

1

College culture

Janet, Kate and Mark go punting

Welcome to Harvard!

Meet some of the world's most talented students

Stanford helps out

Learn how Stanford University helps students from low-income families

So, how's it going?

Hear students talk about their first six months at uni

Oxford and Cambridge

Learn more about the two great rivals



Inside view

Conversation 1

Language and culture

A **punt** is a long flat boat with square ends that you move by

pushing a long pole against the bottom of the river. Punts were originally used to carry cargo but today they are used only for pleasure trips on the rivers in the university towns of Oxford and Cambridge.

In a **sponsored punting** event, people raise money for charity by asking other people to sponsor them to go punting, in other words, to give them money to go punting.

A **charity** is an organization to which you give money so that it can help other people who are poor or ill, or who need advice and support. It's common for students in most English-speaking universities to raise money for charity by doing something for which other people will sponsor them, or to pay a small amount of money. This is then passed on to one or a number of charity organizations. It could be a sponsored walk, or a charity run or anything that involves fun and only a little effort by the fundraisers.

Conversation 1

Cherwell /'tʃɑ:wəl/ 查韦尔河

boathouse /'bəʊt,haʊs/ *n.* (常设于河边或湖边的) 停船场所, 停船棚屋

punt /pʌnt/ *v.* (用篙) 撑方头平底船; *n.* (用篙撑的) 方头平底船

sponsorship /'spɒnsəʃɪp/ *n.* 资助, 赞助

route /ru:t/ *n.* 路线, 航线

1 Look at the photo and answer the questions.

- 1 Where are they?
- 2 What are they doing?
- 3 Does it look like a fun or an unpleasant activity?
- 4 How do you think you can raise money for charity by going punting?

2 Watch Conversation 1 and check (✓) what Kate, Janet and Mark have decided on.

- 1 the charity they will raise money for
- 2 the way they are going to raise the money
- 3 the date of the charity event
- 4 the design of the sponsorship form
- 5 who will change the wording of the sponsorship form
- 6 where the sponsored punting will start from

3 Watch Conversation 1 again and answer the questions.

- 1 Why have Mark and Kate decided to raise money for charity?
- 2 What does Janet say about this?
- 3 What does Kate explain to Janet?
- 4 What does Mark show the girls?
- 5 Why does Mark suggest starting the punt from the Cherwell Boathouse?



Conversation 2

4 Work in pairs and check (✓) the events that you think will happen during the sponsored punting.

- 1 Kate offers to punt.
- 2 Janet admires the scenery.
- 3 Kate criticizes the way Mark punts.
- 4 The friends discuss arrangements to collect the sponsorship money.
- 5 Kate complains that a lot of people have not paid their sponsorship money yet.
- 6 The friends discuss the amount of money that has been raised.
- 7 The friends arrange a meeting.
- 8 Mark falls into the river.

5 Watch Conversation 2 and choose the best way to complete the sentences.

- 1 Janet says that she _____.
(a) loves boats
(b) has never punted before
(c) isn't used to boats
(d) is scared she might fall in
- 2 Mark suggests that he punt for _____.
(a) half an hour
(b) the first 20 minutes
(c) the first hour
(d) most of the trip
- 3 Kate says she will have all the sponsorship money by _____.
(a) Friday (c) Thursday
(b) next Friday (d) next Thursday
- 4 The friends have raised _____.
(a) about £600 (c) about £700
(b) £600 (d) £700
- 5 Mark suggests that they _____.
(a) eat their picnic while travelling along the river
(b) move over to the bank and stop for a while
(c) eat their picnic in about ten minutes
(d) move over to the bank and eat their picnic

6 Watch Conversation 2 again and complete the sentences.

Janet I'm not used to boats – woah!

Mark Whoops!

Kate Watch out! You nearly hit me with that thing!

Mark Sorry! (1) _____. ... OK, we're off!

Kate Maybe I should do the punting.

Mark It's fine. I've (2) _____ now – give me a chance.

Kate Well, I'd like to have a go.

Mark Supposing I do the first hour. Then you can (3) _____ for a while, if you want.

Kate Yes, great.

Janet You're really good at it, Mark! This is fantastic! It's exactly (4) _____! Look over there – isn't it lovely!

Kate Yes, it is.

...

Janet Kate, everything's organized, isn't it, for collecting (5) _____?

Kate Yes, I've arranged for people to get the money to me by next Friday – if they haven't paid online. I'll (6) _____.

Janet Good. We'd better have a meeting soon after that, don't you think? How much have we raised?

Kate About 600.

Janet Fantastic! I'm so enjoying this!

Mark Hey guys, (7) _____ – how about moving over to the bank and we can have our picnic! Hey, look, there's Louise and Sophie! Whoo ...

Girls Mark!

Janet Are you all right?

Mark Er ... Of course I'm all right. Kate, I think it's your turn to punt!



7 Work in pairs and answer the questions about Everyday English.

**EVERYDAY
ENGLISH**

No question!
I'm with you on that.
Watch out!
OK, we're off!
I've got the hang of it.
Give me a chance!

- 1 **No question!** Does this mean (a) don't ask about this, or (b) I'm sure of this?
- 2 **I'm with you on that.** Does this mean (a) I've heard that too, or (b) I agree?
- 3 **Watch out!** Does this mean (a) be careful, or (b) look?
- 4 **OK, we're off!** Does this mean (a) we're moving, or (b) we're successful?
- 5 **I've got the hang of it.** Does this mean (a) I've learnt how to do it, or (b) I'm OK?
- 6 **Give me a chance!** Does this mean (a) give me help, or (b) give me time?

Checking and confirming decisions and arrangements

So that's decided then.
 Everything's organized, isn't it, ...?
 I've arranged (for ...) to ...

Making plans

Let's make a list of things we need to do.
 I'll ...
 One of the first things we should do is ...
 We need to ...
 We have to ...
 We'd better ...

Making suggestions

Maybe I should ...
 Supposing ...
 I've got a suggestion.
 How about ...?

8 Work in pairs and act out the conversation.

- Student A** Tell Student B you've been thinking about a particular person or group of people who need financial help and you'd like to help them.
- Student B** Tell Student A you've been thinking the same.
- Student A** Suggest organizing an event to raise money for this cause.
- Student B** Agree and make some suggestions about what the event should be.
- Student A** Say what you think of these suggestions.
- Students A&B** Make some plans using a list about what you need to do.
- Student A** Sum up and mention one or two things you've agreed on so far.
- Student B** Mention one other thing you've agreed on.

Talking point

1 Do the quiz.

- 1 When you have a lecture at nine o'clock, do you ...?
 - A turn up 45 minutes late and get a black look from the lecturer
 - B arrive out of breath, straight from the gym
 - C sleep through it – you only got back at 2 am after a great party
 - D wait nervously outside the lecture hall 30 minutes before it starts
 - E arrive punctually – hate to miss anything
- 2 How much time do you spend studying?
 - A I might have a quick look at my notes when I'm in the bar.
 - B Not much time this week: I've got to practise for the match on Saturday.
 - C As much time as I need, but I don't usually start until midnight.
 - D Most of the day (and all of the night).
 - E A lot of time – that's why I'm at university!
- 3 How do you get on with your tutors?
 - A I don't know them very well as I don't see them that often.
 - B They're all right if they support my football team.
 - C I get on fine with them, as long as we don't have to talk about work.
 - D I send them a lot of emails but for some reason they don't always reply.
 - E I think they like me and we always have interesting discussions during tutorials.
- 4 What will you be doing at 11 o'clock this evening?
 - A Watching TV in the bar.
 - B Still working out in the gym.
 - C On my way to another party.
 - D Researching on the Internet: I want to check something from today's lecture.
 - E Sitting in bed reading through my assignment for next week.

Now turn to Page 114 and find out what type of student you are.

- ## 2 Work in pairs. Discuss the types of students and decide whether Chinese students fall into similar categories. Can you think of any more types of students?

Outside view



Cambridge /'kembri:dʒ/ 剑桥
(美国城市)
talented /'tæləntɪd/ a. 才华横溢的
particularly /pə'tɪkjʊləli/ ad. 非
常, 特别
fraternity /frə'tɜ:nəti/ n. 大学男生
联谊会
rehearsal /rɪ'hɜ:səl/ n. 排演, 排练
stock /stɒk/ n. 股票
leisure /'leɪʒə/ n. 娱乐

1 Work in pairs. Look at the photos and answer the questions.

- 1 The people are talking about Harvard University. Where is Harvard?
- 2 What do you know about Harvard?
- 3 What do you expect the people to say about ...?
 - academic life
 - research facilities
 - social life
 - types of students

Watching and understanding

2 Watch the video clip and check (✓) the true statements according to the clip.

- 1 Harvard and Cambridge are among the best universities in the world.
- 2 Harvard attracts the most talented students from anywhere in the US.
- 3 There are a number of famous schools at Harvard.
- 4 Everyone joins in the social life of the university.
- 5 There are lots of parties, movies, concerts and music groups.
- 6 Students can go online to use the library, do research, check the stock market and emails, but can't use the Internet for leisure purposes.

3 Watch Part 1 of the video clip and complete the sentences.

Voice-over Harvard University in Cambridge is (1) _____ in the world. We spoke to Alex Jude, the university's Head of Communications. He explained that Harvard looks for the best and (2) _____ from around the world.

Alex Harvard actually seeks students from around the world, the best students that we can find, to, er, study chemistry, or study literature, or er, study government, or business. Our business school is particularly (3) _____, as is the medical school and law school, so, um, and, and the Kennedy School of Government, or the John F Kennedy School of Government, so, er, we do seek very, very talented students and we (4) _____ for them.

Voice-over We asked five students at Harvard to tell us what kind of social life they have.

Ashley Um, well, relaxing is a little hard to do around here, but basically, I mean, I still, I, I live nearby anyway, so I see a lot of my friends, and ... Um, there's a (5) _____ here if you look for it. I go to the gym, run. So that's what I do.

Adam It's, it's whatever (6) _____. It's good. If you wanna go out party, do anything you can. If you wanna sit in your room and study all night like my friend over here, you can also do that.

Brian Socially, like he said, it's, it's a lot of what you make it. Um, we don't have fraternities here, and so, you know, that's, it's obviously not as social. There's not as many parties as there would be (7) _____. Um, but on a Friday or Saturday night, there, there, there will be a party. Usually we end up studying until about ten o'clock. And then we, and then we'll go out and have fun maybe, or just watch a movie with friends, or, you know, whatever is going on for the night.

Jodie Not everyone would agree with me, obviously, but it's, I think (8) _____ to be.

Interviewer Have you made a lot of friends?

Jodie Oh, definitely.

Interviewer Mm.

Jodie Many.

Interviewer What, what do you do with your friends?

Jodie Um, well, I like to (9) _____. I'm in three music groups, so I have lots of rehearsals (10) _____ for that. Um, just do, you know, some fun things, on the weekend.



Listening to natural English: understanding natural everyday English

The most common features of natural everyday English are that most speakers hesitate and use vague language because the speakers are thinking as they're speaking. They also construct sentences which are not grammatically correct.

When the speaker hesitates, they often use a filler word such as *er* or *um*. If we're trying to understand every word, we may think the filler word means something, so it's a good idea to be able to recognize them in order to ignore them.

Our business school is particularly well-known around the world, as is the medical school and law school, so, um, and, and the Kennedy School of Government, or the John F Kennedy School of Government, so, er, we do seek very, very talented students and we have open doors for them.

Vague language includes expressions such as *kind of* and *sort of*.

Um, I use the Internet mostly for, er, I'd say, sort of leisure purposes.

Ungrammatical sentences are also very common, especially when the speaker doesn't know how they're going to finish the sentence, or if the sentence makes sense in the context of what has just been said.

Um, I, I use it a fairly good amount.

I mean, I play, um, I use it for a lot of, I don't, we don't have TV in my room, so I use it, uh, uh, go to the CNN website, keep up on current events, things like that.

We may also have learnt that we shouldn't start a sentence with *and*. But this is extremely common in natural everyday English.

And a lot of my classes, you know, have to do research papers.

Of course, we don't need to use these features when we speak English, but it's useful to be able to recognize them.

4 Watch Part 2 of the video clip and answer the questions.

- 1 Where does Ashley get information for her research papers?
- 2 How often does Ashley use the Internet?
- 3 Who uses the Internet to check their stocks?
- 4 What does John mostly use the Internet for?
- 5 Where does John do most of his university work?

Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 What makes a university "one of the best in the world"?
- 2 What makes "the best and most talented" students?
- 3 What can a university and its students contribute to their country and to the world?



Listening in

News report

1 Listen to a news report and choose the best answer to the questions you hear.

- (a) It set up a fund to help more students.
(b) It offered free tuition to low-income families.
(c) It accepted more students from low-income families.
(d) It increased tuition fees.
- (a) \$125,000. (c) \$46,000.
(b) \$65,000. (d) \$14,000.
- (a) It charges high tuition fees.
(b) It doesn't offer financial aid to wealthy students.
(c) Wealthy students pay more than low-income students.
(d) It receives large donations every year.

Passage 1

2 Work in pairs and answer the questions.

- What kind of problems did you have in your first six months at university?
- What do you most enjoy about university?

Listening and understanding

3 Listen to Passage 1 and check (✓) the correct answers in the table.

	Speakers					
	1	2	3	4	5	6
1 Who is very homesick?						
2 Who wants to be a university lecturer?						
3 Who wants to be a journalist?						
4 Who has a financial problem?						
5 Who has made a lot of friends?						
6 Who has been quite lonely?						

News report

affordable /ə'fɔ:dəbl/ a. 廉价的

tuition /tju:'ɪʃn/ n. (学院、大学或私立学校的) 学费

grant /grɑ:nt/ n. 助学金

annual /'ænjʊəl/ a. 一年一次的

4 Listen to Passage 1 again and answer the questions.

- What kind of radio station is it?
- What is the question that the programme is asking freshers?
- What is the first speaker doing to help herself in her career?
- What has helped the second speaker to feel less homesick?
- What was the third speaker's problem in the first few months?
- Why is the fourth speaker feeling better now?
- What has the fifth speaker done to improve her finances?
- What part of university life matters most to the sixth speaker?

Developing critical thinking

5 Work in pairs and discuss the questions.

- What do you think a university education should offer, greater knowledge of specialisms, or other skills as well?
- How important do you think our studies at university are to our future careers?
- What are the advantages and disadvantages of having a part-time job while you're studying?



donation /dəu'neiʃn/ n. 捐款

Passage 1

ambitious /æm'biʃəs/ a. 雄心勃勃的

ladder /'lædə/ n. (发迹、晋升等的) 阶梯, 途径

Nigerian /naɪ'dʒɪəriən/ a. 尼日利亚人的, 尼日利亚的



Passage 2

Language and culture

OUDS stands for Oxford University

Dramatic Society. It's an amateur dramatics club for everyone who likes to act in plays or musicals. Many students who are members of OUDS go on to become well-known actors, such as Rowan Atkinson (*Mr Bean*) and Hugh Grant (*Four Weddings and a Funeral*).

Passage 2

regularly /'regjʊləli/ *ad.* 经常地
 dispute /dɪ'spju:t/ *n.* 争论, 争端
 townspeople /'taʊnz,pɪ:pl/ *n.* 镇民, 市民
 competitive /kəm'petətɪv/ *a.* 好竞争的
 comedian /kə'mi:diən/ *n.* 喜剧演员
 dramatic /drə'mætɪk/ *a.* 戏剧的
 excellence /'eksələns/ *n.* 优秀, 卓越, 杰出

- 6 Work in pairs and discuss what you have learnt about Oxford University from watching the conversations between Kate, Janet and Mark.

Listening and understanding

- 7 Listen to Passage 2 and answer the questions.

- 1 Why are Oxford University and Cambridge University often spoken of as "Oxbridge"?
- 2 Why are the two universities important?
- 3 What is special about their college buildings?
- 4 What kind of people have they produced?
- 5 What famous institutions do they have?

- 8 Listen to Passage 2 again and match the universities with the information.

	Oxford	Cambridge
near London		
900 years old		
founded in 1209		
38 colleges		
31 colleges		
produced great scientists		
world-famous debating society		
comedy club Footlights		
OUDS		
the Boat Race		



9 Listen to Passage 2 again and choose the best way to complete the sentences.

- Oxford University and Cambridge University are _____.
 - both very near London
 - both fairly near London
 - near each other
 - very far away from each other
- Cambridge University was founded as a result of a dispute between _____.
 - Oxford University teachers
 - Oxford University students and teachers
 - Oxford University students
 - the university and the townspeople of Oxford
- The distance between Oxford and Cambridge is about _____ miles.
 - 94
 - 92
 - 86
 - 84
- In the interviews, students need to show that they are _____.
 - highly intelligent
 - creative
 - unusual
 - very logical
- The Oxford and Cambridge Boat Race takes place every year in _____.
 - March or April
 - March or May
 - April or May
 - May or June

Developing critical thinking

10 Work in pairs and discuss the questions.

- In what ways are Oxford and Cambridge different from your university?
- What are the advantages of going to either Oxford or Cambridge?



Presentation skills

Giving a talk

- 1 Work in pairs and give a talk called "My first term at college". Think about:
 - your feelings before you started college
 - your first day
 - the first week
 - making friends
 - lectures and tutorials
 - studying on your own
 - funny or memorable things that happened (eg at lectures, parties)
 - how you've changed
- 2 Take turns to discuss the topics in Activity 1 and other topics you would like to talk about. Help each other by asking questions. Make notes for your talk.
- 3 Work with the whole class and give your talk.
- 4 Work in small groups and take turns to tell each person what you like about their talk.



Giving a talk

A talk such as this is informal and personal. Here are some tips:

- Use informal language, for example, when giving opinions.
- We can tell little stories, experiences that had an effect on us, for example, the first real friend we made or how we felt the first time we wrote an essay.
- We can involve the audience in our talk as they share our experiences. From time to time, address them directly. For example, *But you know what? / But you know all about that, don't you?* And since we share the same experiences with the audience, make generalizations, eg *We've all had the same experiences. / We all know what it's like to feel homesick.*
- Mention one or two people in the audience – gesture towards them and say something like, *You were there that day, Lee, weren't you?* These techniques will make our audience feel interested and involved.
- Finally, the most important thing is to relax and be ourselves – the audience will like us for it.

Giving opinions (informal)

I reckon ...

I guess ...

I kind of / sort of think ...

I think ...

Introducing a little story

I remember, one day, ...

I won't forget the first week easily.

I won't forget the afternoon that ...

Actually, I had a bad / great time that day.

What happened was, ...

Involving the audience

Yes, that's her, over there!

You remember that, ...!

You were there that day, weren't you?

But you know what?

But you know all about that, don't you?

We've all had the same experiences.

We all know what it's like to ...

Pronunciation

- 1 Listen and cross out the letters which the speaker doesn't pronounce.**

design answer halfway Christmas
psychiatric debt

Now say the words aloud. Make sure you don't pronounce the silent letters.

Silent letters

In English there are a number of words which we spell with one or more letters which we don't pronounce. Unfortunately, there's no way of predicting which letters these are likely to be, and we need to learn the pronunciation of each word.

- 2 Listen and notice how the speaker links the underlined words.**

It's cool. It's everything I hoped it would be. I'm very ambitious, I want to be a journalist and I want to get to the top of the profession. I've started writing for the university newspaper so I've got my foot on the ladder already.

How am I finding uni? It's great. It's not perfect, nothing is, but, like, I've got a brilliant social life, just brilliant, and I've made lots of friends. For the first few months I just didn't do, really enough work. But I – I talked about it with my parents and I'm working harder now and getting good grades.

Now read the passage aloud. Make sure you link the underlined words.

Linking sounds

Remember that in connected speech, we usually link two words together, especially when the second word begins with a vowel. If we don't link the words, we'll sound very formal and correct, but not at all English.

- 3 Listen and notice how the speaker pauses at the end of the sense groups.**

Oxford and Cambridge – / two universities so similar / that they are often spoken of together / as "Oxbridge". / They're both in the UK, / fairly near London, / and both / regularly come top / in any ranking of the world's best universities.

The two universities / began within a century / of each other. / Oxford University, / now 900 years old, / was founded towards the end of the 11th century. / In 1209 / there was a dispute between the university / and the townspeople of Oxford. / As a result, / some of the Oxford teachers left / and founded a university in the town of Cambridge, / some 84 miles away. / Ever since then, / the two institutions / have been very competitive.

Now read the passage aloud. Make sure you pause after each sense group.

Sense groups

We usually pause briefly after each sense group before we continue. It's hardly noticeable, but just enough to distinguish between a native speaker and a non-native speaker of English. If we can manage to pause, we'll sound more fluent.



Unit task

Organizing a social event



1 Work in groups of four and decide on a social event that you'd like to organize for other students. Here are some ideas:

- a party
- a dance
- a sporting event

2 Plan the event. Decide:

- what arrangements need to be made
- what you need to buy, borrow or make

- where and when the event will take place
- how to make it enjoyable and fun
- how you will publicize it
- who will be responsible for the different arrangements

3 Work with the whole class and talk about your plan of the event.

4 Vote for the event you would most like to attend.

Unit file

Functions

Checking and confirming decisions and arrangements

So that's decided then.

Everything's organized, isn't it, ...?

I've arranged (for ...) to ...

Making plans

Let's make a list of things we need to do.

I'll ...

One of the first things we should do is ...

We need to ...

We have to ...

We'd better ...

Making suggestions

Maybe I should ...

Supposing ...

I've got a suggestion.

How about ...?

Giving opinions (informal)

I reckon ...

I guess ...

I kind of / sort of think ...

I think ...

Introducing a little story

I remember, one day, ...

I won't forget the first week easily.

I won't forget the afternoon that ...

Actually, I had a bad / great time that day.

What happened was, ...

Involving the audience

Yes, that's her, over there!

You remember that, ...!

You were there that day, weren't you?

But you know what?

But you know all about that, don't you?

...

We've all had the same experiences.

We all know what it's like to ...

Everyday English

No question!

I'm with you on that.

Watch out!

OK, we're off!

I've got the hang of it.

Give me a chance!

Presentation skills

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Pronunciation

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Linking sounds

Sense groups

Unit task

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2

Mixed feelings



Janet's feeling down

The great IQ-EQ debate

Which is more important for your success?

A fate worse than death?

Listen to a news report about everyone's worst fear

Red grabs your attention

Find out how colours are used to influence shopping

Let's talk about it!

Listen to people discussing their emotions

Inside view



Conversation 1

1 Look at the photos and answer the questions.

- 1 Where are Kate and Janet in Photo 1?
- 2 How do you think Janet is feeling?
- 3 What do you think happens in the conversation?
- 4 What do you think Kate is saying?
- 5 How does Janet feel in Photo 2?

Conversation 1

bug /bʌg/ v. 烦扰

miserable /'mɪz(ə)rəbl/ a. 苦恼的, 痛苦的, 难受的

irritating /'ɪrɪ,tetɪŋ/ a. 令人烦躁的, 使人不耐烦的

moody /'mu:di/ a. 情绪多变的

Conversation 2

alpha /'ælfə/ n. (考试成绩的) 优等, 甲级

2 Look at the lines from Conversation 1. Decide who says them, Kate or Janet?

- Yes, I'm just doing an essay. But it's great to see you.
- ... it gets me down.
- ... but I wish I knew what to say.
- Don't let it get to you.
- Sometimes I feel like a moody teenager.
- I understand how you feel ...
- ... I must go now. Bye!

Now watch Conversation 1 and check.

3 Watch Conversation 1 again and answer the questions.

- 1 How does Janet look?
- 2 How does Janet feel after she speaks to her parents?
- 3 What does Janet sometimes feel like?
- 4 How does Kate try and make Janet feel better?
- 5 What does Kate think about how Janet is feeling?
- 6 Why do you think Janet leaves?
- 7 Why does Kate tell Janet to wait?

Conversation 2

4 Work in pairs and answer the questions.

- 1 How do you think Kate feels after Conversation 1?
- 2 What do you think is difficult for Janet?
- 3 What do you think makes Janet feel better?

5 Watch Conversation 2 and choose the best way to complete the sentences.

- 1 Kate felt she had done something wrong because _____.
(a) she was working
(b) Janet left suddenly
(c) she was too polite
(d) Janet was worried about her parents
- 2 After Janet left, Kate felt that _____.
(a) Janet had upset her
(b) Janet was just being polite
(c) she should have stopped working on her essay
(d) she had said something to upset Janet
- 3 Mark thinks that Janet _____.
(a) didn't want to disturb Kate
(b) was embarrassed by Kate's compliment
(c) was too polite
(d) has upset Kate
- 4 Janet is really pleased because _____.
(a) she expected to get an alpha minus
(b) Mark thinks she looks good
(c) Kate congratulates her on her grade
(d) she thinks she got a very good grade for her essay

6 Watch Conversation 2 again and complete the sentences.

Kate I think I may have (1) _____ Janet last night.

Mark What happened?

Kate She came to see me. I was busy (2) _____ but I was really pleased to see her. She'd had a call from home, and said she was feeling homesick.

Mark Poor kid! It must be (3) _____ on you guys, living so far away from home.

Kate I tried to make her laugh, told her not to worry about it, and that it was normal to feel miserable. Suddenly she (4) _____, and then she got up and said, "I must go now" and left my room. It was really sudden. I felt as if I'd said something wrong.

Mark Maybe she was just (5) _____. It was probably because she realized you were working and didn't want to disturb you.

Kate I just wonder if she found it difficult to talk about her feelings with me. Maybe I shouldn't have tried to make her laugh? Perhaps she thought I wasn't (6) _____.

Mark I wouldn't worry about it. Put yourself in her shoes. How would you feel if you were a student at college in China?

Kate I know. That's why I feel bad. If only she had stayed longer! I wish I could have helped her more.

Janet Hey, everyone!

Mark Hi Janet, (7) _____!

Janet Yes, I've just got my essay back. I got an alpha minus!

Kate (8) _____! Well done!

Mark I'm really happy for you, Janet.

Janet I feel on top of the world!



Language and culture

Grades in some British universities are given using the Greek letters alpha (very good), beta (acceptable) and gamma (not very good). In addition, the grades can be modified by giving a plus, a double plus or a minus and a double minus. **Alpha minus** suggests that there are some improvements which can be made to the essay, but overall it is very good.



Talking about feelings

What's new?
 You look ...
 What's bugging you?
 It makes me feel ...
 I wish I ...
 I feel + adjective
 I feel as if + clause
 I feel like + noun
 If only she had ...

Congratulating

Well done!
 I'm really happy for you!

Sympathizing

I know / understand how you feel.
 Don't let it get to you.
 Try not to worry about it.
 I wouldn't worry about it.

Complimenting

You look cheerful!
 What an amazing grade!

7 Work in pairs and answer the questions about Everyday English.

EVERYDAY ENGLISH

What's bugging you?
 It gets me down.
 Don't let it get to you.
 I bet everything will be fine.
 Put yourself in her shoes.
 I feel on top of the world!

- 1 **What's bugging you?** Is this likely to mean (a) what's worrying you, or (b) what are you thinking about?
- 2 **It gets me down.** Does this mean (a) it's making me feel unhappy, or (b) it's helping me get down to work?
- 3 **Don't let it get to you.** Does this mean (a) don't let it upset you, or (b) don't think about it?
- 4 **I bet everything will be fine.** Does this mean (a) I'm fairly certain, or (b) I'm not sure that everything will be fine?
- 5 **Put yourself in her shoes.** Does this mean (a) try to imagine how she feels, or (b) try not to worry about it?
- 6 **I feel on top of the world!** Does this mean (a) I can see what I've been doing wrong, or (b) I feel really good?

8 Work in groups of three and act out the conversation.

- Student A** Ask if Student B is busy.
- Student B** Tell Student A what you're doing, but ask how their day was.
- Student A** Explain that something happened which made you uneasy or unhappy. Say how you're feeling.
- Student B** Sympathize with Student A and explain what might have happened.
- Student A** Say more about how you're feeling.
- Student B** Try to reassure Student A.
- Student A** Respond to Student B's reassurance.
(later)
- Student B** Tell Student C how Student A is feeling, and why.
- Student C** Suggest a reason why Student A is feeling that way.
- Student A** Tell Students B and C about a recent success.
- Students B&C** Congratulate Student A.
- Student A** Say how you're feeling now.

Talking point

Work in pairs and do the questionnaire.

How do you feel?

- 1 Some good friends invite you to spend the evening in a karaoke place. How do you feel?
 - (a) Great idea! I love singing.
 - (b) My singing is awful. Birds fall out of trees.
 - (c) I'll watch everyone else but I won't join in.
- 2 You're asked to give an end-of-term speech. How do you feel?
 - (a) No problem. I'll just forget the audience is there.
 - (b) No problem. As long as I keep smiling, I'll feel relaxed.
 - (c) Well, I'll say no.
- 3 A stranger smiles at you on the bus. How do you feel?
 - (a) How nice! Aren't people friendly?
 - (b) Like I should say "Hello! What's your name?"
 - (c) Whoa! That's a bit creepy. What did I do?
- 4 A friend suggests you spend an afternoon on the beach together. How do you feel?
 - (a) Great! I love lying in the sun.
 - (b) Great! I love listening to the sea.
 - (c) Oh no! I'll get sunburn.
- 5 You've just heard that there will be some exams two weeks from today. How do you feel?
 - (a) Oh no! I haven't done enough work!
 - (b) OK, I'll do some revision.
 - (c) Two weeks? So what's the hurry?
- 6 You're asked to act as an interpreter to a group of English-speaking Westerners in your town next week. How do you feel?
 - (a) Excellent! My English is very good.
 - (b) Excellent! I'll teach them some Putonghua!
 - (c) Sorry! I'm busy. I'm doing the exams you've just told me about in Question 5.

Now find out about other people's answers.

Outside view

1 Work in pairs and answer the questions.

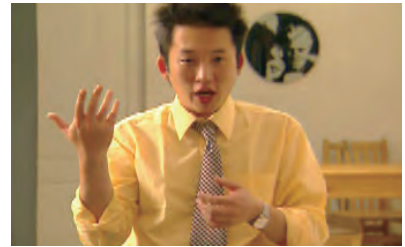
- 1 Have you ever taken an IQ test?
- 2 What do you think the E in EQ stands for?
- 3 What characteristics do you show if you have a high EQ?
- 4 Which do you think is more important – EQ or IQ?



Watching and understanding

2 Watch the video clip and match the speakers with the statements.

	Sebastien	Kim	Ted
1 When he was young IQ tests were believed to be very important.			
2 EQ and IQ are equally important.			
3 EQ can be more important than IQ.			
4 The idea that brainpower can be measured has been around for a while.			
5 An important part of EQ is listening to others.			
6 EQ is about how you make people feel and how people make you feel.			
7 Getting along with people is more important than being extremely intelligent.			
8 There is a better mixture nowadays between EQ and IQ.			



3 Work in pairs. Check (✓) the true statements according to the video clip.

- 1 Businesses now prefer employing people with great EQ but disregard IQ.
- 2 Most people have their basic means of communicating with other people and a basic general knowledge.
- 3 Kim had taken about two or three IQ tests before he moved to California.
- 4 After he came to the States, Kim forgot the importance of IQ.
- 5 According to Ted, EQ is about how you deal with people and interact with people.
- 6 If you want to get along with people, you have to be talkative.

Sebastien /sɪ'bəstɪən/ 塞巴斯蒂安
IQ *n.* 智商

EQ *n.* 情商

emotional /ɪ'məʊʃn(ə)/ *a.* 感情上的
quotient /'kwɒʃnt/ *n.* 商, 商数

disregard /,dɪsrɪ'gɑ:d/ *v.* 漠视,
轻视

somewhat /'sʌmwɒt/ *ad.* 稍微,
有点儿

adept /ə'dept/ *a.* 擅长的, 内行的

brainiac /'breɪniæk/ *n.* 极有头脑的人
California /,kælɪ'fɔ:njə/ 加利福尼亚
(美国州名)

equally /'i:kwəli/ *ad.* (程度) 相
当地

interact /,ɪntər'ækt/ *v.* 相互交流,
互动

be onto something 掌握重要信息

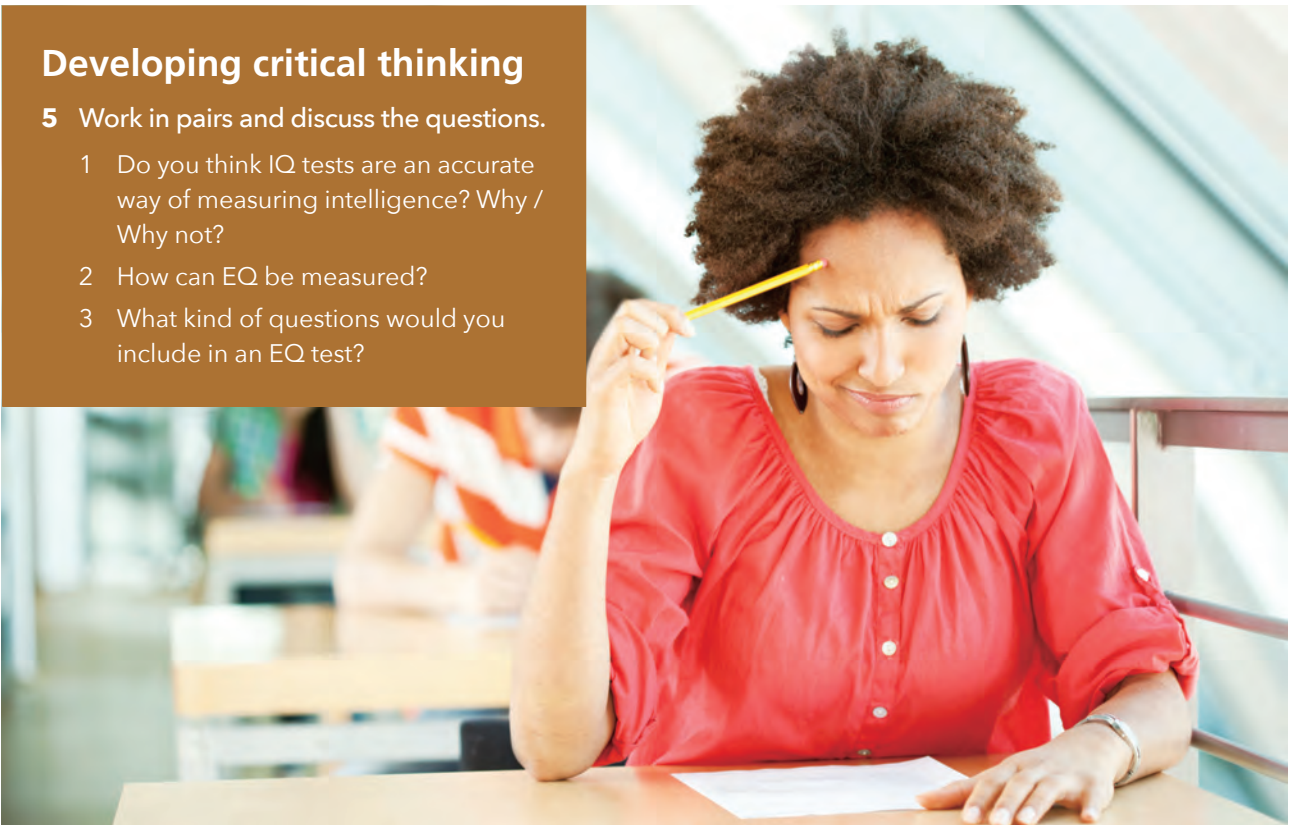
4 Watch the video clip again and complete the sentences.

- 1 If you look at it, businesses will ... Well, they will prefer employing people with (1) _____. Well, of course, IQ cannot be disregarded, but um, EQ does have its (2) _____ as well. Uh, I believe that, um, ... I mean, people, most people will have, um, their basic means of communicating with other people. Most people are somewhat (3) _____ adept, and just like most people have, you know, a basic general knowledge. But then, what I think really is the difference between IQ and EQ. I mean, you can have a "brainiac", and they will be great at most things they do, but if you just can't (4) _____, if you just can't communicate with him, I mean, you know, he's not really that (5) _____.
- 2 So, I guess we stress a lot of importance on intelligence, on having great (6) _____. But after I moved to the States, I learnt how to associate with people, and along the lines that this word EQ (7) _____, you know, emotional, caring about ... It's basically how you (8) _____, how you make people feel, and how people make you feel. I think they're equally as, as important, but it seems that in the Eastern world they kind of stress on that (9) _____ back in the days. But I think again, you know, now that with Internet and people are communicating (10) _____, there's a better mixture of the two I think.
- 3 Now, a big part of this, in my opinion, is listening. I know I'm talking a lot right now, but if you want to get along well with people, you have to (11) _____, so just take a minute, maybe shut your mouth for a minute, and listen to others, and then you can (12) _____ with them in a better way. So, part of EQ, I think, is listening – listening to others – and it can be more important than IQ.

Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 Do you think IQ tests are an accurate way of measuring intelligence? Why / Why not?
- 2 How can EQ be measured?
- 3 What kind of questions would you include in an EQ test?



Listening in

News report

- 1** Listen to a news report and choose the best answer to the questions you hear.
- (a) The fear of public speaking and why.
(b) How people can overcome the fear of public speaking.
(c) How an audience reacts to people who have a fear of public speaking.
(d) The fear of public speaking ranks higher than the fear of death.
 - (a) They don't know what to speak about.
(b) They lack self-confidence.
(c) They fear the audience will reject them.
(d) They lack public speaking skills.

Passage 1

- 2** Work in pairs. Look at the colours and talk about what feelings they represent for you.



Listening and understanding

- 3** Listen to Passage 1 and match the colours with the characteristics.

	Blue	Red	Orange	Yellow	Green	Yellow-orange	Yellow-green	Blue-green
1 cheap								
2 cold								
3 cool, fresh								
4 cool, soothing								
5 energetic								
6 friendly, restful								
7 hot								
8 passionate								
9 peaceful, quiet								
10 pleasant								
11 pure, fresh								
12 sick								
13 trustworthy								
14 upbeat, happy								
15 positive, happy								
16 stylish								

News report

inability /,ɪnə'biləti/ *n.* 无能, 没办法

think badly of sb 对某人失望

researcher /rɪ'sɜ:tʃə/ *n.* 研究人员

rejection /rɪ'dʒekʃən/ *n.* 拒绝接受

Passage 1

Jenna Hudson /,dʒenə 'hʌdʒən/

詹娜·赫德森

trustworthy /'trʌst,wɜ:ði/ *a.* 可信赖的, 可靠的

grab sb's attention 吸引某人的注意

upbeat /'ʌpbi:t/ *a.* 快乐的

surprisingly /sə'praɪzɪŋli/ *ad.* 令人吃惊地, 出人意料地

restful /'restfl/ *a.* 放松的, 宁静的, 平和的

soothing /'su:ðɪŋ/ *a.* 抚慰的, 安慰的

mint /mɪnt/ *n.* 薄荷

decay /dɪ'keɪ/ *n.* 腐烂, 腐败

slimy /'slɪmi/ *a.* 覆有黏液的, 黏糊糊的

combination /,kɒmbɪ'neɪʃn/ *n.* 组合体, 混合体

toothpaste /'tu:θ,peɪst/ *n.* 牙膏

- 4 Work in pairs. Do you agree with the speaker's description of the colours?
- 5 Listen to Passage 1 again and write down the colours used for the products in advertisements.

Products	Colours
1 banks and insurance companies	_____
2 direction signs	_____
3 garden products	_____
4 household cleaning products	_____
5 magazine covers	_____
6 packaging for baked food	_____
7 toothpaste and bathroom products	_____
8 warning signs	_____

Developing critical thinking

6 Work in pairs and discuss the questions.

- 1 Why might people have different reactions to the same colours?
- 2 Apart from the world of advertising, which other sectors of business make use of colours to reflect their core activities?
- 3 To what extent is your choice of colour defined more by your culture and less by your personality?



Passage 2

7 Work in pairs and talk about what makes you:

- depressed
- proud
- upset
- jealous
- cheerful
- angry
- nervous
- embarrassed

Listening and understanding

8 Listen to Passage 2 and match the causes below with the people and their feelings in the table.

	Sally	Jake	Andrew	Monica
1 depressed				
2 upset				
3 cheerful				
4 nervous				
5 proud				
6 angry				
7 embarrassed				

- (a) people looking at me
- (b) bad behaviour like littering
- (c) a new class and interviews
- (d) happy, optimistic people
- (e) success and family
- (f) people who are selfish
- (g) rain and people who are superior

9 Listen to Passage 2 again and answer the questions.

- 1 How does Sally feel when people sing her *Happy Birthday*?
- 2 What can't Sally bear?
- 3 What does Jake feel about people who look down on him?
- 4 What kind of people make Jake angry?
- 5 Why does Andrew like optimistic people?
- 6 How often is Andrew jealous?
- 7 What makes Monica proud at work?
- 8 Why is Monica nervous before a new class?

Developing critical thinking

10 Work in pairs and discuss the questions.

- 1 Why do people have different feelings towards the same events or situations?
- 2 What feelings do you think these common and apparently contradictory English expressions describe?
 - bad luck
 - an expressive silence
 - bitter-sweet
 - false hope
 - alone in a crowd

Can you think of situations in which you might have used these expressions?



Passage 2
litter /'lɪtə/ n. 垃圾, 废弃物

Presentation skills

Telling a story

1 Work in pairs and talk about how you felt on these occasions:

- your first day at college
- the first night you spent away from home
- the first time you met your best friend
- the last time something bugged you
- the last time you lost your temper

2 Choose one or two of the occasions in Activity 1 on which you had similar feelings and answer some of the questions about how you felt.

- 1 How strong was the feeling? (1 = the weakest, 10 = the strongest)
- 2 What colour do you associate with the feeling? (*red-hot anger / blue mood*)
- 3 How would you describe your feeling if you could taste it (*bitter / sweet*), hear it (*a scream / thunder*), or touch it (*soft / scratchy*)?
- 4 How did it make you feel physically? (*sick / cold*)
- 5 What past experience was it like? (*It was like the time I fell off my bike.*)
- 6 What image do you associate with it? (*It was like scoring a goal.*)
- 7 What natural scene do you associate with it? (*a beautiful sunset / waves crashing / a dark forest*)

3 Plan a story which describes what happened. Think about:

- when it happened
- where you were
- what you were doing
- what happened to make you feel this way
- what you did next
- how you felt later
- how it ended
- what you learnt

Now prepare some lines of conversation for parts of the story.

4 Tell your story and act out your conversation to the rest of the class and decide which pair told the best story. Discuss what features a good story has.

Telling a story

When we tell a story, there are many useful techniques to arouse the audience's interest. They include:

- setting the scene
- introducing a sudden event
- creating suspense
- sounding dramatic
- looking back

We can also use dialogues to act it out, and use strong images to express what we felt.

Setting the scene

Many years ago, ...

A long, long time ago, ...

When I was younger, ...

Introducing a sudden event

All of a sudden, ...

Suddenly, ...

Out of nowhere came a strange-looking man.

Sounding dramatic

Only when I got home did I stop shaking.

Only later did I calm down.

Not until I got on the bus did I feel safe.

Never in my life have I felt so angry.

No sooner had I called the police than the man ran away.

Looking back

It was the most fantastic day of my life.

I felt on top of the world.

I have never felt so ...

Why on earth didn't I ...?

I can't think why I ...

I should (never) have ...

What a fool I was to ...

I don't know why I bothered to ...

Pronunciation

1 Listen and repeat.

fortunate advertising marketing energy
surroundings insurance attention magazine
combination absolutely

2 Listen and underline the words which the speaker stresses.

You can sell almost anything with red. It's a hot colour, which suggests a feeling of energy and even passion. It grabs your attention, and can make people buy almost anything. You often see red on magazine covers. But if you use it too much, it looks cheap and may make people tired. And orange has a similar effect to red. It's upbeat and happy. It suggests pleasant feelings and images. Most people react well to orange, and it's especially popular in advertising and on packaging for baked food.

Now read the passage aloud. Make sure you stress the words you underlined.

Stressed words

Remember that in English the stressed words are the ones we consider to be most important in a sentence. Between two stressed words, there may be one or several unstressed syllables, but as the stressed words tend to come at regular intervals, the unstressed syllables can sound compressed, and may be hard to understand.

3 Listen and notice the /t/, /d/, /k/ and /p/ sounds in the underlined words.

Kate You look a bit fed up. What's bugging you?

Janet Well, I had a phone call from my parents and it made me feel homesick. It happens every time they call, and it gets me down.

Kate I'm sorry to hear that. I know how you feel. I love speaking to my mum and dad, but I always feel miserable after the call.

Janet My dad doesn't say much, and I want to speak to him, but I wish I knew what to say.

Kate Don't let it get to you. My dad doesn't say much on the phone either. I call, he answers the phone, and says, "Hi, I'll pass you to your mother." It's really irritating.

Janet But I miss him and my mother a lot, and I like to hear his voice.

Kate Just tell him what you're up to.

Janet Sometimes I feel as if I made a mistake leaving home and coming to Oxford. Sometimes I feel like a moody teenager.

Kate Try not to worry about it, Janet. It's normal to feel like that. I understand how you feel, but I bet everything will be fine next term. You'll get used to it. Hey, why don't you do what I do?

Janet What's that?

Kate When my dad calls, I ask him for more money! He usually says no, but at least I get to hear his voice!

Now read the conversation aloud. Make sure you pronounce the /t/, /d/, /k/ and /p/ sounds correctly.



Unit task

Preparing and acting out a sketch about feelings



1 Work in pairs. Can you think of an occasion when what you said was different from what you felt?
Think about:

- meeting someone you didn't like
- trying to show you weren't scared
- being polite when you were very angry
- trying to think of something complimentary to say to someone
- eating something you didn't like
- trying not to laugh at something

2 Write a sketch which describes the occasion in Activity 1 and what people said.

3 Act out your sketch to the rest of the class. Can they decide what the people were feeling?

Unit file

Functions

Talking about feelings

What's new?
You look ...
What's bugging you?
It makes me feel ...
I wish I ...
I feel + adjective
I feel as if + clause
I feel like + noun
If only she had ...

Congratulating

Well done!
I'm really happy for you!

Sympathizing

I know / understand how you feel.
Don't let it get to you.
Try not to worry about it.
I wouldn't worry about it.

Complimenting

You look cheerful!
What an amazing grade!

Setting the scene

Many years ago, ...
A long, long time ago, ...
When I was younger, ...

Introducing a sudden event

All of a sudden, ...
Suddenly, ...
Out of nowhere came a strange-looking man.

Sounding dramatic

Only when I got home did I stop shaking.
Only later did I calm down.
Not until I got on the bus did I feel safe.
Never in my life have I felt so angry.
No sooner had I called the police than the man ran away.

Looking back

It was the most fantastic day of my life.
I felt on top of the world.
I have never felt so ...
Why on earth didn't I ...?
I can't think why I ...
I should (never) have ...
What a fool I was to ...
I don't know why I bothered to ...

Everyday English

What's bugging you?
It gets me down.
Don't let it get to you.
I bet everything will be fine.
Put yourself in her shoes.
I feel on top of the world!

Presentation skills

Telling a story

Pronunciation

Stressed words
Plosion

Unit task

Preparing and acting out a sketch about feelings

3

Sporting life

Mark trains for the rowing team

Not the winning but the taking part

Find out about Olympic champions

Crawling plus running?

A peculiar sport from Australia.

Man against the mountain

The incredible true story of two climbers in the Andes

It's a goal!

Listen to a commentator describe a great sporting moment



Inside view



1 Look at the photos and answer the questions.

- 1 What's happening in Photo 1?
- 2 Where does it take place?
- 3 What do you think the rules are for this kind of race?
- 4 Where are Mark, Kate and Janet in Photo 2?
- 5 What has Mark just done?
- 6 How do you think they feel?

Conversation 1

Language and culture

Every Oxford college has a **rowing** team, and there are rowing races between the colleges every term.

Each college has a **boathouse** on the river, where the rowing boats are kept. There's also a bar and somewhere to watch the racing.

The main river which runs through Oxford is the **River Thames**, which then flows to London and the North Sea.

Conversation 1

Catte /kæt/ Street 卡替街 (牛津大学赫特福德学院所在街道)

St Aldate's /seɪnt 'ɔːlderts/ 圣阿尔代街 (牛津大学基督教堂学院所在街道)

Christ Church College 牛津大学基督教堂学院

Folly /'fɒli/ Bridge 福利桥 (位于牛津市中心南边, 北接圣阿尔代街, 横跨泰晤士河)

Conversation 2

bump /bʌmp/ v. (使) 撞击, (使) 猛击

2 Watch Conversation 1 and follow the map. Decide where the boat race takes place.



3 Watch Conversation 1 again and choose the best way to complete the sentences.

- The conversation takes place _____.
 - in college before the racing begins
 - on the river bank during the rowing race
 - in the boathouse after the practice race
 - when Kate and Janet are walking along the river on the way to the boathouse
- If Mark rows well in the practice race _____.
 - Janet will come and watch later
 - he'll get a place on the college team
 - the college team will row well today
 - Kate will go and watch
- Kate's plans for the afternoon include _____.
 - having lunch at the boathouse and watching the rowing
 - doing an essay and going to the river
 - showing Janet where the college boathouse is
 - taking Janet to the boathouse and having lunch
- When Kate tells Janet her plans to go to the boathouse, Janet _____.
 - knows where it is
 - doesn't know how to get there
 - says she doesn't want to come
 - knows her way to the river

Conversation 2

4 Watch Conversation 2 and answer the questions.

- What does Mark's boat manage to do?
- What does Mark hope to do?
- How seriously did Mark hurt himself as he was getting into the boat?
- How does Mark compare with other people who rowed with him?
- How do people know if they have got a place on the team?
- Why is Kate pleased that Mark has got a place on the team?

5 Watch Conversation 2 again and complete the sentences.

Kate So the rules are ... the boats follow each other and the one behind has to bump the one in front ... just like that one has done.

Janet Is that Mark's boat?

Kate Yes! Look, his boat is about to bump the one in front! (1) _____!

...

Mark Hi you guys!

Kate Fantastic, Mark. You were amazing!

Mark Well, we won (2) _____, but I'm worried about getting a place on the team. The problem is that there are at least (3) _____ on the team who've rowed before. And I can't help thinking that they were better than me.

Janet Don't worry, Mark. Everything will be OK.

Mark And then I (4) _____ getting into the boat.

Janet Oh, I'm so sorry!

Kate Too bad, but it's only a scratch. Listen up, Janet is right. (5) _____, Mark. You were the strongest-looking guy in the boat today. Chill out!

Mark Hey, they're putting the team list on the door.

Janet Let's go over and see.

Mark No, you go! I (6) _____!

Kate OK.

...

Kate Hey, Mark, great news! You got a place on the college team!

Janet Congratulations!

Kate That's great, Mark, (7) _____. You trained so hard.

Mark I can't believe it!

Sympathizing

That's too bad!
I know how you feel.
I'm so sorry!

Giving directions

Go down ...
Turn right / left into ...
Walk / Go along ...
Cross over ...
Keep going ...
... are on the right.
It's the last one along.
You can't miss it.

Congratulating

Well done!
Fantastic!
You were amazing!
Great news!
Congratulations!
That's great!
You deserve it.

Expressing concern

I'm worried about ...
The problem is ...
I can't help thinking ...

Reassuring

Don't worry.
Everything will be OK.
No need to get nervous.
Chill out!

6 Work in pairs and answer the questions about Everyday English.

EVERYDAY ENGLISH

on your way
Yes, got it!
No problem.
Listen up!
Chill out!
I can't bear to look!

- 1 **on your way** Does this mean (a) going right now, or (b) planning to go?
- 2 **Yes, got it!** Does this mean Janet (a) understands, or (b) doesn't understand?
- 3 **No problem.** Is this (a) an expression to reassure someone, or (b) simply a response to *thank you*?
- 4 **Listen up!** Does this mean (a) listen to me, or (b) be quiet?
- 5 **Chill out!** Does this mean Kate wants Mark to feel (a) excited, or (b) relaxed?
- 6 **I can't bear to look!** Does this mean Mark (a) wants to look, or (b) doesn't want to look?

7 Work in pairs and act out the conversation.

Student A Ask where Student B is going.

Student B Say that you're going to a sports event and invite Student A.

Student A Explain that you're too busy but you'd like to come later. Ask where Student B will be.

Student B Sympathize with Student A and give directions. Explain that you / your team won the last match.

Student A Congratulate Student B.

Student B Express concern that you / your team may not win the next match.

Student A Reassure Student B.



Talking point

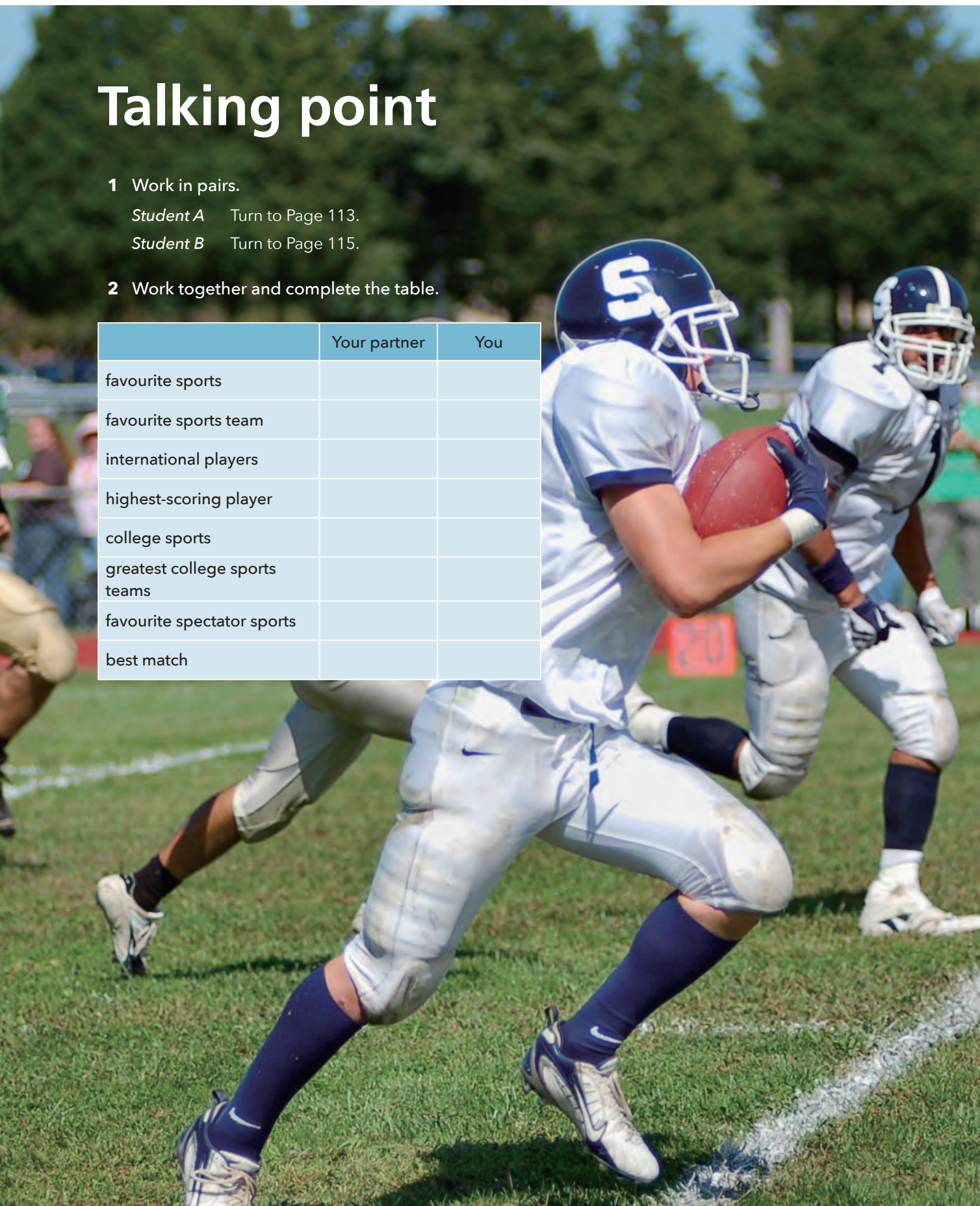
1 Work in pairs.

Student A Turn to Page 113.

Student B Turn to Page 115.

2 Work together and complete the table.

	Your partner	You
favourite sports		
favourite sports team		
international players		
highest-scoring player		
college sports		
greatest college sports teams		
favourite spectator sports		
best match		



Outside view

Language and culture

The “Mobot” is a gesture made famous by Mo Farah on a TV programme. Farah was invited

to create a victory gesture similar to Usain Bolt’s “lightning pose” which Bolt adopts whenever he wins a race. The “Mobot” is in the shape of an M, standing for Mo.

Female athletes from Saudi Arabia, Brunei and Qatar had not attended the Olympic Games until London 2012. It was the first time every national Olympic team had included women.

historic /hɪ'stɔːrɪk/ *a.* 历史性的
 Usain Bolt /,juːseɪn 'bɔʊlt/ 尤塞恩·博尔特
 sprint /sprɪnt/ *n.* 短跑
 anchor /'æŋkə/ *v.* 在……中充末棒（或压阵）运动员
 relay /'riːleɪ/ *n.* 接力赛
 Mo Farah /məʊ fɑː'rə/ 莫·法拉赫
 ecstatic /ɪk'stætɪk/ *a.* 狂喜的，入迷的
 legend /'ledʒ(ə)nd/ *n.* 传奇人物
 Kenyan /'kenjən/ *a.* 肯尼亚的，肯尼亚人的
 David Rudisha /,deɪvɪd ruː'dɪʃə/ 大卫·鲁迪沙
 smash /smæʃ/ *v.* 打破
 Michael Phelps /,maɪkl 'felpz/ 迈克尔·菲尔普斯
 long-standing /lɒŋ 'stændɪŋ/ *a.* 长期存在的
 Olympian /ə'lɪmpɪən/ *n.* 奥林匹克运动会选手
 podium /'pɒdiəm/ *n.* 领奖台
 Nathan /'neɪθən/ 内森
 brutal /'brʊːtl/ *a.* 令人不快的
 Chris Hoy /,krɪs 'hɔɪ/ 克里斯·霍伊
 anguish /'æŋɡwɪʃ/ *n.* （身体或精神上的）剧痛，痛苦
 frustration /frʌ'streɪʃn/ *n.* 挫折，烦恼
 hurdler /'hɜːdlə(r)/ *n.* 跨栏赛跑运动员
 consecutive /kən'sekjʊtɪv/ *a.* 连续的
 Brazil /brə'zɪl/ 巴西（南美洲国家）
 Katie Ledecky /,kerti li:'deki/ 凯蒂·利德基
 Missy Franklin /,mɪsi 'fræŋklɪn/ 米西·富兰克林
 Saudi Arabia /,saʊdi ə'reɪbiə/ 沙特阿拉伯（中东国家）
 Brunei /'brʊːneɪ/ 文莱（亚洲国家）
 Qatar /'kætɑː/ 卡塔尔（中东国家）
 Jessica Ennis /,dʒesɪkə 'enɪs/ 杰茜卡·恩尼斯
 defining /dɪ'faɪnɪŋ/ moment 决定性时刻，关键性事件
 heptathlon /hep'tæθlɒn/ *n.* 女子七项全能运动
 forefront /'fɔːfrʌnt/ *n.* 最前列，最重要的位置
 haul /hɔːl/ *n.* 取胜的次数
 regain /rɪ'geɪn/ *v.* 复得，恢复

1 Look at the quotation and choose the best explanation.

“The most important thing in the Olympic Games is not winning but taking part.” – Baron de Coubertin, the founder of the modern Olympic Games

- (a) Trying and failing is better than not trying at all.
- (b) Drawing attention to the spirit of taking part is only a way of cheering up the losers.
- (c) Success sometimes drives people to unethical behaviour.
- (d) The Games themselves are better than the race and the prize.

Now work in pairs and check your answers. Do you agree? Which of the other explanations do you agree with?

2 Work in pairs. Look at some Olympic events and discuss which ones you like.

badminton boxing canoeing (皮划艇)
 cycling decathlon (十项全能运动) diving
 gymnastics (体操) heptathlon hurdling
 marathon rowing sailing sprinting
 swimming table tennis volleyball weightlifting



Watching and understanding

3 Watch the video clip and complete the table with as much information as possible.

Competitors	Events	Medals / achievements
Usain Bolt	Olympic sprint: 100 m, 200 m, 4x100 m relay	
Mo Farah		2 golds
David Rudisha		New world record
Michael Phelps	Swimming	
Chris Hoy		
Ye Shiwen Katie Ledecky Missy Franklin		
Jessica Ennis	Heptathlon	

Now work in pairs and check your answers.

4 Watch Part 1 of the video clip and answer the questions.

- 1 Was this the first time Usain Bolt had won the sprint titles?
- 2 What is the "Mobot" gesture, and who is it associated with?
- 3 What was Mo Farah's reaction?
- 4 How was Michael Phelps feeling when he stepped up to the podium?

Now watch Part 1 of the video clip again and check your answers.

Listening to natural English: understanding clichés

A cliché is an expression or idea which has become so overused that it's easily recognizable and has become predictable and unoriginal. Using clichés is particularly common in spoken and written journalism, such as this video clip about the Olympics. Here are some examples from the clip.

... *he went on to **anchor** Jamaica's winning run ...* We anchor a boat to prevent it moving. It can also be the main presenter of a television or radio programme. Here, it means the most important athlete in the Jamaican 4x100 m team.

... *Bolt **gave a nod** to another track star ...* This means to move your head in a particular direction to make someone look at something, or give them the signal to do something. Here, it means to acknowledge someone.

... *who **smashed the 800 metres record** ...* To smash a record is not just to beat it, but to totally destroy it.

While clichés may be familiar to native speakers, they sometimes cause difficulty for language learners, because like idioms, set phrases and fixed expressions, they usually have a figurative meaning, which may be difficult to understand from the individual words. A general guide would be to try and recognize clichés, but not to use them when you speak or write.

Some other examples of clichés are:
the good old days (meaning the times when things were better)
the tip of the iceberg (a small, noticeable part of a problem, the total size of which is really much greater)
the best kept secret (meaning something which has been kept secret for a long time)
Elementary, my dear Watson! (meaning it's obvious, or easy to explain, from Sherlock Holmes)

5 Watch Part 2 of the video clip and complete the sentences.

Tears too for cyclist Chris Hoy, who became Britain's most successful Olympian, with six golds. And then there were also moments of anguish and frustration. China's star hurdler Liu Xiang (1) _____ his second consecutive Olympics, and Brazil's footballers once again (2) _____.

These games were also marked by women. Teenagers Ye Shiwen, Katie Ledecky and Missy Franklin set record times in the pool. Saudi Arabia, Brunei and Qatar (3) _____. Women's boxing became an Olympic sport. And British poster girl Jessica Ennis gave the home nation (4) _____ when she took heptathlon gold. She was at the forefront of Team GB's biggest medal haul of modern times, (5) _____ in the medals table. The United States regained their place at the top, (6) _____.

For some though, it wasn't about the medals. But it's the (7) _____ that counts.

6 Work in pairs and choose the best answers.

- 1 China's star hurdler Liu Xiang **crashed out** of his second consecutive Olympics. If you crash out of something, do you (a) win a competition, or are you (b) so badly defeated that you have to leave a competition?
- 2 ... and Brazil's footballers once again failed to **lift gold**. When you lift gold, are you (a) accepting defeat, or (b) raising a gold medal or cup as a gesture of victory?
- 3 And British **poster girl** Jessica Ennis ... Is a poster girl likely to be (a) the best known, or (b) the least well-known girl in a team?

Developing critical thinking

7 Work in pairs and discuss the questions.

- 1 What were the immediate benefits to China of hosting the Olympic Games in 2008? What are the longer-lasting benefits today?
- 2 If it's so important to take part, should everyone be allowed to do so, however talented they may or may not be?
- 3 Do you think present-day Olympic Games demonstrate the Olympic ideal? If not, how would you change their organization?



Listening in

News report

- 1 Listen to a news report and choose the best answer to the questions you hear.**
- (a) It's much the same as traditional running.

(b) You need to use your hands and feet on the ground.

(c) You don't burn much calories after the sport.

(d) People in many countries do the sport.
 - (a) It provides a complete body workout.

(b) It is a safe exercise for humans.

(c) It could result in injuries.

(d) It can burn more calories than running.

Passage 1

- 2 Look at the photo and answer the questions.**



- What activity do you think it is about?
- Do you agree that this activity is a sport?

Listening and understanding

- 3 Listen to Passage 1 and complete the table.**

name of film	<i>Touching the Void</i>
type of film	
true story / fiction	
location	
main characters	
dramatic turning point	
narrative style	

- 4 Listen to Passage 1 again and choose the best way to complete the sentences.**

- Simpson and Yates' style of climbing is ____.

(a) the best in the world

(b) fast but doesn't allow for mistakes

(c) carefully planned and requires lots of people and supplies

(d) best suited to the Peruvian Andes
- Because of the altitude, when Simpson breaks his leg ____.

(a) Yates ignores Simpson's pain

(b) no one is available to help them

(c) he has little chance of survival

(d) there are no supplies
- Yates tries to lower Simpson down the mountain, but ____.

(a) he suddenly loses his strength

(b) he cannot communicate with Simpson

(c) Simpson hears nothing from Yates

(d) Simpson's injuries stop him from climbing up the rope or communicating with Yates
- It's unthinkable for Yates to cut the rope because ____.

(a) his life is in danger

(b) both their lives are in danger

(c) Simpson is eager to live

(d) mountain climbers look after and save each other

News report

crawl /kraʊl/ v. 爬行

resident /'rezɪd(ə)nt/ n. 居民

workout /'wɜ:kəʊt/ n. 锻炼

limb /lɪm/ n. 肢, 臂, 腿

Passage 1

critic /'krɪtɪk/ n. (书、电影、戏剧等的) 评论家, 评论员

void /vɔɪd/ n. 空处, 空间

Peruvian /pə'ru:viən/ a. 秘鲁的

Andes /'ændi:z/ 安第斯山脉

Simon Yates /,saɪmən 'jeɪts/ 西蒙·耶茨

Siula Grande /,ʃju:lə 'grændi/ 修拉格兰峰

agony /'ægəni/ n. 剧痛

crevasse /krə'væs/ n. (岩石或冰的) 裂隙

frostbitten /'frɒst,bɪtn/ a. 被冻伤的

spoil /spɔɪl/ v. 毁掉, 破坏

bind /baɪnd/ v. 捆, 绑

astonishment /ə'stɒnɪʃmənt/ n. 震惊, 惊讶

Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 Do you think a sport which risks people's lives should be banned? Why / Why not?
- 2 Apart from physical exercise, what can sports offer people?
- 3 Do you think it's better to take part in a sporting event or to watch it? Why?



Passage 2

6 Work in pairs and decide which of the following words you're likely to hear when talking about football.

corner kick crossbar defender England
Germany goal head player pitch punch
referee semi-final shirt shorts team
tournament World Cup

Now check you can recognize the pronunciation of the names of these players.

Seaman Gascoigne McManaman Pearce
Ziegler Ince Köpke Shearer

Listening and understanding

7 Listen to Passage 2 and check (✓) what type of listening it is.

- a television report after the match
- a radio commentary during the match
- a newspaper article after the match

8 Listen to Passage 2 again and answer the questions.

- 1 What colour is the German team wearing?
- 2 What colour does the English team usually wear?
- 3 What problem might the English team have?
- 4 Who is attacking, England or Germany?
- 5 Who is the last person to touch the ball before the corner kick?
- 6 Who scores the goal?
- 7 How far into the match does he score it?

Passage 2

Seaman /'si:mən/ 西曼

Gascoigne /'gæskɔɪn/ 盖斯科因

McManaman /mæk'mænəmən/ 麦克马纳曼

defender /dɪ'fendə/ n. 防守队员

pitch /pɪtʃ/ n. (BrE) (运动) 场所, 场地

Pearce /piəs/ 皮尔斯

Ziegler /'zi:glə/ 齐格勒

Ince /'ɪns/ 英斯

Köpke /kɒpk/ 科普克

goalkeeper /'gəʊl,ki:pə/ n. 守门员

punch /pʌntʃ/ v. 猛击

Shearer /'ʃɪərə/ 希勒

tournament /'tuənəmənt/ n. 锦标赛

nil /nɪl/ n. (BrE) (在比赛中表示得分的) 零

Developing critical thinking

9 Work in pairs and discuss the questions.

- 1 Do commentators in Chinese use similar features of speech?
- 2 How many words do you think an article of the same event would use?
- 3 How does the commentator show his excitement? How is this shown in a written report?



Listening to natural English: sports commentaries

In sports commentaries, radio uses more words than television, because the commentators have to describe everything that's happening. It's also a spontaneous, unplanned speech, and responds to events as they happen. There are several features of natural English which we'll hear in a sports commentary:

Present tenses

The commentator uses present tense most of the time, with the present simple to describe events, and the present continuous to describe background information.

Here comes the corner kick from Gascoigne ... and Shearer's there and Alan Shearer scores for England ...

For this match it's the Germans who are wearing white.

Hesitations and pauses

The commentator has to keep talking, and he tries to avoid pauses. However, this isn't easy, so he sometimes hesitates and makes a false start.

He does like to punch the ball, that Köpke in the German goal ... England's first corner of this semi-final ... Gascoigne will take it ... Here comes the corner kick from Gascoigne ...

Ellipsis

When the speaker has to keep speaking as he thinks, it's common to leave out words.

... still McManaman for England, crosses the ball to Pearce ... Pearce takes a shot! ... saved by the German Ziegler, and picked up by Ince only 25 yards away from the German goal ... good effort by Ince ...

Adverbial phrases / clauses

Because there are no pictures, a radio commentator has to describe where the action is taking place, so we often hear a description of the pitch from the commentator's point of view.

And David Seaman is in goal for the England team down to our right ...

Presentation skills

Holding an informal discussion

- 1 Work in pairs and look at these two opinions:
 - Great sportsmen and sportswomen should be paid as much as film stars.
 - Sport is for amateurs. No one should expect to be paid.

Which opinion do you agree with?
- 2 Talk about your opinions about professional sport. Think about:
 - NBA players
 - Olympic athletes
 - Premier League football players
 - professional tennis players
 - Formula One drivers

Which sportspeople deserve to earn large sums of money? Make a note of your opinions.

- 3 Work in groups of three or four and hold a discussion.
- 4 Work with the whole class, and continue the discussion. Find out what the most common opinion about payments for sportspeople is.

Holding an informal discussion

Usually, an informal discussion is not prepared in advance. It's a natural part of a conversation.

We should take turns to speak, and try to make sure everyone has a chance to give their opinions.

We can show that we want to say something by using our body language, eye contact and sounds such as *Er ...*, *Um ...*

We can express strong opinions, but we should try to be light-hearted.

If we're sure about something factual or a logical conclusion, we can say so.

We should try to pick up from what someone has already said. It doesn't have to be the very last thing, but it has to be relevant to the overall theme of the discussion.

We can interrupt, but we should try to do it politely, during a natural pause. We should also try not to speak while other people are speaking.

Expressing strong opinions

I really think ...

I certainly don't think that ...

It's nonsense to say ...

Expressing certainty

Actually / In fact, ...

Clearly / Obviously, ...

There's no doubt ...

Surely, ...

Inviting others to speak

What do you think, Janet?

What's your take on all this?

Entering the discussion

That's a good point. I just want to add that ...

Well, I take your point, but ...



Pronunciation



1 Listen and repeat.

row know follow down how lower
allow own

Pronunciation of *ow*

We can pronounce words which include the letters *ow* in two ways:

/əʊ/ row know follow lower own

/aʊ/ down how allow

Rules for English pronunciation are complicated and there are many exceptions, so we need to learn how to pronounce each word when we learn its meaning.

2 Listen and notice how the pitch of the speaker's voice rises to express excitement.

He does like to punch the ball, that Köpke in the German goal ... England's first corner of this semi-final ... Gascoigne will take it ... Here comes the corner kick from Gascoigne ... and Shearer's there and Alan Shearer scores for England ... England have scored after only two minutes' play ... with a corner kick by Gascoigne ... aimed at the near post, and Alan Shearer heads the ball into the German goal ... It's an absolute dream start for the semi-final ... Shearer has got his fifth goal of the tournament ... Would you believe it? It's England one, Germany nil!

Now read the passage aloud. Make sure the pitch of your voice rises to express excitement.

Raising the pitch of the voice to express excitement

It's quite natural for our voices to change when we get excited. Because a football commentary needs to reflect the excitement which the commentator can see during the match, the more excited they get, the higher the pitch of their voice rises.

3 Listen and notice how the speaker changes the speed, volume, intonation and pitch of his voice.

And sure enough after climbing well for three and a half days, disaster strikes. Simpson falls and breaks his right leg. With no food or water, the climbers know they have to get off the mountain – fast. Yates is determined to find a way to get his friend home, and he has to lower Simpson down the mountain. Simpson is in agony, but Yates has no choice except to ignore his partner's cries of pain because otherwise he'll die.

Well, for a while, things go well. But suddenly Simpson, at the end of the rope, fails to respond to Yates' signal. Yates is unable to move any further and has no idea why Simpson is not responding. So Yates holds on with all of his strength, all too aware that eventually his strength would give out and both would fall.

But what Yates doesn't know is that he has lowered Simpson over the edge of a crevasse. Simpson is hanging in mid-air from the vertical face of the mountain. He's unable to climb back up the rope and he's got frostbitten fingers and can't communicate with Yates above him.

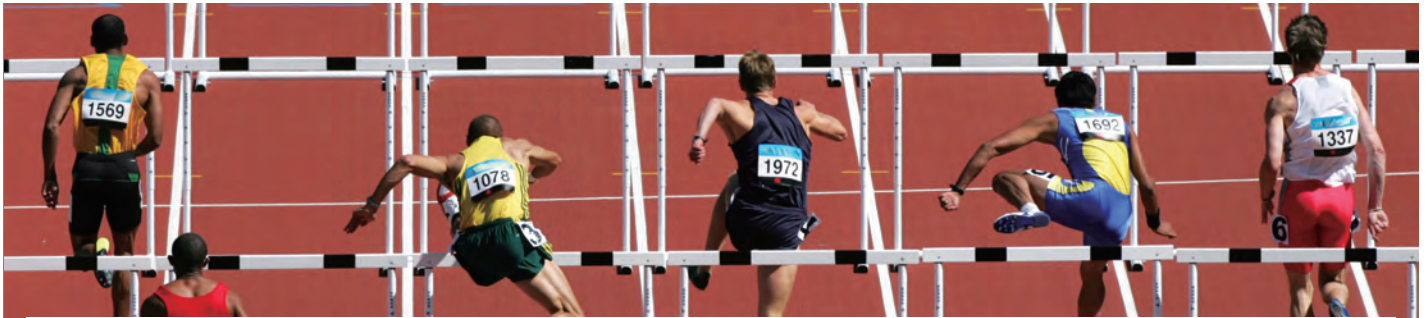
Now read the passage aloud and make sure you change the speed, volume, intonation and pitch of your voice.

Speed, volume, intonation and pitch to tell a story

When we tell a story we want to attract and keep the listener's attention. If we speak in a flat tone, with little variation in speed, volume, intonation and pitch of voice, we're likely to lose our audience. So this speaker changes these features of his voice to make the story sound more dramatic.

Unit task

Giving a talk



- 1 Work in groups of three or four. Make a list of sports which you can play at your college.
- 2 Prepare a presentation for overseas visitors describing the sports you can play at your college, and where you can play or watch them.
 - Include some non-competitive sports, eg swimming, hiking.
 - Describe the sports and how you can join a team.
- 3 Work with the rest of the class.
 - Group A* Give a talk on sports at your college.
 - Rest of class* You're the visitors. Ask questions.

Unit file

Functions

Sympathizing

That's too bad!
I know how you feel.
I'm so sorry!

Giving directions

Go down ...
Turn right / left into ...
Walk / Go along ...
Cross over ...
Keep going ...
... are on the right.
It's the last one along.
You can't miss it.

Congratulating

Well done!
Fantastic!
You were amazing!
Great news!
Congratulations!
That's great!
You deserve it.

Expressing concern

I'm worried about ...
The problem is ...
I can't help thinking ...

Reassuring

Don't worry.
Everything will be OK.
No need to get nervous.
Chill out!

Expressing strong opinions

I really think ...
I certainly don't think that ...
It's nonsense to say ...

Expressing certainty

Actually / In fact, ...
Clearly / Obviously, ...
There's no doubt ...
Surely, ...

Inviting others to speak

What do you think, Janet?
What's your take on all this?

Entering the discussion

That's a good point. I just want to add that ...
Well, I take your point, but ...

Everyday English

on your way
Yes, got it!
No problem.
Listen up!
Chill out!
I can't bear to look!

Presentation skills

Holding an informal discussion

Pronunciation

Pronunciation of *ow*
Raising the pitch of the voice to express excitement
Speed, volume, intonation and pitch to tell a story

Unit task

Giving a talk

4

Crime watch

Kate's bike is stolen

The trade in endangered animals

Find out why it's illegal

Fans of crime

Learn how fans of the true crime genre are having an impact

Strange but true

Listen to some unusual crime stories

Stop, thief!

How one woman defeated a mugger with karate



Inside view



Conversation 1

1 Work in pairs and answer the questions.

- 1 How do people usually make a bike secure?
- 2 How would you feel if your bike was stolen?
- 3 Would you report the theft of a bike to the police?
- 4 What else might you do to find your bike?

2 Watch Conversation 1 and answer the questions.

- 1 What did Mark and Kate think of the movie?
- 2 What does Kate say about her bike?
- 3 When they discover the theft of the bike, what does Mark suggest?
- 4 Had the shopkeeper seen anything suspicious?
- 5 What did the shopkeeper advise Kate to do?
- 6 What else did the shopkeeper tell Kate?
- 7 What does Mark suggest at the end of the conversation?

Conversation 1

creep /kri:p/ *n.* 讨厌的人

suspicious /sə'spi:ʃəs/ *a.* 可疑的

Conversation 2

furious /'fjʊəriəs/ *a.* 狂怒的, 暴怒的

unbelievable /,ʌnbɪ'li:vəbl/ *a.* 难以置信的

dump /dʌmp/ *v.* 扔掉

Conversation 2

3 Work in pairs and check (✓) the things that you think will happen in Conversation 2.

- 1 Kate rings the police to report the theft.
- 2 Kate tells Mark what the police said about the theft.
- 3 Kate decides to go to a sale of abandoned bikes.
- 4 A man rings Kate to tell her he has found her bike.
- 5 The police ring Kate to tell her they have found her bike.
- 6 Kate decides to pick up the bike immediately.
- 7 Kate does nothing to try and find her bike.

4 Watch Conversation 2 and choose the best way to complete the sentences.

- 1 According to the police officer, Oxford has _____.
 - (a) a low rate of bike theft
 - (b) the highest rate of bike theft in the country
 - (c) the fifth highest rate of bike theft in the country
 - (d) the second highest rate of bike theft in the country
- 2 It seems that people in Oxford _____.
 - (a) rarely get their bikes back
 - (b) often get their bikes back
 - (c) quite often get their bikes back
 - (d) sometimes get their bikes back
- 3 Kate learnt that _____.
 - (a) there is a shop that sells good second-hand bikes
 - (b) the police have a sale of abandoned bikes
 - (c) there is a sale of second-hand bikes every two months
 - (d) the police sell abandoned bikes to a second-hand shop
- 4 Kate's bike has been found _____.
 - (a) in a side street
 - (b) in a park
 - (c) in a backyard
 - (d) outside a backyard

- 5 The police tell Kate that _____.
 - (a) the bike is a little damaged
 - (b) the bike's lamp and basket have been stolen
 - (c) the bike's tyres are flat
 - (d) nothing has been taken from the bike

5 Watch Conversation 2 again and complete the sentences.

- Mark** So did you ring the police?
- Kate** Yes. I went to the police station to report it.
- Mark** What did they say?
- Kate** No one's found it. This woman said that Oxford has the fifth highest rate of bike theft in the country!
- Mark** (1) _____!
- Kate** That's what she said.
- Mark** What else did she say?
- Kate** She told me that sometimes you do get bikes back – the thieves use them and then abandon them, apparently, and then people (2) _____.
- Mark** So you might get it back.
- Kate** I hope so, Mark, I really do. (3) _____, you know? But ... um ... what else? She told me to go to this sale they have of abandoned bikes. She thinks I might find it there. But it's only (4) _____. I can't wait till then! Honestly, Mark, I'm really furious!
- Mark** You can always buy a cheap bike on eBay.
- Kate** Hello ... Speaking ... You found it! Where was it? Is it ...? Oh, that's fantastic news! There was (5) _____ on it ... Right ... OK, thank you. I'll be in tomorrow morning to pick it up. Unbelievable! This guy found it!
- Mark** Brilliant! Was that the police?
- Kate** Yes. What they said was, someone dumped it (6) _____.
- Mark** That's so strange!
- Kate** The lamp's been stolen and the basket.
- Mark** (7) _____! You're lucky to get it back!

Expressing disbelief

I don't believe it!
You're joking!
Unbelievable!

Expressing anger

How could they!
How could someone have done this!
The creep!
I'm really furious!

Expressing upset

I'm just so upset!
It's just too much.

Reporting speech

I asked the shopkeeper if ...
She said she hadn't.
She advised me to ...
According to her, ...
This woman said (that) ...
She thinks (that) ...
What they said was, ...



6 Work in pairs and answer the questions about Everyday English.

EVERYDAY ENGLISH

The creep!
It cost a fortune.
No luck.
I guess it was a long shot.
Honestly, ...
Forget about it!

- 1 **The creep!** Does this mean (a) what a horrible person, or (b) the thief?
- 2 **It cost a fortune.** Does this mean it was (a) not expensive, or (b) very expensive?
- 3 **No luck.** Does this mean (a) I had bad luck, or (b) I was unsuccessful?
- 4 **I guess it was a long shot.** Does this mean (a) I was sure the shopkeeper would know, or (b) it was unlikely the shopkeeper would know?
- 5 **Honestly, ...** Is this a way of (a) emphasizing that what you are saying is true, or (b) expressing surprise?
- 6 **Forget about it!** Does this mean (a) don't worry about that – it's not important, or (b) forget the whole thing?

7 Work in pairs and act out the conversation.

- Student A** You find out that something you own (eg a computer, a mobile phone) has gone. Ask where it is and express surprise.
- Student B** Ask where Student A had left it.
- Student A** Say where you left it. Show your anger that someone has stolen it.
- Student B** Express anger.
- Student A** Mention its value and say how upset you are.
- Student B** Suggest that Student A then ring the police.
(later)
- Student A** Tell Student B you reported the theft to the police.
- Student B** Ask what they said.
- Student A** Tell Student B what the police said.
- Student B** Ask what else the police said.
- Student A** Reply.
- Student B** Say that you hope Student A gets it back.

Talking point

- 1 Work in groups of three and perform a role-play about a burglary.

Student A Turn to Page 113.

Student B Turn to Page 115.

Student C Turn to Page 116.

- 2 Work with the whole class and perform your role-play.

Outside view

- 1 Work in pairs. Look at the photo and discuss what you know about the trade in endangered animals.



Watching and understanding

2 Watch the video clip and check (✓) the true statements according to the clip.

- 1 The trade in endangered animals is growing.
- 2 There have been a thousand rhinos slaughtered in South Africa.
- 3 Medicines, live animals and ivory are the main items seized by UK customs.
- 4 Live endangered animals which are smuggled in to the UK are sent back to the countries they came from.
- 5 Many of the items will be used for education and research, but the rhino horn will be destroyed.

3 Watch the video clip again and complete the sentences.

- 1 Ivory and rhino horn, trophy animals and Chinese medicines, it's a multimillion pound _____.
- 2 This year, Sky News has _____ with rhinos in South Africa, clearly seeing the damage done by poachers, and it's thought the number of rhinos killed there might _____ this year.
- 3 ... they're anticipating 1,000 rhinos to be slaughtered in South Africa, er, _____.
- 4 The items held in this warehouse have also been smuggled illegally, often _____ sent by courier or parcel post ...
- 5 There's _____ in reptiles, tortoises for example are enormous problems, and turtles, often confiscated.
- 6 But the rhino horn will be destroyed, and prevented from ever _____.

Listening to natural English: Everyday English

While the reporter in the video clip is trained to speak without hesitation, and has probably learnt the script, the interviewees may show some typical features of everyday English.

Speakers often use *you know* and *I mean* because they're hesitating about what to say:

*Poaching levels are at ... **you know**, unprecedented levels now, **you know**, they've gone through the roof.*

They don't always speak in complete sentences:

Here we've got a pair of, er, snakeskin shoes of some sort, look like python.

They repeat themselves:

*And it's extremely difficult trying to find homes for **these, these, these** sorts of animals.*

endangered /ɪn'deɪndʒəd/ a. 濒危的
item /'aɪtəm/ n. (通常指一组物品或清单上的) 一条, 一项, 一件
ivory /'aɪvəri/ n. 象牙
rhino /'raɪnəʊ/ n. 犀牛
horn /hɔ:n/ n. (牛、羊等动物的) 角
trophy /'trɒfi/ n. (猎获物等) 纪念品
poacher /'pəʊtʃə/ n. 偷猎者, 偷捕者, 盗猎者
unprecedented /ʌn'presɪ,dentɪd/ a. 前所未有的, 史无前例的
slaughter /'slɔ:tə/ v. 屠杀, 杀戮
illegally /ɪ'li:ɡli/ ad. 不合法地, 非法地, 违法地

python /'paɪθn/ n. 巨蟒
warehouse /'weə,haʊs/ n. 货仓, 仓库
courier /'kʊəriə/ n. 信使
intercept /,ɪntə'sept/ v. 拦截, 截住
reptile /'rep,tail/ n. 爬行动物
tortoise /'tɔ:təs/ n. 龟, 陆龟
enormous /ɪ'nɔ:məs/ a. 巨大的, 极大的
turtle /'tɜ:tl/ n. (BrE) 海龟
confiscate /'kɒnfɪ,skeɪt/ v. 缴获, 没收
extremely /ɪk'stri:mli/ ad. 非常
Harriet Hadfield /,hæriət hæd'fi:ld/ 哈丽雅特·哈德菲尔德

4 Work in pairs and choose the best words or expressions to complete the passage.

The trade in endangered animals is on the increase. For example, a thousand rhinos will be shot in South Africa this year because their horns are used in alternative medicine. UK customs officials have confiscated (1) _____ items, (2) _____ times more than the year before. They include (3) _____ of illegally imported medicines, (4) _____ endangered live animals, such as reptiles, tortoises and turtles, and over (5) _____ items made from ivory. The items are sent by post or by courier and are intercepted at the UK's ports and airports. Endangered animals brought in alive are rehomed across the country, but (6) _____ in particular are difficult to find homes for. Education and research benefit from many of the items, but the rhino horn will be destroyed, to stop it going back onto the black market.

- | | | | | |
|---|----------------|-----------------|-----------------|---------------------------|
| 1 | (a) 25 million | (b) 2.5 million | (c) 25 billion | (d) 2.5 billion |
| 2 | (a) 4 | (b) 6 | (c) 8 | (d) 10 |
| 3 | (a) 40 kilos | (b) 400 kilos | (c) 4,000 kilos | (d) 40,000 kilos |
| 4 | (a) 39 | (b) 93 | (c) 193 | (d) 930 |
| 5 | (a) 30 | (b) 130 | (c) 300 | (d) 3,000 |
| 6 | (a) rhinos | (b) snakes | (c) pythons | (d) tortoises and turtles |

Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 Do you agree that the trade in endangered animals should be illegal? Why / Why not?
- 2 Is there any justification for allowing some items to be traded?
- 3 Should museums and universities be allowed to keep some items for education and research purposes? Why / Why not?



Listening in

News report

- 1** Listen to a news report and choose the best answer to the questions you hear.
- (a) Podcasts and Netflix provide more interesting programmes than TV.
(b) Programmes of the true crime genre are popular.
(c) People are more and more involved in helping investigate crimes.
(d) People are easily fooled into releasing murderers from prison.
 - (a) Both men murdered their girlfriends.
(b) Both men claimed they did not commit the crime.
(c) Both men were wrongly imprisoned for a crime they didn't commit.
(d) Both men were given chances to present new evidence in their cases.

Passage 1

- 2** Work in pairs. Look at the cartoons and describe where they take place and what they show.



Now listen to Passage 1 and find out what happened.

Listening and understanding

- 3** Listen to Passage 1 again and answer the questions.

- 1 What had the man in the first story forgotten to do?
- 2 How much money did the robber in the second story steal?
- 3 Why did the robber in the second story ring the newspaper office?
- 4 How did the police find the man in the second story?
- 5 Why did the man in the third story jump up and shout, "I plead guilty"?
- 6 What did the judge allow him to do?

- 4** Listen to Passage 1 again and correct the sentences according to the passage.

- 1 The shoplifter started running, but the security man soon caught up with him.
- 2 Always remember to wear your false teeth if you're going to shoplift something.
- 3 I'm wondering if the supermarket manager took another 6,000 and said I'd taken it.
- 4 The guy was ringing from a phone booth – and they arrested him while he was still talking to the supermarket manager.
- 5 The man suddenly woke up, but wasn't sure whether he was guilty or not.

News report

genre /'ʒɒnrə/ *n.* 类型, 体裁

popularity /'pɒpjʊ'lærəti/ *n.* 流行

revisit /,ri:'vɪzɪt/ *v.* 再讨论

Adnan Syed /,ædnæn 'saɪd/ 阿德南·赛义德

imprison /ɪm'prɪzn/ *v.* 监禁

Netflix /'netflɪks/ 奈飞公司 (在线影片租赁提供商)

documentary /,dɒkjʊ'ment(ə)rɪ/ *n.* 纪录片, 纪实性电视节目

series /'sɪəri:z/ *n.* (电视或广播的) 系列节目

Steven Avery /,sti:vn 'eɪvəri/ 史蒂夫·埃弗里

investigate /ɪn'vestɪ,geɪt/ *v.* 调查

Passage 1

alert /ə'leɪt/ *v.* 向……报警

shoplifter /'ʃɒp,lɪftə(r)/ *n.* 商店扒手

complain /kəm'pleɪn/ *v.* 投诉

trace /treɪs/ *v.* 追查, 追踪

booth /bu:ð/ *n.* (尤指供一人投票或打电话用的) 小间

client /'klaɪənt/ *n.* 当事人

Developing critical thinking

5 Work in pairs and discuss the questions.

- 1 Which story do you like best? Can you explain why?
- 2 Which of the three men was the most foolish?



Passage 2

6 Work in pairs and discuss the questions.

- 1 How common is mugging in your neighbourhood both at home and at college?
- 2 Have you or anyone you know ever been mugged?

Listening and understanding

7 Work in pairs. Listen to Passage 2 and complete the factfile.

Factfile
Name of the victim
<input type="text"/>
Date the attack took place
<input type="text"/>
Time of day the attack took place
<input type="text"/>
Gender of the attacker
<input type="text"/>
Item the mugger tried to steal
<input type="text"/>
Gender and number of the people who helped the victim
<input type="text"/>
Time the police took to arrive
<input type="text"/>

8 Listen to Passage 2 again and choose the best way to complete the sentences.

- 1 Anna was talking to ____ on her mobile phone when someone grabbed it.
(a) a friend
(b) her husband
(c) her boyfriend
(d) a colleague
- 2 The attacker _____.
(a) pulled Anna's hair
(b) kicked Anna
(c) hit Anna
(d) pulled Anna to the ground
- 3 Anna is trained in _____.
(a) karate
(b) judo
(c) general self-defence
(d) police self-defence methods
- 4 Anna's reaction was to _____.
(a) kick the mugger
(b) fall backwards on top of the mugger
(c) pull the mugger to the ground
(d) hit the mugger in the stomach
- 5 The two men were ____ when they first saw the attack.
(a) at the end of the street
(b) in a parked car
(c) in a nearby house, looking out of a window
(d) in a car that was passing by

9 Listen to Passage 2 again and write down the responses to the presenter's words.

- 1 Really!
- 2 I bet you are.
- 3 And what's that?
- 4 You fell backwards onto him!
- 5 Do you think, if that hadn't happened, you could have injured him?
- 6 Perhaps we should all learn karate.

Developing critical thinking

10 Work in pairs and discuss the questions.

- 1 What is your reaction to the story?
- 2 Would you consider taking a course in self-defence? Why / Why not?
- 3 What do you do to avoid being mugged?



Passage 2

mug /mʌg/ v. (在公共场合) 行凶抢劫

mugger /'mʌgə/ n. (在公共场合) 行凶抢劫者

karate /kə'ra:ti/ n. 空手道

black belt n. (柔道或空手道等的) 黑腰带级选手

cope /kəʊp/ v. 对付, 应对

Presentation skills

Giving professional advice

- 1 Work in groups of four and make notes about what advice to give in these situations on behalf of the local police station.
 - theft of personal possessions, eg a pickpocket steals someone's bag from a café
 - bicycle theft
 - street crime, eg a mugger tries to steal someone's mobile phone
- 2 Divide into pairs.
 - Decide who will give which part of the talk.
 - Plan your talk.
- 3 Work in groups of four again and give your talk to the other pair.
 - The pair who is listening should be prepared to ask questions after hearing the talk.
 - Give feedback to each other about your talks.
- 4 Work with the whole class and give your talk.
- 5 Vote for the pair who gave the best talk.



Giving professional advice

Audiences are always glad to receive advice from a professional person as they know that the speaker is an expert in their field. When we give our talk, we can do the following:

- Introduce ourselves and say what the talk is about.
- Refer to our experience as an expert. This is what the audience has come to hear.
- Go through each situation in turn, giving specific advice.
- Warn the audience about possible problems or dangers, eg the danger of walking along a dark side street late at night.

Finally, we should remember that when giving advice, even as a professional person, there is no need to be formal. Our advice will be well-received if we remember to be friendly, smile and look at different people as we talk.

Introducing yourself

I'm from the local police station.
I've been invited by the college to ...
I'm here to give advice on ...

Giving advice

Always check ...
Don't / Never forget to ...
There are simple steps you can take to ...
Don't, under any circumstances, ...
When / If you're in a café, don't ...

Giving advice based on experience

People often report that their bag was stolen from under a table.
With bicycle crime, people often tell us that they hadn't locked their bicycles.
As a police officer, I often hear of situations where a person was mugged late at night.

Warning

Be careful to ...
Be very careful when ...
Beware of walking along dark roads late at night.
In some situations you can't be too careful.
It's better to be safe than sorry.

Pronunciation

1 Listen and repeat the loan words.

karate judo yoga Pilates sumo
tae kwon do jujitsu

Loan words

Loan words are words which come from other languages, but which we use in everyday English. Sometimes their pronunciation changes slightly from the original.

2 Listen and notice how the speaker pauses at the end of the sense groups.

- 1 This year, Sky News has filmed with rhinos in South Africa, clearly seeing the damage done by poachers, and it's thought the number of rhinos killed there might reach a record high this year.
- 2 In the past year, UK customs officials have seized 2.5 million illegal items. That's ten times more than the year before.
- 3 The items held in this warehouse have also been smuggled illegally, often in the form of packages sent by courier or parcel post, and intercepted at the UK's ports and airports.
- 4 Endangered animals brought in alive are rehomed across the country.

Now read the sentences aloud. Make sure you pause after each sense group.

3 Listen and notice how the speaker contracts the underlined words.

That's good. I read a funny crime story the other day. Let's see ... yeah ... this guy ... this guy robbed a supermarket somewhere in America – I can't remember where exactly – anyway, he got away with about 4,000 dollars. The next week the local newspaper reported the story but said he'd stolen 6,000 dollars. The thief rang the newspaper office to complain. He said, "Look, I only took 4,000 dollars. I'm wondering if the supermarket manager took another 2,000 and said I'd taken it. I did not take 6,000, I promise you."

Now read the passage aloud. Make sure you contract the underlined words.

Contracted forms (1)

Remember that we always use contracted forms in English, both in formal and informal situations. They help the rhythm of the language, and if we don't use them, we're more likely to sound like a foreign speaker of English.

4 Read the passage and underline the words the speaker is likely to link.

This 72-year-old guy stole a pair of trousers from a department store in Paris. A security man saw him and alerted the police and they were waiting for him when he came out of the shop. The shoplifter started running, but the policeman soon caught up with him. The man then bit the policeman on his arm several times.

Now listen and check.

5 Read the passage in Activity 4 aloud. Make sure you link the words you underlined.

6 Read the conversations and underline the words and sounds which you expect to be linked, changed or weakened.

Mark Listen, I'll go down the street and see if I can see anyone with it. Why don't you go into that shop and see if they've seen anything suspicious? I'll be back in a minute.

...

Kate She said she hadn't. I guess it was a long shot. She advised me to report it to the police. But according to her, bikes get stolen all the time around here.

...

Mark So you might get it back.

Kate I hope so, Mark, I really do. It's just too much, you know? But ... um ... what else? She told me to go to this sale they have of abandoned bikes. She thinks I might find it there. But it's only every two months. I can't wait till then! Honestly, Mark, I'm really furious!

Now listen and check.

7 Read the conversations in Activity 6 aloud. Make sure you link, change or weaken the words and sounds you underlined.

Unit task

Carrying out a survey on students' experience of crime



- 1 Work in groups of three or four and prepare a survey on students' experience of crime. Think of questions to ask about their experience of crime. Include questions about:
 - students' reactions when something was stolen from them
 - how safe they feel when out at night
 - what precautions they take against theft
- 2 Work separately, with each member of the group interviewing three or four students. Make notes of students' answers.
- 3 Gather and compare your answers and prepare a report. Be ready to quote individual students.
- 4 Work with the whole class and give your report.
- 5 Discuss your reactions to the report.

Unit file

Functions

Expressing disbelief

I don't believe it!
You're joking!
Unbelievable!

Expressing anger

How could they!
How could someone have done this!
The creep!
I'm really furious!

Expressing upset

I'm just so upset!
It's just too much.

Reporting speech

I asked the shopkeeper if ...
She said she hadn't.
She advised me to ...
According to her, ...
This woman said (that) ...
She thinks (that) ...
What they said was, ...

Introducing yourself

I'm from the local police station.
I've been invited by the college to ...
I'm here to give advice on ...

Giving advice

Always check ...
Don't / Never forget to ...
There are simple steps you can take to ...
Don't, under any circumstances, ...
When / If you're in a café, don't ...

Giving advice based on experience

People often report that their bag was stolen from under a table.
With bicycle crime, people often tell us that they hadn't locked their bicycles.
As a police officer, I often hear of situations where a person was mugged late at night.

Warning

Be careful to ...
Be very careful when ...
Beware of walking along dark roads late at night.
In some situations you can't be too careful.
It's better to be safe than sorry.

Everyday English

The creep!
It cost a fortune.
No luck.
I guess it was a long shot.
Honestly, ...
Forget about it!

Presentation skills

Giving professional advice

Pronunciation

Loan words
Sense groups
Contracted forms
Linking sounds

Unit task

Carrying out a survey on students' experience of crime