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CUTTING EDGE

朗文当代英语教程

INTERMEDIATE

Jane Comyns Carr (英)

Sarah Cunningham (英)

Peter Moor (英)

编著

- ▶ teacher's tips
- ▶ alternative teaching suggestions
- ▶ learner-training worksheets
- ▶ tests

TEACHER'S RESOURCE BOOK 4 教师用书

photocopiable resources by Chris Redston



外语教学与研究出版社

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— Cambridge ESOL (剑桥大学考试委员会)

《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
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- 练习册,配有学生用盘(1张CD)或学生用带(1盒)
- 教师用书(附赠测试题集)



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一个学术性教育性
出版机构

网址: <http://www.fltrp.com>



www.longman.com

ISBN 978-7-5600-67



9 787560 06787

定价: 26.90元
(附赠测试题集)

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LONGMAN 朗文

北京 BEIJING

京权图字: 01-2007-2234

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This edition of *Cutting Edge* Intermediate Teacher's Resource Book, First Edition is published by arrangement with Pearson Education Limited.

图书在版编目(CIP)数据

朗文当代英语教程 = Cutting Edge: 教师用书. 4 / (英) 卡尔(Carr, J.C.)等编著. — 北京: 外语教学与研究出版社, 2007.9

ISBN 978-7-5600-6787-2

I. 朗… II. 卡… III. 英语—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2007) 第 097404 号

出 版 人: 于春迟

责任编辑: 李晶华

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京盛通印刷股份有限公司

开 本: 880×1230 1/16

印 张: 11.25 测试题集: 2.75

版 次: 2007 年 10 月第 1 版 2007 年 10 月第 1 次印刷

书 号: ISBN 978-7-5600-6787-2

定 价: 26.90 元 (附赠测试题集)

* * *

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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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Introduction

Cutting Edge Intermediate is a course aimed at young adults studying general English at an intermediate level. It provides material for up to 120 hours' teaching, according to how much photocopiable material is used from the *Teacher's Resource Book*. It is suitable for students studying in either a monolingual or multilingual classroom situation.

<p>STUDENTS' BOOK</p> <p>CLASS AUDIO PROGRAMME</p>	<p><i>Cutting Edge Intermediate Students' Book</i> is divided into twelve modules, each consisting of approximately 8–10 hours' worth of classroom material. Each module is divided into two parts – Part A Language and Part B Task.</p> <p>Part A Language This is based around the input of new language and consists of:</p> <ul style="list-style-type: none"> • grammar – two <i>Language focus</i> sections, one including a <i>Mini-task</i>, practice activities, integrated pronunciation work • vocabulary – including a <i>Wordspot</i> section, looking at some of the most common words in English (<i>have, time, place, etc.</i>) • reading and / or listening – with integrated speaking activities <p>Part B Task This is based around a communicative task and consists of:</p> <ul style="list-style-type: none"> • Preparation for task – listening and / or reading and useful phrases for the task • Task – extended speaking, often with an optional writing component • Task link – vocabulary, phrases and minor structures arising from the task • Real life – speaking and writing activities based around everyday situations related to the task (making a social arrangement, writing 'thank you' letters, etc.) <p>Mini-dictionary: attached to the <i>Students' Book</i> is the <i>Cutting Edge Intermediate Mini-dictionary</i>, which contains definitions and examples for more than 2,000 words and phrases from the <i>Students' Book</i>.</p> <p>A detailed Language summary and Audioscripts for material on the <i>Class Cassettes / CDs</i> can be found at the back of the <i>Students' Book</i>.</p>
<p>WORKBOOK</p> <p>STUDENTS' AUDIO PROGRAMME</p>	<p><i>Cutting Edge Intermediate Workbook</i> is divided into twelve parallel modules, consisting of:</p> <ul style="list-style-type: none"> • grammar – consolidation and extension of main language points covered in the <i>Students' Book</i>; <i>Grammar snacks</i> focusing on typical problem areas such as articles and prepositions • vocabulary – additional practice and input • skills work – regular <i>Improve your writing</i> and <i>Listen and read</i> sections • pronunciation – focus on problem sounds and word stress <p>There is an Answer key at the back of the <i>Workbook</i>. The optional Student Cassette / CD features exercises on grammar and pronunciation.</p>
<p>TEACHER'S RESOURCE BOOK</p>	<p><i>Cutting Edge Intermediate Teacher's Resource Book</i> consists of three sections:</p> <ul style="list-style-type: none"> • Introduction and Teacher's tips on: <ul style="list-style-type: none"> – Making tasks work – Responding to learners' individual language needs – Working with lexis – Making the most of the <i>Mini-dictionary</i> – Using a discovery approach in the teaching of grammar • step-by-step teacher's notes for each module – including alternative suggestions for different teaching situations, particularly for tasks, detailed language notes and integrated answer keys • photocopiable Resource bank – including learner-training worksheets, communicative grammar practice activities and vocabulary extension activities <p>The teacher's notes section is cross-referenced to the <i>Resource bank</i> and the <i>Workbook</i>.</p>

The thinking behind *Cutting Edge Intermediate*

Cutting Edge Intermediate Students' Book has a multi-layered syllabus, which includes a comprehensive grammar and vocabulary syllabus, incorporating systematic work on listening, speaking, reading and writing. It takes an integrated approach to pronunciation, and includes learner-training and revision. However, it has three distinctive features:

- it has a task-based element.
- it places particular emphasis on lexis.
- it employs a 'discovery' approach to the teaching of grammar.

As these features are likely to be of greatest interest to teachers familiarising themselves with the course, they are dealt with first below.

Task-based element

WHAT DO WE MEAN BY A 'TASK'?

It is an oral or written activity, in which the primary goal is to achieve a particular outcome or product. The tasks in this course all involve an extended oral phase, often followed up with an optional written phase. They include interviews, story-telling, mini-talks, problem-solving and ordering discussions.

WHAT DO WE MEAN BY A 'TASK-BASED APPROACH'?

The important elements of the task-based approach in *Cutting Edge Intermediate* are as follows:

- 1 **The task is treated as an end in itself rather than an opportunity to 'practise' specific language.** It should be intrinsically motivating and be relevant to 'real life'.
- 2 **The tasks are central to the course, not just incidental speaking activities.** For this reason, much of the language input in the course relates to the tasks, and students are carefully prepared for tasks with a model or stimulus and time to plan. After the task, teachers can provide feedback on students' performance and further input if required before the writing stage (if there is one).
- 3 **Learners are provided with the language needed in order to perform the task.** This can only be anticipated to some extent – it will partly depend on what the individual student wants to say. However, in *Cutting Edge Intermediate* we anticipate it in a number of ways:
 - the grammar and / or lexis in Part A of the module is useful (to a greater or lesser extent) for the performance of the task in Part B.
 - each task is accompanied by a *Useful language* box with a range of phrases and structures of immediate use for students as they perform the task.

- each task is accompanied by a *Personal vocabulary* box for students to write in the individual words and phrases that they need to perform the task.
- specific lexical / functional areas leading out of the task are developed afterwards in the *Task link* sections.

- 4 **Learners use the best language they can to achieve the task, and are encouraged to 'raise their game'.** For this reason planning and rehearsal time is built into the preparation stages, with the intention of encouraging students to be more ambitious in what they try to say. It is sometimes suggested that the teacher should deliberately put students under more pressure to improve their performance.
- 5 **Tasks provide students with just the right amount of challenge.** Students use what they already know, developing their confidence and fluency, and at the same time creating a need for further new input. However, learners should not be over-stretched, or they will resort to 'pidgin-English' (or their own language) to perform the task. In *Cutting Edge Intermediate* we start with simpler personalised tasks and gradually move on to simulations and more complex discussions as students' knowledge and confidence increase.

WHAT ARE THE ADVANTAGES OF A TASK-BASED APPROACH?

- 1 Students have regular and structured opportunities to speak and are given an opportunity to practise skills and language that they may well need to use in the 'real world'.
- 2 It contributes to progress at this critical stage, by encouraging students to plan and be more ambitious in the language they use, rather than just saying the first thing that comes into their heads.
- 3 Because learners are striving to express what they want to say, they are more motivated to absorb the language needed – either new language that they ask you for, or language that they have already met, but not acquired properly so far. In this way, students have their 'own syllabus' as well as the one in the *Students' Book*.
- 4 The tasks offer variety of pace, especially when combined with a more traditional syllabus, as in this course.
- 5 Tasks provide a natural opportunity for revision and recycling and give teachers the opportunity to assess learners' progress.

(See *Teacher's tips: Making tasks work* on pages 8–9 and *Responding to learners' individual language needs* on pages 10–11.)

Lexis

SELECTION CRITERIA

A good vocabulary is vital to communicative success, so new lexis is introduced at every stage in the *Students' Book* and recycled wherever possible. We have paid particular attention to the selection of useful, high-frequency lexis, and have kept in mind the fact that words and phrases will be used and understood in an international context. To help us, we have used information from the *British National Corpus*.

MINI-DICTIONARY

The accompanying *Mini-dictionary* includes references and examples for words and phrases in the *Students' Book* that students are unlikely to know (a full outline of which words and phrases have been included appears at the front of the *Mini-dictionary*). Students are referred to the *Mini-dictionary* at appropriate points throughout the *Students' Book*.

THE IMPORTANCE OF PHRASES AS WELL AS INDIVIDUAL WORDS

These days it is recognised that in order to communicate fluently we make extensive use of 'pre-fabricated chunks' of language. There are thousands of these and they operate as single units of meaning, just as individual words do. They consist of:

- 1 **collocations** (common word combinations) including:
 - verbs + nouns (*work long hours, have a drink*)
 - adjectives + nouns (*old friends, bad news*)
 - verbs + adverbs (*work hard, will probably*)
 - verbs + prepositions / particles, including phrasal verbs (*think about, grow up*)
 - adjectives + prepositions (*famous for, jealous of*)
 - other combinations of the above (*go out for a meal, get to know*)
- 2 **fixed phrases**, such as: *Never mind!, On the other hand ..., If I were you ..., Someone I know ..., etc.*
- 3 **semi-fixed phrases** (that is phrases with variations), such as: *a friend of mine / hers / my brother's; both of us / them / my parents; the second / third / tenth biggest in the world, etc.*
- 4 **whole sentences which act as phrases**, such as: *How are you?, He's gone home, I'll give you a hand, I agree to some extent.*

This kind of lexis is incorporated in the *Students' Book* in a number of different ways:

- alongside single-word items in vocabulary slots.
- in the *Wordspot* sections, which focus on the most useful collocations of very high-frequency words like *get, think or time*.
- in the *Useful language* boxes which accompany the task.
- in the *Real life* sections, where we focus on typical situational language.
- alongside related grammar structures.

PERSONALISED INPUT

What can be considered as useful vocabulary is partly individual – different students have different vocabulary needs. A task-based approach provides the opportunity for students to ask for the words and phrases they need in order to express what they want to say – for this reason there are *Personal vocabulary* boxes on the task pages. At other points throughout the *Students' Book* we encourage students to ask their teacher for language they need in order to express what they really want to say.

(For practical suggestions see *Teacher's tips: Making the most of the Mini-dictionary* on page 14 and *Working with lexis* on pages 12–13.)

Approach to grammar

GENERAL PRINCIPLES

- Our grammar syllabus includes work on tenses and other verb forms, as well as areas such as quantifiers and relative clauses. It aims to provide thorough coverage and practice.
- The new language in Part A of each module is generally useful for the task in Part B, although how much it is needed depends on the task in question, as well as how much the individual student chooses to use it.
- We have tried to bring the criteria of frequency and usefulness to bear on grammatical input too, and traditional areas of grammar have been extended to include high-frequency lexical phrases. For example, work on superlatives includes phrases like *one of the biggest in* and *by far the biggest*; work on 'future predictions' includes *may well* and *it's likely to*.
- We have sometimes chosen to emphasise the 'base' meaning of forms such as the Present Perfect, rather than give learners lists of disparate 'uses', which we believe can overwhelm and confuse them.

METHODOLOGY

All new language is introduced in context, via listenings, readings and quizzes, and learners arrive at the new language and its rules via a 'discovery' approach, which involves the following:

- **Mini-tasks:** one of the *Language focus* sections in each module is preceded by a *Mini-task*, which gives students a natural opportunity to use the language without previous input. These *Mini-tasks* allow the teacher to monitor students' existing knowledge and the errors they make, and to adjust their lesson accordingly.
- **'Test-teach' language awareness activities:** these focus more explicitly on the target language – students are expected to draw on existing knowledge to hypothesise about new language.

- **Analysis sections:** these accompany each *Language focus* section and take students step-by-step through the main problems that they need to consider. Rules are summarised in more detail in the *Language summary* at the back of the book.

All new language is practised in meaningful contexts, often through communicative pairwork activities. Further practice is provided both in the *Workbook* and via the photocopiable activities in the *Resource bank*.

(For practical suggestions see *Teacher's tips: Using a discovery approach in the teaching of grammar* on page 15.)

Other important elements in *Cutting Edge Intermediate*

Listening

Cutting Edge Intermediate places strong emphasis on listening. Listening material includes:

- short extracts and mini-dialogues to introduce and practise new language.
- words and sentences for close listening and to model pronunciation.
- longer texts (interviews, stories and conversations), often in Part B of the module as a model or stimulus for the task.
- regular *Listen and read* sections in the *Workbook* to further develop students' confidence in this area.

Speaking

There is also a strong emphasis on speaking, as follows:

- the tasks provide a regular opportunity for extended and prepared speaking based round realistic topics and situations (for example, recommending places to visit to a foreign visitor, telling a story about something unusual that happened to you, discussing and solving problems).
- the topics and texts in Part A of each module provide opportunities for follow-up discussion.
- much of the practice of grammar and lexis is through oral exercises and activities.
- there is regular integrated work on pronunciation.
- most of the photocopiable activities in the *Resource bank* are oral.

Reading

There is a wide range of reading material in the *Students' Book*, including newspaper articles, factual / scientific texts, stories, quizzes, forms, notes and letters. These texts are integrated in a number of different ways:

- extended texts specifically to develop reading skills.
- texts which lead into grammar work and language analysis.

- texts which provide a model or stimulus for tasks and models for writing activities.

Note: for classes who do not have a lot of time to do reading in class there are suggestions in the teacher's notes section on how to avoid this where appropriate.

Writing

Writing skills are developed through:

- writing activities in the *Real life* sections, such as writing letters, filling in an application form, etc.
- *Optional writing* sections following on from many of the tasks – these give students an opportunity to write about what they have discussed, with the benefit of more time to think. (The teacher's notes section also provides suggestions on how to vary the original task for the writing stage.)
- exercises on linkers and other areas which are particularly important for writing.
- regular *Improve your writing* sections in the *Workbook*, which deal with a large range of sub-skills including spelling, punctuation, avoiding repetition, linkers, time words, etc.

Pronunciation

Pronunciation work in *Cutting Edge Intermediate* is integrated with work on grammar and lexis, and is presented in 'pronunciation boxes' so as to stand out clearly. In the *Students' Book* the focus is mainly on stress, connected speech and intonation, while the *Workbook* focuses on problem sounds and word stress. A range of activity types are used, including discrimination exercises and dictation, and there is an equal emphasis on understanding and reproducing. Pronunciation sections in both the *Students' Book* and the *Workbook* are generally accompanied by exercises on the CD / cassette, which provide models for students to copy.

Revision

The *Students' Book* revises and recycles material in the following ways:

- a *Do you remember?* quiz at the end of nine modules includes a variety of quick questions focusing particularly on areas of confusion.
- a *Consolidation* spread at the end of Modules 4, 8 and 12 combines grammar and vocabulary exercises with listening and speaking activities, recycling material from the previous four modules.
- three photocopiable tests in the *Resource bank* for use after Modules 4, 8 and 12.

In addition, the task-based approach offers constant opportunities for students to re-use what they have learnt, and for teachers to remind them of important points.

Learning skills

Cutting Edge Intermediate develops learning skills in a number of ways as follows:

- the discovery approach to grammar encourages learners to experiment with language and to work out rules for themselves.
- the task-based approach encourages learners to take a pro-active role in their learning.
- looking words and phrases up in the *Mini-dictionary* gives students constant practice of a range of dictionary skills.
- the *Resource bank* contains five learner-training worksheets aimed at developing students' awareness of the importance of taking an active role in the learning process.

Teacher's tips

Making tasks work

① *Treat tasks primarily as an opportunity for communication*

Some of the tasks in this course may be familiar: the difference is in how they are treated. The main objective is for students to use the language that they know (and if necessary learn new language) in order to achieve a particular communicative goal, not to 'practise' specific language. Although it is virtually impossible to perform some of the tasks without using the language introduced in Part A of the module, in others students may choose to use this language only once or twice, or not at all. Do not try to 'force-feed' it. Of course, if learners are seeking this language but have forgotten it, this is the ideal moment to remind them!

② *Make the task suit your class*

Students using this course will vary in age, background, interests and ability. All these students need to find the tasks motivating and 'do-able', yet challenging at the same time. Do not be afraid to adapt the tasks to suit your class if this helps. The teacher's notes contain suggestions on how to adapt certain tasks for monolingual and multilingual groups, students of different ages and interests, large classes, and weaker or stronger groups. There are also ideas for shortening tasks, or dividing them over two shorter lessons. We hope these suggestions will give you other ideas of your own on how to adapt the tasks.

③ *Experiment with where you use the task within the module*

We have placed the tasks at the same place in each module, but this does not mean that teachers always need to follow this order when doing the tasks. Other possibilities are:

- *to do the task before the 'language' part of the module:* this is particularly appropriate if students claim that they 'already know' the grammar, and will help you to assess for yourself whether they need any more input on the language point being covered. You may find that you can omit some of the *Language focus* sections, pick out certain parts of them, or just set some practice exercises or reading through the appropriate section of the *Language summary* for 'revision' homework.
- *to do the Task link before the task:* the *Task links* focus on phrases or minor structures that relate directly to the task (for example, *Making recommendations* for the task in which students plan a tour of their country / region). Often a few phrases relating to the language area covered in the *Task links* are included in the *Useful*

language boxes, but you may prefer to look at the language area in more detail before students do the task.

There may be other ways in which you wish to change the order of the material in each module – the important thing is to do the task at a point when you feel your students will be most motivated and best able to do it.

④ *Personalise it!*

All the tasks in *Cutting Edge Intermediate* have a model or stimulus to introduce them. Sometimes these are recordings of people talking about something personal, such as a childhood memory or an object of value to them. However, finding out about you, their teacher, may be more motivating for some students, so you could try providing a personalised model instead. If you do this, remember to:

- plan what you are going to say, but do not write it out word for word, as this may sound unnatural.
- bring in any photos or illustrations you can to help to bring your talk alive.
- either pre-teach or explain as you go along any problematic vocabulary.
- give students something to do as they are listening (the teacher's notes give suggestions on this where appropriate).

This approach may take a little courage at first, but students are likely to appreciate the variety it provides.

⑤ *Set the final objective clearly before students start preparing*

Do not assume that students will work out where their preparations are leading if you do not tell them! Knowing, for example, that their film review will be recorded for a class radio programme may make a big difference to how carefully they prepare it.

⑥ *Give students time to think and plan*

Planning time is very important if students are to produce the best language that they are capable of. It is particularly useful for building up the confidence of students who are normally reluctant to speak in class. The amount of time needed will vary from task to task, from about five to twenty minutes.

This planning time will sometimes mean a period of silence in class, something that teachers used to noisy, communicative classrooms can find unnerving. Remember that just because you cannot hear anything, it does not mean that nothing is happening!

It may help to relieve any feelings of tension at this stage by playing some background music, or, if practical in your school, suggest that students go somewhere else to prepare – another classroom if one is available.

Students may well find the idea of ‘time to plan’ strange at first, but, as with many other teaching and learning techniques, it is very much a question of training.

7 Respond to students’ individual language needs

As students are preparing, it is important that you make it clear that they can ask you about language queries, so that when they perform the task they are able to say what they personally want to say.

(See *Teacher’s tips: Responding to learners’ individual language needs* on pages 10–11.)

8 Feed in ‘useful language’

Although the task should not be seen as an opportunity to ‘practise’ discrete items, you may find that there is specific language that would be useful in order to perform the task successfully. One way of deciding whether this is the case is to do the task yourself first (without any preconceptions of what language you ‘should’ use) and noticing what language you use. You may be surprised to find that it is language not usually taught in English-language courses.

USEFUL LANGUAGE BOXES

Each task is accompanied by a *Useful language* box containing phrases which can be adapted by individual students to express different ideas and opinions, rather than anything very specific. The phrases included were selected after trying out the tasks a number of times with ‘real’ classes. Sometimes the *Useful language* boxes include structures which have not yet been covered in the grammar syllabus. However, the examples used can be taught simply as phrases – it is not intended that you should launch into major grammatical presentations here!

The phrases in the *Useful language* boxes can be dealt with at different points in the lesson:

- before students start their preparation for the task.
- during the preparation phase on an individual basis.
- after the task in the feedback stage.

(See *Teacher’s tips: Responding to learners’ individual language needs*, number 8 on page 11.)

9 Give students an opportunity to ‘rehearse’

This will not be necessary for the simpler tasks, but for more complicated tasks, or with less confident students, it can make a big difference. It will help fluency, encourage students to be more ambitious with their language, and

possibly iron out some of their errors. This rehearsal stage can take various forms:

- students tell their story, etc. in pairs before telling it in groups or to the whole class.
- students discuss issues in groups before discussing them as a class.
- students go over what they are going to say ‘silently’ in their heads (either during the lesson, or at home if the task is split over two lessons).

10 Insist that students do the task in English!

It may not be realistic to prevent students from using their own language completely, but they should understand that during the performance of the task (if not in the planning stage, where they may need their mother tongue to ask for new language) they must use English. At the beginning of the course, it may be useful to discuss with your class the importance of this, and the best ways of implementing it. (See *Learner-training worksheet 1* on pages 104–105 of the *Resource bank*.)

Students will be more tempted to use their own language if they find the task daunting, so do not be afraid to shorten or simplify tasks if necessary. However, planning and rehearsal time will make students less inclined to use their first language.

11 Try increasing the ‘pressure’ on students

A teacher’s first priority is to improve students’ confidence with the language. At the beginning of the course, this may mean putting students under as little pressure as possible (for example, by doing tasks in groups rather than in front of the whole class). As time goes on, however, a certain amount of pressure can sometimes improve the quality of language students produce. This can be done in the following ways:

- by getting students to give their talk, report, etc. standing up in front of the whole class.
- by recording or videoing their performance of the task and re-playing it to them later.
- by making it clear that you will be correcting any errors they make at the end of the task.

12 Make notes for further input and correction after the task

Before or during the performance of the task, you may notice errors and gaps in students’ knowledge that you want to look at. It is usually best not to interrupt the flow of the task, but be prepared to make a note of these points to cover later on.

(See *Teacher’s tips: Responding to learners’ individual language needs* on pages 10–11.)

Responding to learners' individual language needs

At appropriate points throughout the *Students' Book*, during the tasks, mini-tasks and speaking activities, students are instructed to ask their teacher about any words or phrases they need. The ability to respond to students' individual language needs is central to a task-based approach, and you may find yourself doing this during pair / group / individual work and during preparation stages. The following suggestions are designed to help teachers who may feel daunted by the idea of unplanned, unpredictable input.

① Encourage students to ask about language

Students who take an active approach to their own learning are far more likely to succeed than those who sit back and expect the teacher to do it all for them. It is important to make students aware of this (see *Learner-training worksheet 1* on pages 104–105 of the *Resource bank*), and to convey to them your willingness to deal with their queries. Circulate during pair and individual work, making it clear that you are available to answer questions. Even if you cannot answer a query on the spot, let students know that you are happy to deal with it.

② Be responsive, but do not get side-tracked

One danger of this approach is that a teacher may get side-tracked by dominant students who want all their attention, leading to frustration and irritation among others. If you feel that this is happening, tell these students that you will answer their questions later, and move quickly on. Make sure that you keep moving round during pair / group / individual work. Keep a 'bird's-eye' view of the class, moving in to help students if they need it rather than spending too much time with one pair / group / individual.

③ Encourage students to use what they already know

There is also a danger that students will become over-dependent on you, perhaps asking you to translate large chunks for them, which they are very unlikely to retain. Always encourage students to use what they know first, only asking you if they really have no idea.

④ Have strategies for dealing with questions you cannot answer

Have at least one bilingual dictionary in the classroom (especially for specialised / technical vocabulary) for students to refer to, although you may still need to check that they have found the right translation. If students ask for idioms and expressions, make sure you keep it simple – in most cases you will be able to come up with an adequate phrase even if it is not precisely the phrase the student wanted. Finally, if all else fails, promise to find out for the next lesson!

⑤ Note down important language points to be dealt with later

Note down any important language points that come up during tasks and discussions and build in slots to go over these later on. Write the errors onto the board or OHT, and invite students to correct them / think of a better word, etc. Remember that it is also motivating (and can be just as instructive) to include examples of good language used as well as errors. Feedback slots can either be at the end of the lesson, or, if time is a problem, at the beginning of the next.

⑥ Select points for these correction slots carefully

Students are more likely to retain a few well-chosen points in these correction slots rather than a long list of miscellaneous language points. The following are useful things to bear in mind:

- *Usefulness*: many items may only be of interest to individual students – only bring up general language with the whole class.
- *Quantity / Variety*: try to combine one or two more general points with a number of more specific / minor ones, including a mixture of grammar, vocabulary and pronunciation as far as possible.
- *Level*: be careful not to present students with points above their level or which are too complex to deal with in a few minutes.
- *Problems induced by students' mother tongue*: correction slots are an excellent opportunity to deal with L1 specific errors (false friends, pronunciation, etc.) not usually mentioned in general English courses.
- *Revision*: the correction slots are a very good opportunity to increase students' knowledge of complex language covered previously, as well as to remind them of smaller language points.