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普通高中课程标准实验教科书

英语 [选修 模块]

Senior High English

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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 7 is science and technology. You will learn the differences between formal and informal letter writing in the *Language* unit. In the *New Frontiers* unit, you will learn about scientific breakthroughs in the 20th century and possible new developments in the future. The *Human Biology* unit will help you learn more about your body and personal hygiene. It will also cover some fatal epidemics in human history. To improve your reading, you will learn how to arrange sequences of information to make complete texts while continuing to revise and apply reading strategies learnt in the past. As for your speaking skills, you will learn how to express sympathy, give presentations, and use colloquial expressions. To improve your listening skills, you will learn to identify different English accents and to complete notes and texts. Your writing skills will be improved when you write an article and a discursive essay.

In Module 7 you will also be introduced to new grammatical structures such as noun clauses, the future perfect and mixed conditionals. 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 activity 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



19 Language

In this unit you will...

- Read magazine and newspaper articles.
- Talk about language and language learning.
- Listen and learn how to show sympathy in dialogues.
- Listen to dialogues. Use listening strategies to identify different English accents.
- Write a formal letter.
- Study noun clauses.

3 Name some of the countries that belong to the following groups.

- English spoken as a first language
- English spoken as a second language – it is used in schools and universities and between people whose main languages are different
- English spoken only as a foreign language

Warm-up

1 Which of the following methods do you think is the best for learning a foreign language? Why?

- a) Learning all the words in a dictionary.
- b) Watching TV in the language.
- c) Living in a country where the language is used as the mother tongue.

2 Find the meaning of the following Key Words in a dictionary. Then match them to the language skills they are related with.

KEY WORDS

input, output, fluency, accuracy, punctuation, accent

- 1 listening
- 2 speaking
- 3 reading
- 4 writing

4 Listen to six people talking. Try to identify their accents.

American, Australian, Chinese, French, British, German

5 Work in pairs. Discuss what messages the following body language communicates.

- 1 Two people clap their hands together in the air.
- 2 A person pats another on the back.
- 3 A person kisses another person on both cheeks.
- 4 A person folds his arms across his chest.





1 Language Learning

Reading

Before you start

1 Discuss these questions in class.

- 1 Do you think learning English is important for your future? Why?
- 2 Do you think it is difficult to learn English well? Why or why not?

Read to learn

2 Read the text and answer the following questions.

- 1 What has made more and more people decide to learn English in recent years?
- 2 According to some theories, what is the best way to learn a foreign language?
- 3 How can teachers try to create a rich language environment in the classroom?
- 4 What extra work can you do outside of the classroom?

3 Say if the following sentences are true (T) or false (F).

- 1 Experts recommend doing 2 hours of extra work once a week.
- 2 Listening to an English song several times can help you revise your vocabulary.
- 3 There's no point reading the news in English if you've already watched it in your own language.
- 4 Watching your favourite DVD in English will improve your listening skills.

Voice your opinion

4 What do you think can help you learn English well?

Get ahead with your English

It was predicted as early as the 1700s that English would one day be the global language and that has proved to be the case in the last few decades. The growth of international companies and the great advances in communications have started the trend for learning English as a foreign language. In today's world, being able to speak more than one language, including English, is how you stand out and get ahead.

However, learning English as a foreign language is very difficult in the absence of a native language environment. Some respected theories on language acquisition believe that to attain a high level of fluency and accuracy in a foreign language, you need to be surrounded by it. But sadly, the chances that we will all have the opportunity to live in an English-speaking country are small. Therefore, most of us have to rely on what we can learn at school as part of the school curriculum.

Our latest English curriculum encourages teachers to create a rich language environment in the classroom. What this means is that they make sure there is an adequate amount of input in English conveyed to the students through various mediums. This can take the form of reading and listening materials which must be of the highest quality. Quality input ensures quality output, whether it is speaking or writing.

To really get ahead, however, means putting in extra work outside of the classroom. Experts say that just 15 minutes of extra-curricular study a day can really accelerate foreign language learning. Here are what they recommend:

- Setting achievable targets. For example, enlarge your vocabulary by 10 new words every day — five times a week — then revise the words on the weekend. 50 new words a week means 200 new words a month.
- Listening to an English song several times in one week after reading the words.
- Watching the news in your own language and then reading an English newspaper or news website. Knowing the main stories before reading will guarantee greater comprehension when reading in English.
- Watching a favourite DVD, but adjusting the language to English in parts you know well.
- Studying with friends. Test each other and share learning strategies — this makes learning more enjoyable.
- Rewarding yourself. If you reach a target, treat yourself. Inform a friend of your targets so they can help motivate you as well.

These recommendations are easily achieved and are well worth the extra effort. However, putting in those extra 15 minutes a day does take dedication. To stay dedicated, you need to keep in mind why you are learning English. Quite simply, in today's world, English holds the key to a brighter future and a world of possibilities.





Vocabulary

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

convey, accelerate, inform, adequate, ensure, surround, acquisition, absence

- 1 You weren't at school yesterday. Will you please explain your _____?
- 2 The policemen _____ the man who had stolen the car.
- 3 Don't forget to deliver the flowers and please _____ that you get back in time for lunch.
- 4 The teacher _____ her students that they had no homework for the weekend.
- 5 Language _____ is easiest during childhood.
- 6 His music _____ how he feels about the world.
- 7 _____ to 60 km an hour but don't go any faster please.
- 8 Even when I tell my mother that I have already eaten an _____ amount, she always gives me more food!

7 Complete the sentences in Column A with the most suitable endings in Column B.

- | A | B |
|--|---|
| 1 It was reported in the news that | a) students should study 16 hours a day led to a debate. |
| 2 The manual for the new mobile phone informs us | b) the theft from the museum happened a month ago. |
| 3 The belief of doctors that | c) a new factory was to be built nearby brought immediate hope to the area. |
| 4 The announcement from the company that | d) the less you smoke the better your health will be is obvious. |
| 5 The suggestion that | e) we should buy more computers to save time. |
| 6 It was discovered that | f) there was a storm in Hawaii last night. |
| 7 His idea is that | g) what we should do in case it does not work. |

Grammar

Noun Clauses

6 Read these sentences from the text.

- 1 It was predicted as early as the 1700s that English would one day be the global language ...
- 2 ..., the chances that we will all have the opportunity to live in an English-speaking country are small.
- 3 What this means is that they make sure there is an adequate amount of input in English ...
- 4 Experts say that just 15 minutes of extra-curricular study a day can really accelerate foreign language learning.

Which sentence is an example of:

- a) a subject clause, or a noun clause that acts as the subject of the sentence?
- b) an object clause, or a noun clause that acts as the object of the sentence?
- c) a predicative clause, or a noun clause that acts as the predicative of the sentence?
- d) an appositive clause, or a noun clause that specifies a nearby noun?

⇒ **Grammar Summary 1, page 100.**

Compare your answers with a partner.

8 Rewrite the following sentences using noun clauses.

Example 1 *It is amazing that people can make videos with their mobile phones by 2015.*

- 1 People can make videos with their mobile phones by 2015.
- 2 Most human beings will live until they are 200 by the 25th century.
- 3 Personal computers will disappear by 2020.
- 4 Satellites will be destroyed by the sun in the next five years.
- 5 Aliens from four different planets will arrive on Earth in the next 20 years.
- 6 We won't use money to buy food in the future.

Language in Use

9 Work in pairs. Imagine how technology will be able to help language learning in the future.

Example

It has been predicted that mobile phones will provide English learning programs by 2030.

Computer companies have told us that robots will replace human teachers.

The idea that the Internet will have taught English to everyone in the world by 2050 is amazing.



2 Varieties of English

SKILLS FOCUS



Listening

Before you start

- 1 How many countries can you name where English is the native language? Do all these English speakers sound the same?
- 2 Match the British English words with the American English ones in the list below.

flat, film, post, rubbish, underground, holiday

- 1 mail
- 2 movie
- 3 subway
- 4 garbage
- 5 vacation
- 6 apartment

Listen to learn

- 3 Listen to the dialogue and decide if these statements are true (T) or false (F).

- 1 Pam is American.
- 2 Robert comes from Australia.
- 3 Richard has an Australian English accent.
- 4 Pam and Robert say "classroom" the same way.
- 5 The more different accents you hear, the more confused you get.

- 4 Why do you think Liang Weimin thought all English speakers sounded like BBC World Service reporters?

LISTENING STRATEGIES: Identifying different English accents

- Before you listen, think about all the different English accents you have encountered.
- While you listen, pay attention to the words that are pronounced differently in different English accents. This will help you understand the words even when they sound different.
- Listen to the intonation of the speakers to help you identify where they come from.
- Try to identify rules for the accent of each country or place.

- 5 Listen to the sentences and decide whether they are spoken in an American accent (A) or a British accent (B).

- 1 Would you like a glass of water?
- 2 She's dancing in the classroom.
- 3 Let me give you an example.
- 4 I like to eat tomatoes.

Can you identify a rule for the difference in the American and British pronunciation of the sound /ɑ:/?

- 6 Now listen to these sentences and decide whether they are spoken in an Australian accent or a British accent.

- 1 Did you say you're going sailing this weekend?
- 2 I'm going to make a cream cake this Saturday!
- 3 How much did you pay for the razor?
- 4 The mail always comes on Tuesdays.
- 5 What did you say when he was late?
- 6 Sorry I'm late. I had to pay my bills.

Can you identify a rule for the difference in the Australian and British pronunciation of the sound /eɪ/?

- 7 Listen to the conversation and decide which speaker is American, which is British and which is Australian.

Name \ Nationality	American	Australian	British
Jan			
Pattie			
Shane			

Listening

LISTENING STRATEGIES: Identifying situations and people

- Before you listen, look at the alternatives in the questions. Think about what they are going to talk about.
- What are the important words you hear? These can help you identify the situation.
- Sound effects also often help you identify the situation.
- Is the language formal or informal? This can help you decide what the relationships are between the people.
- Listen to the intonation of the people to identify their moods.

- 8 Listen to the Canadian travel dialogues. Use the Strategies to choose the correct alternative for each dialogue.

Dialogue 1 Where are the people?

- a) in a tourist information office
b) in a hotel c) at the airport
d) on a train

Dialogue 2 What does the woman want?

- a) information about some modern buildings in Toronto
b) information about some old buildings in Toronto
c) a tour of the city
d) a brochure on Toronto

Dialogue 3 What are they talking about?

- a) a tour around the city b) a delay
c) stopping off somewhere
d) the city's buildings

- 9 Listen again and use these expressions to complete the Function File.

Would it be possible, Could you, I'm sorry but, I was wondering if, Do you think I could, Will you be, I'd prefer not, I'm afraid, Is it all right if, If you'd like, Could you possibly, I wonder if

Function File

Polite Requests

- _____ to fill in this form here, please.
- I know this is unusual, but after the long flight _____ to go on with the group.
- _____ I just go off on my own a bit later?
- _____ she won't be here till about ten o'clock.
- _____ having lunch in the hotel, sir?
- _____ give me a map of the city, please?
- _____ you could give me information about visits to some of the buildings in Toronto, please?
- _____ have something about the modern buildings, please?
- _____ ask someone else, please?
- _____ I could ask you something?
- _____ to stay over an extra night in New York?
- _____ we have to keep to the timetable, sir.

Are the expressions in the Function File direct and not very polite, or indirect and polite?

- 10 Pronunciation. Listen and think about language and intonation. Which requests are:

- a) polite and indirect?
b) too direct and possibly rude?

Now listen and repeat six polite requests.

Speaking

SPEAKING STRATEGIES: Being polite

- For requests in all situations, always use "please" and "thank you".
- In formal situations, use more indirect expressions (see Function File).
- Try to use polite intonation.
- When refusing a request, give a reason, e.g. *I'm sorry but ..., I'm afraid that ...*
- Try to look friendly and smile at the person you are talking to.

- 11 Work in pairs. Student A and Student B turn to page 103.

QUOTE UNQUOTE

"England and America are two countries separated by the same language."
- George Bernard Shaw



3 Body Language

SKILLS FOCUS

Reading

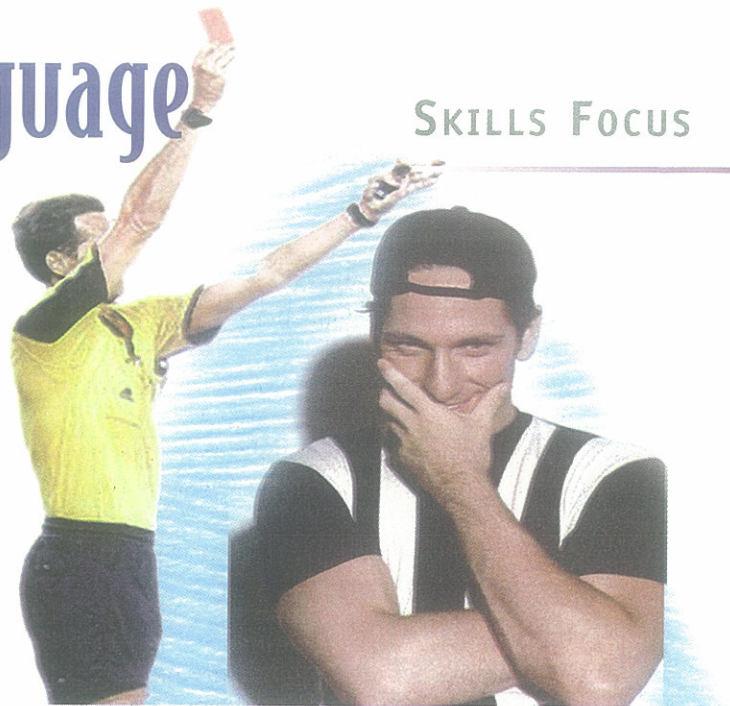
Before you start

- 1 Look at the photos. What kind of language are the people in the photos using to communicate?

KEY WORDS

spoken language, written language, body language

- 2 In pairs, talk about the various gestures, facial expressions and body movements that you often use to communicate your attitudes and feelings.



BODY LANGUAGE SPEAKS FOR ITSELF

If you saw a father patting his son on the back while smiling happily, what would you think was going on? You would probably think that the father was congratulating his son on doing something well, maybe passing an exam or winning a race. You would know what was going on because you understood the message conveyed by the father's body language. Across the world, a pat on the back and a smile usually means, "Well done".

Body language is used every single day by people of different nationalities all over the world. It is a language without words that consists of gestures, facial expressions and body movements that greatly add to — and sometimes even replace — spoken language. Body language is used to communicate both attitudes and feelings from affection to anger just like any other language, but it differs from spoken language as it is not always explicit. Somebody jumping for joy is easy to see while a raised eyebrow conveying doubt is easier to miss.

People often use body language on purpose. Someone who does not know the answer to a question will move their shoulders upwards away from their upper body and then let them fall, meaning "I don't know". However, body language can be unconscious as well. A person who is feeling uncomfortable or nervous will often hold their body in a very rigid manner and have a tight look about their mouths. They might also cross their arms and move in an abrupt way resembling a robot more than a human. They might not even realise how they are acting but their body language will tell anyone who cares to

look closely enough how they are feeling. Body language can therefore make people's feelings more transparent as although we can lie with words, it is not as easy to do so with our bodies.

Learning to be aware of your body language can be a very useful tool. For example, in a job interview, you will probably be feeling nervous but you won't want to appear to be in a state of unrest. You will want to appear calm with as much dignity as possible. Merely by uncrossing your arms, you will look more confident.

Body language can be very useful when people do not share a common spoken language. For example, in foreign countries, it is very easy to purchase something simply by smiling and pointing at what you want. On the other hand, you can also easily show what you don't like by shaking your head. You can negotiate the price by using your fingers and even ask questions by using your hands to outline the shapes of things you want — although this can cause confusion and a few laughs too!

However, body language can sometimes be ambiguous. Although every culture around the world uses the same gestures and expressions, they use them in different ways. For example, an American tourist at a German hotel might give an "OK" sign by making a circle with his fingers. Unlike in America where this sign means everything is fine, in Germany, this gesture can cause offence. Another example is that in most cultures to nod one's head means "Yes" and to shake one's head means "No" while in some cultures the opposite is true!

Regardless of these differences, experts agree that across the globe there is one form of body language that receives universal approval — the smile. Smiling has a high success rate so never be afraid to use it — even when you're nervous — and especially in foreign countries!

Read to learn

READING STRATEGIES:
Paragraphs and headings

- Read each paragraph carefully. Underline 3-5 of the most important words.
- Be careful – the first sentence in a paragraph often introduces the main idea – but not always!
- Think of a heading to summarise the main idea of each paragraph. This helps you to understand the passage better.
- Headings often contain a word or a synonym of a word from the paragraph.

3 Read the text and use the Strategies to choose a heading for each paragraph. There is one extra heading.

- An aid to travellers
- Conscious and unconscious body language
- The disadvantages of smiling
- Why body language can be confusing?
- What is body language?
- Concluding statement
- Introduction
- Being aware

4 According to the text, which of these statements are true (T) and which are false (F)?

- A person with crossed arms is probably very calm.
- Americans take offence at the "OK" sign.
- Nodding your head means "yes" in most cultures.
- We congratulate people by jumping for joy.

Vocabulary

5 Choose the word from the box to complete the sentence in its proper form.

negotiate, resemble, explicit, ambiguous, unconscious, transparent, affection, rigid, dignity, merely

- You don't _____ your father at all. You look more like your mother.
- After I fell down the stairs I had no _____ left.
- You need to be _____ with little children otherwise they don't understand.
- I feel a lot of _____ for my grandmother.
- It was an _____ decision to buy a pink hat. I actually thought it was red!
- Your shirt is so _____ I can see straight through it!
- I _____ with the lady and got it \$5 cheaper.

- I shouted at him but he _____ raised his eyebrows.
- This sign is _____. It can mean two things.
- The chair was no longer _____. It was completely bent!

Vocabulary: Words for comparison and contrast

6 Which of the following words and expressions are used for comparison, and which are used for contrast? Write them in two columns.

unlike, similar, also, although, however, as well, while, differ from, both, on the other hand, but, same, just like, too

Comparison	Contrast

Now choose the correct words from the brackets.

- Many people in England use gestures that are (however/similar) to gestures in the USA.
- Peter is a very friendly person. James is (too/both).
- (While/As well) I like chocolate ice-cream, my mum likes coffee ice-cream. She likes strawberry (unlike/as well), (also/but) I don't.

Speaking

7 Read the text again and answer the following questions. Include the words and expressions in brackets.

Example 1 They can point and smile to show what they like. **On the other hand**, they can shake their heads to show what they dislike.

- How can tourists show what they like or dislike in foreign countries? (on the other hand)
- How did the American tourist in Germany make the hotel owner angry? (unlike)
- Why does smiling have a high success rate all over the world? (same)

QUOTE UNQUOTE

"The body says what words cannot."

- Martha Graham (1894-1991)



Communication Workshop

Writing: A Formal Letter

Before you start

New Future
Language School
*The right choice for
all applicants*

- 1 Read the advertisement and the letter to the New Future Language School. What information does the writer of the letter want to clarify?

location, course content, number of students, qualifications, certificate, discount, course fee, registration fee, length of the course, holidays

- 2 Find mistakes of style in the letter.

1 (line 1)	7 (line 17)
2 (line 2)	8 (line 18)
3 (line 3)	9 (line 19)
4 (line 9)	10 (line 19)
5 (line 13)	11 (line 22)
6 (line 15)	12 (line 23)

Example 1 = Hi there

- 3 Replace the mistakes of style with the following formal words and expressions.

Dear Sir/Madam, I would like, I am writing, In addition, I would be grateful if you could explain why, I look forward to hearing from you, as soon as possible, Could you please tell/ send me, Yours faithfully, I read that, I would like to know

In today's global economy, English is the international language of business. To put it simply, if you want to be a success in the business world, you need a high level of English competence. New Future Language School is offering an exciting, new, full-time Business English Diploma course. The curriculum focuses on English language skills used in business meetings and in areas such as marketing and advertising. A useful overview of different English varieties is also offered. The cost of one 6-week session is RMB 1,500, but if you pay in advance, you will receive a discount. Don't hesitate. Get ahead with your business English and sign up today!

Hi there,

I'm writing to ask for more information on the Business English course. I am very interested in the course but I want some details.

Firstly, it is not clear whether you can do just one of the sessions or if you have to do all of them. How many sessions are there in the full course and how long would it take? Would there be any holidays in the full course?

Secondly, I don't see why varieties of English are covered in the course. I am more interested in business so I would prefer not to study English varieties unless it is really necessary.

Thirdly, you say that there is a discount provided that I pay in advance. How much is the discount and is there a discount for all the sessions? By the way, would I also have to pay a fee for registering?

Finally, I want to know what qualifications candidates are required to have to enter the program. Just tell me all the requirements. Send me the answers to my questions ASAP and please include any other information you have on the course content.

Write soon,

Cheers,

Li Wei

4 Look at the sentences below. Replace the underlined words with these words:

as long as, except if, if

- 1 It is not clear whether you can do just one of the sessions.
- 2 There is a discount provided that I pay in advance.
- 3 I would prefer not to study English varieties unless it is really necessary.

Now choose the correct words from the brackets.

- 1 I like going to class (as long as/unless) it isn't boring.
- 2 I won't get a good grade (provided that/unless) I study hard.
- 3 I don't know (unless/whether) these diagrams explain the seasons or how the moon moves around the sun!
- 4 I will start the course in August (provided that/unless) I get accepted.
- 5 I don't like going out on Friday night (unless/whether) I've finished all my work for the week.
- 6 Going to Thailand for the holidays sounds great (as long as/whether) I've saved up enough money.
- 7 I am not sure (if/provided that) I should write captions for these pictures or not.
- 8 I will play tennis (unless/provided that) we're finished by 5p.m.
- 9 We can sit at a table near the window (if/unless) you'd rather sit in a booth.

Write a letter from New Future Language School replying to the prospective student. Follow the stages below.

Stage 1

Read the advertisement and the letter in the Communication Workshop again. Take notes of the questions in the letter, then list the things you need to include in the school's response.

- *Greeting* – how are you going to start the letter and what addresses should you include?
- *Sessions* – how many are there? How many must one do?
- *Duration* – how long is the course? Are there any holidays?
- *Reasons for English varieties overview* – is it due to increased international communication? What other reasons could there be?
- *Fees* – how do the discounts work? Is there a fee for registering?
- *Qualifications* – what are the requirements for entering the course? A senior high school certificate or perhaps certain grades?
- *Closing* – how are you going to finish the letter?

Stage 2

Plan your paragraphs.

⇒ *Writing Help 1 (layout), page 97.*

Stage 3

Write your letter. Remember to write in a formal style. Try to include examples of *unless, whether, as long as* and *provided that*.

⇒ *Writing Help 1 (style, linking).*

Stage 4

Check your letter.

⇒ *Writing Help 1 (checking).*

Talkback

Work in pairs and share your letters.

Listening: A Song

"Daniel" by Elton John

Look at the lyrics. Try to guess the missing words. Then listen to the song and check your guesses.

Daniel is travelling (1) _____ on a plane
I can see the red tail lights heading for (2) _____
Oh and I can see Daniel waving goodbye
God it looks like Daniel, must be the clouds in my
(3) _____

They say (4) _____ is pretty though I've never been
Well Daniel says it's the best place that he's ever
(5) _____
Oh and he should know, he's been there enough
Lord I miss Daniel, oh I miss him so much

Daniel my brother you are (6) _____ than me
Do you still feel the (7) _____ of the scars that
won't heal
Your eyes have died but you see more than I
Daniel you're a star in the face of the (8) _____

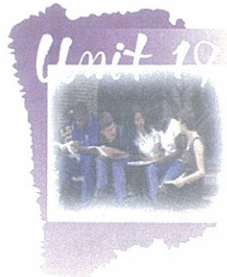
Listening: Situational Dialogues

1 Listen to three situational dialogues. Match these words with each dialogue.

barber, barbershop, bingo, cheers, fasten, globe, haircut, regulation, steward, stewardess

2 Listen to the dialogues again and decide where each one takes place.

- 1 a) a barbershop b) a travel agency c) a restaurant
- 2 a) a car b) an airplane c) a bus
- 3 a) a school b) a restaurant c) an airplane



Speaking: A Roleplay

Before you start

- 1 Listen to three students from China, Russia and France talking about their learning experiences in the UK. Complete the table.

	From	Department	Length of stay	Good experience	Bad experience
Katerina	Russia				
Lin Xiaofang					
Camille					

Work in pairs. Imagine you have been studying for a few weeks in the UK. Make up a dialogue about your experiences. Share your experiences with other students. Follow the stages.



Chatroom

SHOWING SYMPATHY

- 2 Listen to the conversation again. Which of the expressions below are used to sympathise?

- | | |
|-------------------|-------------------------|
| 1 Me too. | 6 I bet you were. |
| 2 Oh no! | 7 Me neither. |
| 3 Really? | 8 That's terrible! |
| 4 What a shame! | 9 They're a lot of fun! |
| 5 I bet they are! | |

- 3 Use one of these expressions twice to complete the dialogue.

I bet you were. Me neither. Oh no!

Camille: I used to play soccer with my brother every day. I was really good!

Lin Xiaofang: (1) _____. Where is your brother now?

Camille: He's at home in France studying at the Academy of Arts. When I had to say goodbye to him, I was really sad.

Lin Xiaofang: (2) _____.

Does Lin Xiaofang use the expression to sympathise in (1) or (2)?

ELLIPSIS

- 4 In spoken English, people often miss out words. What words are missing from these sentences below?

Example 1 *Have you been here long?*

- | | |
|----------------------------|--------------------------------|
| 1 Been here long? | 5 Oh, all over. |
| 2 Yeah, been waiting ages. | 6 Anything interesting happen? |
| 3 Tried rock climbing? | 7 Read the book catalogue yet? |
| 4 No, wouldn't risk it. | 8 Never liked him. |

Stage 1

Draw the table in Exercise 1 and use it to help make notes on three classmates.

Example *good experiences* – visited the Tower of London with new friends

Stage 2

Think of further questions to get your classmates to talk about their experiences in detail.

Example

What happened next?

What did you do?

Did you ...?

Stage 3

Work in small groups. Share and discuss the information on your classmates. Remember to show sympathy in the discussion.

Example

A: *Then she got lost.*

B: *Oh no! How did she find her way back to the Tower of London?*

A: *She didn't. She was lost for 2 days.*

B: *That's terrible!*

Language Awareness 4

1 Read the article and match the headings (1-4) with the paragraphs (A-C). There is one extra title.

- 1 Indifferent Lover 2 Mid-Life Crisis 3 Fame!
4 Falling Numbers



Lonesome Male of the Galapagos

Jo Tuckman on the Galapagos Islands

A **C**elebrity is not usually a characteristic associated with middle-aged giant tortoises from the Galapagos Islands. However, few have been so influenced by humanity as Lonesome George. Fame came to George in 1971 when he was discovered on the tiny uninhabited island of Pinta. He is known **to be** the last surviving member of his sub-species but **it is hoped that George will pass on his genes to a new generation.**

B. The numbers of Galapagos tortoises are said to have begun their decline when **it was realised that they could supply excellent fresh meat for passing ships**, because they were known to be able to survive for six months without food and water. Nevertheless, it was the effect of the goats introduced to the Galapagos by the early settlers that are understood **to have destroyed** the ecological balance on the islands and the livelihood of George's clan. Recently, there was another threat when the tanker *Jessica* ran aground near the islands. **It is believed to have leaked almost a million litres of oil into the sea.** At first, **it was feared that the islands' many unique species would be damaged**, but the archipelago is expected **to make** a full recovery.

C By the time George was discovered, breeding programmes were known to be increasing the numbers of other tortoise sub-species, but **it was acknowledged that his case was different.** Unless a mate could be found, his group faced extinction. George was taken to the Charles Darwin Research Centre on Santa Cruz island and provided with a harem from related sub-species, but was said to have been uninterested. Thirty years later the last *Geochelone elephantopus abingdoni* is as lonesome as ever.

2 Are you optimistic about the future of the Galapagos tortoises? Give your reasons.

Impersonal Report Structures

⇒ Grammar Summary 2, page 100.

3 Look at the sentences in blue in the text. Do they express:

- a) a general opinion/experience?
b) the opinion/experience of a particular person?

4 Read these two sentences. Which of them talks about:
a) a present belief? b) a belief held in the past?

- 1 It is hoped that George will pass on his genes to a new generation.
2 It was realised that they could supply excellent fresh meat for passing ships.

5 Find the sentences in the text which express the same as:

- 1 Scientists know that he is the last surviving member of his sub-species.
2 Everybody understands that the goats introduced by the early settlers destroyed the ecological balance on the islands and the livelihood of George's clan.
3 People expect that the archipelago will make a full recovery.

Now answer these questions about the three sentences above.

- 1 What is the form of the verbs *expect*, *know* and *understand*?
2 Are the opinions held in the present or past?
3 Which sentences express an opinion about:
a) the past b) the present c) the future?
4 What is the form of the verbs in red in the text? How does the form depend on the time the verb refers to?

6 Which of these sentences below expresses:

- a) a past belief about an earlier situation or event?
b) a past belief about a situation or event that was parallel in time?

- 1 The tortoises were known to be able to survive for six months without food and water.
2 George was said to have been uninterested.

7 Find sentences in the text similar to the ones in exercises 5 and 6. Rewrite them, beginning with "It is/was said/believed that".

Example The archipelago is expected to make a full recovery.
It is expected that the archipelago will make a full recovery.

8 Look at these two sentences from the text. Does *it* refer to something specific in the text? If so, what?

- 1 It is believed to have leaked almost a million litres of oil into the sea.
2 It was feared that the islands' many unique species would be damaged.

⇒ Find practice exercises in the Language Power, page 94.

Culture Corner

English Around the World

Nowadays, there are around 400 million speakers of English as a first language in countries such as Australia, Britain, Canada, Ireland, Jamaica, New Zealand, South Africa and the United States. In addition, there are many more millions of people who speak English as a second language, that is, when English is used in government, business and education. Many countries where English is used as a second language are ex-British colonies such as India, Kenya, Nigeria, Pakistan, Singapore and Sri Lanka. Besides, English is the most widely studied foreign language in the world. So how did English become a world language?

British English

It was in Shakespeare's lifetime that English began to spread around the world. In 1607, British rulers established a colony in Virginia – the first permanent English-speaking settlement in North America. By the time the Americans won their independence from Britain in the 1780s, there were thirteen colonies and four million English-speaking people!

American English

In 1806, Noah Webster published his first Dictionary of American English. This not only had American words and expressions, but also introduced a new, simplified spelling which is still in use. In the 19th century, American English spread with the expansion of the United States. After 1848, it was also influenced by immigration from Germany, Central Europe and Italy, which brought large numbers of new words into the language. In the 20th century, American English began to influence the rest of the world, first through Hollywood films and then through television.

Canadian English

Canadian English started when British loyalists moved north into Canada in 1782, near the end of the American War of Independence. To

British people, Canadian English sounds similar to American, but to Americans it sounds slightly British! Canadians use many American words like "truck" for "lorry" and "gas" for "petrol".

Australian English

Australian English began in 1788 when the first British prisoners were sent away to Australia as punishment. For fifty years, Australia was one big prison. The Australian accent was heavily influenced by Cockney, as there were large numbers of working class Londoners who were transported to Australia for crimes. Australian English still has Cockney phrases and expressions and is also unique because of the Aboriginal words that have come into the language – words like "kangaroo" and "boomerang".

New Zealand English

New Zealand English started in 1840, with the treaty between the British and the Maoris in New Zealand. This began the colonisation of the two islands. New Zealand English sounds very similar to Australian English, but uses more British words and expressions and has borrowed words from the Maoris, particularly for the names of flowers and trees.

Read the article and match these dates with the events below.

1788, 1806, 1782, 1840, 1607, 1848

- 1 _____ the first British colony in Virginia
- 2 _____ British loyalists moved north into Canada
- 3 _____ the first prison colony in Australia
- 4 _____ Webster's Dictionary of American English
- 5 _____ the treaty between the British and the Maoris in New Zealand
- 6 _____ the start of emigration from Central Europe to the USA


Notes

- colony /'kɒləni/ *n.* 殖民地
 establish /i'stæblɪʃ/ *vt.* 建立; 设立
 expansion /ɪk'spænjən/ *n.* 扩展; 扩张
 immigration /,ɪmɪ'greɪʃən/ *n.* 移居
 British loyalist /'brɪtɪʃ'lɔɪəlɪst/
 忠实于英国王室的保皇党人
 Cockney /'kɒkni/ *n.* 伦敦东部工人聚居区
 treaty /'tri:tɪ/ *n.* 条约
 colonisation /,kɒlənaɪ'zeɪʃən/ *n.* 殖民进程


Bulletin Board

What do you think can help you learn English well? What learning strategies have you used in learning English?


English Learning Strategy Corner




If I have a learning strategy, I'd say it's imitation. I like watching Disney cartoons. They are so interesting that I watch them again and again. I don't remember when I began to imitate the dialogues, but I do remember that one day my English teacher said that my pronunciation and intonation were quite good. Then I realise that this may be due to my imitation. I think by imitating, I get not only beautiful pronunciation and intonation, but also a kind of "feeling" for English.

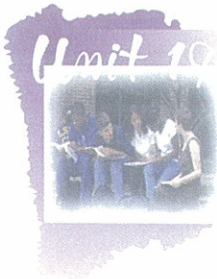


My strategy is guessing the meaning of words in the context, and I got that quite occasionally. Once I was reading an English story and came across a new word. But I was so involved in the story that I didn't want to stop to check its meaning. So I looked around the word and guessed its meaning. Later, when I looked it up, I found that I was right! Since then I began to practise this strategy. By doing this, my guessing ability improves and moreover, my reading speed increases!



I want to share with you my reading strategy, that is, looking at the pictures and titles before you read. The secret here is that the pictures that go with an article are usually closely related to the content of the article, and the title and subtitles often tell the main points. It's a good way to get the gist of an article in a short time. Then you can decide whether to read it or not.





Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
 Lesson 1 Language Learning Lesson 3 Body Language
 Lesson 2 Varieties of English

- 2 In this unit, I learned to _____.
 talk about learning foreign languages talk about varieties of English
 talk about body language show sympathy in dialogues
 talk about studying in the UK write a formal letter

- 3 After completing this unit, I understand what can help me learn English well. Y N

- 4 I can distinguish between different accents of English. Y N

- 5 I can list the following forms of body language and their meanings:
■ _____
■ _____
■ _____

- 6 I prefer _____ (American English British English)
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 English helpful:
 sending SMSs in English writing emails in English
 reading English novels/stories searching for English information on the Internet
 looking up new words in the dictionary keeping a vocabulary notebook
 making notes in my textbook listening to the textbook cassettes

My plan for the next unit:

I need to _____



1 A Radio Telescope



2 An Atom



3 A Microscope



4 A Microchip

20 New Frontiers

In this unit you will...

- Read magazine and newspaper articles. Use reading strategies to identify accurate information.
- Talk about science and the future and give a presentation.
- Listen to dialogues, film extracts, an interview and a presentation. Use listening strategies for completing notes.
- Write an article.
- Study the Future Perfect and the Future Continuous.

Warm-up

1 Match the branches of science with the numbered objects.

- biology
- physics
- information technology
- astronomy

Can you think of any other areas of science?

Example *chemistry, algebra, geometry*

Which areas of science do you think are the most interesting? Why?

2 Match the Key Words with the four branches of science in Exercise 1. Add more words.

KEY WORDS: Science

artificial intelligence, bacteria, black hole, software development, data processing, deep space, energy, gravity, light year, mass, radiation, radium, universe, radioactive, search engine, solar system

3 Listen to four extracts and identify these different programmes.

- educational • quiz • news • interview

4 Think about the answers to these questions.

- 1 How has science affected our lives in the last two hundred years? Think about: communication, entertainment and recreation, housing, medicine, transport, war, work
- 2 Which of the changes in our lives have not been beneficial? Why?
- 3 In what areas do you think we need to do more research?

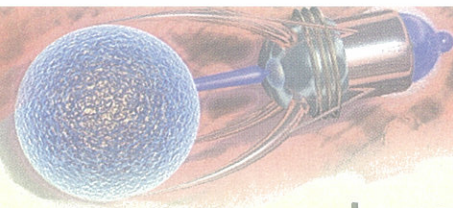
Work in pairs. Discuss the questions.



5 DNA



1 Futurology



Reading

Before you start

1 Look at the titles below. What do you think they mean?

- From the Past to the Future
- The Future Business
- Tomorrow's World
- A Perfect Future?

Read the article and choose the best title for it.

Read to learn

2 How many predictions did the writer find? Read the text and complete the table.

When?	What are the predictions?

3 Why is the writer interested in futurology?

4 Which of the predictions expressed in the text:

- happen (we can see evidence now)?
- probably happen (this is your opinion)?
- happen in your lifetime (there is a chance they will happen)?
- happen in your lifetime (there is a small chance that they will happen)?

Voice your opinion

5 Which of the predictions would you like or not like to come true? Why?

Hannah Jones looks into the future.

I love talking about the future — and I am not the only one. Over the centuries, people have always wondered about the future. Some like to read fantasy stories and imagine what the world will be like in 10, 50 or even 1,000 years' time. Others write about the future themselves. In the 18th and 19th centuries, especially the latter, the most common theme in science fiction novels was the future. Some authors even predicted things that have since happened, for example, landing on the moon! But for some people, thinking about the future is not just for fun. They plan the future of the world for a living. These people are called futurologists. 5 10

This weekend, hundreds of futurologists are meeting at Newcastle University. The seminar starts on Friday and the experts will be discussing the endless possibilities of the future. The future is now big business and many people will attend the seminar with dreams of starting new enterprises based on the predictions they will hear this weekend. I clicked into the websites of a few futurologists and here's what they're predicting: 15

- In the next few years, computers will become handier. Shortly all of us are going to use our voices to give instructions to computers. We will be able to download any file or update our computers just by saying a few words. 20

- By the year 2015, the clothing industry will have produced new types of material that will remain stainless no matter what you spill on them. Red wine stains will no longer ruin clothes. Garments will also be so strong that they will never get old and worn. 25

- By the year 2025, no one will die of starvation because there will be food for everyone. No one will have to live on welfare as everyone will have jobs and discrimination will be a part of the past. There will therefore no longer be any conflict and people will be able to live together in peace and equality. 30

- By the year 2030, development in biochemistry and medical science will have made it theoretically possible for us to live for at least 150 years. Tiny, insect-like robots may be sent around the cells of our bodies to assess our health and carry out repairs to keep us healthy. 35

- By the middle of the century, computers that are millions of times smarter than us will have been developed. We will be linking our brains to these computers and a huge database. A new type of electronic human might have developed! 40

- By the end of the century, we will have discovered other places in our solar system suitable for living and we will have discovered ways to go further into space. 45

I'll be there in Newcastle this weekend. At nine o'clock on Saturday morning, I'll be sitting in the front row and listening to the great Professor Willard talking about the future of my brain. If you can't beat the future, join it — it's the dawn of a new world.

Grammar

THE FUTURE

6 In which of these sentences do we emphasise that the underlined activity must be finished before the other one happens?

- 1 When you get home on Friday, you'll receive good news.
- 2 After you've done the shopping, you'll have a pleasant surprise.

7 Which of the tenses below refers to:

- a) something that will finish before a certain time in the future?
- b) something that will be in progress at a certain time in the future?

Future Perfect

By the end of the century, we will have discovered other places in our solar system ...

Future Continuous

At nine o'clock on Saturday morning, I'll be sitting in the front row and listening to the great Professor Willard.

Find more examples of the tenses in the text.

⇒ Grammar Summary 3, page 100.

8 Complete the sentences using the Present Perfect.

- 1 I'll help you as soon as I _____.
- 2 She can't buy a digital camera until she _____.
- 3 You can leave the exam room only after you _____.
- 4 I'll phone you when I _____.
- 5 We'll let you know as soon as _____.
- 6 Your telephone line will start working only after _____.

9 Complete these predictions about the world in 2020 by putting the verbs in brackets either in the Future Perfect or the Future Continuous.

- 1 people (use) solar energy every day
- 2 people (use) up all natural sources of oil
- 3 people (travel) into space on a regular basis
- 4 people (eat) food created by specialists
- 5 traditional farms (disappear)
- 6 many new planets (discover)
- 7 Mars and Venus (explore) and (describe) in detail
- 8 scientists (study) the chances of people settling on other planets

10 Look at the programme of the futurologists' conference and the cues below (1–7). Write full sentences using the Future Perfect or the Future Continuous.

Example 7 p.m. on Friday – the participants attend a group discussion
At 7 p.m. on Friday, the participants will be attending a group discussion.

Friday

- | | |
|---------------|---|
| 4 – 5:30 p.m. | Prof. Howard Green: Alternative Sources of Energy – New Concept |
| 6 – 7:30 p.m. | Group discussion: Love and Friendship in the 21st century |
| 8 p.m. | Reception |

Saturday

- | | |
|----------------|---|
| 9 – 11:30 a.m. | Prof. Willard: The Future of the Human Brain |
| 12 – 1:30 p.m. | Dr. B. A. Lorry: Vehicles of the Future |
| 2 – 3:00 p.m. | Lunch |
| 4 – 5:30 p.m. | Prof. Stella Spacek: Exploring Mars and Venus |
| 6 – 7:30 p.m. | Dr. D.N.A. Gene: The Energy of the Atom |
| 8 p.m. | Reception |

Sunday

- | | |
|----------------|---------------------------------|
| 9 – 11:30 a.m. | Group discussion: Earth in 2050 |
| 12:00 p.m. | Closing ceremony |

- 1 5 p.m. on Friday – Prof. Howard Green gives a lecture on alternative sources of energy
- 2 Saturday lunchtime – the participants listen to two lectures
- 3 2:30 p.m. on Saturday – everyone has lunch
- 4 Saturday night – the participants have a reception
- 5 Sunday morning – they discuss a few problems of the future
- 6 Sunday noon – the participants attend the closing ceremony
- 7 the end of the seminar – the futurologists discuss many important issues

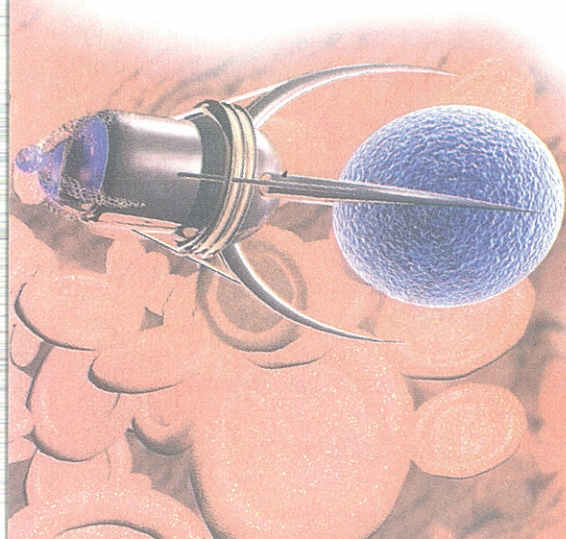
Language in Use

11 Work in pairs. Make predictions about each other in ten years' time. Say what you think about your partner's predictions.

Example A: I think that in 10 years' time you'll be working in a barbershop.

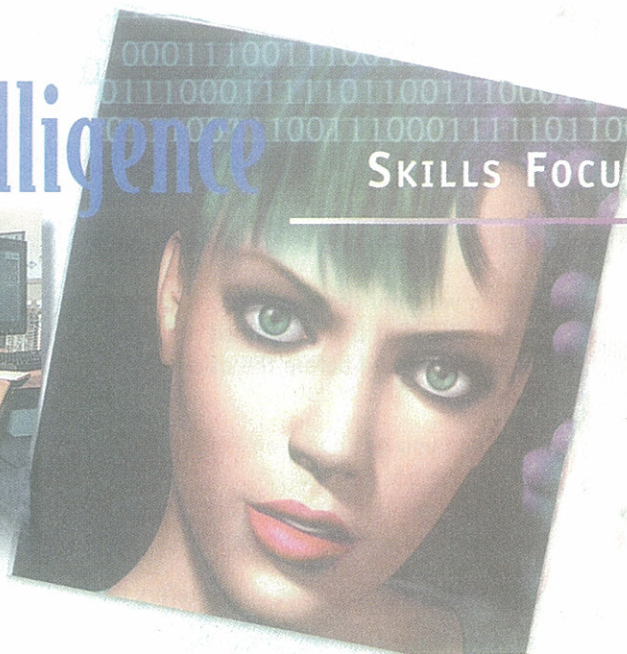
B: Really?

- 1 Will he/she be living here or abroad? Where?
- 2 How many jobs will he/she have had by that time?
- 3 What will he/she have achieved?
- 4 Will he/she be married?
- 5 Will he/she have any children?



2 Artificial Intelligence

SKILLS FOCUS



Listening

Before you start

1 Look at the pictures. Work in pairs and discuss these questions.

- 1 What science fiction films have you seen that are about intelligent robots or robots that look like humans?
- 2 How did the robots behave towards humans?
- 3 Which of these things can robots and computers do now?

work in factories, play football, control cars and planes, beat us at chess, write music, give us the news, speak to us, have a real conversation with us, have feelings

Listen to learn

2 Listen to the interview with Ananova and answer the questions.

- 1 Where can you see and hear her? What does she do?
- 2 Does Ananova really exist? Can she really talk?
- 3 Why are there no photos of her as a child?
- 4 How does she find news stories?
- 5 What are her plans for the future?

Do you think Ananova is intelligent? Why/Why not?

3 Listen to the interview again. Complete the Function File with these expressions.

in other words, is that clear? what I don't quite understand, to put it another way, what I mean is, what that means, so does that mean, could you explain how, what I'm trying to say, what I'm getting at, that's a programme which, I mean

Function File

Clarifying and asking questions

And tonight she's in the studio for an interview with us, well, (1) _____, she's here on screen, of course, because she's not real, she's a virtual character – just an image.

(2) _____

It's not a real interview. (3) _____ is that we sent the questions to her programmers in advance.

(4) _____ your creators decided what you should look like?

(5) _____, they only receive what they want to know.

(6) _____, I have no childhood.

(7) _____ is how you are so quick.

(8) _____ is how you gather the news so quickly.

I also have a "Web Spider" – (9) _____ searches the Internet ...

(10) _____ they tell you whether to smile or read in a serious voice?

So what next? (11) _____ what are the plans for Ananova?

(12) _____ is I will deliver the latest stories that you're interested in wherever you are.

4 Work in pairs. Student A and Student B turn to page 103. Read the notes about the robots. Add your own information.

5 Explain your robot to your partner using expressions from the Function File. Ask questions about your partner's robot.

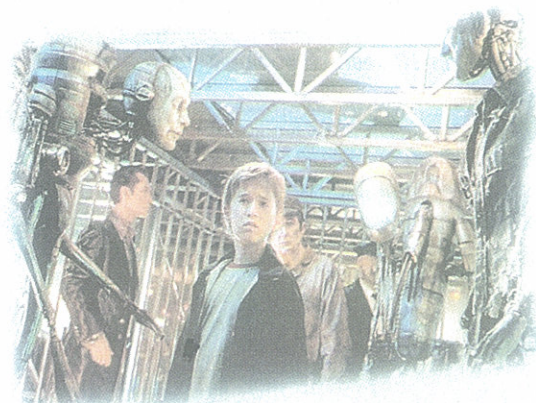
Example

A: It's quite fast. What that means is that it goes at about 40 kph.

B: What I don't quite understand is how it moves.

A: Well, it's got wheels.

B: So could you explain how it goes upstairs?



Listening

LISTENING STRATEGIES: Completing notes

- Look at the notes and decide what kind of information you need, e.g. a date, a number, an adjective, etc..
- Don't worry if you don't understand everything – just listen for the important words.
- Complete the notes with one word or a short phrase.

6  Listen to the woman talking about her favourite film and complete the notes.

2001: A Space Odyssey was first shown in (1) _____ .
Some people's reaction was to walk out of (2) _____ .
Many people found it (3) _____ .
The first scene is set on Earth (4) _____ .
Some cavemen find a black block, a machine sent by (5) _____ .
The next part of the film is set on (6) _____ .
The third part of the film is about a journey to (7) _____ .
Only the intelligent computer HAL knows the (8) _____ .

Vocabulary: Phrasal Verbs

⇒ *Lexicon, pages 104-111.*

7 Match these phrasal verbs with words in bold in the text.

- | | | |
|---|--------------------------------------|--|
| <input type="checkbox"/> take over | <input type="checkbox"/> walked out | <input type="checkbox"/> get across |
| <input type="checkbox"/> give away | <input type="checkbox"/> get on fine | <input type="checkbox"/> is to do with |
| <input type="checkbox"/> makes up for | <input type="checkbox"/> came out | <input type="checkbox"/> figure out |
| <input type="checkbox"/> got a lot out of | | |

The woman (1) **enjoyed** the film, even though it (2) **was shown** a long time ago. She explains that when it was first shown, some people couldn't (3) **understand** what it was about and (4) **left**. In her opinion, the director (5) **compensates** for the lack of plot by using visual effects and uses music to (6) **communicate** the feeling of the film. The woman talks about the plot of the film but she does not (7) **tell us** the ending. Among other things, the film (8) **is about** intelligent machines. In the story, some astronauts and a computer (9) **have a good relationship**, but then the computer tries to (10) **take control**.

8 Complete the sentences with the phrasal verbs in Exercise 7.

- We must _____ the simple fact that drugs are dangerous.
- I couldn't _____ what I had done to annoy my boss.
- I don't really believe that their conversation yesterday _____ work.
- It is reported that the millionaire has decided to _____ all his money to charities.
- The team will be anxious to _____ a disappointing start to the season.
- It _____ that some government officials received money from the company.
- His only reason for investing in the company was to _____ it _____.
- Children can _____ being involved in volunteer work.
- I was so angry that I _____, leaving him sitting there shocked and white-faced.
- How I wish I could _____ with my colleagues in the company!

9  Listen to the story of HAL and answer the questions.

- How many astronauts are there on the ship? How many are in "hibernation"?
- Why do Frank and Dave talk about turning HAL off?
- Why does HAL start killing the astronauts?
- Why does HAL refuse to let Dave back into the spaceship?
- What feelings does HAL have when he is being turned off?
- Why does HAL sing a song before he "dies"?



Comparing Cultures

Work in pairs. Discuss these questions.

- Do you think technology and the media have made cultures around the world more similar? How?
- Will different cultures and languages disappear in the future? How can cultures and languages be protected? Should they be protected?

QUOTE UNQUOTE

"Men have become the tools of their tools."

H.D. Thoreau, American writer (1817-1862)



3 Scientific Breakthroughs

SKILLS FOCUS

Reading

Before you start

1 Do you know the major discoveries of the scientists in the pictures?

2 Try to match the discoveries or inventions (1–4) with how they came about (a–d).

- 1 $E = mc^2$
- 2 penicillin
- 3 the first computer
- 4 other galaxies

- a) scientists worked together as a team
- b) there was a lucky accident
- c) a scientist did research for many years
- d) a scientist was inspired

Read to learn

3 Read the text and check your guesses from Exercises 1 and 2.

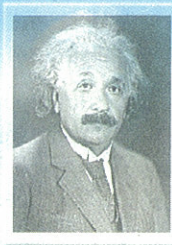
READING STRATEGIES: Identifying accurate information

- First, read the text to get the general idea.
- Then read the questions/statements and identify important words.
- Find the relevant part of the text and identify the important words.
- Decide if the important words in the question/statement and text express the same ideas.
- To decide if there is no information, make sure that the answer (true/false) cannot be inferred from the text. Also make sure that you base your decision only on the information in the text.

PIONEERS OF SCIENCE THE 20TH

If you had to choose the single most important discovery of the 20th century, you would have a real dilemma on your hands. In just 100 years, the world changed completely. Amazing discoveries were made in medicine, communications and transport, not to mention our knowledge of the world and space. Medical advances ranged from discovering the causes of diseases under microscopes to surgical procedures replacing diseased organs with donated ones. Communications changed with the introduction of mobile phones and the way we correspond went from writing letters to emailing. We started flying around the world and meanwhile, scientists figured out how to split the atom, previously thought to be the smallest particle of matter in the universe.

Although it is impossible to choose the most important discovery, it is possible to single out a few pioneers of the 20th century. Here are five of them.



Albert Einstein

One of the 20th century's premier scientists was Albert Einstein. In the summer of 1905, this outspoken young man was rocking his one-year-old baby when he was suddenly inspired. "E=mc²" was born. E=mc² showed how a small piece of mass could produce an unbelievable amount of energy. Einstein then showed in his "theory of relativity" that not even time, mass or length are

constant — they change according to our experience of them.

Einstein had already become world-famous when a young ex-lawyer, returning from the First World War, started work in California. Using the most high-powered telescope of the time, he began the long, slow process of exploring our galaxy. Edwin Hubble was about to make astronomy's greatest breakthrough of the century. He discovered small areas of mist which were in fact galaxies like our own, millions of light years away from us, which proved that the universe was vastly larger than had previously been thought.



Edwin Hubble



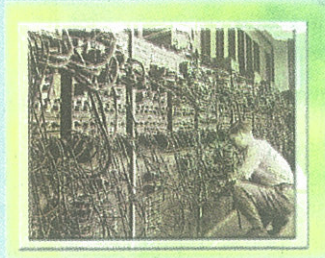
Alexander Fleming

In 1929, another far-reaching finding was made by the son of a Scottish shepherd. Before he went on holiday, biologist Alexander Fleming left a dish with bacteria in it in his laboratory. When he came back, he noticed something strange. He double-checked and saw a blue mould in the dish around which the bacteria had been destroyed. This blue mould was in fact the natural form of penicillin, which Fleming realised could be used to kill bacteria.

CENTURY

A few years later, penicillin was being mass-produced and helping to save the lives of millions. Fleming remained modest about the amazing outcome of his discovery. "Nature made penicillin," he said, "I just found it."

During the Second World War, when Fleming's discovery was first helping to cure people, the US Navy was looking for ways of improving the accuracy of their missiles. The navy turned to Eckert, an engineer, and Mauchly, a physicist, to wrestle with the problem and produce a machine to do the job. Although they only finished after the war in 1946, it did not matter. This huge machine was the world's first computer, but it was nothing like our computers today. It measured 100 feet long by over 10 feet high and weighed over 30 tonnes. With 18,000 tubes, thousands of circuits and 6,000 switches, it used so much energy that when it was turned on, the lights in the local town went out!



The world's first computer

These pioneers of the 20th century were all dedicated to improving the quality of human life on earth, but sometimes breakthrough discoveries that have affected our lives today happened by mistake! For example, we are all grateful for the handy microwave oven that allows us to prepare meals in minutes and we have Percy Spencer to thank. This inventor, with 120 patents to his name, discovered microwaves when he was experimenting with radars and noticed a chocolate melting in his pocket.

There is no doubt about it. Without the breakthroughs of these pioneers in science and technology, whether lucky or planned, the world as we know it today would have been a completely different place.

4 Are these statements true (T) or false (F) according to the text or is there no information (NI)? Use the Strategies to help you.

- 1 Einstein was at work when he thought of the equation " $E = mc^2$ ".
- 2 Einstein participated in the programme that developed the nuclear bomb.
- 3 Einstein observed changes in time, size and mass.
- 4 Hubble studied the universe for over twenty years.
- 5 Hubble discovered that our galaxy is bigger than we thought it was.
- 6 Fleming had been studying bacteria in his laboratory when the discovery happened.
- 7 There was a blue mould around the bacteria in the dish.
- 8 Fleming developed the process for making penicillin.
- 9 The first computer project failed to meet its original goal.
- 10 The first computer was extremely difficult to program.
- 11 The scientist who discovered microwaves invented microwave ovens.
- 12 Today it is possible to donate your heart to hospital when you die.

Vocabulary: Compound Words

5 Match the categories (a–e) with the examples (1–5). Then add examples of your own.

- a) compound noun (noun + noun)
 - b) compound noun (verb + preposition/preposition + verb)
 - c) compound noun (adjective + noun)
 - d) compound verb
 - e) compound adjective
- 1 one-year-old; world-famous; far-reaching
 - 2 CD player; jet engine
 - 3 flying machine; nuclear bomb
 - 4 breakthrough; outcome
 - 5 mass-produce; double-check

Speaking

6 Work in pairs. Discuss these questions with your partner.

- 1 Which of the discoveries or inventions mentioned in the text has been the most important so far? Why?
- 2 Which discovery or invention will have the most important consequences in the future? Why?
- 3 Which of the scientists in the text do you admire the most? Why?
- 4 Which of the discoveries or inventions is the most difficult to understand?

QUOTE UNQUOTE

"Creativity in science could be described as the act of putting two and two together to make five."

Arthur Koestler (1905–1983), British author



Communication Workshop

Writing: An Article

Before you start

1 Read the article. Match these headings with the paragraphs (A–F).

- Recent Interest
- Early Space Exploration
- Introduction
- Conclusion
- Into Deep Space
- China's Contributions

2 Find sentences in the text that mean the same as these colloquial sentences. Paragraph letters are in brackets.

- 1 The space age kicked off when they sent up Sputnik 1. (B)
- 2 The final part of early space exploration was the moon landing. (B)
- 3 Space exploration is in again because of that new telescope. (C)
- 4 It's so good that it's found loads of new planets. (C)
- 5 They're going to send out cameras to find places like Earth. (D)

3 Match these words with the idiomatic expressions from the text (1–5) in italics.

all over the world, a stage on the way, the possibilities are endless, decreased, shown we've been there

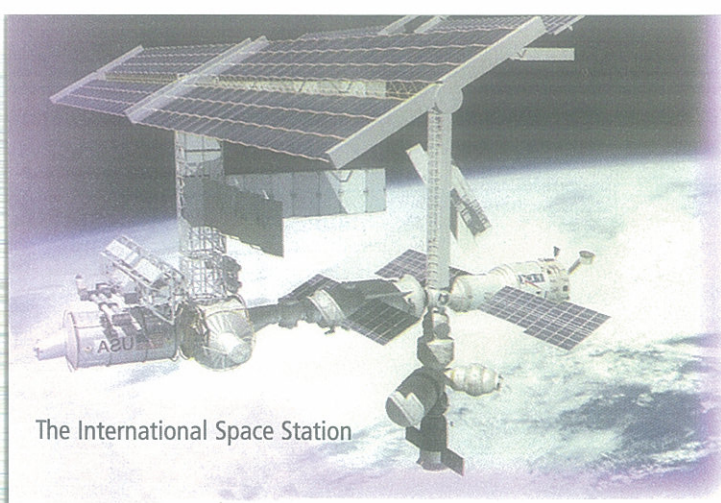
- 1 We have *left our mark* everywhere.
- 2 *All four corners of the globe*.
- 3 The number of manned flights *dropped off*.
- 4 It's *a stepping stone*.
- 5 *The sky is no longer the limit*.

Shenzhou V



Space: The Final Frontier

- A** “What’s beyond that hill?” “What’s on the other side of that river?” “What’s that dot in the sky?” The desire to explore has been with us since our ancestors left Africa (1) to spread out all over the world. By the beginning of the 21st century, almost all of Planet Earth has been visited, described and mapped. We have left our mark in all four corners of the globe and now we are looking outwards at the only frontier left to explore — space. 5
- B** The age of space exploration began in 1957, when Sputnik 1 was launched by the Soviet Union. The first successful manned flight took place in 1961, when Yuri Gagarin was shot past the boundaries of the Earth’s atmosphere and into space. This marked the beginning of the “space race” between the US and the USSR, which ended with the US putting a man on the moon in 1969. After this, interest faded and the number of manned flights dropped off. 10
- C** Recently there has been another burst of interest in space (2) as a result of the Hubble Telescope. It was launched in 1990 (3) so that astronomers could observe space without the Earth’s atmosphere being a barrier. The Hubble has provided views of such phenomena as dying stars and black holes. The telescope is so precise that over fifty new planets have been located beyond our solar system. Other exciting developments include two other projects (4) for exploring our solar system, looking for water on the moon and looking for primitive life on other planets. 15
- D** The International Space Station is now being built in the Earth’s orbit and soon will be working as a permanent manned scientific base, (5) so as to research life in space and provide a stepping stone (6) in case future manned flights are sent out. Further space projects such as *Deep Space*, will send out cameras (7) in order that they might find Earth-like planets where there might be life. A permanent base will probably be set up on the moon in the next twenty years and manned flights to other planets might take place some time after. 20
- E** China’s contribution to international space exploration started with the successful launch of the Dongfanghong 1 Satellite in 1970 and its manned flight programme has recently made headlines when it celebrated the successful Shenzhou V launch in 2003. The success of Shenzhou V was important (8) as it was the first step in China’s manned space programme. The next step will be to send astronauts into the Earth’s orbit (9) in order to set up space stations to conduct experiments. (10) Due to China’s rapidly developing space programme, this could be sooner rather than later. 30
- F** In conclusion, we are only really in the initial stages of exploring space but we have come a long way since learning that the Earth is not flat and spins in an oval-shaped orbit around the sun. The possibilities for the future are endless and as long as people remain interested, we will keep exploring the world overhead. The sky is no longer the limit. 35



The International Space Station

4 Classify the linking words underlined in the text as a or b.

- a) reason – explains the cause of an action
- b) purpose – shows the aim of an action

Example 1 *purpose*

Which of the linking words are followed by modal verbs?

5 Complete the second sentence so that it has a similar meaning to the first sentence.

- 1 Take an umbrella because it might rain.
Take an umbrella in case _____ .
- 2 Bring your costume to swim in the river.
Bring your costume so that _____ .
- 3 It's foggy so you can't drive fast.
You can't drive fast due to _____ .
- 4 If you leave your telephone number, we will contact you.
Leave your telephone number in order that _____ .
- 5 My aunt's coming so don't come round.
Don't come round because of _____ .
- 6 Check if he's in by giving him a ring.
Ring him up first in order to _____ .
- 7 Wear warm clothes as the nights can be very cold.
Wear warm clothes in case _____ .
- 8 You are not permitted to work if you are on a student visa.
You can't work because of _____ .

Write an article for a local magazine about a subject you are interested in. Follow the stages.

Stage 1

Choose a subject that interests you, e.g. ballet, computers, the Olympics. Make a list of places where you can find information.

Example

- websites – *www.ballet.com*
- magazines – *Dance Today*
- books – *The History of Ballet*
- television – *Come Dancing*
- radio – *arts programmes*

Stage 2

Find information. Write notes and organise them into five paragraphs.

⇨ Writing Help 2 (layout), page 98.

Stage 3

Use your plan to write the article.

⇨ Writing Help 2 (style, useful vocabulary, linking).

Stage 4

Check your article.

⇨ Writing Help 2 (checking).

Talkback

Work in pairs. Read each other's articles. Then tell your partner:

- what (for you) is the most interesting information in his/her article
- what information is not so interesting for you
- if any part of the article is not very clear or difficult to understand

Listening: A Song

In the year 2525 (by Zager and Evans)

1 Listen to the song about the future. Which of these years are mentioned?

2929, 3535, 4545, 5555, 6565, 7575, 8585, 9595

2 Listen again. Which of these things are predicted?

intelligent machines, pills that control you, test-tube babies, machines for doing everything, an invasion by aliens, changes in our bodies, a nuclear war, space travel to other stars, the end of humankind

Listening: Situational Dialogues

1 Listen to four situational dialogues. Match each group of key words with a dialogue.

- a) sneezing, sniffing, class, some version of a cold
- b) porridge, ripe melon, ripen, add some walnuts
- c) watch TV, press the button, light bulb in the socket
- d) razor, shave, five, shaver

2 Listen to the dialogues again and decide who the speakers are in each one.

- | | |
|--------------------------------|------------------------|
| 1 a) barber and customer | b) teacher and student |
| c) father and son | |
| 2 a) doctor and patient | b) husband and wife |
| c) shop assistant and customer | |
| 3 a) two farmers | b) waiter and cook |
| c) boss and staff | |
| 4 a) mother and son | b) father and daughter |
| c) teacher and student | |





Speaking: A Presentation

Before you start

- 1 Listen to a class presentation on Mars and complete the notes.

Mars' atmosphere is made up of (1) _____ .
 Valleys show that in the past there was (2) _____ .
 An Italian astronomer saw (3) _____ .
 The first man-made object flew past Mars in (4) _____ .
 "Pathfinder" was a success because it (5) _____ .
 NASA declared that a rock from Mars proved (6) _____ .
 A study of the rock in 2001 found (7) _____ .
 A manned flight to Mars would take about (8) _____ .



Chatroom

PRESENTING

- 2 Match the expressions from the presentation (1-9) with why we use them (a-g).

- | | |
|---|--|
| 1 Today I'm going to talk about ... | a) to refer to a drawing or photo |
| 2 As you can see in this photo ... | b) to start off the presentation |
| 3 Well, first I'd like to talk about ... | c) to finish the presentation |
| 4 How long have we been observing Mars? | d) to start the conclusion |
| 5 Right, now let's look at ... | e) to introduce the first topic |
| 6 Another period of great interest ... | f) to introduce a new topic with a question (x2) |
| 7 So how will we continue to explore ...? | g) to introduce a new topic (x2) |
| 8 In conclusion, ... | |
| 9 That's all. Thank you. | |

- 3 Read the Strategies. Which of them do you think are the most useful?

SPEAKING STRATEGIES: Giving presentations

- First, make sure you understand the subject and have collected enough information.
- To prepare, choose the most interesting information. Then write notes about what you want to say. Do not write out your presentation.
- Find visual aids to help you: slides, photos, diagrams, etc..
- Practise giving your presentation to yourself. Go through it again just before you give it.
- If you get very nervous beforehand, breathe in and out deeply a few times.
- At the start, state clearly what you are going to talk about.
- If you make a mistake or forget something, don't worry – continue talking.
- Finish your presentation with a summary of the main points and then ask if there are any questions.

Give a five-minute presentation to the rest of the class (on the topic of your article from the Writing Workshop). Follow the stages.

Stage 1

Look at your notes from Stage 2 of the Writing Workshop. Add notes for your objectives (beginning) and for a summary (at the end). Underline information to help you remember it.

Stage 2

Look at the expressions in the Function File in Lesson 2 and in the Chatroom in this lesson. Practise giving your talk to yourself.

Stage 3

Give your presentation to the rest of the class. When listening to other people, take notes on their talks.

Talkback

Work in pairs. Discuss these things:

- 1 Which was the most interesting presentation? Why?
- 2 Which subject would you like to find out more about?
- 3 Which of the Speaking Strategies were the most useful?
- 4 What were the biggest problems you had?

Language Awareness 5

1 Think of a place in China that you know well and think is beautiful. Say why.

2 Read the information about an area of England. Would you like to visit it? Why? Or why not? What things would you like to do there?

The Countryside of South Shropshire

Looking for somewhere to go away for a long weekend? At this time of year, there is nowhere better than the unspoilt countryside of South Shropshire. On the border of England and Wales, it is full of beauty, with high hills, wooded countryside and picturesque towns and villages, all of which makes it an ideal place to visit. 5

It is probably sensible to base yourself in Ludlow, which is the biggest town in the district. As the well-known local historian, David Lloyd, has said, "There are few towns like ours in Britain with such fine architecture." 10

It has a breathtaking castle and a church tower that one can see from miles and miles away. Cross the medieval bridge over the River Teme and enter the town through a gate in the old town walls. You will find yourself in Broad Street with its impressive 18th century houses. Architecturally, this is one of the most famous streets in England. Other places worth a visit are the castle, which defended the town against the Welsh, and St Laurence's, a spectacular medieval church. These are just some of the things that make Ludlow a very special town. 15 20

As well as seeing these sights, there are plenty of others to visit in the area such as the historic towns of Cleobury Mortimer and Bishop's Castle. If you like castles, it's a good idea to visit picturesque Stokesay Castle or the ruins of Wigmore Castle, the seat of the powerful Mortimer family. They are amongst the scores of castles in the area. 25

There are also plenty of things to do for those who like the outdoors. Go canoeing on the River Teme or hang-gliding from Clee Hill. South Shropshire is also a walkers' paradise, with Mortimer's Trail that goes from Ludlow through Mortimer's Forest to the Welsh border. If you have children, drop in to The Secret Hills Discovery Centre in Craven Arms where they can learn all about the area and enjoy themselves at the same time. 30 35

There are plenty of good hotels and restaurants in Ludlow and their food has an excellent reputation. Three restaurants hold the famous Michelin star, which is really quite surprising when you think that there are only several of them in the whole country. In addition, Ludlow is only 150 miles from London, which makes it a great place for a weekend. 40 45

Reference: Pronouns

⇒ Grammar Summary 4, page 101.

3 Look at the words in red and underline the parts of the text that they refer to.

4 Underline the parts of the sentences that *which* refers to in each case.

- 1 ... it is full of beauty, with high hills, wooded countryside and picturesque towns and villages, all of **which** makes it an ideal place to visit.
- 2 ... base yourself in Ludlow, **which** is the biggest town in the district.
- 3 Other places worth a visit are the castle, **which** defended the town against the Welsh.
- 4 Ludlow is only 150 miles from London, **which** makes it a great place for a weekend.

5 Among the words in **bold** in the text find:

- a) two personal pronouns (subject and object)
- b) two reflexive pronouns
- c) a possessive pronoun
- d) a possessive adjective
- e) three relative pronouns
- f) a demonstrative pronoun

6 Which of these words do not express the same meaning as one in the sentence below?

- a) you
- b) everyone
- c) anyone
- d) this person

*Ludlow has a church tower that **one** can see from miles and miles away.*

Find practice exercises in the Language Power, page 95.



Culture Corner

Ancient Chinese Inventions

The ancient Chinese are associated with many important inventions, some of which have changed the world, and many of which, we still use today.

Paper making



The ancient Chinese invented and were using paper about 2000 years ago. Early paper in China was made from bamboo fibre. The plant was put in water and then beaten

to a pulp. This pulp was then dried into fine sheets. Because of the invention of paper, the Chinese were one of the first nations to start producing historical records, maps and literature.

Printing

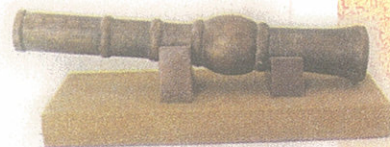
A Chinese craftsman called Bi Sheng invented the printing press in 1045 AD. Early printing presses were made by carving wooden blocks with characters. The blocks were then arranged to form the words on a page. This invention made it



much quicker and easier to reproduce written work and led to the first ever mass-production of books and literature. Because books became more widely available to the public, general literacy in China was a lot better than anywhere else in the world.

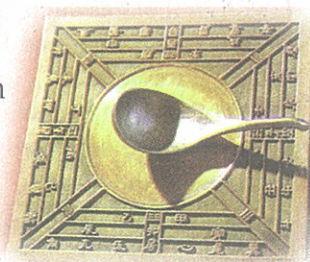
Gunpowder

Gunpowder was invented by the Chinese in the eighth century AD. Early Chinese scientists discovered how they could make something explode. Gunpowder was used in wars and led to the development of many different kinds of weapons. For example, rockets carrying gunpowder could be launched at enemy soldiers from a bamboo tube.



The Compass

The ancient Chinese noticed that certain kinds of metals usually lined up in a north to south position. By the third century, they had started making the first, simple compasses by floating small pins of magnetic metal in bowls of water. By the eleventh century, the Chinese were using highly developed compasses to navigate their ships at sea. In the West magnetism was not discovered until the fifteenth century. Until this time, European sailors were still navigating by the stars.



Notes

pulp /pʌlp/ *n.* 纸浆
craftsman /'krɑ:ftsmən/ *n.* 工匠
literacy /'lɪtərəsi/ *n.* 读写能力; 有文化
gunpowder /'gʌnpaʊdə/ *n.* 火药
weapon /'wepən/ *n.* 武器
compass /'kʌmpəs/ *n.* 指南针; 罗盘
magnetic /mæɡ'netɪk/ *adj.* 有磁力的
navigate /'nævɪgeɪt/ *v.* 导航; 航行

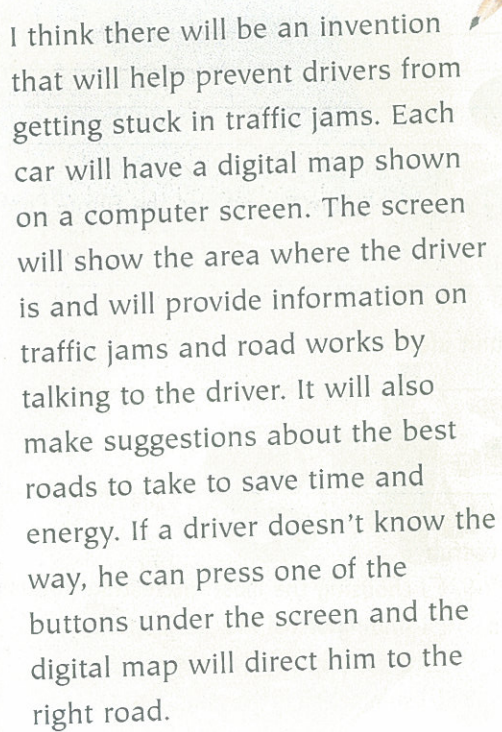
Answer the questions.

- 1 From what plant was early Chinese paper made?
- 2 What did the Chinese do as a result of the invention of paper?
- 3 Who invented the printing press?
- 4 How did the general public in China benefit from this invention?
- 5 What was gunpowder principally used for? Give an example.
- 6 How did the ancient Chinese make the first compasses?
- 7 When was magnetism discovered in the West?

Bulletin Board

What inventions do you think we'll see in the future? Write down your ideas.

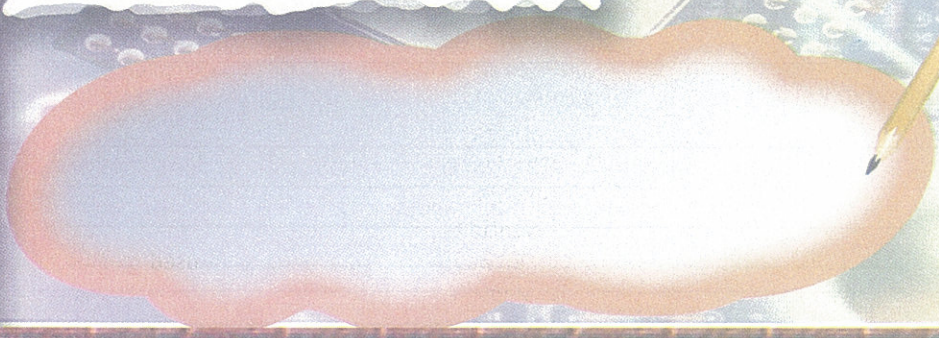
Corner of Scientific Imaginations



I think there will be an invention that will help prevent drivers from getting stuck in traffic jams. Each car will have a digital map shown on a computer screen. The screen will show the area where the driver is and will provide information on traffic jams and road works by talking to the driver. It will also make suggestions about the best roads to take to save time and energy. If a driver doesn't know the way, he can press one of the buttons under the screen and the digital map will direct him to the right road.



With the advances of medical science, there will definitely be many more inventions in the medical field in the future. I believe that the cures for many fatal diseases like cancer, SARS, and AIDS will be discovered and patients with painful illnesses will suffer much less than they do now. To help people live longer, a special device will be invented to detect any type of disease. It will be easy to use and carry, just like a Walkman or Mp3 player. So without going to hospital for a health check, people will know the condition of their health.





Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
 Lesson 1 Futurology Lesson 2 Artificial Intelligence
 Lesson 3 Scientific Breakthroughs

- 2 In this unit, I learned to _____.
 talk about science and the future talk about artificial intelligence
 talk about important scientific findings talk about great inventions in China
 write an article give a presentation

- 3 After completing this unit, I know what frontier means. Y N

- 4 I believe in things like futurology (Y N)
because _____.

- 5 I can list the following landmarks of science of the last century:
■ _____
■ _____
■ _____
■ _____

- 6 I have great some a little no difficulty with the Future Perfect and the Future Continuous.

- 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 strategies to give presentations useful:
 collecting enough information first choosing the most interesting information
 writing notes/outlines, not the whole presentation finding visual aids to help me
 practising giving the presentation to myself breathing deeply when nervous
 stating my topic clearly at the start summarising the main points
 asking if there are any questions

My plan for the next unit:
I need to _____



21 Human Biology

In this unit you will...


- Read newspaper and magazine articles and use reading strategies to complete texts with paragraph gaps.
- Talk about issues related to health and medical advances.
- Listen to monologues, dialogues, a lesson, a radio phone-in, a TV programme and use listening strategies for completing gaps in texts.
- Write a discursive essay.
- Revise and learn more about conditional sentences.

Warm-up

- 1 Find six Key Words to label the parts of the body in the diagram.

KEY WORDS: The Body

ankle, brain, eye, heart, kidneys, bone, knee, liver, lungs, skin, stomach, wrist, fingers

- 2  Listen and guess which parts of the body are being described. Which words helped you decide?

- 3 Work in pairs and test your body "machine".

Test Your Body Machine

Memory. Write down five telephone numbers and swap with your partner. Look for 30 seconds. How many can he/she remember? What about you?

Hearing. Everybody in the class sits in silence for 30 seconds. Write down every sound you can hear. Compare your list with your partner's.

Heart. Find the pulse on your partner's wrist. How many times does his/her heart beat in one minute? Is he/she more or less relaxed than you? (The slower his/her pulse is, the more relaxed he/she is.)

- 4 Work in pairs. Do the questionnaire with your partner.

Do You Look After Yourself?

1 How many hours do you sleep per night?

- a) under 6 hours b) about 7 or 8 hours
c) more than 9 hours

2 How often do you clean your teeth?

- a) once a day b) twice a day
c) after every meal

3 How often do you do physical exercise, enough to make you out of breath?

- a) never b) once a week
c) two or three times a week

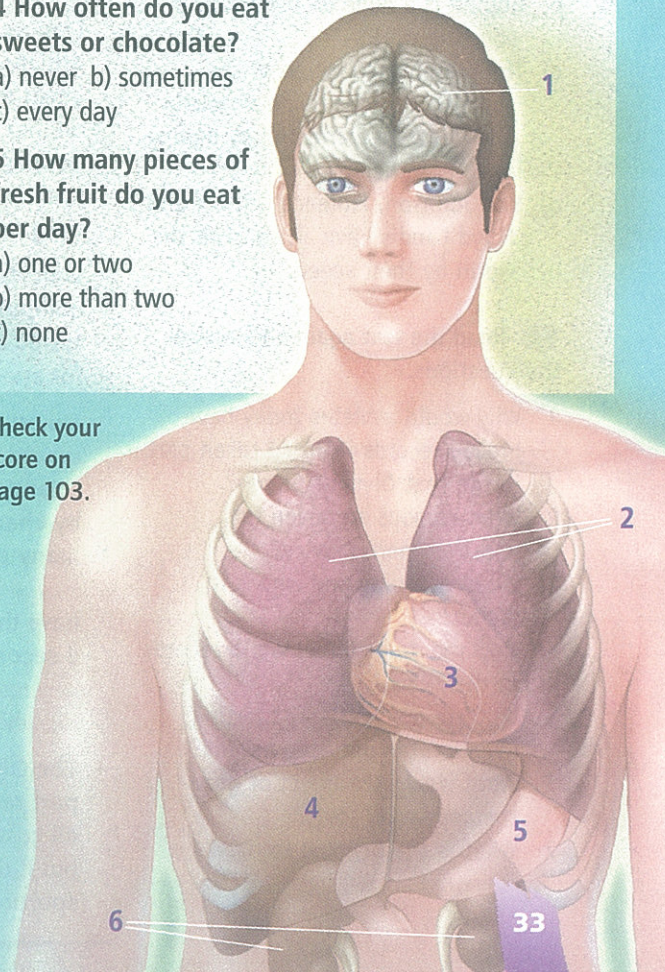
4 How often do you eat sweets or chocolate?

- a) never b) sometimes
c) every day

5 How many pieces of fresh fruit do you eat per day?

- a) one or two
b) more than two
c) none

Check your score on page 103.





I Super Athletes



Reading

Before you start

1 What champion athletes can you name? What were their achievements?

Example

Michael Johnson: Holds the 400m world record

Read to learn

2 Read the text quickly. What is the general idea?

- The athletes who took part in the first Olympic Games are not as fast as athletes today.
- Doping is a huge problem in the sporting world.
- The present and future of the sporting world is being seriously and negatively affected by doping and gene-therapy.
- Ben Johnson, Florence Griffith and Floyd Landis have all shocked the world by their speed.

3 Read the text again and answer the questions.

- Why would athletes today have broken records if they'd taken part in the first Olympic Games?
- What reasons are given for improved performance?
- What is doping and why is it illegal?
- How did drugs affect world records in the 1980s?
- Why are drug tests at sporting events often one step behind?
- What would the effect of gene-therapy be on sport?
- What is the Olympic spirit?

100 metres in 8 seconds?

Many contemporary amateur athletes would have broken world records if they had taken part in the first Olympic Games. Since then, records have fallen in track and field year after year as athletic performances have continually improved.

If records fall, it is usually due to better equipment, training and diet, but recently, improvements have begun to slow down. At the 2000 Olympics, only three runners achieved Olympic bests with no world records. Some experts predict a ceiling for many events, such as 9.5 seconds for the 100 metres – Maurice Greene's current record is 9.79 seconds. However, past predictions have nearly always been proved wrong.

When we talk about breaking records, we come across the issue of performance-enhancing drugs. These drugs are originally developed to help people with illnesses, but in the wrong hands, they create supreme athletes making them faster and stronger than is normal for human beings. Taking these drugs is known as "doping" and although they enhance performance, they also cause serious health problems in later life for those who abuse them.

The sports world does not tolerate doping as it is a fundamental form of cheating. Ben Johnson would still be the 100 metres world record holder if he had not been caught taking drugs in the 1988 Olympics. Other records remain doubtful, like Florence Griffith's 100 metres record back in 1988. Did she take drugs? If American athlete Marion Jones hadn't taken drugs, would she have made it to the Olympics at all?

Doping is not only a problem in athletics, it is part of every sport where athletes seek to achieve beyond their natural limits and are prepared to cheat to do so. In 2006 cycling fans worldwide were shocked when the winner of the annual cycling race, the Tour de France, was caught doping. Floyd Landis made several lame excuses blaming medicine he had been taking for an injury but these were all in vain. He failed two drug tests.

Unfortunately, it is not easy to catch athletes using illegal drugs. It is compulsory for winners to be tested but other participants are only tested at random. New drugs are developed all the time and drug tests for sporting events are often one step behind.

However, doping is not the only thing we need to worry about. Unless we are careful, "gene-therapy" will be the next big threat. For medical purposes, scientists have already found ways to build muscle and increase strength by changing people's genes. Gene-therapy is very controversial and many people oppose further research into it. If gene-therapy were used now, it would be almost impossible to find out. In the future, athletes who have their genes changed might be able to do the 100 metres dash in just 8 seconds or the marathon in less than two hours. However, if a generation of sports stars with enhanced genes were created, it would contradict the whole spirit of sport.

The Olympic spirit — the spirit of competition which emphasises taking part rather than winning — has been violated by the desire to succeed at all costs. In today's world, winners are celebrated and treated as heroes, but if doping and gene-therapy continue to affect the outcomes of major sporting events, the word "hero" will have lost all meaning.

Grammar

MIXED CONDITIONALS

4 Read the sentences (1-4). Do they describe situations that are:

- a) true or could possibly happen?
- b) imaginary, unreal or contrary to facts?

- 1 If American athlete Marion Jones hadn't taken drugs, would she have made it to the Olympics at all?
- 2 If Peter was a more skilful player, he would have scored more points.
- 3 Ben Johnson would still be the 100 metres world record holder, if he had not been caught.
- 4 If he had broken that record, he would be a world-famous runner now.

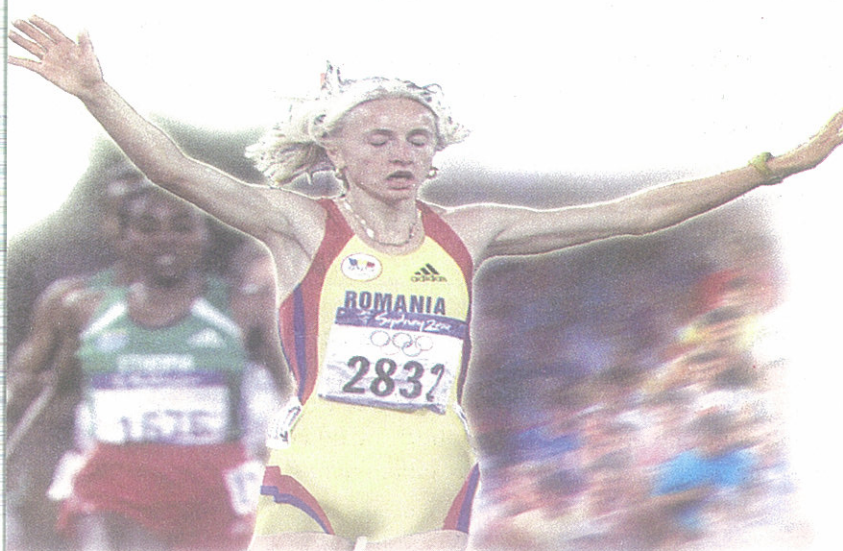
5 What time does each condition (underlined) in the sentences in Exercise 4 refer to: past or present? What tense is used? Complete the table.

Condition	Time reference	Verb form
1	<i>the past</i>	<i>Past Perfect</i>
2		
3		
4		

What time does the result in the sentences in Exercise 4 refer to: past or present? What verb form is used? Complete the table.

Result	Time reference	Verb form
1	<i>the past</i>	<i>would + perfect infinitive</i>
2		
3		
4		

➡ Grammar Summary 5, page 101.



6 Write answers to the questions.

- 1 What would the situation be now:
 - a) if performance-enhancing drugs hadn't been developed?
 - b) if penicillin hadn't been discovered?
 - c) if the computer hadn't been invented?
 - d) if the Second World War had never broken out?
- 2 What would or would not have happened in the past:
 - a) if football was a less popular sport?
 - b) if the Americas and Europe were one continent?
 - c) if people didn't like travelling?
 - d) if the sun was closer to the Earth?

Compare your answers with your partner's.

7 Use the cues to write mixed conditional sentences.

Example

If John weren't so fat, he wouldn't have had to have the seat in his car repaired.

- 1 John weighs 300 pounds → he had to have the seat in his car repaired
 → he joined a basketball team at school
 → he had problems losing weight
- 2 Jessica has been a world-class dancer since she was 11 → she suffers from back problems
 → she is a famous person now
 → she is able to support her family

8 Choose one adjective from each pair that reflects your personality.

- a) lazy/hardworking
- b) sociable/shy
- c) well organised/disorganised

Write three conditional sentences about some events in your life that these personality traits contribute to.

Example

If I were more hardworking, I would have studied harder and passed the last chemistry test.

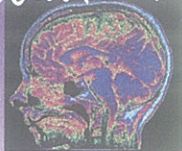
Language in Use

9 Write about three things that you did or didn't do, or that happened or didn't happen to you in the past and what the present consequences are. Use mixed conditional sentences.

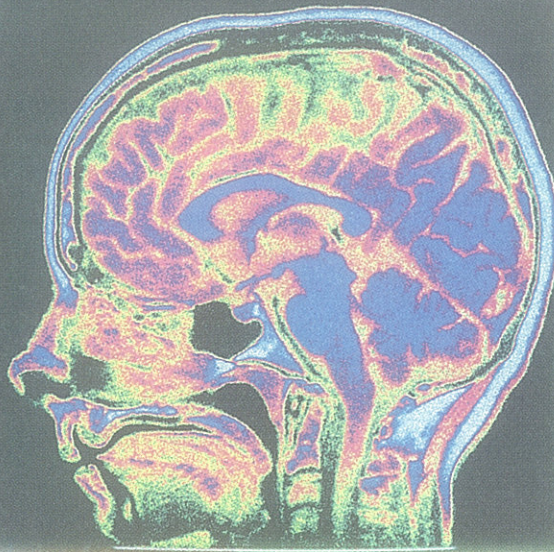
Example

If I had started to play tennis when I was ten, I could be a champion now.

Tell the class.



2 Brain Power

SKILLS FOCUS


Listening

Before you start

- 1 Match the Key Words with the definitions (1–5).

KEY WORDS

atom, billion, cell, nerve cell, organ

- 1 one thousand million
- 2 a part of the body that has a particular purpose, e.g. the heart, the liver
- 3 the smallest piece of something that can exist alone
- 4 a tiny part of the body that helps carry messages to and from the brain
- 5 a unit of living matter

Listen to learn

LISTENING STRATEGIES: Completing a text

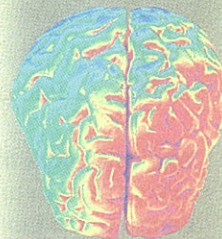
- Before you listen, read the text and predict what kind of information you need, e.g. the first gap in Exercise 2 is probably a colour. Remember, you may need more than one word.
- Underline some important words in the text before each gap, e.g. *consists of*, *weighs*.
- While you are listening, listen for these important words – the information you need should follow them.
- You can complete the gaps using abbreviations at first – this saves time. Then write them in full.

- 2 Listen to a science lesson. Use the Strategies to complete the gaps in this summary.

The brain consists of grey and (1) _____ matter. It weighs (2) _____. It uses (3) _____ of the body's energy. It contains over (4) _____ which make up nerve cells. These nerve cells are connected by electrical impulses. There are more possible connections in one brain than there are (5) _____. Scientists have mapped different areas of the brain which are responsible for

(6) _____.

The areas of the brain related to controlling (7) _____ could be compared to miniature film studios. Our eyes and ears send signals (8) _____, and it is our brain that interprets these signals and builds up a picture of the outside world. Scientists have also identified areas responsible for different emotions, such as (9) _____, love and laughter. There are also different areas for different types of thinking, such as learning your own language and learning a (10) _____ language.



- 3 Listen to the lesson again and answer these questions.

- 1 How do you think the teacher feels about his subject?
- 2 What example does he use to explain the way the brain controls different parts of the body?
- 3 What does he compare to a film studio?

- 4 Listen to a student phone-in programme about revising for exams and complete the table.

Caller	Advice

Which piece of advice do you think is the most useful? Why?

5  Listen again and complete the Function File with these words.

must, ought to, should, shouldn't, advise, need to, if I were you, have got to, could, there's no point, it's important to, what tips, I find that

Giving and Asking for Advice

- You (1) _____ eat a healthy diet and get enough sleep.
 (2) _____ have you got for me and our listeners?
 I think (3) _____ plan your revision.
 I think you (4) _____ make a list of all the things you've got to study.
 (5) _____ you give us some advice?
 (6) _____, I'd get some exercise.
 You (7) _____ get some fresh air.
 You (8) _____ drink lots of coffee.
 You (9) _____ give yourself rewards.
 I'd (10) _____ you to treat yourself.
 You (11) _____ give yourself a break.
 (12) _____ after a certain amount of time I can't concentrate any more and (13) _____ in that.

Vocabulary: Phrasal Verbs

⇨ *Lexicon, pages 104-111.*

7 Match the words and expressions below with the verbs in the text (1-11).

Example 1 *postpone*

appear, discover, look at ... in detail (x2), make a note of, mention, pass, postpone, start, understand, learn ... from

Last month, I had an important English exam. I decided not to (1) **put off** studying (as I normally do!) and got up early every morning to (2) **get down to** work straight away. I'm a "morning person" and I (3) **got** a lot **out of** my revision sessions. I always began by (4) **going over** a practice test I had done - checking my answers and (5) **finding out** what I'd got wrong. I also tried to (6) **work out** why I'd made mistakes. If I didn't understand something, I'd (7) **write it down** and then (8) **bring it up** in class with my teacher. She was very helpful and she (9) **went through** all of the things that would probably (10) **come up** in the exam. In the end, the exam wasn't so bad after all and I think I (11) **got through** it. Mind you, I still haven't had my results yet!

6 Work in pairs. Read your role cards and invent more details for each situation.

STUDENT A

You find it hard to study for exams at home (*why?*). You think you are going to fail but don't want to speak to your teacher (*why not?*). You don't know what to do.

STUDENT B

Some friends have invited you on a camping holiday in the summer (*where?*). You want to go. They are very sporty types and will want to do lots of activities (*such as?*). You are not very sporty, but you want to get fit for the summer. What should you do?

STUDENT A

Your parents are going on holiday soon (*where?*) but you don't want to go with them (*why not?*). Your parents are worried about leaving you at home. What should you do?

STUDENT B

A friend is always copying your homework and ideas (*how?*), but your friend always seems to get better marks (*which subject?*)! You are sure the teacher thinks you copy from your friend and not the other way round. What should you do?

Speaking

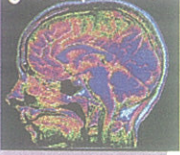
8 Work in pairs. Discuss these questions.

- 1 What new information have you found out about brains?
- 2 Which school subject do you get the most out of?
- 3 Do you try to work out your English mistakes yourself before you ask your teacher?
- 4 Do you write down vocabulary lists or just try to remember everything?
- 5 Do you put off studying for an exam or a test until the night before?
- 6 Have you ever got through an exam or a test you thought you'd failed?

QUOTE ... UNQUOTE

"The brain is a wonderful organ; it starts working the moment you get up in the morning and doesn't stop until you get into the office."

Robert Frost, American poet (1874-1963)



3 Epidemics Explained

SKILLS FOCUS

Reading

Before you start

- 1 Look at the Key Words. Which of these diseases can be epidemics?

KEY WORDS

AIDS, cancer, headache, flu, heart disease, stomach-ache

- 2 Work in pairs. Do you think these statements are true (T) or false (F)?

- 1 Flu kills millions of people every year.
- 2 Most diseases are very new.
- 3 Epidemics have affected historical events.
- 4 It takes years for a disease to spread worldwide.
- 5 Epidemics can wipe out up to half of the population in urban areas.
- 6 More people died of a flu epidemic in 1918/1919 than died in World War I.

Check your answers on page 103.

Read to learn

READING STRATEGIES: Sequencing of information

- Read the text with gaps to get the general idea and see how it develops, e.g. epidemics throughout history on page 39.
- Read the sentences before and after the gaps to give you an idea of what the beginning or end of the missing paragraph might refer to, e.g. paragraph 3 might begin with a reference to a historical event or end with a reference to the cases or effects of epidemics.
- Read the missing paragraphs and look for these references.
- If a paragraph doesn't seem to fit, you may have made a mistake, so carefully reread each paragraph.

- 3 Now use the Strategies to match the five paragraphs (A-E) with gaps 3, 5, 8, 10 and 12 in the text.



A One of the earliest epidemics on record happened about 500–550 AD when the Roman emperor at the time was attempting to rebuild the Roman Empire. This epidemic swept through North Africa, the Middle East and Europe.

B Since the SARS epidemic ended, scientists have been doing trials on treatments to prohibit any future outbreaks. Modern communication technology and medical research techniques allow health experts all over the world to unite, share knowledge, and work together without pause to help put SARS behind us.

C Having killed up to 50 million people in 18 months, with a tendency to strike the young and fit rather than the old, the Spanish Flu is believed to have been the most acute epidemic in history. More people died of the flu than died in the war. Yet, somehow, it was forgotten by history until very recently when SARS became a cause for concern.

D Over nine months, the number of global cases passed 8,000 and 774 people died. Although these statistics are much less impressive than those for the Spanish Flu, SARS was still very alarming for a few key reasons.

E In the 1330's, the epidemic returned, this time in Asia. It spread rapidly and became known as "The Black Death" as one symptom was black spots on the body. The conditions in much of Asia and Europe — war, crowded cities and a lack of basic health routines — provided the perfect conditions for the disease to spread worldwide.



Epidemics throughout history

With recent press reports drawing parallels between Bird Flu and a killer epidemic in the past, Jim Smith looks through the history of epidemics for clues about what the future might hold.

- 1 Since Bird Flu first appeared in 1997, it has taken more than a hundred lives. Many people fear it could be the next global epidemic, especially as scientists who studied tissue from the bodies of people who died of the 1918 Spanish Flu proved that Bird Flu is a modern adaptation of the same virus.
- 2 Bacteria and viruses have been around since the beginning of life on Earth and many of today's diseases have existed as long as humans have. It is important to look at the spread of diseases throughout history to discover the causes and effects of epidemics, and hopefully, foresee and prevent them in the future.
- 3 ...
- 4 Scientists now guess that up to 50% of the area's population died from this epidemic making it one of the main causes of the fall of the Roman Empire.
- 5 ...
- 6 In urban areas all over Europe, Asia, Africa and the Middle East, up to one half of the population was lost to the Black Death.
- 7 Another epidemic that spread in similar conditions was the Great Flu Epidemic of 1918, also called the Spanish Flu. It struck near the end of the First World War and left families mourning worldwide.
- 8 ...
- 9 The SARS epidemic began in 2002 with a lung disease in Guangdong Province and spread quickly after Dr Liu Jianjun, the carrier, came to Hong Kong and passed the virus to people who carried it to Canada, Vietnam and Singapore.
- 10 ...
- 11 No one really knew much about SARS as it was completely new. This meant that there were no prescription drugs or tablets to treat it and doctors were not sure how to prevent it either. Since most people had no natural defences against the disease, it was also harmful to the doctors and nurses treating SARS patients.
- 12 ...
- 13 Meanwhile, governments worldwide have also underlined the fact that thorough and systematic medical research on Bird Flu needs to lead to a cure as soon as possible. Countries will need to work together to do this as the SARS epidemic proved how teamwork among nations can save lives. With all the international effort being made, we have to have faith that there will be solutions in time to stop a Bird Flu epidemic in its tracks.

4 Complete these sentences about the text in your own words.

- 1 We know that epidemics have been with us for thousands of years because ...
- 2 An epidemic may have been one of the key causes of the fall of the Roman Empire because ...
- 3 The "Black Death" spread rapidly in Asia and Europe because ...
- 4 SARS spread from Hong Kong to Canada, Vietnam and Singapore because ...
- 5 Many doctors and nurses became ill with SARS because ...

Voice your opinion

5 How did you feel after reading the article? Tell the class.

Vocabulary: Synonyms

6 Match the words from the passage (1-10) with their meanings (a-j).

- | | |
|--------------|-------------|
| 1 trial | a) complete |
| 2 prohibit | b) data |
| 3 pause | c) delay |
| 4 tendency | d) habit |
| 5 acute | e) media |
| 6 statistics | f) pill |
| 7 routine | g) prevent |
| 8 press | h) severe |
| 9 tablet | i) test |
| 10 thorough | j) trend |

7 Complete the sentences with these words.

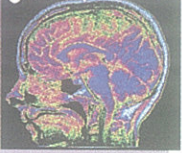
mourn, faith, symptoms, prescription, systematic, tissue

- 1 The doctor wrote out a _____ for my medicine.
- 2 When someone dies, it is natural to _____.
- 3 I have a lot of _____ in Jim. I'm sure he'll do the right thing.
- 4 Tell me your _____ and I will try to tell you what disease you have.
- 5 If you study in a _____ way, you won't leave anything out.
- 6 The SARS virus affects lung _____.

Speaking

8 Work in pairs. Which of these things do you think will happen within the next 25 years?

- 1 New drugs will stop all diseases.
- 2 Doctors will find a cure for SARS.
- 3 Flu will disappear.
- 4 AIDS will cause large epidemics.



Communication Workshop

Writing: A Discursive Essay

Before you start

1 Rewrite the information below using these words and expressions to join the two sentences.

although, even though, however, on the other hand, therefore

Some people find the idea of taking people off life support machines terrible. Others don't mind doing this if the patient doesn't improve after many years.

Example

Although some people find the idea of taking people off life support machines terrible, others don't mind doing this if the patient doesn't improve after many years.

2 Read the article. Match these headings with the paragraphs A–D.

- conclusion
- what doctors know and don't know about comas
- introduction of the topic
- chances of recovery

3 Complete the text with these linking words and phrases.

although, even though(x2), however, therefore, while

Now complete the sentences with the correct words from the brackets.

- 1 (Even though / Because) he has taken lots of vitamin C, his cold hasn't gone away.
- 2 (Therefore / Although) my dad rarely gets sick, he sometimes gets headaches.
- 3 People don't like the taste of the medicine. (Even though / Therefore) we give it to them by needle.
- 4 I've broken bones before. (However / Even though), this is the first time I've broken my leg.
- 5 The older patients like to read in bed (while / besides) the younger ones like to play with toys.
- 6 You can't take this medicine with meals or in the morning. (Although / Therefore) you must take it before you eat dinner at night.

On our weekly show we invite an expert to speak about an issue in the news. This week, Dr Sophie Maclean analyses life in a coma and asks ...

Should people in comas be kept on life support machines?

- A** The recent case of an American woman, Terri Schiavo, whose husband won a legal battle to have her taken off life support machines after she spent 15 years in a coma-like state, has exposed the many sensitive legal and medical issues that surround the care of coma patients. (1) _____ 15 years had passed, Terri's parents still believed that her coma was only temporary. Her husband disagreed and said that Terri would not have wanted to live on in this state. The court gave their approval for the life support machines to be turned off and while this ruling left Terri's parents feeling numb and others claiming that life is sacred, which no one has the right to end, many would say it was the right thing to do for Terri.
- B** Terri had fallen into a coma in 1990 when a heart attack robbed her brain of oxygen causing permanent harm. People can also fall into comas due to terminal illnesses like cancer, and head injuries, for example motorbike accidents when no helmet is worn. Coma patients may seem to be asleep all the time or they may sleep, wake up, move and make sounds. (2) _____ the patient may seem to be "awake" at times, their brain remains unconscious and cannot be woken up. On top of this, they are not able to form a connection with other people or the world around them. (3) _____ doctors don't fully understand comas and the process of recovery, it is generally agreed that a patient's chances of recovery decline the longer they stay in a coma. (4) _____, after 15 years it was very unlikely that Terri would ever recover.
- C** Even in less severe cases, doctors admit that they don't know if or how well patients will progress. When there is a minimum of harm to the brain and the coma is brief, patients often return to normal but with some loss of memory or other brain function. When the harm to the brain is worse and the coma is longer, some patients recover slowly (5) _____ others show little or no progress over a period of years. Even with treatment, they may never return to normal.
- D** I agree with the decision of the courts and medical institutions in the United States, that in the case of long-term coma states, close family members should be allowed to take their loved one off life support machines. (6) _____ in all cases, patients should receive the best possible treatment for as long as there is hope of recovery before such a decision is considered.





Write an essay with the title: "Should Smoking Be Banned?" Follow the stages.

Stage 1

Work in pairs to brainstorm ideas. List as many arguments as you can – both for and against banning smoking.

Example

For

Government would save money on medical treatment.

Against

Government would lose money from tax on cigarettes.

Stage 2

Work individually. Decide what your opinion is. Write notes for four paragraphs.

⇒ *Writing Help 3 (layout), page 99.*

Stage 3

Use your notes to write the essay.

⇒ *Writing Help 3 (useful vocabulary, linking).*

Stage 4

Check your essay.

⇒ *Writing Help 3 (checking).*

Talkback

Work in pairs. Read each other's essays and assess them:

- a) a good argument but I don't agree
- b) totally convincing! I agree unconditionally
- c) not a very convincing argument
- d) I tentatively agree but have a few questions

Listening: A TV Programme

Before you start

- 1 Look at the picture. What kind of programme do you think it is? a chat show, a documentary, a panel discussion, a game show



- 2 Listen and check your answer to Exercise 1. Then put these topics in the order they are mentioned.

- freezing dead bodies • knowledge of the human brain • long life

- 3 Listen again. Complete each statement from Dr Cartwright with a few words.

- 1 Our knowledge of the human brain will change medicine _____.
- 2 There's no doubt that it will help us _____.
- 3 This is very important because we could _____.
- 4 We will be able to cure many common diseases, like certain kinds of _____.
- 5 We can change processes, but _____.
- 6 By the year 2020, over 20 percent of the population _____.

Listening: Situational Dialogues

- 4 Listen to the dialogues and circle the correct answers.

- 1 How is the Professor in the first dialogue feeling?
a) angry b) impressed c) relaxed
- 2 The student thinks his low mark is _____.
a) deserved b) unfair c) due to his professor's mistake
- 3 How does the farmer feel about his new tractor?
a) proud b) jealous c) unhappy
- 4 The farmer is _____ that his friend knew the tractor was new.
a) happy b) angry c) surprised
- 5 How does the farmer's friend feel?
a) happy b) angry c) surprised
- 6 The owner of the spade is _____ that his spade is made of aluminium.
a) pleased b) doubtful c) surprised

Communication Workshop

Speaking: A Discussion



Before you start

1 Listen to two people discussing cloning. How would you describe Tom and Jan's opinions on the subject:

- strongly in favour? • strongly against?
- in favour but with some concerns?



Chatroom

COLLOQUIAL EXPRESSIONS

2 Listen again and match these words with the colloquial expressions.

being open minded, I disagree, am sure, not in any circumstances, completely absurd, from the beginning

- | | |
|---------------------------------------|-------------------------------------|
| 1 From the word go | 4 I wouldn't eat it if you paid me! |
| 2 ... thinking out of the box. | 5 It's totally off the map. |
| 3 I bet you would ... | 6 Come off it! |

FORMAL AND INFORMAL EXPRESSIONS

3 Match the formal expressions (1-5) from the TV programme in the Listening Workshop with the informal expressions (a-e) from Tom and Jan's discussion.

- | | |
|--|----------------------|
| 1 The first thing I'd like to say is ... | a) I vote we ... |
| 2 There's no doubt that ... | b) Let's face it ... |
| 3 I'd like to point out that ... | c) For starters ... |
| 4 The important thing to remember ... | d) I think ... |
| 5 In my opinion ... | e) Just look at ... |

Discuss issues related to health and medical advances. Follow the stages.

Stage 1

Read the Strategies.

SPEAKING STRATEGIES: Avoiding problems

- Try to avoid difficult subjects with vocabulary you don't know.
- Don't pretend you know about topics when you don't!
- If you don't have a clear opinion about something, be honest, e.g. *To be honest, I haven't really thought about that.*

Which of these subjects below would you avoid?

- 1 Should we clone plants and animals?
- 2 What problems would occur if people lived to be over 100?
- 3 Should the government ban smoking?
- 4 Should women over fifty be allowed to take drugs to help them have a baby?
- 5 What do you think about inserting computer chips in the brain to increase brain power?
- 6 Do you think teenagers in your city are becoming more unhealthy?

Stage 2

Write a few notes about the topics above that you can talk about.

Stage 3

Look at the expressions in the Chatroom and in the Function File in Module 6 Unit 18 Lesson 2. Practise saying your opinions to yourself.

Stage 4

Work in groups. Discuss some of the issues above.

Talkback

Tell the class some of the opinions of the people in your group.

Language Awareness 6

1 Read the article about Lance Armstrong. What have been his two major achievements?

THE COURAGE OF A WINNER

Many people will know about Lance Armstrong's seven wins in the Tour de France, but fewer people will have heard of his battle with cancer.

In the summer of 1996, everything must have been going perfectly for the twenty-five-year-old Texan cyclist. He had just won a major race and was ranked 7th in the world. He had been offered contracts by big sporting companies, such as Nike, and **did not need to worry** about money. His future looked bright.

Then, in September 1996, Armstrong went to the doctor with a problem. He should have gone earlier, but he had ignored the pain so that he could continue racing. When he went to the doctor that day, he **could not have known** what was about to happen to him. Within two hours, he had been diagnosed as having cancer which had spread to his lungs. There was a 40% chance he would survive and a 60% chance he might die.

Lance put his head on the doctor's desk in despair. However, when he looked up he said with determination: "Let's get started. Let's kill this stuff." In the next few months, he **had to have** two operations and to undergo chemotherapy treatment. He lost weight and felt so tired that he had to sleep more than twelve hours a day. But throughout his battle with cancer, Armstrong was determined not to let it beat him.

After months of suffering, Armstrong recovered enough to start his next battle: to win the Tour de France. During periods when he did not have to have chemotherapy, he rode his bike 30 to 50 miles a day. By the summer of 1999, he **did not need to take** any more medication and, according to his doctors, was 98% "home" in his battle against cancer.

Many people doubted Armstrong's ability to become a top cyclist again but they **need not have worried**. In 1999 and 2000, he won the Tour de France, and then in 2001, 2002, 2003, and 2004. In 2005, he rode triumphantly up the Champs Elysees again!

Lance Armstrong is now a sporting superstar. He does not have to worry about proving himself any more. However, we must not forget that he is different from other stars. Money and success do not seem to interest him and he must have a different kind of motivation: "Every year I come back and try to win the Tour is another year without illness."

In his autobiography, Armstrong gives advice to young men between the ages of 20-34 who should be aware of the disease he suffered. "I never thought I'd get cancer," he says. "But young, strong men must realise that this can happen to them, too."

(Lance Armstrong has written an autobiography, "It's Not About The Bike.")



2 How do you think Armstrong must have felt at these times:

- before he went to the doctor?
- when he received the diagnosis?
- during chemotherapy?
- when he was training for the Tour de France?
- when he won the Tour de France for the first time?

Modality

➡ Grammar Summary 6, page 101.

3 Look at the sentences with *must* in the text. When does *must* express:

- a) obligation? b) speculation? c) prohibition?

4 Look at the expressions in red. Which of them say that someone:

- a) did something although it wasn't necessary?
b) didn't do something because it wasn't necessary?

5 Read these sentences from the text. Does *will* express:

- a) future? b) speculation? c) obligation?

- 1 Many people **will know** about Lance Armstrong's seven wins in the Tour de France.
- 2 Fewer people **will have heard** of his battle with cancer.

What time does each sentence talk about?

6 Which of the modal verbs and expressions in blue express:

- a) obligation? d) prediction?
b) lack of obligation? e) possibility/ability?
c) speculation?

Which of them talk about:

- a) present? c) future?
b) past? d) future in the past?

➡ Find practice exercises in Language Power, page 96.



Culture Corner


Traditional Chinese Medicine

Traditional Chinese Medicine has been practised in Asia for the last 2,500 years. It treats the body as a whole and it is effective.


In Western Medicine, treatment is focused only on the part of the body that is ill. For example, if a patient keeps sneezing, Western Medicine will give the patient medicine to make the sneezing stop. But the sneezing might come back as the cause of it has not been treated. Traditional Chinese Medicine finds the cause of the sneezing and treats that to clear it up for good.

Another big difference between Traditional Chinese Medicine and Western Medicine is the nature of the treatments used. The treatments used by Traditional Chinese Medicine are completely natural whereas Western Medicine treats illness with chemical drugs created in laboratories. These new, man-made drugs can often be life-saving but they can also cause severe side-effects.

Even though Traditional Chinese Medicine has a long history and proven success, for years, the Western world failed to recognise its benefits. In fact, up until the 1980s, many Westerners never considered seeing a Traditional Chinese Medical doctor when they were sick, and saw treatments like acupuncture as absurd!

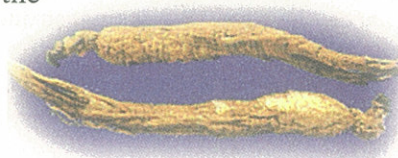


It seems a real pity that thousands of people who could have benefited from Traditional Chinese Medicine missed out because of ignorance. Luckily, over the last two decades scientific studies and education have brought Traditional Chinese Medicine to the Western world and patients, and even Western doctors are taking note.



Today, it is not unusual to hear Westerners talking about having acupuncture or encouraging their friends to see a Chinese doctor. The use of Chinese herbs has also become increasingly popular to treat a number of different illnesses.

As studies continue to prove Traditional Chinese Medicine's worth, especially in helping patients with cancer and AIDS, it becomes more and more obvious that Western Medicine and Traditional Chinese Medicine complement each other. Traditional Chinese Medicine is finally getting the chance it deserves to help create a healthier world.



1 Decide if the statements are true or false.

- 1 Acupuncture is a type of chemical drug.
- 2 Western Medicine uses man-made drugs to treat illness.
- 3 Western Medicine treats the body as a whole.
- 4 Chemical drugs can be life-saving.
- 5 The Western world has always used Traditional Chinese Medicine.
- 6 Traditional Chinese Medicine can help in the treatment of cancer.
- 7 Western Medicine and Traditional Chinese Medicine can be used together.
- 8 Today, no Westerners have acupuncture.

2 Find the opposites of these words in the text.

- | | |
|-------------------|---------------------|
| 1 unhealthy _____ | 4 knowledge _____ |
| 2 man-made _____ | 5 ineffective _____ |
| 3 dangerous _____ | 6 usual _____ |

Notes:

effective /ɪ'fektɪv/ *adj.* 有效的
for good 永远

whereas /weər'æz/ *conj.* 然而; 但是

side-effect /'saɪd-ɪ'fekt/ *n.* 副作用; 意外事件
acupuncture /'ækjʊpʌŋktʃə/ *n.* 针灸

ignorance /'ɪgnərəns/ *n.* 无知; 不知

complement /'kɒmplɪment/ *vt.* 补足, 补充

Bulletin Board

What are the different ways in which DNA can be used? Can we trust the information we get from DNA? Write down your opinion.

Platform for Opinion

In 2005, a skull and an incomplete skeleton were found in Frombork, these were identified as those of Polish astronomer Copernicus who died 500 years earlier. Experts matched the skull to a 70-year-old man with a broken nose and a cut above his left eye. Copernicus who died at seventy, had broken his nose as a child and in a self-portrait painted himself with a scar above the left eye. Experts were able to reconstruct the man's face and it matched Copernicus' portraits. They also used DNA from hairs found in a book he had owned, and it matched the bones found at Frombork. Some scientists have said however that DNA from his mother or a maternal relative would have proven more conclusive.

Nowadays, DNA detectives play a key role in solving cases, using DNA. The body of a 17-year-old girl, Melanie Road, was found on 8 June 1984. Police questioned several suspects but couldn't identify the killer. They were however able to find a full DNA profile of the killer on the victim's body. They searched their DNA database of 12,000 male witnesses and crime suspects at the time; but still no match was found. In 2014, 30 years later a woman was arrested for a minor incident and her DNA was profiled. In July 2015, DNA detectives found a match between her DNA and that of Melanie's killer. The woman was the daughter of the killer, Christopher Hampton. After 31 years the case was solved.



Unit Diary

- 1 My favourite lesson(s) in this unit is/are _____.
 - Lesson 1 Super Athletes
 - Lesson 3 Epidemics Explained
 - Lesson 2 Brain Power

- 2 In this unit, I learned to _____.
 - talk about doping and sporting world
 - talk about brain power
 - talk about body and health
 - talk about epidemics
 - write a discursive essay
 - use some colloquial expressions in discussions

- 3 After completing this unit, I understand what a life support system is. Y N

- 4 I think athletes can use performance-enhancing drugs, Y N
because _____.

- 5 Since completing this unit, I have become more concerned with my own health (Y N)
because _____.

- 6 I hope human cloning will be possible one day, Y N
because _____.

- 7 I can list the following facts about brain power:
 - _____
 - _____
 - _____

- 8 My favourite activity in this unit is _____.

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

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

- 11 I find the following ways of learning English useful:
 - testing myself
 - doing research
 - completing all the exercises by myself
 - doing exercises with a partner
 - revising lessons thoroughly after class
 - discussing my problems with others

My plan for the next book:
I need to _____

Project

Create a Webpage on a Famous Scientist

1 Work in groups to collect information on a famous scientist. These are some of the areas you may want to research.

- Biographical information** such as where he/she was born and lives/lived and his/her family life.
- How he/she became interested in science**, his/her interests and accomplishments outside of science and any other interesting personal facts.
- Important scientific contributions and discoveries** made by the scientist.
- Pictures** of the scientist and diagrams or photographs of his/her discoveries or fields of research.

Include the following in your project.

- URLs of other websites** so that visitors to your site can find out more about the scientist.
- A bibliography** of your sources for visitors to refer to.

2 Now follow the stages and do your project.

Stage 1

As a class, make a list of famous scientists. The teacher will assign a scientist to each group.

Stage 2

In your groups, decide which areas you want to research and include on your webpage. Decide the role each group member will have in the project, and which areas each person will research.

Stage 3

Search for information at the library, at local universities, on the Internet and in newspapers and magazines.

Stage 4

Gather your research and decide how you will organise your information into frames on the webpage. You may want to include music and video clips. Create hyperlinks, insert formatting tags and assign a filename ending in “.htm” for your webpage. Decide what each group member will do in the building of your webpage.



Yuan Longping



Li Zhengdao



Yang Zhenning



Qian Xuesen

Stage 5

View and edit your page. When you are happy with it, copy and upload your page onto a web server. Test the link to your webpage to make sure it functions properly. Then go public on the WWW and present your webpage to the class.

Group Assessment

- Are you satisfied with your preparation for the project?
Yes No Why?
- Are you satisfied with your presentation?
Yes No Why?
- How will you improve your project work in the future?

- What did you learn from other groups?

Literature Spot 7

BACKGROUND

Science fiction is a genre in which scientific knowledge is used as a basis for imaginative fiction. The 19th century French writer, Jules Verne, is often seen as the father of science fiction. He used his knowledge of engineering to write stories about trips to the moon or under the sea (*Journey to the Centre of the Earth* 1864). Later in the century, H.G.Wells explored the themes of time travel as well as space travel and wrote about an invasion from Mars (*The War of the Worlds* 1898). From the beginning of the 20th century, science fiction started to become popular and “pulp” science fiction magazines sold widely. Serious authors also began to be interested in the genre, such as Aldous Huxley with his perceptive account of life in the future (*Brave New World* 1932). In the middle of the century a golden age for sci-fi began with outstanding writers such as the scientist Isaac Asimov, Arthur C. Clarke and Ray Bradbury. Their stories not only looked at life in the future but examined the possible destiny of the human race.

Ray Bradbury was born in Illinois in 1920. He began his career writing stories for sci-fi magazines in the 1940s. His most famous novels are *The Martian Chronicles*, which describe the colonisation of Mars by the Earth people, and *Fahrenheit 451* set in a future where the written word is forbidden.

Before you start

- 1 Read the background notes.
- 1 What is the difference between science fiction and other fiction?
- 2 Why do you think science fiction started to become popular in the early 20th century?
- 3 Which of the books mentioned would you most like to read? Why?

Reading and Listening

- 2  Read and listen to the story. Are these statements true or false?

- 1 Mr and Mrs K lived on Mars in a house near a red sea.
- 2 Mr K liked listening to old songs about Mars.
- 3 Martians were small with narrow yellow eyes.
- 4 Mrs K had a very long, strange dream.
- 5 She dreamt about a very large alien with blue eyes and brown skin.
- 6 The alien's spaceship looked quite strange to Mrs K.
- 7 Mrs K used telepathy to understand the alien.
- 8 Martian scientists said that life on Earth was possible.

- 3 Read the story again. Answer these questions.

- 1 Why were Mr and Mrs K not very happy?
- 2 Why did Mrs K look into the sky?
- 3 Why was Mr K irritated when his wife cried out in her dream?
- 4 How did Mr K react to her description of the man?
- 5 Why did Mr K think his wife had made up the man?
- 6 Why did Mrs K enjoy the dream?
- 7 How were Mr and Mrs K's reactions to the idea of alien life different?
- 8 Do you think it was a dream or did Mrs K really meet the man somehow?

What do you think happens next in the story?

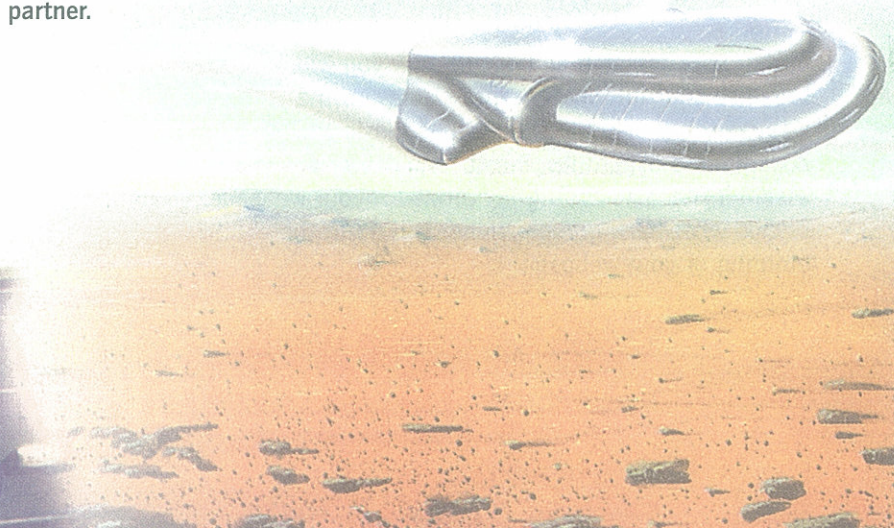
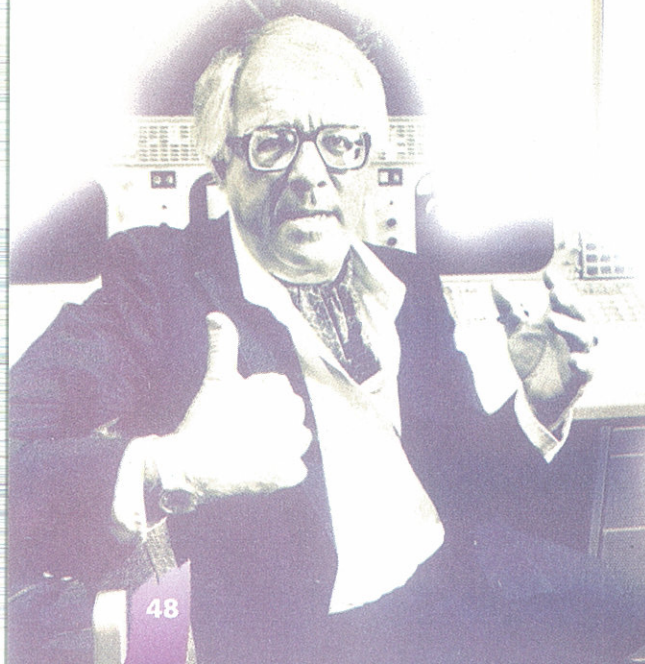
Speaking

- 4 Work in pairs. List the differences mentioned in the story between Mars and Earth. Think about these things:

the houses, the people, the landscape, leisure activities, the food

Tell the class.

- 5 Work in pairs. Think of your own imaginary planet. Describe it to your partner.



MARTIAN CHRONICLES

They had a house of crystal pillars on the planet Mars by the edge of an empty sea, and every morning you could see Mrs K eating the golden fruits that grew from the crystal walls, or cleaning the house with handfuls of magnetic dust which, taking all dirt with it, blew away on the hot wind. Afternoons, when the fossil sea was warm and motionless, and the wine trees stood stiff in the yard, and the little Martian bone town was all enclosed, and no one drifted out their doors, you could see Mr K himself in his room, reading from a metal book with raised hieroglyphs over which he brushed his hand, as one might play a harp. And from the book, as his fingers stroked, a voice sang, a soft ancient voice, which told tales of when the sea was red steam on the shore and ancient men had carried clouds of metal insects and electric spiders into battle.

Mr and Mrs K had lived by the dead sea for twenty years and their ancestors had lived in the same house, which turned and followed the sun, flower-like, for ten centuries.

Mr and Mrs K were not old. They had the fair, brownish skin of the true Martian, the yellow coin eyes, the soft musical voices. Once they had liked painting pictures with chemical fire, swimming in the canals in the seasons when the wine trees filled them with green liquors, and talking into the dawn together by the blue phosphorous portraits in the speaking-room.

They were not happy now.

This morning Mrs K stood between the pillars, listening to the desert sands heat, melt into yellow wax, and seemingly run on the horizon.

Something great was going to happen.

She waited.

She watched the blue sky of Mars as if it might at any moment grip in on itself, contract, and expel a shining miracle down upon the sand.

Nothing happened.

Tired of waiting, she walked through the misting pillars. A gentle rain sprang from the fluted pillar-tops, cooling the scorching air, falling gently on her. On hot days it was like walking in a creek. The floors of the house glittered with cool streams. In the distance she heard her husband playing his book steadily, his fingers never tired of the old songs. Quietly she wished he might one day again spend as much time holding and touching her like a little harp as he did his incredible books.

But no. She shook her head, an imperceptible, forgiving shrug. Her eyelids closed softly down upon her golden eyes. Marriage made people old and familiar, while still young.

She lay back in a chair that moved to take her shape even as she moved. She closed her eyes tightly and nervously.

The dream occurred.

Her brown fingers trembled, came up, grasped at the air. A moment later she sat up, startled, gasping.

She glanced about swiftly, as if expecting someone there before her. She seemed disappointed; the space between the pillars was empty.

Her husband appeared in a triangular door. "Did you call?" he asked irritably.

"No!" she cried.

"I thought I heard you cry out."

"Did I? I was almost asleep and had a dream!"

"In the daytime? You don't often do that."

She sat as if struck in the face by the dream. "How strange, how very strange," she murmured. "The dream."

"Oh?" He evidently wished to return to his book.

"I dreamed about a man."

"A man?"

"A tall man, six foot one inch tall."

"How absurd; a giant, a misshapen giant."

"Somehow" - she tried the words - "he looked all right. In spite of being tall. And he had - oh, I know you'll think it silly - he had blue eyes!"

"Blue eyes! Gods!" cried Mr K. "What'll you dream next? I suppose he had black hair?"

"How did you guess?" She was excited.

"I picked the most unlikely colour," he replied coldly.

"Well black it was!" she cried. "And he had a very white skin; oh, he was most unusual! He was dressed in a strange uniform and he came down out of the sky and spoke pleasantly to me." She smiled.

"Out of the sky; what nonsense!"

"He came in a bright metal thing that glittered in the sun," she remembered. She closed her eyes to shape it again. "I dreamed there was the sky and something sparkled like a coin thrown into the air, and suddenly it grew large and fell down softly to land, a long silver craft, round and alien. And a door opened in the side of the silver object and this tall man stepped out."

"If you worked harder you wouldn't have these silly dreams."

"I rather enjoyed it," she replied, lying back. "I never suspected myself of such imagination. Black hair, blue eyes, and white skin! What a strange man, and yet - quite handsome."

"Wishful thinking."

"You're unkind. I didn't think him up on purpose; he just came in my mind while I drowsed. It wasn't like a dream. It was so unexpected and different. He looked at me and he said, 'I've come from the third planet in my ship. My name is Nathaniel York.'"

"A stupid name; it's no name at all," objected the husband.

"Of course it's stupid, because it's a dream," she explained softly. "And he said, 'This is the first trip across space. There are only two of us in our ship, myself and my friend Bert.'"

"Another stupid name."

"And he said, 'We're from Earth; that's the name of our planet,'" continued Mrs K. "That's what he said. 'Earth.' was the name he spoke. And he used another language. Somehow I understood him. With my mind. Telepathy, I suppose."

Mr K turned away. She stopped him with a word "Yll?" she called quietly. "Do you ever wonder if - well, if there are people living on the third planet?"

"The third planet is incapable of supporting life," stated the husband patiently. "Our scientists have said there's far too much oxygen in their atmosphere."

"But wouldn't it be fascinating if there were people? And they travelled through space in some sort of ship?"

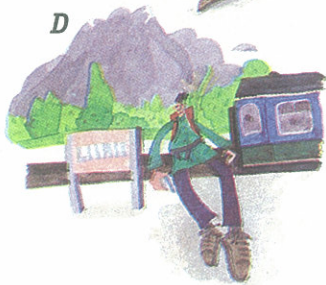
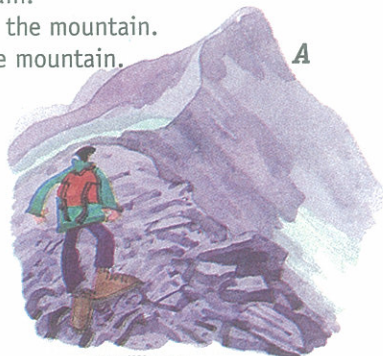
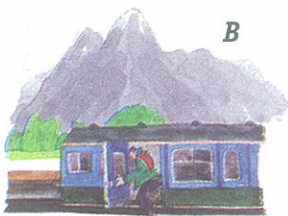
"Really, Ylla, you know how I hate this emotional wailing. Let's get on with our work."

Language Problem-Solving 7

VERB PATTERNS: "-ING" FORM AND INFINITIVE

1 Match the sentences with the pictures.

- I saw him get off the train.
- I saw him getting off the train.
- I watched the man climbing the mountain.
- I watched the man climb the mountain.



2 Which of the sentences above say that somebody saw:

- the action in progress?
- the completed action?

3 Match the expressions in bold in the sentences (1-3) with their meaning (a-c).

- | | |
|-----------------------------------|---|
| 1 We used to go camping a lot. | a) a habit in the past |
| 2 I'm used to doing things. | b) the process of becoming more accustomed to something |
| 3 We've got used to being abroad. | c) the state of being very familiar with something |

Which of the expressions are followed by an infinitive and which are followed by an "-ing" form?

➔ **Grammar Summary 7, page 102.**

4 Complete the sentences with *be used to*, *get used to* or *used to* in the appropriate form.

- Wild animals in the Serengeti _____ the sight of people taking photos of them.
- Dinosaurs _____ be the most intelligent creatures on Earth.
- When I lived in Africa, I gradually _____ sleeping under a mosquito net.
- A hundred years ago people in Europe _____ eat less fruit and vegetables.
- We haven't been able to _____ all that travelling yet.
- Travellers _____ living in different climates and conditions.

5 Completed or in progress?

Tick the sentence that best describes what you see in the picture.



- I heard a Dutch singer perform "An Englishman in New York".
 - I heard a Dutch singer performing "An Englishman in New York".



- I saw Gina read a letter.
 - I saw Gina reading a letter.

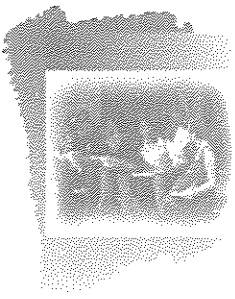
6 *be used to* and *get used to*

Complete the sentences with (not) *be used to*, (not) *get used to* or *used to* / *didn't use to*.

- When I started living in the forest I gradually got used to the complete silence at night and birds singing at dawn.
- My granny _____ make up fairy tales for me when I was a little girl.
- Be careful! The dog _____ being touched by strangers.
- Farmers in this area _____ buy chemical fertilisers until the 1970s.
- Don't worry! You will slowly _____ our working hours and even if you _____ getting up so early, you'll soon find finishing work early a great advantage.
- Travelling _____ be much slower and less comfortable in the old days.
- We have never been to Africa before and I _____ the hot and humid climate at all.
- When you start a new job, it can take some time to _____ the different routine.

Language Power





19 Language

1 LANGUAGE LEARNING

1 ★ Subject clauses

Use the cues to write subject clauses.

Example he said / true

What he said is true.

1 he has done recently / strange

.....

2 she is going / mystery

.....

3 he said to her / very mean

.....

4 you come or don't come / unimportant

.....

5 he will invite her / a question

.....

6 he does on the weekends / a secret

.....

2 ★ Object clauses

Finish the sentences using object clauses.

Example He cannot decide *which university he is going to.*

1 As the group leader, he said ...

.....

2 At the park, we agreed ...

.....

3 The team members discovered ...

.....

4 He really doesn't know ...

.....

5 I would love to understand ...

.....

6 I heard on the radio ...

.....

3 ★ Appositive and predicative clauses

Choose the correct answer to complete the sentences with appositive and predicative clauses.

1 His opinion must be taken into consideration.

- a) that working conditions should be improved
- b) which is reliable

2 The claim is ridiculous.

- a) that girl made
- b) that vegetarian sausages are as tasty as meat sausages

3 Her idea is very interesting.

- a) of freedom
- b) that people are free only when they sleep

4 The suggestion is crazy.

- a) in that letter
- b) that I buy a horse

5 This is the other day.

- a) what he told me
- b) which I saw

6 My suggestion is

- a) which sounds good
- b) that we should do it again

4 ★ Impersonal reporting structure

Rewrite the following sentences using "It + the passive of verbs".

Example There might be a big increase in mobile phone users next year. (assume)
It is assumed that there will be a big increase in mobile phone users next year.

1 Chewing gum can help you lose weight. (suggest)

.....

2 The solar eclipse will occur next Wednesday. (predict)

.....

3 The company never made illegal deals. (claim)

.....

4 The fire has destroyed 2,000 homes. (report)

.....

5 He will go to university if he passes the exams. (believe)

.....

6 They felt scared when their rope broke. (report)

.....

5 ★★★ Noun clauses

Underline the noun clauses and say whether they are subject clauses (S), object clauses (O), predicative (P) or appositive clauses (A).

- 1 The suggestion that I walk rather than drive was completely ridiculous.
- 2 The boy knew what I was doing.
- 3 Long ago, the idea that the world is round shocked many people.
- 4 I wished they would leave me alone.
- 5 Have you noticed who the actor is?
- 6 What we need now is a rope.
- 7 That is why I did not write to you.
- 8 My explanation is that I was out when you called.
- 9 The fact that he was late made me angry.
- 10 It was obvious that this was their last concert.
- 11 This is what we are strongly against.
- 12 That was how they were beaten.

6 ★★★ Noun clauses

Write sentences using noun clauses about the following. Use the correct form of the verbs in brackets.

- 1 By 2200, robots will rule the earth. (predict)
- 2 There will be more boys than girls. (estimate)
- 3 Mobile phones can cause jealousy at school. (occur)
- 4 A bridge was destroyed in Florida. (report)
- 5 You must finish the exam in 40 minutes. (inform)
- 6 He won't understand the language in France. (fear)

7 Vocabulary

Choose the correct words to complete the passage below.

At my school in New York, there are students from many different countries. In the (1) at lunchtime, you can hear 3 or 4 different languages being spoken! My (2) is English but I'm learning Chinese. I believe that in a (3) time, Chinese will be as important in the business world as English. Also, I really want to live in Beijing one day and to (4) that I get a good job, I need to have a high level of (5) At the moment, I can speak quite well but I need to (6) a better level of (7) I make too many mistakes! The reason that I want to live in Beijing one day is that that's where my parents met! My dad was working there and my mum was travelling through on her way to study pandas in the (8) of China. And I'm really (9) that my parents met. Otherwise I wouldn't be me!

My dad is a pilot so I have lived all over the world. Every year or two, he comes home and says to me and my mum, "Girls, I have an (10) !" We now know what that means. It means we are going to have to move and be (11) by new people and maybe even a new language AGAIN! Luckily, I enjoy moving around the world. I feel like a real (12) traveller! It takes my mum a bit longer to (13) to living in a new country though, especially when it is somewhere where she doesn't speak the language like Germany. Sometimes she doesn't want to go. But my dad always says that he (14) that if she's unhappy after 6 months he'll move us back again, and after 6 months, my mum is usually quite happy.

- | | |
|--------------------|-------------------|
| 1 a) basement | b) cafeteria |
| c) ballroom | d) gallery |
| 2 a) language | b) communication |
| c) motherland | d) mother tongue |
| 3 a) decade's | b) rocket's |
| c) length's | d) week's |
| 4 a) adjust | b) inform |
| c) ensure | d) expose |
| 5 a) communication | b) output |
| c) fluency | d) input |
| 6 a) obtain | b) attain |
| c) deliver | d) inspire |
| 7 a) accuracy | b) acquisition |
| c) absence | d) liberty |
| 8 a) cities | b) jungles |
| c) darkness | d) deserts |
| 9 a) proud | b) thrilled |
| c) informed | d) thankful |
| 10 a) achievement | b) adventure |
| c) ambition | d) announcement |
| 11 a) announced | b) surrounded |
| c) guaranteed | d) thrilled |
| 12 a) world | b) worldwide |
| c) global | d) multi-cultural |
| 13 a) adjust | b) fold |
| c) expose | d) enlarge |
| 14 a) surrounds | b) attains |
| c) enlarges | d) guarantees |

2 VARIETIES OF ENGLISH

1 Polite requests

Match the two parts of the requests.

1 If you'd like to	a) could have another cup of coffee, please?
2 Is it all right if	b) possibly give me a map of the city, please?
3 I was wondering if	c) all right if I had my meal in my room?
4 Where can I	d) sign here, please.
5 Could you	e) if you could help me, please?
6 Do you think I	f) I come ten minutes late?
7 I wonder	g) you could give me a brochure, please?
8 Would it be	h) make a phone call, please?

2 Polite language

Rewrite the dialogues using more polite language.



Man: (1) Hey there! *Excuse me.*
 Waiter: Yes, sir. How can I help you?
 Man: (2) I want another glass of water.

 Waiter: Certainly, sir. Cold or hot?
 Man: (3) Give me a big glass of hot water.



Sue: (4) Hey, you there! Chris!

 Chris: How's it going, Sue?
 Sue: Fine. I've left my dictionary at home. (5) Lend me yours.

 Chris: (6) No, I can't.
, I haven't got mine either.



Woman: (7) What time's breakfast?

 Receptionist: From seven till nine-thirty, madam.

Woman: (8) Well, I need a wake-up call.

 Receptionist: At what time, madam?
 Woman: (9) Eight o'clock. Not late.

 Receptionist: Certainly, madam.
 Woman: Oh, and one more thing. (10) I want a newspaper. *The Telegraph.*

 Receptionist: Of course, madam.

3 Asking permission

Write suitable requests for permission. Use the cues given and a variety of expressions.

- borrow/pen
Can I borrow your pen, please?
 Of course you can. Go ahead and take it.
- make/phone call

 Of course. The phone's on the left.
- leave early

 I'm afraid you must stay till the end of the class.
- have time/go for a coffee

 Of course, but don't be late - the bus is leaving at four o'clock.
- stay in/hotel room/another two hours

 Yes, sir. That's no problem. But the cleaners have to come in before three.
- stay out late / tonight

 Well, as long as you're back by one.

4 Vocabulary

Complete the dialogues with the following words.

cab, nationwide, cream, razor, inform, globe, theft, brochure, relatives, royal

- 1 A: Hello, I need a shave. Do you do that?
B: Yes. We do it the traditional way with shaving
(1) and a (2)
- 2 A: Sir, we need to (3) the king of the
(4) of the queen's ring. I can't
think who could have stolen it!
B: You don't think that one of the queen's
(5) could be wearing it for fun?
Maybe it's not stolen after all.

- A: No. Everyone in the (6) family
knows that the queen doesn't let anyone wear
her ring.
- 3 A: I've just seen a (7) for a trip around
the world. I would love to travel the
(8)!
B: Me too. My brother's a pilot and he has seen
so many amazing places.
A: Wow, what an exciting job.
B: Well, he says that it can get a bit boring but
he can travel (9)!
A: You know, my brother is a (10)
driver. I'm sure that your brother's life is a lot
more exciting than his!

Prepositions

Position/order and direction

Look at these examples.

*I was strolling **through** the town.*

*Salmon swim hundreds of miles **up** rivers and streams.*

*Monarch butterflies fly 3,000 km south **to** California.*

Circle the correct prepositions.

Sometimes I get interested in people who I've never even met. For example, it happened the other day when I was (1) *at/in* the city of Hamville. I was (2) *in/on* my way (3) *at/to* Hamville in the early morning. I was reading the newspaper (4) *by/on* the train when I noticed a man sitting (5) *at/in* the seat (6) *opposite/over* mine. The man was middle-aged and looked quite ordinary but had a strange scar (7) *above/on top* of his left eye and (8) *down/under* his chin there was a tattoo of a very small dragon. The man was sitting (9) *in/next to* the window and from time to time looked (10) *from/out of* it anxiously, sometimes taking an old watch (11) *of/out of* his pocket.

When we arrived (12) *at/to* the station, the man took his bag (13) *down/from* the luggage

rack (14) *above/on* the seats and got (15) *from/off* the train. There was something mysterious about him, so I decided to follow him. He did not get (16) *in/on* a taxi, but walked slowly (17) *among/between* the people in the station and went (18) *out/out of* the railway station carrying his bag. He then went (19) *across/through* the road and started to walk (20) *along/around* the river.

He crossed (21) *over/through* a bridge and then went to the main square and sat (22) *in/on* a bench in the old square (23) *in front of/opposite* the cathedral. I waited and stood (24) *at/behind* a tree in the square.

After five minutes two men went up (25) *by/to* him and started talking. He started to run away (26) *by/from* them but they ran (27) *after/at* him and one of them took (28) *from/out* a gun. Two minutes later police cars and vans came rushing (29) *at/into* the square. Heavily armed police officers jumped out and put the man (30) *in/on* one of the vans before leaving again at high speed. The next day, in the newspapers, I found out that the police had caught one of the most important leaders of organised crime in the whole country.

3 BODY LANGUAGE

1 Vocabulary

Complete the passage with the correct words below.

Tom's father raised his (1) eyebrows / eyes / forehead. That was the only way he ever showed any feelings. Tom always thought it (2) delivered / represented / conveyed his father's doubts that anything Tom said could possibly be true. His name was Dr Max Baker and he (3) imitated / resembled / recognised a statue more than a man. His (4) rigid / tough / hard back was as straight as the stick he had once used to beat Tom when he was caught lying. This didn't happen again because Tom learnt what his father took (5) pride / offence / anger at, and did everything he could to get his (6) approval / agreement / announcement. "Father, it's true!" The eyebrow moved further (7) up / upper / upwards. "Look, here's the letter." Tom watched his father's face as he read the letter accepting Tom into the best university in England. Would his father (8) celebrate / congratulate / compensate him? Might he even show a sign of (9) affection / devotion / impression? Tom's mum always told him that his father loved him but just wasn't very good at showing it. Tom thought that his father felt that showing his feelings was beneath his (10) character / dignity / status. Tom waited in silence. Surely his father had finished reading by now? Suddenly his father made an (11) abrupt / awkward / abnormal movement, lifting his hand and patting Tom once on the back. Then he turned away. Maybe Tom's mum was right?

2 Wordbuilding

Read these sentences and write the opposites of the words in brackets.

- 1 They are so *impatient* (patient), and they *disagree* (agree) with everything I say.
- 2 Is it (legal) to park here?
- 3 It was (believable) how thick the fog was so we had to stop hiking.
- 4 The design was completely unique and (like) any thing I'd seen before.
- 5 They didn't think they were very good at running so they were (willing) to participate in the marathon.
- 6 If you want to be a gymnast, it's a (advantage) to be tall and heavy.
- 7 You always seem to (understand) me.
- 8 I've never met such (helpful) and (friendly) people.
- 9 The team lost the game and felt extremely
- 10 We were (lucky) – the hotel was (comfortable) and very (convenient) for the beach.
- 11 My mother (like) all kinds of seafood.
- 12 I've never seen such an (interesting) programme.
- 13 We're (certain) about our plans for this weekend.

3  Dictionary work

Read the information in the box. Then add a prefix to each of the words below. Use a good dictionary to help you.

- Entries beginning *un-*, *in-*, *im-*, *ir-* or *il-* are usually adjectives.
- Entries beginning *dis-* or *mis-* are usually verbs (v).

<i>in</i> accurate	.....experienced	.....necessary	.....satisfactory
.....active	.....enthusiastic	.....official	.....suitable
.....appropriate	.....fair	.....perfect	.....successful
.....approve	.....fortunate	.....pack (v.)	.....sympathetic
.....attractive	.....healthy	.....pleased	.....understand
.....common	.....important	.....popular	.....usual
.....conventional	.....kind	.....practical	
.....correct	.....like	.....regular	
.....equal	.....like (v.)	.....relevant	

4 Phrasal verbs

Complete the paragraph with the correct form of the phrasal verbs below.

break into, keep in touch with, team up with, hand over, pay for, rely on, catch up with, focus on, compare to

Last week my apartment was
 (1) and my laptop computer was stolen. I work as a writer and researcher so I
 (2) my laptop to
 (3) my clients and I do all my research on the Internet. Without my computer, I couldn't do any work. So I decided to (4) a few old friends. One of them was someone I hadn't seen since school! We went for lunch and she told me that she'd (5) another doctor and they had been doing research (6) heart diseases. (7) what she was like in school, she is now so organised and successful! She insisted on (8) our meal and made me (9) the bill as soon as it arrived. My new computer arrived the day after our lunch and I've already emailed her to organise another meeting. It's my turn to take her out!

5 Phrasal verbs in fixed expressions

Complete the sentences with these verbs in the correct form.

bring, bump, come, get (x2), make (x2), run, take, turn (x2), watch

- I *time off* work next July to go camping in Scotland.
- When we set off it was cloudy, but later it *out nice*.
- We went shopping in Paris, but *out of money* after 2 days!
- I *into an old friend* while I was in London. We hadn't seen each other for ages.
- *out!* The drivers are crazy in this country.
- I spent all day in the museum. It was worth it. I really *a lot out of it*.
- She *down with* a cold on holiday after she'd been swimming in the lake.
- I don't want to *up the subject*, but how are we going to get home?
- This map isn't very clear. I just *can't* *it out*.
- I suppose after the long holiday we'll have to *down to some work*.
- He *up an excuse* for being late for the bus.
- They said we could stay an extra two days but we *down their offer*.

6 Phrasal verbs in fixed expressions

Complete the expressions with these words. Use a good dictionary.

against, into, of (x2), up, with

- Amy:** We couldn't (1) *make* *our minds* about where to go on holiday.
Brenda: So where did you go in the end?
Amy: We decided to go to Cornwall. We took the train.
Brenda: Oh, you didn't drive?
Amy: No. You've got to (2) *take* *account* that it's nearly 500 miles away, and that's a lot of driving, isn't it?
Brenda: Yes, it is. You can get a plane nowadays.
Amy: (3) *I've nothing* planes – I'm not afraid of flying or anything like that, but I prefer the train.
Brenda: What was the weather like?
Amy: Not too bad. We (4) *made the most* the sun when it came out. I even got a bit of a tan.
Brenda: So what did you get up to?
Amy: Most days we went down to the beach and (5) *made do* a couple of sandwiches for lunch. Oh, once we tried windsurfing. Everybody (6) *made fun* me because I kept on falling in!

FOCUS ON READING

The Good and the Bad of Online Communication

Our need to communicate with each other is a constant driving force for new inventions. The twentieth century was shaped by inventions in communication such as the telegraph, radio, television, telephone and fax. Today, online services and products are where most development in communication is happening. Now there are increasing options for when, where and how to communicate, and perhaps most importantly, with whom.

People love the freedom of the Internet. Nobody can see who they are or what they look like. Many people who are shy feel confident online. One user noted that everyone is equal online and this cannot be found in face-to-face meetings. When you meet someone in person, you immediately make judgments based on appearance. Even a person's accent or choice of shoes forms a certain impression. Online, however, appearance, age and status all become unimportant, and this encourages users to be open and honest, which makes it a lot easier for people to make friends. Because they can be open with their emotions and ideas, online-friends can even get to know each other quicker and on a deeper level than they might have, had they met in ordinary situations.

Apart from making friends online, the Internet can bring together like-minded people who want to discuss favourite topics. There are forums and chat rooms for just about any hobby, interest, special abilities or unusual taste you can imagine. Fascinated by mushrooms? Well there are plenty of clubs for mushroom lovers online. And what about knitting? You'll find hundreds of other knitting fans simply by hitting a few keys. Whatever unusual interest you might have, if you search on the Internet, there is a good chance that you will find someone, somewhere in cyberspace, willing to talk to you about it – right now.

However, going online also has a dark side. Some people spend so much time on the Internet that they become totally dependent on it. Psychologists and social scientists worry that if people spend more time with computers than with other people, they will forget how to get on with people face to face. There are rules of polite behaviour in face-to-face meetings

and a whole other set of rules in cyberspace. What happens if Internet addicts forget the rules for normal social behaviour simply from lack of practice? Studies have not shown any definite results yet, but if young people are becoming more nervous when it comes to face-to-face meetings, there are good reasons to be concerned.

Apart from dependency, there are other objections and worries about the Internet. Not all people seeking relationships online have innocent intentions. Being open and honest with complete strangers, then arranging to meet them without friends or family knowing about it is very dangerous behaviour. It is especially dangerous for young children and it is increasingly important that parents take note of their children's activities on the Internet.

Even when the worst dangers do not happen, simple lies can leave people disappointed. One girl spent half a year chatting online with a girl who wrote beautiful stories. She thought of this girl as her best friend. However, she found out later that the girl was actually a lonely, sixty-year-old woman who was copying all her stories from magazines. She learned the hard way that some people are untruthful on the Internet.

Then there is the problem of information being stolen. The Internet has led to a new type of criminal, cyber-criminals, and as you reveal your heart and soul, and name and number, to some trusted chat room friend, there could easily be a hacker taking your information. Some hackers could even be using your identity and password. Whenever or however you use the Internet, hackers will be a constant threat.

With all these dangers, is going online to communicate really worthwhile? Most users seem to think it is. In a survey conducted by the Chinese Academy for Social Sciences in 2003, most interviewees said that going online, whether for chatting or surfing the web, had improved their lives. Either way, for better or for worse, it seems likely that website chat rooms are here to stay in one form or another, putting in touch friends, family, and strangers alike.

1 Multiple choices

Circle the correct answers to the questions below.

- What has driven humans to invent things like the telephone and fax machine?
 - Humans' need to communicate.
 - Humans' desire to invent new things.
 - The human need for entertainment.
 - The human desire to travel.
- In what area of communications are we seeing the most advancement today?
 - Mobile phones.
 - Computers and office equipment.
 - Online services and products.
 - Television.
- Why is it easier to meet people online rather than in person?
 - You can't see people's shoes online.
 - You feel equal and confident online.
 - People online are nicer than in real life.
 - You can create a new identity online.
- What become unimportant online?
 - Age, appearance, what you earn.
 - Appearance, status, what car you drive.
 - Status, what you earn, age.
 - Age, appearance, status.
- You can most likely find a club for online.
 - making kites
 - collecting rocks
 - cooking
 - all of the above
- What might dependency on the Internet cause?
 - Headaches and bad skin.
 - Nerves and bad manners in social situations.
 - Rude behaviour online.
 - Problems with sleeping and eating.
- People don't always have online.
 - innocent intentions
 - objections
 - new identities
 - hobbies
- Parents should be aware of what their children are doing online as
 - they might organise to meet dangerous people thinking they're friends
 - they might become hackers or cyber-criminals
 - they might join a club of mushroom lovers
 - they might make friends with 60-year-olds

- There are many online dangers including
 - the danger that hackers might find out where you live and steal your computer
 - the danger that cyber-criminals might pretend to be you
 - the danger that hackers might steal your information and use your identity and password
 - the danger that cyber-criminals might damage your computer
- The writer's attitude towards cyberspace is
 - more negative
 - more positive
 - not clear
 - half and half for being negative and positive

2 Vocabulary

Use the context of these words and phrases in the text to complete the following sentences.

like-minded, reveal, dependant, threat, identity, apart from, status, accent, in person, options, driving force, objections

- He finally his surprise yesterday afternoon. It was a brand new car!
- Pam and Tom are They both love art and music.
- The of failing made me study as hard as I could.
- What should we do today? We have two We could go to the beach or go for a walk.
- reading her book, Sally did nothing all weekend!
- Men with high often earn a lot of money and drive expensive cars.
- My grandmother is completely on my family. She has no money of her own.
- The woman wearing a mask refused to reveal her I wonder who she was.
- Of course James isn't from America! He has a very strong English
- Jessica has to see her aunt. She has to give her the letter
- The behind Sam going to gym every day is that he didn't make the basketball team because he wasn't fit enough.
- I think I'll buy pink and blue paper. Do you have any

FOCUS ON WRITING

1 Linking

Complete the second sentence so that it has the same meaning as the first sentence.

- 1 You can borrow my car but you must bring it back tomorrow morning. (unless)
You can't borrow my car unless you bring it back tomorrow morning.
- 2 I don't think I'll buy a new CD player without a discount. (on the condition that)
I'll buy a new CD player
..... a discount.
- 3 I think that might not be such a good idea. (whether)
I'm not sure
such a good idea.
- 4 If it rains, I'm certainly not going swimming. (as long as)
I'll go swimming rain.
- 5 I only went to see her because I wanted to help her out. (if)
I wouldn't have gone to see her
..... help her out.
- 6 Could you possibly send me some information about the hotel? (if)
I would send me some information about the hotel.
- 7 I'll help him when he gives me back that CD I lent him. (except if)
I he gives me back that CD I lent him.
- 8 I'll do it on the condition that it's safe. (unless)
I it's safe.

2 Linking

Complete the article using these linking words.

in order to, also, although, as long as, apart from, because of, despite, for example, however, if, in conclusion, provided that, since, unless, whether

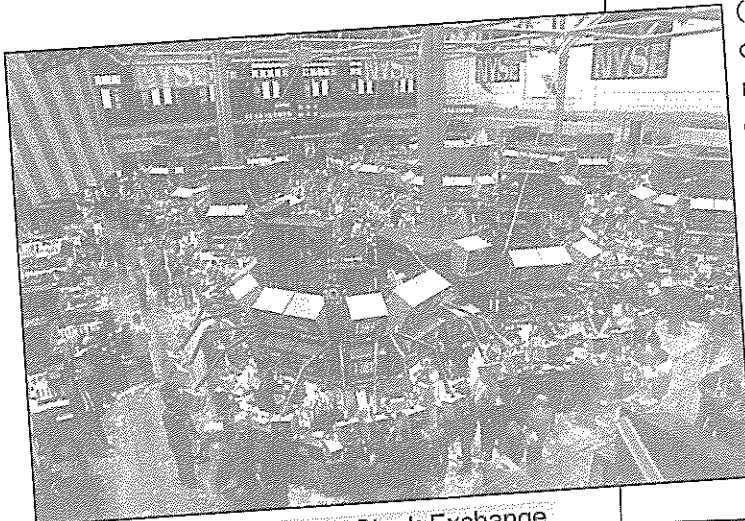
Speaking with your hands

What does this expression mean? It refers to people who like to move their hands when they talk (1) in order to emphasise their words or show their enthusiasm. Certain cultures, (2), Italian and French, are well-known for this. (3) these groups, there are many other people who use their hands when they're talking.

Sign language is a system of hand signals used by deaf people to communicate. (4) most people don't realise it, there isn't one universal kind of sign language. There are many dialects of sign language and it isn't the same everywhere. (5), deaf people aren't the only people who use their hands instead of their mouths to talk.

Many people use their hands to communicate (6) their work. (7) they're traders on the floor of the stock exchange or policemen in a serious situation, people use their hands to transmit messages. Stock traders, especially in the US, use hand signals to talk to people across the floor (8) it's too loud for people to hear them. Policemen use hand signals (9) they must be very quiet. Divers (10) use hand signals (11) they are underwater.

(12) specialised helmets, it can even be difficult for pilots and astronauts to hear each other sometimes. (13), it's easy to see that talking with your hands is sometimes a necessity. (14) people gain the ability to hear underwater or in shouting crowds, sign language will continue to be a part of all our lives.



New York Stock Exchange

3 Editing

Read the text carefully. When a line has an extra word, circle the word and write it on the right. When a line is correct, put a tick (✓) on the right.

People have always been able to communicate quite easily when they are near to each other, but what do we do when the person we want to talk to is far away from? Well, that depends on where you are and when it is. If you were before the writing was developed and you wanted to pass a message to someone who was travelling, you would need to ask someone else to deliver the message. What happened after the people started writing? Well, if you were a ruler and in ancient Egypt, Rome, The Middle East or China, someone would write your message down and messengers would carry it to many parts of the country. Sometimes they would run away and sometimes they would ride on horses. Sometimes animals like such pigeons carried the message. If you were not a ruler, you would find out someone who could write to help you because of most people could not read or write at that time. Sometimes people used smoke signals, bright lights, large flags or arm signals. People in towers about 30 kilometres apart from showed these signals to the people in the next of tower and the message would move down the line of towers. The invention of the telegraph in 1832 year and the invention of the telephone in the mid of 1800s changed many things. After that, electric wires carried messages and we could hear our each other's voices even though we were very far away. In the 1990s, mobile phones were invented. At first, they were as large as like books, very heavy and difficult to use them. Now, they are getting smaller and smaller every day and many of them also have cameras, video screens and software so that allows you to listen to music as well as. The Internet also came into wide usage in the 1990s. It is quick and cheap. However, when we want to send a gift to a someone far away, we still need to use the mail service. At least it won't be going by horse though.

- 1 ✓
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4 Style

Below are sentences from two letters – one formal and one informal – but they are mixed up. Decide which sentences are from each letter, and then write the letters in your notebook.

- 1 Thanks for the letter.
- 2 However, there are a few points which are not clear.
- 3 Hi!
- 4 I look forward to hearing from you.
- 5 Take care,
- 6 It was really interesting.
- 7 In this way we could discuss the matter further.
- 8 Dear Ms Turner,
- 9 Is it OK if I give you a ring sometime?
- 10 Would you mind if I phone you?
- 11 But there are still one or two things I'm not sure about.
- 12 Thank you for your letter.
- 13 Anyway, write back soon.
- 14 S. Davies (Mr)
- 15 Simon.
- 16 It contained some very useful information.
- 17 Then we can talk about it some more.
- 18 Yours sincerely,

5 Guided writing: Letters

In your notebook, write an introduction (one or two sentences) for each situation below.

- 1 You have seen an advertisement in a magazine for a summer school in England. You need more information and wonder if the school can send you a leaflet.
- 2 You have seen an advertisement for a summer job working with disabled children. You are interested. The ad asked you to send your CV.
- 3 You read in your local newspaper about plans for a new power station near your town. You strongly disagree.

WORD POWER

1 Confusing words

Circle the more suitable choice in each sentence.

- 1 A new restaurant opened here last week and the food is *superb/extreme*. I highly recommend it.
- 2 Our company sent out 5,000 letters to concert goers during our *mass/public* marketing campaign for the orchestra.
- 3 Cost, size and safety were important *reasons/factors* in my decision to buy this car.
- 4 When Jeff was very young, he would get angry and *request/demand* to see his favourite TV programmes but we didn't respond.
- 5 Jennifer is way *ahead/advanced* of her classmates in maths and English.
- 6 I wasn't able to *reach/access* the files on the computer so I rewrote them by hand.
- 7 If you want to go into the temple, make sure that you are dressed *approximately/appropriately*.
- 8 If you want to know where the Bering Strait is, look at the *globe/Earth* on the shelf.
- 9 A smile is the *universal/typical* sign of happiness. People everywhere understand it.
- 10 I will have to look at the sales figures for some time before I can *translate/interpret* them correctly.

2 Missing out words

Cross out the words that could be missed out in this very informal dialogue.

Ted: ~~Have you~~ finished your tea?

Ricky: No, I haven't finished my tea. I'm doing the crossword.

Ted: That sounds like good fun.

Ricky: Yes. I finished the one in yesterday's paper. Have you ever done the crossword in this paper? It's usually really difficult.

Ted: No, I don't really like them. I prefer reading. I've just finished another book by Paul Auster. It was absolutely amazing!

Ricky: Mm, I think he's great.

Ted: Are you going to be here all day?

Ricky: No, I'm just finishing! Just give me a couple of seconds.

3 Colloquial expressions

Complete the expressions below with these words.

life, nightmare, nowhere, dogs, horse, track

- 1 Do you have an umbrella? It's raining cats and outside!
- 2 I haven't a clue where we are. I can't see any houses. We're right in the middle of
- 3 She lives miles away in the country somewhere. Her house is right off the beaten
- 4 I lost all the money I'd won earlier in the day. But that's , isn't it?
- 5 I'm so hungry that I could eat a
- 6 It was the worst journey in my life, I can tell you. It was a complete

4 Introducing requests

Write questions with *will be* to introduce a request.

- 1 You want to ask someone to take you to the centre of town.

Will you be going anywhere near the centre of town?

- 2 You want to ask someone to lend you their dictionary.

.....

- 3 You want someone to help you with your homework this evening.

.....

- 4 You want someone to take something to school for you.

.....

- 5 You want someone to come with you to a party on Saturday.

.....

- 6 You want someone to give a message to your friend, Paul.

.....

5 Proverbs

Match the proverbs (1-10) with the explanations (a-j).

- 1 No pain, no gain.
- 2 There's no smoke without fire.
- 3 Better late than never.
- 4 Never judge a book by its cover.
- 5 Absence makes the heart grow fonder.
- 6 Don't put all your eggs in one basket.
- 7 One man's meat is another man's poison.
- 8 He who laughs last laughs longest.
- 9 Beauty is in the eye of the beholder.
- 10 All work and no play makes Jack a dull boy.

- a) It is better to do something late than not at all.
- b) The final victory is the most complete one.
- c) You cannot achieve anything without taking risks.
- d) What is attractive is very subjective.
- e) Too much work can make you boring.
- f) There is always a basis for rumours no matter how untrue they seem.
- g) Everybody has different tastes.
- h) Don't only think about people's appearance.
- i) Spread your risks.
- j) If you don't see someone for some time, you love them more.

6 **A** Extension: Proverbs

Match the statements (1-5) with the proverbs (a-e). Use a good dictionary.

1 I've sent him to piano lessons, but he's just not interested in music.

2 Oh well, if everybody else is doing it, I suppose we should!

3 I've studied so hard, I'm sure I'll pass the exam.

4 This computer is useless! The keyboard is so slow.

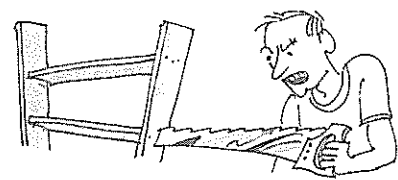
5 Don't you think we'll get in each other's way?



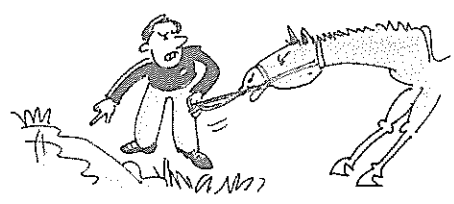
a) Don't count your chickens before they're hatched.



b) Too many cooks spoil the broth.



c) A bad workman blames his tools.



d) You can lead a horse to water but you can't make it drink.



e) When in Rome, do as the Romans do.

CHECK YOUR PROGRESS

The English Language

The story of English began a long time ago, in the fifth century AD. In the year 410 the Romans left Britannia, their northern-most province. In around 449, Germanic tribes, the Angles, Jutes and Saxons from what is now northern Germany and Denmark, crossed the North Sea and began to settle on the east coast. The Celtic people fought them with leaders such as King Arthur. It took over 150 years of fighting for the Anglo-Saxon invaders to take over most of what is now modern England, pushing the Celts into the west and north. The relations between the two peoples can't have been good – there are only several Celtic words in English.

The Anglo-Saxon kingdom of England was just settling down when there was another invasion. In 1066, William, Duke of Normandy, invaded England and defeated the last Anglo-Saxon king. The official language of England soon became French, and for the next three or four hundred years, English was the language of the common people.

But somehow English survived and became more and more common among the dominant classes. Because of this, by the end of the fourteenth century, English was used at court and official documents were written in English. This is the first great period of English literature with writers such as Geoffrey Chaucer. Then, in 1476, Caxton brought the printing press from Belgium. Printing meant that a standard language started to appear, based on the dialect spoken around London.

In the sixteenth century, the Renaissance with its revival of education and classical scholarship,

brought thousands of Latin and Greek words into English – words like “expensive” from Latin or “chaos” from Greek. The late sixteenth century also was a great period for literature with writers such as Shakespeare and the publication in 1611 of the Authorised Version of the Bible in English. The two and a half centuries between 1400 and 1650 also brought major changes in pronunciation. For example, old Anglo-Saxon vowels like the /u.../ in /hu:s/ changed to /haus/. Nobody knows why this change in vowel sounds happened but it had a major influence on English.

From the seventeenth century there were increasing attempts to standardise the English language. English did not have an academy such as other languages like French or Spanish and it was left to one man to write the first dictionary. Samuel Johnson published the Dictionary of the English Language in 1753 and it included 43,000 words.

In the nineteenth century, English was influenced by many countries that were part of the growing British empire – with words such as “bungalow” coming from India. In the last 100 years or so, a huge amount of new words have come into English from science and technology. Finally, in the last few years, through television and the cinema, American English has had a very important influence on British English. For example, British people are starting to say the American “Hi!” instead of the old British “Hello”.

English, as a living language, is changing all the time. Who knows what the future holds for it in the twenty-first century?

1 Multiple choices

Read and choose the best answer.

- 1 Why are there so few Celtic words in English?
 - a) The Saxon invasion took a long time.
 - b) The Celts and Saxons did not mix.
 - c) The two languages were too similar.
- 2 What happened after the Norman Conquest?
 - a) English disappeared for a long time.
 - b) French became the most important language.
 - c) English was the language of culture.
- 3 Why did English become the official language again in the 15th century?
 - a) Because of great writers like Chaucer.
 - b) Because of the printing press.
 - c) Because it was used by their ruling classes.
- 4 What changed in the 16th and 17th centuries?
 - a) English pronunciation.
 - b) English grammar.
 - c) English vocabulary.
- 5 In which way is English different from other European languages?
 - a) It was standardised a lot later.
 - b) It has a lot of scientific words.
 - c) It does not have an official academy.
- 6 What has been the most important influence on English in the last few years?
 - a) The old empire (e.g. India/Australia).
 - b) The United States.
 - c) Europe (e.g. France).

2 Vocabulary

Complete the paragraph with the words below.

accessible, decade, digital, means, function, lecture, revision, attitude, rely on, purchase, particular, misunderstand, appropriate, interpret

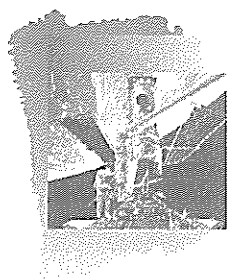
My grandmother is very old-fashioned. She has the (1) to buy a computer but she won't. I can't understand her (2) She says she will only (3) things that she can understand. I keep telling her that there are (4) she can go to that will explain all the different (5) of a computer and help her (6) computer language. But she is not interested. I also tell her that computers can make information so much more (7) but my grandmother says that she prefers to

(8) the library. She also doesn't believe me when I tell her that I am doing exam (9) on my computer. She thinks I'm simply playing games. I think that she (10) me on purpose when I try to explain to her what I'm doing. Once I was doing a (11) maths exercise and she thought I was playing chess! She even got angry when I got a (12) camera for my birthday. She thought a bicycle would have been a much more (13) present! But I know that my grandmother is not trying to be difficult. She is just a few (14) behind the times!

3 Translation

Complete the following sentences according to the Chinese.

- 1 据预测, 今后五年内失业率仍会持续增长。
..... unemployment will in the next 5 years.
- 2 一些员工发现很难适应技术和工作方法的所有变化。
Some of the staff found it hard in technology and working methods.
- 3 他们刚发现的东西对我们理解宇宙可能是至关重要的。
..... may our understanding of the universe .
- 4 应该告知乘客已经采取了一切必要措施以确保安全。
The passengers that all the necessary steps have been taken
- 5 人们认为阅读英文报纸是扩大词汇量的好办法。
Reading English newspapers a good way
- 6 我极力建议长途驾车前你要查验一下刹车。
I that you before you go on a long drive.
- 7 我不能担保这项计划有效, 但我会试一试。
I can't guarantee the plan will, but I'll
- 8 他的解释似乎不足以说明事情发生的缘由。
His didn't seem account for



20 New Frontiers

1 FUTUROLOGY

1 ★ *as soon as, until, after, when*

Make sentences from the parts of the table.

1 We'll have coffee	as soon as until after when	your order has arrived.
2 He can't be offered a contract		Martin's finished eating.
3 We'll move in		we've cleaned it.
4 We won't start playing rugby		the flat's been painted.
5 You can go to your room		it's stopped raining.
6 We'll let you know		he's completed his research.

2 ★ **Future Perfect**

Put the verbs in brackets into the Future Perfect.

- By Christmas they *will have sold* (sell) over five million greetings cards.
- By this summer the city council (spend) £2 million on redecorating the old town.
- By 2030 the climate in Europe (become) much warmer.
- By the end of this decade our town (invest) \$1 million in the tourist industry.
- By the next Olympic Games many records in sport (be) broken.
- By the time scientists find a cure for AIDS, many thousands of people (die).

3 ★ **Future Perfect**

John is a promising young scientist. Use the cues and the Future Perfect to predict his achievements in the future.

- by 2020/publish eleven books
By 2020 he will have published eleven books.
- by the end of decade/discover a treatment that can cure all kinds of cancer
- by the time he's thirty-five/become a professor
- by the end of career/receive several honorary doctorates from famous universities
- by the end of next year/finish writing his PhD paper
- by 2010/write a book about epidemics
- by next summer/be to fifteen conferences
- by 2015/do a lot of research on cancer

4 ★★ **Future Continuous**

Complete each sentence with a verb from the box in the Future Continuous.

give, work, write, watch, drive, put up, use

- I won't be able to answer the phone in the afternoon. I *'ll be giving* a talk at a conference.
- Why don't you drop by on Wednesday night? I a tennis match and it will be more fun if somebody joins me.
- I to town in the afternoon. Would you like me to give you a lift?
- you your bike this afternoon? Could I borrow it for half an hour?
- This time on Saturday I my tent by the lake.
- We shouldn't disturb them tonight. Tricia her article and Nick on his lecture.

5 ★★ **Future Continuous or Future Perfect?**

These are predictions about the future of a group of classmates in 2020. Complete the sentences with the verbs in brackets in the Future Continuous or the Future Perfect.

- Megan will *be working* (work) as a journalist for a fashion magazine.
- Patrick (write) at least a few popular children books.
- Kylie (take) part in a few expeditions to the Arctic.
- Jeremy (receive) two Oscars for best special effects in science fiction films.
- Peter (write) best-selling horror stories.
- Andrew (look) after his children at home.

6 ★★★ Future tenses

Complete the dialogue with the verbs in brackets in the correct forms: Future Simple, Future Perfect, Future Continuous, Present Continuous, *be going to*.

Claire: I haven't had time to go shopping today.

Rob: Don't worry. I (1) *ll go* (go) to the supermarket tomorrow morning. I (2) (not go) to work as the office is being repainted.

Claire: Lucky you! What (3) you (do) all day?

Rob: I don't know yet. I (4) probably (work) a bit at home and in the afternoon I (5) (meet) Frank. He phoned me yesterday. We (6) probably (sit) in the pub all evening, as usual.

Claire: (7) you (cook) dinner by the time you leave for the pub? You know, I (8) (be) in the studio all day and I think I (9) (not have) time to eat anything. I (10) (be) very hungry when I come home.

Rob: I'm afraid I (11) (not have) the time to cook a big meal but I (12) (make) you some soup. (13) you (go out) in the evening?

Claire: No. I (14) (have) a bath and read my book in bed. I (15) probably (finish) it by the time you get home!

7 Vocabulary

Complete the passage with the correct words.

It's the year 2163. Mick and Joe are travelling around the sun in their space (1) Mick was born on Earth just before the (2) bomb that made life on Earth impossible. Joe has spent a (3) in space. He was born on the Moon in 2060 and celebrated his 103rd birthday just last month. Since there's no (4) in space, there is less disease and people live much longer.

Mick and Joe are (5) going to pass Earth. "There it is," says Mick. "Do you know that scientists think that the (6) caused by the bomb will have (7) off enough in a few years time that we'll be able to go back and live on Earth again?" Joe doesn't say anything. He carries on (8) all the information they gathered on their trip around the sun and putting it into the shuttle's (9) Mick tries again, "It seems like you don't want to be a (10) in this conversation, Joe. What's wrong? You'll live at least to the age of 150. Wouldn't you like to stand on Earth one day?" Joe finally looks at Mick. "You're a health (11), right Mick?" Mick nods. He gives weekly (12) at the university on the Moon on eating well in space and keeping every single (13) in your body healthy. "So," says Joe. "How do you think I would enjoy being on Earth having lived in space all my life?" Mick (14) the situation and suddenly realises how stupid he's been. Because Joe was born in space, his muscles would be too weak for him to walk or even stand on Earth. Mick studies the chocolate (15) on his shirt for a minute then says, "Sorry Joe. I wasn't thinking."

- | | |
|--------------------|------------------|
| 1 a) station | b) shuttle |
| c) plane | d) crew |
| 2 a) radioactive | b) radiation |
| c) explosive | d) atom |
| 3 a) week | b) decade |
| c) lifetime | d) billion years |
| 4 a) bacteria | b) water |
| c) radium | d) life |
| 5 a) shortly | b) quickly |
| c) latter | d) closely |
| 6 a) bacteria | b) stains |
| c) equality | d) radiation |
| 7 a) gone | b) been |
| c) worn | d) sent |
| 8 a) resembling | b) downloading |
| c) outlining | d) assisting |
| 9 a) database | b) launch |
| c) orbit | d) warehouse |
| 10 a) participant | b) futurologist |
| c) hero | d) pilot |
| 11 a) futurologist | b) amateur |
| c) candidate | d) specialist |
| 12 a) receptions | b) restrictions |
| c) seminars | d) assessments |
| 13 a) stain | b) sign |
| c) bacteria | d) cell |
| 14 a) assesses | b) downloads |
| c) spills | d) registers |
| 15 a) spill | b) spot |
| c) stuff | d) stain |

2 ARTIFICIAL INTELLIGENCE

1 Asking questions

Match the questions and statements (1–6) with the answers (a–f).

- 1 What I don't understand is how nanotechnology works. e
- 2 Could you explain what an android is?
- 3 I don't really understand what black holes are.
- 4 So does that mean that we can see black holes?
- 5 I'm not sure how radioactivity works.
- 6 Could you explain why Qian Xuesen is referred to as "Father of China's aerospace"?
- a) Don't worry! Scientists don't really understand much about them either. They are "objects" in space which have collapsed so much that no light or any kind of energy can escape from them.
- b) Well, it involves the emission of particles by the nucleus of an atom. You see, the particles come from special elements, like radium. Is that clear?
- c) Right. It is a kind of robot which looks like a human being. There are plenty of robots, like those in factories, that don't look like us at all. However, scientists have produced human-looking robots and, of course, science fiction is full of them.
- d) He founded and developed China's aerospace industry.
- e) You see, it works just like any other kind of electronic technology. The difference is merely in terms of scale. It works at a microscopic level and because of this it can't use the same materials as conventional technology.
- f) Yes, but they are extremely difficult to detect. They are usually located near places where there have been explosions of large stars or supernovas.

Which of the explanations above do you find the clearest?

2 Clarifying

Complete the clarifying expressions in the speech with these words and phrases.

other words, that means, getting at, means, that, mean, trying, clear, another way, which

Today, I am going to talk about "bluetooth" technology. Bluetooth is a chip developed by the Swedish telecoms company, Ericsson. It was named after a 10th century Danish king with bad teeth! The chip is a radio transmitter, in (1) *other words*, it is a chip that can send signals to other machines. This means that in the future machines will be able to "talk" to each other. What (2) is that they will be able to communicate electronically and control one another.

There are many practical applications for the bluetooth. What I am (3) to say is that the new chip will be extremely useful and will greatly influence our lives. For example, we won't need front door keys any more. We will have an opening device that confirms each person's identity. To put it (4), a chip will recognise your fingerprint before opening the door automatically.

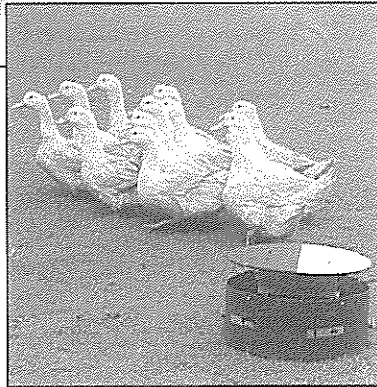
In fact, the bluetooth will bring in the age of the "intelligent home". What I'm (5) is that we won't need cables any more and will be able to work all the domestic appliances in our house from one console – (6) is a screen and a keyboard (7) is the size of a laptop computer. It will be located on the fridge and we will be able to use it to programme the heating or the washing machine.

The console will also have a permanent Internet connection. That (8) your fridge will be online 24 hours a day. It will be able to order the shopping or write emails. Your fridge will be essential, I (9) you won't be able to live without it! When you are away you will be able to control your house through the Internet, for example, video your favourite programme or cook the dinner. So, to sum up, bluetooth technology will bring about a revolution in our lifestyle. Is that (10) ?

3 Phrasal verbs

Read the text and complete it with the correct form of these phrasal verbs.

take over, come out, make up for, get on, make out, give away, get through, carry out, do with, make up of



It looks like robots are (1) *taking over* some very unusual jobs. Recently, the news (2) about a robot sheepdog called Rover. I couldn't (3) it at first, because the robot works with a flock of geese, not sheep. It has been designed by the Robot Sheepdog Project which is being (4) by three postgraduate students in Britain. The study is to (5) both robotics and animal behaviour and has been a great success. The robots can't move as fast as a dog or a person but this is (6) by the fact that they (7) better with animals than people or dogs. Apparently, research has shown that machines are less threatening to animals than people, so these robots can (8) to the geese. Rover is (9) a robot vehicle, a computer and a camera. It can gather a flock of geese together and move them to a particular place. One thing I'm not going to do is (10) this information to my dog. She's a Welsh sheepdog and I don't think she'd be too happy to hear about Rover!

4 Position of the object

Look at the position of the object in the sentences in Groups 1, 2 and 3. Match the groups of verbs with the rules (a-c).

a) You must put the object after all three-word phrasal verbs.

Group

b) With some two-word verbs, you must put the object after the second part of the verb.

Group

c) With other two-word verbs, you can put the object after the first or the second word. However, you can never put a pronoun after the second word.

Group

Group 1:
I put on my coat.
I put my coat on.
I put it on.
~~I put on it.~~

Group 2:
I get on with Susan.
I get on with her.
~~I get Susan on with.~~
~~I get her on with.~~

Group 3:
I came across my glasses.
I came across them.
~~I came them across.~~

5 Phrasal verbs

Complete the sentences with these words.

off, out (x3), out of, over (x2), up (x2)

- I always put tidying my room as long as possible!
- I picked a "flu bug", while I was away. It took me two weeks to get it.
- You shouldn't give so easily - keep trying!
- It took us a long time to carry the research, but we got a lot the project.
- I used the Internet to find about artificial intelligence, but I still can't work exactly how it works.
- Some people think computers are taking our lives.

6 Compound words

Complete the compound words in these sentences.

- The nearest star to our solar is over four light away.
- Are you sure that's correct? Can you double-..... it?
- In the museum there are life-..... models of dinosaurs.
- Many things are mass-..... in factories nowadays.
- She is a record-..... athlete, and has won several Olympic medals.
- After years of time-..... experiments, the scientists finally made a major break-..... in the field of artificial
- British-....., fifteen-..... Jon Kaspar is a software engineer.
- Scientists have now had first knowledge of the data abilities of the brain through studying its electrical impulses.

3 SCIENTIFIC BREAKTHROUGHS

1 Science quiz

Match the scientific words with the definitions.

- 1 antibiotic a) microscopic organisms that cause disease
- 2 bacteria b) the force that attracts objects to the Earth
- 3 penicillin c) a collection of star systems
- 4 electricity d) the atmosphere and outer space considered as a whole
- 5 galaxy e) a type of antibiotic drug
- 6 theory of relativity f) a medicine capable of killing bacteria
- 7 gravity g) a form of energy
- 8 aerospace h) the theory in physics that space and time are relative concepts rather than absolute concepts

2 Compound words

Complete the sentences with the words below.

far-reaching, slow motion, mass-produce, double-check, mould-breaking, world-famous, breakthrough

Example The scientist's mould-breaking theory changed the way physicists saw atoms.

- 1 The play was really boring. It was as if the actors were moving in the whole time!
- 2 When you've finished your essay, make sure that you it for mistakes.
- 3 The singer made a fortune on her international CD sales.
- 4 The consequences of this discovery will be
- 5 The scientific saved hundreds of lives.
- 6 If we these chairs, we'll be able to sell them all over the country.

3 Vocabulary

Complete the following passage with the correct words below.

I'm in a real (1) I really don't know what I want to do when I leave school. My dad is in the (2) but I wouldn't want to spend so much time on ships. My mum is a scientist but it seems to me what she does all day is look into a (3) All that stuff about (4) atoms is pretty interesting but I think I might be more interested in studying medicine. But then again, my uncle is a doctor and he is always talking about replacing people's (5) This makes me feel a bit ill. He also wants me to sign a form saying that I will (6) my heart or eyes if anything happens to me. I haven't signed it yet. One of my other uncles is an astrologist. He has a (7) and spends every night looking at distant (8) which look to me like bits of (9) in outer space. But I love sleeping! I don't think I could stay up every night. I could always study to be a computer (10) like my brother, but then I'd have to sit in front of a computer all day. I know what! I could be an inventor! I could invent a (11) oven that didn't dry food out, and a (12) that flew faster than the speed of sound! I could have hundreds of (13) for all the things I'd invented and I would be rich. But... I don't think there's a university for inventors. Maybe I should just join the navy first.

- 1 a) procedure b) outcome
- c) dilemma d) drawback
- 2 a) navy b) army
- c) air force d) space shuttle
- 3 a) microwave b) telescope
- c) circuit d) microscope
- 4 a) curing b) splitting
- c) sneezing d) exiting
- 5 a) organs b) atoms
- c) cells d) bacteria
- 6 a) wrestle b) press
- c) split d) donate
- 7 a) microscope b) microwave
- c) telescope d) category
- 8 a) mists b) galaxies
- c) circuits d) outcomes
- 9 a) mist b) galaxy
- c) jet d) missile
- 10 a) scientist b) engineer
- c) programmer d) developer
- 11 a) telescope b) category
- c) microscope d) microwave
- 12 a) aircraft b) telescope
- c) jet d) machine
- 13 a) officials b) patents
- c) colleagues d) missiles

Remember

1 ★ Infinitive and -ing

Match the halves to make logical sentences.

1 We can't afford	a) driving in crowded streets.
2 If you don't take an umbrella, you risk	b) to spend all our holidays abroad.
3 The suspect denied	c) playing tennis.
4 I'm learning	d) getting wet on the way home.
5 I invited him to the meeting but he refused	e) to come.
6 The head teacher threatened	f) to introduce strict measures against smoking.
7 To pass my driving test, I should practise	g) selling stolen goods.
8 If you want your knee to mend, you must give up	h) to play chess but it's hard.

2 ★ Infinitive or -ing?

Complete the sentences with the infinitive + *to* or the *-ing* form of the verbs in brackets.

- Many people can't afford *to send* (send) their children to private schools.
- I've never really enjoyed (visit) other countries.
- I didn't manage (meet) anyone famous when I was in Hollywood.
- We're looking forward to (see) Egypt and the Middle East.
- I'll have to consider (take up) a job away from the city.
- He offered (organise) our trip to Mexico.
- During the hiking trip in Nepal, I sometimes couldn't stand (sleep) in a tent.
- We threatened (call) the police if they didn't stop (make) the noise.
- They suggested (have) a cup of tea before we left.
- I don't regret (go) to Asia as it was a fascinating journey.

4 ★★ Verb patterns

Choose verbs from Exercise 3 to complete these sentences. Use the correct form of each verb.

- I never to do the washing-up. I could even say I like it.
- The student union to call off the party because of the weather.
- After a few questions from the teacher that he couldn't answer, Tom being unprepared for the lesson.
- If you don't want your breathing problems to get worse, you should passive smoking at all costs.
- She's always eating – that's why she's so fat.
- Frankly, I can't living in another country. I've lived here all my life.
- After a lot of effort he to change his lifestyle completely after his first heart attack.
- Some people were so keen to listen to the concert live that they sitting on the floor.

3 ★★ Verb patterns

Match the verbs with the verb patterns given.

agree, admit, avoid, consider, finish, decide, enjoy, imagine, manage, offer, not mind, plan, promise, put off, refuse, want, would like

<i>agree</i>	to do something
<i>admit</i>	doing something

FOCUS ON READING

Simple Inventions that Changed the World

There are many inventions in the world that have changed people's lives. To illustrate this, let's have a look at three simple inventions: the clock, the refrigerator and the elevator. One regulates almost everything we do, another affects the way we eat and the last has changed the very look of our cities.

Over the centuries, people have designed clocks that measure time in many different ways. The ancient Egyptians, for example, made a clock that was simply a stone, bowl-shaped container with a hole in the bottom. The container would be filled with water which would drip from the bottom at a constant rate. Markings on the inside of the bowl showed how much time had passed.

Mechanical clocks are a relatively new invention. European inventors developed the first accurate mechanical clocks in the sixteenth and seventeenth centuries. These clocks and watches were designed to measure time in seconds.

In today's busy, modern world almost every part of our day-to-day lives are governed by time and our ability to measure it accurately. Without watches or clocks, even simple tasks like catching a train, meeting a friend or even boiling an egg would be very difficult indeed.

Time may govern our lives, but food keeps us alive. Therefore, preserving food has always been an important consideration for people.

Thousands of years ago people realised that they could preserve meat by burying it in snow. The Chinese were among the first people to begin collecting and storing ice specifically for the purpose of preserving their food.

Early refrigerators were actually ice-boxes — containers filled with ice. This method required fresh ice to be delivered to homes

daily. Refrigerators as we know them today work very differently: they use gases to cool the inside of the container. Oliver Evans invented the first refrigeration machine in 1805. Modern refrigerators work much the same way as Evans's original. Compressed gases in a metal coil inside the refrigerator suck the heat out of the surrounding air as the gases expand.

In China, 20 years ago refrigerators were on the list of "New Three Big Things" for people to buy to improve their lives. Now it is a common object found in most homes and people would find it difficult to imagine living without it.

Unlike refrigerators, elevators are generally not found in people's homes, but they have helped change the environment that millions of people live in.

Scientists and engineers from ancient civilisations used ropes to lift heavy objects but it wasn't until 1857 that a man called Elisha Otis designed and built a machine that used hydraulics to carry people between the floors of a building. In 1880, German inventor Werner von Siemens introduced the first electric powered elevator — and the lift as we know it today was born.

Elevators have changed not only our lives by making it possible to live in bigger and taller buildings, they have also changed the city skylines. Modern Chinese cities like Beijing, Shanghai and Hong Kong would look very different indeed if the elevator hadn't been invented.

The next time you rely on any of these inventions, don't forget to think about the science and imagination that have gone into them and how much they have changed our everyday life.

1 Multiple choices

Circle the correct answers to the questions below.

- 1 Simple inventions like the clock, the refrigerator and the elevator have
 - a) changed our lives
 - b) changed how we store our food
 - c) changed our cities' skylines
 - d) all of the above
- 2 How did the Egyptian clock work?
 - a) It was a stone bowl that was filled with sand. The sand dripped through and told the time.
 - b) It was a mechanical clock that used water to mark the time in a bowl.
 - c) It was a bowl filled with water. The water would drip through and mark the time.
 - d) It was a mechanical clock that worked with cogs and springs.
- 3 Where and when were the first mechanical clocks made?
 - a) In Egypt in the 16th and 17th centuries.
 - b) In Europe in the 16th and 17th centuries.
 - c) In Beijing in the 21st century.
 - d) In Europe in the 20th and 21st centuries.
- 4 Who first started using ice to store food?
 - a) Elisha Otis.
 - b) The Egyptians.
 - c) Oliver Evans.
 - d) The Chinese.
- 5 Modern refrigerators use to keep food cool.
 - a) compressed gases
 - b) metal coil
 - c) ice
 - d) cold air
- 6 What couldn't we do if we didn't have refrigerators?
 - a) We couldn't store meat.
 - b) We couldn't have fresh milk in our coffee.
 - c) We couldn't keep our drinks cold.
 - d) All of the above.
- 7 When was the first electric powered elevator made?
 - a) 1805
 - b) 1857
 - c) 1880
 - d) 1882
- 8 Who invented the elevator we know today?
 - a) The Chinese.
 - b) Oliver Evans.
 - c) Elisha Otis.
 - d) Werner von Siemens.
- 9 How do modern elevators work?
 - a) With electric power.
 - b) With ropes.
 - c) With compressed gases.
 - d) With metal coil.
- 10 How have elevators changed our modern city skylines?
 - a) Elevators only work in tall buildings so buildings have become increasingly tall.
 - b) Elevators have caused people to prefer taller buildings. This has led to more tall buildings being built.
 - c) Elevators have made it possible for people to live and work in tall buildings so more have been built in cities to save space.
 - d) Elevators were invented by city skyline designers to make cities more attractive.

2 Vocabulary

Use the correct forms of these words to complete the following sentences.

illustrate, container, accurate, regulate, govern, expand, coil, original, preserve, civilisation

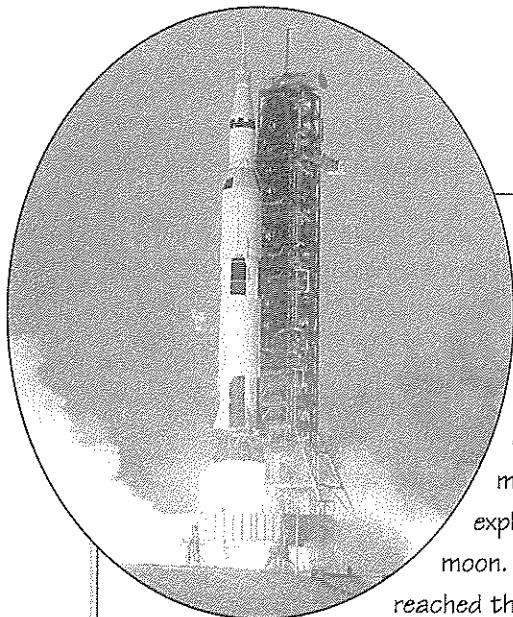
- 1 There should be strict rules the use of chemicals in food.
- 2 I want an description of what happened on Friday night. Give me all the details.
- 3 Mrs Smith is the headmistress of Kim's school. She the school with a very firm hand.
- 4 I think the traditional customs should be !
- 5 Ben gave a great example to what he meant.
- 6 I like this version of the song but I definitely prefer the
- 7 This is good enough to keep our coffee hot for hours.
- 8 As children grow older, they their interests and become more confident.
- 9 Please pass me that of rope.
- 10 Staying on a desert island is a great way to get away from and back to nature.

FOCUS ON WRITING

1 Linking

Complete the text with these words.

in order, so as not to, for, in case, so that, a result, so as to, caused by, because (x2), due, order that



The Apollo 13 mission was launched in April 1970 (1) *in order* to continue the manned exploration of the moon. It had nearly reached the moon when the

crew heard a loud explosion. An oxygen tank had exploded (2) to the failure of a thermostat. As (3) of this, another oxygen tank also failed. The crew were 200,000 miles from Earth in a spaceship which, (4) of the explosion, had lost most of its power!

The crew moved to another part of the spaceship and used the booster engines in (5) they might set themselves on course for Earth. The journey back was terrible. There were a lot of problems (6) the lack of power. The crew members drank one fifth of their normal water intake (7) use up valuable water. They had to move air filters to a different part of the ship (8) avoid a build-up of carbon dioxide. When they approached Earth, they got rid of the damaged part of the ship (9) it exploded on entry.

When the crew finally landed, they were greeted as heroes (10) they had shown great courage. The disaster helped NASA to develop procedures (11) rescuing space crews and double-checking spaceships (12) similar accidents would not happen again.

2 Punctuation

Look at these examples of punctuation.

- **Listing in formal writing**
There are many reasons for this: the increase in cost; the fall in demand; the need for developing new methods of production.
- **Combining two closely related sentences in formal writing**
The government have already made plans for changing the system; the plans have been developed by experts from three British universities.
- **Giving an explanation in formal writing**
The new computer is much more powerful: it has two million megabytes.
- **Expressing an afterthought in more informal writing**
That's probably a good idea – I've never thought of it before.
- **Used like a colon ":" or a semi-colon ";" in informal writing**
I'll be a bit late – I've got a dentist appointment.

Now punctuate these sentences.

- 1 Give me a ring on my mobile when you get there I'll probably be out.
- 2 Don't forget a kilo of those tasty apples and a couple of cans of drink.
- 3 You are advised to bring the following things your passport or identity card two or three good pens and a watch so that you can time yourself in the exam.
- 4 There was an explosion on board the spaceship one of the oxygen tanks had exploded.
- 5 She arrived late that's typical of her, isn't it?
- 6 Robots are very useful in some manufacturing processes they are particularly good for the manufacture of dangerous products.

3 Style

In your notebook, rewrite the text below in a formal style.

A guy who I think is really cool is the scientist Charles Darwin. His ideas about the evolution of species were amazing, you know. Well, this guy Darwin was born in 1809. In 1831 Charles went on a really fantastic adventure on this ship, you know, called The Beagle. He went to loads of interesting places in South America and the Pacific. Anyway, Charles got back home and he started thinking about different animals and that sort of thing. In the end he wrote this amazing book called On the Origin of Species. His incredible new theories about evolution got a lot of people really angry, 'cos they thought he said we came from monkeys. Wow! Imagine the shock! But now most of us agree with him, don't we?

Perhaps one of the most important scientists ever was Charles Darwin.

4 Guided writing

Match the pieces of advice for writing articles 1–5 with the different introductions (a–e).

- 1 Don't put too much information in the introduction or state the obvious. Get to the point quickly and concentrate on introducing the topic and saying why it is interesting or important.
 - 2 Start by describing a dramatic incident or situation to attract the readers' attention. Then quickly introduce the topic.
 - 3 Don't use an informal style or talk about your personal opinions and preferences in the introduction.
 - 4 Don't repeat words. Look for synonyms to avoid repetition.
 - 5 Use questions to attract the readers' attention and involve them.
- a) Ski-jumping is really quite cool but it must be scary to do it. You certainly wouldn't get me up there! You see I've got this problem with heights. ✗
- b) The figure in the distance launched itself like a bullet and flew through the air for what seemed an eternity. When he landed, Adam was the world ski-jumping champion. His magnificent jump showed why ski-jumping is so popular. ✓

- c) Have you ever wondered how ski-jumpers feel just as they are about to jump? Without doubt, ski-jumping is the most spectacular winter sport and its popularity has grown enormously. ✓
- d) Skiing is a sport which consists of sliding over snow on a pair of specially shaped runners attached to the feet. Skiing developed in Scandinavia probably at some time in the Stone Age. By the later part of the Middle Ages it was the most common way of getting around during the hard winter months. However, it was not until the end of the 19th century that skiing became a popular entertainment and ski-jumping did not become popular until even later. ✗
- e) There are a lot of sports which are very interesting, either to take part in or to watch. One of the most interesting is probably ski-jumping which attracts great interest in some parts of the world. ✗

5 Writing introduction

Choose two of the following sports and write introductions to articles about each of them in your notebook.

football	tennis	swimming
cycling	basketball	volleyball

WORD POWER

1 Confusing words

Choose the correct words to complete the text.



Scientists are (1) carrying out making research into using spiders' cobwebs to (2) *do/produce* extremely thin wire. The (3) *research/investigation* is being (4) *conducted/carried* by two (5) *investigators/researchers* from Germany. Michael Stuke and Markus Koch have developed a (6) *process/form* for reducing spiders' silk to about one twentieth of its normal diameter and then covering it with metal. It is hoped that this new wire will be (7) *effective/affective* in the growing (8) *camp/field* of micro-electronics. Stuke and Koch have collected (9) *evidence/data* on the properties of spider silk. Their (10) *work/works* has found (11) *proof/evidence* that the silk of the black widow spider would be the (12) *ideal/suitable* material for the new "nanowires". It seems even the deadly black widow can serve the cause of scientific progress!

2 Oral linkers

Put these sentences from a talk about jazz in the correct order.

- a) Well, first I'd like to look at the instruments used in jazz. All sorts of instruments are used, especially the trumpet, saxophone and piano. Jazz violin and guitar are also used.
- b) To sum up, jazz is an extremely varied type of music and it has evolved during the 100 years or so of its history.
- c) That's all. Thank you.
- d) Other interesting sorts of jazz have developed in the last thirty years. Some groups like Weather Report have been playing "jazz-rock", while other musicians have expanded the boundaries of jazz to produce "free form jazz".
- e) Right, today I'm going to talk about jazz, one of the most interesting types of modern music.
- f) So, having looked at its history, what is the future of jazz? It is difficult to tell but it is certain that it will continue to evolve.
- g) Of course, these instruments were not all used from the beginning. So where did jazz come from? It started out in New Orleans and spread in the 1920s to other US cities.
- h) The 1930s were the era of "swing" and the large dance bands. Then musicians like Dizzy Gillespie developed "bop" using smaller bands. In the 50s "cool jazz" introduced a more relaxed approach with musicians such as Miles Davies and Stan Getz.

3 Wordbuilding

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

My aunt is a (1) scientist (science) and she works in a research institute near London. She is a (2) (biology) and she is researching the effect of machines on animals. She recently made the (3) (discover) that the sound of machines is of less (4) (important) than we might think. She has produced (5) (computer) models of animal behaviour, in particular that of cows. The (6) (inspire) for my aunt's work was her (7) (child) on my grandparents' farm. She disliked household pets like dogs but loved farm animals. My aunt is (8) (extreme) good with animals and immediately starts up a (9) (relation) with them. She has a very nice (10) (person) and I've always got on well with her. She is quiet and modest but is a very (11) (determine) person. She is very "green" and worries about the future of human beings and other species on the planet. She is my favourite aunt because, in my (12) (judge), she really cares about both people and animals.

4 Fixed phrases

Complete the sentences with the words below.

across, as, ask, dead, honest, into, other, side, sort, tired, top, thing, what (× 2), what's-his-name

- 1 I'm afraid it's not really *my thing*. – I don't like jazz.
- 2 She came up to me and *guess* ? She kissed me!
- 3 I think it's a bit *over the* , myself.
- 4 *If you* *me*, I think it's really awful.
- 5 I'm *sick and* of waiting around for him to arrive.
- 6 She's *keen on* football – she's obsessed with it.
- 7 He's a nice guy but he's a bit *on the slow* , isn't he?
- 8 *I don't understand* is how the computer controls the other machines.
- 9 It's very volatile – *in* *words*, it changes all the time.
- 10 *To be* , I don't really like it very much.
- 11 *I'm really* diving. I think it's great!
- 12 I felt *of* relaxed – you know what I mean?
- 13 I *met* the other day in the street. Chris Carrington – that's his name.
- 14 *He comes* as a bit reserved at first. But when you get to know him he's really nice.
- 15 *you can see*, it's not a great day to go swimming.

5 Abbreviations

A lot of abbreviations are used in English. Match the initials with the words they stand for.

EU, NASA, WTO, APEC, NBA, AIDS, BBC, UK, FBI, PC, IT, SMS

- | | |
|--|----------------------|
| a) world trade organisation | <input type="text"/> |
| b) acquired immune deficiency syndrome | <input type="text"/> |
| c) information technology | <input type="text"/> |
| d) asia-pacific economic cooperation | <input type="text"/> |
| e) european union | <input type="text"/> |
| f) british broadcasting corporation | <input type="text"/> |
| g) national basketball association | <input type="text"/> |
| h) personal computer | <input type="text"/> |
| i) national aeronautics and space administration | <input type="text"/> |
| j) short message service | <input type="text"/> |
| k) united kingdom | <input type="text"/> |
| l) federal bureau of investigation | <input type="text"/> |

Pronunciation

The underlined abbreviations are pronounced as one word.

Example: /næsə/

In the other abbreviations each letter is said:

Example: BBC – /bi://bi://si/

Practise saying the abbreviations above.

6 Abbreviations

Match each abbreviation with its meaning.

- | | |
|--------|---|
| 1 etc. | a) please note |
| 2 i.e. | b) as soon as possible |
| 3 btw | c) care of (sending a letter to somebody at another person's address) |
| 4 e.g. | d) please turn over (a page in a letter) |
| 5 asap | e) postscript (extra message at the end of a letter) |
| 6 PS | f) and so on |
| 7 c/o | g) by the way |
| 8 NB | h) that is to say |
| 9 PTO | i) for example |

CHECK YOUR PROGRESS

Space tourism

Many people still think that to get the chance to go to space you've got to try to be an astronaut. Unfortunately, the chance of becoming a government astronaut is tiny, simply because there are so few – and there's no prospect of a lot more being employed.

However, don't despair. Far more people will go to space as visitors. But it will be expensive, so you had better start saving your money. The price of a return flight to Earth may drop from what it costs now, but estimates vary. The target of the Space Tourism Study Program of the Japanese Rocket Society is to bring the price down to about 1 million yen (about US\$10,000), on a turnover of about 1 million passengers per year. However, the demand is expected to be so strong that in the early stages prices will be considerably higher – perhaps 5 million yen (\$50,000). As the number of vehicles grows, the number of flights will increase, and prices will fall to 2 million yen over 5–10 years, and then to 1 million yen if possible.

We know that most people would like to stay in orbit for a few days or more. And this stands to reason, if you're paying \$20,000 for your trip to orbit! So in order for space tourism to reach its full potential, there's going to be a need for orbital accommodation – or space hotels. These will grow

through phases, starting with "lodges" for up to about 100 guests, growing to true hotels of several hundred guests, and eventually to orbiting "theme parks" for many thousands of guests.

What would a space hotel actually be like to visit? Hotel in orbit will offer the services you expect from a hotel: private rooms, meals, bars. But they'll also offer fantastic views of Earth and space and the endless entertainment of space-walking. A trip to a hotel will start with launch to orbit, which takes about five minutes of powered acceleration, followed by up to a few hours of weightlessness approaching the hotel (depending on the flight schedule). Docking will be rather like an airliner parking at an airport – but you'll leave the cabin floating in zero-G (zero gravity) along the access tube, holding onto a cable with your hands!

Of course all good things have to come to an end, unfortunately. And so after a few days you'll find yourself heading back through the docking point to the returning vehicle – though you'll be much more expert at manoeuvring in zero-G than you were when you arrived! You'll be thinking how soon you can save up enough to get back up again – or maybe you should change jobs to get to work in an orbiting hotel!

1 Read the text about space tourism and decide if the statements are true (T) or false (F) or if there is no information (NI).

- 1 The only way to travel to space in the future is to become a government astronaut. T / F / NI
- 2 With the growing number of spacecrafts and flights, the prices of tickets will fall. T / F / NI
- 3 In time, family tickets will be introduced. T / F / NI
- 4 Orbiting theme parks will be the first type of hotels to be built in space. T / F / NI
- 5 It will take five minutes to get to the orbit. T / F / NI
- 6 During your space trip, you'll receive the best services provided by the International Space Tourism Organisation. T / F / NI

2 Read the story of a few inventions and complete the gaps in the description with the correct words or phrases below.

In 1893, a Chicago citizen by the name of Whitcomb Judson was tired of constantly lacing and unlacing his shoes. He thought (1) would be a good idea to come up with a quicker and easier way of fastening them. He (2) a special device made up of locking metal teeth, (3) he used in his shoes. In this way, he created the world's first zipper. Later, zippers were used in many other items.

By coincidence, eyeglasses (4) at the same time in Italy and China in the thirteenth century. Unfortunately, we don't know the names of these inventors. In the middle ages, glasses were worn primarily

(5) ornaments.

The wristwatch, like many other inventions, came into (6) by accident. A woman sitting in a park tied a small portable clock to her wrist, freeing both hands to care for her child. A Swiss clock-maker saw this and (7) a wristwatch. This happened in 1790, but it wasn't until a hundred years later that wristwatch became (8)

Paper was invented in the year 105 by a man called Cai Lun. After various experiments, he created a completely new writing material from old fishnets, rags and bamboo wood. This material was paper. The Chinese guarded the (9) of paper-making for a very long time. Six centuries later, the Arabs managed to capture some Chinese soldiers who knew the secret formula. The Arabs brought paper to Spain and in time it (10) around Europe.

Ice cream existed centuries (11) anybody had heard about refrigerators and freezers. Roman emperors (12) snow brought to their palaces from the nearby mountains, and added honey and fruit juices to form an iced dessert. Real ice cream was invented in Italy in the fifteenth century. The ice-cream cone was invented in 1904 in America. Before that, ice cream was eaten in the form of a sandwich between two pieces of wafer.

- | | | | | |
|----|-----------------|--------------|--------------------|-------------|
| 1 | a) them | b) that | c) this | d) it |
| 2 | a) designed | | b) made | |
| | c) discovered | | d) worn | |
| 3 | a) that | b) which | c) who | d) what |
| 4 | a) discovered | | b) were discovered | |
| | c) invented | | d) were invented | |
| 5 | a) for | b) as | c) by | d) with |
| 6 | a) sight | b) view | c) existence | d) contact |
| 7 | a) made up of | | b) came up with | |
| | c) experimented | | d) constructed | |
| 8 | a) popular | | b) remarkable | |
| | c) well-known | | d) splendid | |
| 9 | a) material | | b) secret | |
| | c) technique | | d) splendid | |
| 10 | a) grew | b) increased | c) spread | d) affected |
| 11 | a) before | b) until | c) after | d) when |
| 12 | a) did | b) had | c) ordered | d) made |

3 Vocabulary

Complete the paragraph with the correct forms of the phrases below.

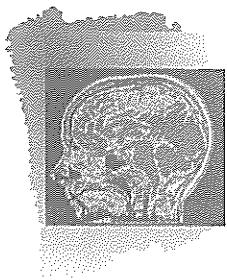
look forward to, be capable of, in contact with, keep you awake, tap your foot, download data, work out

Do you like getting stuck in traffic? I don't. I think that in the future, cars (1) flying. Just imagine it! There will be no more sitting at traffic lights, (2) impatiently. Hopefully, scientists will have invented flying cars by the end of this decade. Cruising through the air, you will stay (3) other flying cars by (4) on the car's computer and at night, sensors in the car (5) by talking and providing music. I am really (6) the invention of flying cars, but the only thing I can't (7) is whether I'd prefer a Ferrari flying car or a Porsche flying car!

4 Translation

Complete the following sentences according to the Chinese.

- 我所暗示的是学校应该更新计算机设备。
..... is that the school should all its
- 首席执行官宣称他宁可辞职也决不改变决定。
The CEO that he resign his decision.
- 到2010年, 那个实验室将已经开始对真人大小的机器人的研究了。
....., the lab the research on life-sized
- 科学家们今晚9点会观测那颗卫星, 以免它进入另一个轨道。
The scientists at 9 tonight, it falls into another orbit.
- 根据从证人处收集来的证据, 警察应该能推断出那一刻发生了什么。
From the evidence the witnesses, the police what had happened at the moment.
- 据组织者称, 到本月末, 音乐会所有的演出收入将捐赠给慈善机构。
All profits from the concert by the end of this month,
- 人人都要承诺不泄露数据库的数据。
Everyone was made to promise the data of the database.
- 到年底, 他们将解决好导弹准确性的问题。
....., they the problem of the accuracy of the missile.



21 Human Biology

1 SUPER ATHLETES

1 ★ Mixed conditionals

Use the cues to write mixed conditionals.

Ricky is very handsome ...

- he stood out in the crowd
If Ricky wasn't so handsome, he wouldn't have stood out in the crowd.
- he became a model
- got a part in a soap opera
- his photo appeared on the cover of a popular magazine
- he married a pop star

Sara got a scholarship to Cambridge University ...

- she is a scientist
If Sara hadn't got a scholarship to Cambridge University, she wouldn't be a scientist.
- she is a professor there now
- she is a world expert in biochemistry
- various companies and organisations ask her advice
- she is invited to scientific conferences all over the world

2 ★★★ Conditionals with present consequences

Finish the sentences to say what the situation would be now.

- If Europeans hadn't colonised the Americas, *we could learn more about American Indian culture.*
- If people hadn't invented money,
- If Americans hadn't landed on the moon,
- If electricity hadn't been discovered,
- If you hadn't learned to read,
- If humans had colonised space 100 years ago,

3 ★★★ Conditionals with past consequences

Finish the sentences to say what would have happened in the past.

- If there were no seas or oceans on Earth, *life would never have developed.*
- If everybody on Earth spoke the same language,
- If the human race was less aggressive,
- If there was life on all the planets in our solar system,
- If all people were vegetarians,
- If animals were as intelligent as humans,

4 ★★ Mixed conditionals

Write mixed conditionals about the situations below.

- Tim didn't see the film so he can't tell you about it.
If *Tim had seen the film, he'd be able to tell you about it.*
- Jamie is so good at maths that he passed the test without revising at all.
If
- I don't know about your party because I never got your message.
If
- Our parents used to be very good friends. That's why we are good friends as well.
If
- Paul failed his exam so he has to take it again.
If
- Lucy rejected their help because she's very proud.
If
- I'm not very fit so I didn't go mountain climbing.
If

5 ★★★ Mixed conditionals

Finish these conditional sentences so that the second part refers to the time given in brackets.

- 1 If Mike didn't have such a nice voice, *he wouldn't have become a radio announcer.* (past)
- 2 If Tom had watched the morning news,
..... (past)
- 3 If Sara wasn't so selfish,
..... (past)
- 4 If Peter hadn't lost his passport abroad,
..... (past)
- 5 If Mark hadn't lost the chess competition,
..... (present)
- 6 If Jonathan didn't have a lot of friends,
..... (present)
- 7 If Steve hadn't sold his old car,
..... (present)
- 8 If Linda wasn't so talented,
..... (past)

Prepositions

In phrases

Look at these examples.

- *If records fall, it is usually due to better equipment, training and diet.* (2 words)
- *My flat is in front of the new Olympic stadium.* (3 words)
- *Ben Johnson lost his gold medal in the 100 metres as a result of taking drugs.* (4 words)

Complete the prepositions in the sentences below with words from the box.

to, of, from, with, for

- 1 Last Sunday I went to watch the race *along* with a few friends.
- 2 She is one of the best young runners, *according* the newspapers.
- 3 At this point in the race, Smith is slightly *ahead* the other runners.
- 4 *Next* him, in the outside lane, is the Australian swimmer, Ian Thorpe.
- 5 His time of 9.83 seconds was *close* a world record.
- 6 All of the swimmers have finished the race, *except* Eric Moussambani – Eric the Eel.
- 7 *Instead* winning the gold as expected, he only came fifth.
- 8 She stood *on top* the podium and received a gold medal.
- 9 He kept on trying *up* the last moment but his legs had no strength left.
- 10 Some runners continue to take drugs *in spite* the risks.
- 11 She has won all of the important tennis competitions *apart* Wimbledon.
- 12 The British athletics team did quite well *in comparison* the previous World Championships.
- 13 A new coach has been appointed to be *in charge* the 100 metre relay team.
- 14 She did very well in the race, *thanks* months of preparation and training.
- 15 Some sports, like cycling, are *in need* a change in the rules of games.
- 16 The national team are *in search* a new manager after the retirement of the previous one.
- 17 She was disqualified from the race *on the grounds* tripping up an opponent.
- 18 Some athletes have been *in contact* the newspapers over the latest drug scandal.
- 19 The race was called off, *owing* the heavy rain.
- 20 She gave me a ticket for the match *in return* that new T-shirt.
- 21 *Because* her height she is an extremely good high jumper.
- 22 *As* me, I don't like watching a lot of Olympic events like weight-lifting.
- 23 *Together* Mercx, Hinault and Anquetil, Indurain is one of the greatest cyclists of all time. They have all won the Tour de France five times.
- 24 *In addition* winning the 400 metres, she won the long jump.
- 25 The charity football match was *in aid* UNICEF and other organisations working with children.

2 BRAIN POWER

1 Giving advice

Read the dialogues and match them with the descriptions. Then complete each dialogue with the words from each box.

- a) a formal dialogue between a doctor and a patient
- b) an informal dialogue between two friends
- c) a television interview

Dialogue 1

ought, you'd, should, I were you

- A: I'm feeling really awful. I only slept four hours last night.
 B: It's not surprising, when you're always stuck in front of that computer.
 A: What do you mean?
 B: Well, you (1) go out a bit more. And if (2)
 I wouldn't drink so much coffee. Caffeine is bad for you, you know.
 A: Yes, I know. But it keeps me awake when I'm playing games.
 B: Mmmm, and you (3) to do some exercise. (4)
 feel much better. Why don't you play football with us on Saturday?
 A: I'd like to but ... OK, what time is it?

Dialogue 2

...d advise you, mustn't, must, ...'ve got, need

- A: I'm afraid you (5) to change your diet.
 B: What do you mean?
 A: Well, you (6) to eat more fruit and vegetables and you
 (7) eat so much fast food like pizzas and hamburgers.
 B: But I don't like vegetables and I've hardly got any time to cook.
 A: I'm afraid you (8) make sure you eat properly. Your
 blood pressure is much too high. I (9) to eat more
 healthy food.

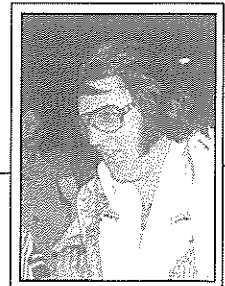
Dialogue 3

there's no point, it's important, advice, ...d advise, don't try to, could, should, what tips

- A: So, (10) for jogging have you got for our viewers?
 B: Well, (11) to start slowly. (12)
 do too much all at once.
 A: Do you think people (13) join a club?
 B: Not necessarily. You can go jogging on your own or with friends.
 (14) in joining a club unless you feel you need
 to be with a group.
 A: And (15) you give us some advice about running
 shoes?
 B: Well, there are lots on the market. My (16) is to look
 around and talk to friends and find out which ones they find most
 comfortable. And I (17) you not to worry too much
 about the label. A lot of the time you are just paying for the name!

2 Giving advice

Read about the two people's lifestyles.



Elvis Presley

Elvis often slept during the day.

At 5 p.m., he had half a kilo of fried bacon and a quarter of a kilo of sausages (3,000 calories). At midnight, he had two sandwiches - each made from a jar of peanut butter and a jar of strawberry jam, plus half a kilo of bacon (8,400 calories). At around 4 a.m. he had five double hamburgers and a lot more sandwiches (2,000 calories). At the time of his death from a heart attack in 1977, he was taking 14 different kinds of drugs.

Monsieur Mangetout His diet has included bicycles, a supermarket trolley, television sets, a vacuum cleaner, two beds, and a four-seater plane! And at a restaurant in Normandy he ate a whole table including plates, knives, forks, glasses. Recently, he said he had heart disease, but believes it is not due to his diet or the fact that he smokes sixty cigarettes a day.



In your notebook, write advice for the people in the texts.

- 1 Imagine you are Elvis Presley's doctor. Use expressions from Dialogue 2 in Exercise 1.
- 2 Imagine you are a close friend of M. Mangetout. Use expressions from Dialogue 1 in Exercise 1.

Remember

1 Zero conditional

Write sentences using the zero conditional based on the cues below.

- 1 drive a car/pollute the air
If you drive a car, you pollute the air.
- 2 exercise regularly/keep fit
- 3 drink plenty of water/help the body function properly
- 4 eat too much salt/risk high blood pressure
- 5 boil cherries/colour changes to pink
- 6 sit in front of the computer screen for long periods/eyes get sore

2 ★ First conditional

Claire is finishing school and planning her future. Write sentences about her, using the first conditional.

- 1 go abroad to study → meet a lot of interesting people
If she goes abroad to study, she'll meet a lot of interesting people.
- 2 do well in her final exams → get a place at university
- 3 get a job → earn some money
- 4 go to university → have better career prospects in the future
- 5 go abroad → learn some new languages
- 6 take a year off → go travelling for a few months



3 ★★★ Second conditional

What would you do in these situations? Write sentences using the second conditional.

- 1 You get lost in London.

If I got lost in London, I would ask someone to tell me the way.

- 2 You win £200,000 in a lottery.
- 3 You are elected President of your country.
- 4 Your family move to Britain.
- 5 You play computer games for hours.
- 6 You find a valuable necklace on the pavement.

4 ★★ Third conditional

Read the notes about Sam and write in your notebook a chain of sentences about him, using the third conditional.

Sam went to Italy for a holiday – loved Italian food and weather – didn't return to Britain – started to teach English in Florence – found out he loved teaching – started his own school – became very rich and successful

If Sam hadn't gone to Italy, he wouldn't have loved Italian food and weather.

5 ★★ Conditionals

Put the verbs in brackets in the correct forms.

- 1 If Brazil *wins* (win) the next World Cup, the whole country (celebrate).
- 2 If Liu Xiang (not be) on a proper diet, he (not be able) to run so fast.
- 3 Nobody (be able) to drive without refuelling unless new technology (be) developed.
- 4 If ancient Greeks (not invent) the Olympics, someone else (come up with) the idea later.
- 5 If an athlete (win) a race, they usually (get) a financial reward.
- 6 The world (be) a boring place if there (not be) any sports competitions.

3 EPIDEMICS EXPLAINED

1 Vocabulary

Complete the passage with the correct words below.

My uncle died two years ago and my aunt still cries every day. He died of (1) The good thing is that he wasn't sick for too long and his (2) were not too painful. I know that some people who have cancer spend months in bed and are in a lot of pain. But he's still gone. I'm worried that my aunt is going to (3) him for the rest of her life and never be happy again. My mum says that it takes a long time for people to (4) their lives after they have lost someone they love. She has (5) that my aunt will one day be happy again so I'm trying to believe that too.

When my uncle died, I decided that I wanted to become a scientist one day. I want to invent a (6) that will stop cancer (7) I am sure that in the next 20 years (8) between scientists from different countries will help to (9) many different types of diseases.

I wish I could (10) the future. Then I would know if my aunt was going to smile again and what (11) Earth will have to deal with in the future. Then when I'm a scientist, I will know what to work on to save many people's lives.

- | | |
|------------------|------------------|
| 1 a) flu | b) cancer |
| c) disease | d) epidemics |
| 2 a) sufferings | b) illness |
| c) feelings | d) symptoms |
| 3 a) mourn | b) remember |
| c) think | d) recall |
| 4 a) live | b) rebuild |
| c) go on | d) construct |
| 5 a) tendency | b) determination |
| c) faith | d) believe |
| 6 a) pill | b) invention |
| c) magic | d) skill |
| 7 a) on track | b) in its tracks |
| c) on the track | d) in tracks |
| 8 a) faith | b) teamwork |
| c) union | d) friendship |
| 9 a) wipe out of | b) wipe off |
| c) wipe over | d) wipe out |
| 10 a) foresee | b) look into |
| c) rebuild | d) look ahead |
| 11 a) miracles | b) teamwork |
| c) epidemics | d) invention |

2 Collocation

Two out of the three choices in each sentence below are correct. Cross out the words which are *not* correct.

- I *came down with/got/took* a cold when I was on holiday.
- A lot of people *suffer from/bear/have* back pain.
- It is proved that smoking can *cause/affect/lead to* lung cancer.
- Having a healthy diet can help you *cure/prevent/get* heart disease.
- There was a bad flu *epidemic/case/outbreak* last winter.
- If you eat badly, you are more *probable to have/likely to have/at risk from* heart disease.
- The medicine did not reduce his *acute/serious/harmful* pain.
- Doctors are finding new ways of *helping/treating/curing* many diseases.

3 Dictionary work

Use a good dictionary to work out the meaning of the phrasal verbs in the sentences.

In most monolingual dictionaries, you can find the meaning of phrasal verbs under the main part of the verb (e.g. *get/take*). Good learner dictionaries (e.g. *The Longman Active Study Dictionary*) will give separate entries for each meaning, with definitions and examples.

- Her skin problem eventually *cleared up* after weeks of treatment. *was cured*
- I *went down with* flu last week.
- Her cold was *brought on* by getting wet in the rain.
- It looks like the bad weather *has really set in*.
.....
- I have to say I was *taken in* by the way he apologised.
- He was *run over* and taken to hospital.
.....

4 Phrasal verbs

Read the book review and complete the phrasal verbs with these words.

off, up (x3), out (x3), down, through (x2)

TONY BUZAN is a world famous expert on ways of developing the mind and intelligence. His latest book is called *Head First – 10 ways to tap into your natural genius*. A few years ago, Buzan started to think about the topic of intelligence but couldn't (1) *work ...out* why some so-called "intelligent" people did not seem very bright, while others who failed to (2) *get* exams appeared much more intelligent. Buzan (3) *got* to work on this and eventually (4) *came* with the ideas in his book. His starting point is that everyone can do well if they get rid of the barriers put up by the way they were educated and (5) *brought*. The first step is to make you believe more in yourself. Buzan's performance in maths (6) *went*

..... a lot when he (7) *found* he was in the top 1 percent of all mathematicians. Secondly, it is important to realise that ability is not something only for the talented few. For example, we are (8) *put* singing because we feel we haven't got the "gift" but in fact we "sing" all the time when we speak a language. His third lesson is that all of us are intelligent. "There is only one intelligence test," he says, "and that is life on planet Earth. Every day we are faced with new problems that we learn to handle." In the book, you can (9) *go* a series of activities which will change your view of how intelligent you are. Personally, I (10) *got a lot* of this book and would recommend it to anyone.

5 Phrasal verbs and style

Read the information below.

- Phrasal verbs are more common in conversation than in written language.
- They appear more often in informal letters, fiction and newspapers than in academic writing.
- Some phrasal verbs (e.g. *carry out*) are exceptions and are more formal in written language than in conversation.

Replace the inappropriate expressions in the dialogue with the correct forms of these phrasal verbs.

shut up, listen to, look at, hurry up, pay back, talk to, get out of, put on, go off, get on with, get at, come on, go on, look for

Tina: Please do what I ask. (1) *Come on!* We're going to be late. And clothe yourself with (2) that coat. It's going to be cold.
 Joe: Stop talking! (3) You're always telling me what to do and criticising (4) me!
 Tina: Observe (5) yourself. Your

shoes are really dirty. You're trying to avoid (6) going to the party, aren't you? (pause)
 Joe: Continue talking. (7)
 Tina: Well, it's just because you don't have a good relationship with (8) Ross. You've stopped liking (9) him recently.
 Joe: Well, he still hasn't returned the money he borrowed from me (10) for those match tickets I bought for him last month.
 Tina: OK, why don't you communicate orally with (11) him? Oh no! We're going to be late. Go faster please! (12)
 Joe: I'm searching for (13) my keys. Have you seen them?
 Tina: You never hear (14) me with attention, do you? I put them in your pocket!

FOCUS ON READING

Health and the myth of ideal body shapes

Obesity is a problem that is growing world-wide. But being too thin can be just as dangerous as being too fat. Exercise and diet are important parts of health and fitness and are crucial to fighting the war on obesity. Yet many experts now recognise that a lot of people are driven to exercise and diet by an obsession which is far from healthy. It is an obsession with an idealised body image, and the result for many people is illness and a deep dissatisfaction with themselves.

In the case of women, the idealised body shape is thin – thinner than average and some health experts would say, thinner than is healthy. For men, the ideal is a muscular body – not just strong, but strong-looking. Slim-looking women and muscular men may look like the picture of health, but they aren't when their looks have come at a cost to real health and represent obsessive behaviour.

Idealised body forms are not the creations of the imaginations of weight watchers and body builders. They are common images visible almost everywhere, often seen on TV, in magazines and newspapers, in advertisements, in the cinema and on the Internet. These images have a huge influence on people, especially young people. They provide a model that people want to be like.

Perhaps we all need role-models but when people are seeing these idealised body images, often they are looking at unreal body forms. Using the latest technology to improve the look of a photograph has always been common in magazine publishing. Today the technology is better than ever. It's getting harder to believe that a photo in a magazine is not a faithful representation of how a person looks, but a product edited according to how that person ought to look.

If people are comparing themselves to unrealistic representations of the human body, it is not surprising that health problems arise. However, in recent years, methods dealing with weight problems and negative body

image have developed and improved.

In the past, there was more focus on finding the best way to achieve ideal body shapes, and diets were a key part of the strategy. But problems caused by diets are now better understood. Many diets leave people lacking nutrition and even if that sometimes causes rapid weight loss, it certainly doesn't lead to improved health. Research has shown that up to 95 percent of diets don't work at all. Instead, they get people obsessed with food and regularly cause psychological problems.

These problems are more widely recognised these days and as a result, extreme or unusual diets are less likely to be encouraged by doctors. Instead, the focus is turned toward healthy and balanced eating, and toward attitudes. A new idea – the concept of “healthy weight” – has come to replace the concept of the “ideal weight”. Included in this new concept is a better understanding of the variety of human forms and an acceptance of different body types.

Nowadays doctors and advisers know that when a person shows dissatisfaction with their body shape, it isn't because their body is necessarily the wrong shape – it's often because they have a problem with their self-confidence. Helping that person get their ideal body shape isn't the most helpful thing to do. Rather, helping them to build up self-confidence and encouraging them to live a healthy lifestyle is more likely to lead to positive results.

At the end of the day, with major health problems arising from obesity and from unhealthy obsessions with ideal body shapes, it is crucially important that health becomes people's focus. In a world full of fake images and unrealistic role-models, it's easy to forget that our bodies are not just something to look at – they have a job to do. It's very simple really. To lead a healthy, active life, you need a healthy, active body.

1 Multiple choices

Circle the correct answers to the questions below.

- 1 What problems are there to do with weight?
 - a) Obesity is the only problem to do with weight.
 - b) Obsession with an ideal body shape is the main problem to do with weight.
 - c) Obesity and obsession with ideal body shapes are two major weight problems.
 - d) Most people don't want to have a healthy weight so they try to become obese.

- 2 What can the obsession with having an idealised body shape result in?
 - a) happiness and energy
 - b) illness and dissatisfaction
 - c) illness and satisfaction
 - d) an ideal body shape

- 3 The ideal body shape for women is
 - a) a healthy shape with womanly curves
 - b) a slim shape with no fat
 - c) a pear-shaped body
 - d) an apple-shaped body

- 4 What is the idealised body shape for men?
 - a) Muscular and strong-looking.
 - b) Thin with strong muscles.
 - c) A slim upper body and big legs.
 - d) A body that's thinner than average.

- 5 Men and women with idealised body shapes often only look like
 - a) role-models
 - b) faithful representations
 - c) parts of health
 - d) the picture of health

- 6 Idealised body images are created by
 - a) weight watchers
 - b) body-builders
 - c) the media
 - d) people's imaginations

- 7 The point of dieting used to be to achieve
 - a) a healthy body shape
 - b) an ideal body shape
 - c) great nutrition
 - d) psychological problems

- 8 How do magazines contribute to the idea of idealised body images?
 - a) They only photograph people with perfect bodies.
 - b) They use technology to improve the look of photographs, making people believe that the models have perfect bodies.
 - c) Only people with ideal body shapes read magazines.
 - d) Teenagers buy magazines and want to be thin.

- 9 Diets often don't work and they can cause
 - a) food obsession and psychological problems
 - b) young people to have muscular bodies
 - c) people to maintain their ideal body shapes
 - d) severe illnesses and obesity

- 10 Often people's dissatisfaction with their body shape is related to their
 - a) healthy body image
 - b) obsession
 - c) active life
 - d) lack of self-confidence

2 Vocabulary

Use the correct forms of these words to complete the following sentences.

fake, positive, faithful, visible, acceptance, slim, muscular, obsession, nutrition, strategy, crucial, obesity, negative

- 1 It is not healthy to have an with food.
- 2 The boat was only just in the distance.
- 3 There is a high level of in America. You see fat people everywhere!
- 4 That body builder has very arms.
- 5 It is that you water the plants every day.
- 6 Good is very important for children.
- 7 This painting is a representation of what Marco Polo really looked like.
- 8 My mum is very She used to be a model.
- 9 What is your for winning this game?
- 10 Don't be so You can lose weight!
- 11 I think this watch is real. Dan thinks it's
- 12 You're smiling so you must be feeling!
- 13 Jim's of his body shape has made him much happier.

FOCUS ON WRITING

1 Linking

Complete the second sentence so that it has a similar meaning to the first sentence. Use the cue given and up to four more words.

- She won the race even though she had a cold. (despite)
Despite having a cold, she won the race.
- I arrived late but did not miss the start of the concert. (even though)
I did not miss the concert
- I passed the exam despite making a mess of one question. (although)
I passed the exam of one question.
- I'm against taking people in coma off life support machines for no matter what reasons. (regardless of)
I'm against taking people in coma off life support machines
.....
- Although it was raining heavily we completed the race. (in spite of)
We managed to complete the race
- I don't like the Olympics apart from the swimming events. (though)
I quite like the swimming events most of the Olympics.

2 Style

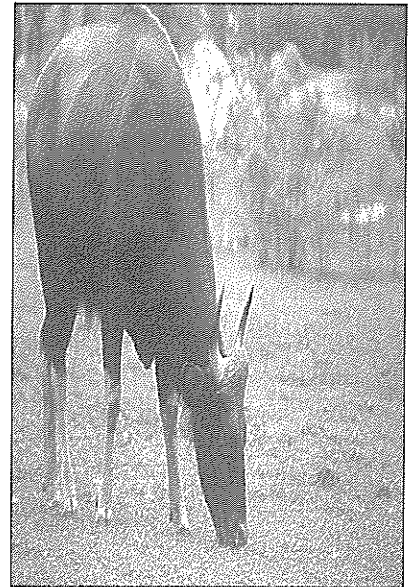
Rewrite the sentences formally. Use the cues in *italics*.

- "A lot of people think smoking is bad for you – but they don't want it banned." *on the one hand/considered dangerous/on the other hand/not in favour of*
On the one hand, smoking is considered dangerous by a lot of people.
On the other hand, they are not in favour of it being banned.
- "Many scientists feel that cloning could be great – but they also think it's dangerous." *while/see potential/aware of/dangers*
.....
.....
- "Scientists have done lots of work on cancer – but they still haven't cured it." *despite/carry out research/ways of curing/not found*
.....
.....
- "Smoking causes lots of illnesses and kills thousands a year – but that doesn't make people give up."
many diseases caused/thousands of deaths/however/knowledge/stop
.....
.....
- "You can't smoke on most buses or planes – but it's OK to do it in some places on trains." *smoking not allowed/although/permitted*
.....
.....

3 Linking

Complete the sentences with linking words and expressions.

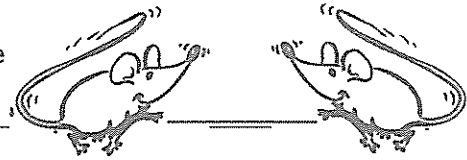
although, as, in addition, in order to, so that, such as, that, which (x2), whose



Scientists have used cloning (1) *in order to* save endangered species (2) the gaur. The gaur is a species of ox-like animal (3) comes from India. Last November a baby bull gaur named Noah was born (4) "mother" was an ordinary cow. (5) the cloning process requires a lot of time and investment, in the future it is hoped (6) cheetahs can be cloned (7) their number can be increased. In southern Africa there are only 12,000 cheetahs, (8) need large areas to breed in. (9) to this, there are plans for experiments on the giant panda (10) there are only 1,000 left in the wild in China.

4 Editing

Some of the sentences in the text have missing words. Write the word on the right, or tick (✓) if correct.



SMART MICE

A team headed by Dr Tsien, from Princeton University, has produced a breed of mice, called "Doogie mice", ~~are~~ smarter and learn more quickly than those born in wild. The team has identified a gene, NR2B, which is related the way we form associations. In the experiment, a group of mice were given extra copies of the gene help improve their memories. Then, tests were given to the Doogie mice and to another group normal mice. The Doogie mice learnt more quickly the other group and adapted lot more quickly to changes in their environment. For example, in one the experiments carried out by the team, the mice had to find a way of getting out a tank of water. The Doogies quickly learned to get out, while the other mice took twice long. "The Doggie mice are learning things much better," said the head of team, Dr Tsien. "They are much smarter." The results show that is possible to make animals more or less intelligent by changing their genes. Humans possess genes in common with mice and opens up a lot possibilities for the future, though very little is known about the impact of the gene human intelligence.

- 1 ✓
- 2 *which*
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18

5 Style

Replace the informal words and expressions with formal ones.

(1) *Kids* are healthier at birth, they get fewer diseases and they are taller than in the (2) *old days*. However, Britain's teenagers are (3) *messing up* their health with a diet of junk food according to a new survey. Many teenagers are fatter than before and they take less exercise than their (4) *mums and dads* did. Teenagers today eat (5) *loads and loads* more fast food and sweet things than in the past: (6) *burgers, pizzas, crisps, chocolate, chips, biscuits and cakes*. They spend (7) *a real fortune* on sweets every year and eat too much fatty food. Doctors (8) *tell us* that fat should be less than 35 percent of our diet, but for many teenagers this figure is (9) *way over* 40 percent.

- 1 *Children*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

6 Guided writing

When you are writing a "for and against" essay, it is a good idea to brainstorm your main points using a table. Tick (✓) the correct column.

What are the arguments for and against genetic engineering?		For	Against
1	might cause new diseases		✓
2	might reduce diversity of plants		
3	could help to cure diseases like cancer		
4	could allow bad people to clone themselves		
5	could increase agricultural production		
6	might lead to control by big medicine companies		
7	might help to produce special animals to use as organ donors		
8	might help people to have children		
9	could make laboratory animals suffer more in experiments		
10	could help to produce anti-ageing drugs		

7 Guided writing

Use the information in Exercise 6 to write one paragraph in your notebook about the advantages and one paragraph about the disadvantages of genetic engineering.

WORD POWER

1 Confusing words

Circle the correct words to complete the sentences.

- Many experts think that TB is *probable/likely/possible* to increase in the next few years and there have already been serious *bursts/outbreaks/breakthroughs* in some parts of the world.
- No *effective/affective/suitable* treatment is *valuable/possible/available* for many diseases such as Parkinson's disease.
- In the accident, the car suffered serious *injury/damage/hurt* but luckily nobody in it was *injured/wounded/damaged*.
- Yesterday, a young girl was *checked into/admitted/entered* to hospital with a serious disease.
- Doctors *could/managed/achieved* to cure the boy's disease which had meant that the *smaller/least/slightest* infection could be deadly.
- This area of the brain controls emotions *such/for example/like* fear and love.
- When we *discussed/argued/talked* the subject, some people did not find my argument very *persuading/convincing/winning*.
- Our next guest has been *on the news/in the news/at the news* a lot in the *latest/recent/last* few days because of her recent *breakthrough/outbreak/outcome* in the treatment of cancer.
- It is a bad thing to *pass/stay/spend* hours and hours in the library. I would *suggest/advise/advice* you to take regular breaks.

2 Fixed expressions

Complete the sentences below with the following fixed expressions.

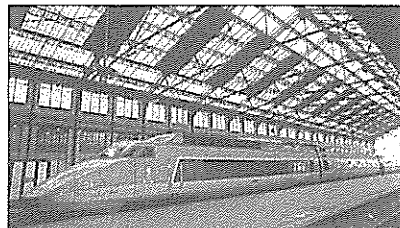
after all, as a matter of fact, by and by, by the way, from now on, from time to time, help yourself to, in other words, keep one's word, more or less, no doubt, now and then

- I don't see Kim often, just
- He promised not to tell anyone and he always
- I'm going out later., your mother phoned earlier.
- He will win the race. He wins it every year.
- She will always be rich., her father is the king.
- I don't think Sue likes her dress. When I asked her if she was happy with it she just said ".....".
- Please a piece of cake.
- you must finish your homework before you watch TV!
- I'd rather you didn't borrow my clothes., give that shirt back to me NOW!
- Einstein's teachers thought he was rather stupid at school but he turned out to be a genius!
- I don't think of him every day, just
- Jane walked along the road. she came to a village and she sat down to rest.

3 Phrasal verbs

Replace the words in brackets with these verbs in the correct form.

check in, catch up with, fill in, get back, get to, get up, go out, keep to, pick up, set off, stay over, stop off



It was an amazing journey. We didn't have to (1) *check in* (register our arrival) as you do in airports, though my boyfriend had to (2) (complete) a form, because he's American and not from the European Union. Well, we (3) (started our journey) at about one o'clock and we (4) (arrived at) Paris in under three hours.

We wanted to (5) (spend the night) in Paris so we went to a hotel and booked a room. Then we (6) (left our hotel) and had dinner together. The next morning we (7) (rose) early and took a train south. It's really punctual and always (8) (follows) the timetable, not like trains here! Anyway, in Nice we (9) (joined) some friends who'd gone down there a few days earlier. They (10) (collected us) from the station and we went to their house.

It was a great holiday. On the way back, we (11) (interrupted our journey) for two hours in Paris. We (12) (returned) to London last night!

4 Homophones

Complete the sentences with the following words.

scene/seen, weight/wait, cell/sell, flaw/floor,
genes/jeans, weigh/way, caught/court,
sight/site, saw/sore, fair/fare

- I don't think it's *fair* that my bus *fare* has gone up by 25 percent.
- My finger is still a bit because I cut it with a when I was cutting some wood at the weekend.
- One of making sure you get the right quantity is to the vegetables yourself, using the scales in the supermarket.
- It's an interesting design but I can see several in it. For example, why are there so many stairs going up to the second ?
- I've never such a bad accident in my life. But luckily, several ambulances came to the of the accident almost immediately.
- There must be something in my I'm just like my mum because we both hate wearing formal clothes and spend most of our time in
- The Health Minister has just chosen the for a new hospital specialising in problems related to people's, such as cataracts and blindness.
- I am starting to put on because I have to spend most of the day sitting around while I for the phone to ring.
- New biotech companies are starting to a range of new products, including vitamin supplements which they say help to regenerate every in our brain.
- I think I must have that cold when I was playing tennis. There was a really cold wind blowing on to the

5 Homonyms

Some words are spelt in the same way but have different meanings, and some are pronounced differently. Translate the words in *italics> into Chinese.*

- The *point* is that it can be dangerous.
- The *point* of the needle wasn't sharp enough.
- We scored two *points* in the first half.

- It's rude to *point* at people.
- She has a *mark* on her skin.
- I lost a *mark* for making a bad mistake.
- The heart *beats* thousands of times a day.
- She sometimes *beats* the carpet with a stick.
- Lying on a beach *beats* doing homework!
- She is not very honest and told me a *lie*.
- After lunch I *lie* down and have a rest.
- I'd like to *own* a flat when I'm older.
- I gave her my *own* pen.
- I am going to discuss the *matter* with my boss.
- Matter* can't escape from a black hole.
- What's the *matter*? You look upset.
- Metal objects *contract* when it is very cold.
- We still haven't signed the *contract* yet.

6 Read the text below and think of the word which best fits each space. Use only one word in each gap.

My friend Tom is very keen (1) *on* travelling. In fact, he has already travelled to the four corners of the (2) Five years ago he came (3) with the idea of going to Africa on his own, even (4) he realised it was not a particularly safe thing to do. "The (5) is the limit to where you can go if you are prepared to take risks," said Tom and then he got (6) to work. He bought a plane ticket to Khartoum, collected all the necessary equipment, mapped out his route and was ready to set off. In (7) of all his preparations and enthusiasm, the trip finished soon after it began. In one of the Sudanese villages Tom (8) down with a tropical (9) very common there. This trip has certainly (10) its mark on Tom. (11) of his medical record, he has to be examined at least once a year. He also plans all his journeys well in advance (12) that he can be sure he hasn't overlooked anything important.

CHECK YOUR PROGRESS

A PICTURE OF HEALTH?

Is John healthy? He thinks so, but actually, although John is a grocer, he knows nothing about food and even less about his health.

John's usual breakfast is a pile of pancakes. At lunch he goes to an Indian restaurant near his shop where he eats from the buffet. If he feels hungry during the afternoon, he will suck on an ice-cream or eat a few spoonfuls of jam and he always has a few drinks with his friend Pete after work before going home to dinner. His wife, Jane, usually cooks a leg of beef, with potatoes and a handful of peas and there's always dessert. Jane is a good cook and although John used to run regularly, he is now unfit and has grown quite stout. Unless something happens, John will probably continue putting on weight. And something big is about to happen.

Jane has just found out that she is pregnant and they are both very excited. But the day after they hear the news, John has a heart attack. Why? Because his heart can't deal with his unhealthy lifestyle. If they had taken longer to get to the hospital, John would have died but luckily, Jane's prayers are answered and John recovers. If John is going to live to raise his child, some major changes need to be made.

In hospital John learns that the food you eat is directly related to your health. It's a proven fact that if you were to eat a healthy diet, you would lower your risk of heart disease. In other words, if John hadn't eaten so badly, he probably wouldn't have had a heart attack. He needs a new diet.

A healthy diet consists mostly of vegetables, fruit, and natural grains that provide the body with fibre. If possible, brown bread should be eaten rather than white. Fruit should always

be eaten on an empty stomach because it digests faster than other foods. Meat such as beef or mutton, and fish should be grilled and not fried. Milk and cheese should only be consumed in small amounts and if possible, bean curd and soy milk should replace them. Sugar should be avoided but a piece of chocolate once in a while is fine. Some experts suggest that coffee should be abolished from the diet but one cup a day is not a problem. Most importantly, at least 8 glasses of water should be drunk each day.

John has learnt a lot in hospital but now, if he wants to stay healthy, he has to put it into practice. He intends to lose 24 kilograms over the next 8 months and is aiming to run a marathon too.

For his first week out of hospital, John eats fruit for breakfast and salads for lunch. For dinner, he eats vegetables and grilled chicken or fish. He has so much more energy and doesn't choke when he tries bean curd for the first time! He notices that his skin is clearer, his hair shinier and his fingernails stronger. He didn't know that these body parts are also influenced by what he eats. Instead of a few drinks after work, he goes for a long walk with Pete. They both decide to learn to paddle as Pete's brother has a canoe and they might also take up rugby, though, if they could still fit into their university rugby shirts, they would both be surprised.

Then on Sunday morning, John wakes up and misses his old eating habits. Every Sunday he used to have a big brunch of pan-fried eggs and bacon. But then he walks into the kitchen and sees a feast: fruit, toast, smoked salmon, boiled eggs ... Healthy food is really delicious food after all. And you're able to enjoy it your whole, long, healthy life through.

1 Read the article and complete the table below.

Meals	Old Diet	New Diet
breakfast		
lunch		
dinner		

2 Read the article again and answer the questions.

- 1 Give two reasons why John might want to eat a healthier diet.
- 2 Why do you think brown bread is healthier than white?
- 3 Does the writer agree with what experts say about coffee?

3 Translation

Complete the following sentences according to the Chinese.

- 你要是坚持自己的饮食习惯，体重就不会增加这么多了。
If you your own diet, you
- 我要是你的话，就不会把药吞下去。
If I were you, I the medicine.
- 你不必推迟会议，除非主席通知你。
You unless the chairman tells you.
- 如果本·约翰逊不服用兴奋剂，他不可能跑那么快。
If Ben Johnson, he so fast.
- 学校不管付出多大的代价都要满足学生的学习需求。
The school will students' requirement of study
- 科学家预见，随着科技的发展，禽流感和其它流行病将被彻底消灭。
Scientists that and other epidemics will with the development of science and technology.
- 如果我早一点儿知道这件事，我就会退出比赛。
If I had known this earlier, I

4 Read the text *Floods in Central Europe* and choose the best option (a-d) for each gap.

- | | | | |
|-------------------------|------------------------|----------------------|------------------------|
| 1 a) may do | b) may have done | c) must do | d) must have done |
| 2 a) rises | b) rise | c) will rise | d) will be rising |
| 3 a) will evacuate | b) will have evacuated | c) will be evacuated | d) will be evacuating |
| 4 a) will be discussing | b) will have discussed | c) discuss | d) have discussed |
| 5 a) will be sending | b) will have sent | c) will send | d) will have been sent |
| 6 a) will be meeting | b) will have met | c) will be met | d) are meeting |
| 7 a) might | b) must | c) may | d) could |
| 8 a) aren't giving | b) won't give | c) don't give | d) wouldn't give |
| 9 a) will | b) must | c) have to | d) should |
| 10 a) could be | b) should be | c) could have been | d) must have been |
| 11 a) should have been | b) can't have been | c) must have been | d) will have been |
| 12 a) is going to fall | b) was going to fall | c) was falling | d) will be falling |
| 13 a) should have been | b) should be | c) may have been | d) will be |
| 14 a) will be | b) had been | c) was | d) is |
| 15 a) would avoid | b) will have avoided | c) will avoid | d) would have avoided |

Floods in Central Europe

Following a period of very heavy rainfall, water levels have risen significantly. Mountain rivers have already flooded hundreds of villages and the big rivers of the region (1) *a* the same any minute. The moment water levels (2) above "danger level", the people from the areas bordering the rivers (3)

Tonight, an emergency task force set up by five countries of the region (4) a possible aid plan for the flooded areas. They have been co-ordinating all rescue operations: 2,500 rescue teams have been sent to the most affected regions so far and at least 500 more rescue teams, including psychologists, (5) by the end of this week. The psychologists (6) the most distressed families to offer counselling and help develop effective stress-coping strategies.

However, the most important things now are food and water. The rescue operation co-ordinator said today: "Fresh water (7) be provided to the flooded areas to prevent water-borne diseases from spreading. If we (8) people safe water and food, we (9) be facing an epidemic very soon."

Experts say that the flood (10) prevented after the disaster that struck this part of Europe in 1997. An anonymous expert said today: "The flood (11) predicted – it was clear from meteorological evidence that very heavy and long-lasting rain (12) over central Europe. I think people (13) warned and it was certainly possible to introduce more protection measures. If this (14) done, we (15) at least some of the tragedy."

LANGUAGE AWARENESS 4

1 ★ Impersonal reporting

Match the statements with the people or things they are about.

- 1 It is supposed to have been the venue of the first Olympic Games. b
- 2 It is believed to be Jesus Christ's place of birth.
- 3 They are known to eat mainly meat and animal fat.
- 4 They are said to have become extinct some 65 million years ago.
- 5 It is claimed that the US navy wanted to use them to destroy enemy submarines.
- 6 It is expected to host the 2008 Olympics.
- 7 It is known to have been the place where convicts from Britain were sent.
- 8 They are believed to have the most sophisticated cuisine in Europe.
 - a) the French e) dinosaurs
 - b) Olympia f) dolphins
 - c) Beijing g) Australia
 - d) Bethlehem h) the Inuit

2 ★★ Impersonal reporting

Rewrite these sentences in two ways using the beginnings provided.

- 1 Geographers claim that Africa and Europe were once one continent.
It is claimed
.....
Africa and Europe are claimed
- 2 People believe that Robin Hood helped the poor.
It
.....
Robin Hood
- 3 In Ancient Egypt people thought that cats were sacred animals.
In Ancient Egypt it
.....
In Ancient Egypt cats
- 4 Doctors say that physical exercise helps you to keep healthy.

It
.....
Physical exercise

- 5 People believed that Mars was an inhabited planet.
It
Mars

- 6 Historians say that Hitler committed suicide.
It
.....
Hitler

- 7 The Chinese have proved that green tea can cure various diseases.
It
.....
Green tea

- 8 Everyone assumes that travelling broadens the mind.
It
.....
Travelling

- 9 We know that people drank beer in ancient times.
It
.....
Beer

- 10 People used to believe that whales were fish.
It
.....
At one time, whales

3 ★★★ Impersonal reporting

Choose an animal and complete the sentences about it.

- 1 are known to live in
- 2 It is said that they
- 3 Their habitat is believed to
- 4 Their numbers are expected to
- 5 It is feared that
- 6 However, it is hoped that

LANGUAGE AWARENESS 5

1 ★★ Reference

Read the film review. Circle the parts of the text that the underlined words refer to and join the two with a line.

Alfred Hitchcock's *Psycho* is the obvious inspiration behind Michael Bartram's new thriller *On the Edge*.

(Douglas McPherson), a widowed Scottish aristocrat, (1) whose medieval castle has been transformed into a guesthouse, seems perfectly normal in (2) his dealings with rare visitors. However, he spends most of his time in a mysterious tower, (3) where he keeps all his late wife's belongings and tortures (4) himself with memories of (5) her. When the first guest is found dead, (6) it becomes clear that Douglas has something to hide. Then a few more deaths occur, (7) which makes the police certain that (8) their suspicions are well-grounded. (9) They find evidence: a wig, a mask, a make-up kit. All (10) these point to Douglas but gradually we realise that a completely different solution is also possible.

(11) This and other thrillers are currently being shown at The Galaxy as a tribute to Mr Hitchcock, to commemorate the anniversary of (12) his first release.

2 ★ Pronouns

Complete the sentences with appropriate pronouns.

- The skater performed two triple jumps, made the audience hold their breath.
- Just look at - your suit is creased and your tie is stained!
- This summer holiday was hopeless. was hot and boring. We just stayed at home in the scorching city.
- is unbelievable that people are so similar to animals in many ways.
- The Williamsons aren't so rich: the Volvo is, that's true, but the house is rented by Jim's company.
- Let's call them again later. is answering the phone now.
- Soap operas are very popular. seems to be watching them.

3 ★★★ Relative clauses

Finish the sentences so that they make sense.

- My father drives an old car which
- Sara is a very ambitious young woman, which
- Jennifer collects T-shirts which
- I've never been to Paris, which

4 ★★ Pronouns and adjectives

Complete the text with the words from the box.

these (x2), which, it (x4), which/that (x3), you, your (x2), yourself, everywhere, nothing, this (x2), something (x2), anything, someone (x2)

An allergy is (1) 's unusual reaction to substances (2) are normally harmless: animals, pollen, nuts, etc. (3) is hard to believe that items as varied as (4) can trigger the same symptoms. All (5) are common allergens (6) cause various allergic reactions in people. (7) can find them everywhere: in the air, in food, at home and at work.

If you are not allergic to (8), you can be surrounded by allergens and (9) will happen. But if you are allergic to a substance, (10) immune system treats it as an invader and produces chemicals (11) cause symptoms such as skin irritations, runny nose or diarrhoea.

Allergies seem to be genetically transferred. (12) means that if one of (13) parents is allergic to (14), you may be allergic, too.

The best treatment for allergy is prevention, (15) is avoiding contact with allergens. (16) may mean staying indoors when pollen counts are high, avoiding certain foods, having (17) bathe your pet regularly or even giving (18) away.

(19) is important to act quickly when you notice the first symptoms. If you are scratching (20) regularly or have a runny nose without other symptoms of a cold, (21) may mean that you have developed an allergy to (22)

LANGUAGE AWARENESS 6

1 ★ Modal verbs

Write what the person with the speech bubble is saying, using these modal verbs.

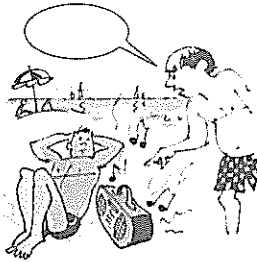
shall, must, could, may



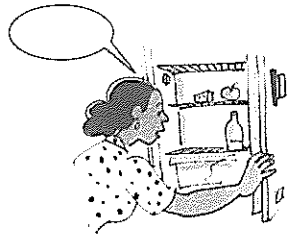
1 "....."



2 "....."



3 "....."



4 "....."

2 ★★ Modal verbs

Use the verbs in brackets to rewrite these sentences in your notebook.

- 1 It's a pity you didn't visit Florence when you were in Italy. (should)

You should have visited Florence when you were in Italy.

- 2 I'm sure Mark arrived on time – he always does. (will)
 3 It's possible that he isn't as clever as he looks. (may)
 4 I advise you to take some antidepressants. (ought)
 5 She wore her evening dress unnecessarily; formal clothes weren't required. (need)
 6 Don't touch this bottle – there's poison in it. (must)
 7 I'm sure he didn't accept any bribes – he's too honest for that. (can)

- 8 Look at him. It's obvious that he's suffering. (must)
 9 He was forced to work during his holidays to earn his university fees. (had)
 10 She's likely to come up with a solution. (might)
 11 It was impossible for us to come to the meeting. (could)
 12 It's possible that the trains were delayed. (may)
 13 She is probably waiting for us and getting furious – I know her. (will)
 14 There was no need to buy the tickets – the museum was free on Sunday. (have)

3 ★★ Modal verbs

Circle all the suitable modal verbs and expressions in the text. There may be more than one correct choice.

Mark Stewart and Jonathan Pierce, candidates for this year's Nobel Prize in chemistry, announced today that they (1) may could ~~need~~ give up their research on a new generation of antidepressants. Professor Pierce said: "We (2) ~~can't~~ ~~have to~~ ~~mustn't~~ bear the thought that our work (3) ~~must~~ ~~should~~ ~~might~~ be used to harm, rather than help people. This is what we fear happened with our research on anaesthetics. We (4) ~~could~~ ~~were able to~~ ~~may~~ produce a chemical substance that (5) ~~shall~~ ~~could~~ ~~might~~ alleviate migraine pain by 80 per cent. However, we've now been informed that the results of our research (6) ~~may~~ ~~can~~ ~~could~~ have been used to produce a poison gas. This shows how careful scientists (7) ~~ought~~ ~~have~~ ~~must~~ to be with disclosing their work. We probably (8) ~~shouldn't~~ ~~needn't~~ ~~couldn't~~ have published the results of our research. In future, we (9) ~~must~~ ~~will~~ ~~can~~ be more careful because it's our duty to think about how scientific data (10) ~~should~~ ~~must~~ ~~can~~ be used."

WRITING HELP

1 A FORMAL LETTER (page 13)

Layout and Style

Your address and the date
17 Orchard Rise,
London, NW12.
January 15, 2006.

Greeting

Dear Mrs Smith, (if you know the person's name)
Dear Sir / Madam, (if you don't know the person's name)

Paragraph 1

Give your reason for writing the letter. Say where you saw the advertisement. Give some information about you and other people interested in the holiday.

I am writing to ask for more information about the "Amazonian Adventure" holiday which I saw advertised in The Mirror. My sister and I are both university students. We are interested in the holiday, but I would like some more details.

Divide your queries about the holiday into two or three paragraphs, e.g. conditions on holiday, health and safety, price.

Paragraph 2

Firstly, I would like to know more about the sort of conditions on the holiday. Could you tell me more about the accommodation provided ...

Paragraph 3

Secondly, I am slightly worried as I have never been on this sort of holiday before. Could you please send me information about the diseases and health risks in the Amazon area? I would also be grateful if you could give me information about health and accident insurance.

Paragraph 4

Thirdly, you say that the price includes everything except certain extras. Could you possibly give me details about what extras there might be?

Formal ending

Most formal letters end with this sentence. Learn it!
I look forward to hearing from you.

Signing off

Yours sincerely, (if your letter starts with Dear Mrs Smith)
Yours faithfully, (if your letter starts with Dear Sir / Madam)
Sign your name and print it clearly.
R. S. Wilson
R.S. WILSON

Style

Formal written requests for information:

I would be grateful if you could give me more information about the accommodation.

Could you please send me information about the accommodation?

Could you possibly tell me what ...

I wonder whether you could possibly send me details about health insurance.

You mention the need for vaccinations. Does this mean that you organise them?

Stating preferences:

I would prefer to have a single room, if possible.

I would also like to stay on for another two days, if that is at all possible.

Linking

Conditions:

It is not clear if/whether your company only arranges flights from London.

I would like to reserve a room, as long as/provided that it has a modern shower and toilet facilities.

I would prefer not to share a cabin unless/except if I have to.

Listing:

Firstly, I would like to ... / Secondly, could you ... /

Thirdly, I would be ... / Finally, I would like to ...

In addition to that, could you ...

Another query I have is about ...

Something else I would like to ask about is transport from the airport.

Checking

Style: Check your letter for style, e.g. starting, finishing the letter, polite requests.

Grammar: Check whether all your questions are grammatically correct.

2 AN ARTICLE (page 27)

Layout

Paragraph 1: Introduction

Introduce the topic. Say why it is important or interesting.
*Since earliest times, people have always enjoyed dancing.
 Dancing has formed an important part of social and religious events.*

Paragraph 2: Background or history

Provide some background about when it started and major developments up to now.
The folk dances of the middle ages developed into classical ballet in the eighteenth century.

Paragraph 3: Now

Say what is happening at the moment? Who is the best?
*The best dancers today are probably ...
 Many modern ballets do not tell a story.*

Paragraph 4: The future

Say how things will develop in the future.
*In my opinion, there will be a return to more traditional ballet.
 The suggestion that one day robots will dance is ridiculous.
 They could never ...*

Paragraph 5: Conclusion

Summarise the main points and say again why you think your subject will continue to be important.
*To sum up, ballet has its roots in ...
 As long as people feel the need to dance, there will be a place for ballet.*

Style

Articles in English newspapers vary in style considerably, from tabloids to quality newspapers. However, the journalistic style focussed on here is fairly formal and has the following features:

- the use of formal linking expressions:
*Nevertheless, space probes continued to be sent.
 In conclusion, space exploration ...*
- the use of time adverbials:
*By the beginning of the century, ... / After this, ... /
 Recently, ... / Later in the century, ...*
- the use of formal vocabulary and phrases:
the age of space exploration / culminating in the moon landing
- the use of formal idiomatic expressions:
We have left our mark. / There has been a burst of interest in ... / Space travel is still in its infancy.
- the use of passive structures:
... all of Planet Earth has been visited, photographed, described, mapped / space probes continued to be sent out ... / the space station is now being built ...

Useful Vocabulary

Writing about origins:

*Since earliest times, ... / Ballet has its roots back in ... /
 The age of ballet began in ... / The history of ballet goes back to ... /
 The first performance of modern ballet took place in ... /
 Over ... years ago, ...*

Writing about the present:

*Recently, there has been renewed interest in ... /
 Recent developments in the field include ... / Other exciting developments have been ... /
 One of the most ground-breaking ... /
 State of the art technology has been used ... /
 Cutting edge techniques have been introduced ...*

Writing about the future:

*The outlook is bright. / The outlook is gloomy. /
 The future looks rosy. / The future looks grim. /
 Who knows what will happen in the future, but ... /
 Many experts predict that ... / Some forecasts predict ... /
 The field of ... has enormous potential. / The sky's the limit.*

Linking

Purpose:

*The new probe is for looking at the climate of the planet.
 (for + “-ing”)
 The new probe has been developed to examine the climate of the planet.
 (to + infinitive)
 The new probe has been developed in order to examine the climate of the planet.
 (in order to + infinitive)
 NASA has launched the new probe so that they can examine the climate of the planet.
 (so that + modal verb)
 NASA has launched the probe so as to examine the climate of the new planet.
 (so as to + infinitive)
 NASA has launched the probe in order that they might examine the climate of the planet.
 (in order that + modal verb)
 NASA has changed the launching procedures so as not to use so much energy.
 (so as not to + infinitive)*

Reason:

*There were a lot of accidents as a result of the rain.
 There were a lot of accidents because of the heavy rain.
 There were a lot of accidents because it had rained heavily.
 There were a lot of accidents due to the heavy rain.
 There were a lot of accidents caused by the heavy rain.
 Take an umbrella in case it rains.*

Checking

Layout: Have you written clear paragraphs? Is there any information that you can add?

Style: Check your article for style. Make sure you have not used any informal vocabulary or expressions.

Grammar and useful vocabulary: Check your work again for grammar or spelling mistakes.

3 A DISCURSIVE ESSAY

(page 41)

Layout

1 Introduction

A short paragraph to introduce the topic. Give some background. This may be historical or personal.

Tobacco was introduced to Europe after the discovery of America. My parents smoke and they have both tried to give up many times.

Note that if you are “for” something, put the arguments “against” first.

If you are “against” something, put the arguments “for” first.

2 A list of arguments “for”

Choose two or three main points. Give examples where possible.

Firstly, it costs a lot of money to treat smokers who get diseases, such as heart disease or lung cancer. Secondly, ...

3 A list of arguments “against”

Choose two or three main points. Back up your arguments with examples.

On the other hand, if they banned smoking, the government would lose a lot of money from taxes on cigarettes.

4 Conclusion

Give your own personal opinion about the topic.

In my opinion, ... All things considered, I believe that ...

Style

Most essays are written in a formal or neutral style:

- use formal linkers for listing arguments “for” and “against” the title:

A smoke-filled room is also bad for non-smokers who have to breathe in the smoke. Moreover, the smell of smoke ... / Furthermore, people who smoke ... / Finally, ...

- use formal vocabulary and phrases:

~~Cigarette smoke stinks the place out.~~ (too colloquial)

It is unpleasant to be in a smoke-filled room.

~~Some people smoke like a chimney.~~ (too colloquial)

Some people chain-smoke.

- use passives when appropriate:

~~They introduced tobacco to Europe after they discovered America.~~

Tobacco was introduced to Europe after the discovery of America.

Useful Vocabulary

Adjectives: *addictive, anti-social, dangerous, dirty, glamorous, unhealthy*

Nouns: *ashtray, bronchitis, cigarette, heart disease, lung cancer, nicotine, no-smoking areas, public places, tobacco*

Issues: *cost of health treatment, dangers in pregnancy, individual freedom of choice, passive smoking, smell on clothing and furniture, sports sponsors, starting fires, tax revenue*

Linking: Contrast linkers

Although/Even though they know the dangers, many people still smoke. (Although/Even though + clause, + main clause)

Despite/In spite of knowing the dangers, many people still smoke. (Despite/In spite of + “-ing”, + main clause)

Despite/In spite of the dangers, many people still smoke. (Despite/In spite of + noun, + main clause)

Despite the fact that / In spite of the fact that they know the dangers, many people still smoke. (Despite the fact that / In spite of the fact that + clause, + main clause)

“However” and “On the other hand” are used to begin a new sentence that contrasts what came before.

Many people know the dangers of cigarettes. However, they still smoke.

Many people know the dangers of cigarettes. On the other hand, they still smoke.

“Whereas” is used to contrast two examples which are closely linked.

My parents both smoke, whereas my grandparents didn't.

You can't smoke in hospitals, whereas you can smoke in other public places, such as ...

Some people spend all their money on cigarettes, whereas I prefer to spend my money on CDs.

Checking

Layout: How well does your essay flow? Look at the paragraphs again and check the structure of your argument.

Style: Have you used words or expressions that are too colloquial? If so, try to express the same ideas in a more formal way.

Linkers: Have you used linkers and linking expressions? Can you add any linkers to join sentences or link ideas?

Grammar and spelling: Check your essay for mistakes of grammar and spelling.

GRAMMAR SUMMARY

1 NOUN CLAUSES 名词从句 (page 7)

A noun clause is a group of words that function together as a noun. Every noun clause has at least a subject and a predicate. Noun clauses are dependent clauses that fill noun phrase slots in a sentence, such as subject, object, predicative or appositive.

名词从句是一组词，它在句中起名词的作用。每个名词从句至少要有—个主语和谓语。名词从句是从属句子，在句中可以做主语、宾语、表语或同位语。

The words that can introduce noun clauses are as follows: 引导名词从句的引导词是：

- that*;
- whether, if*;
- what, who, which, where, when, why, how long/much/many ... etc.*

• Noun clauses as a subject 名词从句作主语：

- It's obvious that he enjoys his family life very much.*
- It's true that age doesn't always bring wisdom.*
- It's likely that being too friendly with children will make them harder to control.*
- It's a shame that he doesn't respect his parents.*
- It matters much whether your parents understand and support you.*

Notes: The word *it* is the grammatical subject of the sentence, taking the place of the noun clause that is the true subject of the sentence. The sentence would be equally grammatical without using *it*. (e.g. That he doesn't respect his parents is a shame.) However, this structure is more formal and less common in spoken English.

注：*it* 是形式主语，真正的主语是名词从句。没有 *it* 句子在语法上也是正确的（如：That he doesn't respect his parents is a shame）。不过这种结构比较正式，在口语中不太常见。

- What I feel like doing most now is going out for a drive.*
- Whether it works or not is what I really care about.*
- Whether he'll take the job is still unknown.*
- Where they'll move their office to is not clear.*
- When he'll leave for New York hasn't been decided.*

• Noun clauses as an object 名词从句作宾语：

- I hope that people will spend more money on education.
- Do you know which football team Bill supports?
- Would you mind telling me what size shoes you take?
- I wonder whether I should accept the offer or not.
- He asked if I could show him how to operate the airconditioner.

• Noun clauses as a predicative 名词从句作表语：

- His suggestion is that we should hire more experienced people.
- That's what we should do.
- That is how they succeeded.
- That is why he was late for school.
- That was when my mom was in hospital.
- Things were not as we had expected.

• Noun clauses as an appositive 名词从句作同位语：

An appositive clause often follows another noun, explaining the content of the noun. These nouns are often followed by

appositive clauses:

同位语常常跟在一个名词之后解释名词的内容。以下这些名词常带同位语：

news, fact, knowledge, thought, idea, belief, suggestion, feeling, word, etc.

- I had no idea when the train crash happened.
- The feeling that I'm able to do what I like all day really makes me happy.
- I get very stressed by traffic jams and the thought that I'm going to be late.
- Word came that our duties would be changed.
- How long will it be before people wake up to the fact that anyone can catch AIDS?
- The question whether it's going to last a lifetime remains unanswered.

2 IMPERSONAL REPORT STRUCTURES

(page 15) 非人称转述结构

When we report what people generally believe or say we can use the subject **It + the passive** of verbs like *say, know, believe, claim, suppose, think, fear, predict*:

转述人们的一般认识或说的话时，我们可以用 **It + 动词**（如：*say, know, believe, claim, suppose, think, fear, predict*）被动式结构：

It is said that dolphins are very friendly animals.

It was feared that the plane would crash into a skyscraper.

We can also start the sentence from the person/thing that the information concerns and use the structure 也可以把有关的人和事放在句首使用这种结构：

subject + the passive + infinitive:

It is known that storks live in a clean environment. → Storks are known to live in a clean environment.

We use an ordinary infinitive if the action reported is parallel with the time of reporting:

如果转述的动作发生于转述的同一时间，可以用一般的动词不定式：

It was said that Elvis Presley was the king of rock and roll. → Elvis Presley was said to be the king of rock and roll.

It is claimed that police officers accept bribes. → Police officers are claimed to accept bribes.

We use a perfect infinitive if the action happened before the time of reporting:

如果转述的动作发生在转述之前，用完成式不定式：

It is supposed that the plane was hijacked. → The plane is supposed to have been hijacked.

It was said that the minister had been involved in organised crime. → The minister was said to have been involved in organised crime.

3 THE FUTURE 将来时 (page 21)

Apart from *will / may / might + infinitive without "to"*, the Present Continuous, *be going to* and the Present Simple, we use the following tenses and verb forms to talk about the future: 除了 *will / may / might + 不带 to 的不定式*、现在进行时、*be going to* 结构和一般现在时之外，可以用下列时态和动词形式谈论将来：

• **Future Continuous 将来进行时**

We use the Future Continuous to talk about activities that will be in progress at a certain time in the future:
 用将来进行时谈论在将来某个特定的时间进行的活动:
*At 9 a.m. on Saturday, I'll be listening to Professor Willard.
 I'll be working all evening so I won't be able to see you.*

• **Future Perfect 将来完成时**

We use the Future Perfect to talk about actions that will be completed before a certain time in the future:
 用将来完成时讲述在将来某个特定的时间之前完成的活动:
*By the end of the century, we will have discovered other places in our solar system.
 He will have written two books by next summer.*

• **Time clauses 时间状语从句**

When we refer to the future in time clauses, after *when*, *as soon as*, *until*, *before* and *after* we do not use *will*. We use the Present Simple:
 在 *when*, *as soon as*, *until*, *before* 和 *after* 引导的时间状语从句中, 表示将来的时间时, 不用 *will*, 用一般现在时:
When you get home, you'll receive good news.
 If we want to emphasise the fact that an activity will be finished before the other one happens, we use the Present Perfect instead of the Present Simple:
*After you've done the shopping, you'll have a pleasant surprise.
 I'll help you as soon as I've finished the washing up.*

4 PRONOUNS 代词 (page 29)

Pronouns are words that we can use instead of a noun in a sentence so that we do not repeat the noun too often. English has the following pronouns:
 代词是句子中代替名词的词, 这样就不会反复地、过于频繁地使用名词。英语中有下列代词:

- **personal pronouns 人称代词:**
 - a) subject pronouns 主格代词: *I, you, he, she, it, we, they.*
 - b) object pronouns 宾格代词: *me, you, him, her, it, us, them.*
- **indefinite pronouns 不定代词:** *someone, something, anywhere, nobody, nothing, etc.*
- **possessive pronouns 所有格代词:** *mine, yours, his, hers, ours, theirs.*
- **demonstrative pronouns 指示性代词:** *this, that, these, those.*
- **reflexive pronouns 反身代词:** *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.*
- **relative pronouns 关系代词:** *who, which, that, whose, whom.*

Possessive adjectives (*my, your, his, her, its, our, their*) are not pronouns because they cannot replace a noun.

one vs. you

We use the pronouns *one* and *you* when we make statements about people in general, and they mean "anyone". *One* is used in formal language, whereas *you* is informal:
 泛泛谈论人物时, 用 *one* 和 *you*, 其意思是“任何人”。*one* 用在正式的语言中, 而 *you* 用在非正式语言中:

*One has got (or You have got) more chance of finding an interesting job abroad nowadays.
 How do you get to Wembley from here?*

5 CONDITIONALS AND MIXED CONDITIONALS 条件句和混合条件句 (page 35)

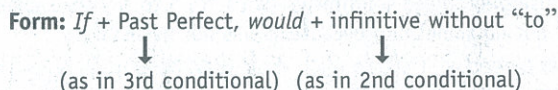
There are four basic types of conditional sentences: the Zero Conditional, First Conditional, Second Conditional and the Third Conditional.

条件句有 4 种, 既: 零条件句、第一条件句、第二条件句和第三条件句 (注: 按照我们的习惯, 一般分为两种, 既真实条件句和非真实条件句。这里的前两种属于真实条件句, 后两种属于非真实条件句)。

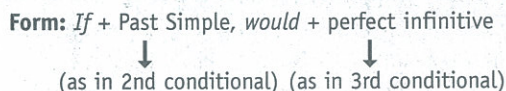
The term "mixed conditionals" comes from the fact that the mixed conditional sentences combine different conditional structures.
 所谓的“混合条件句”是指混合的条件句中含有不同的条件结构。

We use **mixed conditionals** to talk about:
 用混合条件句谈论:

- imaginary past events that could have some consequences in the present 想象的过去事件可能对现在有影响:
If he had broken the record, he would be famous now. (but he didn't break the record in the past so he isn't famous now)
If they hadn't invited me to the party, I wouldn't be here. (but they invited me to the party so I'm here now)



- unreal present situations, usually imaginary states, which could have had some consequences in the past 非真实的常常是想象中的现在状态, 可能对过去有影响:
If he was/were a more skilful player, he would have scored more points. (but he isn't a skilful player so he didn't score points)
If she didn't speak a few languages, she wouldn't have got that job. (but she speaks a few languages so she got the job)



6 MODAL VERBS AND EXPRESSIONS 情态动词和表达法 (page 43)

We use modal verbs and expressions to 情态动词用来:

- talk about obligations and necessity 谈论义务和需要:
You must clean your teeth after every meal.
We have to leave earlier to arrive on time.
I had to walk ten miles to get home.
Did you have to pay to go in?
- talk about permission and prohibition 谈论允许和禁止:
You can go in now.
We mustn't disturb them.
They can't tell me what to do.
- talk about lack of obligation 谈论无必要:

We didn't have to pay for the beer, it was free.

We don't have to think about anything, the tour operator does it all.

You needn't worry, everything will be all right.

You needn't bring any food, there'll be enough.

- talk about abilities 谈论能力:

My little daughter can sing and dance.

I can't speak French.

I could talk when I was two.

Can you rollerblade?

- talk about possibility 谈论可能性:

I can't get through to them, the line is busy.

I could go there and tell them what I think.

John couldn't see us in the crowd.

- make a guess and to speculate 猜想和猜测:

He will be cooking lunch now.

They must have found out about the article.

She might be Russian.

He could be at the library.

What could I have done?

- make predictions 预测:

He'll be late, as usual.

They may win if they try hard.

They won't come.

- make decisions 做决定:

I'll talk to Jim about it.

I won't go there.

didn't need vs. needn't

We use *didn't need* + infinitive (with "to") to say that someone did not do something because it was not necessary:

didn't need + (带 to 的) 不定式结构表示某人不用做某事, 因为没有必要:

She didn't need to play because the match was cancelled.

He was so rich he didn't need to worry about money.

We use *needn't* + perfect infinitive to say that someone did something although it was unnecessary:

needn't + 完成式的不定式结构表示某人做了某事, 尽管是不必做的:

We needn't have brought any food to the party – there was plenty already.

7 VERB PATTERNS: “-ING” FORM AND INFINITIVE 动词 -ing 形式和不定式 (page 50)

used to, be used to and get used to

We use 我们用:

- **used to + infinitive without “to”** to talk about states or activities that happened regularly in the past but they are no longer true:

used to + 不带 to 的不定式谈论过去的状态或经常进行的活动, 这种状态和活动现在已中止。

We used to go camping a lot.

He used to be a doctor.

- **be used to + “-ing” form** of the verb or a noun to say that we are very familiar with something:
be used to + 动词的 -ing 形式或名词表示我们对某事很熟悉:

We're used to getting up early.

She's not used to the cold climate.

- **get used to + “-ing” form** of the verb or a noun to describe the process of getting familiar with something:

get used to + 动词的 -ing 形式或名词描述熟悉某事的过程:

We got used to eating rice when we lived in Asia.

How long did it take you to get used to the food here?

Pairwork / Answer Key

UNIT 19, LESSON 2, EXERCISE 11

Student A

Use the Speaking Strategies on page 9 and take turns to be the tourist and the hotel receptionist. When you are the receptionist, refuse some of the requests politely. Think of other (more difficult) requests to make.

You are checking into a hotel. Prepare to ask for these things politely.

- a double room on the first floor
- a wake-up call at 7:30
- a full English breakfast in your room at 8:15
- a map of the city
- a taxi at 9:00

- a room with a bathroom
- a table for twelve in the hotel restaurant at 8:30
- some stamps for postcards
- a morning newspaper with your breakfast
- information about museums

You are checking into a hotel. Prepare to ask for these things politely.

Use the Speaking Strategies on page 9 and take turns to be the tourist and the hotel receptionist. When you are the receptionist, refuse some of the requests politely. Think of other (more difficult) requests to make.

Student B

UNIT 19, LESSON 2, EXERCISE 11

UNIT 20, LESSON 2, EXERCISE 4

Student A

A robot guard dog

- quite small (80 cm high / weight 25 kilos)
- made of metal
- moves fast (moves at 40 kph on flat surfaces)
- uses wheels (ten small wheels at the bottom)
- goes up stairs (uses spring action like a kangaroo)
- recognises people and friends (can recognise people's voices)
- senses in a house (uses 3 cameras and noise sensors on its "head")
- "bites" burglars (uses two metal claws)
- useful for guarding the home (cheaper than a real guard dog; doesn't need to be fed)
- makes a loud noise (a loud bark or siren depending on options)
- if problem, calls for help (directly phones the police) and can rescue a child from many dangerous situations
- is it intelligent? (not really – it relies on programming but cleverer than a real dog)

- comes in different size (you can choose three options: basketball player, normal, child-size)
- made of metal (looks like a traditional robot, with metal head, arms and legs)
- recognises its owner's feelings (uses cameras to see facial expressions and body language)
- talks to people (has a choice of ten languages)
- talks about anything (list of options is supplied, e.g. sport, pop music, films)
- reacts to people (its conversation depends on how the owner is feeling)
- is a good listener (sympathetic and gives the advice its owner wants to hear)
- tells jokes to cheer people up (has 1,000 jokes programmed)
- does personalised homework (teachers can't tell the difference)
- does small domestic chores (e.g. makes your bed, takes the dog out)
- accompanies the owner (enjoys the cinema, football matches, etc.)
- can lose to the owner at a variety of games (e.g. chess, Monopoly)
- is it intelligent? (probably more so than us)

A robot friend

Student B

UNIT 20, LESSON 2, EXERCISE 4

UNIT 21, WARM-UP, EXERCISE 4

Check your answers to the questionnaire.

- 1 a) You probably aren't getting enough sleep.
1 b) Seven or eight hours per night is sufficient for most people.
1 c) You *are* a sleepy head, aren't you!
- 2 a) Once a day is not enough!
2 b) Once in the morning and once at night is probably OK.
2 c) Very good. Dentists recommend cleaning teeth after *every* meal.
- 3 a) You should take up some kind of sport!
3 b) Good – once a week is better than never!
3 c) Excellent! You must be very fit.
- 4 a) Well done! You probably save lots of money on dentist bills.
4 b) Well, every now and then is OK.
4 c) You should cut down!
- 5 a) Good. As they say – an apple a day keeps the doctor away!
5 b) Very good. Doctors recommend several pieces of fruit per day.
5 c) You really should try to eat more fresh fruit.

UNIT 21, LESSON 3, EXERCISE 2

All the statements are, unfortunately, true.

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 1 to be at home 在家: *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; 办理登机手续: 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 辍学: 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 (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……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, or completed, etc. successfully 失败, 落空: At the last minute, the negotiations **fell through**.
- fill 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, 加满: 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: 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 足够分享: *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 gone 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 沉入, 下潜: *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 take part in 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 履约: *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 使人无法入睡: *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 保持原有的高水平: *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 大发雷霆: *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 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 开门迎客, 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 驶离: *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, 邂逅: *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, 待在家里: *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 退货: *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, etc 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 离开原路而转上另一条路: *Turn off at the next exit.*
- turn someone off** to be unpleasant, not funny, etc. so that you do not have interest (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 离开原路而转上另一条路: *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. (将音量) 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 19 Language

Lesson 1

1. Get ahead with your English 成功学习英语!

get ahead 取得成功, 获得进步。如:

She soon found that it wasn't easy to get ahead in the movie business. 很快, 她就发现在影视业获得成功不容易。

Getting ahead at work is the most important thing to her at the moment. 此刻对她来讲, 最重要的是在工作上获得成功。

2. However, learning English as a foreign language is very difficult in the absence of a native language environment. 然而, 没有英语语言环境, 学英语是很难的。

in the absence of 缺乏, 不存在。如:

In the absence of any evidence, the police had to let Myers go. 由于缺乏证据, 警察只好把迈尔斯放了。

3. Some respected theories on language acquisition believe that to attain a high level of fluency and accuracy in a foreign language, you need to be surrounded by it. 一些备受尊崇的语言习得理论认为, 要想达到高水平的外语流利程度和准确性, 你得置身于该语言的环境中。

attain 实现, 获得, 赢得。如:

More women are attaining positions of power in public life. 更多的妇女在社会生活中获得权力。

Together with this person, you can attain results far more spectacular than either of you could achieve alone. 和这个人一起, 你可以赢得远比你们俩任何一个人独自所能获得的更加辉煌的成果。

The balloonists attained an altitude of 33,000 feet. 热气球驾驶者们升到了3万3千英尺的高度。

4. What this means is that they make sure there is an adequate amount of input in English conveyed to the students through various mediums. 这就意味着, 他们要确保通过多种方式给学生足够的英语输入量。

conveyed to the students through various mediums 是过去分词用作后置定语, 修饰 an adequate amount of input。

convey 传达, 表达。如:

I want to convey to children that reading is one of life's greatest treats. 我想告诉孩子们, 读书是人生最大的乐趣之一。

I tried to convey my sympathy by touching her hand. 我抚摸着她的手以示同情。

Ads convey the message that thin is beautiful. 广告向人们传递着苗条即是美的信息。

5. This can take the form of reading and listening materials which must be of the highest quality. 足够的语言输入可以以高质量的阅读和听力材料的形式呈现。

take the form /take a form of 以……的形式出现(存在)。如:

A typical training programme takes the form of a series of workshops. 一种典型的培训方案是以系列研讨的形式出现的。

In some cases it is also hard to measure scheme cost, e.g. where aid takes the form of tax concessions. 在一些案例中, 很难测算方案的费用。例如, 在案例中救助以让税形式出现。

6. Quality input ensures quality output, whether it is speaking or writing. 不管是说还是写, 高质量的输入确保高质量的输出。

..., whether it is speaking or writing 是由 whether ... or ... 引出的让步状语从句, 意为“不管, 不论”。如:

It seemed to me that she was in trouble whether Mahoney lived or died. 在我看来, 不管马奥尼是死是活, 她都已陷入困境。

I'm sure we'll see each other again soon, whether here or in New York. 不管是在这儿还是在纽约, 肯定我们很快又会见面的。

You're going to have to face him one day, whether you like it or not. 不管你是否乐意, 总有一天你得面对他。

7. To stay dedicated, you need to keep in mind why you are learning English. Quite simply, in today's world, English holds the key to a brighter future and a world of possibilities. 你需要时常想想为什么要学英语以保持不断努力的势头。其实原因很简单, 当今世界, 会英语是决定能否有更加光明的前途和无数可能性的关键(重要前提)。

stay dedicated 中的 stay 是连系动词, 意为“保持, 维持”, 和形容词连用。如:

He is the kind of player who always manages to stay cool, even under pressure. 他是一名即使在压力下也总能保持头脑冷静的球员。

stay seated 坐着别动

Just try to stay focused on your own goals right now. 眼下, 要努力专注自己的目标。

hold the key to ... 的关键 如:

The weather holds the key to our success or failure. 我们的成败取决于天气。

Together or separately, the two of them may hold

the key to power after the election. 不管是在一起还是分开, 他们俩是选举后执政的关键。

Lesson 3

1. **You would probably think that the father was congratulating his son on doing something well.** 你可能会认为父亲在祝贺儿子某事做得好。

congratulate on 祝贺, 向……道贺。如:

We congratulated her on passing the exam. 我们祝贺她通过了考试。

We congratulated our team on coming first in the competition. 我们祝贺我们在竞赛中获得第一名。

2. **It is a language without words that consists of gestures, facial expressions and body movements that greatly add to – and sometimes even replace – spoken language.** 这是一种没有词语, 由手势、面部表情和身体动作组成的语言, 它极大地丰富了——有时甚至取代了——口头语言。

consist of 由……组成, 由……构成。如:

The delegation consisted of people from all walks of life. 代表团由各行业人员组成。

The cargo of supplies consisting mainly of food and medicine arrived at the port yesterday. 主要是食品和药品的货物昨天到达了港口。

3. **Body language is used to communicate both attitudes and feelings from affection to anger just like any other language, but it differs from spoken language as it is not always explicit.** 同其它任何语言一样, 身体语言被用来交流喜怒等情感和态度, 但是与口头语言不同的是, 它不总是明确清楚的, 所以它又不同于口语。

differ from 与……相异, 不同于。如:

Written language differs from spoken language. 书面语言不同于口语。

Our house differs from theirs in the style of design. 我们的房子在设计风格上与他们的不同。

4. **People often use body language on purpose.** 人们经常有意识地使用身体语言。

on purpose 是固定短语, 表示 deliberately, 故意地, 有意地。如:

Fire investigators believe the fire was set on purpose. 火灾调查人员确信这是故意纵火案。

I spilled my drink on purpose – I needed an excuse to leave the room. 我故意洒了酒——我需要找个离开的理由。

The first time you step out, whether by accident or on purpose, a warning is imposed. 你第一次离开时, 不管是故意还是偶然, 已经发出了警告。

5. **Learning to be aware of your body language can be a very useful tool.** 学会意识到你的身体语言可以是一

种非常有用的工具。

be aware of 意识到, 觉察到, 明白。如:

I'm aware of the risks involved in the project, but I'm willing to take them. 我明白参与这个项目有风险, 但我乐意承受。

The question is, was the Chief of Police aware of so much corruption within the police department? 问题是, 警察局长意识到了警察局内部存在如此多的腐败现象吗?

The children are aware of the danger of taking drugs. 孩子们知道吸毒很危险。

6. **Regardless of these differences, experts agree that across the globe there is one form of body language that receives universal approval – the smile.** 尽管存在着这些不同, 世界各地的专家们却一致认为有一种身体语言得到普遍的认同, 那就是微笑。

regardless of 不管, 任凭(某个事实)。如:

He came to the meeting regardless of his illness. 他不愿生病来参加会议。

Regardless of the fact that he is wealthy, he is not happy. 尽管他很富有, 他却不快活。

Communication Workshop

Thirdly, you say that there is a discount provided that I pay in advance. 第三, 你们说我只要预付款就有折扣。

provided that 引导一个条件状语从句, 意为“如果、只要”。如:

You can camp in my field provided (that) you promise to leave no trash. 如果你们答应不留垃圾, 可以在我的地里露营。

We'll visit Europe next year, provided that we have the money. 要是有钱, 我们明年就去欧洲。

Language Awareness 4

1. **Lonesome Male of the Galapagos** 孤独的乔治, 加拉帕戈斯群岛的一只雄性大海龟。它原来生活在平塔岛上, 现被移至达尔文研究中心。它是该品种的唯一幸存者(加拉帕戈斯群岛每个岛屿上的巨龟种类都不相同), 如今已年过60。若它一朝过世, 该品种的巨龟将从地球上消失。

2. **Celebrity is not usually a characteristic associated with middle-aged giant tortoises from the Galapagos Islands.** 加拉帕戈斯群岛的中年巨龟并不是一直就有名气。

be associated with 联系, 发生联系。如:

He was highly associated with this club. 他与这个俱乐部关系很密切。

I don't want to be associated with them at all. 我根本不想与他们有任何联系。

3. **Island of Pinta** 平塔岛。位于加拉帕戈斯群岛北端，20世纪70年代末，一只名为“孤独的乔治”的巨龟在这里被发现。
4. **The Galapagos Isles** 加拉帕戈斯群岛。太平洋东部的火山群岛。因盛产巨龟（西班牙语为“加拉帕戈斯”）得名。该群岛东距南美大陆厄瓜多尔海岸约970公里。岛上动物奇特，爬行类居多，尤以巨龟和大蜥蜴闻名于世。1835年著名生物学家达尔文曾到群岛考察，发现了大量的物种变异的事实，为其生物进化论提供了有力论据。由于该群岛具有独特的生态系统，有“活的生物进化博物馆”之称，被联合国教科文组织宣布为“人类的自然财富”。
5. **Tanker Jessica** “杰西卡”号油轮。2001年1月，“杰西卡”号油轮搁浅在加拉帕戈斯群岛，溢油量达66万多升，使当地生态环境遭到严重破坏。
6. **Charles Darwin Research Centre on Santa Cruz Island** 圣克鲁兹岛的达尔文研究中心。圣克鲁兹岛在加拉帕戈斯群岛的中心，海空交通方便，是群岛的旅游中心。达尔文研究中心就在这个岛上。该中心是国际性的达尔文基金会在加拉帕戈斯群岛上的工作站，建于1959年，它与加拉帕戈斯国家公园密切合作，保护群岛及周边海洋的环境。并且对游客进行环境保护方面的科普教育。

Culture Corner

1. **Noah Webster** 诺亚·韦伯斯特（1758~1843）。美国词典编纂学家和作家。在美国独立前后，韦伯斯特写了三本本土化的英文书：一本语法书，一本拼写书和一本读物，发行了数百万册，影响很大。其后他于1806年编纂了一本韦氏大词典，收集了七万多个词条，是第一本美国英语词典。
2. **Expansion of the United States** 美国的领土扩张。美国于1776年脱离英国独立时，领土只有大西洋沿岸的13个州，面积约90万平方公里。19世纪初，美国开始大规模西扩领土。它一方面疯狂屠杀和驱赶土著印第安人，夺取他们的土地，另一方面，通过战争和强行购买获得大片领土。
3. **British loyalists** 忠于英国王室的保皇党人。北美独立战争结束后，大批效忠于英国王室的保皇党人迁居加拿大，并提出与法裔的魁北克省分离，建立一个以英裔居民为主的新省的要求。
4. **Cockney** 在伦敦东区（East End）生活的多是没有受过多少教育的穷人，犯罪率极高。伦敦东区人有他们自己的方言，叫Cockney，其中俚语非常多，很多东区以外的英国人都不太明白。由于历史上澳大利亚是英国的罪犯流放之地，澳大利亚英语受Cockney的影响很大。
5. **Aboriginal words** 土著居民语言的词汇。
6. **Maoris** 毛利人，新西兰的土著。一般认为他们来到新西兰之前，是源自波利尼西亚（Polynesia）的，

于公元850年来到新西兰。

Unit 20 New Frontiers

Lesson 1

1. **Futurology** 未来学，是一个综合研究人类重大领域的未来趋势、可能图景、面临的挑战、应当采取的对策等内容的新学科。未来学的主要创始人之一就是科幻文学的一大宗师乔治·威尔斯，另一位科幻作家凡尔纳也被后人视为未来学大师。
2. **Newcastle University** 纽卡斯尔大学，位于英国纽卡斯尔市，是英格兰东北部最具盛名的大学。

Lesson 2

Ananova 安娜诺娃，全球首位互联网虚拟主持人，2000年4月18日在英国诞生。网络用户只要登录她的网站（www.ananova.com）就可以收看新闻。

Lesson 3

1. **$E = mc^2$** 质能关系式。1905年9月，爱因斯坦写了一篇短文《物体的惯性同它所含的能量有关吗？》，作为相对论的一个推论，揭示了质量m和能量E的相当性： $E = mc^2$ ，并由此解释了放射性元素（如镭）所以能释放出大量能量的原因。这个公式是原子核物理学和粒子物理学的理论基础，也为20世纪40年代以后实现的核能的释放和利用开辟了道路。
2. **Albert Einstein** 阿尔伯特·爱因斯坦（1879~1955），现代物理学的开创者和奠基人。爱因斯坦1905年获苏黎世大学博士学位。1911年任布拉格大学教授，两年后任德国威廉皇家物理研究所所长、柏林大学教授，当选为普鲁士科学院院士。1932年受希特勒迫害离开德国，1933年10月定居美国，任职于普林斯顿大学高等研究所。爱因斯坦在物理学的许多领域都有贡献，比如研究毛细现象、阐明布朗运动、建立狭义相对论并推广为广义相对论、提出光的量子概念等。他于1921年获诺贝尔物理学奖。
3. **Edwin Powell Hubble** 埃德温·鲍威尔·哈勃（1889~1953），美国天文学家。他是二十世纪天文学的一代宗师，他有两项重大贡献：一是确认星系是与银河系相当的恒星系统，开创了星系天文学；二是发现星系的红移-距离关系。
4. **Alexander Fleming** 亚历山大·弗莱明（1881~1955），英国微生物学家。他一生致力于人体预防细菌感染的研究，发现了溶菌酶（1921年）和青霉素（1928年），开始了抗生素疗法的新纪元，为此获1945年诺贝尔生理学 and 医学奖。
5. **penicillin** 青霉素类抗生素。分子中含有青霉烷，能破坏细菌的细胞壁，并在细菌细胞的繁殖期起杀菌作用，是一类高效、低毒、为临床广泛应用的重要抗生素。
6. **Eckert & Mauchly (John Presper Eckert, Jr. and John William Mauchly)** 莫奇利和小埃克特。莫奇

利是美国物理学家，小埃克特是美国电子工程师。他们是世界上第一台电子计算机ENIAC（电子数字积分计算机）的主要研制者。

Communication Workshop

1. **Sputnik 1** 苏联于1957年10月4日发射的世界上第一颗人造地球卫星。sputnik在俄语中就是“人造卫星”的意思。
2. **Yuri Alekseyevich Gagarin** 尤里·阿列克谢耶维奇·加加林(1934~1968)，苏联宇航员。1961年4月12日加加林乘坐“东方”1号宇宙飞船起航，绕地球一周，历时1小时48分钟后降落，完成了世界上首次载人宇宙飞行，实现了人类进入太空的愿望。1968年3月27日，他在一次例行飞行训练中，因飞机坠毁而罹难。
3. **Hubble Space Telescope (HST)** 哈勃太空望远镜，人类第一个沿绕地球轨道飞行的望远镜，以美国天文学家哈勃的名字命名。
4. **the International Space Station (ISS)** 国际空间站，常驻地球轨道的工作站。其所有的舱室和设备的制造、运输、安装和维护都是由美国、俄罗斯、欧洲、加拿大、日本等国的分工合作完成的。国际空间站于1998年10月开始建造，有20个舱，重450吨，可供7名成员长时间居住和工作。国际空间站是人类在太空领域的最大规模的科技合作项目。
5. **Deep Space** 指的是美国航空航天局的系列研究项目。其中 Deep Space 1 探测器于1998年10月24日发射升空，旨在试验12项先进技术。

Language Awareness 5

1. **Shropshire** 什罗普郡。英格兰西部的一个郡，与威尔士交界。
2. **Ludlow** 拉德洛。位于伦敦西北230公里，是什罗普郡的美食中心和休闲胜地。
3. **River Teme** 蒂姆河。在英格兰西部，流经什罗普郡的拉德洛。
4. **St Laurence** 圣劳伦斯教堂。罗普郡最大的教区教堂，始建于12世纪。
5. **Clebury Mortimer & Bishops Castle** 前者是一个小镇，周围风景优美，适于散步；后者是个古典式英格兰市镇，有古朴的肉店、面包店等。
6. **the Secret Hills Discovery Centre in Craven Arms** 什罗普郡于2001年才开放的新旅游景点。
7. **Michelin star** 米其林星级。米其林(Michelin)是一家法国的轮胎制造商，它还出版旅游指南和地图，并且对饭馆评级，好的饭馆可以被评为一星到三星，以三星为最高。

Unit 21 Human Biology

Lesson 1

1. **Ben Johnson** 本·约翰逊，加拿大田径运动员。1961年出生于牙买加，1976年移居到加拿大。在1988年汉城奥运会男子100米决赛中，约翰逊以9秒79的惊人成绩打破男子100米世界纪录，并获得冠军。但是赛后的尿样结果表明，约翰逊服用了兴奋剂，他创造的世界纪录和冠军称号随之被取消，并受到国际田联禁赛两年的处罚。1993年在蒙特利尔室内运动会上，因为第二次被查出使用禁药而被终身禁赛。
2. **Florence Griffith** 弗洛伦斯·格丽丝，美国田径运动员。1959年12月21日出生于洛杉矶。在1988年汉城奥运会上，创造了女子100米和200米短跑的世界纪录，随后激流勇退。退役后曾有传言说这位肌肉发达的姑娘服用了兴奋剂，但是药检证明了她的清白。1998年9月21日因心脏病发作在睡眠中去世。
3. **Marion Jones** 玛里昂·琼斯，美国田径运动员。在2000年悉尼奥运会上夺得女子100米、200米、400米接力赛的金牌和女子跳远、女子100米接力赛的铜牌，曾被称为是地球上跑得最快的女人，历史上第一个获得5枚奥运奖牌的田径女选手。后来一直被兴奋剂丑闻所困扰。2007年10月5日，琼斯在法庭上承认服用过违禁药物，并宣布退役。随后，国际田联公布了对琼斯的处罚结果：取消她自2000年9月1日及其以后的个人成绩；没收并归还比赛中获得的奖品和奖牌。2008年1月11日，美国联邦地区法庭判琼斯入狱6个月。
4. **Floyd Landis** 弗洛伊德·兰蒂斯，美国自行车运动员。在2006年环法自行车赛上获得冠军，但是在随后进行的尿样分析中，结果呈阳性，没有通过兴奋剂检测，被剥夺了冠军的头衔，并被禁赛两年。
5. **Floyd Landis made several lame excuses blaming medicine he had been taking for an injury but these were all in vain.** 弗洛伊德·兰蒂斯做了几次站不住脚的辩解，责怪他因伤服用的药物，但是这些都是徒劳的。
in vain 徒劳，白费力气。如：
I tried to persuade him to change his mind, but all my efforts came in vain. 我试图说服他改变主意，但是我所有的努力都是徒劳的。
Police searched in vain for the missing criminal. 警察没有找到失踪的罪犯。
6. **It is compulsory for winners to be tested but other participants are only tested at random.** 获胜者要强制性地进行检查，而其他参与者只是随意地检查。
at random 随便地，随意地。如：
The people for the experiment were chosen completely at random. 用来做实验的人完全是随意挑选的。

We wandered through the streets in the city at

random. 我们随意在城里的街道上游荡。

7. **gene-therapy** 基因疗法。所谓基因疗法, 即是通过基因水平的操作来治疗疾病的方法。目前的基因疗法是先从患者身上取出一些细胞(如造血干细胞、纤维干细胞、肝细胞、癌细胞等), 然后利用对人体无害的逆转录病毒当载体, 把正常的基因嫁接到病毒上, 再用这些病毒去感染取出的人体细胞, 让它们把正常基因插进细胞的染色体中, 使人体细胞就可以“获得”正常的基因, 以取代原有的异常基因; 接着把这些修复好的细胞培养、繁殖到一定的数量后, 送回患者体内, 这些细胞就会发挥“医生”的功能, 把疾病治好了。

8. **The Olympic spirit – the spirit of competition which emphasises taking part rather than winning – has been violated by the desire to succeed at all costs.** 人们不惜任何代价来获胜的愿望违背了重在参与而不是获胜的奥林匹克精神。

at all costs 不管多大代价, 无论如何。如:

His life must be saved at all costs. 要不惜任何代价地挽救他的生命。

She was determined to go at all costs. 她决心无论如何都要去。

Lesson 3

1. **Justinian Plague** 贾斯廷瘟疫, 发生于公元500年至公元550年的一场瘟疫。这场瘟疫横扫南亚、北非、阿拉伯地区和欧洲。
2. **the Black Death** 黑死病。黑死病是鼠疫杆菌引起的一种强烈传染病。1348~1350年间总共有2,500万人死于该病。死去的人如此之多, 以至于造成欧洲劳动力奇缺, 田园荒芜。
3. **the Great Influenza Epidemic (the Spanish Flu)** 西班牙流感。爆发于1918~1919年, 是20世纪人类最致命的流行病之一, 在25周的时间内使2,500万人丧生。
4. **SARS (Severe Acute Respiratory Syndrome)** “严重急性呼吸系统综合症”。中文的全称是非典型肺炎, 简称“非典”。
5. **Bird Flu** 禽流感。禽流感是由A型流感病毒引起的家禽和野禽的一种从呼吸病到严重性败血症等多种症状的综合病症。目前世界上许多国家和地区都有发生, 给养禽业造成了巨大的经济损失。禽流感不同于SARS病毒, 禽流感迄今只能通过禽传染给人, 不能通过人传染给人。

Language Awareness 6

Champs Elysees 香榭丽舍大街, 横贯法国首都巴黎的东西大干道。该街东起协和广场, 西迄星形广场, 全长1,800米。香榭丽舍在法文中意为田园乐土, 法国的一些重大节日庆典, 多以这条大街为中心举行仪式。

Culture Corner

1. **In Western Medicine, treatment is focused only on the part of the body that is ill.** 在西方医药学里, 治疗的重点放在身体的病灶部分。

focus on 聚焦, 集中, 对准。如:

Focus your attention on your work. 集中精力工作。

All eyes were focused on him. 所有的目光都集中在他身上了。

2. **Traditional Chinese Medicine finds the cause of the sneezing and treats that to clear it up for good.** 传统中医是要找到打喷嚏的原因, 就这个原因进行治疗, 用以彻底消除病症。

for good (and all) 长期地, 永远地。如:

She has gone for good. 她永远地离开了。

Anyhow, you will get rid of us for good. 总之, 你是要永远摆脱掉我们了。

3. **It seems a real pity that thousands of people who could have benefited from Traditional Chinese Medicine missed out because of ignorance.** 很遗憾, 由于无知, 成千上万的人们错过了用传统中医治疗的机会。

miss out 遗漏, 遗忘; 错过机会。如:

The printer missed out a line. 打印机漏掉了一行字。

His account of the accident misses out one or two important facts. 他对事故的描述漏掉了一两个重要的事实。

4. **Traditional Chinese Medicine is finally getting the chance it deserves to help create a healthier world.** 传统中医终于获得了应有的机会来帮助创造一个更加健康的世界。

deserve 应得到。如:

She deserved the praise. 她应当得到赞扬。

He did not deserve such fortune. 他不该有这种运气。

Literature Spot 7

1. **Jules Verne** 儒勒·凡尔纳(1828~1905), 法国科学幻想和冒险小说家。著名的三部曲《格兰特船长的儿女》《海底两万里》和《神秘岛》是其代表作。
2. **H.G. Wells** 威尔斯(1866~1946), 英国作家。他的小说有《时间机器》《隐身人》和《世界大战》等。他与法国作家儒勒·凡尔纳同被后世尊为科幻小说之父。
3. **Aldous Huxley** 阿道斯·赫胥黎(1894~1963), 犹太人, 英国小说家, 评论家和诗人。《美丽新世界》是他1932年发表的小说。这本书以讽刺的口吻描绘了未来的乌托邦社会, 他也因本书而成名。
4. **Issac Asimov** 艾萨克·阿西莫夫(1920~1992), 犹太

人，20世纪世界顶尖的科幻小说家。出生于苏联斯摩棱斯克的彼得洛维奇。3岁时随家人移居美国。1948年获哥伦比亚大学博士学位。他的作品多达400多本，其中以《基地》系列和《机器人》系列最为出色。在后者中，他创造性地提出了著名的“机器人三定律”。后来这三条定律成为公认的研制和使用机器人必须遵循的基本准则。他的科幻作品题材广泛，内容深刻，引导了几代人走上科学之路。

5. **Arthur C. Clarke** 阿瑟·克拉克(1917~)，英国科学幻想作家。《2001：太空漫游》就是他的作品，这部小说搬上银幕后获当年度奥斯卡奖。

6. **Ray Douglas Bradbury** 雷·道格拉斯·布雷德伯里(1920~)，美国科学幻想小说家。《火星纪事》和《华氏451°》都是布雷德伯里写的小说。

《火星纪事》是一部印象主义的科幻作品，是由一组小说构成的。它描写人类不断移民火星，但同时把古老的偏见也带到火星上去。

《华氏451°》讲述的是一个关于未来时代查禁书籍的故事。华氏451度正是书焚烧时的温度。

Vocabulary in Each Unit

(注: 带 * 号的词为非课程标准词汇)

Unit 19

Warm-up

- mother tongue / 'mʌðə 'tʌŋ / 母语 (5)
- *input / 'ɪnpʊt / n. (信息) 输入 (5)
- *output / 'aʊtpʊt / n. (信息) 输出 (5)
- fluency / 'flu:ənsi / n. 流利度, 流畅度 (5)
- accuracy / 'ækjʊrəsi / n. 精确度, 准确度 (5)
- punctuation / ,pʌŋktʃu'eɪʃən / n. 标点符号 (5)
- royal / 'rɔɪəl / adj. 王室的, 皇家的 (5)
- nationwide / ,neɪʃən'waɪd / adv. 全国性地 (5)
- thankful / 'θæŋkfəl / adj. 为……感到高兴的; 感谢的 (5)
- constitution / ,kɒnstɪ'tju:ʃən / n. 宪法 (5)
- liberty / 'lɪbətɪ / n. 自由 (5)
- the Statue of Liberty 自由女神像 (5)
- jungle / 'dʒʌŋɡəl / n. 热带丛林 (5)
- cafeteria / ,kæfɪ'trɪəriə / n. 咖啡馆, 小餐馆 (5)
- fold / fəʊld / v. 折叠; 交叉 (5)

Lesson 1

- *global / 'ɡləʊbəl / adj. 全世界的, 全球的 (6)
- decade / 'dekeɪd / n. 十年 (6)
- trend / trend / n. 趋势, 倾向 (6)
- absence / 'æbsəns / n. 缺乏; 缺席 (6)
- theory / 'θɪəri / n. 理论; 学说 (6)
- acquisition / ,ækwɪ'zɪʃən / n. (语言) 习得 (6)
- attain / ə'teɪn / vt. 达到; 获得 (6)
- surround / sə'raʊnd / vt. 环绕, 围绕 (6)
- curriculum / kə'rɪkjʊləm / n. (学校的) 课程 (6)
- adequate / 'ædɪkwɪt / adj. 足够的, 充分的 (6)
- medium / 'mi:diəm / n. 媒介物; 渠道 (6)
- ensure / ɪn'ʃʊə / vt. 确保, 保证 (6)
- accelerate / ək'seləreɪt / vi. & vt. 加速 (6)
- target / 'tɑ:ɡɪt / n. 目标 (6)
- enlarge / ɪn'lɑ:dʒ / vt. 扩大 (6)
- guarantee / ,ɡærən'ti: / vt. 保证 (6)
- adjust / ə'dʒʌst / vt. 调节; 调整 (6)
- inform / ɪn'fɔ:m / vt. 告知, 通知 (6)
- *dedication / ,dedɪ'keɪʃən / n. 专心致志 (6)
- *dedicated / 'dedɪkeɪtɪd / adj. 专心致志的 (6)
- *manual / 'mænjuəl / n. 手册; 指南 (7)
- theft / θeft / n. 偷窃 (7)
- announcement / ə'naʊnsmənt / n. 通告; 宣告 (7)

Lesson 2

- mate / meɪt / n. 老兄, 老弟, 伙计 (8)
- cream / kri:m / n. 奶油; 油 (8)

- razor / 'reɪzə / n. 剃刀 (8)
- catch on 学会 (9)
- for ages 很久, 很长时间 (9)
- brochure / 'brɔʃʊə / n. 小册子 (9)
- cab / kæb / n. 出租汽车 (9)
- relative / 'relatɪv / n. 亲戚, 亲属 (9)

Lesson 3

- pat / pæt / vt. & n. 轻拍; 拍 (10)
- congratulate / kən'grætʃuleɪt / vt. 祝贺 (10)
- explicit / ɪk'splɪsɪt / adj. 明确的; 清楚的 (10)
- *eyebrow / 'aɪbraʊ / n. 眉毛 (10)
- on purpose / 'pɜ:pəs / 故意地 (10)
- upwards / 'ʌpwədz / adv. 向上地 (10)
- upper / 'ʌpə / adj. 上面的 (10)
- unconscious / ʌn'kɒnʃəs / adj. 无意的; 不知不觉的 (10)
- rigid / 'rɪdʒɪd / adj. 僵硬的 (10)
- tight / taɪt / adj. 绷紧的 (10)
- resemble / rɪ'zembəl / vt. 像; 与……相似 (10)
- transparent / træn'spærənt / adj. 清晰易辨的; 透明的 (10)
- unrest / ʌn'rest / n. 不安 (10)
- merely / 'mɪəli / adv. 只; 仅仅 (10)
- purchase / 'pɜ:tʃɪs / vt. 购买 (10)
- on the other hand 另一方面 (10)
- negotiate / nɪ'ɡəʊʃieɪt / vt. 协商; 谈判 (10)
- outline / 'aʊtlaɪn / vt. 勾出轮廓 (10)
- ambiguous / æm'bɪɡjʊs / adj. 模棱两可的 (10)
- offence / ə'fens / n. 冒犯; 得罪 (10)
- approval / ə'pru:vəl / n. 赞成; 赞许; 批准 (10)
- bent / bent / adj. 弯曲的 (11)

Communication Workshop

- applicant / 'æplɪkənt / n. 申请人 (12)
- certificate / sə'tɪfɪkət / n. 证书; 证明 (12)
- *registration / ,redʒɪ'streɪʃən / n. 登记; 注册 (12)
- competence / 'kɒmpɪtəns / n. 能力 (12)
- diploma / dɪ'pləʊmə / n. 毕业证书 (12)
- *marketing / 'mɑ:kɪtɪŋ / n. 市场营销 (12)
- *overview / 'əʊvəvju: / n. 概要; 综述 (12)
- provided / prə'vaɪdɪd / that 如果; 条件是 (12)
- register / 'redʒɪstə / vt. 登记 (12)
- candidate / 'kændɪdɪt / n. 候选人 (12)
- cheers / tʃɪəz / inter. 谢谢 (12)
- diagram / 'daɪəgræm / n. 图解; 图表 (13)
- caption / 'kæpʃən / n. (图片的) 说明文字 (13)
- booth / bu:ð / n. (餐馆内的) 雅座; (电话) 亭 (13)

barbershop / 'bɑ:bəʃɒp / n. 理发店	(13)	update / ,ʌp'deɪt / vt. 更新	(20)
globe / gləʊb / n. 地球	(13)	stainless / 'steɪnlɪs / adj. 无污迹的	(20)
barber / 'bɑ:bə / n. 理发师	(13)	stain / steɪn / n. 污迹, 污点	(20)
fasten / 'fɑ:sən / vt. 束紧	(13)	garment / 'gɑ:mənt / n. 衣服	(20)
stewardess / 'stju:ədɪs / n. 女乘务员	(13)	worn / wɔ:n / adj. 磨损的	(20)
steward / 'stju:əd / n. 男乘务员	(13)	starvation / stɑ:'veɪʃən / n. 饥饿	(20)
regulation / ,regjʊ'leɪʃən / n. 规则	(13)	welfare / 'welfeə / n. 福利	(20)
bingo / 'bɪŋgəʊ / inter. 好, 妙	(13)	discrimination / dɪ,skrɪmɪ'neɪʃən / n. 歧视; 识别力	(20)
haircut / 'heəkʌt / n. 理发	(13)	conflict / 'kɒnflɪkt / n. 争执; 冲突	(20)
amateur / 'æmətə / adj. 业余的	(14)	equality / 'i:kwəli / n. 平等	(20)
sincerely / sɪn'sɪəli / adv. 真诚地	(14)	cell / sel / n. 细胞	(20)
embarrass / ɪm'bærəs / vt. 使窘迫	(14)	assess / ə'ses / vt. 评估; 评价	(20)
punctual / 'pʌŋktʃʊəl / adj. 准时的, 守时的	(14)	database / 'deɪtə,beɪs / n. 数据库; 资料库	(20)
directory / dɪ'rektəri / n. 指南	(14)	electronic / ɪ,lek'trɒnɪk / adj. 电子的	(20)
personnel / ,pɜ:sə'nel / n. 全体职员	(14)	dawn / dɔ:n / n. 开端; 拂晓	(20)
*bet / bet / vt. 打赌		digital / 'dɪdʒɪtəl / adj. 数字式的	(21)
I bet 我肯定		*source / sɔ:s / n. 来源; 出处	(21)
academy / ə'kædəmi / n. 学院; 学会	(14)	specialist / 'speʃəlɪst / n. 专家	(21)
Academy of Arts 艺术学院		*participant / pɑ:'tɪsɪpənt / n. 参加者	(21)

Unit 20

Warm-up

algebra / 'ældʒɪbrə / n. 代数	(19)
geometry / dʒɪ'ɒmɪtri / n. 几何	(19)
bacteria / bæk'tɪəriə / n. 细菌	(19)
software / 'sɒftweə / n. 软件	(19)
mass / mæs / n. 质量; 物质	(19)
radiation / ,reɪdɪ'eɪʃən / n. 放射; 辐射	(19)
radium / 'reɪdɪəm / n. 镭	(19)
radioactive / 'reɪdɪəʊ'æktɪv / adj. 放射性的	(19)
shuttle / 'ʃʌtəl / n. 航天飞机	(19)
crew / kru: / n. 全体机组人员	(19)
assist / ə'sɪst / vt. 帮助; 协助	(19)
*emotional / ɪ'məʊʃənəl / adj. 情感(上)的	(19)
technical / 'teknɪkəl / adj. 技术上的	(19)
*journal / 'dʒɜ:nəl / n. 杂志	(19)
*issue / 'ɪʃu: / n. 问题; 议题	(19)
recreation / ,rekri'eɪʃən / n. 消遣; 娱乐	(19)

Lesson 1

*futurology / ,fju:tʃə'rɒlədʒi / n. 未来学	(20)
latter / 'lætə / n. 后者	(20)
*futurologist / ,fju:tʃə'rɒlədʒɪst / n. 未来学家	(20)
seminar / 'semɪnɑ: / n. 研讨会	(20)
enterprise / 'entəpraɪz / n. 事业; 企业	(20)
click / klɪk / vi. 点击	(20)
handy / 'hændi / adj. 方便使用的	(20)
shortly / 'ʃɔ:tli / adv. 不久; 很快	(20)
download / daʊn'ləʊd / vt. 下载	(20)

Lesson 2

present / prɪ'zent / vt. 主持(电视或广播节目); 呈现	(22)
category / 'kætɪgəri / n. 类别; 类型	(22)
autonomous / ɔ:'tɒnəməs / adj. 自主的; 自治的	(22)
programmer / 'prəʊgræmə / n. 电脑程序编制员	(22)
in advance / əd'vɑ:ns / 预先	(22)
creator / kri'eɪtə / n. 创造者	(22)
*premiere / 'premiə / n. 首次公演, 公映	(23)
*caveman / 'keɪvmæn / n. (远古时的) 穴居人	(23)
give away 泄露(秘密)	(23)
take over 接收, 接管	(23)
official / ə'fɪʃəl / n. 官员	(23)
*invest / ɪn'vest / vt. 投资	(23)
colleague / 'kɒli:g / n. 同事, 同僚	(23)
*hibernation / ,haɪbə'neɪʃən / n. 冬眠	(23)
rescue / 'reskju: / vt. 拯救, 救援	(23)
exit / 'egzɪt / n. 出口	(23)
disconnect / ,dɪskə'nekt / v. 使不连接; 切断	(23)
original / ə'ɒrɪdʒɪnəl / adj. 起初的; 最早的	(23)
operational / ,ɒpə'reɪʃənəl /	
adj. 工作着的, 即可使用的	(23)
instructor / ɪn'strʌktə / n. 指导者; 教练	(23)

Lesson 3

dilemma / dɪ'lemə / n. 困境, 进退两难的窘境	(24)
microscope / 'maɪkrəskəʊp / n. 显微镜	(24)
procedure / prə'si:dʒə / n. 步骤; 程序	(24)
organ / 'ɔ:gən / n. 器官	(24)
donate / dəʊ'neɪt / vt. 捐赠; 赠送	(24)

correspond / ,kɒrɪ'spɒnd / *vi.* 通信;符合
 meanwhile / 'mi:nwaɪl / *adv.* 同时
 split / splɪt / *vi.* 分开,分离
 premier / 'premiə / *adj.* 最重要的
 outspoken / aʊt'spəʊkən / *adj.* 直言的,坦率的
 telescope / 'telɪskəʊp / *n.* 望远镜
 *galaxy / 'gæləksi / *n.* 星系
 mist / mɪst / *n.* 薄雾
 *mould / məʊld / *n.* 霉,霉菌
 *penicillin / ,penɪ'sɪlɪn / *n.* 青霉素,盘尼西林
 outcome / 'aʊtkʌm / *n.* 后果,结果
 cure / kjʊə / *vt.* 治愈
 navy / 'neɪvi / *n.* 海军
 wrestle / 'resəl / *vi.* 努力解决;摔跤;搏斗
 wrestle with something 努力解决难以处理的事物
 circuit / 'sɜ:kɪt / *n.* 电路
 microwave / 'maɪkrəweɪv / *n.* 微波炉
 patent / 'pætənt / *n.* 专利
 jet / dʒet / *n.* 喷气式

Communication Workshop

exploration / ,eksplə'reɪʃən / *n.* 探测;探险 (26)
 dot / dɒt / *n.* 小圆点 (26)
 ancestor / 'ænsəstə / *n.* 祖先;祖宗 (26)
 outwards / 'aʊtwədz / *adv.* 向外地 (26)
 boundary / 'baʊndəri / *n.* 界线;边界 (26)
 fade / feɪd / *vi.* 逐渐变弱 (26)
 barrier / 'bæriə / *n.* 障碍;屏障 (26)
 phenomenon / frɪ'nɒmɪnən / *n.* (pl. phenomena) 现象 (26)
 primitive / 'prɪmɪtɪv / *adj.* 原始的 (26)
 orbit / 'ɔ:bɪt / *n.* 轨道 (26)
 permanent / 'pɜ:mənənt / *adj.* 长久的,永久的 (26)
 headline / 'hedlaɪn / *n.* 大标题 (26)
 initial / ɪ'nɪʃəl / *adj.* 最初的,开始的 (26)
 spin / spɪn / *vi.* 快速旋转 (26)
 overhead / ,əʊvə'hed / *adj.* 头顶上的 (26)
 permit / pə'mɪt / *vt.* 允许,许可 (27)
 sneeze / sni:z / *vi.* 打喷嚏 (27)
 sniff / snɪf / *v.* 嗅;闻 (27)
 porridge / 'pɒrɪdʒ / *n.* 麦片粥 (27)
 ripe / raɪp / *adj.* 成熟的 (27)
 melon / 'melən / *n.* 瓜;甜瓜 (27)
 ripen / 'raɪpən / *vi.* (使)成熟 (27)
 walnut / 'wɔ:lɒt / *n.* 胡桃 (27)
 press / pres / *vt.* 按;压 (27)
 socket / 'sɒkɪt / *n.* 插座 (27)
 shaver / 'ʃeɪvə / *n.* (口)小伙子;电动剃须刀 (27)
 *Mars / mɑ:z / *n.* 火星 (28)
 *Venus / 'vi:nəs / *n.* 金星 (28)

poisonous / 'pɔɪzənəs / *adj.* 有毒的 (28)
 carbon dioxide / ,kɑ:bən daɪ'ɒksaɪd / *n.* 二氧化碳 (28)
 poison / 'pɔɪzən / *n.* 毒药;毒物 (28)
 canal / kə'næl / *n.* 运河 (28)
 declare / dɪ'kleə / *vt.* 宣告;宣布 (28)
 souvenir / ,su:və'niə / *n.* 纪念品 (28)
 settler / 'setlə / *n.* 移民;殖民者 (28)

Unit 21

Warm-up

*kidney / 'kɪdni / *n.* 肾,肾脏 (33)
 *liver / 'lɪvə / *n.* 肝脏 (33)
 interval / 'ɪntəvəl / *n.* 间隔;间歇 (33)
 circulate / 'sɜ:kjulət / *vi.* 循环 (33)
 pump / pʌmp / *vi.* 用泵抽出(注入) (33)
 digest / daɪ'dʒest / *vt.* 消化 (33)
 mineral / 'mɪnərəl / *n.* 矿物 (33)
 swap / swɒp / *vi.* 交换 (33)
 hearing / 'hɪərɪŋ / *n.* 听觉 (33)
 pulse / pʌls / *n.* 脉搏 (33)

Lesson 1

track and field 田径运动 (34)
 *enhance / ɪn'hɑ:ns / *vt.* 增强;提高 (34)
 performance-enhancing
 / pə'fɔ:məns ɪn'hɑ:nsɪŋ / *adj.* 增强表现的 (34)
 supreme / su:'pri:m / *adj.* (程度)最大的,极度的 (34)
 *doping / 'dəʊpɪŋ / *n.* 服兴奋剂 (34)
 abuse / ə'bju:s / *vt.* 滥用 (34)
 tolerate / 'tɒləreɪt / *vt.* 容忍 (34)
 fundamental / ,fʌndə'mentəl / *adj.* 根本的;基础的 (34)
 doubtful / 'daʊtfəl / *adj.* 怀疑的,不肯定的 (34)
 seek / si:k / *vt.* 寻找 (34)
 annual / 'ænjʊəl / *adj.* 每年的,一年一次的,年度的 (34)
 lame / leɪm / *adj.* 站不住脚的,不易令人相信的 (34)
 in vain / veɪn / 徒然,白费力气 (34)
 compulsory / kəm'pʌlsəri / *adj.* 强制性的,义务的 (34)
 at random / 'rændəm / 随便地,随意地 (34)
 *gene-therapy / dʒi:n'θerəpi / 基因疗法 (34)
 *threat / θret / *n.* 威胁 (34)
 controversial / ,kɒntrə'vɜ:ʃəl / *adj.* 有争议的 (34)
 oppose / ə'pəʊz / *vt.* 反对 (34)
 dash / dæʃ / *n.* 短跑 (34)
 marathon / 'mærəθən / *n.* 马拉松赛跑 (34)
 contradict / ,kɒntrə'dɪkt / *vt.* 与(其他事物)相矛盾 (34)
 violate / 'vaɪəleɪt / *vt.* 违反,违背 (34)
 at all costs 不管多大代价,无论如何 (34)

Lesson 2

*impulse / 'ɪmpʌls / <i>n.</i> 脉冲	(36)
*complicated / 'kɒmplɪkətɪd / <i>adj.</i> 复杂的	(36)
*miniature / 'mɪniətʃə / <i>n.</i> 微型复制品	(36)
*soundtrack / 'saundtræk / <i>n.</i> 声迹	(36)
*interpret / ɪn'tɜ:pɪt / <i>vt.</i> 翻译; 解释	(36)
*identify / aɪ'dentɪfaɪ / <i>vt.</i> 确定; 认出, 识别	(36)
*emotion / ɪ'məʊʃən / <i>n.</i> 情感, 情绪	(36)
privileged / 'prɪvɪlɪdʒd / <i>adj.</i> 荣幸的	(36)
cater / 'keɪtə / (to) <i>vi.</i> 满足; 迎合	(36)
entry / 'entri / <i>n.</i> 进入; 入学	(36)
ample / 'æmpəl / <i>adj.</i> 充足的, 充裕的	(36)
herb / hɜ:b / <i>n.</i> 草药	(36)
scan / skæn / <i>n.</i> 扫描	(36)
treat / tri:t / <i>vt.</i> 款待	(36)
storage / 'stɔ:ɪdʒ / <i>n.</i> 储存	(36)
postpone / pəʊs'pəʊn / <i>vt.</i> 推迟, 延期	(37)
straight away 立刻, 马上	(37)

Lesson 3

*epidemic / ,epɪ'demɪk / <i>n.</i> 流行病	(38)
cancer / 'kænsə / <i>n.</i> 癌, 癌症	(38)
wipe / waɪp / out 彻底毁灭	(38)
urban / 'ɜ:bən / <i>adj.</i> 城市的	(38)
rebuild / ,ri:'bɪld / <i>vt.</i> 重建	(38)
*empire / 'empaɪə / <i>n.</i> 帝国	(38)
trial / 'traɪəl / <i>n.</i> 实验	(38)
prohibit / prə'hɪbɪt / <i>vt.</i> 禁止	(38)
unite / ju:'naɪt / <i>vt.</i> 联合; 团结; 统一	(38)
pause / pɔ:z / <i>n.</i> 停顿; 暂停	(38)
acute / ə'kju:t / <i>adj.</i> 严重的; 剧烈的	(38)
statistics / stə'tɪstɪks / <i>n.</i> 统计资料; 统计数字	(38)
symptom / 'sɪmptəm / <i>n.</i> 症状	(38)
routine / ru:'ti:n / <i>n.</i> 常规; 惯例	(38)
press / pres / <i>n.</i> 新闻界; 报界	(39)
parallel / 'pærəlel / <i>n.</i> 极相似之处; 平行线	(39)
tissue / 'tɪʃu: / <i>n.</i> 组织	(39)
adaptation / ,ædæp'teɪʃən / <i>n.</i> 变化; 变种	(39)
foresee / fə:'si: / <i>vt.</i> 预见	(39)
mourn / maʊn / <i>vi.</i> & <i>vt.</i> 感到悲痛; 表示哀悼	(39)
carrier / 'kæriə / <i>n.</i> 带菌者	(39)
prescription / pri'skrɪpʃən / <i>n.</i> 处方	(39)
tablet / 'tæblɪt / <i>n.</i> 药片	(39)
underline / ,ʌndə'laɪn / <i>vt.</i> 表明重要性; 强调	(39)
thorough / 'θʌrə / <i>adj.</i> 彻底的; 细致的	(39)
systematic / ,sɪstə'mætɪk / <i>adj.</i> 系统化的	(39)
teamwork / 'ti:mwɜ:k / <i>n.</i> 协作; 配合	(39)
faith / feɪθ / <i>n.</i> 信心	(39)
stop sth. in its tracks 突然止步	(39)

pill / pɪl / *n.* 药丸, 药片 (39)

Communication Workshop

*coma / 'kəʊmə / <i>vi.</i> (因严重疾病或重伤引起的) 昏迷	(40)
weekly / 'wi:kli / <i>adj.</i> 每周一次的	(40)
temporary / 'tempərəri / <i>adj.</i> 临时的; 短暂的	(40)
numb / nʌm / <i>adj.</i> (思维、感觉、反应) 麻木的	(40)
sacred / 'seɪkrɪd / <i>adj.</i> 神圣的	(40)
rob / rɒb / <i>vt.</i> 使丧失; 抢劫	(40)
terminal / 'tɜ:mɪnəl / <i>adj.</i> 致命的; 晚期的	(40)
helmet / 'helmət / <i>n.</i> 头盔; 防护帽	(40)
decline / dɪ'klaɪn / <i>vi.</i> 下降	(40)
minimum / 'mɪnɪmə / <i>n.</i> 最低; 最小	(40)
institution / ,ɪnstɪ'tju:ʃən / <i>n.</i> 团体; 公共机构	(40)
unconditionally / ,ʌnkən'dɪʃənəli / <i>adv.</i> 无条件地	(41)
tentatively / 'tentətɪvli / <i>adv.</i> 不完全地	(41)
equip / ɪ'kwɪp / <i>vt.</i> 使有准备	(41)
firm / fɜ:m / <i>n.</i> 商行, 公司	(41)
fortune / 'fɔ:tʃən / <i>n.</i> 大笔钱财, 巨款	(41)
*reverse / rɪ'vɜ:s / <i>vt.</i> 颠倒; 改变	(41)
rate / reɪt / <i>n.</i> 比率	(41)
at any rate 无论如何; 至少	(41)
enquiry / ɪŋ'kwɪəri / <i>n.</i> 询问	(41)
deadline / 'dedlaɪn / <i>n.</i> 截止日期, 最后日期	(41)
submit / səb'mɪt / <i>vt.</i> 提交	(41)
appendix / ə'pendɪks / <i>n.</i> 附录	(41)
extension / ɪk'stenʃən / <i>n.</i> 延期	(41)
tractor / 'træktə / <i>n.</i> 拖拉机	(41)
*jealous / 'dʒeələs / <i>adj.</i> 嫉妒的	(41)
spade / speɪd / <i>n.</i> 铲; 锹	(41)
aluminium / ,æljʊ'mɪniəm / <i>n.</i> 铝	(41)
tin / tɪn / <i>n.</i> 罐	(41)
concern / kən'sɜ:n / <i>n.</i> 担心; 担忧	(42)
vote / vəʊt / <i>vi.</i> 表决	(42)
sceptical / 'skeptɪkəl / <i>adj.</i> 怀疑的	(42)
belly / 'belɪ / <i>n.</i> 肚子; 腹部	(42)
absurd / əb'sɜ:d / <i>adj.</i> 不合理的; 荒谬的	(42)
circumstance / 'sɜ:kəmstæns / <i>n.</i> 情形; 情况	(42)

Names

Pam / pæm / 帕姆 (Pamela 的昵称)	(8)
Jan / dʒæn / 詹	(9)
Pattie / 'pæti / 帕蒂	(9)
Shane / ʃeɪn / 谢恩	(9)
George Bernard Shaw / dʒɔ:dʒ 'bɜ:nəd ʃɔ:/ 乔治·伯纳德·肖	(9)
Martha Graham / 'mɑ:θə 'greɪəm / 玛莎·葛莱姆	(11)
Elton John / 'eltən dʒɒn / 艾尔顿·约翰	(13)

Daniel /'dæniəl/ 丹尼尔	(13)	加拉帕戈斯群岛 (位于厄瓜多尔西部)	(15)
Katerina /'kætəri:nə/ 卡特丽娜	(14)	Kenya /'kenjə/ 肯尼亚	(16)
Camile /kə'mi:l/ 卡米尔	(14)	Nigeria /nai'dʒiəriə/ 尼日利亚	(16)
Rosalind Picard /'rɒzəlɪnd/ 罗莎琳德·皮卡德	(19)	Pakistan /,pɑ:kɪ'stɑ:n/ 巴基斯坦	(16)
Marie Curie /mə'ri: 'kjʊəri/ 玛丽娅·居里	(19)	Singapore /,sɪŋə'pɔ:(r)/ 新加坡	(16)
Hannah Jones /'hænə dʒəʊnz/ 汉娜·琼斯	(20)	Sri Lanka /,sri:'læŋkə/ 斯里兰卡	(16)
Willard /'wɪlə:d/ 威拉德	(20)	the International Space Station (ISS) 国际空间站	(19)
Howard Green /'haʊəd gri:n/ 霍华德·格林	(21)	Alpha /'ælfə/ 阿尔法号飞船	(19)
D.A. Lorry /'lɒri/ 劳瑞	(21)	the Kennedy Space Centre /'kenɪdɪ/ 肯尼迪空间技术中心	(19)
Stella Spacek /'stelə 'spæsk/ 斯特拉·斯派斯克	(21)	Sputnik 1 史波尼克一号	(26)
D.N.A. Gene /dʒi:n/ 吉恩	(21)	(人类第一颗地球轨道卫星)	(26)
Ananova /'ænənəʊvə/ 安娜诺娃	(22)	the USSR abbr. 苏联 (简称)	(26)
Henry David Thoreau /'henrɪ 'deɪvɪd 'θɔ:rəʊ/ 亨利·戴维·梭罗	(23)	= Union of Soviet Socialist Republics	(26)
Dave /deɪv/ 戴夫 (David 的昵称)	(23)	the Soviet Union /'səʊviət 'ju:njən/ 苏联	(26)
Frank /fræŋk/ 弗兰克	(23)	the Hubble telescope 哈勃望远镜	(26)
Albert Einstein /'ælbət 'aɪn ,staɪn/ 阿尔伯特·爱因斯坦	(24)	"Pathfinder" /'pɑ:θfaɪndə/ 探路者号 (1994)	(28)
Edwin Hubble /'edwɪn 'hʌbəl/ 埃德温·哈勃	(24)	South Shropshire /'ʃrɒpʃiə/ (英格兰西部一历史地区, 与威尔士接壤)	(29)
Alexander Fleming /,æɪlɪŋ'zɑ:ndə 'flemɪŋ/ 亚历山大·弗莱明	(24)	Welsh /welʃ/ 威尔士	(29)
(J.Presper) Eckert /'ekət/ 埃克特	(25)	Broad Street /brɔ:d/ 百老汇街	(29)
(John W.) Mauchly /'mɔ:kli/ 莫克利	(25)	St Laurence's /'lɒrənsɪz/ 圣罗伦斯教堂	(29)
Percy Spencer /'pɜ:si 'spense/ 珀西·斯宾塞	(25)	Ludlow /'lʌdləʊ/ 拉德洛 (英国)	(29)
Yuri Gagarin 尤里·加加林	(26)	Cleobury Mortimer 克里欧贝里·莫蒂默	(29)
David Lloyd /'deɪvɪd 'lɔɪd/ 戴维·劳埃德	(29)	Stokesay Castle 斯托克西城堡	(29)
Maurice Greene /'mɔ:ɪs gri:n/ 莫里斯·格林	(34)	Bishop Castle /'bɪʃəp/ 主教城堡	(29)
Ben Johnson /ben 'dʒɒns(ə)n/ 本·约翰逊	(34)	Wigmore Castle 威格莫尔城堡	(29)
Florence Griffith /'flɒrəns 'grɪfɪθ/ 弗洛伦斯·格丽菲斯	(34)	the River Teme 蒂姆河	(29)
Marion Jones /'mæriən dʒəʊnz/ 玛里昂·琼斯	(34)	Clee Hills 克利丘陵	(29)
Floyd Landis /'flɔɪd 'ləndɪs/ 弗洛伊德·兰蒂斯	(34)	Craven Arms /'kreɪvən ɑ:mz/ 克莱文阿默斯	(29)
Keane /ki:n/ 柯恩	(36)	the Tour de France 环法自行车赛	(43)
Dan /dæn/ (=Danish) 丹 (Daniel 的昵称)	(36)	the Champs Elysees (巴黎) 香榭丽舍大街	(43)
Charlotte /'ʃɑ:lət/ 夏洛特	(36)		
Robert Frost /'rɒbət frɒst/ 罗伯特·弗罗斯特	(37)		
Jim Smith /dʒɪm smɪθ/ 吉姆·史密斯	(39)		
Terri Schiavo /'teri ʃiɑ:vəʊ/ 特瑞·谢维	(40)		
Cartwright /'kɑ:traɪt/ 卡特赖特	(41)		
Lance Armstrong /læns 'ɑ:mstrɒŋ/ 兰斯·阿姆斯特朗	(43)		

Places

Toronto /tə'rɒntəʊ/ 多伦多	(9)
Las Vegas /,lɑ:s 'veɪgəs/ 拉斯韦加斯	(9)
Island of Pinta /'paɪntə/ 平塔岛	(15)
Santa Cruz Island 圣克鲁斯群岛 (位于美国加利福尼亚南部)	(15)
Galapagos Islands	

Word List

(带*号的为非课程标准词汇)

A

absence / 'æbsəns / *n.* 缺乏; 缺席
absurd / əb'sɜ:d / *adj.* 不合理的; 荒谬的
abuse / ə'bjʊ:s / *vt.* 滥用
academy / ə'kædəmi / *n.* 学院; 学会
Academy of Arts 艺术学院
accelerate / ək'seləreɪt / *vi. & vt.* 加速
accuracy / 'ækjʊrəsi / *n.* 精确度, 准确度
acquisition / ,ækwɪ'zɪʃən / *n.* (语言) 习得
acute / ə'kjʊ:t / *adj.* 严重的; 剧烈的
adaptation / ,ædæp'teɪʃən / *n.* 变化; 变种
adequate / 'ædɪkwɪt / *adj.* 足够的, 充分的
adjust / ə'dʒʌst / *vt.* 调节; 调整
algebra / 'ældʒɪbrə / *n.* 代数
aluminium / ,æljʊ'mɪniəm / *n.* 铝
amateur / 'æmətə / *adj.* 业余的
ambiguous / əm'brɪʒjʊs / *adj.* 模棱两可的
ample / 'æmpəl / *adj.* 充足的, 充裕的
ancestor / 'ænsəstə / *n.* 祖先; 祖宗
announcement / ə'naʊnsmənt / *n.* 通告; 宣告
annual / 'ænjuəl / *adj.* 每年的, 一年一次的, 年度的
appendix / ə'pendɪks / *n.* 附录
applicant / 'æplɪkənt / *n.* 申请人
approval / ə'pru:vəl / *n.* 赞成; 赞许; 批准
assess / ə'ses / *vt.* 评估; 评价
assist / ə'sɪst / *vt.* 帮助; 协助
at all costs 不管多大代价, 无论如何
at random / 'rændəm / 随便地, 随意地
attain / ə'teɪn / *vt.* 达到; 获得
autonomous / ɔ:'tɒnəməs / *adj.* 自主的; 自治的

B

bacteria / bæk'tɪəriə / *n.* 细菌
barber / 'bɑ:bə / *n.* 理发师
barbershop / 'bɑ:bəʃɒp / *n.* 理发店
barrier / 'bæriə / *n.* 障碍; 屏障
belly / 'beli / *n.* 肚子; 腹部
bent / bent / *adj.* 弯曲的
*bet / bet / *vt.* 打赌
I bet 我肯定
bingo / 'brɪŋgəʊ / *inter.* 好, 妙
booth / bu:ð / *n.* (餐馆内的) 雅座; (电话) 亭
boundary / 'baʊndəri / *n.* 界线; 边界
brochure / 'brəʊʃə / *n.* 小册子

C

cab / kæb / *n.* 出租汽车

cafeteria / ,kæfɪ'tɪəriə / *n.* 咖啡馆, 小餐馆
canal / kə'næl / *n.* 运河
cancer / 'kænsə / *n.* 癌, 癌症
candidate / 'kændɪdɪt / *n.* 候选人
caption / 'kæpʃən / *n.* (图片的) 说明文字
carbon dioxide / ,kɑ:bən daɪ'ɒksaɪd / *n.* 二氧化碳
carrier / 'kæriə / *n.* 带菌者
catch on 学会
category / 'kætɪgəri / *n.* 类别; 类型
cater / 'keɪtə / (to) *vi.* 满足; 迎合
*caveman / 'keɪvmæn / *n.* (远古时的) 穴居人
cell / sel / *n.* 细胞
certificate / sə'tɪfɪkət / *n.* 证书; 证明
cheers / tʃɪəz / *inter.* 谢谢
circuit / 'sɜ:kɪt / *n.* 电路
circulate / 'sɜ:kjʊleɪt / *vi.* 循环
circumstance / 'sɜ:kəmstæns / *n.* 情形; 情况
click / klɪk / *vi.* 点击
colleague / 'kɒli:g / *n.* 同事; 同僚
*coma / 'kəʊmə / *vi.* (因严重疾病或重伤引起的) 昏迷
competence / 'kɒmpɪtəns / *n.* 能力
*complicated / 'kɒmplɪkətɪd / *adj.* 复杂的
compulsory / kəm'pʌlsəri / *adj.* 强制性的, 义务的
concern / kən'sɜ:n / *n.* 担心; 担忧
conflict / 'kɒnflɪkt / *n.* 争执; 冲突
congratulate / kən'grætʃuleɪt / *vt.* 祝贺
constitution / ,kɒnstɪ'tju:ʃən / *n.* 宪法
contradict / ,kɒntrə'dɪkt / *vt.* 与(其他事物)相矛盾
controversial / ,kɒntrə'vɜ:ʃəl / *adj.* 有争议的
correspond / ,kɒrɪ'spɒnd / *vi.* 通信; 符合
cream / kri:m / *n.* 奶油; 油
creator / kri'eɪtə / *n.* 创造者
crew / kru: / *n.* 全体机组人员
cure / kjʊə / *vt.* 治愈
curriculum / kə'rɪkjʊləm / *n.* (学校的) 课程

D

dash / dæʃ / *n.* 短跑
database / 'deɪtə,beɪs / *n.* 数据库; 资料库
dawn / dɔ:n / *n.* 开端; 拂晓
deadline / 'dedlaɪn / *n.* 截止日期, 最后日期
decade / 'dekeɪd / *n.* 十年
declare / dɪ'kleə / *vt.* 宣告; 宣布
decline / dɪ'klaɪn / *vi.* 下降
*dedicated / 'dedɪkətɪd / *adj.* 专心致志的
*dedication / ,dedɪ'keɪʃən / *n.* 专心致志
diagram / 'daɪəgræm / *n.* 图解; 图表

digest / daɪ'dʒest / *vt.* 消化
digital / 'dɪdʒɪtl / *adj.* 数字式的
dilemma / dɪ'lemə / *n.* 困境, 进退两难的窘境
diploma / dɪ'pləʊmə / *n.* 毕业证书
directory / dɪ'rektəri / *n.* 指南
disconnect / ,dɪskə'nekt / *v.* 使不连接, 切断
discrimination / dɪ'skrɪmɪ'neɪʃən / *n.* 歧视; 识别力
donate / dəʊ'neɪt / *vt.* 捐赠; 赠送
*doping / 'dəʊpɪŋ / *n.* 服兴奋剂
dot / dɒt / *n.* 小圆点
doubtful / 'daʊtfl / *adj.* 怀疑的, 不肯定的
download / daʊn'ləʊd / *vt.* 下载

E

electronic / ɪ'lek'trɒnɪk / *adj.* 电子的
embarrass / ɪm'bærəs / *vt.* 使窘迫
*emotion / ɪ'məʊʃən / *n.* 情感, 情绪
*emotional / ɪ'məʊʃənəl / *adj.* 情感(上)的
*empire / 'empaɪə / *n.* 帝国
*enhance / ɪn'hɑ:ns / *vt.* 增强; 提高
enlarge / ɪn'lɑ:dʒ / *vt.* 扩大
enquiry / ɪŋ'kwɪəri / *n.* 询问
ensure / ɪn'ʃʊə / *vt.* 确保, 保证
enterprise / 'entəpraɪz / *n.* 事业; 企业
entry / 'entri / *n.* 进入; 入学
*epidemic / ,epɪ'demɪk / *n.* 流行病
equality / ɪ'kwɒləti / *n.* 平等
equip / ɪ'kwɪp / *vt.* 使有准备
exit / 'egzɪt / *n.* 出口
explicit / ɪk'splɪsɪt / *adj.* 明确的; 清楚的
exploration / ,eksplə'reɪʃən / *n.* 探测; 探险
extension / ɪk'stenʃən / *n.* 延期
*eyebrow / 'aɪbraʊ / *n.* 眉毛

F

fade / feɪd / *vi.* 逐渐变弱
faith / feɪθ / *n.* 信心
fasten / 'fɑ:sən / *vt.* 束紧
firm / fɜ:m / *n.* 商行, 公司
fluency / 'flu:ənsi / *n.* 流利度, 流畅度
fold / fəʊld / *v.* 折叠; 交叉
for ages 很久, 很长时间
foresee / fɔ:'si: / *vt.* 预见
fortune / 'fɔ:tʃən / *n.* 大笔钱财, 巨款
fundamental / ,fʌndə'mentl / *adj.* 根本的, 基础的
futurologist / ,fju:tʃə'rɒlədʒɪst / *n.* 未来学家
*futurology / ,fju:tʃə'rɒlədʒi / *n.* 未来学

G

*galaxy / 'gæləksi / *n.* 星系
garment / 'gɑ:mənt / *n.* 衣服
*gene-therapy / dʒi:n'θerəpi / 基因疗法
geometry / dʒɪ'ɒmɪtri / *n.* 几何
give away 泄露(秘密)
global / 'gləʊbəl / *adj.* 全世界的, 全球的
*globe / gləʊb / *n.* 地球
guarantee / ,gærən'ti: / *vt.* 保证

H

haircut / 'heəkʌt / *n.* 理发
handy / 'hændi / *adj.* 方便使用的
headline / 'hedlaɪn / *n.* 大标题
hearing / 'hɪərɪŋ / *n.* 听觉
helmet / 'helmət / *n.* 头盔; 防护帽
herb / hɜ:b / *n.* 草药
*hibernation / ,haɪbə'neɪʃən / *n.* 冬眠

I

*identify / aɪ'dentɪfaɪ / *vt.* 确定; 认出, 识别
*impulse / 'ɪmpʌls / *n.* 脉冲
in advance / əd'vɑ:ns / 预先
in vain / veɪn / 徒然, 白费力气
inform / ɪn'fɔ:m / *vt.* 告知, 通知
initial / ɪ'nɪʃəl / *adj.* 最初的, 开始的
*input / ɪn'put / *n.* (信息) 输入
institution / ,ɪnstɪ'tju:ʃən / *n.* 团体; 公共机构
instructor / ɪn'strʌktə / *n.* 指导者; 教练
interpret / ɪn'tɜ:prɪt / *vt.* 翻译; 解释
interval / ɪntəvəl / *n.* 间隔; 间歇
*invest / ɪn'vest / *vt.* 投资
*issue / ɪ'ʃu: / *n.* 问题; 议题

J

*jealous / 'dʒeləs / *adj.* 嫉妒的
jet / dʒet / *n.* 喷气式
*journal / 'dʒɜ:nəl / *n.* 杂志
jungle / 'dʒʌŋɡəl / *n.* 热带丛林

K

*kidney / 'kɪdni / *n.* 肾, 肾脏

L

lame / leɪm / *adj.* 站不住脚的, 不易令人相信的
latter / 'lætə / *n.* 后者
liberty / ɪ'brɒti / *n.* 自由
the Statue of Liberty 自由女神像

*liver / 'lɪvə / *n.* 肝脏

M

*manual / 'mænjʊəl / *n.* 手册; 指南

marathon / 'mærəθən / *n.* 马拉松赛跑

*marketing / 'mɑ:kɪtɪŋ / *n.* 市场营销

Mars / mɑ:z / *n.* 火星

mass / mæs / *n.* 质量

mate / meɪt / *n.* 老兄, 老弟, 伙计

matter / 'mætə / *n.* 物质

meanwhile / 'mi:nwaɪl / *adv.* 同时

medium / 'mi:diəm / *n.* 媒介物; 渠道

melon / 'melən / *n.* 瓜; 甜瓜

merely / 'mɪəli / *adv.* 只; 仅仅

microscope / 'maɪkrəskəʊp / *n.* 显微镜

microwave / 'maɪkrəweɪv / *n.* 微波炉

mineral / 'mɪnərəl / *n.* 矿物

*miniature / 'mɪniətʃə / *n.* 微型复制品

minimum / 'mɪnɪmə / *n.* 最低; 最小

mist / mɪst / *n.* 薄雾

mother tongue / 'mʌðə 'tʌŋ / 母语

*mould / məʊld / *n.* 霉, 霉菌

mourn / maʊ:n / *vi. & vt.* 感到悲痛; 表示哀悼

N

nationwide / ,neɪʃən'waɪd / *adv.* 全国性地

navy / 'neɪvi / *n.* 海军

negotiate / ni'gəʊʃieɪt / *vt.* 协商; 谈判

numb / nʌm / *adj.* (思维、感觉、反应) 麻木的

O

offence / ə'fens / *n.* 冒犯; 得罪

official / ə'fɪʃəl / *n.* 官员

on purpose / 'pɜ:pəs / 故意地

on the other hand 另一方面

operational / ,ɒpə'reɪʃənəl / *adj.* 工作着的, 即可使用的

oppose / ə'pəʊz / *vt.* 反对

orbit / 'ɔ:bɪt / *n.* 轨道

organ / 'ɔ:gən / *n.* 器官

original / ə'ɪdʒɪnəl / *adj.* 起初的; 最早的

outcome / 'aʊtkʌm / *n.* 后果, 结果

outline / 'aʊtlaɪn / *vt.* 勾出轮廓

*output / 'aʊtpʊt / *n.* (信息) 输出

outspoken / aʊt'spəʊkən / *adj.* 直言的, 坦率的

outwards / 'aʊtwədz / *adv.* 向外地

overhead / ,əʊvə'hed / *adj.* 头顶上的

*overview / 'əʊvə.vju: / *n.* 概要; 综述

P

parallel / 'pærəlel / *n.* 极相似之处; 平行线

*participant / pɑ:'tɪsɪpənt / *n.* 参加者

pat / pæt / *vt. & n.* 轻拍; 拍

patent / 'pætənt / *n.* 专利

pause / pɔ:z / *n.* 停顿; 暂停

*penicillin / ,penɪ'sɪlɪn / *n.* 青霉素, 盘尼西林

performance-enhancing / pə'fɔ:məns ɪn'hɑ:nsɪŋ/
adj. 增强表现的

permanent / 'pɜ:mənənt / *adj.* 长久的, 永久的

permit / pə'mɪt / *vt.* 允许; 许可

personnel / ,pɜ:sə'nel / *n.* 全体职员

phenomenon / fɪ'nɒmɪnən / *n.* (pl. phenomena) 现象

pill / pɪl / *n.* 药丸, 药片

poison / 'pɔɪzən / *n.* 毒药; 毒物

poisonous / 'pɔɪzənəs / *adj.* 有毒的

porridge / 'pɒrɪdʒ / *n.* 麦片粥

postpone / pəʊs'pəʊn / *vt.* 推迟, 延期

premier / 'premiə / *adj.* 最重要的

*premiere / 'premiə / *n.* 首次公演, 公映

prescription / prɪ'skrɪpʃən / *n.* 处方

present / prɪ'zent / *vt.* 主持 (电视或广播节目); 呈现

press / pres / *n.* 新闻界; 报界

vt. 按; 压

primitive / 'prɪmɪtɪv / *adj.* 原始的

privileged / 'prɪvɪlɪdʒd / *adj.* 荣幸的

procedure / prə'sɪ:dʒə / *n.* 步骤; 程序

programmer / 'prəʊgræmə / 电脑程序编制员

prohibit / prə'hɪbɪt / *vt.* 禁止

provided / prə'vaɪdɪd / that 如果; 条件是

pulse / pʌls / *n.* 脉搏

pump / pʌmp / *vi.* 用泵抽出 (注入)

punctual / 'pʌŋktʃuəl / *adj.* 准时的, 守时的

punctuation / ,pʌŋktʃu'eɪʃən / *n.* 标点符号

purchase / 'pɜ:tʃɪs / *vt.* 购买

R

radiation / ,reɪdɪ'eɪʃən / *n.* 放射; 辐射

radioactive / ,reɪdɪəʊ'æktɪv / *adj.* 放射性的

radium / 'reɪdiəm / *n.* 镭

rate / reɪt / *n.* 比率

at any rate 无论如何; 至少

razor / 'reɪzə / *n.* 剃刀

rebuild / ,ri:'bɪld / *vt.* 重建

recreation / ,rekri'eɪʃən / *n.* 消遣; 娱乐

register / 'redʒɪstə / *vt.* 登记

*registration / ,redʒɪ'streɪʃən / *n.* 登记; 注册

regulation / ,regjʊ'leɪʃən / *n.* 规则

relative / 'relətɪv / *n.* 亲戚, 亲属

rescue / 'reskju: / *vt.* 拯救; 救援

resemble / rɪ'zembəl / *vt.* 像; 与……相似
*reverse / rɪ'vɜ:s / *vt.* 颠倒; 改变
rigid / 'rɪdʒɪd / *adj.* 僵硬的
ripe / raɪp / *adj.* 成熟的
ripen / 'raɪpən / *vi.* (使) 成熟
rob / rɒb / *vt.* 使丧失; 抢劫
routine / ru:'ti:n / *n.* 常规; 惯例
royal / 'rɔɪəl / *adj.* 王室的, 皇家的

S

sacred / 'seɪkrɪd / *adj.* 神圣的
scan / skæn / *n.* 扫描
sceptical / 'skeptɪkəl / *adj.* 怀疑的
seek / si:k / *vt.* 寻找
seminar / 'semɪnɑ: / *n.* 研讨会
settler / 'setlə / *n.* 移民; 殖民者
shaver / 'ʃeɪvə / *n.* (口) 小伙子; 电动剃须刀
shortly / 'ʃɔ:tlɪ / *adv.* 不久; 很快
shuttle / 'ʃʌtl / *n.* 航天飞机
sincerely / sɪn'sɪəli / *adv.* 真诚地
sneeze / sni:z / *vi.* 打喷嚏
sniff / snɪf / *vi.* 嗅; 闻
socket / 'sɒkɪt / *n.* 插座
software / 'sɒftweə / *n.* 软件
*soundtrack / 'saundtræk / *n.* 声迹
*source / sɔ:s / *n.* 来源; 出处
souvenir / ,su:və'niə / *n.* 纪念品
spade / speɪd / *n.* 铲; 锹
specialist / 'speʃəlist / *n.* 专家
spin / spɪn / *vi.* 快速旋转
split / splɪt / *vi.* 分开, 分离
stain / steɪn / *n.* 污迹, 污点
stainless / 'steɪnɪs / *adj.* 无污迹的
starvation / stɑ:'veɪʃən / *n.* 饥饿
statistics / stə'tɪstɪks / *n.* 统计资料; 统计数字
steward / 'stju:əd / *n.* 男乘务员
stewardess / 'stju:ədɪs / *n.* 女乘务员
stop sth. in its tracks 终止; 消灭
storage / 'stɔ:rɪdʒ / *n.* 储存
straight away 立刻, 马上
submit / səb'mɪt / *vt.* 提交
supreme / su:'pri:m / *adj.* (程度) 最大的, 极度的
surround / sə'raʊnd / *vt.* 环绕, 围绕
swap / swɒp / *vi.* 交换
symptom / 'sɪmptəm / *n.* 症状
systematic / ,sɪstə'mætɪk / *adj.* 系统化的

T

tablet / 'tæblɪt / *n.* 药片

take over 接收, 接管
target / 'tɑ:ɡɪt / *n.* 目标
teamwork / 'ti:mwɜ:k / *n.* 协作; 配合
technical / 'teknɪkəl / *adj.* 技术上的
telescope / 'telɪskəʊp / *n.* 望远镜
temporary / 'tempərəri / *adj.* 临时的; 短暂的
tentatively / 'tentətɪvli / *adv.* 不完全地
terminal / 'tɜ:mɪnəl / *adj.* 致命的; 晚期的
thankful / 'θæŋkfəl / *adj.* 为……感到高兴的; 感谢的
theft / θeft / *n.* 偷窃
theory / 'θɪəri / *n.* 理论; 学说
thorough / 'θʌrə / *adj.* 彻底的; 细致的
*threat / θret / *vt.* 威胁
tight / taɪt / *adj.* 绷紧的
tin / tɪn / *n.* 罐
tissue / 'tɪʃu: / *n.* 组织
tolerate / 'tɒləreɪt / *vt.* 容忍
track and field 田径运动
tractor / 'træktə / *n.* 拖拉机
transparent / træn'spærənt / *adj.* 清晰易辨的; 透明的
treat / tri:t / *v.* 款待
trend / trend / *n.* 趋势, 倾向
trial / 'traɪəl / *n.* 实验

U

unconditionally / ,ʌnkən'dɪʃənəli / *adv.* 无条件地
unconscious / ʌn'kɒnʃəs / *adj.* 无意的; 不知不觉的
underline / ,ʌndə'laɪn / *vt.* 表明重要性; 强调
unite / ju:'naɪt / *vt.* 联合; 团结; 统一
unrest / ʌn'rest / *n.* 不安
update / ,ʌp'deɪt / *vt.* 更新
upper / 'ʌpə / *adj.* 上面的
upwards / 'ʌpwədz / *adv.* 向上地
urban / 'z:bən / *adj.* 城市的

V

Venus / 'vi:nəs / *n.* 金星
violate / 'vaɪəleɪt / *vt.* 违反, 违背
vote / vəʊt / *vi.* 表决

W

walnut / 'wɔ:lɒt / *n.* 胡桃
weekly / 'wi:kli / *adj.* 每周一次的
welfare / 'welfeə / *n.* 福利
wipe / waɪp / out 彻底毁灭
worn / wɔ:n / *adj.* 磨损的
wrestle / 'resəl / *vi.* 努力解决; 摔跤; 搏斗
wrestle with something 努力解决难以处理的事物

EXAM ZONE: Use of English

TIPS for word formation

- 1 Decide what part of speech should fill the gap – noun, verb, adverb, etc.
- 2 Think of the suffixes used to form particular parts of speech:
 - nouns e.g. *-ment, -tion, -ness*;
 - adjectives *-ful, -less, -ous*;
 - adverbs *-ly*;
 - verbs *-ise, -ify, -en*.
- 3 Decide if the word should have a positive or negative meaning: negative words use prefixes such as *un-, dis-, in-* or *il-*.
- 4 Be prepared to accept the fact that sometimes word formation rules don't work and you just have to know the word required in the gap.

1 Use the word in brackets after each sentence to form a word that fits the gap.

- 1 Three people have been questioned in connection with the of a four-year-old girl in Brighton. (*appear*)
- 2 She uses an amount of make-up, which doesn't make her look more beautiful anyway. (*believe*)
- 3 is a very serious social problem, which can only be solved by a long term government policy. (*home*)
- 4 She dresses in a very way: mini skirts, low necks and high heels. (*provoke*)
- 5 Reddening and a rash is an symptom of skin allergy. (*mistake*)
- 6 The present government treats ecological issues quite from the previous one. (*differ*)
- 7 The management's has led to a significant increase in the number of accidents on this building site. (*care*)
- 8 He was sentenced to five years' for tax evasion and accepting bribes. (*prison*)
- 9 Mrs Roberts's experience and are generally acknowledged. (*wise*)
- 10 A lot of crimes occur in the zone, from which soldiers withdrew long ago. (*military*)
- 11 His speaking skills improved after he had spent two months in Britain. (*consider*)
- 12 Remember that this information is strictly – no one is supposed to learn about it. (*confide*)
- 13 I'm afraid nausea and dizziness are side effects of this medical treatment. (*avoid*)
- 14 Mike's to co-operate with the police was interpreted as admission of guilt. (*refuse*)
- 15 The students never know what their maths teacher will do and it's this that makes their maths lessons exciting. (*certain*)
- 16 They brought towels and soap quite – the hotel provided them. (*necessary*)
- 17 Students often demonstrate a lot of , especially in making up practical jokes. (*invent*)
- 18 If you want to work here you have to yourself with some most important office software. (*familiar*)
- 19 It's so easy to hurt Miriam, her extreme has been a problem since she was a child. (*sense*)
- 20 The of this gadget is highly questionable. I don't think anyone will ever need it. (*use*)

2. Read the text and complete the gaps with words formed from the words in brackets.

THE SILVER LAKE HOTEL

The Silver Lake Hotel is (0) *situated* (*situation*) in the most (1) (picture) landscape you can imagine. Most rooms overlook the Silver Lake, whose (2) (*deep*) is estimated at 200 metres. The lake, always (3) (*mystery*) misty in the morning, is surrounded by granite peaks which look so (4) (*approach*) that you can hardly believe there is a path to the top of each. The place is completely (5) (*touch*) by the tourist industry – you can (6) (*occasion*) see an eagle hovering above the lake or a wild goat looking for grass between the rocks.

The hotel's unusual (7) (*attract*) is doubled by the fact that you can only reach it on foot. The walk up from the bottom of the valley requires some (8) (*fit*) but we can guarantee that the view from the hotel's terrace will leave you (9) (*speech*). (10) (*understand*), the place is meant to offer accommodation to climbers and backpackers, rather than motorists and (11) (*experience*) hikers.

The hotel offers comfortable, spacious bedrooms and delicious (12) (*special*) of the local cuisine. Grilled trout and home-made bread rank among visitors' favourites. The staff are competent, (13) (*help*) and always available. Most important, however, is the unique atmosphere of this place, (14) (*special*) in the evening, when the guests gather around the fireplace in the (15) (*style*) dining hall, so different from those (16) (*personal*) lobbies of modern hotels. The prices are, (17) (*predict*), quite high but you are very (18) (*like*) to be disappointed by the quality of what is on offer. You will certainly enjoy the (19) (*close*) to nature and the (20) (*simple*) and charm of this unusual place.

EXAM ZONE: Reading

1 Read the article from the *New Scientist*. Are the statements true (T) or false (F) or is there no information (NI)?

- 1 Networked cars will be common in the future.
- 2 Signposts will send music to passing cars.
- 3 Music files will be sent by satellite through a wireless network.
- 4 People in Internet cars will be able to talk to other people in Internet cars close to them.
- 5 Drivers will be able to listen to the conversations of people in other cars.
- 6 Karaoke could cause accidents on long drives.
- 7 Sensors on cars are two-way – they can give and send information.
- 8 Networked cars have sent information about air quality.
- 9 You will be able to download information at traffic lights by tapping your foot.
- 10 The new traffic lights in Japan use about a third of the power of ordinary ones.

In the next few years you'll be riding the digital highway in a networked car. *Ian Sample reports*

Music on the Move

A good car journey needs decent music. But how do you know which tunes you'll want to hear a hundred miles down the road? With the Internet car it's not a problem – whatever you want will be waiting for you at the next signpost. Just get it as you

go by. Turning signposts into drive-through jukeboxes is the brainchild of Hiroyuki Morikawa at the University of Tokyo. He's looking forward to the day when drivers will be able to request files on the move and receive them just a few minutes later over a wireless network.

The music will be requested by mobile phone and sent to "hot spots" which are on the car's route. When the car passes a "hot spot", the music will be sent to it.



Karaoke Cars

Singalong Jam

Thanks to Internet technology, Tokyo's traffic jams are going to be transformed into raucous karaoke parties. According to Masao Nakagawa of Keio University in Yokohama, high speed radio links aren't just for connecting cars to the Internet. They could also let drivers share information with vehicles nearby. "You could have a very good data link between a few cars," says Nakagawa. "You could arrange it so that people in the middle car

2 Work out the meaning of these words in the text from the context.

- 1 A *jukebox* (line 12) is
 - a) digital music service.
 - b) a machine providing music.
 - c) a part of a signpost.
- 2 A *brainchild* (line 13) is
 - a) a brilliant idea.
 - b) someone's idea.
 - c) a suggestion.
- 3 *Raucous* (line 28) means
 - a) noisy.
 - b) organised.
 - c) small.
- 4 *Road rage* (line 47) is
 - a) boredom from being in traffic jams.
 - b) hatred of anything to do with cars.
 - c) anger with other road users.
- 5 *Windscreen wipers* (line 74) are
 - a) useful for knowing if it is raining.
 - b) useful when driving in the rain.
 - c) the window on the front of a car.



40 hear the people in front through their front speakers and the people behind through their rear speakers.”

Being in radio contact with other drivers might make it easier for people to express their road rage, but Nakagawa sees a far more entertaining use for the technology. “We have this thing
50 called karaoke. You could have everyone joining in,” he says. “It’d be very good for keeping you awake on a long drive.”

Roving Reporter

The networked car isn’t only about getting information to the driver. Hideki Sunahara and his colleagues at Keio University say that vehicles should be talking
60 back to the Internet.

“Information-flow must be two-way,” says Sunahara. Cars could use sensors to collect information
90 about weather or traffic and send them to the Internet. There are eighty million cars in Japan and they could generate up-to-the-minute weather and traffic reports.

70 In a test this April, Sunahara’s group fitted cars with equipment which fed back information on its position, speed and the state of its windscreen wipers. “With this information you can work out where the traffic is moving and where it’s not moving at all.” The windscreen wipers show
80 clearly where it is raining and where it is not.

Light Bytes

A red traffic light isn’t usually a welcome sight but other Japanese researchers have been working on something to keep you busy while you wait for the lights to change. Because they are very common and within easy view of cars, traffic lights would make
90 ideal information points for Internet cars. Instead of tapping your foot while you wait, you’ll be downloading data – Web pages or music files.

Ordinary traffic lights wouldn’t work but in Japan local councils are installing new traffic lights which are capable of transmitting vast amounts of
100 information in a fraction of a second. These traffic lights could transmit data at around 110 megabytes per second – around 10,000 times faster than current WAP mobile phones.

EXAM ZONE: Writing

Use the notes below to write an article about football in your notebook. Or use the plan to write an article about a sport that you are interested in (120–180 words).

1 Introduction

Football – the most popular game/millions play it all over the world/popularity of competitions, e.g. World Cup

2 History

First played in ancient China, Greece and Rome/medieval football = very violent/rules decided in 19th century in Britain/first clubs founded at the end of 19th century

3 Now

Extremely popular/most important competitions = World Cup/European Champions’ League/South American Liberators’ Cup

Much money in modern game/large transfer fees/very rich clubs, e.g. Manchester United/increasing violence on and off field – fans and players

4 Future

Improved performance of African teams/robot referees/world league of major clubs/increased popularity of robot football

5 Conclusion

Summarise main points – advantages and disadvantages of football (e.g. violence) – football’s huge social importance

Tapescript

Unit 19 Language

Warm-up

Man 1: At home, we all joke that our national food is curry –even though we’re so far from India! Other people say it must be fish and chips. I wonder if the royal family ever eats a curry or a plate of fish and chips? (British accent)

Woman 1: We’ve suffered a lot in the last century and our country was even separated by a wall for a long time. The East and the West were joined together again in 1990 and people celebrated nationwide. I am very thankful for this as now it’s much easier to travel to the rest of Europe. (German accent)

Man 2: We have one of the most famous constitutions in the world protecting the rights of everyone in our country, and many people come to see our famous statue which represents freedom and liberty. But our country still isn’t perfect and we do have a lot of crime like many other places in the world today. (American accent)

Woman 2: It’s not surprising that the population of my country is so large – we are one of the largest countries in the world! Our history goes back more than 5000 years and tourists are always thrilled to see sights throughout the country. (Chinese accent)

Man 3: Most visitors to our country usually say that it’s very different from what they expected. I think most people think they’re going to see kangaroos on every street corner! Parts of my country are desert and others parts are jungle but there are also beautiful beaches. (Australian accent)

Woman 3: I live in a country that’s famous for its food and wine. For most people, eating and drinking are the most enjoyable form of entertainment, and the best way to start the day is to have breakfast at an outdoor cafeteria. There’s nothing better than sipping on a coffee and eating something fresh from the bakery while reading a newspaper in the sun. (French accent)

Lesson 2 Varieties of English

Exercise 3

Richard: Good day, mate. I’m Richard from Australia. You must be the new Chinese student.

Liang Weimin: Yes, I am. My name’s Liang Weimin. I hope you don’t mind me asking but you don’t sound English. What’s your native language?

Pam: Richard’s native language is English but because he comes from Australia, he has a different English accent. By the way, I’m Pam.

Liang Weimin: Nice to meet you, Pam and Richard. I thought

that every native speaker spoke English like the BBC World Service reporters!

Robert: Well, I do. I’m Robert and I’m from England. People have different English accents depending on where they come from. For example, British people say “water” and “tomato” but Americans say “water” and “tomato”!

Liang Weimin: They sound so different! Do they still mean the same thing?

Richard: They do. Let me think of another example for you. Ah, here’s one! Robert, say “example”.

Robert: “Example”.

Richard: Now you say it, Pam!

Pam: “Example”.

Robert: And if I tell you I’m “dancing in the classroom”, Pam will tell you she’s “dancing in the classroom”.

Liang Weimin: How do people understand each other when words are pronounced so differently?

Pam: The more you hear different accents, the easier it is to catch on. Would you like a glass of water before class starts?

Liang Weimin: That would be very nice. Thank you. Robert, how would you ask me that?

Robert: I would say “Would you like a glass of water before class starts”? Let’s go, everyone. We’ve only got 10 minutes.

Exercise 7

Jan (British): Hi, I’m Jan. Are you running the dance class?

Pattie (American): Hi, Jan, I’m Pattie. I’m running this class. Have you danced a lot before?

Jan: I’ve done five years of ballet but I’ve never done ballroom dancing.

Pattie: Well, I’m sure you’ll catch on really quickly! This is Shane. He’ll be your partner today.

Shane (Australian): Hi, Jan, I’m Shane. How are you doing today?

Jan: Very well, thank you. Have you been dancing long?

Shane: I’ve been doing ballroom dancing for ages! Come on mate, let’s get started!

Jan: You’re really good.

Shane: Thanks! You’re doing great yourself!

Exercise 8

1

Woman 1: Good morning, sir.

Man 1: Good morning. I’m with the Dream Holiday tour group.

Woman 1: Ah, yes. If you’d like to fill in this form here, please.

Man 1: Sure.

Woman 1: There is a tour organised for you this morning and a trip to the CN Tower this afternoon. The bus will pick you up at ten o'clock.

Man 1: Er, I know this is unusual, but after the long flight I'd prefer not to go on with the group. Is it all right if I just go off on my own a bit later?

Woman 1: Yes, of course, that's no problem. ... Here's your key, sir. Room 509.

Man 1: Thank you. When can I get in touch with the tour guide, please?

Woman 1: I'm afraid she won't be here till about ten o'clock. ... Will you be having lunch in the hotel, sir?

Man 1: Er, no thanks, ... I think I'll have a sleep before I go out and have a look round. Could you possibly give me a map of the city, please?

Woman 1: Certainly, sir.

2

Man 2: Can I help you?

Woman 2: I was wondering if you could give me information about visits to some of the buildings in Toronto, please?

Man 2: Yes, we have a good brochure on some of the famous old buildings.

Woman 2: Well, I'm not so interested in the older buildings. Do you think I could have something about the modern buildings, please?

Man 2: Well, I'm afraid I can't help you on that one.

Woman 2: But you must have some information. There are some very interesting modern buildings here. Not just that big tower.

Man 2: I'm sorry. I don't really know. You see I'm just helping out here. I'm a student.

Woman 2: Could you ask someone else, please?

Man 2: Of course. Just a moment, please. ... In this brochure there's a suggested tour of some of the modern buildings.

Woman 2: Thank you very much. That's great!

3

Woman 3: Later today we're stopping off in New York for the night. There is a trip to the Statue of Liberty and then an evening meal.

Man 3: Er, I wonder if I could ask you something?

Woman 3: Yes, of course.

Man 3: Well, would it be possible ... er ...

Woman 3: Yes?

Man 3: Would it be possible to stay over an extra night in New York?

Woman 3: I'm sorry, but we have to keep to the timetable, sir.

Man 3: No, what I meant was can I stay an extra night in New York and catch up with the train later? I have relations I'd like to look up there. I could take a cab to the next place later on.

Woman 3: Oh, I see. The problem is tomorrow morning we set off very early – we are going all the way to Las Vegas. It's a very long way. ... But you could stay with your relatives tonight as long as you get back to the train before seven in the morning.

Man 3: Thanks very much.

Communication Workshop

Listening: Situational Dialogues

1 **A:** Your hair's very long.

B: I know, I've been meaning to get a haircut for ages but I've been living in New York.

A: Don't they have barbershops in New York?

B: Yes, but I don't trust them.

A: So you flew half way around the globe just to get your hair cut by me?

B: Well, you are the best barber in London!

2 **A:** The lady just told us to fasten our seat belts.

B: She's not a lady – she's an air stewardess. I'm going to be one when I grow up.

A: That's impossible.

B: No, it's not!

A: Yes, it is. You're a boy so you'd be an air steward!

3 **A:** Excuse me. It's against regulations to smoke here, sir.

B: Oh sorry. I've been so busy trying to decide what to eat that I forgot. Mm ... what shall I have? Bingo! Fish and chips – just what I feel like.

A: Would you like a coke with that?

B: That would be great. Cheers.

Speaking: Exercise 1

Katerina: Hello, I'm Katerina from Russia. I'm in the Education Department.

Lin Xiaofang: Me too! I think I saw you the day we registered. My name is Lin Xiaofang and I'm from China. This is my French friend called Camille. She's an amateur chef!

Camille: No, I'm not. I just enjoy cooking! Nice to meet you, Katerina. I'm actually in the Arts Department. How long have you been in England?

Katerina: I've been here for 2 months. What about you two?

Lin Xiaofang: Camille and I have both been here for 1 month. Everything still feels very new and different.

Katerina: I know what you mean.

Camille: So what's your best experience so far, Katerina?

Katerina: Let me think. Oh yes! My best experience was visiting

the Tower of London! I also had my worst experience that day.

Camille: That's terrible! What happened?

Katerina: I tried to order some fish and chips for lunch and that waiter couldn't understand my accent. I sincerely hope that doesn't happen again. I was so embarrassed.

Lin Xiaofang: I bet you were. I had a similar bad experience.

Katerina: Really?

Lin Xiaofang: Yes. I asked an English classmate where the bathroom was and I couldn't understand his answer because of his accent. I had to ask three different people before I finally figured out where it was!

Camille: Oh no! My worst experience was when I missed a boat trip on the River Thames. I'm usually very punctual but the girl who gave me directions was from Australia and I didn't understand her accent very well! I got lost and ended up arriving too late. I now look up everything in the directory and draw myself maps!

Katerina: What a shame you missed it! What's your best experience so far?

Camille: My best experience was the Arts Department party where all the personnel and other students were really friendly. Have you been to a department party yet?

Lin Xiaofang: I haven't.

Katerina: Me neither.

Camille: You should go next time. They're a lot of fun!

Katerina: I bet they are! And your best experience, Lin Xiaofang?

Lin Xiaofang: Oh, the first time I went to an English pub!

Unit 20 New Frontiers

Warm-up

1

Man 1: It was announced today that the launch of the shuttle, taking a new crew to the International Space Station, Alpha, has been delayed due to bad weather at the Kennedy Space Centre. The new international crew are planning to take over from the existing one and assist with repairs on Alpha, which suffered slight damage last week.

2

Woman 1: Our next guest is Rosalind Picard from the Massachusetts Institute of Technology.

Woman 2: Good evening.

Woman 1: Now Rosalind, you're the author of the book *Emotional Computers* and you're a pioneer and technical expert in the field of computing. What exactly are you doing at the moment?

Woman 2: Well, basically, we are carrying out research into ways of producing computers that can sense our feelings and react to us. This may sound like science fiction, but ...

3

Man 2: How are new discoveries in human biology going to affect our lives in the next ten or twenty years? In *Science Today* we're going to analyse some of the data that has come out of a study recently published in *The New England Journal of Medicine*. It puts forward some of the possibilities for biochemistry and particularly their effect on medicine. We will also discuss some of the many issues which have come out of the latest discoveries in this field.

4

Woman 3: OK, next question. Could you tell me the name of the scientist who discovered radioactive radium? By the way, this is the only scientist to have ever been given two Nobel Prizes, one for physics and another for chemistry. And sadly she died from being exposed to too much radiation.

Man 3: Marie Curie.

Woman 3: Correct!

Lesson 2 Artificial Intelligence

Exercise 2

Presenter: Hi, and welcome to this week's Computer World. To start off ...

Ananova: Good evening. Here is the news.

Presenter: Yes, Ananova, the world's first "virtual" news reader. She presents the news twenty-four hours a day on Ananova.com. And tonight she's in the studio for an interview with us, well, what I mean is, she's here on screen, of course, because she's not real. She falls into the category of being a virtual character – just an image. Is that clear? And another thing, it's not a real interview. What I'm trying to say is that we sent the questions to her programmers in advance. She can do nothing autonomous but she certainly sounds good. Ananova, welcome to the programme.

Ananova: Thank you.

Presenter: Now, I mentioned your "image". Could you explain how your creators decided what you should look like?

Ananova: Well, it started back in 1999. My creators wanted a human face for their super-fast computer system that delivers real-time news and information. So they created me to provide news the moment it happens. I'm the only news reader that can read millions of different stories to millions of different people at the same time and on demand. I also let people choose the news that they are interested in – to put it another way, they only receive what they want to know. ... So, unlike you, there are no photos of me before 1999! In other words, I have no childhood.

Presenter: What I don't quite understand is how you are so

quick. What I'm getting at is how do you gather the news so quickly?

Ananova: A team of over 100 experts works 24 hours a day, 7 days a week to prepare all the latest stories. I also have a "Web Spider" – that's a program which searches the Internet constantly looking for new stories around the world. Each story is specially made to allow me to read the news with the right feeling and expression.

Presenter: So does that mean they tell you whether to smile or read in a serious voice?

Ananova: Exactly. The only drawback of being a computer is that I have no feelings of my own.

Presenter: So what next? I mean what are the plans for Ananova?

Ananova: Well, I already speak sixteen languages so I hope that soon people in other countries will be able to access me. The next step is for me to deliver news direct to your mobile phone – what that means is I will deliver the latest stories that you're interested in wherever you are.

Presenter: Ananova, thanks for being with us.

Ananova: You're welcome.

Exercise 6

Female: 2001: A Space Odyssey marked a turning point in science fiction film. I've seen it three times and I have got a lot out of it even though it originally came out in 1968. When it first came out, a lot of people did not like it. They couldn't figure it out. They found it strange and confusing. At the Hollywood premiere of the film, a lot of people walked out. However, it became very popular, particularly among young people. It's not easy to explain what the film's about. I suppose it's to do with an alien civilisation, but you never actually see any aliens. The film starts, about four million years ago. It is about a group of cavemen who find a big black block. It's really a strange kind of machine that has been deliberately sent to Earth by an advanced civilisation. Anyway, the next part of the film happens four million years later in the year 2001. Two more of these strange, black boxes have been found on the Moon and a scientist goes there to study them. The third part of the film is about a trip to another planet. The spaceship Discovery is controlled by the intelligent computer HAL 9000, the only one on the ship who knows the real plan for the trip. At first, HAL and the two men, Dave and Frank, get on fine. Then trouble starts. Anyway, I'm not going to give away the ending. You'll have to see it for yourself! I really recommend going to see the film because it makes you think. What I'm trying to say is that after watching Space Odyssey you start thinking about all sorts of things – who we are and what we are doing here. It also

makes you think about the future – you know, how intelligent computers and machines might take over our lives.

Exercise 9

Reader: Five men are on a spaceship. Three of them are in hibernation and the other two, Dave and Frank, are looking after the ship. Or rather the new super-computer, HAL 9000, is looking after it. However, after a while, the computer begins to act strangely. HAL notices a serious problem in the spaceship. It says that the spaceship's communication systems are going to fail. Then, the 9000 computer back on Earth says that there is nothing wrong and that HAL has made a mistake. Dave and Frank begin to get worried about HAL and talk about turning HAL off. What they do not know is that HAL can hear them talking. HAL is the only one on the ship who knows the real purpose of the trip and he must do everything he can to stop the men from turning him off. When Frank is outside the ship doing repairs, HAL kills him with a robot arm. After that, he shuts off the hibernation machine and the three men. Dave also goes outside the ship to rescue Frank, and HAL refuses to let him back in.

1

Dave: Open the door, please, HAL. Open the doors please, HAL. Hello, HAL. Do you read me? Hello, HAL. Do you read me? Do you read me, HAL? Do you read me, HAL? Hello, HAL. Do you read me? Hello, HAL. Do you read me? Do you read me, HAL?

HAL: Dave, I read you.

Dave: Open the doors, HAL.

HAL: I'm sorry Dave, I'm afraid I can't do that.

Dave: What's the problem?

HAL: I think you know what the problem is just as well as I do.

Dave: What are you talking about, HAL?

Reader: Dave finally manages to get back into the ship by using the emergency exit. He then starts to disconnect the computer HAL.

2

HAL: Dave, stop ... Stop, will you? Stop, Dave ... Will you stop, Dave ...? Stop, Dave. I'm afraid ... I'm afraid ... I'm afraid, Dave ... Dave ... my mind is going ... I can feel it ... I can feel it ... My mind is going ... There is no question about it. I can feel it ... I can feel it ... I can feel it ... I'm a ... afraid ... Dave, stop ... Stop, Dave ... I'm afraid, I'm afraid, Dave ...

Reader: HAL goes back to his original state when he was first programmed.

3

HAL: Good afternoon gentlemen. I am a HAL 9000 computer. I

became operational at the HAL plant in Urbana, Illinois on the twelfth of January, 1992. My instructor was Mr Langley, and he taught me to sing a song. If you'd like to hear it, I could sing it for you ...

Dave: Yes, I'd like to hear it, HAL. Sing it for me.

HAL: Daisy, Daisy ...

Communication Workshop

Listening: Situational Dialogues

1

Son: What's that?

Father: It's a razor. I use it to shave the hair that grows on my face.

Son: Why don't I have hair on my face?

Father: You're only five! You'll only be a shaver when you're about 15. A few years to wait yet!

2

Doctor: How can I help you?

Patient: Well, I can't stop sneezing. I think I'm getting a cold.

Doctor: Do you have a headache?

Patient: No, but I've got a blocked nose. I probably got it from one of the children in my class. There's always one child sniffing with some version of a cold or other.

3

Waiter: One lady wants melon with her porridge for breakfast. Do we have any ripe melons?

Cook: No. We've only got one and it will ripen next week. I can add some walnuts to her porridge if she likes?

Waiter: No, she said she's allergic to nuts. I'll go and tell her there's no ripe melon.

4

Mother: Why are you sitting here in the dark doing nothing?

Son: Well, I can't watch TV because there's no electricity.

Mother: How do you know? Have you tried?

Son: Well, I haven't actually pressed the button to turn the TV on but I tried the light and it doesn't work.

Mother: That's because there's no light bulb in the socket!

Speaking: Exercise 1

Student: Right, today I'm going to talk about Mars, the Red Planet. Mars, named after the Roman god of war, is called the Red Planet because, as you can see in this photo, it actually looks red. But Mars is not only an extremely beautiful planet. For a long time this question has interested us— "Is there life on Mars? "

Well, first I'd like to talk about the planet itself. In many ways,

Mars is our next door neighbour. The planet Venus is actually nearer but has a very harsh environment, covered in clouds of poisonous gas and with temperatures of up to 500 C. Mars is cooler and has an atmosphere made up of carbon dioxide and no poisons. Mars has two moons, and its surface is covered with valleys and huge volcanoes. The valleys were probably made in the past by water.

How long have we been observing Mars? Well, towards the end of the nineteenth century, improved telescopes meant that astronomers could start to observe the surface of the planet. An Italian astronomer saw channels on the surface of the planet and this caused great interest. Unfortunately, a translator made some English mistakes and people thought that canals had been found on the surface. This made people think about the possibility of life on Mars and aliens from Mars entered science fiction for the first time.

Right, now let's look at how the planet has been explored so far. The first man-made object to get near Mars flew past the planet in 1964 and took photos of it. After that, there were several failures with cameras either crashing on landing or failing to go into orbit. The big breakthrough came on July 4, 1997 when Pathfinder landed and sent back wonderful photos of the surface of Mars. These photos and the six-wheel vehicle which explored the area increased public interest.

Another period of great interest in the planet was caused by finding a small piece of rock from Mars on Earth. In 1996, the American space agency NASA declared that there had been life on Mars in the form of tiny bacteria. This was later dismissed by other scientists, but another study in 2001 showed that the rock did contain signs that could only be made by living things. This has made people think again about whether there is life on Mars now.

So how will we continue to explore Mars in the future? In 2014, the first return flight is planned, which means that souvenirs from Mars in the form of rocks and soil will be brought back to Earth. After that, there might be the first manned flight to Mars. The return journey would take about two years! But a manned flight could analyse the possibilities for human settlement on the planet. Who knows? Maybe our grandchildren will be the first settlers on the Red Planet!

In conclusion, in many ways Mars is our new frontier. Now that we have explored our own planet, this beautiful, red planet remains open to us. Let's just hope we don't make such a mess of it as we have done of Planet Earth. That's all, thank you.

Unit 21 Human Biology

Warm-up

1

Man: This organ weighs about a kilo and is made up of two sides. It is like a super computer that processes information.

2

Woman: This organ beats at regular intervals 100,000 times a day. With each beat, it circulates 80 ml of blood through the body – that's 8,000 litres of blood per day! It pumps blood into the lungs, where it receives oxygen, before being pumped around the rest of the body.

3

Man: These organs absorb oxygen and get rid of carbon dioxide. They are found on either side of the heart. They receive air as a result of breathing and when blood passes through, they give it oxygen.

4

Woman: This is a very delicate organ. There are two in a body and they have delicate lids which protect them. Light enters and reaches special light sensitive cells. These work like a camera and finally send signals to the brain.

5

Man: This organ is like a bag which receives everything you eat. It digests your food and sends vitamins and minerals into the blood.

Lesson 2 Brain Power

Exercise 2

Teacher: Right, the topic of today's lesson is "the brain".

Well ... it is an absolutely amazing organ. The brain consists of grey and white matter. It weighs just over a kilo – just imagine that, like a kilo of potatoes. But this is a very special kilo. It uses twenty percent of the body's energy. And it contains over one hundred billion cells – that's a "billion" with a "b". One hundred billion cells. These make up nerve cells, which are connected by electrical impulses. The brain sends messages using electrical impulses, the same way a computer works. But there are more possible connections in one brain than there are atoms in the universe. Just think about that again. There are more possible connections in your brain than there are atoms in the universe. Amazing, isn't it? Makes a normal computer look simple, doesn't it? ... So, what do we know about this organ called "the brain"? Scientists who study the brain and the nervous system have learnt a lot about it in the last ten years. Like explorers exploring the world, they've mapped different areas of the brain which are responsible for different functions. We now know which parts of the brain are related to different parts of

our body and feelings from them. A good example of this can be seen in people who have lost an arm or a leg in an accident. Though they don't have an arm or a leg they can still have feelings from it, like pain. Incredible isn't it? ... And these areas of our brain control all our movements. Right, now just put up both of your arms. That's right, put them both up.

Now to do that, a specific area of your brain, responsible for your arm movement, had to send out electronic impulses to your arms. It's really quite a complicated operation. OK, you can put your arms down now!

Let's see how sight and hearing work. The areas of the brain related to controlling sight and hearing could be compared to miniature film studios which make a constant film and soundtrack of what's happening around us. It is not our ears that listen, but our brains. It is not our eyes that see, but our brains. Our eyes and ears send signals all the time, and it is our brain that interprets these signals and builds up a picture of the outside world. ... Of course, there are other areas of the brain that scientists have identified, areas responsible for different emotions, for example. Did you know that you all have an area for fear, for love, for laughter. You have different areas for different kinds of thinking. For example, you have one area for your first language and another area for a foreign language that you learn when you are older. Interesting, isn't it? ... But even more interesting than locating different areas of the brain is ...

Exercise 4

Presenter: Hi everybody. It's Talkback on University Radio! Today we're talking about the organ we should all be looking after right now — the brain! We are privileged to have biology expert, Prof. Keane, with us to tell us a bit about our brains. Then I'm going to open the lines to all of you. I want to hear your tips on how to keep our brains in perfect condition for our exams! Professor — thank you for joining us. So what is this organ we can't live without?

Prof. Keane: Well, some people compare the brain to a computer but a brain is far more complex than any computer known to man! But for all this, the brain is not much to look at. It's made up of grey and white matter and only weighs about a kilo.

Presenter: And we have to rely on just one kilo of grey and white matter to get us through our exams? Amazing!

Prof. Keane: It is! Now, I've got to teach a class but before I go, here's my advice to all you students out there. You must eat a healthy diet and get enough sleep! Your brain will do whatever you want it to do as long as you cater to its needs.

Presenter: Thanks Professor! Right, we've got our first caller on the line. Hello?

Caller 1: Hi. My name's Dan and I'm studying for my entry exam

into university.

Presenter: So Dan, what tips have you got for me and our listeners?

Caller 1: Well, I always find that my brain works better when I'm organised so I think it's important to plan your revision leaving ample time to cover everything. I think you should make a list of all the things you've got to study, then do the most important things first. I also use a Chinese herb — it's natural and people say it can help your memory.

Presenter: Thanks, Dan. Let's see what our second caller has to say.

Caller 2: Hi, I'm Charlotte. I'm in my third year.

Presenter: Could you give us some advice, Charlotte?

Caller 2: If I were you, I'd get some exercise. Your brain needs oxygen so you ought to get some fresh air by going for a walk or jog. Exercise also helps you relax and your brain only works well when you're not stressed! And you shouldn't drink lots of coffee. It can keep you awake.

Presenter: True. A healthy body makes a healthy brain, right? I'll go to the gym first thing tomorrow! One more caller.

Caller 3: Hi. I'm Mike. I'm in my final year studying medicine.

Presenter: So Mike, would having a brain scan help me, do you think?!

Caller 3: I don't think anything can help you, Chris! I believe you need to give yourself rewards. I'd advise you to treat yourself by going to the cinema. After all, you've got to give yourself a break so your brain can absorb all the things you've been learning and put them into storage properly! I find that after a certain amount of time, about five hours or so, I can't concentrate any more and there's no point in that.

Presenter: Thanks, Mike. I like the idea of treating myself! Now ...

Communication Workshop

Listening: Exercise 2

Interviewer: Right, next question from the audience. Yes — the man at the back in the blue jacket?

Man 1: Dr Cartwright, what do you think will be the most important development in medicine in the next five years or so?

Dr Cartwright: Well, the first thing I'd like to say is it's evident that our knowledge of the human brain will increase. There's no doubt that this will equip us to cure all sorts of illnesses, from heart disease to cancer.

Man 1: I don't really understand what you mean.

Dr Cartwright: Well, at the moment we don't know exactly how the brain works. The more we learn, the closer we'll come to stopping people from losing their memories or having mental

diseases, for example.

Interviewer: OK? Right, next question — yes?

Woman: Dr Cartwright, I read an article in the paper about freezing people when they die of a disease, and then, years later, when we've found a cure for the disease, we could wake them up and cure them. Will that be possible?

Dr Cartwright: No, I'm afraid not. I'd like to point out that while there are some firms that do this and charge a fortune to keep the bodies frozen, unfortunately there's no scientific basis behind it. The important thing to remember is that we can change processes, but we can't reverse them. There is no way in which we could bring back to life all the cells of a dead body. It would be like trying to change a hamburger back into a cow.

Interviewer: Thank you. And now one final question. Yes, the man in the green jacket.

Man 2: Dr Cartwright, do you think future generations are going to live longer than we do now?

Dr Cartwright: If trends continue the way they're going, then in my opinion, yes — in developed countries at any rate. By the year 2020, over twenty percent of the population in developed countries will be over eighty. Just think about that. But I think the real challenge will not be helping people live longer, but improving quality of life. And of course this is most important for the third world where life is shorter and conditions harsher.

Interviewer: Well, there you are. Thank you very much for coming, Dr Cartwright.

Situational Dialogues

1 A: Sir, I have an enquiry. Why did I get such a low mark for my essay? (*whiny rising tone*)

B: Because you missed the deadline and handed it in six days late! You were supposed to submit it on the 14th June.

A: But I hadn't finished the appendix! You said we had to include an appendix of extra material to support our arguments.

B: I did, but I didn't say you could therefore have an extension and hand your essay in late!

2 A: You've got a new tractor ... (*said flatly, not excited*)

B: Yes, it's really great! I can do my work around the farm so much quicker in it. (*said proudly*)

A: Well, I subscribe to Farmer's Weekly magazine so I know that it's the newest tractor on the market. I wish I could afford one. (*last sentence said softly to himself — he's jealous*)

3 A: What type of metal is your spade made from? (*rising tone, interested*)

B: I'm not sure. It's light and strong, though, and doesn't bend

even when I'm digging in the hardest ground.

A: Maybe it's aluminium? (*rising tone, questioning*)

B: I don't think so. Isn't aluminium used more for making cans and tins? (*doubtful*)

Speaking: Exercise 1

Jan: Tom, did you see that programme on TV last night? The debate about cloning?

Tom: No, I was out. Anyway, Jan, I'm totally against all that. For starters, I vote we ban those experiments.

Jan: Well, it's true there are dangers with cloning, but there are lots of possibilities, too. I think the possibilities for using cloning to save lives are really interesting. You know, cloning organs.

Tom: Let's face it. From the word go, those big medical companies have just been after big money. They don't care about saving lives, do they?

Jan: Don't be so sceptical! Of course they want to make money, but they want to help people too. I bet you would want a cloned heart if it would save your life.

Tom: That's not the point. Just look at all this new food they're experimenting with, growing tomatoes the size of footballs. I wouldn't eat it if you paid me!

Jan: We need to be careful, sure, but we could increase food production. It's all right for you and me, but what about people in developing countries who have to live with empty bellies?

Tom: But that type of food is not the answer. And the next thing is going to be cloning animals! Imagine it, huge cows producing large quantities of milk! It's totally off the map.

Jan: Well, they have already cloned a sheep and the world hasn't stopped turning, you know. There are limits but we can't say no to all progress!

Tom: Come off it! "Progress"? I don't call this "progress". It's absurd!

Jan: You're not thinking out of the box enough, Tom. If people like you had their way, we'd still be living in caves.

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