

English 英语

第五册 (必修5)

(供高中二年级上学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: David Newbold (英) Kathy Flower (英)

学生用书

Student's Book 5



普通高中课程标准实验教科书
经全国中小学教材审定委员会2005年初审通过

English

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前 言

本教材是外语教学与研究出版社依据教育部制定的国家《英语课程标准》，在充分调研和科学论证的基础上，与著名教育出版机构——英国麦克米伦出版公司共同推出的中小学“一条龙”英语教材——《英语》（新标准）的高中部分。

本教材的中方主编是北京外国语大学陈琳教授，副主编为张连仲教授，英方主编 Simon Greenall 先生是世界知名的教材编写专家，曾任国际英语教师协会主席。编者 David Newbold 先生和 Kathy Flower 女士均为具有丰富经验的英语教材编写专家。参加本书编写的还有高中一线英语教学专家薛中梁、钱建源、吴燕、程家庆、张悦民、俞平等。

《英语》（新标准）高中教材共分11个模块：学生学完必修的1-5模块，将会达到课程标准七级的要求；学完顺序选修的6-8模块，会达到课程标准八级的要求。本教材具备以下特色：

一、遵循“以人为本”的教育理念，以学习者的年龄和认知能力为基础，充分考虑学生的语言学习和人格塑造的发展性要求，全面培养学生的综合英语能力，寓素质教育于英语教学之中。

二、继续遵循《英语》（新标准）系列教材的“题材—功能—结构—任务”编写原则，博采众家之长，探索适合中国学生英语学习的途径和方法。

三、题材多样，语言地道鲜活，难度适中，体现高中学生的兴趣特点；注重培养学生运用英语进行恰当交流、获取和处理信息以及用英语思维的能力。

四、从多方面强化语言技能的训练，特别关注学生的学习策略的培养；结合每个单元教学的主题，对学生进行文化意识和跨文化交际能力的培养。

五、在初中语法体系的基础上，高中必修1-5模块对初中所呈现的语法内容进行进一步的深化和拓展；顺序选修6-8模块将进行新一轮语法知识的复现，从而确保学生达到《英语课程标准》八级的整体要求。

六、在初中阶段学习过的1600个词汇的基础上，通过多种语境和有意义的训练，使学生在完成1-5模块时掌握2500的词汇量；在完成顺序选修6-8模块时达到3500的词汇量，从而为进一步学习打下良好基础。

七、本教材的附录部分内容丰富，列举了对“学生用书”语言点的讲解、主要语法现象的归纳总结、词汇表以及第15版的国际音标表。

八、针对不同层面和处于不同教学环境的教师，我们特别编写了信息量大且实用的“教师用书”，不仅包括详细的授课流程引导（全英文），还有针对每个模块所编写的教学目标、内容分析、教学过程建议、教学评价建议和教学资源库等。

九、本教材遵循教学资源化的理念，分别邀请英方专家和中方测试专家编写配套的“同步阅读”和“评价手册”，今后还将陆续为广大师生提供更多的多媒体配套资源。

我们希望，这套《英语》（新标准）系列教材的高中部分能使学生进一步扩展语言知识，提高英语素养，拓展视野，为自身的终生发展打下坚实的基础。

《英语》（新标准）系列教材
高中阶段编委会

致同学

同学们,《英语》(新标准)又和大家见面了!

相信经过一个学年的接触,我们已经互相了解,彼此熟知了。由国家教育部制定并颁布的《普通高中英语课程标准》明确规定:高中英语课程的目标是在进一步发展学生综合语言运用能力的同时,着重提高学生用英语进行恰当交流的能力;用英语获取信息、处理信息、分析和解决问题的能力;逐步培养学生用英语进行思维和表达的能力。这就是同学们在高中学习英语的努力方向 and 标准。也就是说,通过高中的学习,同学们要初步掌握英语的“人文性”和“工具性”的功能,形成内化的语言能力。

2004年2月26日,党中央发出《关于进一步加强和改进未成年人思想道德建设的若干意见》,要求在各种课程的教学突出素质教育,体现思想道德培养。《英语》(新标准)系列教材很好地响应了这一指示精神,力图做到“寓素质教育于外语教材之中”,不仅让学生学到英语,更能帮助学生培养良好的道德品质。

本教材为同学们提供探究式、发现式及任务型等多种学习方式,为大家提供语言应用的平台。遵循“为用而学,在用中学,在学中用,学而能用”的原则,力图使学生逐步获得独立学习和自主学习的能力。每个模块包含如下内容:

Introduction—引出本模块的话题及词汇。

Reading and vocabulary—提供丰富多彩、新颖有趣的阅读材料。有层次、有梯度地进行阅读理解技能训练和词汇练习,满足大家对阅读理解指导的需要。

Listening and vocabulary—借助于听力练习,在继续提高听力理解能力的同时,巩固对词汇意义的理解及正确使用。

Listening and speaking—采用互动、讨论式的学习方式,进一步培养大家对基本语言的运用能力及口语表达能力。

Writing—既有基础的句型练习,又有对能力要求较高的篇章练习。着眼于培养大家用英语进行书面表达的交际能力。

Function and everyday English—强化对日常交流中所需要的语言及在语境中的正确使用的能力。

Grammar—用发现、归纳的方法,讲授语法知识,强化语法知识在各种语境中的应用。

Pronunciation—以听、读的形式,强化单词、句子的正确发音以及重音、语调等表意功能。

Cultural corner—借助于篇章阅读的形式,介绍丰富翔实的文化背景知识。

Task—以任务型学习方式,着重提高同学们用英语获取和处理信息的能力,使同学们最终逐渐达到对语言的灵活运用。

我们希望同学们通过《英语》(新标准)高中必修5的学习,复习、整合前四册书所学语言知识及技能,在已有的基础上提高语言综合运用能力,增强跨文化理解和跨文化交际的能力。愿《英语》(新标准)伴随同学们度过有意义的高中时代!

Scope and sequence

Module	Topic and Task	Grammar / Functions	Skills
1 P1	Topic: British and American English Task: Identifying a variety of English	Grammar: Review of verb forms (1) Present simple, present continuous, present perfect and future reference; <i>for</i> and <i>since</i> with present perfect Function: Giving reasons	Reading: Comparing texts Listening: Listening for main ideas Writing: Writing about the Chinese Speaking: Talking about varieties of
2 P11	Topic: A Job Worth Doing Task: Identifying important jobs for the future	Grammar: Review of verb forms (2) Past simple, past perfect, past continuous Function: Making deductions about the past	Reading: Reading for main ideas Listening: Listening for specific Writing: Writing a job application letter Speaking: Role-play a job interview
3 P21	Topic: Adventure in Literature and the Cinema Task: Doing a survey of teenage reading habits	Grammar: Review of verb forms (3) The <i>-ing</i> form, the <i>-ed</i> form and <i>to + infinitive</i> ; link verbs Function: Reporting statements and suggestions	Reading: Understanding text organisation Listening: Listening for specific Writing: Writing a summary of a film Speaking: Talking about films
4 P31	Topic: Carnival Task: Describing a Chinese festival	Grammar: Review of the passive voice Function: Expressing likes, dislikes and preferences	Reading: Reading for main ideas Listening: Listening for specific Writing: Writing an email about a Speaking: Talking about food and
5 P41	Topic: The Great Sports Personality Task: Making a list of Chinese sports personalities	Grammar: Review of adverbial clauses Function: Agreeing and disagreeing; degree of certainty	Reading: Inferring Listening: Listening for main ideas Writing: Writing a notice Speaking: Talking about sport
6 P51	Topic: Animals in Danger Task: Making a survey of endangered species in China	Grammar: Review of attributive clauses Function: Expressing concern	Reading: Predicting Listening: Listening for main ideas Writing: Writing a description of an Speaking: Talking about animals in
7 P61	Revision		

**Vocabulary /
Everyday English****Culture /
Learning to learn****Work-
book**

language
English

Vocabulary: British and American English
Everyday English:
How are you getting on?
I don't get it.
get used to something
That's a good point.
make a fuss of someone

Cultural corner:
The Man Who Made Spelling Simple
Learning to learn:
English on the Internet

P67

information

Vocabulary: Jobs
Everyday English:
have a day off
I managed somehow.
take-home salary

Cultural corner:
Growing Jobs
Learning to learn:
Learning the most important new words

P73

information

Vocabulary: Types of books and films
Everyday English:
feel in the mood for something
hang on a minute
get a move on
grab a bite to eat

Cultural corner:
The Life of Mark Twain
Learning to learn:
Vocabulary tables

P79

information
Chinese festival
festivals

Vocabulary: Festivals, food
Everyday English:
funnily enough
give up
go wild
in the blood

Cultural corner:
The Meaning of Carnival
Learning to learn:
Pronunciation practice with the recordings

P85

Vocabulary: Sports
Everyday English:
What it's all about ...
up to you
That's not the point.
So what?

Cultural corner:
Marathon: the Ultimate Olympic Event
Learning to learn:
Making connections between words

P91

animal
danger

Vocabulary: Animals and their environment
Everyday English:
go for someone
It's a pity.
keep an eye on
a terrible din

Cultural corner:
WWF
Learning to learn:
Sentences patterns and adverbial phrases
of time

P97

British and American English

Task: *Identifying a variety of English*

INTRODUCTION Reading and speaking

① **Work in pairs. Read the quotations and answer the questions.**



a We have really everything in common with America nowadays, except of course, language.

Oscar Wilde, 19th century writer

b Within a century British and American English speakers will not be able to understand each other.

Henry Sweet, 19th century linguist

c America and England are two countries divided by a common language.

George Bernard Shaw, 20th century writer

d It doesn't make much of a difference whether a teacher speaks British or American English.

Dave Sperling, founder of Dave's ESL Café

1 What is the topic of the quotations?

5 Which is good news for students of English?

2 Which is the most optimistic?

6 Can you guess which quotations are from British people?

3 Which is the most pessimistic?

4 Which (if any) do you think are funny?

② **Read the emails and say what the writers have in common.**

Hi there Mum,

Everything's going well. Lessons start tomorrow for students on the exchange programmes. I've already decided to join the theatre group. First practice is on Thursday. Good news — I've realised I understand what people say, so the accent isn't going to be a problem.

You can write to me at the school address or use my usual email address.

Callum

Hi Mom,

There was a party for exchange program students yesterday. They had it in the school theater. It was great fun. Everyone was friendly. The only problem was I didn't realize the local accent would be so different, but I guess I'll learn with practice.

Write me or email when you have a moment.

Samantha

Now decide which writer is American.



READING AND SPEAKING

1 Check the true statements.

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 People from Hong Kong can understand people from Beijing. | ☐ | 4 American English is very different from British English. | ☐ |
| 2 People from Shanghai sound the same as people from Xi'an. | ☐ | 5 People from Britain can't understand people from America. | ☐ |
| 3 Chinese characters can be understood by all speakers of Chinese. | ☐ | | |

2 Read the passage and find four ways in which British and American English are different.

Words, words, words

British and American English are different in many ways. The first and most obvious way is in the vocabulary. There are hundreds of different words which are not used on the other side of the Atlantic, or which are used with a different meaning. Some of these words are well known — Americans drive *automobiles* down *freeways* and fill up with *gas*; the British drive *cars* along *motorways* and fill up with *petrol*. As a tourist, you will need to use the *underground* in London or the *subway* in New York, or maybe you will prefer to get around the town by *taxi* (British) or *cab* (American).



Chips or French fries?

But other words and expressions are not so well known. Americans use a *flashlight*, while for the British, it's a *torch*. The British *queue* up; Americans *stand* in line. Sometimes the same word has a slightly different meaning, which can be confusing. *Chips*, for example, are pieces of hot fried potato in Britain; in the States *chips* are very thin and are sold in packets. The British call these *crisps*. The chips the British know and love are *French fries* on the other side of the Atlantic.

Have or have got?

There are a few differences in grammar, too. The British say *Have you got ...?* while Americans prefer *Do you have ...?* An American might say *My friend just arrived*, but a British person would say *My friend has just arrived*. Prepositions, too, can be different: compare *on the team*, *on the weekend* (American) with *in the team*, *at the weekend* (British). The British use prepositions where Americans sometimes omit them (*I'll see you Monday*; *Write me soon!*).

Colour or color?

The other two areas in which the two varieties differ are spelling and pronunciation. American spelling seems simpler: *center*, *color* and *program* instead of *centre*, *colour* and *programme*. Many factors have influenced American pronunciation since the first settlers arrived four hundred years ago. The accent, which is most similar to British English, can be heard on the East Coast of the US. When the Irish writer George Bernard Shaw made the famous remark that the British and the Americans are two nations divided by a common language, he was obviously thinking about the differences. But are they really so important? After all, there is probably as much variation of pronunciation within the two countries as between them. A Londoner has more difficulty understanding a Scotsman from Glasgow than understanding a New Yorker.

3 Complete the sentences with the correct words or phrases.

- There are _____ differences between American and British varieties of English.
(a) no (b) a few (c) lots of
- Americans _____ understand what the British are saying.
(a) sometimes (b) usually (c) never
- There are _____ differences between British and American grammar.
(a) no (b) many (c) not many
- American spelling is _____ British spelling.
(a) the same as (b) simpler than (c) harder than
- For a Londoner, an American accent may be easier to understand than _____.
(a) a Chinese accent (b) some British accents (c) a CNN newsreader
- Television and the Internet have made it _____ for the British and Americans to understand each other.
(a) harder (b) easier (c) impossible

Turn on the TV



Some experts believe that the two varieties are moving closer together. For more than a century communications across the Atlantic have developed steadily. Since the 1980s, with satellite

TV and the Internet, it has been possible to listen to British and American English at the flick of a switch. This non-stop communication, the experts think, has made it easier for British people and Americans to understand each other. But it has also led to lots of American words and structures passing into British English, so that some people now believe that British English will disappear.

However, if you turn on CNN, the American TV network, you find newscasters and weather forecasters all speaking with different accents — American, British, Australian, and even Spanish. One of the best-known faces, Monita Rajpal, was born in Hong Kong, China, and grew up speaking Chinese and Punjabi, as well as English.

This international dimension suggests that in the future, there are going to be many “Englishes”, not just two main varieties. But the message is “Don’t worry.” Users of English will all be able to understand each other — wherever they are.

4 Read the passage again and find examples of:

- an American word that British people don’t use
- a British word that Americans don’t use
- an American expression which British people don’t use
- a word which has a different meaning on the other side of the Atlantic
- a difference in grammar
- a difference in spelling

5 Work in groups. Discuss the questions.

- How many main varieties of Chinese are there?
- In what ways are they different?
- Do Chinese people from different regions have problems understanding each other?
- What will happen to Chinese in the future?

VOCABULARY

① Match the British and American words and phrases in the box.

apartment autumn elevator fall first floor flashlight flat garbage
gas ground floor holiday lift stand in line lorry pavement petrol
queue up rubbish sidewalk torch truck vacation

② Rewrite the sentences using British words.

- 1 We really like going on vacation in the fall.
- 2 You don't need to take the elevator. Our apartment is on the first floor.
- 3 Did you see that truck come out of the gas station?
- 4 Pass me a flashlight, Eddie. I've lost my wallet.

GRAMMAR Review of verb forms (1)

① Match the sentences with the correct meanings.

- | | |
|---|---|
| 1 The British say <i>Have you got ...?</i> while Americans prefer <i>Do you have ...?</i> | (a) a changing situation |
| 2 Many factors have influenced American pronunciation. | (b) an event which is happening now or around now |
| 3 Some experts believe that the two varieties are moving closer together. | (c) a possible future |
| 4 Some people now believe that British English will disappear. | (d) a certain future |
| 5 In the future, there are going to be many "Englishes". | (e) past events which have an effect on the present |
| 6 Look! The man is filling his automobile with gas. | (f) an everyday event |

② Complete the sentences with the correct form of the verbs.

- 1 All languages _____ (change) over a period of time.
- 2 English _____ (develop) very rapidly.
- 3 How many people _____ (speak) Chinese?
- 4 I _____ (not think) American English is very different from British English.
- 5 Millions of people _____ (watch) satellite TV every day.
- 6 The percentage of non-English web pages _____ (grow).
- 7 What languages _____ people _____ (study) in China?
- 8 What _____ you _____ (study) this year?

3 Complete the sentences with *since* or *for*.

- English grammar has not changed much _____ the time of Shakespeare.
- The American spelling system has existed _____ about 200 years.
- I have been studying English _____ I was in primary school.
- We have an American teacher. He has been here _____ January.
- CNN has been on the air _____ more than twenty years.
- Monita Rajpal has worked for CNN _____ the year 2000.

4 Complete the sentences with the correct verb forms.

- What _____ you _____ tonight? Can you let me know?
(a) do, do (b) will, do (c) are, doing
- Let's watch the news on CNN. It _____ at eight o'clock.
(a) will start (b) starts (c) is starting
- The prime minister _____ an important announcement at the moment.
(a) is making (b) will make (c) is going to make
- Many of the world's languages _____ in the next hundred years.
(a) are disappearing (b) will disappear (c) disappear
- One day there _____ easier ways of learning a foreign language.
(a) will be (b) are going to be (c) are
- I _____ linguistics when I go to university.
(a) am studying (b) am going to study (c) study

5 Complete the sentence in your own words.

In the future, English _____.

Now compare this with other students' sentences.

VOCABULARY AND LISTENING

1 Work in pairs. Think about problems exchange students have. Number them in order of importance.

- understanding the language _____
- getting on with people _____
- food _____
- different school subjects and timetable _____
- local customs _____
- climate _____



Now check your ideas with another pair.

2 Complete the passage with the words in the box.

ask exist happen give live speak talk think

Hello, and welcome to today's edition of *In the air*. As you know, every week on this programme we discuss an aspect of the way we (1) _____ now, and today's topic is the language we (2) _____ — English. So that's something which affects us all. The question is, what's going to (3) _____ to the way we speak English in the future? Are we all going to speak like Americans? Or will British English continue to (4) _____? Later on we're going to (5) _____ you to phone in and (6) _____ your views on the subject, but first we're going to (7) _____ to two young people, one American, and one British, who have spent time on an educational exchange in the other's country. We (8) _____ they will have some interesting ideas on the subject.

3 Listen to the interviews and answer the questions.



Samantha



Callum

- 1 Who found the local accent difficult to understand?
- 2 Who didn't find the local accent difficult to understand?
- 3 Who gets on well with the other students?
- 4 Who played in a school sports team?
- 5 Who discovered a lively music scene?
- 6 Who enjoyed the end-of-year dance?
- 7 Who thinks everyone will speak American English one day?
- 8 Who thinks it's only natural that there are lots of varieties of English?

4 Listen again and answer the questions.

- 1 Which part of the country is Samantha staying in?
- 2 How long did it take her to understand what people were saying?
- 3 What did she notice about the pronunciation of words like *dance* and *bath*?
- 4 What is the last question the interviewer asked Samantha?
- 5 How long did Callum spend in the US?
- 6 What didn't he like about the place he stayed in?
- 7 What did he say about the way people spoke?
- 8 What did girls like about Callum?

EVERYDAY ENGLISH

Complete the sentences with the correct phrases.

- How are you getting on? is a question about _____.
(a) Samantha's health (b) what Samantha is doing
- I didn't get what people were saying means _____.
(a) I didn't understand it (b) I didn't like it
- When Samantha got used to the accent she _____.
(a) began to understand it (b) used it when she spoke English
- So far means _____.
(a) for a long time (b) until now
- That's a good point means _____.
(a) what you say is interesting (b) I agree with you
- The girls in Callum's school made a fuss of him by _____.
(a) laughing at him (b) showing a lot of interest in him
- A cute accent is _____.
(a) horrible (b) attractive
- A couple of means _____.
(a) two (b) two or three
- If Callum picked up the local accent he _____.
(a) started to use it (b) wasn't able to use it
- If Callum's American accent has worn off, it has _____.
(a) disappeared (b) become very noticeable

FUNCTION Giving reasons

① Underline the words which introduce reasons.

- I like Leeds because there's more going on here than back home in the States.
- Since English is spoken all over the world, there are lots of varieties.
- As I was the only British person in the school, they made a fuss of me.
- I'm getting on just fine, now that I understand the local accent.

Now answer the questions.

- Which word do we use more often to introduce a reason?
- Which expression shows that a situation has changed?
- Which two words often come at the beginning of a sentence?

② Complete the sentences with *because*, *since* / *as* or *now that*.

- It is useful to learn English _____ it is spoken all over the world.
- _____ they see lots of American films, the British are used to American accents.
- Americans like the British accent _____ they think it is cute.
- It's easier to compare British and American English _____ we have the Internet.



Learning to learn

Use the Internet to carry out research into English. For example, find out about differences between British and American English by doing word searches using different spellings. See how many entries you get for *exchange program* and how many for *exchange programme*.

SPEAKING AND WRITING

- ① Work in groups. Read the notes and decide which is the best variety of English to learn.

The Great Debate: Which English?



British

- the "original" variety of the language
- the language of Shakespeare and other great writers
- The BBC and many international newspapers use it.



American

- Most native speakers of English use an American variety.
- the variety most used in international business
- Most English language films are American.



World English

- neither American nor British
- English doesn't belong to one group of people.
- Accent is not important if people understand each other.
- We need to communicate with non-native speakers as well as native speakers.

Now add some more ideas in favour of your chosen variety.

- ② Work in groups. Present your ideas to the rest of the class.
Now vote for the variety of English you think is best to learn.

- ③ Choose the best title for the paragraph.

- 1 The Origin of Chinese ☐
2 What is Chinese? ☐
3 Varieties of Chinese ☐

Chinese is one of the world's major languages. It is spoken by more than a billion people — one fifth of the world's population. Most of them live in the People's Republic of China. The Chinese refer to their language as Han, as it became popular among the people during the Han Dynasty. One of the main varieties of the language is spoken in Beijing. In the west it is often called "Mandarin".

- ④ Write three more paragraphs about the Chinese language.

Use these topics as paragraph headings:

- 1 The Writing System 2 Varieties of Chinese 3 The Language Today

Write brief notes on each topic.

Example: *The Writing System* / about 50,000 characters / most people know about 20,000 / most characters have elements of meaning and information about pronunciation

CULTURAL CORNER

Read the passage and answer the questions.

What reasons did Webster have for writing an American dictionary?
Can you see any similarities between Webster's work and attempts to simplify Chinese?

The Man Who Made Spelling Simple

In English the spelling of words does not always represent the sound. So people say /rat/ but spell it *right*, or *write*, or even *rite*. Combinations of letters (like *ough*) may be pronounced in a number of ways. And some words just seem to have too many letters.

For Americans things are a little bit easier, thanks to the work of Noah Webster, a teacher who graduated from Yale University in 1778. As a young man he had fought against the British in the American War of Independence, and he felt that written English in the newly independent United States should have a distinctive "American" look.

So he began his work on American English. His first book, *The Elementary Spelling Book*, suggested simplifying the spelling of English words. The

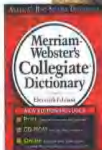


book was extremely popular. By the 1850s it was selling one million copies a year, making it one of the most popular school books ever.

Many of the suggestions were quickly adopted. *Center* instead of *centre*,

program instead of *programme*, and *flavor* instead of *flavour*. Others, however, such as removing silent letters like the *s* in *island* or the final *e* in *examine*, were not.

Webster is best known for his *American Dictionary of the English Language*, which first appeared in 1828. It introduced lots of new American words, with information about their pronunciation and use, and, of course, the new spelling. The British criticised the dictionary, but it quickly became a standard reference book in the States. Today, Webster's dictionary is still the number one dictionary for American students.



TASK Identifying a variety of English

- 1 Compare the online editions of two English language newspapers, such as:
The Guardian (www.guardian.co.uk)
USA Today (www.usatoday.com)
- 2 Find an article on the same topic in each edition.
 - Look for differences between British and American English.
 - Make a list of differences in spelling and grammar.

MODULE FILE

In this module, you have learnt or revised:

Vocabulary

Words to learn

adopt combination compare confusing
dimension distinctive elevator exchange
flashlight graduate international lift
line lorry obvious omit packet
pavement petrol preposition queue
reference remark remove represent
settler simplify slight standard steadily
sidewalk torch variety

Words to revise

apartment autumn fall (n.) flat
first floor garbage gas holiday
ground floor rubbish switch truck
vacation vocabulary

Phrases

be similar to get around
have difficulty (in) doing sth.
have ... in common in favour of
lead to make a difference
refer to ... as ... thanks to

Grammar focus

Review of verb forms (1)

The British say *Have you got ...?* while
Americans prefer *Do you have ...?*
Some experts believe that the two varieties
are moving closer together.
Many factors have had an influence on
American pronunciation.

Some people now believe that British English will disappear.

In the future, there are going to be many "Englishes".

Look! The man is filling his automobile with gas.

Function

Giving reasons

I like Leeds because there's more going on here than back home in the States.

Since English is spoken all over the world, there are lots of varieties.

As I was the only British person in the school, they made a fuss of me.

I'm getting on just fine, now that I understand the local accent.

Everyday English

How are you getting on?

I don't get it.

get used to something
so far

That's a good point.

make a fuss of someone

(a) cute (accent)

a couple of

pick up (an accent)

wear off