Language Leader is a general adult course that provides a thought-provoking and purposeful approach to learning English. With its engaging content and systematic skills work, it is the ideal course for students who want to express their ideas and develop their communicative abilities. It includes:

- Motivating and informative texts which improve reading and listening skills
- Scenario lessons that focus on key language and work towards a final communicative task
- Systematic grammar and vocabulary practice with extensive recycling and frequent review units
- A strong focus on study skills encouraging independent learning
- A stimulating and comprehensive writing syllabus

Other components:
- Workbook with Audio CD
- Class Audio CD
- Teacher’s Book with Test Master CD-ROM
- Companion Website: www.pearsonlongman.com/languageleader

We recommend the Longman Dictionary of Contemporary English for use with this course.
6.1 THE NOBEL PRIZE

VOCABULARY: literature

1a What do you like reading? Do you read literature? What do you understand by (the term) literature?

1b Look at the list of types of writing in the box. Is each one fiction or non-fiction?

autobiographies, biographies, blogs, crime stories, diaries, essays, history, memoirs, novels, plays, poetry, romances, science fiction, short stories, thrillers, travel writing

2 Which of the types of writing in the box do you consider to be literature? What makes a work of literature ‘great’?

3 Discuss the following opinions about literature. Which do you agree/disagree with? Why?

1 ‘A work of literature is not often a bestseller.’
2 ‘It’s well written, but often boring.’
3 ‘It’s art, not just entertainment.’
4 ‘Children’s books can never be considered great works of literature.’
5 ‘Literature should make you think.’
6 ‘It often makes disappointing films.’
7 ‘The characters should be believable and realistic.’
8 ‘It remains relevant to people. It’s timeless, even if it was written 200 years ago.’
9 ‘Popular fiction is not literature.’

READING

4a Which of the following writers do you think have won the Nobel Prize for Literature?


4b Read the information about the Nobel Prize. Which writers in Exercise 4a have won the prize, haven’t won the prize or can’t have won the prize?

The Nobel Prize for Literature

Background

The Nobel Prize for Literature was founded in 1895 when Alfred Nobel (1833–1896), the Swedish inventor of dynamite, left much of his vast wealth to the establishment of the Nobel Prizes, including one for literature. This is an annual award to a living author from any country who has produced ‘the most outstanding work of an idealistic tendency’. This refers to a body of work rather than a single work, although individual books are sometimes mentioned when the prize is awarded. The prize consists of a gold medal, a Nobel diploma and prize money which at present stands at 10 million Swedish krona (1.3 million dollars).

The winners

A wide variety of writers have won the award working in a range of fiction and non-fiction genres. Novelist, poets, dramatists and biographers have all received the award, but not ghostwriters. Perhaps one of the more unusual winners was Winston Churchill – the former British Prime Minister won the prize in 1953 for his ‘mastery of historical and biographical description’. The most common language of the winners is English, although the country with the most winners is France.

Controversy

In the early years (from about 1901 to 1912), the Swedish Academy chose more idealistic writers and rejected many important and world-famous writers, such as Leo Tolstoy, Emile Zola and Henrik Ibsen, who they did not consider ‘idealistic’ enough. Later on, the Academy began awarding the prize for lasting literary value.

Many prominent and very popular writers have not been awarded the prize or even nominated. In 1974, for example, Graham Greene, Vladimir Nabokov and Saul Bellow were considered, but all lost when the award went to two Swedish writers, who were both Nobel judges. Bellow went on to win the prize in 1976, but neither Greene nor Nabokov won before their deaths. The 1997 award went to the Italian Dario Fo, who was felt to be rather lightweight by some critics.

5 Read the text again. Are the statements true, false or not given in the text?

The Nobel Prize for Literature ...

1 is only for writers who are alive.
2 is only for writers in English.
3 is only for writers who sell more than a certain number of books a year.
4 is given every two years.
5 is given for a single book.
6 has not been accepted by all recipients.

6 Find words in the text which mean the following.

1 a writer
2 a writer of fiction
3 a writer of books about people’s lives
4 a writer of books for other people
5 a writer of plays
6 a writer of poetry
7 a person whose job is to give their opinion of books, plays, etc.
8 a person who decides who has won a competition

7 In small groups, discuss the questions.

1 Why do you think so few women have won the Nobel Prize?
2 Who are the most famous writers in your country?
3 Which writers who are popular now do you think will be read in 50 years’ time?

LISTENING AND SPEAKING

8a Listen to some members of a book group discussing the book The Da Vinci Code. Who liked/disliked it? Why?

8b Listen again and tick the adjectives they used.

awful, brilliant, disturbing, dreadful, dull, exciting, gripping, interesting, lightweight, moving, overrated, shocking, tedious, thought-provoking

9 Complete the following expressions used by the members of the group. Check your answers in Track 2.10 on page 181. Which express a positive and which a negative opinion?

1 It’s a real ___
2 It’s not my ___ of thing.
3 I couldn’t ___ it down.
4 The ending was a real let___
5 I just couldn’t put ___ it.
6 It’s light and ___ to read.
7 It was very ___ going at the beginning.
8 It certainly lived up to all the ___.

10 Work in small groups. Using the adjectives and expressions above, talk about a book you really thought-provoking.
in The Speckled Band, a well-known Sherlock Holmes story. Atticus Finch is a young woman’s life is threatened. In the extract below, Holmes and Watson are at the house of the main suspect.

5 Have you read the books? Which of the two books did you most enjoy / would you most like to read? Why?

8 Choose the correct form of the verb.

1 All children, except one, grow up. They soon know that they will grow up, and the way Wendy knew this. One day when she was two years old she played / was playing in a garden, and she plucked another flower and had run / ran with it to her mother. (J.M. Barrie, Peter Pan)

2 Having no near relations or friends, I had tried / was trying to make up my mind what to do, when I ran across John Cavendish. I had seen / was seeing very little of him for some years. (Agatha Christie, The Mysterious Affair at Styles)

3 The last minutes of the day had been ticking / were ticking away, and Martin Turner could not / had not been able to wait to be set free. The minutes dragged on as Mr Lincoln, the form tutor, lectured the class ... (Benjamin Zephaniah, Face)

9a Look at the example of the past perfect continuous and complete the description of its use.

The past perfect continuous is used to emphasise the completed / ongoing nature of an action which happened before / after another action or time in the past. The action usually continues up to the second action or time.

9b Complete the rule to show the three parts of the past perfect continuous.

Language reference and extra practice, pages 144–145

10 Complete this story, using the correct tense of the verbs in brackets.

The clock struck ten. Lucien _______ (sit) alone in the kitchen and he _______ (shake) uncontrollably. After he _______ (wait) for over an hour, he _______ (hear) a key in the front door.

His parents _______ (come) in. He _______ (tell) them what _______ (happen) earlier that evening. He _______ (borrow) their car without asking, and _______ (crash) into a lampost because he _______ (drive) too fast. Then the door bell _______ (ring). It _______ (be) the police.

11 You were walking in the mountains when there was a huge thunderstorm and you got lost. Write the story in three paragraphs. Use the notes on page 172 to help you.

It was only 5 p.m. but it was getting really dark and the rain was ...
UNIT 6 6.3

3 Discuss the questions in pairs.
1 Was each evil character born evil?
2 Which, in your opinion, is the more evil of the two characters?
3 Would people these days find the characters very frightening in comparison with modern characters?
4 Can an evil character be considered attractive or interesting?

4a Look at these words from the texts and match them with their definitions.

- inflict
- atrocities
- tyrant
- sinister
- brutal

1 making you feel that something bad or dangerous is likely to happen
2 very cruel or violent actions
3 to make a person or place suffer something unpleasant
4 someone who uses their power in a cruel and unfair way
5 very cruel and violent

4b Write a short description of an evil character.

5a Look at the highlighted examples of used to in the texts. Are the following statements true or false?
1 used to + infinitive can describe a habit in the past
2 used to + infinitive can describe a state in the past
3 used to + infinitive can describe a present action

5b Look at these examples. How does the form of used to change in the negative and question forms?
I didn’t use to read books when I was young.
Did you use to read a lot when you were young?

6 Look at the highlighted examples of would in Text A and the ones below, and answer the questions.
1 My mother would often talk about her childhood.
2 When we were teenagers, we’d watch horror films at the cinema on Saturday mornings.
a) Do we use would to talk about past habits?
b) We use would to talk about past states?
c) Can we use would in all the cases where we use used to?

7 Find the mistakes of form or use in each sentence and correct them.
1 Bram Stoker would to live in Sandycove in Dublin.
2 Women of Jane Austen’s time use to write anonymously.
3 Vlad the Impaler was used to sign himself Dracula.
4 George Orwell is used to work in a bookshop.
5 I use to read a lot of short stories at the moment.
6 He didn’t use to read a lot as a child.
7 Did Lewis Carroll use to tell stories to young listeners?
8 The Brontë sisters all would suffer from bad health.

8 Choose the correct answer. Sometimes both forms may be correct.

9 2.13 used to
Listen to two sentences from Exercise 8. Choose the correct way of saying used to.
Then listen and repeat the sentences.
1 We pronounce the s in used to / would like which.
2 The vowel sound in is / use / used to.

10 Discuss things you used to / didn’t use to do, think or believe when you were a child.
What sort of books did you use to read as a child?
Did your parents use to tell you stories about monsters who chased naughty children?
Did you use to get frightened when your parents told you about scary characters?
Did you use to believe in giants?
6.4 A book deal

**TASK:** negotiating a contract

5a Work in pairs to role-play a negotiation between James Douglas and a publisher. Prepare to negotiate the points in Exercise 5b. Use the key language and the other useful phrases to help you.

**Student A** plays the role of James Douglas. Look at your information on page 159.

**Student B** plays the role of the publisher. Look at your information on page 164.

5b Negotiate with each other to reach agreement on the following points.
1. the content of the memoirs
2. the percentage of the royalty to be paid to Lee Hart
3. the deadline for submitting the final draft of the book
4. help in setting up interviews with family and contacts
5. the names which will appear on the cover of the book
6. what happens if one side wants to cancel the contract

**OTHER USEFUL PHRASES**

**Asking for information**
I’m interested in knowing … (what kind of advance payment you want).
How much do you have in mind?
Talking about what you need/expect
He’d expect to receive … (a generous advance payment).
It’s important to have … (several chapters about his childhood).
He’ll have to / need …, so …

**Bargaining**
If you … we might be able to …
How about if we were to … (deliver the final draft earlier)?

**Proposing**
Could I make a suggestion …?
I propose (that) we …

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**SITUATION**

1 Read the article about Lee Hart from a music magazine. Discuss the questions.

**Lee Hart to write memoirs**

Great news for fans of Lee Hart, lead singer of the band Outer Edge! According to his agent, Hart will spend most of next year writing his memoirs. There is interest from a publisher to buy exclusive rights to the book.

Thirty-six-year-old Hart has led a colourful life, like all pop stars. The band had a number of hits a few years ago, but now its popularity has declined. Hart announced recently that the band would do one final tour of their favourite venues in Germany and the Netherlands, then call it a day, and split up.

Since Lee Hart has had little formal education, it seems highly likely that he will employ a ghostwriter to help him write the memoirs.

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2 Read Hart’s proposal for his memoirs. It contains his ideas for a bestseller.

1 Do you think Lee Hart’s ideas will result in a bestseller?
2 If not, what advice can you give him to improve his proposal? Should there be more about the singer’s childhood / his family / his personal life?

**Proposal: My memoirs**

I think I should start with a short chapter about my family and early years, then move on quickly to how we got our first contract to perform in a club in Amsterdam. Then we could have some chapters about the band’s first world tour, which was really successful. I wrote a diary at the time, so the information will be accurate about our venues and the reaction of our audiences. Then we could have a chapter about our hit records and another about our opinion of other bands. And a final chapter about our future plans. All that should make it a bestseller.

---

3 Read the conversation between Lee Hart and James Douglas, his literary agent. Which two topics do they discuss?

---

4 Complete the beginning of each sentence with an appropriate ending.

1 If you wrote about your father, 
2 Why don’t you talk to 
3 The ghostwriter will need a year 
4 If I find a really good ghostwriter, 
5 How about if one of us 
6 As this is quite complicated, 
7 Could I suggest we meet 
8 I’d like to make a proposal – 
9 He’ll have to / need …, so …
10 Could I suggest we meet towards the end of the month?

Language functions
a) bargaining
b) proposing
c) talking about what you need / expect

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3b Listen again. Match each sentence with its correct language function below.
1 … if we included more chapters about your background, it’d add a lot of human interest …
2 Why don’t you talk to her?
3 If you agreed to write two or three chapters … you’d probably double or triple sales of the book.
4 But in this case, I think 15 percent is more appropriate.
5 Really? I wasn’t expecting to pay as much as that.
6 You’ll find I’m good value for money.
7 Look, I’d like to make a proposal.
8 I need time to think about this, and take some advice.
9 How about if I talked to him …?
10 Could I suggest we meet towards the end of the month?

---

4a Listen to the conversation between Lee Hart and James Douglas, his literary agent. Which two topics do they discuss?

---

4c Listen to Hart’s proposal for his memoirs. It contains his ideas for a bestseller.

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4d Complete the beginning of each sentence with an appropriate ending.

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4e Read the article about Lee Hart from a music magazine. Discuss the questions.

---

4f Read Hart’s proposal for his memoirs. It contains his ideas for a bestseller.

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4g Complete the beginning of each sentence with an appropriate ending.

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STUDY AND WRITING SKILLS

6.5

STUDY SKILLS: improving listening skills

When you listen to English, you often have to make informed guesses to understand. There are three types of guessing which you usually do:

• you predict what the speaker is going to say from your general knowledge or other clues;
• you guess the meaning of new words;
• you guess the meaning of words you did not hear clearly.

You are now going to practise each of these techniques.

1 Predicting from clues

You are going to hear extracts from a book by Paul Theroux, a well-known travel writer. Look at the cover of the book and the photo.

1 What do you think the book is about?
2 What area of the world does the book probably describe?

2a 6.5 Guessing meaning of words

Paul Theroux describes an experience he had at a railway station in Burma when he was offered an extract.

1 a shining assortment of beady objects on her tray
2 I beckoned her over and had a look
3 I waved my hand at her
4 What do you think the ‘beady objects’ are?

2b What do you think the ‘beady objects’ are?

Choose the best answer.

a) grapes b) chicken c) crabs d) insects

2c 6.17 Listen to Extract 2 to check your answer.

3 Listen to Extract 3. Choose the correct word/phrase in each pair.

1 (the train) pulled away = began to leave / was about to start
2 bound with knotted vine = tied / covered with knotted vine
3 door hinge = a piece of metal to open a door / hold a door in place
4 skewer = a metal or wooden box / stick
5 lumps = small pieces with no special shape / large pieces with a regular shape

4 6.5 What do you think the ‘lumps of burned meat’ are? Listen to Extract 4 and check.

5a 6.5 Extract 5 describes an incident at Tokyo Central railway station. Three words in the extract have been obscured. Listen and guess the words.

1 A hundred Japanese men in grey suits stood watching my train. ... They had no _______.
2 The ______ was blown; the train started up, but before it moved an inch ...
3 ... and outside on the _______, the hundred men did the same.

5b Listen to Extract 5 again and answer the questions.

1 Who are the hundred Japanese men on the platform?
2 Why are they watching the train?
3 What does everyone do after the train starts up?
4 What is the ‘lumps of burned meat’?

5c 6.5 Imagine that you are in a foreign country/stay in a foreign country. What do you think the ‘lumps of burned meat’ are? listen to extract 4 and check.

Guessing meaning of words

1 a shining assortment of beady objects on her tray
2 I beckoned her over and had a look
a) asked her b) shouted out to her
c) waved my hand at her d) ordered her

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Guessing meaning of words