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普通高中课程标准实验教科书

英语▶10 [选修 模块]

Senior High English



北京师范大学出版社

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SENIOR HIGH ENGLISH MODULE 10

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· 北 京 ·

Unit Warm-up

- Unit 28**
Health
p.4
- Vocabulary and speaking:** Body and spirit
- **Vocabulary:** words and phrases about body and health, e.g. body-building, come down with, affect your mood, acupuncture, massage, prone to, in high spirits, stress out, lose your appetite
 - **Speaking:** discuss questions on body and health

- Unit 29**
Education
p.24
- Vocabulary and speaking:** Education
- **Vocabulary:** words and phrases about education, e.g. academic year, break time, course, degree, further education, graduation, on-line learning
 - **Speaking:** discuss about education system

- Unit 30**
Relationships
p.46
- Speaking and vocabulary:** Who you live with
- **Vocabulary:** words and phrases describing characteristics, e.g. positive, negative, chatty, lively, irritable, laid-back, unpredictable, neat, fussy, dynamic, active
 - **Speaking:** discussion on dormitory life
 - **Patterns to notice:** describing typical habits

Input and Language Focus

Reading and speaking: symptoms and reasons for stress

- **Reading:** a dialogue between two girls about how they deal with stress; an article on stress
- **Speaking:** discussion

Grammar extension: adjectives and adverbs, i.e. order of adjectives, compound adjectives, adjective suffixes, adverbs of degree

Reading and speaking: Education: fact or myth?

- **Reading:** five articles about education
- **Speaking:** discussing research findings
- **Patterns to notice:** particles which add meaning to verbs, i.e. verbs with dependent prepositions, phrasal verbs

Grammar extension: use and non-use of passive forms

Reading and vocabulary: choosing between living at home or living on campus

- **Reading:** A big decision: living on campus or off?
- **Patterns to notice:** compound phrases describing complex characteristics and feelings

Grammar extension: infinitives and -ing forms

- **Reading:** behaviour that drives me mad

Skills Development

Listening: Self-help books

- **Pre-listening:** predicting from headings
- **Listening:** advice from two self-help books
- **Patterns to notice:** patterns with comparatives and superlatives

Listening and speaking: What life skills should you learn at school?

- **Pre-listening:** discussing and sharing experiences
- **Listening:** nine monologues about practical skills that they wish they'd been taught at school; a radio interview with a head teacher of a high school in London
- **Speaking:** group discussion

Listening: Improving your communication skills

- **Pre-listening:** discussing relationships students have with their parents and friends; completing a questionnaire
- **Listening:** a conversation on relationships

Task and Further Work

Preparation for task: news items about courageous people

Task: who wins the award?

Optional writing: write a short news article describing the awards ceremony

Wordspot:
idioms to do with the body

Writing: a leaflet

Preparation for task: match instructions to diagrams

Task: teach a practical skill to others

Writing: writing tips from notes

Wordspot: *way* (manner / method, route / direction, blocking / avoiding, what you want, position / situation, other phrases)

Preparation for task: description of potential participants in a TV programme

Task: who will go on shipwrecked?

Writing: a report

Wordspot: *just* (only, exactly, with polite phrases, a short time before or after, for emphasis)

Extension and Reflection

Grammar Extension Bank: adjectives and adverbs

Resource Bank:

Reading: Pet psychology—it's good for your health.

Writing: writing a leaflet

Vocabulary: brain and mind

Do you remember?

Grammar Extension Bank: passive forms

Resource Bank:

Reading: Let's ditch exams

Writing: expanding notes

Speaking: brain power

Vocabulary: education

Do you remember?

Grammar Extension Bank: infinitives and -ing forms

Resource Bank:

Reading: The great divide

Writing: writing a report

Speaking: The same or different?

Vocabulary: people and relationships

Do you remember?

Unit 28

Health

In this unit, you will ...

- Read about dealing with stress
- Listen to extracts from self-help books
- Do a task on deciding who wins an award
- Write an information leaflet
- Learn vocabulary of body and health
- Practise using adjectives and adverbs
- Practise using patterns with comparatives and superlatives
- Differentiate usage of body idioms

Vocabulary and speaking

Body and spirit

- 1 a)** Match the two parts of the sayings.
What do they mean?

- 1 Healthy body ...
- 2 The eyes ...
- 3 You are ...
- 4 Man does not live ...
- 5 No pain ...
- 6 As fit ...

- a) by bread alone.
- b) no gain.
- c) healthy mind.
- d) what you eat.
- e) are the window to the soul.
- f) as a fiddle.

Example:

"You are what you eat" means that if you eat healthily, then you will be healthy, but if you eat unhealthily, you will be unhealthy.

- b)** Which sayings do you think are true?
Are there similar sayings in Chinese?

- 2** What do you think is important to keep you healthy?
Discuss in pairs and give your partner some advice.

Example:

Student A: If you want to be healthy, it's very important to eat correctly.

Student B: Yes, eating junk food is very bad for you. It's also important to avoid stress.

Student A: Yes, too much stress can make you sick. It's also a good idea to ...



Questionnaire

- 1 Do you do **weight-training** or **body-building**?
- 2 Do you often **come down with** the flu?
- 3 Does the weather **affect your mood**?
- 4 Have you ever tried **acupressure** or had a **massage**?
- 5 Do you believe that music can affect your mood?
- 6 Are you **prone to** headaches?
- 7 Are you a **picky** eater?
- 8 Are you a **nervous** person who gets a fright easily?
- 9 Do you believe in the saying "**no pain, no gain**"?
- 10 Have you ever climbed a really high mountain?
- 11 If you walked up six flights of stairs, would you be **out of breath**?
- 12 Do you ever do **relaxation exercises**?
- 13 Do you ever read or write poetry?
- 14 Do you do exercise on a regular basis?
- 15 Are you **in high spirits** every day?
- 16 Could you run for a kilometre without stopping?
- 17 Which things most **stress** you **out**?
- 18 Is there any food that you can't eat for health reasons?
- 19 Have you ever **followed a special diet**?
- 20 Do you ever **lose your appetite**?
- 21 Do you often feel sleepy in class?
- 22 Have you ever tried **acupuncture**?
- 23 Do you ever have trouble sleeping because you're worried about something?
- 24 Do you ever skip meals because you want to **lose weight**?
- 25 Are you allergic to anything?
- 26 Do you ever do breathing exercises?

3 Read the questions above, checking the phrases in **bold** if necessary. Mark them P if they relate to physical health, M if they relate to mental health or P/M if they relate to both.

For example: 1 Do you do weight-training or body-building? (P)

2 Does the weather affect your mood? (M)

4 Tick (✓) at least ten questions that you would be happy to discuss.

5 a) Change books with a partner and look at the questions he/she ticked. Think of suitable follow-up questions.

Are you allergic to anything?

Yes, actually, I'm allergic to nuts.

So what happens when you eat them?

Does it cause you a lot of problems?

How did you find out you were allergic to them?



b) Ask and answer your questions. Tell the class anything interesting you discovered about your partner.

Reading and speaking

- 1** Many people nowadays say that they are stressed. Make a list of reasons for this. Compare in groups.

For example: People get stressed when they work long hours.

- 2** Have you ever experienced stress? Sometimes you can be stressed without realising it. Take this test to see if you are under stress.

- 1 Do you worry about exams?
- 2 Do you sometimes have trouble falling asleep?
- 3 Do you reach for food in order to reduce tension?
- 4 Do you become irritated over little matters?
- 5 Do you have less energy than you need or would like to have?
- 6 Do you have too many things to do and not enough time to do them?
- 7 Do you have headaches or stomach problems?
- 8 Do you bite your nails?
- 9 Do you feel pressure to do well or to get things done?
- 10 Are you very worried about being either well-liked or successful?
- 11 Do you do well enough at school to satisfy yourself?
- 12 Do you get satisfaction from the small joys in life?

Scoring: 1 point for a "yes" answer to 1-10 or "no" answer to 11-12. A score of 4 or more suggests that you may be under significant stress.

- 3** Read the dialogue between two girls talking about how they dealt with their stress. Work in pairs and fill in the table below.

	Alison	Penny
Did she know that she was stressed?		
Why was she stressed?		
What symptoms of stress did she have?		
What did she do to reduce her stress?		
How does she feel now?		



Penny: Oh hi Alison, I didn't know that you enjoyed running?

Alison: Well, I don't usually run. I've just started recently because I heard it's good for stress.

Penny: Oh yes, that's why I started running! About 3 months ago I was really worried about my future because I didn't do well in the exams last term. I started having sleepless nights and my school work started to suffer so I got even more worried! I was also incredibly bad-tempered.

Alison: Did you realise that you were suffering from stress?

Penny: I didn't. It wasn't until I had a long talk to my mum that I realised I was stressed. Then it seemed so obvious.

Alison: Did your mum make any useful suggestions for reducing your stress?

Penny: Well, just talking about it really helped, so now my mum and I chat whenever I start feeling worried. She also told me how exercise can help so that's why I've been running three times a week. I'm feeling much more energetic and so much better!

Alison: That's really good to hear. I've been feeling terribly stressed and tense about my exams. I seem to have lost my appetite lately. I realised how stressed I was when my skin broke out and I started getting headaches every day!

Penny: So has running helped you deal with it?

Alison: Yes, it's definitely helped. I'm feeling much more laid-back and relaxed. I've also been planning my studying very carefully and making sure I have time to enjoy myself. Breathing exercises have also helped and the headaches have almost disappeared.

Penny: That's great. Come on, I'll race you to the end!

STRESS!

Depression, heart attacks, irritability, sleeplessness, and headaches: these are but a few of the symptoms and results of stress. Clearly stress is not good for you, but how do you deal with it so that it doesn't end up controlling and ruining your life?

Firstly, you need to recognise if you are stressed and decide to do something about it. Many people use their stressful lifestyles as an excuse, "I'm sorry, I can't make it. I'm just so exhausted." Some people even enjoy complaining about how stressed they are!

Secondly, you need to put your stress-reducing plan in action. Here are a few techniques you can use to help you relax and lessen the negative effects of stress.

Get regular physical exercise: Even a short walk can energise you and help you forget your worries.

Learn to plan: Disorganisation can breed stress. Working on too many things at the same time often leads to confusion, forgetfulness, and the sense that uncompleted work is hanging over your head.

Recognise and accept limits: Most of us set unreasonable goals for ourselves. We can never be perfect, so we often have a sense of failure no matter how well we perform. Set achievable, realistic goals for yourself.

Learn to play: You need to escape from the pressures of life and have fun. Playing a sport or even just reading a book you enjoy will help reduce your levels of stress.

Be an open-minded, positive person: Avoid criticizing others. Learn to focus on people's good qualities. And be sure to give yourself credit for hard work and appreciate your own good qualities too.

Use your bed for sleeping not studying: The habit of studying in bed can make your mind associate your bed with work and it might be harder for you to fall asleep.

Don't be afraid to share your problems: Talking to family and friends about things that worry you helps reduce stress even when the problems can't easily be solved.

Keep a journal and write in it regularly: This is an effective way to clear your mind. Read it from time to time to see how you've progressed.

Learn a method of relaxing: Breathing exercises and yoga are just two examples of relaxing techniques that can help you reduce stress. Just taking a few deep breaths when you're feeling tense gets more oxygen into the cells of your body and helps your brain think more clearly and your muscles relax.

These are just a few of the many ways you can relax and relieve stress. It doesn't matter how you relax as long as you take the time to do it regularly. It is impossible in today's world to completely avoid stress so the best thing to do is to learn how to deal with it effectively.

4 Look at the questions below and say whether you think they are true (T) or false (F). Then read the article on stress and check your answers.

- 1 It is possible to completely avoid stress in today's world.
- 2 Studying in bed is a good idea as it is a place where you feel relaxed.
- 3 By being positive and focusing on other people's good qualities you can reduce stress in your own life.
- 4 If you are stressed because you are running out of time to complete a project, the last thing you should do is to go for a ten-minute walk outside.
- 5 Reading a book that you enjoy can be an effective stress reliever.
- 6 If you set unrealistic goals for yourself, you will end up feeling stressed and depressed.
- 7 When you are stressed it is better to keep it to yourself. It will just make you feel worse to talk about it.

5 Discuss the following questions in groups of four.

- 1 What is the most stressful situation that you have ever experienced?
- 2 How did you feel and did you realise that you were stressed?
- 3 Did you experience any symptoms related to stress such as headaches, skin breakouts or sleeplessness?
- 4 What did you do to reduce your stress?
- 5 Do you get stressed in exams? Which techniques mentioned in the article will you try the next time you feel stressed during exams?

Grammar extension

Adjectives and adverbs

1 Answer the quiz questions below. Count up your score.

Adjectives quiz

1 Where do the adjectives in brackets go in the following sentences?

- | | |
|--|----------|
| a) She made really suggestions. (<i>useful</i>) | 1 point |
| b) I always get a bit before exams. (<i>tense, important</i>) | 2 points |
| c) I went for a run through the gardens. (<i>quick, quiet</i>) | 2 points |
| d) Many people use their lifestyles as an excuse. (<i>stressful</i>) | 1 points |

2 Some adjectives have two parts. Complete the adjectives in these sentences.

- | | |
|---|---------|
| a) I get -tempered and tense. | 1 point |
| b) I'm very open-..... about alternative medicine. | 1 point |
| c) My parents have noticed a big difference in me. They think I'm much more relaxed and back. | 1 point |

3 Form the adjective from the word in brackets.

- | | |
|--|---------|
| a) I started having (<i>sleep</i>) nights. | 1 point |
| b) After going for a run I felt very (<i>energy</i>). | 1 point |
| c) It's important to set (<i>real</i>) goals for yourself. | 1 point |

4 What prefixes were used with these adjectives?

- | |
|---|
| a) When I got stressed at work, I get very active. |
| b) She gave me a lot of advice on personal relationships. |

5 We use adverbs of degree (e.g. *very, really, etc.*) to change the meaning of adjectives. Which adverbs were used in the texts with the adjectives below?

- | | |
|--|---------|
| a) I was worried about my grandfather. | 1 point |
| b) I plan my studying carefully. | 1 point |
| c) Well, just talking about it helped. | 1 point |

2 Compare your score with a partner. Look at the texts on pp.6–7 to check your answers.

► Grammar extension bank pp.14–17

Listening


Self-help books

1 Discuss these questions.

- What kind of things do self-help books give advice about?
- Do you ever buy self-help books?
- Have you found them useful?

2 The headings below come from self-help books about relaxation. Choose two or three and guess what the advice will be.

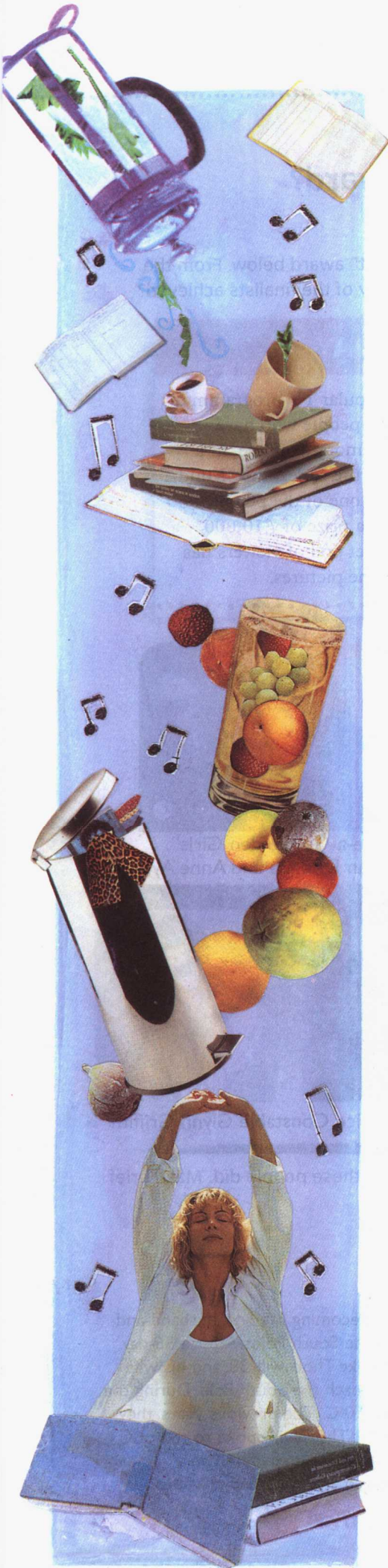
- Water while-you-wait
- Musical relief
- Empty your brain
- Your mind
- Unblocking your emotional flow
- Skip-to-it
- Stressed out?
- Getting rid of the trouble in your life
- Stress in the workplace
- Instant air-conditioning
- Colour your thoughts
- New beginnings

3  The advice you will hear comes from two books, one gives serious advice, the other is a joke. Listen and mark the headings for a)–m) in Exercise 2 as follows:

- (✓) = from the serious self-help book
 (!) = from the joke self-help book
 (?) = not sure yet, need to understand it better

4 a) Work in pairs. How much of the advice can you remember? Listen again and check.

b) Which serious pieces of advice were useful/not very useful? Which joke/advice did you like best?



Patterns to notice

Patterns with comparatives and superlatives

a) Complete these sentences from the recording scripts with a comparative or superlative. Notice the patterns in **bold**.

- 1 Skipping is **one of the quicker/quickest** ways of getting up your heart rate.
- 2 **The better/best** thing about skipping is, you don't need lots of time, space or expensive clothes.
- 3 **There is nothing more soothing/most soothing** than a cup of herbal tea.

b) Here are three other common patterns.

- 1 **The older** you get, **the less energetic/the more** unfit you become. **The more** you practise meditating, **the easier/the less** difficult it becomes.
- 2 **What could be more** refreshing **than** a cool drink on a hot summer's day?
- 3 A brisk walk is **among the most** effective forms of exercise.

5  Use the box to complete the gaps. Listen and check your answers.

than among the more about less some what either
one best better

Every day millions of tons of food are consumed worldwide.

1) _____ them there is a large amount of junk food.

The negative effects of junk food are obvious. The 2) _____ junk food people eat, 3) _____ more likely they are to put on weight.

4) _____ people even end up being obese and obesity is 5) _____ of the leading causes of heart attacks in America today! As people get more overweight, they are often 6) _____ likely to do exercise and they start suffering from ill health. 7) _____ many people don't realise is that it is their excess weight that is causing them to get sick. The worst thing 8) _____ this is that they don't see the link between eating junk food and their ill health 9) _____. They end up going to doctors and trying different forms of therapy. What could be sillier 10) _____ drinking 8 cups of coffee to stay up every night to study and then having acupuncture every four days to relax and sleep 11) _____?

Our bodies need healthy food and some of the 12) _____ foods to eat are fruit and vegetables. Let healthy food be your medicine and doctors can concentrate on people who are not causing their own illnesses.

Personal vocabulary

Useful language

a Explaining your choice

He showed great courage/
determination in the way
he ...

He/she could easily have
(done) ...

She must have felt terrified
when ...

They took a big risk when
they ...

What particularly strikes/
impresses me about ...
is (the fact that) ...

They set a great example
for ...

She is a positive role model

He risked his life to ...

b Expressing reservations

Personally, I don't think she
should have ...

You could argue that it was a
bit stupid/naive to ...

c In your speech

We found it difficult to come
to an agreement ...

After a great deal of
discussion ...

In the end, we decided ...

I am very proud to present
the award to ...

The first prize goes to ...

Task: who wins the award?

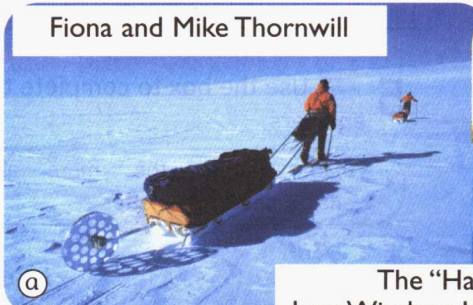
Preparation for task

- 1 Read about the "Mind, body and spirit" award below. From the pictures (a-d), can you guess what any of the finalists achieved?

PICK OF THE DAY

Mind, body and spirit is a popular TV programme featuring human interest stories about people who have shown exceptional physical, mental or moral courage, in a wide range of situations. At the end of the series, the "Mind, body and spirit" award is presented to one of the people who have featured in the programme, with a prize of £10,000 (£5,000 for the runner-up). An Internet poll of viewers has produced the short-list of finalists in the pictures.

Fiona and Mike Thornwill



a



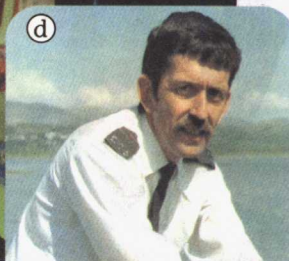
c

The "Have-a-Go Golden Girls":
Joan Windsor, Jean Douglas and Anne Aylward

b



Camila Batmanghelidjh



d

Police Constable Glynn Griffith

- 2 Read the news items describing what these people did. Make brief notes about:

- where/in what context it happened
- what they did
- why they did it/how they feel about it

A British couple have made history by becoming the first husband-and-wife team to walk to both the North and the South Poles. After a 56-day travel across the frozen Antarctic Ocean, Mike Thornwill, 38, and his wife Fiona, 33, have become the first couple to reach the South Pole. During the trip they endured temperatures as low as -50°C . The previous years, they spent 61 days walking to the North Pole. Mr Thornwill spoke to the BBC by satellite phone: "It's absolutely awesome ..." The expedition was organised to raise money for cancer research and children's charities.

Child psychologist Camila Batman had had a dream to open a drop-in centre where underprivileged children from troubled homes can take refuge when they were not at school. She finally found a place in South London, but was soon warned that the centre would be overrun by local teenage gangs. Rather than trying to keep these wild teenagers out, Camila made a highly courageous decision: that she should open her doors to them too. She even decided to recruit as careworkers young men who were themselves ex-gangsters and drug dealers, to whom these youngsters would be better able to relate. "Of course, it was very difficult at first – there was a lot of conflict between ourselves and these young men who were working in the centre. But eventually, I think, we learnt to coexist."

Three retired women on a day trip to France disarmed a man who attempted to steal their car. The women were sitting in their car when the thief pointed a loaded gun through the window and tried to grab the car keys. To the robber's surprise, Joan Windsor, 70, grabbed the gun and started hitting him with it, while the driver, Jean Douglas, punched him on the arm. The gunman managed to push the two women out of the car, but he hadn't counted on Anne Aylward, 69, who was still in the back seat and hit him hard. Mrs Windsor, who was still holding the gun when the police arrived, said later, "This won't stop us enjoying ourselves. My sister calls us the "Have-a-Go-Golden Girls".

When 44-year-old police constable Glynn Griffith heard over his radio that a mother and three children were trapped on a sandbank surrounded by the incoming tide, he didn't hesitate for a second. Although the coastguard were on their way in a lifeboat, Constable Griffith knew that by the time they arrived, the tide would almost be in and feared that it would be too late for the mother and her family. So in spite of the dangers of quicksand as well as the tide, the brave father of three waded out for over a mile to guide them off the sandbank in a race against time. This was what his boss Tony Burden had to say about him: "In taking the prompt action that he did, without a thought for the danger to himself, Constable Griffith saved a family. We are all very proud of him."

Task

1 a) Work individually. Spend five to ten minutes thinking about the candidates' experiences, and the ways in which they showed courage. Ask your teacher for any vocabulary you need.

► Personal vocabulary

b) Write down the nominees in order from 1 to 4 (1= the people/person, who most deserve(s) the award). Note down two or three reasons next to the person/people.

2 a) Work in groups of about four. You are the group of judges who decides who gets the award. Compare your list of arguments with the rest of the group.

► Useful language a and b

b) Decide on the winner and the runner-up for the award.

3 Spend a few minutes preparing a short speech explaining your choice to the class.

► Useful language c

4 Listen to the other groups' decisions. Are their arguments the same as yours? Have any of the arguments convinced you to change your mind?

Optional writing

Write a short news article describing the awards ceremony. Use these guidelines.

- Make the winner (and to a lesser extent the runner-up) the main focus of the article: describe what he/she has achieved, why the panel chose him/her, and include some imaginary quotes from the delighted winner.
- Refer briefly to the other finalists, their achievements and possibly why they were not chosen.
- Remember to refer briefly to the TV programme, and describe the atmosphere at the award ceremony, etc.

Wordspot

Idioms to do with the body

1 Use the definitions in blue to guess the appropriate part of the body in the idioms.

- 1 a ...**shoulder**..... to cry on
(= a sympathetic listener)
- 2 keep a straight
(= stop yourself from laughing)
- 3-raising
(= very scary!)
- 4 turn a blind to something
(= pretend not to notice)
- 5 turn your up at something
(= treat something with contempt)
- 6-watering
(= delicious, tasty)
- 7 up to your in it
(= totally busy and overwhelmed by work)
- 8 get your round something
(= understand something difficult)
- 9-rending
(= extremely sad and moving)
- 10 to have butterflies in your
(= feel very nervous before you do something)
- 11 win down
(= win easily)
- 12 all fingers and
(= very, very clumsy)
- 13 pull someone's
(= make fun of somebody)
- 14 put your in it
(= say something that upsets somebody)

2 Spend a few minutes studying the idioms. Which of them could relate to:

- a) food and drink?
- b) worry, sadness or nerves?
- c) embarrassing situations?
- d) humour?
- e) stressful situations?
- f) sport?

3 Work in pairs. One student is student A and the other is student B. Look at the cards on p.68 and take turns to read out your questions. Your partner answers using one of the body idioms.

Writing

A leaflet

1 Look at the leaflet on p.13. What is it for? What other places have leaflets like this?

2 Match the headings below to the correct sections of the leaflet. Why are the headings questions? Think of questions for the other four sections.

Who are the trainers?

What if I don't have much free time?

How long do I have to join for?

What other facilities are there?

3 Complete this advice for writing leaflets using the words and phrases below.

too complex layout bullet points stand out
sentences long blocks of prose general to the specific

- 1 The should be visually attractive.
- 2 It is a good idea to use , illustrations, colours, etc.
- 3 The language should not be
- 4 should be avoided.
- 5 Headings should
- 6 should be quite short.
- 7 The information given should move from the

4 You have been asked to write a leaflet for a new arts centre in your area. Use the notes below and the advice in Exercise 3.

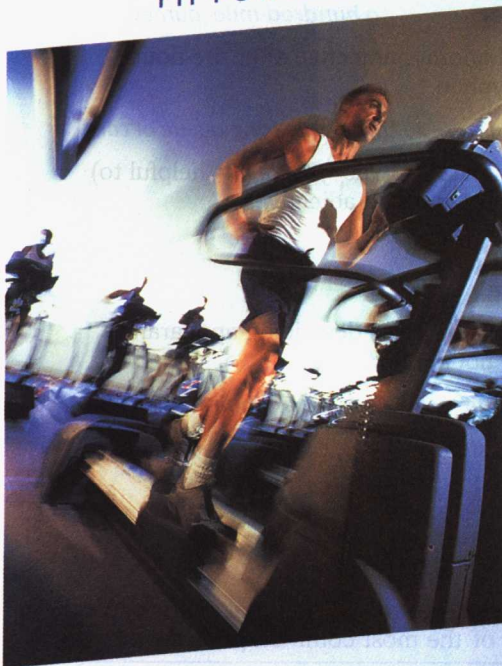
Arts centre

- types of exhibition the centre puts on
- courses (day/evening/weekend?) - dance,?
- theatre(s) for plays, concerts, etc.
- free events, e.g. workshops for children
- cinema (e.g. of films?)
- talks by visiting speakers, e.g.?
- café/bar/restaurant, opening times
- crèche, opening times
- shop (which sells?)
- directions (by car, public transport, etc.)

5 Put your leaflet on the classroom wall for other students to read. Which leaflet is the most effective and why?



A DIFFERENT WAY TO GET
FIT FOR LIFE



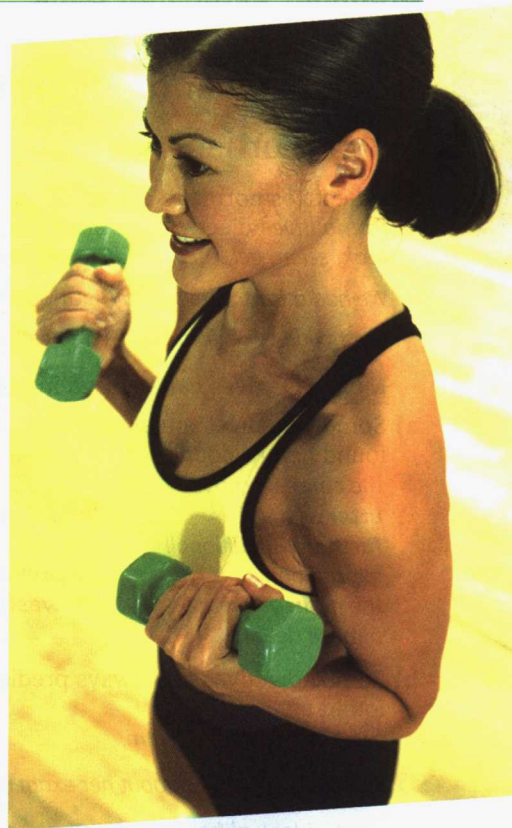
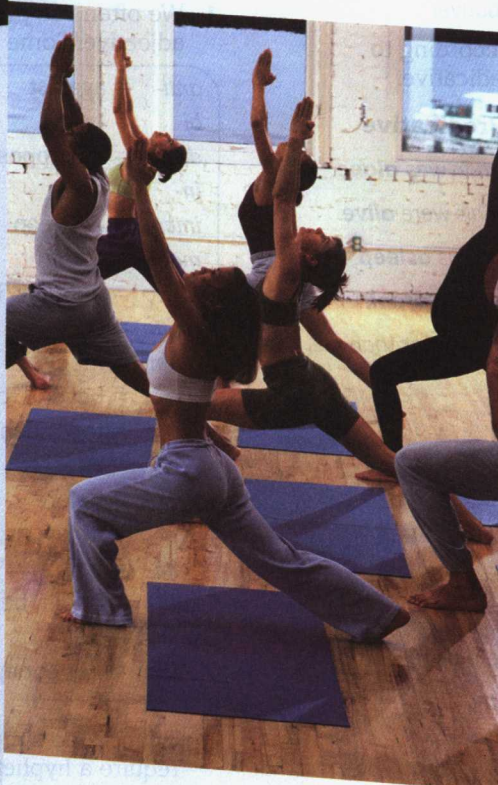
a)
Unlike other centres, Fit as a Fiddle allocates a personal trainer to every member. Your trainer will help you to set goals and build up an individualised exercise programme. You don't even have to go to the gym – your trainer can provide you with an exercise video to use at home, if that suits you better.

b)
All our trainers are qualified instructors who have a minimum of five years' experience in personal training. Their aim is to motivate and give help and advice, in a friendly "family" atmosphere.

c)
No problem! You are exactly the kind of person our centres are designed for. We can give you a short programme to ease you gently back into exercise and help you to make it a regular part of your life.

d)
Even if you can only spare half an hour twice a week, we will find the most beneficial way for you to use it. Most of our centres have "early bird" openings three or four times a week when they open at 7 a.m., so you could easily fit in half an hour in the gym before work.

e)
Yes, we can. Every centre has a nutrition expert who can design a diet for you, based on your needs and lifestyle, or simply give you advice about healthy eating and help you to change bad dietary habits for ever.



f)
Other facilities include: a daily timetable of fitness classes such as aerobics, kick boxing and yoga, treatments such as massage and physiotherapy, a sauna and steam room, a range of healthy refreshments.

g)
You can join for as little as four weeks to start with. We have a range of membership deals from one month to a year.

h)
To find out where your nearest centre is, give us a call on 0565 3333 or visit our website at fitasafiddle.com.cn

Grammar Extension Bank

Adjectives and adverbs

A Word order

- 1 Adjectives normally come before nouns (*attributive* adjectives) or after verbs like *be*, *become*, *look*, *seem*, *get*, etc. (*predicative* adjectives)

We had a **fantastic** holiday. (attributive)

Our holiday was **fantastic**. (predicative)

Most adjectives can be used in both ways.

- a) Some adjectives are always attributive, so are only found before nouns.

the chief executive	the only solution
utter chaos	the entire/whole performance
further (= additional) information	sheer genius
the main difference	the previous/former President
a mere detail	the western/southern border

- b) Some adjectives are always predicative, so are only found after verbs.

I was still **awake** at 2 a.m.

She got quite **upset** about her exam results.

You two look **alike**.

- c) Sometimes, to express the same meaning, a different adjective is used in the two positions.

The children **were afraid** of the dark. (predicative)

The **frightened children** ran out of the bedroom. (attributive)

She **has been ill** for some time. (predicative)

There were a lot of **sick people**. (attributive)

- d) Other adjectives change slightly according to whether they are attributive or predicative.

Attributive

a **lone** gunman

live animals

a sleeping **baby**

a **drunken** argument

my **elder** sister

Predicative

The gunman was **alone**.

The animals were **alive**.

The baby was **asleep**.

The men were **drunk**.

My sister is **older** than me.

► Exercise 1 p.16

- 2 Other rules of word order:

- a) general before specific

an **old Hungarian** folk tale

- b) opinion before description

important domestic issues

- c) *the first* and *the last* normally come before numbers.

We are on holiday **the first** week in May.

► Exercise 2 p.16

B Compound adjectives

Compound adjectives consist of two or more words which are usually hyphenated.

- a) The second part of the compound adjective is often a present or past participle form.

a **mouth-watering** meal a **well-known** brand

- b) Some compound adjectives are derived from phrasal or prepositional verbs.

worn-out shoes the most **talked-about** play in London

- c) Compound adjectives are often found with numbers. The noun is in the singular form in these cases.

a **two-week** holiday a **hundred-mile** journey

We can also add another adjective after the noun, with a second hyphen.

a **25-year-old** man a **three-mile-long** queue of cars

- d) We add *-like* (= similar to) and *-friendly* (= helpful to) to nouns to form compound adjectives.

a **child-friendly** environment

a **dream-like** state

- e) Many compound adjectives describing appearance are formed with noun + *-ed*.

a man with **dark hair** > a **dark-haired** man

a dress with **short sleeves** > a **short-sleeved** dress

► Exercise 3 p.16

C Prefixes and suffixes

- 1 We often use prefixes to modify the meaning of an adjective. Some of the most common prefixes are:

anti- = against	anti-war, anti-government
bi- = two	biannual, bilingual
dis- = the opposite of	dishonest, disorderly
in- = not	incomplete, incompetent
inter- = between	interactive, intercontinental
mal- = badly	maladjusted, malodorous
mis- = wrongly/badly	misguided, misinformed
mono- = one	monolingual, monosyllabic
multi- = many	multi-purpose, multi-cultural
out- = beyond, outside	outdated, outlying
over- = too much	overactive, overworked
post- = after	post-war, post-industrial
pre- = before	pre-war, pre-industrial
pro- = in favour of	pro-western, pro-European
semi- = half	semi-precious, semi-professional
sub- = under, below	subtropical, subconscious
un- = not	unimportant, ungrateful
under- = not enough	undercooked, underpaid

There is no simple way of knowing whether prefixes require a hyphen. Check in a good learner's dictionary.

2 The following suffixes also help form adjectives:

-able = (can be)	<i>adjustable, believable, breakable</i>
-al	<i>economical, historical, digital</i>
-ful	<i>cheerful, truthful, hopeful</i>
-ic	<i>electric, symphonic, atmospheric</i>
-ish = (quite, not very)	<i>tallish, reddish, warmish</i>
-ive	<i>impressive, responsive, inventive</i>
-less = (without)	<i>cordless, stainless, fearless</i>
-ous	<i>humorous, luxurious, harmonious</i>
-y	<i>misty, handy, pricey</i>

► Exercises 4-6 pp. 16-17

D Gradable and ungradable adjectives

- 1 Ungradable adjectives have either a very strong meaning, e.g. *fantastic, appalling, unbelievable*, or an absolute meaning, e.g. *unique, right, wrong*.

These "absolute adjectives" do not normally have a comparative or superlative form.

- 2 Gradable adjectives can follow words like *very* and *quite* and have comparative and superlative forms, e.g. *very/quite/more/the most interesting, expensive, attractive*, etc.

E Adverbs of degree

1 Highest degree

Absolutely indicates the highest degree. Normally it is only used with ungradable adjectives.

We are **absolutely delighted** to welcome you all here.

The weather was **absolutely awful** over the weekend.

Other adverbs which are used in a similar way: *completely, totally, utterly*.

2 High degree

- a) **Very** and **really** are used in British English to indicate high degree. Note that *really* can be used with both gradable and ungradable adjectives, but *very* can only be used with gradable adjectives.

Thank you for a really/~~very~~ wonderful evening.

It was a really/very interesting experience for everyone involved.

In American English, *real* is preferred to *really* in this case.

- b) We can add emphasis to *very* by repeating **very** (informal, spoken).

I'm just **very, very tired** ... that's all.

Or by adding *indeed* (more formal).

We were both **very tired indeed** by the time we drew up to the hotel.

- c) Note that in British English *not very* + adjective with a positive meaning can be used instead of an adjective with a negative meaning.

How was the film? It **wasn't very good**. (= it was bad)

- d) Similarly we can use *not that* + adjective to say it's not as much as you might expect.

She would never marry someone she's only just met: she's **not that stupid**.

► Exercise 7 p. 17

3 Middle/low degree

Pretty, rather and **quite** all indicate middle degree.

- a) **Pretty** is common in speech, particularly with positive adjectives.

We were **pretty happy** with the way we played.

- b) **Rather** is more commonly used with negative adjectives.

Do you mind if I close the window? It's **rather cold** in here.

In British English, *rather* + positive adjective means "more than was expected".

I expected her to be absolutely furious at my suggestion, but in fact she was **rather pleased**.

- c) **Quite** also expresses middle degree with gradable adjectives.

It was **quite easy** to understand what their gestures meant.

With ungradable adjectives, *quite* has the meaning of "completely".

I'm afraid it's **quite impossible** (= completely impossible) for you to see Ms Hanson today.

- d) **A bit, a little** and **slightly** are all used to indicate low degree. They are normally only used before adjectives with a negative meaning.

I'm just **a bit worried** you won't find your way ... shall I come and get you?

On the way home, I began to feel **slightly** ill.

A bit is less formal than *a little* and *slightly*. However, we often use *a bit, a little, slightly* + comparative adjective with a positive meaning.

How are you feeling today?

Oh, **a bit/slightly/a little** better, thanks.

► Exercises 8-9 p. 17