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# 21<sup>世纪</sup>

TWENTY-FIRST CENTURY COLLEGE ENGLISH

# 大学英语

教师参考书 (第一册)

(修订版)

主编单位 复旦大学  
上海交通大学

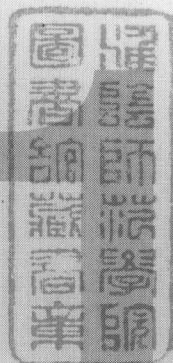


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## 修订版前言

《21 世纪大学英语》自 1999 年正式出版以来,受到全国广大师生的欢迎和认可,大家普遍认为这套教材紧扣《大纲》要求,重视语言质量,有利于学生打好语言基础,而且符合中国英语教学的特点和需求,具有很强的信息性、趣味性、可思性和实用性,为课堂教学提供了丰富的素材,使教师有充分的发挥余地。不少师生称赞这套教材选文题材丰富,富有时代气息、人文精神和开放意识,满足了学生对多元文化和各门类信息的需求,且在结构编排上有许多创新之处。老师、同学们的称赞和认可是对我们编者的最大鼓舞和激励,我们表示由衷的感谢。

几年来,我们也不时听到一些师生对这套教材的缺点和不足提出的批评以及对修订本教材提出的建议。这些批评和建议都很中肯、很富建设性。值此大学英语教改进入新阶段之际,我们根据教育部颁发的新《课程要求》,结合广大师生的建议,拟从以下几方面对《21 世纪大学英语》进行了修订:

1. 鉴于新《课程要求》突出了对听说技能的培养要求,我们已新推出一套《视听说教程》四册,由复旦大学、上海大学、北京交通大学、上海交通大学的教师分册负责编写;《视听说教程》各单元的主题均与《读写教程》一致,是整套教材的一部分;

2. 鉴于新《课程要求》强调了阅读(包括快速阅读)技能的培养要求,我们已请复旦大学资深教授、《21 世纪大学英语》主编之一张增健先生新编一套《快速阅读教程》四册,其选材内容在主题上亦与《读写教程》一致,作为整套教材的一部分;

3. 根据广大师生的建议,我们将《读写教程》由原来的每册 10 个单元减为每册 8 个单元,按课文的难易度对前后顺序适当作一些调整,更换一些内容已显过时的课文,对课文后的练习作一些改动,在课文 B 后增加两项词汇练习,每个单元后增加一些格言、谚语、小幽默或诗歌等;

4. 根据广大教师的要求,我们大大充实了《教师用书》教案部分中的背景材料和语言点方面的内容,为教师的教学提供更多的方便,同时对课文的参考译文也作了较大的修改。

希望我们的修订能使教师们教起来更方便、更顺手,使同学们学起来更轻松、更愉快。同时,也希望教师们和同学们能一如既往,不断地对我们的教材提出批评建议,以便几年后再修订时能让我们做得更好。

编者

2005 年 7 月

## 第一版前言

《21 世纪大学英语》是根据教育部颁发的《大学英语教学大纲》编写的一套大学英语教材，包括《读写教程》、《听说教程》、《练习册》和《教师参考书》各四册，供大学英语教学两年使用。

《读写教程》每个单元由同一题材的三篇文章组成。课文 A 为精读材料，配有阅读理解、词汇、结构、翻译、写作等多种练习；课文 B、C 为泛读材料。课文前系统介绍各种基本阅读技能，课文后配有阅读理解练习题。我们的意图是把精读、泛读融为一体，使听、说、读、写、译五种技能的训练和培养围绕着精读课文进行，重点培养读、写、译的语言能力。

《听说教程》在题材方面与《读写教程》一致，使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成：1. 复习“热身”；2. 根据功能、意念编写的对话练习；3. 围绕《读写教程》课文 A 进行的主题讨论；4. 课内听、说练习；5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文 A 篇的词汇、结构补充练习；第二部分为《读写教程》B 篇的词汇、结构补充练习；第三部分是与《读写教程》各单元题材相关的三十篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用，练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》有关的背景知识、难句解释、语言点例释、课堂活动、补充材料以及课文参考译文和练习答案。

此外，《读写教程》配有录音磁带和多媒体课件，《听说教程》也配有录音磁带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点，但相互间又紧密配合，形成一个有机的整体，以实现大纲规定的大学英语教学的目的，即：“培养学生具有较强的阅读能力，一定的听、说、写、译能力，使他们能以英语为工具交流信息。”

《21 世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性，语言的规范性、致用性和文体的多样性。课文绝大多数选自 20 世纪 80 年代和 90 年代出版的英美报刊书籍，为适合教学目的对部分内容做了一些删改。

《21 世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部分教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociacha 和 Maurice Hauck 参加了部分内容的编写，并对全书提出了修改意见。对他们的辛勤工作，我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写，初稿曾在复旦大学和上海交通大学 97 级 12 个班、98 级 26 个班中试用，较受欢迎。根据试用师生的反馈意见，我们又作了一些补充、修改。在此，对两校试用这部教材的师生表示诚挚的谢意。

编者

1999 年 4 月



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# Part One Reading and Writing

## 读写教程教师参考书第一册使用说明

本书(修订版)是《21世纪大学英语》读写教程第一册的教师用书,供教师参考使用,内容包括读写教程第一至第八单元的教案、练习答案、课文翻译和听说教程的使用指导(详见本书第164页)。

读写教程各单元的教案分课文A、B、C三部分编写。

课文A的教案由以下五部分组成:

1. 预备活动(Warm-up Activity), 主要包括小组讨论,旨在为学生提供口头运用语言技能的机会。
2. 背景材料(Text-related Information), 包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。
3. 语言点(Language Points), 包括课文难点注释以及句型、习语使用的例证等。
4. 语法要点(Grammar Focus), 包括与课文相关语法要点的讲解、操练。
5. 课堂活动(Additional Activity), 包括听说、听写、小组讨论、游戏等。

课文B和C的教案包括背景材料和语言难点两部分。背景材料(Text-related Information)包括相关课文的人物介绍、英美文化、社会生活以及风土人情等背景知识。语言难点(Difficult Sentences and Phrases)包括课文语言难点的注释。

在具体安排教学活动时,教师可根据教学实际情况删选使用上述内容。

教案后附有读写教程练习答案和读写教程课文A、B、C的参考译文。

读写教程教案由本教材试点班教师编写,编写人员有姚燕瑾、俞惠中、石敏。读写教程练习答案由读写教程编写组提供,课文A、B、C的参考译文主要由奚兆炎、石敏和杨菁等提供。

在本书编写过程中,承复旦大学陆谷孙教授和美籍专家 Maurice Hauck 协助审阅,特此致谢。

本书修订版由宋梅担任主编,参与修订的还有翟象俊和彭华。

编者

2005年7月

# I. Teaching Plans

## UNIT 1

### Text A Secrets of A Students

#### Tapescript of Listening

Getting good grades in college does not depend only on how smart you are or even on how hard you work. In fact, the biggest key to success in college is learning how to study effectively. The following secrets of "A" students will tell you what it takes to get the best grades you can.

First of all, concentrate! Treat studying like a serious business, not something you can do while eating or watching TV at the same time.

Second, study anywhere — or everywhere. If your schedule is full, study while you are doing other things such as exercising or brushing your teeth.

Third, organize your materials. If everything you need is kept in one place, you can work more efficiently.

Fourth, organize your time. Start working on assignments well in advance so that you can avoid last-minute pressure.

Fifth, learn how to read selectively. Pay careful attention to passages that are relevant to what you are learning and skip over those that aren't.

Sixth, take good notes. Write down the professor's ideas and your own and also summarize the main points of each lecture.

Seventh, ask questions. This will make clear what points you understand well and in what areas you need more work.

Finally, study together. Working in a group with other students allows you to try different approaches and get support from your partners.

These are the secrets of "A" students. When you apply them to your own work, you'll be on the way to becoming an "A" student too.

#### Key to listening questions:

1. B    2. D    3. B

#### Warm-up Activity

##### Procedures:

1. Arrange the students (Ss) in groups of 4-6, depending on the size of the class; each group elects a chairperson, a recorder and a speaker;



2. introduce the discussion topics:

*What does your group like or dislike about English? Give two or three reasons.*

What are the greatest problems your group has in English study? Specify two or three. If you don't have any problems, recommend, as a group, two or three study habits your group finds effective.

*English is a required course for most college students. Apart from passing exams, are there any other reasons for studying English? Specify two or three upon which your group agrees;*

3. ask each group to choose one of the topics and discuss it for 5 minutes, and then to sum up the discussion with the recorder writing it down; and
4. (if this is the first session of the class, ask the chairperson to introduce their members to class, then) ask the speaker to report their discussion to class; and present the text by summing up the discussion, emphasizing the study habits Ss recommend.

## **Text-related Information**

### **1. grading system**

Schools, colleges and universities in Great Britain and the United States commonly use letter grades to indicate the quality of a student's academic performance: A(excellent), B(good), C(average), D(below average), and F(failing). In the United States, work rated C or above is usually required of an undergraduate student to continue his/her studies; work rated B or higher is usually required of a graduate student to continue. In percentage scales, 100 percent is the highest mark, and 70 percent (or 65 percent) is usually the lowest passing mark.

### **2. speed-reading**

Also known as rapid reading, speed-reading is a method of reading rapidly by skimming and scanning. Skimming means to read quickly through the text to get a general understanding of the content and its usefulness. Scanning means to read quickly to find single words, facts, dates, or other details. The aim of speed-reading is to increase the number of words read in a certain length of time, as well as the reader's comprehension of the text.

### **3. students at universities**

A university student who has not yet taken his or her first, or "bachelor's" degree is an undergraduate. In the United States, a first-year student at a college or university, and in a high school as well, is called a freshman, a second-year student a sophomore, and a third-year student a junior, and a fourth-year student a senior. A graduate is a person who has completed a university degree course while a postgraduate (or graduate in the United States) is a person doing studies that are done at a university after one has received a first degree.

### **4. Edwin H. Kiester & Sally Valente Kiester**

Edwin H. Kiester, Jr. completed his journalism degree at the University of Pittsburgh and then joined the staff of *Parade Magazine* as a reporter and editor. In addition, Kiester's lively and enlightening freelance science articles have been widely published in such magazines as *Discover*, *Smithsonian* and *Reader's Digest*, among many others. His books include *The Complete Guide to Child Care from Birth to 6*, which he wrote in collaboration with his wife Sally. He has also edited *Better Homes and Gardens*, *New Family Medical Guide*. Kiester has made important subjects in natural science understandable and accessible to the general public. After living in California for many years, he now resides in Pittsburgh.

## **5. Cambridge**

Cambridge is a city in England and the home of Cambridge University. Cambridge lies on the River Cam, about 50 miles north of London. It has rapidly growing manufacturing industries on its outskirts, many of them closely associated with the university's famous scientific laboratories.

Cambridge was a fort in Roman times, and Roman ruins still stand there. In the 1200's, monks from Ely established the nucleus of the present university. Cambridge University is noted for scholarship in modern literature and science, especially nuclear physics and astronomy. The university's buildings are noted for their fine architecture. The city has many open spaces, gardens, and old bridges.

## **6. Manchester**

Manchester is one of the largest cities in England, one of the political divisions of the United Kingdom. Manchester is the center of England's third largest metropolitan area. Only the metropolitan areas of London and Birmingham have more people. Manchester is the main city of Greater Manchester County, one of the United Kingdom's chief economic centers.

## **7. Bristol University**

Bristol University is one of the finest engineering and science schools in Great Britain. The University is located in Bristol, one of the most attractive large cities in England. The city was founded almost 1,000 years ago and soon after became the second city in England. Its long and varied history has left Bristol a legacy of lovely buildings, among which are its many medieval churches.

## **8. Arizona**

Arizona is located in the southwestern United States. It is a land of seemingly limitless space and tremendous vistas. Arizona's landscape is one of great diversity. Sun-swept mountains and valleys, lofty plateaus, narrow canyons, and awesome stretches of desert make it one of the most beautiful states in the nation. The Grand Canyon, the Painted Desert and Petrified Forest National Parks are just some of the highlights. This scenic beauty, coupled with an ideal climate, has made Arizona very popular with tourists.

## **9. New Mexico**

New Mexico, a southwestern state of the United States, is called the Land of Enchantment because of its scenic beauty and rich history. Every year, thousands of tourists go to this state for hunting, fishing, skiing, or sightseeing. New Mexico is the fifth largest state in area. Only Alaska, Texas, California, and Montana have a greater area. But the state is thinly populated. Mountain ranges, rugged canyons, and rocky deserts cover much of New Mexico.

## **10. University of California at Berkeley**

Located in northern California across the Bay from San Francisco, the University of California at Berkeley is one of the world's most respected and premier universities. Renowned for its cutting edge ideas and diverse faculty, Berkeley has over 33,000 students in a variety of disciplines.

## **11. China's socialist market economy**

Although the United States and the European Union continue to deny that China has established a market economy, a number of other nations, including New Zealand, Singapore, Malaysia and Thailand, have agreed that China has.

When most Chinese were fearful even to mention the term "market economy," the late leader Deng Xiaoping vigorously preached its adoption during his historic 1992 inspection tour to south China. Deng's bold remarks

brushed aside ignorance and deep-rooted prejudice over market economies, which socialist Chinese used to call “capitalist rubbish.”

What Deng clarified on the market economy issue made him an unrivaled economic pioneer in China. He said in his most frequently quoted words that “Practice of a planned economy is not equivalent to socialism because there is planning under capitalism too; practice of a market economy is not equivalent to capitalism because there are markets under socialism too.”

Experts believe Deng’s simple but penetrating paradox opened China’s access to a market economy.

## Language Points

- 1. Brains aren’t the only answer.** — Intelligence is not the only answer. / Being smart and quick in learning is not the only answer.

Here “brains” is used to mean intelligence or the ability to learn and understand things quickly, to solve problems and to make good decisions.

### Examples:

Tom’s got brains but is too lazy to use them (=he’s clever but doesn’t use his advantage).

I hope the baby has his mother’s brains (=intelligence) and his father’s good looks.

- 2. The most gifted students do not necessarily perform best in exams.** — It’s not always true that the most gifted students do best in exams.

“Necessarily” is often used in negatives to mean “in every case”.

### Examples:

Books are not necessarily the best teacher — sometimes we learn more from our experiences.

The fact that something is cheap doesn’t necessarily mean it’s of low quality.

If we reply “Not necessarily”, we mean that what has just been said or suggested may not be true.

### Example:

“We’ll need to employ another teacher, then.” “Not necessarily.”

**perform** — do (a job); complete (a task)

### Examples:

Computers can perform many different tasks.

The firefighters performed outstanding acts of bravery in the September 11 attack.

**perform well/badly/poorly** — work well/badly/poorly; achieve a good/poor result

### Examples:

I must say I performed poorly in the speech contest.

The new drug has perform well in tests.

- 3. make the most of** — use or enjoy to the greatest advantage, use in the best way

### Examples:

The young lady has learned to make the most of every opportunity offered to her.

The government is determined to make the most of the region’s natural resources to further promote economic and social progress.

One secret of A students is to make the most of the university library.

**4. count for much / little / nothing** — be of much / little / no worth or importance

**Examples:**

He knows only one side of the story and therefore his opinion counts for very little.

Knowledge without common sense counts for little.

A man with no sense of responsibility does not count for anything.

**5. Hard work isn't the whole story either.** — Hard work is not enough to explain everything either.

Saying that something is “not the whole story” or is “only part of the story” means that the explanation or information given is not enough for a situation to be fully understood.

**Example:**

It's true that I don't like my boss, but that is not the whole story / only part of the story. I quit because I've found a better job.

Some other usages of “story”:

1) Well, I've never cheated in exams, though I know people who have, but *that's another story*. (That's something I'm not going to talk about.)

2) Where they live, the climate is fairly dry, but a little further north *it's a different story*. (The situation is different.)

3) People come and people go. *It's the same old story*. (It happens again and again.)

**6. put in** — spend, pass (a specified amount of time, etc.)

**Examples:**

I hurried to the library, only to find that there was still an hour to put in before it opened.

He worked like a slave putting in fifteen hours of work daily.

On weekend, I sometimes enjoy putting in a pleasant afternoon in the public library.

**7. The students at the top of the class get there by...** — The top students of the class reach the top by...

Here “there” refers to the top of the class.

**8. concentrate** — direct all one's attention, etc. towards sth.

**Examples:**

Sally tried to concentrate on her studies in spite of the noise.

It's said that yoga can help you concentrate better.

**9. Once the books are opened, phone calls go unanswered, TV unwatched and newspapers unread.** —

Once they open their books, they would not answer phone calls, nor watch TV or read newspapers.

**More examples:**

The baby's cry went unheard. (Nobody heard the baby's cry.)

Some guests at the party went unattended. (Nobody attended them.)

**10. focus** — direct one's attention, etc. on sth.

**Examples:**

Today's topic focused on Chinese festivals.

The research effort focused on the development of a new chemical.

“Focus” is similar to “concentrate” in the sense of directing one's attention on sth. However, “focus” can



also mean “adjust a lens, or the eyes, so that the image that passes through them is sharp and clear.”

**Examples:**

The photographer focused the lens and then took the picture.

I focused my eyes on the dark stain on the wall.

**11. athlete, sportsman /sportswoman, player**

An *athlete* is a person who is skilled in bodily exercises and who competes in games that need strength and speed, such as running and jumping, while a *sportsman /sportswoman* is keen on, or good at, sports. A *player* is a person who plays in a ballgame, often professionally.

**Examples:**

It's quite an event for an athlete to win a gold medal at the Olympic Games.

My boss is a keen sportsman and keeps encouraging me to get more outdoor activity.

Michael Jordan is the best basketball player I've ever seen.

**12. stick — attach (sth.) to (sth. else) or on (a surface)**

**Examples:**

Can you stick the two pages together?

Susan stuck an important message on the bulletin board.

**13. bathroom — a room with a bath in it, usu. also containing a lavatory, wash basin, etc.**

In British English *the toilet* in private houses is called *the lavatory, toilet, WC* (dated), or *loo* (informal). In public places it is called *the Gents/the Ladies* or *public conveniences*. In American English it is called *the lavatory, toilet* or *bathroom* in private houses and *the washroom* or *restroom* in public places.

“Restroom” is sometimes misunderstood by some Chinese learners as a room where people sit and relax, while the proper word for that meaning should be “lounge”.

**14. while brushing his teeth — while he was brushing his teeth**

Here, “while + doing” is the same in meaning as “while + clause”.

Another example of a similar pattern from the text:

*Before writing anything, I divide my page into two parts.*

**15. get one's hands on — get hold of (sth. or sb.), esp. violently; seize**

**Examples:**

The hungry boy ate up everything he could get his hands on from the refrigerator.

The woman smashed every plate she could get her hands on in a terrible fight with her husband.

The book was sold out, and the girl had to go downtown to finally get her hands on a copy.

**16. essential — (1) n.(usu. pl.) sth. that is necessary or very important**

**Examples:**

This book includes all the essentials for camping in the wilderness.

“Mom, don't you know a mobile phone and MP3 are absolute essentials for a young man of my age?”

(2) a. (to, for) necessary, central

**Examples:**

Vegetables are essential to our health.

Political stability is essential for economic development.

**17. cut down on** — reduce

**Examples:**

The already skinny girl declared she would cut down on food so as to lose weight.

The doctor urged the patient to cut down on smoking and drinking.

There is talk that they are going to cut down on government spending.

**18. set** — assign, put forward or arrange as (material to be dealt with)

**Examples:**

Can you imagine that the professor set such a difficult assignment on the very first day of the semester?

The manager set his secretary various tasks when he was away on a business trip.

**19. write up** — write (again) in a neat and complete form

**Examples:**

The results of the experiment were written up into a report.

His secretary always writes up the notes of a speech for him.

It took the student reporter a whole week to write up a story to the satisfaction of the newspaper editor.

In some phrases, the adverb “up” carries the meaning of “to an end or a state of completion; completely”.

**Examples:**

We used *up* our petrol halfway on the journey and could not find a gas station nearby.

The fire burnt *up* all our furniture.

When are you going to pay *up* the money you owe me?

**20. meet the deadline** — finish the task before the date or time it must be finished

“Meet the deadline” is a common collocation. Similarly, if you haven’t met the deadline, then you have *missed the deadline*.

**Examples:**

There’s no way I can meet the deadline.

I’m afraid you’ve missed the deadline, so your application cannot be considered.

**21. stick to** — keep to, refuse to leave or change

**Examples:**

In spite of the difficulties, the government sticks to the present policy.

Make sure to stick to the point when making a presentation in front of the class.

He is a man of principle — he always sticks to his principles.

**22. break** — a short period of time when one has a rest or a change from what one has been doing

**Examples:**

a coffee / tea break, a ten-minute break, spring/winter break

We often go to the school library during the lunch break.

They worked through the night without a break.

**23. work/do wonders** — bring unexpectedly good results

**Examples:**

A few words of encouragement can work wonders in me when I’m not very confident.

The old lady was so difficult to please, but the girl has worked wonders in her.

The student tried the new approach, and to his amazement, it worked wonders!

**24. relevant (ant. irrelevant)** — directly connected with the subject or problem being discussed or considered

**Examples:**

I'm searching the net for some relevant information about my thesis.

It's irrelevant to our discussion? No, I think it's highly relevant to what we are discussing!

**25. lead to** — have as a result, cause sth. to happen or exist

**Examples:**

Disobeying the law can lead to trouble.

Rising political tension in the region led to violence.

The smoke of the forest fire led to the worst air accident in the history of the country.

**26. put down** — record or enter in writing, write down, make a note of

**Examples:**

Here's my address — put it down before you forget it.

Let me put down what he's said. I never trust my memory.

**27. during revision** — during review

When people who are studying do their revision, they read things again and make notes in preparation for an examination. It's used mainly in British English, while the equivalent in American English is "review".

**Examples:**

She did no revision/review but she still got a very high mark.

Some girls prefer to do their revision at home.

**28. rather than**

This expression is normally used in "parallel" structures: for example with two adjectives, adverbials, nouns, infinitives or *-ing* forms.

**Examples:**

The color seems green rather than blue.

I'd prefer to go in August rather than in July.

Why don't you wear the black shoes rather than the brown ones?

I'll help you rather than sit and watch you struggle.

He always prefers starting early rather than leaving everything to the last minute.

When the main clause has a *to-infinitive*, *rather than* is usually followed by an infinitive without *to*. An *-ing* form is also possible, especially at the beginning of a sentence.

**Examples:**

I'd like to stay at home this evening rather than go/going out.

Rather than using the last of his cash, Tom decided to write a check.

**29. Just before the end of lesson bell rings...**

Here the phrase "end of lesson" is the attributive of the noun "bell"; another way of writing it may be "end-of-lesson".

**30. put away** — put in the usual place of storage, put or store (sth.) in its proper place

**Examples:**