

TEACHER'S EDITION

In Detail

2

致用美语教程

English for Global Communication

编著: Isobel Rainey de Diaz(美) with Kristin L. Johannsen(美)



教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

致用美语教程

教师用书

TEACHER'S EDITION

编著: Isobel Rainey de Diaz (美)

with

Kristin L. Johannsen (美)

江苏工业学院图书馆
藏书章

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

(京)新登字 155 号

京权图字: 01 - 2003 - 4320

图书在版编目(CIP)数据

致用美语教程 2 教师用书 / (美) 迪亚兹等编著. —北京: 外语教学与研究出版社, 2004. 8

ISBN 7 - 5600 - 4340 - 2

I. 致… II. 迪… III. 英语, 美国—教学参考资料 IV. H310.1

中国版本图书馆 CIP 数据核字 (2004) 第 070605 号

Isobel Rainey de Diaz with Kristin L. Johannsen

In Detail 2: English for Global Communication Teacher's Edition

Original Book ISBN: 0-8384-4604-3

Copyright © 2003 by Heinle, a division of Thomson Learning

Original Language published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd). All Rights reserved. 本书原版由汤姆森学习出版集团出版。版权所有, 盗印必究。

Foreign Language Teaching and Research Press is authorized by Thomson Learning to publish and distribute exclusively this edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SARs and Taiwan Province). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书由汤姆森学习出版集团授权外语教学与研究出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及台湾省)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

致用美语教程 2

教师用书

编著: (美) Isobel Rainey de Diaz 等

* * *

责任编辑: 张晓芳

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语大学印刷厂

开 本: 889×1194 1/16

印 张: 13.5

版 次: 2004 年 8 月第 1 版 2004 年 8 月第 1 次印刷

书 号: ISBN 7 - 5600 - 4340 - 2/G·2252

定 价: 17.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

通读 *In Detail: English for Global Communication* (以下简称 *In Detail*)，觉得这是一套值得推荐的教材。为了把想法说清楚，下文首先简单介绍该教材，然后讲讲 *In Detail* 为什么值得推荐，最后是结语。

一、简介

In Detail 是国际知名出版社 Thomson 公司下设的 Heinle 分社于 2003 年推出的一套高级英语教材，是该公司著名英语教学系列图书 Thomson Learning ELT International 教材部分的一部力作。

In Detail 是一套集听、说、读、写和语法、词汇技能训练为一体的综合英语教材，使用群体为具有中级和中级以上水平的大学生和成年学习者。该教材的宗旨是帮助学习者发展较高水平的全面英语交际能力。

In Detail 分为两个等级，每个等级的教学资源由六种课件组成：学生用书、练习册（附在学生用书内）、教师用书、听力磁带、ExamView 试题生成软件、美国有线电视新闻网（CNN）录像光盘。*In Detail* 还开辟了自己的学生网站，为学习者提供进一步练习和巩固语法、阅读、写作技能和扩大词汇量的机会。

两个等级各由 12 个单元组成，每单元围绕一个主题，通过八个板块的教学活动来训练综合英语运用能力，这八个板块依次是热身活动、阅读精练、语法精练、口语活动、词汇精练、听力活动、写作活动、综合运用。每三个单元之后设一个复习单元。*In Detail* 的各个板块既有其内在的联系，又有自身的系统性，因此可作为综合英语课主教材，也可以用于单项英语技能的培养与训练。

二、特点

与其他同类教材相比，*In Detail* 是一套更加成熟的教材。它凝聚着外语教学多年积累的经验 and 智慧，所体现的外语学习观念更贴近外语学习者的实际情况，也更加注重融入应用语言学和外语教学领域的最新相关研究成果。应该说，*In Detail* 为学习者构建了高质量的英语学习环境。该教材的特点如下：

1. **富有时代气息。**教材围绕 24 个主题展开，视角宽广，体现出编者的全球化意识。教材内容贴近当代青年人的兴趣和关注点，同时不乏人类共同关注的永恒主题，具有较强的知识性和人文内涵，鼓励积极向上的人生态度。选材体裁多样。在资源配套方面，该教材为学习者构建了系统性较强的、多维度的立体英语环境，能够充分调动他们的视觉和听觉感官，提供外语学习过程所需要的复用、扩展、递增、循环的语言环境。多种形式、多种体裁的语言输入和语言活动有助于提高学习者的学习兴趣，也为学习风格不同的学习者提供了良性发展空间。*In Detail* 的练习册、复习单元和学生网站为学习者提供了良好的自主学习机会。
2. **切合实际的语言运用观。**语言运用原本是通过听、说、读、写等途径共同实现的，我们使用语言时，听、说、读、写常常交织在一起，相互依赖、相互诱发、相互补充。教材的设计思路，体现了这样的语言运用观。板块和练习活动的设计既突出听、说、读、写各项技能的强化训练，又强调各项技能的成就过程你中有我、我中有你，走的是综合发展的必由之路。口语技能是一般外语学习者的薄弱环节，则贯穿在各项技能的训练之中。教材整体设计的明显着眼点是培养学习者的全面英语交际能力。
3. **学习者是教学主体。**每单元的八个板块都有各自十分明确的目标，这种高透明度首先意味着把学习任务交给学习者自己，明确的目标还有助于减少学习者的盲目性，有助于诱发学习动力和师生之间的协调和默契，有助于帮助学习者自我评估。每个板块都有适量的练习活动，能使学习落在实处。这些活动目的明确，衔接流畅，操作性强，不少颇有趣味，鼓励学习者积极参与和合作学习，一些活动很容易激活学习者的联想和创造性思维，启发学习者对相关问题的进一步思考。教材十分注意在学习方法上引导学生，恰当地引进了相关的外语学习策略研究成果，把语言技能和学习策略、学习技巧的训练

有机地融合在一起。在语言产出的训练上，教材重视对学习者的引导和辅助。教材有亲和力，从多处为学习者着想。仅举一例：编者巧妙地设计了一些小栏目，酌情为解决学习者可能遇到的问题支招，这些问题可能是语言本身的，也可能是语用性质的，或心理方面的。教学资源的配备系统性强，不仅为不同程度的学生提供了发展空间，也十分重视为学生提供发展自学能力的环境。

4. **重视语言基本功。**教材的语言地道、流畅。从易到难的安排贴近语言学习循序渐进的规律。语法精练和词汇精练两个板块名副其实，做到了“精”与“练”。语法项目的选择具有针对性，每单元都通过归纳法和解释法配以精心设计的练习来提高学习者的英语结构意识，两种方法既可互补，又可顾全学习者不同的学习方式；语法练习的设计遵循不同形式的反复练习和循序渐进原则，具有较强的系统性。词汇练习强调词汇语境、形态、习语和固定搭配，不局限于词汇精练板块，也融入各项技能板块的练习之中，学习者习得的词汇围绕主题展开来，便于联想和记忆。语法精练和词汇精练板块的系统性之强和练习量之大，在近年引进的英语主体教材中实为罕见，体现了编者对外语学习者语言基本功的高度重视和对成年人外语习得过程较为贴切的认识，与近来应用语言学界提出的（成年外语学习者）应把语法当作一种技能来练的看法合拍。
5. **重视巩固学习成果。**每三个单元之后设一个复习单元，提供新的语境，再次激活学习者通过习得所获得的语言表征，这是外语习得过程必不可少的环节。复习单元也为没有赶上进度的学习者提供补课的良机。
6. **重视形成性评估和学习者自我评价。**形成性评估贯穿于该教材的始终，成为学习者外语学习过程的有机组成部分。形成性评估进一步体现以学习者为主体的理念，引导学习者不断巩固学习成果、学会把握自己的学习进程、主动地学习。
7. **语言、文化、思维一体化。**该教材体现的语言观是多维度的，尤其突出了语言与文化、语言与思维的内在联系。教材致力于不同文化之间的沟通，这不仅仅体现在选材上，还体现在教学指导之中。与不少引进教材不同的是，该教材重视利用教材的潜能发展学习者思考问题的能力，将学习者思维能力的启动、深化和提高寓于习得英语的过程之中，并促使他们通过语言理清自己逐渐扩展和深化的思路，达到思维能力的提高。
8. **教师用书可操作性强。**以学生为主体的教育理念，意味着教师的任务不仅仅是传授知识、演练技能。常被忽略的是，教师有责任规划、引导、推动、协助、监查学习者的学习过程。如何做到这些，教师用书提供了可行的思路和做法，其特点是操作线条清晰，语言朴实精炼，从整体上看具有很强的操作性。教师用书点到即收的风格为教师灵活运用教材提供了空间。

三、结语。

说一套教材比较成熟，往往指它所体现的教学理念比较合理，所设计的教学活动能够奏效。说 *In Detail* 比较成熟，还指它的整体规划性强、系统性强，像一个系统工程，给人以融会贯通的感觉；编者明白自己在做什么，为什么要这样做，很少留下知其然而不知其所以然和赶进度的痕迹。

作为引进教材，尽管 *In Detail* 体现出全球化意识，其整体内容仍有较强的美国本土文化色彩。在为我所用时，使用者尚需悉心体察各自教学环境的构成特点，努力营造适合我国学习者的个性化英语教学空间。

北京外国语大学

吴一安

2004年4月

Author's Acknowledgments

While writing this series, the author was Visiting ESP Lecturer in the Escuela Universitaria de Ingeniería Técnica Minera at the University of León, Spain. She would like to express her gratitude to the Director of the School Don Fernando Fernández San Elías for his encouragement, and for the confidence he showed her in allowing her access to his office at the weekends. She is also indebted to the Director of Studies Don Gustavo Elízaga Antón for his practical support, and to all her colleagues, administrative staff, teachers and students, in the School for their cheerful cooperation inside and outside the classroom.

The author also wishes to acknowledge that, while writing the series, her family—Pedro Agustín, Julian, Ivan, Jan and Jo—have been a major source of inspiration and fortitude.

Sincere thanks are also due to the editorial team Berta, Jean, and Ruth and support author Kristin for their single-minded determination not just to produce a wonderful upper intermediate/advanced series but to get it published on schedule!

In addition to the above, we would like to extend our thanks to the following professionals who have offered invaluable comments and suggestions during the development of this series:

Nicolas Baychelier, *Chung Yuan Christian University, Taiwan, China*

Andrew Berriman, *Shih Hsin University, Taiwan, China*

Grazyna Anna Bonomi, *Yázigi Internexus, Brasil*

An-Jean Chiang, *Yuan Ze University, Taiwan, China*

Tania Cvihun Kedzior, *ITESM Prepa Tec Eugenio Garza Sada, México*

Tamaki Harrold, *Simul Academy, Japan*

Margaret B. Hug, *ESL Specialist Program, U.S. Consulate, México*

Patricia Lálange del Vall, *Instituto de Enseñanza Superior del Ejército, Argentina*

Patricia Alejandra Lastiri, *Instituto de Enseñanza Superior del Ejército, Argentina*

Han-yi Lin, *Language Center, National Cheng Chi University, Taiwan, China*

Ramiro Luna Rivera, *ITESM, México*

Maria Teresa Maiztegui, *Uniao Cultural Brasil Estados Unidos, Brasil*

Claudia Marín Cabrera, *Comunidad Educativa Diocesana El Buen Pastor / Pontificia Universidad Católica del Perú*

Maria Ordoñez, *Universidad de Celaya, México*

Stephen Shrader, *Language Institute of Japan*

Kang-Jen Tien, *Chang-Gung University, Taiwan, China*

Maria Christina Uchoa Close, *Instituto Cultural Brasil-Estados Unidos, Brasil*

Introduction

In Detail helps students to understand the subtle details of English at the upper-intermediate and advanced level. It progressively builds up all the skills that students will need to be ready to take one of the major standardized tests of English. Its multiskills syllabus integrates communicative, grammatical and critical thinking objectives. Its carefully crafted grammar and vocabulary syllabus builds up student awareness of higher level grammatical structures and higher level vocabulary areas such as word formation and collocation.

What is *In Detail*?

In Detail is a two-level course which takes students from an intermediate to an advanced level of English. Designed as a sequel to *Up Close*, *In Detail* can be successfully used as a follow-up to any core program. It features:

- An extensive program in listening, speaking, reading and writing focusing on skills development. Each listening, speaking, reading and writing section has a clear skill development objective and the appropriate exercises for students to reach that objective.
- A Grammar in Detail section with extensive practice of the key grammatical points in the unit.
- A Vocabulary in Detail section with exercises to build and extend vocabulary related to the topic of the unit and provide additional teaching material.
- A Warm Up introductory section encouraging students to reflect on what they may already know about the topic of the unit and to recall vocabulary and schematic knowledge appropriate for that unit.
- A Putting It Together section at the end of each unit where students recycle the knowledge and structures they have acquired in the unit, and extend their skills to higher level discussion of the themes of the unit.
- Goal boxes highlighting the major objective of each unit.
- A Review section for students to consolidate their learning.
- A CNN® video component extending the theme of each unit and providing additional listening practice and vocabulary with a worksheet to guide viewing.

The gradual and secure development of skills in all major areas will allow students to build confidence in their fluency and their ability to tackle high-level tasks in English.

Who is *In Detail* for?

In Detail is for secondary and adult students who need English at an advanced level for work or study purposes. It is particularly appropriate for high school and university students who may be planning to follow a course of studies at a high level in English.

Why is *In Detail* called a course for global communication?

At the advanced level of English, it is extremely important that students be exposed to some of the different varieties of English that exist. Although the core of *In Detail* is American English, students will have the opportunity to listen to a variety of accents on the audio tapes/CDs and the videos. The reading material in *In Detail* is taken from different sources to reflect a global perspective. The issues that the readings cover are relevant to any student anywhere in the world today.

How are grammar and vocabulary taught in *In Detail*?

The unique methodology of the Grammar in Detail sections allows teachers a choice to handle grammar inductively or deductively. These sections contain clear grammar charts which could be used as a source for the presentation of grammar, or can be used simply as a grammar reference for students as they work on the grammar tasks. Similarly, vocabulary is presented in a context which allows the students to deduce meaning and to use the important skills of guessing in context and making generalizations. At the advanced level, it is extremely important that students begin to stand on their own feet when it comes to grammar and vocabulary, and *In Detail* helps students bridge the gap between learner dependence and learner independence.

How are listening and speaking handled in *In Detail*?

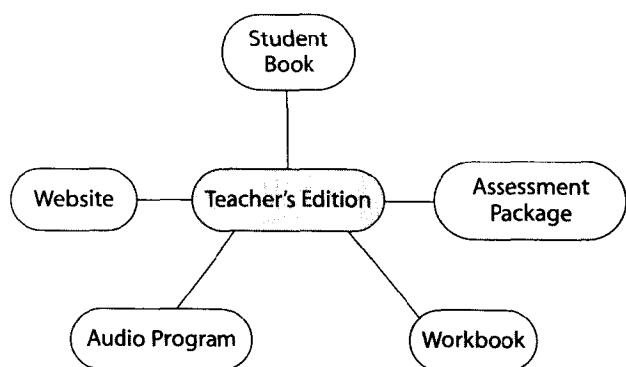
The Listening section builds up the skill of extensive listening by exposing students to the type of listening required in academic as well as everyday surroundings. It also gives them practice with the most common items that appear on standardized listening tests.

Speaking is promoted in every section of *In Detail*. Students are provided with focused opportunities to discuss the topics of each unit in depth and relate them to their personal experiences and opinions. In addition, the Speaking section introduces students to the useful phrases and expressions used by native speakers in different situations to strengthen their oral control in different contexts, and provides extensive role play and discussion practice to develop their fluency.

How is reading handled in *In Detail*?

Reading is a major component of *In Detail*. The skills of skimming, scanning, intensive and extensive reading are practiced in every unit. The reading texts cover a range of topics intended to broaden students' outlook and extend their general knowledge of the world. In the Reading in Detail section students learn new vocabulary as well as the important skill of guessing words in context. Each unit emphasizes a new reading strategy so that by the end of *In Detail 2* students will have acquired and practiced 24 different reading strategies.

In Detail Components



Both levels of *In Detail* offer a wide range of components to meet the needs of your course.

Student Book

The *In Detail* Student Book contains twelve 10-page thematic units which provide an extensive program in multiskill development. Each listening, speaking, reading and writing section is designed to promote learner independence as they offer all of the necessary language input and practice required to achieve the unit goals. It features four 4-page Review Units to help students monitor their progress, and a quick reference language summary and glossary.

Workbook

Each 7-page Workbook unit offers a consistent design that corresponds exactly to the Communication, Grammar, Reading and Writing goals of the unit. The extra practice provided in the Workbook has been designed to enhance the student's development as an independent learner. By correlating the material to the unit goals, students know exactly what learning objective they are working on. Workbook pages corresponding to Review Units provide learning logs, vocabulary review, skills groundwork and strategy-building tasks.

Teacher's Edition

The *In Detail* Teacher's Edition is a time-saving companion to the series. Its wrap-around design places teacher's notes and answer keys where they are needed — directly opposite the Student Book page. Each unit begins with a two-page unit

preview to give the teacher an at-a-glance view of the scope of the material to be covered in the unit as well as useful preparation tools. The Teacher's Edition includes:

- Student Book and Workbook answer keys
- Complete tapescript
- Suggestions for extension or optional activities
- Language and cultural notes
- Additional word banks
- How-to's for strategy building

Audio Program

The audio program consists of three classroom tapes containing two listening texts per unit and two supplementary listening texts to accompany each of the four Review Units. The consolidation of the listening skill is a prime objective of this level of instruction. In *In Detail* the student is exposed to native American English as well as some British English voices.

Assessment Package

The testing materials for *In Detail* are provided in a CD-ROM package containing ExamView software. This package will facilitate the entire assessment procedure by supplying printable midterm and final tests as well as question banks for teachers to use in creating their own tests.

Website

The *In Detail* student website (<http://indetail.heinle.com>) offers extra practice to consolidate the development of grammar, reading, and writing skills as well as promote the firm grasp and expansion of vocabulary. These exercises and activities can be used for self-access or assessment purposes. Results can be e-mailed directly to students and teachers at your convenience.

CNN® Video

CNN® video clips are available to expand each unit's theme. These CNN® video clips provide authentic language input and integrate listening and speaking practice through lively classroom discussion.

Pacing In Detail

In Detail can meet the needs of a variety of teaching situations. Its consistent unit design provides the flexibility required by teachers faced with reduced classroom hours and increased outcome standards.

In Detail can be taught in an integrated skills program in 60–90 hrs. It can also be taught in fewer hours in a program that focuses on the development of special skills.

FYI

Note: At the post-intermediate level all classes are heterogenous and display different needs for the presentation, re-teaching, practice and reviewing of language items.

Suggested unit pacing for an integrated skills program:

Lesson 1	25–30 min. 35–45 min.	1 Warm Up 2 Reading in Detail
Lesson 2	50 min.–1 hr.	3 Grammar in Context
Lesson 3	50 min.–1 hr.	4 Speaking
Lesson 4	25–30 min. 35–45 min.	5 Vocabulary in Detail 6 Listening
Lesson 5	25–30 min. 25–30 min.	7 Writing 8 Putting It Together

Teachers working in programs emphasizing oral skills or academic skills may want to cover fewer sections of the *In Detail* unit and supplement their course with the ancillary materials available.

In either case the Reading in Detail and Grammar in Detail sections will always be central to their course. For oral skills programs the Writing section, and independent practice components may be omitted, giving students more time to work on all of the Putting It Together activities and to use the CNN® video in class.

For academic programs, we recommend that students increase their independent practice time using the Review Unit, website, and workbook materials. Teachers working in these programs may want to reduce the time spent on oral skills and can decide to omit the Putting It Together sections or select only one of the optional activity types presented on these pages.

Planning for supplementary materials:

50–90 min.	Independent practice per Workbook unit
20–30 min.	Independent grammar practice per Review Unit
20–30 min.	Independent vocabulary practice per Review Unit

90–120 min.	Independent practice on student website per unit
60 min.	Fluency practice in each Review Unit
30–45 min.	Extra listening practice in each Review Unit
30–45 min.	CNN® video clips and worksheets (1 per Unit)

Working with CNN® Video

The 12 CNN® video clips to accompany *In Detail 1* are authentic segments from CNN® broadcasts. Each clip is linked to a unit theme. They are short (2–3 minutes) to permit students to view the clip several times in its entirety during a video lesson. The impact and entertainment value of watching an entire clip can never be regained at a later stage after partial viewing. For this reason we recommend that the class watch the entire clip before any exploitation for comprehension.

The video worksheets at the back of the Student Book have been designed to facilitate the video lesson with a warm up activity and **First viewing**, **Second viewing** and **After viewing** sections.

The five skills in In Detail

Reading

Pre-reading exercises help activate students' prior knowledge.

Lower-level strategies are reviewed and practiced as students become independent advanced readers.

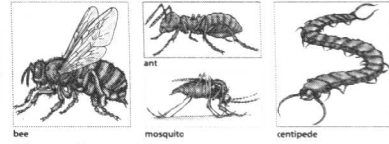
2 Reading in Detail

Before you read

Looking for cognates
In scientific texts, many technical terms are derived from Latin and Greek. These words are often universal, so you should be able to recognize them easily.

Before you read

A. With the class, brainstorm and list all the things you know about these insects and discuss their similarities and differences.



First reading

B. Scan the text and decide if the statements are True (T) or False (F). Identify the parts of the text that support the true statement and correct the false ones.

- Many kinds of animals and insects can survive in desert temperatures of 70° C. ☐
- Spiders and centipedes eat silver desert ants. ☐
- Unlike humans and insects, some bacteria can survive in temperatures of 1,000° C. ☐
- Desert ants can survive in temperatures of 66° C because they move so fast their feet barely touch the sand. ☐
- Human legs work just as fast as the legs of the silver desert ant. ☐

Feel the Heat

1. On a blisteringly sunny day in the Sahara, surface temperatures can peak above 70° C. This is more than hot—the searing air makes breathing very difficult, and the sand is not only too hot to touch with naked skin, it can even burn. In this environment, most animals, including humans, would be dead in a matter of minutes, because anything warm-blooded falls prey to dehydration and thermal shock. Even camels can find the going very tough. But if you look closely, you will see tiny holes in the sand. When the sun is at its height, the toughest insects on earth emerge to forage for food in the sweltering surroundings usually for no more than a few minutes at a time.

2. This is the domain of the silver desert ant (*Cataglyphis bombycina*), one of the most resilient creatures on earth. It doesn't just survive in this heat; it positively thrives, using it as a defense against less hardy predators. To do this, the silver ant has evolved an extreme lifestyle with long periods of inactivity every

20 day, combined with a frantic dash for food as the temperature rockets. Its sources of food are those killed or wounded by the heat—spiders, centipedes, and other insects. To collect their meat, the ants explode from their nest only when the temperature is unbearable for most other animals. Once they're on the surface, they swarm around for between eight and ten minutes looking for the remains of heat-struck victims. Once the temperature has climbed into the zone that not even they can survive, the ants scurry home, logging any food back to the nest. As temperatures fall later on, the cycle is repeated. And that's it—for an entire day.

3. It's a gruesome, edgy existence. But it's also a fine example of how evolutionary pressure can create adaptations that work successfully in an otherwise inhospitable place. An internal temperature of 50° C is around the maximum possible for a complex active organism. Beyond this, the biochemical processes that make life possible start to fall apart. Respiration becomes difficult and oxygen can no longer be carried around the body effectively. The brain and nervous

22 In Detail 2

55 overcome, as there will always be enough turbines to harness the wind—no matter which way it blows!

56 5. Abandoning the use of fossil fuels, however, meets with great opposition in many countries, as it could cause major problems for the economy and lead to the sacrifice of comfortable lifestyles. Thus, for some scientists, the solution to CO₂ emissions does not lie in the use of alternative sources of energy. Rather, these scientists propose that research should look for ways of absorbing the emissions that are more efficient than the conventional planting of trees and other plants.

57 6. One Australian researcher has proposed that, if the traditional calcium carbonate-based Portland cement used in the construction industry were changed to a cement based on magnesium carbonate, almost every construction in a city—from bridges to factories to apartment blocks—could soak up carbon dioxide. Emissions would also be drastically reduced at the production stage. Whereas a ton of CO₂ gases escapes into the atmosphere for every ton of Portland cement produced, with the magnesium-based eco-cement

emissions are almost halved. In addition, different types of refuse, such as plastics, rubbers, and agricultural waste, can be used as a bulking material in the mixing of this cement, thus contributing to the easing of another environmental problem—that of waste disposal. The main difficulty with eco-cement is that the building industry is very conservative, but as the need to solve the problem of CO₂ emissions becomes increasingly urgent, eco-cement may still have its day.

grind = reduce to very small pieces
pump = raise
resource = commodity
run out = finish
conventional = usual, customary
investment = money spent to establish a business
machinery = all the machines in one place
site = specific place for a construction
bolting = making thicker

Second reading

- C. Work in groups and write your own outline notes for the text. Use these questions as a guide.
- What problem is discussed?
 - What are the two main solutions proposed?
 - What are the advantages and disadvantages of solution 1? Give examples.
 - What are the advantages and disadvantages of solution 2? Give examples.

Vocabulary in context

- D. Find the following words and expressions in the text and match them with the phrases on the right. The paragraph number and line number are given for each word.
- repair (1.5)
 - consensus (1.6)
 - paramount (1.8)
 - to date (1.13)
 - be up and running (3.39)
 - obstacle (4.51)
 - easing (6.79)
 - have its day (6.84)
 - function well
 - up to this point in time
 - enjoy success
 - disadvantage
 - very important, crucial
 - reduction
 - complete agreement
 - fix

E. Which **bolded** words or expressions in the text have the same or similar meanings to the words below?

Paragraph 2

period of 1,000 years
produce
used for a specific purpose
move forward with force

Paragraph 3

beginning
land and buildings used for an industry
standard
cost of running a business

Discussion

F. With the whole class, discuss specific places in your country where CO₂ emissions are a problem. Discuss the sources of the emissions. Which of the approaches in the reading would you use to try to solve the problems if you were a member of your government? Give reasons for your choice and discuss any other suggestions you have for solving the problem.

Unit 6 CO₂ 57

Post reading exercises require students to comprehend text as well as to infer responses not directly stated in the text.

Vocabulary in context exercises encourage students to expand their passive vocabulary from reading texts.

Open-ended final activities put new language input into use in focused classroom discussions.

Grammar

Practice in pairs accelerates awareness and comprehension of grammar.

Personalization supports grammar knowledge.

Grammar and communication are practiced in tandem in Interact activities.

3 Grammar in Detail

Relative adverbs

Practice

A. PAIR WORK Match the relative adverbs on the left with their meanings on the right.

- | | |
|---------------------|-----------|
| 1. where | a. reason |
| 2. when | b. manner |
| 3. how | c. time |
| 4. (the reason) why | d. place |

B. Still in the same pairs, read these sentences. Then rewrite them using the relative adverbs to replace the words in *italics*.

1. Summer in Alaska is the time *during which* the days are long and the nights short.
2. A settlement is a place *in which* not many people live.
3. The effects of global warming are the reason *for which* the Gwich'in are worried.
4. They have no idea *in what way* they will survive if global warming continues.
5. They dread the day *in which* there will be no caribou or rabbits for them to hunt.

C. Combine the pairs of sentences using one of the adverbs from exercise A and making any necessary deletions. In some cases there may be two possibilities.

EXAMPLE

Arctic Village is a wonderful place. You can relax here and forget about the stress of big city life.

Arctic Village is a wonderful place where you can relax and forget about the stress of big city life.

1. Arctic Village experiences the extremes of summer. In summer, it never darkens.
2. It also experiences the extremes of winter. In winter, it is light for only three hours a day.
3. The solar panels are on the roof of the "washeteria." The people from Arctic Village do their washing in the "washeteria."
4. The bears weren't afraid. They weren't afraid because they were starving.
5. All my life we went up on the mountains. We would camp by fresh water.
6. The wilderness is a wide open space. You can be very close to nature there.

7. The people in Arctic Village are happy. They are happy because they live close to nature.
8. The people of Arctic Village will never forget. Their rivers and lakes were full of fish.

Interact

D. Complete the statements with true information about yourself. Then work in pairs and share the information. Tell the class what you have learned about your partner.



1. I need to find out the date (day, year, century, etc.) when _____
2. I must find out the place (town, city, country, etc.) where _____
3. I am interested in finding out how _____
4. I cannot imagine the reason why _____

E. Work in groups and match the time periods, places, reasons, and processes in the column on the left with the events and statements on the right. When matching places and events, or times and events, try to use *head words* which are more specific than "place" or "time."

EXAMPLE

Alaska / you can still see a lot of bears and caribou

Alaska is the state where you can still see a lot of bears and caribou.

- | | |
|--|---|
| 1. not eating fatty foods and doing yoga | a. World War II ended |
| 2. Memphis, Tennessee | b. people fall in love |
| 3. Korea and Japan | c. many people do not travel |
| 4. learning to speak English well | d. I stay healthy |
| 5. spring | e. the 2002 World Cup took place |
| 6. a love of special effects | f. you will progress in your profession |
| 7. 1945 | g. Elvis Presley was born |
| 8. a fear of flying | h. many people go to modern movies |

38 In Detail 2

F. Decide whether the head noun (e.g., place, time, reason) or the relative adverb has been omitted in these sentences.

1. Seoul is where you can see a lot of bridges.
2. Midday is the time the desert ant starts looking for food.
3. Global warming is the reason so many lakes have disappeared in Alaska.
4. The lack of a caring family and a good home in childhood is why some young adults turn to crime.
5. A month or so after his accident is when Christopher Reeve was at his lowest.

Relative adverbs + clause Omission of the head noun or relative adverb

Pattern + examples

Head noun + relative adverb + clause

- a. The desert is the place where silver ants thrive.
- b. That was the day when Reeve's life changed forever.
- c. d. The reason why he felt depressed was obvious.

Relative adverb + clause

- a. The ants know when to go back to their nests.
- b. 1939 is when World War II started. (inferred: the year)
- c. Why he continues to live there is anybody's guess! (not so formal)

Head noun + clause

- a. Can you please choose the hotel you wish to stay in as soon as possible?
- b. The reason you are not happy at work is not clear to us.

Explanation

Use this pattern:

- a. to focus on or emphasize the time, place, reason, or manner
- b. when the meaning of the head noun is specific
- c. when the context is more formal: written as opposed to spoken English
- d. when the head noun is the subject of a sentence

Omit the head noun when:

- a. the head noun has a general meaning (the time, the place)
- b. you can infer the head noun from the context
- c. the context of speech or writing is informal

Use this pattern:

- a. when the head noun has a specific meaning
- b. when the context is formal

Test yourself

G. Read the sentences and decide whether or not the italicized words can be replaced by relative adverbs. Write those that can, using the relative adverb.

1. I like the restaurant *in which* we had a meal last week.
2. That's the restaurant *that* Kate is going to buy.
3. The day *on which* she had her first child was one of the happiest days of her life.
4. The months *in which* the flowers are prettiest are May and June.
5. The reason *that* he gave for not coming to work was derisory.
6. The reason *for which* I don't like winter is the dark, gloomy nights.
7. Running really fast over hot sand is *the way in which* you can avoid getting burned.
8. The year *that* was most difficult for me was 2002.
9. New students in a class have to get used to *the way in which* the teacher teaches.
10. I have no idea *which way* they went after they left Route 25.

Unit 4 Progress 39

Grammar charts can be used as a source for presentation or simply as a reference for students as they work through the section.

On-going assessment opportunities appear at the end of every grammar section.

Speaking

Discourse items are presented directly and then practiced throughout the lesson.

Note-taking strategies are practiced in preparation for oral discourse.

Integrated listening and speaking tasks help develop awareness of discourse techniques and improve speaking skills.

4 Speaking

Speaking focus

Offering suggestions

To make a suggestion, we can say: What about ...? How about ...? We could ...? Why don't we ...? Maybe we should ...

To accept a suggestion: That's a great idea. Why don't we try that? That sounds like a good idea.

To reject a suggestion politely: I'm not sure that's a good idea. I'm not sure that will work. I don't know about that.

A. PAIR WORK What things do you use in your daily life that people didn't have ten years ago? Have these things changed your life?

B. GROUP WORK Imagine you are members of a research team at a small company and you have developed a wonderful new invention. You are going to have a meeting to decide what to do with your invention. Prepare and practice a role play to present to the class. Write short notes to help you remember important points. Try to use some of the expressions for making and rejecting suggestions in your role play. Then take turns presenting your role plays to the class.

Role 1:
You are the president of the company. You want your company to make as much money as possible.

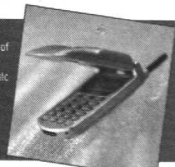
Role 2:
You are a scientist. You want this invention to make you and your company famous.

Role 3:
You are a scientist. You want to produce this invention very cheaply to help people around the world.

Role 4:
You are from the marketing department. You have an idea to sell lots of this invention.

C. CLASS TASK Discuss what a company's responsibilities are to produce good products, to provide a good living for its employees, to help people, to make a lot of money for its shareholders. Is this the same for all types of companies?

A poll conducted by the Massachusetts Institute of Technology in the U.S. found that 87% of people think the Internet is the most important electronic invention of the 20th century. Other answers were cell phones (6%), automated teller machines (4%), fax machines (2%), and answering machines (1%).



74 In Detail 2

6 Listening

Listening strategy

Noticing format

Certain types of information that we listen to are presented in standard formats. For example, train departures and arrivals are announced according to an established formula. The prerecorded messages we hear on calling a business are another case. Think about the style of these announcements and messages before you listen and this will help you understand the information more easily.

Before you listen

A. If you need information from a store or business, how do you usually get it? Do you go there, phone, or search online? What are the advantages and disadvantages of each option?

First listening

B. Listen to the three recorded telephone messages. What kind of business is each message for?

Message 1: _____

Message 2: _____

Message 3: _____

Second listening

C. For each message, read the situation and then listen again to find out what the caller should do.

Message 1: You want to talk to a customer service representative.

Message 2: There is a mistake in your bill.

Message 3: You want to go to London.

After listening


D. Which is better for a business—an employee answering the phone or a recorded message? Which is better for customers? Why?

Test yourself

E. Look at the question and think about the format you might expect to hear. Then listen to the recording and answer the question.

You are looking for a pharmacy that is open on Sunday. What should you do?

a. Stay on the line. b. Press *. c. Press 1. d. Press 2.



86 In Detail 2

Listening

Listening strategies are reviewed and practiced throughout the lesson.

Two-step listening lowers students' anxiety and prepares them for real-world listening.

Standardized test practice opportunity at the end of each lesson.

7 Writing

Writing the introductory paragraph of a business letter

Before you write

A. GROUP WORK Discuss whether or not these expressions would be appropriate in a business letter. Give reasons for your decisions.

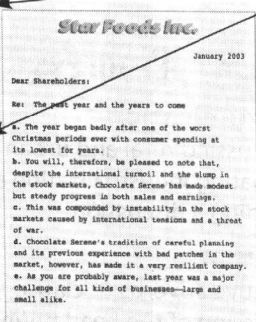
Dear Paul Robertson	Can't wait to meet you	So long!
Hi Paul	Am looking forward to meeting you	See you soon
Dear Mr. Robertson	About that order you placed the other day	Bye for now
Hello Paul	With reference to your recent order	Sincerely
Dear Paul	Might take a bit of time to ship it to you	Yours sincerely
	I will inform you of the progress we make on this matter at the earliest opportunity	

B. Reorganize the sentences in the model letter to make the introductory paragraph of a letter from a big company to its shareholders. Discuss with your group which of the sentences tells the reader about the direction the letter is going to take after the first paragraph.

Write

C. Write an introductory paragraph for a business letter based on one of the situations. Then join someone who chose a different topic from yours and read each other's letters. Make suggestions for improvements if necessary.

- To the employees of a factory: The factory is going to close down because it has run into serious financial problems.
- To the employees of a factory: The factory has made record profits, and as a result, major improvements will be made to working conditions and wages.
- To the shareholders of a large company: Shares have not made very good earnings over the past financial year.



Unit 8 Business 87

Writing

Rhetorical modes presented and developed systematically.

Brainstorming is introduced as part of pre-writing.

Model passage illustrates writing task.

7 Writing

Writing a formal letter

Before you write

A. GROUP WORK Discuss the meaning of these words and expressions and use them to talk about the system of education in your country.

student loan	transcript	final exams
undergraduate program	coursework	thesis
graduate degree	continuous assessment	dissertation
vocational training	summer school	academic essay or assignment
lectures	résumé	

Graduate degree, graduate student and graduate studies are called postgraduate degree, postgraduate student, and postgraduate studies in British English.

B. Read these paragraphs below taken from the body of a letter and arrange them in a logical sequence: introductory, supporting, and concluding paragraphs. Then write the reorganized letter. Make sure it looks like a real letter.

- Where will you put your address?
- Where will you put the date?
- Where will you put the name and address of the addressee?
- How will you start and finish the letter?

Write

C. GROUP WORK Write a formal letter of at least three paragraphs (introductory, supporting, concluding) for one of these situations.

- You are a graduate student at an English-speaking university and you have run into financial difficulties and fear you might not be able to complete the course. Write to your student counselor to ask for suggestions about how you could earn a little extra money so that you can complete your course.
- You are currently working in your own country but wish to pursue graduate studies in an English-speaking country. Write to the dean of the Department for Overseas Students, giving the necessary information about yourself and requesting his or her advice.

D. Exchange letters with a group that chose a different situation from yours. Read their letter and write a reply. Then read the reply you received to your letter and discuss it.

You will see from my résumé that I have had previous teaching experience, so I am confident that I will be able to combine my graduate studies with my duties as a teaching assistant. In addition, the subject I would have to teach was my undergraduate major, for which I was awarded a summa cum laude, so class preparation should not be too difficult.

You will find my transcript attached to my résumé, together with a reference from my last teaching post. I would be pleased to provide you with any further information you may require. In the meantime, I look forward to hearing from you.

I wish to apply for one of the teaching assistantships which your department advertised in this week's issue of *The Campus Educator*, and to this end I enclose my résumé.

I am motivated to apply for this post because, over the past few months, there has been a serious economic crisis in my country. As a result, the monthly scholarship I receive is no longer enough for me to survive on. It would be most distressing to have to drop out of my course at this stage as I am enjoying it very much. If I can count on a small additional income, such as a teaching assistantship, then I will be able to complete my course of study.

Unit 11 Learning 121

Introduction	vii
Student Book Table of Contents	xiv
Unit 1 People	TE 1
Unit 2 Home	TE 11
Unit 3 Survivors	TE 21
Review Unit 1	31
Unit 4 Progress	TE 35
Unit 5 Immigration	TE 45
Unit 6 CO₂	TE 55
Review Unit 2	65
Unit 7 Innovations	TE 69
Unit 8 Business	TE 79
Unit 9 Research	TE 89
Review Unit 3	99
Unit 10 Upbringing	TE 103
Unit 11 Learning	TE 113
Unit 12 Achievement	TE 123
Review Unit 4	133
Video Notes	137
Language Summary	147
Glossary	152
Audio Tapescript	TE 155
Workbook Answer Key	TE 169

Student Book Table of Contents

UNIT 1 People Page 1

Communication

- Narrating life experiences
- Discussing adversity
- Managing conversations

Grammar

- Review of tenses
- Past perfect progressive

Vocabulary

- Adversity and hope
- Idioms with *it*

Skills

- Reading to identify different text types: narrative, descriptive, expository
- Listening and taking notes on a talk
- Writing short life histories

UNIT 2 Home Page 11

Communication

- Describing types of housing
- Discussing concepts of home
- Echoing to extend conversation

Grammar

- Clauses with *wish*
- Initial *only* for emphasis

Vocabulary

- Housing and finances
- Idioms with *house* and *home*

Skills

- Reading for specific detail: sociology text
- Listening and noticing opinions and inferences
- Writing a paragraph around a topic sentence

UNIT 3 Survivors Page 21

Communication

- Describing animal characteristics and behavior
- Discussing human survival traits and strategies
- Talking about a scenario

Grammar

- Subject and object complements
- Infinitives of purpose in initial position

Vocabulary

- Review of climate lexis
- Climatic extremes
- Climate-related idioms

Skills

- Scanning a biology text and making detailed notes
- Listening and finding supporting details
- Writing: structuring a narrative paragraph

Review Unit 1 Page 31

Review Your Grammar

High Challenge

Review Your Vocabulary

Review your Speaking

Review Your Listening

UNIT 4 Progress Page 35

Communication

- Discussing rural and urban lifestyles
- Debating industrialization and global warming
- Leading a discussion

Grammar

- Relative adverbs + clause
- Omission of the head noun or the relative adverb

Vocabulary

- Review of geographical features
- Fauna and conservation

Skills

- Skimming for main topic areas and making detailed notes
- Listening and finding a time sequence
- Writing an expository paragraph

UNIT 5 Immigration Page 45

Communication

- Describing migration patterns
- Discussing the pros and cons of migration
- Getting a turn in a conversation

Grammar

- Stative and dynamic passives
- Complex passives

Vocabulary

- Review of countries and nationalities
- Human emergencies and natural disasters

Skills

- Skimming a text with statistics
- Listening using written background information
- Writing a paragraph with a preamble and topic sentence

UNIT 6 CO₂ Page 55

Communication

- Discussing fossil fuels and alternative sources of energy
- Describing ideas for improving the environment
- Checking a listener's understanding

Grammar

- More passive voice forms
- Role of passive in cohesion

Vocabulary

- Review and development of phrasal verbs

Skills

- Skimming a scientific text and developing an outline
- Listening and organizing notes
- Writing a paragraph with preamble, topic, support and conclusion

Review Unit 2 Page 65

- Review Your Grammar
- High Challenge
- Review Your Vocabulary
- Review your Speaking
- Review Your Listening

UNIT 7 Innovations Page 69

Communication

- Discussing the Web and other innovations
- Debating medical research and patents
- Offering suggestions

Grammar

- Reduced adverb clauses

Vocabulary

- Computer-related terms
- Phrasal verbs used in research
- Science collocations

Skills

- Interpreting a scientific journal article
- Listening to instructions
- Writing introductory paragraphs

UNIT 8 Business Page 79

Communication

- Discussing good and bad business practice
- Debating big business and philanthropy
- Paraphrasing to check understanding

Grammar

- Causative verbs
- Passive causative constructions

Vocabulary

- Phrasal verbs used in business
- Stock markets
- Business collocations

Skills

- Scanning an article from a financial newspaper
- Listening and noticing format
- Writing the introductory paragraph of a business letter

UNIT 9 Research Page 89

Communication

- Discussing animal rights and scientific research
- Debating how governments should use their resources
- Guidelines for oral presentations

Grammar

- Consolidation and development: the indefinite, definite and zero articles

Vocabulary

- Review of the use of the suffix *-less*
- Phrasal verbs used in reports
- Scientific lexis: common derivations

Skills

- Skimming scientific texts
- Listening for arguments
- Writing: text with an introductory and supporting paragraph

Review Unit 3 Page 99

- Review Your Grammar
- High Challenge
- Review Your Vocabulary
- Review your Speaking
- Review Your Listening

UNIT 10 Upbringing Page 103

Communication

- Discussing upbringing and heredity
- Debating employers' rights
- Developing oral presentations

Grammar

- Review and development of relative pronouns: *whose*, *of which*

Vocabulary

Personality traits
Employment

Skills

Reading to compare opinion with evidence
Listening and guessing vocabulary
Writing a concluding paragraph

UNIT 11 Learning Page 113

Communication

Discussing the effects of education
Describing the qualities of a good teacher
Structuring information logically in oral presentations

Grammar

Review of future forms and uses
Future progressive, future perfect and future perfect progressive

Vocabulary

Education
Learning styles

Skills

Scanning a newspaper article: education
Listening and using number cues for note taking
Writing a formal letter

UNIT 12 Achievement Page 123

Communication

Predicting what might have happened after twenty years

Discussing the merits of certain advances in science and technology
Using convincing reasons in oral presentations

Grammar

Review of modal verbs (active voice)
Modal verbs (passive voice)

Vocabulary

Professional achievement
Uses of *job, work, and career*
Understanding proverbs

Skills

Scanning scientific texts
Listening for examples
Writing an academic essay

Review Unit 4 Page 133

Review Your Grammar
High Challenge
Review Your Vocabulary
Review your Speaking
Review Your Listening

Video Worksheets Page 137

Language Summary Page 147

Glossary Page 152

*** Workbook ***

Unit 1 People	157
Unit 2 Home	164
Unit 3 Survivors	171
Review Unit 1	178
Unit 4 Progress	180
Unit 5 Immigration	187
Unit 6 CO ₂	194
Review Unit 2	201

Unit 7 Innovation	203
Unit 8 Business	210
Unit 9 Research	217
Review Unit 3	224
Unit 10 Upbringing	226
Unit 11 Learning	233
Unit 12 Achievement	240
Review Unit 4	247