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CUTTING EDGE

THIRD EDITION

UPPER INTERMEDIATE

STUDENTS' BOOK

WITH DVD-ROM

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Unit	Language focus	Vocabulary	Skills
01 GETTING ON page 06	Past and present verb forms Uses of auxiliary verbs	Relationships Friendship Wordspot: <i>get</i>	Listening: Your past and present Reading: Great sibling rivalries Listening: Characteristics of a good friend
02 UPS AND DOWNS page 16	Forming adjectives Forming nouns and gerunds	Describing how you feel Things that make you feel good	Reading: Happiness: facts and myths Listening: Things that make you feel good
03 IT ALL WENT WRONG page 26	Narrative tenses Continuous aspect in other tenses	Mishaps Crime and punishment Headlines	Reading and listening: News articles
04 YOUR MIND page 36	Use and non-use of the passive Passive forms with <i>have</i> or <i>get</i>	Mental skills Wordspot: <i>mind</i> Personal characteristics	Listening: Mental skills Reading: What shapes our personality?
05 FACE TO FACE page 46	Review of future forms More complex question forms	Getting together Colloquial language	Reading: We may have 750 friends online, but we're lonely Listening: Online dating
06 BIG IDEAS page 56	Perfect tenses More about the Present perfect simple and continuous	Human achievements Wordspot: <i>first</i>	Reading: Five inventions that shape the way we live today Listening: Important dates

Pronunciation	Task	World culture/ Language live	Study, Practice & Remember
Auxiliary verbs Sounding sympathetic	Keep a conversation going Preparation: Reading and listening Task: Speaking	Language live Speaking: Responding to how people feel Writing: Planning and drafting a biography	Study & Practice 1, page 131 Study & Practice 2, page 132 Remember these words, page 133
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Weak and strong forms in questions	Present an idea for a TV programme Preparation: Listening Task: Speaking	World culture: Unsung heroes	Study & Practice 1, page 146 Study & Practice 2, page 147 Remember these words, page 148

Unit	Language focus	Vocabulary	Skills
07 EVENTS page 66	Relative clauses Quantifiers	Celebrations and protests Special events Wordspot: <i>take</i>	Reading: We saw history in the making Listening: Special events
08 STRANGE BUT TRUE page 76	Overview of modal verbs Past modals	Mysteries and oddities Extreme adjectives	Reading: Mysteries and oddities Listening: A mystery story
09 GETTING IT RIGHT page 86	Use and non-use of articles Different ways of giving emphasis	Phrasal verbs Wordspot: <i>right</i> and <i>wrong</i>	Reading: How to stand out from the crowd Listening and writing: Taking notes
10 MEDIA page 96	Reporting people's exact words Verbs that summarise what people say	The media Wordspot: <i>speak</i> and <i>talk</i>	Reading: Media: facts and figures Listening: Questions about the media
11 LIFE ISSUES page 106	Hypothetical situations in the present Hypothetical situations in the past	Science and processes Wordspot: <i>life</i>	Reading: Interfering with nature
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Pronunciation	Task	World culture/ Language live	Study, Practice & Remember
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The weak form of <i>have</i>	Discuss two mysteries Preparation: Reading and vocabulary Task: Speaking	World culture: The Bermuda Triangle	Study & Practice 1, page 152 Study & Practice 2, page 153 Remember these words, page 154
Using stress for emphasis	Collect and present tips Preparation: Reading Task: Speaking	Language live: Speaking: Suggestions and advice Writing: A speculative covering letter	Study & Practice 1, page 155 Study & Practice 2, page 156 Remember these words, page 157
Reporting what people said	Discuss an article Preparation: Reading and vocabulary Task: Speaking	World culture: The science of film	Study & Practice 1, page 158 Study & Practice 2, page 159 Remember these words, page 160
Word stress and vowel sounds	Discuss a controversial issue Preparation: Listening Task: Speaking	Language live: Speaking: Reporting opinions Writing: A 'for and against' essay	Study & Practice 1, page 161 Study & Practice 2, page 162 Remember these words, page 163
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GETTING ON

IN THIS UNIT

- Grammar: Past and present verb forms; Uses of auxiliary verbs
- Vocabulary: Relationships; Friendships; *Get*
- Task: Keep a conversation going
- Language live: Responding to how people feel; Planning and drafting a biography



A a place that was important in your childhood



B something you remember about the first house/flat you ever lived in



C the name of someone from your past you don't see anymore



D the name of someone you have met recently



E something important that has happened in your family recently



F your least favorite day of the week or time of day

Speaking and listening

Your past and present

1a Read A–F above. Think of at least two things to say about each one.

b Work in pairs. Tell your partner about the things you have written. Your partner can ask you questions.

2a **1.1** Listen to six speakers. Which item from exercise 1a does each speaker talk about?

b Listen again. Which speaker mentions the topics in the box? What do they say about them?

- | | | |
|--------|-------------------|---------------|
| a farm | a coincidence | a baby |
| a pond | working on a film | an awful boss |

3 **1.2** Listen and complete the extracts from the recording.

- We _____ there every summer for our holidays. I _____ it.
- Normally it's fine because _____ on programmes _____ late ... But at the moment _____ a film.
- It was my first job, but I think Kathy _____ different jobs before that.
- I _____ three or four years.
- Somehow _____ touch.
- I think we _____ about five years.
- We were _____ to each other and we just _____.
- It _____ sweet in the photo on Facebook.

Language focus 1

We know books

Past and present verb forms

- 1 Work in pairs and do the quiz. Then find another example from exercise 3 to go under each heading.

So you think you know about English grammar? Do the quiz and find out.

1 Present simple and continuous

Which sentence below describes something which is generally true? Which describes a temporary situation?

- a *I'm a hairdresser and I do a lot of work for TV.*
b *At the moment, I'm getting up at about 5 a.m.*

2 Past simple and Past continuous

Which verb form in the sentence below describes a single action in the past? Which describes an action in progress at that time?

I met Kathy when we were both working for this really awful boss.

3 State and action verbs

Choose the correct verb in the sentences below. Why isn't the other verb possible?

- a *I don't remember / 'm not remembering* its name.
b *My uncle owned / was owning* a farm when I was a child.

4 Used to

Look at the example sentences below and choose the correct options in the rule.

My aunt and uncle used to own a farm.
I used to spend hours staring at the fish.

used to describes habits / states / single actions in the past / present

5 Present perfect and Past simple

Match examples 1–4 to descriptions a–d below.

- 1 *I've known* Emma for six months.
2 *Kathy and I were* really good friends for a couple of years.
3 *My cousin and his wife have had* a baby.
4 *We moved* in about 1993.


- a Something that continued for a period of time in the past.
b Something that started in the past and continues to the present.
c Something that happened in the past and is important now. We don't know exactly when it happened.
d Something that happened at a finished time in the past.

6 Past perfect

Look at the sentences below. Which action in bold happened first?

The house where I was born was quite small. My parents had bought it from an old man.

PRACTICE

- 1  1.3 Choose the correct verbs to complete the article below. Listen and check.

Alek Wek Past and present



Alek Wek is one of the world's most popular models. She ¹*has appeared / appeared* in catwalk shows, high profile advertising campaigns and on the cover of *Vogue* magazine. Her life, however, ²*hasn't been / hadn't been* easy.

Alek ³*has been born / was born* into a poor family in Sudan in 1977, the seventh of nine children. In 1983, civil war ⁴*broke out / had broken out*. Alek ⁵*was playing / used to play* out in the streets, but it ⁶*has got / got* too dangerous to go out. In the end, Alek's family ⁷*have decided / decided* to leave their town and walk south. Eventually, the family ended up in Khartoum, the capital of Sudan. Unfortunately, in Khartoum, Alek's father died. Many years before, he ⁸*had / had had* an operation on his hip, and during their long walks it ⁹*was getting / got* badly infected.

In 1991, Alek and her younger sister moved to the UK. Their older sister ¹⁰*was moving / had moved* there three years earlier, and later their mother ¹¹*joined / used to join* them.

In 1995, Alek ¹²*shopped / was shopping* at a market in London when a modelling scout ¹³*approached / was approaching* her, and against her mother's advice, 18-year-old Alek ¹⁴*has decided / decided* to become a model.

It was the right decision. She ¹⁵*is / has been* a top model for over 15 years. She ¹⁶*also designs / is also designing* handbags, and ¹⁷*writes / has written* an autobiography called *Alek*. However, these days she ¹⁸*spends / is spending* more and more time working with charities which help Africa, like the Refugee Council.

In the 1990s, Alek Wek ¹⁹*changed / was changing* the stereotype of how a model should look. Now she ²⁰*changes / is changing* the stereotype of how a model should behave.

1 Work in pairs and discuss the questions below that are relevant to you.

- Would you like to have a brother or sister? Why?
- What are the advantages of being an only child?
- How close is your relationship with your sibling(s)?
- Are you similar to each other? In what ways?
- Are you closer to one sibling than the other(s)? Which one and why?
- Are you competitive with your sibling(s)? If yes, give examples.

2 Work in pairs and look at the photos. What do you know (or can you guess) about the people?

3 Read the article and answer the questions.

Which famous siblings ...

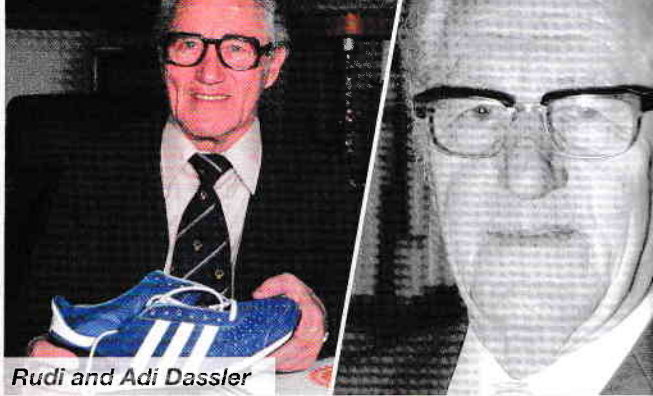
- 1 are friends despite their rivalry?
- 2 have continued their rivalry into old age?
- 3 have taken legal action against each other?
- 4 caused problems in their local community because of their rivalry?
- 5 often competed against each other in important competitions?
- 6 often criticise each other in the media?

4 Read the article again. Complete the sentences below.

- 1 The author of the article felt competitive towards her sister because ...
- 2 In her autobiography, Joan Fontaine boasted that she had ...
- 3 A lot of people were watching when Olivia de Havilland ...
- 4 Noel Gallagher once attacked his brother because ...
- 5 The Dassler brothers started separate companies because ...
- 6 Some people in Herzogenaurach refused to socialise with each other because ...
- 7 The Williams sisters are best friends despite the fact that ...
- 8 We know the author of the article is still competitive towards her sister because ...

5 Work in groups and discuss the questions below.

- Which case of sibling rivalry do you think is the most extreme? Why?
- Which siblings' achievements are the most impressive?
- Do you know any other examples of serious sibling rivalry?



Rudi and Adi Dassler



Venus and Serena Williams

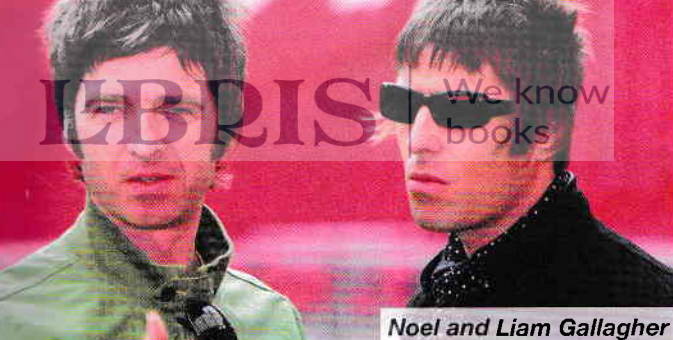
GREAT SIBLING

Sancha Ford reports

For most people, the longest relationship they will have is with their sibling. It's a shame, then, that we can't choose them. As children, my younger sister and I were always competing with each other. I was jealous of her looks and she felt threatened by my academic success. But our rivalry was nothing compared to that of some famous siblings.

Take 1940s movie stars Olivia de Havilland and Joan Fontaine. The competitive relationship between these sisters is the stuff of Hollywood legend. 'I married first, won the Oscar before Olivia did. And if I die first, she'll undoubtedly be livid because I beat her to it,' Joan wrote in her autobiography. Their rivalry became very public in 1946 when Olivia won an Oscar. Joan was asked to present the award but Olivia refused to even shake her hand. 'They just don't have much in common,' commented one person at the time. Now in their 90s, the sisters apparently still loathe each other!

More recently, the rivalry between rock stars Noel and Liam Gallagher has hit the news. As part of the band Oasis, they created some memorable music, but whenever they are interviewed, the brothers cannot resist putting each other down. 'There are only two things wrong with Liam,' Noel once said, 'everything he says and everything he does.' While the brothers were working on their second album, Liam invited some friends to the studio for a party. Noel was trying to work and ended up attacking Liam with a cricket bat. By 2011, the brothers had stopped working together and were suing each other – a sorry situation for any brothers to be in.



RIVALRIES

But it's not just in show business where siblings fall out. Entrepreneurs Rudolf and Adolf Dassler started making sports shoes in the small German town of Herzogenaurach in the 1920s. Their factory south of the river became very successful but they were always very different. Adolf, or Adi, was a quiet craftsman while Rudolf was "a loud-mouthed salesman". Eventually, in 1948, the brothers fell out permanently. Rudolf moved across the river and set up a rival sports-shoe company, which he called Puma. In response, Adi used the first letters of his name and surname to create his brand – Adidas.

The brothers never spoke to each other again and their rivalry divided the town. The residents wore either Adidas or Puma and would sometimes refuse to mix with each other. It became a place where you always looked at the shoes someone was wearing before starting a conversation. The brothers died in the 1970s and were buried in the same cemetery – at opposite ends.

But not all successful siblings hate each other. Top tennis players Serena and Venus Williams have played each other in over 20 major tennis tournament finals, but have always remained best friends. They played doubles together, lived together, and even had breakfast together before these big matches. 'We leave everything on the court,' Serena once said. 'We're sisters the moment we shake hands at the net.'

So, now that we're adults, have my sister and I learnt to be more like the Williams sisters and less like the Gallaghers? Well, I'd love to say "yes" but the truthful answer is "not always". I still hate seeing photos of us together because I still feel inferior to her. But our rivalry is not as bad as it used to be, and if I feel really jealous, I remind myself: beauty fades but a sister is for life!

Vocabulary Relationships

1a Can you remember which siblings in the article (including the author) the sentences below describe? Try to complete the phrases in bold.

- 1 She is **jealous** *of* her sister's appearance. *the author*
- 2 They are always **competing** *___ each other.*
- 3 She **feels threatened** *___* her sister's academic abilities.
- 4 They **don't** *___ a lot in common.*
- 5 They **loathe** *___ other.*
- 6 They are always **putting each other** *___ .*
- 7 They **fell** *___* permanently.
- 8 She **feels inferior** *___* her sister.

b Check your answers in the article. Use the context to check that you understand what the phrases in bold mean.

2 Which set(s) of siblings in the article could the sentences below describe?

- 1 They're very **close to** each other.
- 2 They don't **get on with** each other.
- 3 They're sometimes **violent towards** each other.
- 4 They're **loyal to** each other.
- 5 They don't **respect** each other.
- 6 Their relationship seems very **destructive**.
- 7 They are **supportive of** each other.

3a Complete the list with phrases in exercises 1a and 2.

- good relationships: *be close to each other...*
- bad relationships: *loathe each other...*

b Think of opposites to the phrases in exercise 3a. Add them to your list.

loathe each other – adore each other

4a Choose at least two relationships from the list below. Think about how to describe them, using phrases in exercises 1a and 2.

Your relationship with ...

- one of your siblings.
- someone who used to be a friend but isn't now.

The relationship between ...

- two siblings in your family.
- famous siblings from your country.
- a famous couple.
- a couple you know well.

b Work in groups. Take turns to describe the relationships and ask and answer questions about them.

I'm really close to my brother, Idris.
 We get on well, but ...



1a Work in pairs. Which characteristics below do not describe the behaviour of a good friend?

- 1 You can **trust** them.
- 2 They always **tell** you **the truth**.
- 3 They sometimes **lie to** you.
- 4 They are **fun to be with**.
- 5 They **gossip** about you **behind your back**.
- 6 You can **confide in** them about your problems.
- 7 They always **keep** their **promises**.

b Work in groups. Think of two more characteristics of a good friend. Which do you think is the most important characteristic in a friend?

2a 1.4 Work in pairs. You are going to listen to three conversations. Listen to Maz confiding in Anna, and answer the questions.

- 1 Who is Ben?
- 2 What problem does Maz have?
- 3 What do we learn about Maz and Ben as people?
- 4 What does Anna promise at the end of the conversation?

b 1.5 Listen to Joe talking to one of the women from the previous conversation, and answer the questions.

- 1 Who is Joe talking to?
- 2 What are they discussing?
- 3 What is their attitude towards the situation?
- 4 What does Joe promise at the end?

c 1.6 Listen to Joe talking to someone else, and answer the questions.

- 1 Who is Joe talking to?
- 2 What is the surprise that is mentioned?
- 3 What does Joe try to do in the conversation and why?
- 4 How does the other person respond?

3 Listen to all three conversations again. Summarise the situation between the four friends.

4 Work in pairs and discuss the questions.

- Do you have sympathy for Ben or Maz?
- Are Anna and Joe good friends to Ben and Maz?
- Should they say or do anything?
- What do you think will happen between Ben and Maz?

Language focus 2

Uses of auxiliary verbs

1 Complete sentences 1–7 from the conversations with the endings or responses in the box.

.....
 He says he is. will you? I know she will.
 isn't it? Oh, are you? Yes, I have actually.
 we do have a good time together.

- 1 You don't think he's interested? *He says he is.*
- 2 I do love him, and _____
- 3 You won't say anything to anyone, _____
- 4 Have you seen Ben and Maz at all? _____
- 5 I'm planning a bit of a surprise for her. _____
- 6 It's going to cost you a fortune, _____
- 7 She'll like this, _____

2 1.7 Listen and check.

GRAMMAR

- 1 **Underline** the auxiliaries in the endings/responses in the box in exercise 1.
- 2 Which auxiliaries in exercise 1 are used to ...
 - 1 form tag questions?
 - 2 add emphasis?
 - 3 show interest?
 - 4 form a short answer to questions?
 - 5 avoid repeating words or sentences?

▶ Read Study 2, page 132

Keep a conversation going

Take a break!

Who do you know that you have a lot in common with? **75**

Which person from your school days would you most like to meet again? **30**

What are the pros and cons of coming from a large family? **45**

Take a break!

Who is the kindest person you know? Why? **45**

What situations make you feel competitive? **45**

Who do you look for in a partner? **45**

Who do you know that you really admire and why? **60**

What kind of people annoy you? **45**

What qualities do you look for in a friend? **75**

Is there such a thing as true love? **30**

Have you ever had a boss or a school teacher you didn't like? Why didn't you like them? **45**

Take a break!

What makes a good parent? **60**

What is the ideal age to get married and why? **45**

Who have you fallen out with in the past? Why did you fall out? **30**


Take a break!







Preparation **Reading and listening**

- 1 Work in pairs. Read the rules below for a game called *Keep talking*. Then check what you can remember.
- 2  1.12 Listen to three sets of people playing the game. Answer the questions.
 - 1 Which square does the player land on in each game?
 - 2 Which set of players followed the rules successfully?
 - 3 What did the other players do wrong?

Task **Speaking**

- 1 You have five minutes to prepare for the game. Try to think of two things to say about the topic in each square.
- 2 Work in groups of three or four and play *Keep talking*.

> Useful language a–c
- 3 Work in groups. Discuss the questions below.
 - Which square was the most difficult to answer? Which was the easiest?
 - Did you find out anything surprising about each other?

USEFUL LANGUAGE

a Answering questions

Let me see ...

The first person who comes to mind is ...

The reason I admire/fell out with him is ...

Personally I (don't) think ...

But I suppose you could argue that ...

b Asking follow-up questions

So what/why exactly (do you get on so well)?

Anything else you can think of?

Tell me more about (how you met).

Really did you? How did that happen?

And when was it?

c Playing the game

Whose go is it?

Ok, your/my go.

Well done! That's (30) seconds.

I'd like to pass on that one.

I've run out of things to say!

I think we're out of time.

Keep talking!

a game for 3-4 players

- Each player finds a counter (e.g. a coin) and puts it on one of the four corners of the board. Each player must choose a different coloured corner.
- The aim of the game is for each player to move around the board once in a clockwise direction.
- Players take it in turns to throw a dice or close their eyes and point to a number in the middle of the board and move that number of squares around the board.
- When a player lands on a square, he/she (Player A) asks the question in the square to the player on their right (Player B).
- The two players must keep the conversation going for the number of seconds given on the square. Player A must keep asking questions and Player B must give full answers.
- If Player A doesn't keep the conversation going (if there is a pause of more than three seconds), he/she moves back three squares.
- If Player B doesn't give full answers, he/she moves back two squares.
- The other players keep time and judge whether Players A and B are following the rules.

SHARE YOUR TASK

Choose a topic from the game that you can talk about for a minute. Spend a few minutes preparing and practising what you will say.

When you feel confident, record/film yourself speaking for a minute.

Share your film/recording with other students.



Never mind

Speaking

Responding to how people feel

- 1 Look at the photo. Work in pairs and discuss. Who do you turn to if you need a sympathetic listener? Why?
- 2 1.13 Listen to three short conversations and answer the questions.
 - 1 What is the person's problem in each case?
 - 2 Is the listener very sympathetic, reasonably sympathetic or not very sympathetic?
 - 3 What suggestion(s) does he/she make?
- 3 Check you understand the phrases in the box. Then read situations 1–7 below and choose one or two appropriate responses in the box for each.

You must be really worried.	That sounds awful!
Don't take any notice of him/her.	How annoying!
Don't worry, it doesn't matter.	Cheer up!
Try not to worry about it.	Never mind.
Just ignore him/her/it/them.	Calm down!
There's no point in getting upset.	What a shame!

- 1 A visitor to your house is embarrassed because he's spilled his drink.
- 2 A child tells you that his best friend said something unkind to him.
- 3 Your best friend phones because she's had a row with her boyfriend.
- 4 Your friend is in tears at the end of a sad film.
- 5 Your friend is worried because his mother is going into hospital.
- 6 Everyone is laughing at your friend's new hairstyle.
- 7 Your friend is too scared to go to the dentist by herself.

- 4 Are any of the phrases in the box in exercise 3 inappropriate for any of the situations? Give one or two examples, and explain why.

PRONUNCIATION

- 1 1.14 Listen to five phrases said in two different ways. Which sounds more sympathetic, a or b?
- 2 1.15 Listen to the phrases being said in a sympathetic way. Repeat the phrases from exercise 3, paying attention to the intonation.

- 5 Work in pairs. Choose one of the situations in exercise 3 and prepare a conversation similar to the ones you listened to.
- 6 Act out your conversation for the class. The others listen and say which situation you are acting out and whether or not the listener is sympathetic.

Writing

Planning and drafting a biography

- 1a Work in pairs and discuss. What steps do you go through when you write something in English, for example a biography of a famous person?
 - b Turn to page 133 and read the 'Five steps to better writing'. Which ideas do you find useful?

2a Look at notes A and B. Which stages in the writing process do they show? What is the last stage?

b Which notes in A could go in each paragraph in B? Some notes could go in more than one.

- A**
- a applied to study law – overslept for interview
 - b husband = Don Gummer since 1978. 4 kids
 - c 1977 = first film, 1978 = first Oscar nomination
 - d range of characters: *Mamma Mia!*, *Iron Lady*, *Kramer vs Kramer*
 - e won more awards than any actor in history
 - f 'I follow no doctrine ...,' etc.
 - g born 1949, New Jersey
 - h played violin six hours a day for eight weeks – *Music of the Heart*
 - i now in her 60s – still giving great performances
 - j first husband = John Cazale – died soon after filming *The Deer Hunter* with Streep

- B**
- Paragraph 1: why she is a legend
 - Paragraph 2: early life and career
 - Paragraph 3: commitment and talent
 - Paragraph 4: personal life

3a Who is the actress in the photo on the right? Name as many of her films as you can.

b Read the first draft of the biography. There are several mistakes including spelling (sp), punctuation (p), grammar (gr) and missing words (mw). Can you find two more examples of each mistake?

4a Choose one of the topics below to write a biography about.

- a musical/sporting/artistic/comic/film legend (you may need to do some online research first)
- someone you know who you think is 'a legend' in their own way

b Write a first draft, using the steps to better writing on page 133.

5a Check your first draft, paying attention to the verb forms you studied on page 7. Then work in pairs and check each other's drafts.

b Write a final draft.

A film legend

Meryl Streep is seen by many as the greatest actor of (mw) generation. The range of feelings and emotions that she can portray is astounding and she has won more acting awards than any actor in history. Now in her 60s, she is still throwing herself into every role and giving performances, that attract praise and admiration from audiences everywhere.



Born Mary Louise Streep in 1949 in New Jersey, she took singing lessons as a child and thought about a career as an opera singer. Later she applied to study law but changed mind when she overslept and missed the interview (p) her destiny, she decided, lay elsewhere. Instead, Streep enrolled in the Yale School of Drama and began her career in theatre in the late 1960s. Her first film role has been in 1977 and she won her first Oscar nomination a year later in *The Deer Hunter*. Streep's husband and co-star in *The Deer Hunter*, John Cazale, died shortly after filming finished.

Streep has always prepared in detail for every role, sometimes going to extremes. In 1999 she has (gr) practised the violin for six hours a day for eight weeks in order to play a violin teacher in *Music of the Heart* a role originally planned for Madonna. This commitment has allowed her to play a wide variety of characters. In 2008, she starred in her successful film to date, *Mamma Mia!*. The film, based on the music of Swedish pop group ABBA, involved Streep not only acting but singing and dancing, too. Contrast this to *Sophie's Choice*, in which she played a concentration camp victim or *The Iron Lady*, in which she played British Prime Minister Margaret Thatcher, and you get an idea of her range and abilities (sp).

Despite the extraordinary characters that she plays, Streep's home life is quite ordinary. She is married to sculptor Don Gummer since 1978. They live in Connecticut and have four children together. 'I follow no doctrine,' says Streep. 'I don't belong to a church or a temple or a synagogue or an ashram ... but I do have a sense of trying to make things better.' That's certainly true of her films.

AFTER UNIT 1 YOU CAN ...

Describe relationships in detail.

Keep a complex conversation going.

Respond sympathetically to other people's feelings.

Plan and draft a biography.