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# 前 言

本书是为执教《搏流英语 综合教程》系列教材的教师编写的教学参考书,共6册,对应《搏流英语 综合教程》学生用书和《搏流英语 扩展教程》1至6册,本书除可供教师作为教学参考用书以外,还可以供自学《搏流英语 综合教程》课程的学生作自学参考用书。

本书包括以下内容:(1)每一单元的教学目标;(2)教学方法和步骤;(3)教师示范语言;(4)《搏流英语 综合教程》答案和听力文本;(5)语法和词汇测试;(6)语法解释;(7)《搏流英语 扩展教程》答案和听力文本。参考上述内容,教师可以对整个课程开展教学、评估和测试。本教材系由原版教材引进改编,我国教师在使用时要注意以下几点:

## 1. 教学原则

本教材主张以学生为中心、以教师为主导的教学原则。教师要尽量从学生的语言水平、知识范围和学习能力出发,用“对子、小组、个别”等方法引导学生开展语言活动。在学生尝试语言交流的基础上,有的放矢地开展语言示范和语言讲解,然后在此基础上鼓励学生进一步开展活动,尝试语言交流,最后教师提供各种形式的反馈,如此层层推进,完成教学任务。要注意语言功能和结构知识之间的配合,反对只顾热闹,不顾语言知识,或只顾语言知识,不顾语言交际功能的教学方法。

## 2. 内容取舍

本教材内容丰富,材料复杂,根据我们目前的课时结构可以有两种方法处理:一是听说课也部分采用《搏流英语 综合教程》教材,这样做的好处是将教材中的听说训练放到另一种课去上,减少综合英语课程教师的压力。如果本教材的内容全部由综合英语课程负担,则教师一定要对教学内容进行合理取舍。建议教师将需要教师示范、学生交流和教师反馈的内容放在课上开展,将需要大量阅读的内容放在课后,让学生以小组为单位自学。自学一定要有恰当的教学管理,小组成员之间要互相帮助、互相检查,完成检查后要在各自的书上签名。教师可以要求小组成员轮流将小组自学过程中遇到的困难记录下来,每周一次,用英语撰写自学报告,教师根据这些报告,在课堂上集中处理学生遇到的难点。

## 3. 可选部分

本教材部分单元的若干内容标有“Optional Work”(选择性学习内容)的字样。这是改编者根据我国学生的情况改编的。一般来说,这些部分有的过于简单,或者不是该单元的核心内容,或者是其他练习中已经有足够的练习机会,或者是太费课时。课时比较少的教师可跳过这些内容。

## 4. 教学进度

每册综合教程共有5个模块,10个单元,每个模块建议采用3周的时间完成,其中两周完成两个单元的内容,一周用来完成文化学习、扩展知识加上模块测试。其余的时间用来安排复习、辅导和教学检查。

邹为诚

2007年4月于芝加哥

## Objectives

**Reading:** • four-option multiple choice (article)  
• matching (job advertisements) • multiple choice cloze (article) • True/False (literary extract)

**Vocabulary:** • character and appearance adjectives  
• compound nouns describing appearance  
*skills – explaining words from context; remembering new words with their opposites; asking for, giving and justifying advice*

**Grammar:** prepositions with descriptive adjectives; present simple & continuous; adverbs of frequency; question words

*phrasal verb – get*

**Listening:** • matching • multiple choice  
*skills – listening for confirmation; listening to match people to their activities; listening for specific information*

**Speaking:** • simulated situation (talking about a leader's qualities) • extended turn (describing a fictional character) • general conversation (talking about people Ss know; describing cartoon characters; interviewing a partner about his/her lifestyle; making choices) • role play – socialising

**Intonation:** expressing surprise/concern

**Writing:** • sentence transformations • a letter of advice

*Writing – a short paragraph describing a hero(ine) or villain; an advertisement; an e-mail*

1 a. **Focus** ► introducing the theme of the unit

Look at the title of the unit. Elicit what the words **hero**, **heroine** (*a leading character who is good*) and **villain** (*a leading character who is bad*) mean by referring Ss to the pictures. Ss decide which characters are villains and which are heroes/heroines. Ss can also say which films/stories these characters are from.

**Answer Key**

**Frodo Baggins** – from "The Lord of the Rings" – hero

**Saruman** – from "The Lord of the Rings" – villain

**Captain Hook** – from "Hook"/"Peter Pan" – villain

**Peter Pan** – from "Hook"/"Peter Pan" – hero

**The Wicked Queen** – from "Snow White and the Seven Dwarfs" – villain

**Snow White** – from "Snow White and the Seven Dwarfs" – heroine

b. **Focus** ► vocabulary describing appearance

Ask Ss to look at the pictures again. Read out the phrases one at a time and elicit/explain any unknown words. Ask Ss to match the descriptions to the characters.  
e.g. Who's got curly brown hair?

**Answer Key** (See overprinted answers)

2 a. **Focus** ► adjectives describing character

Read out the list of adjectives and elicit/explain the meaning of each one by giving synonyms, opposites or examples, e.g.

**mischievous** – naughty, playful

**daring** – brave

Ss work in pairs and decide which adjectives best describe each character.

**Answer Key** (See overprinted answers)

**Suggested Answer Key**

A: Who do you think is cunning and dangerous?

B: I'd say Captain Hook is cunning and dangerous.

A: Who do you think is kind and caring?

B: I'd say Snow White is kind and caring.

A: Who do you think is vain and cold-hearted?

B: I'd say the Wicked Queen is vain and cold-hearted.

A: Who do you think is polite and considerate?

B: I'd say Snow White is polite and considerate.

A: Who do you think is evil and greedy?

B: I'd say Saruman is evil and greedy.

A: Who do you think is brave and honest?

B: I'd say Frodo Baggins is brave and honest.

b. Explain that Ss are going to listen to a TV presenter talking about this week's films. Explain the task, then play the cassette/MP3, twice if necessary.

**Answer Key**

The extra character is Superman. He is polite and considerate.

3 **Focus** ► prediction about the text

Read out the title and elicit Ss' ideas about what it means.

**Suggested Answer Key**

I would say that "Characters Larger than Life" means that the hero's/ heroine's characteristics are rather exaggerated. For example, the evil villains in films and books are more evil than real life villains.

## STUDY SKILLS

### Reading effectively

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

- 4** Read the text and for each question (1-4) choose the best answer A, B, C or D. Then, explain the highlighted words.
- What is the writer's main purpose in writing the text?
    - To describe how heroes catch villains.
    - B** To describe some well-known heroes and villains. (lines 8, 26)
    - To tell some well-known cartoon stories.
    - To tell some well-known fairy tales.
  - What does the writer say about Saruman?
    - A** He was not always evil. (lines 12-15)
    - He is the writer's favourite character.
    - Frodo wants to destroy him.
    - He has lost a valuable ring.
  - Which of the statements is true of Captain Hook?
    - He works on his own.
    - He has a partner called Jolly Roger.
    - He has a black beard.
    - D** He takes care of his appearance. (lines 35-36)
  - What is the writer's opinion of villains?
    - They are more important than the heroes.
    - He likes them more than the heroes.
    - C** He is happy to see them lose. (lines 53-55)
    - They are just as important as the heroes.
- 5** Listen and read. Say a few words about the stories and suggest another title for the text.

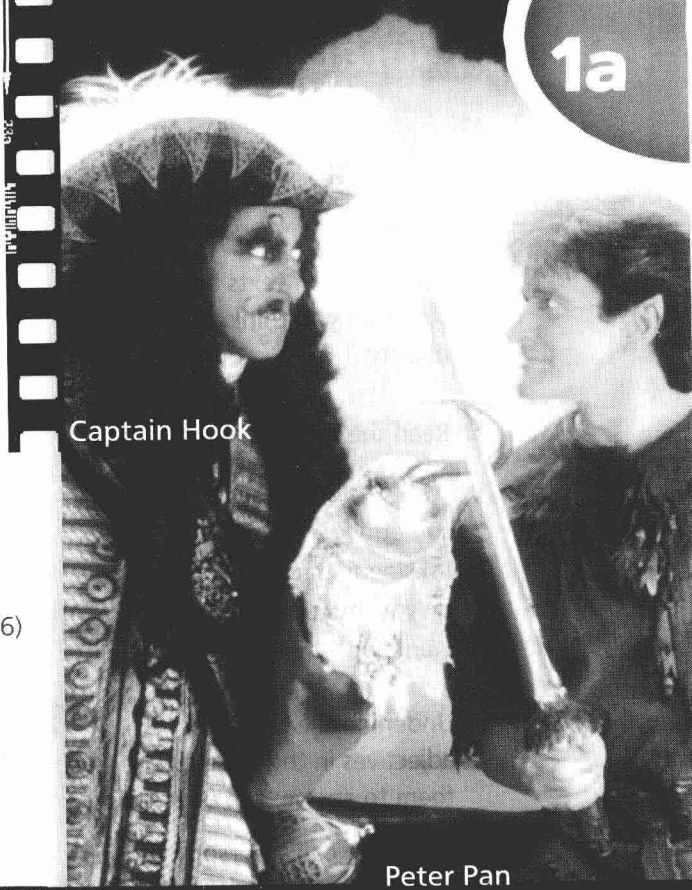
### Speaking

- 6** Tell the class about your favourite film or TV hero(ine)/villain. Talk about:
- the character's name
  - where he/she appears
  - character
  - appearance
  - what happens in the story

### Writing

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

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



Captain Hook

Peter Pan



The Wicked Queen

Snow White

6 **Focus** ▶ listening for specific information

Explain the task. Allow Ss time to look at the picture carefully. Encourage Ss to predict the setting. Play the cassette/MP3. Ss complete the exercise. Check Ss' answers.

**Answer Key** (See overprinted answers)

**Game**

Divide the class into teams. Appoint a leader, who chooses a person from the picture and writes this person's name on a piece of paper. A S from Team A goes first and asks a question. The leader can only answer *Yes* or *No*. If a S does not ask a *Yes* or *No* question, then he/she misses a turn. Note that a team must be certain about who they think the mystery person is before they decide to tell the leader, because if they are wrong, they get a penalty and miss their next two turns.

e.g. (continued from example in the S's book)

Leader: No.

Team E S1: Has he got a beard?

Leader: Yes.

Team D S1: Has he got a moustache?

Leader: Yes.

Team A S2: Is it Sam?

Leader: No. Team A you miss your next two turns.

Team B S2: Is he wearing a tie?

Leader: No.

Team C S2: Is it Alex?

Leader: Yes. You win.

7 **Focus** ▶ descriptive adjectives with prepositions

Explain the task. Ss work in pairs. Check Ss' answers.

**Answer Key** (See overprinted answers)

**Suggested Answer Key**

*My brother is good at drawing portraits.*

*My cousin, Sally, is afraid of spiders. etc*

**Writing**

Ask Ss to read the rubric and underline the key words. Ask Ss questions to check comprehension.

e.g. Teacher: What do you have to write?

S1: An advert.

Teacher: What for?

S2: For two actors for a new TV series.

Teacher: Who is advertising?

S3: A TV studio.

Draw Ss' attention to the first advert in Ex. 1. Tell Ss to read the prompts in the task and check how they have been covered in the model. Brainstorm for ideas and write them on the board. Ss open the writing section of their notebooks and copy the ones they find the most interesting.

Ss complete the task in class. Walk around, monitoring the task. Make notes of any difficulties Ss may have had. When the whole class has finished, write the most typical errors on the board and ask Ss to explain and correct them. Ss check their work once again. Check Ss' answers.

Alternatively you can assign the task as HW provided you have gone through it orally in class.

**Suggested Answer Key**

*Two male actors wanted for new TV series.*

*Location: London*

*Audition date: 1st September*

**Characters:**

*Jake: tall, handsome, blond hair, blue eyes, aged 25-30, easy-going, cheerful and friendly*

*Robert: well-built, dark hair and dark eyes, aged 25-30, rude, cruel, selfish*

**Send photographs and CVs to:**

*Jennifer Ryan*

*Pinewood Studios*

*Pinewood Rd*

*Iver Heath*

*Buckinghamshire*

*SLO ONH*

## Present simple & present continuous

Grammar Reference

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

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

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

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

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

Hi!

From: Ann To: Emily

Subject: Hi!

Dear Emily,

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

Ann

## Adverbs of frequency

Grammar Reference

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

## How often...

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

always
usually
often
sometimes
rarely
seldom
never

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

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

### ► Listening

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

1 D

2

3 E

4 A

5 C

6 B

- George
- Paul and Steve
- Kate and Jill
- Simon
- Miranda

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

A: Is George talking on the phone?

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

- 5 a. **Focus ►** reading for gist  
Present the Study Skills tip. Read the title aloud and help Ss to guess what it means.

**Suggested Answer Key**

*The title of the text suggests that what one person considers beautiful another may not.*

- b. Ss read the text quickly, then choose a title and justify their answers.

**Answer Key**

2 *(The text talks about being happy with your appearance.)*

- c. **Focus ►** gap-filling

Do item 1 with Ss. Ask them to look at the words before and after the gap and then think of a word that would fit. Then they should look to see which of the options matches what they think the missing word is. Explain that the verb **look** is usually followed by **at** and the reflexive pronoun (**yourself**). Ss do the rest of the exercise. Check Ss' answers. Play the cassette/MP3. Ss listen, follow the text and check their answers. Explain/Elicit why the rest of the distractors do not fit.

- 6 **Focus ►** question words

Elicit what tense is used to talk about lifestyles. You may refer Ss to the Grammar Reference section if necessary.

Ss read the rubric and the prompts. In pairs Ss ask each other questions.

**Suggested Answer Key**

A: *Where do you live?*

B: *I live in Essex.*

A: *When do you do your homework?*

B: *I do my homework right after lunch.*

A: *Who helps you with your homework?*

B: *My father (does).*

A: *How often do you meet your friends?*

B: *I meet my friends every weekend.*

*(Ss' own answers)*

- 7 **Focus ►** sentence transformations

Read out the rubric, stressing that the second sentence should have the same meaning as the first and that Ss should not use more than three words. Do the first three items with Ss, as Ss are apprehensive about sentence transformations at this stage, and leave the last one for Ss to complete in pairs. Have a S report back to the class. Ask Ss to grade the level of difficulty of this exercise. Make a note of Ss' answers in order to check their progress and offer individual help.

**Answer Key** *(See overprinted answers)*

- 8 **Focus ►** phrasal verbs with **get**

Read the verb and the particles on the spidergram. Elicit their meanings by giving examples. Write the Ss' synonyms or explanations in L1 on the board. Do item 1 with Ss. Then Ss work in pairs and complete the exercise. Check Ss' answers.

**Answer Key** *(See overprinted answers)*

**Writing**

Draw Ss' attention to the e-mail in Ex.1 and explain/elicit the layout of e-mails (e.g. From/To/Subject headings).

Brainstorm ideas for each point. Write them on the board. Ss copy anything they find interesting. Ask Ss what tenses and style of writing they should use (present simple/continuous – informal/chatty).

Ss complete the task. Walk around the class monitoring the task. Make notes of any difficulties Ss may have had. When the whole class has finished, write the most important errors on the board. Ask Ss to explain why they are wrong and correct them. Alternatively you can assign the task as HW, provided you have gone through it orally in class first.

**Suggested Answer Key**

From: *Emily*

To: *Ann*

Subject: *New Job*

*Hi Ann,*

*I'm glad to hear you're enjoying yourself at university. I'm working very hard these days too. Because I've got a new job. I work for an advertising company now in Manchester. I start work at 9 every morning and I finish at 5. Right now I'm sharing a flat with a colleague, but I'm moving into my own flat at the end of the month. I'm very happy because work is fun and I get on very well with my colleagues. This weekend we're going skiing! It's my first time, so wish me luck!*

*I guess that's all for now. I'll try and visit soon.*

*Emily*

1 **Focus** ► personal qualities

Read out the adjectives in the book and elicit/explain what they mean. Ask Ss to give their opinions and compare them to their partners'. Choose some pairs to report back to the class. Ask them to justify their answers.

**Answer Key**

S1: *If you ask me, a good leader should be quick-thinking. Don't you agree?*

S2: *Not really. I think they should be patient and calm. That way, they won't make the wrong decision.*

S3: *I feel a good leader should try to be friendly and humorous so everyone will like him.*

S4: *Those are positive qualities, but I don't believe they're very important. I'd say a good leader should be honest first of all so that everyone will respect and trust them.*

2 a. **Focus** ► listening for specific information

Present the Study Skills tip. Explain the task and go through the questions and possible answers. Ask Ss to underline the key words and think of synonyms or rephrase the answers. In pairs, Ss try and guess the answers.

*(Ss' own answers)*

b. Play the cassette/MP3 (twice if necessary). Ss listen and complete the task. Ss in pairs compare their answers. Check Ss' answers by playing the cassette/MP3 again, with pauses. Alternatively, Ss can look at the Tapescripts section.

**Answer Key** (See overprinted answers)

**Extension:** Ask Ss if they agree with Dr Graaf.

*(Ss' own answers)*

3 **Focus** ► discussing and making a decision

Elicit any personal characteristics a restaurant owner would need (*hard-working, clever, good with people, polite, etc.*).

Ask them to look at the character descriptions in the book and the example. Explain/Elicit any unknown words. Point out that **a bit** and **rather** are used with negative qualities. Allow Ss to practise their dialogues in pairs. Ask some pairs to present their dialogues to the class.

**Suggested Answer Key**

A: *Well, I think I'd choose Robert because he is reliable, which is really important for a partner, and he's also sensible, so he won't take any dangerous risks.*

B: *Well, I'm not so sure. He's a bit shy, which doesn't help with customers, and he can also be rather lazy, so you might end up doing most of the work on your own.*

A: *What about Sarah? She's ambitious, which means she'll work hard, and she's also friendly and cheerful, so people will like her. The problem is that she gets upset easily and she is a bit impatient.*

B: *That's right. And things can be difficult when you start your own business. You want someone patient like Robert. Maybe he's better for a partner after all.*

A: *I think I agree with you. No one's perfect anyway!*



4 **Focus** ▶ practising intonation

Play the cassette/MP3. Ss listen and repeat, either chorally or individually. Ss complete task.

(Ss' own answers)

Brainstorm for other utterances or expressions which express concern or surprise/disbelief. (*What's up? Is there anything wrong/the matter? No way! I don't believe you.*) Write them on the board.

5 **Focus** ▶ setting the scene

Explain the task. Ss read the first two exchanges of the dialogue and answer the questions.

**Answer Key**

- 1 They are at Stan's house.
- 2 They could be neighbours and friends.
- 3 Stan is upset (because his neighbour keeps complaining about his music).

6 **Focus** ▶ filling in missing information

Ss work in pairs. Play the cassette/MP3. Ss listen and check.

**Answer Key** (See overprinted answers)

Ask Ss to underline the parts of the dialogue that describe Stan's neighbour so that they can justify their choice.

**Answer Key**

Picture c

Play the cassette/MP3 again. Ss listen and follow the lines. Choose some pairs to act out the dialogue with books closed. Advise Ss that for role-play to be effective, they must think of the situation, setting, who they are and how they might feel, and what gestures would be appropriate.

7 **Focus** ▶ prediction about a listening passage

In pairs, Ss try to guess what happens next (*e.g. The neighbour says he'll call the police.*). Play the cassette/MP3. Ss listen and check if their guesses were correct.

**Answer Key**

*The neighbour has started to like the music Stan plays and has come to borrow the CD.*

8 a. **Focus** ▶ expressions for various social functions

Read the prompts. Ss can repeat after you. Elicit/Explain any unknown words. In pairs, Ss quietly read through the exchanges. Then S1 closes his book and S2 prompts conversation, using one of the examples in the book. Ss switch roles.

Ask Ss to read through the exchanges and complete them. Ss can compare their answers with their partner's. Monitor the activity. Ss report back to the class.

**Answer Key** (See overprinted answers)

- b. Go through the situations and check Ss' understanding. Explain the task, then model a dialogue with a S. Ss work in pairs and act out their dialogues. Check Ss' performance and ask some pairs to act out their dialogues in front of the class.

**Suggested Answer Key**

- A: Hi. I haven't seen you for ages.  
B: Hi. You haven't changed a bit!
- A: See you tomorrow!  
B: Goodbye!
- A: Hello! What a nice surprise!  
B: Hi! Nice to see you.
- A: Hello. You must be Peter Simmons.  
B: Yes. It's a pleasure to meet you, Mr Collins.
- A: Thank you very much indeed.  
B: Don't mention it.

## Getting started

- 1 Read the extracts from three teenagers' e-mails. Who is... lonely? desperate? shy?

*"I've put on such a lot of weight recently and I just don't know what to do. I've tried all sorts of diets, but nothing seems to help."*  
Sally

Sally is desperate because she ...

*"I've just moved to a new school and everything's different. I haven't got any friends here and I feel like I don't fit in."*

Danny

*"When I'm with a group of people, I just sit there in silence. I'm always too afraid to say anything in case I make a fool of myself."*

Tom

- 2 Use the phrases below to give advice to Sally, Danny and Tom.

Giving advice	Justification
• It would be a good idea to ...	• This/That way ...
• The best thing to do is ...	• This would mean that ...
• What you should do is ...	• Then, (you ...) ...
• Why don't you ...?	• If you do this, ...
• You could also ...	• By doing this, ...

A: What you should do is stop eating sweets and chocolate. That way ...

B: That's right, Sally. You could also ...

## Let's look closer

- 3 Read the e-mail. Underline the phrases Pete uses to give his advice.

Address  Links

Dear Sally,

I've just got your e-mail, and I was sorry to hear you're worried about your weight. I bet the problem isn't as bad as it seems, though! In any case, there are lots of things you can do to lose weight.

What you should do is eat a healthy diet, with lots of fish, fruit and fresh vegetables instead of junk food and sweets. If you do this, you'll soon lose weight, and you'll look and feel much healthier, too. You could also exercise more and walk whenever possible rather than going by car or bus. That way you'll burn calories and get your body back in shape at the same time.

I know it's hard to do at first, but believe me, it will work! Good luck, and don't forget to let me know how you're getting on.

All the best,  
Pete

Internet zone

- 4 Which of the following are opening/closing remarks for an informal letter of advice?

- |                                   |   |
|-----------------------------------|---|
| 1 Here's what you can do.         | 4 I was sorry to hear about your problem. |
| 2 I hope everything goes well.    | 5 I hope I've been of some help.          |
| 3 I'm so sorry you feel this way. | 6 Let me know what happens.               |

## Your turn

### STUDY SKILLS

#### Brainstorming for ideas

Before writing, underline the key words, then brainstorm for ideas. Write your ideas down, then choose the most important ones. This helps you organise your writing.

- 5 a. Read the rubric and brainstorm for ideas to give as much advice as possible. Make notes in your notebook.

- This is part of a letter you got from an English pen friend.

*I feel very lonely in my new neighbourhood. I have no friends and I'm really depressed. Any advice?*

Write your letter to your friend.

- b. Answer the questions in the plan, then write your letter (80-100 words).

## Plan

Dear + (your friend's first name),

**Opening Remarks** (Para 1) – express sympathy, offer help

**Main Body** (Para 2) – give your advice, explain the results

**Closing Remarks** (Para 3) – end the letter

Take care,/Yours,/etc  
(your first name)

## AMAZING! FACTS!

A person's height almost doubles in the first 2-3 years of life, but it takes another 15 years to double again!



**Focus** ► familiarising Ss with the literature corner section of the book

Ask Ss to look at the page and the two texts and say what this section will be dealing with.

**Suggested Answer Key**

The title of the section informs us that we will probably read a story. The first text must be background information about the author because there is a name and a picture. The dates in brackets must be the author's date of birth and death. The second text has the layout of a story because it has a title, line numbers and direct speech.

1 **Focus** ► predicting

Ss try to answer the questions and then read the biography and check their answers.

**Answer Key**

He was a famous writer. He created Sherlock Holmes.

2 **Focus** ► listening for gist and specific information

Explain the task. Ss read the first paragraph silently and make guesses. Play the cassette/MP3. Ss follow the lines and answer the question.

**Answer Key**

The King of Bohemia.

3 **Focus** ► reading for specific information

Explain the task. Ss read through the sentences, underlining the key words, and then read the extract. Do the first item with Ss as an example (key words: visitor, wearing expensive clothes – T → "His dress was rich with a richness ..." – line 6) then Ss work in pairs and complete the task.

**Answer Key** (See overprinted answers)

Ask Ss to explain the words in bold in the text. Alternatively, Ss can look up any unknown words in their dictionaries. Check Ss' answers.

**Answer Key**

**creator (n):** someone who has thought of and made something that did not exist before

**fictional (adj):** not real; existing only in stories

**mysteries (n):** stories about puzzling events that are not explained until the end

**blackmail (v):** threaten to reveal a secret about someone, unless they do something you tell them to do

**ruin (v):** destroy

**reputation (n):** the opinion that people have of someone

**paused (v):** stopped for a while

**chest (n):** the upper front part of a person's body

**limbs (n):** arms and legs

**bad taste (exp):** bad choice in what one buys or likes

**double-breasted coat (n):** a coat with wide front sections which fit over one another when buttoned up

**fur-trimmed (adj):** edged with fur

**collar (n):** the part of a coat which fits round the neck

**cuffs (n):** the end of a sleeve nearest the hand

**cloak (n):** a long piece of clothing that has no sleeves, fastens at the neck and is worn like a coat

**lined (adj):** having a layer of another material on the inside surface

**flame-coloured (adj):** an orange colour like flames

**halfway:** reaching only half the distance

**trimmed (adj):** decorated around the edges

**barbaric (adj):** uncivilised (usually showing disapproval)

**chin (n):** the part of a face below the mouth and above the neck

**determination (n):** willpower, strength of mind

**upper (adj):** above or near the top of something

**raised (v):** lifted, in a higher position

**straightening (v):** putting upright/straight, fixing in a straight position

**aristocrat (n):** highest social class of people

**nodded (v):** moved his head up and down in agreement

**identity (n):** who or what somebody is

**remain (v):** stay

**(Your) Majesty (exp):** the title used to speak to or about a king or queen

**remarked (v):** said, commented

**advise (v):** tell someone what he or she should do

**sprang (v) (s. past of spring):** jumped up, moved suddenly

**paced (v) (s. past of pace):** kept walking up and down nervously

**took off (phr v):** removed (his mask)

4 **Focus** ► describing a fictional character

Draw a table on the board with the headings given. Ss copy the table into their notebooks.

<b>Physical appearance</b>	tall man, chest and limbs of a Hercules
<b>Clothes:</b>	rich, bad taste, barbaric richness, double-breasted coat, fur-trimmed collar and cuffs, deep blue cloak lined with flame-coloured silk, boots trimmed with fur, black mask, hat
<b>Facial features:</b>	thick moustache, straight chin
<b>Character:</b>	strong determination

**Suggested Answer Key**

The King of Bohemia is a very tall man with strong limbs and a broad chest. He is dressed in rich clothes. He is wearing a double-breasted coat with a fur-trimmed collar and cuffs and a blue cloak lined with flame-coloured silk. His boots are trimmed with fur. He is holding a hat and the upper part of his face is hidden behind a black mask. He has a thick moustache and a straight chin which suggests strong determination.

# 2a Lifestyles

## A CITY SLICKER OR A COUNTRY LOVER?



A fantastic scenery

### Lead-in

#### 1 Introduce yourself to the class. Talk about:

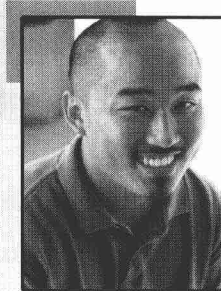
- your name • where you come from
- where you live • home • family • job

*My name's ... and I'm ... years old. I come from ... but I live in .... I've got ... (brothers/sisters) .... I am a ....*

#### 2 Use the prompts to describe the pictures (A-E) to your partner.

- A clear lake, high mountains, trees, clean air
- B busy motorway, a lot of cars, exhaust fumes, air pollution
- C bus stop, well-dressed passengers in a queue, wait to get on bus
- D a variety of expensive shops, shoppers, modern escalators
- E cosy house, pretty garden, lots of flowers and bushes

*Picture A shows fantastic scenery. I can see a clear lake and high mountains. There are trees by the side of the lake and the air is fresh and clean.*



“Hi! My name is Stephen and I live in a tiny flat in Brixton, south-west London. I choose to live here because there is never a dull moment in a city like London. I’m an art student and the hustle and bustle of so many people in one area is the inspiration for a lot of my

painting. Another advantage of city life is having everything you need so close at hand. Living beside the Tube station means I don’t need a car to get around, which saves me money. Also, there are shopping centres, art galleries and museums everywhere.

Of course, London, like any large city, has its problems, too. Londoners don’t chat on the Tube or the bus and there is much less community spirit than in the country, where my parents live. In fact, they don’t understand how I can put up with the constant noise and pollution, and traffic congestion. However, I see that as a small price to pay. I’m in my element here in the heart of this fine city. As a famous poet once said, ‘He who is tired of London is tired of life.’”

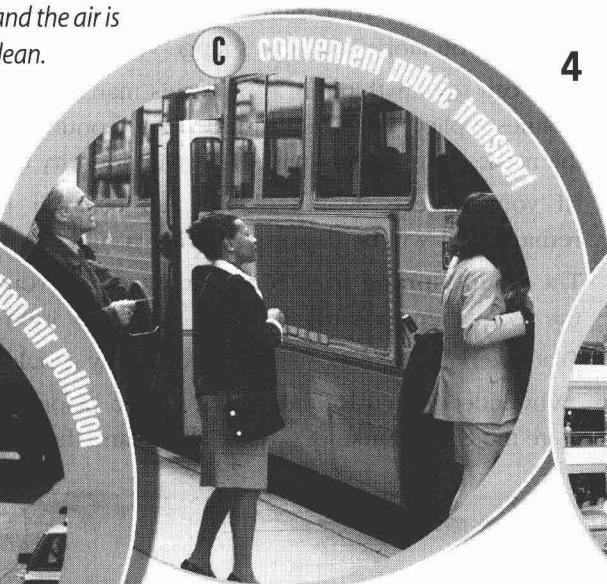
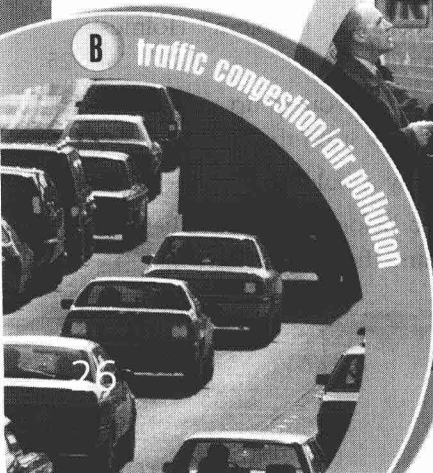
### Listening

#### 3 Listen and say where each person lives. What reasons do they give for liking where they live?

Bill – Anne – John & Mary

### Reading

#### 4 Look at the title of the article and the introduction. What is the article about? Listen and check.



6 **Focus** ► -ing/infinitive forms

Explain the task. Elicit what forms the infinitive takes (e.g. full/bare infinitive). Ss underline and circle the -ing/infinitive forms. Check Ss' answers.

Read out the questions and allow Ss some time to read the text and complete the task. Check Ss' answers.

Refer Ss to the Grammar Reference section at the back of the book for more detail.

**Answer Key**

- 1 -ing – (good at) gardening/(get tired of) working
- 2 bare infinitive – (could) make
- 3 -ing – (liked) working/(loves most is) being
- 4 full infinitive – (to) train

## 7 Explain the task. Ss complete the task. Check Ss' answers.

**Answer Key** (See overprinted answers)

## 8 Allow Ss some time to make sentences about themselves. Choose some Ss to present their sentences to the class.

**Answer Key** (See overprinted answers)

9 **Focus** ► sentence transformations

Read out the rubric, stressing that the second sentence should have the same meaning as the first and that Ss should not use more than three words. Do item 1 with Ss. Elicit the structure being tested. Then Ss work in pairs and complete the task. Check Ss' answers.

**Answer Key** (See overprinted answers)

10 **Focus** ► phrasal verbs with *put*

Read the verb and the particles on the spidergram. Elicit their meanings by writing examples on the board. Write Ss' synonyms or explanations (in L1 or L2) on the board.

**Answer Key**

- |                  |           |
|------------------|-----------|
| 1 put out        | 3 put on  |
| 2 put me through | 4 put off |

Ss choose a phrasal verb and draw a picture. Walk around, offering suggestions. Allow Ss 5-10 minutes to complete the task. Alternatively, assign the task as HW. Collect the drawings. Show them to the class and elicit the correct phrasal verbs.

11 **Focus** ► adjectives with prepositions

Explain the task. Ss complete the exercise in pairs. Ss report back to class. Elicit feedback and corrections from other Ss.

**Answer Key** (See overprinted answers)

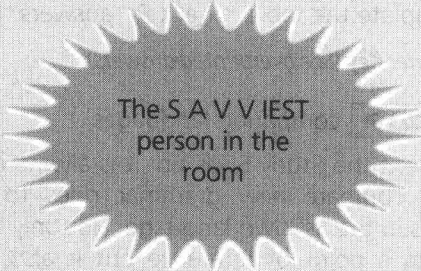
**Writing**

This can be done in class provided that Ss have access to encyclopaedias, the Internet or other sources. Explain how they should find and select information from encyclopaedias and the Internet (see Introduction). Refer Ss to the quiz on p.34 to get an idea of the layout. Explain that Ss do not need to have subtitles. Decide with the class on the number of questions of the quiz. Allow Ss time to find the information they need and write their quiz. Monitor their progress and provide help if necessary.

Alternatively, assign the task as HW. For Ss planning to use the Internet, give them a list of official sites to visit. Check Ss' answers. In pairs, Ss do the quizzes.

(Ss' own answers)

**Extension:** Collect the quizzes, shuffle them and hand them out to individual Ss in the class (tell Ss to mark their answers on separate sheets of paper). Time Ss and when time is up, hand the quizzes back to their authors to add up their score. The student to get the highest score wins a badge. e.g.



The SAVVIEST  
person in the  
room

**Useful Links**

Ss can visit <http://www.triv.net/qmenu.htm> and do more quizzes on Geography.

5 **Focus** ► vocabulary related to job interviews

Read the sentences aloud and explain any unknown words/expressions. Ss complete the task.

**Answer Key**

- |   |                      |   |          |
|---|----------------------|---|----------|
| 1 | employer             | 4 | employer |
| 2 | prospective employee | 5 | employer |
| 3 | employer             |   |          |

6 a. **Focus** ► listening for confirmation

Explain the task. Ss must use the expressions from Ex. 5 to complete the dialogue. Allow Ss some time to complete the exercise, then play the cassette/MP3. Ss listen and check their answers.

**Answer Key** (See overprinted answers)

- b. Explain the task. In pairs, Ss make guesses about what happens next in the dialogue.

(Ss' own answers)

Play the cassette. Ss listen and check their answers.

c. **Focus** ► taking roles

Allow Ss time to practise the dialogue in pairs. Monitor Ss' progress around the class. Choose some pairs to act out their dialogue in front of the class.

7 **Focus** ► role-play

Present the Study Skills tip and check Ss' understanding. Allow Ss time to read the advert. Elicit/ Explain any unknown words (e.g. NVQ Level 3 = National Vocational Qualification). Explain the task. In pairs, Ss prepare a dialogue based on the job ad and on the dialogue in Ex. 6. Monitor Ss' progress around the class. Make notes of any difficulties Ss had, write them on the board and ask Ss to clarify and correct them. Choose some Ss to act out their dialogues in front of the class. Ask individual pairs to come up and record their dialogues. The other pairs should listen to get ideas and note any weaknesses/mistakes in order to avoid them themselves.

**Extension:** When all the pairs have recorded their dialogues, you can play the recordings so that the class can give feedback and suggestions to each pair. You can also bring the class ballot box and hold a class election for the best recording. Ss should assess their schoolmates' overall performance, grammar, pronunciation, intonation and fluency.

**Suggested Answer Key**

- A: Good afternoon, Ms Jones. Did you have any trouble finding us?  
 B: No, not at all.  
 A: Please, have a seat.  
 B: Thank you.  
 A: I understand you are applying for the position of Head Chef.  
 B: Yes, that's right.  
 A: Could you tell me what your qualifications are?  
 B: Certainly, I've got an NVQ Level 3 and I speak fluent French.  
 A: I see. What work experience have you had?  
 B: I worked for five years as second chef at Isle Restaurant in Paris.

8 **Focus** ► describing pictures

- a. Explain the task. Tell Ss that they must use only one word to fill in each gap. Do the first item with the class. Ss complete the task in pairs. Check Ss' answers.

**Answer Key** (See overprinted answers)

- b. Ask Ss to look at the picture in Ex. 6. Read aloud the prompts and elicit responses from Ss. Allow Ss time to look carefully at the picture and prepare their descriptions, using the description in Ex. 8a as a model. Monitor Ss' progress around the class. Choose some Ss to present their descriptions to the rest of the class. Tell the rest of the class to make notes about the Ss' performance and report back to the class. Check Ss' answers.

**Suggested Answer Key**

This picture shows two business people, probably during a job interview. The man must be an employer, and the woman a prospective employee. They are wearing smart business suits. They are in the employer's office. He is probably asking questions about her qualifications and work experience, because he is pointing to her CV. She must be anxious to get the job because she looks a little nervous.

**Focus** ▶ identifying genre and content

Ask Ss to look at the caption of the section and the model text in Ex. 3. Elicit answers as to what type of writing task they will be dealing with (*a letter of application*). Ask them if they have ever had to write a letter of application.

(Ss' own answers)

- 1 Explain the task. Brainstorm for ideas. To help Ss get started, ask them to think about adults they know (e.g. brothers/sisters/parents, cousins, etc) and what interesting information *they* would include.

**Answer Key**

We should include all factual information about ourselves such as: name/surname, date/place of birth, nationality, marital status, (mobile) phone number, contact address and e-mail address. We should also mention our qualifications, such as: name of school/university/college we went to, any foreign languages we know, what certificates we hold, level of computer skills, and a detailed account of any work experience we have had and what it entailed. Finally, we must give a brief description of our likes/dislikes and character qualities, saying why we think we would be suitable for the job/position.

- 2 a. **Focus** ▶ fixed salutations in letters

Elicit what style is appropriate for letters of application (*formal*). Read out the beginnings and endings (A-C) and ask Ss which ones are appropriate.

**Answer Key** (See overprinted answers)

- b. Ask Ss to look closely at A and C and tell you what their difference is. Do the task as a game and time Ss.

**Answer Key**

In A we do not know the recipient's name so we end the letter with "Yours faithfully", whereas in C we know the recipient's name so we end the letter with "Yours sincerely".

- 3 **Focus** ▶ matching paragraphs to headings

Elicit/Explain any unknown words in the headings. Ask Ss what the rubric is about (*a letter for a part-time job as a sales assistant*). In pairs, Ss skim each paragraph and match them to the headings. Walk around the class monitoring the task. Tell Ss to justify their answers by underlining parts from the letter. Ask a pair of Ss to report back to the class. Check Ss' answers.

**Answer Key** (See overprinted answers)

- 4 a. **Focus** ▶ reading for specific information

Ss read the rubric and underline the key information. Check Ss' answers by asking them:

e.g. *Where did you see the ad? (in The Weekly News) What is it for? (a DJ).*

Tell Ss to read the ad and underline the key words (*DJ wanted, Latin American club, pleasant personality, experience necessary, knowledge of Spanish preferred, young and energetic person*). Then Ss skim through the CV and fill it in by selecting the correct information from the ad and using their own ideas. Point out to Ss that it is a good idea to find synonyms of the adjectives in the ad that describe personal qualities.

e.g. *pleasant > friendly, outgoing  
energetic > active, full of energy*

**Suggested Answer Key**

Name/Surname: Massimo Bianco

Address: 21 Wandsworth Road, London SW1 5PJ

Tel.: 0208 5381618

Date of Birth: 21/02/1984

Nationality: Italian

**EDUCATION**

Qualifications: level ID certificate in violin playing. Very good command of Spanish and English. Fluent in Italian.

**WORK EXPERIENCE**

El Peccado: Two years experience as DJ at popular club in Ibiza, Spain.

Musicland: one year as sales assistant at a large music store in Rome.

RAI Orchestra, Rome: part-time violin player.

**PERSONAL QUALITIES**

*I am a friendly, outgoing, cheerful person and I always enjoy meeting new people. I am very active and I'm keen on taking up new and interesting hobbies. My favourite free time activities are white water rafting and abseiling, as well as playing music with my band.*

- b. **Focus** ▶ opening/closing remarks

Elicit/Explain any unknown words. Ss do the task in pairs and report back to class.

**Answer key**

1 – opening remark

3 – closing remark

2 – closing remark

4 – opening remark

- 5 **Focus** ▶ writing a letter of application

Go through the questions in the plan with Ss. Refer Ss to their CVs and elicit answers from them. Ask Ss to check that the model letter follows the same structure.

(Ss' own answers)

Ss write the letter in class or you can assign the letter as HW.

**Amazing Facts**

Read out the sentence and ask Ss if they know any other amazing facts about distances.

1 **Focus ►** predicting the content of the text

Focus Ss' attention on the title of the text and the pictures, and elicit answers to the questions.

**Suggested Answer Key**

*Celebration is a town in the USA where people would like to live.*

2 **Focus ►** to read for gist

Read out the prompts and elicit/explain any unknown words. Allow Ss some time to complete the task. Ask them to justify their answers. Check Ss' answers.

**Answer Key**

There are tree-lined streets around a clear blue lake.

All the houses have small backyards and low fences so that people can talk to their neighbours.

Children can play happily in the parks and playgrounds.

The town's facilities include a medical centre, fitness centre, bank and post office.

3 **Focus ►** completing a multiple choice cloze

Explain the task. Read the example and do the first item with the class. Remind Ss to read all the options before choosing their answers. They should also pay particular attention to what comes both before and after the gap. Allow Ss some time to complete the task.

**Answer Key** (See overprinted answers)

4 **Focus ►** listening/reading for general information

Play the cassette/MP3. Ss listen and follow the text in their books. Allow Ss time to answer the questions and justify their answers. Check Ss' answers.

**Suggested Answer Key**

1 *Because it is the perfect town – pretty, peaceful, safe and well-equipped.*

2 *The writer wants to publicise the dream town.*

3 *The text is definitely an article because there is a title and it is accompanied by pictures. It would probably appear in a lifestyle magazine because the style is informal, and chatty, and there are short forms and exclamation marks.*

5 **Focus ►** to exchange ideas

Explain the task. Allow Ss, in pairs, to complete the task. Monitor Ss' progress around the class. Make notes of any difficulties Ss had, write them on the board and ask Ss to clarify and correct them. Choose some pairs to talk about their ideal towns in front of the class.

(Ss' own answers)

**Useful Links**

Ss can visit [www.abfla.com/1tocf/disney/celeb.html](http://www.abfla.com/1tocf/disney/celeb.html) to get more information about *Celebration*.



## Listening

6 You will hear a radio programme about Barcelona. For each question, put a tick (✓) in the correct box.

- |   |   |
|---|---|
| <p>1 Visitors to Barcelona should not go</p> <p>A <input checked="" type="checkbox"/> in the middle of summer.</p> <p>B <input type="checkbox"/> when there is a festival on.</p> <p>C <input type="checkbox"/> in winter.</p> <p>2 The best way to get around the city is</p> <p>A <input type="checkbox"/> on a moped.</p> <p>B <input type="checkbox"/> by taxi.</p> <p>C <input checked="" type="checkbox"/> on the Metro.</p> <p>3 Barcelona is</p> <p>A <input checked="" type="checkbox"/> a city with modern and old features.</p> <p>B <input type="checkbox"/> a completely modern city.</p> <p>C <input type="checkbox"/> a very old city.</p> | <p>4 What does the speaker say about La Rambla?</p> <p>A <input type="checkbox"/> It is full of cars.</p> <p>B <input checked="" type="checkbox"/> It is Barcelona's best-known street.</p> <p>C <input type="checkbox"/> It is a famous food market.</p> <p>5 What can you see in Maremagnum?</p> <p>A <input type="checkbox"/> a cathedral</p> <p>B <input type="checkbox"/> a bird market</p> <p>C <input checked="" type="checkbox"/> lots of shops and cafés</p> <p>6 The Sagrada Família cathedral</p> <p>A <input type="checkbox"/> doesn't take long to visit.</p> <p>B <input checked="" type="checkbox"/> is not completed.</p> <p>C <input type="checkbox"/> is difficult to climb up.</p> |
|---|---|

(12 marks)

## Reading

7 Read and choose the correct word for each space.

**Get the picture?**

How 1) .... do you go to the hairdresser's with a new hairstyle in 2) .... but then lose your nerve because you aren't sure what it will 3) .... like? Don't you wish you could try out new hairstyles before you decide 4) .... one you want? Well, with today's computer software you can choose 5) .... over 200 hairstyles in a 6) .... minutes and see how they look on you – without touching a single hair! All you need is a digital picture of yourself. The software is easy to 7) .... and you can see both the front-view and the side-view of the hairstyles. Try them out on screen and see which one you like 8) .... It's the 9) .... way to see if a hairstyle really 10) .... you, before the scissors go to work.

- |             |           |          |          |
|-------------|-----------|----------|----------|
| 1 A usually | B rarely  | C seldom | Ⓓ often  |
| 2 A head    | Ⓑ mind    | C hand   | D eye    |
| 3 A seem    | B feel    | Ⓒ look   | D appear |
| 4 A this    | B a       | C that   | Ⓓ which  |
| 5 Ⓐ from    | B of      | C for    | D off    |
| 6 A some    | B lot     | Ⓒ few    | D little |
| 7 Ⓐ use     | B make    | C see    | D try    |
| 8 Ⓐ best    | B much    | C well   | D very   |
| 9 A easily  | Ⓑ easiest | C easier | D ease   |
| 10 A fits   | B matches | Ⓒ suits  | D goes   |

(20 marks)

## Writing

8 You have moved to a new neighbourhood. Write a letter to an English-speaking friend, saying:

- what there is to see and do there.
- what you like/dislike about it.
- how different it is from your old neighbourhood.

(See Suggested Answers section)

(20 marks)

(Total = 100 marks)

**Now I can...**

- introduce myself
- talk about
  - character & appearance
  - habits/routines/lifestyles
  - jobs/workplaces/job qualities
- express my likes/dislikes/preferences
- ask for/give directions
- act out a job interview
- write
  - a short paragraph about my favourite hero(ine) or villain
  - a classified ad
  - an e-mail to a friend
  - an informal letter of advice
  - a short article about myself and where I live
  - a short description of my neighbourhood
  - a letter of application

**...in English**