- Our schools computers are newer than some companies computers.

3 Guided writing: A personal essay

In your notebook, write a description of your school using the headings and linking words below.

Headings: location, facilities, timetable

Linking words: at first, as, so, because, actually, in order to, later, but

4 Complete the following sentences according to the Chinese.

- 真不知道他们为什么要找到那些已被大公司解雇并被迫开创新生活的人。
I wonder why they sought out people and were forced
- 一进考场, 我就慌乱起来, 脑子里一片空白。
The moment, I just panicked and
- 这项工作要求有大学学历和计算机知识。
The job computers.
- 伊丽莎白的真正问题在于她缺乏自信。要多给她一些鼓励。
Elizabeth's real problem is She
- 然而, 法官或许比其他任何人都更惯于当众做出并宣布他的决定。
A judge, however, perhaps more than any other person,

KEY WORD BANK

School: primary school/secondary school, junior high/senior high, public school/private school, conservative/alternative, reputation

School work: assessment, assignment, drill, homework, spelling

What to learn: alphabet, biochemistry, knowledge, literary appreciation, motto, saying, vocabulary

How to learn: acquire, challenge, consider, correction, drill, educate, experiment, inspire, instruct, observe, prove, select, solve, test, thinking

Exercises: tick the correct answers, fill in the blanks, simplify the sentences with your own words

Science: acid, atom, flame, oxygen, powder

Lines and shapes: angle, arrow, triangle

Wordbuilding: air/mail/airmail, appreciate/appreciation, assume/assumption, back/backwards, benefit/beneficial, biology/chemistry/biochemistry, correct/correction, defend/defence, king/kingdom, post/postcode/postage, punish/punishment, qualify/qualification, receive/receiver/receipt, say/saying, simple/simplify, spell/spelling, think/thinking, understand/misunderstand, use/user, willing/unwilling, worth/worthy

Synonyms: chief/main, conventional/traditional, excellent/outstanding, mild/gentle, safe/secure, vital/basic, worthwhile/beneficial

Opposites: loose/tight, slight/big, willing/unwilling

Phrases: approve of, as a whole, aside from, be accustomed to, lay off, set off, tend to, to a certain extent

Disagreeing politely: I don't agree, I don't think so, Maybe but ..., Not really, That's not true, You've got a point, but ...

Asking for information: Could you send me ...? Could you tell me ...? How long ...? How much ...? I'd like ..., What about ...? What kind of ...?

WORD POWER

① Rewrite the sentences, replacing the underlined words with the correct phrasal verb, using the verbs in the box.

fall, go, look, put, get

- 1 Our children have a friendly relationship with each other.
Our children get on with each other.
- 2 If you don't remember her telephone number, try to find it in the telephone directory.
.....
- 3 The British Theatre Group is going to produce and perform *Pride and Prejudice* next month.
.....
- 4 Let's review these German exercises again to make sure that you understand everything.
.....
- 5 If you are late with your payments, you might have to pay some extra money.
.....
- 6 They had to delay the concert until next week because one of the singers had a bad cold.
.....

② Read the text below and think of the word which best fits each space. Use only *one* word in each gap.

The school my parents had chosen for my (1) *education* was one of the best schools in my city. The (2) was typical of secondary schools in our country. We usually had six classes every day. There were many (3) we had to follow. Everybody had to wear a blue (4) during school time, and you could be punished for not doing your (5) The school provided good sports (6) After-school (7) included a chess club and school (8) to some interesting places.

CHECK YOUR PROGRESS

1 Conditionals

Complete the sentences with the correct form of the verbs in brackets.

- 1 It rained all day. If the weather (not be) so bad we (go out).
- 2 We expect Mary to be here soon. If she (not arrive) we (phone) her.
- 3 I sleep badly. If I (not get) enough sleep I (not get) much work done.
- 4 We went to Paris. If we (not go) to Paris we (not have) such a good time.
- 5 My brother doesn't do any work. If he (work) harder he (pass) his exams.
- 6 Jane and John like each other. If he (ask) her to dance she (say) yes.
- 7 This is an old computer. If you (not press) "Save" you (lose) your work.
- 8 I did German at school. If I (do) English, (I get) a better job.
- 9 There's a bus. If we (get on) that one we (arrive) in time.
- 10 I can't see a bus. But even if we (catch) a bus now we (be) late.

2 Read the paragraph and complete the sentences below.

I went to a public school and I regret that I didn't go to a private school. Unfortunately, I left school before the end of the sixth term because I wasn't interested in any of the subjects. After that, I couldn't go to university and I am sorry that I do not have a degree. In fact, I have wasted a lot of years and I regret not being trained for a job. I think schools don't give enough career advice.

- 1 I wish a private school.
- 2 I shouldn't the sixth term.
- 3 I wish a degree.
- 4 I should for a job.
- 5 Schools should more career advice.

3 Wishes and regrets

Read the text. Complete it with the correct form of the verbs in brackets.

17-year-old Karen Wise is writing about her holiday job. I think students should all (1) (get) holiday jobs. They shouldn't just (2) (stay) at home in the holidays. After my holiday job this summer I wish I (3) (apply) for a holiday job sooner than I did. I wish I (4) (can describe) to you how difficult it is to get a job. And luckily I had a fantastic job. A friend of mine got me a job as a tour boat guide for the summer. I should really (5) (speak) three languages like the other guides but because I knew the local dialect, they let me do just two – English and German. Also I should (6) (buy) my own uniform but I borrowed one. I made a lot of mistakes but nobody got angry. On the first day I shouldn't (7) (start) the cassette until the boat left, but I did and the tourists got all the information too early. And another time, when we got to the shore, I should (8) (say), "Please be back on the boat at 14:00." But I said, "15:00" and ten people were brought back by the next boat! I wish it (9) (be) possible to be in this job longer. And I wish I (10) (make) better progress with French. It's such a difficult language. But I'll learn.

4 Put the verbs in brackets in the correct form.

- 1 I don't speak any French. I wish I (work) harder at school.
- 2 These shoes were expensive and I don't really like them. I shouldn't (buy) them.
- 3 He missed the school bus this morning. He should (get up) earlier.
- 4 I've got no money left. I wish I (not spend) it on ice-cream and chocolate.
- 5 She's forgotten how to play the piano. She wishes she (not give up) her lessons.

5 Put the dialogue in the correct order (1-5).

- a) Sorry, but what does "beginner" mean exactly? I've used computers before but I'm not very confident. _____
- b) I can give you some information. Are you a beginner? _____
- c) I'm not sure. Could you tell me about them? _____
- d) Hello. Can you help me? I'd like to find out about your computer courses. _____
- e) Certainly. Which one are you interested in? _____

6 Complete the paragraph with these adverbs.

immediately, certainly, luckily, suddenly, unfortunately

This morning I went to put the rubbish outside and (1) the door blew shut behind me. I was locked out in my night clothes! (2) our neighbours keep a key for emergencies so I (3) went and knocked on their door. (4), they had all gone to work. At that moment my mum came back to the house; I was (5) glad to see her.

7 Read the newsletter about computers in the English language classroom on the right and decide what the underlined words refer to in the text.

- 1 them
- 2 they
- 3 ones
- 4 them
- 5 it

8 Read the newsletter again and decide whether the statements below are True (T) or False (F).

- 1 Computers will attract all the attention of students in language classes. T/F
- 2 Teachers of English can easily be replaced by good computers. T/F
- 3 Some teachers do not believe that they will ever learn to work with the Internet. T/F
- 4 Teachers shouldn't use computers as toys. T/F
- 5 Every magazine about computing contains a free CD with ideas of how to teach English. T/F

Computers in the English language classroom

Dear Teacher of English,

Computers are invading every branch of our lives. Companies, banks, airports, offices, hotels, radio and television stations have these smart machines.

Why not let (1) them into English language classrooms? You should not be afraid of computers stealing all the attention in your classes. Remember that a computer is only a tool to assist the teaching and learning process – just like a cassette recorder, video or television.

Computers, no matter how good, can never replace teachers. Before introducing computers to the classroom, both teachers and students need basic computing skills.

Many teachers are determined to get on the Internet and exploit the amazing resources available there, but at the beginning (2) they do not have much faith that they will be able to achieve anything. Still, it is possible to accomplish more than you really dream of through a simple philosophy: learning by doing.

Within a few months or weeks, you can learn how to design your own website and lead an Internet discussion group for teachers of English in Eastern and Central Europe.

Here are some useful tips for the shy (3) ones:

Play around. The computer is a toy. Click on menus and see what options are available. Usually, you can undo most actions. Try out all possible steps.

Calm down. No matter what happens, do not panic. There are help files to help you find out about a problem you might be having. If you are still confused, ask someone to help you.

Read a lot. You can learn a lot from books and magazines about computing. Additionally, some computer magazines give away free CDs with nice software on (4) them.

Don't give up. There are only three rules here: try, try and try again. The computer is only an intelligent tool. If you don't succeed, turn it off and listen to music, watch TV or go for a walk. A few hours later get back to (5) it and you might see things in a new light.

Just imagine the possibilities with the magic of computers in your English classroom: correcting pronunciation, communicating with classes in other parts of the world via e-mail, getting to know colleagues, sharing experiences, your students working on virtual projects with partner classes thousands of miles away ...

It is so fascinating and it is all just a click away!

WRITING HELP

1 DESCRIBING A PERSON (page 17)

Layout

Paragraph 1

Introduce the person and give a bit of background, e.g. where he/she was born, where he/she lives now, his/her job, his/her likes and dislikes.

I'm going to write about my grandmother. She is called Zhu Jinping and she lives with my grandfather in a flat in ...

Paragraph 2

Describe the person's physical appearance (but not too many details), personality and character.

Grandma has got short, grey hair and clear, brown eyes. She is a very cheerful woman. In fact, she is always smiling!

Paragraph 3

Give some examples of the person's behaviour or relationships with other people.

She is very popular with her neighbours, maybe because she is so helpful. For example, she often looks after children for people in her apartment block.

Paragraph 4

Give some examples of the person's family life.

Grandma and grandpa often argue, especially about food.

Useful Vocabulary

Hair: long/short/shoulder-length, black/blond/brown/dark/grey/red/white, straight/wavy

Age: in her/his (early/mid/late) teens/twenties/thirties, old, middle-aged, young

Special features: beard, moustache, wrinkles

General physical appearance: good-looking, overweight, short, thin, tall, serious

Personality: aggressive, anxious, athletic, cheerful, creative, confident, generous, hard-working, helpful, honest, independent, kind, lazy, nervous, neat, organised, outgoing, patient, relaxed, reliable, selfish, shy, sociable, strong, weak

Likes/Dislikes: animals, chess, computers, playing/listening to music, playing/watching sport, reading, travelling, watching videos

Linking: Giving Examples

She loves animals, especially dogs.

She hates junk food such as hamburgers.

She is helpful. For example, she often looks after children for people in her apartment block.

They often argue, especially about food, but after 35 years of marriage ...

Checking

Spelling: Use a dictionary to check your spelling (especially adjectives).

2 A LETTER OF APPLICATION (page 30)

Layout

Your address
The date

Name and address
of the company

Greeting

Dear Mr/Mrs/Ms ..., (if you know their name)
Dear Sir/Madam, (if you don't know their name)

Paragraph 1

Simply state your reasons for writing.

*I am writing to you with reference to ...
I am interested in applying for the job of ...
I enclose a copy of my CV.*

Paragraph 2

Explain why you are interested in the job.

*I would like to work for you because I am very interested in ...
I would also like to learn about ...
I feel that ... is extremely important.*

Paragraph 3

Give examples to show your personal qualities.

*I think I am a ... person. For example, I have ...
I also feel that I can ... / Finally, I am familiar with ...*

Paragraph 4

Write about your qualifications and practical skills.

*I think I would be a good primary teacher due to my teaching experience.
I am a good ... as I have completed a course in ...
I am fluent in spoken and written ...
In addition, I hold a certificate in ...*

Formal ending

*I look forward to hearing from you soon.
Yours sincerely*, (when you know the person's name)
Yours faithfully, (when you don't)

Your signature
Print your name

Useful Vocabulary

Reasons: get experience, learn about, find out about, interested in

Personal qualities: committed, hard-working, reliable, determined, enthusiastic, creative

Experience: volunteer work, holiday jobs, participation in activities

Qualifications: hold a certificate in ..., passed exams in ..., completed a course in ...

Practical skills: fluent in (language), computer skills

Linking: Giving Reasons

I would like to work for you because I am very interested in being a journalist.

... that are going on in the city as I feel that it is important to know ...

... I can get on well with people from different backgrounds, since I have co-operated with lots of different people ...

I would be a good journalist due to my language skills ...

In addition, I am also a keen photographer ...

Checking

Style: Have you used formal words and expressions? Don't use short forms.

Grammar: Check your letter for grammar mistakes.

3 A PERSONAL ESSAY (page 45)

Layout

<p>Introduction Introduce the essay. Begin with <i>either</i> some personal information <i>or</i> some historical background related to the topic. <i>At the moment, I go to a senior high school in my hometown. It's quite ...</i></p>
<p>Location and Facilities Say where the school is and describe any special buildings, rooms or other facilities. <i>My perfect school would be in the centre of the city, but near a ... There would also be computers ...</i></p>
<p>Timetable Talk about subjects on the timetable, including special ones, and any free time students have. <i>Students would study all the school subjects such as ... However, there would also be some new optional subjects, for example, literary appreciation...</i></p>
<p>After-school Activities Mention the activities students can take part in outside the main timetable. <i>There would be many after-school interest groups, such as ...</i></p>
<p>Conclusion As a final comment, choose what you think is the best thing about your school. <i>In conclusion, I think my school would have a good variety of activities – something for everyone.</i></p>

Useful Vocabulary

Location: city centre, countryside, forest, park
Facilities: coffee bar, computer room, gymnasium, library, music studio, swimming pool, theatre
Timetable: free time, optional subjects (astronomy, biochemistry), traditional subjects (foreign language, geography, history, English, maths, science)
After-school activities: chess club, choir, sports club, photography club, school trips

Linking

Addition: also, another thing, as well as, in addition, too
Contrast: but, however
Example: for example, such as
Purpose: in order to, so that
Conclusion: in conclusion

Checking

Introduction: Does this get the interest of the reader?
Layout: Have you organised paragraphs according to the plan?
Linking: Have you included linking words?
Punctuation: Check your writing for capital letters, commas and full stops.

Unit 13, Lesson 1, Exercise 1

Score: 1 a = 10, b = 20, c = 10, d = 0;
 2 a = 20, b = 0, c = 0, d = 0;
 3 a = 20, b = 0, c = 0, d = 0; 4 a = 0, b = 20, c = 0, d = 0

Unit 14, Lesson 1, Exercise 3

If most of your answers were:

a: You are *helpful/patient/generous*. Your ideal job is one in which you work with people – helping, training or curing them, e.g. doctor, nurse, teacher, social worker.

b: You are *reliable/organised/logical/careful*. You are good at practical things. You are a good person to work with figures, computers, machines, plants or animals.

c: You are *emotional/creative/flexible*. You are imaginative and creative and you would be good as a journalist, designer or artist of some kind.

d: You are *strong/confident/motivated*. You are a natural leader and would be a good manager of other people in a business.

If your answers were mixed, you are probably suited to a job in which you can use your different skills and abilities. For example, as manager of a computer company you would use your practical abilities (b) and leadership abilities (d).

GRAMMAR SUMMARY

1 PAST PARTICIPLES (page 9) 过去分词

We use past participles as adjectives or adverbs in sentences. They can modify nouns, serve as object complements or as predicatives.

过去分词在句中可作形容词或副词用。作形容词用时修饰名词，在句中作定语、宾语补足语或表语。例如：

The **recovered** animals will be released soon.
These are the **required** courses for senior high school students.
When he entered the room, he found the window **broken**.
I'll have my bike **fixed** while you are cooking.
The street is **lined** with small shops.

In written English, past participles can be used to link two parts of a sentence. Clauses like these can be used as alternatives to: 在英语书面语中，过去分词短语常用来连接句子的两个部分。这些过去分词短语可以用来在句中代替：

Reason clauses 原因状语从句：

He soon fell asleep, **exhausted** by the journey.

Influenced by Gandhi's ideas about peaceful protests, he organised a bus protest in 1965.

Time clauses 时间状语从句：

Seen from the hill, the town looks magnificent.

Tried in some counties in Shandong Province, the new method of farming resulted in a marked rise in grain production.

Conditional clauses 条件状语从句：

Given more time and attention, you can do it much better next time.

Compared to the other group, we are quite quick.

2 MODALS FOR GUESSING (pages 12-13)

表示推测的情态动词

We use the following modal verbs to speculate about the present and the past:

下列情态动词可以表示对现在和过去情况的推测：

must - to express a strong belief that something is/was true 肯定、一定

may/might/could - to express a possibility that something is/was true 可能、也许

may not/might not - to express a possibility that something is/was not true 可能不

can't - to express a strong belief that something is/was not true 不可能

We use:

- **modal + infinitive without to** to speculate about unlimited present time. 情态动词 + 不带 to 的不定式表示对现在情况的推测。例如：
He must work very hard. (= I'm sure he generally works very hard.) (我确信他通常工作很努力。)
They can't have a lot of money. (= I don't think they generally have a lot of money.) (我确信他们通常不会有那么多钱。)
- **modal + be + -ing** to speculate about something happening at the moment. 情态动词 + be + 动词 -ing 表示对此时此刻正在发生的事情的推测。例如：
They may not be having fun. (= I don't think they are having fun.) (我想他们可能不会玩得很高兴。)

She could be thinking about her test. (= It's probable that she's thinking about her test now.) (她可能此刻正在考虑这次考试。)

- **modal + have + Past Participles** to speculate about the past.

情态动词 + have + 过去分词表示对过去情况的推测。

例如：

They might have got lost. (= Perhaps they got lost.) (他们可能迷路了。)

Emma must have been very upset. (= I'm sure she was upset.) (她一定很难过。)

3 REPORTED SPEECH (I) (pages 22-23)

间接引语 (I)

When we report people's requests or orders, we often use the pattern *ask/tell/order someone + infinitive*:

ask/tell/order 某人 + 不定式 报道请求或命令。例如：
The teacher asked the students to close their books.

When the order or request is negative, we use the pattern *ask/tell/order someone not + infinitive*:

若请求或命令是否定的，则用 **ask/tell/order 某人 + not + 不定式** 来表示。例如：

The doctor told them not to worry.

4 REPORTED SPEECH (II) (page 27)

间接引语 (II)

Use 用法

When we report what someone has said, we change the pronouns. 报道某人所说的话时，要变换人称代词。例如：

"I understand you," said Ann. > Ann said (that) **she** understood **him**.

"You wanted to help us," said Tim. > He said (that) **she** had wanted to help **them**.

When we report what someone said in the past, we have to change the tense in the Reported Speech. See the table below for these changes.

报道过去某人所说的话时，间接引语中的时态要改变。时态的变化请看下表。

Form 形式

Direct Speech 直接引语	Reported Speech 间接引语
Present Simple: 一般现在时 <i>I need it.</i>	Past Simple: 一般过去时 <i>He said he needed it.</i>
Present Continuous: 现在进行时 <i>He's sleeping.</i>	Past Continuous: 过去进行时 <i>They said he was sleeping.</i>
Present Perfect: 现在完成时 <i>She's gone out.</i>	Past Perfect: 过去完成时 <i>He said she had gone out.</i>
Present Perfect Continuous: 现在完成进行时 <i>It's been working OK.</i>	Past Perfect Continuous: 过去完成进行时 <i>He said it had been working OK.</i>

Past Simple: 一般过去时 <i>We won.</i>	Past Perfect: 过去完成时 <i>She said they had won.</i>
Past Continuous: 过去进行时 <i>He was snoring.</i>	Past Perfect Continuous: 过去完成进行时 <i>She said he had been snoring.</i>
<i>will: I'll do it.</i>	<i>would: She said she would do it.</i>
<i>be going to: She's going to be late.</i>	<i>was/were going to: He said she was going to be late.</i>
First Conditional: <i>We'll go there if you want us to.</i>	Second Conditional: <i>They said they would go there if he wanted them to.</i>

Note that the Past Perfect, and the Second and Third Conditionals don't change in the Reported Speech.

注：在间接引语中，过去完成时及 *Second and Third Conditionals* 的时态不变。

We usually change time and place expressions in the Reported Speech: 在间接引语中，通常要改变时间和地点的表达。

例如：
*now > then/at that time; at the moment > at that moment;
today > that day; yesterday > the day before; last week > the week before/the previous week; tomorrow > the next day/the following day; here > there*

In reported questions we use *ask, want to know + when, where, how, what*, etc. We use the same word order as in statements: 在间接引语中，疑问句的报道用 *ask/want to know + when, where, how, what* 等疑问词表示，句子用陈述语气。例如：

Where do you come from? > She asked me where I came from.

If there is no question word, we add *if* or *whether*.

若没有疑问词，应增加连词 *if* 或 *whether*:
Do you speak French? > He wanted to know if/whether I spoke French.

5 THIRD CONDITIONAL (page 37)

虚拟语气 (和过去事实相反的假设)

The Third Conditional is formed in this way:
虚拟语气构成：

If + Past Perfect, would/could/might + perfect infinitive
if + 过去完成时 would/could/might + 不定式完成式

We use the Third Conditional to talk about unreal situations in the past and to imagine things that did not happen.

Third Conditional 可以表示过去非真实的情景，和对过去并未发生的事情提出假设。

If I had got a good job, I would have saved more money. (But I didn't get a good job and didn't save much money)
(但我那时没有找到好工作，也没攒下多少钱。)

6 WISH AND SHOULD (pages 40-41)

wish

We use *wish* to express regrets: *wish* 表示懊悔。例如：

- **Wish + past tenses** expresses regrets about the present.
wish + 过去时态表示对现在情况感到懊悔、遗憾。
例如：

I wish I had more free time. (= I'd like to have more free time at present) (眼下我多想有更多的自由支配的时间)

- **Wish + Past Perfect** expresses regrets about the past.
wish + 过去完成时表示对过去发生的情况感到懊悔。
例如：

I wish we had gone rock climbing last weekend. (= I regret we didn't go rock climbing last weekend)
(上星期没有去攀岩我真后悔)

should

- We use *should(n't) + infinitive without to* to suggest changes in the present.
should(n't) + 不带 to 的不定式表示对现在应发生的变化提出建议。例如：
The classes should be smaller.
- We use *should(n't) + perfect infinitive* to express regrets about the past.
should(n't) + 不定式完成式表达对过去事情的懊悔 (本不该)。例如：
I shouldn't have gone to that school.

MINI-GRAMMAR

1 PARTICIPLES 分词

Form 形式

1 The present (“active”) participle describes what the person/thing is or was doing:

现在分词（主动）描述某人/物现在或过去正在进行的动作。例如：

*the man **sitting** at the bar, a **travelling** salesman*

2 The past (“passive”) participle usually says what is/was done to the person/thing:

过去分词（被动）表示现在或过去对某人/物所做或所发生的事。例如：

*the **lost** key, a **forgotten** Hollywood star*

Uses 用法

1 As adjectives 用作形容词：

*a **smiling** shop assistant, a **fascinating** story, a **broken** heart, an **injured** man*

2 In participle phrases used instead of full relative clauses 分词短语代替定语从句：

Instead of a full relative clause we can sometimes use a participle phrase with a present or past participle: 有时现在或过去分词短语可以替代整个定语从句。例如：

*We'll come back to some of the issues **that have been discussed during today's meeting**.* ⇨

*We'll come back to some of the issues **discussed during today's meeting**.*

*We didn't notice the man **who was following us**.* ⇨
*We didn't notice the man **following us**.*

*I saw two men **trying** to break into my car. (= I saw two men who were trying to break into my car.)*

*It's the wreck of a ship **sunk** during the Second World War. (= It's the wreck of a ship which was sunk during the Second World War.)*

3 In participle phrases used as adverbial clauses:

3. 分词短语也可代替状语从句在句中作状语。例如：

***Knowing** I would be late, I phoned home.*

***Handled** with care, this car can serve you for many years.*

***Having reached** the summit, they saw a breathtaking view of the valley.*

2 MODAL VERBS AND EXPRESSIONS 情态动词及其表达方式

Meaning/Use 意义/用法	Examples 例句
Obligation and necessity 责任、需要（必须、应该） <ul style="list-style-type: none">obligation that comes from the speaker 说话人认为对方必须做的事obligation/necessity that results from external circumstances or rules 客观责任或需求past obligation or necessity 过去的责任或需要	<ul style="list-style-type: none"><i>You must tell me all about your new boyfriend.</i><i>I have to wear a tie at work.</i><i>We had to change all the locks after the robbery.</i>
Lack of obligation/necessity 不必 <ul style="list-style-type: none">lack of obligation that comes from the speaker 说话人认为没有必要lack of obligation/necessity that results from external circumstances or rules 客观上没有必要lack of obligation/necessity in the past 过去没有必要when someone did not do something because it was not necessary 某人因为没有必要，而未做某事when someone did something although it was unnecessary 尽管没有必要但某人已做某事	<ul style="list-style-type: none"><i>You needn't do anything. We'll arrange everything.</i><i>You don't have to carry your ID card with you all the time.</i><i>We didn't have to carry our school books when we were in primary school.</i><i>He needn't drive himself, he had a chauffeur.</i><i>I didn't know the classes were cancelled – I needn't have got up so early.</i>
Permission 允许、许可 <ul style="list-style-type: none">formal permission that is given by the speaker 说话人给予的正式许可neutral permission 中性的（不带感情色彩的）允许request for permission (from the most to the least formal) 请求允许（从最正式到最不正式）	<ul style="list-style-type: none"><i>Hotel guests may use the pool from 7 a.m. to 9 p.m..</i><i>You can use your notes during the test.</i><i>May I sit here? / Could I have a look at your notes? Can I leave my luggage here for a moment?</i>

Meaning/Use 意义/用法	Examples 例句
Prohibition 禁止 <ul style="list-style-type: none"> very formal prohibition that comes from an authority 来自权威人士非常正式的禁止 prohibition that comes from the speaker 说话人禁止 neutral prohibition 中性的(不带感情色彩的)禁止 	<ul style="list-style-type: none"> Passengers may not smoke on board the aircraft. We mustn't say anything that could hurt her. You can't smoke here. We are not allowed to eat in the computer room.
Advice/weak obligation 建议/应该(语气弱) <ul style="list-style-type: none"> asking for advice 征求对方意见(用于第一、三人称) giving advice and stating obligations/expectations 提出建议、陈述责任或期盼 	<ul style="list-style-type: none"> What shall I do now? / What should I do with this? You should think before you speak. / She shouldn't smoke so much. / They ought to drive more carefully.
Ability 能力 <ul style="list-style-type: none"> ability in the present 现在能力 lack of ability in the present 现在没有能力 ability in the past 过去能力 lack of ability in the past 过去没有能力 	<ul style="list-style-type: none"> Their daughter can speak English, Polish and Chinese. I can't drive. I could talk when I was two. My grandfather couldn't pronounce "r" correctly.
Possibility 可能性 <ul style="list-style-type: none"> theoretical possibility in the present/future 现在/将来理论上可能 lack of possibility in the present/future 现在/将来没有可能 possibility in the past 过去可能 lack of possibility in the past 过去不可能 past achievement 过去的成就 possibility in the past that was wasted 过去本来可能但没有做 possibility in the future 将来可能 	<ul style="list-style-type: none"> The weather in autumn can be very unpleasant. It can't snow in summer. They could afford all they wanted. The meeting couldn't be cancelled. We were able to get an exclusive interview with Clark Gable's daughter. I could've gone to the seaside with some friends. I could talk to her on your behalf, if you like. We might arrive there earlier than we thought.
Predictions for the future 对将来的预测 (from the most to the least certain) (从最肯定到最不确定)	<ul style="list-style-type: none"> He'll expect us to wait for him, I'm sure. They may not find us if they don't know the place well. Hugh might bring his new girlfriend. Jenny could get scared of the dinosaurs.
Speculations about the present and the past 对现在和过去的推测 <ul style="list-style-type: none"> based on the speaker's knowledge or experience 基于说话人的见识和经验 based on observable evidence 基于观察到的迹象 speculations which involve the speaker's uncertainty 说话人不太确定的推测 the speaker's expectations 说话人的期盼 	<ul style="list-style-type: none"> She will be reading her email in the office. I must have left my gloves on the bus. He can't be a United Nations interpreter. Mark may have changed his job. / She might work too hard. / She could be talking to Chris now. They should be at home now, if the train arrived on time.
Intentions/spontaneous decisions 意图、目的/说话瞬间的决定(边说边决定) <ul style="list-style-type: none"> making decisions/stating intentions (promises, threats/warnings, refusals) 做出决定、陈述意图(承诺、威胁/警告、拒绝) requests 请求 	<ul style="list-style-type: none"> I'll phone you back in a minute. / You'll be sorry you did that. / I won't listen to that any more. Will you pick Mary up on the way home?
Typical behaviour or habit in the present 现在通常的行为或习惯	<ul style="list-style-type: none"> She will smoke even though she knows it's dangerous. Friends will always support one another.
Typical behaviour or habit in the past 过去通常的行为或习惯	<ul style="list-style-type: none"> We would always eat tons of chocolates when we were kids. I used to live in a very quiet and friendly neighbourhood.

3 REPORTING 报道

Reported speech 间接引语

1 When we report what someone has said, we change the pronouns:

报道他人的话时, 要根据意思改变人称:

John: "I love **you**." ⇨ John said (that) **he** loved **her**.

John: "**You** promised **us** a lift to the cinema." ⇨

John said (that) **we'd** promised **them** a lift to the cinema.

2 When we report a request or command, we use the pattern ask/tell/order someone (not) to + infinitive:

报道请求或命令时, 用 ask/tell/order someone (not) to + 不定式:

Susan **asked Mike to help** her.

The pilot **told us not to panic**.

Reported statements 间接陈述句

When we report a statement that was made in the past we change the tense in the reported statement:

如果引用的是过去的陈述句时, 要改变引语谓语动词时态, 使其和主句谓语动词在时态上保持一致。动词变化如下:

Mike: "I'm thirsty." ⇨ Mike said he **was** thirsty.

In direct speech 直接引语	In reported speech 间接引语
Present Simple 一般现在时	Past Simple 一般过去时
Present Continuous 现在进行时	Past Continuous 过去进行时
Present Perfect 现在完成时	Past Perfect 过去完成时
Present Perfect Continuous 现在完成进行时	Past Perfect Continuous 过去完成进行时
Past Simple 一般过去时	Past Perfect 过去完成时
Past Continuous 过去进行时	Past Perfect Continuous 过去完成进行时
will	would
be going to	was/were going to
First Conditional	Second Conditional

The Past Perfect, and the Second and Third Conditionals do not change in reported speech. 若直接引语为过去完成时和 the Second and Third Conditionals (即虚拟语气, 与现在、过去事实相反的假设), 间接引语的动词时态不需改变。

We leave the original tense if we report 在下列报道中, 间接引语时态也不变化:

- a general truth: 客观真理
"The Earth is round." ⇨ Galileo said that the Earth is round.
- something that is still true because the context hasn't changed:
由于境况未变, 所陈述的仍然是客观事实:

"Russia is the largest country in the world." ⇨
The minister explained that Russia is the largest country in the world.

- a future event that hasn't happened yet at the moment of reporting 报道时尚未发生的将来事件:
"Tony and Louise are getting married next year." ⇨
She told me that Tony and Louise are getting married next year.
- a past event that happened at a time specified in the sentence 在句中特定的某个时段已发生的过去动作:
"My grandmother was born in 1908." ⇨
Mary said her grandmother was born in 1908.

We change some time and place expressions if the context has changed:

如果语境变了, 则需要改变间接引语中的时间和地点。变化如下:

Mike (on 26 April 2004): "I'll do it tomorrow." ⇨
Mike said he would do it **the next day**.

In direct speech 直接引语	In reported speech 间接引语
now	then
at the moment	at that moment
today	that day
yesterday	the day before
last week/month/year	the week/month/year before, the previous week/month/year
tomorrow	the next day, the following day
next week/month/year	the next week/month/year, the following week/month/year
here	there

We can leave out *that* before the reported statement. 在间接陈述句中, 可以省略连词 "that".

Reported questions 间接疑问句

In reported questions we use asked, wanted to know + when, where, how, what, why, who. We use the same word order as in statements:

在间接疑问句中, 用 asked, wanted to know + when, where, how, what, why, who 等疑问词, 语序不变, 即从句用陈述语序:

Where do you live? ⇨ She asked me **where I lived**.

How old are you? ⇨ He wanted to know **how old I was**.

If the reporting verb is in the past we change the tenses in the same way as we do when we report a statement. If there is no question word, we add *if* or *whether*:

若主句谓语动词是过去时, 从句谓语动词的变化同间接陈述句。若直接引语中没有疑问词, 可加连词 *if* 或 *whether*:

Do you speak English? ⇨ She wants to know **if** I speak English.

Have they been to Rome? ⇨ She wanted to know **whether** they had been to Rome.

Reporting verbs 常用来引导间接引语的动词

We can use the following verbs when reporting what someone said. 引述别人的话时，常用下列动词：

- Verb + (somebody) **that**:
add, admit, agree, announce, believe, boast, claim, complain, declare, deny, explain, insist, remind, suggest, warn
He **added that** his country was preparing for war.
- Verb + somebody **to do** something:
advise, beg, forbid, order, promise
They **advised me to consult** a lawyer.
- Verb + **to do** something:
agree, offer, promise, refuse, threaten
She **agreed to sponsor** the charity concert.
- Verb + **doing** something: admit, deny, suggest
The boy **admitted lying** to his parents.
- Verb + **if/whether**: inquire, wonder
I **inquired whether** the train was on time.

Impersonal report structures 非人称间接引语结构

1 When we report what people generally believe or say, we can use the subject *It* and the passive of certain verbs (*say, know, believe, claim, suppose, think, fear, predict*). This sentence structure is formal and is mainly used in written English.

报道一般人们确信或常说的话时，用 *It* 作形式主语，谓语句用被动语态，即 *It is/was said... that..... (say.....)*。这种句型很正式，主要用于书面语：

It is believed that elephants have a very good memory.

It was supposed that the prisoner had already escaped.

2 We can also start the sentence from the person/thing that the information concerns and use the pattern subject + passive + infinitive:

也可以用信息所涉及的人或物作主语，将此句型结构改为主语 + 动词被动语态 + 不定式。例如：

It is known that bears like honey.

= Bears **are known to like** honey.

- We use an ordinary infinitive if the opinion reported is about something that happened at the time of reporting:

如果所报道的看法是关于报道时已发生的事件，用不定式的一般式。例如：

It was believed that Humphrey Bogart was similar to the characters he played.

= Humphrey Bogart **was believed to be** similar to the characters he played.

- We use the perfect infinitive if the opinion reported is about something that happened before the time of reporting:

如果所报道的看法是关于报道时已发生的事件，用不定式的完成式。例如：

It is thought that the reporter was kidnapped.

= The reporter **is thought to have been** kidnapped.

4 CONDITIONALS 条件句

Basic conditional types 基本的条件句型

We use the **Zero Conditional** to describe situations where one event always results in the other:

Zero Conditional 用来描述一件事总会导致另一件事发生的情景。例如：

*If the weather is warm and rainy, mushrooms **grow** very quickly.*

In these sentences *if* = *when*.

在这些句子中，*if* 相当于 *when*。

- The pattern is 句型为：

<u>If clause</u>	<u>main clause</u>
If + Present Simple,	Present Simple

We use the **First Conditional** to talk about possible future events which depend on other future events:

First Conditional 表示根据某将来事件而可能在将来发生的事。例如：

*If you **read** this report, you **will understand** our economic situation much better.*

*They **will sign** the agreement unless their financial situation **changes** dramatically.*

- If clause main clause
If/Unless + Present Simple, will or other modal verb + infinitive without to

- We also use this Conditional to give advice or an order, and to make a suggestion or a request:
First conditional 还可以表示给出建议或发布命令，或提出建议或请求。例如：

*If you **want** to make a good impression, **remember** to smile and make eye contact.*

- If clause main clause
If + Present Simple, imperative

We use the **Second Conditional**:

Second Conditional 表示：

1 to talk about imagined events in the future, which are impossible or unlikely:

想象的、将来不可能发生的事情。例如：

*If I **went** on "Who wants to be a millionaire?" I'd win*

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a lot of money. (The event is unlikely, and the sentence is about the future.) (这个事件不可能发生, 且句子是关于将来的。)

2 to talk about impossible present situations:
现在不可能的情境。例如:

*If people **had** more common sense, there **wouldn't be** any wars in the world.* (The situation is impossible to fulfil now, and the sentence refers to the present.)
(这种情景不可能发生, 句子谈论的是现在。)

• The pattern is 句型为:

<u>If clause</u>	<u>main clause</u>
If + past simple	would/could/might + infinitive without to

We use the **Third Conditional** to talk about unreal situations in the past, to imagine things that did not happen:

Third conditional 表示过去不真实的情景, 想象过去未发生的事情。例如:

*If we **had known** your telephone number, we **would've called** you.* (We didn't know your telephone number and we didn't call you.) (我们不知道你的电话号码, 所以没有给你打电话。)

• The pattern is 句型为:

<u>If clause</u>	<u>main clause</u>
If + Past Perfect,	would/could/might + perfect infinitive

Mixed conditionals 混合条件句

We use "mixed conditionals" to talk about:

混合条件句表示:

1 imaginary past situations that could have led to consequences in the present:

想象的、有可能导致现在结果的过去情景:

*If I **had had** more self-confidence, I **would become** a teacher.*

(... but I wasn't confident, so I don't become a teacher.)

(但因为我那时不自信, 所以现在我没当老师。)

*If the rescue team **hadn't found** him, he **would be** dead.*

(... but they found him so he's alive.)

(但救援队那时找到了他, 所以他现在还活着。)

• In such sentences we use the pattern:

进行此类表达时, 可用下面句型:

<u>If clause</u>	<u>main clause</u>
If + Past Perfect,	would + infinitive.

2 unreal present situations, usually imaginary permanent states, which could have had some consequences in the past:

非真实的现在情景, 通常是想象的永久状态。这种情景可能会产生某种过去的后果。例如:

*If Anna **was** here, she **would've known** what to do.*

(... but Anna's not here, so she can't help us.)

(……但安娜现在不在这儿, 所以她不可能帮助我们。)

*If she **didn't love** driving, she **wouldn't have become** a taxi driver.* (She loves driving, so she became a taxi driver.) (她喜欢开车, 所以当了出租车司机。)

• In such sentences the pattern is:

进行此类表达时, 可用下面句型:

<u>If clause</u>	<u>main clause</u>
If + Past Simple,	would + perfect infinitive

Notes to the Texts

Unit 13 People

Lesson 1 EQ : IQ

1. **IQ (Intelligence Quotient)** 智商, 个人智力水平的(数)量化指标。20世纪初德国心理学家W·斯特恩最早提出通过测验得到的儿童的心理年龄除以他的实际年龄所得商数, 可以表示儿童的聪明程度。这一指标后来被发展为智力商数, 简称智商。智商为100表示中等智力水平, 其值越高表示越聪明。

EQ (Emotional Quotient) 情商, 用来衡量一个人控制调节自己的情绪以及处理人际关系能力的指标。20世纪90年代由多位美国心理学家提出。“情商”大致可以概括为五个方面的内容: (1)情绪控制力; (2)自我认识能力, 即对自己的感知力; (3)自我激励(自我发展)能力; (4)认知他人的能力; (5)人际交往的能力。他们认为, “情商”是个体的重要生存能力, 是一种发掘情感潜能、运用情感能力影响生活各个层面和人生未来的关键品质因素。一个人在社会上成功与否, 20% 取决其智商, 80% 取决其情商。

2. **Go and see your teacher and try to talk him or her into giving you a better grade.** 去找你的任课老师, 想法说服他(她)给你提高分数。

talk ... into doing 劝服某人做某事。如:

We finally talked Father into buying a new car. 我们总算说服爸爸买了一辆新车。

She talked her husband into changing a job. 她说服丈夫换了一份工作。

3. **Supported by his academic research, Professor Salovey suggests that when predicting someone's future success their character, as measured by EQ tests, might actually matter more than their IQ.** 萨洛维教授以自己的学术研究作为依据, 认为预测一个人未来的成功, 其性格(可用EQ来测量), 实际上比其智力(可用IQ测量)的作用更为重要。

suggest 此处的意思是“指出, 暗示, 提出看法”。如:

The police suggested that the motive for the crime was jealousy. 警察认为作案动机是嫉妒。

He suggests we had a secret agreement with the media. 他认为我们与媒体有某种秘密协议。

Are you suggesting I am too old for the job? 你是否在暗示我太老了, 干不了这份工作了?

4. **For example, have you ever wondered why some of the smartest students in your class, ..., sometimes end up failing exams?** 例如, 你想过为什么班里有些最

聪明的学生, …… , 有时结果会考不及格呢?

end up 结果为……; 以……结束(尤指意料之外的)。如:

If you keep your car at a speed like that, you will end up in hospital. 你要是再开快车, 就要以进医院而告终。

If we take her too seriously, we will all end up in a mental home. 要是太跟她较真, 我们最后都得进精神病医院。

We didn't like it at first, but we end up cheering. 一开始我们并不喜欢它, 可结果我们却为之欢呼。

5. **Some are trying to study the possibility of improving a person's EQ, especially in terms of "people skills", such as understanding and communication.** 有些(科学家)正在尝试研究改善一个人的EQ的可能性, 特别是在“人际方面”, 例如理解能力和交际能力。

in terms of 就某事来说, 从某个角度上看。如:

In terms of natural resources, it is one of the poorest countries in Western Europe. 说到自然资源, 那是西欧最贫穷的国家之一。

In terms of money, they are quite rich; but not in terms of happiness. 说到钱财, 他们很富有, 但幸福就是另一回事了。

6. **When normal students were introduced to students with disabilities, they found that, afterwards, the normal students were more willing to help people with difficulties.** 研究者发现当正常学生结识残疾学生之后, 正常学生后来会更愿意帮助有困难的人。

be willing to do 愿意做某事。如:

She is willing to do anything for us. 她愿意为我们做任何事情。

Nobody is willing to go out on such a stormy night. 没有人愿意在这样一个暴风雨的夜晚出门。

Lesson 3 Making Guesses about People

Or they could be in one of those empty cottages near the pine trees right at the top of the mountain. 也可能他们就在山顶松树林旁某个小空屋里。

right 经常放在副词或状语前, 以加强语气。如:

Tomorrow when he comes, I'll be right here waiting for him. 他明天来时, 我就在这里等他。

Your cap is right where you left it. 你的帽子就在你原来放帽子的地方。

Dick looked at the man right in the eye. 迪克直愣愣地盯着那男人的眼睛。

Lesson 4 First Impressions

1. **I was getting more and more annoyed and of course, the more upset I got, the less I was able to concentrate.** 我越来越烦躁。当然了, 越烦就越难集中精力。

more and more 越来越……。如:

He became more and more interested in playing tennis. 他越来越喜欢打网球。

E-commerce has become more and more popular as people have discovered the advantages of online shopping. 电子商务越来越普及, 因为人们发现了网上购物的好处。

2. **I turned around and glared at the person who was singing.** 我转身怒视着那个唱歌的人。

glare at 怒视。如:

The fighting men were glaring at each other. 两个打斗的男人怒目而视。

The angry father glared at his son. 愤怒的父亲瞪眼看着儿子。

3. **Alfred Tennyson** 丁尼生 (1809~1892), 英国维多利亚时期代表诗人, 主要作品有诗集《悼念集》、独白诗剧《莫德》、长诗《国王叙事诗》等。

4. **The fact that she looked like a sensitive, friendly girl didn't matter. If anything, it made me even angrier.** 她看起来是个善解人意、友善的女孩, 但这无济于事, 却平添了我几分怒气。

句中 that 所引导的是一个同位语从句。

紧跟在名词之后并说明该名词是指何人何物的词语称为同位语。如:

Mr Wang, the father of one of my co-workers, is 94 years old and is still healthy. 王先生, 我同事的父亲, 今年94岁了, 还很健康。

句中的 the father of one of my co-workers 是 Mr Wang 的同位语。

同位语从句与定语从句在结构上很相似, 但同位语从句是用来解释先行词, 表示其内容的; 而定语从句则是用来修饰先行词, 说明其性质和特征的。如:

I made a promise that if anyone set me free I would make him very rich. 我许下一个诺言: 谁能还我自由, 我就使他富有。(同位语从句)

The mother made a promise that pleased all her children. 母亲许了一个使孩子们都非常高兴的诺言。(定语从句)

if anything 如果有什么不同的话。如:

If anything, my new job is harder than my older

one. 如果有什么不同的话, 我的新工作比原先的更难了。

No, it isn't better; it's worse if anything. 不, 没有好起来; 如果有什么不同的话, 那就是更糟了。

5. **I couldn't help laughing at this and I invited her back to my apartment for a quick cup of tea.** 我禁不住笑了起来, 并邀请她到我的公寓里来喝杯茶。

can not help doing 禁不住(情不自禁)要做某事。如:

Look at those lovely dresses. I can't help buying one. 看看这些漂亮的裙子! 我真忍不住要买一件。

I could not help laughing. 我禁不住要笑。

6. **If Jenny hadn't been a kind person who was willing to forgive my shortcomings, I would never have experienced such true friendship.** 珍妮要不是如此体贴, 宽容我的缺点, 我就永远不会享受到如此真挚的友谊。

本句中使用了虚拟语气。虚拟语气表示的事情并非事实, 因此需要使用与陈述语气不同的动词形式。在表示现在、未来和过去的虚拟条件句中, 谓语如下(斜体部分):

1) 表示现在或未来的虚拟形式。如:

If I *were* you, I *would teach* him a good lesson. 我若是你, 就要好好教训他一顿。(我不可能是你。)

2) 表示过去的虚拟形式。如:

If the weather *had been* nice yesterday, we *would have gone* for the picnic. 如果昨天天气好的话, 我们就去野餐了。(事实是昨天天气很坏。)

Communication Workshop

She never watches TV except for the news. 除了新闻, 她从不看别的电视节目。

except 和 except for 的意义虽然相同, 但使用的场合不同:

从同类的人或物中除掉一个或一些, 用 except。如:

I go to school every day except Sunday. 除星期日外, 我每天都去上学。

All the essays are good except yours and John's. 除了你和约翰的作文, 其他的都好。

对一个事物的整体表达作部分修正时应用 except for。如:

This is a good essay except for the first paragraph. 这是一篇好文章, 但第一段除外。

Except for John, the whole class passed the test. 除了约翰, 全班都通过了考试。

所谈及的名词和除外的名词不属于同类时用

except for. 比较以下两句:

The roads are deserted except for a few cars. 路上除了几辆车外, 杳无人迹。

All roads are deserted except one. 除一条路外, 其他所有的路上杳无人迹。

Unit 14 Careers

Lesson 2 Interviews

1. **Make out you understand something when you don't!** 假装你懂得某事, 而实际你并不懂。

make out 假装, 声称, 假称。如:

He makes out he is the only person here who does any work. 他声称他是这里唯一做事的人。

He makes himself out to be a VIP. 他装出一副大人物的样子。

2. **Go into a lot of detail about your personal life.** 详细讲述你的个人私事。

go into details 讨论, 细谈。如:

I propose to give only a general survey of the subject; I shall not go into details. 我建议对这个话题进行一个总体阐述, 我不想讲得过于详细。

There are several reasons why I acted as I did, but I can't go into details now. 我当初的行为是有理由的, 但我现在不想详述。

Lesson 3 Nine to Five

1. **As a child, Wang Junyan never dreamed of becoming a famous person on TV.** 孩提时, 王君燕从未梦想过成为一名著名的电视人。

dream of (about) 做梦, 梦想。如:

I wouldn't dream of letting the children do that. 我做梦也不会让孩子做那种事。

What did you dream about? 你梦见了什么?

2. **I never thought about going on TV because my family didn't even have one until I was in junior high school!** 我从来没想到从事电视工作, 因为直到上初中我家才有了一台电视机。

not ... until 直到……才。如:

We won't start until Xiao Wang comes. 小王来了我们才开始。

The problem has never really been solved until now. 这个问题直到现在才真正解决。

3. **It was my mother who taught me to be curious.** 是母亲教我对事物充满好奇心。

该句为一个强调句, it无意义, 只帮助改变句子的结构, 使其中某一成分得到强调。强调句的结构是It+be+要强调的部分+that (或 who)+句子其他成分。如:

Xiaodong met your brother in the street yesterday.

可借助it改为下面几种形式, 各强调一个不同的成分:

It was Xiaodong who (that) met your brother in the street yesterday. 是小冬昨天在街上碰到你兄弟的。

It was your brother that Xiaodong met in the street yesterday. 小冬昨天在街上碰到的是你兄弟。

It was in the street that (不用where) Xiaodong met your brother yesterday. 小冬昨天是在街上碰到你兄弟的。

It was yesterday that (不用 when) Xiaodong met your brother in the street. 小冬是昨天在街上碰到你兄弟的。

4. **This paid off because she won an award for the report.** 她的坚持获得了成功, 因为她的报道获奖了。

pay off 得到好结果, 取得成功。如:

The effort pays off in the long run. 这种努力最终会有好结果的。

Her effort paid off. 她的努力成功了。

5. **I discovered then that so long as I am committed and never give up I will be able to produce high quality reports.** 我发现, 只要我具有献身精神并决不放弃, 就能写出高质量的报道。

committed 献身的、忠诚的。如:

He is committed to the course of the reform. 他献身于改革。

She is very committed to her job to helping the poor. 她对帮助穷人的工作非常尽责。

Lesson 4 Job Trends

1. **Alvin Toffler** 阿尔文·托夫勒(1928~), 美国著名未来学家。主要著作有:《未来的冲击》(1970年),《第三次浪潮》(1980年),《力量的转移》(1990年)等。他的每一部著作都在国际上引起了强烈的反响。

Future Shock《未来的冲击》, 1970年出版, 是一本讨论美国未来政治和社会制度的书, 曾被译成50多种文字, 发行700万册, 还为英语世界创造了一个流行的新词“Futureshock(未来的冲击)”。

2. **It is sometimes difficult to work out the patterns of change.** 有时很难搞清变化的规律。

work out 算出, 估计出。如:

He sat down at his desk to work out the exact figures. 他在书桌旁坐下来, 准备算出准确的数字。

He was meant to work out these math problems all alone. 他应当独立完成这些数学习题。

3. **People will move around to do different jobs, rather than moving up in the company as before.** 人们不会

像以前那样在同一个公司寻求提升，他们会多方去寻找不同的工作。

rather than 与其……毋宁……。如：

It was what he meant rather than what he said. 与其说这是他说出的话，倒不如说是他的意思。

He was an objective rather than a subjective writer. 与其说他是主观型作家，不如说他是客观型作家。

4. **Many more people will work for small, dynamic companies which can respond quickly to changes in the market.** 许多人会供职于小且具有活力的公司。这样的公司能对市场变化作出快速反应。

respond to 对某事做出反应，响应。如：

How did he respond to the news? 他对消息的反应如何？

He liked the children, and they responded to him. 他喜欢孩子们，孩子们也都听他的。

Communication Workshop

1. **I think I would be a good journalist due to my language skills.** 我想我的语言能力会使我成为一个好记者。

due to 由于，归功于。如：

That Shelly became a poet may have been due to his mother's influence. 雪莱成为诗人也许要归功于他母亲的影响。

What one thinks and feels is due to tradition, habit and education. 一个人的想法和感觉来自传统、习俗和所受的教育。

The accident was due to his careless driving. 事故是由于他的不慎驾驶。

2. **I look forward to hearing from you.** 我热切地盼望您的回音。

look forward to 盼望做某事，这个词组的后面需要接名词或动名词。如：

The children are eagerly looking forward to the party. 孩子们热切地盼望着晚会的到来。

She is looking forward to leaving the hospital. 她盼望着离开医院。

Culture Corner

1. **The job market has changed and our approach to finding work must change as well.** 工作市场变化了，我们择业的方法也要随之变化。

approach to 对待、处理问题的方法。如：

There is no very easy approach to mathematics. 数学没有什么捷径。

His idea represents a new approach to the difficulty.

他的

2. **This item is writing a therek report. She asks makeould you do?**

作市bl. Tell her to 不能eds any more

如：A aragraph and of some helpful

斯蒂ite a clear,

Bulletin Bimetable so she

1. **DJ的 summary and 乐节目**

2. **Rock 就风层 张感希**

stitute that small village. to repair an old would you do?

Unit 15 I

Warm-up

1. **Rapha at they want. u advice.**

文思想 的，他 典学院 n plan how

2. **School, well.**

1509年 esign of the ver and see if e to build the 德、赫

ur team to do ure they know

Lesson 1 I

1. **Three would**

swelled

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3

You are on a school trip and the c an accident when a deer runs acr road. No one is hurt, but you are a forest road with no traffic. It is dark and it has started to snow. would you do?

- Talk to anybody who looks a worried. Tell them not to wo
- Keep calm. You know that th situation is not really dange somebody is going to get he
- Tell your friends a story, whi are waiting for help.
- Take charge of the situation. small group to go to the near village to get help. Tell every on the bus to put on more cl keep warm.

4

Last week your teacher asked you perform a short play for the schoo nothing has been done and there a ten days until the performance. W would you do?

- Offer to take part and ask oth do the same. Help people to their lines.
- Organise some of the practica things, such as costumes, sce and sound effects.
- Think of topics for the play. W dialogue and show it to the c
- Offer to direct the performan Choose people for different ro

学生完成第一阶段中等教育(中学)所参加的主要会考,需应试的学科范围广泛,可为进入大学就读打下扎实的基础。

Literature Spot 5

1. **Sir Gawain and the Green Knight** 《高文爵士与绿衣骑士》,1390年无名作者用中古英语所作的诗体骑士传奇。本篇是中世纪所有英国骑士诗歌中的精华。高文是亚瑟的侄儿,他勇敢地应对了绿衣骑士的挑战并保持了骑士的荣誉。
2. **Norman conquest** 诺曼征服,以诺曼底公爵威廉为首的法国封建主对英国的征服。1066年9月末,威廉率兵入侵英国。英军战败后,威廉加冕为英国国王,即威廉一世(1066~1087年在位),诺曼征服加速了英国封建化的进程。
3. **However, English gradually became dominant and the late fourteenth century saw a remarkable flowering of English literature.** 但是,英语的地位日渐显赫,到了14世纪末,英国文学蓬勃发展。
see, find 等动词的主语有时是物。如:
This old house has seen better days. 这座老房子曾有过风光的日子。
The water will soon find its own level. 水很快就会流到低处。
4. **Geoffrey Chaucer** 乔叟(约1343~1400),英国诗人。他开创了英国文学的现实主义传统。莎士比亚和狄更斯在不同程度上都是乔叟的继承人和弟子。
5. **The Canterbury Tales** 《坎特伯雷故事集》,乔叟的主要作品,但并未完成。
6. **William Langland** 兰格伦(约1330~约1400),英国诗人。据传是长诗《农夫皮尔斯》的作者。
7. **The Hundred Years' War** 英法百年战争。英法两国于1337至1453年期间断断续续进行的百余年战争。英法两国封建主争夺领地,是导致战争发生的基本原因。战争的导火线主要是法国王位继承权问题。
8. **Arthurian literature** 根据中世纪民间传说,在英国先后出现的以亚瑟王为主人公的传奇小说。
9. **King Arthur** 亚瑟王。亚瑟原是个历史人物,后来,被征服的威尔士的凯尔特人将他神化,把他们恢复国家独立的愿望与亚瑟的形象结合起来。在亚瑟王传奇中,他的形象又被改变,成为封建骑士文学中的英雄。
10. **The Round Table** 圆桌。亚瑟王在他所住的卡美罗特城堡的宴会厅设立的一张大圆桌,有150个座位。亚瑟王常在此宴请他的骑士们,并听他们讲自己的功绩故事。圆桌的含意是在座的用餐者地位平等。

Vocabulary in Each Unit

(注: 带*词为非课程标准词汇)

Learning to learn

assessment /ə'sesmənt/ <i>n.</i> 评估	(4)
self-assessment <i>n.</i> 自我评估	(4)
strength /streŋθ/ <i>n.</i> 长处, 优势	(4)
weakness /'wi:knis/ <i>n.</i> 弱点, 缺陷	(4)
gain /geɪn/ <i>vt.</i> 获得; 增加	(4)
appropriately /ə'prəʊpɪətli/ <i>adv.</i> 适当地	(4)
passive /'pæsɪv/ <i>adj.</i> 被动的, 消极的	(4)
phrase /freiz/ <i>n.</i> 短语, 词组	(4)
concentrate /'kɒnsəntreɪt/ <i>vi.</i> 集中(思想、注意力等)	(5)
previous /'pri:vɪəs/ <i>adj.</i> 以前的, 过去的	(5)
positive /'pɒzɪtɪv/ <i>adj.</i> 积极的	(5)
associate /ə'səʊʃieɪt/ <i>vt.</i> 联想, 联系	(5)
mental /'mentl/ <i>adj.</i> 内心的; 精神病的	(5)
lawyer /'lɔ:ljə/ <i>n.</i> 律师	(6)
senior /'si:nɪə/ <i>adj.</i> 高级的	(6)
senior high 高中	(6)
physicist /'fɪzɪsɪst/ <i>n.</i> 物理学家	(6)

Unit 13

Warm-up

beard /brəd/ <i>n.</i> 胡须	(7)
*blond /blɒnd/ <i>adj.</i> 淡黄色的; 毛发及皮肤浅色的	(7)
sunglasses /'sʌŋglɑ:sɪz/ <i>n.</i> 墨镜	(7)
uniform /'ju:nɪfɔ:m/ <i>n.</i> 制服	(7)
moustache /mə'sta:ʃ/ <i>n.</i> 长在上嘴唇上的小胡子	(7)
heel /hi:l/ <i>n.</i> 鞋跟	(7)
sleeve /sli:v/ <i>n.</i> 衣服袖子	(7)
facial /'feɪʃəl/ <i>adj.</i> 面部的	(7)
expression /ɪk'spreʃən/ <i>n.</i> 表情; 词语	(7)
connection /kə'nekʃən/ <i>n.</i> 联系; 连接	(7)
chain /tʃeɪn/ <i>n.</i> 链条; 一连串的事物	(7)

Lesson 1

aircraft /'eəkrɑ:ft/ <i>n.</i> 飞机, 航空器	(8)
emergency /ɪ'mɜ:dʒənsi/ <i>n.</i> 紧急情况	(8)
pray /preɪ/ <i>vt. & vi.</i> 祈祷, 祷告	(8)
gifted /'gɪftɪd/ <i>adj.</i> 有天赋的	(8)
accurately /'ækjʊrətli/ <i>adv.</i> 精确地, 准确地	(8)
draw up 起草	(8)
description /dɪ'skrɪpʃən/ <i>n.</i> 描述, 形容	(8)
academic /æk'demɪk/ <i>adj.</i> 学术的	(8)
predict /prɪ'dɪkt/ <i>vt.</i> 预言, 预测	(8)
deserve /dɪ'zɜ:v/ <i>vt.</i> 应得, 值得	(8)
failure /'feɪljə/ <i>n.</i> 失败	(8)

mistaken /mɪ'steɪkən/ <i>adj.</i> 错误的	(8)
association /ə'səʊsɪ'eɪʃən/ <i>n.</i> 联想; 协会	(8)
thus /ðʌs/ <i>adv.</i> 如此, 因此	(9)
possibility /pɒsɪ'bɪləti/ <i>n.</i> 可能性	(9)
disability /dɪ'seɪ'bɪləti/ <i>n.</i> 残疾; 无能力	(9)
entirely /ɪn'taɪəli/ <i>adv.</i> 完全地	(9)
Easter /'i:stə/ <i>n.</i> 复活节	(9)
embassy /'embəsi/ <i>n.</i> 大使馆	(9)
accuse /ə'kju:z/ <i>vt.</i> 控告, 谴责	(9)
lightning /'laɪtnɪŋ/ <i>n.</i> 闪电	(9)

Lesson 2

*personality /pɜ:sənə'li:ti/ <i>n.</i> 个性, 性格	(10)
clerk /kla:k/ <i>n.</i> 职员	(10)
conductor /kən'dʌktə/ <i>n.</i> 售票员; 指挥	(10)
butcher /'bʊtʃə/ <i>n.</i> 屠夫; 肉商	(10)
athletic /æθ'letɪk/ <i>adj.</i> 喜爱运动的	(10)
independent /ɪn'dɪpendənt/ <i>adj.</i> 独立的	(10)
neat /ni:t/ <i>adj.</i> 整洁的	(10)
selfish /'selfɪʃ/ <i>adj.</i> 自私的	(10)
sharp /ʃɑ:p/ <i>adj.</i> 敏锐的; 锋利的, 尖的	(10)
characteristic /kærɪktə'rɪstɪk/ <i>n.</i> 特点, 特性	(10)
desire /dɪ'zaɪə/ <i>n.</i> 渴望, 欲望	(10)
satisfaction /sætɪs'fækʃən/ <i>n.</i> 满意, 满足	(10)
harvest /'hɑ:vɪst/ <i>n.</i> 收获	(10)
biology /baɪ'ɒlədʒi/ <i>n.</i> 生物学	(10)
pineapple /'paɪnæpəl/ <i>n.</i> 菠萝	(10)
peach /pi:tʃ/ <i>n.</i> 桃子	(10)
kindness /'kaɪndnɪs/ <i>n.</i> 和善, 亲切	(10)
requirement /rɪ'kwəɪəmənt/ <i>n.</i> 要求	(10)
airline /'eəlaɪn/ <i>n.</i> 航空公司	(11)
aboard /ə'bo:d/ <i>prep.</i> 在(上)船(飞机、火车、公共汽车)	(11)
上	(11)
assistant /ə'sɪstənt/ <i>n.</i> 助手, 助理	(11)
independence /ɪn'dɪpendəns/ <i>n.</i> 独立	(11)
poet /'pəʊt/ <i>n.</i> 诗人	(11)
translator /træns'leɪtə/ <i>n.</i> 翻译员	(11)

Lesson 3

tutor /'tju:tə/ <i>n.</i> 家庭教师; 导师	(12)
tear /tɪə/ <i>n.</i> 眼泪	(12)
cheek /tʃi:k/ <i>n.</i> 脸颊	(12)
hug /hʌg/ <i>n.</i> 拥抱	(12)
upset /ʌp'set/ <i>adj.</i> 不安的, 不快的	(12)
fault /fɔ:lt/ <i>n.</i> 错误; 缺点	(12)

thunder /'θʌndə/ *n.* 雷声
 wool /wʊl/ *n.* 羊毛
 pine /paɪn/ *n.* 松树
 seed /si:d/ *n.* 种子
 squirrel /'skwɪrəl/ *n.* 松鼠
 sparrow /'spærəʊ/ *n.* 麻雀
 bleed /bli:d/ *vi.* 流血
 broken /'brʊkən/ *adj.* 断的, 破的
 relief /rɪ'li:f/ *n.* 减轻, 宽慰
 shelter /'ʃeltə/ *vi.* 躲避
 scholar /'skɒlə/ *n.* 学者
 bench /bentʃ/ *n.* 长凳
 housewife /'haus-waɪf/ *n.* 家庭主妇
 postcode /'pəʊstkeʊd/ *n.* 邮政编码
 astronomy /ə'strɒnəmi/ *n.* 天文学

Lesson 4

allergic /ə'li:dzɪk/ *adj.* 过敏的
 anxiety /æŋ'zaiəti/ *n.* 忧虑, 担心
 revision /rɪ'vɪʒən/ *n.* 复习
 oral /'ɔ:rəl/ *adj.* 口头的, 口述的
 straw /strɔ:/ *n.* 稻草, 麦秆
 the last straw (一系列烦恼、打击之外)
 最后使人受不了的事
 glare /gleə/ *vi.* 怒视, 瞪
 section /'sekʃən/ *n.* 部分
 literary /'lɪtərəri/ *adj.* 喜爱文学的
 glance /glɑ:ns/ *vi.* 瞥一眼
 steam /sti:m/ *n.* 蒸汽
 confirm /kən'fɜ:m/ *v.* 证实
 librarian /laɪ'breəriən/ *n.* 图书馆管理员
 file /faɪl/ *n.* 档案, 文件
 sigh /saɪ/ *vi.* 叹息, 叹气
 grateful /'ɡreɪtful/ *adj.* 感激的, 感谢的
 guilty /'ɡɪlti/ *adj.* 不安的; 有罪的
 can't help doing sth. 禁不住要做某事
 alike /ə'laɪk/ *adj.* 相像的
 shortcoming /'ʃɔ:t.kʌmɪŋ/ *n.* 缺点, 短处
 account /ə'kaʊnt/ *n.* (银行) 账户
 button /'bʌtn/ *n.* 钮扣
 parrot /'pærət/ *n.* 鹦鹉
 cage /keɪdʒ/ *n.* 笼子

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judge /dʒʌdʒ/ *vt.* 评判
 part-time *adv.* 部分时间地
 claw /klaʊ/ *n.* (动物或鸟的) 爪子
 yoghurt /'jɒgət/ *n.* 酸乳酪, 酸奶

(12) honey /'hʌni/ *n.* 蜂蜜 (17)
 (12) chew /tʃu:/ *vt.* 咀嚼 (17)
 (12) satellite /'sætlɪt/ *n.* 卫星; 人造卫星 (17)
 (12) wrinkle /'rɪŋkəl/ *n.* 皱纹 (17)
 (12) forehead /'fɒrɪd/ *n.* 额, 前额 (17)
 (12) block /blɒk/ *n.* 大厦; 街区 (17)
 (12) lap /læp/ *n.* (人坐着时的) 大腿部 (17)
 (12) devote /dɪ'vəʊt/ *vt.* 专心致志于, 献身于 (17)
 (12) salty /'sɔ:lti/ *adj.* 含盐的, 咸的 (17)
 (12) carrot /'kærət/ *n.* 胡萝卜 (17)
 (13) pea /pi:/ *n.* 豌豆 (17)
 (13) companion /kəm'pænjən/ *n.* 同伴, 伴侣 (17)
 (13) devotion /dɪ'vəʊʃən/ *n.* 奉献 (17)
 (13) forever /fə'revə/ *adv.* 永远 (17)
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Unit 14

Warm-up

(14) carpenter /'kɑ:pɪntə/ *n.* 木匠 (21)
 (14) chemist /'kemɪst/ *n.* 化学家 (21)
 (14) receptionist /rɪ'sepʃənɪst/ *n.* 接待员 (21)
 (14) shop assistant 营业员 (21)
 (14) typist /'taɪpɪst/ *n.* 打字员 (21)
 insurance /ɪn'sʊərəns/ *n.* 保险 (21)
 (14) bonus /'bəʊnəs/ *n.* 额外津贴, 奖金 (21)
 (14) fee /fi:/ *n.* 服务费, 学费 (21)
 (14) income /'ɪŋkʌm/ *n.* 收入 (21)
 (14) reward /rɪ'wɔ:d/ *n.* 奖赏 (21)
 (14) wage /weɪdʒ/ *n.* 薪金, 工资 (21)
 (14) charge /tʃɑ:dʒ/ *vt.* 收费, 要价 *n.* 负责 (21)
 (14)

Lesson 1

(14) summary /'sʌməri/ *n.* 摘要, 总结 (22)
 (14) guidance /'ɡaɪdəns/ *n.* 指导 (22)
 (14) paragraph /'pærəgrɑ:f/ *n.* 段落 (22)
 (14) institute /'ɪnstɪtju:t/ *n.* 机构; 学院 (22)
 (14) aid /eɪd/ *n.* 援助, 帮助 (22)
 (14) pump /pʌmp/ *n.* 泵, 抽水机 (22)
 (14) data /'deɪtə/ *n.* 资料, 数据 (22)
 (15) deer /dɪə/ *n.* 鹿 (22)
 (15) take charge of 接管, 控制 (22)
 (15) topic /'tɒpɪk/ *n.* 题目, 话题 (22)
 (15) receipt /rɪ'si:t/ *n.* 收据, 收条 (23)
 error /'erə/ *n.* 错误 (23)
 liquid /'lɪkwɪd/ *n.* 液体 (23)
 (17) comprehension /kəm'prɪ'hensjən/ *n.* 理解 (23)
 (17) consult /kən'sʌlt/ *vt.* 请教; 查阅 (23)
 (17) chart /tʃɑ:t/ *n.* 表格, 图表 (23)
 (17) casual /'kæʒuəl/ *adj.* 随意的, 非正式的 (23)

quarrel /'kwɒrəl/ *vi.* 争吵, 吵架

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Lesson 2

make up 编造

make out 假称; 听出, 看出

go into detail(s) 讨论, 细谈

speak up 大声地说, 自由而大胆地说出

sit up 坐直

nursery /'nɜ:səri/ *n.* 托儿所, 保育室

collar /'kɒlə/ *n.* 衣领

appointment /ə'pɔɪntmənt/ *n.* 约见, 约会

childhood /'tʃaɪldhʊd/ *n.* 童年, 儿童时代

typewriter /'taɪp,raɪtə/ *n.* 打字机

instant /'ɪnstənt/ *n.* 片刻, 瞬息

battle /'bætl/ *n.* 战斗, 战役

civil /'sɪvəl/ *adj.* 民间的; 国民的; 国内的

moral /'mɒrəl/ *n.* 品德; 品行

basis /'beɪsɪs/ *n.* 基础, 根据

corn /kɔ:n/ *n.* 玉米

cattle /'kætl/ *n.* 牛

frost /frɒst/ *n.* 霜

surrounding /sə'raʊndɪŋ/ *adj.* 附近的, 周围的

steep /sti:p/ *adj.* 陡峭的, 险峻的

grain /greɪn/ *n.* 谷物, 谷粒

lip /lɪp/ *n.* 嘴唇

mud /mʌd/ *n.* 烂泥, 泥浆

wisdom /'wɪzdəm/ *n.* 智慧

idiom /'ɪdiəm/ *n.* 习语, 成语

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Lesson 3

junior /'dʒu:nɪə/ *adj.* 低级的

junior high 初中

universe /'ju:nɪvɜ:s/ *n.* 宇宙

believe in 信任, 信仰

mankind /,mæn'kaɪnd/ *n.* 人类

nest /nest/ *n.* 鸟窝, 巢

feather /'feðə/ *n.* 羽毛

turn over 反转

overcome /,əʊvə'kʌm/ *vt.* 战胜, 克服

grasp /grɑ:sp/ *vt.* 理解, 领会; 抓牢, 抓紧

inspect /ɪn'spekt/ *v.* 审查

illegal /ɪ'li:gəl/ *adj.* 不合法的, 违法的

pay off 得到好结果; 取得成功

commit /kə'mɪt/ *vt.* 投入

*committed /kə'mɪtɪd/ *adj.* 尽责的

existence /ɪg'zɪstəns/ *n.* 生活; 存在

glory /'glɔ:ri/ *n.* 荣耀的事, 值得骄傲的事

constantly /'kɒnstəntli/ *adv.* 不断地

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beneath /bɪ'ni:θ/ *adv.* 在底下

bend /bend/ *v.* 弯腰, 倾身

stage /steɪdʒ/ *n.* 舞台; 阶段, 时期

hesitate /'hezɪteɪt/ *v.* 犹豫, 踌躇

wrist /rɪst/ *n.* 腕, 腕关节

twist /twɪst/ *vt., vi.* 旋转, 转动

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Lesson 4

judgement /'dʒʌdʒmənt/ *n.* 判断, 判断力

keep up with 跟上, 赶上

decrease /dɪ'kri:s/ *v.* 减少, 降低

multiply /'mʌltɪplaɪ/ *v.* 大量增加; 乘

division /dɪ'vɪʒən/ *n.* 部门; 分割

branch /brɑ:ntʃ/ *n.* 分支, 部门

operate /'ɒpəreɪt/ *vi.* 运转, 运作 *vt.* 操作

dynamic /daɪ'næmɪk/ *adj.* 精力充沛的

respond /rɪ'spɒnd/ *vi.* 反应; 回复, 回答

flexible /'fleksɪbəl/ *adj.* 灵活的, 柔韧的

envy /'envɪ/ *vt.* 羡慕, 妒忌

bother /'bɒðə/ *vt.* 烦扰; 打扰

continent /'kɒntɪnənt/ *n.* 大陆, 洲

in case 以防万一; 万一

comfort /'kʌmfət/ *n.* 舒适, 安逸

slave /sleɪv/ *n.* 奴隶

boom /bu:m/ *vi.* 激增, 猛涨

panic /'pænɪk/ *v.* 恐慌, 惊惶

arithmetic /ə'riθmətɪk/ *n.* 算术

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*enclose /ɪn'kleʊz/ *vt.* 随信附上

*curriculum vitae = CV 简历; 个人简历

due to 由于

in addition 此外

qualification /,kwɒlɪfɪ'keɪʃən/ *n.* 资格, 资历

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Unit 15

Warm-up

arrow /'ærəʊ/ *n.* 箭

oxygen /'ɒksɪdʒən/ *n.* 氧, 氧气

tick /tɪk/ *vt.* 打勾做记号

ox /ɒks/ *n.* 牛, 公牛

spelling /'spelɪŋ/ *n.* 拼写

backwards /'bækwədz/ *adv.* 由后向前地

correction /kə'rekʃən/ *n.* 改正, 改进

simplify /'sɪmplɪfaɪ/ *vt.* 简化

jar /dʒɑ:/ *n.* 罐子, 坛子

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Lesson 1

- secure /sɪ'kjʊə/ *adj.* 稳定的; 无忧无虑的 (36)
*frankly /'fræŋkli/ *adv.* 坦率地, 真诚地 (36)
frankly speaking 坦率地说
lay off 裁员; 解雇 (36)
blank /blæŋk/ *adj.* 空白的 (36)
swell /swel/ *v.* 被充满; 膨胀, 肿胀 (36)
suspect /sə'spekt/ *v.* 怀疑 (36)
*lump /lʌmp/ *n.* 团, 块 (36)
throat /θrəʊt/ *n.* 咽喉, 喉咙 (36)
status /'stetəs/ *n.* 现状; 社会地位 (36)
chief /tʃi:f/ *adj.* 最高级别的 (36)
saying /'seɪɪŋ/ *n.* 格言, 谚语 (36)
postage /'pəʊstɪdʒ/ *n.* 邮费 (36)
airmail /'eəmeɪl/ *n.* 航空邮政 (36)
user /'ju:zə/ *n.* 使用者 (36)
instruct /ɪn'strʌkt/ *v.* 指导, 教导 (36)
aside /ə'saɪd/ *adv.* 在一边, 向一边 (36)
aside from 除……之外
bury /'berɪ/ *vt.* 埋葬 (36)
alphabet /'ælfəbet/ *n.* 字母表 (36)
distinguish /dɪ'strɪŋɡwɪʃ/ *vt.* 区别, 辨别 (37)

Lesson 2

- drill /drɪl/ *n.* 练习, 训练 (38)
motto /'mɒtəʊ/ *n.* 格言, 座右铭 (38)
conservative /kən'sɜ:vətɪv/ *adj.* 保守的, 旧式的 (38)
*assignment /ə'saɪnmənt/ *n.* 作业; 任务, 工作 (38)
alternative /ɔ:l'tɜ:nətɪv/ *adj.* 非传统的; 另类的 (38)
punishment /'pʌnɪʃmənt/ *n.* 惩罚, 处罚 (38)
reputation /,repju'teɪʃən/ *n.* 名誉, 名声 (38)
slight /slaɪt/ *adj.* 少量的, 微小的 (38)
loose /lu:s/ *adj.* (指言行等) 不严谨的, 放荡的 (38)
loose conduct 行为不检点, 品行不端
obey /əu'beɪ/ *vt.* 服从, 听从 (38)
mild /maɪld/ *adj.* 温和的 (38)
receiver /rɪ'si:və/ *n.* 接收者 (38)
pace /peɪs/ *n.* 速度, 步速 (38)
outstanding /aʊt'stændɪŋ/ *adj.* 杰出的, 优秀的 (38)
reflect /rɪ'flekt/ *vt.* 反映; 反射 (38)
select /sɪ'lekt/ *vt.* 挑选 (39)
to a certain extent 在某种程度上 (39)
misunderstand /,mɪsʌndə'stænd/ *v.* 误解 (39)

Lesson 3

- angle /'æŋɡəl/ *n.* 角 (40)
triangle /'traɪæŋɡəl/ *n.* 三角形 (40)

- atom /'ætəm/ *n.* 原子 (40)
pour /pɔ: / *vt.* 倒, 灌 (40)
powder /'paʊdə/ *n.* 火药 (40)
flame /fleɪm/ *n.* 火焰, 火舌 (40)
set off 使爆炸; 引发 (40)
lack /læk/ *vt.* 缺乏, 没有 (40)
spit /sprɪt/ *vi.* 吐口水, 吐痰 (40)
drag /dræg/ *vt.* 拖, 拉 (40)
acid /'æsɪd/ *n.* 酸 (40)
onion /'ʌnɪən/ *n.* 洋葱 (40)
access /'ækses/ *n.* (使用或见到的) 机会, 权利 (40)
worthwhile /'wɜ:θ'waɪl/ *adj.* 值得努力的 (40)
spy /spaɪ/ *n.* 间谍, 特务 (41)
glue /glu: / *n.* 胶, 胶水 (41)
fellow /'feləʊ/ *n.* 同伴 (41)
fellow students 同学 (41)

Lesson 4

- acquire /ə'kwɪə/ *vt.* 获得, 得到 (42)
be accustomed /ə'kʌstəmd/ to 习惯于 (42)
thinking /'θɪŋkɪŋ/ *n.* 思考, 考虑 (42)
rank /ræŋk/ *n.* 职衔 (42)
bureaucratic /,bjʊərə'krætɪk/ *adj.* 官僚的 (42)
worthy /'wɜ:ði/ *adj.* 值得的 (42)
religion /rɪ'lɪdʒən/ *n.* 宗教 (42)
defence /dɪ'fens/ *n.* 保卫, 保护 (42)
tend to 往往会, 倾向于 (42)
ignore /ɪg'nɔ: / *vt.* 忽视, 不顾 (42)
unwilling /ʌn'wɪlɪŋ/ *adj.* 不情愿的 (42)
assumption /ə'sʌmpʃən/ *n.* 假定, 假设 (42)
approve /ə'pru:v / *v.* 赞成; 认可; 满意 (42)
approve of 赞成, 赞许 (42)
urge /ɜ:dʒ/ *vt.* 力劝, 强烈要求 (42)
inspire /ɪn'spaɪə/ *v.* 启发; 鼓舞 (43)
shadow /'ʃædəʊ/ *n.* 阴影, 影子 (43)
conventional /kən'venʃənəl/ *adj.* 传统的, 保守的 (43)
kingdom /'kɪŋdəm/ *n.* 王国 (43)
civilisation /,sɪvələɪ'zeɪʃən/ *n.* 文明 (43)
vital /'vaɪtl/ *adj.* 极其重要的 (43)
beneficial /,benɪ'fɪʃəl/ *adj.* 有用的, 有益的 (43)
*image /'ɪmɪdʒ/ *n.* 比喻; 景象, 形象 (43)
assume /ə'sju:m/ *vt.* 假定, 假设 (43)

Communication Workshop

- adapt /ə'dæpt/ *vt.* (使) 适应 (44)
as a whole 总的来说 (44)
*facility /fə'sɪlɪti/ *n.* (供特定用途的) 场所; 设备 (45)

appreciation /əˌpri:ʃi'eɪʃən/ n. 欣赏	(45)
biochemistry /ˌbaɪəʊ'kɛmɪstri/ n. 生物化学	(45)
choir /'kwaɪə/ n. 合唱队, 合唱团	(45)

Names

Peter Salovey /'pi:tə 'sæləvi/ 彼得·萨洛维	(8)
John Mayer /dʒɔn 'meɪə/ 约翰·梅耶	(9)
Tennyson /'tenɪsn/ 丁尼生	(14)
Wilson Mizner /'wɪlsn 'mɪznə/ 威尔逊·米兹内尔	(15)
Jones /dʒəʊnz/ 琼斯	(21)
Stephens /'sti:vns/ 史蒂芬斯	(21)
Oliver Blackstone /'ɒlɪvə 'blækstəʊn/ 奥利弗·布莱克斯通	(24)
Judith Wainwright /'dʒu:drɪθ 'weɪnrɪt/ 朱迪思·温赖特	(24)
Alvin Toffler /'ælvɪn 'tɒflə/ 阿尔文·托夫勒	(28)
Mark Hastings /mɑ:k 'heɪstɪŋz/ 马克·黑斯廷斯	(28)
Laurence Lyons /'lɒrəns 'laɪənz/ 劳伦斯·莱昂斯	(28)
James Traeger /dʒeɪmz trægə/ 詹姆士·泰瑞格	(28)
Katherine Whitehorn /'kæθərɪn 'waɪthɔ:n/ 凯瑟琳·怀特霍恩	(29)
Nicholas /'nɪkələs/ 尼古拉斯	(38)
Halifax /'hæɪlfæks/ 哈利法克斯	(39)
Graham Laurence /'greɪəm 'lɒrəns/ 格雷厄姆·劳伦斯	(40)
Brian Jenkins /'braɪən 'dʒenkɪnz/ 布赖恩·詹金斯	(40)
Francis Bacon /'frɑ:nsɪs 'beɪkən/ 弗兰西斯·培根	(42)
Galileo Galilei /ˌgælɪ'leɪəʊ ˌgælɪ'leɪ/ 伽利略·伽利莱	(43)

Word List

(注: 带*的词为非课程标准词汇)

A

aboard /ə'bo:d/ *prep.* 在(上)船(飞机、火车、公共汽车)上
academic /æk'demɪk/ *adj.* 学术的
access /'ækses/ *n.* (使用或见到的)机会, 权利
account /ə'kaunt/ *n.* (银行)账户
accurately /'ækjʊrətli/ *adv.* 精确地, 准确地
accuse /ə'kju:z/ *vt.* 控告, 谴责
acid /'æsid/ *n.* 酸
acquire /ə'kwɪə/ *vt.* 获得, 得到
adapt /ə'dæpt/ *vt.* (使)适应
aid /eɪd/ *n.* 援助, 帮助
aircraft /'eəkrɑ:ft/ *n.* 飞机, 航空器
airline /'eəlaɪn/ *n.* 航空公司
airmail /'eəmeɪl/ *n.* 航空邮政
alike /ə'laɪk/ *adj.* 相像的
allergic /ə'lɜ:dʒɪk/ *adj.* 过敏的
alphabet /'ælfəbet/ *n.* 字母表
alternative /ɔ:l'tɜ:nətɪv/ *adj.* 非传统的; 另类的
angle /'æŋɡəl/ *n.* 角
anxiety /æŋ'zaiəti/ *n.* 忧虑, 担心
appointment /ə'pɔɪntmənt/ *n.* 约会, 约会
appreciation /ə'pri:ʃi'eɪʃən/ *n.* 欣赏
appropriately /ə'prəʊpɪətli/ *adv.* 适当地
approve /ə'pru:v/ *v.* 赞成; 认可; 满意
approve of 赞成, 赞许
arithmetic /ə'rɪθmətɪk/ *n.* 算术
arrow /'ærəʊ/ *n.* 箭
as a whole 总的来说
aside /ə'saɪd/ *adv.* 在一边, 向一边
aside from 除……之外
assessment /ə'sesmənt/ *n.* 评估
self-assessment *n.* 自我评估
*assignment /ə'saɪnmənt/ *n.* 作业; 任务, 工作
assistant /ə'sɪstənt/ *n.* 助手, 助理
associate /ə'səʊʃiət/ *vt.* 联想, 联系
association /ə'səʊsi'eɪʃən/ *n.* 联想; 协会
assume /ə'sju:m/ *vt.* 假定, 假设
assumption /ə'sʌmpʃən/ *n.* 假定, 假设
astronomy /ə'strɒnəmi/ *n.* 天文学
athletic /æθ'letɪk/ *adj.* 喜爱运动的
atom /'ætəm/ *n.* 原子

B

backwards /'bækwədz/ *adv.* 由后向前地
basis /'beɪsɪs/ *n.* 基础, 根据
battle /'bætl/ *n.* 战斗, 战役
be accustomed /ə'kʌstəmd/ to 习惯于
beard /bɪəd/ *n.* 胡须
believe in 信任, 信仰
bench /bentʃ/ *n.* 长凳
bend /bend/ *vi.* 弯腰, 倾身
beneath /bɪ'ni:θ/ *adv.* 在底下
beneficial /,benɪ'fɪʃəl/ *adj.* 有用的, 有益的
biochemistry /,baɪəʊ'kemɪstri/ *n.* 生物化学
biology /baɪ'ɒlədʒi/ *n.* 生物学
blank /blæŋk/ *adj.* 空白的
bleed /bli:d/ *vi.* 流血
block /blɒk/ *n.* 大厦; 街区
*blond /blɒnd/ *adj.* 淡黄色的, 毛发及皮肤色浅的
bonus /'bəʊnəs/ *n.* 额外津贴, 奖金
boom /'bu:m/ *vi.* 激增, 猛涨
bother /'bɒðə/ *vt.* 烦扰; 打扰
branch /brɑ:ntʃ/ *n.* 分支, 部门
broken /'brəʊkən/ *adj.* 断的, 破的
bureaucratic /,bjʊərə'krætɪk/ *adj.* 官僚的
bury /'beri/ *vt.* 埋葬
butcher /'bʊtʃə/ *n.* 屠夫; 肉商
button /'bʌtn/ *n.* 钮扣

C

cage /keɪdʒ/ *n.* 笼子
can't help doing sth. 禁不住要做某事
carpenter /'kɑ:pɪntə/ *n.* 木匠
carrot /'kærət/ *n.* 胡萝卜
casual /'kæʒuəl/ *adj.* 随意的, 非正式的
cattle /'kætl/ *n.* 牛
chain /tʃeɪn/ *n.* 链条; 一连串的事物
characteristic /,kærɪktə'rɪstɪk/ *n.* 特点, 特性
charge /tʃɑ:dʒ/ *vt.* 收费, 要价 *n.* 负责
take charge of 接管, 控制
chart /tʃɑ:t/ *n.* 表格, 图表
cheek /tʃi:k/ *n.* 脸颊
chemist /'kemɪst/ *n.* 化学家

chew /tʃu:/ *vt.* 咀嚼
chief /tʃi:f/ *adj.* 最高级别的
childhood /'tʃaɪldhʊd/ *n.* 童年, 儿童时代
choir /'kwaɪə/ *n.* 合唱队, 合唱团
civil /'sɪvəl/ *adj.* 民间的; 国民的; 国内的
civilisation /,sɪvəlaɪ'zeɪʃən/ *n.* 文明
claw /klo:/ *n.* (动物或鸟的) 爪子
clerk /kɪ:k/ *n.* 职员
collar /'kɒlə/ *n.* 衣领
comfort /'kʌmfət/ *n.* 舒适, 安逸
commit /kə'mɪt/ *vt.* 投入
*committed /kə'mɪtɪd/ *adj.* 尽责的
companion /kəm'pænjən/ *n.* 同伴, 伴侣
comprehension /,kɒmpri'hensjən/ *n.* 理解
concentrate /'kɒnsəntreɪt/ *vi.* 集中(思想、注意力等)
conductor /kən'dʌktə/ *n.* 售票员; 指挥
confirm /kən'fɜ:m/ *vt.* 证实
connection /kə'nekʃən/ *n.* 联系; 连接
conservative /kən'sɜ:vətɪv/ *adj.* 保守的, 旧式的
constantly /'kɒnstəntli/ *adv.* 不断地
consult /kən'sʌlt/ *vt.* 请教; 查阅
continent /'kɒntɪnənt/ *n.* 大陆, 洲
conventional /kən'venʃənəl/ *adj.* 传统的, 保守的
corn /kɔ:n/ *n.* 玉米
correction /kə'rekʃən/ *n.* 改正, 改进
*curriculum vitae = CV 简历; 个人简历

D

data /'deɪtə/ *n.* 资料, 数据
decrease /dɪ'kri:s/ *vi.* 减少, 降低
deer /dɪə/ *n.* 鹿
defence /dɪ'fens/ *n.* 保卫, 保护
description /dɪ'skrɪpʃən/ *n.* 描述, 形容
deserve /dɪ'zɜ:v/ *vt.* 应得, 值得
desire /dɪ'zaɪə/ *n.* 渴望, 欲望
devote /dɪ'vəʊt/ *vt.* 专心致志于, 献身于
devotion /dɪ'vəʊʃən/ *n.* 奉献
disability /,dɪsə'bɪlɪti/ *n.* 残疾; 无能力
distinguish /dɪ'strɪŋɡwɪʃ/ *vt.* 区别, 辨别
division /dɪ'vɪʒən/ *n.* 部门, 分割
drag /dræg/ *vt.* 拖, 拉
draw up 起草
drill /drɪl/ *n.* 练习, 训练
due to 由于
dynamic /daɪ'næmɪk/ *adj.* 精力充沛的

E

Easter /'i:stə/ *n.* 复活节
embassy /'embəsi/ *n.* 大使馆
emergency /ɪ'mɜ:dʒənsi/ *n.* 紧急情况
*enclose /ɪn'kləʊz/ *vt.* 随信附上
entirely /ɪn'taɪəli/ *adv.* 完全地
envy /'envi/ *vt.* 羡慕, 妒忌
error /'erə/ *n.* 错误
existence /ɪg'zɪstəns/ *n.* 生活; 存在
expression /ɪk'spreʃən/ *n.* 表情; 词语

F

facial /'feɪʃəl/ *adj.* 面部的
*facility /fə'sɪlɪti/ *n.* (供特定用途的) 场所; 设备
failure /'feɪljə/ *n.* 失败
fault /fɔ:lt/ *n.* 错误; 缺点
feather /'feðə/ *n.* 羽毛
fee /fi:/ *n.* 服务费, 学费
fellow /'feləʊ/ *n.* 同伴
fellow students 同学
file /faɪl/ *n.* 档案, 文件
flame /fleɪm/ *n.* 火焰, 火舌
flexible /'fleksɪbəl/ *adj.* 灵活的, 柔韧的
forehead /'fɒrɪd/ *n.* 额, 前额
forever /fə'revə/ *adv.* 永远
*frankly /'fræŋkli/ *adv.* 坦率地, 真诚地
frankly speaking 坦率地说
frost /frɒst/ *n.* 霜

G

gain /geɪn/ *vt.* 获得, 增加
gifted /'gɪftɪd/ *adj.* 有天赋的
glance /glɑ:ns/ *vi.* 瞥一眼
glare /gleə/ *vi.* 怒视, 瞪
glory /'glɔ:ri/ *n.* 荣耀的事, 值得骄傲的事
glue /glu:/ *n.* 胶, 胶水
go into detail(s) 讨论, 细谈
grain /greɪn/ *n.* 谷粒, 谷物
grasp /grɑ:sp/ *vt.* 理解, 领会; 抓牢, 抓紧
grateful /'ɡreɪtful/ *adj.* 感激的, 感谢的
guidance /'ɡaɪdəns/ *n.* 指导
guilty /'ɡɪlti/ *adj.* 不安的; 有罪的

H

harvest /'hɑ:vɪst/ *n.* 收获
 heel /hi:l/ *n.* 鞋跟
 hesitate /'hezɪteɪt/ *v.* 犹豫, 踌躇
 honey /'hʌni/ *n.* 蜂蜜
 housewife /'haus-waɪf/ *n.* 家庭主妇
 hug /hʌg/ *n.* 拥抱

I

idiom /'ɪdiəm/ *n.* 习语, 成语
 ignore /ɪg'nɔ: / *vt.* 忽视, 不顾
 illegal /ɪ'li:gəl/ *adj.* 不合法的, 违法的
 *image /'ɪmɪdʒ/ *n.* 比喻; 形象
 in addition 此外
 in case 以防万一; 万一
 income /ɪŋ'kʌm/ *n.* 收入
 independence /,ɪndɪ'pendəns/ *n.* 独立
 independent /,ɪndɪ'pendənt/ *adj.* 独立的
 inspect /ɪn'spekt/ *vt.* 审查
 inspire /ɪn'spaɪə/ *vt.* 启发; 鼓舞
 instant /ɪnstənt/ *n.* 片刻, 瞬息
 institute /ɪn'stɪtju:t/ *n.* 机构; 学院
 instruct /ɪn'strʌkt/ *vt.* 指导, 教导
 insurance /ɪn'ʃʊərəns/ *n.* 保险

J

jar /dʒɑ:/ *n.* 罐子, 坛子
 judge /dʒʌdʒ/ *vt.* 评判
 judgement /'dʒʌdʒmənt/ *n.* 判断, 判断力
 junior /'dʒu:nɪə/ *adj.* 低级的
 junior high 初中

K

keep up with 跟上, 赶上
 kindness /'kaɪndnɪs/ *n.* 和善, 亲切
 kingdom /'kɪŋdəm/ *n.* 王国

L

lack /læk/ *vt.* 缺乏, 没有
 lap /læp/ *n.* (人坐着时的) 大腿部
 lawyer /'lɔ:jə/ *n.* 律师
 lay off 裁员
 librarian /laɪ'breəriən/ *n.* 图书馆管理员
 lightning /'laɪtnɪŋ/ *n.* 闪电
 lip /lɪp/ *n.* 嘴唇

liquid /'lɪkwɪd/ *n.* 液体
 literary /'lɪtərəri/ *adj.* 喜爱文学的
 loose /lu:s/ *adj.* (指言行等) 不严谨的, 放荡的
 loose conduct 行为不检点, 品行不端
 *lump /lʌmp/ *n.* 团, 块

M

make out 假称; 听出, 看出
 make up 编造
 mankind /,mæŋ'kaɪnd/ *n.* 人类
 mental /'mentl/ *adj.* 内心的; 精神病的
 mild /maɪld/ *adj.* 温和的
 mistaken /mɪ'steɪkən/ *adj.* 错误的
 misunderstand /,mɪsʌndə'stænd/ *vt.* 误解
 moral /'mɒrəl/ *n.* 品德, 品行
 motto /'mɒtəʊ/ *n.* 格言, 座右铭
 moustache /mə'sta:ʃ/ *n.* 长在上嘴唇上的小胡子
 mud /mʌd/ *n.* 烂泥, 泥浆
 multiply /'mʌltɪplaɪ/ *vt.* 大量增加; 乘

N

neat /ni:t/ *adj.* 整洁的
 nest /nest/ *n.* 鸟窝, 巢
 nursery /'nɜ:səri/ *n.* 托儿所, 保育室

O

obey /əʊ'beɪ/ *vt.* 服从, 听从
 onion /'ʌnjən/ *n.* 洋葱
 operate /'ɒpəreɪt/ *vi.* 运转, 运作 *vt.* 操作
 oral /'ɔ:rəl/ *adj.* 口头的, 口述的
 outstanding /aʊt'stændɪŋ/ *adj.* 杰出的, 优秀的
 overcome /,əʊvə'kʌm/ *vt.* 战胜, 克服
 ox /ɒks/ *n.* 牛, 公牛
 oxygen /'ɒksɪdʒən/ *n.* 氧, 氧气

P

pace /peɪs/ *n.* 速度, 步速
 panic /'pænik/ *v.* 恐慌, 惊惶
 paragraph /'pærəgrɑ:f/ *n.* 段落
 parrot /'pærət/ *n.* 鹦鹉
 part-time *adv.* 部分时间地
 passive /'pæsɪv/ *adj.* 被动的, 消极的
 pay off 得到好结果; 取得成功
 pea /pi:/ *n.* 豌豆
 peach /pi:tʃ/ *n.* 桃子

*personality /ˌpɜːsəˈnælɪti/ *n.* 个性, 性格
phrase /freɪz/ *n.* 短语, 词组
physicist /ˈfɪzɪsɪst/ *n.* 物理学家
pine /paɪn/ *n.* 松树
pineapple /ˈpaɪnæpəl/ *n.* 菠萝
poet /ˈpəʊɪt/ *n.* 诗人
positive /ˈpɒzɪtɪv/ *adj.* 积极的
possibility /ˌpɒsɪˈbɪləti/ *n.* 可能性
postage /ˈpəʊstɪdʒ/ *n.* 邮费
postcode /ˈpəʊstkeʊd/ *n.* 邮政编码
pour /pɔː/ *vt.* 倒, 灌
powder /ˈpaʊdə/ *n.* 火药
pray /preɪ/ *vt. & vi.* 祈祷, 祷告
predict /prɪˈdɪkt/ *vt.* 预言, 预测
previous /ˈpriːviəs/ *adj.* 以前的, 过去的
pump /pʌmp/ *n.* 泵, 抽水机
punishment /ˈpʌnɪʃmənt/ *n.* 惩罚, 处罚

Q

qualification /ˌkwɒlɪfɪˈkeɪʃən/ *n.* 资格, 资历
quarrel /ˈkwɒrəl/ *vi.* 争吵, 吵架

R

rank /ræŋk/ *n.* 职衔
receipt /rɪˈsiːt/ *n.* 收据, 收条
receiver /rɪˈsiːvə/ *n.* 接收者
receptionist /rɪˈsepʃənɪst/ *n.* 接待员
reflect /rɪˈflekt/ *vt.* 反映; 反射
relief /rɪˈliːf/ *n.* 减轻, 宽慰
religion /rɪˈlɪdʒən/ *n.* 宗教
reputation /ˌrepjuˈteɪʃən/ *n.* 名誉, 名声
requirement /rɪˈkwaɪəmənt/ *n.* 要求
respond /rɪˈspond/ *vi.* 反应; 回复, 回答
revision /rɪˈvɪʒən/ *n.* 复习
reward /rɪˈwɔːd/ *n.* 奖赏

S

salty /ˈsɔːlti/ *adj.* 含盐的, 咸的
satellite /ˈsætəlɪt/ *n.* 卫星; 人造卫星
satisfaction /ˌsætɪsˈfækʃən/ *n.* 满意, 满足
saying /ˈseɪɪŋ/ *n.* 格言, 谚语
scholar /ˈskɒlə/ *n.* 学者
section /ˈsekʃən/ *n.* 部分
secure /sɪˈkjʊə/ *adj.* 稳定的; 无忧无虑的

seed /siːd/ *n.* 种子
select /sɪˈlekt/ *vt.* 挑选
selfish /ˈselfɪʃ/ *adj.* 自私的
senior /ˈsiːniə/ *adj.* 高级的
senior high 高中
set off 使爆炸; 引发
shadow /ˈʃædəʊ/ *n.* 阴影, 影子
sharp /ʃɑːp/ *adj.* 敏锐的; 锋利的, 尖的
shelter /ˈʃeltə/ *vi.* 躲避
shop assistant 营业员
shortcoming /ˈʃɔːtˌkʌmɪŋ/ *n.* 缺点, 短处
sigh /saɪ/ *vi.* 叹息, 叹气
simplify /ˈsɪmplɪfaɪ/ *vt.* 简化
sit up 坐直
slave /sleɪv/ *n.* 奴隶
sleeve /sliːv/ *n.* 衣服袖子
slight /slaɪt/ *adj.* 少量的, 微小的
sparrow /ˈspærəʊ/ *n.* 麻雀
speak up 大声地说, 自由而大胆地说出
spelling /ˈspelɪŋ/ *n.* 拼写
spit /spɪt/ *vi.* 吐口水, 吐痰
spy /spaɪ/ *n.* 间谍, 特务
squirrel /ˈskwɪrəl/ *n.* 松鼠
stage /steɪdʒ/ *n.* 舞台; 阶段, 时期
status /ˈstetəs/ *n.* 现状; 社会地位
steam /stiːm/ *n.* 蒸汽
steep /stiːp/ *adj.* 陡峭的, 险峻的
straw /stroː/ *n.* 稻草, 麦秆
strength /streŋθ/ *n.* 长处, 优势
summary /ˈsʌməri/ *n.* 摘要, 总结
sunglasses /ˈsʌŋɡləːsɪz/ *n.* 墨镜
surrounding /səˈraʊndɪŋ/ *adj.* 附近的, 周围的
suspect /səˈspekt/ *vt.* 怀疑
swell /swel/ *v.* 被充满; 膨胀, 肿胀

T

tear /tɪə/ *n.* 眼泪
tend to 往往会, 倾向于
the last straw (一系列烦恼、打击之外)
最后使人受不了的事
thinking /ˈθɪŋkɪŋ/ *n.* 思考, 考虑
throat /θrəʊt/ *n.* 咽喉, 喉咙
thunder /ˈθʌndə/ *n.* 雷声
thus /ðʌs/ *adv.* 如此, 因此

tick /tɪk/ *vt.* 打勾做记号
to a certain extent 在某种程度上
topic /'tɒpɪk/ *n.* 题目, 话题
translator /'træns'lertə/ *n.* 翻译员
triangle /'traɪæŋɡəl/ *n.* 三角形
turn over 反转
tutor /'tju:tə/ *n.* 家庭教师; 导师
twist /twɪst/ *vt., vi.* 旋转, 转动
typewriter /'taɪp,rartə/ *n.* 打字机
typist /'taɪpɪst/ *n.* 打字员

U

uniform /'ju:nɪfɔ:m/ *n.* 制服
universe /'ju:nɪvɜ:s/ *n.* 宇宙
unwilling /ʌn'wɪlɪŋ/ *adj.* 不情愿的
upset /ʌp'set/ *adj.* 不安的, 不快的
urge /ɜ:dʒ/ *vt.* 力劝, 强烈要求
user /'ju:zə/ *n.* 使用者

V

vital /'vaɪtəl/ *adj.* 极其重要的

W

wage /weɪdʒ/ *n.* 薪金, 工资
weakness /'wi:knis/ *n.* 弱点, 缺陷
wisdom /'wɪzdəm/ *n.* 智慧
wool /wʊl/ *n.* 羊毛
worthwhile /,wɜ:θ'waɪl/ *adj.* 值得努力的
worthy /'wɜ:ði/ *adj.* 值得的
wrinkle /'rɪŋkəl/ *n.* 皱纹
wrist /rɪst/ *n.* 腕, 腕关节

Y

yoghurt /'jɒɡət/ *n.* 酸乳酪, 酸奶

EXAM ZONE: Use of English

TIPS for error correction

- 1 Read the whole text to get an idea of what it is about.
- 2 Read it again sentence by sentence to understand the meaning.
- 3 It may help if you “say” the words to yourself.
- 4 Search the text for any unnecessary words and cross them out:
 - determiners (e.g. *a, the, some, any, this*)
 - auxiliaries (e.g. *be, do, have*)
 - prepositions (e.g. *to, from, at*)
 - pronouns (e.g. *he, something, them*)
 - relative pronouns (e.g. *who, which, that*)
 - linking words (e.g. *but, so, however*)

Read the text and look carefully at each line. If a line is correct, put a tick (✓) in the space on the right. If a line has an unnecessary word, write it in the space on the right.

The choices we make as consumers today affect the lifestyles we lead them tomorrow. As the consumers, we all have a role in influencing the market, because consumer choice is something what drives the market. We are all consumers of electricity. We use it in the most of the things we do, whether it's lighting our homes, listening to music, washing our clothes, refrigerating our food or running our computers. But there is no any doubt that electricity is an essential part of our lives. We must have little choice when it comes to consuming electrical energy. But we do have had a choice when it comes to purchasing electrical energy. Since the recent introduction of competition into the energy market, consumers are able not to choose their electricity supplier. Traditionally, the electricity has been generated by burning fossil fuels – oil, gas and coal. Lately, nuclear energy has to become a major source of electricity. Now, because due to technological advances in the industry, that choice is being broader. We can also produce electricity from renewable kind resources. Renewable energy makes use of the power of wind or water or the sun's rays. While using these sources of energy does not destroy the world's resources, or pollute the environment. Renewable energy is the energy of the future. And you may be too pleased to hear that you can choose to be supplied with this energy from right now.

- 0 *them*
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EXAM ZONE: Reading

Multicultural Britain

The following are extracts from a speech given by Robin Cook, the British Foreign Secretary, in April 2001.

(A) Tonight I want to celebrate Britishness. Sadly, it has become fashionable for some to argue that British identity is under siege, (1)..... . I want to argue that where the pessimists identify a threat, we should instead see developments that will strengthen and renew British identity.

(B) The first element in the debate about the future of Britishness is the changing ethnic composition of the British people. The British are not a race, but a gathering of countless different races and communities. It is not their purity that makes the British unique, but the sheer pluralism of their ancestry.

(C) London was first established as the capital of a Celtic Britain by Romans from Italy. They were in turn driven out by Saxons and Angles from Germany. The great cathedrals of this land were built mostly by Norman bishops, (2)..... . Outside our Parliament, Richard the Lionheart proudly sits astride his steed, a symbol of courage and defiance. Yet he spoke French much of his life, and depended on the Jewish community of England to put up the ransom that freed him from prison.

(D) The idea that Britain was a "pure" Anglo-Saxon society before the arrival of communities from the Caribbean, Asia and Africa is fantasy. But if this view of British identity is false to our past, it is false to our future too. The global era has produced population movements of a breadth and richness without parallel in history. Today's London is a perfect hub of the globe. It is home to over thirty ethnic communities of



at least 10,000 residents each. In this city tonight, over 300 languages will be spoken by families over their evening meal at home. This pluralism is not a burden we must reluctantly accept. It is an immense asset that contributes to the cultural and economic vitality of our nation.

(E) Legitimate immigration is the necessary and unavoidable result of economic success, which generates a demand for labour faster than can be met by the birthrate of a modern developed country. Our cultural diversity is one of the reasons why Britain continues to be the preferred location for multinational companies setting up in Europe.

(F) (3)..... . Our lifestyles and cultural horizons have also been broadened in the process. It reaches into every aspect of our national life.

(G) Chicken Tikka Massala is now a true British national dish, not only because it is the most popular, (4)..... . Chicken Tikka is an Indian dish. The Massala sauce was added to satisfy the desire of British people to have their meat served in gravy.

(H) The modern notion of national identity cannot be based on race and ethnicity, (5)..... . Some of the most successful countries in the modern world, such as the United States and Canada, are immigrant societies. Their experience shows how cultural diversity, allied to a shared concept of equal citizenship, can be a source of enormous strength. We should draw inspiration from that experience.

1 Read the text carefully. Match the sentences (a-f) with the gaps in the text (1-5). There is one extra sentence that you do not need.

- a) And it isn't just our economy that has been enriched by the arrival of new communities
- b) perhaps even in a state of terminal decline
- c) because of the linguistic variety of the population

- d) but because it is a perfect illustration of the way Britain absorbs and adapts external influences
- e) but the religion in them was secured by the succession of a Dutch prince
- f) but must be based on shared ideals and aspirations

2 Choose the best answer according to the text – a, b, c or d.

- 1 What, according to the speaker, makes British people unique?
- a) their racial purity
 - b) their recent history
 - c) their mixture of races
 - d) their fashion
- 2 In paragraph C, why does the speaker talk about British history?
- a) To show how the English language developed.
 - b) To show that the British are not a pure race.
 - c) To show Britain has a parliament.
 - d) To show important changes of governments.
- 3 What should the British attitude to immigration be?
- a) It is inevitable and so should be accepted.
 - b) It improves cultural and economic life.
 - c) It leads to a population increase.
 - d) It is changing pure Anglo-Saxon society.
- 4 Immigration is necessary for Britain because
- a) multinational companies want to do business in Europe.
 - b) it leads to a successful economy.
 - c) it had an empire in Asia and Africa.
 - d) there aren't enough people to do the work.

- 5 The speaker uses the United States and Canada as examples of successful countries because
- a) immigrants have contributed to their development.
 - b) they have a similar national identity.
 - c) modern societies must have a mixture of races.
 - d) they share the same ideals and aspirations.

3 Find words in the text which have a similar meaning. Paragraph references are given in brackets.

- | | |
|----------------|-----------------------|
| 1 attack (A) | 6 something heavy (D) |
| | |
| 2 argument (B) | 7 very large (D) |
| | |
| 3 horse (C) | 8 legal (E) |
| | |
| 4 money (C) | 9 part (F) |
| | |
| 5 centre (D) | 10 idea (H) |
| | |

EXAM ZONE: Writing

Below is an extract from a letter you have received from a friend in Britain. Write a reply, telling your friend about your plans for his visit. Write about 150 words.

I'd love to come and stay with you. It will have to be in August because, as you know, our summer holidays are not as long as yours. Tell me when the best dates for you are. What will the weather be like? Should I bring any special clothes? What sort of present would your parents like? Would you like me to bring you anything special? Write back soon and give me all the details. I can't wait!

See you soon!

Tony

Irregular Verbs

Base form	Simple past	Past participle	Base form	Simple past	Past participle
begin	began	begun	lead	led	led
bend	bent	bent	leave	left	left
bleed	bled	bled	misunderstand	misunderstood	misunderstood
break	broke	broken	overcome	overcame	overcome
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt/burned	burnt/burned	let	let	let
burst	burst	burst	lie	lay	lain
buy	bought	bought	light	lighted/lit	lighted /lit
catch	caught	caught	lose	lost	lost
choose	chose	chosen	mean	meant	meant
cost	cost	cost	meet	met	met
cut	cut	cut	quarrel	quarrelled/quarreled	quarrelled/quarreled
deal	dealt	dealt	rewind	rewound	rewound
dream	dreamed/dreamt	dreamed/dreamt	ride	rode	ridden
drive	drove	driven	sell	sold	sold
draw	drew	drawn	set	set	set
eat	ate	eaten	show	showed	shown
fall	fell	fallen	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	spill	spilt/spilled	spilt/spilled
find	found	found	spit	spat/spit	spat/spit
fly	flew	flown	split	split	split
forbid	forbade	forbidden	stick	stuck	stuck
forget	forgot	forgotten	strike	struck	struck
forgive	forgave	forgiven	swell	swelled	swollen
freeze	froze	frozen	teach	taught	taught
grow	grew	grown	tear	tore	torn
hang	hung/hanged	hung/hanged	think	thought	thought
hide	hid	hidden	throw	threw	thrown
hit	hit	hit	understand	understood	understood
hold	held	held	upset	upset	upset
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
lay	laid	laid	withdraw	withdrew	withdrawn

Tapescript

Unit 13 People

Warm-up

Announcer: Police are looking for four people in connection with a crime. They were last seen in the London area. The first is a white man. He is quite tall with short, dark hair. He was last seen wearing a black baseball cap, a blue long-sleeve shirt and sunglasses. The second is a white man wearing glasses. He has little hair and was last seen wearing a white shirt and holding books under his arm. The third is a black woman. She has short hair and was last seen wearing a black and white T-shirt with a gold chain around her neck. The fourth person is an old white man. He has grey hair and a grey beard and was last seen wearing glasses and a blue, white and red shirt. If you see any of these people, please contact ...

Lesson 2 Personalities and Jobs

Exercise 4

Teacher: Today we're going to focus on jobs and personalities. Think of some jobs and what kinds of people do them. What characteristics do these people have?

Wang Shu: Er ... people who work with computers are usually quiet, shy people.

Teacher: Xiao Dong, what's your reaction to that? Do you agree?

Xiao Dong: To some extent, yes. They're also not usually very athletic. But it seems to me that they have to be creative.

Teacher: You're right there. Next, Li Liang.

Li Liang: A tour guide. I'm certain that this is a very exciting job. Tour guides need to be independent, outgoing and have a desire to share information. They must also be able to deal with many different situations and problems.

Teacher: What do you think, Cao Wen?

Cao Wen: I agree. I think tour guides must also get a lot of satisfaction out of seeing other people enjoying themselves.

Teacher: That's a good point. ... Other jobs?

Xiao Dong: Farmers. As I see it, farmers are very important. Without their harvests every year, we would all go hungry!

Teacher: And their characteristics?

Xiao Dong: A farmer needs to be patient and know a lot about animal biology.

Li Liang: Also, the weather is hard on farmers but they must never give up.

Teacher: Right, but that's true for everyone, isn't it?

Students: Mm, yes.

Wang Shu: I'd like to be a farmer and grow fruit like pineapples

and peaches, but I think I prefer to work in the city! I'd like to be a cook in a big hotel. Cooks also have to be creative and they need to be able to handle a kitchen and get things done on time.

Teacher: I think you'd make a great cook, Wang Shu. OK, what about some other jobs? I would have thought that some of you might like to work in ...

Cao Wen: Medicine? Doctors and nurses?

Teacher: Yes, good. What kind of a person is a doctor or a nurse? Does anyone have views on this?

Li Liang: I feel that to be a nurse takes a lot of kindness. They have to be very caring people and are willing to help others.

Xiao Dong: Yes, they certainly can't be selfish.

Teacher: I couldn't agree more. What about a doctor?

Cao Wen: They need to be kind too — and good listeners. They should also be confident so that people trust them. I'm hoping to be a doctor.

Wang Shu: That's cool, Cao Wen! Good for you!

Teacher: So many jobs require getting on well with other people. Can you think of any jobs where this isn't a requirement? We'll discuss this tomorrow ...

Exercise 6

Dialogue 1:

A: Did you know that Alice can speak three languages?

B: Really? I find that very hard to believe. She's only five.

A: But it's true! Ask her mother!

Dialogue 2:

A: I feel that airlines should not allow new-born babies aboard their long distance flights.

B: Mm, I quite agree. There's nothing worse than listening to a crying baby for 12 hours!

Dialogue 3:

A: I've just seen Ian holding a bunch of flowers and walking into a restaurant.

B: That's interesting. He told me he was going to the library! I wonder why he lied.

A: Maybe he's too shy to tell you he has a new girlfriend!

Dialogue 4:

A: Do you remember what I said about making hay while the sun shines?

B: Yes.

A: Well, it means that when things are going well you should make the best of them, so, because my boss was pleased with my

report, I asked for extra vacation and got it!

B: That's great!

Dialogue 5:

A: It really makes me mad when Jim sings at work. I also hate shaking hands with him. His hands are always damp! And he wears such terrible clothes, like that pink shirt!

B: Anything else?

A: Yes! I really dislike it when he eats garlic for lunch. He has terrible breath for the rest of the day!

B: So I guess you'll be looking for a new assistant soon!

Dialogue 6:

A: I heard that the weather is going to change this weekend. Will we still go camping if it's raining?

B: We'll only go camping if the sun is shining. Otherwise we'll go to the cinema and watch the new Jackie Chan movie.

A: Right. I just wanted to see what the back-up plan was.

Comparing Cultures

Man: Isn't it funny how we imagine people from a country have a certain personality or character?

Woman: What do you mean?

Man: You know, like English people are supposed to be very cool and sociable, but very calm. And also honest and reliable.

Woman: Well, I know some English people who are quite the opposite.

Man: Yes, that's what I mean. These descriptions of national character aren't really true.

Unit 14 Careers

Warm-up

1

Woman: Good morning. Can I help you?

Man: Yes, I have a booking in the name of Jones.

Woman: OK, just a moment. Right, Mr Jones, it's for two nights, isn't it?

Man: That's right. And could I have ...

2

Man 1: Can I help you, sir?

Man 2: Mmm, I'm looking for a jacket, a sports jacket.

Man 1: Right, let me see, if you'd like to come over here. What size are you? We have a nice choice of ...

3

Man: This castle was one of the most important in England. The first record of it is from 1135, when it belonged to the 'de Lacy' family. Then, in the thirteenth century, two towers, which you can see on the left, were added. One curious fact is that ...

4

Woman: Right, Mr Stephens, can you tell me when the pain started?

Man: Well, I suppose it started on Christmas Day. I had a big lunch at my daughter's, and then sat down to watch TV. When I got up, I couldn't move my arm.

Woman: OK, let's have a look ...

Lesson 2 Interviews

Exercise 3

Woman: Good morning. Take a seat.

Oliver: Good morning. Thank you.

Woman: My name is Judith Wainwright. I'm the personnel manager for Camp Elizabeth Holidays. And you are Oliver Blackstone?

Oliver: That's right.

Woman: I see that you're in your last year at school.

Oliver: Yes, I'm doing my "A" levels this summer. I hope to go to university to study civil engineering.

Woman: So why do you want to work with us at Camp Elizabeth?

Oliver: Well, your company has a good reputation. I know some people who have been to your camps and they say everything was well-organised. I enjoy working with children and I'd like to get some more work experience.

Woman: What experience do you have?

Oliver: I help with the youth club at school. I've organised sports and trips to various places – to concerts and plays and things like that.

Woman: Mm, what qualities do you think are important for the job?

Oliver: I'm sorry, what do you mean exactly?

Woman: I mean, the qualities you need to work with children and organise sports and other activities.

Oliver: Well, you certainly must have patience. A lot of patience! And another important thing is enthusiasm. You've got to show children that you enjoy things. And, well, you also have to be careful. Accidents can happen very easily, so you need to be well-organised. And of course you have to have good morals.

Woman: OK, are there any questions you would like to ask me?

Oliver: Er, yes, just one thing. Could you tell me what kind of accommodation there is for people working at the camp?

Woman: Yes, most monitors have their own rooms, but some will have to share. We decide on the basis that the older monitors get the first choice.

Oliver: Right, I see.

Woman: Well, thank you, Oliver. I'll be getting in touch with people next week.

Oliver: Thank you very much. Goodbye.

Exercise 10

1

Woman: What qualities do you think are important for the job?

Man: (polite) I'm sorry, what do you mean exactly?

2

Woman: What qualities do you think are important for the job?

Man: (bored) What's that?

3

Woman 1: What qualities do you think are important for the job?

Woman 2: (rude) I'm sorry, what do you mean?

4

Woman: What qualities do you think are important for the job?

Man: (polite) I'm sorry, could you say that again?

5

Woman 1: What qualities do you think are important for the job?

Woman 3: (polite) Would you mind repeating that, please?

Exercise 13

One morning, Bill was standing in his corn field shouting angrily at his neighbour's cattle. Somehow, the cattle had broken through the fence and were now happily eating his corn. Bill tried to get them away but it was no use. What difference did it make? If the frost didn't ruin the harvest, then it was disease. And if it wasn't disease, then it was his neighbours' cattle. Why did he choose to be a farmer? He could have been a banker like his friend Jack! Bill stared at the surrounding countryside for a while and then started up the steep hill to the farm house. He could have made lots of money like Jack and lived in a great flat in the city. And he would never have had to worry about whether his neighbours' cattle were eating his grain if he had chosen to be a banker! Bill chewed his lip as he walked into his kitchen and wiped the mud off his shoes. Suddenly he noticed someone sitting at the table. It was Jack! "What are you doing here?" he asked. "What's the matter?" Jack sighed and put his head in his hands. "I've quit my job and want to stay here with you for a while. I'm tired of the pollution in the city and the stress of my job. I work all the time and never get to see trees or grass! I wish I'd chosen to be a farmer like you!" Bill smiled. "Here are some words of wisdom for you, Jack. Do you know this idiom? The grass is always greener on the other side."

Lesson 3 Nine to Five

Exercise 5

Most of us have ordinary, nine-to-five jobs. We interviewed someone whose job is very different. Huang Lili, 23, from Harbin, is a dancer.

Journalist: When did you decide to be a dancer?

Huang Lili: When I was at school. I wanted to do something exciting so I applied to a dancing school and got accepted. I love dancing. This is the life for me!

Journalist: Describe a typical day.

Huang Lili: Well, my days are usually very long. Yesterday, for example, I was practising until 10 o'clock and today I got up early to practise bending. I'm working on a new act now, which I'm going to perform on stage for the first time here in Beijing next week.

Journalist: Is your job dangerous?

Huang Lili: I... er... I've had a few accidents. Last year, I broke my wrist and last month I twisted my ankle, but it doesn't happen that often so it's not that bad.

Journalist: What are your plans for the future?

Huang Lili: If things go well, I'll continue with dancing for another five or ten years. And after that, I want to be a coach and stay with the group!

Unit 15 Learning

Warm-up

Dave: I write down new words several times on paper. This helps my spelling, too. Oh, and I also draw little pictures in my vocabulary book, you know, for "fur" I'd maybe draw a fur coat. And I also imagine the pages of the textbook in my head, you know, photos might help me remember a few words, or even grammar structures.

Luning: I can't remember vocabulary very well. If I have to learn a lot of words, I just repeat them aloud to myself, again and again, till I can remember them well enough to spell them backwards even. Sometimes one word makes me think of another, in the list. I also go over the corrections that my teacher makes in my schoolwork.

Tonghuan: Mm, it's hard to say. It depends on the words, but I often sort of simplify a word by breaking it up into different parts, you know, like "entertain-ment", and this helps me understand how they fit together. Sometimes a word sounds similar to another word in Chinese, which helps me remember it.

Xiaofang: This may sound silly, but I have a jar in my room. I write translations of new words on bits of paper and put them in the jar. After a week, I open the jar and see if I can remember the words in English. And I write translations in my vocabulary book and ask my mum to test me. And sometimes I test myself on my way to school. You know, I say things in English to myself!

Lesson 2 Different Schools

Exercise 3

Mrs Liu: Most of you have met Jack and Nicholas – our exchange students from the UK. I've asked them to talk to us this afternoon about their learning experiences in the UK. Jack, let's start with you. Can you tell us about the kind of education you had?

Jack: Good morning, everyone. I guess I had quite a traditional education. By "traditional" education, I mean that there were lots of rules. It was very strict! They didn't allow even the slightest loose conduct. The school was founded in 1896 and it's very proud of its reputation. The teachers were always telling us to do something – even little things... 'Do this! Do that! Hurry up! Slow down!' There were so many rules at that school and we had to obey them at all times!

Mrs Liu: I see. But what about the classroom learning itself?

Jack: Oh, I guess it was traditional, too. However, I think we had excellent teachers. In class, teachers would give lectures and we took a lot of notes. We had to review the notes after class and remember some texts. We had to put up our hands and stand up straight to answer the teacher's questions. Also, we had a lot of homework to do after school. Everything we studied would be tested. Even now, I can remember some of the texts and poems we learned.

Mrs Liu: That's very interesting, thanks, Jack. Nicholas, can you describe the kind of schooling you had?

Nicholas: Sure. My school is very different from Jack's school. My school only started in 1967 and it isn't traditional, you know, or conservative. The school motto is "making our school fit for every child" — that means it cares for every student and it recognises that we all have different learning needs and learning styles. Our teachers were all very mild and kind-hearted. They were very patient with each of us and they were not very strict. They did not like to hand out punishment at all.

Mrs Liu: Can you tell us what learning was like in the classroom?

Nicholas: Well, we were never treated simply as receivers of knowledge and asked to memorise the texts. Instead, we took an active part in learning and were involved in a lot of reading, writing and problem-solving activities. We were allowed to work at our own pace, and we could ask questions whenever we wanted. We didn't wear uniforms and the teachers didn't always tell us what to do. They used different types of learning activities and made each subject as interesting as possible. To check what we had learned, they seldom gave us tests but encouraged us to do lots of project work and interesting assignments. I think my school took a learner-centred approach to teaching.

Mrs Liu: I see. What do you think about your school?

Nicholas: For me, it was great. I don't think I could have studied at Jack's school.

Exercise 6

Mrs Liu: Is this kind of learner-centred approach popular in the UK?

Nicholas: Not really. I don't think it's as popular as it used to be in the 1970s. Now the competition to get selected for university is much greater and a lot of parents see traditional, strict schools, like Jack's, as giving students the best chance. But I think that this approach prepares us better for university and real-life because we learn about our own learning styles.

Mrs Liu: Do you agree with that, Jack?

Jack: Well, to a certain extent, yes, but I can't really say because I only know my type of school. One of the problems I've heard about the sort of alternative school Nicholas goes to is that students don't prepare well for tests.

Nicholas: I'm sorry to disagree, Jack, but I don't accept that at all. I think many people misunderstand and believe that the learner-centred approach isn't as good as the traditional method. That just isn't true. We used to practise doing exams but we were also taught how to study more independently. Research shows that we do just as well as students from traditional schools.

Jack: Well, maybe you're right. Our lessons were very structured, and we were tested on the content, the facts – we weren't taught how to analyse or think about something on our own. I guess I would have preferred your type of school.

Nicholas: Not necessarily. It doesn't suit all students. You may not have liked it, Jack.

Jack: You might be right but I would've liked to try it!

Mrs Liu: That is all very interesting – perhaps we can talk about it again later. Thank you both for sharing your experiences with us.

Comparing Cultures

Man: Well, I went to a traditional British public school. I left four years ago. The school is in the city. It has about 700 students, and it's mostly a boarding school. There are lots of facilities for sport – tennis courts, swimming pool, that sort of thing. There are also good science laboratories and lots of computers. The classes are small, so if you fall behind with your work the teacher will go over it with you. It may have changed now, but we did a lot of subjects and we even had lessons on Saturday mornings! We had some free afternoons when we could get together. They gave us lots of homework and we had tests all the time. I remember that after-school clubs were quite popular. I

was in a drama club – we once put on a performance of Hamlet – and I also set up a school radio station! There were lots of rules and discipline was strict. We could only leave the school grounds at certain times, and we had to wear a uniform. I didn't get into trouble very often, but one of my friends did. He got punished a lot – he wasn't allowed to go out at the weekend, and once he was sent home for three weeks.

Woman: My school was very different from most schools. It was in a lovely old house in a forest. There were only sixty pupils. There weren't many facilities, but there was a good library if you wanted to look up information. You won't believe this, but we didn't have to go to lessons! And there was no homework or tests, or anything like that. We could do what we wanted – if we felt like it, we could play all day. If we wanted to study, we just went to the teachers and asked them to help us. At first, I did nothing, I put off studying for weeks! Then I got interested in science and computers, and I studied science with a teacher who I got on with. I liked it so much that now I'm studying engineering at university and I want to go on to do further research. There were lots of other activities at school you could take up if you wanted – sports, painting and acting. I guess the best thing was that we were free, and the school was democratic. Everything was decided at school meetings, and everyone could vote – each student had the same vote as the teachers. We decided all kinds of things – we even selected the teachers! And discipline, well, we all decided on rules and punishments when one of us did something wrong. A lot of people don't believe me, but it worked really well.

Communication Workshop

Speaking: Exercise 2

Interviewer: So Wang Shanshan, what are your views on studying abroad?

Wang Shanshan: I believe that studying abroad will help students become more independent. Another benefit is that they will meet a lot of new people and learn about other cultures. However, like everything, there are also disadvantages. For a start, it would be hard adapting to a new culture. Students might also be too young to know how to arrange their studying and take care of themselves properly. They could waste a lot of time and money without the guidance of their parents. Another big disadvantage is that they might not realise how expensive studying abroad is and they won't appreciate how hard their parents have had to work to send them there. This could mean that in the future they would depend on their parents too much and expect everything to come easily. As a whole, I think that studying abroad can be a positive experience but should be

done when students are older, possibly at university. I think getting a good primary and secondary education in China is the best way to start an academic career.

Interviewer: Thank you for your views, Wang Shanshan.

Exercise 3

Student C: What's your view on studying abroad?

Student A: For me, learning about a new culture would be an important part of the experience.

Student B: Right. That would be important for me too, but as I see it, the main advantage would be living independently from my family.

Student C: I totally disagree! Living away from my family and friends would be the biggest disadvantage! I would really miss their help and support.

Student D: Well, to a certain extent, I would find that difficult too, but I would really enjoy a lot of other things like making new friends and seeing new places. I don't think I'd like the food though!

Student A: I don't think that would be a problem. I'm sure there would be some great food. For me, a big problem would be understanding people. It would be awful being in a new place and not being able to communicate properly.

Student B: I get your point, but studying in an English-speaking country would really improve your standard of English.

Student C: But what about organising our study and looking after ourselves? I think a lot of us are too young to be responsible for ourselves.

Student A: Well, that's one way of looking at it, but some students are responsible enough. I think a bigger problem is that studying abroad costs a lot of money. I think it makes more sense to study abroad after getting a good basic education in China.

Student D: I think so too. It would be really difficult for my parents to afford to send me abroad for secondary school and university as well.

Student B: I suppose so. And if you think about it, all the advantages we've discussed will still be there if we study abroad when we're older. I would still like to go sooner rather than later though!

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