

中级

Ruth Gairns and Stuart Redman

徐玲译

牛津英语词汇

Oxford Word Skills



上海译文出版社

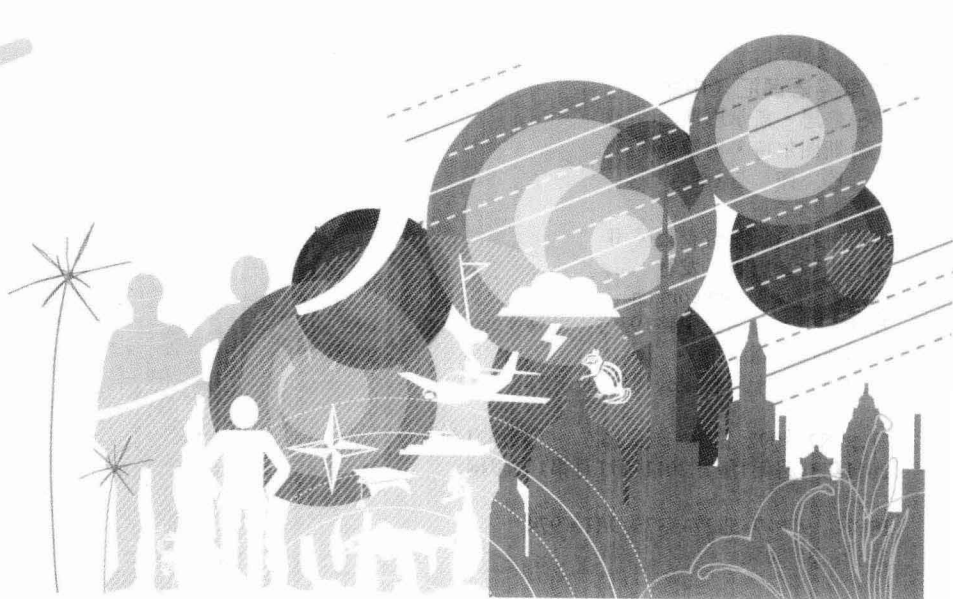
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Introduction 导语

什么是牛津英语词汇？

牛津英语词汇系列一套三册，旨在帮助学生更好地学习、练习及复习生词。

初级：	初级和初中级[欧洲语言学习统一标准(CEF)的A1和A2水平]
中级：	中级和中级高级[欧洲语言学习统一标准(CEF)的B1和B2水平]
高级：	高级[欧洲语言学习统一标准(CEF)的C1和C2水平]

每册收录生词或词组2000余个，可供课堂教学或自我学习使用。

本书是如何设计的？

每册分为80个单元，每个单元根据话题所涉内容长短占1~3页不等。我们为学习者选取了适量的生词，并紧接练习加以巩固。每5~10个单元按相同主题归为一大板块。每板块最后设复习单元，并安排了深度练习以便单词学习者复习和自测。

本书的附录包括：

- 构词表
- 练习答案（主观题除外）
- 单词表，其中包括单词或词组的音标指南及其所在单元标注

每册书附有CD-ROM一张。内容涉及单词朗读及课外练习，其中包含一部分听力练习。

含有哪方面的词汇？

中级英语词汇涉及：

- 更为宽广的常规话题。例如：金钱、健康话题、关系
- 社交中的单词及短语。例如：发表观点、安排会面
- 词汇语法。例如：前缀、后缀、连接词

本书聚焦日常英语口语及不同形式书面语中的高频词汇，例如：求职广告、杂志文章、网页和警告标志等。在高级英语词汇中学习者还将接触到更多的词汇喻意、惯用语以及词组搭配。

牛津3000常用词收录了教师及学生在教和学的过程中最应掌握的3000个单词，而本系列几乎囊括了所有这些词汇。单词的选取基于其出现的频率及实用性，并由牛津大学出版社结合语料库及70多位来自语言学习和教学领域的专家提供的信息作进一步的改进和整合。此外，我们还收录了大量的高频词组（don't bother, I haven't a clue）以及特殊语境中的常用词条（a filling at the dentist's）。

我们为学习者提供了精确的插图、定义及例句以确保他们能够理解所有出现在特殊语境中的生词和词组。学习者应当注意有些英语单词含有多义。另外，同一名词在有些情况下为可数，在另一些情况下则不可数。如需知晓这些单词的其他含义、结构或可数性，则可通过查阅词典获取信息。（可参考开篇单元中的“如何学习生词”）

教师该如何运用本书进行课堂教学？

本册主要借助不同的短文形式引入生词，有时也会通过表格或图片阐述说明。前者将统一归纳在每单元的词汇表下集中释义。如遇重点或需附加信息的条目，我们会在词汇要点一栏中做特别说明，便于学习者理解。

教师可遵循以下教学流程：

- 让学生自主学习5~10分钟（如有必要时间可稍作延长）。
- 回答学生关于生词的疑问，必要时可提供音标。
- 让学生做第一个练习，他们可根据书后的答案自行检测，也可在你的带领下全班一起核对。
- 若没有问题，可试着让学生在您的监督下独自或组对完成深度练习，并在需要时提供帮助。
- 当学生们完成书面练习后，他们可以通过另一种方式进行自测，看看究竟是否掌握了新学的词汇。单元中的材料经过版面设计，学生可将目标词条和单词定义中的任意一方遮住，互推单词和释义，从而加深印象巩固知识。这种自测方式简单快捷，便于反复操作，因此教师也不用费心为学生寻找不同的练习。
- 几天或一周时间过后，你可以利用复习单元中的练习题对学生掌握的知识进行深层巩固和测试。
- 也许你已经注意到以“ABOUT YOU”和“ABOUT YOUR COUNTRY”为标题的练习。这类主观练习帮助学生将所学的新单词运用到个人生活的语境中去。他们可以采用书面形式作答，或是两两问答锻炼口语。如果你在教学中采用口语问答方式，则可要求学生写下自己或搭档的答案作为课后练习。

学生该如何运用本书进行自学？

本书经过精心设计，既适用于课堂教学，也适合学生自学。如果用于自学，学习者应先浏览开篇部分。我们建议他们搭配CD-ROM一起使用。CD-ROM配备了单词朗读、课外练习及相应的答案，以便学习者自查自纠。相对于课堂教学，自学的优势在于学生自主性更强，他们可以自由选取感兴趣或有帮助的话题来学习以扩大词汇量。

Starter 开篇

A How to use a unit 如何使用每一单元

Study the new words.
They are in **bold type**.

You can listen to the words on the CD-ROM and practise the pronunciation. Or you can look at the **word list** (page 233) to find out how to say the words.

B Choosing a book 选择一本书

Booksellers' survey: how did you choose the last book you read?

The title and front cover just attracted my attention.

I was browsing in a bookshop. I just picked up a paperback that looked interesting.

A recommendation by a friend – he said it was very readable and well written.

It was a gift, but I like the author so I was really pleased.

I looked through the first chapter – it looked fascinating.

Glossary	
title	the name of a book, play, film, etc.
cover	the outside part of a book, magazine, etc.
attract sb's attention	If sth attracts your attention, it interests you so that you want to look at it.
browse	spend time pleasantly in a shop looking at things.
paperback	a book with a thick paper cover (a hardback has a hard cover).
readable	easy or interesting to read.
gift	a thing that you give to sb, e.g. for their birthday. <i>syn</i> present.
author	the writer of a particular book, play, etc.
look through sth	read sth quickly. <i>syn</i> skim sth.
chapter	one of the parts into which a book is divided.
fascinating	very interesting.

A **glossary** explains the new words.

A '**spotlight**' tells you about important words.

spotlight: Compound adjectives with well

There are many adjectives consisting of **well** + past participle, e.g. **well written** (of a book, article, etc.), **well informed** (= knowing a lot about a subject), **well known** (= famous).

4 Tick (✓) the correct sentence ending. 在正确的句尾后打✓.

- Who is the **author** ☒ **gift** ☐ ?
- 1 The cover attracted my **chapter** ☐ **attention** ☐.
- 2 The author was **well known** ☐ **well written** ☐.
- 3 I read the second **title** ☐ **chapter** ☐.
- 4 The book looked very **readable** ☐ **well informed** ☐.
- 5 I wanted the cheaper one, so I bought the **hardback** ☐ **paperback** ☐.
- 6 I was in a bookshop the other day, just **attracting** ☐ **browsing** ☐.

5 Complete the text. 完成短文.

My cousin has just written a reference book. He's not ► **well** known, but he's a good (1) a . His book might attract a lot of (2) a because it's called 'How to make a lot of money by doing very little' – isn't that a great (3) t . I It's being published in hardback and (4) p . I read the first (5) c about selling things on the internet, and it's really (6) f . I couldn't put it down. On the front (7) c there's a picture of my cousin in bed with his laptop; it's a bit silly. But it's a funny book and it's (8) **well** w .

6 ABOUT YOU Write your answers, or ask another student. 写下你的答案, 或向其他同学提问.

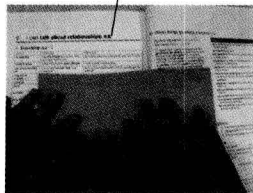
- What kind of books do you find most fascinating?
- What kind of reference books do you use most often?
- Do you enjoy browsing in bookshops?
- Are you ever attracted to a book just by the cover?
- Do you have more paperbacks or hardbacks? Why?

7 Test yourself. Cover the glossary words and look at the meanings. What are the words? 自测: 遮住词汇表中的单词, 只看释义, 单词是什么?

MEDIA AND ENTERTAINMENT 媒体与娱乐 123

Do the exercises. Check your answers in the **answer key** (page 203).

Use the vocabulary to write or speak about yourself in 'ABOUT YOU' or 'ABOUT YOUR COUNTRY'.



Use the **cover card** to test yourself.

Oxford Word Skills

Unit 47

1 Tick the correct column. 在正确的一栏中打✓.

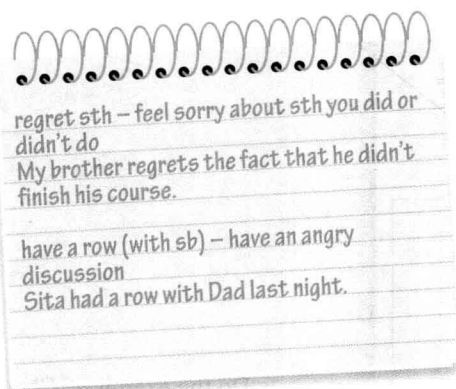
	Yes	No
► If a novel is readable , it means that you have definitely read it.		<input checked="" type="checkbox"/>
1 Reference books are useful when you want to get information.		
2 There is often a picture on the cover of a book.		
3 A well-known person is someone only a few people have heard of.		
4 An encyclopedia is arranged in alphabetical order.		
5 If you are browsing in a shop, you definitely won't buy anything.		
6 You'll find novels in the non-fiction section of a bookshop.		
7 An autobiography is someone's life story, written by someone else.		

There's more practice in the **review** units and on the **CD-ROM**.

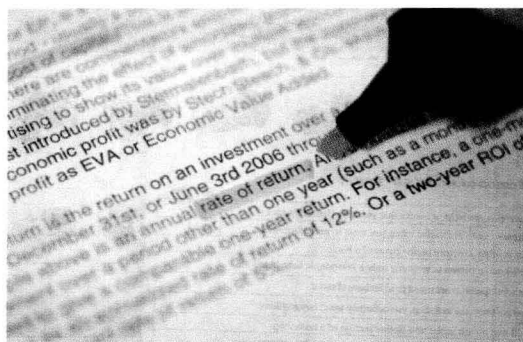
B How to learn new words 如何学习生词



- Repeat the words and phrases two or three times to help you remember them.



- Write down new words in a notebook, with the meaning in English or your own language, or draw a picture.
- Write down any other important information about a word or phrase, e.g. words that often go together (*a serious relationship*) or constructions with verbs (*regret the fact that*). Write your own example sentences.



- Use a highlighter pen to help you remember difficult words.

7 Complete the text. 完成短文。

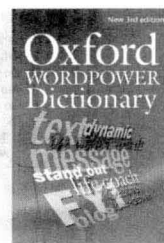
Milo and I got to ► know one (1) when we were in summer. We had a lot in (2) and got on really well, but I was serious (3) at the time. Then it all went (4) and we had a big (5) and he (6) up with her. We got out with each other almost immediately, but Milo soon (8) his relationship with Inez. He (9) that he was still in love with her, which was a big mistake.

7. 完成短文。

Milo and I got to ► know one (1) another when we were in summer. We had a lot in (2) common and got on really well, but I was serious (3) at the time. Then it all went (4) wrong and we had a big (5) argument and he (6) fell in love up with her. We got out with each other almost immediately, but Milo soon (8) ended his relationship with Inez. He (9) admitted that he was still in love with her, which was a big mistake.

- Use a pencil for the exercises. Check your answers, then rub them out and do them again a week later.
- You can do the exercises in the review units, or the CD-ROM exercises, after each unit. Or do them a month later to test yourself, perhaps after you've studied all the units in that module (e.g. 'The world around us').
- Look at the vocabulary building tables at the back of the book (page 202).
- Go to the website (www.oup.com/elt/wordskills) for more useful materials and more practice.

Buy a good dictionary for your level. The *Oxford Wordpower Dictionary* (Oxford University Press) is very good for intermediate learners.



C Abbreviations and symbols 缩写与符号

N	noun	USU	usually
V	verb	C	countable noun (A countable noun can be used with <i>a/an</i> and can have a plural form.)
ADJ	adjective	U	uncountable noun (An uncountable noun cannot usually be used with <i>a/an</i> and usually has no plural form.)
ADV	adverb	PT	past tense (the past simple form of an irregular verb)
OPP	opposite (for example, <i>modest</i> is the opposite of <i>arrogant</i>)	PP	past participle
SYN	synonym (a word that means the same as another word; for example, <i>drawback</i> is a synonym of <i>disadvantage</i>)	sth	something (used in glossaries and tables, e.g. <i>regret sth</i>)
INF	informal (If a word or phrase is informal , you use it when you are speaking to friends or people you know well.)	sb	somebody (used in glossaries and tables, e.g. <i>dismiss sb</i>)
FML	formal (If a word or phrase is formal , you use it at important and serious times with people you don't know well, or in written English.)	etc.	used at the end of a list to show there are other things, but you aren't going to say them all
PL	plural	e.g.	for example (as in: <i>jewellery</i> , e.g. <i>earrings</i> , <i>necklace</i>)
SING	singular		

Vowels

i:	see	/si:/
ɪ	happy	/'hæpi/
ɪ	sit	/sɪt/
e	ten	/ten/
æ	hat	/hæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/
ɔ:	saw	/sɔ:/
ʊ	put	/pʊt/
u	casual	/'kæʒuəl/
u:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	bird	/bɜ:d/
ə	about	/ə'baʊt/
eɪ	say	/seɪ/
əʊ	go	/gəʊ/
aɪ	five	/faɪv/
aʊ	now	/naʊ/
ɔɪ	boy	/bɔɪ/
ɪə	near	/nɪə(r)/
eə	hair	/heə(r)/
ʊə	sure	/ʃʊə(r)/

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/ti:/
d	did	/dɪd/
k	cat	/kæt/
g	got	/gɒt/
tʃ	cheap	/tʃi:p/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	verb	/vɜ:b/
θ	thin	/θɪn/
ð	this	/ðɪs/
s	so	/səʊ/
z	zero	/zɪərəʊ/
ʃ	shoe	/ʃu:/
ʒ	television	/'telɪvɪʒn, telɪ'vɪʒn/
h	hat	/hæt/
m	map	/mæp/
n	no	/nəʊ/
ŋ	sing	/sɪŋ/
l	leg	/leg/
r	red	/red/
j	yes	/jes/
w	wet	/wet/

1 I can talk about vocabulary learning 词汇学习

A Reading 阅读

Tips for reading

When you're reading in a **foreign** language, you should try to get the **gist** of the **text**. You will meet vocabulary you don't **recognize**, but you can often **go through** the text again. If so, try this:

- **Identify** the new words and phrases which seem to be important. Try to **guess** the meaning from the **context**, and/or use a dictionary.
- **Keep a record of** the words in a notebook, and, if possible, **make a note of** any special information. For example, is the word **formal** or **informal**? Is it used in a particular kind of **construction**, e.g. a verb that is often followed by a preposition?
- Write a **translation** if you think it helps; sometimes it isn't necessary.

spotlight **formal**

We use **formal** language to appear serious or official, or sometimes when we don't know people well. OPP **informal**. **formality** N.
OPP **informality**.

Glossary

foreign	• from a country that is not your own (a person is a foreigner).
gist	• SING The gist of sth is the general meaning but not all the details.
text	• the written part of a book, newspaper, etc.
recognize sb/sth	• know who sb is or what sth is because you've seen or heard them before. recognition N.
go through sth	• read sth carefully from beginning to end.
identify sth	• recognize sth and decide what it is.
guess sth	• give an answer to sth without being sure of the facts. guess N.
context	• the words before and after the new word or phrase that help you to understand the meaning.
keep a record of sth	• write sth down to help you remember it. record sth V.
make a note of sth	• write sth down quickly to help you remember it.
construction	• the way words are used together in a sentence. construct sth V.
translation	• a text that has been changed from one language into another. translate sth V.

- ① Replace the words in *italics* with a single word that has the same meaning.
用同义词替代斜体部分。

- I looked at the pictures but didn't understand the *written part*. text
- 1 I understood the *general meaning* of the text. _____
 - 2 We couldn't *recognize and decide* what language they were speaking. _____
 - 3 The way you *use words together to make* a sentence in German is different. _____
 - 4 He is *from another country*. _____
 - 5 You can guess the meaning from the *words before and after the new word*. _____
 - 6 There was a text which I had to *change from one language into another*. _____

- ② Complete the dialogues. 完成对话。

- Is 'How do you do' *formal* _____? ~ Yes, we usually just say *hello* _____.
- 1 Did you know the answer? ~ No, I had to _____.
 - 2 Did you understand everything? ~ No, but I got the _____ of it.
 - 3 Did you _____ everyone? ~ There were one or two people I didn't know.
 - 4 Were there many _____? ~ No, all the people were from this country.
 - 5 Did you understand the text? ~ Yes, but can we _____ through it again?
 - 6 Do you make a _____ of new words? ~ Yes, I keep a _____ in my notebook.

B Speaking and listening 听说

- In a **conversation**, you can often ask someone to **repeat** words or phrases you don't understand, and **explain** the meaning to you.
- Repeat new words to yourself, so you know how to **pronounce** them.
- Look for **opportunities** to practise them when you're speaking. Don't be afraid to **experiment** with new language, and don't worry about **making mistakes**.
- It's important to **revise** new vocabulary. If not, you may forget it quite quickly.
- Remember: there isn't a correct **method** of learning vocabulary. Do what **works** for you.

spotlight **conversation, chat, discussion, argument**

A **conversation** is a talk between two or more people. You can also **have a chat with sb**, which is a friendly informal conversation (**chat** v). A **discussion about sth** is when you talk about something seriously (**discuss sth** v). An **argument** is a discussion in which people disagree, often angrily.

Glossary

repeat sth	• say sth again. repetition N.
explain sth	• make sth clear or easy to understand. explanation N.
pronounce sth	• make the sound of a word or letter. pronunciation N.
opportunity	• a time when it is possible to do sth that you want to do. syn chance .
experiment with sth	• try sth to see what result it has.
make mistakes	• not do mistakes.
revise sth	• study sth again (you do revision).
method	• a way of doing sth.
work	• get or have the result you want.

3 What nouns are formed from these verbs? 写出动词构成的名词形式。

- | | | |
|-----------------------------|-------------------|----------------|
| ▶ discuss <u>discussion</u> | 2 pronounce _____ | 4 revise _____ |
| 1 repeat _____ | 3 explain _____ | 5 chat _____ |

4 Circle the correct answer. 圈出正确的答案。

- ▶ If you explain something, you make it easy to say/understand.
- 1 If you revise something, you say it again/study it again.
 - 2 If something works, it is successful/difficult.
 - 3 If you experiment with something, you try something/find something.
 - 4 You can do/make a mistake.
 - 5 A method is an opportunity to do something/a way of doing something.
 - 6 A chat is a formal/an informal conversation.

5 Complete the sentences. 完成句子。

- ▶ We had a conversation on the phone last night.
- 1 We had a serious _____ in class today about politics.
 - 2 My brother's got an _____ to work in Paris next year. Lucky him.
 - 3 I saw Joelle in town and we had a quick _____. She told me about the wedding.
 - 4 I used a new method for cooking the rice and it really _____. You must try it.
 - 5 Do you think we'll have a _____ to go shopping when we're in Milan?

6 Test yourself. Cover the glossary meanings and look at the words. What are the meanings? 自测。遮住词汇表中的释义，只看单词，其释义是什么？



2 I can describe my progress and aims

A Making progress 取得进步

When I started learning English, I was very **enthusiastic** and **motivated**, but I found the pronunciation difficult and people couldn't always understand me. **After a while** my pronunciation **improved** and I was able to **express** basic ideas quite **effectively**. It was **obvious** that I was **getting better**,

and that was very **encouraging**. But at intermediate level, I **made** slower **progress**. There were so many new words and phrases, but also words that I could understand but couldn't use **accurately**. I think I **was** more **aware** of my mistakes, which **was** good – but also **frustrating**.

Glossary

enthusiastic	• very interested in sth or excited by it. enthusiasm N.	obvious	• easily seen and understood. SYN clear .
motivated	• If you are motivated , you really want to do sth. motivation N.	encouraging	• If sth is encouraging , it gives you hope and makes you want to continue. encourage V. encouragement N.
after a while	• after a period of time.	accurately	• with no mistakes. accurate ADJ.
improve	• become better. SYN get better , make progress . improvement N.	be aware of sth	• If you are aware of sth , you know about it.
express sth	• say or show what you think or feel.	frustrating	• making you annoyed because you cannot do sth you want to do. frustration N.
effectively	• in a way that gives you the result you want. effective ADJ.		

- 1 Complete the sentences using the words on the right in the correct form.
用右方单词的正确形式完成句子。

- | | |
|--|-------------|
| ► She did the work very <u>effectively</u> . | EFFECTIVE |
| 1 He gave me a lot of _____. | ENCOURAGE |
| 2 I think my English is _____. | IMPROVEMENT |
| 3 My mother speaks English very _____. | ACCURATE |
| 4 It's _____ when you can't understand. | FRUSTRATION |
| 5 He doesn't have much _____. | MOTIVATED |
| 6 I was very _____ when I started. | ENTHUSIASM |

- 2 Replace the underlined word or phrase with a word or phrase that has the same meaning.
用同义词或同义短语替代划线部分。

- She shows lots of interest and excitement. enthusiasm
- Do you think your English is improving? _____
 - I didn't worry about my mistakes after a period of time. _____
 - Where are you making the most improvement? _____
 - It's clear that he doesn't know the difference between *lend* and *borrow*. _____
 - She can speak French without mistakes. _____
 - I think she knows about the problem. _____
 - I can say most of the things I need to. _____
 - I make a lot of mistakes, which is annoying. _____

- 3  Test yourself. Look at the glossary words and cover the meanings. What are the meanings?
自测。只看词汇表中的单词，遮住释义。单词的释义是什么？

B Future goals 未来的目标



Felipe's goals

- I understand **everyday** English, but my vocabulary needs to **expand** so that I can understand a **wide range** of subjects, and express more **complex** ideas.
- I'd like to be more **fluent** when I'm speaking, and be able to talk about things **in more detail**. And I need to get better at using **appropriate** language when I speak.
- I can understand general things, but I want to read texts that are **relevant** to my work, and some of these contain quite **specialized** language.

Glossary

goal a thing you want to be able to do in the future.

SYN **aim**.

everyday normal or usual.

expand become bigger or make sth bigger.

a wide range a large number of different things.

complex not simple; often difficult to understand.

SYN **complicated**.

fluent able to speak a foreign language easily and well. **fluently** ADV.

in detail fully and including a lot of information.

appropriate right or suitable in a particular situation.

OPP **inappropriate**.

relevant to sth useful for and connected to sth.

OPP **irrelevant**.

specialized having or needing a lot of special knowledge.

spotlight **contain and include**

We can often use **contain** or **include** with the same meaning.

*The film **contains/includes** scenes of violence.*

Sometimes we can only use one of the verbs.

*The box **contains** magazines. (There are magazines inside the box.)*

*The price **includes** service. (Service is one part of the price.)*

4 Replace the underlined words with a synonym. 用同义词替代划线部分。

► The story is complex. complicated

1 I speak Russian very well.

2 It's part of normal life.

3 It isn't connected to my work.

4 The business got bigger.

5 It's not suitable here.

6 My goal is to get to university.

5 Complete the dialogues with a suitable word. 填入适当的单词完成对话。

► Was the information important for your report? ~ No, it was irrelevant.

1 Did you explain it fully? ~ Yes, I described it in _____.

2 It wasn't a suitable word to use. ~ I agree, it was _____.

3 Is it a simple problem? ~ No, it's quite _____.

4 Is this yoghurt bad for you? ~ No it doesn't _____ any fat.

5 Is her vocabulary getting bigger? ~ Yes, it's definitely _____.

6 Do you need any special knowledge? ~ Yes, it's very _____.

7 Is the hotel room expensive? ~ Yes, but the price _____ dinner.

8 Were there many subjects? ~ Yes, quite a wide _____ of topics.

6 ABOUT YOU Write down your learning goals, or tell another student.

写下你的学习目标，或告诉其他同学。

3 I can understand a learner's dictionary

How can a learner's dictionary help you? These examples are from *Oxford Wordpower Dictionary*.

Different meanings of the word are given in the **definitions**, which are in simple English.

The dictionary helps you **avoid making mistakes**, and helps with grammar.

Idioms and phrasal verbs are at the end of the **entry**.

Examples of usage are **provided**.

Words that are often used together (**collocations**) are given in bold.

It helps you with **style**: for instance, whether words are formal, informal, **slang**, **offensive**, etc.

guy /gaɪ/ **noun** 1 [C] (informal) a man or boy: He's a nice **guy**. 2 **guys** [pl] (informal) used when speaking to a group of men and women: What do you **guys** want to eat?

♀ **win** /wɪn/ **verb** (winning; pt, pp won /wɒn/) 1 [I, T] to be the best, first or strongest in a race, game, competition, etc.: to win a game/match/championship • I never win at table tennis. • Which party do you think will win the next election? 2 [T] to get money, a prize, etc. as a result of success in a competition, race, etc.: We won a trip to Australia. • Who won the gold medal? • He won the jackpot in the lottery.

HELP Note that we **earn** (not **win**) money at our job: I **earn** £15 000 a year.

IDM win/lose the toss → toss you can't win (informal) there is no way of being completely successful or of pleasing everyone: Whatever you do you will upset somebody. You can't win.

PHR V win sb over/round (to sth) to persuade sb to support or agree with you: They're against the proposal at the moment, but I'm sure we can win them over.

Phonetic symbols help with pronunciation. You can find out which syllable is stressed.

♀ **mistake** /mɪ'steɪk/ **noun** [C] something that you think or do that is wrong: Try not to **make any mistakes** in your essays. • a spelling mistake • It was a big mistake to trust her. • I made the mistake of giving him my address.

IDM by mistake as a result of being careless: The terrorists shot the wrong man by mistake.

OTHER WORDS FOR

mistake

Error is more formal than **mistake**: a computing error. When you make a mistake you do sth wrong: I got the answer wrong. • You must have the wrong number (= on the phone). **Fault** indicates who is responsible for sth bad: The accident wasn't my fault. The other driver pulled out in front of me. **Fault** is also used to describe a problem or weakness that sb/sth has: a technical fault.

It can teach you **related words**: this helps you **build** your vocabulary and **select** the correct word for your needs.

Glossary

definition an exact statement of what a word or phrase means. **define sth** v.

avoid doing sth If you **avoid doing sth**, you try not to do or experience it.

idiom a group of words whose meaning is different from the meanings of the individual words (also **expression**).

entry one of a list of items included in a dictionary, list, etc. (There are three dictionary **entries** on this page.)

provide sth give sth to sb or make sth available for sb.

style the way sth is written or spoken (e.g. an informal **style**, a formal **style**).

for instance **SYN** for example.

slang very informal words or phrases used in spoken language.

offensive rude and likely to upset sb. **offend sb** v.

symbol a letter, number, or sign that has a particular meaning (e.g. the **symbol** /ʃ/ is pronounced 'sh').

syllable a part of a word which contains a vowel sound. (Go has one syllable and prefer has two syllables.)

relate sth to sth connect sth to sth. **related** **ADJ**.

build sth make sth bigger; increase sth.

select sth **SYN** choose sth (but **select** is more formal). **selection** **N**.

spotlight stress and emphasize

Both verbs mean to say a syllable, word, or phrase with extra loudness.

The related nouns are **stress** (on sth) and **emphasis** (on sth).

The **stress** is on the first syllable. Don't **emphasize** every word.

They are also used to say that sth is important.

The newspapers **stressed** the need for urgent action.

The **emphasis** is mainly on education.

1 Is the meaning the same or different? Write S or D. 以下句意是否相同? 用S或D表示。

- | | | |
|--|---|---|
| ► The city is fantastic: for example, the buildings are very impressive. | The city is fantastic: for instance, the buildings are very impressive. | S |
| 1 That's a useful idiom to know. | That's a useful expression to know. | |
| 2 Is that collocation correct? | Is that definition correct? | |
| 3 What she said was very rude. | What she said was offensive. | |
| 4 Does he use a lot of slang? | Does he use a lot of idioms? | |
| 5 Can you avoid mistakes? | Can you define mistakes? | |
| 6 Make sure you select the right number. | Make sure you choose the right number. | |
| 7 The stress is on the first three letters. | The emphasis is on the first three letters. | |
| 8 It doesn't give all the answers. | It doesn't provide all the answers. | |

2 Complete the sentences with a word from the box. 用框中的单词完成句子。

symbols offending related entry ✓ selection syllable
instance stress idiom provide build collocations entry

- In a dictionary, *foreigner* comes after the entry for *foreign*.
- Dictionaries have many uses: for _____, to find out meaning, or check pronunciation.
 - Does your local bookshop have a good _____ of dictionaries for sale?
 - Some dictionaries can help you _____ your vocabulary if they _____ synonyms and opposites, or other _____ words.
 - A dictionary can tell you which words are rude so that you can avoid _____ people.
 - You can check the pronunciation of any word in the dictionary by looking at the phonetic _____ and noting which _____ is stressed.
 - Good luck!* is given as an _____ in the dictionary, at the end of the _____ for *luck*.
 - Dictionaries often tell you which words go together. Examples of _____ are *make a mistake* and *take a photo*.
 - In the word *emphasis*, the _____ is on the first syllable.

3 Now look at the dictionary entries on the left-hand page. Answer the questions.

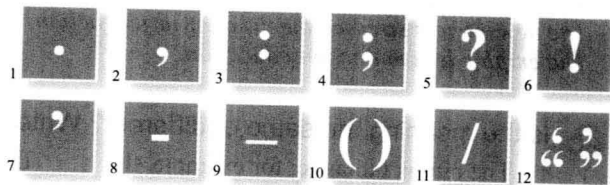
阅读左页的词典词条，并回答问题。

- Which syllable is stressed in *mistake*? The second syllable
- Which related words are given for *mistake* and *make a mistake*? _____
 - How many definitions are there in the entry for *guy*? _____
 - What style is the idiom *You can't win*? _____
 - Is *guy* an offensive word? _____
 - Which phonetic symbols are given for *guy*? _____
 - Are these sentences correct?
 - I haven't got the keys, but it's not my fault; Jo lost them. _____
 - My dad wins a lot of money in his job. _____

4 I can talk about English punctuation 英语标点符号

A Punctuation marks 标点符号

- | | |
|--------------------|--------------------|
| 1 full stop | 7 apostrophe |
| 2 comma | 8 hyphen |
| 3 colon | 9 dash |
| 4 semicolon | 10 brackets |
| 5 question mark | 11 slash |
| 6 exclamation mark | 12 quotation marks |



1 Complete the words for the punctuation marks. 将表示标点符号的单词补充完整。

► com m a

1 full s

2 col

3 hyp

4 bra

5 question m

6 excla m

7 semi

8 apo

2 What punctuation is used in 1–8 below? You don't need to repeat *full stop* each time. 以下句中使用的标点符号是什么?

► We went home early. *full stop*

1 She had long, blonde hair.

2 What are you doing?

3 Congratulations!

4 It's too late.

5 I looked in the fridge; it was empty.

6 Someone (not me) left the door open.

7 A five-minute walk – and he still took a taxi.

8 'It's only me,' he said.

3 Test yourself. Cover the words and look at the punctuation marks. What are they? 自测。遮住单词，只看标点符号，说出单词。

B Punctuation rules 标点规则

SOME IMPORTANT PUNCTUATION RULES

A **full stop** is used at the end of a sentence that is not a question or an exclamation, and is sometimes used in abbreviations. Each new sentence must begin with a capital letter.

A **comma** in writing is like a **pause** in speech. It is used:

- to **separate** parts of a sentence, e.g. *After we left, someone tried to phone us.*
- between adjectives, e.g. *A big, expensive car.*
- to separate words in a **list**, though it is often **omitted** before *and*, e.g. *I went to France, Germany, Italy and Spain.*
- when words or phrases **interrupt** the normal progression of a sentence, e.g. *I decided, however, that I needed something to eat first.*

A **colon** is often used to introduce further **details** such as an explanation or a list, e.g. *The shop is full of antiques: dining tables, chairs, wardrobes, mirrors, and so on.*

A **semicolon** is sometimes used **instead** of a full stop when two sentences are very closely **connected**, or to separate two main clauses, especially ones that aren't **joined** by a conjunction **such as** *and* or *but*, e.g. *I went round this morning; nobody was there.*

A **slash** separates words or phrases that are **alternatives**, e.g. *single/married.*