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综合训练

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Real Communication Workbook



新标准大学英语

NEW STANDARD COLLEGE ENGLISH

总主编: Simon Greenall (英) 文秋芳

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

新标准大学英语

NEW STANDARD

COLLEGE ENGLISH

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藏书章

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前言

承外语教学与研究出版社与英国麦克米伦出版公司之邀,由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自2005年项目启动以来,《新标准大学英语》编委会成员密切合作,充分发挥各自优势与专长,就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中,我们拜访专家,研究现行教材,到课堂听课,与教师座谈,与学生交流,经过充分调研与反复论证,确定了本教材设计理念与编写方案。2008年秋,我们在国内选定多所院校进行试用,在认真听取试用院校师生反馈意见与建议的基础上,又对教材进行了调整和完善。现正式出版,与广大高校师生见面。

编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导,在设计与编写中力求准确把握大学英语教学的性质与目标,遵循对学生英语综合应用能力培养的要求,贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时,《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果,希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接,满足新形势下的教学需要。自2001年起,教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》,高中新课程实验自2004年开始实施。目前,根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学,他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求,并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导,学生主体”的教学思想,充分考虑学生与教师在教学过程中的关系、作用与需求,促进师生的积极互动与共同发展。本着“以人为本”的理念,《新标准大学英语》从教材到网络自主学习平台的设计,从每一教程、每一单元到每一具体语言点的设计,都以学生的学习与发展为根本;同时,在教学内容、教学活动与教学过程的安排中,注重教师的主导作用与师生的互动交流,从而实现在教师的启发与指导下,学生积极地、富有创造性地学习。

教材特色

一、选材内涵丰富,语言鲜活地道,体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点,主题内容以人与人、人与自然、人与社会的关系为主线,涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角,既有经久传诵的文学佳作,也有风格独特的优美时文。全书语言地道,贴近实际,鲜活生动,折射出社会的发展,也充分展现了语言的魅力。

二、融合多种技能,培养综合素质,提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应,相互配合,训练多种技能;同时,每一单元内各板块环环相扣,内容彼此联系,技能互为补充。

前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过网络课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含1-4级，供两个学年使用。每一级设有《综合教程》、《视听说教程》与《综合训练》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级10个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活用语言。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玢教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会

2009年3月

Introduction

Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
- Real Communication: Listening and Speaking Student's Book
- Real Communication: Workbook
- Real Communication: An Integrated Course Teacher's Book
- Real Communication: Listening and Speaking Teacher's Book

The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.

Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the *College English Curriculum Requirements (CECR)* and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

Unit file is a summary of the language points and skills presented in the unit.

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of

Introduction

a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

Unit file is a summary of the language points and skills presented in the unit.

English in 21st-century China

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people."

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall
Co-editor in chief
New Standard College English

《新标准大学英语综合教程 综合训练》编写说明

本书是《新标准大学英语 综合教程》的配套用书。本书的编写以《大学英语课程教学要求》为指导，遵循“以人为本”的教学理念，注重对学生语言综合应用能力、跨文化交际意识以及创造性、批判性思维的培养。

本书配合《新标准大学英语 综合教程》提供更多语言训练，将语言知识重点及难点通过各种语境，以不同的练习形式呈现，让学生反复操练，以达到灵活使用、逐步内化的目的。

《新标准大学英语 综合训练》包括 1—4 级，每级 10 个单元。每单元主要内容如下：

Vocabulary and structure (词汇与结构训练)

本部分练习题型灵活多样，考查学生对积极词汇及重要句型的活用能力：通过多项选择、词形转换、词汇替换、词语搭配、选词填空等题型训练词义辨别、词汇用法、介副词搭配等方面，并通过句型转换、连词成句等练习巩固课堂所学的句式和结构。

Reading (阅读理解训练)

本部分是对课文主题理解的加深与拓展，也是对阅读技能的进一步强化与提高：除提供《综合教程》Active reading 两篇课文的补充理解练习外，还增加两篇阅读文章。课文补充理解练习主要涉及篇章结构和部分细节理解。两篇阅读文章则紧扣单元主题，精彩生动，向学生传递多元文化以及鲜活的语言表达，并配有灵活多样、实用有效的阅读练习。

Integrated skills training (语言综合技能训练)

本部分包含多种综合语言练习，设计新颖，题型多样，从语法句式到谋篇布局，训练学生综合运用语言的能力。本部分的翻译练习是对《综合教程》翻译部分的补充训练，旨在提升学生的翻译技巧、强化语言活用与增强文化意识。

本书最后提供所有练习的参考答案，供学生自学自查之用。

《新标准大学英语 综合训练》内容丰富，练习多样，设计灵活，体现了“新标准大学英语”系列教材语境生动、语言地道、注重综合能力与文化素养的整体特色。本书作为《综合教程》的有力补充，能够帮助学生消化和巩固课堂所学的语言知识，打下扎实的语言功底，培养良好的学习习惯，从而一步步提高语言应用能力、跨文化交际能力和综合文化素养。

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Answer key

Unit 1

Discovering yourself

Vocabulary and structure

1 Put the words in the box into the correct categories.

ambitious cemetery clamp coastline coffin crab cram crawl crypt
diligent epitaph estuary haul impressive moor stack surf

Words connected with the sea	Words connected with death	Adjectives describing people	Verbs describing actions

2 Complete the paragraph with the correct form of the words in Activity 1.

I drove along the coast, past the (1) _____ where only a few days ago I had buried my father. In the final weeks of his life, when he had been so desperately ill, his courage had been (2) _____. I thought of him now, as I looked out of the car window at the white (3) _____ which was always present at the place where the sea met the (4) _____. My father had (5) _____ so much into his life, had been so hard-working, so (6) _____. He had been a(n) (7) _____ man, someone who had aimed high and earned a great deal of respect in his profession. His last wish had been that his ashes be thrown into the sea. I drove to the harbour, where fishermen were (8) _____ nets into their boats. The motor boat was (9) _____ in its usual place. I detached the rope and set off towards the horizon.

3 Complete the sentences with correct prepositions or adverbs. Sometimes more than one answer is possible.

- My sister was always drawing as a child and no one was surprised that she ended _____ as a professional artist.
- Most people hope to have settled _____ with a family by the time they reach their early thirties.

- 3 She arranged to meet me at a restaurant but she never came. I never found out why she had stood me _____.
- 4 During our buffet meal my wife suggested that I went _____ and got some more food but I felt too embarrassed.
- 5 The reason why the machine isn't working is because you switched it _____.
- 6 I could never figure _____ why such a brilliant student had no ambition at all.
- 7 When we set _____ on our journey, we had no idea how long it would take.
- 8 The child reached _____ to me and I took his hands and helped him down from the wall.
- 9 It's a good idea to check _____ a job offer carefully before accepting it.

4

Replace the underlined words with the correct form of the expressions in the box.

at the back of one's mind
can't be bothered (to do)
get one's head down
have a shot at (doing sth)
put sth on the back burner

bags under one's eyes
follow in sb's footsteps
give sb a hand
it's down to sb

- 1 The thought that she had to look for a job when she left school was always something she was thinking about without realizing it.
- 2 Mike asked his parents to help him with the job application he was completing.
- 3 After much thought, I decided to choose the same career as my mother and become a doctor.
- 4 The situation was not something I need to consider at present and I decided to think about it at a later date.
- 5 The loose, dark skin under his eyes showed that he'd been studying late and not getting enough sleep.
- 6 I decided to attempt to get a promotion, so I did a great deal of research before the interview.
- 7 Exams are coming soon and I'm going to have to do some serious study if I am to pass them.
- 8 Jenny was so depressed that there were days when she didn't make the effort to even get out of bed.
- 9 It's your responsibility to decide what you want to do with your life.

5 Match the words in Column A with words in Column B to form expressions about time.

A	B
invest	exit
now	like the present
there is no time	is right
time	is the time
untimely	is ticking away
wait for	the right time
when the time	your time wisely

Now look at the passage *We are all dying* and check your answers.

6 Complete the sentences with the expressions you formed in Activity 5. Sometimes more than one expression is possible.

- 1 He says he will send the film script to the producers but only _____.
- 2 Her friends argue that _____ and she should act now rather than wait.
- 3 While at university it's important to _____, work hard and get a good degree.
- 4 "I'll soon be 30 and _____. If he doesn't ask me to marry him soon, I'm going to end the relationship," said Laura.
- 5 His death at the age of 33 was a(n) _____ that no one was expecting.
- 6 "If you want to talk to Mr Ross, _____, as he's in his office at the moment," the secretary told me.
- 7 The writer told his agent that he would _____ to discuss the biography with the politician.

7 Complete each sentence with the correct form of the word that begins with the letter given.

- 1 In buffet r_____ it's not always considered acceptable to go up for food more than once.
- 2 The millionaire considered buying a yacht but got a powerful motor b_____ instead.
- 3 My peer g_____ at university are students who believe in working extremely hard.
- 4 The salad b_____ fell off the table and spilt salad everywhere.
- 5 Many of his fellow c_____ in prison were men who had committed violent crimes.
- 6 Looking through the photo a_____ of his college days, memories of those happy times came flooding back.
- 7 He was a successful party a_____ who was good at persuading people to donate money.
- 8 The main c_____ was a delicious dish of chicken cooked in red wine.



Match the two parts of the sentences.

- 1 He was very keen that I should accept the job but I ...
- 2 Everyone hoped that the move to the new building ...
- 3 We knew that Jane was able to persuade them because she ...
- 4 My colleague asked me to think about it and I ...
- 5 We all agreed that he was very talented and ...
- 6 We watched the bird fly round and round until it finally ...
- 7 Although there was a lot of disagreement, we finally ...
- 8 The news about his wife was so depressing that I ...

- (a) promised to bear it in mind.
- (b) would take place smoothly.
- (c) had a lot to offer.
- (d) settled the argument.
- (e) was such a smooth talker.
- (f) couldn't bear to tell him.
- (g) settled.
- (h) declined the offer.



Rewrite the sentences using *It is / was not just that ... but ...*

- 1 My father encouraged me to become a writer. He paid for me to go on a journalism course.

- 2 Our final exams are approaching. I have no idea of what I'm going to do afterwards.

- 3 We're all going to end up as dust or ash. We never know when it's going to happen.

- 4 My best friend's landed a job with a top advertising firm. He's about to marry a very wealthy young woman.

- 5 "You have the right attitude to the job. You have the ability to go right to the top," his employer told him.



Rewrite the sentences using *It's what / how ... that ...*

- 1 How you'll feel at the end of your life is determined by what you do with your life.

2 Do you agree that what other people think of you is determined by how you see yourself?

3 Is how people see you really determined by what your body language says rather than your words?

4 How healthy you are is to some extent determined by what you eat and how often you exercise.

5 What kind of job you will get is determined by where you go to university in some countries.

Reading

1 Number the sentences in the paragraphs from the passage *Catching crabs* in the order they appear.

1

- ☐ One had landed a job in his brother's advertising firm in Madison Avenue, another had got a script under provisional acceptance in Hollywood.
- ☐ It wasn't always the high flyers with the top grades who knew what they were going to do.
- ☐ The most ambitious student among us was going to work as a party activist at a local level. We all saw him ending up in the Senate or in Congress one day.
- ☒ a But there was something else. At the back of everyone's mind was what we would do next, when we left university in a few months' time.
- ☐ But most people were either looking to continue their studies, or to make a living with a white-collar job in a bank, local government, or anything which would pay them enough to have a comfortable time in their early twenties, and then settle down with a family, a mortgage and some hope of promotion.
- ☐ Quite often it was the quieter, less impressive students who had the next stages of their life mapped out.

2

- ☐ "Let's see if we get lucky," he said, picked up a rusty, mesh basket with a rope attached and threw it into the sea.
- ☐ There was no surf on the coastal waters at that time of day, so it was a smooth half-hour ride until my father switched off the motor.
- ☐ Early next morning we set off along the estuary.