

外研社

CUTTING EDGE

朗文当代英语教程

UPPER INTERMEDIATE

Jane Comyns Carr (英)
Frances Eales (英)

编著

WORKBOOK 5
练习册



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LONGMAN 朗文



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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), 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5级 (Upper Intermediate) 的课时安排为120课时, 教师可以根据教学实际适当增减。5级的单元结构和主要内容如下:

| | |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>学生用书 (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>A 任务 (Task) 这部分以交际任务为主, 包含下列板块:</p> <ul style="list-style-type: none"> ● 阅读 (Reading) 和 / 或 听力 (Listening) 和 / 或 词汇 (Vocabulary): 介绍单元主题 ● 任务准备环节 (Preparation for task): 包括听力和 / 或阅读材料和实用语句, 为执行交际任务作铺垫 ● 交际任务 (Task): 多为扩展口语活动, 并常常附带听力练习 <p>B 语言 (Language) 这部分以语言输入为主, 包含下列板块:</p> <ul style="list-style-type: none"> ● 语法 (Grammar): 由 2 个语言重点 (Language focus) 构成, 包括语法和语音练习 ● 词汇 (Vocabulary): 包括重点词汇 (Wordspot), 讲解英语中的常用词 ● 真实情景下的语言运用 (Real life): 附带综合口语活动 ● 写作技能 (Writing skills) <p>随书附小词典 (Mini-dictionary), 收录学生用书中出现的重点词汇和短语 2000 个左右, 并对每个词条给出通俗易懂的解释和例句。</p> <p>书后提供详细的语言点总结 (Language summary) 和课堂用录音材料的录音文本 (Audioscripts)。</p> |
| <p>练习册 (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及答案:</p> <ul style="list-style-type: none"> ● 语法 (Grammar): 对学生用书中涵盖的主要语法点进行巩固和延伸。其中, 语法检测 (Grammar check-up) 复习已学语法知识; 语法快餐 (Grammar snack) 集中应对冠词和介词等易出错的语法项目 ● 词汇 (Vocabulary): 对各单元重点词汇的辅助和补充练习 ● 技能训练 (Skills work): 包含写作练习 (Improve your writing) 和听力与阅读 (Listen and read) ● 发音 (Pronunciation): 训练音标的读音与单词的重音 <p>配套使用的学生用盘/带包含练习册中语法和发音练习的录音。</p> |
| <p>教师用书 (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"> ● 简介 (Introduction) 和教学建议 (Teaching tips), 为教师提供教学法和教材使用指导 ● 针对学生用书各单元的详细教学笔记 (Teacher's notes), 包括适合不同水平学生的教学方法建议、语言点详解和学生用书中练习的答案 ● 可复印的教学资源库 (Resource bank), 提供学习方法培训、交际性语法练习及词汇拓展练习 <p>随书附测试题集 (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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LONGMAN 朗文

北京 BEIJING

Contents

Module 1

| | PAGE |
|-----------------------------------------------------|------|
| Vocabulary: | 4 |
| Phrasal verbs to talk about your life map | |
| Reading | 5 |
| Grammar check-up: Verb forms | 6 |
| Present Perfect or Past Simple | 7 |
| Present Perfect or Past Perfect | 7 |
| Past Simple, Present Perfect or Past Perfect | 7 |
| Future forms | 8 |
| Auxiliary verbs: Adding emphasis | 8 |
| Sounding interested | 8 |
| Tag questions | 9 |
| Avoiding repetition | 9 |
| Pronunciation: Weak forms | 9 |
| Improve your writing: | 10 |
| Linking phrases for a personal profile | |

Module 2

| | |
|----------------------------------------------------------------------------|----|
| Vocabulary: Word building with abstract nouns, verbs and adjectives | 11 |
| Pronunciation: Nouns and verbs | 12 |
| Improve your writing: Spelling | 12 |
| Listen and read: What makes you anxious? | 13 |
| Abstract and general ideas: Gerunds (-ing forms) | 14 |
| Grammar snack: | 15 |
| <i>be / get used to + noun or gerund</i> | |
| Prefixes | 16 |
| Responding sympathetically in writing | 17 |

Module 3

| | |
|--------------------------------------------------------------------------------------|----|
| Vocabulary: Verb and adverb combinations | 18 |
| Reading: A short break in Copenhagen | 18 |
| Grammar check-up: Past Simple, Past Continuous and Past Perfect in narratives | 20 |
| The Present Participle | 20 |
| Verb forms in narrative: | 21 |
| Past Simple / Continuous, Past Perfect Simple / Continuous, Present Participle | |
| Continuous aspect in other tenses | 21 |
| Pronunciation: Contractions and weak forms | 22 |
| Grammar snack: <i>so / such</i> | 22 |
| Improve your writing: Avoiding repetition | 23 |

Module 4

| | PAGE |
|-----------------------------------------------------------|------|
| Vocabulary: Qualities of mind | 24 |
| Pronunciation: Stress patterns with suffixes | 24 |
| Grammar check-up: Passives quiz | 25 |
| Passives | 26 |
| Choosing active or passive | 26 |
| Improve your writing: | 27 |
| Describing a traditional dish | |
| Listen and read: How to do magic tricks | 28 |
| Grammar snack: <i>to have / get something done</i> | 29 |

Module 5

| | |
|-------------------------------------------------------|----|
| Jazz chant: Verb noun word combinations | 30 |
| Dictionary work: Verb noun combinations | 30 |
| Future Perfect or Future Simple | 31 |
| Perfect tenses in the past, present and future | 32 |
| Pronunciation: Contractions and weak forms | 32 |
| Present Perfect Simple or Continuous | 33 |
| Grammar snack: | 33 |
| <i>just, still, by, so far</i> and perfect tenses | |
| Reading: Books | 34 |
| Improve your writing: | 35 |
| Describing a book you have enjoyed | |

Module 6

| | |
|--------------------------------------------------------------------------------|----|
| Vocabulary | 36 |
| Use and non-use of articles | 36 |
| Reading: Self-help books | 38 |
| Improve your writing: | 39 |
| Taking notes: abbreviations | |
| Writing notes | |
| Different ways of emphasising things | 40 |
| Emphatic constructions with <i>what</i> and <i>it</i> (cleft sentences) | 41 |
| Pronunciation: Cleft sentences | 41 |

Module 7

PAGE

| | |
|----------------------------------------------|----|
| Vocabulary: Word building | 42 |
| Pronunciation: Adverbs | 42 |
| Grammar check-up: Relative pronouns | 43 |
| Listen and read | 44 |
| Non-defining relative clauses | 45 |
| Participle relative clauses | 45 |
| Relative clauses: All types | 46 |
| Improve your writing: Punctuation | 46 |
| Quantifiers | 47 |
| Grammar snack: <i>used to / would + verb</i> | 48 |

Module 8

| | |
|----------------------------------------------|----|
| Dictionary work: Word combinations: politics | 49 |
| Vocabulary: Word building | 50 |
| Pronunciation: Word stress and reading aloud | 50 |
| Grammar check-up: Infinitive of purpose | 51 |
| Infinitive forms | 51 |
| Patterns using infinitives with <i>to</i> | 52 |
| Infinitive or gerund (<i>-ing</i> form) | 52 |
| Reading: Tipping | 52 |
| Grammar snack: | 53 |
| Plural nouns and collective nouns | |
| Improve your writing: | 54 |
| Writing an argument for and against | |

Module 9

| | |
|-----------------------------------------------|----|
| Vocabulary: | 55 |
| Describing things that are odd or unusual | |
| Pronunciation: Consonant clusters | 56 |
| Modal verbs: Revision | 56 |
| Past modals | 57 |
| Past modals in everyday conversations | 58 |
| Listen and read: Coincidences | 58 |
| Grammar snack: <i>need</i> | 60 |
| Improve your writing: | 61 |
| Formal and informal letters rearranging plans | |

Module 10

PAGE

| | |
|------------------------------------------------------------------------|----|
| Vocabulary: Organising an international event | 62 |
| Basic future forms: <i>will</i> and <i>going to</i> | 62 |
| <i>Going to</i> and Present Continuous for intentions and arrangements | 63 |
| Phrases to express future ideas | 63 |
| Grammar snack: <i>in case</i> and <i>if</i> | 64 |
| Future Simple, Future Perfect or Future Continuous | 65 |
| Pronunciation: Reading aloud: linking | 65 |
| Reading: <i>Fit for Life</i> sports centre | 66 |
| Improve your writing: Inviting a speaker | 67 |
| Vocabulary: Sport and physical activities | 68 |

Module 11

| | |
|---------------------------------------------------------------------------------------------------------|----|
| Vocabulary: Medicine and science | 69 |
| Talking about hypothetical situations (using <i>if</i> , <i>supposing</i> , <i>imagine</i>) | 70 |
| Talking about hypothetical situations (using <i>I wish</i> and <i>if only</i>) | 70 |
| <i>It's time</i> | 70 |
| Talking about hypothetical situations in the past (using <i>if</i>) | 71 |
| Talking about hypothetical situations in the past (using <i>I wish</i> and <i>if only</i>) | 71 |
| Talking about hypothetical situations in the present and past (using <i>I wish</i> and <i>if only</i>) | 72 |
| Reading: The science of chronobiology | 72 |
| Improve your writing: Reporting opinions | 74 |

Module 12

| | |
|-----------------------------------------------|----|
| Vocabulary: Prefixes and suffixes | 75 |
| Pronunciation: Word stress | 75 |
| Listen and read: Attitudes towards television | 76 |
| Vocabulary: The media | 77 |
| Reporting people's exact words | 77 |
| Verbs that summarise what people say | 78 |
| Grammar snack: Passive reporting verbs | 79 |
| Improve your writing: | 80 |
| Correcting written information | |

| | |
|------------------|----|
| Answer key | 81 |
| Acknowledgements | 97 |

Module 1

Vocabulary

Phrasal verbs to talk about your life map

1 a) This is the beginning of an interview with a South African journalist. Read the text and answer these questions:

Which was the happiest part of his life?

.....

Which was the saddest?

.....

'I was born just outside Johannesburg, in South Africa. I **grew up** on a farm: I didn't move to Johannesburg until I was nineteen. I remember those years on the farm with great affection. I have two younger sisters and an older brother, and our parents **brought us up** to be independent and freethinking. My father always encouraged me to write, and I used to read my stories to him in the evening as he sat outside with a beer. I remember my parents never having much money, but somehow my mother **got by** on the little they had, and made sure we had enough to eat, clothes to wear and books to read.

When I first moved to Johannesburg, to try to get my work published, I was extremely lonely and had no money. As I got more and more depressed, I started drinking a lot, and had several unsuccessful relationships with women. I was very low when I met Rachel, and she helped me to **get through** that difficult period. After I'd been with her for nearly a year, I felt that I really wanted to **settle down** – buy a house, start a family. I even **took up** skateboarding – a great way to get exercise and fresh air!

b) Look at the six phrasal verbs in bold in the text and try to guess their meaning.

c) Put each phrasal verb in the space next to its definition from the Longman Dictionary of Contemporary English.

- | | | |
|---|----------------------|-----------------------------------------------------------------------------------------------------------|
| 1 | <i>grow up</i> | to develop from being a child to being an adult |
| 2 | | to come to the end of a difficult or unpleasant experience or period of time |
| 3 | | to educate and care for a child until it is grown up |
| 4 | | to start living in a place with the intention of staying there, especially after you have travelled a lot |
| 5 | | to have enough money to buy the things you need, but no more |
| 6 | | to become interested in a particular activity or subject and spend time doing it |

d) Rewrite the following sentences using the phrasal verbs from the text. Make sure the form of the verb stays the same.

- I remember *spending my childhood* in a small village near a big lake.
I remember ...*growing up in a small village near a big lake*.....
- In 1998 I had no job and I got divorced. I don't know how I *survived* the year.
I don't know how I
- My husband's *begun to spend time* jogging because he was so unfit.
My husband's
- It wasn't until he was forty-five that my brother *established a home in one place*.
It wasn't until
- Brian lost his job last month and his wife's having a baby: how will they *buy everything they need*?
How will
- I was *looked after and educated* by my grandparents.
I was

e) Complete the sentences below so that they are true for you.

- I grew up in
- The best age for people to settle down is
- I can get by on a month if I have to.
- The most difficult time I ever had to get through was when
- I was brought up by
- I'd love to take up

Reading

2 a) Read the following extracts quickly and decide who had the worst experience.

A Date With Disaster?

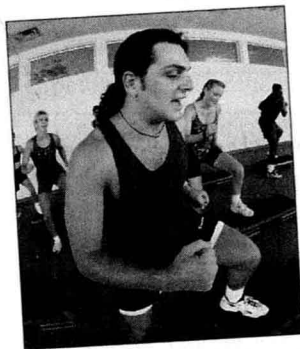
Have you ever been on a first date with someone you really liked and found that it turned into a disaster before your very eyes?
We interviewed two people who have had just this experience.



CELINE, 27
Hairdresser

The worst first date I've ever had was while I was on holiday in Majorca. I must have been about 17, and I met this gorgeous Spanish waiter, Rodrigo. He was a good ten years older than me and had dark brown eyes and black curly hair. Well, after we'd had a few drinks in a local bar, he suggested going for a romantic walk along the beach. Things seemed to be going quite well, even though we didn't have much in common. Then we noticed a group of people standing at the water's edge, staring at something on the beach. We went nearer to see what was happening, and

then I got the shock of my life – it was a dead body which had come in with the tide! I turned away immediately, but Rodrigo seemed fascinated by it, and started talking very fast in Spanish to the other people. I found their morbid interest so tasteless that I just walked away ... I never dated Rodrigo again, as you can imagine.



ROBERT BUCKLEY, 24
Fitness Instructor

She was someone I knew from school and I'd always really fancied her. I had just got a new motorbike, a Suzuki 250, which I was really proud of. So anyway, one Saturday afternoon, I asked her to come out for a ride, and we went up to a disused airfield a few kilometres away. There was no one else around, so I started driving with one wheel in the air and going really fast. Claire said she loved it and could she have a go at riding it. I couldn't see why not – but how wrong can you be?

Once she'd managed to start it and stay upright, she suddenly got a bit over-confident and zoomed off at top speed towards some trees. As I started running after her, I could see that she was losing control of the bike, and a minute later – bang! She went straight into a tree.

Claire was a bit shocked and bruised, but my beautiful Suzuki was a wreck and cost me a fortune to repair. We did see each other again, but from then on we stuck to public transport.

b) Answer these questions by choosing the correct name: Celine, Rodrigo, Robert or Claire.

- 1 Who had a date by the sea?
Celine and Rodrigo
- 2 Who had known the other person for some time before the date?
.....
- 3 Who wanted to impress the person they dated?
.....
- 4 Who was much older than the person they dated?
.....
- 5 Who had an accident?
.....
- 6 Who was disgusted by the other person's behaviour?
.....
- 7 Whose date was very expensive?
.....
- 8 Who went out with the person again?
.....

c) You can use reading to improve your vocabulary by noticing common phrases (instead of single words) in the text. In the following phrases, underline the correct word without looking back at the text, then look back and check.

- 1 Robert was really proud for / of his new Suzuki 250.
- 2 Claire asked if she could have / take a go at riding the bike.
- 3 She got over-confident and lost / hadn't control of the bike.
- 4 Celine and Rodrigo went for / to a romantic walk along the beach.
- 5 They didn't have / think much in common.
- 6 When Celine saw the body, she got a / the shock of her life.

Grammar check-up

Verb forms

3 a) Match each picture with a sentence.



- a When I feel really stressed, I usually *take* Einstein for a walk.
- b If I *won* the lottery, I'd *buy* a new house.
- c Jones *was feeling* pleased with himself because he'd *killed* his first bear.
- d At the moment I'm *doing* the washing-up.
- e I'm looking forward to tonight – I *haven't been* to a disco for a long time.
- f I *won't cook* dinner until you *tell* me where the cat is.
- g What a pity! If only I *had* my skates with me!
- h Don't forget the wine. We're *having* the Simpsons for dinner tonight.

b) Using the same verb forms, complete these sentences so that they are true for you.

- 1 When I feel I usually
- 2 If I won the lottery, I
- 3 This time last year / month / week I was feeling because I'd / hadn't
- 4 At the moment I'm
- 5 I haven't for a long time.
- 6 I won't until
- 7 If only I !
- 8 I'm tonight.

Present Perfect or Past Simple

4 Tick (✓) the best ending for each of the sentences below.

- 1 I've been to the Pompidou Centre twice
 - a while I was in Paris.
 - b so I don't really want to go there again. ✓
- 2 Denise and Adam have been married for fifteen years
 - a and they were very happy.
 - b and they're very happy.
- 3 I lost my car keys –
 - a I can't find them anywhere.
 - b I couldn't find them anywhere.
- 4 How long have you lived on your own
 - a in this flat?
 - b before you met Lisa?
- 5 Steve's been very depressed
 - a last week.
 - b all week.
- 6 John worked for the company for ten years
 - a and we're sorry that he's leaving.
 - b and we were sorry when he left.

Present Perfect or Past Perfect

5 Put the correct form of *have* in the gaps, e.g. *have / haven't, has / hasn't, had / hadn't*.

- a Paul failed his driving test because he hadn't practised enough.
- b Henry had backache for nearly a year before his wife made him go to the doctor.
- c I'm feeling a bit upset because I had some bad news about my brother.
- d Carla says she sent the e-mail, but I'm sure she because I've checked three times and it's not there.
- e The boys' clothes were filthy – they been playing football in the rain.
- f I hope Mrs Reynolds remembered to feed the cat – she's very forgetful.
- g I thought I left the report on my desk, but I can't find it anywhere.
- h Pierre been working with me for several months, but he still can't remember my surname.

Past Simple, Present Perfect or Past Perfect

6 Underline the correct verb form in these two texts.

(A)

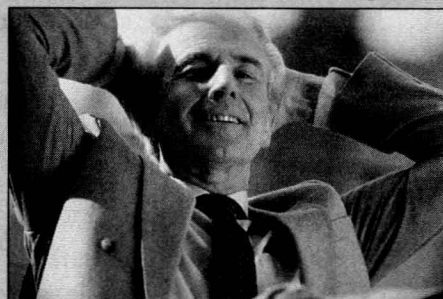
Hooliganism



Twenty-five-year-old father of two, Joseph Willis (1) appeared / *has appeared* / *had appeared* in court yesterday, charged with attacking a police officer. The incident (2) happened / *has happened* / *had happened* outside the ground after the match between Arsenal and Liverpool. Willis, a passionate Liverpool supporter, (3) started / *has started* / *had started* a fight with Arsenal fans because his team (4) lost / *has lost* / *had lost* the match. The judge (5) gave / *has given* / *had given* him a £200 fine.

(B)

Jackie Lane: Live Tonight!



'My next guest (1) never had / *has never had* / *had never had* any problems with getting what he wanted. Can you believe that, when he first came to Australia, he (2) didn't have / *hasn't had* / *hadn't had* a bank account and now he (3) became / *has become* / *had become* one of the richest people in the world. From 1986–1998 he (4) managed / *has managed* / *had managed* two international finance companies, and recently he (5) wrote / *has written* / *had written* a bestselling guide: *10 Steps to Success*. Let's find out how he does it ...'

Future forms

7 Four of the sentences below are wrong. Find the mistakes and correct them. One has been done for you.

- we hear*
- a The moment ~~we'll hear~~ any news, we'll call you.
 - b Have you got a spare pen? Just a moment, I look in my bag.
 - c I'll get dinner ready before I leave.
 - d What are you doing tonight?
 - e That suit fits perfectly sir. Yes, I'm taking it.
 - f My niece Emma is being a doctor when she grows up.
 - g The government won't sign the agreement until the terrorists hand in their guns.

Auxiliary verbs

Adding emphasis

8 Match a beginning from column A to an ending from column B, then add an auxiliary to give more emphasis.

A

- 1 Come to the party.
- 2 Ben looks well.
- 3 I hate it
- 4 We didn't like the hotel,
- 5 She told us she was going away.
- 6 I like fish generally,

B

- a when people are late for meetings.
- b but I don't like it raw.
- c but we enjoyed the tours.
- d Has he been on holiday?
- e I'm sure you'll enjoy it.
- f Don't you remember?

- 1 *e. Do come to the party. I'm sure you'll enjoy it*
- 2
- 3
- 4
- 5
- 6

Sounding interested

9 Respond to each sentence with a short question using an auxiliary verb. Then choose a possible follow-up phrase from the box below.

- a I don't really like jazz.
- b My sister Stefania's got a Yamaha.
- c Joe's never been to a football match before.
- d I'm not going to buy that house after all.
- e I agree with Tim.
- f There wasn't any fresh salmon left in the shop.

Don't you?

Neither do I.

I don't. How long has she had it? It's okay, I've got some chicken.
Why not? ~~Neither do I~~ I hope he enjoys it.



Tag questions

10 What would you say in the following situations? Use tag questions.

- You think Chantal comes from France, but you're not absolutely sure. Ask another student.
Chantal comes from France, doesn't she
- You are fairly certain that Nori isn't married. Ask him.
.....
- You think Miss Peters left Brazil on Saturday, but you're not sure. Ask her secretary.
.....
- You want to know if the 1980 Olympics were held in Seoul. Ask a classmate.
.....
- Check with your secretary to make sure you are meeting Bill Townsend this afternoon.
.....
- Last night you went to a party with a friend and there wasn't much food. What do you say to the friend the next day?
.....

Avoiding repetition

11 Make these conversations more natural by crossing out any unnecessary phrases and adding auxiliary verbs if necessary.

- Do they accept credit cards on the underground?
Well, yes, they ^{do} ~~accept credit cards on the underground~~, but only for amounts over £10.
- The children have been skating before, haven't they?
Well, John has been skating before, but Trevor and Ann haven't been skating before.
- You're not going to leave the company, are you?
Yes, I am going to leave the company, actually.
- Does the flight stop over at Vancouver?
Yes, it stops over at Vancouver for two hours.
- Has the school got a web-site?
I think it has got a web-site, but I'll check for you.
- Was it snowing when your plane landed?
No, it wasn't snowing when my plane landed, but it was very cold.
- You won't forget to lock up when you leave the office, will you?
No, I won't forget to lock up when I leave the office.

Pronunciation

Weak forms

LOOK! The verbs *be*, *do* and *have* often have a weak pronunciation and can be difficult to hear.

- Where are you going?
/ə/
- What does your husband do?
/dəz/
- Have you got any children?
/həv/

12 a) Listen to ten statements or questions which are often used when people first meet, and write them in the spaces below. A contracted form counts as two words, e.g. *I've* = 2 words

- I've been looking forward to meeting you* (8 words)
- (7 words)
- ? (5 words)
- ? (5 words)
- ? (4 words)
- ? (7 words)
- ? (6 words)
- ? (6 words)
- ? (7 words)
- ? (7 words)

b) Practise repeating the sentences as quickly as you can, with the recording.

c) Listen to some of the questions and reply about yourself.

You hear:

Where are you from originally?

You say:

I'm from ...
(give the name of your city / town)

Improve your writing

Linking phrases for a personal profile

13 a) Match a beginning from column A to an ending from column B to make phrases from a profile of a novelist.

A

- 1 Born in _____
- 2 As a _____
- 3 At the age of _____
- 4 It was while she was working in Dundee _____
- 5 She had unexpected success with her first novel. _____
- 6 After sending _____
- 7 As time passed _____
- 8 Now in her fifties, she is still _____
- 9 Recently _____
- 10 Over the next few years _____

B

- a she became very well-known.
- b she has accepted an invitation to write a television series.
- c twenty-one, ...
- d teenager, ...
- e as active as ever!
- f she plans to spend more time in Los Angeles.
- g This was followed by a period when she wrote very little.
- h her second novel to ten publishers, it was finally accepted.
- i that she met her future husband.
- j Chicago in 1949, ...

Writing a profile

b) Now look back at pages 14–15 of your *Students' Book* and use these notes about George Clooney, the actor, to write a profile. Decide how you will organise the information and try to use some of the phrases in *italics* from exercise 13a to link your writing.



- *appearance: dark eyes and dark hair with some grey*
- *looks older than he is, but still very handsome*
- *has had many girlfriends in recent years – actresses and models*
- *still enjoys a bachelor life with a group of friends who spend time at his house, playing basketball, drinking beer ...*
- *hopes to develop his film career further*
- *born in 1962*
- *grew up in Kentucky. Father was a famous host of a TV talk show*
- *George loved being part of a famous family – got interested in show business*
- *twenty-one, drove to Los Angeles – stayed with aunt and did whatever jobs he could get*
- *worked for thirteen years in terrible TV shows then joined the cast of ER as Doug Ross*
- *1984 met Talisa Balsam, fell in love. She broke off the relationship – he had months of unhappiness*
- *1989 – got together with Talisa again and married her*
- *1992 – he and Talisa got divorced*
- *major film roles in 'Batman', 'The Peacemaker' and 'Out of Sight'*

Module 2

Vocabulary

Word building with abstract nouns, verbs and adjectives

1 Read the texts below. Use the word given in capitals at the end of the line to form a word in the space.

(A)

For years, (1) *psychologists* have been helping us to understand our dreams. If you go to sleep in an (2) state of mind, you are likely to experience (3) nightmares. A wild animal is likely to symbolise a (4) fear you are trying to avoid. Being chased can indicate outside (5) , particularly from work. Dreaming of death can show either (6) of another or a (7) change in your own life. Losing all your teeth shows you are worried about your (8) with other people. (9) insist that everyone dreams each night, but many of us have no (10) of our dreams when we wake up.

PSYCHOLOGY

ANXIETY

DISTURB

PERSON

PRESS

ENVOIOUS

DRAMA

RELATE

SCIENCE

REMEMBER



(B)

Films which involve a lot of fighting do contribute to (1) among young people, according to recent (2) Children tended to see killers as 'cool' and (3) '.....', and were so (4) whilst watching, that their heart rate changed significantly. To them, any (5) was not real and they had (6) afterwards of controlling people, using guns. The results are very (7) , since often children cannot distinguish between (8) events and (9) This has been seen recently in the USA, where after one (10) playground killing, a child said, 'Doctor, I had no idea that bullets could hurt.'

VIOLENT

RESEARCH

EXCITE

INVOLVE

SUFFER

FANTASTIC

WORRY

IMAGINE

REAL

TRAGEDY



Pronunciation

Nouns and verbs

Many nouns are the same as verbs:

- *an attack / to attack / respect / to respect*

Usually their pronunciation is the same, but there are some common nouns that change their stress when they become verbs:

- *a decrease – to decrease*

Remember that a dictionary can help you to find where the stress is. This symbol ' means that the stress is on the following syllable:

- /'di:kri:s/ n /dr'kri:s/ v

If a noun and verb are pronounced the same then the pronunciation will be given after the first entry only: e.g. control /kən'trəʊl/ n

2 a) Read the words in phonemic script below and mark the stress with a circle above the nouns and verbs in the chart.

| | | | |
|----------------|----------------|------------------|-----------------|
| / 'di:kri:s/ n | / dr'kri:s/ v | / 'rekɔ:d/ n | / rɪ'kɔ:d/ v |
| / sə'pɔ:t/ n | / sə'pɔ:t/ v | / 'ɪnsʌlt/ n | / ɪn'sʌlt/ v |
| / kən'trəʊl/ n | / kən'trəʊl/ v | / 'dæmɪdʒ/ n | / 'dæmɪdʒ/ v |
| / 'ɪnkri:s/ n | / ɪn'kri:s/ v | / 'træns'pɔ:t/ n | / træn'spɔ:t/ v |
| / 'prɒmɪs/ n | / 'prɒmɪs/ v | / sə'praɪz/ n | / sə'praɪz/ v |
| / ɪm'pɔ:t/ n | / ɪm'pɔ:t/ v | / 'ekspɔ:t/ n | / ɪk'spɔ:t/ v |

| noun | verb | noun | verb |
|----------|----------|-----------|-----------|
| decrease | decrease | record | record |
| support | support | insult | insult |
| control | control | damage | damage |
| increase | increase | transport | transport |
| promise | promise | surprise | surprise |
| import | import | export | export |

b) Listen and repeat some of the pairs of nouns and verbs in sentences.

Improve your writing

Spelling

-ible / -able adjectives

We drop the final -e from the verb to make the adjective:

- *move – movable*

When a verb ends with -ce or -ge, we keep the e:

- *replace – replaceable*

3 a) Seven of these spellings are incorrect. Correct them. The first has been done for you.

| | | |
|-------------------------|-------------|--------------|
| chang ^e able | valuable | desirable |
| sociable | manageable | noticeable |
| flexable | miserable | unreasonable |
| believable | washable | incredible |
| advisable | responsible | adaptable |

-ent / -ant adjectives

b) Fill in the missing letter, e or a. Use a dictionary to help you – there is no rule for this!

| | | |
|---------------------------|---------------------------|--------------------------|
| relev ^a nt | obedi ^e nt | confid ^e nt |
| independ ^e nt | urg ^e nt | effici ^e nt |
| innoc ^e nt | unpleas ^e nt | arrog ^e nt |
| inconveni ^e nt | inconsist ^e nt | incompet ^e nt |

-er / -or

We often add -er or -or to a verb to mean the person who does a job:

- *teach – teacher*

c) Add -r, -er or -or to the verbs below to make jobs. e.g. *teacher*

| | | |
|-----------|-----------|-----------|
| teach | supervise | translate |
| interpret | train | operate |
| interview | direct | act |
| invent | manage | report |