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CUTTING EDGE

朗文当代英语教程

INTERMEDIATE

Jane Comyns Carr (英)
Frances Eales (英)

编著

WORKBOOK **4**
练习册



外语教学与研究出版社
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《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程,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。教材采用英式英语编写,涉及英国及其他各国文化;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。

本教程共有6个级别,难度分布如下:

1-2级为基础入门级,适合具有初级英语水平的学习者

3-4级为完善巩固级,适合具有初级至中级英语水平的学习者

5-6级为强化提高级,适合具有中级偏上英语水平的学习者

完成1-4级的学习,学习者的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,可达到雅思考试6.5-7.5分的水平。

教材特点

- 强调语法和词汇基础
- 丰富的语言文化信息
- 创造真实的交流环境
- 完善的自我评估体系
- 采用任务型教学方法
- 贴近社会生活的话题
- 培养独立学习的能力
- 全面翔实的教学建议

4级产品组成:

- 学生用书(附赠小词典),配有课堂用盘(2张CD)或课堂用带(2盒)
- 练习册,配有学生用盘(1张CD)或学生用带(1盒)
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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 4 级 (Intermediate) 的课时安排为 120 课时, 教师可以根据教学实际适当增减。4 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 语言 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: 由 2 个语言重点 (Language focus) 构成, 下设迷你任务 (Mini-task)、语法和语音练习 ● 词汇: 包括重点词汇 (Wordspot), 讲解英语中的常用词 ● 阅读 / 听力: 附带综合口语活动 <p>B 任务 这部分以交际任务为主, 包含下列板块:</p> <ul style="list-style-type: none"> ● 任务准备环节 (Preparation for task): 包括听力及 / 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, 并常常附带任选的写作任务 ● 任务延伸 (Task link): 练习从交际任务中提炼出来的词汇、短语和句型 ● 真实情景下的语言运用 (Real life): 与交际任务相关, 并以日常生活为背景的口语和写作练习 <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, 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:</p> <ul style="list-style-type: none"> ● 语法: 对学生用书中涵盖的主要语法点进行巩固和延伸; 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: 对各单元重点词汇的辅助和补充练习 ● 技能训练: 包含写作练习 (Improve your writing) 和听力与阅读 (Listen and read) ● 发音: 训练音标的读音与单词的重音 <p>书后提供练习答案 (Answer key)。</p> <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), 包括适合不同学生水平的教学方法建议、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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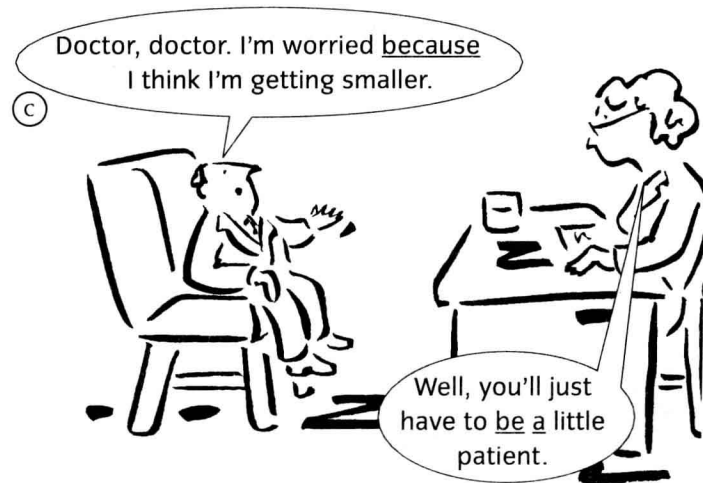
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Introduction

Grammar terms



1 Look at these grammar terms and complete the gaps with one of the underlined words from the jokes above.

- a a countable noun lies
- b an uncountable noun
- c an adjective
- d a preposition
- e an adverb
- f the base form of the verb
- g the -ing form of the verb

- h an auxiliary verb
- i a modal auxiliary verb
- j a definite article
- k an indefinite article
- l a pronoun
- m a possessive adjective
- n a conjunction

Using a dictionary

2 A dictionary can be very useful to find the grammar of a word. Look at these two extracts from the *Longman Active Study Dictionary* and complete the gaps below.

Abbreviations

<i>adj</i>	adjective	<i>prep</i>	preposition
<i>adv</i>	adverb	<i>pron</i>	pronoun
<i>v</i>	verb	<i>n</i>	noun

enjoy /ɪn'dʒɔɪ/ *v* [T] to get pleasure from something: *Did you enjoy the movie?* | **enjoy doing sth** *My wife really enjoys playing golf.*

enjoyment *n* [U] *We hope the bad weather didn't spoil your enjoyment.*

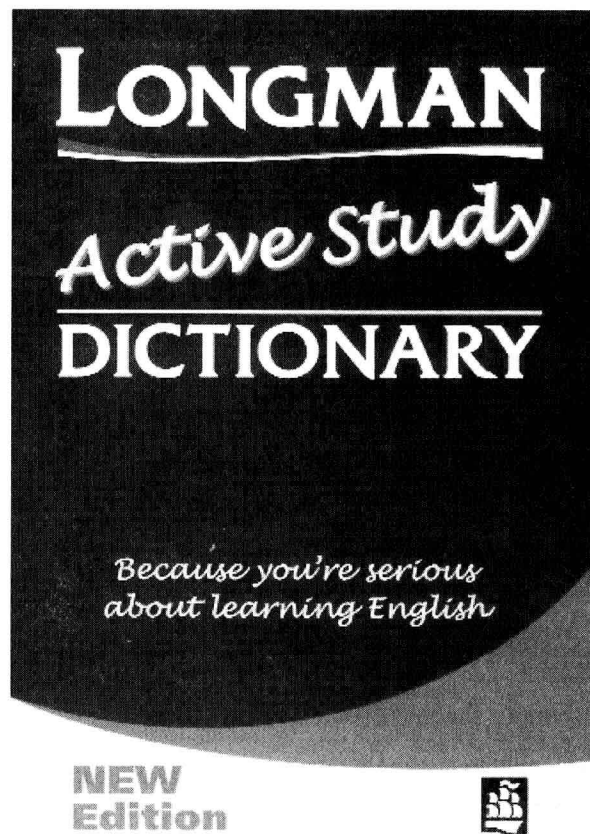
enjoyable /ɪn'dʒɔɪəbəl/ *adj* giving you pleasure: *We all had an enjoyable afternoon.*

train² /treɪn/ *v* [T] to teach someone how to do something, especially the practical skills they need to do a job: *Staff are trained in how to deal with difficult customers.*

trainee /treɪni/ *n* [C] someone who is being trained for a job: *a trainee teacher*

trainer /treɪnə/ *n* [C] someone whose job is to train people how to do something

training /treɪnɪŋ/ *n* [U] when someone is taught the skills they need to do something: *a training course*



3 Complete each gap with one of the words from exercise 2.

- Where did Jenny *train* to be a ski instructor?
- My father gets a lot of from his garden.
- I really spending time on my own.
- How much football do you do every day?
- The course was really I recommend it.
- Patricia's only a chef, but her cooking is fantastic!
- Our wants us to finish our project this week.

- enjoy is *a verb*
- enjoyment is
- enjoyable is
- train is
- trainee is
- trainer is
- training is

Module 1

Making questions

1 Use the prompts to write complete questions in the following situations.

a) Steve is asking Phil about his new girlfriend, Cinzia, who comes from Italy.

1 What / be / her name?

What's her name

2 Which part of Italy / she / come from?

.....

3 How / you / meet / her?

.....

4 What / she / do for a living?

.....

5 When / she first / come / to England?

.....

6 How well / she / speak English?

.....

7 she / like / London?

.....

8 she / have / a flat here?

.....

b) Sarah wants to emigrate to Australia with her family. An official is asking her some questions.

1 When / you / get married?

.....

2 Where / your husband / born?

.....

3 your husband / work?

.....

4 he / have / any qualifications?

.....

5 How many children / you / have?

.....

6 How old / be / your children?

.....

7 you / know / anybody in Australia?

.....

Short answers

• Do you like rock music? Yes, I like rock music.

Yes, I do.

• Did you enjoy the film? No, I didn't enjoy the film.

No, I didn't.

The long answer is unnatural, so we use a short answer.

2 Look at these long answers. First write the questions and then write a short answer for each one.

a No, I'm not married.

Are you married

No, I'm not

b Yes, I live with my family.

.....

c No, we don't live in an apartment.

.....

d No, we didn't live in the same place when I was young.

.....

e No, my grandparents aren't alive.

.....

f No, I haven't got a car.

.....

g Yes, I can understand English well.

.....

h No, my English teacher doesn't speak my language.

.....

Question tags

• He's got her phone number, **hasn't he?**

• It **isn't** very warm today, **is it?**

Notice:

1 **You take** sugar in your coffee, **don't you?**

no auxiliary

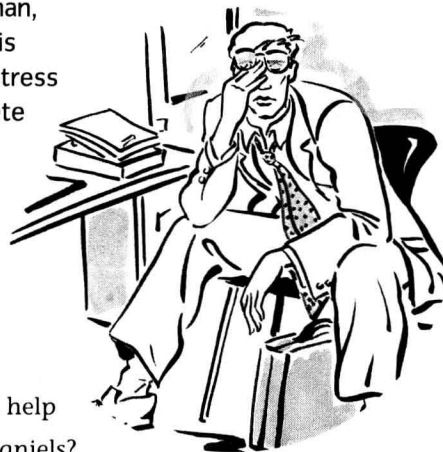
auxiliary **do**

2 I'm really early, **aren't I?**
amn't I?

LOOK!

Present Simple or Continuous

4 Mike, a salesman, is talking to his doctor about his stress problems. Complete the gaps with the best form of the verb in brackets.



DOCTOR: How can I help you, Mr Daniels?

MIKE: Well, I started having bad headaches a couple of weeks ago and they (1) *re / are getting* (get) worse. I can't sleep properly, I'm tired all the time, and the worst thing is my hair (2) (go) grey and I'm only 31!

DOCTOR: I see. Let me ask you some questions.
(3) (you / smoke)?

MIKE: No, I gave up a month ago.

DOCTOR: Right. I see you're a salesman. On average how many hours a week
(4) (you / work)?

MIKE: Well, I normally (5) (do) eight hours a day, but at the moment I (6) (work) at least ten hours and some Saturdays.

DOCTOR: That is a lot. And so how
(7) (you / relax)?

MIKE: Well, I usually (8) (sit) in front of the TV with a pizza and a few beers.

DOCTOR: Hmm. (9) (you / do) any exercise at the moment?

MIKE: Not really, but I'm losing a lot of weight and I (10) (not / know) why.

DOCTOR: I think you (11) (suffer) from stress. I (12) (want) you to eat a more varied diet and to do some exercise. Come back and see me in four weeks and I'll check you again.

3 a) Complete the gaps in these sentences with a question tag.

1) Two friends are shopping:

- Ooh, it's cold today, *isn't it*
- That coat costs a lot,
- They've got some nice clothes here,
- These jeans are too short,
- There aren't many sales assistants here,

2) Mrs Halliday is talking to Liesbeth, who has come to stay for six months and help with the children:

- You're from Amsterdam,
- You speak French,
- You've got two little brothers,
- You don't smoke,
- You can drive,

b) Listen to the statements and add the correct question tag.

You hear:

You say:

Ooh, it's cold today, ...

Ooh, it's cold today, *isn't it?*

State verbs

5 The following conversation takes place in a camera shop. Complete the gaps with the best form of the verb in brackets.



A: Good morning, how can I help?

B: Well, I (1) *'m looking* (look) for a compact camera with a 200m lens.

A: Right. Well, this new model's very good. It (2) (have) a zoom and a built-in flash and it only (3) (cost) £150.

B: Ah. You see I (4) (buy) it for a friend and he (5) (not / want) to spend more than £100.

A: OK, I (6) (understand) the problem. Let's see – I (7) (think) the Zenco 460 is a very good buy. There's a picture here in the catalogue.

B: Oh, yes, that (8) (look) nice.

A: The only problem is that we (9) (not have) any in the shop at the moment. In fact, we (10) (wait) for some to come from our other shop in Oxford.

B: Right, so when will they be here?

A: Well, I (11) (not know) exactly. I really need to ask the manager, but I'm afraid she (12) (have) lunch at the moment. She'll be back in about half an hour.

B: OK. Perhaps I'll come back later.

Word order

Adverbs of frequency

Some adverbs come before the main verb, but after the verb *to be*:

I	always nearly always	do my homework.
I'm	quite often sometimes occasionally hardly ever never	late for class.

Some adverbs go at the beginning or end of the sentence:

Most of the time	I do my homework	most of the time.
Sometimes	I'm late for class	sometimes.
Occasionally		occasionally.

6 a) Rewrite these sentences with the adverb in the correct position (there may be more than one correct answer).

- I speak English on the phone. (*sometimes*)
(Sometimes) I (sometimes) speak English on the phone (sometimes)
- My colleague Jo uses my computer. (*occasionally*)
.....
- My classmate Carla has lunch with me. (*quite often*)
.....
- My boss is in the office. (*hardly ever*)
.....
- My neighbours are very quiet. (*most of the time*)
.....
- My sister-in-law Jenny phones me on Mondays. (*nearly always*)
.....
- Paul's relatives visit us at Christmas. (*always*)
.....
- Stephen sees his ex-girlfriend. (*hardly ever*)
.....
- Daryl, my flatmate, cleans the bathroom. (*never*)
.....

b) Write five sentences in your notebook about how often you do things. Show them to your teacher.

Pronunciation

/ə/ (schwa)

• *husband* has 2 syllables: husband
/ə/

• *acquaintance* has 3 syllables: acquaintance
/ə/ /ə/

In *husband* 'hus' is stressed (it is stronger and longer) and 'band' is unstressed (it is weaker and shorter). In *acquaintance* the second syllable is stressed and the first and third syllables are unstressed.

We often pronounce the unstressed syllable /ə/.

LOOK!

7 a) Notice where the stress falls in the words below. Which sounds are pronounced /ə/? Write the symbol underneath.

1 economy
/ə/

7 relative

2 step-mother

8 foreign

3 couple

9 headteacher

4 brother-in-law

10 neighbour

5 photograph

11 partner

6 stranger

12 parent

b) Listen and repeat the words, paying attention to the stress and /ə/ sound.

c) Listen and mark the stress and /ə/ sound(s) on the following words.

1 often
/ə/

4 assistant

2 occasionally

5 salesman

3 usually

6 catalogue

The letter 's'

The letter 's' can be pronounced /s/ /z/ or /ɪz/ in:

• plural forms of nouns:

flatmates, neighbours, marriages
/s/ /z/ /ɪz/

• Present Simple, third person singular:

she smokes, he learns, it increases
/s/ /z/ /ɪz/

LOOK!

8 a) Listen to the nouns and verbs in the box (or say them aloud) and complete the chart below.

wants nieces spells entertains practises
parents acquaintances relatives uses
classmates colleagues hopes works
spends pronounces

/s/	/z/	/ɪz/
wants		

b) Listen again and repeat the words.

Grammar snack

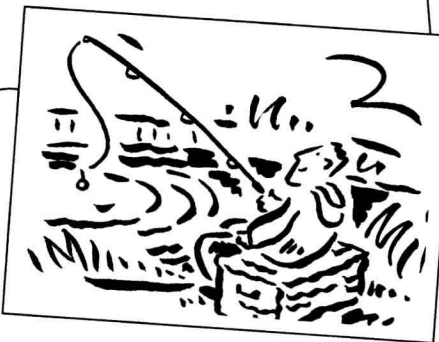
both / neither

9 a) Carl is studying English in Edinburgh. His friend Julie is studying Psychology at Bath University. Read these extracts from their letters to each other and decide which of the statements below are correct.

Carl

... and my teacher gives us homework nearly every day, so I spend at least an hour doing that in the evening, before I go out. I usually go

to a pub – the pubs here in Edinburgh are always busy and the people are really friendly. I met a Scottish boy in a pub soon after I arrived and – guess what – we go fishing together every Sunday. My only problem now is that I have a long journey by bus to school every morning. I think I'll start looking for new accommodation nearer to school...



Julie

... I'm really enjoying the course, although I have a lot of work to do in the evening, apart from Fridays and Saturdays, when I go dancing or to a pub. I'm glad that I came to Bath University – the city is really beautiful.

The university is on a hill just outside the city, and there is a bus service, but I usually cycle, which takes about an hour. Actually, I'm getting quite fit, because I go jogging most mornings. How are you getting on in ...



- 1 a They both have a lot of work to do. ✓
b Carl has a lot of work, but Julie doesn't.
- 2 a Julie is doing a lot of exercise, but Carl isn't.
b They are both doing a lot of exercise.
- 3 a Neither of them go dancing at weekends.
b Julie goes dancing at weekends, and Carl goes fishing.
- 4 a Neither of them go to pubs.
b Both of them go to pubs.
- 5 a Neither Carl nor Julie live near their school / university.
b Both Carl and Julie live near their school / university.

Notice the position of **both** in these examples:

- They **both** have a lot of homework.
- They are **both** students.
- **Both** of them are studying.

Notice the forms we can use with **neither**:

- **Neither** of them work / works.
- **Neither** Carl **nor** Julie live / lives ...
- **Neither** Carl **nor** Julie doesn't live ...

b) Correct these sentences.

- 1 My ex-girlfriend and I liked both travelling.
- 2 Neither my neighbours are noisy.
- 3 Both my sister and my niece spends a lot of time cooking.
- 4 My colleagues Dan and Rob are quite lazy: neither of them doesn't do much work.
- 5 My best friend June and I both are learning a musical instrument.
- 6 Neither Ann and Susan likes watching football.

c) Write five sentences about your friends / colleagues / classmates / family with **both** and **neither**.

- 1
- 2
- 3
- 4
- 5

Vocabulary

Activities with *do* / *play* / *go*

10 a) Put the activities in the box into the correct column in the chart below (six for each verb). Mark the stress on each word.

the drums sport photography ~~cycling~~ swimming gardening
the guitar cards knitting exercise snooker a computer game
yoga jogging skiing dancing volleyball walking

do	play	go
		● cycling

b)  Listen to the prompts and say the correct verb.

You hear:

... the drums

You say:

play the drums

- We use **play** for musical instruments and games with rules.
- We use **go** for hobbies and sports, especially when we have to go somewhere to do them (with expressions such as *a lot of*, *a bit of*, *some* / *any* we can use **do**: 'I *do* a lot of walking').
- We use **do** for other hobbies (often creative hobbies).

c) Match these questions and answers and complete the gaps with the correct form of *do*, *play* or *go*.

- | | |
|-------------------------------------------------|------------------------------------------------------------------------|
| 1 That's a lovely jumper. Where did you get it? | a I think they're a computer game. |
| 2 Where are the children? They're very quiet. | b No, but ask John; he a lot of photography. |
| 3 Do you a lot of exercise? | c I taught myself. |
| 4 Would you like to dancing? | d Not really – but I swimming occasionally. |
| 5 How did you learn to the drums? | e Oh, my grandmother made it. She <i>does</i> a lot of knitting. |
| 6 Do you know much about cameras? | f I'd love to. When? |

1 ...e... 2 3 4 5 6

Improve your writing

Spelling of the *-ing* form

LOOK!
To make the *-ing* form, we usually add *-ing* to the base form of the verb: *sleeping*, *reading*, *opening*.

There are three exceptions:

- One-syllable verbs, e.g. *put*, where there is a single vowel 'u' and then a consonant 't', we double the final consonant: *putting*. (We never double x, y or w: *boxing*, *buying*, *knowing*.)
- Verbs which end in a single -e, lose the -e: *make* – *making*.
- These three verbs (with two syllables) double the final consonant: *forget* – *forgetting*, *begin* – *beginning*, *travel* – *travelling*.

11 Spell the *-ing* form of these verbs.

- a read *reading*.....
b pay
c write
d see
e begin
f fax
g hope
h plan
i jog
j travel
k print
l answer
m train
n grow
o drive