

外研社

CUTTING EDGE

朗文当代英语教程

UPPER INTERMEDIATE

Sarah Cunningham (英)
Peter Moor (英)

编著

STUDENTS' BOOK 5
学生用书 5



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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北京 BEIJING

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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), 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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Plan of the book

Part A Task

Module	Skills and vocabulary	Task
Module 1 Past, present and future page 6	Speaking and reading: <i>The people's century</i> Vocabulary: past, present and future time phrases (<i>in those days, in the long term, etc.</i>)	Preparation for task: three generations of a family talk about their lives (listening) Task: talk about your past, present and future (extended speaking)
Module 2 Life's ups and downs page 18	Reading and speaking: <i>Are you on top of the world?</i> Vocabulary: word building with abstract nouns, verbs and adjectives Pronunciation: stress in 'word families'	Preparation for task: people talk about what annoys them, etc. (listening) Task: devise a list of what makes you happy, angry, etc. (extended speaking)
Module 3 Adventures and mishaps page 29	Speaking: <i>Are you a risk-taker?</i> Vocabulary: verb and adverb combinations for movement (<i>drive around, walk off, etc.</i>) Reading and speaking: <i>The gentle touch</i>	Preparation for task: an unfortunate incident (listening) Task: tell a story from two different points of view (extended speaking)
Module 4 Developing the mind page 40	Listening and reading: types of intelligence Vocabulary: qualities of mind (<i>determined, adventurous, impulsive, etc.</i>)	Preparation for task: quiz – <i>What kind of mind have you got?</i> (reading) Task: analyse the results of a quiz (extended speaking and listening)
Consolidation Modules 1–4 (pages 50–51)		
Module 5 Unusual achievements page 52	Reading and vocabulary: different kinds of achievement Vocabulary: verb-noun word combinations (<i>cope with problems, etc.</i>)	Preparation for task: the most important human achievement (listening) Task: what is the greatest achievement of the last 150 years? (extended speaking)
Module 6 Getting it right page 63	Reading and vocabulary: how to pass exams	Preparation for task: match the advice to the topic (reading) Task: make a list of tips on <i>How to ...</i> (extended speaking)

Part B Language

Language focus

- 1) **Ten things you should know about English verbs** (revision)
- 2) **Different uses of auxiliary verbs**
Pronunciation: strong and weak auxiliaries

- 1) **Expressing abstract ideas** (using nouns, gerunds and other phrases)
- 2) **The use of prefixes and suffixes** (with nouns, adjectives and verbs)

- 1) **Verb forms in narrative** (Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous)
Pronunciation: sentence stress (reading aloud)
- 2) **Continuous aspect in other tenses** (including Present Perfect Continuous and Future Continuous)

- 1) **Passives and alternatives to the passive**
- 2) **Basic word order patterns in English**

Writing

Writing skills: drafting a piece of writing

Follow-up task: writing a personal profile

Writing skills: avoiding repetition

Writing skills: writing a note explaining how to use something

Writing skills: describing a film or book you have enjoyed

Writing skills: listening and taking notes

Follow-up task: write an article

Further skills and vocabulary

Wordspot: *get*

Real life: starting, maintaining and ending conversations

Do you remember?

Follow-up task: discussing personal qualities

Wordspot: *over*

Real life: responding sympathetically

Pronunciation: intonation

Do you remember?

Follow-up task: telling a story

Real life: responding to unexpected problems

Pronunciation: intonation

Do you remember?

Follow-up task: discussing advertisements for language schools

Wordspot: *mind*

Real life: explaining how things work

Pronunciation: word linking

- 1) **Perfect aspect in the past, present and future**
- 2) **More about the Present Perfect Simple and Continuous**
Pronunciation: contractions and weak forms with more than one auxiliary

Use and non-use of articles

Pronunciation: word linking with articles

Follow-up task: your proudest achievements

Wordspot: *up*

Do you remember?

Real life: different ways of emphasising what you say

Pronunciation: using stress to give emphasis

Do you remember?

Part A Task

Module	Skills and vocabulary	Task
Module 7 Big events page 74	Listening and vocabulary: celebrations and festivals	Preparation for task: celebrations and festivals in your country (vocabulary) Task: describe an important festival or celebration in your country (extended speaking)
Module 8 In the public eye page 86	Reading: famous people who go into public life Vocabulary and speaking: quiz – <i>Are you a political animal?</i>	Preparation for task: interview with an eco-warrior (listening) Task: present your views on an issue (extended speaking)
Consolidation Modules 5–8 (pages 95–96)		
Module 9 Problems and oddities page 97	Vocabulary: describing things that are odd or unusual (<i>upside down, inside out</i> , etc.)	Preparation for task: famous mysteries (vocabulary) Task: solving mysteries and problems (extended speaking and listening)
Module 10 Getting together page 108	Vocabulary and reading: co-operation and competition	Preparation for task: read the agenda for a meeting Task: organise an international event
Module 11 Modern medicine page 119	Vocabulary and speaking: scientific and medical advances (<i>treatment, transplant</i> , etc.) Reading and speaking: the wonders of modern medical science	Preparation for task: some difficult cases of medical ethics (reading and listening) Task: make the right decision (extended speaking)
Module 12 Media, money and power page 130	Vocabulary and speaking: the media (<i>sensational, entertaining, misleading</i> , etc.) Speaking and listening: the media game	Preparation for task: newspaper articles (reading and listening) Task: summarise and discuss the newspaper article (extended speaking)
Consolidation Modules 9–12 (pages 139–140)		

Communication activities (pages 141–146)

Language summary (pages 147–161)

Part B Language

Language focus

- 1) **Relative clauses**
Pronunciation: intonation
- 2) **Quantifiers, and *some* and *any***
(*some, enough, plenty, a little, little, etc.*)

- 1) **Infinitive forms**
- 2) **Infinitive or gerund (-ing form)?**
Pronunciation: stressed and weak forms (reading aloud)

- 1) **Modal and related verbs – present forms** (*can, may, might, must, should*)
- 2) **Past modals** (*could, could have, had to, may have, must have*)

- 1) **Review of basic future forms**
(*going to, will, Present Continuous and Present Simple*)
- 2) **Future Continuous and Future Perfect**
Pronunciation: weak forms of auxiliary verbs

- 1) **Talking about hypothetical situations** (*wish, if + past tense, if only, imagine, suppose*)
- 2) **Talking about hypothetical situations in the past** (*wish, if + Past Perfect, etc.*)

- 1) **Reporting people's exact words**
(basic reported speech)
- 2) **Verbs that summarise what people say** (*deny, refuse, insist, etc.*)

Writing

Follow-up task: write an eye-witness account of an important event

Writing skills: linking ideas and arguments (using *however, in spite of, etc.*)

Writing skills: formal letters and formal language

Writing skills: formal and informal messages

Follow-up task: write about an imaginary situation

Further skills and vocabulary

Reading and vocabulary: history in the making

Real life: awkward social situations
Pronunciation: polite intonation

Do you remember?

Follow-up task: list the pros and cons of being rich and famous, etc.

Wordspot: *about*

Follow-up task: A real-life whodunit

Reading and speaking: *It's all a conspiracy!*

Real life: saying what's wrong with things

Do you remember?

Follow-up task: arrange an excursion

Listening and speaking: an interview with a communications expert

Real life: dealing with problems when telephoning

Do you remember?

Real life: giving and reporting opinions
Pronunciation: Stress and emphasis with opinions

Wordspot: *have*

Do you remember?

Follow-up task: tell a 'human interest' story

Wordspot: *speak and talk*

Module 1

Past, present and future

Part A Task

Speaking and reading: *The people's century*

Vocabulary: past, present and future time phrases

Preparation for task: three generations of a family talk about their lives

Task: talk about your past, present and future

Speaking and reading

1 a) The extracts on pages 6-7 come from a book called *The People's Century*. Look at the photographs, and read the captions. What kind of people do they show? Where did they live?

b) Read extracts from interviews with these people, and match them with the photographs. Which words and phrases gave you clues as to who was talking?

2 a) Look at the words and phrases in the box. If necessary, check the meaning in your *Mini-dictionary* or with your teacher.

full of hardship exciting, good fun
secure and conventional
unconventional horrific
carefree irresponsible tedious
pointless appealing tragic
materialistic heroic admirable

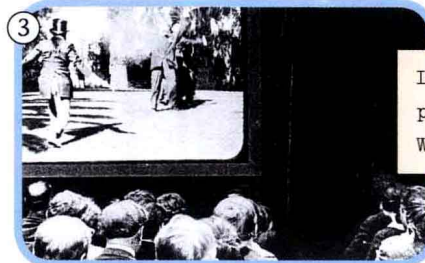
b) Which of these words or phrases apply to each person's life? Can you think of any other words to describe their lives? Explain your answers in groups.



Ernst Weckerling was a German infantryman during World War I, when nearly nine million men died.



Yvonne Mouffe grew up in a coal producing area of Belgium in the 1930s, a decade of economic depression and industrial unrest.



Luigi Cavaliere was a cinema projectionist in Rome during World War II.

Suezo Uchida worked in a factory in Japan in the 1950s, a time when the Japanese economy grew very fast.



Ron Thelin was a hippy who dropped out of college in San Francisco in the late 1960s.



Jaqui Ceballos was a feminist in the United States in the 1960s and 1970s.



3 Discuss the following questions.

- Would you like to have taken part in any of these events?
- Imagine you had a time machine. Which other centuries would you choose to visit? Explain why.
- How do you think our present age will be remembered?

I would love to know what it was / will be like in ...

The people's century

The story of the 20th century told through the lives of ordinary people.

A

'Everybody wanted to have some fun, and the only thing available was the cinema. Television was not yet available. Everybody would eagerly wait for a new and beautiful film to watch. In these theatres, even if they were not well equipped, people would queue up anxiously waiting to watch the show ... Kids brought pans full of food from home while waiting for the theatre to open. Going to the movies was a party ... everybody wished to forget about the ugliness of the war.'

B

'I usually went to the company at eight o'clock. I continued working until nine in the evening. That was the usual day. On one day only – Wednesday – I came home at four o'clock. That was the working situation then. I was a workaholic, I worked almost all Sundays, too. I had no time to talk to my wife.'

C

'It seemed like anything was possible ... Every kind of character ... seemed to appear on the street, because you could dress however you wanted ... I opened a shop selling books, crafts, drugs, records. There was even room for meditation and art shows in the shop. We put "free" in front of everything we sold ... We were exploring what freedom and a free society was.'

D

'The air was full of smoke and fumes from the constant firing of the French guns. The crater I was in was so deep that the breeze couldn't blow the fumes away. The air was so bad that we were parched with thirst and breathing was very difficult.'

E

'At protest marches we threw our garments and cosmetics into the trash can ... We threw bras, stockings, high-heeled shoes, and false eyelashes – they were oppressive items for women. It was a feeling of power, that we all wanted to change society and that we could do it. And it was a worldwide movement – Britain, France, Italy – there were movements all over the world.'

F

'I can remember there being only one room. We used to cuddle up to each other to keep warm, it is much warmer that way if you are on the ground. There were nine children, and we slept on the floor. ... Father worked in the mines but during the strike they received nothing at all, so we had nothing but potatoes to eat and from time to time some bread, but apart from that nothing.'

Vocabulary

Past, present and future time phrases

1 Mark the phrases in the box P (past), N (present/now) or F (future). Use your *Mini-dictionary* where necessary. In some cases, more than one answer is possible.

over the last few decades	<input checked="" type="checkbox"/> P	in those days	<input type="checkbox"/>
these days	<input type="checkbox"/>	nowadays	<input type="checkbox"/>
		not long ago	<input type="checkbox"/>
at one time	<input type="checkbox"/>	in the long term	<input type="checkbox"/>
		current	<input type="checkbox"/>
in the <u>weeks</u> leading up to	<input type="checkbox"/>	the latest	<input type="checkbox"/>
in <u>100 years'</u> time	<input type="checkbox"/>	during <u>the Cold War era</u>	<input type="checkbox"/>

2 a) Use one of the words or phrases from the box to replace those in **bold** below.

In the past ...

in those days

- Working conditions tended to be much harder ~~then~~.
- Attitudes towards young people's freedom have changed a great deal **since the 1950s**.
- Once**, it was very uncommon for women to go out on their own in the evening.
- Until **quite recently**, only well-off people could afford to travel abroad.

Now ...

- People are generally more prosperous **now**.
- However, the **present** rate of unemployment is a lot higher than it was in the 1950s.
- Technology is changing so fast it can be hard to keep up with **the most recent** developments.

In the future ...

- There will be a lot of demonstrations **in the weeks before** the election.
- We all hope that unemployment will get better **for a long time in the future**.
- Will people still be worried about the same problems **100 years from now**?

b) What other words and phrases could replace the ones underlined?

3 Work in pairs. Student A looks at the card on page 141, and Student B looks at the card on page 145. Read out the first question on your card, and give your partner a few seconds to think. Then he / she talks about that topic for one minute or more using at least one of the time phrases in Exercise 2 in the answer. Do the same with each question on the cards.

Personal vocabulary

Useful language

Talking about your life map

'... is the place where / the person who ...'

'The reason I put this down was that ...'

'Let me explain about ...'

'... is / was important to me because ...'

Useful verbs

'I was born in ...'

'I grew up in ...'

'I moved to ...'

'I started / left school / university, etc.'

'I became interested in ...'

'I'm thinking of ...'

'I'm hoping to ...'

'I'd like to ...'

Asking about someone else's life map

'What exactly is the importance of ...?'

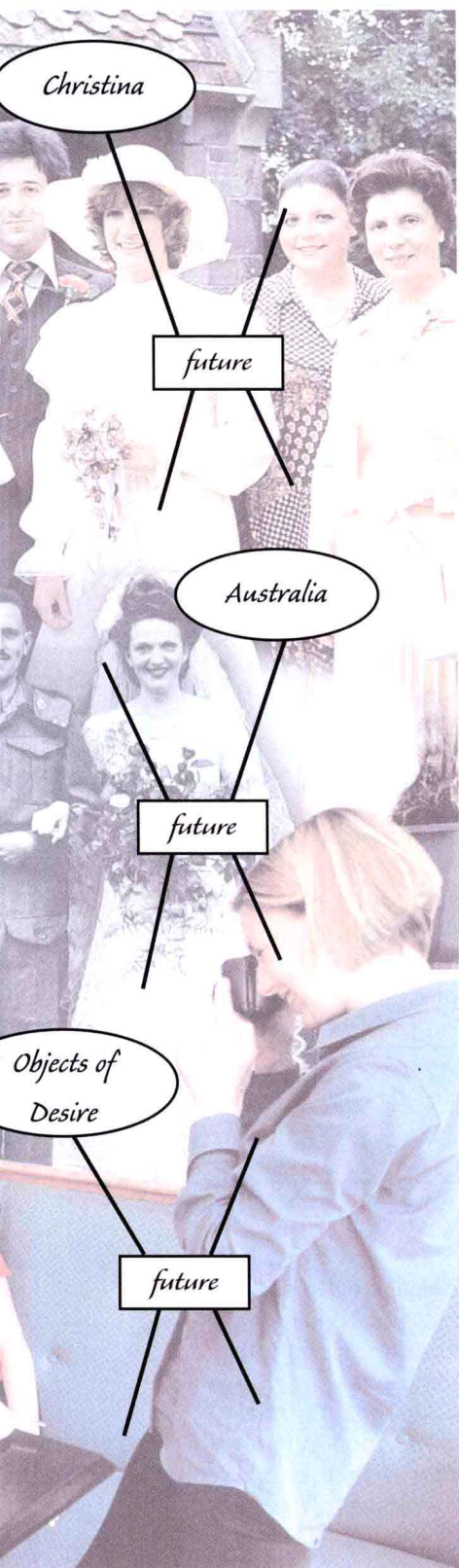
'Can you tell me a bit more about ...?'

'Who / what / where exactly is ...?'

Task: talk about your past, present and future

The collage features four main photographs with annotations:

- Eric**: A man in a white shirt. A speech bubble above him says "1972 - He was made redundant and emigrated to Australia." A label "past" points to the photo.
- Debbie**: A woman in a library. A speech bubble above her says "Wollongong". A label "past" points to the photo.
- Joel**: A man playing a guitar. A speech bubble above him says "Folkestone". A label "past" points to the photo.
- Tiffany**: A woman in a red and black shirt. A speech bubble above her says "Spanish". A label "now" points to the photo.
- Careers adviser**: A woman in a red and black shirt. A speech bubble above her says "Careers adviser". A label "now" points to the photo.



Preparation for task

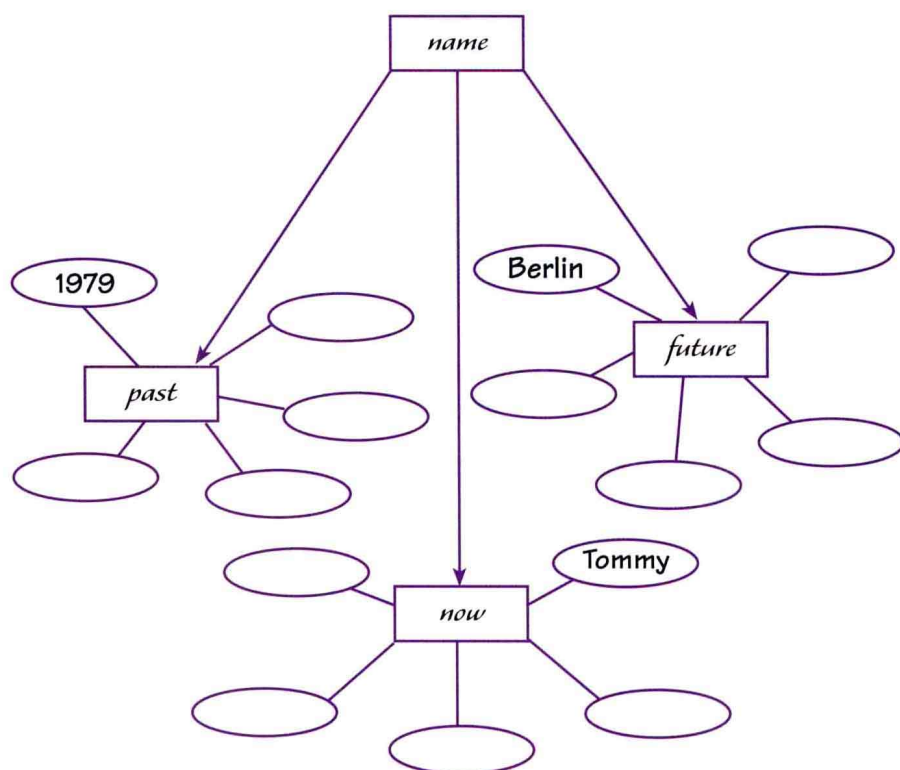
1 You are going to hear extracts from interviews with three generations of the Robinson family: Eric (68), his daughter Debbie (40), and his grandson Joel (16). What can you guess about them from the photographs and the key words in their 'life maps' on the left?

2 [1.1] Listen and make further notes about each key topic in the diagrams on the left. Compare answers with a partner.

Task

1 a) Copy the diagram below onto a larger sheet of paper and prepare a life map for yourself. Include key words about the following topics:

- childhood ambitions • your home / places where you've lived
- when / where you were born • education / studies / jobs (where / when)
- significant recent events • hopes / ambitions for the long-term future
- parents / family background • memorable journeys / holidays, etc.
- plans for the short-term future • interests and hobbies
- the people closest to you in the past and the present



b) You are going to explain your life map in the same way as Eric, Debbie and Joel. Ask your teacher about any important words or phrases you need, and write them in your *Personal vocabulary* box. Think about how you will explain your life map to other students. Look at the phrases in the *Useful language* box to help you.

2 a) Work in pairs. Explain your life maps to each other, answering any questions your partner has.

b) Present your partner's life map to the other students in your group or class. You have a maximum of two minutes, so choose only the most important points.

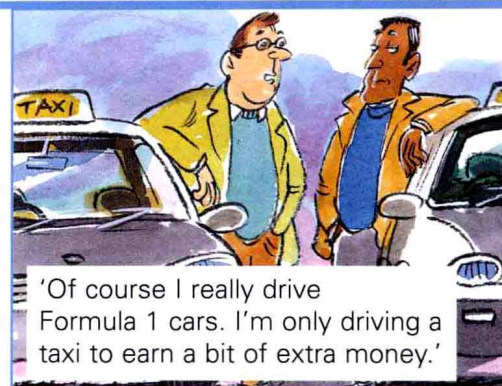
Part B Language

Ten things you should know about English verbs (revision)
 Different uses of auxiliary verbs
 Wordspot: get
 Writing skills: drafting a piece of writing
 Real life: starting, maintaining and ending conversations

Language focus 1

How good is your knowledge of English verb forms? This quiz is designed to test what you know. Work through it with a partner, then check your answers on page 141 and find out your 'Grammar Genius' rating on page 11.

- 1 a Which job does the man on the left see as his permanent job? (1 mark)
 b Which does he see as a temporary job? (1 mark)
 c How do the verb forms help to show this? (1 mark)



- 2 The verbs in the four examples below are not normally found in the continuous (-ing) form. Why not? (2 marks)

Do you know any other verbs like this? (2 marks)

- a I know the answer to that question!
 b Her brother's very unfriendly.
 c Do you like this soup?
 d What do you think?

- 3 Two sentences above can be changed to the continuous form. Which? How does this change the meaning? (2 marks)

Ten things you should know about English verbs!

- 4 Read the two sentences below.
 Hannah **broke** her leg while she **was ice-skating**.
 We **were sitting** watching television happily and suddenly all the lights **went** off!

- a Which of the two actions started first in each of the sentences? (1 mark)
 b Did Hannah continue ice-skating? Yes. / No. / Maybe. (1 mark)
 c Did they continue watching television? Yes. / No. / Maybe. (1 mark)

- 5 You meet a friend in the street and notice she has a new hairstyle. Which of the following do you say? Why? (2 marks)

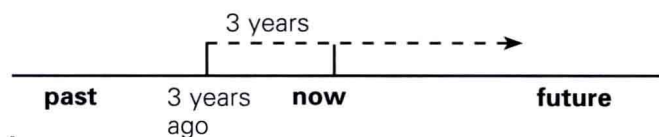
- a You're changing you hair – it looks really nice!
 b You've changed your hair – it looks really nice!
 c You changed your hair – it looks really nice!



- 6 Which diagram represents each sentence most accurately? (2 marks)

She's **worked** in television for three years.
 She **worked** in television for three years.

a



b



- 7 Underline the most logical way to complete each sentence. Give reasons for your choice.

- a They'd known each other for a long time ... before they started going out.
 ... and they're really good friends. (1 mark)
 b They've known each other for a long time ... before they realised they didn't get on.
 ... but they don't get on very well. (1 mark)

8 Underline the most likely sentence for each situation. Can you explain why?

a The phone rings.

I'll answer it. / I'm going to answer it. (2 marks)

b A: Have you got any plans for this weekend?

B: Yes, I'll have / ~~I'm~~ having a party on Saturday.

Would you like to come? (2 marks)

9 Complete the following sentences in a logical way. Which tense do you use?

a Please call me as soon as you ...

b I can't tell you anything more until I ... (2 marks)

10 All the verbs in **bold** are in the Past Simple, but which of them really refer to the past? (2 marks)

a If only I **had** enough time to do all the things I'd like to!

b As a child, he always **had** plenty of friends.

c If I **knew** what you wanted me to do, I could help you!

d I **knew** at once that she was lying.

Why are the other verbs in the Past Simple?

(2 marks)

What is your Grammar Genius rating?

21-28 You have a good knowledge of English verbs, but it's still probably worth checking in the Language summary on page 147.

11-20 There are still quite a few gaps in your knowledge. Have a look in the Language summary on page 147.

0-10 You definitely need to check in the Language summary on page 147.

Practice

1 The pictures on the right show two wedding photos: Suzanne's wedding to Sergio in 1991, and her sister Sophie's wedding to Paul, today. In both pictures you can also see their cousin, Alan. Circle the correct verb form in the sentences about Suzanne's wedding.

In 1991 ...

- Suzanne *had got married to* / *was getting married to* Sergio, a Brazilian businessman.
- Suzanne *had only known* / *only knew* Sergio for a couple of months.
- After the wedding, they *went* / *have gone* to live in Brazil.
- Suzanne's younger sister, Sophie, *has still been* / *was still* at school then.
- She *wanted* / *was wanting* to be a hairdresser when she *left* / *was leaving* school.

- She *had worn* / *was wearing* a new hat which she was *designing* / *had designed* herself.
- Their cousin, Alan, *has just started* / *had just started* working for an international bank.
- He *trained* / *was training* to become an accountant.

2 Use the information in brackets to complete the sentences about Sophie, Suzanne and Alan's lives **today**. Add any extra words such as articles, prepositions, etc.

- Sophie (not become hairdresser / instead / work fashion magazine).
Sophie didn't become a hairdresser – instead she works for a fashion magazine.
- She (marry Paul / who / design clothes).
- The happy couple (spend / honeymoon / Barbados).
- Suzanne (not stay married to Sergio / very long), but she (stay / Brazil / a few years).
- She (be married / second husband, Dominic, / for about four years).
- Unfortunately, Alan (lose / job / with bank / two years ago).
- These days, he (run / own business from home).

3 Work in pairs. Find six more differences between Sophie, Suzanne and Alan now, and in 1991. Discuss which are the best tenses to express this in English.

