

Third Edition (第3版)

interchange

剑桥国际英语教程

Jack C. Richards

with Jonathan Hull and Susan Proctor

教师用书

外语教学与研究出版社
FOREIGN LANGUAGE RESEARCH PRESS
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Interchange Third Edition Teacher's Edition
revision prepared by Kate Cory-Wright

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北京 BEIJING

TEACHER'S EDITION



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新版简介

《剑桥国际英语教程》(第3版) (*Interchange Third Edition*) 是《剑桥国际英语教程》(*New Interchange*) 这一世界上具有广泛影响力的英语教程的全面修订版。本教程采用美式英语编写, 但同时也体现出英语作为国际交流的主要语言, 并不局限于某个国家、某个地区或某种文化。

新版《剑桥国际英语教程》(第3版) 更全面地体现了国际上最新的英语教学方法。新版总结了上一版在全球的课堂实践经验, 保留了为广大师生所喜爱的具有启发性和创新性的课堂活动, 同时根据他们的建议对部分内容和活动作了更新和修订。新版为读者奉献了更时尚的内容、更丰富的语法训练和更多的听说实践机会。

课程大纲与教学方法

新版通过时尚有趣的话题将语法、词汇、语音以及听、说、读、写四项技能有机地结合起来, 兼顾语言的准确性和流利性。新版仍然遵循上一版的教学理念: 在“有意义的交流”中学习语言最有效。

话题

本套教程涵盖与学生生活息息相关的时尚话题(如业余生活、娱乐等)。对于这些话题, 学生会有切身体会与经验, 因而可以分享很多观点与信息。另外, 文化方面的信息可以激发跨文化比较和讨论。

功能

功能大纲与语法大纲并行。例如, 在第1级中, 学生在学习 Do you ...? 问句(如: Do you like jazz?) 的同时, 还要学习如何表达喜好(如: I love it. I can't stand it.)。学完本套教程, 学生可以学会多种实用的语言功能, 如自我介绍、表达观点等。每一级介绍 50 到 65 种语言功能。

语法

新版循序渐进地介绍语法。入门级向初学者介绍基本的语法结构; 第1级在此基础之上进行复习和扩展; 第2级和第3级介绍更复杂的语法结构, 如被动语态和条件句。本套教程将“语意”、“形式”和“应用”视为语言学习的三个互相关联的方面。首先, 学生会在会话练习(Conversation)和观点展示(Perspectives)中注意到出现的新语法点, 随后他们在语法重点(Grammar Focus)中学习并应用这些语法点。他们先进行控制型练习, 然后很快进入更自由的练习阶段, 旨在提高语言的流利程度。换句话说, 学生通过应用语法来掌握语法, 语法只是提高交际能力的手段。

词汇

新版中拓展词汇占据着十分重要的地位。活用型词汇(鼓励学生使用的词汇)主要出现在词汇扩展(Word Power)和文化点滴(Snapshot)中, 而认知型词汇主要出现在阅读练习(Reading)和听力练习(Listening)中。在词汇扩展练习中, 学生通常需将生词归类, 这反映出人脑对于生词的理解过程; 然后学生通过个性化地运用生词来掌握它们。教师用书中可复印的单元小结(Language summary)部分提供各单元的活用型词汇和表达法。每一级教授大约 1000—1300 个活用词。

口语

新版更加强调口语技能的培养,尤其是自然对话式语言表达。讨论 (Discussion)、角色扮演 (Role Play)、口语练习 (Speaking) 以及交流活动 (Interchange Activity) 都为学生提供了系统训练语言流利度的机会;另外,会话练习还展示了各种谈话策略,例如,如何开始和结束对话、如何提出后续问题、如何转换话轮以及如何使用填充语 (如: well, you know, so); 其他练习也都是一些妙趣横生的个性化口头表达训练,为学生提供交流观点的机会。

听力

听力大纲强调任务型听力活动,将“自上而下”信息处理技巧 (如: 作预测) 和“自下而上”信息处理技巧 (如: 识别和理解单词) 相结合。各级的听力练习 (Listening) 都设置了重点问题或重点任务,让学生带着目的去听;同时,表格等组织形式可以帮助学生作笔记。第1级到第3级的多数会话练习还设置了后续听力练习 (如: Listen to the rest of the conversation. What happened?). 学生用书后的自学 (Self-study) 部分还提供了补充听力练习。

阅读

在阅读练习 (Reading) 中,学生可以带着不同的目的阅读各类文章 (如报纸和期刊文章、民意调查、信函等)。例如,学生可以通过略读 (skimming) 了解文章主旨,通过快读 (scanning) 寻找特定信息,或者仔细阅读文章细节;接下来他们完成阅读技巧练习,如作推断和根据上下文猜测含义等;他们还要针对阅读材料谈论自己的观点和看法。

写作

第1级到第3级设有写作大纲,学生可以练习各种实用文体的写作 (如: 电子邮件、明信片、备忘录),同时通过写作 (Writing) 来复习本单元话题和学到的词汇与语法。在写作前,学生通常要研究范文。学生在文章中描述自己的经历和想法,然后与同学分享。

语音

语音大纲强调英语口语的重要特点,如单词重音、语调和连读等。每单元都有语音练习 (Pronunciation),学生可以通过经常性的语音练习取得长足的进步。每个单元学生都会关注一种语音现象,并利用新词和语法点来练习这一语音现象。

根据需求灵活采用

教师要根据学生的需要、兴趣、年龄和学习方式灵活采用本套教程所提供的教学材料,这一点十分重要。教师用书还提供了大量的教学资源,教师可根据课堂情况灵活采用,以达到最佳教学效果。例如,游戏 (Games) 部分提供了有启发性、创新性的技能培训方法;新教法 (Fresh ideas) 部分提供有启发性、创新性的练习方法;另外,每单元还有一个可复印使用的练习 (Photocopiable) 或可以发给学生的创新性补充活动。

评估

新版《剑桥国际英语教程》(第3版) 有一套完整灵活的评估系统。学生用书中的复习单元 (Progress check) 部分鼓励学生每学习两个单元之后,对自己在重要语言技能方面的进步进行自我评估。教师用书中的口语测验 (Oral quizzes) 和笔头测验 (Written quizzes) 部分为更正式的评估方法。此外,评估测试包 (Placement and Evaluation Package) 也是为学生正确定级和定期评估进度不可缺少的工具。

学生用书总览

《剑桥国际英语教程》(第3版) (*Interchange Third Edition*) 每单元包括两个教学环节, 每个环节都有特定的话题、语法点和功能。第2级各单元包括文化点滴(Snapshot)、会话练习(Conversation)、语音(Pronunciation)、语法重点(Grammar Focus)、听力(Listening)、口语(Speaking)、讨论(Discussion)、角色扮演(Role Play)、交流活动(Interchange Activity)、词汇扩展(Word Power)、观点展示(Perspectives)、写作(Writing)和阅读(Reading)等部分。这些部分在每单元的出现顺序不尽相同。下面是第2级的一个样章。

第1环节 (练习1~8)

主题: 食物

语法: 一般过去时和现在完成时

功能: 表达喜好

4 I've never heard of that!

1 SNAPSHOT

Favorite Ethnic Dishes

KOREA	BRAZIL	SINGAPORE	LATIN AMERICA
Bulgoggi Beef marinated with soy sauce and other spices	Feijoada A dish made of black beans, garlic, spices, and pork	Fish Head Curry A dish made from a fish head cooked in a rich curry sauce	Ceviche Raw seafood marinated in lime juice and chili peppers

Sources: Fodor's South America; Fodor's Southeast Asia; www.globalgourmet.com


Which dishes are made with meat? with fish or seafood?
Have you ever tried any of these dishes? Which ones would you like to try?
What ethnic foods are popular in your country?

2 CONVERSATION Have you ever ... ?

A Listen and practice.

Steve: Hey, this sounds strange – snails with garlic. Have you ever eaten snails?
Kathy: Yes, I have. I had them here just last week.
Steve: Did you like them?
Kathy: Yes, I did. They were delicious! Why don't you try some?
Steve: No, I don't think so.
Waiter: Have you decided on an appetizer yet?
Kathy: Yes, I'll have a small order of the snails, please.
Waiter: And you, sir?
Steve: I think I'll have the fried brains.
Kathy: Fried brains? I've never heard of that! It sounds scary.

B Listen to the rest of the conversation. How did Steve like the fried brains? What else did he order?



Snapshot 文化点滴

- 介绍本单元或本环节话题
- 介绍讨论该话题所需的词汇
- 采用真实信息
- 提供用于讨论的个性化的引导性问题

Conversation 会话练习

- 提供结构式听说练习
- 在文中介绍第1环节中语法点的含义和用法
- 用插图展示对话情景和生词
- 提供后续听力练习

Pronunciation 语音

- 提供控制型练习，辨认和练习本环节语法项目中出现的语音现象
- 引导扩展的和个性化的语音练习

Grammar Focus 语法重点

- 总结第1环节的语法点
- 提供语法点的录音
- 提供真实情景下的控制型语法练习，比如短对话
- 引导更自由、更个性化的口语练习

Listening 听力

- 提供听前重要任务或问题
- 培养各种听力技巧，如听大意和听细节

3 PRONUNCIATION Consonant clusters

A Listen and practice. Notice how the two consonants at the beginning of a word are pronounced together.

/k/	/t/	/m/	/n/	/p/	/r/	/l/
skim	start	smart	snack	spare	brown	blue
scan	step	smile	snow	speak	gray	play

B Pair work Find one more word on page 22 for each consonant cluster in part A. Then practice saying the words.

4 GRAMMAR FOCUS

Simple past vs. present perfect

Use the simple past for completed events at a definite time in the past.
Use the present perfect for events within a time period up to the present.

Have you ever eaten snails?
Yes, I have. I tried them last month.
Did you like them?
Yes, I did. They were delicious.

Have you ever been to a Vietnamese restaurant?
No, I haven't. But I ate at a Thai restaurant last night.
Did you go alone?
No, I went with some friends.

A Complete these conversations. Then practice with a partner.

- A: Have you ever (be) to a picnic at the beach?
B: Yes, I (be) to a picnic last month.
- A: Have you ever (try) sushi?
B: No, I (not try) it, but I'd like to.
- A: Did you (have) breakfast today?
B: Yes, I (eat) a huge breakfast.
- A: Have you ever (eat) Mexican food?
B: Yes, I (eat) it. In fact, I (eat) some just last week.
- A: Did you (drink) coffee this morning?
B: Yes, I (drink) it. I (have) some on my way to work.



B Pair work Ask and answer the questions in part A. Give your own information.

5 LISTENING What are they talking about?

Listen to six people ask questions about food and drink in a restaurant. Check (✓) the item that each person is talking about.

1. water 2. a meal 3. soup 4. coffee 5. cake 6. the check
- bread 3. a plate 4. pasta 5. the meat 6. coffee 7. the menu

I've never heard of that! • 23

6 SPEAKING Tell me more!

Pair work Ask your partner these questions and four more of your own. Then ask follow-up questions.

Have you ever been on a diet?
Have you ever tried ethnic food?
Have you ever been to a vegetarian restaurant?
Have you ever eaten something you didn't like?

A: Have you ever been on a diet?
B: Yes, I have.
A: Did you lose any weight?
B: No, I didn't. I actually gained weight!

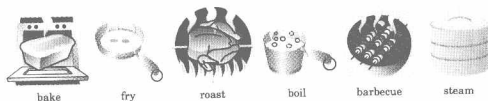


7 INTERCHANGE 4 Risky business

Find out some interesting facts about your classmates. Go to Interchange 4.

8 WORD POWER Cooking methods

A How do you cook the foods below? Check (✓) the methods that are most common in your country. Then compare with a partner.



Methods	Foods						
	fish	shrimp	eggs	chicken	beef	potatoes	onions
bake							
fry							
roast							
boil							
barbecue							
steam							

B Pair work What's your favorite way to cook or eat the foods in part A?

A: Have you ever steamed fish?
B: No, I haven't. I prefer to bake it.

Speaking 口语

- 提供交际任务，培养口语流利度
- 回顾本环节中的语法和词汇
- 包括两人活动、小组活动和班级活动

Word Power 词汇扩展

- 展示与本单元话题相关的词汇
- 词汇归类练习
- 引导更自由、更个性化的口语练习

第2环节 (练习9~14)

主题: 食谱

语法: 顺序副词

功能: 给出指令

Perspectives 观点展示

- 提供结构式听说练习
- 在文中介绍第2环节中语法点的含义和用法
- 提供人们对某个话题的观点和经历
- 介绍实用的表达法和话语特点

Grammar Focus 语法重点

- 总结第2环节中的语法点
- 给出前面对话中的例句
- 提供真实情景下的控制型语法练习
- 引导更自由、更个性化的口语练习

9 PERSPECTIVES Family cookbook

A Listen to this recipe for Elvis Presley's favorite peanut butter and banana sandwich.

3 tablespoons peanut butter 2 slices of bread
1 banana, mashed 2 tablespoons butter, melted

First, mix the peanut butter and mashed banana together. Then lightly toast the slices of bread. Next, spread the peanut butter and banana mixture on the toast. After that, close the sandwich and put it in a pan with melted butter. Finally, fry the bread until it's brown on both sides.



B Pair work Look at the steps in the recipe again. Number the pictures from 1 to 5. Would you like to try Elvis's specialty?



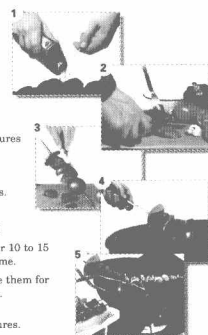
10 GRAMMAR FOCUS

Sequence adverbs

First, mix the peanut butter and banana together. Then toast the slices of bread. Next, spread the mixture on the toast. After that, put the sandwich in a pan with butter. Finally, fry the sandwich until it's brown on both sides.

A Here's a recipe for barbecued kebabs. Look at the pictures and number the steps from 1 to 5. Then add a sequence adverb to each step.

- ☐ ... put the meat and vegetables on the skewers.
- ☐ ... put charcoal in the barbecue and light it.
- ☐ ... take the kebabs off the barbecue and enjoy!
- ☐ ... put the kebabs on the barbecue and cook for 10 to 15 minutes, turning them over from time to time.
- ☐ ... cut up some meat and vegetables. Marinate them for 20 minutes in your favorite barbecue sauce.



B Pair work Cover the recipe and look only at the pictures. Explain each step of the recipe to your partner.

I've never heard of that! - 25

11 LISTENING Tempting snacks

A Listen to people explain how to make these snacks. Which snack are they talking about? Number the photos from 1 to 4.



B Pair work Choose one of the recipes you just heard about. Can you remember how to make it? Tell your partner.

12 SPEAKING My favorite snack

Group work Take turns describing how to make your favorite snack. Then tell the class about the most interesting one.

A: What's your favorite snack?
B: Well, I like to make ...
C: How do you make it?
B: First, you ...

13 WRITING A recipe

A Read this recipe for a popular Hawaiian dish. Notice how the information is divided into a list of ingredients and how to make the dish.

Lomi Lomi Salmon

From the kitchen of _____

1/4 cup shredded salmon, uncooked	1 green pepper, diced
1 white onion, chopped	3/4 cup vinegar
2 green onions, sliced	2 tablespoons sugar
2 tomatoes, diced	salt and pepper, to taste

Mix all ingredients together in a bowl. Cover and refrigerate overnight. Eat with rice as a light meal or on crackers as an appetizer.

B Now think of a dish you know how to make. First, write down the ingredients you need. Then describe how to make the dish.

C Group work Read and discuss each recipe. Then choose the most interesting recipe to share with the class.

Listening 听力

- 提供听前重要任务或问题
- 培养各种听力技巧, 如听大意和听细节
- 提供听后口语练习

Speaking 口语

- 提供交际任务, 培养口语流利度
- 回顾本环节中的语法和词汇
- 包括两人活动、小组活动和班级活动

Writing 写作

- 提供范文
- 培养写作不同文体的能力, 如写明信片 and 电子邮件
- 巩固本环节或本单元所学词汇和语法

Reading 阅读

- 展示多种文体
- 通过读前任务介绍文章内容
- 培养各种阅读技巧，如阅读文章大意、阅读文章细节和推论
- 鼓励个性化的讨论和分析

14 READING

FOOD MOOD

Skim the article. Then check (✓) the statement you think will be the main idea.
 ■ Certain foods cause stress and depression. ■ Certain foods affect the way we feel.



We often eat to calm down or cheer up when we're feeling stressed or depressed. Now new research suggests there's a reason: Food changes our brain chemistry. These changes powerfully influence our moods. But can certain foods really make us feel better? Nutrition experts say yes. But what should we eat and what should we avoid? Here are the foods that work the best, as well as those that can make a bad day worse.

To Outsmart Stress
What's good? Recent research suggests that foods that are high in carbohydrates, such as bread, rice, and pasta, can help you calm down. Researchers say that carbohydrates cause the brain to release a chemical called serotonin. Serotonin makes you feel better.

What's bad? Many people drink coffee when they feel stress. The heat is soothing and the caffeine in coffee might help you think more clearly. But if you drink too much, you may become even more anxious and irritable.

To Soothe the Blues
What's good? Introduce more lean meat, chicken, seafood, and whole grains into your diet. These foods have a lot of selenium. Selenium is a mineral that helps people feel more relaxed and happy. You can also try eating a Brazil nut every day. One Brazil nut contains a lot of selenium.

What's bad? When they're feeling low, many people turn to comfort foods – or foods that make them feel happy or secure. These often include things like sweet desserts. A chocolate bar may make you feel better at first, but within an hour you may feel worse than you did before.

A Read the article. The sentences below are false. Correct each sentence to make it true.

1. We often eat when we feel calm.
2. You should drink coffee to relieve stress.
3. Foods like chicken and seafood are high in carbohydrates.
4. Carbohydrates cause the brain to release selenium.
5. Serotonin makes you feel more anxious and irritable.
6. People usually eat comfort foods when they're feeling happy.
7. You shouldn't eat more than one Brazil nut a day.
8. Chocolate will make you feel better.

B Pair work What foods do you eat to feel better? After reading the article, which of the advice will you follow?

I've never heard of that! • 27

Interchange 4 RISKY BUSINESS

A How much do you really know about your classmates? Look at the survey and add two more situations to items 1 and 2.

Name	Notes
1. Find someone who has . . .	
a. cried during a movie	
b. had food poisoning	
c. been on TV	
d. studied all night for an exam	
e. lied about his or her age	
f.	
g.	
2. Find someone who has never . . .	
a. driven a car	
b. used a recipe to cook	
c. had a cup of coffee	
d. played a video game	
e. eaten pizza	
f.	
g.	

B Class activity Go around the class and ask the questions in the survey. Write down the names of classmates who answer "yes" for item 1 and "no" for item 2. Then ask follow-up questions and take notes.

- A: Have you ever cried during a movie?
 B: Yes, I've cried during a lot of movies.
 A: What kinds of movies?
 B: Well, sad ones like *Casablanca* and . . .
- A: Have you ever driven a car?
 C: No, I haven't.
 A: Why not?
 C: Well, I'm too young. I don't have a driver's license.

C Group work Compare the information in your surveys.



Interchange 4

Interchange Activity 交流活动

- 扩展单元主题、词汇和语法
- 以富有创意的、有趣的方式巩固新学的语言知识
- 通过调查、信息沟和游戏等交流活动提高语言流利度

教师用书总览

教师用书为使用《剑桥国际英语教程》(第3版) (*Interchange Third Edition*) 的教师提供全面的教学支持。书中提供口语测验 (Oral quizzes)、笔头测验 (Written quizzes)、单元小结 (Language summaries)、练习册答案 (Workbook answer keys)、可复印材料 (Photocopiables)、新教法 (Fresh ideas) 和游戏 (Games)。书中还有配合学生用书中各单元和复习单元 (Progress check) 使用的详细的教学指导。下面以第2级某单元的教学指导为例详细说明。

Unit Preview 单元提要

- 预览每单元的主题、语法和功能

Teaching Notes 教学指导

- 为每个练习设置教学目标 (Learning objectives)
- 提供详细的教学计划
- 提供可选的教学扩展建议 (Options)
- 提供练习答案 (Answers) 和词汇释义 (Vocabulary)
- 提供有助于教师培训和发展的建议 (TIPs)

I've never heard of that!

Cycle 1, Exercises 1-7

1 SNAPSHOT

Learning objective: talk about food and ethnic dishes

- Books closed. Ss discuss food.
- In a heterogeneous class: Ask for names of some popular dishes that people like to eat in the Ss' countries. Elicit additional information about the dishes Ss mention. Ask: "What's it made of? Do you eat it only on special occasions?"
- In a homogeneous class: Ask Ss about their favorite ethnic foods (e.g., Japanese sushi, Italian pizza, Korean kimchi, Indian curry, Mexican tacos).
- Books open. Give Ss a few minutes to look over the information in the Snapshot. Explain any unknown words or expressions.

In Unit 4, students discuss food, recipes, and cooking methods. In Cycle 1, they talk about personal experiences using the past tense and the present perfect. In Cycle 2, they describe recipes using sequence adverbs.

- Go over the questions. Then have Ss discuss them in pairs or groups.
- **Option:** To prepare Ss for vocabulary in the unit, have the class brainstorm in groups: four kinds of meat, fish, vegetables, and fruit. This could be done as a race against each other or against time.

Possible answers

Meat	Fish/seafood	Vegetables	Fruit
chicken	shrimp	(chili) pepper	banana
pork	salmon	onion	avocado
beef	tuna	carrot	tomato
ham	lobster	eggplant	lime

2 CONVERSATION

Learning objectives: practice ordering food in a restaurant; see the simple past and the present perfect in context

A ① [CD 1, Track 21]

- Ask Ss to look at the picture. Ask: "Where are these people? What do you think they are eating? How do they look?" Accept any reasonable answers.
- Elicit or explain any new vocabulary.

Vocabulary

- **snails:** small land animals with a hard round shell and no legs
- **garlic:** a plant used in cooking to give a strong taste
- **appetizer:** a small dish served at the beginning of a meal
- **brains:** the organ found in the head of an animal
- **scary:** frightening

- Books closed. Write these questions on the board:

1. Has the man eaten snails before?
 2. Has the woman eaten snails before?
 3. Has the woman eaten fried brains before?
- Play the audio program. Ss listen for answers to the questions on the board. Elicit Ss' answers. (Answers: 1. no, 2. yes, 3. no)
 - Books open. Play the audio program again. Ss listen and read silently.
 - **Option:** Focus Ss' attention on the word *have* in the conversation. Explain that we don't stress the word

have in *Have you ever...?*, when it's an auxiliary verb, but we do stress *have* in *I'll have...*, when it's the main verb. Play the audio program again, this time pausing so Ss can practice the difference in pronunciation.

- Ss practice the conversation in groups of three. Encourage them to use facial expressions and to have fun.

- **Option:** Books closed. Have Ss act out the conversation in front of the class. Tell them that they can substitute any food words they want.

[] For another way to practice this Conversation, try

Disappearing Dialog on page T-151.

B ②

- Read the questions and then play the rest of the audio program. Ss listen for the answers.
- After Ss compare responses in pairs or groups, elicit and check answers as a class.

Class audio script (See page T-225.)

Answers

Steve didn't like the fried brains (at all). He ordered a (nice, juicy) hamburger (medium rare), French fries, and a large soda.

T-22

6 SPEAKING

Learning objective: talk about experiences using the simple past and the present perfect

Pair work

- Explain the task. Ss practice asking questions using the present perfect, and responding using the simple past.
- Present the questions and model the example conversation. Ss make up four more questions to ask a partner.

- Ss complete the activity in pairs. Go around the class and give help as needed.
- **Option:** Set this up as a competition. The pair that continues talking the longest, wins!

[] For more speaking practice, try the *Onion Ring* technique on page T-151.

7 INTERCHANGE 4

See page T-117 for teaching notes.

End of Cycle 1

Do your students need more practice?

Cycle 2, Exercises 8-14

8 WORD POWER

Learning objective: learn vocabulary for discussing ways to cook different types of foods

A

- Focus Ss' attention on the six pictures above the chart. Say the words and have the class repeat.
- Explain the task. Then read the words in the chart and have Ss repeat. Explain any words that Ss don't know.
- Model how to check (✓) the most common cooking method(s) used for each food in the chart. Read aloud the first food: fish. Ask: "How do people cook fish in your country? Do they usually bake it, fry it, roast it, boil it, barbecue it, or steam it?"
- Ss work individually to check (✓) the cooking methods that are most common in their country. Go around the class and give help as needed.
- Stop the activity after a few minutes and have Ss compare their charts in pairs. Then ask a few Ss to write their ideas on the board.

Possible answers

(The answers given here generally reflect North American cooking techniques.)

fish: bake, fry, barbecue, steam
shrimp: fry, boil, barbecue
eggs: fry, boil
chicken: bake, fry, roast, barbecue
beef: roast, barbecue
potatoes: bake, fry, roast, boil
onions: fry, roast
eggplant: bake, fry
bananas: bake in bread or pies, fry

B Pair work

- Ask two Ss to read the example conversation. Have Ss work in pairs or groups. Then use a show of hands to find out which cooking method is the favorite for each of the foods in part A.

[] To practice the vocabulary, play the *Chain Game* on page T-146. Have Ss make sentences like this:
S1: Last night I baked bread.
S2: Last night I baked bread and boiled fish.
S3: Last night I baked bread, boiled fish, and fried some potatoes.

End-of-Cycle 环节结束

- 针对如何利用练习册、录像活动用书和 CD-ROM 来进一步练习提出建议
- 针对如何利用小测验和成果测试来定期评估提出建议

Supplementary Activities 辅助活动

- Photocopiables 提供新颖的辅助活动, 可复印发给学生
- Fresh ideas 提供教学和复习的不同方法
- Games 通过具有启发性、创新性的方式复习或练习语法和词汇

教材组成

■ Student's Book 学生用书 (附赠词汇手册)

Student Self-study Audio Cassettes 学生用带

Student Self-study Audio CDs 学生用盘 (随学生用书一同包装)

每级学生用书按照主题分类, 单元练习分为话题性和功能性两类; 每两个单元之后有一个复习单元 (Progress check); 书的后一部分还有针对各个单元的交际活动 (Interchange activities) 和自学听力练习 (Self-study)。附赠的**词汇手册**按照单元索引, 帮助学生理解和记忆口语中常见的词汇和搭配。

与学生用书配套的录音产品包括**学生用带**和**学生用盘**两种, 供学生课后自学使用。录音内容包括学生用书中的会话 (Conversation) 和自学听力练习 (Self-study)。

学生用书按照内容多少分为两个版本——全一册和**A、B**分册。**A、B**分册也配有相应的词汇手册、磁带和 CD 产品。

■ Teacher's Edition 教师用书

Class Audio Cassettes with Student Self-study Cassettes 课堂用带

Class Audio CDs with Student Self-study Audio CDs 课堂用盘 (随教师用书一同包装)

教师用书设计合理, 将学生用书的原页和相应的教学指导对开活页装订, 方便教师左右对照查阅。教学指导包括语法点讲解、文化背景知识、辅助课堂活动、练习答案和听力录音文本。后一部分分为教师补充了很多教学辅助资源 (Games, Fresh ideas, Photocopiables 和 Language summary 等) 和测试题 (Oral quizzes, Written quizzes)。

与教师用书配套的录音产品包括**课堂用带**和**课堂用盘**两种, 供教师在课堂教学中使用。录音内容包括学生用书中的所有听力内容和自学听力练习 (Self-study)。

■ Workbook 练习册

练习册通过形式多样的练习, 加强学生的词汇、语法、阅读和写作能力。每单元练习与学生用书同步进行, 既可以作为课堂活动, 也可以作为家庭作业。练习册也分成全一册和**A、B**分册, 与学生用书对应。

■ DVD 录像

Video Activity Book 录像活动用书

Video Teacher's Guide 录像教师用书

录像的主题同学生用书对应, 主要用来复习和扩展学生用书中的词汇和语言点。录像的形式包括幽默风趣的“情景故事” (Drama) 和生动真实的“纪录短片” (Documentary)。

录像活动用书为每个故事和纪录短片都设计了循序渐进的听说活动和语言练习。

录像教师用书为教师们做了周密的教学安排, 提供了全面的教学方法, 还附上了参考答案和录像脚本。

■ CD-ROM 多媒体光盘

CD-ROM 与录像用书配套使用，用于巩固或自学录像内容，同时也可以作为学生用书的辅助学习材料。CD-ROM 内容依据 16 个录像单元进行编排，核心内容取自录像中的短片部分。每册光盘含有 150 个人机互动活动，可用于学生自学和课上练习。另外，光盘中每 4 个单元包含一套进阶测试题，以检测学生的学习成果。

■ Teacher's Resource Pack 教师资源包

教师资源包由两部分组成：**教师培训教材**（含 2 张 VCD）和**评估测试包**（含 2 张 CD）。

教师培训教材专为即将使用或正在使用本套教材的教师而设计，提供实际课堂操作经验。教师培训 VCD 展示了世界各地使用本套教材的教学情景和方法，有助于教师明确教学重点、掌握教学方法，并形成自己的教学特色。本书既适用于各种规模的教师培训，也适用于教师自修。

评估测试包帮助教师有效地评估学生的学习成果。它包括：用于在开课之前评定学生英语水平的“定级测试”和用于期中和期末评定学生学习成果的“成果测试”（测试涵盖整套教材各个级别）。测试题型包括：听力、口语、阅读、写作。

■ Teacher's Resource Book 教师资源手册

教师资源手册包含课堂用的听力、语法、词汇和口语活动，可以作为教师用书的补充。教师可以根据实际情况灵活使用和选择。

除了上述主要教学材料之外，教师还可以访问《剑桥国际英语教程》（第 3 版）的网络教学资源（<http://nic.fltrp.com> 或者 www.cambridge.org/interchange）获得更多的教学支持。新版的网站为广大师生奉献了更生动有趣的教学补充活动和更多共享资源。

常见问题

SNAPSHOT 文化点滴

问: Snapshot 部分应该花多长时间教学?

答: 一般不超过 15 分钟。记住, 这只是一个热身活动。

问: 学生应该学会 Snapshot 中所有的生词吗?

答: 学生没必要学会这部分的认知型词汇, 但应鼓励他们使用活用型词汇。活用型词汇会在单元中反复出现, 并在教师用书后的 Language summary 中列出。

CONVERSATION 会话练习

问: 可以在 Conversation 前讲 Grammar Focus 吗?

答: 将 Conversation 设置在前面是因为会话中会引入新的语法点, 并在讲语法规则之前提供范例解释其含义。当然, 你可以根据学生的学习方式调换这两部分的次序。

问: 学生背诵会话会有多大帮助?

答: 学生根据会话做练习并扩展会话内容, 这样做通常会比背诵更有帮助。

PERSPECTIVES 观点展示

问: 什么是 Perspectives?

答: Perspectives 和 Conversation 类似, 通过真实语境介绍新语法点; 但是与 Conversation 不同的是, Perspectives 通过引语、调查、电视节目或广播节目等不同语言形式介绍语法点。

问: 为什么入门级和第 1 级没有 Perspectives 部分?

答: Perspectives 通常含有引发深入讨论和辩论的看法和观点, 因此, 这部分更适合较高级别的学生。

GRAMMAR FOCUS 语法重点

问: 除了 Grammar Focus 涉及的语法点之外, 我可以教其他语法知识吗?

答: 建议只教 Grammar Focus 的内容, 以免学生负担过重。建议随后进行口语练习, 让学生在交流中运用语法规则。

问: 如果学生需要更多的控制型语法练习怎么办?

答: 可以把练习册、录像活动用书或 CD-ROM 中的练习当作家庭作业布置下去。教师用书中的教学指导为每一环节如何布置作业提供了建议。

问: 我应该向学生解释语法规则还是鼓励他们猜测这些规则?

答: 学生的学习方法各不相同, 所以你可以使用不同的方法。先让他们猜, 如果猜不出, 再作解释。

WORD POWER 词汇扩展

问：我怎样帮助学生记住新学的词汇？

答：一种方法是每节课花 5 分钟复习新学的词汇；也可以尝试教师用书中 Fresh ideas 部分和 Games 部分的词汇复习方法。

LISTENING 听力

问：学生理解听力材料有困难怎么办？

答：学生听录音前可以让他们预测录音内容；之后多放几遍录音，让学生每次听不同的信息；也可以将录音分为几个小节（如短对话），每一小节后停顿。

问：学生练听力时会很紧张，怎么办？

答：一种方法是告诉学生不需要听懂每个词，他们将再次听到录音；还可以让学生两人一组或多人一组合作完成练习。

SPEAKING ACTIVITY 口语活动

问：学生总是不理解我的指示语，怎么回事？

答：示范通常会比给出指示更有效，对于低级别的学习者更是如此。同几个学生一起示范口语活动，最好和坐在教室不同位置、能力不同的学生一起示范。

问：学生在分小组活动时会犯很多错误，怎么办？

答：记住，犯错是学习的重要部分。在训练语言流利度的练习中，不要打断学生的话，记下你听到的错误；在活动最后让学生自己更正最常犯的错误。

READING 阅读

问：怎样才能最有效地教阅读部分？

答：鼓励学生快速默读文章；建议学生略读或快读时不要出声，不要用笔指着每个句子或者借助词典查找碰到的每个生词；也可以鼓励他们通过讨论问题交流看法。

PROGRESS CHECK 复习单元

问：Progress check 很有帮助，但我没有足够的时间去利用它，怎么办？

答：Progress check 可以有不同的使用方法。例如，可以将其中的一些练习布置为家庭作业；也可以只把自我评估部分作为家庭作业，然后根据学生需要提高的技能选择相关练习。

FLEXIBILITY 灵活性

问：学生用书中的材料对于我的课堂不够用，怎么办？

答：用教师用书中的 Photocopiables、Games、Fresh ideas，或者教学网站上的活动作为补充。

问：我没有时间完成每个练习。怎样才能更快地完成练习？

答：你不需要完成学生用书中的每个练习，可以选择省略 Writing、Reading 和 Interchange Activity 等练习。

Plan of Book 2

Titles/Topics

Speaking

Grammar

UNIT 1

PAGES 2-7

A time to remember

People; childhood; memories

Introducing yourself; talking about yourself; exchanging personal information; remembering your childhood; asking about someone's childhood

Past tense; *used to* for habitual actions

UNIT 2

PAGES 8-13

Caught in the rush

Transportation; transportation problems; city services

Talking about transportation and transportation problems; evaluating city services; asking for and giving information

Adverbs of quantity with count and noncount nouns: *too many, too much, fewer, less, more, not enough*; indirect questions from Wh-questions

PROGRESS CHECK

PAGES 14-15

UNIT 3

PAGES 16-21

Time for a change!

Houses and apartments; lifestyle changes; wishes

Describing positive and negative features; making comparisons; talking about lifestyle changes; expressing wishes

Evaluations and comparisons with adjectives: *not . . . enough, too, (not) as . . . as*; evaluations and comparisons with nouns: *not enough . . ., too much/many . . ., (not) as much/many . . . as; wish*

UNIT 4

PAGES 22-27

I've never heard of that!

Food; recipes; instructions; cooking methods

Talking about food; expressing likes and dislikes; describing a favorite snack; giving instructions

Simple past vs. present perfect; sequence adverbs: *first, then, next, after that, finally*

PROGRESS CHECK

PAGES 28-29

UNIT 5

PAGES 30-35

Going places

Travel; vacations; plans

Describing vacation plans; giving travel advice; planning a vacation

Future with *be going to* and *will*; modals for necessity and suggestion: *must, need to, (don't) have to, better, ought to, should (not)*

UNIT 6

PAGES 36-41

OK. No problem!

Complaints; household chores; requests; excuses; apologies

Making requests; accepting and refusing requests; complaining; apologizing; giving excuses

Two-part verbs; *will* for responding to requests; requests with modals and *Would you mind . . . ?*

PROGRESS CHECK

PAGES 42-43

UNIT 7

PAGES 44-49

What's this for?

Technology; instructions

Describing technology; giving instructions; giving suggestions

Infinitives and gerunds for uses and purposes; imperatives and infinitives for giving suggestions

UNIT 8

PAGES 50-55

Let's celebrate!

Holidays; festivals; customs; celebrations

Describing holidays, festivals, customs, and special events

Relative clauses of time; adverbial clauses of time: *when, after, before*

PROGRESS CHECK

PAGES 56-57

Pronunciation/Listening

Writing/Reading

Interchange Activity

Reduced form of <i>used to</i> Listening to people talk about their past <i>Self-study</i> : Listening to people discuss their favorite childhood memories	Writing a paragraph about your childhood “Nicole Kidman: New Hollywood Royalty”: Reading about an actress’s career	“Class profile”: Finding out about a classmate’s childhood
Syllable stress Listening to a description of a transportation system <i>Self-study</i> : Listening to people ask for information	Writing a letter to the editor “New Ways of Getting Around”: Reading about new transportation inventions	“Tourism campaign”: Suggesting ways to attract tourists to a city
Unpronounced vowels Listening to people talk about capsule hotels <i>Self-study</i> : Listening to people ask and answer questions about apartments for rent	Writing an e-mail describing an apartment “Break Those Bad Habits”: Reading about ways to end bad habits	“Wishful thinking”: Finding out about a classmate’s wishes
Consonant clusters Listening to descriptions of foods <i>Self-study</i> : Listening to people talk about food	Writing a recipe “Food and Mood”: Reading about how food affects the way we feel	“Risky business”: Collecting personal information from classmates
Linked sounds with /w/ and /j/ Listening to travel advice <i>Self-study</i> : Listening to people discuss vacation plans	Writing travel suggestions “Getting Away From It All”: Reading tips from an expert backpacker	“Fun vacations”: Deciding on a trip
Stress in two-part verbs Listening to results of a survey <i>Self-study</i> : Listening to people make requests	Writing a set of guidelines “Neighbor vs. Neighbor”: Reading about ways to deal with neighbors	“That’s no excuse!”: Apologizing and making excuses
Syllable stress Listening to a radio program; listening to people give advice <i>Self-study</i> : Listening to people discuss computers	Writing a note giving instructions “A Day in Your Life – In the Year 2020”: Reading about life in the future	“Talk radio”: Giving advice to classmates
Stress and rhythm Listening to a description of Carnival <i>Self-study</i> : Listening to someone talk about Halloween	Writing a travel guide “Unique Customs”: Reading about holidays and unusual customs	“Once in a blue moon”: Finding out how classmates celebrate special events

Titles/Topics

Speaking

Grammar

UNIT 9	PAGES 58-63		
Back to the future Life in the past, present, and future; changes and contrasts; consequences	Talking about change; comparing time periods; describing possibilities	Time contrasts; conditional sentences with <i>if</i> clauses	
UNIT 10	PAGES 64-69		
I don't like working on weekends! Abilities and skills; job preferences; personality traits; careers	Describing abilities and skills; talking about job preferences; describing personality traits	Gerunds; short responses; clauses with <i>because</i>	
PROGRESS CHECK	PAGES 70-71		
UNIT 11	PAGES 72-77		
It's really worth seeing! Landmarks and monuments; world knowledge	Talking about landmarks and monuments; describing countries; discussing facts	Passive with <i>by</i> (simple past); passive without <i>by</i> (simple present)	
UNIT 12	PAGES 78-83		
It could happen to you! Information about someone's past; recent past events	Asking about someone's past; describing recent experiences	Past continuous vs. simple past; present perfect continuous	
PROGRESS CHECK	PAGES 84-85		
UNIT 13	PAGES 86-91		
Good book, terrible movie! Entertainment; movies and books; reactions and opinions	Describing movies and books; talking about actors and actresses; asking for and giving reactions and opinions	Participles as adjectives; relative clauses	
UNIT 14	PAGES 92-97		
So that's what it means! Nonverbal communication; gestures and meanings; signs; drawing conclusions	Interpreting body language; explaining gestures and meanings; describing emotions; asking about signs and meanings	Modals and adverbs: <i>might, may, could, must, maybe, perhaps, possibly, probably, definitely</i> ; permission, obligation, and prohibition	
PROGRESS CHECK	PAGES 98-99		
UNIT 15	PAGES 100-105		
What would you do? Money; hopes; predicaments; speculations	Speculating about past and future events; describing a predicament; giving advice and suggestions	Unreal conditional sentences with <i>if</i> clauses; past modals	
UNIT 16	PAGES 106-111		
What's your excuse? Requests; excuses; invitations	Reporting what people say; making requests; making invitations and excuses	Reported speech: requests; reported speech: statements	
PROGRESS CHECK	PAGES 112-113		
SELF-STUDY			