

经全国中小学教材审定委员会 2005 年初审通过

普通高中课程标准实验教科书（顺序选修）

英语 7

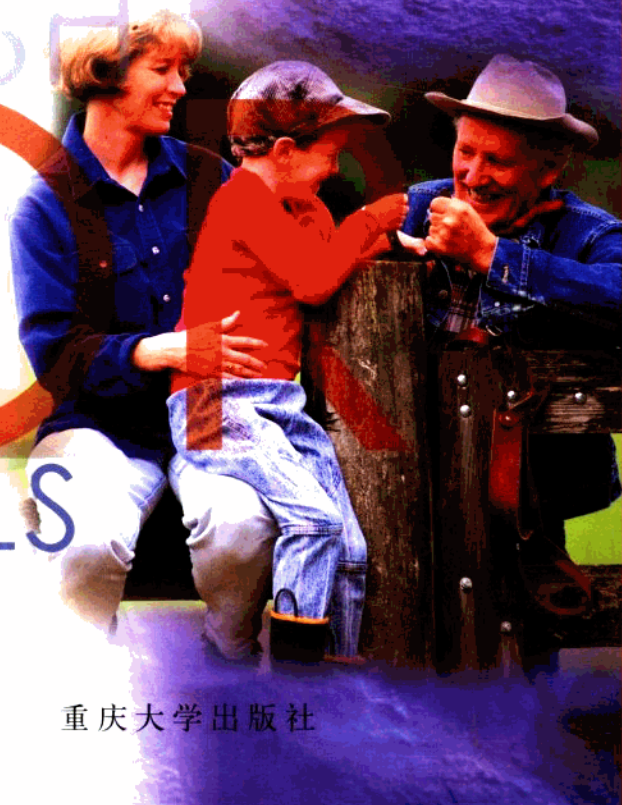
二年级

SENIOR ENGLISH FOR SCHOOLS
STUDENT'S BOOK 7

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SENIOR
ENGLISH
FOR
SCHOOLS



重庆大学出版社

亲爱的同学，欢迎你随本书一起开始新一轮的英语学习。我们希望你
能喜欢书中所提供的学习材料、各种练习活动和学习方法。

高中英语课程是初中英语学习的延伸，这就要求你调整学习方式以适
应新一阶段的英语学习，变被动的学习为主动的学习，变知识的机械记忆
为积极应用，充分发挥自己的学习潜能。在这一阶段，你应注重在发展基
本语言运用能力的同时，着重提高用英语获取信息、处理信息、分析和解
决问题的能力；逐步提高用英语进行思维和表达的能力，以及跨文化交际
的意识和基本的跨文化交际能力；逐步形成健全的情感、态度、价值观；把
握有效的学习策略，提高自主学习的能力，形成具有个性的学习方法和风
格，为自己将来进一步学习和发展创造必要的条件。

对英语学习和该教材的使用，我们有以下建议：

1. 上课前，请仔细阅读Looking Ahead部分，这是每课的教学目标所在。
只有对此有了充分的了解，你才能在学习中处于主动地位，发挥主体作用，
也才能使你的“学”与教师的“教”形成协调发展的合力，取得最佳的学
习效果。

2. Getting Ready这一板块，旨在最大限度地激活你已有的背景知识，
激发你的学习兴趣和欲望，使你明确阅读的目的，为进入下一步学习做准
备。因此，在这个阶段一定要勤于思考，积极参与，勇于表达。

3. 阅读是高中阶段应掌握的极其重要的语言技能，是语言输出的主要来
源，是听、说、写、译的基础，也是你毕业后继续深造的基石。要想提高
自己的阅读能力，只知道阅读的重要性还远远不够。阅读是一个积极的思
考过程，是你调动已有的语言知识来理解所读文章的过程，是你与原文作
者之间互相沟通与交流的过程。因此，除了掌握语言本身及其运用技巧外，
你还应学习掌握因文化背景的不同所产生的不同思维方式和生活习俗，更应
掌握有效的阅读技巧，这样才能真正提高阅读能力。

4. 在进行了大量的听说和阅读后，你一定记住了许多优美的句子、漂
亮的段落，一定发现了英语的好文章与汉语的好文章在风格和组织结构上
有所相同，也一定跃跃欲试地想用英语表达自己的所感所想。这的确是一
件值得高兴的事！那么，请认真完成每课的写作练习。同时，还要学会坚

持写日记。与本书配套的《同步评价手册》中的 Accumulation, 会时时提醒你读一读、听一听、说一说、记一记一些好的句子和美文, 这样你的英文写作会不断进步, 逐渐走向“行文如流水, 落笔如有神”的境界。

5.“学而不思则罔, 思而不学则殆”是千古经验的总结。因此, 没有思考、缺乏创造性的学习收获甚少。为此, 我们在Reading的Margin Notes处, 为你准备了问题、图画、选择、填空等活动形式, 目的是能帮助你扫清阅读障碍, 培养学习策略, 学会举一反三、触类旁通的本领。建议你在学习课文时, 一定认真阅读Margin Notes, 积极思考, 这样你一定能逐步走向成功。

6.“学而时习之, 不亦说乎?” 古人告诉我们学习要采取积极的态度, 既要时时、处处、事事地学, 又要时时、处处、事事地习。于学中积累、丰富、提高; 于习中求巩固、受启发、得效益。争取日有所新, 日日新。这样你的内心就能充满掌握英语学习真谛的愉悦。

还有一点: 时常对自己的学习方式进行反思是你能不断进步的保障。在与本书配套的《同步评价手册》中, 我们为你提供了“自我评价表”, 在完成每单元的学习后, 要针对所学内容进行反思, 并将信息反馈给老师, 这会有助于教师了解你的学习状况, 并为你的英语学习提供帮助。相信不断的反思会帮助你不断进步, 不断走向成熟, 成为一个成功的语言学习者。

我们衷心希望通过本教材的学习, 激发你进一步学习英语的热情和用英语交流的欲望, 获取更有效的学习英语的方法, 能用英语“检阅”、利用21世纪人类的科学成就, 也能用英语介绍祖国的灿烂文化, 做一个文化传播的使者。

作为学习者, 获取知识是一种乐趣, 不断克服困难, 不断创新也是一种乐趣。记住永远对自己说: “I can do it!” 愿你快乐地度过每一阶段的英语学习, 享受克服困难的快乐, 享受创新的快乐, 享受成功的快乐!

编者

2005年11月

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1

Getting Along with Parents

Love makes the world go round.

Looking Ahead

- Describe feelings properly.
- Review participles used as adverbials.
- Describe a person through his or her actions.
- Figure out word meanings from the context.
- Talk about how to communicate with family members.



Getting Ready

1. *What adjectives can you think of to describe your father and mother? Please note them down as many as possible.*

hard-working

patient

father

mother

2. *When you are in danger, to whom of the following do you first turn for help? Tick out your answer and tell your partner the reason(s).*

- 1) grandfather, grandmother, mother, father
- 2) friends, teachers, policemen, neighbors

3. *Is there a sentence that your father often says to you? Please write it down. Then find in the text what the father in the story often said to his son.*

My father often says to me that _____.

The father in the story often said to his son that _____.



Reading

Father and Son in an Earthquake

In 1989, an 8.2 earthquake almost **flattened** America, killing over 30,000 people in less than four minutes.

In the midst of utter **devastation** and chaos, a father left his wife safely at home and rushed to the school where his son was supposed to be, only to discover that the building was as flat as a **pancake**.

After the unforgettably **initial** shock, he remembered the promise he had made to his son, "No matter what happens, I'll always be there for you!" And tears began to fill his eyes. As he looked at the **pile of ruins** that once was the school, he felt hopeless. But he kept remembering his promise to his son.

He began to direct his attention towards where he walked his son to class at school each morning. Remembering his son's classroom would be in the back right corner of the building, he rushed there and started digging through the ruins.

As he was digging, other helpless parents arrived, clutching their hearts, saying, "My son!" "My daughter!" Other well-meaning parents tried to pull him off what was left of the school, saying, "It's too late! They're all dead! You can't help! Go home! Come on, face reality, there's nothing you can do!"

To each parent he responded with one line, "Are you going to help me now?" And then he continued to dig for his son, stone by stone.

The fire chief showed up and tried to pull him off the school's ruins, saying, "Fires are breaking out, explosions are happening everywhere. You're in danger. We'll take care of it. Go home." To which this loving and caring father asked, "Are you going to help me now?"

The police came and said, "You're angry, anxious and it's over. You're **endangering** others. Go home. We'll handle it!" To which he replied, "Are you going to help me now?" no one helped.

Courageously he went on alone because he needed to know for himself, "Is my boy alive or is he dead?"

He dug for 8 hours... 12 hours... 24 hours... 36 hours... then, in the 38th hour, he pulled back a large stone and heard his son's voice. He screamed his son's name, "Armand!" he heard back, "Dad!? It's me, Dad! I told the other kids not to worry. I told them that if you were alive, you'd save me and when you saved me, they'd be saved. You promised, 'No matter what happens, I'll always be there for you!' You did it, Dad!"

Guess the meaning of the word from the context.

devastation

[.devəs'teɪʃən]

n. 毁坏



pancake

Initial means _____.

A. last B. first



the pile of ruins

en + danger (*n.*)

= *endanger* (*v.*)

“What’s going on in there? How is it?” the father asked. “There are 14 of us left out of 33, Dad. We’re scared, hungry, thirsty and thankful you’re here. When the building **collapsed**, it made a triangle, and it saved us.”

“Come out, boy!”

“No, Dad! Let the other kids out first, because I know you’ll get me! No matter what happens, I know you’ll always be there for me!”

Collapse means

- _____.
- A. fall down
B. be on fire



Comprehension

1. *Decide whether each of the following statements is true (T) or false (F). If it is false, please correct it.*

- _____ 1) The earthquake lasted for forty minutes.
- _____ 2) When the father arrived at the school, the earthquake had already flattened it.
- _____ 3) The father was shocked when he remembered the promise he had made to his son.
- _____ 4) He was sure his son’s classroom would be in the back left corner of the building, and began to dig through the ruins.
- _____ 5) All the helpless parents came to help the father dig through the ruins.
- _____ 6) As the father was digging, he cried “My son!”.
- _____ 7) When the fire chief came, the father asked him to help to dig for his son.
- _____ 8) The father had dug for 40 hours before he heard his son’s voice.
- _____ 9) Thirty-three school children were buried under the school ruins.
- _____ 10) The son believed his father would come to save him.

2. *Choose the best to complete the following unfinished statements.*

- 1) The sentence “In the midst of utter devastation and chaos, a father left his wife safely at home...” (Para. 2) implies that _____.
- A. the man’s house might have been destroyed, but he and his wife were safe
- B. the man’s house had not been destroyed in the earthquake, and he and his wife were safe
- C. the earthquake was not over, and the buildings were still shaking
- D. the earthquake was over, and everything was all right
- 2) Every morning the father _____.
- A. walked to his son’s class, carrying his son on his back
- B. walked together with his son to class
- C. directed his son to his classroom
- D. asked his son to walk to class instead of taking a ride
- 3) When the father looked at the pile of ruins that once was his son’s school, _____.
- A. he felt that there was little hope for his son to be alive
- B. he thought that it was impossible for him to find his son

C. he believed that his son was hopeless

D. it seemed that there was no hope for him to keep his promise to his son

4) In the sentence "Other well-meaning parents tried to pull him off what was left of the school..."

(Para. 5), "what was left" means _____.

A. the buildings

B. the classrooms

C. the students

D. the ruins

5) By saying "You're endangering others." (Para. 8) the police means _____.

A. you are creating difficulty for others

B. you are looking for others who are in danger

C. you are making trouble for others

D. you are putting others in danger

6) In the sentence "When the building collapsed, it made a triangle, and it saved us." (Para. 11), the second "it" refers to _____.

A. the collapse of the building

B. his father's promise to him

C. the triangle formed when the building fell down

D. the collapsed triangle

3. Discuss the following questions with your partner and write down your answers.

1) What did the father say to other parents, to the fireman and to the police? What did the father mean?

2) When you are reading the sentence "He dug for 8 hours... 12 hours... 24 hours... 36 hours... then, in the 38th hour...", what do you think it suggests?

3) What makes both the father and the son believe that they will see each other again?

4) What do you think of the son when he said "No, Dad! Let the other kids out first"?

5) What does the word "promise" mean to you after you read the story?

4. Find out some useful verbs or phrasal verbs about the father and the son to retell the story. Then discuss how they help us to understand the characters in the story better.

The father: _____

The son: _____



Language Focus

► Word Power

1. Read the definitions in the right column and then complete the words in the left column.

- | | |
|-------------|--|
| 1) f _____ | to make sth. flat; to knock down |
| 2) d _____ | to show how to do sth. or get somewhere |
| 3) s _____ | frightened, afraid |
| 4) u _____ | that can not be forgotten; memorable |
| 5) p _____ | a pledge to do |
| 6) i _____ | of or at the beginning |
| 7) c _____ | to grasp and hold tightly; to seize; to snatch |
| 8) e _____ | to expose to harm or danger; put in danger |
| 9) s _____ | to give a loud, sharp cry of fear or pain |
| 10) c _____ | to fall down; to break down |

2. Fill in the blanks with the proper forms of some of the words above.

- 1) To the climbers, reaching the top of the mountain was an _____ moment.
- 2) The film star made a _____ to donate (捐赠) \$50,000 to a poor country school.
- 3) On hearing the explosion, she _____, rushing out of the building.
- 4) Mrs. Baker was _____ by the talk of the burglars in the neighborhood.
- 5) It is reported that smoking _____ the health of the **smokers** and the people around them.
- 6) An officer must know how to _____ his men.
- 7) When the mother opened the door, she found her daughter _____ her doll to her chest.
- 8) It is still snowing heavily. I am afraid the roof of our house _____ under the weight of the snow.

3. Fill in the blanks with the phrases given below, changing their forms if necessary.

be supposed to...

make a promise

pull sb. off...

break out

be in danger

show up

- 1) The president had _____ to create more jobs, but he swallowed his words.
- 2) The two thieves ran away as fast as they could when they saw two policemen _____

around the corner.

- 3) World War II _____ in 1939.
- 4) “What are you doing here? You _____ be at school,” said the father.
- 5) When she _____, she always turned to her mother for help.
- 6) The mother came out and _____ her little son _____ the ruins.

► Language Feature

Separable and Inseparable Phrasal Verbs

1. Read the following sentences from the text and pay attention to the colored phrasal verbs. Are all the phrasal verbs separable?

- 1) As he **looked at** the pile of ruins that once was the school, he felt hopeless. (Para. 3)
- 2) The fire chief **showed up** and tried to **pull him off** the school’s ruins. (Para. 7)
- 3) Fires are **breaking out**, explosions are happening everywhere. (Para. 7)
- 4) In the 38th hour, he **pulled back** a large stone and heard his son’s voice. (Para. 10)

TIPS

In English, some phrasal verbs are inseparable, like “break out, show up, look at”. That is to say, we cannot put nouns or pronouns between the verbs and the prepositions or the adverbs. Some phrasal verbs are separable, like “pull off, pull back”. That is to say, we can put nouns at the end of the phrasal verbs or between the verbs and the adverbs.

2. Study the following sentences with separable phrasal verbs, paying attention to the colored parts.

They dreamed up **the idea**.

They dreamed **the idea** / **it** up.

They worked out **the details**.

They worked **the details** / **them** out.

They handed in **their homework**.

They handed **their homework** / **it** in.

TIPS

When the object of a separable phrasal verb is a pronoun, it must be put between the verb and the adverb. When it’s a noun, it can be put either between the verb and the adverb or after the adverb.

3. Correct the mistakes in the following sentences.

- _____ 1) Could we talk over it before you turn the whole idea down?
- _____ 2) I ran into him while I was getting the bus off.
- _____ 3) Instead of calling off the meeting, maybe we can just put off it.
- _____ 4) We’d better get the bus on now, or we’re going to miss it.
- _____ 5) If you don’t use up the milk by Monday, please throw away it.

4. Make sentences with the words and phrases provided below .

1) slow down, catch up with, I, you, not, can

2) she, ran into, on her way, him, home

3) guest, the, I, off, station, am, seeing, my, at, tomorrow

4) this, problem, can, I, figure, out

5) whole, her, a, adapt, the, took, it, to, life, there, to, style, year

► Grammar

Participles

Review the rule

1. All the following sentences with *-ing* forms are taken from the text. Underline the present participles which function as adverbials.

- 1) In 1989, an 8.2 earthquake almost flattened America, killing over 30,000 people in less than four minutes.
- 2) Other helpless parents arrived, clutching their hearts, saying, "My son!" "My daughter!"
- 3) Other well-meaning parents tried to pull him off what was left of the school, saying, "It's too late! They're all dead! You can't help! Go home!"
- 4) Fires are breaking out, explosions are happening everywhere.
- 5) To which this loving and caring father asked, "Are you going to help me now?"

2. Underline the past participles used as adverbials in the following sentences.

- 1) Heated, water changes into steam.
- 2) Faced with difficulties, we must try to overcome them.
- 3) The movie star came into the hall, followed by a lot of his fans.
- 4) This is a used bag.
- 5) The children, tired, fell asleep soon.
- 6) They seemed very pleased with the result.

TIPS

Both a present participle and a past participle can be used as adverbials. It shares the same subject with the sentence. When the subject of the sentence is the doer of an action, a present participle is used; when the subject is the receiver, a past participle is used .

Find the rule

Study the following sentences. Compare the colored parts in Group A with those in Group B to find out the differences between them.

Group A

- 1) Trying to open the door, I broke the key.
- 2) Entering the room, he found his son lying on bed.
- 3) Painted white, the room looked brighter.
- 4) Seen from the top of the mountain, the city looked more beautiful.

Group B

- 1) Weather permitting, we'll start tomorrow.
- 2) So many students being absent, the teacher felt worried.
- 3) Our house painted white, we like it better.
- 4) The job done, we went home.

TIPS

All the colored parts in Group A function as adverbials. But when the present participle or the past participle does not share the same subject with the sentence (in Group B), a noun or a pronoun which serves as the subject of the present or past participle is put in front of them. This grammatical phenomenon is called *the Nominative Absolute Construction*.

Apply the rule

1. Correct the mistakes in the following sentences.

- 1) Succeeded in sailing round the Cape Horn, he sent a radio message to London.
- 2) Rested in Sydney for a few weeks, he set off once more in spite of his friends' attempts to discourage him.
- 3) Before being gone to the concert, they had dinner together.
- 4) I made my decision after talked to Robert.
- 5) They looked both ways before being crossed the street.
- 6) Making of plastics, the machine is light in weight.
- 7) Had no money, I could not afford it.
- 8) Bring up in Africa, he was not used to the life in the United States.
- 9) The question settling, they went home.
- 10) This doing, they put away their tools and went home.

2. Rewrite the colored parts with participles or noun + participles.

- 1) If they are punished, they will not cooperate.

- 2) When we are united, we stand; when we are divided, we fall.

- 3) Because she didn't know what to do, the woman telephoned the police.

- 4) If it is heated, water changes into steam.

- 5) Mrs. White sat down quickly, because she suddenly felt dizzy.

- 6) After I had put down my newspaper, I walked over to the window and looked out.

- 7) Since we lived in the country, we had few amusements.

- 8) Since I had worked hard all day, I was ready for bed by eight o'clock.

- 9) Because the building was pulled down, we moved to the countryside.

- 10) If his homework is finished before 9 o'clock, he will go there with you.



Listening and Speaking

Describing Feelings

- If you had won a gold medal, who would you like to give it to in order to show your appreciation? Why?
- Read the following statements and guess whether they are true (T) or false (F). Then listen to a passage to check your answers.
 - It is told from the third person's point of view.
 - I decided to give my gold medal to my dear father.
 - This is the first time for me to give my gold medal to my father.
 - This is the last time for me to give my gold medal to my father.
 - My father accepted the present happily.
- Listen to the passage again and answer the following questions.
 - When did he get the 100-meter gold medal?

 - Where did he keep his medals?

 - Where and to whom did he bring his gold medal?

 - What did he do when his family were at his father's funeral?

TIPS

While you are listening, when, where, what should be focused on.

5) What might be the question his mother asked?

6) What did he promise to his father?

4. Listen to the passage for the third time and fill in the blanks .

1) It was the one thing I could give him to _____ we did together, _____ that had happened to me because of him.

2) I _____ taken any of my medals out of the bank vault _____.

3) The day of the funeral, when our family _____ the body, I _____ the medal to place in my father's hand.

4) He was lying there _____, his hands _____ his chest. When I placed the medal in his hand, it _____.

5. Tick out the words in the box that can be used to describe the feelings of the speaker in the recording.

- sorrowful regretful sad painful angry worried
 thankful confident fearful satisfied surprised joyful

6. Talk about the following pictures with your partner. You may select words from the above and use the words and expressions under the pictures to help you as well.



cancer, blue, gray



wait for, have supper



call, make a mistake



jump for joy

TIPS

When you speak, you may use gestures and facial expressions to accompany your words.



Writing

Describing a Person's Actions

1. Read the text again and find out the sentences to describe a person's actions, paying special attention to the verbs.

1) List some of the father's actions that reveal his character.

(1) He left his wife safely at home.

(2) _____ where his son was supposed to be.

(3) _____ he had made to his son.

(4) _____ through the ruins.

(5) _____ "Are you going to help me now?"

(6) _____ because he needed to know for himself,

"Is my boy alive or is he dead?"

(7) _____ then, in the 38th hour...

2) List the other parents' actions that reveal their characters.

(1) Other helpless parents arrived, _____, saying, "My son!" "My daughter!"

(2) Other well-meaning parents _____ what was left of the school,

_____, "It's too late! They're all dead! You can't help! Go home!

Come on, face reality, there's _____!"

2. Select a person whom you are familiar with and think about what he / she usually does. Then note the verbs down in the following blank.

He / She usually _____.

3. Write a composition telling a short story to show what kind of persons he or she is.

TIPS

When we describe people, we may describe their appearances, their words and their actions as well to show their characters and their attitudes towards life and other people.



Challenging Yourself

1. What do your father and mother do? Tell your partner about his or her daily routine.

2. Do you think there is a generation gap between your parents and you? Do they pay enough attention to you? Why do you think so?

3. Here are some words from the reading passage. Match them with their meanings.

hawk flutter murmur lash tuck intrusion wrinkle

眼睫毛 鹰 侵扰 悸动 咕哝 塞 弄皱
[læʃ] [hɔ:k] [in'tru:ʒən] ['flʌtə] ['mə:mə] [tʌk] ['rɪŋkl]

.....
Read as fluently as you can and then complete the exercises that follow.

My Busy Day

“Mommy, look!” Cried my daughter, Darla, pointing to a hawk soaring through the air.

“Uh huh,” I murmured, driving, lost in thoughts about the schedule of my day.

Disappointment filled her face. “What’s the matter, sweetheart?” I nervously asked.

“Nothing,” my seven-year-old daughter said. The moment was gone. Near home, we slowed to search for the deer that came out from behind the trees in the early evening. She was nowhere to be seen.

“Tonight, she has too many things to do,” I said.

Dinner, baths and phone calls filled the hours until bedtime.

“Come on, Darla, time for bed!” she raced past me up the stairs. Tired, I kissed her on the cheek, said prayers and tucked her in.

“Mom, I forget to give you something!” she said. My patience was gone.

“Give it to me in the morning,” I said, but she shook her head.

“You won’t have time in the morning!” she replied quickly and a little angrily.

“I’ll take time,” I answered defensively. Sometimes no matter how hard I tried, time flowed through my fingers like sand in an hourglass, never enough. Not enough for her, for my husband, and not enough for me.

She wasn’t ready to give up yet. She wrinkled her little nose in anger.

“No, you won’t! It will be just like today when I told you to look at the hawk. You didn’t even listen to what I said.”

I was too tired to argue; she hit too close to the truth. “Good night!” I banged the door.

My husband asked, “Why so unhappy?”

I told him.

“Maybe she’s not asleep yet. Why don’t you check?” he said with all the authority of a parent in the right. I followed his advice, wishing it was my own idea.

I opened her door, and the light from the window spilled over her sleeping form. In her hand I could see the remains of a crumpled paper. Slowly I opened her palm to see what the item of our disagreement had been.