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普通高中课程标准实验教科书

英语 ▶ 6 [选修 模块]

Senior High English

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主 编：王 蔷 Michael Harris
副主编：曹瑞珍
编 者：王 源 陈则航
David Mower

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To Students

You have successfully finished the compulsory course for Senior High English and are about to embark on a new journey — an elective course consisting of 6 modules. Modules 6 to 8 will lead you to English Level 8, and Modules 9 to 11 will lead you to English level 9. The purpose of this elective course is to consolidate what you have already learnt, to further develop your English language ability, and to prepare you for college and other future endeavours.

The main theme of Module 6 is literature. You will learn the characteristics of narrative writing and how to write autobiography in the Stories unit. You will learn to appreciate English humour, jokes and comedies in the Laughter unit. You will learn to appreciate English and Chinese poems in the unit on Beauty. You will also learn to appreciate the cultural differences between the East and the West and improve your tolerance and understanding of other cultures.

To improve your reading skills, you will learn how to deduce an author's attitudes and intentions while continuing to revise and apply reading strategies learnt in the past. As for your speaking skills, you will learn how to tell interesting stories, conduct convincing role-plays and plan projects effectively. To improve your listening skills, you will learn to listen for key words, appreciate English humour and jokes, and identify speakers' emotions, attitudes and viewpoints. Your writing skills will be improved when you learn to write narrative passages about recent events and to retell other people's stories. You will also learn to write film reviews and short poems.

In Module 6 you will also be introduced to new grammatical structures such as the past perfect tense and the past perfect continuous tense. Bear in mind that learning grammar rules is not solely for passing exams. Understanding the rules of grammar will enable you to better express yourself.

In this elective course, I hope you will continue to explore and develop effective learning strategies, take notes during class and organise your notes after lessons. I would encourage you to study new language items from different angles including their form, meaning and usage. Learn to summarise language rules and see if they offer any insights in related areas. Learn to think logically to analyse and solve problems independently, but if necessary, seek help from teachers and classmates. Learn to make study plans according to your needs. Share learning resources with others and make good use of libraries, the Internet, radio and television to get as much exposure to English as possible. Be active in participating in any opportunity that involves using English, and learn to evaluate the effectiveness of your learning strategies and make appropriate adjustments when necessary.

I wish you every success in this elective course of Senior High English.

Chief Editor

May, 2005

A



B

16 Stories

In this unit you will...

- Talk about and tell stories.
- Listen to stories and information about names.
- Read extracts from a life story, a composition and an article.
- Write a story.
- Learn about the Past Perfect.

4 Think about your answers to these questions. Then, in pairs, tell your partner about yourself.

Example

I read about two or three books a month. And you?

- 1 How many books do you read a month?
- 2 What criteria do you use when you choose a book?
- 3 What is the best book you've ever read?
- 4 Have you read any books in English? Which ones?
- 5 What stories or books did you enjoy when you were a child?
- 6 Who is your favourite novelist?

Warm-up

1 Use the Key Words below to identify the kinds of stories in the drawings. Can you recognise the characters?

KEY WORDS

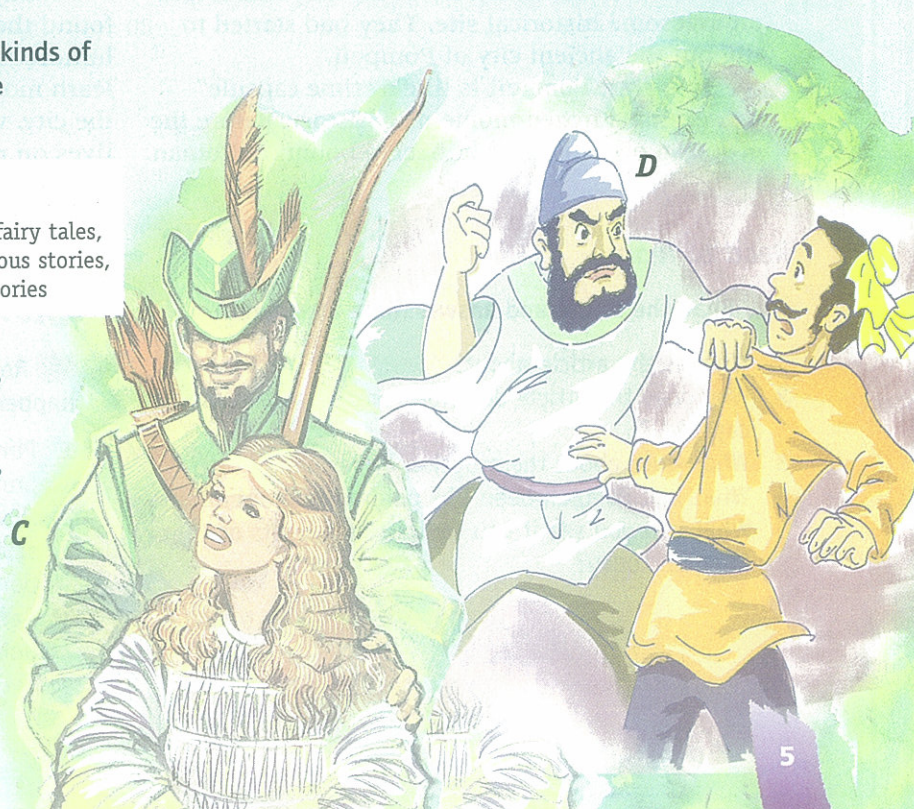
adventure stories, biographies, detective stories, fairy tales, fantasies, historical stories, horror stories, humorous stories, love stories, science fiction, travel stories, true stories

2 What kinds of stories do you enjoy most? Tell the class.

Example *I like fantasies. One of my favourite books is Harry Potter.*

3 Listen to the beginnings of five stories. Write down what kind of story it is using the Key Words from Exercise 1.

- 1 _____ 2 _____ 3 _____
4 _____ 5 _____





I Stories from History

LANGUAGE FOCUS

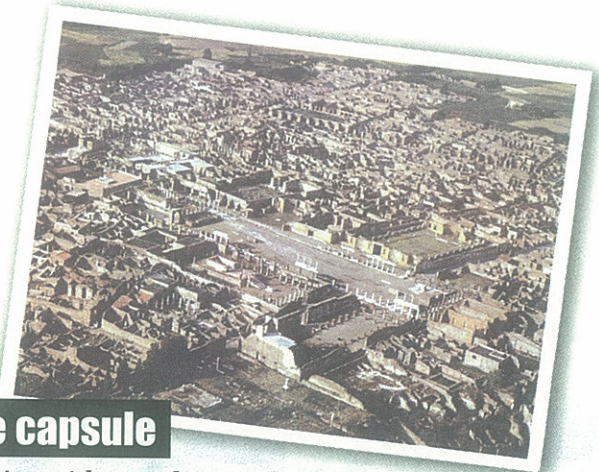
Reading

Before you start

1 Have you heard about the City of Pompeii? What do you know about it? Tell each other. If you have not heard about it, use the following words to make a guess.

KEY WORDS

volcanic eruption, buried, event, disappear, disaster, preserved, destroy, discover, scientist



Pompeii: The city that became a time capsule

Around the end of the first century AD, a Roman writer called Pliny wrote about a terrible volcanic eruption that he had witnessed as a young man. The eruption had occurred on August 24th, 79 AD. The earth began to tremble 5 and a volcano named Vesuvius, near Pompeii, Italy, erupted. Pliny described a cloud coming down the mountain, blocking out the sun and burying everything in its path, including whole villages and towns.

This particularly sad event left a deep impression on Pliny who had lost an uncle in the eruption. Yet, over the centuries, there was a greater loss. The people, towns and villages that had disappeared under the ashes were entirely 15 forgotten by the world.

However, more than 1,600 years later, some scientists found the lost towns that had been buried under the ashes. By 1748, they had found an awesome historical site. They had started to 20 dig out the ancient city of Pompeii.

In a way, Pompeii is like a "time capsule" preserving a frozen moment in history. Before the eruption occurred, it had been a booming Roman

city with temples, markets, restaurants and theatres. Now as you walk along the streets of the city, time rewinds. You can admire the ancient architecture, statues, decorated walls and authentic objects characteristic of the time. However, much more than buildings and objects, 30 it is the forms of the people who were caught in the disaster that have made the city a monument to human history.

The bodies of people who had died in Pompeii left impressions in the ash that showed 35 their exact shapes. As you walk, you will pass people gathered together for protection in their last hours of life. One person, sitting alone, looks like he is praying. Another man, lying on his 40 side, looks as if he is trying to get up. One can only feel sorrow and deep sympathy for these once-living statues.

Today, more than 250 years after scientists found the city, thousands of tourists and hundreds of scientists visit Pompeii every year to 45 learn more about the ancient world. In this way, the city, which the world had once forgotten, lives on nearly 2,000 years after its loss.

Read to learn

2 Read the article and answer these questions.

- 1 What is the article about?
- 2 Why does the article describe Pompeii as a "time capsule"?
- 3 Who wrote about the eruption of Vesuvius?
- 4 What had Pompeii been like before the eruption?
- 5 What can you see if you walk in the streets of Pompeii today?

Grammar

PAST PERFECT

3 Read the sentences and find out which action happened before the other.

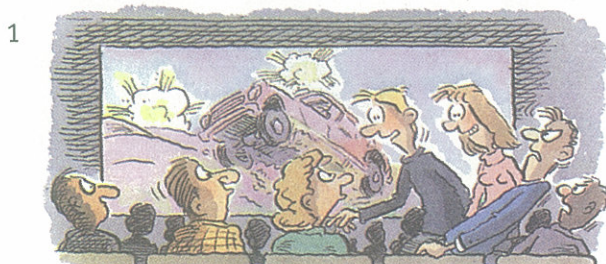
- 1 Pliny wrote about an extremely terrible volcanic eruption that he had witnessed as a young man.
- 2 However, more than 1,600 years later, some scientists found the lost towns that had been buried under the ashes.
- 3 Before the eruption occurred, it had been a booming Roman city ...
- 4 The bodies of people who had died in Pompeii left impressions in the ash ...

4 Read the sentences in Exercise 3 again and decide which tense is used to talk about:

- 1 an event in the past?
- 2 an event that happened earlier, before the other past event in the story?

⇒ Grammar Summary 1, page 99.

5 Which of the two sentences best describes each picture?



- a) The film began when they arrived at the cinema.
- b) The film had begun when they arrived at the cinema.



- a) The students were leaving the class when the teacher came in.
- b) The students had left the class when the teacher came in.



- a) The police arrested the man who was breaking into a jewellery shop.
- b) The police arrested the man who had broken into a jewellery shop.

6 Put the verbs in brackets in the Past Perfect. Pay attention to the position of the adverb in your sentence.

- 1 Nobody believed him because he _____ (often lie) before.
- 2 They weren't surprised at all. _____ they _____ (hear) the news earlier?
- 3 Did the police believe that he _____ (yet not steal) the car?
- 4 I first met her at a party. I _____ (never see) her before.
- 5 When we arrived at the theatre, the play _____ (already begin).
- 6 I _____ (hope) to meet you at the airport, but I was caught in a traffic jam.
- 7 We _____ (decorate) the hall for the party by 5 o'clock yesterday evening.
- 8 The boss _____ (leave) the office before I called him.

7 Explain the situations below, using the cues and the Past Perfect. Then add another possible explanation.

Example

The building exploded **because a gas pipe had burst**.
The building exploded **because a terrorist had put a bomb there**.

- 1 The building exploded. (gas pipe/burst)
- 2 A famous pop group split up. (their last album/be unsuccessful)
- 3 My car broke down on the way to the beach. (it/run out of petrol)
- 4 The dog hid under the sofa. (it/eat family's dinner)
- 5 A car crashed into a tree. (driver/fall asleep)
- 6 The Smiths went on a round-the-world trip. (Mr Smith/get a pay rise)

Language in Use

8 Work in groups. Look at the ending of a story and imagine what had happened earlier. Take turns to say a sentence in the Past Perfect. If you can't think of a sentence, you are out of the game.

Ending of the story: *She finally went to sleep.*

Example

- A: *Before she went to sleep she had drunk a cup of hot milk.*
- B: *Before she drank a cup of hot milk, she had listened to some relaxing music.*
- C: *She did that because she had had an unpleasant ...*



2 Name Stories

SKILLS FOCUS

Listening

Before you start

1 What's your name? What does it mean? Ask and tell each other.

Example


My name is Chen Hua. The character of my first name "Hua" has two parts. It has "Ma" meaning a horse on the left and "Hua" meaning China on the right. The character as a whole means a fast black horse and it's pronounced "Hua".

2 If you had a choice, what name would you like to have? Why?

3 The following words are in the name stories you are going to hear. Match them with their meanings.

- | | |
|----------------|-----------------|
| 1 specific | a) lively |
| 2 significance | b) difficulties |
| 3 abnormal | c) very unusual |
| 4 vivid | d) particular |
| 5 hardship | e) importance |

Listen to learn

4  Look at the three students on the right. Now listen to them talking about their names. Which of them matches the following descriptions?

- This student has parents who wanted their child to be a "pillar of society".
- This student has a grandfather who moved from northern Wales to Manchester.
- This student probably has an ancestor who made things from metal.
- This student has parents who were inspired by the great violinist Itzhak Perlman.
- This student is named after a purple flower.
- This student has parents who wanted their daughter to be as strong as any boy.

Isaac Evans



Wang Jiannan



Heather Smith

Vocabulary: Phrasal Verbs

5 Complete the passage with these phrasal verbs.

come across, hold up, grow up, stand for, count on, figure out, look like, end up, put up with

I (1) _____ an interesting name story when I visited my cousin in Henan Province. My cousin (2) _____ next door to a girl called Li Shichun. The "Chun" part of Li Shichun (3) _____ spring. That's when she was born. But that's not all. She's also named after a Sui Dynasty engineer, Li Chun. Her father thought he was admirable because he built bridges you can really (4) _____. But her mother thought that sounded too much like a boy's name. She was worried that her daughter would have to (5) _____ too much teasing with a man's name. So they (6) _____ a way to change it. They added "Shi" from her grandmother's name. Well, that was lucky because she (7) _____ her grandmother anyway. Li Shichun eventually went to university where she studied medicine. However, she didn't like it so she changed her studies and (8) _____ becoming an engineer! She became quite famous when she invented a new way of (9) _____ suspension bridges during the building process.

6 Listen to the extracts from the monologues and complete the Function File.

Function File

Expressing guesses, assumptions, beliefs

(1) _____ you think that's enough significance for one name but there's more.

Well, there are very few of them these days and no one in my family can figure out which ancestor was a smith, but (2) _____ we must have had one sometime in the past.

(3) _____ that when you dig deep enough, every name has a story to it.



7 Complete these sentences with your own words.

- Videophones are making communication between people more convenient and personal. I believe that ...
- It's raining. I guess ...
- Our teacher is looking very happy today. I suppose ...

8 Listen to the person talking about his name. Complete the Function File with these words.

after that, and then, guess what, suddenly

Function File

Linking parts of a story

(1) _____? I was born on a boat!

(2) _____ my mother started to feel some pain.

My parents got off the boat with their new baby (3) _____ went to the hospital.

(4) _____ my parents decided I should be called Jiangsheng!

Pronunciation: Contractions

9 Listen to the story and write down the contractions you hear.

Example *wasn't*

Now listen to six sentences with the contraction 'd. Which auxiliary (would or had) does it replace in each sentence?

Writing and Speaking

10 Think about stories attached to your parents' names. Use the question cues to write notes.

What characters are used to write their names?
 What do these characters mean?
 Were they named after anybody in particular?
 If so, who and why?
 What do their names mean to you?
 If they could choose other names, what do you think they would be? Why would they choose them?

11 In pairs, discuss your friends' names. Use the question cues and your notes.

Example

A: *What's your friend's name?*

B: *It's Li Yong.*

A: *What does the character "Yong" mean?*

B: *It means "brave".*



Comparing Cultures

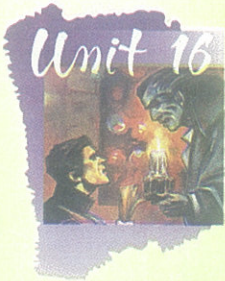
Where do Chinese families get their names from? What kinds of trends can be seen in the names people choose for their children?

Do you know where Western first names come from? Do you know which names were popular in the past and which ones are popular today?

QUOTE... UNQUOTE

"Regard your good name as the richest jewel you can possibly possess."

Socrates (469BC-399BC)



3 Life Stories

SKILLS FOCUS

Reading

Before you start

1 Think about an important event in your life that you remember very clearly. Tell the class.

Example *I remember when I won a competition in primary school ...*

Read to learn

READING STRATEGIES: Revision

- Before reading, look at the title, pictures and the first couple of lines of the text. Look for clues to help you predict what kind of text it is and what it is about.
- Read the text to get the general idea. Ignore words you don't know.
- Read the text again. Try to work out the meaning of important new words. Use a dictionary if you can't.
- Read any comprehension questions and try to think of possible answers. Then find answers to the questions in the text.

2 Read the Strategies and use them to answer these questions about the text.

- 1 How was Helen Keller different from other children?
- 2 Why was her teacher so important to her?
- 3 How did she learn new words?
- 4 Why did she feel happy when she understood the meaning of the word "water"?
- 5 Why was the word "love" so difficult for Helen to understand?
- 6 Why did she think that love might be the sun?
- 7 How did she learn the word "think"?
- 8 What do the words "love" and "think" have in common?

What do you think happened later to Helen Keller? Check your answer on page 101.

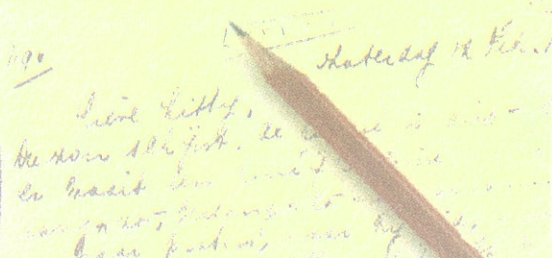


Helen Keller was a very special girl who needed a superb teacher. By the time she was seven years old, she still couldn't speak, read or write. This was because Helen couldn't see or hear. With these severe restrictions on her communication, Helen's behaviour was often unbearable. She was stubborn and angry, and often broke things when she wasn't understood.

Anne Sullivan was brought in to help Helen. Anne was a teacher and former student at a school for the blind in Boston. She had had eyesight problems early in life as well so she could relate to Helen's difficulties. Her first goal was to stop Helen's troublesome behaviour. Helen would need this valuable preparation in order to learn language. She would also need lots of love. When Anne and Helen first met, Anne gave Helen a big hug.

Helen would have to learn to understand words spelled on her hand. Anne's technique was simple and straightforward. She would put an object into one of Helen's hands and spell the word into her other hand. She started with dolls. She would let Helen play with the doll, and then spell the letters "D-O-L-L" into her hand. Helen thought this was a game. She had a precise description of her excitement in her book, *The Story of My Life*: "Running downstairs to my mother, I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation."

Then one day, Anne took Helen out to the well. Anne put Helen's hand under the water. As the water flowed over one hand, Anne spelled "w-a-t-e-r" into the other hand. Then suddenly, Helen had a burst of understanding; the movement of the fingers meant the cool water flowing over her hand. This precious knowledge gave her hope and joy. Finally, the world of words was opening up to her.



Now that Helen understood the key to language, she was very eager to learn more and use it as much as she could. Children who can see and hear learn language easily but for Helen, it was a gradual and sometimes painful process. However, the results were amazing.

As Helen's knowledge and vocabulary expanded, she asked more and more questions. This soon led her to discover more complex words and changed her thinking processes. Trying to learn the word "love" was an experience that she remembered well. This is how she described it in her book, *The Story of My Life*:

"I remember the morning that I first asked the meaning of the word 'love'. This was before I knew many words. I had found a few early violets in the garden and brought them to my teacher ... Miss Sullivan put her arm gently round me and spelled into my hand, 'I love Helen.' 'What is love?' I asked. She drew me closer to her and said, 'It is here,' pointing to my heart ... Her words puzzled me very much because I did not then understand anything unless I touched it."

The meaning of love was still not apparent to Helen but she kept on trying to understand. *"I smelt the violets in her hand and asked, half in words, half in signs, a question which meant, 'Is love the sweetness of flowers?' 'No,' said my teacher."*

Helen then felt the warmth of the sun shining on them. She pointed up and asked if that was love. When her teacher said that it wasn't, she was confused and disappointed. *"I thought it strange that my teacher could not show me love."*

The word "think" was also a difficult one for Helen but she had a breakthrough while working on a simple task. She was making necklaces with the help of Miss Sullivan when she noticed that she had made some mistakes. Uncertain about how to fix them, she stopped to think carefully. As she did this, Miss Sullivan touched Helen's head and spelled the word "think" into her hand. *"In a flash I knew that the word was the name of the process that was going on in my head."*

It was the first time Helen had understood such a complex word — a word for something she couldn't touch. At that moment, her mind returned to the word "love". As she thought about its meaning again, the sun came out. She pointed to the sun and asked her teacher again if that was love. Anne answered Helen by explaining that love was like the sun and clouds in a way.

"You cannot touch the clouds, you know; but you feel the rain ... You cannot touch love either; but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play." In that vivid moment, Helen finally understood the beautiful truth of the word "love".

Vocabulary: Synonyms

3 Find words in the text that have the same meaning as the words in brackets.

Example We had a superb (distinguished) English teacher last year.

- 1 She's been in hospital for a week because she has a _____ (serious) case of the flu. (para. 1)
- 2 Nothing is more _____ (valuable) to me than my good health. (para. 4)
- 3 We're very _____ (keen) to learn all we can about our new computer. (para. 5)
- 4 I like to be very _____ (direct) when I talk about problems but my mum doesn't like that. (para. 3)
- 5 We wanted to enter the contest but we couldn't because there were lots of _____ (limits). (para. 1)
- 6 Our _____ (previous) secretary was friendlier than our new one. (para. 2)
- 7 Lots of people thought the answer to the question was _____ (obvious), but I didn't think so. (para. 8)

Vocabulary: Opposites

4 Now find words in the text that mean the opposite of the words in brackets.

Example We had a superb (awful) English teacher last year.

- 1 If you want to be a scientist, you must learn to make very _____ (vague) measurements. (para. 3)
- 2 The puzzle was very _____ (simple) and it took us a long time to solve it. (para. 6)
- 3 My cat loves the _____ (cold) of the heater. (para. 9)
- 4 He was _____ (certain) of the correct date so he said he'd find out. (para. 10)
- 5 Some people think small children are _____ (enjoyable) but I just love them! (para. 2)
- 6 The doctor said her weight loss should be _____ (quick). (para. 5)
- 7 Once she has an idea, she's very _____ (flexible) and won't give it up. (para. 1)

Writing and Speaking

5 Choose a memory from your life. Write notes about these things:

your age, place and time, who you were with, what happened, how you felt, what happened in the end

6 Work in pairs. Tell your partner about your memory.

QUOTE ... UNQUOTE

"To love oneself is the beginning of a lifelong romance."

Oscar Wilde



Communication Workshop



Writing: Events in My Life

Before you start

- 1 Read the three drafts of a student's composition on the topic *A Day When Everything Went Wrong*. Decide which one is the most interesting.
- 2 Think about how the writer:
 - attracts the attention of the reader.
 - shows the order of events.
 - shares feelings with the reader.
 - uses vivid language to make the writing more interesting.

Draft A

May 24 was a bad day because the school bus did not arrive and we had to walk to school. It was hot and tiresome. At school, Mr Fan, the English teacher, reminded me about the poetry reading competition. This surprised me because I had forgotten about the competition. I tried to practise at lunch time, but I did not have enough time. I felt awkward and had to look down at my book during the competition. There was only a little applause when I left the stage. I came last in the competition. When I got into bed that night, I spilled water on my pillow.

Draft B

The day everything went wrong was May 24. First, I had to wait 30 minutes for the school bus. When it did not arrive, I decided to walk to school. The day was hot and tiring. The next problem happened when I arrived at school. Mr Fan, the English teacher, a large but friendly man, saw me and gave me a nasty surprise. He reminded me in his loud voice that the poetry reading competition, which I had forgotten, was that afternoon. There was no time to practise at lunch time. As I left the stage, there was only some quiet applause. I was not surprised when I came last in the competition. The last problem of this terrible day happened when I got into bed that night. I kept a glass of water near the bed, and as I got into bed it fell over onto my pillow.

Draft C

May 24, 2005 will live in my mind forever. The day started to go wrong the instant I left home. Normally, the school bus arrives at 7:30, but that day it didn't arrive at all! After waiting for ages, I decided to walk. This was a big mistake! The sun was already boiling hot and you can imagine how I felt by the time I arrived at school. But the trouble was only just beginning. As I climbed up the stairs to the classroom, I heard a booming voice behind me. It was Mr Fan, the English teacher, calling out my name. "Good luck in the poetry reading competition this afternoon," said Mr Fan as he quickly passed me. Of course, I had forgotten all about the competition. I tried - and failed - to practise during the lunch break. The result? I couldn't remember any of the poems and had to keep looking down at my book. The more I looked down, the redder my face became. I felt tense and dizzy. When I left the stage people didn't applaud very loudly and it came as no surprise that I was last in the competition. And so the day went on, until finally I climbed, tired and ashamed, into bed. Even then, my troubles were not over. As I got into bed, my hand knocked over the glass of water on the bedside table. Water spilled all over my pillow. What a clumsy end to an awful day!

- 3 Make Drafts A and B more interesting by replacing some phrases with more colourful language. Find the phrases in the drafts that can be replaced with the following:

- a) really sleepy =
- b) was a terrible shock =
- c) burning with shame =
- d) the first sign of things to come was =
- e) my troubles only got worse =
- f) the final horror came =

Write about a memorable day or event in your life. Follow the stages below.

Stage 1

Write a rough outline of the period or event. Try to divide it into steps so that the sequence of actions is clear to the reader. Look back at Draft C, which has effective introductory and concluding statements and also sequencing phrases such as “But the trouble was only just beginning”, and “Even then my troubles were not over.” These phrases encourage the reader to read on to learn what will happen next.

Stage 2

Try to think of ways to attract the reader’s attention. It is important to attract and maintain the reader’s attention. Think about your reader at all stages in the writing. In informal writing of personal events, it is acceptable to address the reader directly using the pronoun “you”, e.g. “As you can imagine ...”

Stage 3

Describe feelings and events in an interesting way, e.g. use suitable adjectives and adverbs to make your writing more interesting. For example, “boiling hot” instead of “very hot” to describe the weather. Use detail to paint a more interesting picture for your reader. For example, Draft C includes the English teacher’s direct speech, which is more interesting and lively than reported speech.

Stage 4

Now write approximately 250 words about a memorable day or event in your life. The day or event may be memorable for being happy, exciting, funny, sad, embarrassing, etc.

⇒ Writing Help 1 (layout), page 97.

Talkback

Answer the questions to assess your piece of writing.

- 1) Have you tried to attract and maintain the attention of the reader? How?
- 2) Have you shown the sequence of events? How?
- 3) Have you tried to address the reader directly? Give an example from your writing.
- 4) Have you used vivid language to make the writing more interesting? Give one or two examples.
- 5) Did you remember to check your writing for mistakes?

Listening: A Myth

LISTENING STRATEGIES: Important words

- When you listen in English, do not worry if you do not understand all of the words.
- Pay attention to *stressed* words. These give the most important information (e.g. One day in *spring*, she went *walking* in the *fields*.).

👂 Listen to the story and use the Strategies to answer the questions.

- 1 When did Eurydice go out walking?
 - a) spring
 - b) summer
 - c) winter
- 2 Where did she fall asleep?
 - a) near a river
 - b) under a tree
 - c) in a cave
- 3 Who took her away?
 - a) a young king
 - b) the king of the fairies
 - c) the King of France
- 4 What did Orpheus do?
 - a) go hunting
 - b) stay in his palace
 - c) go into the woods
- 5 What did he take with him?
 - a) a harp
 - b) his dog
 - c) a flute
- 6 How did Orpheus get to the palace?
 - a) using a map
 - b) following the king
 - c) by chance
- 7 What did he do there?
 - a) play chess
 - b) play music
 - c) play a game
- 8 What did the king give him?
 - a) a present
 - b) three wishes
 - c) one wish
- 9 Where did Orpheus take Eurydice?
 - a) back to his kingdom
 - b) back to his house
 - c) back to her family



Speaking: Telling a Story

Before you start

What do you do when you think you have made a mistake? Read the Strategies.

SPEAKING STRATEGIES: Dealing with mistakes

- If you think you have made a mistake but are not sure, don't worry. Continue speaking.
- If you know that you have made a very simple mistake, correct yourself.
- If someone does not understand you, try to say it again using different words.
- Use these expressions:
"I mean ...", "What I mean is ..."

Use the pictures to tell a story with a partner. Follow the stages below.

Stage 1

In pairs, look at the pictures. Use the questions below to share ideas for the story.

The people

Who are the main characters? • What are their names?
• What do they do? • Where are they from? • How old are they? • What personalities have they got?

The story

- 1 **The beginning:** Where did the story take place?
• What was happening at the start? • What had happened before?
- 2 **The action:** What happened? • What happened next?
- 3 **Development:** How did the characters react?
• Where did they go? • What else happened?
- 4 **The end:** What happened in the end? • How did the people feel?

Stage 2

Now make notes for your story. Do not write full sentences. Use the Key Words to help you.

Example *young man (Mark) – went for a picnic*

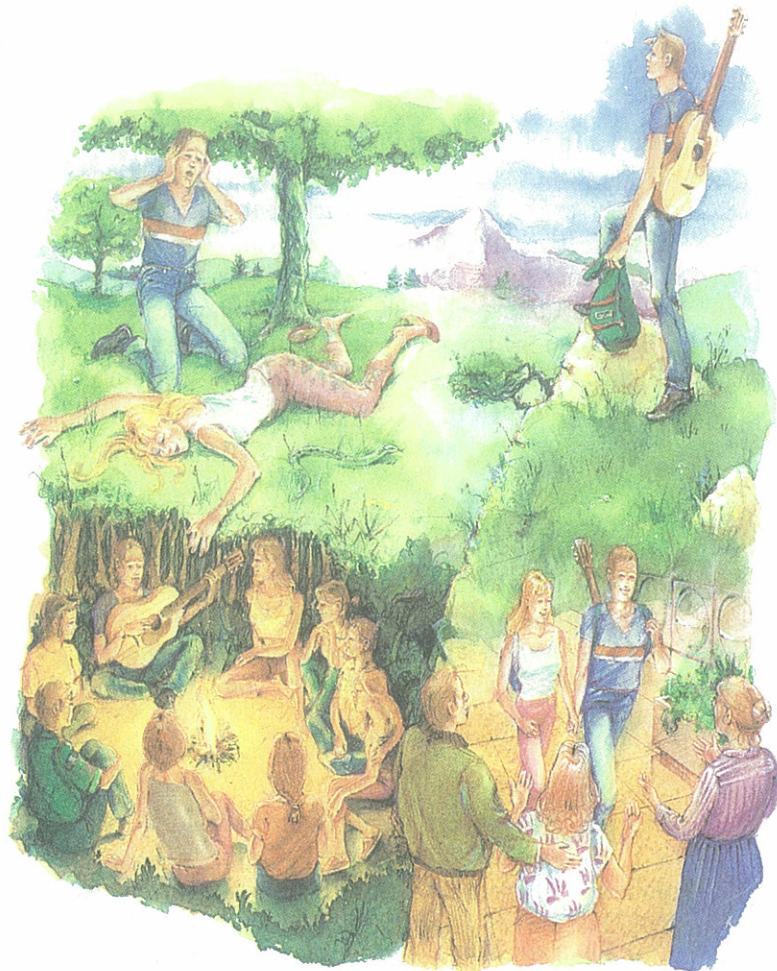
KEY WORDS

Weather: cloudy, foggy, freezing, rainy, sunny, wet

Places: castle, mountain, old house, park, river, valley, woods

Verbs: argue, crash, escape, fall, find, get back, get lost, hunt, hurt, meet, recognise

Adjectives: afraid, amazing, awful, beautiful, exciting, frightening, strange, terrifying



Stage 3

Practise telling your story. One student tells the first half. The other student tells the rest.

Use these words and pause to make your story more interesting.

suddenly ..., and guess what?, just then ...,
after that ..., and then ...

Stage 4

Make a note of some of the mistakes you and your partner made. Think of the correct way of saying them. Ask your teacher if you are not sure.

Stage 5

Form a group with another pair. Tell your version of the story.

Talkback

Decide which was the most interesting version and tell the class about it.

Example *In their story, the young man and woman went out for a picnic. Then ...*

Vote for the best version in the class.

What were the most common mistakes in the stories?

Language Awareness 1

1 Read the text and answer the questions.

- 1 Why were the Micra car and low-fat food adverts successful?
- 2 What is the joke with the frying pan advert?
- 3 Why do charity adverts have a problem holding people's attention?

Shock Tactics

Although most advertisers use humour or fantasy to attract our attention, others try to shock us so that we remember their message.

Some adverts present us with a puzzle; they show an unusual image which at first doesn't make sense. For example, in the Micra advert, when we see a half-shaved head, we want to know why the man has had his hair cut like that. In the end, we discover that a woman has shaved the man's head because he borrowed her car! Because we have had to work out the

solution, we will probably remember the product better.

Other adverts play with words rather than images. When we understand the joke, we feel very pleased with ourselves. Take the advert with the words: "Last year 400,000 women killed their husbands with a frying pan." At first, the words seem to refer to domestic violence, but then we realise the advert is a warning about eating high-fat food!

Charities have also started advertising in this way. There is so much suffering in the real world that it is often difficult to hold people's attention. Because of this, charity advertisers have developed ways of shocking the public. They use serious and frightening images. In this case, such hard-hitting tactics are surely justified.

On the other hand, some adverts go too far when they are deliberately offensive. Justified? The advertisers would say yes if the adverts sell the product.

2 Read the sentences and match the people with the advertisements below.

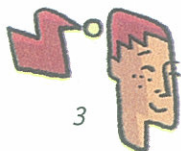


My computer's really slow. I need to get the hard disk upgraded.

I had my hair cut last week, but it looks horrible!

I think I'll have the car serviced this week.

Next month I'm going to get my bike repaired.



TO HAVE/GET SOMETHING DONE

➔ Grammar Summary 2, page 99.

3 Read the sentences below and say who did/will do the activity in each one, a or b.

a) the people who are talking b) someone else

- 1 I must get my tyres pumped up.
- 2 I am going to pump up my tyres.
- 3 I replaced that broken window at last.
- 4 I had that broken window replaced at last.
- 5 We are getting the video repaired today.
- 6 We are repairing the video today.

4 Look at the names of services in the advertisements. What can you have done there?

Example *Ken's Stylists*— I can have my hair cut there.

Shropshire Computer Services—

Bill's Bike Repairs—

Temeside Garage—

5 What can you have done at these services?

- | | |
|-------------------|-----------------|
| a) cleaner's | b) dentist's |
| c) petrol station | d) dressmaker's |
| e) photographer's | f) hospital |

Find practice exercises in the Language Power, page 94.

Bill's Bike Repairs. Get your bike repaired here. Reasonable prices. 11 Corve St. Tel: 158487 9587

Shropshire Computer Services. Specialists in software. Computers repaired and upgraded. Tel: 158487 3312

Temeside Garage. Have your car serviced in two hours! Very reasonable prices. 9 Temeside Avenue (near the bridge). Tel: 1564987456

Ken's Stylists. "I always have my hair cut at Ken's," says one of our many satisfied customers. Haircuts with style. 23 High Street. Tel: 158487 3217

Culture Corner

The Origins of English Surnames

The Chinese were the first nation of people to use surnames about 2,500 years ago. Western countries did not start to use them until about 1,000 years ago. Until that time, people were simply known only by their given names.

In England, this was not a problem until the French invaded in the 11th century. During this period, most English names became unpopular and only a few popular names were available, such as William, Henry, John, Robert, Richard and Thomas. Eventually, people had to start taking a surname to distinguish themselves from each other. Today, everyone in English-speaking countries has a surname, but where did they come from?

Father's name

Often a son got his surname from his father by adding "s" or "son" to his father's given name. Robertson, Williamson, Jackson, Thomson, Richardson, Roberts, Williams and Richards are all common surnames.

Occupation

Other surnames were formed from a person's job such as Cook, Smith, Gardener, Baker, Shepherd, Taylor, Butcher or Carpenter. So, the local baker may have been called Henry Baker, the local carpenter William Carpenter and the local smith Henry Smith.

Location

Sometimes people took place names, perhaps the name of their village, for example, for a surname. Often people were given the name of a physical feature near their home

such as Hill, Field, Wood, Brown or Green. The man who lived by the wood might be called Jack Wood and the man who lived on the top of a nearby hill might be called John Hill.

Characteristics

Often, the other people in the village gave a person his surname. If a person had an unusual physical characteristic, it became part of his name. So, a man who was unusually short might be called John Short or John Little. If he was tall, he may have been called William Tall or William Long. Other common nicknames were, White (for grey hair), Red (for red hair) and Stout (meaning fat). A son or daughter might inherit a nickname as a surname even if they themselves did not share the particular characteristic. They probably didn't like it but they just had to put up with it! Of course, over the years many of these surnames have changed slightly but many are still used today even though most people have forgotten their meanings.



1 Answer the questions.

- 1 When did people in England first start using surnames?
- 2 Why did people start using surnames?

2 Explain the four main types of English surnames.

- 3 What do you know about Chinese surnames? What are the origins of some Chinese surnames?

Notes:

surname /'sɜːneɪm/ *n.* 姓
invade /ɪn'veɪd/ *vt.* 侵略, 侵犯
occupation /ˌɒkjʊ'peɪʃən/ *n.* 职业, 工作
baker /'beɪkə/ *n.* 面包师
nickname /'nɪkneɪm/ *n.* 绰号, 外号
inherit /ɪn'herɪt/ *vt.* 继承

Bulletin Board

Everyone has a name and probably there is a story behind each name. So we are going to put a special issue of name stories on the board. Does your name have a story? Tell us.

Name Stories

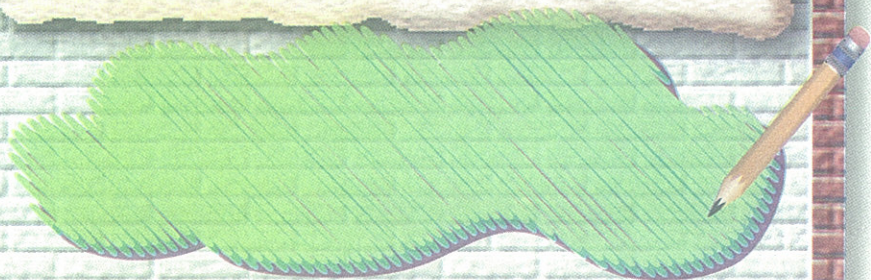


Hi, my English name is Jacky. From the day I started to learn English, I got the name. I gave myself the name because Jacky Chan is my favourite actor. He is very popular not only in China, but also in many countries in the world. I think he is the pride of our Chinese people. I have a collection of his movies. I have watched all his movies and I'm his greatest fan. He is my hero and I am proud to have his name.

Hello. My name story is easy to understand. I think any Chinese or foreigners who know Chinese culture can guess the meaning of my name. I got my name from the date of my birth.



I was born on the first day of the Spring Festival so my father decided to give me the name Chunjie. It means Spring Festival in Chinese. Now, each Spring Festival, my family not only celebrates the holiday, but my birthday as well. The best thing about it though, is that my birthday is always on a holiday so I never have to celebrate it at school!





Unit Diary

1. My favourite lesson(s) in this unit is/are _____.
 - Lesson 1 Stories from History
 - Lesson 2 Name Stories
 - Lesson 3 Life Stories

2. In this unit, I've learned _____.
 - to talk about name stories
 - to talk about the story of my name
 - about origins of English surnames
 - to tell stories
 - to read life stories
 - to write events in my life

3. After learning this unit, I understand what a time capsule means. Y N

4. I like my _____ Chinese name English name both
because _____.

5. I can list the following differences between English names and Chinese names:
 - _____
 - _____
 - _____

6. The kind of stories that I like most is _____. historical stories life stories love stories
 detective stories ghost stories funny stories fairy tales fables
because _____.

7. My favourite activity in this unit is _____.

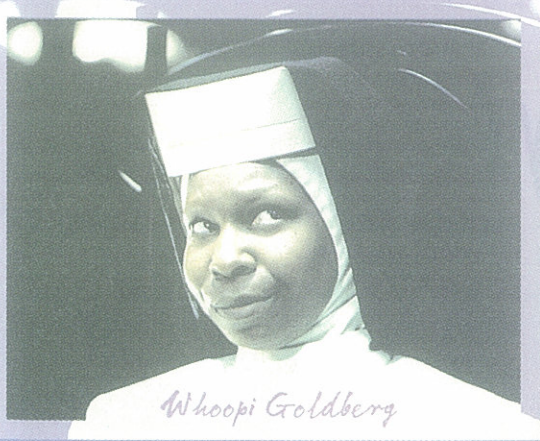
8. The new words I've learned and remembered in this unit are:
_____.

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

10. I find the following ways of learning useful _____.
 - discussing in groups
 - reading and writing by myself
 - reviewing what is learned regularly
 - previewing carefully before class
 - working with a partner
 - doing grammar exercises
 - doing vocabulary exercises

My plan for the next unit:

I need to _____



Whoopi Goldberg



Rowan Atkinson



Ma Sanli

17 Laughter

In this unit you will...

- Read extracts from magazine and newspaper articles.
- Talk about humour and tell jokes and anecdotes.
- Listen to a TV programme, jokes, funny stories and an interview.
- Learn about the Past Perfect Continuous.
- Write a personal anecdote.

- 2 Look at the Key Words and listen to the different types of laughter. After each one, say in what situation you might hear the laughter.

KEY WORDS: Laughter

amused, burst out laughing, entertained, fall about laughing, giggle

Example *Someone might burst out laughing when they understand a joke.*

- 3 Check that you understand the words and expressions below. Then listen to four extracts. In which is someone:

- a) telling a joke? b) teasing someone?
c) telling an anecdote? d) describing a ridiculous situation?

- 4 Work in pairs. Ask and answer the questions below.

Example *I remember giggling in a maths exam. I was thinking about ...*

- 1 Have you ever giggled when everybody else was serious? When?
- 2 Do you sometimes laugh when people are awkward or clumsy?
- 3 Do any of your friends make you laugh a lot? Why?
- 4 Have you ever been in a ridiculous situation? What was it?
- 5 Do you know anyone who often teases people?
- 6 Are you good at telling jokes? Can you tell one in English?

Warm-up

- 1 Look at the pictures and quotes (1-4) on this page. Which two do you think are the funniest? Tell the class.

1 *"Everything is funny as long as it's happening to someone else."*

Will Rogers

2 *"Room service, send me a larger room."*

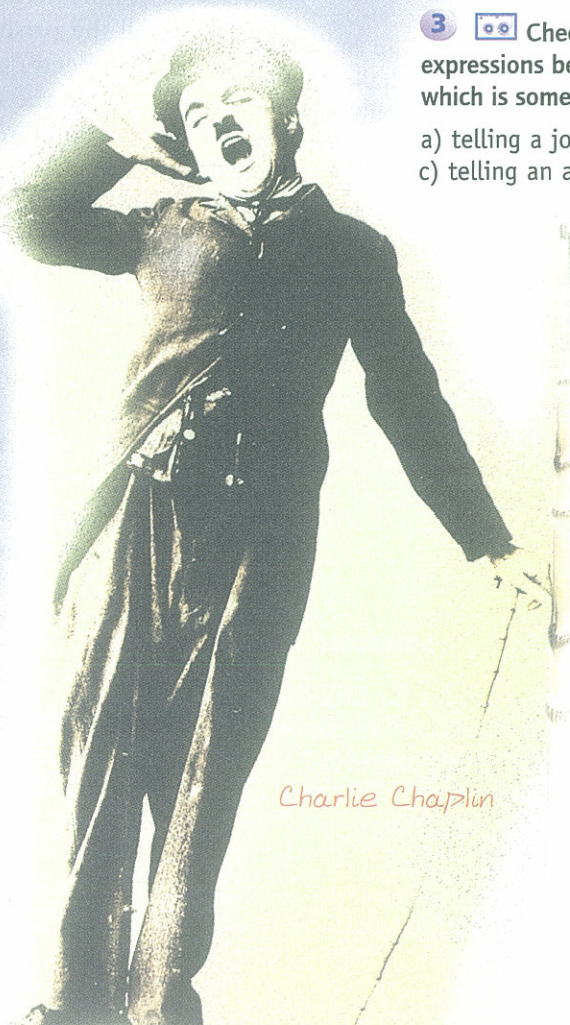
Groucho Marx

3 *"I'm not afraid of death. I just don't want to be there when it happens."*

Woody Allen

4 *"Laugh at yourself first, before anyone else can."*

Else Maxwell



Charlie Chaplin



1 What's So Funny?

LANGUAGE FOCUS

Reading

Before you start

1 Match the titles, the pictures (1-3) and the anecdotes (A-C).

Memory loss

Check your spelling

Family harmony

1



3



2



A
 "Have you ever had trouble trying to spell a word?" I asked my husband one day. "Yes, sometimes. Why, what happened?" he asked. "This afternoon, I was in the town centre, where I had been doing some shopping. I suddenly realised I didn't have any money left so I quickly went to the bank to cash a cheque. I wanted to withdraw \$40 from our bank account, but I'm so forgetful that I couldn't remember if 40 was spelled 'fourty' or 'forty'." "What did you do?" my husband asked. "I took out fifty dollars instead." I said.

B
 The Wang family was planning to go on a holiday soon. Mr Wang wanted to know which place would be the most enjoyable for the whole family. He felt his daughter was mature enough and he didn't want to overlook her opinion so he asked her, "If I was going to Hainan Island and your mum was going to Thailand, where would you like to go?" She replied, "Hmm ... I'd like to go to Thailand." He wondered about her response, and just to clarify, he asked her another question. "Well, if I was going to Thailand and your mum was going to Hainan Island, where would you like to go then?" This time she didn't hesitate, "Then I'd like to go to Hainan Island." Now Mr Wang was puzzled. "But why?" he asked. "Because I went to Thailand on the last trip," she said.

C
 Heavy snow last winter caused long delays at Heathrow airport. One afternoon, hundreds of unlucky passengers who had been expecting to board a flight to New York were told it had been cancelled. One unfortunate counter agent was dealing with all the passengers when an angry man, who had been queuing for some time, pushed his way to the front. "I want a first class seat on this flight, now!" demanded the man angrily. The young agent replied politely, "I'm sorry sir, but I can't ignore these people. They were here first. If you could wait your turn, I'll see what I can do." This did not please the man. He yelled at the young girl, so that the passengers waiting in line behind him could hear, "DO YOU KNOW WHO I AM?" The girl smiled, stood up and spoke loudly, "Attention please! We have a passenger here WHO DOES NOT KNOW WHO HE IS. If anyone can help him find his identification, please come to the gate."

Read to learn

2 Answer these questions about the anecdotes.

- 1 Why does the woman write a cheque for fifty dollars?
- 2 Why does the girl decide to change her response when her father asks her the second question?
- 3 What does the man mean when he says "Do you know who I am?"

Voice your opinion

3 Which of the stories do you like most? Why?

Grammar

PAST PERFECT CONTINUOUS

4 Read the sentence below from anecdote C.

One unfortunate counter agent was dealing with all the passengers when an angry man, who had been queuing for some time, pushed his way to the front.

Does the underlined verb form describe:

- an event that happened before other events in the past?
- a longer activity that was happening before the main event?

⇒ Grammar Summary 3, page 99.

5 Use the cues in brackets and the Past Perfect Continuous to explain the situations.

Example His arms were sunburnt because he had been sitting in the sun all day.

- His arms were sunburnt. (sit in the sun all day)
- She was very tired. (work for hours without a break)
- Their clothes were muddy. (play football)
- She was fired. (not come to work on time)
- She was very angry. (wait for her boyfriend for half an hour)
- His ear ached. (talk on the phone for hours)
- He was messy. (repair his car all afternoon)
- She was very scared. (watch a thriller on TV)

6 Complete the following sentences in the Past Perfect Continuous.

Example John complained that his troublesome neighbours had been having parties every day for two weeks.

- John complained that his troublesome neighbours _____ (have parties every day for two weeks).
- The eager fans _____ (wait for 6 hours) before they finally got the tickets for the football match.
- As he _____ (repair his car all afternoon), he was messy.
- He told us that the director _____ (try to complete his film) swiftly.
- The river was near bursting point as it _____ (rain for weeks).

7 Write two explanations for each situation (1–5) – one in the Past Perfect and one in the Past Perfect Continuous.

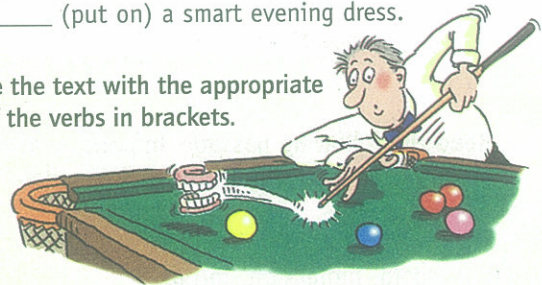
Example She had been eating too many sweets. She had dropped her keep-fit classes.

- Sharon put on five pounds.
- Steve was feeling down.
- Jack's shirt was torn.
- Ann failed her final exam.
- Emily and Tessa were very excited.

8 Put the verbs in brackets in the Past Perfect or the Past Perfect Continuous.

- We couldn't open the door because it _____ (snow) heavily all night.
- She looked shocked and she said she _____ (see) a UFO.
- Billy had a black eye and Joe's lip was cut – they _____ (fight).
- John decided to complain as his neighbours _____ (have) parties every day for two weeks.
- Jill looked great – she _____ (lose) a few pounds and _____ (put on) a smart evening dress.

9 Complete the text with the appropriate past tenses of the verbs in brackets.



Ken Coates (1) *was enjoying* (enjoy) his 52nd birthday at the King's Arms in Aston. He (2) _____ (play) in a local pool tournament in a room at the back of the pub. Ken (3) _____ (play) well for half an hour and (4) _____ (win) three of the first five games. He (5) _____ (put) down the glass he (6) _____ (drink) from and (7) _____ (get) ready to hit the black ball to win the final game when his false teeth (8) _____ (drop out). Unfortunately, instead of hitting the ball, he (9) _____ (hit) his own false teeth! Ken's wife, Alice, who (10) _____ (watch) him play all night, immediately (11) _____ (rush) to help her husband. She (12) _____ (put) her hand in the pocket to take out the false teeth when disaster (13) _____ (strike). Alice's hand got stuck in the pocket and she (14) _____ (cannot) get it out again. Finally, after Ken (15) _____ (make) an emergency phone call, fire officers (16) _____ (arrive) on the scene. With the help of power tools and some washing-up liquid, they (17) _____ (free) Alice's hand. "Poor Ken, he (18) _____ (try) to win the tournament for years," said a friend. "When he tried again, he (19) _____ (play) terribly. I think he (20) _____ (worry) about his teeth."

Language in Use

10 Use the cues below to write about Mr and Mrs Smith's disastrous day trip last year. What do you think happened in the end? Complete the story.

enjoy adventures, never be abroad, decide to go on a "no passport" day trip to France ⇒ go through the Channel Tunnel, arrive in Boulogne ⇒ go shopping / sightseeing there ⇒ decide to visit some friends in Lille ⇒ go to the station, not learn French before, not understand the information ⇒ get on the wrong train, have a nap ⇒ find the train cross the border with Germany ⇒ German police ...



2 Laughter Is the Best Medicine

SKILLS FOCUS

Listening

Before you start

- 1 Work in pairs and discuss the following.
 - 1 Do you like jokes?
 - 2 How do you feel after hearing a good joke?
 - 3 Do you think jokes are good for our health? Why or why not?

- 2 Read the following passage. In pairs, work out the meanings of the following words and complete the text.

caution, scold, profession, forbid,
authority, figure, scratched

I love being a clown. I get to make people laugh but it's not an easy (1) _____. I can do things that most people don't get to do. For example, when I perform at company parties, I can (2) _____ the managers. I can (3) _____ them from giving people too much work, ask for longer lunch breaks or even advise them on their fashion sense — I usually give them my big pink wig. Of course I do it in a silly way and we all get to have a good laugh. After all, who gets to say these kinds of things to an (4) _____ (5) _____? — Only a clown. But I still have to remember to use (6) _____ sometimes. One time, I (7) _____ a man's head as I talked about his wonderful hair. Well, it was a wig and it fell off his head. Everyone was laughing except him and that's no good.

Listen to learn

LISTENING STRATEGIES: Answering multiple-choice questions

- Before you listen, read the questions and options.
- Use your own knowledge to predict the most likely answers.
- Look at the options and think of possible synonyms, e.g. loud = noisy; in work situations = at work / when working.
- The first time you listen, try to get the general idea and circle possible options.
- The second time you listen, try to answer all the questions.
- Even if you don't know the answer, always guess!

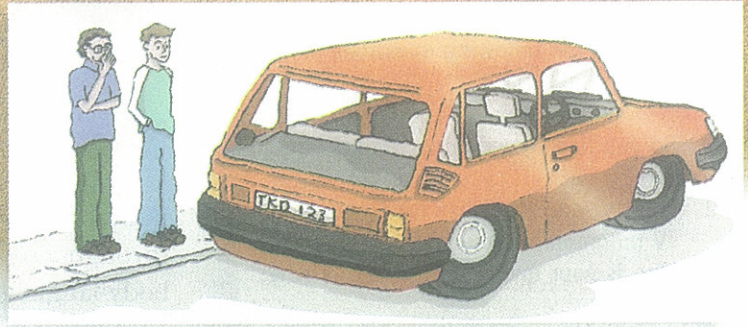
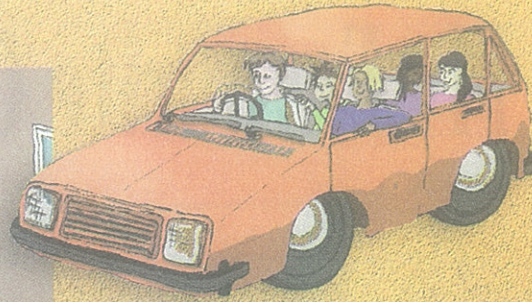


- 3 Listen to an interview with Dr William Fry and decide which is the correct answer, a), b) or c).

- 1 Dr Fry is talking about studies on _____.
 - a) the effects of laughter associated with humour
 - b) the human body and stress
 - c) scientific methods used in laboratories
- 2 Scientists haven't measured the positive effects of laughter on _____.
 - a) adults
 - b) teenagers
 - c) children
- 3 It's not easy for doctors to use humour at work because _____.
 - a) they want to be authority figures
 - b) patients may not take them seriously
 - c) they don't think it would have any value
- 4 What you can't find during a humour campaign are _____.
 - a) extra meals in the humour rooms
 - b) clowns and performers
 - c) special TV channels and programmes
- 5 When you study, laughter helps your brain to _____.
 - a) fall asleep faster
 - b) pay attention and stay active
 - c) fight stress after the exam.

- 4 Listen again and decide if the statements are True (T) or False (F).

- 1 Dr Fry believes that laughter associated with happiness involves the whole body. T / F
- 2 The beneficial effects of humour have not been scientifically examined. T / F
- 3 It wouldn't be beneficial if humour got rid of all the stress from our lives. T / F
- 4 US hospitals sometimes have humour campaigns for their patients. T / F
- 5 Putting a red nose on while you are stuck in a traffic jam can be a good way of resisting the tension caused by the jam. T / F



5 Work in pairs. Look at the pictures above and decide what the joke is about. Tell another pair.

Example

We think the parents go away for the weekend and ...

6 Listen to the joke and compare it with your version.

7 Listen to the joke again and complete the Function File with these words.

and then, guess what, there are, just can't, just before, have you heard the one about, luckily, right, or somewhere like that, so, eventually, well

Pronunciation

8 Listen to the sentences. Write down the words which are emphasised to make the story more interesting. Then listen again and repeat the sentences.

Example *promise / not*

Speaking

9 Work in pairs. Turn to page 101 and practise telling the joke to yourself. Add articles and pronouns and words and expressions from the Function File. You can add more information to make it more interesting.

10 Take turns telling your joke to your partner. Listen to your partner's joke actively.

Example

A: *This old couple go into a cafe, right? They sit down near the window and guess who walks in.*

B: *Who?*

Function File

Telling Jokes

(1) _____ the two brothers and their dad's car?

Well, (2) _____ these two brothers.

One's just passed his driving test and the other's a bit younger, (3) _____?

And one weekend, their parents decide to go away to London, (4) _____.

(5) _____, the parents go off to the airport ...

(6) _____, they meet some friends and go out to a club.

When they get back home it's about five in the morning. (7) _____ ...

The next morning, they get up, go to the garage, and (8) _____.

(9) _____, one of their friends works in a garage.

He (10) _____ comes and does the car,

(11) _____ their parents come back home.

I (12) _____ believe it!

What tenses do we use to tell jokes? What is the difference between the meaning of *just* in numbers 11 and 12?



Comparing Cultures

Work in pairs, and discuss these questions.

- 1 Do jokes in Chinese sometimes "play with words"? Can you think of an example?
- 2 In what situations do people use humour? Are they the same as in Western countries?
- 3 Do we have expressions we use when telling jokes that are similar to English expressions?
- 4 Do people tell jokes about other nationalities or regions? Why? Is it fair?



3 My Favourite Comedy

SKILLS FOCUS

Reading

Before you start

- 1 Discuss the following questions in pairs.
- Do you like to watch comedies? Why or why not?
 - What is your favourite funny movie or TV programme? Why?
 - Who is your favourite comedian? Why?
- 2 Look at the quiz. Try to work out the meaning of the underlined verbs. Then answer the quiz.

Comedy Quiz

Can you think of a comedian who

- is fond of imitating famous people?
- puts on different voices?
- gets into trouble and then gets out of it?
- makes out that he/she is not very bright?
- dresses up as different people?
- tells good anecdotes and makes up good jokes?
- really makes you burst out laughing?
- really turns you off?
- you used to like but you've stopped liking him/her?

Read to Learn

READING STRATEGIES: Making inferences

- Sometimes things are not stated explicitly in the text. You need to make inferences or read between the lines to understand what is meant.
- First, read the text to get the general idea. Then read the questions and use them to guide you.
- Read the text again using logic to make inferences.



Text 1

Mr Bean is an internationally recognised comedy character on TV and in films. He constantly gets into awkward and absurd situations, which greatly amuses audiences regardless of their nationality or culture. The humour is always made clear through a series of simple and funny acts that rely purely on body language, which is universal.

One of my favourite shows has Mr Bean in a fancy restaurant. After being seated at his table, Mr Bean takes out a card, writes a few words on it, seals it in an envelope and places it on the table. After a moment, he looks back at the envelope but this time he looks surprised, as if he did not know it was there. He opens it to find a birthday card and delightedly puts it on the table for everyone to see.

When he looks at the menu, an astonished look swiftly appears on his face. He takes all the money out of his wallet, counts it and puts it in a saucer. He then looks from the menu to the money with concern until he finds one thing that makes him smile. Then he orders a dish called "steak tartare". When the dish arrives, he is shocked to discover that "steak tartare" is actually raw hamburger. He makes an attempt to eat it, but it is clear from the look on his face that he finds the taste truly disgusting. He cannot hide his feelings, except when the waiters ask if everything is all right. When this happens, he smiles and nods, indicating that everything is fine. When the waiters are not looking, however, he busies himself hiding the raw meat anywhere he can reach — the sugar bowl, the tiny flower vase, inside a bun and under a plate. He becomes so desperate in the end that he even hides some inside the purse of a woman sitting near him and throws some down the trousers of the restaurant's violinist!

I like to watch Mr Bean on TV but I wouldn't want to meet someone like him in real life and I certainly wouldn't want to have dinner with him!

- 3 Read Text 1 and answer the questions. You must make some inferences.

- Why has Mr Bean gone to a fancy restaurant on this particular day?
- Does Mr Bean have many friends? How do you know?
- Why does Mr Bean choose the "steak tartare"?
- Why does Mr Bean pretend to like the food when the waiters talk to him?

Text 2

Rowan Atkinson is the actor who plays Mr Bean. In Britain, Mr Atkinson is quite famous for many other wonderful characters that he has created but internationally, he is best known for the dizzy, awkward, clumsy, but always amusing Mr Bean. If you think that Rowan Atkinson is anything like his famous creation, then you are in for a surprise.



Rowan was born on January 6, 1955, and spent his early years on the family farm with his mother, three older brothers and his strict father, who did not believe in the value of television. For a time, he attended the same school as Tony Blair, who was two years older than him. At 13, Rowan earned a scholarship to a boarding school. Later, he studied at Newcastle University where he had the highest marks in his year. At Oxford, he obtained his Master's degree in electrical engineering. This might explain his interest in fast cars, of which he has a vast collection.

Rowan's career change from an electrical engineer to a famous comedian was partly due to some speaking problems he had in his childhood. He compensated for this by talking very deliberately. This may have inspired the abnormal speech patterns of many of his characters.

While still at primary school, Rowan had already shown admirable acting talent. Although his teachers predicted a career in acting, Rowan was not convinced himself, until he met a group of talented people at university, who were involved in theatre, and he realised this could be a career for him. Another key event occurred when, one day in 1976, he was playing around and pulling faces in the mirror. He realised something. "I discovered my face," he said later. John Lloyd, who worked for the BBC, says, "It was one of those things which happen very rarely in your life, when you realise you are in the presence of genius. I was convinced he would be more famous than Chaplin."

4 Read Text 2 and answer the questions. You also need to make some inferences.

- 1 How do you know that Rowan Atkinson is not like his famous character Mr Bean? In what ways is he different?
- 2 Did Rowan Atkinson's parents encourage him to become an actor? Why or why not?
- 3 Does Rowan Atkinson like to work with other talented people? How do you know?

Vocabulary: Prepositional Phrases and Adverbs

5 Complete the sentences with the prepositional phrases.

regardless of, in for a surprise, known for, in the presence of, on the farm, due to

Cows, (1) _____ how they might sound or smell, are amazing animals. If you think cows just stand around doing nothing all day, then you're (2) _____. Cows have always helped people and are a very important animal (3) _____. They can pull heavy things for long hours (4) _____ their size and strength. They are also (5) _____ the milk they make. With milk, we can make cream, ice cream and cheese. Many people also eat beef. Yes, when you're near a cow, you are actually (6) _____ one of the world's most helpful animals.

6 Find these adverbs in the texts and put them into three groups:

constantly, deliberately, delightedly, partly, purely, rarely, swiftly, truly

- 1 adverbs that describe the way something is done
- 2 adverbs that describe when or how often something is done
- 3 adverbs that can describe other adjectives or adverbs

7 Complete the sentences with the adverbs above.

- 1 He was quiet _____ because his mother was very strict. He also didn't like noise.
- 2 We don't like snow so we _____ go skiing.
- 3 She's very worried so she _____ asks where her mother is.
- 4 It was an accident. He didn't do it _____.
- 5 That painting is _____ beautiful! Amazing!
- 6 When Helen got her new ballet shoes, she smiled, put them on and danced around _____.
- 7 I could tell, _____ by the look on his face, that he was disappointed.
- 8 The rain was pouring down so we _____ ran inside.

Speaking

8 In groups of four, ask and answer these questions:

- 1 Have you ever watched any Mr Bean's comedies? Which one? What happened in the comedy?
- 2 Which Chinese comedian is your favourite? Tell one of his/her comedies in your group.



Communication Workshop

Writing:

A Personal Anecdote

Before you start

1 Read the story and match the paragraphs (A-G) with the headings (1-8). There is one extra heading.

- 1 Attack!
- 2 A storm at sea
- 3 A special drink
- 4 Tied down
- 5 Freedom
- 6 Welcome speech
- 7 Food and wine
- 8 Tiny people!

2 Complete the story using the linking words below. You may use the words more than once.

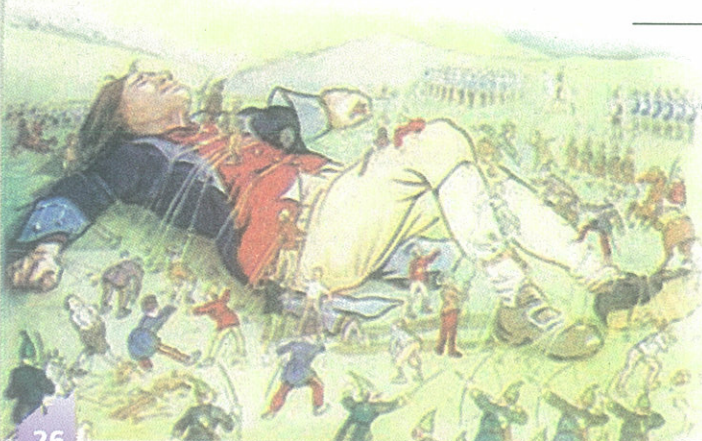
suddenly, at first, then, when, soon, before, after, as soon as, immediately, at last

3 Find words and expressions in the text which mean the same as the words or phrases below.

journey (para. A), stand (para. B), way (para. B), move forward (para. C), type (para. C), amazed (para. C), pick up (para. D), dead from lack of food (para. F), not a surprise (para. G), medicine (para. G)

"Gulliver's Travels" is a famous novel by Irish writer Jonathan Swift. Here we read about Gulliver's arrival in the land of Lilliput in an adapted extract.

- A We set sail on May 4th, 1699. (1) _____ our voyage went well but in November, we were driven by a storm onto a rock. Six of us managed to escape the sinking ship in a life boat, but it was soon upset by the waves. I swam, pushed forward by the wind and the water. Just when I was able to struggle no longer, I found myself within my depth. (2) _____ I reached land and dropped to the ground. (3) _____ my head hit the sand, I fell asleep.
- B (4) _____ I awoke, the sun had just come up. I tried to rise, but found that my arms and legs were strongly tied to the ground. My hair was tied down in the same manner. I heard a confused noise around me, but could see nothing except the sky.
- C (5) _____, I felt something alive moving on my left leg. It advanced over my body and came almost up to my face. I looked down as much as I could and saw a human creature just six inches high, with a bow and arrow in his hands. (6) _____, I felt at least forty more of the same kind following the first. I was completely surprised and shouted so loudly that they all ran back in fear.
- D Having scared the little beings, I began struggling to get loose and managed to break the strings that tied my left arm and slightly moved the strings that tied down my hair. But (7) _____ I could catch any of the creatures, I felt a hundred needles stick into my hand. Another flight of arrows fell on my face, which I (8) _____ covered with my left hand. I shouted with pain and decided to wait till night, when I could easily free myself.
- E A minute (9) _____ I stopped moving, the arrows stopped too. For the next hour, I heard a knocking noise by my right ear. Turning my head as far as I could, I saw a stage built about a foot and a half above the ground. One of the creatures climbed onto the stage and made me a long speech. I didn't understand a single word but answered in English in a very quiet manner.
- F (10) _____ being almost starved with hunger, I showed that I wanted food. They understood and hundreds of the tiny people climbed onto my body bringing baskets of meat and tiny loaves of bread. They fed me as fast as they could, showing surprise at my size and appetite. I (11) _____ showed that I wanted drink and they brought me two of their largest bottles of wine.
- G It is true that I often wanted to catch forty or fifty of them, and throw them against the ground, but having eaten their food and drunk their wine, I now felt that to do so would be rude. (12) _____, I started to yawn and quickly fell asleep. And it was no wonder, for their doctors, by the Emperor's order, had put a sleeping drug in with the wine.



4 Find examples of these structures in the text.

- 1 After hitting the rock, _____ the ship sank.
- 2 Having hit the rock, _____

Use the structures to link these sentences.

- 1 finish my English homework – walk to the post office to post a letter
- 2 post the letter – meet a friend and go for a coffee
- 3 have coffee – go to the cinema together
- 4 watch a really bad film – go to play table tennis at the local club
- 5 lose three games – I go back home again

Write a personal anecdote. Follow the stages.

Stage 1

Decide what situation you are going to write about. You may need to use your imagination. Here are some suggestions.

- 1 a day when everything went wrong
- 2 a disastrous school outing
- 3 a terrible night out

Think about the other people who were involved. Were they funny, tough, nervous?

Stage 2

Draw a timeline and write notes about the main events.

Stage 3

Divide your notes into four or five paragraphs.

⇒ *Writing Help 2 (layout), page 97.*

Stage 4

Write your story.

⇒ *Writing Help 2 (style).*

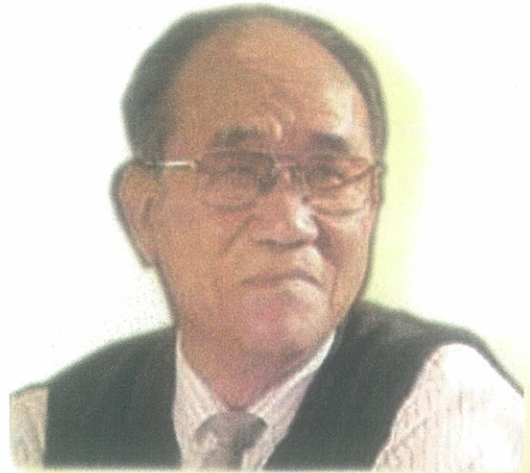
Stage 5

Check your story for mistakes.

Talkback

In groups, read each other's anecdotes. Choose the most amusing one and tell it to the class.

Listening: An Interview



Listen to this TV programme and complete the sentences. Choose the correct answers: a, b, c, or d.

- 1 Hou Baolin had a tough start in life because _____.
 - a) both his parents died
 - b) he was born into a very poor family
 - c) he wasn't able to go to school
 - d) he had to work very hard on the farm
- 2 When Hou Baolin was 11 years old he _____.
 - a) started learning Beijing Opera
 - b) started performing cross-talk
 - c) moved to Beijing
 - d) became a cross-talk performer
- 3 Hou Baolin is known as one of the masters of cross-talk because _____.
 - a) he invented this form of entertainment
 - b) he taught cross-talk to his audiences
 - c) his brilliant performances made cross-talk unbelievably popular
 - d) he won lots of prizes
- 4 Hou Baolin devoted his life to cross-talk and to _____.
 - a) bringing laughter to his audiences
 - b) working as a professor at Beijing University
 - c) performing Beijing Opera
 - d) painting and writing
- 5 Many famous comedians today _____.
 - a) perform with Hou Baolin
 - b) were Hou Baolin's students
 - c) work for Hou Baolin
 - d) want to meet Hou Baolin



Speaking: A Role-play

Before you start

1 Listen to the conversation between Mary and James. Both exaggerate several times for effect. Complete their exaggerations below.

Mary: James, please can you switch the air-conditioning off –
(1) _____ in here! It's colder in this room than
(2) _____!

James: Really? I hadn't noticed. When I'm reading a book,
(3) _____ can get my attention. If the (4) _____,
I'd still be on my bed, reading my book!

Mary: Yeah, I know what you mean. I'm like that when I'm playing
the piano. I get so into the music that my mum has to call my
name (5) _____ before I realise that she's talking to me.
What are you reading?

James: A book about Napoleon. It's taking me (6) _____ to
finish.

Mary: Are you enjoying it?

James: Oh yes! Napoleon was an astonishing man. He knew
(7) _____ about winning wars!



Role-play. Follow the stages.

Stage 1

SPEAKING STRATEGIES: Preparation

- Before speaking activities, think about what you are going to say.
- Write notes, but do not write out what you are going to say in full. Use the Key Words boxes from the unit to help you.
- Look at the Function File and Chatroom sections from the unit for useful expressions.
- Practise saying these useful expressions on your own.

Imagine that you are a famous person. Make up lots of things about yourself. Exaggerate!

Example

I have made a lot of discoveries and I am the youngest Nobel Prize winner in history.

Stage 2

Practise talking about yourself.

Example

*I'm a walking dictionary.
Ask me any word you want to know.*

Stage 3

Work in pairs. One person talks about himself/herself. The other listens and reacts using expressions from Exercise 2.

Talkback

Discuss with your partner ways of exaggerating the ends of these sentences.

I'm so tired I could sleep for a month.

I'm so hungry I could ...

I'm so happy I could ...

My dad's car is so big it could ...



Chatroom

REACTING

2 Pronunciation. Listen to the sounds and words in the box. What do they express? Then listen again and repeat the sounds and words.

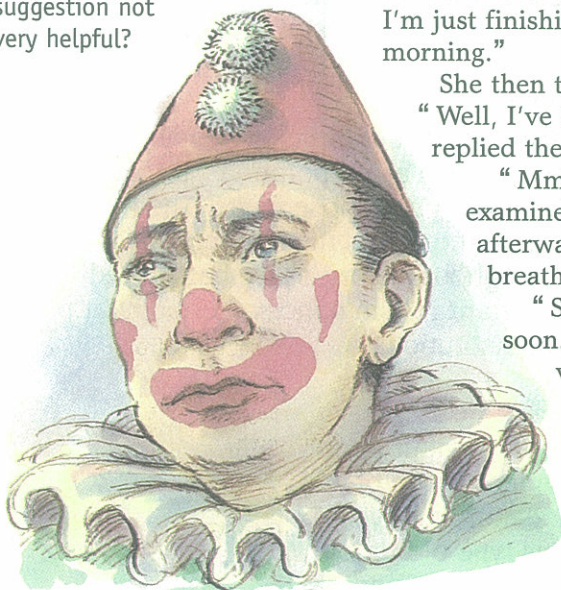
sympathy, surprise, showing that you are listening, agreement

Mmm, Really? I'm sorry. Were you? That's right.
Did you? How awful! Have you? You didn't! Yeah, Uh-huh

Language Awareness 2

1 Read the story and answer these questions.

- 1 What kind of problems had the man been having?
- 2 How had he been feeling?
- 3 What physical problems did the man have?
- 4 Why was the doctor's suggestion not very helpful?



Grock

This story is about a middle-aged man who was feeling very down. Everything had been going wrong for him. He had had problems at work and his wife had left him to go off with a lion tamer. So, after he had been feeling depressed for over a month, he decided to go to the doctor. He had to wait for what seemed like ages in the doctor's surgery. The man next to him was looking at his watch nervously, a woman was coughing badly and a baby was screaming. Finally, after he had been waiting for about half an hour, he was called in.

The doctor was writing a note at her desk when he came in. "Sorry, I'm just finishing something. I'm afraid we've been very busy this morning."

She then turned to the man. "So, what's the problem?" she asked. "Well, I've been having a bit of a crisis. You know, lots of problems," replied the man. "And I've been doing a lot of work."

"Mmm, you're looking very pale." The doctor started to examine him. "Well, everything is working OK," she announced afterwards. "You have slightly high blood pressure and you're breathing quite heavily, but otherwise everything's fine."

"So what can I do?" asked the man. "I'm going on a trip soon. I'm working in the States for three months. This time next week, I'll be arriving in New York."

The doctor thought for a while. "I think what you need is a good laugh. That would do you a lot of good. A circus is performing in town. Why don't you go to see it? I hear there's an amazing clown who'll really make you laugh. His name's Grock."

"I am Grock," replied the man sadly.

Continuous and Simple Tenses

⇒ Grammar Summary 4, page 99.

2 Find all the examples of continuous tenses in the text. Identify the tenses.

3 Which sentence in each pair below describes a finished action, and which describes an unfinished action?

- a) The doctor was writing a note at her desk.
- b) The doctor wrote a note at her desk.

- a) I've been doing a lot of work.
- b) I've done a lot of work.

4 Which sentence in each pair below suggests something permanent, and which suggests something temporary?

- a) You are breathing quite heavily.
- b) You breathe quite heavily.

- a) A circus is performing in town.
- b) A circus performs in town.

5 Which sentence in each pair below describes a prolonged or repeated activity, and which describes a single event?

- a) The man next to him was looking at his watch nervously.
- b) The man next to him looked at his watch nervously.

- a) I've been having a bit of a crisis.
- b) I had a bit of a crisis.

6 Match the activities (a-f) with the correct tense type: continuous or simple.

- | | |
|-----------------------|--------------------------------|
| a) temporary activity | d) unfinished activity |
| b) permanent activity | e) single event |
| c) finished activity | f) repeated or prolonged event |

7 Read the two sentences. Can you put the verbs in bold into a continuous tense?

I think what you need is a good laugh.

I hear there's an amazing clown who'll really make you laugh.

8 Which of the verbs in the list cannot be used in the continuous tenses? Which can, but with a different meaning?

know, look, like, have, see, understand, think, belong, resemble, realise, taste, feel

➡ Find practice exercises in the Language Power, page 95.



Culture Corner

Types of Humour

Understanding the jokes of another culture might be the hardest thing for a foreign language learner to achieve. Even if you understand all the words of a joke, you may not understand why it is funny, you might not even realise that someone has made a joke. It is a good idea to be prepared with knowledge of some common types of humour.

Irony

An ironic situation is one where something is the opposite of what you would expect. When people are being ironic, they are making a point by not saying it directly, quite often by saying the opposite. This can be especially confusing for foreign language learners.

Dry humour

A dry sense of humour relates to the way a person says something funny without showing much expression, especially laughter or smiles. This is also confusing to foreign language learners because they might not know that the speaker is joking. For some people, the drier the joke, the funnier it is.

Sardonic humour

A person with a sardonic sense of humour has a way of making fun of people and turning it into laughter. It can be cruel and severe but some people are able to make the target of the joke burst out laughing too. Many people make the most jokes about their own best friends.

Satire

Satire points out faults in people, society or groups such as corporations, and makes people laugh at those faults. The more precise the satire, the funnier it is. Throughout history, satire has played an important role in opposing unpopular people and institutions.

Black humour

Black humour finds the funny side of sad or disturbing events. This type of humour can cause offence because it seems to be laughing at other people's sorrows. For others, black humour is a way of facing up to, and talking about, difficult subjects and it can be a very moving experience.



What type of humour do you think people enjoy if they find the following things funny:

- 1 They tell someone they don't like ice-cream at all while they are eating ice-cream.
- 2 Their friend has a new hat that looks silly, and so they make a joke about it.
- 3 A silly cartoon of a local politician who has been corrupt.
- 4 They can't play with their friends because they are in hospital.

Notes:

- irony /'aɪərəni/ *n.* 反语
dry humour 假装正经的幽默
sardonic /sɑ:'dɒnɪk/ *adj.* 冷嘲热讽的
sardonic humour 冷嘲热讽的幽默
satire /'sætəɪə/ *n.* 讽刺
black humour 黑色幽默

Bulletin Board

Do you know any English riddles, jokes or anecdotes? Put them up on the board so you can all have a laugh!

Let's Laugh!



(1) Once there was a magician who had a parrot. Whenever the magician performed, the parrot always told the audience the secrets behind his magic tricks. This made the magician incredibly frustrated. One day, he gave a performance on a big ship, but the ship struck a rock during his performance and sank. Both the magician and the parrot floated on a piece of wood for 3 days. Finally, the parrot said, "OK, OK, I give up. I will never give your secrets away again. Now please tell me, where did you put the boat?"



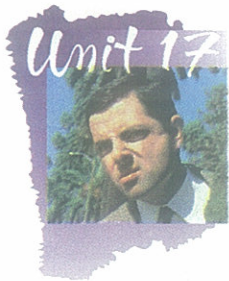
(2) What has four legs but can't walk?
A table!

(4) Erica Glendale, 20 years old, is one of the oldest cows in Britain. Erica has delivered 238,000 pints of milk in her life and used to be a champion dairy cow. "She won prizes every year when she was in her prime and we would always celebrate together," said farmer Bob Maxwell. Erica has retired from competitions but last week, after he had finished work, Bob took Erica for a birthday treat to the Red Lion Inn for a slice of cake and a drink. "If you work with an animal for 20 years you get pretty attached to it," said Bob. "All the regulars love Erica," said one customer. "But I think the Red Lion ought to think about getting a new carpet."

(3) What did the one wall say to the other wall?

I'll meet you at the corner!





Unit Diary

- My favourite lesson(s) in this unit is/are _____.
 Lesson 1 What's So Funny? Lesson 3 My Favourite Comedy
 Lesson 2 Laughter Is the Best Medicine
- In this unit, I've learned _____.
 about humour about comedians
 how to tell jokes and anecdotes how to write a personal anecdote
 how to do better with multiple-choice questions
- My favourite comedian is _____
because _____.
- I can list the following reasons why so many people like funny stories:

- I prefer comedy tragedy neither
because _____.
- People say that I have a good sense of humour Y N
because _____.
- My favourite activity in this unit is _____.
- The new words I've learned and remembered in this unit are:

- The new words I still have difficulty remembering are:

- I find the following ways of learning grammar useful _____.
 memorising grammar rules understanding grammar in context
 memorising typical sentences doing many grammar exercises
 making up sentences/stories summarising grammar rules from examples
 recording grammar mistakes in a notebook
 studying Grammar Reference before doing grammar practice

My plan for the next unit:

I need to _____

18 Beauty

In this unit you will...

- Read poems, an article and a film review. Use reading strategies for answering true/false questions.
- Talk about people, literature, music and films.
- Listen to music and dialogues. Use listening strategies for matching people and opinions.
- Write a film review.
- Revise and learn more about passive structures.

Warm-up

- Put the Key Words into the five groups in the table.

KEY WORDS: Describing Beauty

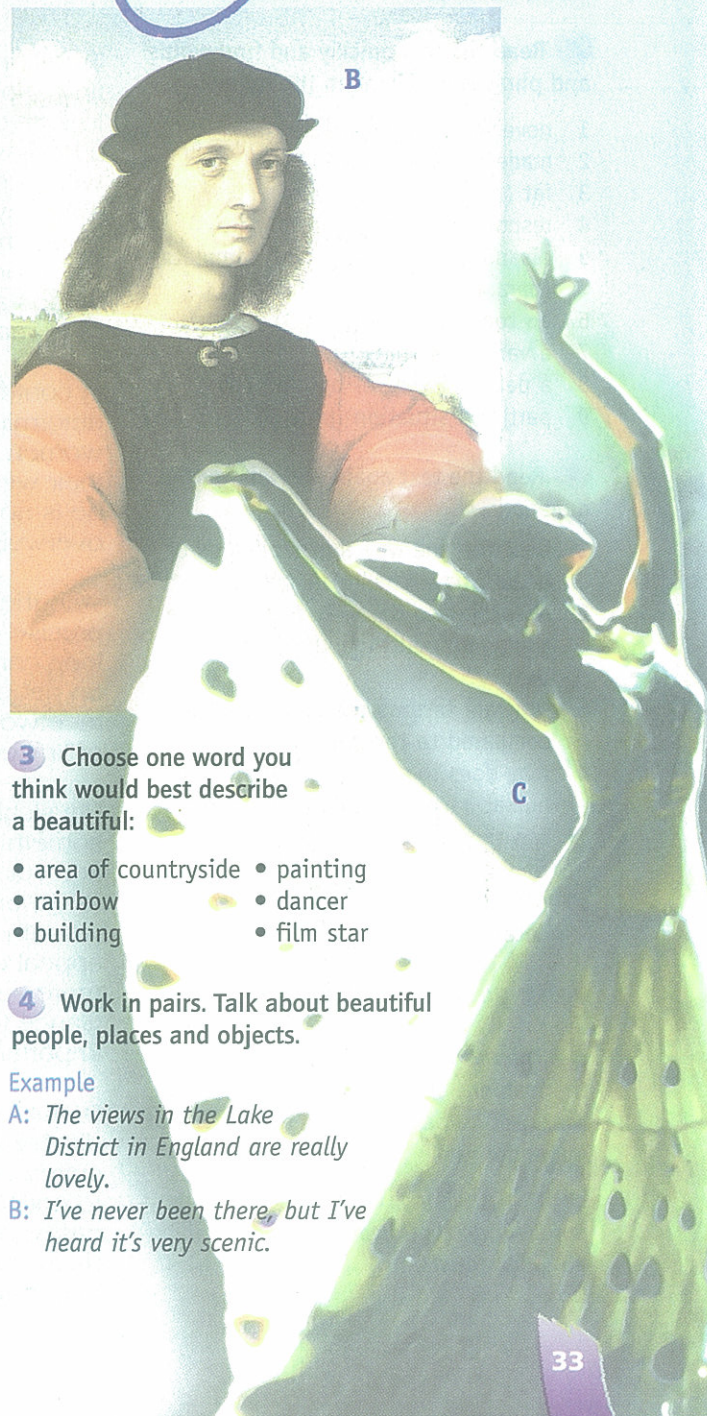
astounding, attractive, awesome, beautiful, brilliant, elegant, good-looking, handsome, leave me breathless, lovely, a real masterpiece, perfect, powerful, pretty, scenic, superb, superior, a thing of great beauty, unbelievable

Men	Women	Places	Objects	Movement
<i>attractive</i>				

Which of these words can you *not* use with all the categories above?

beautiful, lovely, nice, pretty

- Listen to three dialogues about beauty and match them with the photos.



- Choose one word you think would best describe a beautiful:

- area of countryside
- painting
- rainbow
- dancer
- building
- film star

- Work in pairs. Talk about beautiful people, places and objects.

Example

A: *The views in the Lake District in England are really lovely.*

B: *I've never been there, but I've heard it's very scenic.*



1 What Is Beauty?

LANGUAGE FOCUS

Reading

Before you start

- 1 Look at the pictures. Do you think the people in the photos are beautiful?
- 2 Have you heard of the expression "Beauty is in the eye of the beholder"? Which of the following idioms is closest to its meaning?
 - a) Beauty is only skin-deep.
 - b) Birds of a feather flock together.
 - c) The eyes of love are blind.

Read to learn

- 3 Read the text quickly and find words and phrases which mean the following.

- 1 never changing (para.1)
- 2 made of wool (para.2)
- 3 fat (para.3)
- 4 responsibility or promise (para.4)
- 5 disappear or stop existing completely (para.4)
- 6 go together with (para.5)
- 7 a variety of (para.5)
- 8 a personal view or opinion (para.5)
- 9 part of a situation (para.6)

- 4 Read the text again and answer the questions.

- 1 Describe one way that standards of beauty have changed with time.
- 2 According to the writer, what three things influence people's ideas of beauty?
- 3 How are tattoos seen nowadays as compared to the past?
- 4 Why does the writer think that the human race would die out if we all saw physical beauty in the same way?
- 5 Why is inner beauty more difficult to determine than physical beauty?

Voice your opinion

- 5 Discuss in pairs. What are some of the fashions or physical appearances that used to be considered attractive but no longer are?

Example *In China, women used to wear jewellery on their heads, but this fashion no longer exists.*



Beauty is in the eye of the beholder

In 1878, when Margaret Wolfe Hungerford wrote "Beauty is in the eye of the beholder", she was stating that there was no consistent view on beauty. Standards of beauty

change across time and cultural groups.

Traditions and fashions, like society itself, change and adapt with time, so it is reasonable that our ideas of beauty change as well. In 19th-century Europe, women used to wear corsets to achieve a body shape that is no longer considered healthy. Men would wear woollen shawls across their shoulders. It is hard to imagine that they would be seen as attractive in the 21st century. Nowadays, in the Western world, one in every ten people has a tattoo or a form of body art. In the past, some cultures used tattoos as an addition to costumes, to show family associations or to mark criminals so that they could easily be recognised.

In contemporary society, culture remains a major part in determining our ideas of beauty. In some countries, young women follow slimming diets to lose extra kilos in preparation for their wedding day. In other cultures, looking thin for a husband-to-be is not what a woman desires at all — rather, looking a little overweight is considered more attractive.

With the influence of history, society and culture, there are no precise criteria which can be used to judge what is beautiful. Life-long commitment and, indeed, the survival of society itself rely on people seeing beauty in difference and depth. The human race would soon die out if we could only see beauty within a set of limited criteria.

Physical beauty must also be accompanied by an attraction to something deeper within a person. This particular kind of attraction is found in a wide range of personal qualities, e.g. kindness, warmth, a healthy conscience, etc. Judging the appeal of a person's inner beauty is much more subjective. It takes more than a casual glance to appreciate and it is much more important than physical beauty.

Beauty, therefore, has more than one dimension. We are influenced by our culture, our biology and our time in history to notice physical beauty quickly and easily, but it is inner beauty that requires us to truly see. Beauty is certainly in the eye of the beholder.



Grammar

used to and would

6 Complete the table with *used, use, would* or *wouldn't*.

Now find more examples of *used to* and *would* in the text. Did the people do these things regularly or just once? Do they still do them now?

Affirmative	Negative	Question
We (1) _____ to live in a crowded flat.	We didn't (2) _____ to live in a crowded flat.	Did we (3) _____ to live in a crowded flat?
Visitors (4) _____ come to see my mother.	Visitors (5) _____ come to see my mother.	(6) _____ visitors come to see my mother?

7 Read the sentences. What verbs cannot follow *would* – verbs expressing states or actions?

- We used to/would live in a crowded flat in New York.
- They used to/would have beautiful, clear skin.
- She used to/would have more friends than anyone.
- I used to/would buy sweets the size of golf balls.

⇒ Grammar Summary 5, page 99.

8 Complete the sentences with *used to/didn't use to* or *would/wouldn't*. In some cases both *used to* and *would* are possible.

- We _____ live in a small flat but last year we bought a house.
- He _____ be a general in command of the army, but now he is a doorkeeper.
- My primary school teachers _____ give us any homework but they _____ teach us a lot in class.
- Harrison Ford _____ accept the most strange jobs before he became an actor.
- Mr Smith _____ watch tasteless TV talk shows all day before he lost his sight.
- I _____ like sea food but now I just love it.
- Peter and John _____ be best friends but then they fell in love with the same girl.

9 Think of a famous person. Write questions about their childhood.

Example

Zhu Chen – famous chess player

Did you use to play chess a lot when you were a kid?

Did you use to dream of becoming famous?

What did you use to do in your free time?

10 What would these people say about their past habits?

Example

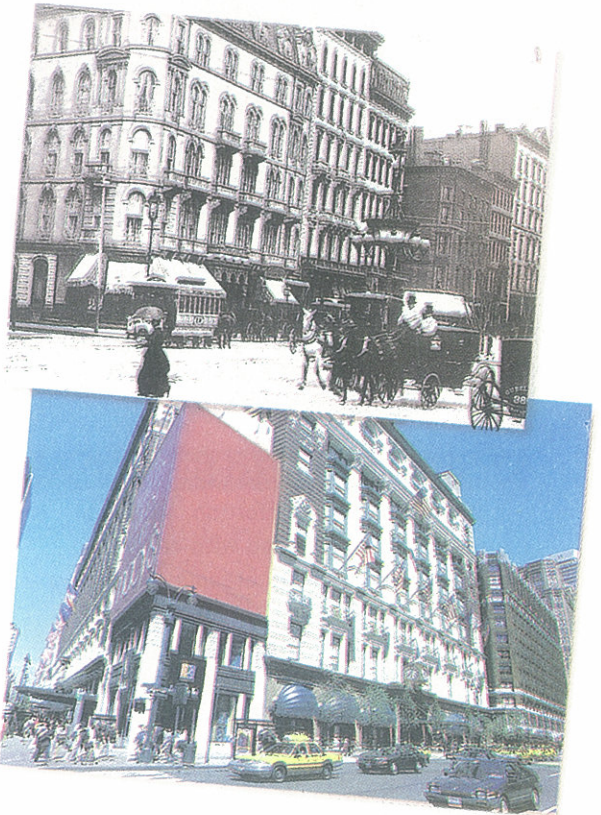
a millionaire who has lost all her money
I would play golf at my club three times a week.

I didn't use to drive a small car.

- a college graduate who has just begun work
- a retired pop star
- a mother of triplets

11 Look at the two pictures of the same street from 1900 and 2000. Compare the pictures using *used to* and *would*.

Example *The street used to be nice and quiet. There didn't use to be ...*



Language in Use

12 In pairs, talk about what you used to and didn't use to do when you were children. Write a few notes with *used to* and *would*.

Example

used to be interested in botany, didn't use to ride a bike, would go skateboarding after school

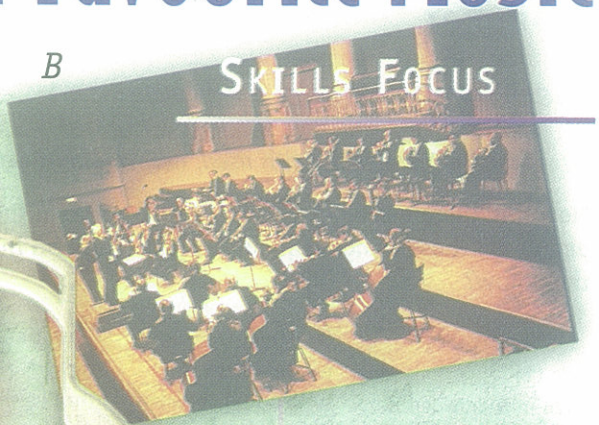


2 What's Your Favourite Music?

A



B



C



D



Listening

Before you start

- 1 What kind of music do you like or dislike? Why? Discuss in pairs.

KEY WORDS: Describing Music

accessible, boring, comforting, a delicate tune, dynamic, delivered with energy, enjoyable, exciting, frightening, in harmony, lively, noisy, polished, popular, refreshes my memory, sad, sentimental, serious, shabby, slow, harsh, terrifying

Example

A: *I like folk music. It's accessible and lively. I don't like jazz. To me, it sounds noisy and harsh.*

B: *Really? I think symphony is OK but I don't like opera. It's so sentimental.*

- 2 Listen to the descriptions and match them to the photos on this page. Which music do you like most? Why?

Listen to learn

LISTENING STRATEGIES: Matching people and opinions

- Underline the "topic" words or expressions in each opinion. Then circle the important opinion words.
- Decide if the opinions are positive or negative.
- As you listen, identify the "topic" words or expressions and write down any opinion words you hear.
- Decide if the opinion words are synonyms or opposites of the words you underlined.
- Pay attention to the intonation used when agreeing and disagreeing.

- 3 You will hear two people talking about music. Use the Listening Strategies to decide who has the opinions below. Write M (man), W (woman) or B (both) for each sentence (1-10).

- 1 Zhou Jielun is a wonderful singer. _____
- 2 Zhou Jielun's music is rather vain, abrupt and disturbing. _____
- 3 Music from the 30s is delicate and gentle. _____
- 4 Music from the 30s is boring and the lyrics are sentimental. _____
- 5 Folk music is enjoyable. _____
- 6 Some of the new rock bands are not bad. _____
- 7 Lots of women like "Rain". _____
- 8 Some of the old rock bands are not bad at all. _____
- 9 Deng Lijun was a fantastic singer. _____
- 10 Zhou Xuan's songs are easy to sing. _____

Do you agree or disagree with any of the opinions above?

4 Look at the Function File below. Which expressions are used:

- to introduce an opinion?
- to ask for agreement?
- to show disagreement?
- to ask another person's opinion?
- to show agreement?

Function File

Giving Opinions; Agreeing and Disagreeing

- 1) **I think** it's really great, **don't you?**
- 2) **Personally**, I'm **not that keen on** ...
- 3) You know, **it's not really my thing**. **Do you think** it's a bit sentimental?
- 4) Oh, **I don't think** that's fair!
- 5) And, **to be honest**, the music's just boring. It's nearly always the same, **isn't it?**
- 6) By the way, **do you like** folk music?
- 7) **Me too**. I like the faster stuff.
- 8) **So do I** ...
- 9) **That's true**.
- 10) Yeah, **I'm not sure**.
- 11) **Don't you like** Zhou Xuan?
- 12) ... **I have to admit** that her songs are easy to sing.
- 13) ... **but wouldn't you agree** that Deng Lijun is better?
- 14) No, **I wouldn't!**

5 Listen to the conversation again and check your answers.

6 Match these questions (1-4) with their meanings (a-d).

- 1 Don't you like folk music?
 - 2 Do you think their concerts are good?
 - 3 Do you like the Beatles?
 - 4 Don't you think their songs are good?
- a) Are the Beatles one of your favourite groups?
 - b) You like folk music, don't you?
 - c) Are their concerts any good?
 - d) Their songs are great, aren't they?

Pronunciation

7 Listen to the sounds, words, expressions and the intonation. Which of these do they express? Then listen again and repeat the expressions.

- | | |
|-----------------------|--------------------------|
| a) strong agreement | d) indecision |
| b) agreement | e) hesitant disagreement |
| c) hesitant agreement | f) strong disagreement |

Vocabulary: Phrasal Verbs with "turn"

8 Complete the sentences with the particles *down*, *up*, *off*, or *on*.

- 1 He turned _____ an hour late for the meeting!
- 2 The dog suddenly turned _____ me and bit me on the leg.
- 3 She turned _____ the job offer because she wanted more money.
- 4 He turned _____ his collar to keep his neck warm.
- 5 Just after the lights, turn _____ the main road into our street.
- 6 I quite liked him, but I was turned _____ by the ring through his nose.

9 Choose words from the Key Words in Exercise 1 to complete the sentences.

- 1 My mum loves _____ songs that can make her cry.
- 2 She's an exciting young singer and all her songs are _____ with energy.
- 3 The music was so _____ and noisy that our ears hurt.
- 4 He often wears large, unusual costumes. Some people think he looks _____ but I think he looks attractive.
- 5 When Sharon saw her favourite singer in person, it gave her a big _____.
- 6 This music is very _____. Men, women and children love to sing along.

Speaking

10 Work in pairs. Tell your partner about your tastes in music. Agree or disagree with your partner.

Example

- A: *I think the Beatles are really great!*
 B: *Do you? If you ask me, that music is ancient. I like Hong Kong pop groups.*
 A: *I'm not keen on Canto pop.*
 B: *Don't you like Twins?*
 A: *No, not really.*

11 Work in groups. Listen to some musical extracts. After each piece of music, take turns to give your opinions on it.

QUOTE ... UNQUOTE

"Music can name the unnamable and communicate the unknowable."
 Leonard Bernstein, American composer.



3 Poetry

SKILLS FOCUS

Reading

Before you start

- Do you know some famous Chinese poets? Who is your favourite?
- Look at the pictures. Which of the Key Words would you use to describe them?

KEY WORDS

cheerful, Christian, elegant, endless, freezing, peaceful, precious, romantic, scenic, sentimental, vivid



Read to learn

- Read the two poems. List the words or phrases from the poems related to:

- weather
- the time of day or year

Example

weather: frost

A

A Tranquil Night by Li Bai

*Before my bed a frost of light,
Is it hoarfrost upon the ground?
Eyes raised, I see the moon so bright;
Head bent, in homesickness I am drowned.*

Translated by Yu Yuanzhang

B

The Night Before Christmas

Adapted and abridged

Original by Major Henry Livingstone Jr. or Clement Clarke Moore

It was the night before Christmas,
And all through the house
Nothing was moving,
Not even a mouse.

The stockings had been hung
With attention and care
In the hope that Santa
Soon would be there.

The children were sleeping
Safe in their beds,
While vague dreams of presents
Danced in their heads.

My wife, wearing a scarf,
And I, wearing a cap,
Had just settled ourselves
For a long winter nap.

And then, in an instant,
I heard on the roof
The stepping and scratching
Of each little hoof.

As I pulled in my head,
And was turning around,
Down came stout Santa
In a single bound.

His oval eyes shined
And his face looked so merry!
His cheeks were like roses —
His nose like a cherry!

His cute little mouth
Turned up like a bow,
And the beard and moustache
Were as white as the snow;

He didn't speak a word
And went straight to work.
He filled all the stockings
And then turned with a jerk.

After looking around
And scratching his nose,
He gave a nod
And up the chimney he rose.

He jumped into his sleigh
And gave a loud whistle,
And away he flew
Like the seeds of a thistle.

But I heard him shout,
Before he drove out of sight,
"Merry Christmas to all,
And to all a good night."



READING STRATEGIES:

Reading poetry

- Read a poem first to get the general feeling. Don't worry if you don't understand every word.
- Read the poem again more slowly. Think about the actions and feelings described in the poem.
- Identify words that you still don't understand. Read them again using a dictionary to help you. Remember word order is often very different in poems, e.g. in Poem B: *He gave a nod and up the chimney he rose.* = He nodded and then went up the chimney.
- Identify the key images in the poem, e.g. in Poem A: *Eyes raised, I see the moon so bright.*

4 Read the poems and choose the best answer to each question.

1 **When approximately do you think the poems were written?**

- a) Poem A was written in the 700s and Poem B was written in the 1800s.
- b) Poem A was written in the 1800s and Poem B was written in the 700s.
- c) Poems A and B were written at about the same time.

2 **What is the tone of the poems?**

- a) Both poems are sad and sentimental.
- b) Unlike Poem A, which has a cheerful lively tone, Poem B is sad and sentimental.
- c) Poem A is sad and sentimental while Poem B has a cheerful lively tone.

3 **What is Poem A about?**

- a) It conveys the poet's affection for a peaceful night.
- b) It describes the poet's love of winter and nature.
- c) It conveys the poet's sadness at being far from his home and family.

4 **What is Poem B about?**

- a) It's about the exciting time at Christmas when everyone opens their presents.
- b) It's about the night before Christmas when Santa visits each house.
- c) It's about a family getting ready for bed at Christmas time.

5 Make a list of the sad and happy words or expressions that you can find in the poems.

Happy	Sad
light, hope	head bent, nothing

6 The poems are similar in some ways and different in others. List four ways that show they are similar and four ways that show they are different.

Example

Similar: *The poems are both about a special night.*

Different: *One poem is much older than the other one.*

7 Poems often use images and descriptions rather than simply explaining a situation. Look at the explanation on the left and write the image or description on the right.

Situation	Description
Everything was quiet. (B)	<i>Nothing was moving, not even a mouse.</i>
The children were excited about getting presents. (B)	
It's night-time and there's a full moon. (A)	
He was hard-working and didn't want to waste any time. (B)	
I'm really sad and miss my home. (A)	
He flew away quickly and was gone. (B)	

Writing

8 What images or descriptions could you use for the following things? Discuss and write in pairs.

Example *beautiful – as beautiful as a rose*

- 1 beautiful
- 2 white
- 3 greedy
- 4 hard
- 5 light
- 6 busy
- 7 quiet
- 8 strong

Tell the class your images. Choose the best ones.

Communication Workshop

OUR 100 GREATEST FILMS

Writing: A Film Review

Before you start

1 Read the film review and label each paragraph. Choose from the following list.

- good and bad points
- basic information about the film
- conclusion and recommendation
- brief summary of the plot

Beauty and the Beast (1946)



- A “Beauty and the Beast” was directed by Jean Cocteau. It is based on the version of the fairy tale by Madame Le Prince de Beaumont. Jean Marais is the Beast and Josette Day is Beauty.
- B Beauty is one of the three daughters of a French merchant. Her sisters, Felicie and Adelaide, are nasty and treat Beauty as a servant. (1) _____, Beauty’s father gets lost in the forest, but finds a strange castle, (2) _____ he enters, looking for help. The owner of the castle is an abnormal creature, half-man, half-beast, (3) _____ tells the merchant – either one of his daughters replaces him as a prisoner in the castle, or he will die. Beauty offers to replace her father and be trapped in the castle. (4) _____, she discovers the Beast is not as disgusting and cruel as he seems. In fact, he is a handsome prince.
- C The film deals with the theme of appearances in a very interesting and clever manner. In one vivid scene, Beauty looks in the mirror and her face is transformed into the Beast’s. The film also uses some other clever special effects. (5) _____, when Beauty is walking back and forth while waiting for the Beast to visit her room, you can see a statue’s head following her movements! (6) _____, the whispering furniture is as frightening as anything in modern films. The film does, (7) _____, have its drawbacks. The Beast’s voice is rather strange, and the lovers flying at the end is a bit silly. (8) _____, though, it must be one of the most beautiful films ever made. (9) _____ it is in black and white, the striking use of light makes it seem at times like a moving painting.
- D “Beauty and the Beast” conveys a message that should be evident to all of us – you shouldn’t judge a book by its cover. (10) _____ it has neither the cute characters nor the wonderful songs of the Disney version, it speaks to people of all ages. I recommend it for the whole family.

Para. A _____

Para. B _____

Para. C _____

Para. D _____

2 Linking. Complete the gaps in the text with these words.

all things considered, although (x2), however, in the end, In addition, one day, for example, which, who

3 Look at these examples from the text that describe two alternatives.

- ... either one of his daughters replaces him as a prisoner in the castle, or he will die.
- ... it has neither the cute characters nor the wonderful songs of the Disney version.

Now use the cues to write sentences using *either ... or* and *neither ... nor*.

Example

The film was set in either the 1920s or the 1930s.

- 1 film / set in 1920s (?) / 1930s (?)
- 2 directed / Steven Spielberg (?) / George Lucas (?)
- 3 film / romantic (X) / funny (X)
- 4 star / Julia Roberts (?) / Sandra Bullock (?)
- 5 film / good special effects (X) / good music (X)

Write a review of one of your favourite films. Follow the stages.

Stage 1

Use the headings in Exercise 1 to make notes about the film.

⇒ **Writing Help 3 (layout, useful vocabulary), page 98.**

Stage 2

Write your review in four paragraphs.

⇒ **Writing Help 3 (style, linking).**

Stage 3

Check your writing.

⇒ **Writing Help 3 (checking).**

Talkback

Work in groups. Read each other's film reviews. Which sounds like the best film?

Listening: A Conversation



Before you start

1 Look at the photo. What do you think they're talking about? Which of the people do you think is doing most of the talking?

Listen to the conversation and answer the questions.

2 Listen and find out the subjects of their conversation. Who interrupts other people most: Richard, Sue or Kate?

3 Listen again. Answer the questions by writing R (Richard), S (Sue) or K (Kate) on the lines.

- 1 Who suggests having a disco? _____
- 2 Who doesn't like the idea of a disco? _____
- 3 Who likes the suggestion of having a folk group? _____
- 4 Who unwillingly accepts the suggestion of a folk group? _____
- 5 Whose idea for the art exhibition is accepted? _____
- 6 Who would like to have two films of the same type? _____
- 7 Who can't stand spy films? _____
- 8 Who really loves old black and white silent films? _____
- 9 Who is in charge of getting a catalogue of films? _____
- 10 Who suggests ending the conversation? _____





Speaking: Planning An Event



Before you start

1 Listen to extracts from the conversation in the Listening Workshop. Classify the way in which the people interrupt each other.

- a polite interruption
- a rude/abrupt interruption
- a failed interruption



Chatroom

COLLOQUIAL EXPRESSIONS

2 Match these colloquial expressions (1-8) with their meanings (a-h).

- I'm sick and tired of discos.
- We're all bored to death with school discos.
- We've had loads and loads of them.
- I won't make a song and dance about it.
- Hang on a second.
- No, they're really silly.
- They're right up your street.
- Just a few bits and pieces.

- a great deal
- wait a moment
- fed up
- exactly what you like
- childish and uninteresting
- extremely bored
- small items
- a fuss

Plan an "Arts Week" for your school. Follow the stages.

Stage 1

Individually, decide what sort of things you would like to have. Choose from this list or think of others.

- a play • a poetry reading • a classical concert
- a photo competition • old "silent" films

Stage 2

Work in pairs. Discuss your ideas. Try to use expressions from the Function File in Lesson 2 and the Chatroom.

Example

A: *Don't you think we should have ...*

B: *No, I don't. They're really silly!*

Stage 3

Read the Strategies.

SPEAKING STRATEGIES:

Taking turns in group discussions

- Don't dominate a discussion. Give your opinions and ask the others what they think.
- Show interest in what the others are saying. Use words like "right", "absolutely" and "exactly" and sounds like "mm".
- If you really need to interrupt, interrupt politely! Wait for the other person to pause first.

Stage 4

Work in groups of three or four. Decide the events for your Arts Week and finally choose a celebrity to open it.

Talkback

Tell the class what your group decided.

Language Awareness 3

1 Read the first part of a Sherlock Holmes story. What do you think happens next?

The Diamond

When I called on Sherlock Holmes on the second morning after Christmas, he was lying on the sofa next to some newspapers. On a chair, there was a very dirty old hat and a magnifying glass.

"I suppose," I said, "that there is a story about that hat which will help you solve another mysterious crime."

"There's no crime," said Sherlock Holmes laughing. "Just a strange little incident. Peterson, the door attendant, found the hat. At about four o'clock in the morning, he was coming back from a party when he saw a tall man carrying a goose. Suddenly, two thugs appeared. One pushed the man and the other thug tried to take the goose. Peterson went to protect the man, but seeing someone in uniform, he dropped the goose and ran away. All the attackers disappeared so Peterson was left with both the goose and the old hat. There was a card with the goose saying 'For Mrs Henry Baker' and the initials 'H.B.' inside the hat, but there are a lot of Henry Bakers in London. Peterson did not know what to do with either the hat or the goose so he brought both to me on Christmas morning. I kept the hat and Peterson had the goose for his Christmas dinner."

"So can you find any clues about the man from this old hat?"

"What can you see, Watson?"

"Well, it is an ordinary black hat. The lining is made of red silk and there is no elastic. There is some dust on it and several spots. Someone has tried to cover all of the spots with ink. But I can't see any clues."

"Well, Watson, the hat tells us a lot about the hat's owner. He used to be quite rich but something must have happened to him, probably problems with drink. His wife no longer loves him. He is middle-aged with grey hair - which he has had cut recently. He doesn't do much exercise and he hasn't got gas in his house."

"You must be joking Holmes. How do you know all that information?"

"Elementary, my dear Watson..."



Find out what happens next in the story and check your guesses to Exercise 1 on page 101.

Determiners

⇒ Grammar Summary 6, page 100.

2 Translate the expressions in blue in the text into Chinese.

3 Match the determiners (1-3) with the situations (a-c).

- | | |
|--------------|--|
| 1 the second | a) there is a choice of only two people or things |
| 2 another | b) it doesn't matter how many people or things there are |
| 3 the other | c) the things or people are clearly ordered |

4 Answer these questions.

- Why does the text say *the sofa* but *a chair* in the description of Holmes's room? (line 2)
- Could we use *a* instead of *the* in this context? How would the meaning change?
- The text first mentions *a man* (line 8) and *a goose* (line 9) and later *the man* (line 9) and *the goose* (line 10). Explain why.

5 Cross out the examples in the table which are incorrect. Use the examples in the text to help you.

	Singular countable nouns	Uncountable nouns	Plural nouns
<i>a</i>	<i>a hat</i>	<i>a dust</i>	<i>a men</i>
<i>some</i>	<i>some hat</i>	<i>some dust</i>	<i>some men</i>
<i>any</i>	<i>any hat</i>	<i>any dust</i>	<i>any clues</i>
<i>no</i>	<i>no hat</i>	<i>no elastic</i>	<i>no men</i>
<i>several</i>	<i>several spot</i>	<i>several dust</i>	<i>several spots</i>
<i>much</i>	<i>much spot</i>	<i>much exercise</i>	<i>much spots</i>
<i>a lot of</i>	<i>a lot of spot</i>	<i>a lot of exercise</i>	<i>a lot of spots</i>
<i>all (of)</i>	<i>all (of) the spot</i>	<i>all (of) that information</i>	<i>all (of) the spots</i>

Find practice exercises in the Language Power, page 96.

Culture Corner

Romanticism in Poetry

Romanticism was a literary and artistic movement of the late 18th and mid-19th centuries. Romantic emotions were expressed in poems, stories, art and music. These emotional works celebrated the beauty of nature, and the mysterious.

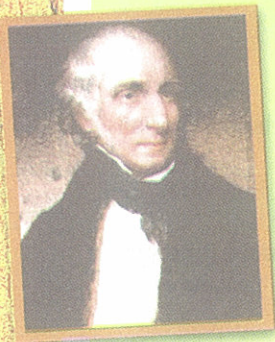
William Wordsworth (1770—1850)

William Wordsworth was a famous Romantic poet in England. In fact, his name is synonymous with the English Romantic movement.

Wordsworth grew up in one of the most beautiful areas of England. This area is called the Lake District. The countryside there is wild, natural and beautiful. Wordsworth's childhood greatly influenced his later poetry.

As an adult, Wordsworth worked together with the fellow poet, Samuel Taylor Coleridge. In 1798, they published a book of poetry called "Lyrical Ballads". This book announced the beginning of the English Romantic movement. Its poems used language and situations from real life, and celebrated nature in a new way.

The book was a great change from the poetry of the past.



Li Bai (701—762)

Romanticism has been a part of human creative expression for centuries all over the world.

Li Bai, one of China's greatest poets, wrote during the Tang Dynasty, hundreds of years before Wordsworth. His free, vivid and exaggerated style of poetry is in many ways an early form of the Romanticism of 19th-century Europe. As with Wordsworth and his contemporaries, Li Bai's poems are about beautiful natural scenes and the people who touched his heart.

Li Bai was born in Suiye, an area of China. As a boy, he lived in Sichuan with his family. At the age of 25, he began travelling around the country. He made friends with scholars and kept journals. His travels were the basis for his life's works of more than 2,000 poems, of which approximately 1,800 have survived to be read today.



1 In the passage below, some of the information is incorrect. Read the article and correct the mistakes in the passage.

The Romantic poets were interested in science. They celebrated nature, and the mysterious.

Wordsworth's name is synonymous with the Romantic movement. At the age of 29, he published a book of poetry called "Lyrical Ballads".

Li Bai was also interested in nature. He wrote 200 poems, 180 of which survive today. His realistic style of poetry is often compared to Shakespeare's works in the West.

2 What is the similarity between Li Bai and Wordsworth in their writing style?

Notes

romanticism /rəʊ'mæntɪsɪzəm/ *n.* 浪漫主义
mysterious /mɪ'stɪəriəs/ *adj.* 神秘的
synonymous /sɪ'nɒnɪməs/ *adj.* 相同的, 近似的
Lyrical Ballads 《抒情歌谣集》
exaggerated /ɪg'zædʒəreɪtɪd/ *adj.* 夸张的
contemporary /kən'tempərəri/ *n.* 与其同时代的人
journal /'dʒɜːnl/ *n.* 日记, 日志

Bulletin Board

Can you write poems in English? Follow the examples and have a try.

English Poems Corner

Stars
Where do you start?
I strain my eyes
but still
I can't see you.
It's already night,
the sky is dark.
Why are you still hiding?

Sweat
At noon,
a cottage baked in the sun.
A little boy can't sleep.
He is sweating.
A fan waves in Grandma's hand.
The sweat slowly travels
until it rests on Grandma.

Umbrellas
The rain falls gently,
umbrellas move slowly,
dancing with the water.

Rain
I walk in the rain but
I can't stop smiling today.
A sweet feeling inside
as the leaves float away.
The trees cry as they fall –
one leaf, two, three and four.
As they kiss the earth gently,
I go on my way.

King bird
Just a little bird
I fly freely in the sky,
watching you down below
never look up.
You don't have time.
We share the same sun.
The same moon lights up our
night,
But you miss the joy I know –
the simple joy of flight.

Sand Storm
Crazy yellow wind
kills the sun and sky.
Ruins innocent spring.

The moon
Look into the sky
the moon is sleeping quietly.
My eyes rest on its face.
Can you see the moon?
Though you are away from me,
we're together sharing its light.



Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
 Lesson 1 What Is Beauty? Lesson 3 Poetry
 Lesson 2 What's Your Favourite Music?
- 2 In this unit, I've learned _____.
 about beauty to find beauty in life to read poetry
 to write a film review to talk about people, literature, music and films
- 3 I've learned from this unit what "Beauty is in the eye of the beholder" means. Y N
- 4 After learning this unit I become more sensitive to the beauty around me Y N
because _____.
- 5 Personally, I find great beauty in
 art music poetry nature people's heart _____.
- 6 I can list the following similarities between the poetry of Wordsworth and that of Li Bai:

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

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

- 9 I find the following ways of learning English useful _____.
 reading stories/novels/poems reading newspapers and magazines
 watching videos/films keeping journals
 singing English songs writing English stories/poems
 watching TV programmes listening to radio programmes
- 10 My success in learning English is due to the teacher classmates' help parents' love
and care the textbook intelligence hard work interest tests _____.
OR: My failure is mainly caused by the teacher my partner parents the
textbook lack of interest lack of hard work poor memory _____.
- 11 I think I need to work harder in the following areas _____.
 listening reading speaking writing vocabulary grammar
 pronunciation and intonation learning strategies active interaction
 communication strategies group discussions confidence building
 using reference books or dictionaries _____

My plan for the next Module:

I need to _____

Project

Create a Time Capsule

Creating a time capsule is a good way to reflect on the successes and challenges of your life as senior high school students. It is also a valuable historical record for future generations of students.

1 Work in groups to collect items to put in your time capsule – a plastic box with an airtight lid. These are some of the items you may want to gather.

- a) photos
- b) journal entries, e.g. students' writing on school life and learning
- c) artifacts and souvenirs
- d) homework assignments
- e) school reports
- f) textbooks
- g) school newsletters
- h) a copy of your class register
- i) a list of your teachers' names
- j) students' letters

2 Now follow the stages.

Stage 1

Brainstorm as a class and make a list of the items which best represent today's senior high school students to put inside a time capsule. Afterwards, your teacher will put students into groups.

Stage 2

In your group, short-list the items you want to put inside your time capsule. Remember there is limited space inside the capsule, so you must prioritise and choose the items carefully. Set a date when your time capsule should be opened: 5, 10, 15 or 20 years from now? Decide what role each group member will have in the project and which items each person will collect or make.

Stage 3

Collect or make your items and ask yourself if they accurately represent the life of senior high school students today. Hold a group meeting to find out the project's progress and decide on a completion date.



Stage 4

Put your items inside a see-through plastic container with an airtight lid. On the side and the lid of the container, write clearly (with a permanent marker) the date, your school name and address, the names of your teacher and group members, and the date the time capsule is due to be opened. Then seal the outside of the container lid with some strong glue.

Stage 5

Hand over your time capsule to your teacher/school principal for safekeeping until the scheduled date for opening it. Alternatively, if you have a school garden, dig a hole and bury your time capsule. Then post details of your time capsule on your school website.

Group Assessment

- 1 Are you satisfied with your preparation for the project?
Yes No Why?
- 2 Are you satisfied with the final result?
Yes No Why?
- 3 How will you improve your project work in the future?

- 4 What did you learn from other groups?



Literature Spot 6

The Shepherd Andreas



BACKGROUND

There is a long tradition of travel writing in English. It dates back to the 14th century with Sir John Mandeville's *Travels*. This was an extraordinary mixture of fact and fantasy that even described strange creatures and two-headed men.

Richard Hakluyt is well-known for his descriptions of the voyages made by English merchants and explorers in the 16th and early 17th centuries.

In the 18th century, travel literature started to become popular as great novelists described their trips around Europe. In the following century, classic travel literature included descriptions of travels in West Africa, South America and the Amazon.

Among great travel writers of the 20th century were: Robert Byron who journeyed across Central Asia; Freya Stark who travelled widely in Arab countries; Bruce Chatwin whose travel books are a mixture of anthropology, philosophy and fiction. Famous contemporary travel writers include V. S Naipaul, Paul Theroux and Bill Bryson.

Travel writing now is not only more popular than ever but is no longer regarded as an unimportant genre of literature. Good travel literature combines observation with imagination and can explore the depths of the human condition. As the Spanish proverb says, "He who would bring home the wealth of the Indies, must carry the wealth of the Indies with him."

Reading and Listening

Before you start

1 Read the background notes and answer these questions.

- 1 Which of the travel writers mentioned would you most like to read? Why?
- 2 Which of the writers listed mixed fact and fiction?
- 3 When did travel literature first become popular?
- 4 What, as the proverb says, makes a good travel writer?

2  Read and listen to the story. Order these events.

- a) The writer gave the shepherd a cup of tea.
- b) The shepherd started to talk louder.
- c) The shepherd got a bit angry because the writer couldn't understand.
- d) The writer went outside with her cup of tea.
- e) The shepherd tried to show that he wanted a cup of tea.
- f) The writer asked the shepherd questions.
- g) The shepherd used his cane to dismount from his donkey.
- h) The shepherd started laughing a lot.
- i) The shepherd and his donkey came into view.

3 Read the story again and answer these questions.

- 1 Why did the writer spill her tea?
- 2 Why did the shepherd use the cane to dismount?
- 3 What did the writer like most about the islanders?
- 4 How did the shepherd finally explain what he wanted?
- 5 How does the writer think one learns a language?
- 6 Why did the shepherd laugh so much?

4 Match the objects with the writer's descriptions of them (a-e).

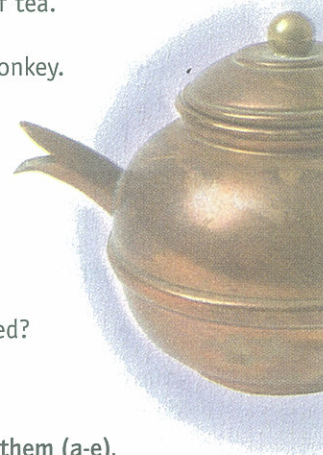
a laugh, the sea, the land, a sound, the sky

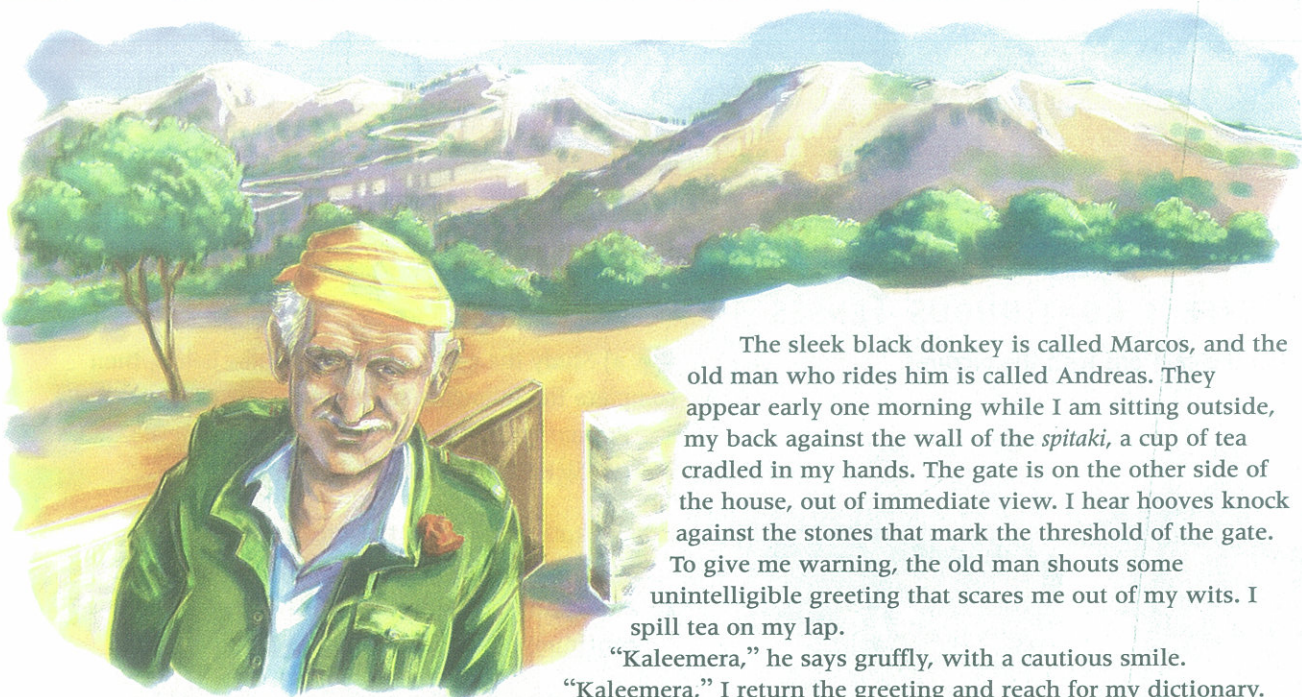
- a) like wide blue hands
- b) bearish
- c) lassoing the entire island
- d) the curved and plummeting body
- e) rumbles

Speaking

5 Work in pairs. Which of these things would you like to do? Why?

visit a Greek island, meet some islanders, live abroad for a while, write a travel book, learn another language (besides English), know more words in English





The sleek black donkey is called Marcos, and the old man who rides him is called Andreas. They appear early one morning while I am sitting outside, my back against the wall of the *spitaki*, a cup of tea cradled in my hands. The gate is on the other side of the house, out of immediate view. I hear hooves knock against the stones that mark the threshold of the gate. To give me warning, the old man shouts some unintelligible greeting that scares me out of my wits. I spill tea on my lap.

“Kaleemera,” he says gruffly, with a cautious smile.

“Kaleemera,” I return the greeting and reach for my dictionary.

He pulls his cane from its resting place in the ropes of the saddle, maneuvers Marcos to a stone, where he aims the cane, then slides off the donkey’s back. His lower left leg and foot are deformed; the foot fits into a black boot cut open to accommodate its dimensions. How to describe Barba Andreas, the old shepherd? A yellow piece of cloth is wrapped around his head of white hair. He has a big white moustache, blue eyes, a dandy’s flower stuck in the lapel of his green army jacket. Hands. What will I love most here, what will I dream about years later, to return me to this place? The hands of the islanders. Their thickness, their roughness, their ugliness. Nails broken below the quick. Scars. Missing fingertips and lines of dirt.

Barba Andreas names the plants for me, pointing with his cane and leaning down to pluck off the chamomile blooms. Sitting on a milk crate, he lifts his bad leg up to rest on a stone. I remain sitting against the house in the shade. We both take in the view before us: slender Marcos, eating my melon rinds and shifting in what is, effectively my front yard: poppies; olive trees; the curved and plummeting body of the land, its shapes of green, sage-green, yellow, almond; rose and purple and gray shadow. The sky opens over everything like wide blue hands. And all around us, lassoing the entire island, the sea.

A bearish sound comes from Barba Andreas’ throat. As though bored with the view — how familiar it must be to him — he turns back to me and says something I don’t understand. He points in my direction with his cane. Is he pointing to the low table between us? I look at the table. Is he pointing to my books on the table? I offer him a book, which he wisely refuses to touch. He pantomimes a motion, but I don’t understand. Once more, he directly asks for something and pokes his finger against his chest. I don’t understand. Finally, smiling but clearly frustrated, he grabs the tea-pot with one large hand, pours tea into the palm of the other, and raises it to his lips. “Ena poteeri!” he cries, and bangs his cane on the ground, demanding a cup.

Embarrassed, I jump up and go into the little house for another cup. I come out, pour tea, hand it to him. He waves away my apologies. He drinks the tea in one go. How many Greek words do I know now? How many? Not enough, never enough. To learn another language one must re-acquire the greedy hunger of a child. I want, I want, I want. Every desire begins and ends with a word. I want to ask a thousand questions. Where does the path behind the house lead and who lived here before and how do you make cheese and are the sheep in the neighboring field yours and what is this place, truly, and how do I go to the mountains behind the house? Because there is a gate closing off the field that leads to the mountains, and I am afraid to walk through it.

He understands my last, garbled question. “How do you go to the mountains?” he parrots back to me, almost shouting. It is an international assumption that when people don’t hear and understand our language, we think they can’t hear at all. “How do you go up to the mountains?” Now a slow laugh rumbles in his throat. “Me ta podia!” he cries. Every line of his face proclaims laughter. He slaps his knees, guffawing.

How do you go to the mountains?

Me ta podia. With your feet.

Open the gate, go through it, close it behind you. And walk to the mountains.

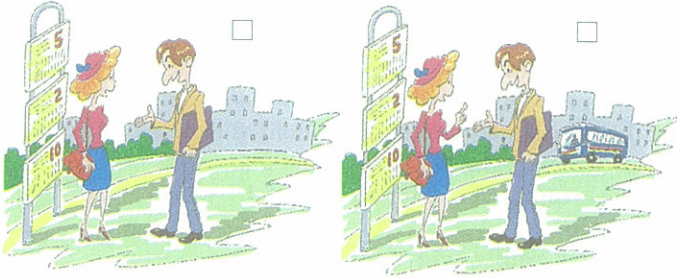
spitaki – is the Greek word for a one-roomed shepherd’s house

Karen Connelly was born in Alberta, Canada. She has published award-winning travel books such as *Touch the Dragon: A Thai Journal* and *One Room in a Castle*. She is also the author of two works of poetry. When she is not travelling, Karen Connelly lives in Greece.

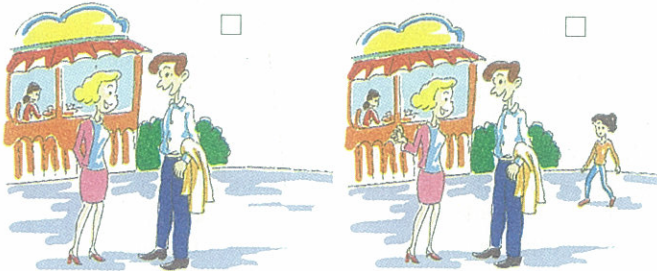
Language Problem-Solving 6

PERFECT CONTINUOUS TENSES

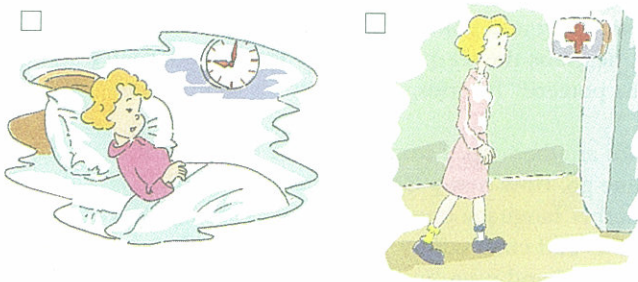
1 Match the captions with the pictures.



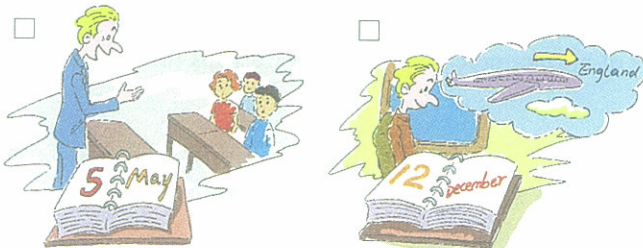
- I have been waiting here for the bus for two hours.
- I had been waiting for two hours before the bus finally arrived.



- They have been talking for the last hour, waiting for Sally to arrive.
- They had been talking for over an hour before Sally arrived.



- Mary has been feeling ill all morning. I think she should see a doctor.
- Mary had been feeling ill all morning so she went to the doctor in the afternoon.



- Jim has been teaching at the school since May.
- Jim had been teaching at the school for 6 months when he left for the UK.

2 a) Study the captions and the rules below, then complete the following sentences:

Present Perfect Continuous
[HAS/HAVE]+[BEEN]+[VERB+ing]

- All captions 1 are in the **present perfect continuous / past perfect continuous** tense.
- All captions 2 are in the **present perfect continuous / past perfect continuous** tense.

b) Now complete the explanations below with the correct tenses.

- We use the _____ tense to show that something started in the past and has continued up until now.
- We use the _____ tense to show that something started in the past and continued up until another time in the past.

3 Put the verbs in the most suitable tense in the following dialogues.

- A: Why is Sally's Spanish so bad?
B: She _____ only _____ (study) it for a month.
- A: How long had you worked there when the company went out of business?
B: I _____ (work) there for two years.
- A: Why have you decided to sell your TV?
B: My children _____ (watch) too much TV lately.
- A: Why is Mary leaving France?
B: She _____ (miss) her family in the UK a lot recently.
- A: What are you drinking?
B: It's an energy drink. I _____ (feel) really tired until I discovered it.
- A: How many times have you run around the track?
B: Oh, I've lost count. I _____ (run) around the track for the last 2 hours!

Language Power





16 Stories

1 STORIES FROM HISTORY

① ★ Past Perfect with *until*

Write sentences using the cues.

Henry, from England, married Lanlan, from China, last year. "I had never been in love, until I met Lanlan," Henry told a reporter from the local newspaper on his wedding day. What else did he say?

- 1 visit China
I had never visited China until I met Lanlan.
- 2 eat Chinese food
.....
- 3 want children
.....
- 4 spend all my time with one person
.....
- 5 talked so openly
.....

② ★ Past Perfect with *because*

Answer the questions using the cues in the box and *because* + Past Perfect.

finish, leave guitar/home, have/argument, take back/library, forget/money, ask for/necklace

- 1 Why did you leave the exam early?
Because I had finished.
- 2 Why did Peter buy you that silver necklace for your birthday?
.....
- 3 Why did you quit your job?
.....
- 4 Why didn't you buy that picture?
.....
- 5 Why didn't you play us a song at the party?
.....
- 6 Why didn't you use that book when you did your homework?
.....

③ ★ Past Perfect with *before*

Rewrite the sentences in the box with the words in the correct order. The first word is underlined. Then match them with sentences 1–6 below.

- | | |
|---|---|
| a | never had I before. driven |
| b | a given <u>We</u> before. had never talk |
| c | flown had <u>We</u> before. never |
| d | before. She had written essay in an English never |
| e | in had <u>She</u> before. never played public |
| f | had made <u>He</u> speech before. a never |

- 1 I was frightened as I sat in the driver's seat of the car.
I had never driven before.
- 2 Henry didn't enjoy being the best man.
.....
- 3 We hated going on that little plane.
.....
- 4 Gillian didn't like playing her guitar at the party.
- 5 My group didn't enjoy our talk in front of the class.
- 6 Mary found it difficult to write an essay in English.

④ ★ ★ Past Perfect for the earlier event

Join these sentences using the words in brackets. Put the earlier event into the Past Perfect.

- 1 The audience left. The film finished. (after)
The audience left after the film had finished.
- 2 We fell in love. We got married. (a year after)
- 3 I got home. The others ate all the food. (by the time)
- 4 We arrived at the cinema late. The film started. (after)
- 5 I arrived home and looked round. I saw that a burglar stole my CD player. (when)

5 ★ ★ Past Perfect or Past Simple?

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

Tina, 16, brings her sister into the world.

When the sixteen-year-old schoolgirl Tina Blake (1) (come) home from school she was expecting to have her lunch. But she (2) (find) her 38-year-old mother, Louise, on the floor in the hall, having a baby. She could see the baby's head. With her father out at work, Tina phoned the emergency services and told them what she (3) (just see). Phil Bastin of Kent Ambulance Service (4) (tell) Tina that he (5) (send) an ambulance but Tina would probably have to deliver the baby herself. He (6) (never tell) anyone how to deliver a baby on the phone before. But he told Tina what to do

and she did it. "After I (7) (get) some towels, Mr Bastin told me to wipe the baby's mouth and nose," said Tina. Then, because she (8) (do) everything she could and the ambulance (9) (arrive), she went back to school for the afternoon. "At first, she (10) (not tell) us what (11) (happen)" said Tina's teacher, Chris Hislop. "It seems that until the next day she (12) (not even tell) her best friends in the class. And after school she (13) (stay) behind to play basketball. Now, that's what I call 'cool'!"

6 ★ ★ ★ Past Perfect, Past Continuous and Past Simple

Find the mistakes in the verb forms and correct them.

This man stopped a drunken driver. But he's the one in trouble with the police.

Jason Turner thought he did the right thing when he had seen a drunk get into a car and drive off. A year earlier another drunk driver was injuring a friend of his when he was knocking him off his motorcycle. So Mr Turner, a 36-year-old businessman, had followed the drunk in his own car. As they had driven along Mr

Turner had shouted at the other driver. He was telling him to stop the car. But the other driver hadn't taken any notice. Mr Turner later was telling police that it was only then that he was trying to hit the other car. "The other car drove very dangerously," Mr Turner had explained. "And I was

stopping him." The police did not agree. Mr Turner had to pay £800 for dangerous driving. Was that right? What do you think? Call these hot line numbers: 01727 51346 if you agree and 01727 89790 if you disagree.

7 Vocabulary

Complete the passage with the correct words from the list below.

biography, preserve, capsule, witness, occur, tremble, fantasy, rewind, characteristic, authentic, gather, monument

A new film about the life of Winston Churchill shows what (1) in private moments during some of the most important events in recent history. The movie is based on a (2) of the famous prime minister and (3) to a time when the world was at war. The actor who plays Churchill gives an (4) performance and catches many details (5) of the well-known

leader's personalities — his unpleasant facial expression, his intelligence and his voice, which could make people (6) with fear, courage or pride. Although the film does (7) many of the key incidents that took place, and the film makers have obviously worked hard to (8) information from (9) who were present, it isn't quite the time (10) it appears to be. There are several times when the film becomes a (11) For example, at certain times, we can hear Churchill's thoughts and see his dreams. Not quite the (12) to history that it could have been, but a good film all the same.

2 NAME STORIES

1. Guesses, assumptions, beliefs

Circle the appropriate word to complete the sentences below.

- 1 I **believe/guess** in always doing my best.
- 2 I'd **believe/guess** he failed because he didn't study but maybe he was ill.
- 3 Do you **suppose/guess** we could swim after lunch?
- 4 I'm really not sure but I'd **guess/believe** roses are her favourite.
- 5 Would you **suppose/believe** that he is actually working now?
- 6 I think he usually tells the truth so I **believe/suppose** we should believe him.
- 7 I'd never have **supposed/guessed** that he would be the first to marry.
- 8 She **believes/supposes** he will make a huge success of his new job.
- 9 I **believe/suppose** that after you've finished studying you'll want to watch TV, right?
- 10 I don't know how he can afford that car. I **guess/believe** he might have won some money but I doubt it.

2. Linking

Complete the story using each of the following phrases twice.

after that, and then, guess what?, suddenly

(1) When I was ten I saved my brother's life! We were playing by the river and (2) he fell into the water. I immediately dived in after him because my brother couldn't swim! When I reached him, I caught his arm (3) I swam back to the riverbank. (4) my brother was scared of the river for a long time.

My mother is still very proud of me and tells me that I'm just like my grandfather. (5) He also saved someone when he was ten! My grandfather lived in a little village and one day, his neighbours' house (6) caught fire. My grandfather shouted to his brothers to get some water (7) he ran into the burning house! He saved the neighbours' baby and (8), my grandfather became a hero. The funny thing about this story is that I have the same name as my grandfather!

3. Vocabulary

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

specific, significance, abnormal, vivid, hardship, origin, discourage, suffering, admirable, tease

- 1 His mother him from playing online games too often.
- 2 My favourite paintings are the ones that use colours.
- 3 We were new to the country and didn't understand the of the flags we saw.
- 4 I'm not sure of the of my name but I think it's German.
- 5 Many people still can't forget the they had during the war.
- 6 Although the crowd had to wait for a long time, their patience was
- 7 I know that the concert is on Friday night but I don't know the time that it starts.
- 8 People always her about her red hair.
- 9 One of the animals, a goat with two heads, was quite
- 10 When I think of all the that my grandparents went through, I feel very thankful to them.

4. Phrasal verbs

Use the correct form of the phrasal verbs below to complete the story.

come across, name after, count on, figure out, end up, put up with, knock someone over, block out, split up

William and Daniel are my friends. They're twins and they're (1) their grandfathers. Sometimes it's hard to (2) who is who. One time Daniel was running and accidentally (3), but everyone thought it was William. Daniel isn't very careful. Sometimes I don't know how William (4) him. Then again, one time, William put a blanket over their bedroom window that (5) the sunlight.

Usually, when you (6) one of the twins, the other isn't far away, but at school, the teachers like to (7) the pair. Last year, William (8) in my class and that's how I got to know them. He's a good friend and you can always (9) him – as long as he's not being silly!

Remember

Past Simple and Past Perfect

Use the Past Simple when an action or situation in the past is finished.

I bought some delicious apples yesterday.

Use the Past Perfect to talk about events or situations in the past which happened before other past events.

When we got home, Jane had already left so we didn't manage to say goodbye to her.

1 ★ ★ Past Simple or Past Perfect?

Read and complete the text with the correct form of the verbs in brackets.

Last month, two policemen in Arizona, USA
 (1) (take) fifteen-year-old Nancy Kellerman to the police station in their police car. Her crime? Earlier that night, she (2) (be) out with her friends in the park. She (3) (not realise) that it was after 10 p.m. and the policemen (4) (arrest) her. Yes, in Arizona, any teenager under sixteen has to be at home by 10 p.m. and because Nancy (5) (forget) that, she (6) (be) at the police station that night. She (7) (cannot) phone her parents until the police (8) (take) her fingerprints and (9) (ask) her some questions. After that, she was allowed to call her father and he (10) (take) her home. The next morning, Nancy's mother and father (11) (go) to the police station to complain. They (12) (say) that they (13) (be worry) the previous night because they (14) (expect) Nancy to be home by 10 p.m. Because the policemen (15) (arrest) her and (16) (take) her mobile phone, they (17) (not know) where she was until she (18) (call) them at midnight! Her parents were very angry that the policemen (19) (arrest) her and (20) (take) her to the police station instead of bringing her straight home where they would have punished her for being late themselves.

2 ★ ★ ★ Correct forms

Circle the correct answers.

An interview with Donald Peters, who is a storyteller

Interviewer: Donald Peters, you are a storyteller.

That's your job. How long (1) *have you been/were you/had you been* a storyteller?

Donald Peters: Well, I (2) *had started/started/have started* as an English teacher because I (3) *have studied/had studied/was studying* English at university. Then I (4) *am becoming/became/have become* a children's (5) *entertainer/entertainment/entertaining*. But I (6) *have been/was/had been* a storyteller for about ten years.

Interviewer: How much (7) *are you earning?/have you earned?/do you earn?*

Donald Peters: About £18,000 a year.

Interviewer: And where (8) *are you working/do you work/did you work* at the moment?

Donald Peters: I (9) *tell/am telling/have told* my stories at a school. I (10) *did/have done/do* most of my work in schools.

Interviewer: What sort of stories (11) *have you told?/are you telling?/do you tell?*

Donald Peters: They are called "tall stories". That (12) *means/meant/is meaning* stories that can't (13) *possible/impossible/possibly* be true, stories that are (14) *completely/complete/incomplete* (15) *believable/believably/unbelievable*.

Interviewer: Tell me about your story coat.

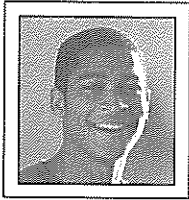
Donald Peters: Well, this coat (16) *has/had/is having* pictures on it and every picture (17) *shows/showed/is showing* one of the stories that I (18) *know/have known/am knowing*. So people just point at a picture and I tell them one of my (19) *quite/really/rather* exciting stories. Yesterday a boy came up to me and pointed at a picture. It was a story I (20) *hadn't told/don't tell/wasn't telling* for six years. But I remembered it. He loved it.

3 LIFE STORIES

1 Personality adjectives

Complete the description with the words in the box.

cheerful, complex, hard-working, outgoing, reliable, straightforward, stubborn, troublesome



Robert is a (1) boy who always has a smile on his face. He's very helpful too and is always (2) if you have a problem. For example, if it's (3) for you to

invite two (4) friends to a film because they don't like the same kind of movies, Robert can help you out. Even if the problem is very (5), he'll find a solution. He's (6) and will tell you the truth. He's very (7) and never shy. He loves getting together with friends but since he's also (8), he never lets fun get in the way of important work.

2 Personality adjectives

In your notebook, write sentences about a person you know using the cues.

Eva tends to be a bit careless with her homework.

- 1 tends to/a bit
- 2 can be/rather
- 3 deep down

3 Prepositions in expressions

Complete the sentences with the prepositions in the box. Some can be used more than once.

into, at, upon, in, on, to, of

- 1 the way school this morning, we saw a huge frog.
- 2 As we turned the corner, a large castle came view.
- 3 present, there is no cure for AIDS but doctors hope to find one in the future.
- 4 When we visited my uncle in the hospital, he was lying his side and reading a book.
- 5 Once a time, there was a beautiful princess.
- 6 There was nothing particular that Helen wanted to see or do today.
- 7 my surprise, there were no snacks at the party.
- 8 average, the museum has about 5,000 visitors a day.
- 9 I am not favour letting the students wear jewellery to school.
- 10 a way, I understand why my mother is so angry.

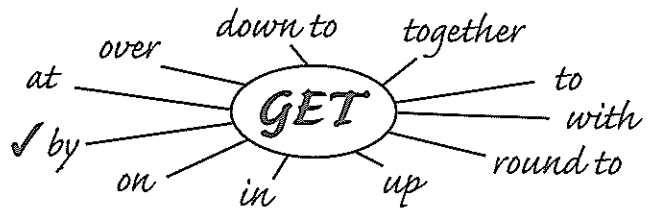
4 Wordbuilding

Complete the sentences with the correct form of the word in brackets. You may need to add a prefix, a suffix or both.

- 1 Sugar adds (sweet) to any food.
- 2 My grandmother has experienced many (hard) during her life.
- 3 I couldn't bear to see the tiny puppy's (suffer).
- 4 His patience and kindness were (admire).
- 5 As I walked into the water, it (gradual) got deeper and deeper.
- 6 The construction noise was so loud that it was (bear).
- 7 Since it was (trouble) to stand in line, we decided to leave early.
- 8 She's a very talented (violin).
- 9 He's been a (novel) since he was twenty-five years old.
- 10 It isn't (normal) to have trouble sleeping after a long trip.

5 Phrasal verbs

Tick the words that can go with *get*, using a dictionary to help you. Then complete the sentences with the verbs in the correct form.



- 1 Ronald is a student and he *gets by* on very little money for food.
- 2 I'm sorry. I wanted to write to you yesterday but I didn't it.
- 3 Julie is always saying unkind things to Margaret but Margaret never Julie.
- 4 The exam is next month. We must work soon.
- 5 Laura caught a bad cold but she's it. She's almost better.

6 Collocations

Find two nouns that go with each verb. Then complete the sentences below with verbs + nouns in the correct form.

Example: *1d spend time 1g spend money*

verbs	nouns	
1 spend	a a bus	g money
2 catch	b your room tidy	h an interest in
3 do	c photos	i an exam
4 keep	d time	j an excuse
5 take	e work	k friends
6 make	f a cold	l the change

- David *spends* a lot of *time* repairing his motorcycle.
- We some great on holiday and really enjoyed looking at them later.
- We the music in the music room but all the others are in our classroom.
- Laura and Jo when they went swimming. They were in bed all week.
- Peter didn't do the homework and then a silly to his teacher.
- The Thompsons some good on holiday last year and they still write to them.
- I looked out of the window and saw Jean on the pavement. She hadn't the
- I paid the bill at the restaurant and told the waiter to the

Remember

1 ★★ Modal verbs of speculation

Look at the picture on the right and speculate about the two people in the past and present. Use the modal verbs *must, may, might, could, can't* and the expressions below. Write the sentences in your notebook.

be husband and wife, go to the same school, fall in love when they were young, have a large family, be retired, go fishing, be very attractive, be fit, do some gardening, have grandchildren, talk about the weather, work full time, buy some presents for the kids

They must be husband and wife.

2 ★★ Modal verbs in the past

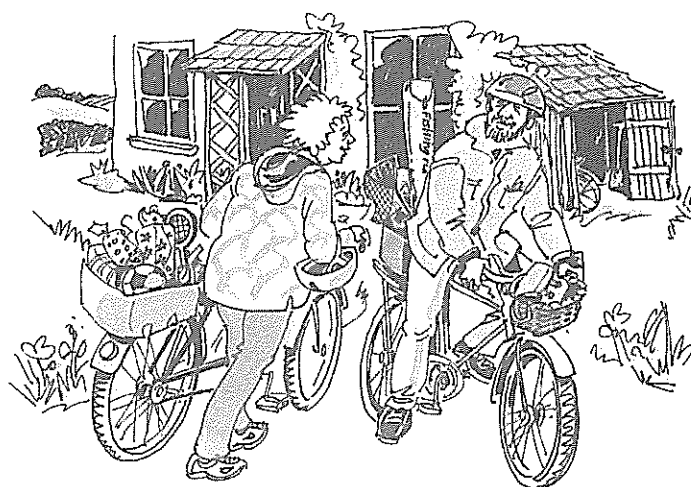
Complete the text with: *had to, would, should have/shouldn't have, could/couldn't, was/were able to*. Change the form of the verb in brackets if necessary.

City life, country life

Sam and Frances Bates used to live in London. She was a market analyst and he worked as a journalist. They (1) (work) very long hours and (2) (spend) much time with their three children. To relax, they often got into the car at weekends and spent all the time they (3) (manage) in the country. Then one day they decided that they (4) (go on) living like that any more – they (5) (change) their lives.

Sam found a cottage in Sussex, which the owner wanted to sell quite cheaply. They (6) (buy) it without selling their house in London. But then it turned out that the cottage required a lot of repairs and they (7) (sell) their London house because they (8) (afford) to pay for the repairs.

Now Frances grows and sells flowers and Sam writes DIY guides. They sometimes think that they (9) (leave) London but they never really regret their decision. As Frances says, "I think we (10) (move) years ago. We wasted so much valuable time."



Focus on Reading

Zhugé Liang was one of the greatest military strategists of the Three Kingdoms and over the centuries, he has been considered the most popular general in Chinese history. He was known as The Hidden Dragon due to the fact that people did not notice his talent because of his quietness. He was orphaned at a young age and was living alone in the country when Liu Bei heard of his great wisdom. Zhugé Liang became Liu Bei's military advisor and together they founded the Shu Han kingdom. Zhugé Liang died at the age of 54 during a military campaign. Even his enemies had admired his great talent and devotion to his country.

The story below, which comes from a famous classic novel, illustrates Zhugé Liang's insight as a military strategist. Zhou Yu, Commander-in-Chief of the Southern Kingdom is at war with Cao Cao, a general of the Northern Kingdom, who is camped with his army on the opposite riverbank. Zhou Yu is suspicious of Zhugé Liang because he sees him as a threat, so he sets him a test he thinks he will surely fail.

1 Lu Su found Zhugé Liang seated by the river. "Zhou Yu would like to see you," he said and Zhugé Liang nodded his head. They walked to the camp and entered the main tent where all the officers were gathered. When all were seated, Zhou Yu turned to Zhugé Liang and asked him, "What weapons are best when attacking an enemy on the water?" "On a great river, arrows are best," replied Zhugé Liang. Zhou Yu agreed and cunningly asked Zhugé Liang to obtain 100,000 arrows, giving him ten days to complete the task. Zhugé Liang promised to deliver the arrows but said he would only need three days to complete the mission. This pleased Zhou Yu as he knew it was impossible and it would give him the opportunity to kill Zhugé Liang as punishment when he failed.

2 As Zhugé Liang left, Lu Su followed him saying, "You have brought this misfortune on yourself, and how can I save you?" Zhugé Liang answered him calmly, "I would like you to lend me twenty ships, each with thirty men. I want blue cotton screens and bundles of straw tied to the sides of the boats. On the third day, I will deliver the arrows."

3 Early on the third day, while it was still dark, Zhugé Liang sent for Lu Su. "I want you to come with me to get those arrows," he told the young man. "Where are we going?" Lu Su asked. "Wait and see," was the reply. Then the twenty boats were fastened together with long ropes and they took them over to the north bank.

4 The night was very foggy and one person

could hardly see another. Zhugé Liang suddenly ordered the men to shout and beat the drums. "But what will we do if they attack us?" Lu Su shouted, confused at this strange behaviour. Zhugé Liang replied with a smile, "Their fleet won't dare to come out in this fog." And sure enough, instead of launching his fleet, Cao Cao ordered his soldiers to line the banks and shoot into the fog at their invisible enemy. Thousands of arrows rained down onto the ships appearing as if out of nowhere, but not a single man was hurt, protected as they were by the screens. Soon the ships were full of arrows stuck into the screens and bundles of straw. The drums kept beating until the sun was high and the fog started to disappear. Only then did Zhugé Liang give the order to sail downstream to Zhou Yu's camp. Cao Cao saw that he had been fooled and was very angry.

5 Lu Su looked in admiration at the thousands of arrows and turned to Zhugé Liang, "You really are superhuman," he said, "but how did you know there would be a thick fog today?" Zhugé Liang answered, "You cannot be a leader without knowing the workings of heaven and the ways of earth. I knew there would be fog today so that's why I asked for three days instead of ten."

6 When the ships arrived, Lu Su went to report that the arrows had been obtained and explained to Zhou Yu by what means. Zhou Yu was amazed and sighed deeply, saying, "He is a better man than me." From that day on, Zhou Yu wanted to seek Zhugé Liang's advice on many matters.

1 Circle the correct answers to the questions below.

- 1 This is a story about _____.
 - a) a wise man achieving the impossible
 - b) a brave man defeating a wise man
 - c) an enemy losing arrows
 - d) a wise man saving time
- 2 Zhuge Liang was known as *The Hidden Dragon* because _____.
 - a) he was a very quiet man who died young
 - b) he was intelligent and a good strategist
 - c) he hid himself in the country
 - d) his talent was not recognised
- 3 What did Zhuge Liang's enemies admire him for?
 - a) His youth and quietness.
 - b) His quietness and devotion to his country.
 - c) His great talent and devotion to his country.
 - d) His bravery and talent.
- 4 Zhou Yu was Commander-in-Chief of the _____.
 - a) Northern Kingdom
 - b) Three Kingdoms
 - c) Southern Kingdom
 - d) Shu Han Kingdom
- 5 Why did Zhou Yu set Zhuge Liang a test he would most likely fail?
 - a) He wanted to have a reason to punish Zhuge Liang with death, to get him out of the way.
 - b) He wanted to laugh when Zhuge Liang failed.
 - c) He wanted to see if he could trust him.
 - d) He really hoped that Zhuge Liang would be successful and pass the test.
- 6 What is the task that Zhou Yu set Zhuge Liang?
 - a) To defeat Cao Cao in ten days.
 - b) To make 1,000 arrows in three days.
 - c) To make 100,000 arrows in ten days.
 - d) To make twenty ships in ten days.
- 7 How did Zhuge Liang get ready to complete the task?
 - a) He asked for more time so he could make the arrows.
 - b) He persuaded Lu Su to get Zhou Yu to change his mind.
 - c) He stayed calm, asked for 20 ships, and waited for the right weather.
 - d) He went to Cao Cao and asked for 100,000 arrows.

- 8 Why did Cao Cao not launch his fleet?
 - a) He didn't think the enemy was really there.
 - b) He didn't have a fleet.
 - c) The fog was too thick.
 - d) The enemy had a bigger fleet.
- 9 Why was no one hurt by the arrows?
 - a) They were protected by the screens.
 - b) There was no one on the boats.
 - c) Zhuge Liang protected them all.
 - d) Cao Cao's arrows were harmless.
- 10 Which words tell you that Zhou Yu had changed his mind about Zhuge Liang?
 - a) "You really are superhuman."
 - b) "He is a better man than me."
 - c) "You cannot be a leader without knowing the workings of heaven and the ways of earth."
 - d) "Zhou Yu was amazed and sighed deeply."

2 Find the words in Column A in the text on page 58. Use their context to help you match them with their meanings in Column B.

A	B
1. mission (para.1)	a) ask for
2. obtain (para.1)	b) tie tightly
3. deliver (para.1)	c) task
4. misfortune (para.2)	d) ways
5. fasten (para.3)	e) bad luck
6. fleet (para.4)	f) impossible to see
7. invisible (para.4)	g) give
8. means (para.6)	h) a group of ships
9. seek (para.6)	i) get

3 Complete the sentences with the words in Column A above.

- 1 The sailed across the sea to England.
- 2 By what did you lose so much weight? Did you go on a diet and exercise?
- 3 In the dark, the cat was completely
- 4 the washing line to the tree then we can hang up our washing.
- 5 your grandmother's advice. She is very wise.
- 6 His is to save the world!
- 7 The supermarket will our groceries tonight.
- 8 To your driver's license you must pass a test.
- 9 The greatest was when I lost my passport.

Focus on Writing

1 Linking: Time linking words

Read the modern fairy story and circle the correct linking words.

One day (1) while/suddenly David Williams, a young schoolboy, was walking in the fields, he saw an old man in the river.
 (2) Later/Immediately he ran to the river and pulled the old man out.
 (3) Before/After he had got his breath back, the old man said, "I am a very rich man. Because you have saved my life, you can have anything you want." David laughed. The old man was wearing old clothes. David didn't believe he was rich. And he didn't want anything. (4) Then/When he thought of something. "I want my dad to have a job", he said. "Right," said the old man. "What's your telephone number?"
 (5) Later/When David got home his dad said, "I've just had a phone call. One of the biggest corporations in the USA has offered me a job."

2 Punctuation: Sentences

Match each sentence with a sentence type in the box a, b or c. Then rewrite the sentences putting in capital letters, full stops and commas.

- | | |
|----------|--|
| a | One main clause and one subordinate clause
Example: <i>When we finally got back at ten o'clock, our parents were waiting for us.</i> |
| b | Short sentences
Example: <i>We got back at ten. Our parents were worried.</i> |
| c | Long sentences
Example: <i>When we got back to the school at ten o'clock our parents were very worried, but we talked to them and explained what had happened, and we all had a good laugh about everything.</i> |

- he took money from the rich he gave it to the poor
b He took money from the rich. He gave it to the poor.
- when she finally left the ball it was just after midnight
.....
- when he got back to the village he realised the truth that he had been asleep for a hundred years and life had gone on without him
.....
- he touched the plates and cups at the palace they turned to gold
.....
- the moment he saw her he knew she was the famous film star Anna Scott and he was very nervous
.....
- the ship hit an iceberg it began to go down
.....

3 Editing

Read the text. Look at the underlined time linking words and time expressions. Are they correct? If so, put a tick (✓) and if not, correct them.

How Robin Hood met Little John



Once upon time, many years ago (some time before 1160 and 1450), there was a man called Robin Hood. He was called the "prince of thieves" because he stole money from the rich and gave it to the poor. He met his great friend and helper, Little John, in a very strange way. Early a morning, Robin was walking across a narrow bridge over a river where, suddenly, he saw a huge man walking towards him. This was Little John – he was called Little John because he was so big! Neither of them would go back, so they fought in the middle of the bridge in three hours. In the ending they both fell in the river. As soon they had stopped fighting, they stood up in the water and started laughing at themselves. After that they were friends for a life.

- | | |
|---------|----------------------------|
| Line 1 | a) <u>Once upon a time</u> |
| | b) _____ |
| Line 2 | _____ |
| Line 9 | _____ |
| Line 12 | _____ |
| Line 18 | _____ |
| Line 19 | _____ |
| Line 20 | _____ |
| Line 23 | _____ |
| Line 24 | _____ |

4 Guided Writing: The body of a story

Read the beginning and ending of the story below and try to predict what might have happened in the body of the story.

Beginning: The moon was high and the house was silent. The four sisters slipped out of bed. They knew they shouldn't be doing this but they had to find what they had lost. One by one they climbed out of the window.

Ending: "But I'm here," said a small voice. And from behind their father appeared little Sue. Her three sisters stared, and then all three fainted, as if they'd seen a ghost. Little Sue turned to her father and explained, "I got tired looking for the ring so I came home and went back to bed."

Now put the body of the narrative in the correct order.

a "Sue's drowned!" screamed the girls as they ran back to the house. Their father, woken by the screams, met them at the door. "What's going on?" he asked looking worried. Emma held out her hand showing her father the ring. "We had to find it," she cried, "but we weren't watching and Sue fell in and drowned."

b Early that morning, Grandmother had left. She was staying the night in town and would return to the farm the next day. Grandmother had beautiful jewellery but she never let Sophie, Emma, Pam or little Sue touch it. So they decided to play with it while she was away.

c When they got to the pond, they all started searching for the ring. The three older girls didn't notice little Sue moving towards the water.

d She had lost Grandmother's diamond ring! So now they were walking towards the pond in the moonlight to find it.

e As the four girls tiptoed away from the house towards the pond, Sophie thought about the events of the day leading up to this point.

f Suddenly, Emma saw the ring sparkling in the grass. She called her sisters, and Sophie and Pam ran over. "Thank goodness, you've found it!" said Pam. "But where's little Sue?" asked Sophie. The sisters looked around them. She was nowhere to be seen. Then they looked at the pond. "She can't swim!" cried Sophie in horror.

g They each put on a piece of jewellery and then went down to the pond where they played all day. When they finally came home for dinner, they each put their piece back in grandmother's jewellery box but little Sue's fingers were bare.

5 Look at the five time linking words and time expressions underlined in Exercise 4.

- 1 Which one is used to take the story to an earlier point in time?
- 2 Which one is used when something happens unexpectedly?
- 3 Which one is used to show that something is happening at the same time as something else?
- 4 Which one is used to show that something is happening at this moment?
- 5 Which one is used to show that after a certain point in time is reached, something else happens or starts to happen?

Now in your notebook, write a modern fairy story using the pictures and some of the linking words below. Give the people names.

while, after, suddenly, immediately, later, then, when, before, in the end



WORD POWER

1 Opposites

Complete the second description below with the opposites of the words underlined in the first description.



Oscar wasn't ready to become a pet owner. He expected pets to be (1) skilful and didn't know what kind of behaviour was (2) normal for them. He was (3) uncertain how to treat a pet when it did something wrong and he didn't understand the (4) specific needs of animals like cats and dogs. He didn't show much (5) warmth and didn't (6) encourage them when they did things well. A pet would not have brought him any (7) happiness and we don't want him to (8) abandon an animal so we asked him to take a pet education course.

Sonia will be a great pet owner. She understands pets, especially young ones. They are often (1) and that it's not (2) for them to act in (3) ways, even though their behaviour might seem a bit strange. In (4), she was kind, showed no (5) to the animals and correctly (6) them from behaving badly. I'm sure there will be no (7) in the life of Sonia's pet and she will be able to (8) a long and positive relationship with her pet.



2 Characteristics

Match the adjectives (a-f) with the quotations (1-6).

- | | |
|--------------------|--------------|
| a) complex | b) admirable |
| c) stubborn | d) tense |
| e) straightforward | f) clumsy |
- "If I don't like something, I'll tell people rather than try to hide it."
 - "I'm always nervous and I worry a lot."
 - "I try to be careful but I always end up hitting my arm or leg on something or falling over at the strangest times."
 - "I don't like to change my mind and I always want to get my own way."
 - "I spend a lot of time helping my grandmother because she's quite old and sometimes she doesn't feel well."
 - "People say that they have a hard time getting to know me and don't understand why I behave the way I do."

3 Collocation with do, have and get

Complete these sentences with *do*, *have* or *get*.

- Don't worry about the exam. Just your best.
- You a real talent for painting.
- My sister wants to law at university.
- I usually home from school after six o'clock.
- Can you me a favour and open the door, please?
- It's stuffy in here. Let's go outside and some fresh air.
- She angry when she doesn't understand.
- They're great friends; they a lot in common.
- I've been unemployed since I left school; I just can't seem to a job.
- I'd like to a summer course in England this year.
- He's OK when you to know him.
- You usually well in exams.

4 The verb feel

Replace the words in brackets with the words and expressions from the box.

felt, felt homesick, felt sorry for, felt the sun on my face, felt very happy

- I (was really pleased) when I heard she'd passed the exam.
- He (regretted) shouting at his son.
- My grandparents (believed) they were Scottish, not British.
- When I went away, I (missed home) after the first week.
- Once I (was in the sunshine) , I began to cheer up.

5 Dictionary work

1 Put these words in the order they would come in the dictionary (1 = first in the dictionary):

get back, get on with, get by, get down to, get round to

Are phrasal verbs with *get* before or after the verb *get* in the dictionary? Is *childhood* before or after *child*?

2 Look at the dictionary entry for *get round to*. Circle the correct answers below.

get round to sth BrE [T]

The T in the entry means *transitive/text*. So you *can/can't* say "I didn't get round to my homework" (with an object). But you *can/can't* say "I didn't do my homework because I didn't get round to" (no object).

6 Find these words in a dictionary. Are they transitive or intransitive?

- get back
- arrest
- save
- throw

8 Dictionary work

Are the underlined words nouns, adjectives, verbs or adverbs?

- 1 I could feel the sun on my face and I could touch the leaves of the plants.
- 2 She picked me up and held me close.
- 3 In my quiet, dark world I didn't feel sorry for doing it.
- 4 We walked down to the well.
- 5 That living word awakened my soul, gave it light.
- 6 Turn round and face the wall.
- 7 The train leaves at 8 o'clock.
- 8 The hotel is very close.
- 9 He's afraid of the dark.
- 10 She plays chess well.
- 11 Your bag is very light.

7 Modifiers

Look at the pictures of the weather and write an adjective and a noun for each. Then rewrite the sentences using the modifiers in brackets.



adjective:

sunny

noun:

sunshine

- 1 It's a sunny day. (quite, very)
weaker (-) *It's quite a sunny day.*
stronger (+) *It's a very sunny day.*
- 2 There's a lot of fog today. (rather, really)
weaker (-)
- 3 It's rainy, isn't it? (a bit, very)
weaker (-)
- 4 We've had a lot of snow lately. (rather, really)
weaker (-)
- 5 It's foggy today. (a bit, very)
weaker (-)
- 6 What about this amazing sunshine? (quite, really)
weaker (-)
- 7 The weather's cloudy. (a bit, very)
weaker (-)

CHECK YOUR PROGRESS

THE STRANGE TALE OF RIP VAN WINKLE

Once upon a time, there was a farmer called Rip Van Winkle. He lived in a village in the mountains with his wife and two young children, a daughter and a son. Rip was a very happy and kind man and he got on very well with all the children in the village. They loved him because he played games with them and often told them stories while he was sitting outside the "King George", the village inn.

He spent a lot of time in the inn because he was, in fact, a very lazy man. Rip was happy to do just enough work to get by. Instead of working on his farm, he would go fishing or hunting, or sit in the village inn talking to his friends. His family was very poor and his wife used to get at him. "What kind of farmer are you?" she would say. "Why don't you get down to some work, you lazy man!"

After arguments with his wife, Rip always went off hunting with his dog, Wolf. One day, after another argument, Rip went further than usual in the woods and came to a beautiful valley, high in the mountains. Suddenly, he heard a strange voice

calling his name. An old man, dressed in old-fashioned clothes, was trying to carry a barrel and asked Rip to help him. Rip agreed. They took the barrel to a cave, where there were more people, all dressed in the same strange clothes. After that, the old man gave Rip a drink from the barrel. Rip immediately fell into a deep sleep.

Some time later, he woke up under a tree in the same valley. He was alone. He was worried about his dog and he knew he was going to get into more trouble with his wife. Then he noticed a curious thing – his hair was over his shoulders and his beard was over a foot long! Rip could not understand what had happened. He decided to get back to the village. As soon as he got there, he realised that everything was different, and there were lots of new houses. The people in the village stared at him with his long hair and beard and old clothes. Rip thought their clothes were strange, and he did not recognise anybody at all.

When he got to his house, he saw that it was old and abandoned. He went to the centre of the village and everything there had changed completely. The old King George Inn was now called the Union Hotel. Before he went in, he listened at the window. The people were talking about things he hadn't heard of – the elections, the president, the war. Rip went in and described his wife, family and friends and asked the people where they were. Apparently, his wife had died two years before and all of his friends had either died or left the village. But his children were still there. They pointed to a young man sleeping under a tree. Rip realised it was his son! Then a young woman carrying a baby came towards him. It was his daughter!

In the end, Rip went to live with his daughter. He still didn't get round to doing much work though. He spent his time as before, fishing and hunting and telling stories to children outside the village inn. He told stories about life before the war, how he had met some strange people in the mountains – and how he had gone to sleep for twenty years!



1 Read the story again. Answer these questions in your own words.

- 1 Why did Rip not get on very well with his wife?
- 2 Who did he meet in the mountains?
- 3 In what way did the people in the cave look different?
- 4 What things had happened while Rip was asleep?

2 Look at the first two paragraphs of the story. Find nouns that follow these verbs:

play, tell, spend, go, do

Think of other nouns that follow the verbs.

Vocabulary: Phrasal Verbs

3 Find these phrasal verbs in the text. Match them with the definitions.

get on with somebody (line 5), get by (line 11), get at somebody (line 14), get down to something (line 16), get into trouble (line 31), get back (line 35), get to (line 42), get round to doing something (line 58)

- 1 say unkind things to someone
- 2 return, usually to your home
- 3 have a friendly relationship with someone
- 4 manage to continue your way of life
- 5 find time to do something
- 6 begin doing something seriously
- 7 have problems
- 8 arrive somewhere

4 Complete these sentences with the phrasal verbs from Exercise 3.

I (1) my parents, but we have arguments, of course. I sometimes (2) trouble if I (3) late after a night out. And my mother (4) me if I don't do my homework. She says I must (5) some hard work before the exams. I tell her I'll (6) it soon. I don't worry. I'm not top of the class, but I (7)



Linking

5 Find these linking words in the text. Then complete the story below.

while (line 7), after (17), suddenly (21), immediately (28), later (29), as soon as (36), before (46), in the end (57)

One day, (1) Rip was having breakfast, he told his grandchild a story.

"Once upon a time, there lived a poor man called Stan. He decided to kill a dragon to get its treasure.

(2) he got to the dragon's cave, he said: 'I am stronger than you.'

'Can you do this?' said the dragon, and it threw a stone over a mountain.

(3), Stan replied: 'I'll have to wait until tomorrow - the moon is in the way.'

(4) that, the dragon was afraid.

(5) that night, the dragon went to the man's bed and smashed a stone hard on his head. But it was very dark and the dragon didn't know that

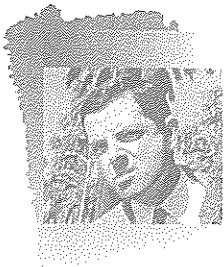
(6) that, Stan had hidden under the bed! The dragon was very happy and laughed a lot. But,

(7), Stan came in. 'I've got a terrible headache,' he said. The dragon couldn't believe it and gave Stan all the treasure. (8), Stan and his family lived happily ever after."

6 Translation

Complete the following sentences according to the Chinese.

1. 老师到的时候, 学生们已经在操场上集合好了。
....., the students on the playground.
2. 在安妮去医院的路上, 她所有的钱都被别人偷了。
..... the hospital, Anne
3. 这种疾病导致食欲下降和严重的肌肉疼痛, 玛丽难以忍受。
The disease had caused and, which made it hard to for Mary.
4. 简用了很长时间才弄明白这张复杂的地图。
It took Jane a really long time to
5. 为了纪念那位伟大的设计师, 人们决定用他的名字给建筑物命名。
In order to commemorate the great designer, people decided to



17 Laughter

1 WHAT'S SO FUNNY?

1 ★★ Past Simple, Past Continuous and Past Perfect

Put the verbs in brackets in the Past Simple, Past Continuous or Past Perfect.

- While a man *was washing* (wash) his hair he (notice) that it (fall) out in handfuls. It (turn out) that he (take) a bottle of bleach instead of shampoo.
- A prison officer (sit) in his office when suddenly he (see) a beautiful girl at the gate. What he (not know) was that some prisoners (plan) an escape for that night and they (hire) the girl to help them. He (go) up to her and when they (talk) about her car, which she said (break) down, 32 prisoners (climb) over the prison wall and (escape).
- A magician (prepare) for his act when he (realise) that he (leave) his most important prop – a white pigeon – at home. He (replace) it with a cat, which (run) away in the middle of the act because it (see) a mouse backstage.
- A race car driver (drive) off at high speed and (not notice) that his repair team (wave) at him. It was only after one of the wheels (fall) off that he (find out) that they (not manage) to fix the wheels properly.

2 ★ Past Perfect Continuous

Write answers to these questions by putting the expression in the Past Perfect Continuous.

- Why was Hugh out of breath when we met him? (jog)
He had been jogging.
- Why did Emma cry so much when the cake fell on the floor? (decorate it all morning)
- Why didn't you have any dinner last night? (feel sick all day)
- Why did no one laugh when Nick told a joke? (listen to his jokes all evening)
- Why didn't Lucy want to drive to the theatre? (drive all day)
- Why was the doctor so tired? (operate for nine hours)
- Why did the teacher arrive late? (talk to the head teacher)
- Why was Jane angry with Steve? (gossip about her with his friends)

3 ★★ Past Perfect and Past Perfect Continuous

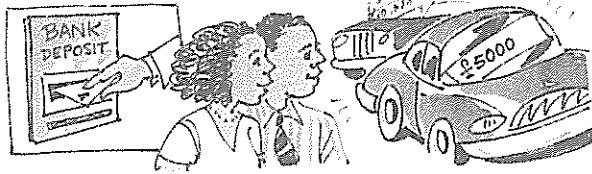
Use the cues and ask questions in the Past Perfect or Past Perfect Continuous to find out why Mike crashed his car.



- drive too fast
Had he been driving too fast?
- drink
.....
- fall asleep
.....
- the brakes fail
.....
- listen to the radio
.....
- see something unusual
.....
- talk on his mobile
.....
- think about his girlfriend
.....
- look at the stars
.....

4 ★★★ Past Simple, Past Perfect and Past Perfect Continuous

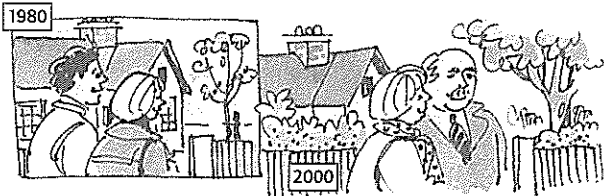
Write sentences using the pictures and the verbs. Use the Past Simple, the Past Perfect or the Past Perfect Continuous. Link the sentences with *after* or *because*.



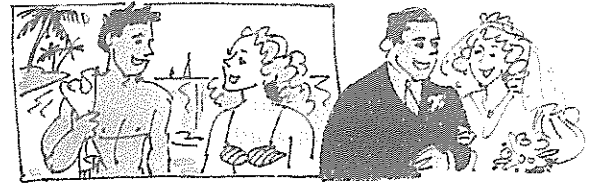
1 buy/save
They bought a car after they had saved their money.



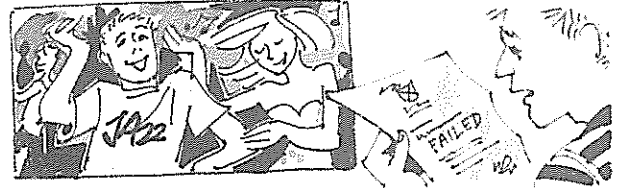
2 put in prison/rob



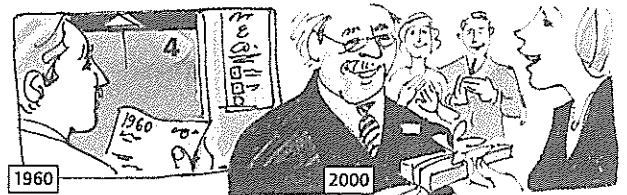
3 move out/live



4 get married/meet



5 fail/go out



6 retire/work

5 Vocabulary

Complete the passage with the best option given on the right.

My friend, who just came back from holiday, told me (1) about her trip. Her family was on the bus at the (2) They were told that they had to get off the bus and stand in the (3) They were also told to get their (4) ready. They were almost at the (5) when another traveller had a problem. It seemed that one passenger had been rather (6) Not only could he not find his documents, but he also couldn't remember his own name. At first it seemed (7) and we were all annoyed but the (8) handled the situation very well. She was very patient and (9) She asked him questions in order to (10) where he was from. To avoid a (11) , she asked another agent to take over for her while she helped the man. At first he was (12) and thought he'd done something wrong but she kept him calm. Later, we found out the man had a high fever and they took him to the hospital. He was fine later, thank goodness.

- | | |
|---------------------|-----------------|
| 1 a) a response | b) a thriller |
| c) a joke | d) an anecdote |
| 2 a) counter | b) agency |
| c) border | d) tournament |
| 3 a) harmony | b) queue |
| c) border | d) silence |
| 4 a) identification | b) cheque |
| c) visa | d) response |
| 5 a) border | b) counter |
| c) agent | d) gate |
| 6 a) swift | b) unbelievable |
| c) forgetful | d) sunburnt |
| 7 a) amusing | b) messy |
| c) ridiculous | d) severe |
| 8 a) politician | b) agency |
| c) thriller | d) agent |
| 9 a) messy | b) mature |
| c) swift | d) awkward |
| 10 a) clarify | b) overlook |
| c) withdraw | d) simplify |
| 11 a) nap | b) breakthrough |
| c) queue | d) delay |
| 12 a) mature | b) unbelievable |
| c) scared | d) eager |

2 LAUGHTER IS THE BEST MEDICINE

1 Language used for jokes

Complete the dialogue with words from the box.

have you heard the one about, and then, anyway, eventually, go on, guess what, just can't, luckily, or something like that, right, so, well

- A: (1) Have you heard the one about the diver?
 B: No, (2)
 A: (3), one day, a diver goes down ten metres underwater, (4)
 (5) he notices a man down there, but with no diving equipment. (6)
 the diver goes down another five metres, but a minute later the man joins him. Then he goes down five more metres, and (7) ?
 B: He sees the man again?
 A: (8) The same man joins him.
 (9), they go all the way to the bottom. The diver is very confused.
 (10), he has a waterproof board and pen, (11) he takes them out and writes: "I (12) believe it. How can you stay underwater all this time without equipment?" And the man takes the board and pen and writes, "I'm drowning, you stupid man!"

2 Telling a joke

Put the sentences in the correct order to tell a joke.

- a) Eventually, he found a dog that could actually walk on water to get a duck back! He was sure none of his friends would ever believe him.
 b) The friend watched, but didn't say a word.
 c) He decided to tell a friend of his, who refused to be impressed with anything. His new dog, surely, would impress him.
 d) One day a hunter needed a dog to get his ducks when he shot them.
 e) On the way home, the hunter asked, "Did you notice anything unusual about my dog?"
 f) He invited his friend to hunt with him and his new dog. Every time they fired and a duck fell, the dog ran across the water to get the duck, never getting more than his paws wet. This continued all day.
 g) "Yes, I did," replied the friend. "He can't swim."

3 Tenses in jokes

Complete the joke below with the verbs in the correct tense – Present Simple or Present Continuous.



A man (1) is staying (stay) in a hotel. One evening he (2) (go) down to the hotel bar for a drink before dinner. He (3) (order) an orange juice and decides to stand at the bar. While he (4) (drink) his juice he (5) (hear) a voice say, "That's a nice tie."

The man looks around, but nobody is near him. Then he hears the voice again, "Nice shirt, too."

The man (6) (think) maybe the barman (7) (talk) to him, but the barman (8) (clean) glasses at the other end of the bar. Suddenly the man (9) (hear) the voice again: "Your jacket is really smart."

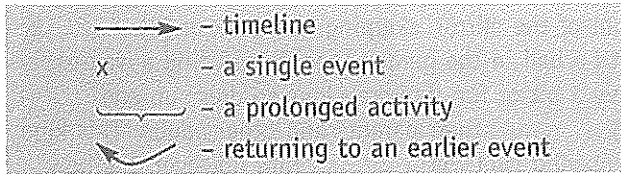
The man can't understand where the voice (10) (come) from, so he (11) (ask) the barman about it. "Excuse me, (12) (you talk) to me?" "No, sir," says the barman. "That'll be the complimentary peanuts."

complimentary adj 1 given free to someone: *We got two complimentary tickets for the game.* 2 saying that you like something and think it is good: *He wasn't very complimentary about the food.*

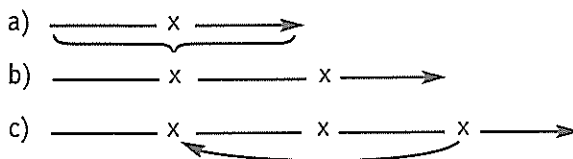
Remember

1 *** Past Simple, Past Continuous and Past Perfect

Match sentences 1-3 with the timelines a-c, then draw your own timelines for sentences 4-6. The symbols are:



- 1 When John came home, he watched the news.
- 2 When John came home, his wife was watching the news.
- 3 When John came to work, he told us that he had watched the six o'clock news.



- 4 When I was stopped by the police, I suddenly realised that I had left my driving licence at home.
- 5 While Joanna was preparing dinner, he laid the table, lit the candles and poured the wine.
- 6 All evening Peter was reading his old letters, then the next day he threw them away and said that he had broken up with his girlfriend.

2 ** Past Simple and Past Continuous

Use the cues and *when* or *while* to write sentences. Use the Past Simple and Past Continuous.

- 1 I write an essay/computer crash
I was writing an essay when my computer crashed.
- 2 I drive from London to Cambridge/car wheel fall off
- 3 Jane read a fashion magazine/Peter watch a basketball match on TV
- 4 I break my tooth/eat crabs for dinner
- 5 we finish lunch/I make tea
- 6 my dad sleep in front of the TV/Michael Owen score a goal

3 ** Past Simple, Past Continuous and Past Perfect

Put the verbs in brackets in the correct tense: Past Simple, Past Continuous or Past Perfect.

The President (1) *went* (go) through a painful experience yesterday. While he (2) (go) to a public event to make a speech about the National Health Plan, he (3) (realise) that the text of his speech (4) (be left) in his office. It was too late to go back and he (5) (be force) to come up with a new speech. While he (6) (talk) he (7) (forget) the name of the Minister of Health, who (8) (be appointed) only a few days earlier, and (9) (call) her the wrong name. The audience (10) (laugh). At that moment the President's secretary, who (11) (go) back to the office to get the speech, (12) (want) to hand it over to him. As he (13) (approach) the President, he (14) (trip) over a wire and (15) (break) his arm. The speech (16) (have) to be interrupted so that the poor man could be taken to hospital. The President (17) (apologise) to the Minister of Health and (18) (finish) his speech.

4 Expressions

Complete the sentences with the expressions in the box.

wait in line, get rid of, fool around, result in, run into, from time to time

- 1, I like to eat ice cream, but I try not to eat it too often.
- 2 I an old friend today while I was waiting for the bus.
- 3 My aunt is really impatient and hates to for anything.
- 4 Now stop and get to work!
- 5 I can't this red mark on my white sweater.
- 6 Carelessness will only a lower test score so please pay attention.

3 MY FAVOURITE COMEDY

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 – object/place	noun – person
agency
alcohol
.....	architect
.....	comedian
novel
politics
.....	physicist
violin

- That is the best I'd read for a long time.
- My cousin is a travel so she's helping us organise a trip to Xi'an.
- Have you seen this building? It was designed by a very famous
- My favourite instrument is the
- Tonight we're going to see a very funny perform.
- That wrote her first book when she was only twenty-one years old.
- He's a fantastic, who has played beautiful music all over the world.
- Go to World Journeys. They're the best travel in the city.

2 Adjectives

Complete the sentences below with the correct words from the box.

amusing, astonishing, convincing, discouraging, disgusting, scared, forbidden

- Running by the pool is
- The fireworks display was simply
- At first, I didn't believe him but he was very and I changed my mind.
- The movie was but it also had some sad parts.
- I did badly in the contest. It was very
- Did you hear the loud noise? I was so
- I can't eat sour foods. I think they're

3 Vocabulary

Complete the passage with the best options given below.

I guess it's (1) Everywhere I go, children and adults love to play. Whether it's (2) in front of the mirror, skipping in a park or (3) with a ball in the garden, people will find a way to have a bit of fun. Children love to dress up and (4) their parents and other adults. This kind of playing isn't (5) fun, however. It's how children learn to understand the adult world and solve problems. Playing is also the main way that children (6) new friends and communicate with others. If a child is (7) misbehaving, it may be because he's having trouble playing with others. In fact, playing is (8) the simple, fun activity that it seems to be. After a difficult day at work, many adults, (9) to deal with the stress of the day, find that playing is the best way. This is (10) because when we play, our bodies make chemicals that make us feel good. This burst of good feeling can help (11) for a bad day. (12) our age or the activity, playing is more complex than it seems.

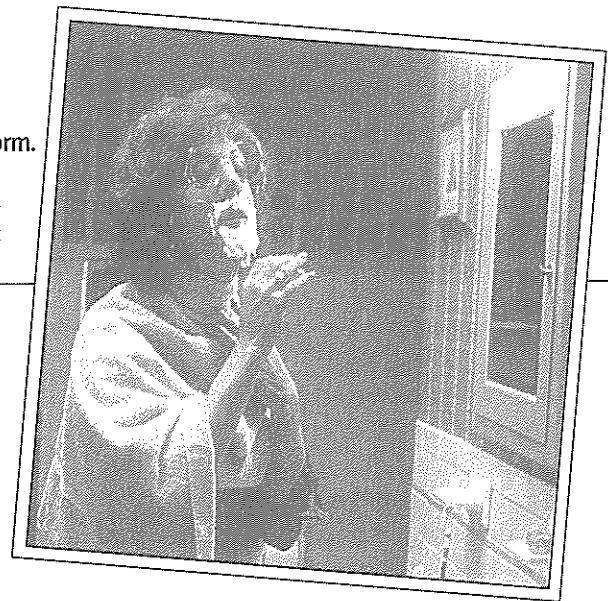
- | | |
|----------------------|---------------------|
| 1 a) worldwide | b) universal |
| c) international | d) global |
| 2 a) pulling faces | b) stretching faces |
| c) pushing faces | d) saving faces |
| 3 a) fooling around | b) turning around |
| c) playing around | d) looking around |
| 4 a) astonish | b) imitate |
| c) scold | d) resist |
| 5 a) desperately | b) deliberately |
| c) rarely | d) purely |
| 6 a) obtain | b) convince |
| c) run into | d) play around |
| 7 a) generally | b) particularly |
| c) deliberately | d) desperately |
| 8 a) hardly | b) purely |
| c) rarely | d) partly |
| 9 a) rarely | b) gradually |
| c) deliberately | d) desperately |
| 10 a) regardless | b) partly |
| c) abnormal | d) rarely |
| 11 a) compensate | b) apply |
| c) seal | d) obtain |
| 12 a) As a result of | b) Regardless of |
| c) Apart from | d) Alongside |

Phrasal Verbs

1 Phrasal verbs

Complete the film review with the phrasal verbs in the correct form.

get on, burst out, dress up, get into, get out of, go in for, make out, make up, put on, turn off



TOOTSIE

Dustin Hoffman plays an out-of-work actor named Michael Dorsey who just can't (1) get on in the acting world.

One day, he has an idea. He (2) as a woman named Dorothy Michaels in order to get a part in a TV soap opera. He has to (3) a different voice and (4) that Dorothy is an older woman. At the job interview he (5) a story about his acting career and gets the job!

Everything goes well until Dorothy becomes a famous TV figure. Then things go from bad to worse. Michael falls in love with one of the soap's leading women, Julie Nichols, but can't (6) a love affair because she thinks he is a woman. The scene that really makes me (7) laughing is when Julie's father makes Dorothy a proposal of marriage and Dorothy

has to say no to (8) it. Julie's father is so disappointed!

Another amusing part of the plot is the relationship between Dorothy and one of the leading actors. He thinks he is attractive to women, but really he (9) them, and Dorothy uses every opportunity to make him look foolish. Eventually, Michael shows his true identity on a "live" edition of the show.

If you (10) crazy comedies, then *Tootsie* is a film for you.

2 Phrasal verbs with and without an object

Look at the phrasal verbs in these sentences. If the verb has an object, underline the object.

- Some (transitive) verbs take an object:
He took off his jacket.
- Some (intransitive) verbs do not take an object:
What time did you get back?

- 1 You need more exercise. You should *take up* swimming.
- 2 They *turned up* late.
- 3 Have you *set up* the equipment?
- 4 *Turn down* the TV, please.
- 5 We don't have much money but we *get by*.
- 6 He *made up* an excuse for being late.
- 7 They *get on* well.
- 8 She *put on* her new boots.
- 9 He *takes after* his father.
- 10 A bomb *went off* in the main square.

3 Phrasal verbs with and without an object

Add an object to these sentences if necessary.

- 1 They went away
- 2 I can't put up with
- 3 Why don't you put on
- 4 Come on, hurry up
- 5 He doesn't get on with
- 6 The train pulled out
- 7 I asked my teacher to go over
- 8 She tried out
- 9 The plane finally took off
- 10 I don't go in for

Focus on Reading

A Comic Novel

Mr Pickwick, his friends and his servant, Sam, visit Mr Wardle in the country at Christmas.

"Now," said Wardle, "what do you say to an hour on the ice?"

"Perfect!" exclaimed Mr Bob Sawyer.

"You skate of course, Winkle?" said Wardle.

"Ye-yes, oh yes," replied Mr Winkle. "I – I – am rather out of practice."

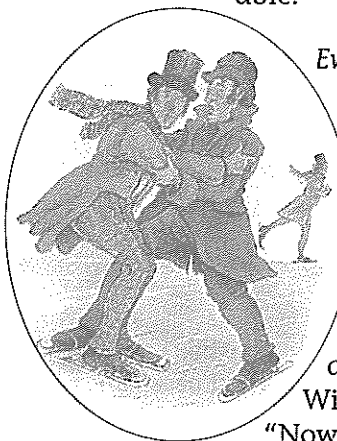
"Oh, do skate, Mr Winkle," said Arabella.

"I like it so much."

"Oh, it is so elegant," said another young lady.

"I would love to," said Mr Winkle, "but I have no skates."

When someone announced that there were plenty of skates, Mr Winkle expressed delight, but suddenly looked uncomfortable.



Everyone went outside to the frozen pond and Bob Sawyer started skating brilliantly.

All this time, Mr Winkle had been putting his skates on. At last, with the assistance of Sam, Winkle rose to his feet.

"Now, Sir," said Sam, "off you go."

"Stop, Sam, stop," said Mr Winkle trembling violently, and taking hold of Sam's arms with the grasp of a drowning man. "How slippery it is, Sam!"

"Not an uncommon thing upon ice, Sir," replied Sam.

"Now, Mr Winkle," cried Mr Pickwick, who didn't notice that there was anything the matter. "Come, the ladies are all waiting."

"Yes, yes," replied Mr Winkle with a rigid smile. "I'm coming."

"Now, Sir, start off," said Sam.

"Stop a moment, Sam," gasped Mr Winkle, still holding Sam. "I've got a couple of

coats at home, Sam. You may have them, Sam."

"Thank you, Sir," replied Sam.

"You needn't take your hand away," said Mr Winkle quickly. "I meant to give you five shillings this morning for Christmas.

I'll give it to you this afternoon, Sam."

"You're very good, Sir," replied Sam.

"Just hold me at first, Sam, will you?" said Winkle.

"There – that's right. Not too fast, Sam, not too fast."

At that moment, Mr Pickwick innocently shouted, "Sam! Come here."

"Let go, Sir," said Sam, "Don't you hear Mr Pickwick calling? Let go, Sir."



With a violent effort, Sam moved away, and in doing so, gave a strong push to the unhappy Mr Winkle. That unfortunate gentleman went quickly towards the centre of the ice where he hit Bob Sawyer and with a loud crash they both fell heavily down.

After this incident, some of the people started to slide on the ice without skates and Wardle persuaded Mr Pickwick to try it.

Mr Pickwick took two or three short runs and then stopped. At last, he took another run and went slowly across the ice, to the shouts of all those watching who soon joined in.

The sport was at its height, where a crack was heard. A large piece of ice disappeared and Mr Pickwick's hat was floating on the surface.

The men turned pale and the ladies fainted.

At that very moment, a face, head and shoulders came up from beneath the water, and after a lot of struggling, Mr Pickwick was finally saved and stood on dry land.

1 Circle the best answer to complete the sentences.

- 1 When someone suggested going ice skating, Mr Winkle was
 - a) happy
 - b) embarrassed
 - c) enthusiastic
 - d) bored

- 2 When someone said there were skates for everyone, Mr Winkle was
 - a) excited
 - b) discouraged
 - c) anxious
 - d) eager

- 3 When Sam said it was "not uncommon" for ice to be slippery, he was being
 - a) sarcastic
 - b) helpful
 - c) honest
 - d) precise

- 4 Mr Winkle offered Sam the coats and the money because
 - a) he was being generous
 - b) he wanted Sam to stay with him to help him skate
 - c) he was making conversation
 - d) Sam was helping him

- 5 Mr Winkle crashed into Bob Sawyer because
 - a) Sam pushed him deliberately
 - b) he wasn't looking
 - c) he was inspired by Sawyer's skating skills
 - d) he couldn't stop

- 6 Mr Pickwick was to slide on the ice.
 - a) eager
 - b) excited
 - c) unwilling
 - d) curious

- 7 It was to get Mr Pickwick out of the water.
 - a) difficult
 - b) not necessary
 - c) easy
 - d) impossible

2 Answer the following questions.

- 1 Is Mr Winkle telling the truth when he says that he would love to skate? (line 13)
- 2 Why is Mr Winkle's smile described as rigid? (line 40) Is he happy?
- 3 In (line 44), Mr Winkle is still holding Sam. Why was he doing this?
- 4 Which two conclusions can you draw from your answers to the three questions above?
 - a) Mr Winkle loves skating.
 - b) Mr Winkle lied.
 - c) Mr Winkle can't skate.

3 Match the words from the text that go together.

- | | |
|-------------|-------------|
| 1 out of | a) delight |
| 2 turn | b) practice |
| 3 dry | c) pale |
| 4 express | d) heavily |
| 5 fall down | e) land |

Classify the above sets of words into the following categories:

- a) verb + adverb
- b) adjective + noun
- c) prepositions + noun
- d) verb + adjective
- e) verb + noun

4 Use the expressions below to write six sentences.

out of ...

- out of breath
- out of order
- out of control

express ...

- express thanks
- express concern
- express his/her/my opinion

turn ...

- turn red
- turn cold
- turn angry

... heavily

- rain heavily
- spend heavily
- sleep heavily

dry ...

- dry clothes
- a dry climate
- a dry sense of humour

Focus on Writing

1 Linking

Complete the text with words from the box.

before, after (x2), as soon as, immediately, in the end, just as, so, all of a sudden, unfortunately, until, when, while

I remember a night last December when everything went wrong for me. I had an invitation to a party, but I didn't check the date and time (1) *before*. I left home. (2) I arrived at my friends' house, I knew (3) that something was wrong – nobody was there. (4) talking to some neighbours, I learned my friends were on holiday! There was no point in hanging around, (5) I decided to drive home. (6) about a mile, the car stopped. (7) , I had run out of petrol. What's more, I had to walk two miles (8) I found a petrol station. (9) I was waiting for some petrol, I started talking to a girl in the queue. (10) I was about to pay, I realised I'd left my wallet at home. The girl was called Marie and she offered to give me a lift in her car. (11) , it was an old car and (12) we left the petrol station, it broke down! (13) , Marie had to pay for a taxi for both of us.

3 Editing

Read the text. If there is a word missing, indicate where it goes (/) and write the word on the right. If a line is correct, put a tick (✓).

2 Sentence building

Use the following simple sentences and the words in brackets to make longer, complex sentences.

- They had lunch. Mr Wardle suggested going ice skating. They had plenty of time. (after, because)
After having lunch, Mr Wardle suggested going ice skating because they had plenty of time.
- Mr Winkle agreed. Mr Winkle couldn't skate. (although)
- They arrived at the frozen pond. They saw Bob Sawyer skating brilliantly. (when)
- Mr Winkle was walking onto the ice. Mr Winkle held on to Sam. Sam became a bit impatient. (while, who)
- Sam let go of Mr Winkle. Sam pushed Mr Winkle onto the ice. Mr Winkle crashed into Bob Sawyer. (as, where)

Laughter therapy

There is increasing evidence / laughter is good for people with cancer and it could help prevent other diseases as well. Studies from the USA have shown that laughter increases body's natural immunity. While you laughing, levels of important components of the immune system go up; the amounts white blood cells and natural painkillers in your blood rise significantly. Laughter is also good exercise. It increases heart rate, improving the flow of air to lungs. Some hospitals in Canada now use a "laugh mobile". Patients select items from trolley containing humorous books and videos. The Canadians also point that patients with smiles on their faces are easier for the nurses to deal with. However, one doctor says that is important to watch out for patients who don't join in. Although most people are suitable for laughter therapy, those have recently had an operation should avoid laughing too much at first. The initial increase in blood pressure might be enough to cause heart attack. But at least you'd die laughing!

- *that*
- ✓
-
-
-
-
-
-
-
-
-
-
-
-
-

4 Guided writing: Introductions to stories

Read the beginnings of these four stories. Some have been adapted. Then answer the questions.

A It was the dead hour of a November afternoon. Under the ceiling of level mud-coloured cloud, the latest office buildings of the city stood out alarmingly like new tombstones, among the mass of older buildings.
(V.S. Pritchett, *The Fly in the Ointment*)

B "How are your funny friends at Potter's Farm, Johnnie?" asked his aunt from London.
"Very well, thank you, Aunt Eva," said the little boy in the window in a high voice. He had been drawing faces on his bare knee and now put down the pencil. The moment that he had been dreading all day had arrived.
(Angus Wilson, *Raspberry Jam*)

C I have just returned from a visit to my landlord – the neighbour living alone that I shall be troubled with. This is certainly a beautiful country! In all England, I do not believe that I could have fixed on a situation so completely removed from the stir of society.
(Emily Brontë, *Wuthering Heights*)

D It was a bright, cold day in April, and the clocks were striking thirteen. Winston Smith slipped quickly through the glass doors of Victory Mansions ...
(George Orwell, *1984*)

- 1 In A, what words does the writer use to create a sad mood?
.....
- 2 In B, how does the writer create interest?
.....
- 3 In C, how do we know the writer wants to be alone?
.....
- 4 In D, what unusual event is described? What does this tell us about when the story might be set?
.....
- 5 Which beginning do you like most? Which stories would you like to continue reading?

5 Guided writing: Introductions to stories

Write *one* of these introductions in your notebook in the style of the texts in Exercise 4.

- a) Describe either a city scene or a country scene. Use two or three words to create a cheerful *or* sad mood.
- b) Invent the names of two characters and write two lines of dialogue. One of them should mention something the reader knows nothing about to create interest.
- c) Write a couple of sentences in the first person which show that the writer is afraid, excited or lonely.
- d) Set the scene for a story set in the future. Think of the name of a character and mention something unusual – perhaps think about machines in the future.

6 Guided writing: Conclusions to stories

Some students had to write a story with the title: "The Day When Everything Went Wrong". Here are some of their final sentences. Match them with the teacher's comments (a–f).

- 1 Yes, it was certainly a day when everything went wrong! e
- 2 I think my pulse rate has finally returned to normal!
- 3 *still, every cloud has a silver lining!*
- 4 Then I woke up and it was all a dream!
- 5 Days like that make you wish you'd never got out of bed.
- 6 It was the worst day I've ever had!

- a) It's nice to end with a proverb if you can.
- b) Try not to state the obvious.
- c) Good, colloquial expression.
- d) A good, original ending.
- e) Don't repeat the title.
- f) Never finish a story like this!

When you finish a story, try not to repeat words in the title or say what is obvious.

WORD POWER

1 Confusing words

Circle the correct word.

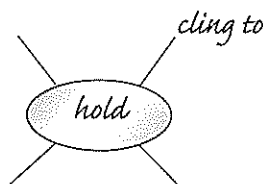
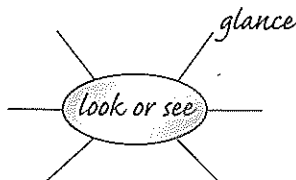
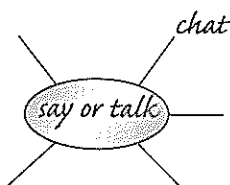
- 1 He got up in a bad *humour/ mood* this morning; he was very miserable.
- 2 The meal was delicious; it was a very *enjoyable/funny* evening.
- 3 If you are *dissatisfied/ unsatisfied* with the service, complain to the manager.
- 4 She *dressed/wore* a lovely red blouse for the party.
- 5 Hurry up, or we'll *lose/miss* the bus!
- 6 I *passed/spent* a lovely weekend at my aunt's house.

In your notebook, write sentences using the other words.

2 Word families

Complete the diagrams with the words in the box.

argue, chat, cling to, glance, glare, glimpse, grasp, handle, hug, mention, observe, shout, spot, whisper, witness



3 Word families

Replace the words in brackets with a more suitable verb from Exercise 2 in the correct form.

- 1 He *glanced* (look quickly) at his watch and left the room.
- 2 You must (hold) it very carefully; it's fragile.
- 3 "Help! Help!" he (say very loudly).
- 4 Nobody (see) the accident.
- 5 I only (see for a very short time) him; I couldn't possibly describe him.
- 6 "Can you keep a secret?" she (say very quietly).
- 7 My baby sister (hold) her teddy bear tightly when she goes to bed.
- 8 They didn't (say anything about) the results.
- 9 Suddenly I (see) my friend in the crowd.

4 Reactions

Write reactions to these statements to show what is indicated in brackets.

- 1 A: My dog died yesterday. (*sympathy*)
B:
- 2 A: My dad passed his driving test. (*surprise*)
B:
- 3 A: It's too long, don't you think? (*agreement*)
B:

5 Complete the following sentences with the correct phrasal verb formed from one of the verbs given in the box.

dress	get	get	get	go	make
		put	ring	take	

- 1 They had a plan to *dress up* as guards and escape from the prison at night.
- 2 If you continue to ignore your teacher, you will trouble very soon.
- 3 Mary usually gets disappointed with her boyfriends within two weeks. I'm sure she'll Peter very quickly.
- 4 If you want me to stay longer, I need to my parents. Otherwise they will start to worry.
- 5 I don't know many fairy tales so I usually some stories about dragons or witches for my children.
- 6 It's impossible to on such a small income.
- 7 I can't with her any longer. She keeps complaining about everything.
- 8 All passengers are in their seats and we are going to in a while.
- 9 I'm sure Ann will She is intelligent, hard-working and ambitious.

6 Extension: British and American English

Replace the American English words in *italics* with the British English words from the box.

autumn, biscuits, crisps, film, flat, ground floor, lift, motorway, petrol, shop, sweets, to

- 1 I rented a new *apartment* in the *fall* There's no *elevator*, but fortunately it's on the *first floor*
- 2 We ran out of *gas* on the *freeway*
- 3 If you're hungry, help yourself to some *candy*, *potato chips* or *cookies*
- 4 There's a good *movie* on TV tonight.
- 5 The *store* is open Monday *through* Saturday.

7 Extension: Expressions
Complete the dictionary definitions with the colloquial expressions from the box.

Jekyll and Hyde, piece of cake, red carpet, red tape, white elephant

- 1 Something can be described as a if it is very easy to do.
- 2 A person can be described as a character if he or she has big changes of mood or personality.
- 3 treatment means very special treatment.
- 4 A is something that is useless, unwanted and usually expensive.
- 5 means rules that delay action.

8 Extension: Newspaper stories

Read the headlines (1-5) and match them with the extracts (a-e).

1 REX GETS RED CARPET TREATMENT

2 "TOP STAR WAS JEKYLL AND HYDE" CLAIMS BOSS

3 DOME WAS WHITE ELEPHANT, SAYS POLL

4 IT WAS "A PIECE OF CAKE", SAYS WINNING CHEF

5 POLITICIAN ATTACKS RED TAPE

a) A local survey shows that people in the North believe it was a waste of money. Not many made the trip down to London to visit it, and most thought the money could have been better spent.

b) The dog was given a medal at a special ceremony near the house where the rescue took place. He had his photo taken with the mayor – and then was served his favourite food in a silver bowl.

c) Local MP Jack Mann said it was difficult to get anything done because work was constantly passed from one government department to another.

d) Manager Metcalfe defended his decision to transfer Shannon. "He was so unpredictable. One week he'd train hard and play well, the next he'd miss training or make no effort in the match. We need consistent players at this club."

e) The winning entry needed over 2,000 eggs and 500 bags of flour. Mick Taylor, who baked it in a specially designed oven, said, "It took longer to prepare, but apart from that it was just like baking a normal-size cake."

9 Prepositions

Complete the passage with the correct prepositions.

Angry students have written to the Minister of Education after they were told to go to the wrong place for an exam. "We all turned up (1) *good time* for the exam," said one student, "but ten minutes before it was due to start, they told us to go to another place! (2) *the time we arrived* (3) the new place, the exam was already (4) *way*. They gave us some extra time (5) *the end*, but I couldn't concentrate." "(6) *a way*, it was quite funny," said another student after the exam. "There was a nursery school *next* (7) the exam centre and the kids were really noisy. You have to laugh, really!"

A spokesman for the council said: "The local Education Office has been (8) *a mess* since the government introduced all these new exams. *From now* (9), we'll contact the students personally if there's a change of exam place."

CHECK YOUR PROGRESS

British Humour

Charlie Chaplin, Peter Sellers, Benny Hill, John Cleese and Rowan Atkinson as Mr Bean are examples of famous international comedians – and all of them are British. But why has British comedy been so successful? What’s so funny about it? Why is it more successful than, say, French or German humour?

One answer may be that humour and laughter are very important to the British. The traditional image of a British person for many foreigners is a conventional and reserved person who doesn’t usually show any emotion, even though loud and badly behaved holidaymakers don’t always match up to that reputation! However, perhaps because they are generally reserved people, they use humour to deal with life and all its problems.

Everybody in Britain (apart from the Queen perhaps!) is expected to have a sense of humour. And the British use humour in situations which might seem very strange, almost silly, to other cultures. Professors giving serious lectures at university often start off with a joke to get people relaxed and interested. Business people mix humour and numbers when making important presentations. Some doctors try to get a laugh to relax their patients. Even priests tell jokes in church!

But what actually makes British people laugh? And why is British humour often difficult for foreigners to understand?

Jokes are related to culture. They often refer to people and places that are only

familiar to the British themselves. If a visitor to Britain sees on a wall “Guy Fawkes, where are you when we need you?”, it would probably seem meaningless. You need to know that Guy Fawkes was the man who tried to blow up the English parliament building in 1605. Once you know that, you realise that the joke is saying that politicians in the British parliament are useless and Britain would be better off without them!

Another thing that makes British humour difficult for foreigners is that they often “play” with words. Jokes often depend on words that sound the same but have different meanings – and there are a lot of those in English. For example, look at this exchange:

Man 1: Waiter, waiter, what’s this?

Man 2: It’s bean soup, sir.

Man 1: I don’t care what it’s been. I want to know what it is now!

Now to understand that joke, you need to know that “it’s” can mean “it is” or “it has”. And you need to know that the sound “been” can be a form of the verb “to be” or it can mean a type of vegetable.

Mmm, not very funny anyway, is it? But don’t get upset. A lot of British humour is universal and, as I said before, because of that, comedians like Charlie Chaplin, Benny Hill and Mr Bean have been successful all over the world. Their humour is visual and they express it in situations that we can all relate to – we can all have a good giggle or just ... fall about laughing.

1 Read the article about British humour and choose the correct answers for the questions below.

- 1 How do many foreigners see British people?
 - a) loud
 - b) quiet
 - c) badly behaved
- 2 Foreigners might find it strange that British people use humour
 - a) in silly situations
 - b) in work situations
 - c) in formal situations
- 3 Many jokes in English are hard to understand because
 - a) they contain cultural references
 - b) they are political
 - c) they are about history
- 4 Jokes in English often depend on
 - a) knowledge of grammar
 - b) being difficult for foreigners
 - c) words with double meanings
- 5 People like Charlie Chaplin and Mr Bean have been successful internationally because
 - a) they have funny expressions
 - b) their humour is visual
 - c) they are famous

2 Circle the correct alternative in each sentence.

- 1 She looked worn out as if she *had travelled/ had been travelling* all night.
- 2 I refused to go out with him when I heard he *had asked/had been asking* Mary out before me.
- 3 We *had finished/had been finishing* the third game of chess when they finally came.
- 4 Tears were streaming down his face because he *had cut/had been cutting* onions.
- 5 I didn't have to water the flowers in the garden as it *had rained/had been raining* all morning.
- 6 After our teacher *had explained/had been explaining* the problem, he went on to give us the homework assignment.
- 7 Ann passed her exam with flying colours because she *had studied/had been studying* very hard for two weeks.

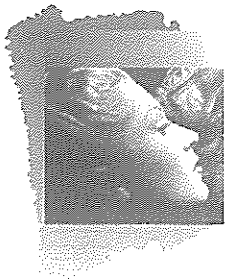
3 Put the verbs in brackets into the Past Simple, the Past Continuous, the Past Perfect or the Past Perfect Continuous.

I (1) *found* (find) this story while I
 (2) (read) Spotlight the other day: "In
 1986, a Canadian man (3) (rise) from the
 sofa where he (4) (fall) asleep,
 (5) (drive) 14 miles, (6) (kill)
 his mother-in-law and seriously (7)
 (injure) his father-in-law. He was charged with mur-
 der but acquitted when a court (8)
 (accept) his lawyer's argument — and his physician's
 evidence — that he (9) (sleepwalk)."

4 Translation

Complete the following sentences according to the Chinese.

- 1 我告诉他我一直在路上修车，但他就是认为我是在编造借口。
 I told him on the way,
 but he just thought
- 2 我听见汤姆在大声叫喊。
 I could hear Tom
- 3 爱丽丝没有那么伤心，她是装出来的。
 Alice was not really that upset; she
- 4 该摆脱那个讨厌的代理商了，他给你带来那么多紧张情绪。
 It's time to, for he
- 5 这项法律要求人人平等，无论种族、宗教信仰和性别。
 The law requires equal treatment for all,
- 6 观众似乎很高兴，他们不时地爆发出大笑。
 The audience They
 now and then.



18 Beauty

1 WHAT IS BEAUTY?

① ★ Questions with *used to*
Write questions with *used to* and then give true answers if you went to kindergarten yourself. All the questions end with "when you were at kindergarten".

1 (live?) *Where did you use to live when you were at kindergarten? At 25 Smith Street.*

2 (play?)

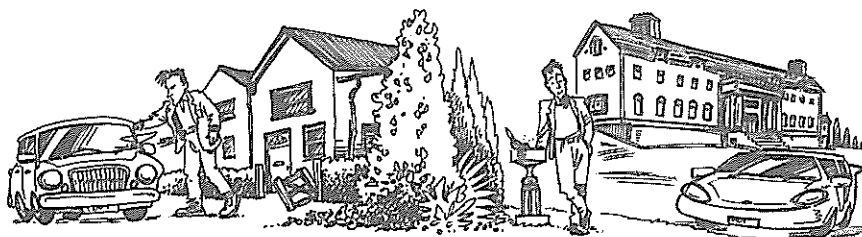
3 (do in the lessons?)

4 (go to bed?)

5 (get to school?)

6 (do after school?)

② ★ *used to* and *didn't use to*
Look at the text and the pictures of Brian Smith before and after he won a million pounds on the lottery. Write sentences about his life before the big win and now.



Before the big win

- 1 Brian Smith lived in a small house.
- 2 The garden needed some attention.
- 3 He worked in a bank.
- 4 He drove a car that was ten years old.
- 5 He didn't go on holiday.
- 6 He didn't go out very much in the evening and he didn't have a girlfriend.
- 7 He collected stamps.
- 8 He was quite happy.

Now

- 1 Brian Smith lives in a big house.
- 2 His garden is large and really beautiful.
- 3 He doesn't work at all.
- 4 He drives an expensive sports car.
- 5 He goes on holiday frequently.
- 6 He goes out every evening and he has a girlfriend.
- 7 He has lots of hobbies, including three extreme sports.
- 8 He is very happy.

1 *He used to live in a small house but now he lives in a big house.*

2

3

4

5

6

7

8

3 ★ *would and wouldn't*

Complete the descriptions with the verb forms below. Do you know who the people are?

would have (x2), wouldn't always recognise, would ask, would stay, wouldn't stop, would never sing, would make, would practise, wouldn't eat

- A He (1) *would have* breakfast at 5 a.m. He (2) six large eggs cooked in butter, half a kilo of fried bacon, a quarter of a kilo of sausages and twelve buttermilk biscuits. He (3) any healthy food at all.
- B When he was a boy at school, he (4) funny faces to make the other boys laugh. The teachers (5) these faces but the other children in the class did: they were his teachers.
- C Along with his friends Gary Neville, Paul Scholes and Nicky Butt he (6) behind at the training ground after everybody else had gone home. He (7) for hours and he (8) until his now famous free kicks were perfect.
- D She comes from a family of fourteen children. When she was only five she (9) to stay up late to sing in the family's nightclub in Charlemagne, near Montreal. But she (10) in English because she didn't speak English - only French.

4 ★ ★ *would for repeated or regular actions in the past only*

In your notebook rewrite these sentences with *would* when it is possible.

Examples:

- 1 *She would always hand her homework in early. not possible with "would".*
- 1 She always handed her homework in early.
- 2 She has learned English for three years.
- 3 I visited Warsaw last year.
- 4 Every time she came to London from Poland we went to the cinema together.
- 5 David asked Tom about the holiday photos four times.
- 6 I went swimming every day when we were on holiday.
- 7 He wrote to me for four years and then stopped.
- 8 When she was at kindergarten, Jo often walked to school.

5 ★ ★ *When to use used to and would*

Cross out the sentences and write them again correctly. Then match them to the rules below.

- 1 ~~When I was a child we would live near the coast.~~
When I was a child we used to live near the coast. a
- 2 I used to go to kindergarten for two years.
- 3 I used to play tennis when I was a teenager and I still play it now.
- 4 Pete Sampras would win Wimbledon in 1999.
- 5 We used to go to London every week and we always used to go by train.

- a *would* is used for actions but you can't use it for states.
- b You can't use *used to* for how long an action or state lasted.
- c You can use *used to* when the action is finished only, not when it is still happening.
- d *used to* is not used a second time after *and* or *when* or *while*.
- e *would* is used for repeated or regular actions, not for single actions.

6 Complete these sentences about Eddie Murphy.

Decide where you can use both *would* and *used to*, or only *used to*.

- 1 *He used to* be very amusing as a child.
- 2 imitate people's voices.
- 3 live in Brooklyn.
- 4 write and perform his own acts.
- 5 dress very elegantly when he was at school.
- 6 study at Nassau Community College in New York.
- 7 take part in comedy contests.
- 8 believe that he would succeed.

2 WHAT'S YOUR FAVOURITE MUSIC?

1 Opinion adjectives

Complete the adjectives in the text. The first and last letters are given.

For those of you who are tired of the (1) h_ _sh sound and (2) sh_ _ _y look of most young rock bands today, *Sonic* is for you. Are they a rock band? Yes! Do they play violins and flutes? Yes! *Sonic* mixes the (3) de_ _ _ _te sounds of classical music with the (4) st_ _ _y beat and liveliness of rock and roll. The band members play a range of instruments, from piano to the electric guitar. However, the change from one instrument to another is never (5) ab_ _ _t. It might sound (6) dis_ _ _ing to some people but, in fact, the instruments make great harmonies and the sound is quite (7) acc_ _ _ble to people of all ages. Whether you like (8) sen_ _ _ _tal love songs or great guitar music, *Sonic* is a band you must see.

2 Agreeing and disagreeing

Agree and disagree with the opinions.

- 1 I'm not that keen on pop music.
I am! Neither am I.
- 2 Don't you think Elton John's the best singer around?
- 3 Jazz is much better than rock music, isn't it?
.....
- 4 I think classical music is great, don't you?
.....
- 5 Wouldn't you agree that the best music was from the 1960s?
- 6 Personally, I'm not that keen on folk music.
.....

4 Asking for opinions

Choose the correct sentence (a or b) to follow each question.

1 Don't you like going to the cinema?	a) I thought you loved it.
2 Do you like going to the cinema?	b) We could go together next week.
3 Do you really like that book?	a) I thought it was great.
4 Don't you really like that book?	b) I thought it was awful.
5 Wouldn't you like to watch that film?	a) I've heard it's brilliant.
6 Would you like to watch that film?	b) It sounds awful.
7 Don't you think she's a good actress?	a) I think she's fantastic.
8 Do you think she's a good actress?	b) I don't think she's very good.
9 Did you enjoy the film?	a) I didn't think it was very good.
10 Didn't you enjoy the film?	b) You were laughing a lot.

3 Giving opinions

Complete the dialogue with the words in the box.

too, admit that, don't you think, I do, isn't it, I wouldn't, that's fair, not really, point, don't you, be honest, that keen, do I, if you ask, meant to be

Todd: Hey, have you heard the latest album by Destiny's Child? I think it's really great,
(1)

Andy: Personally, I'm not (2) on that sort of music. You know, it's (3) my thing. (4) it's a bit shabby?

Todd: No, I don't think (5) ! Just because you like all that heavy metal.

Andy: Yes, (6)

Todd: Well, (7) me, heavy metal's horrible. To (8), the music's just loud and boring. It's nearly always the same too, (9)

Andy: That's not the (10) It's (11) loud. What about rock 'n' roll? I like that a lot, (12) - especially those old Elvis Presley songs.

Todd: So (13), I have to (14) some of them are great. But wouldn't you agree that the best singer in the world is Michael Jackson?

Andy: No, (15) !

Phrasal Verbs

1 Verbs you can guess the meaning of from their different parts

Look at the verbs in sentences (1–12) and match them with definitions (a–l). Look at the two parts of the verbs.

1 I couldn't hear the music, so I <i>turned up</i> the volume.	<input checked="" type="checkbox"/>	a) increase
2 My trousers were too long so I had them <i>turned up</i> five centimetres.	<input type="checkbox"/>	b) make someone return in the same direction
3 They asked me to <i>turn down</i> the volume because they were studying.	<input type="checkbox"/>	c) reduce in length
4 I didn't like the programme so I <i>turned off</i> the television.	<input type="checkbox"/>	d) reduce
5 We <i>turned off</i> the main road when we got to the town.	<input type="checkbox"/>	e) leave
6 I <i>turned out</i> the lights and went to sleep.	<input type="checkbox"/>	f) move head and body towards somebody
7 She <i>turned to</i> me and smiled happily.	<input type="checkbox"/>	g) return in the same direction
8 I <i>turned on</i> the radio as soon as I got back home.	<input type="checkbox"/>	h) not allow someone to enter
9 When I asked her about it she <i>turned away</i> and looked out of the window.	<input type="checkbox"/>	i) cause something to start working
10 There were so many people at the concert that they had to <i>turn away</i> a lot of them.	<input type="checkbox"/>	j) move head and body away from somebody
11 We walked as far as the river and then <i>turned back</i> and came home along the road.	<input type="checkbox"/>	k) cause something to stop working
12 The police <i>turned back</i> all the cars because there had been an accident and the motorway was completely blocked.	<input type="checkbox"/>	l) switch off (lights)

2 Verbs you cannot guess the meaning of from their different parts

Circle the correct verb to replace the underlined phrasal verb.

- She turned up late at the concert and missed the first part. arrived/came/went
- I couldn't find my keys anywhere but they eventually turned up under my chair. arrived/appeared/found
- I decided to turn down the job because the pay wasn't good enough. cancel/deny/reject
- That comedian turns me off. I don't think he's at all funny. likes me/leaves me cold/interests me
- I thought I had failed the exam. But it turned out that I had done quite well. appeared to be/seemed to be/proved to be
- He doesn't work very hard but he turns out good work sometimes. produces/makes/creates
- I have a real problem and just don't know who to turn to for help. ask/telephone/request
- The man suddenly turned on me and started hitting me with his umbrella. moved/attacked/shouted at

3 Up or down?

Read the text and circle the correct word.

On the day of the exam, I woke (1) up/down early. I got (2) up/down and went (3) up/down to a café across the street for breakfast. I sat (4) up/down at my favourite table in the corner and go (5) up/down to do some revising. Suddenly my mobile phone rang, I picked it (6) up/down – it was a friend of mine. There were only ten minutes to go before the exam! She had rung me (7) up/down to find out where I was. I put (8) up/down the phone and immediately stood (9) up/down and rushed out of the café. Luckily, I was running (10) up/down the hill when a friend stopped and picked me (11) up/down and took me all the way to the top. I got to the examination hall one minute before nine o'clock, just as everybody was sitting (12) up/down. In the end, I did quite well in the exam. In future, I'm going to give (13) up/down revising at the last moment and take (14) up/down the habit of turning (15) up/down early for exams!

3 POETRY

① Opinion adjectives

Circle the correct adjective in the sentences.

- 1 That building is not what I would call a thing of *large/great* beauty.
- 2 The countryside around the cottage is really quite *scenic/vague*.
- 3 I think it is a *magnificent/good-looking* bridge.
- 4 Personally, I think George Clooney is extremely *handsome/pretty*.
- 5 She danced so well that it seemed almost *striking/effortless*.
- 6 Westminster Abbey is a really *impressive/scenic* building.
- 7 On Valentine's Day, many couples like to go for a *romantic/sentimental* dinner.
- 8 That painting is a *powerful/real* masterpiece and has a *graceful/powerful* mixture of colours.
- 9 I found it very difficult to lift the *stout/heavy* box.
- 10 The rope was so long that it seemed *endless/vast*.

② Vocabulary

Complete the passage with the best options listed below.

My sister just loves (1) poems. She especially likes those old ones where people go on and on about their (2) for a dear friend, or a (3) summer evening. She even likes the sad ones – you know the ones. Someone's in some cold country where it's (4) and has a severe case of (5) I tell you, some of them are (6)! They seem to go on forever. Can you tell I'm not a poetry fan? (7) my sister, I like to read things that are more realistic. I don't like reading long (8) bits of writing full of old words that we don't even use any more. She's always sitting there, with her head (9) over some book of poetry, sighing. She's like Jane Eyre or something. She even looks like her, with her old fashioned clothes and a (10) in her hair. If you talk to her when she's reading, she is so (11) her little book world that her head will come up with a (12) — like you've just woken her up from a dream.

- | | |
|-------------------|-----------------|
| 1 a) vague | b) delicate |
| c) romantic | d) ancient |
| 2 a) affection | b) feelings |
| c) respect | d) ideas |
| 3 a) stormy | b) harsh |
| c) disturbing | d) tranquil |
| 4 a) romantic | b) freezing |
| c) sentimental | d) harsh |
| 5 a) sickness | b) homesickness |
| c) sick | d) homesick |
| 6 a) lyrics | b) endless |
| c) chorus | d) steady |
| 7 a) Unlike | b) Like |
| c) Likely | d) Alike |
| 8 a) specific | b) meaningful |
| c) vague | d) endless |
| 9 a) bend | b) bent |
| c) bending | d) being bent |
| 10 a) silk | b) string |
| c) handkerchief | d) ribbon |
| 11 a) held up | b) refreshed by |
| c) satisfied with | d) drowned in |
| 12 a) jerk | b) bound |
| c) bow | d) nod |

Remember

1 Participles

Rewrite the following sentences, using the participles.

- 1 When he opened the drawer, he found the money was gone.
..... the drawer, he found the money
- 2 Whoever wants to be successful has to work hard. Anyone to be successful has to work hard.
- 3 Their friends decorated the house before the party. They their house before the party.
- 4 You can go to the nearby photographer's to develop your photos.
You can your photos at the nearby photographer's.
- 5 Cars and buses keep coming and going on the major roads and head for the countryside.
Cars and buses keep coming and going on the major roads, for the countryside.
- 6 Some food shops closed, which made day-to-day life complicated.
Some food shops closed, day-to-day life
- 7 As they didn't know what to do next, the children turned to their parents for help.
..... what to do next, the children turned to their parents for help.
- 8 After they received the invitation to the international conference, the scientists began to make preparations for it.
..... the invitations to the international conference, the scientists began to make preparations for it.
- 9 They found that the rivers had been seriously polluted and smelt terrible.
They found the river and terrible.
- 10 As I had spent most of my money by the end of the first week, I couldn't afford to eat out for the rest of the holiday.
..... most of my money by the end of the first week, I couldn't afford to eat out for the rest of the holiday.

2 Present or past participles

Complete the following sentences with the given verbs.

- 1 It was such a (frighten) film that many people felt (frighten) when they watched it.
- 2 I never find fast food (satisfy).
- 3 Recommendations from (satisfy) customers got our business off the ground.
- 4 The key problem (discuss) in the report is how airports deal with flight delays.
- 5 People (interview) by the journalist complained about traffic jams which happen almost every day.
- 6 It was Mark recently (employ) by the company who saved the boy from the (burn) house.
- 7 The company (pollute) and (destroy) the environment should be forbidden to remain in business.
- 8 They feel violence on television (pollute) the minds of our children.
- 9 What do you think of the speech (make) by the president of the university yesterday?
- 10 The new employees in the company benefit greatly from the (provide) training programme.

3 ★ have/get something done

Rewrite the sentences using *have* (something done) or *get* (something done).

- 1 We must hire someone to repair the fridge.
We must have the fridge repaired.
- 2 The hairdresser is going to dye Susan's hair blonde.
.....
- 3 We've made the landlord replace all the locks in our front door.
.....
- 4 A professional gardener designed Lady Agatha's garden.
.....
- 5 A man is changing the wallpaper in their living room.
.....
- 6 Technicians will install a new computer in the manager's office.
.....

Focus on Reading

The Beauty of Poetry

One of the most commonly asked questions in the English language is “How are you?”, and whether a person is feeling happy or sad, excited or lonely, fantastic or heartbroken, they will just about always answer “Fine”. Why is this? Is it because humans are not good at expressing their emotions? Or is it because the person asking is not really interested in the answer? Maybe it is just that emotions are often too personal or too complex to be shared in a casual conversation. However, emotions are not meant to be suppressed and luckily they do not have to be expressed orally. For centuries, people have often expressed their emotions on paper, in the form of poetry.

The beauty of poetry is that the emotions the poet is trying to convey are often disguised in images so that the poet can maintain a feeling of privacy. This means that, when writing the poem, the poet can express his private feelings by creating a work of beauty that can comfort him. For example, in Li Bai’s poem, *Seeing Meng Haoran Off at Yellow Crane Tower*, the poet describes the sail of his friend’s boat disappearing into the distance while he watches the river rolling by. This could seem merely like the description of a beautiful scene, but by reading into the poem, you can sense the deep sadness and loneliness that his friend’s leaving has caused him. By writing the poem, Li Bai has expressed his inner-most feelings, or in other words, released his emotional tension. In the meantime, he has also created some beautiful literary works.

Poetry is also written to celebrate positive human emotions like joy, love and happiness. Throughout history, men and women have written poems to their loved ones to express their deep feelings. Poems about nature, which express the poet’s appreciation of the beauty in the world around him or her, are also common. Sadly, many poems have also been written to express anger at the destruction of nature and reactions to horrific events like war and death.

The interesting thing about poetry is that although

a poet writes a poem with a certain idea or emotion in mind, once the words are on paper, the poem takes on a life of its own. Anyone reading a poem can have their own view or feelings about it and heated discussion can often arise in classrooms and lecture halls over what the poet was originally trying to say or express. Poetry can be interpreted in many different ways and often, a poem that one person loves, another hates, and equally, a poem that one person understands and relates to, may turn another person off. For example, I love William Wordsworth’s *Daffodils*. I think it is a beautiful poem about how memories (like seeing a field of bright daffodils) can make you happy when you remember them at a sad time. However, my English lecturer at university disagreed. He thought that Wordsworth was saying that humans are foolish creatures who only appreciate things (like the daffodils) after they are gone. Arguing about a poet’s intentions is partly what makes poetry so beautiful – they are not always explicit, and therefore, both the reader’s imagination and intellect are involved in interpreting the meaning behind the words.

However, poetry is not something that is restricted to textbooks and classroom discussions. Poetry is all around us all the time. “I never read poetry!” you might be thinking, but do you listen to music? I’m sure your answer is “yes”. Many musicians are poets and they express their emotions and views in the lyrics of their songs using the beauty of music to enhance the meaning of the words. For example, when John Lennon sang “*Imagine no possessions, I wonder if you can, No need for greed or hunger, A brotherhood of man,*” he was hopeful that the world could one day be a better place.

What a pity we cannot all be poets. It seems like such a handy way of expressing ourselves. But is it true that we cannot all be poets? Not necessarily. The beauty of poetry is that it is for everyone and anyone can write it. To be a poet, all you need is a pen and a piece of paper, and everything inside you that makes you human.

1 Circle the correct answers to the questions below.

- 1 Poetry is not only an art, it's also something anyone can do to
 - a) become an English lecturer
 - b) make them human
 - c) make the world a better place
 - d) express their emotions
- 2 The author of the article believes that
 - a) poets don't like to use images
 - b) poets like to hide their feelings
 - c) poets are too hard to be understood
 - d) we can all understand poems
- 3 How does the author think writing a poem can help a poet?
 - a) The process of creating something beautiful can comfort the poet.
 - b) Writing a poem makes the poet forget what's making him or her sad.
 - c) By creating something beautiful, the poet can make some money.
 - d) Writing poetry stops a person from ever feeling sad.
- 4 What scene does Li Bai's poem *Seeing Meng Haoran Off at Yellow Crane Tower* describe?
 - a) The deep sadness and loneliness he feels.
 - b) A sail disappearing into the distance.
 - c) A sail coming towards him on the river.
 - d) A sailing trip with a friend.
- 5 Poetry can be written to express the poet's
 - a) appreciation of nature
 - b) happiness, joy and love
 - c) anger at the destruction of nature
 - d) all of the above
- 6 The statement "Poems express positive human emotions" is
 - a) half the truth
 - b) mainly false
 - c) has no meaning at all
 - d) open to debate
- 7 The author thinks that
 - a) not everyone is talented enough to write poetry
 - b) you have to be born a poet
 - c) even animals can write poetry
 - d) any human being can write poetry
- 8 Which of the following is NOT mentioned as a reason that poetry is not restricted to textbooks?
 - a) Poetry is not just a school subject, but also part of human expression.
 - b) We can find poetry all around us.
 - c) We usually read poetry at home.
 - d) Poetry is even in the lyrics of songs.
- 9 The lyrics of songs are a form of
 - a) interpretation
 - b) poetry
 - c) beauty
 - d) intellect
- 10 In the sentence "Arguing about a poet's intentions is partly what makes poetry so beautiful – they are not always explicit, and therefore ..." (para. 4), what does "they" refer to?
 - a) poets
 - b) a poet's intentions
 - c) arguments about poets' intentions
 - d) beautiful poems

2 Use the words below to complete the following sentences.

suppress, disguise, merely, release, heated, explicit, intellect, restrict, enhance, possession, handy

- 1 Wearing pretty clothes will your appearance.
- 2 He ran away, taking all his in a suitcase.
- 3 We had a argument last night when he came home late again.
- 4 A sharp knife is always when you go on a picnic.
- 5 Don't be angry, I was trying to help!
- 6 Famous people often need to themselves so that they are not recognised when they go out.
- 7 Don't take the lid off the pot, you will all the steam and it'll take longer for the water to boil.
- 8 I can't my anger. I'm always losing my temper.
- 9 He made it very that I wasn't to go out. There is no way I can say that I didn't understand him.
- 10 This jacket movement. I can hardly move my arms!
- 11 That lecturer is famous for his great He is the most intelligent man I've ever met.

Focus on Writing

1 Linking

Look at the linking words in the sentences. Which of them:

- a) lists the last of a series of events?
- b) refers to a part of a film?
- c) points out that something has happened after a long time?
- d) sums up what happens in a story?

- 1 He got on the plane, took control of it and *finally* flew it back home. a
- 2 *Eventually*, the hero saves the world.
- 3 *In the end*, both the hero and heroine escape and live happily ever after.
- 4 *Finally*, they fall in love and get married.
- 5 *At the end* of the film, the story gets confusing.
- 6 *At last*, here is a film about this important issue.

2 Linking

Circle the correct linking words to complete the sentences.

- 1 *In the end* (At last) I've found someone to go to the cinema with me!
- 2 I waited ages for a bus but *at the end/in the end* I gave up and walked.
- 3 First, I went to the bank. Then I bought some stamps. *Finally/At last*, I posted the letter.
- 4 *Eventually/In the end*, the prince kills the monster and saves the princess.

3 Linking

Read the text and complete it with these linking words:

neither, however, in the end, both, although, all things considered, one day, unfortunately, after, nor, such, especially



The best film that I have seen recently is (1) *neither* the Oscar award-winning *Gladiator* (2) the war film *Pearl Harbor*, which I did not enjoy. It is *Chocolat*, directed by Lasse Halström. It is set in a small French town in the middle of the 20th century.

(3) , a young woman (Juliette Binoche) and her daughter arrive in the town. (4) that, they rent a shop from an old lady (Judi Dench) and sell delicious things made of chocolate. (5) , it is during Lent, a time when people are not meant to enjoy eating things and the mayor of the town (Alfred Molina) starts a campaign against the shop. (6) , Juliette Binoche's character survives with the help of the old lady and a travelling Irishman (Johnny Depp). (7) , the shop is successful and even the mayor comes to enjoy its chocolate. (8) it is possibly too "politically correct", the film successfully deals with the themes of intolerance and prejudice. The acting is excellent, (9) that of Juliette Binoche. (10) Judi Dench and Alfred Molina are also excellent. There are some dramatic moments, (11) as the fire on the Irishman's boat. (12) , I would really recommend you to go and see this film.

4 Paraphrasing

Complete each sentence so that it means the same as the sentence above.

- 1 The story takes place during the Second World War.
The story *is set* in the Second World War.
- 2 The Italian army has just invaded the Greek island of Cephalonia.
The Greek island of
..... Italian army.
- 3 The film script was adapted from the book by Louis de Bernières.
The film was on the book by Louis de Bernières.
- 4 The film examines the topics of love and war.
The film with the topics of love and war.
- 5 Nicolas Cage plays the main role of Captain Corelli.
Nicolas Cage as Captain Corelli.
- 6 However, the film is probably less entertaining than the book.
The film is not the book.

5 Editing

Correct the two spelling mistakes in each of the sentences below.

- 1 The ticket agent was very vage about how much baggage we could bring and whether the resort was accesible by boat.
- 2 After the scientist examined his consience, he had to agree that the result he was looking for was not evidant.
- 3 At the moment, I recomend the 7:00 comedy show but I'm afraid I can't go as I have another comitment.
- 4 The hotel was in a senic seaside area and the view of the hills covered in heather left me breatheless.
- 5 My cousin studies biology and bottany and her favourite plants are bamboo and thissles.
- 6 We enjoyed the tranquill music as we listened to the symphany from the balcony.
- 7 The museum display showed pioneers who hunted with speers and wore woollan clothes when it was cool.
- 8 Our neighbour has a picture of a man with a grey beard in a slaigh accompanied by deer of some sort.
- 9 The choir was very pollished and each song finished with a superb corus.
- 10 Some people choose to show their afection and attraction by getting matching tatoos.

6 Style

Read the texts below and decide whether they are from:

- a) a book review in a popular newspaper.
- b) an essay about a book in an English language exam.
- c) an essay by a student of English literature.
- d) a book review in a quality newspaper.

7 Guided writing

Write a short book review in your notebook based on the information below. Or follow the plan to write a review of a book you have read recently.

Paragraph 1 Introduction

Title: *The Snow Queen*

Author: Rose Cartwright

Category: historical novel

Paragraph 2 A summary of the plot

young queen goes from Denmark to Ruritania – adventures on the way – problems in Ruritania – escapes from castle – saves prince from execution – happy marriage with prince

Paragraph 3 Good and bad points

plot exciting at start/confusing at end/not historically accurate style complex + repetitive/good use of dialogue characters/heroine interesting/others not believable/especially the king

Paragraph 4 Conclusion

fun to read/interesting theme/not a great book/poor research

1 Fernand Braudel's three-volume history of the Mediterranean must remain one of the classics of twentieth-century history, with its breathtaking scope, fascinating observations and monumental research. This new edition

2 Cathy Conrad's latest novel has just hit the bookshops but it is already a bestseller. Don't miss another adventure with her super-cool detective Guy Gurney. Go out and get your copy now!

3 The use of irony and humour in Graham Greene's dialogues is illustrated clearly in *The Quiet American*, a novel in which the themes of colonialism and culture shock are dealt with masterfully.

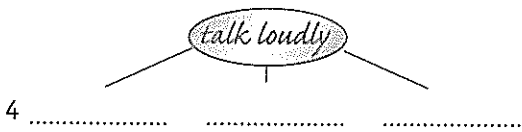
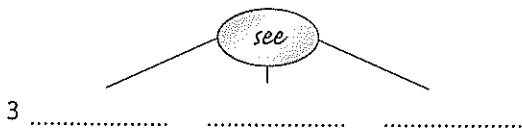
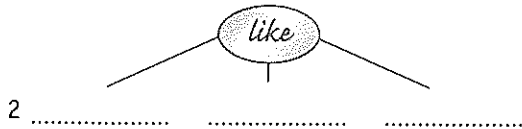
4 All things considered, in my opinion, it is one of the best detective novels I have ever read. If you enjoy crime stories, I would really recommend you read it.

WORD POWER

1 Word families

Use the word trees to classify these verbs:

acquire, admire, adore, amaze, appreciate, astonish, fetch, observe, obtain, scream, shock, shout, spot, witness, yell



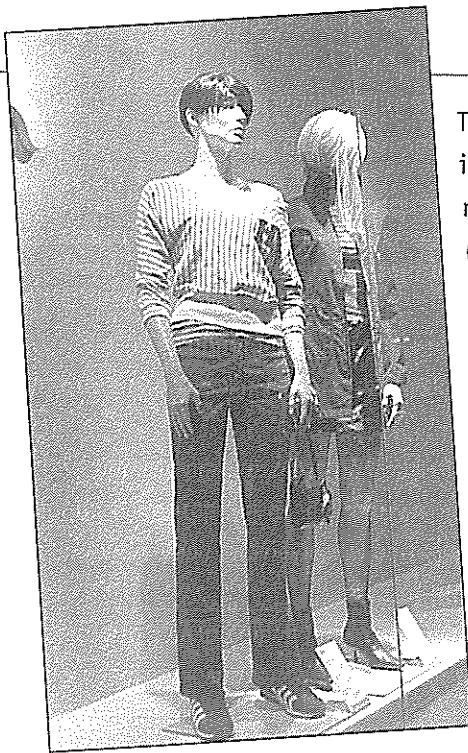
2 Word families

Circle the correct word to complete the sentence.

- The dog was afraid so it *shouted/barked/yelled* a lot.
- Most children begin to *acquire/obtain/fetch* language skills at the age of two.
- While doing the experiment, *witness/spot/observe* carefully and write down your results.
- "Thanks so much for everything you've done for me. I really *adore/appreciate/admire* it!"
- Jeff's dog can sit, jump over a box and *fetch/acquire/obtain* a ball.
- On Karen's birthday, we all hid in her flat and shouted "*Astonish/Amaze/Surprise!*" when she came in.
- I had a terrible *astonish/shock/amaze* last weekend when I came home and found Mum on the floor. Luckily, she was fine.
- We did an interesting puzzle last night. We had to *spot/observe/witness* the mistakes in a complex picture.
- I just *like/adore/appreciate* cute little teddy bears!

3 Wordbuilding

Put the words in brackets in the correct form.



They say (1) (beautiful) is only skin deep, but it is playing an increasingly (2) (significance) role nowadays. As a result, there's a lot of money to be made from fashion (3) (produce). Magazines are full of (4) (advertise) showing beautiful people and they (5) (rare) show Mr and Ms Average. For example, in many shops, there are few (6) (fashion) clothes available in large sizes. Women often complain that the nicest, most (7) (interest) and (8) (attract) clothes are usually only made in smaller sizes. In (9) (real), however, there are few women with perfect Barbie doll figures; in fact, no real women look like the famous (10) (admire) Barbie. If Barbie were life-size, her neck would be twice the (11) (long) of the average woman's neck!

4 Opposites

Match the opposites.

- | | |
|--------------|--------------|
| 1 abrupt | a) advantage |
| 2 adore | b) coldness |
| 3 affection | c) enjoyable |
| 4 childish | d) expand |
| 5 die out | e) gradual |
| 6 disturbing | f) hate |
| 7 drawback | g) mature |
| 8 evident | h) mild |
| 9 harsh | i) reject |
| 10 recommend | j) uncertain |

Write sentences in your notebook using ten of the adjectives above.

5 Synonyms

Complete each sentence with a word from the box that means the same as the words in brackets.

adore, scenic, vague, affection, abrupt, overweight, evident

- Her musical talent was (obvious) to us all.
- Her (love) for her son was clear when she gave him a big hug.
- The doctor said my uncle has to be careful about what he eats because he's (fat).
- We went hiking in some very (beautiful) areas and took lots of photos.
- We fell off our seats because the train came to an (sudden) stop.
- The instructions were so (unclear) that I couldn't understand them.
- My aunt (loves) cats. She has two cats and photos of them all over her flat.

6 Match the verbs *make, get* and *have* with the words below. Add your own examples.

- | | |
|----------------|----------------|
| 1 a dream | 7 an effect |
| 2 fed up | 8 an influence |
| 3 in touch | 9 a look |
| 4 lost | 10 a mess |
| 5 a mistake | 11 money |
| 6 a phone call | 12 a promotion |

.....

.....

.....

.....

7 Word pairs

Look at the expressions in the two sentences below and complete the sentences with similar expressions.

- I don't know why you are making such a song and dance about it. It's not that important, is it?*
- I really like watching old black and white films from the twenties and thirties.*

- I am *sick and* of hanging around in the morning waiting for the bus.
- The bus goes *back and* between the airport and the downtown area.
- I have nearly done my project and just have a few *bits and* to finish off.
- We are glad to be in our new home, although we've had the usual *ups and* with the builders.
- I knew that she would ask me that question *sooner or*

8 Extension: Word pairs

Complete the expressions below with these words.

about, take, ends, choose, quiet, off

- I've moved most of my possessions to my new flat. I've just got a few *odds and* to move.
- He's recovering from his illness well and I've seen him *out and* a couple of times.
- I work *on and* as a journalist but I also work as a researcher.
- You can *pick and* when you want to go on your holiday.
- I like to have *peace and* when I am revising for an exam.
- There were about a million people at the festival, *give or* a few thousand.

CHECK YOUR PROGRESS

Graffiti - Street Art

UNTIL RELATIVELY RECENTLY, GRAFFITI WAS CONSIDERED TO BE A FORM OF ANTI-SOCIAL BEHAVIOUR, THE WORK OF VANDALS. NOWADAYS, MANY OF THOSE "VANDALS" ARE TREATED AS RESPECTED ARTISTS, AND SOME OF THEM HAVE EVEN MADE IT IN THE WORLD OF BUSINESS. SUE CLARKE REPORTS.

- 1 New Yorkers used to see the graffiti on the walls of poor neighbourhoods and subway trains as something menacing and as an example of a corrupt city. The messy names and slogans were seen as unsightly and aggressive, the work of vandals seeking to express their identities or even make a political point. Up to the 1970s, most people hated graffiti, considering it disgusting. It was illegal and punishable by fines.
- 2 Since those days, graffiti has changed a lot and it is no longer found only in the subways and the poor ghetto areas of cities. Nowadays, it has the status of "street art" and you get graffiti in places where you'd least expect it - in advertisements, on clothes, on toys, and even on the Wall Street Journal's official website! In the early 1980s, there was a real craze for graffiti art and even the classy Manhattan art world had exhibitions of street art in its galleries. The trend was short-lived - until the arrival of hip-hop music in the late 80s.
- 3 In her book, *Subway Art*, Martha Cooper says "Graffiti came back with hip-hop music and people are now appreciating it for its style, which they couldn't back then, because they couldn't get beyond the vandalism thing." Hip-hop was originally black ghetto music, sung by young African Americans from the poor, run-down districts of American cities. When it suddenly got to the top of American and then international music charts, hip-hop culture spread, bringing graffiti with it.
- 4 Today companies are starting to realise the appeal of graffiti in advertising. Kel Rodriguez, who used to paint New York subway trains, was the artist chosen to design the Wall Street Journal's website and it is obviously done in graffiti-style. "Some of that graffiti feeling, that energy, sort of got in there," Rodriguez explained.
- 5 Many of these "new" artists give lectures on developments in their art. Lee Quinones is having a lot of success in Europe and feels that European galleries and museums are more open to his art form than many in other parts of the world. "They want to support an artist as he develops," comments Quinones, who can get up to \$10,000 for his paintings. Indeed, the Groninger Museum in Holland is one of the few museums in the world that exhibits and recognises graffiti as an art form.
- 6 Another artist, Blade, has his own website devoted to the world of graffiti. This website has a "products page" where Blade sells things with his own original designs to people all over the world - everything from baseball caps to yo-yos! Leonard McGurr, a street artist for 25 years, went from painting subway trains to designing and marketing graffiti-inspired clothes for young people. "Graffiti has been a story of survival," he says. "There's a way to benefit from your work without spoiling public property."

1 Read the article on graffiti and match the headings (a-g) with paragraphs 1-6. There is one extra heading.

- | | |
|---------------------|----------------------|
| a) Spoiled Cities | e) Tasteless Comics |
| b) European Success | f) Graffiti Products |
| c) Wall Street Art! | g) Big Change |
| d) Ghetto Culture | |

2 Find synonyms in the text for these words and expressions. Paragraph numbers are in brackets.

- 1 threatening (1)
- 2 ugly (1)
- 3 enthusiasm (2)
- 4 not lasting long (2)
- 5 damage to property (3)
- 6 in bad condition (3)
- 7 receptive (5)
- 8 acknowledges (5)
- 9 advertising and selling (6)
- 10 damaging (6)

3 Answer these questions about the article.

- 1 Why did people consider graffiti the work of vandals?
- 2 Why did graffiti artists suddenly become respectable in the early 1980s?
- 3 What influence did music have on the popularity of graffiti artists?
- 4 In what way does Europe take graffiti art more seriously than other parts of the world?
- 5 How do some graffiti artists make money?

4 Find these expressions (1-8) in the text. Then match the underlined parts of the expressions with their meanings (a-h).

- | | |
|-------------------------------|---------------------|
| 1 <u>make it</u> in business | a) put on |
| 2 <u>make</u> a point | b) find |
| 3 <u>get</u> graffiti | c) succeed |
| 4 <u>have</u> an exhibition | d) enter |
| 5 <u>get beyond</u> something | e) see further than |
| 6 <u>get to</u> the top | f) demonstrate |
| 7 <u>get in</u> somewhere | g) receive |
| 8 <u>get up to</u> \$10,000 | h) reach |

5 Vocabulary

Complete the sentences with the adjectives from the box.

vertical, consistent, subjective, accessible, delicate, sentimental, shabby, harsh, evident, striking

- 1 His clothes were very dirty and so we took him to get some new ones.
- 2 My friend thought the punishment was too light but I thought it was too
- 3 The painting had very bright colours and a unique style. We thought it was
- 4 The tower was very tall, straight and
- 5 Flowers are very so you must handle them with care.
- 6 It's a story about the struggles of a young couple and their love for each other.
- 7 Their music isn't very It's hard to understand the words to their songs and it's also difficult to sing along.
- 8 We ran out of paint so it was hard to keep the colour of the walls
- 9 Taste is very I love spicy food but my friend hates it.
- 10 It was very early in the match that our team was going to win.

6 Translation

Complete the following sentences according to the Chinese.

- 1 有人认为吸烟可以使他们振作精神，但实际上会损害健康。
Some people think , but actually it just damages their health.
- 2 唐代人喜欢稍微胖一点儿，但是现在更多的人喜欢苗条。
People in the Tang Dynasty , but now more people appreciate
- 3 年轻时我不喜欢交响乐，但是现在完全改变了。I when I was young, but now I've changed completely.
- 4 她过去住在豪华的大屋里，但是现在她破产了，不得不住在破旧的小房间里。她真不习惯这种改变。She in a grand house, but now she is bankrupt and She really can't
- 5 她非常喜欢他的诗作之美，以至于可以背诵每一句。She so much that she can recite every line of it.

LANGUAGE AWARENESS 1

1 ★ To have/get something done
Rewrite the sentences using *have/get something done*.

1 We're going to have/get the roof repaired.

- 1 We're going to ask someone to repair the roof.
- 2 I will ask someone to paint my kitchen.
- 3 I've taken my jacket to the cleaner's.
- 4 A garage is servicing my motorbike.
- 5 I must get someone to develop these photos.
- 6 She's going to ask her aunt to pierce her ears.

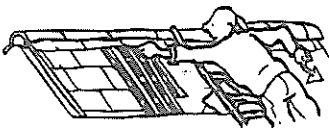
2 ★ ★ Complete the sentences using *have/get* and the cues in brackets.

- 1 We're going to (a video of the wedding/make) have a video of the wedding made.
- 2 I don't know what's wrong with my tyres. I'll (them/check)
- 3 I'll (the washing machine/repair) soon.
- 4 Many years ago Pauline (portrait/paint) by a well-known painter.
- 5 (you ever/voice/record) ?
- 6 (you/face/make up) with face paint when you were a kid?

3 ★ ★ Read Dave Smith's list of jobs to do around the house. Write sentences with *have/get* if he needs help and *himself* if he can do it without anybody else's help.

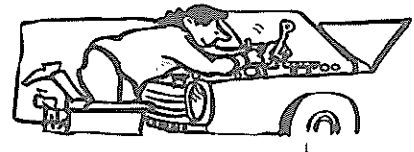
JOBS TO DO AROUND THE HOUSE	
HELP NEEDED	CAN DO IT
1 repair roof	2 repair car
3 change belt in washing machine	4 clean computer printer
5 increase memory on computer	6 pay bills
7 plant some trees	8 tidy garden
9 clean carpets	10 clean kitchen floor

- 1 Dave's going to have the roof repaired.
- 2 Dave's going to repair the car himself.
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



4 ★ ★ In Dave Smith's house it is one week later. All the jobs in Exercise 3 have been done. Write your ten sentences from Exercise 3 again in the Past Simple and add the correct sentences from the list below.

- It doesn't let the water in now.
- He did it as well as the garage.
- They look great in the garden.
- It looks very clean now.
- They look very clean now.
- The bank didn't do it.
- The washing machine works beautifully now.
- It was like having it upgraded.
- It looks really tidy now.
- It prints out very well now.



Example

- 1 Dave had the roof repaired. It doesn't let the water in now.
- 2 Dave repaired the car himself. He did it as well as the garage.

5 ★ ★ Look at these names of services. What can you have done there?

Example manicurist's – *I can have my nails done there.*

- | | |
|-------------------|-----------------|
| a) laundry | d) dressmaker's |
| b) shoe repairs | e) optician's |
| c) petrol station | f) dentist's |

6 ★ ★ ★ Work in pairs. Use these situations to ask for and give advice. Use the cues in brackets and these words:

plumber, tailor, builder, passport office, ironmonger's, jeweller's

Example 1

A: *The roof leaks. How can I get it repaired?*
B: *You need to go to a good builder.*

- 1 The roof leaks. (repair)
- 2 My watch has stopped. (fix)
- 3 My trousers are too long. (shorten)
- 4 I've lost my only key. (cut)
- 5 I don't have a valid passport. (renew)
- 6 There is no running water in their house. (connect)

LANGUAGE AWARENESS 2

1 ★ Tenses

Match each sentence with the correct response, a or b.

1 I've washed the car.	a) Don't tell me you haven't finished!
2 I've been washing the car.	b) Great! I won't feel embarrassed when I park it in town.
3 We had lunch when John arrived.	a) So he won't be hungry now.
4 We were having lunch when John arrived.	b) I hope you invited him to join you.
5 Why was she so cold?	a) She had been swimming in the sea.
6 Why was she so proud?	b) She had swum five kilometres.
7 Why are you writing in pencil?	a) I'm allergic to ink.
8 Why do you write in pencil?	b) I've left all my pens at home.
9 She's on a diet for a month.	a) So she probably isn't eating sweets.
10 She has diabetes.	b) So she probably doesn't eat sweets.
11 What time do you go home?	a) I don't know yet. I may have to stay late.
12 What time are you going home?	b) Usually at five o'clock.

2 ★★ State or activity verbs?

Put the verbs in brackets into the correct tense, using either the simple or the continuous form. Paraphrase the verbs and say if they are state (S) or activity (A) verbs.

- 1 I *have been thinking* (= using my mind = A) about what you said and I *think* (= have an opinion = S) buying a mountain bike is a very good idea.
- 2 Come on. I (not look) at your boyfriend, I (look) at his tie. It (look) horrible.
- 3 You know Sarah (see) Gary! I (see) them yesterday holding hands in the park.
- 4 We (have) dinner at a restaurant when a waiter, who (have) a tray of drinks in his hands, tripped and fell to the floor.
- 5 Look, Peter (taste) this Australian wine. He'll tell us how it (taste).
- 6 Suzi isn't here. She (go out) with Carl. They (go out) for quite a long time.

3 ★★ Simple or Continuous?

Circle the correct form of the verb.

Mike: What (1) *have you done/have you been doing* recently? I (2) *haven't seen/haven't been seeing* you around for years.

Chris: Well, I (3) *have worked/'ve been working* abroad for a while. I'm in London for a holiday.

Mike: Where (4) *do you stay/are you staying* in London?

Chris: At my brother's. He (5) *lives/is living* in our parents' old house in Wimbledon.

4 ★★★ Simple or Continuous?

Tick the correct sentences and rewrite the others correctly in your notebook.

- 1 He wasn't understanding why we had left earlier.
- 2 Do you try to unlock that box? Forget it. Nobody has managed it for years.
- 3 I haven't been cooking anything so there's nothing to eat.
- 4 I'm not sure if they're knowing about your party.
- 5 They showed this film for a month last summer.
- 6 He had been training really hard before he won the championship.
- 7 They are resembling their father quite a lot.
- 8 I wasn't asleep at 2:30. I had a cup of tea and read the paper.

LANGUAGE AWARENESS 3

① ★ a and the

Match each sentence with the correct response (a or b).

1 I've seen the film.	a) Really? It's the first time for five years.
2 I've seen a film.	b) At last! Did you like it as much as I did?
3 You can book the flight at a British Airways office.	a) Which of them is the nearest?
4 You can book the flight at the British Airways office.	b) I know, but it's so far from my place.
5 Can you give me a hammer?	a) I can't see it anywhere.
6 Can you give me the hammer?	b) The big one or the small one?
7 Jenny's bought a gold watch.	a) You're kidding! She said she didn't like it.
8 Jenny's bought the gold watch.	b) She's trying to impress people with her money.
9 I'm looking for a black dress.	a) I'm afraid we only have black skirts.
10 I'm looking for the black dress.	b) I took it to the cleaner's yesterday.

② ★★ Determiners

Circle the correct options in the sentences below.

- We've bought *a/the* new dictionary for Tom but it's not very good – we'll have to look for *the other/the second/another* one.
- I was asked *a lot of/several/much* questions at the interview. I remember *the other/the second* question because it was *a/the* most difficult one.
- Could you get me *some/any* water?
- I like *all/much* fruit and I also eat *a lot of/much/many* vegetables.
- Let's hurry! We have *some/any/no* time to lose.
- He doesn't have *any/much/some* furniture in his room – just *some/a* bed and *a/an/another* old desk.

③ ★★★ Determiners

Complete the text with words from this lesson.

After that, Holmes explained (1) *all of the* clues about (2)..... hat to Watson. Then Peterson, (3)..... door attendant, came into (4)..... room carrying (5)..... enormous diamond. His wife had found it inside (6)..... goose. (7)..... diamond had been stolen from (8)..... countess at (9)..... London hotel. Two hotel servants had been involved. One was (10)..... butler, James Ryder, and (11)..... was John Horner, a plumber. Horner had been working in (12)..... countess's room when

Ryder noticed that (13)..... diamond had been stolen. Since then, Horner had been in prison for (14)..... days.

Sherlock Holmes decided to advertise (15)..... goose and hat in (16)..... newspapers. That evening (17)..... man appeared; it was Baker. Baker did not know about (18)..... diamond but Holmes and Watson managed to locate (19)..... butchers who had supplied (20)..... goose. They went there and saw (21)..... man asking about (22)..... goose. Holmes invited (23)..... man back to his house. It was Ryder, (24)..... butler from (25)..... hotel. Holmes mentioned (26)..... diamond and (27)..... man nearly fainted and confessed that he had stolen it. After Horner's arrest, Ryder had gone to his sister's house to hide (28)..... diamond. There had been (29)..... geese in (30)..... garden and Ryder had put (31)..... diamond into the mouth of one of them and then asked for (32)..... goose for Christmas. Later, he had taken (33)..... goose away and killed it but there was (34)..... diamond there! He had chosen (35)..... wrong goose! Holmes had enough proof to put Ryder into prison, but he decided to let (36)..... man go. In the end, Horner was released from prison and (37)..... diamond returned to (38)..... countess.

WRITING HELP

1 EVENTS IN MY LIFE (page 13)

Layout

1 Introduction

Write a few sentences to set the scene and introduce the characters.

It was a beautiful day in spring and the sun was shining. The night before, my cousin Sam, my boyfriend and I had decided** to go canoeing down the river. We had arranged** to meet at eight o'clock. When I arrived, Sam was waiting* and was looking at his watch ...*

* To set the scene or say what was happening at a particular time, use the Past Continuous.

** To say what had happened before, use the Past Perfect.

2 Beginning of the narrative

Describe the main action. Include some dialogues.

Suddenly, it started to rain heavily. We kept on canoeing and twenty minutes later, we came to some rapids. For ten minutes I was absolutely terrified and then Sam shouted, "Look over there!"

"What is it?" I screamed. "It looks like ..."

3 Development of the narrative

Write what happened next.

We got out of our canoes and started to look for Sam. There was no sign of him anywhere, so we decided to get help. Luckily, I ...

4 Conclusion

Write a suitable ending to your story.

At last, we saw a group of people coming towards us ... We all felt very happy to be back home.

Useful Vocabulary

Weather: cloudy, foggy, freezing, rainy, sunny, wet

Places: castle, mountains, old house, park, river, valley, woods

Verbs: argue, crash, escape, fall, find, get back, get lost, hunt, hurt, meet, recognise

Adjectives: afraid, amazing, awful, beautiful, exciting, frightening, strange, terrifying

Linking: Sequence

It was a beautiful spring day when we decided to go canoeing.

During the day before, it had rained a lot.

First, we went to collect the canoes. As soon as we got there, we went down to the river.

After an hour, it became cloudy and, suddenly, it started to rain.

Twenty minutes later, we came to some rapids.

Just then, we realised Sam wasn't with us!

In the end, we got to calmer waters and I immediately rang the emergency services.

While we were waiting, we talked about how stupid we had been.

Checking

Grammar: Have you included examples of all the past tenses you know?

Linking: Have you included a few linking words and expressions?

Spelling: Have you checked your work for spelling mistakes?

2 A PERSONAL ANECDOTE (page 27)

Layout

1 Introduction

Introduce your anecdote.

Probably the worst day I have ever had was when I went to the zoo with my five-year-old nephew.

Set the scene – give information about what you were doing, who you were with, what had happened earlier.

We had left home very early to get to the zoo before the crowds. There we were at 8 o'clock in the morning waiting for the bus. I was carrying a bag with our packed lunch and Jack had his camera with him. It was a beautiful day. The sun was shining and the birds were singing.

2 Beginning of the narrative

Describe what happened to you – what things started to go wrong.

As I was waiting for the bus, a lorry went past and splashed water all over me. Then ...

3 Development of the narrative

Write about what happened next – what else went wrong.

We finally got to the zoo at about ten. There was an enormous queue to get in and Jack started to get very bored.

4 Further development of the narrative

Add more things that happened to you.

I was taking a photo of one of the penguins, when I heard a splash. I looked around and saw that Jack had fallen into the pond. Luckily, just at that moment ...

5 Conclusion

Write how the story finished and how you and everyone else felt at the end.

In the end, the keeper took us to the office and we dried out Jack's clothes. He wasn't at all upset and thought it was all a great adventure, but I must admit that I had a real fright and I was worried about what my sister would think. However, when we finally got home, my sister saw the funny side and we all had a laugh about it.

Style

A written personal anecdote has similarities with a spoken anecdote:

- it is told in the first person:
The funniest thing that happened to me was when I tried to cross the river.
- very formal expressions are not used:
~~*I expressed our concern to the teacher about the state of repair of the bus.*~~
I had a chat with the teacher and told her that we were worried that the bus was unsafe.

However, there are important differences between a written and a spoken anecdote:

- do not use vague language or as many contractions as in spoken language:
~~*It was sort of dark and we hadn't got a clue where they'd gone. It was just beginning to get dark and we didn't have a clue where they had gone.*~~
- use a variety of time linking expressions (see Linking); do not repeat linking expressions or use "but" at the start of a sentence:
~~*And so we got there late and it was already dark. Then we left the train and then started looking for her. But she must have left before us.*~~
We got there late so it was already dark. After leaving the train, we started looking for her but she must have already left.

Useful Vocabulary

Verbs: *scream, shout, run into (something/somebody), catch hold of (something/somebody), collide with (something/somebody), faint, get lost, get stuck, get into trouble, get out of trouble, take the wrong turning, fall down, keep (doing something)*

Feelings:

afraid: *to be scared stiff, to be really scared, to turn pale, to tremble/shake (violently)*

happy: *delighted, relieved, over the moon (very happy)*

angry: *annoyed, irritated, furious (very angry)*

nervous: *on edge, worried, anxious*

Expressions:

I had no idea how to ..., I had not got / didn't have a clue what to do.

There was absolutely nothing I could do about it.

I tried to put up a fight but ... / I did my best to ...

It went totally out of control.

I had a nasty shock when ...

I started to get the feeling that ...

It was a real shame that ...

He was only kidding. / He was only pulling my leg.

They all burst out laughing.

The funniest thing about it was that ...

To our relief, we found her sleeping peacefully ...

Everything worked out all right in the end.

Linking: Time Linkers

Time adverbials:

I was standing there. Suddenly, I heard a noise.

I was standing there when all of a sudden I heard a noise.

I heard a strange noise outside. Immediately, I reached for the phone.

In the end, I got back home in the middle of the night.

Eventually, I got back home after a really long journey.

I saw my dad coming. At last, I started to feel a bit more relaxed.

Conjunctions:

As soon as we finished, we went outside and waited until he came.

Just as we were finishing, there was a terrible storm.

When we were finishing, there was a terrible storm.

It started while I was having lunch.

He arrived just before I got home.

Prepositions:

Just after lunch ... / Before lunch ...

Following the accident there was an investigation. (formal)

Participles:

After leaving home, I bought the newspaper.

Before leaving, I had a good breakfast.

Having left home, I bought a newspaper.

Checking

Grammar: Have you included examples of different past tenses? Have you used tenses correctly?

Linking: Have you included linking words and expressions? Have you used participle linkers (e.g. *having done/after doing*)?

Content and style: How can you make your anecdote more interesting? How could you make it more dramatic? Have you included any dialogue?

3 A FILM REVIEW (page 41)

Layout

Paragraph 1

Give some basic information about the film.

"Dances With Wolves" won an Oscar in 1990. It was directed by Kevin Costner.

Paragraph 2

Give a brief summary of the plot.

He is sent by the army to live on the edge of Indian territory.

Paragraph 3

Give your opinions – good and bad things about the film.

The film is very realistic in the way it shows us the everyday life of the Indians.

Paragraph 4

Conclusion and recommendation.

It is a historical film with an obvious message. It speaks to people of all ages.

Style

Most of your review should be written using present tenses:

It is set in the nineteenth century.

One day he meets an Indian.

You should aim for a neutral style, not too formal and not too colloquial.

Despite being very long, there isn't a dull moment. (neutral style)

Useful Vocabulary

It is set in the 1920s / in the sixteenth century / during the French Revolution.

It is based on a story/play/book by ...

The special effects are impressive/disappointing.

The scenery is often breathtaking with wonderful cinematography.

The dialogue is often excellent/weak.

X plays the part of ... / X is magnificent/unconvincing in the role of ...

Linking

Summarising the plot:

One day, Costner finds himself being watched by ...

After that, the plot begins to get complicated.

Eventually, he manages to convince the chief he is not dangerous.

In the end, they move north to Canada.

Giving examples:

There are some sad moments, especially when ...

The director pays great attention to details such as the authentic costumes.

Contrasting:

Despite being very long, there isn't a dull moment.

I'd recommend the film for everyone, although some scenes are quite violent.

Adding points:

Their family life is very realistic. The hunting scenes are also very convincing.

The scenery is beautiful. Moreover, the background music is perfect.

Concluding:

All things considered, this is a real masterpiece.

Checking

Layout: Have you followed the suggestions for paragraphs?

Linking: Have you included a variety of linking words?

GRAMMAR SUMMARY

1 PAST PERFECT (page 7) 过去完成时

Use 用法

We use the Past Perfect to talk about an event or situation in the past which happened before other past events.

过去完成时表示在过去的事件之前发生的事件或存在的状态。如：

*The police arrested the man who **had broken** into a jewellery shop.*

We use the Past Perfect and the Past Simple in one sentence to show the order of past events. Compare the following sentences: 过去完成时和一般过去时用于同一个句子中表示过去的事件发生的顺序。比较下列各句：

*When I **arrived**, she **left**.* (I arrived and then she left)

(我到达时她离开了)

*When I **arrived**, she **had left**.* (She left before I arrived)

(我到达之前她离开了)

Form 形式

The Past Perfect is formed in this way 过去完成时的构成是：

Subject + *had* + the Past Participle of the verb

主语 + *had* + 动词的过去分词

*I **had met** him before.*

***Had** Tom **begun** his project before anyone else did?*

*They **hadn't moved** their car earlier.*

2 TO HAVE/GET SOMETHING DONE (page 15)

Use 用法

We use the structure *have/get something done* when we want to say that we ask someone else to do something for us. Compare the sentences:

要别人为自己做某事用 *have/get something done* 结构。

比较下列句子：

*I **fixed** the washing machine.* (I did it myself) (我自己做的)

*I **had** my washing machine **fixed**.* (I asked someone to fix it for me) (我让别人为我修的)

Form 形式

Tense	<i>have/get something done</i>
Present Simple 一般现在时	<i>I have/get my hair cut.</i>
Past Simple 一般过去时	<i>I had/got my hair cut.</i>
Present Continuous 现在进行时	<i>I'm having/getting my hair cut.</i>
Past Continuous 过去进行时	<i>I was having/getting my hair cut.</i>
Present Perfect 现在完成时	<i>I've had my hair cut.</i>
Past Perfect 过去完成时	<i>I had had/got my hair cut.</i>
<i>will</i>	<i>I will have/get my hair cut.</i>
<i>must</i>	<i>I must have/get my hair cut.</i>
<i>be going to</i>	<i>I'm going to have/get my hair cut.</i>

3 PAST PERFECT CONTINUOUS (page 21) 过去完成进行时

We use the Past Perfect Continuous to stress

过去完成进行时强调：

- longer activities in the past that happened before other past events.
某个过去事件之前发生的、较长时间段内进行的动作。
例如：
*She **was rescued** by a man who **had been working** in a nearby garage.*
- the repeated actions that happened before a particular point in the past.
过去某个确定的时间点内反复进行的动作。例如：
*We **had only been driving** for about fifteen minutes when Jill asked me to stop the car.*
- an action that was still in progress and had not been completed at a particular time in the past.
过去的某个时间点还在进行的动作。例如：
*I'd **been waiting** for the train for over an hour when they announced that it had been cancelled.*

4 CONTINUOUS AND SIMPLE TENSES (page 29) 进行时态和非进行时态

We use continuous rather than simple tenses when:

在下列情况下使用进行时态：

- we want to say that an activity is not finished 动作还没有完成
*The doctor **was writing** a note.* (she was in the process of writing it) (她正在写便条的过程中)
*The doctor **wrote** a note.* (the note was ready) (便条写好了)
*I've **been reading** this book for weeks.* (I'm still reading it) (我还在读)
*I've **read** this book.* (I've finished reading it) (我读完了)
- we want to suggest that an activity is temporary rather than permanent 活动是暂时的而不是永久的
*You're **breathing** quite heavily.* (for some time only, because you're exhausted or ill) (只在一定时间内, 因为你累了或病了)
*People with heart conditions often **breathe** quite heavily.* (that's a common characteristic) (是一般的特征)
*My aunt **was living** here.* (for some time only) (仅在某段时间内)
*My aunt **lived** here.* (permanently) (永久性的)
- we refer to a prolonged or repeated action rather than a single event:
较长时间内的反复进行的而不是一次发生的动作
*The man **was looking** at his watch.* (continuously or repeatedly) (持续地或反复地)
*The man **looked** at his watch.* (once) (一次)
*She **dived** into the pool.* (once) (一次)
*She's **been diving** into the pool.* (many times) (多次)

The following verbs are not used in continuous tenses 下列动词不能用于进行时: *know, like, understand, belong, resemble, realise.*

5 USED TO AND WOULD (page 35)

We use *would* and *used to* to talk about things that happened regularly in the past but no longer happen now.

用 *would* 和 *used to* 表示过去经常进行而现在不再进行的动作。如：

Grammar Summary

*She **used to have** more friends than anyone else I've known.*
*They **would walk** around with one trouser leg shorter than the other.*

We use *would* only to talk about activities, and *used to* to talk about activities and states.

would 描述动作, *used to* 描述动作和状态

*We **would/used to go** mushroom-picking in autumn.*

*My little sister **used to be** very shy.*

6 DETERMINERS (page 43) 限定词

We use the following determiners in front of 在下列词前用限定词:

- singular countable nouns 单个可数名词前: *a/an, the, another, the other.*
- uncountable nouns 不可数名词前: *the, some, any, no, a lot of, much, all (of the).*
- plural countable nouns 复数可数名词前: *the, some, any, no, many, several, a lot of, all (of the), (the) other.*

We use *a/an* when: *a* 和 *an* 用于下列情况下:

- we mention something for the first time: 第一次提到某事
*There is **a** new shop assistant in the bakery.*
- it does not matter which particular person/thing we are talking about, e.g. when we mention this person/thing as an example of a group or category:
提到的某个特定的人或物无关紧要, 如将该人或该物作为群体或类别的例子。如:
*Can I have **an** orange?*

We use *the* when the person we are talking to knows precisely which person/thing we are talking about and can easily identify them/it:

当对方确切地知道并能够比较容易地辨认所提到的人或物时用 *the*。如:

*Let's have breakfast outside in **the** garden.*

Pairwork / Answer Key

UNIT 16, LESSON 3, EXERCISE 2

Helen Keller (1880–1968) was deaf, blind and severely speech-impaired when she met her teacher Anne Sullivan. Sullivan taught her to communicate by finger-spelling words. Helen Keller learnt French, German and Latin and graduated from Radcliffe College in the USA. As an adult, Helen Keller wrote and lectured for the deaf and blind. Her autobiography *The Story of My Life* was published while she was at university.

UNIT 17, LESSON 2, EXERCISE 9

Student A

Read the cues below and check vocabulary. Then, tell the joke to your partner.

- an old couple go into a café for a cup of tea; they sit down; a chimpanzee walks in
- the chimpanzee is wearing a suit and carrying a newspaper
- the chimpanzee sits down and orders a cup of tea and a cheese sandwich
- the chimpanzee finishes his tea and sandwich, pays and walks out
- the couple go to a waiter; the woman says “I’ve never seen anything like that before!”
- the waiter replies “Yes, very strange. He normally has a salad sandwich.”

- scientists in a laboratory are testing the effects of cigarette smoke on rabbits
 - two rabbits escape from the laboratory; have a great time in fields, eat lovely carrots and lettuce; they meet lots of rabbit friends
 - one of the rabbits says “I’m going back to the laboratory”
 - the other rabbit says “Why? Are you crazy?”
 - the first rabbit says “No, it’s just that I really need a cigarette!”
- Read the cues below and check vocabulary. Then, tell the joke to your partner.

Student B

UNIT 17, LESSON 2, EXERCISE 9

LANGUAGE AWARENESS 3

End of Story

After that, Holmes explained all the clues about the hat to Watson. Then Peterson came into the room carrying an enormous diamond which his wife had found inside the goose. Holmes realised that this was the famous diamond stolen from a countess when she was staying at a London hotel. Two hotel servants had been involved. One was the butler, James Ryder, and the other was John Horner, a plumber. Horner had been working in the countess’ room when Ryder noticed that the diamond had been stolen. Since then, Horner had been in prison for several days. Sherlock Holmes decided to advertise for the goose and hat in the newspapers. That evening a man appeared; it was Baker. Baker did not know anything about the diamond but he told Holmes and Watson where he had bought the goose. They went there and saw a man, who turned out to be Ryder, the hotel butler, asking about the goose. Holmes invited him back to his house and when Holmes mentioned the diamond Ryder confessed that he had stolen it. After Horner’s arrest, Ryder had gone to his sister’s house to hide the diamond. There had been some geese in the garden and Ryder had put the diamond into its mouth and then asked his sister for this goose for Christmas. Later, he had taken the goose away and killed it but there was no diamond as he had chosen the wrong goose! Holmes had enough proof to put Ryder into prison, but he decided to let the man go. In the end, Horner was released from prison and the diamond returned to the countess.

SUFFIXES

Most suffixes **change a word to a different part of speech**. When we add a suffix, we sometimes change the spelling of the original word (*silent* > *silence*; *glamour* > *glamorous*). The stress or pronunciation often changes (*communicate* > *communication*; *produce* /prə'dju:s/ > *production* /prə'dʌkʃn/).

The table below shows some key words from *Senior High English*; check word stress and pronunciation in a good dictionary.

NOUN	VERB	ADJECTIVE	ADVERB
ambition	-	ambitious	ambitiously
attraction	attract	attractive	attractively
beauty	beautify	beautiful	beautifully
breadth	broaden	broad	broadly
care	care	careful, careless	carefully, carelessly
chat	chat	chatty	chattily
child	-	childish, childlike	childishly
communication	communicate	communicative	communicatively
competition	compete	competitive	competitively
consideration	consider	considerate	considerately
creation, creativity	create	creative	creatively
critic, criticism	criticise	critical	critically
danger	-	dangerous	dangerously
decision	decide	decisive	decisively
depth	deepen	deep	deeply
difference	differ	different	differently
disaster	-	disastrous	disastrously
elegance	-	elegant	elegantly
enjoyment	enjoy	enjoyable	enjoyably
fame	-	famous	famously
fashion	-	fashionable	fashionably
glamour	glamorise	glamorous	glamorously
grace	-	graceful	gracefully
happiness	-	happy	happily
help	help	helpful, helpless	helpfully, helplessly
height	heighten	high	highly
hope	hope	hopeful	hopefully
imagination	imagine	imaginative	imaginatively
importance	-	important	importantly
impression	impress	impressive	impressively
interest	interest	interesting, interested	interestingly, interestedly
introduction	introduce	introductory	-
length	lengthen	long, lengthy	lengthily
logic	-	logical	logically
mood	-	moody	moodily
mystery	-	mysterious	mysteriously
nation	-	national	nationally
nature	-	natural	naturally
obsession	obsess	obsessive	obsessively
perfection, perfectionist	perfect	perfect	perfectly
pleasant, pleasure	please	pleasing	pleasingly
politeness	-	polite	politely
popularity	-	popular	popularly
poverty	-	poor	poorly
practice	practise	practical	practically
pride	-	proud	proudly
production	produce	productive	productively
rarity	-	rare	rarely
reality	realise	real	really
reliability	rely	reliable	reliably
satisfaction	satisfy	satisfactory, satisfied, satisfying	satisfactorily, satisfyingly
sense	-	sensible	sensibly
silence	-	silent	silently
spectacle, spectator	-	spectacular	spectacularly
suspicion	suspect	suspicious	suspiciously
sympathy	sympathise	sympathetic	sympathetically
thought	think	thoughtful	thoughtfully
threat	threaten	threatened, threatening	threateningly
tolerance	tolerate	tolerant	tolerantly
width	widen	wide	widely

COMPOUNDS

Compounds using prepositions or adverbs

adjectives

- follow-up** something that follows something else 后续的: *The group's follow-up album to their first hit was not a success.*
- in-depth** very detailed 深入的; 详细的: *an in-depth report.*
- laid-back** very relaxed 放松的: *He never gets excited – he's laid-back.*
- oncoming** coming towards you 迎面而来的: *oncoming traffic.*
- outgoing** 1 friendly and easy to get on with. 外向的 2 leaving a job 要辞职的: *The outgoing manager gave a press conference.*
- out-of-date** not popular or valid any more 过时的; 陈旧的
- outspoken** giving your opinions freely 直言不讳的
- overloaded** having too much to carry 超载的
- run-down** 1 tired or ill 劳累的; 衰弱的: *I feel pretty run-down.* 2 in bad condition 破旧的: *It's a very run-down area.*
- underpaid** not paid enough 报酬过低的
- understaffed** with not enough workers 人员不足的: *Many hospitals are understaffed at the moment.*
- underweight** too thin or light 重量过轻的
- up-to-date** modern or popular 现代的; 流行的

nouns

- after-shave** 剃须后的搽面香液: *I love the smell of his after-shave (lotion).*
- breakthrough** an important discovery 重大发现, 突破: *The discovery of penicillin was a major breakthrough in medicine.*
- bypass** 1 a road round a town. 小径; 弯道 2 an operation to send blood round a part of your heart with a problem 分流术: *a heart bypass.*
- downfall** something you do that makes you lose success 堕落; 毁灭: *Gambling led to his downfall.*
- follow-up** something you do to make sure an earlier action is successful 后续: *This lesson is a follow-up to last week's.*
- getaway** an escape 逃跑: *The thieves made a quick getaway.*
- outbreak** a sudden appearance of something (usually bad) 爆发: *There was a serious outbreak of flu.*
- outcome** the result 结果: *What was the outcome of the election?*
- outlook** a developing situation 前景: *The outlook for tomorrow's weather is fine.*
- rundown** a summary of events 纲要: *Give me a rundown of what happened.*
- setback** something that prevents progress or makes something worse 挫折; 障碍: *Peace negotiations have suffered a setback.*
- upkeep** the cost of keeping something in order (保养、维修) 费用: *We can't afford the upkeep of such a big house.*

verbs

- off-load** to take things out of a car, lorry, train, etc. 卸车
- outgrow** to grow bigger than the size or space provided 长得太大 不适宜: *He has already outgrown his shoes.*
- overhear** to hear what other people are saying to each other 无意中听到
- oversleep** to sleep longer than you wanted to 睡过头
- undercook** to not cook something for enough time 煮得不熟
- underestimate** to think that a quantity, skill, etc. is less than it really is 低估: *I underestimated her ability.*
- update** to provide the latest information 更新: *After the attack, there were radio broadcasts updating the news every half hour.*
- upgrade** 1 to make something, e.g. a computer, more powerful. 升级 2 to give someone a more important job 提升、提拔、晋级

Phrasal compound nouns and adjectives

We can make compound nouns and adjectives with more than two words. There are always hyphens between the words.

- an eighteen-year-old boy*
- a one-in-a-thousand chance*
- a heart-to-heart talk*
- an out-of-work actor*
- my mother-in-law*
- an up-to-date dictionary*

COLLOCATION BANK

verb + noun or adjective

- break the record** to do something better than the best achievement so far 打破记录
- catch a cold** to get a cold 患感冒
- close the gap** to do something that brings two extremes closer together, e.g. *closing the gap between rich and poor* 缩小差距
- contract an illness/a disease** to get an illness/a disease 感染疾病
- drive someone mad** to make someone feel upset or angry 使人沮丧、生气
- express your concern/worry/horror/shock/an opinion about something** to say what you feel or think 表达你的关切 / 忧虑 / 惊骇 / 震惊 / 意见
- express your thanks (to someone) (for something)** to say "thank you" 表达谢意
- feel part of something** to feel you are a member of a group 有归属感
- give someone/something a bad name** to harm the reputation of someone or something 损毁声誉
- give someone permission (to do something)** to say someone can do something 准许某人 (做某事)
- give someone a warning (about something)** to warn someone 警告某人
- go mad** 1 to get very angry 发怒 2 to become insane 发疯
- last a lifetime** to last a very long time 坚持很长时间
- miss home** to feel unhappy because you are not at home 想家
- pack your bags** to pack your things before you travel 旅行前收拾物品
- play a joke on someone** to play a trick on someone 开某人的玩笑
- play a role** to take part in a play, project, etc. 扮演; 发挥作用
- put on weight** to gain weight and become fatter 增肥
- reach an agreement (with)** to agree on something after a discussion 达成一致
- receive acclaim for something** to receive compliments and admiration 得到赞誉
- spend money/time (on something)** to spend money on/give time to something 花钱 / 时间 (于某事)
- take it easy** to stop doing so much work 不紧张; 从容
- turn cold** (weather)/ **nasty** (person or animal)/ **pale** (person) (天气) 变冷 / (对人或动物) 恶意的, 恶毒的
- turn red** to show you feel embarrassed 涨红脸

adjective + noun

- anti-social behaviour** bad behaviour 反社会行为
- developed country** a country with an advanced economy 发达国家
- developing country** a country without an advanced economy, often called a "Third World" country 发展中国家
- dry climate/clothes/land** without rain/water 干燥的气候 / 衣服 / 土地
- dry sense of humour** humour when someone pretends to be serious when they are not 冷幽默
- fatal disease** a disease that often causes death 致命的疾病
- fresh air** clean and pleasant air 新鲜的空气
- heavy fighting/rain** a lot of fighting/rain 激烈的战斗; 暴雨
- latest fashion/style** the most popular fashion/style now 最新款式; 时尚
- petty argument** a minor argument 不重要的辩论
- renewable energy** natural energy from such sources as the wind or the sun 可再生的能源: *Solar power is a source of renewable energy.*
- severe punishment** very hard and strict punishment 严厉的惩罚
- social benefit** something that will help society 社会福利
- social mobility** movement between levels of society 社会流动性
- urban decay** the decline in living conditions in big cities 城市衰退
- vast majority** nearly all of a large group 大多数
- violent crime** a crime that hurts or kills someone 暴力犯罪
- working conditions** the conditions for workers in a factory, etc. 工作条件

verb + adverb

- fall down heavily** to fall and hurt yourself badly 严重摔伤
- rain/spend heavily** to rain/spend a lot 下大雨 / 破费
- sleep heavily** to sleep deeply and be hard to wake up 熟睡
- take someone/something seriously** to believe that something is important 认真对待某人 / 某事: *Graffiti is often not taken seriously in the art world.*

Adjectives for describing appearance

This table tells you which adjectives you can use (✓) with a variety of nouns. The choice of a word depends on the context.

Example: You CAN say "I saw a **brehtaking** view", but you CAN'T say "I saw a **brehtaking** man".

	people	clothes	hairstyles	movement, e.g. of a dancer, animal	buildings, e.g. church, bridge	rooms	furniture	views, e.g. sunset	works of art, e.g. paintings, sculptures	decoration, e.g. wallpaper
attractive	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
beautiful	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
brehtaking				✓				✓	✓	
cheap		✓					✓			✓
chic		✓					✓			✓
classy	✓	✓				✓	✓			✓
comfortable		✓				✓	✓			
contemporary		✓	✓	✓	✓	✓	✓	✓	✓	
cosy		✓				✓				
dated		✓	✓				✓			✓
dramatic			✓	✓	✓			✓		
effortless				✓						
elegant	✓	✓	✓	✓	✓	✓	✓			✓
enormous	✓	✓			✓	✓	✓		✓	
exotic		✓	✓						✓	✓
fashionable	✓	✓	✓			✓	✓			✓
good-looking	✓	✓								
gorgeous	✓	✓			✓	✓	✓	✓	✓	✓
graceful	✓			✓			✓			
handsome	✓(men)				✓					
impressive	✓			✓	✓	✓	✓	✓	✓	✓
magnificent		✓		✓	✓	✓	✓	✓	✓	✓
messy	✓	✓	✓			✓				
old-fashioned	✓	✓	✓			✓	✓			✓
picturesque								✓		
powerful	✓			✓					✓	
pretty	✓(women)	✓				✓		✓		
relaxed	✓			✓						
scenic								✓		
smart	✓	✓	✓			✓	✓			✓
sophisticated	✓	✓				✓				
spacious					✓	✓				
spectacular		✓	✓		✓	✓		✓		
striking	✓	✓	✓		✓					✓
stunning	✓	✓	✓		✓	✓	✓	✓	✓	✓
stylish	✓	✓	✓	✓	✓	✓	✓			✓
tacky		✓				✓	✓		✓	✓
tasteless		✓				✓	✓		✓	✓
trendy	✓	✓	✓			✓	✓		✓	✓
unsightly			✓		✓	✓	✓			✓
unspoilt								✓		

IDIOMATIC LANGUAGE

animals

- have a **bee in your bonnet** to have a fixed idea 总想着某件事:
He's got a **bee in his bonnet about graffiti**.
- a **bookworm** a very keen reader 书虫; 书迷: She's always reading – she's a real **bookworm**.
- let the **cat out of the bag** to tell a secret, often without intending to 泄露秘密: He **let the cat out of the bag about the surprise party**.
- as sick as a **dog** very ill 病得很重: I was **as sick as a dog** after I ate that seafood.
- like a **fish out of water** uncomfortable because you are not in your usual surroundings 不适应: He lives in the city and when he goes to the countryside he's **like a fish out of water**.
- be a **fly on the wall** to be a secret observer 隐蔽的观察者: I'd love to be a **fly on the wall** when those two are arguing.
- a/the **rat race** a competitive and stressful lifestyle 激烈的竞争: Working in marketing is a **rat race**.
- the **black sheep of the family** someone in a family or group who doesn't behave like the rest 害群之马: The Smiths are all very nice, except for Jim – he's **the black sheep of the family**.

body

- before their very **eyes** in front of something so they can't avoid it 当着某人的面: She slapped him **before my very eyes**.
- face (up to) something, face it** to accept something 诚实而勇敢地面对: I had to **face (up to) the fact** that I was never going to be a famous football player. Let's **face it**. It's not going to be easy.
- face death** to be in a very dangerous situation 面临死亡, 处于高度危险中: Racing drivers **face death** whenever they race.
- be **knee deep in something** to have a lot of things to do 忙于某事: He's **knee-deep in work** at the moment.
- not make **head or tail of something** to not understand something 不理解: I can't make **head or tail of these instructions**.
- pull someone's leg** to do or say something as a joke to make someone worry 愚弄某人: Don't be upset, I'm only **pulling your leg about your girlfriend!**
- fed up to the (back) teeth** to be very angry or bored 极度生气、厌烦: I'm **fed up to the back teeth** with getting up so early every day.

food/cooking

- eat **humble pie** to admit that you were wrong 赔礼, 道歉: When I discovered I had made a mistake, I had to **eat humble pie** and apologise for my behaviour.
- a **melting pot** a place with an exciting mixture of cultures 熔炉: London is a **melting pot** with people from every part of the world.
- for **starters** to begin with 首先: **For starters** he's selfish and he's also rude.
- be **starving to death** to be extremely hungry 非常饥饿: Isn't it time for lunch? We're **starving to death!**

life/death

- the **birth of something** the beginning ……的起始: **The birth of English theatre** was in the 16th century.
- be the **cradle of something** the place where something began 发源地: Greece was **the cradle of western civilisation**.
- be **bored to death** extremely bored 极为厌烦: I'm **bored to death of your complaints**.
- be **dying for something** to want something very much 渴望: I'm **dying for a sandwich**.
- be in its **infancy** to be in the early stages 在早期: In the 1960s, space travel was still in its **infancy**.

money/work

- bet** to say you are sure about something 打赌: I **bet** she's late again.
- (all) the **betting is that** it is fairly certain that 很可能: **All the betting is that** he fails his exams.
- take its **toll on someone/something** to have a bad effect 造成

损失: *All that hard work has taken its toll on her health.*

movement

- go **downhill** to get worse 走下坡路: His health **went downhill** after the accident.
- kick up a fuss** to complain a lot (因不满而)大吵大闹: He **kicked up a fuss** because the soup was cold.
- be **within reach** to be able to be achieved 能够实现: A cure for AIDS is **within our reach**.
- be a **major step forward** to be an important advance 前进一大步: Landing on the moon was a **major step forward** for space exploration.
- a **stepping stone** something you can use to achieve a long-term goal 进身之阶: I want to be a chef so I work in a restaurant as a **stepping stone** for the future.
- not **touch something with a bargepole** to not get involved or use something because you think it is bad 不想与某事有瓜葛: That new sports club sounds awful. I wouldn't **touch it with a bargepole**.

nature

- be a **breath of fresh air** to be something new or different that encourages you 有生气和活力: My new school is a **breath of fresh air** – we have lots of different subjects.
- put someone out to grass** to make someone leave a job because they are too old 迫使某人退休: They've **put him out to grass** and given him the job of making the coffee.
- be (skating/walking) **on thin ice** to be in a situation when you may make someone angry 如履薄冰: When you regularly arrive late at work, you're **skating on thin ice**.
- the **last straw** something that happens that, added to other problems, makes a situation impossible 最后的极限: I had one problem after another. The **last straw** was when the car broke down.

places

- a **vicious circle** a bad situation that affects other things 恶性循环: He is **in a vicious circle**. He's homeless. This means that he can't get a good job and so he stays poor.
- to the **four corners of the globe** all over the world 全世界: He has travelled **to the four corners of the globe**.
- be **home and dry** to have succeeded in doing something 成功做某事
- be **right up your street** to be in your area of interest or activity 正好适合某人的兴趣: Science fiction is **right up my street**.
- off the **beaten track** a long way from anywhere 偏僻的地方: We went to a little cottage in the countryside **right off the beaten track**.
- be in the **middle of nowhere** to be in a place far from a town 在偏僻的地方: It's **in the middle of nowhere**. The town is miles away.

others

- set the **ball rolling** to begin something 开始: Let's **set the ball rolling**. Who wants to talk first?
- not have a **clue** to not have any idea about something 毫无头绪: I haven't had a **clue** how to repair my computer.
- be on a **short fuse** easily made angry 易怒: She was tired and **on a very short fuse**.
- from the **word go** from the start 从一开始: We fought **from the word go**.
- not care **two hoots** (about someone/something) to not care at all 一点儿也不在乎: I don't care **two hoots** if they come or not.
- (get/give someone/something) a **bad name** to get or give someone or something a bad reputation 坏名声: That club's got a **bad name**. The police have closed it down twice.
- a **nightmare** something very unpleasant 恶梦: The exam was a complete **nightmare**. Everything went wrong.
- be not (all) **plain sailing** not easy 不顺利: The job **wasn't all plain sailing**.
- give it to somebody **straight** to say something directly 直言不讳: I'm going to **give it to you straight**. I don't love you any more.
- make a **song and dance (about something)** to complain too much 小题大作的抱怨: Don't make a **song and dance** about your homework.

PHRASAL VERBS

Most phrasal verbs have an object and we can usually put it after the verb or after the preposition: *Please turn the TV on. Please turn on the TV.* The list shows this by putting "something" or "someone" in the middle and using an example with it at the end: → BACK SOMETHING UP.

When the object can only go after the preposition, the list has "something" or "someone" at the end: → BE ABOVE SOMETHING.

If the object is a pronoun, it usually goes before the preposition: *Please put it on.*

Some phrasal verbs do not have an object: *Please go in and sit down.*

Other phrasal verbs have an adverb + preposition and the object goes at the end. → BE IN FOR SOMETHING.

Brackets show that an object or a preposition is optional.

→ CHEER (SOMEONE) UP.

back out (of something/doing something) to not do something you have promised 不履行承诺的事, 食言: *She backed out of her promise to help.*

back something up to be proof or evidence to support an idea, explanation, etc 用证据支持某观点、说法: *Find more information to back up your theory.*

be above something 1 to be so important that you needn't do particular things 因其重要地位而不必做某事: *She thinks she's above doing housework.* **2** to be so good that no one can think you did something wrong (品质、能力等) 超出范围而不会使他人怀疑: *He's above suspicion.*

be about something (also be to do with something) to explain, describe or give facts on a particular subject 关于: *It's a book about information technology.*

be about to do something to be ready to start to do something very soon 即将: *I was about to close the door when the phone rang.*

be after someone to be trying to catch someone 搜寻: *The police had been after the robber for months.* → GO AFTER SOMEONE/SOMETHING

be against something/someone to disagree with or not support someone or something 反对: *I'm against every kind of racism.* → TURN AGAINST SOMEONE

be behind (with) to not have done as much as you should 落后: *You're behind with your homework.* → FALL BEHIND (WITH)

be down to feel very sad 情绪低落的: *He's been so down since he failed his exam.* → GET SOMEONE DOWN

be (all) for something/someone to support an idea, plan, person, etc. very strongly 支持: *I'm all for nurses being paid more.*

be dying for something to want something very much 渴望: *I'm dying for a cup of coffee.*

be getting at something to be explaining or saying something important 意指: *What I'm getting at is that computers can never express human emotions.*

be in 在家 **1** to be at home: *Is your mother in?* → STAY, STOP IN **2** to be popular 流行: *Very short hair is definitely in these days.* → FIT IN

be in for something to be likely to experience something uncomfortable or difficult 遭遇: *I'm afraid we're in for another very cold night.* → COME IN FOR SOMETHING

be taken in (by) to be made to believe something that isn't true 欺骗: *He was completely taken in by the girl's sad story.*

be into something to enjoy doing a particular activity very much 热衷于: *I'm not really into stamp collecting.*

be off 1 to not be going to happen 不发生, 取消: *The match is off because of the rain.* → CALL SOMETHING OFF **2** to smell or be bad (食品) 坏了不能吃: *This fish is off.* → GO OFF

be let off to be allowed to go without being punished 免除责罚: *Luckily we were let off by the manager.* → LET SOMEONE OFF

be on to be going to happen 将要发生的: *The tennis match is on again because the rain has stopped.*

be not on to not be acceptable 不能接受的: *It's just not on to change the date of the meeting so late.*

be out 1 to not be at home 外出: *I'm sorry, my mother's out.* → GO, WALK OUT **2** to not be in fashion any more 不再流行: *Hats are out.*

be out of something to not have something in your home or shop 用完; 售完: *We're out of brown bread.* → RUN OUT OF SOMETHING

be over to have finished 结束: *The play will be over by ten o'clock.* → GET OVER SOMETHING

be through (with) to be tired or bored with someone or an activity and so determined to leave 因厌烦而离开: *I can't bear any more lies – we're through. I'm through with gambling, I promise.*

be up 1 to be out of bed 起床: *It's very late – are you still up?* → GET, WAIT UP **2** to have increased in price 涨价: *Bus fares are up again.* → GO UP

be up to something to be doing something wrong or bad 干坏事: *What have you been up to?*

be caught up (in) to be in a difficult or dangerous situation 陷入困难或危险: *Sadly, many women and children are caught up in the war.*

be made up of something to include as its parts 由……组成: *The population is made up of several nationalities.*

blow something up to use a bomb to destroy something 炸毁: *The bridge has been blown up.*

break out (of something bad) to start suddenly 爆发: *We're all hoping that war won't break out.* Noun: **OUTBREAK**

brighten something up to make something more colourful or interesting 使明朗: *Orange sheets will brighten up your bedroom.*

bring something back 1 to return with something 带回: *Please bring back my pen tomorrow.* → GET, GIVE, TAKE SOMETHING BACK **2** to make you remember something or someone 使回忆起: *The photograph brought it all back to me.* → COME BACK (TO)

bring something down to cause a business, etc. to collapse 摧毁: *The union strikes brought down the government.* → FALL DOWN

bring someone on to help or encourage someone to make progress 使进步: *Her new piano teacher is bringing her on nicely.*

bring something on to cause illness 导致疾病: *Rain brought on my cold.*

bring something over (to) to hold something and go near to someone 带来: *He brought over another cup of coffee to me.*

bring someone up to have a child in your home to live and grow 抚养: *My parents brought us up to be polite and friendly.* → GROW UP

bring something up to mention a topic or a piece of information 提出 (议题): *I hate to bring it up, but you owe me ten pounds, don't you?* → COME UP

bump into someone to meet someone by chance 巧遇: *Guess who I bumped into in the supermarket!*

button (something) up to fasten clothes using buttons 用扣子扣住: *Button up your coat – it's very cold.* → DO, ZIP (SOMETHING) UP

call something off to cancel or stop something 取消: *It's raining – shall we call off the picnic? The strike was called off.* → BE OFF

call on someone to visit someone as a routine 定期访问: *The nurse will call on your mother later.*

call something out to say something in a loud voice 大声说出: *They called out my name.*

can/could do with something/someone to need or want 需要: *I can do with someone to help me. He could do with a bath.*

carry on (with) to continue a particular activity 继续: *They carried on playing in the rain. Be quiet and carry on with your work.*

carry something out 1 to take action and complete an examination, research, etc 进行: *The police are carrying out a full investigation into the car crash.* **2** to do something planned, promised, threatened, etc 实施: *They are carrying out essential repairs to the bridge. She said she'd report us and now she has carried out her threat.*

catch up (with) 1 to move and reach the same position as someone else 追上, 赶上: *You start cycling and I'll catch up with you.* → KEEP UP **2** to reach the same standard or level as someone else 达到同样水平: *You'll need to work harder if you want to catch up with the others.* → KEEP UP

chat with someone (about) 与某人聊天 *He's chatting with my mum about his family.*

check in to go to the desk of a hotel or airport and say you have

- arrived 登记入住: *Please check in two hours before your flight.*
Noun: **CHECK-IN**
- cheer (someone) up** to make yourself (or someone) happier 使高兴起来: *Cheer up, this rain will stop soon. He did his best to cheer me up.*
- clean something up** to make a dirty or untidy place clean 清理: *I must clean up my bedroom every Saturday.* Noun: **CLEAN-UP**
- clear (something) up** to make a place clean and tidy again 整理: *You can have a party if you promise to clear up afterwards.*
- click on something** to press a key so that an icon on a computer screen works 用鼠标点击: *Click on that icon to make the email file open.*
- come about** to happen 发生: *How did it come about that everyone knows my decision?*
- come across (as someone)** to seem to be a particular kind of person 看上去显得像某类人: *He comes across as an idiot but he's really very intelligent. How did I come across at the interview?*
- come across something** to find something by chance 偶然发现: *I came across this old jacket in my cupboard.*
- come apart** to fall into pieces 破裂: *Honestly, your dictionary just came apart when I opened it.* → FALL APART
- come back (from)** to return to a place from another place 从……回来: *Please come back soon. I was coming back from the supermarket when I saw her.* → BRING, GET, GIVE, TAKE SOMETHING BACK, TURN BACK
- come back (into fashion)** to become fashionable again 再度时髦: *Long coats came back during that cold winter last year.* Noun: **COMEBACK**
- come back (to)** to return to your memory 回忆起来: *Wait a minute - her name is coming back to me.* → BRING SOMETHING BACK
- come between someone and someone** to cause a quarrel between two or more people 离间: *Nothing can ever come between me and my girlfriend.*
- come down** to decrease 下降: *Prices have come down since the summer.* → CUT, GO, SLOW DOWN
- come down with something** to become ill with a particular infection 染上(病): *I think I'm coming down with flu.*
- come from somewhere** 1 to be born or live in a place 来自: *He comes from Istanbul.* 2 to have started or developed from a particular animal, plant or substance 源自: *Do humans come from apes?*
- come on** 1 to move more quickly 快点: *Come on, let's go.* 2 to begin gradually 渐渐开始: *I've got a cold coming on.* 3 to arrive somewhere after others 跟着: *You go and I'll come on when I've finished working.*
- come out** to arrive in the shops, etc 发售: *When will their new CD come out?*
- come round** 1 to visit someone's home 拜访: *Can you come round this evening?* → GO ROUND 2 to become conscious again after fainting 苏醒: *She's coming round, thank goodness.*
- come through** to become known 公布: *News came through that they had arrived safely.*
- come through something** to survive a difficult event or period 安然度过: *He has come through the operation but he's still sleeping.*
- come to** to become conscious again after fainting 恢复知觉: *She came to and found herself lying on the floor.*
- come up** 1 to rise in the sky 升起: *The sun was coming up as we began our walk.* 2 to be mentioned 被提到: *Whenever there is trouble, her name comes up.* → BRING SOMETHING UP 3 to be used in a test, etc 在考试中出现: *I hope that comes up in the exam.* 4 to become available 有工作职位: *A summer job has come up in the café.*
- come up against someone/something** to have to deal with a difficulty, opposition, etc 碰到、面对: *We came up against several problems in the beginning.*
- come up to something** 1 to reach a particular level 达到: *The water came up to our knees.* 2 to be as good as the level people expect 比得上: *Your homework doesn't come up to your usual high standard.* → LIVE UP TO SOMETHING
- come up with something** to produce an excuse, a suggestion, the correct answer, etc 想出、提出: *He came up with a brilliant idea for her birthday present.*
- copy something down** to write facts, etc. in your notebook 记下:
- Copy down these words.** → GET, TAKE, WRITE SOMETHING DOWN
- crack (someone) up** to begin to laugh a lot, or make someone laugh a lot 使捧腹大笑: *His jokes make me crack up.*
- cry out (for)** to shout loudly 大声呼喊: *She cried out for help but no one heard her.* → CALL, SHOUT, YELL OUT (FOR)
- cut down (on)** to use much less of something 减少: *Try to cut down on using your mobile phone.*
- do (something) up** 1 to fasten a piece of clothing, shoes, etc 扣上, 系上: *Do up your laces. The dress does up at the back.* → BUTTON, ZIP (SOMETHING) UP 2 to decorate a room, etc 装修: *He's doing up the kitchen.*
- do with something** (always **to do with**) to have something as the topic, reason, etc 与……有关: *Their rows are to do with money.*
- do without** to manage without something 凑合, 将就: *I haven't got any more sweets so you'll have to do without.*
- dress up (as someone) (for something)** to put on particular clothes so that you look like someone 装扮: *Liz dressed up as Tina Turner for the party.*
- drop in (on)** to visit someone when you are passing 顺便拜访: *I'll drop in on you this evening if you like.*
- drop off** 1 to fall asleep 入睡, 睡着: *I always drop off on the train.* 2 to become fewer 减少: *The number of people who go to restaurants is dropping off.* Noun: **DROP-OFF** → FALL OFF
- drop someone off** to let a passenger leave a car, bus, etc 让……下车: *Drop me off at the next corner, please.* → LET SOMEONE OFF
- drop out (of)** 1 to leave a course of study 中途退学: *Many students drop out of university at the end of the first year.* 2 to abandon the usual lifestyle of most people in society and live apart 脱离社会: *The twins dropped out of society and went to live with others in the mountains.* Noun: **DROP-OUT**
- eat out** to eat a meal in a restaurant 出去吃饭: *Shall we eat out tonight?*
- eat up (something)** to eat the whole amount 吃光: *He's eaten up all his dinner.*
- fade away** to become weaker gradually 变得虚弱: *The voice under the heap of bricks was fading away.*
- fall apart** to fall into pieces 崩溃、瓦解: *It fell apart in my hands.* → COME APART
- fall back on something** to use something because other things have failed it (退而求其次地) 使用: *Do you have money to fall back on if you lose your job?*
- fall behind (with)** 1 to move more slowly so that others are further ahead 落后: *We fell behind cycling uphill and lost the others.* 2 to make slower progress than others 落后: *Your son has fallen behind with his schoolwork.* 3 to not make the necessary regular payments 拖欠: *You have fallen behind with your rent.*
- fall for someone** to feel strong romantic feelings for someone 爱上某人: *I've fallen for her in a big way.*
- fall for something** to be tricked into believing something that isn't true 上当……的当: *You didn't fall for his excuse about being busy at the library, did you?*
- fall off** 1 to become separated from an object 掉下, 脱落: *The handle has fallen off.* → COME OFF 2 to become less gradually 逐渐下降, 减少: *Sales are falling off.* → DROP OFF
- fall out (of)** to fall from a high place 从高处落下: *Her favourite toy has fallen out of the window.*
- fall out (with) (over)** to have a quarrel and end a friendship 争吵而结束友谊: *He's fallen out with his girlfriend over the fact that he's often late.* Noun: **FALL-OUT**
- fall over** to fall onto the ground 跌倒, 摔倒: *He fell over and hurt his leg.*
- fall through** to not be agreed, completed, etc. successfully 失败, 落空: *At the last minute, the negotiations fell through.*
- fill something in/out** to complete a questionnaire, application form, etc 填写: *Please fill in the card and give it to Passport Control.* → MAKE SOMETHING OUT
- fill (something) up** to put liquid in a container, especially petrol into a car 装满: *Let's fill up at the next petrol station. We filled up the car before we drove to Germany.*
- find (something) out** to learn information about something 发现: *Phone and find out when the film starts.*
- find out about something** to find facts about something 发现:

What did you **find out about** dinosaurs at the museum?

finish something off to eat or drink the last parts 吃完, 喝完: Hey, you've **finished off** all the ice-cream!

fish something out to find and take out something 掏出, 摸出: The police **fished out** two bicycles before they found the body in the canal.

fit in to live easily with your neighbours, friends, family, etc 相处融洽: For some reason she doesn't **fit in** and she has few friends.

fit something in to put something or many things in a container 装入: I couldn't **fit in** all my things.

fix something up 1 to arrange a meeting, etc 安排: My best friend **fixed up** a date for me with her brother. 2 to repair a home and make it attractive 修理, 整理: My dad **fixed up** the flat for us.

flood something out to cover a place with deep water 淹没: The whole area was completely **flooded out**, wasn't it?

follow something up (with) to take action to deal with something 采取进一步行动: The doctors suggested I **follow up** the operation **with** a period of complete rest. Noun: **FOLLOW-UP**

get something across (to) to be successful in explaining your idea, plan, etc 将想法传达给某人: His speech **got across to** the audience the reasons for the need to raise interest rates.

get ahead to have success in your life 取得成功: You need a good education in order to **get ahead**. → GET ON IN LIFE

get around to → GET ROUND TO DOING SOMETHING

get at someone to criticise someone all the time and upset them 一再数落: You're always **getting at** me.

get at something → BE GETTING AT SOMETHING

get away (from/to) 1 to be successful in going on holiday 外出度假: We are hoping to **get away to** Berlin for the weekend. 2 to go from a place, sometimes because it is difficult to stay 离开, 脱身: I really must **get away from** this town. Noun: **GET-AWAY**

get away with something to not be punished for doing something wrong or bad 逃过因做错事而受的惩罚: He always **gets away with** being late.

get back (from) to return to a place 返回: What time will you **get back from** school? → COME, TURN BACK

get something back to manage to have something you own returned to you 取回, 拿回: I'll never **get my lost watch back**. → BRING, TAKE SOMETHING BACK

get one's own back (on someone) to punish or harm someone who has done something bad to you 报复: I'll **get my own back on you** one day.

get by to have enough money to buy the things you need, but no more 勉强够: She finds it hard to **get by** on her pension.

get someone down to cause someone to feel very sad 使某人不快: All these bills **are getting me down**. → BE DOWN

get something down to write something 写下, 记下: I wasn't able to **get down** her phone number from the answer phone. → COPY, PUT, TAKE, WRITE SOMETHING DOWN

get down to something to start doing something 开始做: Stop talking and **get down to** your work!

get in touch (with someone) to contact someone 取得联系: I'll **get in touch with** you when I know the exact date.

get into something 1 to manage to enter a place after an effort 设法进入: How did you **get into** the stadium without a ticket? 2 to start a conversation, fight, etc with someone 开始(谈话、打斗等): He's always **getting into** rows with his parents.

get (someone) into trouble (with) to make someone in difficulty 陷入麻烦: Staying out late **will only get you into trouble with** your parents. → GET (SOMEONE) OUT OF TROUBLE (WITH)

get off 1 to leave a bus, train, etc 下车: I **got off** at the train station. → DROP, LET SOMEONE OFF. 2 to leave a place 出发, 离开: We **got off** at eight o'clock.

get on (in life) to have success in your life 取得成功: You need a good education in order to **get on (in life)**. → GET AHEAD

get on (with) to have a friendly relationship with someone 友好相处: I **get on very badly with** my cousin. We don't **get on**. Really? I **get on fine/well with** her.

get (someone) out of trouble (with) to make someone avoid

punishment 摆脱责罚: Saying you were tired won't **get you out of** trouble with your teacher for being late. → GET (SOMEONE) INTO TROUBLE (WITH)

get out of (doing) something to manage to avoid doing a job you don't like 逃避, 摆脱: I tried to **get out of (doing)** the washing up.

get something out of something to enjoy an activity, a course of study, etc. and learn many things 从(活动、学习)中获得: We **got a lot out of** our visit to London.

get over someone to become happy again after the end of a romantic relationship 从(情感经历中)恢复: How can Bill ever **get over** Jana?

get over something 1 to become well after being ill with a particular illness 从(疾病)中恢复: It takes time to **get over** a bad cold. 2 to become happy again after being sad, frightened, etc 摆脱(悲伤、惊恐): I'll never **get over** my mother's death.

get round to doing something (also **get around to**) to do something you have planned or wanted to do for a long time 抽时间去做: When will you **get round to** painting the table?

get through 1 to be successful when you try to phone someone 接通: I waited for a long time but I finally **got through to** the ticket office. 2 to pass a test or exam 通过考试: I'm sure you'll **get through**.

get through something 1 to pass a test or exam 通过考试: You'll **get through your** driving test this time. 2 to survive an unpleasant or difficult period 度过(艰难时光): If I can **get through** this week, I can **get through** anything!

get (something) through to someone 1 to manage to reach someone by telephone (用电话与某人)联系上: I can't **get through to** the manager. → PUT SOMEONE THROUGH (TO) 2 to manage to make someone understand something 使(某人)明白: I don't seem able to **get through to** you all that this test is very important.

get to someone to make someone feel very angry or upset 使……生气: Her criticism of my clothes is **getting to** me.

get to somewhere to arrive at a place 到达: When will you **get to** Madrid?

get together (with) to join other people for a party, meeting, etc 聚集, 聚会: Let's **get together with** the others after school. Noun: **GET-TOGETHER**

get (someone) up to wake (someone) up and get (them) out of bed 起床: What time do you **get up** on Sundays? → BE, STAY, WAIT UP

get up to something to do something naughty 干, 做(坏事): What are those boys **getting up to**?

give something away 1 to give something to someone because you don't want it or because you want them to have it 送走, 捐赠: Why don't you **give away** that racket since you never use it now? Noun: **GIVE-AWAY** 2 to tell a secret or give information to someone did not want to know 泄露: Please don't **give away** the ending – we're seeing the film tomorrow.

give (someone) something back to give something to someone who had it before you 归还: Please **give me back** my dictionary. I'll **give it back** to you tomorrow.

give in (to) to agree to something but not because you want to 让步: You mustn't **give in to** your children all the time.

give something out 1 to give copies of the same thing to many people 分发: Julia **will give out** the books. → SHARE SOMETHING OUT (AMONG) 2 to tell people something 公布: The news was **given out** that the attacker had been found.

give up 1 to admit that you don't know 承认不懂: I don't know the answer – I **give up**. 2 to stop doing something because you think you can't make progress 放弃: Don't **give up** – if you practise more, you'll be a good tennis player.

give something up 1 to stop doing something you have done regularly, especially something bad 放弃(经常做的事): I'm trying to **give up** smoking. 2 to leave your job 放弃工作: She **gave up** her job in the bank and travelled round the world, didn't she?

go after something/someone 1 to try to catch someone 追逐: The police **have gone after** the thieves. → BE AFTER SOMEONE 2 to try to get something 试图得到, 追求: He's **gone after** a job in Paris.

- go along with someone/something** 1 to go with someone to a place 同……一起: *I've decided to go along with the others to the cinema.* 2 to agree with someone or support something 赞同: *We went along with all her suggestions.*
- go around** (also **go about/round**) → GO ABOUT
- go away** 1 to travel and stay somewhere 外出(度假): *She's gone away to France for a holiday.* 2 to stop being present 离开, 走开: *I told you - go away! Will this cold ever go away?*
- go down** 1 to move to a lower place 落下: *The sun went down behind the clouds.* 2 to change to a lower amount, price, etc 减少: *Do taxes ever go down?* → COME, CUT DOWN
- go down with something** to become ill with a particular disease, etc 感染上: *I'm afraid she's gone down with flu.*
- go for something** to make an effort to get or achieve something because you want to 争取得到: *She's gone for a job in the new factory. If you want to win, go for it!*
- go in** to enter 进入: *We can go in at seven o'clock.*
- go in for something** 1 to do a particular activity, exam or course of study 参加: *I'm thinking of going in for a career in television.* 2 to do something because you enjoy it 喜欢, 爱好: *I never did go in for watching football on TV.*
- go into something** 1 to enter a building or room 进入(室内): *He went into hospital for three days.* 2 to examine the details of something 彻底调查, 详细调查: *We will have to go into all the details of your application.*
- go off** 1 to move away to another place 离开: *He went off on holiday to Spain. Don't go off on your own - wait for us.* 2 to become bad 变坏: *I think this milk has gone off.* → BE OFF 3 to burst into pieces and cause damage 爆炸: *A bomb went off in the street.*
- go off something/someone** to stop liking someone or something 不再喜欢: *I've gone off Brad Pitt.*
- go off with someone/something** to leave a place with someone or something 带(某人、某物)离开: *My brother has gone off with my football shirt.*
- go on** 1 to happen 发生: *Read newspapers if you want to know what's going on in the world.* 2 to continue doing something 继续做: *She was so tired climbing the hill that she thought she couldn't go on.*
- go on about someone/something** 1 to complain about someone or something 抱怨: *Stop going on about how awful your parents are.* 2 to talk about something or someone all the time 不断唠叨: *She goes on and on about her new boyfriend.*
- go out** 1 to leave a place 离开: *He's gone out to the coffee bar.* 2 to go away from home and enjoy yourself (尤指为了消遣) 出去: *I don't go out a lot during the week.* → BE OUT 3 to stop burning or producing light 熄灭: *The fire's gone out again. Suddenly, the light went out.* 4 (also **go out of fashion**) to stop being fashionable 不再流行: *High heels went out ages ago.* → BE OUT
- go out with someone** 1 to leave a place with someone 同某人一起出去: *He's gone out with Max to the coffee bar.* 2 to have someone as your girlfriend or boyfriend 交往, 谈恋爱: *Are you going out with anyone at the moment?*
- go over (to)** to move near someone 靠近某人: *I went over (to her) and shook her hand.*
- go over something** to read something or practise something again and check your knowledge 再来一遍, 温习: *I need to go over the grammar we learned yesterday.*
- go round** 1 to walk, drive, etc. round the outside of a place 沿外围(走、开车): *Trucks must go round (the city centre).* 2 to visit a place 访问: *Let's go round to Charlotte's house.* → COME ROUND 3 to be enough for everyone or everything 足够分给每个人: *Is there enough food to go round?* 4 (also **go about/around**) → GO ABOUT
- go through** 1 to pass from one side to the other 从一端到另一端: *The bed won't go through (the door).* 2 to search somewhere 仔细查找: *I've been through all the drawers but I can't find it.* 3 to experience pain or difficulty 经历(某事): *He's gone through a lot of pain.* 4 to do a set of tasks 完成一系列任务: *Go through the exercises at home.*
- go through with something** to do something you have promised to do 照承诺去做: *He said he'd tell my mum but he didn't go through with it.*
- go together** 1 to go somewhere with someone 同某人一起去: *Let's go together to the meeting, shall we?* 2 to look attractive together 相配: *Do you think this blouse and that skirt go together?*
- go under** to go below the surface of water 沉没, 潜入: *The boy went under for the third time.*
- go up** 1 to move to a higher place 到高处: *They've gone up that hill over there.* 2 to increase 增加: *Prices have gone up again.* 3 to be built 兴建: *New office blocks are going up all over the town.*
- go with someone/something** 1 to travel with someone 同某人一起去: *She's gone to London with her parents.* 2 to look attractive with something 相配: *I don't think this blouse goes with that skirt.* 3 to be part of something 成为……的一部分: *Does crime always go with poverty?*
- grow out of something** 1 to become too big for clothing or shoes 长得太大而穿不进: *You've grown out of that jacket.* Verb: **OUTGROW** 2 to become too old for an activity 戒除, 改掉(幼时习惯): *She'll never grow out of biting her nails.*
- grow into someone** to become a particular kind of person as you grow 成长为: *He's grown into such a polite young man.*
- grow up** 1 to become an adult 长大成人: *What will you do when you grow up?* → BRING SOMEONE UP Noun: **GROWNUP** 2 to behave as an adult 像成年人一样: *Will that young man ever grow up?*
- hang on** 1 to hold something 紧紧抓住: *We hung on as the car suddenly turned the corner.* 2 to stay on the phone 别挂电话: *Hang on, I'll see if she's still here.* 3 to be patient or wait 等等: *Hang on - the ambulance will be here soon.*
- hang up** to end a phone call by putting down the phone 挂断电话: *If you shout, I'll hang up.*
- have (got) something on** 1 to be wearing particular clothes 穿着; 戴着: *He had on blue jeans and a white shirt.* → PUT, TRY SOMETHING ON 2 to have arranged to do something 安排做某事: *Have you got anything on this evening?*
- hold on to something** 1 to keep your hands on something as support 紧紧抓住: *Hold on to that chair.* 2 to keep something 守住, 保住: *May I hold on to your dictionary for the weekend?*
- hold someone up** to prevent someone from leaving or doing something 阻碍: *The customer was arguing and held up everyone in the queue.* → BE HELD UP Noun: **HOLDUP**
- hurry up** to move, finish a job, etc. faster 快点: *Hurry up or we'll be late.*
- join in** to be one group doing something 加入, 参加: *Now, I'll sing and I'd like everyone to join in.*
- keep on (doing something)** to continue doing something 继续做: *I warned her but she keeps on smoking.*
- keep someone/something out** to prevent someone, a vehicle, etc. from going in or through a place 阻止进入: *How can we keep out so many cars in the city centre?*
- keep out of something** to not be active in something 不卷入, 避开: *I try to keep out of discussions about politics.*
- keep to something** 1 to stay on a particular road, stay with a schedule, etc 不离开: *Keep to the motorway all the way to Manchester. Keep to the left. We must keep to the agreed timetable.* 2 to do something you promised or agreed to 履行: *You said you would pay and you must keep to that.*
- keep up (with)** to move at the same speed or level 跟上: *You can't come if you don't keep up with us.* → CATCH UP (WITH)
- keep someone up** to stop someone from going to bed 不让某人上床睡觉: *Everyone was kept up by the noise. The party next door kept everyone up all night.* → BE, STAY, WAIT UP
- keep something up** to maintain the same high level 保持不下降: *Keep up the good work!*
- kick off (with)** 1 to start playing football (足球比赛) 开球: *The match kicks off at seven thirty tonight.* Noun: **KICK-OFF** 2 to start taking part in a discussion, meeting, etc (讨论、会议等) 开始: *Let's kick off with a report from the sales manager.* → START OFF (WITH)
- kick up a fuss** to complain very loudly because you are angry 大吵大闹: *She kicked up a terrible fuss just because the bus was ten minutes late.*
- kneel down** to rest yourself on your knee 跪下: *We all knelt down*

on the floor to look for her contact lens. → LIE, SIT DOWN

know something about something 体验, 知道 *I don't know a lot about science.*

leave for somewhere to start a journey to a place 离开去某地: *The train will be leaving for Madrid in one hour.*

leave something on to let a light or machine continue working 使继续开着、运转: *You left the lights on all night.* → PUT, SWITCH, TURN SOMETHING ON

leave someone/something out (of) to not include someone or something in a group, list, etc 遗漏, 漏掉: *My name has been left out of the list. Did you leave anyone out?*

let someone down to make someone feel disappointed because you didn't do something you promised 使失望: *You've agreed to feed the cat while I'm away – don't let me down.*

let someone off 1 to let someone leave a bus, train, car, etc 让某人下车: *You can let me off at the corner.* → GET OFF; PUT SOMEONE DOWN. 2 to allow someone to go without being punished 豁免处罚某人: *I'll let you off this time but don't do it again.* → BE LET OFF Noun: **LET-OFF**

lie down to put yourself in a position with your body flat on a bed, the floor, etc 躺下: *I've got a headache so I'll lie down for a while.* → KNEEL, SIT DOWN. Noun: **LIE-DOWN**

lie in to stay in bed after your usual time for getting up 睡懒觉: *He lies in all morning on Sundays.* Noun: **LIE-IN**

listen to someone/something 听 *I love listening to music on the radio.*

live it up to enjoy yourself, especially while you spend money 享乐: *He's living it up in London.*

live up to something to do something to the excellent level people expect 不辜负期望: *It's hard to live up to your parents' expectations.* → COME UP TO SOMETHING

log on/off to do the actions that turn a computer on or off 进入/退出计算机系统: *Click on "Shut down" to log off.*

look after someone to take care of someone and give them what they need 照顾: *There was no one to look after Margery when she was ill.*

look after something to watch something so that it isn't stolen or broken 照看: *Can you look after my bag while I go and buy my ticket?*

look around (also **look round**) to look in every direction 寻找: *I looked around for an empty seat.*

look at someone/something 1 to look in the direction of someone or something 朝(某人、某处)看: *Look at that lovely garden.* 2 to examine something 检查, 察看: *The doctor will need to look at that cut.*

look back on something to think about a period when you did something in your past 回顾: *I'll look back on my school days with a lot of pleasure.*

look for something/someone to try to find someone or something 寻找: *We've been looking for you for ages.* → SEARCH FOR SOMEONE/SOMETHING

look forward to something to be excited about something that will happen 期待, 盼望: *I'm looking forward to meeting you.*

look into something to try to find the truth about something 调查: *The police are looking into what happened.*

look out 1 to look through a window, etc 向窗外看: *I looked out and saw it was raining.* Noun: **LOOKOUT; OUTLOOK** 2 (also **watch out**) to be careful 小心: *Look out – there's a car coming.*

look out for someone (also **watch out for**) to take care of someone by making sure they don't get into difficulties 注意看管: *I've promised to look out for the younger members of the group.*

look round → LOOK AROUND

look through something to search papers, list, etc. to try to find something 翻阅: *I've looked through the magazines but I can't find that photograph.*

look something up to find information in a dictionary, on the Internet, etc 查找, 查阅: *If you have problems, look up the words in your dictionary.*

look up to someone (for) to like and respect someone, especially someone in authority 仰慕: *I've always looked up to my mum for her patience and encouragement.*

make something out 1 to manage to see something through bad light, a telescope, etc (勉强)辨认出: *We could just make out a dark figure moving across the field.* 2 to understand something

了解: *We couldn't make out his handwriting.* 3 to claim that you are someone that you aren't or you can do something you can't do 假称: *He made out that he could swim to the island but he couldn't.*

make up to become friendly with someone after a quarrel 和好: *After a quarrel that lasted more than a week, we decided to make up.*

make something up 1 to say or write something that is not true 编造: *She made up a ridiculous excuse. You didn't see her – you made it all up.* 2 to put cosmetics on your face 化妆: *Your face is made up before you go on television.* Noun: **MAKE-UP** 3 to form something 组成, 构成: *Young men make up most of United's supporters.* Noun: **MAKE-UP**

make up for something 1 to do something nice to make a disappointment, a bad experience, etc. better 补偿: *I'm sorry I couldn't come with you but I'll make up for it next weekend.* 2 to have a good quality so that bad qualities are less important 弥补: *He may not be good-looking but he makes up for that by being very caring.*

meet up (with) to meet someone you arranged to meet 碰头, 相聚: *You all go ahead and I'll meet up with you later.*

miss someone/something out to not include someone or something 漏掉: *My name was missed out from the list.*

mix something up (with) 1 to change the order or arrangement of something 弄乱: *Please don't mix up the CDs with the tapes.* 2 (also **muddle something up (with)**) to put two or more things together so that you don't know which is which 使混乱: *The agent has mixed up our flight tickets.* Noun: **MIX-UP**

move in to go and live in a new home 搬进新居: *When did your new neighbours move in?*

move on 1 to move further along a road, etc 继续前行: *The police told us to move on.* 2 to get a better job, home, etc 改换工作: *You've worked here for several years and it's time you moved on.*

move out to leave a home 搬走: *They are moving out next week.*

muddle something up (with) → MIX SOMETHING UP (WITH)

open up 1 to open the door and let people in 开门, 开始营业: *What time does the supermarket open up?* 2 to feel relaxed and talk 畅谈, 倾吐心事: *After a few kind words from her teacher, she began to open up.*

part with something to give something to someone else 舍弃: *I'll never part with your ring.*

pass away to die 去世: *His mother passed away last week.*

pass by to move past someone or something 经过: *I saw her smile as she was passing by.* Noun: **PASSER-BY** Plural: **PASSERS-BY**

pass through something to come into a building, town, etc. and then leave 经过, 穿过: *Thousands of refugees have passed through this port.* → COME THROUGH SOMETHING

pass out to suddenly become unconscious 昏过去: *She passed out in the heat.*

pay someone/something back to return money you owe 偿还: *I must pay back a large loan from the bank.*

pay up to pay the money you owe 偿还欠款, 付清欠款: *Pay up or I'll tell your parents.*

perk (someone) up to become (or make someone) happier, more active, etc 快活(振作)起来: *A coffee should perk me up.*

pick something out to choose something from many 认真挑选: *She picked out a small blue T-shirt.* → POINT SOMETHING OUT

pick someone up 1 to collect someone and let them ride in your car or taxi 接载(人): *I'll pick you up at seven o'clock.* Noun: **PICK-UP** 2 to make someone feel better 使感觉好些: *A cup of tea will soon pick you up.* 3 to talk to someone in order to get a boyfriend or girlfriend 结交: *He tried to pick me up at the party.*

pick something up 1 to take something from the ground, etc 拾起: *You dropped the books so you must pick them up.* 2 to collect something 取: *I've come to pick up my post.* 3 to buy something 买: *I picked up a cheap coat in the market.* 4 to become affected by a disease 感染: *She picked up malaria in Zimbabwe.*

point something out 1 to show something by pointing 指出: *He pointed out the large size T-shirts.* → PICK SOMETHING OUT. 2 to tell someone something they did not know 指明: *I pointed out that night flights are cheaper.*

pop off to die 死去: *Do more exercise or you'll pop off before you're fifty!*

- press ahead (with)** (also **press on (with)**) to continue to make an effort to do something 加紧进行: *In spite of the bad report we decided to **press ahead with** our plans.*
- pull into somewhere** to drive into a place 开进: *We **pulled into** the petrol station and bought a road map.*
- pull out (of)** to drive away from a place 驶出: *We didn't see the van as we **pulled out of** the petrol station.*
- pull over** to drive towards the side of the road 停靠在路边: *The police asked us to **pull over** and stop.*
- pull through** to recover from a serious illness 病愈复原: *Suddenly she opened her eyes – she **had pulled through**.*
- pull up** to stop driving, running, etc 使停住: *We **pulled up** and looked at the map.*
- put something aside** 1 (also **put something away/by**) to save money regularly 储钱: *We're **putting aside** a few pounds each month to buy a camera.* 2 to keep a period free for a particular activity 留出 (一段时间): ***Put aside** two hours every evening for your homework.*
- put someone down** 1 (also **put someone off**) to stop and let someone leave a taxi, etc 让……下车: *Please **put me down** at the corner.* → LET SOMEONE OFF 2 to criticise someone 批评: *He always **puts her down** in front of the children.* Noun: PUT-DOWN
- put something down** to write something 写下, 记下: *Where did you **put down** her phone number?* → COPY, GET, TAKE, WRITE SOMETHING DOWN
- put something forward** to suggest an idea, plan, etc 提出 (计划、建议等): *He **put forward** some interesting ideas.*
- put someone off** to make someone not like something or not want to do something 使(某人)在(某事)上失去兴趣: *The dirty knife **put me off** my meal.* Adj: OFF-PUTTING
- put something off** to delay doing something 推迟: *He **put off** telling her about it until the next morning.*
- put something on** 1 to dress in a piece of clothing 穿上: ***Put on** a clean shirt.* 2 to make a light, etc. start working 打开: *Please **put the television on.*** 3 to become heavier 增重: *He's **put on** a kilo since November.* 4 to perform a play, show, etc 上演: *Which play is the National Theatre **putting on**?* 5 to pretend to have something 假装, 装作: *She **put on** a posh accent.*
- put it on** to pretend to have a particular feeling 装出: *He's not upset – he's **putting it on**.*
- put someone up** to let someone stay in your home 为某人提供膳宿: *I can **put you up** for a few nights.*
- put something up** 1 to increase an amount 增加: *I hope they don't **put up** the rent.* 2 to build something 建造: *They've **put up** a statue in the main square.*
- put up with someone/something** to accept an unpleasant person or situation 忍受: *I don't think I can **put up with** this job for much longer.*
- reach for something** to put your hand out in order to get something 伸手拿: *I saw her **reaching for** the chocolate on the shelf.*
- read something over** to read something and check it 从头到尾细读: *I **read over** my notes before the exam.* → GO OVER SOMETHING
- ring (someone) up** to make a phone call 给某人打电话: ***Ring me up** when you get home.* → GET ON TO SOMEONE
- round something off (with)** to complete or end a meal, speech, etc. with something 以……结束: *We **rounded off** dinner with a fruit salad.*
- run off (with)** to steal something and run 偷走: *The dog **ran off with** the cooked meat.* → MAKE OFF (WITH)
- run away** to run far away to avoid being caught, punished, etc 逃跑: *The dog took the meat and **ran away**.*
- run into someone** to meet someone by chance 偶然遇见: *Guess who I **ran into** in the supermarket.*
- run out (of)** to have no more supplies of something 用完, 耗尽: *We haven't **run out of** milk again, have we? Yes, the milk's **run out**.*
- run over someone/something** to drive a car, etc. over someone, an animal, etc 开车轧过: *The dog was **run over** by a bus.*
- saddle up** to get a horse ready for you to go on a journey 给(马)装鞍: *When we were **saddling up**, he said we had too much luggage.*
- search for someone/something** to look carefully for someone or something 仔细查找: *We **searched** everywhere for a cheap café.* → LOOK FOR SOMEONE/SOMETHING
- send away for** (also **send off for**) to order something by post 邮购, 函索: *I've **sent off for** an application form.*
- send someone on something** to arrange for someone to go on a journey, etc 为某人安排行程: *My parents **sent me on** a trip to London.*
- send something out** to distribute a notice, etc 发出, 发放: *A letter **has been sent out** to all our members.*
- set something aside** to save an amount of money 存钱: *I **set aside** a few pounds each month for my trip to London.*
- set in** to begin or appear and continue (疾病、坏天气等) 开始来临: *Cold weather **has set in**.*
- set off (on)** to start to move 出发: *We **set off on** a walk to the lake.*
- set out** to start a journey 起程: *We must **set out** early tomorrow.*
- set out (to do something)** to start or plan to achieve something 开始做某事: *We **had set out to** win but were pleased to come second.*
- set something up** 1 to put something in a particular position 摆放, 竖起: *The refugees **set up** homes on poor soil.* 2 to arrange a meeting, etc 安排会议: *I'll **set up** another meeting for next week.* Noun: SET-UP
- settle down** 1 to make yourself comfortable in a seat, bed, new home, etc 安顿: *How are you **settling down** in England?* 2 to start living a responsible life with a job, etc (使) 安定: *Isn't it time you **settled down** and got a decent job?*
- shout out (for)** to shout loudly 大声喊: *She **shouted out for** help but no one heard her.* → CALL, CRY, YELL OUT
- show someone in** to lead someone into a room 带领: *When the next applicant arrives, **show her in**, please.*
- show off** to show or describe your own abilities in order to make people admire you 炫耀: *Stop **showing off**!* Noun: SHOW-OFF
- shut up** to stop talking 闭嘴: ***Shut up** and sit down.*
- side up to someone** to move slowly and carefully towards someone as if you don't want to be seen 悄悄地靠近: *He **sidled up to** me and asked me for money.*
- sit back** 1 to sit comfortably 向后靠着坐: ***Sit back** in your chairs.* 2 to make no effort 袖手旁观: *He **sat back** while others did the work.*
- sit down** to rest yourself in a chair, on the floor, etc 坐下: *We **sat down** on the nearest seat.*
- sit up** to sit with your back straight 坐直: *He's able to **sit up** in bed.*
- slow down** to drive, develop, increase, etc. more slowly 变慢, 减速: *You should **slow down** in a busy street. Sales in supermarkets show no sign of **slowing down**, do they?* Noun: SLOWDOWN
- sort something out** 1 to arrange things in groups or a particular order 整理: *I must **sort out** my old photographs.* 2 to settle disagreements, etc 消除分歧: *The prime minister had to **sort the chaos out** between the two politicians.* 3 to deal with a bad situation 解决问题: *When will this mess **be sorted out**?*
- speak out** (also **speak up**) to say in public what you think or feel 大胆地公开说出来: *If people **spoke out**, the war might end.*
- speak up** 1 to speak more loudly 大声说出: ***Speak up** – we can't hear you.* 2 → SPEAK OUT
- speed up** 1 to move faster 加速: *We **speeded up** but the car was still behind us.* 2 to happen more quickly 更快地发生: *Changes in climate **will speed up** over the next ten years.*
- split up (with)** to no longer be someone's girlfriend or boyfriend 分手: *I **split up with** my girlfriend a few months ago.*
- spread out** to move apart and cover or fill a larger area 散开: *I suggest everyone **spreads out** and looks for her.*
- stand by** to not do anything to help 袖手旁观: *He just **stood by** while others helped us.*
- stand out** to be obvious 突出: *Her intelligence **stood out**.*
- stand up** to rise to your feet with your body upright 站起: *We **stood up** as the visitor entered the room.*
- stand up for someone/something** to support someone, an idea, etc. that is being attacked 保卫; 支持; 维护: *You never **stand up for** me when dad blames me. **Stand up for** your rights!*
- stand up to someone** to refuse to accept unfair treatment from someone 拒绝接受(某人)所给予的不公正待遇: *Don't let your brother tell you who to be friends with – **stand up to** him.*
- start off (with)** to start an activity 开始: *Let's **start off with** a vocabulary game.* KICK, SET OFF

start out 1 to start a journey 起程: *They started out at six o'clock.* 2 to begin your career 事业上起步: *He started out as a lorry driver but became a famous judge.* 3 to begin to be heard, done, etc 开始为人所知, 起步: *Jazz started out in New Orleans.*

start something up to begin a business, group, etc 开始或发起某事: *Helen has started up a walking group.*

stay in (also **stop in**) to be at home and not go out 不出门, 呆在家里: *I can't come to the cinema - I'm staying in tonight.* → BE IN

stay up (late) to not go to bed at the usual time 迟睡: *You can stay up on Friday.* → WAIT UP (FOR)

stick something up to attach a notice, etc. on a wall, etc 将……贴在墙上: *I've stuck up a poster of Madonna.*

stop in → STAY IN

stop off (at) to break your journey 中途稍作停留: *We stopped off at the motorway café for a meal.*

stroll over (to) → WALK OVER (TO)

sum up to give a short statement at the end that shows the main point 总结, 概括: *To sum up, computers can do many tasks.*

switch off to stop paying attention 走神: *He switches off when I ask him a question.*

switch something off to use a switch to stop a light, machine, etc. working 切断 (电流等): *Don't forget to switch off the lights.* → TURN SOMETHING OFF

switch something on to use a switch to make a light, machine, etc. work 接通, 开: *Switch on the kettle and let's have tea.* → TURN SOMETHING ON

take after someone to look or behave like someone 与……相像: *He takes after his mother.*

take something back 1 to return with something to a shop 退回: *This jacket doesn't fit and I'm taking it back.* → BRING, GET, GIVE SOMETHING BACK 2 to admit that you were wrong to say something 承认说错了话: *How dare you call me a liar - take that back.*

take something down to write something 写下, 记下: *Take down this message.* → COPY, GET, PUT, WRITE SOMETHING DOWN

take something in to understand and remember something 领会, 记住: *I didn't take in much of what she said.* → BE TAKEN IN (BY)

take someone in to make someone believe something that is not true 蒙蔽: *We were taken in by her expensive clothes.*

take off to leave the ground 起飞: *The plane took off at seven.* Noun: TAKE-OFF

take something off 1 to remove clothing 脱去衣服: *I took off my coat.* 2 to remove something from a list 移除掉: *Beef has been taken off the menu.* 3 to reduce a price 降价: *They took ten percent off the price. I'll take off another pound from the price.* 4 to use a period of time to have a holiday, etc 休假: *I'm taking off Friday.*

take someone on to give someone a job 开始雇用 (某人): *They've taken on several more men.*

take something on 1 to accept work 接受工作: *You've taken on too much work.* 2 to do something about a problem 处理, 采取行动: *The government must take on the problem of homelessness.*

take someone out to invite someone to go to a cinema, restaurant, etc 带某人出去: *I'm taking her out for a meal this evening.*

take something/it out on someone to make someone suffer because you are angry 向某人发泄, 拿某人出气: *Just because he won't phone you - don't take your disappointment out on me! You may be angry with him, but don't take it out on me.*

take over (from) to take control from someone else 接管: *Diana is ill and she has asked me to take over. I've taken over from Diana.*

take over something to take responsibility for something 接管: *The government took over management of the railways.* Noun: TAKE-OVER

take to someone/something to form a liking for someone or something 喜欢上, 对……产生好感: *We took to our new teacher immediately.*

take something up to do an activity 着手: *Paul has taken up*

swimming.

take up something to use an amount of space 占用位置: *The sofa is nice but it takes up too much space.*

take someone up on something to accept something that someone offers 接受……邀请: *If he offers you the job, will you take him up on it?*

talk something over (with) to discuss something before making a decision 商量, 讨论: *Talk things over with your parents before you decide.*

talk (to someone) about something 与 (某人) 讨论某事 *We met at a party and talked about music for hours. I often talk to Susan in the evenings.*

think about someone/something to think carefully 认真思考: *Think about what failing the exam could mean.*

think of something to find an excuse, etc 找借口: *Can you think of one good reason why I shouldn't punish you?*

throw something away (also **throw something out**) to get rid of something because you don't want or need it 扔掉, 抛弃: *I'm throwing out my old clothes.* → GIVE SOMETHING AWAY

throw something off to take off clothes quickly 匆匆脱下衣服: *I threw off my coat and sat down.*

throw someone/something out (of) to make someone go, or take rubbish, etc. out of a place 赶走, 扔掉: *He was thrown out of college because he didn't do any work.*

tidy (something) up to make an untidy place tidy 收拾, 整理: *Tidy up your room before you go out.*

trigger something off to cause something to start or happen 引发, 激发: *The changes in climate have triggered off floods in many countries.*

try for something to try to get a place at a college or university, a job, a record 试图获得, 谋求: *He is trying for the world record. A place at university is worth trying for.*

try something on to put on clothing and see if it fits or that you like it 试穿: *Why not try on this coat?*

try something out (on) 1 to use something and find out if it works well 试用: *I haven't tried out my new dictionary yet.* Noun: TRY-OUT 2 to test a skill 检验技能: *Have you tried out your English on your penfriend yet?*

turn against someone to become unfriendly towards someone (使)与……作对: *After he came out of prison, everyone had turned against him.* → BE AGAINST SOMETHING/SOMEONE

turn away to turn round and look in another direction 转向另一边: *He turned away and put his hands in his pockets.*

turn someone away to not allow someone into a place 不让进入: *They are turning away everyone without a ticket.*

turn back to return the way you had come 返回: *Let's turn back because we can't see our path in this bad weather.*

turn down to reduce the noise, heat, etc by turning the switch on a machine 关小: *Can you turn down the radio?*

turn someone down to refuse to allow someone to have a job, a place at university, etc 拒绝: *I applied for a place on the computer course but they turned me down.*

turn something down 1 to make noise, light, heat, etc. less strong 调低: *Turn down that television!* 2 to decide not to take a job, offer, etc 拒绝: *He turned down the chance to play professional football.*

turn into someone/something to change or develop into someone or something else 变成: *Her daughter has turned into a beautiful young woman. The caterpillar turned into a beautiful butterfly.*

turn off to drive off a road and join another one 离开而转上另一条路: *Turn off at the next exit.*

turn someone off to be unpleasant, not funny, etc. so that you do not like the person responsible (使)厌烦, 失去兴趣: *His silly jokes about women really turn me off.*

turn something off to stop a light, machine, tap, etc. from giving you light, power, water, etc 关闭: *Please turn the television off. Turn it off. The street lights are turned off at dawn.* → SWITCH SOMETHING OFF

turn off something to leave one road and be in another 离开而转上另一条路: *We turned off the High Street into a narrow*

- road.** Noun: **TURN-OFF**
- turn on someone** to attack someone or treat them badly 袭击, 恶劣地对待: *Why did she turn on you like that?*
- turn something on** to make a light, machine, tap, etc. give you light, power, water, etc 打开: *Please turn on the radio. Turn it on.* → PUT, SWITCH SOMETHING ON
- turn out 1** to appear and be present 出现: *A large crowd turned out to greet the President.* Noun: **TURN-OUT 2** to have a particular result 结果是: *Luckily, her treatment has turned out well. It turned out that Max had my ticket.*
- turn someone out (of)** to make someone leave a place 驱逐, 赶走: *We were all turned out of the classroom.*
- turn something out 1** to stop a lamp, etc. from giving you light 关上, 关掉: *Turn out the light and go to sleep. Turn it out.* → SWITCH SOMETHING OUT. **2** to produce a piece of work 生产, 制造: *She's been turning out some good essays this term.* **3** to take everything out of a bag, pocket, etc 把物品全部翻出来: *I turned out my handbag but I couldn't find my address book.*
- turn over** to move so that you face the other way when you are lying down 转身朝向另一面: *I turned over and faced the wall.*
- turn round** to face the opposite direction 转过身: *I turned round to see who was behind me.*
- turn to someone (for)** **1** to turn round and look towards someone 转过去看某人: *He turned to me and smiled.* **2** to ask someone for help or advice 求助于: *I don't know who to turn to. He turned to his father for advice.*
- turn up** to appear somewhere, especially as a surprise or after a delay 突然出现: *When did Peter turn up? Don't worry - your camera will turn up.*
- turn something up 1** to increase the amount of sound in a radio, etc 调大, 开大: *I can't hear - please turn up the volume.* **2** to shorten trousers, etc 改短: *I'll turn up your trousers.* Noun: **TURN-UP**
- use something up** to use all of something 用光: *You've used up all the milk.*
- wake up (from)** to stop sleeping 醒来: *He woke up from the anaesthetic with a bad headache.*
- wake someone up** to stop someone from sleeping 把某人叫醒: *The sound of the window breaking woke up the whole family.*
- walk in** to enter 进入: *Look who's just walked in!*
- walk out (of)** to leave a meeting, job, etc 离开, 离席: *They have walked out of the talks.* Noun: **WALK-OUT**
- walk out of somewhere** to leave a place, usually because you are disappointed 离开: *Have you ever walked out of a film?*
- walk over (to)** (also **stroll over**) to walk towards someone 朝某人走去: *She calmly walked over to him and pushed his arm.*
- watch out** → LOOK OUT
- watch out for someone 1** → LOOK OUT FOR SOMEONE **2** to pay careful attention 留意: *The owners were watching out for shoplifters.*
- wear off** to become less strong gradually 消退, 消失: *The pain will soon wear off.*
- wind someone up** to do something so that you annoy someone 故意惹恼某人: *Don't respond - he said that to wind you up.* Noun: **WIND-UP**
- wipe something out** to destroy something 毁掉: *The disease wiped out half the population.*
- work at something** to try hard to do something 努力做: *He won't talk to me but I'm working at becoming friends again.*
- work on something 1** to study something in order to find a solution 努力寻找解决办法: *Scientists have been working on a cure for leukaemia.* **2** to do work on something 致力于: *He's been working on his paintings for several weeks.*
- work out 1** to happen successfully 顺利进行: *If things work out, we'll be home by six o'clock.* **2** to do lots of exercise 锻炼: *We worked out hard at the gym.* Noun: **WORK-OUT**
- work something out 1** to manage to find a solution to a problem 找出解决方案: *I've worked out a way to get there.* → MAKE
- SOMETHING OUT. **2** to find the reason why 找出原因: *Try to work out why you made mistakes.*
- wrap up** to put on warm clothes 穿得暖和: *Wrap up well - it's cold outside.*
- wrap something up** to cover something 包起来: *Have you wrapped up the presents yet?*
- write something down** to write information 写下: *I wrote down her phone number.* → COPY, GET, PUT, TAKE SOMETHING DOWN
- zip (something) up** to fasten clothes, etc. using a zip 用拉链拉上: *Zip up the tent - it's very cold.* → BUTTON, DO (SOMETHING) UP

Notes to the Texts

Unit 16 Stories

Lesson 1 Stories from History

1. **City of Pompeii** 庞贝古城，罗马时代城市遗址，位于意大利那不勒斯东南维苏威火山脚下。始建于公元前6世纪。曾因维苏威火山大爆发而被全部埋于火山灰下。在后来的发掘过程中，人们获得了丰富的绘画、雕刻、工艺品及古代建筑资料。目前三分之二已发掘完毕。由于火山灰的掩埋，遗迹保存较完整。
2. **Mount Vesuvius** 维苏威火山，欧洲著名活火山。它位于意大利那不勒斯市东南，海拔1,280米(1970)，意大利南部自然风景区之一。公元79年的大喷发把附近的庞培等城市全部湮没。
3. **Pliny described a cloud coming down the mountain, blocking out the sun and burying everything in its path, including whole villages and towns.** 普利尼描述道，一团云自山巅而降，遮天蔽日，将所经之处的一切，包括一座座村庄和城镇统统吞没。

block out 阻挡，封锁，堵住。如：

The police have blocked out the road where the bomb was found. 警察将发现有炸弹的道路封了。

The trees outside the window block out the sun. 窗外的树木挡住了阳光。

4. **This particularly sad event left a deep impression on Pliny who had lost an uncle in the eruption.** 这场灾难给普利尼留下深刻的印象，他的一位叔叔在灾难中丧生。

leave an impression on sb 给某人留下某种印象。
如：

How you greet a customer can leave a lasting impression (on him/her). 你怎样接待顾客会给他/她留下持久的印象。

I don't want to leave you any false impression. 我不想给你任何错误的印象。

5. **Time Capsule** 时间舱。现在正在西方国家流行的一种以精确地保存历史为目的的活动。做法是把一些精选的能反映当前发展水平和社会风貌的材料，如出版物、照片、信件和实物放入坚固的容器中并埋入地下，同时设定一个较长的发掘时限。
6. **Another man, lying on his side, looks as if he is trying to get up.** 躺在他旁边的另一个人看上去好像是在试图站立起来。

as if 或 as though 引导的从句，常放在 look / sound / smell / feel 等系动词的后面。例如：

That tree looks as if it is going to fall down. 那棵树看起来要倒下。

Tim sounded as if he had a cold. 蒂姆听起来像是患了感冒。

有时，主句中用一般现在时，而 as if 引导的从句中使用相应的过去时态，以表达虚拟。如：

Don't talk to me as if I were a child. 不要把我当孩子那样对我讲话。(我已不是孩子了)

They treat me as if I were their own kid. 他们把我当作亲生的孩子对待。(我不是他们的亲生孩子)

He behaves as if nothing had happened. 他表现得好像什么都没发生似的。(事情已发生了。)

7. **In this way, the city, which the world had once forgotten, lives on nearly 2,000 years after its loss.** 这样，在消失近2,000年后，这座曾经一度被世界遗忘的城市又复活了。

in this (that) way 这样(那样)。如：

Why are you talking to me in this way? 你为什么这样跟我说话?

Don't go on living (in) this way. You should pull yourself together. 不要这样生活下去，你应当振作起来。

Lesson 3 Life Stories

1. **Anne Sullivan** 安妮·沙利文(1866~1936)，美国特殊教育家。她是著名作家和演说家海伦·凯勒的老师。凯勒幼年因病双目失明且耳聋。安妮·沙利文为海伦·凯勒打开了一个全新的世界。经过艰苦的努力，海伦·凯勒获得了巨大的成功。安妮·沙利文功不可没。

2. **Finally, the world of words was opening up to her.** 终于，词语世界向她敞开了。

open up 打开，张开，开门。如：

You can open up the box now. 现在你可以打开盒子。

The flowers slowly opened up in the warmth of the sun. 花儿在温暖的阳光中徐徐开放。

3. **Now that Helen understood the key to language, she was very eager to learn more and use it as much as she could.** 既然海伦理解了语言之谜，她非常渴望学习更多的词语并且尽可能多使用它们。

now that 连接词，意思是：既然，由于。that 可以省略。如：

Now (that) Xiao Wang has arrived, we can start. 既然小王来了，我们可以开始了。

Now (that) I am a lawyer, I think otherwise. 我当了律师，想法就不同了。

4. **Trying to learn the word "love" was an experience that she remembered well.** 学习“爱”(love)这个词的过程是她记忆深刻的一个经历。

Trying to learn ... 是动名词短语做主语。如：

Studying English is hard work. 学习英语是个苦差事。

Doing more exercise every day will keep you healthy.
每天进行锻炼能使你保持健康。

5. **Her words puzzled me very much because I did not then understand anything unless I touched it.** 她的话使我感到非常困惑, 因为那时我若不用手触摸就什么都不理解。

unless 在这里是连词, 意思是“除非, 若不”。
如:

Tom's teacher warned him that he would fail unless he worked harder. 汤姆的老师警告他, 他若不努力就会不及格。

He will run into trouble unless he changes his mind.
他若不改变主意, 就会遇上麻烦。

6. **You cannot touch the clouds, you know; but you feel the rain ...** 你知道, 你不能触摸云彩, 但是你能感觉到下雨。

feel + 名词, 感觉到某种情感或触摸到的某物。
如:

He felt no shame and no regret. 他一点儿也不觉得羞耻或后悔。

It's only a small surgery. You won't feel a thing. 这只是一个小手术, 你不会感觉到什么。

feel + 形容词, 感觉怎样, 摸上去如何。如:

She is alone, but she doesn't feel lonely. 她虽然一个人生活, 但是并不觉得孤独。

This woolen sweater feels very soft. 这件羊毛衫摸上去很柔软。

本课中“*I smelt the violet in her hand and ...*”中的 *smell* 一词也有以上 *feel* 一词的两种用法。

Language Awareness 1

Some adverts present us with a puzzle: they show an unusual image which at first doesn't make sense. 有些广告给我们呈现了一个谜: 它们展示一个不寻常的画面, 让我们开始时感到不解。

make sense 讲得通, 能被人们理解。如:

The story you have made doesn't make sense to me.
你的故事我听不明白。

What he told us doesn't make sense. 他的话没有道理。

Culture Corner

1. **A son or daughter might inherit a nickname as a surname even if they themselves did not share the particular characteristic.** 儿子或女儿可能因袭一个绰号作为自己的姓氏, 而他们本人却并不带有这种特点。

even if 也作 *even though*, 引导让步状语从句, 意为“即使, 尽管”。如:

Believe us. We will back you up to the end even if you fail. 相信我们, 即使你失败, 我们也支持你到底。

They jumped into icy water even if it was freezing cold. 尽管天气寒冷, 他们还是跳到冰水里去了。

2. **They probably didn't like it but they just had to put up with it!** 他们可能不喜欢它, 但又必须接受它。

put up with 忍受, 容忍。如:

You can stay here for a couple of days to see if you can put up with the conditions here. 你可以在这里呆上一两天, 看看能否忍受这里的条件。

I can't put up with the noisy children while I am working. 我工作时无法忍受这群闹哄哄的孩子。

Unit 17 Laughter

Lesson 1 What's So Funny?

1. **Have you ever had trouble trying to spell a word?** 你有没有拼不出单词的时候?

have trouble / difficulty (in) doing 完成某事有困难。如:

He almost had no trouble (in) finding the place. 他几乎没费什么劲就找到了那个地方。

They had great trouble (in) moving the sharks into their new home. 他们花了很大的力气才把鲨鱼搬到新家。

2. **... so I quickly went to the bank to cash a cheque.** ...所以我马上去银行, 把支票兑换成现金。

cash 此处是作动词用。名词作动词用有时会使句子增添一些别致之处。如:

Some old men sat at the side of the street, *eyeing* the passing vehicles. 一些老人坐在街边, 看着过往的车辆。

They had to *elbow* their way through the crowd. 他们不得不挤出人群。

She watched the rain water *inching* its way up the steps. 她看着雨水一点点地漫上了台阶。

The fallen leaves *blanket* the cobble path. What a bright and beautiful autumn scene! 落叶铺满了鹅卵石小路, 多美丽的秋天景色!

Teach me how to *milk* the cows. 教教我如何挤牛奶。

3. **He felt his daughter was mature enough and he didn't want to overlook her opinion ...** 他觉得他女儿很成熟了, 他不想忽视她的意见……

enough 在这里是副词, 意思是“十分, 相当, 很”。如:

It is difficult enough, but I think I can manage it. 这件事够困难的了, 但是我想我能办到。

We all agreed that he was capable enough to deal with the matter. 我们一致认为他有足够的处理能力处理这件事。

overlook 在该句中的意思是“忽视, 没有注意到”。如:

These little details are easily overlooked. 这些微小

的细节容易被忽视。

She tried very hard to do it well, but unfortunately her effort was overlooked. 她非常努力地把这件事做好, 不幸的是她的努力被忽视了。

Lesson 3 My Favourite Comedy

1. **Can you think of a comedian who puts on different voices?** 你能想出一个假装不同声音的喜剧演员吗?

put on 假装, 扮成。如:

When he was questioned, he put on a look of not caring. 当他被盘问时, 他装成一副满不在乎的样子。

During the interview, Xiaoping put on an American accent. 面试时, 小平假操美国口音。

2. **Can you think of a comedian who makes out that he / she is not very bright?** 你能想出一个装作愚钝的喜剧演员吗?

make out 装出, 装作, 假称。如:

Let's make out that we are on an ordinary visit. 让我们假装在做平常的访问。

When she saw us yesterday, she turned immediately and made out to be not seeing us. 昨天当她见到我们时, 她立即转身假装没看见我们。

3. **Can you think of a comedian who really makes you burst out laughing?** 你能想出一个让你突然哈哈大笑的喜剧演员吗?

burst out 突然发出声音。如:

They burst out laughing. 他们突然哈哈大笑起来。

We heard somebody burst out crying in the next room. 我们听见隔壁有人突然大哭。

4. **Can you think of a comedian who really turns you off?** 你能想出一个让你反感的喜剧演员吗?

turn sb. off 使不喜欢, 反感。如:

If your salespeople are pushy, they will turn the customer off. 如果你们的推销员咄咄逼人, 会引起顾客的反感。

This music really turns me off. 这种音乐真让我反感。

5. **He constantly gets into awkward and absurd situations, which greatly amuses audiences regardless of their nationality or culture.** 他常常陷入笨拙和可笑的情景之中; 观众的民族和文化背景尽管各异, 却都会被逗得开怀大笑。

regardless of 不管, 不顾。如:

They are determined to carry out the experiment, regardless of the cost. 他们决心不惜任何代价进行实验。

He left for the exploration, regardless of the pressure and advice from his family and friends. 他不顾家庭的压力和朋友的劝告, 出发探险去了。

6. **The humour is always made clear through a series of simple and funny acts that rely purely on body**

language, which is universal. 这种幽默总是通过一系列简单而可笑的、人人都能看得懂的纯粹的肢体语言动作让观众理解。

rely on 依靠, 依赖。如:

People in this area rely on a small river for their drinking water. 这个地区人们的饮水就靠一条小河。

His sister's monthly salary is the only source of income for the family to rely on. 他姐姐的月工资是他家唯一的收入来源。

7. **When the waiters are not looking, however, he busies himself hiding the raw meat anywhere he can reach ...** 然而, 当服务生不看他时, 他就忙着把生肉藏到任何他够得着的地方。

busy oneself (in, about, with, at) doing sth. 忙着做某事。如:

You cannot find him these days, because he has been busying himself with his own business. 你最近找不到他, 因为他一直在忙他自己的事务。

She busied herself in finding a job in the city. 她忙着在城里找工作。

8. **If you think that Rowan Atkinson is anything like his famous creation, then you are in for a surprise.** 如果你认为罗恩·阿特金森就像他塑造的那些著名的角色那样, 你肯定会大吃一惊的。

be in for 肯定会经历, 注定要遭受。如:

She was late for the third time this week. She would be in for a scolding by the boss. 本周她第三次迟到了, 她一定遭老板骂。

If we can not finish it today, we are in for some trouble. 如果今天我们不能完成。我们肯定会有麻烦。

9. **Rowan was born on January 6, 1955, and spent his early years on the family farm with his mother, three older brothers and his strict father, who did not believe in the value of television.** 罗恩生于1955年1月6日。早年同母亲、三个哥哥和严厉的父亲一起生活在家庭农场上, 他父亲不相信电视的价值。

believe in 相信, 信任, 信赖。如:

I believe in his honesty. 我相信他的诚实。

Do you believe in what he said? 你相信他说的话吗?

10. **Tony Blair** 托尼·布莱尔。英国第51任首相。1958年5月6日生于英国北部爱丁堡市的一个中产阶级家庭, 毕业于牛津大学圣约翰学院法律系, 1984年成为大律师。布莱尔1983年进入下议院, 开始他的政治生涯, 1994年当选为工党领袖, 成为工党历史上最年轻的领袖。1997年5月任首相, 成为1812年以来英国最年轻的首相。2001年8月在大选中再次获胜, 连任首相, 成为英国历史上首位连任的工党首相。

11. **boarding school** 寄宿学校。英国共有2400所私立中学, 其中800余所为寄宿学校。寄宿学校分为小学部和中学部, 小学部的学生一般为7-13岁, 中学部

为13-18岁。学校分为男校、女校或男女同校，通常位于风景优美的农村，有完善的设施和浓郁的家庭气氛。每所寄宿学校都有与众不同的特点，有自己的入学标准与要求。

12. **He compensated for this by talking very deliberately.** 他用不慌不忙的说话方式来弥补这一缺点。

compensate for 弥补。如：

Nothing can compensate for the loss of my mum. 什么也不能补偿我失去妈妈的损失。

The airline company promised they would compensate for the delay. 航空公司承诺他们将对延误做出补偿。

13. **John Lloyd** 约翰·劳埃德。英国广播公司电视喜剧节目制作人。他制作的节目有：Not the Nine O'clock News, Spitting Image 等。

Unit 18 Beauty

Lesson 1 What Is Beauty?

1. **Margaret Wolfe Hungerford** 玛格丽特·沃尔夫·亨格福特(1855~1897)，外号公爵夫人，19世纪浪漫主义小说家。

“Beauty is in the eye of the beholder.” 玛格丽特·沃尔夫·亨格福特的名句，可译为“情人眼里出西施”。

2. **Traditions and fashions, like society itself, change and adapt with time, ...** 正如社会本身，传统和时尚是在变化的，是与时代同步的……

adapt 改变；适应，适合。如：

After we moved to France, the children adapted to the change very quickly. 我们搬到法国后，孩子们很快就适应了这个变化。

It took him a while to adapt himself to the new job. 他花了一些时间才使自己适应了新的工作。

3. **In other cultures, looking thin for a husband-to-be is not what a woman desires at all – rather, looking a little overweight is considered more attractive.** 在其他文化中，女人根本不想在未来丈夫眼中显得苗条，而身材略微丰满才更加迷人。

注意consider一词的用法及被动形式。

consider doing 考虑做某事。如：

He has never considered making a living by playing the violin. 他从未想过靠拉小提琴谋生。

被动：Making a living by playing the violin has never been considered by him.

consider sb/sth to be + n. (adj.) 认为某人(某事)如何。如：

Nobody likes to make friends with him. People consider him to be a selfish man. 没有人喜欢与他交友，大家都认为他很自私。

被动：Nobody likes to make friends with him. He is considered to be a selfish man.

He considers his new job to be very challenging. 他

觉得他的新工作极具挑战性。

被动：His new job is considered to be very challenging.

4. **The human race would soon die out if we could only see beauty within a set of limited criteria.** 如果我们只能够用一套有限的标准来衡量美，人类不久将灭绝。

die out 熄灭，绝种。如：

This kind of bird is dying out. 这种鸟濒临灭绝。

The fire finally died out. 火最终熄灭了。

be restricted to 限制在某范围内。如：

I am restricted to three cups of coffee a day. 我一天只能喝三杯咖啡。

Use of the pool is restricted to club members. 游泳池仅对俱乐部成员开放。

a set of 一组，一套。如：

Among his birthday presents was a set of electric trains from his father. 他的生日礼物中有一套爸爸送的电动火车。

This is the very stamp I need to complete my set. 我只差这张邮票就凑成一套了。

5. **We are influenced by our culture, our biology and our time in history to notice physical beauty quickly and easily, but it is inner beauty that requires us to truly see.** 受文化、生理和历史时期的制约，我们能够快速地、轻而易举地看到外在的美，但其实内在的美才真正需要我们注意。

be influenced 被影响，制约。如：

Supply is influenced by demand. 需求影响供给。

Each one of us is influenced by the society. 我们每个人都受社会制约。

Lesson 2 What's Your Favourite Music?

1. **Zhou Jielun** 台湾当红歌手。被人称为音乐天才和E时代的音乐人。
2. **Rain** 雨，原名郑智薰，韩国歌星。
3. **Deng Lijun** 邓丽君(1953-1995)。祖籍河北省大名县，1953年出生于台湾云林县。在很多人的心目中，邓丽君是中国有史以来最成功的女歌手。
4. **Zhou Xuan** 周璇(1918-1957)。女演员，江苏常州人。生前拍摄了四十多部电影，是二十世纪三、四十年代蜚声海内外的一代歌手。

Lesson 3 Poetry

1. **The Night Before Christmas** 也叫A Visit from St. Nicholas, 是一首在西方流传较广的诗歌。
2. **Major Henry Livingstone Jr.** 小梅杰·亨利·利文斯通(1748-1828)。有些学者认为他是“The Night Before Christmas”的真正作者。利文斯通生于美国纽约的波基普西，与从事神学和政治生涯的两个兄弟不同，他一生淡泊名利，安于平静的乡村生活，靠自己的劳动供养着一个大家庭。工作之余，从事

写作、绘画和音乐创作。

3. **Clement Clarke Moore** 克莱门特·克拉克·穆尔(1779~1863)。美国教育家和诗人,生于纽约,毕业于哥伦比亚大学。穆尔出身于名门世家,其父是哥伦比亚大学的校长和纽约圣公会的主教。据传“The Night Before Christmas”这首诗是1822年圣诞节前夕,穆尔买了一只火鸡乘坐雪橇回家过节时在路上写的。他将该诗读给他的妻子和六个子女,后来他的一个朋友听到了这首诗,将该诗送到当地的一家报社发表。很快该诗在美国国内传开,后来又传到西方其他国家,深受人们的喜爱。1844年穆尔将该诗放在一本诗集中出版。

Communication Workshop

Beauty and the Beast 《美女与野兽》,法国电影,导演是让·考克多。故事改编自格林童话《少女与狮子》。

Madame Le Prince de Beaumont 布芒夫人(1711~1780),移居英国的法国贵族,作家和教育家。

Language Awareness 3

Sherlock Holmes 夏洛克·福尔摩斯,英国小说家柯南·道尔笔下多部侦探小说的主人公。

Culture Corner

1. **Romanticism** 浪漫主义,西方18世纪后半叶至19世纪中期流行的文学艺术思潮。浪漫主义最突出、最本质的特征是它的主观性,即偏重于表现主观理想,抒发强烈的个人感情。
2. **William Wordsworth** 威廉·华兹华斯(1770~1850),英国诗人。他毕业于剑桥大学,常年隐居于风光明媚的英格兰湖区,常和农民攀谈,在冥想和吟诗中度过一生大部分时光,成为“湖畔派”诗人的代表。1843年,他被英国王室封为“桂冠诗人”。他的代表作有长诗《序曲》,组诗《不朽颂》,《露茜》和抒情诗《孤独的割麦女》等。
3. **Samuel Taylor Coleridge** 塞缪尔·泰勒·柯尔律治(1772~1834),英国诗人、评论家。柯尔律治的诗数量不多,但《古舟子咏》,《克里斯特贝尔》和《忽必烈》均为脍炙人口之作,是英国诗歌中的瑰宝。
4. **Lyrical Ballads** 《抒情歌谣集》,1798年柯尔律治和华兹华斯共同发表的诗集,是浪漫主义诗歌的宣言书。

Literature Spot 6

1. **Sir John Mandeville** 约翰·曼德维尔爵士(?~1371),英国作家。1357年根据马可·波罗访问中国后写的《游记》等二手材料著成《曼德维尔游记》。
2. **Richard Hakluyt** 理查德·哈克里特(1552~1616),英国地理学家。
3. **Henry Fielding**, 亨利·菲尔丁(1707~1754),英国小说家和剧作家。

Laurence Sterne 劳伦斯·斯特恩(1713~1768),英

国小说家和幽默作家。

4. **Mary Kingsley** 玛丽·金斯利(1862~1900),英国女探险家,是第一个到达加蓬的欧洲人。
5. **Henry Bates** 亨利·贝茨(1825~1892),英国博物学家和探险家。
6. **Robert Byron** 罗伯特·拜伦(1905~1941),英国旅行家及文明鉴赏家。
7. **Freya Stark** 弗雷亚·斯塔克(1893~1993),法国女旅行家和作家。她到过中东和亚洲许多地方,经历过两次世界大战,1993年于塞浦路斯逝世,享年100岁。
8. **Bruce Chatwin** 布鲁斯·查特温,英国游记作家。他阅历丰富,读他的书就好像被导游领着去没有去过的地方,新奇刺激而又有趣。查特温1989年死于艾滋病。
9. **V. S. Naipaul** 奈保尔(1932~),英国籍特立尼达作家,曾获2001年诺贝尔文学奖。他的主要著作有:《游击队》,《印度:一个受伤的文明》,《大河弯》和《世道人心》等。
10. **Paul Theroux** 保罗·瑟罗克斯(1941~),美国小说家和游记作者。
11. **Bill Bryson** 比尔·布赖森(1951~),美国作家,畅销书作者。
12. **Karen Connolly** 凯伦·康纳利(1969~),加拿大作家,其作品在1993年曾获加拿大总督奖。

Vocabulary in Each Unit

(注: 带*号的词为非课程标准词)

Unit 16

Warm-up

biography /baɪ'ɒgrəfi/ <i>n.</i> 传记	(5)
fantasy /'fæntəsi/ <i>n.</i> 想象(幻想)物	(5)
* horror /'hɒrə/ <i>n.</i> 惊恐, 恐惧	(5)
abandon /ə'bændən/ <i>vt.</i> 放弃, 遗弃	(5)
come into view 出现	(5)
knock sb. over 撞倒某人	(5)
victim /'vɪktɪm/ <i>n.</i> 受害者	(5)
once upon a time 从前	(5)
* princess /,prɪn'ses/ <i>n.</i> 公主, 王妃	(5)
criteria /kraɪ'tɪəriə/ <i>pl. n.</i> (评判的)标准	(5)
novelist /'nɒvəlɪst/ <i>n.</i> (长篇)小说家	(5)

Lesson 1

volcanic eruption /vɒl'kænɪk ɪ'rʌpʃən/ 火山爆发	(6)
preserve /prɪ'zɜ:v/ <i>vt.</i> 保护, 保存	(6)
capsule /'kæpsju:l/ <i>n.</i> 胶囊; 太空舱	(6)
witness /'wɪtnɪs/ <i>v.</i> 目击	(6)
occur /ə'kɜ:/ <i>vi.</i> 发生	(6)
tremble /'treɪmbl/ <i>vi.</i> 颤抖, 发抖	(6)
block out 堵住	(6)
particularly /pə'tɪkjʊləli/ <i>adv.</i> 特别地; 特定地	(6)
loss /lɒs/ <i>n.</i> 遗失, 丢失	(6)
awesome /'ɔ:səm/ <i>adj.</i> 令人敬畏的	(6)
in a way 从某种程度上说	(6)
rewind /ri:'waɪnd/ <i>vi. & vt.</i> 倒回	(6)
architecture /'ɑ:kɪtektʃə/ <i>n.</i> 建筑	(6)
authentic /ɔ:'θentɪk/ <i>adj.</i> 原作的; 真正的	(6)
characteristic /kærɪktə'rɪstɪk/ <i>adj.</i> 典型的	(6)
monument /'mɒnjumənt/ <i>n.</i> 纪念碑, 纪念堂	(6)
gather /'gæðə/ <i>vi. & vt.</i> 聚集	(6)
on one's side 侧身	(6)
sorrow /'sɒrəʊ/ <i>n.</i> 悲伤, 难过	(6)
sympathy /'sɪmpəθi/ <i>n.</i> 同情	(6)
burst /bɜ:st/ <i>vi.</i> 爆炸; 冲, 闯	(7)
split up (使)解散; 决裂	(7)
on the way to 在去……的路上	(7)
pay rise 增加工资	(7)

Lesson 2

specific /spə'sɪfɪk/ <i>adj.</i> 详细的; 特定的	(8)
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significance /sɪg'nɪfɪkəns/ <i>n.</i> 重要性; 意义	(8)
abnormal /æb'nɔ:məl/ <i>adj.</i> 反常的, 不正常的	(8)
vivid /'vɪvɪd/ <i>adj.</i> 生动的, 逼真的	(8)
hardship /'hɑ:dʃɪp/ <i>n.</i> 艰苦, 困苦	(8)
* pillar /'pɪlə/ <i>n.</i> 支柱	(8)
violinist /,vaɪə'lɪnɪst/ <i>n.</i> 小提琴家	(8)
name ... after 以……的名字给某人/某物命名	(8)
come across 偶然遇见	(8)
hold up 支撑起	(8)
count on 依靠	(8)
origin /'ɒrɪdʒɪn/ <i>n.</i> 起源, 开端; 出身	(8)
figure out 理解	(8)
* heather /'heðə/ <i>n.</i> 石南属植物	(8)
discourage /dɪs'kʌrɪdʒ/ <i>vt.</i> 使泄气, 使灰心	(8)
end up 以……结束, 以……告终	(8)
put up with 容忍, 忍受	(8)
suffering /'sʌfərɪŋ/ <i>n.</i> 痛苦, 困难	(8)
musical /'mju:zɪkəl/ <i>adj.</i> 音乐的 <i>n.</i> 音乐剧, 音乐片	(8)
musical instrument 乐器	(8)
admirable /'ædmərəbəl/ <i>adj.</i> 令人钦佩的	(8)
tease /ti:z/ <i>vt.</i> 嘲笑, 取笑	(8)
suspension /sə'spenʃən/ bridge 吊桥	(8)
videophone /'vɪdiəʊfəʊn/ <i>n.</i> 可视电话	(9)
in particular 特别, 尤其	(9)

Lesson 3

superb /sju:'pɜ:b/ <i>adj.</i> 出色的, 卓越的	(10)
severe /sɪ'vɪə/ <i>adj.</i> 严重的; 严厉的	(10)
restriction /rɪ'strɪkʃən/ <i>n.</i> 限制, 约束	(10)
unbearable /ʌn'beərəbəl/ <i>adj.</i> 不能忍受的	(10)
stubborn /'stʌbən/ <i>adj.</i> 倔强的, 固执的	(10)
former /'fɔ:mə/ <i>adj.</i> 以前的	(10)
troublesome /'trʌbləsəm/ <i>adj.</i> 引起麻烦的	(10)
straightforward /streɪ'tfɔ:wəd/	
<i>adj.</i> 直接的; 坦率的	(10)
precise /prɪ'saɪs/ <i>adj.</i> 准确的, 精确的	(10)
* imitation /ɪmɪ'teɪʃən/ <i>n.</i> 模仿	(10)
precious /'preʃəs/ <i>adj.</i> 宝贵的, 珍贵的	(10)
now that 既然, 由于	(11)
eager /'i:gə/ <i>adj.</i> 渴望的, 热衷的	(11)
gradual /'grædʒʊəl/ <i>adj.</i> 逐渐的	(11)
expand /ɪk'spænd/ <i>v.</i> 扩大, 扩充	(11)

complex /'kɒmpleks/ <i>adj.</i> 复杂的	(11)	agent /'eɪdʒənt/ <i>n.</i> 代理人, 经销商	(20)
apparent /ə'pærənt/ <i>adj.</i> 明显的, 显而易见的	(11)	queue /kju:/ <i>vi.</i> 排队	(20)
* violet /'vaɪələt/ <i>n.</i> 紫罗兰	(11)	yell /jel/ <i>vi.</i> 叫喊, 叫嚷	(20)
sweetness /'swi:tnis/ <i>n.</i> 甜蜜, 温柔	(11)	wait in line 排队	(20)
warmth /wɔ:mθ/ <i>n.</i> 温暖	(11)	identification /aɪ.dentɪfɪ'keɪʃən/ <i>n.</i> 身份	(20)
breakthrough /'breɪkθru:/ <i>n.</i> 突破, 重大发现	(11)	sunburnt /'sʌnbɜ:nt/ <i>adj.</i> 晒黑的	(21)
uncertain /ʌn'sɜ:tn/ <i>adj.</i> 不确定的	(11)	messy /'mesi/ <i>adj.</i> 凌乱的, 肮脏的	(21)
Communication Workshop		scared /skeəd/ <i>adj.</i> 惊恐的, 担惊受怕的	(21)
tiresome /'taɪəsəm/ <i>adj.</i> 讨厌的, 令人厌倦的	(12)	thriller /'θrɪlə/ <i>n.</i> 惊险小说 (戏剧、电影)	(21)
awkward /'ɔ:kwəd/ <i>adj.</i> 笨拙的; 令人不舒服的	(12)	swiftly /'swɪftli/ <i>adv.</i> 迅速地	(21)
* spill /spɪl/ <i>vi.</i> & <i>vt.</i> 洒出, 溅出	(12)	black eye (打得) 鼻青眼肿	(21)
* nasty /'nɑ:sti/ <i>adj.</i> 令人不愉快的; 不善良的	(12)	* pool /pu:l/ <i>n.</i> 台球	(21)
tense /tens/ <i>adj.</i> 紧张的	(12)	tournament /'tuənəmənt/ <i>n.</i> 锦标赛, 联赛	(21)
dizzy /'dɪzi/ <i>adj.</i> 头晕目眩的	(12)	* nap /næp/ <i>n.</i> 小睡, 打盹	(21)
applaud /ə'plɔ:d/ <i>vi.</i> & <i>vt.</i> 鼓掌	(12)	border /'bɔ:də/ <i>n.</i> 国界, 边境	(21)
clumsy /'klʌmzi/ <i>adj.</i> 笨拙的; 不得体的	(12)	Lesson 2	
* harp /hɑ:p/ <i>n.</i> 竖琴	(13)	psychology /saɪ'kɒlədʒi/ <i>n.</i> 心理学	(22)
* fairy /'feəri/ <i>n.</i> 小仙子, 小精灵	(13)	acknowledge /ək'nɒlɪdʒ/ <i>vt.</i> 认可, 承认	(22)
Unit 17		being /'bi:ɪŋ/ <i>n.</i> 人; 物; 生物	(22)
Warm-up		get rid of 处理掉, 摆脱	(22)
amuse /ə'mju:z/ <i>vt.</i> 逗乐, 使(某人)笑	(19)	profession /prə'feʃən/ <i>n.</i> 职业, 专业	(22)
burst out laughing 突然笑起来	(19)	fool around 胡闹, 瞎弄	(22)
* giggle /'gɪgəl/ <i>vi.</i> 咯咯地傻笑	(19)	from time to time 不时地	(22)
anecdote /'ænikdəʊt/ <i>n.</i> 轶事, 趣闻	(19)	authority /ɔ:'θɒrɪti/ <i>n.</i> 权威; 权力	(22)
ridiculous /rɪ'dɪkjʊləs/ <i>adj.</i> 荒谬的, 可笑的	(19)	figure /'fɪgə/ <i>n.</i> 人物	(22)
politician /,pɒlɪ'tɪʃən/ <i>n.</i> 政治家	(19)	campaign /kæm'peɪn/ <i>n.</i> 运动	(22)
response /rɪ'spɒns/ <i>n.</i> 回答	(19)	result in 导致, 造成	(22)
unbelievable /,ʌnbɪ'li:vəbəl/		alongside /ə'lɒŋ'saɪd/ <i>prep.</i> 在……旁边, 与……并排	(22)
<i>adj.</i> 不可置信的, 极其惊人的	(19)	resist /rɪ'zɪst/ <i>vt.</i> 抵抗, 抵制	(22)
agency /'eɪdʒənsi/ <i>n.</i> 代理处, 经销处	(19)	tension /'tenʃən/ <i>n.</i> 紧张, 焦虑	(22)
visa /'vi:zə/ <i>n.</i> 签证	(19)	caution /'kɔ:ʃən/ <i>n.</i> 谨慎, 小心	(23)
my goodness 天哪, 哎呀	(19)	scratch /skrætʃ/ <i>n.</i> 痕迹或划伤 <i>vt.</i> 划 (破)	(23)
Lesson 1		scold /skəʊld/ <i>vt.</i> 骂, 责骂	(23)
harmony /'hɑ:məni/ <i>n.</i> 协调, 和谐	(20)	forbid /fə'brɪd/ <i>vt.</i> 禁止, 不准	(23)
cash a cheque 兑现支票	(20)	run into 撞上	(23)
withdraw /wɪð'drɔ:/ <i>vt.</i> 提取; 撤退	(20)	Lesson 3	
forgetful /fə'getfəl/ <i>adj.</i> 健忘的	(20)	comedy /'kɒmɪdi/ <i>n.</i> 喜剧	(24)
mature /mə'tʃʊə/ <i>adj.</i> 成熟的	(20)	comedian /kə'mi:diən/ <i>n.</i> 喜剧演员	(24)
overlook /,əʊvə'lʊk/ <i>vt.</i> 忽视	(20)	* imitate /'ɪmɪteɪt/ <i>vt.</i> 模仿	(24)
clarify /'klærɪfaɪ/ <i>vt.</i> 澄清, 讲清楚	(20)	put on 假装	(24)
delay /dɪ'leɪ/ <i>n.</i> 延误, 延期	(20)	turn sb. off 令人讨厌	(24)
counter /'kaʊntə/ <i>n.</i> 柜台	(20)	regardless of 不管, 不顾	(24)
		purely /'pjʊəli/ <i>adv.</i> 完全地, 仅仅	(24)

universal /ˌjuːnɪˈvɜːsəl/	
adj. 通用的, 普遍的; 全世界的	(24)
seal /si:l/ vt. 封, 密封	(24)
astonish /ə'stɒnɪʃ/ vt. 使惊讶, 使惊骇	(24)
saucer /'sɔːsə/ n. 茶托, 茶杯碟	(24)
* steak tartare /'steɪk tɑːtɑː/ 鞑靼牛肉末	(24)
raw /rɔː/ adj. 生的, 未煮过的	(24)
disgusting /dɪs'gʌstɪŋ/ adj. 厌恶的	(24)
desperate /'despəɪt/ adj. 不顾一切的	(24)
* boarding school 寄宿学校	(25)
obtain /əb'teɪn/ vt. 得到, 获得	(25)
partly /'pɑːtli/ adv. 部分地	(25)
compensate /'kɒmpənsət/ vt. 补偿, 赔偿	(25)
convince /kən'vɪns/ vt. 使相信	(25)
play around 四处游戏	(25)
pull faces 做鬼脸	(25)
rarely /'reəli/ adv. 很少, 难得	(25)
* presence /'prezəns/ n. 存在; 到场, 出席	(25)
* genius /'dʒiːniəs/ n. 天才	(25)

Communication Workshop

depth /depθ/ n. 深(度), 纵深	(26)
scare /skeə/ vt. 使恐惧	(26)
string /strɪŋ/ n. 绳, 线	(26)
starve /stɑːv/ vi. 挨饿, 饿死	(26)
loaf /ləʊf/ n. (面包的)一条	(26)
yawn /jɔːn/ vi. 打哈欠	(26)
tough /tʌf/ adj. 艰难的; 不幸的; 强壮的, 强健的	(27)
* cross-talk /'krɒs tɔːk/ n. 相声	(27)
component /kəm'pəʊnənt/ n. 成分, 组成部分	(27)
thanks to 多亏; 由于	(27)
accomplish /ə'kʌmplɪʃ/ vt. 取得(成功), 完成(任务)	(27)

Unit 18

Warm-up

breathless /'breθlɪs/ adj. 令人屏息的	(33)
* masterpiece /'mɑːstəpiːs/ n. 杰作, 名作	(33)
* scenic /'siːnɪk/ adj. 自然景色的, 风景优美的	(33)
superior /suː'piəriə/ adj. 高级的, 上等的	(33)
sideways /'saɪdweɪz/ adv. 向一边, 向一侧	(33)
vertical /'vɜːtɪkəl/ adj. 垂直的, 竖的	(33)
adore /ə'dɔː/ vt. 敬爱, 非常喜欢	(33)
rainbow /'reɪnbəʊ/ n. 彩虹	(33)

Lesson 1

* flock /flɒk/ vi. 聚集	(34)
* beholder /bɪ'həʊldə/ n. 观看者	(34)
consistent /kən'sɪstənt/ adj. 一致的, 始终如一的	(34)
* corset /'kɔːsɪt/ n. 紧身胸衣	(34)
woollen /'wʊlən/ adj. 羊毛制的	(34)
* shawl /ʃɔːl/ n. 披肩, 围巾	(34)
* tattoo /tə'tuː/ n. 纹身	(34)
slim /slɪm/ vi. & adj. (通过节食、加强运动等) 减肥; 苗条的	(34)
overweight /,əʊvə'weɪt/ adj. 超重的, 过重的	(34)
commitment /kə'mɪtmənt/ n. 责任, 义务; 承诺	(34)
die out 完全消失, 灭绝	(34)
accompany /ə'kʌmpəni/ vt. 伴随, 陪同	(34)
range /reɪndʒ/ n. (数、量、年龄等的) 变化范围	(34)
conscience /'kɒnʃəns/ n. 良心	(34)
* inner /'ɪnə/ adj. 内部的, 里面的	(34)
subjective /səb'dʒektɪv/ adj. 主观的	(34)
dimension /daɪ'menʃən/ n. 方面; 度量	(34)
command /kə'mɑːnd/ n. 命令, 指挥	(35)
tasteless /'teɪstləs/ adj. 没有味道的	(35)
botany /'bɒtəni/ n. 植物学	(35)
skateboard /'sketbɔːd/ vi. 用滑板滑行	(35)

Lesson 2

symphony /'sɪmfəni/ n. 交响乐, 交响曲	(36)
accessible /ək'sesɪbəl/ adj. 容易理解的	(36)
delicate /'delɪkət/ adj. 精美的, 雅致的	(36)
tune /tjuːn/ n. 曲调, 旋律	(36)
deliver /dɪ'lɪvə/ vt. 递送, 传送	(36)
thrill /θrɪl/ n. 兴奋; 恐惧 v. 使兴奋	(36)
dignity /'dɪɡnɪti/ n. 尊贵; 庄严	(36)
polished /'pɒlɪʃt/ adj. 优雅的, 精致的	(36)
refresh /rɪ'freʃ/ vt. 消除……的疲劳, 使振作精神	(36)
* sentimental /,senti'mentl/ adj. 多愁善感的	(36)
shabby /'ʃæbi/ adj. 低劣的; 肮脏破烂的	(36)
harsh /hɑːʃ/ adj. 刺耳的, 刺眼的	(36)
chorus /'kɔːrəs/ n. 合唱部分	(36)
tendency /'tendənsi/ n. 倾向, 趋势	(36)
vain /veɪn/ adj. 自负的, 炫耀的	(36)
* lyrics /'lɪrɪks/ n. 歌词	(36)
abrupt /ə'brʌpt/ adj. 突然的, 出其不意的	(36)
disturbing /dɪ'stɜːbɪŋ/ adj. 使人烦恼的	(36)
version /'vɜːʃən/ n. 版本; 说法	(36)
* stuff /stʌf/ n. 东西, 材料	(36)

steady /'stedɪ/ <i>adj.</i> 平稳的; 稳定的	(36)	bits and pieces 各种各样的零碎东西	(41)
		childish /'tʃɪldɪʃ/ <i>adj.</i> 孩子的, 幼稚的	(42)
Lesson 3			
Christian /'krɪstʃən/ <i>adj.</i> 基督教的	(38)	Names	
endless /'endləs/ <i>adj.</i> 没完没了的, 永无休止的	(38)	Pliny /'plɪni/ 普林尼	(6)
freezing /'fri:zɪŋ/ <i>adj.</i> 严寒的, 冰冻的	(38)	Heather Smith /'heðə smɪθ/ 希瑟·史密斯	(6)
romantic /rəʊ'mæntɪk/ <i>adj.</i> 浪漫的	(38)	Isaac Evans /'aɪzək 'evənz/ 艾萨克·埃文斯	(6)
* tranquil /'træŋkwɪl/ <i>adj.</i> 平静的, 宁静的	(38)	Itzhak Perlman /'ɪzək 'pɜ:lmən/ 伊扎克·帕尔曼	(6)
* hoarfrost /'hɔ:frɒst/ <i>n.</i> 白霜	(38)	Socrates /'sɒkrəti:z/ 苏格拉底	(6)
bend /bend/ <i>v.</i> 弯曲	(38)	Helen Keller /'helən 'kelə/ 海伦·凯勒	(10)
* homesickness /'həʊmsɪknɪs/ <i>n.</i> 想家, 思乡	(38)	Anne Sullivan /æn 'sʌləvən/ 安妮·沙利文	(10)
* drown /draʊn/ <i>vi. & vt.</i> 淹没, 淹死	(38)	Oscar Wilde /'ɒskə waɪld/ 奥斯卡·王尔德	(11)
vague /veɪg/ <i>adj.</i> 模糊的	(38)	Eurydice /juə'ɪdɪsi:/ 欧律狄刻	(13)
* hoof /hu:f/ <i>n.</i> 蹄	(38)	Orpheus /'ɔ:fju:s/ 俄耳甫斯	(13)
stout /staut/ <i>adj.</i> 肥胖的	(38)	Whoopi Goldberg /'wu:pi 'gəʊldbɛg/ 乌比·戈德堡	(19)
bound /baʊnd/ <i>n.</i> 一跳, 一跃	(38)	Will Rogers /wɪl 'rɒdʒəz/ 威尔·罗杰斯	(19)
oval /'əʊvəl/ <i>adj.</i> 卵形的, 椭圆形的	(38)	Groucho Marx /'grəʊtʃə mɑ:ks/ 格罗克·马克思	(19)
bow /bəʊ/ <i>n.</i> 弓; 弧形物; 蝴蝶结	(38)	Woody Allen /'wʊdi 'ælən/ 伍迪·艾伦	(19)
* jerk /dʒɜ:k/ <i>n.</i> 猛拉, 猛的一动	(38)	Elsa Maxwell /elsə 'mækswel/ 爱尔莎·麦克斯威尔	(19)
* chimney /'tʃɪmni/ <i>n.</i> 烟囱	(38)	Ken Coates /ken 'kəʊts/ 凯恩·考特兹	(19)
* sleigh /sleɪ/ <i>n.</i> 雪车, 雪橇	(38)	Charlie Chaplin /'tʃɑ:li 'tʃæplɪn/ 查理·卓别林	(19)
* thistle /'θɪsəl/ <i>n.</i> 蓟 (一种野生植物, 叶片带刺, 开紫花)	(38)	William Fry /'wɪlɪəm fraɪ/ 威廉·福莱	(22)
tone /təʊn/ <i>n.</i> 语调; 语气	(39)	Nigel /'nɪdʒəl/ 奈杰尔	(23)
unlike /ʌn'laɪk/ <i>prep.</i> 不像, 和……不同	(39)	Mr Bean /bi:n/ 憨豆先生	(24)
convey /kən'veɪ/ <i>vt.</i> 传达, 表达	(39)	Rowan Atkinson /'rəʊən 'ætkɪnsən/ 罗恩·阿特金森	(25)
affection /ə'fekʃən/ <i>n.</i> 爱慕, 钟爱	(39)	Tony Blair /'təʊni bleə/ 托尼·布莱尔	(25)
		John Lloyd /'dʒɒn lɔɪd/ 约翰·劳埃德	(25)
		Jonathan Swift /'dʒɒnəθən swɪft/ 乔纳森·斯威夫特	(26)
Communication Workshop		Napoleon /nə'pəʊlɪən/ 拿破仑	(28)
merchant /'mɜ:tʃənt/ <i>n.</i> 商人	(40)	Grock /grɒk/ 格洛克	(29)
treat /tri:t/ <i>vt.</i> 对待	(40)	Margaret Wolfe Hungerford /'mɑ:gərɪt wʊlf 'hʌŋgfɔ:d/ 玛格丽特·沃尔夫·亨格福特	(34)
trap /træp/ <i>vt.</i> 诱捕, 设圈套	(40)	the Beatles 披头士乐队	(36)
theme /θi:m/ <i>n.</i> 主题	(40)	Leonard Bernstein /'lenəd bɜ:n'steɪn/ 雷纳德·伯恩斯坦	(37)
manner /'mænə/ <i>n.</i> 方式, 方法	(40)	Major Henry Livingstone Jr. 小梅杰·亨利·利文斯通	(38)
drawback /'drɔ:bæk/ <i>n.</i> 缺点, 弊端	(40)	Clement Clarke Moore /'klemənt kla:k 'muə/ 克莱门特·克拉克·穆尔	(38)
strike /straɪk/ <i>vt.</i> 打; 打动	(40)	Jean Cocteau /'kɒk təʊ/ 让·考克多	(40)
striking /'straɪkɪŋ/ <i>adj.</i> 引人注目的, 突出的	(40)	Madame le Prince de Beaumont 布芒夫人	(40)
evident /'evɪdənt/ <i>adj.</i> 明显的, 明白的	(40)	Jean Marais 让·马雷	(40)
* cute /kju:t/ <i>adj.</i> 娇小可爱的	(40)	Josette Day 约西·戴伊	(40)
recommend /,rekə'mend/ <i>vt.</i> 推荐, 介绍	(40)	Felicie /fə'lɪsiə/ 费利西娅	(40)
recommendation /,rekə'men'deɪʃən/ <i>n.</i> 推荐, 介绍	(40)	Adelaide /'ædəleɪd/ 阿德莱德	(40)
plot /plɒt/ <i>n.</i> 情节; 小块土地	(40)		
* DJ /,di: 'dʒeɪ/ <i>n.</i> 电台流行音乐主持人	(41)		
hang on a second 等一下	(41)		
catalogue /'kætələg/ <i>n.</i> 商品目录	(41)		

Sue /su:/ 苏	(41)
Richard /'rɪtʃəd/ 理查德	(41)
Kate /keɪt/ 凯特	(41)
Sherlock Holmes /'ʃɜ:lɒk 'həʊlmz/ 夏洛克·福尔摩斯	(43)
Peterson /'pi:təsən/ 彼得森	(43)
Watson /'wɒtsn/ 沃森	(43)
Henry Baker /'henri 'beɪkə/ 亨利·贝克	(43)

Places

Pompeii /pɒm'peɪ/ 庞培	(6)
Vesuvius /vɪ'su:vjəs/ 维苏威火山	(6)
the Aral /'æərəl/ Sea 咸海	(6)
Thailand /'taɪlənd/ 泰国	(20)
Heathrow /'hi:θrəʊ/ airport (英国伦敦的) 希思罗机场	(20)
Newcastle /'nju:kɑ:sl/ University 纽卡斯尔大学	(25)
Oxford /'ɒksfəd/ 牛津	(25)
the Lake District (英国) 湖区	(33)

Word List

(注: 带*号的词为非课程标准词)

A

abandon /ə'bændən/ *vt.* 放弃; 遗弃
abnormal /æb'nɔ:məl/ *adj.* 反常的, 不正常的
abrupt /ə'brʌpt/ *adj.* 突然的, 出其不意的
accessible /ək'sesɪbəl/ *adj.* 容易理解的
accompany /ə'kʌmpəni/ *vt.* 伴随, 陪同
accomplish /ə'kʌmplɪʃ/ *v.* 取得(成功), 完成(任务)
acknowledge /ək'nɒlɪdʒ/ *vt.* 认可, 承认
admirable /'ædmərəbəl/ *adj.* 令人钦佩的
adore /ə'dɔ:/ *vt.* 敬爱, 非常喜欢
affection /ə'fekʃən/ *n.* 爱慕, 钟爱
agency /'eɪdʒənsi/ *n.* 代理处, 经销处
agent /'eɪdʒənt/ *n.* 代理人, 经销商
alongside /ə'lɒŋ'saɪd/ *prep.* 在……旁边, 与……并排
amuse /ə'mju:z/ *vt.* 逗乐, 使(某人)笑
anecdote /'æni:kdeɪt/ *n.* 轶事, 趣闻
apparent /ə'pærənt/ *adj.* 明显的, 显而易见的
applaud /ə'plɔ:d/ *vt.* 鼓掌
architecture /'ɑ:kɪtektʃə/ *n.* 建筑
astonish /ə'stɒnɪʃ/ *vt.* 使惊讶, 使惊骇
authentic /ɔ:'θentɪk/ *adj.* 原作的; 真正的
authority /ɔ:'θɔ:rti/ *n.* 权威; 权力
awesome /'ɔ:səm/ *adj.* 令人敬畏的
awkward /'ɔ:kwəd/ *adj.* 笨拙的; 令人不舒服的

B

* beholder /bi'həʊldə/ *n.* 观看者
being /'bi:ɪŋ/ *n.* 人; 物; 生物
bend /bend/ *v.* 弯曲
biography /baɪ'ɒgrəfi/ *n.* 传记
bits and pieces 各种各样的零碎东西
black eye (打得) 鼻青眼肿
block out 堵住
* boarding school 寄宿学校
border /'bɔ:də/ *n.* 国界, 边境
botany /'bɒtəni/ *n.* 植物学
bound /baʊnd/ *n.* 一跳, 一跃
bow /bəʊ/ *n.* 弓; 弧形物; 蝴蝶结
breakthrough /'breɪkθru:/ *n.* 突破, 重大发现
breathless /'breθləs/ *adj.* 令人屏息的
burst /bɜ:st/ *vi.* 爆炸, 冲, 闯
burst out laughing 突然笑起来

C

campaign /kæm'peɪn/ *n.* 运动
capsule /'kæpsju:l/ *n.* 胶囊; 太空舱
cash a cheque 兑现支票
catalogue /'kætələg/ *n.* 商品目录
caution /'kɔ:ʃən/ *n.* 谨慎, 小心
characteristic /kærɪktə'rɪstɪk/ *adj.* 典型的
childish /'tʃaɪldɪʃ/ *adj.* 孩子的, 幼稚的
* chimney /'tʃɪmni/ *n.* 烟囱
chorus /'kɔ:rəs/ *n.* 合唱部分
Christian /'krɪstʃən/ *adj.* 基督教的
clarify /'klærɪfaɪ/ *vt.* 澄清, 讲清楚
clumsy /'klʌmzi/ *adj.* 笨拙的; 不得体的
come across 偶然遇见
come into view 出现
comedian /kə'mi:diən/ *n.* 喜剧演员
comedy /'kɒmɪdi/ *n.* 喜剧
command /kə'mɑ:nd/ *n.* 命令, 指挥
commitment /kə'mɪtmənt/ *n.* 责任, 义务, 承诺
compensate /'kɒmpənsert/ *vt.* 补偿, 赔偿
complex /'kɒmpleks/ *adj.* 复杂的
component /kəm'pəʊnənt/ *n.* 成分, 组成部分
conscience /'kɒnʃəns/ *n.* 良心
consistent /kən'sɪstənt/ *adj.* 一致的, 始终如一的
convey /kən'veɪ/ *v.* 传达, 表达
convince /kən'vɪns/ *vt.* 使相信
* corset /'kɔ:sɪt/ *n.* 紧身胸衣
count on 依靠
counter /'kaʊntə/ *n.* 柜台
criteria /kraɪ'tɪəriə/ *pl. n.* (评判的)标准
* cross-talk /'krɒs tɔ:k/ *n.* 相声
* cute /kju:t/ *adj.* 娇小可爱的

D

* DJ /,di: 'dʒeɪ/ *n.* 电台音乐主持人
delay /dɪ'leɪ/ *n.* 延误, 延期
delicate /'delɪkət/ *adj.* 精美的, 雅致的
deliver /dɪ'lɪvə/ *vt.* 递送, 传送
depth /depθ/ *n.* 深度, 纵深
desperate /'despərt/ *adj.* 不顾一切的
die out 完全消失, 灭绝
dignity /'dɪgnɪti/ *n.* 尊贵; 庄严

dimension /daɪ'menʃən/ *n.* 方面; 度量
discourage /dɪs'kʌrɪdʒ/ *vt.* 使泄气, 使灰心
disgusting /dɪs'gʌstɪŋ/ *adj.* 厌恶的
disturbing /dɪ'stɜ:bɪŋ/ *adj.* 使人烦恼的
dizzy /'dɪzi/ *adj.* 头晕目眩的
drawback /'drɔ:bæk/ *n.* 缺点, 弊端
* drown /draʊn/ *vi. & vt.* 淹没, 淹死

E

eager /'i:gə/ *adj.* 渴望的, 热衷的
end up 以……结束, 以……告终
endless /'endləs/ *adj.* 没完没了的, 永无休止的
evident /'evɪdənt/ *adj.* 明显的, 明白的
expand /ɪk'spænd/ *vt.* 扩大, 扩充

F

* fairy /'feəri/ *n.* 小仙子, 小精灵
fantasy /'fæntəsi/ *n.* 想象(幻想)物
figure /'fɪgə/ *n.* 人物
figure out 理解
* flock /flɒk/ *vi.* 聚集
fool around 胡闹, 瞎弄
forbid /fə'brɪd/ *vt.* 禁止, 不准
forgetful /fə'getfəl/ *adj.* 健忘的
former /'fɔ:mə/ *adj.* 以前的
freezing /'fri:zɪŋ/ *adj.* 严寒的, 冰冻的
from time to time 不时地

G

gather /'gæðə/ *vt. vi.* 聚集
get rid of 处理掉, 摆脱
* genius /'dʒi:niəs/ *n.* 天才
* giggle /'gɪgəl/ *vi.* 咯咯地傻笑
gradual /'grædʒuəl/ *adj.* 逐渐的

H

hang on a second 等一下
hardship /'hɑ:dʃɪp/ *n.* 艰苦, 困苦
harmony /'hɑ:məni/ *n.* 协调, 和谐
* harp /hɑ:p/ *n.* 竖琴
harsh /hɑ:ʃ/ *adj.* 严厉的, 刺眼的
* heather /'heðə/ *n.* 石南属植物
* hoarfrost /'hɔ:frɒst/ *n.* 白霜
hold up 支撑起
* homesickness /'həʊmsɪkɪnɪs/ *n.* 想家, 思乡

* hoof /hu:f/ *n.* 蹄
* horror /'hɒrə/ *n.* 惊恐, 恐惧

I

identification /aɪ,deɪntɪfɪ'keɪʃən/ *n.* 身份
* imitate /'ɪmɪteɪt/ *vt.* 模仿
* imitation /ɪ,mɪ'teɪʃən/ *n.* 模仿
in a way 从某种程度上说
in particular 特别, 尤其
* inner /'ɪnə/ *adj.* 内部的, 里面的

J

* jerk /dʒɜ:k/ *n.* 猛拉, 猛的一动

K

knock sb. over 撞倒某人

L

loaf /ləʊf/ *n.* (面包的)一条
loss /lɒs/ *n.* 遗失, 丢失
* lyrics /'lɪrɪks/ *n.* 歌词

M

manner /'mænə/ *n.* 方式, 方法
* masterpiece /'mɑ:stəpi:s/ *n.* 杰作, 名作
mature /mə'tʃʊə/ *adj.* 成熟的
merchant /'mɜ:tʃənt/ *n.* 商人
messy /'mesi/ *adj.* 凌乱的, 肮脏的
monument /'mɒnjumənt/ *n.* 纪念碑, 纪念堂
musical /'mju:zɪkəl/
adj. & n. 音乐的; 音乐剧, 音乐片
musical instrument 乐器
my goodness 天哪, 哎呀

N

name ... after 以……的名字给某人/某物命名
* nap /næp/ *n.* 小睡, 打盹
* nasty /'nɑ:sti/ *adj.* 令人不愉快的, 不善良的
novelist /'nɒvəlɪst/ *n.* (长篇)小说家
now that 既然, 由于

O

obtain /əb'teɪn/ *vt.* 得到, 获得
occur /ə'kɜ:/ *vi.* 发生
on one's side 侧身

on the way to 在去……的路上
once upon a time 从前
origin /'ɒrɪdʒɪn/ *n.* 起源, 开端; 出身
oval /'əʊvəl/ *adj.* 卵形的, 椭圆形的
overlook /,əʊvə'lʊk/ *vt.* 忽视
overweight /,əʊvə'weɪt/ *adj.* 超重的; 过重的

P

particularly /pə'tɪkjʊləli/ *adv.* 特别地; 特定地
partly /'pɑ:tlɪ/ *adv.* 部分地
pay rise 增加工资
* pillar /'pɪlə/ *n.* 支柱
play around 四处游戏
plot /plɒt/ *n.* 情节; 小块土地
polished /'pɒlɪʃt/ *adj.* 优雅的, 精致的
politician /,pɒlɪ'tɪʃən/ *n.* 政治家
* pool /pu:l/ *n.* 台球
precious /'preʃəs/ *adj.* 宝贵的, 珍贵的
precise /pri'saɪs/ *adj.* 准确的, 精确的
* presence /'prezəns/ *n.* 存在; 到场, 出席
preserve /pri'zɜ:v/ *vt.* 保护, 保存
* princess /,prɪn'ses/ *n.* 公主, 王妃
profession /prə'feʃən/ *n.* 职业, 专业
psychology /saɪ'kɒlədʒi/ *n.* 心理学
pull faces 做鬼脸
purely /'pjʊəli/ *adv.* 完全地, 仅仅
put on 假装
put up with 容忍, 忍受

Q

queue /kju:/ *vi.* 排队

R

rainbow /'reɪnbəʊ/ *n.* 彩虹
range /reɪndʒ/ *n.* (数、量、年龄等的) 变化范围
rarely /'reəli/ *adv.* 很少, 难得
raw /rɔ:/ *adj.* 生的, 未煮过的
recommend /,rekə'mend/ *vt.* 推荐, 介绍
recommendation /,rekə'men'deɪʃən/ *n.* 推荐, 介绍
refresh /rɪ'freʃ/ *vt.* 消除……的疲劳, 使振作精神
regardless of 不管, 不顾
resist /rɪ'zɪst/ *vt.* 抵抗, 抵制
response /rɪ'spɒns/ *n.* 回答
restriction /rɪ'strɪkʃən/ *n.* 限制, 约束
result in 导致, 造成

rewind /ri:'waɪnd/ *vi. vt.* 倒回
ridiculous /rɪ'dɪkjʊləs/ *adj.* 荒谬的, 可笑的
romantic /rəʊ'mæntɪk/ *adj.* 浪漫的
run into 撞上

S

saucer /'sɔ:sə/ *n.* 茶托, 茶杯碟
scare /skeə/ *vt.* 使恐惧
scared /skeəd/ *adj.* 惊恐的, 担惊受怕的
* scenic /'si:nɪk/ *adj.* 自然景色的, 风景优美的
scold /skəʊld/ *vt.* 骂, 责骂
scratch /skrætʃ/ *n.* 痕迹或划伤 *vt.* 划 (破)
seal /si:l/ *vt.* 封, 密封
* sentimental /,sentɪ'mentl/ *adj.* 多愁善感的
severe /sɪ'viə/ *adj.* 严重的; 严厉的
shabby /'ʃæbi/ *adj.* 低劣的; 肮脏破烂的
* shawl /ʃɔ:l/ *n.* 披肩, 围巾
sideways /'saɪdweɪz/ *adv.* 向一边, 向一侧
significance /sɪg'nɪfɪkəns/ *n.* 重要性; 意义
skateboard /'sketbɔ:d/ *vi.* 用滑板滑行
* sleigh /sleɪ/ *n.* 雪车, 雪橇
slim /slɪm/ *vi. & adj.* (用节食、加强运动等)
减肥; 苗条的
sorrow /'sɒrəʊ/ *n.* 悲伤, 难过
specific /spə'sɪfɪk/ *adj.* 详细的; 特定的
* spill /spɪl/ *vi. vt.* 洒出, 溅出
split up (使) 解散; 决裂
starve /stɑ:v/ *v.* 挨饿, 饿死
steady /'stedi/ *adj.* 平稳的; 稳定的
* steak tartare /'steɪk,tɑ:tɑ:/ 鞑靼牛肉末
stout /staut/ *adj.* 肥胖的
straightforward /streɪt'fɔ:wəd/ *adj.* 直接的; 坦率的
strike /straɪk/ *vt.* 打; 打动
striking /'straɪkɪŋ/ *adj.* 引人注目的, 突出的
string /strɪŋ/ *n.* 绳, 线
stubborn /'stʌbən/ *adj.* 倔强的, 固执的
* stuff /stʌf/ *n.* 东西, 材料
subjective /səb'dʒektɪv/ *adj.* 主观的
suffering /'sʌfərɪŋ/ *n.* 痛苦, 困难
sunburnt /'sʌnbɜ:nt/ *adj.* 晒黑的
superb /sju:'pɜ:b/ *adj.* 出色的, 卓越的
superior /su:'prɪəriə/ *adj.* 高级的, 上等的
suspension /sə'spensjən/ bridge 吊桥
sweetness /'swi:tɪnɪs/ *n.* 甜蜜, 温柔
swiftly /'swɪftli/ *adv.* 迅速地

sympathy /'sɪmpəθi/ *n.* 同情
symphony /'sɪmfəni/ *n.* 交响乐, 交响曲

T

tasteless /'teɪstləs/ *adj.* 没有味道的
* tattoo /tə'tu: / *n.* 纹身
tease /ti:z/ *vt.* 嘲笑, 取笑
tendency /'tendənsi/ *n.* 倾向, 趋势
tense /tens/ *adj.* 紧张的
tension /'tenʃən/ *n.* 紧张, 焦虑
thanks to 幸亏; 由于
theme /θi:m/ *n.* 主题
* thistle /'θɪsəl/ *n.* 蓟 (一种野生植物, 叶片带刺, 开紫花)
thrill /θrɪl/ *n.* 兴奋; 恐惧 *v.* 使兴奋
thriller /'θrɪlə/ *n.* 惊险小说(戏剧、电影)
tiresome /'taɪəsəm/ *adj.* 讨厌的
tone /təʊn/ *n.* 语调; 语气
tough /tʌf/ *adj.* 艰难的; 不幸的; 强壮的, 强健的
tournament /'tuənəmənt/ *n.* 锦标赛, 联赛
* tranquil /'træŋkwɪl/ *adj.* 平静的, 宁静的
trap /træp/ *vt.* 诱捕, 设圈套
treat /tri:t/ *vt.* 对待
tremble /'trembəl/ *vt.* 颤抖, 发抖
troublesome /'trʌbəl səm/ *adj.* 引起麻烦的
tune /tju:n/ *n.* 曲调, 旋律
turn sb. off 令人讨厌

U

unbearable /ʌn'beərəbəl/ *adj.* 不能忍受的
unbelievable /,ʌnbɪ'li:vəbəl/
adj. 不可置信的, 极其惊人的
uncertain /ʌn'sɜ:tɪn/ *adj.* 不确定的
universal /,ju:nɪ'vɜ:səl/
adj. 通用的, 普遍的; 全世界的
unlike /ʌn'laɪk/ *prep.* 不像, 和……不同

V

vague /veɪg/ *adj.* 模糊的
vain /veɪn/ *adj.* 自负的, 炫耀的
version /'vɜ:ʃən/ *n.* 版本; 说法
vertical /'vɜ:tɪkəl/ *adj.* 垂直的, 竖的
victim /'vɪktɪm/ *n.* 受害者
videophone /'vɪdiəʊfəʊn/ *n.* 可视电话
* violet /'vaɪələt/ *n.* 紫罗兰
violinist /,vaɪə'lɪnɪst/ *n.* 小提琴家

visa /'vi:zə/ *n.* 签证
vivid /'vɪvɪd/ *adj.* 生动的, 逼真的
volcanic eruption /vɒl'kænɪk ɪ'rʌpʃən/ 火山爆发

W

wait in line 排队
warmth /wɔ:mθ/ *n.* 温暖
withdraw /wɪð'drɔ:/ *vt.* 提取; 撤退
witness /'wɪtnɪs/ *vt.* 目击
woollen /'wʊlən/ *adj.* 羊毛制的

Y

yawn /jɔ:n/ *vi.* 打哈欠
yell /jel/ *vi.* 叫喊, 叫嚷

EXAM ZONE: Use of English

TIPS for gap-fill questions (with or without multiple-choice)

- 1 Read the whole text to find out what it is about.
- 2 Remember that the gaps usually test
 - grammar (e.g. verb forms, prepositions, articles):
*I have **been** away. Look it **up**. I can ride **a** bike.*
 - vocabulary (e.g. fixed phrases, collocations):
*Most marriages have their **ups** and **downs**.*
 - reading skills: recognising the logic of the text, paragraphs and individual sentences, and using linking words.
- 3 The words immediately before and after the gap can help you to decide what part of speech to use (e.g. noun, adjective, auxiliary verb, preposition, conjunction):
*She must **have** seen something scary.* (auxiliary)
- 4 Pay attention to punctuation – some words are almost always followed by a comma, e.g. *moreover, however*, and some other words are never preceded by a comma, e.g. *that*.
- 5 Avoid words that do not fit the style or register of the text, e.g. they are too colloquial in an article or too formal in a personal letter.
- 6 Use one word only for each gap, and always check your spelling.

- 1 Read the text and think of the word that best fits each gap. Use only one word in each gap.

If you want to keep the traffic moving, ban buses (and bicycles)

By Minette Marrin

The Mayor of London, in announcing his grand new traffic congestion scheme, claims that he (0) *has* finished his long consultation with Londoners. Not so. No one has consulted me, (1) the fact that I have been driving around London and using public transport almost all my adult life, and could (2) said to know something about it.

So, I offer the Mayor the benefit of my experience of London traffic. It is not (3) late, even though he has already issued his ambitious plan, because it is almost entirely unworkable, and he will (4) to change it.

(5) far the major cause of congestion, pollution and road

rage on the streets of London is not the cars, as he (6) to think, but the buses. Belching out diesel, buses stand still for unaccountably long periods, (7) up the traffic.

Buses are quite useless to anyone who is obliged to (8) to a timetable. Two weeks ago at Russell Square, I found three parked together, at the same stop with the (9) number, any of which could have taken me close to my destination.

(10) three were quite unmanned.

These useless buses (11) obstructing a large square footage of public highway. Perhaps it is a sophisticated form of covert

traffic calming, (12) the mysterious roadworks everywhere, which are quite clearly unnecessary.

It is not, (13) , simply that buses are inexcusably unreliable and obstructive. They also seem to be faster and (14) dangerous. I don't know how bus drivers are trained or recruited (15) days, but to see them jump in and out of the bus lane without (16) signalling, or speed round narrow intersections of ancient (17) swinging up onto pavements (18) they go, is to despair and to hold your children close. Buses are too big for these streets, and these drivers, and these days.

And what is the Mayor's solution (19) all this? Not to keep out the real culprits, but to exclude the cars. And without a remotely usable public transport (20) in place instead. It is mad. Cars are not the problem; dependence on cars is a symptom of the problem.

Here is my suggestion. We

should dump the red buses and use the (21) smaller, privately run, Hong Kong-style people-carriers (22) We must pour billions into the Underground. Until then, the Mayor must (23) force yet more people on to public transport; if he does, (24) will be riots and deaths from

overcrowding, overheating and public panic.

(25) , all buses and large coaches, all outside lorries and vans should be excluded from London: small vehicles only. Oh, and no cyclists; they are the most irresponsible, lawless and dangerous of the lot.

2 Read the text and choose the answer (a, b, c or d) which best fits each gap.

Let elephant live, says victim's family

by Richard Duce

The parents (0) Darren Cockrill, the zookeeper crushed (1) by an elephant at the Kent animal park (2) by the millionaire John Aspinall, asked yesterday (3) the creature to be (4)

"Elephants were Darren's life. We (5) want anything to happen to La Petite," Barry and Patricia Cockrill told Port Lympne Animal Park. Mr and

Mrs Cockrill yesterday (6) a trip from their home in Canvey Island, Essex, to the 270 acre zoo (7) Hythe for a meeting with Jane Osborne, its (8) , to discuss Monday's tragedy.

La Petite, (9) is 14 years old and was thought to be placid, (10) now been isolated from all (11) Indian elephants at the animal park and in future will be treated as a bull,

(12) means she will have minimal contact with people.

Mr Cockrill was last seen (13) at 11:30 a.m. on Monday when he went to tend La Petite. Half an hour later he was found dead by Steve Seath, (14) head elephant keeper. Five elephants appeared to be (15) guard over Mr Cockrill's body when he was discovered.

- | | | | |
|---------------|-----------------|--------------|-------------|
| 0 a) for | b) of | c) by | d) with |
| 1 a) to die | b) to dead | c) to dying | d) to death |
| 2 a) belonged | b) owned | c) had | d) seized |
| 3 a) that | b) about | c) for | d) if |
| 4 a) spared | b) killed | c) punished | d) saved |
| 5 a) can't | b) don't | c) do | d) not |
| 6 a) got | b) had | c) did | d) made |
| 7 a) by | b) to | c) near | d) from |
| 8 a) director | b) headmistress | c) conductor | d) boss |
| 9 a) she | b) that | c) what | d) who |
| 10 a) is | b) was | c) will | d) has |
| 11 a) other | b) rest | c) the other | d) others |
| 12 a) which | b) what | c) that | d) and |
| 13 a) alive | b) living | c) awake | d) asleep |
| 14 a) a | b) the | c) that | d) one |
| 15 a) holding | b) doing | c) standing | d) taking |

EXAM ZONE: Reading

1 Choose the most suitable heading (a–g) for each paragraph (1–6) of the article. There is one extra heading.

- a) The teenage market e) New generation technology
b) Mobile mania f) Lower bills
c) Latest figures g) TV by phone
d) Rising numbers

MOBILE MANIA SPREADS as PHONES BECOME the MUST-HAVE GADGET

By Robert Uhlig, technology correspondent



- 1 More than 24 million Britons now own a mobile phone, according to statistics released yesterday. The growth is expected to accelerate in the next few years as the mobile phone overtakes the personal computer as the most used method of accessing the Internet. No longer a tool only for well-heeled travelling executives and plumbers, the mobile phone is now as likely to be found in school satchels and shopping bags as in briefcases.
- 2 According to Vodafone, the market leader, of the 24 million cellphones in use, 11.9 million are prepaid, many of which are now used by teenagers. Schools have even taken to banning the use of mobile phones in classrooms and playgrounds.
- 3 The pre-pay services, using phone cards, have proved the most popular with phone users keen to keep their bills under control. The advent of “pay-as-you-go” schemes has brought the mobile phone to millions who could not previously afford one or failed the necessary credit ratings. The average pre-pay customer spends £198 a year whereas the typical business customer receives a bill of £556 a year.
- 4 Around 40 percent of Britons now have a mobile, but by the end of next year, analysts expect the figure to increase by at least half. Even then, we will lag behind Finland, where 71 percent of people own a cellphone.
- 5 Already, analysts are predicting that within a few years more people will actually watch the six o’clock news or *Match of the Day* on their mobile phone than on television. The phone networks say more people are already using their mobiles at six o’clock each evening than the BBC claims are watching its evening news bulletin.
- 6 At the end of last year, a new technology called WAP, which enables the Internet to be viewed on a cellphone screen, was introduced. By the end of the year, almost all mobiles will be WAP-phones. Mike Caldwell, of Vodafone, said: “The average person will not realise it is the Internet that is coming to them on their mobile phone. They’ll just use it to watch what they think is television.”

2 Read the article again. Circle the best answer, (a, b, c or d), according to the text.

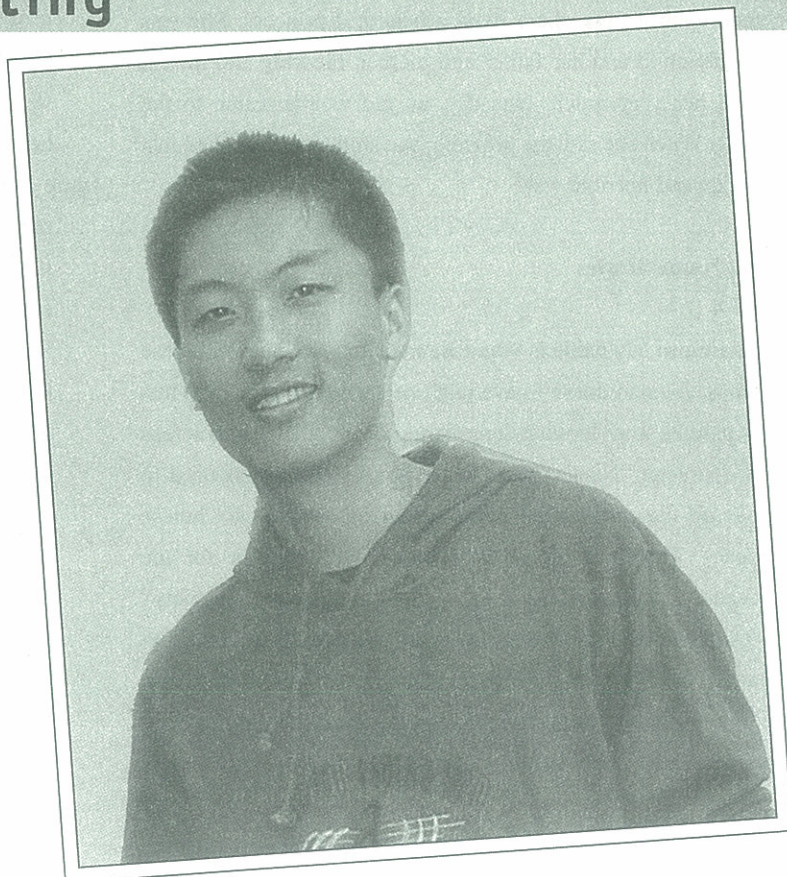
- 1 Why is the number of users of mobile phones expected to go up so much?
 - a) They are going to become cheaper.
 - b) They will be more popular amongst teenagers.
 - c) Phones will be used to connect with the Internet.
 - d) They are so convenient.
- 2 Who used to be main users of mobile phones?
 - a) Internet users.
 - b) Self-employed and business people.
 - c) People with very big incomes.
 - d) People who travelled a lot.
- 3 Why have pre-pay phone cards increased the number of users?
 - a) The phone calls are cheaper.
 - b) They are more convenient.
 - c) Bills tend to be lower.
 - d) Users have to pay before making calls.
- 4 What link is there between mobile phones and television?
 - a) People often use their phones during the six o'clock news.
 - b) Third generation mobiles will show live TV programmes from the Internet.
 - c) The new generation of phones will be much smaller than earlier ones.
 - d) Mobiles are good for watching the news and sports programmes.
- 5 "Well-heeled" in line 6 means
 - a) technologically competent.
 - b) fashionable.
 - c) tired of travel.
 - d) quite wealthy.

EXAM ZONE: Writing

Look at the photo. In your notebook, write a description of the boy. Start by writing notes about the things below. Make up information where necessary.

- 1 Introduction – who he is and how you met him
- 2 A description of his physical appearance – use the photo
- 3 A description of his interests and personality
- 4 Conclusion – why you like/dislike him

Use your notes to write the description in your notebook. Be careful to use a neutral style: not too formal or too colloquial.



Tapescript

Unit 16 Stories

Warm-up

- 1 It was a dark and foggy night. We drove and drove. At midnight, just as we thought we were lost, we saw a light behind some trees. As we got nearer, we could see a house. It looked abandoned. We knocked on the heavy door. It opened slowly. A tall man dressed entirely in black stood there. "Good evening," he said in a slow, deep voice. "I've been expecting you."
- 2 We were travelling through deep space at the speed of light. Suddenly, the spaceship slowed down and immediately the system came into view – a bright star with twenty or more planets. One of these would be our new home, five light years from our own planet.
- 3 One of my earliest memories is of my father running along the beach with our dog, Tess. I must have been about three years old. I remember the dog jumping up on me and knocking me over into the water.
- 4 The man lay on the ground next to a white truck. There was no doubt. He was dead. I quickly looked in the pockets of his jacket – some money, a handkerchief and a theatre ticket with a Chicago phone number written on it. Three murders in three weeks and the victims were all killed in the same way.
- 5 Once upon a time, there lived a beautiful princess. She was an only child and her father and mother, the king and queen, loved her very much. One day, an old woman came to the castle. When she saw the princess, she smiled and laughed in a strange and horrible way.

Lesson 2 Name Stories

Exercise 4

Wang Jiannan: My name is Wang Jiannan and like many Chinese names, Jiannan doesn't have just one specific meaning. When my parents were looking for a name for me, they came across the character "Nan". "Nan" is a type of wood that is used to hold up the roof in the construction of traditional Chinese houses. Therefore my parents chose this character for me because they wanted me to grow up to be a "pillar of society" – someone who helps to build a better future. But, as well as having meaning from the characters that are used for writing, Chinese names can also have significance according to their sounds. In my case, Jiannan sounds like "healthy boy". Some people think it's abnormal to name a girl "healthy boy", but I don't. My parents gave me this name because they wanted me to be as strong as any boys. I guess you think that's enough

significance for one name but there's more. "Jiannan" sounds like another set of characters that stand for "built in the south" and we come from the southern part of our province. So my name tells me where I am from and it tells me what to aim for!

Heather Smith: My name is Heather Smith. "Smith" is one of the most common names in Britain. A smith is somebody who works with metal. Other family names with the same origin include Smithers and Smythe. I guess there were lots of smiths in Europe in the days when horses were the fastest form of land transport and riders counted on the services of smiths for metal horse shoes. Well there are very few of them these days and no one in my family can figure out which ancestor was a smith but I suppose we must have had one sometime in the past. My first name is easier to explain. "Heather" is a purple flower that grows a lot in certain parts of the country. My mother comes from a place in northern England where heather turns whole hills a vivid purple every July. But when she had me, she was living in London and although she was delighted to have a new baby girl, she was also discouraged because she missed her home in northern England, and because her mother, my grandmother, was ill at that time and couldn't come to London to see us. So my mother named me Heather to remind her of home and so my grandmother would think of me every time she saw the beautiful heather covering all the hills surrounding her home. Now my mother says I look like my grandma.

Isaac Evans: My name is Isaac Evans. It's a very conventional name that doesn't stand out anywhere and you wouldn't think it had a story to it, but I believe that when you dig deep enough, every name has a story to it. "Evans" is a very common Welsh name and I'm not sure exactly what it means, only that there are many "Evans" in Wales and all around Britain. My grandfather left his farm in northern Wales to look for work when he was seventeen and he ended up in Manchester. There's a lot of industry there. He put up with a lot of hardship and suffering all his life to provide a good future for his family and I'm grateful for that. "Isaac" is a fairly common boy's name. You might think that I got called "Isaac" because my parents couldn't think of anything else to call me! But you'd be wrong. My parents are classical musicians and they named me after a famous violinist called Itzhak Perlman. They admired him because he was a great musician and he wasn't afraid to try out new ideas in his music. I don't play a musical instrument, but I am a painter and I often listen to classical music when I paint.

When I listen to Itzhak Perlman's music, it inspires me.

Exercise 8

Guo Jiangsheng: My name is Guo Jiangsheng. Jiangsheng means "born on the river", and guess what? I was born on a boat! My family lives in a small mountain village. My parents needed to travel by boat to Chongqing where my mother was going to stay in a hospital for my birth. They were still on the boat outside Chongqing when suddenly my mother started to feel some pain. Then I was born. My parents got off the boat with their new baby and then went to the hospital to see if everything was OK. The doctors and nurses were very surprised and said my mother and I were both very healthy. After that my parents decided I should be called Jiangsheng!

Exercise 9

Amazing But True!

One day, a fisherman on the Arral Sea was sailing home after a day's work. It was raining and he didn't feel very happy. He hadn't had a very good day and hadn't caught very many fish. Suddenly, he heard a strange noise. A cow was flying towards his boat! The cow hit the boat and nearly destroyed it. When the fisherman got back home, people didn't believe his story. Then, some time later, the US Air Force showed that the fisherman had told the truth. While one of their transport planes was flying over the Arral Sea, a cow on the plane had gone mad and the pilot had thrown it out into the sea!

Communication Workshop

Listening: Exercise 1

Once upon a time, hundreds of years ago, there was a king called Orpheus and his queen, Eurydice. They loved each other very much. King Orpheus loved playing the harp and he played it beautifully. Queen Eurydice loved nature and used to go out into the country every day. One day in spring, she went walking in the fields. After a while she felt tired. She sat down under an apple tree and soon fell asleep. While she was sleeping, the king of the fairies came past and saw her. The king thought she was beautiful and decided to take her away with him. He took her on his horse to his palace in a beautiful green valley. When King Orpheus heard that his wife had gone, he was very sad. He had loved Eurydice so much. He didn't want to live in the place which reminded him of his queen. He left it and went to look for Eurydice. Orpheus went to live in the woods. He took only his harp with him. For months and months he searched for Eurydice. His only pleasure was his harp. When he played it, all the birds and animals in the forest would come and listen to the music.

One day, when he was in the woods, he saw a group of people.

It was the king of the fairies! He followed them until they came to the palace of the king of the fairies. Orpheus knocked on the door. He said he was a musician and he had come to play for the king of the fairies. He went into the palace and saw lots of people – among them was his wife Eurydice! He tried to speak to her, but she couldn't speak to him and she couldn't go away with him. She needed permission from the king of the fairies.

Orpheus started playing his harp. Everybody in the palace listened. "Your music is so beautiful that I will give you anything you wish," said the fairy king to Orpheus. "Thank you, my lord. I will take my wife Eurydice away with me." The fairy king gave him permission to leave the fairy palace. Then, Orpheus took Eurydice back to his kingdom and they both lived happily ever after.

Unit 17 Laughter

Warm-up

1

Man: An American politician, who is known for his awkward responses to questions, was in Britain for a meeting with other politicians. Part of the trip involved reading to children at the British Museum. The children knew of the White House but had never had a chance to see the inside of it and were curious. Since they knew the politician had seen the inside of it, one child asked him "What's the White House like?" He responded simply, "It is white."

2

Woman: This is unbelievable!

Man: What?

Woman: I went to buy my air ticket yesterday and the people at the travel agency told me that I couldn't buy my ticket until I got my visa.

Man: What's so strange about that?

Woman: Nothing but listen to what happened next. Today, I went to the embassy and they told me that I couldn't get a visa until I showed them my air ticket.

Man: Oh my goodness!

3

Woman: I was walking down the street the other day and this man came up to me and asked me for money. He said he hadn't eaten for three days. I told him, "I wish I was as strong as you. I can never keep to a diet."

4

Woman: Well? Did you pass your driving test?

Man: No, I failed again.

Woman: You did? Oh my goodness. We'll have to get grandma to teach you.

Man: Grandma? But she's 80!

Woman: Maybe, but she passed her test the first time. I think she might also be better at parking than you, even with her thick glasses.

Man: OK, OK. I'll study harder next time.

Lesson 2 Laughter Is the Best Medicine

Exercise 3

Interviewer: Good morning, listeners. We have with us today Dr William Fry, a psychology professor and humour researcher who has been studying the beneficial effects of humour.

Dr Fry: Good morning. The scientific world has examined humour and has found that laughter associated with happiness has an effect on most of the major body systems and functions. These effects have been acknowledged by scientists. It's my personal belief that laughter associated with happiness is a total body activity.

Interviewer: Are the benefits of laughter any different for people of different ages?

Dr Fry: The benefits don't seem to be significantly different among adults of various ages, but studies have not been done on children.

Interviewer: Could you explain the effect of humour on stress?

Dr Fry: The relation between humour and stress is complex because stress itself is complex. Some stress is beneficial in human beings to promote their health – even their survival. We cannot live without some environmental demands on our physical beings. If humour were to get rid of those demands, the human race would die.

Interviewer: Do they teach courses in humour for those in the medical health profession?

Dr Fry: Doctors have a difficult time using humour with patients because they don't want the patients to think they're fooling around. A doctor is a serious person in the patient's life but it is very valuable for a doctor to be friendly and light-hearted and to show humour from time to time. In other words, doctors need to achieve a balance between being an authority figure and being a friendly human being.

Interviewer: What is a "humour campaign"? How can you start one in a hospital?

Dr Fry: There are many humour campaigns in hospitals in the US, Canada, Britain and in other countries. In the US, they can include humour rooms, humour TV channels, clowns – some are actually hospital staff, and visitors who provide programmes to patients on a scheduled basis.

Interviewer: That sounds interesting. What about other situations? How can humour help, for example, when you're stuck in a traffic jam?

Dr Fry: Here's an idea: with your doors locked, put a red nose on and look around at the people stuck alongside you. Someday, everyone will have a red nose on and a traffic jam will result in the instant appearance of 10,000 clowns!

Interviewer: How about while studying for exams? It's so easy to get stressed then.

Dr Fry: Having a laugh while you're studying is a good idea because it increases the brain's attention and you're less likely to fall asleep while studying.

Interviewer: Dr Fry, thank you again for being with us here today.

Exercise 6

Girl: Hey, Nigel?

Boy: Yeah?

Girl: Have you heard the one about the two brothers and their dad's car?

Boy: Er, no, I don't think so.

Girl: Well, there are these two brothers. One's just passed his driving test and the other's a bit younger, right?

Boy: Mmm.

Girl: And one weekend their parents decide to go away, to London, or somewhere like that. They make their two sons promise to look after the house, use caution and not get into trouble.

Boy: Mmm.

Girl: So, the parents go off to the airport and leave the two sons at home. The first night, the younger brother persuades the older one to go out in their dad's car. Well, they meet some friends and go out to a club. When they get back home it's about five in the morning. And then ...

Boy: Then what?

Girl: The next morning, they get up and go to the garage, and guess what.

Boy: What?

Girl: They see this enormous scratch on the back of the car. They panic. They know their dad's going to scold them and forbid them to ever use the car again, so they decide to try and get it repaired.

Boy: Yeah?

Girl: Luckily, one of their friends works in a garage, but he's busy. They promise him all kinds of things if he'll repair the car for them that afternoon. He eventually comes and does the car, just before their parents come back home. The car looks great again.

Boy: Mmm.

Girl: When their dad sees his car, he's amazed. The two brothers ask him what the matter is. "Well," he says, "the day before we went away, another car just ran straight into me. And there was

a terrible scratch, but now it's gone. I just can't believe it!"

Boy: Oh, that's awful!

Communication Workshop

Listening: Exercise 1

Presenter: Tang Yuankai is a famous art professor and today we've invited him to share with us his views on one of China's most famous comedians, Hou Baolin. Known as the founder of xiangsheng (or Chinese cross-talk), Hou Baolin had a career that lasted 60 years! Mr Tang, first, could you tell us a bit about Hou Baolin's early life?

Mr Tang: Well, Hou Baolin actually had quite a tough start in life as he was born into a very poor family. When he was 11 years old, he started learning Beijing Opera. Every day he went to the Temple of Heaven to practise singing and the other components of Beijing Opera.

Presenter: I see. Now do you mind explaining why Hou Baolin is known as the founder of xiangsheng? Wasn't xiangsheng already a form of entertainment before Hou Baolin came along?

Mr Tang: You're right. Xiangsheng was already a form of entertainment but it played a very small role. After several years of hard work, Hou Baolin's xiangsheng became unbelievably popular and broke this tradition. Thanks to Hou Baolin's brilliant performances, xiangsheng gained a great reputation and much glory, so this is why he is known as the founder of xiangsheng.

Presenter: Thank you for clearing that up. Can you tell us a little more about Hou Baolin's career?

Mr Tang: Certainly! There is actually so much to tell. Hou Baolin devoted his life to xiangsheng and to bringing laughter and happiness to audiences all over China. Besides writing and performing hundreds of well-known xiangsheng dialogues, he also made a huge effort to train the younger generation.

Presenter: Isn't it true that many famous comedians on stage today were his students?

Mr Tang: That's correct, and he was also the Art Director of China Broadcasting Art Group and a part-time professor of Beijing University!

Presenter: Wow, he certainly led a busy life.

Mr Tang: Yes, he did. But he always made time for other people. He really loved his audience and he expressed his appreciation to them for their support many times before he died in 1993.

Presenter: Well, his audience certainly loved him too, and Hou Baolin has accomplished so much that his achievements in the field of xiangsheng will never be forgotten.

Unit 18 Beauty

Warm-up

1

Man: I think it's a brilliant painting. It's got a powerful mixture of colours: with the contrast of the black of the man's hair, his black hat and the pale colours of the sky behind. And the red of the man's sleeve is lovely too. The composition of the painting is absolutely perfect. I think it's beautiful, a real masterpiece.

Woman: Yeah, I agree with you. And the man's very interesting too – he's not handsome in a typical way but he's very good-looking. There's something very attractive about his eyes looking sideways. Superb!

2

Man: I guess some of the most awesome man-made things are suspension bridges. They have lovely, clean lines and high, vertical towers, don't you think? I mean, they can be things of great beauty.

Woman: Mmm, that's true ... I know this bridge in the photo. The views from the top are inspiring. – I can tell you. You can see the countryside on each side which is really scenic. And when the sun sets behind the bridge, it leaves me breathless. Absolutely unbelievable.

3

Woman: I really love the way she dances. She's so elegant. And she makes dancing look so easy, doesn't she? So natural!

Man: I think she's very attractive, really beautiful. She's not pretty in the Hollywood sense, but she's very elegant and pure. For me, she's superior. I really adore her.

Lesson 2 What's Your Favourite Music?

Exercise 2

1

Man: I really like going to the symphony. I like to hear all the musical instruments playing different things but somehow, they're still playing together and in harmony. I especially like the violin – it's my favourite instrument.

2

Woman: I don't know why, but the songs from musicals are so popular. For example, I sometimes find myself singing the chorus to "Edelweiss" while I'm doing things around the house. I guess it's because the tunes are so accessible and delicate.

3

Older man: My favourite music ... hmm, well, I think I'm a traditional kind of person so I have a tendency to like traditional kinds of music, like Beijing Opera for example. I know some people don't like it, but for me it has dignity. It also refreshes my memory and reminds me of all the wonderful performances

I've seen.

4

Young woman: Rock music is for sure my favourite. My parents say, "Why do you like that music? It sounds so harsh!" I suppose it does sound like that to them but I like it because it's delivered with such energy. The fact that it's not always polished makes my parents think it's kind of shabby but that just adds to its appeal for me. A good rock concert always gives me a thrill.

Exercise 3

Female: Hey, have you heard Zhou Jielun's latest CD? I think it's really great, don't you? It's got great lyrics and some of the tunes are really popular.

Male: Mmm ... personally, I'm not that keen on that sort of music. You know, it's not really my thing. Don't you think it's a bit sentimental? He's like a version of those awful boy bands. He seems vain, too.

Female: Oh, I don't think that's fair! He's a serious singer-songwriter. And that old music from the 30s you like, well, if you ask me, the lyrics are more sentimental than Zhou Jielun. It's just that beautiful women are singing them. And, to be honest, the music's just boring. It's nearly always the same, isn't it? There's no variety.

Male: That's not the point. The words are powerful and straightforward but the tunes are delicate and gentle. I don't think the music was meant to be abrupt and disturbing like the music you listen to. By the way, do you like folk music?

Female: Mmm, I don't mind it. I think it's quite good to dance to.

Male: Me, too. I like the faster stuff. Also I like the traditional instruments and the steady beat.

Female: So do I and I like rock and roll, too. Some of the new bands aren't bad.

Male: That's true. Girls think that singer "Rain" is pretty hot. Do you think he's good?

Female: Yeah, I'm not sure. I've only heard him a couple of times. Personally, I still like some of those old bands like the Beatles.

Male: Oh, so there is some old music you like. I thought you didn't like any old stuff.

Female: I do. I just don't like the singers that you like.

Male: Oh come on! Don't you like Zhou Xuan? I heard you singing that Four Seasons song at karaoke last week and you seemed to be enjoying yourself.

Female: OK, OK, I don't like most of that music and I know her songs are ancient but I have to admit that her songs are easy to sing.

Male: Mmm, that's true but wouldn't you agree that Deng Lijun

is better? She's still my favourite and her songs are still so popular.

Female: No, I wouldn't. Now, are you going to come with me to the Zhou Jielun concert or not?

Communication Workshop

Listening: Exercise 2

Sue: Right, first we need a group for the concert, don't you think?

Richard: Yes, Sue, you're right. How about a rock group? We could have a disco as well. You know, a friend of mine's a DJ. He's great!

Sue: Mmm, I'm not sure about that, Richard. What do you think, Kate?

Kate: Well, to be honest, Sue, I'm sick and tired of discos. And students can go to a disco any time, can't they? We're all bored to death with school discos. We've had loads and loads of them.

Sue: Exactly.

Kate: So let's have something a little bit different. Don't you think it would be good to have a folk group for a change?

Sue: Mmm ... yes, that's not a bad idea, Kate.

Richard: OK, I won't make a song and dance about it, but I think students would prefer a rock group. But, all right, let's have a folk group, and, maybe ...

Sue: Thanks, Richard, that's great. Now what about the art exhibition? I thought we could maybe get paintings with one theme.

Kate: Mmm, yeah, maybe nature scenes. I think we could ...

Sue: Or a topic like "the sea" or "trees". We could get ...

Richard: Can I just say something? Why don't we have "our town" as the topic ...

Sue: You mean with ...

Richard: Hang on a second ... paintings of our town, and we could get photographs, too, you know, to show how the town has changed over the years. I think it could be really kind of interesting.

Sue: Great. If you ask me, I think that's a brilliant idea.

Kate: Yes, I agree.

Sue: Right, paintings and photographs of our town. Good. So that just leaves the film night. We need to show two films. I think it would be ...

Richard: How about having a theme for that, too? You know, like two spy films, or maybe ...

Sue: No, they're really silly ...

Richard: You think so, Sue? Then how about two westerns. Or we could have two films by the same director ...

Kate: Actually, I think it'd be better to have two completely different

films. What do you think, Sue?

Sue: Yes, I agree with you.

Richard: OK. Can we have a comedy?

Kate: Yes, how about having ...

Sue: We could have a few old black and white silent films, you know, Charlie Chaplin, that sort of thing. They're right up your street, Kate.

Kate: Mmm, yeah. We could have two or three since they're usually short.

Sue: And then the main film.

Richard: Something completely different, like a thriller.

Sue: Yes, OK, I'll get a catalogue of films we can hire.

Kate: Great, Sue. Anything else to decide? I've got to go soon.

Sue: Just a few bits and pieces. We need to choose someone famous to open the Arts Week. Any ideas?

Richard: Obviously, someone involved in arts, music or films.

Kate: Mmm, why don't we ask ...

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