

PEARSON

LANGUAGE LEADER ADVANCED



Workbook

4



先锋英语

同步练习

原 著 Grant Kempton

改 编 战菊 严明

总主编

 高等教育出版社
HIGHER EDUCATION PRESS

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XIANFENG YINGYU TONGBU LIANXI

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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《先锋英语同步练习4》, 由吉林大学付慧敏担任主编, 林娟和曲鑫担任副主编, 编者还有张广林、祝璇和张娟。

由于改编者水平有限, 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3月

CONTENTS

UNIT 1	Education and Employment	4
UNIT 2	Tourism and Conservation	11
UNIT 3	International Relations	18
UNIT 4	Health and Care	25
UNIT 5	Fashions and Consumerism	32
UNIT 6	Technology and Change	39
UNIT 7	People and Ideas	46
UNIT 8	Journalism and Media	53
UNIT 9	Law and Society	60
UNIT 10	Arts and Entertainment	67
UNIT 11	Business and Economics	74
UNIT 12	Science and Nature	81
AUDIOSCRIPTS		88
ANSWER KEY		97

CONTENTS

UNIT	Grammar	Vocabulary	Reading
1 Education and Employment (p 4–10)	The continuous aspect The perfect aspect	Words from the lesson Idioms Adjectives	Magazine article READ BETTER: headings Short newspaper articles
2 Tourism and Conservation (p 11–17)	Articles Modal verbs	Travel collocations Travel idioms	Newspaper article READ BETTER: context Magazine article
3 International Relations (p 18–24)	Subordinate clauses Modal perfect	Dependent prepositions Adjectives of character	Newspaper article Description READ BETTER: looking for a specific information
4 Health and Care (p 25–31)	Linkers Future forms with <i>to be</i>	Health collocations Health care The language of emotion	A letter Newspaper article
5 Fashions and Consumerism (p 32–38)	Future in the past Emphatic structures	Consumer collocations Adjectives Suffixes (nouns 1)	Magazine articles
6 Technology and Change (p 39–45)	The passive Causatives	Technology words EXTRA VOCABULARY: words with dependent prepositions Idioms with <i>get</i> EXTRA VOCABULARY: synonyms	Magazine articles Sales leaflet
7 People and Ideas (p 46–52)	Quantifiers Conditionals	Idioms with <i>hand</i> EXTRA VOCABULARY: words from the text EXTRA VOCABULARY: definitions	Magazine articles
8 Journalism and Media (p 53–59)	Verb patterns Prepositional verbs	Words from the lesson People in the media Idioms with <i>keep</i>	Magazine article Email Newspaper and magazine extracts
9 Law and Society (p 60–66)	Adverbs of degree Reporting using nouns	Words from the lesson EXTRA VOCABULARY: collocations Justice systems	Magazine articles
10 Arts and Entertainment (p 67–73)	Non-finite clauses Spoken English	Words from the lesson EXTRA VOCABULARY: words from the text	Music magazine article Leaflet Newspaper article
11 Business and Economics (p 74–80)	Alternatives to <i>if</i> Phrasal verbs	Words from the lesson EXTRA VOCABULARY: trends Suffixes (nouns 2)	Newspaper article Magazine article
12 Science and Nature (p 81–87)	Substitution and ellipsis Nominalisation	Words from the lesson Informal phrases EXTRA VOCABULARY: words from the text	Magazine articles
AUDIOSCRIPTS (88–96)			

CONTENTS

Listening	Scenario	Study and Writing Skills
Explanations of educational terms Short interviews DICTATION Interview	Choosing an Intern Key language: stating requirements; saying what is essential and desirable	A covering letter
DICTATION Radio programme A meeting	Granville Island Key language: stating your position clarifying	Planning and organising essays Problem-solution essay
DICTATION Discussion Lecture	The Oil Spill Crisis Key language: stating objectives; giving strong advice	Active listening Writing a speech
Radio debate LISTEN BETTER: inference DICTATION Conversation	Change Your Ways! Key language: justifying your opinions	Analysing visual information Describing visual information
A news item DICTATION Interviews	Retail Revamp Key language: discussing hypothetical ideas	Reading complex texts effectively Summarising WRITE BETTER: Plagiarism
Lecture A talk	A Radio Debate Key language: using persuasive language and giving examples	TRANSLATION Writing a sales leaflet Advanced dictionary skills
DICTATION Discussion Radio programme	Camomila Key language: approving ideas, raising doubt, objections	Critical thinking WRITE / SPEAK BETTER: stating a point, elaborating, giving examples An opinion-lead essay WRITE BETTER: sticking to the point
DICTATION Interview Conversation	Sailing Close to the Wind Key language: being cautious	Research skills Writing a features article for a magazine or newspaper
A talk DICTATION	Law Makers Sailing close to the wind Key language: balancing an argument	Synthesising information A literature review
DICTATION Lecture Panel discussion	International Island Key language: an informal talk	Seminar / discussion skills Creative writing (a screenplay) WRITE BETTER: turning a narrative into a screenplay
Conversation DICTATION A talk	Ariel Capital Key language: setting the agenda and responding to offers	Making a business presentation A tactful business email
Interviews DICTATION A talk Lecture	Ask the Panel Key language: referring to what other people have said	Examination skills A personal statement
ANSWER KEY (97–111)		

CONTENTS

UNIT 1	Education and Employment	4
UNIT 2	Tourism and Conservation	11
UNIT 3	International Relations	18
UNIT 4	Health and Care	25
UNIT 5	Fashions and Consumerism	32
UNIT 6	Technology and Change	39
UNIT 7	People and Ideas	46
UNIT 8	Journalism and Media	53
UNIT 9	Law and Society	60
UNIT 10	Arts and Entertainment	67
UNIT 11	Business and Economics	74
UNIT 12	Science and Nature	81
AUDIOSCRIPTS		88
ANSWER KEY		97

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Education and Employment

1.1 ISSUES IN EDUCATION

VOCABULARY: words from the lesson

1 Reorder the letters to make words and phrases connected with education.

- 1 mudbing wond _____
- 2 sassnemts _____
- 3 pretinsonlaer slliks _____
- 4 ismplagari _____
- 5 mulcurcirlu _____
- 6 gimnstrea _____
- 7 litesmi _____

LISTENING

2 4.2 Listen to some university professors explaining the words and phrases in Exercise 1. Label each excerpt with the words and phrases from Exercise 1.

- 1 _____ 5 _____
- 2 _____ 6 _____
- 3 _____ 7 _____
- 4 _____

TRANSLATION

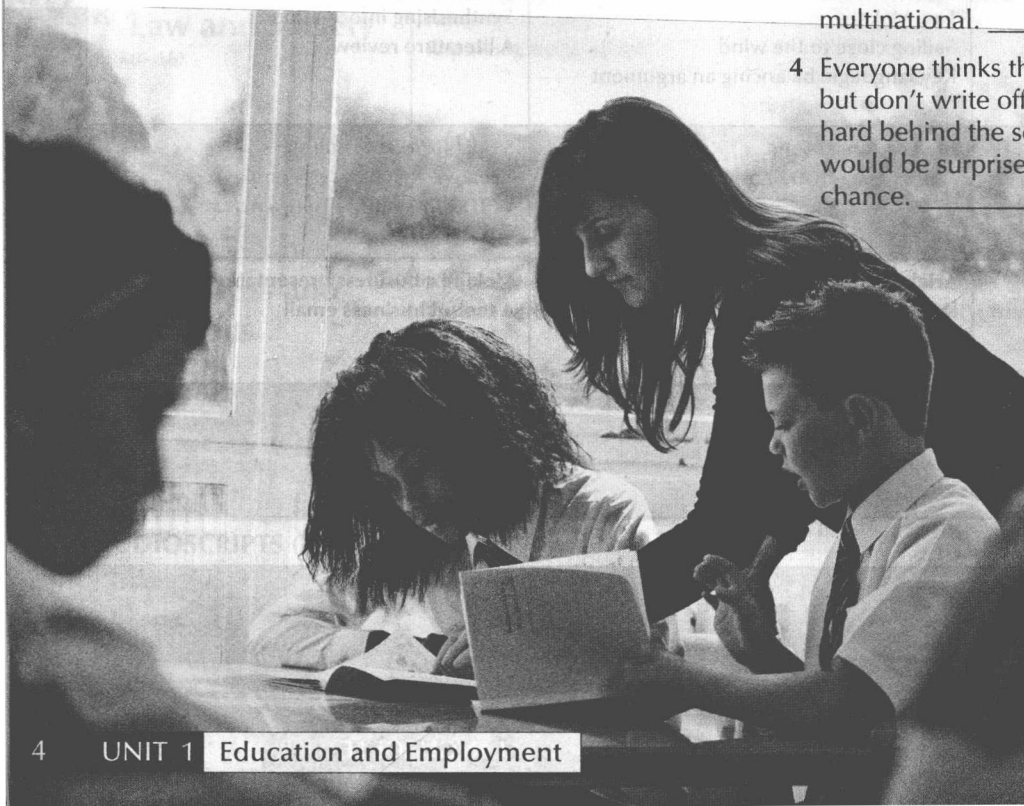
3 Translate these idiomatic expressions that describe character into Chinese.

- 1 all-rounder _____
- 2 dark horse _____
- 3 high-flier _____
- 4 know-all _____
- 5 loose cannon _____
- 6 whizz kid _____

VOCABULARY: idioms

4 Match four of the idiomatic expressions in Exercise 3 with the character descriptions 1–4.

- 1 With Jane you never really can tell what she's going to do. She's quite capable of starting an argument with Paul over money, even shouting and screaming at him. _____
- 2 Khaled is one of those annoying people who succeeded at everything at school — sports, science, music — there's nothing he's not pretty good at. _____
- 3 Watch Penelope closely over the next few years. She's well on the way to getting a scholarship and in no time at all she'll probably be the CEO of a multinational. _____
- 4 Everyone thinks they know what the result will be, but don't write off Tad. He's been working very hard behind the scenes and although everyone else would be surprised, I think he has a really good chance. _____



READING

1 Read the following text and fill the gaps with the correct headings.

- A They solve problems rather than place blame.
- B They rehearse the future as they see it.
- C They constantly set higher goals.
- D They look at the worst possible scenario.
- E They are driven by accomplishments, not money.
- F They avoid "comfort zones."

READ BETTER

Headings are usually short summaries of a paragraph or an important section of text. They should cover the main points of that section, not the supporting ideas or examples. Occasionally headings may be questions that the section or paragraph answers. However, there will never be information in the heading that is not included in this section or paragraph.

What Makes a Successful Business Person?

By Murray Raphael

I have a theory on doing business. If my business is good, it's not because of the weather, the time of year or the economy. It's because of me. I'm doing something right. If my business is bad, it's not because of the weather, the time of the year or the economy. It's because of me. I'm doing something wrong. Somebody is always buying something from somebody, so how can I make them buy from me?

Successful business people, no matter what their industry, have been found to share similar traits. Today's world is no longer satisfied with simply success — we want to know how the successful get to the top. Through the years I've done some research and found there are certain qualities that describe successful business people. Here are a few:

1 _____

Successful business people are mountain climbers who, having climbed one peak, look beyond to the next highest. They are the retailers who send 1,500 mailers to their customers and yield a good turnout of 100. But instead of being satisfied with 100, they ask how they can increase that number to 150 the next time.

2 _____

To a successful person, standing still feels like going backwards. People who stay in their comfort zones do what they did before because it's "the way we've always done it." They run the same ads, buy the same merchandise in the same way and avoid anything new, different or unusual because they feel they might do something wrong. They blame any lack of business on the weather, the time of the year, the economy — anything except for themselves.

3 _____

Successful people follow the theory of Apple Computer's founder Steve Jobs, who said, "The journey is the reward." They are customer-focused, not product-focused. Their thrill is not the ringing of the register but the crowds responding to their mailing. For them, there is no greater high than a line outside the store before the doors open.

4 _____

A telephone pole had been blocking the view of Ron Bishop's Canadian gallery. He knew it would be difficult, if not impossible, to have the telephone pole moved. So he solved the problem by painting the pole with an Impressionistic theme. Once it was finished, the local paper came, took a picture and wrote a story about it. "It was great publicity," said Bishop. "and then the calls were coming in for a whole week, asking, 'Is it for sale?'"

5 _____

"What's the worst possible result if we follow this plan?" they ask themselves. Then, knowing that, they decide if the risk-taking is practical. However, once they make the decision, they proceed with the confidence, knowledge and expertise necessary to make it work. They understand the most harmful result and then decide if they can live with the outcome. If they can, they move ahead. Confidently. "Every time I fail," said Thomas Edison, "I learn something." He tried 1,114 times to find a filament to stay lit in a bulb. He failed 1,113 times.

6 _____

Successful people will be moving towards the pictures they create in their mind until they reach them. They can rehearse coming actions or events as they "see" them. They are like chess players who can "feel" the next move of their opponent and have half a dozen responses ready when their time comes to move.

How many of these six characteristics are yours?

GRAMMAR: the continuous aspect

2 Underline examples of the continuous aspect in the text on page 5.

3 Match the uses of the continuous aspect with the example sentences found in Exercise 2.

1 to talk about actions that were in progress at an earlier time

2 to talk about actions that are currently in progress

3 to talk about an ongoing action which began in the past and is still continuing or has just finished

4 to describe future arrangements

4 Rewrite the sentences using the continuous aspect.

1 He finally got through to the operator after he had tried countless times for over two hours.

2 It's been several years since the research on the behaviour of students in exams began.

3 I didn't stop thinking about the offer. In fact, I was up all night.

4 The examinations are planned for Thursday at 10 a.m.

5 The whole of this month, we have negotiations between ourselves and the Dickson Group.

LISTENING

5 4.3 Listen to people talking about success and match the statements to the speakers. Some have more than one answer and two are not mentioned.

1 Success is addictive. ____

2 Success is all about gaining power quickly. ____

3 You have to be very motivated to be successful. ____

4 My idea of success is influenced by my childhood. ____

5 It's all about being the right person, in the right place, at the right time. ____

6 Educational success is not important. ____

7 Anyone can be successful, whatever their character. ____

8 Superstitious people believe success depends on luck. ____

9 Success doesn't have anything to do with business. ____

VOCABULARY: adjectives

6 4.3 Listen again and tick the adjectives that you hear.

1 accomplished ____ 10 passionate ____

2 affectionate ____ 11 persuasive ____

3 allergic ____ 12 photographic ____

4 ambitious ____ 13 powerful ____

5 educational ____ 14 psychological ____

6 electrical ____ 15 skilful ____

7 famous ____ 16 successful ____

8 fictional ____ 17 superstitious ____

9 grammatical ____ 18 toxic ____

7 Use the correct form of the words in Exercise 6 in the sentences below.

1 I would love to study ____ as I love taking pictures.

2 Do you think you can ____ the task by Thursday?

3 He kissed her ____ and then jumped into the sea.

4 It's not true at all! It's a work of ____.

5 She had an ____ reaction to nuts.

6 He believes in every _____. Even the one about walking under ladders.

7 She has no _____. She just wants to work with animals.

8 _____ is overrated. The media attention is not worth it.

9 I know the _____ but I still can't speak the language.

10 The levels of _____ suggest that the liquid would kill you.

1.3 DICTATION

1a **4.4** Listen and write what you hear.

1b Read what you have written and answer the following questions.

- 1 Who is talking?

- 2 What has he done?

- 3 What is he not planning to do?

2.3 LISTENING

2 **4.5** Listen to the second part of the interview with Richard Novak and answer the following questions.

- 1 What question is Richard being asked?
 - a) What are you planning to do over the next year?
 - b) What sort of job are you looking for?
 - c) How easy is it going to be to find a job?
- 2 What might some people feel about his degree?
 - a) It won't prepare him for a job.
 - b) He has done very well.
 - c) It's as relevant as any other degree.
- 3 What do we know about his sister?
 - a) She spent a long time looking for jobs.
 - b) She has done very well for herself.
 - c) She is doing an unsuitable job.
- 4 What do we know about Raul?
 - a) He's planning to take a year off.
 - b) He's going to do a postgraduate degree.
 - c) He needs to find a job quickly.



5 How does Richard feel?

- a) He is sure that companies will be fighting to get him.
- b) He believes that salaries may drop.
- c) He is confident that he can do a postgraduate degree later.

3.3 GRAMMAR: the perfect aspect

3 **4.4 and 4.5** Listen to the whole interview. Complete the sentences with phrases from the interview.

- 1 _____ that, I'm not ruling it out.
- 2 I _____ what job I wanted to do before I chose my university subject.
- 3 I think companies want applicants _____ university and done well ...
- 4 By the end of this year she _____ for five very successful years as a Sales Manager.
- 5 My best mate, Raul, _____ about taking a year out until he saw the amount of money he had to pay back.
- 6 Personally, I think the markets _____ for years ...
- 7 Companies _____ for people like me.

4 Match in the perfect tenses from Exercise 3 with the descriptions 1–3.

- 1 This looks back from a time in the past to another time before that. _____
- 2 This looks back from a time in the future to another time before that. _____
- 3 This looks back from now to a time before now. It often focuses on completed actions or situations. _____

5 Complete the sentences with the perfect aspect. Use the infinitive or the *-ing* form.

- 1 _____ the report, I decided to call a meeting. (read)
- 2 _____ the issue with my wife, we are prepared to accept your offer. (discuss)
- 3 He wanted them _____ the problem by the end of the day. (solve)
- 4 I can tell you he's a really nice guy, _____ him three times. (meet)
- 5 They promised _____ the broken cables sometime this week. (fix)
- 6 Why has he been arrested? What is he supposed _____? (do)

READING

6 Read the four newspaper texts about the job market for graduates. Which is the odd one out? Why?

B Until university expansion in the late 1980s, only about 14% of young people entered university — which had risen to about 40% by the mid-2000s. But the advantages of a degree have not been diluted by this, say economists. “There has been a huge expansion of students in higher education in a relatively short period of time — but the labour market seems to be able to absorb them,” says Professor Walker. There has been a long-running debate whether continually increasing the number of graduates will, at some point, devalue their economic advantage. This has become a more controversial question, with students paying tuition fees and with the prospect of fees being increased. The long-term research so far suggests that the value has been maintained — with the economy requiring more skilled workers and supporting a buoyant jobs market for graduates.

D Research by High Fliers found 52% thought the prospects for new graduates were very limited and 36% did not expect to get a graduate job this year, leading many students to continue furthering their education rather than looking for a job. Nearly half (48%) feared they may be made redundant within a year of work. The survey found teaching was the most popular career choice in 2009, having been the third most popular last year. Students graduating this summer expected to owe an average of £15,700, up more than a third from the average debt of £11,600 in 2008. The average expected

starting salary for graduates was £22,300, down £400 on last year. Managing director of High Fliers Research, Martin Birchall, said the survey showed final-year students were ‘gloomy and frustrated’ about their employment prospects. “Although many students began their job search earlier than usual and made an increased number of applications to employers, noticeably fewer have been successful in securing a graduate position than last year,” he said. “Tens of thousands of finalists are now set to leave university without a job offer and feel they have little prospect of finding work in the immediate future.”

A The government is urging graduates to consider a spell working abroad, whether in internships or volunteering, to avoid the worst of the recession. Recent figures suggest there will be a 5% drop in jobs for new graduates this summer, compared to last year.

But Universities Minister David Lammy said internships can lead to a UK job. Mr Lammy told the BBC: “If you get an internship, you are with a company acquiring skills that are attractive on a CV — and indeed, the company that you do it with might take you on.”

Then beyond that, it’s right to say that we live in a global market place, opportunities abroad can add to your skills and sometimes your language skills. And volunteering is always something that’s attractive to employers.”

C The UK job market is continuing to deteriorate as demand falls across all sectors, recruitment firm Hays has warned. It said demand for jobs had fallen further across both the permanent and temporary sectors after a tough past three months. The public sector is the only area to show ongoing resilience, although Hays said there were certain roles that continue to be in demand. Internal auditors and credit controllers are among the list of “desirables” following the credit crunch as firms seek to keep a better control on finances. Companies are also on the lookout for purchasers and IT specialists as they focus on ways to cut costs. In the public sector, health and social care professionals are benefiting from a more secure job environment, while there is still a shortage of maths, science and language teachers in education, said Hays.

7 Match the summaries 1–4 with the extracts A–D.

- 1 Graduates should try leaving the country. ____
- 2 Still no respite for graduates’ prospects. ____
- 3 More graduates required to support the economy. ____
- 4 Degrees maintain job market value. ____

8 Read the audioscript for Track 4.5 on page 88 and the newspaper texts. Tick the true statements.

- 1 Raul has good reason to be worried. ____
- 2 Richard will probably get the salary he wants. ____
- 3 Richard will probably have trouble finding a job. ____
- 4 Companies don’t care about Richard’s degree subject. ____
- 5 Richard should really become a teacher. ____
- 6 Richard will probably find work more easily in Poland. ____

KEY LANGUAGE: stating requirements; saying what is essential and desirable

Looking for work to earn some extra money this summer? Want to stay fit and be outside too? Our international summer camps for children could be the place for you. We are currently seeking young and energetic camp leaders. Interested?

Phone 019804 324561

1 Read the advert and answer the questions.

1 What is the advert about?

2 What sort of people would be interested?

2 You are going to listen to three interviewers discussing a job specification. Reorder the words to make phrases you might hear during the conversation.

1 a pre-requisite age is let me by saying start that.

2 that are fit I think essential they it's absolutely.

3 some previous it would had done if they work with kids be helpful.

4 probably an edge give would it them.

5 have interpersonal have to they skills.

6 discipline have they must.

7 if they've social groups it'd be been involved in a good thing.

8 campfires they can that it's essential sing round.

9 be some climbing an advantage skills would.

3 4.6 Listen and check your answers.

4 Look at the notes made on the two candidates. Complete the statements.

Sandra Berg

++ Very confident

+ worked in summer camps before

- not very fit

-- doesn't know any foreign languages

Colin Harkness

++ very fit

+ has a lot of discipline

- age 29

-- not very friendly

1 One of Sandra's _____ is that she has _____.

2 Her best _____ is her _____.

3 What _____ most about Colin is that he has _____.

4 Colin's biggest asset is _____.

5 One of Sandra's biggest _____ is that _____.

6 I _____ Sandra lacks _____.

7 I'm _____ about Colin's _____.

8 What _____ most about Colin is his lack _____.