

华章英语
系列教材

第三册

环球 英语

3

ATLAS 3

(美) David Nunan 著

另配有2盘磁带



机械工业出版社
China Machine Press

Table of Contents

my sister

Unit	Page	Topics	Language Focus Functions
1 The World of Work	9	<ul style="list-style-type: none"> • employment • occupations • descriptions • identification 	<ul style="list-style-type: none"> • identifying people • discussing pros and cons of jobs
2 Making Contact	17	<ul style="list-style-type: none"> • the past • personal qualities • relationships • messages 	<ul style="list-style-type: none"> • talking about past events • giving and receiving messages
3 Fifty Years From Now	25	<ul style="list-style-type: none"> • the future • probability • lifestyles • technology 	<ul style="list-style-type: none"> • talking about future ability • discussing likely and unlikely future events
4 Looking Back	33	<ul style="list-style-type: none"> • significant events • narratives • cultures • archaeology • discovery 	<ul style="list-style-type: none"> • reporting what someone says • saying what people have been doing
5 Review	41		
6 The Right Thing to Do	43	<ul style="list-style-type: none"> • requests • excuses • habits • gossip • small talk 	<ul style="list-style-type: none"> • making polite requests • making excuses • talking about past habits
7 Customs	51	<ul style="list-style-type: none"> • customs • embarrassment • culture shock • tipping 	<ul style="list-style-type: none"> • telling a story about something that happened to you • discussing your attitudes toward past events • expressing regrets
8 Relationships	59	<ul style="list-style-type: none"> • relationships • personal qualities • weddings • reasons 	<ul style="list-style-type: none"> • talking about personal qualities • giving reasons

Unit

Page

Topics

Language Focus Functions

9

Older & Younger Folks

67

- age
- childhood
- memories

- giving opinions
- evaluating

10

Review

75

11

The Electronic Age

77

- instructions
- appliances

- giving and following instructions
- making inquiries

12

Getting Around

85

- transportation
- comparison
- commuting
- travel

- making comparisons
- making plans

13

Slaves to Fashion

93

- fashion
- preference
- complaints
- shopping

- expressing preferences
- making complaints

14

Word Power

101

- language
- explanations
- description
- advertisements

- asking for and giving explanations
- describing goods and services

15

Review

109

Communication
Challenges

111

Grammar Summaries

129

Credits

135

Irregular Verb Chart

136

Student Tapescript

137

华章英语
系列教材

第三册

环球 英语

宾语从句

could / make a case

used to

to do

adj. - adv.

est-er

would rather

prefer

被动语态

3

ATLAS 3

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机械工业出版社
China Machine Press

David Nunan: ATLAS 3.

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本书版权登记号: 图字: 01-99-0651

图书在版编目(CIP)数据

环球英语/(美)纽曼(Nunan, D.)著. - 北京: 机械工业出版社, 1999.4

(华章英语系列教材)

书名原文: ATLAS

ISBN 7-111-07195-6

I.环… II.纽… III.英语-综合-教材 IV.H319.9

中国版本图书馆CIP数据核字(1999)第09051号

出版人: 马九荣 (北京市百万庄大街22号 邮政编码100037)

责任编辑: 於梅香

中国电影出版社印刷厂印刷·新华书店北京发行所发行

1999年4月第1版第1次印刷

787mm × 1092mm/16 · 15.75印张

印数: 0 001-8 000册

定价: 39.00元(含学生用书、练习册)

凡购本书, 如有倒页、脱页、缺页, 由本社发行部调换

前言

《环球英语》适用于将英语作为第二语言或外语的学生使用，可分为4个级别。它以学生为核心，以完成任务的方式练习使用英语，不仅可以激发学生的学习兴趣，同时还可以创造一个积极交流的课堂气氛。

《环球英语》充分开发语言学习的各项技能，系统地把听、说、读、写融合在一起。每个级别的课堂教学时间为60至90课时，但是教师可以灵活地将其改编得更短或更长，以适应具体的需要。

《环球英语》的每一册都包括以下组成部分：

学生用书：学生用书包括12个“核心”单元和3个复习单元。接在15个单元后边的是“交际挑战”，作为每个单元结束的附加练习。书后有每个单元的语法总结和不规则动词表。

教师用书：教师用书包括课程的基本原理、教学指导、每个单元的详细教案和附加活动练习。（待出版）

录音磁带：录音磁带包括学生用书里所有听力练习的文字资料。

练习册：练习册提供了大量练习并扩展了学生用书中的词汇、句子结构、句子功能和学习技能。

录像带：录像带包括生动的、真实的教学材料，深化和扩展了学生用书中已有的主题和任务。（待出版）

特点

在每个单元的开始清楚地标明了单元目标。

听力和阅读课文引人入胜、妙趣横生、真实可靠。

每个单元都围绕两个“任务链”，任务的顺序前后相连，后边的任务建立在前边任务的基础上。

单元的特点集中在学习策略上。

单元后边的“自查”部分鼓励学生记录和反馈他们所学的内容。

益处

目标明确可以帮助学生重点学习。

自然、实用的语言使学生在面对教室以外的语言时有了准备。

“任务链”使学生有综合的学习体验，大大提高了学生的学习兴趣和积极性。

有意识地发展学习策略使学生在课堂内外都成为高效的学习者。

建立个人学习成绩记录可以增强信心和提高主动性。

目 录

my sister

单元	页码	话题	语言作用
第一单元 工作世界	9	<ul style="list-style-type: none"> • 就业 • 职业 • 描述 • 识别 	<ul style="list-style-type: none"> • 识别某人 • 讨论工作的两面性
第二单元 交往	17	<ul style="list-style-type: none"> • 过去 • 个人品质 • 关系 • 留言 	<ul style="list-style-type: none"> • 谈论往事 • 传、接口信
第三单元 50年后	25	<ul style="list-style-type: none"> • 将来 • 可能性 • 生活方式 • 技术 	<ul style="list-style-type: none"> • 谈论将来的能力 • 讨论将来可能和不可能发生的事
第四单元 回首	33	<ul style="list-style-type: none"> • 重大事件 • 叙述 • 文化 • 考古学 • 发现 	<ul style="list-style-type: none"> • 引述别人的话 • 讲述某人持续的行为
第五单元 复习	41		
第六单元 干正事	43	<ul style="list-style-type: none"> • 请求 • 借口 • 习惯 • 闲聊 • 简短谈话 	<ul style="list-style-type: none"> • 礼貌要求 • 找借口 • 谈论过去的习惯
第七单元 习俗	51	<ul style="list-style-type: none"> • 习俗 • 难堪 • 文化冲击 • 小费 	<ul style="list-style-type: none"> • 讲述往事 • 讨论对往事的看法 • 表示遗憾
第八单元 关系	59	<ul style="list-style-type: none"> • 关系 • 个人品质 • 婚礼 • 理由 	<ul style="list-style-type: none"> • 谈论个人素质 • 给出事由

语言结构	学习策略	交际挑战
<ul style="list-style-type: none"> • who引导的关系从句 • 以-ed和-ing结尾的形容词 	<ul style="list-style-type: none"> • 推理 • 听力选择 • 选择 • 评估 • 略读 • 个性化 	<ul style="list-style-type: none"> • 调查: 你是什么样的人
<ul style="list-style-type: none"> • 过去进行时和一般过去时 • 用ask和tell表示请求 	<ul style="list-style-type: none"> • 区别主次 • 评估 • 听力选择 • 练习 • 角色表演 	<ul style="list-style-type: none"> • 角色表演: 留言
<ul style="list-style-type: none"> • 情态动词: will/won't be able to • if从句: 描述将来事件 	<ul style="list-style-type: none"> • 图表解释 • 快速动脑 • 听力选择 • 预测 • 浏览 • 略读 	<ul style="list-style-type: none"> • 信息填空: 将来的生活
<ul style="list-style-type: none"> • 间接引语 • 现在完成进行时 	<ul style="list-style-type: none"> • 利用上、下文 • 预测 • 听力选择 • 合作 • 选择 	<ul style="list-style-type: none"> • 指出异同: 飓风
<ul style="list-style-type: none"> • 表请求的could及请求被拒绝的借口 • used to 	<ul style="list-style-type: none"> • 利用词典 • 预测 • 个性化 • 听力选择 • 选择 • 合作 	<ul style="list-style-type: none"> • 信息填空: 神秘人
<ul style="list-style-type: none"> • 过去完成时 • 情态动词的过去式: should have/shouldn't have 	<ul style="list-style-type: none"> • 概念图 • 听力选择 • 快速动脑 • 推理 • 利用词典 • 角色表演 	<ul style="list-style-type: none"> • 调查: 文化态度
<ul style="list-style-type: none"> • 形容词和名词 • so和because的原因从句 	<ul style="list-style-type: none"> • 总结 • 猜测 • 听力选择 • 浏览 • 温故知新 • 选择 	<ul style="list-style-type: none"> • 意见填空: 搭配

目 录

my sister

单元	页码	话题	语言作用
第九单元			
老人和年轻人	67	<ul style="list-style-type: none"> • 年龄 • 童年 • 记忆 	<ul style="list-style-type: none"> • 提意见 • 评估
第十单元			
复习	75		
第十一单元			
电子时代	77	<ul style="list-style-type: none"> • 指令 • 家电 	<ul style="list-style-type: none"> • 发出和听从指令 • 提出要求
第十二单元			
熟悉环境	85	<ul style="list-style-type: none"> • 运输 • 比较 • 交通 • 旅游 	<ul style="list-style-type: none"> • 作比较 • 制订计划
第十三单元			
时髦的奴隶	93	<ul style="list-style-type: none"> • 时装 • 偏爱 • 抱怨 • 购物 	<ul style="list-style-type: none"> • 表示偏爱 • 抱怨
第十四单元			
文字的力量	101	<ul style="list-style-type: none"> • 语言 • 解释 • 描述 • 广告 	<ul style="list-style-type: none"> • 要求和给予解释 • 描述货物和服务
第十五单元			
复习	109		
交际挑战	111		
语法总结	129		
致谢	135		
不规则动词表	136		
录音原文	137		

语言结构

- 不定式
- 形容词最高级

学习策略

- 自我评估
- 预测
- 总结
- 听力选择
- 略读

交际挑战

- 信息填空: 采访

- 动词词组
- 间接问句

- 横向思维
- 快速动脑
- 听力选择
- 推理
- 选择
- 合作

- 信息填空: 挑选电视

- 副词和形容词的比较级
- 现在进行时, going to 表示将来

- 温故知新
- 个性化
- 听力选择
- 练习
- 总结
- 浏览

- 竞猜游戏: 旅行计划

- would rather, prefer
- 被动语态

- 组合
- 个性化
- 听力选择
- 快速动脑
- 预测
- 选择

- 信息填空: 不满意的购物

- 带 by 的介词短语
- 修饰词的词序

- 思考总结
- 听力选择
- 合作
- 对比
- 分类
- 搭配

- 采访: 你的学习风格怎样

Acknowledgments

my sister

Many people were involved in the planning and development of Atlas, and it is impossible for me to mention them all by name. However, special thanks must go to the following:

The reviewers, who helped to shape Atlas:

Lucia de Aragão, Uniao Cultural, São Paulo, Eric Beatty, Institut Franco-Américain, Rennes, Rosamunde Blanck, City University of New York, Hiroshima, Richard Berwick, University of British Columbia, Vancouver, Jennifer Bixby, Acton, Massachusetts, Eric Bray, YMCA English School, Kyoto, Vincent Broderick, Soai College, Osaka, Chiou-Lan Chern, Tunghai University, Taichung, Katy Cox, Casa Thomas Jefferson, Brasília, Richard Evanoff, Aoyama Gakuin University, Tokyo, Charles Frederickson, Katherine Harrington, Associacao Alumni, São Paulo, Phyllis Herrin de Obregon, Universidade Autonoma de Querétaro, Querétaro, James Kahny, Language Institute of Japan, Tokyo, Thomas Kanemoto, Kanda Institute of Foreign Languages, Tokyo, Maily Kiji, Konan Women's University, Kobe, Richard Klecan, Miyagi Gakuin, Sendai, Susan Kobashigawa, Thomas Kral, United States Information Agency, Washington, D.C., David Levy, McGill University, Montreal, Angela Llanas, Instituto Anglo-Mexicano, Mexico City, Thomas Long, ELS International, Seoul, David Ludwig, Crane Publishing Company, Taipei, Carole McCarthy, CEGEP ST-Hyacinthe, Quebec, Jane McElroy, University of Rio Grande, Tokyo, John Moore and Aviva Smith, ECC Foreign Language Institute, Tokyo, Rebecca Oxford, University of Alabama, Tuscaloosa, Margene Petersen, ELS, Philadelphia, Pennsylvania, James Riordan and Adelaide Oliveira, Associacao Cultural, Salvador, Andrea Safire, Berkeley, California, Charles Sandy, Chubu University Junior College, Nagoya, Tamara Swenson, Osaka Jogakuin Junior College, Osaka

The teachers and students in the following institutions, who field-tested early versions of Atlas and provided invaluable comments and suggestions:

AEON, Japan, Aoyama Gakuin University, Tokyo, Associacao Alumni, São Paulo, Associacao Cultural, Salvador, Associacao Cultural, Ribeirão Preto, AEON, Boston University, Boston, Massachusetts, Centro Cultural Brasil-Estados Unidos, Campinas, Concordia

University, Montreal, ELS International, Seoul, GEOS, Japan, Huron University, Tokyo, Instituto Anglo-Mexicano, Mexico City, Konan Women's University, Kobe, LaGuardia Community College, Long Island City, New York, Miyagi Gakuin, Sendai, Osaka Jogakuin Junior College, Osaka, SHOWA Women's University, Boston, Massachusetts, Soai College, Osaka, Southwest Community College, Los Angeles, Tokyo Foreign Language College, Tokyo, Universidade Autonoma de Querétaro, Querétaro, Waseda University, Tokyo, YMCA English School, Kyoto

Other reviewers, too numerous to mention, helped make this course what it is. Particular thanks must go to Ellen Shaw, who is quite simply the best editor in the business and whose detailed editing and comments strengthened the materials in many different ways. Thanks also to Clarice Lamb, whose unflinching faith in the project helped me maintain my own faith through periods of difficulty and doubt.

I should also like to acknowledge and thank the various International Thomson Publishing and Heinle & Heinle representatives who facilitated field testing and whose personal assistance during visits associated with the development and promotion of Atlas was invaluable. I should like to thank Robert Cullen in Singapore, Carol Chen in Taipei, and Hisae Inami in Tokyo for their particular assistance and support.

Particular thanks are due to my editors at Heinle & Heinle, who helped at all stages in the planning and development of Atlas. Special thanks are due to Charlie Heinle and Stan Galek, for their personal interest and support from the very beginning of the project; to José Wehnes, for his unique marketing philosophy; to Dave Lee, who helped guide the project; to Chris Foley, who helped shape the initial philosophy; to Meg Morris, for her research and data-gathering skills; and to Lisa McLaughlin, for her dedication to ensuring the visual appeal of the book. Most of all, thanks are due to my developmental editor, Nancy Mann, for her professional skills, her quiet good humor, and her happy acceptance of late-night calls.

1 The World of Work

Warm-Up



Picture 1 secretary



Picture 2 office assistant



Picture 3 typist



Picture 4 pediatrician



Picture 5 engineer



Picture 6 pianist



Picture 7 architect
tailor

Unit Goals

In this unit you will:

Identify people

"The guy who spoke to you
is the boss."

Discuss pros and cons
of jobs

Tania has an interesting
job."

1 Group Work Discussion. Look at the pictures above. What are these people's jobs?

2 a Check [✓] the words you know. Look up the others in your dictionary.

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> tiring | <input checked="" type="checkbox"/> amazing | <input checked="" type="checkbox"/> boring | <input checked="" type="checkbox"/> interesting |
| <input checked="" type="checkbox"/> exciting | <input type="checkbox"/> depressing | <input type="checkbox"/> fascinating | <input checked="" type="checkbox"/> surprising |
| <input type="checkbox"/> exhausting | <input type="checkbox"/> satisfying | <input type="checkbox"/> confusing | |

b Group Work The words above can describe jobs. Are the words positive, negative, or neutral? Make statements using these words and phrases: *wouldn't like*, *wouldn't mind*, or *would like*.

Positive

I would like . . .

I wouldn't mind . . .

Negative

I wouldn't like . . .

3 Group Work Look again at the pictures above and make statements about each job.

Example: "Being an architect would be a satisfying job."

Task Chain 1

Have you met everyone?

my sister



Conversation 3



Conversation 1



Conversation 2

Task 1

- a Listen and write the number of each conversation under the correct picture.
- b Listen to Marcella. What is she talking about? Check [✓] your response. Which words in the listening gave you the answer?
- ☐ her first date
 - ☒ her first day at work
 - ☐ her first day at school

Task 2

- a Look at these words and phrases and check [✓] the ones you don't know.
- ☐ take ... coffee
 - ☐ milk ... sugar
 - ☐ tell ... people ... office
 - ☐ woman ... sits ... reception desk ... know-it-all
 - ☐ Scott ... brings ... paychecks
 - ☐ Len ... does ... mail
 - ☐ He's ... office gossip
 - ☐ woman ... knows ... good points ... bad points
- b You are going to hear these words in a conversation. Can you predict what the conversation is about?
- c Listen. Circle the words and phrases when you hear them.

Task 3

- Listen again. What do you hear about these people? Fill in the chart.

PERSON	INFORMATION
Jane	know-it-all
Scott	a sweet guy
Len	knows everything
Marcella	knows everybody's good points and bad points

LEARNING STRATEGY

Making inferences =
using information that
is provided to learn
new things that are not
explicitly stated.

Task 4

- a Pair Work** Study the following statements and see if you can infer the meaning of the words in *italics*.

"The woman who sits at the reception desk is a real *know-it-all*. She has an answer for everything. This other guy is the office *gossip*. He talks about everyone."

- b Group Work** Compare your responses with another pair's responses.

Task 5

Group Work Here is a list of ten occupations. Try to order them from highest-paid to lowest-paid (1 to 10) in North America. Which jobs do you think are held mostly by men? Mostly by women? Check [✓] the correct columns.

Occupation	Men	Women
..... teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>
..... airline pilot	<input checked="" type="checkbox"/>	<input type="checkbox"/>
..... chemical engineer	<input type="checkbox"/>	<input checked="" type="checkbox"/>
..... lawyer	<input checked="" type="checkbox"/>	<input type="checkbox"/>
..... pharmacist	<input type="checkbox"/>	<input checked="" type="checkbox"/>
..... social worker	<input checked="" type="checkbox"/>	<input type="checkbox"/>
..... architect	<input checked="" type="checkbox"/>	<input type="checkbox"/>
..... cashier	<input type="checkbox"/>	<input checked="" type="checkbox"/>
..... cab driver	<input checked="" type="checkbox"/>	<input type="checkbox"/>
..... plumber	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Task 6

You choose: Do **A** or **B**.

- A** Look at the answers on page 115 and check your responses to Task 5. Do you think that the responses would be the same for your country? What would be similar? What would be different?
- B** Look at the answers on page 115 and check your responses to Task 5. What do you think of these occupations? Can you pick a word from the Warm-Up for each occupation?

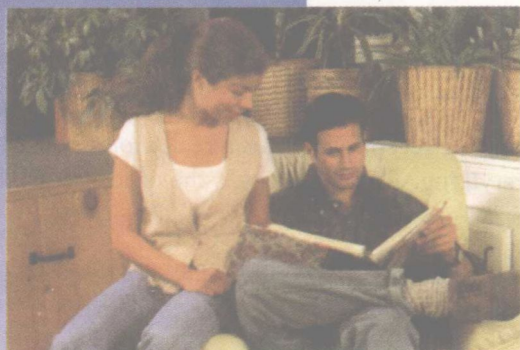
Task 7

Make a list of the pros and cons of one of the jobs in Task 5 and talk about it.

"I think that being an airline pilot would be exciting. The salary is good, and you get to travel a lot. On the other hand, you'd be away from your family a lot and sitting around in airports would be pretty boring."

Language Focus 1

Relative clauses with *who*



1 **Pair Work** Listen. Then practice this conversation.

- A: Interesting people.
 B: Yeah, these are the people who worked with me last year.
 A: Who is that?
 B: That's the guy who hired me.
 A: Oh, yeah. That great job you had last year. And who is this?
 B: That's the woman who fired me.

2 Complete the definitions. Make statements like this:

"We call someone who a"

What do you call someone who ...

- a** talks a lot about trivial subjects?
b talks about other people?
c works at the front desk of an office?
d has an answer for everything?
e plans buildings?

3 Combine these sentences using *who*.

Example: Teresa runs the finance department. She is a tough boss.
 Teresa, who runs the finance department, is a tough boss.

- a** Jane works at the front desk. She is a know-it-all.
b Scott brings around the paychecks. He is a nice guy.
c Len delivers the mail. He is a gossip.
d Marcella does word processing. She knows everyone's good and bad points.

4 a Imagine you work in Marcella's office. What would she say about you? Complete the statement.

"Oh, Bright He/she is the person who most interesting in the office

- b** **Group Work** Discussion. Compare responses. Who has the most interesting statement? The most unusual? The most accurate?

5 **Group Work** Take turns thinking of someone in the class. Make up sentences following the model at left and see if your classmates can guess who you are thinking of.

"I'm thinking of someone who always comes to class early."

Task Chain 2 My job is exciting

Task 1

- a Pair Work** Which of these words can be used to describe people? Circle them.

meaningful unlucky satisfaction unhappy boring
frustration interesting irritation satisfying

- b** Change the other words into words that *can* describe people.

Task 2

- a Pair Work** Evaluate these reasons people gave for working by putting a number (1–5) in each blank. (5 = very important; 1 = unimportant.)

..... People expect you to work. Without a job you're nothing.
..... I work to give my life meaning. No job, no meaning!
..... I took a job to get away from my parents.
..... My job gives me freedom to be creative.
..... I work to support my family.
..... I like to meet people, and I can do that through my work.
..... I'm well educated—I work to use my education.
..... I like excitement, and my job's really exciting.
..... Why do I work? That's easy—to make money.

- b Group Work** Compare your results with another pair's results.

Task 3

- a** Listen to these people discussing their attitudes toward work and fill in the chart.

	NAME	LIKES	DISLIKES
consultant	Dennis	makes people feel good	pressure to come up with new ideas
nurse	Darlene	helping people	someone who I can't help
waiter	Tom	gets to meet a lot of people	long hours
designer	Tania	get to travel overseas	always from away home
	Peter	look of satisfaction on a client's face	get a different client

- b Group Work** Discussion. Listen again. What job do you think each of these people does?

- c** What aspects of a job would be important for each of these people?

- someone who has a young family
- someone who likes to travel
- someone who likes excitement
- someone who wants to get rich

Task 4

a Pair Work Skim the newspaper article below and select an appropriate heading. Check [✓] your answer.

- ☐ Changing Attitudes to Employment
- ☐ Annual Race for Jobs
- ☐ Downturn in Economy Reflected in Job Market

b Group Work Discussion. Which country do you think the author is writing about? What helped you decide? Is this situation similar to your country?



"One advantage of lifelong employment is job security. A possible disadvantage is lack of career opportunities."



This fall, as usual, companies and corporations are busily hiring new graduates. Major cities are crowded with young men and women who have just graduated from high school or college and who are hunting for a job.

"It's really tough," says one recent accounting graduate. "You put on a suit for the first time and run from one interview to another. I had six in one day, and I was one of the lucky ones. Some of my friends didn't get a single interview."

One high school graduate argues that the employment season represents judgment day for many students. "Our whole lives are decided during this period when we're looking for a company to work for," she says. "I know that when I finally land a job, I'll probably be with that company for the rest of my life, and that makes the job search very important."

For some employers, the policy of lifetime employment is particularly important because it means that they can put money and effort into training their staff. The personnel manager of one large firm reports that the policy here is different from most other countries, where companies employ people who are already trained and whose skills can be used immediately. "What we do here, however, is to select young people who have potential and who can be trained," he said. "We then give them the kinds of skills that will make them suitable employees for us. In other words, we tailor the training very much to our particular needs."

One recently employed graduate says that she is receiving a great deal of valuable training from the company. "This means that I will be a loyal employee," she says. "And it also means that the company will want to keep me. I am an important investment for them. So the policy is a good one because it benefits both the employer and the employee."

Recently, however, attitudes toward lifelong employment are beginning to change. Employees are slowly beginning to accept the idea that lifelong employment is not always in their best interest and that changing firms can have career advantages. Companies are also developing more flexible employment policies. "I thought I had a job for life," says one young woman who lasted just six months in her first job. "However, when the company lost a big international order, I was laid off. I'm now looking for another job."

Task 5

a Pair Work Look at the article again, and find the advantages and disadvantages of lifelong employment.

b Pair Work What is your attitude toward lifelong employment? List the advantages and disadvantages of working for one firm all your life.

Advantages	Disadvantages

c Group Work Compare your lists with those of another pair.

Task 6

You choose: Do **A** or **B**.

A Group Work Discussion. Talk about your own job. What do you like? What do you dislike?

B Group Work Discussion. Think of a job you would all like to do. Brainstorm and make a list of all the advantages and disadvantages of the job. Do you still think that it would be a good job?