

PEARSON

LANGUAGE LEADER INTERMEDIATE

Teacher's Book

2

先锋英语 教学参考书

原 著 David Albery
改 编
总主编 战 菊 严 明

 高等教育出版社
HIGHER EDUCATION PRESS

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原著 David Albery

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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轴心安排教学活动、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2》，由吉林大学张广林担任主编，曲鑫和付慧敏担任副主编，编者还有林娟、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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INTRODUCTION

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*

INTRODUCTION

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 (Intermediate and Upper Intermediate)

Gareth Rees, Ian Lebeau (Elementary and Pre-intermediate)

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 four levels and takes learners from Elementary to Upper Intermediate; each level offers 90 – 120 hours of work.

Coursebook

The twelve 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.

- **Introduction lesson:** in *Language Leader Intermediate* 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.

Class CDs

- These provide all the recorded material from the Coursebook.

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.
- In each unit there is a Translation exercise for students to 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.

INTRODUCTION

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.

 **warning points**  **extension**  **extra practice**
 **teaching tips**  **adjustment**  **project**
 **information**

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:
 - Placement Test (to identify levels)
 - 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)

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 recycled through the speaking activities in each unit, revised in the Review lesson and Extra practice and practised further in the Workbook.

- **Pronunciation:** regular pronunciation sections are integrated with the presentation of new language or included on the Scenario spread as part of the communicative task. The pronunciation syllabus covers word and sentence stress, difficult sounds, contractions and intonation.
- **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.

INTRODUCTION

How a unit works (Intermediate)

Introduction lesson

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

Stimulating topic-related quotation to engage learners.

Vocabulary exercises present and practise topic-specific lexis.

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

Speaking exercises get students talking about the topic.

Writing exercises practise short contextualised text construction.

Engineering
9.1 FROM ENGINES TO ENGINEERS

READING

1 What do engineers do? Do you know any? What different types are there?

2a Look at the text. Where do you think it comes from? What is it about?

A Man's World?

When you hear the word engineer, do you think of someone who is at a desk? Is it boring? Or is it exciting? Well, times have changed. Engineers are the people who make our everyday lives better.

1 Engineers find solutions to problems that are important to society. They control and protect pollution, develop new medicines, create advanced technologies and help explore new worlds. They make the world a cleaner, safer, healthier place by inventing, building and improving all sorts of things from microchips to household appliances, from deep-sea to space.

2 Nowadays the word engineer does not mean just a man. It can be a woman too. Engineers find solutions to problems that are important to society. They control and protect pollution, develop new medicines, create advanced technologies and help explore new worlds. They make the world a cleaner, safer, healthier place by inventing, building and improving all sorts of things from microchips to household appliances, from deep-sea to space.

3 Nowadays the word engineer does not mean just a man. It can be a woman too. Engineers find solutions to problems that are important to society. They control and protect pollution, develop new medicines, create advanced technologies and help explore new worlds. They make the world a cleaner, safer, healthier place by inventing, building and improving all sorts of things from microchips to household appliances, from deep-sea to space.

4 There are all sorts of opportunities for a variety of engineering fields such as aerospace, biomedical, civil, electrical and computer engineering. Engineers work in shops, in a laboratory, in a factory, in a hospital, in a school, in a car, in a house, in a city, in a country, in a world.

5 Engineering has often been seen as a male profession. For example, only 8 percent of all engineers are women. While in the UK it is just over 10 percent. However, there is no reason for this. Engineers are simply talented people. In fact, research shows that women make the best problem solvers. So now is the time for women to engineer the future. Break the stereotype. Build a career. Sign up today!

LISTENING

2b Choose the most suitable heading for each paragraph.

a) Engineers' contribution to society
b) Design and definition of engineer
c) Women in engineering
d) Engineering and science
e) Types of engineers

2c Match these inventions with the type of engineering field mentioned in the text.

1 mobile 4 car engines
2 aircraft 5 heart pacemaker
3 a washing machine
a) civil engineering

LISTENING

3a Listen to the first of the two women engineers in a high position. Listen to the interview. What type of engineering has she worked in?

3b Listen again and correct the statements.

1 She started her career in a car manufacturing company.
2 She worked on military aircraft before her present job.
3 At present she spends most of her time doing tests.
4 She likes engineering because it's well paid.

4 Work with a partner to discuss the following.

1 What did you find most interesting about the interview with Lindsey Elanor?
2 Would you like to have her job? Why / Why not?
3 Why do you think there are fewer female engineers than male engineers?
4 Should there be more women in engineering? Why / Why not?

VOCABULARY: word combinations

5a Match the verbs with the most appropriate words and phrases.

1 build a safety net
2 solve a breakdown
3 do a problem
4 build a deadline
5 do a theory
6 make a research
7 test a model / prototype
8 meet a solution

5b Complete the sentences with an appropriate combination from Exercise 5a. The first letter of the noun is given.

1 Following the accident engineers had to do a lot of safety work before the machine could be used again.
2 After a long period of failure, they an important it.
3 They an imaginative to the problem after working with models in the lab.
4 One part of the engineering process is to make smaller working models that can be used on a full-size or production line.
5 It can take a long time to a simple idea.
6 The engineers had to a lot of careful to solve one of the problems.
7 In the end we were able to the most serious problem.
8 In many engineering projects there is great pressure to strict it.

WRITING

6 Work with a partner. Look at the list of some great engineering achievements and do the following.

1 Add one more achievement to each category.
2 Do the same for the greatest engineering achievement in each category.

WRITING

7 Write a short paragraph about what you think is the greatest engineering achievement.

Input lesson (1)

The informative reading text provides a context for the language and vocabulary being studied.

Reading exercises aid comprehension of the text and develop skills.

Clear presentation of grammar followed by useful practice.

The regular Grammar tip box focuses on key points.

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

9.2 SURVIVAL ENGINEERING

How to avoid asteroids colliding with the Earth
DULIP SINGH ■ SCIENCE CORRESPONDENT

Most scientists agree that the threat of a large asteroid or comet hitting the Earth is real, although there is no planet where such an event will occur.

READING

1 Which of the following is false?

1. A 12m asteroid hit the Earth every 700,000 years.
2. A 12m asteroid hit the Earth every 100,000 years.
3. Asteroids are usually very hot when they hit the Earth.
4. Some asteroids have moons.
5. "It's a comet" is the largest known asteroid.

2a Scan the article. Which of the following do engineers think are possible ways of preventing asteroids hitting the Earth?

1 using mirrors
2 using balloons in space
3 using the laser power
4 using rockets to smash into the asteroids
5 covering the asteroid with paint to reflect light
6 using electrical currents

2b Read the article again. Match the following information with the correct paragraph.

1 Scientists have not yet identified all the objects that may hit the Earth.
2 There is a plan to observe and follow asteroids.
3 One object has been very near to the Earth in this century.
4 Only about two-thirds of the sky has been surveyed.
5 An investigation will find out if asteroids can be moved away from the Earth using a space ship.
6 Early attempts were possibly stopped by objects hitting the Earth.

GRAMMAR: the passive

3a Look at the article and find all the examples of the passive you can.

3b Match the sentences you have found with these tenses.

a) the present simple passive
b) the past simple passive
c) the present perfect passive
d) the passive in the future
e) a passive with a modal verb
f) a negative passive

GRAMMAR TIP

We often use the present perfect passive with 'have + been + past participle'.

4a Which preposition do we use if we introduce the agent?

4b Look at the sentence below. Why is the passive used here? Think about the agent – is it important or known to us?

About 100,000 years ago, an object was discovered.

5a Find other examples of the passive used for this reason.

5b Look at the sentence below.

The rock, 100,000 years old, was hit by a comet in December 1990.

Another reason for using the passive is to start a sentence with information that is known or has been mentioned before.

Find other examples of this in the text.

Language Reference and Extra Practice pages 150-151

WRITING

6a Work with a partner to do a passive quiz. Make passive sentences using the table on page 164. Write as many sentences as you can in ten minutes.

6b Compare your sentences with another pair.

What have you got for number 11?

What has your partner said for number 11?

6c Now close all your books. In your groups of four, make as many passive sentences as you can remember from the quiz? The team with the most correct sentences wins.

Input lesson (2)

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

Scenario

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.

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.

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

Language Reference

GRAMMAR

[G1] The passive
We form the passive with the verb to be + the past participle of the main verb.
The text is carried out.

Form the passive for each tense as follows:

Present simple	The Earth is struck.
Past simple	Men's lives were discovered.
Present perfect	The theory hasn't been agreed on.
Future	Men will be explored.
Modal	The rock must be destroyed.

If we include the person who does the action, we introduce it with the preposition by.
The text is carried out by scientists.

Use the passive when the person doing the action is not important or known.

A strange message about an object in the sky was left on a public answering machine.

The space shuttle will be flown twice around the moon.

We also use the passive when we want to start a sentence with information that is known or has been mentioned before.

20 scientists are currently on the team. By the end of the year, they will be joined by 25 more.

[G2] Articles
Use articles in the following ways:

- first and second mention
- Use a/an when you mention a singular noun for the first time.
- Rakpo has a major problem with space.
- An alternative idea has been suggested.
- Use the when you refer to something that has been mentioned before.
- (Rakpo has a major problem with space.) At last city planners are trying to solve the problem.
- Don't use an article with general plural countable nouns, and when we mention a plural noun for the first time.
- Scientists will haven't found a way to deter asteroids.
- Satellites will be launched into space. (Scientists will then use the satellites to look for alien life).

KEY LANGUAGE

[K1] Discussing options, making decisions
What do you think about...?
Another possibility is...
That's a possible solution...
Yes, let's do that.
We all agree then. We'll...

[K2] Space
astronaut, collision, control, cost, engine, mission, network, rocket, satellite, shuttle, technology, vehicle, weight, zero-gravity

[K3] Production
assembly line, automation, flight test, manufacturing, prototype, standard, test, trial, workshop

VOCABULARY

[V1] Word combinations
build a model, do some research, make a decision, make a prediction, solve a problem, test a theory

[V2] Space
astronaut, collision, control, cost, engine, mission, network, rocket, satellite, shuttle, technology, vehicle, weight, zero-gravity

[V3] Production
assembly line, automation, flight test, manufacturing, prototype, standard, test, trial, workshop

Extra Practice

[E1] 1 Complete the second sentence so that it has a similar meaning to the first, using a passive form.

1. Scientists built the shuttle into space. The shuttle... into space.
2. Scientists did the tests yesterday. The tests... yesterday.
3. The company has launched the new brand. The new brand... has launched.
4. They have all answered our questions. Our questions... have answered.
5. Engineers built the new plane in Seattle. The new plane... in Seattle.
6. You can play tennis in the evening. Tennis... in the evening.
7. The President has announced a new environmental policy. A new environmental policy... has announced.
8. We lost the rocket from mission control. The rocket... from mission control.

[E2] 2 Read the sentences and delete the agent if it is unnecessary.

1. She was sacked by her employer yesterday.
2. It was announced by the Prime Minister today that he would resign within the week.
3. It is the third time that the Earth has been hit by an asteroid in recent years.
4. The bridge was first built by people in the 1920s.
5. The emergency meeting was suggested by our managing director.
6. The criminal was sent to prison by the judge for three years.

[E3] 3 Complete the gaps with the, a/an, or leave a space if no article is necessary.

1. I'm... engineer on a large building firm.
2. The flight steps in... delay.
3. There's... major problem with this idea.
4. We're going skiing on... Sierra Alta this winter.
5. We thought we might go to... Canada for our next holiday.
6. She wants to live on... moon when she finishes school.
7. I think... cars are the most serious cause of pollution in the world.
8. This is one of... shrewdest businessmen I've ever been on.
9. The latest planes order... sea from England to France.
10. Now... from not several times a day between London and Paris. Tickets for... starts at... from £25 single.

[E4] 4 A sat council is discussing what to call a new bridge across the city's river. Complete the dialogue with phrases a-c.

a) Another possibility is...
b) We all agree then...
c) That's a possible solution...
d) Yes, let's do that...
e) What do you think about this idea...
f) We could name it...
g) I'm not sure it's the best idea...
h) The... is a... called...
i) I'm not sure it's the best idea...
j) I'm not sure it's the best idea...
k) I'm not sure it's the best idea...
l) I'm not sure it's the best idea...
m) I'm not sure it's the best idea...
n) I'm not sure it's the best idea...
o) I'm not sure it's the best idea...
p) I'm not sure it's the best idea...
q) I'm not sure it's the best idea...
r) I'm not sure it's the best idea...
s) I'm not sure it's the best idea...
t) I'm not sure it's the best idea...
u) I'm not sure it's the best idea...
v) I'm not sure it's the best idea...
w) I'm not sure it's the best idea...
x) I'm not sure it's the best idea...
y) I'm not sure it's the best idea...
z) I'm not sure it's the best idea...

Workbook Spread

Engineering

9.1 FROM ENGINES TO ENGINEERS

EXTRA VOCABULARY: types of engineering

1 Choose one type of engineering to match the inventions listed in 1-5.

1. Rocket engine, aerospace, and...
2. Spacecraft, satellites, missiles...
3. MRI scanners, heart pacemakers, artificial limbs...
4. Cars, CD players, washing machines...
5. Microchips, robots, networks...
6. Engines, engines, engines...

[TRANSLATION]
2 Translate the different types of engineering and inventions in Exercise 1 into Chinese.

1. _____
2. _____
3. _____
4. _____
5. _____

[LISTENING]
3 Listen and complete the student's notes below.

The term '...' can mean...
different things...
engineering includes...
areas such as aerospace, the...
or things for...
engineers find ways to...
from factories or...

VOCABULARY: word combinations

4 Match the first half 1-8 with the second half a-h of these sentences.

1. I'd like to test...
2. I'm afraid we couldn't find...
3. We're doing some...
4. It shouldn't be much longer before they're built...
5. They say they've made...
6. They haven't met one single...
7. Maybe we could solve...
8. He's doing his...
a) test it's impossible to know it's safe
b) a major breakthrough
c) the problem with a new version
d) on a prototype
e) as a solution
f) a solution
g) reason is into nanotechnology
h) your theory with this experiment

SURVIVAL ENGINEERING

A ROLLERCOASTER OF A JOB

The year after the roller coaster ride Big Thunder was opened at the Disneyland Resort in Paris, its inventor Mike Kent rode it 400 times. Not only does he enjoy his own rides, it also shows how confident he is in the safety of his own engineering. (1) ...

Mike is an attractions engineer at the resort. He was first employed by Disney in 1960. The advert asked for an engineer with a touch of magic, he remembers. (2) ... He left college to work in the private sector of industry. After that he was also asked to work in the aerospace industry and by the car firm Rolls Royce. (3) ...

As well as taking unlimited rides at Disneyland, the attraction of the job was the freedom. 'You are your boss. In my previous job I was always being told, 'That's not your job.' (4) ... There's a huge amount of creativity.'

Now, the Big Thunder ride can be enjoyed at every Disney resort in the world and that gives Kent a great deal of satisfaction. The day after opening Big Thunder to the public it was washing (5) ... Everyone in the team applauded. Normally when you design something you don't get a round of applause for it, or screams of fear and delight!'

2 Answer questions 1-5 about Mike Kent. Choose your answer from a, b or c.

1. The center thinks Mike Kent...
a) only rides Big Thunder to test it
b) enjoys it as much as the average person
c) is much more than an average roller coaster rider
2. As coming to the article, what is the effect on him...
a) he takes so many rides on Big Thunder?
b) He doesn't think it's dangerous.
c) He needs to test it
3. It helps him to design it.
a) Before Disneyland
b) Mike hadn't enjoyed any of his previous jobs.
c) Mike had worked in many areas of engineering.
4. He particularly likes the fact that...
a) he can concentrate by working on his own.
b) there are fewer limits on him.
c) he is in charge of a team
5. Mike likes the fact that Big Thunder...
a) was originally designed in Paris.
b) was his first ever project for Disney
c) he used such a positive response from the public.

LANGUAGE LEADER INTERMEDIATE

Personality

1.1 PERSONALITY TYPES

IN THIS LESSON

Lesson topic and staging

This lesson focuses on different personality types. Students are introduced to adjectives to describe different personalities (e.g. *creative, energetic, generous*). This vocabulary is then contextualised in a listening, about appearance versus type of personality. The lesson continues with a reading text about Carl Jung and his ideas on personality. This text contextualises the vocabulary and gives students practice in reading for specific information. The lesson finishes with a discussion on the benefits of having a particular personality and how you can guess someone's personality.

Objectives

By the end of the lesson students should have:

- increased their range of vocabulary to describe personality types
- practised extracting specific information from a listening and a reading text
- expressed their opinions and listened to others' opinions on different aspects of personality

Timings

If time is short, you could leave exercise 9 on page 7 until the beginning of the next lesson and use it as warmer / revision of vocabulary before continuing with the theme of personality.

A possible lesson break would be after the listening exercises on page 6.



WARM-UP

- On the board, write *A good teacher is ...*, *A good doctor is ...*, and *A good taxi driver is ...* or another job your students know. Elicit a personality adjective to finish the first sentence, for example *A good teacher is patient*.
- Put students in pairs or small groups and ask them to finish the sentences with as many different personality adjectives as possible in five minutes. The winner is the pair / group with the most ideas.

Japanese proverb:

The meaning of this proverb is "you can find out a person's personality if you look at the kind of people who are attracted to them". For example, if their friends are lively and happy, then the person is also likely to be lively and happy. Or if their friends like to talk a lot, then the person is probably a good listener.

VOCABULARY: personality adjectives

- 1a Use the warm-up as a lead-in to this exercise. Put students into pairs and ask them to think of as many other personality adjectives as they can in three minutes. Ask each pair for a few ideas.
 - 1b Give students a minute to decide which three adjectives describe their own personality. Then put them in pairs or small groups to exchange information and say why they chose these adjectives.
 - 2 Before students do this activity, check they understand *neutral* (neither positive nor negative).
 - For feedback, draw three columns on the board and write *positive*, *negative* or *neutral* at the top of each.
 - Ask the class for their answers, write the adjectives in the correct column on the board and correct any pronunciation problems.
-  Ask if students want to use these adjectives instead of the answers they gave in exercise 1b to describe their own personality and to discuss why they have now chosen these.
-  *Sensitive* and *sensible* are often confused.

Students' answers may vary in different cultures, contexts and depending on the point of view of the speaker. For example, *sensitive* can be negative if the speaker believes that *sensitivity* is a bad characteristic to have in a particular culture or context. The answers given below reflect perhaps the most normal use of these adjectives. *Bossy* and *moody* are very rarely used with a positive meaning.

Positive: adventurous; ambitious; creative; energetic; generous; organised; reliable; sensible; sensitive; sociable; thoughtful
 Negative: bossy; moody
 Neutral: assertive; cautious; quiet; serious; talkative

- 3a Do the example with the whole class. Students then do the activity as per the Coursebook.
 - Ask students not to use dictionaries at this stage because they will discover meaning in exercise 3c.
 - Ask students to compare with a partner before you check the answers with the whole class.

1 a easy-going; 2 d open-minded; 3 e even-tempered; 4 f hard-working; 5 b self-confident; 6 a strong-willed

pronunciation

3b Word stress

- Say one of the compound adjectives from exercise 3a and ask students where the main stress is.
- Write this adjective on the board and mark the stress with a box above the stressed syllable.
- Put students in pairs to mark where the stress is on the other adjectives.
- Play the audio track and pause after each adjective so that students can check their answers.
- If necessary, play the track again to check or say the adjectives yourself.

Audioscript and answers:


Track 2.2

1 a easy-going; 2 d open-minded; 3 e even-tempered; 4 f hard-working; 5 b self-confident; 6 a strong-willed

3c Tell students to read the first example before doing this activity.

- Put them in pairs / small groups to compare their answers before checking with the whole class.

1 even-tempered 2 strong-willed 3 easy-going
4 open-minded 5 hard-working 6 self-confident

-  Ask if students want to use these adjectives instead of the answers they gave in exercise 1b to describe their own personality and to discuss why they have now chosen these.

- 4 Give students a short time to think of adjectives to describe people they know. Encourage them to use adjectives from exercises 2 and 3a.
- Put students into pairs and ask them to swap ideas and give reasons for their choice of adjectives.
 - Finally, ask students if any of the people they talked about have similar personalities.

LISTENING

5a Ask students to read the example and give them a short time to decide on their ideas.

- Put students into pairs or small groups to discuss their ideas and to agree / disagree with each other.

5b Check that students understand *accurate* (correct).


- Play the track without pausing.
- Give students two minutes to discuss if their ideas from exercise 5a were accurate.
- If students found the track difficult, play it again and give them another minute to discuss their answers.
- To follow up, ask students to decide which photo is probably Helen and which is Christina. Then ask students if they know someone whose personality is different from their appearance.

Track 2.3

Christina, Helen, George

- C: Oh, Helen, come on! You can tell a lot from a person's appearance. I mean, when people meet me for the first time, they can see I'm quite a sociable person — I love parties, going out, enjoying myself, that sort of thing. I always try and have a good time and not take life too seriously.
- H: I don't know, Christina. It's certainly not the same for me. Look, I've got quite a lot of friends, but most of them say they thought I was really quiet and serious when they first met me. Maybe it's the way I dress. But you know me, I think I'm quite energetic. And I'm interested in everything.
- G: Mmm.
- H: Maybe people think I'm strange because of my sense of humour, I don't know, or because I don't care what people think. I like to do things my way. Anyway, you always laugh at my jokes, George.
- G: Yes, I think you're really funny.
- H: What about you, George? You're very different from how you look.
- G: How do you mean?
- H: Well ... you've got a really good job, running your Internet company. You're hard-working, very focused on your career. You seem to know exactly what your aims are. People would never guess, just looking at you — they'd probably think you're an out-of-work actor or something.
- G: Yeah, you're right, Helen. I suppose I am a bit strange because I don't dress like a typical manager or businessman. I think I'm a pretty serious person, and people don't always realise that when they first meet me. I like to be in control, I plan everything very carefully, and I don't like too much change in my life. That's the way I am.
- C: I suppose you are very different from your appearance, George, and you are a bit strange ...
- H: Christina!
- C: *[laughing]* ... you're a good friend, that's the important thing.
- H: She's right. You're very reliable and you have high standards. I think you're a person with real principles, and there aren't too many people like that these days.
- G: Thanks, Helen. I think that's a good description of me, you know me well, don't you?

READING

-  Myers-Briggs and David Keirsey tests: used by some clinical psychologists and psychoanalysts to help people identify their significant personality traits.
- Federico Fellini (1920–1993): one of the most influential and admired Italian film-makers of the 20th century. His best-known film is probably *La Dolce Vita* (*The Sweet Life*).

Stanley Kubrick (1928–1999): an extremely famous and influential American film director. His best-known films are probably *2001: A Space Odyssey*, *A Clockwork Orange* and *The Shining*.

- 6 Put students into pairs / groups for this activity and encourage them to discuss the different possibilities.

Answers will depend on students' opinions.
Answers, according to Jung, are given in exercise 7a.

- 7a Give students two minutes to read the text. Tell them not to worry about unknown vocabulary.

- Put students in the same pairs / groups as exercise 6 to discuss if their answers were correct.

Extroverts: self-confident; talkative; adventurous
Introverts: thoughtful; quiet; cautious

- 7b Give students two to three minutes to read the text again and answer the questions.

- Ask students to compare their answers with a partner and then check answers with the whole class.

1 False (Jung studied medicine in Basel); 2 False (he identified extroverts and introverts but not balanced personality); 3 True; 4 True; 5 True

- 7c Ask students to close their Coursebooks before doing this activity.

 To add a competitive element:

- Put students into pairs and give them three minutes to list as many qualities of introverts and extroverts as they can remember.
- Ask each pair how many they remembered. The pair with the most (correct) qualities wins.

Extroverts: find meaning outside themselves; they like other people; form close relationships, enjoy excitement of crowds; assertive; self-confident; they are leaders; energetic; busy lives; talkative; adventurous; sociable
Introverts: introspective; find meaning in themselves; feel comfortable alone; don't like crowds; relaxed; thoughtful; reflect before they do things; quiet; cautious; good concentration; creative

- 8 Students do the activity as per the Coursebook.


- To lead in, remind students of the warm-up activity and the personality adjectives they listed for *teacher* and the reasons for their choices. If you didn't do the warm-up, write *teacher* on the board and ask students what kind of personality a good teacher should have (e.g. patient, good with people, etc.)
- Then ask students to choose four from the remaining jobs in the exercise.

- Give them about eight minutes to make notes about each job and to ask you if they need additional vocabulary.
- Ask students to compare their answers with a partner, to give reasons for their choices and to agree / disagree with each other if necessary.
- For feedback, choose two of the jobs students talked about and get ideas from the whole class.

 To make this activity more personal:

- Ask students to choose a job (not necessarily from the exercise) that they would like to do, or they think someone else in the class would be good at.
- Give them a few minutes to list the qualities that make them (or another person) good for this job.
- Choose two or three students to tell the class the job they chose and the qualities they listed.

SPEAKING

- 9 If time is short, choose one or two questions only.
- Give students a few minutes to think about their answers to the questions.
 - Put them into pairs to discuss their ideas and monitor to make sure that all students understand *personality clash* (when two people's personalities are so different that they don't like each other).
 - Encourage students to give as much detail as possible in their answers and to ask each other questions.
-  Extend exercise 9 by asking pairs of students to discuss their ideas with other pairs.

HOMework OPTIONS

Students do the exercises on page 4 of the Workbook.

Students write a personality description of someone they know. They must give examples to support the qualities they describe.

1.2 MEASURING PERSONALITY

IN THIS LESSON

Lesson topic and staging

This lesson continues the topic of personality and focuses on different personality tests and the people who use them. Students discuss different ways of measuring personality and then listen to an interview on measuring intelligence and personal qualities. This listening contextualises the grammar focus of the lesson: question forms. Students study question forms in different tenses and practise the different structures before using the questions in an information-gap activity. Students then read a text about the Japanese director of two popular horror movies and the lesson ends with further practice of question forms.

Objectives

By the end of the lesson students should have:

- been introduced to / revised the structure and use of question forms in different tenses
- used different question forms to find out and swap information
- practised listening to a text in order to notice grammatical structure
- practised extracting specific information from a reading text

Timings

If time is short and students are making few mistakes in using question forms, you could drop exercise 8 on page 8. Alternatively, you could drop exercise 10 on page 9 and use it as a warmer for the next lesson.

A possible lesson break would be after exercise 8 on page 8.

WARM-UP

If you cut exercise 9 from lesson 1.1, you could use it as a warmer here. Alternatively, to lead in to this lesson and to revise vocabulary from lesson 1.1:

- Write the names of two or three famous people (known to your students) on the board.
- Put students into pairs or small groups and give them three minutes to list as many adjectives as possible to describe these people's personalities. The team with the most adjectives wins.

LISTENING AND SPEAKING

- 1 Check that students understand the verb *judge* (to decide something based on evidence).

- Ask students to give you different ways of judging someone's personality.
 - Tell students to read the ideas in exercise 1 and check they understand *star signs* / *horoscopes* (by showing an example from a newspaper or a magazine) and *handwriting analysis* (studying someone's handwriting to decide what it can tell about the person's character).
 - When students have finished the discussion, ask which "test" they think is the most / least useful.
- 2 Put students into pairs or small groups to discuss this question.
 - 3a Tell students to read the topics (1–5) before you play the audio track.
 - Play the track without pausing and tell students not to worry about unknown vocabulary.
 - Give students one or two minutes to compare their answers and, if necessary, play the track again.

1, 2 and 4 should be ticked.

Track 2.4

Anchor, Presenter, Frank Partridge

- A: And now at 11 o'clock it's over to Jenny Mason and today's edition of "Changing World".
- P: Good evening everyone. Our guest tonight is Dr Frank Partridge, an expert on personality. Dr Partridge, our listeners are very interested in personality tests, so can I ask a few questions about those before we talk about your current research?
- F: Yes, certainly, and good evening, everyone.
- P: OK, my first question. What exactly does psychometrics mean?
- F: Well, psychometrics is really related to the measurement of intelligence and personal qualities. It measures four things: [PAUSE] the measurement of knowledge, [PAUSE] the measurement of abilities, [PAUSE] the measurement of attitudes [PAUSE] and personality traits. It's really about the differences between individuals.
- P: I see. How did psychometric testing start? I mean, who designed the early tests?
- F: Well, the first psychometric tests were designed to measure intelligence. I think the first usable intelligence test was the Stanford-Binet [bee-'ney] test. The test was developed originally by a French psychologist called Alfred Binet [bee-'ney].
- P: Mmm, interesting. So, how useful are the tests? Are they reliable? That's what most people want to know.
- F: Well, that's a good question. All tests must have reliability and validity. Let me explain what I mean. When you use a reliable test, you get the same results each time. If the test is valid, it measures what it's supposed to measure ... and not something else.
- P: Mmm. I wonder if you could you give us an example of what exactly you mean by validity?
- F: An example? Well ... if you test a teacher on how many books they can carry, that's not a valid measure of their ability as a teacher.

P: Right, I see. Well, what can personality tests tell you about a person?

F: Well, there's one test, called the Myers-Briggs test, which is widely used all over the world. It's based on an Internet study of more than 20,000 people. Organisations think it's useful when you want to work out people's roles in a team. Some people say it's useful to decide your personality type. You can, for example, find out how organised, reliable and sociable you are. I think the questions are quite interesting and people seem to enjoy doing them. There are questions like: "Can you stay calm under pressure?" "Are you a good team player?" "How motivated are you?" And so on.

P: Have you taken any of these tests yourself?

F: Yes, I have. The results were very interesting. *[laughs]*

P: OK, thanks for that. Now, let's get on to your research. What are you working on at the moment, Dr Partridge?

F: I'm currently carrying out research into personalities of identical twins. I'm looking at the similarities and differences of their personalities and, I can tell you, it's ... *[fade]*

- 3b** This activity is to focus students on the question forms in the listening and not to test their understanding.
- Give students about five minutes to try to complete the questions (1–7) individually. Make sure all students have written down the complete questions because they will need to refer to them in exercises 4 and 5 below.
 - Put them into pairs to compare their answers and then play the track to check.
 - If your class found the listening difficult the first time, pause the track after each question to give students time to complete the gaps.

1 What exactly *does* psychometrics *mean*?; 2 How *did* psychometric testing *start*?; 3 How useful *are* the tests?; 4 *Are* they reliable?; 5 What *can* personality tests *tell* you about a person?; 6 *Have* you *taken* any of these tests yourself?; 7 What *are* you *working on* at the moment?

GRAMMAR: question forms

- 4 Students should work individually before comparing their answers with a partner.
- Get answers from the class. but don't elicit or give information on the structure of these questions. Students will focus on the structure in exercise 5 below.

1 present simple; 2 past simple; 3 present simple (using the verb *be*); 4 present simple (using the verb *be*); 5 present simple (using a modal auxiliary *can*); 6 present perfect; 7 present continuous

- 5 Do the first question as a whole class and show students they can use the questions in exercise 3b to help them with the answers in this activity.
- When you check the answers with the class, ask students to give as much information as possible, e.g. number 3 is false because we use the auxiliary *did* in past simple questions.

1 True (see exercise 3b questions 3 and 4)
 2 False — we use *do / does*, but we can also use modal auxiliary verbs (see exercise 3b questions 1 and 5)
 3 False — we use the auxiliary verb *did* (i.e. *do* in the past simple) (see exercise 3b question 2)
 4 False — we put *is / are* before the subject (see exercise 3b question 7)
 5 True (see exercise 3b question 6)

For a full explanation and further practice, ask students to look at the Language Reference on page 134.

- 6 Give students five minutes to read the sentences and answer the questions before comparing with a partner.

1 a; 2 b; 3 Object questions (for example, sentence b) *Do / does* is used here in the past simple *did* because this is a past simple question).

For a full explanation and further practice, ask students to look at the Language Reference on page 134.

- 7a Students can do this activity individually before comparing with a partner.
- Monitor the class while they are working to point out any mistakes they make and encourage them to self-correct by referring to the Language Reference on page 134.
 - Go through the answers, and check students understand *influenced* (had an important effect on you).

1 Do you ever get worried?; 2 Are you a confident person?; 3 Do you make friends easily? (Note the position of the adverb *easily* in this question.); 4 Were you happy when you were a child?; 5 Did you have many friends at your first school?; 6 What has influenced you most in your life?; 7 Have you ever taken a personality test?; 8 Are you succeeding in achieving your aims?

- 7b Before students ask / answer the questions, check their pronunciation of *worried* and *influenced*, the contracted pronunciations of *do you* and *did you*, and the weak forms of *were* and *are*.