

PEARSON

LANGUAGE LEADER ADVANCED

Teacher's Book

4

先锋英语

教学参考书

原 著 Grant Kempton

改 编

总主编 战菊 严明



高等教育出版社
HIGHER EDUCATION PRESS

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XIANFENG YINGYU JIAOXUE CANKAO SHU

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前言

大学英语教学是我国大学基本素质教育的重要组成部分，也是培养创新型人才不容忽视的重要环节。根据《大学英语课程教学要求》，大学英语教学的使命和任务是提高学生的英语综合应用能力。而光有语言应用能力并不能保证有效交际，也无法锻炼创新意识，大学英语课程还应兼具人文性和思辨性，培养学生的国际化视野和创新实践能力。

《先锋英语》系列教材是符合教改精神、能满足新时代教学需要的一套国际化英语系列教材。其原版教材（Language Leader）由培生教育出版集团（Pearson Education）出版，高等教育出版社引进后组织国内知名高校的英语教育专家和骨干教师完成了针对我国高校学生需求的本土化改编工作。在改编过程中，我们以服务新时代人才培养战略为宗旨，主张通过语言学习培养学生的批判性思维，在教学活动中树立学生的团队合作意识，进而提升他们的人文素养并培养他们终身学习的观念。

经改编，《先锋英语》系列教材具有以下特色：

1. 重视基础，夯实语言知识

在编排上，《先锋英语》系列教材每个单元以主题为中心安排教学活动、建立背景知识网，通过涉及的主题，将听、说、读、写各项技能的训练融为一体，并在一定的交际环境中进行语法的讲解和词汇学习，保证学生掌握用英语进行交际必须具备的语言基础。

2. 注重实践，培养语言能力

在学习、掌握相关语言知识后，本系列教材每个单元设计了情境训练模块来锻炼学生的英语综合应用能力。该模块围绕学生日常生活中的交际情境设置语言任务，通过情境准备、语言指导，帮助学生开拓思路，完成一个具体的交际任务，在巩固本单元所学知识的同时实现语言知识向语言能力的转换。

3. 强化技能，传授学习技巧

写作是英语学习的一个难关。本系列教材每个单元包含特定的写作技巧讲解和训练，让学生轻松习得写作技能，培养写作兴趣。另外，每个单元还包含学习技巧的介绍，为学生自主学习提供方法和理论支持，培养语言学习习惯，也为将来的工作和生活提供帮助。

4. 配套齐备，便于个性化学习

本系列教材共分5级，每级由《综合教程》、《教学参考书》、《同步练习》和配套的学习光盘、试题光盘、MP3光盘、电子教案和网络资源组成，形成完备的立体化教学资源，以便学生根据自身需要主动地、个性化地学习。

5. 弹性编排，适于创造性教学

本系列教材提供了形式多样的教学活动、大量的练习材料及详尽的教学指导，便于教师按照分类指导原则根据具体情况灵活安排教学、扩展教学视野、发展教学技能，进行创造性教学。

《先锋英语》系列教材由吉林大学战菊教授和黑龙江大学严明教授担任总主编。本书为《先锋英语教学参考书4》，由吉林大学张广林担任主编，曲鑫和林娟担任副主编，编者还有付慧敏、祝璇和张娟。

由于编者水平有限，本教材难免存在不足之处，恳请广大师生批评指正。最后，祝您英语学习愉快！

编者

2012年2月

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To the Teacher: Introduction by the Authors

We are pleased to welcome you to this new course: *Language Leader*. In this introduction we outline some of our ideas about the course. We have done our very best to write a series of books that teachers (and students!) will enjoy using, and we very much hope that, although we may be physically far apart, we share with you — as teachers — a common set of beliefs and practices, and a common sense of purpose.

Approach

Language Leader is an international course with a global focus, and is aimed at citizens of the 21st century world — people who cross (and communicate across) national borders. We believe that students are curious about the modern world, and that this course engages with it. *Language Leader* enables students to be better informed and helps them understand and express their ideas and feelings about the world.

We believe it is important to offer students stimulating topics that engage their interest and increase their motivation for learning. We have made use of our diverse backgrounds, personalities and interests as authors, in the hope of providing students with a rich variety of different topics. Each unit contains an 'umbrella topic' with a different subtopic in each lesson, allowing us to explore a range of issues within a single topic and also to recycle vocabulary. We think that the approach to the topics in the course will challenge students and allow them to develop their powers of expression and analysis and their critical thinking skills. *Language Leader* reflects our belief that language learning is not merely a form of training, but should be situated in a broader educational context. We hope that students who use the series will not only learn English, but — through English — will also learn interesting things about the world and about themselves. Perhaps, sometimes, they may not even be aware that they are actually learning English!

Language Leader is not based on one particular teaching 'philosophy' or methodology, but is informed by sound pedagogical principles, plus an intuitive sense — the result of many years' experience — of what works in the classroom. Having said this, we use a broadly communicative methodology and a text and task-based approach. Pair and group work is an important part of the learning process. The Common European Framework has informed many of the speaking activities.

Language development

Throughout the units, there is careful development and logical staging of new language, as well as substantial recycling of previous language, enabling students to move forward rapidly. The Review, Language Reference and Extra Practice sections consolidate and extend students' learning.

The texts in *Language Leader* not only provide context for grammar and vocabulary but systematically develop students' reading and listening skills. The reading texts are authentic or semi-authentic, or at lower levels based on real sources, and are taken from a variety of genres (for example, newspapers, magazines, literature and publicity

materials). Listening skills are also developed throughout the course. Each unit has a number of listening activities and there is a wide variety of different listening texts (for example, radio programmes, conversations, interviews, talks and lectures), as well as a varied range of activity types.

There is considerable variety in the length of these reading and listening texts: some are relatively short, but *Language Leader* also offers students an opportunity to deal — in a supported way — with some longer texts. Students who suddenly find themselves in an English-speaking environment — whether in their home country or abroad — often have difficulty with the large quantities of spoken and written English that they are exposed to. This course helps them to build up their confidence in handling extended amounts of English. In addition, many of the reading and listening exercises are based on exam-type questions.

There are constant opportunities throughout the course for students to improve their speaking skills, with speaking exercises in every unit. Students can comment on the topics and discuss the issues that arise, as well as talk about more personal experiences and knowledge, through a variety of exercises, such as information gaps, personalised question and answer activities, role-plays and debates.

The Scenario lessons are, we believe, an important communicative feature of *Language Leader*. Every unit includes a Scenario lesson, devoted to extended speaking practice in a real-life situation. Information has to be processed — and decisions made — leading to a specific outcome. Students are given language support to carry out the task.

The course covers all the key grammar points. These points are all contextualised and students are generally encouraged to analyse and understand grammar through an inductive approach with reference to examples in the texts. The grammar is practised in motivating and interesting activities. The Language Reference and Extra Practice section at the back of the book extends students' knowledge of grammar and provides essential further practice. It can be used in the class or for independent study at home.

Lack of vocabulary is one of the main problems many students face. Consequently, students struggle to make sense of texts and express themselves. They need more words. To address this, *Language Leader* has a wide range of vocabulary, and students are able to acquire and use this vocabulary through contextualisation and recycling.

Writing skills and study skills

Writing in English has become increasingly important, but is often students' weakest skill and something that they don't really enjoy. Even with very able students, it often drags down their scores in examinations in which they would otherwise do well. We consider, however, that writing is also a skill in which — with a little help — students can make significant progress. *Language Leader* has a page in every unit that is devoted to the development of writing skills, and there are also further writing activities throughout the course. Because of the systematic approach to the

development of writing skills in the course, students should be able to make real progress in their writing, and derive great satisfaction from this. Again, there is wide variety in the length and type of tasks. We place considerable emphasis, even at the lower levels, on discourse features of written English, with frequent analysis of text models and plenty of writing practice at both paragraph and text level. In addition, we have included activities designed to encourage students to be rigorous in checking their own writing.

Each unit also includes a Study Skills page, which aims to encourage students to be independent learners with a high level of self-awareness. The skills that we cover in this section are not just for students who are on educational courses in schools, colleges and universities; they are also transferable skills which will be useful to students in many different contexts, including their careers and personal lives.

Flexibility

Of course, we hope that you will use every page in the book! But the *Language Leader* format deliberately lends itself to different teaching situations and can be adapted easily depending on the length and type of course you are teaching.

To conclude, we trust that you and your students will find *Language Leader* interesting, motivating and enjoyable. We also hope that it will meet your students' needs as well as providing something new. We welcome your comments on the course and hope to have the pleasure of meeting you in the future!

David Cotton, David Falvey, Simon Kent, Gareth Rees, Ian Lebeau

Language Leader: Course Description

Language Leader is a general English series for adults and young adults. The course has a topic-based multi-strand syllabus which includes comprehensive work on grammar, vocabulary, pronunciation and integrated skills, where strong emphasis is placed on reading, writing and study skills as well as speaking and listening. With its purposeful approach *Language Leader* is particularly suitable for general English students working towards exams, and those learners who may go on to, or are already in, further education.

Language Leader has five levels and takes learners from Elementary to Advanced Intermediate; each level offers 90—120 hours of work.

Coursebook

The 12 Coursebook units are divided into double-page lessons, each with a clear aim, which are designed to make the course flexible and easy-to-use.

- **Introductory Lesson:** in *Language Leader Advanced* the first spread is where the unit topic is presented with core vocabulary and lexis through reading and listening texts, and where students discuss some of the themes of the unit and activate any previous knowledge and

vocabulary.

- **Input Lessons:** there are two input lessons in each unit. Here, new language is presented through informative texts with a balanced mix of grammar, vocabulary, pronunciation and skills work.
- **Scenario:** in the fourth lesson, learners integrate and practise the language presented in the previous lessons through a communicative task. This major speaking activity is carefully staged; the Key language section gives extra support by developing functional exponents and the Other useful phrases boxes provide helpful fixed phrases.
- **Study and Writing Skills:** the fifth lesson consists of a Study skills section, followed by Writing skills, which helps students to write a particular text type.

Language Leader Coursebook also features the following:

- **Review:** the Review spreads occur after every three units; these provide mixed practice for ongoing revision. The Language check section is a quick self-edit exercise and Look back encourages reflection on the previous units.
- **Language Reference / Extra Practice:** this section consists of one cross-referenced spread for each unit. The left-hand page includes a grammar summary for the unit, plus reference lists for Key language and Vocabulary. The right-hand page provides extra practice for consolidation.

CD-ROM

- This component is attached to the back of the Coursebook.
- It provides extra practice and self-assessment for the learners with a variety of exercises, including listening. With the help of the Language reference and the Dictionary, the CD-ROM helps learners develop their learning skills. The unique Writing section includes models for different writing tasks from everyday notes to academic essays.

Workbook

- This contains further practice of areas covered in the corresponding units of the Coursebook and introduces Extra vocabulary to build lexis in the topic area.
- To help the development of language skills, useful strategies are introduced through Read better and Listen better boxes.
- Translation exercises help students compare English with their L1, and Dictation exercises provide more listening and writing.

Workbook CD


- Attached to the back of the Workbook, the CD contains all the recorded material for extra practice.

mylanguageleaderlab

Students have unlimited access to this online component with interactive exercises that provide learners with practice in all skills areas and give immediate feedback. Teachers

save time by assigning activities that are automatically graded.

Teacher's Book

- This provides all the support teachers need from detailed teaching notes to extra photocopiable activities.
- There are warning points  to alert teachers about possible problem areas as well as teaching tips to help them. Taking into account teachers' busy schedules, the Teacher's Book notes are designed as lesson plans, with ideas for extension and adjustment, which are especially useful for mixed-ability groups.

Test Master CD-ROM

- Attached to the back of the Teacher's Book, the Test Master CD-ROM is an invaluable resource to accompany *Language Leader*. The tests are based strictly on the content of the Coursebooks, providing a fair measure of students' progress.
- The audio files for the listening tests are conveniently located on the same CD-ROM.
- The tests can be printed out and used as they are, or can be adapted using Microsoft® Word to edit them to suit different teaching situations.
- The Test Master CD-ROM contains the following:
 - Unit Tests (one 'A' and one 'B' test for each unit)
 - Progress Tests (one 'A' and one 'B' test for every three units plus additional optional speaking and writing tests)
 - Final Test (one 'A' and one 'B' version)

Active Teach

This is the Digital Coursebook on a CD with IWB (interactive whiteboard) tools. If the classes do not have an IWB, the CD can be put on a computer and the teacher can use it with a projector. The content includes the Coursebook material integrated with the audio and the CD-ROM exercises. A high degree of functionality is laid over the page spreads and includes zoom and teacher tools for writing, highlighting, etc. There are tabs for the Dictionary, Pronunciation and Tests as well as the Reference sections of the course, e.g. Language reference and Extra practice.

Syllabus areas

- **Topics:** to motivate learners the units are based on up-to-date topics of international interest or new angles on familiar subjects. Themes have been carefully chosen to engage the learners and to provide a springboard for their own ideas and communicative needs.
- **Grammar:** *Language Leader* follows an established syllabus progression and learners are actively involved in developing their knowledge of grammar. The Grammar sections in the input lessons focus on the main language points presented through the texts and learners are encouraged to work out the rules for themselves. They are supported by the Grammar tip boxes and cross-referred to the corresponding Language reference and Extra practice pages at the back of the book for reinforcement.

- **Vocabulary:** vocabulary input is derived from the unit topics and texts, allowing the teacher to build on words and phrases students already know to create lexical sets. Additional attention is paid to word building and lexical patterns. The vocabulary is revised in the Review lesson and Extra practice and practised further in the Workbook.
- **Reading:** there is a wide range of reading material in *Language Leader* and a variety of exercise types developing the reading skills. The informative texts have been chosen for their interest and to provide a context for the grammar and vocabulary items being studied. The texts are based on real-life sources (magazines, websites, etc.) and related activities include comprehension, vocabulary and reading sub-skills work.
- **Listening:** students are given many opportunities to develop a wide range of listening skills in *Language Leader*, both in terms of text types and activity types (e.g. checking predictions, table and note completion). There is more listening practice in the Workbooks and CD-ROMs to further build the learners' confidence.
- **Speaking:** opportunities for oral practice of language and freer discussion appear regularly in every lesson. There is at least one explicit speaking activity per lesson and a major communicative task in the Scenario lesson.
- **Writing:** the writing syllabus introduces students to different genres and develops students' writing through analysis of models and practice in producing different text styles.
- **Study skills:** a systematic approach to developing study skills fosters independent dictionary use, encourages students to take notes effectively and gives them help in approaching exams and learning outside the classroom.

External organisations and link to examinations

- **Common European Framework of Reference:** the ethos of the CEFR is reflected throughout *Language Leader* in a variety of ways. For example, the outcomes of the Scenario lessons reflect the "Can do" descriptors and help students use the language they have learnt effectively. Also, great emphasis is placed on the development of independent learning across the course including the extensive work on study skills, good study habits and self-assessment. For more information on *Language Leader* and the CEFR see the website www.pearsonlongman.com/languageleader.
- **Bologna Process:** as part of this initiative to harmonise tertiary education, many institutions now offer credit-bearing English language programmes. *Language Leader* reflects the values of the Bologna Process with its emphasis on individual responsibility for learning.
- **Link to examinations:** ELT examination exercise-types occur regularly throughout *Language Leader* to help prepare students for a range of common exams (IELTS in particular). The website provides grids correlating *Language Leader* to international ELT exams.

How a Unit Works (Advanced)

Introductory Lesson

The contents of each unit are clearly labelled at the top of the opening page.

Stimulating topic-related quotation to engage learners.

UNIT 6

Technology and Change

In this unit

- Grammar
- Vocabulary
- Reading
- Writing
- Speaking
- Listening
- Project

6.1 ATTITUDES TO TECHNOLOGY

READING

6a Read the message board opinions and answer the questions below.

- Which of the people are in a good / bad mood about the question?
- Why? Give an opinion / disagree with / What is the best / worst point of view?
- Summarise each person's argument in one sentence.
- What do you think about the way the writers on the message board express their opinion? Is the style:
 - as formal or informal?
 - as subjective or objective?
 - as well-structured or disorganised?
 - as emotional or unemotional?
- Find examples of the following in the message board text:
 - an example of a question
 - an example of a response
 - an example of a topic sentence
 - an example of a conclusion
- What other stylistic features do you notice? Why do you think they are used?

6b Complete the following with the correct preposition. Look back to the message board to check your answers.

- What does a lot of technology seem _____ in your opinion?
- Which item of technology has had the biggest impact _____ your life?
- Has the rise _____ the popularity of social networking sites resulted _____ better understanding between people and _____?
- Does technology contribute _____ the happiness of mankind?
- Is the question _____ what technology is a good thing?
- Do you think technological advances will lead _____ people living in a better world?

6c Discuss your answers with a partner.

WRITING

7a Write your opinion for a message board on the following question:

How technological advances had a positive effect on people's lives in your country?

7b Exchange your writing with a partner and write a response.

VOCABULARY: technology words

5a Put the adjectives in the box below under the correct heading.

out-of-date up-to-date

behind the times cutting-edge ground-breaking innovative new high-tech adaptable reliable sophisticated futuristic pioneering industrialised new revolutionary state-of-the-art

5b Which two adjectives in the box are more informal than the others? Which is the most informal?

5c Complete each sentence using a suitable adjective from the box. There are more than one possible answer.

- I don't understand these _____ phones. I just want something simple that I can use.
- That device was _____ the market. Nobody gave them a chance.
- This website is _____ about changing the way we communicate.
- It is a new result _____ in the field of genetic medicine.

Vocabulary exercises present and practise topic-specific lexis.

Input Lesson (1)

Reading exercises aid comprehension of the text and develop skills.

Concept-check questions encourage students to work out the grammar rules themselves.

6.2 CHANGING THE WORLD

READING

- In groups, rank the following in terms of how much they have changed the world: the printing press, electricity, antibiotics, mobile phones, the Internet.
- Work in groups of three. Read one of the articles and explain what the technology is to your group.
- Read the other two articles and answer the following questions:
 - What is it? What does it do?
 - What problem does it solve?
 - How does it change the world in a good way?
 - Why do you think it is a good thing?
- What do the following words or phrases from the articles mean?
 - at the highest level of production
 - at the highest price for sale
 - at the highest price for sale
- Match the words 1-4 from the articles to their definitions a-d.
 1. separate
 2. isolated
 3. protected
 4. communicate
 5. isolate
 6. switch
 7. synthetic
 8. chromosome
- Read the text and underline the passive forms in the articles.
- Now say which tense each passive is.
- Read the uses of passive-verb and match them with the examples 1-7.
 - a) The agent is important but we don't know who the agent is.
 - b) The agent is the subject of the sentence in long, often when the verb phrase comes at the end of the sentence.
 - c) The agent is the subject of the sentence in long, often when the verb phrase comes at the end of the sentence.
 - d) We often make a verb passive so that new information comes at the end.
 - e) We want to avoid mentioning the agent when it is not important.
 - f) We want to focus on the action rather than the people involved, especially in scientific and academic English.
 - g) We are describing a fact or process.
 - h) The action is a state of being.
 - i) The action is a state of being.
 - j) The action is a state of being.
- Match the words 1-4 from the articles to their definitions a-d.
- Match the words 1-4 from the articles to their definitions a-d.
- Match the words 1-4 from the articles to their definitions a-d.

GRAMMAR: the passive

6a Find and underline all the passive forms in the articles.

6b Now say which tense each passive is.

6c Read the uses of passive-verb and match them with the examples 1-7.

- a) The agent is important but we don't know who the agent is.
- b) The agent is the subject of the sentence in long, often when the verb phrase comes at the end of the sentence.
- c) The agent is the subject of the sentence in long, often when the verb phrase comes at the end of the sentence.
- d) We often make a verb passive so that new information comes at the end.
- e) We want to avoid mentioning the agent when it is not important.
- f) We want to focus on the action rather than the people involved, especially in scientific and academic English.
- g) We are describing a fact or process.
- h) The action is a state of being.
- i) The action is a state of being.
- j) The action is a state of being.

Cross reference directs students to the Language reference and Extra practice spread at the back of the book.

Writing exercises practise short contextualised text construction.

INTRODUCTION

Input Lesson (2)

Listening exercises guide students through audio texts and encourage different styles of listening.

Interesting, real-life texts provide models for the new structure.

6.3 **SUCCESSFUL CHANGE**

Ten years in: How Google Raced Ahead

Most of Google's success derives from a business strategy which CEO Eric Schmidt calls "being a bit of a nerd". Schmidt says: "What is the one thing that Google is famous for? It's our search engine. It's our ability to find information. It's our ability to connect people. It's our ability to make things happen. It's our ability to be a bit of a nerd."

READING

- In groups, discuss what you know about Google.
- Predict whether the following statements about Google are true or false.
 - Google started in 1998.
 - Google is a search engine.
 - Google is a company that makes money from advertising.
 - Google is a company that makes money from selling products.
- Read the article to check your answers.
- How does Google encourage innovation?

Complete the gaps in the sentences with the words in the box.

collaboration innovation technology success

- Google is a company that encourages **collaboration** between its employees.
- Google is a company that encourages **innovation** in its products.
- Google is a company that encourages **technology** in its products.
- Google is a company that encourages **success** in its products.

6.3 **SUCCESSFUL CHANGE**

Ten years in: How Google Raced Ahead

Most of Google's success derives from a business strategy which CEO Eric Schmidt calls "being a bit of a nerd". Schmidt says: "What is the one thing that Google is famous for? It's our search engine. It's our ability to find information. It's our ability to connect people. It's our ability to make things happen. It's our ability to be a bit of a nerd."

LISTENING

- Listen to somebody talking to a career adviser. Answer the following questions.
 - Why was he made redundant?
 - Why was he upset about the way he was made redundant?
 - What advice did the adviser give him?

VOCABULARY: Idioms with get

Complete the gaps in the sentences using the idioms in 2b below. You will need to make some changes to the idiom first.

- get something out of
- get on one's back
- get the hang of something
- get on like a house on fire
- get on a bit of a thing
- get on one's back
- get on one's back
- get on one's back
- get on one's back
- get on one's back

GRAMMAR: cleft sentences

Listen and complete the following sentences.

- I had an afternoon and then they were building something.
- I was a bit of a thing.
- They didn't even know how to use it.
- Actually, they did even all the time.

Now answer the questions.

- What sentence means someone is someone else's enemy?
- What sentence means someone is someone else's friend?
- What sentence means someone is someone else's enemy?
- What sentence means someone is someone else's friend?

Clear presentation of grammar followed by useful practice.

Speaking exercises personalise the language and encourage communication.

Scenario

Scenario lessons practise Key language from the unit through a meaningful final task.

The situation sets up the background information.

6.4 **SCENARIO**

A Radio Debate

SITUATION

A radio station has a weekly programme called "Science and Technology". The station has organised a competition based on the theme of "modern technologies". Listeners were invited to write a short paragraph in response to the following debating topic:

The modern technology that has brought the most benefits to mankind in the last 100 years is...

Listeners completed the statements with their chosen technology. Some of the responses were chosen to present in a radio debate. They have been asked to present their arguments before a studio audience. At the end of the programme, there will be a vote and the winner will receive a cash prize.

The four topics for the debate are:

- Electric cars
- Genetic testing
- Robot technology
- Surveillance technology

Read the situation. In groups, discuss what you know about each of the topics.

- To help candidates prepare for the debate, the programme organisers have sent them an audio presentation about modern technologies. The presentation lists the benefits of each technology and answers questions from the audience. Work in small groups and discuss the following questions.
 - What arguments do you think the presenter will use for each technology?
 - What arguments do you think the presenter will use for each technology?
 - What arguments do you think the presenter will use for each technology?

6.4 **SCENARIO**

A Radio Debate

KEY LANGUAGE: using persuasive language, giving examples, controlling criticism

Listen to Part 1 of the presentation and answer the following questions.

- Who does the speaker mention the figure of 1 billion?
- What reason does he give for this figure?
- What reason does he give for this figure?
- What reason does he give for this figure?

Listen again and complete the gaps in the sentences.

- I think the fact that there are 1 billion people in the world is a good reason for...
 - 1 billion people
 - 1 billion people
 - 1 billion people
- I think the fact that there are 1 billion people in the world is a good reason for...
 - 1 billion people
 - 1 billion people
 - 1 billion people
- I think the fact that there are 1 billion people in the world is a good reason for...
 - 1 billion people
 - 1 billion people
 - 1 billion people

Now answer the questions.

- What sentence means someone is someone else's enemy?
- What sentence means someone is someone else's friend?
- What sentence means someone is someone else's enemy?
- What sentence means someone is someone else's friend?

The Key language of the lesson is presented and practised.

The clear, well-structured communicative Task enables students to practise language in a meaningful context.

The regular Other useful phrases boxes provide extra help for students to carry out the task.

Students are given preparation for the task through different activities.

Language Reference / Extra Practice

There is one Language reference and Extra practice spread for each unit at the back of the book.

Grammar is cross-referenced to separate grammar points in each unit.

6

Language Reference

GRAMMAR

[G1] The passive form

We form the passive with a form of *to be* + past participle. We can use the passive in most tenses. The company was started in 2000. A prototype will be produced next year. Five hundred people have been invited.

We can use the passive in the present and past continuous, but we avoid other continuous tenses. His behaviour is being mentioned. Their proposal was being considered along with several others.

We form the infinitive of the passive with *to be* + past participle. We expect the work to be finished within the next three weeks. There is a perfect form of the passive infinitive to have been + past participle. The students were hoping to have been awarded their degrees by now.

We form the passive of *ing* verbs with *being* + past participle, for example after prepositions. We complained her *being* promoted to sales director.

Transitive verbs cannot be made passive. The machine *wasn't* started *down*.

[G2] The passive use

We have an extended system for using the passive. Some examples because the agent is not important.

- *the machine was changed*
- *the law has been changed*
- *the machine was changed*
- *the machine was changed*

We use the passive to emphasize the action or the result of an action. The English are proud to state a new sentence with a something that has already been mentioned. The passive can help us do this.

This new software is revolutionary. It was designed by Apes Solutions.

We can choose to put the subject at the end of a sentence by using the passive. The new software was designed by a developer at Apes Solutions who had previously worked for Microsoft.

The passive is also used in promises. The machine was located by 100 degrees.

6

Extra Practice

[E1] Translate these six sentences into the passive. Make all changes necessary.

1. In his laws, the new Milton Keynes factory assembled all the parts.
2. CCTV cameras are always monitoring on in this office.
3. Bankers equipped the building with cutting-edge technology.
4. We require you to provide all relevant documents with the application form.
5. Would you mind our cameraman not seeing your presentation?
6. We expected them to have made the final decision by now.

[E2] Choose the best options (a or b) from (1)–(6) below to complete the text.

I had an interview at the new mobile building yesterday. It is the new Department of Defence headquarters, and it's a high-rise building and it's a high-rise building and it's a high-rise building.

[E3] Complete the text with the phrases below.

Ladies and gentlemen, I'd like to present our new mobile building. We have had feedback in the US last year and we've been 23,000 units. It's a high-rise building and it's a high-rise building and it's a high-rise building.

[E4] Complete the text with the phrases below.

Ladies and gentlemen, I'd like to present our new mobile building. We have had feedback in the US last year and we've been 23,000 units. It's a high-rise building and it's a high-rise building and it's a high-rise building.

[E5] Complete the sentences with an appropriate word or phrase from (1)–(6).

1. Having worked in technology, we really enjoyed the work. It was more than just a job.
2. Surely you don't see a personal stress any more? Do you?
3. With the arrival of new... requests, technology such as PET scanners, other tools work as simple. It was a really big step in the new mobile building.
4. A high-rise building is a high-rise building, come in really... design.
5. Make sure you make a note to the meeting. It's not a simple thing to do.
6. When and how are we... sometimes. I haven't seen this kind of a PET scanner in a long time.

[E6] Complete the sentences, using the word in brackets and without changing the meaning.

1. The authorities could not see a camera of the airport. (install)
2. The garden floor is on its hand next to the building. (install)
3. The garden floor is on its hand next to the building. (install)

Extra practice exercises for the Grammar, Key language and Vocabulary studied in the unit.

The students are given a summary of the Key language and Vocabulary they have studied in the unit.

Workbook Spread

6.4

SCENARIO: A Radio Debate

KEY LANGUAGE: using persuasive language and giving examples

1. Correct the sentences.

1. I hope the sales team doesn't do this.
2. The first figure is over one million, yes, one million.
3. It's wonderful that this little thing can do.
4. I'm not sure you know that Tekklok is a very remarkable piece of equipment.
5. Can we be sure to give you an amazing state.
6. I'd just give you a more clear example.

2. Fill in the gaps to the presentation and put the sentences from Exercise 1 in order.

1. ...

2. ...

3. ...

4. ...

5. ...

6. ...

3. Read the following chart description and decide which picture goes with the description.

1. The Public Office is a TV series where scientists and potential businessmen and women attempt to convince a panel from the audience and the viewers at home to invest their own money in their ideas. The participants are given a short amount of time to present their ideas on paper and try to convince the panel and viewers that the idea is both attractive and financially sound and that it is a good investment. Very few people actually succeed in getting anyone to invest their money.

6.5

STUDY AND WRITING SKILLS

WRITING SKILLS: writing a sales leaflet

1. The owner of Tekklok employed a marketing company to prepare a sales leaflet for the product. It contained a lot of incorrect information. Look at the leaflet on the left and the information for Task 1.22 on page 92 and identify the mistakes about Tekklok.

ORIGINAL	CORRECTION
1	
2	
3	
4	
5	

STUDY SKILLS: advanced dictionary skills

2. Complete the chart with the underlined words in the text. Remember to look for a word to replace the words in the text.

word	verb	adjective	adverb	replace with
very				

3. As well as having mistakes, the leaflet is poorly written and organized. Rewrite the leaflet including the following features:

- explain the reader's desire
- have a strong impact
- have examples of persuasive language
- keep the sentences short and punchy

TRANSLATION

4. Complete the sentences by translating into English the Chinese given in brackets.

1. 这款手机是一款非常棒的手机。 (这款手机是一款非常棒的手机)
2. 这款手机是一款非常棒的手机。 (这款手机是一款非常棒的手机)
3. 这款手机是一款非常棒的手机。 (这款手机是一款非常棒的手机)
4. 这款手机是一款非常棒的手机。 (这款手机是一款非常棒的手机)

1.1 ISSUES IN EDUCATION

IN THIS LESSON

Lesson topic and staging

This lesson looks at education and in particular the purpose of education and the effect of the Internet age on education. Students start by learning relevant vocabulary and considering statements about education that use these new words. They then read an article on the impact of the Internet on education. This is followed by a listening task on the purpose of education. Students then learn some idioms to describe people and finish with a group discussion on issues in education.

Objectives

By the end of the lesson, students should have:

- considered education and certain issues relating to the topic
- considered different techniques for learning
- practised reading skills, both reading for specific information and reading for gist
- listened for specific information
- learnt and practised idioms to describe people
- discussed personal opinions on education.

Timings

This should be completed in one lesson. If, however, you wish to do this over two lessons, a possible break would be after exercise 7.

Exercise 9 could be given for homework (although students would need some pre-teaching).

WARM-UP

Before starting exercise 1, direct students' attention to the picture. Elicit what they can see. Then direct them to the Mark Twain quote. What is Mark Twain trying to say? Ask students how far they agree or disagree with the quote and why.

SPEAKING

- 1a Draw students' attention to the words in the box. Try and elicit the meaning of any of these words. Then ask students to pair up and do the activity. Form pairs into groups of four to check and then get class feedback. Make sure that students understand the meaning of each sentence before moving onto 1b.

1 interpersonal skills; 2 assessment; 3 Streaming;
4 curriculum; 5 elitism; 6 plagiarism;
7 dumbing down

- ! Although most three-syllable (or longer) words take the stress on the second syllable, make sure students know and can say the following:

● ●
plagiarism interpersonal skills

- 1b Students do activity as per coursebook. Give pairs about five minutes to discuss and then get them to do a short presentation on the result of their discussions.
- 2 Do this task as 1b. In a homogeneous class you can get to class feedback quite quickly. Get students to use the board like a sheet of paper to build a picture of the country's education system. If your class is heterogeneous, it might be better to get students of the same nationality to form pairs. If this is impossible you may find this task takes a while as students have more to say to each other.

READING

- 3 Students do this task individually. You then may take a quick poll, putting the results on the board. However, at this stage, do not comment on the results and opinions.
- 4 Students do activity as per coursebook. You may like to put a few of the techniques mentioned on the board.
- 5 Ask students to write one-sentence definitions, in pairs. Get feedback and put a few key words on the board that students supply from their definitions. Then give students one minute to scan the article and answer the question (30 seconds if students are good at reading).

Rote learning is an old-fashioned way of learning which involves memorising facts and figures by heart without applying critical thinking.

- 6 Students do activity as per coursebook. Give them no more than five minutes.

1 False; 2 False; 3 False; 4 True; 5 Not given

- 7 In a small class, have a class discussion, but in a class of more than eight students, have discussions in two groups and then feedback. Listen and pick up points for further discussion.

LISTENING

- 8 Ask students to read the task and then give you their ideas on the possible opinions of the listeners, before doing the activity as per coursebook.

1 Jim is a salesman from Brighton; Nancy is a university lecturer from Cambridge; Bob is a company director from London.

2 Jim believes personal experiences, or "the university of life", matter much more than formal education. By contrast, Nancy believes in the value of formal education, which she sees as essential to an individual's development and for the economy as a whole. Bob, on the other hand, believes that education in Britain isn't geared to the world of work; he would like education to go back to traditional values and teach practical skills as well as critical thinking.

3 They all share some of Tapscott's views: rejection of rote learning (Jim), emphasis on mental agility (Nancy) and critical thinking in a changing world of work (Bob).

Track 4.2

Presenter, Jim, Nancy, Bob

P: OK, thank you Miranda... and now I think we can go to our first caller... who is Jim, a salesman from Brighton. Hello Jim, what do you think?

J: Yeah, good morning. Well, I think all formal education is a waste of time and money. It's the "university of life" that's important, you know, learning things the hard way by doing them and making mistakes. Experience, that's what counts, that's how you learn to make informed decisions, not by reading books. I mean obviously you need to be able to read and write. Numeracy and literacy and all that are important, but all those subjects like Chemistry and Geography, how useful are they in the modern world? They don't really help anyone's career prospects. Life skills, the things that really matter, can't be taught in schools.

All that learning stuff by heart which I had to do at school, rote learning, just like parrots, what a waste of time. School is full of show-offs and smart alecs who want to show how many facts they know, but you really learn by being out there in the world and making your own way. Everyone has the same chance in life, or at least they should have.

P: OK, thank you, Jim. And now I think we can go to Nancy in Cambridge... er, who is a university lecturer, I believe. Go ahead, Nancy.

N: Thank you. I have to say that I totally disagree with the previous caller. Education is about accumulating a body of knowledge which contributes to an individual's development and helps create a sense of identity. It's really the most important thing: a broad education with a strong knowledge base. Also, if you think about it, a high-quality education system contributes to the economy as a whole. The better educated the population is, the more people go to university, the more it benefits the whole country. Subject knowledge and the ability to use it... er, self-awareness and mental agility are all very important qualities which are developed at university. The experience of campus life is at the heart of creating all-rounders who have the capacity for independent study and can think for themselves. That's what education is all about.

P: OK, Nancy, thank you for your contribution. And, er, now can we go to Bob, a company director in London? Hello Bob, what's your view?

B: Good morning. I have to say I have a quite different view to the previous callers. Er... for me, the problem with education in this country is that it doesn't teach the right stuff, that which is actually useful for the world of work. Education at all levels should be much more practical, er, less theoretical. As an employer, I'm not looking for academics and egg-heads. I want good team players who can write a decent letter or email, you know, people who have practical skills like meeting deadlines and the ability to prioritise tasks, people who are competent and who can be trained up. It's amazing the sort of stuff I see on application forms. I must say I see very little of the critical-thinking skills which people like, er, Nancy, talk about. I think we need to go back to more traditional teaching methods. I don't think any of these modern techniques actually work.

P: Right, er, thank you, Bob. Well plenty to think about there. Let's see what the panel think about what they've heard ... er, Cristina, let me come to you first ... What do you think about ...

VOCABULARY: idioms

- 9 Elicit what idioms are. Explain that you can often work out the meaning of idioms from the words that make them up. Write idioms on the board (e.g. *bright spark*, *big shot* ...) and get students to guess the meaning. Then students do activity as per coursebook.

1 f); 2 b); 3 d); 4 e); 5 c); 6 a)

SPEAKING

- 10 Put students in groups of three or four. Give them five minutes to discuss the three questions and then do class feedback and discussion.

HOMEWORK OPTIONS

Students do exercise V1 / 5 on page 135 in the Language Reference.

Students do the exercises on page 4 of the Workbook.

1.2 SUCCESS**IN THIS LESSON****Lesson topic and staging**

This lesson focuses on the topic of success, particularly the success stories of three people. Students have to think about successful people in the fields of business, arts and science and then read an article about such people. This involves thinking about the characteristics required for success. Students then revise and do practice on suffixes for adjectives. The reading is a springboard for revision and practice of the continuous aspect. Finally, students write a short paragraph related to success.

Objectives

By the end of the lesson, students should have:

- thought about the characteristics required for success
- read for specific information and for gist
- revised and practised suffixes for adjectives
- revised and practised the continuous aspect
- written a paragraph expressing an opinion.

Timings

Possible lesson breaks would be before exercise 5a or after 6b.

Exercise 10 can be done for homework.

SPEAKING

- 1a Give students about five minutes to think about this. Go round and check as some might find this quite difficult. Students then share information in pairs. Do class feedback by asking students to talk about their partner's choices. Put some obvious names up on the board.

! It may be that your students will find it hard to come up with three names for this activity. Either you set the research as homework the lesson before, or students can work in pairs or groups in class to come up with names.

- 1b Depending on time available, this activity could again be done in pairs, with students looking either at their own names or the ones that you wrote on the board during the feedback. Write the qualities mentioned on the board to compare with exercise 3.

READING

- 2 Give students just two minutes to skim the text before checking their answers.

- Following her appointment as CEO of PepsiCo, Indra Nooyi was named most powerful businesswoman in the world.
- Georges Simenon is one of the most successful novelists of the 20th century, having written numerous books, many of them adapted for cinema and TV.
- Angela Jia Kim was a concert pianist and went on to found two successful companies.

- 3 Direct students to the six characteristics listed and check for understanding. Compare these to the ones written on the board for exercise 1b: are they the same or different? Students read the text again and match. Give them no more than two or three minutes. Then do class feedback, with students providing justification for their answers.

Indra Nooyi: a), b), c), e), f)
 Georges Simenon: a), d)
 Angela Jia Kim: a), b), c), d), e) f)

- 4 Students do activity as per coursebook. Then do class discussion.

Present continuous: is reinventing, is going, is serving
 Past continuous: was paying, was eating, was putting, were going
 Present perfect continuous: 's been talking

- 7b Students do activity as per coursebook.

- a) past continuous
- b) present continuous
- c) present perfect continuous

Students can look at the Language Reference on page 134.

- 8a Students do activity as per coursebook, individually and then in pairs. Then do classroom feedback. Either in this exercise or in 8b, you should introduce the idea that we are no longer thinking of tenses but "aspects", i.e. it is not the time that is important with the continuous aspect, it is the incompleteness of the action and its possible temporariness.

1
 In a), *I work* describes a current situation, which could carry on indefinitely.
 In b), *I'm working* describes a temporary situation, which will be over next year.

2
 In a), *I've worked* describes events which are completed.
 In b), *I've been working* describes an unfinished situation (I'm still working there) and focuses on duration.

3
 In a), *I worked* describes a situation which had ended by the end of the year.
 In b), *I was working* describes a temporary situation which was the background to an event.

4
 In a), *I'll work* describes the intention to start an action.
 In b), *I'll be working* describes a temporary action in progress at that time.

VOCABULARY: suffixes (adjectives)

- 5a Students do activity as per coursebook then give class feedback.

passionate, allergic, powerful, successful, persuasive, superstitious, fictional, psychological

- 5b Students do activity as per coursebook. Write the nouns and adjectives as per example onto the board.

-ate, -ic, -ful, -ive, -ous, -al

- 6a Students do activity as per coursebook individually and then check in pairs before class feedback. Ask students to come up with other adjectives that use the suffixes mentioned and also have noun forms.

educational, affectionate, speculative, logical, ambitious, empathetic

- 6b This can be done either as a class discussion or in groups, followed by class feedback.

GRAMMAR: the continuous aspect

- 7a Direct students to the heading. Ask what they know about the continuous aspect (how many tenses are there?). Then students do activity as per coursebook.

(he) speaks, He has lived, I've known him, we were hitchhiking, we were walking, he had left, it was having, He worked, He has only worked, he already is

WRITING

- 10 This could be done in class or for homework. If in class, students write the paragraph then share with a partner who comments. They can then give you their texts for marking if you so wish.

HOMEWORK OPTIONS

Students do exercises G1 / 1 and V2, 3 / 6 on page 135 in the Language Reference.

Students do the exercises on pages 5–6 of the Workbook.

1.3 JOB HUNTING**IN THIS LESSON****Lesson topic and staging**

The lesson looks at aspects of the search for a job, in particular curriculum vitae (CVs) and interviews. Students begin by discussing the job markets and the process people go through to get a job. They also begin to think about CVs. Students then read a CV, evaluate it and rewrite it. They find out (possibly for the first time) about abbreviations, particularly those associated with qualifications. They then listen to a job interview and consider how the applicant deals with the interview. Students revise and practise the perfect aspect and finish the lesson by writing CVs and practising interviews.

Objectives

By the end of the lesson, students should have:

- thought about what should be included in a CV
- read a text for gist and for specific information
- learnt some abbreviations connected with qualifications
- listened for specific information
- revised and practised the perfect aspect
- written a CV and practised an interview.

Timings

A possible lesson break would be after exercise 5. Exercises 5 and / or 10a can be done for homework.

SPEAKING

- 1 Students discuss the questions in pairs and then have a class feedback. Don't spend too much time on question 4 as you may be preempting the work in exercise 2.

READING

- 2 Students consider the list in pairs and what information should appear in a CV. Then have class feedback but don't give an opinion yourself.
- 3a Students do activity as per coursebook. Give students three minutes to do this, then do class feedback.

He could have mentioned his IT skills, holiday jobs, any position of responsibility and the fact that he is a Russian native speaker.

- 3b Students do activity as per coursebook. Give students three minutes and then do class feedback.