

经全国中小学教材审定委员会 2005 年初审通过
普通高中课程标准实验教科书

英语▶5 [必修模块]

Senior High English



北京师范大学出版社

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SENIOR HIGH ENGLISH MODULE 5

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亲爱的同学们：你们好！

高中第一年的学习和生活结束了，通过一年的高中英语课程的学习，你们已经完成了必修课程四个模块的学习，相信你们在英语的听说读写各个方面都取得了长足的进步，也在学习策略和方法上积累了宝贵的经验，这一切为你们今后继续学习好英语奠定了良好的基础，我谨向你们表示最衷心的祝贺！

第五个模块是高中英语必修课程的最后一个模块，它主要围绕认识自我，与人交往，职业选择，成功之路，终身学习等话题展开。围绕这些话题，你们将学习如何描述不同的人 and 他们的职业，预测和想象未来的职业，学习如何参加面试，如何用英语表示不同的意见，如何与人交流等。在阅读方面你们将学习如何推测作者意图，如何通过衔接词理解语篇意义；在听力方面，学习如何在听的过程中抓住重点词，记好笔记；在说的方面，你们将学习如何进行简短的演讲，如何在交流过程中询问信息和澄清意义；在写作方面，你们将学习如何写段落，如何检查和如何进行自我评价。当然，你们还将会学习一些新的语法知识，例如，过去分词、情态动词、虚拟条件句等等。但是，要知道学习语法的目的不是仅仅为了掌握语法知识或通过语法考试，而是为了能够运用语法知识更好地理解语言并能更好地表达自己的情感、意图和想法。

希望你们在第五个模块的学习中，继续探索和发展有效的学习策略，课上要善于抓住重点，做好笔记，课后要对所学内容进行整理和归纳；总结语言规律，并能借助联想建立相关知识之间的联系，利用推理和归纳等逻辑手段分析和解决问题；学会根据需要制订英语学习计划；要经常与老师或同学交流学习英语的体会和经验；经常不断地评价自己学习的效果，在学习中能够与他人分享学习资源，利用好图书馆、计算机网络、广播和电视等资源，拓宽英语学习的渠道，获得更广泛的英语信息，并主动参与有助于提高英语能力的活动，利用各种机会用英语进行真实交际，使学会英语不再是一个可望而不可及的目标。祝愿你们顺利完成英语必修课程最后一个模块的学习，为今后升学或就业打好基础。

最后，预祝你们高中阶段第二年的学习与生活充满快乐和自信！

主 编

2005 年 5 月

To Students

After a year of studying Senior High English and having completed four modules, your English skills in listening, speaking, reading and writing must have been improved considerably. You must have also acquired precious experience in learning through different strategies. Now I believe you are ready to further improve your English. My most sincere congratulations!

Module 5 is the last compulsory module for Senior High English and it covers such useful themes as self-awareness, interpersonal communication, careers, ways to succeed and life-long learning. Through these themes, you will learn to describe people and their occupations, plan and predict your future careers. You will also learn how to perform well in job interviews, express different opinions in English and communicate effectively with people.

To improve your reading skills, you will learn how to infer an author's intention and understand a passage by studying the connectives used. As for your listening skills, you will learn how to listen for key words and take good notes. To improve your speaking skills, you will learn how to make short speeches, ask for and clarify information in a conversation. Your writing skills will be improved when you learn to construct meaningful paragraphs and evaluate your own essays.

In Module 5 you will also be introduced to new grammar items such as past participles, modal verbs, and conditional sentences. Bear in mind that learning grammar rules is not solely for passing exams. Understanding the rules of grammar enables you to better express yourself.

As you progress through Module 5, we hope that you continue to explore and develop effective learning strategies, take notes during lessons and organise your notes after lessons. To get the full benefit of this course, you should also do the following:

- Learn to summarise language rules and gain insights into other related knowledge areas;
- Learn to think logically to analyse and solve problems;
- Learn to make English study plans according to your needs;
- Share your English language learning experience with your teachers and classmates;
- Conduct regular self-assessments;
- Make good use of the learning resources around you, e.g. libraries, the Internet, radio and television;
- Be active in participating in any opportunity that involves using English.

I wish you every success in finishing the last compulsory module, and in your further study and future career.

Chief Editor

May, 2005

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· 北 京 ·

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LEARNING TO LEARN

A Self-assessment

1 Work in pairs. With your partner, think about your English class from yesterday or the day before. Write down these questions and your answers individually.

- 1 What did I learn?
- 2 What did I do well?
- 3 What am I confused about?
- 4 What do I need help with?
- 5 What do I want to know more about?
- 6 What am I going to do next with my answers to questions 3-5?

2 Read the discussion between a student and his teacher. Complete the discussion with the questions below.

- a) And what should I do if I discover a problem?
- b) What is self-assessment?
- c) How often should self-assessments be done?
- d) But how does knowing these things help me?
- e) What can I do to self-assess?

Student: Miss Li, (1) _____

Miss Li: Self-assessment is a process by which you learn more about yourself — what type of learner you are, what you have learned, and where your strengths and weaknesses lie.

Student: (2) _____

Miss Li: Well, knowing these things can help you gain a better sense of yourself as a reader, writer and thinker, and you can develop the tools to become a more effective learner.

Student: I see. (3) _____

Miss Li: All you need to do is ask yourself questions like what you have learnt, what you did well and what you struggled with or didn't understand.

Student: (4) _____

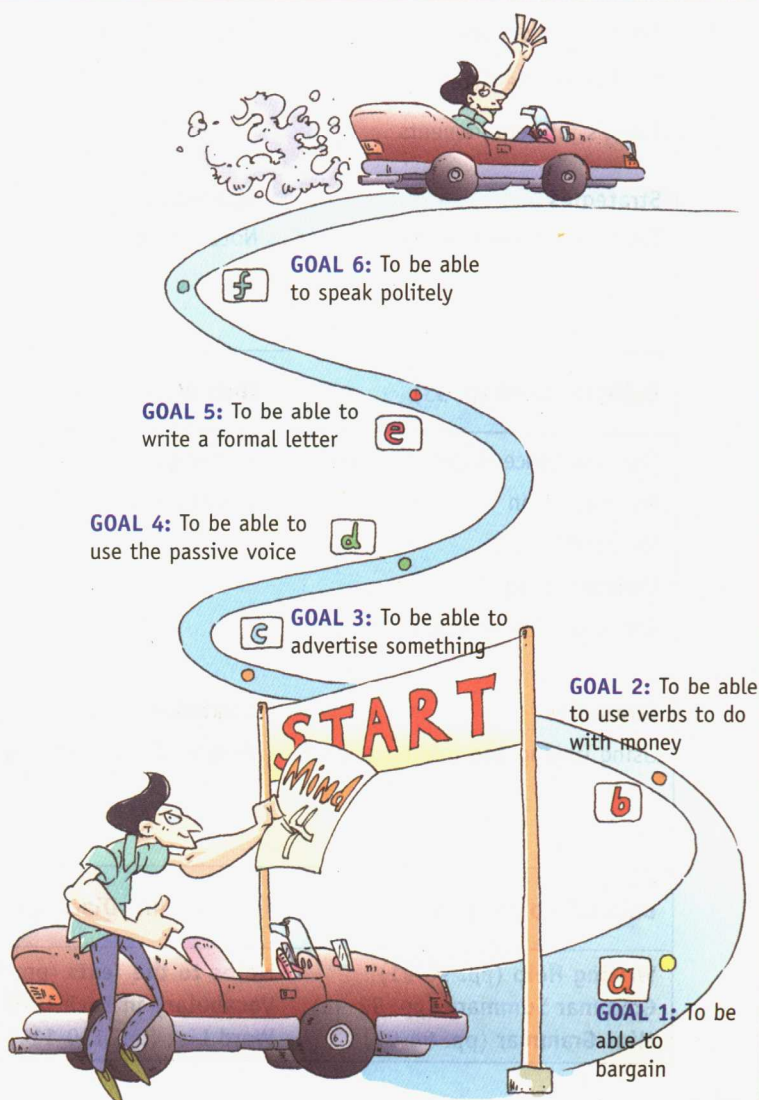
Miss Li: You should ask your teacher or a friend to explain it to you. Or you could look it up on the Internet or in the library.

Student: That makes sense. (5) _____

Miss Li: Definitely on a regular basis. Possibly at the end of each day or week — maybe even each lesson. A self-assessment test doesn't take long and it really helps you become a better learner.

3 Match the self-assessment questions with the goals (a-f) they relate to below.

- 1 Do I understand the words bargain, borrow, earn, save, spend, lend and can I use them appropriately?
- 2 If I wanted to buy a CD in a market in England, what would I say? Would I feel confident?
- 3 If I think of 5 sentences, can I put each of them into the passive voice quickly and easily?
- 4 Can I think of a new product and explain it in a way that will make people want to buy it?
- 5 Do I know which words and expressions are polite and which are impolite?
- 6 If I write a letter to a newspaper, do I know how to do so appropriately? What phrases should I use?



B Memory

- 1 Read the email below written by a student to an online memory expert. What do you think the answer to his question is?

Hi,

I'm a student in my final year of school. I'm really busy preparing for important exams and my question is: Is there any way that I can improve my memory and learning ability?

- 2 a) Of course the answer is yes! Read the memory expert's reply.

The answer to your question is yes. You might want to read a book on improving your memory. There are many of them and they can be very helpful. Here are a few other ideas.

When you are studying, don't try to remember everything. Concentrate on what is really important. If you try to memorise everything you will end up remembering nothing.

It is also a good idea to apply something as soon as you learn it. You will find out what is involved in using what you have learned and see if you remember it properly.

Also remember that nature can help you. The brain is busy while you sleep so think about important things you need to remember just before you go to sleep.

Studying in groups is a great help to the memory. What one person doesn't understand might be quite clear to another and explaining something to others helps fix it in your memory.

And my last bit of advice is that you should get copies of prior exams and review them. This will help you see what you should be focusing on and how much you remember from what you have learned so far. Good luck!

- b) Make a summary of the memory expert's advice. You should be able to find 6 main points.

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

Memory tips

- 3 The following are some memory tips. Work in pairs and discuss what each means to you. Then, match the statements below with these memory tips.

- | | |
|--------------------------|-----------------------------|
| a) Focus | f) Have a positive attitude |
| b) Relax | g) Limit distractions |
| c) Use humour | h) Mind/body connection |
| d) Study with enthusiasm | |
| e) Associate it | |

- 1 _____ – If you view yourself as having a poor memory, tell yourself that you have a good memory and that it is improving every day.
- 2 _____ – Excitement fuels attention and concentration which are crucial for a good memory.
- 3 _____ – Pay special attention to information that you want to memorise. Form a mental picture of what you are trying to memorise, write it down and repeat it. Repetition makes it easier and reinforces the learned material.
- 4 _____ – Memory will be better if we take the time needed to store and recall the information. Don't panic if you can't immediately recall something. Relax and it will come to you. When we are rushed for time our memory often fails us.
- 5 _____ – It is much more difficult to memorise information when you are surrounded by distractions like music or people talking. Always study in a quiet place.
- 6 _____ – Make up a funny phrase or mental picture to assist in remembering. When humour is attached to the item to be remembered, it is both entertaining and more easily recalled.
- 7 _____ – It is essential that you take proper care of your body if you want a good memory. Exercise, a good diet and enough sleep keep your memory working for you.
- 8 _____ – Memories are stored through associating new memories with old ones. So, if you learn an unusual word, associate it with similar sounding words that you already know and it will be easier to remember.

C Planning Your future

1 In pairs, read the following sentences and decide if they are true (T) or false (F).

- 1 Everyone knows what career they will follow when they leave school. ____
- 2 Nobody ever changes their minds about what job they want to do once they leave university. ____
- 3 English is just a subject you have to learn in school. ____
- 4 Speaking English is only useful for people who want to travel overseas one day. ____
- 5 Reading English is the most important skill; it doesn't matter if you can't speak it. ____
- 6 I don't have any plan to study or live abroad so I don't need to speak English. ____
- 7 Foreigners will only understand me if my English grammar is correct. ____
- 8 Some people are bad at learning languages so they just have to accept that they can't do it. ____

Hopefully you both agreed that all the sentences were false!

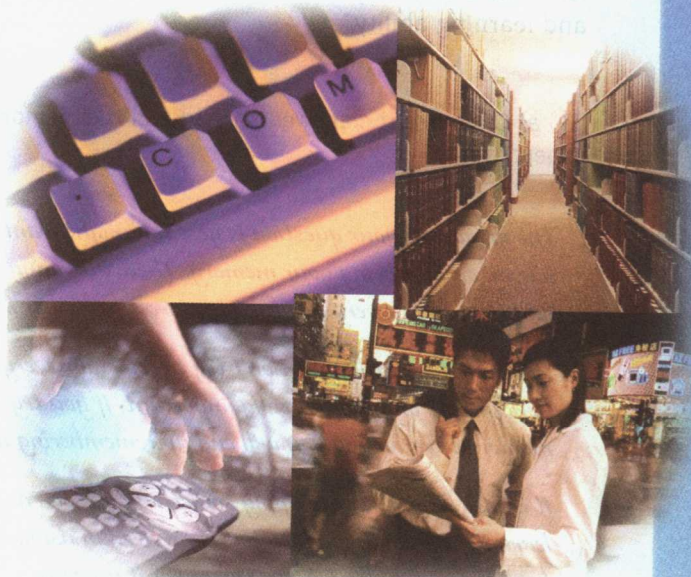
2 Look at the sentences in Exercise 1 again and discuss why they are false.

3 Now look at the working or learning situations below and discuss whether you will need English or not. If yes, in what ways. If not, why not?

Situation	Will you need English?
1 You work for an advertising company in China and need to create a bilingual advertisement.	
2 You are a lawyer in Shanghai.	
3 You are a student in a college.	
4 You are a physics teacher in a senior high school.	
5 You are a doctor in a hospital in Beijing.	
6 You are a grocery market manager.	
7 You are a bioengineer.	
8 You want to take your parents on a tour of Europe.	
9 You are a computer programmer. You get offered a promotion but need to work in Australia for 6 weeks.	
10 You work in a supermarket as a salesman/saleswoman.	

Resources for learning English outside school

4 a) In groups, look at the pictures below. Discuss what you see in the pictures. What resources for learning English outside school do the pictures show?



b) Can you think of other resources that are not shown here? Use your imaginations and think of all the places you encounter English in the world around you every day.

c) Now, work in your groups and think of all the possible resources you can use to improve your English outside the classroom. Discuss how you can use all these resources.

5 Have you used all these resources in the past? Which resources do you think you can make more use of?



13 People

In this unit you will...

- Read a magazine article and a literature extract.
- Talk about people's personalities; describe people and speculate about photographs.
- Listen to a description of people, a class discussion and a dialogue.
- Write a description of a person.
- Learn and use Past Participles and modal verbs for speculation.

Warm-up

- 1 Add these words to the Key Words box.

beard, blond, curly, elderly, long, overweight, slim, wavy, wrinkles

KEY WORDS

Hair: bald, dark, fair, red, shoulder-length, straight, short

Age: in her/his (early/mid/late) teens/twenties/thirties, middle-aged

Special features: eyebrows, moustache, ponytail

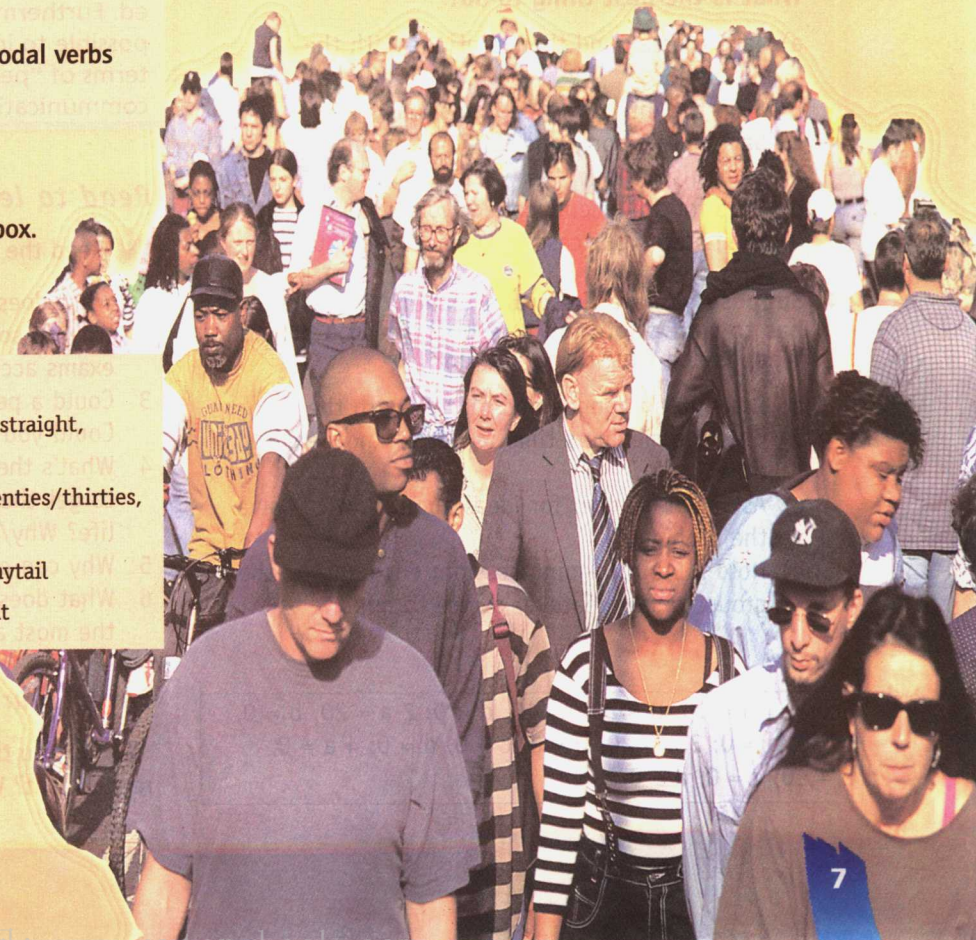
General: good-looking, short, tall, well-built

Add more words to the lists.

- 2 Listen to the police description. Which people in the photo below are the police looking for?

- 3 Work in pairs. Take turns to describe people in the photos above. Your partner guesses who it is.

Example *She's got long blond hair and she's wearing glasses.*





1 EQ : IQ

Reading

Before you start

- 1 Do this test to find out your EQ. Then compare and discuss your results with a partner.

1 You are on an airplane that begins to rock from side to side. What do you do?

- a) Pay little attention.
- b) Read the emergency instructions card.
- c) Both a) and b).
- d) Don't know.

2 You are a high school student who hoped to get an A in a course, but you have just found out you got a C in a recent test. What do you do?

- a) Think of a plan to improve your grade and follow through with this plan.
- b) Promise yourself to do better in the future.
- c) Tell yourself this course does not really matter and concentrate instead on other classes.
- d) Go and see your teacher and try to talk him or her into giving you a better grade.

3 You and your parents have got into an argument during a discussion. You are both very upset. What is the best thing to do?

- a) Take a break and then continue with the discussion.
- b) Stop the discussion and go silent.
- c) Say you are sorry and ask your parents to apologise, too.
- d) Stop for a moment, collect your thoughts and then state your case as precisely as you can.

4 Suppose you are the group leader. Your group has to find a solution to a problem in a project. What is the first thing you do?

- a) Draw up an agenda and discuss with the group.
- b) Give the members time to get to know each other.
- c) Ask each member for ideas about how to solve the problem.
- d) Hold a brainstorming session, encouraging the group to say whatever comes to mind.

Score: 1 a = 10, b = 20, c = 10, d = 0; 2 a = 20, b = 0, c = 0, d = 0; 3 a = 20, b = 0, c = 0, d = 0; 4 a = 0, b = 20, c = 0, d = 0

Success comes with a high EQ



While IQ (Intelligence Quotient) tells you how smart you are, EQ (Emotional Quotient) tells you how well you use your smartness. Professor Salovey, the psychologist who invented the term EQ, said that at work it is IQ that gets you hired and EQ that gets you promoted.

Supported by his research, he suggested that when predicting future successes, a person's brainpower, as measured by IQ tests, might actually matter less than a person's character, or EQ.

Professor Salovey may be correct. For example, have you ever wondered why some of the best and quick-witted students in your class end up failing exams? Perhaps it is because of differences in a person's EQ. People often make the mistake of thinking that EQ is the opposite of IQ. It is not. Although it is hoped that people have both high EQs and IQs, there is little doubt that those with low EQs have a harder time surviving in life.

For a long time, well-respected researchers discussed if a person's IQ could be raised. The geneticists said no, while the social scientists disagreed. Furthermore, the social scientists said that it was possible to improve a person's EQ, particularly in terms of "people skills", such as understanding and communication.

Read to learn

- 2 Read the article. Answer these questions.

- 1 What does Professor Salovey suggest about EQ and IQ?
- 2 Why do some best and smartest students end up failing exams according to Prof. Salovey?
- 3 Could a person's EQ be improved? What about his IQ? Could you give some examples?
- 4 What's the meaning of "people skills"? Is it important to get them improved if you want to be successful in life? Why/Why not?
- 5 Why can optimists be survivors of life?
- 6 What does the sentence "...Rather, the survivors are the most adaptable." mean?

Voice your opinion

- 3 Do you think EQ and IQ tests should be a part of job recruitment? Why?

Grammar

PAST PARTICIPLES

5 Look at the following sentences from the passage and underline the Past Participle phrases. Find more of them in the text and in pairs, discuss their functions.

- ... it is IQ that gets you hired and EQ that gets you promoted.
- Supported by his research, he suggested that ...
- For a long time, well-respected researchers discussed if a person's IQ could be raised.
- ... EQ is best observed in people described as either pessimists or optimists.

➡ Grammar Summary 1, page 92.

6 Join the sentences with the Past Participle phrases.

Example 1 Annoyed by their behaviour, he shouted at them.

- He was annoyed by their behaviour.
He shouted at them.
- Jane was scared by the accident.
She refused to sit in Alan's car.
- A man was arrested by the police.
What was his name?
- A boy was injured during the football match.
He was examined by a doctor.
- Mr Smith was determined to be on schedule.
He got the work completed.

Language in Use

7 Work in groups to design an EQ questionnaire with five questions. Try to use the following words to help you.

excited, annoyed, bored, interested, relieved, delighted, displeased, discouraged, frightened, astonished

Example

- Somebody tells you a joke you don't get. What's your reaction?
a) You pretend to be interested.
b) You feel bored but say nothing.
c) You tell your friend you don't understand.

Professor Mayer, recognised by many as a leading expert in the study of changes to people's EQs, recently released the findings of a study on senior high school students.



- When some normal students were introduced to some disabled students, they found that afterwards they were more willing to help people in difficulties. They also showed a better understanding of the disabled students' feelings compared to students who hadn't been introduced to disabled students. At the same time, there was a marked change in the disabled students' attitudes. They became more positive about their disabilities and were more eager to try new things. People with high EQs often have positive attitudes towards life and open minds to different ideas.

- Most social scientists agree that EQ is best observed in people described as either pessimists or optimists. Optimists have high EQs and are untroubled by obstacles, while pessimistic, low-EQ people are worried about problems. Some social scientists argue that a high EQ stands for a person's ability to survive. They suggest a link between EQ, IQ, genetics and the environment. They note that Charles Darwin, the 19th century scientist observed that, "The biggest, the smartest, and the strongest are not the survivors. Rather, the survivors are the most adaptable."

- Whether you agree with Charles Darwin or not, there is little doubt that adaptability, optimism and diligence are important factors in surviving and succeeding in our complex world. It is also worth remembering that having a high IQ will help us in some ways but having a high EQ might help us even more.

Vocabulary

4 Choose a word or a phrase from the box to complete the sentences in their proper form.

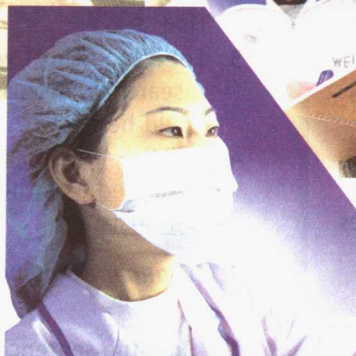
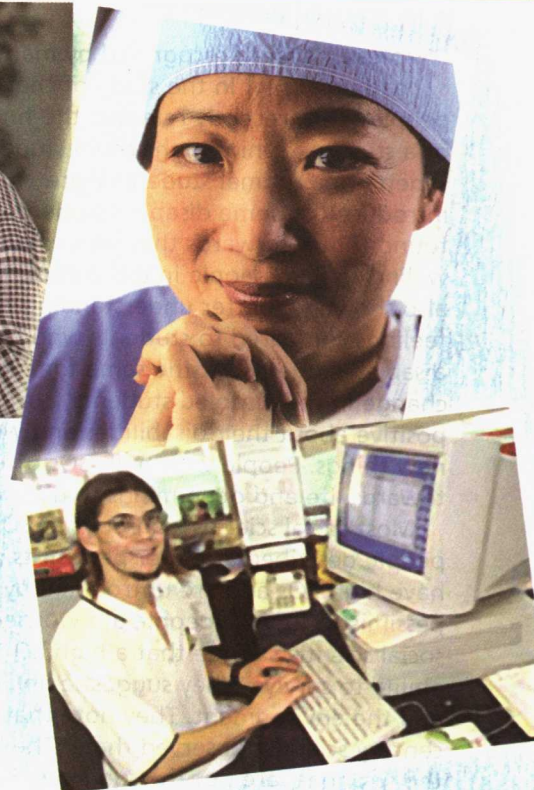
promote, recognise, observe, end up, survive, release

- I keep wondering why most slimmers _____ putting weight back on.
- His main concern now is whether he can get _____ to the head coach of the football team.
- Police _____ the names of any of the people involved in the crime.
- The boy _____ as having a gift for football.
- I don't think I could _____ another year as a computer programmer. It's just too stressful.
- The social scientist _____ that humans fall into two classes.



2 Personalities and Jobs

SKILLS FOCUS



Listening

Before you start

- 1 Work in pairs and discuss the following.
 - 1 What job do you want to do? Why?
 - 2 What characteristics have you got that are good for this kind of job?
 - 3 What will you have to do to get this job? What skills will you need and what exams will you have to pass?
- 2 Look at the photographs and guess what kind of job they do.
- 3 Complete each sentence with a word from the Key Words box.

KEY WORDS

confident, creative, sociable, sympathetic, persistent, patient, selfish, intelligent, independent, communicative

- 1 A _____ person is sure that he or she can do something or deal with a situation successfully.
- 2 Someone _____ would care only about himself and not about other people.
- 3 Someone _____ is clever and good at understanding ideas and thinking quickly.
- 4 A _____ person can wait for a long time for something without getting angry or worried.
- 5 Someone _____ is good at producing new ideas.
- 6 A _____ person feels sorry for others who are suffering and wants to help them.
- 7 Someone _____ would continue to do something even though it is difficult.
- 8 A _____ person is friendly and fond of being with others.
- 9 An _____ person is confident and able to do things by himself in his own way, without help or advice from other people.
- 10 Someone _____ is able to talk easily to other people.

Listen to learn

LISTENING STRATEGIES: Identifying opinions

- Before you listen, try to imagine the people and what kind of things they might say. (e.g. Lucy's teacher might talk about her homework, behaviour in class, etc.)
- While you listen, write down important words. (e.g. careers, personalities, etc.)
- After you listen, look for synonyms of the words in the questions. (e.g. sociable = communicative)

- 4 Listen to a class discussion and answer the questions. Use the Strategies to help you.

- 1 Which student believes that computer programmers are not sociable but they have to be creative?
- 2 What characteristics do the students think that tour guides should have?
- 3 Li Liang said, "They must never give up." Which job is he talking about here?
- 4 What is Wang Shu's opinion about people who wish to be nurses?
- 5 Who wants to be a doctor?

5 Listen again and write down at least five ways of giving opinions.

Example I think / I'd like to _____

6 Listen to the dialogues and complete the Function File.

listen attentively, got a clue, repairing things, terrific, want to do, brilliant, sitting down, try my best, go for it, sympathetic

Function File

Describing people in relation to jobs

Informal

What do you (1) _____ when you leave school, Shuhui? Any ideas?
I haven't (2) _____. What about you?
(3) _____! You could make or repair things.
Yeah. I like being active. I don't like
(4) _____ doing nothing.
Well, you're always (5) _____ or making different things at home, aren't you?
(6) _____ then!

Formal

I think I am (7) _____ when people are ill.
I believe I will always (8) _____ for my patients.
That is most important. Do you (9) _____ or do you interrupt when people are talking?
That's (10) _____!

Pronunciation

7 Listen to the sentences. Repeat and draw arrows to show rising or falling intonations.

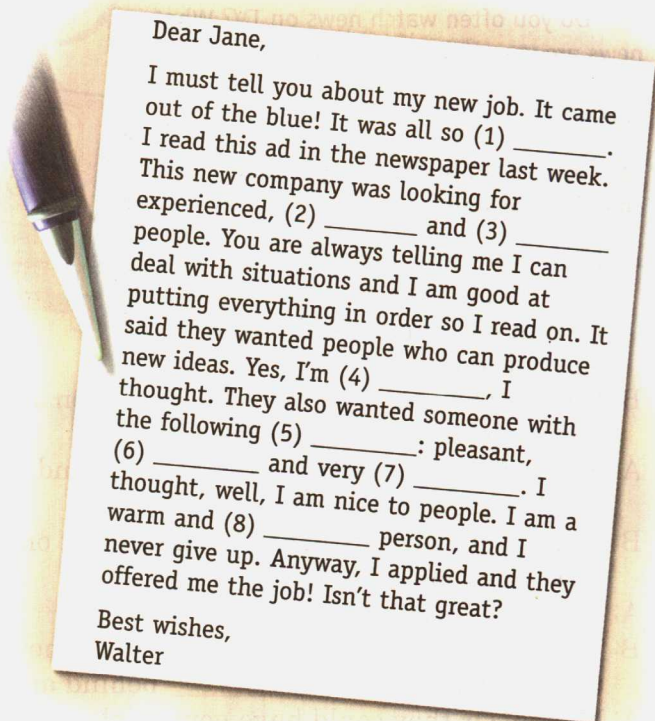
- 1 Would you? That's great!
- 2 You're right there!
- 3 That's excellent.
- 4 That's cool! Good for you!

Listen again and check your answers.

Vocabulary

8 Complete the letter with the following words.

creative, well-organised, unexpected, characteristics, persistent, caring, sympathetic, confident



Speaking and Writing

9 Choose a job from the list below and say what qualities and skills are needed for the job.

engineer, librarian, dentist, fire fighter, architect

10 Would you enjoy doing these jobs? Discuss in pairs. Use the language in Function File to help you.

Example

A: What do you want to do when you leave school?
Any ideas?

B: I haven't got a clue. What about you?

A: Well, I like buildings. You know, I also like drawing. Maybe I'll be an architect.

11 Write sentences about your best friend and say what job would be suitable for him/her. Give reasons.

Example Wang Li is my best friend. He's smart, creative and quiet. I think the best job for him is a computer programmer.

QUOTE ... UNQUOTE

"Intellect has powerful muscles, but no personality."
Albert Einstein



3 Guessing about People

LANGUAGE FOCUS

Listening

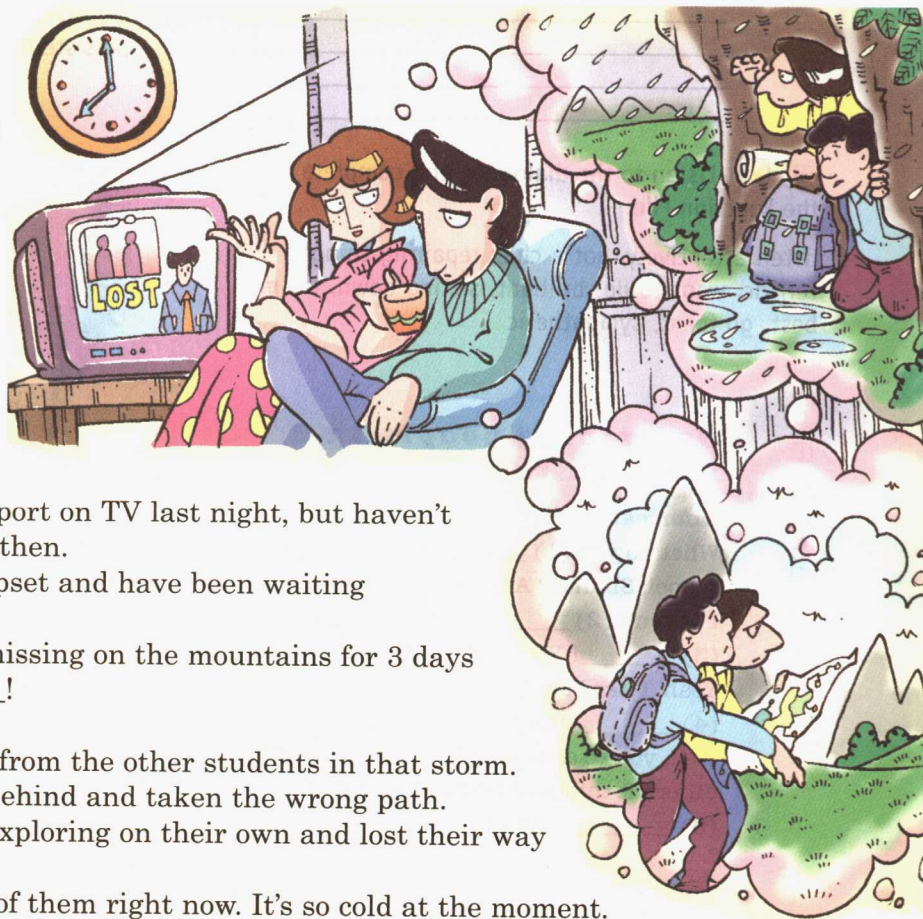
Before you start

- 1 Do you often watch news on TV? What news are you most interested in?

Listen to learn

- 2 Listen to the dialogue and complete the gaps.

- A: Have you heard anything about the two missing students?
I think my cousin might know one of them.
- B: I heard about it from the news report on TV last night, but haven't heard about anything more since then.
- A: Some of their friends are really upset and have been waiting anxiously for more news.
- B: I can't believe that they've been missing on the mountains for 3 days now! They must be so (1) _____!
- A: I wonder how they got lost.
- B: They may have been (2) _____ from the other students in that storm. Or they might have (3) _____ behind and taken the wrong path.
- A: Maybe. Or they could have gone exploring on their own and lost their way back to the group.
- B: It makes me shiver just thinking of them right now. It's so cold at the moment. They must be (4) _____!
- A: They might be (5) _____ in a cave.
- B: Or they could be in one of those deserted cottages right at the top of the mountain.
- A: They can't be there. The rescuers would have looked there first, I'm sure.
- B: True. Imagine how hungry they are!
- A: They might have (6) _____ left from camping but they may not have any water.
- B: And one of them might be injured! I really hope the rescuers find them soon.
- A: Me too. Their parents must be very (7) _____.



Grammar

MODALS FOR SPECULATION

- 3 Look at the dialogue again and complete the gaps with modal verbs: *must, may, may not, might, can't, could*.

I think my cousin _____ **know** one of them.
They _____ **be** so frightened!
They _____ **have been** separated from ...
They _____ **have gone** exploring ...
They _____ **be** there.
They _____ **have** any water.

- 4 What meaning do the sentences in the table express:

a) decision? b) advice? c) speculation?

- 5 Which of the modal verbs in Exercise 3 express the following?

a strong belief that something is/was true
a strong belief that something is/was **not** true
a possibility that something is/was true
a possibility that something is/was **not** true

6 Look at these sentences again and decide what they are talking about: a), b) or c).

- | | |
|--|----------------------------|
| 1 I think my cousin might know one of them. | a) past event |
| 2 They might be sheltering in a cave. | b) unlimited present time |
| 3 They might have fallen behind. | c) something happening now |

➡ **Grammar Summary 2, page 92.**

7 Complete the gaps in the sentences with these verbs:

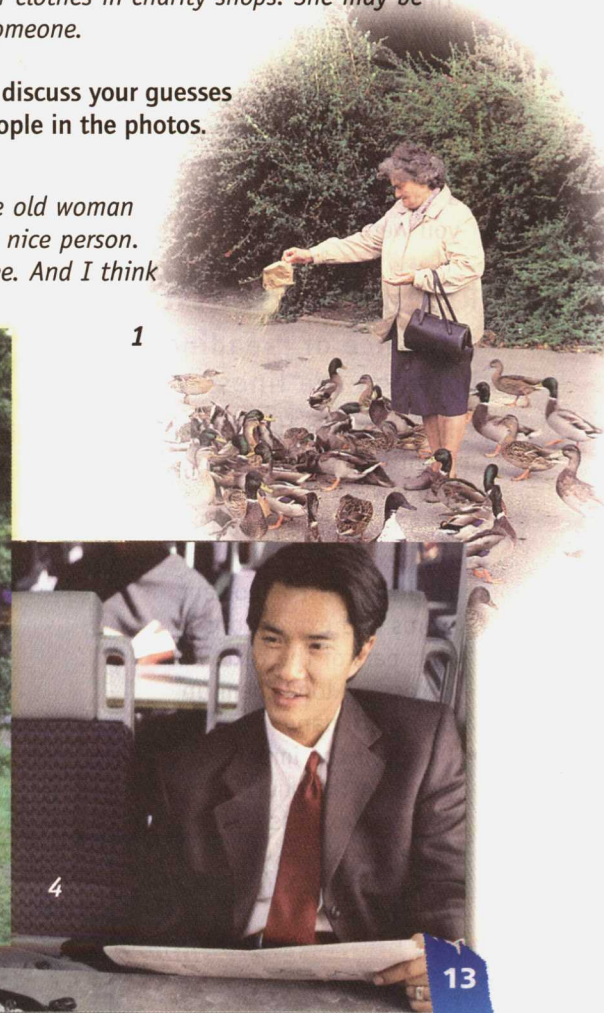
must, can't, may, might, might not, could

- 1 She goes out every weekend. She _____ have a family.
- 2 He looks depressed. He _____ be having some problems.
- 3 This woman looks like a politician. She _____ work for the government.
- 4 He's got a very nice suntan. He _____ be working in an office all day.
- 5 Her clothes are all very expensive. She _____ be earning a lot of money.
- 6 He often goes abroad. He _____ be working for the Foreign Office.

8 Try to guess what happened in the past.

Example 1 *She might have got engaged recently.*

- 1 A young woman is looking at a new ring on her finger.
- 2 A mother is telling her son off.
- 3 A boy has a broken arm.
- 4 There is a lot of broken glass on the street.
- 5 A man is lying asleep on a park bench.
- 6 A sportsman is cheering.
- 7 A driver is taking out a tool kit from the boot.
- 8 A girl with wet hair is travelling on the bus.



9 Rewrite the sentences using modal verbs and suitable verb forms.

- 1 I'm sure she's relaxing in her room.
She _____ in her room.
- 2 Perhaps the plane arrived late, and that's why they're not here.
The plane _____ late, and that's why they're not here.
- 3 I don't believe you failed the exam.
You _____ the exam.
- 4 It's possible that Sam doesn't like classical music.
Sam _____ classical music.
- 5 I'm sure John is not forty-five yet.
John _____ forty-five yet.
- 6 It's possible that he's living in Paris now.
He _____ in Paris now.
- 7 Maybe they lied to me about their adventure.
They _____ to me about their adventure.
- 8 It's quite probable that Bill didn't win the competition.
Bill _____ the competition.

Language in Use

10 Look at the photos and try to speculate about the people's present and past.

Example *She must be a nice person. She may not have a lot of money. Her children may have left home. She might buy her clothes in charity shops. She may be waiting for someone.*

11 In pairs, discuss your guesses about the people in the photos.

Example

A: *I think the old woman must be a nice person.*

B: *Yes, I agree. And I think she ...*