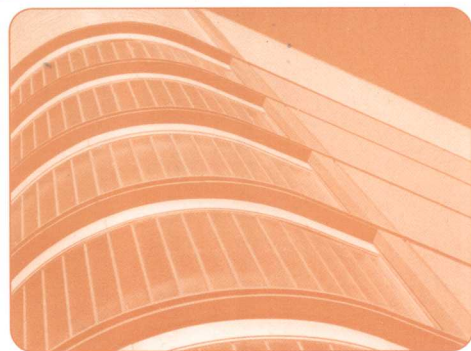


大学通识英语系列教材

Total English

Upper-intermediate Workbook



Mark Foley 著

大学通识英语 练习册 4

周明芳 董宏乐 等改编



复旦大学出版社
www.fudanpress.com.cn



大学通识英语系列教材

Total English

Upper-intermediate Workbook

Mark Foley 著

大学通识英语 练习册 4

周明芳 董宏乐 姜荷梅 改编
陈明娟 赵维莉 袁轶锋

翟象俊 主审



复旦大学出版社
www.fudanpress.com.cn



PEARSON
Longman

图书在版编目(CIP)数据

大学通识英语练习册(4)/〔英〕弗里(Foley, M.)著;周明芳,董宏乐等改编. —上海:
复旦大学出版社, 2008. 11
(大学通识英语系列教材)
ISBN 978-7-309-05432-3

I. 大… II. ①弗…②周…③董… III. 英语-高等学校-习题 IV. H319.6

中国版本图书馆 CIP 数据核字(2007)第 201559 号

Authorized Adaptation from the English language edition, entitled Total English by Mark Foley, published by Pearson Education, Inc, Copyright © Pearson Education 2006.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or by any information storage retrieval, without permission from Pearson Education, Inc.

English language adaptation edition published by PEASON EDUCATION ASIA LTD and FUDAN UNIVERSITY PRESS, Copyright © 2008

For sale and distribution in the People's Republic of China exclusively (except Hong Kong SAR, Macau SAR and Taiwan Province).

仅限于中华人民共和国境内(不包括中国香港、澳门特别行政区和台湾省)各地销售发行。未经出版者预先书面许可,不得以任何方式复制或抄袭本书的任何部分。

本书封面贴有 Pearson Education (培生教育出版集团)激光防伪标签。无标签者不得销售。
上海市版权局著作权合同登记号:图字:09-2007-904

大学通识英语练习册(4)

Mark Foley 著 周明芳 董宏乐 等改编

出版发行 复旦大学出版社 上海市国权路 579 号 邮编 200433
86-21-65642857(门市零售)
86-21-65100562(团体订购) 86-21-65109143(外埠邮购)
fupnet@fudanpress.com http://www.fudanpress.com

责任编辑 林 森

出品人 贺圣遂

印 刷 上海申松立信印刷厂

开 本 850 × 1168 1/16

印 张 6.5

字 数 281 千

版 次 2008 年 11 月第一版第一次印刷

印 数 1—11 000

书 号 ISBN 978-7-309-05432-3/H · 1176

定 价 20.00 元(含光盘)

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究

《大学通识英语》(Total English)

出版前言

进入21世纪以来,我国的经济社会文化继续保持健康快速的发展,中国经验日益为世界所瞩目。2008年北京奥运会及2010年上海世博会,将进一步加强中国与世界的融通,中国的高等教育也面临着新的机遇和挑战,更对高等英语教育提出了新的要求。为了满足新时期大学英语教育的新需求,经过认真调研和广泛征求意见,我社引进了世界著名教育出版机构培生教育有限公司旗下朗文出版社的全球畅销教材Total English(《大学通识英语》),并由国内大学英语界资深教授根据教育部有关高等教育英语教学基本要求精心改编,使之成为符合我国大学英语教学需求的一套更新颖、更全面、更地道、更实用的英语教材。

《大学通识英语》系列教材具有如下特点:

1. **整体设计和编写结构清晰,逻辑性强,灵活机动,方便教学。**《大学通识英语》充分考虑了教育部有关高等教育基础英语教学要求所明确的学生应当达到的英语学习目标,以及学生和教师在英语学习和教学实际中遇到的各种问题,从确立教学新标准、明确教学方向和目标出发,引导学生和教师有效地、循序渐进地实现既定教学目标。本套教材每个单元输入内容丰富,并在一开始就交代清楚语法点及“学以致用”(Can do,涵盖口头表达、阅读理解、写作等多个方面)的学习目标。这种“学以致用”的目标让学生有了学习的目的和动因,不仅完全清楚为什么要学习某一课,而且知道如何应用新的语言知识。

2. **选材广泛,主题新颖丰富,语言地道醇厚。**《大学通识英语》选材取自英语报章杂志、电影电视、文学作品、网站及个人交往资料等,按主题划分成一个个单元。每个单元围绕主题展开,从听、说、读、写等方面全面演绎主题,帮助学生像日常看报纸、看电视节目或看电影那样真正地融入教材内容。通过引人入胜的材料来调动学习动力对于学习语言获得成功是非常重要的。本套教材涉及的话题反映了学生的需求和兴趣。学生对每课内容总会有话可说,还能经常有机会交流看法,抒发己见。课堂活动的设计也尽量真实可信,以使學生能够看到所学语言点在现实生活中大有用武之地。

3. **强调教学的整体性和技能训练的全面完整性,注重培养听说能力,努力提高实用技能。**《大学通识英语》充分体现高等教育英语教学内容 and 课程体系改革的要求,以“听、说”为重点,同时又加强“读、写”能力的训练,另外还根据中国学生的实际需求补充了翻译能力的训练,把听、说、读、写、译的技能训练有机地结合起来,使学生的综合英语能力能够得到有效提高。本套教材在语法、词汇、口语、写作等实用技能的训练上都颇具特色。语法自成体系,讲解简明扼要,练习充分完备,帮助学生温故知新,巩固语法知识。语音操练列举了英语音素,引导学生注意发音与拼写之间的对应关系,掌握单词正确的发音方法。在词汇学习方面则采用归类记忆法,每个单元围绕一个主题对同一类词汇集中操练,帮助学生有效地积累词汇。而口语和写作练习则与单元主题、词汇和语法紧密相关,通过“学以致用”(Can do)帮助学生明确目标,循序渐进地掌握英语口语和写作的基本知识和实用技能。

4. **配备丰富的立体化教学资源,充分拓展教学时空。**《大学通识英语》系列教材共分5个层次,每个层次包括《学生用书》、《练习册》、《教师用书》以及配套的多媒体光盘,适合一般本科院校和高职高专院校不同起点的学生选用,通过课本和配套的音像资料、多媒体光盘和网站,立体、互动地引导学生全方位、高效能地提高英语应用能力。

《学生用书》每册包括大约60到72课时的教学材料。每个单元分三课,主题相关,从不同角度谈论单元主题。每个单元都含有分配均衡的视听说、阅读、语法、词汇、发音、口语及包括写作在内的实用技能训练等内容。《练习册》进一步操练《学生用书》中相应单元所学到的语言点,并适当补充了英译汉和汉译英的练习及与实用英语能力考试相关的练习,帮助学生为参加各种英语能力考试早做准备。同时还配备了“课外学习”CD-ROM,除了练习册中的录音材料,还包括了互动式自主学习的“补课”材料,把课堂内容中的语言点拿出来操练,帮助学生及时、透彻地掌握所学内容。《教师用书》包括对课文的教学注释等,附有可复印的活页练习题、DVD备忘单和测验,并配有DVD电影库资料,为学生用书中涉及的话题提供额外的相关听力练习。另外还配有实用方便的电子教案。本套教材还有专门的支持网站,除了提供课文内容和作者的背景资料,还有教学建议、可下载的教学须知、连接其他有用网站以及特殊提议和竞赛等特色内容。具体网址为: www.longman.com/totalenglish

《大学通识英语》立体化系列教材是一套由中外英语专家精心编写、紧密结合我国高等教育基础英语教学需求的英语教程,以“听、说”为先、全面提高为目标,力求培养学生的英语综合应用能力,帮助他们成为适应新时代新要求的有用人才。本套教材适用于普通高等院校各专业基础英语课程教学,也可供各种机构用作英语培训教材。

复旦大学出版社

Contents

1 Connect

LESSON 1.1 (p4-5)

Reading: The *Friends* phenomenon
Writing: notes/messages
Grammar: question tags
Pronunciation: intonation in question tags

LESSON 1.2 (p6-7)

Listening: a short history of juggling
Grammar: *any/ every/ no/ some*
Vocabulary: making adjectives from nouns
How to: agree/disagree

LESSON 1.3 (p8-9)

Listening: survey on mobile phones
Vocabulary: noises
Grammar: present/future modals of possibility

Review and consolidation unit 1 (p10-11)

2 Work

LESSON 2.1 (p12-13)

Listening: jobs
Vocabulary: verb phrases about work
Grammar: futures overview
How to: talk about future plans

LESSON 2.2 (p14-15)

Reading: Sculpture of guilt
Grammar: Future Perfect and Future Continuous
Pronunciation: strong and weak forms of *have*
Vocabulary: 'after work' activities

LESSON 2.3 (p16-17)

Reading: news articles
Grammar: *in case*
Writing: letter applying for a job

Review and consolidation unit 2 (p18-19)

3 Old or new

LESSON 3.1 (p20-21)

Listening: epic films
Grammar: narrative tenses
Vocabulary: time expressions
Writing: a short story

LESSON 3.2 (p22-23)

Vocabulary: materials
Pronunciation: different pronunciations of letters
Reading: Asian shopping
Grammar: articles
How to: communicate interactively

LESSON 3.3 (p24-25)

Reading: Multinational factfile
Grammar: adjectives and adverbs
Vocabulary: verb phrases with *take*

Review and consolidation unit 3 (p26-27)

4 Risk

LESSON 4.1 (p28-29)

Reading: The Drudge Report
Grammar: *If* structures (I)
Writing: keeping a diary

LESSON 4.2 (p30-31)

Vocabulary: physical movements
Writing: explaining how to do something
Listening and Grammar: expressing obligation

LESSON 4.3 (p32-33)

Reading: How much danger can you take?
Grammar: emphasis
Pronunciation: sentence stress
Vocabulary: phrasal verbs with *out*
How to: compare photos

Review and consolidation unit 4 (p34-35)

5 The past

LESSON 5.1 (p36-37)

Listening: America-the melting pot
Grammar: *used to/get used to/would*
Vocabulary: appearance
Writing: descriptions of people

LESSON 5.2 (p38-39)

Reading: A holiday in Italy
Grammar: expressing ability
How to: talk about memories

LESSON 5.3 (p40-41)

Vocabulary: feelings
Reading: The musician with no memory
Pronunciation: -ed endings
Grammar: *although/but/however/nevertheless*

Review and consolidation unit 5 (p42-43)

6 Exploret

LESSON 6.1 (p44-45)

Reading: Chinese tourists in Germany
Grammar: Present Perfect Simple and Continuous
Vocabulary: adjectives with -ed/-ing endings
Writing: an informal email

LESSON 6.2 (p46-47)

Reading: Unusual Destinations-number 22
Vocabulary: weather
Grammar: questions

LESSON 6.3 (p48-49)

Listening: living abroad
Vocabulary: verb phrases about moving/travelling
Grammar: comparative & superlative adjectives and adverbs
Pronunciation: weak forms in comparatives and superlatives

Review and consolidation unit 6 (p50-51)

7 Excess

LESSON 7.1 (p52-53)

Listening: take-away food
Grammar: countable and uncountable nouns
Vocabulary: food and cooking

LESSON 7.2 (p54-55)

Reading: Sotheby's
Vocabulary: verb phrases about money
Grammar: passives
Writing/How to: write a letter of complaint

LESSON 7.3 (p56-57)

Listening: pets
Grammar: have/get something done
Vocabulary: animals
Pronunciation: vowel sounds

Review and consolidation unit 7 (p58-59)

8 Success

LESSON 8.1 (p60-61)

Reading: Leading by example
Grammar: It's time/I'd rather/I'd better
Vocabulary: describing personality

LESSON 8.2 (p62-63)

Listening: getting fit
Vocabulary: adjectives and intensifiers
Pronunciation: emphatic sentence stress
Grammar: reported speech

LESSON 8.3 (p64-65)

Reading: Who's a clever boy then?
Grammar: hard and hardly
How to: give your opinion

Review and consolidation unit 8 (p66-67)

9 Crime

LESSON 9.1 (p68-69)

Vocabulary: law and insurance
Reading: Compensation culture or legal legends
Grammar: sequencing devices

LESSON 9.2 (p70-71)

Grammar: must/might/can't have
Vocabulary: compound adjectives
Listening: job spotlight

LESSON 9.3 (p72-73)

Reading: Sherlock Holmes and The Hound of the Baskervilles
Grammar: relative clauses
Pronunciation: pauses in relative clauses
Writing: a short article

Review and consolidation unit 9 (p74-75)

10 Mind

LESSON 10.1 (p76-77)

Listening: Mesmer—the original hypnotist
Grammar: reflexive pronouns
Vocabulary: belief and opinion
How to: ask about other people's views

LESSON 10.2 (p78-79)

Reading: The smell of money
Vocabulary: advertising
Pronunciation: word stress
Grammar: gerunds and infinitives
Writing: an essay

LESSON 10.3 (p80-81)

Reading: Mind control – is it real?
Vocabulary: speaking
Grammar: If structures (2)

Review and consolidation unit 10 (p82-83)

Reading

1 a Read the text about *Friends*. Match the descriptions A-E with the paragraphs 1-5.

- A Explains the background and content of *Friends*. ☐
- B Describes some negative reactions to the show. ☐
- C Introduces us to the theme. ☐
- D Gives factual information about the *Friends* series. ☐
- E Explains the success of the show in an international context. ☐

b Read the text again. Answer the questions.

- 1 Were any of the main actors in *Friends* famous before the show began?
- 2 Was the show popular in the early days?
- 3 Who invented the show?
- 4 Why do people like the characters in *Friends*?
- 5 What creates most of the comedy in the show?
- 6 Which two features made it hard to believe in the characters?
- 7 How did the producers try to keep the show interesting?
- 8 What was missing by the end of the series?

c Find words and phrases in the text that mean:

- 1 make a lot of money (adj, para 2) _____
- 2 was suggested formally/put forward (v, para 2) _____
- 3 equal to/the same as (n, para 2) _____
- 4 statistics which show how many people watch something (n, para 3) _____
- 5 a group of television stations which covers an entire country (n, para 3) _____
- 6 watched a particular TV station (phr v, para 3) _____
- 7 ask for and receive (v, para 3) _____
- 8 attractive and appealing (adj, para 4) _____
- 9 something that unifies people (n, para 4) _____
- 10 lost its energy (phrase, para 5) _____

The F.R.I.E.N.D.S Phenomenon

① Everybody loves their friends. But do you love *Friends*? If you are one of the half a billion people that have seen this hugely popular American TV show then the answer is probably 'yes'.



② By far the most successful and profitable comedy series of recent times, *Friends* has been shown in more than thirty countries around the world. The series has been nominated for a record number of forty-four Emmys, American TV's equivalent(等同物) of the Oscars. The previously unknown actors who play the main characters are now international household names and multi-millionaires.

③ First shown in the USA in 1994, the show quickly became a favourite with the viewing public, achieving top ratings for American television network NBC. 238 episodes were recorded and when the final episode was shown in 2004 more than fifty-two million people tuned in to watch. The show became so popular that by the time of the ninth series each of its six stars was able to command(要求) a fee of £1 million per episode!

④ The brainchild of writers Marta Kauffman and David Crane, the series follows the romantic and personal adventures of a group of six friends in their twenties and early thirties living in New York city. Kauffman and Crane were careful to create a cast of believable characters that almost everybody can identify with. Like real people, each of the characters has both endearing and irritating qualities. They are very different from each other, but share a common bond(联系) in their friendship and loyalty. It is the interaction(互动) between these contrasting personalities that provides most of the humour in the show.

⑤ Although popular with the public, *Friends* has not always been a hit with the critics. Some found it hard to believe in these young people who, although supposedly doing very ordinary jobs, seemed to lead lives of endless leisure in unfeasibly(不合理地) large apartments. And it didn't escape notice that over the years the producers began to become more and more dependent on bringing in new characters and guest stars in order to keep the show fresh. As a result there seemed to be an endless stream of new or ex-boyfriends and girlfriends appearing. The focus on the six main characters, which had provided the magic ingredient in the show's early success, began to be lost. Most critics agreed that by the tenth series the show had run out of steam and the announcement that episode number 238 would be the last came as no great surprise.

Writing

2 a Read the messages 1-3. Match them with the writers A-C.

A a work colleague ☐

B a friend ☐

C a neighbour ☐

①

Bill

Thanks for agreeing to feed the cats!

The cat food is on the top shelf in the cupboard.

And don't forget to give them some water.

I'm back on Thursday.

Jerry

②

Party tonight at 9 p.m.

The garden flat at 82 Mandeville Road.

It is just behind a big Supersaver supermarket.

Bring some nice food!

Millie X X

③

for: Darren

mes: Harriet from the Accounts Department called at 3 o'clock.

Please email her the figures for the Smithson account before tomorrow morning.

Her email is harriet.donald@smiths.org.uk

Tricia

b In notes and messages we often leave out unnecessary words. Underline at least five words in each message which we can leave out.

Grammar | question tags

3 Complete the sentences with the correct question tags.

- 1 We should have waited longer, _____?
- 2 Mr Bolton couldn't come, _____?
- 3 Hardly anybody writes letters now, _____?
- 4 Let's get a pizza this evening, _____?
- 5 You went to Greece last summer, _____?
- 6 Nothing works on this computer, _____?
- 7 You won't forget to ring me, _____?
- 8 Nobody answered the advert, _____?
- 9 Help yourself to a drink, _____?
- 10 I'm late again, _____?

4 Five of the questions tags are incorrect. Tick (✓) the correct sentences and correct the mistakes in the others.

- 1 Nobody likes cabbage, does he?
- 2 Let's get a taxi this time, shall we?
- 3 You can't use a mobile phone on the plane, can't you?
- 4 Somebody told you, didn't he?
- 5 Leave the keys under the mat, will you?
- 6 Hilary isn't married, isn't she?
- 7 Nothing's expensive in this shop, are they?
- 8 Take one of my business cards, will you?

Pronunciation

5 a **1-1** Cover the tapescript. Listen to ten sentences and mark the intonation of the question tags rising (R) or falling (F).

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

b Listen again and choose the best explanation A-D for each sentence.

- A The speaker expects the listener to agree.
- B The speaker isn't sure about the answer.
- C The speaker wants the listener to do something.
- D The speaker is making a suggestion or offer.

- | | |
|---------|----------|
| 1 _____ | 6 _____ |
| 2 _____ | 7 _____ |
| 3 _____ | 8 _____ |
| 4 _____ | 9 _____ |
| 5 _____ | 10 _____ |

TAPESCRIPT

- 1 We can't smoke in here, can we?
- 2 Take a copy of the brochure, won't you?
- 3 It doesn't open until midnight, does it?
- 4 Nobody likes her, do they?
- 5 Let's try that new Thai restaurant, shall we?
- 6 The weather's awful today, isn't it?
- 7 Put the keys back when you've finished, will you?
- 8 I'm next in the queue, aren't I?
- 9 Those designer sunglasses are terribly expensive, aren't they?
- 10 Get me a glass of water, will you?

Listening



- 1 a 1.2 Cover the tapescript. Listen to an extract from a radio programme and choose the best title.

- 1 The Recent History of Juggling
- 2 Different Types of Juggling around the World
- 3 Juggling in Ancient Times

- b Listen again and mark the statements true (T) or false (F).

- 1 David Stourton is a juggler. ☐
- 2 Professional jugglers use the term 'toss juggling'. ☐
- 3 The earliest picture of jugglers is from ancient China. ☐
- 4 There is a picture of Egyptian jugglers in a museum in Berlin. ☐
- 5 There is no evidence of juggling in the Americas. ☐
- 6 Tagatus Ursus was a Roman juggler. ☐
- 7 There were probably jugglers in Ireland in ancient times. ☐
- 8 Jugglers were usually also clowns(小丑) or jesters(逗乐小丑). ☐

- c Now read the tapescript and find words that mean:

- 1 writer of a particular book _____
- 2 throwing _____
- 3 a place where someone is buried _____
- 4 metal weapons with sharp blades(刀锋) _____
- 5 restricted to one area _____
- 6 something that shows where somebody is buried (2 words) _____
- 7 spoken stories about the ancient past _____
- 8 connected _____

TAPESCRIPT

Woman: On today's *Meet the Author* we're talking to David Stourton, author of *A Short History of Juggling*. David, welcome to the programme.

David: Thanks.

Woman: Now, I suppose we all have a broad idea of what juggling is, but could you tell us what **you** mean by 'juggling'?

David: Sure. I pretty much stuck to the traditional idea of juggling. I think the dictionary calls it 'keeping two or more objects in the air at one time by alternately tossing and catching them'. In the profession we call that 'toss juggling'. I think that's the type of juggling most people are familiar with.

Woman: Has juggling been around for a long time?

David: Oh yes. I found references to juggling from more than 3000 years ago. There are some Egyptian tomb paintings which show jugglers from the Middle Kingdom period, and there's an ancient Egyptian statue of a juggler in the Staatliche museum in Berlin.

Woman: What about written records?

David: Well, the earliest written record that we know of is from ancient China. There's a book from the 3rd or 4th century BC which describes a juggler who could throw seven swords in the air.

Woman: That sounds like something from one of those Chinese martial arts movies!

David: Yes, juggling with swords is a well-established(根深蒂固的) tradition in the Far East.

Woman: So was juggling confined to(局限于) the Middle East and Asia in ancient times?

David: Not at all. There were lots of jugglers in ancient Rome. We even know the name of one of them, Tagatus Ursus.

Woman: Did the Romans juggle with knives, like the Chinese?

David: Probably not. We know that Tagatus Ursus juggled glass balls, because they're specifically mentioned on his grave stone. And, interestingly, when the Spanish discovered the Americas, they noted in their reports and diaries that the Aztecs had jugglers.

Woman: Are there any records of juggling here in Britain?

David: Well, not exactly, but jugglers are mentioned in several of the Irish and Norse myths, which date from the fifth to the twelfth centuries. Of course, by the time of the Middle Ages there are plenty of references to jugglers in Britain.

Woman: You talk about jugglers as if they were part of an actual profession. I mean, is that really the case?

David: It's hard to say with any certainty. In some cases jugglers were also clowns or jesters, or even acrobats.

Woman: Yes, I can see how the skills might be linked. Now, can you tell us about the more recent history of juggling ...

Grammar | any/ every/ no/ some

2 Complete the text using words from the box.

all anybody anything everybody
everything nothing only some
somebody something

Goodbye to CDs

In the old days the (1) _____ way to get your favourite pop song was to walk into a record shop and buy a CD. But (2) _____ stays still in the world of technology and when you talk to young people today it seems they are (3) _____ getting their music from the Internet, with the result that many record stores are experiencing dropping sales and can often be virtually deserted.

Nowadays it seems (4) _____ is downloading songs as digital files from the Internet and listening to them on MP3 players and mobile phones. (5) _____ who still buys their music from shops is regarded as a dinosaur!

In fact in Britain the 'pop chart' – the list of the most popular songs – is now based equally on sales in shops and on the number of songs downloaded from the Internet. Record companies have recognised the importance of this new way of distributing music and (6) _____ you could possibly want to hear is now available in digital form. From the latest avant-garde(先锋派) groups to the most obscure(默默无闻的) medieval(中世纪的) church music, there is always (7) _____ ready and willing to record even the most esoteric piece of music and upload it onto the Net.

Of course, (8) _____ that can be downloaded to one computer can also be downloaded to another, so it's easy to swap music tracks with your friends. But (9) _____ musicians aren't happy with this situation. Making illegal copies of tracks deprives(剥夺) them of royalties(版税). They believe (10) _____ should be done to prevent what they feel is little more than downright theft.

3 Rewrite the sentences using a single word to replace the phrases in *italics*. Make any grammatical changes that are necessary.

There are *no good programmes* to watch on TV.
There is nothing to watch on TV.

- 1 *None of the contestants* won any prizes.

- 2 Would you like *a glass* of water?

- 3 We've been through *all the files* and we can't find your application form.

- 4 I'm sorry but we haven't got *any hotel rooms* available in July.

- 5 *All the people* in my street own cars.

- 6 I waited at reception for ages but I couldn't find *a single person* to help me.

- 7 We've got lots of silk dresses but I'm afraid we have *no silk dresses* in your size.

- 8 Jane always has *a number of* flowers in her flat.

Vocabulary | making adjectives from nouns

4 Complete the missing word in each sentence.

- 1 My nephew's very a____c. He loves painting.
- 2 I am r____e for our after-sales service.
- 3 Ice-skating well requires great s____l.
- 4 Never underestimate the i____e of having good friends.
- 5 Dorotea runs a very s____l business.
- 6 People in big cities are often more l____y than people in small towns.
- 7 I've got very big feet so I often get f____d when I'm trying to buy shoes.
- 8 Albert Einstein was famous for his incredible i____t.

How to ... | agree/disagree

5 Match the sentence halves to make expressions of agreement/disagreement.

- | | |
|------------------------------|----------------------|
| 1 That's absolutely | a at all. |
| 2 I completely | b in that. |
| 3 I'm not sure if | c right. |
| 4 That's not true | d completely true. |
| 5 I don't think that's | e I agree with that. |
| 6 I think there's some truth | f agree with that. |

Listening



1 a 1.3 Cover the tapescript. Listen to the dialogues 1-4 and match them with the situations A-D.

- A on a train ☐ C a survey ☐
 B in a shop ☐ D in a café ☐

b The following statements are factually incorrect. Listen again and correct the mistakes.

Dialogue 1

- 1 The man only uses his phone to send text messages.
 2 He's able to use his phone at work.

Dialogue 2

- 3 The man expects train journeys to be noisy.
 4 The woman thinks it's expensive to make mobile phone calls.

Dialogue 3

- 5 Steve's mobile was expensive.
 6 John doesn't think Steve's new phone is very good.

Dialogue 4

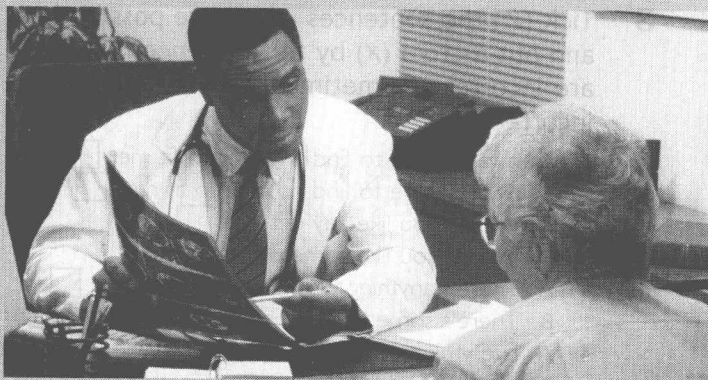
- 7 The customer doesn't have any children.
 8 If he isn't happy after ten days, the customer can get a different phone.

c Now read the tapescript. Find the words and phrases 1-10 and match them with the meanings a-j.

- | | |
|--|--|
| 1 non-stop <input type="checkbox"/> | a for sale at a reduced price |
| 2 drives me mad <input type="checkbox"/> | b maintain contact with somebody when you are physically separated |
| 3 more money than sense <input type="checkbox"/> | c songs or short pieces of music |
| 4 cost a bomb <input type="checkbox"/> | d a large quantity |
| 5 tariffs <input type="checkbox"/> | e all the time |
| 6 on special offer <input type="checkbox"/> | f have lots of money but not very much intelligence |
| 7 tracks <input type="checkbox"/> | g prices for using a service |
| 8 the really neat thing <input type="checkbox"/> | h makes me very angry |
| 9 loads <input type="checkbox"/> | i very expensive |
| 10 keep in touch <input type="checkbox"/> | j something particularly impressive |

TAPESCRIPT

- 1
 W: Excuse me. We're doing a survey on mobile phones. Could I ask you a few questions?
 M: Sure.
 W: Do you own a mobile phone?
 M: Yes.
 W: And what do you mainly use it for?
 M: Sending text messages, I suppose.
 W: How many would you send on an average day?
 M: Well, about five or six usually.
 W: And are those mainly for business or social purposes?
 M: Oh, just social. I can't use my phone at work – I'm an airline pilot.
- 2
 M: Honestly. You want some peace and quiet and all you hear is those awful mobile phones non-stop. It drives me mad!
 W: Yeah, and people talk such rubbish, don't they? 'Er, I'm on the train, and now we're pulling in at a station ...'
 M: Some of these people must have more money than sense. It must cost a bomb to make all those calls.
 W: Maybe they're on one of those 'cheap daytime calls' tariffs.
- 3
 J: Is that a new mobile Steve?
 S: Yeah. I got it on special offer.
 J: It looks very sophisticated.
 S: Mm. It was really good value. It's got a camera and it can play MP3 files.
 J: So you can listen to all the latest tracks...
 S: Exactly. But the really neat thing is that it's got this special text messaging service that gives you all the latest football results. You should get one, John. They had loads of them in stock.
- 4
 W: Which model are you interested in, sir?
 M: Well, I'm not sure. But I want a phone that takes photos.
 W: OK. Most of them do that now anyway.
 M: Oh, right. Well, I like to keep in touch with the kids when I'm abroad, so I need a phone that works in other countries.
 W: In that case, you need a 'triband' (三频的) phone then. Anything else?
 M: Yes, I want something that's really small and light, you know, easy to carry around.
 W: Well, what about this Minirola? We have a ten day trial period policy here. If you're not happy with it, you could bring it back and we'll return your money.



Vocabulary | noises

2 **1-4** Listen to the sounds 1-6 and complete the sentences with appropriate words.

- 1 Does your dog _____ at the vacuum cleaner?
Mine does!
- 2 I _____ when I saw a spider in the bath.
- 3 The walls are so thin we can hear our neighbour's phone _____.
- 4 Our house is very old so all the floors _____.
- 5 She was so angry she _____ her fist on the table.
- 6 The dictionary fell to the floor with a loud _____.

Grammar | present/future modals of possibility

3 The tapescript for Ex. 1 contains several modal verbs. Look at the extracts 1-6 and match them with the meanings a-f.

Dialogue 1

- 1 *Could* I ask you a few questions? ☐
- 2 I *can't* use my phone at work ☐

Dialogue 2

- 3 It *must* cost a bomb ☐

Dialogue 3

- 4 It's got a camera and it can play MP3 files ☐
- 5 You *should* get one ☐

Dialogue 4

- 6 you *could* bring it back ☐

- a describing an ability
- b asking for permission
- c giving advice
- d describing a future possibility
- e saying that something isn't allowed
- f making a strong prediction

The Miracle Chip

Scientists at Imperial College London today announced plans to begin full-scale trials of a new device which (1) _____ revolutionise the lives of people with serious medical conditions. The device is a miniature sensor (微型感应器) less than two millimetres square which (2) _____ monitor changes in the body and is able to send out warning signals via a mobile phone.

The sensor, a microprocessor, is put under the skin of a patient's body and (3) _____ detect any dangerous changes long before the patient is even aware of them. This means that patients with serious conditions who would usually have to stay in hospital (4) _____ now live at home and (5) _____ lead more or less normal lives.

When it detects changes in the body, the microprocessor sends out a pre-programmed text message to the patient's doctor or hospital, describing the changes in detail. Of course, patients with the device (6) _____ carry their mobile phone with them at all times, but this will be the only restriction on their lifestyles.

Although it will probably be expensive to develop, the device (7) _____ be a boon to the economy because those patients who (8) _____ work because of the need to be near medical facilities will be able to go back to full-time employment, saving the government millions in sickness and unemployment benefits.

The first patients to be given the implant(移植) will be diabetics(糖尿病患者), but doctors hope to extend the trial to those with heart or lung diseases. And in years to come the device (9) _____ be adapted to cover even more conditions.

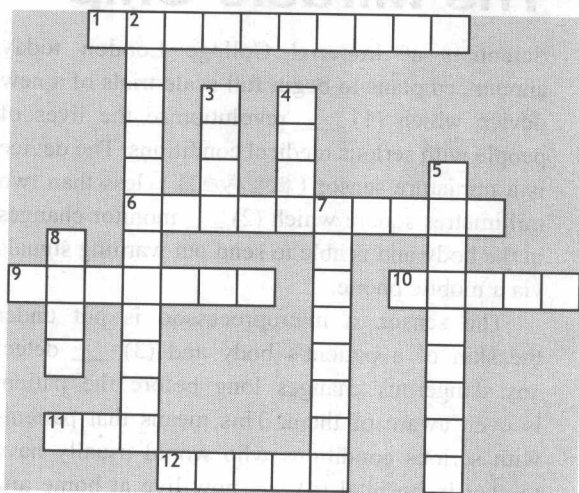
If all goes to plan and the trial is a success, the device (10) _____ be available to the general public within three to four years.

4 Read the text. Choose the best words to complete it.

- | | | |
|-----------|------------|----------|
| 1 A must | B could | C can't |
| 2 A can | B might | C may |
| 3 A can't | B can | C might |
| 4 A can | B must | C should |
| 5 A can | B must | C can't |
| 6 A may | B could | C must |
| 7 A can't | B could | C must |
| 8 A can't | B could | C can |
| 9 A might | B can | C can't |
| 10 A can | B couldn't | C should |

Vocabulary

1 Use the clues to complete the crossword.



Across

- 1 I'm on the same ____ as her; we feel the same way about things.
- 6 He made a good ____ on his new boss.
- 9 She isn't married but she's got a ____.
- 10 She's perfect for you. I'm sure you'll ____ with her.
- 11 I don't see eye to ____ with my sister.
- 12 He's an old friend; we are very ____.

Down

- 2 I don't know him well. He's only an ____.
- 3 He's the son of my mother's new husband. He's my ____-brother.
- 4 They'd been married for ten years before his ____ got sick.
- 5 Clare's a ____ of mine – we both work in the travel agency.
- 7 We're inseparable; I feel he's my real ____.
- 8 I've got two ____-sisters from my mother's previous marriage.

Question tags

2 Choose the correct alternative.

- 1 Somebody has been using my toothbrush, haven't they/hasn't he?
- 2 I'm going to be late, aren't/are I?
- 3 Let's book online, shan't/shall we?
- 4 They could have phoned, could have/couldn't they?
- 5 Miranda never eats meat, doesn't/does she?
- 6 Something/Nothing needs to be done, doesn't it?
- 7 We hardly ever go to the theatre, don't/do we?
- 8 Have a piece of cake, haven't/won't you?

any/every/no/some

3 Tick (✓) the sentences which are possible and put a cross (X) by the sentences which are incorrect. Sometimes both are possible or incorrect.

- 1 A I wasn't able to find anything to fit me. ☐
B I wasn't able to find nothing to fit me. ☐
- 2 A Would you like any dessert? ☐
B Would you like some dessert? ☐
- 3 A There's anything wrong with this phone. ☐
B There's something wrong with this phone. ☐
- 4 A Everything on the list were unavailable. ☐
B Anything on the list were unavailable. ☐
- 5 A Did anyone call while I was out? ☐
B Did someone call while I was out? ☐
- 6 A I've tried anything. It still doesn't work. ☐
B I've tried everything. It still doesn't work. ☐
- 7 A There's nowhere to store things in my flat. ☐
B There are nowhere to store things in my flat. ☐
- 8 A We're bored; we haven't got everything to do. ☐
B We're bored; we haven't got anything to do. ☐

Vocabulary

4 Complete the text using words from the box. Four of the words are not needed.

artistic importance important intellectual
jealous loneliness lonely responsibility
responsible skill success successful

I come from quite a large family. The great thing about a large family is that you never feel (1) ____ because there's always someone to talk to.

My elder brother, James, is a university professor. He's very (2) ____; his hobby is reading Greek philosophy! I'm the (3) ____ one in the family. I'm a graphic designer (平面造型设计者). My twin brother, Martin, is the practical one. He's a carpenter and he can do amazing things with wood. It's a (4) ____ I really admire.

But my younger sister, Kate, is the most (5) ____ of us all; she's the managing director of a huge company. She has the ultimate (6) ____ for more than 250 workers. Of course, she earns an enormous salary which we are all a little (7) ____ of! But in the end money doesn't matter. The (8) ____ thing is that we all support each other.

- 5 Use words from the box to complete the sentences. Change the forms as necessary. Two of the words are not needed.

crash bark snore ring
creak scream thud bang

- 1 Bob's _____ kept me awake all night!
- 2 Katrina _____ when she saw the accident.
- 3 I hate dogs that _____ all the time.
- 4 Put some oil on that door; it _____ whenever you open it.
- 5 Please don't _____ the door when you leave!
- 6 My mobile doesn't _____, it vibrates.

Present/Future modals of possibility

- 6 Choose the correct words to complete the dialogue.

- Jim: Where are the children? They're not in the bedroom.
- Sue: I'm not sure. They (1) _____ be playing in the garage.
- Jim: No, they (2) _____ be there – it's locked.
- Sue: Oh, they (3) _____ be in the garden then. There's nowhere else.
- Jim: OK. I'll have a look. *(Two minutes later)* Well, they aren't there.
- Sue: I suppose they (4) _____ be next door, although it's unlikely.
- Jim: No, they (5) _____ be there. The neighbours are on holiday.
- Sue: You're right. What about the park? They (6) _____ be there.
- Jim: But the park is closed on Sunday afternoons.
- Sue: That's not true. You (7) _____ go there until six o'clock.
- Jim: Well, perhaps we should go and get them.
- Sue: Yes, we (8) _____ take your car.
- Jim: No, we (9) _____. I lent it to my sister.
- Sue: Oh yes. I forgot. Well, let's ask John, he (10) _____ lend us his car.

- | | | |
|---------------|-----------|------------|
| 1 A can | B might | C must |
| 2 A can't | B mustn't | C might |
| 3 A could | B must | C can't |
| 4 A can't | B mustn't | C could |
| 5 A must | B can't | C might |
| 6 A can | B might | C couldn't |
| 7 A must | B might | C can |
| 8 A can't | B could | C couldn't |
| 9 A can't | B might | C must |
| 10 A couldn't | B must | C might |

Vocabulary

- 7 Use suitable forms of the phrasal verbs in the box to finish the second sentence of each pair so that it has the same meaning as the first sentence.

bring up fall out get on go out with
look up to show off split up take after

- 1 Brenda and Lucy have a good relationship. Brenda _____ with Lucy.
- 2 I've always admired my grandmother. I've always _____ my grandmother.
- 3 It can't be easy raising three children on your own. _____ three children on your own can't be easy.
- 4 Michael and Jane have ended their relationship. Michael and Jane _____.
- 5 Why does your brother try to impress us all the time? Why does your brother _____ all the time?
- 6 Surinda looks just like her mother. Surinda _____ her mother.
- 7 I've had an argument with my best friend and I'm not speaking to him any more. I _____ with my best friend.
- 8 Henry's having a relationship with one of the girls in his office. Henry _____ one of the girls in his office.

2.1 Work

Listening

- 1 a **2.1** Cover the tapescript. Listen to four people talking about their jobs. Match the speakers 1-4 with the jobs in the box. Four of the jobs are not needed.

ballet dancer engineer secretary
actor architect photographer
journalist hotel receptionist

- 1 _____
2 _____
3 _____
4 _____

- b Listen again and complete the expressions 1-8. Then match the expressions with the definitions a-h.

Speaker 1

- 1 I'm a natural _____, I suppose. ☐
2 There's a sort of _____ that you get from an audience. ☐

Speaker 2

- 3 I never meant to get into this _____. ☐
4 ... it all sort of _____ from there. ☐
5 But I'm _____ so basically ... ☐

Speaker 3

- 6 ... some of the guests are _____! ☐

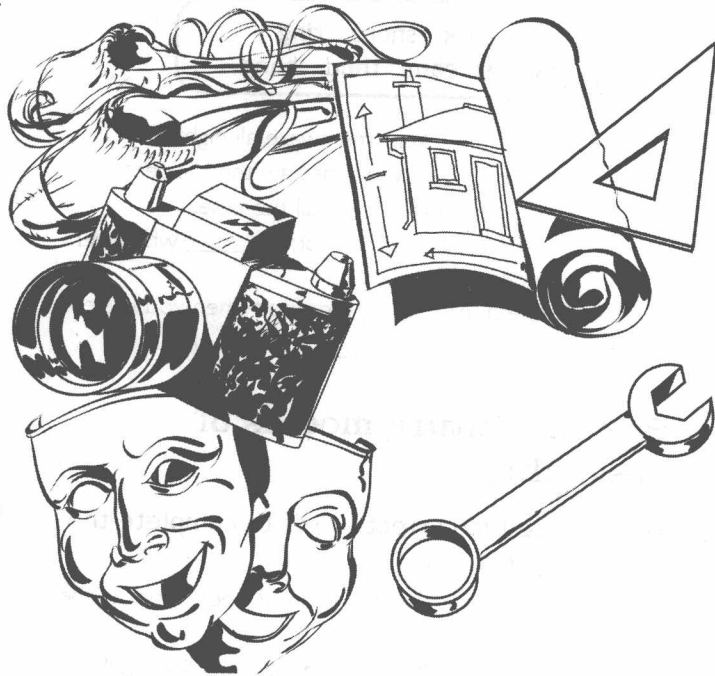
Speaker 4

- 7 I had _____ space ships and futuristic cities for some reason. ☐
8 ... designing is something that's _____. ☐

- a difficult to manage/deal with
b person who likes to be the centre of attention
c an obsession(着迷) with
d developed/grew rapidly
e career or profession
f part of your basic personality
g feeling of excitement
h self-employed

- c Complete the tapescript using appropriate future forms of the verbs in the box. Then listen and check.

appear take leave live



TAPESCRIPT

1

I'm a natural show off, I suppose. Even as a kid I loved performing in front of other people. Whenever the family got together my parents used to get me to stand on the table, singing songs and doing little scenes. There's a sort of buzz that you get from an audience that nothing else quite matches up to. In fact, I _____ on stage again next month, which should make a nice change from all the TV work.

2

It all happened by accident, really. I mean – I never meant to get into this line of work. In fact, when I was young I wanted to be a ballerina(芭蕾舞女演员)! But when I was at university a friend persuaded me to take some pictures for the college magazine, and it all sort of snowballed from there. The fashion shoots are the ones I enjoy most. But I'm freelance so basically I _____ any assignment that's on offer. Even weddings!

3

The really great thing about my job is the number and variety of people you meet. Not that they are all nice – some of the guests are a real handful! But however bad they are, you always know that they _____ in a few days, so that makes it bearable. And of course, I often get the chance to use my languages.

4

Even when I was quite small I loved drawing. I had a thing for space ships and futuristic cities for some reason! Well, of course, I don't really do any actual drawing now – the computers do it all for us! But designing is something that's in the blood, and the great thing about my job is that it's not just theoretical, because you know real people _____ and work in the things you've designed ...

Vocabulary | verb phrases about work

- 2 Complete the sentences using appropriate forms of the expressions in the box. Two of the expressions are not needed.

be a people person
 be able to meet tight deadlines
 be good at using your own initiative
 be good with figures be made redundant
 be promoted do voluntary work
 get the best out of other people
 have a 'can do' attitude
~~have an eye for detail~~
 keep calm under pressure
 take early retirement work well in a team

Jane's really good at seeing all the small things in documents and reports.

Jane *has an eye for detail*.

- 1 It doesn't matter how rushed he is, Javier always gets things finished in time.
Javier _____.
- 2 Working with Selema is great. She always seems to encourage her colleagues to do well.
Selema _____.
- 3 Even when things are really hectic(紧张的), Dimitri is able to stay relaxed.
Dimitri _____.
- 4 Henrietta is at her best when she is huddled(蜷缩) over her calculator working on numbers.
Henrietta _____.
- 5 My mother helps at the local old people's home, although she doesn't get paid.
My mother _____.
- 6 Alison is so positive, she thinks anything is possible.
Alison _____.
- 7 George really excels when he is working as part of a group.
George _____.
- 8 Clare wanted to travel so she left work when she was only fifty-five.
Clare _____.
- 9 You never need to give Rachel any guidance. She always manages to think of what to do on her own.
Rachel _____.
- 10 After working as a salesman for ten years, Fernando has at last been made sales manager.
Fernando _____.

Grammar | futures overview

- 3 Complete the sentences using appropriate forms of the words in brackets.

- 1 I'm not really sure but I think I _____ the Caesar salad. (try)
- 2 We're so excited about our holiday – we _____ the Taj Mahal! (see)
- 3 The meeting _____ at ten tomorrow so please be here by nine-thirty. (start)
- 4 No thanks, I'm full up. I _____ any more. (think/not/have)
- 5 Peter hates buses so he _____ by car. (probably/come)
- 6 The company _____ the new factory on January 1st next year. (open)
- 7 Look at those dark clouds, I think there _____ a storm. (be)
- 8 Mia's very well qualified so she _____ to get the job. (be/bound)
- 9 I can't see you next Tuesday because I _____ a conference. (attend)
- 10 We haven't set an exact date but the wedding _____ sometime in the spring. (definitely/be)

How to ... | talk about future plans

- 4 Use the word prompts to write about your future plans and predictions/ideas.

think/have/bath/this evening.

I think I'll have a bath this evening.

- 1 have decided/start/do/exercise

- 2 not sure about/buy/that jacket

- 3 plan on/have/lie-in/Sunday

- 4 bound/get/marry/one day

- 5 probably/not win/lottery

- 6 like/have/holiday

Reading

1 a Read the text. Answer the questions.

- 1 What does the word *guilt* in the title refer to?
- 2 Why is the weight of the sculpture significant?
- 3 What happens to 90% of Europe's electronic waste?

b Read the text again and find two more examples of each of the following types of vocabulary.

Adjectives	Adverbs	Parts of the human body	Electronic equipment	Domestic appliances
<i>terrifying</i>	<i>ingeniously</i>	<i>head</i>	<i>computers</i>	<i>cookers</i>

c Find words or phrases in the text that mean:

- 1 thrown away (*adj*, para 1) _____
- 2 when somebody paid an artist to make a particular work (*v*, para 1) _____
- 3 wasteful (*adj*, para 1) _____
- 4 advanced technology (*compound adj*, para 1) _____
- 5 wires connecting electrical appliances (*n*, para 2) _____
- 6 devices held in your hand which control computers (*n*, para 2) _____
- 7 promote/persuade (*v*, para 3) _____
- 8 at the present time (*adv*, para 3) _____
- 9 places where rubbish is stored and then covered over with earth (*compound n*, para 3) _____
- 10 burned (*v*, para 3) _____

Sculpture of Guilt

① This is 'Weee Man', a terrifying metal and plastic sculpture created by Paul Bonomini from discarded computers, electronic components and domestic products. Commissioned by the Royal Society of Arts (RSA), the sculpture stands 24 feet (7 metres) high beside the river Thames in London and serves as a shocking reminder of the huge amount of waste produced by today's extravagant high-tech society.

② The main body of the figure includes twelve washing machines, ten fridges, seven vacuum cleaners, thirty-five mobile phones and twelve kettles, plus assorted (各种各样的) microwaves, televisions, radiators (散热器) and sections of ducting (导管) and cabling. The artist has ingeniously created the head from

a combination of surprising elements. The teeth are in fact computer mice, the eyes are washing machine doors and the ears are satellite dishes.

③ The name of the sculpture, 'Weee', comes from the phrase Waste Electrical and Electronic Equipment, and its weight, 3.3 tonnes, is the same as the weight of electrical equipment thrown away by an average person in a lifetime. The RSA hopes that the sculpture will encourage recycling by dramatically reminding us of the sheer quantity of products we throw away unnecessarily. Citizens of the European Union currently produce 6.5 million tonnes of electronic waste a year, most of which ends up in landfill sites (废渣埋填地) or is incinerated (焚烧). A mere 10% is recycled.

