



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

Student's  
Book

# 搏流英语

综合教程 学生用书 2

主 编 康淑敏 肖德法  
副主编 邹芙林 谢 楠 吕 筠



高等教育出版社  
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编 者 王 蕾



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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。

《搏流英语》原书根据欧盟最新版语言教学大纲(Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 简称CEF)编写。其教学目标是学生在完成全部课程以后, 成为英语的“熟练使用者”(Proficient User)。这是CEF所规定的最高教学目标。根据CEF的界定, 这一类学习者应该在听、说、读、写4个方面娴熟地使用英语。这一言语能力大体相当于我国普通高等院校应用型英语专业学生的水平。

众所周知, 欧盟是一个多种语言的文化、经济和政治共同体。民族和谐和国际交流的需要促使欧洲人民努力学习外语。早在20世纪70年代, 欧盟的前身“欧共体”就率先编写了一套体现交际法教学理念的语言教学大纲“Threshold Level”。这个纲领性文件在世界外语教育史上产生了重大的影响。它开启了“语言知识和语言使用并重”的语言教学新阶段。我国20世纪80年代以来所制定的重要的外语教学大纲, 尤其是高等院校的英语教学大纲无一不受到它的影响。

欧盟如今已经有了25个成员国, 国家和民族间的交流变得更为紧密, 因而对外语教学格外重视。为了促进各成员国的外语教学, 欧盟对原Threshold Level大纲进行了调整, 公布了新的外语教学大纲, 即CEF。CEF与原来的大纲相比, 其最大的变化是将语言教学目标界定为一系列的“Can-do Statements”, 而不再对语言细节进行规定。根据这些“能够用外语做……事、完成……任务”的目标, 将学习者分成三大等级: 第一级是“初级使用者”(Basic User); 第二级是“独立使用者”(Independent User); 第三级, 即最高级, 称作“熟练使用者”(Proficient User)。大纲的这一变化体现了对能力培养的重视, 强调外语学习要学以致用。这一变化还体现了对语言教师的尊重, 强调给教师更大的教学自主权, 鼓励教师根据学习者的特点, 灵活开展课堂内和课堂外的教学, 在“教会学生使用外语”的这个大目标下, 创造性地培养学生的“语言能力”。

《搏流英语》的原作者教学经验丰富, 熟谙现代外语教学的研究成果, 灵活地把CEF的要求转化为丰富多彩的教学和练习内容。该教材除了其他一般教材具备的特点以外, 改编者认为在以下几个方面是独树一帜的。

## 1. 重视语言训练的系统性

《搏流英语》十分重视语言训练的系统性。语言训练的系统性指教学内容的安排是否符合学生的学习特点; 语言知识点和功能项目的选择是否恰当, 是否符合循序渐进的要求; 任务的设计是否方便教师的教学; 活动和操练是否有利于学习者各种能力的均衡发展等。这是判断综合教材品质的第一要素。本教材的最大特点就是努力使上述各个方面达到一种均衡, 相信师生进行完第一学期教学就能体会到此特点。

## 2. 训练途径独特

《搏流英语》的宗旨是使学生最终学会使用语言, 而不是仅仅停留在静止地学会几个词语和句型的要求上。它所采用的方法是从(学生尝试)语言开始, 过渡到教师演示、学生再次尝试、教师反馈指导、学生再回到“使用语言”的活动中。学生在反复尝试的基础上理解语言知识, 锻炼言语技能, 纠正语言错误, 最终发展言语能力。本教材在这方面的设计别具匠心, 可以说是近些年来的一本佳作。此方法已经得到现代外语教学研究的验证, 语言的某些内容, 如词汇、句型等用互动的方式教授效果较好; 学生在明确交际目的的前提下, 教师的示范效果较好。因为我们不是英语本族语使用者, 教师在和学生的交互活动中常常受制于自身的语言弱势。但俗话说, 教学相长, 如果教师备课充分, 相信大部分的困难可以得到克服。

## 3. 在传授知识中促进语言发展

本教材的另一特色是把语言知识融入“人文专业知识”的学习中。近年来, 外语教学界开始探索如何将专业知识传授和语言学习相结合, 在学习知识的同时学习语言(Content-based Instruction, 简称CBI)。学者们进行了多种试验, 但是目前比较认可的做法是“主题片断”方法(Big Idea Approach), 就是将专业知识中的某些语言教育价值比较高的片断作为外语教学素材, 然后根据这些素材编写练习和活动。《搏流英语》采用了这种方法, 在每一个单元中放入一个CBI片断, 内容涉及各种人文社会科学知识, 给学生提供了语言训练和专业发展的契机。这在我国的外语教材中还是比较新颖的内容, 希望我们的学生和教师都能从中受益。

## 4. 写作任务设计独特

培养学生的外语写作能力是外语教学发展的瓶颈之一, 一些教师和学者提出了各种对策, 但是好思想和好办法常常停留在理论阶段, 没有在教材或教学中得到反映。这些对策简单来说可以归纳为以下几点: (1) 写作的题目与其他语言训练项目要有机地结合起来, 结合得好, 学生就容易写, 结合生硬, 学生就难以落笔; (2) 满足第一个条件以后, 教师要考虑学生的写作量是否足够, 即学生是否有反复重写的机会, 能否在学习中见缝插针地练习; 《搏流英语》在这方面处处有精彩之笔。打开书本, 读者会发现, 写作任务几乎无处不在; (3) 在满足条件(1)和条件(2)后, 教师要教授“语体知识(Knowledge of Genre)”。语体知识指各种文章的篇章结构知识, 具备了篇章结构知识, 写作会更有目的性, 写作任务会更加容易。《搏流英语》从第3册开始, 每一单元之后都有一个片断专门训练“语体知识”, 并附有范文和解说, 任务设计的系统性非常强, 这在外语教材中是非常难得的。

原作优秀, 改编者在改编中不敢任意删改造次, 只是修改了少量不适合中国学生的活动和对中国学生来说过于简单的语法训练项目。因此, 目前的改编本仍然忠实于原作, 同时符合我国高校综合英语课程的要求。

综合教程的基本结构是每册综合教程有5个模块(Module), 每个模块两个单元, 因此每册教材共有10个单元, 每个单元需4至6个课时完成。扩展教程与每一单元的内容相对应, 供学生课后自习使用。

邹为诚

2007年4月于芝加哥



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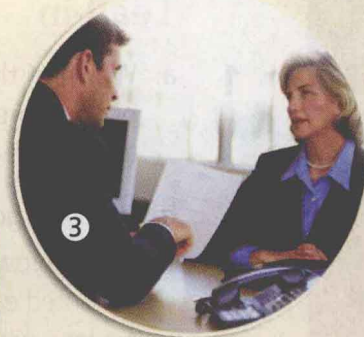
	Topics	Vocabulary	Reading	
Module 1 People of the World	<b>UNIT 1 Heroes &amp; Villains (pp. 6-15)</b>	<ul style="list-style-type: none"><li>• people (character &amp; appearance)</li></ul>	<ul style="list-style-type: none"><li>• character adjectives; appearance; personal qualities</li><li>• <i>antonyms; adjectives with prepositions</i></li><li>• phrasal verb: <i>GET</i></li></ul>	<ul style="list-style-type: none"><li>• Characters larger than life (multiple choice)</li><li>• Beauty is in the eye of the beholder (m/c cloze)</li><li>• Literature Corner: <i>A scandal in Bohemia</i> (T/F)</li></ul>
	<b>UNIT 2 Lifestyles (pp. 16-25)</b>	<ul style="list-style-type: none"><li>• jobs &amp; places</li><li>• lifestyles</li><li>• the city &amp; country</li></ul>	<ul style="list-style-type: none"><li>• city life/country life; jobs &amp; job qualities; describing places; parts of a town; commuting</li><li>• <i>antonyms; adjectives with prepositions; adj-n phrases</i></li><li>• phrasal verb: <i>PUT</i></li></ul>	<ul style="list-style-type: none"><li>• A city slicker or a country lover? (T/F)</li><li>• Signs (multiple choice)</li><li>• Culture Clip: <i>Celebration – dream town in USA</i> (m/c cloze)</li></ul>
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	<b>UNIT 4 Call of the Wild (pp. 40-49)</b>	<ul style="list-style-type: none"><li>• the environment</li></ul>	<ul style="list-style-type: none"><li>• animals</li><li>• flora &amp; fauna</li><li>• social issues</li><li>• natural habitats</li><li>• phrasal verbs with <i>out</i></li><li>• forming nouns from verbs</li></ul>	<ul style="list-style-type: none"><li>• UK wildlife – SOS!</li><li>• How to make a wildlife pond</li><li>• The Countryside Code – Advice for the public</li><li>• Curricular Cut (Science): <i>Pesticides</i></li></ul>
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Module 3 Holidays & Schooldays	<b>UNIT 5 Take a Break (pp. 54-63)</b>	<ul style="list-style-type: none"><li>• holidays</li></ul>	<ul style="list-style-type: none"><li>• travel &amp; holidays</li><li>• modes of transport</li><li>• accommodation</li><li>• holiday problems</li><li>• ways of travelling</li><li>• phrasal verbs with <i>off</i></li><li>• forming adjectives with negative meaning</li></ul>	<ul style="list-style-type: none"><li>• Wish you weren't here!</li><li>• Grange Hotel</li><li>• A holiday experience</li><li>• Culture Clip: <i>Butlin's holiday camps</i></li></ul>
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Grammar	Listening	Speaking	Writing
<ul style="list-style-type: none"> <li>present simple/continuous; stative verbs; adverbs of frequency; question words</li> </ul>	<ul style="list-style-type: none"> <li>multiple choice</li> <li>multiple matching (missing sentences)</li> </ul>	<ul style="list-style-type: none"> <li>describing fictional characters; making choices; socialising; describing people</li> <li><i>intonation – expressing surprise &amp; concern</i></li> </ul>	<ul style="list-style-type: none"> <li>a letter giving advice <i>Writing: description of a hero/villain; classified ad; e-mail to a friend</i></li> </ul>
<ul style="list-style-type: none"> <li>comparatives and superlatives; -ing/infinitive forms; specific/general preferences</li> </ul>	<ul style="list-style-type: none"> <li>listening for detailed meaning</li> <li>multiple matching (missing sentences)</li> </ul>	<ul style="list-style-type: none"> <li>introducing oneself; expressing likes/dislikes; asking for/giving directions; talking about jobs; expressing preferences; (role-play) a job interview; describing pictures</li> <li><i>intonation – stressed syllables</i></li> </ul>	<ul style="list-style-type: none"> <li>a letter of application <i>Writing: article about where you live; description of neighbourhood; questions for a quiz</i></li> </ul>
<ul style="list-style-type: none"> <li>present tenses</li> <li><i>already, just, yet, (n)ever</i></li> <li>stative verbs</li> </ul>	<ul style="list-style-type: none"> <li>identifying people</li> <li>relation to others</li> </ul>	<ul style="list-style-type: none"> <li>requesting help</li> <li>making &amp; accepting apologies</li> <li>describing people</li> <li>introducing oneself &amp; others</li> <li>social expressions</li> <li>expressing admiration</li> </ul>	<ul style="list-style-type: none"> <li>a paragraph about a neighbour of yours</li> <li>a paragraph about your friend</li> <li>an informal letter giving news</li> <li>an article about stereotypes related to China</li> </ul>
<ul style="list-style-type: none"> <li>modals (<i>must, have to, should, ought to, mustn't</i>)</li> <li><i>will &amp; going to</i></li> <li>time words</li> <li>future tenses</li> </ul>	<ul style="list-style-type: none"> <li>importance of trees</li> <li>forests</li> </ul>	<ul style="list-style-type: none"> <li>making suggestions</li> <li>agreeing &amp; disagreeing</li> <li>expressing interest</li> </ul>	<ul style="list-style-type: none"> <li>an article about wildlife habitats in Canada</li> <li>a letter to a friend about your plans to help the environment</li> <li>a letter asking for information</li> </ul>
<ul style="list-style-type: none"> <li>past tenses</li> <li><i>used to &amp; would</i></li> <li>adverbs of time &amp; movement</li> </ul>	<ul style="list-style-type: none"> <li>announcements</li> <li>holiday problems</li> <li>guided tours</li> </ul>	<ul style="list-style-type: none"> <li>describing pictures</li> <li>booking a guided tour</li> <li>asking for details</li> <li>expressing dissatisfaction</li> </ul>	<ul style="list-style-type: none"> <li>an article about your worst holiday experience</li> <li>a letter to a friend of yours from a holiday hotel</li> <li>a paragraph about your holiday habits when you were younger</li> <li>a story (1st-person narrative)</li> </ul>
<ul style="list-style-type: none"> <li>reported speech (statements, questions, commands)</li> <li><i>say &amp; tell</i>, reporting verbs</li> </ul>	<ul style="list-style-type: none"> <li>telephone etiquette</li> <li>ICT courses</li> </ul>	<ul style="list-style-type: none"> <li>making polite requests</li> <li>telephone etiquette</li> <li>describing pictures</li> </ul>	<ul style="list-style-type: none"> <li>Dos &amp; Don'ts when dining out</li> <li>an e-mail about school life</li> <li>a for-&amp;-against essay</li> </ul>
<ul style="list-style-type: none"> <li>defining &amp; non-defining relative clauses</li> <li>comparatives &amp; superlatives</li> </ul>	<ul style="list-style-type: none"> <li>The Day of the Dead in Oaxaca</li> </ul>	<ul style="list-style-type: none"> <li>inviting &amp; accepting or refusing an invitation</li> <li>making decisions</li> <li>exclamations</li> </ul>	<ul style="list-style-type: none"> <li>an article about the mythical creature Phoenix</li> <li>an e-mail describing a dream</li> <li>a paragraph describing a festival</li> <li>a story (3rd-person narrative)</li> <li>an advert for a town walk</li> </ul>
<ul style="list-style-type: none"> <li>articles</li> <li>quantifiers</li> <li>adverbs</li> <li>question tags</li> <li>echo tags</li> <li>reflexive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>film review</li> <li>Internet safety</li> </ul>	<ul style="list-style-type: none"> <li>expressing viewpoints</li> <li>asking about a problem/offering help</li> <li>recommending a film/game</li> <li>computer problems</li> </ul>	<ul style="list-style-type: none"> <li>a short interview</li> <li>instructions on how to send a text message</li> <li>a questionnaire</li> <li>a letter to a friend, reviewing a music CD</li> </ul>
<ul style="list-style-type: none"> <li>modals: possibility, probability, certainty (<i>may, might, must, can't, could</i>)</li> <li>making deductions/assumptions</li> </ul>	<ul style="list-style-type: none"> <li>fact file</li> <li>precautions for avalanche</li> <li>extreme weather conditions</li> </ul>	<ul style="list-style-type: none"> <li>expressing possibility</li> <li>making assumptions/deductions</li> <li>describing pictures</li> </ul>	<ul style="list-style-type: none"> <li>a fact file about an insect</li> <li>an e-mail about a natural disaster</li> <li>an article about a winter event</li> <li>an e-mail invitation to a festival</li> </ul>
<ul style="list-style-type: none"> <li>infinitive/-ing forms</li> <li>prepositions of place</li> </ul>	<ul style="list-style-type: none"> <li>a sports survey</li> <li>gym membership</li> </ul>	<ul style="list-style-type: none"> <li>asking for/giving directions</li> <li>avoiding direct answers</li> <li>expressing facts</li> </ul>	<ul style="list-style-type: none"> <li>a calendar for festivals</li> <li>an e-mail giving advice</li> <li>a survey report</li> </ul>







#### ► Look at Module 1

- Find the page numbers for pictures 1-5.

#### ► Find the unit and page number(s) for

- classified ads ☐
- an e-mail ☐
- jokes ☐
- a town map ☐
- signs ☐
- a quiz ☐
- a CV ☐

#### ► Listen, read and talk about ...

- character & appearance
- habits/routines/lifestyles
- places & geographical features
- signs
- jobs/workplaces/job qualities

#### ► Learn how to ...

- describe people
- talk about personal qualities
- socialise
- make choices

- express likes/dislikes/preferences
- ask for/give directions
- act out a job interview

#### ► Practise ...

- the present simple/ continuous
- adverbs of frequency
- question words
- comparative/superlative forms
- ing/infinite forms
- pronunciation
- intonation (expressing surprise & concern in stressed syllables)
- phrasal verbs: *get, put*

#### ► Write ...

- a short paragraph about your favourite hero(ine) or villain
- a classified ad
- an e-mail to a friend
- an informal letter of advice
- a short article about yourself and where you live
- a short description of your neighbourhood
- a short quiz about Beijing
- a letter of application

**Culture Clip:** Celebration – dream town in USA

**Literature Corner:** A scandal in Bohemia

**Curricular Cut (History):** Elizabeth I



# 1a Heroes & Villains

## Lead-in

- 1 a. Which of the characters in the pictures are heroes/heroines and which are villains?

b. Who has got ...

- curly brown hair
- pointed ears
- a long white beard
- a black moustache
- a magic mirror
- a sharp metal hook instead of a hand
- a magic staff
- a broad-brimmed hat
- shiny black hair and rosy cheeks

Frodo Baggins has got curly brown hair.

## Listening

- 2 a. In pairs, decide which of these adjectives best describe each character in the pictures.

mischievous & daring <i>Peter Pan</i>	polite & considerate .....
cunning & dangerous .....	evil & greedy .....
kind & caring .....	brave & honest .....
vain & cold-hearted .....	

A: *Who do you think is mischievous and daring?*

B: *I'd say Peter Pan.*

- b. Listen and check. Which extra character is described?

## Reading

- 3 Look at the pictures and the title of the article. What does the title mean?

## Characters Larger than Life

In any book, cartoon or film we all love to see the heroes **defeat** the villains, save the world, win the girl and live happily ever after. But just between you and me, don't we feel a little bit sorry for the villains as well?

Saruman, from *The Lord of the Rings*, is an **all-time** favourite villain, the type of villain I like. He is a tall wizard with a long white beard and cold dark eyes. He wears a long white robe and carries a magic staff. **Once** he was a good wizard but the **power** of a magic ring has made him evil and greedy and now he wants to **rule** the world. Only Frodo, the small **ring bearer**, can stop him.

Frodo Baggins, a Hobbit, is small, brave and honest, with bright eyes, curly brown hair and very large hairy feet! His **mission** is to take the magic ring to Mordor where it will be destroyed. He travels with some friends and together they have to face many dangers. Gandalf, a wise **wizard**, protects them and shows them the way.

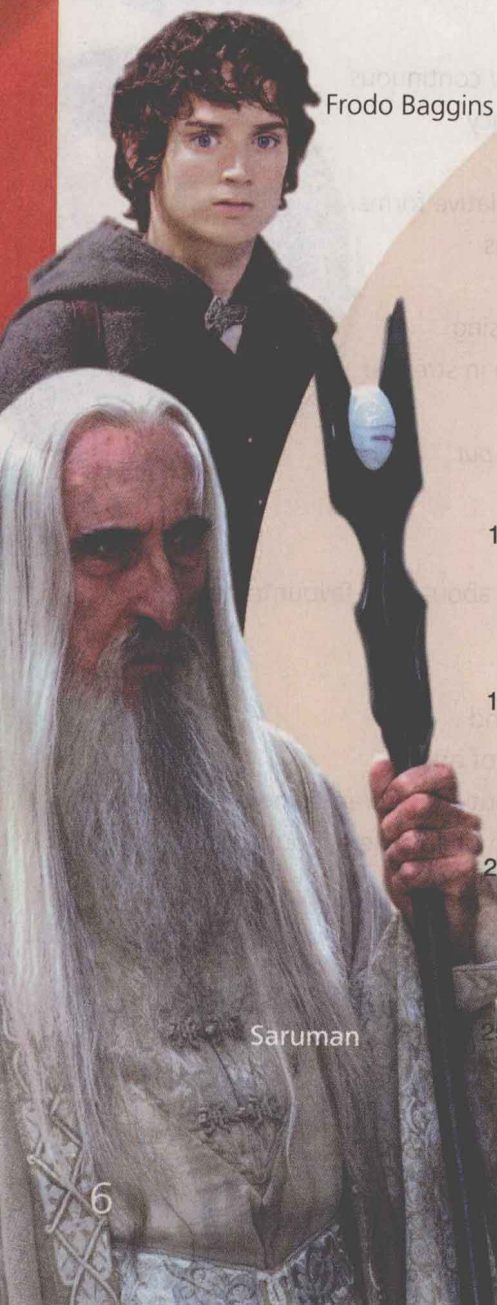
Another of my favourite heroes is Peter Pan, a mischievous, daring boy with pointed ears who can fly and never grows older. Peter and his friends, the

Lost Boys, have a dangerous enemy 30 called Captain Hook.

With his black moustache, **cruel** **laugh** and a sharp metal hook instead of a hand, the cunning Captain Hook is a perfect villain. He always wears a broad-brimmed hat and fine clothes. He lives with a **band** of pirates on his ship, the *Jolly Roger*, making plans to **kidnap** the Lost Boys and **capture** the boy he hates.

Not all villains are men. The Wicked Queen in *Snow White* is one of the most cold-hearted villains ever. Beautiful but vain, the queen asks her mirror every day, "Mirror, mirror on the wall, who is the **fairest** of them all?" The answer always pleases her, until one day the mirror replies that kind and caring Snow White is even prettier than her. The jealous queen is so angry that she **dresses up** as an old woman and gives Snow White a **poisoned** apple.

Whether heroes or villains, these are the characters I admire the most. I love to watch the heroes fight the villains and eventually see **good win over evil**. I also can't help feeling for the villains and their weaknesses; I just love to hate them! These stories are timeless and the characters are definitely larger than life.



Frodo Baggins

Saruman



## STUDY SKILLS

### Reading effectively

Read the text once quickly. This will help you understand what type it is, the author's purpose and its general content. Read the questions and the options. Read the text again carefully and find the part of the text each question refers to. The information may be phrased in different words.

4 Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.

1 What is the writer's main purpose in writing the text?

- A To describe how heroes catch villains.
- B To describe some well-known heroes and villains.
- C To tell some well-known cartoon stories.
- D To tell some well-known fairy tales.

2 What does the writer say about Saruman?

- A He was not always evil.
- B He is the writer's favourite character.
- C Frodo wants to destroy him.
- D He has lost a valuable ring.

3 Which of the statements is true of Captain Hook?

- A He works on his own.
- B He has a partner called Jolly Roger.
- C He has a black beard.
- D He takes care of his appearance.

4 What is the writer's opinion of villains?

- A They are more important than the heroes.
- B He likes them more than the heroes.
- C He is happy to see them lose.
- D They are just as important as the heroes.

5 Listen and read. Say a few words about the stories and suggest another title for the text.

### Speaking

6 Tell the class about your favourite film or TV hero(ine)/villain. Talk about:

- the character's name • where he/she appears
- character • appearance • what happens in the story

### Writing

Use your answers from Ex. 6 to write a short paragraph for a teen magazine about your favourite hero/heroine or villain. Use the second and third paragraphs of the text as a model. Start like this:

..., from ..., is my favourite ... He/She's ...

1a

Captain Hook

Peter Pan

The Wicked Queen

Snow White



## Character

## ▶ Reading

- 1 a. What type of texts are A and B?  
What do you think they are about?
- b. Read the texts. Which advert...
- wants actors to advertise something?
  - asks people to apply by post?
  - only wants three people?
  - wants only male actors?
- c. Underline the character adjectives in the adverts. Use them to answer the questions.

What do we call a person who ...

- has good manners?
- likes to hurt or upset people?
- shows understanding of other people's needs?
- is very proud of their looks?
- expects good things to happen?
- cares only about himself/herself?
- doesn't get upset or angry?
- gives more than is usual?

## STUDY SKILLS

**Remembering new words:**  
**Opposites**

Learn words in pairs of opposites.  
This will help you remember them more easily.

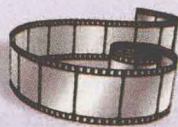
- 2 Match the adjectives to their opposites. What prefixes do we use to form negative adjectives?

polite	dishonest
patient	impolite
honest	impatient
sensitive	insensitive
friendly	unfriendly
caring	unselfish
selfish	uncaring

## Actors wanted for new film "Bad Guys".

**Location:** Brooklyn **Audition date:** 14th September

A



**Send pictures and CVs to:**

Michael Glover,  
Chimera Filmworks  
Inc. PO Box 304,  
Brooklyn, New York

**Characters:**

- ☆ **Sean** – 25-30, dark complexion, tall, medium build, good looking, cruel and greedy
- ☆ **Stacy** – 30-36, pale complexion, medium height, slim, average looks, vain and selfish
- ☆ **Laura** – 26-32, fair complexion, short, average build, pretty, optimistic, caring, sensitive and honest

B



## CASTING CALL

FOR TV COMMERCIAL

**Location:** Creative Edge Studios, Los Angeles **Seeking:** Three male actors

- **Jack:** handsome, blond hair, blue eyes, aged 18-23; friendly, patient, polite.
- **Buddy:** good-looking, dark curly hair, moustache, in early twenties; friendly, generous, easy-going.
- **Delivery Guy:** tall, strong build, in late twenties; impatient, bossy, rude.

Also seeking: male and female extras, aged 16-18.

**Actual shooting date is Sunday, 28th September.**

**Please call Dawn Reed with any questions 703-478-0880**

## ▶ Speaking

- 3 In pairs, use character adjectives to talk about people you know.

A: Have you met our new neighbour?

B: No, I haven't. What's he like?

A: He's very friendly and polite!

## Appearance

- 4 Which words in the adverts (A & B) describe appearance/height/build?
- 5 Circle the odd words out. Justify your answers.

1 crooked, straight, almond-shaped, long **nose**

2 bright, blonde, green, dark **eyes**

3 well-built, spiky, curly, wavy, short **hair**

4 round, shoulder-length, oval, pretty **face**

- 1 The odd word out is "almond-shaped" because this describes somebody's eyes.





### ▶ Listening

- 6 Who is who? Look at the picture, listen and write the names: *Alex, Chris, Joanna, Laura* and *Sam* for people 1-5. What does each person look like?

- 3 He is very friendly with/of my parents.  
 4 She's afraid for/of dogs.  
 5 Pat is jealous of/at her sister.  
 6 He is kind to/with his parents.  
 7 Ann is patient of/with children.  
 8 Pete is rude to/at his friends.

### GAME

Think of a person from the picture above. In teams, try to guess who this person is. Each team can ask five yes/no questions.

Team A S1: *Is it a man?*

Leader: *Yes.*

Team B S1: *Has he got curly hair?*

### Writing

The TV studio you work at as a secretary is looking for two actors for a new TV series. Write an advert (30-50 words), stating:

- what the advert is for
- location & audition date
- age & appearance of each character
- what types of character you want the actors to play
- contact name & phone number

Use advert A in Ex. 1 as a model.

### Adjectives with prepositions

- 7 Underline the correct preposition. Use the adjectives to tell your partner about people you know.

- 1 John is good at/on languages.  
 2 She is very good on/to her patients.



## Present simple & present continuous

Grammar Reference

### 1 Read Ann's e-mail and find examples of:

- a fixed future arrangement
- an action happening around the time of speaking
- a timetable
- a permanent state
- a temporary situation
- a habit/routine
- an action happening now

### 2 a. Put the verbs in brackets into the present simple or present continuous. (Optional work)

- A: ..... (you/do) anything interesting this weekend?  
B: No, I ..... (study) for my Biology exam.
- A: Why ..... (you/be) in such a rush?  
B: Because ..... (my train/leave) in ten minutes.
- A: What ..... (James/do)?  
B: ..... (he/work) at the Natural History Museum in the city centre.
- A: ..... (you/like) your flat?  
B: Not really. Actually, I ..... (look) for a new one at the moment.
- A: Nina ..... (look) nervous.  
B: She is. She ..... (see) the dentist this afternoon.
- A: ..... (he/want) to go to the theatre this evening?  
B: He can't. He ..... (have) an important business appointment.
- A: Why ..... (not/Anna/come) to work these days? Is she ill?  
B: No, she's on leave. She ..... (get) married next week.
- A: How much ..... (the brain/weigh)?  
B: About 2% of your total body weight, and ..... (it/use) 20% of your body's energy.

### b. Can you find any stative verbs in Ex. 2a?

Hi!

From: Ann To: Emily

Subject: Hi!

Dear Emily,

Thanks for your e-mail. It's always great to hear from you. As for me, I'm really busy. College life **is** very exciting, but there's so much to do. I **get up** at 8 o'clock on weekdays because lectures **start at** 9:30. I spend most of my afternoons in the library as **I'm taking** six different courses this term and there's lots of reading to do! At the weekend I **do** some part-time waitressing. So, as you can see, **I'm working** very hard these days. But it's not all work and no play. Tonight **I'm having dinner** with some classmates. I can't wait!

I'd better finish here because Sarah, my flatmate, **is calling** me to come and help her. Come and visit me soon!

Ann

## Adverbs of frequency

Grammar Reference

### 3 Ask and answer as in the example to find out about your partner's habits.

### How often...

- get up before 6 a.m.?
- play computer games?
- watch TV?
- be on time for work/school?
- listen to classical music?
- read the newspaper?
- go to the theatre?
- go out with your friends?

always  
usually  
often  
sometimes  
rarely  
seldom  
never

A: How often do you get up before 6 a.m.?

B: I never get up before 6 a.m. I usually get up at about 7:30.

### ► Listening

### 4 a. Listen and match the people to what they are doing. There is one extra picture.

1 2 3 4 5 6

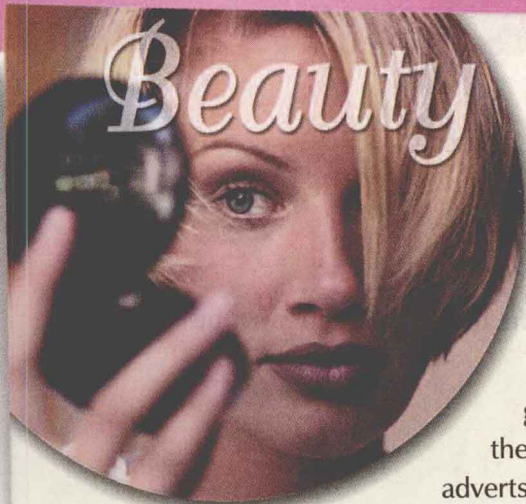
A George  
B Paul and Steve  
C Kate and Jill  
D Simon  
E Miranda

### b. In pairs ask and answer as in the example.

A: Is George talking on the phone?

B: No, he isn't. He's...





# Beauty is in the eye of the beholder

How do you react when you 1) ..... at yourself in the mirror? Do you smile  
2) ..... do you feel like crying? Does the idea of wearing summer clothes  
3) ..... you panic, or does it excite you?

Body image has become a 4) ..... important issue in our society. 5) ..... young women and teenage

girls, in particular, are greatly influenced 6) .....

the images they see in adverts, films and magazines.

They go on dangerous crash diets 7) .....

they want to look like the super-thin supermodels and movie stars they see and read about. But we don't 8) ..... to copy our favourite celebrities. Thin is not always beautiful. People come in 9) ..... shapes and sizes – that's 10) ..... makes each person interesting. So, next time you look in the mirror, remember that you are special.

- |           |         |           |           |
|-----------|---------|-----------|-----------|
| 1 A watch | B look  | C see     | D view    |
| 2 A and   | B but   | C or      | D so      |
| 3 A feel  | B get   | C do      | D make    |
| 4 A so    | B main  | C such    | D very    |
| 5 A Many  | B Much  | C More    | D Some of |
| 6 A by    | B with  | C from    | D about   |
| 7 A so    | B that  | C because | D and     |
| 8 A must  | B need  | C should  | D ought   |
| 9 A every | B each  | C all     | D some    |
| 10 A what | B which | C why     | D that    |

## STUDY SKILLS

### Completing a text (gap-filling)

Read the title and the text quickly to get the gist. Read the text again, one sentence at a time, focusing on the words before and after each gap. Look at the four options and choose the word that fits best. Read the completed text again to make sure that it makes sense.

### ► Reading

5 a. What do you think the title of the text means?

b. Read the text. Which of the following is a better alternative to the title?

- 1 Health is better than wealth.
- 2 Feel good about yourself.

c. Read and choose the correct word for each space (1-10). Compare your answers with your partner's. Listen and check.

### Question words

6 In pairs, ask each other questions about your lifestyles. Use:

• what • where • when • who • how often

A: What time do you get up?

B: At 7:30.

## Sentence transformations

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

(Optional work)

- 1 Can you describe Peter to me?  
Can you tell me ..... like?
- 2 Peter takes after his father.  
Peter looks .....
- 3 What is Peter's job?  
What .....do?
- 4 Peter is always late for work.  
Peter ..... on time for work.

## Phrasal verbs

(Optional work)

8 Explain the phrasal verbs in Chinese. Then, complete the sentences.



- 1 John has to get ..... early in the morning.
- 2 He can't get ..... the shock of being in the car accident.
- 3 How do you get ..... with your neighbours?
- 4 She's happy because she's ..... her old job .....

## Writing

Look at Ex. 1 again. Imagine you are Emily. Send an e-mail in reply to Ann. Write about:

- your daily routine • any plans for the weekend
- what you are doing these days



## Personal qualities

- 1 What should a good leader be like? Circle three qualities below which you think are important. Compare your choices with your partner's.

• honest • fair • popular  
• patient • sensitive • friendly  
• determined • quick-thinking  
• calm • humorous

A: I think a good leader should be honest, calm and determined, don't you?

B: Yes, those are important qualities. But I think he should also be fair.

### ▶ Listening

## STUDY SKILLS

### Listening for specific information

Read the questions and possible answers. Underline the key words. Listen carefully. Try to listen for synonyms or rephrasing. The questions follow the order of the information on the recording.

- 2 a. You will hear an interview with a psychologist. Read through the questions and underline the key words. Can you think of synonyms?

- b. Listen and put a tick (✓) in the correct box. Do you agree with Dr Graaf?

- 1 Dr Graaf believes that all good leaders have

A ☐ special personal qualities.  
B ☐ team spirit.  
C ☐ a great sense of humour.

- 2 Dr Graaf says that leaders have to

A ☐ try to be more popular.  
B ☐ make difficult decisions.  
C ☐ please everybody.

- 3 What does Dr Graaf say about bosses?

A ☐ They sometimes make bad choices.  
B ☐ They are sometimes in a panic.  
C ☐ They are not always liked.

- 4 Dr Graaf says that to be an effective leader, you must be

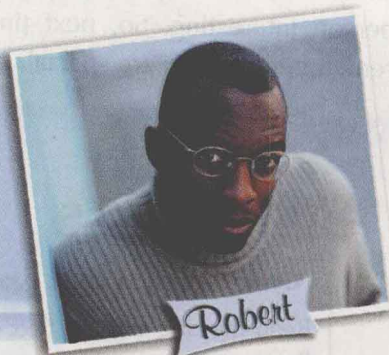
A ☐ determined.  
B ☐ like a superhero.  
C ☐ respected and trusted.

## Making choices

- 3 You want to open your own restaurant and you are looking for a partner. Which of the two people would you choose, and why? Discuss in pairs and make your decision.

easy-going  
patient  
reliable  
sensible

shy  
**but** a bit lazy  
stubborn



Robert



Sarah

friendly  
cheerful  
honest  
ambitious

**but** gets upset easily  
forgetful  
a bit impatient

A: Well, I think I'd choose ... because ...

B: I'm not so sure. He/She is/gets ... and he/she can also be rather ...

A: What about ...? He/She's ..., etc.





## Expressing surprise and concern

### ► Intonation

- 4 Listen and repeat. Translate these sentences into Chinese.

- |                      |                         |
|----------------------|-------------------------|
| 1 What's the matter? | 3 What's wrong?         |
| 2 You're joking!     | 4 You can't be serious! |

### ► Reading

- 5 You are going to listen to a conversation. Read the first two exchanges in the dialogue below and guess the answers to the questions.

- Where are Judy and Stan?
- What do you think their relationship is?
- Who is upset?

- 6 Read and complete the dialogue with sentences from Ex. 4. Listen and check. Which of the people a, b or c is Stan's neighbour? Take roles and act out a similar dialogue.

Judy: Hi, Stan. You look upset. **A**

Stan: Oh, come in, Judy. I'm a bit fed up.

Judy: Why? **B**

Stan: Well, it's my neighbour. He keeps complaining about my music. He says I play it too loud and he comes round nearly every day to tell me to turn it down.

Judy: **C**

Stan: I'm afraid not.

Judy: How loud do you play your music?

Stan: Not that loud. I'll show you.

Judy: Stan, turn it down!

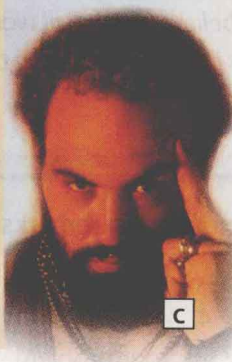
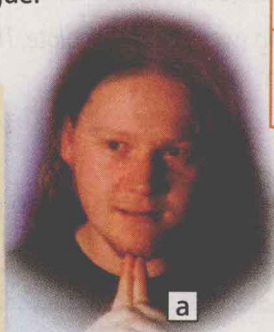
Stan: Why? What's up?

Judy: Well, is your neighbour tall with short curly brown hair, a beard and a moustache?

Stan: Yes, he looks exactly like that. Why?

Judy: Because someone who looks a lot like that is walking towards your front door right now!

Stan: **D**  Here we go again.



## Socialising

- 8 a. Read the table and complete the exchanges.

Speaker A	Speaker B
Hello! What a nice surprise!	Hi! Nice to see you!
Hi, there. How are you?	Not bad. How about you?
Hi, there. How are you doing?	Pretty good, thanks.
See you tomorrow!	Goodbye!
Bless you!	Thanks!
Thank you very much indeed!	Don't mention it.
Hello. You must be ...	Yes. It's a pleasure to meet you ...
I haven't seen you for ages!	Hi! You haven't changed a bit!

A: .....

B: Thanks! I've got a terrible cold.

A: Hi! .....

B: Hi! You haven't changed a bit.

A: Thank you very much for looking after my dog.

B: .....

- b. In pairs, use the table above to act out exchanges in which you...

- greet a friend you haven't seen for a long time.
- say goodbye to your colleagues when leaving the office.
- greet a friend you bump into on the street.
- meet someone you have heard about for the first time.
- thank a friend for a special gift.

- 7 In pairs, guess what happens next. Listen and check.