

经全国中小学教材审定委员会 2005 年初审通过
普通高中课程标准实验教科书

英语 ▶ 6 [选修 模块]

Senior High English



北京师范大学出版社

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To Students

You have successfully finished the compulsory course for Senior High English and are about to embark on a new journey — an elective course consisting of 6 modules. Modules 6 to 8 will lead you to English Level 8, and Modules 9 to 11 will lead you to English level 9. The purpose of this elective course is to consolidate what you have already learnt, to further develop your English language ability, and to prepare you for college and other future endeavours.

The main theme of Module 6 is literature. You will learn the characteristics of narrative writing and how to write autobiography in the Stories unit. You will learn to appreciate English humour, jokes and comedies in the Laughter unit. You will learn to appreciate English and Chinese poems in the unit on Beauty. You will also learn to appreciate the cultural differences between the East and the West and gain in your tolerance and understanding of other cultures.

To improve your reading skills, you will learn how to deduce an author's attitudes and intentions while continuing to revise and apply reading strategies learnt in the past. As for your speaking skills, you will learn how to tell interesting stories, conduct convincing roleplays and plan projects effectively. To improve your listening skills, you will learn to listen for keywords, appreciate English humour and jokes, and identify speakers' emotions, attitudes and viewpoints. Your writing skills will be improved when you learn to write narrative passages about recent events and to retell other people's stories. You will also learn to write film reviews and short poems.

In Module 6 you will also be introduced to new grammatical structures such as the past perfect tense and the past progressive tense. Bear in mind that learning grammar rules is not solely for passing exams. Understanding the rules of grammar will enable you to better express yourself.

In this elective course, I hope you will continue to explore and develop effective learning strategies, take notes during class and organise your notes after lessons. I would encourage you to study new language items from different angles including their form, meaning and usage. Learn to summarise language rules and see if they offer any insights in related areas. Learn to think logically to analyse and solve problems independently, but if necessary, seek help from teachers and classmates. Learn to make study plans according to your needs. Share learning resources with others and make good use of libraries, the Internet, radio and television to get as much exposure to English as possible. Be active in participating in any opportunity that involves using English, and learn to evaluate the effectiveness of your learning strategies and make appropriate adjustments when necessary.

I wish you every success in this elective course of Senior High English.

Chief Editor

May, 2005

A

B

16 Stories

In this unit you will...

- Talk about and tell stories.
- Listen to stories and information about names.
- Read extracts from an autobiography and an article.
- Write a story.
- Learn about the Past Perfect.

Warm-up

1 Use the Key Words below to identify the kinds of stories in the drawings. Can you recognise the characters?

KEY WORDS

adventure stories, autobiographies, biographies, detective stories, fairy tales, fantasies, historical stories, horror stories, humorous stories, love stories, legends, myths, science fiction, travel stories, true stories

2 What kinds of stories do you enjoy most? Tell the class.

Example I like fantasies. One of my favourite books is Harry Potter.

3 Listen to the beginnings of different kinds of stories. Write down what kind of story it is using the Key Words from Exercise 1.

- 1 _____ 2 _____ 3 _____
4 _____ 5 _____

4 Think about your answers to these questions. Then, in pairs, tell your partner about yourself.

Example

I read about two or three books a month. And you?

- 1 How many books do you read a month?
- 2 What was the last book you read? What was it about?
- 3 What is the best book you've ever read?
- 4 Have you read any books in English? Which ones?
- 5 What stories or books did you enjoy when you were a child?
- 6 What is your favourite legend?





1 Stories from History

LANGUAGE FOCUS

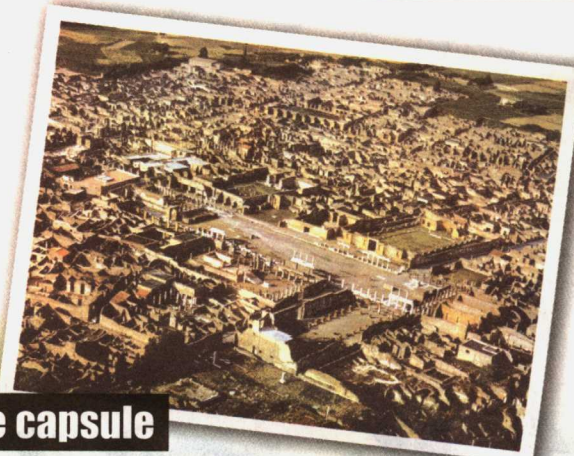
Reading

Before you start

1 Have you heard about the City of Pompeii? What do you know about it? Tell each other. If you have not heard about it, use the following words to make a guess.

KEY WORDS

volcanic eruption, a buried city, tragedy, disappear, disaster, preserved, destroy, discover, archaeologist



Pompeii: The city that became a time capsule

Around the end of the first century AD, a Roman writer called Pliny wrote about a devastating volcanic eruption that he had witnessed as a young man. The eruption had occurred on August 24th, 79AD and it was of Mount Vesuvius in Italy. 5 Pliny described a cloud coming down the mountain, blocking out the sun and burying everything in its path, including whole villages and towns.

The tragedy had left a deep impression on Pliny 10 who had lost an uncle in the event. Yet, over the centuries, the people who disappeared under the ashes of Mount Vesuvius were gradually forgotten by the world, and the locations of the buried towns and villages were lost.

However, more than 1,600 years later, some archaeologists started uncovering the lost towns that were buried under the ashes of Mount Vesuvius. By 1748, archaeologists had begun to uncover one of the most important archaeological sites in the world. They had started to uncover the ancient city of Pompeii.

Pompeii is like a "time capsule" preserving a frozen moment in history. Before the eruption, it had been a thriving Roman city with temples, 25

markets, restaurants and theatres. Today you can visit these buildings by walking along the original streets of the city. You can also see works of art such as statues and colourful mosaics on walls, and you can see objects that people used in everyday life such as tools and kitchen utensils. 30 But much more than buildings and objects, it is the forms of the people who were caught in the disaster that have captured the imaginations of millions of people across the world. 35

The bodies of people who died in Pompeii had decayed many centuries before archaeologists arrived. But these bodies had left an impression in the ash that showed their exact shapes. We can see 40 people huddled together to comfort each other in their last hours of life. One person, sitting alone, looks like he is praying. Another man, lying on his side, looks as if he is trying to get up.

Today, more than 250 years since excavations 45 started, thousands of tourists and hundreds of archaeologists visit Pompeii every year to learn more about the ancient world. In this way, the city, which the world had once forgotten, lives on nearly 2,000 years after the eruption that had destroyed it on August 24th, 79AD. 50

Read to learn

2 Read the article and answer these questions.

- 1 What is the article about?
- 2 When does the story of Pompeii begin?
- 3 Why does the article describe Pompeii as a "time capsule"?
- 4 Who left a record of the eruption of Mount Vesuvius?
- 5 What had Pompeii been like before the eruption?
- 6 How did the impressions of human bodies appear?

Grammar

PAST PERFECT

3 Read the sentences and find out which action happened before the other.

- 1 Pliny **wrote** about a devastating volcanic eruption that he **had witnessed** as a young man.
- 2 Before the eruption **occurred**, Pompeii **had been** a thriving Roman city...
- 3 The bodies of people **had decayed** many centuries before archaeologists **arrived**.
- 4 But these bodies **had left** an impression in the ash that **showed** exact shapes.

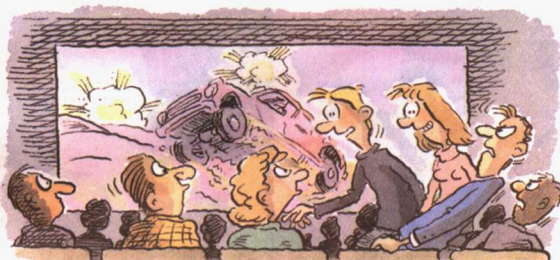
4 Read the above sentences again and decide which tense is used to talk about:

- 1 an event in the past?
- 2 an event that happened earlier, before the other past event in the story?

⇒ Grammar Summary 1, page 99.

5 Which of the two sentences best describes each picture?

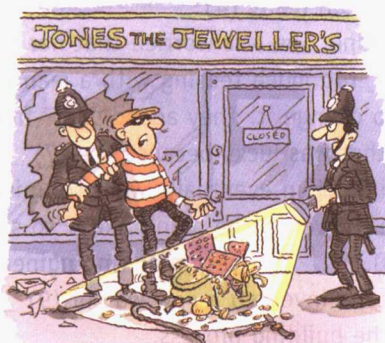
- 1 a) The film began when they arrived at the cinema.
b) The film had begun when they arrived at the cinema.



- 2 a) The students were leaving the class when the teacher came in.
b) The students had left the class when the teacher came in.



- 3 a) The police arrested the man who was breaking into a jeweller's shop.
b) The police arrested the man who had broken into a jeweller's shop.



6 Put the verbs in brackets in the Past Perfect. Pay attention to the position of the adverb in your sentence.

- 1 Nobody believed him because he _____ (often lie) before.
- 2 They weren't surprised at all. _____ they _____ (hear) the news earlier?
- 3 Did the police believe that he _____ (yet not steal) the car?
- 4 I first met her at a party. I _____ (never see) her before.
- 5 When we arrived at the theatre, the play _____ (already begin).
- 6 I _____ (hope) to meet you at the airport, but I was caught in the traffic jam.
- 7 We _____ (decorate) the hall for the party by 5 o'clock yesterday evening.
- 8 The boss _____ (leave) the office before I called him.

7 Explain the situations below using the cues and the Past Perfect. Then add another possible explanation.

Example

The building exploded **because a gas pipe had burst**.
The building exploded **because a terrorist had put a bomb there**.

- 1 The building exploded.
(gas pipe/burst)
- 2 A famous pop group split up.
(their last album/be unsuccessful)
- 3 My car broke down on the way to the beach.
(it/run out of petrol)
- 4 The dog hid under the sofa.
(it/eat family's dinner)
- 5 A car crashed into a tree.
(driver/fall asleep)
- 6 The Smiths went on a round-the-world trip.
(Mr Smith/get a pay rise)

Language in Use

8 Work in groups. Look at the ending of a story and imagine what had happened earlier. Take turns to say a sentence in the Past Perfect. If you can't think of a sentence, you are out of the game.

Ending of the story: *She finally went to sleep.*

Example

- A: *Before she went to sleep she had drunk a cup of hot milk.*
- B: *Before she drank a cup of hot milk, she had listened to some relaxing music.*
- C: *She did that because she had had an unpleasant ...*



2 Name Stories

SKILLS FOCUS

Listening

Before you start

- 1 What's your name? What does it mean? Ask and tell each other.

Example

My name is Chen Hua. The character of my first name "Hua" has two parts. It has "Ma" meaning horse on the left and "Hua" meaning China on the right. The character as a whole means fast black horse and it's pronounced as "Hua".

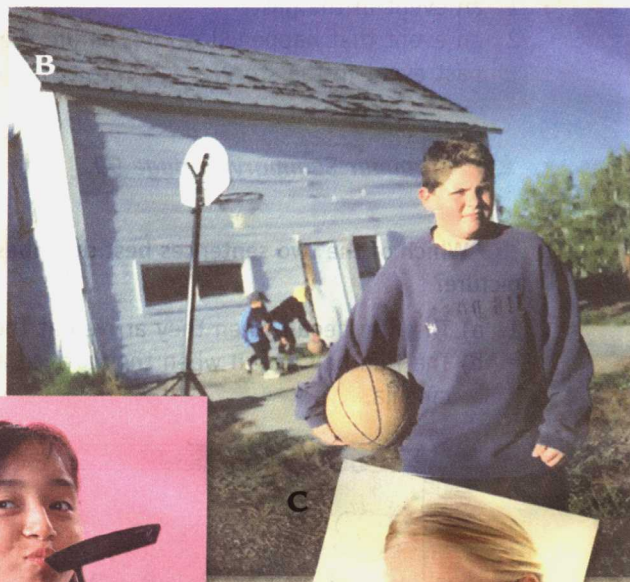
- 2 If you had a choice, what name would you like to have? Why?

Listen to learn

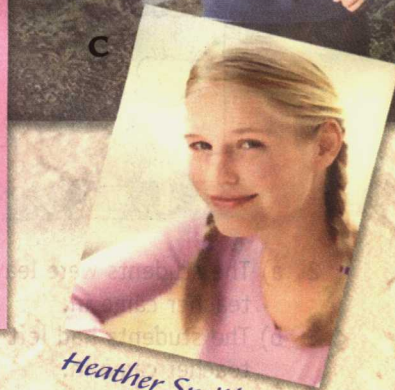
- 3 Listen to the three students talking about their names. Which of them matches the following descriptions?

- This student has parents who wanted their child to be a "pillar of society". ()
- This student has a grandfather who migrated from northern Wales to Manchester. ()
- This student probably has an ancestor who made things from metal. ()
- This student has parents who were inspired by a great saxophonist. ()
- This student is named after a purple flower. ()
- This student has parents who wanted their daughter to be as strong and capable as any boy. ()

John Evans



Wang Jiannan



Heather Smith

Vocabulary: Phrasal Verbs

- 4 Complete the passage with these phrasal verbs.

come across, hold up, grow up, stand for, count on, figure out, look like, end up, put up with

I (1) _____ an interesting name story when I visited my cousin in Henan Province. My cousin (2) _____ next door to a girl called Li Shichun. The "Chun" part of Li Shichun (3) _____ spring. That's when she was born. But that's not all. She's also named after a Ming Dynasty engineer, also named Li Chun. Her father admired him because he built bridges you can really (4) _____. But her mother thought that was too masculine. She was worried that her daughter would have to (5) _____ too much teasing with a man's name. So they (6) _____ a way to change it. They added "Shi" from her grandmother's name. Well, that was lucky because she (7) _____ her grandmother anyway. Li Shichun eventually went to university where she studied medicine. However, she didn't like it so she changed her studies and (8) _____ becoming an engineer! She became quite famous when she invented a new way of (9) _____ suspension bridges during the building process.

- 5 Listen to the extracts from the monologues and complete the Function File.

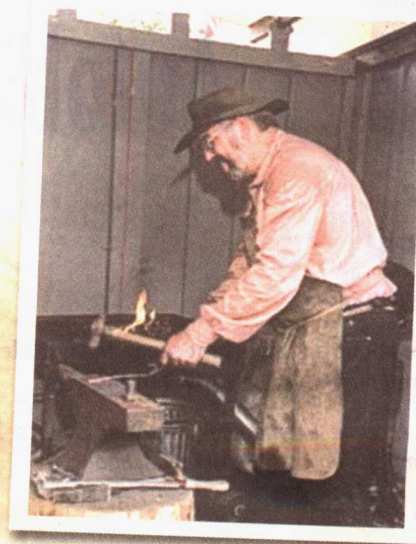
Function File

Expressing guesses, assumptions, beliefs

(1) _____ you think that's enough significance for one name but there's more.

Well, there are very few blacksmiths these days and no one in my family can figure out which ancestor was a blacksmith, but (2) _____ we must have had one sometime in the past.

(3) _____ when you dig deep enough every name has a story to it.



- 6 Use the words from the Function File to complete these sentences.

- Technology is making communication between people faster and more convenient. I believe that ...
- It's raining. I guess ...
- Our teacher is looking very happy today. I suppose ...

- 7 Listen to the person talking about his name. Complete the Function File with these words.

after that, and then, guess what, suddenly

Function File

Linking parts of a story

(1) _____? I was born on a boat!

(2) _____ my mother started feeling pain.

My parents got off the boat with their new baby (3) _____ went to the hospital.

(4) _____ my parents decided I should be called Jiangsheng!

Pronunciation: Contractions

- 8 Listen to the story and write down the contractions you hear.

Example *wasn't*

- Listen to six sentences with the contraction 'd. Which auxiliary (would or had) does it replace in each sentence?

Writing and Speaking

- 9 Think about stories attached to your parents' names. Use the question cues to write notes.

What characters are used to write their names?
What do these characters mean?
Were they named after anybody in particular?
If so, who and why?
What do their names mean to you?
If they could choose other names, what do you think they would be? Why would they choose them?

- 10 In pairs, discuss your friends' names. Use the question cues and your notes.

Example

A: What's your friend's name?

B: It's Li Yong.

A: What does the character "Yong" mean?

B: It means "brave".



Comparing Cultures

Where do Chinese families get their names from? What kinds of trends can be seen in the names people choose for their children?

Do you know where Western first names come from? Do you know which names were popular in the past and which ones are popular today?

QUOTE... UNQUOTE

"Regard your good name as the richest jewel you can possibly possess."

Socrates (469BC-399BC)



3 Autobiography

SKILLS FOCUS

Reading

Before you start

- 1 Think about an important scene in your life that you remember very clearly. Tell the class.

Example A scene I remember very well is when I won a competition at my primary school ...

Read to learn

READING STRATEGIES: Revision

- Before reading, look at the title, pictures and the first couple of lines of the text. Look for clues to help you predict what kind of text it is and what it is about.
- Read the text to get the general idea. Ignore words you don't know.
- Read the text again. Try to work out the meaning of important new words. Use a dictionary if you can't.
- Read any comprehension questions and try to think of possible answers. Then find answers to the questions in the text.

- 2 Read the Strategies and use them to answer these questions about the texts.

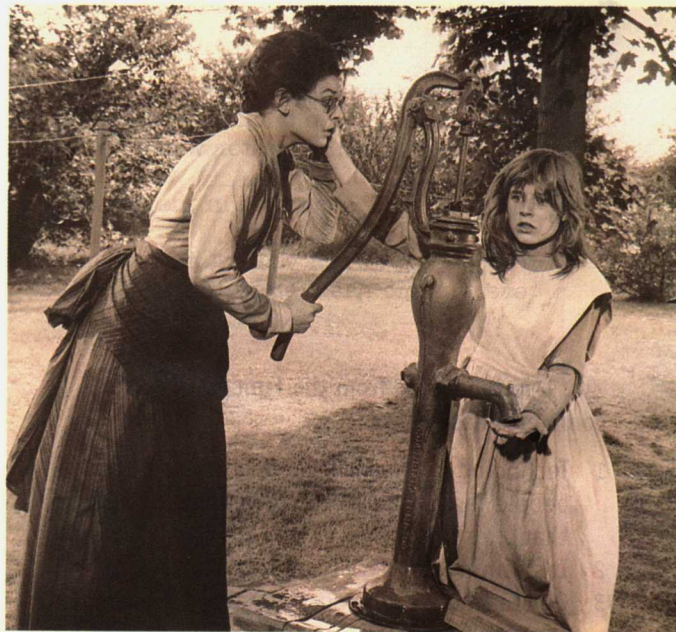
Text 1

- 1 How was the girl different from other children?
- 2 Why was her teacher so important for her?
- 3 How did she learn new words?
- 4 Why did she feel happy when she understood the meaning of the word "water"?

Text 2

- 1 Is the second text written by the same person as the first one?
- 2 Why was the word "love" difficult for her to understand?
- 3 Why did she think that love might be the sun?
- 4 What do the words "love" and "think" have in common?

What do you think happened later to the writer of the texts? Check your answer on page 94.



Text 1

THE MOST IMPORTANT DAY I remember in all my life is the one on which my teacher, Anne Sullivan, came to me. It was three months before I was seven years old. On the afternoon of that day, I knew that something was happening. I went outside and waited on the steps of the house. I could feel the sun on my face and I could touch the leaves of the plants. Then I felt someone walking towards me. I thought it was my mother and she picked me up and held me close. This was my teacher who had come to teach all things to me and, above all, to love me.

The next morning, the teacher took me into her room and gave me a doll. When I was playing with it, Miss Sullivan slowly spelled the word "D-O-L-L" into my hand. I was interested and I imitated the movements with my fingers. I learnt a lot of words like this, but only after my teacher had been with me for several weeks did I understand that everything has a name. One day I didn't understand the difference between "mug" and "water". I became angry and threw a doll on the floor and it broke. In my quiet, dark world I didn't feel sorry for doing it. Then my teacher took me out into the warm sunshine. We walked down to the well where someone was drawing water. My teacher put my hand under the water and spelled the word "w-a-t-e-r" at the same time in my other hand. Suddenly, I felt an understanding. The mystery of language was revealed to me. I knew then that "w-a-t-e-r" was the wonderful cool something flowing over my hand. That living word awakened my soul, gave it light, hope, joy, and set it free!

Text 2

I now had the key to all language, and I was eager to learn to use it. Children who can hear learn language easily, but for a deaf child it is a slow and often painful process. But whatever the process, the result is wonderful.

At first, when my teacher told me something new, I asked very few questions. But as my knowledge of things and my vocabulary grew, I asked more and more questions, eager for further information.

I remember the morning that I first asked the meaning of the word, "love". This was before I knew many words. I had found a few flowers in the garden and brought them to my teacher. She tried to kiss me, but I pulled away as at that time, I only allowed my mother to kiss me. Miss Sullivan put her arm around me instead, and spelled into my hand, "I love Helen." "What is love?" I asked. She drew me closer to her and said, "It is here," pointing to my heart. Her words puzzled me very much because at that stage I did not understand anything unless I touched it. I smelt the flowers in her hand and asked half in words, half in signs, a question which meant, "Is love the sweetness of flowers?"

"No," said my teacher.

Again I thought. The warm sun was shining on us. "Is this love?" I asked, pointing up at the sun. It seemed to me that there could be nothing more beautiful than the sun, whose warmth makes all things grow. But Miss Sullivan said no again, and I was very confused and disappointed. I thought it strange that my teacher could not show me love.

A day or two later, I was making a necklace of beads and kept making mistakes. Miss Sullivan showed me again and again what to do. Finally I noticed another mistake and stopped to think how it should be done. Miss Sullivan touched my head and spelled the word "think". In a flash I knew that the word was the name of the process that was going on in my head. This was the first time I understood something I couldn't touch. For a long time I was still – not thinking about the necklace, but trying to find a meaning for "love" in the light of this new idea. Again I asked my teacher what love was and again she explained it.

"You cannot touch the clouds, you know, but you feel the rain. You cannot touch love either, but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."

The beautiful truth burst into my mind. I finally understood the word "love".

Vocabulary: Wordbuilding

➡ Lexicon, page 101

3 Use the endings to make adjectives from the words in brackets and complete the sentences.

-ed, -ing, -ful, -(i)ous, -(i/a)ble, -al, -ive

- 1 No one could offer an explanation for his _____ (mystery) disappearance.
- 2 After the teacher's explanation, Jacky still had a _____ (puzzle) expression on his face.
- 3 It's five years since the terrible earthquake happened, but people still find the memories quite _____ (pain).
- 4 I found the book really _____ (confuse). I kept forgetting who the characters were.
- 5 Gradually the band became more _____ (knowledge) about the business dealings in the music industry.
- 6 Simon was such an _____ (ambition) man that he was always eager for power.
- 7 Students should be encouraged to develop their _____ (create) abilities.
- 8 They suggested that financial and _____ (practice) help be provided for disabled students.

4 Put the underlined words in the correct form.

I have some very (1) please memories of my (2) child. We lived in a (3) romance cottage in the country with (4) love views of Lake Windermere. We had a (5) wonder garden with lots of animals. However, I (6) memory one year (7) extreme well. I was eight and one of my (8) favour animals was a goose called Mabel. After coming back from school, I used to (9) food Mabel. With me she was (10) usual very quiet and (11) friend. With everybody else though, Mabel was very nasty and (12) aggression. That winter was very cold and the snow was nearly a metre (13) depth. On Christmas Day we had a (14) tradition lunch – goose and Christmas pudding. I was (15) cheer until I realised that the goose was ... Mabel! My (16) happy immediately disappeared and I spent the rest of the meal in tears.

5 Choose another memory from your life. Write notes about these things:

your age, place and time, who you were with, what happened, how you felt, what happened in the end

6 Work in pairs. Tell your partner about your memory.

QUOTE UNQUOTE

"To love oneself is the beginning of a lifelong romance."

Oscar Wilde



Communication Workshop



Writing: Events in My Life

Before you start

1 Read the three drafts of a student's composition on the topic *A Day When Everything Went Wrong*. Decide which one is the most interesting.

2 Think about how the writer:

- attracts the attention of the reader.
- shows the sequence of events.
- shares feelings with the reader.
- uses rich and colourful language to make the writing more interesting.

Draft A

May 24 was a bad day because the school bus did not arrive and we had to walk to school. It was hot and I was very tired by the time I got to school. At school, Mr Fan, the English teacher, reminded me about the poetry reading competition. This surprised me because I had forgotten about the competition. I tried to practise at lunch time, but I did not have enough time. I had to look down at my book during the competition. There was only a little applause when I left the stage in embarrassment. I came last in the competition. When I got into bed that night, I spilled water on my mattress.

Draft B

The day everything went wrong was May 24. First, I had to wait 30 minutes for the school bus. When it did not arrive, I decided to walk to school. The day was hot and tiring. The next problem happened when I arrived at school. Mr Fan, the English teacher, a large but friendly man, saw me and gave me a nasty surprise. He reminded me in his loud voice that the poetry reading competition, which I had forgotten, was that afternoon. There was no time to practise at lunch time, and I read from my book instead of memorising the poems. As I left the stage, the audience showed disapproval by not applauding me loudly. I was not surprised when I came last in the competition. The last problem of this terrible day happened when I got into bed that night. I kept a glass of water near the bed, and as I got into bed I spilled it over my mattress.

Draft C

May 24, 2004 will live in my mind forever. The day started to go wrong the moment I left home. Normally, the school bus arrives at 7:30; but that day it didn't arrive at all! After waiting for ages, I decided to walk. This was a big mistake! The sun was already boiling hot and you can imagine how I felt by the time I arrived at school. But the trouble was only just beginning. As I climbed wearily up the stairs to the classroom, I heard a booming voice behind me. It was Mr Fan, the English teacher, calling out my name. "Good luck in the poetry reading competition this afternoon," said Mr Fan as he quickly passed me. Of course, I had forgotten all about the competition. I tried – and failed – to practise in the lunch break. The result? I couldn't remember any of the poems and had to keep looking down at my book. The more I looked down, the redder my face became. When I left the stage the applause was not deafening and it came as no surprise that I was last in the competition. And so the day went on, until finally I climbed, exhausted and ashamed, into bed. Even then, my troubles were not over. As I got into bed, my hand upset the glass of water on the bedside table. Water spilled onto my bed soaking the mattress. What an imperfect end to a very imperfect day!

3 Make Drafts A and B more interesting by replacing some phrases with more colourful language. Find the phrases in the drafts that can be replaced with the following:

- really exhausted =
- was a terrible shock =
- burning with shame =
- the first sign of things to come was =
- my troubles only got worse =
- the final horror came =

Write about a memorable day or event in your life. Follow the stages below.

Stage 1

Write a rough outline of the period or event. Try to divide it into steps so that the sequence of actions is clear to the reader. Look back at Draft C, which has effective introductory and concluding statements and also sequencing phrases such as "But the trouble was only just beginning", and "Even then my troubles were not over". These phrases encourage the reader to read on to learn what will happen next.

Stage 2

Try to think of ways to attract the reader's attention to your writing. It is important to attract and maintain the reader's attention. Think about your reader at all stages in the writing. In informal writing of personal events, it is acceptable to address the reader directly using the pronoun "you", e.g. "As you can imagine ..."

Stage 3

Describe feelings and events in an interesting way, e.g. use suitable adjectives and adverbs to make your writing more interesting. For example, "*boiling* hot" instead of "*very* hot" to describe the weather, and "as I climbed *wearily*" rather than just "climbed". Use detail to paint a more interesting picture for your reader. For example, Draft C includes the English teacher's direct speech, which is more interesting and lively than reported speech.

Stage 4

Now write approximately 250 words about a memorable day or event in your life. The day or event may be memorable for being happy, exciting, funny, sad, embarrassing, etc.

➡ Writing Help 1 (layout), page 97.

Talkback


Answer the questions to assess your piece of writing.

- 1) Have you tried to attract and maintain the attention of the reader? How?
- 2) Have you shown the sequence of events? How?
- 3) Have you tried to address the reader directly? Give an example from your writing.
- 4) Have you used rich and colourful language to make the writing more interesting? Give one or two examples.
- 5) Did you remember to check your writing for mistakes?

Listening: A Myth

LISTENING STRATEGIES: Important words

- When you listen in English, do not worry if you do not understand all of the words.
- Pay attention to *stressed* words. These give the most important information (e.g. One day in *spring*, she went *walking* in the *fields*).

 Listen to the story and use the Strategies to answer the questions.

- 1 When did Eurydice go out walking?
 - a) spring
 - b) summer
 - c) winter
- 2 Where did she fall asleep?
 - a) near a river
 - b) under a tree
 - c) in a cave
- 3 Who took her away?
 - a) a young king
 - b) the king of the fairies
 - c) the King of France
- 4 What did Orpheus do?
 - a) go hunting
 - b) stay in his palace
 - c) go into the woods
- 5 What did he take with him?
 - a) a harp
 - b) his dog
 - c) a flute
- 6 How did Orpheus get to the palace?
 - a) using a map
 - b) following the king
 - c) by chance
- 7 What did he do there?
 - a) play chess
 - b) play music
 - c) play a game
- 8 What did the king give him?
 - a) a present
 - b) three wishes
 - c) one wish
- 9 Where did Orpheus take Eurydice?
 - a) back to his kingdom
 - b) back to his house
 - c) back to her family



Speaking: Telling a Story

Before you start

What do you do when you think you have made a mistake? Read the Strategies.

SPEAKING STRATEGIES:

Dealing with mistakes

- If you think you have made a mistake but are not sure, don't worry. Continue speaking.
- If you know that you have made a very simple mistake, correct yourself.
- If someone does not understand you, try to say it again using different words.
- Use these expressions:
"I mean ...", "What I mean is ..."

Use the pictures to tell a story with a partner. Follow the stages below.

Stage 1

In pairs, look at the pictures. Use the questions below to share ideas for the story.

The people

Who are the main characters? • What are their names?
• What do they do? • Where are they from? • How old are they? • What personalities have they got?

The story

- 1 The beginning: Where did the story take place?
• What was happening at the start? • What had happened before?
- 2 The action: What happened? • What happened next?
- 3 Development: How did the characters react?
• Where did they go? • What else happened?
- 4 The end: What happened in the end? • How did the people feel?

Stage 2

Now make notes for your story. Do not write full sentences. Use the Key Words to help you.

Example *young man (Mark) – went for picnic*

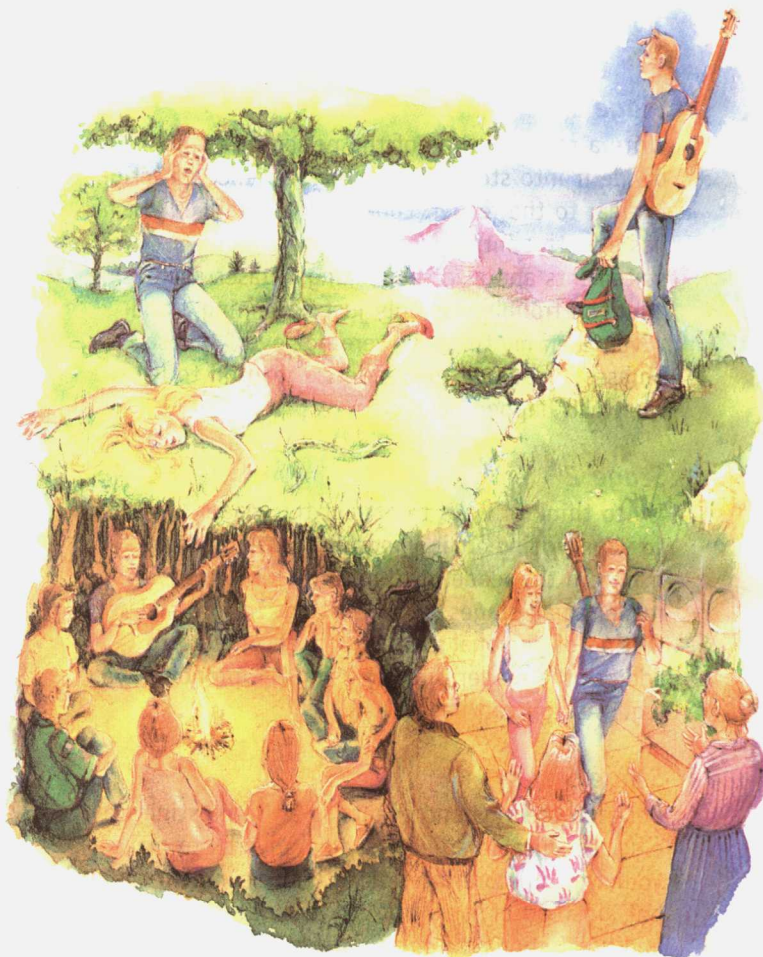
KEY WORDS

Weather: cloudy, foggy, freezing, rainy, sunny, wet

Places: castle, mountain, old house, park, river, valley, woods

Verbs: argue, crash, escape, fall, find, get back, get lost, hunt, hurt, meet, recognise

Adjectives: afraid, amazing, awful, beautiful, exciting, frightening, strange, terrifying



Stage 3

Practise telling your story. One student tells the first half. The other student tells the rest.

Use these words and pause to make your story more interesting.

suddenly ..., and guess what?, just then ..., after that ..., and then ...

Stage 4

Make a note of some of the mistakes you and your partner made. Think of the correct way of saying them. Ask your teacher if you are not sure.

Stage 5

Form a group with another pair. Tell your version of the story.

Talkback

Decide which was the most interesting version and tell the class about it.

Example *In their version, the young man and woman went out for a picnic. Then ...*

Vote for the best version in the class.

What were the most common mistakes in the stories?

Language Awareness 1

1 Read the text and answer the questions.

- 1 Why were the Micra car and low-fat food adverts successful?
- 2 What is the joke with the frying pan advert?
- 3 Why do charity adverts have a problem holding people's attention?

Shock Tactics

Although most advertisers use humour or fantasy to attract our attention, others try to shock us so that we remember their message.

Some adverts present us with a puzzle; they show an unusual image which at first doesn't make sense. For example, in the Micra advert, when we see a half-shaved head, we want to know why the man has had his hair cut like that. In the end, we discover that a woman has shaved the man's head because he borrowed her car! Because we have had to work out the

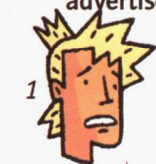
solution, we will probably remember the product better.

Other adverts play with words rather than images. When we understand the joke, we feel very pleased with ourselves. Take the advert with the words: "Last year 400,000 women killed their husbands with a frying pan." At first, the words seem to refer to domestic violence, but then we realise the advert is a warning about eating high-fat food!

Charities have also started advertising in this way. There is so much suffering in the real world that it is often difficult to hold people's attention. Because of this, charity advertisers have developed ways of shocking the public. They use serious and frightening images. In this case, such hard-hitting tactics are surely justified.

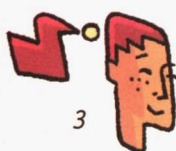
On the other hand, some adverts go too far when they are deliberately offensive. Justified? The advertisers would say yes if the adverts sell the product.

2 Read the sentences and match the people with the advertisements below.



My computer's really slow. I need to get the hard disk upgraded.

I had my hair cut last week, but it looks horrible!



I think I'll have the car serviced this week.

Next month I'm going to get my bike repaired.



A Bill's Bike Repairs. Get your bike repaired here. Reasonable prices. 11 Corve St. Tel: 158487 9587

B Shropshire Computer Services. Specialists in software. Computers repaired and upgraded. Tel: 158487 3312

C Temeside Garage. Have your car serviced in two hours! Very reasonable prices. 9 Temeside Avenue (near the bridge). Tel: 1564987456

D Ken's Stylists. "I always have my hair cut at Ken's," says one of our many satisfied customers. Haircuts with style. 23 High Street. Tel: 158487 3217

To HAVE/GET SOMETHING DONE

➡ Grammar Summary 2, page 99.

3 Read the sentences below and say who did/will do the activity in each one, a or b.

a) the people who are talking b) someone else

- 1 I must get my tyres pumped up.
- 2 I am going to pump up my tyres.
- 3 I replaced that broken window at last.
- 4 I had that broken window replaced at last.
- 5 We are getting the video repaired today.
- 6 We are repairing the video today.

4 Look at the names of services in the advertisements. What can you have done there?

Example Ken's Stylists— I can have my hair cut there.

Shropshire Computer Services—

Bill's Bike Repairs—

Temeside Garage—

5 What can you have done at these services?

- | | |
|-------------------|-----------------|
| a) cleaner's | b) dentist's |
| c) petrol station | d) dressmaker's |
| e) photographer's | f) hospital |

➡ Find practice exercises in the Language Power, page 94.