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AHEAD

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COURSE

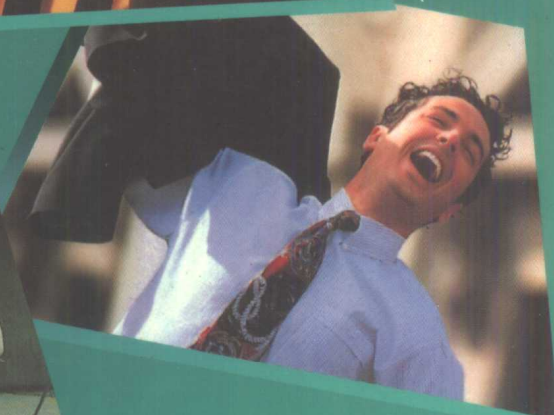
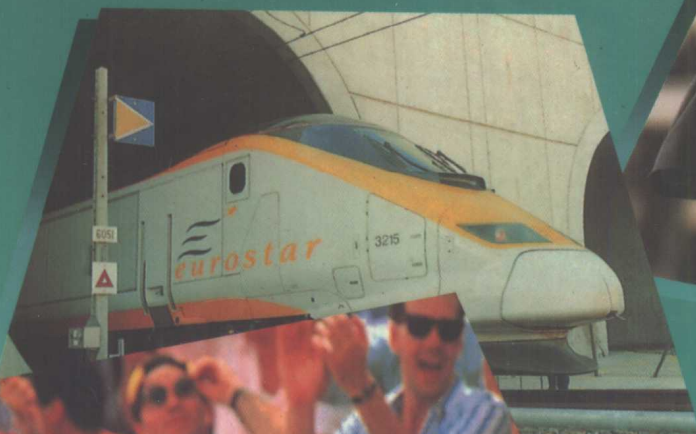
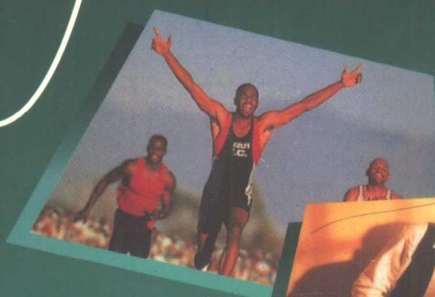
英语教程

展望未来 学生用书

upper intermediate
中高级教程

STUDENTS' BOOK

4



JON NAUNTON
ANDY HOPKINS
JOCELYN POTTER



SFLEP 上海外语教育出版社



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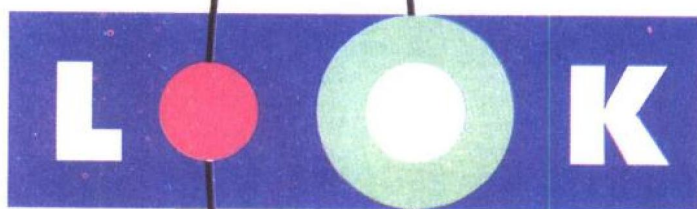
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梅德明改编

本教程为下列机构的合作结晶:



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 **LONGMAN** 朗文

UNIT TITLE		VOCABULARY TOPICS/ DEVELOPMENT	GRAMMAR	FUNCTIONS
Welcome !		The topics in this book		
欢迎使用《展望未来》中高级教程				
1	Points of view 各抒己见	T: International connections T: Political systems T: Political opinions	Present simple Present progressive Active and stative verbs Past simple Present perfect Present perfect progressive	Giving opinions Agreeing and disagreeing
Progress check		进度检查		
2	Making the grade 努力达标	T: Schools T: Rules and regulations T: School subjects/Exams T: Conditioning D: Verbs related to exams D: Positive/negative adjectives D: Verbs of <i>taking, holding, shouting</i> D: Adverbs of manner	Verbs of obligation and permission Conjunctions: <i>although, despite</i>	Summarising Asking for repetition Showing understanding Picking up on an earlier point
Talkback		进一步练习		
3	At your service! 为您效劳	T: Flight attendant training T: Guide dog training T: Restaurant service D: Making nouns from adjectives	Modals: <i>should, ought to/should have, ought to have</i> Tag questions Negative questions	Greetings Making offers Expressing regrets Apologising
Progress check		进度检查		
4	Well-travelled 浪迹天涯	T: Nomadic cultures T: Tourism T: Travel/Explorations D: Words relating to geography, climate, etc. D: Words creating a dramatic effect	Superlative + present perfect constructions Proportional comparisons Definite, indefinite and zero article	Describing cause and effect
Talkback		进一步练习		
5	Just the job 如此工作	T: Working conditions T: Temporary jobs T: Unpleasant work D: Adjectives used to describe jobs D: Words related to <i>moving</i> and <i>crying</i>	Conjunctions: <i>only if, unless, otherwise</i> Narrative tenses: past simple past progressive past perfect past perfect progressive	
Progress check		进度检查		
6	Sport 体育世界	T: Sport T: Sports psychology T: Sumo wrestling T: New games D: Suffixes D: Sequencing words D: Noise, size and movement	<i>Wish</i> + past simple, past perfect, <i>could, would</i> <i>If only</i> Adverbs and adjectives	
Talkback		进一步练习		
7	A helping hand 助人为乐	T: Guest relations T: Emergencies T: Unlawful actions D: Action words D: Adjectives formed from adverb + past participle	Conditionals: first, second, third	Stating purpose Giving opinions Emphasising Adding information
Progress check		进度检查		

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R: Quotes describing people's opinions
 R: A speech
 W: A speech

L: A monologue giving opinions
 L: A monologue on British politics
 L: Discussion: social issues
 S: Giving opinions
 S: An interview with a famous person
 S: Discussion: questionnaire/party manifesto/a speech
 S: Giving a speech
 S: Giving opinions: stress and intonation

8

15

R: A newspaper article
 R: A literary extract
 W: A story
 S: Similes

L: Monologues about a school
 L: A conversation about the International Baccalaureate
 L: A literary extract
 S: Discussion: explaining rules
 S: Explaining and clarifying
 S: Discussion: a story
 S: Telling a story
 S: Falling intonation

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23

R: A magazine article about guide dogs
 R: Letters
 W: Negative questions
 W: A letter of apology
 S: Informal and formal expressions

L: A monologue about flight attendant training
 L: An interview
 L: A conversation
 S: Role play: making and dealing with complaints
 S: Discussion: the role of animals
 S: Leaving a short message
 S: Role play: discussing a problem
 S: Stress and contractions with *should/ought to have*
 S: Tag questions: intonation

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31

R: A magazine article about nomads
 R: A literary extract
 W: A description of your own country
 S: Sentence length/creating suspense

L: A literary extract
 L: A monologue by an explorer
 S: Discussion: tourism
 S: A description of a dramatic event
 S: Creating a dramatic effect: stress

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39

R: A narrative
 R: Literary extracts
 W: A descriptive narrative
 S: Irony

L: A monologue about life on an oil platform
 L: An anecdote
 S: Discussion: working on an oil platform
 S: A descriptive narrative
 S: Adding information: intonation

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R: A newspaper article
 R: A magazine article
 W: Sentences about regrets
 W: Procedures for games

L: A monologue by a footballer, Justin Fashanu
 L: An interview with a sports psychologist
 S: Role play: an interview with a sportsperson
 S: Conversations
 S: Expressing desires and regrets: stress

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R: A questionnaire
 R: Newspaper articles
 R: A letter to a newspaper
 W: A letter to a newspaper

L: A monologue about guest relations
 L: A story
 S: Discussing a questionnaire
 S: Negotiating/organising a party
 S: Role play: expressing blame
 S: Discussion: a legal case

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	UNIT TITLE	VOCABULARY TOPICS/ DEVELOPMENT	GRAMMAR	FUNCTIONS
8	Money 钱之祸福	T: Banks and money T: Winning money T: <i>Silas Marner</i> D: Words related to money D: Verbs of <i>holding</i> and <i>looking</i> /related to light	Passive tenses Future: <i>will, going to</i> Future in the past: <i>was/ were going to</i>	Congratulating Commiserating
	Talkback	进一步练习		
9	In the news 新闻报道	T: Bias in the news T: Photographer's experience T: News reporting D: Colloquial expressions	Subject/object questions Reported speech Reported questions Reporting verbs	Expressing opinions Clarifying information Giving examples
	Progress check	进度检查		
10	The older the better 古旧为贵	T: Old and new T: Valuable objects T: Older people D: Adjectives related to value D: Approximations with <i>-ish</i> D: Compound adjectives	Conditionals: zero, first, second and third Adjective order Noun phrases	Stating preferences
	Talkback	进一步练习		
11	Against the odds 成败之际	T: Disabled person's achievements T: Fighting disease T: Charities D: Noun suffixes D: Easily confused words	Infinitives and <i>-ing</i> forms Phrasal verbs	Hesitating
	Progress check	进度检查		
12	New cultures 新奇文化	T: Customs T: Different cultures T: Festivals D: Words related to immigration	<i>Used to</i> + infinitive <i>Be used to</i> + <i>-ing</i> <i>Get used to</i> + <i>-ing</i> Future progressive	Being polite: giving answers correcting saying no greeting declining an invitation
	Talkback	进一步练习		
13	Mysteries 未解之迷	T: Archaeological discoveries T: Mediums T: The past D: Easily confused words	Modals: present Modals: perfect Defining and non-defining relative clauses	Making intelligent guesses Defining terms Stating organisation Ordering arguments/Giving examples Drawing conclusions/Stating contrast
	Progress check	进度检查		
14	Future perfect? 未来完美吗?	T: The year 2025 T: Premonitions T: Survival D: Words related to sleep	Future perfect Inverted sentences	
	Talkback	进一步练习		
15	Memories 回首往事	T: Past experiences T: Improving your memory T: Childhood/Environment/Transport/Foreign language learning/Jobs for life D: Words related to sound and music	<i>Would and used to</i> <i>Always</i> : for frequency/ + present progressive for irritation <i>Could always</i>	Adding emphasis
	Progress check	进度检查		
	Exercises for Student B	学生 B 的练习题		
6	Comparing cultures	International attitudes, page 9. Political systems, page 11. School curriculum, page 18. Attitudes to service, page 28. Part-time jobs, page 42. Sportsmen and sportswomen, page 48. Attitudes towards winning and losing, page 50. Money, page 65. Television news, page 72.		

R: A newspaper article
 R: Literary extracts
 W: A dialogue
 S: Finding modern images

L: A monologue about money
 L: Conversations
 S: Discussion: the perfect bank
 S: Role play: friends who have fallen out
 S: Congratulating and commiserating: stress and intonation

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R: An extract from an autobiography
 W: Sentences: modifying nouns
 W: Reporting messages
 S: Modifying nouns

L: An interview
 L: Phone messages
 L: A monologue and news report
 S: Role play: the good news/bad news debate
 S: A news report
 S: Making contrasts: stress

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R: A newspaper article
 R: A description of a person
 R: Literary extracts
 W: A description of an object
 W: A description of a person

L: A conversation about a valuable painting
 L: A description of an object
 S: Discussion: moral issues
 S: Describing an object and its history
 S: Discussion: becoming old
 S: Showing enthusiasm: stress

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R: A newspaper article
 R: A magazine article
 R: An advertisement
 W: Improving a text
 W: An advertisement
 S: Devices to evoke sympathy

L: A monologue by a disabled sportsman
 L: A discussion: a moral issue
 S: Discussion: a moral issue
 S: Planning an advertising campaign

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R: Data about a country
 R: A presentation

L: A conversation
 L: A monologue about working abroad
 L: A presentation
 S: Role play/Polite responses
 S: Making predictions
 S: Asking for and giving information/Giving a presentation
 S: Giving new information: intonation

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R: A magazine article
 R: An essay
 W: A first draft of an essay

L: A monologue about Lindow Man
 L: A conversation
 S: Giving an explanation
 S: Selecting arguments
 S: Defining and non-defining relative clauses: intonation

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R: Short texts on future scenarios
 R: Short texts on premonitions
 R: A poem/A persuasive talk
 W: A short text on a future scenario
 S: Metaphors

L: A monologue about the year 2025
 L: A persuasive talk
 S: A conversation about sleep
 S: A persuasive talk
 S: Inverted sentences: stress

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R: A poem
 R: A talk about improving memory
 R: Essay introductions and conclusions
 W: Planning and writing an essay
 S: Types of introductions and conclusions

L: A monologue about memories
 L: A talk about memory
 S: Describing a past experience
 S: Role play: expressing irritation
 S: Discussion: brainstorming essays
 S: Adding emphasis: stress
 S: Always: stress

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127

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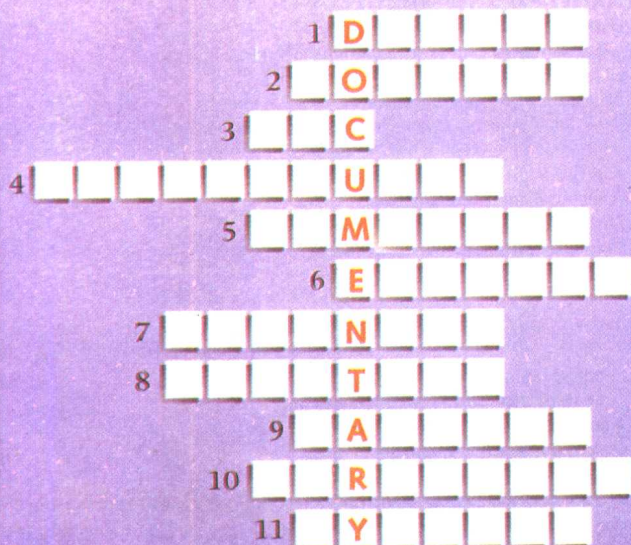
Preferences, page 80. Treatment of older people, page 84. People with disabilities, page 89. Charity, page 92. Countries, culture and customs, page 97. Mysterious places, page 104.

Welcome to Look Ahead Upper Intermediate

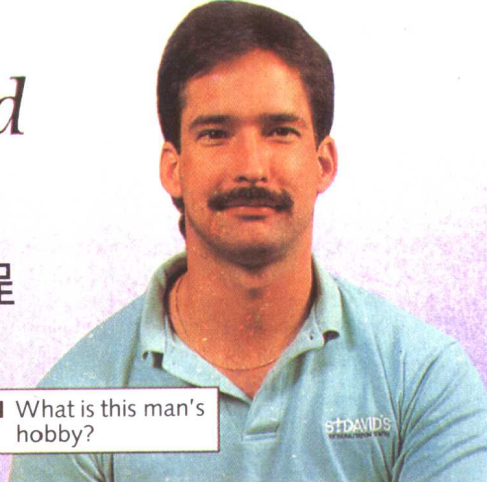
欢迎使用《展望未来》中高级教程

1 Look at the pictures of some of the people who talk about their work and lives in the Documentary sections of this book.

Documentary sections provide the answers to the clues on these pages. Fill in the missing letters in the puzzle.



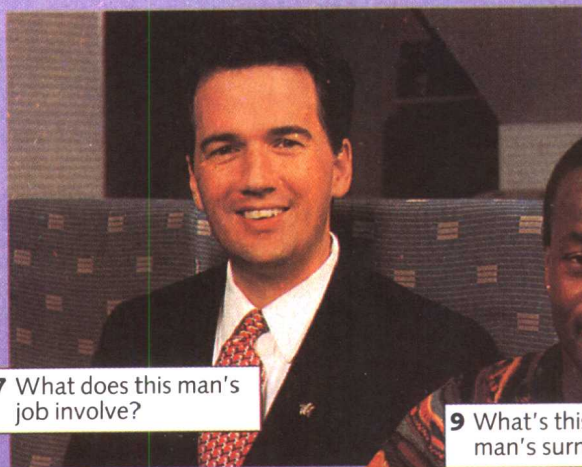
1 What is this man's hobby?



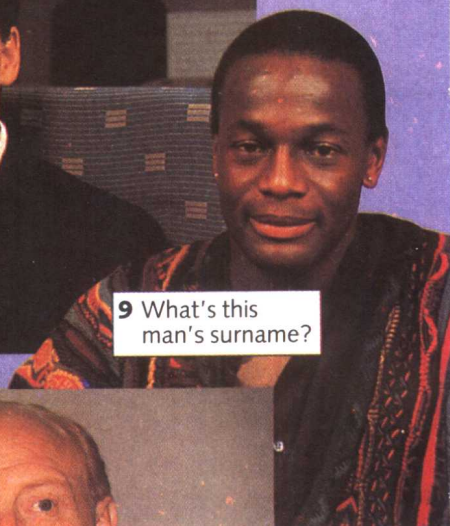
3 Where does this woman work?



6 This man works at the Bank of



7 What does this man's job involve?



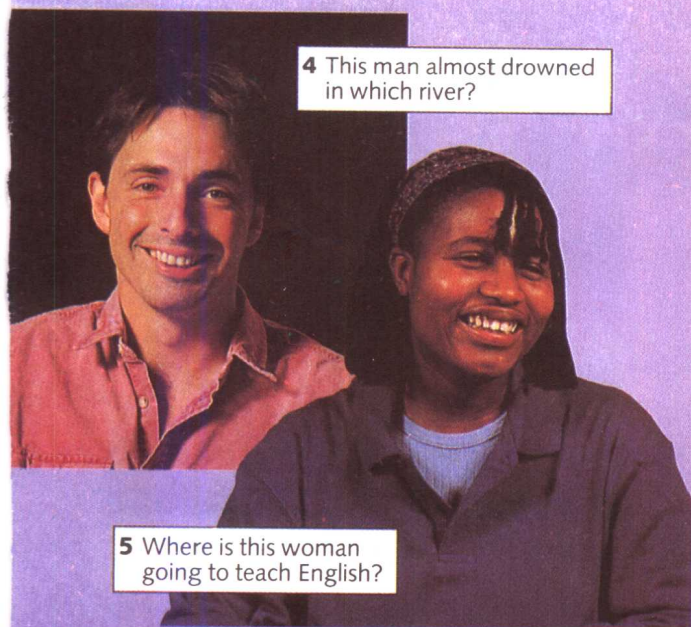
9 What's this man's surname?



8 What has been this man's passion for many years?



2 What is this woman's surname?



4 This man almost drowned in which river?

5 Where is this woman going to teach English?



10 Where does this man work?

11 What is the name of the school in Unit 2?

2 Which of these five objects and places would you associate with five of the people shown in the Documentaries?



3 Listen to five short extracts from the Documentaries. Which of the people from Exercise 1 is speaking?

4 Work in groups. Which units are you most looking forward to using? Which ones do you think will be the most challenging?

5 In *Look Ahead Upper Intermediate* there is a literature element. Look at the contents chart on pages 2 to 5 under the heading 'Reading'. Find out which authors wrote about the following.

- 1 A man who loved gold.
- 2 Education in the future.
- 3 The end of the world.
- 4 Tricks that our memory can play.
- 5 An unhappy experience at work.

Now answer these questions.

- 1 Which pieces are poetry?
- 2 What is the connection between the pieces of literature and the units in which they appear?

1

Points of view

各抒己见

Focus

TOPIC

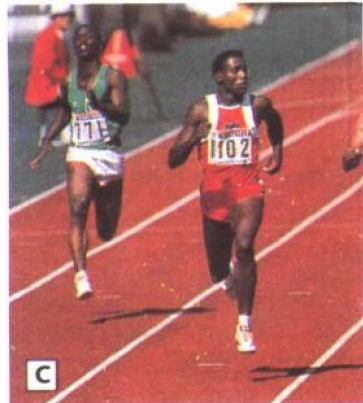
- International connections

GRAMMAR

- Present simple
- Present progressive
- Active and stative verbs

SKILLS

- Reading: people's opinions
- Speaking: giving opinions
- Listening: individual's opinions



Something in common?

GETTING STARTED

1 Look at the pictures. What do they have in common?

READING

2 Read the texts and match them with the pictures.

- 1 **I** think that the United Nations does a good job. I mean, we haven't had a world war now for a long time, have we? I believe that it's stupid to fight; it seems to me it's much better to solve problems around the conference table. Countries don't fight and argue so much now. **PAUL from Canada**
- 2 **T**he Olympic Games? Well, I'm thinking about going to the next ones. I love athletics. I'm a keen athlete myself and I want to go once in my life. They really bring people from all over the world together. Of course, politics are too involved in the Games nowadays. The Games belong to the athletes, not the politicians. **KIRI from New Zealand**

- 3 **I** feel it is a good thing to have a united Europe for business. In fact, I study international trade at university. But European culture is a different thing! Wherever you go in Europe there are burger bars where the food tastes the same, discos where you hear the same music and see everyone under twenty-five in the same clothes. I absolutely detest this! Maybe I'm being stupid, but I want countries and regions to keep their identity. **OLIVIER from France**
- 4 **I** come from Cracow in Poland, but at the moment I'm studying English in London. I've been here for three months. Now I know people from all over the world. I often think about how similar we all are. There's no big difference between us really. I believe that age, education and background are more important than nationality. I think of myself as a global citizen. **DANUTA from Poland**



DISCOVERING LANGUAGE

6 Read the texts again and find these words.

believe seem love want belong
hear detest know

- 1 Which tense are the words used in? Can they be used in the progressive?
- 2 Which words deal with beliefs, possession, emotions and the senses?

3 Read the texts again and answer these questions.

- 1 What is the role of the United Nations (UN)? Does Paul think the UN has been successful? Do you agree?
- 2 How interested is Kiri in the Olympic Games? How interested are you? To what extent do you think they are political?
- 3 How European is Olivier? Do you feel as though you belong to something which is bigger than your country?
- 4 What worries Olivier about European culture? Do you share his views?
- 5 Why is Danuta so sympathetic to other cultures?

REVIEWING LANGUAGE

4 Look at the pairs of sentences. How does the change in tense affect their meaning?

- 1 A *I study international trade.*
B *I'm studying English in London.*
- 2 A *It's stupid to fight.*
B *Maybe I'm being stupid.*
- 3 A *I often think about how similar we all are.*
B *I'm thinking about going to the next ones.*

Which sentences, A or B, describe temporary states, temporary activities or temporary mental activity?

5 Make questions for these answers, using the correct form of the verbs in brackets.

How nice it is here. (think)
What are you thinking about?

- 1 I'm a reporter on a local newspaper. (do)
- 2 It's a book about mountaineering; I started it last week. (read)
- 3 No, because there's nowhere to park near the office. (drive)
- 4 Maria? She's really nice. (think)
- 5 At the Ramada Hotel. It's near the centre. (stay)
- 6 I'll turn the TV up so you can hear it. (say)

7 Change the verb in brackets into an appropriate form.

I ¹.... (write) this letter because it ².... (seem) to me that everywhere I ³.... (go) in my country it ⁴.... (lose) its identity. I ⁵.... (live) in a little town where I ⁶.... (own) a small shop, but even this town ⁷.... (change) before my eyes. In fact they ⁸.... (build) a burger bar where my favourite restaurant used to be. Our culture ⁹.... (belong) to everyone, but nobody ¹⁰.... (want) to do anything to preserve it. I ¹¹.... (understand) that we ¹².... (need) progress, but not if it ¹³.... (cost) too much. Perhaps I ¹⁴.... (be) difficult, but in my eyes every town centre nowadays ¹⁵.... (look) the same.

LISTENING

8 Listen to Kiri talking about some other topics from the reading texts. Does she feel positive, negative or unsure about:

- 1 the United Nations?
- 2 the European Union?
- 3 going to Europe?

COMPARING CULTURES

9 Work in groups. Discuss these questions.

- 1 How important to you is the individual identity of your town or region? What traditions is it well-known for? Do they need to be preserved?
- 2 Does your country belong to an international political or trading group? If yes, what benefits has this association brought?
- 3 How do you and citizens of your country generally feel about the influence of foreign cultures? Is there one particular culture which you think is too dominant?
- 4 How many of the people in the group feel like, or would like to be 'global citizens'?

Focus

TOPIC

- Political systems

GRAMMAR

- Past simple
- Present perfect
- Present perfect progressive

SKILLS

- Listening: a monologue
- Speaking: an interview



A question of trust

GETTING STARTED

1 Which of the people in this list would you trust the most and which the least?

a university professor a car salesperson a police officer
a famous sportsperson a priest a distant cousin
a doctor a politician

Documentary

LISTENING

2 Britain has three main political parties: Conservative, Labour and Liberal Democrat. Before you listen, find out what people in your class know about these parties and what they stand for.

3 Listen and read. Neil Kinnock (above), the ex-leader of the Labour party, talks about the British political system. Correct the facts and figures in **bold type** in this summary.

Parliament is divided into two houses: the House of Commons, which is entirely elected – everybody in the House of Commons is an elected Member of Parliament, and they're elected from **615** constituencies in the United Kingdom. Constituencies vary a little in size, but most of them are around about **50,000** electors. The political parties put candidates up for election and the election is decided by 'first past the post', that is to say, the candidate with the most votes gets elected. The **Senate** is a non-elected chamber of the parliament and its roots go back for **1,600** years.

4 Which words in the summary mean:

- 1 the people who want to be elected?
- 2 someone who sits in the House of Commons?
- 3 the people who vote?
- 4 geographical areas that elect one person to Parliament?

READING

5 Read the comparison of 'first past the post' with 'proportional representation'. How 'fair' is the British system?


Voting values

MANY countries have a proportional system, that is, the number of seats a party gains in parliament depends upon the percentage of people who vote for it. In the 1992 British General Election the Liberal Democrats won only 20 seats under the first past the post system even though 18% of the electorate voted for them. Under a proportional system they would have won about 118 seats. The first past the post system meant it 'cost' about 40,000 votes to elect a Labour or Conservative MP, but 300,000 for a Liberal Democrat!

LISTENING

6 Listen to Neil Kinnock talking about the House of Lords, and answer these questions.

- 1 Some 'peers', members of the House of Lords, are hereditary. In other words, they inherit their seat in the House of Lords. How does Mr Kinnock feel about the situation?
- 2 How would he change the situation?

7  Listen to Mr Kinnock describing the role of the monarchy (the King or Queen) and answer these questions.

- 1 How long has Britain had a constitutional monarchy?
- 2 Who writes the Queen's speech and what does it contain?

COMPARING CULTURES

8 What would you tell a foreigner about the political system in your own country? Make notes about the following, then use them to describe your political system.

- | | |
|-------------------------|-------------------------------|
| 1 Who is in charge. | 4 The main political parties. |
| 2 Your parliament. | 5 A famous politician. |
| 3 The electoral system. | |

LISTENING

9  Listen to Neil Kinnock talking about his political career and answer the questions.

- 1 When did his political life begin?
- 2 Write the dates of the elections he has fought.
- 3 Has he ever made any mistakes?
- 4 What regrets does he have?

REVIEWING LANGUAGE

10 Look at the pairs of sentences and answer the questions.

A *I've made mistakes in my political career.*

B *I made mistakes in my political career.*

- 1 In which sentence is his political career finished?
- 2 In which sentence does he still have a political career?
- 3 Which tense is used in each case?

C *I've written a speech this morning.*

D *I've been writing a speech.*

- 4 In which sentence is the result emphasised?
- 5 In which sentence is the activity emphasised?
- 6 In which sentence is the action definitely complete?
- 7 In which sentence may the action be incomplete?

E *I've known Neil Kinnock for years.*

F *We've been working together for a long time.*

- 8 Which tense is used in each sentence?
- 9 Why can't we use the present perfect progressive in sentence E?

Study what Carole says in sentence G and answer the questions.

G *'Your voice sounds tired, Paul. Have you been making a speech?'*

- 10 Is Paul making a speech now?
- 11 Why does Carole think Paul made a speech earlier?



11 Complete the text about Screaming Lord Sutch by changing the verbs in brackets into an appropriate tense.

Lord Sutch is a rock musician with a difference. He ¹.... (perform) for years and his outrageous stage act continues to shock audiences. He ².... (make) two successful albums. However, it is his political activities that ³.... (make) him famous; and if he sometimes looks tired, it may be because he ⁴.... (fight) an election! He ⁵.... (fight) over thirty elections since he ⁶.... (start) in 1962, but he ⁷.... (never win). Some people say he ⁸.... (give) politics a bad name in his search for publicity, but major parties ⁹.... (adopt) some of his early policies, for example, giving people the vote at eighteen and the abolition of a famous exam.

12 You are interviewing Screaming Lord Sutch. Write questions for his answers.

- 1 In 1962.
- 2 More than thirty.
- 3 No, never.
- 4 For years.

Think of three more questions and answers to continue the interview.

SPEAKING

13 Work in pairs. Invent an interview with a political figure or other famous person from your own country and act out your interviews.

QUESTIONNAIRE

So where do you stand?

Mark the boxes A–E according to your opinions.

- 1 Everyone should be free to choose their health care and education. ☐
- 2 Stricter punishments stop crime. ☐
- 3 It is important for our country's security to have strong armed forces. ☐
- 4 We worry far too much about the environment. ☐
- 5 Children are influenced by violence on TV. ☐

KEY

A = completely agree D = slightly disagree
B = agree E = totally disagree
C = neither agree nor disagree



Focus

TOPIC

- Political opinions

FUNCTIONS

- Giving opinions
- Agreeing/disagreeing

SKILLS

- Listening: a discussion
- Speaking: discussing a questionnaire/discussing a party manifesto/giving a speech
- Reading: a speech
- Writing: a speech

SPEECH PATTERNS

- Giving opinions: stress and intonation

Discussing points of view

READING

- 1** Read the questionnaire but *don't* answer it yet.

LISTENING

- 2** Now listen to Amanda, Roger and George discussing the first question. What choices do you think they made?

- 3** Listen again and answer these questions.

- 1 Why do Roger and George disagree about private health care?
- 2 What problem does Amanda identify with Roger's point about 'freedom of choice'?
- 3 What imaginary situation does Roger ask the other two to consider?
- 4 Why does Amanda find the question about health and education difficult to answer?
- 5 How strong are George's political principles?
- 6 Does anyone win the argument?

FOCUS ON FUNCTIONS

- 4** Listen again. Which of the expressions in the list below do you hear?

GIVING YOUR OPINION

In my opinion ...
From my point of view ...
As far as I'm concerned ...
As I see it ...
I'm for/against ...

GIVING SOMEONE ELSE'S

OPINION

According to ...


AGREEING

I (quite/completely) agree.
I agree with you.
That's right.
Exactly.
I think so (too).
Absolutely.

DISAGREEING

I don't think so.
I don't agree (with) ...
But surely, ...
Certainly not.
I take your point, but ...
I totally disagree.
That's nonsense.

SPEECH PATTERNS

5  Listen and repeat these sentences from the conversation. Which words are stressed?

- 1 As I see it, it's up to the state to help.
- 2 In my opinion, that's the most important thing.

FOCUS ON FUNCTIONS

6 Look at these ways of agreeing. How do we form the short answer when we want to agree with what has just been said?

- A: I think the government is responsible.
 B: So do I./I do too.
 A: I don't think it's fair.
 B: Neither do I./I don't either.

7 Write replies agreeing with these statements.


- 1 A: I don't agree with him.
 B: I.....
- 2 A: I feel really tired.
 B: So.....
- 3 A: I am confused.
 B: I.....
- 4 A: I didn't watch the programme.
 B:

SPEAKING

8 Complete the questionnaire and then discuss the results with as many people in the class as possible. Make a note of other people's choices. Use as many of the expressions from Exercise 4 as you can.

READING

9 Read this short speech by Fabrizia from Italy. There are some mistakes in it. Work in pairs or groups to correct the text.

 Hello, everybody. I am here on behalf of the New Generation Party. We are believing that people have to wait too long for to vote. They are enough old to vote at sixteen. It is more democratic. Old people over sixty shouldn't vote because they are out of touch. Also, young people should have a salary from the government even when they are studying. Then they can have their own flats. For too long they have had to live with their parents.

We are also going to abolish the military service. According to me it is a crazy thing that young people have to make it. We will ban the nuclear power too. I am agree with generating electricity from the sun. We also stand for animal rights. There will be no more experiences on animals for testing new pharmaceuticals. From my opinion this is a scandal and must stop.

A vote for us is a vote for the future because the future depends from us.

SPEAKING

10 Work in pairs and discuss Fabrizia's points of view. Would you vote for her?

11 Group yourselves into two or three political parties according to the views you expressed in the questionnaire.

- 1 Agree a name for your party.
- 2 Make notes about your party's beliefs and reasons for these beliefs.

WRITING

12 In your groups, use the corrected version of Fabrizia's speech as a guide and write the speech for your party.

SPEAKING

13 Choose someone from your group to read the speech to the rest of the class. Hold a secret ballot and decide which person/party makes the best speech.



Grammar reference

语法参考

1. 一般现在时

- 一般现在时用以表达状态、习惯、日常事务以及客观事实。

例: I'm German; I **come** from Berlin.

I **get up** at seven o'clock every morning.

Lions **eat** meat.

- sometimes, often, never 等频率副词常用于一般现在时。
- 一般现在时还可用来谈论时刻表和日程安排。

例: When **does** the next train to Cambridge **leave**? — It **leaves** at half past four.

2. 现在进行时

现在进行时用以表达:

- 目前发生的暂时性的活动或状态。

例: Someone **is walking** towards the house.

Bob and I **are having** golf lessons.

- 已定的将来计划, 句子常带将来时间状语。

例: I'm **having** lunch with James next Tuesday.

参阅第 15 单元中《语法参考》部分第 3 节中有关现在进行时句子里使用 always 的讲解。

3. 一般现在时还是现在进行时?

- 有些动词几乎从不出现在进行时的句子中。这些动词表达状态、情感或持久性的意识。例如:

表示认知的动词: believe, know, understand, mean, remember。

表示拥有的动词: own, belong。

表示喜欢与不喜欢的动词: like, love, hate, detest, prefer。

其他类别的动词: seem, hear, need, want, cost。

例: I **know** what you mean.

This pen **belongs** to me.

- 有些动词既可用于一般时, 也可用于进行时, 但含义有所变化。例如: be, think, taste, smell。

例: Paul **is** stupid. (他总是很蠢。)

Paul **is being** stupid. (他此刻很蠢。)

What **do** you **think**? (你有什么看法?)

What **are** you **thinking**? (你此刻在想什么?)

动词 taste 和 smell 的进行时只可用以描述动作:

She's **tasting** the soup to see if it needs more salt. (她正在品尝汤的咸淡。)

但是这些动词的一般时却有不同含义:

The flowers **smell** nice. (这些花很好闻。)

4. 现在完成时

现在完成时用以表达:

- 过去发生而未结束的动作或情景。

例: He **has been** a politician for twenty years. (他还未退出政界。)

I've **been** here since five o'clock. (我 5 点到这里, 现在仍然在这里。)

- 未表明具体时间但已结束了的动作或事情, 尤其是发生不久而目前已有结果的事情。

例: This is the news. Moronian troops **have invaded** Ruritania. The invasion took place at three o'clock this morning. (表明具体时间时, 则需用一般过去时。)

The flight from Milan **has just arrived**.

Oh no! I've **lost** my keys!

- 人们到目前为止的一些生活经历, 句子常带 ever 和 never。

例: She **has been** a diplomat and a university professor.

I've never **eaten** Chinese food.

带 Have you ever 的疑问句常为人们在交谈经历时所用。

例: **Have** you ever **been** to Italy? Yes, I have.

Where did you go? I **visited** Venice, Florence and Pisa. (一般过去时用以讲述详情细节。)

- 发生在至今还未结束的一段时间里的动作, 句子常带 yet, already 或 so far。

例: I've **written** three letters **so far** this morning.

5. 现在完成进行时

现在完成进行时用以表达

- 始于过去、现仍在进行的活动。

例: She's **been studying** French for six months.

- 停止不久、对目前产生某种效应的延续性动作。

例: You've **been crying**, haven't you? (因为你的眼睛红红的, 所以我知道你哭了。)

Progress check Unit 1

GRAMMAR AND FUNCTIONS

1 Complete the biography by choosing the most appropriate form of the verbs.

Mrs Winifred Weaver (¹is/has been/was involved) in politics ever since she (²was/has been) a student. She (³went/has been) to Hull University, where she (⁴studied/has studied) agriculture. On the first day of her course, she (⁵joined/has joined) the Labour Party. The first time she (⁶spoke/has spoken) in a debate she (⁷forgot/has forgotten) what she (⁸wanted/has wanted) to say. Since then she (⁹always prepared/has always prepared/has always been preparing) her speeches in detail. She (¹⁰had/has had) a distinguished career in politics, and (¹¹represents/ has represented) her constituency for thirty years. Despite a busy life, Mrs Weaver (¹²has written/wrote) several influential books. For the past few months she (¹³has written/has been writing) her memoirs, although she insists her political career (¹⁴isn't finishing/hasn't finished) yet.

2 Complete this letter to an English farmer by changing the verbs in brackets into an appropriate form.

I ¹..... (write) to ask if I can pick apples for you this season. My cousin Raymond ²..... (work) for you last year and ³..... (enjoy) himself. Also, I ⁴..... (want) to improve my English as I ⁵..... (think) of studying abroad.

I ⁶..... (be) twenty and ⁷..... (come) from the west of France; I ⁸..... (belong) to a family of French farmers. We ⁹..... (own) a farm and ¹⁰..... (produce) cheese and yoghurt.

I ¹¹..... (study) at agricultural college for three years and I ¹²..... (love) working outside. Before that I ¹³..... (be) at school. I ¹⁴..... (hope) you ¹⁵..... (not think) that I ¹⁶..... (be) 'pushy', but I would like to work on your farm. Of course I ¹⁷..... (understand) if you ¹⁸..... (not need) anyone this year.

3 Complete the dialogue below. Follow the example.

PAUL: Hello, Anna. I /not see you /long time.
Hello, Anna. I haven't seen you for a long time.

ANNA: I/just come back/Italy.

PAUL: You/be/on holiday?

ANNA: No. I/work/tour company.

PAUL: You/have/good time?

ANNA: Well, it/be/hard work, but really enjoyable. You/ever go/Italy?

PAUL: No, I/not there yet/but I/love to go. How long/you/be/there?

ANNA: Six months. By the way, you/lose/weight/since/last time/I /see you?

PAUL: Yes. I/give up/eating chocolate/cakes.
In fact, I/not have any/since Christmas.

4 Complete the discussion with these expressions.

But surely I take your point I quite agree
As I see it According to

GEORGE: ¹..... Danuta, we should all be global citizens.

KAREN: ².....

GEORGE: That's too romantic. ³....., we should be proud of our national characteristics.

KAREN: Of course. ⁴..... you'd agree that we should understand each other's cultures?

GEORGE: ⁵....., Karen, but isn't it our differences that make us interesting?

VOCABULARY

5 Complete these sentences with a word on the topic of political elections.

- 1 There are two political in the United States: the Democrats and the Republicans.
- 2 Mrs Biggs was the winning and was elected to Parliament.
- 3 There are about 60,000, or voters, in each constituency.
- 4 The political system where a king or queen is the head of state is called a
- 5 The is all the people who are allowed to vote in the entire country.