

CUTTING EDGE

THIRD EDITION

INTERMEDIATE

STUDENTS' BOOK

WITH DVD-ROM



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AND JONATHAN BYGRAVE

CONTENTS

Unit	Language focus	Vocabulary	Skills
01 YOUR WORLD page 06	Questions and short answers Present simple and Present continuous	People around you Everyday activities	Reading: The myths that make you feel guilty
02 MEMORY page 16	Past simple and Past continuous <i>used to</i> and <i>would</i>	Childhood and upbringing Remembering and forgetting	Reading: The secrets of your memory Listening: Childhood and upbringing
03 ACROSS THE GLOBE page 26	Comparatives and superlatives Different ways of comparing	Features and sights Adjectives for describing places	Reading: What's the right type of holiday for you?
04 REAL LIVES page 36	Present perfect and Past simple Present perfect simple and Present perfect continuous	Life events Personal qualities	Reading: Pushed too far?
05 GO FOR IT! page 46	Future forms Future clauses with <i>if</i> , <i>when</i> , <i>unless</i> , etc.	Word families Work	Reading: Getting ahead in the 21st century Listening: Career crossroads
06 TRUE STORIES page 56	Past perfect Reported speech	<i>say</i> and <i>tell</i> Adverbs for telling stories	Reading: It really happened to me!

Pronunciation	Task	Language live/ World culture	Studys, Practice & Remember
Sentence stress in questions Using intonation to show interest	Discuss the way you spend your time Preparation: Listening and reading Task: Speaking	Language live Speaking: Keeping a conversation going Writing: An informal email	Study & Practice 1, page 132 Study & Practice 2, page 132 Remember these words, page 134 Study tips, page 134
Past simple -ed endings	Describe a personal memory Preparation: Listening and vocabulary Task: Speaking Follow up: Writing	World culture Video and research: Flashbulb memories	Study & Practice 1, page 135 Study & Practice 2, page 136 Remember these words, page 137 Study tips, page 137
Stress and /ə/ sounds in comparative phrases Sentence stress in polite questions	Provide an insider's guide Preparation: Listening Task: Speaking	Language live Speaking: Travel problems Writing: A travel blog	Study & Practice 1, page 138 Study & Practice 2, page 139 Remember these words, page 140 Study tips, page 140
Strong and weak forms of <i>have</i> Linking in time phrases	Nominate someone for an award Preparation: Listening Task: Speaking Follow up: Writing	World culture Video and research: Charles Dickens: Writer and campaigner	Study & Practice 1, page 141 Study & Practice 2, page 142 Remember these words, page 143 Study tips, page 143
Word stress in word families Polite intonation in questions	Choose who to hire or fire! Preparation: Reading and listening Task: Speaking and listening	Language live Speaking: Making a formal telephone call Writing: A CV	Study & Practice 1, page 144 Study & Practice 2, page 145 Remember these words, page 146 Study tips, page 146
Hearing the difference between Past simple and Past perfect in connected speech	Retell a story Preparation: Listening and vocabulary Task: Speaking and listening Follow up: Writing	World culture Video and research: A story that rocked the world	Study & Practice 1, page 147 Study & Practice 2, page 148 Remember these words, page 149 Study tips, page 149

CONTENTS

Unit	Language focus	Vocabulary	Skills
07 MUST SEE! page 66	-ed/-ing adjectives The passive	Entertainment and television Extreme adjectives	Reading: News stories Listening: Film quiz
08 SOCIAL LIFE page 76	Polite requests <i>will</i> and <i>shall</i> for instant responses	Social behaviour Talking about norms and customs	Reading: My big night out! Listening: Modern manners quiz
09 STUFF! page 86	Defining relative clauses Quantifiers	How gadgets work Describing everyday objects	Reading: Consumer crazy Listening: How gadgets work
10 SOCIETY AND CHANGE page 96	Making predictions Hypothetical possibilities with <i>if</i>	Numbers and statistics Society and change Society and social issues	Reading: The future will surprise us Listening: Society and change
11 RULES page 106	Obligation and permission in the present Obligation and permission in the past	Linking words Crime and punishment	Listening: Annoying rules Reading: Exclusive clubs
12 YOUR CHOICE page 116	<i>could have, should have, would have</i> Hypothetical situations in the past with <i>if</i>	Problems and solutions	Listening: The toughest decision of their lives Reading: How to make decisions

Pronunciation	Task	Language live/ World culture	Studys, Practice & Remember
Word stress Sentence stress	Talk about a show you love or hate Preparation: Vocabulary and listening Task: Speaking	Language live Speaking: Making a social arrangement Writing: A review	Study & Practice 1, page 150 Study & Practice 2, page 150 Remember these words, page 152 Study tips, page 152
Polite intonation in requests	Give tips on how to behave Preparation: Listening Task: Speaking Follow up: Writing	World culture Video and research: Addicted to games	Study & Practice 1, page 153 Study & Practice 2, page 154 Remember these words, page 155 Study tips, page 155
Stress in compound nouns	Talk about things you couldn't live without Preparation: Reading Task: Speaking	Language live Speaking: Buying things Writing: A short thank-you message	Study & Practice 1, page 156 Study & Practice 2, page 157 Remember these words, page 158 Study tips, page 158
Shifting stress in word families 'll or 'd in connected speech	Balance the budget Preparation: Listening Task: Speaking	World culture Video and research: In orbit	Study & Practice 1, page 159 Study & Practice 2, page 160 Remember these words, page 161 Study tips, page 161
Modal verbs in connected speech	Discuss new laws Preparation: Reading and listening Task: Speaking	Language live Speaking: Expressing and responding to opinions Writing: An opinion essay	Study & Practice 1, page 162 Study & Practice 2, page 163 Study & Practice 3, page 163 Remember these words, page 164 Study tips, page 164
Past modal forms in connected speech	Discuss dilemmas Preparation: Reading Task: Speaking Follow up: Writing	World culture Video and research: Life in a new country	Study & Practice 1, page 165 Study & Practice 2, page 166 Remember these words, page 167 Study tips, page 167

01

YOUR WORLD

IN THIS UNIT

- Grammar: Questions and short answers; Present simple and Present continuous
- Vocabulary: People around you; Everyday activities
- Task: Discuss the way you spend your time
- Language live: An informal email; Keeping a conversation going



Language focus 1 Questions and short answers

1a Match situations 1–3 with photos A–C.

- 1 someone answering questions to complete a form
- 2 someone who has just arrived in a foreign country and is greeting an old friend she hasn't seen for a long time
- 3 someone getting to know a classmate on a new course

b Work in pairs. Think of two questions that the people in each situation might ask.

2a 1.1 Listen to nine short conversations. Match them with situations 1–3 in exercise 1a.

1 1 2 3 3 2 4 1 5 3 6 2 7 1 8 3 9 2

b Work in pairs. How many questions from the conversations can you remember? Make a list. Then listen again and check.

GRAMMAR

Forming questions

Many questions begin with *wh-* words and phrases:
What? Where? Which part? (also How?)

- 1 Think of four more *wh-* question words/phrases.
- 2 Cross out the question with incorrect word order.
 - 1 Where do live your parents?
 - 2 Where do your parents live?

Short answers

3 Rewrite the answers to these questions using *did*, *do* and *doesn't*.

A: Did you have a good journey?

B: Yes, I had a good journey. Yes, I did.

1 A: Do all your family live near here?

B: My parents live near here, but my sister doesn't live near here.

2 A: Does your father work in London?

B: No, he works from home.



B

PRACTICE

- 1a** Complete the questions and answers with the verbs in the box. You may need to use some verbs more than once. One verb isn't used.

are could do don't did have haven't is ('s)

A: Is this your first visit to London?

B: Yes, actually it is.

1 What your postcode, please?

2 Where exactly you live?

3 How your job going?

4 A: You speak any other languages apart from English?

B: No, I.

5 All your family speak English?

6 You tell me your date of birth?

7 A: You have a nice holiday?

B: Yes thanks, I.

8 A: You got any brothers and sisters?

B: No, I.


- b** Look back at the situations in exercise 1a on page 6. Match the questions and answers with the photos.

- c**  **1.2** Listen and check.



C

PRONUNCIATION


- 1 Notice how we stress the important words in questions.
Is this your first visit to London?
Where exactly do you live?
- 2 Notice how we stress the verb in short answers.
Yes, actually it is.
- 3  **1.2** Listen again and underline the stressed words in exercise 1a. Practise saying the questions.

- 2** Work in pairs. Act out two conversations from the photos using questions from exercise 1a and your own ideas.

- 3a** Discuss what questions to ask your teacher in the situations below.

You don't know what 'colleague' means.

What does 'colleague' mean?

- 1 You don't know the English word for .
- 2 You don't know how to pronounce a word.
- 3 You don't know how to spell your teacher's name.
- 4 You don't know which page to look at.
- 5 You didn't understand an explanation.
- 6 You didn't hear what your teacher said.
- 7 You want to know what today's homework is.
- 8 You want your teacher to write a word on the board.

- b**  **1.3** Listen and check.

- 4** Work in pairs. Choose four questions from exercise 1a. Then think of two more questions of your own. Take turns to ask and answer the questions.


Vocabulary

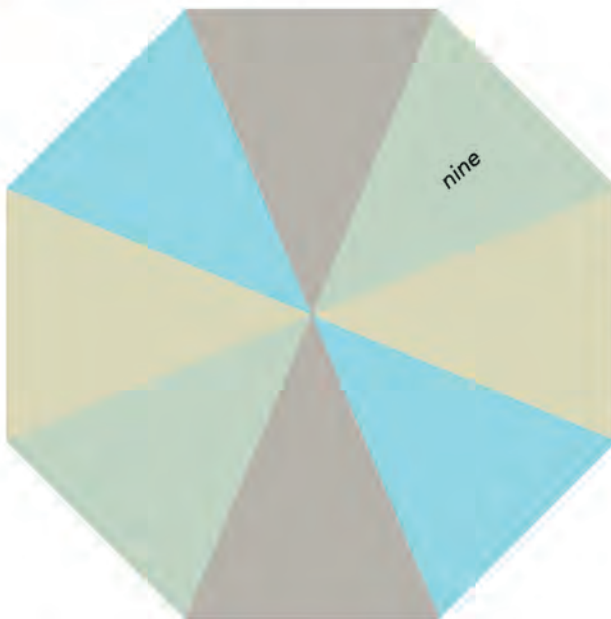
People around you

1a Which word doesn't belong in each group? Cross it out and write it in the correct group.

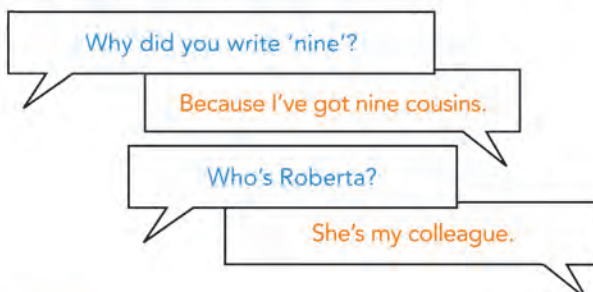
Family	older sister relative grandchild grandparents	stepmother stranger half-brother
Work/school	classmate colleague niece	boss employee
Friends	best friend acquaintance	old school friend mother-in-law
Other	neighbour cousin	flatmate ex-girlfriend

b Add more words to the table.

2a  1.4 Listen to eight instructions. Write your answers in any of the spaces below.



b Work in pairs and swap books. Ask questions to find the meaning of the names/numbers that your partner has written.



Lydia, Jess, Tom, Saliba




Isabel, John

Language focus 2

Present simple and Present continuous

1a Look at the photos from Jess's birthday party last weekend. What do you think her relationship is to each person in the photos?

b  1.5 Jess is showing the photos to a colleague. Listen and check your answers to exercise 1a.

Lydia – best friend

2 Listen again and find five mistakes in the sentences below.

Jess is showing her photos to Lydia. ^{Ann}

- Lydia is working in a restaurant at the moment.
- She wants to become a social worker.
- She's applying for lots of jobs.
- Isabel is getting old.
- She always pulls faces in photos.
- Jess's grandparents go out a lot.
- Luxmmi is training to be a dentist.
- Joe is wearing sunglasses.
- Joe's living in a student house at the moment.
- He doesn't like the city very much.

PM

75%



Jess, Luxmmi



Joe, Jess, Pete, Harriet, Andy

3a Underline the Present simple verbs and circle the Present continuous verbs in exercise 2. How do we form the Present continuous?

b Find another example in exercise 2 for each use below.

GRAMMAR

Present simple

- 1 habits, repeated actions and permanent situations
Isabel always pulls faces in photos.
Saliba lives near Jess.
- 2 'states'
He doesn't like the city.
(other state verbs: *be, have (got), want, think, love, etc.*)

Present continuous

- 1 actions happening at this moment
Jess is showing her photos to Ann.
- 2 actions happening in the present period (but not at this moment)
She's applying for lots of jobs.
- 3 situations we see as temporary
Joe's living in a student house.
- 4 situations that are gradually changing
Grandpa's getting old.

PRACTICE

1 Choose the correct answers.

- 1 Raoul **wears / is wearing** a suit today – it's / **is being** really smart.
- 2 Eva is a fantastic musician – she **plays / is playing** the piano, the guitar and the violin.
- 3 Ben **doesn't smoke / isn't smoking** – he **hates / is hating** cigarettes.
- 4 I **don't like / am not liking** this coffee very much – what **do you think / are you thinking** of it?
- 5 Amy **works / is working** in a hotel this summer.

2a Complete the questions with *you* and either the Present simple or the Present continuous.

- 1 _____ (like) meeting new people?
- 2 _____ (read) a good book at the moment?
- 3 _____ (read) a daily newspaper?
- 4 _____ (study) for any exams at the moment?
- 5 _____ (prefer) smart or casual clothes?
- 6 _____ (usually get up) late at the weekend?
- 7 _____ (plan) anything special at the moment?

b Ask other students the questions. Find someone who answers *yes* to each question. Report back to the class.

Yasuko is reading a good book. It's called ...

3 Rewrite the sentences where necessary to make them true for you. Compare your answers in pairs.

I'm losing weight.

I'm gaining weight.

- 1 The weather's getting colder.
- 2 I'm getting taller.
- 3 My hair's going grey.
- 4 My English is getting better.
- 5 I'm getting hungry.

4a Find photos on your mobile phone of people you know or write the names of six important people in your life on a piece of paper.

b Make notes about your relationship with the people, what they do and their lives at the moment.

Tomas – best friend
– not working and really fed up

c Work in groups. Tell other students about the people in your photos or on your list. They can ask questions.

This is Tomas – he's my best friend. He's not working at the moment.

Unit 1, Study & Practice 2, page 132

The myths that make you feel guilty

by Lester Johnson

1a Look at the photos and discuss the questions.

- Is there a lot of advice about lifestyle in newspapers and magazines in your country?
- Which photos remind you of yourself?

The photo of the woman exercising reminds me of myself. I hate exercising.

b Which opinions (a–d) do you think are true?

- a young people spend too much time on the internet
- b people who get up early are more productive
- c multitasking is an essential modern skill
- d there's no such thing as too much exercise

2a Read the article. Choose a phrase from exercise 1b to complete the gaps.

b According to the article, is each phrase a fact or a myth?

3a Read the article again and answer the questions.

- How does the writer feel about his own lifestyle?
- When are night owls more productive?
- What kind of people had damage to their heart muscles?
- Which group spends the most time online in the USA?
- What are older people better at doing online than younger people?
- Is it impossible to multitask well? Why / Why not?

b Work in pairs. Tell your partner which paragraph you think is the most surprising and interesting. Give reasons for your answer.

4a What common beliefs do people have about lifestyle in your country? Make a list.

People often say that you should sleep at least eight hours a day.

You often hear that eating late at night makes you fat.

b Work in pairs and compare your lists. Do you think each belief is a fact or a myth? Why?

Every time I open a newspaper, I read a new piece of advice about what I'm doing wrong. I don't drink enough water, I sleep too much, I don't sleep enough ... it can get depressing. So I decided to do some research myself to find out if I should really feel so guilty.

I've always felt bad because I find it difficult to get up in the morning – mainly because I can never sleep before 2 a.m. So while my colleagues arrive for work looking bright and fresh at 8 o'clock, I arrive at ten, feeling grumpy. And everyone knows that '_____, right? Wrong actually, according to a report from the University of Liege. Two hours after waking, researchers found that early birds and night owls are equally productive. But ten hours after waking, night owls like me are less tired and better able to concentrate! So next time I'm late for work, I won't apologise; I'll just tell my boss that I'm a night owl – and that's good!

Like many people, I constantly worry about the amount of exercise I take ... or rather don't take. I know I should spend hours in the gym every day and run marathons just for fun. After all, '_____, is there? Actually, according to a recent study, there is. Researchers studied top athletes who are now in their fifties and found that some of them had damage to their heart muscles. Men of the same age who didn't exercise so intensively had no damage. So perhaps I'm doing the best thing by sitting at home on the sofa? Unfortunately not. It seems the best advice is still the old saying: moderation in all things.

Everyone says that '_____, and as someone who grew up with technology – a 'digital native' – I often worry that I might be an internet addict. But apparently, a recent study of Americans shows that it's not young people who go online the most, it's the middle-aged. The study found that 18- to 24-year-olds spend around 32 hours a week online, but for 45- to 54-year-olds it's 40 hours! However, it's not all good news for digital natives. According to research, we are not as good as older people at actually using the internet. It seems we are too impatient and believe what we read too easily!

I'm not the kind of person who can talk on the phone, shop online and cook dinner all at the same time, but I keep reading that '_____. Does this mean there is something wrong with me? I googled the subject and felt a little better. It seems, after all, that the human brain can't do several things at the same time; it can only switch quickly from one task to another. If you try to do several things at once, experts say that you simply do each thing less well. According to workplace psychologist Steven Nguyen, we should stop worrying about multitasking. 'Concentrate on what you are doing and do fewer things better,' he says. Now that's advice that I'm happy to follow!

Vocabulary

Everyday activities

- 1a** Underline the activities in the box that you never do or hardly ever do.

going to the gym	hanging out with friends
doing your hair	going on social networking sites
looking after children	commuting
chatting to friends	going shopping
doing paperwork	relaxing
tidying up	doing the ironing
playing video games	texting
putting on make-up	doing nothing

- b** Work in pairs and compare your answers.

I never (go to the gym).
I hardly ever (iron).

- 2** Write the activities from exercise 1a in the correct category below. Some activities can go in more than one category. Then think of more activities to add to each category.

Sport/fitness:
Social:
Domestic:
Personal care:
Other:

- 3** Match the phrases in A with their opposites in B. Which verb form is used in all of these phrases?

A	B
1 I really love ...	a I don't spend much time ...
2 ... is very important to me	b I'm not very good at ...
3 I spend a lot of time ...	c I'm not very interested in ...
4 I'm quite good at ...	d I can't stand ...
5 I'm really into ...	e ... isn't very important to me

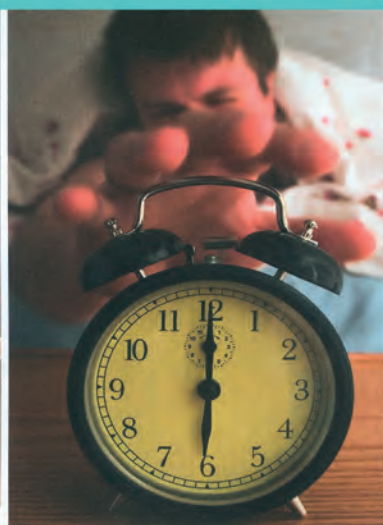
- 4** Use the phrases in exercise 3 to write eight true sentences for you about the activities in exercise 1a.

Shopping isn't very important to me.
I can't stand doing paperwork in the morning.

- 5** Work in pairs. Choose five activities from exercise 1a and ask your partner about them.

Do you ever play video games?

Not very often. I find them a bit boring.



Concentrate on what you are doing and do fewer things better



FIND OUT MORE Go online to find out more about early birds and night owls or Steven Nguyen and multitasking

Discuss the way you spend your time

Are you happy with the way you spend your time?

Research shows that people today have more free time than ever.
But do we spend our time on the things that really matter, or are we
wasting time and feeling frustrated?

Join our biggest ever survey to help us find out.

Tick the statements that are true for you.

- 1 I spend too much time sleeping. ☐
- 2 I don't get enough sleep. ☐
- 3 I work/study for too many hours. ☐
- 4 I don't work/study enough. ☐
- 5 I spend a lot of time looking after children / other relatives. ☐
- 6 I spend a lot of time socialising and going out. ☐
- 7 I spend too much of my time on boring activities and tasks. ☐
- 8 I never really stop - I'm busy all day. ☐
- 9 I find time for my interests. ☐
- 10 I'd like to have more time for my interests. ☐
- 11 I sometimes feel bored because I can't think of anything to do. ☐
- 12 I don't have enough time for certain important things in my life. ☐
- 13 I often put off tasks that I need to do. ☐
- 14 I feel stressed because I don't have enough time to do everything. ☐
- 15 I waste a lot of time on things that aren't very useful. ☐

Preparation **Listening and reading**

- 1a** Read the introduction to the questionnaire. What is the questionnaire trying to find out?
- b** Read the statements and complete the questionnaire. How many statements are true for you?
- 2a**  **1.6** Listen to five respondents talking about their answers. Which statements are they discussing? Make notes about what they say.
- Speaker 1* – spends too much time commuting
– journey takes one and a half hours, or three hours on a bad day
– really boring
- b** Listen again and tick the phrases you hear in the first part (a) of the Useful language box.

Task **Speaking**

- 1** You are going to talk about your answers to the questionnaire. Think about how to explain them. Ask your teacher for any words/phrases you need.
- > Useful language a
- 2a** Work in pairs and swap questionnaires. Look at the statements your partner has ticked and think of five questions to find out more information.
- > Useful language b
- b** Take turns to tell your partner about your answers to the questionnaire. Answer his/her questions. Make brief notes about your partner.
- > Useful language a and b
- 3** Tell the class about your partner. Think about:
- which activities are most important in his/her life and why.
 - the things he/she is happy about.
 - the changes he/she would like to make.
- > Useful language c

USEFUL LANGUAGE

a Describing how you spend your time

I spend quite a lot of time (looking after my daughter).
I (work) for about (ten hours) a day/week.
I spend (way) too much time (travelling).
I'd like to spend more time (studying Spanish).
The whole journey takes about (an hour and a half).
I waste a lot of time on (social networking sites).
I'm on the go the whole day (long).
There just isn't enough time!

b Asking for more information

How much time do you spend (sleeping)?
What exactly is your job / are your interests?
So how old are your children?
Can you give me some examples?
Why's that?

c Reporting back

He's got three children so (he's very busy).
He'd like to spend more time (at the gym).
He spends (far) too much time (doing paperwork).

SHARE YOUR TASK

Prepare a short talk about how you spend your time.

Practise giving the talk until you feel confident.

Film/Record yourself giving your talk.

Share your film/recording with other students.

LANGUAGE LIVE

Writing

An informal email

1 Work in groups and discuss.

- Do you use online social networks a lot? Why / Why not?
- Have people from your past got in touch with you through the internet?
- If so, did you meet up with them? What happened?

2 Read the online message that Katarina sent to her old friend Grace. How do they know each other? What does Katarina want to do?

MESSAGE from Katarina



Hi Grace,

Long time no see! It's been a few years but I hope you remember me! After we left university I lost your details, so I was really happy to find you again on this website. You look great in your photo.

1 _____.

2 _____? What are you doing now? Are you still living in Manchester? Sorry for all the questions but

3 _____! And how is your family? Is your brother still training to be a lawyer? And what are your parents doing? 4 _____ that holiday I spent at your house with your family. Happy days!

5 _____, after university I moved back to Slovakia. I'm still there now. I live in Bratislava with my husband, Hendrik. He's a TV producer. I work for a media company now. Life changes so quickly! I really love my life here but I still miss our time together at university. It was so much fun!

6 _____, My company is sending me to Manchester for three days next week. Hendrik is coming with me. While we're there we would really love to meet up with you. Is that possible? 7 _____.

Take care, 8 _____,

Katarina

9 _____.

REPLY

3 Read Katarina's message again and complete it with the phrases below.

- a As you know,
- b Lots of love,
- c I want to hear all your news!
- d I really hope you're well.
- e PS You can see some photos of me now on my profile page.
- f So how are things with you?
- g There's another reason I wanted to get in touch.
- h Please let me know.
- i I still remember

4 Match topics a–d with the paragraphs in Katarina's message.

- a Questions for her old friend para. 2
- b Reasons for getting in touch now
- c Why she hasn't been in touch before
- d News about her own life

5a You are going to write a similar message. Think of an old friend you haven't seen for a long time and invent a reason to contact him/her.

- b Use the topics in exercise 4 to make notes for your message. Add any other information that you want to include.

6 Write a first draft of your message. Follow the same structure as Katarina's message and use the checklist below to help you.

- Are there clear paragraphs? (e.g. the topics in exercise 4)
- Are you using appropriate phrases? (see exercise 3)
- Are you using present tenses and questions correctly?
- Have you checked spelling and punctuation?

7a Work in pairs. Read each other's messages and suggest improvements. Use the checklist above to help you.


- b Read your partner's comments and ask him/her for more information if necessary. Then write the final draft of your message.

Speaking

Keeping a conversation going

1 Look at the picture and answer the questions.

- Do you enjoy meeting new people?
- Do you find it easy to talk to people you don't know?
- What questions can you ask someone when you have just met him/her?

2  Grace is meeting Katarina and Hendrik in a café. Watch the video and tick the topics that Grace and Hendrik talk about.

- where they are from
- how they met Katarina
- university
- their home towns
- a holiday in the past
- the weather

3 Watch again and match the auxiliary questions in A with the phrases in B.

- | | |
|----------------|-------------------------------|
| A | B |
| 1 Were you? | a Did you meet at university? |
| 2 Did you? | b That sounds fun. |
| 3 Haven't you? | c That's amazing! |
| 4 Was it? | d I see! |
| 5 Do you? | e When was that? |
| 6 Don't you? | f Why's that? |
| 7 Was he? | g Wow! |
| 8 Did he? | h Really? |

4 Work in pairs. Take turns to read out the statements below and show interest. Use the auxiliary questions and phrases in exercise 3 to help you.

- 1 I'm reading a really good book about love.
- 2 My brother has just bought a big house.
- 3 We're moving to a little village.
- 4 My grandparents go on holiday five times a year!
- 5 An old friend of mine was on TV this week.
- 6 I've got some important news for you.

We're going to New York on holiday next week.


Are you? Wow!

5a Work in pairs. Act out the situations below. How long can you keep each conversation going? Which do you think is the most difficult situation?

- You have joined a photography class and when you arrive there is only one other student. You try to keep a conversation going until the teacher arrives.
- A school friend who you haven't seen for five years sits opposite you on the train. You have to keep the conversation going until you reach your stop.
- You have just been introduced to a friend of your mother's and have to keep a conversation going with her while your mother is making coffee.

b Work in groups and take turns. Pair A: Act out a conversation from exercise 5a. Pair B: Listen and note things they did well and ways they could improve.

PRONUNCIATION

1  Watch and listen to the key phrases. Repeat the auxiliary questions and phrases. Notice how the speakers use intonation to show interest.

We were working for the same company.

Were you? When was that?

AFTER UNIT 1 YOU CAN ...

Provide detailed personal information.

Describe in detail people you know.

Describe how you spend your time.

Write a message to an old friend.

Keep a conversation going.

CUTTING EDGE

THIRD EDITION

Cutting Edge Third Edition builds on the distinctive task-based approach that has made this course so popular. Engaging texts, new video content and a comprehensive digital package are just some of the features that make this fully revised edition even more effective.

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A2	Elementary
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ISBN 978-1-4479-4404-1



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