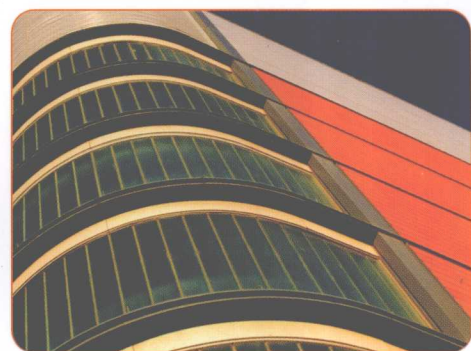


大学通识英语系列教材

Total English

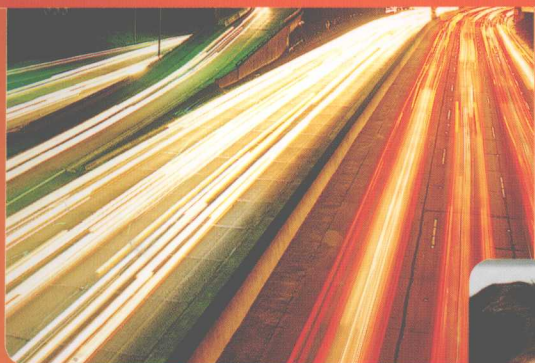
Upper-intermediate Students' Book



Richard Acklam Araminta Crace 著

大学通识英语 学生用书 4

姜荷梅 陈明娟 等改编



 复旦大学出版社
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《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和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。

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LESSON 3	VOCABULARY	COMMUNICATION	FILM BANK
Grammar: present/future modals of possibility Vocabulary: noises Can do: make speculations	Phrasal verbs (relationships)	Your family history	Good relations
Grammar: in case Can do: write a formal letter of application	Collocations with prepositions	The best candidate	Dream career
Grammar: adjectives and adverbs Vocabulary: verb phrases with take Can do: give a presentation about a place	Making nouns	Lessons from history	Film heroes
Grammar: emphasis Vocabulary: phrasal verbs with out Can do: compare and contrast photographs	Distances and dimensions	Take a risk	Ellen MacArthur
Grammar: although/but/however/nevertheless Vocabulary: feelings Can do: talk about books	Idioms describing people	Time capsule	Home Road Movie
Grammar: making comparisons Vocabulary: verb phrases about moving/travelling Can do: make comparisons about places and people	Travel	Travelling companions	Bhutan
Grammar: have/get something done Vocabulary: animal expressions Can do: talk about services	Prefixes	Can I help you?	Vikings
Grammar: hard and hardly Can do: write a report of survey findings	Phrasal verbs with three parts	Radio phone-in	Secrets of success
Grammar: relative clauses Can do: write an article	Newspaper headlines	Mind benders	Bullion Robbery
Grammar: if structures (2) Vocabulary: speaking Can do: talk about your regrets and resolutions	Commonly misspelt words	How does your mind work?	Yes Prime Minister

Do you know...?

- 1 Read the text and match the parts of speech a-l below to each underlined word or phrase.

According to ¹⁾ the ancient Greek historian Herodotus, ²⁾ in the 7th century BC the king of Egypt, Psamtik I, decided to conduct a ³⁾ scientific experiment. Using his absolute power over his subjects, ⁴⁾ he took two newborn babies and handed them to a shepherd, with instructions that they were to be ⁵⁾ brought up in total isolation. Most importantly, no-one was to speak in the babies' presence. Psamtik wanted to find out what language the children would speak if left to themselves. He thought that the language they produced would be the ⁶⁾ oldest in the world - the original language of the human race. After two years, the shepherd heard the two children ⁷⁾ repeatedly pronounce the word 'becos'. This was identified as meaning ⁸⁾ 'bread' in the language of the Phrygians, a people then living in central Turkey. From this experiment, Psamtik deduced that the Phrygian language ⁹⁾ must be the first ever spoken. Nobody now believes Psamtik's ¹⁰⁾ conclusion - a few commentators suggest that the infants ¹¹⁾ were imitating the sound of the shepherd's sheep, but no-one since ¹²⁾ has had any better success in discovering what man's very first spoken language was like.

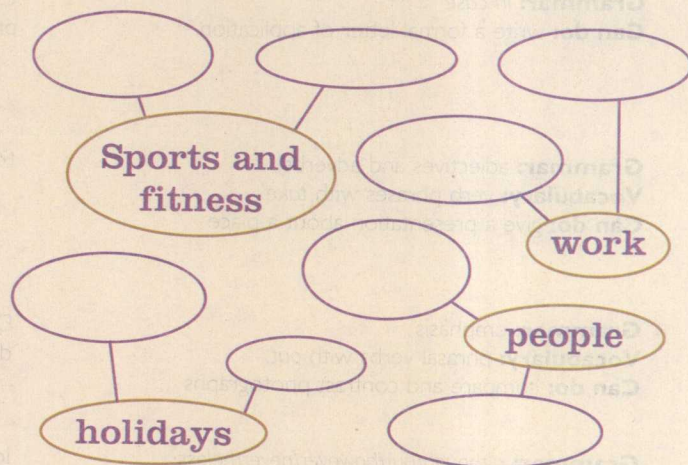
- | | |
|---------------------|-------------------|
| a) Present Perfect | g) countable noun |
| b) Past Continuous | h) superlative |
| c) uncountable noun | i) adjective |
| d) phrasal verb | j) adverb |
| e) article | k) pronoun |
| f) preposition | l) modal verb |

- 2 Find the grammar mistake in each sentence.

- They've been to Brazil last year.
- This cathedral built in 1590.
- She's the person what told me I should study economics at university.
- I was reading in my room when I was hearing a loud crash downstairs.
- My grades this year are a lot worst than last year unfortunately.
- You work for IBM, aren't you?
- If I'll have time, I'll paint my bedroom this weekend.
- Can I give you a small advice?
- He's always wanted to be teacher.

- 3 a Complete the word maps with words/phrases from the box below.

do aerobics souvenir application form
sense of humour take up a hobby
be promoted go sightseeing father-in-law



- b Underline the main stress in each word/phrase.

- c Add three more words to each word map.

- 4 a Look at the dictionary extract below from the Longman Active Study Dictionary. What does it tell you about each of the following: grammar, pronunciation and meaning?

sen-si-ble /'sensəbəl/ *adj* 1 showing good judgement: *a sensible decision* 2 suitable for a particular purpose, especially a practical one: *sensible clothes* - *sensibly* *adv*

- b Complete the dictionary extracts below by writing a definition for each one.

- re-tire /rɪ'taɪə/ *v* [I] _____:
I'd like to retire before I'm 60.
- a-broad /ə'brɔ:d/ *adv* _____:
Did you go abroad for your last holiday?
- get on with sb *phr v* [T] _____:
I get on well with both my sisters.
- pitch /pɪtʃ/ *n* [C] _____:
The players ran out onto the pitch.

- c Now compare your definitions with the definitions in a dictionary.

- d Add the words/phrases above to the word maps in Ex. 3a.



1

Connect



Lead-in

1 Look at the photos. Who are the people? How do you think they are connected?

2 a What is the difference in meaning between the words in each pair below? Use a dictionary if necessary.

- 1 step-sister/half-sister
- 2 colleague/acquaintance
- 3 soulmate/close friend
- 4 partner/wife

b Read the sentences. What do the phrases in *italics* mean.

- 1 I don't think I *made a very good first impression* on your parents. They didn't seem very interested in me.
- 2 The first time we met, we *just clicked*. It was amazing. We started going out soon after.
- 3 We *have a lot in common*. Of course, we both work for the same company but we also like doing lots of the same kinds of things outside of work.
- 4 My sister and I don't really see eye to eye on much. We've always argued – even as children.
- 5 She thinks about things in the same way as me. I really *feel on the same wavelength* as her.

3 Discuss.

Who are the people you feel you have most in common with? Do you always feel on the same wavelength? Why/Why not?

1.1 Good friends

Grammar	question tags
Can do	check information

Reading

- a** Discuss. What are three important characteristics of a 'good friend'?
- b** Read the text. Does it refer to any characteristics you thought of?



What makes a good friend?

On average each person makes an amazing 363 friends in their life – but only six of them will be true friends! We carried out a global survey to find out what makes a 'good friend'.

A friend should be there for you all the time, not just when they want to be. They will keep in touch even though you may be far apart. Some of my closest friends live abroad but it doesn't really make a lot of difference.

Maciek, 19, Poland

To me a good friend is someone who you have a lot in common with. You can share your beliefs and passions with them. I'm very lucky as I have three or four people like that but I'm still looking for my soulmate.

Haruki, 25, Japan

I think a good friend is somebody who you can trust and tell secrets to. They will never lie to you. If I ever found out that a friend of mine had lied to me, I know I couldn't be friends with them anymore.

Emily, 14, Britain

I think that a true friend is someone who you can feel completely comfortable with and you don't have to make yourself into someone you're not. They should accept you for who you are and not try to change you.

Mercedes, 31, Spain

I don't think you need to have known someone for ages for them to be a really good friend. But I do think that they should be there when you feel down or whenever you really need them.

Rachel, 15, New Zealand

A good friend is someone who listens to you but, at the same time, doesn't just agree with everything you say. They should definitely tell you if they think you're making a mistake although that can be hard.

Debbie, 23, South Africa

I think you know someone will be a really good friend as soon as you meet them. You just click straightaway. Then, the most important thing is trust. You have to know they will always look out for you and be totally loyal to you.

Stefano, 21, Italy

It's someone who is kind, has a good sense of humour, someone who forgives easily! Sometimes I'm not very nice to my best friend but she knows I don't mean it, so she doesn't mind really.

Lanza, 16, USA

For me to call someone a really good friend, we have to see eye to eye on most things. I don't need to have contact all the time but, when I do, I definitely want to feel we're on the same wavelength.

Mick, 36, Ireland



- 2** Read the text again and find who has the following views.

A good friend:

- 1 finds the same things funny that you do
- 2 is similar to you
- 3 doesn't want you to be different
- 4 doesn't always say that you are right
- 5 supports you when you feel miserable or upset
- 6 doesn't only support you when it's convenient for them
- 7 is always on your side
- 8 won't tell other people your secrets

- 3** Discuss.

- 1 Which views from the text do you have?
- 2 Do you think people look for different things in friends as they get older? If so, why and how?
- 3 Have you ever fallen out with a good friend? What happened?

Writing

4 Discuss. When do you write or get notes/messages?

5 a Look at these notes and messages and decide which one is:

- 1 making an apology
- 2 enclosed with something else
- 3 trying to rearrange an appointment
- 4 reminding someone to do something
- 5 passing on a message from somebody else

b Read them again and decide who might have written each one: a) wife, b) friend, c) flatmate, d) work colleague, e) brother.

A

Julie,
Sorry I didn't have time to talk about the sales figures earlier. I have to go to a meeting now. *Should be back by 1p.m.* Fancy lunch?
Alistair

B

Don't forget to pick up *jacket from *dry cleaner's.
See you at the restaurant about 7p.m. xxx

C

This is the book I was telling you about.
*Hope you like it. (Mum and Dad did!)
Vijay

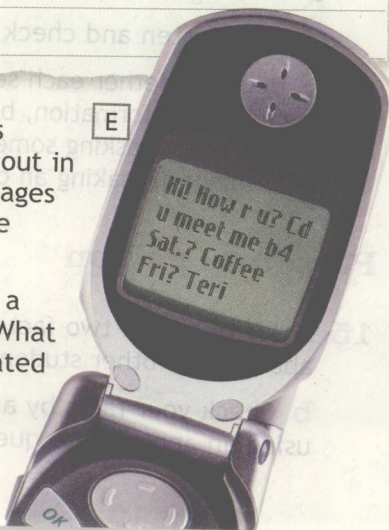
D

Tony Robinson called about tennis.
*Ring him - ok?! (01279) 623 645

E

c Which words have been left out in the notes/messages above? They are marked with*.

d Message E is a text message. What do the abbreviated words, e.g. 'r' mean?



6 a 1.1 Listen to three answerphone messages. What is the purpose of each one?

b Listen again and make notes of the important information. Then, write a brief message to each person using your notes.

7 Read the following statements and tell other students which ones you agree with and why.

- It's important to hold on to your good friends.
- Having one very close friend is the most important thing.
- New friends will replace old friends.
- Family are always more important than friends.



8 1.2 Listen to Harry and Fiona talking about their ideas of friends and friendship. Which of the views from Ex. 7 does Harry have?

9 Listen again. Make notes about the people they talk about and how they are significant.
Angelina - Fiona's best friend at school

10 Discuss. Is your situation with your friends more like Harry's or Fiona's? In what ways?

Lifelong learning

Getting advice

Which of your friends or family speak English better than you do? What did they do to reach this level of English? Find out and see if any of their strategies might help you.

Grammar: | question tags

- 11 a** Complete the examples in the Active grammar box with the missing auxiliary verb, e.g. *is*, *don't*, etc.

Active grammar (1)

- 1 *You have a best friend, _____ you?*
- 2 *You had a best friend at school, _____ you?*
- 3 *That's just the way life is, _____ it?*
- 4 *You can't keep in touch with everybody, _____ you?*

- A We usually put negative question tags after affirmative sentences and affirmative tags after negative sentences.
- B If the main sentence has an auxiliary verb, e.g. *is*, *can*, etc., this is repeated in the question tag.
- C If the main sentence has no auxiliary, the question tag is a form of the verb *do*.

- b** Which examples does Rule B apply to and which examples does Rule C apply to?

see Reference page 17

- 12 a** Read the interview below between Simon and his boss, Jo. Three of the question tags are incorrect. Find and correct them.

Jo: So, Simon, you've been with the company for nearly a year now, aren't you?

Simon: Yes, that's right.

Jo: You worked for Thomson International before then, didn't you?

Simon: Yes, for five years.

Jo: And you feel happy here now, don't you?

Simon: Absolutely, it's a great job and everyone's been really friendly.

Jo: Now, you're clear about your targets for this year, isn't you?

Simon: Yes, I think so. We have to increase last year's sales by 15%, don't we?

Jo: That's right. If that happens then everyone gets a 20% bonus which everyone will be very happy about, won't they?

Simon: Definitely.

Jo: Now, on the subject of your punctuality. That hasn't been particularly good, was it?

Simon: Ah yes, now I can explain that ...

- b 1.3** Listen and check your answers.

- 13 a** Complete the examples 1-6 in the Active grammar box.

Active grammar (2)

- 1 *I'm too late, _____ I?*
- 2 *Help yourself to a coffee, _____ you?*
- 3 *Let's get a sandwich, _____ we?*
- 4 *You never go to the theatre, _____ you?*
- 5 *Nothing went wrong today, _____ it?*
- 6 *Nobody has complained, _____ they?*

- A The question tag for *I am* is _____.
- B After imperatives we often use the question tag _____ to invite people to do things.
- C After *Let's* we use the question tag _____.
- D After negative words like *never*, *no*, *hardly*, etc. we use a positive/negative question tag.
- E After *nothing* we use it/they in question tags.
- F After *nobody*, *somebody*, etc. we use it/they in question tags.

- b** Refer to the examples 1-6 and complete the rules A-F in the Active grammar box.

see Reference page 17

- 14 a** Complete the sentences.

- 1 She's getting very tall, _____?
- 2 They don't seem to like their present, _____?
- 3 You haven't been waiting long, _____?
- 4 We can't leave the party early, _____?
- 5 Let's go and see a film, _____?
- 6 Do sit down, _____?
- 7 Nothing seems to be going right, _____?
- 8 I'm being a bit silly, _____?

- b 1.4** Listen and check your answers.

- c** Decide whether each sentence is
a) checking information, b) asking for agreement, c) asking someone to do something, d) making an offer or a suggestion.

Person to person

- 15 a** Write one or two facts you think you know about three other students in your class.

- b** Check your facts by asking the person, using an appropriate question tag.

1.2 Family ties

Grammar	any/every/no/some
Can do	express agreement/disagreement



Listening

1 Discuss.

- 1 Do you know any large families?
- 2 What do you think are the good and bad things about being brought up as part of a large family?
- 3 How would you feel about working with a member of your family?

2 1.5 Listen to this extract from a radio programme and answer the questions.

- 1 How big is this family now?
- 2 What is special about them?
- 3 What trip are they excited about?

3 Listen again and answer these questions.

- 1 Why did Larry Boehmer start juggling?
- 2 How did his children become interested in juggling?
- 3 When and where did the family first juggle for a public audience?
- 4 What does Larry believe about the skill of juggling?

4 a In pairs, look at the following phrases/expressions in the tapescript on page 165. Say what you think they might mean.

- 1 to juggle several tasks at once (L.2)
- 2 to get your hands on something (L.10)
- 3 to put your mind to something (L.24)
- 4 a big family man (L.28)
- 5 to be only too happy about something (L.29)
- 6 to go from strength to strength (L.34)
- 7 to pick up on something (L.41)

b Summarise the information in the radio programme. Use the phrases above.

Grammar: I any/every/no/some

5 a Decide if each example sentence in the Active grammar box is correct or not.

Active grammar

- A *Anybody* can learn to juggle.
- B *Everybody* can learn to juggle.
- C *Do you want something to eat?*
- D *Do you want anything to eat?*
- E *I've looked anywhere for my keys.*
- F *I've looked everywhere but I can't find my keys.*
- G *She hasn't got anything to do.*
- H *She hasn't got nothing to do.*
- I *Any/Every* looks at things one at a time, separately.
- 2 *Any/Every* looks at all the things together.
- 3 We use *any/every* to mean it doesn't matter which, who, etc.
- 4 *Nothing/Something* means *not + anything*.
- 5 We use *any/some* in questions when we expect the answer 'Yes'.

b Choose the correct alternative for each of the rules 1-5.

see Reference page 17

6 Choose the best alternative.

- 1 I'm going to try and see my boyfriend every/any weekend.
- 2 Everybody/Anybody was thrilled to see Naomi.
- 3 Get me every/any soup you can find. It doesn't matter what kind.
- 4 I can't get rid of this cold. Nothing/Anything seems to help.
- 5 The market had flowers of every/any kind.
- 6 I'd like to go everywhere/somewhere hot for my holiday. I need the sun.
- 7 You can come every/any time after 5p.m. I'll be at home all evening.
- 8 I know you're very busy so I don't suppose you've got some/any time to help me tonight?

Reading

7 Discuss.

- 1 What are the advantages/disadvantages of being born first, middle or last in a family?
- 2 Do you think it is good to be an only child? Why/Why not?

8 a Read the text. Which of the following does it do?

- 1 Say which type of child it is best to be (i.e. first born, middle born, last born, only child).
- 2 Give advice to parents about dealing with each type of child.
- 3 Describe the possible career consequences according to the position you are born in the family.
- 4 Advise children how to cope with their position in the family.

b Read the text again. Are these statements true (T) or false (F)?

- 1 Parents usually expect different things from their first and last children.
- 2 Only children and first-born children often follow similar types of career path.
- 3 The results of this research contradict existing research into the effects of birth order.
- 4 The researchers found first-born children easier to analyse than the other groups.
- 5 Younger children tend to take more risks as a result of their parents' attitude towards them.
- 6 Only children often prefer more physical occupations.

9 Discuss. Which of the points in the text are true for your family or other families you know?

WHO comes first?

A child's place in the family birth order may play a role in the type of occupations that will interest him or her as an adult, new research suggests. In two related studies, researchers found that only children – and to a certain extent first-born children – were more interested in intellectual, cognitive pursuits than were later-born children. In contrast, later-born children were more interested in both artistic and outdoor-related careers.

These results fit into theories that say our place in family birth order will influence our personality, said Frederick T.L. Leong, co-author of the study and professor of psychology at Ohio State University. 'Parents typically place different demands and have different expectations of children depending on their birth order,' Leong said.

'For example, parents may be extremely protective of only children and worry about their physical safety. That may be why only children are more likely to show interest in academic pursuits rather than physical or outdoor activities. Only children will tend to get more time and attention from their parents than children with siblings. This will often make them feel special but the downside is that they may suffer occasional pangs of jealousy and loneliness when friends discuss their brothers and sisters and family life.'

The first-born is an only child until the second child comes along – transforming them from being the centre of attention, to then sharing the care of parents. Parents will also expect them to be responsible and 'set an example'. The change from being the focus of a family may be quite a shock and so shape the first-born's subsequent outlook on life. Therefore first-borns may try to get back their parents' attention and approval by achieving success and recognition in their careers. It has been noted that first-borns are significantly more often found as world political leaders than any other birth order position.

'As they have more children, parents tend to become more open and relaxed and that may allow younger children to be more risk-taking,' Leong said. 'If the first-born or only child wants to be a poet, that may concern parents. But by the fourth child, parents may not mind as much.'

Being the youngest in the family can sometimes be a stifling and frustrating experience, especially if they're looking to be taken seriously and treated like an adult. The last-born is more likely than the

other birth order positions to take up dangerous sports. This may be a sign of the last-born's rebellious streak – a result of being fed up with always being bossed about by everyone else in the family.

Middle children, however, have different issues. 'Middle child syndrome' can mean feeling sandwiched between two other 'more important' people – an older sibling who gets all the rights and is treated like an adult and a younger sibling who gets all the privileges and is treated like a spoilt child. Middle-borns have to learn to get on with older and younger children, and this may contribute to them becoming good negotiators – of all the birth order positions they are most skilful at dealing with authority figures and those holding inferior positions.

Leong said the biggest differences in the study were between only children and later-born children. 'First-born children are difficult to classify because they start out as only children but later give up that position. It may be that the length of time a first-born child is an only child makes a difference in his or her personality.'

Vocabulary | making adjectives from nouns

10 Complete the table.

NOUN	ADJECTIVE
intellect	
art	
	jealous
	lonely
responsibility	
	successful
importance	
skill	
frustration	

11 Complete the following sentences with the most appropriate word from the table.

- Do you realise the _____ of these exams? They will decide which university you can go to.
- My sister is very _____. She can paint well and writes poetry.
- It's so _____ trying to phone my bank. You have to wait for hours before a real person will answer the phone.
- You shouldn't be _____ of Bob. He's not my type!
- He's lived alone for ages but he says he never feels _____.
- There's a lot of _____ involved in juggling.
- I wish someone would take _____ for the train crash.
- His last film was an incredible _____. Apparently, it won five Oscars.

Speaking

agree/disagree

Expressing agreement

- That's absolutely right.
- I completely agree with that.
- I couldn't agree more.
- That's probably true.
- I think there's some truth in that.

Expressing disagreement

- I'm not sure if I agree with that.
- I don't think that's completely true.
- That's not true at all.
- I totally disagree.

Reporting agreement/disagreement

- We all felt pretty much the same about this question.
- There were a number of differences of opinion in the group.
- One or two people had quite strong views about this.

12 a **1.6** Listen to the conversation. What are the two people talking about?

b Listen again. Which of the expressions from the How to box do you hear? Which word(s) is/are stressed?

13 a Discuss the following statements. Use expressions from the How to box as appropriate.

- Parents tend to be more strict with their first-born children.
- Middle children have the worst time.
- Youngest children are usually spoilt.
- Only children tend to be self-sufficient and not need many friends.
- We are attracted to people who are born in the same position within the family.
- Our position in the family affects the kind of career we choose.

b Report your group's discussion back to the rest of the class.



1.3 Mobile connections

Grammar	present/future modals of possibility
Can do	make speculations

Speaking

- 1 Look at the photos. Describe what you can see in each one.



2 Discuss.

- 1 Do you have a mobile phone? How much do you use it? What do you use it for?
- 2 Do you know anyone who doesn't have a mobile phone? Why don't they have one?
- 3 Do you think mobile phones are generally a good or a bad thing?
- 4 Where (if anywhere) are you not allowed to use mobile phones in your country (e.g. the cinema)? Do you think there should be other places where you can't use mobile phones?
- 5 What age do you think is appropriate for children to have a mobile phone? Why?

Reading

3 Read the text. Which of the following subjects does it refer to?

- 1 the number of young people who have a mobile phone
- 2 when the first mobile phone was invented
- 3 the reasons why young people want a mobile phone
- 4 how parents feel about their children having a mobile phone
- 5 mobile phones and noise pollution
- 6 the amount of contact teenagers feel they need with their friends
- 7 the effect of mobile phones on reading for pleasure
- 8 the future design of mobile phones
- 9 the health risks of mobile phones to children
- 10 some possible educational uses of mobile phones

4 Read the text again. Make brief notes about the subjects in Ex. 3 it refers to.

Mobile mad

There are good reasons to be worried about children and mobile phones, reports Michael Fitzpatrick. Sociologists in Japan, where mobiles have been common among the young for some time and offer sophisticated services, see an alarming trend.

In Tokyo, for example, one-quarter of all four to fifteen-year-olds has a mobile phone. Well over half of Japan's high school students own one, many of them Internet enabled. Half the children polled recently said their lifestyle 'required' them to have a mobile phone, while 41.5 percent said their parents 'forced' them to have one.

An informal survey conducted on the Tokyo streets by *Japan Today* magazine, however, suggests that the nations' teens have other reasons for keeping hold of 'their best electric friend'. 'If I can't find my phone I feel really isolated from my friends,' says 16-year-old Asuka Maezawa.

5 Discuss.

- Which two facts in the text did you find most interesting? Why?
- How important do you think mobile phones are for young people in your country?
- How do you think mobile phones will change over the next 5 years?



Emi Inoue, seventeen, agrees, adding: 'It's great for talking to friends about gossip I don't want my parents to hear.' Another survey also revealed that about 22 percent said they talked at least ten times per day, while 45 percent said they used their mobile to send ten or more text messages each day.

Parents were also surveyed, with more than a third feeling their children spent too much time on the phone, while 23 percent said the mobile made it difficult for them to keep a check on who their children were communicating with. Tokyo parents may have good reason to be worried, since 26 percent of the children said they were regularly corresponding with people they had never met.

Such density of mobile ownership, especially among the young, has led to a new type of neurosis, say sociologists. Japanese teens, in particular, have become fanatical about being 'always available.' 'Teenagers can be seen taking advantage of every spare minute to touch base with their friends. It is not the content of the communication but the act of staying in touch that matters. Indeed, many become extremely uneasy if unable to contact their peers countless times each day, fearing they are becoming socially isolated,' writes the sociologist Hisao Ishii, the author of *The Superficial Social Life of Japan's Mobile Phone Addicts*.

Vocabulary | noises

- 6 Tell other students. What noises do you typically hear every day? Which ones do you particularly like/dislike?

- 7 a 1.7 Listen and match the words in the box to the noises you hear.

ring scream creak bang thud shout
bark snore crash

- b What typically makes each of these noises?

A: Well, obviously, phones ring. Anything else?

B: And doorbells.

- 8 1.8 Some of the noises you heard make part of a story. Listen to these noises and with another student discuss how to link them to make a story. Use *may*, *might*, *could*, etc.

The crash might be the sound of someone breaking into the house through a window. Then the dog barks but maybe the burglar gives him some meat or something to keep him quiet. After that ...

'If this trend continues,' he adds, 'two things are likely to happen. One is mobile phone addiction, where a person is incapable of forming and maintaining relationships without the help of mobiles. The second: Genuine conversation will be driven out by superficial communication, in which the act of contacting one another is all that matters, leading to a deterioration in the quality of relationships. Indeed, the very fabric of society may be threatened.'

The sociologist, Ms Maiko Seki, has also suggested that: 'Children read books less and less as they are too busy playing with their technological tools.' As well as this it may be that academic performance is being affected: 68 percent of children who responded to the DoCoMo survey and owned a mobile phone said they got poor grades at school.

In addition to this, a recent UK government report has highlighted the increased health risks to children under sixteen using mobile handsets and a circular sent to schools suggests that children below this age should be allowed to make calls only in emergencies.

On the other hand there are clear benefits for children, particularly if their connection is Internet enabled. One company has recently produced a revision/mock exam question service for delivery via SMS, and teachers are already using texting and mobile email to keep in touch with pupils.

Grammar | modals of possibility

- 9 a 1.9 Listen to the phone conversations and match them to the sentences A-E in the Active grammar box.

Active grammar

- A *It could be someone talking to his boss.*
 B *He might need help finding his way.*
 C *The weather can't be very good.*
 D *He must be late.*
 E *They may go to the cinema later.*

- 1 It is possible
 2 It is not possible
 3 It is certain

b Match the sentences A-E in the Active grammar box with the meanings 1-3. Does each one refer to the present or the future?

c Make other sentences using *may/might/could, must, can't* as appropriate. Refer to the tapescript on page 166 if necessary.

- 1 *He might be speaking to his girlfriend.*

see Reference page 17

- 10 Complete the second sentences so they have the same meaning as the first sentences. Use *may/might/could, must* or *can't*.

- I'm sure that Terry is stuck in traffic. He's never normally late.
Terry _____ stuck in traffic. He's never normally late.
- It's possible that we'll go and visit my brother in Manchester.
We _____ and visit my brother in Manchester.
- It's not possible that Jane wants to go to Morocco this summer. She hates hot weather.
Jane _____ to go to Morocco this summer. She hates hot weather.
- There's a chance that Susie will come to the party tonight.
Susie _____ to the party tonight.
- I have no doubt that there are better ways of solving this problem.
There _____ better ways of solving this problem.
- Perhaps Tarek will change his mind about lending you his car.
Tarek _____ his mind about lending you his car.

Person to person

- 11 a Choose eight of the following pieces of information and write them on a piece of paper.

- your father's first name
- the hour of the day you like best
- the name of a pet you have had or an animal you know
- the title of one of your favourite films
- the name of one of your favourite music bands
- a place you have never been to but would love to go to
- the first name of one of the people you admire most
- the place where you were born
- the language you most like the sound of
- the time you got up this morning
- the title of one of your favourite books
- the place where you spent your best holiday
- the foreign language you speak the best
- the first name of your best friend at school



b In pairs. Look at your partner's words and say what you think they mean. Use *might, must, can't* or *could*.

- A: *Italian – This could be the language you most like the sound of.*
 B: *Oh no, it isn't.*
 A: *Oh. Well, it must be the language you speak the best, then.*
 B: *Yes, that's right.*