

经全国中小学教材审定委员会2005年初审通过
普通高中课程标准实验教科书

英语 ▶ 9 [选修 模块]

Senior High English

北京师范大学出版社 合 编
培生教育出版集团

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北京師範大學出版社
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Unit Warm-up

Input and Language Focus

Unit 25
Going Global

Vocabulary and listening: What does globalisation mean to us?

- p.4
- **Vocabulary:** words and phrases about globalisation, e.g. international investors, small local businesses, locally-produced goods, variety of cultures, multi-ethnic societies, a high standard of living
 - **Listening:** 4 extracts of interviews

Reading and speaking: The effects of globalisation on a city

Grammar extension: continuous verb forms, i.e. simple continuous, future continuous, continuous passive, continuous infinitive, present perfect continuous

Unit 26
Emotions

Vocabulary and speaking: How would you feel?

p.24

- **Vocabulary:** words and phrases about feelings, e.g. relieved, nervous, proud, delighted, cross, overjoyed, stressed out, furious, insecure, determined, peaceful
- **Speaking:** discussion on emotions in different situations

Reading: What makes you laugh?

Grammar extension: perfect verb forms, i.e. present perfect simple, past perfect, present perfect continuous, perfect infinitive, perfect -ing form

Unit 27
Behaviour

Speaking and vocabulary: The right way to behave

p.46

- **Vocabulary:** words and phrases describing behaviour, e.g. good manners, disrespectful, acceptable, revolting, gentlemanly, unprofessional, offensive, awkward, misinterpreted
- **Speaking:** discussing views on manners and giving a short talk

Reading and vocabulary: Perfect behaviour in an imperfect world

- **Vocabulary:** words and phrases which are formal, tactful, straight forward, opinionated, old-fashioned

Grammar extension: modals and related verbs, i.e. possibility, ability, request for permission, request, obligation, advice, willingness, unwillingness, logical necessity

Skills Development

Listening and speaking:
Changing English in a changing world

- **Pre-listening:** facts about the English language
- **Listening:** English as an international language
- **Patterns to notice:** introducing points in an argument

Listening: My first public performance

- **Pre-listening:** discussing and sharing experiences, predicting
- **Listening:** a comedian describing his first stage performance in a school play
- **Patterns to notice:** emphatic sentences

Listening and speaking:
Improving your communication skills

- **Pre-listening:** discussing how confident or nervous students would feel in given situations and explain why
- **Listening:** a radio interview with an expert on communication skills
- **Patterns to notice:** abstract nouns and relative clauses

Task and Further Work

Preparation for task:
complete a "Learner questionnaire"

Task: devise an action plan to improve your English

Wordspot:
world, earth, ground, floor

Real life: varieties of English

Preparation for task:
match short descriptions to pictures

Task: tell a story to make people laugh ... or cry

Wordspot:
idioms with *laugh, cry* and *tears*

Song: The Tears of a Clown

Writing: A diary entry

Preparation for task:
read about difficult situations and discuss solutions

Task: decide what to say in a difficult situation

Optional writing: write a dialogue

Writing: emails

Real life: getting people to do things

Extension and Reflection

Grammar Extension Bank:
continuous verb forms

Resource Bank:

Reading: How the mobile phone changed the world

Speaking: Is globalisation good or bad?

Vocabulary: foreign words and phrases

Do you remember?

Grammar Extension Bank:
perfect verb forms

Resource Bank:

Reading: The Adventures of Tom Sawyer

Writing: writing a book review

Speaking: The secret of happiness

Vocabulary: humour

Do you remember?

Grammar Extension Bank:
modals

Resource Bank:

Reading: Rules and regulations

Writing: writing an email

Speaking: Cultural dos and taboos

Vocabulary: body talk

Do you remember?

Unit 25

Going Global

In this unit, you will ...

- ▶ Read an extract from a travel book
- ▶ Listen to an interview
- ▶ Do a task on preparing an action plan to improve your English
- ▶ Learn vocabulary about globalisation
- ▶ Practise continuous verb forms
- ▶ Practise introducing points in an argument
- ▶ Differentiate usage of these words: *world, earth, ground, floor*
- ▶ Learn about varieties of English

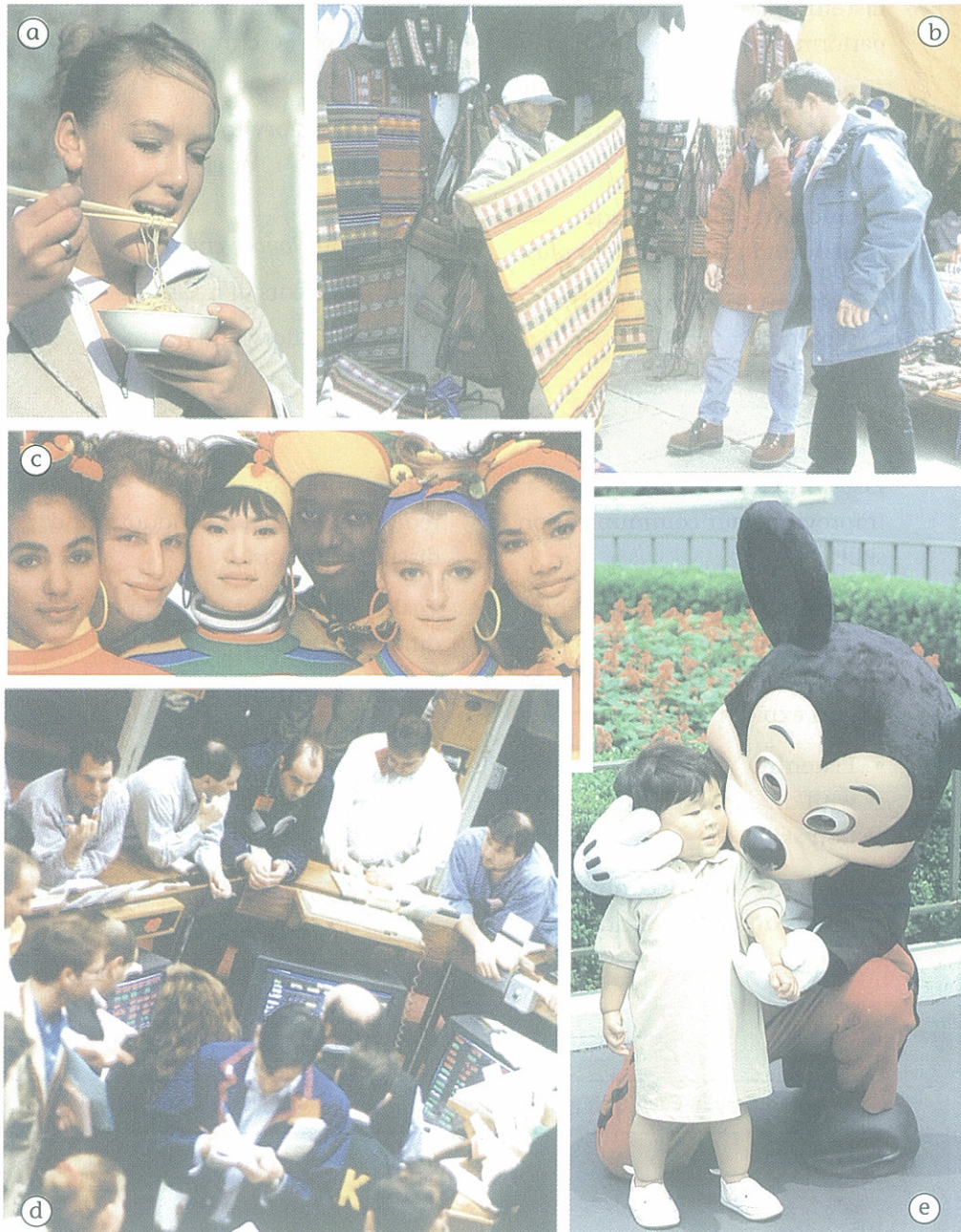
Vocabulary and listening

What does globalisation mean to us?

1 a) Globalisation is the term we use to describe how the world is becoming more and more international. Find which of the pictures (a-e) the following texts describe.

- This is an international clothing store and the people in the picture all have different nationalities. This relates to the idea of globalisation because people of different cultures and races can wear the same kind of clothing.
- This is a famous character from Disneyland, a symbol of America, with a Chinese child. This relates to the idea of globalisation because people from different parts of the world are being exposed to the entertainment industries in other parts of the world.

b) How do the other pictures relate to the idea of globalisation? Describe what you see.



2 Check the words and phrases in **bold** if necessary. Which of these things do you and your family members do? Compare answers in groups.

- watch foreign films and TV programmes
- listen to music from around the world
- buy international **brands** like Nike
- eat food **imported** from across the world
- go shopping in a **neighbouring** country
- watch **domestic** sport from another country, e.g. Italian league football in Spain
- eat in international **fast food chains**
- eat in different **ethnic** restaurants
- use English to communicate with other **non-native** speakers
- work for a **multinational corporation** with people from different countries
- travel abroad to work or study


3 Which of these phrases do you associate with the pictures? Compare your answers in groups.

international investors	small local businesses
locally-produced goods	variety of cultures
multi-ethnic societies	a high standard of living
a traditional way of life	a clash of cultures
emigration and immigration	Americanisation
worldwide communication networks	mass tourism

4 a) Which ideas do not reflect globalisation? Why?

b) Make a list of five advantages of globalisation, and five disadvantages. Compare answers.

Advantages	Disadvantages

5 a)  You will hear four extracts in which people talk about what globalisation means to them. Listen and make notes about headings 1 and 2 below.

Example: Richard

1) Topics mentioned	American TV and films, other foreign films
2) Attitude (positive/negative/mixed)	positive
3) Main points they make	great to have a wide choice

b) Listen again and make notes about heading 3. Did anyone say anything you disagree with?

6 What are the differences between these pairs of words and phrases?

emigration	immigration
imports	exports
multinational	multi-ethnic
variety of cultures	conflict of cultures
a brand	goods
a business	a corporation
your standard of living	your way of life

Reading and speaking

1 a) One by one, read the extracts below from a travel guide to a famous city. Can you guess which city it is?

- smartly dressed business people head for their offices, mobile phones held to their ears
- many of the road signs and advertising billboards are now in English
- a wealthy, international city and a popular tourist destination in Asia
- construction cranes and 24-hour work crews are seen all over the city
- elegant shopping malls and five-star hotels reach for the skies
- maps of the city go out of date almost as soon as they are published
- a fascinating mix of the past and the present
- bicycles that were the main form of transport a few decades ago are now prohibited on the highways

b) Look at p.7 to check the identity of the city.

Unit 25 Going global

2 Read the text taken from a travel guide to Beijing. Which of the following statements do or do not reflect the author's views? In pairs, discuss why.

- Beijing is the same today as it has been for centuries.
- These days, you see nothing of the past in the streets of Beijing.
- It's hard to keep up with the pace of change in modern Beijing.
- Beijing is a global city.
- Life in Beijing today is less comfortable than it was in the 1970s.
- Beijing is an amazing place that most visitors love.

3 Underline words and phrases in the text which show that the following sentences are true.

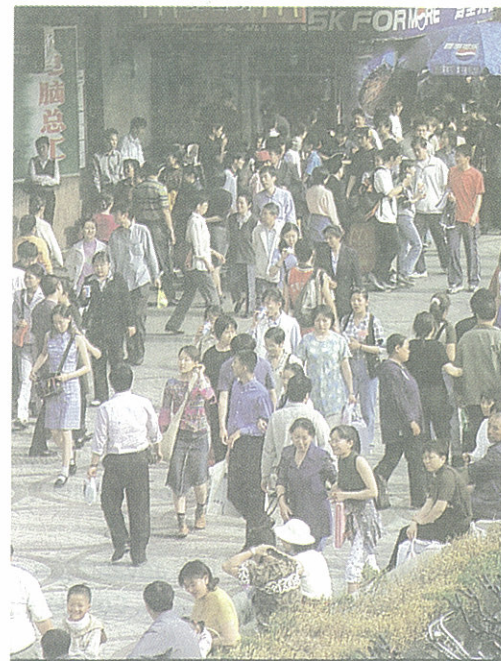
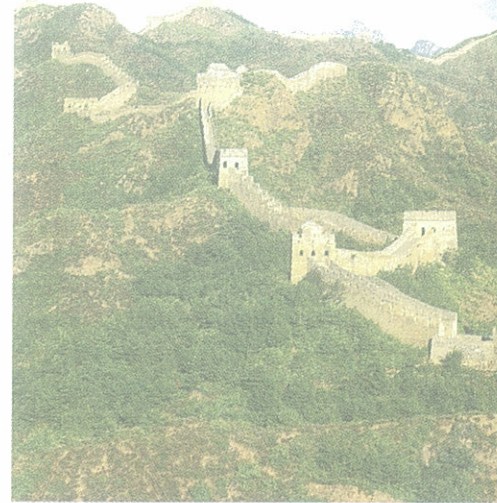
- Lots of people from all over the country come to Beijing to pursue their dreams.
- Beijing is one of Asia's tourist attractions.
- Both modern trends and old Chinese traditions can be seen in Beijing.
- The builders are working very hard.
- Many new buildings are luxurious.
- Traditional homes have been replaced by modern apartment blocks.
- In the 1970s no one expected to have a TV set or washing machine.
- A lot of people now have a TV set and a washing machine.
- Beijing offers some of the most fascinating sights in China.
- You can get many international products in Beijing.
- New hotels and department stores are very tall.
- Travellers from America and England will be able to read signs in Beijing.

4 What are the main changes that have taken place in Beijing over the last few decades? Comment on the following:

- buildings
- household appliances and other products
- transport

5 Discuss these questions in pairs.

- Do you think the changes described are mainly positive or mainly negative?
- Do they make you more or less interested in visiting Beijing?
- Are any of these changes happening in your town or city?
- What signs of globalisation do you see in your town or city? For example, are there any international restaurants or clothing stores?
- Do you think that these examples of globalisation have had a good or bad effect on your town or city?



A changing city

1 For centuries, Beijing has been one of China's most important cities. Originally a place for emperors and officials, today it is a wealthy, international city and a popular tourist destination in Asia. It is a popular destination within China too. People from all over the country are moving to Beijing in search of jobs and opportunities as this exciting city is a place where dreams can come true. New businesses, restaurants and shops open every day and there is a sort of energy about the place that is infectious. Throughout the city, smartly dressed business people head for their offices or the nearest department stores, mobile phones held to their ears and visitors can only watch and imagine the deals and fortunes being made at that very second.

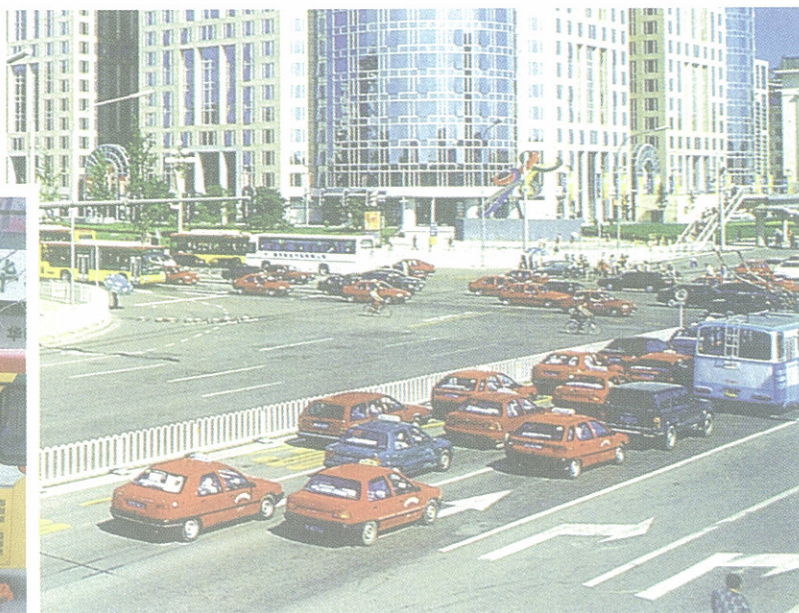
2 Beijing's streets provide a fascinating mix of the past and the present. In beautiful parks, old couples in colourful clothing dance to music from a radio while youngsters in the latest fashions stroll by listening to rock music on their headsets. In tea houses, groups of old men play chess while the MacDonal'd's next door is filled with laughing teenagers sipping milkshakes. Walking through the broad streets lined with designer stores and multi-storey skyscrapers, you can take a turn and suddenly find yourself in a century's old lane where a fruit seller chats happily to an old woman sitting in the sun, stroking her cat. But then a voice will call and the old woman will move inside to watch the latest episode of her favourite program on TV.

3 Beijing has changed rapidly in the last twenty years or so. Travellers of the 1920s remember it mainly as a city of busy lanes with homes built around courtyards, but these have given way to the high-rise apartment blocks of the 21st century. TV sets and washing machines – unimaginable luxuries in the 1970s – are now commonplace and the bicycles that were the main form of transport a few decades ago are now prohibited on the highways that circle the city. Luxury products that were not even imagined 30 years ago, are now available to anyone who has the desire and spare cash to buy them.



4 The Beijing of today is still changing, so rapidly, in fact, that maps of the city go out of date almost as soon as they are published! A street that had two restaurants last month may have four or more this month! Construction cranes and 24-hour work crews are seen all over the city working to build the dreams of the Chinese nation. Elegant shopping malls and five-star hotels reach for the skies and many of the road signs and advertising billboards are now in English, making Beijing more accessible to foreigners. Public transport is efficient, new businesses are growing, and every modern convenience and international brand is available in this booming global city.

5 Foreigners enjoy Beijing as the city offers much to see and do. It is definitely one of the most fascinating places in China and has some of China's most stunning sights, including the Forbidden City, the Summer Palace and the Great Wall. In addition to these cultural sights, the shopping centres and hotels are magnificent and the restaurants are superb. Visitors often come to Beijing with the single desire to see the Great Wall, one of the ancient wonders of the world, but once they've arrived, they realise that this is only one of the city's attractions. In fact, the only complaint that visitors ever seem to have about Beijing, is that they simply run out of time before seeing it all.



Grammar extension

Continuous verb forms

1 Look at the verbs in **bold**. Find examples of:

a simple form	a continuous form
the Future Continuous	a continuous passive
a continuous infinitive	the Present Perfect Continuous

- Everywhere you go nowadays people seem **to be speaking** English.
- Many experts are worried because so many languages in the world **are disappearing**.
- Every city centre **seems** the same these days.
- Old buildings **are being pulled down** and replaced by modern new ones.
- Another new shopping mall **is coming** soon.
- Beijing may well **be changing** faster than any other city on earth.
- When I **was growing** up there were no fast food chains in my town.
- Advertisers **are always trying** to sell us some new brand of clothes or shoes.
- In thirty years' time I don't suppose anyone **will be wearing** traditional dress any more.
- Recently the government **has been taking** measures to preserve the local way of life.

2 Find a continuous form that describes an action in progress: a) at a point in the past, b) at a point in the future and c) at the present moment.

3 a) How does the meaning of sentences a), b), d) and f) in Exercise 1 change if you put the verb into the simple form?

b) Why can't you put sentence c) into the continuous form? Do you know any other verbs like this?

4 a) Which sentence in Exercise 1 describes:

- a situation which is gradually changing?
- a repeated habit which is strange or annoying?
- a definite plan for the future?

b) Think of three examples of:

- changes that are taking place in the world today.
- plans for new buildings/developments in your town.

► Grammar extension bank pp.14–17

Listening and speaking

Changing English in a changing world

1 Discuss in groups. In what circumstances will you use English in the future? Think about work, travel, social situations, the Internet, etc.

2 Read the facts about the English language. Just one piece of information is false. Can you guess which? Do any of the facts surprise you? Why?

Did you know ...?

1 There are far more non-native speakers of English in the world today than native speakers. About 350 million speak it as their mother tongue, whereas it is thought that around 1.5 billion speak it as a second or foreign language!

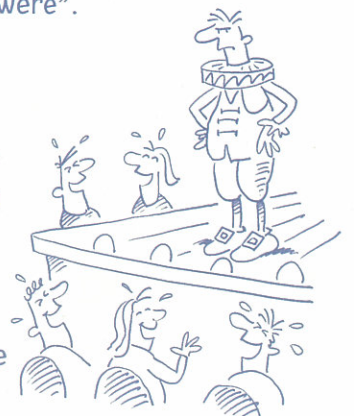
2 It is believed that around 80% of the data on the world's computers is stored in English.

3 It has been estimated that about 20,000 English words spread into other languages every year.

4 Special simplified forms of English exist to help various professions to communicate internationally, for example "air-speak" for pilots and air-traffic controllers; "police-speak" to help deal with international crime, and "doctor-speak" to simplify communication between doctors.


5 The grammar and vocabulary used by native speakers varies a lot, even in the UK. In some local accents people say "we was" or "they was"; a few kilometres away, they say "he were" and "she were".

6 Modern British people probably wouldn't have been able to understand the English spoken in Shakespeare's time. Many words had different meanings, for example, "nice" meant "foolish" in the sixteenth century!



3 Read these statements and mark them (✓) if you agree, (X) if you disagree, and (?) if you are not sure. Compare answers in pairs.

- I am more likely to use English to speak to native speakers (e.g. British and American people) than I am to speak to other non-native speakers.
- All learners of English should try to pronounce the language as closely as possible to the way native speakers do.
- It is important for learners of English to have a good command of British and American idioms.
- People can't understand you when you speak a foreign language unless you use the grammar correctly.
- English doesn't just "belong to" British or American people. It belongs to everyone in the world who uses it.
- When I speak English I don't want to imitate a British or American person. I want to keep my own identity.

4  Listen to Dr Jennifer Jenkins talking about "English as an International Language". Which statements above does she agree/disagree with? Why?



5 a) Dr Jenkins mentions the following language areas as examples. Have you had problems with any of them?

the pronunciation of *th*
British and American idioms
uncountable nouns like *information*
the third person 's' in the Present Simple

b) What does Jennifer Jenkins think may happen to these things while English as an International Language develops? How does she think dictionaries in the future will be different? Listen again if necessary.

6 a) Do you agree with Dr Jenkins? Has she made you change your mind about any of your answers to Exercise 3 above?

b) Interview your teacher and find out what he/she thinks. Think of at least three questions to ask him/her.

Patterns to notice

Introducing points in an argument

- 1** Notice how the points are introduced:
Well, there are two things. **One thing** is that ... they're intelligible to each other.
The second thing would be that ... nobody owns English any more.
One advantage would be that ... learners have less to do.

How do these introductory phrases help the listener?

2 Here are some similar ways of introducing points:

One important	point to consider	is that ... would be that ... might be that ...
Another (important)	reason	
The most important	disadvantage	
The second	drawback	
A further	problem	
The main	concern/issue	
	consideration	
	explanation	

One important issue is that many people use English over the Internet.

Another problem is that there are so many different varieties of English.

Which ways do you think are the most/least formal?

7 Introduce each of these arguments **for** and **against** globalisation in a different way.

For

- ... people are much more aware of other cultures and ways of life.
- ... there are more and more opportunities to travel.
- ... there is a lot more choice available than there used to be.

Against

- ... a lot of small local businesses cannot compete with big multinationals.
- ... big multinational corporations have so much power.
- ... a lot of local skills and customs are being lost.

8 Give your opinions on one of the questions below. Aim to speak for 30 seconds to one minute, but first decide what you will say. Try to use some of the phrases from the box above to make your points.

- Is it a good thing to have English as a global language?
- Will the Internet increase the spread of globalisation?
- Should each country/region try to preserve their traditions and way of life? How?

Personal vocabulary

Useful language

a Giving personal views

I'm (not) the kind of person who ...

One thing I'm good at is ...

One of my worst faults is that I (never) ...

I feel pretty happy about my ...

For me, I (don't) feel ... is very important/useful

Personally, I'd like to concentrate on...

b Explaining your targets

My main aim is to ...

... is one of my main priorities because of ...

Another important area for me is ...

So for that reason, I'm aiming to ...

Another thing I thought might be a good idea is to ...

I'd find it really useful to look at ...

Task: devise an action plan to improve your English

Preparation for task

- 1 Look at the Learner questionnaire on p.11. Have you done a questionnaire like this before? Why do you think this is useful?
- 2 Answer the questions about yourself.

Task

- 1 Compare answers in pairs. Read the Learning tips on pp.68 – 69. Underline like this (_____) useful advice for yourself, and like this (~~~~~) useful advice for your partner.

► Useful language a

- 2 Help your partner to devise an "action plan" to improve his/her English during this course. Write your own action plan on a piece of paper to give it to your teacher. Make notes under the headings below.

► Personal vocabulary

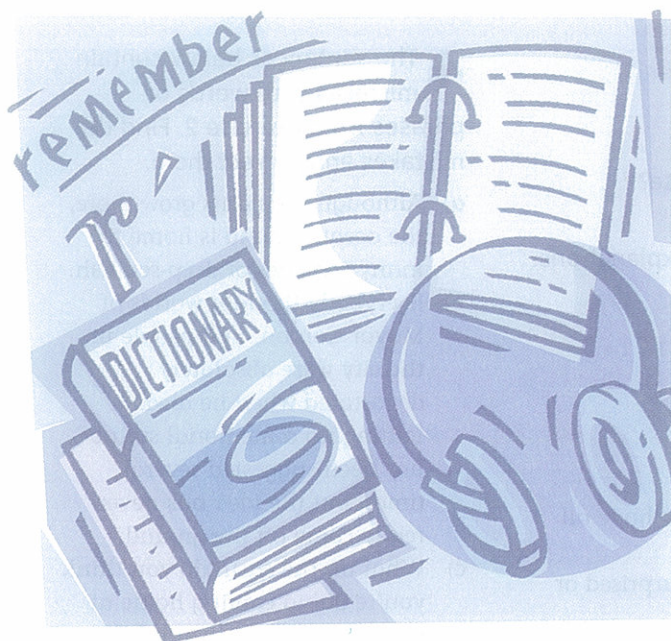
ACTION PLAN

Name:

- 1) *Areas where I feel confident*
Areas where I need to improve
- 2) *Areas in this course syllabus I particularly want to study*
Other useful features of the book
- 3) *Questions to ask my teacher*
- 4) *SIX targets for this year (Be realistic!)*
In class
 - 1) *Speak more in group work; answer more questions in class*
 - 2)
 - 3)Outside class
 - 1) *Do my homework – esp. writing exercises!*
 - 2) *Buy a monolingual dictionary and use it for homework*
 - 3)

- 3 Present your targets to the class, or in groups, explaining why you have chosen these areas to work on. Write out your targets and stick them on the inside cover of your coursebook.

► Useful language b



Learner questionnaire

1) Why are you learning English?

- a) When I finish school I want to study _____ and English will help me to
- b) When I finish university I want a career in _____ and English will help me in my career because
- c) I might want to travel overseas one day and English would help me to
- d) I think it's important to follow what's

happening in the world and to learn about other cultures. If I can read English I can

2) What intelligences do you have?

Read each statement and decide if it is very true (2), somewhat true (1) or not true (0) for you.

Linguistic Intelligence

- I like to write stories and reports.
- I read something every day that isn't schoolwork.
- I am a good letter and email writer.
- I always read billboards and advertisements.
- If I hear a song a few times I remember the words.

Musical Intelligence

- I can tell if someone is singing out of tune.
- I play a musical instrument and enjoy it.
- Listening to music makes me feel good.
- I know the tunes to many different songs.
- I often sing in the shower or when I'm alone.

Logical/Mathematical Intelligence

- I can calculate numbers easily in my head.
- I like math classes in school.
- I like quizzes and chess.
- I am interested in new developments in science.
- I only believe an answer is correct if it can be calculated in some way.

Spatial/Visual Intelligence

- I like to draw and am good at it.
- I prefer textbooks with many pictures.
- I take lots of photos on trips and vacations.
- I pay attention to the colours I wear and colours other people wear.
- I am good at geometry in math class.

Add up your score for each type of intelligence. The higher your total score, the stronger is your intelligence in that area.

Wordspot

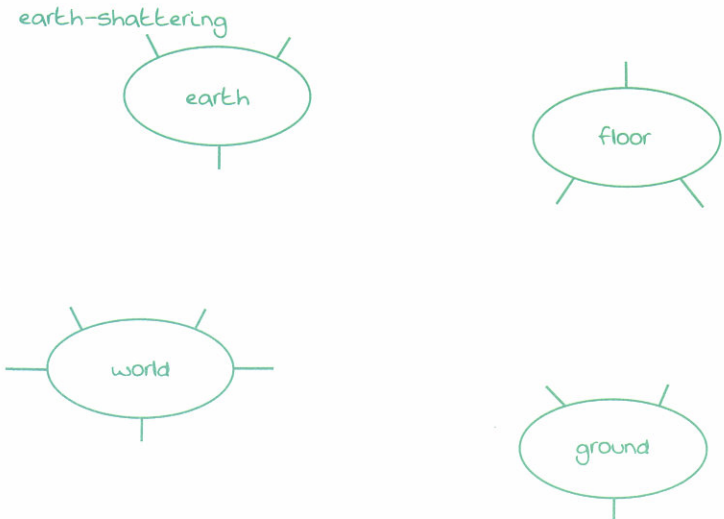
world, earth, ground, floor

- Are there exact equivalents for these four words in Chinese?
- Choose words or phrases from the box to complete the explanations.

ocean floor floorboards earth in the world
 on the ground think the world worldwide on earth
 top of the world this world the earth dance floor
 grounded off the ground

- You have plenty of time, and so you don't have to hurry: you have all the time
- Added for emphasis to a question, or to show you are very surprised or annoyed: e.g. What is she wearing?
- An idiom to say that something is very expensive: it costs
- The land at the bottom of the sea is known as the
- If you have great affection and respect for someone, you of them.
- At a club/disco, the place where people dance: the
- If parents punish their child by not letting him/her go out, (s)he is
- An informal way of saying that something is so good it's unbelievable: out of
- If a plan or business starts to succeed, it gets
- If you feel absolutely fantastic, you feel like this: on
- To keep your feet means to be realistic and practical, not over-ambitious.
- If something happens or exists in most or all countries, it happens
- The planks of wood in a wooden floor are called
- An event or news which is -shattering is extremely shocking and important.

- Complete the diagrams below with words and phrases from Exercise 2.




- The sentences below contain mistakes with words or phrases from Exercise 2. Find the mistakes and correct them.

- Although no plants grow there, the ocean ground is home to many varieties of deep-sea fish.
- Everybody thought worlds of Mayor Conlon, and people in the city were absolutely devastated when he died. Putting up a memorial statue has been suggested several times, but the idea has never really come off the ground.
- What on the earth do you think you're doing coming home at this time in the morning? You were supposed to be home at 12! You're floored for the next week, young man!
- The police became suspicious when they noticed that there were several loose flooring-boards.
- A holiday in Hawaii would suit you perfectly: there's constant sunshine and, if you go at the right time, it needn't cost the world to get there.
- After the earth-smashing events of last month, there has been wideworld condemnation of the terrorist attacks.
- It needed something very special to win the game, and United's winning goal was truly out of this planet.
- Understandably, new pop star Jake Salinas is feeling at the top of the world at the moment. His song *Bring Me Back Home* was an enormous hit on the dancing floors of Europe this summer. "All this fantastic success could easily have changed me, but luckily I have my wife and child to help me keep my feet on ground," he told *Pop Star* magazine.
- Take it easy, relax ... we've got all the hours in the world to get to know each other.


Real life

Varieties of English

1 a)  The radio programme *From Our Reporter in ...* features news reports from around the world. Listen to the three items from the US, India and Australia, and make brief notes in the table.

	American story	Indian story	Australian story
Where the event is happening			
Main event described			
Key numbers/statistics			

b) The three reporters spoke American English, Indian English and Australian English. Can you hear any differences between the way they speak and standard British English?

2  a) Compare the pronunciation of the phrases below. Tick if you can hear the difference. Can you imitate American/Indian/ Australian pronunciation?

British English and American English

- globalisation policies
- police were on duty
- four European finance ministers

British English and Indian English

- more than 70 million Hindus
- the religious festival
- a thirty-square-mile tent city

British English and Australian English

- the past fortnight
- eight hours
- no lives have been lost

b) Which accent do you like best? Why?



Continuous verb forms

A General

- 1 We use continuous verb forms to describe actions which we see happening over a period of time.

*I hear you're **doing** a cookery course.*

*We **were watching** an interesting series about crime.*

*I've **been trying** to phone you. (over a period of time)*

*When you finish work, we'll **be waiting** for you outside.*

With simple verb forms we are not interested in this sense of duration.

- 2 We may also see the situation as:

a) temporary

*We're **staying** with my uncle while our house **is being decorated**.*

b) happening around a point of time

*At 12 o'clock, James **was still working** on his computer.*

*Don't phone me at 12:00. I'll **be having** a meeting.*

c) involving change or development

*She **was getting** more disobedient every day.*

*There's no doubt the world's climate **is changing**.*

d) incomplete

*We **were having** a very interesting conversation. (= before you interrupted)*

*I've **been reading** Nelson Mandela's autobiography. (= but I haven't finished it)*

The idea of incompleteness is especially important with continuous perfect forms. Simple perfect forms emphasise completion (and therefore the result of the action).

*The local council **have spent** a lot of money on new roads. (= now they are finished)*

*We'd **downloaded** some files from the Internet. (= this is completed)*

Continuous perfect forms emphasise the action itself.

*The local council **have been spending** a lot of money on new roads. (= this is how they have been spending their money – perhaps the roads are not complete)*

*We'd **been downloading** some files from the Internet. (= this was how we spent our time, but perhaps we didn't finish)*

- 3 The continuous infinitive (*to be* + *-ing*) also emphasises that an action is in progress at a particular time.

*Wherever you go nowadays, everyone seems **to be speaking** English. (= they are speaking English when you hear them)*

Compare this to:

*Wherever you go nowadays, everyone seems **to speak** English. (= they are generally able to speak English)*

► Exercises 1–3 p.16

B Special uses of continuous forms

1 *always* + continuous forms

always + the simple form simply indicates that something happens regularly.

*I **always start** work early.*

However, *always* + the continuous form is also common. This stresses the repetitiveness of the action and often indicates that the speaker finds the repeated action surprising, strange or irritating.

*Stanley **was always dreaming** up strange schemes to make money.*

*Christian's **always smiling**.*

*I'm **always locking** myself out.*

We use *constantly*, *forever*, *continually*, etc. in the same way.

*How can I be expected to work if you're **constantly interrupting**?*

*My parents **were continually criticising** me.*

► Exercise 4 p.17

2 Past Continuous for polite requests

We can use the Past Continuous to make requests more polite and tentative.

*I **was wondering** if you could recommend a good restaurant.*

*I **was hoping** you might help me with this application form.*

3 Present Continuous for future arrangements

The Present Continuous is commonly used to describe arrangements for the future.

*They're **opening** that new supermarket next week.*

*What **are you doing** over Christmas?*

In this case, either there is a future time phrase in the sentence, or it is clear from the context that we are talking about the future.

4 Modal verbs

With modal verbs, the continuous infinitive can have a different meaning from the simple infinitive.

They **might be staying** at the Sheraton Hotel. (= present possibility)

They **might stay** at the Sheraton Hotel. (= future possibility)

What a terrible noise! They **must be having** a party. (= logical necessity)

We **must have** a party soon. (= personal obligation)

► Exercises 5–6 p.17

C Verbs which change meaning in continuous and simple forms

1 State verbs

Verbs which describe states only occur in the simple form.

Nick **seems** very friendly.

I **didn't know** Claire's dad. He died before we met.

The most common state verbs are:

- *be*
- verbs of possession and unchangeable states (*have, weigh, measure, fit, etc.*)

Oh dear, this dress **doesn't fit** any more.

- verbs to do with the senses (*appear, see, look, smell, taste, etc.*)

The minister **appears** puzzled by the accusations against him.

- verbs describing thoughts and processes (*think, feel, expect, etc.*)

I **expect** he'll soon be here.

2 Verbs to describe states or actions

If the verbs above are used in the continuous form, they become "actions" of some sort.

- a) The verb *to be* occurs in the continuous form when it refers to behaviour which is temporary and/or deliberate (i.e. a kind of "action").

Why **is** everybody so unhelpful? (= they are always like this – a state)

Why **is** everybody **being** so unhelpful? (= they are not normally like this)

Note that *is being* cannot be used when there is no volition (deliberate will) involved.

The weather is ~~being~~ very wet at the moment.

- b) Other verbs have a different meaning in their continuous and simple forms.

STATES

It **looks/appears** to be OK. (= seems)

I **see** a bright light. (= with my eyes)

I **think** that's all. (= suppose/guess)

I **expect** you're tired. (= imagine)

I **have** always **admired** Roosevelt. (= have a good opinion of)

I **have** a large family. (= possess)

It **weighs** 82kg and **measures** 3 metres. (= fact)

My suit **doesn't fit** me any more. (= it's not the correct size)

ACTIONS

And the referee **is looking** at his watch ...

She's **appearing** in public for the first time. (= performing)

I'm **seeing** Thomas tonight. (= meeting)

I'm **thinking** about what you said. (= considering)

I'm **expecting** an important phone call. (= waiting for)

I **was just admiring** your new car. (= look at with appreciation)

She's **having** a bath. (= taking)

The nurse **is weighing** and **measuring** the baby. (= an activity)

A man **is fitting** a new shower unit. (= installing)

Notice!

A few verbs which describe physical feelings (*feel/hurt/ache*) can be used in either the simple or continuous form to talk about the present moment. There is no difference in meaning.

Why are you lying down? My back **hurts/is hurting**.

Are you feeling/do you feel better today?

► Exercises 7–8 p.17

Continuous verb forms

1 Underline all the continuous verb forms in the article below, and decide why a continuous form is used in each case. Look back at the Language summary to help you.

A Tall Story

It's official. We are growing up. According to recent research, the world is getting taller as people lead healthier lives. The average height of Europeans, for example, has been climbing steadily, with an increase of more than 20 cm in 150 years. But manufacturers and retailers appear to be lagging behind – design standards for clothes are over 50 years out of date. Phil Heinrick, founder of the Tall Club in Britain, claims to get 100 letters a day from people who are suffering because of their height: "They want to know where to get shoes, clothes and furniture for tall people." Helena Kennedy heard about the Tall Club on the Internet, and was soon attending monthly meetings: "It's great to be with people who are at least as tall as me – in fact, when I got to my first meeting, someone was measuring all the new members to make sure that they were tall enough to join!" Tall people also hate being teased about their height: "When I was at school, other kids were always saying things like 'How's the weather up there?'" says Helena.



2 Choose the correct perfect form: simple or continuous.

- a) "Did you notice that Anna and Jaime seemed a bit tense?"
"Yes, I think they'd *argued/been arguing* again."
- b) "Do you want to come shopping?"
"I can't – I've *spent/been spending* all my money in the sales."
- c) "Why can't I go out tonight, Dad?"
"Because you've *come/been coming* home much too late and you haven't *done/been doing* your homework yet."
- d) "Why was Jeff so annoyed with you?"
"Because I'd *left/been leaving* a big pile of photocopying for him to do."
- e) "What have you *done/been doing* recently?"
"Oh, mainly working and going to the gym."

3 Complete the gaps with a verb from the box, in a simple or continuous form.

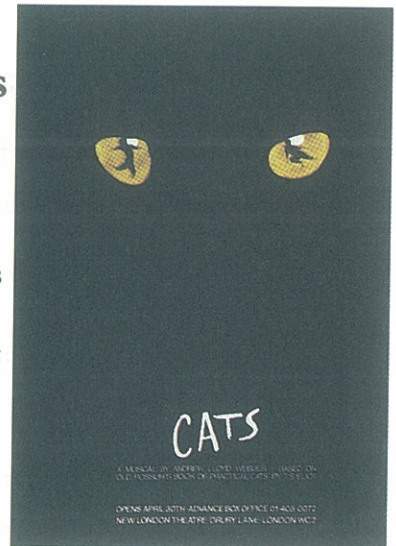
perform	lose	have	come	reach
promote	take			

No More Lives for Lloyd Webber's Cats

Andrew Lloyd Webber's rule over the West End appears 1)..... to an end after the announcement that he is closing the London production of *Cats*.

The musical, which 2)..... £1.4 billion around the world, is the second most profitable in show business history, but its West End production 3)..... money. Although many of the big shows 4) (still)..... well, some critics feel that London's blockbuster musicals 5)..... the end of their natural lives – even *Cats*, which seemed 6)..... many more than nine. However, Lloyd Webber probably has a few shows in him yet. He 7) (also)..... others, like the Bollywood musical *Bombay Dreams*, soon to open at the Apollo Victoria.

(adapted from the Daily Telegraph, Jan 16, 2002)



4 Change these sentences so that they are true for you, using the same continuous forms. Compare with a partner.

- a) I'm trying to save money for a holiday at the moment.
I'm trying to save money for a new computer.
- b) I'm always forgetting to switch off my mobile.
- c) When I was a child, my friends were constantly teasing me about my hair.
- d) I think public services in our city are improving.
- e) I'm spending too much time watching TV these days.
- f) I'm concentrating very hard on this exercise.
- g) People in China are definitely getting more health conscious.
- h) At about this time yesterday, I was having coffee with friends.

5 Match the prompts a-f with answers 1-6 below. Then make sentences from the prompts, using a continuous verb form. Practise the dialogues.

- a) I / wonder / like / go / meal
- b) You / always / lose / keys!
- c) My eyes / seem / get / worse
- d) I / hope / you / could / lend / money
- e) you / come / for a drink / after / work?
- f) we / wonder / you / could / babysit / for us / tonight?

- 1 Perhaps you need new glasses.
- 2 Sorry - I'm really short of cash at the moment.
- 3 I know, I know, but can you help me look for them?
- 4 Yes, that would be lovely.
- 5 Sure, no problem.
- 6 I can't, - it's my mum's birthday, and I promised to go straight home.

6 Which of the infinitives (with or without to) in the sentences below are better in the continuous form?

- a) She's not at her desk - she might have lunch.
- b) Where's Andrei? He's supposed to do his homework.
- c) I really must sort out the mess on my desk.
- d) You can't still wash your hair after an hour!
- e) Do you think Carl's likely to get here before ten?
- f) You seem to spend a lot of time on the phone these days.
- g) Joe? He's bound to play with his computer game.
- h) Right now, I'd like to lie on a quiet beach with a good book.
- i) I'd love to come with you to the park, but I'm busy.

7 Finish each pair of sentences a-g with the correct ending from 1-14. What are the two meanings of the verb in each pair?

- a) Oh! I wasn't expecting ...
I've got the new plans here, I expect ...
- b) That jacket looks ...
Sorry, I wasn't looking - ...
- c) Are you having ...
I don't have ...
- d) I really don't feel ...
I've got to sit down - I'm feeling ...
- e) I really admire ...
We were just admiring ...
- f) Will these books fit ...
They've been fitting ...
- g) I've been thinking ...
... and I think ...

- 1 a good time?
- 2 about what you said.
- 3 really dizzy.
- 4 that people are taking me seriously.
- 5 you to get here so soon!
- 6 the President for his honesty over the crisis.
- 7 in your bag? Mine's too small.
- 8 can you show me again?
- 9 you'd like to see them.
- 10 you're probably right.
- 11 air-conditioning at the office - it's chaos!
- 12 time to do that now - can someone else do it?
- 13 the wonderful view from this window.
- 14 great. You should wear it more often.

8 Complete each sentence with a verb from the box in either the present or past, simple or continuous form.

measure appear see look expect
feel have fit

- a) Although the others looked nervous, Hobson calm and relaxed.
- b) I through some old photos and I found this one of you and Elena.
- c) I thought I heard the doorbell ring. anyone?
- d) Chris and his new girlfriend a lot of each other at the moment.
- e) How about Lee's plans for the company?
- f) Can you keep the noise down? Mum a rest upstairs.
- g) "Why that space?" "It's for the new desk I've bought - I hope it"



How the mobile phone changed the world

1 Discuss the following questions in pairs.

- Do you know when the first mobile phones were produced? How long have you had them?
- What do you use your mobile phones for? How often do you use them?
- Are mobile phones an important part of everyday life for you and your classmates?

2 Read the article quickly and answer the questions.

- What has happened to the number of mobile phone users in two years?
- What basic human quality is extended by the mobile phone?
- Which section of society is mainly responsible for the spread of mobile phones?
- What do historians of technology believe about the growth in telephone use/mobile phone use?
- How has the mobile phone changed "the experience of being alone"?

3 Read the article again and answer the questions.

- How many mobile phone users were there worldwide when this article was written?
- Where was the number of mobile phone users doubling when this article was written?
- How or why are mobile phones used by the following?
 - students in Beijing
 - traders in Dubai
 - the migrant workers in China
 - South African miners
- Which section of society first saw the potential of text messaging?
- How many text messages does the World Wireless Forum think will be sent in 2004?
- Why are teenagers in Japan called "the thumb tribe"?
- What did mobile phone ownership in the West use to depend on?
- Why is the mobile phone compared to a body part?
- What do you think of the writer's attitude towards mobile phones? Is it positive or negative?
- What's your attitude towards mobile phones? Do you think there are facts or statements in the article which support your attitude?

4 Find these words and expressions in the article and try to work out the meaning from the context.

Use a dictionary to check your answers.

- | | |
|------------------|-----------|
| a) overtake | (Para.1) |
| b) leap | (Para.2) |
| c) boundary | (Para.2) |
| d) extend | (Para.3) |
| e) keep up with | (Para.4) |
| f) potential | (Para.6) |
| g) unification | (Para.7) |
| h) mobility | (Para.7) |
| i) commuters | (Para.7) |
| j) witness | (Para.8) |
| k) off the shelf | (Para.9) |
| l) in advance | (Para.10) |
| m) vague | (Para.10) |

5 Use the words from the article to complete the sentences.

community (Para.2), security (Para.5), assistance (Para.5), freelancer (Para.7), migrant (Para.7), crucial (Para.8), establish (Para.8), location (Para.10), indispensable (Para.11)

- _____ is something that gives or assures safety. It is freedom from fear or danger.
- _____ is aid or help.
- A _____ is someone who travels around in search of work.
- You can't do without something that is _____.
- A _____ is a group of people living in one area.
- A _____ is a specific place or site.
- If something is _____, it is extremely important.
- A _____ is an independent worker who does work for companies but is not employed full-time.
- To _____ oneself somewhere is to get settled and organised.

6 Discuss the following questions in pairs.

- Are there any "social" rules about mobile phone usage in China? What advice would you give to a foreign visitor about the use of a mobile phone?
- Can you think of any examples of how the mobile phone has changed people's social lives?
- Do you agree that the mobile phone has had a major impact on our lives? Has it become indispensable or would life be better without it?

How the mobile phone changed the world



Almost anyone can now buy a mobile phone off the shelf

Last month, the mobile telecoms industry had several good reasons to celebrate. The number of global phone users had doubled in two years to pass the 1 billion mark, China had just overtaken America as the world's largest market, and across Africa, the number of mobile phone users was doubling.

Across the world the mobile phone has leapt from being an impossible luxury in the early 1980s to what most people would now call a necessity. The mobile, once considered a toy for the rich, has today crossed social and geographical boundaries to find its way into the hands of the young, the old, the rich and the poor, even in communities largely untouched by new technologies.

It is amazing to see how fast and how far the mobile phone has spread. Because it extends a basic human quality – the ability to communicate – there are few aspects of life that it fails to touch.

Students in Beijing who are the only children in their families explain the importance of maintaining contact with their parents. South African miners tell how their mobiles enable them to stay in touch with their families who live hours away, often in huts with no telephone lines. Traders on their boats in Dubai

explain how their mobiles allow them to keep up with the movements of goods around the Middle East.

Teenagers have become the channel through which mobile phones have found their way into the wider society. For the young throughout the world, the sense of freedom of movement they get with a mobile are highly valued. In spite of many cases of phone theft in the UK, they value the security of knowing that assistance – often a lift home – is only a call away.

The young were also the first to see the potential of text messaging. More than 2 billion text messages were sent around the world in 2000 alone, and the World Wireless Forum expects that this will grow to nearly 8 billion messages in 2004, with much of this growth coming from users under the age of 25. In Japan the teenage generation has become known as “the thumb tribe” because of the speed and accuracy with which they text.

But teenagers and text messaging are only part of the mobile story. Historians of technology have noted that the telephone arrived at the exact period when it was needed for the reorganisation of great cities and the unification of nations. The mobile

arrived to suit a time of mobility. Never before have so many people been on the move, whether as commuters, workers, travellers, freelancers or migrants.

Mobile phones encourage and respond to this mobility. In China, which is witnessing vast movements of people, the mobile has become a crucial part of life: a way to keep in touch with families back home and also a means of establishing oneself in a new social environment. In

Thailand, many students say that their parents would only let them move to Bangkok when they were sure they could

keep in touch by mobile phone.

Even in the West, where phone ownership once depended on a fixed address and a high salary, almost anyone can now buy a mobile phone off the shelf.

Connecting people rather than locations, the mobile phone changes the way people organise their lives. Plans can be made or changed at any moment and while organising in advance used to be crucial to any social gathering, now only the vaguest plans are necessary. Mobiles even change the experience of being alone as they provide countless ways to pass the time.

It is ridiculous to compare a mobile to a body part, but carried on the person, often all the time, they are something to which people have grown attached. We have almost come to see our mobiles as indispensable extensions of our bodies and I, for one, feel as if something is missing if I ever leave home without it. There are those that complain about mobiles and long for the days when a phone ringing on a bus was unheard of, but even these people cannot deny that mobiles have changed the world.

Is globalisation good or bad?

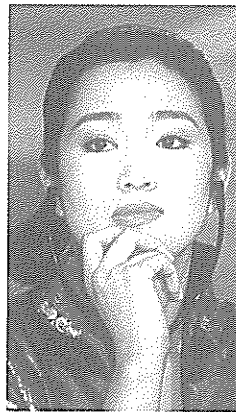
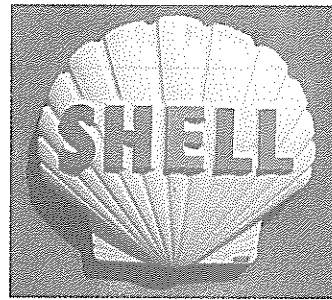
- 1 Look at the photos. What aspects of globalisation are reflected?
- 2 Read the statements and answer the questions in pairs:
 - Who is likely to have made each statement?
 - Where do they come from?
 - How old are they?
 - What is the main point they are making?
 - Do any of the photos illustrate the points they are making?
- 3 Which statements do you agree with, agree with to some extent, or disagree with?
- 4 With your partner, choose one of the statements (a–j) that you both agree with and say why.

We agree with statement _____ because:

- 5 Now choose a statement you both disagree with and say why.

We disagree with statement _____ because:

- 6 Take it in turns to present your views on globalisation to the rest of the class.



a) "Global products are good because you know that the quality is the same all over the world. I want to know that a hamburger is a good hamburger, not some strange local idea of a hamburger."

b) "English will never dominate the world. It'll never replace other languages because it forces other countries to adopt English cultures. People want their own culture and their own language. They only need English in business ... sometimes."

c) "It makes me sad when I see people in different countries wearing the same clothes, eating the same food and listening to the same tunes. In my day, we knew other countries did things differently and we were interested but we didn't want to do the same as them. The differences were good, not bad."

d) "Yeah, there's lots of American stuff but there's also loads of stuff from different countries. You can get Chinese food or Indian food or Somali or Japanese or anything. You can listen to South American music or pop from Hong Kong. This is globalisation at its best."

e) "When I was young, we didn't know much beyond the end of our street. Now we know it all. We see it all on the TV and read about it in the papers. It's better. It makes you feel part of something more important than the end of your street."

f) "Why should I have to spend a fortune on expensive trainers for my children just because some foreign company says they're good? What's wrong with the ones they make here? Globalisation can have very expensive results."

g) "If people knew more about other places and understood the differences, they wouldn't resent them. And if they didn't resent them, they wouldn't want to get revenge. I think this is where most of the world's problems come from."

h) "Everyone knows Tom Cruise. He's a good actor, true. But Gong Li is also good, she's great, but not too many people know her. The problem is she's not American. It's all wrong. It's nothing to do with how good you are, it's where you come from that's important."

i) "My parents never travelled. They never knew anything about other countries unless they went to the pictures or read the papers. My generation knows so much more about everywhere and we love it. My mum says "what's the point in travelling when you've got it all here now?", but I don't agree. Having it all here makes me want to go and see it all in the countries it came from. Globalisation has made me more interested in other cultures, not less."

j) "Okay, so local companies have gone out of business but the multinationals pay better and you know there'll always be a market for what you make. That's not a bad thing, is it?"

Foreign words and phrases

1 Discuss the following questions in pairs.

- Is another country's language similar to Chinese? In what ways?
- Are any English words used in Chinese? Do they have the same meaning as they do when used in English?
- Can you think of any examples of foreign words and phrases in English?

2 Look at the following sentences and try to work out the meaning of the words in **bold**.

- We can meet on an **ad hoc** basis, as and when we need to. There is no need to arrange dates now.
- I could read my young daughter the story of Beauty and the Beast **ad infinitum** and she wouldn't get tired of it.
- He talked **ad nauseam** about his achievements and how successful he was and how well he was doing. It was extremely boring.
- My **bête noire** is people using their mobile phones loudly and indiscreetly in public places.
- I saw his identification card. He was a **bona fide** representative of the company.
- My boss gave me **carte blanche** to organise an appropriate Christmas party for the staff.
- I'm sure I have been here before. Either that or I'm having a real sense of **déjà vu**.
- It was such a posh dinner party with so many important and influential people, I was terrified of making a **faux pas** and using the wrong fork or knife.
- The salary is eighteen thousand pounds **per annum**, which works out at fifteen hundred pounds a month.
- Despite the wind and the rain, he walked to work as **per** normal.
- She said that she liked very much London (**sic**) and wanted to stay here for a long time.
- The arrival of a new baby is likely to change the **status quo** quite considerably.

3 Compare your answers in pairs. Use a dictionary to check any words and phrases you did not understand.

4 Complete the sentences with the correct word or phrase from Exercise 2.

- If someone does something _____ they do it repeatedly over a long period of time.
- If you have _____ to do something, you have complete power to do exactly as you wish.
- If something happens as _____ normal, it means that it happens in the normal way.
- The _____ is the situation that exists at a particular time without any changes being made.
- If something is done on an _____ basis, it happens or is done only when the situation makes it necessary or desirable, rather than being arranged in advance.
- If something happens _____ it happens again and again in the same way, so that people get completely bored.
- A _____ is something that you especially hate or that annoys you a great deal.
- _____ is the feeling that you have already experienced in the past exactly the same sequence of events as is happening at present.
- A _____ is a socially embarrassing action or mistake.
- Something that is _____ is genuine or real.
- If you receive an amount of money _____ you receive that amount for the period of a year.
- You write _____ in brackets after a word or expression when you are quoting something that someone else has said or written.

5 Discuss the following questions.

- What is your *bête noire*?
- When did you last have a sense of *déjà vu*?
- What is the worst *faux pas* you have ever made?
- When were you last given *carte blanche* to do something?
- Do you do things on an *ad hoc* basis or do you prefer to plan and arrange everything first?

Do you remember?

Pages 4–5

- 1 What is the title of the unit and what does the phrase mean?
.....
- 2 What word is a synonym of *clash*?
- 3 The words in bold are all in the plural form. Which of them cannot be used in the singular?
a international investors b local **businesses**
c locally-produced goods
d communications **networks**
- 4 What phrase means: *the amount of wealth, comfort and things that a particular group or country has*?
.....
- 5 In the phrase *multi-ethnic*, what does the prefix *multi-* mean?
- 6 What is the noun form of the adjective *diverse*?
.....

Pages 6–7

- 7 Which city is described in the reading text?
.....
 - 8 Which word in paragraph 1 means *the place that you are travelling to*?
.....
 - 9 What three examples provide the impression of a fascinating mix of the past and present according to paragraph 2?
 - 10 What were considered “unimaginable luxuries” in the 1970s?
.....
 - 11 What word completes these compound nouns in paragraph 4?
a shopping
 - b road
 - c advertising
- 12 Which adjective in paragraph 5 means:
- a very interesting?
 - b very beautiful?
 - c very good?

Pages 8–9

- 13 Which sentence expresses annoyance?
- a He always does that.
 - b He's always doing that.

- 14 According to the text “*Did you know ...?*”, approximately how many people speak English as their first language?
- 15 What proportion of the data on the world's computers is in English?
a 8 % b 80 % c 88 %
- 16 What did the word *nice* mean 500 years ago?
.....
- 17 Which of the words below does **not** have a plural form?
a idiom b noun c information
- 18 What was the name of the expert on international English?

Pages 10–11

- 19 The task is to devise an
- 20 What reason for learning English is listed in section 1a) of the questionnaire?
.....
- 21 What word describes the intelligence which relates to language?
- 22 Correct the spelling of these words.
a questionnaire- b confidant (adj)
- c pronunciation

23 How many kinds of intelligence are listed in the questionnaire? What are they?
.....

24 On what pages of the Students' Book can you find the contents page?

Pages 12–13

- 25 What floor can you find at the bottom of the sea?
.....
- 26 Which is a way of describing shocking and important news or events: *earth-breaking*, *earth-shattering* or *earth-smashing*?
- 27 If you're *grounded* what are you not allowed to do?
- 28 What are *floorboards* made of?
- 29 Where do you keep your feet if you are realistic about what you can do and not overly ambitious?
.....
- 30 What word on page 13 means: *a very heavy shower of rain*?

Unit 26

Emotions

In this unit, you will ...

- ▶ Read some humorous texts
- ▶ Listen to a comedian's first stage performance and a song
- ▶ Do a task on telling a story to make people laugh or cry
- ▶ Write a diary entry
- ▶ Learn vocabulary of feelings
- ▶ Practise perfect verb forms
- ▶ Practise emphatic sentences
- ▶ Differentiate usage of idioms with *laugh*, *cry* and *tears*

Vocabulary and speaking

How would *you* feel?

1 How do the different people in the pictures (a-f) feel? Describe the people using three adjectives. You can use the words/phrases from the box or others you know.

relieved nervous proud
delighted cross overjoyed
stressed out furious insecure
determined angry peaceful
sorry for yourself/someone else
desperate scared depressed
shattered horrified relaxed
disillusioned let down surprised
disappointed pleased tired

Example:

In picture (b), the man is feeling depressed, disillusioned and let down.



2 a) Which adjectives in Exercise 1 can you group together according to meaning?

Example:

1 furious, angry, cross

2 delighted, overjoyed, pleased

b) Which ones have a “strong” meaning (S)? Which have a “weaker” meaning (W)?

Example:

desperate (S)

sorry for yourself (W)

c) Add other words you know to these groups.

Example:

1 furious, angry, cross, mad

2 delighted, overjoyed, pleased, happy

3 In groups, choose five of the situations below to discuss. What emotions would you go through at different stages (e.g. beforehand, during, afterwards)? Here are some useful phrases.

It wouldn't bother me much

I'd be looking forward to it

I'd feel a sense of ... (satisfaction/dread, etc.)

It would make me feel (as if) ...

How would you feel?

★ You've been practising for your piano competition for months and finally the big day arrives. Unfortunately, you fall and sprain your wrist on the way to school so you can't do the competition. You will have to wait till next year.

★ Your father gets a promotion at work which he is very excited about as it means your family will have more money. But it also means moving to a new city and going to a new school.

★ Your brother and sister-in-law ask you to look after their three pre-school children for the weekend while they go to a wedding. It turns out to be a wet, freezing weekend.

★ You fail an important exam because you haven't done any studying. To make matters worse, all your friends seem to have passed with flying colours.

★ A boy that is always rude to you at school does very badly in a presentation. Everybody laughs at him.

★ You are about to leave for a movie with all your friends when your mum burns her hand very badly on the stove. Only you and your mum are at home.

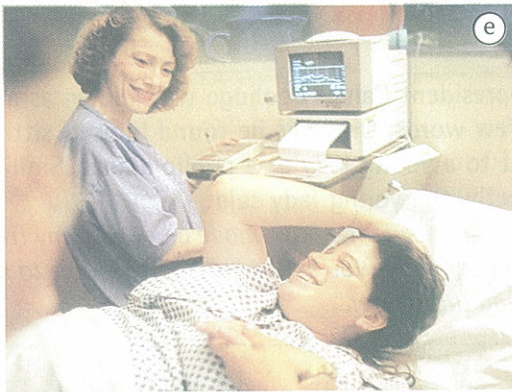
★ You have finally got to play for the soccer team of your dreams. In the first 10 minutes of your first match you score a vital goal, only to have it disallowed by the referee a few seconds later.

★ Your cousin finished university last year and has been trying to get a job for months. He goes for an important interview and doesn't hear anything for 3 weeks. He feels hopeless. Out of the blue, he gets a call from the company and he's got the job.

4 In pairs, choose three words or phrases from Exercise 1 that you did not use. Describe three situations like those above to other students. Can they guess which feeling you had in mind?



d



e



f

Reading

What makes you laugh?

1 Which of the following tend to make you laugh? Which would you never choose to read/watch? Compare answers, giving examples of your favourites.

- a **comic** book or your favourite **cartoon**
- a **humorous** column in your favourite newspaper or magazine
- a comedy actor like Zhao Benshan
- cross-talks
- comedy films
- a classic comedy play (e.g. by Shakespeare)
- articles or **sketches** sending up some serious contemporary issues

2 a) The texts on the right are intended to make people laugh, but the punchlines are missing. Can you guess any of them?

b) Match the punchlines in the box to the texts.

Punchlines

- 1 "You lose," replied the great man with a frown and he sat in his usual silence for the rest of the meal.
- 2 "You're not eating properly."
- 3 ... lie about your age.
- 4 Because I'm freezing!
- 5 No idea! (No-eye deer)
- 6 And found that his dream had come true.
- 7 ... lasts!
- 8 ... you wouldn't have in your home.

3 Check your answers on p.69. Which did you like best? Which didn't you like? Were there any that you didn't "get"? Can other students explain?



a) The secret of staying young is to live honestly, eat slowly, and

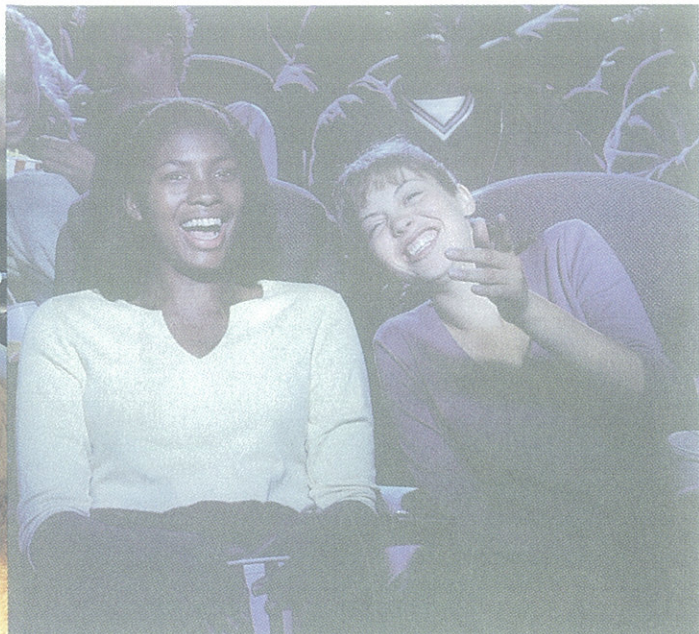
b) Television is an invention that permits you to be entertained in your living room by people

c) US president Calvin Coolidge was known as a man of few words. One day, he found himself sitting next to a young lady at a public dinner. Smiling sweetly, the young lady said:
"Mr President, I have made a bet with my friends that I can make you say at least three words to me during this dinner."

d) Laughter is the best medicine. He who laughs,

e) A man went to the doctor's with a cucumber in his left ear, a carrot in his right ear, and a banana up his nose. "What's wrong with me?" he asked the doctor. "It's simple," said the doctor.





Grammar extension

Perfect verb forms

1 Read the quotes about laughter and happiness. Which do you like best?

- a "One must laugh before one is happy, or one may die without ever having laughed at all."
Jean de la Bruyère
(French writer 1645–1696)
- b "The most wasted of all days is that on which one has not laughed."
Nicholas Chamfort
(French writer 1741–1794)
- c "To be happy, you must have taken the measure of your powers, tasted the fruits of your passion, and learned your place in the world."
George Santayana
(Spanish-born philosopher 1863–1952)
- d "If the caveman had known how to laugh, history would have been different."
Oscar Wilde
(Anglo-Irish playwright 1854–1900)
- e "To have been happy is the most unhappy form of fortune."
Boethius
(Roman statesman c.489–524)
- f "Telling bad jokes is not habit-forming. I should know. I've been doing it for years."
(American comedian)

2 a) Underline the perfect form(s) in each quote. Find examples of:

the Present Perfect Simple	the Past Perfect
the Present Perfect Continuous	a perfect infinitive
a perfect <i>-ing</i> form	

b) What do all perfect forms have in common in the way that they are **formed**?

3 With all perfect forms, the speaker is **looking back** from one point in time, to a time before that. In which quote is the speaker:

- a) looking back over a day?
b) looking back over the whole of his/her life?
c) looking back over history?

► Grammar extension bank pp.34–37

f) There once was a man from Peru
Who dreamed he was eating his shoe
He awoke with a fright
In the middle of the night
.....

g) "What do you call a deer with no eyes?"
"....."

h)

Baby polar bear: Mum, am I really a polar bear?
Mum polar bear: Of course you are!
Baby polar bear: Are you sure I'm not a koala bear or a panda bear?
Mum polar bear: Definitely not!
(the baby polar bear goes to his dad)
Baby polar bear: Dad, am I definitely a polar bear or is there a chance I might be a grizzly bear or a brown bear?
Dad polar bear: Well, I'm a polar bear and your mum's a polar bear so of course you're a polar bear! Why do you ask, son?
Baby polar bear:

Listening


My first public performance

1 Discuss these questions.

- Have you ever performed in public (e.g. given a speech or appeared in a play)? How did it go?
- Here are some things that could go wrong. Can you add any more ideas?
 - you forget your lines
 - you make a joke and no one laughs
 -
- Has anything like this ever happened to you or anyone you know? Which of these things would you find most embarrassing?

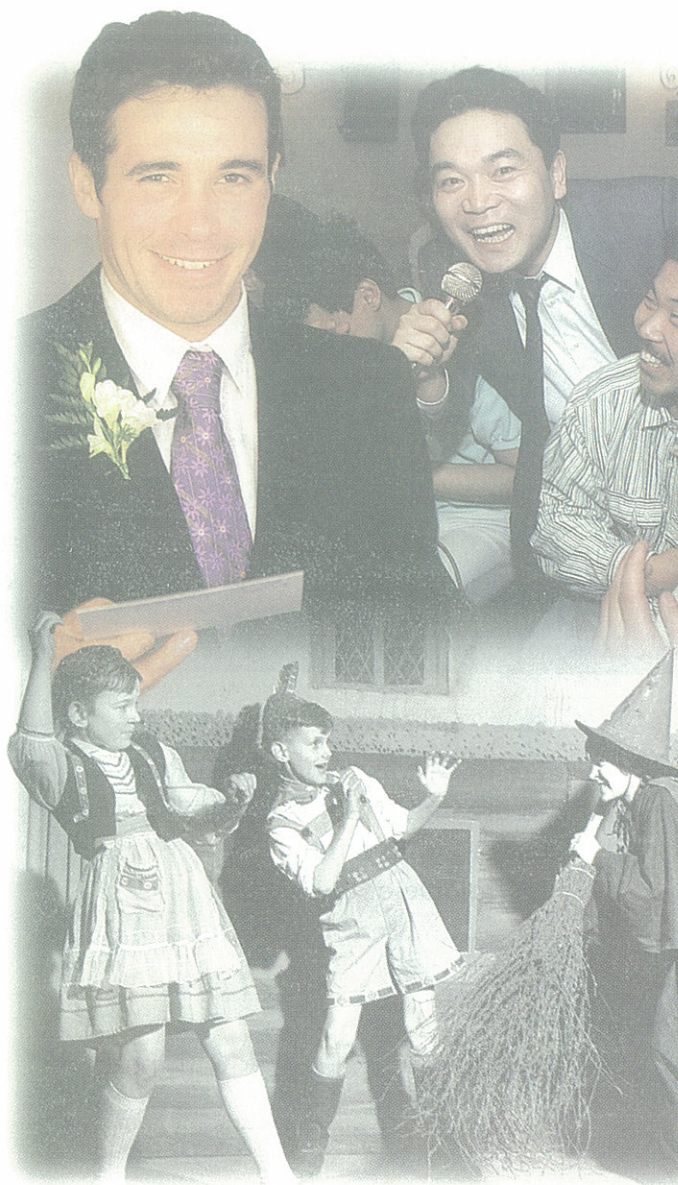
2 a) You are going to listen to a comedian describing his first stage performance in a school play. Use the following words and phrases to predict the story.

- a) took juggling balls to school to show friends
- b) asked to play the part of the court clown
- c) on the night of the performance
- d) walked to the centre of the stage
- e) threw the balls over my shoulder
- f) balls fell onto the stage
- g) started again
- h) one of the balls rolled off the stage
- i) audience screamed with laughter
- j) hopped off the stage to get the ball
- k) left the stage and rushed to the bathroom
- l) broad smiles on Miss Penny's face
- m) audience loved my performance
- n) decided to become a comedian

b)  Listen and see how close your prediction was to the real story.

3 Read the questions below and then listen again. Answer the questions.

- 1 What was the name of the play?
- 2 What part did the speaker play in the production?
- 3 Why did the mayor scare the speaker?
- 4 Who was the speaker's favourite teacher?
- 5 Why couldn't the speaker see properly?
- 6 How did the speaker feel before his performance began?
- 7 How long had the speaker been juggling before he was asked to be in the play?
- 8 How did the audience react to his performance?
- 9 What did the speaker do when he'd finished performing?
- 10 Was his performance a disaster?



4 The speaker often uses language for dramatic effect. Match the words and phrases with their meanings (a-f).

burst out laughing, blazing suns, packed, a disaster, screamed with laughter, grabbed wildly at

- a) My first performance was **bad**.
- b) The hall was **full**.
- c) I **tried to catch** the ball.
- d) The audience **started laughing**.
- e) The audience **laughed loudly**.
- f) I was staring at eight **lights**.

5 a) Who do you think felt the following emotions?

proud, embarrassed, amused, nervous, pleased, relieved

the speaker: nervous,
his parents:
Miss Penny:

the mayor:
the audience:

b) Imagine you are one of these people. Retell the story to other students from this person's point of view without saying who you are. Can they guess who you are?

Patterns to notice

Emphatic sentences

1 a) Compare these two ways of giving the same information:

Miss Penny asked me to play the part.

It was Miss Penny who asked me to play the part.

b) What is the difference in emphasis? What changes are there in the construction of the sentence?

2 Here are some other ways of making emphatic sentences with *it* and with *what*:

I didn't invite them. ► **It wasn't me who** invited them.

I began to suspect something then. ► **It was then that** I began to suspect something.

You should tell her the truth. ► **What you should do is** tell her the truth.

I like the way she smiles. ► **What I like (about her) is** the way she smiles.

6 Rewrite these sentences to make them more formal and emphatic. Use the word in each bracket to begin the sentence.

- You need a few days' rest and recreation. (*What*)
- Money is the thing people care about nowadays. (*It*)
- We need someone to help us, not someone to criticise. (*What*)
- I like the way he always listens sympathetically. (*What*)
- His attitude towards other people really annoys me. (*It*)
- I don't understand why you had to lie to me. (*What*)
- I didn't decide to take a short cut across the country! (*It*)
- The world needs love, peace and understanding. (*What*)

7 Complete the sentences below using your own ideas, as in the example. Compare your ideas.

- What I really dislike about my city is the terrible traffic and the pollution.
- What I like about my city is
- It's the (in China) that really me.
- What I'd really like to do in my English class is
- It's that I find really difficult in English.
- What China needs is
- It was who taught me to
- What I don't understand about (a famous person) is why (s)he

Wordspot

Idioms with *laugh*, *cry* and *tears*

1 In pairs, complete the gaps with *laugh*, *cry* or *tears*. Which phrases do you already know?

Which can you guess?

- a shoulder to on
- to be in floods of
- to have the last
- to your eyes out
- to be bored to
- it's noing matter
- to burst outing
- to burst into
- to your head off
- to be close to

2 a) Replace the phrase in **bold** with one of the idioms with *laugh*, *cry* and *tears*. (There may be more than one possibility.)

- I'm not sure you realise just how serious the parking situation is around here. It's **a very serious problem**.
- I don't know what the matter was, but when I went past her room, she was **crying a lot**. Poor Linda!
- Despite the bad reviews from the critics, the show was a great success, so Pinter **was proved right in the end**.
- When I asked Bill where Tara was, he **began crying suddenly**.
- Jenny was very upset when her father died, and Tom was very sympathetic. I think he gave her **support when she was depressed**.
- I really enjoyed taking my nephew to the cinema. He **laughed and laughed and laughed** at all the jokes.
- We tried to stay serious, but when we saw Ella wearing that ridiculous hat, we couldn't help it: we looked at each other and **suddenly started laughing**.
- The way John read the elegy was very moving – many people listening were **nearly crying**.
- It's such a sad story – I **cried and cried** at the end.
- I wish our teachers had made more effort at school to make maths lessons more interesting. I was always **completely bored**.

b) Check your answers with another student.

Personal vocabulary

Task: tell a story to make people laugh ... or cry

Useful language

Describing feelings

Feeling completely (mystified/desperate/ashamed), he/she/they ...

To his/her horror/surprise/amusement/relief ...

In desperation/despair, he/she ...

He/She was } in for a
They were } surprise/shock.

Time phrases

Before long ...

By this time ...

At that point ...

From that day on ...

From that moment onwards ...

Ten weeks/months/years went by ...

Ending the story

In the end ...

But the story doesn't end there, because ...



d



Preparation for task

1 a) Which of the following phrases could possibly relate to the story on the left?

- | | |
|---------------------------------|---------------------|
| starving and poor | laid out on the bed |
| ashamed of herself | play a trick |
| the student's past reports | begged for money |
| a great comic actor | in floods of tears |
| a messy child who needed a bath | a note |
| the smartest child in the class | a fatal illness |
| a half-empty bottle of perfume | had to retire |

b) Do you think it is a funny or a sad story?

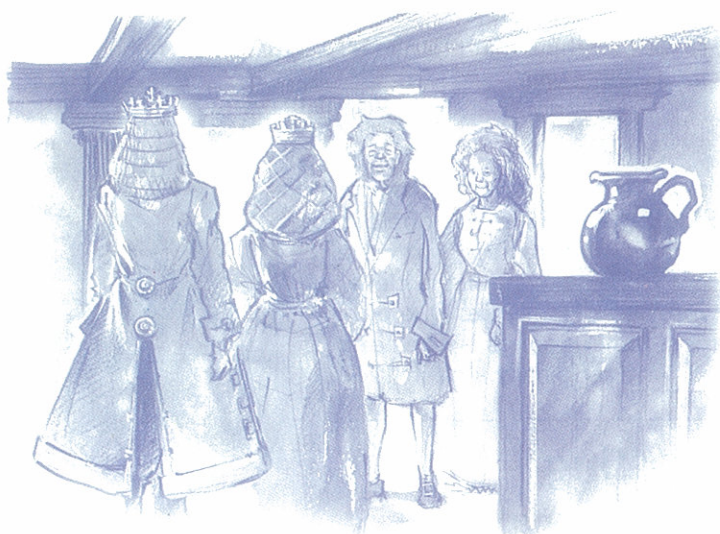
2 Listen to the story and put the pictures in the right order.

- 1 ___ 2 ___ 3 ___
4 ___ 5 ___ 6 ___

3 Listen again and fill in the missing time phrases below.

- 1 ____, Matenko had performed in theatres.
- 2 ____, Matenko was growing old.
- 3 ____, the King decided he must retire.
- 4 ____, they had almost no money left.
- 5 Then, ____, they were sitting in their kitchen.
- 6 ____, ____ Matenko left, the King hurried to the Queen.

e



Task

1 a) In pairs, look at the pictures on page 70. The pictures are in the right order. Read the opening and closing sentences and the key words and phrases.

b) Discuss the story with your partner. Do you both have a clear idea of what happens?

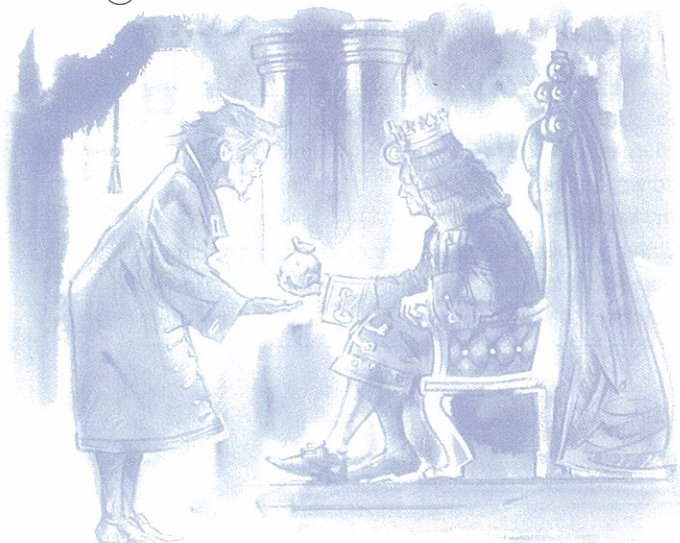
2 Now write the story with the help of the key words and phrases and the sentences provided. Make sure that your story flows and includes phrases from the Useful language box.

3 Read your story to your partner. How do your stories differ? Do they both include the events from each picture?

Optional writing

Write a funny/sad/touching story that you know (either a true story or a story from a novel or movie that you like). Use phrases from the Useful language box to help you tell the story.

f



The Tears of a Clown

Oh, yeah yeah yeah
 Now if there's a smile on my face
 It's only there trying to fool the public
 But when it comes down to fooling you
 Now, honey, that's quite a different subject

Don't let my glad **expression**
 Give you the wrong (1)
 Really I'm sad
 Oh, sadder than **sad**
 You're gone and I'm hurting so (2)
 Like a clown I pretend to be (3)

Now there're some sad things known to **man**
 But there ain't too much sadder (4)
 The tears of a clown
 When there's no one around

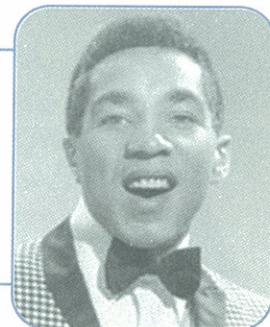
Oh, yeah baby ... now if I appear to be carefree
 It's only to camouflage my **sadness**
 In order to shield my pride I try
 To cover this hurt with a show of (5)
 But don't let my show **convince you**
 That I've been happy (6) (2 words)
 Decided to **go**
 Oh, I need you (7)

I'm hurt and I want you to (8)
 But for others I put on a (9)
 There're some sad things known to **man**
 But there ain't too much sadder (10)
 The tears of a clown
 When there's no one around
 Oh, yeah baby ...

Just like Pagliacci **did**
 I try to keep my sadness (11)
 Smiling in the public **eye**
 But in my lonely room I (12)
 The tears of a clown
 When there's no one around

Oh, yeah, now if there's a smile on my face
 Don't let my glad **expression**
 Give you the wrong (13)
 Don't let this smile I **wear**
 Make you think that I don't (14)
 Really I'm **sad**
 Hurting so (15)

Smokey Robinson was one of the leading American songwriters of the 1960s, known for the clever wordplay of his lyrics. One of his most famous songs is *The Tears of a Clown*, originally a hit in 1967.



Song

🎵 The Tears of a Clown

1 Read about Smokey Robinson. Are you as good at rhyming as he was? How many rhyming words can you add to the groups below in **three minutes**?

- a) sad/mad Dad, had, bad
- b) man/ran
- c) expression/depression
- d) sadness/madness
- e) go/blow
- f) wear/dare
- g) did/lid

2 📺 Guess which words go in the gaps. (They rhyme with the previous word in red.) Listen and check.

3 Explain the title of the song. Do you behave like this when you are sad, or do you show your feelings? What about other people you know?

Writing

A diary entry

1 Do you keep a diary? Do you write every day or only when something exciting happens?

2 Use the phrases below to complete the diary entries on p.33.

- | | |
|-----------------------------|--------------------|
| for sure | to tell the truth |
| there is so much to do | unforgettable |
| so well trained | running water |
| my hand in front of my face | grab my bag |
| with my mouth hanging open | I'd been hoping |
| guess who it was | going to believe |
| reach for the sky | a long story short |

Chen Zuyi

I've just got back from the most 1) _____ holiday! It's the first holiday that my parents have taken in two years so we were really excited. My dad's sister lives in Guilin so we stayed with her for two days and then we went to Yangshuo for a week. Yangshuo is such an interesting little town and 2) _____!

First we hired bicycles and went riding into the countryside to a place called Moon Hill. When we got there, we hiked all the way to the top and the views were incredible. The landscape around Yangshuo is amazing — mountains that rise up out of the rice fields and 3) _____. That first evening we went out on a boat on the Li River to see the fishermen using birds to catch fish! Those birds are 4) _____!

The most exciting thing we did in the next few days was to go caving. There was a river in the cave so we could hear the sound of 5) _____ although we couldn't always see it. It was really cold inside and everything we said echoed. Deep inside the cave our guide made us switch off our torches and it was so dark that I couldn't even see 6) _____! Thank goodness the torch batteries didn't die as we made our way out! I was quite relieved to be in the open air again, 7) _____.



Laura Williams

You are not 8) _____ what happened to me today! I am so excited that I can hardly hold the pen I'm writing with! Let me start at the beginning.

Last night, my dad asked me if I'd go into work with him this morning to help him with some filing. I really didn't want to go as today is Saturday and 9) _____ to go shopping with my best friend, Sue. I agreed to go though, as I knew how much it would mean to my dad. Anyway, I'd been sitting filing for about an hour when there was a knock on the office door, and as my dad was on the phone, I went to answer it. 10) _____?! Michelle Yeoh, the star of *Crouching Tiger, Hidden Dragon*!

My dad is in advertising and she was meeting him about an advert. As she was saying hello to me (I was just standing there 11) _____), my dad came out of his office with the biggest grin on his face I've ever seen. He told me to 12) _____ as the three of us were going out to lunch! I almost fainted. Well, to cut 13) _____, we ended up having a delicious lunch and Michelle was so friendly. My dad laughed all the way home and I'm sure he knows that if he ever asks me to do filing for him again, I'll be there 14) _____!



3 Below are two sequences of emotions (1 and 2). Each sequence is experienced by either Chen Zuyi or Laura Williams. Decide which sequence each experienced and say when they experienced each emotion.

- 1 excited nervous relieved
2 annoyed bored amazed

4 a) Think of an incredible experience or memorable day that you've had lately and take notes on the following:

- What happened?
- Why was it memorable?
- How did you feel?

b) Write your diary entry.

Grammar Extension Bank

Perfect verb forms

A General

1 Perfect verb forms are used **to link two times**. The speaker is looking back from one point to **the time before that**:

a) the past and the present

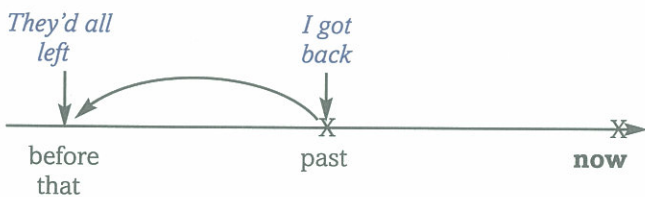
Present Perfect Simple: *I've lived here for years.*



Present Perfect Continuous: *Have you been waiting long?*

b) two points in the past

Past Perfect Simple: *When I got back, they'd all left.*



Past Perfect Continuous: *We'd been driving for six hours when we ran out of petrol.*

c) two points in the future

Future Perfect: *By this time tomorrow, I'll have finished all my exams!*



B Present Perfect Simple and Continuous

1 The Present Perfect Simple links the past and present in a number of different ways:

a) when we are interested in the present result of a past action

*Oh no! The computer's **crashed** again!* (= it's not working now)

*There **has just been** a bad accident on the M6.* (= this is news, affecting people now)

b) when an action or state started in the past, but is incomplete or still in progress

*I've **been** a Manchester United supporter for as long as I can remember.*

*How long **have you known** each other?*

Or when the period of time in which it takes place is incomplete

*So far **this year**, there **have been** a number of exciting new developments.*

*His girlfriend's **phoned** about six times **today**.*

Notice!

The Present Perfect **cannot** be used with a time period that is finished.

*Have you been out **this morning**?* ✓

*Have you been out **last night**?* ✗

c) when an action happened in the past but is still current/relevant in the speaker's mind

*This book **has sold** over a million copies.* (= so it's very successful)

*I've **been to** Italy several times.* (= so I know about Italy)

2 A number of time phrases are commonly found with the Present Perfect. These include:

a) present time periods

today, this week, this year, etc.

b) adverbs whose meaning links the past and present

for and since, already, just, recently, ever, never

c) phrases like *twice, three times, several times, etc.* (see above for examples)

Notice!

We use the Present Perfect in the pattern *the first/second/third time + clause*.

*It's only **the second time I've met** Harry, but I feel as if we're already friends.*

*Is this **the first time you've eaten** Korean food?*

3 The Present Perfect Continuous also links the past with the present. The continuous form stresses the duration of the action and so it is commonly found with *how long, for, since, a long time, all day, all week, etc.*

*We've **been driving** for three hours.*

*I've **been rushing** around **all day**.*

*I'm sorry. **Have you been waiting a long time**?*

When no time expression is used, the continuous form emphasises the recentness of the activity.

*I've **played** squash.* (= this could have been at any time up to now)

*I've **been playing** squash.* (= and I'm out of breath now)

► Exercises 1–2 p.36

C Past Perfect Simple and Continuous

- 1 The Past Perfect is used to emphasise that one action happened before another action in the past, especially when the sequence is not completely clear from context.

*When I got home, someone **had left** a message on the answer phone.*

*It was obvious from the state of the lock that someone **had tried** to break in.*

Because of this, it is common in reported speech, and after verbs of thought and perception.

*Smith **told** the police he **had never met** the witness before that evening.*

*I **knew** at once that something **had happened**.*

*Miranda **wondered** where her mother **had hidden** the money.*

When the sequence of the actions is obvious, we generally stick to the Past Simple.

*When I **got home**, I **checked** the answer phone for messages.*

- 2 The Past Perfect is found with some of the same time phrases as the Present Perfect, but they are used in a past context.

*When he met Christina, Jack **had already been** married.*

*It was **the first time I had ever spent** the night by myself in the house.*

*Rosa and Clara **had known** each other **since** their childhood.*

- 3 We also use the Past Perfect Continuous to describe an action which happened before a particular point in the past. With the continuous form, the speaker sees the action as being repeated or extended.

*We **had only been driving** for about fifteen minutes when Jill asked me to stop the car.*

The relationship between the Past Perfect Continuous and the past is the same as the relationship between the Present Perfect Continuous and the present.

*I'd **been trying** to arrange an interview for months. (before she agreed)*

*I've **been trying** to arrange an interview for months. (now)*

Remember!

The Past Perfect (Simple and Continuous) is also often used to express the "unreal" past after words like *if*, *wish*.

*If you **had been sitting** where I was, you would have had a much better view.*

*I wish I **had never met** you!*

- Exercises 3–5 p.36

D Other perfect forms

- 1 We use the **Future Perfect** when we are thinking mainly about one point in the future and want to talk about the time before that. It is "the past of the future".

*When her boyfriend gets her letter, she'll **have left** the country.*
(a point in the future) (before that)

See Unit 32 Language summary

- 2 We can use a **Perfect -ing clause** to mean *when/because* + subject

***Having** (= When he had) **completed** his education, he started looking for a new job.*

***Having** (= Because I had) **studied** Latin for many years, I found Italian relatively easy.*

The subject of both clauses must be the same.

Because he had passed all his exams, his parents bought him a car.

~~Having passed all his exams his parents bought him a car.~~

- Exercise 6 p.37

- 3 In patterns which are followed by the infinitive form, the Perfect Infinitive (*to have done*) emphasises that we are talking about a past action.

*I'd like **to meet** a famous person. (= present/future)*

*I'd like **to have met** John Lennon. (= past)*

*You should **be** more careful when you're overtaking. (= generally)*

*You should **have been** more careful when you overtook that car. (= past)*

The pattern *would* + perfect infinitive (without *to*) is often used to refer to an "unreal" past action.

*Without your help, we **would never have got** this far.*

- Exercises 7–9 p.37

Grammar Extension Bank

Perfect verb forms

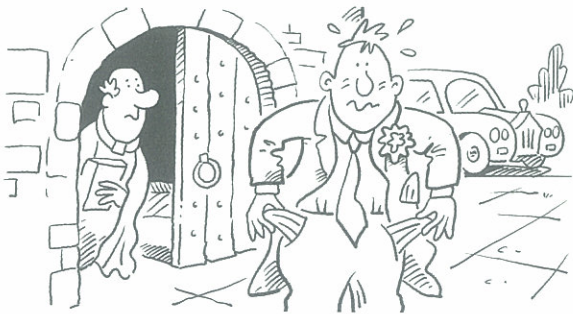
1 Decide if there is any difference in meaning between these pairs of sentences.

- Have you done your homework?
Have you been doing your homework?
- I've lived in this house for over a year.
I've been living in this house for over a year.
- Have you been out today?
Did you go out today?
- I've been having lots of nightmares.
I've had lots of nightmares.

2 Cross out the option which is not possible in each of the sentences below.

- I've seen that movie *three times/a long time/before*.
- Congratulations! We've *just/never/already* heard the good news!
- I've been trying to speak to Dr Blake *all day/several times/for hours*. Is he still busy?
- This isn't good enough Darren – that's the third mistake you've made *for a week/so far this week/since the beginning of the week*!
- Nicky and Tom have known each other *for ages/since they were little/recently*.
- Have you been using the computer a lot *lately/in the last few weeks/last week*?

3 Which one of these sentences is correct? Find the mistakes in the others and correct them.



- I thought I'd remembered everything until I'd got to the church and realised the ring was at home.
- I'm sorry I'm so late, but I've sat in a traffic jam.
- I've been looking through your CV and I see that you've been working in three different companies in the last year.
- I couldn't believe it when Natalia walked in – we'd just talked about her!
- She said she'd never seen him before in her life, but I know they've met several times.
- Julia! This is the third time I ask you to be quiet!

4 Put the verbs in brackets into the simple or continuous forms of the Past, Present Perfect or Past Perfect. Then cover the stories and try to remember as much as you can.

a)

When I (1) (hear) that Joel (2) (leave) his new job after only a couple of weeks, I (3) (not/be) particularly surprised. This (4) (happen) several times before. But when he (5) (not/answer) any of my phone messages, I (6) (phone) the company and (7) (find out) that he (8) (go) to prison for six months! Apparently, he (9) (steal) money from the till! I was shocked – I (10) (know) Joel for years and he's one of the most honest people I (11) (ever/meet). I'm sure the police (12) (make) a terrible mistake.

b)

Two teenagers who (1) (be) missing since Tuesday (2) (arrive) home safe and well last night. The two sisters, who (3) (leave) home after a family argument, (4) (hide) in woods a few kilometres from their home. They (5) (not/intend) to stay away for long, but they (6) (get) lost in the woods and (7) (decide) to wait until somebody came looking for them. Their mother Helen said she (8) (never/give up) hope of finding them alive.

5 Write or discuss your answers to these questions. Then make new questions to ask, changing some of the words in **bold**.

- How many **emails** have you **sent** today?
- How long have you **known** your **best friend**?
- How many **cups of tea** had you **had** by **8:00 last night**?
- How long had you been **learning English** when you first **read a newspaper or a book in English**?
- Is this the first time you've **studied the Past Perfect Continuous**?
- Is there **anything** you wish you **hadn't said** today?

6 Which four pairs of sentences below can be joined by starting with a perfect participle (*Having* + past participle)? How can the other two be joined?

- a) I waited ages for a bus. I decided to walk home.
- b) We saw the weather forecast. We decided not to go away for the weekend.
- c) I've been here lots of times before. The waiters all know me.
- d) The directors have considered all the options. They have decided to close ten regional branches.
- e) John's told so many lies in the past. Nobody will believe him this time.
- f) Patrick left school with very bad grades. He found it difficult to get a job.

7 Match a sentence from 1–8 with a response from a–h. Put the verb in brackets in the infinitive, e.g. (*to*) go, or the perfect infinitive, e.g. (*to*) have gone.

- 1 I'm glad Max didn't come to the film with us.
 - 2 I haven't seen Marti at all lately.
 - 3 Shall we sit in one of these seats here?
 - 4 I've looked everywhere for the cat – he's not here!
 - 5 Hari was really shocked when he opened his present.
 - 6 I'm feeling really exhausted at the moment.
 - 7 Some people were badly injured in the explosion.
 - 8 How did Raul get into the show? It was sold out.
- a) I'd prefer (sit) nearer the front, if you don't mind.
 - b) Yeah, but they're lucky (survive).
 - c) I know, she seems (disappear).
 - d) Well, maybe you should (take) a few days off work.
 - e) He pretended (be) a sound technician!
 - f) Don't worry, he can't (go) very far.
 - g) Oh, I'd love (see) his face!
 - h) Me too – he wouldn't (enjoy) it.

8 Finish each sentence so that it means the same as the one before it.

- a) I'd been to the restaurant once before.
It
- b) Sue was very nervous because she'd never flown before.
Having
- c) You started trying to give up smoking months ago!
You've
- d) It's ages since we enjoyed ourselves so much.
We
- e) I bet Sasha's sorry she bought that car.
I bet Sasha
- f) I'm glad I didn't live in the 18th century.
I wouldn't

9 Underline all the perfect verb forms in the jokes and explain the use of the perfect form in each case.

- a) Patient: Doctor, I'm very nervous. This is the first time I've ever had an operation.
Doctor: Don't worry, this is the first time I've ever performed an operation.



- b) Q: Why did the plastic surgeon collapse?
A: Because he'd been sitting too near the fire.
- c) A: I've come to repair your doorbell.
B: You should have come earlier, I'm just going out.
A: But I've been standing on your doorstep all morning ringing your bell.
- d) A: Did you meet your son at the airport?
B: No, I've known him for years!
- e) A: I've changed my mind.
B: Oh good, does the new one work any better?
- f) (Can you find the misprint?)
Foreign ministers today declared that their summit meeting had been a hug success.



The Adventures of Tom Sawyer

1 Discuss the following questions in pairs.

- How many different emotions do you think it's possible to experience in one day? What could they be?
- Think of a day when you experienced many different emotions. Tell a partner what happened and how you felt.

2 Read the extract from *The Adventures of Tom Sawyer* and answer the questions.

- Is Tom a naughty boy? What information in the first paragraph tells us this?
- Had Tom missed school that afternoon to go swimming?
- Why did Aunt Polly touch Tom's shirt?
- Is Aunt Polly a young woman? How do you know?
- Who got Tom into trouble and how did he do it?
- Who sewed Tom's collar with black thread and what did this prove to Aunt Polly?
- Does Tom like whistling?
- Why does Tom stop whistling?
- Why does Tom feel that his clothes are very shabby?
- Do you think that Tom is wearing shoes?
- Who wins the fight?
- What surprise does Tom get when he climbs in his window?

3 Find the words and phrases in the story which mean the following:

- sly and deceptive; trying to do something without someone else knowing (Para.1)
- Tom felt scared (Para.2)
- even though she had tried very hard to be cunning it had not worked (Para.3)
- a bright idea (Para.4)
- I'll beat you in a fight (Para.7)
- to talk or complain softly to oneself (Para.8)
- forget something suddenly (Para.9)
- in a short time; soon (Para.9)
- very old and untidy (Para.10)
- to move to the left or right but not forward or back (Para.10)
- to challenge someone to do something (Para.11)
- For a total of 60 seconds (Para.12)
- cause trouble with (Para.12)



Mark Twain, the author of Tom Sawyer

4 Read the story again and complete the sentences with the emotions: a, b or c.

- Aunt Polly thinks that Tom might have gone swimming. She is feeling _____.
a) happy b) suspicious c) nervous
- Tom thinks that Aunt Polly knows he went swimming. He is feeling _____.
a) excited b) scared c) brave
- Aunt Polly feels _____ that she didn't notice that Tom's hair was wet.
a) scared b) irritated c) overjoyed
- Aunt Polly thinks that Tom didn't go swimming and she feels _____ that she was wrong.
a) disappointed b) angry c) sad
- Aunt Polly feels _____ when she realises that Tom did go swimming.
a) sad and down b) surprised and angry c) relieved and contented
- Tom is very _____ with Sid.
a) delighted b) confused c) angry
- Tom is feeling _____ when he's looking at the needles.
a) angry b) amazed c) miserable
- Tom feels _____ when he learns the new type of whistling.
a) wonderful b) pleased c) relieved
- Tom is _____ his clothes when he sees the smart boy.
a) embarrassed of b) pleased with c) proud of
- The boy feels _____ when Tom is pounding him on the ground.
a) angry b) scared c) confused
- Tom feels _____ that he won the fight.
a) proud and happy b) ashamed and scared c) embarrassed and shy

The Adventures of Tom Sawyer



1 While Tom was eating his supper and stealing sugar when no one was looking, Aunt Polly asked him questions that she thought were very cunning and clever. She said,

“Tom, it was very hot in school today, wasn’t it?”

“Yes, Aunt Polly,” said Tom.

“Didn’t you want to go swimming, Tom?”

2 Fear shot through Tom and he wondered how she knew that he’d stayed away from school to go swimming that afternoon. He searched Aunt Polly’s face, but it told him nothing. So he answered,

“No Aunt, well, not very much.”

3 The old lady reached out her hand and felt Tom’s shirt and said,

“Well, you’re not hot now.”

And it pleased her to think that she had discovered that the shirt was dry without anybody knowing that that was what she had been trying to find out. But in spite of her, Tom knew what she was thinking now. So he tried to stop her next move and said,

“Some of us pumped water on our heads – my hair is still wet. See?”

4 Aunt Polly was irritated to think she had overlooked that bit of evidence. Then she had a new inspiration. She asked him,

“Tom, you didn’t have to undo your shirt collar where I sewed it, to pump water on your head, did you? Unbutton your jacket!”

5 The worry disappeared from Tom’s face. He opened his jacket. His shirt collar was securely sewed.

“Oh no! I was wrong,” said Aunt Polly. “I was sure you’d played hockey today and been swimming.”

6 But Sidney said,

“But didn’t you sew his collar with white thread this morning, Aunt Polly? Look, it’s black.”

“Why, I did sew it with white! Tom ...!” exclaimed Aunt Polly.

7 But Tom did not wait for the rest, and as he ran out of the door, he said,

“Sid, I’ll lick you for that!”

8 In a safe place, Tom examined two large needles which were stuck into his jacket. One needle carried white thread and the other black. “If only she’d stick to one colour,” he muttered to himself crossly.

9 Within two minutes, or even less, he had forgotten

2

all his troubles. This was because a new and powerful interest had driven them out of his mind. This interest was a new style of whistling which he had learnt just that morning. He had been waiting for an opportunity to practise it undisturbed. He soon was able to do it, and he strode down the street with his mouth full of music and his heart full of thanks. He felt much as an astronomer feels who has discovered a new planet.

10 The summer evenings were long and it was not yet dark. Presently, Tom stopped whistling. A stranger stood before him – a boy slightly larger than himself. This boy was well-dressed – well-dressed on a week-day! This was simply amazing. He even had shoes on! The more Tom stared at the boy, the shabbier and shabbier his own clothes seemed to feel. Neither boy spoke. If one moved, the other moved – but only sideways, in a circle; they kept face to face all the time. Finally Tom said,

“I can lick you!”

“I’d like to see you try it,” replied the boy.

“Well, I can do it,” boasted Tom.

“No you can’t,” insisted the boy.

“Yes I can.”

“No you can’t.”

11 There was an uncomfortable pause. Then Tom drew a line in the dust with his big toe, and said,

“I dare you to step over that, and I’ll lick you till you

3

can’t stand up!”

The new boy stepped over promptly, and said,

“Now you said you’d do it, let’s see you do it.”

12 In an instant, both boys were rolling and tumbling in the dirt. For the space of a minute, they punched and scratched at each other and finally, through the dust Tom appeared, seated astride the new boy, pounding him with his fists.

“Say ‘enough!’” said Tom.

The boy only struggled to free himself. He was crying – mainly from rage.

“Say ‘enough!’” said Tom and the pounding went on.

At last, the stranger said the word and Tom let him up.

“Now that’ll teach you,” said Tom, “Better look out who you’re fooling with next time.”

13 The new boy went off sobbing, and Tom spent the rest of the evening happily reliving his victory. His adventures for the day weren’t over however.

14 He got home pretty late that night and climbed slowly and carefully in at his bedroom window. Half way into the room, he got a very nasty shock. Aunt Polly was standing in his room with her arms crossed! She grabbed him by the ear and when she saw the state of his clothes she informed him that his two days of holiday were now going to be two days of hard work!

4

Writing a book review

1 Discuss the following questions in pairs:

- When and where do you like to read?
- Do you read for education or enjoyment?
- What types of book do you like to read?
- How do you find out about new books?

2 Describe a book you would recommend. Make notes under the headings below and tell your partner about the book.

Title:

Author:

Plot:

Writing style:

Characters:

Overall impression/recommendation:

3 Read the following short reviews of *Snow Falling on Cedars* by David Guterson and answer the questions.

- What kind of book do you think this is?
- Would you like to read it? Why/why not?

"A skilfully constructed, deeply affecting story of love and death ... This is a hugely attractive book, written in clipped, elegant prose" *Sunday Times*

"Superb ... the writing is wonderfully observed and the main characters all exceptionally well-drawn" *Paint It Red*

"A thoughtful, poetic first novel ... packed with lovely moments – at the same time, a page-turner full of twists" *Kirkus Reviews*

"A beautifully written book, it is in essence a whodunnit, but it is so rich a read that it far outstrips its form" *Scotland on Sunday*

"Nail-biting courtroom drama ... a page-whizzing narrative – minutely plotted, eloquently delivered" *Independent on Sunday*

4 Which words and phrases in the reviews are used to describe plot, writing style and characters? Compare your answers in pairs.

5 Explain the following expressions in your own words:

- deeply affecting*
- wonderfully observed*
- full of twists*
- a whodunnit*
- a page-whizzing narrative*

6 Why do you think the language used in the reviews is exaggerated?

7 Write a short review of the book you chose in Exercise 2.

8 Read the longer review below of *Snow Falling On Cedars* and answer the questions.

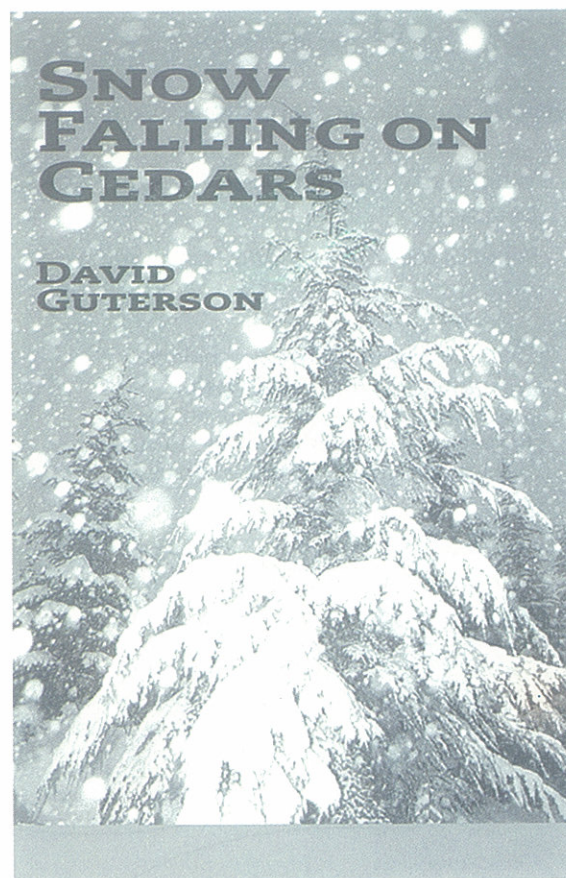
The death of a fisherman off the west coast of America in the years following the war is the central event of this story. A Japanese American is put on trial for the murder and the ensuing investigation is observed by a reporter for the local paper, himself secretly in love with the accused's wife. The tense plot overlaps with a bitter-sweet love story exploring the often strained relations between two cultures on a small, weather-beaten island and tracks the history of Japanese Americans living in the United States during the Second World War.

This is a cleverly constructed novel with eloquent writing and well-drawn characters. These are people we can all believe in, going about their daily lives, making a living from the often hostile environment in which they live and thrown into chaos by forces beyond their control. These are characters whose very ordinariness makes them special; they become as familiar to us as are our neighbours. This novel is set at a time we should all know about and relates events we should try to understand and strive to avoid in our own world.

The book is written in a style immediately accessible to any reader. The language is plain in the best tradition of story-telling but at the same time its simplicity is its poetry. Guterson's descriptions of life across the years and generations on this lonely island are beautifully observed.

This is easily the best book I have come across this year. A wonderful read I just couldn't put down.

- Which paragraphs mainly refer to plot, writing style and character?
- Which words or phrases does the writer use to describe plot?
- Which words or phrases does the writer use to describe writing style?
- Which words or phrases does the writer use to describe character?
- What is the purpose of the final two sentences?
- Why are they positioned here?
- Why do you think the three paragraphs are in this order?



9 Write a review (200–250 words) of your book. Before you start writing:

- add more useful words and phrases to your notes in Exercise 2.
- refer to the Check box below for tips on writing reviews.
- use the model in Exercise 8 to help you structure your review.

10 Give your review to other students to read and find out how many would like to read the book you chose.

Check box

- organise and plan paragraphs
- use “exaggerated” or “dramatic” language, if appropriate
- describe the plot and characters, but don't include the ending
- comment on the writing style
- end with your personal opinions and a recommendation

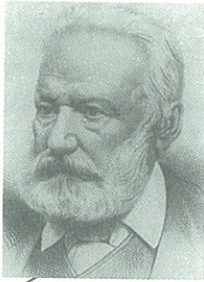
The secret of happiness

1 Discuss the following questions in pairs.

- What makes you happy in the short-term/long-term?
- What is the secret of long-term happiness?

Happiness comes from spiritual wealth, not material wealth...
Happiness comes from giving, not getting.
If we try hard to bring happiness to others, we cannot stop it from coming to us also.

John Templeton



The greater part of our happiness or misery depends on our dispositions, and not on our circumstances.

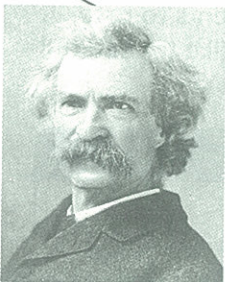
Martha Washington

The supreme happiness in life is the conviction that we are loved — loved for ourselves, or rather, loved in spite of ourselves.

Victor Hugo

The best way to cheer yourself up is to try to cheer somebody else up.

Mark Twain

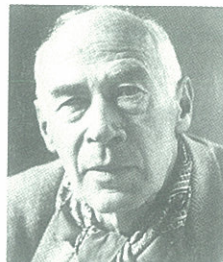


Take care of yourself. Good health is everyone's major source of wealth. Without it, happiness is almost impossible.

Unknown

Nobody really cares if you're miserable, so you might as well be happy.

Cynthia Nelms



I have no money, no resources, no hopes. I am the happiest man alive.

Henry Miller

2 Look at the quotations below.

- Do you agree/disagree with them?
- Which three quotations are closest to your own opinions?



Why not seize the pleasure at once? How often is happiness destroyed by preparation. Foolish preparation.

Jane Austen

Happiness is not having what you want, but wanting what you have.

Anon

The grand essentials of happiness are: something to do, something to love, and something to hope for.

Allan K. Chalmers

Happiness is a warm puppy.

Charles Schulz



Action may not always bring happiness; but there is no happiness without action.

Benjamin Disraeli



3 Look at the characteristics below and rank them according to how important they are for long-term happiness.

- cheerfulness
- tolerance
- flexibility
- a sense of humour
- generosity
- kindness
- good judgement
- an ability to take the rough with the smooth

4 Discuss your answers with a partner. Did you agree? Can you add any more characteristics to the list?

5 Choose three of the characteristics above. Can you think of any negative aspects they might have? Give reasons and examples to support your answer.

Example: *Cheerfulness can be annoying first thing in the morning. My brother drives me mad because he always talks incessantly.*

6 Look at the attributes below and rank them according to how important they are for long-term happiness.

- job satisfaction
- an exceptional skill/talent for something
- strong religious/political belief
- plenty of money
- passion for a particular hobby
- good health
- lots of friends/good social life
- a loving family

7 Discuss your answers with a partner. Did you agree? Can you add any more attributes to the list?

8 Choose three of the characteristics above. Can you think of any negative aspects they might have? Give reasons and examples to support your answer.

Example: *Having a good job might give you a lot of satisfaction, but it could make you neglect your friends and family. My father was always working when we were younger and we hardly ever saw him.*

9 In pairs, complete the grids below by listing items that are important or less important for long-term happiness. Use any of the items already listed or your own ideas.

Important for long-term happiness
1)
2)
3)
4)
5)
Less important for long-term happiness
1)
2)
3)
4)
5)

10 Make another pair and compare your lists. Now make a final list of items that are important or less important for long-term happiness. Present your ideas to the class.

Important for long-term happiness
1)
2)
3)
4)
5)
Less important for long-term happiness
1)
2)
3)
4)
5)

Humour

- 1 Discuss the following questions in pairs.
- What kind of things make you laugh?
 - What are your favourite comedy programmes?

2 When would you use the expressions in the box? Use a dictionary to check any words or phrases you do not understand.

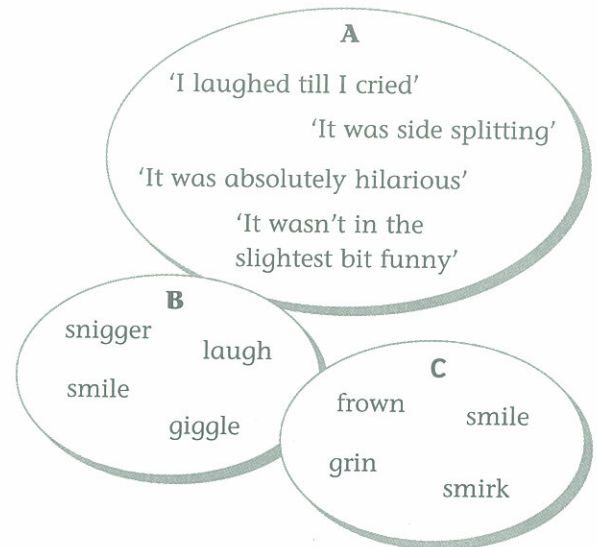
a very sharp sense of humour	a joke's a joke
a real laugh	poke fun at people
the butt of the joke	a sick joke
funny peculiar or funny ha-ha?	black humour
it's gone beyond a joke	only having a laugh
	see the funny side
	a real laugh

3 Complete the sentences (a–l) below with one of the phrases from Exercise 2.

- Someone who can always give you a funny answer quickly, has _____.
- If you are continually trying to make someone seem stupid (not necessarily in a bad way) he/she is always _____.
- If something was amusing at first but then becomes serious or upsetting, _____.
- When you want people to stop laughing and be more serious, you say _____.
- Somebody who likes to joke about people in a friendly way, likes to _____.
- A joke about death or another serious topic which could cause offence is known as _____.
- To describe a situation concerning death or other serious topics in a comical way is _____.
- If something is very amusing, a lot of fun, or you really like doing it, it is _____.
- To tell someone that another person is not saying something seriously or critically, you say he/she is _____.
- Someone who is very sociable and fun to be with is _____.
- If you don't know whether 'funny' means 'strange in an odd way' or 'amusing in a good way', you say _____.
- When people don't think a situation is amusing at the time but later they laugh about it, they _____.

4 Look at the groups of words and phrases below and answer the questions. Use a dictionary to check.

- Which word or phrase does not belong in each group? Why?
- In what situations would you say these phrases or do these actions?



5 Discuss the following questions.

- Do you know anyone who has a very sharp sense of humour?
- Do you know anyone who is always the butt of the joke?
- Do you like black humour?
- Can you remember a situation that was serious but later you saw the funny side?
- Do you know someone who's a real laugh?
- When was the last time you laughed till you cried?



Do you remember?

Pages 24–25

- 1 Rearrange the letters to make three words meaning *very happy*.
a didlegeth b daplese
c ojrveedy
- 2 Which of these does **not** mean *angry*?
a cross b flabbergasted c furious
- 3 What are the missing vowels in the following words?
a) d _ s p _ r _ t _ b) d _ s _ l l _ s _ _ n _ d
c) d _ t _ r m _ n _ d
- 4 What does the phrasal verb *turn up* mean?
.....
- 5 What idiom means: *to get very high marks in an examination or test*?
.....
- 6 What idiom with *blue* means *completely unexpectedly*?

Pages 26–27

- 7 When you are listening to a joke, when do you hear the punchline?
- 8 Which of the three sentences is correct?
a I have made a bet with my friends that I can make you say at least three words.
b I have been making a bet with my friends that I can make you say at least three words.
c I have made a bet with my friends that I can make you to say at least three words.
- 9 Where did the man who dreamed about eating his shoe come from?
- 10 What does the baby bear want to be?
.....
- 11 According to Oscar Wilde, history would have been different if who had learned to laugh?
.....
- 12 What form of the verb *to be* is found in the phrase *to have been happy*?

Pages 28–29

- 13 Name two things that can go wrong if you appear in public.
.....
.....

- 14 The two sentences below have the same meaning. What is the missing word in sentence b)?
a) I didn't invite them.
b) It wasn't who invited them.
- 15 Which is the correct preposition?
What I really like *about / from / of* my city is the nice weather.
- 16 What word is missing from the two idioms below?
..... out laughing into tears.
- 17 If you are proved to be right in the end, you have the last what?
- 18 What can you be *close to, bored to or in floods of*?
.....

Pages 30–31

- 19 Which word from the *Useful language box* is spelt incorrectly?
a ashamed b desperate c mistified
.....
- 20 Complete the time phrases with the correct preposition.
a this time
b that point
c from that day
- 21 What phrasal verb with *go* means *to pass* and is used to talk about time?
- 22 What word means *extremely hungry*?
- 23 Which preposition follows the verb *beg*?
.....
- 24 If a story is *touching*, does it make you feel sad or does it make you laugh?

Pages 32–33

- 25 What nationality is the songwriter Smokey Robinson?
- 26 Where did Chen Zuyi spend her holiday?
.....
- 27 What Phrasal verb means: turn off in the first diary entry?
- 28 What is Laura's father?
- 29 Who is Michelle Yeoh?
- 30 What do the following adjectives describe?
amazed bored relieved ashamed

Unit 27

Behaviour

In this unit, you will ...

- ▶ Read questions about modern manners
- ▶ Listen to an interview with a communication expert
- ▶ Do a task on difficult personal situations
- ▶ Write emails
- ▶ Learn vocabulary of describing behaviour
- ▶ Practise modals and related verbs
- ▶ Using patterns with abstract nouns and relative clauses
- ▶ Learn about expressions of getting people to do things

Speaking and vocabulary

The right way to behave

- 1 Read a journalist's view on manners. Do you agree?

I believe that schools should spend at least an hour a week teaching students about manners and behaviour. If everyone learnt to look people in the eye, say thank you, offer compliments at appropriate moments, give up their seats to elderly people on buses and have respect for others in public places, the world would be a much more pleasant place to be. I'm sure there'd also be much less anger and fewer quarrels, and strangers might start smiling at each other again!



- 2 Write down six things you were taught about good and bad manners by your parents/at school. Compare lists with other students.

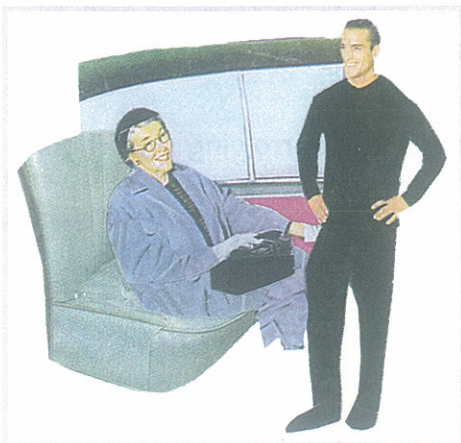
- 3 a) Look at the words in **bold**. Which describe polite behaviour (+) and which describe rude behaviour (-)?

it's very good manners +	it's revolting
it's disrespectful -	it's too familiar
it's not considered acceptable	it's considered gentlemanly
it creates a good impression	it's the right thing to say
it's over the top	it's unhygienic
it's a way of showing respect to older people	it's unprofessional
it might make other people feel awkward/embarassed	it might be offensive to some people
	it could be misinterpreted

- b) Look back at the ideas on your list in Exercise 2. Could you use any of the phrases in the box above to describe them?

Is it the right thing to do?

- standing up when a teacher, principal, etc. enters or leaves the room
- men opening doors for women and helping them to take off and put on their coats
- calling people you don't know very well by their first names
- dropping in at someone's house without being invited
- smoking in someone else's house without asking permission
- asking people how much they earn or how old they are
- making noises while eating noodles
- coughing, sneezing or yawning without putting your hand over your mouth
- touching people when you talk to them, e.g. patting them on the back or putting your arm around them
- shouting or holding loud conversations in public places
- swearing or cursing
- answering your phone in a movie theatre
- pushing to the front of a queue
- arriving half an hour late to a social activity (without a good reason)
- phoning people after ten o'clock in the evening



4 a) Social behaviour varies in different situations. Read the list on the left and decide which of these:

- is always/never acceptable
- depends on people's ages or the social context (e.g. at work, with your friends, etc.).

b) Compare answers in groups. Explain your opinions, using phrases from the box in Exercise 3. What is the right way to behave in these situations?

You could easily give the impression that ...

I think you might come across as being very ...

A lot of people might feel ...

I think it's much better to ...

c) If you come from different countries, what are the differences?

5 Give a short talk about **one** of these topics:

- the kind of rude behaviour that infuriates you
- the six most important things a child should be taught about manners
- proper behaviour in a restaurant and when eating
- the social taboos in China that a foreigner should know about.

Reading and vocabulary

1 Discuss these questions.

- How has people's concept of good manners changed since your parents' and grandparents' generations?
- Are there any social rules attached to using modern technology, such as cash dispensers, mobile phones, computers, email, etc.?

2 Read seven questions sent in by readers to a newspaper advice column. Answer the questions below in groups.

- What is the question in each case?
- Have you ever wondered about any of these things?
- What do you think the experts will advise?

3 Read quickly. Match the answers to the questions.

4 Answer these questions.

- How does John Morgan say you should greet people you are meeting for the first time?
- Why should you only kiss people on the cheek?
- Explain what a "double diary device" is.
- Underline three words/phrases that show John Morgan disapproves of the way the woman with the mobile phone behaved.
- What does Drusilla Beyfus suggest about the friend always borrowing school notes?
- If you cannot understand another person's accent, what should you do?
- In what ways can the person help his friend who has failed an exam? Is it OK to discuss the subject with him, or not?

Perfect behaviour in an imperfect world

① **Q** My wife and I recently had a guest who took two calls on her mobile phone while she was with us. Both interrupted our conversation while we listened in uneasy silence. Can you advise us on the social rules of using mobile phones? I hate my aural space being invaded on public transport and in restaurants, and dislike my home being turned into someone else's telephone box.



② **Q** There seems to be confusion about social kissing. When – and whom – should we kiss on the cheek? Are we supposed to kiss once, twice or even three times like in some countries? Standardisation of a practice which can cause awkwardness and embarrassment is surely long overdue.

③ **Q** Do you have any recommendations for responding to a situation in which a close friend has failed an exam?

④ **Q** Whenever I am telephoned out of the blue by a friend who invites me to something I'm not interested in, I find it hard to think of an excuse fast enough, and always end up either accepting or sounding like a complete liar. Do you have any suggestions for me?

⑤ **Q** Is it offensive to ask someone you're talking to, whose accent or dialect you are unable to understand well, to repeat what they have said?

⑥ **Q** My best friend is constantly borrowing my school notes as she never concentrates in class and draws pictures instead of taking her own. I don't know what to do because I don't want to upset her but I'm tired of being used!

⑦ **Q** When is it acceptable to tell someone there is something about their appearance that they would find embarrassing, such as having spinach on their teeth?

John Morgan from The Times replies:

- ① **A** Social kissing, as the name suggests, is usually saved for social life. It is not appropriate to kiss people you are meeting for the first time: a traditional handshake or small nod of the head is all that is needed. The place for a social kiss is on the cheek. One kiss is usual for the older generation, two acceptable for young people, but three is excessive for any age. (JM)
- ② **A** You need a "double diary device". It allows you to play for time while you make up your mind. All you have to say is: "I'd love to, but first I have to look in my office/husband's/other diary. Can I ring you back?" (JM)
- ③ **A** Space does not allow me to go into the details of mobile phone use here. However, I can quite certainly say that your guest was inconsiderate and displayed very bad mobile manners. It is very poor form to take calls when in any sort of social situation with others. Instead she should have left her phone either completely switched off, or on voice mail, thus giving you her undivided attention. (JM)
- ④ **A** Always. (JM)

Drusilla Beyfus from The Mail on Sunday replies:

- ⑤ **A** The best thing to do in this situation is to be honest with your friend. Tell her that you are prepared to help her anytime but you can't lend her your notes anymore. If she gets angry with you, then to tell the truth, she's not worth having as a friend!
- ⑥ **A** Much depends on the way in which you ask. Don't put the person down. This situation can be embarrassing, as it is very likely that the other person will be sensitive on the point. It would probably be inconsiderate to explain why you can't understand their accent, even with an apology. Make light of your apparent dumbness and ask for a repeat. Or you might rephrase your understanding of the other person's remarks in a way that would allow them the advantage of correcting you, had you got it wrong. (DB)
- ⑦ **A** In this situation the only thing you can do is to be sympathetic. If your friend didn't study hard enough, then he or she's aware of that and won't appreciate you bringing it up. Try to get your friend's mind off the subject and be extra supportive when the time comes to retake the exam.

5 Match the words and phrases 1–10 to the definitions a)–j), using the context to help you.

- 1 inconsiderate
- 2 appropriate
- 3 excessive
- 4 go into details
- 5 to tell the truth
- 6 device
- 7 put someone down
- 8 make light of
- 9 bring up
- 10 get one's mind off

- a) method
- b) mention
- c) rude and insensitive
- d) make someone feel stupid or inferior
- e) think of something else
- f) discuss all the points
- g) make a joke of
- h) to be honest
- i) too much
- j) right

6 Discuss these questions in groups.

- Is the advice as you predicted? Do you find any of the answers strange?
- From their answers, which of these words would you use to describe John Morgan and Drusilla Beyfus? Which phrases give you this impression?

formal	tactful
straightforward	opinionated
old-fashioned	

7 Have you been in any social situations where you haven't known what to do? Ask other students their opinions about what you should have done.

Grammar extension

Modals and related verbs

- 1 Underline the modal verbs in the sentences below. Match them to the meanings in the box.

possibility	ability	request for permission	request
obligation	advice	(un)willingness	logical necessity

- Can you give me some advice about what to wear at the wedding? (*request*)
- Children, you must sit quietly and listen to me – it's very rude to interrupt.
- Many young people these days just won't accept the importance of good manners.
- I'm terribly sorry to ask, but may I use your phone? It's rather urgent.
- My uncle was the most charming man I've ever met – he could persuade anyone to do anything!
- You must be John's niece – it's a pleasure to meet you.
- Inappropriate social kissing may cause embarrassment in certain cultures.
- When you're a guest at someone else's house, you should always switch your mobile onto voice mail.

- 2 a) The following sentences contain different modals, and other related verbs. Match them to the same meanings in Exercise 1.

- You might offend some of the older people if you go to the funeral dressed like that.
- My son will carry that for you, don't worry. Jeremy, help this lady.
- Would you thank Alison for the kind invitation and send her my apologies? (*request*)
- Sorry to leave early, but we really have to get to the airport or we'll miss our flight!
- Excuse me, but could I ask you a personal question – where did you buy those shoes?
- I think you ought to make an effort to be a bit more punctual in future – the boss is getting a bit fed up about it.
- You can't be Karina's mother, surely? You're far too young!
- Nicola was extremely annoyed about the way David behaved at her party the other night, but I think I managed to calm her down in the end.

- b) Look at the pairs of sentences with the same general meaning. Is there any difference in the way we use the two modals?

Example: a and 3. Both are requests – “would” is more polite and more formal than “can”.

► Grammar extension bank pp.56–59

Listening and speaking

Improving your communication skills

- 1 Read the information below. Are you surprised at this survey? Have you ever been shy?

When asked in a survey, 25 per cent of the people interviewed said that they were always shy, and 80 per cent said that they had been shy at some time in their life. 60 per cent said that they would like to improve their communication skills.

- 2 Look at the situations below and discuss these questions in groups. How confident/nervous would you feel in these situations? Explain why.


- socialising at a party where you only know one or two people
- suggesting a social arrangement (e.g. a get-together) for a celebration
- meeting your father's boss for the first time
- asking a friend to do you a big favour
- talking to someone you respect for the first time
- socialising for the evening with a group of people you feel are senior to you (your teachers, your parents' friends, etc.)
- giving a ten-minute presentation to a group of fifteen or twenty people
- giving directions to a foreigner in your city
- making a complaint (e.g. in a restaurant or shop)
- phoning someone you know you should have phoned a long time ago

- 3 Do you think you would do these things in any of the situations above?

blush	shake	giggle	sit alone and look bored
talk far too much	stumble over your words	get emotional or angry	avoid eye contact
look nervous and uncomfortable	dry up and not be able to think of anything to say		





4  You are going to listen to a radio interview with Dr. Chen Lisha, an expert on communication skills.

- Which two situations in Exercise 2 does she refer to?
- Which of the things in Exercise 3 does she feel is important to avoid in these situations?
- What tips does she give for the best way to behave in these situations?

5 Work in pairs. Which of these statements do you think are true? Can you remember what Dr. Chen said?

- People communicate less effectively with people they see as being very different from themselves.
- In social situations, the more questions you ask, the better.
- You should never pause during conversations with people you don't know very well.
- You shouldn't look people in the eye for too long or you may give the wrong message.
- When complaining, don't be distracted by listening too closely to what the other person is saying.
- It's very useful if you summarise the other person's point of view at the end of your complaint.
- Many people naturally have good communication skills.

6 Listen again if necessary, and check. What else did Dr. Chen say about these things? Did she say anything you disagree with?

Patterns to notice

Patterns with abstract nouns and relative clauses

In complex sentences, there is often an abstract noun followed by a relative clause:

People often have problems communicating in **situations where** they're unsure of who they're speaking to.

A lot depends on **the way in which/that** you say it.

Different nouns collocate with different relative pronouns. Notice these:

There are many **reasons why** communication skills are important.

There's **no reason why** you should feel uncomfortable.

We have seen several **cases where** people have started arguing.

It is easy to reach **the point where** you become over-emotional.

We seem to be going through **a period in which** communication skills are very difficult.

No one is sure of **the extent to which** this will affect business.

One of the key elements of clear communication is **the part where** you summarise what the other person says.

Complex sentences like these are found in both writing and speech.

7 Join the pairs of sentences using some of the phrases above. You will need to shorten/change some of the sentences slightly. Start with the word underlined.

Example: Make other people feel important. Many experts say that charm depends on how much you do this.

Many experts say that charm depends on the extent to which you make other people feel important.

- People talk too much and don't listen properly because they are nervous. I have seen many situations like this.
- How you stand or sit while you are talking is important. People often judge you unconsciously by this.
- The two people involved remember different things from the same conversation. It is quite common to come across cases like this.
- Nervous people forget to smile or make sympathetic noises. There are various reasons.
- After an emotional argument, calm down and think clearly about what you really want to get across. It is essential to have a time like this.
- How people express themselves when they complain is important. Many people respond negatively to this.
- People fear long conversations with senior colleagues at parties. There are a large number of reasons for this.

Personal vocabulary

Useful language

Making suggestions

You/she could always try ... (-ing)

or else ... might be worth a try

One way to tackle it might be to ...

Talking about the wrong things to do

It's best not to ...

There's no point in ... (-ing)

It's important to avoid ... (-ing)

You don't want to give the impression that ...

... wouldn't go down too well

Talking about the right thing to do

The main thing to get across is ...

He/she needs to feel that ...

The best thing to do would be to ...

Task: decide what to say in a difficult situation

Preparation for task

1 Imagine you have a difficult personal problem. Are the responses below likely to help (+), unlikely to help (-), or does it depend (?). Explain why.

You:

talk the problem over with friends

get emotional

close up and refuse to discuss it

start resenting people who try to help

get defensive

tell friends to mind their own business

pull yourself together

Your friends/family:

try to be supportive +

start criticising you -

make you face facts

drop hints about what you should do

try to be encouraging

lose their patience

make positive suggestions

2 Read about three difficult situations and summarise the problem in each case.

Movie star or doctor?

My best friend, Li Qianlian, aged 17, is very clever and she's also beautiful. It's always been her dream to star in a movie and she's talked about being an actress for as long as I've known her. Two months ago she was in a shopping mall with a few of her friends and she was spotted by a famous movie director. He gave her his card and last week he phoned her parents. He wants her to play a role in the new movie he's directing! It would be a fantastic opportunity but she would miss the last 4 months of this school year. Her parents are determined that she should not take the part as they want her to finish school and devote herself to a future as a doctor. Qianlian is keen to go to university but she definitely doesn't want to study medicine. She used to smile all the time but now she looks washed out and unhappy. She's also lost a lot of weight and I'm really worried about her. I don't know what to advise her so I've asked a few friends what they think.



The flatmate from hell

Monica's parents are very protective, and had always refused to allow her to attend university in a city 100km away. However, when her aunt and uncle bought a flat there for her cousin, Julia, they agreed to let her go, if she lived with Julia. Monica knew Julia was a bit spoilt, but they had always got on fine, and Monica was happy to share with her.

However, she has seen another side of Julia since they started living together. Her cousin never invites Monica to join in when she has friends round, and is selfish in all sorts of small ways. She switches the TV over when Monica is watching something, plays music late at night when she knows Monica has early lectures the next day, and uses Monica's clothes, make-up and food without asking. She acts as if Monica owes her something, even though Monica's father is paying rent. Monica likes college, but living with Julia is spoiling everything, and she feels she needs to speak to someone. But who? Her aunt and uncle can see no wrong in their daughter, and she's afraid that her parents might make her go home. She's dropped hints to Julia, but Julia hasn't responded. She's been asking friends' advice.

Eight months ago, Richard, aged 22, failed his exams and dropped out of university. He got a job for three months but was sacked for being unreliable. Since then he seems to have fallen into a deep depression – he refuses to look for a job or go back to college, and hardly goes out. He's a very intelligent but highly sensitive young man, and tends to fly off the handle if he feels he's being criticised. His father is losing patience rapidly, and his mother is at her wits' end. You've known the family for years, and are close to Richard. A few days ago, his mother phoned you in tears, begging you to talk to him before his father does something terrible, like throw him out of the house. You feel you must help and have asked friends for suggestions.

He's dropped out and depressed

Task

1 a) In groups, choose one of the problems to discuss.

b) Work individually. Make a list of all the different options for handling the problem. Ask your teacher for any vocabulary you need.

► Personal vocabulary

2 Discuss in your groups.

- Compare your individual lists.
- What are all the options for tackling the problem?
- What would be the worst thing you could do, in your opinion?
- What else should you avoid?
- What is the best thing to do? (It could be a combination of ideas.)

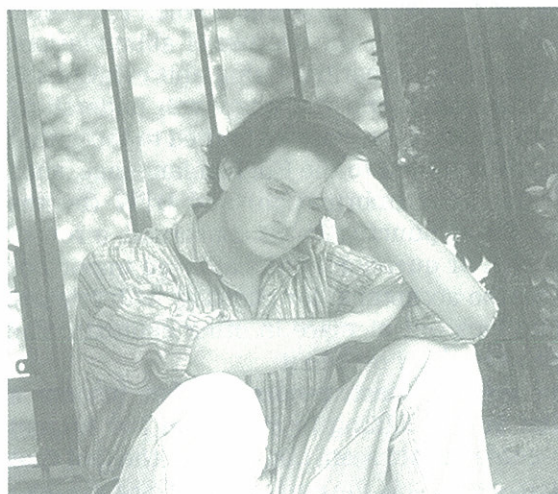
► Useful language

3 Present your conclusions to the class. If you cannot agree, explain why and find out what the class think.

Optional writing

1 Write a dialogue for a scene in which you discuss the problem with the person involved. Does it go as you planned, or does it all go wrong? How does it end up?

2 Act your scene out for the rest of the class.



Writing emails

1 a) How often do you use email? Think of three differences between emails and ordinary letters.

b) Read the introduction to the article below. What do you think the problems are?

2 Work in pairs. Think of advice for writing emails to colleagues and to friends. Read the article. Underline any good advice you didn't think of.

The explosive growth of email has created new problems, mainly because there has never been a definitive guide to common standards and expectations.

Shirley Taylor offers advice.

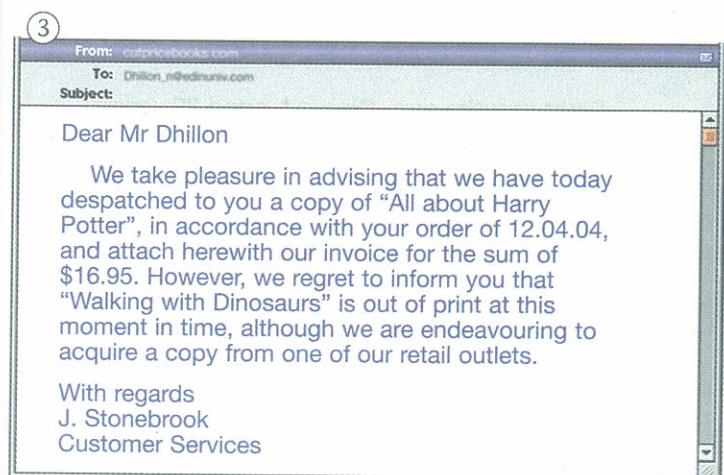
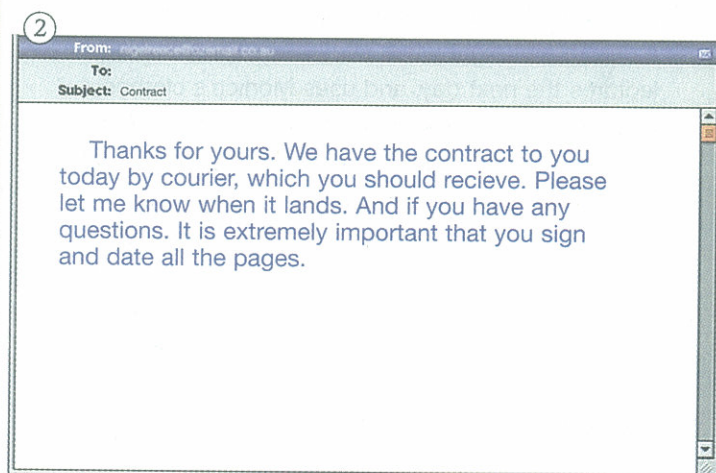
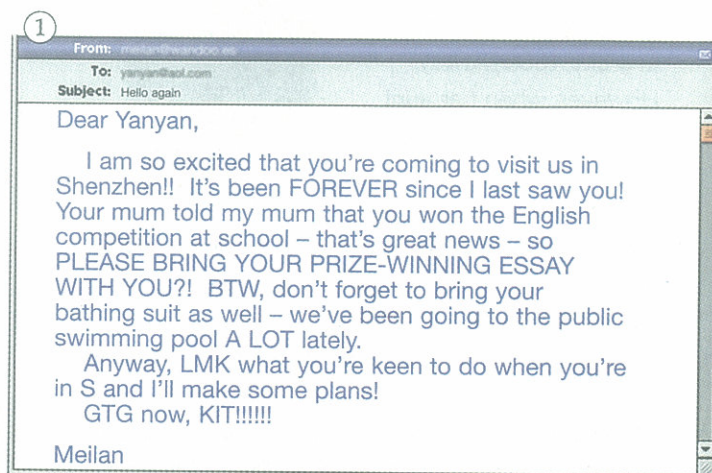
Today's way of conducting business is informal so that's what we should aim for in our business writing too – a friendly, conversational style. We should use short words and simple expressions, short sentences and paragraphs which are clear and concise but still courteous. The only place for standard overused clichés like “Please find attached herewith” and “Please be advised” is the recycle bin.

Messages which are sent without much thought or planning, with important details missing, or with spelling and punctuation errors, create a very bad impression. Similarly, the common courtesies of a greeting and sign-off should not be neglected for the sake of speed. Finally, a moment taken to fill in the ‘Subject’ line will be appreciated by a busy recipient, who will be able to see what your email is about before they decide to open it.

High on the list of annoyances when I did some research recently was the overuse of abbreviations and excessive punctuation. Using abbreviations is fine with a friend who you know will understand them, but should otherwise be limited to those that are already common to the English language, such as FYI (for your information) and BTW (by the way). As far as punctuation is concerned, a row of exclamation or question marks after an important point may be acceptable for chatting with friends, but could look out of place in other contexts. The main point is: don't overdo it.

Last but not least, remember that it's not a computer you're talking to, it's a real live human being – some people seem oblivious to the fact that writing in capitals is the equivalent of SHOUTING, and should be avoided unless you intend to convey excitement: “WE WON!”

3 Find examples in the emails below where the writer does **not** follow the advice in the article.



4 Rewrite the emails, following the advice in the article. Compare ideas in pairs.


5 Write an email for one of the following situations:

- You need to interview an engineer for a school project. Your friend's father is an engineer so write an email to him explaining the project and asking if he'd be prepared to help you. Make suggestions for a time and place to meet up.
- An old school friend who you have not seen for several years has invited you to a school reunion. Write an email asking for more information about the reunion (e.g. Will there be other guests? How formal is it?) Offer to help with the preparations in some way.
- You have an important appointment (decide the day and the time), but you have realised that you won't be able to make it. Write an email to your friend, asking if the appointment can be rescheduled and suggesting another time/day.

6 Exchange your email with another student (send it if you can!). Check your partner's work, bearing in mind the advice in the article.

Real life

Getting people to do things

- 1**  The pictures show four situations in which one person wants another person to do something. Can you guess what the situations are? Listen and check.



2 a) Which phrases in the box below are used for:

- 1 interrupting someone?
- 2 asking for help/persuading?
- 3 refusing to do something?
- 4 asking someone to wait?
- 5 agreeing to do something?

Are you in the middle of something? If you say so
 I'll be right with you I don't see why I should
 Can I ask a really, really big favour? Oh, all right then
 Oh, go on I wonder if you might be able to help
 If you'll just bear with me for a minute
 I'd be really grateful Shall I come back later?
 Sorry to disturb you We would very much appreciate it
 I must ask you not to use your mobile phone

- b)** Listen again and copy the intonation on the recording.

3 Choose the best adjective to describe each speaker's attitude.

cooperative annoyed/reluctant fairly polite
 extremely polite uncooperative casual

- 4** Work in pairs to prepare a short dialogue (15–20 lines). Use the questions on p.69 to help you. Act out your dialogue for the class.

- 5** Listen to other students' dialogues. Decide what the request is, where the people are, and what the attitudes of the two speakers are.



Grammar Extension Bank

Modals

A General

- 1 Modals are auxiliary verbs used to give a **judgement** or **interpretation** about an action or state.

The following verbs are often classified as “full” modal verbs with the features below:

can could may might must
will would shall should

- they do not have infinitive forms or the 3rd person “s” or tenses
 - the negative is formed by adding *not/n't* to the verb
 - the question is formed by inverting the modal and the pronoun
 - they are followed by the infinitive form without *to*.
- 2 The following are often referred to as “semi-modals”. They follow some, but not all, of the above rules. (See F on p.57)

need dare have to ought to

B Possibility/probability

- 1 **Could, might** and **may** refer to specific present/future possibilities.

*Steve isn't here, but he **could/might/may** ~~can~~ be in the canteen.*

*They say that it **could/may/might** ~~can~~ snow this year.*

We can make the probability greater by adding *well*.

*This **could/might/may well** be McNally's last appearance at a World Championship.*

- 2 **Can** is only used to refer to general (or “theoretical”) possibilities.

*In summer, the temperature here **can** reach 35°.*

*Lisa **can** be really moody sometimes.*

- 3 **Could/may/might have + past participle** can all be used to mean that something possibly happened.

*Jay **may/could/might've** phoned while we were out.*

We also use the past form *could have* to say that it was possible for something to happen, but it didn't.

*We **could have taken** a taxi, but we decided to walk home instead. (= this didn't happen)*

- 4 We can also use **should** to talk about present or future probability. It shows that the speaker is fairly certain about something.

*Have a look in my pockets – the car keys **should** be there.*

*You **shouldn't** have to wait too long, Mr Carr.*

► Exercise 1 p.58

C Ability and willingness

- 1 **Can** and **be able to** express ability. The past forms are **could** and **was/were able to**.

- a) We only use **could** as the past of **can** when we talk about general ability in the past.

*When I was younger, I **could** touch my nose with my feet.*

(= this was something I could do if I wanted to)

- b) To talk about a specific event in the past, we use **managed to** or **was/were able to**.

*Although he was badly injured, he **managed/was able to** crawl his way to safety. (= This was something he did)*

- c) **Can** and **could** are often used with verbs of perception.

*I **can** smell something burning.*

*I **could** hear music coming from the upstairs room.*

- d) There are a number of other common “fixed phrases” with **can('t)**.

can('t) afford can('t) stand (= hate)
I can imagine I can't bear it!

- 2 **Will** is often used to express that you are willing to do something now, or in the future.

I'll do the washing-up. You sit down and have a rest.

- The negative form **won't** expresses unwillingness or refusal to do something.

*Mum, Holly **won't** play with me.*

*I **won't** lower the price, and that's that.*

- To talk about the past, **wouldn't** can mean “refused to”.

*We tried everything but he **wouldn't** cooperate.*

This can also be used with inanimate objects.

*My car **wouldn't** start.*

► Exercises 2–3 p.58

D Permission and requests

- 1 **Can** and **could** are used for both permission and requests.

***Can/Could** I get past, please?*

***Can/Could** you give me a hand to lift this?*

- 2 **May** and **might** are only used for permission.

***May/Might** I borrow your newspaper for a moment?*

*~~**May** you feed the cats for a few days while we're away?~~*

- 3 **Will** and **would** are only used for requests.

***Will/Would** you just wait here for a minute, please?*

*~~**Will** I borrow your telephone to call home?~~*

- 4 **May, might, could** and **would** are more tentative, and therefore more polite than **can** and **will**. However, polite intonation is probably more important than the choice of modal.

► Exercises 4–5 p.58

E Obligation/necessity

1 Must

- a) **Have to** or **have got to** are more common in speech to talk about obligation than **must**, particularly when we talk about obligations which are externally imposed.

You **have (got) to** be eighteen to vote.

Must is more often seen in written English, however.

Applicants **must** be over 18 years of age. (= from an application form)

The negative of **must** for this kind of obligation is **must not** and the past is **had to**.

Applicants **must not** be over 35 years of age.

When I was young, you **had to** be twenty-one before you could drive.

- b) **Must** is often used for advice or recommendation, because it expresses the speaker's sense that this is necessary or important.

It's an absolutely brilliant film. You **must** go to see it.

Have to is less common in this context.

- c) **Must** also expresses logical necessity (logical deduction).

That **must be** Isabel's sister. She looks so like her!

The negative of **must** here is **can't** and the past is **must have**.

That **can't be** your mother, she looks far too young.

Laura **must have gone** home, she's not here.

- 2 **Will** is also commonly used for logical necessity.

Is that the doorbell? It'll be the pizza delivery.

It's 8 o'clock, he'll probably have left the office by now.

- 3 **Should** is used to talk about the right thing to do. The negative form is **shouldn't**. The past is **should have/shouldn't have**.

These files **shouldn't be** in here – put them in Joel's office.

You **should have listened** more carefully to what I said.

► Exercises 6–7 p.59

F Semi-modals

- 1 **Have to/don't have to** are used to express obligation/lack of obligation.

Note that we use auxiliaries to form questions and negatives.

What time **do we have to** be there?

I've **never had to** work as hard as I'm doing at the moment.

- 2 **Ought** has the same meaning as **should**. Unlike **should**, it is followed by the infinitive with **to**.

It's well after midnight. You **ought to be** in bed by now.

- The past form is **ought to have**.

We really **ought to have booked** – there don't seem to be any tables.

- The negative and question forms are **ought not to** and **ought (I) to**, but **Should** or **Do you think we ought to ...** are preferred.

You **ought not to/shouldn't** shout – someone might hear you.

Do you think we ought to/Should we ask for the bill?

- 3 **Need** can be used as a main verb, followed by a noun or as a modal verb, followed by an infinitive or present participle. The past form is **needed**.

My jacket **needs** a button.

My jacket **needs to be** cleaned.

My jacket **needs a** cleaning.

- However, the negative has a modal form **needn't**. (Notice that the normal negative form **don't need to** has the same meaning).

You **needn't/don't need to** tell me if you don't want to.

- The past form also has a modal form, **needn't have**. This expresses that something happened which wasn't necessary.

You **needn't have** brought milk – I've already got plenty in the fridge. (= you did it but it was unnecessary)

This is different from **didn't need to** which simply expresses that it wasn't necessary to do something.

Because it was Sunday, we **didn't need to** get up early. (= it was unnecessary, so we probably didn't do it)

- Needn't/Need I**, etc. are also found in a few fixed phrases, such as:

You needn't bother. (= often sarcastic, meaning it's not necessary to do something)

Need I say more? (= isn't it obvious?)

- 4 **Dare** is used in the negative and question forms to mean **have the courage to do something**.

I **daren't** tell him the truth in case he fires me.

- The past is usually formed with the auxiliary verb **didn't**.

I **didn't dare** (to) ask her what had happened.

- There are certain fixed expressions where the modal form of **dare** is used.

I **dare say** (= expect) you'll have a lot of questions.

How dare you suggest that I treated you dishonestly! (= I am very shocked/angry that ...)

Don't you dare make fun of the way I speak! (= a strong warning not to do something)

► Exercises 8–9 p.59

Grammar Extension Bank

Modals

- 1 Decide if there is any difference in meaning between these pairs of sentences.
- They **could** have missed the train.
They **may** have missed the train.
 - There **may** well be severe flooding in the next few days.
There **could** well be severe flooding in the next few days.
 - It **can** take up to two hours to reach the top of the tower.
It **could** take up to two hours to reach the top of the tower.
 - We **should** have another delivery of that paint tomorrow morning.
We **could** have another delivery of that paint tomorrow morning.
 - He **could** have sold his story to the newspaper.
He **might** have sold his story to the newspaper.

- 2 Rewrite the phrases in bold in this story, using modal verbs.

When her dog Belle (1) **was not willing to eat** her food one evening, Carrie Young became suspicious. "I called her, but she (2) **was not even able to get up** from her basket. I (3) **was able to see** that something was very wrong." Vet Andy Marshall found that Belle had eaten nearly 2 kilos of small stones from the garden path. He (4) **was successful in removing** all the stones in a two-hour operation, and now Belle is recovering after her strange meal. (5) "It **was possible for Belle to die**," said Andy. Carrie has taken his words seriously and is replacing all the stones with bigger, less edible ones. (6) "Belle **will probably be safe** in the garden now," she smiles.



- 3 Complete these sentences so that they are true for you.

- At the moment I can hear
- When I was a child, my parents wouldn't let me
- I can't stand people who
- I have never managed to learn
- I can see from my bedroom window.
- A few years ago I couldn't, but now I can/and I still can't.
- My friends annoy me when they won't
- I sometimes dream about being able to

- 4 Cross out the option which is not possible in six of the sentences below. (In two sentences, all three options are possible).

- Please *may/could/would* I use your mobile to make a quick call?
- Could/May/Can* you get some coffee when you go out?
- Pass me those scissors, *will you?/may you?/can you?*
- Will/May/Can* we have a look round, if that's okay?
- Perhaps we *might/could/would* discuss this in private, if you don't mind.
- Can/Could/Will* you turn that music down, please?
- Could/Can/Will* I have the day off tomorrow, please?
- Hold this for me, *can you?/would you?/could you?*

- 5 Write a request or permission question to match the response given.

- ".....?"
"OK, as long as you pay me back by the weekend."
- ".....?"
"Do you have an appointment, madam?"
- ".....?"
"Yeah, alright – leave it in the sink and I'll do it later."
- ".....?"
"Well ... how long for? She got very upset last time."
- ".....?"
"If you've finished all your work, yes."
- ".....?"
"Sorry, we only take cash or cheques."

6 Which of these sentences are likely to be written or spoken? Complete the gaps with modal verbs of obligation. If there is more than one possibility, explain the difference in meaning.

- a) Rooms (vacate) by noon.
- b) He's not in – oh, I know, he (take) the children swimming.
- c) Passengers (leave) luggage unattended.
- d) I (work) late all week – we've got a big order to finish.
- e) You (carry) that – the doctor told you to be careful.
- f) Marc's in a good mood – he (see) the phone bill yet.
- g) Hurry up! Dad (wait) for us.
- h) All mobile phones (switch off) in this area.

7 Rewrite these sentences using the verbs *must(n't)*, *will/won't*, *can't*, *should(n't)*, *have to*.

- a) Is it necessary for you to carry an ID card in China?
.....
- b) It is the government's obligation to act quickly to stop street crime.
.....
- c) I'm sure that's Tamzin's purse – she's just phoned up about it.
.....
- d) I strongly advise you not to miss the Allstars concert on Sunday night.
.....
- e) I'm sure you drove like a maniac to get here so quickly!
.....



- f) It was wrong for you to take the car without asking me.
.....
- g) How long was it necessary for you to wait for your visa?
.....
- h) Ring Tim later – it's unlikely that he's had time to unpack yet.
.....

8 Complete the gaps with an appropriate form of the semi-modal *ought to*, *have to*, *dare* or *need*.

- 1 I'd love to stay a bit longer, but our babysitter leave at 11.
- 2 You do everything he says, do you?
- 3 I really hate wear this stupid uniform!
- 4 We left a bit earlier – we're going to be terribly late.
- 5 We discuss it now if it's inconvenient.
- 6 I must do something about this room. It reorganising.
- 7 Don't tell Lisa about the credit card bill – she'll go mad.
- 8 Sven admit that he'd deleted the wrong document.
- 9 You got all dressed up – it's not really a formal dinner.
- 10 I know it was wrong to steal those sweets, but Lenny me to do it.

9 Match the sentences a–i with answers 1–9.

- a) He doesn't live here anymore – he moved away just last month.
- b) Come on, keep going. It's not much further.



- c) She was in the shop for ages, deciding which mobile phone to get.
 - d) You sit down – I'll finish clearing up.
 - e) Did you ask them to refund the money?
 - f) Phone him and apologise for what you said.
 - g) I'm sure she didn't mean to upset you.
 - h) I got you these – to say thanks for everything.
 - i) Go on, have another slice of cake.
- 1 I shouldn't really.
 - 2 Yes, but they wouldn't.
 - 3 I can't!
 - 4 He can't have!
 - 5 Oh, you shouldn't have!
 - 6 I dare say.
 - 7 You don't have to.
 - 8 Must I?
 - 9 I can imagine.

Rules and regulations

1 Discuss the following questions in pairs.

- What rules and regulations did you see in the streets, on trains and on buses today?
- What are the advantages and disadvantages of these rules and regulations?

2 Read the article quickly.

- What impression does it give you of Singapore?
- Is this a place you would like to visit, stay for a long time or live permanently?

3 Read the article again and match the headings below to paragraphs (1–6).

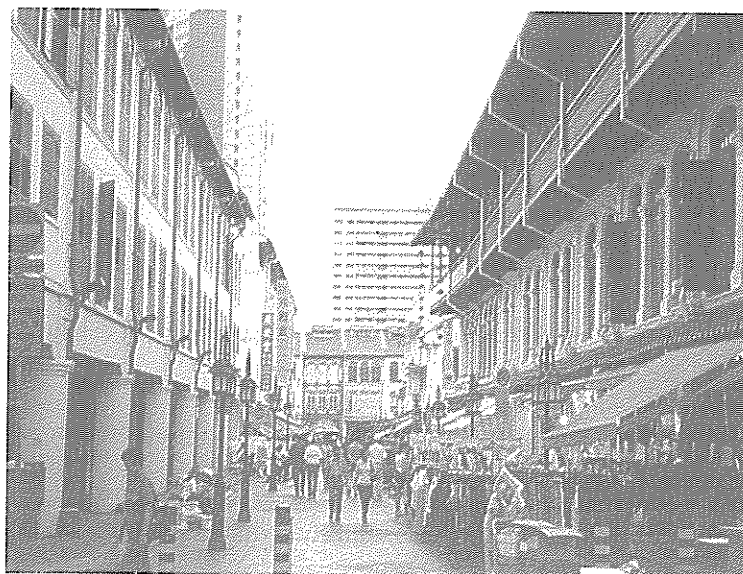
- a) Corruption isn't tolerated.
- b) Changing social attitudes.
- c) Campaigns to encourage better manners.
- d) Singapore is a pleasant city-state.
- e) Public spaces and transport are regulated.
- f) Campaign for flushing toilets.

4 Find these phrases in the article and work out the meaning of the words in **bold**. Use a dictionary to check your answers.

- a) the island's entire east coast is **a string of** parks and beaches (Para. 1)
- b) No litter **bars** a walk through Singapore's streets, because a **litterbug** must pay a fine (Para. 1)
- c) A **bribe**, whether a **little tip** to an employee or a **large payoff** to a high-ranking minister represents a ticket to jail (Para. 2)
- d) The walls of buildings are **plastered** with rules (Para. 3)
- e) Trucks and commercial vans have to **install** a yellow roof light (Para. 3)
- f) When a taxi goes over the maximum speed on freeways, loud **chimes go off** inside (Para. 3)
- g) The rules are frequently **backed up by** publicity campaigns (Para. 4)
- h) the **amenities** that make Singapore perhaps the most liveable city in Asia (Para. 5)
- i) A law requiring the **flushing** of toilets was **enacted** in 1988 (Para. 5)
- j) The rules would be there, but they would not be **intruding into** your consciousness every day (Para. 6)

5 Discuss the following questions.

- Are the rules and regulations in the article similar to the ones discussed in Exercise 1?
- Which Singaporean rules would you find surprising?
- Are there any rules and regulations in your city that a visitor might be surprised by?
- Are there any Singaporean rules you would like to have in your city?
- What other rules or regulations would improve your city?



For anyone used to Asian cities choked by pollution, traffic jams and ineffective communications, Singapore is an oasis. The airport is so efficient, the taxis are so numerous and the roads are so good that visitors arriving at Changi Airport, on the eastern tip of the island, twelve miles from the city centre, can reach their hotel rooms thirty minutes after stepping off the plane. Those visitors can get business cards, eyeglasses or a tailor-made suit the day after placing an order, and ride a modern subway system whose underground stations, as well as its trains, are air-conditioned. An international phone call can be direct-dialled as quickly in Singapore as in the United States. Business can be conducted in English, because it is the language that all the schools use. Every road has trees and flowers; the island's entire east coast is a string of parks and beaches, and only half an hour from the city centre are a nature reserve and areas with farms. No litter mars a walk through Singapore's streets, because a litterbug must pay a fine. Everything in Singapore is clean; everything in Singapore works.

❷ In a nation known for efficiency, the government is most efficient of all. When someone calls to report a pothole, the Public Works Department fills it within forty-eight hours. The Telecommunications Authority will install a new phone the day after the order is received. A bribe, whether a little tip to an employee or a large payoff to a high-ranking minister, represents a ticket to jail. A civil servant who receives a present in the mail must send it to a government agency, which puts a price tag on it and then offers to sell it back to the recipient. If the employee doesn't want to buy it, the gift is sold at an auction.

❸ The government of Singapore loves to make rules. The walls of buildings are plastered with rules, telling people what they can't do and how much they have to pay if they dare to try it. The fines represent considerably more than a slap on the wrist, and they're enforced often enough to make most potential law-breakers think twice. Eating or drinking on the subway, driving without a seatbelt and smoking in a restaurant are all offences which are subject to big fines. Few illegal activities are left to the imagination; for example, in the Botanical Gardens, where "Prohibited" signs threaten to outnumber plant-

identification markers, a picture sign warns against shooting at birds with sling-shots. Nor do violations always depend for discovery on a passing policeman. Trucks and commercial vans have to install a yellow roof light that flashes when the vehicle goes over the speed limit. When a taxi goes over the maximum speed on freeways, loud chimes go off inside; the chimes are so annoying that the driver is likely to slow down. At some traffic lights, cameras photograph the licence plates of cars that pass through as the light is changing to red; the drivers receive fines in the mail.

❹ The rules are frequently backed up by publicity campaigns, using advertising slogans, displays at public events, and articles in the leading newspaper, the *Straits Times*. There have been campaigns to be on time and to say "please" and "thank you". In 1984, Singapore started an antispitting campaign, with the distribution of pamphlets, messages on radio and television, exhibitions at supermarkets, twenty thousand posters on buses and taxis, and, for children, comic strips and a colouring contest.

❺ Clean public toilets at shopping malls, supermarkets and other public places are among the amenities that make Singapore perhaps the most liveable city in Asia. But the campaign that brought them into being might be viewed as excessive. A law requiring the flushing of toilets was enacted in 1988. The *Far Eastern Economic Review* explained, "Those who ignore the new law could get a fine of up to \$1000. And how is the law being enforced? Inspectors from Singapore's Ministry of Environment will be inspecting public toilets to catch the illegal nonflushers."

❻ When I interviewed Goh Chok Tong, who became Prime Minister in 1990, we discussed the rules and the fines for breaking them that are posted all over Singapore. "My own goal is for us to move into a position one day where we don't need to have all those fines put up. The rules would be there, but they would not be intruding into your consciousness every day. That means a newer generation must be put through schools, to be socially educated that this is the norm of behaviour."

Writing an email

1 Discuss these questions in pairs.

- How often do you write emails or letters?
- Do you prefer writing emails or letters?

2 In the following situations, do people usually send an email or a letter? Are there any situations where it is acceptable to do both?

- a party invitation to a friend
- a complaint to a company
- booking a hotel room
- asking for information about a company's products
- asking for information from a colleague at work
- thanking a relative for a present

3 Read the letter below and answer the questions:

- a) Who is Mr. Stevens?
- b) Who is Mrs. Smith and what is she complaining about?
- c) What were the four problems she experienced?
- d) What is her opinion of the hotel?
- e) What does she expect from the hotel?

4 Look at the structure of the letter. What do you notice about the following?

- names and addresses
- introduction and ending
- order of points made
- paragraphing
- length of sentences

Chancery Hotel
Park Street
Bath
BA1 2TD

9 Old Bridge Street
Beckham
SP9 4JJ

9th July 2004

Dear Mr. Stevens,

I am writing to complain about the unacceptable behaviour of Michelle Rogers, a member of the reception staff at the Chancery Hotel. My husband and I stayed at your hotel between 28th June and 6th July and were consistently appalled by the level of service offered by Ms Rogers.

Firstly, when we arrived at the hotel, she ignored our request for help with our bags and insisted instead that we wait for several minutes while she talked on the phone. It was clear from her language and general behaviour that the phone call was personal rather than business.

Secondly, when we asked for information on places of interest to visit near the hotel, Ms Rogers informed us that she had no idea and we would have to buy a guide book.

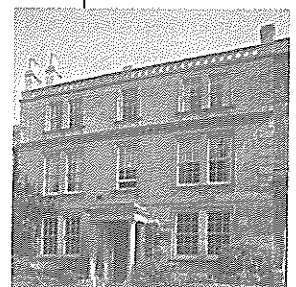
Thirdly, when leaving the hotel I queried a number of items on our bill having mislaid my restaurant receipts. Ms Rogers again refused to deal with my request claiming that she was too busy and her afternoon break started in ten minutes. Finally, when I asked to speak to the manager, she claimed that you were not in the hotel and I would have to phone later.

I fully appreciate that the Chancery Hotel is often busy but feel that this does not account for the unsatisfactory level of service offered by Ms Rogers. I would, therefore, like to lodge a formal complaint.

Yours sincerely,



Mrs. J. Smith



5 Do you think the letter is effective? Would you change it in any way?

6 Would the structure of an email be similar or different?

7 Read the letter again and find the formal equivalent of the informal phrases below.

- always shocked* (para. 1)
- given* (para. 1)
- say something firmly* (para. 2)
- told us* (para. 3)
- asked about* (para. 4)
- lost* (para. 4)
- help or answer* (para. 4)
- I completely understand* (para. 5)
- explain or excuse* (para. 5)
- make a serious complaint* (para. 5)

8 You are going to write an email to a friend telling him/her about the problems you had at the Chancery Hotel. Refer to the Check box for tips on writing emails and complete the email message below.

Check box

- complete the *Subject* and *To* boxes
- use an informal beginning and ending, e.g. Hi.../Love...
- don't write long sentences with complex structures
- use an informal style similar to spoken English, i.e. contractions, direct questions and colloquial language
- use the spell check to check for mistakes

The screenshot shows an email composition window with the following elements:

- Title Bar:** Chancery Hotel
- Toolbar:** Send Now, Send Later, Save as Draft, Add Attachments, Signature, Contacts, Check Names.
- Priority:** Normal
- Header Fields:**
 - To: [Empty]
 - Cc: [Empty]
 - Bcc: [Empty]
 - Subject: Chancery Hotel
- Formatting Bar:** Size (Medium), Bold (B), Italic (I), Underline (U), Text Color (T), and various alignment and list icons.
- Main Body:** A large empty text area for writing the email content.

Cultural dos and taboos

1 Discuss the following questions in pairs.

- What advice would you give a foreign visitor to your country? Think about greeting people, giving and accepting hospitality and so on.
- How important is it to have an awareness of cultural dos and taboos around the world?

2 Read the article opposite and answer the questions.

- What does the expression “forced out of their comfort zones” mean?
- What four forms of greeting are mentioned in the article?
- What advice does the writer give about using first names?
- What does the phrase “personal space” mean?
- What does the phrase “there is a moral veil over gift-giving” mean?

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

- the idea that your own race, nation, group etc. is better than any other*
- unacceptable according to the normal standards of moral social or professional behaviour*
- noticeable in a way that is unpleasant*
- be careful because you think something might be dangerous or harmful*
- a particular quality in someone's character*
- the system of rules on the correct and acceptable ways to behave on official occasions*

4 Read the statements opposite and decide which are true (T) and which are false (F). (There are two false statements in each set.)

5 Compare your ideas with a partner. Try to reach an agreement about which statements you think are false.

6 Look at the statement below. Do you agree or disagree? Divide into two groups (one for and one against) and hold a discussion.

“If people decide to move permanently to another country, they should embrace the culture, customs and language of the host nation.”

Roger Axtell, author of the well-known “Dos and Taboos” series of books on international protocol, offers the following guidance for American business travellers looking for help when they find themselves forced out of their comfort zones by the customs of other countries.

Be open to surprises

Instead of retreating when you encounter an aspect of another culture that strikes you as strange, Axtell suggests getting used to it. Beware of ethnocentrism, or the feeling that the way you do things at home is the “right” way. When travelling or hosting, open up to new ways of personal interaction. Plan on encountering different situations. For example, business people in North America greet one another with a firm handshake and a look in the eye, but in Japan, this would be considered very rude and obtrusive. Instead, professionals bow to one another.

In Thailand and other parts of South East Asia, the normal greeting is a “wai” or slight bow with palms pressed together. In China, some Tibetan tribesmen greet each other by sticking out their tongues, and a woman greeting a man from an Islamic country should not be offended if he will not shake hands with her. While these “different” forms of greeting might seem strange to you, remember that “normal” ways of greeting probably look equally strange to others.

Titles and gifts

Referring to colleagues in a business setting on a first-name basis is a typically American trait. But be wary when meeting with Northern Europeans. Although their impeccable English tends to make Americans feel comfortable, some North Europeans consider it improper to use first names without being invited to do so. Americans typically feel uncomfortable if their “personal space” – a field of about 18 inches radius around their bodies – is intruded upon. However, business people from the Middle East and Latin America have a different standard of personal space and tend to stand much closer – it is not unusual for Latin Americans, for example, to greet business colleagues with an “abrazo” or hug.

In American business culture, there is a moral veil over gift-giving, but this is not the case in many other countries. Gift-giving is a ritual obligation in Japan, where companies once had specific employees to keep track of gifts. Some tips for giving a gift in Japan include the following: always wrap the gift, but never with white paper, and avoid ornate bows. Do not expect the recipient to open the gift in front of you. If giving several gifts, be sure that the quality of the gift follows hierarchy, with the boss getting the nicest gift.

Communication barriers

And finally, although English is undoubtedly the language of international business, native-speakers need to be sensitive and aware when speaking or listening to non-native speakers. English is full of slang, jargon and buzz-words which can be extremely difficult to interpret and result in misunderstanding.

- 1 In Japan, it is considered rude to bow or give a speech with your hands in your pockets.
- 2 In France, it is considered bad luck to wear black on Christmas Day.
- 3 If you nod your head in Greece, it means "no".
- 4 In Russia on New Year's Day, everyone should wear something red for luck.
- 5 You shouldn't touch people on the head in Thailand.
- 6 In Britain, it is considered rude to slurp your tea or coffee.
- 7 In Singapore, it is not considered rude to slurp your noodles.
- 8 It is bad luck to give an even number of flowers in Austria.
- 9 In Belgium, you should kiss friends three times when you meet them.
- 10 In Spain, it is normal to eat dinner at ten or eleven o'clock at night.
- 11 In Sweden, you should never toast anyone who is senior to you in rank or age until they toast you.
- 12 When you answer the phone in Germany, you should immediately say your last name.
- 13 In Denmark, it is regarded as strange to compliment someone on their clothes.
- 14 It is against the law to go out without your purse or wallet in Monaco.
- 15 In the Netherlands, you should shake hands with everyone, including children, when you meet them.
- 16 When talking to someone from Iceland, foreigners should use their last names, only fellow Icelanders should use first names.
- 17 Never wrap a gift in white paper in Japan (it is the colour of death).
- 18 You should never sit with your back to the door in Hungary as it is considered very rude.
- 19 Never give a gift of a clock to a Chinese person.
- 20 At an Argentinian wedding, the bride should dance with all the single men.
- 21 When you laugh in Korea, you should cover your mouth.
- 22 It is considered bad manners to blow your nose in public in Korea.
- 23 When giving a gift to someone in China, you should use both hands.
- 24 Never send purple flowers in Brazil (as it is a sign of death).
- 25 People in Switzerland consider it very bad manners to rub your eyes in public.
- 26 It is impolite to yawn in public in Colombia.
- 27 It is customary in New Zealand to offer all invited guests to your home a key to the door.
- 28 In Peru, it is considered correct to arrive half an hour late for dinner.
- 29 In Bolivia, you should be careful of complimenting the food at dinner as your host will give you more and you are expected to eat everything on your plate.
- 30 In Russia, never whistle indoors as it means all your money will be blown away.

Body talk

1 Look at the words and phrases in the box. Which parts of the body are they associated with? Match them to the diagram below.

wink at someone
shake your head
nudge someone
frown at someone
smirk at someone/something
raise an eyebrow at someone
give someone a look
wave at someone
nod at someone
shrug your shoulders
drum your fingers
shake hands with someone
elbow someone out of the way
grin at someone/something
mouth something at someone
keep an eye on someone/something



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

3 Complete the sentences with the correct word or phrase from Exercise 1.

- To agree with someone, you _____.
- To say hello to someone, you _____.
- To greet or say goodbye to someone in the distance, you _____ at them.
- To express confusion or worry, you _____.
- To show you are waiting impatiently, you _____.
- To show you don't know the answer to something someone asks, you _____.
- To get someone's attention by pushing someone, you _____.
- To show that what you're saying is amusing and not serious, you _____ at someone.
- To show you are annoyed with someone, you give them a _____.
- To say something to someone in a subtle or silent way, you _____.
- To express surprise or disbelief at something someone says, you _____.
- To show you are pleased about someone's bad fortune, possibly because you don't like them, you _____.
- To get past people in a crowded place in an unfriendly way, you _____ people out of the way.
- You can _____ to show you do not care or to show you do not know the answer to something.
- To keep a careful watch on someone or something, you _____.
- To show that you are really happy or pleased, you _____ at someone or something.

4 Discuss the following questions.

- How do you normally greet people who you have never met before?
- Has anyone ever elbowed you out of the way? How did you feel?
- Have you ever smirked at anyone's misfortune? Why?
- When was the last time you gave someone a look? Why?
- Have you ever had to keep an eye on something?

Do you remember?

Pages 46–47

- 1 According to the journalist, what should be taught in schools?
- 2 Something which is extreme or excessive can be described as *the top*.
- 3 Which of these words is the closest in meaning to *difficult / embarrassing*?
a awkward b familiar c revolting
d offensive
- 4 Supply the correct prefix to complete the words.
a __ hygienic (not hygienic)
b __ professional (not professional)
c ___ interpret (interpret wrongly)
- 5 What phrasal verb means: *to make an informal visit to someone's house*?
- 6 What three things shouldn't you do without putting your hand over your mouth?
.....

Pages 48–49

- 7 What does one writer dislike being *turned into someone else's telephone box*?
- 8 Why does one girl want her best friend to stop borrowing her school notes?
- 9 What did one unfortunate person have stuck between their teeth?
- 10 According to John Morgan, what does a *double diary device* allow you to do?
.....
- 11 What does the sentence: *Don't put the person down* mean?
- 12 What does the phrase *bring up* mean?
.....

Pages 50–51

- 13 In the sentence: *Many young people these days just won't accept the importance of good manners*, what does *won't* mean?
- 14 Which of these modal verbs cannot normally be used to make a request for permission?
a can b could c may d must e should
- 15 What was the modal verb in this sentence?
You be Karina's mother, surely? You're far too young.

- 16 In the survey, what percentage of people said that they were *chronically shy*?
a 10 % b 25 % c 40 % d 65 %
- 17 Complete the sentence with *wh-* words.
People often have problems communicating in situations (1) they're unsure of (2) they're speaking to. A lot depends on the way in (3) you say it.
- 18 What phrase means: *to become quieter after you have been excited or emotional*?
.....

Pages 52–53

- 19 In the sentence: *The main thing to get across is ...*, what does *get across* mean?
a to communicate b to find c to understand
- 20 What did Richard do after he failed his exams?
.....
- 21 In the idiom meaning: *to suddenly become very angry*, what do you *fly off*?
- 22 What does Li Qianlian want to study in the university?
- 23 Who is *the flatmate from hell*?
- 24 Rearrange the letters of two adjectives describing Julia.
a bit lostpi and helfiss in all sorts of small ways
.....

Pages 54–55

- 25 How is the growth of email described?
a exploded b exploding c explosive
d explosion
- 26 What do the letters FYI and BTW mean ?
.....
- 27 Which of these words are incorrectly spelt?
a courier b receive c extremely
d herewith e punctuation
- 28 What does Yanyan win at school?
- 29 Write down three phrases which can be used for agreeing to do something.
.....
- 30 Rearrange the letters to make adjectives used to describe someone's attitude.
a etilpo b asucal
c trucental
d epotovacier

Communication

Activities

Learning Tips Unit 25: Task p.10

a) Practising English outside class

This is vital if you want to make progress, and with dozens of ways to do it, there must be something that appeals to you! There are songs, newspapers, books, subtitled films, cable TV, internet chat-rooms, and websites. How about joining an evening class and learning another subject in English, whether it's cookery or photography? The important thing is that you find it interesting.

b) and c) Being active in class and speaking in front of the group

You are much more likely to learn English successfully if you take a proactive approach, and your classroom is the best place to start. People who ask and answer questions are more likely to remember what they've learnt than those who just sit and listen (or look out of the window!). Pairwork and groupwork are the ideal opportunity for shy people to try out what they've got to say, building up their confidence before they speak up in front of the class.

d) Making mistakes

Making mistakes is an important part of learning a language, so fear of getting it wrong should never stop you having a try. However, as an advanced learner you are probably setting yourself high standards now, and this is an area where you really need to take control. Ask your teacher if there is a particular area (like pronunciation, for example) where you need to direct your efforts. Ask your teacher (or even your fellow students) if they will pay special attention to correcting you in this area, and try to go over the mistakes you have made later at home. In writing, of course, accuracy is especially important, so if you're planning on taking any exams soon, this is probably vital. Get into the habit of reading your work through before you hand it in, and go through your mistakes carefully when your teacher gives it back. Ask him/her about anything you don't understand.

e) Making notes

You should! Anything is better than nothing, and make sure it's in a notebook and not on a scrap of paper you'll lose. If you aren't sure about making notes, ask your teacher for some tips.

f) Monolingual Dictionaries

Get one! By this stage you need the up-to-date examples and subtle distinctions of meaning that only a good modern monolingual dictionary can give you. We suggest *Longman Dictionary of Contemporary English*. Ask your teacher if you could have a lesson on using monolingual dictionaries. Bring it to class, use it at home and make it part of your study habits.

g) Vocabulary

Back to that monolingual dictionary again ...! And also all those things you can do outside the classroom (see section a) above). Everything you do in English will help your vocabulary, especially reading. The important thing with reading is to make sure that you are reading something you would enjoy in your own language, so if you don't read much poetry normally, you probably won't get on that well with it in English! If you enjoy reading football reports, how about finding some on the Internet in English? If you enjoy detective stories, why not go down to your local English language bookshop and see if you can find one? Don't feel that you have to write down or even understand every new word you meet – too much time with a dictionary and notebook will kill your enjoyment. You'll pick up a lot without realising it, and you'll probably soon work out the meaning of words that come up again and again.

h) and i) Grammar

Some people are more grammar-oriented than others – remember the most important thing is not knowing all the terminology and rules, but how well you can actually use the grammar in your writing and speech. If you are not sure how you rate in this respect, ask your teacher to monitor you for a few lessons and give you his/her assessment. Think about buying yourself a good advanced Grammar book too.

j) Pronunciation

You probably know by now whether or not you need to improve your pronunciation. If so, here are a few ideas to try. Listen to as much English as you can outside the classroom (satellite TV, the radio); practise reading aloud from texts in the book (just short sections which you practise over and over again) – it may help to think about a good English speaker that you know (perhaps your teacher or a favourite actor) and imitate the way they speak. Try recording your voice in English – this may help you to see where you could improve. Or ask your teacher to listen and give you some suggestions.

j) Writing

If writing is important to you, there are writing activities in the workbook so even if your teacher does not have time to do all the writing activities with the class (other students in the class may have different priorities), you could always do some of them on your own at home. If you have difficulty working out your ideas and writing correctly in English at the same time, try making notes before you start, or even writing a rough draft first. Remember you can improve your writing a lot if you get into the habit of checking your written work yourself before you hand it in.

Unit 26: Reading p.26

Punchlines

a 3, b 8, c 1, d 7, e 2, f 6, g 5, h 4

Unit 27: Real life p.55

a) Who are the two people involved?

friends relatives colleagues strangers other

b) Where are they?

at home at work travelling
in a public place (e.g. in a café, library) other

c) What does Speaker A want Speaker B to do?

lend him/her something help him/her to do something
stop doing something run an errand for her/him other

d) What is Speaker A's attitude?

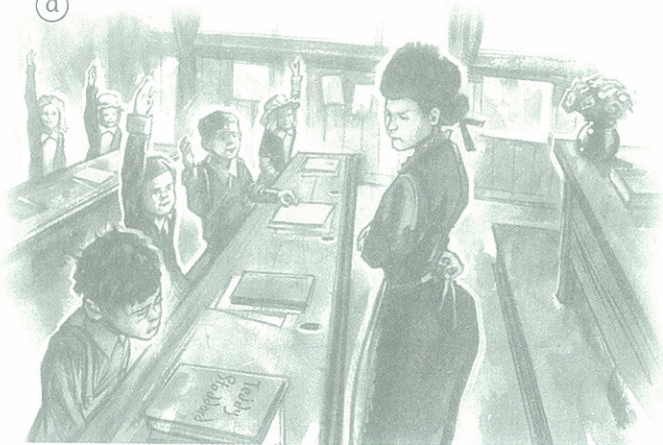
extremely polite fairly polite casual other

e) What is Speaker B's attitude?

cooperative/helpful uncooperative/unhelpful
annoyed/reluctant other

Unit 26: Task p.31

a



As Mrs Thompson stood in her fifth grade class on the first day of school, she couldn't help frowning at Teddy.

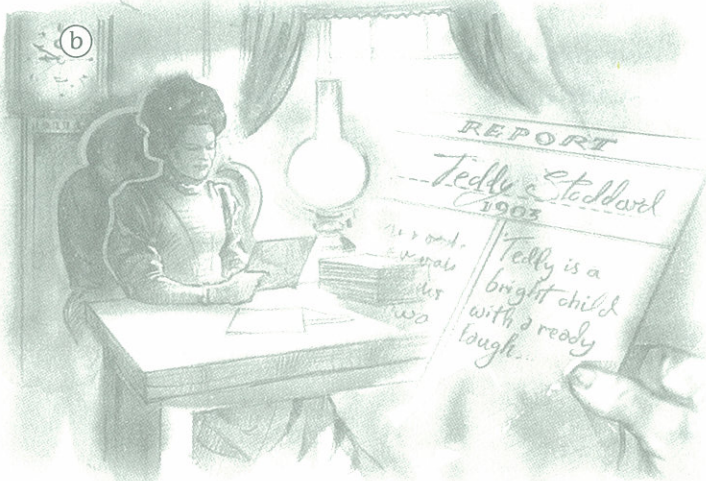
dirty, unfriendly, very quiet, messy clothes

d



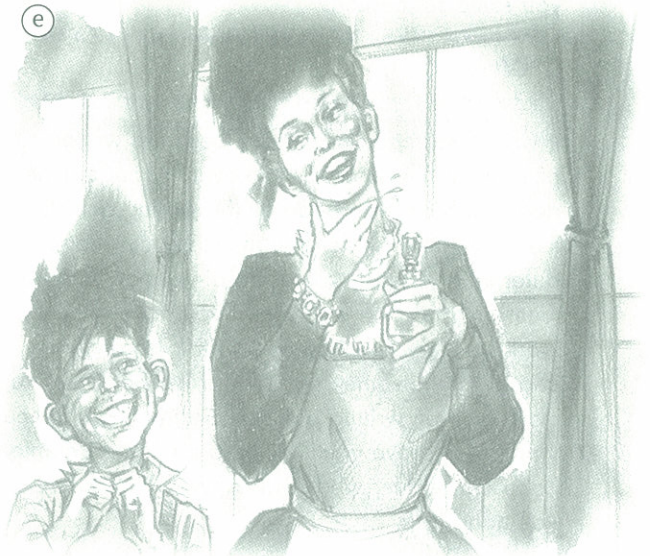
Christmas, presents, broken bracelet, a half-empty bottle of perfume, Teddy embarrassed, children laughing

b



had to read Teddy's past reports, excellent student, happy, first grade, a fatal illness, mother, not interested in school, sad, Mrs Thompson ashamed

e



Mrs Thompson, use perfume, happy, thankful, smiling, smells like his mother better at school

c



had a difficult time at home, died, father not interested, has no friends

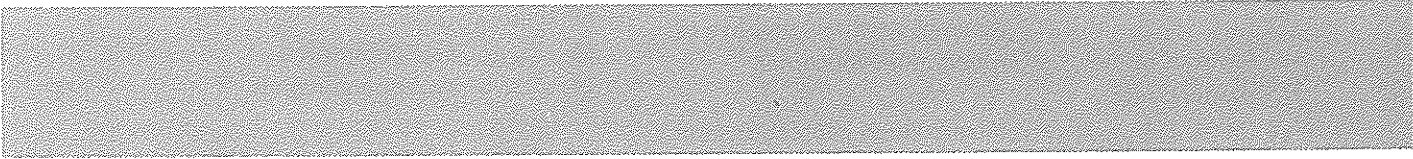
f



letter, twenty years, received

The letter said that she was still his favourite teacher; but Teddy now signed his name Theodore F. Stoddard, M.D. Doctor of Medicine.

Language Power



Unit 25

Vocabulary

What does globalisation mean to us?

1 a) Write the correct word or phrase next to the definition.

brand multi-ethnic goods domestic conflict mass
 non-native speaker chain way of life worldwide
 corporation network standard of living
 immigration

- 1 *brand* (noun) a type of product made by a particular company
- 2 (noun phrase) how you live in terms of money, accommodation, consumer products, etc.
- 3 (noun phrase) people's customs, habits, etc.
- 4 *chain* (noun) a set of shops / hotels / restaurants which are all similar and are owned by the same organisation
- 5 (noun) a group of companies forming a single, large organisation
- 6 (noun) an argument or fight between two or more groups of people with different ideas / values
- 7 (adjective) happening / produced in a single country
- 8 (noun) things that are produced in order to be sold
- 9 (noun) a system of wires, roads or electronic connections that intersect and are connected to each other
- 10 (adjective) involving a very large number of people
- 11 (noun phrase) someone who has learned a particular language as a foreign language, rather than as their native tongue
- 12 (noun) the process of entering another country in order to live there
- 13 (adjective) having a variety of different races and nationalities
- 14 (adjective) appearing or occurring everywhere in the world

b) Write one of the words or phrases in the gap to make a common phrase.

- 1 a fast-food *chain*
- 2 a best-selling drinks
- 3 a simpler
- 4 society
- 5 of cultures
- 6 a rail
- 7 electrical
- 8 a multinational
- 9 policy
- 10 a of English
- 11 gross product (= GDP)
- 12 high
- 13 emigration
- 14 phenomenon

2 a) Match the words in column A to a word or phrase from column B which has the same meaning.

- | A | B |
|----------------|--------------------------------|
| 1 originally | a look for |
| 2 prohibit | b walk slowly in a relaxed way |
| 3 in search of | c very fast |
| 4 throughout | d go to |
| 5 head for | e easy to find |
| 6 stroll | f be replaced by |
| 7 rapidly | g in the beginning |
| 8 give way to | h everywhere in a place |
| 9 elegant | i fast developing |
| 10 commonplace | j graceful |
| 11 booming | k extremely beautiful |
| 12 stunning | l to stop from doing something |

b) Choose five of the words from Column A. Write a sentence showing the meaning of each word.

The temple is one of the most stunning sights in the city.

Word building

3 Complete the sentences below by changing the word in capitals to the correct form (noun, adjective, etc.). If necessary, use a good monolingual dictionary (e.g. *The Longman Dictionary of Contemporary English*) to help you.

Before you write your answer, check the following points.

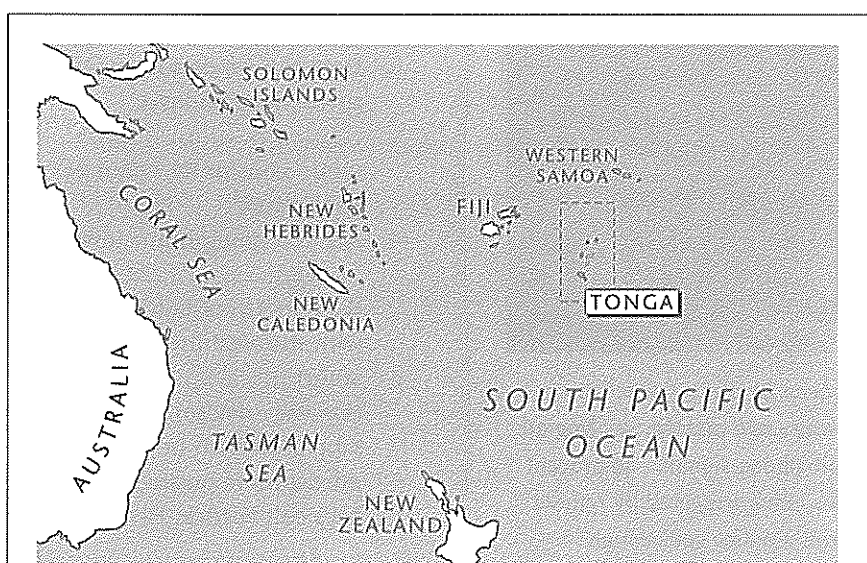
- Think about what kind of word is required (noun, adjective, etc.), e.g. *tradition* (noun) → *traditional* (adjective).
- In many cases, there may be more than one noun / adjective, etc. Check the dictionary definition to make sure you get the right one (e.g. *immigrant* / *immigration*).
- Think about whether you need to add a prefix (e.g. *un-*, *over-*, *under-*).

Pronunciation

Three varieties of English

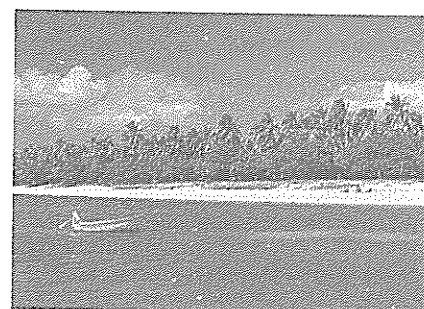
4 Listen to the words / phrases below pronounced first with a “standard English” accent, then with American and Australian accents. What differences do you hear? Practise saying the one you prefer.

- a way of life
- b floor
- c international crime
- d neither here nor there
- e fast food
- f society
- g brand
- h ethnic variety
- i in the past
- j capital city
- k mass tourism
- l apart from that



Tonga

- 1 *Pule'anga Fakatu'i'o Tonga* – also known as the Kingdom of Tonga – is a group of 170 small islands in the South Pacific northeast of New Zealand. Uniquely, it has never been colonised by a foreign power and still retains a (1) ...*traditional*... monarchy.
- 5 The economy is based on agriculture, but with industry virtually non-existent, (2) goods are crucial to the nation's economy. Of Tonga's 97,000 inhabitants, 98% are of Tongan origin; there is relatively little ethnic (3), although in recent years there has been some (4) from neighbouring Fiji. Thanks to
- 10 foreign (5) – mainly from Japan – there is now an (6) airport, at Tongatapu, which has direct flights from Australia, New Zealand and the USA. Modern health care is now available (7), although patients have to be flown to Australia or New Zealand for more
- 15 sophisticated surgery. Tongans are keen to retain their (8) identity, so there has been some resistance to encouraging mass (9) as there are fears this might lead to the (10) of Tongan life and a consequent loss of national identity.



TRADITION

IMPORT

VARY
IMMIGRATE
INVEST
NATION

LOCAL

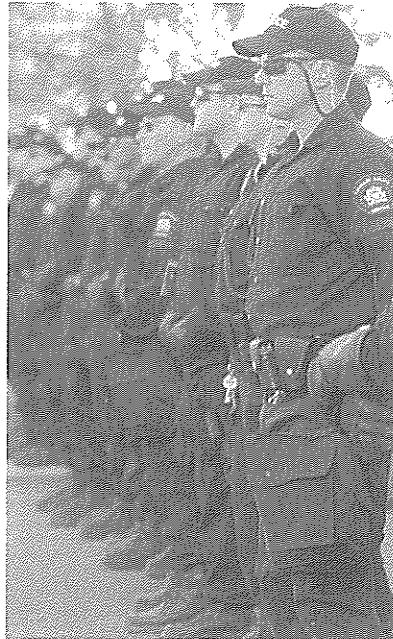
CULTURE
TOURIST
AMERICA

Grammar: continuous verb forms

General

5 Underline the most suitable form of the verb in the text below.

J12 Meeting Opens Tomorrow in Kanalgirie



1 Over the last few hours, hundreds of delegates from all over the world (1) are arriving / arrived / have been arriving for the J12 meeting
 5 of leading industrialised nations, which this year (2) had been taking place / is taking place / took place in the quiet Canadian mountain resort of Kanalgirie. The Canadian
 10 President, Bernard Leroy, (3) has been delivering / has delivered / will be delivering the opening address when the Conference opens tomorrow
 15 morning. The Canadian police, who (4) are preparing / have been preparing / prepared for the event since late last year, (5) are taking / take / took huge precautions to
 20 avoid the violence which (6) has been marking / marked / was marking last year's summit in Berlin. They (7) have thrown / have been throwing / throw an
 25 18km security cordon around the area, and last night they (8) are not allowing / have not been allowing / were not allowing anyone to pass through –
 30 including journalists who usually (9) are having / have / were having full access to the delegates. From tomorrow, police (10) have

also been blocking / were also
 35 blocking / will also be blocking all mobile phone signals – to prevent bombs being triggered by remote control, a police spokesman
 (11) has said / said / was saying
 40 last night. “The politicians here seem (12) to be isolating / to isolate / to have been isolating themselves from the free press,” said one journalist.
 45 “There’s no doubt that governments (13) are becoming / become / were becoming more and more security conscious and less and less concerned with personal freedom.
 50 (14) It gets / It's getting / It will be getting harder and harder for us to gain access to the people who, over the next few days,
 (15) are making / have been
 55 making / will be making decisions which will affect all our lives ... and that's something that should concern us all.”

Special uses of continuous forms

- 6 Complete the sentences with the correct form of the verb in brackets.
- a “Have you got any plans for the summer?”
 “Yes, we're spending
 (we / spend) a couple of weeks at my uncle's house in the mountains.”
 - b Shall we ring your parents to say why we're late? They must
 (get) worried.
 - c How can we decide on where to spend our holiday if
 (you / constantly / change) your mind?
 - d Are you going home already?

 (I / hope) you'd give me a hand with the washing-up.
 - e Stuart
 (forever / devise) ridiculous schemes which he thinks will attract more business.
 - f Let's call Patrick. He might
 (know) the answer.
 - g This isn't really a good time to phone him. He might
 (work) on his assignment.
 - h I find it very annoying that you
 (always / compare) my cooking to your mother's.
 - i “Excuse me ... my friend and I
 (wonder) if you'd mind having your photograph taken with us.”
 - j You really must
 (make) more of an effort to make friends.

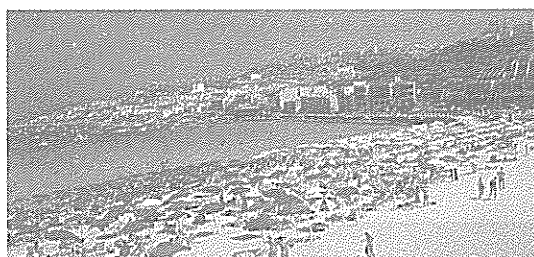
Verbs which change meaning in continuous and simple forms

- 7 Choose the best form of the verb in brackets to complete the sentences.
- a I *expect* (expect / have expected / am expecting / was expecting) you're wondering why I asked you all here today. Well, let me explain ...
 - b "Is something the matter? You look worried."
"No, I (think / thought / have thought / 'm thinking) about how to tell my parents the bad news, that's all."
 - c From the shopkeeper's puzzled expression, I could see that James (has / had / was having / is having) a lot of difficulty making himself understood.
 - d We (admire / have admired / are admiring / were admiring) the painting on the staircase as we came up. Is it a portrait of your grandfather?
 - e Look at that! I haven't worn these jeans for nearly eight years and they (still fit / still fitted / are still fitting / were still fitting) perfectly!
 - f There (appeared / appears / is appearing / was appearing) to have been a mistake in processing your order, Mr Phillips. We do apologise.
 - g I (see / saw / 'm seeing / was seeing) the chief executive this afternoon – is there anything you want me to say to her?
 - h Of all the players you have played against, who is the one you (admire / are admiring / were admiring / have been admiring) the most?
 - i As you can see, I (weigh / have been weighing / 'm weighing / was weighing) the flour on my kitchen scales as it's very important to have exactly the right quantity ... there we are, 100g exactly.
 - j I'm sorry, but I (don't see / didn't see / am not seeing / wasn't seeing) how we can get all this work done by next Tuesday.
 - k An adult goliath beetle (is weighing / weighs / was weighing / weighed) 70–100g – the same as an apple!
 - l I don't know why everyone (is / was / is being / was being) so irritable today. They're not normally like this.
 - m When (are you thinking / do you think / have you been thinking / were you thinking) you'll be able to get the work finished?
 - n The good news is that Pamela (expects / has expected / is expecting / will be expecting) a baby early next year.

Patterns to notice

Introducing points in an argument

8 a) Read the text below about global tourism.



Global Tourism


1 Tourism is the world's biggest industry. In 1995 there were 567 million tourists worldwide; this number is expected to rise to 937 million by 2010. With improved transport, 5 cheaper flights and increased leisure time, many of the countries of the developing world are rapidly becoming tourist meccas. Since the 1960s, mass tourism has become increasingly specialised, encompassing sporting and 10 adventure holidays as well as ecological tours. Although the tourist industry employs 127 million people worldwide, the benefits of tourism are not always felt at a local level, where jobs are often low paid 15 and menial. Unregulated growth of tourism is causing both environmental and social damage.

b) Using the information in the text and / or your own ideas, complete the sentences below.

- 1 The main consideration is *whether the growth of tourism actually helps people*.
- 2 One point to consider about the tourism industry is
- 3 The most important disadvantage of increasing tourism is
- 4 Another disadvantage is
- 5 A further drawback is
- 6 The main problem is
- 7 A further concern is
- 8 One explanation for the growth in tourism is

Listen and read

Is English Conquering the World?

9 a)  In 2002, an online talk radio station based in England broadcast an Internet discussion programme entitled "Is English Conquering the World?" Following the programme, people were invited to send in their views to the website.



Read and / or listen to some of the voice mails, text messages and emails that people sent in. Tick (✓) the ones you think make a good point and cross (X) the ones you disagree with.

You are in: BTR Online, "Is English Conquering the World?"

Thursday, 23 August 2002, 10:50 GMT 11:50 UK

A I don't think there's a problem with English dominating the world. Everybody uses automobiles, don't they? As well as electricity and computers. Who cares where all these inventions come from? Everybody should use English. Who cares if it came from England?
Suraj, India

B There's a lot to be said for English as a lingua franca. But this doesn't necessarily mean it weakens other languages, and their speakers should retain full respect for their own tongue. After more than 25 years as an Englishman living in the Netherlands, I do not see that English is "taking over", despite the obvious awareness of English and a liberal dose of it in spoken and written communication. On the contrary, Dutch remains a rich, living language with very much its own identity.
Philip Haskell, Rotterdam, Netherlands

C Speaking as an outsider, I hope and pray that all of you in Europe will hold on to your native languages as tightly as you can. I have studied Spanish, French, German and some Italian. There is such beauty in these languages, and each one allows expression in a different manner than the others. All throughout history, the dominant economic power has influenced the language of every other country. But the languages have rarely truly died.
Carrie, USA

D I think people should speak only two languages: one their mother tongue and the other English.
Shahid, Shikarpur, Pakistan

E Surely culture is about how one lives one's life, not the noises we make that is called language. Surely speaking one language – whether it be English or any other language – promotes greater understanding and breaks down barriers. Who really wants to live in a world of 2,000 languages? This makes communication with most of our fellow human beings impossible. Who cares whether it's English, German or Cantonese – the more of us who talk to one another, the better.
Paul O'Neill, N. Ireland

F "Who wants to live in a world of 2,000 languages?" Well, I do for one!
Pat M. Thatcham, UK


G Originating from Ireland, I can tell you all that losing your own language kills your culture. When Ireland was swallowed up by Britain the Irish were put into an English-speaking school system. Result? The Irish language was 99% destroyed. And what is Irish culture now? Advertisements for Guinness? Lose your language = lose your soul. I am always being told that if it wasn't for the British I'd be speaking German. Well, if it wasn't for the British I'd be speaking Irish.
Brian Nolan, Ireland

H English is without doubt every European's native, second or third tongue. But I feel this will be a transitory cultural phenomenon. As soon as Eastern Asia rules by the strength of its economy – as the USA and the EU do at the moment – a standardised form of Chinese will emerge as a global language. It will be simplified from its current patterns no doubt, but no less universal than Latin or English were in their time.
Jenny, Hong Kong, China

b) Which text / texts:

- 1 equates English with other globally-used products and services? ...A...
- 2 celebrates the diversity of different languages?
- 3 advocates bilingualism?
- 4 directly contradicts the previous message?
- 5 suggests that the dominance of English will be short-lived?
- 6 is about the disappearance of a local language?
- 7 argues that the widespread use of English does not threaten local culture?
- 8 maintains that it is unimportant which local language we use?

Check your pronunciation

- 10 a)  Listen again to this extract from one of the texts. Pause at the points indicated and look at the *Pronunciation points* below.

There's a lot to be said for English as a lingua franca (1). But this doesn't necessarily mean it weakens other languages, and their speakers should retain full respect for their (2) own tongue. After more than 25 years as an Englishman living in the Netherlands, I do not see that English is "taking over", despite the obvious (3) awareness of English and a liberal dose of it in spoken and written communication (4). On the contrary, Dutch remains a rich, living language with very much its own identity (5).
Philip Haskell, Rotterdam, Netherlands



Pronunciation points

- 1 Notice the "weak" pronunciation of the letter "a" in *as a*. This sound is known as the schwa (/ə/). Notice the same sound in the words *than*, *of* and *and* later in the text.
- 2 Notice the two ways *their* is pronounced in *their speakers* and *their own*. The final "r" is only pronounced if the next word begins with a vowel sound.
- 3 Notice the pronunciation of *the* in *the Netherlands* and *the obvious*. The pronunciation of *the* changes when the next word begins with a vowel sound.
- 4 Notice the stress on *communication*. Words ending in *-ation* (such as *communication*, *education*, *immigration*) usually have the stress on the last-but-one syllable.
- 5 Notice the short /ɪ/ sound in *rich living*. This is also heard in *languages written*, and *its* and *identity*.

- b) Practise reading the passage yourself, paying attention to the *Pronunciation points* above. Use the recording to help you if necessary.

Wordspot

world, earth, ground, floor

  Complete the gaps with *world, earth, ground* or *floor*.

- a Seventeen is far too young to get married. You have all the time in the *world* to find the right person.
- b *Mario's* is the best restaurant in town. The pasta dishes are out of this
- c That's life; one day you're depressed, the next day something cheers you up and you're on top of the
- d With so many cheap flights on offer, you can go abroad and it needn't cost the
- e I wouldn't criticise Peter's wife – he thinks the of her, you know.
- f You could've killed someone! What on do you think you were doing?
- g Internet cafés are now found in every country. They are truly a-wide phenomenon.
- h The idea for a new sports club was raised last year, but the idea never really got off the
- i After staying out till 5am without telling his parents, Jeffrey wased for a week.
- j It was very foolish of the old man to keep all his money under the boards.
- k Then came the -shattering news – the President had been assassinated.
- l Florence certainly isn't shy. She was the first person on the dance
- m Having won the championship at 17, it's important that Alvarez keeps his feet on the and doesn't think it's easy at the top.

Unit 26

Vocabulary

How would you feel?

- 1 a) Find fourteen adjectives for describing feelings in the word box below.

T	H	R	E	L	I	E	V	E	D	W	I	F	C
A	P	P	N	E	R	V	O	U	S	V	E	L	A
T	T	O	P	L	E	T	D	O	W	N	L	A	A
D	F	T	D	H	E	F	E	F	T	Y	S	B	O
E	U	D	E	P	R	E	S	S	E	D	I	B	V
I	R	G	L	R	A	N	P	R	O	U	D	E	E
E	I	D	I	I	N	S	E	C	U	R	E	R	R
R	O	E	G	S	T	C	R	O	S	S	O	G	J
M	U	F	H	E	N	T	A	A	P	A	T	A	O
I	S	C	T	N	T	W	T	A	I	T	T	S	Y
N	A	S	E	T	P	O	E	S	O	R	R	T	E
E	T	H	D	R	H	O	R	R	I	F	I	E	D
D	I	S	I	L	L	U	S	I	O	N	E	D	O

b) Write the correct adjective next to the definition.

- 1 NERVOUS... worried about something that is going to happen
- 2 C..... angry or annoyed
- 3 D..... very pleased and happy
- 4 D..... very unhappy over a long period
- 5 D..... in a very bad situation, almost without hope
- 6 D..... unhappy because you have lost your belief in something
- 7 D..... very sure that you are going to do something, even if others disagree
- 8 F..... extremely angry
- 9 H..... upset because you find something very shocking
- 10 I..... not feeling confident about yourself or your situation in life
- 11 L..... d..... disappointed by something or someone
- 12 O..... extremely happy about something
- 13 P..... pleased at your own or other people's achievements
- 14 R..... pleased because something you were worried about didn't happen
- 15 F..... completely shocked and astounded usually after receiving shocking news.

2 Use the words from Exercise 1 to complete these sentences.

- 1 Last year my mum was _____ for about 8 months. It was after my grandmother died and my mum used to cry for days on end.
- 2 My aunt and uncle had been trying to have a baby for years so when we heard the news that she was pregnant, we were all _____.
- 3 Sally was _____ with her birthday present. She enjoys cooking so we gave her the new Jamie Oliver recipe book.
- 4 I was feeling so _____ before my piano exam that I thought I was going to fall off the piano stool and not be able to play a single note!
- 5 When Mark's sister borrowed all his CDs and then lost them, he was _____.
- 6 It makes my dad really _____ when we wake him up early on a Saturday morning.
- 7 Yesterday, Tracy finally heard that her mum didn't have cancer. The pain in her stomach was just an ulcer. Her family was incredibly _____.
- 8 Last Sunday my two young nieces were watching TV and I suddenly noticed that they were watching a murder scene! I was _____ and quickly turned the TV off.
- 9 Robyn is a beautiful girl. There is no need for her to feel _____ about her looks.
- 10 When I heard that the president had stolen money from the country I was completely _____ because I'd always thought he was such a law-abiding, moral person.
- 11 Everyone in Susan's class thinks she's mad to try and run a half-marathon but she is _____ to do it.
- 12 My best friend promised that he would come and watch me in the soccer finals. He didn't come though and I feel very _____.
- 13 Tim's parents have always been _____ of his achievements, especially when he graduated as a doctor.
- 14 I can't believe that it was all a lie! All my life I've believed that she was my sister and now I hear she's not! I'm completely _____.
- 15 The campers had been lost in the forest for seven days. They were tired and hungry and were getting _____ as they thought they might never be found.

Grammar: perfect verb forms

General

- 3 Complete the sentences with an appropriate perfect form of the verb in brackets.



- a Chris *has been talking* (talk) to that girl for ages. I wonder what it is that's so interesting.
- b The woman at the party seemed to recognise me, though I couldn't remember (meet) her before.
- c If you don't hurry up, they (eat) all the food by the time we get there.
- d Bill (be) depressed ever since he lost his job last year.
- e Suzanne (drive) for just a few weeks when she had her first accident.
- f Nearly half a million people are believed (leave) their homes as a result of the disaster.
- g Although it was my first visit for many years, I was surprised by how much the city (change).
- h It's very hard for me to comment, never (read) the book myself.
- i Ramsey never revealed to the police where he (hide) the money.
- j Life (be) much quieter since Tom left home.
- k What's the matter with Kate? She (lie) on her bed all day, staring out of the window.
- l Next week is my first anniversary: I (work) in this department for exactly a year.
- m They ought (check) the weather forecast before setting out on such a dangerous journey.
- n The roads were all flooded: it (rain) heavily for nearly ten hours.
- o So far today, I (receive) over 30 emails. How will I get time to answer them all?

Present Perfect Simple and Continuous

- 4 Complete the sentences using the Present Perfect Simple or Present Perfect Continuous.
- a Apparently, Robert *has had* (have) an accident – he's on his way to hospital right now.
- b How long (you look) for a new job?
- c I (wait) for the phone to ring all morning. I can't stand it any more!
- d (you ever play) baseball?
- e I know why Julian looks so tired – he (work) too hard recently.
- f Neil (never do) anything like this before in all the time I've known him.
- g You (watch) videos for over three hours now: it's about time you found something else to do.
- h I (never see) Carla looking so depressed.
- i It's no secret that Steven and Monika (see) each other for several months now.
- j I (try) to get in touch with Jerry all morning, but I (not have) any luck yet.
- k I (never understand) why people aren't prepared to queue up in a civilised manner.
- l I (wait) for the taxi for the last twenty-five minutes. Why (it / not arrive) yet?

Past Perfect Simple and Continuous

- 5 Match the beginnings with the endings.

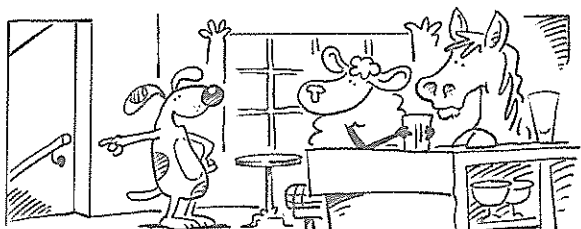
- a Paul went to bed
b Her eyes were red,
c It was a shock to realise
d By the time Roger retired
e I'd never believed in ghosts
f Paula and James had only been going out for a month
g She found it difficult to drive in Scotland,
h Having already told the police what I'd seen,
- 1 he'd been lying all along.
2 when they decided to get married.
3 as soon as he'd finished his report.
4 but I don't think it was because she'd been peeling onions.
5 I didn't think it necessary to tell them again.
6 until I heard your story.
7 he had achieved most of his ambitions.
8 never having driven on the left side of the road before.
- a³..... b c d e
f g h

Present / Past Perfect Simple and Continuous

6 Complete the gaps by putting the verb in brackets into the correct tense: Present Perfect Simple or Present Perfect Continuous.

Fancy That!

1 A horse and a sheep were walking past a bar one sunny day.
 "Fancy a cold drink?" said the horse.
 "(1) I *'ve been pulling*..... (pull) a cart all day, and it's thirsty work, I can tell you."
 The sheep (2) (sit) in a field all afternoon, with no protection from the sun: the only thing he (3) (have) to drink all day was filthy water. "I know what you mean," he said. "I (4) (think) about a cold glass of beer since about 12 o'clock." So they went inside. The horse ordered two beers and reached over for the menu. "I fancy something to eat as well," he said. "I (5) (eat) ten sacks of oats so far this week, and I'm just about sick of them. I don't think my owner (6) (hear) of a balanced diet."
 "Too right," said the sheep. "I need a change too."
 20 I fancy a burger. (7) (you / try) the burgers here?"
 The horse replied that it was the first time he (8) (eat) there too, but he decided to have the same, with extra cheese.
 25 Then he remembered he (9) (not / be) to the lavatory all day, and he needed to go urgently.
 "Any idea where the lavatory is?" he asked his friend.
 30 "No. I don't."
 Just then, a dog who (10) (sit) at a nearby table came over and said: "Please forgive me, but I (11) (listen) to your conversation, and I can tell you that the lavatory is downstairs, on your left."
 The sheep turned to the horse with an amazed look on his face.
 "Fancy that! I (12) (never / see) a talking dog before!"



Patterns to notice

Emphatic sentences

7 Put the words in the correct order to make an emphatic sentence.



- a to do / must / is / we / What / stay calm / all try
What we must all try to do is stay calm......
- b started / the demonstrators / It / who / the trouble / wasn't

- c only / It / last week / that / was / she finally / got in touch

- d like / we / about Australia / What / the marvellous / is / weather

- e that / only / you can park / after 6:30 / It's / for free / here

- f do / should / now / is / What / get / rest / you / plenty of

- g I realised / It / I got home / only / that / I'd picked up / was / the wrong coat / when


- h like / is / living / traffic / here / the awful / What / I don't / about


- i a barbecue / having / suggested / wasn't / It / who / me

- j annoys / is / really / What / to us / you lied / the way / me

Pronunciation


How sentence stress changes meaning

8 a)  Listen to the sentence below with "neutral" stress. Which words are stressed?
Charlie Jones has been at home for five days.

b)  If we put stress on particular words, the meaning can change. Listen to these examples.

- 1 Charlie Jones has been at home for five days (not Heather Jones).
- 2 Charlie Jones has been at home for five days (not Charlie Smith).
- 3 Charlie Jones has been at home for five days (we thought he hadn't).
- 4 Charlie Jones has been at home for five days (not at school).
- 5 Charlie Jones has been at home for five days (not ten days).
- 6 Charlie Jones has been at home for five days (not five weeks).

c) Practise saying the six sentences.


d)  Listen to the sentences on the recording. Circle the most logical way to continue them.

- 1 It's getting easier to get American films here ...
 - a but getting books is still a problem.
 - b but it's hard to find English ones.
 - c not more difficult.
- 2 Peter was busy working the last time I looked ...
 - a but I'm not sure if he is now.
 - b not watching TV.
 - c but Henry wasn't.
- 3 Christiane is playing rugby on Saturday ...
 - a after all.
 - b not Sunday.
 - c not watching it.
- 4 Is Barbara's engagement party this weekend ...
 - a or next weekend?
 - b or her birthday party?
 - c or did she cancel it?
- 5 Monica is coming to the conference tomorrow ...
 - a but her husband can't make it.
 - b not today.
 - c she's managed to cancel her meeting.
- 6 In 2002, the financial situation seemed to be improving ...
 - a but in fact it was getting worse.
 - b but the military situation was getting worse.
 - c but now it's getting worse.
- 7 Internet cafés are opening all over our city now ...
 - a how about where you live?
 - b but a lot of traditional cafés are closing.
 - c but it'll be different in a year's time.
- 8 We're going out for dinner this evening ...
 - a we're not eating at home.
 - b How about you?
 - c not tomorrow night.

Listen and read

Limericks

A limerick is a short, humorous poem, often nonsensical, with five lines – three long and two short – which usually begins *There once was a ...* They first became popular nearly two hundred years ago. By the way, Limerick is a city in the south-west of Ireland – but nobody seems to be quite sure what the connection is!

9 a)  Listen to and / or read the limericks.

Limericks

1
There once was a student named Bessor
Whose knowledge grew lesser and lesser
It at last grew so small
He knew nothing at all
And now he's a college professor



2
There once was a man from Blackheath
Who sat on his pair of false teeth
He said, with a start
"Oh dear! Bless my heart!
I've bitten myself underneath!"

3
There once was a baker named Fred
Whose success didn't go to his head
Instead of just looking
He ate all his cooking
So it went to his waistline instead



4
There was a young girl from Berlin
Who was so uncommonly thin
That when she essayed²
To drink lemonade
She slipped through the straw and fell in

5
There once was a lady from Hyde
Who ate 20 green apples and died
While her lover lamented
The apples fermented
And made cider inside her inside

6

A gentleman dining at Crewe
Found a very large mouse in his stew
Said the waiter, "Don't shout
And wave it about
Or the others will all want one too."



7

There was a young fellow from Leeds
Who swallowed six packets of seeds
It soon came to pass
He was covered in grass
And he couldn't sit down for the weeds

8

There was a young lady named Bright
Whose speed was far faster than light
She set off one day
In a relative way
And came back the previous night

9

There was a young man from Devizes
Whose ears were of different sizes
The one that was small
Was no use at all
But the other won several prizes



10

There was a young man from Japan
Whose limericks would never quite scan¹
Asked why this was so
He said "I don't know,
I think it's because I have a tendency to try to put as
many words into the last line as I possibly can."

¹ a sudden movement of fear or surprise

² a formal word meaning *tried*

³ to have a regular rhythm

- b) Which one do you think is:
the easiest?
the strangest?
the cleverest?
the funniest?

Check your pronunciation

10 a) Listen to the recording of limerick 6 again. Notice how stressed words make a rhythm.

A gentleman dining at Crewe
Found a very large mouse in his stew
Said the waiter, "Don't shout
And wave it about
Or the others will all want one too."

b) Listen to the stressed words on the recording. Try to say them in time with the rhythm.

c) Listen again to the recording of limerick 6. Pause at the points indicated and look at the *Pronunciation points* below.

A gentleman (1) dining at Crewe
Found a very large mouse in his stew (2)
Said the waiter, "Don't shout (3)
And wave (4) it about
Or the others (5) will all want one too."

Pronunciation points

- 1 Notice that the word *gentleman* is pronounced with the stress on the first syllable, followed by two schwa /ə/ sounds.
- 2 Notice the pronunciation of the word *stew* /stju:/: the last sound rhymes with *Crewe* /kru:/: in the previous line.
- 3 Notice the /aʊ/ sound in *shout*. The same sound is heard in *found*, *mouse* (line 2) and *about* (line 4)
- 4 Notice the /eɪ/ sound in *wave*. The same sound is heard in *waiter* (line 3)
- 5 Notice the way that the "e" in *the* is pronounced /i:/ because it comes before a vowel sound and is connected to *others* with a /j/ sound.

d) Practise reading the limerick, paying attention to the rhythm and the *Pronunciation points* above. Use the recording to help you if necessary.

Wordspot

Idioms with *laugh*, *cry* and *tears*

- 11 Complete the sentences with one of the phrases from the box below.

no laughing matter the last laugh floods of tears
 shoulder to cry on crying her eyes out
 burst out laughing bored to tears close to tears
 burst into tears laughed my head off



- a When I saw the photos of my father as a teenager, I *laughed my head off*: he looked so ridiculous with long hair.
- b People don't always take the problem of athlete's foot seriously, but it's, I can tell you.
- c After the break-up of his parents' marriage, Dan's best friend was always there when he needed a
- d Petra had expected her father to be angry or upset when he saw her hair dyed orange; instead he
- e I don't usually get emotional watching films, but at the end of *The Lion King* my daughter and I were in
- f As a child, Eva was often teased because she was so skinny. But she certainly had : she's now a millionaire supermodel.
- g It was heartbreaking to see the little child because her doll was broken.
- h The show lasted nearly four hours: from the expression on people's faces, it was clear that many of the audience were
- i Many people at the funeral were crying openly. Even those who didn't know her seemed to be
- j As Irena received her gold medal, she unexpectedly The emotion of victory had finally caught up with her.

Check your writing

Linking words and phrases

- 12 a) Circle the phrase a, b or c which has the same meaning as the word or phrase in bold.

- The audience was impatient and rather quiet. **However**, the atmosphere changed when the singer appeared.
a Although b Whenever c But
- People were on their feet, **as if** pulled by a mysterious force.
a as though b like c since
- As well as** the originals, she performed many cover versions.
a Apart from b In addition to c Including
- But **whatever** she sang, it was clear that she was giving 100%.
a however b no matter what c until
- When the band **finally** launched into *I try* ...
a at last b at the end c lastly
- There are traces of other influences too, **such as** Nina Simone and Tina Turner.
a as b as if c like
- Yet in the end, she sounds like no one but herself.
a Already b Always c But
- Other songs **which** were popular are ...
a that b what c who

b) Use one of the words or phrases above to complete the sentences.

- The group's first two albums were hugely successful: *however*, the third album, *Cloudburst*, was much less well-received.
- kind of music you like, you'll find something to please you on this album.
- Her face was pale and ill-looking, she had been without sleep for several days.
- These days, few people remember Bill Haley. his place in the history of music is assured.
- He has toured with many of the world's best known singers, Britney Spears and Shania Twain.
- her recent hit *Harvest Moon*, the new album includes three songs she wrote herself.
- The Rolling Stones' latest tour, begins in Toronto next month, is rumoured to be their last.
- The audience had waited nearly two hours: when the band appeared, the reception was not entirely friendly.

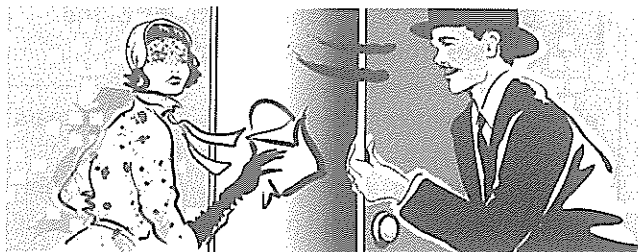
Unit 27

Vocabulary

The right way to behave

1 Use the clues to complete the puzzle. The number of letters and part of speech are given in brackets.

- 1 To touch someone lightly (e.g. on the back) with the palm of your hand. (3, verb)
- 2 To go red in the face, often because you're embarrassed. (5, verb)
- 3 A quality that makes people like you and feel attracted to you. (5, noun)
- 4 To use offensive words, e.g. when you are angry. (5, verb)
- 5 A way of saying things so that people are not hurt or offended. (7, adjective)
- 6 A quiet laugh, like a child's, often out of nerves or embarrassment. (6, verb / noun)
- 7 To use religious or holy words in a way that offends people's religious beliefs. (9, verb)
- 8 A remark that tells someone they have done well or look nice. (10, noun)
- 9 Difficult, embarrassing or inconvenient. (7, adjective)
- 10 Honest, even if this means upsetting people. The opposite of *sharp*. (5, adjective)
- 11 Ways of behaving in a social situation. They can be good or bad. (7, noun)
- 12 Something that cannot be mentioned or discussed. (5, noun / adjective)
- 13 The formal rules for polite behaviour in a particular situation. (9, noun)
- 14 Feeling ashamed, nervous and uncomfortable. (11, adjective)
- 15 Showing no awareness of other people's feelings. (5, adjective)
- 16 Not polite. Likely to offend people. (4, adjective)
- 17 To open your mouth wide because you are tired or bored. (4, verb / noun)
- 18 Discriminating against one sex in favour of the other. (6, adjective)
- 19 A colloquial word meaning unreliable or untrustworthy. (5, adjective)
- 20 Expect people to say *Bless You!* when you do this. (6, verb / noun)



			1	P	A	T				
					2	B				S
					3	C				R
						D				
					4	S		E		
	5	T			C		F			
					6	G		G		E
7		L			S		H			E
8		O			P		I			N
						J				
					9	A		K		R
						10	L			T
						M				
					11	M		N		R
					12	A		O		
							P			
					13	T		Q		T
14		M			A		R		S	
					15	R		S		
							T			
					16	U				
							V			
					17	Y		W		
					18	S		X		T
19					D		Y			
20					E		Z			

2 Complete the sentences using the correct form of a word from Exercise 1.

- a One of the members of the audience seemed to be deliberately asking ...*awkward*... questions – I must say I found some of them very hard to deal with!
- b Nobody was brave enough to laugh out loud, but I thought I heard someone at the back of the class.
- c I found out that I was using the women's toilet by mistake – I can't tell you how I felt!
- d What I'm about to say may well upset people, but you all know I have a reputation for being extremely
- e I'm never coming back to this restaurant again! The waiters were so
- f After a night without sleep, it was very difficult to stop myself in class the following day.
- g Religion and death are often considered subjects when it comes to class discussions.
- h One of the best ways to put someone in a good mood is to pay them a about how nice they look.
- i Although he was angry, it was silly of Kelly to at the referee: fortunately for Kelly, I don't think the referee heard him!
- j I've always thought that parents should make it a priority to teach their children good : how they behave in public is so important.
- k My dog really likes people: it makes him very happy if you him on the back.
- l It was of you to bring up the topic of divorce. Don't you know that Gaby's husband has just left her?
- m I'm sorry ... I seem to have caught a cold and I just can't stop
- n Many people when they're asked a personal question. Unfortunately, there's no way of controlling the rush of blood to your face.
- o It's definitely of you to insist that the new secretary has to be female.
- p There are very complicated rules of concerning what you are allowed to say or do when you're introduced to a member of the Royal Family.
- q What we have to try and do is to find a way of telling Peter that he doesn't have enough experience for the job.
- r There are some very characters hanging around in this bar. Let's finish our drinks and move on somewhere else.
- s Lisa uses all her to get people to do what she wants – you won't be able to resist.
- t The Christian church says it finds the film of Christ's life offensive. It contains

3 a) Match the adjectives with the nouns to form eight combinations found in the text *Perfect Behaviour in an Imperfect World* on pages 48–49.

- | | | | |
|---|-------------|---|------------|
| 1 | uneasy | a | attention |
| 2 | public | b | handshake |
| 3 | social | c | phone call |
| 4 | unexpected | d | manners |
| 5 | traditional | e | form |
| 6 | mobile | f | silence |
| 7 | undivided | g | kissing |
| 8 | bad | h | transport |
| 9 | poor | i | phone |

b) Write a sentence showing the meaning of each of the phrases.

There was an uneasy silence when George told his parents he was going to drop out of university.

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Word building

4 Complete the sentences on the right by changing the word in capitals to the correct form (noun, adjective, etc.). If necessary, use a good monolingual dictionary (e.g. *The Longman Dictionary of Contemporary English*) to help you.

Before you write your answer, check the following points.

- Think about what kind of word is required (noun, adjective, etc.) e.g. *tradition* (noun) → *traditional* (adjective).
- In many cases, there may be more than one noun / adjective, etc. Check the dictionary definition to make sure you get the right one. (e.g. *immigrant* / *immigration*).
- Think about whether you need to add a prefix (e.g. *un-*, *over-*, *under-*).

Grammar: modals

Mixed modals

5 Which of the phrases in the box below could replace the phrases in bold in the text without changing the meaning?

- am unable to
- am unwilling to
- are sometimes
- will possibly
- was unable to
- perhaps went
- perhaps you are
- is it OK to
- refuses to
- is not the correct thing to
- I'm absolutely sure you are
- are able to
- it's advisable to
- I feel it is necessary to
- It would've been a good idea for you to have
- Is it possible for you to

Modern Manners

Once upon a time it was considered
 (1) *gentlemanly* for men to open doors for women – but nowadays there's a danger that the gesture might actually be (2) Is it (3) to suggest that a woman is incapable of opening the door for herself?

- GENTLEMAN
- INTERPRET
- ACCEPT

For many Asian people, blowing your nose in public is seen not only as (4) – just think of all those germs flying into the air – but as something which is actually (5) : so if in doubt ... sniff!

- HYGIENE
- OFFEND

Is it OK for teachers to wear jeans and a T-shirt to class? Teachers who want to create the (6) that they are relaxed and approachable might think so, but some students do consider it (7) to come to class casually dressed, and such a casual attitude might even be seen as (8) to those students who expect their teachers to dress smartly.

- IMPRESS
- PROFESSION
- RESPECT

Neither a Borrower nor a Lender be

1 Borrowing and lending money is a sticky subject. Where large sums of money are concerned, (1) **you should** always try to be businesslike about it, but (2) **I must** warn you that such transactions (3) **can be** absolutely fatal to friendships. Always consider the worst scenario, "What if I (4) **can't** pay her 5 back? What if she (5) **won't** repay me?" If you (6) **can**, borrow from a bank. It's much less embarrassing, even though it (7) **might** cost you a bit more. With smaller sums, (8) **you may be** one of those people who is vague about these things ... In fact, with the advent of automatic cash machines this really (9) **shouldn't** happen. Only a few years ago, if you'd missed the bank 10 by 3:30 on a Friday a typical conversation (10) **might've gone** something like this:
 "My dear, dear friend, (11) **may I** ask you an enormous favour?"
 "Of course ... anything."
 "(12) **Would you** be so kind as to lend me £20 ... just till Monday?"
 15 "£20?! No I certainly (13) **will not!** (14) **You must be** out of your mind. Are you telling me you're broke again?"
 "No, it's just that I got to the bank late and so I (15) **couldn't** get any money out."
 "Well, (16) **you should've** got there earlier. Serves you right."
 20 Better to avoid such embarrassment, eh?

Semi-modals

6 Rewrite the following sentences using the appropriate form of *ought to*, *need to* or *have to*.

- a The restaurant accepted euros, so it wasn't necessary to change our money.
The restaurant accepted euros, so we didn't have to change our money.
- b It would've been a good idea for us to check the train times before we set out.

- c It's not necessary to book tickets in advance: you can just turn up on the day.

- d It was unnecessary for you to take so much trouble ... but thanks anyway!

- e Was it necessary for you to pay for the whole week, or can we pay day by day?

- f Your suit should be cleaned as soon as possible.

- g It wasn't necessary to pay for our meals. They were included in the price of the holiday.

- h It would be a good idea for you to buy some mosquito repellent for your holiday.

- i Do you think it's advisable for us to take some food for the journey?

- j It's not necessary to get a visa if you're only staying for a week.

7 Complete the sentences with an appropriate form of the verb *dare*.


- a Martin *daren't* tell Lizzie that he's in love with her in case she laughs in his face.
- b Because we were all so afraid of her, we tell Suzanna that she'd made a mistake.
- c Don't threaten me again! I'll call the police!
- d I tell Lucy what's really happened to her pet goldfish – she'd be terribly upset.
- e How suggest that I lied to your parents!
- f It's his first holiday abroad, but I say he's old enough to look after himself.

Pronunciation

Rhyming sounds

8 a) Circle the two words that rhyme with the modal verb in bold.

- | | | | | | |
|---|--------------|-------------|----------|--------------|----------------|
| 1 | might | <u>bite</u> | straight | <u>white</u> | wait |
| 2 | could | cold | ruled | wood | stood |
| 3 | need | we'd | lid | beard | read (present) |
| 4 | dare | far | their | wear | here |
| 5 | ought | caught | note | sort | out |
| 6 | can't | ant | aren't | want | aunt |

b)  Listen and check. Practise saying the rhyming words, copying the voices on the recordings.

Patterns to notice


Abstract nouns followed by relative clauses

9 Complete the sentences with *why*, *where* or *which*.

- a Nobody really knows the reason *why* Teresa decided to cancel the wedding.
- b Recently, there have been a number of cases our security measures have proved ineffective.
- c The 1990s was a period in being computer-literate became more and more important in the job market.
- d I absolutely loved the film *Angry Sky*. The part the hero returns home had me in floods of tears!
- e I am not at all satisfied about the way in our complaint was dealt with.
- f I really can't see children shouldn't be allowed in the garden.
- g It was one of those situations nobody can really be blamed.
- h Nobody can be completely sure about the extent to people are influenced by what they read in the newspapers.
- i Things with our neighbours have got so bad, we've reached the point we've thought about moving house.

Listen and read

Nosey Questions

10 a)  Read and / or listen to the text below. Where do you think it comes from?

- 1 a book giving advice for people visiting the UK for the first time
- 2 the advice column of a teenage magazine
- 3 a book of humorous articles
- 4 a book of advice about social etiquette.

Nosey QUESTIONS

1 If someone you know asks you nose questions then you are not obliged to answer if you don't want to. Here it is more important that you have some polite brush-off¹ but it is still not rude for you to refuse and it would be rude for the other person to press you.

10 If you think they shouldn't have asked the question ("How much money do you earn?", "Are you pregnant yet?", "Are you and John still in love?") then I strongly recommend looking very shocked and saying "I can't believe you just asked me that!" and either leaving them to stumble out of it or moving on yourself to another, perhaps related, subject. If they try to press you, as opposed to defending themselves lamely and saying "I was just interested ...", then you can keep the shocked look and say "I'm not telling you that" with as much emphasis as you like on the "you".

30 But what if the question isn't quite so unforgivable? You don't want to answer it ("How much did you pay for that?", "Are you having a relationship with him?", "Where did you buy that?" - these are strictly subjective examples by the way: you can decide for yourself what questions go into what categories). Or supposing the really awful question came from someone you don't feel you can be too hard on (elderly relative, boss). Then you need a more smiling response: "I can't possibly tell you that" or "I'm not telling anyone that" or "Wouldn't you like to know?" or "That's none of your business."

50 Any of these *if said with a cheerful face* should get you out of it. As ever, if people press, then they have lost the right to a polite answer. Some people really don't understand why you won't tell them. "But I'd tell you," they say. You must just answer "I never tell anyone that kind of thing" until they get the message. But you must stand firm, because otherwise they'll never learn and will keep expecting you to tell them your innermost secrets. There is certainly never any need to tell your secrets just because someone else told theirs.

There are questions that seem perfectly reasonable - "Are you planning to move?" "Are you going to go back to work?" "Are you going on holiday this year?" - but if answered truthfully might lead




75 to minefields or unexpected (and maybe unwanted) revelations of bankruptcy, pregnancy, redundancy, divorce, etc.. Here you are free to tell white lies and say "We don't know / haven't decided yet / haven't really thought about it". Looking vague and serene and changing the subject is the key here. You generally find that people did leap to conclusions, but they were the wrong ones ("I was convinced that meant you were getting married, not splitting up") and nothing to worry about. If the question was reasonable then it's polite to embarrass the asker as little as possible - they were probably only making conversation in the first place.

¹ A clear sign that you don't wish to speak to someone.

b) Read the text again and circle nine nose questions and underline the ten suggested answers.

Checking your pronunciation

11 a)  Listen again to this extract from the text. Pause at the points indicated and look at the *Pronunciation points* below.

1 If you think they shouldn't have
(1) asked the question ("How
much money do you earn?" (2),
"Are you pregnant yet?" "Are
5 you and John still in love?") (3)
then I strongly recommend
looking very shocked and saying
"I can't believe you just asked me
that!" (4) and either leaving
10 them to stumble out of it or
moving on yourself to another,
perhaps related, subject. If they
try to press you, as opposed to
defending themselves lamely and
15 saying "I was just interested ...",
then you can keep the shocked
look and say "I'm not telling you
that" (5) with as much emphasis
as you like on the "you".

Pronunciation points

- 1 Notice the pronunciation of *shouldn't have* as one word /ʃədn'təv/.
- 2 Notice that the voice goes down at the end of the question *How much money do you earn?* as with most *wh-* questions.
- 3 Notice that the voice goes up at the end of the questions *Are you pregnant yet?* and *Are you and John still in love?* as with most *Yes / No* questions.
- 4 Notice how the speaker expresses shock in *I can't believe you just asked me that!*
- 5 Notice the strong stress on *you* in *I'm not telling you that.*

b) Practise reading the passage yourself, paying attention to the *Pronunciation points* above. Use the recording to help you if necessary.

Check your writing

Punctuation

1 Apostrophe (')

Apostrophes are used:

- for possession:
... *today's way of conducting business*
- to replace missing letters:
it's not a computer you're talking to
- when we quote: ... *overused clichés like*
"Please find attached herewith"

2 Dash (–)

The dash is used in informal writing before a list or explanation, or instead of a semi-colon:

... *a deep depression – he refuses to look for a job or go back to college*

3 Brackets ()

Brackets (also called *parentheses*) are used before and after an explanation which could be removed from the sentence:

FYI (For Your Information)

4 Exclamation mark (!)

Exclamation marks are used to convey excitement:

We won!

5 Slash (/)

The slash is used between two or more words which are alternatives:

first I have to look in my office / husband's / other diary

12 Punctuate the following lines from different email messages. The number of punctuation marks needed is shown in brackets.

- a We have asked Mr. Lawley (the company's Chief Executive Officer) if he would care to attend. (3)
- b Please feel free to bring your husband wife partner ... and anyone else who youd like to share our party (4)
- c Hi everyone Im currently doing a class project on famous French painters mine is someone called Braque and I wondered if anyone out there had any information about him her. Thanks (6)
- d I was round at my friend Saras house the other day guess what she told me (3)
- e Its no surprise that the new exhibition has been described by Theo Landis New Yorks leading art critic as remarkable. (6)
- f Sorry I havent got round to answering you know how busy it can get at this time of year (3)

Notes to the Texts

Unit 25 Going Global

Vocabulary and listening (p.4)

1. **multi-ethnic societies** 多种族社会
2. **Americanisation** 美国化。1960年代下半叶，美国学者席勒提出了文化帝国主义论。该论认为，美国等少数国家控制国内外大众媒体，强制输出自己的政治文化、商业规范、消费行为、文化习俗、价值观念、生活方式等。这个理论的中心概念是“美国化”，其实质是惧怕美国的大众商业文化将冲垮欧洲以学术、审美、教育为导向的精英文化。“美国化”的概念实际上夸大了美国文化对欧洲的影响。从那时起历经30余年，欧洲并没有美国化。事实上，民族文化不会轻易被异文化同化，除非此民族不再存在。“美国化”论者往往以精英主义的态度看待文化现象，所以会忽视大众接受文化过程中的主动性与批判性。
3. **mass tourism** 大众旅游。第二次世界大战以后，特别是20世纪60年代以来，大众旅游成为全球性的普遍现象，世界旅游业得到前所未有的发展。据统计，2001年国际旅游人数达到6.89亿人次，国际旅游收入（不包括国际机票费）高达4,620亿美元，分别是1950年的28倍和227倍。与此同时，世界各国的国内旅游也迅猛发展。

A changing city (p.7)

4. **People from all over the country are moving to Beijing in search of jobs and opportunities as this exciting city is a place where dreams can come true.** 为了寻求工作和发展机会，全国各地的人们流动到北京，因为它是一个使人能够梦想成真的令人兴奋的城市。
in search of 寻找。如：
He set off in search of his missing dog. 他出去寻找他丢失的狗。
They set off the next year in search of the source of the great river. 他们次年出发去寻找大河的源头。
5. **Throughout the city, smartly dressed business people head for their offices or the nearest department stores, mobile phones held to their ears and visitors can only watch and imagine the deals and fortunes being made at that very second.** 城市里尽是些衣着光鲜，打着手机走向办公室或最近便的百货商店的生意人，游客只能旁观，揣度那瞬时做成的交易与获得的财富。

head for 意为“开往，前往，朝向”。如：

I saw the car heading for me, so I stepped aside. 我看到汽车朝我驶来，所以我让到一旁。

Clouds are gathering. I think we'd better head for the hotel in case it starts to rain. 乌云聚拢起来了。我想我们最好回旅馆，以防下雨。

mobile phones held to their ears 是独立主格结构，在句中充当状语。如：

Night coming on, we started for home. 夜幕降临，我们回家了。

He stood at the window, the sun shining upon his face. 他站在窗前，阳光洒在他脸上。

He was lying on the grass, his hands crossed under his head. 他躺在草地上，双手枕在头下。

The child sat there motionless, his eyes fixed on the door. 那孩子一动不动地坐在那里，眼睛紧盯着门。

6. **Travelers of the 1920s remember it mainly as a city of busy lanes with homes built around courtyards, but these have given way to the high-rise apartment blocks of the 21st century.** 上世纪20年代的造访者还记得这个城市当年的旧模样——热闹的胡同和四合院，而这些已被21世纪高耸的公寓楼取代了。

give way to 转为，让位。如：

His fear gave way to anger. 他转惧为怒。

Steam trains gave way to electric trains soon after the war. 战后电动火车很快代替了蒸汽火车。

7. **Luxury products that were not even imagined 30 years ago, are now available to anyone who has the desire and spare cash to buy them.** 30年前不敢想象的奢侈品现在垂手可得，只要你想买并且有闲钱。

available 可以找到，可以获得。如：

A limited number of seats are still available. 还有不多的一些座位。

The dress is available in all sizes. 这种款式号码齐全。

There is no ambulance available now. 眼下没有救护车。

8. **The Beijing of today is still changing, so rapidly in fact, that maps of the city go out of date almost as soon as they are published!** 如今的北京还在变化着，变化速度之快，以至于地图一经出版几乎就过时了。
9. **Elegant shopping malls and five-star hotels reach for the skies and many of the road signs**

and advertising billboards are now in English, making Beijing more accessible to foreigners. 环境优雅的购物中心和五星级饭店高耸入云, 路标和广告牌上用英文, 这些使北京更加贴近外国来客了。

accessible to 容易接近, 容易获得。如:

A doctor must have a telephone accessible at all times. 医生的电话应当是随时能接通的。

The books are easily accessible as all the shelves are open. 所有书架都开放, 借书很容易。

Healthcare should be made accessible to everyone. 医疗保健应方便每个人。

Computers should be made readily accessible to teachers and pupils. 计算机应易于教师和学生使用。

10. **In addition to these cultural sights, the shopping centers and hotels are magnificent and the restaurants are superb.** 除了这些文化景点, 购物中心和饭店也建得宏伟且华丽, 饭馆堪称一流。

in addition (to) 除……之外。如:

In addition to the lectures, the course also provides practical experience. 除了讲座, 课程还提供实际操作的机会。

We saw a Mickey Mouse cartoon in addition to the cowboy movie. 除西部牛仔片之外, 我们还看了一部米老鼠动画片。

11. **In fact, the only complaint that visitors ever seem to have about Beijing, is that they simply run out of time before seeing it all.** 事实上, 旅游者对北京唯一的抱怨就是时间不够, 来不及看遍这座城市。

run out of 用尽, 没有了。如:

They ran out of money and had to give up the project. 钱用光了, 他们只好放弃这个项目。

He's run out of ideas. 他的点子用尽了。

The supply of our food almost ran out and we felt helpless. 我们的食品几乎吃光了, 我们感到很无助。

We can see that his patience was running out little by little. 我们可以看出他的耐心正在一点点地消失。

Grammar practice (pp.16-17)

12. **Lloyd Webber** 劳埃德·韦伯(1948~), 英国作曲家, 他的歌舞剧《歌剧魅影》引起轰动, 现代歌舞剧《万世巨星》以摇滚乐的形式表现耶稣受难, 此剧被拍成电影。1996年他创作的《贝隆夫人》获奥斯卡最佳音乐歌曲奖。他的作品还有《猫》。
13. **Blockbuster** 美国一家以出租影视光盘为主业的

公司。总店在佛罗里达州劳德代尔堡, 它的7,800家分店遍布全美国和世界各地。Blockbuster 是家庭影视市场的领导者。1994年被一家媒体和娱乐公司(Viacom Inc.)收购。

14. **Bombay Dreams**《孟买之梦》, 一部印度宝莱坞歌舞剧, 是英国作曲家劳埃德·韦伯和印度作曲家合作的作品。它融合了不同类型的音乐, 令人耳目一新。

Bollywood musical 宝莱坞歌舞剧, 宝莱坞是印度的电影城, 它的地位相当于美国的好莱坞。近20年来, 宝莱坞将印度古典舞、民间舞、非洲和拉丁美洲最优秀的舞蹈融合在一起, 创造了以追求唯美艺术的舞台视觉效果而著称的宝莱坞歌舞, 成为印度电影业的标志。

15. **Apollo Victoria** 阿波罗维多利亚戏院, 位于伦敦西区, 是为一音乐剧而改建的剧场。

16. **Joe? He's bound to play with his computer game.** 乔? 他是一定要出去玩他的电脑游戏的。

be bound to 有义务, 有责任, 理应, 注定。如:

You are not legally bound to answer these questions. 法律上你没有义务要回答这些问题。

Dolly's death, like her birth, is bound to raise worries. 绵羊多利之死, 正如它的出世一样, 注定要引发焦虑。

17. **Dubai** 迪拜, 阿拉伯联合酋长国的第二大城市。20世纪50年代, 它还是阿拉伯湾一个朴素的海滨小镇, 到了二十世纪后期, 迪拜因石油而富庶, 发生了脱胎换骨的变化。鳞次栉比的摩天大楼奇迹般地崛起, 现在是中东和波斯湾地区重要的交通和转口贸易中心。

18. **World Wireless Forum** 无线世界论坛。一家供远程通讯及多媒体相关技术领域里的大公司掌门人洽谈业务、交流信息的网站, 有专人研究网络界的动态并定期发布研究结果。

How the mobile phone changed the world (p.19)

19. **Never before have so many people been on the move, whether as commuters, workers, travelers, freelancers or migrants.** 以前从未有如此众多的人群处于流动状态, 无论是上班族、工人、旅游者、自由撰稿人还是打零工的人。

on the move 处于活动状态, 在运动, 在前进。如:

He was an adventurous, active man, always on the move. 他是个爱冒险, 很活跃的人, 总是处于活动状态。

It seems that the enemy forces are on the move. 看来敌军在运动。

Science is always on the move. 科学总是在发展中。

20. We have almost come to see our mobiles as indispensable extensions of our bodies and I, for one, feel as if something is missing if I ever leave home without it. 我们几乎能感到手机就是我们身体不可缺少的延伸部分。就我个人来说,我要是离开家没带手机,就会觉得缺了什么。

for one 举例来说。如:

I, for one, think he is guilty. 就我而言,我就认为他有罪。

I, for one, am proud of the team's effort. 就我而言,我就对全队的努力而自豪。

Unit 26 Emotions

Vocabulary and speaking: (p.25)

1. To make matters worse, all your friends seem to have passed with flying colours. 更糟糕的是,你的朋友好像都以出色的成绩通过了考试。

flying colours 显著的成绩,巨大的成就

2. Out of the blue, he gets a call from the company and he's got the job. 他意外地接到公司的电话,获得了那份工作。

out of the blue 意外的,突如其来的。如:

John arrived completely out of the blue. 意外的是,约翰竟然来了。

At the last minute John came out of the blue to catch the pass and score a touchdown. 最后一分钟时,约翰突然接过传球,触地得分。

Grammar extension (p.27)

3. "One must laugh before one is happy, or one may die without ever having laughed at all." 感到愉悦就应当大笑,否则连笑都没体验就可能死去了。

Jean de la Bruyère 拉布吕耶尔(1645~1696),法国社会评论家和伦理学者,以《品格论》一书著称于世。他曾说过:"多数人对前半生的使用方式造成了后半生的痛苦。"

4. "The most wasted of all days is that on which one has not laughed." 不发声大笑则挥霍了这些日子。

Nicholas Chamfort 尼古拉斯·尚福尔(1741~1794),法国诗人,批评家。

5. "To be happy, you must have taken the measure of your powers, tasted the fruits of your passion, and learned your place in the world." 你若感到高兴,那你一定是估量到了自己的力量,品尝到了你的热情之果,了解到了你在世间的位置。

George Santayana 乔治·桑塔雅那(1863~1952),哲学家、文学家,批判实在论的倡导人之一。原籍西班牙,9岁时移居美国。他的主要

著作有:《美感》、《理性生活》等。他虽然承认物质世界是客观存在的,但又认为物质归根结底是不可知的。桑塔雅那竭力美化宗教。

6. "If the caveman had known how to laugh, history would have been different." 穴居人若是懂得笑,历史就会完全不同了。

Oscar Wilde 奥斯卡·王尔德(1854~1900),英国作家、诗人。作为唯美主义代表人物,王尔德在英国文学史上有特殊地位,他是19世纪80年代的美学运动的主力 and 90年代颓废派运动的先驱。他追求形式、结构上的新奇,作品多以严谨、机智、巧妙取胜。他的早期作品有诗歌和童话故事,1891年出版了长篇小说《道林·格雷的肖像》。1895年《认真的重要》在伦敦上演,这是王尔德最著名的剧作。

7. "To have been happy is the most unhappy form of fortune." "曾经欢乐"是命运中最不快乐的形态。

Boethius 波伊提乌(约480~524),罗马后期哲学家、政治家。520年任西罗马帝国首席执政官,后因通敌叛国罪被处死刑。他学识广博,最早把亚里士多德的著作翻译成拉丁文传到西欧。他把古希腊罗马哲学和中世纪经院哲学衔接起来,在西方哲学史上起了重要的桥梁作用。波伊提乌创造了大量的逻辑学术语。这些术语大部分一直沿用至今。传统逻辑所沿用的三段论的公理也是他提出来的。

8. "Telling bad jokes is not habit-forming. I should know. I've been doing it for years." 说拙劣的笑话不是养成的习惯,我应当知道这一点,我已经这样做了许多年了。

The tears of a clown (p.32)

9. The tears of a clown 《小丑的眼泪》是罗宾森和奇迹乐队1967年录制的歌曲,1970年在英国获得了成功,也是奇迹乐队第一首名列排行榜冠军的歌曲。仔细聆听这首歌,动人的歌声背后藏着内心的痛苦。

Smokey Robinson 斯莫基·罗宾森(1940~),美国节奏布鲁斯(R&B, Rhythm and Blues)流行歌手和歌曲作者。他写的歌曲浪漫而精美,演唱充满热情,嗓音高亢。1958年,他和几个伙伴儿组成了奇迹乐队(The Miracles),推出了一系列的热门歌曲。1972年他离开了奇迹乐队,开始个人的发展。

Resource bank: writing (p.41)

10. Snow Falling on Cedars 《落在香杉树的雪花》,大卫·古特森的畅销小说。故事发生在二战前后的西雅图,由于珍珠港事变之故,美国政府决定将日本侨民送进集中营。此举拆散了美国

青年以萨和日裔女子工藤夕贵的初恋。九年后，成为记者的以萨在报导一宗命案时，发现被告竟是初恋情人的丈夫！以萨掌握了被告清白的证据，然而若交出证据，以萨和工藤间便不可能有第二次机会。1999年这本小说被改编为同名电影。

David Guterson 大卫·古特森(1956~)，美国著名作家。

The secret of happiness (p.42)

11. **John Templeton** 约翰·谭普顿(1912~)，世界知名的金融家和慈善家，是最早设立共同基金(一种投资渠道)的先驱之一。二战前他以每股不到一美元的价格收购很多股票，四年后股票价格翻了两番。
12. **Martha Washington** 玛莎·华盛顿(1732~1802)，原名玛莎·丹德里奇，乔治·华盛顿的夫人。她的前夫是丹尼尔·柯蒂斯，在前夫死后她遇到乔治·华盛顿并在1759年与之结婚。当华盛顿成为总统后，她以优雅的第一夫人著称。
13. **Victor Hugo** 维克多·雨果(1802~1885)，法国作家。雨果有着深刻的人道主义思想。1831年发表的长篇小说《巴黎圣母院》在揭露中古教会的黑暗与罪恶的同时，宣扬了仁慈与爱情可以创造奇迹。1862年发表的长篇社会小说《悲惨世界》反映了19世纪前半期法国资本主义制度下贫苦阶层的悲惨遭遇，表达了对这些不幸的人们的深厚同情，同时也集中表达了仁慈博爱可以杜绝罪恶、改革社会、拯救人类的人道主义思想。雨果深信，严刑峻法只能使人性愈益败坏，唯有道德感化是医治社会灾难的良药。雨果逝世时，法兰西举国为他志哀。
14. **Cynthia Nelms** 辛西亚·内尔姆斯(1942~1995)，美国女音乐家，歌唱家。
15. **Jane Austen** 简·奥斯汀(1775~1817)，英国女小说家。奥斯汀的代表作是《傲慢与偏见》和《爱玛》。这两部小说都描写了爱情与婚姻，表达了她的婚姻观：为了财产和地位而结婚是错误的，但结婚不考虑财产也是愚蠢的。《傲慢与偏见》比较强调感情对于缔结理想的婚姻的重要性。小说的情节曲折，富有喜剧性，语言清丽流畅，机智幽默，是奥斯汀小说中最受欢迎的一部。
16. **Anon** 匿名代理服务器，因特网上的一种代理服务器，旨在帮助用户匿名访问因特网，并匿名发表意见消息等。Anon就是Anonymous(匿名)的意思。
17. **Allan K. Chalmers** 艾伦·查尔默斯，美国作家
18. **Charles Schulz** 查尔斯·舒尔茨(1922~2000)，美国连环画艺术家，系列连环画《花生》的作者。

《花生》是历史上最出名的连环画，被2,000多家报纸刊登，还被译成数十种语言。《花生》是舒尔茨一生的作品。

19. **Benjamin Disraeli** 本杰明·迪斯雷利(1804~1881)。迪斯雷利1848年当选为英国保守党领袖，并于1868年和1874~1880年两度出任首相。对内推行灵活政策，倡导改革。对外则极力推行侵略扩张政策。1875年他趁埃及政府财政危机，为英国取得了苏伊士运河的控制权。1876年3月他指使议会通过决定授予维多利亚女王以印度女皇称号。1878年，迪斯雷利出席柏林会议，为英国夺得了地中海战略要地塞浦路斯。
20. **Henry Miller** 亨利·米勒(1891~1980)，美国小说家。米勒的小说大部分带有自传性质。他的代表作有《北回归线》、《南回归线》和《马洛西的大石像》等。他的一些作品一直被认为是黄色书籍，美国政府曾将其列为禁书。米勒对美国文学有一定的影响。20世纪50年代中期兴起的“垮掉的一代”作家，在生活方式以至作品的内容、风格方面，都从米勒的作品中汲取了不少东西。

Unit 27 Behaviour

Reading and vocabulary (pp.48-49)

1. **I hate my aural space being invaded on public transport and in restaurants, and dislike my home being turned into someone else's telephone box.** 我讨厌我的听觉空间在公交车和饭店里被侵占，不喜欢我的家变成别人的电话亭。
hate (= dislike) 讨厌，后面常接动名词。如：
He hates being laughed at. 他讨厌被人笑话。
I know he hates being interrupted. 我知道他讨厌被打扰。
2. **Much depends on the way in which you ask. Don't put the person down.** 很大程度上要看你怎么开口。别让人家下不来台。
depend on 取决于；决定于。如：
“Will you go fishing this afternoon?” “Well, it depends (on the weather).” “你今天下午去钓鱼吗？” “得看天气。”
It all depends on whether you want to do it or not. 这全看你是否愿意做。
put somebody down 当众批评(某人)
She enjoys putting me down in front of other people. 她总是喜欢当众批评我。
— I don't stand a chance of getting the job.
— Don't be silly, you mustn't put yourself down.
“我没有机会得到那份工作。”
“别傻了，你不应该贬低自己。”

3. **Make light of your apparent dumbness and ask for a repeat.** 别在乎你不解的样子, 请对方再重复一遍。

make light of 轻视, 不在乎。如:

We shouldn't make light of the difficulties this will cause. 我们不当轻视这件事会带来的麻烦。

He made light of his injury. 他不把伤痛放在心上。

I like the way he makes light of his difficulties. 我欣赏他藐视困难的样子。

4. **If your friend didn't study hard enough, then he or she's aware of that and won't appreciate you bring it up.** 如果你的朋友没有努力学习, 那么他或她其实是明白这种情况的, 当然不愿意你提起此事。

be aware of 意识到, 察觉到。如:

Are you aware of the strong wind outside? 你注意到外面的大风了吗?

Everyone was aware of the fact that they didn't get along well with each other. 大家都知道他们相处不和谐。

bring up 提出。如:

Why do you bring that up again? 你又提那个干什么?

I hope you won't mind me bringing this up again. 我希望你不在意我又重新提起这件事。

Who brought up that fantastic idea? 是谁提出了这个绝妙的主意?

Task: Movie star or doctor? (pp.52-53)

5. **Qianlian is keen to go to university but she definitely doesn't want to study medicine.** 茜莲很渴望上大学, 但她从未想过学医。

be keen to do 热衷于, 热心于, 渴望做某事。如:

He is very keen to see his birthplace. 他迫切想看到自己的出生地。

We need a car but my husband is not very keen to buy it. 我们需要车, 但我丈夫不急于买车。

Her father is very keen for her to go to university. 她父亲渴望她能上大学。

She is very keen to learn classical music. 她热衷于学习古典音乐。

6. **Her parents are determined that she should not take the part as they want her to finish school and devote herself to a future as a doctor.** 她的父母决定不让她去演这个角色, 他们想让她完成学业, 将来做个医生。

devote time/effort/money to ... 为……付出时间/努力/金钱等。如:

He devotes every spare moment to his research work. 他把每分钟都用在研究工作上。

Nowadays children devote too much time to playing computer games. 现在孩子们在计算机游戏上花了太多的时间。

He devoted his life to doing scientific research work. 他把自己的一生都贡献给了科学研究工作。

devote oneself to 献身于……, 致力于……。如:

Mother Teresa devoted herself to caring for the poor. 特蕾莎修女把自己的全部身心都倾注在照顾穷苦人上。

Bill retired and devoted himself to charity work. 比尔退休后致力于慈善工作。

英语中的 to 有时是不定式, 后面接动词原形; 有时是介词, 后面要接名词、代词或是动名词。devote... to 中的 to 就是个介词。类似的常用词组还有: object to(反对); take to(开始); be accustomed to(习惯于); look forward to(盼望); be used to(习惯于)等。如:

I strongly object to wasting time. 我强烈反对浪费时间。

He took to smoking when he was only fourteen years old. 他14岁就开始抽烟了。

7. **She used to smile all the time but now she looks washed out and unhappy.** 她过去总是满面笑容, 现在看起来却倦怠而且不开心。

washed out 疲倦, 气色不好, 没有精神。如:

I feel washed out. I shall stop working. 我觉得累, 不干了。

No wonder Henry looks so washed out, he has just recovered from a serious illness. 怪不得亨利看起来那么憔悴, 他重病刚愈。

8. **He's a very intelligent but highly sensitive young man, and tends to fly off the handle if he feels he's being criticised.** 他是个很聪明但却十分敏感的年轻人, 受到批评就发脾气。

fly off the handle 发脾气。如:

She's always flying off the handle at the children. 她总和孩子们发火。

John flew off the handle whenever Mary came home late. 玛丽回家一迟约翰就发脾气。

9. **His father is losing patience rapidly, and his mother is at her wits' end.** 他父亲很快失去了耐心, 母亲也无计可施了。

at one's wits' end 计穷, 想不出办法。如:

He was at his wits' end to find money for the rent. 他实在想不出办法去凑够房租。

With all three children at home, the mother

was at her wits' end trying to keep the house clean.
三个孩子全在家时，妈妈实在没办法把家收拾干净。

Writing (p.54)

10. **Today's way of conducting business is informal so that's what we should aim for in our business writing too — a friendly, conversational style.** 当今做生意的办法是不打官腔的，所以我们写往来生意信件的方式也需要这样——友善且口语化。

aim for 希望达到某个目标。如：

We should aim for the best results. 我们应当朝最好的结果努力。

It soon became clear that he was aiming for a directorship. 他想坐上领导宝座的心思很快就被别人看出来。

11. **Similarly, the common courtesies of a greeting and sign-off should not be neglected for the sake of speed.** 同样，礼貌的问候语言和信笺结尾也不能因为着急就被忽略掉。

for the sake of 由于某种缘故，为了。如：

He bought a house in the country for the sake of his wife's health. 为了妻子的健康，他在乡下买了一套房子。

She changed into her old clothes for the sake of comfort. 为舒服起见，她换上了旧衣服。

12. **Anyway, LMK what you're keen to do when you're in S and I'll make some plans!** 总之，你在深圳有什么急办的事就通知我，我安排一下。

LMK 是“Let Me Know”的缩写。

另外，第一封 email 中的 BTW 是“By The Way”的缩写。KIT 是“Keep In Touch”的缩写。GTG 是“Got To Go”的缩写。

13. **We take pleasure in advising that we have today dispatched to you a copy of “All about Harry Potter”, in accordance with your order of 12.04.04, and attach herewith our invoice for the sum of \$ 16.95.** 我们荣幸按照您 2004 年 12 月 4 日的定单，为您快递上一份“哈里·波特介绍”，并随包裹寄去 \$ 16.95 的发票。

in accordance with 按照，根据。如：

In accordance with your wishes, I have written to him. 根据你的愿望，我已经给他写信了。

The goods will be sent in accordance with your instructions. 货物会按你的要求发出。

Vocabulary in Each Unit

Unit 25

Vocabulary and listening

globalisation /ˌglɒbəlɪz'eɪʃən/ *n.* 全球化, 全球性
race /reɪs/ *n.* 种族
brand /brænd/ *n.* 商标, 牌子
import /ɪm'pɔ:t/ *vt.* 进口; 输入; 引进
ethnic /'eθnɪk/ *adj.* 异国风情的; 人种的, 种族的
non-native /nɒn'neɪtɪv/ *adj.* 非本国的, 非本地的
multinational /ˌmʌltɪ'næʃənəl/ *adj.* 跨国的, 多国的
investor /ɪn'vestə/ *n.* 投资者
multi-ethnic /ˌmʌltɪ 'eθnɪk/ *adj.* 多种族的
emigration /ˌemɪ'greɪʃən/ *n.* 移民, 移居
immigration /ˌɪmɪ'greɪʃən/ *n.* 外来的移民, 移居入境
clash /klæʃ/ *n.* 冲突
Americanisation *n.* 美国化
deprive /dɪ'praɪv/ *vt.* 剥夺, 使丧失
come to the fore 变得重要, 有影响力
subcontinent /ˌsʌb'kɒntɪnənt/ *n.* 次大陆
uniqueness /ju:'ni:kni:s/ *n.* 唯一性, 独特性
opposing /ə'pəʊzɪŋ/ *adj.* 相反的, 对立的

Reading and speaking

pursue /pə'sju:/ *vt.* 追求, 继续进行
likewise /'laɪkwaɪz/ *adv.* 同样地, 也
infectious /ɪn'fekʃəs/ *adj.* 有感染力的; 传染病的
billboard /'bɪlbɔ:d/ *n.* 告示板, 广告牌
youngster /'jʌŋstə/ *n.* 年青人, 少年
headset /'hedset/ *n.* 耳机
sip /sɪp/ *vi.* 小口喝; 抿
multi-storey /ˌmʌltɪ 'stɔ:ri/ *adj.* 多层的
lane /leɪn/ *n.* 巷; (乡间) 小路
stroke /strəʊk/ *vt.* 抚摩
episode /'epɪsəʊd/ *n.* (电视连续剧的) 一集, 一节
high-rise *adj.* 高层建筑的
unimaginable /ˌʌnɪ'mædʒɪnəbl/ *adj.* 想不到的, 不可思议的
commonplace /'kɒmənpleɪs/ *adj.* 普通的, 平凡的
spare /speə/ *adj.* 多余的
vt. 宽恕; 腾出
out of date 过时的, 废弃的

Listening and speaking

simplify /'sɪmplɪfaɪ/ *vt.* 使简易, 简明, 简化
controller /kən'trəʊlə/ *n.* 管理者, 控制者, 指挥者
command /kə'mɑ:nd/ *n.* 掌握
Applied Linguistics 应用语言学
subsequent /'sʌbsɪkwənt/ *adj.* 随后的, 后来的
implication /ˌɪmplɪ'keɪʃən/ *n.* 可能的影响; 暗示
intelligible /ɪn'telɪdʒəbl/ *adj.* 明白易懂的
conform /kən'fɔ:m/ *vi.* 符合, 顺应; 遵守
Arabic /'æərəbɪk/ *adj.* 阿拉伯的, 阿拉伯人的
legitimate /lɪ'dʒɪtɪmət/ *adj.* 合理的; 合法的; 正统的
patronise /'pætrənaɪz/ *vt.* 以高人一等的态度对待; 资助
drawback /'drɔ:bæk/ *n.* 缺点, 障碍, 困难
consideration /kən'sɪdə'reɪʃən/ *n.* 考虑; 体谅

Task

devise /dɪ'vaɪz/ *vt.* 想出, 设计, 发明
syllabus /'sɪləbəs/ *n.* 教学大纲
monolingual /ˌmɒnəʊ'lɪŋgwəl/ *adj.* 只用一种语言的
mathematical /ˌmæθɪ'mætɪkəl/ *adj.* 数学的
spatial /'speɪʃəl/ *adj.* 空间的
geometry /dʒɪ'ɒmɪtri/ *n.* 几何学
score /skɔ:/ *n.* & *vi.* (游戏、比赛的) 得分, 评分

Real life

fund /fʌnd/ *n.* 资金, 基金
monetary /'mɒnɪtəri/ *adj.* 货币的, 金钱的
International Monetary Fund 国际货币基金组织
annual /'ænjʊəl/ *adj.* 每年的, 一年一次的
disperse /dɪs'pɜ:s/ *vt.* (使) 散开, 疏散
marcher /'mɑ:tʃə/ *n.* 游行, 行进者,
cut off 切断, 断绝
Hindu /'hɪndu:/ *adj.* 印度人的, 印度教的
Maha Kumbh Mela (印度每 12 年一次的) 瓦罐庙会
commemorate /kə'meməreɪt/ *vt.* 纪念
mythological /ˌmɪθə'lɒdʒɪkəl/ *adj.* 神话的; 虚构的
confer /kən'fɜ:/ *vt.* 授予 (称号、学位等)
vi. 商谈, 讨论
immortality /ˌɪmɔ:'tæləti/ *n.* 不朽, 不朽的声名
sadhu /'sɑ:du:/ *n.* 印度教圣人

simplicity /sɪm'plɪsɪti/ *n.* 简单, 简易, 朴素
chariot /'tʃæriət/ *n.* 双轮马车
pilgrim /'pɪlgrɪm/ *n.* 圣地朝拜者
wipe away 擦去
sin /sɪn/ *n.* 罪, 罪恶
downpour /'daʊnpɔ:/ *n.* 倾盆大雨
douse /daʊs/ *vi.* 浇灭; 浸泡
bushfire /'bʊʃfaɪə/ *n.* 林区大火
fortnight /'fɔ:tnaɪt/ *n.* 两星期
evacuation /ɪ,vækju'eɪʃən/ *n.* 撤退, 撤出
welfare /'welfeə/ *n.* 福利, 福利事业

Resource Bank: Reading

telecom /'teləkɒm/ 电信
= telecommunication

geographical /,dʒɪə'græfɪkəl/ *adj.* 地理的, 地理学的
boundary /'baʊndəri/ *n.* 分界线; 边界
highly /'haɪli/ *adv.* 非常; 极; 高度地
the World Wireless Forum 世界无线电话论坛
mobility /məʊ'bɪləti/ *n.* 活动性, 灵活性, 机动性
freelancer /'fri:lɑ:nse/ *n.* 自由职业者
migrant /'maɪgrənt/ *n.* 移居者; 候鸟
ownership /'əʊnəʃɪp/ *n.* 所有权, 所有制
vague /veɪg/ *adj.* 含糊的, 不清楚的
countless /'kaʊntləs/ *adj.* 无数的, 数不尽的
indispensable /,ɪndɪ'spensəbl/ *adj.* 不可缺少的, 绝对必要的
long for 渴望

Unit 26

Vocabulary and speaking

relieved /rɪ'li:vɪd/ *adj.* 得到安慰的
cross *adj.* 生气的
furious /'fjʊəriəs/ *adj.* 狂怒的, 暴怒的
insecure /,ɪnsɪ'kjʊə/ *adj.* 不可靠的, 不安全的
shattered /'ʃætəd/ *adj.* 感到震惊的, 难过的, 心烦意乱的
disillusioned /,dɪsɪ'lu:ʒənd/ *adj.* 不抱幻想的, 理想破灭的
let down 失望的
satisfaction /,sætɪs'fækʃən/ *n.* 满意, 满足
dread /dred/ *n.* 恐惧, 害怕, 担心
sprain /spreɪn/ *vi.* 扭伤

disallow /dɪ'sə'laʊ/ *vt.* 不承认, 不准许
out of the blue 突然地

Reading

intend /ɪn'tend/ *vt.* 想要, 打算
punchline (故事、戏剧、笑话等中的) 妙语, 关键词
grizzly /'grɪzli/ *adj.* 略灰色的, 呈灰色的

Grammar extension

passion /'pæʃən/ *n.* 激情, 热情
caveman /'keɪvmæn/ *n.* (史前石器时代的) 穴居人
playwright /'pleɪraɪt/ *n.* 剧作家
statesman /'steɪtsmən/ *n.* 政治家, 国务活动家
habit-forming 成习惯性的, 会上瘾的

Listening

juggle /'dʒʌgl/ *v.* 杂耍
 juggler /'dʒʌglə/ *n.* 变戏法的人
packed /'pækt/ *adj.* 挤满人的, 拥挤的
blazing /'bleɪzɪŋ/ *adj.* 酷热的; 炽热的
hesitant /'hezɪtənt/ *adj.* 踌躇的, 犹豫的
squint /skwɪnt/ *vi.* 眯着眼看, 斜视
wildly *adv.* 疯狂地, 野蛮地
bounce /baʊns/ *vi.* (球) 跳起, 弹回
hop /hɒp/ *vi.* 单脚跳
limp /lɪmp/ *vi.* 跛行, 瘸着走

Task

mystified /'mɪstɪfaɪd/ *adj.* 被迷惑的, 被神秘化的
ashamed /ə'ʃeɪmd/ *adj.* 惭愧的, 羞耻的
amusement /ə'mju:zmənt/ *n.* 娱乐, 消遣
desperation /,despə'reɪʃən/ *n.* 绝望
onwards /'ɒnwɜ:dz/ *adv.* 向前地, 在先地
beg for 乞求
messy /'mesi/ *adj.* 肮脏的, 凌乱的, 杂乱的
retire /ri'taɪə/ *vi.* 退休
wit /wɪt/ *n.* 智力, 才智, 智慧
purse /pɜ:s/ *n.* 钱包, 皮包
heartbroken /'hɑ:t,breʊkən/ *adj.* 悲伤的, 伤心的
belongings /brɪ'lɒŋɪŋz/ *n.* 财产, 所有物
chop /tʃɒp/ *vt.* 砍, 剁碎
majesty /'mædʒɪsti/ *n.* 陛下

sob /sɒb/ *vi. & n.* 呜咽, 哭泣
count /kaʊnt/ *vt.* 数, 计算
sideboard /'saɪd.bɔ:d/ *n.* 餐具柜
jester /'dʒestə/ *n.* 讲笑话的人, 小丑
astonishment /əs'tɒnɪʃmənt/ *n.* 惊讶

Song

carefree /'keəfri:/ *adj.* 无忧无虑的
camouflage /'kæmʊflɑ:ʒ/ *vt. & n.* 伪装, 掩饰
shield /ʃi:ld/ *vt.* 保护, 防御

Writing

for sure 确实
unforgettable /ʌnfə'getəbl/ *adj.* 令人难忘的

Resource Bank: Reading

cunning /'kʌnɪŋ/ *adj.* 奸诈的, 狡猾的
undo /ʌn'du:/ *vt.* 解开, 打开
collar /'kɒlə/ *n.* 衣领
unbutton /ʌn'bʌtən/ *vt.* 解开衣服钮扣
thread /θred/ *n.* 线, 纱
mutter /'mʌtə/ *vt., vi.* 低声说出(生气或抱怨的话)
undisturbed /ʌndɪ'stɜ:bəd/ *adj.* 未被干扰的
stride /straɪd/ *vi.* 大步行走
presently /'prezəntli/ *adv.* 不久; 目前
shabby /'ʃæbi/ *adj.* 破旧的, 褴褛的
promptly /'prɒmptli/ *adv.* 敏捷地, 迅速地
tumble /'tʌmbəl/ *vi. & n.* 摔倒, 跌倒
punch /pʌntʃ/ *vt.* 用拳猛击
astride /əs'traɪd/ *adv.* 跨着
pound /paʊnd/ *vt., vi.* (连续) 猛击
rage /reɪdʒ/ *n.* 愤怒, 愤激
relive /ri:'lɪv/ *vt.* 重新体验

Unit 27

Speaking and vocabulary

good manners 礼貌
disrespectful /dɪs'respɛktfʊl/ *adj.* 失礼的, 无礼的
revolting /rɪ'vəʊlɪŋ/ *adj.* 令人厌恶的
gentlemanly /'dʒɛntlmənli/ *adj.* 绅士的, 绅士似的
unhygienic /ʌnhai'dʒi:nɪk/ *adj.* 不卫生的, 不清洁的
unprofessional /ʌnp'rɒfəʃənəl/ *adj.* 外行的, 非职业的

misinterpreted /mɪsɪn'tɜ:prɪtɪd/ *adj.* 曲解的, 误解的
drop in 顺便走访

sneeze /sni:z/ *n.* 喷嚏
vi. 打喷嚏

curse /kɜ:s/ *n. & vt.* 诅咒, 咒骂

context /'kɒntɛkst/ *n.* 场合

infuriate /ɪn'fjuəriət/ *vt.* 激怒

Reading and vocabulary

dispenser /dɪs'pensə/ *n.* 自动柜员机
device /dɪ'vaɪs/ *n.* 设备, 仪器, 装置
disapprove /dɪsə'pru:v/ *vt.* 不赞成, 不同意
uneasy /ʌn'i:zi/ *adj.* 不自在的; 心神不安的
aural /'ɔ:rəl/ *adj.* 听觉的, 听力的
confusion /kən'fju:ʒən/ *n.* 混乱, 混淆
standardisation /,stændədaɪ'zeɪʃən/ *n.* 标准化
be supposed to 应该
awkwardness /'ɔ:kwədnis/ *n.* 尴尬; 笨拙
overdue /,əʊvə'dju:/ *adj.* 早该完成的
liar /'laɪə/ *n.* 说谎者
dialect /'daɪələkt/ *n.* 方言, 土语
spinach /'spɪnɪdʒ/ *n.* 菠菜
excessive /ɪk'sesɪv/ *adj.* 过分的
undivided /ʌndɪ'vaɪdɪd/ *adj.* 完整的; 未分开的
go into details 详述, 逐一细说
display /dɪ'spleɪ/ *vt.* 陈列, 展览, 显示
put sb. down 羞辱
make light of 轻视, 忽略
dumbness /'dʌmnɪs/ *n.* 无言, 沉默
get one's mind off 转移某人的注意力, 忘掉
tactful /'tæktfʊl/ *adj.* 圆通的; 得体的
straightforward /,streɪt'fɔ:wəd/ *adj.* 坦率的, 直接了当的
opinionated /ə'pɪnjənɪtɪd/ *adj.* 固执己见的

Grammar extension

obligation /ɒblɪ'geɪʃən/ *n.* 义务, 职责, 责任
necessity /nɪ'sesɪti/ *n.* 需要, 必需, 必要
inappropriate /ɪnə'prəʊpriət/ *adj.* 不合宜的, 不适当的
voice mail 语音信箱
funeral /'fju:nərəl/ *n.* 葬礼, 出殡
punctual /'pʌŋktʃuəl/ *adj.* 严守时刻的, 准时的
the other night 前两天夜里, 不久前的某个夜里

calm down 平静下来, 镇定下来

Listening and speaking

socialise /'səʊʃəlaɪz/ *vt.* 交友, 交谊

stumble /'stʌmbəl/ *vi.* 结结巴巴地说(或念); 绊倒

dry up 停止谈话; 使干枯

be unsure of 不确定, 不肯定

status /'stetəs/ *n.* 身份, 地位

interrogation /ɪn'terə'geɪʃən/ *n.* 讯问, 审问, 质问

tempt /tempt/ *vt.* 诱使

unclear /,ʌn'kliə/ *adj.* 不清楚的, 难懂的

summarise /'sʌməraɪz/ *vt.* 概述, 总结

restate /,ri:'steɪt/ *vt.* 重新叙述, 重申

look sb. in the eye 正视某人

distract /dɪ'strækt/ *vt.* 使……注意力转移, 使分心

over-emotional *adj.* 过于激动的; 过于敏感的

charm /tʃɑ:m/ *n.* 魅力

unconsciously /ʌn'kɒnʃəsli/ *adv.* 无意地, 不知不觉地

come across 偶遇, 碰到

get across 被理解, 使人了解

Task

resent /ri'zent/ *vt.* 不满; 憎恶

defensive /dɪ'fensɪv/ *adj.* 有戒心的, 自卫的

washed out 非常疲倦的

flatmate *n.* 公寓室友

protective /prə'tektɪv/ *adj.* 保护的, 防护的

hint /hɪnt/ *n.* 暗示, 提示

drop a hint 做出暗示

spoil /spɔɪl/ *vt.* 宠坏; 破坏

drop out 退出(比赛、俱乐部、学校)

sack /sæk/ *vt.* 开除, 解雇

fly off the handle (为不太重要的事)大发雷霆

Writing

explosive /ɪks'pləʊsɪv/ *adj.* 激增的, 爆发(性)的

conversational /,kɒnvə'seɪʃənəl/ *adj.* 口语的, 谈话的

concise /kən'saɪs/ *adj.* 简明的, 简练的

courteous /'kɜ:tjəs/ *adj.* 有礼貌的; 谦恭的

overuse /,əʊvə'ju:z/ *vt.* & *n.* 使用过度

cliché /'kli:ʃeɪ/ *n.* 陈词滥调

punctuation /,pʌŋktʃu'eɪʃən/ *n.* 标点, 标点符号

courtesy /'kɜ:tɪsi/ *n.* 礼貌; 谦恭

sign-off /'saɪnɒf/ *n.* 结束写信; 结束广播节目

neglect /nɪ'glekt/ *vt.* & *n.* 忽视, 疏忽

for the sake of 为……的缘故

recipient /rɪ'sɪpiənt/ *n.* 接受者

annoyance /ə'nɔɪəns/ *n.* 可厌之事; 烦恼

abbreviation /ə,bri:vɪ'eɪʃən/ *n.* 缩写, 缩写词

as far as 至于

overdo /'əʊvə'du:/ *vt.* 过度, 做得过分

oblivious /ə'blɪvɪəs/ *adj.* 未觉察到的

dispatch /despatch/dɪs'pætʃ/ *vt.* & *n.* 发送, 派遣

in accordance /ə'kɔ:dəns/ with 按照, 依照

herewith /hɪə'wɪð/ *adv.* 随同此信

sum /sʌm/ *n.* 金额; 总数

print /prɪnt/ *vt.*, *vi.* 印刷, 出版

out of print 已绝版, 已停印

dinosaur /'daɪnəsɔ:/ *n.* 恐龙

endeavour /ɪn'devə/ *n.* 尽力, 竭力

retail /ri:teɪl/ *vi.* & *n.* 零售

outlet /'aʊtlet/ *n.* 批发商店, 经销公司

Real life

uncooperative /,ʌnkəʊ'pɒrətɪv/ *adj.* 不合作的, 不配合的

reluctant /rɪ'lʌktənt/ *adj.* 勉强的, 不愿意的

nuisance /'nju:sns/ *n.* 讨厌或麻烦的人、事、情况

aisle /aɪl/ *n.* 走廊, 过道

Resource Bank: Reading

choke /tʃəʊk/ *vi.*, *vt.* 使窒息, 使不能呼吸

ineffective /,ɪnɪ'fektɪv/ *adj.* 无效的

oasis /əʊ'eɪsɪs/ *n.* (沙漠中的)绿洲

numerous /'nju:mərəs/ *adj.* 许多的, 数目众多的

tailor-made *adj.* 定制的, 为……特制的

place an order 向……订购某物

mar /mɑ:/ *vt.* 破坏, 损伤

litterbug /'lɪtəbʌg/ *n.* (美)在街道或公共场所乱丢垃圾的人

efficiency /ɪ'fɪʃənsi/ *n.* 效率, 功效

pothole /'pɒθəʊl/ *n.* 坑洼

install /ɪn'stɔ:l/ *vt.* 安装, 安置

payoff /'peɪɔ:f/ *n.* 发工资

jail /dʒeɪl/ *n.* 监狱

civil /'sɪvl/ *adj.* 公民的, 国民的
tag /tæg/ *n.* 标签
auction /'ɔ:kʃən/ *n. & vt.* 拍卖
plaster /'plɑ:stə/ *vt.* 涂抹, 抹灰
outnumber /aʊt'nʌmbə/ *vt.* 数目超过, 比……多
sling-shots /'slɪŋʃɒt/ *n.* 弹弓
violation /,vaɪə'leɪʃən/ *n.* 违反, 违背, 妨碍, 侵害
chime /tʃaɪm/ *n.* 铃声; 钟声
back up 支持, 援助
publicity /pʌb'lɪsɪti/ *n.* 宣传
slogan /'sləʊgən/ *n.* 口号, 标语
antispit /,æntɪ'sprɪt/ *vi.* 反吐痰
distribution /,dɪstrɪ'bju:ʃən/ *n.* 分配, 分发
pamphlet /'pæmfli:t/ *n.* 小册子
poster /'pəʊstə/ *n.* 海报, 招贴
strip /stri:p/ *n.* (报刊上的) 连环画
contest /'kɒntest/ *n.* 比赛, 竞争
liveable /'lɪvəbəl/ *adj.* 适于居住的, 可住的
flush /flʌʃ/ *vi., vt.* 冲洗, 冲刷
enact /ɪ'nækt/ *vt.* 将……制定成法律
inspector /ɪn'spektə/ *n.* 检查员, 巡视员
intrude /ɪn'tru:d/ *vt.* 闯入, 强行进入
consciousness /'kɒnʃəsnɪs/ *n.* 意识, 知觉
norm /nɔ:m/ *n.* 标准, 规范

Names and places

Tom Sawyer /tɒm 'sɔ:ʒə/ 汤姆·索耶
Polly /'pɒli/ Mary 的昵称
Dubai /'dju:bai/ 迪拜
Afghanistan /æf'gænɪstæn/ 阿富汗
Brixton /'brɪkstən/ 布里克斯顿 (学院演唱会)
Geneva /dʒɪ'ni:və/ 日内瓦
the Strait Times 海峡时报
Singapore /,sɪŋgə'pɔ:/ 新加坡
the Middle East 中东
Thailand /'taɪlənd/ 泰国
Uttar Pradesh 印度北方邦
Seattle /sɪ'æt/ 西雅图
Peru /pə'ru:/ 秘鲁

Word List

A

abbreviation /ə,bri:vɪ'eɪʃən/ *n.* 缩写, 缩写词

aisle /aɪl/ *n.* 走廊, 过道

Americanisation *n.* 美国化

amusement /ə'mju:zmənt/ *n.* 娱乐, 消遣

annoyance /ə'nɔɪəns/ *n.* 烦恼, 可厌之事

annual /'ænjʊəl/ *adj.* 每年的, 一年一次的

Applied Linguistics 应用语言学

Arabic /'æərəbɪk/ *adj.* 阿拉伯的, 阿拉伯人的

as far as 至于

ashamed /ə'ʃeɪmd/ *adj.* 惭愧的, 羞耻的

astonishment /əs'tɒnɪʃmənt/ *n.* 惊讶

aural /'ɔ:reɪl/ *adj.* 听觉的, 听力的

awkwardness /'ɔ:kwədnis/ *n.* 尴尬; 笨拙

B

be supposed to 应该

be unsure of 不确定, 不肯定

beg for 乞求

belongings /bɪ'lɒŋɪŋz/ *n.* 财产, 所有物

billboard /'bɪlbɔ:d/ *n.* 告示板, 广告牌

blazing /'bleɪzɪŋ/ *adj.* 酷热的; 炽热的

brand /brænd/ *n.* 商标, 牌子

bushfire /'bʊʃfɪə/ *n.* 林区大火

C

calm down 平静下来, 镇定下来

camouflage /'kæməflɑ:ʒ/ *vt. & n.* 伪装, 掩饰

carefree /'keəfri:/ *adj.* 无忧无虑的

caveman /'keɪvmæn/ *n.* (史前石器时代的) 穴居人

charm /tʃɑ:m/ *n.* 魅力

chariot /'tʃæriət/ *n.* 双轮马车

chop /tʃɒp/ *vt.* 砍, 剁碎

clash /klæʃ/ *n.* 冲突

cliché /'kli:ʃeɪ/ *n.* 陈词滥调

come across 偶遇, 碰到

come to the fore 变得重要

command /kə'mɑ:nd/ *n. & vt.* 掌握

commemorate /kə'meməreɪt/ *vt.* 纪念

commonplace /'kɒmənpleɪs/ *adj.* 普通的, 平凡的

concise /kən'saɪs/ *adj.* 简明的, 简练的

confer /kən'fɜ:/ *vt.* 授予 (称号、学位等)

vi. 商谈, 讨论

conform /kən'fɔ:m/ *vi.* 符合, 顺应; 遵守

confusion /kən'fju:ʒən/ *n.* 混乱, 混淆

consideration /kən,sɪdə'reɪʃən/ *n.* 体谅, 考虑

context /'kɒntekst/ *n.* 场合

controller /kən'trəʊlə/ *n.* 管理者, 控制者, 指挥者

conversational /,kɒnvə'seɪʃənl/ *adj.* 口语的, 谈话的

convey /kən'veɪ/ *vt.* 传达, 表达, 传播

count /kaʊnt/ *vt.* 数, 计算, 认为

n. 计数, 计算

courteous /'kɜ:tjəs/ *adj.* 有礼貌的, 谦恭的

courtesy /'kɜ:tɪsi/ *n.* 谦恭, 礼貌

cross *adj.* 生气的

curse /kɜ:s/ *n. & vt.* 诅咒, 咒骂

cut off 切断, 断绝

D

defensive /dɪ'fensɪv/ *adj.* 有戒心的, 自卫的

deprive /dɪ'praɪv/ *vt.* 剥夺, 使丧失

desperation /,despə'reɪʃən/ *n.* 绝望

device /dɪ'vaɪs/ *n.* 设备, 仪器, 装置

devise /dɪ'vaɪz/ *vt.* 设计, 想出

dialect /'daɪəlekt/ *n.* 方言, 土语

dinosaur /'daɪnəsɔ:/ *n.* 恐龙

disallow /dɪsə'laʊ/ *vt.* 不承认, 不准许

disapprove /,dɪsə'pru:v/ *vt.* 不赞成, 不同意

disillusioned /,dɪsɪ'lu:ʒənd/ *adj.* 不抱幻想的, 理想破灭的

dispatch /despatch /dɪs'pætʃ/ *vt. & n.* 发送, 派遣

dispenser /dɪs'pensə/ *n.* 自动柜员机

disperse /dɪs'pɜ:s/ *vt.* (使) 散开, 疏散

display /dɪ'spleɪ/ *vt.* 陈列, 展览, 显示

disrespectful /,dɪsrɪs'pektfʊl/ *adj.* 失礼的, 无礼的

distract /dɪ'strækt/ *vt.* 使……注意力转移, 使分心

douse /daʊs/ *vi.* 浇灭; 浸泡

downpour /'daʊnpɔ:/ *n.* 倾盆大雨

drawback /'drɔ:,bæk/ *n.* 缺点, 障碍, 困难

dread /dred/ *vt.* 恐惧, 畏惧

n. 恐惧, 可怕的事物或人

drop in 顺便走访

drop out *v.* 退出 (比赛、俱乐部或学校)

dry up 停止谈话; 使干枯

dumbness /'dʌmni:s/ *n.* 无言, 沉默

E

emigration /,emɪ'greɪʃən/ *n.* 移民, 移居

endeavour /ɪn'devə/ *n.* 尽力, 竭力

episode /'epɪsəʊd/ *n.* (电视连续剧的) 一集, 一节

ethnic /'eθnik/ *adj.* 异国风情的; 人种的, 种族的

evacuation /ɪ,vækju'eɪʃən/ *n.* 撤退, 撤出

excessive /ɪk'sesɪv/ *adj.* 过分的, 极端的

explosive /ɪks'pləʊsɪv/ *adj.* 激增的, 爆发 (性) 的

F

flatmate 公寓室友

fly off the handle (为不太重要的事) 大发雷霆

for sure 确实

for the sake of 为……的缘故

fortnight /'fɔ:tnaɪt/ *n.* 两星期

freelancer /'fri:lɑ:nsə/ *n.* 自由职业者

fund /fʌnd/ *n.* 资金, 基金

funeral /'fju:nərəl/ *n.* 葬礼, 出殡

furious /'fjuəriəs/ *adj.* 狂怒的, 暴怒的

G

gentlemanly /'dʒentlmənli/ *adj.* 绅士的, 绅士似的

geometry /dʒɪ'ɒmɪtri/ *n.* 几何学

get across 被理解, 使人了解

get one's mind off 转移某人的注意力, 忘掉

globalisation /,gləʊbəlaɪ'zeɪʃən/ *n.* 全球化, 全球性

go into details 详述, 逐一细说

good manners 礼貌

grizzly /'grɪzli/ *adj.* 略灰色的, 呈灰色的

H

habit-forming 成习惯性的, 会上瘾的

headset /'hedset/ *n.* 耳机

heartbroken /'hɑ:tbreʊkn/ *adj.* 悲伤的, 伤心的

herewith /hɪə'wɪð/ *adv.* 随同此信

high-rise *adj.* 高层建筑的

Hindu /'hɪndu:/ *adj.* 印度人的, 印度教的

hint /hɪnt/ *n.* 暗示, 提示

drop a hint 做出暗示

I

immigration /ɪmɪ'greɪʃən/ *n.* 外来的移民; 移居入境

immortality /ɪ,mɔ: 'tæləti/ *n.* 不朽, 不朽的声名

implication /ɪm'plɪ'keɪʃən/ *n.* 可能的影响; 暗示

import /ɪm'pɔ:t/ *vt.* 进口; 输入, 引进

in accordance with /ə'kɔ:dəns/ with 按照, 依照

inappropriate /ɪnə'prəʊpriət/ *adj.* 不合宜的, 不适当的

infectious /ɪn'fekʃəs/ *adj.* 有感染力的; 传染病的

infuriate /ɪn'fjuəriət/ *vt.* 激怒

insecure /ɪn'sɪ'kjʊə/ *adj.* 不可靠的, 不安全的

intelligible /ɪn'telɪdʒəbl/ *adj.* 明白易懂的

intend /ɪn'tend/ *vt.* 想要, 打算

interrogation /ɪn,terə'geɪʃən/ *n.* 讯问, 审问, 质问

investor /ɪn'vestə/ *n.* 投资者

J

jester /'dʒestə/ *n.* 讲笑话的人, 小丑

juggle /'dʒʌgəl/ *vi.* 玩 (抛接) 杂耍

L

lane /leɪn/ *n.* 巷; (乡间) 小路

legitimate /lɪ'dʒɪtɪmɪt/ *adj.* 合理的; 合法的; 正统的

let down 失望的

liar /'laɪə/ *n.* 说谎者

likewise /'laɪkwəɪz/ *adv.* 同样地, 也

M

Maha Kumbh Mela (印度每 12 年一次的) 瓦罐庙会

majesty /'mædʒɪsti/ *n.* 陛下

make light of 轻视, 忽略

marcher /'mɑ:tʃə/ *n.* 游行, 行进者

mathematical /,mæθɪ'mætrɪkəl/ *adj.* 数学的

messy /'mesi/ *adj.* 肮脏的, 凌乱的, 杂乱的

misinterpreted /,mɪsɪn'tɜ:prɪtɪd/ *adj.* 曲解的, 误解的

monetary /'mɒnɪtəri/ *adj.* 货币的, 金钱的

International Monetary Fund 国际货币基金组织

monolingual /,mɒnəʊ'lɪŋgwəl/ *adj.* 只用一种语言的

multi-ethnic /'mʌltɪ 'eθnɪk/ *adj.* 多种族的
multinational /,mʌltɪ'næʃənəl/ *adj.* 跨国的; 多国的
multi-storey /,mʌltɪ 'stɔ:ri/ *adj.* 多层的
mystified /'mɪstɪfaɪd/ *adj.* 被迷惑的, 被神秘化的
mythological /,mɪθə'lɒdʒɪkəl/ *adj.* 神话的; 虚构的

N

necessity /nɪ'sesɪti/ *n.* 需要, 必需, 必要
neglect /nɪ'glekt/ *vt. & n.* 忽视, 疏忽
non-native /nɒn'neɪtɪv/ *adj.* 非本国的, 非本地的
nuisance /'nju:sns/ *n.* 讨厌或麻烦的人、事、情况

O

obligation /,ɒblɪ'geɪʃən/ *n.* 义务, 职责, 责任
oblivious /ə'blɪvɪəs/ *adj.* 未觉察到的
onwards /'ɒnwə:dz/ *adv.* 向前地, 在原地
opinionated /ə'pɪnjənɪtɪd/ *adj.* 固执己见的
opposing /ə'pəʊzɪŋ/ *adj.* 相反的, 对立的
out of date 过时的, 废弃的
outlet /'aʊtlet/ *n.* 批发商店, 经销公司
overdo /,əʊvə'du:/ *vt.* 过度, 做得过分
overdue /,əʊvə'dju:/ *adj.* 早该完成的
over-emotional *adj.* 过于激动的; 过于敏感的
overuse /'əʊvə'ju:z/ *vt. & n.* 使用过度

P

paragraph /'pærəgrɑ:f/ *n.* 段, 节, 段落
passion /'pæʃən/ *n.* 激情, 热情
patronize /'pætrənaɪz/ *vt.* 以高人一等的态度对待; 资助
pilgrim /'pɪlgrɪm/ *n.* 圣地朝拜者, 朝圣
plaster /'plɑ:stə/ *vt.* 涂抹, 抹灰
playwright /'pleɪraɪt/ *n.* 剧作家
print /prɪnt/ *vt., vi.* 印刷, 出版
 out of print 已绝版, 已停印
protective /prə'tektɪv/ *adj.* 保护的, 防护的
punchline (故事、戏剧、笑话等中的) 妙语, 关键词
punctual /'pʌŋktʃʊəl/ *adj.* 严守时刻的, 准时的
punctuation /,pʌŋktʃʊ'eɪʃn/ *n.* 标点, 标点符号
purse /pɜ:s/ *n.* 钱包, 皮包
pursue /pə'sju:/ *vt.* 追求; 继续进行
put sb. down 羞辱

R

race /reɪs/ *n.* 种族
recipient /rɪ'sɪpɪənt/ *n.* 接受者
relieved /rɪ'li:vɪd/ *adj.* 宽慰的, 不再忧虑的
reluctant /rɪ'lʌktənt/ *adj.* 勉强的, 不愿意的
resent /rɪ'zent/ *vt.* 不满; 憎恶
restate /,ri:'steɪt/ *vt.* 重新叙述, 重申
retail /ri'teɪl/ *vi. & n.* 零售
retire /ri'taɪə/ *vi.* 退休, 引退
revolting /rɪ'vəʊltɪŋ/ *adj.* 令人厌恶的

S

sack /sæk/ *vt.* 开除, 解雇
sadhu /'sɑ:du:/ *n.* 印度教圣人
satisfaction /,sætɪs'fækʃən/ *n.* 满意, 满足
score /skɔ:/ *n. & vi.* (游戏、比赛的) 得分, 评分
shattered /'ʃætəd/ *adj.* 感到震惊的, 难过的, 心烦意乱的
shield /ʃi:ld/ *vt.* 保护, 防御
sideboard /'saɪd,bɔ:d/ *n.* 餐具柜
sign-off /'saɪnɒf/ *n.* 结束写信; 结束广播节目
simplicity /sɪm'plɪsɪti/ *n.* 简单, 简易, 朴素
simplify /'sɪmplɪfaɪ/ *vt.* 使简易, 简明, 简化
sin /sɪn/ *n.* 罪, 罪恶
sip /sɪp/ *vi.* 小口喝; 抿
sneeze /sni:z/ *n.* 喷嚏
 vi. 打喷嚏
sob /sɒb/ *vi. & n.* 呜咽, 哭泣
socialise /'səʊʃəlaɪz/ *vt.* 交友, 交谊
spare /speə/ *adj.* 多余的
 vt. 宽恕; 腾出
spatial /'speɪʃəl/ *adj.* 空间的
spinach /'spɪnɪdʒ/ *n.* 菠菜
spoil /spɔɪl/ *vt.* 宠坏; 破坏
sprain /spreɪn/ *vi.* 扭伤
standardisation /,stændədaɪ'zeɪʃən/ *n.* 标准化
statesman /'steɪtsmən/ *n.* 政治家, 国务活动家
status /'steɪtəs/ *n.* 身份, 地位
straightforward /,streɪt'fɔ:wəd/ *adj.* 坦率的, 直接的
 当的
stroke /strəʊk/ *vt.* 抚摸
stumble /'stʌmbəl/ *vi.* 结结巴巴地说 (或念); 绊倒
subcontinent /,sʌb'kɒntɪnənt/ *n.* 次大陆

subsequent /'sʌbsɪkwənt/ *adj.* 随后的, 后来的
sum /sʌm/ *n.* 金额; 总数
summarise /'sʌməraɪz/ *vt.* 概述, 总结
swear /swəə/ *vi.* 诅咒 *vt.* 宣誓, 发誓
syllabus /'sɪləbəs/ *n.* 教学大纲

T

tactful /'tæktfʊl/ *adj.* 圆通的; 得体的
tempt /tempt/ *vt.* 诱使
the other night 前两天夜里, 不久前的某个夜里

U

unclear /,ʌn'kliə/ *adj.* 不清楚的, 难懂的
unconsciously /ʌn'kɒnʃəsli/ *adv.* 无意地, 不知不觉地
uncooperative /,ʌnkəʊ'ɒpərətɪv/ *adj.* 不合作的, 不配合的
undivided /,ʌndɪ'vaɪdɪd/ *adj.* 完整的; 未分开的
uneasy /ʌn'i:zi/ *adj.* 不自在的; 心神不安的
unforgettable /,ʌnfə'getəbl/ *adj.* 令人难忘的
unhygienic /,ʌnhai'dʒi:nɪk/ *adj.* 不卫生的, 不清洁的
unimaginable /,ʌnɪ'mædʒɪnəbl/ *adj.* 想不到的, 不可思议的
uniqueness /ju:'ni:kni:s/ *n.* 唯一性, 独特性
unprofessional /,ʌnpɹə'feʃənl/ *adj.* 外行的, 非职业性的
out of the blue 突然地

V

voice mail 语音信箱

W

washed out 非常疲倦的
welfare /'welfeə/ *n.* 福利, 福利事业
wipe away 擦去
wit /wɪt/ *n.* 智力, 才智, 智慧

Y

youngster /'jʌŋstə/ *n.* 年青人, 少年

Tapescript

Unit 25 Going Global

Vocabulary and listening

R = Richard C = Caroline E = Elana

1 R: Sometimes people say there's too much stuff, er, American stuff on the television. I don't agree at all. I think it's great we have this choice, erm I wouldn't want to be deprived of all these American shows, American films. Yes, some are good, some are bad, but it would be a shame if we just had, only ever saw British things. No, more American stuff is great. It's great to see French films say, Spanish films, whatever. Choice is what it's all about.

2 C: In terms of an exchange of ideas, I think *globalisation* actually is working and it's quite interesting. If you look at people's, I don't know, CD collections and see the world music that's come to the fore in recent years, I mean that's got to be a positive side of *globalisation* ... the sort of world world music scene, people travelling, going to different cultures, different religions spreading their words ... I think in that sense yes erm *globalisation* can sort of help, and you know people to understand each other or to bring about better practices worldwide.

3 E: Well, the interesting thing I suppose for me, is that the world seems to have dropped into every road that I go down nowadays. Wherever I go you get shops that offer materials and products from Africa and from Afghanistan or from central and eastern Europe and it seems almost as if you one hardly needs to travel any more because the world has come in on us. Which is lovely to some extent, except being from the African subcontinent, I tend to travel there a lot, I go home quite often and come back with all these lovely materials and products that I think would be unique back in England, only to find that I visit the first market and there the same products are, at the same price, and you lose the sense of uniqueness everywhere, and I find that a little bit of a pity really.

4 R: I took part in the er protests against the er the World Trade Organisation conference in Geneva. I'm very very in favour of expressing the other opposing point of view to *globalisation*. I always try to fight *globalisation*, I try to for example I try to shop from, not from the big high street names but from from small shopkeepers to try and support the er smaller shopkeepers so that they can survive.

Likewise I would never go and buy a coffee in one of those big chains of coffee shops ... I'd always go rather go to a little café somewhere.

Listening and Speaking

I = Interviewer DJ = Dr Jenkins

I: I've come to Kings College, London, to talk to Dr Jennifer Jenkins who's a Senior Lecturer in Applied Linguistics. Now Jennifer, you're quite interested in the teaching and learning of International English, can you explain in general terms what this is?

DJ: It's based on the fact that nowadays the majority of people who speak English around the world are non-native speakers of English – they ... they've learnt it as a second or subsequent language, they use it to speak with each other and therefore, they're not really learning what's always been called English as a foreign language – English to speak to native speakers of English. They're learning it for more international communication, and that has all sorts of implications for the sorts of things that they need to be able to do.

I: So, what would be the main differences between the kind of English that's widely taught around the world today, and perhaps what you describe as a more international form?

DJ: Well, there'd be various differences. There'd be differences in what they need to be able to do when they're pronouncing English, there would be some differences in the grammar, there'd be some differences in, er, use, or not, of idioms.

I: Is there anything that's widely taught when teaching English that would be missed out in International English?

DJ: Yes, I think, for example, that there doesn't seem to be much point in teaching learners to say the TH, the (θ) and (ð) sounds. Erm, because most of the world's learners of English, speakers of English who are non-native speakers don't pronounce the (θ).

I: And, what is the thinking behind the idea of International English?

DJ: Well, there are two things. One is that the more different groups of people round the world speak English, the more important it becomes to make sure that they have enough in common so that they can understand each other, that they're intelligible to each other and here, pronunciation is very important because their pronunciation is the thing that will

vary most, erm among different speakers of English, erm and the second thing would be that now that English is spoken as an international language nobody owns it any more. The native speakers of English don't own it and so don't have the right to expect everybody else around the world, when they speak English, to conform to "nativespeaker" ways of speaking, that everybody has the right to develop their own ways of speaking English.

I: So, what would you say are the advantages for students and teachers of this form of English?

DJ: Well, one advantage would be that they actually have rather less to do, rather less to learn because instead of trying to learn the entire, erm, way of speaking of a native speaker, which is incredibly complicated and most learners never do achieve this in any case, so they've got less to do, but they're also allowed to, erm, keep something of themselves in their English. They're speaking English as say a Japanese speaker of English or, erm, an Arabic speaker of English, a Spanish speaker of English, erm and therefore, they are allowed to be themselves in English.

I: Right, and how do you see English being learnt and spoken in, say, 30 years' time? How do you feel it will have changed?

DJ: Well, the English that's being spoken internationally, I think, for example, will have no longer, erm, say British-based or American-based idiomatic language because this is not useful for international communication so that will have gone. I think that, erm, quite probably, the nouns that we call, erm, uncountable nouns like "information" and so on, will have become countable nouns for international use. I expect, in Britain, we'll carry on talking about, erm, information as a "piece of information", but quite possibly the rest of the world will be saying "three informations" without treating it as an uncountable noun. I think, quite likely, the third person-singular "s" in the Present Simple tense will have gone for international use. Erm, I think, in pronunciation, I think the "th" ([think]) sound will have gone and possibly the "th" ([the]) sound as well. Most learners will say, instead of "th" ([think]), will say a "s" or a "t", as most of them do anyway at the moment, erm, but it will just be legitimate then.

I: There must, on the other hand, be students who will want to speak English the way that they perceive it to be spoken in Britain or America. So, what would you say to that?

DJ: Well, I'd say, first of all, I'd want to explain the facts to them, the facts that they are the majority that the non-native speakers of English are the majority. And having explained

that and also the fact that they're much more able to express themselves, who they really are, their identity, in English, if they keep something of their background, of their "mother tongue", I would then say that we can't patronise learners, that if learners still want to learn to speak as closely as possible to a native speaker, say a British or American English, it's their choice, and the important thing is to give learners choices so that they can make up their own mind what it is they want to do.

I: Well, Dr Jenkins, thank you for talking to me about that. It'll be interesting to see how far things change.

Real Life

1 American English

Around 10,000 people gathered in Washington this week to protest against the globalisation policies of the International Monetary Fund and the World Bank, which were holding their annual general meeting in the nation's capital. Riot police used tear gas to disperse the marchers and several hundred were arrested over three days of protests. Following the recent protests in Seattle, which attracted an estimated 60,000 people, extra police were on duty to ensure that all scheduled meetings were permitted to go ahead, although four European finance ministers were unable to attend one meeting after being cut off by street protestors.

2 Indian English

More than 70 million Hindus have begun to gather on the banks of the River Ganges in the northern state of Uttar Pradesh for the religious festival of Maha Kumbh Mela. The festival is held every twelve years, in order to commemorate the mythological falling to earth of four drops of a liquid believed to confer immortality. The event began this week with a parade of sadhus – Hindu holy men living lives of strict simplicity – accompanied by parades of elephants and richly-decorated chariots. A thirty-square-mile tent city has been built to house pilgrims who have travelled from all over the world for the event, described by many as the "largest religious gathering on earth". Bathing in the River Ganges on one of the six selected days is said to wipe away the sins of seven lifetimes.

3 Australian English

An unexpected downpour of rain last weekend helped to douse the bushfires which have been raging in New South Wales for the past fortnight. Around 45 mm of rain fell in the space of only eight hours, putting out many of the fires which have devastated 740,000 acres of bushland in the Blue Mountain area, and have

threatened the suburbs of Sydney, causing the evacuation of over 5,000 people. No lives have been lost, but the fires have killed thousands of sheep, and driven poisonous insects and snakes into the nearby city. Animal welfare workers fear that the local wildlife populations will take many years to recover.

Unit 26 Emotions

Listening

I thought my first performance was a disaster. It was when I was 14 and had only been juggling for 6 months. After taking my juggling balls to school to show my friends what I could do, word got around that I was a juggler. It was Miss Penny, my favourite teacher, who asked me to play the part of the court clown in the school play, *The King's Men*.

The play was about King Arthur and his knights and it told the story of how each knight became one of the King's men. The scene that I would open was a banquet in the King's court where a young man saved the King's life. An evil man was plotting to kill the King and he had paid one of the servants to put a few drops of poison in the King's royal cup. The young man overheard the servant talking to the evil man and just as the King was about to drink, he grabbed the cup and drank the poison himself. He almost died but due to a magic potion, he survived and was made one of the King Arthur's knights.

I practised hard, imagining how much I would impress everyone with my juggling skill. Unfortunately, what I planned didn't actually happen.

On the night of the performance, the hall was packed. Everyone I knew was out there - even the mayor of our town, a man who scared me because he was always frowning. I walked to the centre of the stage and waited nervously for the curtain to go up. Up it went and I was suddenly staring at eight blazing suns. I couldn't see a thing! What the audience saw was a hesitant kid in a clown's costume, squinting at the spot lights. Taking a deep breath, I started.

My first trick was a three ball behind the back movement. I threw the balls over my shoulder and I grabbed wildly at the eight circles I could see. Only one of them happened to be a ball. The audience burst out laughing as the balls fell onto the stage. After taking a bow, I picked them up and started again. This time I managed to hit one of the balls in mid-air so that it bounced and rolled off the stage. The audience screamed with laughter and as I hopped off the stage to get the ball, I twisted my ankle. I grabbed the ball and limped back onto the stage. It was at this

moment that I started having thoughts of running off the stage and never coming back to school.

When I'd finally finished, I left the stage and speaking to no one, I rushed towards the bathroom. I felt like a complete failure! Suddenly I heard a voice saying "There you are!" and there was Miss Penny, my parents and the Mayor. They all had broad smiles on their faces and told me how much they loved my performance. Obviously the audience thought I was the funniest part of the play! I realised then that what I had thought was a disaster, everyone else had thought was wonderful. I looked at their faces and realised that making people laugh was far better than trying to impress them. It was at that moment that I decided to become a comedian.

Task: tell a story to make people laugh ... or cry

For many years, Matenko, the great comedian, had performed in all the great theatres in the country, and was the particular favourite of the King and Queen, who he never failed to entertain with his brilliant wit and clever tricks. But now Matenko was growing old, people no longer laughed at his jokes and everyone had seen all his tricks a hundred times. Finally, it was decided that he must retire. The King invited Matenko to his palace and told him, "The Queen and I are very sorry, Matenko, that it is time for you to retire. Take this purse of money with you when you go and live in your native village." Matenko was heartbroken.

He and his wife sadly carried their belongings to the little cottage which the king had given them. Soon, they had almost no money left. "How can I earn a living?" wondered Matenko. "Telling jokes is the only trade I know." At last the two old people were starving. "There is nothing else to do but lie down and die," said Matenko in despair one day. Then suddenly he had an idea. "Wait, there is just one chance that we may not have to starve. Wanda, trust me and do just as I tell you." Then Matenko explained his plan to her.

That evening Wanda put on her best clothes, and chopped a raw onion so that tears ran down her wrinkled cheeks. Then she went to the royal palace to see the Queen. "Your Majesty," she sobbed. "My poor Matenko is dead." The Queen felt very sorry for the old woman, and gave her a purse full of money to pay for a funeral and to buy food for herself. "We have 50 gold pieces! Hoorah!" cried Matenko, and he danced around the little cottage as he counted the coins in the Queen's purse.

The next day, Matenko chopped another raw onion and went to the palace to see the King. "Your Majesty," he sobbed, "my poor

wife is dead." The King felt very sorry for his old favourite and gave him a purse before sending him home. "Hoorah!" cried Matenko when he reached home. "Now we have 100 gold pieces ... a small fortune!!" Then he kissed his wife and told her the rest of his plan.

On the sideboard in their little cottage he set two big, lighted funeral candles, and beside them he laid the two purses with all the gold pieces still in them. Then he told Wanda to lie down on the bed. "Cross your arms over your chest, and don't move. You must pretend to be dead," he told her. Then he lay down beside her, crossing his arms over his chest. And so they lay and waited.

Meanwhile, as soon as Matenko had left the palace with his purse of coins, the King hurried to his wife's chamber to tell her that the old jester's wife had died. "But, my dear, you must be mistaken," said the Queen. "It is the jester, not the jester's wife who is dead." Then they began to quarrel about which one of them was right. In the end, they agreed to go to the jester's cottage to find out.

When they knocked and walked into the little cottage they found the candles lit, the purses on the sideboard and Matenko and Wanda, who were obviously dead. "But which of them died first?" asked the Queen. "It must have been Matenko." "No, it must have been Wanda," said the King. They began to quarrel again, when Matenko jumped up from the bed and said, "Your Majesty, my wife died first, but I was dead before her." When they had recovered from their astonishment, the King and Queen were too happy to see the old couple still alive to be really angry. When Matenko explained why they had pretended to be dead, the King and Queen promised to send them money whenever they needed it.

Unit 27 Behaviour

Listening and speaking

I = Interviewer C = Chen Lisha

I: Rosemary, what are the most common situations where people have problems in communicating?

C: Well, probably one of the main situations where people have problems communicating is where they're unsure of who they're talking to. So for instance going to a party and it's a room full of strangers, people you've never ever met before, that generally for most people will prove to be a little bit of a difficult situation. Erm I suppose the second area is where people are unsure of what they're talking about, so the content

worries them for whatever reason. And the third area is where we're in a situation of speaking to an audience who we perceive are very different to us, so they are different in terms of their age, their experience or their status.

I: So that's quite general so why don't we, can we think of a specific example, maybe that party again?

C: Oh, let's suppose you're erm introduced to someone, again a total stranger you've never met them before and you don't know them, erm you are introduced to them and you from the introduction you gather that they are actually quite an important person, they've got high status, they're very experienced, they're much older than you, and all of a sudden you think "my goodness, why would they possibly want to listen to me?" and we feel totally lacking in confidence.

I: Erm in that situation, what are, what are the most common mistakes they're going to make?

C: Probably one of the most common mistakes, will be they would want to speak too much, they'd say too much. Er all this information would come out of their mouths er but what they really should be doing in that situation is asking some questions to get the other person talking to them, not too many questions because if we ask too many questions it sounds like an interrogation, but getting the balance right between giving some information but also asking for information as well through questioning. Probably one of the other things they would do tied into that, would they wouldn't, they wouldn't pause enough. They wouldn't erm stop, to allow the other person to reflect on what they've said and to give them time to think about what they're going to say next, and to reflect on what's being said to them. So that would be something we need to be careful of and to always remember that when we do pause when we communicate, it will seem a lot, seem quite a length of time to us but it won't to the person we're speaking to.

I: And what about eye contact?

C: Well, if we don't look at someone they immediately think that they can't trust us or we're not telling the truth, so eye contact is very important. We've got to make sure we get it right ... if we give too much they could perceive that we er we rather like them a little too much, or maybe we're being a little aggressive towards them. So we've got to get the eye contact about right, about three seconds in general is about right before we move away from the face then come back to the eyes.

I: A situation I often find I have trouble with is when I need to complain about something. What sort of mistakes might I be making?

C: Well I think it's very common to feel uncomfortable about making a complaint. Probably one of the most common things that people do in that situation is they're tempted to say far too much, so they become very unclear about the nature of the complaint ... they're not precise enough. And they may well be tempted to speak far too quickly as well because actually we want to get to the end of the complaint because we don't particularly like complaining in the first place. We may also fall into the trap of not listening enough to what the other person has said because actually we may be becoming emotional too and therefore we listen less actively to what the person's saying to us and they in turn may not listen very well to us either so the whole complaint may become totally out of hand and we may end up completely falling out with one another. So, that's probably why complaints can be very difficult to handle.

I: So those are the problems you might encounter when you're complaining. How do you make a successful complaint?

C: Well, the first thing to do is to think and plan how you're going to voice your concerns. So don't go straight into it – you've really got to think and consider what's going on what needs to be said. Make sure the sentences are short. Take out any language which could be seen as being emotional and irritating to the other party. And then wait and be prepared to get a response from the other person whom you've made the complaint to – and really listen, actively, to what they are saying and summarise or test your understanding of what they've said to make sure you totally understand their point of view.

I: And when you summarise something, how, how do you do that effectively?

C: Well, if you think of summarising as being simply restating, in a more compact form, what the other person has said to you, so that you've included all the key things and make sure that you've understood exactly what they're saying to you. So restating in a compact form what's been said to us.

I: How do you summarise why good communication is so important?

C: Because in whatever situation we're in we always have to deal with people and we have to communicate with people. And if we're going to get the best out of people and build relationships successfully, whether it be at work or in a social situation, we need to have good communication skills and we mustn't think that good communication skills are something that we all naturally have ... it's something that we all need to work on to make sure that we build good relationships.

Real life

a)

A: Karen ... hi ... are you in the middle of something?

B: Sort, of ...

A: Well, shall I come back later?

B: No, no it's all right ... what can I do for you?

A: Sorry to disturb you ... I'm having a lot of trouble with my computer. Every time I try to print something, I just get an error message.

B: Have you tried just turning it off and starting again?

A: Yes, well it just seems to keep on happening ... I thought if you had a minute you might come and look at it for me ... you did say if there was anything ...

B: And you've tried re-starting it ...

A: Yeah, I've done that ... same thing, it just keeps freezing when I try to print ...

B: OK well, I've just got to finish this, if you'll just bear with me for a minute ...

A: Right.

B: OK, just let me send this off and I'll be right with you.

A: Thanks ... sorry to be a nuisance.

B: No, that's all right.

b)

A: Neil?

B: Hmm?

A: Do you fancy a walk?

B: What, you want to go for a walk? Now?

A: No, I thought you might ... y'know ... a bit of exercise ... do you good.

B: No, not particularly. I'm OK here, thanks.

A: Right.

B: What made you say that?

A: Nothing ... no reason. Neil?

B: Yeah?

A: Can I ask a really really big favour?

B: Depends what it is.

A: You know the dry cleaner's down the road?

B: Mm.

A: You know it shuts at 8:00, doesn't it?

B: Ah! You want me to pick up your dry-cleaning.

A: It's just a couple of things, oh go on ... I'd be really grateful.

B: So that's why you asked if I wanted a walk.

A: Well, partly yes, although I did think you looked like you wanted something to do.

B: I see ... and is there something preventing you from going?

A: It's just that I wanted to see the end of this programme on the

telly ... I'm really into it now.

B: Oh, are you?

A: Oh, go on. I'll make you a cup of tea when you get back.

B: Oh, all right then.

A: Here's the ticket – there's two coats, a skirt ...

e)

A: Hi, how're you doing?

B: Fine, thank you.

A: May I disturb you for one moment? We have a small problem here and I wonder if you might be able to help me.

B: What's the problem exactly?

A: As you'll have seen, the flight is very full this morning, so there are no spare seats anywhere.

B: Yeah?

A: We have a family with three small children. Unfortunately they're sitting separately, and obviously they would prefer to sit together.

B: Yes ... and you want me to move.

A: Would that be at all possible?

B: Well, I'm very comfortable here actually ... I did ask for an aisle seat.

A: Well, we can move you to an aisle seat if you prefer. We would very much appreciate it if you could help us here.

B: Well, I don't see why I should ... I mean I did ask for an aisle seat. Why don't you ask someone else?

d)

A: ... and as I said, there's absolutely no way we can ... Excuse me a moment ... James, yeah ... yeah I can hear you, yes just about. Right ... well I'm just having dinner ... right ... listen ... I'd better ring you back, is that OK? Right ... sorry about that. I'll just give him a ring ba ...

B: Excuse me, sir.

A: Yes?

B: I must ask you not to use your mobile phone in the restaurant. Perhaps you could make your call outside, if you don't mind.

A: Oh ... I didn't realise ...

B: It is the policy of the restaurant. Some diners complain that it's disturbing for them.

A: Fair enough. If you say so.

B: Thank you sir. Enjoy the rest of the meal.

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出版发行:北京师范大学出版社 www.bnupg.com

北京新街口外大街19号

邮政编码:100875

印刷:大厂回族自治县正兴印务有限公司

经销:全国新华书店

开本:890 mm × 1240 mm 1/16

印张:7

字数:188千字

版次:2009年3月第3版

印次:2019年7月第21次印刷

定价:8.25元

ISBN 978-7-303-07803-5

责任编辑:李珍珠

装帧设计:王蕊

责任校对:段立超 陈民

责任印制:孙文凯 窦春香

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