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普通高中课程标准实验教科书

英语 ▶ 8 [选修 模块]

Senior High English

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CONTENTS

LANGUAGE INPUT

UNITS/LESSONS	FUNCTION	GRAMMAR	VOCABULARY
22 ENVIRONMENTAL PROTECTION (pp. 5-14) Warm-up Lesson 1 Global Warming Lesson 2 Endangered Species Lesson 3 Natural Disasters Communication Workshop	Justifying arguments <i>... so that ...</i> <i>That's why ...</i> <i>I mean, basically, ...</i> <i>And I think, because of that ...</i> <i>That's the reason why ...</i> <i>One reason they're poor is ...</i> Giving opinions <i>I'm not sure. I haven't thought about it much.</i>	Reporting <i>warned that ... will cause ...</i> <i>found that ... is controlled ...</i> The Passive(III) <i>I hate being treated like a child.</i> <i>His work tends to be criticised.</i>	Global issue words Disasters Prefixes Endangered animals Compound words Synonyms Pronunciation Stressed words
Language Awareness 7 (p. 15)	Wrapped Up	Culture Corner (p. 16)	The World Wildlife Fund
23 CONFLICT (pp. 19-28) Warm-up Lesson 1 Living in a Community Lesson 2 Conflict Resolution Lesson 3 War Memories Communication Workshop	Arguing <i>Oh, just stop doing ...</i> <i>You're always doing ...</i> <i>I wish you wouldn't ...</i> <i>No, why should I ...</i> <i>You never do ...</i> <i>I did give it back to you.</i> Formal expression <i>Good morning, Fitness Products Ltd. Can I help you?</i>	Emphatic Structures: Inversion and "It" Cleft Sentences <i>Had we known ... we Seldom has ... Rarely had ... It was ... that</i> Perfect verb forms <i>will have done have been doing had done having done should have done</i>	Conflict words Phrasal verbs Word families Complaints Pronunciation Mood
Language Awareness 8 (p. 29)	A Letter	Culture Corner (p. 30)	School Counsellors
24 SOCIETY (pp. 33-42) Warm-up Lesson 1 Consumer Society Lesson 2 Utopia Lesson 3 A Changing World Communication Workshop	Making suggestions <i>It'd be a good idea if ...</i> <i>What about ...?</i> <i>Why don't they ...?</i> <i>I think they should ...</i> <i>I wish they'd ...</i> <i>It's time ...</i> Exaggeration and understatement <i>My feet are blocks of ice.</i> Reacting to suggestions <i>That's a good idea.</i>	Persuasion <i>should, ought to insist, demand, suggest</i> <i>It's high time ...</i> <i>It's about time you ...</i> <i>I would rather you ...</i> <i>You'd better ...</i> <i>If I were you, I would ...</i>	Social problems Describing trends Phrasal verbs with <i>up</i> Crime and punishment Pronunciation Strong and tentative suggestions Assimilation and elision
Language Awareness 9 (p. 43)	Are Societies Ageing Too Fast?	Culture Corner (p. 44)	Golden Ages
Project (p. 47) An Animal Factfile	Language Problem-Solving 8 (p. 50)	Writing Help (pp. 97-99)	
Literature Spot 8 No Crime in the Mountains (pp. 48-49)	Language Power (pp. 51-96)	Grammar Summary (pp. 100-102)	

SKILLS DEVELOPMENT

READING	LISTENING	SPEAKING	WRITING
Can We Take the Heat? Nature Is Turning on Us Wrapped up The World Wildlife Fund	The news Statistics A lecture A radio interview A radio programme	Discussing global issues and endangered creatures Talking about disasters and aids Group discussion Discussing photos	A report
Strategies Completing texts with sentence gaps	Strategies Taking lecture notes	Strategies Using photos in discussions	Strategies Drafting
Bulletin Board (p. 17)	Awareness	Unit Diary (p. 18)	
Drummer Hits the Road Grandpa Jailed after One Shower Too Many War Memories A Letter of Complaint School Counsellors	TV news A dialogue A radio programme A film script	Speculating Roleplays A formal telephone conversation	A letter of complaint Linking: a review
Strategies Reading under pressure	Strategies Identifying moods	Strategies Speaking formally	Strategies Using cues
Bulletin Board (p. 31)	A Call for Help	Unit Diary (p. 32)	
Spend, Spend, Spend A Changing World Crime and Punishment Are Societies Ageing Too Fast? Golden Ages	A news report A dialogue A story of Utopia A song	A discussion Roleplays Problem solving	A concluding paragraph A discursive essay (2) Linking: reason and result
Strategies Summarising	Strategies Understanding cultural references	Strategies Preparing for problem-solving	Strategies Brainstorming ideas
Bulletin Board (p. 45)	Hometown Changes	Unit Diary (p. 46)	
Pairwork/Answer Key (p. 103) Lexicon (pp. 104-113)	Notes to the Texts (pp. 114-118) Vocabulary and Word List (pp. 119-127)	Exam Zone (pp. 128-131) Tapescript (pp. 132-139)	

To Students

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

The theme of Module 8 is social issues. You will learn to write a report in the *Environmental Protection* unit. You will get to know what the extreme form of social conflicts brought to human beings—killing, blood and destruction, and learn the ways about how to deal with conflicts in your daily life in the unit of *Conflict*. The unit of *Society* tries to lead you to see some negative and positive aspects of the society we are living in.

To improve your reading, you will learn how to read more quickly and efficiently under certain time limit while continuing to revise and apply reading strategies learnt in the past. As for your speaking skills, you will learn how to give opinions, to express yourself with some formal expressions and use exaggeration and understatement in conversations. To improve your listening skills, you will learn to take notes while listening, identify speaker's mood and understand cultural references. Your writing skills will be improved when you learn to write a letter of complaint and a discursive essay.

In Module 8 you will also be introduced to new grammatical structures such as reporting, emphasis and persuasion. Bear in mind that learning grammar rules is not solely for passing exams. Understanding the rules of grammar will enable you to better express yourself.

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

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

Chief Editor

August, 2005



22 Environmental Protection

In this unit you will...

- **Read** an article on global warming and identify missing information in a text.
- **Talk about** environmental issues in the world today.
- **Listen to** and take notes from a lecture and a radio interview.
- **Write** a report about the environment.
- **Revise** reported speech and practise vocabulary relating to global warming, natural disasters and endangered animals.


Warm-up

- 1 How much do you know about environmental problems? Use the Key Words to complete the sentences.

KEY WORDS

global warming, the greenhouse effect, endangered animals, natural disasters, flooding, poverty, overfishing

- 1 Earthquakes and volcanic eruptions are examples of _____.
- 2 Pandas and tigers are _____.
- 3 Because of _____, the Earth is warmed by gases trapped in the atmosphere.
- 4 _____ is an increase over time of the average temperature of the Earth.
- 5 _____ is harmful to the ecology of the sea.
- 6 Thousands of people in Africa continue to die because of war and _____.
- 7 The water level has risen so high in several places that many homes are at risk from _____.

- 2  Listen to the news report. Which of the statements are true and which are false? Write T for true and F for false.

- 1 The news reporter is working in Australia.
- 2 The news report is about breweries.
- 3 Breweries are often built in nature reserves.
- 4 The government officials were corrupt.
- 5 There are endangered birds in Australia.
- 6 Jim is now working in conservation.

- 3 In pairs, list 5 animals which you think are most endangered in China.

- 4 What can you do to help save them? Write down your suggestions. Then present your ideas to the class.





1 Global Warming

LANGUAGE FOCUS

Reading

Before you start

1 Which countries do you think contribute more to global warming?

- a) developed countries
- b) developing countries

2 Scan the text below for these words and work out their meanings.

consensus, bounce, agriculture, coincidence, condemn, reservation, sacrifice, advocate



Can we take the heat?

In the last few decades, scientists have reached consensus and reported that human beings are causing changes in the Earth's climate – something previously seen as beyond our control. They claim that in the last 50 years, gases pumped into the Earth's atmosphere by the factories and vehicles have been speeding up the process of global warming and affecting our climate. Looking ahead, scientists believe that global warming could be one of the biggest environmental problems facing the 21st century. But what exactly is global warming, why is it seen as a danger, and how is it relevant to our lives?

Global warming refers to an average increase in the Earth's temperature that, in turn, leads to climate change. Scientists found that the temperature of the Earth is controlled by greenhouse gases such as carbon dioxide which trap heat from the sun in the Earth's atmosphere. Without these naturally occurring gases, the sun's rays would bounce back into space leaving the Earth cold and impossible to live on. When the presence of these gases in the atmosphere increases, however, more heat is trapped and the Earth's temperature rises.

Over the last 100 years, the global average temperature has increased by 1°F and many experts insist that the blame for this global warming can mostly be pinned on human activities. As a result of increased industry, agriculture, the cutting down of forests, the increase in transport and the burning of fuels, nearly 6 tonnes of carbon dioxide goes into the atmosphere every year for every one of the Earth's 6 billion people. The amount of carbon dioxide in the atmosphere has risen by more than 30% in the last 250 years with half of this increase occurring since 1960. Given this data, it seems that the link between human activities and rising global temperatures is not

merely a coincidence.

A temperature increase of 1°F may not sound like a lot, but if we continue to produce carbon dioxide and other gases in such huge quantities, we are condemning life on Earth and should expect severe consequences. Recent reports warned that global warming will cause terrible climate changes including more frequent flooding, heat waves and droughts. Serious diseases will spread and industries that rely on nature such as fishing will be badly affected. Increased temperatures will also cause the polar ice to melt, raising sea levels and flooding many islands and cities. How can we stop these disasters from happening?

Governments all over the world have a responsibility to reduce the amount of carbon dioxide which their countries are producing. If less carbon dioxide goes into the atmosphere, global warming will slow down. This is no easy task, however, and some governments, for example, the USA's federal government, express reservations about whether global warming is really caused by human activities. Many people believe that they are simply not prepared to sacrifice the amount of money they make from industry to save the Earth. But why wait around for governments to take action? Experts advocate that each person play their part. They suggest making small changes like taking public transport, recycling, using low-flow shower heads, and buying light bulbs that use less energy. Even simple things like using recycled paper or switching off the lights when you leave a room can help. If we add up all these small changes made by everyone worldwide, they won't be such small changes. They could be the changes that save our future. After all, there's no substitute for our Earth. It's all we've got to live on.

Read to learn

3 Read the text and answer these questions. If necessary, give reasons for your answers.

- 1 What is global warming?
- 2 What human activities are causing global warming?
- 3 By how much has the global average temperature increased in the last 100 years?
- 4 Are greenhouse gases necessary for life on Earth?
- 5 How can we help solve the problem of global warming?

Voice your opinion

4 What will you do every day to help reduce greenhouse gases?

Vocabulary

5 Use the expressions in the box in the correct form to complete the sentences.

beyond our control, pump into, as a result of, in huge quantities, refer to, speed up

- 1 Water was _____ the fish pond from the river.
- 2 We all need to _____ to finish in time!
- 3 There is nothing more we can do. The situation is now _____.
- 4 _____ the accident, she is now afraid of water.
- 5 The scientist _____ global warming at least three times in his speech.
- 6 The factory was producing greenhouse gases _____.

Grammar

REPORTING

6 What verbs are used in the text to report these statements?

Example 1 = *to report that*

- 1 Human beings are causing changes in the Earth's climate.
- 2 Gases pumped into the Earth's atmosphere have been speeding up the process of global warming.
- 3 Global warming could be one of the biggest environmental problems facing the 21st century.
- 4 Global warming is mostly due to human activities.
- 5 Global warming will cause terrible climate changes including more frequent floods, heat waves, and droughts.

7 Look at these sentences from the text and explain why the underlined verbs are not of the same tense as the reporting verbs.

- 1 Recent reports warned that global warming will cause terrible climate changes.
- 2 Scientists found that the temperature of the Earth is controlled by greenhouse gases.

➔ **Grammar Summary 1, page 100.**

8 Match the sentences with appropriate reporting verbs from the list. Then write the reported sentences.

admit, report, forbid, ask, invite, order, suggest, threaten

- 1 We'll close credit lines if you don't reduce the amount of carbon dioxide you produce.
- 2 OK, you're right, some poisonous chemicals did escape into the atmosphere.
- 3 Why don't you drop in tonight ahead of your meeting?
- 4 Stand up immediately!
- 5 You can't use your dictionaries during the test.
- 6 Shall we have pancakes with honey?
- 7 Is the bus service running according to the timetable today?
- 8 The fire has luckily caused no loss of life.

9 Use the following verbs to report the two dialogues.

a) admit, advise, promise, warn

Tom: I don't think you should play the game today, John.

John: You're right. I'm still a little bit ill, but I promise I won't work too hard.

Tom: Be careful. If you run around too much in this weather you may get another attack of the "flu".

b) accuse, beg, complain, deny, explain, refuse

Daughter: Mum, please, will you buy me this CD? I've always wanted it.

Mother: Sarah, you know I can't afford it. Why do you always ask me to buy you expensive things?

Daughter: That's not true. You just never buy me things that I want, only those that you like!

Language in Use

10 Report the following statements that you heard at 9 a.m. this morning. Do you need to change the tense?

- 1 "Women live longer than men."
I heard that ...
- 2 "Our galaxy contains several thousand million stars."
An astronomer announced that ...
- 3 "The 2016 Olympics will be organised in Africa."
A sports expert said that ...
- 4 "This room is too hot."
Jonathan complained that ...
- 5 "The hurricane has killed 9 people."
The newspaper reported ...



2 Endangered Species

SKILLS FOCUS

Listening

Before you start

1 Match the names of the endangered animals with their pictures.

- | | |
|-------------------|---------------------|
| 1 panda | 4 snow leopard |
| 2 Yangtze dolphin | 5 tiger |
| 3 crested ibis | 6 Yangtze alligator |

2 Look up these Key Words in a dictionary. Complete the sentences with the key words.

KEY WORDS

conservation, extinct, habitat, preserve

- 1 An animal's _____ is the type of area that it lives in.
- 2 If we are not careful, the panda will become _____ and our children will only see them in books.
- 3 It is important to _____ forests because otherwise a lot of animals will have nowhere to live.
- 4 I am working on a _____ project. We are trying to save the panda.

Listen to learn

LISTENING STRATEGIES:

Taking lecture notes

- Listen for "topic" words, e.g. endangered, species, decrease. These words are usually stressed and the facts are often repeated, e.g. rare, few, extinct.
- List your main points using numbers or an asterisk (*). This makes your notes easier to read when you look at them later.
- Don't try to write down everything; select important information.
- Use abbreviations and your own shorthand (see the example below).

3 Listen to the lecture. Use the Strategies to write some notes.

Example

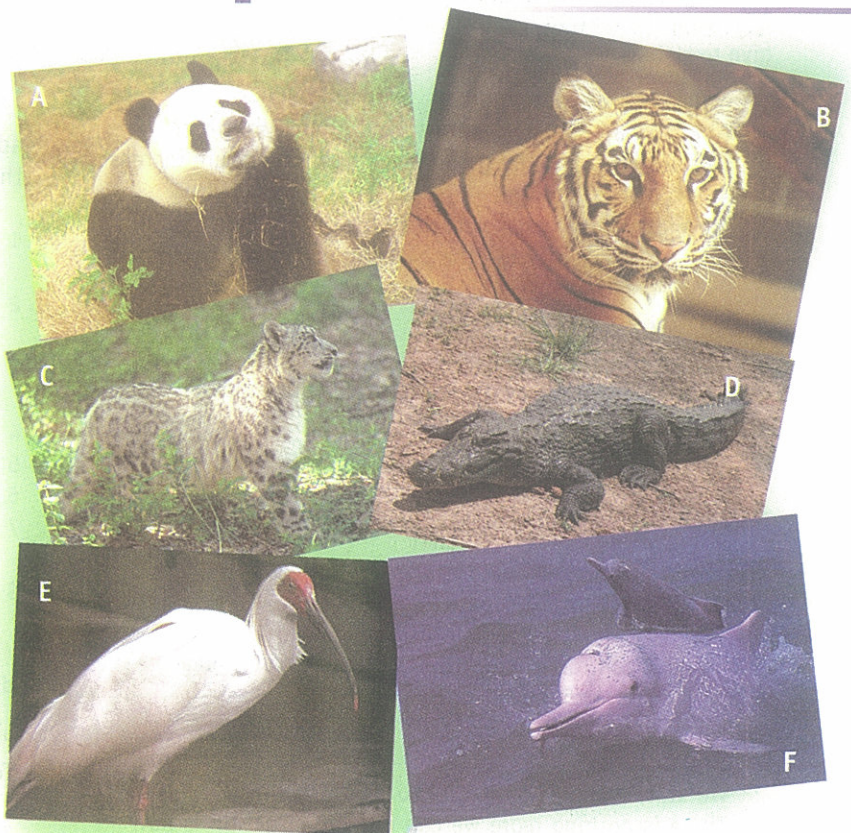
* Pandas—increased—pop: 1,000 ~ 1,600

4 Work in pairs. Use your notes and take turns to say sentences.

Example

A: The number of pandas has increased.

B: Yes, about 1,600 now live in ...



5 Look through your partner's notes. Are they easy to follow? Tell the class the most important information that you got from the lecture.

6 Listen to the lecture again and complete the factfiles.

Panda:

Numbers — worldwide:
— in special centres:
— in zoos:

Habitat:

Food:

Reason for being endangered:

Yangtze Dolphin:

Reasons for being endangered:

1

2

3

Tiger:

Numbers worldwide:

Original number of species:

Number of species remaining:

Reasons for being endangered:

1

2

7 Listen to the dialogue and complete the Function File with these expressions.

so that, that's why, basically, because of that, one reason, to, that's the reason why, a lot of it is to do with

Function File

Justifying Arguments

Yes, (1) _____ I'm thinking of joining one of those conservation programmes (2) _____ save an endangered animal.

Yes, (3) _____, that's the problem.

(4) _____ they are killed.

(5) _____ is their meat, but

(6) _____ their wool.

The government is trying to enforce the law (7) _____ they are protected.

(8) _____, the numbers are falling quickly.

Vocabulary

8 Complete the passage with the following words.



extinct, habitat, tortoise, mainland, hook, seize, fashionable, enforce

Environmentally friendly tourism has become (1) _____ and people all over the world are interested in natural wonders. For many places, this is good news, but for the Galapagos Islands, it's not. Large numbers of people go there every year to observe unique animals in their natural (2) _____. Officials (3) _____ strict rules on all incoming ships and planes and (4) _____ any animals from the (5) _____, but some still occasionally get onto the islands. This causes problems. For example, cats and dogs were brought to the island hundreds of years ago and now they attack the local birds. In addition, illegal fishermen often (6) _____ protected fish on their lines.

Things don't look good for some of these amazing animals. One of the islands is home to a giant (7) _____ named Lonesome George. No female has been found despite the offer of a \$10,000 reward. This means that when Lonesome George, who is 70-80 years old, dies, this special animal will become (8) _____.

Speaking

9 Read the following information on these endangered animals:

<p>Asian Elephant Population: 35,000 – 60,000 Countries: India and several other Asian countries Habitat: forest Problem: hunting for tusks Conservation: strong laws against illegal hunting; national parks established</p>	
<p>Orangutan Population: 15,000 – 24,000 Countries: Malaysia and Indonesia Habitat: forest Problem: cutting down trees illegally Conservation: protection laws in place; public awareness programmes; forest conservation urgently needed.</p>	

10 The animals above need protection. Imagine you are planning a programme to help them. Decide on your priorities and think of solutions to the problems. Use these Key Words to express your ideas.

KEY WORDS

environment, rare, protection, preserve, habitat, destruction/conservation, illegal trade, to be killed, extinct, species, endangered, under severe threat

11 Work in groups. Discuss the problems and your solutions using expressions from the Function File. Try to agree on two things you all feel are important.

Example

- A: I think we should set up an education programme. The main reason for this is that ...
- B: That's a good idea. To save the (name of species) we need to ...

Tell the class what your group decided.

12 Work in small groups. Each student must complete the following sentence:

If I could save one of the endangered species in China/the world, I would save the ... because ...

QUOTE UNQUOTE

"If all the beasts were gone, men would die from a great loneliness of spirit, for whatever happens to the beasts also happens to the man."
 - Chief Seattle of the Suwamish Tribe



3 Natural Disasters

SKILLS FOCUS



Reading

Before you start

1 Which of the disasters in the Key Words do you think are:

- caused by people?
- made worse by people?
- natural?

KEY WORDS: Disasters

droughts, earthquakes, floods, forest fires, hurricanes, landslides, tsunamis, typhoons, volcanic eruptions

Read to learn

2 Read the article and check your answers to Exercise 1.

READING STRATEGIES: Completing texts with sentence gaps

- Read the text to get the general idea.
- Read a paragraph with a sentence gap and identify the topic, e.g. disasters.
- Read the sentences before and after the gap and look for clues about the missing sentence, e.g. is it an example of what is mentioned before?
- Certain words may help you: time references (*then*), pronoun references (*it*, *that*), linking words (*however*).
- Decide which sentence goes in the gap. Check that it fits the sentences before and after it.

Nature is turning on us

The last few years have seen environmental disasters on a grand scale, and experts are predicting far worse to come. Jin Li reports on our Earth's changeable weather patterns.

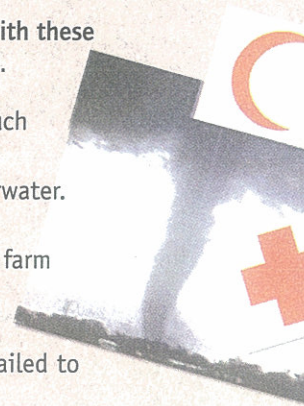
A In the last decade, thunderstorms, floods, earthquakes, typhoons, volcanic eruptions, tsunamis and forest fires have become increasingly common. There has been terrible flooding in Asia, Africa, America and Oceania. (1) _____ Storms have been getting worse everywhere too, with a growing number of hurricanes hitting the US, and Central America. Reduced rainfall has affected large areas of Africa for years leaving irrigation canals dry and many other zones are becoming drier. (2) _____ A number of nations have already been in armed conflict over water, and reduced rainfall in the west of the US has resulted in huge forest fires.

B Volcanic eruptions and earthquakes have always been a threat in certain parts of the world. A volcanic eruption nearly wiped out the small island of Montserrat in 1997, and there have been serious earthquakes in many parts of Asia, Europe and South America. In the last three years, Indonesia has had a rough time, suffering several killer quakes and it is still recovering from the Asian tsunami caused by an offshore earthquake on December 26th, 2004. The tsunami killed 132,000 Indonesians and another 100,000 people of other nationalities. This catastrophe is still very fresh in the minds of people worldwide who have not yet got over their separation from loved ones lost in the tsunami.

C So why is nature beginning to turn on us? (3) _____ The population of the world is growing at the disturbing rate of 10,000 people an hour, nearly 90 million a year, with most of the growth in the developing world. People in agricultural areas, without any means to earn their living, move to the cities, and then construct shabby homes from

3 Use the strategies to complete the gaps in the text (1-5) with these sentences (a-g). There are two extra sentences you do not need.

- a) But evidence shows that 73,000 years ago there was a much greater eruption.
- b) Even Europe has suffered and large areas have been underwater.
- c) That is probably not the most important factor either.
- d) Third, the other bits of land you might have been able to farm are now useless.
- e) On top of that add global warming.
- f) For example, the Yellow River, once famous for flooding, failed to reach the sea at all for 226 days in 1997.
- g) One answer is overpopulation.



whatever materials they can find on poor clay soil. These homes, seldom made of bricks, can easily fall down in earthquakes or slip and slide downhill in landslides, especially in mountainous areas. (4) _____ This has mainly been caused by the huge amounts of carbon dioxide produced by factories and vehicles, and the destruction of the world's forests. As a result, a hotter ocean causes more powerful winds. Atlantic hurricanes – their howling winds with speeds of over 300 kilometres an hour – are 40% stronger now than they were 30 years ago.

D Volcanoes and earthquakes are even more dangerous than in the past as around half the world's population now lives in cities. There are more than 300 active volcanoes, about fifty of which erupt each year, and more than 500 million people now live within the range of a volcanic eruption. Because these natural disasters occur at random times, it is difficult to warn people in advance. In May 2006, thousands of Indonesians living near Mt Merapi (which means *mountain of fire*) had to flee as they thought it was about to erupt. An even greater number of people live at risk, to some degree, from earthquakes which have claimed more than 1.6 million lives in the last hundred years.

E Most disaster experts believe there is the potential that things could get a lot worse. Professor Hou Ming of Beijing University studies volcanoes and he warns that the world has not seen the worst nature can do. The worst eruption in human history was probably Mt Tambora in 1815, in Indonesia. Dust from the volcano rolled across the Earth's skies and pretty much cancelled the following summer in Europe and America. (5) _____ "It reduced temperatures by maybe 6°C in some places and the whole planet was sent into winter for years. And there are about two of these events every 100,000 years ..."

4 Read the text again and answer these questions.

- 1 What is the attitude of the journalist towards the future?
- 2 Who are most likely to be the victims of natural disasters?
- 3 Why are there now more hurricanes, floods and droughts?
- 4 Why are volcanoes and earthquakes more dangerous now?
- 5 What could be the biggest threat to the planet in the future?
- 6 What effects might this threat have?

Vocabulary: Nouns or Verbs?

5 Decide if the underlined words in the sentences below are nouns or verbs. Then write down their Chinese meanings.

- 1 a) She put her arms around me to comfort me.
- b) The soldiers were armed with guns.
- 2 a) Heavy rains resulted in floods.
- b) His results were not as good as he had hoped.
- 3 a) He means well but just gets it wrong sometimes.
- b) The telephone is a means of communication.
- 4 a) The children had fun sliding down the slide all afternoon.
- b) Penguins slide downhill over ice on their bellies.
- 5 a) Be careful! Don't slip on the wet floor.
- b) Write your number on this slip of paper.
- 6 a) What would you like on your bread roll for lunch?
- b) He rolled the ball across the floor to me.

6 Complete the sentences with the correct forms of the underlined words above.

- 1 The _____ forces protected the city.
- 2 When will you get your exam _____?
- 3 Don broke his arm when he _____ and fell on the ice.
- 4 I _____ what I said.
- 5 What would be the best _____ of advertising our product?
- 6 Would you like honey on your _____?
- 7 The house _____ down the mountain side in the flood last year.
- 8 The match _____ in a draw. They had 2 points each.

Speaking

7 Work in pairs. Discuss these questions.

- 1 What natural disasters have happened in the last few months?
- 2 What do you think governments can do to help prevent natural disasters?
- 3 What organisations do you know that provide aid after disasters, or work for the environment?
- 4 What can we do to improve the environment and help victims of natural disasters?

Tell the class some of your answers.



Communication Workshop



Listening: A Radio Interview

Before you start

- 1 What is noise pollution? Look at the pictures and decide how you would define noise pollution.
- 2 Have you ever had a bad experience with noise pollution, perhaps when you were trying to study or had a headache? Think about some of these bad experiences and share them with a partner.
- 3 Read these statements. Try to predict the kind of information that is missing. Then listen to the radio programme and complete the notes.
 - 1 Loud music at a rock concert is _____ for the audience but even the gentlest symphony played at 2 o'clock in the morning is _____ for someone trying to sleep.
 - 2 Noise pollution can be defined as any sound that _____ our daily lives or makes us feel _____.
 - 3 Noise pollution is generally only a problem in _____ areas.
 - 4 Noise pollution in cities is caused by _____, _____ and _____.
 - 5 Television sets, _____, _____ and _____ can all be sources of noise pollution.
 - 6 Noise pollution can have _____ effects.
 - 7 Noise pollution can damage our _____.
 - 8 Noise pollution can increase _____ and can cause us to feel _____ and _____.
 - 9 Noise pollution can also stop us from _____ properly.
 - 10 Noise pollution can have a _____ on how well we concentrate at work and can therefore affect _____.

4 Listen to the second part of the radio programme. Take notes on the following:

- Necessity for noise control
- Noise control measures
- Individual noise control efforts

Work in pairs and compare your notes. Did you miss any important information?

Subject: Noise pollution and noise control measures in China.

Date: 23.09.04

- A This report aims to assess the current and future levels of noise pollution in China and to consider appropriate control measures.
- B (1) _____ a report by the World Health Organisation, advances in technology, increasing industrialisation and rising populations mean that noise pollution is becoming a serious problem all over the world. With her large population, this is a serious problem facing China. (2) _____, (3) _____ there is very little noise pollution in China's countryside, the average noise pollution level in the streets of China's urban areas is as high as 70 decibels.
- C Global levels of noise pollution are on the increase. (4) _____, we can be optimistic about China's future. The Chinese government has adopted several noise control plans and

Writing: A Report

Before you start

1 Read the report quickly and match sections A-D with these headings.

- | | |
|----------------------|-------|
| 1 Positive Comments | _____ |
| 2 Conclusion | _____ |
| 3 Negative Facts | _____ |
| 4 Aims of the Report | _____ |

2 Complete the report with the following linking words and expressions.

- | | | |
|-----------|-------------|--------------|
| to sum up | for example | as a result |
| however | in addition | in this way |
| although | such as | according to |



Write a report. Follow the stages.

Stage 1

Choose one of these subjects for your report.

- Environmental pollution (in China or the world)
- Endangered animals (in China or the world)
- Global warming
- Environmental disasters

Stage 2

Find out statistics and information about the topic of your report. Useful sources might be:

- lessons in this unit
- notes you have made from this unit
- a library
- the Internet (e.g. www.newscientist.com, www.britannica.com, www.discovery.com, www.un.org, www.greenpeace.org)
- encyclopaedias (books or CDs)
- magazine articles (e.g. *National Geographic*, *New Scientist*)
- television and radio documentaries
- friends and relatives (they may have relevant books or magazines)

Stage 3

Plan your report. Decide if the statistics should be included in the positive or negative facts. Think of one or two recommendations for the conclusion.

⇒ **Writing Help 1 (layout), page 97.**

Stage 4

Write your report. Try to avoid repeating words and expressions.

⇒ **Writing Help 1 (useful vocabulary, linking).**

Stage 5

Check your report.

⇒ **Writing Help 1 (checking).**

Talkback

Work in groups. Read each report and the recommendations. Talk about them and say if you agree or disagree.

(5) _____ noise pollution levels have improved in recent years. As a matter of fact, average urban noise pollution levels have decreased by 3 decibels since 1989. With continued efforts (6) _____ the plans outlined in a) and c) below, the government hopes to further reduce noise pollution levels in the future.

- Finance has been organised to deal with road noise pollution in all major cities.
- A new regulation will fine businesses that create noise.
- New schools, hospitals and housing areas will be allocated positions away from main roads, rail roads and industrial areas that create high levels of noise. (7) _____, buildings facing main roads will have special soundproof windows.

D (8) _____ the above measures, with new regulations and urban planning, noise pollution levels should drop even further. (9) _____, China could become one of the least noise-polluted countries in Asia within the next 10 years.

3 You can avoid repetition in a report by using synonyms. Find words and expressions in the report which are similar to these.

try to (A), present (A), proper (A), city (B), going up (B), in fact (C), money (C), give (C)

4 Rewrite this paragraph. Do not repeat the words *job* or *company* (underlined). Instead use:

firm, profession, business, post, work, corporation, career

When people ask me about my job I say that I have two; my (1) job is a lawyer but I am also a poet. I love my (2) job as a lawyer but I write poetry in my spare time. My first (3) job was for a big (4) company with offices all over the world. However, I don't like big (5) companies. There is too much politics involved. So I left and started my own small (6) company. It is not very big but it provides (7) jobs for ten people and is not doing badly.



Speaking: Discussing Photos



Before you start

1 Listen to two people discussing an article from a newspaper. Who has these opinions – the man (M), the woman (W) or both (B)?

- | | |
|---|--------------------------|
| 1 Feels sorry for tigers. | <input type="checkbox"/> |
| 2 Finds the article very sad. | <input type="checkbox"/> |
| 3 Is very worried about climate change. | <input type="checkbox"/> |
| 4 Is not sure about climate change. | <input type="checkbox"/> |
| 5 Thinks we should change our lifestyles. | <input type="checkbox"/> |
| 6 Thinks we produce too much pollution. | <input type="checkbox"/> |

Discuss the photos. Follow the stages.

Stage 1

- Look at the photos and think about:
- the global issue each photo represents
 - the causes of the problem
 - your opinions and possible solutions

Stage 2

Look at the expressions in the Function File in Lesson 2 and the Chatroom. Practise giving your opinions about the issues in the photos.

Work in pairs. Discuss the photos.

Talkback

Tell the class what your group agreed.



Chatroom

GIVING OPINIONS

2 Which of the expressions from the dialogue (in bold) are used to:

- a) give you time to think? b) express an opinion?
- 1 **What I don't understand** is why people want to kill them.
 - 2 **What's really worrying** is all this stuff about climate change.
 - 3 **I'm not sure**. I haven't thought about it much.
 - 4 **What's ridiculous** is that they say the climate isn't changing ...
 - 5 **That's a good question**.
 - 6 **What we should do** is start using different sources of energy.

IMPERSONAL "YOU"

3 Look at the use of "you" in the conversation. Which of the examples (1-5):

- a) refer to a particular person?
b) refer to people in general?
- 1 Have **you** seen this article on the environment?
 - 2 It makes **you** sad just to think about it, doesn't it?
 - 3 Don't **you** think so?
 - 4 The problem is, **you** don't want to just give up your car and central heating, do **you**?
 - 5 **You** don't want to go back to the Stone Age.

Listening: Situational Dialogues

1 Listen for these words in the dialogues and match them to their meanings below.

- | | |
|-------------|---|
| 1 sharpen | a) an elephant's nose |
| 2 valid | b) a 3-D square |
| 3 trunk | c) fully grown |
| 4 evolution | d) work out an answer with numbers |
| 5 carve | e) true or good |
| 6 mature | f) cut |
| 7 cube | g) change in life over thousands of years |
| 8 calculate | h) make something sharp |

2 Listen to the dialogues again and identify what the relationships between the speakers are in each dialogue.

parent/child, teacher/parent, student/student, teacher/student, teacher/teacher

- 1 It's a _____ / _____ relationship.
- 2 It's a _____ / _____ relationship.
- 3 It's a _____ / _____ relationship.

Language Awareness 7

1 Read the article and then answer questions about the photos.

- How long do you think it took to make them?
- What materials are they made of?
- How popular were they?
- Why do you think they were made?

The Passive

⇒ Grammar Summary 2, page 100.

2 Match the underlined verb forms in the sentences below (1–3) with the names (a–c).

- The project should never have been allowed. ()
- Christo loved being appreciated. ()
- His work still tends to be criticised. ()

- passive gerund
- passive infinitive
- passive perfect infinitive

3 Match the reasons for using the passive (a–c) with the sentences (1–3) from the text.

- to focus on the action rather than the doer ()
- to put special emphasis on the doer ()
- to avoid having a long subject in an active sentence ()

- People, bridges, buildings, rivers and valleys, have all been wrapped up by the Bulgarian artist, Christo.
- The fabric is going to be suspended above the river.
- His projects are financed completely by the sale of his drawings through galleries and over the Internet.

4 Where are you more likely to see or hear passive sentences?

- newspapers • informal letters • scientific articles
- conversations

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

Wrapped Up

People, bridges, buildings, rivers, valleys, even entire coastlines and islands, have all been wrapped up by the Bulgarian artist, Christo, his French wife, Jeanne-Claude, and their team of helpers. Stephen Treasure reports.

One of their most spectacular projects was called Surrounded Islands. Eleven islands on the coast near Miami were surrounded by over six thousand square metres of pink plastic! Another project was wrapping up the German Parliament building. Many people thought that permission wouldn't be given, and some thought the project should never have been allowed. However, when the wrapping of the Reichstag in golden fabric had finally been completed, the glowing building received international acclaim, and Christo loved being appreciated.

Two or three new projects are currently being developed by Christo and his team. One of them is in Colorado in the USA where the Arkansas River will be covered by 10 kilometres of luminous, translucent fabric. The fabric is going to be suspended above the river so that the work of art can be seen from both above and below. Thousands of people will be needed to complete this feat of engineering. Christo manages to do all this without being given any money – his projects are financed completely by the sale of his drawings through galleries and over the Internet.

Christo's works of art are dismantled after only two or three weeks, but hundreds of visitors manage to see them. When the Reichstag was being displayed, it attracted huge numbers of visitors from around the world. However, his work still tends to be criticised. "What's the point of it all? Why bother when it takes so long?" Christo replies that their work is a kind of architecture and they use space, light and texture to make beautiful things.



Culture Corner

The World Wildlife Fund

The World Wildlife Fund (WWF) was founded by Sir Peter Scott in 1961. His goal was to help protect the Earth's natural environment. Today the WWF is the world's largest conservation organisation. It has almost 5 million supporters all over the world and has organised more than 11,000 projects in 130 countries. Besides protecting endangered species, the WWF concentrates on these key areas of global conservation:

Climate change

Burning coal and oil produces gases like carbon dioxide, which are the major cause of global warming. About 23,000,000,000 tonnes of carbon dioxide are released into the atmosphere every year. The WWF encourages governments and businesses to start using clean, renewable energy sources like wind, water and solar power.

Forests

The world's forests are the natural habitats for millions of species of plants, animals, insects and birds. They also help produce clean oxygen. Because of illegal logging, forest fires and climate change, the world's forests are disappearing at the rate of 146,000 square kilometres a year. That's about the same size as Nepal. At one time, half the land on the Earth's surface was covered by forest. Today, it is about a quarter. The WWF spends US\$40 million a year to protect existing forests and to plant new trees in deforested areas.

Oceans

About two thirds of the Earth's surface is covered by the seas which are home to millions of species of plants and animals. The sea is also an important source of food for all of us. Without the seas, we could not live. But, because of pollution and over-fishing, many marine species are in danger. The WWF has the largest marine conservation programme in the world, and works closely with governments to protect sea life.

Fresh water

Rivers, lakes and wet-lands are sources of fresh water, not only for humans, but for wildlife as well. Due to pollution and climate change, about 50% of the world's fresh-water habitats have been destroyed in the last 100 years. And more than 3 billion people in poor countries do not have enough clean water. The WWF works hard to protect fresh-water environment from pollution and to help people in developing countries have access to safe, clean water.

Nobody knows exactly how many species of plants and animals there are on Earth. Scientists say that there could be as many as 15 million different species. Sadly, many species have become extinct and many are in danger of extinction. But thanks to the hard work of organisations like the WWF, more and more have a chance to survive.

Read the text and choose the correct answer.

- According to the article, what are the major causes of global warming?
 - forest fires and climate change
 - gases from burning coal and oil
 - over fishing and lack of fresh water
- How much does the WWF spend a year to protect existing forests?
 - 5 million
 - 130 million
 - 40 million
- How many of the world's fresh-water habitats have been destroyed in the last 100 years?
 - 50%
 - 70%
 - 25%
- How many species of plants and animals are there on Earth?
 - 146,000
 - 15 million
 - 40 million

Notes

release /rɪ'liːs/ *vt.* 释放, 放开

renewable /rɪ'njuːəbəl/ *adj.*

可以更新的, 可再生的

illegal logging /ɪ'liːgəl 'lɒɡɪŋ/

非法砍伐

deforested /di:'fɔːrɪstɪd/ *adj.*

森林被砍伐的

marine /mə'riːn/ *adj.* 海洋的

Bulletin Board

What are the worst disasters in history? Write about what you know on board.

Awareness



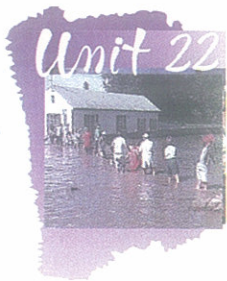
Columbia was destroyed by the Nevado del Ruiz Volcano on November 13, 1985. When the volcano erupted in the afternoon, nobody predicted that yet another strong eruption would occur a few hours later and kill more than 25,000 people in villages and towns hundreds of kilometres away. Lava flowed down from the erupting volcano and melted snow that had piled up for hundreds of years. So the eruption not only brought lava but also a terrible flood.



The sinking of the Titanic was one of the worst maritime disasters in history. The British luxury liner, Titanic, was on its maiden voyage from Southampton to New York City, when it struck an iceberg and sank about 153 km south of Newfoundland. This happened just before midnight on April 14, 1912. It had been declared that the Titanic was the largest, the most beautiful, the most technologically advanced and the safest ship that had ever been built, and this made people believe that it was unsinkable. More than 2,220 people were aboard and about 1,513 passengers and crewmen died in the disaster.



The most powerful earthquake in the last 40 years, and the second strongest ever recorded, hit Asia at 6:58 a.m. on December 26, 2004, off the west coast of the Indonesian island of Sumatra. The tsunami, which was triggered by the earthquake, came hours later and devastated coastal areas of Sri Lanka, India, Indonesia and Thailand. It swept away sunbathers, cars and cottages, fishing boats, and even a lighthouse. It also flooded roads, cities and tourist areas from Malaysia to Sri Lanka, killing more than 226,000 people and leaving millions homeless. This is among the deadliest disasters in modern history.



Unit Diary

- My favourite lesson(s) in this unit is/are _____.
 Lesson 1 Global Warming Lesson 3 Natural Disasters
 Lesson 2 Endangered Species
- In this unit, I learned _____.
 to talk about environmental protection to talk about pollution and disasters
 to talk about man and nature to talk about endangered species
 to write a report about noise pollution and control
- After completing this unit, I understand what global warming means. Y N
- After completing this unit, I become more concerned about environmental issues. (Y N)
- I know the following ways to protect our environment as individuals:
■ _____
■ _____
■ _____
- The most severe environmental problems in our city/country are ____ (endangered species
 natural disasters poor air quality soil pollution water pollution noise pollution
 _____) because _____.
- The new words I've learned and remembered in this unit are:

- The new words I still have difficulty remembering are:

- I enjoy looking for and reading English in the following materials:
 textbooks magazines newspapers stories comics cartoons
 poems advertisements instructions and labels
- I find the following ways of learning useful:
 keeping a small vocabulary notebook reading and listening at the same time
 reviewing what is learned regularly doing group work
 previewing carefully before class studying with a partner
 reading and writing by myself

My plan for the next unit:
I need to _____



A



B

23 Conflict

In this unit you will...

- **Talk about**, act out and resolve different kinds of conflict.
- **Listen to** summaries of different conflicts, dialogues, a radio documentary and a radio play. **Use** listening strategies for identifying mood and sequencing events.
- **Read** war memories, a newspaper article and a formal letter. **Use** reading strategies for reading under pressure.
- **Write** a formal letter of complaint.
- **Learn about** complex sentence structure for emphasis.

Warm-up

- 1 Listen to the summaries of different conflicts and match them with the pictures.
- 2 Listen again. Complete the expressions with the Key Words.

KEY WORDS: Conflict

argument, battle, betray, friction, justice, opposing, war

- 1 a _____ at sea
- 2 _____ by a family member
- 3 _____ navies
- 4 religious _____
- 5 have an _____ with
- 6 serious _____
- 7 turn to the court for _____

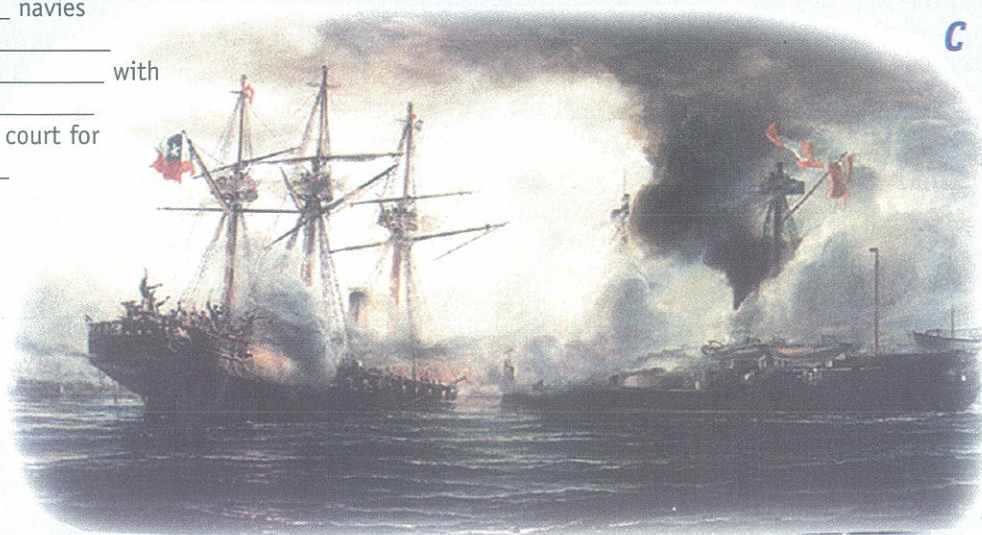
- 3 Work in pairs. Discuss the newspaper headlines below. Use the Key Words to help you.

- What do you think the story is about?
- What do you think caused the conflict?

Example

- A: For number one, I think a widow has been robbed in the street.
 B: Yes. And the robber took five dollars.
 A: Maybe the robber needed money for ...

- 1 Widow robbed for \$5
- 2 **Government minister announces compromise on new TV violence laws**
- 3 **Police stop attacks on immigration posts**
- 4 **Army arrests "out of control" civilians**
- 5 **Prejudice towards black people leads to racial war**



C

1 Living in a Community



Drummer hits the road

Yang Ming, drummer for the rock band "Storm", has packed his bags. He's bid his furnished apartment goodbye after complaints from his neighbours about loss of sleep. Being a bachelor, Yang Ming held parties every night but the biggest problem was his late-night drumming.

Seldom has drumming caused such conflict. Yang Ming's neighbours say they were being driven mad being exposed to such noise. Had they known their neighbour was a drummer, they wouldn't have moved into the building. No sooner had they moved in than the noise began and rarely did they get a full night's sleep. Neither could they relax or read a book without plugging their ears. One neighbour also claims that Yang Ming is an alcoholic and was a bad influence on his adolescent son.

In the end, the local council took action. "It was only after careful consideration that we gave Yang Ming a warning," a council member said. "Getting enough sleep is important for people's health and after such a chorus of complaints, we had to take action." Yang Ming's departure has pleased his neighbours. "Life will go back to normal now," they say.

For Yang Ming's version of the story, we found him in the lounge of his suite at Shanghai's Holiday Inn Hotel. Yang Ming feels that his rights have been ignored. Yang Ming hates being called an alcoholic, but it is the fact that people have classified his music as "noise" that upsets him most. Otherwise he doesn't really mind having to leave his apartment. "Living in a hotel means a maid makes my bed every day and I don't have to do my own laundry!" But how long will the hotel tolerate him? We wonder.

Reading

Before you start

1 Read the first newspaper report. Whose side are you on, the drummer's or his neighbours'? Why?

2 Now read the title and first paragraph of the second newspaper report. In pairs, discuss what you think might have happened. Think about how Mr McKay might have got wet.

Read to learn

3 Read the reports again and answer these questions.

- Does Yang Ming own any of his furniture? How do you know?
- How did Yang Ming keep his neighbours up at night?
- Why did a neighbour think Yang Ming was a bad influence on his son?
- Do you think that Yang Ming has a lot of money? Why?
- How many days had Keith Smith lived above the McKays before he got into trouble with them?
- Are there lots of candles on Mr McKay's birthday cake? How do you know?
- Why didn't Mr McKay get to blow them out?

Voice your opinion

4 Do you think Mr McKay should have been put in jail? Discuss with a partner.

Grandpa jailed after one shower too many

Eighty-year-old retired tailor, James McKay, spent Saturday night in jail after hitting thirty-year-old Keith Smith over the head with his walking stick. McKay's wife, Laurene told us that while McKay is usually a peaceful person, he had been driven to this act of violence by getting wet just once too often.

Smith lives above the McKays and it appears that not only is he a keen gardener, he is also a fish collector. Unfortunately for him, the water he sent over his balcony every day ended up on the McKay's, or too often, on the McKays themselves.

"For the last fortnight, since Smith moved into the flat above us, we have hardly dared go onto our balcony," said Laurene. She added that it wasn't so much the water falling onto their balcony from Smith watering his plants that bothered them, it was more the way he cleaned his fish tanks. "We'd be sitting there happily reading our newspapers, when suddenly so much water would come from above that we'd be as wet as if we'd showered with our clothes on! Neither could we get rid of the smell of fish!"

And on Saturday evening it was just too much. "It was James' birthday," explained Laurene, "and I'd made him a birthday cake. The candles were a great sight as you can imagine, but James didn't get to blow them out." Instead, Smith emptied one of his larger tanks over his balcony and both the McKays and the cake were wet through. Rarely had Laurene seen McKay move so fast. "I couldn't stop him. He was up there in a flash. It was the fastest I'd seen him move since 1964."

Smith is not going to take things further with the police. He has also promised to change his ways from now on. And what of James McKay? As he left the police station a large crowd of supporters sang him, "Happy Birthday". "Definitely the most exciting birthday ever!" said the cheerful old man. "The best since my adolescence I'd say!"

Grammar

EMPHATIC STRUCTURES: INVERSION AND "IT" CLEFT SENTENCES

5 Compare the sentences in the table. Which of the statements below (a-c) are true about the formal sentences? Only one statement is false.

- They begin with a word that has a negative meaning.
- They have the word order of a question (inversion).
- They sound less emphatic.

Formal Written Language	Neutral Language
<i>Seldom has drumming caused such conflict.</i>	<i>Drumming has hardly ever caused such conflict.</i>
<i>Rarely had Laurene seen McKay move so fast.</i>	<i>Laurene had rarely seen McKay move so fast.</i>
<i>Neither could they relax or read a book without plugging their ears.</i>	<i>They couldn't relax or read a book without plugging their ears.</i>

Find more examples of formal sentences in the texts. Make a list of negative words and expressions that these sentences begin with.

6 Paraphrase these conditional sentences so that they sound less emphatic and less formal.

- Had they known** their neighbour was a drummer, they wouldn't have moved into the building.
- Had my friends not been there with me**, I would have felt terrible at the ceremony.

7 How are these neutral statements (1-3) reported in the texts?

- He is a keen gardener and a fish collector.
- We'd only just moved in when the noise began.
- We couldn't get rid of the smell of fish.

8 Find sentences in the texts that mean almost the same as the sentences below.

- Yang Ming feels upset most about the fact that people have classified his music as "noise".
- We gave Yang Ming a warning after careful consideration.
- So much the water falling onto their balcony from Smith watering his plants did not bother them.

Underline the parts of the sentences (1-3) which are emphasised in the text.

Example *Yang Ming feels upset most about the fact that people have classified his music as "noise."*

➔ **Grammar Summary 3, page 100.**

9 Rewrite the sentences to make them more emphatic and more formal.

- They will never sell their antique furniture.
Never _____.
- If she had come, she would've met the famous statesman.
Had _____.
- He didn't only clean the bedding, he cleaned the whole bungalow as well.
Not only _____.
- We can hardly ever see across the bay because of the smog.
Hardly ever _____.
- Politicians hardly ever experience a real war.
Hardly ever _____.
- I don't argue and I've never been in a fight either.
I don't argue and neither _____.

10 Complete the sentences using the beginnings and the cues provided.

Example *The flight was terrible. (take off / it started to rain.)*

*No sooner had we taken off **than** it started to rain.*

- British football fans are the most violent in Europe.
Seldom ... (it is quiet after the match)
- The sun on the water is a wonderful sight.
Rarely ... (one sees anything so beautiful)
- The people got out just in time.
No sooner ... than ... (the last person had left/that fire broke out)
- The press conference created huge interest.
Never before ... (there had been such a large number of reporters and journalists)

11 Rewrite the sentences below so the emphasis is on the underlined phrase. Start each sentence with *It ...*

Example *We enjoyed the wine but not the food.
*It was the wine that we enjoyed, not the food.**

- Jenny wrote a letter to the manager.
- I'm allergic to milk, not wheat.
- She always argues with her mother, not her father.
- Tim took part in the race because of the prizes.

Language in Use

12 In pairs, ask and answer the questions.

Always start your answers with *All I ...* or *What I ...*

Example

A: *Do you watch a lot of TV?*

B: *I don't watch a lot of TV. All I watch is the news.*



2 Conflict Resolution

SKILLS FOCUS

Listening

Before you start

1 Read the questionnaire. Then match the verbs below with those underlined in the text.

approach, defend, discuss, return, say OK, suggest, take, tolerate, make a lot of noise



DO YOU STAND UP FOR YOURSELF?

1 You're angry with your neighbours because their children wake you up early on Sunday mornings playing rugby in their garden. Do you:

- talk it over with them and put forward a solution?
- do the same to them by making a lot of noise late at night?
- plug your ears with cotton wool when you go to bed?

2 A new shop assistant in the bakery you always go to is rude to you. Do you:

- calmly explain that you are a customer and so you expect good manners?
- make a scene and ask to see the manager?
- put up with it but never go back there again?

3 Your sister is always going off with your things and never giving them back. She asks to borrow your new sneakers for a party. Do you:

- refuse to give them to her and explain why?
- say no and tell her to get out and never ask for anything from then on?
- give in and lend them to her?

4 You're in a restaurant and instead of bringing you the food you ordered, the waiter gives you something else. Do you:

- tell him politely that it is not what you ordered?
- shout at the waiter, send for the manager and refuse to pay your bill?
- eat the food and decide never to go back to that restaurant?

5 You subscribe to a magazine and you keep getting it late. You're sure your neighbour is reading it before you. Do you:

- go to your neighbour and ask if she'd like to read your magazine after you have finished with it each month?
- accuse your neighbour of stealing and tell her you'll call in the police next time?
- do nothing and keep getting your magazine two weeks late every month?

2 Now imagine how you would react in the situations and answer the questionnaire. Then check your answers on page 103 to see if you stand up for yourself.

Listen to learn

LISTENING STRATEGIES: Identifying moods

- Listen for expressions that are positive (e.g. *I'm really pleased.*) or negative (e.g. *Stop getting at me!*).
- Pay attention to intonation to help you identify people's moods (e.g. *happy, angry, nervous, upset*).
- Be careful with sarcasm. Sometimes people say something positive but with a falling intonation so that it means the opposite.

3 Listen to the argument between a brother and sister. Use the Strategies to decide if these statements are true (T) or false (F).

- 1 Lucy is not happy about being head of the student union.
- 2 Pete is interested in hearing about her appointment.
- 3 Lucy is upset by his reaction.
- 4 The first time she asks her brother to change channels she is patient.
- 5 Pete gets angry because Lucy has borrowed his compass to go camping.
- 6 Lucy is angry because Pete refuses to change channels.
- 7 Pete is not worried about Lucy not letting him use her computer.
- 8 He gets nervous when she says she'll tell their father how he spent his allowance.

4 Listen again. Classify the expressions in the Function File.

- a) criticising b) contradicting c) refusing d) suggesting
e) threatening

Function File

Arguing

- 1 **Just stop** making fun of me, will you?
- 2 **You're always** telling people about your exciting sculpture classes.
- 3 **No, I'm not.**
- 4 **I wish you wouldn't** interrupt me all the time.
- 5 **Why don't you** turn over and see if it's started?
- 6 No, **why should I** turn over?
- 7 **You never** let other people watch anything even when you're just watching advertisements!
- 8 **Why do you always have to** twist the truth?
- 9 **I did give** it back to you when I got home from camping.
- 10 **I do tidy** it.
- 11 **I don't see why** I should.
- 12 **If you don't, I'll** never let you use my computer again.
- 13 And **if you do that, I'll** stop giving you a lift to school in the mornings.

Pronunciation

5 Listen to eight sentences. Identify the mood.

angry, annoyed, excited, patient, sarcastic, satisfied, upset

6 Work in pairs. Act out situation 3 from the questionnaire in Exercise 1. Use the expressions from the Function File.

Example

A: Hey, I'm going to a party. Can I borrow your new sneakers?

7 Listen to a radio programme about how to deal with conflicts. Complete the sentences with the correct ending: a, b or c.

- 1 The worst thing to do when someone is angry is to
 - a) say nothing at all.
 - b) be angry back.
 - c) go away from the situation.
- 2 Doing nothing is not a very useful strategy because
 - a) it keeps one's feelings inside.
 - b) the person leaving feels angry.
 - c) the situation can become violent.
- 3 Getting outside help is a good strategy when
 - a) the conflict is very serious.
 - b) you have a good helper.
 - c) someone from outside decides.
- 4 When negotiating you should
 - a) be prepared to speak for a long time.
 - b) repeat your reasons again and again.
 - c) find out what the other person wants.
- 5 You should put forward solutions and choose one that
 - a) everybody agrees with.
 - b) does not threaten the other person.
 - c) suggests you take turns.
- 6 When you are in conflict situations you should
 - a) be aware of your body language.
 - b) speak firmly and loudly.
 - c) use strong body language.

Speaking

8 Work in pairs. Act out situation 3 from Exercise 1 again. Use the advice from the radio programme to deal with the conflict.

9 How were the roleplays in Exercises 6 and 8 different? How useful was the advice? Tell the class.



Comparing Cultures

Work in pairs. What do you think causes people to deal with conflict differently – their personality or their culture?

QUOTE UNQUOTE

"You raise your voice when you should reinforce your argument."

Samuel Johnson (1709–1784), British poet, essayist and lexicographer.



3 War Memories

Reading

Before you start

- 1 A Quiz. Work in pairs and do the quiz on page 103.
- 2 Why do you think wars start? Think about these Key Words.

KEY WORDS

slavery, oilfield, national security, drugs, religion, poverty, corruption, land, power

Read to learn

READING STRATEGIES: Reading under pressure

- Decide how long you need to spend on each task.
- Read the questions and decide what strategies you need to answer them.
- If you have difficulty with a question, don't spend too long on it. Move on to the next one – you can always go back to it later.
- Don't leave a question unanswered – guess the answer!

- 3 Use the Strategies to read the texts and answer the questions in Exercises 4–6. You have 20 minutes.

- 4 Match these titles with the extracts. There is one extra title.

- A Brave Patient
- Death of a Village
- A Happy Ending
- Trapped
- No More Fighting

- 5 Complete the gaps in Text B with these sentences. There is one extra sentence.

- a) Just before midnight we all decided not to start firing before they did.
- b) We told him he wasn't the only one who was fed up with it.
- c) The enemy had stuck up a similar one.
- d) The noise of the guns was terrible.
- e) Then we all got out of the trench.



A Do Chuc is a forty-eight-year-old Vietnamese farmer whose two daughters and an aunt were killed by American soldiers in My Lai that day. He and his family were eating breakfast when the American soldiers entered the village and ordered them from their homes. Together with other villagers they were marched a few hundred metres into the village square where they were told to sit. "Still we had no reason to be afraid," Chuc remembers. "Everyone was calm. We'd seen it all before." Then, in surprise he watched as the soldiers set up a machine gun. The calm ended. The people began weeping and begging. One man showed his identification papers to a soldier, but the American simply said, "Sorry." Then the shooting started. Chuc was wounded in the leg and almost unconscious, but he was covered by a pile of dead bodies and thus saved. After waiting an hour, he fled the village.
(Adapted from *My Lai* by Seymour Hersh)

B We were on the frontier and on Christmas morning we stuck up a board with "A Merry Christmas" on it. (1) ____ Two of our men then threw their equipment off and climbed out of the trench with their hands above their heads as our representatives. Two of the Germans did the same. They greeted each other and shook hands. (2) ____ Bill (our officer) tried to prevent it but it was too late so he and the other officers climbed out too. We and the Germans walked through the mud and met in the middle of no-man's-land. We spent all day with one another. Some of them could speak English. By the look of them, their trenches were in as bad a state as our own. One of their men, speaking in English, remarked that he had worked in England for some years and that he was fed up to the neck with this war and would be glad when it was over. (3) ____ The German officer asked Bill if we would like a couple of barrels of beer and they brought them over to us. Bill distributed the beer among us and we consumed the lot. The officers came to an understanding that we would celebrate Christmas in peace until midnight. (4) ____ We'd formed a bond and during the whole of Boxing Day we never fired a shot and they the same; each side seemed to be waiting for the other to set the ball rolling. One of their men shouted across in English and asked how we had enjoyed the beer. We replied that we were very grateful and spent the whole day chatting with them. That evening we were replaced by other soldiers.
(Adapted from *Old Soldiers Never Die* by Frank Richards)

C I got a phone call from the chief nurse, saying, "You've got a patient there that is going to get an award. Make sure that the ward looks good." This really turned me off to begin with: "Let's clean up the ward because we've got VIPs coming in." Well, the VIPs happened to be a general and a group of about twelve people. This patient still had fresh scars from his first visit to us and this time he'd had both his legs blown off – he was all of about twenty years old. When he was waking up after the surgeon had finished putting bandages on what was left of his legs, he whispered: "Don't you remember me, ma'am?" I said, "Oh yeah!" But really I didn't because there were so many of them. The general was coming to give him the award because he happened to be number twenty thousand to come through this hospital. They had this little ceremony, saluted him, and then gave him a Purple Heart and a watch. As the general handed him the watch, "from the army, to show our appreciation," the kid more or less threw the watch back at him. He said something like, "I can't accept this, sir; it's not going to help me walk." After this little incident, I went over and took him in my arms. If I remember correctly, I started sobbing and I think he was crying too. I really admired him for that. I swear that it was the only time I let somebody see what I felt. It took a lot for him to do that, and it sort of said what this war was all about to me. (Adapted from *A Piece of My Heart* by Keith Walker)



D ME AND AN ACQUAINTANCE WERE WALKING behind an English pub once, going back to our base, and we saw one of our planes come over heading westwards for an American base just across the valley. One of its engines was on fire and we saw it hit the ground. We didn't know if it still had its bombs aboard or if it was coming back from Germany, so we didn't dare go near it. I tried to phone the American base, but I couldn't get through. The line just didn't work. A handful of fire fighters came, but nobody dared to go near the plane because it was on fire and we couldn't find out if it still had its bombs and tanks full of petrol. We were scared the whole thing would go up like fireworks and take us with it. The crew couldn't get out and we could hear the men screaming and shouting and there was nothing we could do because of the bombs. They died, five of them. Then we found out later they had just been out for a training session. (Adapted from *Six War Years* by Barry Broadfoot)

6 Choose the best alternative to complete each sentence, a, b, c or d.

- 1 The Vietnamese villagers were calm at first because
 - a) they knew the American soldiers.
 - b) this was a normal procedure.
 - c) they had identification papers.
 - d) they didn't understand English.
- 2 The troops got together on Christmas Day because
 - a) they had planned it in advance.
 - b) they got along with each other.
 - c) they were tired of the war.
 - d) the officers declared peace.
- 3 The nurse wasn't enthusiastic about the award ceremony from the start because
 - a) she had to clean up the ward.
 - b) she didn't like her boss's attitude to the VIPs.
 - c) the patient had been badly wounded.
 - d) the patient started to cry.
- 4 The soldiers did not go near the plane because
 - a) there was danger of an explosion.
 - b) it had full tanks.
 - c) it had bombs on board.
 - d) they had no permission.

Vocabulary: Word Families

⇒ *Lexicon, page 104.*

7 Classify these words from the text.

chat, mention, remark, reply, shout, sob, swear, weep, whisper

CRY *sob*
SPEAK / SAY / TELL *chat*

Speaking

8 Discuss the following statement in groups. Then answer the questions that follow.

"Wars are fought for many different reasons. Some are fought for the good of mankind. Others are the result of man's greed and prejudices."

- 1 For what reasons could wars be fought for the good of mankind?
- 2 Can you list some wars in history which fought for the justice of mankind?
- 3 Can you think of any wars that were fought for reasons of greed or prejudices?



Communication Workshop

Writing: A Letter of Complaint

Before you start

1 Read the letter. Match the titles (1–6) with the paragraphs (A–E). There is one extra title you don't need.

- 1 poor service
- 2 false claims
- 3 the product
- 4 money back
- 5 diet programme
- 6 poor quality

Lose at least 2 kilos
a week by using the

Tour de France

exercise bike



45 Milton Street,
Cambridge.
25 October, 2005.

Fit Products Ltd,
St Helier,
Jersey JE6 9NJ.

Dear Sir/Madam,

- A I am writing to you about the imported Tour de France exercise bike (serial number 39879) which I bought from Mogul Megastores on 29th September for €499.99. I enclose copies of the guarantee and receipt.
- B In your advertising you claim that you sponsor Lance Armstrong and that, by using the exercise bike for ten minutes a day, one would strengthen one's body and lose at least two kilos a week. But I find out that you don't sponsor Armstrong and after using the bike for a month it is as though I have done no exercise at all. In fact, the more I use the bike, the more weight I seem to put on, despite following the instruction manual carefully.
- C Even worse than that, the bike is not stable and is extremely badly made. The speed control stopped working after a week and the machine that measures heart beats must also have broken since it gave readings of over two hundred beats per minute when I was cycling at full speed! I was so worried that I went to the doctor, who told me not to worry as my heart beat was perfectly normal. However, the final straw came when a wheel broke just as I was cycling at full speed. As well as falling off the bike and nearly breaking my arm, I pulled a muscle in my leg, which has caused me terrible pain and meant that I have had to take three days off work.
- D When I took the exercise bike back to Mogul Megastores, not only did the manager refuse to give back my money, but said that they would not repair the bike either. He was also extremely rude and treated me as if I was stupid to have bought the bike in the first place.
- E I would like you to give back my money as soon as possible and I suggest that you also compensate me for the injuries that I have received. Unless I receive a positive reply within the next three weeks, I intend to take further action. I have already been in contact with my lawyer in order to ask for advice and he has recommended taking legal action, if I do not get full satisfaction. He helped me draft this letter and has copies of the guarantee and receipt.

I look forward to hearing from you.

Yours faithfully,

Jeffreys

A. N. Jeffreys (Mr)

Mogul
Megastore

07800-0

1 tour de France bike
vat content
paid by
cash

change

vat no 00089765
thank you for shop
Mogul Megastore

2 Linking Review.

Read the letter again. Classify the underlined linking words and expressions according to the following groups:

- manner _____
- condition _____
- contrast _____
- purpose _____
- reason _____
- result _____
- time _____
- addition _____
- relative pronoun _____

3 Look at the examples, then use the cues (1–8) to write similar sentences.

Example

*The more I use the bike, the more weight I seem to put on.
The earlier you leave, the sooner you will arrive.*

- 1 get to know her / like her
- 2 sport / play / unfit / get
- 3 hard / study / good / marks be
- 4 fast / boat / go / spray be
- 5 dangerous sport / like it
- 6 old / get / difficult / work becomes
- 7 rain / full / dam / get
- 8 old / tram / slow / go

Write a letter of complaint. Follow the stages.

Stage 1

Match the products (1–7) with the Key Words.

- 1 a CD player 2 a pair of shoes or boots 3 a jacket
4 a mobile phone 5 a portable television 6 a digital watch
7 thermos

KEY WORDS: Complaints

- it won't open • the zip broke • it won't work indoors
- the sound is distorted • the alarm doesn't work
- the heel fell off • the headphones don't work
- it's not waterproof • the picture is bad
- the colour faded after one wash
- it loses about five minutes every hour
- it doesn't keep drinks hot or cold

Stage 2

Imagine you bought one of the products and something went wrong with it. Make notes about these things.

- What went wrong with the product?
- What false claims did the advertisement make?
- What happened when you took it back to the shop?

Stage 3

Organise your notes into four or five paragraphs.

⇒ *Writing Help 2 (layout), page 98.*

Stage 4

Use your plan to write the letter.

⇒ *Writing Help 2 (style, useful vocabulary, linking).*

Stage 5

Check your essay.

⇒ *Writing Help 2 (checking).*

Listening: A Filmscript



1 Listen to a film critic and an extract from the film. Answer these questions.

- 1 When was the film made?
- 2 How many Oscars did it win?
- 3 Who are the soldiers in the film fighting against?
- 4 How many soldiers are left in their unit after the attack?
- 5 How do the soldiers feel about the enemy?
- 6 What people do the soldiers think benefit from the war?

2 Listen to the film extract again. Who do they think starts wars? Tick the correct boxes.

- emperors and kings generals
 manufacturers soldiers
 nations of people

3 What do you think of the soldiers' idea for kings and generals to fight wars themselves in a big field? Discuss in pairs.

Listening: Situational Dialogue

1 Listen to a conflict situation between two people and answer the questions.

- 1 What are the man and woman arguing about?
- 2 Who started the argument?

2 What do you think is the best way to deal with this situation? Discuss in pairs.



Speaking: A Formal Telephone Conversation

Before you start

1 Listen to the telephone conversation between the manager of Fit Products and the customer. Answer these questions:

- How does the manager react at first?
 - confidently
 - nervously
 - angrily
- How does the manager try to sort out the conflict?
 - she makes excuses
 - she is rude to the customer
 - she stays calm
- How satisfied is the customer with the solution?
 - very satisfied
 - quite satisfied
 - not satisfied



Have a telephone conversation about a faulty product. Follow the stages.

Stage 1

Think of a product and where you bought it. Now think about what is wrong with it, decide what you want the company you bought it from to do.

Stage 2

Work in pairs. One student is the manager of the company and the other is the customer. Look at the expressions in the Chatroom and decide which ones you will use.

Stage 3

Act out the situation and come to an agreement.



Chatroom

FORMAL EXPRESSIONS

2 Classify the sentences from the phone call (1–12) according to the following categories.

apologising, complaining, promising, starting or ending a call, threatening

- Good morning. Fit Products Ltd. Can I help you?
- Good morning. I'd like to speak to the customer service manager, please.
- I still haven't had a reply.
- I'm very sorry about that.
- I'm extremely sorry to hear that.
- On top of that, when I took the bike back to the shop, the manager was extremely rude.
- Unless I receive it, I'll have to take legal action.
- Well, let me apologise for your experiences.
- Well, I promise that you will get all your money back.
- And we will look into the subject of compensating you for your injury.
- Thank you. I'll be in touch.
- Goodbye, and thank you very much for calling.

MANAGER

CUSTOMER

Answer the phone.

Give your name and ask how you can help.

Say you haven't received a letter and ask about the problem. Apologise as the customer explains.

Propose a solution.

Propose a better solution.

Say goodbye.

Ask for the customer service manager.

Say you have written a letter.

Explain what went wrong with the product.

Say what action you expect the company to take.

Say you are not satisfied and threaten legal action.

Accept the proposal.

Say goodbye.

Stage 4

Now change roles and have another phone conversation.

Talkback

What agreements did you come to? Tell the class.

Language Awareness 8

1 Read the letter. What conflicts are mentioned? What are the reasons for them?

Example

Clare and her cousin – she borrows Clare's clothes without asking

2 What advice would you give Sarah to help her resolve the conflicts?

Hi Clare,

How are things? Why haven't you been in touch? You've had my email for ages! What have you been doing during the holidays? And how are you getting on with your cousin? I hope things are a bit better and she isn't still borrowing your clothes without asking all the time.

I expect you have been working hard for your exams! Hee hee. I've finished most of mine, so I can sit back and relax (a bit anyway). At least by the time I get back I will have read that awfully boring book that my history teacher has made me read over the holidays.

I've been staying with my family here on the coast. My grandfather's lived here for years and we come here every year. Unfortunately, my younger brother's been getting on my nerves. You know what he's like! For example, yesterday, Damian and I went for a walk to the tower at the top of the cliff behind the town. Anyway, having walked all the way to the top, we were tired and stopped for a breather. I'd loved to have had a drink of water but my brother had finished it all!

Then he remembered once having been taken round the tower when we were younger, so he jumped the fence around it and went to the top. I refused to go up and I told Damian it was not safe. Well, he had been standing there for a minute or so when there was a noise. I jumped back. It must have been an instinctive reaction but it saved my life because a large stone crashed past me. If I had realised it was that dangerous I would never have stood so close!

When we got back home and I told Mum about it, she told me off for letting him go up the tower and we had a real row. I mean, I'm not responsible for Damian, am I? He's fifteen!

Apart from that it's great here. Having come here every summer means that most of the people in the village are really friendly. I suppose they must have known me since I was a baby. The only person I don't get on with is the woman in the supermarket. The other day she complained because I went in with no shoes on.

Well, I'd better stop. I should have been out helping my grandfather with his fence. He's been having problems with the neighbouring farmer whose sheep have been getting into the garden and eating his plants.

Get in touch.

Sarah



Perfective Verb Forms

⇒ Grammar Summary 4, page 101.

3 Match the names of the verb forms with the structures in bold in the sentences below.

Present Perfect, Present Perfect Continuous, Past Perfect, Past Perfect Continuous, Future Perfect, perfect infinitive, perfective *-ing* form, passive perfective *-ing* form

- By the time I get back I **will have read** that book.
- I expect you **have been working** hard for your exams!
- I've **finished** most of mine.
- Having come** here every summer means that most of the people in the village are really friendly.
- My brother remembered once **having been taken** round the tower.
- I **had been standing** there for a minute or so when there was a noise.
- I suppose they **must have known** me since I was a baby.
- My brother **had finished** it all!

4 Read the sentences below from the text. Which of these (a-c) do the perfective verb forms refer to?

- something happening before a time in the past
- something happening before the present
- something happening before a time in the future

- I've **been staying** with my family here on the coast.
- My grandfather's **lived** here for years.
- By the time I get back I **will have read** that book.
- He **had been standing** there for a minute or so when there was a noise.

Read two more sentences from the text and decide what all perfective verb forms refer to:

- Having walked** all the way to the top, we were tired and stopped for a breather.
 - I **should have been** out helping my grandfather with his fence.
- something that happened in the past
 - something happening before a certain point in time
 - something that has clear consequences

Find practice exercises in the Language Power, page 95.

Culture Corner

School Counsellors

Counsellors offer help, advice and support to people who find it difficult to help themselves. In the West, particularly in North America, it is common for schools to have their own counsellors. School counsellors help students deal with social, academic, behavioural and personal problems. They work closely with parents, teachers, doctors, social workers and psychologists to make sure students are healthy, happy and doing their best at school and at home. Children of different ages have different problems and needs, so the job of a school counsellor can be very diverse and demanding.

Elementary School

Counsellors in elementary schools spend most of their time observing young students in class. Their job is to identify any children with behavioural problems or special learning needs. Some children have more difficulty learning than others. Sometimes, because of problems at home, children have difficulty interacting with their classmates or teachers. It is the job of the school counsellor to identify and help these students start their academic careers in the best possible way. Elementary school counsellors work closely with parents and teachers to make sure students receive the help and attention they require.

Junior High School

Junior High School can be a difficult time for many students because they are at a difficult age. Their bodies are changing and they are becoming much more aware of themselves. School counsellors at Junior High spend a lot of their time counselling students individually about their personal problems. These might include bullying at school, problems at home, and health problems or concerns. Many Junior High School counsellors are also teachers.

High School

High School counsellors also have a very specific role. While they still help students with personal and behavioural problems, they spend more of their time helping them with academic issues. A High School counsellor is responsible for helping students graduate from High School and also assisting with college applications. Often, a counsellor will help students decide on which courses to take at college and which colleges to apply to. They also write letters of recommendation on behalf of students.

College

College counsellors often have to handle more complex problems. College students are of many different ages and come from a wide range of social, cultural and economic backgrounds. A college counsellor's job is to help students adjust to college life. For many students, college is their first experience living away from home. Many students find college level classes very difficult too. As well as helping students with personal problems, a college counsellor also helps students to plan their professional careers after college.

Read the statements 1-4. Match them to the correct job descriptions a-d.

- 1 "I help students adjust to life away from home. I also help them with academic problems and to plan their professional careers."
- 2 "I spend most of my time helping students with their personal problems. I also teach history."
- 3 "I observe students in class to see if there are any that have learning difficulties, or problems with social skills."
- 4 "I often help students with their personal problems but I spend more time helping students with their academic problems. I often help them with applications for further education."

- a) Elementary School counsellor b) Junior High School counsellor
c) High School counsellor d) College counsellor

Notes

counsellor /'kaʊnsələ/ *n.* 顾问
diverse /daɪ'vɜ:s/ *adj.* 不同的, 变化多的
demanding /dɪ'mɑ:ndɪŋ/ *adj.* 很费心的
counsel /'kaʊnsəl/ *vt.* (正式) 建议, 劝告
bully /'bʊli/ *vt.* 欺侮
recommendation /'rekəmen'deɪʃən/ *n.* 推荐信
letters of recommendation 推荐信
adjust /ə'dʒʌst/ (to) *vi.* 适应
professional careers 专业性的职业

Bulletin Board

Have you had any conflicts with your parents? Lin Sen is having a problem now. He's asking for advice. Read his letter, then give him your suggestions.

A Call for Help



I am a final-year High School student with very good grades. I have to start thinking about my future. Because I am interested in culture and history, I would like to study Anthropology at university. However, my parents want me to do Computer Science as they think it will get me a better job. They tell me that I will make more money with a Computer Science degree. My parents have high expectations of me and I don't want to disappoint them. What should I do? Should I follow my parent's advice or my own interests?

I don't think you should throw away your future just because you have other interests. Everybody has interests, but the most important thing you need to consider about your future is how you're going to support yourself. Having a well-paid job does not mean giving up your interests. You can make more money with a Computer Science degree and keep your interests as a hobby at the same time. Think about earning enough money to travel to other cities and countries to experience their culture and history. Wouldn't that be nice? What is more, don't forget, your parents want what's best for you and I think you should listen to them.

I think you should follow your own interests. If you don't like Computer Science, you will never be good at it. A major means not only the subject you are going to study at university, but also the field you are going to work in for a long time. Can you tolerate the persistent torture of doing something you don't like? You should talk it over with your parents and tell them your concerns. I am sure they will understand.



Unit Diary

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

<input type="checkbox"/> Lesson 1 Living in a Community	<input type="checkbox"/> Lesson 3 War Memories
<input type="checkbox"/> Lesson 2 Conflict Resolution	

2. In this unit, I learned _____.

<input type="checkbox"/> to talk about my community	<input type="checkbox"/> about conflict and resolution
<input type="checkbox"/> about standing up for myself	<input type="checkbox"/> about war memories
<input type="checkbox"/> to talk about my conflicts and resolutions	<input type="checkbox"/> to write a formal letter of complaint

3. After learning this unit, I realise that to establish a good relationship with others is important.

 Y N

4. I think I need to stand up for myself (more less), because _____.

5. I (never seldom often) talk about my problems/conflicts with my parents or teachers and ask them for advice/suggestion, because _____.

6. I can write the following statements about the war memories:
 - _____
 - _____
 - _____

7. My favourite activity in this unit is _____.

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

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

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

<input type="checkbox"/> finding opportunities to talk with native speakers	<input type="checkbox"/> practising oral English with friends
<input type="checkbox"/> joining English learning societies/clubs	<input type="checkbox"/> watching English DVDs
<input type="checkbox"/> participating in English competitions	<input type="checkbox"/> chatting in English online
<input type="checkbox"/> doing a lot of exercises in reference books	<input type="checkbox"/> taking tests/exams
<input type="checkbox"/> reciting vocabulary and grammar rules	<input type="checkbox"/> reading and reciting texts

My plan for the next unit:

I need to _____



24 Society

In this unit you will...

- Discuss social issues, talk about society in the past and make suggestions.
- Listen to a radio news report, a story, dialogues and a song. Use listening strategies for dealing with cultural references.
- Read magazine articles and letters to a newspaper. Use reading strategies for summarising.
- Write a discursive essay.
- Learn about complex sentences used for persuasion.

Warm-up

1 What do you think are the biggest problems in Western countries? Put them in order of importance.

KEY WORDS: SOCIAL PROBLEMS

begging, discrimination, violence, drugs, homelessness, inequality, poverty, racism, unemployment, abortion

Tell the class your opinions.

2 Listen to a radio news report about changes in British society. Match the topics with the graphs below.

- a) percent of households with cars
- b) percent of households with computers
- c) percent of women who work
- d) percent of 16–18 year olds in full-time education

3 Listen again and complete the table.

	1981	2001
average income of British family per week	£326	
life expectancy for men and women		
unemployment	1.7 million	
numbers in full-time further education		
number of crimes (England and Wales)		

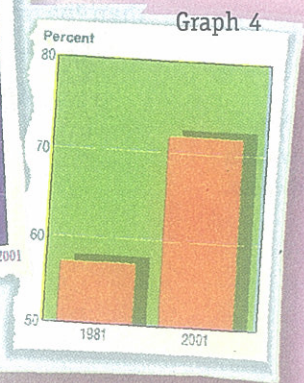
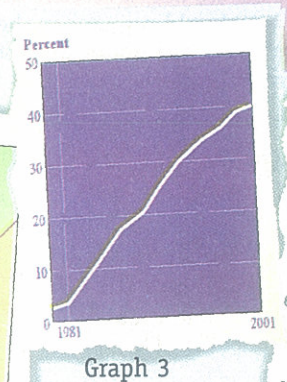
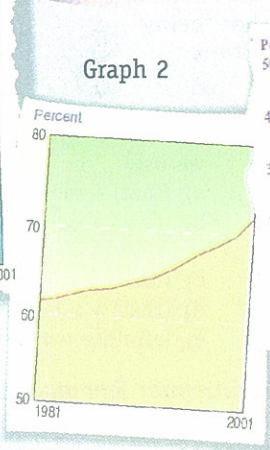
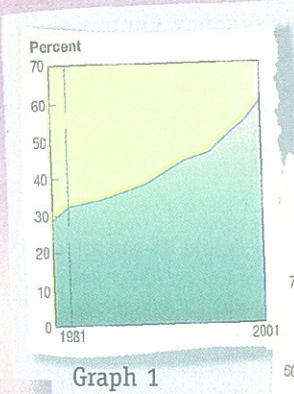
4 Work in pairs. Use the Key Words to say true or false sentences about trends in British society.

Example

- A: The number of crimes has gone down over the last twenty years.
- B: False. It has gone up by ...

KEY WORDS: DESCRIBING TRENDS

- ↗ to rise, to climb, to go up, to rocket, to double/triple, to be on the increase
- ↘ to fall, to go down, to decline, to be on the decrease
- ↕ to go up and down



1 Consumer Society



Spend, Spend, Spend

Reading

Before you start

1 Look at the photos and the title of the article. Which three of these things do you think will not be mentioned in the article?

global trade, stress and lack of time, crime and violence, a shortened working week, work sharing, advertising, free time, drugs

Read to learn

2 Read the article and check your guesses.

3 Which of the writer's views do you agree and disagree with? Give reasons.

Grammar

PERSUASION

1 Written English

4 In the text underline all sentences with the following verbs and expressions.

should, ought to, insist, demand, suggest, it's high time

5 Look at the sentences you underlined in the text. Now form the rules by matching 1-4 with a-e.

Many of us in developed societies are trapped in a spending circle. We work hard so that we can earn more money. When we have more money, we spend more and because we spend more, we have to work even harder. Sometimes we try to deposit a little or change our money into different countries' currencies in the hope that we can make even more money. But strangely enough, the more money we earn, the less often we see it. Instead, we start putting our signatures on credit cards and spending money we don't even have. Besides, we're all taxpayers so the more we earn the more tax we have to pay to those who govern us. Thus, the circle goes round and round and gets more and more complicated.

In this spending circle, on the one hand, we accumulate possessions but never feel like we have enough. On the other hand, we work towards the ownership of bigger and better houses and cars and never have time to enjoy them. Instead, they feel like a burden because every month we have to hand over most of the money we earn to pay for them. And the result of all this? Not increased happiness, but stress and less free time to be ourselves and enjoy being with our friends and families.

Surely we're still better off than those who wear rags and sleep on the streets or in vacant buildings, but there is a growing resistance to this consumer society which is especially affecting the youth of today with their computers, i-pods, designer clothes and mobile phones. Protest groups are insisting that some of our money be given to the third world. Trade unions demand that the government shorten the working week. They are also suggesting that people should share work and thus reduce unemployment. If laws such as these came into being, a huge adjustment would be required and there would certainly be diverse reactions. But many feel it would be worth it.

As a society, it's high time that we took these issues more seriously. We should insist that advertising is more controlled, especially advertising aimed at children. We should also make sure that there are better ways for young people to use their free time apart from spending money. On a personal level, we ought to visit the shops less and worry less about image. Above all, we should remember that "being" and "doing" are much more important than "having".



After:

- 1 should
- 2 ought to
- 3 insist, demand, suggest
- 4 it's high time

we use:

- a) (that) + subject + should do something
- b) (that) + subject + subjunctive (same form as infinitive, e.g. "I suggest he go.")
- c) (that) + subject + present tense
- d) (that) + subject + past tense
- e) infinitive without "to"

2 Spoken English

6  Listen to the dialogue between Grant and Lucy. Answer these questions.

- 1 Which of them buys second-hand clothes?
- 2 Which of them spends a lot of money on clothes?
- 3 Which of them has an evening job?
- 4 Which of them doesn't eat meat?
- 5 Which of them suggests going to a film?

7  Listen to the dialogue again and complete the sentences. What are the verb forms used after the expressions in bold?

- *** **It's about time you** _____ going there.
- * **If I were you, I** _____ buying all those expensive clothes.
- *** **I'd (= I would) rather you** _____ that.
- ** **I think you ought to** _____ that job.
- ** **I think you should** _____ meat yourself.
- **** **You'd (= you had) better** _____ going.

Note: 1-2 stars = weak and polite expressions; 3-4 stars = strong expressions/criticism

➔ **Grammar Summary 5, page 101.**

8 Complete the sentences with the words in the list. You do not need all of them.

should, ought, suggest, rather, would, insist, better, time, had

- 1 If I were you, I _____ cover my bare arms. The sun is strong.
- 2 You'd _____ start saving for your pension.
- 3 His boss _____ that he work longer hours so he resigned.
- 4 I think you _____ to tell your husband you're pregnant.
- 5 You _____ better avoid carrying heavy weights.
- 6 It's _____ you started thinking about your future.
- 7 I'd _____ you didn't bite your fingernails in front of me.
- 8 I _____ that they use hydrogen to power the rocket.
- 9 I think we _____ change the format of the book a little.

9 Use the words in brackets to paraphrase the sentences.

- 1 I suggest that he should change his career plans.
He _____ his career plans. (better)
- 2 Please don't play music late at night.
I'd _____ music late at night. (rather)
- 3 The committee should manage the money more carefully.
We _____ the money more carefully. (insist)
- 4 I think it's a good idea to study finance nowadays.
If _____ finance. (were)
- 5 I think he should start looking for a job.
It's about _____ for a job. (time)
- 6 Her teachers made her wear longer skirts.
Her teachers _____ longer skirts. (demand)
- 7 I'd prefer you to dress more smartly for work.
I _____ more smartly for work. (rather)
- 8 Jim should see a doctor before it gets any worse.
Jim _____ a doctor before it gets any worse. (had)

10 Read the situations. What would the people in brackets say? Use the stronger expressions (three or four stars) from Exercise 7.

- 1 Mark spends all his pocket money on computer games. (Mark's father)
- 2 Peter spends all his free time playing computer games. (Peter's mother)
- 3 Jenny is always borrowing her older sister's clothes without asking. (Jenny's older sister)
- 4 Elaine eats so fast that she often chokes. (Elaine's parents)
- 5 Ian has got an exam next month and he hasn't done any revision yet. (Ian's teacher)
- 6 Jane keeps on complaining about the working conditions in the company. (her colleague)
- 7 Jacky deleted an important work document by mistake. (his friend)
- 8 Lucy keeps shrinking expensive clothes by washing them in a washing machine. (her sister)
- 9 Jan keeps talking about his failure in the exam. (his brother)
- 10 Pete works so hard to support his family that he's fallen ill. (his wife)

Language in Use

11 Work in pairs. Talk about your problems and give each other advice. Use the weaker expressions (one or two stars) from Exercise 7.

Student A:

- you would really like to buy a new mobile phone but you have no money
- your best friend is angry with you because you borrowed her books without asking
- you can never find anything in your room because it is always in a mess

Student B:

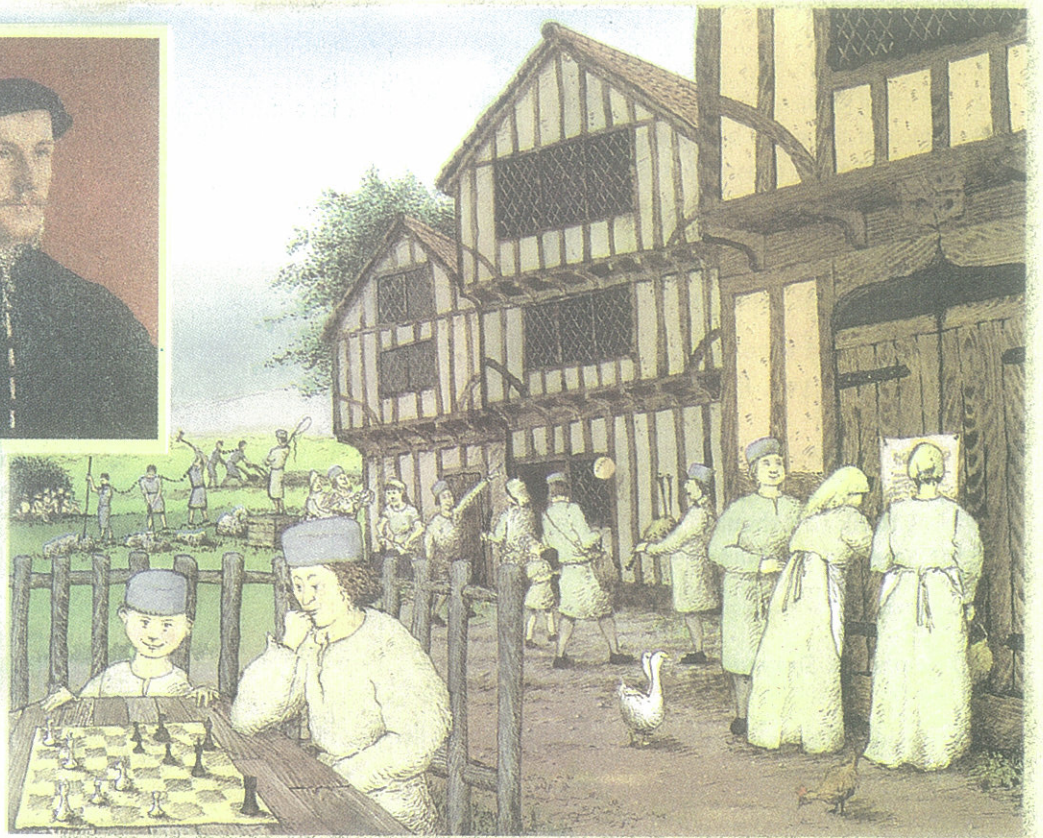
- you don't know what to buy your mum for her birthday
- you are very unfit and always feel tired
- you've lost your friend's favourite CD



2 Utopia



Sir Thomas More (1478–1535) held a powerful position under King Henry VIII of England. He was killed because of his unconditional Catholic beliefs.



Listening

Before you start

1 Look at the picture of the ideal society of Utopia. Guess the answers to some of these questions.

- 1 Are there any differences between rich and poor people?
- 2 What leisure activities are there?
- 3 How fair is the society?
- 4 What punishments are there?

2 Listen to Sir Thomas More's story about Utopia. Check your answers to Exercise 1.

Listen to learn

3 Listen to the story again and answer the questions.

- 1 What is Utopia like? Give some examples.
- 2 How do the people in Utopia usually spend their time?
- 3 How are the Utopian society and families organised?
- 4 Are there any divorces in Utopia? What if some married people have affairs?
- 5 Does Utopia ever trade with other countries? Why/Why not?
- 6 Are there any wars in their country? Why?

4 Listen to the story again. List two things you would like about Utopia and two things you would hate.

Things you like	Things you hate

5 Would you like to live in More's Utopia? Why/Why not?

LISTENING STRATEGIES: Understanding cultural references

- When listening to English you will often hear cultural references (e.g. to people, places, objects, TV programmes, measurements) which you are not familiar with.
- Use the context of the conversation to try to guess what they refer to.

6 Listen to the conversation. Guess what these things refer to.

Example 1 = a street

- | | |
|-------------------|-------------------------|
| 1 Main | 6 mini-London Eye |
| 2 Town Hall | 7 The Ministry of Sound |
| 3 Milford | 8 Hamlet |
| 4 the number 23 | 9 Bath |
| 5 a season ticket | |

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

let's, it's time, I'd charge, why don't they, I think they should, what would be really great is if, I wish they'd, they ought to, it's about time, there could be, what about, it'd be a good idea if, I think it'd be good if they, what we need

Function File

Making Suggestions

Tentative suggestions

- 1 _____ build a roundabout.
- 2 _____ they stopped traffic going into the centre.
- 3 _____ more pedestrian streets.
- 4 _____ doing something about public transport?
- And 7 _____ they were free.
- 9 _____ people more for bringing cars into the centre.
- 11 _____ spent money on things for young people to do.

Stronger suggestions

- 5 _____ we had more buses.
- 6 _____ put buses every fifteen minutes.
- 8 _____ are some big changes in this place.
- 10 _____ make a nice park?
- 12 _____ build a sports centre ...
- 13 _____ they set up a cultural centre.
- 14 _____ get some food!

Pronunciation

8 Listen to eight more suggestions. Which of them sound tentative (T) and which sound stronger (S)? Then listen again and repeat the suggestions.

Example 1 = S

Speaking

9 Work in pairs. Use the rolecards to make suggestions about how to improve a town. Use suggestions from the Function File (! = strong; ? = tentative).

Example

- A: *It's about time they cleaned up the river!*
- B: *That's true. And it'd be a good idea if ...*

Student A

- clean up the river (!)
- make public transport free (?)
- make pedestrian streets (!)
- charge more for parking (?)
- do up the main square (?)
- build a sports centre (!)
- create a venue for concerts (?)

Student B

- make more parks (?)
- increase the number of buses (!)
- build more car parks (!)
- do up the old houses in the centre (?)
- build a new hospital (!)
- set up an Internet café (?)
- start a new library (?)

10 Think about ways of improving your local community. Write notes about these things.

traffic and transport, historic buildings, parks and gardens, pollution and the environment, recreation facilities for young people (sport/socialising/culture), health services, care for the elderly/poor/homeless

11 Work in pairs. Discuss your suggestions with your partner.

Example

- A: *It's about time we started to look after the historic buildings in our city.*
- B: *That's true but I think it'd be better to spend money on ...*

Tell the class about some of your ideas.

Example

Both of us think it'd be a good thing to build a new outdoor swimming pool.

Vocabulary: Phrasal Verbs with up

⇒ *Lexicon, pages 106-113.*

12 Complete the sentences with these verbs in the correct form.

go, turn, set, lighten, make, give, dress, pick, hold, take, clean, do

- 1 Why don't they _____ up the river and _____ up that old house next to the bridge? It's nearly falling down.
- 2 It would be a good idea to _____ up a theatre group. It would _____ things up a bit in this town. I love _____ up and I'd like to _____ up acting.
- 3 I was _____ up for twenty minutes in a traffic jam and _____ up late for class. But the teacher thought I _____ up an excuse.
- 4 The cost of tickets keeps _____ up, so I _____ up taking the bus and started walking to college. Though sometimes my neighbour _____ me up in the morning and takes me there in her car.

QUOTE ... UNQUOTE

"Man is by nature a political animal."
Aristotle

3 A Changing World

SKILLS FOCUS

A Every year thousands of tourists flock to China with the latest edition of China's "Lonely Planet" guidebook in their hands. They come to see the grand sights of the Great Wall and the Forbidden City but often it is the hutongs that leave the strongest impression, as they offer travellers a rare view into China's past. Hutongs – the many little alleys that connect the rectangular courtyards of traditional houses – are a feature of ancient Chinese architecture and are still found in the old quarters of a few Chinese cities. Beijing's hutongs are particularly famous, however, as there are thousands of them. Nowadays, the word "hutong" has come to mean more than just the alleys that connect the courtyards. It also refers to the courtyards themselves and even to the communities that live there.

B The majority of Beijing's hutongs were built between the 13th and 19th centuries during the Yuan, Ming and Qing Dynasties. To help them keep control over the city, the Emperors during these periods arranged different areas of Beijing in neat blocks of houses built around courtyards. They were then able to place guards at the entrances of the various hutongs, which made it easier to keep an eye on people's movements. The Emperor's home, the Forbidden City, was in the centre of Beijing and the homes of the nobles and wealthy citizens were in the hutongs closest to the royal palace. Ordinary citizens lived in the hutongs further away from the palace.

C By connecting people's homes, the hutongs in fact connected people's lives, whether the lives of the rich or the lives of the ordinary citizens. Because the houses were built facing each other around courtyards, the families who lived there were an important part of each other's lives. They supported each other when help was needed and shared the joy and sadness of everyday life, no doubt sharing recipes, borrowing mops, and burning fragrant incense together. The children played in the courtyards and because of the hutongs, courtyards were joined together for miles around creating a network of people working, playing and living together – a real community.

D Towards the end of the Qing Dynasty, the conditions in Beijing's hutongs went down as the political situation cast a dark cloud on China's economy. Many new hutongs were quickly built to house the increasing population but these were poorly made. The turning point came when the People's Republic of China was set up. Conditions improved a great deal and the government undertook the preservation of many of the oldest hutongs.

E Hutongs are still an important part of Beijing life and it is not surprising that tourists love the hutongs. They can walk up Sanmiao Street, which dates back 900 years, wander down Rongxian – the longest hutong at 2 km or squeeze through Qianshi – the narrowest at only 40 cm wide! They can also stop under a stone arch and watch the hutong world go by while enjoying a plate of Beijing's best "Peking Duck" or satisfying their thirst with a cold Tsingtao beer. The hutongs not only link Beijing's streets and communities after all, but also its past and present, showing that Beijing is truly an ancient yet modern city.

Reading

Before you start

1 Look at the photos and the title, and predict where these people live, what their life is like and what the article is about.

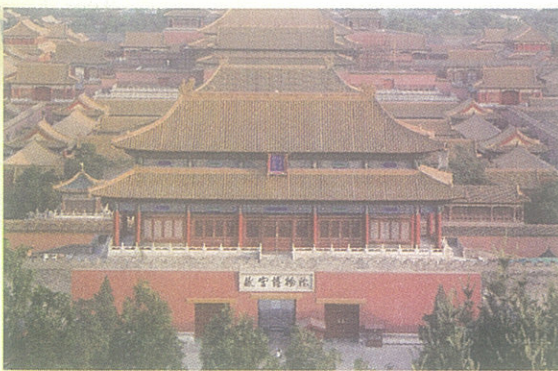
Read to learn

2 Read the article quickly and check your prediction. Then choose the best title for the article from the list below.

- a) Beijing Urban Planning
- b) Chinese Buildings
- c) Beijing's Hutongs
- d) The History of Hutongs

3 Now read each paragraph again. Match the headings to the correct paragraphs.

- a) Bad times for hutongs
- b) When and why hutongs were built
- c) Beijing's hutongs today
- d) What is a hutong?
- e) Connecting lives



4 Are the following sentences true (T) or false (F)?

- 1 Sanmiao Street is the longest hutong in Beijing.
- 2 Wealthy people lived in hutongs close to the Forbidden City.
- 3 The oldest hutong in Beijing is 900 years old.
- 4 Tourists don't like hutongs.

5 Complete these notes on the article.

- 1 Hutongs are _____ that connect the courtyards of traditional Chinese houses.
- 2 The term hutong is nowadays used to describe the alleys, courtyards and the _____ that live there.
- 3 The Emperors organised Beijing in blocks of houses because this made the city easier to _____.
- 4 Most of Beijing's hutongs were built during the _____, _____, and _____ Dynasties.
- 5 Wealthy and important people lived in hutongs built close to the _____.
- 6 Near the end of the Qing Dynasty, conditions in Beijing's hutongs went down because of _____.
- 7 After the People's Republic of China was set up, conditions in Beijing's hutongs _____.
- 8 Hutongs are still an important part of Beijing. They attract many _____ each year.

READING STRATEGIES: Summarising

- Read the text to get the general idea and identify paragraph topics.
- Underline the key sentence in each paragraph (often the beginning but not always). Then find information that backs it up.
- Write notes of the main points and the key information. Use your own words.

6 Work in groups of five. Each student reads one of the paragraphs (A-E) and uses the strategies to summarise the main information.

Speaking

7 Work in your group. Use your notes from Exercise 5 to tell each other about what you read. Try to use your own words.

Example An important time in the history of hutongs was ...

Writing

8 Work in your group. Use the information you have collected to write a summary (100 words) of the text. Remember to include a title and the most important information from each of the paragraphs.

Vocabulary

9 Use the words in the box to complete the sentences.

alley, thirst, arch, squeeze, undertake, turning, cast, fragrant, recipe, mop, guard, grand, ancient, rectangle, edition

- 1 Behind the hospital there is an _____ filled with boxes.
- 2 The newest _____ of my book on hutongs is now on sale.
- 3 I don't want anything to drink. I only have a _____ for knowledge.
- 4 We _____ to finish building this _____ before Christmas.
- 5 When the sun is low, the _____ building _____ its shadow right across the city.
- 6 I want to buy some _____ flowers so that the house will smell nice.
- 7 Tim used the new _____ to clean the floor.
- 8 The _____ of the prison had the keys in a metal container on his desk.
- 9 A _____ has four sides. Two opposite sides are equal and shorter. The other two opposite sides are equal and longer.
- 10 In _____ times the Chinese used to relay messages along the Great Wall by lighting fires.
- 11 In this cake _____ you only need three spoonfuls of sugar.
- 12 Before _____ left you have to _____ through the narrow gap in the wall.

Communication Workshop

Writing: A Discursive Essay

Before you start

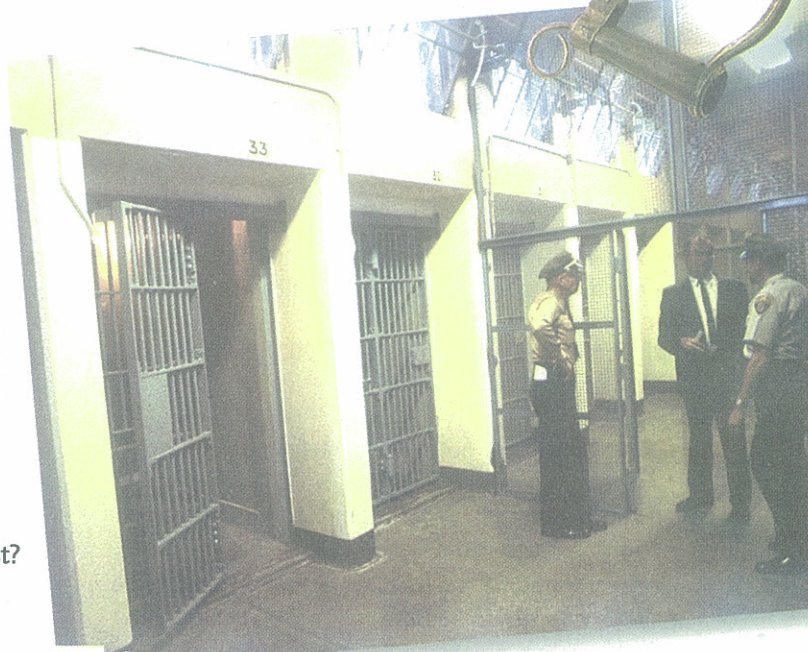
1 Look at the Key Words. Which of the crimes are a problem in China? What punishments would you give for the crimes?

KEY WORDS: CRIME AND PUNISHMENT

Crime: robbery, drug dealing, murder, break in, rape, shoplifting, theft

Punishment: the death penalty, fine, prison sentence, soft/hard sentences, life sentence

2 Read the two letters. Which do you agree with most?



Crime and Punishment

June 14

Polly Filler's article last week was excellent as she condemns the "soft" sentences given to criminals in this country. My brother works as a police officer and he tells me that drug dealers and robbers can be out on the streets only a few weeks or months after committing their crimes, or even get let off with fines. What is even more unbelievable is the fact that some murderers are let out of prison after three or four years. (1) _____ this, many people are losing faith in the British system of justice.

I think we should bring back much harder sentences in this country, (2) _____ criminals are made to pay for what they have done. I totally agree with the American idea of "three strikes and out" – that after committing three crimes criminals are locked up for life. That is the only way of protecting society and preventing young people from leading a life of crime.

(3) _____ money is spent on prisons that they have become like hotels with televisions and gyms. Prisoners should be made to work and not be treated as holiday makers at a holiday camp.

I also believe we should bring the death penalty back to this country as in the States. When a person has killed somebody they don't deserve to live. We also need to think about the wishes of the families and friends of murder victims who demand that justice be done.

RJ Butcher
Kingham, Oxfordshire

June 20

I was horrified to read RJ Butcher's letter in this newspaper last week. He/She sees punishment as an opportunity for revenge. In my opinion, the primary goal of punishment should be to reform the person who has committed the crime. We need to help and reform criminals (4) _____ make them into useful members of the community. We also need to do away with the social problems, like drugs and poverty, that often lead to crime.

I am totally against harder sentences on principle and really feel the death penalty should be abolished. The only time that life sentences should be given is when a person is so dangerous that the community is at risk if he or she is let out of prison. Mr/Ms Butcher's suggestion that we bring back the death penalty is even worse. Let's face it, the death penalty is murder and no better than any other murder (5) _____ it is committed by the state. It is a cruel form of punishment which is against human dignity. Besides, it is highly unfair (6) _____ possible mistakes. In the USA in the last 100 years, 23 men have been wrongly sentenced to death and there are doubts about 400 other cases. The death penalty also affects some sections of the community much more than others. (7) _____, in the USA, the death penalty is not as likely if the victim is black and the murderer white as the other way around.

Paul Mason
York

3 Match the sentences listing arguments from a discursive essay (1–8) with personal opinions in the two letters.

- 1 Many people feel that harder sentences should be brought back.
- 2 The American system of “three strikes and out” has supporters in Britain.
- 3 Moreover, some people say that conditions in prisons are too soft.
- 4 There are arguments for bringing back the death penalty.
- 5 The wishes of victims’ family and friends possibly need to be taken into account.
- 6 There are arguments against harder sentences and the death penalty.
- 7 It is strongly felt by many people that the death penalty is the same as murder.
- 8 Furthermore, the death penalty is seen as cruel and is against human dignity.

4 Read the letters again and complete the gaps with these linking words (reason/result).

consequently, due to, so much, just because, so that, as a result of, in order to

**Write an essay discussing this statement:
The only way to cut crime in our country
is to make punishment more severe.
Follow the stages below.**

Stage 1

Look at the two letters. List the arguments “for” and “against”:

- a) the death penalty and hard sentences
- b) punishment as reform

Add other arguments and reasons backing them up (e.g. from your area).

Stage 2

Use your notes to write a plan of your essay.

⇒ *Writing Help 3 (layout), page 99.*

Stage 3

Use your plan to write the essay.

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

Stage 4

Check your essay.

⇒ *Writing Help 3 (checking).*

Talkback

Work in pairs. Give your essay to your partner to read. Comment on the arguments.

Listening: A Song

“Father and Son” by Cat Stevens

1 What differences are there between your generation and your parents’ generation in your society? Think about these things:

- a) tastes in music/clothes
- b) attitudes to work and money
- c) attitudes to marriage

2  Listen to the song. Who do you think said these things, the father or the son?

- 1 It’s not time to make a change.
- 2 You’re still young, that’s your fault.
- 3 Find a girl, settle down.
- 4 But take your time, think a lot.
- 5 For you will still be here tomorrow, but your dreams may not.
- 6 How can I explain, when I do he turns away again.
- 7 From the moment I could talk I was ordered to listen.
- 8 Now there’s a way and I know that I have to go away.
- 9 Just relax, take it easy.
- 10 There’s so much you have to know.
- 11 If you want you can marry.
- 12 Look at me, I am old but I am happy.
- 13 If they were right, I’d agree, but it’s them you know, not me.
- 14 I know I have to go.

3  Listen again. Answer these questions.

- 1 What do you think the situation is? Why do you think the son wants to go away?
- 2 What is the father’s advice?
- 3 How do you think both of them feel?

Listening: Situational Dialogues

 Listen to the dialogues and choose the best answers.

- 1 Where is the first dialogue taking place?
 - a) at the beach
 - b) by the river
 - c) in a boat
 - d) under the water
- 2 Where are the people in the second dialogue?
 - a) outside a church
 - b) outside a temple
 - c) inside a church
 - d) inside a temple



Speaking: Problem Solving

Before you start

1 Look at the photo. If you had to spend two weeks hiking on a mountain without any of the comforts of home, what would you miss most?

Example *hot water*

2 Which of these would be the biggest survival problems for you?

making a fire, finding food, making a shelter, first aid, finding water, cooking

3 Listen to three people on a survival course. Which of the problems in Exercise 2 are mentioned?



Chatroom

EXAGGERATION AND UNDERSTATEMENT

4 Listen again and match the expressions.

- | | |
|-------------------------------------|-----------------------------------|
| 1 It's freezing. | a) It's knee-deep in mud. |
| 2 My feet are blocks of ice. | b) It's not what you'd call warm. |
| 3 I'm dying for a cup of coffee. | c) Mine are a bit cold. |
| 4 There are a few stones around ... | d) I'm starving! |
| 5 It's huge. | e) It would take a while. |
| 6 It would take ages ... | f) There are millions. |
| 7 It's quite muddy... | g) It's quite big. |
| 8 I'm getting a bit hungry. | h) I wouldn't mind one. |

Which of the expressions involve exaggeration and which involve understatement? Do you use these a lot in Chinese?

REACTING TO SUGGESTIONS

5 Look at the reactions to people's suggestions. Which are negative?

- That's a good idea.
- Surely, it'd be better to explore a bit.
- OK, let's do that.
- It's quite big, but I don't see why we have to build it near here.
- Don't you think it would be better near the stream?
- How come?
- Right. I'll collect the stones ...
- OK. Why don't we both do that?
- Surely, we can do that when it's finished.

Pronunciation

6 Listen to the words said slowly and then said fast. Which of these sounds disappear or are added: /t/ /d/ /r/ /v/?

- 1 start getting 2 Let's start. 3 explore a bit 4 best place 5 for a cup
6 cup of coffee 7 could build 8 need people 9 some of them 10 before it



Make group decisions about how to survive in the wild. Follow the stages below.

Stage 1

Read the Strategies.

SPEAKING STRATEGIES: Preparing for problem solving

- First, read the information. Don't worry if you don't know all the vocabulary.
- Identify the most important problems.
- Write simple notes with suggestions/solutions. Give reasons for them.
- Think of what you would volunteer to do.

Use the Strategies to prepare for the task.

Task – survive for two weeks in a forest in groups of three

Temperature – maximum 25°C – minimum 8°C

Equipment – knife, fish hooks, torch, flint, first aid kit, cooking pan, water bottle, food for one day

Stage 2

Practise making and reacting to suggestions.

Stage 3

Work in groups of three. Discuss your survival plans. Decide what you are going to do and who is going to do different jobs.

Talkback

Tell the class how you plan to survive. Which of the groups in the class do you think has the best chances of surviving?

1 Read the text and answer these questions.

- 1 How would you define an ageing society?
- 2 What are two reasons why societies are ageing?
- 3 What problems can an ageing society experience?
- 4 What do experts suggest we do?

2 In pairs, tell your partner what he/she should do to prepare for the future using the words below.

should, ought to, insist, suggest, it's high time

PERSUASION (REVISION)

⇒ Grammar Summary 6, page 102.

3 In the text underline all sentences with the following verbs and expressions (one of them is not in the text).

should, ought to, insist, suggest, it's high time, demand

4 Now use the words and expressions from Exercise 3 in the correct form to complete the story below.

Yesterday when I (1) _____ that my dad give me a raise in my monthly pocket money, he immediately (2) _____ that I show him my bank account details. I (3) _____ that I wasn't in debt - I just wanted to buy a great jacket and didn't have enough money. My dad said I (4) _____n't always want to buy clothes and (5) _____ think about people who don't have enough money for food. He also said (6) _____ I started learning to save money for university and the future as clothes wouldn't get me a good job or a comfortable retirement one day.

5 Do you think you need to change your present lifestyle to ensure you have a healthy and comfortable old age?

Find practice exercises in the Language Power, page 96.



Are Societies Ageing Too Fast?

An ageing society is one in which the population of people over the age of 60 is increasing. The global population at present is about 6 billion with 1 person in every 10 aged 60 or above. The United Nations projects that by 2050, it will be 1 in every 5. This will mean that for the first time in human history the population of older persons will be larger than the population of children! What are the causes of this population change?

One reason is that dramatic health advances have added 20 years to the average life-expectancy, and another is that birthrates have dropped as people, especially women, are educated. Measures to slow population growth like China's one-child policy, have also contributed to lowered birthrates. The increase in the aged population is not just an interesting trend however; it also has severe implications for the future of global economies.

People traditionally retire at 65 and live on government pensions. As people grow older, a huge financial burden will be placed on the government. Another concern is that as medical expenses increase with age, the demands of the growing aged population will eventually cause medical schemes to face bankruptcy.

Experts insist that steps should be taken now to prepare for the future. They suggest that because people are living longer, they ought to work longer, while governments need to establish a sound social security system. They also suggest that individuals start saving as soon as possible to ensure a financially secure retirement. People should also develop good health habits in their youth to ensure an active and productive old age. Biomedical research is another tool we can use to tackle the problems of ageing societies. By finding cures for diseases like Alzheimer's and cancer, medical bills and the need for care would be drastically reduced.

Finally, an important step to ensure a bright future for all is to do away with negative stereotypes that see valuable members of society only as pensioners or patients. It's high time we stopped seeing ageing as a disease and started playing our parts in securing the future of our ageing societies.



Culture Corner

Golden Ages

Although we often consider the modern world to be a time of opportunities, freedom and advanced technology, there have been some periods in history that represent high points in human achievement. The civilisations that reached these “golden ages” hail from around the world, and made their mark on history through exceptional leaps forward in cultural, scientific and social achievements. Three of these civilisations are examined below, and by studying the discoveries and milestones achieved during these golden ages, we can better understand what we enjoy today.

Ancient Greece

In the 5th century BC, Athens underwent one of the earliest golden ages. Scholars such as Protagoras, Socrates and Plato pioneered the study of philosophy – the search for truth. Hippocrates helped drive forward advancements in Western medicine, while Herodotus contributed greatly to the study of Western history. The playwrights Sophocles, Aeschylus and Euripides transformed drama into a serious art. Sculpture and painting flourished and there was a massive public buildings programme, culminating in the magnificent temple of the Parthenon. Why did this all happen in Athens and not somewhere else? To start with, Athens could afford it. It was the greatest trading centre in the Mediterranean. Many foreigners like Herodotus were drawn to this cultural magnet. Their contribution played an important role in transforming Athens from a conservative, aristocratic society, to a sophisticated urban democracy.

Renaissance Italy

In the 15th century, the Italian city-state of Florence became the centre of an artistic period known as the Renaissance. Outstanding painters and sculptors of the day included Botticelli, Donatello, Michelangelo and Leonardo da Vinci. Like the ancient Greeks, these artists tried to create an ideal form of beauty based on nature. Brunelleschi's cathedral dome is one example of the architectural splendour of

Florence during this period. The Renaissance occurred in Florence because of the city's long tradition of cultural achievement, and its key position as the richest city-state in Italy. Florence's wealth primarily came from a commercial revolution which saw the development of modern banking and accounting. To ensure that there was a good supply of educated labourers to work in the Florentine economy, new schools were built and local people got the chance to learn to read and write.

Elizabethan England

Late 16th and early 17th century England was a time of great literary creativity, but it was in theatre that major advances were made. London's first theatre, the Great Theatre, was built in 1576, and within a few years, dozens of theatres had sprung up in the city. More than 800 plays were written and performed in London between 1570 and 1620. Famous playwrights of the time included Marlowe, Johnson, Webster and Shakespeare. What caused this literary-theatrical revolution to take place? At this time, London was undergoing some dramatic changes. There was an economic boom and thousands of people flocked to the city from the countryside in search of work. These poor people, and the wealthy merchants who traded in London, looked for ways of enjoying themselves and learning new things about the world. This was why the theatres became so popular.

Read the text and answer these questions.

- 1 What common characteristic did the cities of Athens, Florence and London share which led to the transformation of their societies?
- 2 Why did the local people in Florence get the chance to go to school?
- 3 Why were theatres so popular in London?

Notes

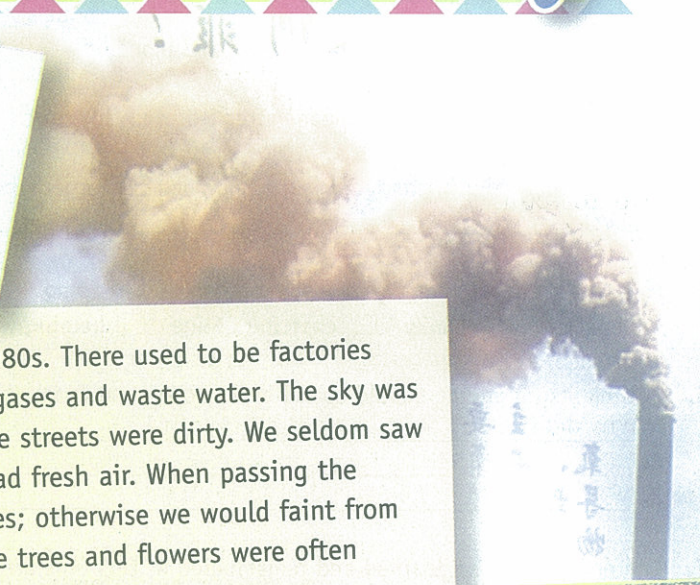
Hippocrates 希波克拉底, 古希腊医师
Herodotus 希罗多德, 古希腊历史学家
Sophocles 索福克勒斯, 古希腊三大悲剧家之一
Aeschylus 埃斯库罗斯, 古希腊三大悲剧家之一
Euripides 欧里庇得斯, 古希腊三大悲剧家之一
Parthenon 帕台农神庙
Botticelli 波提切利, 意大利文艺复兴时期画家
Donatello 多那太罗, 意大利文艺复兴时期雕塑家
Michelangelo 米开朗琪罗
Leonardo da Vinci 列奥纳多·达·芬奇
Brunelleschi 布鲁内莱斯基, 文艺复兴时期建筑师
Marlowe 马洛, 英国戏剧家、诗人
Johnson 约翰逊, 英国作家、评论家、辞书编纂者
Webster 韦伯斯特, 英国剧作家

Bulletin Board

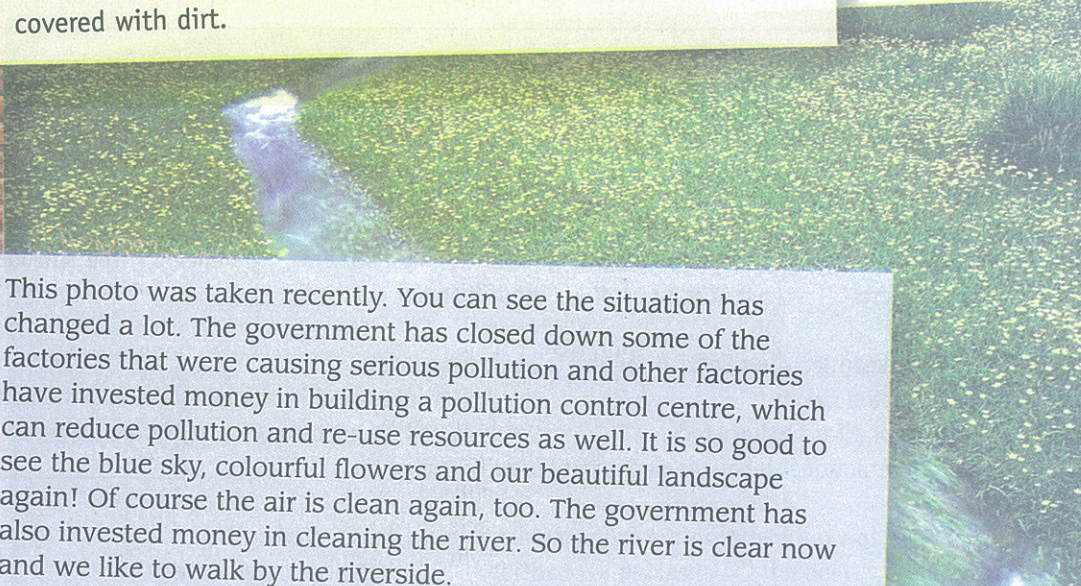
Have you seen any changes in your hometown over the last few years? Here are the changes that have taken place in Fan Zhigang's hometown. Write down the changes that have occurred in your hometown and put it on the board.

Hometown Changes

Hi, my name is Fan Zhigang and I am from a small town. These are two photos of my hometown.



This photo was taken in the 1980s. There used to be factories which produced heavy smoke, gases and waste water. The sky was grey, the river was dark and the streets were dirty. We seldom saw stars at night and we hardly had fresh air. When passing the river, we had to cover our noses; otherwise we would faint from the smell of the dirty river. The trees and flowers were often covered with dirt.



This photo was taken recently. You can see the situation has changed a lot. The government has closed down some of the factories that were causing serious pollution and other factories have invested money in building a pollution control centre, which can reduce pollution and re-use resources as well. It is so good to see the blue sky, colourful flowers and our beautiful landscape again! Of course the air is clean again, too. The government has also invested money in cleaning the river. So the river is clear now and we like to walk by the riverside.



Unit Diary

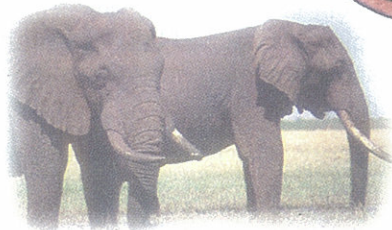
1. My favourite lesson(s) in this unit is/are _____.
 Lesson 1 Consumer Society Lesson 3 A Changing World
 Lesson 2 Utopia
2. In this unit, I learned _____.
 about different societies to talk about changes in our life
 to talk about consumerism to talk about ageing and social problems
 to talk about ways of spending time and money to write an essay
3. I understand what "Utopia" means after learning this unit. Y N
4. I'm the only child in the family and I'm much concerned about ageing problems because _____.
5. Personally, I find great joy in shopping reading watching TV playing with friends
 chatting with family chatting online helping with community work _____
6. I think young people should spend their money and spare time in the following ways:
■ _____
■ _____
■ _____
7. The new words I've learned and remembered in this unit are:

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

9. My success in learning English is due to the teacher classmates' help parents' love and care the textbook intelligence hard work interest tests _____
OR: My failure is mainly caused by the teacher my partner parents the textbook lack of interest lack of hard work poor memory _____
10. I am and will keep learning English for the following reasons:
 I have to pass exams. I'm interested in the language and the culture.
 I'll go abroad for further study. It will be necessary for my future career.
 It's an international language and widely used in the world. _____
11. I think I need to work harder in the following areas in my future study:
 listening reading speaking writing vocabulary grammar
 pronunciation and intonation translation communication strategies
 learning efficiency language awareness cultural information

Project

An Animal Factfile



Work in groups of three to collect information on 2 animals – one that is endangered and one that is extinct. Choose animals that have not been mentioned in this module. These are some of the areas you will probably want to research:

- Facts about each animal including appearance, size, food, breeding habits, etc.
- Natural habitats
- Reasons why the animal is endangered/extinct.
- Measures that are being taken to protect the endangered animals.
- Statistics:
 - How many of the endangered animal are left?
 - How many were there 50 years ago?
 - When did the extinct animal die out?
- What individuals can do to help.

Follow the stages. Do the project.

Stage 1

Meet as a group and look at the areas mentioned above. Discuss which two animals you're going to cover in your project.

Stage 2

Once you have chosen them, decide which group members will research each area for each of the animals.

Stage 3

Find information on the animals in books, magazines, on the Internet, and in encyclopedias. Also look for relevant pictures and photos to illustrate your project.

Stage 4

Gather your research. Decide how you will present your material – with a speech and a visual display, as an extended dialogue, as a play with costumes and music etc., and again, decide which job each group member will have.

Stage 5

Present your project to the class.

Group Assessment

- Are you satisfied with your preparation for the project?

Yes.	No.	Why?
------	-----	------
- Are you satisfied with the method of presentation that your group chose?

Yes.	No.	Why?
------	-----	------
- How will you improve your project work in the future?

- What did you learn from other groups?



Literature Spot 8

No Crime in the Mountains

BACKGROUND

Raymond Chandler (1888-1959) was born in California and educated in England. After returning to the USA, he went into business. Chandler only started writing detective novels in the 1930s, when he was in his forties. His most famous novels are *The Big Sleep* (1939), *Farewell My Lovely* (1940) and *The Long Goodbye* (1954), but he also wrote other novels and short stories including *No Crime in the Mountains*. The work of Chandler and that of Dashiell Hammett helped to give crime fiction the status of "serious" literature for the first time. Above all, Chandler had great powers of observation and he knew his subject well, the society of Southern California from the 1930s to the 1950s. Chandler's work also shows a total mastery of plot and his style is highly distinctive, full of humour and irony. Some of his books, such as *The Big Sleep*, were made into extremely successful Hollywood films.



Listening and Reading

Before you start

- 1 Read about Raymond Chandler. Have you ever read or would you like to read one of his books? Why or why not?

Read and listen to learn

- 2  Listen and read the extracts from the story. Order these events.

- a) Evans spoke to Mrs Lacey on the telephone.
- b) He arrived in Puma Point and went to the hotel.
- c) He drove round the lake and stopped.
- d) He found the body of Mr Lacey under a tree.
- e) He spoke to the girl in the phone office.
- f) He smoked his pipe and watched the boats in the lake.
- g) He had lunch and drove to the mountains.
- h) A letter arrived at Evans' office from Mr Lacey.

- 3 Read the story again and choose the best answer to these questions.


- 1 How did Evans feel when he got the letter?
a) worried b) relieved c) suspicious
- 2 How did he feel by the time he got to the hotel?
a) hot and tired b) hungry c) nervous
- 3 What sort of a hotel was it?
a) luxurious b) basic c) cheap
- 4 How did Mrs Lacey react to Evans?
a) angrily b) suspiciously c) coldly
- 5 What was the girl in the phone office like?
a) suspicious b) friendly c) bored
- 6 How did Evans feel when he was smoking his pipe?
a) worried b) relaxed c) thoughtful
- 7 How did he find the body?
a) by accident b) by being observant c) by looking under the tree
- 8 What did the dead man look like?
a) kind b) quite young c) prosperous

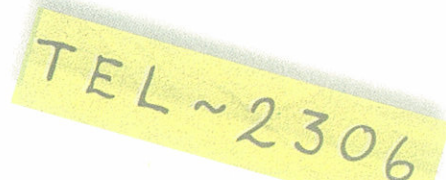
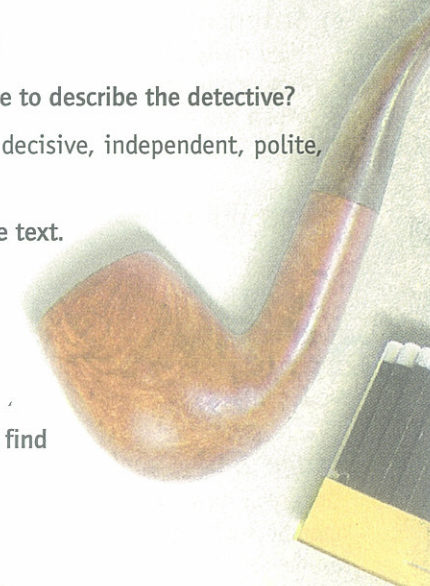
- 4 Which of these adjectives would you use to describe the detective?

anxious, tough, observant, friendly, direct, decisive, independent, polite, ironic, weak

- 5 Find examples of Chandler's style in the text.

- his use of irony
- his use of metaphor and simile
- his detailed description
- his natural dialogues

- 6  Listen to the rest of the story and find out what happens in the end.



The letter came just before noon, special delivery, a dime-store envelope with the return address F.S. Lacey, Puma Point, California. Inside was a check for a hundred dollars, made out to cash and signed Frederick S. Lacy, and a sheet of plain white bond paper typed with a number of strikeouts. It said:

Mr John Evans,
Dear Sir,

I have your name from Len Esterwald. My business is urgent and extremely confidential. I inclose a retainer. Please come to Puma Point, Thursday afternoon or evening, if at all possible, register at the Indian Head Hotel, and call me at 2306.

They hadn't been any business in a week, but this made it a nice day. The bank on which the check was drawn was about six blocks away. I went over and cashed it, ate lunch, and got the car out and started off.

It was hot in the valley, hotter still in San Bernadino, and it was still hot at five thousand feet, fifteen miles up the high-gear road to Puma Lake. I had done forty of the fifty miles of curving twisting highway before it started to cool off, but it didn't really get cool until I reached the dam and started along the south shore of the lake past the piled-up granite boulders and the sprawled camps in the flats beyond. It was early evening when I reached Puma Point and I was as empty as a gutted fish.

The Indian Head Hotel was a brown building on a corner, opposite a dance hall. I registered, carried my suitcase upstairs and dropped it in a bleak, hard-looking room with an oval rug on the floor, a double bed in the corner, and nothing on the bare pine wall but a hardware-store calendar all curled up from the dry mountain summer. I washed my face and hands and went downstairs to eat ...

I gobbled down what they called the regular dinner, drank a brandy to sit on it, and went out ... The phone office was a log cabin, and there was a booth in the corner with a coin-in-the-slot telephone. I shut myself inside and dropped my nickel and dialled 2306. A woman's voice answered.

I said: "Is Mr Fred Lacey there?"

"Who is calling, please?"

"Evans is the name."

"Mr Lacey is not here right now, Mr Evans. Is he expecting you?"

That gave her two questions to my one. I didn't like it.

I said: "Are you Mrs Lacey?"

"Yes. I am Mrs Lacey." I thought her voice sounded taut and over-strung, but some voices are like that all the time.

"It's a business matter." I said. "When will he be back?"

"I don't know exactly. Sometime this evening, I suppose. What did you...?"

"Where is your cabin, Mrs Lacey?"

"It's... it's on Ball Sage Point, about two miles west of the

village. Are you calling from the village? Did you...?"

"I'll call back in an hour, Mrs Lacey," I said, and hung up. I stepped out of the booth. In the other corner of the room a dark girl in slacks was writing in some kind of account book at a little desk. She looked up and smiled and said: "How do you like the mountains?"

I said: "Fine."

"It's very quiet up here," she said. "Very restful."

"Yeah. Do you know anybody named Fred Lacey?"

"Lacey? Oh, yes, they just had a phone put in. They bought the Baldwin cabin. It was vacant for two years, and they just bought it. It's out at the end of Ball Sage Point, a big cabin on high ground, looking out over the lake. It has a marvelous view. Do you know Mr Lacey?"

"No," I said, and went out of there. I walked back to the Indian Head and got into my car ...

I stopped the car on the tip of the point and walked over to a huge tree fallen with its roots twelve feet in the air. I sat down against it on the bone-dry ground and lit a pipe. It was peaceful and quiet and far from everything. On the far side of the lake a couple of speedboats played tag, but on my side there was nothing but silent water, very slowly getting dark in the mountain dusk. I wondered who the hell Fred Lacey was and what he wanted and why he didn't want to stay home or leave a message if his business was so urgent ...

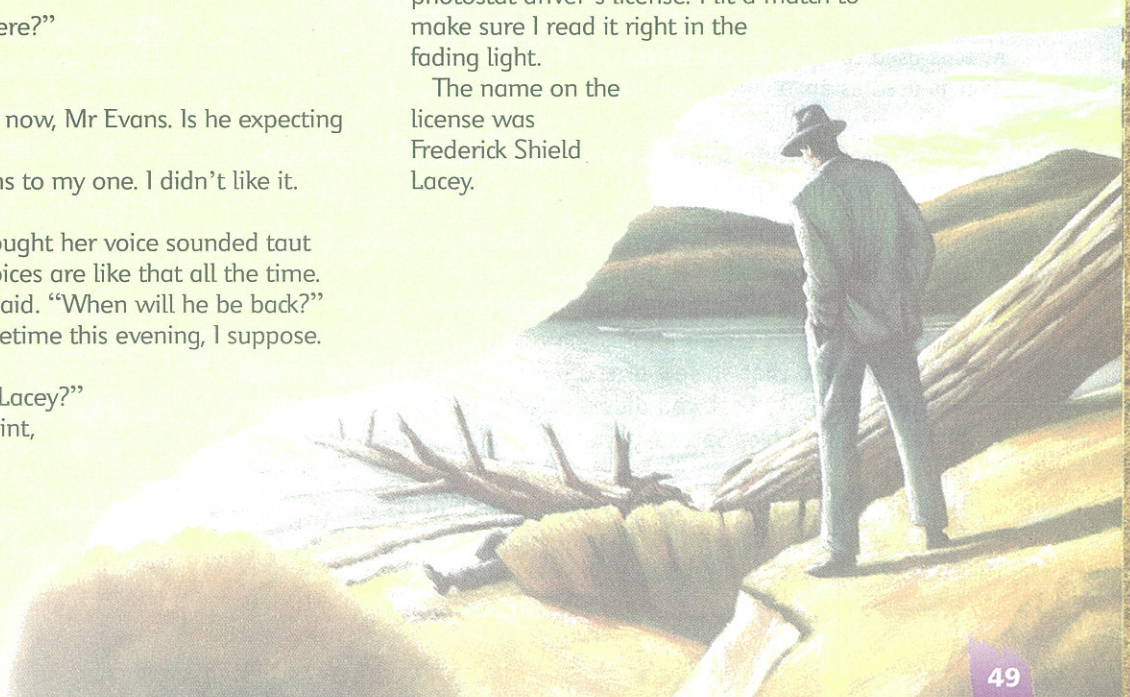
At the end of half an hour I got up and dug a hole in the soft ground with my heel and knocked my pipe out and stamped down the dirt over the ashes. For no reason at all, I walked a few steps toward the lake, and that brought me to the end of the tree. So I saw the foot ...

The man was middle-aged, half bald, had a good coat of tan and a line mustache shaved up from the lip. His lips were thick, and his mouth, a little open as they usually are, showed big strong teeth. He had the kind of face that goes with plenty of food and not too much worry. His eyes were looking at the sky. I couldn't seem to meet them.

The left side of the green sport shirt was sodden with blood in a patch as big as a dinner plate. In the middle of the patch there might have been a scorched hole. I couldn't be sure. The light was getting a little tricky ...

There was twelve dollars in his wallet and some cards, but what interested me was the name on his photostat driver's license. I lit a match to make sure I read it right in the fading light.

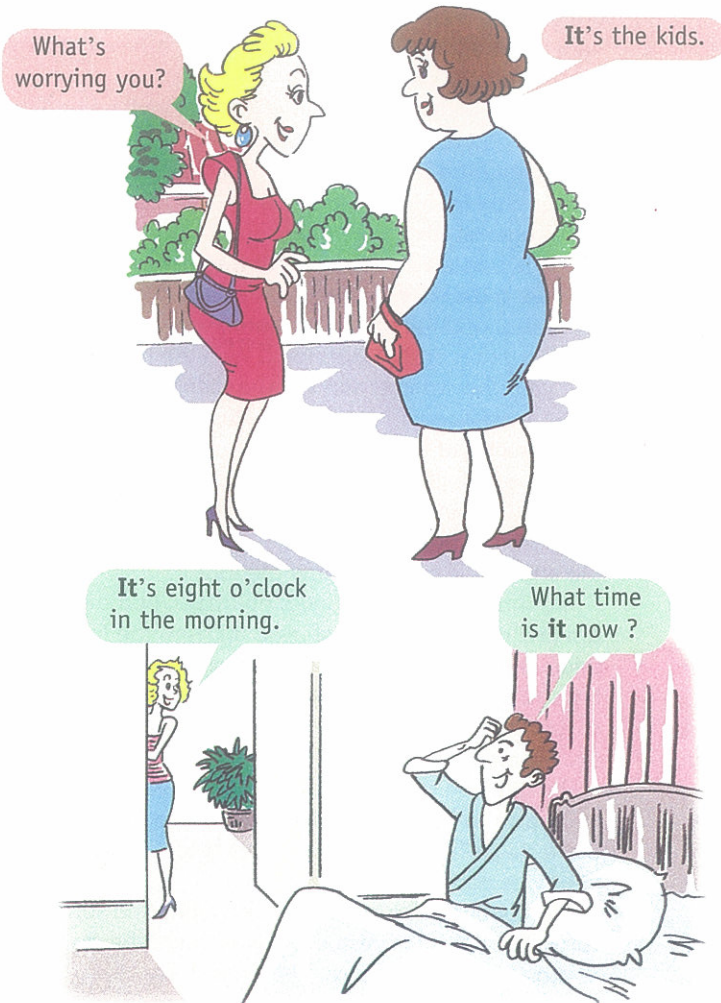
The name on the license was Frederick Shield Lacey.



Language Problem-Solving 8

THE PRONOUN *IT*

1 Study the two dialogues and decide what **it** refers to.



A: *It* is used to refer to time/dates.
 B: *It* is used as an "empty" subject.

2 Read the following sentences and match the functions of the pronoun *it* with its uses (a-j).

- I'm afraid **it's** quite a long way from here to the city centre.
- It's** so quiet and peaceful in the small village.
- It** was damp and foggy in London last autumn.
- I enjoy my life. **It's** very interesting and exciting.
- It's** remarkable that so few of the patients suffered side effects.
- We think **it** a pity that you didn't attend the party last night.
- It** was not until last Saturday that the quarrel finally came to an end.
- It** seems to me that you don't have much choice.
- I hate **it** when people stare at me.
- I would appreciate **it** if you let me get on with my job.

- to avoid repetition of a noun
- to refer to weather/environment
- to refer to conditions/situations
- to refer to distance
- to introduce a subject which comes later in the sentence
- to introduce an object which comes later in the sentence
- for emphasis
- as the subject of verbs which refer to appearance, impressions and probability
- as an "empty" object after certain verbs to describe likes and dislikes
- as an "empty" object after certain verbs to make a polite request

3 Complete the sentences about yourself.

- It's (not) a good idea _____ when you go for an interview.
- I would appreciate it if you _____.
- I don't like it when _____.
- It makes sense _____ so that I can stay healthy.
- I hate it when _____.
- I find it impossible to _____.
- It looks as if _____.
- I consider it my duty to _____.
- We'll leave it to you to _____.
- It was said that _____.

4 Rewrite the sentences to emphasise the words, phrases or clauses in bold.

- He was **not** recognised as a successful writer **until five years after his death**.
- Paul, not Rob** was recognised for saving many lives.
- I decided to go with them, mainly because **I had nothing better to do**.
- After months of negotiation**, an agreement was finally reached.
- On 19 April, 1976**, the earthquake happened.

Language Power





22 Environmental Protection

1 GLOBAL WARMING

1 ★★ Reporting verbs

Complete the sentences with the correct forms of the verbs in the box. You will not need to use all the verbs.

promise, suggest, warn, add, offer, complain, announce, admit, deny, claim, agree, insist, advise, beg, refuse, threaten, regret, accuse, apologise, remind, declare

- Judy *promised* not to tell my parents that I had lost the money.
- Our neighbour to call the police if we carried on fighting.
- The old man that he had a pain in his chest.
- Frances not going to the concert when she heard how good it had been.
- Jack breaking the mirror in the bathroom.
- The police the man of planning a terrorist attack on a government building in Paris.
- The patient to have a blood transfusion for religious reasons.
- My sister organising a surprise party for our parents' wedding anniversary.
- He shouted at me but then quickly for his behaviour.
- Patrick that he and Carol were getting married.

2 ★★★ Patterns of reporting verbs

Put the verbs from the box in Exercise 1 into the table below according to the verb pattern they follow. Some verbs can follow more than one pattern. Use a dictionary if necessary.

VERB + <i>that</i> <i>suggest</i>
VERB + someone + <i>that</i>
VERB + (not) doing something
VERB + (not) to do something
VERB + someone (not) to do something
VERB + (someone) + preposition + (doing) something

Now write a short news report in your notebook using five of these verbs.

3 ★★★ Reporting verbs

Report the dialogues using the reporting verbs given.

Dialogue 1

agree, complain, suggest, insist

Bill: I'm so fed up with washing-up. Why can't we buy a dishwasher?

Claire: OK, but the washing-up will still be your job!

.....
.....
.....

Dialogue 2

advise, wonder, admit, explain

Tina: Why do you always wear black?

Jill: I think it suits me, but it's true, perhaps it's a bit dull.

Tina: If I were you, I'd wear brighter colours.

.....
.....
.....

Dialogue 3

refuse, beg, warn, offer

David: Please, please help me revise for my biology test!

Chris: Sorry, I can't help you today, but I can tomorrow. Just don't expect me to know everything!

.....
.....
.....

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

Climate conference collapses

By Bob Roberts

Ministers at the conference in The Hague today told the world's press that they (1) (fail) to reach an agreement on "greenhouse" effect, which raise the Earth's temperature. Scientists warned that this (2) (mean) more pollution and a greater risk of disasters across the globe. A United Nations representative said the conference (3) (organise) to reach agreements on reducing the effect. It was a follow-up to the 1997 conference in Kyoto, Japan, when governments promised they (4) (reduce) letting out carbon-based gases below 1990 levels by 2012. At the conference in The Hague, Britain declared that it (5) (be) one of the few countries to have reduced its gases, but critics asked if this (6) (be) due to government policy or the decline in the coal industry. The EU reminded the USA (the world's biggest polluter) that it (7) (not meet) its targets. The USA firmly denied it by (8) (make) excuses and

asked why the targets (9) (are) so unrealistic. Some environmentalists at the conference claimed that the world (10) (warm) faster than at any time in the last 10,000 years. However, other experts suggested that it (11) (is) part of natural weather cycles. In 1995 the Intergovernmental Panel on Climate Change (IPCC) announced that there (12) (is) a definite human influence on climate change. Some government ministers reluctantly admitted that they (13) (need) to reduce global greenhouse effect by up to 60% in the long-term. However, many developing countries have refused to sign any pollution agreements; they say it (14) (harm) their economic growth and insist that the developed countries (15) (lead) the way and show it is possible to break the link between economic growth and rising pollution.

5 Vocabulary

Complete the sentences with these words.

consensus, relevant, ray, agriculture, coincidence, condemn, federal, reservation, sacrifice, advocate, recycle, substitute

- 1 We have the same birthday and the same name! What a
- 2 Don't your social life to study. It's important to have some free time.
- 3 You should paper. We need to save the Earth's trees.
- 4 A new teacher for our teacher who is off sick today.
- 5 The rain finally stopped and the sun's broke through the clouds.
- 6 I'm studying at university but I don't want to be a farmer.
- 7 The prisoner was to death for killing six people.
- 8 Only include information that is to the subject of your project.
- 9 We've reached a The students may use dictionaries in their exams.
- 10 The experts that we start saving money now for our old age.
- 11 The US government is blamed for responding too slowly to the disaster.
- 12 I have strong about you going to New York. I don't think it will be safe.

6 Prepositions and adverbs

Complete the phrases in the sentences below with these prepositions or adverbs.

to (x2), in, up (x2), beyond, back, on, down, from

- 1 How are you going to *stop it* happening?
- 2 You're driving too fast and I get car sick. Please *slow*
- 3 You failed the test but now you need to *bounce* Work hard and do well on the next one.
- 4 I can always *rely* my dad to make me feel better.
- 5 *Add* this list of prices to see how much I owe you.
- 6 There's nothing more I can do now. It's *my control*.
- 7 We're going to get to the airport late if you don't *speed*
- 8 Don't *refer* me like that! How can you be so rude?
- 9 Go to the table *turn* and help yourself to some food.
- 10 If you're not careful, one thing will *lead* another and suddenly you'll find yourself in trouble.

2 ENDANGERED SPECIES

1 Giving opinions and agreeing

Complete the dialogue with these words.

think, absolutely, agree, as if, reason, why, mean, totally, should, do

Tina: Don't you (1) *think* we should get rid of nuclear power?

Alex: Yeah, I (2) I mean it's very dangerous, isn't it?

Tina: Another (3) is the nuclear waste. I (4) , it lasts for centuries.

Alex: Right. I (5)

Tina: And I think because of that, we (6) invest more money in alternative energies.

Alex: (7) ! Like solar and wind energy.

Tina: It's not (8) there's not enough sun or wind, is it?

Alex: Sure. And we need to stop burning so many fossil fuels. That's (9) there's the greenhouse effect.

Tina: I (10) agree. I mean BMW have developed a new car powered by hydrogen. But it's not in the interests of the oil companies, is it?

2 Justifying arguments

Complete the justifications with these linking words and expressions.

basically, that's why, because, one reason, to, so that, to do with, main reason

1 I think we should use less energy, *basically* to reduce the greenhouse effect.

2 We live in a consumer society. we use so much energy, isn't it?

3 We should plant a lot more trees. for that is to restore habitats.

4 We need to reduce poverty. A lot of it's discrimination.

5 It's important to conserve water. The is to avoid desertification.

6 We must reduce discrimination. that there's a lot of poverty.

7 I think we should give more aid help underdeveloped countries.

8 We need to send food and medicine the victims can survive the floods.

3 Giving opinions and reasons

Choose five of the issues below and put them in order of importance for you.

- a) pollution
- b) the greenhouse effect
- c) climate change
- d) aid to developing countries
- e) poverty
- f) economic growth
- g) endangered species
- h) globalisation
- i) natural disasters
- j) diseases like AIDS and SARS

Write about your five choices. Give reasons for your opinions, like this:

I think we should stop using such a lot of fossil fuels. That's why there's the greenhouse effect.

1 I think we should
That's why

2 Personally, I think
so that

3 Don't you think
A lot of it's to do with

4 I think we need to
basically to

5 Why don't we
The main reason is to

6 Governments should
because

4 Vocabulary

Complete the passage with the phrases below.

all in all, answer for, apart from, call for an end to, carry off, for good, on one's behalf, or else, wrap up

I think that (1) the day I broke both my legs in a skiing accident, today has been my worst day ever. This morning my car broke down (2) It's been giving me trouble for months, ever since someone (3) the wheels and did something to the engine while I was away on holiday. But this morning was the end. I pulled up to a traffic light and suddenly there was a loud noise. The engine had fallen onto the road. The man in the car behind me started shouting, "You'd better move, (4) " "Or else what?" I asked. Or else he'd beat me up. And that is how I ended up in hospital by 10 am. I was supposed to have given an important presentation (5) illegal hunting this afternoon, but I couldn't give it with a broken jaw, could I? So my secretary had to give it (6) That man who beat me up will have a lot to (7) if another tiger gets shot. And then my sister called. She said she had (8) all our mother's birthday presents and was wondering why we were late. I realised I'd forgotten to fetch my mother from the airport on her birthday. (9), it's been a bad day, I'm sure you'll agree. And now I'm off to the airport in a taxi, 2 hours late.

Remember

1 Rewrite what the government minister said at a meeting, using the verbs in brackets.

- (claim): "Unemployment is going down at a steady rate."
- (insist): "The problem started with the previous government."
- (announce): "We will create 100,000 more jobs by next year."
- (admit): "There were more than 1,000 new cases of AIDS last year."
- (warn): "The number is likely to rise by 20 percent in the next two years."
- (promise): "We will end poverty."
- (deny): "The government has done something about it."
- (remind the public): "We have spent over £500 million on new houses."
- (agree): "Yes, I'll answer questions at the end of the meeting."
- (refuse): "I'm sorry, I won't answer questions about my personal life."

2 Report this conversation between two travellers, using *ask, exclaim, guess, reply* and *say*.

Example

Elsa asked Banu where she was from. She replied that

...

Elsa: So, where do you come from?

Banu: I'm from a small town on the Aegean coast, in Turkey, called Bodrum.

Elsa: Really? What a coincidence! I spent a few days there last summer.

Banu: Did you have a good time?

Elsa: Well, I was having a great time until I was bitten by a scorpion.

Banu: How terrible!

Elsa: And while I was in hospital, my boyfriend met an American girl from Nevada. They're getting married next month.

Banu: Oh, no!

Elsa: But then I met this fantastic Turkish boy called Kemal. Would you like to see a photo of him? He's very handsome.

Banu: I don't believe it! That's my brother. You must be Elsa!

Elsa: Yes! We've got a lot to talk about! Come on, let's go to the dining car.

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and up to six more words.

1 Climate change is now an accepted fact.

known

It the climate is changing.

2 They are optimistic about the patient's chances of recovery.

expected

The patient

3 They say that the burglars got in by using a helicopter.

said

The burglars used a helicopter.

4 There are probably no survivors from the accident.

feared

It from the accident.

5 According to experts, early Man could speak in a limited way.

believed

Early Man able to speak in a limited way.

3 NATURAL DISASTERS

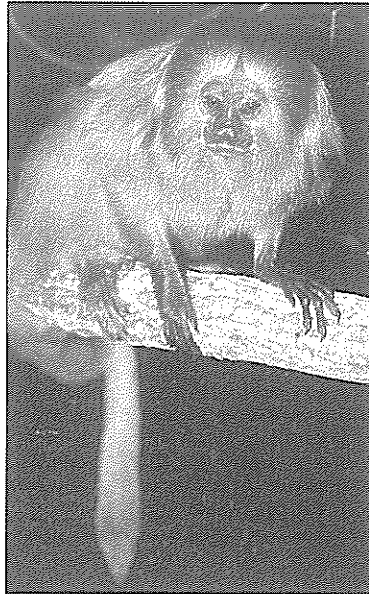
1 Confusing words

Circle the most suitable word.

- 1 Experts expect/hope/consider temperatures to rise by at least three degrees.
- 2 The floods have *effected*/affected/damaged an area of three hundred square kilometres.
- 3 The *effect*/affect/influence of the rise in temperature is still unknown.
- 4 The earthquake *affectively*/totally/effectively wiped out the town and only a few districts were left standing.
- 5 The government is *presently*/currently/actually sending aid to the disaster area and has so far sent 300 tons of food and medicine.
- 6 It was thought that numbers would go down but *presently*/currently/actually they have gone up.
- 7 The Prime Minister will *presently*/currently/actually visit the area affected by the floods.
- 8 The population is growing at the *speed*/rate/number of 10,000 people every hour.
- 9 There are several species in *danger*/threat/risk of extinction, such as the gorilla.

2 Wordbuilding

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



Jim said, "This is going to be a difficult (1) (construct) project." "I know," said Pete. "Building in a (2) (mountain) area like this is going to cause a lot of problems." They had to do it though. They were being paid a lot of money to build an (3) (environment) centre for a group of scientists studying how the (4) (destroy) of the world's forests was affecting global warming. "They want us to finish building before winter and winter's coming soon," added Pete. Jim sighed. "The weather is already really (5) (change). Yesterday it

was sunny and today it's pouring with rain." They couldn't do any work in the rain and the two builders were stuck inside their tent. "My (6) (predict) is that this bad weather is going to last a week," said Jim sadly. "I had hoped this project would only take a few months but now I see it lasting much longer. I hate this (7) (separate) from my family. I miss them."

3 Compound words

Match the two parts to make compound words. Then complete the sentences with these words.

- | | |
|-----------|----------|
| 1 earth | a) fall |
| 2 land | b) wide |
| 3 thunder | c) shore |
| 4 rain | d) quake |
| 5 off | e) slide |
| 6 world | f) storm |

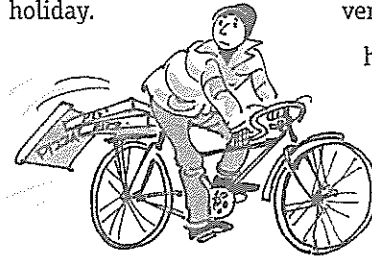
- 1 The ground underneath me moved and the glasses fell on the floor. It was an
- 2 My dog always hides under my bed when there's a He's scared of the noise.
- 3 See that boat floating just? It belongs to the richest man in England.
- 4 There are many sports stars such as David Beckham who are famous
- 5 There is never much in deserts. That's why they're so dry.
- 6 The covered the road at the bottom of the mountain with mud and rocks.

4 Phrasal verbs

Complete the phrasal verbs in *italics* in the text.

⇒ *Lexicon, page 106.*

Last year I saved up to go to Canada on holiday. I tried to (1) *put* about ten pounds a week by (2) *cutting* on the money I spent on bus fares and by cycling everywhere instead. However, I still couldn't save enough and I often (3) *ran out* money by the middle of the week. So, I (4) *brought* the subject with my dad, hoping he would (5) *put* my pocket money. No chance! But he (6) *came up* the idea of getting a job so I started looking around for one. I saw an advert in the paper for delivering pizzas and I (7) *turned* at the pizza place that evening and got the job. Unfortunately, my first delivery was an absolute disaster. I had to deliver three family-sized pizzas to 23 Mill Lane. When I (8) *got* the house everything seemed very dark. I rang the bell several times and I was just about to (9) *go* when someone (10) *turned* the lights and a



very old man (11) *came* of the house. When I showed him the pizzas, he had a fit and started chasing me down his garden. I was just (12) *getting* the fright when I saw the street sign – Mill Road. I had got the wrong address! By the time I got to the right house it was very late. I (13) *made* an excuse about a problem with the oven but the woman was very angry when she saw the cold and broken pizzas. I (14) *put* going back to the pizza place but when I finally (15) *got* there the owner was furious. He (16) *turned* me and told me to leave and never (17) *come* again! When I told my family about what had happened, they completely (18) *cracked* and after a while I saw the funny side of things, too. Now, every time I have a pizza, I think of that evening!

5 Verbs with different meanings: *take*

Match the definitions (a-i) with the phrasal verbs in *italics* in the sentences (1-9).

- a) to remove
- b) to like a person immediately
- c) to begin doing an activity
- d) to deceive or trick
- e) to employ people
- f) to invite someone out
- g) to agree to do something
- h) to understand
- i) to be angry with someone when it is not their fault

- 1 I didn't *take in* much of the lecture because I was worried about my dentist's appointment and I had toothache.
- 2 The bank manager was completely *taken in* by two men who cashed a false cheque at the bank.
- 3 I've *taken on* too much work and I don't think I'll be able to finish it all.
- 4 That new software company has just *taken on* thirty new employees.
- 5 The dentist had to *take out* two of my teeth because they were in such bad condition.
- 6 I was *taken out* for dinner by my girlfriend last week.
- 7 When she's angry, she always *takes it out on* me and gives me a hard time.
- 8 I *took to* her from the start. She came across as a really open, honest person.
- 9 In the weeks before the exam I *took to* getting up early and doing revision before breakfast.

FOCUS ON READING

The link between food chains and extinction

Today, many species of animals and plants are endangered. This means they are in danger of becoming extinct and living on only in the pages of history books. The famous dodo is a classic example of a creature that became extinct. A flightless bird that lived on the island of Mauritius, it was discovered by sailors in 1598 but was hunted to extinction by 1681.

Hunting has caused the Bengal tiger and the African elephant to be endangered today but habitat destruction can also lead to extinction. This is equally true for plants. Animals and plants disappear for other reasons too, but the main cause is often a disruption in the natural food chain, whether due to hunting, habitat destruction, or even the introduction of alien species.

The natural food chain is the cycle that governs the existence of all life on this planet. It is a carefully balanced cycle and any imbalance that occurs can cause knock-on effects that have serious consequences. At the beginning of the natural food chain are plants which turn sunlight into energy and draw nutrients from the earth. Plants are called producers.

After the producers come the consumers. There are three tiers of consumers. First are creatures such as plant-eating animals, fish and insects which feed off the producers. These animals that only eat plants are called herbivores. The second tier of consumers are carnivores — animals that live off other animals. The third tier of consumers eats both other animals and plants. These consumers, including most humans, are called omnivores.

After animals and plants die, they become food for other smaller creatures, such as bacteria and some plants, such as fungi. As they feed, these creatures turn the dead bodies back into gases and minerals which are again food for the producers at the beginning of the food chain. And so the cycle continues.

All of nature is connected and governed by hundreds of these delicate food chains and if a single plant in a chain cannot survive, then the insects that live off the plant start to die and the animals that eat the insects also start to die.

When a food chain is disrupted, the consequences can be extremely serious. One estimate suggests that for each plant species that is lost, up to 30 animals and insects may also die out. One wonders how many species were affected by the extinction of the dodo?

Humans can have disastrous effects on food chains. We've already mentioned hunting but now let's look at travel. When people first started to explore the world they took plant and animal species from their home countries and introduced them wherever they went. They didn't realise that by introducing alien species they were disrupting the natural food chains of the areas they discovered. Although there are strict rules in place today controlling the import and export of alien species, some places are still fighting the effects of aliens introduced hundreds of years ago.

For example, Gough Island in the South Atlantic Ocean is a breeding ground for albatrosses that have been nesting there for centuries. But in the 19th century, mice from passing ships were brought to the island. Being a species alien to the island, they had no natural predators and have now grown to such a size that they are attacking and killing albatross chicks. If they are allowed to continue, they will wipe out the albatross population.

With import laws and people's rising awareness of how humans affect the natural environment hopefully we can learn to fit better into the natural food chains that govern our world. Otherwise we need to accept that the loss of any more plants and animals could eventually mean our own extinction.

1 Multiple choices

Circle the correct answers to the questions below.

- 1 The is an example of an extinct animal.
 - a) albatross
 - b) African elephant
 - c) dodo
 - d) Bengal tiger
- 2 What is a reason why animals and plants become extinct?
 - a) They are hunted to extinction.
 - b) Their habitats are destroyed.
 - c) They are imported and exported.
 - d) They stop breeding.
- 3 A disruption in a food chain can cause
 - a) serious knock-on effects leading to the extinction of one or more species
 - b) mice to grow too large and attack albatross chicks
 - c) people to import alien species
 - d) bacteria and fungi to grow larger
- 4 What are the three tiers of consumers?
 - a) plants, herbivores and carnivores
 - b) plants, carnivores and bacteria
 - c) herbivores, carnivores and bacteria
 - d) herbivores, carnivores and omnivores
- 5 A food chain is a continuous cycle because
 - a) it is a process that works in a circle. Plants feed animals, which feed other animals, which die, and once again, feed plants
 - b) it has always been like that
 - c) there are many little food chains which make up one big cycle
 - d) it has a start and an end. Once the chain is finished it can't start again
- 6 What happens if one species of plant or animal becomes extinct?
 - a) The whole food chain is destroyed.
 - b) The other species in the food chain continue without noticing a difference.
 - c) The producers suffer but the consumers survive.
 - d) Other species in the same food chain might also become extinct.
- 7 If two plant species die out, how many other species might also become extinct?
 - a) 15
 - b) 30
 - c) 60
 - d) 120

- 8 How did travel negatively affect food chains?
 - a) Airplanes and boats make a lot of noise.
 - b) Plants from some countries don't grow in others.
 - c) Travellers introduced species from their homes to new places where they disrupted existing food chains.
 - d) Travellers aim to destroy the food chains in new places.
- 9 Why doesn't travel have such a negative effect today?
 - a) There are laws that protect food chains.
 - b) People don't travel as much today.
 - c) There are no mice on modern ships.
 - d) Laws control import and export.
- 10 Why did the mice grow larger on Gough Island?
 - a) Albatross chicks are a good source of protein.
 - b) Being aliens they had no natural predators.
 - c) Mice worldwide are growing all the time.
 - d) Everything grows larger on Gough Island.

2 Vocabulary

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

disruption, estimate, predator, tier, nutrients, awareness, consequences, knock-on, occur, disastrous, due to, delicate

- 1 According to this, there will only be 100 pandas left in five years time.
- 2 Tom caused a in class by hitting Jack.
- 3 Lions and tigers are
- 4 If you do that, what will the be?
- 5 Bananas are filled with
- 6 It is good to have an of how much you spend.
- 7 The floods that last week were
- 8 If foxes become extinct, the effect will be too many rabbits.
- 9 This food chain was disrupted the introduction of alien species.
- 10 Omnivores are the third of consumers.

FOCUS ON WRITING



1 Linking

Circle the most suitable linking words and expressions.

We live in an increasingly global world. (1) *According to/As a result of* statistics from the World Trade Organisation, between 1990 and 2000 international trade grew almost twice as fast as the world growth in gross domestic product. (2) *In spite of/In addition to* that, the world has become a much smaller place (3) *as a result of/such as* a revolution in global communications. (4) *Neither/Both* transport and telecommunications have become much cheaper over the last twenty years. (5) *For example/In addition*, international phone calls used to be extremely expensive but the cost has gone down dramatically in many countries.

(6) *However/On the one hand*, there are many benefits to globalisation and the standard of living of many people has gone up. (7) *Besides/What this means* in practical terms is that we are travelling more and consuming more products from global companies (8) *for example/such as* Coca Cola, Sony and Siemens. In terms of jobs, more and more people are working for multinational companies. Nestlé, (9) *as well as/though* being a Swiss company, does over 94 percent of its business outside Switzerland.

(10) *Besides/On the other hand*, there are negative aspects of globalisation highlighted by the anti-globalisation movement. (11) *Although/Because* the standard of living in developed countries has gone up, the gap between rich and poor countries has widened considerably. More and more people are living in poverty, (12) *especially/also* in Africa and parts of Asia. (13) *However/In addition*, big multinationals now have much more power and influence than ever before and are beyond the control of many governments.

(14) *To sum up/In this way*, globalisation is a process which not only brings many benefits but (15) *in addition/also* many disadvantages. (16) *However/As a result*, it is important to realise that we cannot stop globalisation as such. What we can do is to give developing countries a fairer deal (17) *so that/as a result* they can compete in international markets. Developed countries also need to provide much greater long-term aid in areas (18) *like/for example* agriculture, education and health (19) *so as not to/in order to* improve the lives of most of the people on the planet.

2 Synonyms

Complete the second sentences with the words below. Circle the similar word in the first sentence. Use a good dictionary to help you.

methods, birds, country, products, impact, cattle, animals, landscape, poultry

- Modern farming techniques have increased production dramatically. However, these methods often have a very negative effect on the environment and on farm animals.
- The British countryside has changed in the last twenty years. The now has much fewer trees and hedges than thirty years ago and there are considerably fewer people working in the than before.
- Pesticides and herbicides have also had a major effect on wildlife. The of these has been greatest on certain species of birds which are now in danger of extinction.
- A few years ago, many cows lived to the age of about fifteen. Today, with modern factory farming, most die after only six or seven years. The also live in very cramped conditions and are given hormones to make them grow faster.
- Factory-farmed hens have very short lives. Sometimes the legs of the break because their bodies are too heavy for them. Many people now prefer to buy free-range

3 Punctuation: Quotation marks

Read these rules, then punctuate statements 1–5.

- We can use either single ‘...’ or double “...” quotation marks around quoted speech. The quotation marks are placed after commas, full stops, exclamation marks or question marks.
Examples:
“It is too early to comment on that,” said a spokeswoman for the government.
“How are you feeling?” she asked.
- We use different quotation marks for a quotation inside a quotation.
Example:
“He’s very rude,” said Bill. “He never says ‘Thank you’, does he?”
- We do not use quotation marks for reported speech.
Example:
He said that he couldn’t come.

- 1 whatever women do they must do twice as well as men to be thought half as good said the american writer charlotte whitton luckily this is not difficult
- 2 women get more unhappy the more they try to liberate themselves argued the french actress brigitte bardot
- 3 a woman without a man said the american feminist gloria steiner is like a fish without a bicycle
- 4 a woman is like a teabag said nancy reagan the ex first lady of the usa only in hot water do you realise how strong she is
- 5 if a woman has the misfortune of knowing anything said the british writer jane austen she should conceal it as well as she can

4 Guided writing: A report

Put these sentences in the correct order in the report plan on the right. Write the number of each sentence in the correct place (a–i).

- 1 Other communities have copied the Maori scheme and native groups in Canada have established bilingual schools for their children.
- 2 Finally, most countries have banned aboriginal languages in schools and so there are no opportunities for education in minority languages.

- 3 To sum up, even though people are starting to become aware of the problem, the outlook is not bright. Unless much greater action is taken on the part of the world’s governments we could lose an important part of the world’s heritage.
- 4 The aim of this report is to examine the situation of many of the world’s 6,800 languages.
- 5 Most of these languages are spoken by fewer than 2,500 people each.
- 6 Perhaps the most successful schemes have been those established by the Maoris in New Zealand. They have started up centres for children where they can mix with speakers of their native language.
- 7 Firstly, there has been a decline over the last fifty years in aboriginal populations in countries such as the USA, Canada, Brazil and Australia.
- 8 Between 50 and 75 percent of the world’s languages are facing extinction.
- 9 Secondly, the influence of the dominant cultures and languages such as English, Spanish, Chinese, Portuguese and Russian is spreading all the time.

REPORT ON THE WORLD’S LANGUAGES
Introduction a) <input checked="" type="checkbox"/>
Paragraph 1 According to the Worldwatch Institute, the number of languages in the world is declining rapidly. b) <input type="checkbox"/> c) <input type="checkbox"/>
Paragraph 2 The main reasons for the disappearance of languages or threats to them are as follows: d) <input type="checkbox"/> e) <input type="checkbox"/> f) <input type="checkbox"/>
Paragraph 3 Because of the threat to identity that occurs when a language is lost, some aboriginal peoples are trying to preserve their mother tongue. g) <input type="checkbox"/> h) <input type="checkbox"/>
Conclusion i) <input type="checkbox"/>

WORD POWER

1 Disasters

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

typhoon, drought, earthquake, flood, forest fire, hurricane, landslide, tsunami, disease, volcano

- 1 have been burning for three weeks in Indonesia and have destroyed thousands of hectares of virgin forest.
- 2 One of the most infectious is Ebola, which kills its victims extremely quickly.
- 3 The harvest in Afghanistan has failed four years running due to a terrible which has affected most of the country.
- 4 Bangladesh is regularly hit by caused by heavy rain in the monsoon period.
- 5 The small island of Montserrat in the Caribbean was almost wiped out by a which erupted a few years ago.
- 6 Zhejiang Province has been hit by five times this year.
- 7 A district of the capital of El Salvador was wiped out by a due to heavy rain and the cutting of trees.
- 8 A major is expected in California in the next few years and special building regulations have been introduced to minimise loss of human life.
- 9 The came a few hours after the earthquake.
- 10 A is due to hit the coast of Florida this evening and residents are being evacuated from coastal areas.



2 Collocation

Circle the best words in *italics* to complete the sentences.

- 1 After days of negotiation, the two sides finally *reached/made* an agreement which is due to be formally *stamped/signed* tomorrow morning.
- 2 In some countries, the *vast/big* majority of women are still only involved in doing *free/unpaid* work.
- 3 Workers in many developing countries have very little job *safety/security* and hardly any social *benefits/profits*.
- 4 The future of this region is not all *gloomy/dull* and there have been *major/large* advances in the fields of health and education.
- 5 An improvement in *educational/school* qualifications will allow these countries to *close/finish* the gap with those of the developed world.
- 6 Refugees have been leaving the country on a *huge/grand* scale due to the continuing *army/armed* conflict.

3 Expressing opinions

Complete the sentences below with your own opinions about the environment.


- 1 What I don't understand is *why we don't use more solar energy.*
- 2 What's ridiculous is
- 3 What we need to do is to
- 4 What we should do is
- 5 What I think is that
- 6 What's a good idea is to

4 Pronunciation: Shifting word stress

Which of the words in *italics* are nouns and which are verbs? Tick the correct column in the table and underline the main stress on the words.

- 1 It is much easier to *contract* some diseases than others.
- 2 We signed the *contract* after some negotiation.
- 3 Those companies *produce* most of the world's computers.
- 4 Farmers bring fresh *produce* to the market every day.
- 5 Developing countries *import* a lot of manufactured goods.
- 6 Our biggest *import* is probably oil.
- 7 The *subject* of discussion was third world debt.
- 8 Some multinationals *subject* their workers to poor conditions.
- 9 The *contest* for the leadership of the party was very close.
- 10 That MP is not going to *contest* the next election.
- 11 The workers demanded a major *increase* in their salaries.
- 12 The company refused to *increase* their salaries.


Verb	Noun
✓	
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 Check your answers in your dictionary.

5 Extension: Wordbuilding with prefixes

These prefixes come from Latin or Ancient Greek.

anti- Greek (<i>anti</i>) = against	mini- abbreviation from Latin (<i>miniatura</i>) = very small
bi- Latin (<i>bi</i>) = two	mono- Greek (<i>monos</i>) = one/single
inter- Latin (<i>inter</i>) = between/among	post- Latin (<i>post</i>) = after
mal- Latin (<i>male</i>) = badly	pre- Latin (<i>prae</i>) = before
micro- Greek (<i>micros</i>) = small	pro- Latin (<i>pro</i>) = in front of/on behalf of

 Complete the words using the prefixes. Use a good dictionary to help you.

- 1 He tends to be very boring. He's got a *mono*... tonous voice and he doesn't listen to other people – conversation with him is just listening to his *mono*... logue.
- 2 In the war period from 1945 to 1950 she was a graduate student at Cambridge and did her doctoral thesis on the economics of developing countries.
- 3 A minority of the globalisation campaigners are verysocial and have been involved in damaging property during demonstrations.
- 4 She is completely lingual in English and French, but she still doesn't know how to ride a cycle!
- 5 He is going for an view with a big national aid organisation.
- 6 Using new scopes which are much more effective, they have succeeded in producing an even smallerchip.
- 7 He is very American and loves everything about the place. He is especially Hollywood.
- 8 The surgeon was condemned for practice, though he claimed that the accident had happened due to the function of one of the machines in the operating theatre.
- 9 Some of the most important developments in the study of historic life in the area were made in the war period – between 1900 and 1914.
- 10 A woman with a skirt got into the bus and sat down next to me.

CHECK YOUR PROGRESS

Why are rainforests important?

Rainforests play an invaluable role in sustaining life on Earth. Extending from the colder climates of Alaska and Chile to the tropics of South America, Africa and Asia, rainforests are a natural home for many of the Earth's plant and animal species.

Rainforests also provide homes for an estimated 50 million people around the world, most of whom rely on the rainforest to sustain their traditional ways of life.

Although people often don't realise it, rainforests also play an important role in sustaining life outside the rainforest. For example, at least 25 per cent of all modern drugs originally came from rainforests. (1.....) Many of the foods we consume today, from rice and millet to bananas and pineapples, owe their origin to the rainforests, and rainforests provide an ongoing source of genetic material that is crucial to the sustained productivity of many modern crops.

Rainforests also perform many "natural services" for which there is simply no substitute. (2.....) Rainforests serve a vital function by absorbing this rain and then slowly releasing it into rivers and streams. Within rainforests, large amounts of water are constantly circulating in cycles that regulate the balance of regional climates. As long as rainforests remain intact, rivers run clear and flow throughout the year. (3.....) This

results in soil erosion, floods and droughts, often with devastating consequences.

Old-growth forests are cut for "development", agriculture, cattle grazing and plantations, among other reasons. They are targeted by logging companies for wood and by oil companies for drilling. In many countries, rainforests come under pressure from people suffering poverty and desperate for any land not under the control of local elite.

The estimated 50 million indigenous peoples globally who live in the rainforests have traditional ways of life based on an interdependent relationship with their environments. So rainforest destruction poses a direct threat to the survival of indigenous peoples and their unique cultures. (4.....)

Over the last century, more indigenous cultures have disappeared than ever before. Today, entire peoples and their unique cultures continue to disappear.

Every year the public pays more and more attention to governments and corporations that destroy rainforests. All around us there are signs of hope. (5.....) Scientists emphasise the need to protect what remains, politicians are careful not to be branded as anti-environmental and every year, many countries add new protected areas. None of this was true twenty years ago.

1 Completing the gaps

Read the text about rainforests and complete the gaps (1–5) with the sentences (A–F). There is one extra sentence you do not need.

- A Around the world, indigenous peoples are struggling to defend their rights and protect their rainforest homelands, often in the face of massive corporate or government-led industrial projects.
- B Companies like Home Depot have been forced to stop selling old growth wood products because their customers don't want to buy products from endangered forests.
- C Although tropical forests cover less than 2 per cent of the globe, they provide a home for more than 50 per cent of all living things—as many as 5 million species of plants, animals and insects.
- D Over 2,000 tropical plants have been identified by scientists as having anti-cancer properties.
- E For example, rainforests cover less than 7 per cent of the Earth's surface, yet they receive almost half of all the rain that falls on land.
- F When rainforests are destroyed, rivers swell and fill with muddy substance after rainfalls, and then shrink during dry spells.

2 True or false

Read again and decide if the statements are true (T) or false (F).

- 1 In the rainforest areas, there are about 50 million people who have always lived there. T / F
- 2 Water circulation in the rainforests influences the climates of particular regions. T / F
- 3 Many companies are no longer interested in obtaining wood and oil from the rainforests. T / F
- 4 Over the last two decades, the situation of the rainforest local communities has improved. T / F
- 5 Twenty years ago there were more rainforest areas that were protected by governments. T / F

3 Phrasal verbs

Complete the text below with one word (a verb or a particle) in each gap.

For the first months of our marriage we were very happy although we carried (1) living with my parents. My wife didn't believe we could ever move out so I decided to (2) up the challenge and buy a small flat for us. Even though I had some money put (3), we had to take a bank loan. We were also forced to (4) down on other expenses, including a holiday trip (5) up months in advance. My wife came (6) with still another idea - to sell her grandparents' antiques. But fortunately, we didn't have to do that.

4 Definitions

Complete the definitions using one word in each gap.

- 1 An event which causes great harm or death - natural *disaster*.....
- 2 The condition in which there are too many people living in one place -
- 3 A large amount of water covering a place which is usually dry -
- 4 A sudden violent movement of the Earth's surface -
- 5 A very violent tropical storm or wind -
- 6 The state of being extremely poor -

5 Compound words

Match words to form compounds.

- | | |
|--------------|--------------|
| 1 health | a) species |
| 2 global | b) eruptions |
| 3 endangered | c) programme |
| 4 greenhouse | d) warming |
| 5 volcanic | e) effect |

6 Translation

Complete the following sentences according to the Chinese.

- 1 科学家们声称，人类活动的增加已极大地影响了地球的气候，并导致了全球变暖。
Scientists claimed that the earth's climate and the global warming.
- 2 据报道，附近一幢15层高的居民楼昨夜起火，数十人被困在楼上。
It's reported that yesterday in the 15-storey building nearby and there.
- 3 他威胁说他将采取法律行动。
He that he would
- 4 专家们主张每个人都为保护环境发挥自己的作用。
Experts that each person in the protection of the environment.
- 5 就大气中的二氧化碳增加而言，人类负有很大的责任。
..... the increase of carbon dioxide in the atmosphere, humans
- 6 他要求结束对扬子鳄的捕杀，否则我们将面临这种动物绝迹的危险。
He the killing of the Yangtze alligator, we'll face the danger of the disappearance of this kind of animal.
- 7 趁着这些濒危动物还没有永远地消失，我们要代表它们大声疾呼。
We need to before they die out
- 8 总的来说，现在的局势超出了联邦政府的控制。
....., the present situation is of the
- 9 她问公司的重组是否会导致一些工人的下岗。
She asked if the reorganisation of the company would
- 10 他不得不承认他以盗窃为生。
He had to admit by stealing.



23 Conflict

1 LIVING IN A COMMUNITY

1 ★★ Emphasis: Formal

Complete B's responses using the cues given.

1 A: Europe would be much more prosperous if more countries were members of the EU.

B: Never *have I heard such a ridiculous theory..*
(hear such a ridiculous theory)

2 A: The Minister had a heart attack last night.

B: Had
.....
(know/call off today's meeting)

3 A: The government regularly receives offers of help from international aid organisations.

B: Hardly ever
.....
(know how to make use of this)

4 A: This contract will be really profitable for us.

B: Not only
.....
(profitable/open up new opportunities)

5 A: The company never informs the public about how it's financed.

B: Neither
.....
(publicise its plans for the future)

6 A: Did the rescue team manage to find any survivors?

B: No sooner
.....
(approached the building/it collapsed)

2 ★ Emphasis

Rewrite the sentences to emphasise the words and phrases in *italics*.

1 Rob didn't fall in love in Rome, he fell in love in *Venice*.

It was in Venice that Rob fell in love.

2 I had *cheesecake* for dessert, not ice cream.

It

3 I usually get my fruit from *the market*, not the supermarket.

It

4 They didn't give me money but a *free ticket to London* as compensation.

It

5 He didn't go to Australia in September, he went to *the States*.

It

3 ★ All ... and What I ...

Rewrite the sentences using *All ...* or *What I ...*

1 I only had toast and coffee for breakfast.

All

2 I didn't ask for much – just a few pounds.

All

3 He doesn't drink anything except water.

All

4 A: I enjoy holidays in hot countries.

B: What I

5 A: I can't stand people smoking in public places.

B: What I

6 A: I like Irish music, especially the Corrs.

B: What I

4 ★★★ Emphasis: Formal

Make the letter more emphatic by rewriting the sentences in *italics* with the opening words and phrases from the box. Write them in your notebook.

Seldom, neither, it was, What I, all he, Not only, Never

Dear Sir,

I am writing to complain about my recent stay at your guesthouse. *I have never stayed in a more incompetently run place before. It was not only dirty and untidy but there was a horrible smell, too.*

I was disappointed with the quality of the room: it was too small, the bathroom did not have a shower and the air-conditioning did not work.

I have seldom had such terrible food. It was not fresh, and it was not carefully prepared, either. The waiter was wearing a dirty apron and he wasn't interested in anything except the receptionist.

However, *I was most shocked by the bill which I was presented with on my departure.*

I shall expect financial compensation of £300. Otherwise, I intend to turn to your national tourist authorities for assistance.

Yours sincerely,

Michael Grant

5 Vocabulary

Complete the sentences with these words.

expose, adolescence, chorus, departure, lounge, suite, classify, maid, laundry, tailor, fortnight, antique, smog, bungalow

- 1 can be a difficult time especially between the ages of 13 and 16.
- 2 The rock star rented the best in the hotel and had a huge party there after his concert.
- 3 I'm not very good at acting but I sang in the for quite a few school plays.
- 4 My mother makes me do my own because she says I'm old enough to do it myself.
- 5 The made me three shirts and a really nice jacket.
- 6 We're going to be away on holiday in France for a
- 7 In some cities, there is a lot of pollution and This is often caused by factories.
- 8 The rich man has ten to look after and clean his big house!
- 9 My uncle likes to collect furniture. Some of it is worth a lot of money.
- 10 In some cultures, it is not polite to your stomach.
- 11 Our from New York is scheduled for 12 April.
- 12 We're staying right on the beach in a small for the Christmas holidays.
- 13 We had a friendly chat over a couple of drinks at the of the Holiday Inn Hotel.
- 14 Is bamboo as a tree or a grass?

Prepositions

After verbs and nouns

1 In English, verbs and nouns are often followed by prepositions that affect the meaning, or which are important for the meaning.

Examples:

They complained to the police about the noise pollution.

The reason for the argument is the loud bagpipe music.

Translate the examples into Chinese.

2 Read these letters from a magazine and choose the correct preposition for each gap.

about, against, at, for (x2), in (x3), of (x2), on (x2), to (x6), with (x2)

Since the government introduced new laws to fight (1) anti-social behaviour, there has been a rise (2) the number of complaints (3) the police. We asked you to tell us about your NEIGHBOURS FROM HELL!

My neighbour lives in a flat above mine. She has a lot of plants on her balcony and waters them every day - but the water comes into my flat. I have complained (4) her and she has apologised (5) me, but she says it isn't her problem. I don't want to argue (6) her (7) it any more. Can I take her to court about the damage (8) my ceiling? Should she pay (9) it?

Ms E. Hill, Leicester

I believe (10) the saying "live and let live", but our relationship (11) our neighbours has gone from bad to worse. The cause (12) the bad feeling is their dog. They bought it two months ago and it barks all day and all night. When we complain, they just laugh (13) us and say it's only a puppy. Do I have to wait (14) it to grow up? Or is there another solution (15) our problem?

Mr & Mrs Fenton, Bristol

My neighbours belong (16) a dance club and have recently started to take part (17) disco dancing competitions. They practise at home. A typical evening now consists (18) loud Abba music, clapping and feet stamping on the floor. We don't want to insist (19) silence, of course, but is there anything we can do? We've spent a lot of money (20) our house, so don't suggest that we move!

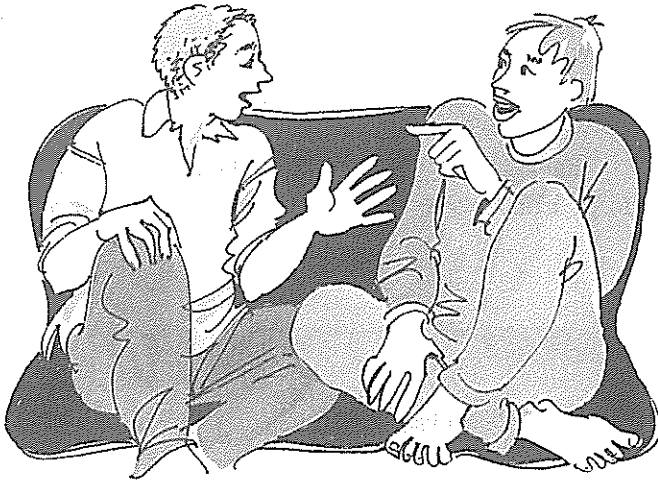
T. Davis, Blackburn

2 CONFLICT RESOLUTION

1 Arguing

Complete the dialogue between two brothers with these expressions.

oh, stop making fun of me	why don't you
don't be ridiculous	I don't see why I should
I'll tell Dad about	I wish you wouldn't
no, I didn't	no, I'm not
why do you always	why should I
yes, I do	yes, you did
you never let	you're always
you're the one who	



Rob: Hey, Pete. I scored two goals in today's match.

Pete: Brilliant. When are Manchester United signing you?

Rob: (1) *Oh, stop making fun of me.*, will you?
(2) telling people about how you always win at chess.

Pete: (3) Anyway, I'm watching this film. (4) interrupt me all the time.

Rob: Well, I wouldn't mind watching the match. I don't want to miss it. (5) turn over and see if it's started?

Pete: No, (6) turn over? I'm watching this film.

Rob: You're just selfish, aren't you?
(7) other people watch anything.

Pete: (8) I let you watch *Big Brother* yesterday.

Rob: Yeah, but you wanted to watch it, too.

Pete: (9) I can't stand that programme! (10) have to twist the truth?

Rob: That's great, coming from you!

(11) always lies. I did the washing up yesterday and you told Mum you'd done it.

Pete: I did not!

Rob: (12) Anyway, come on, turn the TV over.

Pete: (13)

Rob: Because if you don't, (14) what you did yesterday.

Pete: Oh, come on, (15)

Rob: I will.

Pete: OK, watch your stupid match!

2 Criticism

Write criticisms of famous people you know.

Why does Ricky Martin always sing the same sort of songs?

- Why does always
- I wish wouldn't
- is always

3 Sarcasm

Write a sarcastic comment after each statement.

- John has just passed his driving test.
Oh, Michael Schumacher must be really worried!
- Sue is cooking the dinner tonight.
.....
- Roger won the chess competition at school.
.....
- Mark decorated the house himself.
.....
- The council is building a new shopping centre.
.....

4 Phrasal verbs

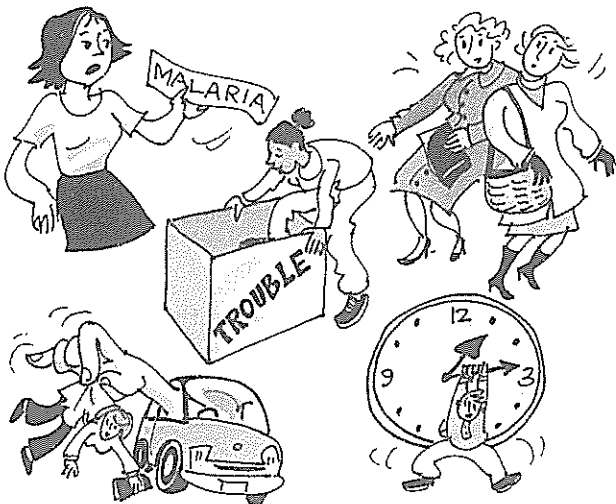
Complete the text with these verbs and expressions in the correct form.

go off, get to, give back, give in, go off with, put forward, put up with, talk over

I'm seventeen and my little brother is eleven. He used to be cute, but I've really (1) *gone off*..... (stopped liking) him recently. He really (2) (annoys) me. He goes into my room when I'm not there and (3) (takes) my things – and he never (4) (returns them). I've tried everything. I've tried starting a row, but he just laughs. I've tried getting revenge by taking his things, but I feel childish. I've (5) (discussed it) with my parents – they say he'll grow out of it. I've even (6) (suggested) a plan where he can borrow things and return them. But the situation hasn't changed. I can't (7) (tolerate) it any longer but I don't want to (8) (say OK). Help!

5 Phrasal verbs

Complete the sentence for each picture with a phrasal verb in the correct form.



- 1 She malaria while she was in the Far East.
- 2 She's always trouble.
- 3 I an old friend yesterday.
- 4 He me at the station.
- 5 Could you a minute, please?

6 Phrasal verbs

Circle the best alternative in each sentence.

- 1 I take *after/from/like* my dad. We're both musical.
- 2 We don't have much money, but we get *about/by/in*.
- 3 He made *like/out/up* he was lost, but he knew where he was.
- 4 I came *across/on/out* this letter when I was tidying up.
- 5 She always turns *in/off/up* late for meetings.
- 6 The doctor has put *by/down/off* my operation until next week.
- 7 I set *away/off/up* for school at half past eight.
- 8 The weather turned *in/out/up* quite nice.
- 9 The doctor recommended I should take *for/up/with* jogging.
- 10 Please don't give *away/out/up* our secret.

7 Prepositions and adverbs

Complete the phrases in the sentences with these prepositions or adverbs.

from, on (x4), for (x2), in, by (x2), out, down, about, to

- 1 If you ever have a problem, you can *call* me.
- 2 I love magazines. I subscribe ten of them!
- 3 It's really rude to *look* people. You're not better than anyone else you know.
- 4 He really does have a *gift* playing the piano.
- 5 Kim has put weight since she stopped doing exercise.
- 6 The soldiers couldn't hold any longer. They hadn't eaten for days.
- 7 Tony *called* sick this morning. He has the flu.
- 8 "Send Michael," said the president. "I need him to write a speech for me."
- 9 Cindy learnt from her mistake and then she never told lies again.
- 10 How did this situation *come*?
- 11 He waited at the side of the road and and a car drove by and stopped.

3 WAR MEMORIES

1 Conflict words

Circle the most suitable alternatives to complete the newspaper extracts.

More Riots in Oldham

There has been more gang (1) *friction/war* in the streets of Oldham. (2) *Arguments/Clashes* between rioting (3) *fights/gangs* of youths and the police culminated late last night in a full-scale (4) *battle/row*. One police officer said, "The (5) *violence/quarrel* is getting out of control."

2 Verb families

Complete the passage with the correct forms of these words.

beg, chat, reply, shout, whisper, greet, remark, swear, mention

A soldier from the World War I tells one of his war memories ...

During the war I had to work on an air base in South Africa. I remember once we had 24 hours off duty, and me and my friends had a night out in the town. We were walking slowly back to the base at about midnight, (1) on the evening and the girls we'd met, when someone (2) South Africa's famous wild animals. We were (3) about stories we'd heard when suddenly my friend, Bob, (4) us to be quiet. "Be quiet yourself!" somebody (5) Then I heard them. "No, everyone be quiet," I (6) And then we all could hear the lions. "Quick, run!" someone (7) We all ran towards our base. Everyone made it back except me — I fell into a trench! I stayed there till morning when I climbed out and walked back to the base. My friends (8) me like a hero. They thought I'd been eaten! I (9) that I'd never go drinking and then walking in the wild at night again.

Gnome War Ends

The Hardcastles and the Sweeneys, two families from Huddersfield, have not spoken to each other for two years, but they finally made peace yesterday. Mr Hardcastle said, "You could say there's been long-standing (6) *friction/violence* between us. But it's over now." Mrs Sweeney added, "It all began with a petty (7) *argument/clash* when I started putting garden gnomes in our front garden. We had a big (8) *battle/row* about them one day, and our husbands even had a (9) *violence/fight* in the garden." The (10) *clash/violence* ended when the Sweeneys agreed to move the gnomes into their back garden.

3 Vocabulary

Complete the sentences with the correct forms of these words.

unconscious, frontier, representative, consume, distribute, bond, ward, scar, bandage, surgeon, salute, acquaintance, handful, tank

- Jess was so hungry that she four sandwiches for lunch!
- The nurse walked through the hospital checking on her patients.
- A man with a horrible on his face also had a wrapped around his head.
- He's not a friend. He's just an
- Add a of herbs to the meat. It's going to be delicious!
- Sue is our school's at the national teachers' meeting.
- We grew up in a little town on the western There was nothing much to do.
- The operated on the man's heart and saved his life.
- Eric fell off his bike and was knocked Luckily he came round quickly and was fine.
- Twins often share a strong
- were introduced in World War I.
- The soldiers the general.
- The food was amongst the poor people.

Remember

① ★ **-ing and -ed participles**

Circle the correct participle.

- 1 The police are examining the evidence *collecting* / *collected* during the investigation.
- 2 Some kids discovered the stolen money *hiding* / *hidden* in a garden shed.
- 3 The police on this motorway are very busy *fining* / *fined* people for speeding.
- 4 I've often met people *collecting* / *collected* shells on the beach.
- 5 The escaped prisoner *hiding* / *hidden* in a forest near Nottingham was seen yesterday in a village shop.
- 6 Drivers *fining* / *fined* for speeding risk losing their licences.

② ★★ **-ing and -ed participles**

Complete the sentences with correct participles.

- 1 Anyone (find) shoplifting will be punished.
- 2 Many roads out of the city become clogged with motorists (head) for the countryside.
- 3 (Travel) around the city in November, I couldn't help noticing how quiet it was.
- 4 Some food shops close, (make) day-to-day life more complicated.
- 5 The people (apply) for the job are waiting anxiously outside the office building.
- 6 This is a house (build) to last forever.
- 7 You can have your photos which were taken on the balloon trip (develop) here.
- 8 Most of the people (include) in the list were the ones who had not handed in all the necessary documents.
- 9 All those (wish) to attend the reception should ensure their reply by 30 March at the latest.
- 10 Thoroughly (refresh) after a dip in the lake, they went back to the hotel for lunch.
- 11 I found him (sit) at a desk, (pile) high with files.
- 12 I'll have you (arrest) if you keep doing like that!
- 13 (tell) that she could fail her final exam, she started studying all hours of the day and night.

- 14 (receive) a large salary rise earlier this year, Sarah is thinking of getting a new car.
- 15 It's (amaze) how often you see drivers using mobile phones.

③ ★★★ **-ing and -ed participles**

Rewrite the part of the sentences in italics using the participles.

Example

As I have no ticket, I won't be able to go to the concert tomorrow.

Not having a ticket, I won't be able to go to the concert tomorrow.

- 1 The company has opened a new factory *and created many new jobs*.
.....
- 2 The man *who lives upstairs* is very noisy.
.....
- 3 She won't be able to answer your queries *because she is not qualified*.
.....
- 4 *When we were leaving the main road*, we noticed an overturned car by the side of it.
.....
- 5 *After he had passed his driving test*, he was able to buy his first car.
.....
- 6 So far nobody has claimed the money *we discovered under the bed*.
.....
- 7 *If you give it more water*, the plant will grow better.
.....
- 8 They found *their house had been broken into* when they came back.
.....
- 9 *When I saw the queues of cars on the road*, I turned round and went another way.
.....
- 10 He stood at the street corner *and wondered what to do next*.
.....

FOCUS ON READING

Star Wars

Star Wars is the most successful series of science fiction movies ever made. Over the last 28 years, the six Star Wars movies and the various television programmes, computer games, books and other products based on the movies have made about \$20 billion. The huge success of these movies is all due to one man, George Lucas.

George Lucas is an American screenwriter, producer and director who grew up in California. He was not a good student and dreamed of becoming a racing car driver. These dreams were crushed when he had a serious car accident which forced him to change his plans. He decided to go to university where he studied film and later, he set up his own film studio. In 1977, he made the movie that changed his life, *Star Wars IV: A New Hope*.

One of the things that makes the Star Wars movies so unique is that they were filmed out of order over almost three decades. The first three movies, made in 1977, 1980, and 1983, are technically the fourth, fifth and sixth parts of the story. The last three movies, made in 1999, 2002, and 2005, are the first three parts of the story.

Lucas had the idea for Star Wars in the early 1970s and wrote the first three parts of the story to help him understand the relationships between the main characters, Luke Skywalker, his father Anakin who later becomes the evil Darth Vader, and the wise Obi-Wan Kenobi. At this stage, his focus was on the second part of the story when Luke Skywalker and the beautiful Princess Leia are fighting to save their galaxy from the evil leader of the Galactic Empire, Darth Vader. Although Lucas faced a lot of difficulties while working on *Star Wars IV: A New Hope* and critics doubted whether the film would be a success, a success it certainly was. Star Wars went from strength to strength finishing with the third movie, *Star Wars VI: Return of the Jedi* in 1983.

Some people believe that Lucas waited almost 20 years before filming the first parts of the Star Wars story because he wanted technology to be good enough to be able to do everything he imagined. Of course, with the amazing effects that computers are able to create, the late 90s was the perfect time for Lucas to start filming again. But Lucas faced another problem. The Directors Guild of America fined him for not having a standard title order in his Star Wars movies. Lucas paid the fine, but quit the Guild. This made it difficult for him to work but Lucas succeeded once again.

The excitement around the release of *Star Wars Episode 1: The Phantom Menace* in 1999 was incredible as in the years since the first movie, Star Wars had developed a huge international fan base. Episode 1 was easily 1999's most successful movie and it brought in millions of dollars worldwide. Even people who weren't big fans came to see the movie simply because they'd seen one of the originals and were curious to see how the story began. The fact that modern stars such as Natalie Portman and Ewan McGregor play the leading roles of Princess Leia and Luke Skywalker, only increased the movie's popularity. But the movie was not without its share of criticism. Many people believed that the special effects that Lucas had waited so long for were not as exciting as promised, and others criticised certain elements that they felt were added purely for business purposes.

Star Wars Episodes 2 and 3 were even more successful than Episode 1 and Lucas made a fortune. Sadly, the series is now complete and Star Wars fans have nothing more to look forward to. But who knows, a man like George Lucas is full of surprises.

1 Multiple choices

Circle the correct answers to the questions below.

- 1 Star Wars is
 - a) a famous movie made in 1977
 - b) a series of 6 famous movies
 - c) the name of several science fiction books
 - d) the story of Darth Vader and George Lucas
- 2 What makes the Star Wars movies unique?
 - a) They all have the same name and the last movie made is the first part of the story.
 - b) They were all made by George Lucas.
 - c) They were filmed out of order over 28 years.
 - d) They have all been incredibly successful.
- 3 In what order were the movies made?
 - a) 1, 2, 3, 4, 5, 6
 - b) 6, 5, 4, 1, 2, 3
 - c) 3, 2, 1, 4, 5, 6
 - d) 4, 5, 6, 1, 2, 3
- 4 Why did Lucas want to understand the relationships between the characters better?
 - a) It would help him to make the story more realistic and believable.
 - b) The characters were based on real people who he wanted to get to know.
 - c) It would help him to get the story right and not make any mistakes.
 - d) The characters were always fighting and he wanted to know why.
- 5 Which of these sentences is false?
 - a) Luke Skywalker's father is Darth Vader.
 - b) Luke and Princess Leia are on the same side.
 - c) Luke is fighting for his father.
 - d) Obi-Wan Kenobi is very knowledgeable.
- 6 Which of these sentences is true?
 - a) *Star Wars VI: Return of the Jedi* was the first movie in the Star Wars series.
 - b) Critics predicted that Star Wars would be successful.
 - c) Lucas waited till technology was good enough to make his movies as he imagined them.
 - d) The late 1980s was the perfect time to start filming again.
- 7 Why did Lucas quit the Directors Guild of America?
 - a) He didn't get on with the other directors.
 - b) They fined him for making movies.
 - c) They fined him for making Star Wars.
 - d) They tried to control how he named his movies.
- 8 Why was there so much excitement around the release of *Star Wars Episode 1*?
 - a) Star Wars had a huge fan base.
 - b) The last movie had been made in 1983.
 - c) Famous movie stars were in it.
 - d) All of the above.
- 9 What is meant by the phrase "not without its share of criticism"?
 - a) The movie was not criticised at all.
 - b) The movie was also criticised.
 - c) All the criticism was shared by the actors.
 - d) Critics had to go without seeing the movie.
- 10 The author feels that Star Wars is over.
 - a) happy and satisfied
 - b) sad but hopeful
 - c) miserable and hopeless
 - d) happy and hopeful

2 Vocabulary

Use these words to complete the following sentences.

series, various, screenwriter, crush, unique, decade, galaxy, evil, doubt, standard, fine, curious, element, fortune

- 1 My favourite TV is *Friends*.
- 2 There is no that you will win the race.
- 3 The paid a for his late script.
- 4 The alien wants to explore the
- 5 The rich man made his over two
- 6 Darth Vader is an character.
- 7 This plant can live without water.
- 8 Don't his hopes. She may still be alive.
- 9 I think that a few in the movie were added purely to shock the audience.
- 10 It is in exams to have a time limit.
- 11 people came to visit me when I was sick in hospital including my teacher.

FOCUS ON WRITING

1 *as* and *like*

Look at the examples in the table. Then match the words and expressions (a-f) with the different uses of *as* and *like* in sentences 1-7.

a) because b) in the same way as c) similar to d) such as e) the same as f) what	<i>like</i>	+ noun	1 I wouldn't want to live in a place <i>like</i> Utopia. <input checked="" type="checkbox"/>
		+ pronoun + <i>-ing</i>	2 There were great painters <i>like</i> Botticelli and Donatello. <input type="checkbox"/>
			3 My friend is a football fanatic, <i>like</i> me. <input type="checkbox"/>
			4 It was so boring – <i>like</i> watching paint dry. <input type="checkbox"/>
	<i>as</i>	+ subject + verb	5 I didn't like his idea of Utopia <i>as</i> it was too organised. <input type="checkbox"/>
		6 Treat other people <i>as</i> you would like to be treated. <input type="checkbox"/>	
		7 We did <i>as</i> you suggested. <input type="checkbox"/>	

2 *as* and *like*

Complete the sentences with *as* or *like*.

- I agree with last week's article it condemned "soft" prison sentences.
- When a person has killed somebody they deserve to suffer exactly their victim has done.
- The government hasn't done it promised.
- Prisons have become hotels with televisions and gyms.
- I think that violent criminals, murderers or rapists, should be given life sentences.
- I don't agree with him, I think that we should see prison a way of reforming people.
- The problems of our society are yours.
- We need to eliminate social problems drugs and poverty.
- Young people have ideas too – they shouldn't treat us idiots.
- They never do we want.

3 Linking

Complete the second sentence so it has a similar meaning to the first. You will need to use the words in brackets and some words of your own.

- Most people in Britain live longer than people did twenty years ago, and they are also better educated. (as well as)
Most people in Britain live longer than twenty years ago better educated.
- Life expectancy has increased because health care and diet have improved. (due to)
Life expectancy has increased health care and diet.
- People are more worried about crime but there is no proof that the streets are more dangerous. (in spite of)
People are more worried about crime no proof that the streets are more dangerous.
- Students need to get a good job because they have to pay back the government for their education. (so that)
Students need to get a good job pay back the government for their education.
- More women work than ever before but they still earn only 80 percent of men's wages for the same jobs. (despite)
..... than ever before, they still earn only 80 percent of men's wages for the same jobs.

4 Editing

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

Buenos Aires, the capital and most populous city in Argentina, is	1 ✓
located on the western bank of the River Plate, a little of inland from	2	..... of
the Atlantic Ocean. The city, it founded in 1580, has become one of	3	.....
the world's greatest cities. In the 1990s, about 11 million of people	4	.....
lived in the large area of greater Buenos Aires. The city's greatest	5	.....
period of an expansion started in the 1860s. European emigrants,	6	.....
especially from Italy and Spain, entered into the city and Argentina's	7	.....
coastal area. The literature flourished in the 19th century. "Martín	8	.....
Fierro", a narrative poem by José Hernández, is considered by many	9	.....
to be the national epic of Argentina. Writers such as like Manuel Puig	10	.....
and Jorge Luis Borges gained any international recognition in the 20th	11	.....
century. In the art world, Argentina is the best known for the painters	12	.....
Pettoruti and Soldi, and the works of sculptor Rogelio Yrurtia are also	13	.....
well known of. Perhaps Argentina's most famous contribution to	14	.....
modern music is the tango, which developed in Buenos Aires	15	.....
and became a favourite ballroom dance throughout as much of the	16	.....
world. Classical music and opera are also too important. The Colón	17	.....
Theatre, was built in 1908, and the Colón Opera company have	18	.....
been achieved an international reputation for excellence. Alberto	19	.....
Williams, founder of the Buenos Aires Conservatory, was the best	20	.....
known most of all Argentine composers, and Alberto Ginastera's	21	.....
music remains popular all over of the world.	22	.....

(Source: Encarta)

5 Paragraphs in essays

Look at this essay title and read the notes. Then put each note into the correct paragraph.

Most people in Britain are better off than they have ever been. Do you agree?

- a) only top 20% of society very rich
- b) average family spends £550/week (2001) vs £326 (1981) – inflation?
- c) bottom 20% of society poorer than ever
- d) Britain – one of the richest countries in the world
- e) increase in begging and homelessness
- f) British people – more material possessions than people in most countries – better off?
- g) 72% households with cars (2001) vs 62% (1981)
- h) in general, most people are better off – but still gap between rich/poor, or has gap widened?
- i) 90% houses – central heating (2001) vs 61% (1981)
- j) 40% households – computers (2001) vs 3% (1981)

- Paragraph 1: Introduction
- Paragraph 2: For
- Paragraph 3: Against
- Paragraph 4: Conclusion

6 Now use the notes in Exercise 5 and the cues below to write the essay in your notebook.

Paragraph 1 Britain is British people have but are they ? This essay will examine this question.

Paragraph 2 Statistics can be used to show that the standard of living in Britain has risen. For example, Moreover, Not only but also

Paragraph 3 However, there is still a lot of inequality. On the one hand , while on the other hand Furthermore,

Paragraph 4 All things considered, , although

WORD POWER

1 Confusing words

Circle the best alternative in each sentence.

- In the battle, over a hundred soldiers were *assassinated/killed/murdered* and hundreds more were *damaged/harmed/wounded*.
- Many wars are unnecessary and could easily be *denied/prevented/prohibited*.
- After *arguing/discussing/disputing* the situation, the leaders decided not to go to war.
- The number of deaths may *expand/raise/rise* by up to 5,000 according to a *forecast/guess* by the government.
- George Dimmack, the *actual/present/real* Minister for Defence, says the government will have to *cost/spend/waste* a further £400 million on arms.

2 Collocation review

Complete the sentences with one of the following verbs in the correct form.

do, get, have, make

- My neighbours are always *having* rows.
- I've tried to in touch with him, but I think he's changed his address.
- We don't expect you to win the race, just your best.
- She's ambitious; she wants to to the top.
- If I were you, I'd a complaint about the rubbish in your street.
- My brother always very well in general knowledge quizzes.
- Carbon fuel emissions must an effect on the temperature of the atmosphere, don't you think?
- Could I a phone call, please?
- It took ages to my homework last night.
- I didn't like my sister's cat at first, but now I've quite attached to it.
- Eating a few sweets won't you any harm.
- I thought he a good point at the meeting.
- Sorry I'm late. I lost!
- I a weird dream about you last night.
- I can't find your watch. I a clue where it can be.

3 Collocation review

Complete the sentences with a word beginning with the letter given.

- She always dresses in the *l*..... styles.
- Empty houses and boarded-up shops are signs of *u*..... decay.
- Sadly, he caught a *f*..... disease and died on the island.
- I try not to buy clothes with *d*..... labels.
- It's stuffy in here; let's go out for some *f*..... air.
- There's a *b*..... view of London from the top of the London Eye.
- The papers are full of articles about *g*..... warming and the *g*..... effect.
- I'm ashamed to live in such a *c*..... society; we waste so much.

4 Idiomatic language

Complete the text with the following words and expressions.

a breath of fresh air, the last straw, a fuss, the four corners, all plain sailing, a complete nightmare, a stepping stone, the truth

I have been to (1) of the globe and so consider myself an experienced traveller. However, my short trip to France was (2) To say my journey there was not (3) would be an understatement. I wanted to go to Paris as (4) to the rest of Europe, but I never got out of the hotel there. For a start, my luggage didn't arrive, but I didn't kick up (5) - I kept calm. Then they put me in a tiny room - they said I had asked for this, but they were twisting (6) I finally found someone who spoke English, which was like (7) , and the manager gave me a larger room. The next day some luggage arrived, but it wasn't mine! (8) was when the manager said somebody else had reserved my new room!

5 Complete the text below with one word (a verb or a particle) in each gap.

RUTH: It all started when my twin sister Ann learned that she was two minutes older than me. She began to (0) *look* down on me and do terrible things I cannot (1) up with any more. Many times she's gone (2) with my best dress without asking for permission. Ann is also very critical and keeps getting (3) me for one thing or another. She doesn't realise that it really (4) to me and I might go (5) her very soon. Or I'll (6) my own back on her by wearing her best clothes.

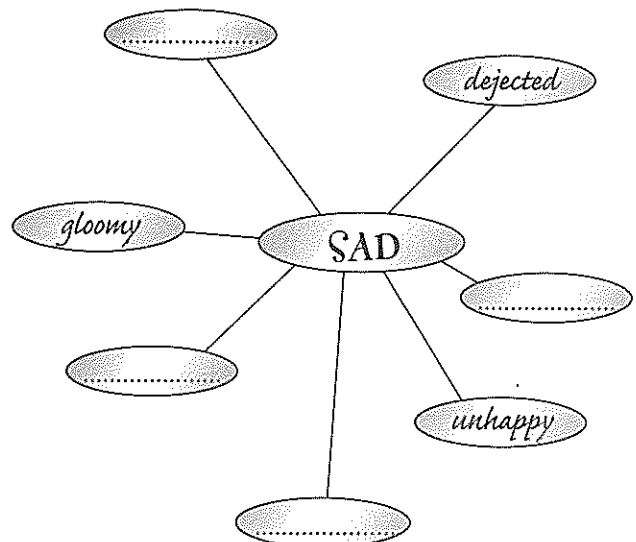
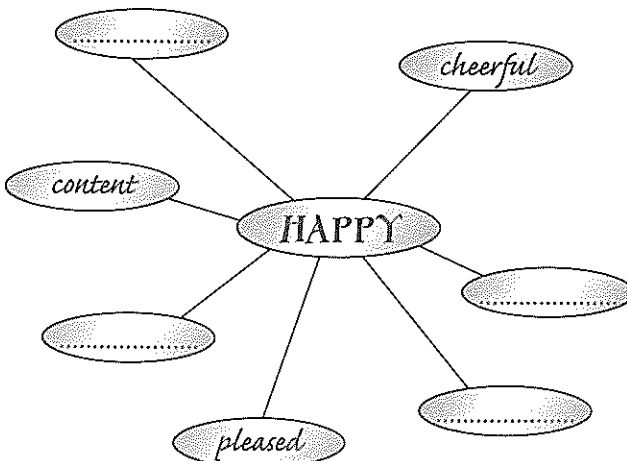
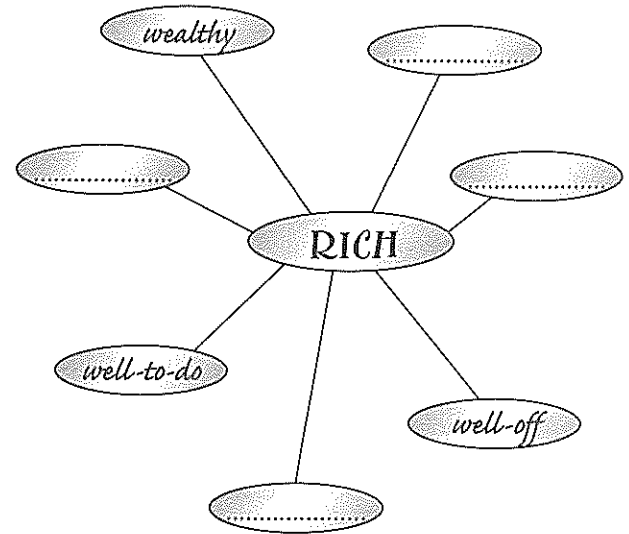
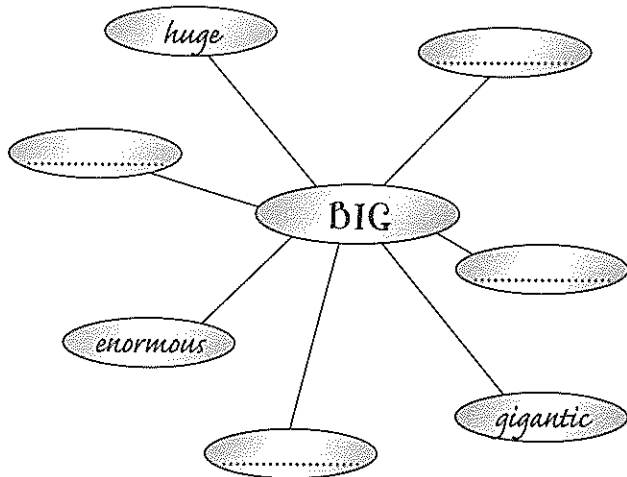
ANN: I have no idea why Ruth kicks (7) a fuss every time I borrow something from her. I always (8) it back when I don't need it any more. Besides, I'm her elder sister.

MUM: I think I need to talk it (9) with the girls. Hopefully they'll be able to (10) forward some kind of solution. They can't go on like that any longer.

6 Extension: Word families

Write these words in the correct diagrams. Use a good dictionary.

affluent, colossal, delighted, depressed, down, elated, glad, glum, immense, loaded, massive, miserable, prosperous, thrilled, vast, well-heeled



CHECK YOUR PROGRESS

Growing up with brothers and sisters

Probably nothing upsets parents more on a daily basis than constant fighting between children. If you can accept the fact that fighting between sisters and brothers is a normal part of growth, you will find it easier to deal with your children's fighting. It takes children years to learn some of the basic lessons in human relationships, and this includes getting along with sisters and brothers.

Some degree of rivalry and conflict among sisters and brothers is to be expected. There is no reason why your first-born child should welcome a new baby without some jealousy. Who would want to give up being the centre of the universe?

There are natural reasons for fighting between sisters and brothers: they are often different sexes; they're almost always different ages, and they have different temperaments. They don't choose each other, yet they have to share the one or two people they want most for themselves. So there will always be some competition, as children look for their parents' attention and try to prove one way or another that they are the "best". Sometimes a child may be jealous because of what a sibling received or was allowed to do. Children's personalities don't always match perfectly. Conflict can also result from the ordinary teasing that children do.

Two problem areas for parents related to sibling rivalry are fairness and fighting. One of the dangers parents face is the notion that they should be "fair". But if they treat all their children alike, they are unfair to all of them, for they are not all alike. What is "fair" for one child may be improper for another. It is not equality that children desire, but to be recognised as individuals.

Most parents feel deep concern about the endless fighting that goes on among brothers and sisters. They love each child, and it hurts to see them fight or hurt each other. A great deal of child-raising energy goes into settling fights and trying to "teach" children to get along.

Difficult as it may be, it is best to do as little as possible. Here's why:

- If the children work it out by themselves, they will probably learn more and suffer less than if you step in.
- If you step in, it usually means blaming one or the other - most often the older one. Blaming can cause a chain reaction: guilty feelings, feelings of being unable to deal with the situation, anger, quarrelling, more fighting, more guilt, and so on.
- If they know you really won't step in, they can usually find a solution themselves.

You can try to reduce fighting between sisters and brothers in a few ways. For example, you may try to spend some time alone with each child doing something that the child really enjoys. Also, praise children for what they are, not just for what they can do, and resist the temptation to motivate your children by comparing them to each other or to other children as this may lead to competitiveness. Above all, let your children know that you love them equally, though each in a different way. Emphasise family unity. If your children say bad things about one another to you, point out that no matter how unpleasant their behaviour may be, the sister or brother is still and will always be "one of us". When we remind our children that they will always belong to us and to each other, we strengthen their sense of safety. This inner security enhances their capacity for brotherly and sisterly love.

1 Multiple choices

Read the article about sibling rivalry and circle the correct answer, a), b) or c).

- 1 What parents find irritating is
 a) their children having different temperaments
 b) their children's fighting
 c) their children's attempts to prove that they are the best
- 2 Parents find it difficult to
 a) be fair to their children
 b) strengthen their children's sense of safety
 c) find solutions to their children's problems
- 3 Children are jealous of
 a) being older or younger than their siblings
 b) being recognised as individuals
 c) things their brothers or sisters were allowed to do
- 4 If parents don't interfere with their children's fights, the children
 a) may learn to work out the problems themselves
 b) may never learn to solve their problems
 c) may blame one another more

2 True or false

Read again and decide if the statements are true (T) or false (F) or if there is no information (NI).

- 1 Learning to get along with sisters and brothers is a normal part of growth. T / F / NI
- 2 One of the reasons for sibling rivalry is age difference. T / F / NI
- 3 The best way of solving problems between children is to treat them exactly the same. T / F / NI
- 4 Many conflicts between siblings can be solved by grandparents. T / F / NI
- 5 Praising children for what they are does not help to reduce sibling rivalry. T / F / NI
- 6 Each child is entitled to certain possessions that should not be shared with anyone. T / F / NI

3 Conditionals and Emphasis

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

- 1 I think you should spend less money on designer clothes.
 If
- 2 I wouldn't have gone there if I had known what it was like.
 Had
- 3 I'm very busy. Why don't you go and get the newspaper this time?

- I'd
- 4 We hardly ever get a chance to watch such a good film.
 Seldom
- 5 I think the government should do something to reduce crime.
 It's
- 6 People dropping litter in the streets make me very angry.
 What
- 7 We just need another five minutes to finish the job.
 All
- 8 I cleaned the bathroom only last week.
 It
- 9 She always arrives late and then she does not even apologise.
 Not only
- 10 It was the toughest decision he had ever had to make in his life.
 Never
- 11 Can't you talk about something else?
 I wish
- 12 He walked into the room and immediately started an argument.
 No sooner

4 Translation

Complete the following sentences according to the Chinese.

- 1 他们从来没有这么详细地与工会讨论过这件事。
 Never the union
- 2 我很少遇见过这样一个有音乐天赋的人。
 Seldom such a person who music.
- 3 如果他们遵守诺言, 这样的事情就不会发生了。
, such matter
- 4 如果他们再坚持两天, 形势就会对他们有利了。
 for another two days, the situation to be favourable for them.
- 5 你认为他们在会上提出的建议怎样?
 What do you think of at the meeting?
- 6 从那时起, 丽萨就再也没有看不起别人了。
 Never has Lisa others
- 7 外科医生拥抱着小女孩, 瞬间她就停止了哭泣。
 The surgeon and she stopped sobbing
- 8 他们发誓, 他们绝不屈服。
 They that they



24 Society

1 CONSUMER SOCIETY

1 ★★ Persuasion: Spoken English

Complete the conversation with the expressions in the box.

I'd rather you ..., I'd rather ..., You'd better ...,
You ought ..., If I were you, I ...

Mum: Kate, (1) *I'd rather you* stopped watching TV and helped me a bit. They'll be here soon.

Kate: (2) wouldn't make so much food. They won't eat even half of it.

(3) to take it easy – relax, have a bath and just enjoy yourself. It's your birthday, after all.

Mum: (4) lay the table. We haven't got time to take it easy!

Kate: Oh Mum, you know I hate doing that.

(5) make the salad.

Mum: OK, but do it now!

2 ★★ Persuasion: Informal

Complete the sentences with the words from the box.

better, ought, should, rather, had, would, insist, time

1 You'd *better* hurry up if you want to catch the train.

2 It's about the council did something about all the stray dogs in town.

3 I rather you paid more attention to spelling.

4 You really be more helpful at home.

5 You better stop reading and get down to work.

6 They to plan their future more carefully.

7 I that you return the money by the end of this week.

8 I'd you didn't call me Piggy.

3 ★★ Persuasion: Formal

Rewrite the sentences more formally, using the words in brackets.

1 I think that Mark should apologise to Helen. (better)

Mark had better apologise to Helen.

2 Don't make spaghetti for dinner again! (rather)

I

3 Let's paint the whole flat white. (suggest)

I

4 Don't you think you should finally decide what you want to study at university? (time)

It

5 You must write in pencil. (insist)

We

6 If I were you, I wouldn't worry so much about your appearance. (ought)

You

7 The university made all the students pay their fees at the beginning of the year. (demand)

The university

8 I'd really like Jamie to help me with the decorations. (would)

I

4 ★★ Persuasion: Formal and informal

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

1 I'd rather you *didn't think* (not think) so much about the past.

2 I suggested (have) a picnic.

3 It's about time you (start) treating life more seriously.

4 The government ought (invest) more money in public transport.

5 You'd better (work) harder if you want a pay rise.

6 The director insists that Jackson (be) fired at once.

7 If I were you, I (not ask) Jennifer out to dinner.

8 I think you should (spend) more time reading and less time watching TV.

5 ★★★ Persuasion: Written English

In your notebook, write a formal letter to your local authority suggesting what should be done to improve your local park. Use the cues below and the verbs and expressions from the box. Provide arguments for each suggestion.

I suggest that the grass is mown more frequently; it often grows too high to walk on.

should, ought to, it's high time, insist, suggest, demand

bicycle routes
 more benches
 safe playgrounds
 public toilets
 better maintenance (removal of rubbish, broken glass, dead leaves, etc.)
 a fence around the pond
 ban dogs

6 Vocabulary

Complete the passage with correct forms of these words.

deposit, currency, signature, accumulate, ownership, burden, adjustment, pension, resign

Sally walked into the house and said with a smile, "I've just taken (1) of our new car!" "Sorry?" said her husband, Tom, who was almost deaf. Sally helped him make an (2) to his hearing aid and then repeated herself. "But Sally," Tom said, "I don't think our (3) will cover the cost of a new car. And if we don't spend wisely, we'll end up being a (4) to our children. I just hope you haven't put your (5) on anything yet." Sally laughed and told Tom her other news. "You've (6) from your job at the library?!" said Tom, completely shocked. Sally laughed again. "Let me explain," she said. "Years ago, when I was working in the bank, I changed some of my money into a few different (7) which I then invested. Over the years, I have (8) a lot of money and every month I have (9) some of it into a special account for us in our old age." Tom looked at his wife with wide eyes. "You are already past 60 and I turned 60 yesterday so I decided we were into our old age and it was time to have some fun." Tom smiled. "You're amazing!" he said.

Prepositions

1 In sentences

In English, a clause or sentence can end with a preposition.

Examples:

It was an exciting period to live in.

Who is that music by?

This is exactly what I'm looking for.

What do you spend your money on?

Translate the examples into Chinese.

2 Complete the letter with the prepositions in the box.

about (x2), in, of, on (x2), with (x2)

Dear Sir/Madam,
 At last I have found an article I agree (1) "Spend, Spend, Spend", in last week's magazine, shows what a terrible consumer society we live (2) and highlights many of the issues I myself am angry (3)
 It is high time people realised there is more to life than material things. It is the younger generation I am particularly concerned (4) I suppose advertising is a part of modern life that we have to put up (5) but adverts aimed at young people just encourage them to waste their money and this is something they don't seem to be aware (6) More control over advertising is what we should insist (7)
 Does any reader know of an "anti-advertising" group I could join, because the government certainly cannot be relied (8)!

Yours,
 K. Jordan (Mr)

2 UTOPIA



1 Suggestions

Complete the dialogues below with suitable expressions from the box.

let's, I'd, it'd be a good idea, it'd be better, it's about time, I wish, ought, should, there could be, what about, what we need, why don't

Dialogue 1

Ann: (1) *Let's* go out tonight.

Bob: OK. (2) a disco?

Ann: Yeah. (3) we try that new club in town?

Dialogue 2

Mike: There's nothing to do in the school holidays round here. (4) they did something for us.

Sue: I know. (5) is a place to meet.

Mike: They (6) build a sports centre.

Sue: (7) to have a club, you know, with other activities, not just sports.

Mike: Mmm, (8) a place to play music.

Sue: And (9) if they organised trips to other places.

Mike: Yeah. (10) they'd do something.

Dialogue 3

Andy: Do you think there's more vandalism these days?

John: Yes, I do. They (11) to do something about it. If I had my way, (12) put more police officers on the streets.

2 Suggestions

Look at the picture and complete the suggestions for improvements to the town.

- 1 What they need
- 2 They ought
- 3 It's about time
- 4 They should
- 5 Why don't they

3 Strong and tentative suggestions

Write strong (S) or tentative (T) suggestions for reducing some of these social problems.

- 1 domestic violence (S)
- 2 drugs (T)
- 3 homelessness (S)
- 4 racism (T)
- 5 unemployment (S)
- 6 begging (T)

Remember

① ★ *wish, if only, should, ought*

Complete the text with the words from the box.

have, had, wish, if, should (x2), ought

My name is Christian and I'm a student of electronic engineering. To tell you the truth, it wasn't my choice – it was my parents'. (1) only I'd been more insistent! I (2) have done what I wanted and studied psychology but they said I wouldn't get a good job. I wish I (3) told them then that good psychologists can earn much more than bad engineers. I (4) I hadn't passed my maths exam at school then I wouldn't (5) been accepted to do engineering. I'm sitting in the library now and I (6) to be doing some physics problems but instead I'm reading Erich Fromm's *Escape from Freedom*. I think my parents (7) read this as well, so they would understand better how I feel.

② ★★ *Expressing regret*

Rewrite the sentences using *I regret* or *It's a pity that*.

- I wish I had learned to drive when I was a teenager.
I regret
- If only my parents were a bit more tolerant.
It's a pity that
- I shouldn't have put so many things into my backpack.
I regret
- I wish I was slimmer.
It's a pity that
- I should be learning another foreign language as well.
It's a pity that
- If only I had known the deadline for the application.
I regret

③ ★★ *Expressing regret*

Rewrite the sentences using the beginnings provided.

- It's a pity Tom didn't remember your birthday.
Tom should
- Why on earth did I leave my passport at home?
If only
- It's a shame Sandra isn't revising with us.
I wish
- It was a mistake to tell John that we had seen Kate with another boy.
We should
- It's a pity I haven't got a dog.
I wish
- I'm sorry I didn't return the books.
I should
- I'm so unhappy that Naomi isn't in my class.
If only
- It wasn't a good idea to watch that horror film last night.
I wish

④ ★★★ *Expressing regret*

Read the description of Paul Davis's life. Use the cues below and the expressions in the box to write his possible thoughts.

Paul Davis is 73. He lives in a council flat, with no garden or balcony. He has no family or close friends. He has never been married and doesn't have any children. His life hasn't been very exciting: he left school at fourteen and worked as a postman all his life. His main form of entertainment was gambling and he lost most of the money he earned. He has never been outside Britain. He used to have a car but he sold it to bet on a horse. He is not very healthy, either – he has a serious heart problem.

I wish ..., If only ..., I should ..., I shouldn't ...

I wish I wasn't living in a council flat.

- | | |
|----------------|-----------------|
| 1 council flat | 6 university |
| 2 garden | 7 health |
| 3 married | 8 car |
| 4 children | 9 see the world |
| 5 lonely | 10 gamble |

3 A CHANGING WORLD

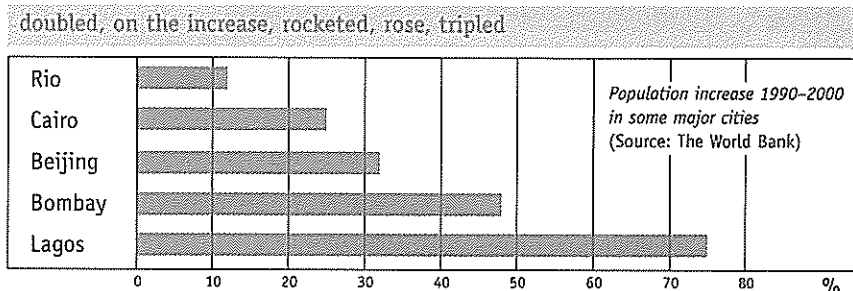
1 Vocabulary

Complete the sentences with the correct choices of words.

- I walked down the narrow, stone feeling afraid. There were cats and dogs everywhere.
a) trolley b) alley
c) gallery d) valley
- We to clean this river and to keep it free of pollution.
a) underway b) overtake
c) undertake d) underneath
- Water is the best drink to satisfy a real
a) thirst b) thriller
c) thirsty d) thrill
- Put the rest of the rice in a in the fridge, please.
a) contained b) containing
c) container d) contain
- My rich aunt collects first of old books.
a) editors b) editions
c) versions d) prints
- the lemon to get all the juice out of it.
a) Press b) Push
c) Squeeze d) Sneeze
- The soldier the message to his leader.
a) relayed b) delayed
c) radiated d) relied
- The woman wanted flowers for her wedding.
a) delicious b) smelling
c) fragile d) fragrant

2 Describing trends

Look at the graph and complete the text with these words.



In most countries, urban population is (1) While the population of Rio de Janeiro (2) by a modest 12 percent in the 1990s, the populations of other cities (3) Cairo's population went up 25 percent, but the number of people in Bombay nearly (4) that figure, and the population of Lagos in Nigeria almost (5) it!

3 Complete the text with the correct words.

At the moment, I am having a/an (1 argument / debate / fight / quarrel) with the neighbours who live in the flat above me. What is most (2 annoying / offending / outstanding / worrying) is that they often make a lot of noise late at night. Sometimes they put on very loud music and other times they have arguments and (3 argue / complain / shout / whisper) at each other. At the weekends they have parties in their flat that (4 go on / last out / take / take up) until two in the morning. When I phone up and (5 complain / mention / remark / say) the noise they (6 apologise / promise / suggest / threaten) to be quiet but then it starts up again. Last night, I finally lost my (7 fear / mood / pride / temper) with them and called the police. When they came, the neighbours (8 claimed / denied / mentioned / refused) nobody else in the block had complained, which is not true. The police said they couldn't (9 do / give / make / take) any action unless they had (10 evidence / examples / proofs / signs) the neighbours made more than the legal level of noise.

4 Complete each sentence with the correct word, a, b, c or d.

- The number of cases of violent crime has recently.
a) expanded b) gained c) risen d) raised
- The top 20 percent of the working population more money than twenty years ago.
a) achieve b) earn c) gain d) win
- people are generally better off, the gap between the rich and the poor has widened.
a) Although b) Despite c) However d) Whereas
- More people have a than five years ago.
a) employment b) job c) living d) work
- There was a slight between the two governments.
a) argument b) clash c) disagreement d) quarrel

5 Phrasal verbs

Match the sentences (1–10) with the responses (a–j).

1 Our house looks a bit run-down.	<input checked="" type="checkbox"/>	a) Yes, but you mustn't <i>give up</i> .
2 Oh, look at this mess.	<input type="checkbox"/>	b) Why don't you just <i>make up</i> an excuse not to go?
3 What are you wearing for the cocktail party?	<input type="checkbox"/>	c) I'll help you to <i>clean it up</i> .
4 This crossword is really hard.	<input type="checkbox"/>	d) Why don't you <i>set up</i> your own business?
5 Have you seen the latest figures?	<input type="checkbox"/>	e) Why don't you <i>do it up</i> ?
6 Sorry I'm late.	<input type="checkbox"/>	f) Oh, I don't feel like <i>dressing up</i> .
7 I don't feel like seeing Mark tonight.	<input type="checkbox"/>	g) Yes, prices have really <i>gone up</i> .
8 You're early!	<input type="checkbox"/>	h) Did you get <i>held up</i> in the traffic?
9 I need to do more exercise.	<input type="checkbox"/>	i) Yes, Sue <i>picked me up</i> at the station.
10 I'm fed up with working for this company.	<input type="checkbox"/>	j) Why don't you <i>take up</i> golf?

6 Verbs with *down*, *up*, *off* and *on*

Complete the sentences with verbs from the box.

brighten, bring, cut, get (x3), go (x3), hang, keep, pick, put, set, show, sit, turn (x3), wrap

- Don't let the exams you *down* – they'll soon be over.
- You should *down* on sweets.
- I couldn't *down* his offer.
- We must *down* to some work.
- Would you *down* and wait here a moment?
- I finally had to *up* the subject of payment.
- You don't want to *up* a virus – get vaccinated.
- The artist has plans to *up* the Eiffel Tower!
- You could *up* your room with a coat of paint.
- Try not to *up* late for the next meeting!
- We saw the bomb *off* on the news.
- What time do you *off* for school?
- There's no need to *off* – I know you can speak English well!
- You're very moody. You can *off* someone very suddenly.
- You have to *off* the main road just before the lights.
- My brother would like to *on* to study law.
- We don't *on* well with our neighbours.
- It's hard, but you must *on* trying.
- That comedian can *on* lots of funny voices.
- You want to speak to Dan? *on* a minute, I'll get him for you.

7 Suggestions with phrasal verbs

Make responses to the comments below using phrasal verbs from this page.

- Someone has spilt a drink on the floor.
Shall I clean it up?
- I can't go to the party because there aren't any buses.
.....
- My dad is a heavy smoker.
.....
- I get really bored at weekends.
.....
- We really need a centre for the homeless.
.....
- I don't know the answer to this question.
.....

FOCUS ON READING

The English Class System

“What class do you belong to?” is a question you will never hear. Class divisions are determined by obvious factors such as wealth, accent and behaviour that make asking the question unnecessary. One just knows what class another person belongs to. That is, if you know the class system of their country. Most countries in the world have a type of class system but England probably has the most obvious and clearly distinguished class system of all.

A class system is a set of loose rules that divide people into certain classes depending on their jobs, accents, education and in England, mainly their birth. There are three main classes in England and they are commonly referred to as lower, middle and upper classes.

The lower class is often also called the working class. These are people who work in factories or do common jobs that don't require much education. The middle class is the largest and most diverse class and therefore the most difficult to define. Traditionally, the middle class is made up of people such as doctors and lawyers, and those with enough money to own their own homes and study at university. Both of these classes are usually slightly looked down upon by the upper class.

The upper class consists of the highest members of society and they are usually the wealthiest and those with the most important ancestors. Their money is usually inherited from these ancestors and members of the upper class traditionally don't work. People in the small upper class are usually close to the royal family and have titles. This means they are Lords or Ladies or even Dukes or Duchesses. These titles are passed on through families so there are still Lords and Ladies in England today. But nowadays titles are also given to honour achievement, regardless of class. For

example, the famous businessman and owner of Virgin Airline, Sir Richard Branson received the title of “Sir” for his amazing achievements. So Branson now has a title even though he was born into a very normal middle class family. But the title does not make Branson a member of the upper class. The English have rules that mark out which class a person belongs to and it is very difficult to move between classes. The English class system is extremely rigid but strangely enough, this actually helped to bring about the almost classless system that exists today in America.

Initially, the middle class in England were simply people who were neither peasants (lower class) nor members of the upper class. They were people who were independent and made their own money, usually through farming or by owning their own businesses. This middle class became increasingly important as the government of England changed and the industrial revolution made many middle class businessmen wealthy and powerful. Many of these wealthy businessmen moved to America in search of new opportunities, and many of the lower classes followed, wanting to find a place where they would be free to better themselves and escape the English class system. As a result, America was built relatively class free as people were judged by their achievements rather than their accent or birth.

But even in America a type of class system developed. This was a system based more on power and money, than on birth. This system is found today in any country where the wealthy are regarded as more important than the poor. England might be the only country in the world that judges a person's class on how they use a knife and fork, but class divisions do exist all over the world and it's unlikely that they will ever truly disappear.

1 Multiple choices

Circle the correct answers to the questions below.

- 1 What question might you be asked in England if people can't figure out what class you belong to?
 - a) What class do you belong to?
 - b) What school did you go to?
 - c) What accent do you have?
 - d) How do you use a knife and fork?
- 2 Which of these sentences is false?
 - a) People who work in factories are middle class.
 - b) The middle class usually goes to university.
 - c) Upper class people traditionally didn't work.
 - d) The lower class is also called the working class.
- 3 Which of these sentences is true?
 - a) A class system divides people into groups at school.
 - b) Birth is important in the English class system.
 - c) Today, no one has titles in England.
 - d) Doctors and lawyers are traditionally upper class.
- 4 Why do you think the upper class looks down on the other classes?
 - a) The other classes live in low-lying areas.
 - b) The other classes are not as intelligent.
 - c) The upper class thinks that they are better.
 - d) The upper class is much more important.
- 5 Why is Branson not a member of the upper class?
 - a) He has a title.
 - b) He was born into a low class family.
 - c) The English class system is very rigid.
 - d) He has bad manners.
- 6 Why did lower class people go to America?
 - a) Many wanted to travel and see the world.
 - b) Many wanted to see the Statue of Liberty.
 - c) Many wanted to move away from home.
 - d) Many wanted to escape the class system.
- 7 In America
 - a) there is no class system because the Americans don't like the English
 - b) there is no class system like in England, but money and power have formed a different class system
 - c) people all earn the same amount as long as they're in the same class
 - d) there is a rigid class system that came from England
- 8 Historically, made up the lower class.
 - a) peasants
 - b) ancestors
 - c) royal
 - d) titles
- 9 Which class was Lady Diana a member of?
 - a) The lower class.
 - b) The middle class.
 - c) The upper class.
 - d) All of the above.
- 10 What does the author think about the future of class systems?
 - a) She thinks that class systems will slowly disappear.
 - b) She thinks that the whole world will adopt the British class system.
 - c) She thinks that everyone should use a knife and fork to eat.
 - d) She thinks that class systems are likely to be around for a while.

2 Vocabulary

Use these words and phrases to complete the following sentences.

unnecessary, diverse, upper, refer to, define, looked down upon, consists of, ancestors, inherit, royal, title, regardless of, rigid, bring about, initially, independent, relatively

- 1, the rules at school were very but after a while the teachers all relaxed.
- 2 I live on the part of the hill. the weather, the view is beautiful from the top.
- 3 How do you the word? I think it means that things differ from one another.
- 4 What was Henry when he mentioned "the black pig"? Is that a code word for something?
- 5 Cats are very animals. They don't really need someone to look after them.
- 6 He seems happy with his grades. I think he would have liked to have done better.
- 7 Ben millions from his father. His were actually members of the family!
- 8 Don't phone to remind me. It is
- 9 The queen the peasants. She thought she was better than them.
- 10 The new government people from all different classes.
- 11 What must we do to change?
- 12 Sir Anthony Hopkins received his in 1993.

FOCUS ON WRITING

1 Linking review

Complete the paragraph with the linking words below.

then, in addition, nevertheless, whereas, first, for example, although, furthermore, also (x2), thus

The issue of ageing societies was covered in a recent article.

(1) to explaining what an ageing society is, the author (2) presented statistics to support his claims. (3), he wrote that at present, 1 in every 10 people is aged 60 years or older, (4) in 2050, 1 in every 5 people will be aged 60 years or older. The author went on to explain how this growing ageing population could place a huge financial burden on the government. (5), medical schemes could face bankruptcy as the demands of the aged increased. (6) the author pointed out the negative factors of ageing societies, he (7) made positive suggestions for dealing with the potential problems. (8) he suggested that the retirement age be raised. He (9) said that individuals need to start saving money as soon as they can, (10) ensuring a financially secure retirement. He added that governments need to establish sound social security systems, but emphasised that we need to look after our own futures (11)

2 Sentence building

Rewrite the simple sentences as one longer sentence using the words in brackets. Be careful with punctuation and use pronouns instead of nouns. You may need to change some words.

- 1 I took the watch back to the shop. The manager said the guarantee was useless. I had not signed the guarantee when I bought the watch. (when, because)
.....
.....
- 2 I am writing to complain about the Timeright watch. I bought the watch last week from Watches R Us. (which)
.....
.....
- 3 The watch is obviously faulty. I would like you to refund my money. (as)
.....
.....
- 4 I read your advert. I decided to buy the watch. You claimed it worked in all conditions. You claimed it worked in water and extreme heat. (after, since, such as)
.....
.....
- 5 I enclose a copy of the guarantee. I enclose a copy of the receipt. (as well as)
.....
.....
- 6 I expect a satisfactory reply. Otherwise I will take legal action. (unless)
.....
.....
- 7 It doesn't work when I go jogging. It doesn't work in the shower. (however, either)
.....
.....

3 Paragraph building

Put the sentences in Exercise 2 in the correct order for a letter of complaint and write the numbers of the sentences next to the correct paragraphs.

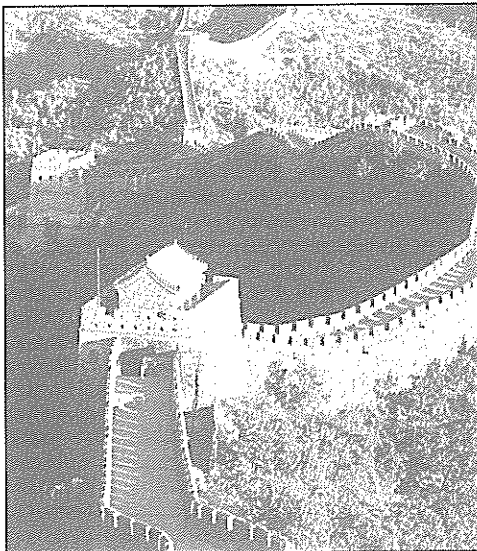
- | | | |
|--|----------------------------|--------------------------|
| Paragraph 1 Introduction | <input type="checkbox"/> 2 | <input type="checkbox"/> |
| Paragraph 2 Reasons for complaint | <input type="checkbox"/> | <input type="checkbox"/> |
| Paragraph 3 Reaction to your complaint | <input type="checkbox"/> | <input type="checkbox"/> |
| Paragraph 4 Your demands | <input type="checkbox"/> | <input type="checkbox"/> |

4 Editing

Read the passage and then choose 6 from the 14 sentences (a-n) below to write a summary.

Debbie, who lives in Hong Kong, was on holiday in Beijing with her best friend Lily. Lily is a beautiful girl who is studying science at university. She also models in her spare time. Debbie is studying history and wants to be a writer. Lily and Debbie were very excited to be in Beijing because there was so much to see. First they went on a tour to see the Great Wall. Their tour guide was a young man with glasses who was very knowledgeable. He told them many interesting stories. The next day, they took a bus from their hotel and then, using a map, they walked around some old hutongs. Both of the girls thought that it gave them a good idea of what life was like in the 13th century. Debbie was especially excited as she'd studied hutongs earlier in the year. The Forbidden City was next on their agenda and the girls loved every minute of the tour around the beautiful grounds. Because they were leaving the next day, when they finished the tour they went shopping and splashed out on an expensive meal.

- a) Second, they used a map.
- b) First, they toured the Great Wall.
- c) After that they had a good idea of what life was like in the 13th century.
- d) Second, they walked through some hutongs.
- e) After that, they shopped and had a meal.
- f) Lily models in her spare time.
- g) Debbie lives in Hong Kong and is studying history.
- h) Lily is Debbie's best friend.
- i) Debbie and Lily went on holiday to Beijing.
- j) Debbie studied hutongs earlier in the year.
- k) Their tour guide wore glasses and told interesting stories.
- l) First, they took a bus from their hotel.
- m) They then visited the Forbidden City.
- n) They left the next day.



5 Writing under pressure

Match the four stages of writing a composition in an exam (1-4) with the advice (a-d).

- 1 Get down your ideas.
- 2 Plan your paragraphs.
- 3 Write neatly.
- 4 Check carefully.

- a) You should:
 - think about the layout.
 - decide on the order of your ideas.
 - write notes, not full sentences.
 - decide where you can use linking words.
- b) Make sure you leave time to:
 - read through your composition.
 - correct any mistakes neatly.
- c) Some common ways are:
 - diagrams.
 - networks.
 - tables.
- d) Remember:
 - don't write a first draft – there is no time!
 - don't use a structure if you're not sure about it.
 - don't use a word if you're not sure about it – try to think of an alternative.

5 Exaggeration and understatement

Match the exaggerated statements (1-10) with the understated replies (a-j).

1 The church is huge.	<input type="checkbox"/>	a) I'm a bit hungry myself.
2 This will take ages.	<input type="checkbox"/>	b) I suppose he is getting on a bit.
3 I'm starving.	<input type="checkbox"/>	c) Yes, it is quite big.
4 He's really ancient.	<input type="checkbox"/>	d) It's not exactly tropical.
5 I'm dying for a cup of tea.	<input type="checkbox"/>	e) Yes, it could be quite a while.
6 It's freezing.	<input type="checkbox"/>	f) I suppose he is quite slim.
7 He's very brainy.	<input type="checkbox"/>	g) Mine are a bit cold, too.
8 I'm absolutely delighted.	<input type="checkbox"/>	h) I'm quite pleased.
9 My feet are like blocks of ice.	<input type="checkbox"/>	i) Mm, I wouldn't mind one, either.
10 He's very skinny.	<input type="checkbox"/>	j) Yes, he is quite bright.

6 Categories

Complete the diagrams by dividing the words in the box into six categories of four words each. Give each category a title, like the example.

age, borrow, century, climb, comedy, drama, earn, fine, increase, lend, painter, period, play, playwright, poet, rise, rocket, sculptor, sentence, shoplifting, spend, theft, time, tragedy

7 Extension: Crime and punishment

Write the answers to the clues in the puzzle. What crime can you find in the shaded boxes?

- 1 Killing a person illegally and deliberately.
- 2 Violently forcing someone to have sex.
- 3 Dishonest behaviour in order to trick someone into giving you money.
- 4 Robbery with violence.
- 5 and 6 Another expression for "capital punishment".
- 7 A violent attack on someone.
- 8 Getting money from someone by threatening to make known something unpleasant.
- 9 Money paid as a punishment for a crime.
- 10 A punishment for a criminal who has been found guilty in court.
- 11 Entering a building by force and stealing things.

CHECK YOUR PROGRESS

America is work: "Whistle while you work"

By Ethan Allen

(1.....) What's it like to live in America? "America, the Beautiful." Land of the free. Land of the brave. Land of rock stars and movie stars. Brooks, Madonna, Springsteen, Elvis. Authors Mark Twain, James Baldwin and Toni Morrison. Martin Luther King, Harry Truman, Abe Lincoln. History. The Civil War. The hippy movement of the 1960s. War veterans. The Grand Canyon. The urban cowboy and the real cowboys. Las Vegas. Manhattan Island. Hollywood. Sure, these are images of America. But ask the other 99 percent of America what it's like to live in America. You'll get a very different picture.

(2.....) So, what one short sentence describes the real America? How about this one? America is work. Work. The pride of a nation that gets so many philosophers thinking hard trying to figure out why America works so well. Proud of his (and my) nation, Abraham Lincoln said: "America is the last and best hope of earth." He said that because he knew that people in America were committed to the task of finding a safe passage for free prosperous people.

(3.....) America is work. Careers. Being proud and happy about what you do every day. It's the smiling, intense, goal-oriented celebration of life. It's moms and dads working. It's kids off to school. Students know they have to do more than just study to work in the profession of their talent and choice. Some read 500 pages a week. They write research papers and learn

public speaking. They support their hometown baseball, football and basketball teams. But students also have to learn how to earn a living, working as machinists, electricians, plumbers, carpenters, cooks, customer service specialists, business owners, managers, nurses, doctors, etc. Everyone must produce quality goods everywhere day and night. It all takes work. Quality. That means America has maintained a high employment rate of over 93 per cent since World War II.

(4.....) I hear America described in terms of the "spaghetti westerns." Those old movies tell the story that life in early America was tough. No matter what colour hat you wore, you were working to make a living anyway you could. Sure, the bad men went to jail so the good men could have a safe life for their families. That tradition of freedom means Americans work to be autonomous.

(5.....) It works because people vote for their government representatives. It is not perfect but still, a working America ensures government is "of the people, by the people, and for the people". Elected officials work for the people, not the other way around. Yes, there are a lot of laws and rules in America that are a modern-day law of society and nature. Americans do not want to depend on government. That is what makes America work. This "working to win" spirit is the American way.

1 Paragraph summaries

Read the text and decide which of the paragraphs (1-5) is best characterised by the summaries (A-E).

- | | |
|-------------|--|
| Paragraph 1 | A The country with a past |
| Paragraph 2 | B The country of democracy and success |
| Paragraph 3 | C The country of famous people, places and events |
| Paragraph 4 | D The country proud of its people's commitment |
| Paragraph 5 | E The country of hard-working citizens of all ages and professions |

2 Multiple choices

Read again and circle the correct answer, a), b) or c).

- To what is America compared?
 - Country of entertainers.
 - Country of courageous people.
 - Country of philosophers.
- Who believed America is the country of hope?
 - Abraham Lincoln.
 - Bruce Springsteen.
 - Mark Twain.
- What do most students do apart from studying?
 - Learn public speaking.
 - Read 500 pages a week.
 - Work towards their future professions.
- What was life like in America according to old westerns?
 - Autonomous.
 - Difficult.
 - Safe.
- What actually makes America work?
 - Its state laws and rules.
 - Its elected officials.
 - Its independent society.

③ Suggestions and requests

Rewrite each sentence so that it means the same as the sentence before. Use the words from the brackets.

- I think it's the government's duty to do something about unemployment. (should)
The government *should do something*
about unemployment.
- I'm very tired. Why don't you clear the table yourself? (rather)
I'd
- In my opinion, they should get down to some serious work right now. (high time)
It's
- My elder brother made me stay at home and do some household chores. (demand)
My elder brother
- You should put on your jewellery for such a big occasion. (better)
You
- It is essential that every child should have equal educational opportunities. (insist)
The headmaster
- I think it's a good idea to raise some money for her operation. (were)
If I
- I think Tom should start studying for his exams. (about)
It's
- Stay in bed for several days and take antibiotics. (ought)
You
- I believe we should widen our relations with the neighbouring countries. (suggest)
The Prime Minister
- Barbara should stop seeing him before it's too late. (had)
Barbara

④ Phrasal verbs

Complete the following sentences with the correct phrasal verbs with up.

- It's hard to *give up* smoking without professional help.
- Everybody is worried that food prices will again this month.
- The police had to the traffic for an hour due to a train accident.

- Could you help me to the room?
It's very dirty.
- I don't think it was very wise of you to late for a job interview.
- The Smiths will have to their old house. It's in a terrible state.
- I'm sure Jill will when you tell her she has scored two more points than she expected.
- We asked the local authorities for more money to a special school for gifted children.
- Don't worry, she won't know the truth. I will a convincing excuse.

⑤ Translation

Complete the following sentences according to the Chinese.

- 纳税人要求政府对退休金问题做出解释。
..... that the government for the pension problem.
- 对私人所有权的问题早就该调整了。
..... that the to private
- 如果我是你, 我就会选择那种提供早午餐的饭店。
....., I'd choose the kind of hotel which
- 该是我们制定新法律的时候了。
..... making the new law.
- 他网球打得相当好, 因此, 只要在网球场上, 他就忍不住要表现自己。
He plays tennis quite well, so he
- 当一个新制度诞生的时候, 旧制度就废除了。
When a new system the old one
- 小冬的妈妈坚持要他把钱存在银行, 而不是花掉它。
Xiaodong's mum insisted that instead of spending it.
- 在上班的路上, 他差一点儿撞了人。
On his way to work he
- 我但愿你在你的计算机上删除这个信息。
..... on your computer.
- 别把它当真, 她只是在愚弄你。
Don't take it seriously, she is just trying

LANGUAGE AWARENESS 7

1 ★ Passive infinitives/gerund

Change the verbs in brackets into the passive infinitive (ordinary or perfect) or gerund.

- I wouldn't like to be disqualified (disqualify) just before the end of the race.
- There's no point in (fear) by your students.
- I want (listen) to properly.
- I think he has (push) if he is to succeed.
- I've never enjoyed (address) as "Professor Hill".
- The exhibition may (visit) by over half a million people last month.
- I refuse (speak) to like that. It's rude.
- He shouldn't (expel) from the university when they found him cheating, and he could (give) another chance.
- Dogs aren't offended by (tell) what to do.
- The painting is likely (sell) for more than \$200,000.

2 ★★ Change the verbs in brackets into the passive infinitive, passive perfect infinitive or passive gerund.

Example

1 I hate *being treated like a child*.

- I hate (treat) like a child.
- It's nice (give) something you've always wanted to have.
- J.F. Kennedy may (assassinate) by a madman.
- It's hard to play football without (kick) by other players.
- Everybody wants (like) and (respect).
- Seat belts must (fasten) during take-off and landing.
- (praise) in public can be quite embarrassing.
- There is a suspicion that the "Mona Lisa" may not (paint) by Leonardo da Vinci.

3 ★★ Change the sentences into passive. Use "by ..." only if necessary.

- Athens will organise the next European year of culture.
- People expected Ted Hughes to win the Nobel Prize for literature.
- The police were transporting a Van Gogh painting from Amsterdam to London when the rain damaged it.
- United Artists are making a new Harry Potter film.
- An artist is going to cover the Kremlin in red fabric.
- Someone should have supported Mozart financially so that he could write more music.

4 ★★ Complete the sentences with these prepositions.

about, by (x5), in, on (x2), with

- The patient was operated on/by a famous surgeon from New York.
- His attention was focussed the smallest painting in the room.
- This will be dealt immediately our complaints department.
- Christo's work has been talked a lot and criticised some people.
- The money will be invested a new museum.
- The violin solo, composed Tchaikovsky, was played real feeling the Portuguese violinist.

5 ★★★ Passive or active?

Put the verbs in brackets into the passive or active in an appropriate tense.

Last night an American tourist (1) was found (find) unconscious in front of Westminster Abbey. He (2) (take) to hospital but the doctors (3) (be) unable so far to detect the cause of his condition. Apparently, he (4) (not attack) or (5) (mug). He (6) (not drink) either. He (7) (regain) consciousness this morning and (8) (question) now about the incident. His condition (9) (describe) as good and he (10) (not suffer) from any pain or discomfort. He (11) (visit) by the American Consul later today, who wants to know whether he (12) (treat) properly.

6 ★★★ Passive and active

Rewrite the text in your notebook using the passive when it is more suitable.

Someone found an ancient statue in a barn in Devon yesterday. Thieves had probably put it there after they had stolen it from a local collector of antiquities. The police are now investigating similar thefts that people have reported in the last twenty years. It is possible, though, that someone stole the statue much earlier, even before the Second World War. The police are going to call in experts from the British Museum to examine the statue and determine how long it has been in the barn.

An ancient statue was found ...

LANGUAGE AWARENESS 8

1 ★ Perfective verb forms

Underline all the perfective verb forms in the text on the right. Then match them with the names of the tenses below.

- a) Present Perfect
- b) Present Perfect Continuous
- c) Past Perfect
- d) Past Perfect Continuous
- e) Perfect infinitive
- f) Perfective *-ing* form (gerund)
- g) Perfective *-ing* form (participle)
- h) Future Perfect

2 ★★ Perfective verb forms

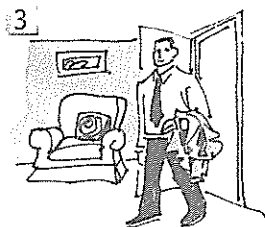
Circle the correct verb form for each picture. How would you change each picture so that it illustrated the other sentence?



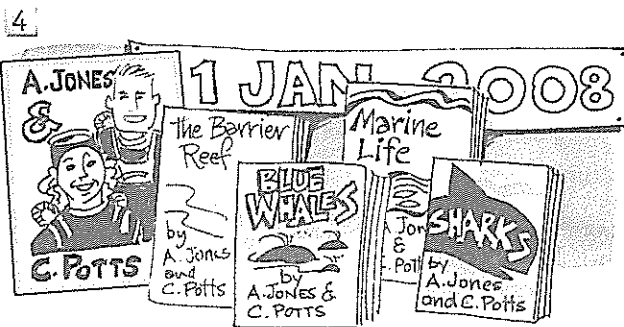
- a) He's caught some fish.
- b) He caught some fish.



- a) I'm jogging.
- b) I've been jogging.



- a) When he entered the room, he took off his coat.
- b) When he entered the room, he had taken off his coat.



- a) They will have written four books by 2008.
- b) They will write four books in 2008.

Maria came home rather late. She ^(d) had been working hard on the school play they were going to have the following week. Having closed the door behind her, she realised that the house was completely dark and very quiet.

"Where have they all gone?" she wondered. She switched on the light and went upstairs to check the bedrooms. There was no one there, and the beds looked as if nobody had slept in them. She remembered having left her red sweatshirt on the bed but it wasn't there.

She was beginning to feel scared. And then the telephone rang. She picked up the receiver and heard her father's voice saying "Hi, where have you been? We've been trying to contact you all evening. You must have switched off your mobile. Ted's won the school chess championship and we're celebrating in the pizzeria round the corner. Come and join us!"

"But you'll have eaten by the time I get there," Maria said.

"No problem. We'll order another one for you."

Maria left to join them. But she didn't forget the moment of panic she had experienced just before the phone rang.

3 ★★ Perfective verb forms

Complete the sentences with the correct perfective forms of the verbs in brackets.

- 1 (offer) a scholarship he decided to continue his studies at Harvard.
- 2 By the time we come home Paul (cook) dinner.
- 3 Clare must (have) plastic surgery – she looks completely different.
- 4 I completely forgot (put) the potatoes in the oven.
- 5 I'm shattered. I (shop) all day.
- 6 (live) here for twenty years, I know every inch of this street.
- 7 Brian couldn't come because he (fall) ill.
- 8 By the time I was thirty, I (visit) every capital city in Europe.
- 9 Australia is known to (colonise) by the British.
- 10 John is not here yet. His train may (arrive) late.

LANGUAGE AWARENESS 9

① ★★ Emphasis and persuasion

Rewrite the sentences using the beginnings provided.

- 1 I advise you to stop worrying about your weight.
If
- 2 The robbers killed three people for only \$100.
It was
- 3 I only really enjoy old Charlie Chaplin's comedies.
What
- 4 The government should reduce taxes as soon as possible.
It's high time
- 5 You must change your attitude to customers.
I insist
- 6 The President hardly ever attends these meetings.
Hardly
- 7 Why do you always leave a mess in the kitchen?
I'd
- 8 Nick spilt red wine on my best suit and then said it was my fault.
Not only
- 9 Paul is interested in nothing but sport.
All
- 10 It's the best performance I've ever seen.
Never
- 11 You should get a taxi or you'll be late.
You'd
- 12 Why don't we start saving for a new car?
I suggest
- 13 We reached the mountain shelter seconds before the storm broke out.
No sooner
- 14 He didn't realise that the house was on fire so he didn't run away.
Had
- 15 Our politicians are seldom concerned with the problems of the poor.
Seldom

- 16 He invited me to the theatre, not to the cinema.
It was
- 17 We just managed to hide the presents before the children came in.
When the children
- 18 They weren't expecting more than a lift to the nearest town.
All
- 19 All passengers should switch off their mobiles immediately.
The captain demands
- 20 It's a good idea to do some sport.
You ought

② ★★ Verbs

Complete the text with one word in each gap. Contractions (*don't, needn't, etc.*) count as one word.

- Mum:** Jill, (1) *I'd* rather you (2) come home so late. I (3) so worried last night.
- Jill:** You needn't (4) worried. Adam walked me home.
- Mum:** If I (5) you, I (6) be more careful with him. He (7) been arrested a few times, (8) he?
- Jill:** No, he (9) ! It's just gossip. You (10) better not listen to everything people say.
- Mum:** (11) lived so long, I know who can (12) trusted and who can't. And it's (13) you started learning this too.
- Jill:** Stop it, Mum! He (14) just a friend, anyway. We (15) only been to the pub a few times.
- Mum:** OK, but I'd (16) you called next time you're going to come home late.

WRITING HELP

1 A REPORT (page 13)

Layout

Heading

Subject:

Date:

1 Aim of the report

Introduce the report with your aim and background information.

The aim of this report is to ...

This report aims to ...

2 Negative comments

List all the negative findings.

There are several disappointing facts and figures.

a) *There are ...*

b) *Only twenty percent of ...*

3 Positive comments

List any positive findings.

On the other hand, there were some encouraging things.

a) *Some people ...*

b) *The majority ...*

4 Conclusion and recommendations

Write a simple conclusion and make a couple of recommendations.

To sum up, most people are ...

Governments should ...

People need to ...

Style

A report is normally written in a formal style:

- avoid giving personal opinions:

I think children are treated unfairly. (too personal)

This suggests children are treated unfairly. (sounds more objective)

- use formal linking words and expressions:

If you look at the figures, lots of animals are in danger of extinction. (too informal)

According to recent figures, many animals are in danger of extinction. (more formal)

Useful Vocabulary

General: developed countries, developing countries (the Third World), figures, majority, percent, politicians, poverty, statistics, successful, victims

Environment: crime, noise, pollution, traffic jams, stress

Global warming: burning of fossil fuels, carbon dioxide, floods, greenhouse effect, harmful gases, hurricanes, melting of the ice caps, rising water levels

Disasters: aid programmes, typhoon, tsunami, droughts, earthquakes, floods, forest fires, hurricanes, landslides, volcanic eruptions, windstorms

Animals: deforestation, elephants, endangered species, natural habitats, pandas, rhinos, tigers

Linking

Listing points:

There are also problems caused by wars.

Furthermore, there are the problems caused by wars.

In addition, there are the problems caused by wars.

Moreover, there are the problems caused by wars.

Contrasting points:

However, things have improved recently.

On the other hand, things have improved recently.

Although these figures are depressing, things have improved recently.

Despite these depressing figures, things have improved recently.

Giving examples:

For example, the Chinese government has recently decided to ...

In this way, they hope to ...

They have introduced things such as ...

This is bad, particularly/especially in the area of ...

Showing effects:

As a result of this, people now expect ...

What this means is people now expect ...

Concluding:

To sum up, the situation is ...

All things considered, there seems to be ...

Checking

Layout: Have you followed the layout above? Are all your points clearly lettered and numbered?

Linking: Have you used a selection of linking words and expressions?

Content and style: Have you included a couple of recommendations in the conclusion?

2 A LETTER OF COMPLAINT

(page 27)

Layout

Your address and the date

Write your address with correct punctuation. Do not write your name here.
24 Market Street,
Middleton,
Manchester, M24 6HD.

June 16, 2003.

The company's name and address

Computer World,
17 Tower Road,
London, SW12.

Greeting

Dear Mr Scott, (if you know the person's name)
Dear Sir / Madam, (if you don't know the person's name)

1 Introduction

Give your reason for writing and specific information about the product or service, including where and when you bought it.
I am writing to you about ... which I bought from ... on ...
I enclose copies of the guarantee and the receipt.

2 Reasons for the complaint

Write one or two paragraphs saying:

- a) why the advertising for the product was misleading,
In your advert you claim that the watch is waterproof. / The advert gave the impression that the jacket would last a lifetime.
- b) what went wrong with the product.
However, the first time I went swimming, the watch stopped working. / However, after only one wash, the colour faded.

3 Reactions to your complaint

Say what happened when you took the product back or complained about it the first time.
When I took the ... back to the shop, the assistant said it was my fault and I hadn't read the instructions carefully.

4 Your demands

Say clearly what you want the company to do. State further action that you will take if your demands are not met.
I would like you to refund my money.
Unless I receive a satisfactory reply, I will write to the Consumer Association.

5 Formal ending

The most common ending for a formal letter is:
I look forward to hearing from you.

Signing off

Yours sincerely, (if your letter starts with *Dear Mr Scott*)
Yours faithfully, (if your letter starts with *Dear Sir / Madam*)
Sign your name and print it clearly.
P. Lowe
P. LOWE (MR)

Style

Write a letter in a formal style:

- do not use contractions:
~~*I'm writing to complain about ...*~~
I am writing to complain about ...
- use formal linking words:
Moreover, the picture was not clear.
However, the first time I used it ...

Useful Vocabulary

Products: *guarantee, receipt, serial number, date of purchase*

Criticisms: *arrived late, poor quality, poor service, poor workmanship, rude employees, it was so ... that I ... / it was not ... enough / it was too ...*

Demands: *pay compensation, refund money, replace the product*

Threats: *go to court, go to the Consumer Association, take legal action, write a letter to the local newspaper*

Linking

He spoke to me as if/as though I knew nothing about it.
However, it didn't work.
Despite following the instructions, it didn't work.
Although I followed the instructions, it didn't work.
Not only did it lose time, but also the alarm didn't work.
As well as the zip breaking, the heel fell off!
Just as/As soon as/When I switched it on, it made a funny noise.
Unless you refund my money, I will take legal action.

Checking

Style: Check your letter for style. Make sure that it is not too informal or does not sound too aggressive.

Linking: Have you used linking expressions? Can you add any linking words to join sentences or link ideas?

Grammar and spelling: Check your essay for mistakes of grammar, vocabulary and spelling.

Check this:

I look forward to hearing from you.
~~*I look forward to hear from you.*~~

3 A DISCURSIVE ESSAY (page 41)

Layout

1 Introduction

Introduce the topic. Give some background about the situation in China or in your area. Then mention the possible reasons for the situation.

Crime is one of the most important issues ...

In the last few years, crime has been going up/down.

The most common crimes are ...

The most worrying trend is the increase in ...

One of the reasons for this is possibly the fact that unemployment has risen ...

Another reason is that ...

Note that if you are “for” something, put the arguments “against” first.

If you are “against” something, put the arguments “for” first.

2 A list of arguments “for”

Express the attitudes and reasons to support this point of view. Provide examples and facts where possible. (see Style below)

3 A list of arguments “against”

Express the attitudes and reasons to support this point of view. Provide examples and facts where possible. (see Style below)

4 Conclusion

Finally, give your own personal opinion about the topic.
In my opinion, ... / All things considered, I believe that ...

Style

In a discursive essay it is important to list the points of view of both sides of an argument as objectively as possible. Only in the conclusion can you express your own point of view. Notice the use of report structures (e.g. *feel that*), passives and formal linkers (e.g. *moreover, furthermore*) in the sentences below.

Listing arguments:

Many people feel that harder sentences should be brought back. The American system of “three strikes and out” has supporters in Britain.

Moreover, some people say that conditions in prisons are too soft.

There are arguments for the restoration of the death penalty.

The wishes of victims’ family and friends possibly need to be taken into account.

There are arguments against harder sentences and capital punishment.

One of the arguments against longer prison sentences is that the prisons are already full.

Other people disagree and think that prisons should reform offenders.

It is strongly felt by many people that capital punishment is the equivalent of murder.

Others point to the possibility of errors and the risk of executing innocent people.

Furthermore, the death penalty is seen as savage and an affront to human dignity.

Giving reasons, examples and facts:

Some people think that one of the benefits of harder sentences would be to keep more dangerous criminals off the street.

Another advantage would be to give people a greater feeling of personal security.

This would be the best way of reducing crime caused by a small group of professional criminals.

For example, many crimes are committed by people leaving prison.

Other people feel that there would be many disadvantages to giving harder sentences, because there would be less chance of integrating prisoners into society afterwards.

Research has shown that ...

Useful Vocabulary

Crime and punishment:

crimes: burglary – burglar, drug dealing – drug dealer, mugging – mugger, murder – murderer, rape – rapist, shoplifting – shoplifter; to commit a crime, to be arrested, to be sentenced, to be given a soft/hard sentence, to be locked up, to be let off with a fine, to be let out of prison, to prevent young people, to take into account the wishes of the victims, to restore (bring back) capital punishment, to commit judicial murder

the law: the courts, the judges, the judicial system / the legal system, the law, judicial mistakes

Linking

Cause / Result:

The consumption of drugs has gone up. Consequently, there has been an increase in violent crime.

The amount of violent crime has gone up due to an increase in consumption of drugs.

The number of cases of violent crime has increased as a result of the rising consumption of drugs.

The consumption of drugs has risen. Because of this, there has been an increase in violent crime.

Because of the rise in consumption of drugs, there has been an increase in violent crime.

The increase in violent crime is just because of the rising consumption of drugs.

So much money has been spent on prisons that they are now like luxury hotels.

Reason:

We need to reform prisoners so that they can go back into society.

We need to reform prisoners in order to help them go back into society.

as / like:

It was a very interesting article as it was about the arrest of a group of drug dealers. (as = because)

My father works as a prison officer. (works as = is)

Capital punishment is like any other kind of murder. (like = similar to)

Because of his record he was treated as a dangerous criminal. (as = in the same way as)

It is due to social problems, like poverty and unemployment. (like = for example)

It is due to social problems such as poverty and unemployment. (such as = for example)

It is not as easy as people think. (comparison)

Checking

Layout: How well does your essay flow? Use the paragraph diagram above to check the structure of your argument.

Linking: Have you used linking expressions? Can you add any linking words to join sentences or link ideas?

Style: Check the style of the essay. Make sure you have only put personal opinions in your conclusion.

Grammar and spelling: Check your essay for mistakes of grammar, vocabulary and spelling.

GRAMMAR SUMMARY

1 REPORTING (page 7) 转述结构

We can use the following verbs (with the patterns given) to report what a person has said:

下列动词(依据所给结构)可用于转述某人所说的话。例如:

- **verb + that:** 动词 + that(即: that 引导的宾语从句)
*He **complained that** he was paid too little.*
The following verbs can be used with this pattern:
下列动词可用于此结构:
add, admit, agree, announce, believe, boast, claim, complain, deny, declare, explain, insist, remind, suggest, warn, etc.
- **verb + somebody + that:** 动词 + 某人 + that(宾语从句)
*They **warned us that** we might be stopped at the gate.*
The following verbs can be used with this pattern:
下列动词可用于此结构:
warn, remind, etc.
- **verb + somebody to do something:** 动词 + 某人 + 不定式短语
*We **advised him to change** his bank.*
The following verbs can be used with this pattern 下列动词可用于此结构:
advise, beg, order, promise, etc.
- **verb + to do something:** 动词 + 不定式短语
*He **threatened to take** legal action.*
The following verbs can be used with this pattern:
下列动词可用于此结构:
agree, offer, refuse, threaten, etc.
- **verb + “-ing” form:** 动词 + 动词“-ing”形式
*I **suggested going** to the presentation.*
The following verbs can be used with this pattern:
下列动词可用于此结构:
admit, deny, suggest, etc.
- **verb + if/whether:** 动词 + if/whether(宾语从句)
*She **asked if** it was possible to see the patient.*
The following verbs can be used with this pattern:
下列动词可用于此结构: *inquire, ask, etc.*
- **verb + preposition + “-ing” form:**
动词 + 介词 + 动词“-ing”形式
*He has been **accused of pick-pocketing**.*
The following verb can be used with this pattern:
下列动词可用于此结构: *accuse of, succeed in, etc.*

We do not change the tense in the reported sentence when: 在下列情况下, 在间接引语中不用改变原动词的时态:

- the reporting verb is in the present:
主句动词是一般现在时时。例如:
*“I feel feverish.” → She **says** she **feels** feverish.*
- we report something which is still true, e.g. a general truth:
所报道的仍是真理时, 如: 一般的事实。例如:
*“Kangaroos live in Australia.” → The teacher **said** that kangaroos **live** in Australia.*
- we report something which is still in the future at the moment of reporting:
对开始叙述那一刻而言, 所叙述的内容仍属于将要发生的事情时。例如:

*“The documents will be published in 2020.” → The ministry spokesperson **announced** that the documents **will be published** in 2020.*

2 THE PASSIVE (page 15) 被动语态

We use the Passive when: 下列情况下使用被动语态:

- the doer of the action is unknown:
不知道动作执行者时。例如:
*The bus stop **has been vandalised**.*
- we want to focus attention on the action rather than the doer:
要关注的是动作本身而不是动作执行者时。例如:
*The whole gang **was arrested** yesterday.*
- we want to put special attention on the doer:
要特别关注动作执行者时。例如:
*All these projects **have been managed** by the Bulgarian artist Christo.*
- we want to avoid a very long subject of the sentence:
要避免句子主语太长时。例如:
*His projects **are financed** by the sale of his drawings through galleries and the Internet.*

The Passive is used mainly in formal and written language. It is very typical of the language used in newspapers and by journalists.

被动语态主要用于正式的表达和书面语中, 是非常典型的报刊和报道用语。

Apart from passive forms of tenses, we can use some other passive forms:

除了动词时态的被动形态外, 还有其他被动形式:

- passive infinitive: 不定式的被动形式:
*It's nice **to be taken** seriously.*
- passive gerund: 动名词的被动形式:
*We all enjoyed **being praised** by the teacher.*
- passive perfect infinitive: 不定式的被动完成形式:
*The train may **have been delayed** by the storm.*
- passive present participle: 现在分词的被动形式:
*The building **being repaired** is our library.*

3 EMPHATIC STRUCTURES: INVERSION AND “IT” CLEFT SENTENCES (page 21)

强调结构: 倒装句和分裂句 “It”

To make something sound stronger and more emphatic, we use a negative word (e.g. *seldom, rarely, never, neither, no sooner, not only*) at the beginning of the sentence plus inversion, i.e. the word order of a question. We usually use this kind of inversion in formal written English:

把否定词(如: *seldom, ...*)置于句首形成倒装表示强调, 即用疑问句的语序。这样的强调句通常用于正式的书面语中。例如:

*He has never known anything like it. → **Never** has he known anything like it.*

*The police arrived just after the robbers had left. → **No sooner** had the robbers **left than** the police arrived.*

Snakes are not only unpleasant but they are dangerous as well. →

Not only are snakes unpleasant but they are dangerous as well.

We can also use emphatic inversion in third conditional sentences. Note that we drop *if* in the inverted form. This structure is common in both formal and informal language: 倒装形式的强调也可以用于对过去事实进行假设的条件句中。注意形成倒装时, 要去掉 *if*。这样的倒装句常见于正式和非正式的表达中。例如:

If I had known they were in town, I would have phoned them.
→ **Had I known they were in town, I would have phoned them.**

In both formal and informal language, we can use these structures to put more emphasis on some words: 在正式和非正式的表达中, 可以用下列结构对某些词语进行强调。例如:

He is interested in money. → **It's money that he's interested in.** (we put emphasis on "money") (强调 "money")

I'm really upset about the noise you're making. → **What I'm upset about is the noise you're making.** (we put emphasis on "noise") (强调 "noise")

I only need some rest. → **All I need is some rest.** (we put emphasis on "rest") (强调 "rest")

Similar structures are: 类似的结构还有:

I'm dreaming about a cup of tea. ⇨ **What I'm dreaming about is a cup of tea.** (emphasis on a cup of tea) (强调 "a cup of tea")

We must talk to Jill first. ⇨ **What we must do first is talk to Jill.** (emphasis on talking to Jill) (强调 "talking to Jill")

I only want a glass of water. ⇨ **All I want is a glass of water.** (emphasis on a glass of water) (强调 "a glass of water")

He's only after her money. ⇨ **All he's after is her money.** (emphasis on her money) (强调 "her money")

4 PERFECTIVE VERB FORMS (page 29)

表达完成的动词形式

We use perfective verb forms to say that something happened **before** a certain time:

表达完成的动词形式可以用来表达某特定时间前发生的动作。例如:

I've been staying with my family on the coast. (before / until now) (现在之前/到现在为止)

They had finished dinner when we came. (before a point in the past) (在过去某一时间点之前)

Jim will have written the essay by 10 p.m. (before a point in the future) (在将来某一时间点之前)

Having spent every summer there, I knew everyone in the village. (before a time in the past) (在过去某段时间之前)

They may have eaten lunch at school and aren't hungry. (before a time in the present) (在现在某段时间之前)

We can use the following perfective verb forms: 在下列情况下, 用表达完成的动词形式:

- Present Perfect: 现在完成时:
I've seen the Mona Lisa twice.
- Present Perfect Continuous: 现在完成进行时:
I've been repairing my bike.
- Past Perfect: 过去完成时:
She died after she had contracted tuberculosis.

- Past Perfect Continuous: 过去完成进行时:
They were very dirty because they'd been playing football in mud.
- Future Perfect: 将来完成时:
We will have moved out by the end of next year.
- perfect infinitive: 不定式的完成式:
They may have lost their way.
She must have been invited by Jonathan.
- perfective "-ing" form: 动词 "-ing" 形式的完成式:
I remembered having met the man a long time ago.
Having parked the car on the side of the road, he went to sleep for an hour.

5 PERSUASION (page 34) 说服

We usually use different forms in written formal English and spoken informal English to tell people what we think they should do.

在正式的英语书面语及非正式的英语口语中, 常用不同方式来告知人们我们认为他们该做什么。

Written English 英语书面语

We use the following expressions to make strong suggestions when we write in a formal style:

在进行正式书面表达时, 下列表达方式可以强化“建议”:

- **should + infinitive without "to":**
should + 不带 to 的不定式:
We should remember that "being" is more important than "having".
- **ought to + infinitive without "to":**
ought to + 不带 to 的不定式
The government ought to do something about unemployment.
- **demand / insist / suggest + (that) + subject + should do something**
+ (that) + subject + **present tense**
+ (that) + subject + **subjunctive** (same form as infinitive)

demand, insist, suggest

+ (that) + 主语 + should do something

+ (that) + 主语 + 现在时态

+ (that) + 主语 + 虚拟语气 (形式同不定式)

*They are suggesting that a new school **should be built** in this area.*

*I **insist** that the money **is transferred** into my account immediately.*

*The protesters **demand**ed that the supermarket **be** closed.*

- **It's high time (that) + subject + past tense**
*It's high time the council **started** to think about local businesses.*

Spoken English 英语口语

We use the following expressions to make weak, tentative suggestions when we talk to someone we know:

跟熟人交谈时, 用下列表达方式可以使“建议”听上去不那么强硬, 具有试探性:

- **If I were you, I'd + infinitive without "to":**
If I were you, I'd + 不带 to 的不定式:
If I were you, I'd stop using so much make-up.

To make a slightly stronger suggestion, we use:
使“建议”听上去语气略强时,用下列结构:

- **I think you should + infinitive without “to”:**
I think you should + 不带 to 的不定式:
I think you should take up some evening classes.
- **I think you ought to + infinitive without “to”:**
I think you ought to + 不带 to 的不定式:
I think you ought to give away your old school books.

We use the following expressions to criticise, reproach or advise somebody in a strong way. These expressions are often used by a person in authority, e.g. teacher talking to a student, parent talking to a child.

用下列表达方式可以强硬地对某人批评、责怪或提出建议。使用这样的表达方式的人常常具有权威性。如:教师在和学生谈话,家长在和孩子谈话。

- **It's about time + subject + past tense:**
It's about time + 主语 + 一般过去时:
It's about time you got down to work.
- **I'd (= I would) rather + subject + past tense:**
I'd (= I would) rather + 主语 + 一般过去时:
I'd rather you didn't go there.
(“I'd rather you” is usually followed by a negative verb form)
“I'd rather you”后面通常跟动词的否定形式。
- **You'd (= You had) better + infinitive without “to”:**
You'd (= You had) better + 不带 to 的不定式:
You'd better start thinking about your exams.
“You'd better” could also be used to a friend to encourage or to persuade:
“You'd better”也可以用在和朋友交谈时,表示“鼓励”或“说服”。例如:
You'd better hurry up or you'll be late.

The expression **I'd sooner you + past tense** is not used very much any more; we use **I'd rather** instead. Both structures are usually followed by a negative form:

“I'd sooner you + 一般过去时”这种表达方式现在已不多用,而改用“I'd rather”。这两种结构后面通常用动词的否定形式。例如:

I'd sooner you didn't tell anyone about it.

6 PERSUASION (REVISION) (page 43)

说服(复习)

When we want to tell other people what they should do, we use different forms in formal and informal language.

在正式的和非正式的语言表达中,常用不同的方式来告知人们他们该做什么。

- 1 In formal language we use: 在正式用语中,用下列结构:
 - **ought + to infinitive: ought + to 不定式** 例如:
The media **ought to devote** more attention to the issue of homelessness.
 - **demand/insist/suggest that + subject + should do something (present tense/subjunctive) (same form as infinitive):**
demand/insist/suggest **that** + 主语 + **should do something** (一般现在时/虚拟语气)(同不定式形式)
例如:

I insist that the student who did this should be severely punished.

I suggest that we postpone the meeting until next week.
We demanded that they move the nightclub to a safer area. (the most formal pattern of the three)
(三种表达中最正式的)

- **It's high time + subject + past tense (formal, usually used by someone in higher authority):**
It's high time + 主语 + 一般过去时(正式用法,通常为权威人士使用)例如:
It's high time the local authorities started listening to the voice of the community.

2 In informal language we can use **If I were you, I'd + infinitive:**

在非正式用语中,用 **If I were you, I'd + 不定式** 表达。例如:

If I were you, I'd take up a sport.

I'd (I would) rather + subject + past tense:

I'd rather you didn't play that music here.

I'd (I would) rather + 主语 + 一般过去时:

You'd/You had better + infinitive:

You'd/You had better + 不带 to 的不定式:

You'd better concentrate now.

It's about time + subject + past tense:

It's about time + 主语 + 一般过去时:

It's about time you started helping at home. (This form sounds rude unless you use it when addressing a close friend or a family member.)

(除非用于对密友或家人谈话,否则这种表达方式显得生硬、粗鲁。)

I'd sooner + subject + past tense (This is rather formal and indicates the speaker's clear preference):

I'd sooner + 主语 + 一般过去时 (这种表达方式相当正式,说话人带有明显的偏爱。)例如:

I'd sooner they didn't use the park for skateboarding.

3 In both formal and informal language we can use **should + infinitive:**

在进行正式的和非正式的语言表达时,用 **should + 不定式**。例如:

We should get to know each other better.

Pairwork / Answer Key

UNIT 23, LESSON 2, EXERCISE 2

Answer Key

Answers “a” show you stand up for yourself. You are self-confident and try to deal with conflict situations in a sensible and constructive way.

Answers “b” show that you stand up for yourself but you probably react too aggressively to conflict situations.

Answers “c” show you do not stand up for yourself. You perhaps lack self-confidence; look at the “a” answers for some ideas on how to react to conflict situations.

UNIT 23, LESSON 3, EXERCISE 1, A QUIZ

Decide if the War Facts below refer to:

- a) World War I (1914–1918)
- b) World War II (1939–1945)
- c) The Vietnam War (1961–1975)

War Facts

- 1 The USA ended the war in the Far East by dropping two atomic bombs on Japan.
- 2 The main countries involved were: Britain, France and Russia against Germany, Austria, Hungary and Turkey.
- 3 The war began when Germany invaded Poland.
- 4 The main countries involved were: Britain, Russia and the USA against Germany, Italy and Japan.
- 5 Most of the battles were fought in Belgium and France.
- 6 The USA secretly bombed Cambodia during the war.
- 7 More civilians died than soldiers in this war, including 6 million Jews in concentration camps.
- 8 Poison gas was first used in this war.

Answer Key

- 1 b, 2 a, 3 b, 4 b, 5 a, 6 c, 7 b, 8 a

WORD FAMILIES

This list gives you words for saying similar things. It is a good idea to make your own lists as you find new words for each group.

VERBS

laugh

- cackle** /'kækəl/ to laugh loudly
- chuckle** /'tʃʌkəl/ to laugh quietly
- giggle** /'gɪɡəl/ to laugh in a silly way
- smile** /smaɪl/ to move the corners of your mouth up to show you are happy
- snigger** /'snɪɡə/ to laugh to yourself in a disrespectful way

hold

- cling** /klɪŋ/ to hold something tightly: *The little boy was clinging to his mother because he was frightened.*
- clutch** /klʌtʃ/ to hold something tightly because you are frightened: *She clutched at the police officer's hand.*
- cuddle** /'kʌdl/ to hold someone close to you in a loving way: *He cuddled his young son in his arms.*
- grab** /græb/ to take something suddenly and quickly: *The thief grabbed my bag and ran off.*
- grasp** /grɑːsp/ to take hold of something strongly: *He grasped my hand and led me through the crowd.*
- handle** /'hændl/ to hold or move an object in your hands in order to examine it: *Please handle the glass with care.*
- hug** /hʌɡ/ to hold someone in your arms because you like them a lot: *She hugged her mother when they met at the airport.*
- take hold of** /'teɪk 'həʊld əv/ to take something in your hands: *The captain took hold of the trophy and held it up to the fans.*
- touch** /tʌtʃ/ to make contact, usually with your hand: *She touched her arm to show me where it was hurt.*

say/speak

- beg** /beg/ to ask someone for something in an eager way: *He begged me not to leave him.*
- chat** /tʃæt/ to talk to someone in a relaxed, informal way: *I met an old friend and we chatted about our schooldays.*
- claim** /kleɪm/ to state that something is true, although you may not be able to prove it: *He claimed he hadn't received the letter.*
- exclaim** /ɪk'skleɪm/ to say something loudly and suddenly, usually when you are shocked or surprised: *"Hey, look at the time!" he exclaimed, "We're late!"*
- howl** /haʊl/ to make a loud cry: *He howled in pain when he fell over.*
- inquire** /ɪn'kwaɪə/ to ask in a polite and formal way for information: *"What time does the plane land?" she inquired.*
- mention** /menʃən/ to say something without giving details: *During our chat, he mentioned that Sue had had a baby.*
- mutter** /mʌtə/ to say something in a quiet voice, usually when you are not happy about something: *Jim muttered something about not wanting to go shopping.*
- recall** /rɪ'kɔːl/ to remember something and tell it: *Do you recall seeing anything unusual?*
- reply** /rɪ'plaɪ/ to answer: *I asked him to help me. He replied that he was busy.*
- scream** /skri:m/ to shout in a high voice: *When I fell into the water, I screamed for help.*
- shout** /ʃaʊt/ to say something very loudly: *I heard someone shouting for help.*
- shriek** /'ʃri:k/ to shout in a high voice: *They shrieked with laughter.*
- whisper** /'wɪspə/ to say something in a very quiet voice: *He whispered the answer so no one else could hear.*
- yell** /jel/ to shout very loudly: *Stop yelling – come here and tell me what you want.*

look

- gaze** /geɪz/ to look at something or someone for a long time: *He gazed out of the window.*

- glance** /glɑːns/ (often **glance around, at**, etc.) to look at something or someone very quickly: *She glanced at herself in the mirror.*
- glimpse** /glɪmps/ to see something quickly and without a complete view: *I only glimpsed him – I wouldn't recognise him again.*
- observe** /əb'zɜːv/ to look and pay careful attention: *Observe the change in colour as I add the acid.*
- spot** /spɒt/ to identify or notice someone or something when it is not easy: *Can you spot me in this old photo?*
- stare** /steə/ (often **stare at someone/something**) to look at someone or something for a long time: *Who are you staring at?*
- watch** /wɒtʃ/ to look carefully: *We watched Arsenal beat United.*
- witness** /'wɪtnɪs/ to see something happen: *Did anyone witness the accident?*

walk

- limp** /lɪmp/ to walk slowly and with difficulty, often because of an injury: *He limped home after the long match.*
- march** /mɑːtʃ/ to walk with regular steps: *The band marched through the streets in the parade.*
- shuffle** /'ʃʌfəl/ to walk slowly without lifting your feet: *I could hear the old woman next door shuffling around.*
- stagger** /'stæɡə/ to walk unsteadily: *She staggered away from her car after the accident.*
- stride** /straɪd/ to walk with long steps: *The teacher strode across the playground to stop the fight.*
- stroll** /strɒl/ to walk slowly in a place for pleasure: *They strolled around the park.*
- strut** /strʌt/ to walk in a proud way, with your chest forward: *Male birds strut in front of female birds to attract their attention.*
- trudge** /trʌdʒ/ to walk slowly with a lot of effort: *The soldiers trudged through the mud.*
- wander** /'wɒndə/ to walk slowly in a place without a particular purpose: *We wandered round the shops for an hour.*

ADJECTIVES

big

- 1 describing very large and impressive buildings, animals or organisations: *colossal; enormous; gigantic; huge; massive*
- 2 describing very large places, areas or distances: *enormous; huge; immense; vast*

happy

- cheerful** /tʃɪəfəl/ showing you are happy: *a cheerful smile.*
- contented** /kən'tentɪd/ satisfied and happy: *He sat looking contented after the meal.*
- delighted** /dɪ'laɪtɪd/ very pleased and happy: *I'm delighted to see you.*
- elated** /ɪ'leɪtɪd/ happy because you have been successful: *We left the stadium elated by our team's victory.*
- glad** /glæd/ pleased and happy: *I'm glad you came.*
- pleased** /pliːzd/ happy and satisfied: *He's pleased with your work.*
- thrilled** /θrɪld/ very happy or excited: *I was thrilled to see her.*

rich

- affluent** /æ'fluənt/ having money for expensive clothes, meals, etc.
- loaded** /'ləʊdɪd/ extremely rich
- prosperous** /prɒsperəs/ successful and rich
- wealthy** /'welθɪ/ very rich and with valuable property
- well-heeled** /,wel'hiːld/ rich and often from a high social class
- well-off** /,wel'ɒf/ having more than enough money to live well
- well-to-do** /,wel'təʊduː/ rich and with a high social position

sad

- dejected** /dɪ'dʒektɪd/ unhappy because you're feeling disappointed
- depressed** /dɪ'prest/ very unhappy and not hopeful
- down** /daʊn/ (colloquial) unhappy and sad
- gloomy** /gluːmi/ unhappy and not at all hopeful
- glum** /glʌm/ sad and not willing to talk
- miserable** /'mɪzərəbəl/ very unhappy because you're poor, ill, etc.

WORDBUILDING

PREFIXES

Prefixes **change the meaning of a word** because each prefix has a meaning. They do not change the word to a different part of speech. Some words use different prefixes for different parts of speech: **disbelief** (noun); **unbelievable** (adjective). Prefixes to express "not" are very common: **dis-** dishonest, **in-** incorrect, **non-** non-violent, **un-** unlucky.

Another common use is to form words with the opposite meaning or action: **anti-** anti-climax, **dis-** disconnect, **in-** invisible.
Note: For words beginning with *l*, *m* (or *p*) and *r*, *in-* changes to **il-** illegal, **im-** immobile, impossible, **ir-** irregular, **un-** undress.

MEANING	PREFIX	EXAMPLES
afterwards	after-	aftertaste; afterthought
against	anti-	anti-war; anti-capitalist
opposite	anti-	anti-clockwise; anti-globalisation; antisocial
by yourself/itself	auto-	autobiography; autobiographical; automatic
two or twice	bi-	bicycle; bilingual; bimonthly (twice a month)
together	co-	co-operate; co-author
reduce	de-	degenerate; defuse; devalue
remove	de-	decode; deforestation; deregulate
not	dis-	disagree; disbelief; dishonest; disloyal; dissimilar
opposite	dis-	disappear; disconnect; disqualify
to a lower level	down-	downgrade; downhill; downstairs; downstream
former	ex-	ex-husband; ex-president; ex-student
before	fore-	forecast; foresee
in front	fore-	foreground; forename
not	il-; im- in- ir-	illegal; illiterate; illogical; immoral; impatient; impossible inability; inconvenient; incorrect; inefficient; insensitive; intolerant; invisible irrelevant; irregular; irresponsible
between	inter-	international; interact
badly or wrongly	mal-	malfunction; malnourished; malpractice
huge	mega-	megarich; megastar
extremely small	micro-	microchip; microscope; microscopic
small or short	mini-	minibus; miniskirt
bad/badly or wrong/wrongly	mis-	misbehave; misplace; misunderstand; mismanagement
one or alone	mono-	monolingual; monotonous
many	multi-	multinational; multi-purpose; multi-racial
not	non-	non-smoker; non-violent; non-profit-making
more/more than	out-	outgrow; outnumber
outside	out-	outdoors; outskirts
too much or too long	over-	over-estimate; overgrown; overpopulation; oversleep; overwork
above/on top	over-	overcoat; overhead; overlap
across	over-	overland; overseas
after	post-	postgraduate; post-war; postscript
before	pre-	pre-historic; pre-school; pre-war
in favour of	pro-	pro-European; pro-war
not real	pseudo-	pseudo-intellectual; pseudonym
again	re-	rebuild; re-examine; re-unite; rewind
in another way	re-	replace; rearrange; replant
half	semi-	semi-circle; semi-final
partly	semi-	semi-active
below	sub-	submarine; substandard; subway
less or less important	sub-	subnormal; sub-committee; subplot
large, great or powerful	super-	supermarket; superstar; superpower
across	trans-	trans-continental; trans-Atlantic; transport
showing change	trans-	transform; translation
three	tri-	triangle; trilogy
not	un-	uncomfortable; uncommon; uncrowded; unfriendly; unhelpful; uninteresting; unlikely; unlucky; unreliable; unspoilt; unstable; unusual
opposite action	un-	undo; undress; unlock; unpack; unzip
not enough	under-	undercooked; undernourished; underpaid
underneath	under-	underclothes; underline; underpass
too little/too small	under-	under-estimate; undersized
to a higher level	up-	upgrade; uplift; upstairs

Remember: You can add a prefix as well as a suffix: **disappearance; illegally; misunderstanding**

PHRASAL VERBS

Most phrasal verbs have an object and we can usually put it after the verb or after the preposition: *Please turn the TV on.* Please **turn on** the TV. The list shows this by putting "something" or "someone" in the middle and using an example with it at the end: → BACK SOMETHING UP.

When the object can only go after the preposition, the list has "something" or "someone" at the end: → BE ABOVE SOMETHING. If the object is a pronoun, it usually goes before the preposition: *Please put it on.*

Some phrasal verbs do not have an object: *Please go in and sit down.*

Other phrasal verbs have an adverb + preposition and the object goes at the end. → BE IN FOR SOMETHING.

Brackets show that an object or a preposition is optional. → CHEER (SOMEONE) UP.

back out (of something/doing something) to not do something you have promised 不履行承诺的事, 食言: *She backed out of her promise to help.*

back something up to be proof or evidence to support an idea, explanation, etc 用证据支持某观点、说法: *Find more information to back up your theory.*

be above something 1 to be so important that you needn't do particular things 因其重要地位而不必做某事: *She thinks she's above doing housework.* 2 to be so good that no one can think you did something wrong (品质、能力等) 超出范围而不会使他人怀疑: *He's above suspicion.*

be about something (also **be to do with something**) to explain, describe or give facts on a particular subject 关于: *It's a book about information technology.*

be about to do something to be ready to start to do something very soon 即将: *I was about to close the door when the phone rang.*

be after someone to be trying to catch someone 搜寻: *The police had been after the robber for months.* → GO AFTER SOMEONE/SOMETHING

be against something/someone to disagree with or not support someone or something 反对: *I'm against every kind of racism.* → TURN AGAINST SOMEONE

be behind (with) to not have done as much as you should 落后: *You're behind with your homework.* → FALL BEHIND (WITH)

be down to feel very sad 情绪低落的: *He's been so down since he failed his exam.* → GET SOMEONE DOWN

be (all) for something/someone to support an idea, plan, person, etc. very strongly 支持: *I'm all for nurses being paid more.*

be dying for something to want something very much 渴望: *I'm dying for a cup of coffee.*

be getting at something to be explaining or saying something important 意指: *What I'm getting at is that computers can never express human emotions.*

be in 1 to be at home 在家: *Is your mother in?* → STAY, STOP IN 2 to be popular 流行: *Very short hair is definitely in these days.* → FIT IN

be in for something to be likely to experience something uncomfortable or difficult 遭遇: *I'm afraid we're in for another very cold night.* → COME IN FOR SOMETHING

be taken in (by) to be made to believe something that isn't true 欺骗: *He was completely taken in by the girl's sad story.*

be into something to enjoy doing a particular activity very much 热衷于: *I'm not really into stamp collecting.*

be off 1 to not be going to happen 不发生, 取消: *The match is off because of the rain.* → CALL SOMETHING OFF 2 to smell or be bad (食品) 坏了不能吃: *This fish is off.* → GO OFF

be let off to be allowed to go without being punished 免除责罚: *Luckily we were let off by the manager.* → LET SOMEONE OFF

be on to be going to happen 将要发生的: *The tennis match is on again because the rain has stopped.*

be not on to not be acceptable 不能接受的: *It's just not on to change the date of the meeting so late.*

be out 1 to not be at home 外出: *I'm sorry, my mother's out.* → GO, WALK OUT 2 to not be in fashion any more 不流行: *Hats are*

out.

be out of something to not have something in your home or shop 用完; 售完: *We're out of brown bread.* → RUN OUT OF SOMETHING

be over to have finished 结束: *The play will be over by ten o'clock.* → GET OVER SOMETHING

be through (with) to be tired or bored with someone or an activity and so determined to leave 因厌烦而离开: *I can't bear any more lies - we're through. I'm through with gambling, I promise.*

be up 1 to be out of bed 起床: *It's very late - are you still up?* → GET, WAIT UP 2 to have increased in price 涨价: *Bus fares are up again.* → GO UP

be up to something to be doing something wrong or bad 干坏事: *What have you been up to?*

be caught up (in) to be in a difficult or dangerous situation 陷入困难或危险: *Sadly, many women and children are caught up in the war.*

be made up of something to include as its parts 由……组成: *The population is made up of several nationalities.*

blow something up to use a bomb to destroy something 炸毁: *The bridge has been blown up.*

break out (of something bad) to start suddenly 爆发: *We're all hoping that war won't break out.* Noun: **OUTBREAK**

brighten something up to make something more colourful or interesting 使明朗: *Orange sheets will brighten up your bedroom.*

bring something back 1 to return with something 带回: *Please bring back my pen tomorrow.* → GET, GIVE, TAKE SOMETHING BACK 2 to make you remember something or someone 使回忆起: *The photograph brought it all back to me.* → COME BACK (TO)

bring something down to cause a business, etc. to collapse 摧毁: *The union strikes brought down the government.* → FALL DOWN

bring someone on to help or encourage someone to make progress 使进步: *Her new piano teacher is bringing her on nicely.*

bring something on to cause illness 导致疾病: *Rain brought on my cold.*

bring something over (to) to hold something and go near to someone 带来: *He brought over another cup of coffee to me.*

bring someone up to have a child in your home to live and grow 抚养: *My parents brought us up to be polite and friendly.* → GROW UP

bring something up to mention a topic or a piece of information 提出 (议题): *I hate to bring it up, but you owe me ten pounds, don't you?* → COME UP

bump into someone to meet someone by chance 巧遇: *Guess who I bumped into in the supermarket!*

button (something) up to fasten clothes using buttons 用扣子扣住: *Button up your coat - it's very cold.* → DO, ZIP (SOMETHING) UP

call something off to cancel or stop something 取消: *It's raining - shall we call off the picnic? The strike was called off.* → BE OFF

call on someone to visit someone as a routine 定期访问: *The nurse will call on your mother later.*

call something out to say something in a loud voice 大声说出: *They called out my name.*

can/could do with something/someone to need or want 需要: *I can do with someone to help me. He could do with a bath.*

carry on (with) to continue a particular activity 继续: *They carried on playing in the rain. Be quiet and carry on with your work.*

carry something out 1 to take action and complete an examination, research, etc 进行: *The police are carrying out a full investigation into the car crash.* 2 to do something planned, promised, threatened, etc 实施: *They are carrying out essential repairs to the bridge. She said she'd report us and now she has carried out her threat.*

catch up (with) 1 to move and reach the same position as someone else 追上, 赶上: *You start cycling and I'll catch up with you.* → KEEP UP 2 to reach the same standard or level as someone else 达到同样水平: *You'll need to work harder if you want to catch up with the others.* → KEEP UP

chat with someone (about) 与某人聊天: *He's chatting with my mum about his family.*

check in to go to the desk of a hotel or airport and say you have

- arrived 登记入住; 办理登机手续: Please **check in** two hours before your flight. Noun: **CHECK-IN**
- cheer (someone) up** to make yourself (or someone) happier 使高兴起来: **Cheer up**, this rain will stop soon. He did his best to **cheer me up**.
- clean something up** to make a dirty or untidy place clean 清理: I must **clean up** my bedroom every Saturday. Noun: **CLEAN-UP**
- clear (something) up** to make a place clean and tidy again 整理: You can have a party if you promise to **clear up** afterwards.
- click on something** to press a key so that an icon on a computer screen works 用鼠标点击: **Click on** that icon to make the email file open.
- come about** to happen 发生: How did it **come about** that everyone knows my decision?
- come across (as someone)** to seem to be a particular kind of person 看上去显得像某类人: He **comes across as** an idiot but he's really very intelligent. How did I **come across** at the interview?
- come across something** to find something by chance 偶然发现: I **came across** this old jacket in my cupboard.
- come apart** to fall into pieces 破裂: Honestly, your dictionary just **came apart** when I opened it. → FALL APART
- come back (from)** to return to a place from another place 从……回来: Please **come back** soon. I was **coming back from** the supermarket when I saw her. → BRING, GET, GIVE, TAKE SOMETHING BACK, TURN BACK
- come back (into fashion)** to become fashionable again 再度时髦: Long coats **came back** during that cold winter last year. Noun: **COMEBACK**
- come back (to)** to return to your memory 回忆起来: Wait a minute - her name **is coming back to me**. → BRING SOMETHING BACK
- come between someone and someone** to cause a quarrel between two or more people 离间: Nothing can ever **come between me and my girlfriend**.
- come down** to decrease 下降: Prices **have come down** since the summer. → CUT, GO, SLOW DOWN
- come down with something** to become ill with a particular infection 染上(病): I think I'm **coming down with flu**.
- come from somewhere** 1 to be born or live in a place 来自: He **comes from Istanbul**. 2 to have started or developed from a particular animal, plant or substance 源自: Do humans **come from apes**?
- come on** 1 to move more quickly 快点: **Come on**, let's go. 2 to begin gradually 渐渐开始: I've got a cold **coming on**. 3 to arrive somewhere after others 跟着: You go and I'll **come on** when I've finished working.
- come out** to arrive in the shops, etc 发售: When will their new CD **come out**?
- come round** 1 to visit someone's home 拜访: Can you **come round** this evening? → GO ROUND 2 to become conscious again after fainting 苏醒: She's **coming round**, thank goodness.
- come through** to become known 公布: News **came through** that they had arrived safely.
- come through something** to survive a difficult event or period 安然度过: He **has come through** the operation but he's still sleeping.
- come to** to become conscious again after fainting 恢复知觉: She **came to** and found herself lying on the floor.
- come up** 1 to rise in the sky 升起: The sun was **coming up** as we began our walk. 2 to be mentioned 被提到: Whenever there is trouble, her name **comes up**. → BRING SOMETHING UP 3 to be used in a test, etc 在考试中出现: I hope that **comes up** in the exam. 4 to become available 有工作职位: A summer job **has come up** in the café.
- come up against someone/something** to have to deal with a difficulty, opposition, etc 碰到、面对: We **came up against** several problems in the beginning.
- come up to something** 1 to reach a particular level 达到: The water **came up to** our knees. 2 to be as good as the level people expect 比得上: Your homework doesn't **come up to** your usual high standard. → LIVE UP TO SOMETHING
- come up with something** to produce an excuse, a suggestion, the correct answer, etc 想出、提出: He **came up with** a brilliant idea for her birthday present.
- copy something down** to write facts, etc. in your notebook 记下:
- Copy down** these words. → GET, TAKE, WRITE SOMETHING DOWN
- crack (someone) up** to begin to laugh a lot, or make someone laugh a lot 使捧腹大笑: His jokes make me **crack up**.
- cry out (for)** to shout loudly 大声呼喊: She **cried out for help** but no one heard her. → CALL, SHOUT, YELL OUT (FOR)
- cut down (on)** to use much less of something 减少: Try to **cut down on** using your mobile phone.
- do (something) up** 1 to fasten a piece of clothing, shoes, etc 扣上, 系上: **Do up** your laces. The dress **does up** at the back. → BUTTON, ZIP (SOMETHING) UP 2 to decorate a room, etc 装修: He's **doing up** the kitchen.
- do with something** (always to do with) to have something as the topic, reason, etc 与……有关: Their rows are **to do with** money.
- do without** to manage without something 凑合, 将就: I haven't got any more sweets so you'll have to **do without**.
- dress up (as someone) (for something)** to put on particular clothes so that you look like someone 装扮: Liz **dressed up as** Tina Turner for the party.
- drop in (on)** to visit someone when you are passing 顺便拜访: I'll **drop in on** you this evening if you like.
- drop off** 1 to fall asleep 入睡, 睡着: I always **drop off** on the train. 2 to become fewer 减少: The number of people who go to restaurants **is dropping off**. Noun: **DROP-OFF** → FALL OFF
- drop someone off** to let a passenger leave a car, bus, etc 让……下车: **Drop me off** at the next corner, please. → LET SOMEONE OFF
- drop out (of)** 1 to leave a course of study 辍学: Many students **drop out of** university at the end of the first year. 2 to abandon the usual lifestyle of most people in society and live apart 脱离社会: The twins **dropped out of** society and went to live with others in the mountains. Noun: **DROP-OUT**
- eat out** to eat a meal in a restaurant 出去吃饭: **Shall we eat out** tonight?
- eat up (something)** to eat the whole amount 吃光: He's **eaten up** all his dinner.
- fade away** to become weaker gradually 变得虚弱: The voice under the heap of bricks was **fading away**.
- fall apart** to fall into pieces 崩溃、瓦解: It **fell apart** in my hands. → COME APART
- fall back on something** to use something because other things have failed (退而求其次地) 使用: Do you have money to **fall back on** if you lose your job?
- fall behind (with)** 1 to move more slowly so that others are further ahead 落后: We **fell behind** cycling uphill and lost the others. 2 to make slower progress than others 落后: Your son **has fallen behind with** his schoolwork. 3 to not make the necessary regular payments 拖欠: You **have fallen behind with** your rent.
- fall for someone** to feel strong romantic feelings for someone 爱上某人: I've **fallen for** her in a big way.
- fall for something** to be tricked into believing something that isn't true 上当: You didn't **fall for** his excuse about being busy at the library, did you?
- fall off** 1 to become separated from an object 掉下, 脱落: The handle **has fallen off**. → COME OFF 2 to become less gradually 逐渐下降, 减少: Sales **are falling off**. → DROP OFF
- fall out (of)** to fall from a high place 从高处落下: Her favourite toy **has fallen out of** the window.
- fall out (with) (over)** to have a quarrel and end a friendship 争吵而结束友谊: He's **fallen out with** his girlfriend **over** the fact that he's often late. Noun: **FALL-OUT**
- fall over** to fall onto the ground 跌倒, 摔倒: He **fell over** and hurt his leg.
- fall through** to not be agreed, or completed, etc. successfully 失败, 落空: At the last minute, the negotiations **fell through**.
- fill in/out** to complete a questionnaire, application form, etc 填写: Please **fill in** the card and give it to Passport Control. → MAKE SOMETHING OUT
- fill (something) up** to put liquid in a container, especially petrol into a car 装满, 加满: Let's **fill up** at the next petrol station. We **filled up** the car before we drove to Germany.
- find (something) out** to learn information about something 发现: Phone and **find out** when the film starts.
- find out about something** to find facts about something 发现:

What did you **find out** about dinosaurs at the museum?

finish something off to eat or drink the last parts 吃完, 喝完: Hey, you've **finished off** all the ice-cream!

fish something out to find and take out something 掏出, 摸出: The police **fished out** two bicycles before they found the body in the canal.

fit in to live easily with your neighbours, friends, family, etc 相处融洽: For some reason she doesn't **fit in** and she has few friends.

fit something in to put something or many things in a container 装入: I couldn't **fit in** all my things.

fix something up 1 to arrange a meeting, etc 安排: My best friend **fixed up** a date for me with her brother. 2 to repair a home and make it attractive 修理, 整理: My dad **fixed up** the flat for us.

flood something out to cover a place with deep water 淹没: The whole area was completely **flooded out**, wasn't it?

follow something up (with) to take action to deal with something 采取进一步行动: The doctors suggested I **follow up** the operation **with** a period of complete rest. Noun: **FOLLOW-UP**

get something across (to) to be successful in explaining your idea, plan, etc 将想法传达给某人: His speech **got across** to the audience the reasons for the need to raise interest rates.

get ahead to have success in your life 取得成功: You need a good education in order to **get ahead**. → GET ON IN LIFE

get around to → GET ROUND TO DOING SOMETHING

get at someone to criticise someone all the time and upset them 一再数落: You're always **getting at** me.

get at something → BE GETTING AT SOMETHING

get away (from/to) 1 to be successful in going on holiday 外出度假: We are hoping to **get away to** Berlin for the weekend. 2 to go from a place, sometimes because it is difficult to stay 离开, 脱身: I really must **get away from** this town. Noun: **GET-AWAY**

get away with something to not be punished for doing something wrong or bad 逃过因做错事而受的惩罚: He always **gets away with** being late.

get back (from) to return to a place 返回: What time will you **get back from** school? → COME, TURN BACK

get something back to manage to have something you own returned to you 取回, 拿回: I'll never **get** my lost watch **back**. → BRING, TAKE SOMETHING BACK

get one's own back (on someone) to punish or harm someone who has done something bad to you 报复: I'll **get my own back on** you one day.

get by to have enough money to buy the things you need, but no more 勉强够: She finds it hard to **get by** on her pension.

get someone down to cause someone to feel very sad 使某人不快: All these bills are **getting me down**. → BE DOWN

get something down to write something 写下, 记下: I wasn't able to **get down** her phone number from the answer phone. → COPY, PUT, TAKE, WRITE SOMETHING DOWN

get down to something to start doing something 开始做: Stop talking and **get down to** your work!

get in touch (with someone) to contact someone 取得联系: I'll **get in touch with** you when I know the exact date.

get into something 1 to manage to enter a place after an effort 设法进入: How did you **get into** the stadium without a ticket? 2 to start a conversation, fight, etc with someone 开始(谈话、打斗等): He's always **getting into** rows with his parents.

get (someone) into trouble (with) to make someone in difficulty 陷入麻烦: Staying out late will only **get you into trouble with** your parents. → GET (SOMEONE) OUT OF TROUBLE (WITH)

get off 1 to leave a bus, train, etc 下车: I **got off** at the train station. → DROP, LET SOMEONE OFF. 2 to leave a space 出发, 离开: We **got off** at eight o'clock.

get on (in life) to have success in your life 取得成功: You need a good education in order to **get on (in life)**. → GET AHEAD

get on (with) to have a friendly relationship with someone 友好相处: I **get on very badly with** my cousin. We don't **get on**. Really? I **get on fine/well with** her.

get (someone) out of trouble (with) to make someone avoid

punishment 摆脱责罚: Saying you were tired won't **get you out of trouble with** your teacher for being late. → GET (SOMEONE) INTO TROUBLE (WITH)

get out of (doing) something to manage to avoid doing a job you don't like 逃避, 摆脱: I tried to **get out of (doing)** the washing up.

get something out of something to enjoy an activity, a course of study, etc. and learn many things 从(活动、学习中)获得: We **got a lot out of** our visit to London.

get over someone to become happy again after the end of a romantic relationship 从(情感经历中)恢复: How can Bill ever **get over** Jana?

get over something 1 to become well after being ill with a particular illness 从(疾病)中恢复: It takes time to **get over** a bad cold. 2 to become happy again after being sad, frightened, etc 摆脱(悲伤、惊恐): I'll never **get over** my mother's death.

get round to doing something (also **get around to**) to do something you have planned or wanted to do for a long time 抽时间去做: When will you **get round to** painting the table?

get through 1 to be successful when you try to phone someone 接通: I waited for a long time but I finally **got through to** the ticket office. 2 to pass a test or exam 通过考试: I'm sure you'll **get through**.

get through something 1 to pass a test or exam 通过考试: You'll **get through** your driving test this time. 2 to survive an unpleasant or difficult period 度过(艰难时光): If I can **get through** this week, I can **get through** anything!

get (something) through to someone 1 to manage to reach someone by telephone (用电话与某人)联系上: I can't **get through to** the manager. → PUT SOMEONE THROUGH (TO) 2 to manage to make someone understand something 使(某人)明白: I don't seem able to **get through to** you all that this test is very important.

get to someone to make someone feel very angry or upset 使……生气: Her criticism of my clothes is **getting to** me.

get to somewhere to arrive at a place 到达: When will you **get to** Madrid?

get together (with) to join other people for a party, meeting, etc 聚集, 聚会: Let's **get together with** the others after school. Noun: **GET-TOGETHER**

get (someone) up to wake (someone) up and get (them) out of bed 起床: What time do you **get up** on Sundays? → BE, STAY, WAIT UP

get up to something to do something naughty 干, 做(坏事): What are those boys **getting up to**?

give something away 1 to give something to someone because you don't want it or because you want them to have it 送走, 捐赠: Why don't you **give away** that racket since you never use it now? Noun: **GIVE-AWAY** 2 to tell a secret or give information to someone did not want to know 泄露: Please don't **give away** the ending - we're seeing the film tomorrow.

give (someone) something back to give something to someone who had it before you 归还: Please **give me back** my dictionary. I'll **give it back** to you tomorrow.

give in (to) to agree to something but not because you want to 让步: You mustn't **give in to** your children all the time.

give something out 1 to give copies of the same thing to many people 分发: Julia will **give out** the books. → SHARE SOMETHING OUT (AMONG) 2 to tell people something 公布: The news was **given out** that the attacker had been found.

give up 1 to admit that you don't know 承认不懂: I don't know the answer - I **give up**. 2 to stop doing something because you think you can't make progress 放弃: Don't **give up** - if you practise more, you'll be a good tennis player.

give something up 1 to stop doing something you have done regularly, especially something bad 放弃(经常做的事): I'm trying to **give up** smoking. 2 to leave your job 放弃工作: She **gave up** her job in the bank and travelled round the world, didn't she?

go after something/someone 1 to try to catch someone 追逐: The police have **gone after** the thieves. → BE AFTER SOMEONE 2 to try to get something 试图得到, 追求: He's **gone after** a job in

Paris.

go along with someone/something 1 to go with someone to a place 同……一起: *I've decided to go along with the others to the cinema.* 2 to agree with someone or support something 赞同: *We went along with all her suggestions.*

go around (also **go about/round**) → GO ABOUT

go away 1 to travel and stay somewhere 外出(度假): *She's gone away to France for a holiday.* 2 to stop being present 离开, 走开: *I told you - go away! Will this cold ever go away?*

go down 1 to move to a lower place 落下: *The sun went down behind the clouds.* 2 to change to a lower amount, price, etc 减少: *Do taxes ever go down?* → COME, CUT DOWN

go down with something to become ill with a particular disease, etc 感染上: *I'm afraid she's gone down with flu.*

go for something to make an effort to get or achieve something because you want to 争取得到: *She's gone for a job in the new factory. If you want to win, go for it!*

go in to enter 进入: *We can go in at seven o'clock.*

go in for something 1 to do a particular activity, exam or course of study 参加: *I'm thinking of going in for a career in television.* 2 to do something because you enjoy it 喜欢, 爱好: *I never did go in for watching football on TV.*

go into something 1 to enter a building or room 进入(室内): *He went into hospital for three days.* 2 to examine the details of something 彻底调查, 详细调查: *We will have to go into all the details of your application.*

go off 1 to move away to another place 离开: *He went off on holiday to Spain. Don't go off on your own - wait for us.* 2 to become bad 变坏: *I think this milk has gone off.* → BE OFF 3 to burst into pieces and cause damage 爆炸: *A bomb went off in the street.*

go off something/someone to stop liking someone or something 不再喜欢: *I've gone off Brad Pitt.*

go off with someone/something to leave a place with someone or something 带(某人、某物)离开: *My brother has gone off with my football shirt.*

go on 1 to happen 发生: *Read newspapers if you want to know what's going on in the world.* 2 to continue doing something 继续做: *She was so tired climbing the hill that she thought she couldn't go on.*

go on about someone/something 1 to complain about someone or something 抱怨: *Stop going on about how awful your parents are.* 2 to talk about something or someone all the time 不断唠叨: *She goes on and on about her new boyfriend.*

go out 1 to leave a place 离开: *He's gone out to the coffee bar.* 2 to go away from home and enjoy yourself (尤指为了消遣) 出去: *I don't go out a lot during the week.* → BE OUT 3 to stop burning or producing light 熄灭: *The fire's gone out again. Suddenly, the light went out.* 4 (also **go out of fashion**) to stop being fashionable 不再流行: *High heels went out ages ago.* → BE OUT

go out with someone 1 to leave a place with someone 同某人一起出去: *He's gone out with Max to the coffee bar.* 2 to have someone as your girlfriend or boyfriend 交往, 谈恋爱: *Are you going out with anyone at the moment?*

go over (to) to move near someone 靠近某人: *I went over (to her) and shook her hand.*

go over something to read something or practise something again and check your knowledge 再来一遍, 温习: *I need to go over the grammar we learned yesterday.*

go round 1 to walk, drive, etc. round the outside of a place 沿外围(走、开车): *Trucks must go round (the city centre).* 2 to visit a place 访问: *Let's go round to Charlotte's house.* → COME ROUND 3 to be enough for everyone or everything 足够分享: *Is there enough food to go round?* 4 (also **go about/around**) → GO ABOUT

go through 1 to pass from one side to the other 从一端到另一端: *The bed won't go through (the door).* 2 to search somewhere 仔细查找: *I've gone through all the drawers but I can't find it.* 3 to experience pain or difficulty 经历(某事): *He's gone through a lot of pain.* 4 to do a set of tasks 完成一系列任务: *Go through the exercises at home.*

go through with something to do something you have promised to do 照承诺去做: *He said he'd tell my mum but he didn't go through*

with it.

go together 1 to go somewhere with someone 同某人一起去: *Let's go together to the meeting, shall we?* 2 to look attractive together 相配: *Do you think this blouse and that skirt go together?*

go under to go below the surface of water 沉入, 下潜: *The boy went under for the third time.*

go up 1 to move to a higher place 到高处: *They've gone up that hill over there.* 2 to increase 增加: *Prices have gone up again.* 3 to be built 兴建: *New office blocks are going up all over the town.*

go with someone/something 1 to travel with someone 同某人一起去: *She's gone to London with her parents.* 2 to look attractive with something 相配: *I don't think this blouse goes with that skirt.* 3 to be part of something 成为……的一部分: *Does crime always go with poverty?*

grow out of something 1 to become too big for clothing or shoes 长得太大而穿不进: *You've grown out of that jacket.* Verb: **OUTGROW** 2 to become too old for an activity 戒除, 改掉(幼时习惯): *She'll never grow out of biting her nails.*

grow into someone to become a particular kind of person as you grow 成长为: *He's grown into such a polite young man.*

grow up 1 to become an adult 长大成人: *What will you do when you grow up?* → BRING SOMEONE UP Noun: **GROWNUP** 2 to behave as an adult 像成年人一样: *Will that young man ever grow up?*

hang on 1 to hold something 紧紧抓住: *We hung on as the car suddenly turned the corner.* 2 to stay on the phone 别挂电话: *Hang on, I'll see if she's still here.* 3 to be patient or wait 等等: *Hang on - the ambulance will be here soon.*

hang up to end a phone call by putting down the phone 挂断电话: *If you shout, I'll hang up.*

have (got) something on 1 to be wearing particular clothes 穿着; 戴着: *He had on blue jeans and a white shirt.* → PUT, TRY SOMETHING ON 2 to have arranged to do something 安排做某事: *Have you got anything on this evening?*

hold on to something 1 to keep your hands on something as support 紧紧抓住: *Hold on to that chair.* 2 to keep something 守住, 保住: *May I hold on to your dictionary for the weekend?*

hold someone up to prevent someone from leaving or doing something 阻碍: *The customer was arguing and held up everyone in the queue.* → BE HELD UP Noun: **HOLDUP**

hurry up to move, finish a job, etc. faster 快点: *Hurry up or we'll be late.*

join in to take part in doing something 加入, 参加: *Now, I'll sing and I'd like everyone to join in.*

keep on (doing something) to continue doing something 继续做: *I warned her but she keeps on smoking.*

keep someone/something out to prevent someone, a vehicle, etc. from going in or through a place 阻止进入: *How can we keep out so many cars in the city centre?*

keep out of something to not be active in something 不卷入, 避开: *I try to keep out of discussions about politics.*

keep to something 1 to stay on a particular road, stay with a schedule, etc 不离开: *Keep to the motorway all the way to Manchester. Keep to the left. We must keep to the agreed timetable.* 2 to do something you promised or agreed to 履约: *You said you would pay and you must keep to that.*

keep up (with) to move at the same speed or level 跟上: *You can't come if you don't keep up with us.* → CATCH UP (WITH)

keep someone up to stop someone from going to bed 使人无法入睡: *Everyone was kept up by the noise. The party next door kept everyone up all night.* → BE, STAY, WAIT UP

keep something up to maintain the same high level 保持原有的高水平: *Keep up the good work!*

kick off (with) 1 to start playing football (足球比赛) 开球: *The match kicks off at seven thirty tonight.* Noun: **KICK-OFF** 2 to start taking part in a discussion, meeting, etc (讨论、会议等) 开始: *Let's kick off with a report from the sales manager.* → START OFF (WITH)

kick up a fuss to complain very loudly because you are angry 大发雷霆: *She kicked up a terrible fuss just because the bus was ten minutes late.*

kneel down to rest yourself on your knee 跪下: *We all knelt down*

- on the floor to look for her contact lens.** → LIE, SIT DOWN
- know about something** 体验, 知道 *I don't know a lot about science.*
- leave for somewhere** to start a journey to a place 离开去某地: *The train will be leaving for Madrid in one hour.*
- leave something on** to let a light or machine continue working 使继续开着、运转: *You left the lights on all night.* → PUT, SWITCH, TURN SOMETHING ON
- leave someone/something out (of)** to not include someone or something in a group, list, etc 遗漏, 漏掉: *My name has been left out of the list. Did you leave anyone out?*
- let someone down** to make someone feel disappointed because you didn't do something you promised 使失望: *You've agreed to feed the cat while I'm away - don't let me down.*
- let someone off** 1 to let someone leave a bus, train, car, etc 让某人下车: *You can let me off at the corner.* → GET OFF; PUT SOMEONE DOWN. 2 to allow someone to go without being punished 豁免处罚某人: *I'll let you off this time but don't do it again.* → BE LET OFF Noun: LET-OFF
- lie down** to put yourself in a position with your body flat on a bed, the floor, etc 躺下: *I've got a headache so I'll lie down for a while.* → KNEEL, SIT DOWN. Noun: LIE-DOWN
- lie in** to stay in bed after your usual time for getting up 睡懒觉: *He lies in all morning on Sundays.* Noun: LIE-IN
- listen to someone/something** 听: *I love listening to music on the radio.*
- live it up** to enjoy yourself, especially while you spend money 享乐: *He's living it up in London.*
- live up to something** to do something to the excellent level people expect 不辜负期望: *It's hard to live up to your parents' expectations.* → COME UP TO SOMETHING
- log on/off** to do the actions that turn a computer on or off 进入/退出计算机系统: *Click on "Shut down" to log off.*
- look after someone** to take care of someone and give them what they need 照顾: *There was no one to look after Margery when she was ill.*
- look after something** to watch something so that it isn't stolen or broken 照看: *Can you look after my bag while I go and buy my ticket?*
- look around** (also **look round**) to look in every direction 寻找: *I looked around for an empty seat.*
- look at someone/something** 1 to look in the direction of someone or something 朝(某人、某处)看: *Look at that lovely garden.* 2 to examine something 检查, 察看: *The doctor will need to look at that cut.*
- look back on something** to think about a period when you did something in your past 回顾: *I'll look back on my school days with a lot of pleasure.*
- look for something/someone** to try to find someone or something 寻找: *We've been looking for you for ages.* → SEARCH FOR SOMEONE/SOMETHING
- look forward to something** to be excited about something that will happen 期待, 盼望: *I'm looking forward to meeting you.*
- look into something** to try to find the truth about something 调查: *The police are looking into what happened.*
- look out** 1 to look through a window, etc 向窗外看: *I looked out and saw it was raining.* Noun: LOOKOUT; OUTLOOK 2 (also **watch out**) to be careful 小心: *Look out - there's a car coming.*
- look out for someone** (also **watch out for**) to take care of someone by making sure they don't get into difficulties 注意看管: *I've promised to look out for the younger members of the group.*
- look round** → LOOK AROUND
- look through something** to search papers, list, etc. to try to find something 翻阅: *I've looked through the magazines but I can't find that photograph.*
- look something up** to find information in a dictionary, on the Internet, etc 查找, 查阅: *If you have problems, look up the words in your dictionary.*
- look up to someone (for)** to like and respect someone, especially someone in authority 仰慕: *I've always looked up to my mum for her patience and encouragement.*
- make something out** 1 to manage to see something through bad light, a telescope, etc (勉强)辨认出: *We could just make out a dark figure moving across the field.* 2 to understand something 了解: *We couldn't make out his handwriting.* 3 to claim that you are someone that you aren't or you can do something you can't do 假称: *He made out that he could swim to the island but he couldn't.*
- make up** to become friendly with someone after a quarrel 和好: *After a quarrel that lasted more than a week, we decided to make up.*
- make something up** 1 to say or write something that is not true 编造: *She made up a ridiculous excuse. You didn't see her - you made it all up.* 2 to put cosmetics on your face 化妆: *Your face is made up before you go on television.* Noun: MAKE-UP 3 to form something 组成, 构成: *Young men make up most of United's supporters.* Noun: MAKE-UP
- make up for something** 1 to do something nice to make a disappointment, a bad experience, etc. better 补偿: *I'm sorry I couldn't come with you but I'll make up for it next weekend.* 2 to have a good quality so that bad qualities are less important 弥补: *He may not be good-looking but he makes up for that by being very caring.*
- meet up (with)** to meet someone you arranged to meet 碰头, 相聚: *You all go ahead and I'll meet up with you later.*
- miss someone/something out** to not include someone or something 漏掉: *My name was missed out from the list.*
- mix something up (with)** 1 to change the order or arrangement of something 弄乱: *Please don't mix up the CDs with the tapes.* 2 (also **muddle something up (with)**) to put two or more things together so that you don't know which is which 使混乱: *The agent has mixed up our flight tickets.* Noun: MIX-UP
- move in** to go and live in a new home 搬进新居: *When did your new neighbours move in?*
- move on** 1 to move further along a road, etc 继续前行: *The police told us to move on.* 2 to get a better job, home, etc 改换工作: *You've worked here for several years and it's time you moved on.*
- move out** to leave a home 搬走: *They are moving out next week.*
- muddle something up (with)** → MIX SOMETHING UP (WITH)
- open up** 1 to open the door and let people in 开门迎客, 开始营业: *What time does the supermarket open up?* 2 to feel relaxed and talk 畅谈, 倾吐心事: *After a few kind words from her teacher, she began to open up.*
- part with something** to give something to someone else 舍弃: *I'll never part with your ring.*
- pass away** to die 去世: *His mother passed away last week.*
- pass by** to move past someone or something 经过: *I saw her smile as she was passing by.* Noun: PASSER-BY Plural: PASSERS-BY
- pass through something** to come into a building, town, etc. and then leave 经过, 穿过: *Thousands of refugees have passed through this port.* → COME THROUGH SOMETHING
- pass out** to suddenly become unconscious 昏过去: *She passed out in the heat.*
- pay someone/something back** to return money you owe 偿还: *I must pay back a large loan from the bank.*
- pay up** to pay the money you owe 偿还欠款, 付清欠款: *Pay up or I'll tell your parents.*
- perk (someone) up** to become (or make someone) happier, more active, etc 快活(振作)起来: *A coffee should perk me up.*
- pick something out** to choose something from many 认真挑选: *She picked out a small blue T-shirt.* → POINT SOMETHING OUT
- pick someone up** 1 to collect someone and let them ride in your car or taxi 接载(人): *I'll pick you up at seven o'clock.* Noun: PICK-UP 2 to make someone feel better 使感觉好些: *A cup of tea will soon pick you up.* 3 to talk to someone in order to get a boyfriend or girlfriend 结交: *He tried to pick me up at the party.*
- pick something up** 1 to take something from the ground, etc 拾起: *You dropped the books so you must pick them up.* 2 to collect something 取: *I've come to pick up my post.* 3 to buy something 买: *I picked up a cheap coat in the market.* 4 to become affected by a disease 感染: *She picked up malaria in Zimbabwe.*
- point something out** 1 to show something by pointing 指出: *He pointed out the large size T-shirts.* → PICK SOMETHING OUT. 2 to tell someone something they did not know 指明: *I pointed out that night flights are cheaper.*
- pop off** to die 死去: *Do more exercise or you'll pop off before you're fifty!*

press ahead (with) (also **press on (with)**) to continue to make an effort to do something 加紧进行: *In spite of the bad report we decided to **press ahead with** our plans.*

pull into somewhere to drive into a place 开进: *We **pulled into** the petrol station and bought a road map.*

pull out (of) to drive away from a place 驶离: *We didn't see the van as we **pulled out of** the petrol station.*

pull over to drive towards the side of the road 停靠在路边: *The police asked us to **pull over** and stop.*

pull through to recover from a serious illness 病愈复原: *Suddenly she opened her eyes – she **had pulled through**.*

pull up to stop driving, running, etc 使停住: *We **pulled up** and looked at the map.*

put something aside 1 (also **put something away/by**) to save money regularly 储钱: *We're **putting aside** a few pounds each month to buy a camera.* 2 to keep a period free for a particular activity 留出(一段时间): ***Put aside** two hours every evening for your homework.*

put someone down 1 (also **put someone off**) to stop and let someone leave a taxi, etc 让……下车: *Please **put me down** at the corner.* → LET SOMEONE OFF 2 to criticise someone 批评: *He always **puts her down** in front of the children.* Noun: PUT-DOWN

put something down to write something 写下, 记下: *Where did you **put down** her phone number?* → COPY, GET, TAKE, WRITE SOMETHING DOWN

put something forward to suggest an idea, plan, etc 提出(计划、建议等): *He **put forward** some interesting ideas.*

put someone off to make someone not like something or not want to do something 使(某人)在(某事)上失去兴趣: *The dirty knife **put me off** my meal.* Adj: OFF-PUTTING

put something off to delay doing something 推迟: *He **put off** telling her about it until the next morning.*

put something on 1 to dress in a piece of clothing 穿上: ***Put on** a clean shirt.* 2 to make a light, etc. start working 打开: *Please **put the television on**.* 3 to become heavier 增重: *He's **put on** a kilo since November.* 4 to perform a play, show, etc 上演: *Which play is the National Theatre **putting on**?* 5 to pretend to have something 假装, 装作: *She **put on** a posh accent.*

put it on to pretend to have a particular feeling 装出: *He's not upset – he's **putting it on**.*

put someone up to let someone stay in your home 为某人提供膳宿: *I can **put you up** for a few nights.*

put something up 1 to increase an amount 增加: *I hope they don't **put up** the rent.* 2 to build something 建造: *They've **put up** a statue in the main square.*

put up with someone/something to accept an unpleasant person or situation 忍受: *I don't think I can **put up with** this job for much longer.*

reach for something to put your hand out in order to get something 伸手拿: *I saw her **reaching for** the chocolate on the shelf.*

read something over to read something and check it 从头到尾细读: *I **read over** my notes before the exam.* → GO OVER SOMETHING

ring (someone) up to make a phone call 给某人打电话: ***Ring me up** when you get home.* → GET ON TO SOMEONE

round something off (with) to complete or end a meal, speech, etc. with something 以……结束: *We **rounded off** dinner with a fruit salad.*

run off (with) to steal something and run 偷走: *The dog **ran off with** the cooked meat.* → MAKE OFF (WITH)

run away to run far away to avoid being caught, punished, etc 逃跑: *The dog took the meat and **ran away**.*

run into someone to meet someone by chance 偶然遇见, 邂逅: *Guess who I **ran into** in the supermarket.*

run out (of) to have no more supplies of something 用完, 耗尽: *We haven't **run out of** milk again, have we? Yes, the milk's **run out**.*

run over someone/something to drive a car, etc. over someone, an animal, etc 开车轧过: *The dog was **run over** by a bus.*

saddle up to get a horse ready for you to go on a journey 给(马)装鞍: *When we were **saddling up**, he said we had too much luggage.*

search for someone/something to look carefully for someone or something 仔细查找: *We **searched everywhere for** a cheap café.*

→ LOOK FOR SOMEONE/SOMETHING

send away for (also **send off for**) to order something by post 邮购, 函索: *I've **sent off for** an application form.*

send someone on something to arrange for someone to go on a journey, etc 为某人安排行程: *My parents **sent me on** a trip to London.*

send something out to distribute a notice, etc 发出, 发放: *A letter **has been sent out** to all our members.*

set something aside to save an amount of money 存钱: *I **set aside** a few pounds each month for my trip to London.*

set in to begin or appear and continue (疾病、坏天气等) 开始来临: *Cold weather **has set in**.*

set off (on) to start to move 出发: *We **set off on** a walk to the lake.*

set out to start a journey 起程: *We must **set out** early tomorrow.*

set out (to do something) to start or plan to achieve something 开始做某事: *We **had set out to win** but were pleased to come second.*

set something up 1 to put something in a particular position 摆放, 竖起: *The refugees **set up** homes on poor soil.* 2 to arrange a meeting, etc 安排会议: *I'll **set up** another meeting for next week.* Noun: SET-UP

settle down 1 to make yourself comfortable in a seat, bed, new home, etc 安顿: *How are you **settling down** in England?* 2 to start living a responsible life with a job, etc (使)安定: *Isn't it time you **settled down** and got a decent job?*

shout out (for) to shout loudly 大声喊: *She **shouted out for** help but no one heard her.* → CALL, CRY, YELL OUT

show someone in to lead someone into a room 带领: *When the next applicant arrives, **show her in**, please.*

show off to show or describe your own abilities in order to make people admire you 炫耀: *Stop **showing off**!* Noun: SHOW-OFF

shut up to stop talking 闭嘴: ***Shut up** and sit down.*

sidle up to someone to move slowly and carefully towards someone as if you don't want to be seen 悄悄地靠近: *He **sidled up to** me and asked me for money.*

sit back 1 to sit comfortably 向后靠着坐: ***Sit back** in your chairs.* 2 to make no effort 袖手旁观: *He **sat back** while others did the work.*

sit down to rest yourself in a chair, on the floor, etc 坐下: *We **sat down on** the nearest seat.*

sit up to sit with your back straight 坐直: *He's able to **sit up** in bed.*

slow down to drive, develop, increase, etc. more slowly 变慢, 减速: *You should **slow down** in a busy street.* Sales in supermarkets show no sign of **slowing down**, do they? Noun: SLOWDOWN

sort something out 1 to arrange things in groups or a particular order 整理: *I must **sort out** my old photographs.* 2 to settle disagreements, etc 消除分歧: *The prime minister had to **sort the chaos out** between the two politicians.* 3 to deal with a bad situation 解决问题: *When will this mess **be sorted out**?*

speak out (also **speak up**) to say in public what you think or feel 大胆地公开说出来: *If people **spoke out**, the war might end.*

speak up 1 to speak more loudly 大声说出: ***Speak up** – we can't hear you.* 2 → SPEAK OUT

speed up 1 to move faster 加速: *We **speeded up** but the car was still behind us.* 2 to happen more quickly 更快地发生: *Changes in climate **will speed up** over the next ten years.*

split up (with) to no longer be someone's girlfriend or boyfriend 分手: *I **split up with** my girlfriend a few months ago.*

spread out to move apart and cover or fill a larger area 散开: *I suggest everyone **spreads out** and looks for her.*

stand by to not do anything to help 袖手旁观: *He just **stood by** while others helped us.*

stand out to be obvious 突出: *Her intelligence **stood out**.*

stand up to rise to your feet with your body upright 站起: *We **stood up** as the visitor entered the room.*

stand up for someone/something to support someone, an idea, etc. that is being attacked 保卫; 支持; 维护: *You never **stand up for** me when dad blames me. **Stand up for** your rights!*

stand up to someone to refuse to accept unfair treatment from someone 拒绝接受(某人)所给予的不公正待遇: *Don't let your brother tell you who to be friends with – **stand up to** him.*

- start off (with)** to start an activity 开始: *Let's start off with a vocabulary game.* KICK, SET OFF
- start out** 1 to start a journey 起程: *They started out at six o'clock.* 2 to begin your career 事业上起步: *He started out as a lorry driver but became a famous judge.* 3 to begin to be heard, done, etc 开始为人所知, 起步: *Jazz started out in New Orleans.*
- start something up** to begin a business, group, etc 开始或发起某事: *Helen has started up a walking group.*
- stay in (also stop in)** to be at home and not go out 不出门, 待在家里: *I can't come to the cinema - I'm staying in tonight.* → BE IN
- stay up (late)** to not go to bed at the usual time 迟睡: *You can stay up on Friday.* → WAIT UP (FOR)
- stick something up** to attach a notice, etc. on a wall, etc 将……贴在墙上: *I've stuck up a poster of Madonna.*
- stop in** → STAY IN
- stop off (at)** to break your journey 中途稍作停留: *We stopped off at the motorway café for a meal.*
- stroll over (to)** → WALK OVER (TO)
- sum up** to give a short statement at the end that shows the main point 总结, 概括: *To sum up, computers can do many tasks.*
- switch off** to stop paying attention 走神: *He switches off when I ask him a question.*
- switch something off** to use a switch to stop a light, machine, etc. working 切断 (电流等): *Don't forget to switch off the lights.* → TURN SOMETHING OFF
- switch something on** to use a switch to make a light, machine, etc. work 接通, 开: *Switch on the kettle and let's have tea.* → TURN SOMETHING ON
- take after someone** to look or behave like someone 与……相像: *He takes after his mother.*
- take something back** 1 to return with something to a shop 退货: *This jacket doesn't fit and I'm taking it back.* → BRING, GET, GIVE SOMETHING BACK 2 to admit that you were wrong to say something 承认说错了话: *How dare you call me a liar - take that back.*
- take something down** to write something 写下, 记下: *Take down this message.* → COPY, GET, PUT, WRITE SOMETHING DOWN
- take something in** to understand and remember something 领会, 记住: *I didn't take in much of what she said.* → BE TAKEN IN (BY)
- take someone in** to make someone believe something that is not true 蒙蔽: *We were taken in by her expensive clothes.*
- take off** to leave the ground 起飞: *The plane took off at seven.* Noun: TAKE-OFF
- take something off** 1 to remove clothing 脱去衣服: *I took off my coat.* 2 to remove something from a list 移除掉: *Beef has been taken off the menu.* 3 to reduce a price 降价: *They took ten percent off the price. I'll take off another pound from the price.* 4 to use a period of time to have a holiday, etc 休假: *I'm taking off Friday.*
- take someone on** to give someone a job 开始雇用 (某人): *They've taken on several more men.*
- take something on** 1 to accept work 接受工作: *You've taken on too much work.* 2 to do something about a problem 处理, 采取行动: *The government must take on the problem of homelessness.*
- take someone out** to invite someone to go to a cinema, restaurant, etc 带某人出去: *I'm taking her out for a meal this evening.*
- take something/it out on someone** to make someone suffer because you are angry 向某人发泄, 拿某人出气: *Just because he won't phone you - don't take your disappointment out on me! You may be angry with him, but don't take it out on me.*
- take over (from)** to take control from someone else 接管: *Diana is ill and she has asked me to take over. I've taken over from Diana.*
- take over something** to take responsibility for something 接管: *The government took over management of the railways.* Noun: TAKE-OVER
- take to someone/something** to form a liking for someone or something 喜欢上, 对……产生好感: *We took to our new teacher immediately.*
- take something up** to do an activity 着手: *Paul has taken up swimming.*
- take up something** to use an amount of space 占用位置: *The sofa is nice but it takes up too much space.*
- take someone up on something** to accept something that someone offers 接受……邀请: *If he offers you the job, will you take him up on it?*
- talk something over (with)** to discuss something before making a decision 商量, 讨论: *Talk things over with your parents before you decide.*
- talk (to someone) about something** 与 (某人) 讨论某事: *We met at a party and talked about music for hours. I often talk to Susan in the evenings.*
- think about someone/something** to think carefully 认真思考: *Think about what failing the exam could mean.*
- think of something** to find an excuse, etc 找借口: *Can you think of one good reason why I shouldn't punish you?*
- throw something away (also throw something out)** to get rid of something because you don't want or need it 扔掉, 抛弃: *I'm throwing out my old clothes.* → GIVE SOMETHING AWAY
- throw something off** to take off clothes quickly 匆匆脱下衣服: *I threw off my coat and sat down.*
- throw someone/something out (of)** to make someone go, or take rubbish, etc. out of a place 赶走, 扔掉: *He was thrown out of college because he didn't do any work.*
- tidy (something) up** to make an untidy place tidy 收拾, 整理: *Tidy up your room before you go out.*
- trigger something off** to cause something to start or happen 引发, 激发: *The changes in climate have triggered off floods in many countries.*
- try for something** to try to get a place at a college or university, a job, a record, etc 试图获得, 谋求: *He is trying for the world record. A place at university is worth trying for.*
- try something on** to put on clothing and see if it fits or that you like it 试穿: *Why not try on this coat?*
- try something out (on)** 1 to use something and find out if it works well 试用: *I haven't tried out my new dictionary yet.* Noun: TRY-OUT 2 to test a skill 检验技能: *Have you tried out your English on your penfriend yet?*
- turn against someone** to become unfriendly towards someone (使) 与……作对: *After he came out of prison, everyone had turned against him.* → BE AGAINST SOMETHING/SOMEONE
- turn away** to turn round and look in another direction 转向另一边: *He turned away and put his hands in his pockets.*
- turn someone away** to not allow someone into a place 不让进入: *They are turning away everyone without a ticket.*
- turn back** to return the way you had come 返回: *Let's turn back because we can't see our path in this bad weather.*
- turn down** to reduce the noise, heat, etc by turning the switch on a machine 关小: *Can you turn down the radio?*
- turn someone down** to refuse to allow someone to have a job, a place at university, etc 拒绝: *I applied for a place on the computer course but they turned me down.*
- turn something down** 1 to make noise, light, heat, etc. less strong 调低: *Turn down that television!* 2 to decide not to take a job, offer, etc 拒绝: *He turned down the chance to play professional football.*
- turn into someone/something** to change or develop into someone or something else 变成, 出落成: *Her daughter has turned into a beautiful young woman. The caterpillar turned into a beautiful butterfly.*
- turn off** to drive off a road and join another one 离开原路而转上另一条路: *Turn off at the next exit.*
- turn someone off** to be unpleasant, not funny, etc. so that you do not have interest (使) 厌烦, 失去兴趣: *His silly jokes about women really turn me off.*
- turn something off** to stop a light, machine, tap, etc. from giving you light, power, water, etc 关闭: *Please turn the television off. Turn it off. The street lights are turned off at dawn.* → SWITCH SOMETHING OFF
- turn off something** to leave one road and be in another 离开原路而转上另一条路: *We turned off the High Street into a*

narrow road. Noun: **TURN-OFF**

- turn on someone** to attack someone or treat them badly 袭击, 恶劣地对待: *Why did she **turn on** you like that?*
- turn something on** to make a light, machine, tap, etc. give you light, power, water, etc 打开: *Please **turn on** the radio. **Turn it on.*** → PUT, SWITCH SOMETHING ON
- turn out 1** to appear and be present 出现: *A large crowd **turned out** to greet the President.* Noun: **TURN-OUT 2** to have a particular result 结果是: *Luckily, her treatment **has turned out** well. It **turned out that** Max had my ticket.*
- turn someone out (of)** to make someone leave a place 驱逐, 赶走: *We **were all turned out of** the classroom.*
- turn something out 1** to stop a lamp, etc. from giving you light 关上, 关掉: ***Turn out** the light and go to sleep. **Turn it out.*** → SWITCH SOMETHING OUT. **2** to produce a piece of work 生产, 制造: *She's **been turning out** some good essays this term.* **3** to take everything out of a bag, pocket, etc 把物品全部翻出来: *I **turned out** my handbag but I couldn't find my address book.*
- turn over** to move so that you face the other way when you are lying down 转身朝向另一面: *I **turned over** and faced the wall.*
- turn round** to face the opposite direction 转过身: *I **turned round** to see who was behind me.*
- turn to someone (for)** **1** to turn round and look towards someone 转过去看某人: *He **turned to** me and smiled.* **2** to ask someone for help or advice 求助于: *I don't know who to **turn to**. He **turned to** his father for advice.*
- turn up** to appear somewhere, especially as a surprise or after a delay 突然出现: *When did Peter **turn up**? Don't worry – your camera **will turn up**.*
- turn something up 1** to increase the amount of sound in a radio, etc 调大, 开大: *I can't hear – please **turn up** the volume.* **2** to shorten trousers, etc 改短: *I'll **turn up** your trousers.* Noun: **TURN-UP**
- use something up** to use all of something 用光: *You've **used up** all the milk.*
- wake up (from)** to stop sleeping 醒来: *He **woke up from** the anaesthetic with a bad headache.*
- wake someone up** to stop someone from sleeping 把某人叫醒: *The sound of the window breaking **woke up** the whole family.*
- walk in** to enter 进入: *Look who's just **walked in**!*
- walk out (of)** to leave a meeting, job, etc 离开, 离席: *They **have walked out of** the talks.* Noun: **WALK-OUT**
- walk out of somewhere** to leave a place, usually because you are disappointed 离开: *Have you ever **walked out of** a film?*
- walk over (to)** (also **stroll over**) to walk towards someone 朝某人走去: *She calmly **walked over to** him and pushed his arm.*
- watch out** → LOOK OUT
- watch out for someone 1** → LOOK OUT FOR SOMEONE **2** to pay careful attention 留意: *The owners **were watching out for** shoplifters.*
- wear off** to become less strong gradually 消退, 消失: *The pain **will soon wear off**.*
- wind someone up** to do something so that you annoy someone 故意惹恼某人: *Don't respond – he said that to **wind you up**.* Noun: **WIND-UP**
- wipe something out** to destroy something 毁掉: *The disease **wiped out** half the population.*
- work at something** to try hard to do something 努力做: *He won't talk to me but I'm **working at** becoming friends again.*
- work on something 1** to study something in order to find a solution 努力寻找解决办法: *Scientists **have been working on** a cure for leukaemia.* **2** to do work on something 致力于: *He's **been working on** his paintings for several weeks.*
- work out 1** to happen successfully 顺利进行: *If things **work out**, we'll be home by six o'clock.* **2** to do lots of exercise 锻炼: *We **worked out** hard at the gym.* Noun: **WORK-OUT**
- work something out 1** to manage to find a solution to a problem 找出解决方案: *I've **worked out** a way to get there.* → MAKE SOMETHING OUT. **2** to find the reason why 找出原因: *Try to **work out** why you made mistakes.*
- wrap up** to put on warm clothes 穿得暖和: ***Wrap up** well – it's cold outside.*
- wrap something up** to cover something 包起来: *Have you*

wrapped up the presents yet?

- write something down** to write information 写下: *I **wrote down** her phone number.* → COPY, GET, PUT, TAKE SOMETHING DOWN
- zip (something) up** to fasten clothes, etc. using a zip 用拉链拉上: ***Zip up** the tent – it's very cold.* → BUTTON, DO (SOMETHING) UP

Notes to the Texts

Unit 22 Environmental Protection

Lesson 1

1. **In the last few decades, scientists have reached consensus and reported that human beings are causing changes in the Earth's climate – something previously seen as beyond our control.** 在过去的几十年里, 科学家一致认为, 人类正在造成地球气候的变化——这是一种原来被认为是超出我们控制能力的现象。

beyond 是介词, 意为“在更远处, 在那边; 向那一边, 越过”。如:

They crossed the mountains and travelled to the valleys beyond. 他们越过了群山, 到达了那里的谷地。

It is beyond my wildest dreams to have received a letter from you. 我无论如何也没有想到会收到你的信。

His honesty is beyond question. 他的忠诚是毋庸置疑的。

2. **But what exactly is global warming, why is it seen as a danger, and how is it relevant to our lives?** 但是, 确切地说, 什么是全球变暖? 为什么把它视为一种危险? 它如何与我们的生活相关呢?

relevant to 有关的。如:

What he said is not relevant to me. 他说的话与我无关。

Why are you so angry? Is it relevant to you? 你为什么这么生气? 这事与你有关吗?

3. **Global warming refers to an average increase in the Earth's temperature that, in turn, leads to climate change.** 全球变暖指的是地球温度平均增长, 继而导致气候变化。

refer to 提到, 谈到。如:

Don't worry. I don't think the manager referred to you. 别担心, 我想经理说的不是你。

Promise me not to refer to the matter again. 答应我不再提此事了。

4. **Over the last 100 years, the global average temperature has increased by 1° F and many experts insist that the blame for this global warming can mostly be pinned on human activities.** 在过去的100年里, 全球的平均温度增加了1华氏度, 许多专家坚持认为, 在很大程度上, 人类的活动是导致全球变暖的重要原因。

pin something on somebody 把某事归罪于某人, 把责任加在某人身上。如:

Mike is innocent. They just tried to pin the blame on him. 迈克是无辜的, 他们只是企图让他承担责任。

The man insisted that he had nothing to do with the crime, he pinned the guilt on the dead girl. 那男人坚持

自己与此案无关, 他把罪责推到死去的女孩身上。

5. **Experts advocate that each person play their part.** 专家主张每个人都发挥作用。

play one's part 参与, 起作用, 尽责任。如:

Have you played your part in the competition? 你参与比赛了吗?

Every Beijing citizen should play his part in the Olympic Games in 2008. 每一个北京市民都应该参与2008年的奥运会。

Lesson 2

1. **panda** 大熊猫。通常称熊猫, 是属于熊科的一种哺乳动物, 全世界现存大约1,600只, 是一种濒危动物。
2. **Yangtze dolphin** 白鳍豚。中国特产的淡水齿鲸类动物, 分布于长江中下游江湖中。身体呈纺锤形, 长1.5~2.5米, 是国家一级保护动物。
3. **crested ibis** 朱鹮。一种美丽的涉禽, 体型和大小均似白鹭。原分布于中国、日本、朝鲜及苏联远东地区, 现极少见。
4. **snow leopard** 雪豹。典型的食肉动物, 俗称艾叶豹。外形似豹而体型稍小。雪豹因终年生活在雪线附近而得名, 是栖息地海拔最高的猫科动物之一。
5. **Yangtze alligator** 扬子鳄。中国唯一的鳄种, 体长可达2米。是我国特有的孑遗物种, 分布于安徽、浙江和江苏的交界处, 是国家一级保护动物。
6. **orangutan** 红毛猩猩。一种生活在东南亚的婆罗洲和苏门答腊岛的猿, 其名字在马来语中意为“丛林人”。

Lesson 3

1. **A number of nations have already been in armed conflict over water, and reduced rainfall in the west of the US has resulted in huge forest fires.** 已经有几个国家因为水的问题而动武, 而美国西部由于降水减少导致了森林大火。

result in 导致, 造成。如:

The accident on the highway yesterday resulted in the death of 7 passengers. 昨天高速公路上的事故导致7名乘客的死亡。

Li Gang's carelessness has resulted in the collapse of all the computers in the office. 李刚的粗心导致了办公室所有计算机的瘫痪。

2. **Montserrat** 蒙特塞拉特岛。拉丁美洲加勒比地区的英国属地。位于小安的列斯群岛中背风群岛的南部, 安提瓜岛西南。属火山岛, 最高的苏弗里耶尔山海拔915米, 它在休眠了几个世纪之后, 于1997年猛烈

喷发,使得该岛首府普利茅斯市被毁,并导致19人死亡。

3. **Mt Merapi** 默拉皮火山。高2,968米,是印度尼西亚129座火山中最活跃的一座。它曾于1994年喷发,造成66人死亡。1930年该火山也曾经喷发过一次,夺走了1,300人的生命。2006年5月15日,默拉皮火山再次连续喷发,火山喷发的岩浆绵延数公里,周边地区的民众纷纷逃离。
4. **Tambora** 坦博拉火山。位于印尼中南部的休眠火山。1815年4月5日发生了迄今为止世界上最猛烈的火山喷发,4,000米高的山在喷发后仅为2,850米。

Language Awareness 7

1. **Christo & Jeanne-Claude** 克里斯多和珍妮·克劳德夫妇。克里斯多是生于保加利亚的美籍艺术家,珍妮·克劳德是他的法国太太。他们从20世纪50年代起将公共建筑物、桥梁、甚至是海岸线等层层包裹起来,形成既熟悉又陌生的幽默景观,这称为地景艺术(Land Art)。
2. **Miami** 迈阿密。美国佛罗里达州东南濒临大西洋的大都会城市。气候夏季潮热,冬季温和干燥,是美国著名的休闲和度假胜地。也是美国与拉丁美洲联系最紧密的地方。“迈阿密”一词来源于迈阿密河,这是美洲土著人起的名字,意思是“大水”。
3. **German Parliament building** 德国国会大厦。德国首都柏林最著名的历史景观,始建于1884年至1894年。1933年毁于大火,两德统一后,德国首都从波恩迁回柏林,1999年这里重新成为德国国会的所在地。
4. **Colorado** 科罗拉多州。位于美国中西部洛基山地区,首府丹佛市。
5. **The Arkansas River** 阿肯色河。密西西比河的主要支流,发源于科罗拉多州中部洛基山脉,向东南流经堪萨斯、俄克拉何马州,在阿肯色州汇入密西西比河。
6. **However, his work still tends to be criticised.** 但是,他的作品还是要受到批评。
tend to do 有某种倾向。如:
People tend to get fat when they grow older. 人们年岁大了就容易发胖。
He tends to speak too quickly. 他说话速度太快。

Culture Corner

1. **WWF (World Wildlife Fund)** 世界野生生物基金会。世界上最大的从事自然和野生动物保护的国际组织。成立于1961年,总部设在瑞士格兰德。其宗旨是防止人类破坏自然生态系统,保护世界上濒临灭绝的动物和植物。
2. **Sir Peter Scott** 彼得·斯科特(1909-1989),英国鸟类学者,环境保护工作者和画家。1961年他发起成立了世界野生生物基金会并设计了其熊猫标志。

Bulletin Board

Indonesian island of Sumatra 苏门答腊岛。印度尼西亚最大岛屿,世界第六大岛。东北隔马六甲海峡与马来半岛相望,西临印度洋。火山和地震活动频繁。赤道横贯中部,高温多雨。森林覆盖率达60%。2004年12月26日苏门答腊以北的印度洋底发生里氏8.9级大地震,地震引发的海啸波及整个印度洋沿岸,数十万人罹难。

Unit 23 Conflict

Lesson 1

1. **He's bid his furnished apartment goodbye after complaints from his neighbours about loss of sleep.** 在他的邻居抱怨失眠以后,他告别了装修好的住房。
bid something (somebody) goodbye (good morning) 向某事(某人)告别(问候)。如:
Ten days later, they bade their home goodbye and headed for the city. 10天后,他们告别了家乡,动身前往城市。
She bade me good morning when she met me yesterday. 昨天她遇到我时向我道了一声早安。
2. **He was up there in a flash.** 刹那间,他就在那儿了。
in a flash 刹那间,立刻,马上。如:
I'll be back in a flash. 我马上就回来。
The plane disappeared in a flash. 刹那间飞机就不见了。

Lesson 3

1. **My Lai** 美莱村是越南南部广义省的一个村庄。1968年3月16日侵越美军在这里残杀了数百名手无寸铁的村民,制造了最为血腥恐怖的事件。
2. **Seymour Hersh** 西摩·赫什(1937-),美国顶尖的调查报道记者。在1969年发表的一系列报道中,西摩·赫什率先披露了美军在越南制造的“美莱大屠杀”真相,激发了美国人的反战情绪,在相当程度上起到了终结越战的作用,赫什本人也因此获得1970年的普利策国际报道奖(Pulitzer Prize)。
3. **One of their men, speaking in English, remarked that he had worked in England for some years and that he was fed up to the neck with this war and would be glad when it was over.** 他们之中有一个人会说英语,他说他在英格兰工作过好几年,他对这场讨厌的战争烦透了,如果战争结束他会感到高兴的。
be fed up with 厌烦,受够了,腻了。如:
I'm simply fed up with the country life. It's too boring. 我对乡间生活厌倦了,太无聊。
Jane is fed up with the wet weather there. 简对那里的阴雨天厌烦透了。
4. **Boxing Day** 节礼日。圣诞节后的次日,即12月26日。是英格兰和威尔士的法定节日。传统上,在这一天人们向仆人和邮差赠送圣诞节礼包。

5. **Each side seemed to be waiting for the other to set the ball rolling.** 每一方似乎都在等着另一方采取行动。

set the ball rolling 使事情开始(继续)运行。
如:

Perhaps, I should set the ball rolling, ladies. 女士们,或许我应该开个头。

6. **Old Soldiers Never Die** (《老兵永生》)是一部描写第一次世界大战的小说,被评论家称为是所有记述战争的作品中最优秀的作品,作者弗兰克·理查兹是孤儿,曾做过矿工,1901年入伍。在小说中他完全以自己原始的方式记述了参战的过程。

7. **A Piece of My Heart** (《心之彼方》)被认为是一部震撼人心的有关越南战争的历史作品。作者凯斯·沃克是一位作家和电影制作者,他历时三年采访了26位曾参加过越南战争的女护士。这些护士是大约15,000名参加过越南战争的女兵的代表,她们打破了沉默,向沃克讲述了她们那些噩梦般的经历。沃克将采访整理成不同体裁的章节,构成一部回忆录故事。

8. **We saw one of our planes come over heading westward for an American base just across the valley.** 我们看到一架自己的飞机正在越过山谷向西朝着一个美军基地飞去。

head for 朝着……前进。如:

They are heading for London. 他们正往伦敦的方向去。

We headed for the mountain, with the guide in the lead. 我们在向导的带领下进山了。

9. **Six War Years** (1939-1945《战争六年》)是一部讲述普通加拿大人在第二次世界大战中所作所为的纪实作品。作者巴里·布莱德富特是一位作家,1972年他辞去自己的工作,带着一个录音机在国内旅行,采访各行各业的普通加拿大人,每个人他都问同样的问题:“你在战争中做什么了?”他将他们口授的历史记录下来,加工成此书。

Communication Workshop

1. **However, the final straw came when a wheel broke just as I was cycling at full speed.** 我全速骑车行进时,车轮断裂,这是最后一击。

the final straw (that broke the camel's back) 也作the last straw,指经过一系列打击和不愉快的事后,最后一个无法忍受的事。

2. **I have already been in contact with my lawyer in order to ask for advice.** 为寻求帮助,我已经和我的律师取得了联系。

be in contact with 和……接触;有联系。如:

Have you been in contact with your aunt recently? 你最近与你的姑姑有联系吗?

They are in contact with us by radio. 他们用无线电

与我们联系。

有关的句型还有,如: be out of contact with 脱离接触; have contact with 接触到,和……有联系; lose contact with 和……失去联系,离开。

Language Awareness 8

Apart from that it's great here. 此外,这里还是很不错的。

apart from 除……之外,相当于 besides, in addition to。如:

What do you study apart from English? 除英语外,你还学些什么?

Apart from being fun and good exercise, swimming is a very useful skill. 除了作为一种有趣而且有益的运动外,游泳还是一项有用的技能。

Culture Corner

1. **They also write letters of recommendation on behalf of students.** 他们还代表学生写推荐信。

on behalf of 代表,为某人说话。如:

I am writing this letter on behalf of my mother, who wants to thank you for your nice gift. 我代表我妈妈写这封信,她感谢你的礼物。

He signed the document on behalf of his company. 他代表公司签署了文件。

2. **College students are of many different ages and come from a wide range of social, cultural and economic backgrounds.** 大学生们年龄各异,有着不同的社会、文化和经济背景。

a range of 范围(可供选择的范围)。如:

The shop keeps a wide range of goods. 这家店货物很齐全。

She has a wide range of interests. 她兴趣广泛。

3. **A college counsellor's job is to help students adjust to college life.** 大学辅导员的工作是帮助学生适应大学生活。

adjust to 调整,校准,适应。如:

I must adjust my watch. It's slow. 我得校一下手表,它慢了。

They must adjust themselves quickly to the life in the States. 他们必须尽快适应美国的生活。

Unit 24 Society

Lesson 1

1. **i-pod** 苹果公司生产的一种播放音乐的电子产品的名称,它可以从网上下载音乐,具有很大的存储空间。

2. **Trade unions demand that the government shorten the working week.** 工会要求政府缩短每周工作时间。

demand 要求。后面可以跟从句,从句中经常使用 should。如:

They demanded that the right to vote should be given to every adult man. 他们要求每一个成年人都有选举的权利。

I demand that John should go there at once. 我要求约翰立即赶往那里。

3. **If laws such as these came into being, a huge adjustment would be required and there would certainly be diverse reactions.** 如果产生了类似这样的法律, 那么生活就要做很多调整, 反响肯定是各种各样的。

come into being 生存, 存在。如:

When the new law comes into being, the old one will be abolished immediately. 新法律产生之时, 旧法律会立即废除。

I have no idea when the policy comes into being. 我不知道新政策何时开始实行的。

Lesson 2

Utopia 《乌托邦》, 英国空想社会主义者托马斯·莫尔 (1477-1535) 的代表作。该书1516年出版, 系统地阐述了空想社会主义的基本思想。书的第一部分揭露和抨击了封建专制和资本原始积累给人民带来的苦难, 指出消灭私有制是保证人人幸福的唯一途径。在第二部分中, 莫尔通过介绍“乌托邦”岛上的情况, 描述了未来理想社会的基本特征。《乌托邦》一书对后来社会主义思想的发展产生了深远的影响。

Lesson 3

1. **hutong** (胡同) 是北京的一大特色, 也是老北京人生活历史的象征。今天占据着市中心的主要面积, 居住着市区内的三分之一的人口, 这些居民仍保留着许多传统的生活方式。

北京的胡同遍布在城市的每个角落。广义上的胡同超过6,000条, 直接称为胡同的超过1,300条。

2. **They were then able to place guards at the entrances of the various hutongs, which made it easier to keep an eye on people's movements.** 他们派卫兵把守着胡同的入口, 这样做使他们容易监视人们的举动。

keep an eye on 照看, 留心瞧, 注意。如:

He would be in trouble if I don't keep an eye on him. 我要是不留神看着他, 他准会出事。

Will you keep an eye on the children? 你可以照看一下孩子们吗?

3. **Sanmiao Street** 三庙街, 北京最古老的胡同。三庙街的历史可以追溯到900多年前的辽代, 当时的名字叫“檀州街”, 位于宣武门西南。
4. **Rongxian hutong** 绒线胡同。北京较长的胡同, 在西单以南。
5. **Qianshi hutong** 钱市胡同。位于前门外大栅栏地区, 胡同中间最窄处只有44厘米。

Communication Workshop

1. **I totally agree with the American idea of “three strikes and out” – that after committing three crimes criminals are locked up for life.** 我完全认可美国人的观点“事不过三”, 即犯三次罪就终身监禁。
2. **The only time that life sentences should be given is when a person is so dangerous that the community is at risk if he or she is let out of prison.** 判无期徒刑 (或终身监禁) 的唯一条件是: 罪犯十分危险, 一旦被释放出狱, 周围的人们就要遭殃。

at risk 有危险, 冒险。如:

The man's life was at risk when he was trying to save the girl. 那人冒着生命危险去救女孩。

Heart trouble can be avoided if people at risk take medicinal advice. 如果高危人群遵循医嘱, 心脏病是可以避免的。

Language Awareness 9

1. **Measures to slow population growth like China's one-child policy, have also contributed to lowered birthrates.** 降低人口的政策, 如中国的独生子女政策, 对减少人口也起了作用。

contribute to 捐献, 贡献; 起促成作用。如:

Various factors contributed to his failure. 多种因素导致了他的失败。

That advertisement contributed a great deal to the sale of the new car. 那则广告曾为这种新汽车打开销路起了很大作用。

2. **Alzheimer's** 阿尔茨海默氏病, 又称老年痴呆症。是一种渐进发展的大脑疾病。

Culture Corner

1. **The civilisations that reached these “golden ages” hail from around the world, and made their mark on history through exceptional leaps forward in cultural, scientific and social achievements.** 这些有过“黄金时代”的文明曾出现在世界的各个角落, 它们在文化、科学和社会进步上取得过杰出的成就, 它们永垂青史。

hail from 来自, 在某地生长 (是某地的人)。如:

Mr Gardner hails from Mississippi. 加德纳先生来自密西西比州。

They hail from all parts of the country. 他们来自全国各地。

2. **Ancient Greece** 古希腊。从公元前2000年左右到公元前30年, 古希腊人以巴尔干半岛、爱琴海诸岛和小亚细亚沿岸为中心的中海地区建立了一系列奴隶制国家。

古希腊人在数学、天文、建筑、戏剧和哲学等诸多领域做出了创造性的贡献。以柏拉图和亚里士多德为代表的古希腊哲学在人类思想发展史上占有

崇高的地位。

3. **Protagoras** 普罗泰哥拉 (约公元前481-约前411), 古希腊智者派哲学家。主要著作有:《论国家》《论真理》《论神》等。
4. **Plato** 柏拉图 (约公元前427-前347), 古希腊哲学家, 其主要哲学思想是理念论, 对西方的哲学思想有重大而深远的影响。《理想国》是他最重要的著作。
5. **Hippocrates** 希波克拉底 (约公元前460-前371), 古希腊著名医生, 治学严谨, 医术精湛, 医德高尚。
6. **Herodotus** 希罗多德 (约公元前484-前425), 古希腊历史学家, 被尊为西方史学之父。所著《历史》一书为古代第一部伟大的史书。
7. **Renaissance** 文艺复兴。14~16世纪欧洲从中世纪封建社会向近代资本主义社会转变时期的反封建、反教会神权的一场伟大的思想解放运动。
8. **Brunelleschi's cathedral dome** 布鲁内莱斯基的教堂穹顶。意大利文艺复兴时期的杰出建筑师布鲁内莱斯基1434年为佛罗伦萨大教堂所建。这个八角形大穹顶表面由陶瓦和大理石覆盖, 顶端是一个灯笼形的天窗。
9. **The Great Theatre** 大剧院。伦敦的第一个剧院, 建于1576年, 是莎士比亚戏剧的主演剧场。1597年被查封, 次年被拆毁, 没有留下任何图片资料。
10. **William Shakespeare** 威廉·莎士比亚 (1564-1616), 英国诗人、剧作家。一生中共写了37部戏剧, 154首十四行诗等。

Literature Spot 8

1. **Raymond Chandler** 雷蒙·钱德勒 (1888-1959), 美国侦探小说最重要的作家之一。
2. **Dashiell Hammett** 达希尔·汉密特 (1894-1961), 美国冷硬派推理文学的重要作家。

Vocabulary in Each Unit

(带*号词为非课程标准词)

Unit 22

Warm-up

- *greenhouse effect 温室效应 (5)
- *endanger / ɪn'deɪndʒə / vt. 危害 (5)
- trap / træp / vt. 使困住 (5)
- ecology / ɪ'kɒlədʒi / n. 生态 (5)
- botanical / bə'tænɪkəl / adj. 植物的 (5)
- a number of 一些 (5)
- consultant / kən'sʌltənt / n. 顾问 (5)
- brewery / 'bru:əri / n. 啤酒厂 (5)
- reserve / rɪ'zɜ:v / n. 保护区 (5)
- principle / 'prɪnsɪpəl / n. 原则, 道德准则 (5)
- boycott / 'bɔɪkɒt / n. (联合) 抵制 (5)
- corrupt / kə'rʌpt / adj. 贪污受贿的, 腐败的 (5)
- conservation / ,kɒnsə'veɪʃən / n. 保护 (5)

Lesson 1

- consensus / kən'sensəs / n. 一致的意见 (6)
- beyond / bi'jɒnd / prep. 超出 (6)
- beyond one's control
超出……的控制, 不受……的控制 (6)
- *claim / kleɪm / vt. 声称 (6)
- look ahead 展望未来 (6)
- relevant / 'reləvənt / adj. 有关的 (6)
- refer / rɪ'fɜ:(t) / vt. 指, 意即 (6)
- in turn 依次 (6)
- lead to 引起, 导致 (6)
- ray / reɪ / n. 光线 (6)
- bounce / baʊns / vi. 反弹 (6)
- pin / pɪn / (on) vt. 把责任加在(某人)身上 (6)
- agriculture / 'ægrɪ,kʌltʃə / n. 农业 (6)
- coincidence / kəʊ'ɪnsɪdəns / n. 巧合 (6)
- condemn / kən'dem / vt. 迫使(某人)陷于不幸的境地 (6)
- *drought / draʊt / n. 旱灾 (6)
- federal / 'fedərəl / adj. 联邦的 (6)
- reservation / ,rezə'veɪʃən / n. 保留, 存疑 (6)
- sacrifice / 'sækrɪfaɪs / vt., vi. 牺牲; 献出 (6)
- take action 采取行动 (6)
- advocate / 'ædvəkət / vt. 主张, 提倡 (6)
- recycle / ,ri:'saɪkəl / vt. 回收利用 (6)
- substitute / 'sʌbstɪtju:t / n. 代替品, 代用品 (6)
- threaten / 'θreɪn / vt. 威胁 (7)
- ahead of 在……前面 (7)
- pancake / 'pænkɛɪk / n. 薄煎饼 (7)
- hurricane / 'hʌrɪkən / n. 飓风 (7)

Lesson 2

- *species / 'spi:ʃi:z / n. (动植物的) 物种 (8)
- *leopard / 'lepəd / n. 豹 (8)
- *crested ibis / 'krestɪd 'aɪbɪs / n. 朱鹮 (8)
- *alligator / 'ælɪgətə / n. 短吻鳄 (8)
- *extinct / ɪk'stɪŋkt / adj. 灭绝的, 绝种的 (8)
- *habitat / 'hæbɪtæt / n. 栖息地 (8)
- tortoise / 'tɔ:təs / n. (陆) 龟 (8)
- apart from 除……以外 (8)
- mainland / 'meɪnlənd / n. 大陆 (8)
- hook / huk / n. 钩子, 钩 (8)
- answer for (对已产生的不良后果) 负责任 (8)
- seize / si:z / vt. 依法没收; (用武力) 夺取 (8)
- call for an end to sth 要求结束…… (8)
- or else 否则, 不然 (8)
- wrap up 结束 (8)
- behalf / br'hɑ:f / n. 代表 (8)
- on somebody's behalf 代表…… (8)
- for good 永远 (8)
- carry off 掠去, 夺走 (8)
- *Tibetan antelope / tɪ'betn 'æntɪləʊp / 藏羚羊、 (9)
- *Tibet / tɪ'bet / n. 西藏 (9)
- *fashionable / 'fæʃənəbəl / adj. 流行的, 时髦的 (9)
- *enforce / ɪn'fɔ:s / vt. 实施, 执行 (9)
- all in all 总的来说 (9)
- *orangutan / ɔ:,ræŋju:'tæn / n. 猩猩 (9)

Lesson 3

- *landslide / 'lændslaɪd / n. 滑坡, 山崩 (10)
- *tsunami / tsu'nɑ:mi / n. 海啸 (10)
- typhoon / ,taɪ'fu:n / n. 台风 (10)
- grand / grænd / adj. 巨大的 (10)
- *scale / skeɪl / n. 规模, 范围 (10)
- changeable / 'tʃeɪndʒəbəl / adj. 多变的 (10)
- thunderstorm / 'θʌndəstɔ:m / n. 雷暴, 雷雨 (10)
- rainfall / 'reɪnfɔ:l / n. 降雨量 (10)
- irrigation / ,ɪrɪ'geɪʃən / n. 灌溉 (10)
- arm / ɑ:m / vt. 武装 (10)
- result in 导致 (10)
- rough / rʌf / adj. 艰难的 (10)
- quake / kweɪk / n. 地震 (10)
- offshore / ,ɒf'ʃɔ: / adj. 在近海岸的 (10)
- catastrophe / kə'tæstrəfi / n. 巨大的灾难 (10)
- separation / ,sepə'reɪʃən / n. 分离, 分开 (10)
- means / mi:nz / n. 方法 (10)

liberation / ˌlɪbə'reɪʃən / *n.* 解放 (27)
 possess / pə'zɛs / *vt.* 拥有 (27)
 bring sth. on sb. 给某人招来(不愉快的)事情 (28)
 look into 调查 (28)
 confidential / ˌkɒnfɪ'denʃəl / *adj.* 秘密的 (28)
 sort out 解决(问题或困难) (28)
 opening / 'əʊpənɪŋ / *n.* 一段空的时间 (28)

Unit 24

Warm-up

homelessness / 'həʊmləsni:s / *n.* 无家可归 (33)
 inequality / ˌɪnɪ'kwɒləti / *n.* 不平等 (33)
 abortion / ə'bɔ:ʃən / *n.* 堕胎, 人工流产 (33)
 *household / 'haʊshəʊld / *n.* 一个家庭 (33)
 graph / grɑ:f / *n.* 图表 (33)
 *life expectancy / ɪk'spektənsi / 预期寿命 (33)
 voluntary / 'vɒləntəri / *adj.* 自愿的 (33)
 abundant / ə'bʌndənt / *adj.* 大量的 (33)

Lesson 1

*consumer / kən'sju:mə / *n.* 消费者 (34)
 deposit / dɪ'pɒzɪt / *vt., vi.* 存储, 储蓄 (34)
 currency / 'kʌrənsi / *n.* 货币 (34)
 signature / 'sɪgnətʃə / *n.* 签名 (34)
 taxpayer / 'tækspeɪə / *n.* 纳税人 (34)
 govern / 'gʌvən / *vt.* 统治, 管理 (34)
 accumulate / ə'kju:mjuleɪt / *v.* 积累 (34)
 ownership / 'əʊnəʃɪp / *n.* 所有权 (34)
 burden / 'bɜ:dn / *n.* 重担, 负担 (34)
 rag / ræg / *n.* 破旧衣服 (34)
 vacant / 'veɪkənt / *adj.* 未住人的, 空置的 (34)
 *resistance / rɪ'zɪstəns / *n.* 反抗, 抵制 (34)
 come into being 形成, 存在 (34)
 adjustment / ə'dʒʌstmənt / *n.* 调整, 调节 (34)
 diverse / daɪ'vɜ:s / *adj.* 各种各样的 (34)
 grill / grɪl / *n.* 烤架 (35)
 vice / vaɪs / *n.* 坏习惯, 恶习 (35)
 mutton / 'mʌtn / *n.* 羊肉 (35)
 wind sb. up 故意惹恼(某人, 尤指开玩笑) (35)
 brunch / brʌntʃ / *n.* 早午餐 (35)
 buffet / 'bʊfeɪ / *n.* 自助餐 (35)
 bare / beə / *adj.* 赤裸的 (35)
 pension / 'penʃən / *n.* 退休金, 养老金 (35)
 resign / rɪ'zaɪn / *vt., vi.* 辞职 (35)
 pregnant / 'pregnənt / *adj.* 怀孕的 (35)
 fingernail / 'fɪŋgənɪl / *n.* 手指甲 (35)
 hydrogen / 'haɪdrədʒən / *n.* 氢 (35)
 format / 'fɔ:mæt / *n.* 格式 (35)
 choke / tʃəʊk / *vi.* 窒息, 噎住 (35)

delete / dɪ'li:t / *vt.* 删除 (35)
 shrink / ʃrɪŋk / *vi.* (使)收缩, 缩小 (35)

Lesson 2

*Utopia / ju:'təʊpiə / *n.* 乌托邦, 理想中的完美社会 (36)
 *leisure / 'leɪzə / *n.* 闲暇, 空闲 (36)
 virtue / 'vɜ:tʃu: / *n.* 优点, 长处 (36)
 framework / 'freɪmwɜ:k / *n.* 结构, 构架 (36)
 show off 炫耀, 夸耀 (36)
 feast / fi:st / *n.* 盛宴, 宴会 (36)
 surplus / 'sɜ:pləs / *n.* 盈余, 剩余 (36)
 elect / rɪ'lekt / *vt.* 选举, 推选 (36)
 merciful / 'mɜ:sɪfəl / *adj.* 宽大的, 仁慈的 (36)
 sow / səʊ / *vt., vi.* 播(种) (36)
 roundabout / 'raʊndəbaʊt / *n.* 环岛, 环形交叉路口 (36)
 collision / kə'lɪʒən / *n.* 相撞 (36)
 knock into sb. 撞上某人 (36)
 weed / wi:d / *n.* 杂草, 野草 (36)
 fountain / 'faʊntɪn / *n.* 喷泉, 喷水池 (36)
 paddle / 'pædl / *vi., vt.* 划水; 涉水 (36)
 wag / wæg / *vt.* 摇摆, 摆动 (36)
 packet / 'pækt / *n.* 小盒 (36)
 grocer / 'grəʊsə / *n.* 食品杂货商 (36)
 rot / rɒt / *vt., vi.* 腐烂 (36)
 league / li:g / *n.* 联合会 (36)
 ministry / 'mɪnɪstri / *n.* 部 (36)
 poster / 'pəʊstə / *n.* 海报 (36)
 skip / skɪp / *vt.* 跳过 (36)

Lesson 3

edition / ɪ'dɪʃən / *n.* 版本 (38)
 alley / 'æli / *n.* 胡同, 小巷 (38)
 rectangular / rek'tæŋgjʊlə / *adj.* 长方形的 (38)
 mop / mɒp / *n.* 拖把 (38)
 fragrant / 'freɪgrənt / *adj.* 有香味的 (38)
 cast / kɑ:st / *vt.* 投下 (38)
 turning point 转折点 (38)
 undertake / ˌʌndə'teɪk / *vt.* 着手做, 从事 (38)
 *preservation / ˌprezə'veɪʃən / *n.* 维护, 保存 (38)
 squeeze / skwi:z / *vt.* 挤 (38)
 arch / ɑ:tʃ / *n.* 拱顶 (38)
 thirst / θɜ:st / *n.* 口渴 (38)
 container / kən'teɪnə / *n.* 容器 (39)
 relay / ri:'leɪ / *vt.* 转达; 传送 (39)
 spoonful / 'spu:nfʊl / *n.* 一匙之量 (39)

Communication Workshop

*robbery / 'rɒbəri / *n.* 抢劫 (40)
 break into 闯入 (40)

*rape /reɪp/ <i>n.</i> 强奸	(40)	Thomas More /'tɒməs mɔː/ 托马斯·莫尔	(36)
*shoplifting /'ʃɒp.lɪftɪŋ/ <i>n.</i> 在商店盗窃	(40)	Henry /'henri/ 亨利	(36)
*penalty /'penlti/ <i>n.</i> 刑罚, 惩罚	(40)	Hamlet /'hæmlɪt/ 哈姆雷特	(36)
fine /faɪn/ <i>n.</i> 罚款	(40)	Debbie /'debi/ 黛比	(36)
sentence /'sentəns/ <i>n.</i> 判决	(40)	Aristotle /'æɪstɒtl/ 亚里士多德	(37)
*revenge /rɪ'vendʒ/ <i>n.</i> 复仇, 报复	(40)	Polly Filler /'pɒli 'fɪlə/ 波利·费勒	(40)
on principle 根据原则	(40)	Butcher /'bʊtʃə/ 布彻	(40)
abolish /ə'bɒlɪʃ/ <i>vt.</i> 废除	(40)	Paul Mason /pɔːl 'meɪsən/ 保罗·梅森	(40)
sentence sb. to death 判某人死刑	(40)	Erich Maria Remarque /'erɪtʃ mə'eɪrə rə'mɑːk/ 埃里希·玛丽亚·雷马克	(41)
*moreover /mɔːr'əʊvə/ <i>adv.</i> 再者, 此外	(41)	Cat Stevens /kæt 'stiːvnz/ 凯特·史蒂文斯	(41)
*furthermore /'fɜːðə'mɔː/ <i>adv.</i> 此外, 而且	(41)		
consequently /'kɒnsɪkwəntli/ <i>adv.</i> 所以, 因此	(41)		
anchor /'æŋkə/ <i>n.</i> 锚	(41)	Places	
*seaweed /'siːwiːd/ <i>n.</i> 海草, 海藻	(41)	Indian /'ɪndiən/ <i>adj. & n.</i> 印度的; 印度人	(9)
swing /swɪŋ/ <i>vi.</i> 摇动	(41)	Indonesia /,ɪndəʊ'niːziə/ 印度尼西亚	(9)
seagull /'siːgʌl/ <i>n.</i> 海鸥	(41)	Malaysia /mə'leɪziə/ 马来西亚	(9)
spiritual /'spɪrɪtʃuəl/ <i>adj.</i> 宗教的, 教会的; 精神的	(41)	Oceania /,əʊf'reɪniə/ 大洋洲	(10)
Buddhism /'bʊdɪzəm/ <i>n.</i> 佛教	(41)	Montserrat /,mɒntse'ræt/ 蒙特塞拉特	(10)
prayer /preə/ <i>n.</i> 祈祷, 祷告	(41)	Mt Merapi 默拉皮火山	(11)
merchant /'mɜːtʃənt/ <i>n.</i> 商人	(41)	Mt Tambora /'tæmbərə/ 塔博拉火山	(11)
wax /wæks/ <i>n.</i> 蜡	(41)	Atlantic /ət'læntɪk/ 大西洋	
pan /pæn/ <i>n.</i> 锅, 平底锅	(42)	the German Parliament /'pɑːləmənt/ building 德国国会大厦	(15)
semicircle /'semiːsɜːkəl/ <i>n.</i> 半圆(形)	(42)	the Reichstag 国会大厦	(15)
suck /sʌk/ <i>vt.</i> 含在嘴里吮食	(42)	Colorado /,kɒlə'rɑːdəʊ/ 科罗拉多州	(15)
		the Arkansas /'ɑːkənsəs/ River 阿肯色河	(15)
Names		My Lai 美莱	(24)
the World Health Organisation 世界卫生组织	(12)	Jersey /'dʒɜːzi/ 泽西	(26)
Christo /'krɪstəʊ/ 克里斯多	(15)	Milford /'mɪlfəd/ 米尔福德	(36)
Jeanne Claude /dʒiːn klɔːd/ 珍妮·克劳德	(15)	Bath /bæθ/ 巴斯	(36)
Stephen Treasure /'stiːvən 'trezə/ 斯蒂芬·特里若	(15)	Oxfordshire /'ɒksfədʃə/ 牛津郡	(40)
James Mckay /dʒeɪmz mə'keɪ/ 詹姆斯·麦凯	(20)	York /jɔːk/ 约克	(40)
Keith Smith /kiːθ smɪθ/ 基思·史密斯	(20)		
Laurene /'ləʊrənə/ 劳伦娜	(20)		
Samuel Johnson /'sæmjʊəl 'dʒɒnsən/ 塞缪尔·约翰逊	(23)		
Pete /piːt/ 皮特 (Peter 的昵称)	(23)		
Lucy /'luːsi/ 露西	(23)		
Katherine Maguire /'kæθrɪn 'mækwɪə/ 凯瑟琳·马奎尔	(23)		
Seymour Hersh /'siːmə hɜːʃ/ 西摩·赫什	(24)		
Bill /bɪl/ 比尔	(24)		
Frank Richards /fræŋk 'rɪtʃədz/ 弗兰克·理查兹	(24)		
Keith Walker /kiːθ 'wɔːkə/ 凯斯·沃克	(25)		
Barry Broadfoot /'bæri 'brɔːdfʊt/ 巴里·布罗德福特	(25)		
Jeffreys /'dʒefrɪz/ 杰弗里斯	(26)		
Andrew Jeffreys /'ændruː 'dʒefrɪz/ 安德鲁·杰弗里斯	(26)		
Angela Downton /'ændʒɪlə 'daʊntən/ 安吉拉·道顿	(28)		
Clare /kleə/ 克莱尔	(29)		
Sarah /'sɛərə/ 莎拉	(29)		
Grant /grɑːnt/ 格兰特	(35)		

Word List

A

a number of 一些
abolish / ə'bɒlɪʃ / vt. 废除
abortion / ə'bo:ʃən / n. 堕胎, 人工流产
abundant / ə'bʌndənt / adj. 大量的
accumulate / ə'kju:mjələt / vt. 积累
acquaintance / ə'kweɪntəns / n. 相识的人
adjustment / ə'dʒʌstmənt / n. 调整, 调节
adolescence / ,ædə'lesəns / n. 青少年时期
adolescent / ,ædə'lesənt / adj. 青春期的 n. 青少年
adopt / ə'dɒpt / vt. 采用
advocate / 'ædvəkeɪt / vt. 主张, 提倡
agriculture / 'ægrɪ,kʌltʃə / n. 农业
ahead of 在……前面
alcoholic / ,ælkə'hɒlɪk / n. 酗酒者, 酒鬼
all in all 总的来说
all the best 祝一切顺利
alley / 'æli / n. 胡同, 小巷
*alligator / 'ælɪgətə / n. 短吻鳄
allocate / 'æləkeɪt / vt. 分配, 配给
allowance / ə'lauəns / n. 零用钱; 津贴
anchor / 'æŋkə / n. 锚
answer for (对已产生的不良后果) 负责任
antique / æn'ti:k / n. 古董
apart from 除……以外
appoint / ə'pɔɪnt / vt. 任命, 委任
arbitrary / 'ɑ:bɪtrəri / adj. 任意的
arch / ɑ:tʃ / n. 拱顶
arm / ɑ:m / vt. 武装
as a matter of fact 实际上

B

bachelor / 'bætʃələ / n. 未婚男子, 单身汉
bakery / 'beɪkəri / n. 面包店
bandage / 'bændɪdʒ / n. 绷带
bare / beə / adj. 赤裸的
be exposed to 处于可能受伤害的境地
bedding / 'bedɪŋ / n. 床上用品
behalf / bi'hɑ:f / n. 代表
on one's behalf 代表……
betray / bi'treɪ / vt. 出卖, 背叛
beyond / bi'jɒnd / prep. 超出
beyond one's control 超出……的控制, 不受……的控制
bid ... goodbye 向……告别
bond / bɒnd / n. 盟约
botanical / bə'tænɪkəl / adj. 植物(的)
bounce / baʊns / vi. 反弹
boycott / 'bɔɪkɒt / n. (联合)抵制

break away from 摆脱, 脱离(某种思想体系、团体、组织)
break into 闯入
brewery / 'bru:əri / n. 啤酒厂
brick / brɪk / n. 砖, 砖块
bring sth. on sb. 给某人招来(不愉快的)事情
brunch / brʌntʃ / n. 早午餐
Buddhism / 'budɪzəm / n. 佛教
buffet / 'bʊfeɪ / n. 自助餐
bungalow / 'bʌŋgələʊ / n. 平房
burden / 'bɜ:dn / n. 重担, 负担
by and by 不久以后

C

*cabinet / 'kæbɪnɪt / n. 内阁
calculate / 'kælkjuleɪt / vt. 计算, 算出
call for an end to sth. 要求结束……
call in 请(某人)
call on 要求……介入
carry off 掠去, 夺走
carve / kɑ:v / vt. & vi. 雕刻
cast / kɑ:st / vt. & vi. 投下
catastrophe / kə'tæstrəfi / n. 巨大的灾难
Catholic / 'kæθəlɪk / adj. 天主教的
changeable / 'tʃeɪndʒəbəl / adj. 多变的
choke / tʃəʊk / vi. 窒息, 噎住
civilian / sɪ'vɪljən / n. 平民
*claim / kleɪm / vt. 声称
classify / 'klæsɪfaɪ / vt. 把……分类
clay / kleɪ / n. 黏土
coincidence / kəʊ'ɪnsɪdəns / n. 巧合
collision / kə'lɪʒən / n. 相撞
come about 发生
come into being 形成, 存在
commercial / kə'mɜ:ʃəl / n. (电视)广告
communism / 'kɒmjʊnɪzəm / n. 共产主义
communist / 'kɒmjʊnɪst / n. 共产主义者
*community / kə'mju:nɪti / n. 社区
compass / 'kʌmpəs / n. 指南针, 罗盘
compromise / 'kɒmprəmaɪz / n. 妥协, 让步
condemn / kən'dem / vt. 迫使(某人)陷于不幸的境地
confidential / ,kɒnfɪ'denʃəl / adj. 秘密的
consensus / kən'sensəs / n. 一致的意见
consequently / 'kɒnsɪkwəntli / adv. 所以, 因此
conservation / ,kɒnsə'veɪʃən / n. 保护
considerate / kən'sɪdərɪt / adj. 想得周到的, 体贴的
construct / kən'strʌkt / vt. 建造
consultant / kən'sʌltənt / n. 顾问
consume / kən'sju:m / vt. 喝; 消费, 消耗

*consumer / kən'sju:mə / *n.* 消费者
container / kən'teɪnə / *n.* 容器
contradict / ,kɒntrə'dɪkt / *vt.* 反驳, 纠正
corrupt / kə'rʌpt / *adj.* 贪污受贿的, 腐败的
*council / 'kaʊnsəl / *n.* 委员会
*crested ibis / 'krestɪd'aɪbɪs / *n.* 朱鹮
*criticise / 'krɪtɪsaɪz / *vt.* 批评
cube / kju:b / *n.* 立方体
cubic / 'kju:bɪk / *adj.* 立方的
currency / 'kʌrənsɪ / *n.* 货币
cushion / 'kʊʃən / *n.* 坐垫, 靠垫

D

*daisy / 'deɪzi / *n.* 雏菊
pushing up daisies (俚) 死
dam / dæm / *n.* 坝
*decibel / 'desɪbel / *n.* 分贝(音量单位)
delete / dɪ'li:t / *vt.* 删除
departure / dɪ'pɑ:tʃə / *n.* 离开, 离去
deposit / dɪ'pɒzɪt / *vt., vi.* 存储, 储蓄
*despite / dɪ'spaɪt / *prep.* 不管
distribute / dɪ'strɪbjʊ:t / *vt.* 分发, 分配
diverse / daɪ'vɜ:s / *adj.* 各种各样的
draft / dra:ft / *vt.* 起草
*drought / draʊt / *n.* 旱灾
*drummer / 'drʌmə / *n.* 鼓手
dust / dʌst / *n.* 尘土, 灰尘

E

earn one's living 谋生
ecology / ɪ'kɒlədʒi / *n.* 生态
edition / ɪ'dɪʃən / *n.* 版本
elect / ɪ'lekt / *vt.* 选举, 推选
*endanger / ɪn'deɪndʒə / *vt.* 危害
ending / 'endɪŋ / *n.* 结局, 结尾
*enforce / ɪn'fɔ:s / *vt.* 实施, 执行
evolution / ˌi:və'lu:ʃən / *n.* (生物)进化
expense / ɪk'spens / *n.* 费用, 开支
expose / ɪk'spəʊz / *vt.* 使置身于危险中; 暴露
*extinct / ɪk'stɪŋkt / *adj.* 灭绝的, 绝种的

F

*fashionable / 'fæʃənəbəl / *adj.* 流行的, 时髦的
feast / fi:st / *n.* 盛宴, 宴会
federal / 'fedərəl / *adj.* 联邦的
finance / faɪ'næns / *n.* 资金
fine / faɪn / *n.* 罚款
fingernail / 'fɪŋɡənɪl / *n.* 手指甲
firework / 'faɪəwɜ:k / *n.* 烟火, 烟花
flee /fli: / *vt., vi.* 逃走
for good 永远
format / 'fɔ:mæt / *n.* 格式
fortnight / 'fɔ:tnaɪt / *n.* 两星期

fountain / 'faʊntɪn / *n.* 喷泉, 喷水池
fragile / 'frædʒaɪl / *adj.* 易毁的; 脆弱的
fragrant / 'freɪgrənt / *adj.* 有香味的
framework / 'freɪmwɜ:k / *n.* 构架, 结构
friction / 'frɪkʃən / *n.* 不和, 冲突
from then on 从那时起, 以后
frontier / 'frʌntɪə / *n.* 边境, 边界
furnished / 'fɜ:nɪʃt / *adj.* 配有家具的
*furthermore / ,fɜ:ðə'mɔ: / *adv.* 此外, 而且

G

give in 让步, 屈服
govern / 'gʌvən / *vt.* 统治, 管理
grand / grænd / *adj.* 巨大的
graph / grɑ:f / *n.* 图表
*greed / gri:d / *n.* 贪心, 贪婪
*greenhouse effect 温室效应
greet / gri:t / *vt.* 问候, 致意
grill / grɪl / *n.* 烤架
grocer / 'grəʊsə / *n.* 食品杂货商

H

*habitat / 'hæbrɪtæt / *n.* 栖息地
hand over 把……交给
handful / 'hændfʊl / *n.* 少数, 一些
have a gift for 有……的天赋
hold out (在困境中)坚持
holy / 'həʊli / *adj.* 圣洁的
homelessness / 'həʊmləsni:s / *n.* 无家可归
hook / huk / *n.* 钩子, 钩
*household / 'haʊshəʊld / *n.* 一个家庭
howl / haʊl / *vi.* 咆哮, 怒吼
hurricane / 'hʌrɪkən / *n.* 飓风
hydrogen / 'haɪdrədʒən / *n.* 氢

I

immigration / ˌɪmɪ'ɡreɪʃən / *n.* 移民入境
import / ɪm'pɔ:t / *vt.* 进口
in a flash 瞬间, 即刻
in peace 和平地
in surprise 吃惊地, 惊奇地
in turn 依次
*industrialisation / ɪn,dʌstriəl'aɪzɪʃən / *n.* 工业化
inequality / ˌɪnɪ'kwɒləti / *n.* 不平等
intend / ɪn'tend / *vt.* 想要, 打算
irrigation / ˌɪrɪ'ɡeɪʃən / *n.* 灌溉

J

join up 参军
justice / 'dʒʌstɪs / *n.* 公正, 正义

K

*Kaiser / 'kaɪsə / *n.* 德国皇帝 (1888-1918)

keep off 减去
keep one's word 遵守诺言
knock into sb. 撞上某人

L

*landslide / 'ləndslaɪd / *n.* 滑坡, 山崩
laundry / 'ləʊndri / *n.* 要洗的衣服; 洗衣房
lead to 引起, 导致
league / li:g / *n.* 联合会
*leisure / 'leɪʒə / *n.* 闲暇, 空闲
*leopard / 'lepəd / *n.* 豹
liberation / ,lɪbə'reɪʃən / *n.* 解放
*life expectancy / ɪk'spektənsi / 预期寿命
look ahead 展望未来
look down on 看不起……
look into 调查
lounge / laundʒ / *n.* 休息室

M

maid / meɪd / *n.* 女佣
mainland / 'meɪnlənd / *n.* 大陆
mature / mə'tʃʊə / *adj.* 成熟的
means / mi:nz / *n.* 方法
memorial / mɪ'mɔ:riəl / *n.* 纪念碑
merchant / 'mɜ:tʃənt / *n.* 商人
merciful / 'mɜ:sɪfəl / *adj.* 宽大的, 仁慈的
minister / 'mɪnɪstə / *n.* 部长, 大臣
ministry / 'mɪnɪstri / *n.* 部
mop / mɒp / *n.* 拖把
*moreover / mɔ:r'əʊvə / *adv.* 再者, 此外
mountainous / 'maʊntɪnəs / *adj.* 多山的
*Muslim / 'mʊzɪlm / *n.* 穆斯林, 伊斯兰教信徒
mutton / 'mʌtn / *n.* 羊肉

N

*negative / 'negətɪv / *adj.* 消极的, 负面的
nutrition / nju:'trɪʃən / *n.* 营养

O

offshore / ,ɒfʃɔ: / *adj.* 在近海岸的
oilfield / 'ɔɪlfi:ld / *n.* 油田
on one's behalf / br'hɑ:f / 代表……
on principle 根据原则
opening / 'əʊpənɪŋ / *n.* 一段空的时间
or else 否则, 不然
*orangutan / ɔ:ræŋgu:'tæn / *n.* 猩猩
ownership / 'əʊnəʃɪp / *n.* 所有权

P

packet / 'pækɪt / *n.* 小盒
paddle / 'pædl / *vi., vt.* 划水, 涉水
pan / pæn / *n.* 锅, 平底锅
pancake / 'pæŋkeɪk / *n.* 薄煎饼

*penalty / 'penlti / *n.* 刑罚, 惩罚
pension / 'penʃən / *n.* 退休金, 养老金
pest / pest / *n.* 有害的动物
pile / paɪl / *n.* 堆
pin / pɪn / (on) *vt.* 把责任加在(某人)身上
plug / plʌg / *vt.* 塞住
plug one's ears 塞住耳朵
politics / 'pɒlɪtɪks / *n.* 政治(活动)
possess / pə'zes / *vt.* 拥有
possession / pə'zeʃən / *n.* 私有物品
poster / 'pəʊstə / *n.* 海报
potential / pə'tenʃəl / *n.* 可能性, 潜在性
prayer / preə / *n.* 祈祷, 祷告
pregnant / 'pregnənt / *adj.* 怀孕的
prejudice / 'predʒudɪs / *n.* 偏见
*preservation / ,prezə'veɪʃən / *n.* 维护, 保存
principle / 'prɪnsɪpəl / *n.* 原则, 道德准则
put forward 提议, 提出
pyramid / 'pɪrəmɪd / *n.* 金字塔

Q

quake / kweɪk / *n.* 地震
quilt / kwɪlt / *n.* 被褥, 被子

R

racial / 'reɪʃəl / *adj.* 种族之间的
rag / ræg / *n.* 破旧衣服
rail / reɪl / *n.* 铁路
rainfall / 'reɪnfɔ:l / *n.* 降雨量
*rape / reɪp / *n.* 强奸
ray / reɪ / *n.* 光线
recipe / 'resɪpi / *n.* 配方; 食谱
rectangular / rek'tæŋgjʊlə / *adj.* 长方形的
recycle / ,ri:'saɪkəl / *vt.* 回收利用
refer / rɪ'fɜ: / (to) 指, 意即
relay / ri:'leɪ / *vt.* 转达, 传送
relevant / 'reləvənt / *adj.* 有关的
remark / rɪ'mɑ:k / *vt.* 说起, 谈到
representative / ,reprɪ'zentətɪv / *n.* 代表
reservation / ,rezə'veɪʃən / *n.* 保留, 存疑
reserve / rɪ'zɜ:v / *n.* 保护区
resign / rɪ'zaɪn / *vt., vi.* 辞职
*resistance / rɪ'zɪstəns / *n.* 反抗, 抵制
result in 导致
*revenge / rɪ'vendʒ / *n.* 复仇, 报复
*robbery / 'rɒbəri / *n.* 抢劫
roll / rəʊl / *vi.* (平稳地)移动, 滚动
rot / rɒt / *vt., vi.* 腐烂
rope off 用绳围起(隔开)
rough / rʌf / *adj.* 艰难的
roundabout / 'raʊndəbaʊt / *n.* 环岛, 环形交叉路口
rugby / 'rʌgbi / *n.* 橄榄球

S

sacrifice / 'sækrɪfɪs / *vt., vi.* 牺牲, 献出
 salute / sə'lu:t / *vt.* 向……致敬
 *sarcastic / sɑ:'kæstɪk / *adj.* 讽刺的
 *scale / skeɪl / *n.* 规模, 范围
 scar / skɑ: / *n.* 伤痕, 伤疤
 sculpture / 'skʌlptʃə / *n.* 雕刻, 雕塑
 seagull / 'si:gʌl / *n.* 海鸥
 *seaweed / 'si:wi:d / *n.* 海草, 海藻
 security / sɪ'kjʊərɪti / *n.* 安全
 seize / si:z / *vt.* 依法没收; (用武力) 夺取
 semicircle / 'semi:sɜ:kəl / *n.* 半圆(形)
 send for 派人去叫……
 sentence / 'sentəns / *n.* 判决
 sentence sb. to death 判某人死刑
 separation / ,sepə'reɪʃən / *n.* 分离, 分开
 sharpen / 'ʃɑ:pən / *vt., vi.* 削尖
 sharpener / 'ʃɑ:pənə / *n.* 卷笔刀
 shoot / ʃu:t / *vt., vi.* 射击
 *shoplifting / 'ʃɒplɪftɪŋ / *n.* 在商店盗窃
 shot / ʃɒt / *n.* 射击, 开枪
 show off 炫耀, 夸耀
 shrink / ʃrɪŋk / *vi.* (使) 收缩, 缩小
 signature / 'sɪgnətʃə / *n.* 签名
 skip / skɪp / *vt.* 跳过
 slavery / 'sleɪvəri / *n.* 奴隶制度
 slide / slaɪd / *vi.* 滑行
 slip / slɪp / *vi.* 滑落
 smog / smɒg / *n.* 烟雾
 sneaker / 'sni:kə / *n.* (美) 运动鞋
 sob / sɒb / *vi.* 抽泣, 呜咽
 socialism / 'səʊʃəlɪzəm / *n.* 社会主义
 socialist / 'səʊʃəlɪst / *n.* 社会主义者
 sort out 解决(问题或困难)
 *soundproof / 'saʊndpru:f / *adj.* 隔音的
 sow / səʊ / *vt., vi.* 播(种)
 *species / 'spi:ʃi:z / *n.* (动植物的) 物种
 spiritual / 'spɪrɪtʃuəl / *adj.* 宗教的, 教会的; 精神的
 sponsor / 'sɒnsə / *vt.* 赞助
 spoonful / 'spu:nfʊl / *n.* 一匙之量
 spray / spreɪ / *n.* 水花, 浪花
 squeeze / skwi:z / *vt.* 挤
 stable / 'steɪbəl / *adj.* 稳固的
 stand up for 保护, 维护
 statesman / 'steɪtsmən / *n.* 政治家
 strengthen / 'streŋθən / *vt.* (使) 变强, 加强
 subscribe / səb'skraɪb / (to) *vi.* 订阅(杂志或报纸)
 substitute / 'sʌbstɪtju:t / *n.* 代替品, 代用品
 suck / sʌk / *vt.* 含在嘴里吮食
 suite / swi:t / *n.* 套房
 sum up 总结, 概括
 surgeon / 'sɜ:dʒən / *n.* 外科医生
 surplus / 'sɜ:pləs / *n.* 盈余, 剩余

swear / swee / *vi.* 发誓

swing / swɪŋ / *vi.* 摇动

T

tailor / 'teɪlə / *n.* 裁缝
 take action 采取行动
 take sb. in one's arms 拥抱某人
 talk sth. over with sb. 与……详细讨论……
 tank / tæŋk / *n.* 油箱; 坦克
 taxpayer / 'tækspeɪə / *n.* 纳税人
 the more ... the more ... 越……就越……
 theoretical / ,θiə'retɪkəl / *adj.* 理论的
 thermos / 'θɜ:məs / *n.* 热水瓶, 保温瓶
 thirst / θɜ:st / *n.* 口渴
 threaten / 'θretn / *vt.* 威胁
 thunderstorm / 'θʌndəstɔ:m / *n.* 雷暴, 雷雨
 *Tibet / tɪ'bet / *n.* 西藏
 *Tibetan antelope / tɪ'betn 'æntɪləʊp / 藏羚羊
 tip / tɪp / *n.* 有用的建议
 tortoise / 'tɔ:təs / *n.* (陆) 龟
 tram / træm / *n.* 有轨电车
 *tramp / træmp / *n.* 流浪者
 trap / træp / *vt.* 使困住
 *trench / trentʃ / *n.* 沟, 壕
 trunk / trʌŋk / *n.* 象鼻
 *tsunami / tsu'nɑ:mi / *n.* 海啸
 turning point 转折点
 *tusk / tʌsk / *n.* (象等动物的) 长牙
 typhoon / ,taɪfu:n / *n.* 台风

U

unconscious / ʌn'kɒnʃəs / *adj.* 失去知觉的
 *underpants / 'ʌndəpænts / *n.* 内衣裤
 undertake / ʌndə'teɪk / *vt.* 着手做, 从事
 unfit / ʌn'fɪt / *adj.* 不健壮的
 union / 'ju:njən / *n.* 联合会, 工会
 *Utopia / ju:'təʊpiə / *n.* 乌托邦, 理想中的完美社会

V

vacant / 'veɪkənt / *adj.* 未住人的, 空置的
 valid / 'vælɪd / *adj.* 有充分理由的
 vice / vaɪs / *n.* 坏习惯, 恶习
 virtue / 'vɜ:tʃu: / *n.* 优点, 长处
 voluntary / 'vɒləntəri / *adj.* 自愿的

W

wag / wæg / *vt.* 摇摆, 摆动
 ward / wɔ:d / *n.* 病房
 warehouse / 'weəhɑ:us / *n.* 仓库
 wax / wæks / *n.* 蜡
 weed / wi:d / *n.* 杂草, 野草

EXAM ZONE: Use of English

TIPS for verb forms

- 1 Decide whether the gap should be filled with a tense or another verb form, e.g. infinitive, *-ing* form.
- 2 Decide if the verb form should be passive, e.g. *has been made*, *to be found*, *being admired*.
- 3 Think about the time the verb form refers to (past, present or future) and choose the verb form accordingly, e.g. *must have been* (perfect infinitive if we speculate about the past), *he is leaving tomorrow* (Present Continuous for personal future arrangements).
- 4 Check that you haven't made any silly mistakes:
~~must to go~~, ~~had have~~, ~~may had been~~

1 Verbs in brackets

Put the verbs in brackets in the correct form.

- 0 I *am looking forward* (look forward) to our holiday, I *have never been skiing* (never ski) before.
- 1 If I (not be) so lazy, I (find) a better job ages ago.
- 2 I've never enjoyed (watch) westerns.
- 3 By this time tomorrow I (write) two essays.
- 4 Peter and Mary (live) together for three years before they got married.
- 5 The journalist is believed (kidnap) by the local mafia.
- 6 Mike found out that he (have to) undergo brain surgery.
- 7 You're out of breath. you (jog)? How far you (run)?
- 8 Sorry, I'm not used to (eat) oysters.
- 9 Jane must (read) in bed – the light is on in her room.
- 10 We stopped (have) a rest and we ate the chocolate we (buy) at the village shop.
- 11 I'd rather Roger (not spend) so much time training.
- 12 Any news about George? We (not be) in touch with him since he (go) to South Africa.
- 13 He was very tired because he (teach) all day.
- 14 I didn't realise she was listening. If I (know), I (not say) all those things about her.
- 15 The police watched the burglar (enter) the shop and while he (look) for the safe, they (arrest) him.
- 16 If you don't like the salad, try (put) some soy sauce on it.
- 17 There's nothing dangerous about (trap) in a lift.
- 18 I must rush. I (fly) to London tomorrow and I (not pack) my suitcase yet.
- 19 I wish I (become) a tennis player. I (be) rich and famous now.
- 20 I don't mind (look) after your son but I'll go home as soon as you (get) back.

2 Put the verbs in brackets in the correct form.

Marriage can wait

By Steve Doughty

Official figures (0) *show* (show) that more and more young people (1) (reject) early marriage now, e.g. the number of women (2) (marry) under the age of 25 (3) (fall) by half during the last decade.

It seems we (4) (come) a long way since the fifties, when women (5) (be) less concerned with their education and career and when (6) (get) married seemed (7) (be) a woman's main ambition. Many girls (8) (start) families because they (9) (teach) that (10) (be) a wife and mother was a woman's most logical choice, at least after she (11) (complete) her basic education. Most young women of that time must (12) (be) convinced that marriage (13) (be) their destiny.

This concept of marriage seems (14) (disappear) for good. Nowadays, the average age for a woman (15) (marry) for the first time is 28 and for a man, over 30. A first-time bride is now likely (16) (be) in her late twenties with a career, or a woman who (17) (have) children while (18) (live) with her boyfriend. Bridegrooms (19) (get) older too: only one in six being under 25 now, compared with four in ten in 1989. Young people often choose (20) (live) together without (21) (get) married at least for some time before they



(22) (decide) if they want (23) (legalise) their relationship.

Marriage (24) (hit) its peak in 1972 as babies born during the post-war boom went to the altar. Since the early eighties it (25) (decline) in popularity, a trend helped by the removal of tax benefits and legal privileges from married couples by successive governments.

Interestingly, divorce numbers (26) (fall) in recent years to follow the declining marriage figures. However, about one in four marriages still (27) (end) in divorce, after an average of nine years.

It is not easy to predict the future of marriage. On the one hand, family bonds (28) (believe) to play a less important role in most societies, which (29) (become) increasingly liberal. On the other hand, though, the youngest generation may turn out (30) (be) much more conservative, in opposition to their parents' values and beliefs.

EXAM ZONE: Reading

1 Matching extracts with gaps

Read the text and complete the gaps (1–6) with these extracts (a–g). There is one extra extract.

- a) At first Laura only saw the good things
- b) They are put on a three-meals-a-day diet based on fruit and vegetables
- c) I want to leave my drug life behind and never, never be tempted back
- d) They come to visit her every weekend
- e) and that meant I had to shoplift, or steal from people in the street
- f) But he came to visit me the other day
- g) They had no idea their daughter was abusing drugs

A second chance of childhood

As Britain's drug addicts get younger and younger, a unique rehabilitation centre in the heart of the English countryside is helping children come off heroin.

Report by **Angela Neustatter**.

Laura Hardiman*, 16, is sitting on a sofa in Middlegate Lodge, a unique drug rehabilitation centre which takes the youngest addicts in the country. They live there like a family in a converted farmhouse. Alongside the detoxification programme, the centre focusses on building up both physical and psychological health – a lot of the children are maladjusted after years of drug abuse and mistrust people who try to help them. They are given help with how to communicate, make relationships and deal with conflict. Homeopathic remedies, massage, yoga and relaxation are part of the daily routine. Because people on drugs often don't eat, they tend to arrive very skinny or even suffering from malnutrition. (1), and are taught about nutrition, food hygiene and how to cook.

Laura has just completed the first stage of the programme to free her from her heroin addiction. She sits looking out at fields as far as the eye can see. Tossing shiny, blonde hair from her shoulders, she remembers Sunday walks in the countryside with her mum and dad; meals in the dining-room where an open fire blazed; curling up on the sofa in the sitting-room to watch a video with her mother and brother; the celebrations when she passed her exams to go to a grammar school; and the time when her parents were proud of their pretty, healthy daughter.

Three years ago her happy childhood disappeared. "All I had in my mind was getting the heroin I needed for the day," she explains, "(2) It's like having the devil inside you; you do anything to get the stuff."

Laura is one of the lucky ones to have a place at Middlegate Lodge. She tells how she came to be here. At the age of 13 she began mixing with a group of teenage dropouts who spent their time in a disused block of flats where heroin dealers did their business. It all happened so easily: "I was offered some heroin to smoke and I wanted more. I didn't use other drugs, I went straight on to heroin." (3), but later, she says, "I began to see the horrors. But it was too late to get out by then. I needed the drugs."

It still horrifies Laura's mother, Juliet, a social worker, and her father, Bob, the manager of a machinery business. (4) Juliet says, "Someone else's mother phoned and said my daughter was on heroin. I listened in disbelief. Heroin is a word you've heard from another world, but you never dream it will come into your world. It shouldn't happen if you have a stable family, a nice home, firm values." Juliet never stops blaming herself because she didn't realise what it meant when Laura got thinner, her pupils shrank, her clear rosy skin turned pallid and her once shiny hair became dull.

Laura has been at Middlegate for six weeks, and she is only now beginning to realise how her addiction caused problems in her family. "My parents started arguing more. And my brother was very, very angry with me. He used to cry and say 'I hate you for what you've done to this family.' (5)"

Laura knows she can recapture her happy memories. "I'm learning self-discipline. (6) It's only in the past couple of weeks that I have really seen what an unhappy existence I was leading as an addict." If she can hold on to this memory, Laura may be able to avoid returning to drugs.

* The names of the girl and her family have been changed.

2 Multiple choice

Choose the correct answers according to the text.

- The young addicts need to be built up psychologically because
 - they are undernourished when they arrive.
 - they need to keep to a fixed routine.
 - they have problems trusting other people.
 - they are following a detoxification programme.
- Before she started taking heroin, Laura
 - passed exams to go to Middlegate Lodge.
 - watched videos all the time.
 - lived in a farmhouse with her family.
 - led a happy life with her family.
- Laura's mother blames herself for what happened because
 - she didn't know who Laura's friends were.
 - she didn't understand why her daughter looked unhealthy.
 - she never took Laura to the doctor.
 - she had heard of heroin before.

- Laura's addiction affected her family because
 - there was a lot more conflict at home.
 - they had to pay a lot for her to go to the centre.
 - the parents thought they had a nice home.
 - they had no happy memories.

3 Vocabulary

What do these words from the text mean? Choose the best answer – a), b) or c). (4 marks)

- | | |
|-----------------------------|---------------------------|
| 1 <i>skinny</i> (line 14) | 3 <i>stable</i> (line 50) |
| a) very lonely | a) healthy and safe |
| b) very thin | b) secure and steady |
| c) very tired | c) small and rich |
| 2 <i>straight</i> (line 40) | 4 <i>pallid</i> (line 54) |
| a) directly | a) cold and dry |
| b) gradually | b) red and shiny |
| c) painfully | c) pale and unhealthy |

EXAM ZONE: Writing

An essay question

"The government should do more to help drug addicts."
Do you agree? Write an essay of about 150 words.

1 First read these comments about the drug problem. Decide which are for or against the essay title.

- Addicts should be able to register with a chemist to get their drugs. In this way they wouldn't have to depend on drug dealers.
- Taking drugs is a crime. Drug addicts should be put in prison.
- These people are just criminals. They rob people to pay for their drugs.
- We need to have special rehabilitation centres where we can help addicts to rebuild their lives. Prison is not a solution; these people need help, not punishment.
- Drug addiction is just a habit, like smoking or biting your nails. Drug users can give up if they want to.

2 Plan your paragraphs. Read the ideas below and make notes.

1 **Introduction** – the drug problem in your town or country

2 **Arguments "for"** – how some people think the government should help addicts

3 **Arguments "against"** – why some people think the government should not help addicts

4 **Conclusion** – give your own opinion

3 Write your essay. Remember to use linking words, especially in paragraphs 2 and 3.

Tapescript

Unit 22 Environmental Protection

Warm-up

News reporter: Now over to Jim Wilson in Australia. Jim, at the moment, you're working in botanical gardens to save a number of endangered birds. Can you tell us how you got into environmental protection?

Jim: Well, I was a consultant for years working in different breweries helping them make more money selling beer. I enjoyed my job, but about two years ago, I was hired by a new brewery. I found out that they were building in a nature reserve and that they'd paid government officials to sign the papers illegally. They had no principles and didn't care that they would be endangering many types of birds, animals and plants. I couldn't support this so I left my job and helped to organise a boycott of their beer to save the nature reserve. We were very successful. People stopped drinking their beer and their sales went down. I also won a court case against them to stop the building and the corrupt government officials were arrested. I knew that I couldn't go back to being a consultant after that – I wanted to help save our Earth and be a part of international conservation.

Lesson 2 Endangered Species

Exercise 3

Today's lecture will focus on the serious problem of endangered species. There are thousands of endangered species in the world and if the rate at which species are becoming extinct continues to rise, then millions of species will become extinct in the next decade. Most of us know about the big animals that are endangered, like tigers, but not many of us know about endangered fish or insects. There is even a type of endangered tortoise! By now, we should all be aware that the symbol for endangered species is the panda, one of the rarest animals in the world. Apart from the few found in zoos, pandas live only in the central bamboo forests of mainland China. The number of pandas has fallen because of human activity destroying much of their habitat. As pandas only eat bamboo, it is important to preserve forests for the panda's continued existence in the wild.

A survey in June 2004 showed that because of conservation efforts, the number of pandas has increased from 1,000 to 1,600. This is thrilling but 1,600 pandas are still too few. Although 120 pandas are in special centres and 20 live in zoos around the world, we must continue our efforts to save their natural environment so they can live in the wild.

Another endangered species, the Yangtze Dolphin, is China's only fresh-water dolphin and is sometimes called "the panda of the

Yangtze River" because it is so rare. Its numbers are decreasing due to pollution in the river and the fact that they are often caught by fishermen's hooks and trapped in their nets. Hunting in the past also reduced numbers. Hunters in general have a lot to answer for in terms of endangered animals.

Education programmes on the Yangtze Dolphin have been set up but much more needs to be done to protect these animals.

The tiger is another species under severe threat. In the 1950's, there were eight sub-species of tiger, but three are now extinct. All five remaining species are endangered and although they are protected, the total number of tigers worldwide has dropped to 5,000. Why is this? Tigers are killed by hunters because it is falsely believed that parts of the tiger's body are good for people's health. Every year police seize bags of tiger parts and arrest illegal hunters but sadly, many never get caught. Another reason why numbers have decreased is the loss of the tiger's natural habitat. To save these beautiful animals, we need to call for an end to illegal hunting and improve our conservation programmes or else face a future without tigers.

To wrap up this lecture, I want to remind you that animals have no voice in our world. We need to speak out on their behalf before they disappear for good.

Exercise 7

A: That was a great lecture. We really need to work at protecting our environment.

B: Yes, that's why I'm thinking of joining one of those conservation programmes to save an endangered animal.

A: Great! Which one?

B: Well, I would like to help save the Yangtze alligator. It's one of the world's most endangered animals.

A: Where does it live exactly?

B: In the Yangtze River – the lower part.

A: Aren't there lots of people there?

B: Yes, basically, that's the problem. Their habitat is being destroyed and local farmers kill them.

A: Why?

B: Because the alligators live in holes that damage the farmland and sometimes carry off farm animals. That's the reason why they are killed.

A: What can be done?

B: Well, our government is developing a conservation plan to protect them and I'd like to be part of it.

A: Sounds terrific. I'd like to save the beautiful Tibetan antelope. Forty or fifty years ago, there were up to a million living in Tibet.

B: And now?

A: Well, the numbers have been declining rapidly. There may be 75,000 but there could be as few as 65,000.

B: Why?

A: One reason is their meat, but a lot of it is to do with their wool. It's made into scarves and is very fashionable in Europe and the US. They are being hunted because of it.

B: It's illegal to kill a Tibetan antelope, isn't it?

A: Yes – the government is trying to enforce the law so that they are protected but the demand for wool means hunters continue to kill. Because of that, the numbers are falling quickly.

B: Well, all in all, if we help protect these animals and spread the news about conservation, we will be doing our bit and hopefully our grandchildren will still be able to see these beautiful creatures in the wild.

Communication Workshop

Listening: Exercise 3

Presenter: Good evening and welcome to Your World. On tonight's show we'll be talking about noise pollution. Here with us is Professor Wang, an environmental protection specialist from Beijing University. Professor Wang, welcome to the show.

Prof. Wang: Thank you.

Presenter: So, can you tell us what exactly noise pollution is?

Prof. Wang: Well, it's not an easy thing to define. What one person thinks is a loud, annoying noise that makes them plug their ears, another person might find quite musical! It also depends on what the noise is, where it is, and when it occurs. For example, loud music at a rock concert is enjoyable for the audience, but even the gentlest symphony played quietly at 2 o'clock in the morning is very annoying for someone trying to sleep. Noise pollution, really, is any sound that interrupts our daily lives or makes us feel uncomfortable.

Presenter: So it's noise pollution that keeps me up at night, hiding under my quilt and burying my head in a cushion! It's becoming more and more of a problem worldwide, isn't it?

Prof. Wang: Yes, it certainly is. But noise pollution is generally only a problem in urban areas. This is because of increasing industrialization, transport, and larger urban populations.

Presenter: Can you talk in more detail about these causes of noise pollution in our cities?

Prof. Wang: Certainly. Noise pollution in our cities comes from many sources. Traffic, aircraft, railways and factories produce huge amounts of noise pollution but a lot of noise pollution also comes from people. As urban populations grow, people are forced to live closer to each other in skyscrapers, and television sets, stereo systems, air conditioners and pets can all be sources of noise pollution.

Presenter: What are the effects of noise pollution?

Prof. Wang: Noise pollution can have very serious effects. Most people don't realize it but continued noise can actually damage our hearing. Another important issue is stress. Annoying sounds increase stress levels and can cause us to feel impatient and unhappy. They can also stop us from sleeping properly as you've pointed out. This can have a very negative effect on how well we concentrate at work and therefore affect how much work we do and how well we do it.

Exercise 4

Presenter: So, it's very important to control noise pollution, isn't it?

Prof. Wang: That's right. As I said, noise pollution is unpleasant for us all. It can cause stress and loss of sleep and can also damage our hearing.

Presenter: How can noise pollution be controlled then?

Prof. Wang: Actually, noise pollution isn't hard to control. There are some quite simple methods that the government has adopted to reduce noise pollution in our cities. For example, there are plans to improve public transport so that the number of cars on the roads will be reduced. There are also plans to have soundproof windows in buildings which face onto roads. Another way to reduce noise pollution is to build main roads, rail roads, industrial areas, warehouses and shopping malls away from places like schools, hospitals and housing areas where people need peace and quiet.

Presenter: Are there any means by which we can help reduce noise pollution?

Prof. Wang: We can all help by being more considerate and thinking of our neighbours. We can turn down our TVs and stereos and choose mobile phone rings that are not too loud and disturbing. If we know we're going to make a noise at home, for example if we're having a party, we can warn our neighbours in advance and apologise for the trouble.

Presenter: Well, that's all we have time for this evening. Professor Wang, all the best with your anti-noise organization and thank you very much for taking the time from your busy schedule to join us here in the studio.

Speaking: Exercise 1

Woman: Have you seen this article on the environment?

Man: Yeah, I had a look. Our environment is so fragile. It makes you sad just to think about it, doesn't it?

Woman: But there are some great photos ... Look at this one of a tiger. What I don't understand is why people want to kill them.

Man: Mm ... yeah, it's all to do with some kinds of traditional medicine and farmers think they're pests because they kill their farm animals. And look at all those pictures of flooding

and hurricanes. What's really worrying is all this stuff about climate change – don't you think so, Jan?

Woman: I'm not sure. I haven't thought about it much. Some people say that it isn't changing, don't they? I mean the president of the United States said yesterday that there wasn't really a problem.

Man: That's because they don't want to spend money to change their factories! What's ridiculous is that they say the climate isn't changing when it obviously is. Do you actually know how much the temperature is going to go up this century?

Woman: That's a good question. Haven't some scientists said about three or four degrees?

Man: No, at least five degrees centigrade, maybe more. It's going to be a disaster. We need a total change in our lifestyles. Have you seen that bit in the article about how much carbon dioxide we produce?

Woman: Well, we obviously produce too much pollution, don't we? I agree with that. The problem is, you don't want to just give up your car and central heating, do you? You don't want to go back to the Stone Age.

Man: Of course not. But we need to break away from that way of thinking. We don't need to give up our cars but we could take public transport more often. Did you know that a country like Britain produces 9.5 tonnes of carbon dioxide per person every year? And it says here that some island countries only produce 0.75 of a tonne. What a difference!!

Woman: That's true.

Man: What we should do is start using different sources of energy. I think we should ...

Listening: Situational Dialogues

1

Mr Hopkins: Tim is driving me mad.

Ms Kimberly: What did he do today?

Mr Hopkins: He was wandering around again and when I asked him what he was doing, he said he was asking Jane for her sharpener. He said he needed to sharpen his pencil.

Ms Kimberly: I think he sharpens his pencil about ten times a day! He does it in my class too. What did you do?

Mr Hopkins: I asked him to hurry up and told him I wanted him to finish his essay on endangered animals on time. He then told me that he was writing on the Yangtze alligator and that he wanted his pencil to be as sharp as an alligator's tooth!

Ms Kimberly: He is a sweet kid! But really, that's not a valid excuse for wasting time.

2

Mr Hopkins: How do you think evolution might have affected elephants?

Mary: Well, maybe early elephants had short noses instead of

trunks. Maybe over hundreds of years their noses got longer so that they could reach things better. It's all about things changing slowly for the better, right?

Mr Hopkins: Right. Now why do you think elephants developed tusks?

Bill: I think it's to protect themselves, Mr Hopkins. I've seen photos of mature elephants with really big tusks!

Mr Hopkins: Yes. Now, do you think it's right that elephants are killed simply so that people can carve jewellery out of their tusks?

Bill & Mary: No way!

3

Stan: I can't do my homework. How do I calculate the answer to this question?

Stan's dad: Which one, Stan?

Stan: This one about how much water could fit into a container that was shaped like a cube. It's a stupid question.

Stan's dad: It's not really. It's a long time since I did maths but how long are the sides of the cube?

Stan: One metre. Oh! I'm being silly! The answer is one cubic metre! Thanks!

Unit 23 Conflict

Warm-up

1

This is a TV series about the owner of a large drug store who is put in prison by the military government. He is betrayed by a family member. Friction between the family-run business and the military government first became serious when the owner wouldn't hand over his "secret recipe".

2

The French led by Napoleon, and the English led by Nelson were the two opposing navies in a great battle in 1805. It was a battle at sea near Spain and although England won, Nelson died during the battle. There is a memorial to him in London.

3

This is a movie about a woman who takes a village official to court for kicking her husband. She ends up having to turn to the highest court for justice. It all started when the woman's husband, a 38-year-old man, had an argument with the local village official.

Lesson 2 Conflict Resolution

Exercise 3

Lucy: Hey, Pete. Do you know I was appointed head of the student

union? I'm really pleased about it (*excited*).

Pete: That's great. You're a real genius, aren't you? (*sarcastic*) And you have such a gift for leading people.

Lucy: Oh, just stop making fun of me, will you? (*upset*) You're always telling people about your exciting sculpture classes.

Pete: No, I'm not. Anyway, I'm busy watching the news. I wish you wouldn't interrupt me all the time. (*annoyed*) ...

Lucy: Well, I'd like to watch a programme on Egypt's pyramids on BBC2 in about five minutes. I don't want to miss it. Why don't you turn over and see if it's started? (*patient*)

Pete: No, why should I turn over? I'm watching the news.

Lucy: But it's a commercial break now! You're just selfish, aren't you? You never let other people watch anything even when you're just watching advertisements!

Pete: Yes, I do. I let you watch that awful programme about nutrition and losing weight yesterday.

Lucy: Yeah, but you wanted to watch it too. You wanted tips on how to keep off the weight you've put on watching so much TV!

Pete: No, I didn't! Why do you always have to twist the truth?

Lucy: That's great, coming from you! You're always going off with my possessions and not giving them back. Like my compass. (*angry*)

Pete: I did give it back to you when I got home from camping! It's in your room. It's such a mess you can't find anything. You never tidy it.

Lucy: I do tidy it. Anyway, come on, turn the TV over.

Pete: I don't see why I should.

Lucy: Because ... if you don't, I'll never let you use my computer again.

Pete: Oh, I'm really worried. (*sarcastic*) And if you do that, I'll stop giving you a lift to school in the mornings.

Lucy: And I'll tell Dad how you REALLY spent your allowance this month!

Pete: Oh, come on, don't be ridiculous. That's ...

Lucy: Ha, I've got you now! (*satisfied*)

Exercise 7

Interviewer: Good afternoon. Today in Life Skills we're going to look at conflict, and how to deal with it. We have in the studio Dr Katherine Maguire, from Cambridge University. Good afternoon, Dr Maguire.

Dr Maguire: Good afternoon.

Interviewer: Dr Maguire, in your opinion, what is the best way to deal with conflict?

Dr Maguire: Well, there are various possible ways. The first way is to respond to anger with more anger. This is the worst way of handling conflict, because the situation gets worse and can become violent. Unfortunately, it is one of the most common

ways of reacting to conflict.

Interviewer: Mm, that's true.

Dr Maguire: Another way which doesn't work very well is doing nothing.

Interviewer: What do you mean?

Dr Maguire: This is when the person says nothing and tries to escape or ignore the situation. They just hope that if they hold out for long enough things will get better by and by. This does not solve anything and the person who withdraws feels more and more angry with the other person. Holding your feelings inside can be very unhealthy.

Interviewer: Indeed. That's very true.

Dr Maguire: Another possibility is to ask for help from somebody outside the situation.

Interviewer: What do you mean exactly?

Dr Maguire: Well, this is when you call on somebody outside the situation, and they decide what should happen. This can be useful, especially if the conflict is serious. However, it's usually better to solve the problem yourself. Without doubt, the best thing to do is to try to negotiate with the other person.

Interviewer: Right. So how should you go about that?

Dr Maguire: To negotiate, first, you should never look down on the other person or act as if you're 100% right and they're 100% wrong. Next, you should try to explain clearly what you want.

Interviewer: What if the other person replies angrily? I mean that often happens, doesn't it?

Dr Maguire: Well, you shouldn't respond in the same way. The best thing is to repeat what you said in a different way, and then try to find out what the other person wants, and why.

Interviewer: Mmmm right. You try to find out exactly what the other person wants and try to tell them what you want. Then you find a compromise.

Dr Maguire: Yes, that's right. When you've found out what each of you wants, put forward solutions. For example, if you disagree about a TV programme, suggest that you take turns to decide what to watch. Then, choose a suggestion that you and the other person agree on. If you're in a group, it's very important to make sure that everybody agrees. And keep your word afterwards. If you agree to do something, then make sure it comes about.

Interviewer: OK, it's important to be calm, to put forward solutions and then choose one both of you are happy with. Is there anything else we ought to do?

Dr Maguire: Well you should speak clearly and firmly, but you should never shout. Also, be careful of your body language. Try to relax, and it's always better never to stand too close to the other people.

Interviewer: Now let's look at some particularly common conflict situations. ...

Communication Workshop

Listening: A Filmscript

Part 1

Reader: The film *All Quiet On the Western Front* was made in 1930 at huge expense with what was then an enormous budget of one and a quarter million dollars. It came out only a dozen years after the end of the First World War and the film reflects the anti-war mood of many young people in this period. The movie was successful commercially and it won Oscars in Hollywood for Best Film and Best Director. It still remains one of the few early films watched by modern audiences. The film begins at the start of the war and shows examples of the enthusiasm for the war in 1914 which persuaded millions of young Europeans to join up and fight for their country. It follows a group of young German soldiers from the moment they volunteer to the time when they actually go to the front in France. The young men are very soon disappointed when they see the reality of war – constant bombing, senseless deaths, horrific living conditions, mud and lack of food. In one scene, the French attack the German lines and are cut down by German machine guns. Then the Germans attack the French but this time it is the turn of the French to drive them back. In the battles, the German soldiers lose a lot of men but find themselves in exactly the same trenches as before. It is at this point in the film that the soldiers talk about the war.

Part 2

Soldier 1: There's eighty of us left. The rest is in dressing stations or pushing up daisies.

Soldier 2: Well, how do they start a war?

Soldier 1: Well, one country offends another.

Soldier 2: How could one country offend another? You mean there's a mountain over in Germany gets mad at a field over in France?

Soldier 1: Well, stupid. One people offends another.

Soldier 2: I don't know any Frenchmen or Englishmen personally – nobody has offended me. Oh, that's it. I shouldn't be here at all. I don't feel offended.

Soldier 1: It don't apply to tramps like you.

Soldier 2: Good. Then I can be going home right now ... The Kaiser and me ... Me and the Kaiser feel just alike about this war. We didn't ... neither of us want any war, so I'm going home. He's there already.

Soldier 1: Somebody must have wanted it. Maybe it was the English. No, I don't want to shoot any Englishman. I never saw one till I came up here. And I suppose most of them never saw a German till they came up here. No, I'm sure they weren't asked about it. ... Well, it must be doing somebody some good.

Soldier 2: Not me and the Kaiser.

Soldier 1: I think maybe the Kaiser wanted a war.

Soldier 2: I don't see that. The Kaiser's got everything he needs.

Soldier 1: Well, he's never had a war before. Every full-grown emperor needs one war to make him famous. Why, that's history.

Soldier 2: Yeah, generals too. They need war.

Soldier 1: And manufacturers. They get rich.

Soldier 2: War's like a fever. Nobody wants it in particular.

And then all at once, here it is. We didn't want it. The English didn't want it. And here we are fighting.

Soldier 1: I'll tell you how it should all be done. Whenever there's a big war comin' on, you should rope off a big field and sell tickets. Yeah, and, and, on the big day, you should take all the kings and their cabinets and their generals, put them in the centre dressed in their underpants and let 'em fight it out with clubs. The best country wins.

Listening: Situational Dialogue

Man: I study politics. What do you study?

Woman: Oh, I study history.

Man: I always think that studying history is a complete waste of time and such an arbitrary, unimportant thing to study. It just looks into the past. Politics deals with the future.

Woman: That's rubbish! When you study politics, you're just reading about theoretical systems like communism and socialism. In history, we study how these systems really worked and still do work in real life and by learning from the past we can improve the future. For example the communist government in China has been really successful at ...

Man: Sure, but I'm a socialist and I believe that politics will lead to the liberation of the future. Everyone will be equal and no one will be poor.

Woman: Do you possess a brain anywhere in your head? You don't know what you're talking about! Do you really think you're going to "free the future" after finishing your university politics course?! The future doesn't need liberating in my opinion! Especially not by you!

Man: What are we really arguing about here?

Woman: Whether history or politics is a more worthwhile course to study.

Man: But of course politics is more worthwhile! There's no point in arguing further surely!

Woman: You... I... Oh... I give up!

Speaking: Exercise 1

Woman: Good morning. Fit Products Ltd. Can I help you?

Man: Good morning. My name's Jeffreys, Andrew Jeffreys. I'd like to speak to the customer service manager, please.

Woman: My name's Angela Downton and I am the customer service manager. How can I help you, Mr Jeffreys?

Man: Well, I wrote a letter to you three weeks ago about one of your exercise bikes and I still haven't had a reply.

Woman: Mm, I'm very sorry about that, Mr Jeffreys. I don't, erm, seem to have your letter here. Could you, er, explain the problem a little, please?

Man: Well, first of all, your TV advertising is false. Even though I used your bike for a month, I didn't lose any weight at all.

Woman: I'm sure that you'll understand, Mr Jeffreys, that we cannot guarantee one hundred percent that everybody will lose weight.

Man: Well, you should change your advertising then. Anyway, both the speed control and the heart control broke, and then one day a wheel broke and I had a serious accident. I pulled a muscle and had to take three days off work.

Woman: I'm extremely sorry to hear that, Mr Jeffreys.

Man: So you should be! On top of that, when I took the bike back to the shop, the manager was extremely rude. He made me feel that I'd brought these troubles on myself by buying the bike in the first place.

Woman: I understand how you feel, Mr Jeffreys, and I'm sure we can ...

Man: I'd like all my money back and you must compensate me for the injuries I received using your product. Unless I receive it, I'll have to take legal action.

Woman: Well, let me apologise for your experiences with the "Tour de France" exercise bike. We have sold thousands and this is the first complaint we have received.

Man: What I need are not just apologies.

Woman: Well, I promise that you will receive all your money back, if you can give us the current guarantee.

Man: I'd like that in writing, please.

Woman: Certainly, Mr Jeffreys. And we will look into the subject of compensating you for your injury. I think you will agree that it would be better for both sides to keep this confidential and avoid legal action.

Man: That depends.

Woman: Well, what I suggest is that you come along to our office with a doctor's certificate and we can sort out the money for your injury on the spot. I have an opening this afternoon at 3:00 pm or you can arrange an appointment with my secretary.

Man: Very well, then.

Woman: I'd like to repeat our apologies, Mr Jeffreys, and remind you that we are prepared to give you your money back.

Man: OK, thank you. I'll be in touch. Goodbye.

Woman: Goodbye, and thank you very much for calling.

Unit 24 Society

Warm-up

Female: A recent report on British society has shown that most

British people live longer, are healthier, better educated and much richer than twenty years ago. However, we work longer hours and are much more worried about crime than ever before.

Our standard of living has risen and the average income of British families is now nearly £ 550 a week, compared with £ 326 in 1981. The percentage of households with cars has climbed from 62% to 72%, while the number with central heating has increased from 61% to 90%. The percentage of households with computers has rocketed from around 3% to over 40%.

Not everybody has benefited though and there are much greater inequalities than twenty years ago. The top 20% are much richer – they now have 46% of the nation's wealth compared with around 35% in 1981. The bottom 20% of society are now relatively much poorer and their share of the nation's wealth has declined from 10% to 6%. Problems like begging and homelessness are on the increase.

Life expectancy has gone up steadily. In 1981, British men could expect to live around 70 years and British women on average 75 years. Now men live 74 years and women 79.

Over the last twenty years, unemployment has gone up and down but has gone down recently. It went up from around 1.7 million in 1981 to 2.1 million in 1989 only to fall beneath a million in the spring of 2001. However, we work much longer hours than before, in fact the longest in Europe. There are many more women working than before – nearly 72% compared with 57% in 1981, the highest figure in Europe. However, on average, women still only earn 80% of that earned by men.

British people are better educated than twenty years ago, at least in theory. Now nearly 60% of 16–18 year-olds are in voluntary full-time education compared with 32% twenty years ago. The number of full-time students in further education has more than doubled, from 550,000 in 1981 to over 1,300,000 in 2001.

Possibly the most worrying trends are related to crime and violence. Between 1981 and 2001, the number of crimes in England and Wales almost doubled from 280,000 to 520,000. The amount of violent crime rose from 56,000 to 61,000, not such a big increase perhaps but a figure fifteen times higher than that of 1950. There have also sadly been abundant cases of violence at home. In the last few years ...

Lesson 1 Consumer Society

Exercise 6

Grant: Hey, that's a nice jacket. Where did you get it from?

Lucy: From the second-hand shop. It only cost \$5. Not bad, eh?

Grant: Mmm, I'd never buy second-hand clothes personally. Never know who's been in them.

Lucy: Oh, come on. You're always complaining you're short of money. It's about time you started going there. They've got some really nice things. If I were you, I'd stop buying all those

expensive clothes. You wouldn't have to work so hard in the evenings behind the grill in that awful restaurant if you did that.

Grant: I'd rather you didn't mention that. I've got to go there soon.

Lucy: I think you ought to give up that job, you know. I certainly wouldn't put up with that awful boss of yours. And that smell! I thought you didn't eat meat anyway?

Grant: I don't. I think you should give up meat yourself. It's not good for you. In fact, I'd go as far as to say that eating meat is a vice.

Lucy: But I like good meat. I love a nice leg of mutton. Mmmm. Yum.

Grant: I'd rather you talked about something else. You're just trying to wind me up, aren't you?

Lucy: Of course not. Anyway, you'd better get going or you'll be late for work.

Grant: Yeah. See you later. Oh, why don't you come round after I finish. There's a good film on in the cinema next door.

Lucy: I can't. Why don't we meet for brunch tomorrow at 10:30 am. There's a really cheap buffet at the hotel my mum works at. No meat, I promise!

Grant: Sounds great. See you then.

Lesson 2 Utopia

Exercise 2

Storyteller: I was away on business when I met this very interesting man. He had travelled for years and had had lots of strange adventures. Among them he had spent five years on the island of Utopia and he couldn't stop talking about its virtues. I invited him to dinner and asked him to tell me all about it.

Man: Well, to start with, Utopia is the most beautiful country in the world. All the towns are the same you know, and all the buildings have the same framework, laid out in an ordered way. Every building has piped water and the houses are large with glass windows – just think of that! Well ... there is no private ownership of houses or land in Utopia and various families live together in each of the large houses. Everybody wears the same kind of clothes and so there is no fashion. Nobody has any desire to show off and gold and silver have no value — unlike in our society.

Everything is well organised and people only have to work six hours a day. They usually have all of their meals in a large dining room, but can have them at home if they want to. The meals are usually feasts because there is such a surplus of good food. During meal times, people listen to music and have interesting discussions. When they are not working, people go to lectures or play clever games like chess. There's no betting in Utopia — so that's very different from our society, isn't it? You

know, the people there take their pleasure from living a healthy and useful life.

In Utopia, families are well-organised. There is a head of each family, who is always the oldest male by the way. Husbands have authority over their wives and parents have authority over their children. There is a leader in each area of the town and each town has an elected leader. Every town has three representatives who are sent to the government, where major decisions are made. There are very few laws in Utopia, because there is no need for them.

So there are no lawyers — just imagine that. The government is merciful but if someone behaves really badly they can be made into slaves — the slaves in Utopia are prisoners or foreigners. They sow the fields and do all the other really hard work. The threat of slavery is enough to put anyone off doing something wrong. Girls can marry when they are 18 and boys when they are 22. Divorce is only possible when both husband and wife want it. There are severe punishments for married people who have affairs. The guilty people can be made into slaves. Utopia is a very rich country but it never trades with other countries, because there is nothing that it needs. The people there are peaceful and hate war.

Storyteller: I made some polite remarks about Utopia and thanked the man. I cannot say I agree with everything he said, but I admit that there are a few things in Utopia that I would like to see adopted in Europe.

Exercise 6

Debbie: Sorry I've turned up so late. You know what the traffic on Main is like at this time of day. I was held up for 20 minutes! I wish they'd build a roundabout there instead of the traffic light. The traffic would flow so much better.

Sarah: Mmm, it really is busy there. This city's a real mess, don't you think?

Debbie: Yes. There's so much they could do to improve it. It'd be a good idea if they stopped traffic going into the centre of town — you know what I mean? There could be more pedestrian streets. It would stop all the collisions that happen outside the Town Hall too. There is a car accident there at least once a week and today I nearly knocked into somebody crossing the road!

Sarah: That's not a bad idea. It would be just like the centre of Milford. But what about doing something about public transport? It's about time we had more buses. You have to wait for ages to get the number 23, don't you? I think they should put buses every fifteen minutes.

Debbie: So do I. And what would be really great is if they were free. They're so expensive at the moment. Even with a season ticket. And prices keep going up.

Sarah: That's true.

Debbie: What we need are some big changes in this place. I'd charge people more for bringing cars into the centre, especially big ones.

Sarah: And why don't they make a nice park? We could have one near the river. There's that empty space that's now just full of weeds. They could do up the houses nearby and we could have a mini-London Eye, couldn't we?

Debbie: A park would be wonderful! We could have a pond with a fountain in the middle and ducks paddling around in it. It would be a great place to take dogs for a walk. Imagine all the wagging tails!

Sarah: They should also clean up the river. There are so many plastic packets floating in it that you can hardly see the water!

Debbie: I've seen grocers throwing rotting vegetables into the water. It's time we stopped polluting everything.

Sarah: Yeah. And it's so boring here. There's nothing to get up to, is there? I think it'd be good if they spent money on things for young people to do. You know, they ought to build a sports centre to start with.

Debbie: Yes. Then they could start a baseball league. I'd love to take up baseball.

Sarah: I'd love to watch!

Debbie: And it's time they set up a cultural centre too. It doesn't need to be huge, just somewhere with a few good films and a theatre. It'd lighten things up a bit.

Sarah: Mmm, and I wish someone would start a club. You know, like the Ministry of Sound in London — with good music.

Debbie: That reminds me, I saw a poster advertising a theatre production of Hamlet in Bath — would you like to go?

Sarah: I'll skip that if you don't mind. I don't enjoy Shakespeare. Let's get some food!

Communication Workshop

Listening: Situational Dialogues

1

Woman: This looks like a good place.

Man: Yes, let's drop anchor here.

Woman: Don't get it stuck in the seaweed. There's a lot of it growing underwater just over there. Swing it over the other side.

Man: There we are! Look at all the seagulls flying around. There must be a lot of fish here.

2

Man: The people in this country are very spiritual, aren't they?

Woman: Yes. The main religion here is Buddhism. What do you think that man over there is doing? Do you think he's selling something?

Man: Well, he's certainly not saying his prayers! It looks like he's a merchant selling red candles. Look at all the red wax on the

floor from candles that have melted. Let's go inside.

Speaking: Exercise 3

Female: OK, so here we are. It's freezing.

Male 1: It's not what you'd call warm.

Male 2: I think we should start getting a shelter built. Let's start, shall we?

Male 1: Mmm ... that's a good idea.

Female: Surely, it'd be better to explore a bit? Find the best place, you know?

Male 1: OK, let's do that. My feet are blocks of ice.

Male 2: Mine are a bit cold and I'm dying for a cup of coffee.

Male 1: I wouldn't mind one! A nice warm coffee. Mmm ... What about making our shelter here? There are a few stones around to make walls.

Female: There are millions!

Male 1: We could build the shelter next to this rock. It's huge.

Male 2: It's quite big, but I don't see why we have to build it near here. Don't you think it would be better near the stream?

Male 1: How come?

Male 2: To get water you know. It would take ages to get water from here.

Male 1: It would take a while. But we've got a water bottle, haven't we?

Female: Actually, I think it would be better here. It's quite muddy near the stream.

Male 1: You're telling me. It's knee deep in mud.

Male 2: OK, let's get organised.

Male 1: Right. I'll collect the stones and start putting them in a semicircle to make the wall for the shelter. And we need people to cut branches.

Female: OK. Why don't we both do that?

Male 2: I'd rather you cut the branches. I'll carry them. And let's put some of them on the ground to sleep on.

Female: Surely, we can do that when it's finished. Let's get going before it starts raining. And then we can have something to eat. I'm getting a bit hungry.

Male 1: I'm starving!!

Male 2: Here, have a chocolate. You can suck on that while we work and keep your hunger away.

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