

PEARSON

LANGUAGE LEADER  
ADVANCED

Coursebook

4

先锋英语

综合教程

原著 David Cotton David Falvey Simon Kent  
Ian Lebeau Gareth Rees

改编

总主编 战菊 严明

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XIANFENG YINGYU ZONGHE JIAOCHENG



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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》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《先锋英语综合教程4》, 由吉林大学曲鑫担任主编, 张广林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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<b>3 International Relations</b> (p26–35) 	Subordinate clauses Modal perfect	Dependent prepositions Adjectives of character The diplomatic world	Website article on traits of a nation Science magazine article on CERN Ambassador interviews
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<b>6 Technology and Change</b> (p58–67) 	The passive Causatives	Technology words Dependent prepositions Idioms with <i>get</i>	Message board Articles on ideas that will change the world Magazine article on Google
<b>REVIEW UNITS 4–6</b> (p68–69)			



# UNITS 1–6

Listening	Speaking	Scenario	Study and Writing Skills
Radio phone-in Job interview	Discussing differences in education Discussing the key to a successful life Talking about job hunting	<b>Choosing an Intern</b> <b>Key Language:</b> stating requirements; saying what is essential and desirable <b>Task:</b> choosing an intern	Self-awareness A covering letter
Dr Graham Watkins interview about tourism and conservation	Talking about different types of tourism Discussing different ways of protecting nature	<b>Granville Island</b> <b>Key Language:</b> stating your position, clarifying <b>Task:</b> participating in an informal meeting	Planning and organising essays Analysing the questions Brainstorming A problem-solution essay
Radio interview — ambassador's life	Discussing national characteristics Talking about international organisations Solving crisis in a diplomatic way	<b>The Oil Spill Crisis</b> <b>Key Language:</b> stating objectives, giving strong advice <b>Task:</b> devising an action plan	Active listening A speech
Film review of <i>Sicko</i> Speech at a graduation ceremony	Talking about health and fitness Discussing healthcare systems in different countries Talking about nurses and nursing	<b>Change Your Ways</b> <b>Key Language:</b> justifying your opinions <b>Task:</b> choosing and planning a publicity campaign	Analysing visual information Describing visual information
Radio programme on consumerism Radio programme on fashion and social responsibility	Discussing consumerism and materialism Talking about luxuries in life Discussing controversial practices in the fashion world	<b>Retail Revamp</b> <b>Key Language:</b> discussing hypothetical ideas <b>Task:</b> developing a recovery strategy	Reading complex text effectively Building an overview Reading for detail Summarising Identifying main points Avoiding plagiarism
A dialogue with a career advisor	Discussing the effects of technological changes Talking about technological innovation	<b>A Radio Debate</b> <b>Key Language:</b> using persuasive language, giving examples, conceding criticism <b>Task:</b> participating in a debate	Advanced dictionary skills A sales leaflet

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<b>9 Law and Society</b> (p90–99) 	Adverbs of degree Reporting using nouns	Idiomatic verb phrases Justice systems Noun conversion	Extracts from <i>Watching The English</i> by Kate Fox Brochures for camps for juvenile delinquents Research diary
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<b>12 Science and Nature</b> (p122–131) 	Cohesion 2 (substitution and ellipsis) Nominalisation	Science and nature Informal phrases Collective nouns	An extract from <i>Solaris</i> by Stanislaw Lem An extract from science newsletter Extracts from <i>A world Without Bees</i> by Alison Benjamin and Brian McCallum
<b>REVIEW UNITS 10–12</b> (p132–133)			
<b>Language Reference and Extra Practice</b> (p134–157) • <b>Communication Activities</b> (p158–169)			



# UNITS 7–12

Listening	Speaking	Scenario	Study and Writing Skills
<p>Lecture on creativity Radio programme on rediscovered people</p>	<p>Discussing creativity Talking about national / local famous people Sharing good ideas</p>	<p><b>Camomila</b> Key Language: approving ideas, expressing doubt/objections Task: a new plan for Camomila</p>	<p>Critical thinking An opinion-led essay Essay planning Essay writing</p>
<p>People in the media talking about their jobs A talk on journalism</p>	<p>Discussing the future of newspapers Talking about the importance of journalism Discussing new channels for media</p>	<p><b>Sailing Close to the Wind</b> Key Language: being cautious Task: resolving ethical dilemmas</p>	<p>Research skills Features article for a magazine or newspaper</p>
<p>Extracts from a radio serialisation of a book Talk on youth crime and punishment A talk about immigration</p>	<p>Talking about different behaviour and unwritten rules (in a society) Discussing juvenile justice Talking about immigration</p>	<p><b>Law Makers</b> Key Language: balancing an argument Task: amending and modifying the law</p>	<p>Synthesising information A literature review</p>
<p>Interviews; performance reviews Webcast — benefits of the Internet</p>	<p>Discussing art and entertainment Talking about music Discussing digital development</p>	<p><b>International Island</b> Key Language: an informal talk Task: auditioning</p>	<p>Seminar / discussion skills Creative writing (a screenplay)</p>
<p>A banker talking about redundancy</p>	<p>Planning the distribution of public spending budget Discussing the reasons for the global financial crisis Role play: negotiation</p>	<p><b>Ariel Capital</b> Key Language: setting the agenda, responding to offers Task: negotiating a contract</p>	<p>Making a business presentation Introduction Body of the presentation Conclusion A tactful business email Paraphrasing</p>
<p>Descriptions of films / novels Video blog on “plastic”</p>	<p>Discussing science fiction books / films Talking about consumption of plastic Discussing the importance of bees to nature and human life</p>	<p><b>Ask the Panel</b> Key Language: referring to what other people have said Task: taking part in a panel discussion</p>	<p>Examination skills Exam vocabulary Exam culture Preparation A personal statement</p>

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# Education and Employment

## In this unit

## 1.1 ISSUES IN EDUCATION

### Grammar

- the continuous aspect
- the perfect aspect

### Vocabulary

- issues in education
- idioms
- suffixes (adjectives)
- abbreviations

### Scenario

- Choosing an Intern

### Study Skills

- self-awareness

### Writing Skills

- a covering letter



*I have never let my schooling interfere with my education.*  
Mark Twain (1835–1910) American writer and humourist

### SPEAKING

1a Use the words in the box to complete the opinions below.

assessment curriculum dumbing down elitism  
interpersonal skills plagiarism streaming

- "Education is not about developing your \_\_\_\_\_ but about learning facts."
- "Frequent examinations are a much more reliable and useful way of measuring performance than continuous \_\_\_\_\_."
- "\_\_\_\_\_ is an excellent idea because it enables students with a similar ability to work at the same pace."
- "The most important aspect of education is the \_\_\_\_\_, or subjects which are taught."
- "Private education creates \_\_\_\_\_ and encourages inequality in society, which is absolutely disgusting."
- "Copying someone else's ideas, \_\_\_\_\_, cheating in exams, and buying qualifications is sometimes necessary."
- "It's easier to get good grades nowadays because education is \_\_\_\_\_. Qualifications are worth less than in the past."

1b Which opinions do you agree or disagree with? Discuss your ideas with a partner.

2 In pairs talk about:

- Chinese education system
- your own educational experiences

### READING

3 Which of the following are important to learn at school do you think?

- important dates in history e.g. battles
- the names of capital cities
- times tables e.g.  $4 \times 7 = 28$
- scientific formulae e.g.  $E=mc^2$
- spelling
- mental arithmetic e.g. adding up numbers in your head
- poems and excerpts from literature

4 What techniques do you have for learning any of these? Tell a partner.

5 What do you understand by the term "rote learning"? Scan the article to check your answer.

6 According to the article are the statements below true, false or not given?

- 1 Teachers are no longer important.
- 2 Learning new things is not essential.
- 3 The British education system is old-fashioned.
- 4 Student autonomy is becoming more common in British schools.
- 5 Many people agree with Tapscott's views.

7 Do you agree with Tapscott's views? Why / Why not?

### LISTENING

8 **4.2** Listen to three people on a radio phone-in programme talking about the purpose of education. Answer the following questions.

- 1 Where are they from and what do they do?
- 2 How do their opinions differ?
- 3 Which is closest to Tapscott's view do you think?
- 4 What is your reaction to the views you heard? How common do you think they are?

## Google Generation Has No Need for Rote Learning

Memorising facts and figures is a waste of time for most school children because such information is readily available a mere mouse click away, a leading commentator has said.

The existence of Google, Wikipedia\* and online libraries means that there is no useful place in school for old-fashioned rote learning, according to Don Tapscott, author of the bestselling book *Wikinomics*\*\* and a champion of the "net generation".

A far better approach would be to teach children to think creatively so that they could learn to interpret and apply the knowledge available online. "Teachers are no longer the fountain of knowledge; the Internet is," Tapscott said. "Kids should learn about history to understand the world and why things are the way they are." But they don't need to know all the dates. "They can look that up and position it in history with a click on Google," he said.

Tapscott denies that his approach is anti-learning. He argues that the ability

to learn new things is more important than ever "in a world where you have to process new information at lightning speed." He said: "Children are going to have to reinvent their knowledge base multiple times. So for them memorising facts and figures is a waste of time."

His observations chime with a trend in British classrooms to cut back on traditional teaching and to personalise learning.

Schools are increasingly moving towards more independent study and so-called enrichment activities, with pupils learning at their own pace and focusing on what interests them most. At Wellington College in Berkshire, for example, teenagers are not taught from the front of the class, but instead sit around a large oval table for seminar-style discussions.

Tapscott believes that the model of education that prevails today in most classrooms was designed for the industrial age. He suggests that the brains of young people today work

### VOCABULARY: idioms

9 Match the following idioms (1-6) that describe people and their abilities / characteristics with the definitions a-f below.

- |              |               |
|--------------|---------------|
| 1 Whiz-kid   | 4 Dark horse  |
| 2 High-flier | 5 Team player |
| 3 Know-all   | 6 All-rounder |

Someone who:

- a) has many different skills and abilities.
- b) is very successful in a job or at school.
- c) works well in a group especially at work / in business.
- d) behaves as if they know everything.
- e) is quiet but who surprises with their hidden talents.
- f) is a skilled or successful young person.

### SPEAKING

10 In groups, talk about the following questions.

- 1 What is the main role of education for you?
- 2 "You get what you pay for." Do you think this statement is true for education in your country?
- 3 What was missing from your own education?

differently from those of their parents. He argues that digital immersion, in which children may be texting while surfing the Internet and listening to their MP3 player, can help them to develop critical thinking skills.

His views are unlikely to be universally welcomed. Richard Cairns, Headmaster of Brighton College, one of the country's top-performing independent schools, said that a core level of knowledge was essential: "It's important that children learn facts. If you have no store of knowledge in your head to draw from, you cannot easily engage in discussions or make informed decisions."

\*Wikipedia: a free, web-based, collaborative, multilingual encyclopedia project supported by the non-profit Wikipedia Foundation. It is the largest and most popular general reference work on the Internet. 维基百科, 是一部用不同语言写成的网络百科全书, 一个动态的、可自由访问和编辑的全球知识体。也被称作“人民的百科全书”。

\*\*Wikinomics: *Wikinomics: How Mass Collaboration Changes Everything* is a book which explores how some companies in the early 21st century have used mass collaboration (also called peer production) and open-source technology, such as wikis, to be successful. 《维基经济学: 大规模协作如何改变一切》



## SPEAKING

**1a** Think of three successful people in the following fields: business, the arts or science. Why do you think they are successful? Tell your partner about them.

**1b** Which qualities do the people you have described share?

## READING

**2** Read the profiles of three successful people quickly and say in what way they are successful.

**3** Look at the characteristics commonly used to describe successful people. Which of them apply to the people you read about?

- |                    |                     |
|--------------------|---------------------|
| a) hard-working    | d) creative         |
| b) innovative      | e) business-minded  |
| c) highly educated | f) self-disciplined |

**4** Read the profiles again and answer the following questions.

- How do you think Kim and Simenon's earlier careers could have helped them achieve their later success?
- What do you think of Nooyi's management style?
- Which of the three people are you most impressed by? Tell a partner.

## VOCABULARY: suffixes (adjectives)

**5a** Find adjectives in the profiles which are formed from the nouns below.

passion, allergy, power, success, persuasion, superstition, fiction, psychology

**5b** What suffixes are used to form these adjectives?

*passion* — *passionate*

**6a** Make adjectives from the following nouns using the suffixes.

education, affection, speculation, logic, ambition, empathy

**6b** Answer the following questions.

- Who is the most successful person you know? Give your reasons.
- Who is your favourite fictional character? Why?
- What is the most powerful piece of art or film that you have seen?
- Are you superstitious about anything? If so, give an example.

## Indra Nooyi



In 2006, Indra Nooyi was appointed Chairperson and Chief Executive Officer of PepsiCo. She has been named as the most powerful business woman in the world by *Fortune* magazine. Born in India, she has a Bachelor of Science degree, an MBA from the Indian Institute of Management and a Masters degree in Public and Private Management from Yale University.

Nooyi has a reputation for being very persuasive and she has the ability to rouse an audience. She also has a very informal style in meetings and openly solicits the opinions of her staff. At one investors' conference, Nooyi sat down with the delegates and conducted the business equivalent of a fireside chat.\*

Nooyi is constantly reinventing her business model. "The minute you've decided a new business model, it's extinct, because somebody is going to copy it." For years she's been talking about the importance of healthier products and nutrition education. She works 18–20 hours a day and is currently serving on the boards of several organisations.

\*The fireside chats: The fireside chats were a series of thirty evening radio addresses given by United States President Franklin D. Roosevelt between 1933 and 1944. 炉边谈话 (美国总统罗斯福利用大众传播进行政治性公关活动的事例之一)

## GRAMMAR: the continuous aspect

**7a** Read the profiles of Angela Jia Kim and Indra Nooyi again. Underline examples of the:

- present continuous
- past continuous
- present perfect continuous

**7b** Which of the tenses you found are used to talk about:

- actions that were in progress at an earlier time?
- actions that are currently in progress?
- an action which began in the past and is still continuing, or has just finished?

➔ Language Reference and Extra Practice, pages 134–135

## Georges Simenon



Georges Simenon was one of the most successful and prolific authors of the 20th century. Simenon had extraordinary energy as a writer and in one year, 1928, he wrote 44 novels. He was born in Liège in Belgium on Friday, 13 February, 1903, but his superstitious mother registered his birth as being a day earlier.

His success was not down to his education. He left school at the age of 15 and worked in numerous short-term jobs until he took a job as a journalist a year later. (Eventually, he even interviewed the Emperor of Japan.)

His first novel was published in 1921. He is best known for his psychological thrillers and in particular for the character of Inspector Jules Maigret, who, after Sherlock Holmes, is the world's most famous fictional detective. Maigret used psychological intuition to understand the criminal's motives.

Simenon wrote 75 Maigret novels which have inspired 55 films and 279 TV adaptations. For the last 40 years of his life he was probably the best-selling novelist in the world.

## Angela Jia Kim



Angela Jia Kim is a successful entrepreneur — having already founded two companies.

Her first piano teacher was her mother and later she graduated from the Eastman School of Music. Her classical refinement and passionate performances have delighted audiences worldwide.

One day just as she was about to perform on stage she had an allergic reaction to a body lotion. As a result of this she decided to develop her own line of skincare products. "I was paying attention to what I was eating," she says. "Shouldn't I pay attention to what I was putting on my body?" She started experimenting to find non-toxic creams and eventually launched *Om Aroma & co*, an organic skincare line.

Her degree was in music, not business, so she sought advice from respected businesswomen who were going through similar experiences. She went on to create *Savor the Success*, an online community for female entrepreneurs. She says her success in business is due to her training as a concert pianist and, of course, hard work.

### 8a Look at the pairs of sentences below. Explain the difference in meaning between them.

- 1 a) I work in Madrid, but I live in a village 40km away.  
b) I'm working in Madrid at the moment, but I'm moving to Barcelona next year.
- 2 a) I've worked in London, Paris and Rome, but now I work in Tokyo.  
b) I've been working in Tokyo for a year and expect to continue to do so for some time.
- 3 a) I worked in Oslo in 2006.  
b) I was working in Oslo when my father fell ill.
- 4 a) I'll work when you get home, if you look after the children.  
b) I'll be working when you get home, so please try to keep quiet.

### 8b Which of the actions in the sentences above are:

- a) incomplete?
- b) temporary?
- c) happening around a point in time?
- d) already in progress when something else happened?

### 9 Correct the errors in the use of tenses in this text.

I really respect my best friend. He <sup>comes</sup> ~~is coming~~ from Poland and is speaking four languages. He is living in London since 1998 and I've been knowing him for ten years. We met on holiday when we hitchhike through Spain. One day while we walk through the Cantabrian mountains he told me that even though he had been leaving school at 15 he was going to be very successful. He joined his company when it is having difficulties. He was working his way up to the top. He has only been working there for seven years and he is already being the Managing Director.

## WRITING

### 10 Write a short paragraph giving your opinion on one of the following statements.

- 1 "A good education is the key to a successful life."
- 2 "Luck and family connections are more important than a good education."

## SPEAKING

1 In small groups, discuss the following questions.

- 1 How do you find out about jobs in your country?
- 2 What jobs have you had?
- 3 Have you ever written a CV / résumé? When?
- 4 Is there a standard format for CVs / résumés in China?

## READING

2 Which of the following do you think are essential to mention in your CV?

- 1 Website addresses of companies you have worked for
- 2 Details of pre-university qualifications
- 3 A photograph
- 4 Date of Birth
- 5 Mail address
- 6 Telephone number and email address
- 7 Names of referees
- 8 Internships / work placements
- 9 Computer programmes and software used
- 10 Charity work
- 11 Interests
- 12 Positions of responsibility
- 13 Title, e.g. Mr / Miss / Ms

3a Read the CV of Vadim Kufenko quickly. In your opinion, has he left out any essential information?

3b Read the CV again and answer the following questions.

- 1 What do you notice about the way the profile is written?
- 2 Which exchange programme might he have found the most difficult? Why?
- 3 What kind of jobs do you think he might be suitable for?

4 Vadim is applying for a job in the marketing department of a British company that exports British products to Russia. They require a fluent Russian speaker, with advanced English and experience in finance and marketing. Rewrite Vadim's profile to help him get this job.

## Curriculum Vitae

Name: Vadim Kufenko

Date of birth: 8 May 1986

Address: 58 Suworovsky pr., apt. 52,  
St Petersburg 191015, Russia

Telephone: +7-812-264 69 22

Email address: v\_kufenko@online.ru

## PROFILE

An enthusiastic and dedicated professional with excellent analytical abilities in the field of finance. High levels of numerical capability. Quick to grasp new ideas and concepts and able to work on his own initiative. Has a logical approach to challenges and is able to meet tight deadlines. Strong project management skills. A good team player with good interpersonal skills.

## WORK EXPERIENCE

December 2008 — present

Financial Analyst at the Bank of Foreign Trade, St Petersburg.  
Responsibilities: daily financial analysis, preparing financial statements, data processing, and marketing surveys

## EDUCATION

September 2007 — July 2008

MA Degree in Economics specialising in Finance and Credit,  
St Petersburg State University of Economics and Finance

September 2003 — June 2007

BA Degree in Economics, St Petersburg State University of  
Economics and Finance

1998 — 1999

Southwest Junior High School, Lawrence, Kansas, USA

1993 — 2003

School #157, St. Petersburg

## VOCABULARY: abbreviations

5 In groups, match the education abbreviations with the descriptions below.

- |       |       |         |         |
|-------|-------|---------|---------|
| 1 PhD | 3 MBA | 5 BEC   | 7 IELTS |
| 2 MSc | 4 BA  | 6 UCLES | 8 TOEFL |

- a) A first degree in the humanities.
- b) A postgraduate degree in a science subject.
- c) A postgraduate degree, which entitles the holder to the title Dr.
- d) A postgraduate business qualification.
- e) A qualification in Business English.
- f) A British examining board for exams in English as a Foreign Language.
- g) A test of reading, writing, listening and speaking often used by British and Australian universities.
- h) A test of comprehension in written and spoken English, often used by American universities.

**INTERNSHIPS AND EXCHANGE PROGRAMMES**

September — December, 2007

Exchange Program at the University of Jyväskylä, Finland. Programmes: Finance, Business Networks, Family Business, Marketing (in English), Finnish language

April 2007

Short internship at the Bank of Foreign Trade, St Petersburg

April — July 2006

Exchange programme at the Berlin School of Economics, Germany, Programmes (in German): International Economic Relations; International Marketing; German language.



**ADDITIONAL SKILLS**

Languages: English (advanced IELTS 8.0, BEC Higher (awarded by UCLES))

German (intermediate)

Finnish (elementary)

**HOBBIES**

Trading in stocks and shares, swimming and jogging

**REFERENCES**

Available on request

**GRAMMAR: the perfect aspect**

**7** Look at Track 4.3 on page 170 and find an example of the following (there may be more than one answer):

- 1 present perfect
- 2 past perfect
- 3 future perfect
- 4 perfect infinitive
- 5 perfect -ing

**8** In sentences 1–5 below, which action:

- a) is completed?
- b) looks back from now to a time before now?
- c) was completed before another action took place?
- d) is expected to be completed by a particular time in the future?

- 1 Hopefully, we'll have finished the interview by 3 p.m.
- 2 I'd applied for a number of work placements before I got the one in the bank.
- 3 I've been on two exchange programmes: one in Finland and one in Germany.
- 4 Having read your CV, we'd like to know more about your internship and exchange programmes.
- 5 I seem to have lost your references.

➔ Language Reference and Extra Practice, pages 134–135

**9** Fill in the blanks with present, past or future perfect.

- 1 I intended to come for just a couple of months, but next September, I \_\_\_\_\_ (be) here for five years.
- 2 When I interviewed him he \_\_\_\_\_ (already / be) out of work for over a year.
- 3 My sister \_\_\_\_\_ (be) the head of a PR company for the last ten years.
- 4 We \_\_\_\_\_ (interview) five people since 9 a.m. but I don't think any of them meet the requirements.
- 5 It's no use sending your CV now. They \_\_\_\_\_ (choose) a candidate by the end of today.
- 6 I was hoping \_\_\_\_\_ (finish) by now.
- 7 \_\_\_\_\_ (complete) my training, I'm now looking for a job in finance.

**LISTENING**

**6a 4.3** Listen to part of Vadim's job interview. Answer the following questions.

- 1 Why does the interviewer mention when the interview will finish?
- 2 What regret does Vadim mention?
- 3 What advice does the interviewer give Vadim?
- 4 How does Vadim turn a possible weakness into a strength?
- 5 Why does Vadim want the advertised job?
- 6 What mistake does the interviewer make?

**6b** Listen again and evaluate the interview.

- 1 Do you think what Vadim said highlights his strengths?
- 2 How would you describe the interviewer's attitude towards Vadim?
- 3 How do you think the interview is going (so far)?

**WRITING**

**10a** Choose a job that you would like to be interviewed for and write a short CV to help you get that job.

**10b** In pairs, tell each other which job you would like to be interviewed for, give your partner your CV and take it in turns to interview each other.