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# CHAPTER



O N E

# C O N T E N T S

In this chapter, *Oxford English* presents:

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## READING

### A What do you know about ...?

- Look at the pictures on the right. The girl's body language shows some different feelings. Match the words and the pictures.

- 1 anger
- 2 disappointment
- 3 sadness
- 4 surprise



### B Skimming

If you skim a passage before you read it, you can get a general idea of it. Skimming means looking at titles and headings, pictures and diagrams, and certain sentences in the passage (e.g., the first and last sentences). This takes only a minute or two, and it helps you to read and understand things more easily.

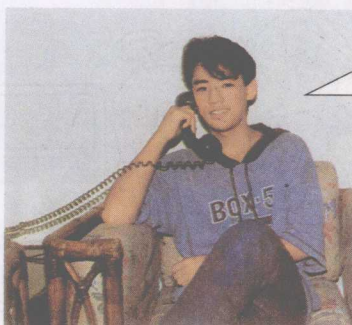
As you skim a passage, you look for clues to what it is about. It is useful to ask yourself questions with *who*, *what*, *when*, *where*, *why* and *how*.

- Read these questions. Then skim the story and look at the photo on the next page, and try to answer them.

- 1 Where does the story take place?
- 2 Who are the people sitting down?
- 3 When did the story take place?
- 4 Which person looks the most friendly?

### C Scanning

- Simon is phoning a friend. Read the story and complete what he says with information from the story. Put one word in each space.



I spoke to Mr Yang today. He's one of Sunbeam Travel's (1) part-time employees. I told him that our customers always prefer to deal with (2) \_\_\_\_\_. He told me the problem might be the way I (3) \_\_\_\_\_. He explained to me about (4) \_\_\_\_\_ language. He said that I was not giving customers a good (5) \_\_\_\_\_. My body language was telling customers to go (6) \_\_\_\_\_, instead of making them feel (7) \_\_\_\_\_. So now I'm trying to (8) \_\_\_\_\_ my body language.





# Body Language

Debbie and Simon are students. On Saturday mornings, when they are not at school, they are at work. They have part-time jobs with the Sunbeam Travel Company. They are sitting in the office.

Debbie and Simon looked up as the door opened and a middle-aged, well-dressed lady entered. She glanced at them both, hesitated a moment, then walked over and sat down opposite Debbie. Debbie greeted her cheerfully, and they got down to business. 'I want to go by train from Germany to Paris. Can you ...?'

Simon sighed, picked up some paper from his desk and took it over to the fax machine.

Mr Yang, one of Sunbeam's senior employees, was standing there. He said, 'What's up, Simon? You don't look very happy.'

'Nothing,' Simon said.

Mr Yang put his hand on Simon's shoulder. 'Come on,' he said. 'Tell me. I'm your friend as well as your colleague.' He gave an encouraging smile.

'It's the customers,' Simon said. 'They always prefer Debbie to me. I can't understand it.'

'I can. It's the way you communicate.'

'How can that be?' Simon said. 'I don't even get a chance to speak to them.'

'Communicating is more than speaking and listening, Simon. Your body language is important, too.'

'What kind of language is that?'

'It's the way you stand and sit and walk. It's your gestures and the expression on your face and in your eyes. Your whole appearance communicates things, even when you're not speaking.'

'The way you look at customers doesn't give them a good impression, Simon. For example, you often rest your head on your hand. You look downwards. You don't smile. You don't turn your head or your body towards the customers.'

'But look at Debbie. She's holding her head up. She looks at a customer's eyes. She smiles. She turns her head and her body towards the customer. Your body language is telling customers to go away. Debbie's is making them feel welcome. That's why they go to her, and not to you.'

After that, Simon tried to improve his body language. He sat up and smiled at the customers. This seemed to work. Minutes later, a very beautiful girl entered. She looked at Debbie and Simon and, without hesitation, sat down opposite Simon and gave him a big smile. A few moments later, she left, still smiling.

Mr Yang came over at once and said, 'Well, Simon, you certainly made a good impression on that customer. Well done.'

'That wasn't a customer,' Simon said. 'That was my sister. She wanted to borrow some money for lunch.'



## D Find the meanings

- D1 Find the words in the box in the story and try to guess their meanings from their contexts (i.e., the words before and after them). Use them to complete the conversations below.

- 1 X How do you know she was disappointed at the news?  
Y She \_\_\_\_\_.
- 2 X Have you started work on your project yet?  
Y Yes, I \_\_\_\_\_ it last night.
- 3 X Was it difficult to make him agree with your suggestion?  
Y No. He agreed at once. He never \_\_\_\_\_.
- 4 X Did you read the paper this morning?  
Y No. I only \_\_\_\_\_ the headlines.
- 5 X Ann's not feeling very confident about tomorrow's exam.  
Y Then I'll say a few \_\_\_\_\_ words to her.
- 6 X Would you rather go out or stay at home?  
Y I'd \_\_\_\_\_ to stay at home.

glanced at  
got down to  
encouraging  
hesitated  
sighed  
prefer

- D2 Find words in the story that have meanings similar to these.

- 1 of the years between youth and old age *middle-aged*
- 2 a machine that receives and sends documents *fax machine*
- 3 holding a higher position
- 4 people who are paid to work for other people *employee*
- 5 What's the matter? *what's up?*
- 6 a person that you work with *colleague*
- 7 movements of your hands that communicate something
- 8 the way you look to other people
- 9 have a good effect on people's feelings
- 10 stopping for a moment

## E Read and think

- E1 Complete the questions for these answers.

- 1 Who \_\_\_\_\_ opposite Debbie?  
A middle-aged, well-dressed lady.
- 2 How \_\_\_\_\_ her?  
Cheerfully.
- 3 What \_\_\_\_\_ from his desk?  
Some paper.
- 4 Where \_\_\_\_\_ to?  
The fax machine.
- 5 Why \_\_\_\_\_ to Debbie?  
Because she makes them feel welcome.
- 6 When \_\_\_\_\_ Simon's desk?  
He came over after the girl left.

- E2 Quote two examples of Mr Yang's body language from the story.

- 1 'Mr Yang \_\_\_\_\_.'
- 2 'He \_\_\_\_\_.'

- E3 Explain why Mr Yang did the above things to Simon.

He wanted to \_\_\_\_\_ Simon.

## LISTENING

### Recognizing key words



■ You are going to hear a passage about ballet. Supply the missing words.

Ballet is a special form of (1) \_\_\_\_\_. It is based on the dancers' (2) \_\_\_\_\_ and their graceful gestures and (3) \_\_\_\_\_.

Ballet can tell (4) \_\_\_\_\_ or express moods. But it always presents ideas through (5) \_\_\_\_\_ instead of speech. This type of classical dance began about (6) \_\_\_\_\_ years ago. Gradually, it became a (7) \_\_\_\_\_ show on its own in the (8) \_\_\_\_\_ century. Today, ballet has become a favourite means of (9) \_\_\_\_\_ for many people in China. Through television, live broadcasts of 'Swan Lake' and 'Sleeping Beauty' have (10) \_\_\_\_\_ millions of ordinary people's (11) \_\_\_\_\_.

To become a ballet dancer is (12) \_\_\_\_\_ easy job. First of all, the dancers have to be of a certain height and build. Training usually starts at an (13) \_\_\_\_\_ age and the dancers have to (14) \_\_\_\_\_ very hard every day in the dance studio.

They learn to control their muscles and dance on (15) \_\_\_\_\_; they also learn to use their special (16) \_\_\_\_\_ language to signal all kinds of (17) \_\_\_\_\_— with charm and beauty.

## LANGUAGE

### A Talking about places, travel and meals (nouns without articles)

Some nouns connected with places, travel and meals do not have articles (*a, an, the*) in front of them when we use these nouns in special expressions. Here are some examples.

Places: On Saturday mornings, when they are not *at school*, they are *at work*.

Travel: I want to go *by train* from Germany to Paris.

Meals: She wanted to borrow some money *for lunch*.



Here are some other words used in this way:

Places: college; university; hospital; prison; home; bed  
 Travel: by bus/car/tram/train/underground/ferry/air; on foot  
 Meals: breakfast; dinner; tea; supper

When the nouns (e.g., *school*, *car*, *bed* and *breakfast*) are *not* used in special expressions, they need articles. Read and compare these sentences.

He will leave **school** next year.  
 She usually travels by **car**.

He sometimes has **breakfast in bed**.

There is **a school** near our new flat.  
 She bought **a car** and someone  
 dropped **a bed** on it.  
**A breakfast** here costs ¥12.

Work in pairs. Mr Yang is talking to a customer, Pam. S1 is Pam. S2 is Mr Yang. S1 starts the conversation. S2 uses words from the box and omits or includes articles as necessary.



air  
 breakfast  
 hospital  
 hotel  
 prison  
 swimming-pool  
 university

**Pam**

I want to fly to Paris on Friday.

No problem.

No.

Of course not. Do I look like a criminal?

I have a Bachelor of Science degree.

Yes, I'd like to stay at the Grand. How much is it?

Good. I'll take it.

**Mr Yang**

I see. You want to go by (1) \_\_\_\_\_.  
 You'll need a visa. I'll have to ask you  
 some questions.

Are you healthy? Have you ever been  
 in (2) \_\_\_\_\_?

Have you ever been in (3) \_\_\_\_\_?

About your education. Have you ever  
 been to (4) \_\_\_\_\_?

Good. Now do you need (5) \_\_\_\_\_  
 in Paris?

It's US\$110 per night, but that includes  
 (6) \_\_\_\_\_, and you can use

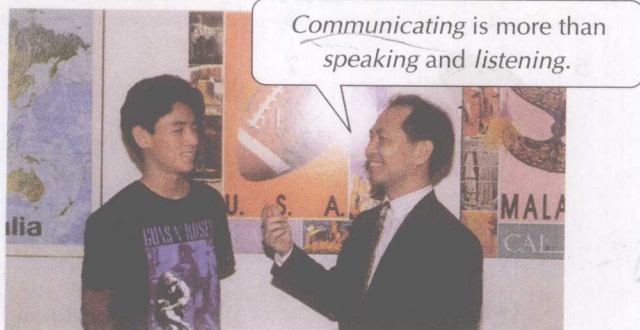
(7) \_\_\_\_\_ free of charge.



## B Talking about actions (gerunds) *动名词 / 动名词*

### Making gerunds

Gerunds are *-ing* nouns. We can add *-ing* to verbs to make the *-ing* nouns. These nouns refer to actions and activities.



Gerunds are often uncountable (i.e., used without *a* or *an*). When you add *-ing* to some verbs, you have to change their spelling, e.g., *begin* — *beginning*.

**B1** Make gerunds from the verbs in the box, and use them to complete the sentences below. Use each verb once only. Change the spellings where necessary.

- Some types of body language are easy to understand. For example, \_\_\_\_\_ means that we are feeling happy.
- \_\_\_\_\_ the mouth wide and raising your eyebrows means that you are surprised.
- \_\_\_\_\_ your head from side to side means 'No' in most countries.
- But nodding your head (\_\_\_\_\_ it up and down) means 'Yes'.
- Some gestures can have different meanings. For example, \_\_\_\_\_ your tongue out of your mouth can be rude, or it can show surprise.
- Even animals use body language. Think of dogs, for example. \_\_\_\_\_ the tail (moving it from side to side) means that the dog is friendly.
- \_\_\_\_\_ back the lips to show the teeth is a sign of anger. This is used by monkeys and many other animals.

pull  
put  
shake  
move  
open  
wag  
smile



### Gerunds as subjects

We can use gerunds as the subject of a sentence.

Smiling is a sign of happiness.





- B2** Work in pairs. S1 makes questions using the pictures and turning the verbs in brackets into **-ing** nouns. S2 chooses answers from the box. If you don't know an answer, find it later. Follow the example.

S1 What does shaking hands mean?

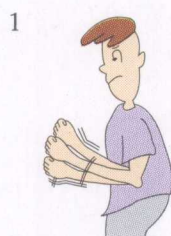
S2 Shaking hands is a sign of friendship.

anger

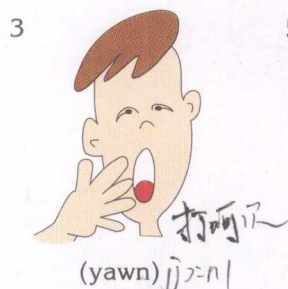
respect

sadness

that you are happy/puzzled/sleepy/thinking



(shake) your fist 拳头



(yawn) 打呵欠



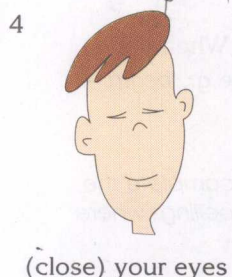
(whistle) /wɪsəl/



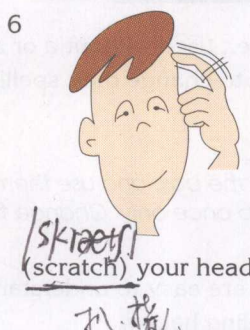
(bow)



(sigh) /saɪ/



(close) your eyes



(scratch) /skrætʃ/ your head 抓头

## Gerunds as objects

We can also use gerunds as objects.



- B3** James (S1) is looking at Mabel's (S2's) holiday pictures on page 9. Work in pairs to make similar dialogues about the pictures. Follow the example.

S1 I didn't know you could swim.

S2 Didn't you? I love/like swimming.

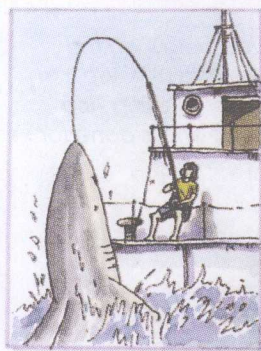
S1 So do I. I really enjoy swimming. /

I don't. I hate/dislike swimming. I prefer walking.





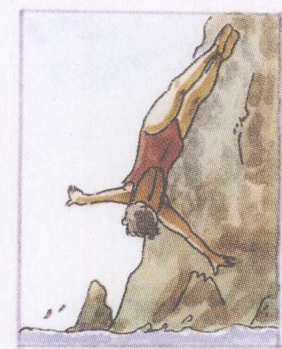
1 (climb)  
mountains



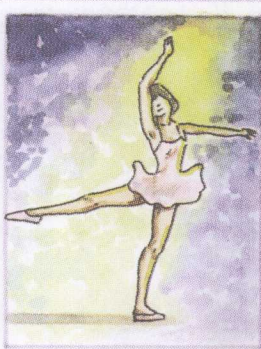
3 (fish)



5 (ski)



2 (dive)



4 (dance) a ballet



6 (lift) weights

## Gerunds after prepositions

We can also use gerunds after prepositions.

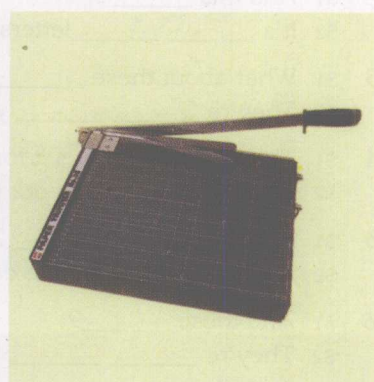
She's very good *at*  
*speaking*.



They want to know  
*about travelling* in China.



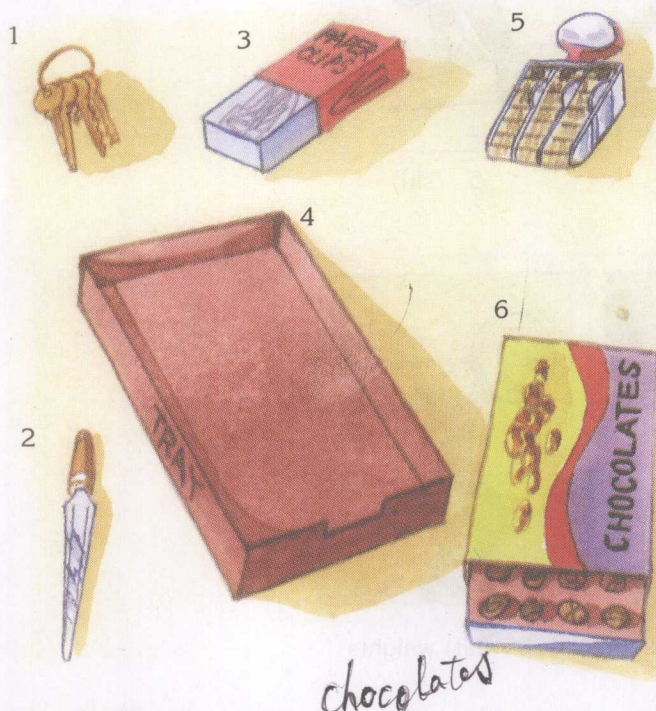
This machine is *for cutting*  
*up paper*.





**B4** What's it for?

On her first day at work, Debbie (S1) saw the things pictured below on the desk. She didn't know what they were for so she asked Mr Yang (S2). Work in pairs to complete their conversation below. S2 should answer S1 using **-ing** nouns made from the verbs in the box along with **for**. The first one is done for you.



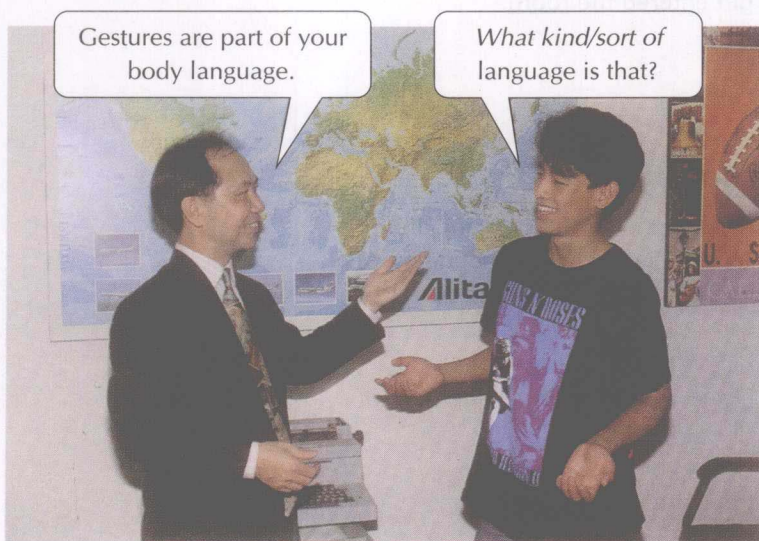
clip	lock	put
eat	open	stamp

- 1 S1 Excuse me, Mr Yang, but what are these keys for?  
S2 They're for locking the drawers of the desk.
- 2 S1 And this \_\_\_\_\_?  
S2 It's \_\_\_\_\_ letters.
- 3 S1 What about these \_\_\_\_\_?  
S2 They're \_\_\_\_\_ your paper together.
- 4 S1 This \_\_\_\_\_. What's it for?  
S2 It's \_\_\_\_\_ your paper into.
- 5 S1 And this \_\_\_\_\_?  
S2 It's \_\_\_\_\_ the dates on documents.
- 6 S1 And these \_\_\_\_\_?  
S2 They're \_\_\_\_\_, Debbie. They're a present for your first day at work.



## C Asking questions with *What kind/sort of*

We ask questions with *What kind/sort of* when we want more information about something.



When Mr Yang went to buy the chocolates, he had this conversation with Wendy, the shop assistant. Read it and work in pairs to make similar conversations using the words on the right and **kind** or **sort**.

MR YANG I'd like some chocolates, please.

WENDY What sort of chocolates would you like?

MR YANG What kind have you got?

WENDY Milk and plain.

MR YANG Plain, please.

Plain / 纯的,

### Mr Yang

ice-cream

soya milk

rice

bulbs

### Wendy

chocolate, vanilla

sweet, unsweet

white, brown

100-watt, 60-watt

## SPEAKING

### A Talk time

#### Stress [Revision]

A1 We stress one syllable in most English words. Say these words. Stress the underlined syllables.

hesitate  
open

senior  
appearance

communicate  
encouraging

employee  
prefer



- **A2** We usually stress nouns, verbs, adjectives and adverbs in English sentences. We do not stress the other words. Say these sentences. Stress the underlined syllables.

- 1 Debbie and Simon are students.
- 2 The door opened, and a beautiful girl entered the room.
- 3 He put his hand on Simon's shoulder.
- 4 She sat down and smiled at him.

## Rhythm (strong and weak sounds)

In stressed syllables, we give the vowel sounds a strong pronunciation (clear and long). In unstressed syllables, we give the vowel sounds a weak pronunciation (unclear and short). This adds rhythm to words and sentences when we speak.

- **A3** Say these words. Make the underlined vowels strong. Make the dotted vowels weak.

among	enter	opposite
Canada	limited	

- **A4** Say these words. Mark the strong and weak vowels as above. Give each word a rhythm.

about	elected	nobody
animals	instant	

- **A5** Say these sentences. Make the underlined vowels strong and the dotted vowels weak. Give each sentence a rhythm.

带点的。

- 1 There's a plane for America every day.
- 2 Debbie's gone to work. She'll be back about five o'clock.
- 3 How much will a ticket to Tokyo cost?
- 4 When you see Simon, can you give this book to him?

- **A6** Learn this. Practise the rhythm.

There once was a man called Ted Heath  
Who sat on his set of false teeth.  
He said, with a start,  
'Oh, bless my poor heart!  
I've bitten myself underneath!'





## B Speak up

### Everybody's friend

■ Think of someone that you know who always seems nice and friendly to everyone. Perhaps it is a relative, a friend, someone who works in a shop, a police officer or a child.

■ **B1** Work in groups of four. S4 is the group leader. Practise reading this conversation aloud.

- S1 I want to tell you about a woman. She works in the post office near my home. I don't know her name. She is very friendly. She always helps me. She helps everyone. I like her very much.
- S2 How old is she?
- S1 I don't know. She is about 50, I think.
- S3 What does she look like?
- S1 She is quite fat, and she has short hair. She is always smiling.
- S4 What work does she do?
- S1 She works in the post office. She sells stamps and things.
- S2 What does she wear?
- S1 She wears a uniform.
- S3 Why do you like her?
- S1 I like her because she always smiles at me. She helps people a lot. For example, if you want to send a letter to Britain, she will tell you how to do it.
- S4 Can you give us another example?
- S1 Er, yes. Last week my father wanted to send a book to my sister in Canada. That lady told him how to do it.
- S4 Right, thank you, Mary. Now, Peter, it's your turn.
- S2 Er, I want to tell you about ...

■ **B2** Work in small groups. Choose a group leader. Each person in turn must tell the group about a friendly person that they know. The other members of the group must ask more questions about that person, as in the dialogue above.

You can use these (or any other) questions:

How old is he/she?  
 What does he/she look like?  
 What does he/she wear?  
 Where does he/she live/work?  
 What work does he/she do?  
 Why do you like him/her?  
 Can you give us another example?  
 Do you see him/her often?



## USING ENGLISH

### Using your dictionary

Apart from the meaning of a word, we can look up many things in a dictionary: how to spell and pronounce the word; whether it is a noun or a verb, etc.; whether the word has more than one meaning; and so on.

Let us say you want to find out the following things about the word **scale**. Look at the extract from a dictionary below and answer the questions.

**scale** 1 /skeɪl/ n [C] a series of marks which is used for measuring something (e.g., on a thermometer, ruler or weighing machine) *The scale on this ruler is in inches and centimetres.*

**scale** 2 /skeɪl/ n [C] the relationship between the real size of something and a map or diagram of it *What is the scale of this map? It has a scale of one centimetre to one kilometre.*

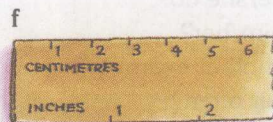
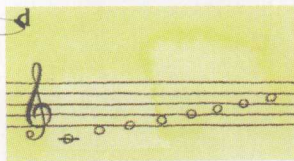
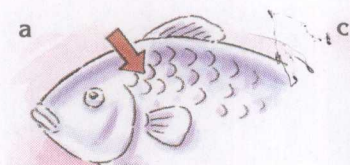
**scale** 3 /skeɪl/ n pl [+ pl v] a balance or instrument for weighing things or people *The cashier put the grapes on the scales and weighed them. Those scales are not accurate.* *a pair of scales*

**scale** 4 /skeɪl/ n [C] (music) a series of musical notes, especially a series of eight notes on a piano *You must practise playing scales on the piano if you want to get better.*

**scale** 5 /skeɪl/ n [C] one of the small, flat pieces all over the body of a fish or a snake *Before you cook this fish, you must remove the scales with a sharp knife.*

**scale** 6 /skeɪl/ v to climb up a mountain or a wall, etc. *Two climbers have just scaled Mount Qomolangma. The burglar scaled the side of the building, and climbed in through a window.*

- How many different meanings are given? What shows you this?
- What shows the pronunciation of the word? Are the letters *sc* in *scale* pronounced like the letters *sc* in *science* or like those in *score*?
- What do the abbreviations *n*, *n pl*, *v*, *C* and *[+ pl v]* mean?
- Why are some sentences in italics?
- Are the pronunciations for all of the meanings the same?
- Is the word *scale* always a noun?
- Which meanings might you use in
  - a music lesson;
  - a maths lesson; and
  - a biology lesson?
- Match the pictures below with the meanings. Which picture illustrates which meaning?





- B** Many English words have more than one meaning. Use a dictionary to choose and write out the correct meaning of each underlined word below.

MR YANG There are two kinds of communication, you know, verbal and non-verbal.

SIMON I know.

MR YANG When someone is speaking to you, you must observe his body language as well as listen to his words.

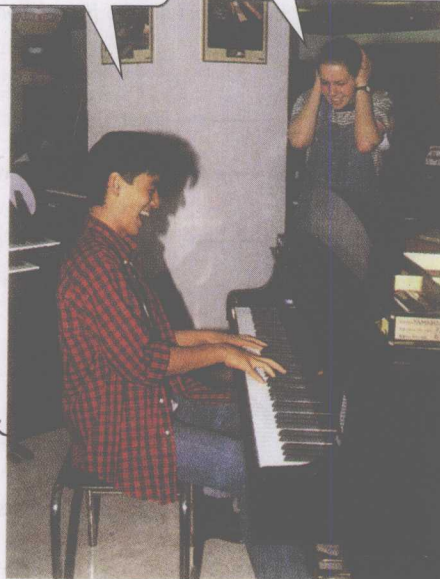
SIMON Why?

MR YANG It will tell you if he is honest and sincere. If the body language contradicts the words, it is likely that the words are untrue.

↘ *verb, like*  
/kən'trɒdɪkt/

Do you like my playing, Debbie?

It's wonderful, Simon!



## WRITING

### Short messages

Dear Eric,  
Just to remind you ...

Dear Ellen,  
Thanks a lot for ...

Dear Pat,  
I'm having a ...

We often have to write short messages to friends, colleagues and customers to thank them, remind them or congratulate them. It is important that these notes make a good impression on the people who receive them. The messages can be on any topic, but they follow these rules. They

- start with a greeting (*Dear ...*);
- mention the topic in the first sentence;
- give the rest of the message clearly and briefly;
- often end with a friendly word or phrase (*Regards*, etc.);
- are signed and dated;
- are written in a friendly style (e.g., using short forms like *I've*, *I'd*).