

外研社

# CUTTING EDGE

## 朗文当代英语教程

PRE-INTERMEDIATE

Sarah Cunningham (英)

Peter Moor (英)

Jane Comyns Carr (英)

编著

STUDENTS' BOOK 3  
学生用书 3



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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**语法重点板块** (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, 然后紧跟语法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](http://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

本套教程第3级 (Pre-intermediate) 的课时安排为120课时, 教师可以根据教学实际增减课时。第3级的单元结构和主要内容如下:

<p>学生用书 (Students' Book)</p>	<p>包括 16 个单元 (Module), 每单元安排 6—8 个课时。每单元包含以下板块:</p> <ul style="list-style-type: none"><li>● 2 个<b>语言重点</b> (Language focus), 讲解和练习语法点</li><li>● <b>词汇练习</b> (Vocabulary/Wordspot)</li><li>● <b>阅读练习</b> (Reading) 和 / 或<b>听力练习</b> (Listening), 伴随扩展口语活动</li><li>● <b>交际任务</b> (Task)</li><li>● <b>真实情景下的语言运用</b> (Real life) 和 / 或<b>写作练习</b> (Writing)</li><li>● <b>单元测评</b> (Do you remember?)</li></ul> <p>书后提供:</p> <ul style="list-style-type: none"><li>● <b>交流活动材料</b> (Communication activities)</li><li>● <b>不规则动词表</b> (Irregular verbs)</li><li>● <b>详细的语言点总结</b> (Language summary)</li><li>● <b>课堂用录音材料的录音文本</b> (Audioscripts)</li></ul> <p><b>小词典</b> (Mini-dictionary): 收录学生用书中出现的重点词汇和短语 1500 个, 每个词条都给出通俗易懂的释义和例句。</p> <p>书中的  标识表示可以在练习册相应单元中找到辅助练习;  标识表示小词典中收录了相应词汇;  标识表示该板块有听力内容。</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<b>练习及答案</b>:</p> <ul style="list-style-type: none"><li>● <b>语法辅助练习</b> (Grammar)</li><li>● <b>词汇辅助练习</b> (Vocabulary)</li><li>● <b>词汇强化练习</b> (Vocabulary booster)</li><li>● <b>技能训练</b> (Listen and read, Improve your writing)</li><li>● <b>发音练习</b> (Pronunciation)</li><li>● <b>单词拼写练习</b> (Spelling)</li></ul> <p>配套使用的<b>学生用盘 / 带</b>包含练习册中听力、阅读、发音和部分语法练习的录音, 书中的  标识表示该练习包含听力内容。</p>
<p>教师用书 (Teacher's Resource Book)</p>	<p>教师用书由以下几个部分组成:</p> <ul style="list-style-type: none"><li>● <b>简介</b> (Introduction) 和<b>教学建议</b> (Teaching tips), 为教师提供教学法和教材使用指导</li><li>● 针对学生用书中各板块的<b>详细教学笔记</b> (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</li><li>● 可复印的<b>教学资源库</b> (Resource Bank), 提供学习方法培训、交际性语法练习、词汇拓展练习和语法练习</li><li>● 3 套<b>阶段测试题</b> (Test), 分别在学完第 6、11、16 单元之后使用</li></ul> <p><b>测试题集</b> (Tests): 每套测试题覆盖 2—3 个单元的词汇和语言点, 可用作课前诊断性测试或阶段性复习测试。</p>

《朗文当代英语教程》以其国际化的视野、交流为本的理念和生动活泼的风格为学习者和教师搭建了轻松、高效的学习平台。相信选用本套教材的学习者不仅能够学会实用而鲜活的语言, 还能体验到语言学习的乐趣。

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# Plan of the book

Module	Grammar	Vocabulary	Reading and Listening
<b>Module 1</b> Leisure and lifestyle <b>page 6</b> Do you remember? page 14	1) Question forms 2) Present Simple Pronunciation: weak forms in questions	Vocabulary: leisure activities WB Vocabulary booster: sports	Reading: <i>My idea of fun!</i>
<b>Module 2</b> Important firsts <b>page 15</b> Do you remember? page 22	1) Past Simple 2) Time phrases often used in the past ( <i>in, on, at, ago</i> ) Pronunciation: pronunciation of Past Simple forms	Vocabulary: words to describe feelings Pronunciation: stress in adjectives Wordspot: <i>feel</i>	Listening: 'The first time I ever saw your face' (song) WB Listen and read: <i>The magic of movies</i>
<b>Module 3</b> The best way to learn <b>page 23</b> Do you remember? page 30	1) <i>Can, can't, have to, don't have to</i> 2) <i>Should/Shouldn't</i> Pronunciation: weak forms of <i>can/can't</i>	Vocabulary: studying new vocabulary WB Vocabulary booster: things in a school	Reading: <i>What's the secret of successful language learning?</i>
<b>Module 4</b> Special occasions <b>page 31</b> Do you remember? page 38	1) Present Continuous (and Present Simple) 2) Present Continuous for future arrangements	Vocabulary: dates and special occasions Pronunciation: <i>th /θ/ or /ð/</i> Wordspot: <i>day</i> WB Vocabulary booster: special occasions	Listening: New Year in two different cultures WB Listen and read: <i>Religious festivals around the world</i>
<b>Module 5</b> Appearances <b>page 39</b> Do you remember? page 46	1) Comparatives and superlatives 2) Describing what people look like Pronunciation: schwa /ə/	Wordspot: <i>look</i> Pronunciation: counting the number of syllables WB Vocabulary booster: parts of the face and body	Reading: <i>You're gorgeous!</i>
<b>Module 6</b> Time off <b>page 47</b>	1) Intentions and wishes ( <i>going to, planning to, would like to, would prefer to</i> ) 2) Predictions ( <i>will and won't</i> ) Pronunciation: contractions of <i>I am</i> and <i>I would</i> Pronunciation: contractions of <i>will</i>	Vocabulary: holidays WB Vocabulary booster: things you take on holiday	Listening: the holiday from hell WB Listen and read: holiday advertisements
<b>Consolidation Modules 1–6</b> (pages 54–55)			
<b>Module 7</b> Fame and fortune <b>page 56</b> Do you remember? page 64	1) Present Perfect and Past Simple with <i>for</i> 2) Present Perfect and Past Simple with other time words Pronunciation: contractions and weak forms	Vocabulary: ambitions and dreams Wordspot: <i>know</i>	Reading: <i>Before they were famous</i>
<b>Module 8</b> Countries and cultures <b>page 65</b> Do you remember? page 71	1) Using articles 2) Phrases with and without <i>the</i>	Vocabulary: geographical features Pronunciation: geographical terms WB Vocabulary booster: things you find in cities	WB Listen and read: <i>Volcanoes</i>



## Task and Speaking


## Writing

## Functions and Situations

**Preparation for task:** read a fact file from a website

**Task:** compile a fact file about your partner (extended speaking)

**Optional writing:** write your fact file

 **Improve your writing:** punctuation


**Real life:** questions you can't live without

*Pronunciation:* stress and intonation in *wh*- questions

**Preparation for task:** people describe the first time they did something (listening)

**Task:** tell a first time story (extended speaking)


**Writing:** linking ideas in narrative


 **Spelling:** *-ed* endings

**Preparation for task:** teacher talking about her class contract (listening)

**Task:** make a list of guidelines for a language class (extended speaking)

**Optional writing:** write the classroom guidelines

 **Improve your writing:** writing a paragraph

 **Spelling:** finding mistakes


**Real life:** making requests and asking for permission


*Pronunciation:* polite intonation

**Preparation for task:** important dates (listening)

**Task:** prepare and talk about a personal calendar (extended speaking)

**Writing:** a letter of invitation

 **Improve your writing:** a letter of invitation

 **Spelling:** *-ing* forms


**Real life:** phrases for special occasions


*Pronunciation:* friendly, positive intonation

**Preparation for task:** description of a crime

**Task:** describe a suspect to the police (extended speaking)

**Optional writing:** write a description of a suspect

 **Improve your writing:** writing a description

 **Spelling:** double letters


**Real life:** social chit-chat


*Pronunciation:* intonation for sounding interested

**Preparation for task:** holiday words and phrases

**Task:** plan your dream holiday (extended speaking)

**Writing:** write a postcard


 **Improve your writing:** more postcards

 **Spelling:** words with *-ed* and *-ing*

**Preparation for task:** discuss questions to ask famous people

**Task:** prepare an interview (extended speaking)

**Optional writing:** write your interview

 **Improve your writing:** a mini-biography


**Real life:** checking that you understand


*Pronunciation:* stress in questions

**Preparation for task:** *How much do you know about New Zealand?* (extended listening)

**Task:** complete a map of New Zealand (extended speaking)

**Writing:** formal and informal letters

 **Improve your writing:** formal letters and informal notes

 **Spelling:** plural nouns



Module	Grammar	Vocabulary	Reading and Listening
<b>Module 9</b> Old and new <b>page 72</b> <i>Do you remember?</i> <b>page 80</b>	1) <i>May, might, will, definitely, etc.</i> 2) <b>Present tense after if, when, before and other time words</b> <i>Pronunciation: won't</i>	<b>Vocabulary:</b> modern and traditional <b>Wordspot:</b> <i>change</i>  <b>Vocabulary booster:</b> technology	<b>Reading:</b> <i>The changing face of shopping</i>
<b>Module 10</b> Take care! <b>page 81</b> <i>Do you remember?</i> <b>page 88</b>	1) <i>Used to</i> 2) <b>Past Continuous</b> <i>Pronunciation: weak and strong forms of be</i>	<b>Vocabulary:</b> health problems, accidents <i>Pronunciation: stress on medical vocabulary</i>	<b>Reading and listening:</b> <i>Health problems: how much do you know?</i>  <b>Listen and read:</b> <i>The secrets of sleep</i>
<b>Module 11</b> The best things in life ... <b>page 89</b>	1) <b>Gerunds (-ing forms), verbs of liking and disliking</b> 2) <i>Like doing and would like to do (gerunds and infinitives)</i> <i>Pronunciation: weak and strong forms of to</i>	<b>Wordspot:</b> <i>like</i>  <b>Vocabulary booster:</b> -ed and -ing adjectives	<b>Reading:</b> <i>When an interest becomes an obsession ...</i>
<b>Consolidation Modules 7–11</b> (pages 97–98)			
<b>Module 12</b> Must have it! <b>page 99</b> <i>Do you remember?</i> <b>page 106</b>	1) <b>Passive forms (past, present, future)</b> 2) <b>Sentences joined with that, which and who</b> <i>Pronunciation: stress and weak forms with the passive</i>	<b>Vocabulary:</b> objects	<b>Listening:</b> designer goods  <b>Listen and read:</b> <i>Diamonds are forever</i>
<b>Module 13</b> The right kind of person <b>page 107</b> <i>Do you remember?</i> <b>page 115</b>	1) <b>Present Perfect Simple and Continuous with the 'unfinished past'</b> 2) <i>How long ...?, for, since and all</i> <i>Pronunciation: contractions and weak forms</i>	<b>Vocabulary:</b> jobs and personal characteristics <b>Wordspot:</b> <i>how</i>  <b>Vocabulary booster:</b> jobs	 <b>Reading:</b> <i>Jobsearch.com</i>
<b>Module 14</b> Building your dreams <b>page 116</b> <i>Do you remember?</i> <b>page 123</b>	1) <i>Some, any and quantifiers</i> 2) <b>Describing where things are</b> <i>Pronunciation: linking</i>	<b>Vocabulary:</b> describing houses and apartments  <b>Vocabulary booster:</b> things in a house	<b>Reading:</b> <i>Building your dream ...</i>
<b>Module 15</b> Money, money, money <b>page 124</b> <i>Do you remember?</i> <b>page 130</b>	1) <b>Past Perfect</b> 2) <b>Reported speech</b> <i>Pronunciation: contractions of had and will</i>	<b>Vocabulary:</b> verb phrases to do with money <b>Wordspot:</b> <i>make</i>	 <b>Listen and read:</b> the history of money
<b>Module 16</b> Imagine ... <b>page 131</b>	1) <b>Conditional sentences with would</b> 2) <b>Will and would</b> <i>Pronunciation: contractions of will and would</i>	 <b>Vocabulary booster:</b> people in politics, religion and public life	<b>Reading:</b> John Lennon and Martin Luther King <b>Listening:</b> 'Imagine' (song) <i>Pronunciation: stress in nouns and adjectives</i>
<b>Consolidation Modules 12–16</b> (page 138)			



Task and Speaking	Writing	Functions and Situations
<p><b>Preparation for task:</b> discuss entering a competition</p> <p><b>Task:</b> decide on five improvements to your school or office (extended speaking and listening)</p>	<p><b>Optional writing:</b> competition entry form</p>	<p><b>Real life:</b> shopping in a department store</p>
<p><b>Preparation for task:</b> description of a rescue</p> <p><b>Task:</b> describe a rescue and decide who is Hero of the Year (extended speaking)</p>	<p><b>Writing:</b> using adverbs in narrative</p> <p><b>WB Improve your writing:</b> adverbs</p>	
<p><b>Preparation for task:</b> discuss the most important things in life</p> <p><b>Task:</b> make a list of the most important things in life (extended speaking)</p>	<p><b>WB Spelling:</b> words ending with <i>-ion</i></p>	<p><b>Real life:</b> finding things in common</p> <p><b>Pronunciation:</b> stress</p>
<p><b>Preparation for task:</b> people discussing what to take on a trip (listening)</p> <p><b>Task:</b> decide what you need for a trip (extended speaking)</p>	<p><b>WB Improve your writing:</b> joining sentences with <i>which, who, and, because</i> and <i>but</i></p> <p><b>WB Spelling:</b> silent 'g' and 'gh'</p>	<p><b>Real life:</b> making suggestions</p> <p><b>Pronunciation:</b> intonation in suggestions</p>
<p><b>Preparation for task:</b> description of two candidates for mayor of Queenstown (listening)</p> <p><b>Task:</b> select a new mayor for Queenstown (extended speaking)</p>	<p><b>Writing:</b> an application for a job</p> <p><b>WB Improve your writing:</b> error correction</p>	<p><b>Real life:</b> an application for a job</p>
<p><b>Preparation for task:</b> people talking about their favourite room (listening)</p> <p><b>Task:</b> describe a favourite room (extended speaking)</p>	<p><b>Writing:</b> giving directions</p> <p><b>WB Improve your writing:</b> notes giving directions</p> <p><b>WB Spelling:</b> same pronunciation, different spelling (homophones)</p>	<p><b>Real life:</b> giving directions</p>
<p><b>Preparation for task:</b> <i>Is this man Britain's unluckiest criminal?</i> (reading)</p> <p><b>Task:</b> find the differences between two stories (extended listening and speaking)</p>	<p><b>WB Improve your writing:</b> punctuation in direct speech</p>	<p><b>Real life:</b> dealing with money</p> <p><b>Pronunciation:</b> intonation in questions and requests</p>
<p><b>Preparation for task:</b> discussing the new planet Hero</p> <p><b>Task:</b> choose people to start a space colony (extended speaking)</p>	<p><b>Creative writing:</b> write a letter to a friend on Earth</p> <p><b>WB Improve your writing:</b> error correction</p> <p><b>WB Spelling:</b> silent 'w'</p>	



# Module 1

## Leisure and lifestyle

► Vocabulary: leisure activities

► Question forms

► Present Simple

Task: compile a fact file about your partner

### Vocabulary and speaking

#### Leisure activities

1 a) **MD** Look at the pictures. Which of the activities from the box can you see?

sunbathing    going to the gym  
playing computer games    going dancing  
playing the guitar    playing football  
entertaining friends    surfing the Internet  
going for a run    going shopping

b) Discuss the questions in pairs or small groups.

- Which of these things do you do in your free time?
- What else do you do in your free time?

I go to the gym a lot in my free time.

Really? I never go to the gym!

2 **MD** A survey asked people in the United Kingdom how they spend their free time. Look at the results. Which statements do you think are true?

- British people spend most of their free time at home.
- British people are very fit and healthy.
- The people who answered were probably old.
- Most British people don't have a very interesting life!



### Top 10 Leisure Activities for adults in the United Kingdom

- 1 Watching television
- 2 Visiting/Entertaining friends
- 3 Listening to the radio
- 4 Listening to cassettes/CDs
- 5 Reading books
- 6 Going to a restaurant
- 7 Going for a drink
- 8 Gardening
- 9 Going for a drive
- 10 Going for a walk

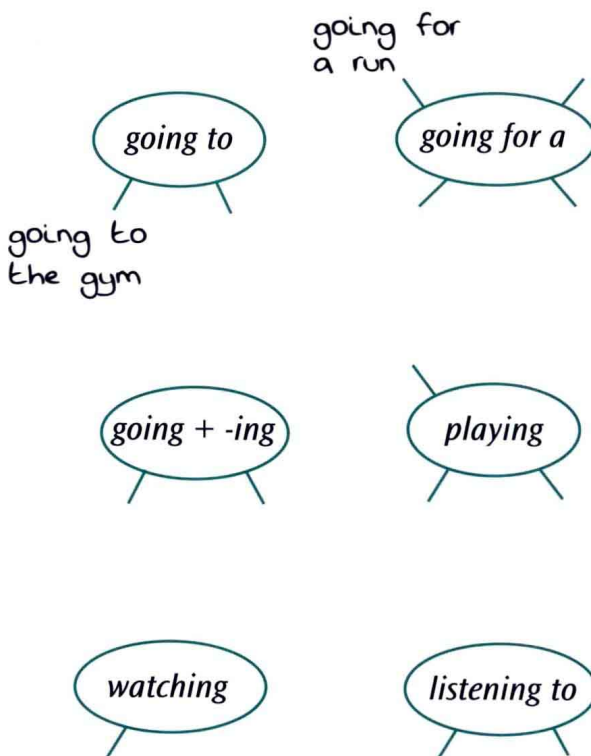




**3 a)** Make a similar list of the top ten leisure activities for people in your country. The list can be for people of all ages, or just for young people.

**b)** Compare your list with other students. What are the differences?

**4 a)** Look back at the phrases in Exercises 1 and 2 and complete the diagrams below. Pay attention to phrases which have *the*, *a*, *to* and *for*.



**b)** Add one more example to the groups above.

**c)** It is very important to try and remember words that go together (word combinations).

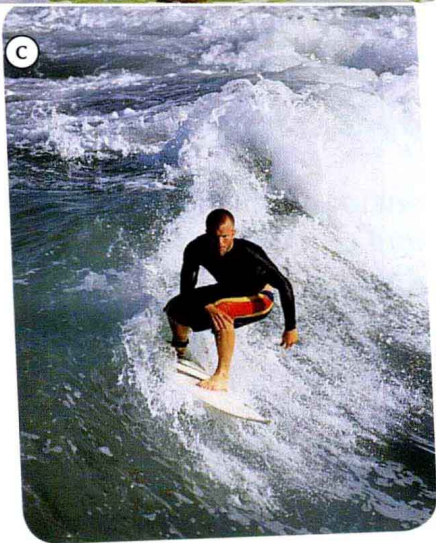
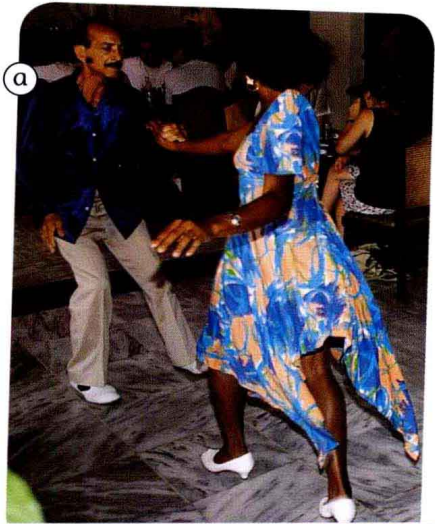
For example: go shopping

What do you think is the best way to remember these phrases?



Reading

1 What are the people doing in each picture below? Which countries do you think they are in?



2 Look at the three parts of the article, and match them to the pictures. Check your answers to Exercise 1.

# My idea of fun!

People around the world relax in very different ways. We look at favourite leisure activities in three continents ...

1 Surfing capital of the world

Any sunny day on the coast of Australia, you can see hundreds of young people going to the beach. They all share Australia's national passion – surfing. 'My friends and I usually go down to the beach before breakfast in the summer,' says 19-year-old Jim Wolfe, 'and come home again for dinner!' At weekends it is quite normal to drive hundreds of kilometres to find that 'perfect wave'. But in Sydney, the biggest city in Australia, you don't have that problem – there are thirty-four beaches close to the city centre!

2 The music of the people

The most popular dance of Brazil, samba, is often called 'the music of the people'. In the 1960s and 1970s people turned to US-style pop music, but these days samba is back again. There are different versions of samba: some that people dance in their villages, others that they practise especially to dance at Carnival. In Rio thousands of people go to samba schools, typically on a Saturday night – to dance, to learn ... or just to watch. Thirty-year-old Ana Rita goes every week with her husband '... just because it's fun! Everybody loves to dance, and it's a great way to meet people!'

3 A day in the 'banya'

If you're happy to take a bath in public, then a Russian banya or bath house, is the place for you. Russians of all types meet there ... at any time of day. They go there to relax, to talk to their friends or even to discuss business. 'It doesn't matter if you're old or young, fat or thin. Nobody cares, nobody looks at you ... it's a wonderful place!' says 24-year-old Masha, a student from St Petersburg. There are cold baths, as well as a hot room where the temperature can reach forty-three degrees.

3 Read the texts and complete the table below. Compare answers with a partner.

	When do people do it?	What kind of people do it?	Why do they do it?
surfing			
samba			
the 'banya'			

4 Which of these ways of relaxing would you like to try? Why? If you want to relax, what do you usually do?

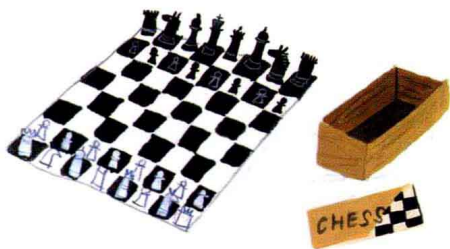


Language focus 1

Question forms

- 1 Discuss the following questions in pairs or groups.
- Do you like sport or not? Which sports do you play?
  - Do you watch much sport on TV?
  - Do you play any games, like chess or cards?
- 2 <sup>MD</sup> How much do you know about sports and games? Work in groups. Answer as many of the questions as you can in five minutes.

A question of sport!



- a How often do the Winter Olympics happen?
- b When were the Barcelona Olympics?
- c How does a 100 metres race start?
- d Where does the sport of judo come from?
- e How long does an ice hockey match last?
- f What kind of ball do they use in the game of rugby?
- g In which country is baseball the national sport?
- h How many spots are there on a dice?
- i Who starts in a game of chess: the black or the white player?
- j In which sports do players use a racket?
- k Why does the referee toss a coin at the beginning of a football match?
- l What happens if the score is a draw at the end of the World Cup football final?

- 3 [1.1] Listen and check your answers. Which group got the highest score?

Grammar analysis

Wh- questions

- 1 Look at the question words underlined in Exercise 2. Which question word(s) do we use to ask about:
- a a person? Who
  - b a place?
  - c a thing?
  - d a time?
  - e the reason for something?
  - f the way you do something?
- 2 We often add another word to *how*, *what* and *which* to make two-word questions (for example, *how often*). Find five examples in Exercise 2.

Word order in questions

In questions, the verb (or auxiliary verb) usually comes **before** the subject of the sentence. Put questions d, e and f from Exercise 2 into the correct columns.

Question words	verb/ auxiliary	subject (+ main verb)
When	were	the Barcelona Olympics?
How often	do	the Winter Olympics happen?

► Language summary A/B, page 149.



Practice

1 [1.2] Find the correct answers to the questions in the boxes below. Then listen and check.

- a 1 When do you usually play football?
- 2 Who do you play with?
- 3 Where do you usually play football?
- 4 Why do you play?

Some people from college.    On Sunday mornings.  
In the local park.                It's fun, and it's good exercise.

- b 1 How often do you have English lessons?
- 2 How long are the lessons?
- 3 Which days are the lessons on?
- 4 How many teachers do you have?

Two.                                        Twice a week.  
Tuesdays and Thursdays.    Two hours.

- c 1 What time is it?                    3 What date is it?
- 2 What day is it?                    4 How much is it?

Monday.                                    About ten pounds.  
The sixteenth, I think.                Nearly half past three.

Pronunciation

[1.3] In the questions above *are*, *do*, and *you* are very weak because they are in the middle of the question. Listen and practise.

/ə/    /djə/  
How long **are** the lessons?    Who **do you** play with?

2 Are the statements below true about your teacher? Prepare questions to find out. Ask and check.

- a He/She gets up before eight o'clock at weekends.  
What time do you get up at weekends?
- b He/She goes dancing once a week.
- c He/She comes to school by motorbike.
- d His/Her birthday is in August.
- e He/She likes classical music.
- f His/Her favourite colour is orange.
- g There are five people in his/her family.
- h His/Her journey to school takes more than half an hour.
- i He/She wants to visit Japan and Australia.

Language focus 2

Present Simple



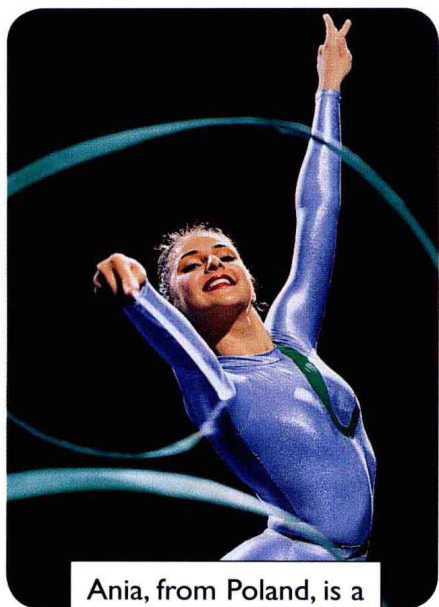
Toshi, from Japan, is training to be a sumo wrestler.

1 Look at the photos of three sports people. Can you guess who:

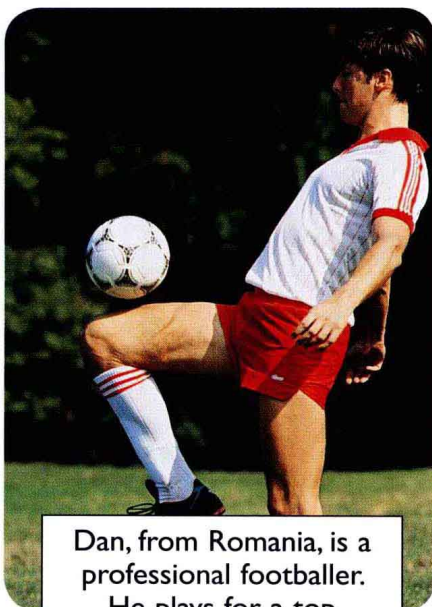
- a has a big lunch (with lots of beer) and then goes to sleep for a few hours?
- b doesn't eat very much?
- c runs 8 km at least four times a week?
- d trains for eight hours every day?
- e usually trains before breakfast?
- f weighs about 40 kg?
- g weighs about 175 kg?
- h is 1.5 m tall?
- i is 1.95 m tall?
- j earns about \$50,000 a week?
- k receives money from his/her parents every month?

2 [1.4] Listen and check your answers. Whose life sounds the most difficult? Why?





Ania, from Poland, is a champion gymnast.



Dan, from Romania, is a professional footballer. He plays for a top Italian club.

## Grammar analysis

### Present Simple

- 1 We use the Present Simple to talk about habits.

*He **has** a big lunch and then **goes** to sleep for a few hours.*

And things that are generally/always true.

*He **earns** about \$25,000 a week.*

- 2 What are the question and negative forms of the examples above?

### How often?

- 1 The phrases below tell us how often things happen. Think of other words to replace those underlined.

*every month on Sundays five times a week*

These phrases are usually at the end (or beginning) of the sentence.

*He runs five times a week.*

*Every month he receives money from his parents.*

- 2 Here are some more phrases that tell us how often something happens. Number them from 1 (= most often) to 6 (= least often).

sometimes ☐ often ☐ usually ☐ never ☐  
always ☒ occasionally ☐

These adverbs usually come before the main verb.

*He **never** smokes and he doesn't **usually** eat meat.*

► Language summary C/D, page 149.

## Practice

- 1 Use the prompts below to make more sentences about the three athletes.

For example: eat/Ania/a healthy diet/always

*Ania always eats a healthy diet.*

- a for many hours/all of them/train/every day
- b much money/Ania and Toshi/not earn
- c Ania/at 7.00/get up/usually
- d never/before midnight/go to bed/she
- e live in/Toshi/a special training camp called a heya
- f on the floor/he/sleep/often
- g lots of fan letters/receive/every week/he
- h not play/Dan/in every match
- i two sports cars/own/he
- j miss/he/his family in Romania
- k phone/about four times a week/he/his mother

2 a) You are going to interview your partner. Work in groups, A and B. Group A looks at page 139. Group B looks at page 145. Complete the gaps with *are you?* or *do you?*

b) Work in pairs with a person from the other group. Ask and answer the questions.

What time do you usually get up?

Normally about half past six. How about you?