

全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十五”国家级规划教材



Integrated Skills of English

3

(Student's Book)
(学生用书)

综合英语教程

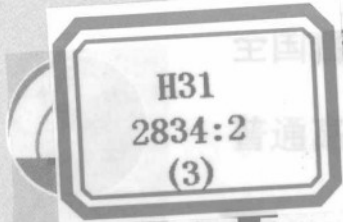
(第二版)

总主编 虞苏美 黄源深

主 编 邹为诚



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HIGHER EDUCATION PRESS



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总主编 虞苏美 黄源深

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编 者 王世静 陈 舒 王 群 张 逸 徐今蔚



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内容提要

《综合英语教程》(第二版)是高等师范院校英语专业综合英语基础课教材,也可供教育学院及社会上英语自学者学习使用。全套书共分6册,均配有教师用书和录音磁带。

本书为第三册,共15个单元,每单元由三大部分组成:听说训练(Listening and Speaking Activities)、阅读理解和语言操练(Reading Comprehension and Language Activities)以及扩展性练习(Extended Activities)。听说训练部分综合性较强,语段较长;阅读部分重点训练语言知识和总结,归纳文章大意的技能;扩展部分通过读写活动扩展语法知识和词汇量,提高段落写作的能力。

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第二版前言

《综合英语教程》第一版问世以来,得到了全国上百所普通高等院校英语专业老师和学生的支持,为我国的英语专业基础阶段的教学做出了很大的贡献。随着社会的发展,我国的英语基础阶段的教学出现了许多新的变化,为了适应这些变化,编写组于2002年起对本教材进行了全面的修改。第二版充分反映了教师们开展教学实验的结果,修改和删除了部分项目,增加了课堂效果良好、有助于学生在语言和知识两方面发展的任务和内 容,并根据课堂实验重新编写了教师用书。

编写组认为,教材的修订不应仅仅是课堂操作层面上的改进,还应反映出时代和学科的最新变化,以及当前外语教学领域必须开展的一些重要变革。

众所周知,在最近的五年里,教育界发生了翻天覆地的变化,外语教育也不例外。传统的教学观念、教学手段、学习目的和学习方法都已产生了巨大的变化,其中最突出的是对学生主体的重新认识。教学界重新认识到教师必须根据学生的认知需要、情感需要和语言交流的需要来开展教学,这一原则在第二版教材中体现在如下几个方面:

1. 强调“以学生为中心,以教师为主导”的观念。第二版教材在教学活动的设计上,强调从学生已有知识出发,引导学生去探索未知的知识;教师在引导过程中,及时地给学生传授语言和知识。

2. 第二版教材强调教材和教师在语言示范方面的共同作用。传统教材以教学材料为主要的语言示范工具,这对学习者的语言习得有极大的帮助。但是,这种静止式的语言示范有很大的局限性,它排斥了语言教师的动态语言示范作用,教师无法准确地把握学生语言发展和学生交际需要之间的关系。第二版教材采用“静止式示范(Single-mode Modeling)”与“动态式示范(Interactive Modeling)”相结合的模式,强调教师通过语言交流活动,发现学生的交际需要,采用有针对性的“动态语言示范”,创造一种让学生“顿悟”语言的机会。

3. 第二版教材同时强调语言的“正面”和“负面”输入(Positive and Negative Input)。语言的“正面输入”指的是教师、教材以及教学活动和环境向学生提供的正确的语言形式,“负面输入”指的是学生在语言活动中得到有关其语言错误的信息。近年来的研究已经证实,有些语言错误可以随着语言的发展而自行得到纠正,但也有许多语言错误必须得到及时的纠正,这种“负面”输入对学生的语言发展极为重要。

4. 第二版教材更加强调语言学习的自主性。语言教学要让学生获得语言知识,但是也要让学生学会发现语言知识。学生通常必须在有意义的思维活动的基础上,在真实性交际需要的驱动下才能寻找到能刺激语言发展的语言形式。第二版教材重新设计了许多符合当代青年学生特点的任务,鼓励他们将自己的生活经验与语言活动和语言学习联系起来,从而获得自主发现语言形式的机会。

5. 第二版教材增加了大量的任务型(Task-based Activities)和研究型活动(Enquiry-based Activities)。有的活动印在学生用书上,有的放在教师用书上。提供在学生用书上的活动一般来讲要求学生独立思考,锤炼语言,精心编排内容;安排在教师用书上的任务在开展活动时才发给学生,这样安排是为了更有利于教师组织课堂活动。编写组在实验中发现,语言学习的机会不仅产生于课前已经准备好的活动中,也产生于课堂活动的过程中。

第三册学生用书基本保留了第一版的内容,只对几个单元的阅读理解题做了调整;但是第二版教材增加了许多任务型和研究型的训练项目,它们都印在教师用书中,由教师在教学中根据学生的情况选用。

编写组特别感谢本册教材的英语语言顾问 Caroline L. Rowe 女士,她耐心、细致地修改了英语部分。教材中若还有谬误,则是编者的责任。

编写组抱着认真负责的态度开展修改工作,在修改中尽量考虑到我国英语专业基础阶段外语教学的情况、学生的常用学习策略和广大教师的教学习惯。但是百密一漏,第二版教材中一定还会有许多疏漏,我们恳请广大教师和学生向我们提出宝贵的批评意见。

《综合英语教程》编写组

于华东师范大学

2004年12月

第一版前言

《综合英语教程》为教育部委托编写的普通高等教育“九五”国家级重点教材出版项目，是为我国师范院校英语专业学生编写的一本面向21世纪的英语专业基础教材，也可供教育学院和社会自学者使用。全书共四册，由学生用书，教师用书和录音磁带组成。

本教材力图反映近年来国内外在应用语言学、心理学和英语教学研究方面的成果。编者认为，基础英语的教材应该处理好基础知识的掌握，能力培养和文化知识的学习三者之间的关系。

一、基础知识的掌握

基础知识指英语语言基础知识，具体地说，基础阶段的学生应该掌握下列内容：

1. 语言体系知识 (Knowledge of language system)

语言体系知识指语音、词汇和语法结构等方面的内容。基础阶段一般只有两年的时间，要在这么短的时间内完成大纲所规定的语言知识的传授，是一件十分艰巨的工作。这就要求教材提供严密、详细而又完整的训练项目，有效地覆盖和循环各个阶段的语言知识。本书编者力图通过循序渐进的方式，使学生逐步掌握系统的英语语言基础知识，为他们提高语言交际能力打下坚实的基础。

2. 话语知识 (Knowledge of discourse)

教材还必须向学生提供话语知识。语言教学必须努力创造交际气氛，在这种氛围中，学生和教师的语言要带有明确的交际目的。他们不仅用语言进行意义交流，还进行情感交流。唯有这样，语言才能真正发挥交际功能，学生才能真正从心理上感受到语言的力量。这样的语言学习就具有了高度的心理真实性。然而，一切具备这种氛围的语言活动都必须建立在连续的话语基础之上，学生必须学习种种话语交际所要求的知识，譬如，如何开始谈话，如何结束谈话，如何有效地组织信息，如何利用和处理对方的信息，如何掌握使用语言的分寸等等。系统地获取这些知识，不能仅仅依靠教师的讲解，必须以大量的在话语环境下进行的实践活动作保证。本教材的每一个单元都围绕一个话题展开，其目的就是为了给学生营造一个话语环境，使学生能将语言形式和话语情景紧密地结合在一起，以利于学生提高运用语言的“得体程度”(Appropriacy)。

3. “常用语”知识 (Knowledge of formulae)

大量的语言研究证实，语言交际并不完全依靠百分之百的创造性。“流利性”和“准确性”(Native-like fluency and native-like accuracy)都是有条件的。在交际者谈论熟悉的话题时，语言的流利性和准确性要明显高于谈论陌生的话题。所谓“熟悉”，事实上就是满足两个基本条件：(1)说话者知道要说什么，也就是说，说话者对谈话内容有大体上合适的知识范围；(2)说话者知道若干谈论此话题和内容所要用的关键性的词语。这种词语就是谈论该话题的“常用语”(Formulae或Routinized expressions)。研究还证实，一个人在自然的谈话(Spontaneous conversation)中，所使用的大部分语言是属于“常用语”范畴的。因此，掌握大量英美人士日常生活中的常用语，并且懂得何时何地使用它们，是提高流利性和准确性的重要手段。本教材在这方面提供了大量的内容，并且有足够的练习以达到巩固的目的。

二、能力的培养

本书着重培养学生以下几方面的能力：

1. 学习者的学习策略能力 (Learner's strategies)

本教材吸收了近年来心理语言学研究方面的若干成果。编者在关心语言内容的同时，也十分关心学习

者学习策略和学习能力的培养。心理学家认为,学习效果与学习者的心理准备状态(Preparedness)有着密切的关系,准备状态越好,学习效率就越高。其次,第二语言的习得与语言学习者的语言意识程度(Language awareness)有密切的关系,良好的语言意识能促进语言习得。再次,在语言学习中,语言活动的过程比语言活动的结果更为重要。因此,如何提高学习者对语言学习的准备程度和对语言形式的意识程度,同时又能将其吸引到语言活动中来,这是编者十分关心的问题。为了培养学生正确的学习策略,本教材采用了两种方法:(1)提高学生有意识的准备程度;(2)为学生创造“隐性准备”的条件。前者通过大量的自主学习项目来实现,这些活动项目要求学生通过自我发现、独立工作和自由活动(Self-discovery, autonomous study and uninhibited practice)来完成。而“隐性准备”的条件主要是通过重复话题来创造。教材中的每一个单元为一个话题,每一个话题虽然在本册中只出现一次,但在全套教材中反复出现。编者通过控制语言练习的项目和难度,使得前面的单元成为后续单元的“隐性准备”,而后续单元又成为前面单元的复习。

2. 语言尝试能力 (The ability to experiment with language)

“语言冒险”(Linguistic adventure)精神与语言发展速度有着直接的关系。为学生创造“语言冒险”的机会是一本好教材必须具备的条件。学生的这种能力并不是自动产生的,而是需要语言教师的培养和教材提供机会。因此编者在设计语言练习时,充分考虑到学生所关心的话题,设计了大量的学生可以自由发挥的训练项目,为他们思想的飞翔开辟广阔的空间。

3. 语言思维能力 (Higher-order thinking ability)

语言学习的最高境界是学习者能完全用目标语进行符合交际要求的思维活动。但是我们的外语教学长期以来重视记忆、背诵,忽视语言学习过程中所发生的认知活动。没有思想的语言是无用的语言,长久依赖背诵而获得的语言是苍白空洞的,用这种方法培养出来的人必定是“流利准确”的废话制造者(Fluent fool)。同时,近年来的一些研究报告也认为,语言活动与认知活动的结合是获得语言交际能力的必经之路。因此,本教材的编者在编写过程中,十分重视那些有助于开拓学生认知能力、促进思维能力发展的语言训练项目。

4. 语言教师的职业能力 (Professionalism)

由于《综合英语教程》是我国师范类院校的教材,我们是在为未来培养教师,因而如何把职业特点体现在语言学习中也是我们重点考虑的一个问题。我们通过大量的与师范职业有关的语言活动,使学生在在学习语言的同时能够接受初步的职业训练。因此,书中的许多练习既有语言训练的价值,又有职业训练的作用。

三、文化知识的学习

语言是文化的载体,文化又是语言的土壤。现代语言学认为,无论语言理解(Understanding)还是语言使用(Production)都必须依赖使用语言的人所具有的社会、文化和语言等方面的知识。语言使用者在语言活动中,不断地将其自身的社会经历、文化背景和文化知识作为其思维活动的重要依据。缺乏这些知识,语言理解就会变得异常困难或是错误百出。倘若学生在初级阶段尚能应付过关,而他们在中级和高级阶段的学习将难以为继。文化学习的另一个特殊意义是可以使人开拓视野,避免采用母语文化的框架去阐释异邦文化,从而加深文化间的隔阂。因而,本教材的编者认为,学生在学习英语的同时,必须高度重视英语国家的社会文化知识。在这方面,本教材做了大量的工作,每一单元之后列出了英语国家的文化背景专栏,使学生能够接受到比较系统的文化知识的熏陶。

本书是《综合英语教程》(学生用书)第三册,全册共15个单元,每单元由三大部分组成:听说训练(Listening and Speaking Activities)、阅读理解和语言操练(Reading Comprehension and Language Activities)以及扩展性练习(Extended Activities)。

与第一册和第二册相比,第三册的听说训练有较大的改变。前两册主要以教授语言功能为主,学生只要学会了在预定的场合下正确使用恰当的单句,就达到了教学目标。从第三册开始,重点将放在口语交际的综合性训练上。学生必须就某一社会问题、文化风俗或生活细节,进行从词汇、单句到语段等各个方面的综合训练。语言功能也不再局限于单句的层次上,学生必须在更加广阔的范围内综合前两册所学的功能项目,灵活地完成所规定的各种语言交际任务。

在阅读理解 and 语言活动这一部分,第三册对阅读提出了更高的要求,学生不仅要能领会文章所传达的思想,复述故事的情节,还必须能够用自己的话来简明扼要地归纳课文大意。为此,第三册的阅读理解训练增加了“课文大意归纳”和“段落大意归纳”的练习。

第三部分为扩展性训练。针对第一和第二部分的教学重点,该部分提供了听写、阅读、语法、惯用法、翻译和写作等训练项目,其目的是巩固已学到的知识,同时开阔学生的视野。在写作方面,学生从本册开始练习段落写作。学生将学习一些基本的写作知识,如描写、说明、议论等。

本书继续为学生提供教师技能训练,主要体现在“设问练习”(Raise Questions)中。

全书的教学进度,建议每周完成1个单元的教学任务,每单元6~8课时。

本教材的前期编写工作共有10多位人员参与,其中有华东师范大学外语系的朱钟毅教授、张春柏教授,戴天佑副教授、王世静副教授以及镇江师专的贾德霖教授和原山西师专的白世俊副教授。安徽六安师专、广西柳州师专、河南新乡师专、佳木斯大学师范学院,福建南平师专、四川成都师专、广东韶关大学外语系、山东菏泽师专、河北廊坊师专、湖北黄冈师范学院、漳州师范学院、浙江湖州师专(排名不分先后)承担了本教材的试用工作,他们为本书贡献了不少宝贵的意见和建议。上海外国语大学的李观仪教授和美国圣奥洛夫大学(St. Olaf College)的Richard C. Buckstead教授在本教材的设计和成书过程中给予了不少指点和帮助。我们在此向他们表示诚挚的感谢。

复旦大学孙骞教授(主审)、教育部高等学校外语专业教学指导委员会委员华南理工大学秦秀白教授(主审)、教育部高等学校外语专业教学指导委员会委员北京师范大学王蔷教授、北京师范大学武尊民教授、湖北黄冈师范学院蓝葆春教授和河南新乡师专郭爱先副教授审阅了本书,在此深表谢意。作者同时欢迎读者提出宝贵的意见和批评。

编者

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于华东师范大学

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1

My Father

P1

Listening and Speaking Activities

1 Brainstorming

Work with your group to think of at least five words, phrases or expressions regarding the following topics. Write them in the blanks below.

1. Adjectives for describing personality / character:

Positive adjectives: easy-going, honest

Negative adjectives: arrogant, dishonest

Neutral adjectives: quiet, talkative

2. Expressions for personal appearance / one's looks:

Size: thin, slim

Age: old, young

Resemblance: look like

3. Expressions for likes and dislikes:

like, dislike

4. Expressions for managing relationships:

Improving relations: get along with, praise

Hurting relations: interfere with, laugh at

Neutral: cope with

5. Expressions for people we know or meet:

friends, strangers, acquaintances



2 Listening

I have a brother

Listen and answer the following questions.

1. Why was Charlie afraid of his brother?
2. According to Charlie, what will someone who has an elder brother or sister become?
3. Why did Charlie hate his brother?
4. How did Charlie and his brother get over their hostile relations?

3 Speaking

A How nice it is to have a good friend!

Ask your partner about his / her friends.

You may ask them questions like these:

- Have you any friends?
- What do your friends look like?
- How did you become good friends?

What do you like to do when you are with your best friend (or with your friends)?

Consider the following topics or situations.

- at school
- in your spare time
- at weekends
- doing homework together
- going out together

B It's important to be a nice person.

Prepare a short talk about something interesting that happened when you were with your friend(s). You may tell a true story or use your imagination.

You may prepare your story with the following clues.

- When did you get to know each other?
- How did you get on with each other at first?
- One day / ... ago ...
- Then ... Next ... And finally ...
- Since then ...
- ...

The following expressions may be useful for your story.

- I didn't like / trust him / her at the beginning ...
- I couldn't solve the problem, and he / she came to my help ...
- I was wondering how to do it, and then he / she offered to help ...
- That changed my view / opinion of him / her completely ...
- He / She is such a nice person that I've come to like him / her ...
- We've always enjoyed each other's company ...
- I find him / her a fascinating / an inspiring person ...
- A nice person wins friends ...
- ...

C Look at the following picture and speculate on ...

Discuss the following questions in a small group. Afterwards, tell your stories to the class.

What do you think is the relationship between the man and woman in the picture?

- What kind of people are they, professional or blue-collar workers or other types?
- Did they have a good education, secondary, or higher?
- Are they husband and wife or just friends, or colleagues?
- What about their family background?
- Does the man look like the woman's father? Why / Why not?
- Suppose the man is the woman's father, what expectations might he hold for his daughter?



What kind of education, marriage, and friends might he expect his daughter to have?

- Suppose the woman and the man are husband and wife, will the woman's father approve of the marriage?

P2**Reading Comprehension and Language Activities****Pre-reading Task****Discuss**

1. Is there a generation gap between you and your parents?
2. List at least three things that show the differences between you and your parents.

Text**My Father**

A story told by the daughter of a famous actor

by Amy Mitford

I don't really know my father. He isn't easy to get on with. He's quite self-centred, and a little bit vain, I think, and in some ways quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always came first, and he was always off somewhere acting or rehearsing. He loves

being asked for his autograph, he loves to be recognised. He has won several awards, and he's very proud of that. He was made a Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring. There were hundreds of other people getting the same awards, and you had to sit there for hours.



He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. Then I realised that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My father and I are totally different, like chalk and cheese. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country — mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not that interested, and anyway he usually forgets to tell me when he's on.

Notes



1. This passage is written from a personal viewpoint. It is a daughter's view on her relationship with her father. Passages like this usually include a number of facts, which are interpreted by the narrator from how he/she feels about them. Probably, others may have different, even opposite, views on the same facts. Readers should be aware of the subjectivity of the views expressed in this passage.
2. It was incredibly boring: It was extremely boring. The adverb *incredibly* is an intensifier, denoting a high degree. The use of intensifiers is a common feature of spoken language. Similar intensifiers include "terribly", "awfully", "extremely", "exceptionally", etc. Here are two examples: *I am awfully glad to see you. It was terribly cold outside.*

3. ... you had to sit here for hours: The pronoun *you* is used here to refer to people in general, denoting a colloquial style.
4. I didn't want to go there in the first place: I had no intention to go there from the very beginning. The phrase *in the first place* can also (a) introduce or draw attention to the illustration of a series of points or reasons, e.g. *Now, in the first place, what made you leave so suddenly, and in the second place, why did you leave no message?* (b) denote a very important point or reason, e.g. *In the first place, I must define some terms.*
5. ... settle down in them: apply oneself seriously to or concentrate on some work, e.g. *They settled down to full-time study.* Note some of the other meanings of the phrasal verb: (a) *In his thirties, the man found a job, got married and settled down in a small town* (to start living a stable life, ready to shoulder responsibilities of work or family). (b) *He waited for the audience to settle down before he spoke* (to become quiet and calm).
6. As a family, we're not that close: The word *that* in the sentence is an adverb to emphasize the degree of a feeling or quality (=so). Here is another example from the text: *I'm not that interested.* More examples; *The baby cannot stay up that late. You can't have eaten that much.*

1 Comprehension work

A Summarise the story

From what perspective does the narrator present her personal impression about her father and their relationship? Write your answer below.

B Summarise the paragraphs

- The second paragraph:

- The third paragraph:

- The fourth paragraph:

C Study the story

Discuss the following questions.

1. Does Amy feel close to her father? Why or why not?
2. Why doesn't she remember much about her father in her childhood?
3. What is her father's job? Is he successful in his career?
4. Why does she say that her father is a little bit vain?
5. Why was she asked to leave school?
6. Why did she give up her jobs?
7. Do the father and daughter have some common interests? What are their respective interests?
8. What did the father think of Amy's marriage?
9. Is she going to have children?
10. How often do they see each other?

D Reproduce the story

Retell the text using the following clues.

- a self-centred, unapproachable father
- a little bit vain
- the writer's school experience
- difference in interests between father and daughter
- the father's attitude to his daughter's marriage and having children

2 Language work**A In other words**

Put the following expressions from the text in the blanks.

humble	ideal	vain	incredibly
challenging	rehearsed	autograph	unapproachable

1. He did not talk much and always stood aloof. He was somewhat _____ in the eyes of his colleagues.
2. Clad in golden glory, the tree is _____ beautiful in autumn.
3. Many famous people are of _____ origin.
4. Since the release of her debut single, the pop singer has become very _____.
5. Before going to the job interview, the applicant _____ his presentation in his room.
6. Many teenagers swarmed to the stage and asked for the _____ of the movie star.
7. Life and work in a new environment are usually very _____ for new graduates.
8. For most Englishmen, a commodious house with many trees around it in the country is a / an _____ place to live in.

B Work with sentences

Rewrite the following sentences using the expressions in the box below.

settle down in	easy-going	above all	let down
out of touch with	break up	show off	get on with (somebody)

- I chose the car for its speed, comfort and, most important, for its reliability.
- A good teacher should help his / her students earnestly instead of pretentiously displaying how knowledgeable he / she is.
- Examinations are a nightmare to some students, for they can not apply themselves seriously to revision.
- The boy quarrelled bitterly with his girlfriend, and I am afraid they will end their relationship sooner or later.
- Why won't that telephone ring? He promised to call me and he would not disappoint me.
- She is a very sociable girl and is on good terms with her colleagues.
- Soon after the satellite was launched into space, it was lost to the scientists on the earth.
- Doctors tell us that a good-tempered person is less likely to get ulcers.

C Word study

a. Give the meaning of the following words or expressions used in the text. You may use an English-English dictionary. Then write a sentence to illustrate the meaning and usage of each.

- keep oneself to oneself
- ... come first
- be off somewhere doing something
- be pleased to do something
- just because

b. For each of the following clues, use the given prompts to produce sentences in the same way as is shown in the model.

1. Prompt: public / think / easy-going / but / at home / keep himself to himself

Model: The public must think he's very easy-going, but at home he keeps himself to himself.

- the new boy / keep himself to himself / after class / in class / feel lonely
- person / always keep himself to himself / likely / psychological problems
- too shy / the little girl / keep herself to herself / watching other kids

2. Prompt: work / come first

Model: His work always came first.