



普通高等教育“十一五”国家级规划教材

● Virginia Evans Lynda Edwards

● 总主编 邹为诚 蒋平

○ 应用型英语专业系列教材

Upstream

Extended
Coursebook

搏流英语

扩展教程

5

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前 言

《搏流英语》原书名为*Upstream*，2007年由高等教育出版社引进，并组织力量进行本土化改编。改编后的教材共6级，每级由《综合教程学生用书》、《综合教程教师用书》和《扩展教程》组成。《搏流英语》还包括两本视听说教程。本书为《搏流英语扩展教程5》，是《搏流英语综合教程学生用书5》的配套练习用书。本书除改编了个别不适合中国学生学习之处以外，基本保留了原著的风貌。

本书专门为《搏流英语 综合教程5》的学习者编写，共有10个单元，与学生用书各单元相对应，目的是为学生提供一套复习、消化和巩固课堂内容的自主学习材料。使用本书时，应以学生自主学习为主，除个别项目外，建议学生独立完成全部练习；同时要注意与学生用书的的教学进度配合，原则上三周完成一个模块（两个单元）。

结合本书情况，以下提供关于自主学习的若干建议，供参考。

1. **合理计划，平衡训练。**每周应该统筹安排训练量，建议每天用两小时，认真完成两页练习。
2. **合理使用参考资料。**本套教材参考材料较多，附在学生用书之后，学生应在学习过程中经常翻阅，主动、自觉地去学习语法要点和词语用法，不仅要知其然，还要知其所以然。
3. **自备参考工具书。**学生用书中虽然提供了许多参考材料，但由于语言的复杂性，不可能包罗万象，学习中还会遇到许多细节问题难以解决。因此学生要提高使用工具书的能力。建议学生自备一本编写质量较好的英语语法参考书和一部质量可靠、专为学生编纂的英语词典。若使用得当，这些参考工具书将成为终生学习的良师益友。
4. **讲究听力训练的方法。**扩展教程中有听力练习内容，学生应该对此加以充分利用。大部分学生出现听力问题的原因是明明知道这些词，但就是听不出来，或者与别的词混淆，或听出来了但反应不出单词的中文意思。克服这些困难的方法之一是经常做一些听写练习，争取将录音中的每个词都写出来，然后与录音文本核对，找出错误的原因。这样的练习建议每月做一次。
5. **讲究文章的篇章结构。**写作练习中要充分利用写作提示（**Rubrics**）和学生用书中的范文，重视中英文在谋篇布局上的差异。写完草稿后，反复斟酌其结构是否合理，语句是否通顺，每个段落是否中心突出。如有可能，可以两个同学一组，互相检查作文，并相互签名，说明这是合作学习的结果。
6. **开展课外阅读训练。**课外阅读是巩固课堂学习内容的好方法。要选择自己感兴趣和趣味性强的材料，语言要简单易懂，阅读时能做到基本不用翻阅词典。建议选择质量较高的时文性报刊杂志上的文章和英美国家的青少年读物。每天至少有一个小时左右的阅读时间。
7. **记录学习历程，不断反思和改进学习方法。**建议在学习过程中时时记录学习心得，不断反思学习成效，改进学习方法。

在自主学习中常会遇到一些困难，无论如何，持之以恒是成功的基本条件。引用我国前辈学者季羨林先生的话就是：“（学语言）没有捷径，只有刻苦用功”。

在《搏流英语》正式出版之际，祝愿同学们学业有成。

邹为诚

2007年4月于芝加哥



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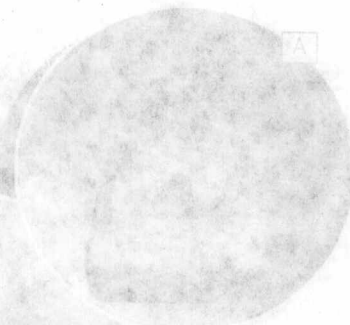
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I was expecting a negative reply, but my application had been accepted.

b. Match the speech bubbles to the pictures.



Something to Shout About

Language Focus

• Pleasant Surprises

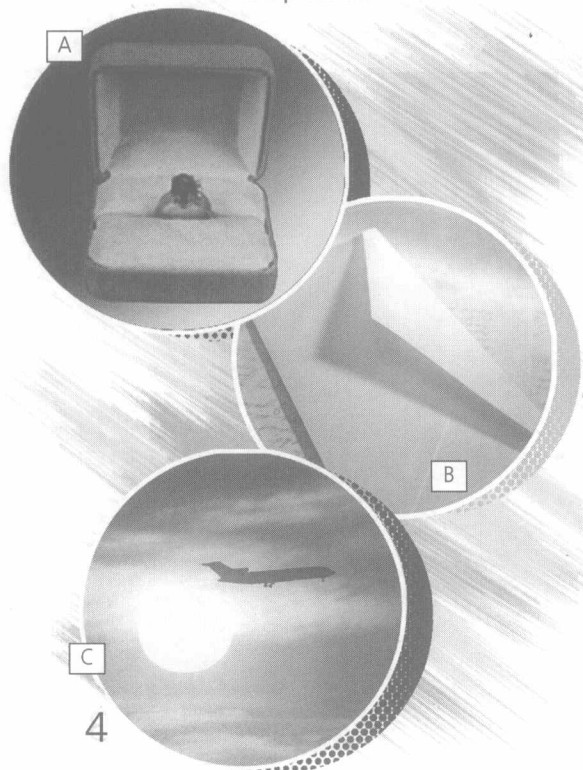
1 a. Complete the speech bubbles with **one** word.

1 The last thing I was expecting that day was a marriage

2 There was some turbulence, and he spilt coffee all over my lap. I looked at him, and it was love at first

3 I was expecting a negative reply, but my application had been

b. Match the speech bubbles to the pictures.



c. With a partner, discuss how each situation could have developed.

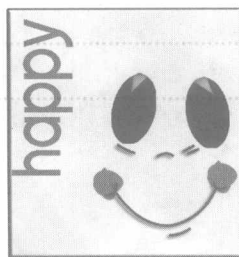
A: *The woman who was asked to marry someone might have been having a really bad day at work.*

B: *Yes, she probably got home in a bad mood, and there she found her fiancé waiting for her...*

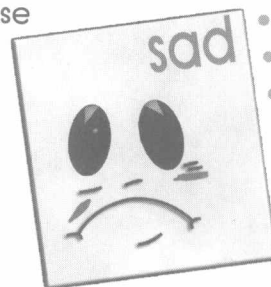
d. What situations can you think of where the following phrases could be said? Use them in short monologues.

- 1 'I couldn't believe my luck!'
- 2 'I couldn't hold back the tears of joy.'
- 3 'My parents were bursting with pride.'
- 4 'He was visibly touched; he shook my hand and thanked me.'
- 5 'Everyone broke into spontaneous applause.'
- 6 'Life would never be the same again.'
- 7 'Not surprisingly, her dad was particularly emotional!'

2 Complete the gaps with the given words.



- amused
- cheerful
- delighted
- at ease



- frustrated
- tearful
- displeased
- disillusioned

- 1 I will feel much more when I know she's arrived safely.
- 2 Having worked very hard on her essay, Krista felt when she saw that all she got for it was a C.
- 3 Being betrayed by her own sister left her feeling bitter and
- 4 The children were kept by a clown who performed juggling acts.
- 5 She couldn't understand why she felt so ; the smallest thing seemed to make her want to cry.
- 6 The soldiers did their best to execute the drill accurately, but the sergeant still looked
- 7 He sat at the piano and started playing a lively, tune.
- 8 Martha was with her exam grade, and ran home to tell her flatmate.

a. Fill each gap with the most suitable word from the given sets.

- 1
 - He inspired everyone with his attitude and cheerful manner.
 - Everyone else was beginning to panic, but she seemed by the prospect of the project's failure.
 - Upon hearing the good news, she gave a little smile.

A unfazed B contented C positive
- 2
 - He was that he was going to win the race despite his niggling ankle injury.

- Had he not been so about staying in Scotland, his superiors would have already given him the lucrative New York job.
- Everyone warned him about the dangers of visiting the war-torn city, but he was

A undeterred B confident C persistent

- 3 • The colonel always issued orders in a(n) tone which never allowed one to question them.
- Some found her behaviour rather, but there was no other way she could have survived in that male-dominated office.
 - Lucy didn't know how to be, so she was always at a disadvantage in arguments.

A aggressive B assertive C firm

- b. Work in pairs. Make your own gapped sentences. Your partner must guess which of the words in Ex. 3a best complete your sentences.

A: She warned him that if he littered her garden again she would call the police, but he was ...

B: undeterred

- 4 Idioms. Choose A or B according to the meaning of the stem sentence, then explain the underlined phrases in your own words.

- McCluskey took the world of tennis by storm;
A he won two grand slams in two years.
B his behaviour enraged the fans.
- We seem to finally have broken the back of the problem;
A there's no way we can solve it now.
B we will have fixed it by the end of the week.
- Felix can work wonders with DIY stuff;
A he has destroyed two electric drills this summer.
B he just finished building a beautiful shed for our garden.
- We really had to burn the candle at both ends;
A the workload was huge.
B we were really quite bored.
- Don't worry, we'll leave no stone unturned;
A if he's in the city, we'll find him.
B we'll make the garden totally safe.
- He has stuck with this company through thick and thin;
A there are very few things he can't do.
B his loyalty must be rewarded.

- 5 a. Leaders and bosses. Underline two appropriate words in each sentence.

- After he retired from the army, he became a martial arts leader / instructor / conductor / master / guide.
- Should you have any queries about your travel expenses form, speak to the finance principal / conductor / director / chief / manager.
- A fine educator, Jim Shilton is now dean / coordinator / principal / headmaster / chairman at the University of Strawford.
- The commander / director / boss / officer / head said to the soldiers that the world's future depended on the success of their mission.
- The chief engineer told the leader / captain / skipper / pilot / master about the problem with one of the ship's engines.

- b. Now use words from Ex. 5a to make collocations. More than one word might fit in some gaps. Use the collocations in your own sentences.

- | | |
|--------------|-----------|
| 1 chess | 4 company |
| 2 editor-in- | 5 team |
| 3 yoga | 6 school |

- 6 Complete the sentences using one word.

- They were terribly rude and on talking throughout the film.
- This rug is out, we need to replace it.
- I'm proud to say that our company has off the prize for business of the year.
- The strong smell of her perfume off after a while.
- John's next-door neighbour bought a new motorbike so John bought a new car. It's so silly the way he wants to up with the Joneses.
- Edward doesn't concentrate in class. Half the time he has his head in the
- You need to be organised in order to stay on of things.
- Amanda is always the centre of attention, wherever she goes she the show.
- Kate has excellent qualifications and very good connections; she has the at her feet.
- Anthony really irritates me. Whenever we speak he me up the wrong way.



Grammar

7 Fill the gaps using a **gerund** or **infinitive form**. Add your own words where necessary.

- 1 I normally enjoy *going to the beach*, but today I just want to *relax at home*.
- 2 "I tried but there was no answer."
- 3 "He might have unplugged the phone. He doesn't like when he's working."
- 4 I don't feel like tonight. Besides, there's a film on TV I fancy
- 5 We agreed on, but then Keith changed his mind and now he wants Spain for our holidays.
- 6 It's not easy for me and work at the same time. I'm thinking about the job, otherwise I'm going to fall behind with my studies.
- 7 I clearly remember Ben about the problem with the money; however, I don't remember the keys to the safe.
- 8 She didn't fancy, so I suggested from the pizza place.
- 9 Much as I worry about, I realise that it's important that he other cultures.

English in Use

8 Fill the gaps with words formed from the words in capitals.

"Friends Reunited" expands

Friends Reunited, the UK website that 0) *enables* subscribers to locate their old school friends, is planning to expand. Extra sites will be launched in other countries, using the same 1) as the UK site.

The site has been a(n) 2) success since it went live in the UK. Run by husband and wife Steve and Julie Pankhurst, it has more than 6.2 million registered 3) It received acres of press 4) as features 5) realised its 6) for generating human interest stories.

There have been several 7) but none has met with the success of the original. Now, according to the Pankhursts, there is plenty of room for international 8)

- | | | |
|-----------|---------|-----------|
| 0 ABLE | 3 USE | 6 POTENT |
| 1 LINE | 4 COVER | 7 IMITATE |
| 2 QUALIFY | 5 EDIT | 8 GROW |

What is the cost of genius?

Some children are endowed with such 9) talent that there seems to be no accounting for it. And, while hereditary factors apparently have little to do with genius, there is a clear 10) between the parents' involvement and the child's 11)

Parents can help (or hinder) the development of a child prodigy in a(n) 12) number of ways, ranging from the attentive but not too 13) to the downright 14) The story of pianist Ruth Slezynska, who made her debut in 1929 at the age of 4, is quite frightening. In her autobiography she tells how her father made her practise 9 hours every day. He tolerated no mistakes and hit her at the least wrong note. At 15 she suffered a mental 15) that put an end to her career.

- | | | |
|---------------|-----------|----------|
| 9 EXCEPT | 12 FINITE | 15 BREAK |
| 10 CONNECT | 13 PUSH | |
| 11 ACCOMPLISH | 14 OBSESS | |



- 9 In most of the lines in the following text there is an unnecessary word. For questions 1–16, find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary words, put a tick (✓) next to it. There are two examples (0).

Where are all the millionaires?

Millions of the people buy lottery tickets every week dreaming of winning a fortune, perhaps even becoming millionaires. But national lottery chiefs know of at the least five people holding tickets which worth more than £1m who don't seem to want the money. They have appealed yesterday for five unsuspecting millionaire jackpot holders to come forward and they claim their prizes, won on New Year's Eve and New Year's Day. The unclaimed are winning tickets were bought for the millennium big draw 2000 and on the national lottery game draw on January 1, but so far away the five ticket holders have failed to come out forward to collect their winnings. Camelot's director of public and affairs, Louise White, said yesterday: "Players are likely to have been celebrating the New Year day and may have forgotten to check their tickets." The lottery has been created 901 millionaires since it has began in 1994. The total amount of unclaimed prizes has reached £289m, although this does not take into an account the unclaimed winning tickets from the millennium draws.

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| 16 | |

- 10 For questions 1–13, read the note on interview tips for job seekers. Using the information, complete the numbered gaps in the article. Use no more than two words in each gap. The words you need do not appear in the note. There is an example (0).

Jo,
I didn't have time to put these notes into article form, so could you do it for me? Make sure everything is mentioned.
Thanks

PREPARATION

- research the company
- think about how your skills, competencies, qualifications and experience relate to the position

TIMING

- be punctual — remember to allow time for unexpected delays

PRESENTATION

- practise a good positive handshake
- smile and make eye-contact
- aim to look clean-cut and conservative

DURING THE INTERVIEW

- relax
- be honest about your experience
- politely turn down food / drink
- offer positive information
- make sure the employer knows the benefits of employing you

FOLLOW UP

- send a brief thank-you letter to let them know you are grateful for the interview and to confirm your interest in the position

The Successful Interview

So, the big day is approaching! What have you got to do in order to get that job? First of all, 0) find out as much as you can about who you'll be 1) for. Get a clear idea of the relation between what you can offer and what the job 2)

Be sure to arrive 3) for the interview. When planning how to get there, keep 4) that you might get 5) up on the way. Once there, make a good impression — give the interviewer a firm handshake, smile and look him in 6) It's best to 7) unusual or bright-coloured shirts and ties — keep it plain and clean!

During the interview, the most important thing is to keep your 8) Don't tell 9) about what you've done in the past — the interviewer will know. If the interviewer 10) coffee or biscuits, refuse politely. Don't discuss 11) like what you dislike or what you find boring. Sell yourself: let them know what they have to 12) by employing you. And, after the interview, show your 13) and continued interest by sending a short thank-you letter.

➔ Reading

11 a. You will read an article about money and its relation to happiness. Before you read, discuss the following questions.

- 1 The writer will argue that money actually does buy happiness. What examples do you think he will give?
- 2 What parts of everyday life can money help to improve? What parts can it potentially make worse?

b. Read the text quickly and find information about the following people:

- J. Paul Getty
- Andrew Oswald and Jonathan Gardner
- Dawn Wilby

c. Now read the article. For questions 1–7, choose the best answer (A, B, C or D).

1 According to the article, our idea about money and happiness

- A is formed at a very young age.
- B is based on actual fact.
- C changes as we get older.
- D is commonly held by adults.

2 The writer uses the example of the rich relative to

- A be humorous.
- B teach a moral.
- C warn against greed.
- D show an exception.

3 How do people normally react on hearing the writer's opinion about money?

- A They are irritated.
- B They are shocked.
- C They are indifferent.
- D They are amused.

4 The writer believes that money allows someone to

- A exploit poorer people.
- B purchase luxury goods.
- C do as they like.
- D quit their job.

5 How does J. Paul Getty define a rich person?

- A Someone who can't know their actual worth.
- B Someone who will never work again.
- C Someone who never uses credit.
- D Someone who is unconcerned about their wealth.

Can money buy happiness?

In this article, John Silveira argues that happiness is up for grabs — if you can afford it. Do you agree with him?

The results are in: money can buy happiness, but it doesn't come cheap. Not only that, the amount of happiness your money can buy can be measured. I know this runs contrary to everything we've ever heard since childhood about money — "It can't buy happiness, it can't buy health, and it can't buy love." But the facts don't support this.

First, according to surveys, the well-off are more optimistic about their lives. Optimism is a major factor in happiness. Second, medical evidence shows those with more money live longer, healthier lives than those with less. There are always the stories featuring the loaded uncle who had a heart attack while living the high life, but on average, the affluent live longer and healthier lives. Not only that, but despite all the food they can buy with their loot, the rich tend to be thinner than the poor — another sign of good health.

In the Whitehall Survey, conducted at University College London, 17,000 civil servants were followed. All are well educated and have the same access to health care. Yet the clerks at the bottom of the income scale have triple the mortality rate as those at the top. A U.S. study involving 300,000 men, called the Multiple Risk Intervention Factor, discovered every income class was healthier than the classes below them and more sick than the ones above.

6 Cathy feels that those who say happiness doesn't come from money

- A just don't want to admit it.
- B aren't being honest with themselves.
- C firmly believe it's true.
- D are bitter about their poverty.

7 Which of the following statements would the writer probably agree with?

- A Money always makes you happy.
- B Work makes you miserable.
- C The richer you are, the better your life.
- D Poor people can't be happy.

Third, a 1998 survey conducted by the magazine *Town & Country* shows that the well-to-do tend to have better marriages, are happier with the friends they make, and find their jobs more interesting. I know we've been told different. But it just isn't true. Sorry!

These studies come as no surprise to me. Over the years I've said, quite frankly, I believe money can buy happiness. My comment is usually greeted with raised eyebrows and insinuations there's something morally wrong with me. In ensuing discussions I've tried to explain that it's not like you can go to the market and buy two kilos of happiness. I've maintained money can make you happier because it represents convenience and time. By convenience I mean that more of the necessities in life are readily available to you. When I say you can buy time, I mean time in two senses: First, because your health improves and you are likely to buy a few more good years of life. Second, every time I write a check to the guy who mows my lawn, I am literally buying his time to do something I don't want or don't have time to do myself. Of course, because I'm not rich, I have to put in my own time to earn the money I use to buy his. But if I were rich, I'd no longer have to use the limited amount of time I have on this planet to buy someone else's time. I'd just write a check.

How much money do you need to be rich? When he was alive, J. Paul Getty, one of the world's richest men, said, "If you can actually count your money then you are not really a rich man." But a fellow I once worked with was more realistic. He didn't need billions of dollars. He just needed enough so he didn't have to work (though he was sure he still would), so he didn't have to worry about bills, and so that every couple of years he could go down to the local car lot, pay cash for a new vehicle, and not have to think about the money he spent.

How much do the experts say is enough? In a study conducted by Andrew Oswald and Jonathan Gardner at the University of Warwick, they

discovered that about 1.5 million tax-free American dollars moved most people into the top 2% on the happiness scale. Their study also revealed that, at the low end of the scale, each \$75,000 moves people one notch up the scale. None of this is to say that you can only be happy if you're loaded. Lots of poor people are perfectly content. But, if you are wealthy, it's likely that you're going to be even happier.

Nor does wealth guarantee happiness. The Warwick study is replete with examples of people who discovered they were miserable just laying about. One, Dawn Wilby, won £4 million and was unhappy until she took a job for £12,000 a year. She hadn't realised that you can't just lay there and expect happiness to come to the door. You've got to do something to get the benefit of your wealth.

Other studies I read that purportedly demonstrate the opposite — that money leads to misery — were about well-paid executives who got huge bonuses but were still unhappy. I discounted these because they concentrated only on office jealousies and dissatisfaction that arose because the subjects wish they'd gotten more. There's no mention of their home lives, whether they feel relief from the pressure of bills, etc. It is as though their jobs were the only things that mattered. These studies are so narrow they are tantamount to proving marriage makes a man's life worse by focusing only on his relationship with his mother-in-law.

And, finally, years ago I read an article about lottery winners and one fellow who said the money made him unhappy because people kept asking him for loans. That's not unhappiness; that's annoyance. It's like complaining about mosquitoes when you take a trip to Hawaii. You're not getting my sympathy, pal. But the last word on this comes from my friend, Cathy. When she heard I was writing this column, she said, "Anyone who thinks money can't buy happiness is either a master of self-deception or just doesn't know where to shop."

• Vocabulary Practice

12 Answer the following questions.

- 1 What do the highlighted words/phrases mean?
- 2 Find at least three terms in the text which mean 'rich'.

• Text Analysis

13 Do the following tasks.

- 1 Underline the parts of the text that helped you come up with your answers for Ex. 1.1c. Compare with a partner.

- 2 Who does the writer address when he says "Sorry!" in line 31?
- 3 Explain the underlined phrases in your own words.
- 4 Based on lines 34–39, act out a conversation between the writer and his acquaintances.

• Discussion

14 Discuss the following questions.

- 1 How do you respond to the writer's conclusion? How do you evaluate the evidence he gives?
- 2 How would your life be different if you had • £10,000? • £100,000? • £1m? What would be the very first thing you would buy?

Listening & Speaking

Speaking

Students A & B

Listening

- 15 a.** You will hear part of a radio programme about organising a children's party. Before you listen, discuss the following questions.

- 1 Did you have parties to celebrate occasions (birthdays etc.) when you were a child? What were they like? How did they make you feel?
- 2 What is the most important ingredient for a successful party?
- 3 Look at the gaps in 15b. What kind of information do you think is missing?

- b.** Now listen to the recording. For questions 1–9, fill in the missing information.

If you want your child's party to be a success, it requires **1**

Enjoyment is more important than

2

Before buying partyware you and your child need to choose a **3**

Send out invitations **4** before the party.

Cater for the same number of guests as invitations and allow for **5** .

Prepare enough food for **6** portions for each guest.

It's best to serve birthday cake **7** in napkins.

Party games shouldn't be

8 .

Your child should be the

9 .

- c.** Do you wish anything about your childhood parties had been different? What can make a party fail?

- 16** Look at these pictures which show people that are happy. Talk to each other about the reasons for which each of the situations makes people happy. Then decide which photograph best portrays happiness.



Students A & B

- 17** Discuss the following questions together.

- 1 How important is happiness for one's health?
- 2 When you hear the word 'happiness', what is the first thing you think about?
- 3 What part of your daily routine makes you the happiest?
- 4 What has been the happiest moment of your life?

- 18** Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication



Communication

• Persuading

- 19 a.** Read the two dialogues ignoring the gaps. What is the situation in each dialogue? What is speaker A trying to do in the dialogues?

- b.** Fill the gaps in the conversation transcript with the phrases given.

- I don't think it's
- more time to think about it
- your decision
- be persuaded to
- you wish
- want to reconsider
- in your own interests
- taken everything into account
- I know what
- long and hard
- really do feel that

- 1** A: ... but I feel certain that if I drop Physics I can complete my other courses satisfactorily.

B: Hmm ... Are you sure you don't

1), David? You can't stay on the Geology programme if you don't take Physics in your first year.

A: Oh, I will take it, only not this term. I'll take it next term.

B: Hmm ... But don't you think it's 2) to get it out of the way as soon as possible? Then you would be able to focus on what interests you the most.

A: 3) you mean, but it's just too difficult to do this term — there's too big a workload.

B: Fine ... I suppose it's 4)

2 A: Well, this is certainly unexpected. Couldn't you 5) stay?

B: 6) an option. The deal Frisco have offered me is just too good.

A: Are you quite sure you've 7), Susan? I mean, you've been here for 12 years. You've got a job for life with us.

B: I know, but I 8) it's time to move on.

A: I see. Are you sure you don't want a bit 9), though?

B: Thanks, but I've already thought about it 10)

A: As 11) I suppose I'll pass on your notice to personnel on Monday, then.

B: Thanks.

- c.** Which phrases do the speakers in Ex. 19b use to ...

- try to persuade?
- rebuff the attempt to persuade?
- end their attempt to persuade?

- 20** Develop phrases from the useful language box and say what speaker A could be saying. Then, act out the developed dialogues with a partner.

- 1** A: We'd be making a mistake if we didn't do it immediately.
B: Quite the opposite. The mistake would be to do it in haste.
- 2** A:
B: Yes, I have. My decision is final.
- 3** A:
B: Of course I do, but I don't really care.
- 4** A:
B: I think that's a great idea. Let's look at everything again in the morning.

Attempting to persuade

- But surely the best course of action would be to ...
- Surely the most sensible thing would be ...
- It is essential / vital / extremely important that you ...
- I really think it would be a pity if we ...
- We'd be making a mistake if we didn't ...
- If we don't ... now, we won't be able to ... later.
- Have you considered the consequences?
- You might regret it later if you don't ...
- You do realise that if ... then ... don't you?

Responding positively

- You might have a point.
- OK, let me sleep on it.
- Hmm ... OK, let's look at the facts again.

Responding negatively

- There's no point.
- My decision is final.
- My mind's made up, I'm afraid.
- Believe me, there's no other way.

Ending an attempt to persuade

- Well, I've tried.
- Don't say I didn't warn you.
- Not much left to say, then.
- Well, it's your life.

- 21 a.** Work in pairs. Act out the following situations using language from Exs. 19 & 20.

- 1** Try to convince a friend not to drop out of university.
- 2** Persuade a colleague to accept your suggestions on a project.
- 3** Convince a younger sibling to save his/her money rather than spend it on a new bike.

- b.** With your partner, think of your own situations. Act them out using language from Exs. 19 & 20.

Writing

Remember!

When writing letters, you usually do not need to include addresses. However, you should take care to write an appropriate opening/closing salutation.

e.g. *Dear Sir/Madam*, → *Yours faithfully*; *Dear Mr Smith*, → *Yours sincerely*;
Dear Bill, → *Love*, *Mary*

• Types of Letters

22 Imagine that, for each of the situations (1–3) below, you have decided to write a letter. Say:

- who you would write to
- what information you need to include in your letter
- how formal your writing needs to be
- what style you should write in (e.g. *polite*, *firm*, *friendly*, *light-hearted*, etc)

- 1 Your English pen friend has just moved to your country. Recently, he wrote to you explaining that he had found it difficult to make friends and he wondered if you had any suggestions for places to go, ways of meeting new people, etc.
- 2 You and a friend recently rented a holiday cottage which was very different to the one featured in the advertisement. The house had a number of problems and you were unable to get any reply when you repeatedly tried to contact the agency that you booked with.
- 3 You have just read an article in your local newspaper in which your neighbourhood was described as "dirty and dangerous". You do not agree with any of the comments made in the article and you think this is unfair.

• Sentence & Paragraph Building

23 Match the two halves to make complete sentences. Then say whether the sentences are formal or informal. What helped you to decide?

- | | |
|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1 Just dropping you a quick line to | a things are quiet. |
| 2 I am writing with regard to | b strongly suggested that crime is on the increase. |
| 3 I thought I'd write to you now while | c is urgently in need of your attention. |
| 4 It was great to hear your news and | d let you know I've done all the things you asked me to about the party. |
| 5 Our main objection is to the statistics you printed which | e that you've settled in to your new surroundings. |
| 6 Give it a try and write and | f send me a full refund of the purchase price. |
| 7 I insist that you either replace the damaged goods within ten days or | g the article which you published on 6th January, entitled 'Think Before You Spend'. |
| 8 I hope you will agree that this is a matter which | h let me know how you get on. |

24 a. Using the words/phrases given, link the pairs of ideas below to make one sentence.

- 1 Your reporter's comments were unfair. Your reporter's comments were also inaccurate. (**not only**)
- 2 I am writing with regard to your article, entitled 'The Future Looks Bad'. The article appeared in yesterday's issue of your magazine. (**which**)
- 3 This is a very serious problem in my country. A lot of people in my country have a low standard of living. (**where**)
- 4 A huge number of people play the national lottery. A huge number of people do the football pools. (**either**)
- 5 These decisions affect most of the community. These decisions should not be taken lightly. (**since**)
- 6 Parties can be a lot of fun. Parties can also be a good way to meet new people. (**as well as**)
- 7 Most people tend to take their summer holidays in August. The schools are closed then. (**when**)

b. Read the following extract and fill in the gaps with words/phrases from above.

You should find that *not only* will you meet lots of new people here, but you will make life-long friends. There are so many clubs and societies 1) you can join, 2) you are bound to bump into like-minded people. Try to get to the first meetings, 3) students are signing up for different activities, 4) this is the time to meet the most people. Then, you could make use of the cafés, 5) on the campus or in the town, 6) the various sports facilities on offer. One way or another, you won't be lonely for long!

As far as finding a place to live is concerned, you shouldn't have too much trouble with that.

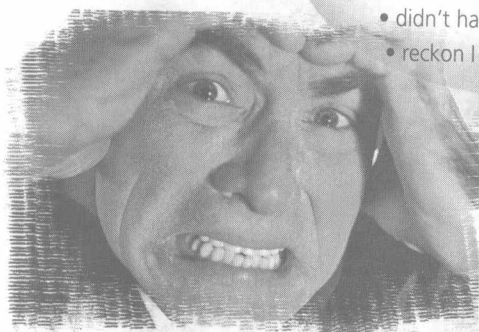
c. Look again at the extract above. Is the first topic sentence clear? How does the writer support this sentence? In pairs, suggest ways of supporting the second topic sentence.

• Formal & Informal Writing

- 25** Work in pairs. One of you should use the words/phrases in A to complete the extract, while the other the words/phrases in B. Take turns reading the extracts to each other and then discuss the different effects the letters would have on the reader.

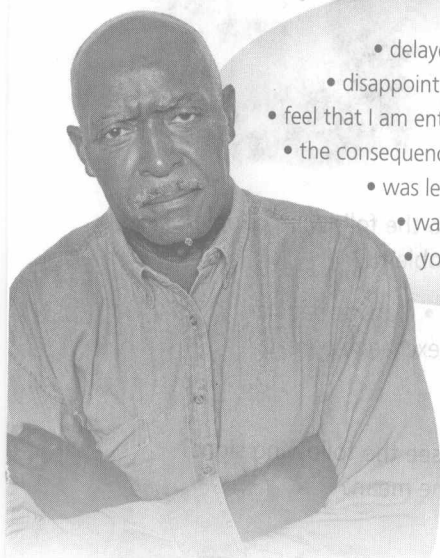
A

- the man who delivered it
- something funny started happening
- messed about • furious • give me back
- I dread to think what might have happened
- chatted • was worth a lot of money
- didn't have much choice, really
- reckon I deserve some money



B

- delayed • spoke at length
- disappointed • a problem developed
- feel that I am entitled to compensation • refund
- the consequences could have been disastrous
- was left with no alternative
- was vitally important
- your representative



I was 1) to discover that the car was not the one I had ordered. However, 2) told me that there were no two-litre models available, so I 3) He kept me waiting for forty-five minutes while he 4) with your head office.

Then, after driving for less than an hour, 5) under the bonnet and I had to pull into a service station. The mechanic informed me that one of the bolts holding the engine in had not been tightened properly — 6) If I had not stopped. Having been 7) on my journey, I was late for a business meeting that 8) to me.

I demand that you 9) the deposit which was debited from my credit card. In addition, I 10) for the stress and inconvenience I was put through.

Discuss & Write

- 26** Read the two rubrics below and answer the questions that follow. Then write one of the tasks in about 250 words.

- A**
- An old friend of yours, who now lives in a different area, has recently got back in touch with you. Your friend is considering moving back to your area but is not sure if he/she would be able to settle in after so many years. Look at the extract from your friend's letter, below, and write a suitable reply.

... It's a difficult choice because I'm sure things have changed a lot. Do you think I will find it very different? I know the cost of living has gone up everywhere, but do you find it expensive there? Also, what about opportunities for studying in the area? And I'm a bit worried about finding a place to live (I'm still single, by the way!). It would be great if you could ...

- B**
- You recently passed an examination after a great deal of hard work and were horrified to see the following report in a national newspaper. You have now decided to write to the editor of the newspaper expressing your views and detailing what you had to do in order to achieve your success. Read the extract below and write your letter.

The success rate in this year's examinations leaves me with one very clear message — standards are falling. How else would so many students have passed? In days gone by, passing an exam was something that happened after a lot of hard work and no small amount of luck. Nowadays, you neither need the hard work nor the luck — you just have to turn up on the day and you will pass. So, with thousands of students celebrating their 'achievement', I have to ask just what they have done to make them feel so proud of themselves.

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 Which points from the rubric/reading input will you address?
- 4 How will you organise your points into paragraphs?
- 5 In pairs, suggest appropriate topic sentences. How could you support these sentences?
- 6 How could you begin and end your letter?

Escape Artists

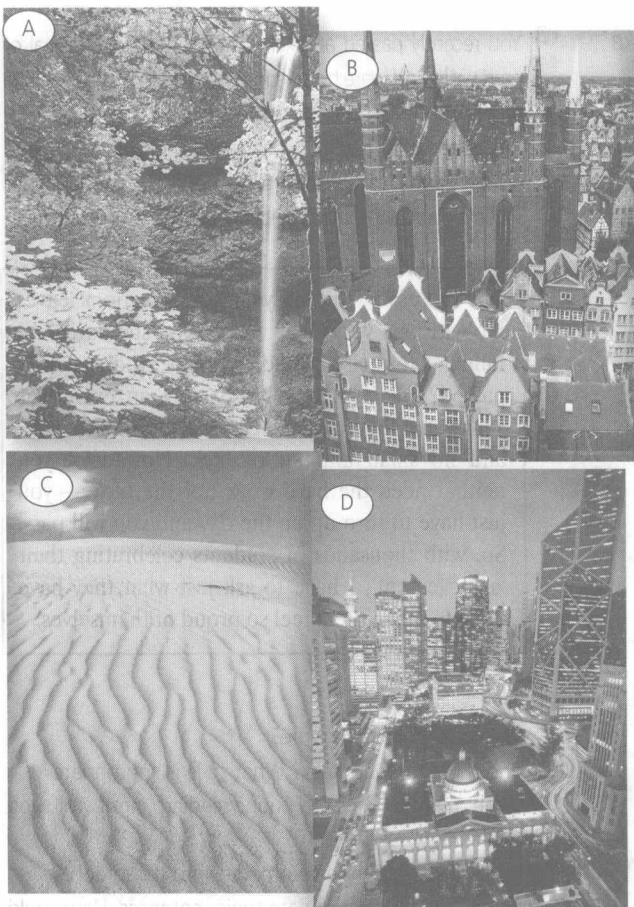


Language Focus

1

- a. *Places*. Match the terms to the photographs. Some terms might refer to more than one photograph.

- blistering heat • picturesque • tranquil • bleak
- desolate • heavy traffic • spires • barren
- lofty buildings • sand dunes • leafy • isolated
- towering skyscrapers • bustling • lively • serene
- noise pollution • neo-classical architecture
- exhaust fumes • crystal-clear water • historic
- commercial activity • lush vegetation • secluded



- b. Now say sentences about each place using terms from Ex. 1a and your own words.

The path led to a tranquil little pond, surrounded by lush vegetation.

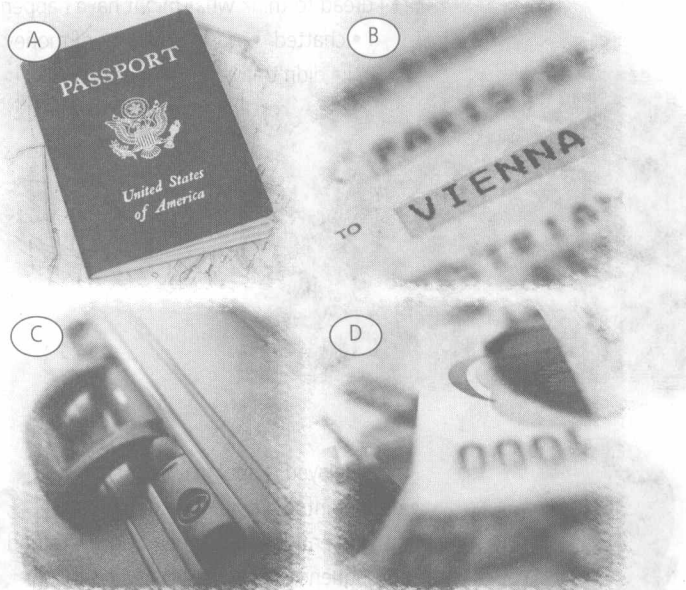
- c. Which of the words in Ex. 1a (and what other words) might be used to describe

- the place where you live?
- your favourite place?
- a place you'd like to visit some day?

Tell the class.

2

- a. Look at the following objects. How are they associated with *travel*? What problems could be associated with each of these objects?



- b. How could going to the following people/places help with travel problems?

- information desk • luggage handler
- lost and found • exchange bureau

- c. Where would you see the following signs? What does each one mean?

