



普通高等教育“十一五”国家级规划教材

● Virginia Evans Lynda Edwards

● 总主编 邹为诚 蒋平

○ 应用型英语专业系列教材

Upstream

Student's
Book

搏流英语

综合教程 学生用书

5

□ 主 编 谢葆辉 蒋 平

□ 副主编 韩 琨 宋乃康



高等教育出版社
HIGHER EDUCATION PRESS



普通高等教育“十一五”国家级规划教材

● Virginia Evans Lynda Edwards

● 总主编 邹为诚 蒋平

○ 应用型英语专业系列教材

Upstream

Student's
Book

搏浪英语

综合教程 学生用书 5

<input type="checkbox"/> 主 编	谢葆辉	蒋 平
<input type="checkbox"/> 副主编	韩 琨	宋乃康
<input type="checkbox"/> 编 者	蔡 芳	徐雪梅
	王少斌	涂 贇



高等教育出版社
HIGHER EDUCATION PRESS

图字：01-2007-3100号

© Express Publishing, 2003

First published in English under the title 'Upstream' Series (adapted version) by Virginia Evans and Jenny Dooley by EXPRESS PUBLISHING Ltd. This edition has been adapted under licence from Express Publishing. The author has asserted the right to be identified as the author of this Work. For copyright reasons this edition is only for sale in mainland China excluding Hong Kong SAR, Taiwan and Macau.

图书在版编目 (CIP) 数据

搏流英语综合教程. 5/邹为庆, 蒋平主编: 谢葆辉,
蒋平分册主编. —北京: 高等教育出版社, 2009. 3

学生用书

ISBN 978-7-04-024796-1

I. 搏… II. ①邹…②蒋…③谢…④蒋… III. 英语—
高等学校—教材 IV. H31

中国版本图书馆 CIP 数据核字 (2009) 第010611号

策划编辑 贾巍 责任编辑 甘红娜 项目编辑 张凯 封面设计 王凌波
责任校对 甘红娜 责任印制 毛斯璐

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街4号	免费咨询	800-810-0598
邮政编码	100120	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
经 销	蓝色畅想图书发行有限公司	网上订购	http://www.landaco.com
印 刷	北京市大天乐印刷有限责任公司		http://www.landaco.com.cn
		畅想教育	http://www.widedu.com
开 本	880×1230 1/16	版 次	2009年3月第1版
印 张	16.5	印 次	2009年3月第1次印刷
字 数	517 000	定 价	36.00元(含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 24796-00

前言

《搏流英语》原书名为*Upstream*, 2007年由高等教育出版社引进, 并组织力量进行本土化改编。改编后的教材共6级, 每级由《综合教程学生用书》、《综合教程教师用书》、《扩展教程》和《视听听说教程》组成。

《搏流英语》原书根据欧洲委员会最新版语言教学大纲 (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 简称CEF) 编写。其教学目标是学生在完成全部课程以后, 成为英语的“熟练使用者” (Proficient User)。这是CEF所规定的最高教学目标。根据CEF的界定, 这一类学习者应该在听、说、读、写4个方面娴熟地使用英语。这一言语能力大体相当于我国普通高等院校应用型英语专业学生的水平。

众所周知, 欧洲委员会是一个多种语言的文化、经济和政治共同体。民族和谐和国际交流的需要促使欧洲人民努力学习外语。早在20世纪70年代, 欧洲委员会的前身“欧共体”就率先编写了一套体现交际法教学理念的语言教学大纲“Threshold Level”。这个纲领性文件在世界外语教育史上产生了重大的影响。它开启了“语言知识和语言使用并重”的语言教学新阶段。我国20世纪80年代以来所制定的重要的外语教学大纲, 尤其是高等院校的英语教学大纲无一不受到它的影响。

在欧洲委员会成员国中, 国家和民族间的交流非常紧密, 因而对外语教学格外重视。为了促进各成员国的外语教学, 欧洲委员会对原Threshold Level大纲进行了调整, 公布了新的外语教学大纲, 即CEF。CEF与原来的大纲相比, 其最大的变化是将语言教学目标界定为一系列的“Can-do Statements”, 而不再对语言细节进行规定。根据这些“能够用外语做……事、完成……任务”的目标, 将学习者分成三大等级: 第一级是“初级使用者” (Basic User); 第二级是“独立使用者” (Independent User); 第三级, 即最高级, 称作“熟练使用者” (Proficient User)。大纲的这一变化体现了对能力培养的重视, 强调外语学习要学以致用。这一变化还体现了对语言教师的尊重, 强调给教师更大的教学自主权, 鼓励教师根据学习者的特点, 灵活开展课堂内和课堂外的教学, 在“教会学生使用外语”的这个大目标下, 创造性地培养学生的“言语能力”。

《搏流英语》的原作者教学经验丰富, 熟谙现代外语教学的研究成果, 灵活地把CEF的要求转化为丰富多彩的教学和练习内容。该教材除了其他一般教材具备的特点以外, 改编者认为在以下几个方面是独树一帜的。

1. 重视语言训练的系统性

《搏流英语》十分重视语言训练的系统性。语言训练的系统性指教学内容的安排是否符合学生的学习特点; 语言知识点和功能项目的选择是否恰当, 是否符合循序渐进的要求; 任务的设计是否方便教师的教学; 活动和操练是否有利于学习者各种能力的均衡发展等。这是判断综合教材品质的第一要素。本教材的最大特点就是努力使上述各个方面达到一种均衡, 相信师生进行完第一学期教学就能体会到此特点。

2. 训练途径独特

《搏流英语》的宗旨是使学生最终学会使用语言, 而不是仅仅停留在静止地学会几个词语和句型的要求上。它所采用的方法是从学生尝试使用语言开始, 过渡到教师演示、学生再次尝试、教师反馈指导、学生再回到“使用语言”的活动中。学生在反复尝试的基础上理解语言知识, 锻炼言语技能, 纠正语言错误, 最终发展言语能力。本教材在这方面的设计别具匠心, 可以说是近些年来的一本佳作。此方法已经得到现代外语教学研究的验证, 语言的某些内容, 如词汇、句型等用互动的方式教授效果较好; 学生在明确交际目的前提下, 教师的示范效果较好。因为我们不是英语本族语使用者, 教师在和学生的交互活动中常常受制于自身的语言弱势。但俗话说, 教学相长, 如果教师备课充分, 相信大部分的困难可以得到克服。

3. 在传授知识中促进语言发展

本教材的另一特色是把语言知识融入“人文专业知识”的学习中。近年来, 外语教学界开始探索如何将专业知识传授和语言学习相结合, 在学习知识的同时学习语言 (Content-based Instruction, 简称CBI)。学者们进行了多种试验, 但是目前比较认可的做法是“主题片断方法” (Big Idea Approach), 就是将专业知识中的某些语言教育价值比较高的片断作为外语教学素材, 然后根据这些素材编写练习和活动。《搏流英语》采用了这种方法, 在每一个单元中放入一个CBI片断, 内容涉及各种人文社会科学知识, 给学生提供了语言训练和专业发展的契机。这在我国的外语教材中还是比较新颖的, 希望我们的学生和教师都能从中受益。

4. 写作任务设计独特

培养学生的外语写作能力是外语教学发展的瓶颈之一, 一些教师和学者提出了各种对策, 但是好思想和好办法常常停留在理论阶段, 没有在教材或教学中得到反映。这些对策简单来说可以归纳为以下几点: (1) 写作的题目与其他语言训练项目要有机地结合起来, 结合得好, 学生就容易写, 结合生硬, 学生就难以落笔; (2) 满足第一个条件以后, 教师要考虑学生的写作量是否足够, 即学生是否有反复重写的机会, 能否在学习中见缝插针地练习; 《搏流英语》在这方面处处有精彩之笔。打开书本, 读者会发现, 写作任务几乎无处不在; (3) 在满足条件 (1) 和条件 (2) 后, 教师要教授“语体知识 (Knowledge of Genre)”。语体知识指各种文章的篇章结构知识, 具备了篇章结构知识, 写作会更有目的性, 写作任务会更加容易。《搏流英语》从第3册开始, 每一单元之后都有一个片断专门训练“语体知识”, 并附有范文和解说, 任务设计的系统性非常强, 这在外语教材中是非常难得的。

原作优秀, 改编者在改编中不敢任意删改, 只是修改了少量不适合中国学生的活动和对中国学生来说过于简单的语法训练项目。因此, 目前的改编本仍然忠实于原作, 同时符合我国高校综合英语课程的要求。

综合教程的基本结构是每册综合教程有5个模块 (Module), 每个模块两个单元, 因此每册教材共有10个单元, 每个单元需4至6个课时完成。扩展教程与每一单元的内容相对应, 供学生课后自学使用。

邹为诚

2007年4月于芝加哥

Contents

Language Focus

Reading

Module 1

UNIT 1 Something to Shout About (pp. 7–26)

Ambition, success, achievement, happiness

Celebrations; career success; collocations; words often confused; leaders; expressing satisfaction; idioms; fixed phrases with *on*; phrasal verbs; Communication: giving and responding to news

Multiple matching; multiple choice

UNIT 2 Escape Artists (pp. 27–46)

Travel, entertainment, leisure, relaxing

Pastimes and hobbies; leisure activities; adjectives; collocations; idioms; fixed phrases with *at*; phrasal verbs; Communication: making and responding to suggestions; interrupting

Multiple choice; gapped text

Self-Assessment Module 1 (pp. 47–50)

UNIT 3 People Power (pp. 53–72)

People, families, appearances

Family; media; characteristics; words often confused; collocations; idioms; fixed phrases with *of*; phrasal verbs; Communication: apologising

Multiple choice; multiple matching

Module 2

UNIT 4 Growing Concerns (pp. 73–92)

Social problems, civil liberties, unemployment, poverty, international issues, environmental problems

Crime and the law; punishment; charity; social issues; people in the legal profession; phrasal verbs; idioms; fixed phrases with *against*; Communication: problems and solutions

Multiple matching; gapped text

Self-Assessment Module 2 (pp. 93–96)

UNIT 5 Our Changing World (pp. 99–118)

Technology, computers, space travel, technology in everyday life

Science and technology; computers; phrasal verbs; idioms; fixed phrases with *in*; Communication: sharing opinions

Multiple choice; multiple matching

Module 3

UNIT 6 A Job Well Done (pp. 119–138)

Work, the workplace, business, professions, money

Jobs, work and workplaces; collocations; idioms; fixed phrases with *on*; phrasal verbs; Communication: polite requests

Multiple matching; gapped text

Self-Assessment Module 3 (pp. 139–142)

UNIT 7 Fit for Life (pp. 145–164)

Health, fitness, medicine, sport & exercise

Health problems; treatments; medicine; collocations; idioms; fixed phrases with *under*; phrasal verbs; Communication: making appointments

Multiple matching; multiple choice;

Module 4

UNIT 8 Live and Learn (pp. 165–184)

School, education, university life, educational issues

School, college, university; study methods; subjects; learning; collocations; idioms; fixed phrases with *by*; phrasal verbs; Communication: describing similarities/differences

Multiple choice; gapped text;

Self-Assessment Module 4 (pp. 185–188)

UNIT 9 The Image Business (pp. 191–210)

The fashion industry, image, the visual arts

Image; looks; collocations; idioms; fixed phrases with *down*; phrasal verbs; Communication: expressing surprise; calling 999

Multiple choice; multiple matching

Module 5

UNIT 10 Shop Around (pp. 211–234)

Shopping, the economy, advertising

Shopping; money; advertising; collocations; idioms; fixed phrases with *carry*; phrasal verbs; Communication: placing/confirming an order; making/answering a complaint

Gapped text; multiple matching

Self-Assessment Module 5 (pp. 235–238)

Translation Exercises (pp. 239–242)

Grammar Reference (pp. 243–252)

Irregular Verbs (p. 253)

Appendix 1 — Verbs, Adjectives, Nouns with Prepositions (p. 254)

Appendix 2 — Linking Words/Phrases (pp. 255–256)

Sets of Pictures (pp. 257–260)

English in Use

Listening

Speaking

Writing

Grammar: gerund / infinitive; word formation, word building; error correction

Multiple matching task; note taking

Useful language: comparing, contrasting and speculating; peer assessment

Formal and informal letters

Grammar: the present tenses; stative verbs

Note taking; multiple matching task

Useful language; peer assessment

Reviews

Grammar: the past tenses; *used to* and *would*; register transfer, error correction

Multiple matching task; note taking

Useful language; peer assessment

Articles

Grammar: the passive; the causative; register transfer, word formation

Note taking; multiple matching task

Useful language: evaluating; peer assessment

Reports and proposals

Grammar: the future tenses; error correction, register transfer

Note taking; multiple matching task

Useful language: comparing and Assessing; peer assessment

Book entries

Grammar: conditionals and wishes; structure and coherence; word formation

Note taking

Useful language: selecting; peer assessment

Business option/letters of application

Grammar: inversion; modal verbs; register transfer; structure

Note taking; multiple matching task

Useful language: describing; peer assessment

Combined transactional tasks

Grammar: relative clauses; word formation; structure and coherence

Note taking

Useful language: hypothesising; peer assessment

Leaflets and information sheets

Grammar: reported speech; word formation, register transfer

Note taking

Useful language: speculating; peer assessment

Competition entries

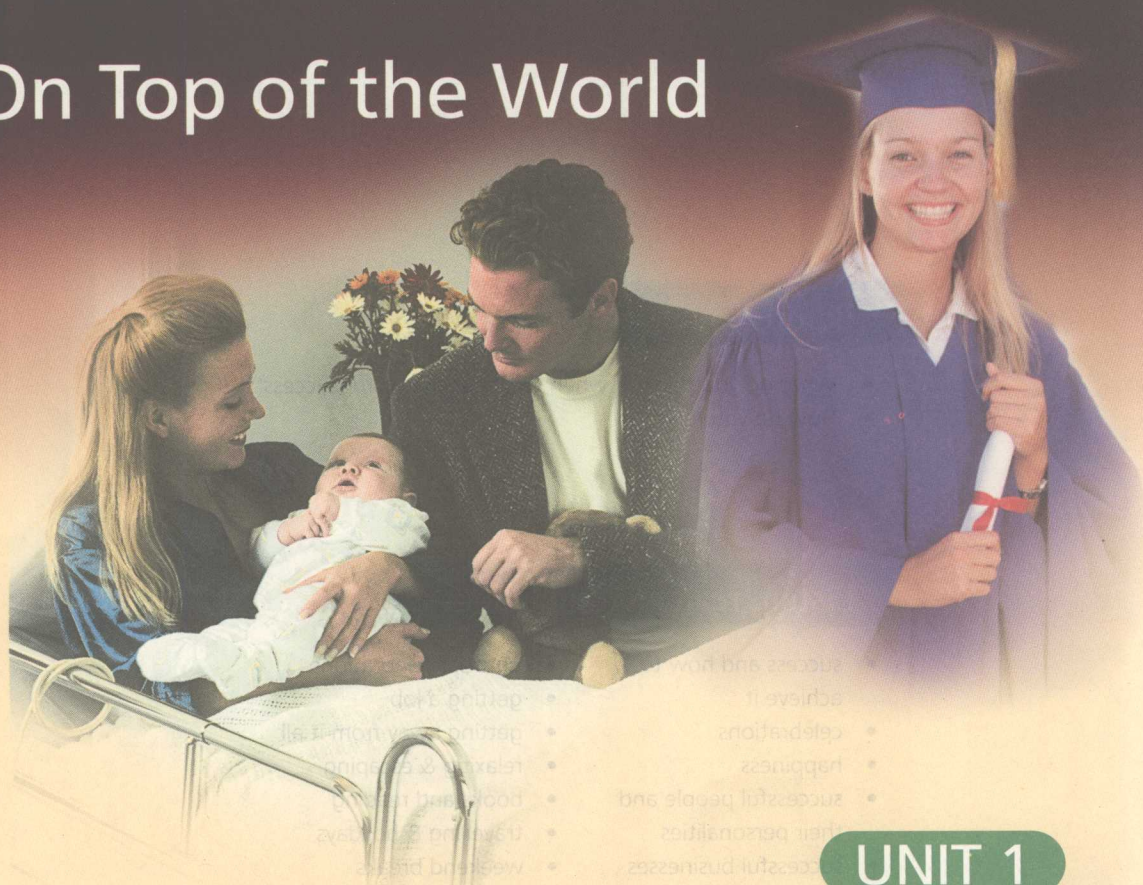
Grammar: articles and punctuation; proof-reading; structure

Note taking; multiple matching task

Useful language: selecting; peer assessment

Review of basic writing tasks

On Top of the World



UNIT 1

Something to Shout About

UNIT 2

Escape Artists



Before you start ...

- What do you think of when you hear the word 'success'?
- How do you relax?

Listen, read and talk about ...

- success and how to achieve it
- celebrations
- happiness
- successful people and their personalities
- successful businesses
- achievements
- quality of life
- unusual celebrations
- getting a job
- getting away from it all
- relaxing & escaping
- books and reading
- travelling & holidays
- weekend breaks
- pastimes and hobbies

Learn how to ...

- give/respond to news
- interrupt
- compare, contrast and speculate
- make/respond to suggestions
- negotiate/reach agreement

Practise ...

- gerund/infinitive
- the present tenses/stative verbs

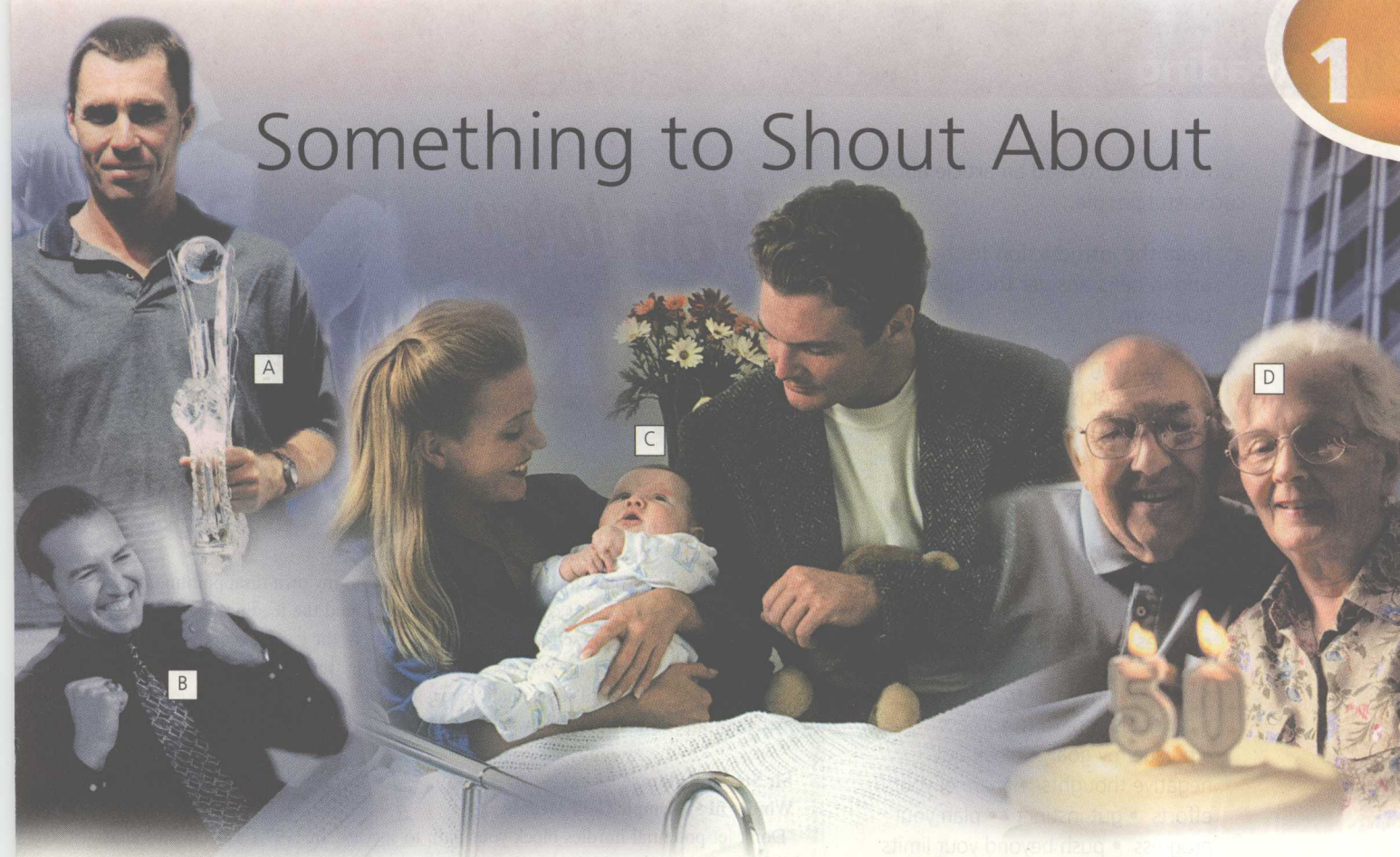
Phrasal verbs

- carry
- wear
- put
- set

Write ...

- formal and informal letters
- reviews

Something to Shout About



Lead-in

- 1 a. Look at the pictures showing people expressing joy on different occasions. What has happened to make them feel happy?

- b. Now, in pairs, discuss 'success'. Think about:

- its importance in our lives • happiness it brings
- problems it causes

- 2 a. Listen to some people talking about what they believe to be the secret of success and complete the gaps using 1 to 3 words.

- Always when other people doubt you.
- Block out and keep going.
- Channel your efforts in the right direction and don't get
- in different ways.
- Practise being until it becomes second nature.
- Be organised and
- Never and believe you are as good as everyone else.

- b. Decide on three of the elements in Ex. 2a which you think are most important for success. Compare your list to your partner's.

- 3 Look at the following list of qualities and, in pairs, discuss in which profession(s) you think each one is necessary and why.

- physical strength • quick thinking • determination
- foresight • diplomacy • discipline • imagination
- intellect • power of persuasion • team spirit

- | | |
|----------------------|----------------|
| • lawyer | • teacher |
| • business executive | • politician |
| • firefighter | • car salesman |
| • footballer | • doctor |
| • art director | • novelist |

A: *I think strong powers of persuasion are essential for someone like a car salesman because he has to be able to talk people into buying from him.*

B: *Politicians need this, too, in order to gain support for an idea or a policy, don't you think?*

- 4 Paraphrase the following quotations. Do you agree with them? Why (not)? Discuss in pairs.

'Success usually comes to those who are too busy to be looking for it.'

Henry David Thoreau (American poet & philosopher)

'You always pass failure on the way to success.'

Mickey Rooney (American comedian)

1 You are going to read an article about successful people.

a. Read the introduction to the article and in pairs answer the following questions.

- According to the writer, how important is talent in achieving success?
- What do you think the people will say are the keys to success?

b. The following phrases appear in the text. How are they related to the title? Scan the text to see if your guesses were correct.

- keep going • will to succeed
- set goals • path to success
- pursue my goal • block out negative thoughts • channel your efforts • gut instinct • plan your progress • push beyond your limits
- stay focused

2 Read the article. For questions (1–14), choose from the answers (A–I). Some of the choices may be required more than once.

STRATEGY POINT

- Read the text quickly to get an idea of the theme(s) and content. This will also give you an idea of where to look for the answers later.
- Read the questions / statements.
- Read each section in detail to see which statements apply to which section.
- The answers do not necessarily appear in the text in the same order as the questions.
- The answers are not worded in the same way as the questions. You will have to interpret the language of the text.

How to be a

WINNER

Denise Lewis

Olympic Heptathlon Champion

Voted Britain's Female Athlete of the Year (1996)

"Always believe in yourself. I have learned a lot from my own disappointments. In the 1996 Olympics, I lost it completely. I was far behind the leading three athletes, and I felt I was letting myself and my country down. In the javelin event I needed an extra two metres to **claw my way back** into contention. I managed to remind myself that nothing is over until it's actually over, and ended up achieving an extra four metres by throwing way beyond what I expected."

A

Sir Steven Redgrave

Winner of 5 Olympic Gold Medals

"Don't let potential hurdles block your path to success. In 1997 I was diagnosed as diabetic. I remember thinking my career was over. I felt incredibly low. Then one of the specialists said there was no reason why I shouldn't carry on training and competing, and that was it — the spur I needed. I could still be a winner if I believed in myself. I am not saying that it isn't difficult sometimes. But I wanted to prove to myself that I wasn't finished yet, so illness was never enough to prevent me from pursuing my goal. No obstacle is ever insurmountable."

B

Annika Reeder

British Gymnastics Champion

"Never, ever give up. When times are hard, **keep plugging away** towards your goal. If you have a dream, **inch your way towards it** and mark off mini goals on the way. A lot of it depends on your own mental will to succeed. There was a time in my career when I **matured** from a little girl to a woman and I experienced a huge dip in my confidence. My coach encouraged me to keep going, and it was the best advice I could have been given. Sometimes it's very hard to **put things into perspective**, but the best approach is to block out the negative thoughts and keep at it."

C

Pete Cohen

Sports Psychologist

"Whatever your personal challenge, it is important to set goals for yourself. Make sure they are realistic aims that you know are achievable. Channel your efforts in the right direction and don't get **side-tracked**. And remember, if you are too nervous about **tackling** something, you won't achieve it. Relieve some of the tension associated with your challenge by reminding yourself that **world peace is not riding on you succeeding**."

D

Octavius Black

Director of The Mind Gym, London

Advisor to Microsoft and Pret A Manger

"The key to success is to think imaginatively about your goals. It's a lot easier than it sounds. If you tend to over-analyse, try making a few decisions based on your gut instinct. You will be surprised at the way people respect your positive actions. Remember, the more you practise being assertive and proactive, the more it becomes second nature. And your brain can only learn to react in different ways and remember different skills if it has been taught to. So, at work, make an effort to learn something new every day. It will help to **boost** your confidence."

E

You want success and you want it now. But what does it really take to be first past the post? According to some of Britain's highest achievers, talent is only a tiny fraction of what you need.



Karen Pickering

F

50 **Swimming World Champion, 1993**

"Be organised and disciplined. Every week I do ten two-hour sessions in the pool and three two-hour gym sessions. There is no way I could get through that sort of workload without being on top of my diary. I have learned that this is also the key to success in other aspects of life.

55 You can't pursue a career in any **discipline** without being organised. Make lists of what you want to do and what you want to achieve and then plan your progress towards your goal. Just by writing down your goals for the day, however small they are, you'll be a step closer to achieving them."

60 **Kirsten Best**
Poet & Novelist

G

"Concentrate. Sometimes a voice **inside your head** tells you that you can't do something. Then there are **external** distractions, such as family or lifestyle. The key is to make sure that these don't have a detrimental effect. Concentration will make you feel more in control of your life and it will boost your confidence and self-belief. Occasionally, I use key words that help me stay focused. When I am stressed, for example, it helps to repeat words such as 'calm', 'peace' or 'focus', either out loud or silently in my mind. This is a habit that can **become second nature** quite easily and is a powerful psychological tool."

Roger Black
Olympic 400 Metres Silver Medalist

H

75 "I used imagery and visualisation a lot when I was competing and I'm convinced it helped a great deal in my success. Imagine you are experiencing success. Mentally transfer yourself to the place where you can see, hear and smell what is going on around you. Then run through the possible permutations of what could happen. This way you will be prepared for everything and afraid of nothing. One example of this being put to its best use is when you are asked to give a presentation at work. It can be nerve-racking at the best of times, but if you have already 'lived' through it all in your head it's a lot easier."

Donna Fraser

I

85 **British 400 Metres Champion**

"Don't underestimate yourself. I didn't have the confidence to believe I could be a winner until the last Olympics. I misjudged my race and only took fourth place, but it taught me more than I could have imagined — that I could have done it, and that I am good enough if only I believe in myself. Now, having achieved way beyond what I expected, I have no **barriers** in my mind. Push yourself beyond your limits. Take your time, work your way up, and don't forget to enjoy yourself while you do it."

- Whose age affected his/her self-assurance? 1
- Who benefited from failing? 2 3
- Who needed someone else's help to succeed? 4 5
- Who thinks about success in order to make it happen? 6
- Who thinks it is necessary to have minor aims leading up to the most important? 7 8
- Who needed to overcome health problems? 9
- Who thinks you must not lose sight of your main aim? 10
- Who thinks you should try to surpass yourself? 11
- Who believes you should not always think too much about decisions? 12
- Who believes you must manage your time effectively? 13
- Who repeats things to himself/herself in order to relax? 14

Vocabulary Practice

3 a. Match the words/phrases from the text to their meaning.

A	B
1 hurdle (l. 12)	a frightening
2 insurmountable (l. 18)	b damaging
3 second nature (l. 46)	c impossible to overcome
4 detrimental (l. 65)	d variations
5 permutations (l. 78)	e automatic
6 nerve-racking (l. 81)	f believe oneself to be weaker than one is
7 underestimate yourself (l. 86)	g something blocking one's way

b. Explain the highlighted words/phrases.

Text Analysis

4 What does the writer mean by the underlined phrases? Discuss in pairs.

Discussion

- 5 a. Make a 'key to success' list. Compare your list to your partner's, then present it to the class.
- b. Tell your partner about someone you know who has become successful, saying what qualities and circumstances have helped him/her.

Let's Celebrate!

- 1 a. Look at the newspaper announcements, telegrams and greeting cards below. To which of the following events is each one related?

- house-warming • engagement • wedding
- promotion • retirement • graduation
- anniversary • birth

A ROBERTSON Elaine (nee Marshall) and Mark are pleased to announce the arrival of their daughter Ellen Rachel, on April 1st, 2003, a welcome sister for Matthew, Hannah and Daniel.

B Mrs Maureen Holland of Sunnybank wishes to announce the forthcoming marriage of her youngest daughter CATHERINE LOUISE to BENNY URDAL HANSEN on 24th April in Abu Dhabi, U.A.E. Love and congratulations from Mum, Michael, Julie and Dale.

C



D

MY SINCERE GRATITUDE FOR 31 YEARS OF LOYAL SERVICE — IAIN HOLDEN, PRESIDENT

E



F

STEINBACH, EMILY "You're a Winner"
Congratulations on your BSc. Lots of love from Mum and Dad
and all the family xxx

G

MAY YOU FIND EVERY HAPPINESS IN YOUR NEW HOME — FRANK & JUDIE

H

PEACOCK — HOOD It is with much happiness the engagement is announced between Mr Brian Peacock and Miss Barbara Hood.

- b. Which of the above celebrations have you attended? Were you the person celebrating or were you invited as a guest to the occasion?

- 2 a. Listen to two people talking. What special occasion is being described? How does the girl feel about the celebration she went to?

- b. In pairs, discuss the best celebration you have ever attended. Think about:

- the reason for the celebration
- how many people attended
- where it was celebrated
- what kind of food was served
- kinds of entertainment
- how long it lasted



Getting to the Top

- 3 Complete each sentence, using **one** of the three words provided.

- Although I always make a New Year's, I seldom manage to stick to it for more than a month.

The board's to sell company shares to the public met with strong resistance.

As vice-president, my main is to increase productivity while improving working conditions.

A objective B resolution C decision
- In celebration of their, the entire team stood in the centre of the field and sang their national anthem.

After a decade of dedicated research, the scientist finally made the he had been striving for.

To salute her life-long in the entertainment field, a huge reception was held in her honour.

A victory B achievement C breakthrough
- Business should be a required course for all students enrolled in the MBA programme.

It is imperative for children to acquire strong moral at a young age.

A good manager can make a business profitable while still respecting the of the workers.

A values B ethics C rights
- The young poet said that he got his from the beauty of nature.

His with money and power might have made him a millionaire, but he's not a happy man.

In order to get ahead in the advertising industry, one must have a strong to succeed.

A ambition B inspiration C obsession
- King Albert's reign was one of peace and

They say that he made his through good luck and the help of influential acquaintances.

In these days of economic decline, owning more than one vehicle is considered a

A luxury B prosperity C fortune

Career Success

- 4 a. Look at the following factors which may be important for career success. Tick (✓) a maximum of **three** in each group which you consider absolutely necessary.

background

- social background
- financial backing
- influential acquaintances
- well-rounded education
- relevant experience
- qualifications
- supportive family
- experience of other cultures

people skills

- positive image
- popularity among colleagues
- sensitivity to others' feelings
- team spirit
- competitive spirit
- ability to delegate
- willingness to compromise
- having contact with superiors

other personal qualities

- ambition
- determination
- resilience
- powers of intuition
- persistence
- enjoy challenges
- attractive appearance
- charisma
- self-motivation
- natural talent
- ruthlessness
- ability to seize opportunities
- foresight

- b. Compare your choices with a partner, saying in what situations you feel that the factors you ticked can play a vital part.

A: *If you are in a profession that involves dealing with people, a positive image can make them like you and trust you.*

B: *I know what you mean. I've also ticked 'popularity' because if you are popular in the workplace, colleagues are glad to help you or work with you.*

- c. Read the short biography of Steve Jobs below. Which of the qualities in Ex. 4a did he have? Which didn't he have?

Steve Paul Jobs was born in California, USA, on February 24, 1955. In 1974 he dropped out of college to work as a video game designer. His aim was to save enough money to go to India and experience Buddhism.



Back in the US in the autumn of 1974, Jobs went into business with his high school friend Stephen Wozniak. Jobs understood that computers would appeal to a broad audience. Although he had long, unkempt hair and dressed casually, he managed to obtain finance for his first marketable computer, the Apple II, in 1977. Apple Inc. was formed and met with immediate success.

Seven years later, Jobs introduced the Macintosh computer in a brilliantly choreographed demonstration that he gave himself. However, the sales of the first Macs were disappointing. This led to tensions in the company, and in 1985 he resigned.

In 1986, Jobs bought Pixar Animation Studios. Over the following decade he built Pixar into a large corporation that, among other achievements, produced the first full-length film to be completely computer-animated, *Toy Story*, in 1995.

In late 1996, Apple, saddled by huge financial losses and on the verge of collapse, asked Jobs to come back. He accepted, and quickly engineered an award-winning advertising campaign that urged customers to "think different" and buy Macintoshes. In 1998, he introduced the iMac, an egg-shaped computer that offered high-speed processing at a reasonable price. It was an instant success. Steve Jobs had saved his company and, in the process, re-established himself as a master high-technology marketer.

- d. Which of the qualities from Ex. 4a do you believe you have? Tell your partner.

Words often Confused

5 Underline the correct word.

- 1 The idea for a computerised house had first been considered as far **beyond** / before / behind / back as the late 1950s.
- 2 For the **purpose** / object / aim / intention of managing your finances, hiring an accountant is money well-spent.
- 3 Situated **direct** / precise / right / exact beside the lake, the villa has gone on sale for £750,000.
- 4 The in-house regulations **happen** / occur / apply / agree to all employees, regardless of status.
- 5 A job advertisement for a programmer **gripped** / caught / seized / struck his eye, and he decided to apply.
- 6 For a 10-year-old car, it is in excellent **state** / form / presentation / condition.

Collocations

- 6 a. Tick (✓) the boxes in the table to form collocations. Think of at least two more phrases for each verb.

get	gain	win	earn	
				control of a situation
				promotion
				the title
				sb's respect
				a reputation
				the right to do/have sth
				experience
				a salary
				one's living
				the advantage

- b. Now use some of the collocations in their correct form to complete the sentences below.

- The heavyweight champion over his opponent in the last round of the match.
- She went to work in the restaurant to as a chef.
- Although he's incredibly wealthy now, when he first came to this country he as a dish washer.
- He's very well paid for his free-lance writing but he also from the bookshop where he works.
- She as a tough businesswoman by sticking to her principles and never backing down from the competition.

Fixed Phrases (phrases with on)

- 7 a. Match the fixed phrases with their meanings.

- | | | |
|----------------------|----|--------------------------------|
| a on the off-chance | 1 | working |
| b on second thoughts | 2 | just in case |
| c on a whim | 3 | due to a belief |
| d on a budget | 4 | impulsively |
| e on principle | 5 | after re-consideration |
| f on one's own | 6 | intentionally |
| g on target | 7 | as planned |
| h on duty | 8 | only if |
| i on purpose | 9 | independently |
| j on condition that | 10 | with a limited amount of money |

- b. Now, use fixed phrases to fill in the gaps in the sentences.

- I don't think there is a vacancy in the company at the moment, but you could ring my boss *on the off-chance*.
- I think I'll take Sarah to a fancy restaurant for her birthday., let's have a surprise party at home.
- Chris owns a line of successful boutiques in the UK and believe it or not, she manages them completely
- We're pleased to announce that our proposed sales figures for the year are right
- I'd love to go to the house-warming party with you but I'm and really can't afford a gift.

Phrasal Verbs

Appendix 1

- 8 Match the verbs with the particles to form phrasal verbs and use them in the correct tense to complete the sentences below. Then explain the phrasal verbs in your own words.



- Her employer's persistent enthusiasm for the new scheme her resistance to it.
- A trainee his superior's orders quickly and efficiently.
- The minister with the ceremony despite the noise from the back of the church.
- At a very young age she determined what her career goals were and set out to them
- Unfortunately, the difficulties he was having at work into his personal life.
- After the shock of being made head manager slowly , James went about settling the difficulties between members of his staff.
- As the day the graduate became more and more excited about the upcoming ceremony.
- The champion runner liked to joke that he over a hundred pairs of trainers before he won his title.
- To everyone's disbelief, the Jamaicans the trophy in the men's bobsledding event.
- I'm sure you'll get the position. Now stop pacing or you'll the polish on the floor!

Idioms

- 9 a. Match items from the two columns to make idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

1 d	have the world	a seventh heaven
2	be in	b the Joneses
3	be a feather	c in one's cap
4	have one's head	d at one's feet
5	keep on	e show
6	keep up with	f to the bone
7	rub sb up the	g up to the top
8	steal the	h in the clouds
9	work one's fingers	i top of things
10	work one's way	j wrong way

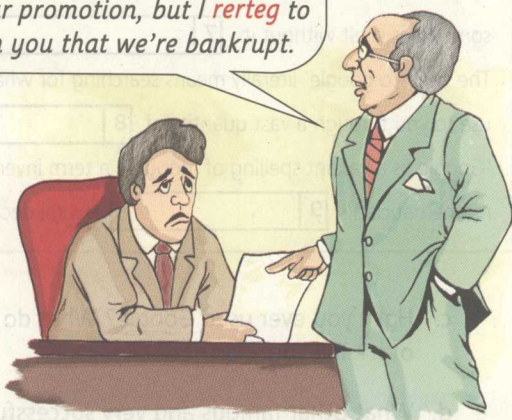
- b. Now, rewrite the sentences below using one of the idioms from Ex. 9a.

- Due to the success of her latest CD, the number of opportunities open to the young diva are limitless.
Due to the success of her latest CD, the young diva has the world at her feet.
- My grandfather, who was a poor farmer, laboured night and day to send his children to university.
- Nowadays, people are so busy competing with those around them that they forget to enjoy life.
- His ability to control the goings-on in the large company made him a fantastic manager.
- Over the years, Sue has steadily improved her position in the law firm.

Giving and Responding to News

- 10 a. Unjumble the coloured words to complete the cartoon caption below.

*I'm **elapsd** to inform you that you got your promotion, but I **reretg** to inform you that we're bankrupt.*



- b. What other phrases for giving good and bad news can you think of?

- 11 a. Listen to four short extracts. Match the extracts as you hear them with the situations.

A Promotion	Extract 1	<input type="checkbox"/>
B Marriage	Extract 2	<input type="checkbox"/>
C Multiple births	Extract 3	<input type="checkbox"/>
D Postponing a date	Extract 4	<input type="checkbox"/>

- b. Listen again and tick the phrases that you hear.

Giving News	Responding to Good News
<ul style="list-style-type: none"> I'm afraid I've got some bad news. I regret to inform you that ... You'll never guess ... I hate to tell you this, but ... You're never going to believe this, but... You can't imagine what happened then! I have wonderful news for you. I'm pleased to inform you that ... There's a bit of a problem. I don't like to be the bearer of bad news, but ... 	<ul style="list-style-type: none"> You can't be serious! Who'd have ever thought! I can't believe this! Wow! That's fantastic. Congratulations! You're joking! That's incredible! That's very good news indeed!
	Responding to Bad News
	<ul style="list-style-type: none"> Oh, no! That's terrible/awful/horrible! Oh, what a pity! Oh, my. That's a shame.

- c. Which of the phrases are formal and which are informal?

- d. Look at the phrases from Ex. 11b again. With a partner, act out dialogues similar to the ones you heard in Ex. 11a, giving and responding to news. Base your dialogues on some of the following situations.

- passing/failing an examination
- losing/winning a match/competition
- a disastrous holiday
- meeting an old friend you had lost touch with
- reading about someone you know in the newspaper
- damaging/losing something
- getting a job
- being promoted/fired
- getting into university

- A: I'm afraid I've got some bad news.
B: Oh, no. What's the matter?
A: I've just got my chemistry exam results, and I've failed.
B: Oh, what a pity! And you worked so hard for it. etc

Listening – Multiple Matching Task

- 1 a. With a partner, talk about a special moment in your life when you felt very happy.
- How old were you?
 - What was the situation?
 - Who was with you? How did they feel?
- b. Now listen to five people talking about special moments in their lives and do the following two tasks.

STRATEGY POINT

- Take advantage of the time you have to look at the questions before you have to listen to the recording. This will help you predict the themes of the listening extracts.
- Both tasks 1 and 2 are based on the same extracts. Concentrate on Task 1 in the first listening and on Task 2 in the second listening.
- There are three items in each task that don't match with any of the extracts.

Task 1

For questions 1–5, match the extracts as you hear them with the people, listed A–H.

A A nurse

B A lawyer

C A school leaver

D A fitness instructor

E A teacher

F A sibling

G A pensioner

H An actor

1

2

3

4

5

Task 2

For questions 6–10, match the extracts as you hear them with the topics, listed A–H.

A Getting a job

B Publishing a book

C Watching a play

D Passing an exam

E Watching a prize-giving

F Having a baby

G Finishing university

H Climbing a mountain

6

7

8

9

10

- c. In pairs, think of other situations where the people in Task 1 could feel the same way.

Listening – Note Taking

- 2 a. You will hear a radio news report about 'Google', a popular Internet search engine. Before you listen, look at questions 1–9 and in pairs try to predict what kind of information might be needed to complete the gaps.
- b. Now listen to the report. For questions 1–9, fill the gaps with the missing information.

STRATEGY POINT

- This part is a monologue.
- You will need between 1 and 3 words for each gap.
- Your answers must fit grammatically with the rest of the sentence.
- Read through the exercise before you listen. The sentence stems contain information that you will hear in the listening text, but the information is worded differently. To fill in the gaps correctly, be alert for information contained in the stems, but in a paraphrased form.

Google's success is such that the brand name has become a

1

For its success, Google relied on 2

which is a particularly old-fashioned way to market a product.

Google is now the official search engine for top global

3

America Online.

The professor mentioned by the reporter used the word

'googling' to indicate that, rather than being involved in

serious 4, he was just browsing.

He was searching the 5 in a

relaxed manner looking for things to interest him.

The majority of 6 use Google to

search the Net.

The brand name has become so widely used that it is

sometimes spelt without its 7

The verb 'to google' literally means searching for what is of

use to you through a vast quantity of 8

'Google' is a variant spelling of 'googol', a term invented by a

mathematician's 9 several decades ago.

- c. Have you ever used Google? What do you think of it? Tell your partner.

- d. What other famous and very successful products do you know of? Why do you think they're successful? Discuss in pairs.