

C

The New
CAMBRIDGE
English Course

PRACTICE

新剑桥英语教程

第四册

(练习册)

· 安徽教育出版社 ·

+
KEY

UPPER-INTERMEDIATE

DESMOND O'SULLIVAN
MICHAEL SWAN
CATHERINE WALTER

CAMBRIDGE
UNIVERSITY PRESS

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Desmond O'Sullivan
[英] Michael Swan 和 Catherine Walter 编著

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国内通用音标与本书中(原版)使用音标对照表

元 音

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i:	i:	sheep
(见注)	i	
ɪ	ɪ	ship
e	e	bed
æ	æ	bad
ɑ:	ɑ:	calm
ɒ	ɒ	top
ɔ:	ɔ:	caught
u	u	put
u:	u:	boot
ʌ	ʌ	cut
ə:	ə:	bird
ə	ə	about
eɪ	eɪ	make
aɪ	aɪ	bite
ɔɪ	ɔɪ	boy
əʊ	əʊ	note
au	au	now
iə	iə	here
ɛə	ɛə	there
ʊə	ʊə	poor

辅 音

国内通用音标	书中使用音标	例 词
p	p	pool
b	b	boot
t	t	tea
d	d	day
k	k	key
g	g	gay
f	f	few
v	v	view
θ	θ	thing
ð	ð	then
s	s	soon
z	z	zoo
ʃ	ʃ	ship
ʒ	ʒ	pleasure
h	h	hot
tʃ	tʃ	cheer
dʒ	dʒ	jump
m	m	moon
n	n	noon
ŋ	ŋ	sung
r	r	red
l	l	led
j	j	yet
w	w	wet

[注]本书中使用的[i],在我国国内通用音标中尚无与之对应的,它的发音介于本书中所用音标[i]与[i:]之间。

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ɔ:	ɔ:	caught
u	u	put
u:	u:	boot
ʌ	ʌ	cut
ə:	ə:	bird
ə	ə	about
eɪ	eɪ	make
aɪ	aɪ	bite
ɔɪ	ɔɪ	boy
əu	əu	note
au	au	now
iə	iə	here
ɛə	ɛə	there
uə	uə	poor

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ʒ	ʒ	pleasure
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A1 Art, bird-watching, cars, dancing ...

1 Vocabulary revision and extension. Can you match words from the two boxes? Example:

cooking – saucepan

art bird-watching cooking
the countryside dancing drawing
driving gardening history jazz opera
reading shooting sport swimming
theatre travel

aria canvas crawl cup final eagle
footpath lawnmower Middle Ages
novel partner pencil
petrol consumption saucepan saxophone
shotgun stage suitcase

2 Vocabulary and grammar revision. Decide on the correct word.

1. I'm not very *interested/interesting* in poetry.
2. There's a really *interested/interesting* film on TV tonight.
3. Do you find bullfighting *excited/exciting*?
4. I went to a bullfight once, and I was *disgusted/disgusting*.
5. Penny and I went to the opera last night. I'm afraid I was very *bored/boring*.
6. Psychology is a *fascinated/fascinating* subject.
7. I'm *delighted/delighting* to see you again.

3 Grammar revision. Look at the examples, and then complete the sentences with *as*, *than*, *then* or *that*. Examples:

It's about *the same size as* a telephone.
It's not quite *as heavy as* a TV.
It's a bit *bigger than* a camera.
I started to say something and *then* I stopped.
Do you think *that* she'll be all right?

1. I'm a bit older I look.
2. But I'm not nearly as old I feel.
3. She's got the same sense of humour her mother.
4. You paid him far more the car was worth.
5. Go straight on for 300 metres and turn right.
6. Could we have the bill as soon possible, please?
7. I'm quite sure he's gone home.
8. Nobody's funnier my uncle Harry.
9. Do you think we should have the curtains exactly the same colour the carpet?
10. This year things have been better ever.

4 Grammar revision. Write true answers to each sentence, as in the example. Use *So am I*, *So do I*, *So can I*, etc., and *I'm not*, *I don't*, etc.

1. I'm tired.
So am I. OR *I'm not.*
2. I was in France last summer.
3. I used to get more exercise than I do now.
4. I've got a colour television.
5. I believe that you can sometimes communicate your thoughts to another person.
6. When I was a child, I thought people on television could see me.
7. I can play the violin.
8. I'll speak English much better by this time next year.

Now write answers about your family and friends, as in the examples.

9. My mother was very politically active when she was younger.
So was my mother. OR *So was mine.*
OR *So was my aunt.* OR *My mother wasn't.*
10. My mother was always very tired in the evenings.
11. My father used to tell us bedtime stories almost every night.
12. My husband has got a good sense of humour.
13. My little nephew believes in ghosts.
14. My family lived in a very small village when I was a child.
15. My sister can play the piano beautifully.
16. My brother will be a terrific father.

5 Grammar revision. Write five or more things that you used to do when you were a child. Example:

I used to go skating in winter.

6 Write 150 words or more about your past and present interests. What were you interested in when you were a child? What did you want to do in life? How much have your interests changed? What are your present ambitions? Try to include some words and expressions from the Student's Book lesson.

7 Look quickly at the three texts. Choose the one that looks most interesting and read it (using a dictionary if you wish). Then write two or three sentences, explaining why you chose the text, whether you found it interesting or not, and why.

First US city to be bombed from the air.

In 1921, during one of the worst race riots in American history, Tulsa, Okla., became the first US city to be bombed from the air. More than 75 persons – mostly blacks – were killed.

Before the riot, Tulsa blacks were so successful that their business district was called 'The Negro's Wall Street'. Envy bred hatred of the blacks, who accounted for a tenth of the segregated city's population of 100,000.

Then on May 30, 1921, a white female elevator operator accused Dick Rowland, a 19-year-old black who worked at a shoeshine stand, of attacking her. Though he denied the charge, Rowland was jailed. *The Tulsa Tribune* ran a sensational account

of the incident the next day, and a white lynch mob soon gathered at the jail. Armed blacks, seeking to protect Rowland, also showed up. Someone fired a gun, and the riot was on.

Whites invaded the black district, burning, looting and killing. To break up the riot, the police commandeered private planes and dropped dynamite. Eventually, the National Guard was called in and martial law declared.

The police arrested more than 4,000 blacks and interned them in three camps. All blacks were forced to carry green ID cards. And when Tulsa was zoned for a new railroad station, the tracks were routed through the black business district, thus destroying it.

(from *Parade Magazine*)

shoeshine stand: a place in a city street where you can get your shoes polished

lynch mob: a crowd of people who attack and try to kill someone they think is guilty of a crime, without a lawful trial

ID cards: identification cards

zoned: divided into different areas



"Don't worry, we will wait for her to come back from her macrame, or origami, or whatever the hell she's studying these days."

Commuter who talks to strangers!

Peter Lloyd does something extraordinary on the Underground each day – he talks to total strangers.

He struck up his first conversation four weeks ago and found that people actually enjoyed talking.

Peter is now London's leading Tube talker, dedicated to converting a silent public to the joys of a nice chat.

He followed up the first experimental chat with a letter published in *The Evening Standard*, announcing the Tube Talker project.

The project is still in the discussion stage, but Peter is

considering membership cards on which people would pledge their support for Tube talking and even a newsletter with accounts of interesting chats.

Most of all he wants London Transport to designate some Tube carriages as compartments where talking is encouraged.

Peter, a 24-year-old personnel consultant, is quite serious about his plans and has won some converts.

"People often look so sad and lonely on the Tube," he said. "They're usually pleased when I break the ice."

(from *The Evening Standard*)

break the ice: get friendly with someone you don't know

What are his intentions?

DEAR ABBY: My daughter met a smooth-talking fellow nine months ago and really fell for him. She's 22 and he's 21. He isn't working now and he's not even looking. He keeps saying that the jobs he wants don't pay enough. In the meantime he borrows from my daughter, drives her car, eats every meal at my table, and his clothes are washed in my machine! He never mentions marriage, but my daughter

looks at him like he's a god, and she calls this "love".

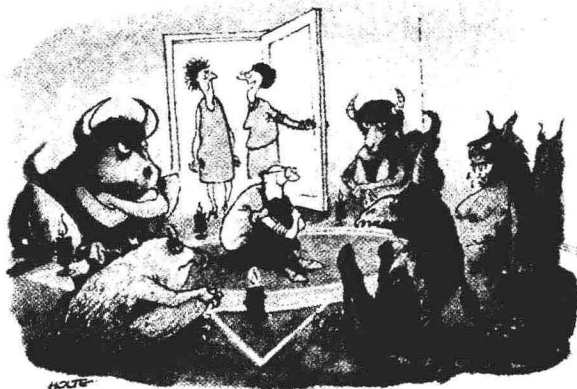
Would I be wrong to ask this guy what his intentions are?

– FED UP

DEAR FED UP: You can ask him, but I think I can tell you. His intentions are to eat at your table, drive your daughter's car, get his clothes washed in your machine, and freeloader off you and your daughter as long as you let him.

(from *The Houston Post*)

freeloader off: exploit



"It's good for a man to have a hobby."

A2 Focus on systems

1 Grammar. Put in the *-ing* form or the infinitive.

1. I hate on my own. (*be*)
2. What I like about my job is my own decisions. (*make*)
3. By the time I have had my shower my wife is just about into her car and leave for work. (*get*)
4. I usually put off work until about 9.30. (*start*)
5. Most doctors agree that is very bad for your health. (*smoke*)
6. What do you hope after you leave school? (*do*)

2 Grammar. Find one or more ways to complete each of the following sentences. Use an *-ing* form in each sentence as in the examples. Examples:

When I was a child, what I liked most about summer was ...

going barefoot.

visiting my grandmother's farm.

... always reminds me of when we rode old Mr Fistner's horse, without a saddle.

Seeing a white horse

Talking about childhood summers

1. I was always a little afraid of ...
2. It was ... that my sister was afraid of.
3. But ... made me feel brave and adventurous.
4. What my sister really loved was ...
5. We were never satisfied with ...
6. I always insisted on ...
7. ... was against my parents' rules, but we did it anyway when we thought they wouldn't find out.

3 Write down four things you like doing and four things you don't like doing. Then write a sentence about each one, using the forms shown in the examples. Examples:

Like: being outdoors

Don't like: having too much work

What I like is being outdoors.

It's having too much work that I don't like.

4 Find Lesson A2, Exercise 6 on the Student's Cassette. Repeat each sentence on the recording, paying particular attention to the correct pronunciation of the contractions and unstressed syllables.

5 Vocabulary. Which is the odd word out in each of the following lists? Give your reasons. Sometimes more than one answer is possible.

1. Ukraine, Italian, Singapore, Israel, New Zealand
2. Chile, Canada, Colombia, Peru, Argentina
3. the Scots, the Swiss, the Welsh, the English, the Chinese
4. Egypt, Malawi, Arabic, Nicaragua, Kenya
5. Australia, Indonesia, Ireland, Cuba, Austria
6. Portugal, Hungary, Brazil, Romania, the Netherlands
7. Danish, Turkish, Germany, Japanese, Greek

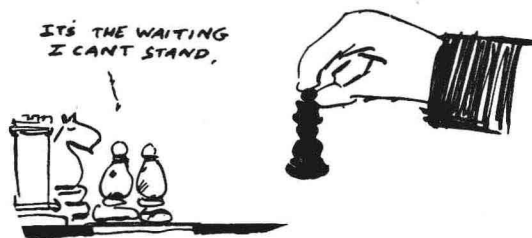
6 Write at least 150 words. Try to include at least one sentence using the structure shown in the examples.

EITHER: Describe the character of a typical person from your country. Example:

What the typical Frenchman/Frenchwoman really enjoys/hates/loves doing is ...

OR: Write about what you really like/dislike about living in your country. Example:

What I really like/hate about living in Japan is ...



DREAMING IN A FOREIGN LANGUAGE

What is it to love someone if you don't share the same mother-tongue? My companion's English is reasonably good; infinitely better than my Russian. But many of the fine shades of meaning that would normally be possible in a conversation between two intimately connected people are out of reach. Do our nerve endings converse more intelligently by way of compensation; do we know by instinct most of the things that must be unsaid or imperfectly understood? In a sentimental mood, I'd say yes. But at the back of my mind is always the notion that you can only understand someone when you understand how, on the deepest level, they make use of language.

Sometimes I gaze at the optimistic row of Russian primers, readers and dictionaries on my bookshelf and think: but it will never be the language of my infancy, my school-days, my first loves, it will never truly be mine – just as English will never be truly his. And so there will always be something about each other we don't know. My mother and he agree on one thing – that my poems are incomprehensible. So the best of me is closed to him. But the best isn't good enough. If he could read me so well he'd know all my faults, human as well as literary. It would pin me down. I write more freely, knowing that I can never either fulfil or disappoint the expectations of those who truly love me.

Sometimes I feel as if I have no language at all, that my country is called Nowhere. For example – we're listening to Radio Svoboda, and I must either interrupt every few seconds to ask the meaning of this and that, or understand practically nothing. I sit silently, knowing that it's a programme about dissident writers which I would lap up greedily if only I could ... I concentrate on my food or my thoughts or read an English newspaper in which the words are somehow like dead insects. I am a foreigner. I am a little island of Englishness in this Russian kitchen. It is the same when he entertains friends or talks to them on the phone – I think: they make him laugh in a way I never can, and a cold ugly jealousy comes down on me like fog. And yet my own culture is all around me in the world outside, and his is not: how dare I begrudge him a few moments when a warm voice holds exile at bay? Perhaps it's because I don't feel I belong in the world outside either. This Russian kitchen in an English flat, this nowhere language made of English-Russian and

Russian-English and silence, these stories we tell one another about our unimaginable pasts – these are home.

Just before the O-level exam which I took recently, I began to dream in Russian. I don't know how ungrammatical or even nonsensical it was, but in the dream at least, it looked or sounded OK. One night I found myself reading through an O-level translation text. It was about an old man who lived in a big house that had once been a hotel: he grew strawberries in the garden, as I distinctly remember. Public-spiritedly, I divulged my dream in advance to my fellow candidates, but, to our chagrin, the passage the universities' board came up with was about a young doctor called Vera who hated flying. At any rate, I consoled myself, something of the language must have filtered through to my subconscious mind if I can dream in it ... there is hope for me yet ...

(from *Dreaming in a Foreign Language* by Carol Rumens)

A3 Situations

1 Grammar and vocabulary. Put in suitable prepositions. Some can be used more than once; more than one answer is possible in some cases.

across	along	by	down	for	into
outside	over	past	round	through	
to	towards	under	until		

Let me tell you how to get1..... our place. Are you coming2..... car? OK. You drive3..... the A17344..... Blackstone5..... about twelve miles; go6..... the first turn to Stroop, take the second turn, and then go straight on7..... you come to a crossroads. Go straight8..... the crossroads,9..... a petrol station, take the next right and drive10..... the park. On the other side of the park, go11..... the canal bridge,12..... the hill, turn left13..... the Market Square, keep straight on14..... the railway bridge and you'll come15..... Miller Street. It's probably best to park there, because there isn't usually a space16..... our house. We're just17..... the corner from the post office - 37 Jackdaw Lane.

2 What would you say in the following situations?

1. Someone says, 'Oh, thank you very much!'
2. Someone phones for a chat just as you are about to leave to catch a train.
3. A good friend wants to borrow your car, but you are not insured for other people to drive it.
4. You and your partner want to borrow a good friend's road map of England for a few days (you know he or she will not be needing it).
5. A friend asks to borrow your cassette recorder for the evening. You are happy to lend it to her.

3 What situations would the following expressions be used in? Choose one of the situations and see how many more typical English expressions you can write down.

Boarding at 3.15, Gate 6.
What size are you?
Could you pass the salt?
How many miles does it do to the gallon?
Double, with bath, please.

4 Write the other side of this telephone conversation. You can change some of the answers if you want to.

Hello, Carlingford 71661.

...

Speaking.

...

I'm not sure. Let me just look in my diary. Yes, I think so.

...

Well, I don't know.

...

Are you sure?

...

Why?

...

I don't think I'd like that.

...

No. Anyway, I really ought to wash my hair.

...

No, I'm going to the theatre.

...

I'm not sure.

...

She's not in.

...

I don't know.

...

No.

...

Goodbye.



"I'm afraid you've got the wrong number. This is Louis XV."

5 Find Lesson A3, Exercise 2 on the Student's Cassette. Listen to the recording while looking at the map in the Student's Book lesson, and write directions from Lacy's to the bus stop in front of the cathedral.

6 The sentences in this letter are out of order. Rewrite the letter, putting the sentences into a logical order.

28 March

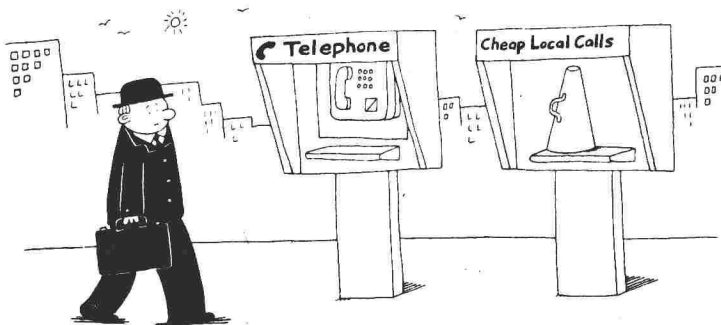
Dear Marilyn,

I think you mentioned that you had someone to look after your kids, and I thought she might include Helen. Please don't hesitate to say no if this presents any sort of problem. I won't actually be working most of the time - just giving one talk on each of the first three days, and a half-day session on the last morning. Love to Jerome and the kids - even if you can't fit Helen in, I hope we can see something of one another when I'm in Nice. I'm writing to ask you a favour. Would there be any possibility of her fitting in with your child-care arrangements? I have to come to Nice from the 7th to the 10th of May for my work. Of course I would pay her extra for this. I thought it would be nice to bring little Helen along with me; but of course I have to make some arrangement for her to be looked after while I'm working.

Love,
Alex

7 Do one of these writing tasks. Write at least 150 words and try to include some words and expressions from the Student's Book lesson.

1. Imagine the letter in Exercise 6 was written to you instead of Marilyn. The woman who looks after your children has made it clear that she doesn't want to look after any others. Suggest another solution, or say you'll try to find someone and write again soon.
2. Write about a time when you got lost.
3. Write about a day when things kept going wrong.



A4 The sun was in the north

1 Grammar revision. Simple Past or Past Progressive?

1. I (*mend*) my sails one day when a man I had worked with before (*walk*) up and (*ask*) me if I'd like to have a drink.
2. I (*think*) he probably had more than just a friendly drink in mind, so I (*stop*) what I (*do*), (*wipe*) off my hands, and (*follow*) him to the local drink shop.
3. It (*be*) there that I (*find*) out that he (*recruit*) people to work on Necho's project.
4. Nowadays, everybody knows about our journey, but then, it (*sound*) a bit strange.
5. At first I thought the man (*try*) to play a trick on me.
6. But the more he (*talk*), the better it (*sound*) – a real adventure.
7. I (*get*) tired of the same old sea routes year after year.
8. Besides, I (*think*) it would be a great trading opportunity; the route to Carthage, across Greek waters, (*get*) more and more dangerous.
9. You may not believe this, but it (*only take*) me a few minutes to decide; I (*sit*) there in that shop with a cup in my hand, and I (*make*) a decision that would change my life – and lots of other people's lives as well.
10. There were times on the journey when I (*have*) doubts about my decision.
11. Once while we (*be*) pushed south-west by the monsoon winds, I (*nearly be*) washed off the deck by a big wave.
12. And one day during the long sail south, one of the men (*try*) to convince the rest of us that we were under a magic spell when a dead blackbird (*fall*) on the deck; believe me, we (*be*) scared.
13. But there were some good times, too: we (*have*) to stop and collect supplies on the west coast, and we (*stay*) there for a long time, in one of the most beautiful places I've seen.
14. One evening while I (*sit*) under a tree with the wind in my face and a luscious big mango to eat, I almost (*decide*) to stay there for the rest of my life.
15. But of course I (*not stay*); I (*know*) that I would get tired of it soon enough, and besides, my wife and children (*wait*) for me back in Tyre.
16. We (*see*) thousands of birds at Gibraltar: they (*fly*) over, on their way south for the winter.
17. In December, when I (*get*) home, I (*make*) sure that no one told my family before I (*arrive*).
18. When I (*walk*) in the door, my wife (*put*) supper on the table, and my son and daughter – whom I (*hardly recognise*) – (*play*) by the fireplace.
19. I (*know*) when I (*see*) them that I had done the right thing not to stay under that tree.
20. I still think of that big tree in the jungle sometimes, though; and I'll bet there's not a man who (*go*) on that journey who wouldn't like to go back.

2 Grammar revision. Use an infinitive to answer these questions.

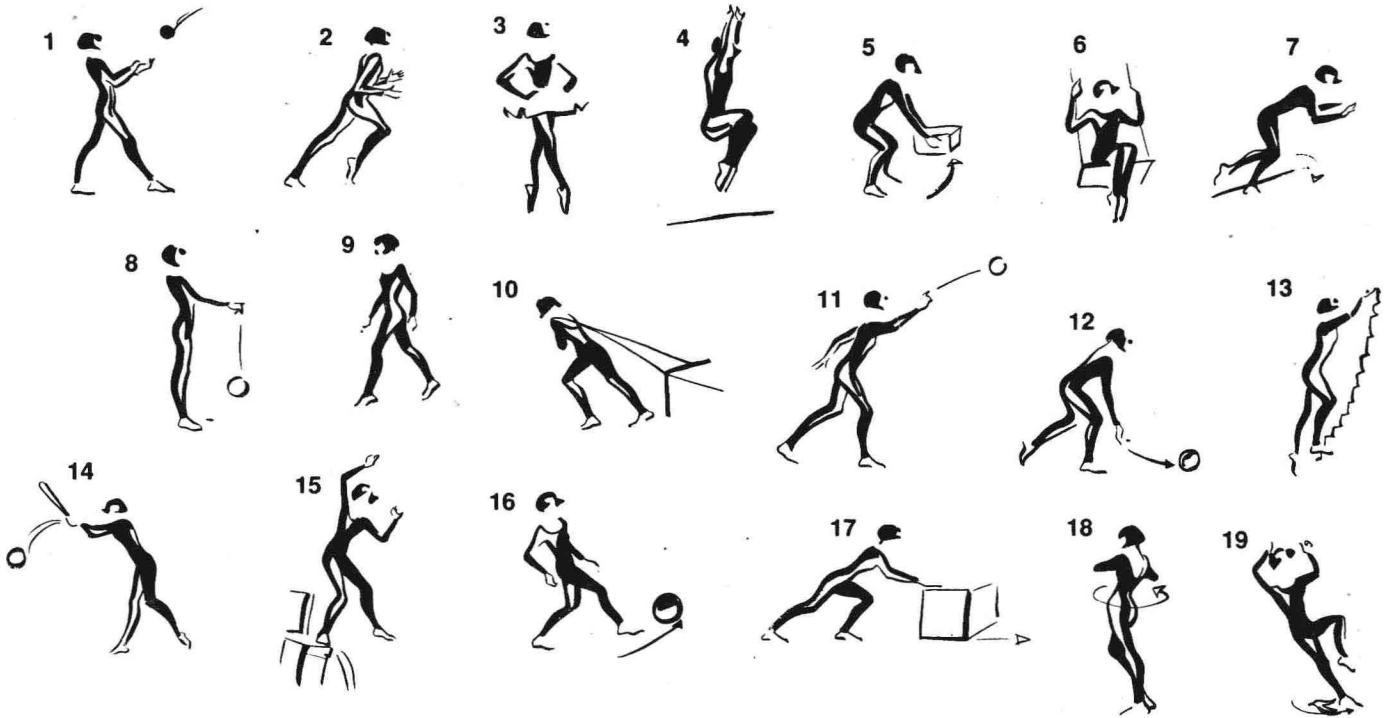
1. Why do tourists go to France?
To see Paris.
To visit Provence.
2. Why do tourists go to Italy / Spain / Greece / the USA / Egypt?
3. Why do people go to banks?
4. Why do people go to post offices?
5. Why do people go to airports?
6. Why do children go to school?
7. Why are you learning English?

3 Underline the stressed syllable in each word. Use your dictionary if necessary. Practise saying the words with the correct stress.

amaze	arrive	avoid	become	begin
believe	businessman	civilised	control	
delay	difficult	discover	enormous	
eventually	experience	fantastic		
interested	journey	Portuguese	publish	
report	steadily	supplies	travel	
unknown	welcome	wonderful		

4 Vocabulary revision. Can you match the words and the pictures?

catch	climb	dance	drop	fall	hit	jump	kick	lift	pull
push	roll	run	slip	swing	throw	trip	turn	walk	



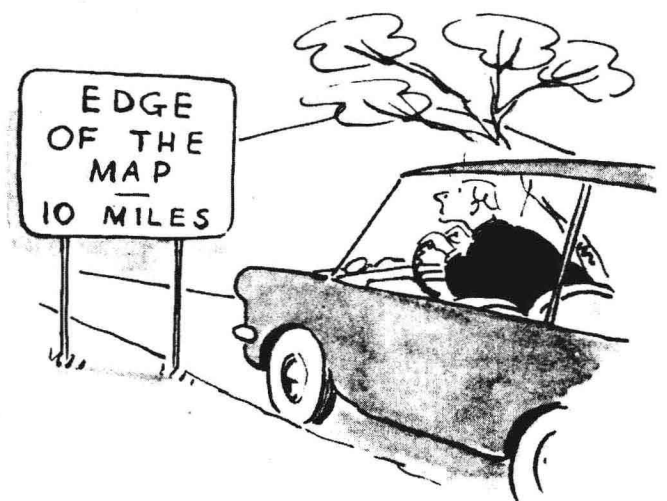
5 Do one of these writing tasks. Write at least 150 words and try to include some words and expressions from the Student's Book lesson.

1. Write about a journey you (or someone you know) made when something went wrong, or when you had a lot of problems.
2. Read the poem (using a dictionary if you wish) and write a story (or a poem) about a chance meeting on a journey.

The woman from Carrick

Travelling homeward, westward
 Across Ireland on a bus
 We shared a laugh
 At Longford.
 Not much, I know,
 (Not even a name)
 With which to build a bridge
 Across the aisle
 Between us.
 Your stop approached,
 And at the lights
 I scribbled a note –
 Shaky with the motion
 (And emotion).
 You said you'd call,
 But that was then.

(Nicholas Denis)



6 Read these texts, using a dictionary if you wish.

The least successful explorer

Thomas Nuttall (1786–1859) was a pioneer botanist whose main field of study was the flora of remote parts of North-west America. As an explorer, however, his work was characterised by the fact that he was almost permanently lost. During his expedition of 1812 his colleagues frequently had to light beacons in the evening to help him find his way back to camp.

One night he completely failed to return and a search party was sent out. As it approached him in the darkness Nuttall assumed they were Indians and tried to escape. The annoyed rescuers pursued him for three days through bush and river until he accidentally wandered back into the camp. On another occasion Nuttall was lost again and lay down exhausted. He looked so pathetic that a passing Indian, instead of scalping him, picked him up, carried him three miles to the river and paddled him home in a canoe.

(from *The Book of Heroic Failures* by Stephen Pile)

scalping: cutting off the skin on the top of the head of a dead enemy



Summer in Antarctica

Antarctica is the highest, coldest, and most desolate place on earth, a continent twice the size of Western Europe, capped by ice over two miles thick. In 1987 glaciologist Dr Liz Morris became the first British woman to undertake remote field work with the British Antarctic Survey. Here she describes daily life during her second five-month summer stint in the frozen wastes.

NOVEMBER 'Summer starts in Antarctica, and then I fly to the Falklands. Then, weather permitting, I travel by ship and then by plane to the glaciology base at Rothera, 900 miles south of Cape Horn. Here I put together my equipment for going into the field – sledges, food and a tent. Martin, my general assistant, travels with me, using his two-year experience of weather and travel for our safety.

'There are at most 50 people here. Rothera is quite luxurious, with heating, a doctor and a cook. We sleep in tiny rooms with four bunks, like a ship's cabin. There's no privacy. There are separate stalls in the loos and I can wash separately, but it's a community life.

'I tell my problems to the dogs. Only twenty huskies, born and bred in Antarctica, are left at Rothera. These days Skidoos – motorbikes with tank tracks – avoid the environmental problem of killing seals for dog food and are considered more practical. But the dogs are more reliable, intelligent and loving. They are very important to me.

'It was tough being the first woman. All the men were very courteous, but some of them, particularly the new guys, felt strongly that to have women there was wrong. Perhaps they thought that if a middle-aged woman with no particular physical skill could do it, how could they be heroes?'

DECEMBER 'I'm set down by plane on the Ronne Ice Shelf. It is awe-inspiring. There you are in a white expanse of nothingness, a

thousand miles from base. There are just two of us and for the next few months we would be utterly dependent on ourselves and each other. This gives you an amazing commitment, both to each other and the job.

'In December it's daylight all the time, and the sun goes round in circles overhead. I wake up at about 6 a.m. Martin and I share a small two-man tent. I've been on so many expeditions that I'm used to the lack of privacy, and as for any relationships with my colleagues, my boyfriend knows that I would never get involved with anyone else. Anyway, you can't get romantic when you're worried about frost-bite.

'The cold is a nightmare. I sleep and work in most of my clothes. All the gear makes peeing difficult for women. What's so terrible is baring your bottom to the icy blast. I never wash and rarely change my clothes because it's too cold, and at that temperature no bacteria work so you don't smell. Last time we changed only three times in 73 days. I clean my teeth with snow on the toothbrush, but that's all.

'We never go more than a couple of hundred yards from the tent, and we carry another small tent and radio with us, so if our big tent gets blown away we can at least survive a couple of days.

'We take turns to cook supper. Everything's rationed and there's very little choice – no fresh food, all dried. The bonus is one tin of sardines and one tin of sausages each, every twenty days.'

JANUARY 'We travel every few days from site to site on Skidoos. This is the best bit, travelling through the open landscape. There's such a sense of freedom: all my belongings are on the sledge behind me. I am self-sufficient and enjoying the adventure and the romance.

'I've only had one frightening moment, when we were flying in a blizzard. We had to land blind and were then stranded for three days in the storm. I was pleased I didn't panic.

'There are problems with people not getting on. I know of people who have become irrational because of the isolation and the stress, even threatening to kill each other. It's rare, but it does happen – more so in the winter. But everyone's very carefully selected over a week's residential course. I'm on the selection panel; we look for a happy, calm, mature temperament and have to reject anybody who appears to be trying to escape from something or who doesn't mix well with others.'

FEBRUARY 'It's getting really cold now, with winter coming on. There are even a few sunsets, although it's never actually dark. Night temperatures go down as low as -30°F (a domestic freezer is -20°F). When it's cold I can't sleep. We've read the three or four books we could bring, so we're reliant on each other for amusement. I feel it will be nice when this is over, but I'm not bored because I am fascinated by every aspect of the Antarctic experience.'

MARCH 'The pack ice takes all summer to melt and then quickly starts freezing again, but with luck we've got two weeks when a ship can get in.

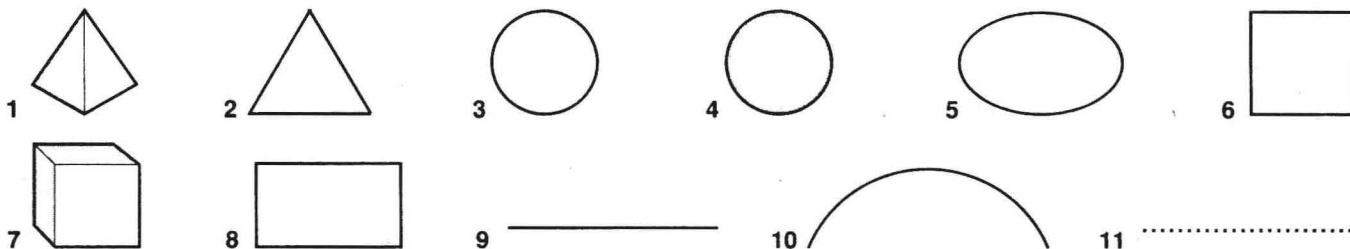
'Leaving is terribly emotional, the people who are staying behind for the winter lining up to watch the boat go, the ship hooting mournfully. Those who are leaving after two years – the non-scientists such as doctors and cooks – weep because they know they're unlikely to go back to Antarctica. In fact, the whole thing is an incredibly emotional experience.'

(from *Marie Claire* – adapted)

A5 Secret thoughts

1 Vocabulary revision. Can you match the words and the shapes in each group?

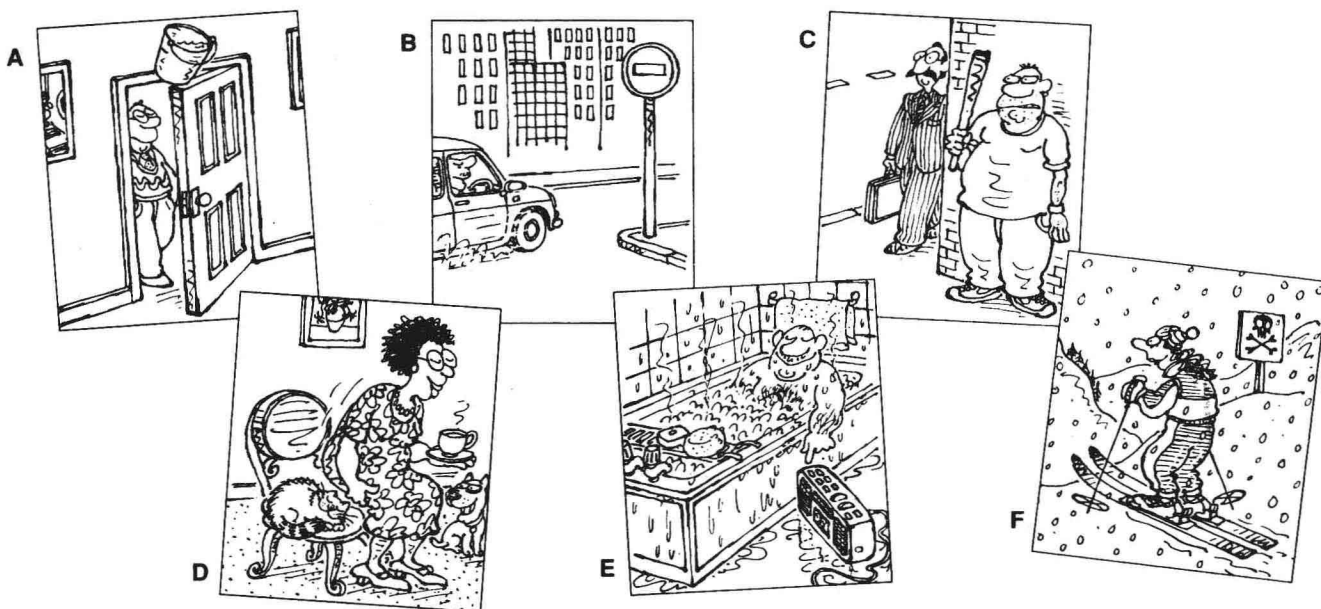
circle	cube	curve	dotted line	oval	pyramid	rectangle	sphere
square	straight line	triangle					



2 Look at the pictures. How could you warn the people? Examples:

'Don't open the door, or you'll get wet.'

'Look out! If you open the door, you'll get wet.'



3 Grammar. Some verbs are not often used in progressive forms. Examples are *believe*, *feel* and *think* (used to talk about people's opinions); *hope*; *know*; *like*; *look* (meaning *appear*, *seem*); *love*; *need*; *remember*; *seem*; *understand*. Can you put in the correct verb forms?

- 'Would you like to come out for a drink?' 'Sorry, I (work).'
- 'How do you like my hair?' 'I (think) it (look) great.'
- 'Where's Deborah?' 'I (believe) she (play) tennis.'
- 'George (come) next weekend, isn't he?' 'I'm not sure, but I (hope) so.'
- 'There's somebody on the phone. He says he (want) to talk to you.' 'Who is it?' 'I (not know).'
- 'Hello. What (you do) these days?' 'Sorry - I (remember) your face, but I'm afraid I've forgotten your name.'

4 Grammar. Decide on the correct tenses.

I (1. *had* / *was having*) lunch in a small restaurant near the office. She (2. *sat* / *was sitting*) at a table near the window. I (3. *wondered* / *was wondering*) why she (4. *looked* / *was looking*) at me so intently. (5. *Did she know* / *Was she knowing*) me? I (6. *didn't think* / *wasn't thinking*) I (7. *ever saw* / *had ever seen*) her before. Suddenly she (8. *stood up* / *was standing up*) and (9. *walked* / *was walking*) slowly towards me. I (10. *still remember* / *am still remembering*) my feelings exactly. I (11. *wanted* / *was wanting*) to run away, but I (12. *knew* / *was knowing*) I couldn't. She (13. *stopped* / *was stopping*) by my table and (14. *smiled* / *was smiling*) down at me. She had on a purple dress - I (15. *think* / *'m thinking*) it had a flower pattern - and she was amazingly beautiful. 'Excuse me,' she said. 'Have you got a light?'