



普通高等教育“十一五”国家级规划教材

● Virginia Evans—Jenny Dooley

● 总主编 邹为诚 康淑敏

○ 应用型英语专业系列教材

# Upstream

Extended  
Coursebook

# 搏流英语

扩展教程

2

□ 主 编 谢 楠 邹英林 吕 筠  
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# 前言

《搏流英语》原著名称为Upstream, 2007年由高等教育出版社引进版权, 并组织力量进行本土化改造。改编后的教材共6级, 每级由综合教程学生用书、综合教程教师用书、扩展教程和视听说教程组成。本书为《搏流英语 扩展教程》, 是《搏流英语 综合教程 学生用书》的配套练习用书。本书除改编了个别不适合中国学生学习之处以外, 基本保留了原著的风貌。

本书专门为《搏流英语 综合教程》的学习者编写, 共有10个单元, 与学生用书各单元相对应, 目的是为学生提供一套课外复习、消化和巩固课堂内容的自主学习材料。使用本书时, 应以学生自主学习为主, 除个别项目外, 学生应独立完成全部练习; 同时要注意与学生用书的教学进度配合。《搏流英语 综合教程 学生用书》原则上是三周完成一个模块(两个单元), 其中两周完成两个单元, 一周完成写作、研究、扩展项目和模块测试。

本书内容丰富、习题形式多样, 学生在自主学习过程中可能会遇到一些困难, 为此, 改编者提供若干建议, 供参考。

1. **合理计划, 平衡训练。**每周应该统筹安排训练量, 建议每天用两小时, 认真完成两页练习。

2. **合理使用工具书和参考资料。**本教材参考材料较多, 附在学生用书之后, 学生应在学习过程中经常翻阅, 主动、自觉地去弄清语法要点和词语用法, 不仅要知其然, 还要知其所以然。

3. **自备参考工具书。**学生用书中虽然提供了许多参考材料, 但由于语言的复杂性, 不可能包罗万象, 学习中还会遇到许多细节问题难以解决。因此学生要提高使用工具书的能力。建议自备一本编写质量较好的英语语法参考书和一部质量可靠、专为学生编撰的英语词典。若使用得当, 这些参考工具书将成为终生学习的良师益友。

4. **讲究听力训练的方法。**扩展教程中提供了听力文本, 学生应该对此加以充分利用。某些部分若反复听仍不明白, 应该去查阅录音文本, 弄清楚听不懂的原因。相信大部分听力问题都是低层次上的困难, 即明明知道这些词, 但就是听不出来, 或者与别的词混淆, 或听出来了但反应不过来。克服这些困难的方法之一是常常做一些听写练习, 争取将录音中的每个词都写出来, 然后与录音文本核对, 找出错误的原因。这样的练习建议每月做一次。

5. **讲究文章的篇章结构。**写作练习中要充分利用写作提示(Rubrics)和学生用书中的范文, 重视中英文在谋篇布局上的差异。写完草稿后, 反复斟酌其结构是否合理, 语句是否通顺, 每个段落是否中心突出。如有可能, 可以两个同学一组, 互相检查作文, 并相互签名, 说明这是合作学习的结果。

6. **开展课外阅读训练。**阅读是巩固课堂学习内容的另一个好方法。要选择自己感兴趣的和趣味性强、语言要简单易懂, 阅读时能做到基本不用翻阅词典。建议选择质量较高的时文性报刊杂志上的文章和英美国家的青少年读物。每天至少有一个小时左右的阅读时间。

7. **记录学习历程, 不断反思和改进学习方法。**建议在学习过程中时时记录学习心得, 不断反思学习成效, 改进学习方法。

克服自主学习中常见困难的方法还有很多, 但无论如何, 持之以恒是成功的基本条件。引用我国前辈学者季羨林先生的话, “(学语言)没有捷径, 只有刻苦用功”。

在《搏流英语》正式出版之际, 祝愿同学们学业有成。

邹为诚

2007年4月于芝加哥



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# Contents

UNIT 1	Heroes & Villains .....	p. 2
UNIT 2	Lifestyles .....	p. 10
UNIT 3	Neighbours .....	p. 18
UNIT 4	Call of the Wild .....	p. 26
UNIT 5	Take a Break .....	p. 34
UNIT 6	Live & Learn .....	p. 42
UNIT 7	Weird & Wonderful .....	p. 50
UNIT 8	State-of-the-Art .....	p. 58
UNIT 9	Forces of Nature .....	p. 66
UNIT 10	Festive Time .....	p. 74

## Optional Further Practice

Word Perfect .....	p. 84
Grammar Check .....	p. 94
Irregular Verbs .....	p. 104
Tapescripts .....	p. 105



# Heroes & Villains

## Vocabulary Practice

### Appearance

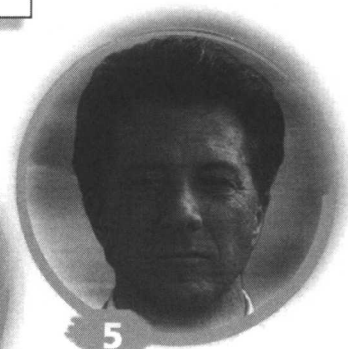
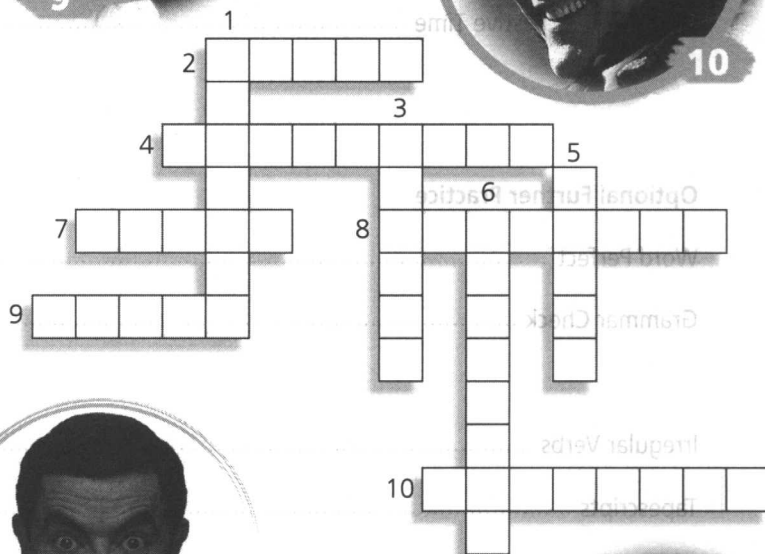
#### 1 Complete the crossword.

##### Across

- 2 Mary Elizabeth Mastrantonio has got long, ..... hair.
- 4 Eddie Murphy has got short black hair and a .....
- 7 What do you think about Brad Pitt's ..... hair?
- 8 Sylvester Stallone is famous for his ..... build.
- 9 Leonardo Di Caprio has got short, ..... hair.
- 10 Gerard Depardieu has got ..... -length hair.

##### Down

- 1 Rowan Atkinson's ..... nose makes his face look even funnier!
- 3 Catherine Zeta-Jones has got .....-shaped eyes.
- 5 Dustin Hoffman is of medium .....
- 6 Meg Ryan's short, ..... blonde hair really suits her.



- 2 Use words from both the crossword in Ex. 1 and the table below to describe the people in the pictures. Then, describe your classmates.

age	young, middle-aged, elderly, early/mid/late 30s (40s, etc)
build	of heavy build, of medium build, slim, muscular, of medium height
hair	short, shoulder-length, long, curly, wavy, blond, dark, straight, bald
complexion	dark, pale, fair
special features	a beauty spot, a moustache, a beard, glasses, wrinkles, dimples

Tom

Tom is in his late 40s. He's of medium build, and is bald with a dark complexion. He's got a beard and a moustache.



Sarah

Betty



Ryan

### Character adjectives

- 3 Use the adjectives in the list to complete the exchanges.

- ambitious • lazy • sociable • bossy • selfish
- cheerful • patient

- A: She's always telling people what to do.  
B: Yes. She's so .....
- A: Peter loves going to parties.  
B: I know. He's really .....
- A: Sally never thinks about other people!  
B: I agree. She's a very ..... girl.
- A: Is James still in bed?  
B: I'll wake him up. He's a bit .....
- A: She wants to be a lawyer one day.  
B: Well, she is a very ..... young lady.
- A: You're in a good mood.  
B: Yes. I am feeling rather ..... today.
- A: Aren't you ready yet?  
B: I will be in two minutes. Be .....

### Word formation: Nouns into adjectives

We can form adjectives by adding various suffixes to nouns and verbs.

Adjectives ending in **-ful**, **-ish**, **-ible**, **-ous**, **-ic**, **-(en)ing** describe sb or sth as having the quality expressed by the noun or verb.

success successful child childish

- 4 Fill in the blanks with adjectives derived from the words in bold.

- Be ..... ! Don't spend all **SENSE** your money on a new car!
- He received the news with ..... enthusiasm. **BOY**
- Carrie should be more ..... with her money. **CARE**
- Fortunately, a ..... man **COURAGE** jumped into the water and rescued the child.
- The climbers had a ..... **FRIGHTEN** experience on the mountain.
- Ireland has a rich ..... **POET** tradition.

### Adjectives with prepositions

- 5 Choose the correct prepositions.

- Tamara is worried **for/about** her son's behaviour at school.
- My boss is very careless **with/about** his belongings.
- Our English teacher is very popular **to/with** the students.
- Linda is very sensitive **to/about** other people's needs.
- Thomas is very clever **with/at** Maths and Chemistry.
- More and more girls are interested **about/in** computers these days.



## Grammar in Use

## Exploring grammar: Present simple/continuous

- 1 a. Read the riddle and try to answer it. Look at the key. Were your guesses correct?

**Jay's RIDDLE**

1 10th FLOOR  
Jay lives on the 10th floor of a building.

2 GROUND FLOOR  
Every day he takes the lift down to the ground floor.

3  
When he comes back, he takes the lift up to the 7th floor and then

4 7th FLOOR  
... he takes the stairs to his apartment on the 10th floor.

5  
It's raining today and Jay ...

6 10th FLOOR  
... is taking the lift straight to the 10th floor.

**Why doesn't Jay always take the lift to the 10th floor?**

**KEY:** Jay is short; he can reach the button for the 7th floor. Today he's carrying his umbrella, so he can press the button for the 10th floor with it.

- b. Read the riddle again and answer the questions.

- What tense are the verbs in the *first two captions*? What does this tense describe?
- What tense are the verbs in *captions 5 and 6*? What does this tense describe?
- What time expressions are used with these two tenses?
- Put **he takes** (caption 2) in the present continuous. What spelling changes do you notice?

2 Underline the correct tenses.

- A: This week we **are having**/have extra English classes in the afternoons.  
B: Oh no! I can't make it! I usually **have/am having** yoga classes in the afternoons!
- A: What **do you do/are you doing** next weekend?  
B: Well, I **visit/am visiting** my family in London.

- A: What time does the film start/is the film starting?  
B: At 8:30! We'd better hurry because it **takes/is taking** a long time to get there.
- A: Our English teacher **is marking/marks** our projects right now.  
B: Really? I **hope/am hoping** she will give me a good mark.
- A: What time **are you finishing/do you finish** work on weekdays?  
B: Usually around 5 o'clock, but today I **work/am working** overtime.

Non-continuous verbs

- 3 a. Put the verbs in brackets in the *present simple* or *present continuous*.
- I ..... (think) about joining a gym.
  - I ..... (think) she's 12 years old.

- 2 a) You ..... (look) tired.  
b) Be quiet. The teacher ..... (look) at us.
- 3 a) He ..... (see) the doctor tomorrow morning.  
b) I ..... (see) what you mean – the room does look bigger with the desk by the window.
- 4 a) She ..... (smell) the roses.  
b) Their house ..... (smell) of garlic.
- 5 a) They ..... (have) a big garden.  
b) We ..... (have) a party next week.

b. How does the meaning of these verbs change in each case?

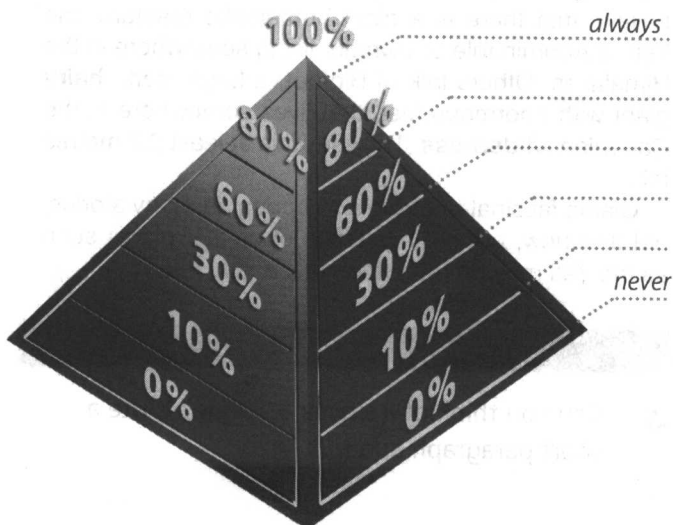
#### 4 Form questions and then answer them.

- 1 What / your / is / drink / favourite?  
.....
- 2 What / leave / school / time / do / for / you?  
.....
- 3 Which / like / most / the / school subject / you / do?  
.....
- 4 How / you / free / spend / time / do / your?  
.....
- 5 What / you / weekend / are / this / doing?  
.....

#### Adverbs of frequency

##### 5 a. Fill in the correct adverbs of frequency.

- often • rarely • sometimes
- always • never • usually



b. Use the prompts to write true sentences about yourself and the members of your family. You can use your own ideas.

- play video games (in the afternoon)
- go to the cinema (on Sunday)
- play football (on Saturday)
- help around the house
- watch TV (in the afternoon)
- visit friends (at the weekend)
- do the shopping
- go to bed (early/late)

My father never .....  
My mother rarely .....  
I sometimes .....  
My brother/sister usually .....  
In my family, we often .....  
I always .....

#### Phrasal verbs: get

##### 6 Choose the correct particles.

- 1 A: Could you **get on/through** the phone to Jack and ask him to come here?  
B: Yes, of course. I'll call him right now.
- 2 A: She always leaves work early. I don't know what she **gets on/up** to.  
B: Oh, you don't need to worry about her.
- 3 A: Could I **get off/back** to what I was talking about?  
B: Sure! Sorry I interrupted you.
- 4 A: Excuse me. How do I get to the post office?  
B: You need to **get off/on** at the next stop and the post office is across the street.

#### Sentence transformations

##### 7 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Laura has an appointment with the dentist today.  
Laura is ..... dentist today.
- 2 Describe Bob to me.  
What ..... like?
- 3 Bill still has a cold.  
Bill hasn't ..... cold yet.
- 4 Ann is enjoying herself.  
Ann ..... a great time.



## Reading

- 1 a. Which of these words best describe a giant?

- enormous
- short
- of medium height
- gentle
- weak
- strong
- elegant
- kind
- cruel
- clever



- b. Skim the first paragraph and check your answers.

- 2 Read the whole text and the questions below carefully. Choose the best answer, A, B, C or D.

- 1 In this text the author is describing

- A different civilisations.
- B real stories.
- C large creatures.
- D fairy tales.

- 2 According to the text, some giants

- A are not very strong.
- B can be quite nice.
- C are taller than trees.
- D live for a long time.

- 3 What is the best description, according to the author, of giants in Germanic and Scandinavian tales?

- A They are friendly.
- B They are nasty.
- C They are helpful.
- D They are scary.

- 4 What have scientists found?

- A Large skeletons millions of years old.
- B Very large bones.
- C Proof that giants never existed.
- D Large animals living in the Himalayan mountains.

- 5 The author believes that

- A giants existed a long time ago.
- B it's silly to believe such stories.
- C giants still exist but we haven't seen them.
- D some of the stories may be true.

- 3 Look up the words in bold and give synonyms for the highlighted words.

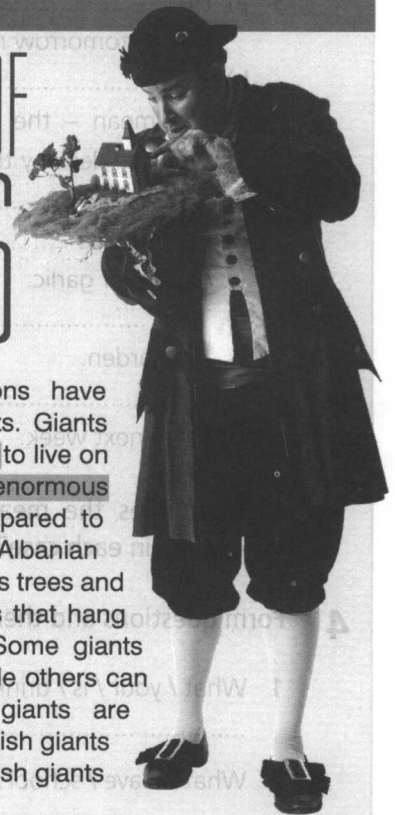
## A MATTER OF METRES

Almost all civilisations have their own tales of giants. Giants are the oldest **creatures** to live on the earth. They are of **enormous** size and strength compared to ordinary humans. In Albanian **tales**, giants are as tall as trees and have long black beards that hang down to their knees. Some giants are kind and gentle while others can be very **cruel**. Irish giants are pleasant creatures, English giants can be very evil and Welsh giants are clever.

In Germanic and Scandinavian tales, giants or trolls can be either friendly and helpful or **nasty** creatures, but they are always **frightening**. They can take the form of any animal they choose whenever they like and people believe that they cause storms, hurricanes and even earthquakes. We see them living in castles or under bridges where they **force** travellers to pay money to pass. American **folk tales** describe how Paul Bunyan, a giant lumberjack who makes lakes and rivers whenever he wishes, creates the Black Hills and the Grand Canyon. He is a symbol of strength and energy.

Are giants simply fairy tale characters? Scientists have found gigantic **skulls** and huge **jaws** which they say belong to giants who were on the earth half a million years ago. **Moreover**, there are many stories of **sightings** of mysterious giant creatures. Many people believe that there is a giant human-like creature, the Yeti or Abominable Snowman, living somewhere in the Himalayas. Others talk of Bigfoot, a large, dark, **hairy** giant with enormous feet, that lives somewhere in the Canadian **wilderness**. They say it is at least 2.2 metres tall.

Giants fascinate people and appear in many stories, old and new, but the mysteries of certain giants such as the Yeti may be more than just a fairy tale.



- 4 Can you think of a similar folk tale? Write a short paragraph about it.

## Listening & Speaking

### Body language

- 1 You will hear someone talking about body language. Read the statements 1–5 and try to guess the correct answer (A–C). Listen and check.

1 We use non-verbal communication when we

- A remain silent.
- B send messages with our body.
- C are interested in others.

2 Non-verbal communication helps us to

- A know how people feel.
- B understand our body better.
- C avoid telling lies.

3 Some people show that they like someone by

- A going far away.
- B standing close to them.
- C talking to them.

4 Body language

- A is common to all cultures.
- B doesn't depend on culture.
- C differs from country to country.

5 Looking into people's eyes

- A shows agreement.
- B shows that you are not interested.
- C is impolite in some cultures.

### Socialising

2 Complete the dialogue.

- A: Hi there! How are you?  
 B: 1) .....  
 A: Not so good, actually.  
 B: 2) .....  
 A: Oh, I have a toothache!  
 B: 3) ..... the dentist?  
 A: Yes, I'll do that. Thanks.  
 B: Take care. See you tomorrow.  
 A: 4) .....

### Saying goodbye

3 Choose from the phrases (a–g) to complete the exchanges (1–5).

- a That's all for now.
- b It was a pleasure to meet you
- c Let's get together again.
- d Bye! See you later.
- e Hope we meet again.
- f Looking forward to hearing from you.
- g See you tomorrow.

- 1 A: So, I'll meet you outside the cinema at 7:00.  
 B: OK. ....  
 2 A: I had great fun at the beach today.  
 B: So did I. ....  
 3 I think ..... Write back soon.  
 4 A: It was a pleasant surprise meeting you today!  
 B: Yes, indeed. ....  
 5 A: Well, Mr Williams, it was nice to meet you.  
 B: ....., too, Mr Smith.

### Personal qualities

4 a. Read the first exchange. Who's angry? Can you guess why?

b. Read and check. Now take roles and continue the dialogue.

Kate: That's it! I've had enough!

Adam: What's the matter, Kate?

Kate: It's Jane – my so-called "friend" at work. She's so dishonest! She's always telling lies to get me into trouble.

Adam: Really? But she looks so sweet!

Kate: Exactly! Just because she's got big blue eyes and curly blonde hair, everyone thinks she's an angel – but she's not!

Adam: Oh, come on. Don't you think you're being a bit mean? She's always very friendly to me.

Kate: Of course she is. She doesn't want you to see how evil she is. She's always doing terrible things and then telling everyone that it's all my fault! I'm fed up with it!

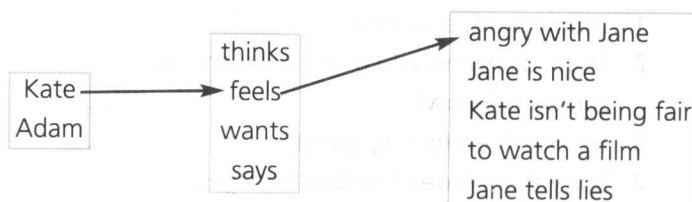
Adam: Oh dear ... Listen, why don't we go and watch a film after work so you can forget all about her?

Kate: Yeah, OK. What's on?

Adam: Erm ... well, there's a comedy called *Forever Friends* ...

Kate: Oh, perfect!

c. Read again and use the words/phrases in the columns to make as many true statements as possible.



Kate feels angry with Jane.

## Writing (an informal letter)

### Getting started

- 1 Read the rubric and underline the key words (i.e. words which tell you what to write about). What kind of text are you asked to write?

- This is part of a letter you received from an English pen-friend.

*In your next letter, please tell me all about your best friend. What does he/she look like? What is he/she like?*

Write your letter.

### Let's look closer

- 3 Read the letter Tonia wrote and complete the paragraph plan. Which of the two girls in the picture is Tomiko?

Dear Sergio,

- 1 Thank you for your letter. I'm sorry I didn't answer earlier, but I was very busy with my end of term exams.

- 2 In your last letter you asked me about my best friend. Her name's Tomiko and she is quite good-looking. She is 12 years old, with brown eyes and shoulder-length dark hair. The first thing you notice about her is her height! She is quite tall for her age, very slim and fit. She loves wearing casual clothes such as jeans and trainers.

- 3 Tomiko is sociable and outgoing. She loves chatting on the phone with her friends and taking part in team activities, especially sailing and volleyball. Her strongest point is her sense of humour. She manages to make us laugh even in the most difficult situations.

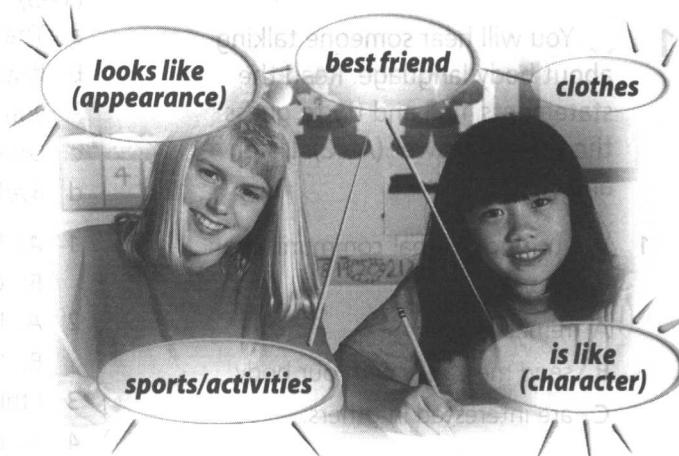
- 4 Tomiko is a very special person who means a lot to me! We may be as different as chalk and cheese, but we are inseparable and nothing is more fun than being together!

- 5 Well, that's all for now. What about your best friend? Write back and tell me all about him!

Love,

Tonia

- 2 How would you describe your best friend? Brainstorm according to the key words and complete the mind map.



#### Introduction

(Para 1) Opening remarks

(Para 2) .....

(Para 3) .....

(Para 4) .....

#### Conclusion

(Para 5) Closing remarks

### Opening/Closing remarks

- 4 a) Underline the sentences Tonia uses to start/end her letter.  
b) Which sentences could you use to start/end an informal letter? Write (O) for opening or (C) for closing.
- |  |   |
|--|---|
| 1 Drop me a line as soon as possible. ....                                 | 5 Please write soon and tell me all your news. .... |
| 2 That's all my news! I'd better go and do some work now! ....             | 6 Drop me a line and tell me all your news. ....    |
| 3 Hi! How's everything going? ....   | 7 Thanks very much for your letter. ....            |
| 4 Sorry that I haven't written for ages, but I've been busy studying. .... | 8 Hi! How are you? ....                             |

## Linking words and phrases

- When we describe people we can use a variety of linking words and phrases to join sentences together and make our piece of writing more interesting.

*Gerald has got fair hair. He's got blue eyes.*

*Gerald has got fair hair **and** blue eyes.*

*Kelly is a pretty girl. She's got long curly hair.*

*Kelly is a pretty girl **with** long curly hair.*

*Bob is a handsome man. He is in his mid-thirties.*

*Bob is a handsome man (who is) **in** his mid-thirties.*

*George is tall. He is well-built.*

*George is **both** tall **and** well-built.*

- When we describe people's character we can include positive and negative qualities. When we talk about negative qualities we should use neutral language.

*He **seems to be/tends to be/can be** rather irresponsible at times.*

- Here are some ways we can join sentences:

### Similar qualities

*Sue is easygoing. Sue is confident.*

*Sue is **easygoing and (also)** confident.*

*Sue is **easygoing and** confident **as well**.*

### Opposing qualities

*Mark is cheerful. He can be unreliable at times.*

*Mark is cheerful **but** he can be unreliable at times.*

*Mark is cheerful. **On the other hand/ However,** he tends to be unreliable at times.*

## 5 Join the sentences using: **and, who, with, both... and or but.**

- Paul is a tall boy. He's got short straight hair.
- Sarah is ambitious. She can be impatient at times.
- Tom has got a beard. He hasn't got a moustache.
- Peter is a middle-aged man. He is going grey.
- Lisa is clever. She is beautiful.
- Carol has got red hair. She has got freckles.
- Josh is patient. He is reliable.

## Build your vocabulary

### 6 Use the words in the box to form compound adjectives in the following sentences. Which of these adjectives describe character (C)/ appearance (A)?

• eyed • fisted • hearted • looking • minded  
• working • aged • mannered

- They have a beautiful blue-..... baby boy.
- Jackson is a very polite, well-..... young man.
- He can't be that young! He looks middle-.....
- Most people think that Brad Pitt is a very good-..... man.
- My son left his books at school again. He is so absent-.....
- The ideal person for the job should be ambitious and hard-.....
- For Winston, every penny matters. He's very tight-.....
- Mary is a warm, generous, kind-..... woman.

### Your turn

### 7 Use the table below to describe your neighbour. Describe his/her appearance, then his/her character.

### Useful language

#### describing people

Appearance: He/She's got ... hair and he/she's short with ... and ... . She usually wears ... . The first thing you notice ... .

Character: He/She is ... . His/Her best quality ... . His/Her strongest point is ... .

### 8 Read the rubric and underline the key words. Use your answers in Ex. 7, as well as the plan in Ex. 3, to write your letter.

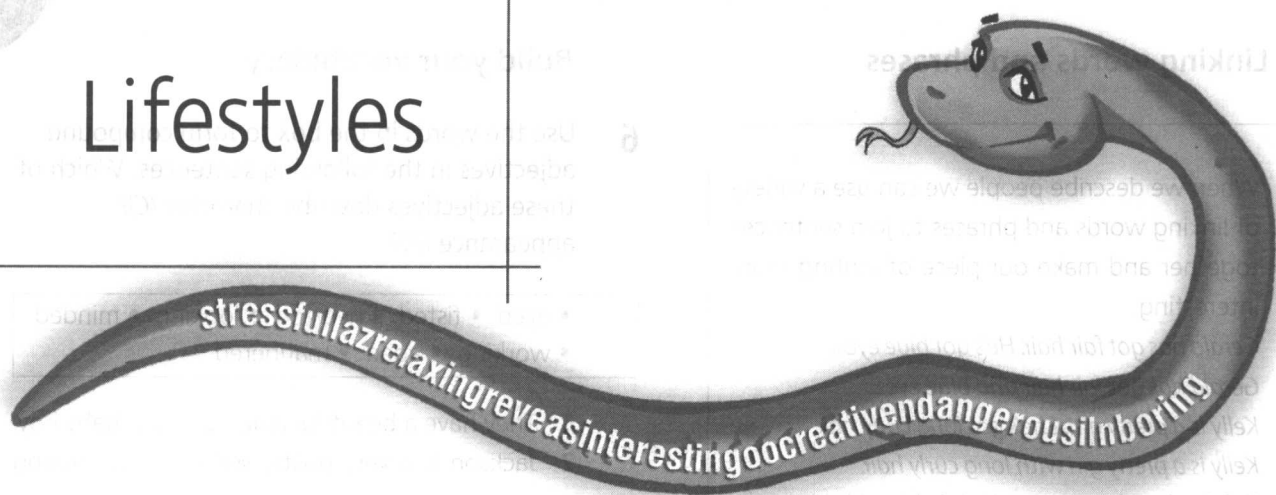
This is part of a letter you received from an English pen-friend.

In your next letter, please tell me all about your neighbour. What does he/she look like? What is he/she like?

Write your letter. (80–100 words)



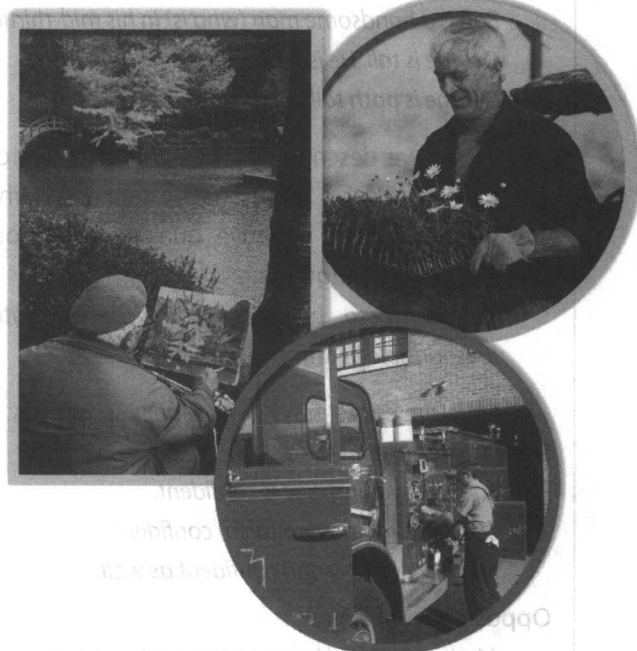
# Lifestyles



## Vocabulary Practice

### Jobs

- 1 a. Find six adjectives in the snake.
- b. Use the adjectives to complete the sentences, as in the example. Which jobs can you see in the pictures?
- 1 Bob is a painter.  
His job is very *creative*.
- 2 Mrs Lorigan is an accountant.  
Her job is very *s* .....
- 3 Jonathan is a firefighter.  
His job is *d* .....
- 4 Barry's mother is an art dealer.  
Her job is very *i* .....
- 5 Steve is a gardener.  
His job is *r* .....



### Places

- 2 a. Fill in the blanks with the words below.

• traditional • rush • industrial • quiet  
• seaside • busy • local • crowded

My life has changed a lot since I moved here.  
It's a(n) 1) ..... city with lots of  
noise. I find it difficult to get used to its  
2) ..... streets, the traffic  
during 3) ..... hour  
and the 4) .....  
shops and restaurants. I miss the  
5) ..... village I  
come from, with its  
6) ..... houses,  
7) .....  
streets and cheap  
8) ..... shops.

- b. Write two more adjectives that form collocations with the words below. Use the collocations from 2a & b to write sentences about the place you live in.

**city:** .....

**streets:** .....

**houses:** .....

**shops:** .....

## Giving directions

3 The people in sentences 1–4 all live in the same block of flats but they work in different places in the city. Look at the map and then write how they get to work, as in the example.

- 1 Tamara works at the local library. To get there, she *turns right, goes along Oxford Road, then turns right again into Bridham street. The library is on her left, between the restaurant and the cinema.*
- 2 Ruth works as a waitress. To get to the café, she .....
- 3 Georgia works as a teacher. To get to the school, she .....
- 4 Sergio works for a transport company in the suburbs. He goes there by bus. To get to the bus station, he .....

4 Complete the text with the correct form of the verbs: **take, arrive, leave, travel** and **go**. How do you travel to and from school/work?

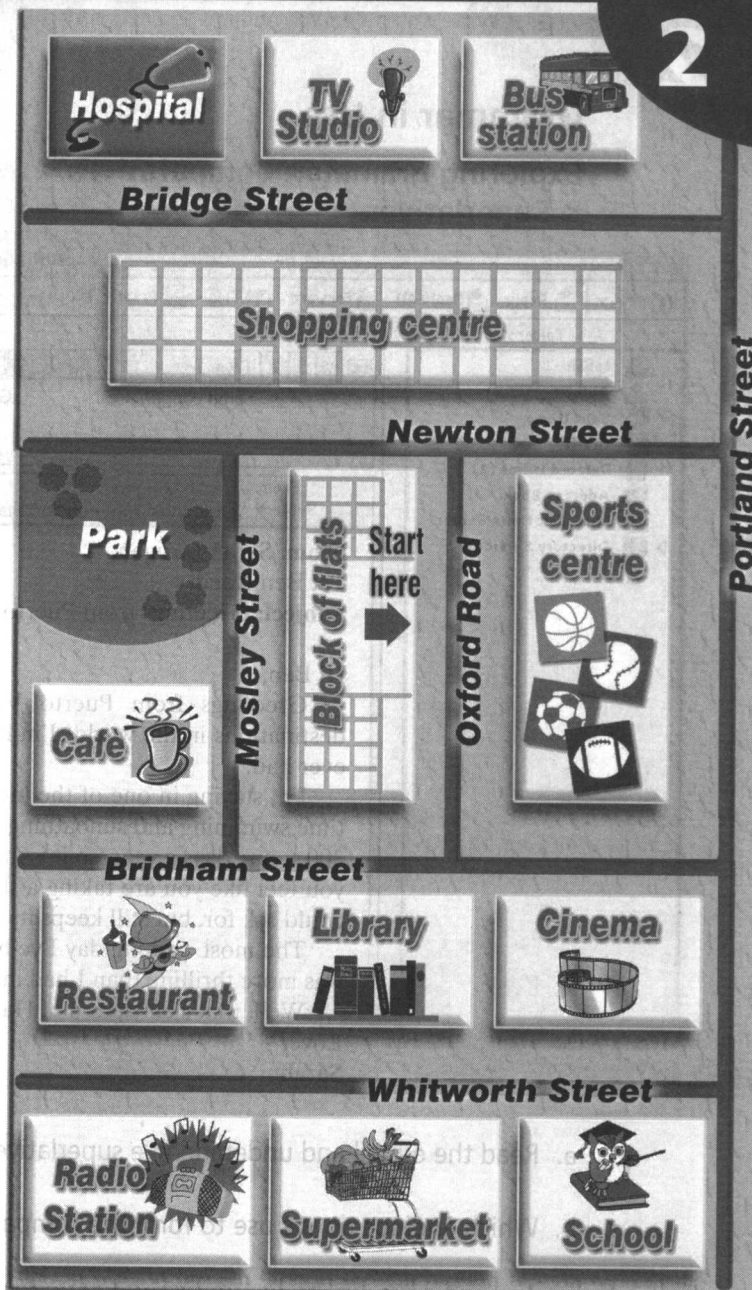
Steve usually 1) ..... to work by bus. He 2) ..... home at 8 a.m. and 3) ..... at the office at 9 a.m.. Sometimes, he 4) ..... the train to avoid the rush hour traffic. At 5:30 p.m. he 5) ..... the office and 6) ..... home on the bus. If the weather is good, he sometimes 7) ..... home on foot.

## Word formation: antonyms

5 Match the words with their prefixes to form antonyms. Use the antonyms to complete the sentences 1–4.

**dis-**      **in-**      **un-**      **im-**  
 experienced      mature      able      honest

- 1 Jake has never worked on a farm before. He's too ..... to run the place by himself.
- 2 Barry loves playing practical jokes on people. He can be a little ..... sometimes.
- 3 Most people are ..... to afford a house with a garden in the city.
- 4 Paul is ..... You can't trust him.



## Adjectives with prepositions

If you are **responsible for** sth, you must be sure it gets done.  
 If you are **responsible to** sb, you must do what this person tells you to do.  
 You need to be **careful of** sth/sb that/who may be harmful or dangerous to you.  
 You need to be **careful with** sth/sb you may harm or damage.

6 Fill in the blanks with **for, of, to** or **with**.

- 1 Mrs Murphy is responsible ..... cleaning the offices every day.
- 2 You need to be careful ..... that vase. It's very fragile.
- 3 Lila is responsible ..... Mr Anderson. He is her boss.
- 4 You have to be careful ..... wild animals crossing the road around here.

## Grammar in Use

## Exploring grammar: Comparatives &amp; Superlatives



Outlook Express

New Reply Reply All Forward Flag Print Delete Send

Folders

- Inbox
- Outbox
- Sent Items
- Drafts
- Deleted Items (1)
- Address Book
- Microsoft News Server
- Directory Services

Inbox

From	Subject
Sarah Lorigan	Greetings from Puerto Vallarta

From: Sarah Lorigan  
To: Ben Reed  
Subject: Greetings from Puerto Vallarta

Hi Ben,

Greetings from Puerto Vallarta, one of the friendliest and most charming beach destinations in the world! I'm having a wonderful time here. In fact, it's the best holiday I've ever had.

I'm staying in one of the most luxurious hotels on the coast and I'm spending most of my time swimming and sunbathing on the beach! Puerto Vallarta has a tropical climate, with over 300 sunny days a year, so it is much warmer than back home. In many areas of Puerto Vallarta you feel like you are taking a step back in time. The city has all the modern facilities a visitor could ask for, but still keeps its unique Old Mexico charm.

The most exciting day I've had so far was when I went horse riding in the jungle. The trip was more thrilling than I had imagined and I ended up taking hundreds of pictures!

Well, that's all from me! Have to go now. See you in a week.

Love,  
Sarah

- 1 a. Read the e-mail and underline five superlative and two comparative forms.  
b. Which endings do we use to form the comparative and superlative of one-syllable adjectives?  
c. How do we form the comparative and superlative of adjectives that have more than two syllables?

- 2 Put the words in brackets in the appropriate form to complete a travel writer's impression of two towns.

Rome and Cervia are two places in Italy with striking differences. First of all, Rome is 1) ..... (big) than Cervia. There are 2) ..... (large) roads in Rome and 3) ..... (many) restaurants, cafés and cinemas than in Cervia.

Transport in Rome is 4) ..... (good) than in Cervia, but then Cervia has got 5) ..... (few) cars and 6) ..... (little) traffic. Also, Rome is 7) ..... (noisy) and 8) ..... (crowded) than Cervia.

Rome is the 9) ..... (popular) place in Italy. However, Cervia is one of the 10) ..... (beautiful) seaside resorts in Italy with some of the 11) ..... (clean) beaches.

- 3 Fill in the correct form of the adjectives, then answer the questions about yourself.

- 1 What's ..... (good) restaurant in your town?
- 2 What's ..... (beautiful) place in your town?
- 3 Which is ..... (busy) street in your town?
- 4 What's ..... (bad) food you've ever eaten?
- 5 Are you ..... (tall) or ..... (short) than your best friend?
- 6 Which is ..... (expensive) shop in your area?