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普通高中课程标准实验教科书

# 英语 ▶ 7 [选修 模块]

## Senior High English



北京师范大学出版社

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装帧设计: 高 霞

责任校对: 陈 民

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主 编：王 蔷 Michael Harris

副主编：曹瑞珍

编 者：王 源 王 琦

David Mower

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## To Students

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

The main theme of Module 7 is science and technology. You will learn the differences between formal and informal letter writing in the *Language* unit. In the *New Frontiers* unit, you will learn about scientific breakthroughs in the 20th century and possible new developments in the future. The *Human Biology* unit will help you learn more about your body and personal hygiene. It will also cover some fatal epidemics in human history. To improve your reading, you will learn how to arrange sequences of information to make complete texts while continuing to revise and apply reading strategies learnt in the past. As for your speaking skills, you will learn how to express sympathy, give presentations, and use colloquial expressions. To improve your listening skills, you will learn to identify different English accents and to complete notes and texts. Your writing skills will be improved when you write an article and a discursive essay.

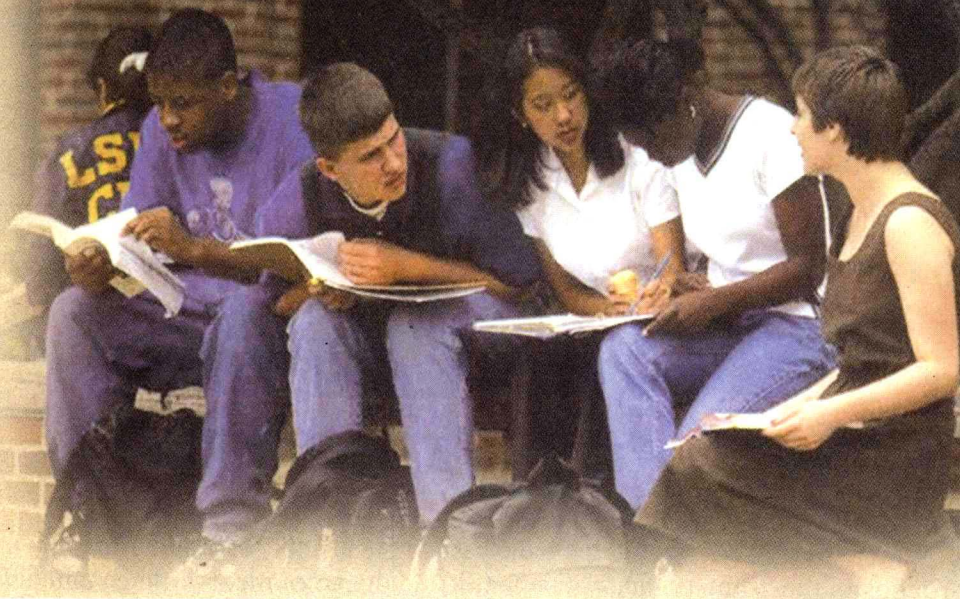
In Module 7 you will also be introduced to new grammatical structures such as noun clauses, the future perfect and mixed conditionals. Bear in mind that learning grammar rules is not solely for passing exams. Understanding the rules of grammar will enable you to better express yourself.

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

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

Chief Editor

May, 2005



# 19 Language

## In this unit you will...

- Read magazine and newspaper articles.
- Talk about language and language learning.
- Listen and learn how to show sympathy in dialogues.
- Listen to dialogues. Use listening strategies to identify different English accents.
- Write a formal letter.
- Study noun clauses.

## Warm-up

1 Which of the following methods do you think is the best for learning a foreign language? Why?

- Learning all the words in a dictionary.
- Watching TV in the language.
- Living in a country where the language is used as the mother tongue.

2 Find the meaning of the following Key Words in a dictionary. Then match them to the language skills they are related with.

### KEY WORDS

input, output, fluency, accuracy, punctuation, accent

- listening
- speaking
- reading
- writing

3 Name some of the countries that belong to the following groups.

- English spoken as a first language
- English spoken as a second language – it is used in schools and universities and between people whose main languages are different
- English spoken only as a foreign language

4 Listen to six people talking. Try to identify their accents.

American, Australian, Chinese, French, British, German

5 Work in pairs. Discuss what messages the following body language communicates.

- Two people clap their hands together in the air.
- A person pats another on the back.
- A person kisses another person on both cheeks.
- A person folds his arms across his chest.







# 1 Language Learning

## Reading

### Before you start

1 Discuss these questions in class.

- 1 Do you think learning English is important for your future? Why?
- 2 Do you think it is difficult to learn English well? Why or why not?

### Read to learn

2 Read the text and answer the following questions.

- 1 What has made more and more people decide to learn English in recent years?
- 2 According to some theories, what is the best way to learn a foreign language?
- 3 How can teachers try to create a rich language environment in the classroom?
- 4 What extra work can you do outside of the classroom?

3 Say if the following sentences are true (T) or false (F).

- 1 Experts recommend doing 2 hours of extra work once a week.
- 2 Listening to an English song several times can help you revise your vocabulary.
- 3 There's no point reading the news in English if you've already watched it in your own language.
- 4 Watching your favourite DVD in English will improve your listening skills.

### Voice your opinion

4 What do you think can help you learn English well?

## Get ahead with your English

It was predicted as early as the 1700s that English would one day be the global language and that has proved to be the case in the last few decades. The growth of international companies and the great advances in communications have started the trend for learning English as a foreign language. In today's world, being able to speak more than one language, including English, is how you stand out and get ahead.

However, learning English as a foreign language is very difficult in the absence of a native language environment. Some respected theories on language acquisition believe that to attain a high level of fluency and accuracy in a foreign language, you need to be surrounded by it. But sadly, the chances that we will all have the opportunity to live in an English-speaking country are small. Therefore, most of us have to rely on what we can learn at school as part of the school curriculum.

Our latest English curriculum encourages teachers to create a rich language environment in the classroom. What this means is that they make sure there is an adequate amount of input in English conveyed to the students through various mediums. This can take the form of reading and listening materials which must be of the highest quality. Quality input ensures quality output, whether it is speaking or writing.

To really get ahead, however, means putting in extra work outside of the classroom. Experts say that just 15 minutes of extra-curricular study a day can really accelerate foreign language learning. Here are what they recommend:

- Setting achievable targets. For example, enlarge your vocabulary by 10 new words every day — five times a week — then revise the words on the weekend. 50 new words a week means 200 new words a month.

- Listening to an English song several times in one week after reading the words.

- Watching the news in your own language and then reading an English newspaper or news website. Knowing the main stories before reading will guarantee greater comprehension when reading in English.

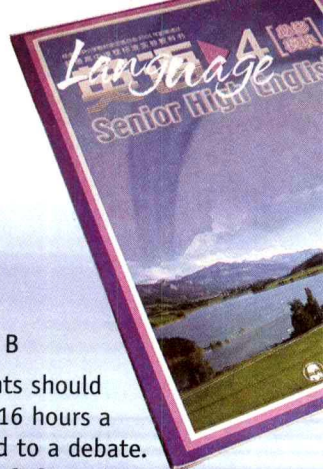
- Watching a favourite DVD, but adjusting the language to English in parts you know well.

- Studying with friends. Test each other and share learning strategies — this makes learning more enjoyable.

- Rewarding yourself. If you reach a target, treat yourself. Inform a friend of your targets so they can help motivate you as well.

These recommendations are easily achieved and are well worth the extra effort. However, putting in those extra 15 minutes a day does take dedication. To stay dedicated, you need to keep in mind why you are learning English. Quite simply, in today's world, English holds the key to a brighter future and a world of possibilities.





## Vocabulary

5 Complete the sentences with the correct form of the words below.

convey, accelerate, inform, adequate, ensure, surround, acquisition, absence

- 1 You weren't at school yesterday. Will you please explain your \_\_\_\_\_?
- 2 The policemen \_\_\_\_\_ the man who had stolen the car.
- 3 Don't forget to deliver the flowers and please \_\_\_\_\_ that you get back in time for lunch.
- 4 The teacher \_\_\_\_\_ her students that they had no homework for the weekend.
- 5 Language \_\_\_\_\_ is easiest during childhood.
- 6 His music \_\_\_\_\_ how he feels about the world.
- 7 \_\_\_\_\_ to 60 km an hour but don't go any faster please.
- 8 Even when I tell my mother that I have already eaten an \_\_\_\_\_ amount, she always gives me more food!

7 Complete the sentences in Column A with the most suitable endings in Column B.

- | A  | B   |
|--|---|
| 1 It was reported in the news that               | a) students should study 16 hours a day led to a debate.                    |
| 2 The manual for the new mobile phone informs us | b) the theft from the museum happened a month ago.                          |
| 3 The belief of doctors that                     | c) a new factory was to be built nearby brought immediate hope to the area. |
| 4 The announcement from the company that         | d) the less you smoke the better your health will be is obvious.            |
| 5 The suggestion that                            | e) we should buy more computers to save time.                               |
| 6 It was discovered that                         | f) there was a storm in Hawaii last night.                                  |
| 7 His idea is that                               | g) what we should do in case it does not work.                              |

## Grammar

### Noun Clauses

6 Read these sentences from the text.

- 1 It was predicted as early as the 1700s that English would one day be the global language ...
- 2 ..., the chances that we will all have the opportunity to live in an English-speaking country are small.
- 3 What this means is that they make sure there is an adequate amount of input in English ...
- 4 Experts say that just 15 minutes of extra-curricular study a day can really accelerate foreign language learning.

Which sentence is an example of:

- a) a subject clause, or a noun clause that acts as the subject of the sentence?
- b) an object clause, or a noun clause that acts as the object of the sentence?
- c) a predicative clause, or a noun clause that acts as the predicative of the sentence?
- d) an appositive clause, or a noun clause that specifies a nearby noun?

Compare your answers with a partner.

8 Rewrite the following sentences using noun clauses.

Example 1 *It is amazing that people can make videos with their mobile phones by 2015.*

- 1 People can make videos with their mobile phones by 2015.
- 2 Most human beings will live until they are 200 by the 25th century.
- 3 Personal computers will disappear by 2020.
- 4 Satellites will be destroyed by the sun in the next five years.
- 5 Aliens from four different planets will arrive on Earth in the next 20 years.
- 6 We won't use money to buy food in the future.

### Language in Use

9 Work in pairs. Imagine how technology will be able to help language learning in the future.

Example

*It has been predicted that mobile phones will provide English learning programs by 2030.*

*Computer companies have told us that robots will replace human teachers.*

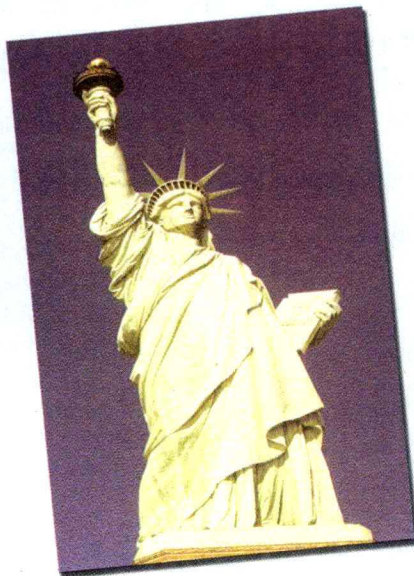
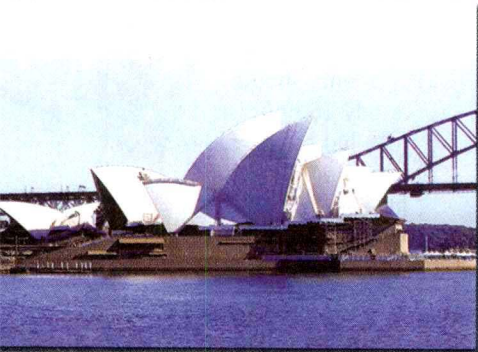
*The idea that the Internet will have taught English to everyone in the world by 2050 is amazing.*

⇒ Grammar Summary 1, page 100.



# 2 Varieties of English

SKILLS FOCUS



## Listening

### Before you start

- 1 How many countries can you name where English is the native language? Do all these English speakers sound the same?
- 2 Match the British English words with the American English ones in the list below.

flat, film, post, rubbish, underground, holiday

- 1 mail
- 2 movie
- 3 subway
- 4 garbage
- 5 vacation
- 6 apartment

### Listen to learn

- 3 Listen to the dialogue and decide if these statements are true (T) or false (F).

- 1 Pam is American.
- 2 Robert comes from Australia.
- 3 Richard has an Australian English accent.
- 4 Pam and Robert say "classroom" the same way.
- 5 The more different accents you hear, the more confused you get.

- 4 Why do you think Liang Weimin thought all English speakers sounded like BBC World Service reporters?

### LISTENING STRATEGIES: Identifying different English accents

- Before you listen, think about all the different English accents you have encountered.
- While you listen, pay attention to the words that are pronounced differently in different English accents. This will help you understand the words even when they sound different.
- Listen to the intonation of the speakers to help you identify where they come from.
- Try to identify rules for the accent of each country or place.

- 5 Listen to the sentences and decide whether they are spoken in an American accent (A) or a British accent (B).

- 1 Would you like a glass of water?
- 2 She's dancing in the classroom.
- 3 Let me give you an example.
- 4 I like to eat tomatoes.

Can you identify a rule for the difference in the American and British pronunciation of the sound /ɑ:/?

- 6 Now listen to these sentences and decide whether they are spoken in an Australian accent or a British accent.

- 1 Did you say you're going sailing this weekend?
- 2 I'm going to make a cream cake this Saturday!
- 3 How much did you pay for the razor?
- 4 The mail always comes on Tuesdays.
- 5 What did you say when he was late?
- 6 Sorry I'm late. I had to pay my bills.

Can you identify a rule for the difference in the Australian and British pronunciation of the sound /eɪ/?

7 Listen to the conversation and decide which speaker is American, which is British and which is Australian.

Name \ Nationality	American	Australian	British
Jan			
Pattie			
Shane			

## Listening

### LISTENING STRATEGIES:

#### Identifying situations and people

- Before you listen, look at the alternatives in the questions. Think about what they are going to talk about.
- What are the important words you hear? These can help you identify the situation.
- Sound effects also often help you identify the situation.
- Is the language formal or informal? This can help you decide what the relationships are between the people.
- Listen to the intonation of the people to identify their moods.

8 Listen to the Canadian travel dialogues. Use the Strategies to choose the correct alternative for each dialogue.

- Where are the people?
  - in a tourist information office
  - in a hotel
  - at the airport
  - on a train
- What does the woman want?
  - information about some modern buildings in Toronto
  - information about some old buildings in Toronto
  - a tour of the city
  - a brochure on Toronto
- What are they talking about?
  - a tour around the city
  - a delay
  - stopping off somewhere
  - the city's buildings

9 Listen again and use these expressions to complete the Function File.

Would it be possible, Could you, I'm sorry but, I was wondering if, Do you think I could, Will you be, I'd prefer not, I'm afraid, Is it all right if, If you'd like, Could you possibly, I wonder if

### Function File

#### Polite Requests

- \_\_\_\_\_ to fill in this form here, please.
- I know this is unusual, but after the long flight \_\_\_\_\_ to go on with the group.
- \_\_\_\_\_ I just go off on my own a bit later?
- \_\_\_\_\_ she won't be here till about ten o'clock.
- \_\_\_\_\_ having lunch in the hotel, sir?
- \_\_\_\_\_ give me a map of the city, please?
- \_\_\_\_\_ you could give me information about visits to some of the buildings in Toronto, please?
- \_\_\_\_\_ have something about the modern buildings, please?
- \_\_\_\_\_ ask someone else, please?
- \_\_\_\_\_ I could ask you something?
- \_\_\_\_\_ to stay over an extra night in New York?
- \_\_\_\_\_ we have to keep to the timetable, sir.

Are the expressions in the Function File direct and not very polite, or indirect and polite?

10 Pronunciation. Listen and think about language and intonation. Which requests are:

- polite and indirect?
- too direct and possibly rude?

Now listen and repeat six polite requests.

## Speaking

### SPEAKING STRATEGIES: Being polite

- For requests in all situations, always use "please" and "thank you".
- In formal situations, use more indirect expressions (see Function File).
- Try to use polite intonation.
- When refusing a request, give a reason, e.g. *I'm sorry but ..., I'm afraid that ...*
- Try to look friendly and smile at the person you are talking to.

11 Work in pairs. Student A and Student B turn to page 103.

#### QUOTE .... UNQUOTE

"England and America are two countries separated by the same language."

- George Bernard Shaw



# 3 Body Language

SKILLS FOCUS

## Reading

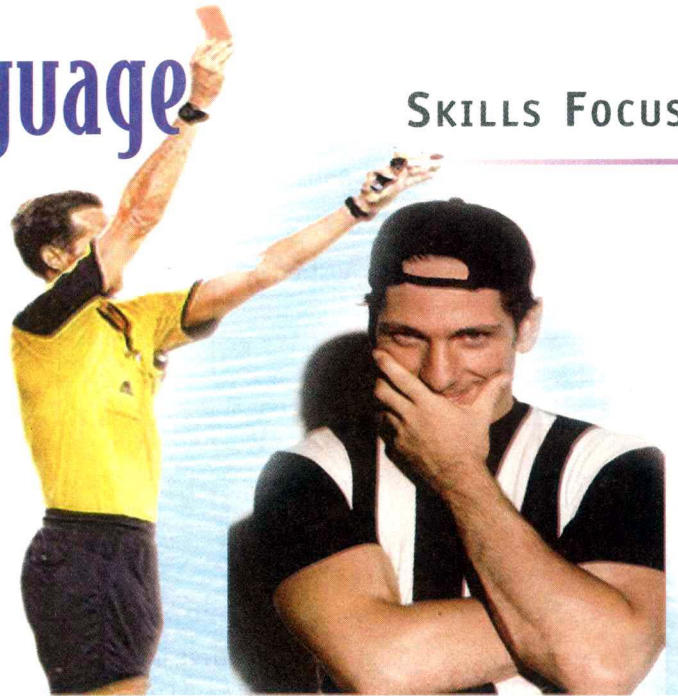
### Before you start

1 Look at the photos. What kind of language are the people in the photos using to communicate?

### KEY WORDS

spoken language, written language, body language

2 In pairs, talk about the various gestures, facial expressions and body movements that you often use to communicate your attitudes and feelings.



## BODY LANGUAGE SPEAKS FOR ITSELF

If you saw a father patting his son on the back while smiling happily, what would you think was going on? You would probably think that the father was congratulating his son on doing something well, maybe passing an exam or winning a race. You would know what was going on because you understood the message conveyed by the father's body language. Across the world, a pat on the back and a smile usually means, "Well done".

Body language is used every single day by people of different nationalities all over the world. It is a language without words that consists of gestures, facial expressions and body movements that greatly add to — and sometimes even replace — spoken language. Body language is used to communicate both attitudes and feelings from affection to anger just like any other language, but it differs from spoken language as it is not always explicit. Somebody jumping for joy is easy to see while a raised eyebrow conveying doubt is easier to miss.

People often use body language on purpose. Someone who does not know the answer to a question will move their shoulders upwards away from their upper body and then let them fall, meaning "I don't know". However, body language can be unconscious as well. A person who is feeling uncomfortable or nervous will often hold their body in a very rigid manner and have a tight look about their mouths. They might also cross their arms and move in an abrupt way resembling a robot more than a human. They might not even realise how they are acting but their body language will tell anyone who cares to

look closely enough how they are feeling. Body language can therefore make people's feelings more transparent as although we can lie with words, it is not as easy to do so with our bodies.

Learning to be aware of your body language can be a very useful tool. For example, in a job interview, you will probably be feeling nervous but you won't want to appear to be in a state of unrest. You will want to appear calm with as much dignity as possible. Merely by uncrossing your arms, you will look more confident.

Body language can be very useful when people do not share a common spoken language. For example, in foreign countries, it is very easy to purchase something simply by smiling and pointing at what you want. On the other hand, you can also easily show what you don't like by shaking your head. You can negotiate the price by using your fingers and even ask questions by using your hands to outline the shapes of things you want — although this can cause confusion and a few laughs too!

However, body language can sometimes be ambiguous. Although every culture around the world uses the same gestures and expressions, they use them in different ways. For example, an American tourist at a German hotel might give an "OK" sign by making a circle with his fingers. Unlike in America where this sign means everything is fine, in Germany, this gesture can cause offence. Another example is that in most cultures to nod one's head means "Yes" and to shake one's head means "No" while in some cultures the opposite is true!

Regardless of these differences, experts agree that across the globe there is one form of body language that receives universal approval — the smile. Smiling has a high success rate so never be afraid to use it — even when you're nervous — and especially in foreign countries!

Read to learn

**READING STRATEGIES:**  
Paragraphs and headings

- Read each paragraph carefully. Underline 3-5 of the most important words.
- Be careful – the first sentence in a paragraph often introduces the main idea – but not always!
- Think of a heading to summarise the main idea of each paragraph. This helps you to understand the passage better.
- Headings often contain a word or a synonym of a word from the paragraph.

3 Read the text and use the Strategies to choose a heading for each paragraph. There is one extra heading.

- An aid to travellers
- Conscious and unconscious body language
- The disadvantages of smiling
- Why body language can be confusing?
- What is body language?
- Concluding statement
- Introduction
- Being aware

4 According to the text, which of these statements are true (T) and which are false (F)?

- A person with crossed arms is probably very calm.
- Americans take offence at the "OK" sign.
- Nodding your head means "yes" in most cultures.
- We congratulate people by jumping for joy.

Vocabulary

5 Choose the word from the box to complete the sentence in its proper form.

negotiate, resemble, explicit, ambiguous, unconscious, transparent, affection, rigid, dignity, merely

- You don't \_\_\_\_\_ your father at all. You look more like your mother.
- After I fell down the stairs I had no \_\_\_\_\_ left.
- You need to be \_\_\_\_\_ with little children otherwise they don't understand.
- I feel a lot of \_\_\_\_\_ for my grandmother.
- It was an \_\_\_\_\_ decision to buy a pink hat. I actually thought it was red!
- Your shirt is so \_\_\_\_\_ I can see straight through it!
- I \_\_\_\_\_ with the lady and got it \$5 cheaper.

- I shouted at him but he \_\_\_\_\_ raised his eyebrows.
- This sign is \_\_\_\_\_. It can mean two things.
- The chair was no longer \_\_\_\_\_. It was completely bent!

**Vocabulary: Words for comparison and contrast**

6 Which of the following words and expressions are used for comparison, and which are used for contrast? Write them in two columns.

unlike, similar, also, although, however, as well, while, differ from, both, on the other hand, but, same, just like, too

Comparison	Contrast

Now choose the correct words from the brackets.

- Many people in England use gestures that are (however/similar) to gestures in the USA.
- Peter is a very friendly person. James is (too/both).
- (While/As well) I like chocolate ice-cream, my mum likes coffee ice-cream. She likes strawberry (unlike/as well), (also/but) I don't.

Speaking

7 Read the text again and answer the following questions. Include the words and expressions in brackets.

Example 1 They can point and smile to show what they like. **On the other hand**, they can shake their heads to show what they dislike.

- How can tourists show what they like or dislike in foreign countries? (on the other hand)
- How did the American tourist in Germany make the hotel owner angry? (unlike)
- Why does smiling have a high success rate all over the world? (same)

QUOTE .... UNQUOTE

"The body says what words cannot."

- Martha Graham (1894-1991)



# Communication Workshop

## Writing: A Formal Letter

Before you start

**New Future**  
**Language School**  
*The right choice for  
all applicants*

**1** Read the advertisement and the letter to the New Future Language School. What information does the writer of the letter want to clarify?

location, course content, number of students, qualifications, certificate, discount, course fee, registration fee, length of the course, holidays

**2** Find mistakes of style in the letter.

- |             |              |
|-------------|--------------|
| 1 (line 1)  | 7 (line 17)  |
| 2 (line 2)  | 8 (line 18)  |
| 3 (line 3)  | 9 (line 19)  |
| 4 (line 9)  | 10 (line 19) |
| 5 (line 13) | 11 (line 22) |
| 6 (line 15) | 12 (line 23) |

Example 1 = Hi there

**3** Replace the mistakes of style with the following formal words and expressions.

Dear Sir/Madam, I would like, I am writing, In addition, I would be grateful if you could explain why, I look forward to hearing from you, as soon as possible, Could you please tell/ send me, Yours faithfully, I read that, I would like to know

**In today's** global economy, English is the international language of business. To put it simply, if you want to be a success in the business world, you need a high level of English competence. New Future Language School is offering an exciting, new, full-time Business English Diploma course. The curriculum focuses on English language skills used in business meetings and in areas such as marketing and advertising. A useful overview of different English varieties is also offered. The cost of one 6-week session is RMB 1,500, but if you pay in advance, you will receive a discount. Don't hesitate. Get ahead with your business English and sign up today!

Hi there,

I'm writing to ask for more information on the Business English course. I am very interested in the course but I want some details.

Firstly, it is not clear whether you can do just one of the sessions or if you have to do all of them. How many sessions are there in the full course and how long would it take? Would there be any holidays in the full course?

Secondly, I don't see why varieties of English are covered in the course. I am more interested in business so I would prefer not to study English varieties unless it is really necessary.

Thirdly, you say that there is a discount provided that I pay in advance. How much is the discount and is there a discount for all the sessions? By the way, would I also have to pay a fee for registering?

Finally, I want to know what qualifications candidates are required to have to enter the program. Just tell me all the requirements. Send me the answers to my questions ASAP and please include any other information you have on the course content.

Write soon,

Cheers,

Li Wei

4 Look at the sentences below. Replace the underlined words with these words:

as long as, except if, if

- 1 It is not clear whether you can do just one of the sessions.
- 2 There is a discount provided that I pay in advance.
- 3 I would prefer not to study English varieties unless it is really necessary.

Now choose the correct words from the brackets.

- 1 I like going to class (as long as/unless) it isn't boring.
- 2 I won't get a good grade (provided that/unless) I study hard.
- 3 I don't know (unless/whether) these diagrams explain the seasons or how the moon moves around the sun!
- 4 I will start the course in August (provided that/unless) I get accepted.
- 5 I don't like going out on Friday night (unless/whether) I've finished all my work for the week.
- 6 Going to Thailand for the holidays sounds great (as long as/whether) I've saved up enough money.
- 7 I am not sure (if/provided that) I should write captions for these pictures or not.
- 8 I will play tennis (unless/provided that) we're finished by 5p.m.
- 9 We can sit at a table near the window (if/unless) you'd rather sit in a booth.

**Write a letter from New Future Language School replying to the prospective student. Follow the stages below.**

### Stage 1

Read the advertisement and the letter in the Communication Workshop again. Take notes of the questions in the letter, then list the things you need to include in the school's response.

- *Greeting* – how are you going to start the letter and what addresses should you include?
- *Sessions* – how many are there? How many must one do?
- *Duration* – how long is the course? Are there any holidays?
- *Reasons for English varieties overview* – is it due to increased international communication? What other reasons could there be?
- *Fees* – how do the discounts work? Is there a fee for registering?
- *Qualifications* – what are the requirements for entering the course? A senior high school certificate or perhaps certain grades?
- *Closing* – how are you going to finish the letter?

### Stage 2

Plan your paragraphs.

⇒ *Writing Help 1 (layout), page 97.*

### Stage 3

Write your letter. Remember to write in a formal style. Try to include examples of *unless*, *whether*, *as long as* and *provided that*.

⇒ *Writing Help 1 (style, linking).*

### Stage 4

Check your letter.

⇒ *Writing Help 1 (checking).*

### Talkback

Work in pairs and share your letters.

## Listening: A Song

*"Daniel" by Elton John*

Look at the lyrics. Try to guess the missing words. Then listen to the song and check your guesses.


Daniel is travelling (1) \_\_\_\_\_ on a plane  
I can see the red tail lights heading for (2) \_\_\_\_\_  
Oh and I can see Daniel waving goodbye  
God it looks like Daniel, must be the clouds in my  
(3) \_\_\_\_\_

They say (4) \_\_\_\_\_ is pretty though I've never been  
Well Daniel says it's the best place that he's ever  
(5) \_\_\_\_\_  
Oh and he should know, he's been there enough  
Lord I miss Daniel, oh I miss him so much


Daniel my brother you are (6) \_\_\_\_\_ than me  
Do you still feel the (7) \_\_\_\_\_ of the scars that  
won't heal

Your eyes have died but you see more than I  
Daniel you're a star in the face of the (8) \_\_\_\_\_

## Listening: Situational Dialogues

1  Listen to three situational dialogues. Match these words with each dialogue.

barber, barbershop, bingo, cheers, fasten, globe, haircut, regulation, steward, stewardess

2  Listen to the dialogues again and decide where each one takes place.

- 1 a) a barbershop      b) a travel agency      c) a restaurant
- 2 a) a car              b) an airplane              c) a bus
- 3 a) a school            b) a restaurant            c) an airplane





## Speaking: A Roleplay

### Before you start

1 Listen to three students from China, Russia and France talking about their learning experiences in the UK. Complete the table.



	From	Department	Length of stay	Good experience	Bad experience
Katerina	Russia				
Lin Xiaofang					
Camille					

Work in pairs. Imagine you have been studying for a few weeks in the UK. Make up a dialogue about your experiences. Share your experiences with other students. Follow the stages.

### Stage 1

Draw the table in Exercise 1 and use it to help make notes on three classmates.

Example *good experiences – visited the Tower of London with new friends*

### Stage 2

Think of further questions to get your classmates to talk about their experiences in detail.

Example

*What happened next?  
What did you do?  
Did you ...?*

### Stage 3

Work in small groups. Share and discuss the information on your classmates. Remember to show sympathy in the discussion.

Example

A: *Then she got lost.*  
B: *Oh no! How did she find her way back to the Tower of London?*  
A: *She didn't. She was lost for 2 days.*  
B: *That's terrible!*

## Chatroom



### SHOWING SYMPATHY

2 Listen to the conversation again. Which of the expressions below are used to sympathise?

- |                   |                         |
|-------------------|-------------------------|
| 1 Me too.         | 6 I bet you were.       |
| 2 Oh no!          | 7 Me neither.           |
| 3 Really?         | 8 That's terrible!      |
| 4 What a shame!   | 9 They're a lot of fun! |
| 5 I bet they are! |                         |

3 Use one of these expressions twice to complete the dialogue.

I bet you were. Me neither. Oh no!

Camille: I used to play soccer with my brother every day. I was really good!

Lin Xiaofang: (1) \_\_\_\_\_. Where is your brother now?

Camille: He's at home in France studying at the Academy of Arts. When I had to say goodbye to him, I was really sad.

Lin Xiaofang: (2) \_\_\_\_\_.

Does Lin Xiaofang use the expression to sympathise in (1) or (2)?

### ELLIPSIS

4 In spoken English, people often miss out words. What words are missing from these sentences below?

Example 1 *Have you been here long?*

- |                            |                                |
|----------------------------|--------------------------------|
| 1 Been here long?          | 5 Oh, all over.                |
| 2 Yeah, been waiting ages. | 6 Anything interesting happen? |
| 3 Tried rock climbing?     | 7 Read the book catalogue yet? |
| 4 No, wouldn't risk it.    | 8 Never liked him.             |