

外研社

# CUTTING EDGE

## 朗文当代英语教程

INTERMEDIATE

Sarah Cunningham (英)  
Peter Moor (英)

编著

STUDENTS' BOOK 4  
学生用书



外语教学与研究出版社  
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# 教材简介

《朗文当代英语教程》(Cutting Edge)是一套在世界各地广泛使用的英语教材,以其国际化的选材、综合全面的语言技能培养、实用的教学大纲,以及丰富的教学资源受到各国英语学习者和教师的青睐。本套教材采用英式英语编写,涉及英国及其他各国文化;其活动内容和形式既适合青少年,也适合成年学习者;其丰富的内容可以满足各类英语学习者的个性需求。

## 难度分布

本套教程共分为6个级别:

- 1—2级旨在奠定英语基础,注重常用词汇和基础语法训练,适合具有初级英语水平的学习者;所涉词汇量为1000—1500;
- 3—4级旨在全面提高学习者的语言应用能力,词汇量和语法难度有所增加,听、说、读、写活动更为丰富多样,适合具有初级至中级英语水平的学习者;新增词汇1500—2000个;
- 5—6级侧重中高级的书面表达和口头交流,阅读量增大,话题和观点也更有深度,适合具有中级偏上英语水平的学习者;新增词汇2000个左右。

完成1—4级的学习,学习者能用英语进行一般性的交流,综合语言能力可达到雅思考试5.5—6.0分的水平;完成全部6个级别的学习,学习者能用英语进行积极有效的交流,自如地表达个人观点和想法,综合语言能力可达到雅思考试6.5—7.5分的水平。

## 教材组成

本套教程各级别教材组成如下:

- **学生用书** (Students' Book): 1级学生用书附**词汇手册** (Vocabulary Book), 2—5级随书附**小词典** (Mini-dictionary), 6级随书附**短语手册** (Phrase Builder); 每级学生用书都配有**课堂用盘** (Class CDs) 和**课堂用带** (Class Cassettes)。
- **教师用书** (Teacher's Resource Book): 2—5级教师用书随书附**测试题集** (Tests)。
- **练习册** (Workbook): 每级练习册都配有**学生用盘** (Student CDs) 和**学生用带** (Student Cassettes)。

## 编写特点

本套教程重视培养学习者在课堂上的主动性,即使在初级水平阶段,也鼓励学习者练习使用语言。本套教程注重奠定词汇和语法基础,同时通过各种真实情景中的任务型活动逐步实现用英语自由交流的目标。

### ► 词汇

打好词汇基础是成功交流的第一步,也是关键的一步。为此,本套教程强调词汇的学习与巩固。

学生用书各单元的**词汇板块** (Vocabulary/Wordspot) 通常引入与本单元话题相关的常用词汇, 同时提供相关的短语搭配和“语块”(比句子长、比段落短的语言单位), 这样学习者可以学习和记忆更多的扩展词汇, 达到事半功倍的效果。学生用书中还设计了丰富的听、说、读、写活动和**真实情景下的语言运用** (Real life) 练习, 以期学习者能够学以致用, 不仅学会运用词汇, 更重要的是不断提高英语交流能力, 增强自信心。

学生用书所附词汇手册或小词典以及练习册中针对词汇的专门训练, 可以帮助学生根据需要学习更多的词汇, 培养自主学习能力。

### ► 语法

自信的交流还需要坚实的语法基础。为此, 学生用书每个单元设计了 2—4 个**语言重点** (Focus/Language focus) 或**语法扩展板块** (Grammar extension)。单元结构通常以**阅读** (Reading) 和**听力** (Listening) 练习引入新的语言点, 然后紧跟语言重点或语法扩展板块, 讲解重要语法规则, 并伴随大量练习, 最后通过积极的、个性化的**交流活动** (Communication activities) 来运用语言。另外, 练习册和教师用书中都配有相应的语法辅助练习, 供学习者课上或自学使用。

### ► 任务型教学

学习者应成为语言的主动使用者, 而不是被动的接受者。因此, 学生用书每单元都设计了一个**交际任务板块** (Task)。交际任务是让学习者利用已学的词汇和语法进行交流, 用英语解决现实生活中遇到的问题, 如交流个人信息、描述人或事、设计方案、作出计划或决策、讨论问题等, 其着重点是交流的“成果”, 而非“语言练习”本身。

另外, 针对学习者在完成交际任务过程中可能遇到的语言障碍, 每个单元都设计了**任务准备环节** (Preparation for task) 和**实用语言板块** (Useful language), 为学习者提供充足的语言支持, 同时减轻教师的备课负担; 从第 3 级开始, 交际任务板块还特别设计了**个性词汇栏** (Personal vocabulary box), 鼓励学生向教师询问自己想要表达个人情感或经历的词汇, 并积累起来, 培养良好的学习习惯。

### ► 自我评估体系

语言学习总是伴随着遗忘。为此, 本套教程设计了科学的复习和测试体系, 帮助学生及时巩固和检验学习成果。学生用书每个单元结尾都设计了**单元测评板块** (Do you remember?), 用于测试学习者每单元语言的掌握情况; 每隔几个单元设计一个**巩固单元** (Consolidation), 用于强化和温习所学知识; 另外, 每级教师用书都包含了多套**阶段测试题** (Tests), 供教师选用。

### ► 网络资源支持

学习者和教师可以登录《朗文当代英语教程》的教学网站 ([www.longman.com/cuttingedge](http://www.longman.com/cuttingedge)), 获取有关本套教材的辅助教学建议、文化介绍、课堂活动等网络资源, 还可以和世界各地的教材使用者交流互动。

## 本级单元结构

本套教程 4 级 (Intermediate) 的课时安排为 120 课时, 教师可以根据教学实际适当增减。4 级的单元结构和主要内容如下:



<p><b>学生用书</b> (Students' Book)</p>	<p>共含 12 个单元 (Module), 每单元安排 8—10 个学时的教学内容。在结构上, 每单元都包括 A、B 两大部分:</p> <p><b>A 语言</b> 这部分以语言输入为主, 包含下列板块:</p> <ul style="list-style-type: none"> <li>● <b>语法</b>: 由 2 个语言重点 (Language focus) 构成, 下设迷你任务 (Mini-task)、语法和语音练习</li> <li>● <b>词汇</b>: 包括重点词汇 (Wordspot), 讲解英语中的常用词</li> <li>● <b>阅读 / 听力</b>: 附带综合口语活动</li> </ul> <p><b>B 任务</b> 这部分以交际任务为主, 包含下列板块:</p> <ul style="list-style-type: none"> <li>● <b>任务准备环节</b> (Preparation for task): 包括听力及 / 或阅读材料和实用语句, 为执行交际任务作铺垫</li> <li>● <b>交际任务</b> (Task): 多为扩展口语活动, 并常常附带任选的写作任务</li> <li>● <b>任务延伸</b> (Task link): 练习从交际任务中提炼出来的词汇、短语和句型</li> <li>● <b>真实情景下的语言运用</b> (Real life): 与交际任务相关, 并以日常生活为背景的口语和写作练习</li> </ul> <p>随书附<b>小词典</b> (Mini-dictionary), 收录学生用书中出现的重点词汇和短语 2000 个, 并对每个词条给出通俗易懂的解释和例句。</p> <p>书后提供详细的<b>语言点总结</b> (Language summary) 和课堂用录音材料的<b>录音文本</b> (Audioscripts)。</p>
<p><b>练习册</b> (Workbook)</p>	<p>练习册与学生用书各单元对应, 提供以下针对性练习:</p> <ul style="list-style-type: none"> <li>● <b>语法</b>: 对学生用书中涵盖的主要语法点进行巩固和延伸; 语法快餐 (Grammar snack) 集中应对冠词和介词等易出错的语法项目</li> <li>● <b>词汇</b>: 对各单元重点词汇的辅助和补充练习</li> <li>● <b>技能训练</b>: 包含写作练习 (Improve your writing) 和听力与阅读 (Listen and read)</li> <li>● <b>发音</b>: 训练音标的读音与单词的重音</li> </ul> <p>书后提供<b>练习答案</b> (Answer key)。</p> <p>配套使用的<b>学生用盘/带</b>包含练习册中语法和发音练习的录音。</p>
<p><b>教师用书</b> (Teacher's Resource Book)</p>	<p>教师用书由以下 3 部分组成:</p> <ul style="list-style-type: none"> <li>● <b>简介</b> (Introduction) 和<b>教学建议</b> (Teaching tips), 为教师提供教学法和教材使用指导</li> <li>● 针对学生用书各单元的详细<b>教学笔记</b> (Teacher's notes), 包括适合不同学生水平的教学方法建议、语言点详解和学生用书中练习的答案</li> <li>● 可复印的<b>教学资源库</b> (Resource bank), 提供学习方法培训、交际性语法练习及词汇拓展练习</li> </ul> <p>随书附<b>测试题集</b> (Tests), 每套测试题覆盖 2 个单元的词汇和语言点, 可用作课前诊断性测试或阶段性复习测试。</p>

《朗文当代英语教程》以其国际化的视野、交流为本的理念和生动活泼的风格为学习者和教师搭建了轻松、高效的学习平台。相信选用本套教材的学习者不仅能够学会实用而鲜活的语言, 还能体验到语言学习的乐趣。

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# Plan of the book

## Part A Language

Module	Language focus	Vocabulary	Speaking
<b>Module 1</b> About you <b>page 6</b>	1) Questions and answers (auxiliary verbs) <i>Pronunciation:</i> stressed and weak forms in questions and answers 2) Present Simple and Continuous	People around you ( <i>best friend, acquaintance, classmate, etc.</i> ) <b>Wordspot:</b> have (and have got)	<b>Mini-task:</b> find five things you have in common with a partner Talk about the changing state of the family
<b>Module 2</b> Memories <b>page 17</b>	1) Past Simple and Continuous <i>Pronunciation:</i> -ed forms / weak forms of was, were 2) Comparing past and present ( <i>used to, still, not ... any more / longer</i> )	Remembering and forgetting ( <i>remember, learn, remind, forget, recognise, lose</i> ) <b>Wordspot:</b> time	Talk about ways of remembering <b>Mini-task:</b> describe an important meeting in your life
<b>Module 3</b> Around the world <b>page 26</b>	1) Comparatives and superlatives ( <i>slightly higher than, one of the biggest ... in the world, etc.</i> ) 2) Comparing things in different ways ( <i>not as ... as, fewer / less than, similar to, etc.</i> ) <i>Pronunciation:</i> /ə/ in comparative phrases	<b>Wordspot:</b> place Describing towns and cities	Do a geography quiz <b>Mini-task:</b> describe similarities and differences between two countries
<b>Module 4</b> Life stories <b>page 36</b>	1) Present Perfect Simple (and Past Simple) <i>Pronunciation:</i> strong and weak forms of have 2) for, since and ago (and Present Perfect Continuous) <i>Pronunciation:</i> weak form of been /bɪn/	Life experiences ( <i>leave home, start work, move house, etc.</i> ) <b>Wordspot:</b> get	<b>Mini-task:</b> find three things that you and a partner have both done
<b>Consolidation Modules 1–4</b> (pages 46–47)			
<b>Module 5</b> Making plans <b>page 48</b>	1) Future plans and intentions (Present Continuous, <i>will, going to, intend to, due to, etc.</i> ) <i>Pronunciation:</i> future forms and phrases 2) Future clauses with <i>if, when, etc.</i>	<b>Wordspot:</b> work Training and work ( <i>well-paid, challenging, stressful, etc.</i> )	Discuss how organised you / people you know are <b>Mini-task:</b> talk about the plans and ambitions of friends / family
<b>Module 6</b> News and media <b>page 59</b>	1) -ing / -ed adjectives 2) Passive forms <i>Pronunciation:</i> was /wəz/ and were /wə/ in passive sentences	Television ( <i>advertisements, sports coverage, thrillers, etc.</i> ) <b>Wordspot:</b> by	<b>Mini-task:</b> talk about stories in the news



## Part B Task

### Reading / Listening

**Reading:** *A quiet revolution?*  
(the changing state of the family)

### Task

**Preparation for task:** listen to people meeting for the first time

**Task:** interview another student using a pie-chart (extended speaking)

### After the task

**Task link:** how you spend your time  
(*I absolutely love ..., I'm not very good at ..., etc.*)

**Real life:** writing an informal letter

Do you remember?

**Reading:** *All in the memory*

**Preparation for task:** listen to two descriptions of childhood memories

**Task:** describe a childhood memory (extended speaking and writing)

**Task link:** short questions

**Pronunciation:** using intonation to show interest

Do you remember?

**Listening:** geography quiz

**Reading:** *Amazing cities!*

**Preparation for task:** listen to recommendations for a tour of Ireland

**Task:** plan a tour of your country or region (extended speaking and writing)

**Task link:** recommending and advising

**Pronunciation:** intonation for giving recommendations

Do you remember?

**Reading:** *Twin lives*

**Preparation for task:** discuss / read about famous people

**Task:** design a set of stamps of famous people (extended speaking and writing)

**Task link:** describing people  
(*He's the sort of person who ..., She's always ..., etc.*)

**Real life:** filling in an application form

**Reading:** *Quiz – how organised are you?*

**Listening:** working in something different (people talking about their jobs)

**Preparation for task:** listen to a conversation describing a job vacancy

**Task:** select the best candidate for a job (extended speaking)

**Real life 1:** writing a covering letter

**Real life 2:** making a formal telephone call

**Pronunciation:** connected speech

Do you remember?

**Listening:** television (people talking about types of television programmes)

**Reading:** newspaper articles

**Preparation for task:** listen to radio extracts

**Task:** prepare a review or entertainment guide (extended speaking and writing)

**Task link:** 'extreme' adjectives  
(*brilliant, tragic, furious, etc.*)

Do you remember?

## Part A Language

Module	Language focus	Vocabulary	Speaking
<b>Module 7</b> Social matters <b>page 68</b>	1) Polite requests <i>Pronunciation: polite intonation in requests</i> 2) <b>will</b> (instant decisions and responses)	Social occasions <i>(bow, wave, bring flowers, etc.)</i> <b>Wordspot: go</b>	Talk about young people's social habits in your country <b>Mini-task:</b> talk about common requests
<b>Module 8</b> Things of importance <b>page 79</b>	1) Defining relative clauses 2) <b>Quantifiers</b> ( <i>a few, a lot of, etc.</i> )	Machines <i>(press, plug in, switch on, etc.)</i> <i>Pronunciation: stress in compound nouns</i> <b>Wordspot: something</b>	<b>Mini-task:</b> guess what objects your partner has in his / her bag, pocket, desk
<b>Consolidation Modules 5–8</b> (pages 88–89)			
<b>Module 9</b> Society and the future <b>page 90</b>	1) <b>Making predictions</b> (modal verbs and other phrases: <i>likely to, may well, probably won't, etc.</i> ) 2) <b>Real and hypothetical possibilities with if</b> <i>Pronunciation: I'll / I'd</i>	Society and change <i>(get worse, decrease, go up, etc.)</i> <b>Wordspot: make</b>	Talk about changes that are happening in society <b>Mini-task:</b> talk about how you would behave in difficult situations
<b>Module 10</b> Another story <b>page 101</b>	1) Past Perfect and Past Simple 2) Reported speech and reported questions	<b>Wordspot: say and tell</b>	<b>Mini-task:</b> discuss phone conversations you have had
<b>Module 11</b> Rules and freedom <b>page 110</b>	1) <b>Obligation and permission</b> <i>(have to, should, are allowed to, etc.)</i> <i>Pronunciation: weak forms and contractions of modal verbs</i> 2) <b>Obligation and permission in the past</b> <i>(had to, couldn't, were allowed to, etc.)</i>	Rules and behaviour <i>(let, punish, tell off, etc.)</i> <b>Wordspot: do</b>	<b>Mini-task:</b> discuss rules and regulations in different places / situations Discuss parents' attitudes to rules / children's behaviour
<b>Module 12</b> Dilemmas and decisions <b>page 120</b>	1) <b>could have, should have, would have</b> <i>Pronunciation: /əv/ in could have, should have, would have</i> 2) <b>Past sentences with if</b> <i>(If I'd been in her position, I would have ..., etc.)</i>	Problems and solutions <i>(sort out, do something about it, change your mind, etc.)</i> <b>Wordspot: think</b>	<b>Mini-task:</b> talk about important life decisions
<b>Consolidation Modules 9–12</b> (pages 130–131)			



## Part B Task

### Reading / Listening

**Reading:** *Going out around the world*

#### Task

**Preparation for task:** listen to a description of social customs in Thailand

**Task:** draw up a list of tips for visitors to your country (extended speaking and writing)

#### After the task

**Task link:** making generalisations (*Quite a lot of people ... / It is quite common for ... / People tend to ..., etc.*)

**Real life:** making a social arrangement

Do you remember?

**Reading:** *How to be a successful inventor*

**Preparation for task:** listen to people describing a personal or ideal possession

**Task:** describe a personal or ideal possession (extended speaking and writing)

**Task link:** describing objects (*it's round, made of leather, makes a noise, etc.*)

**Real life:** writing 'thank you' letters

**Reading:** *The Lucky Generation* (life in the year 2050)

**Preparation for task:** listen to appeals for lottery money

**Task:** decide how to spend lottery money (extended speaking)

**Task link:** ways of saying numbers

**Real life:** dealing with money

Do you remember?

**Reading and listening:** *The Knightsbridge Safe Deposit Robbery*

**Preparation for task:** find objects in pictures telling a story (speaking)

**Task:** invent a story using pictures (extended speaking and listening)

**Task link:** adverbs for telling stories (*eventually, surprisingly, strangely, etc.*)

Do you remember?

**Listening:** school rules

**Preparation for task:** read article about controversial laws around the world

**Task:** discuss the advantages and disadvantages of different laws (extended speaking)

**Task link:** linking words (*also, although, besides, etc.*)

**Real life:** agreeing and disagreeing

Do you remember?

**Preparation for task:** read letters to a problem page

**Task:** find solutions to problems (extended speaking)

**Task link:** verbs to describe behaviour and reactions (*deny, threaten, admit, persuade, etc.*)

**Creative writing:** a letter / a story / a soap opera script



# Module 1

## About you

### Part A Language

Questions and answers  
Present Simple and Continuous  
Vocabulary: people around you  
Speaking and reading: *A quiet revolution?*  
Wordspot: *have* (and *have got*)

#### Language focus 1

Questions and answers

##### Mini-task

Work with a partner. Find five things you have in common. Ask about:

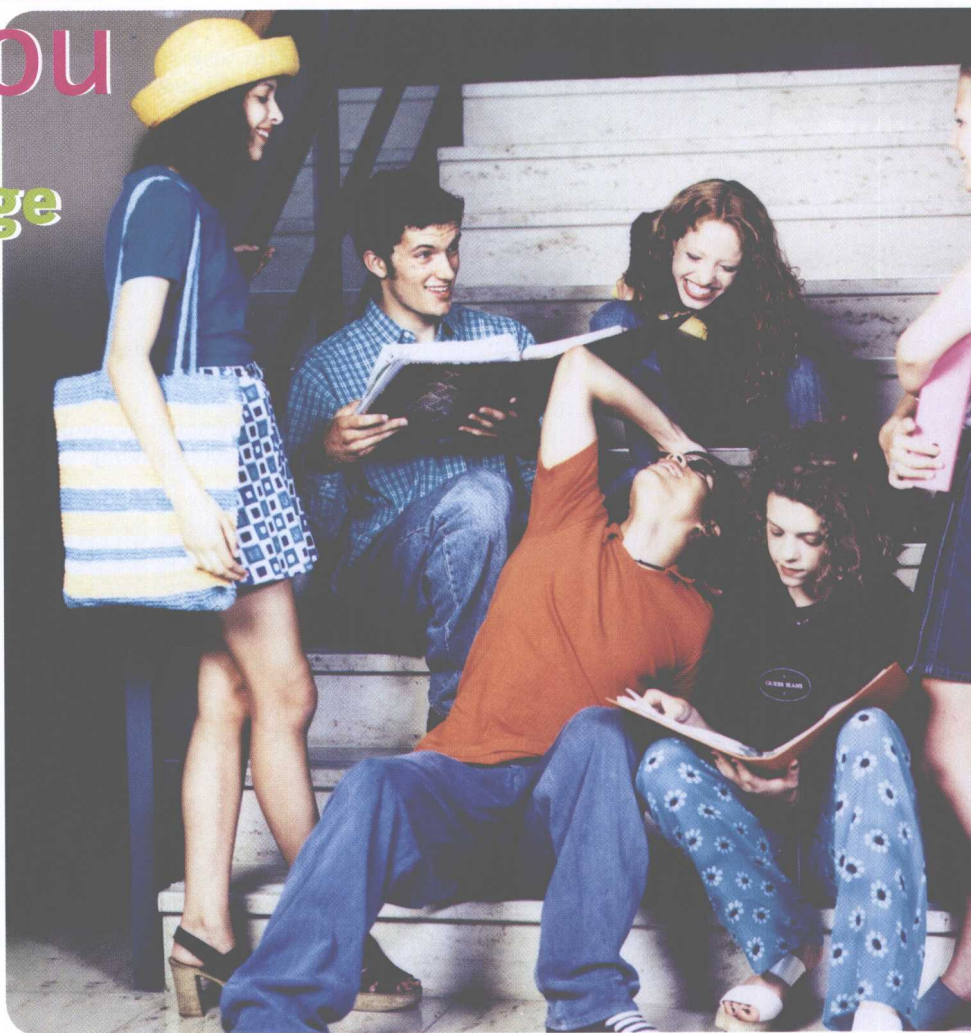
- your home / family.
- your job / studies.
- your likes / dislikes.

Then tell the rest of the class about what you discovered.

Neither of us / Both of us  
like jazz music.

[1.1] You will hear ten questions that people might ask you when you first meet. Listen and write answers for yourself. Write notes, not full sentences.

- a .....
- b .....
- c .....
- d .....
- e .....
- f .....
- g .....
- h .....
- i .....
- j .....



### Analysis

#### 1 Auxiliary verbs in questions

- a To form questions in English we normally need an auxiliary verb. Use one of the auxiliary verbs below to reconstruct the questions in the recording. Then listen again and check your answers.

are is do does have has was were did

- b Ask and answer the questions with a partner.

#### 2 Auxiliary verbs in answers

The long answers below are not very natural. How can we shorten them using auxiliaries?

- a Do you live near here?  
*Yes, I live near here.*
- b Do the rest of your family speak English?  
*My brother speaks English, but my parents don't speak English.*

Now read Language summary A on page 140.





## Pronunciation

1 [1.2] Listen to the following questions and answers and underline the stressed (strong) words.

- a Do you live near here?  
Yes, actually, I do.
- b Did you do anything special last night?  
No, I didn't.
- c Do you come from Spain?  
No, I don't – I come from Argentina.
- d Do all your family live here?  
My parents and grandparents do, but my sister doesn't any more.

What kind of words are stressed?

2 What happens to the pronunciation of *Do you ...?* and *Did you ...?* at the beginning of the questions? Listen again and repeat, paying attention to the stressed and weak words.

## Practice

1 Make questions from the following words.  
Use the pronoun *you* in each case.

For example:

Where exactly / live?

*Where exactly do you live?*

- a How / get here from your house?
- b have / any special reason for learning English?
- c How long / be / in this class?
- d Whose class / in / last year (term, month)?
- e do / anything special last night?
- f What sort of music / like?
- g all your family / live in the same town as you?

2 Choose one question from above or think of another question of your own to ask each student in the class. Walk around the class and ask each student a different question. Then tell the rest of the class what you discovered.

3 Discuss in pairs what questions you would ask in the following situations.

For example:

You don't know what 'eyebrow' means.

*What does 'eyebrow' mean?*

- a You want to know the English word for
- b You don't know how to pronounce a word.
- c You don't know how to spell 'eyebrow'.
- d You don't know which page the teacher is looking at.
- e You want to know what tonight's homework is.
- f You didn't hear what the teacher said properly.
- g You would like your teacher to write 'paperclip' on the board.

[1.3] Now listen to the questions and check your answers.

4 Think of some other questions you often need to ask in class. Make a poster for the wall to remind you how to ask these questions.



## Vocabulary

### People around you

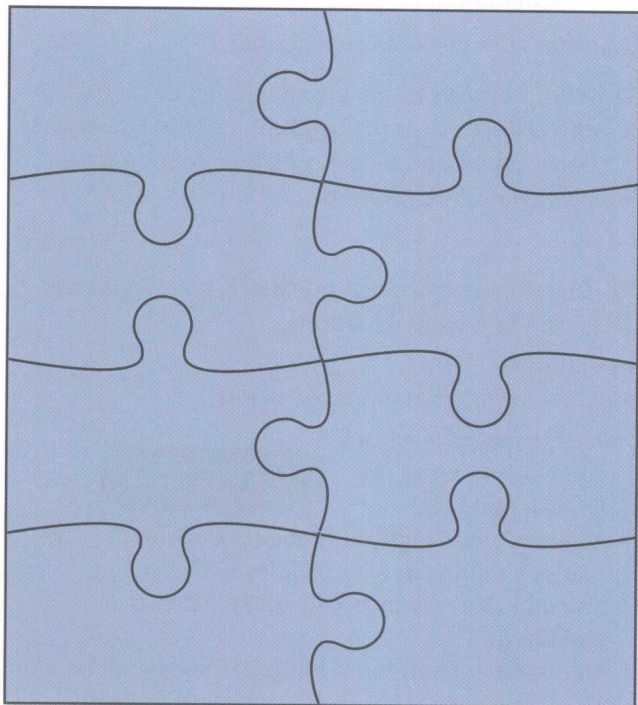
**1 a)** Check the meaning and pronunciation of the words in the box in your mini-dictionary or with your teacher. Then write the words in the correct column below.

best friend	cousin	classmate	stranger
acquaintance	colleague	ex-boyfriend	flatmate
headteacher	niece	mother-in-law	neighbour
parent	partner	relative	step-mother

family	friends	work	school	other

**b)** Can you add any other words to each group?

**2** [1.4] You will hear some instructions. Listen and write your answers in the shapes below.



**3** Swap books with your partner. Look at what your partner has written and ask questions to find out the meaning of the names and numbers.

Who's Alain?

Why did you write 'nine'?

## Speaking and reading

**1 a)** You are going to read an article about the changing state of the family. Look at the following statements and check the meaning of the words in **bold** in your mini-dictionary or with your teacher.

- More young people are **moving away** from home and leaving their family roots.
- **Marriage** is becoming less important to many young people.
- Families are spending less time together.
- The **divorce rate** is rising.
- More parents are **bringing** their children **up** alone without a partner.
- More women are having **careers** rather than starting families.
- The **average** family is getting smaller as the **birthrate falls**.

**b)** In groups, discuss which of these things are happening in your country and why.

**2** Read the main part of the article and tick (✓) the topics above if they are mentioned.

## A quiet revolution?

**As divorce rates rise and fewer couples bother with marriage, we ask if the traditional nuclear family is becoming a thing of the past.**

While you are reading this article, somewhere in the United States two couples will get married and another will get divorced. One in three American children now live with only one parent, and the United States is not alone in this: in Canada and France the divorce rate has doubled in the last twenty-five years, and in Hungary and Greece it has increased by 50 per cent. Even in Japan, where the traditional family is still strong, divorce went up by 15 per cent between 1980 and 1995.

What is more, the nature of the family is changing. In Sweden and Denmark, around half of all babies are now born to unmarried parents, and in the United Kingdom and France more than a third. Even in Ireland, traditionally the most Catholic country in Europe, the rate of births outside marriage is 20 per cent.



**3** Read the article again. Which one of the following statements is **not** true according to the information in the main text?

- a Although there is not very much divorce in Japan, there is more than before.
- b Although Ireland is strongly Catholic, quite a lot of Irish people are now having children without getting married.
- c Although families in Spain and Italy were often big in the past, these days they are becoming smaller.
- d Although a lot of people in France have children without getting married, marriage is becoming more popular there again now.
- e Although there are a lot of divorces in the United States, there are not as many as there were fifteen or twenty years ago.

#### **Mi-ran Lee**

Mi-ran Lee (32) lives in Seoul with her husband, He-soo Kim (36), and her two sons, Chul-soo (6) and Dong-min (4). He-soo is a manager in an electronics company; Mi-ran worked as a secretary in the same company before her marriage eight years ago, but since

**4** Work in pairs. Student A should read the text about Mi-ran Lee, and Student B the text about Nathalie Guérin. Then tell your partner details of the family in the text. What are the most important differences between Mi-ran Lee's family and Nathalie Guérin's family?

**5** Discuss the following questions in groups.

- How common are families like Nathalie's and Mi-ran's in your country?
- What do you think are the advantages and disadvantages for each type of family?

then has been a full-time housewife. She has no plans to return to work: she believes it is essential that she is at home with her family, especially since He-soo, like most Korean executives, is expected to work very long hours. He often doesn't arrive home until after the boys are in bed.



Families are also getting smaller. The average Turkish family had seven members in 1970; today it has only five. And in Spain and Italy, where families were always traditionally large, the birthrate was the lowest in the developed world in 1995. This fall in the birthrate is due in part to the fact that, as more women have careers, they are waiting longer and longer to start a family. The age at which the average woman has her first baby is now 28 in Western Europe, and it is getting later.

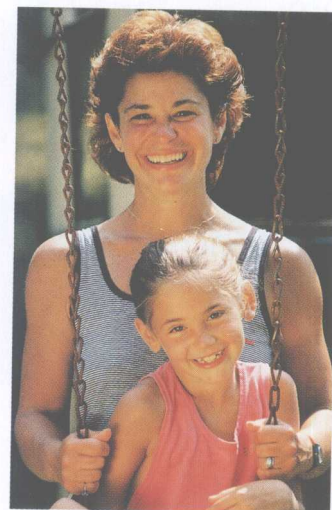
So the nuclear family is clearly changing, but is it in danger of disappearing completely?

The truth is that it is still too early to tell. In some countries these patterns are actually reversing. In the United States, Scandinavia and the United Kingdom, the birthrate is rising once more; and in Denmark, for example, marriage is becoming more popular again. In the United States, the divorce rate in fact fell by 10 per cent between 1980 and 1990, and it is continuing to fall.

Perhaps a new revolution is beginning?

#### **Nathalie Guérin**

Nathalie Guérin (35) lives in Montrouge, a suburb of Paris, with her 4-year-old daughter, Emilie. She works part-time as a chemistry teacher in a local secondary school. She and Patrice, Emilie's father, are now separated; Patrice lives in Orléans, about 100 km away, with his new partner, Dominique. Emilie sees her father on alternate weekends, and, says Nathalie, 'has a close relationship with him'.

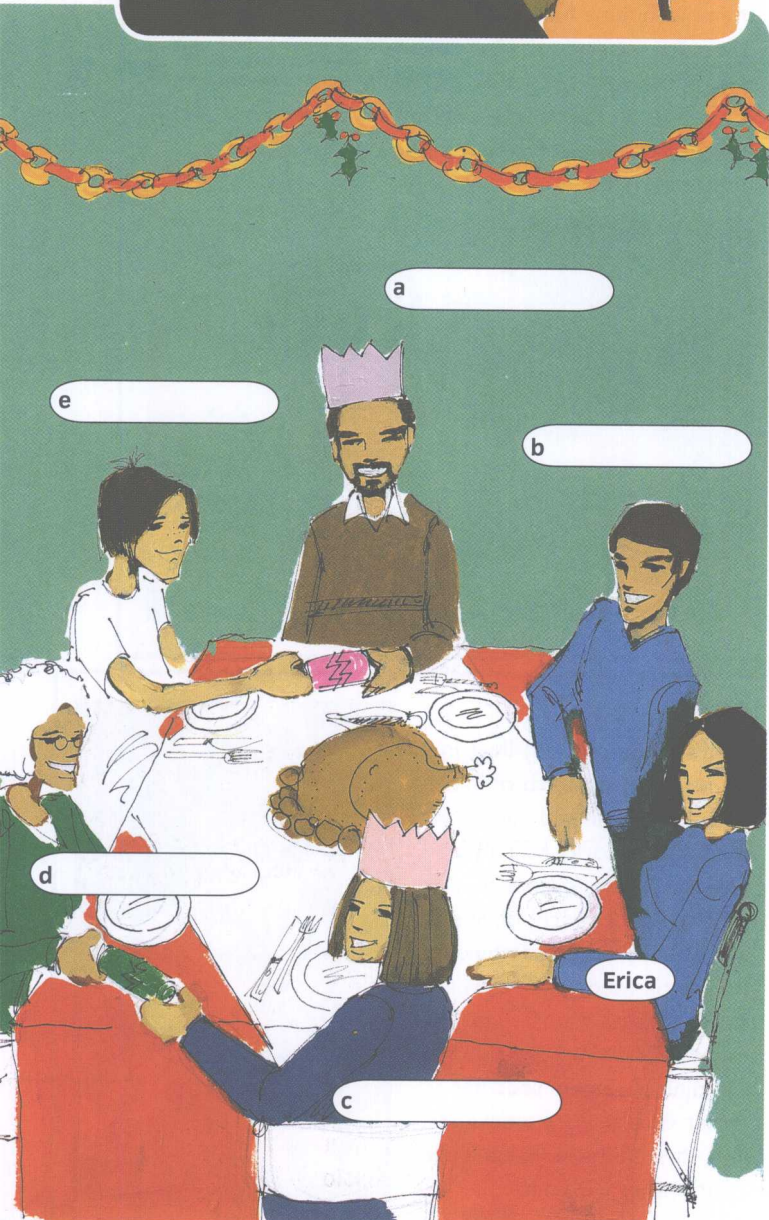




## Language focus 2

### Present Simple and Continuous

**1** [1.5] Erica is showing some family photos to a friend. Who do you think the other five people in the picture are? Listen and label them.



**2** Complete the gaps in the following sentences with information you heard in the recording. Then listen again to check your answers.

- Erica is showing her friend *a family photo*...
- In the photo, the family are having .....
- Erica looks very much like her .....
- At the moment, Erica's step-father is working ..... a lot.
- Erica has two .....
- Erica's older brother is living with his ..... in Manchester, because he's doing a ..... , but he doesn't know what he wants to do .....
- Her younger brother is ..... very fast.
- The granny lives with Erica's family, but unfortunately she doesn't ..... much, because she's getting very .....

## Analysis

- How are the Present Simple and Continuous formed? Underline all the examples above.
- Check the meaning of the words / phrases below in your mini-dictionary. Then find an example of each idea in the sentences above. Do you associate these ideas with the Present Simple or Continuous?
  - habit*
  - permanent*
  - describing a state*
  - in progress now*
  - temporary*
  - describing a changing state*
- Look at sentences c, e and f. They all contain verbs which describe states (*look, have, know, want*).
  - Can you change these sentences into the Present Continuous form?
  - What is the difference between the use of *have* in sentence b and in sentence e?
  - Think of five more verbs that we use to describe states.

Now read Language summary B on pages 140–141.



## Practice

**1 a)** Circle the correct verb forms in the following sentences. In the class ...

- 1 who has / is having more than three brothers and sisters?
- 2 who reads / is reading a good book at the moment?
- 3 who smokes / is smoking more than ten cigarettes a day?
- 4 who likes / is liking spiders?
- 5 who knows / is knowing the capital of Venezuela?
- 6 who understands / is understanding the Present Simple and Continuous?
- 7 who wants / is wanting extra homework today?

**b)** Find one person who answers 'yes' to each question.

**2** Discuss in pairs which of the following are true.

- a I'm getting taller.
- b I'm losing weight.
- c I'm going grey.
- d My hair's getting long.
- e My English is getting better.
- f The economy's improving.
- g It's getting colder.
- h I'm getting hungry.

**3 a)** Write the names of six important people in your life on a piece of paper, like this:

Andreas Bruno  
Anna ME Gabi  
Lucia Peter

**b)** Work in groups. Ask and explain what these people do / what they're doing at the moment, like this:

Bruno's my boyfriend. He's working in a restaurant at the moment, but he really hates it.

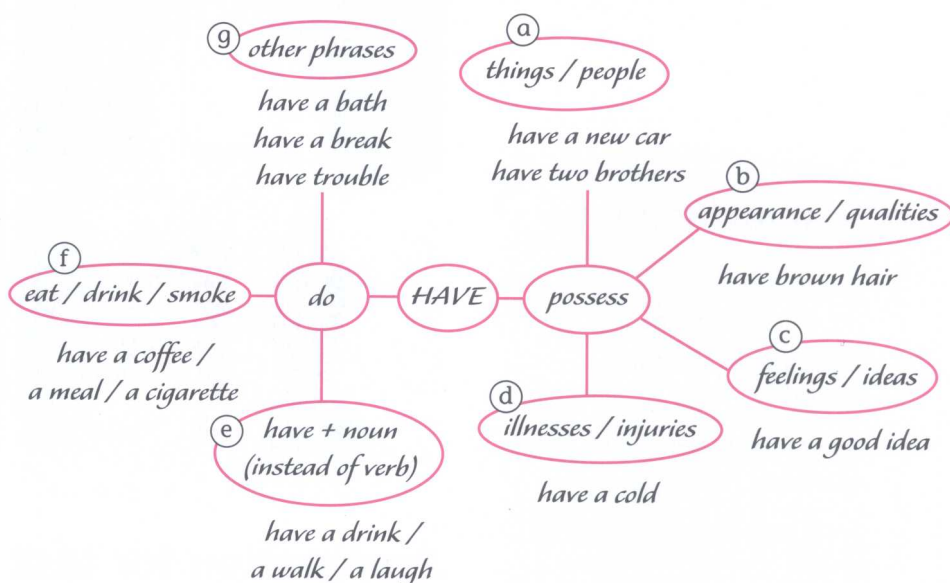
## Wordspot

*have (and have got)*

**1** [1.6] Complete the following gaps with a suitable word to make a phrase with *have*. Then listen and check.

- a In some countries, it's normal to **have** ..... at about twelve o'clock, but we usually eat at around two.
- b A: I can't find my socks anywhere, Mum!  
B: **Have a** ..... in the basket by the washing machine.
- c My father stopped driving a car after he **had a** terrible .....
- d I was tired after walking so far, so I stopped to **have a** .....
- e Helen's **having** a lot of ..... with her boyfriend – he's terribly jealous.
- f Are you going out now? **Have a** ..... !
- g Suzy **has had a** ..... – they're going to call her Natasha.

**2** The diagram below shows the most important uses of *have*. Write the phrases with *have* from Exercise 1 into the correct section.



**3 a)** Add the phrases below to the correct section of the diagram.

have a broken leg   have a party   have fun   have a lot of energy  
have a holiday   have a meeting   have a strange feeling   have a wash

**b)** With which uses can you also use *have got*? What do you notice?

**4** Work with a partner. Discuss which of the things above you do:

- a once or more a day?
- b several times a month?
- c once or twice a year?
- d rarely or never?

**5** Copy the diagram above to make a poster for your classroom wall showing the uses of *have*. Add new expressions when you meet them.